



UNIVERSITY OF WARSAW
LANGUAGE CERTIFICATE EXAMINATION
ENGLISH LANGUAGE B2 TEST
TEST PRZYKŁADOWY

- For parts 1, 2 and 3.1 of the test (questions 1-45), write your answers on answer sheet 1.
- For part 3.2 and 3.3 (questions 46-70) write your answers in the spaces provided on answer sheet 2.
- Write your response to part 4 on answer sheet 3.

Total marks for the test: 140

Total time allowed: 180 minutes

Read carefully the instructions that appear at the beginning of each part of the test before attempting to answer any of the questions in that section.

At the beginning of the examination you should receive the test booklet as well as three answer sheets and a pencil.

Complete answer sheet 1 in the following way:

For each question there may be 3, 4 or 5 options provided, marked a, b, c, d, e.

For each question there is only ONE correct answer.

Using a **pencil**, for each question mark your answer on the answer sheet by **completely** filling in the appropriate rectangle.

You may use the test booklet for rough work, but you **must** make sure **you transfer your answers** onto the answer sheet.

Complete answer sheet 2 in the following way:

Use a **biro/ballpoint pen** to write your answers on this answer sheet.

You may use the test booklet for rough work, but you **must** make sure **you transfer your answers** onto the answer sheet.

Part 4 should be completed on answer sheet 3 using a biro/ballpoint pen.

You may use the reverse side of the test booklet to plan and draft your writing.

You should leave yourself at least 40 minutes to complete this section of the test.

Remember to write clearly. Illegible answers will not be considered.

**REMEMBER TO LEAVE YOURSELF ENOUGH TIME TO TRANSFER ALL YOUR ANSWERS TO THE
CORRECT ANSWER SHEET.**

Test 1: Listening Comprehension questions 1 - 15 (30 points)

1.1. Listen to the talk and answer questions 1-8 by choosing the right option. Mark your answer on answer sheet 1. Only one option is correct. You may make notes in your test booklet while listening.

1. The speaker's main point is to
 - a. analyse university lectures from the 1970s.
 - b. talk about the role of surveys in higher education.
 - c. reflect on rising amounts of administration in higher education.
2. According to the speaker, in the 1970s
 - a. students assessed their professors through surveys.
 - b. students hardly ever assessed their lecturers.
 - c. professors regularly took students for a drink after lectures.
3. The speaker believes that the survey question asking students whether they had difficulty hearing a lecture is
 - a. important.
 - b. useful.
 - c. pointless.
4. According to the speaker, these days students are
 - a. tired of filling out numerous surveys.
 - b. enthusiastic about surveys.
 - c. helping to design surveys.
5. Surveys of the speaker's performance as a lecturer have
 - a. worried her greatly.
 - b. not concerned her at all.
 - c. helped her to improve.
6. The speaker says that anonymity in surveys
 - a. gives students greater responsibility.
 - b. allows students to make unsuitable comments.
 - c. affects the way professors complete students' reports.
7. The speaker thinks that a good lecturer is
 - a. easy-going.
 - b. quick-thinking.
 - c. demanding.
8. The speaker believes that the current system of surveys
 - a. damages the quality of education.
 - b. is too time-consuming to be helpful.
 - c. reflects the true quality of education.

1.2. While listening to the interview, decide which of the following statements 9-15 are TRUE (A) / FALSE (B). Mark your answers on answer sheet 1.

- 9. Reza, the guest of the programme, is one of the best known newspaper editors. True/False
- 10. The Afghan Media and Culture Center (AINA) trains people to become journalists. True/False
- 11. Reza first encountered injustice and inequality as an adult. True/False
- 12. Reza says that kids in war zone countries mature before they come of age. True/False
- 13. Reza says he has too many heroes to name them all. True/False
- 14. Reza prefers working in Washington to working in Kabul. True/False
- 15. Reza considers that the major disadvantage of his work is having to get up early. True/False

Test 2: Reading Comprehension questions 16 – 30 (30 points)

2.1 Read the text below and answer questions 16-22 by choosing the right option. Only one of four options is correct in each question. Mark your answers on answer sheet 1. Some of the questions refer to words underlined in the text.

