



**CERTYFIKAT JĘZYKOWY UNIWERSYTETU WARSZAWSKIEGO**  
**EGZAMIN Z JĘZYKA ANGIELSKIEGO NA POZIOMIE B2**  
**TEST PRZYKŁADOWY**

- odpowiedzi na pytania do testów 1, 2, 3.1, 3.2 i 3.3 wpisz na kartę odpowiedzi numer 1
- odpowiedzi na pytania do testów 3.4, 3.5 i 4 wpisz na kartę odpowiedzi numer 2

☞ Do wszystkich części egzaminu dołączone są instrukcje. Przeczytaj je uważnie zanim przystąpisz do rozwiązywania zadań testowych.

#### **INSTRUKCJA TESTOWA**

Otrzymałaś/-eś książeczkę testową, dwie karty odpowiedzi i ołówek .

#### **ROZWIĄZUJ TESTY 1, 2, 3.1., 3.2., 3.3. (PYTANIA 1 - 60) NA KARCIE ODPOWIEDZI NUMER 1 W NASTĘPUJĄCY SPOSÓB:**

- Do każdego pytania podane są trzy odpowiedzi do wyboru, oznaczone literami A, B, C.
- Wybieraj za każdym razem jedną prawidłową odpowiedź .
- Możesz wykorzystywać książeczkę testową do zaznaczania odpowiedzi „na brudno”.
- Na kartę odpowiedzi nanieś **ostateczną wersję**, zaczerniając **DOKŁADNIE OŁÓWKIEM CAŁY** wybrany przez siebie prostokąt.

#### **ROZWIĄZUJ TESTY 3.4, 3.5. (PYTANIA 61 - 90) ORAZ TEST 4 NA KARCIE ODPOWIEDZI NUMER 2 W NASTĘPUJĄCY SPOSÓB:**

- Wszystkie odpowiedzi wpisz **DLUGOPISEM** na osobnej karcie odpowiedzi.
- Niniejszą książeczkę testową możesz wykorzystać do rozwiązywania testu „na brudno”.
- Test 4 możesz napisać „na brudno” na odwrocie stron książeczki testowej.
- Pisz wyraźnie! Nieczytelne pismo nie będzie brane pod uwagę!

**TEŻ CZĘŚĆ TESTU ROZWIĄZUJ NA KARCIE ODPOWIEDZI NR 1****Test 1 Rozumienie ze słuchu pytania 1 - 10**

Usłyszysz za chwilę wywiad z amerykańską pisarką. Zapoznaj się z pytaniami (1-10), a następnie po dwukrotnym wysłuchaniu tekstu zaznacz właściwe odpowiedzi. Za każdym razem tylko jedna jest całkowicie poprawna. Słuchając przewodnika możesz robić notatki w książeczce testowej. Zaznacz na karcie odpowiedzi nr 1 odpowiednią literę obok właściwego numeru pytania.

**Listen to the text and answer the questions by choosing the right option. Mark your answers on answer sheet 1.**

1. One of the major topics of the interview is about giving
  - a) guidelines on how to use a computer.
  - b) advice how to become a writer.
  - c) tips how to study at college.
  
2. The woman started her career as a professional writer
  - a) when she was a young girl.
  - b) before graduating from university.
  - c) after she was 30.
  
3. The woman says that she
  - a) regrets ever being a student.
  - b) has no memories at all of her student days.
  - c) loved to do research in the university library.
  
4. At school, Dr Doyle
  - a) showed musical talents.
  - b) was good at sports.
  - c) started writing for the school magazine.
  
5. According to Dr Debra Doyle, in order to become a writer one has to
  - a) get a university degree first.
  - b) gain some experience as a librarian.
  - c) read extensively on many different subjects.
  
6. She writes
  - a) historical novels.
  - b) detective stories.
  - c) science fiction and fantasy.
  
7. How does she prepare her manuscripts?
  - a) She uses a typewriter.
  - b) She uses a computer.
  - c) She writes by hand.

