

## EGZAMIN Z JĘZYKA ANGIELSKIEGO POZIOM C1

**PAPER I. LISTENING (12 points)** see: Answer Sheet

**PAPER II. READING (12 points)**

### PART ONE

**Read the following text about risk taking. For questions 13-18, choose from the sections (A-D). The sections may be chosen more than once.**

#### THE MYSTERY OF RISK

Exploration of all sorts is rooted in the notion of taking risks. Risk underlies any journey into the unknown, whether it's a ship captain's voyage into uncharted seas, a scientist's research on dangerous diseases, or an entrepreneur's investment in a new venture. Some of the motivations for taking risks are obvious – financial reward, fame, political gain, saving lives. But as the danger increases, the number of people willing to go forward shrinks, until the only ones who remain are the extreme risk takers. This is the mystery of risk: what makes some humans willing to jeopardize their reputation, fortune and life and to continue to do so, even in the face of dire consequences? Scientists have now begun to open up the neurological black box containing the mechanisms for risk taking and tease out the biological factors that may prompt someone to become an explorer. Their research has centred on neurotransmitters, the chemicals that control communication in the brain.

[SECTION A]

One neurotransmitter that is crucial to the risk taking equation is dopamine, which helps control motor skills but also helps drive us to seek out and learn new things as well as process emotions such as anxiety or fear. Robust dopamine production holds one of the keys to understanding risk taking, says Larry Zweifel, a neurobiologist at the University of Washington. 'When you're talking about someone who takes risks to accomplish something, that's driven by motivation, and motivation is driven by dopamine system. This is what compels humans to move forward.' Dopamine helps elicit a sense of satisfaction when we accomplish tasks: the riskier the task, the larger the hit of dopamine. Part of the reason we don't all climb mountains is that we don't all have the same amount of dopamine. Molecules on the surface of nerve cells called autoreceptors control how much dopamine we make and use, essentially controlling people's appetite for risk.

[SECTION B]

In a study conducted at Vanderbilt University, participants underwent scans allowing scientists to observe the autoreceptors in the part of the brain circuitry associated with reward, addiction and movement. People who had fewer autoreceptors – that is, who had freer flowing dopamine – were more likely to engage in novelty-seeking behaviour, such as exploration. 'Think of dopamine like gasoline,' says neuropsychologist David Zald, the study's lead author. 'You combine that with a brain equipped with a lesser ability to put on the brakes than normal, and you get people who push limits.' This is where the discussion often mixes up risk takers with thrill seekers and adrenaline junkies. The hormone adrenaline is designed to help us escape from danger. It works like this: when the brain perceives a threat, it triggers the release of adrenaline into the bloodstream, which in turn stimulates the heart, lungs, muscles, and other parts of the body to help us flee or fight a life-threatening situation. This release generates a feeling of exhilaration that continues after the threat has passed, as the adrenaline clears from the system. For some people, that adrenaline rush can become a reward the brain seeks. They are prompted to induce it by going to scary movies or engaging in extreme sports. [SECTION C]

Acclimating to risk is something we all do in our daily lives. A good example of this occurs when learning to drive a car. At first, a new driver may fear travelling on motorways, but over time that same driver with more experience will merge casually into speeding traffic with little consideration for the significant potential dangers. What is commonly referred to as the 'familiarity principle' can also be applied to help explain the lack of fear associated with high-risk situations. By practising an activity, humans can become used to the risk and manage the fear that arises in those situations. The notion that we are all descended from risk takers fascinates writer Paul Salopek. 'Early humans leaving the Great Rift Valley in Africa thousands of years ago were the first great explorers,' he reasons. 'At our innermost core we are all risk takers. And this shared willingness to explore our planet has bound our species from the beginning.' [SECTION D]

### Which section includes

- the use of vehicle imagery to help explain neural activity? 13. \_\_\_\_
- mention of one person's interest in the history of risk taking? 14. \_\_\_\_
- details of the process used to investigate the brain's mechanics? 15. \_\_\_\_
- a chemical-based explanation as to why people have such varied attitudes to risk taking? 16. \_\_\_\_
- mention of a common confusion about the chemical causes of risky behaviour? 17. \_\_\_\_
- a judgement of another person's stated belief about risk taking? 18. \_\_\_\_

## PART TWO

**Read the following text about using social media to find a job. For questions 19-24, decide if the statements are TRUE or FALSE.**

### USING SOCIAL NETWORKING SITES TO FIND A JOB

In many countries, a growing number of people in their twenties are turning to social media in the hope of finding work. Services like the social networking site Twitter and the professional networking site LinkedIn offer the chance for more direct contact with would-be employers than has previously been the case. But with greater access comes a greater chance to make mistakes.

