



**Egzamin ACERT - język angielski, poziom C1 ESOKJ  
(ACERT test of English at C1 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) .....

PESEL (personal id number) .....

Numer indeksu (student 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):**

Stuchanie (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. You will hear someone talking about American Sign Language (ASL). Listen and decide if statements 1-10 below are true (T), false (F) or the information is not given (NG). Write your answers IN THE TABLE PROVIDED. You will hear the recording twice. (10 points)

- 1. Old French Sign Language was the precursor to American Sign Language. \_\_\_\_\_
- 2. Thomas Hopkins, the founder of ASL, thought the English and French sign languages were equally good. \_\_\_\_\_
- 3. The users of British and American Sign Language can understand each other. \_\_\_\_\_
- 4. ASL and sign languages used in parts of Africa display great similarities. \_\_\_\_\_
- 5. ASL has undergone substantial changes since its creation in the 19<sup>th</sup> century. \_\_\_\_\_
- 6. A hearing child of deaf parents will acquire the language in a natural way. \_\_\_\_\_
- 7. There are very few educational institutions where you can learn ASL. \_\_\_\_\_
- 8. A high level of English is not necessary for an interpreter of ASL. \_\_\_\_\_
- 9. ASL interpreters get educated about deaf culture. \_\_\_\_\_
- 10. The speaker didn't enjoy the work she did for government agencies when she was employed. \_\_\_\_\_

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

Points: \_\_\_\_\_/10

II. You will listen to five people talking about a business they have started. As you listen, you must complete both tasks. Write your answers IN THE TABLE PROVIDED. You will hear the recording twice. (10 points)

**TASK 1**

For questions 1–5, choose from the list (A–H) the reason each speaker gives for setting up their business.

- A the availability of cheap materials
- B very low set-up cost
- C an increase in popularity of a product
- D readiness to help other people
- E willingness to offer a quality product
- F a commitment to protect the environment
- G a gap in the market for a service
- H a potential business proposed by a friend

- Speaker 1     1 \_\_\_\_\_
- Speaker 2     2 \_\_\_\_\_
- Speaker 3     3 \_\_\_\_\_
- Speaker 4     4 \_\_\_\_\_
- Speaker 5     5 \_\_\_\_\_

**TASK 2**

For questions 6–10, choose from the list (A–H) how each speaker feels about their future business.

- A hopeful that more people will get creative
- B proud of what the business has achieved
- C enthusiastic about the chance to use his skills
- D assured that the business will do well
- E cautiously optimistic about the business growth
- F confident that a new service would be welcomed
- G delighted to be able to meet demand
- H surprised that the business has grown so quickly

- Speaker 1     6 \_\_\_\_\_
- Speaker 2     7 \_\_\_\_\_
- Speaker 3     8 \_\_\_\_\_
- Speaker 4     9 \_\_\_\_\_
- Speaker 5     10 \_\_\_\_\_

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

Points: \_\_\_\_\_/10

## PART TWO: READING COMPREHENSION (20 POINTS)

I. Read the article about the internet. For questions 1-10, decide if the statements are true (T), false (F) or the information is not given (NG) in the article. Write your answers IN THE TABLE PROVIDED. (10 points)

### Is the internet making us stupid?

In an article in *Science*, Patricia Greenfield, a development psychologist who runs UCLA's Children's Digital Media Center, reviewed dozens of studies on how different media technologies influence our cognitive abilities. Some of the studies indicated that certain computer tasks, like playing video games, increase the speed at which people can shift their focus among icons and other images on screens. Other studies, however, found that such rapid shifts in focus, even if performed adeptly, result in less rigorous and 'more automatic' thinking.

In one experiment at an American university, half a class of students was allowed to use internet-connected laptops during a lecture, while the other half had to keep their computers shut. Those who browsed the web performed much worse on a subsequent test of how well they retained the lecture's content. Earlier experiments revealed that as the number of links in an online document goes up, reading comprehension falls, and as more types of information are placed on a screen, we remember less of what we see. Greenfield concluded that 'every medium develops some cognitive skills at the expense of others'. Our growing use of screen-based media, she said, has strengthened visual-spatial intelligence, which can strengthen the ability to do jobs that involve keeping track of lots of rapidly changing signals, like piloting a plane or monitoring a patient during surgery. However, that has been accompanied by 'new weaknesses in higher-order cognitive processes', including 'abstract vocabulary, mindfulness, reflection, inductive problem-solving, critical thinking and imagination'. We're becoming, in a word, shallower.

