



**University of Warsaw Language Certificate Examination  
English Language C2**

**TEST PRZYKŁADOWY**

**Total marks for the test: 200**

**Total time allowed: 195**

**Read carefully the instructions that appear at the beginning of each part of the test before attempting to answer any of the questions in that part.**

**At the beginning of the examination you should receive the test booklet as well as the answer sheet.**

**Complete the answer sheet in the following way:**

- **For questions 1-10, questions 17-20 and 24 - 28 choose the best answer ( a, b, c, d) and mark your answers on the answer sheet.**  
For each question there is only ONE correct answer.
- **For questions 11-16, questions 21 – 23, questions 29 – 33, questions 34 – 63 and 64 – 73 write your answers on the answer sheet in the spaces provided.**
- **Write your response to part 4 on the answer sheet in the space provided.**  
You may use the reverse side of the test booklet to plan and draft your essay.

You may use the test booklet for rough work, but you **must** make sure **you transfer your answers** onto the answer sheet.

Use a **biro/ballpoint pen** to write your answers on the answer sheet.

***Remember to write clearly. Illegible answers will not be considered.***

**REMEMBER TO LEAVE YOURSELF ENOUGH TIME TO TRANSFER ALL YOUR ANSWERS TO THE ANSWER SHEET.**

## **1. Listening Comprehension - Questions 1-16 (38 marks)**

### **1.1: Questions 1 – 10 (20 marks)**

**You will listen twice to an extract from a discussion on identity formation. Three academics participate: Kath Woodward (moderator), Karim Murji and Wendy Hollway. Below, there are 10 questions about the discussion. Before listening, read the questions. You may make notes in the test booklet while listening to the discussion. Answer each question by choosing the right option. For each question there is only ONE correct answer. Mark your answers on the answer sheet.**

- 1) According to Karim Murji, a structural perspective on identity formation places emphasis on the
  - a) things people can do to change their identities.
  - b) ways in which people's identities are imposed on them.
  - c) fact that identities cannot be changed.
  - d) motivation behind changing one's identity.
  
- 2) Karim says that legal categories, such as our citizenship,
  - a) do not determine how our identities are formed.
  - b) should be given more attention.
  - c) have no practical consequences for a person.
  - d) play a smaller role than other categories of identity.
  
- 3) What is the value of possessing a British passport?
  - a) It is largely symbolic.
  - b) It has no real value.
  - c) It provokes hostility.
  - d) It allows you to travel around.
  
- 4) What is true about census categories?
  - a) They provide natural ways to describe us.
  - b) They have no effect on how people identify themselves.
  - c) They are invariant.
  - d) They are given to us by the state.
  
- 5) Wendy Hollway says that her racial and ethnic identity
  - a) was important to her in her childhood years.
  - b) was not important until she was in her twenties.
  - c) became relevant when she moved to northern England.

- d) became relevant when she started using public transport in England.
- 6) Talking about the process of identity formation, Kath Woodward introduces a
- a) social element which is less important than structures.
  - b) social element which is at least as important as structures.
  - c) personal element which is less important than structures.
  - d) personal element which is at least as important as structures.
- 7) How does Wendy characterise the relationship between ourselves and other people?
- a) Our own perception does not depend on how people react to us.
  - b) The way we respond to people tells us a lot about who we are.
  - c) We are like a mirror through which other people can see themselves.
  - d) The way people treat us influences how we perceive ourselves.
- 8) What is Wendy's view about the building blocks of our personality?
- a) They are difficult to identify and acquire.
  - b) They are consciously learned mainly after childhood.
  - c) We share many of them with our parents despite our efforts not to.
  - d) They are never acquired through identifications.
- 9) According to Karim, Goffman is sometimes criticized for suggesting that the number of ways in which we perform social roles is
- a) constantly expanding.
  - b) severely limited.
  - c) mostly unchanging.
  - d) individually determined.
- 10) What is Karim's view about social practices?
- a) They are difficult to change.
  - b) They are chosen consciously.
  - c) They are additional factors that affect our identities.
  - d) They are less important than gender and ethnicity in identity formation.