Buying the week's groceries is not what they call shopping therapy. You want to get it over and done with quickly, so you head for the nearest supermarket, you find everything you need under one roof, and you feel glad that those days of going in and out of different shops in the high street are over, and that the terrible music they play doesn't even bother you any longer. Supermarkets seem to be a big plus. There is a downside, though.

In the UK 90% of all the food people consume is bought at 5 different supermarket chains. This makes these companies extremely powerful, especially when it comes to determining the terms of contracts with the smaller companies that supply them. Supermarkets use their huge buying power to squeeze suppliers to get the best deal. Milk is a good example. Supermarkets like to use things like milk and bread, which are at the top of almost everyone's shopping list, to attract customers. To offer the lowest price possible to the consumer, the supermarkets force dairy farmers to sell milk at less than the cost of production.

It would be nice if local grocers supported local agriculture. But for the big supermarkets this just doesn't make sense. You don't want little farmers thinking they can dictate prices. So supermarkets have started a global search for the cheapest possible agricultural produce. In many supermarkets it is difficult to find anything which is produced locally. UK farmers used to grow a lot of apples. Not anymore. In 1961, 36% of apples were imported. By 1999 the figure had risen to 80% and the domestic production of apples had fallen by two-thirds.

To illustrate the influence of the supermarkets' new global strategy, a recent report came up with the following breakdown of a typical Sunday lunch for one supermarket shopper:

Chicken from Thailand	10,691 miles by ship
Beans from Zambia	4,912 miles by plane

Carrots from Spain	1,000 miles by lorry
Potatoes from Italy	1,521 miles by lorry
Total 18,124 miles	

That's well over half way round the globe, for one meal not including the pudding.

Then there's packaging. Supermarkets like everything to be packed and wrapped so it can be stacked neatly on shelves. Supermarket produce generates nearly 10 million tons of discarded packaging in the UK every year, of which less than 5% is recycled. Some supermarkets make sure that large recycling bins are noticeable in their car parks, thereby creating the image that they have an environmental conscience. But that is just an image.

Supermarkets claim they maintain the highest standards. However, their insistence that fruit and vegetables come in a standard shape or size means that some local varieties are rejected (which is what happened to English apples) and this is one of the factors reducing biodiversity. It also often rules out organically grown produce, where the size is often smaller and the shape more irregular.

When a new supermarket is planned there are reassuring claims about the number of new jobs that will be created. Unfortunately the number of retail jobs lost in the area exceeds the number of new positions in the supermarket. Within a 15 kilometres radius of every new supermarket that opens the total number of people employed in the food business declines. On average each new supermarket brings the loss of 276 jobs.

Because the biggest and newest supermarkets are big outside town centres where land is cheaper and it is easier to build a car park nearby, the rise of the supermarket has helped to bring about the collapse of the British town centre. Judging by the number of closed down shops in English town centres you would think that the economy has hit an all time low. It hasn't. It's just that the shopping has moved out of town. What's left behind is, quite frankly, ugly.

16. According to the text, supermarket shopping
 - a. has only advantages.
 - b. has some drawbacks.
 - c. is a form of therapy.
 - d. is relaxing and pleasant.
17. Milk is an example of a product which supermarkets sell at a price that
 - a. is inexpensive for customers.
 - b. gives farmers a good profit.
 - c. makes huge profits for supermarkets.
 - d. is fair for both customers and suppliers.
18. According to the text, fruit and vegetables in supermarkets are
 - a. of uniform shape and size.
 - b. often grown locally.
 - c. organic and thus look more attractive.
 - d. sold in all different shapes and sizes.

19. A new supermarket in the UK
- creates opportunities for a lot of local people to find a job.
 - is only of benefit to people who live no more than 15 kilometres from it.
 - causes some people already working in the food industry to lose their job.
 - employs on average an additional 276 people.
20. Building big supermarkets outside town centres
- is a sign of an economic crisis.
 - has attracted small shops to town centres.
 - is convenient but more expensive.
 - has changed the way towns in the UK look.
21. The word ‘discarded’ (underlined in paragraph 5) means the same as
- thrown out.
 - rejected.
 - produced.
 - re-used.
22. The author’s attitude towards large supermarket chains can best be described as
- neutral.
 - appreciative.
 - approving.
 - critical.

2.2. Read carefully the text below. Some of the phrases have been removed from the text. Choose from the options provided below the text, which phrase fits each gap. For questions 23 - 26 choose from the first set of options, while for questions 27- 30 choose from the second set of options. In each set there is one extra option that you will not need to use. The text should be cohesive. Mark your answers on answer sheet 1.