Studies of our behaviour online support this conclusion. German researchers found that web browsers usually spend less than ten seconds looking at a page. Even people doing academic research online tend to 'bounce' rapidly between documents, rarely reading more than a page or two, according to a University College London study. Such mental juggling takes a big toll. In a recent experiment at Stanford University, researchers gave various cognitive tests to 49 people who do a lot of media multitasking and 52 people who multitask much less frequently. The heavy multitaskers performed poorly on all the tests. They were more easily distracted, had less control over their attention, and were much less able to distinguish important information from trivia. The researchers were surprised by the results. They expected the intensive multitaskers to have gained some mental advantages. That wasn't the case, though. In fact, the multitaskers weren't even good at multitasking. 'Everything distracts them,' said Clifford Nass, one of the researchers.

It would be one thing if the ill effects went away as soon as we turned off our computers and mobiles, but they don't. The cellular structure of the human brain, scientists have discovered, adapts readily to the tools we use to find, store and share information. By changing our habits of mind, each new technology strengthens certain neural pathways and weakens others. The alterations shape the way we think even when we're not using the technology. The pioneering neuroscientist Michael Merzenich believes our brains are being 'massively remodelled' by our ever-intensifying use of the web and related media. In 2009, he said that he was profoundly worried about the cognitive consequences of the constant distractions and interruptions the internet bombards us with. The long-term effect on the quality of our intellectual lives, he said, could be 'deadly'.

Not all distractions are bad. As most of us know, if we concentrate too intensively on a tough problem, we can get stuck in a mental rut. However, if we let the problem sit unattended for a time, we often return to it with a fresh perspective and a burst of creativity. Research by Dutch psychologist Ap Dijksterhuis indicates that such breaks in our attention give our unconscious mind time to grapple with a problem, bringing to bear information and cognitive processes unavailable to conscious deliberation. We usually make better decisions, his experiments reveal, if we shift our attention away from a mental challenge for a time.

But Dijksterhuis's work also shows that our unconscious thought processes don't engage with a problem until we've clearly and consciously defined what the problem is. If we don't have a particular goal in mind, he writes, 'unconscious thought does not occur'. The constant distractedness that the Net encourages is very different from the kind of temporary, purposeful diversion of our mind that refreshes our thinking. What we seem to be sacrificing in our surfing and searching is our capacity to engage in the quieter, attentive modes of thought that underpin contemplation, reflection and introspection.

1. Patricia Greenfield analysed a few research papers on connection between media technologies and our cognitive abilities. \_\_\_\_\_
2. The experiments quoted in the second paragraph concerned the relationship between computer use and memory. \_\_\_\_\_
3. Ms Greenfield also stated that not every medium equally improves human cognitive competence. \_\_\_\_\_
4. A person using a computer, tablet or a smartphone extensively could make a good pilot but would not be able to work in a certain field of medicine. \_\_\_\_\_
5. A German net surfer spends on average more time on the internet than web users in other European countries. \_\_\_\_\_
6. Rapid switching from one online document to another is compared to a skilful activity with positive results. \_\_\_\_\_
7. Research into the effectiveness of multitasking indicated that the beliefs about it are false. \_\_\_\_\_
8. The human brain is built in such a way that every new technology we use influences the way we think. \_\_\_\_\_
9. Ap Dijksterhuis's research demonstrates that uninterrupted concentration is always desirable. \_\_\_\_\_
10. This scientist further claims that the brain doesn't unconsciously tackle problems unless we identify them. \_\_\_\_\_

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

Points: \_\_\_\_\_/10

**II. Read the following article. For questions 1 – 5, choose which of the paragraphs A – F complete the numbered gaps in the text. There is one extra paragraph which does not fit any of the gaps. Write your answers IN THE TABLE PROVIDED. There are two points for each correct answer. (10 points)**

### Up Up and Away

You may remember King Kong on the Empire State Building in the film, where a comparison is implied between the then highest building in the world (at 380m) and the giant, menacing ape. Ever since the Tower of Babel, man has liked to think big in terms of building. Whether it be by constructing pyramids, ziggurats or palaces (while, perhaps paradoxically, living in huts and hovels), he has always had an urge to reach for the sky.

