# Matura Test | Poziom podstawowy

Name: _____ Class: ____

NEW PASSWORD B1+ TESTS

**ZADANIE 1**

Track 09 **Usłyszysz dwukrotnie rozmowę dwojga nastolatków na temat szkolnego wypracowania. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1.1.–1.5., tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**

**Nadia is writing about:** her grandma
**What is special about this person:**

- grandma **1.1.** _____ because her parents were out at work
- they lived together until **1.2.** _____

**What Nadia learned from this person: 1.3.** _____; doing household chores
**How they keep in touch:** they use **1.4.** _____ almost every day

**Tom is writing about:** his uncle
**What is special about this person**: adventurous, has been in **1.5.** _____

___ / 5

**ZADANIE 2**

Track 10 **Usłyszysz dwukrotnie cztery wypowiedzi na temat lokalnego klubu piłki nożnej. Do każdej wypowiedzi (2.1.–2.4.) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

**This speaker**

**A** describes an unfortunate event.
**B** gives some instructions to his/her parents.
**C** encourages becoming a member of a club.
**D** explains why his/her attitude to football has changed.
**E** advertises an annual event.

| | | | |
|---|---|---|---|
| **2.1.** _____ | **2.2.** _____ | **2.3.** _____ | **2.4.** _____ |

___ / 4

**ZADANIE 3**

Track 11 **Usłyszysz dwukrotnie sześć tekstów. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B albo C.**

**Tekst 1**

**3.1. The man says his presentation wasn't successful because**

**A** the equipment didn't work properly.
**B** the audience wasn't interested in the topic.
**C** he hadn't put much effort into preparing it.

**Tekst 2**

**3.2. At her new school, the girl was mainly surprised by**

**A** the high level of discipline.
**B** the progress she made over a short time.
**C** the number of extra activities.

**Tekst 3**

**3.3. Where are the speakers?**

**A** On a plane.
**B** At the cinema.
**C** In a restaurant.

**Tekst 4**

**3.4. What is the man going to do first?**

**A** Check the car.
**B** Help the woman with the cooking.
**C** Tidy the living room.



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**Tekst 5**

**3.5. Who is the speaker?**

**A** A police officer.
**B** A private detective.
**C** A lawyer.

**Tekst 6**

**3.6. Why is the man going to stay in hospital longer?**

**A** He might have another health problem.
**B** The operation he had didn't go well.
**C** His condition has unexpectedly worsened.

**___ / 6**

**ZADANIE 4**

**Przeczytaj tekst na temat zanieczyszczenia hałasem. Dobierz właściwy nagłówek (A–F) do każdej z oznaczonych części tekstu (4.1.–4.4.). Wpisz odpowiednią literę w każdą lukę. Uwaga: dwa nagłówki podano dodatkowo i nie pasują do żadnej części tekstu.**

**4.1. _____**
The world around us is full of different sounds, especially if you happen to live in an urban area. All day long we are exposed to the noise of traffic, music, TV sets or even pets. And usually this does not affect us as we soon get used to these noises and stop noticing them. Even people living in rural areas are not free from a variety of noises, the most common of which is the sound of dogs barking at night.

**4.2. _____**
It is only when some noises become excessive or long-lasting that we start noticing them and their negative impact. While most of us associate pollution with harmful chemicals and toxins, noise that disturbs our normal lifestyle may be considered a form of pollution as well. In science, noise pollution is usually described in terms of its volume and source.

**4.3. _____**
Those who suffer from the unpleasant effects of noise most often are people living in the vicinity of airports, bus stations, factories and mines. They need to put up with the constant noise of planes and heavy machinery, which inevitably affects their well-being.

**4.4. _____**
The impact of noise pollution should not be underestimated. Studies have shown that long-term exposure to unwanted noise might easily harm our mental and physical well-being. It often results in constant stress, aggressive behaviour, different levels of hearing loss and insomnia. In extreme cases, it may even lead to serious heart problems.