Take the case of a young jobseeker in the US who contacted a senior marketing executive via LinkedIn. The marketing executive in question had an impressive list of influential people in their contact list; people whom the young jobseeker felt could help him land a job. The marketing executive, however, had other ideas. Indignant at the suggestion that she would willingly share a list of contacts painstakingly built up over many years with a complete stranger who'd done nothing to deserve such an opportunity, she not only rejected his contact request, but sent a vicious and heavily sarcastic rejection note that has since gone viral. Those who saw the note online were appalled, and the sender probably now regrets the tone of her note, if not the message it conveyed. But if the incident makes young people think more carefully about how they use social media in a professional capacity, she may have actually ended up doing them a favour. She has drawn attention to an unfortunate truth. Social media is a potentially dangerous tool for job hunters who don't know how to use it. And a worrying number are getting it wrong.

There's a horrible irony here, because in many countries social networking sites like Facebook or Twitter have been the bread and butter of twenty-somethings' social lives for years. When my generation were teenagers, social media was our escape from the prying eyes of parents and teachers. It was a cyber extension of the playground pecking order – a place to impress, to embellish and experiment. It was a world based largely on fantasy. You could find yourself in a three-hour conversation with someone online and then completely ignore them at school. With careful picture/song selection for your Facebook page, you could become a completely different and much more intriguing person overnight. And if you couldn't be bothered with conversation, 'poking' people on Facebook was a legitimate alternative.

However, when it comes to using social media for professional networking, our very knowledge and experience of sites like Facebook may actually be a hindrance. Using social media in a professional capacity is a completely different ball game, but for twenty-somethings, the division is not clear cut. We first earned our online presence by being bold and over-confident, which could explain why some of us still come across like this. Just because a lot of people 'liked' your posts on Facebook, it doesn't mean you'll be able to use LinkedIn to show potential employers that you're someone worth employing. We need to realise that what we learnt about social networking as teenagers no longer applies, and we must live up to employers' standards if we want to get on in the world of work.

One of the most common complaints from employers regarding young jobseekers on professional networking sites is that they're over-familiar in their form of address, and appear arrogant. This serves to perpetuate older generations' perceptions of us as an 'entitled generation'. In fact, we are very far from this; in many countries we're increasingly desperate about finding employment, which is why many of us turn to social media in the first place. This impression of arrogance hurts the

employment prospects of young people who – despite their communication errors – actually possess the skills and drive to become a valuable part of the workforce.

So what's the right way to contact someone on a professional networking site? Firstly, explain clearly who you are, and let the person you're writing to know what's in it for them – maybe you could offer to do a piece of research for them, or assist in some other way. This approach gives you a much better chance of getting a useful reply. Refrain from sending impersonal, blanket emails, and keep the tone humble if you want to avoid leaving a sour taste in the recipient's mouth. Remember – social media can be a great way to make useful contacts, but it needs careful handling if you don't want the door slammed in your face.

19. The senior marketing executive felt regretful that she had to reject the request of the jobseeker who contacted her. **TRUE / FALSE**
20. The writer says that the senior marketing executive's attitude is not unusual on social networking sites. **TRUE / FALSE**
21. The writer makes a point that in her own generation the personalities and relationships teenagers had on social networking sites didn't reflect reality. **TRUE / FALSE**
22. As regards professional networking, the writer believes that many people of her generation have exaggerated opinions of their own employability. **TRUE / FALSE**
23. In the fifth paragraph, the writer says that young jobseekers feel concerned that they are giving the wrong impression to employers. **TRUE / FALSE**
24. The writer advises jobseekers to tell prospective employers what they may gain in return. **TRUE / FALSE**

### PAPER III. USE OF ENGLISH (46 points)

#### PART 1: WORD FORMATION

**For questions 25-34, use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.**

#### SNOW-KITING: AN ALTERNATIVE FORM OF SKIING?

Skiing is one of the most **(25)** ..... forms of exercise there is. It offers the participant, whether a novice or an old hand at the sport, a great deal of excitement and **(26)** ..... , plus lots of fresh air. But skiing does have its various **(27)** ..... . When it comes to guaranteeing a profitable day's downhill skiing, there are two essential ingredients. You need hills, or **(28)** ..... mountains, in order to get the most out of this **(29)** ..... ; then you need a fairly generous covering of snow. **(30)** ..... , there are usually snow machines to supplement any natural **(31)** ..... in the supply of this second requirement, and help may now be at hand too for those lacking in the first, through the sport of snow-kiting.