### **1.2: Questions 11 – 16 (18 marks)**

**You will listen twice to an extract from a lecture on working from home. Below, there are six questions about the lecture. Before listening, read the questions. You may make notes in the**

**test booklet while listening to the discussion. Answer each question. Write your answers on the answer sheet.**

11) MariaLaura di Domenico mentions several intrinsic qualities that entrepreneurs should have. Name three of them.

- a) .....
- b) .....
- c) .....

12) What was Sara Hodgkins' main reason for setting up her business at home?

.....

.....

.....

13) What does Kate Hopewell-Smith mean when she says that managing the space and her time has been *a learning curve*?

.....

.....

.....

14) What coping strategies does MariaLaura suggest for the owners of home-businesses? Mention two of them.

.....

.....

.....

15) MariaLaura talks about one of her colleagues who on her working days would go out of her front door and close it only to open it again and walk back inside. What was the reason for this ritual, according to MariaLaura?

.....

.....

.....

16) Explain the concept of *emotional labour*.

.....

.....

.....

## 2. Reading Comprehension – Questions 17 - 33 (42 marks)

### 2.1: Questions 17 – 23 (17 marks)

**Read the following text carefully and then answer the questions. Mark/write your answers on the answer sheet. Some questions refer to specific words or phrases that have been underlined in the text.**

On my first dash to the Northern fighting line – Greer told me the other night – I carried supplies to an ambulance where the surgeon asked me to have a talk with an officer who was badly wounded and fretting for news of his people in the east of France.

He was a young Frenchman, a cavalry lieutenant, trim and slim, with a pleasant smile and obstinate blue eyes that I liked. He looked as if he could hold on tight when it was worth his while. He had had a leg smashed, poor devil, in the first fighting in Flanders, and had been dragging on for weeks in the squalid camp-hospital where I found him. He didn't waste any words on himself, but began at once about his family. They were living, when the war broke out, at their country-place in the Vosges; his father and mother, his sister, just eighteen, and his brother Alain, two years younger. His father, the Comte de Rechamp, had married late in life, and was over seventy: his mother, a good deal younger, was crippled with rheumatism; and there was, besides – to round off the group – a helpless but intensely alive old grandmother about whom all the others revolved. You know how French families throw out branches that make new roots but keep hold of the central trunk, like that tree – what's it called? – that they give pictures of in books about the East.

Jean de Rechamp – that was my lieutenant's name – told me his family was a typical case. “We're very *province*,” he said. “My people live at Rechamp all the year. We have a house at Nancy – rather a fine old hotel – but my parents go there only once in two or three years, for a few weeks. That's our 'season.'...Imagine the point of view! Or rather don't, because you couldn't...” (He had been about the world a good deal, and known something of other angles of vision.)

Well, of this helpless exposed little knot of people he had had no word – simply nothing – since the first of August. He was at home, staying with them at Rechamp, when war broke out. He was mobilised the first day, and had only time to throw his traps into a cart and dash to the station. His depot was on the other side of France, and communications with the East by mail and telegraph were completely interrupted during the first weeks. His regiment was sent at once to the fighting line, and the first news he got came to him in October, from a communiqué in a Paris paper a month old, saying: “The enemy yesterday retook Rechamp.” After that, dead silence: and the poor devil left in the trenches to digest that “retook”!

There are thousands and thousands of just such cases; and men bearing them, and cracking jokes, and hitting out as hard as they can. Jean de Rechamp knew this, and tried to crack jokes too – but he got his leg smashed just afterward, and ever since he'd been lying on a straw pallet under a horse-blanket, saying to himself: “Rechamp retaken.”

“Of course,” he explained with a weary smile, “as long as you can tot up your daily bag in the trenches it's a sort of satisfaction – though I don't quite know why; anyhow, you're so dead-beat at night that no dreams come. But lying here staring at the ceiling one goes through the whole business once an hour, at the least: the attack, the slaughter, the ruins....and worse.... Haven't I seen and heard things enough on this side to know what's been happening on the other? Don't try to sugar the dose. I like it bitter.”