**A** Defining noise pollution
**B** An easy way out
**C** Serious negative effects
**D** Unfair options
**E** There's no escape from it
**F** The victims of noise

**___ / 4**



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**ZADANIE 5**

**Przeczytaj cztery teksty (A–D) na temat asertywności. Wykonaj zadania 5.1.–5.7. zgodnie z poleceniami.**

**Tekst A**

Dear Chloe,
I'm writing to tell you that the assertiveness workshop I took part in last month was a real life-changer! It made me realise it's important to stand up for oneself and not to agree with everything that people say. One of the things that I learned was how to talk to others in a more effective way. You can't imagine how many positive changes it's brought! Now people really pay attention to what I say, so I'm less stressed about taking part in discussions. Being assertive has also increased my self-esteem because my decision-making skills are so much better. My sister even says I've become a bit bossy, but I guess she just doesn't like the fact that I started to have opinions of my own and I don't always agree with her.
If you want me to tell you more about the workshop, just let me know.
Take care,
Kate

**Tekst B**

Stereotypes about assertive behaviour are still popular. While assertiveness is considered a positive quality, people who openly express their thoughts and don't back down when confronted often come across as rude, arrogant or even aggressive. Those who confuse assertiveness with aggression can find it useful to look at how these two types of behaviour compare. Are you surprised by what's in the list?

| Aggressive behaviour | Assertive behaviour |
|---|---|
| • interrupting others when they speak if you don't agree with them | • listening to others, even when not necessarily agreeing with them |
| • shouting, using emotional language | • presenting your opinions and thoughts calmly |
| • using physical contact | • respecting personal space |
| • emphasising that only your needs matter | • considering the needs of others as well as your own |

**Tekst C**

**Assertiveness problems? Join our workshop!**

If you regularly do things that you do not enjoy doing just to please the people around you, or you feel under pressure to agree with people even though you think otherwise, it's time you did something about it! Our intensive 2-day workshops will help!

**When:** 2–3 February or 6–7 March
**How we work:** in small groups doing plenty of practical tasks
During the workshop you will learn how to:

- claim your right to think and feel in your own unique way
- create clear boundaries
- learn assertive body language
- work on your self-esteem
- respond to other people assertively
- say 'no' without offending others

**The fee:**

- regular: £150
- discounted (secondary school and university students): £100



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**Tekst D**

**Mark:** How are you doing, Chloe? How are things at work?
**Chloe:** Thanks for asking. Well, I wish I could say everything's fine, but …
**Mark:** What's the matter?
**Chloe:** It's not the job; it's me and my lack of assertiveness. We had a meeting yesterday and it was the same old story. I had so many good ideas and I didn't even get to present them. The manager kept ignoring me.
**Mark:** I can't believe it! You're very talented and you have a lot to offer.
**Chloe:** I know! I guess I just can't be so passive. I have to do something about it or I'll never get promoted. Kate told me about an assertiveness workshop she'd taken part in. They still have places for February and March editions. I've made up my mind to try it.
**Mark:** Great! Fingers crossed!

**Przeczytaj zdania 5.1.–5.3. Dopasuj do każdego zdania właściwy tekst (A–D). Wpisz rozwiązania do tabeli. Uwaga: jeden tekst nie pasuje do żadnego zdania.**

**5.1.** From this text we learn about the benefits of being a more assertive person. _____
**5.2.** This text presents the reasons behind a decision that someone made. _____
**5.3.** This text encourages people to make a change in their lives. _____

**Przeczytaj e-mail Chloe do jej koleżanki. Uzupełnij luki 5.4.–5.7 zgodnie z treścią tekstów (A–D), tak aby jak najbardziej precyzyjnie oddać ich sens. Luki należy uzupełnić w języku angielskim. W każdą lukę możesz wpisać maksymalnie dwa wyrazy.**

Hi Lisa,
I've been thinking about how assertive I am and I guess I have to start working on it. It's always been difficult for me to openly say what I think. Take work, for example. During the last meeting I had plenty of ideas but I **5.4.** _____ by the manager. I wasn't assertive enough to stand up for myself. So I've decided to take part in an assertiveness workshop that Kate told me about. Hopefully, it will help me learn to make better decisions, which is supposed to improve my **5.5.** _____. The workshop only lasts for **5.6.** _____ and the nearest date is in February. I just want people to accept that **5.7.** _____ are important as well – not just theirs. I really hope the workshop can help.
I'll let you know how it went,
Chloe

___ / 7

**ZADANIE 6**

**Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.**

Shortly after my wife and I had moved to a remote part of Norway, we experienced our first gale. We wouldn't have guessed it was coming if Joan hadn't noticed our neighbours behaving strangely, despite the numerous warnings that had been broadcast on local radio stations before the storm. It took us a while to realise what they were doing and what we were in for, and what was worse, neither of us had had any experience in preparing for severe weather conditions. I did some feverish searching on the web to find out what to do, but I didn't get many answers. Fortunately, the day before the gale struck, Magnar, one of our neighbours, dropped by, asking if we needed any help. We were so grateful!