8. As far as her typing skills are concerned, she says she is a

- a) fast and efficient typist.
- b) very slow and sloppy typist.
- c) very fast but sloppy typist.

9. Which question does she find difficult to answer?

- a) About where her inspiration comes from.
- b) About her career.
- c) About the attitude of her children.

10. The woman mentions Tolkien as

- a) her favourite author.
- b) an inspiration for present-day writers.
- c) her co-author.

## Test 2: Rozumienie tekstu pisanego pytania 11 - 20

**Przeczytaj uważnie poniższy tekst, a następnie odpowiedz na pytania, wybierając właściwą odpowiedź spośród trzech podanych możliwości. Za każdym razem tylko jedna odpowiedź jest w pełni poprawna. Swój wybór zaznacz na karcie odpowiedzi nr 1. Niektóre pytania dotyczą słów podkreślonych w tekście.**

**Read the text below and answer the questions by choosing the right option. Mark your answers on answer sheet 1. Some words have been underlined in connection with later questions.**

### JOSEPH JENKINS, "JOLLY SWAGMAN"

*Waltzing Matilda* is Australia's best known and much loved folk song, and the first verse is as follows:

Once a jolly swagman\* camped by a billabong,  
Under the shade of a coolibah tree,  
And he sang as he watched and waited till his billy boiled,  
"You'll come a-waltzing Matilda\*\* with me."

Yet possibly the most famous swagman of them all was a Welshman, Joseph Jenkins. Joseph Jenkins (1818-98) was born at Blaenplwyf near Talsarn, Cardiganshire in 1818, one of twelve children. He lived on his parents' farm until he married at the age of 28 when he began farming at Trecefel, Tregaron. Jenkins wrote poetry, specialising in the englynion, a Welsh verse form. He would walk to the Welsh National Eisteddfod each year to compete in the poetry competition which he won many times. He became a successful farmer (Tregaron was judged the best farm in Cardiganshire in 1857) and a leading figure in the community.

Then suddenly - at the age of 51 - he decided to leave his wife and family and emigrate to Australia, where he stayed for twenty-five years until he returned home again in 1894. While living and travelling throughout central Victoria in Australia and working as a "swagman", he kept a diary, which survives as an eye-witness account of life in the bush in the 19<sup>th</sup> century. What could have made him decide to leave Wales and travel to the other side of the world to work as an itinerant worker, so late in life? It is true that in the middle of the

19<sup>th</sup> century, the life of a farmer in Wales was a hard one but life as a swagman would certainly be no easier! One factor may have been an unhappy marriage but whatever **it** was, he left Wales in 1869 for a new life. Perhaps today we would call it a “mid-life crisis” or a need to “find himself”.

Jenkins arrived in Port Melbourne on the 22 March `1869 and joined scores of swagmen on the road looking for work. Between 1869 and 1894, Jenkins lived much of his life in central Victoria including Maldon, Ballarat and Castlemaine. His diaries record his experiences as an itinerant agricultural labourer and provide a unique account of life in colonial Australia. The diaries are a reflective view of Jenkins’ life and detail the day-to-day tasks in a developing colony. He comments on such topics as farming practice, availability of work, costs of food, hut building, health and toothache and other everyday practicalities. His diaries also include poetry and comments on the social and political issues of that time. Jenkins’ achievement – making daily entries in his diary for 25 years while working as a manual labourer for up to 16 hours a day – is **nothing short of remarkable**. The diaries, consisting of 25 volumes, were discovered 70 years after Jenkins’ death in the attic of one of his descendants in Wales. Since being published in 1975 as the *Diary of a Welsh Swagman*, Jenkins’ writings have become a popular Australian history text.

\*SWAGMAN: An itinerant labourer, a tramp. So called because his most important possession is his bedroll (or "swag"), worn behind his head as he walks along.

\*\*WALTZING MATILDA : the act of carrying the swag.

11. Which title would be most suitable for the text?

- a) Early history of the state of Victoria.
- b) Unusual Biographies.
- c) The Development of Welsh Poetry

12. Joseph Jenkins is remembered today because of

- a) the diaries he wrote.
- b) the people he met.
- c) the poems he wrote.