What is colorgenics?

The theory and term of colorgenics is a relatively contemporary way of undertaking a test that defines attributes of your personality. (23) _____ as a means to define negative and positive aspects of your personality, with the view of using therapies in order to “heal” these traits.

Colorgenics is based on the idea that humans are hugely affected by light. (24) _____ caused by light levels, i.e. seasonal affective disorder, a depressive illness that can be observed when adequate daylight levels fail to be provided. (25) _____ human emotions can be accurately influenced and illustrated with the use of colour. The idea behind this was formed due to expressions such as “seeing red” and the idea that red can evoke feelings of anger, passion and desire. (26) _____ in the term “feeling blue”, where the colour blue can make people feel calm, depressed or melancholy.

Although colorgenics is known to be inspired by the Luscher Colour Test, the two are not the same and should not be confused. Colorgenics does not rely on the same colours. Another thing to note is that the colours cannot be reproduced precisely on any screen. The Luscher Colour Test is

known to provide a much more precise and correct evaluation. Colorgenics is decidedly a more interactive experience.

Colorgenics believes that through careful analysis of colour preference it is possible to show unique personality traits and produce a state of physical well-being. The early 20th century saw the renowned psychologists Dr. Max Luscher and Dr. Theo Gimbel develop Rudolph Steiner's basic principles (27) _____.

Today the colorgenics system can be used via computers to analyse these colour preferences. The computer system examines individual colour preferences to reveal underlying personality traits, (28) _____. The majority of these software packages is made up of eight standard colours, and the user puts these colours into order by preference. Although there are eight individual colours, the number of ways that they can be ordered is quite varied, (29) _____.

The colorgenics system has not been considered as fully reliable, however, there are consistent and accurate results produced. Over nine million people have been involved in colorgenics and (30) _____.

For questions 23-26 choose from the list below. There is one extra phrase you will not need to use.

- A. It believes in the idea that
- B. It is used in alternative therapy
- C. Alternatively you can discover an example
- D. There are many ways in which colorgenics is used nowadays
- E. This is largely linked to mental imbalances

For questions 27-30 choose from the list below. There is one extra phrase you will not need to use.

- A. therefore an analysis is rather accurate for an individual
- B. out of these people they believe 87% are accurate
- C. but it is not always fully justified
- D. that people choose colours depending on their current physical and psychological state.
- E. then provides a thorough insight into the users physical well-being

Test 3: Use of English questions 31-70 (40 points)

3.1. Questions 31- 50 (20 points)

For questions 31- 50 read the text below and decide which option (A, B, C or D) best fits each space. Mark your answers on answer sheet 1.

We all have heard of Tony Blair. He is the (31) _____ who defines our times. His (32) _____ as Labour leader in 1994 marked a seismic shift in Great Britain. (33) _____ a few short years, he had (34) _____ his party and rallied the country behind him. On (35) _____ prime minister in 1997 with the biggest victory in Labour's history, he brought to (36) _____ eighteen years of Conservative government. He took the Labour party to a historic three terms in (37) _____.

A Journey is Tony Blair's (38) _____ account of his years as a leader. In this book he (39) _____ his role in shaping recent history, from the aftermath of Princess Diana's death to the war on (40) _____. He reveals the leadership decisions that he (41) _____ undertake to reinvent his party and his relationships with colleagues such as Gordon Brown and Peter Mandelson.

A Journey is a book about the (42) _____ and uses of political power. In frank, often wry detail, Tony Blair charts the ups and downs of his career to provide insight into the man, (43) _____ the statesman. He explains why he took on public opinion to stand (44) _____ for what he believed in. He also hints at how (45) _____ he looks forward (46) _____ Britain's role in addressing the vital issues and complexities of our global world.

(47) _____ British prime ministers have shaped the nation's course so profoundly as Tony Blair; (48) _____, his achievements and his legacy will be debated for year to (49) _____. Here, uniquely, we have an account of his own (50) _____ in his own words.