I was three days in the neighbourhood, and I went back every day to see him. He liked to talk to me because he had a faint hope of my getting news of his family when I returned to Paris. I hadn't much myself, but there was no use telling him so. Besides, things change from day to day, and when we parted I promised to get word to him as soon as I could find out anything. We both knew, of course, that that would not be till Rechamp was taken a third time – by his own troops; and perhaps soon after that, I should be able to get there, or near there, and make enquiries myself. To make sure that I should forget nothing, he drew the family photographs from under his pillow, and handed them over: the little witch-grandmother, with a face like a withered walnut, the father, a fine broken-looking old boy with a Roman nose and a weak chin, the mother, in crape, simple, serious and provincial, the little sister ditto, and Alain, the young brother – just the age the brutes have been carrying off to German prisons - an over-grown thread-paper boy with too much forehead and eyes, and not a muscle in his body. A charming-looking family, distinguished and amiable; but all, except the grandmother, rather usual. The kind of people who come in sets.

As I pocketed the photographs I noticed that another lay face down by his pillow. “Is that for me too?” I asked. He coloured and shook his head, and I felt I had blundered. But after a moment he turned the photograph over and held it out. “It's the young girl I am engaged to. She was at Rechamp visiting my parents when war was declared; but she was to leave the day after I did....” He hesitated. “There may have been some difficulty about her going.... I should like to be sure she got away.... Her name is Yvonne Malo.”

He did not offer me the photograph, and I did not need it. That girl had a face of her own! Dark and keen and splendid: a type so different from the others that I found myself staring. If he had not said “ma fiancée” I should have understood better. After another pause he went on: “I will give you her address in Paris. She has no family: she lives alone - she is a musician. Perhaps you may find her there.” His colour deepened again as he added: “But I know nothing - I have had no news of her either.”

*Coming Home*, by Edith Wharton

17) At the end of the second paragraph, the narrator talks about French families. What is the narrator's view of French families?

- a) They exclude distant relatives.
- b) They care about their core members.
- c) They are composed of many members.
- d) They are groups of independent spirits.

18) What was Jean de Rechamp's main reason for talking to the narrator about his family?

- a) The narrator once knew one of de Rechamp's relatives.
- b) The narrator might get involved in liberating Rechamp.
- c) The narrator was the only person in the hospital he could trust.
- d) He wanted the narrator to find out what happened to his relatives.

19) At the beginning of paragraph six Jean de Rechamp uses the expression *tot up your daily bag*. What does it mean in this particular context?

- a) Be certain that your family is safe.
- b) Be able to get a good night's sleep.
- c) Perform your everyday duties well.
- d) Be sure that your fellow soldiers are alive.

20) Jean de Rechamp blushed. What was the reason?

- a) He had strong feelings for his fiancée.
- b) He didn't know where his fiancée was.
- c) He was not satisfied with the way his fiancée looked.
- d) He was upset that his fiancée decided to stay at his parents' place.

21) At the end of the third paragraph Jean de Rechamp says ...*Imagine the point of view! Or rather don't, because you couldn't....* What does he refer to? Explain.

.....  
.....  
.....

22) It is mentioned in paragraph five that Jean de Rechamp's fellow soldiers often cracked jokes. Why did they do this? Explain.

.....  
.....  
.....

23) At the end of paragraph six Jean de Rechamp says *Don't try to sugar the dose. I like it bitter.* What situation does he refer to specifically? Explain.

.....  
.....  
.....

## 2.2: Questions 24 – 33 (25 marks)

**Read the following text carefully and then answer the questions. Mark/ write your answers on the answer sheet. Paragraphs have been numbered for ease of reference. Some questions refer to specific fragments of three different paragraphs. These fragments have been underlined in the text.**

[1] Tropical forest writes much of its history at large scale, producing trees as tall as skyscrapers and flowers the size of carry-on luggage. But by zooming in, scientists are uncovering chapters in forest history that were influenced by human activity far earlier than anyone thought.