- (25) STRAIGHT**  
**(26) PLEASE**  
**(27) ADVANTAGE**  
**(28) PREFER**  
**(29) PURSUE**  
**(30) FORTUNE**  
**(31) DEFICIENT**

Snow-kiting is a wintry offshoot of kite-surfing, an established watersport. By harnessing their skis to an inflated kite, snow-kiters can move at speed across even the very flattest of landscapes. All they need is a **(32)** ..... wind, then they can enjoy all the exhilaration of a fast downhill ski run. In fact, partly because of **(33)** ..... objects such as electricity pylons and trees, the best location for snow-kiting is not a ski resort at all – but a vast **(34)** ..... plain. Skiing may never be the same again.

- (32) REASON**  
**(33) HAZARD**  
**(34) INTERRUPT**

**PART 2: OPEN CLOZE**

**For questions 35-46, complete each gap with ONE word.**

*CHANGING CITIES*

What will the city of the future look like? This question has been asked **(35)** ..... many times in recent history – and answered inconclusively **(36)** ..... equal number of times – that we **(37)** ..... be sure of one thing only: no one can predict with **(38)** ..... degree of accuracy how cities will look 50 or 500 years from now.

The reason is simple – cities are **(39)** ..... a continual state of change. Over the **(40)** ..... fifty years they have changed so rapidly that the oldest residents will remember a time **(41)** ..... their city seemed to belong not just to another era **(42)** ..... to a different dimension.

This is true both of planned and unplanned cities. Planned cities such as New York and Paris, **(43)** ..... are closely organized on a grid or diagram of streets and avenues, have effectively burst at the seams this century, while unplanned cities such as Tokyo and Los Angeles have grown just **(44)** ..... dramatically. Although their centres might remain much as they were many years **(45)** ..... , their suburbs have spread **(46)** ..... the tentacles of an octopus.

**PART 3: MULTIPLE CHOICE - VOCABULARY**

**For questions 47-52, read the text below and decide which answer (A, B, C or D) best fits each gap.**

*SECRETARIES*

What's in a name? In the case of the secretary, or Personal Assistant (PA), it can be something rather surprising. The dictionary calls a secretary 'anyone who handles correspondence, keeps records and does clerical work for others'. But while this particular job **(47)** ..... looks a bit **(48)** ..... , the word's original meaning is a hundred times more exotic and perhaps more appropriate. The word itself has been with us since the 14<sup>th</sup> century and comes from the mediaeval Latin word *secretarius* meaning 'something hidden'. Secretaries started out as those members of staff with knowledge hidden from others, the silent ones mysteriously **(49)** ..... the secret machinery of organisations.

Some years ago 'something hidden' probably meant kept out of sight, tucked away with all the other secretaries and typists. A good secretary was an unremarkable one, efficiently **(50)** ..... orders, and then returning mouse-like to their station behind the typewriter, but, with the **(51)** ..... of new office technology, the job **(52)** ..... upgraded itself and the role has changed to one closer to the original meaning.

- |                    |                  |                |                   |
|--------------------|------------------|----------------|-------------------|
| 47. A. explanation | B. detail        | C. definition  | D. characteristic |
| 48. A. elderly     | B. unfashionable | C. outdated    | D. aged           |
| 49. A. operating   | B. pushing       | C. functioning | D. effecting      |
| 50. A. satisfying  | B. obeying       | C. completing  | D. minding        |
| 51. A. advent      | B. approach      | C. entrance    | D. opening        |
| 52. A. truly       | B. validly       | C. correctly   | D. effectively    |

