



**Egzamin ACERT - język angielski, poziom B2 ESOKJ
(ACERT test of English at B2 level),**

Wydział (Faculty)....., kierunek (field of study).....

Proszę pisać DRUKOWANYMI literami (Please use CAPITAL LETTERS to fill in this form)

Nazwisko i imię (full name)

Nr indeksu (student no.)

PESEL (personal id number).....

Data egzaminu (date).....

Deklaruję chęć otrzymania certyfikatu ACERT: **TAK / NIE** (zakreślić właściwą odpowiedź)
(I wish to receive ACERT certificate: **YES / NO** – circle the correct answer)

Wyniki egzaminu pisemnego (written exam):

Słuchanie (Listening)	Czytanie (Reading)	Leksyka i gramatyka (Vocabulary and grammar)	Pisanie (Writing)	Liczba punktów (Score)
___/20	___/20	___/20	___/20	___/80

Podpisy egzaminatorów (examiners' signatures)

Wyniki egzaminu ustnego (speaking exam):

Gramatyka i słownictwo (Grammatical and Lexical Resource)	Organizacja wypowiedzi (Discourse Management)	Wymowa (Pronunciation)	Interakcja (Interactive Communication)	Ogólne wrażenie (General Impression)	Liczba punktów (Score)
___/4	___/4	___/4	___/4	___/4	___/20
Podpisy egzaminatorów (examiners' signatures)				Ogólna liczba punktów za cały egzamin (Total score)	___/100
				Ocena końcowa (Final mark)	

PART ONE: LISTENING COMPREHENSION (20 POINTS)

I. Listen to an extract from a job interview and choose the correct answer. Write the correct letter A, B or C IN THE TABLE PROVIDED. You will hear the recording twice. (10 points)

1. The interviewee in the recording

- A. is applying for her first job.
- B. is still at university.
- C. has already had work experience.

2. As a press officer, she has been representing

- A. the children's hospital charity.
- B. a cancer relief charity.
- C. a homeless charity.

3. She is interested in the position of Communications Coordinator because

- A. her current job gives her no satisfaction.
- B. it seems like a natural step further in her professional life.
- C. she would like to do something different.

4. While travelling in Latin America she

- A. took part in several rescue missions.
- B. participated in preservation work.
- C. got involved in a local charity.

5. She would love to live and work in

- A. North America.
- B. South America.
- C. Central America.

6. She has already got some experience in coordinating projects.

- A. Yes.
- B. No.
- C. She doesn't say.

7. Facing challenges is

- A. something she avoids.
- B. something she is good at.
- C. a skill she needs to work on.

8. According to the interviewee, what is her weakness?

- A. She sometimes ignores problems.
- B. She has occasional problems with time management.
- C. She has none.

9. Is the interviewee worried about any aspects of the future job?

- A. She is positive she can cope with everything.
- B. She is a little uncertain about the new challenges.
- C. She says she might need some support at first.

10. She thinks her level of Spanish is _____ for the job.

- A. adequate
- B. insufficient
- C. irrelevant

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.

Points: _____/10

II. Listen to an extract from a radio programme and decide if statements 1-10 are true, false or the information is not given. Write T for TRUE, F for FALSE or NG for NOT GIVEN IN THE TABLE PROVIDED. You will hear the recording twice. (10 points)

1. People hardly pay any attention to dollar bills nowadays.
2. There is more linen than cotton in a dollar bill.
3. You can spend 60 months in prison for damaging a dollar bill.
4. The average lifespan of a single dollar bill is a little over two years.
5. It is unusual to see a two-dollar bill nowadays.
6. Number 13 symbolises the colonies that originally became independent.
7. Some people think that the pyramid and the eye represent secret societies willing to take over the whole country.
8. Thomas Jefferson was one of the most popular presidents.
9. A symbol from ancient Egypt represents good fortune.
10. It is a crime to burn a fake dollar.

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.