[2] A new study of pollen samples extracted from tropical forests in Southeast Asia suggests humans have shaped these landscapes for thousands of years. Although scientists previously believed the forests were virtually untouched by people, researchers are now pointing to signs of imported seeds, plants cultivated for food, and land clearing as early as 11,000 years ago – around the end of the last Ice Age. The study, to be published in the peer-reviewed Journal of Archaeological Science comes from researchers led by paleoecologist Chris Hunt, of Queen's University, Belfast, who analyzed existing data and examined samples from Borneo, Sumatra, Java, Thailand and Vietnam.

[3] Pollen offers an important key for unlocking the history of human activity in a region where dense tropical forests make traditional excavations slow, arduous work, and thick canopies hinder aerial surveys. Reliance on building materials that perish with the centuries (rather than stone or ceramic) can make it difficult to recognize signs of long-gone inhabitants. Pollen, however, can survive for thousands of years in the right conditions and paint a picture of vegetation over time.

[4] In the Kelabit Highlands of Borneo, for example, pollen samples dated to about 6,500 years ago contain abundant charcoal evidence of fire. That alone doesn't reveal a human hand. But scientists know that specific weeds and trees that flourish in charred ground would typically emerge in the wake of naturally occurring or accidental blazes. What Hunt's team found instead was evidence of fruit trees. "This indicates that the people who inhabited the land intentionally cleared it of forest vegetation and planted sources of food in its place," Hunt explained in a statement about the study.

[5] Hunt's team also looked at the types of pollen reported in samples extracted from very isolated areas where, in all likelihood, humans did not intervene with the succession of plants that would have come about simply because of changes in temperature, rainfall, and competition among species. The patterns in these samples could then be used as a proxy for what to expect without



human intervention. When layers sampled from other, comparable sites in the region failed to match up, it raised a flag for the researchers that humans may have disrupted the natural succession through burning, cultivation, or other activities.

[6] “Ever since people had the ability to make stone tools and control fire, they were able to manipulate the environment,” explained biologist David Lentz, who directs the Center for Field Studies at the University of Cincinnati. “In pre-agricultural times, they would burn forest to improve hunting and increase the growth of plants that were edible - often weedy plants with lots of seeds. This is a pattern that we see all over the world.” It’s not surprising, he added, to see it documented in Southeast Asia.

[7] And yet, Hunt said, “It has long been believed that the rainforests of the Far East were virgin wildernesses, where human impact has been minimal.” To the contrary, his team traced signs of vegetation changes resulting from human actions. “While it could be tempting to blame these disturbances on climate change, that is not the case as they do not coincide with any known periods of climate change,” he added.

[8] This kind of research is about more than glimpsing ancient ways of life. It could also present powerful information for people who live in these forests today. According to Hunt, “Laws in several countries in Southeast Asia do not recognize the rights of indigenous forest dwellers on the grounds that they are nomads who leave no permanent mark on the landscape.” The long history of forest management traced by this study, he says, offers these groups “a new argument in their case against eviction.”

[9] Such tensions have played out beyond Southeast Asia. In Australia, for example, “the impact of humans on the environment is clear stretching back over 40,000 years or so,” says environmental geoscientist Dan Penny, of The University of Sydney. And yet, he says, “the material evidence of human occupation is scarce.” Starting in the 18th century, the British used that fact “to justify their territorial claim” to land inhabited by Aboriginal Australians—declaring it terra nullius (belonging to no-one), establishing a colony, and eventually claiming sovereignty over the entire continent.

[10] This latest study comes as part of a larger discussion about when and how our species began shaping the world around us. “Humans and pre-humans have been present in Asia for a very long time, and there have been a number of studies that point to a very long history of human alteration of the natural environment,” says Penny. Hunt’s work in Southeast Asia, he says, makes a “valuable contribution” to that discussion, and to a broader debate surrounding the timing of what scientists call the Anthropocene—a proposed period in human history when activity began to alter natural processes in a significant way.”