We started by removing any objects that could have been a potential threat during strong winds. We put the ladder, the garden furniture and empty flower pots in the garage. Then we made sure there were no loose branches in the trees. Luckily, we had done some gardening work a few weeks before so the trees didn't need cutting. We also securely closed all of our windows. Our neighbour also told us that we had to make up an emergency kit that included medicine, a torch and a supply of batteries, so I had to drive to the local shop to get these items. Most importantly, though, he gave us some first-hand tips on how to stay safe during a storm. Sure, most of these were just common sense, but common sense tends to be in short supply when you're panicking. My heart sank when, after we'd done all the necessary preparations, Magnar suggested that we should leave our house and stay with his family instead. I thought he was implying that ours wasn't safe enough (when buying it, we had been assured that it was in excellent condition). However, he explained that



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the country lane leading to our property would soon turn into a muddy bog, so we wouldn't be able to drive along it in an emergency. Frankly, we welcomed the idea of spending time with people who'd already experienced such storms.

So, several hours later, while we were chatting to Magnar and his wife in their living room, the storm finally hit. We were thankful to be there as the storm turned out to be much more extreme than we had expected. Even Magnar seemed to be amazed by how strong it was. It didn't just rain – it absolutely poured down! About half an hour into the storm, there was a power cut and we had to sit in candlelight. At about 11 p.m., Magnar told us to try and get some sleep because it was likely that the storm would last through the night, and he was right. He also told us that the sound of the wind will put us to sleep. However, I couldn't fall asleep and ended up listening to the wind howling through the trees until the small hours before it finally began to drop.

**6.1. How did the writer and his wife know how to prepare for the storm?**

**A** They did what they heard on the radio.
**B** They used their own experience.
**C** They found information on the Internet.
**D** They got the information from their neighbour.

**6.2. What did the writer have to do before the storm?**

**A** Borrow a torch from Magnus
**B** Buy an emergency kit
**C** Cut some loose tree branches
**D** Get some medicine for his neighbour

**6.3. The writer and his wife were advised to stay with their neighbours because**

**A** they might not be able to drive away in emergency.
**B** they didn't have enough experience to be alone.
**C** they didn't prepare the house well enough.
**D** their neighbours' house was in better condition.

**6.4. Which is true about the storm?**

**A** It was as strong as expected.
**B** Its strength was surprising even for Magnar.
**C** It was in fact just light rain.
**D** It hit a few hours later than expected.

**6.5. Magnar correctly predicted**

**A** when the storm would start.
**B** when the power cut would happen.
**C** how long the storm would last.
**D** the effect of wind sounds on falling asleep.

**___ / 5**

**ZADANIE 7**

**Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (7.1.–7.4.) literę, którą oznaczono brakujące zdanie (A–E), tak, aby otrzymać logiczny i spójny tekst. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.**

**BEWARE OF PICKPOCKETS!**

Pickpocketing is one of the oldest crimes and, unfortunately, it is still very common. While we might be the victims of pickpockets virtually anywhere, those at most risk are tourists. **7.1.** ___ Jewellery or expensive cameras are the most likely things to get stolen.

Pickpockets like to operate in places where there is enough distraction for them to go unnoticed like airports, trains or bus stations, which also provide them with a large number of potential victims. **7.2.** ___ Not surprisingly, this lack of careful attention on the part of tourists makes their job so much easier. Another thing is that, once they have stolen something from an unaware tourist, it is virtually a piece of cake for the pickpocket to mingle with the crowd.



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Although skilled pickpockets can actually get into any of your pockets to rob you, their first target is usually something away from your body, like your bag or a camera, when the chance of you feeling them touch you is considerably low. That's why you have to be very careful how you wear your bag. **7.3.** ___ Also, you should keep the most valuable objects in front of your body and keep your hand on them almost all of the time.