Points _____ /10

PART TWO: READING COMPREHENSION (20 POINTS)

I. Read the text and choose from sentences A-F the one which fits each gap in the article. There is one sentence that you do not need to use. Write your answers IN THE TABLE PROVIDED. (5 points)

Scientists are finally beginning to unlock the secret everyone has been dying to know: just how long can we live? They confidently predict that in the 21st century people will be living to the incredible age of 130. And this is just the start. Experts studying the process of ageing believe it is possible that people will live long enough to have great-great-great-great-grandchildren. (1) _____ There are around 4000 people of over 100 in Britain — ten times more than 30 years ago.

(2) _____ He and his colleagues are focusing their attention on human genes, which, they believe, may hold the key to what kills us, early or late in life.

A century ago average life expectancy in Europe was 45. Nowadays, provided that we look after ourselves, drive carefully, and cut down on things like butter, alcohol and cigarettes, we can add nearly 30 years to that figure.

(3) _____

But that is nothing compared to what will happen once scientists have discovered our genetic secrets. Some of the problem genes, like those that cause haemophilia and muscular dystrophy, have already been tracked down. Dr Vijg says, 'Nobody dies from old age — just from diseases that affect people as they get older.' And he forecasts that within 30 years, science will be preparing people for a longer life. 'Already the killer diseases are being eradicated,' he says. (4) _____

Moreover, doctors believe that the death rate from the biggest killers — diseases of the circulatory system — will decline as man comes to his senses by eating more healthily and giving up smoking. Dr Vijg points to experiments with animals in laboratories. 'Those given less food, but of a higher quality, lived to the human equivalent of 150 years.'

(5) _____ Women will be having babies at an older age. 'Already more and more are having their first child when they are over 30,' he says. 'In another ten years people might think it normal for a woman of 50 to be having her first child.'

What about living forever? Will eternal life ever become a reality? 'So far, that is science fiction,' says Dr Vijg. 'Theoretically it is possible, but it will be another hundred, perhaps two hundred years before we know all the secrets of our genes.'

- A. Dr Vijg reckons that within the next 10 years we may all have added a couple more years on top of that.
- B. This prediction is based on research and on the fact that the centenarian population is mushrooming as our general health improves.
- C. A vaccine for AIDS is not likely to be available for some time.
- D. Dr Vijg believes that as life span increases, so will other expectations.
- E. Dr Vijg, a Dutch biologist, is the head of a project which is studying the growing senior citizen population.
- F. 'About 50 % of cancers are curable, and I really believe that this will increase to 80 %'.

1.	2.	3.	4.	5.

Points _____ / 5

II. Read the text and decide if statements 1 – 5 are true, false or the information is not given in the text. Write T for TRUE, F for FALSE or NG for NOT GIVEN IN THE TABLE PROVIDED. (5 points)

Scientists have discovered that our bodies operate on a 25-hour day. So tuning into your body clock can make things really tick, says Jenny Hope, *Daily Mail* Medical Correspondent. Choosing the right time to sleep, the correct moment to make decisions, the best hour to eat - and even go into hospital - could be your key to perfect health.

Centuries after man discovered the rhythms of the planets and the cycles of crops, scientists have learned that we too live by precise rhythms that govern the ebb and flow of everything from our basic bodily functions to mental skills.

But it's not just the experts who are switching on to the way our bodies work. An increasing number of people study the state of their bio-rhythms before making their daily plans. King Charles III, for example, is said to consult a chart which tells him when he will be at his peak on a physical, emotional and intellectual level. Leading experts say every aspect of human biology is influenced by daily rhythms. Sleep, blood pressure, hormone levels and heartbeat all follow their own clocks, which may bear only slight relation to our man-made 24-hour cycle.

Research shows that in laboratory experiments when social signals and, most crucially, light indicators such as dawn are taken away, people lose touch with the 24-hour clock and sleeping patterns change. Temperature and heartbeat cycles lengthen and settle into 'days' lasting about 25 hours.