1. \_\_\_\_\_

In order for modern skyscrapers to be a practical possibility, however, something had to happen. That was the invention of the lift, by Elisha Graves Otis, in 1854. Three years later, it was put to commercial use in New York and buildings higher than five storeys became feasible for the first time. The first high-rise constructions were not skyscrapers as we would recognise them today though, but merely taller than average buildings. In 1899, however, the Park Row office block was constructed with a steel frame, and this led to new techniques where the form of the building is skeletal, with the main loading being located in the central core and the external "curtain wall" constructed of lightweight materials, for instance glass or aluminium.

2. \_\_\_\_\_

Getting higher and higher with the development of relevant technology, skyscrapers are a fair indication of economic trends, going up during boom years only to come to a standstill when recessions cut off funds. For this reason, the 1980s heralded a wave of skyscraper building while the less promising 1990s slowed it down. Furthermore, the bulk of the building work has moved from its home in the USA (Chicago being the birthplace of the skyscraper) to Asia.

3. \_\_\_\_\_

Asia and America may be experiencing an urge to push ever upwards, but there are sound reasons that have nothing to do with economy or lack of ambition for keeping tall buildings to the 400 to 550m mark. Heights exceeding that present certain logistical problems.

4. \_\_\_\_\_

In times of economic austerity, though, can we really afford to build these energy intensive structures? Well, they are in several respects eco-friendly, providing a lot of office space on relatively little land, concentrating several services in one place and reducing overspill into green belts.

5. \_\_\_\_\_

So, what will the future hold for skyscrapers? Will they change the face and the skyline of our cities? Who knows? It's certain, though, that today King Kong would definitely be spoiled for choice.

**A.** Europe's current highest building, Commerzbank headquarters in Frankfurt, is, at 261m, no match for the American and Asian giants, and neither is London's Canary Wharf (236m), which was the highest building in Europe until 1997. Asian giants in the pipeline are Tokyo's Millenium Tower at 840m and Hong Kong's Bionic Tower at a staggering 1,128m.

**B.** This substitution of lighter materials for concrete made it possible for architects to design buildings of 400 to 500m in height. Having said that, it should be borne in mind that the tallest building in the world is currently Petronas Towers, rising 452m above Kuala Lumpur, Malaysia, and that is also the tallest concrete structure in the world.

**C.** The most vital ones are: how to transport large numbers of people up and down the building, how to minimise wind sway (which may be as much as 3 metres in either direction) and how to find investors to rent space in the middle, assuming that the bottom will fill with shops and the top with hotels and observation towers. Experts are already working on two of these problems, experimenting with different kinds of lift and conducting extensive wind tunnel tests to help eliminate wind-induced sway.

**D.** And it is this longing that has led to the twentieth/twenty-first century craze for skyscrapers. Indeed, thrusting aggressively into the sky like rockets about to take off, these structures seem to mimic our passion for space exploration.

**E.** This transition reflects the new power, prestige and confidence of the growing tiger economies. It is, therefore, no wonder that Kuala Lumpur's Petronas Towers superseded Chicago Sear's Tower, which at 443m had been the tallest building in the world for 22 years, in 1998.

**F.** Nevertheless, it is no mean feat to equip skyscrapers with renewable sources of energy, as ideas such as covering the façade with photo-voltaic cells to convert light energy into electricity are extremely expensive. Street-level winds, however, may be utilised to power turbines which generate electricity within the buildings and there are already plans for an ecotower in London (456m), which would derive half its energy sources from solar wind power.

1.	2.	3.	4.	5.