*www.smithsonianmag.com*

24) In the first paragraph, scientists are described as “zooming in”. Why?

- a) It suggests extensive use of digital cameras by archeologists.
- b) It refers to the impact of human intervention on forest history.
- c) It contrasts with “history at large scale” in the same paragraph.
- d) It focuses on the size of the surrounding vegetation in tropical forests.

25) According to the author, it is difficult to detect the presence of our ancestors in rain forests because:

- a) dig sites are difficult to establish there.
- b) ceramic materials are not durable.
- c) random fires destroy evidence.
- d) pollen sampling is unreliable.

26) What argument against eviction is referred to in paragraph 8?

- a) Material evidence for the human presence in Asia is scarce.
- b) Ancient forest dwellers seriously impacted their environment.
- c) The inhabitants of Southeast Asia contribute to climate change.
- d) No changes to the environment in ancient history have been reported.

27) Which pair of terms seems to refer to the same entity for the purposes of the text?

- a) Indigenous forest dwellers and Aboriginal Australians.
- b) *Terra nullius* and British colonies in Asia.
- c) Anthropocene and the last Ice Age.
- d) Southeast Asia and the Far East

28) How do the findings of David Lentz and Chris Hunt compare?

- a) They complement and occasionally overlap each other.
- b) They contradict each other and are overtly incompatible.
- c) It is only in paragraph 6 that Lentz argues against Hunt's views.
- d) They cannot be juxtaposed as their subject matter is largely unrelated.

29) Consider the fragment underlined in paragraph 4. Paraphrase it (that is, express the meaning using your own words), as much as possible relating your version to the immediate context. Avoid direct quotes.

.....  
.....

30) Consider the fragment underlined in paragraph 5. Paraphrase it, as much as possible relating your version to the immediate context. Avoid direct quotes.

.....

.....

31) Consider the fragment underlined in paragraph 7. Paraphrase it, as much as possible relating your version to the immediate context. Avoid direct quotes.

.....

.....

32) Explain what “in the wake of” means in the second part of paragraph four. Then provide an example of a sentence containing this expression, unrelated to the present reading, which would adequately illustrate the points you raised in your explanation.

.....

.....

33) Towards the end of paragraph five you will find the expression “it raised a flag.” Explain what it means in the context. Be sure to specify in your explanation what the word “it” refers to in this particular case.

.....

.....

### 3. Use of Language - Questions 34 - 73 (60 marks)

#### 3.1: Questions 34 - 63 (30 marks)

**Read the following text carefully and think of ONE word that best fits each gap. Make sure that the text as a whole is cohesive and is both grammatically and logically correct. Write your answers clearly on the answer sheet. Remember to check your spelling.**

Honoring Chen Shu-chu

Taitung vegetable vendor Chen Shu-chu is 34) \_\_\_\_\_ a very select club as she 35) \_\_\_\_\_ the eleventh person from Taiwan to receive a Ramon Magsaysay Award. In this way she is 36) \_\_\_\_\_ honored for transforming young lives through constant caring, sharing and giving, 37) \_\_\_\_\_ to the foundation sources.

Out of her modest living, Chen has been 38) \_\_\_\_\_ to donate more than 10 million NT\$ (Taiwan New Dollars), 39) \_\_\_\_\_ amounts to 332,200 US dollars, to various causes, including charities, a children's fund and an orphanage, to mention just a 40) \_\_\_\_\_.

Her charitable endeavors earned her the government's official 41)\_\_\_\_\_ for the first time in 2005 and she has been honored repeatedly 42)\_\_\_\_\_ then for her selfless 43)\_\_\_\_\_ of kindness. She was selected by Forbes Asia as one of its 48 Heroes of Philanthropy and it has just been 44)\_\_\_\_\_ to the public's attention that a new bridge in Taitung City will be named 45)\_\_\_\_\_ her.

