

Słuchanie 1. (10)	Czytanie		Zadania leksykalne i gramatyczne			Pisanie 4. (10)	RAZEM (80)	Kod
	2.1 (12)	2.2 (13)	3.1 (10)	3.2 (15)	3.3 (10)			

**Politechnika Warszawska**  
**Studium Języków Obcych**  
**Egzamin pisemny z języka angielskiego**

**A**

Nazwisko i imię .....

Nr indeksu ..... Wydział ..... Semestr ..... Data 30.01.2012

**1 Listening**

You will hear people talking in ten different situations. For questions **1-10**, choose the best answer, **A, B** or **C**.  
You will have 15 seconds before each speaker in which to read options **A, B** and **C**.

(10 marks)

1. You will hear some information about a country on a travel programme. Where do most people spend the summer months?

- A at the seaside
- B in the capital city
- C in the mountains

	<b>1</b>
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2. You hear part of a radio programme about chewing gum. What is the speaker doing?

- A outlining its history
- B describing why it has changed
- C explaining its popularity

	<b>2</b>
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3. You hear part of a radio programme where listeners phone in with their opinions. What does the man want to do?

- A express his disappointment
- B complain about his situation
- C encourage other listeners

	<b>3</b>
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4. You hear a woman speaking on the radio about buying a painting for the first time. What opinion is she expressing?

- A A painting can be a worthwhile investment.
- B Only buy a painting if you have room for it.
- C Take your time when buying your first painting.

	<b>4</b>
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5. You hear a man being interviewed on the radio. What does he say about his mother?

- A She helped him become an artist.
- B She persuaded him to do research.
- C She wanted him to make money.

	<b>5</b>
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6. You hear part of an interview with a woman who is talking about her day. What is her profession?

- A a teacher
- B a doctor
- C a farmer

	<b>6</b>
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**A**

7. You hear a man talking on the radio about teaching beginners to surf in the sea. What does the man say about beginners?

- A They are very sensitive to criticism.
- B They need to be given appropriate goals.
- C They often start off with the wrong attitude.

	7
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8. You hear part of an interview with a crime novelist. What point is he making about his novels?

- A They are based on real-life crimes.
- B They include accurate descriptions of life in the past.
- C They vary in length depending on the historical period.

	8
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9. You hear someone talking about women's football. What is she doing when she speaks?

- A encouraging young girls to support the team
- B suggesting how to attract girls to the sport
- C asking young girls to take the sport seriously

	9
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10. You hear a man talking about a bag made for use on walking trips. How does his new bag differ from others?

- A It has pockets on the sides.
- B You can take off the rain cover.
- C There are some extra features.

	10
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## 2 Reading

2.1 You are going to read an article about orangutans. Seven sentences have been **removed** from the article. Choose from the paragraphs (**A-H**) the one which fits each gap (**11-16**). There is one extra sentence which you do not need to use. There is an example at the beginning (**0**). **(12 marks)**

- A. Orangutans can become very emotional when they fail a test.
- B. One feature of both chimps and orangutans is the ability to recognise themselves in a mirror.
- C. One obvious disadvantage is that we cannot study their behaviour in their natural environment.
- D. Does this mean she is starting to think in a human way?
- E. None of these tasks can be performed well by orangutans.
- F. Humans generally remember things by putting them into groups or categories.
- G. However, she hasn't yet learnt to use them in sentences.
- H. This becomes apparent when they are each given the same task to do.

## ALMOST HUMAN

Orangutans and chimpanzees are capable of performing intellectual feats we once thought to be uniquely human. Using language, being self-aware, learning by imitation and problem solving are high-level abilities that are not limited to humans. Research has shown that orangutans and other great apes, like chimpanzees and gorillas, share these abilities too.

There are several projects studying the use of language by these creatures. Understanding their mechanisms of developing language will help us evaluate our own linguistic abilities. One of the orangutans involved in a project in Virginia, USA, has learnt how to use over 100 words in sign language, the language used by the deaf to communicate with each other. Another orangutan, Hannah, has learnt thirteen symbols that represent different nouns and verbs. Hannah can combine the symbols into simple commands like 'open bag'.