	A	B	C	D
31	politic	political	politician	politics
32	happening	emergence	occurrence	arising
33	Until	From	Within	While
34	transformed	transmitted	transferred	transported
35	became	had become	was becoming	becoming
36	close	an end	finish	a pause
37	work	job	office	agency
38	left-hand	one-handed	over-hand	first-hand
39	tells	writes	describes	draws
40	terror	terrorising	terrors	terrorist
41	had been	have been	were to	had to
42	sort	type	nature	way

	A	B	C	D
43	as well as	such as	but	additionally
44	over	up	on	in
45	about	comes	many	much
46	increasing in	to increasing	increased	being increased
47	A few	Few	Fewer	The fewest
48	as a result	despite this	although	because
49	go	advance	pass	come
50	journey	trip	flight	travel

3.2. Questions 51 – 70 (20 points)

Read the text below and complete the gaps. Use only one word in each gap. Write your word on answer sheet 2. Remember to check the spelling of each word you use.

There are nearly 12,000 centenarians in Britain today, but with more people reaching 100, to what (51) _____ do scientific theories about (52) _____ expectancy compare with the experience of those (53) _____ have received a telegram (54) _____ the Queen?

At the (55) _____ of 102, Nora Hardwick posed naked as Miss November for a charity calendar. Born in November 1905, Mrs. Hardwick has (56) _____ her whole life to her local community working (57) _____ postmistress in a small village. A member of the parish council for 35 years, she has (58) _____ raise enough money (59) _____ buy playing fields for the local children.

As far as she is (60) _____, her philanthropic lifestyle has proved life-preserving. Research has suggested a (61) _____ in mortality figures among those who put others (62) _____ themselves. The theory is that (63) _____ back results in the 'helper's high' - a 'physical sensation' resulting from the endorphin release after an (64) _____ of kindness or generosity. Some argue that these feelings can reduce stress, promote well-being and strengthen (65) _____ immune system.

Now at 106, Mrs. Hardwick is still putting others first, while enjoying the occasional glass of whisky. But what (66) _____ science say about the effect of an alcoholic beverage on how long we live? Deaths from liver disease in England reached record (67) _____ according to an NHS report in March 2012. Yet a university study published at the same (68) _____ claimed that drinking tiny amounts of alcohol could be beneficial. It did, however, (69) _____ out that this anti-aging experiment was only conducted on worms and not on human (70) _____.

Test 4: Writing (40 points)

Write a short composition (150-200 words) expressing your opinion on the following statement:

All students should spend at least one semester studying abroad.

THIS IS THE END OF THE TEST

Tapescript 1 (Female voice)

When I was at university in the mid-1970s, one of my friends achieved a brief moment of student fame. At the end of another truly dreadful lecture, she went up to the professor and said: "Professor, your lectures are a disgrace to the university".

I cannot quite recall what happened next. I suspect (it being the 70s) that the professor would have taken the student out for a drink, or maybe just tea, to talk about things in a friendly kind of way.

What is different now is that students don't actually have to face the professor if they want to express their dissatisfaction with the lectures. In every university, students are given questionnaires, which try to assess their "satisfaction". We ask for their views on the content, the presentation and the organization of the course.

On the forms I have been handing round to my audiences, we even ask: "Do you have any difficulty hearing the lectures?" "Yes" or "No". The rebel in me thinks that if a group of intelligent students have just sat through eight weeks of lectures without saying, "Err sorry, we can't hear you at the back", they hardly deserve to be at university.

And, it's not just lectures either, the students also have surveys to complete on their tutors and tutorials, on their social and sports facilities. And as if that's not enough, there's the online survey, which asks undergraduates to say how good their lecturers are at explaining things, how enthusiastic they are, how interesting they make the course and so on. It's not surprising that my students sometimes complain of survey-fatigue.

Before the students listening start to protest, let me insist that I'm dead keen to know what they think of my teaching. Why on earth would you go into university teaching if you didn't care what the students thought? And of course, over the years, I have received all kinds of useful comments and criticisms that have been easier to make anonymously. The most useful ones, in fact, have come when I gave up on the standard issue tick-box questionnaire form and just distributed a piece of paper and asked every student to write about how they would improve the course. I'm still following some of those suggestions.

But there are downsides to questionnaires too, like the power without responsibility that anonymity gives. I've been very lucky here and my students are sensible. There were but a few notes like: "Can't you get a new coat?" or "You could look great with a makeover", all fairly friendly. Though, if I wrote something like that about them on a student report form I'd almost certainly get the sack.