Besides their hands, pickpockets use some tools like razors. **7.4.** ___ It might take you a long time to realise that you can no longer feel the familiar weight on your shoulder, and the pickpocket may be long gone. So, while enjoying a visit to a popular tourist destination use your common sense and keep your eyes open!

**A** They also tend to work around popular sights, full of tourists busy taking photos or reading guidebooks.
**B** They are a good target for pickpockets because they are valuable and easy to sell.
**C** With these, they're able to cut off the straps of your handbag or camera or even slit your pocket open.
**D** This is because they are supposed to carry a lot of disposable cash or some valuable items.
**E** It is much easier to grab one that is hanging loosely on your shoulder than if you wear it across your body.

**___ / 4**

**ZADANIE 8**

**Przeczytaj tekst. Uzupełnij każdą lukę (8.1.–8.5.) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.**

Hi everybody,
I'd like to join the discussion here about becoming vegetarian. About a year ago, I was suffering **8.1.** ___ stomach problems, and I'd also put on a lot of weight, so I couldn't stand looking at myself in the mirror. Then, I made up my **8.2.** ___ to change my eating habits. I consulted a dietician who gave me detailed instructions about sticking to a balanced diet. It wasn't easy **8.3.** ___ first as I sometimes kept to my old ways, but I was determined to give it a go. I have lost quite a few kilos **8.4.** ___ starting my diet, and I feel in much better shape than ever before.
Because I only occasionally eat meat these days, I've started wondering **8.5.** ___ it would be a good idea to take the further step of becoming a vegetarian. What do you think?
Jim

**___ / 5**

**ZADANIE 9**

**W zadaniach 9.1.–9.5. wybierz wyraz, które poprawnie uzupełnia luki w obu zdaniach. Zakreśl jedną z liter: A, B albo C.**

**9.1.** My girlfriend is coming to London next week. She'll be here _____ a few days.
She fell _____ love with Henry when they were teenagers.
**A** for
**B** on
**C** in

**9.2.** Unfortunately, after we'd finished university, we didn't _____ in touch with each other very often.
Things like rainy weather or too much stress can easily _____ me down, so I sometimes feel depressed.
**A** keep
**B** get
**C** go

**9.3.** I think I'm missing the _____ of the story. What exactly is it supposed to mean?
There's one important _____ which we still haven't mentioned in our discussion.
**A** detail
**B** sense
**C** point

**9.4.** I realised later that it had been a _____ decision to leave the company.
There's something _____ with the car. It's making a really strange noise.
**A** wrong
**B** bad
**C** false



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**9.5.** For my job, I don't think I could _____ without a computer.
What does she _____ for a living?
**A** make
**B** work
**C** do

**___ / 5**

**ZADANIE 10**

**Uzupełnij zdania 10.1.–10.3. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.**

**10.1.** I will buy this new smartwatch unless _____ (**it / be / expensive**).
**10.2.** I wish _____ (**you / not lie**) me about your shopping problem – I would have helped you.
**10.3.** A new branch of this chain store _____ (**just / open**) in my neighbourhood.

**___ / 3**

**ZADANIE 11**

**Twój kolega z Irlandii chciałby spędzić najbliższe wakacje w Polsce. Napisz do niego e-mail, w którym:**

- wyrazisz i uzasadnisz swoją opinię na temat jego planów;
- opiszesz miejsce, które, Twoim zdaniem, każdy obcokrajowiec powinien odwiedzić podczas pobytu w Polsce i uzasadnisz swoją opinię;
- udzielisz mu kilku rad dotyczących jego pobytu w Polsce;
- podasz dogodny dla Ciebie termin, w którym moglibyście się spotkać podczas jego pobytu w Polsce, i zaproponujesz, jak moglibyście wspólnie spędzić czas.

*Rozwiń swoją wypowiedź w każdym z czterech podpunktów, pamiętając, że jej długość powinna wynosić od 80 do 130 słów (nie licząc słów w zdaniach, które są podane). Oceniana jest umiejętność pełnego przekazania informacji (4 punkty), spójność i logika wypowiedzi (2 punkty), bogactwo językowe (2 punkty) oraz poprawność językowa (2 punkty).*

***Hi Patrick,***

***I'm so glad to hear from you!***

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