**PART 4: MULTIPLE CHOICE - GRAMMAR**

**For questions 53-58, choose the correct form (A, B, C or D) to complete the sentences below.**

53. I was really disappointed, as the supervisor made \_\_\_\_\_ for her for over an hour.  
A. me waiting            B. me wait            C. waiting            D. to wait
54. Please tell me what you think about it. I don't mind \_\_\_\_\_ advice.  
A. giving            B. to give            C. be given            D. being given
55. No sooner \_\_\_\_\_ mowing the lawn, than it started raining.  
A. had I started            B. I had started            C. did I started            D. I started
56. The sushi we had yesterday \_\_\_\_\_ past its sell-by date. I don't feel well this morning.  
A. can't have been            B. must have been            C. needn't have been            D. might had been
57. But for the fog, we \_\_\_\_\_ our destination ages ago.  
A. reached            B. would reach            C. would have reached            D. wouldn't reach
58. She had a headache; otherwise she \_\_\_\_\_ with us.  
A. came            B. would have come            C. would come            D. wouldn't come

**PART 5: TRANSFORMATIONS**

**For questions 59-64, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.**

59. Tom married his girlfriend without his parents' knowledge.  
**UNAWARE**

Tom's ..... his marriage to his girlfriend.

60. Andy's colleagues didn't realise how significant the research he was doing for his PhD was.  
**FAILED**

Andy's colleagues ..... of the research he was doing for his PhD.

61. She no longer thinks she can find a better job before the end of the year.  
**HOPE**

She has given ..... a better job before the end of the year.

62. It is difficult to know what my reaction would have been in a similar situation.  
**HOW**

I'm not ..... in a similar situation.

63. I don't expect the company to make a profit this year, given the economic climate.  
**SURPRISED**

Given the economic climate, ..... the company make a profit this year.

64. Given that he has no experience, will Henry be able to do this job?  
**AFFECT**

Will Henry's ..... ability to do this job?

**EGZAMIN Z JĘZYKA ANGIELSKIEGO  
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Imię i nazwisko studenta .....

Kierunek studiów .....

Imię i nazwisko lektora .....

Numer indeksu .....

**ANSWER SHEET****PAPER I. LISTENING (12 points)****LISTENING ONE**

**You will hear three different extracts. For questions 1-6, choose the best answer (A, B or C) which fits best according to what you hear.**

**EXTRACT ONE**

*You hear a trainee teacher called Susanna talking to her tutor.*

1. What point does the tutor make about a teacher's attitude?
  - A. A good teacher can put any subject across effectively.
  - B. Students will pick up on a teacher's commitment.
  - C. There's little point in a teacher trying to fake passion for a subject.
2. What is Susanna doing?
  - A. complaining about her students' lack of enthusiasm
  - B. proposing ways of making her subject more appealing
  - C. asking for ideas about exercises her students could do

**EXTRACT TWO**

*You hear a student called Sam telling his friend Ella about a concert he's been to.*

3. Sam is trying to
  - A. suggest how the visual impact could have been improved.
  - B. challenge Ella's preconceptions about the music.
  - C. persuade Ella to go to a similar one in the future.
4. In Sam's opinion, what makes the performer stand out?
  - A. the influence her academic background has on her music
  - B. the instinctive way she responds to her audience
  - C. the high level of stage presence she displays

**EXTRACT THREE**

*You hear a woman talking to her friend about new policies adopted by her company.*

5. Staff have been planting trees in order to
  - A. promote a desirable image.
  - B. encourage a spirit of mutual cooperation.
  - C. compensate for environmental damage.
6. The company was surprised that its remote working initiative resulted in
  - A. more appreciative customers.
  - B. a better standard of new recruits.
  - C. a more motivated workforce.

## LISTENING TWO

You will hear a radio interview in which two young journalists are talking about their work. For questions 7-12, choose the best answer (A, B, C or D) which fits best according to what you hear.