**0 D**

Not really. One of the fundamental elements of human thought is the ability to recognise numbers and use them in sentences. Hannah can recognise numbers from one to three with reasonable accuracy. **11**

A fundamental difference between humans and orangutans is their ability to comprehend abstract ideas. Abstract concepts are basic to human thinking, while there's little evidence that orangutans can understand abstract ideas at all.

One of the most interesting experiments in the Virginia project concerns memory. **12** Orangutans, on the other hand, appear to remember things according to where they saw them last. This seems a less efficient way of storing information, so it may well be that orangutans have a limited capacity for memory in comparison to humans.

**13** They feel extremely frustrated when they make an error and they never rush into a task because they don't want to be wrong. Orangutans have idiosyncracies and differences in personality. Some are slow learners, while others are more impulsive.

Unfortunately, most of the research on great ape intelligence has been done with animals in captivity.

**14** Studies of orangutans, however, that suffered human captivity but were then freed showed that they are capable of learning by imitation. Imitating someone yawn or scratch his head is not a great intellectual accomplishment, but learning a new behaviour just by watching is a very advanced ability. Orangutans could chop firewood or wash dishes without being taught. The only way they could have done it was by watching humans.

Compared to orangutans, chimpanzees are genetically closer to human beings and they are thought to be more intelligent. There are differences in the way the minds of chimps and orangutans work. **15**

The chimps seem to work fast, almost intuitively, while orangutans are slower and more methodical.

**16** This seems to suggest that they both have a concept of 'self' - they know who they are and think of themselves in a particular way. Chimpanzees are manipulative and capable of deception. They are very good problem-solvers, clearly capable of complex cognitive performance, which makes them almost human.

**2.2** You are going to read an article in which four people talk of their experiences of learning languages. For questions **17-29**, choose from the people **A-D**. The people may be chosen more than once. Write your answers in the boxes provided. There is an example at the beginning (**0**). **(13 marks)**

- A** Laura
- B** Chloe
- C** Amy
- D** Stacey

**Which person**

- |   |   |
|---|---|
| was unable to write quickly enough?                           | <b>0</b> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text" value="C"/> |
| thought her chosen form of study was reasonably priced?       | <b>17</b> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/>          |
| found she enjoyed working with other students?                | <b>18</b> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/>          |
| believes that she has learned from her language mistakes?     | <b>19</b> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/>          |
| was aware of the need to stay safe?                           | <b>20</b> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/>          |
| had tried the same method of study when she was younger?      | <b>21</b> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/>          |
| missed going out with people of her own age?                  | <b>22</b> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/>          |
| eventually found the learning materials she needed?           | <b>23</b> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/>          |
| was once embarrassed when she was practising the language?    | <b>24</b> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/>          |
| needed to learn the language as quickly as possible?          | <b>25</b> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/>          |
| wanted more help with her pronunciation?                      | <b>26</b> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/>          |
| made a change because she was disappointed with her progress? | <b>27</b> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/>          |
| felt rather tired when she was studying?                      | <b>28</b> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/>          |
| wished that she had attended a course of formal lessons?      | <b>29</b> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/>          |

# Language learning

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A

**Laura**

I was living with an English-speaking family and the idea was that I'd pick up a lot of language by being there with them, but it just wasn't happening. Everyone watched television all the time and rarely spoke to me, so I might as well have been at home watching the same channels on satellite TV. After a week I left and moved in with a couple who had young children, and that was much better. They were all very friendly and I could chat with them anytime, really. When I got things wrong they would often correct me and I think that helped me improve my speaking a lot. They didn't know much about grammar, though, so it was probably a mistake not to go to a language school every day and actually be taught it. I would also have liked to be nearer the city centre, because the house was so far out of town that I couldn't get to the kinds of places where other teenagers went in the evenings. Although often I was so tired after playing with the kids I was happy just to have an early night.