13. According to the text, what is true about Joseph Jenkins?

- a) He was a loving husband and father.
- b) He was an amateur poet and traveller.
- c) He was a colonial official and writer.

14. What do we learn about Joseph’s marriage?

- a) His wife died when he was 51.
- b) He and his wife lived on his parents’ farm.
- c) His marriage lasted for more than twenty years.

15. What is special about his diaries?

- a) He continued writing them after he moved to Australia.
- b) He made entries for 25 years.
- c) They were all written in a verse form.

16. His diaries provide a rich source of information about details of everyday life in the 19<sup>th</sup> century

- a) only in Wales.
- b) only in Australia.
- c) in Wales and in Australia.

17. We learn from the text that J. Jenkins

- a) died in Australia.
- b) never returned to Wales.
- c) died in Wales.

18. The phrase “he would walk” underlined in paragraph one means

- a) he wanted to but he couldn't.
- b) he went regularly.
- c) he would go some time in the future.

19. The word “it” underlined in paragraph two refers to

- a) a possible factor.
- b) an unhappy marriage.
- c) life as a swagman.

20. The phrase “nothing short of remarkable” in paragraph three can be replaced with

- a) very impressive.
- b) fairly ordinary.
- c) rather annoying.

### Test 3: Formy i struktury językowe w komunikacji

#### 3.1. pytania 21 - 30

**W każdym z poniższych zdań zostały podkreślone trzy elementy, które oznaczono literami A, B, C. Jeden z tych elementów jest zawsze niepoprawny w kontekście całego zdania. Dla każdego zdania ustal, o który element chodzi, następnie zaznacz swoje rozwiązanie na karcie odpowiedzi nr 1. Zaznacz literę odpowiadającą wybranej przez siebie możliwości obok właściwego numeru pytania.**

**There are three underlined words or phrases (marked A, B and C) in sentences 21 - 30 below. For each sentence identify the one element that is wrong. Mark your answers on answer sheet 1.**

21. He finally met [A] the man he [B] has admired since he [C] was a child.

22. He shouldn't [A] have been accused [B] of bribery because he had always been a reliable [C] custom officer

23. I can't afford [A] to visit China this year [B] yet air fares are [C] much too expensive.

24. The storm broke [A] down just as they were putting [B] up the tents and getting ready to put the kettle [C] on.

25. [A] No matter what I did he [B] wouldn't take my [C] advise and refused to quit smoking.

26. As [A] a good listener you must demonstrate that you're truly [B] interesting in [C] the other person.

27. Telephone rates are likely to [A] rise by five percent next month, [B] until we do something [C] about it.

28. We use metaphors [A] to make things [B] to sound more interesting [C] to our listeners.

29. Despite [A] of the good Colombian coffee, [B] the O'Connors are not enjoying [C] a pleasant breakfast.

30. We receive so [A] many information from our five senses that we can't [B] possibly process it all [C] consciously.

### 3.2. pytania 31 - 50

**Przeczytaj uważnie poniższy tekst, a następnie uzupełnij występujące w nim luki wybierając za każdym razem jedną z trzech możliwości (A, B, C) podanych pod tekstem. Tylko jedna opcja jest w pełni poprawna. Na karcie odpowiedzi nr 1 zaznacz literę odpowiadającą wybranej przez siebie możliwości obok właściwego numeru pytania.**

**Read the text and then fill the blanks. For each blank three options are given below the text. Mark your answers on answer sheet 1.**

Hobbies bring pleasure to many children all 31)\_\_\_\_\_ the world. They are 32)\_\_\_\_\_ as almost anything a person likes to do in their 33)\_\_\_\_\_ time. Some kids like to spend their free time 34)\_\_\_\_\_ some type of sports. Others have special talents 35)\_\_\_\_\_ singing that they try and cultivate. A hobby offers a balance 36)\_\_\_\_\_ work and play, and helps to prevent boredom.