In the real world, light and dark keep adjusting internal clocks to the 24-hour day. But the best indicator of performance is body temperature. As it falls from a 10 p.m. high of 37.2C to a pre-dawn low of 36.1C, mental functions fall too. This is a key reason why shift work can cause so many problems - both for worker and their organizations. The most famous example is the nuclear accident at Three Mile Island in the US. The three operators in the control room worked alternating weeks of day, evening and night shifts – a dangerous combination which never gave their bodies' natural rhythms a chance to settle down. Investigators believe this caused the workers to overlook a warning light and fail to close an open valve.

Finding the secret of what makes us tick has long fascinated scientists and work done over the last decade has yielded important clues. The aim is to help us become more efficient. For example, the time we eat may be important if we want to maximize intellectual or sporting performance. There is already evidence suggesting that the time when medicine is given to patients affects how well it works.

1. Being more aware of your body clock can make you healthier.
2. Scientists have discovered rhythms that control our behaviour precisely.
3. King Charles III plans his official visits using a special chart.
4. When we are exposed to light, our heartbeat cycle gets longer.
5. The nuclear accident at Three Mile Island was caused by a warning light.

1.	2.	3.	4.	5.

Points _____ / 5

III. Read the text about men and unemployment. For questions 1 – 10, choose the correct answer. Write the correct letter A, B or C IN THE TABLE PROVIDED. (10 points)

Male full-time employment in Britain reached its highest level in 1990. Since then the figure has fallen by about ten per cent. Among women, on the other hand, employment figures have remained more or less steady. This means that men are bearing the brunt of the 1990s recession, since traditionally 'male' jobs – especially in areas such as mining and production – have been the hardest hit.

Meanwhile, the majority of new jobs created are part-time ones, which traditionally go to woman in a ratio of over five to one. Although more men than ever before are forced to look for part-time work, as there is no other choice, the majority of part-time posts still go to women.

In Britain, as in other developed countries, the workplace is changing. Jobs in production industries have fallen by more than a million in the last six years alone. The coal industry, the worst hit area, has seen employment fall by as much as three quarters. And for these out-of-work miners there is not much to suit their skills in the new industries: hotel and catering, retail distribution, banking and insurance, cleaning, medical and health services, education and welfare.

It is clear that the better-paid jobs of the future will require specialised knowledge and experience, which only training and higher standards of literacy and numeracy can bring about. Education is truly the future of the country, and here the news is not so good for men.

Ten years ago the best exam results in schools were achieved by male pupils. Now the situation has turned around. In all subjects except maths, girls are doing better than boys. Testing results show that difference starts early, with girls doing better than boys by the age of seven. After that the gap becomes wider.

As a result, changes are taking place at the top of the educational ladder. In 1984, three out of five university students were male. This year, for the first time, girls made up the majority of new students. Soon, most new graduates will be female. So why do women still earn less and have far fewer top jobs?

In Britain, women's salaries in equivalent jobs are as much as a fifth lower than men's, and most bosses are still men. But today's distribution of jobs (particularly top jobs) is a result of the educational situation of the 1950s and 1960s, when three quarters of university graduates were men. The situation may well change by the year 2020 or 2030, when the idea of 'jobs for the boys' could well change to 'jobs for the girls.'

By that time, life could be getting very unpleasant for under-skilled, under-educated males. Without suitable training, they will have little hope of finding employment. Of course it is difficult to predict the future, and it is always possible that men will continue to hold top positions in public life. However, if men do manage to keep the top jobs, it could be only because women – who by then will have most of the university degrees and jobs – decide to let them.