7. In Yolanda's opinion, what is the most challenging aspect of her job?
  - A. finding suitable images to accompany articles
  - B. trying to locate interviewees
  - C. expressing herself coherently within a tight word limit
  - D. working to demanding time constraints
8. What is it about their work that Angus and Yolanda both enjoy?
  - A. the variety of the projects they get involved in
  - B. the challenge of reporting news effectively
  - C. the opportunity to meet interesting people
  - D. the appeal of searching out information
9. In Angus's opinion, the advantage of online newspapers over print versions is that they
  - A. are able to cover a greater range of topics.
  - B. can keep up with events as they develop.
  - C. allow interaction by readers.
  - D. reach a far wider public.
10. What made getting a job in journalism so hard for Angus?
  - A. the extent of competition for posts
  - B. a low level of encouragement from others
  - C. a lack of previous professional experience
  - D. the difficulty of establishing useful contacts
11. Yolanda believes that the essential requirement for a journalist entering the profession is
  - A. an ability to write persuasively.
  - B. a clear and logical mind.
  - C. a resourceful and confident character.
  - D. a mastery of interviewing techniques.
12. Angus's recommendation for aspiring journalists is to
  - A. cultivate an interest in a specific field.
  - B. seize every opportunity to express themselves in writing.
  - C. concentrate on developing a distinct style.
  - D. become a keen observer of life around them.

## PAPER II. READING (12 points)

13. \_\_\_\_ 14. \_\_\_\_ 15. \_\_\_\_ 16. \_\_\_\_ 17. \_\_\_\_ 18. \_\_\_\_

19. \_\_\_\_ 20. \_\_\_\_ 21. \_\_\_\_ 22. \_\_\_\_ 23. \_\_\_\_ 24. \_\_\_\_

## PAPER III. USE OF ENGLISH (46 points)

### PART 1: WORD FORMATION

25. \_\_\_\_\_

26. \_\_\_\_\_

27. \_\_\_\_\_

28. \_\_\_\_\_

29. \_\_\_\_\_

30. \_\_\_\_\_

31. \_\_\_\_\_

32. \_\_\_\_\_

33. \_\_\_\_\_

34. \_\_\_\_\_

**PART 2: OPEN CLOZE**

35. \_\_\_\_\_ 36. \_\_\_\_\_ 37. \_\_\_\_\_ 38. \_\_\_\_\_ 39. \_\_\_\_\_ 40. \_\_\_\_\_ 41. \_\_\_\_\_ 42. \_\_\_\_\_  
43. \_\_\_\_\_ 44. \_\_\_\_\_ 45. \_\_\_\_\_ 46. \_\_\_\_\_

**PART 3: MULTIPLE CHOICE - VOCABULARY**

47. \_\_\_\_ 48. \_\_\_\_ 49. \_\_\_\_ 50. \_\_\_\_ 51. \_\_\_\_ 52. \_\_\_\_

**PART 4: MULTIPLE CHOICE - GRAMMAR**

53. \_\_\_\_ 54. \_\_\_\_ 55. \_\_\_\_ 56. \_\_\_\_ 57. \_\_\_\_ 58. \_\_\_\_

**PART 5: TRANSFORMATIONS**

59. \_\_\_\_\_

60. \_\_\_\_\_

61. \_\_\_\_\_

62. \_\_\_\_\_

63. \_\_\_\_\_

64. \_\_\_\_\_

# KEY

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## PAPER II. READING (12 points)

13. C 14. D 15. C 16. B 17. C 18. D

19. F 20. F 21. T 22. F 23. F 24. T

## PAPER III. USE OF ENGLISH (46 points)

### PART 1: WORD FORMATION

25. STRAIGHTFORWARD

26. PLEASURE

27. DISADVANTAGES

28. PREFERABLY

29. PURSUIT

30. FORTUNATELY

31. DEFICIENCY

32. REASONABLE

33. HAZARDOUS

34. UNINTERRUPTED

**PART 2: OPEN CLOZE**

35. SO 36. AN 37. CAN 38. ANY 39. IN 40. LAST /PREVIOUS/PAST  
41. WHEN 42. BUT 43. WHICH 44. AS 45. AGO/BEFORE 46. LIKE

**PART 3: MULTIPLE CHOICE - VOCABULARY**

47. C 48. C 49. A 50. B 51. A 52. D

**PART 4: MULTIPLE CHOICE - GRAMMAR**

53. B 54. D 55. A 56. B 57. C 58. B

**PART 5: TRANSFORMATIONS**

59. PARENTS WERE // UNAWARE OF

60. FAILED TO REALISE // THE SIGNIFICANCE / IMPORTANCE

61. UP (all/any) HOPE // OF FINDING/GETTING (himself)

62. SURE/CERTAIN HOW // I WOULD HAVE REACTED

63. I WILL/WOULD BE // SURPRISED IF

64. LACK OF EXPERIENCE / INEXPERIENCE // AFFECT HIS