37)\_\_\_\_\_ worthwhile a hobby may be, it is important to estimate the cost of this hobby. Draw up a budget and 38)\_\_\_\_\_ with it. Keep in 39)\_\_\_\_\_ that how you use your resources can really help to keep the costs down. If in 40)\_\_\_\_\_ to finance your child's hobby you have to get a part – time job then it is probably not 41)\_\_\_\_\_ it. At times serious hobbyists crave to be with 42)\_\_\_\_\_ who enjoy the same pursuit. As a parent you will also need to decide what type of attitude this hobby encourages. Does it make your child 43)\_\_\_\_\_ too competitive? There are also some unusual hobbies that children are now 44)\_\_\_\_\_ interested in like Astronomy.

It is a very peaceful hobby that can be 45)\_\_\_\_\_ as simple or complex as your child wishes. Your children do not have to be physics or mathematics whizzes to enjoy this hobby. And 46)\_\_\_\_\_ of one more computer game, you can buy them a telescope set. Most hobby stores sell this for children 47)\_\_\_\_\_ all ages. You can also purchase a copy of a 48)\_\_\_\_\_ atlas. They all have excellent maps and information that will 49)\_\_\_\_\_ your child use the vocabulary of astronomy accurately and confidently. No matter what hobby your child 50)\_\_\_\_\_ up choosing it is important that you give them your support. It is better for your child to have a hobby than to be out getting into trouble.

31) A. over	B. on	C. cross
32) A. definite	B. defining	C. defined
33) A. relax	B. spare	C. liberal
34) A. training	B. playing	C. using
35) A. like that	B. such as	C. such like
36) A. for	B. among	C. between
37) A. However	B. Although	C. Whereas

38) A. stick	B. hold	C. try
39) A. head	B. mind	C. brain
40) A. effort	B. order	C. need
41) A. worth	B. worthy	C. worth of
42) A. other	B. another	C. others
43) A. more	B. a little	C. bit
44) A. beginning	B. starting	C. getting
45) A. made	B. turned	C. done
46) A. except	B. apart	C. instead
47) A. of	B. for	C. with
48) A. star	B. starry	C. star's
49) A. enable	B. try	C. let
50) A. takes	B. thinks	C. ends

### Test 3. 3 pytania 51 - 60

Uzupełnij luki wybierając spośród trzech możliwości podanych bezpośrednio pod każdym zdaniem lub wybierz najbardziej stosowną odpowiedź/ reakcję. We wszystkich wypadkach tylko jedna możliwość w pełni pasuje do kontekstu i przedstawionej sytuacji. Zaznacz swoje odpowiedzi na karcie odpowiedzi nr 1.

Complete the sentences with the best option. Mark your answers on answer sheet 1.

51. Would you \_\_\_\_\_ for a drink?

- a) like
- b) care
- c) try

52. Could someone give me \_\_\_\_\_ with the washing up?

- a) an aid
- b) a help
- c) a hand

53. I know I should have handed it in last Monday. I \_\_\_\_\_ for the delay.

- a) do apologise
- b) feel sad
- c) deeply regret

54. Tom: I'm sorry about the delay.

Mary: \_\_\_\_\_ call the boss and explain the problem?

- a) How about
- b) Why don't you
- c) Could I suggest to

55. Tom: Would you mind opening the window, please?

Mary: \_\_\_\_\_

- a) Yes, I am opening.
- b) Not at all.
- c) Yes, I mind.

56. Tom: Little Johnny from next door is a famous politician now.

Mary: \_\_\_\_\_ .

- a) Who would have thought that.
- b) Who would think.
- c) Who think so?

57. Tom: Thank you so much for all your trouble.

Mary: \_\_\_\_\_

- a) No matter.
- b) Don't mention it.
- c) I see no problem.

58. Tom: Shall I help you with your project?

Mary: \_\_\_\_\_

- a) Yes, you will.
- b) Of course.
- c) Should you really?