B

**Chloe**

I really want to learn Polish so I bought a course of language lessons as an MP3 to play on my iPod. That meant I could work on it anywhere I went, particularly at those times when you've got nothing to do, like standing at a bus stop, or in cinema queues. Once I was concentrating so hard that I completely forgot I was on the bus and started repeating restaurant phrases aloud. I felt a bit uncomfortable when I noticed everyone looking at me, so I didn't do that again. Actually, one problem with learning on my own was not knowing when I was saying words properly and when I wasn't. I could have done with someone to correct me, really. I don't mean a teacher, just somebody who spoke Polish well. Overall, though, it was a useful course and I think it was good value for money. After I'd finished the beginner's level I bought the intermediate level and I'm on that now.

C

**Amy**

I used the Internet to improve my Spanish. It wasn't the first time I'd tried this, but I enjoyed it much more this time, probably because I'm in my mid-teens now. It cost nothing, of course, and although at first I didn't know quite where to look, in the end I came across some great websites where I could practise reading and listening and do grammar exercises. At the same time, I was joining social networking sites like MySpace and getting in touch with Spanish-speaking teenagers from various parts of the world. I was careful, though, not to give out my personal details because when you're online you can never be quite sure who is contacting you, whatever the language is. I also tried online chat in Spanish, but I couldn't keep up with people. All the time I was thinking about my grammar and it was taking me so long to reply to each sentence after I'd read it that I didn't think it was fair on them, so I gave up. I'll try again sometime, though.

D

**Stacey**

I had lessons in Hindi at a local language school. Our teacher was great and I really liked the book we were using, too, but unfortunately the only class available at my level was late in the evening. So after a long day at school, and then all the written homework we had to do, I didn't have a lot of energy left for language learning. Also, some of my classmates were much older than me and I didn't really get to know them. But that didn't matter because whenever we did group activities, which I'd never done before, but took to straight away, I made sure I was with the younger ones. I was having lessons every evening and that was costing my parents quite a lot, but we'd booked to go to India later that year so there was no time to lose. It was really important to me that I could communicate with people there in their own language.

### 3 Use of English

3.1 For questions 30-39, read the text below and think of the word which best fits each space. Use only **one** word in each space. Write your answers in the answer boxes provided. There is an example at the beginning (0).  
(10 marks)

#### A HOTEL FAMOUS FOR ITS FOOD

The Riverside Hotel (0)..... had a reputation for excellent food ever (30)..... the day it opened in 1949. In the previous year, a businessman called Henry Davies was reading a newspaper when he suddenly came across an advertisement showing a house (31)..... sale overlooking a river. The advertisement interested him because for several years he had been thinking (32)..... converting a family home (33)..... a hotel. The house seemed to be exactly (34)..... he was looking for.

Davies (35)..... soon running the hotel himself, but hired a top chef, Geoffrey Dawson, to be in charge of the cooking. Within six months, the restaurant was (36)..... heavily booked that Davies had to take on new kitchen staff. The partnership lasted for almost 50 years. During that time, the hotel won several awards for the quality of its food.

Today, in the hotel business, the names Davies and Dawson are still held in considerable respect. Indeed, (37)..... the years, the Riverside Hotel has inspired many other hotel owners (38)..... create similar hotels. Under the present owner, Sally Rutland, the excellence of the food remains unchanged, and Sally has personally trained (39)..... number of chefs who have gone on to become famous in their field.

0	<i>has</i>
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3.2 For questions 40-54, read the text below and decide which answer (A, B, C or D) best fits each space. Write your answers in the answer boxes provided. There is an example at the beginning (0). (15 marks)

**NATURE SURVIVING DROUGHT**

Many animals adapt to long periods of hot, dry weather by (0)..... down their activities and (40)..... long periods in the shade. The time they spend eating and the (41)..... they eat is reduced, because most animals normally use up to 80 per cent of food to (42)..... body heat. When the (43) ..... is hotter outside their bodies than inside, food energy is used for cooling mechanisms such as sweating and breathing faster.

Reptiles, (44)..... snakes and lizards – who need the sun’s rays to (45).... them up – are happy in a heatwave. Fish in (46)..... lakes and ponds are hard-hit because heated water holds less oxygen, so fish in drying pools become easy for hunters to (47)..... while they are in competition with each other for (48)..... little oxygen there is.