But I'm more bothered by the assumptions about what makes good university teaching is behind many of these surveys. I'm not just talking about the insistence that university lecturers should be enthusiastic about what they teach, I've actually found that quite many students appreciate a healthy dose of realism. But it's the simple idea, that you can tell a good course by its satisfied students, that really annoys me.

OK, I can see how that might seem obvious. Who wants to go to university for a diet of dissatisfaction? But, for me, dissatisfaction and discomfort have their own, important, role to play in a good university education. We want to push our students to think differently, to move out of their intellectual comfort zone, to read and discuss texts that are almost too hard for them to manage. It is, and it's meant to be, destabilizing.

Then along comes the survey, treats them as consumers, and asks them if they're satisfied.

Maybe the right time to be asking someone about what they got out of their course at university is not when they are still in it, but five, 10, 20 years later, when they've got some perspective on what difference it made to their lives. (654)

Tapescript 2

Interviewer: Reza is one of the best-known photojournalists in the world. In 2001, he founded AINA, the Afghan Media and Culture Center, to bring a free press to Afghanistan. AINA trains people, especially women and children to use media tools such as radio, photography, video, and journalism to bring their own local stories to the world. Reza, welcome! Can I start by asking you: What were you like as a child?

Reza: I wanted to change the whole world—to make everything beautiful, to have every child laughing. I had a Utopian idea—it came to me even when I was a small kid—a place where everyone had something to eat, to be dressed correctly, to have shelter, and no need for money to buy things but just get the things you need. I was...looking around me and being touched very deeply by, not social injustice, because when you are a kid you don't know about injustice, but inequality. I didn't understand how someone could sleep at night if he had seen some poor people or some beggars, because I wasn't able to sleep, even as a kid. I was always touched by those things. And it's still the same for me.

Interviewer: How are kids in war-torn countries different from kids in wealthy nations around the world?

Reza: The main difference is that they have touched the burning reality almost from the womb—they have heard explosions, guns, their mothers' crying, people having nothing to eat. So all those things have influenced them. When you look into their eyes, you don't see the eyes of a child. You see the eyes of a 60-year-old person. The main difference is the hard reality.

Interviewer: Do you have a hero?

Reza: In reality my heroes have no names. My heroes are the tens of thousands of people that I meet every day that I admire—that even with all the difficulties that they continue. One of my heroes was a little girl in Sarajevo who was selling dolls during the war. She set up a table and was selling her dolls to help her family. Or the little boy who was growing one of those little plants that were grown in school. He was carrying it carefully and he said he wanted to grow this small plant into a big tree.

Interviewer: What is a normal day like for you?

Reza: I have very different days, actually. When I'm in the field doing photography, it is totally different from when I'm in Washington. If I'm in Kabul working with AINA, it's a totally different day. When I'm really involved in work, I try to forget everything else.

A normal day for me if I'm in the field, always starts before sunrise. I have to get out before sunrise. It gives you a very nice feeling and understanding of the people and of the place, if you are up very early. And you see little by little how everything is waking up—everything is blooming, people are coming to work, so you feel a little bit that you know them. You have seen them growing. It is a very strange feeling, but you get immediately a grasp on the culture, civilization even if it's very different than yours. It's very important.

Interviewer: What is the best place that you have ever visited?

Reza: I say my best place, today now is here. This is the best place exactly where I'm sitting here, and the people around me are the best people in the world. (583)

ANSWER KEY

1 - b

2 - b

3 - c

4 - a

5 - c

6 - b

7 - c

8 - a

9 B

10 A

11 B

12 A

13 A

14 B

15 B

16. b

17. a

18. a

19. c

20. d

21. a

22. d

23 B

24 E

25 A

26 C

extra sentence D

27 D

28 E

29 A

30 B

extra sentence C

31 C

32 B

33 C

34 A

35 D

36 B

37 C

38 D

39 C

40 A

41 D

42 C

43 A

44 B

45 D

46 B

47 B

48 A

49 D

50 A

51 extent; degree

52 life

53 that/who

54 from

55 age

56 devoted; given; dedicated

57 as

58 helped

59 to

60 concerned

61 fall / decrease / decline / drop

62 before

63 giving

64 act

65 the; your; ones

66 does

67. levels; highs

68. time

69. point

70. beings