59. Tom: Why don't you come and have dinner with us on Sunday?

Mary: \_\_\_\_\_

- a) I'm afraid I can't make it.
- b) No, I regret that I must refuse it.
- c) This invitation is very pleasing.

60. Tom: I can't accept such an expensive present.

Mary: \_\_\_\_\_

- a) But I press you.
- b) But I insist.
- c) But I urge you.

### **PONIŻSZĄ CZĘŚĆ TESTU ROZWIĄZUJ NA KARCIE ODPOWIEDZI NR 2**

#### **3.4. pytania 61 - 80**

**Przeczytaj uważnie poniższy tekst, a następnie uzupełnij występujące w nim luki. W jedną lukę możesz wstawić tylko jedno słowo. Upewnij się czy uzupełniony przez siebie tekst tworzy poprawną gramatycznie, logiczną całość, a następnie przenieś swoje rozwiązania na kartę odpowiedzi nr 2. Pamiętaj o poprawności ortograficznej wpisywanych wyrazów!**

**Read the text and complete each numbered gap with ONE suitable word. Write your words on answer sheet 2. make sure all the words are spelled correctly**

A 50-ton visitor from 61) \_\_\_\_\_ Antarctic has turned whale watching 62) \_\_\_\_\_ a citywide obsession in Sydney, Australia. A rare southern whale has 63) \_\_\_\_\_ bobbing around the city's beaches, delighting onlookers by leaping 64) \_\_\_\_\_ of the water, flipping its tail or popping its head 65) \_\_\_\_\_ the waves. Locals 66) \_\_\_\_\_ it Alex and feverishly debated the whale's gender for weeks. Finally, scientists performed DNA 67) \_\_\_\_\_ on pieces of dead skin pulled from the water and determined 68) \_\_\_\_\_ Alex was short 69) \_\_\_\_\_ Alexandra. Though many had hoped she was pregnant, 70) \_\_\_\_\_ would guarantee regular whale visits, 71) \_\_\_\_\_ they often return to the waters they were born in, Steve Burnell of the National Parks and Wildlife Service guesses she's 72) \_\_\_\_\_ young to have a baby. Alex is probably in town, Burnell said, to 73) \_\_\_\_\_ from a small injury to her tail, most 74) \_\_\_\_\_ caused by tangling with a rope or a shark. She is en route to Antarctica, 75) \_\_\_\_\_ southern whales live, 76) \_\_\_\_\_ wintering in the warmer waters off the Australian coast. Alex's visit, says an environmental expert, is a good sign for whale populations. Greenpeace has 77) \_\_\_\_\_ advantage of this opportunity to launch 78) \_\_\_\_\_ online petition to 79) \_\_\_\_\_ whale hunting around the world. Alex is also a swimming advertisement for 80) \_\_\_\_\_ much cleaner the Sydney Harbor has become.

### 3.5. pytania 81 - 90 (20 pkt.)

**Zareaguj po angielsku uprzejmie i stosownie do sytuacji. Swoje rozwiązania – w formie krótkich wypowiedzi, najczęściej pojedynczych zdań – nanieś na kartę odpowiedzi nr 2.**

**How will you react in the following situations? Write your utterances on answer sheet 2.**

81. Kolega z Londynu składa ci życzenia świąteczne. Jak zareagujesz? (np. „dziękuję, wzajemnie”)
82. Spotykasz koleżankę z Anglii, która ma dzisiaj urodziny. Złóż jej życzenia.
83. Wchodzisz na zajęcia spóźniony. Co powiesz lektorowi ?
84. W obcym mieście zapytaj o najbliższy bank.
85. Po krótkiej rozmowie żegnasz się z poznanym przed chwilą profesorem uniwersytetu brytyjskiego i grzecznie przepraszasz, że nie możesz zostać dłużej.
86. Jak powiesz „ Mam do ciebie ogromna prośbę”?
87. Dzwonisz do kolegi, lecz nie zastajesz go. Powiedz, że chcesz zostawić dla niego wiadomość
88. Podczas dyskusji nie zgadzasz się ze zdaniem przedmówcy. Jak to wyrazisz uprzejmie?
89. Życzysz koleżance udanego urlopu. Jak powiesz: „Baw się dobrze!”?
90. Będąc w Londynie chcesz się umówić telefonicznie na wizytę do dentysty. Jakiego zwrotu użyjesz?