Plants have a hard time (49)..... a drought as well. Unlike animals, they cannot (50).... from the heat, but they are generally tougher than we think. When their leaves (51) ..... yellow or fall off completely, this is often just a way of preventing (52) ..... loss of water. So although some trees may look unhealthy, they are in fact (53).... themselves. Grass and fields can look brown and dead, but they again are letting the top die off so they can keep water in their roots. Plants and animals can usually (54).... long periods without water – they have simply learned to adapt to it.

- |    |                           |                            |                                |
|----|---------------------------|----------------------------|--------------------------------|
| 0  | A turning<br>C slowing    | B making<br>D decreasing   | <input type="text" value="C"/> |
| 40 | A spending<br>C staying   | B lying<br>D having        | <input type="text"/>           |
| 41 | A mass<br>C extent        | B amount<br>D number       | <input type="text"/>           |
| 42 | A turn<br>C produce       | B develop<br>D compose     | <input type="text"/>           |
| 43 | A degree<br>C temperature | B level<br>D fever         | <input type="text"/>           |
| 44 | A such<br>C similar       | B like<br>D than           | <input type="text"/>           |
| 45 | A grill<br>C heat         | B fry<br>D warm            | <input type="text"/>           |
| 46 | A shallow<br>C thin       | B narrow<br>D slight       | <input type="text"/>           |
| 47 | A hold<br>C take          | B catch<br>D grip          | <input type="text"/>           |
| 48 | A that<br>C such          | B so<br>D what             | <input type="text"/>           |
| 49 | A through<br>C during     | B along<br>D at            | <input type="text"/>           |
| 50 | A escape<br>C keep        | B avoid<br>D turn          | <input type="text"/>           |
| 51 | A come<br>C do            | B make<br>D go             | <input type="text"/>           |
| 52 | A further<br>C farther    | B longer<br>D higher       | <input type="text"/>           |
| 53 | A preventing<br>C caring  | B protecting<br>D securing | <input type="text"/>           |
| 54 | A exist<br>C survive      | B save<br>D rescue         | <input type="text"/>           |

**3.3** For questions **55-59**, 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 **two and five words**, including the word given. Write **only** the missing words in the answer boxes provided. There is an example at the beginning **(0)**. **(10 marks)**

**0** Your house needs to be cleaned.  
**have**  
You ..... cleaned.

*need to have your house*

**55** He was taught to drive when he was 18.  
**able**  
He has been..... was 18.

**56** We're getting a friend to repair the roof.  
**having**  
We ..... by a friend.

**57** I only wrote the letter because my mother made me do it.  
**not**  
If my mother hadn't made me do it,  
..... the letter.

**58** She doesn't want to eat out tonight.  
**rather**  
She..... tonight.

**59** This time I didn't manage to win first prize.  
**succeed**  
I didn't ..... first prize this time.

## 4 Writing

Choose **one** of the tasks and write between 100-150 words:

1. The following statement was recently printed in a local newspaper:  
*Much of the food sold in supermarkets is not good for us.*  
Your teacher has now asked you to write a **composition** giving your opinion on this subject.
2. Your Dean has asked you to write a report suggesting the improvements you believe are necessary in your faculty. Write your **report** making suggestions and giving reasons.
3. You have seen this advertisement in an international magazine:

**WANT A SUMMER JOB WITH A DIFFERENCE?**

A British film company working in your country has the following temporary job vacancies:

- actors for crowd scenes
- make-up and costume assistants
- kitchen staff

Write to Mrs Simmons, saying which job you are interested in and why you would be suitable.

Write your **letter of application**.

**Task No .....**

.....10

.....20

.....30

.....40

.....50

.....60

.....70

.....80

.....90

.....100

.....110

.....120

.....130

.....140

.....150

**T .../4**  
**O .../3**  
**A .../3**  
**S1 .../10**

**A**

The detailed sources of all materials are specified in the answer key.

**T .../4**  
**O .../3**  
**A .../3**  
**S2 .../10**

*BRUDNOPIS*

*BRUDNOPIS*