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 one, using the word given. Do not change the word given. You must use between THREE and SEVEN words (including the word given) in each gap. Write your answers IN THE SPACES PROVIDED. (10 points)

1. I was just about to call you to see what time you were coming. **POINT**  
I was \_\_\_\_\_ to see what time you were coming.
2. She realised she'd lost her keys the moment she arrived home. **SOONER**  
No \_\_\_\_\_ she realised she'd lost her keys.
3. Susan got the job even though she didn't have much experience in public relations. **SPITE**  
Susan got the job \_\_\_\_\_ experience in public relations.
4. Some have said that the government is ignoring the problem of inflation. **ACCUSED**  
The government \_\_\_\_\_ the problem of inflation.
5. Most of the students ignored what the professor had told them. **NOTICE**  
Few of the students \_\_\_\_\_ what the professor had told them.
6. If you don't pay on time, your booking will be cancelled. **RESULT**  
Failure to \_\_\_\_\_ your booking being cancelled.
7. Jake really ought to make a decision about his future. **MIND**  
It's high time Jake \_\_\_\_\_ about his future.
8. The number of visitors to the island has fallen dramatically. **STEEP**  
There \_\_\_\_\_ the number of visitors to the island.
9. Judy should have worked harder if she wanted a promotion. **SUCCEEDED**  
Had Judy worked harder, \_\_\_\_\_ a promotion.
10. An international company bought our family firm a long time ago. **TAKEN**  
Our family firm \_\_\_\_\_ an international company a long time ago.

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. Structures that are slightly inclined from vertical are said to be out of \_\_\_\_\_.  
 A. plane                      B. bore                      C. plumb                      D. chord
2. An \_\_\_\_\_ fit is a very tight fit which does not allow the component to move freely inside a hole.  
 A. intolerant                      B. interference                      C. inclined                      D. inaccurate
3. The width of the inside of a pipe is called the inside diameter (ID) or the \_\_\_\_\_.  
 A. core                      B. circumference                      C. bore                      D. radius
4. The \_\_\_\_\_ of an electric grid can be defined as the amount of energy it needs to supply to users.  
 A. consumption                      B. composition                      C. capacity                      D. conductivity
5. When electricity produced by a solar panel is greater than needed, the \_\_\_\_\_ power is fed into the grid.  
 A. surplus                      B. surge                      C. supply                      D. shear
6. At the stage of designing a structure, engineers must take into account the forces that will be \_\_\_\_\_ on it.  
 A. extended                      B. strained                      C. exerted                      D. exposed
7. \_\_\_\_\_ is the self-weight of a structure which never changes.  
 A. point load                      B. dynamic load                      C. static load                      D. dead load
8. Mechanical energy can be stored as \_\_\_\_\_ energy.  
 A. power                      B. potential                      C. dissipated                      D. waste
9. The electricity supplied to our homes is \_\_\_\_\_ current.  
 A. alternate                      B. alternative                      C. alternation                      D. alternating
10. A material that can be drawn out into a thin shape is \_\_\_\_\_.  
 A. ductile                      B. brittle                      C. ferrous                      D. abrasive

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

**Points: \_\_\_\_\_/10**



## PART FOUR: WRITING (20 POINTS)

Choose **ONE** of the following tasks. Write between **200 and 250 words** in an appropriate style.

### TASK 1

You have seen an interesting advertisement for a work placement abroad for students of technical universities and you would like to apply. However, you need more information. Write **an email** to the company asking for information about:

- the length of the work placement
- salary
- accommodation options
- language skills required

**Make up any information that you need to complete the task.**

### TASK 2

You and your colleagues went on a training course to improve your time management skills. Your manager has asked you to write **a report** on the level of satisfaction with the course.

In your report you should:

- briefly describe the course (length, venue, organisation, etc.)
- present what the employees liked about the course
- present its drawbacks
- say whether or not you would recommend it to other staff members and give your reasons

**Make up any information that you need to complete the task.**

**TASK number:** \_\_\_\_\_

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How many words have you written? \_\_\_\_\_

<b>Task achievement 0-5 points</b>	<b>Coherence and cohesion 0-5 points</b>	<b>Vocabulary 0-5 points</b>	<b>Grammar 0-5 points</b>	<b>Total 0-20 points</b>