1. The author of the text suggests that male jobs

- A. are disappearing.**
- B. are on the increase.**
- C. have not been affected by economic factors.**

2. Women's employment has

- A. also been affected by the recession.**
- B. been reduced to part-time work.**
- C. continued as before.**

3. The mining industry has
A. suffered the most by the recession.
B. managed to keep its employees.
C. had to dismiss half of its workforce.
4. New jobs that become available
A. still go mostly to men.
B. tend to be part-time.
C. are given to people with most experience.
5. The mining industry has had to dismiss
A. one fifth of its workers.
B. fifty percent of its workers.
C. seventy-five percent of its workers.
6. People who have been dismissed from the coal industry find it _____ to get a new job.
A. mostly easy
B. occasionally problematic
C. difficult
7. Girls tend to be
A. better at maths than boys.
B. worse at maths than boys.
C. doing better at maths at the age of seven.
8. In the future, women will earn more and will get better jobs more often than men because
A. more of them will go into higher education.
B. employees will prefer to employ women.
C. men will tend to work part-time.
9. According to the text, the future of the men without proper skills might
A. remain unchanged.
B. change for better.
C. change for worse.
10. The author of the text feels that
A. men will hardly ever keep the top jobs.
B. women will continue with their current position in the world of work.
C. men's employment will be dependent on the choice of women.

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.

Points: _____/10

PART THREE: GRAMMAR AND VOCABULARY (20 POINTS)

I. For questions 1-10, 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 SIX words, including the word given. Write your answers IN THE SPACES PROVIDED. There is an example at the beginning (0). (10 points)

0. This car isn't safe enough to drive. **DANGEROUS**
This car..... *is too dangerous*..... to drive.

1. When can you contact Jim? **get**

When can you _____ Jim?

2. I've broken my arm and I can't drive now. **able**

Since breaking my arm I _____ to drive.

3. The police have searched the suspect's house. **had**

The suspect _____ by the police.

4. I didn't receive your photos because the internet connection was not working. **received**

If the internet connection had been working, I _____ your photos.

5. Why did you change your job? **wonder**

I _____ your job.

6. We won't be able to complete the work by Friday. **have**

I'm afraid we _____ the work by Friday.

7. You are forbidden to use your cameras in the cinema. **must**

You _____ your cameras in the cinema.

8. The manager: "Michael, can you deal with this project?" **to**

The manager _____ this project.

9. Last week they were inspecting the bridge for several hours. **was**

Last week the bridge _____ for several hours.

10. I'm sorry Pat. It wasn't possible for me to repair your laptop. **to**

Pat, I didn't _____ your laptop.

Points _____ /10

II. For questions 1-10 choose the correct answer. Write the correct letter A, B, C or D IN THE TABLE PROVIDED. (10 points)

1. If you multiply the object's density by its _____ you obtain the object's mass.

- A. weight B. volume C. surface D. gravity

2. These metals that contain iron are called _____ metals.

- A. metallic B. alloying C. reinforced D. ferrous

3. The inside diameter (ID) can also be called the _____.

- A. bore B. plumb C. radius D. grid

4. A _____ fit allows a component to slide or turn freely, by leaving a gap between itself and the sides of the hole.

- A. circumference B. clearance C. bind D. loose

5. The electricity supplied to our homes is _____ current.

- A. alternate B. alternative C. alternation D. alternating

6. In engineering a component which is designed to carry a load is called a _____ component.

- A. load-caring B. load-bearing C. load-balancing D. load-capacity

7. When a liquid boils, it _____ and becomes a gas.

- A. dissipates B. condenses C. solidifies D. evaporates

8. _____ hardness describes a material's ability to resist damage caused by impacts.

- A. indentation B. scratch C. abrasion D. shear

9. Decrease in size which occurs as the temperature falls is known as _____.

- A. compression B. conduction C. contraction D. coefficient

10. A(n) _____ material fractures very easily.

- A. malleable B. ductile C. brittle D. abrasive

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.

Points: _____/10

How many words have you written? _____

Task achievement 0-5 points	Coherence and cohesion 0-5 points	Vocabulary 0-5 points	Grammar 0-5 points	Total 0-20 points