### Test 4

**Napisz krótkie wypracowanie (220 - 250 słów) na temat: *No formal education is necessary to achieve success in life. Do you agree? Give examples to support your opinion.***

**Pisząc wypracowanie możesz wykorzystać dane z tekstu o Josephie Jenkiesie, zamieszczonego w teście drugim.**

**Write a short composition (in 220 - 250 words) on the topic: *No formal education is necessary to achieve success in life. Do you agree? Give examples to support your opinion.***

**You may refer to the text about Joseph Jenkins from test 2.**

## TEST PRZYKŁADOWY

### TEKST DO SŁUCHANIA (DO TESTU 1.)

In the studio with us today is Dr Debra Doyle, a famous writer. Along with her husband, James MacDonald, she has co-authored several series, including the Circle of Magic and Megaworld.

**Man: Dr Doyle, what made you start writing?**

Ms Doyle (woman): I started out by reading a lot. Some time between third grade and junior high, I realized that all the books I'd been reading hadn't just grown on trees, they'd been written by people. I read a couple of books somewhere that had characters who were writers, which is probably why I started thinking about becoming a writer.

**M: Did you have to give up other goals to become a writer?**

I was diverted for a while from wanting to be a writer by wanting to be a professor of Old English literature at college. But by the time I finished my doctorate, which you need if you're going to do something like that, the job market for brand-new Ph. D's in English literature had already started on the long downhill slide it's still on. I've taught college English now and then, but it's never been anything other than freshman English. So, like a number of other bright academics of my generation, I took up writing science fiction and fantasy instead - something an advanced degree in English, believe it or not, is actually excellent preparation for. I don't regret the time I spent at university at all. I was having a lot of fun, and if everybody in the program didn't eventually have to finish the degree and get out, I'd undoubtedly still be there, haunting the stacks of the University of Pennsylvania library.

**M: What were you like at school?**

Less than average. I played clarinet in the marching band, very badly, I was the third worst clarinet player in the section, but I wrote for the school magazine.

**M: Was your family supportive, or did you have to struggle to become a writer?**

They were incredibly supportive and still are. They buy all my books, and when they see them on the shelves in bookstores, they turn them so that they're face out.

**M: What advice can you give to aspiring writers?**

Read a lot, read everything you can get your hands on, in a lot of different fields. Read history and science as well as fiction, read older literature as well as the new stuff. And write a lot. Practice is important in this business, and it's often said that you have to write a million words of junk before you can do anything worth reading. I didn't finish writing my own million words of junk until I was past 30. If I'd kept up my fiction writing when I was at university instead of concentrating on the academic stuff, I might have gotten the junk out of my system sooner. Or maybe not...

**M: Do any of your books link to real life-experiences?**

Not really. My co-author and I use pieces of our experiences in our writing, all writers do, but since we write fantasy and science fiction, by the time anything makes it onto the page it's been put through all sorts of transformations and mutations and genetic engineering maneuvers, and its own mother wouldn't recognize it anymore.

**M: Where do you get most of your ideas?**

Aieeee! Everybody asks writers this, and it drives us nuts because there really isn't an answer.

**M: Which author's work do you think your work most closely relates to?**

It's hard to say. Modern fantasy owes a debt to Tolkien, of course, but I went from reading Tolkien to reading his medieval sources and then came to fantasy from there.

**What conditions do you like to write in?**

I use a computer and a word-processing program. I got my first computer way back in 1983; before then I was a hit-and-miss kind of writer, with most of my stuff unrevised and written by hand, because I was an absolutely horrible typist. It used to take me half an hour to type a page and even then it was full of errors. Then the personal computer revolution came along. It was wonderful.

**M: Dr Doyle , thank you very much.**