46)\_\_\_\_\_ is so wonderful about Chen's achievement is not its extraordinariness but that it is so simple and matter-of-fact in its generosity. "And rather than 47)\_\_\_\_\_ in her celebrity, Chen seems to 48)\_\_\_\_\_ the whole thing with a wave of her hand, perhaps even with a hint of irritation. "There isn't 49)\_\_\_\_\_ to talk about. Money serves its 50)\_\_\_\_\_ only when it is used for those who need it," she told a newspaper.

Chen Shu-chu 51)\_\_\_\_\_ in the footsteps of her fellow recipients of the Ramon Magsaysay Award, living not just in Taiwan but all 52)\_\_\_\_\_ Asia, who are content to do their work and 53)\_\_\_\_\_ the publicity-seeking to others. Her quiet, unassuming style stands in stark 54)\_\_\_\_\_ to that of those wealthy investors, 55)\_\_\_\_\_ Chinese tycoon Chen Guangbiao, who visited Taiwan to offer hundreds of millions of NT dollars to some of the nation's poorest families - as 56)\_\_\_\_\_ as there were plenty of cameras around to watch him doling 57)\_\_\_\_\_ the red envelopes.

Chen Shu-chu 58)\_\_\_\_\_ all the acclaim bestowed 59)\_\_\_\_\_ her, not just for her own work, but also for inspiring countless others from all walks of 60)\_\_\_\_\_ to think about what measures they can 61)\_\_\_\_\_ to help those in need. Numerous articles in the local press put a 62)\_\_\_\_\_ on the unemployed, retirees, single parents and others who have quietly been donating what they can to those less fortunate, and most of them freely 63)\_\_\_\_\_ to having been inspired by Chen's actions. Congratulations, Chen Shu-chu. Taiwan is proud of you.

*adapted from www.taipeitimes.com*

### 3.2: Questions 64-73 (30 marks)

**Read the text very carefully. There are ten grammatical and lexical errors to be found in it. Identify and correct as many as you can. Transfer your corrections onto the answer sheet, where this text has been reproduced.**

Dear colleague,

These are difficult and challenging times for you, your fellow councillors and staff and above all for the communities you serve. Because of the financial circumstances the country faces you are being asked to do more with diminishing resources, and after the general election you are going to have to continue to manage with fewer central government funding. Local government has suffered the biggest cuttings of any part of the public sector. The LGA says that in five next years, local government core funding will fall by 40% and councils will have to make £20 billion of savings. As a result, very tough decisions need to be made about the future of local services at a time when there are pressing issues, such as the growing of number of older people or the lack of adequate children's services.

We have conducted an analysis of how have the reductions in government funding for local authorities already affected different communities in different parts of the country. Households in the ten most deprived local authorities in England face a reduction in spending power per household 16 times bigger than the ten little deprived.

David Cameron's Government have made the wrong choices. They have ducked tough decisions and passed the hardest ones up to you. They have done even more damage by missing to apply the basic principle of fairness. And we will all remember the legislation they put in place to take planning powers away from local people. Yet, the centre has to let go so that local communities can decide on how best to use limited resources. Only then we will manage to achieve more with less. The time for devolution in England has now come. I look forward to work with you to make it happen.

*adapted from press.labour.org.uk*

#### **4. Writing (60 marks)**

**Write an essay of 300-350 words addressing ONE of the questions below. Write your answer legibly on the answer sheet. In the space provided write the number corresponding to the title of your essay.**

**1) Henry Kissinger once remarked that *each success only buys an admission ticket to a more difficult problem*. How do you understand his observation? To what extent do you agree with it? Provide examples to support your answer.**

**2) Is English a tsunami washing away other languages? Reflect on the consequences of the world-wide spread of English and its effects on local languages.**

## **ENGLISH C2**

### **ANSWER KEY**

listening 1.1.

1B, 2B, 3D, 4D, 5B, 6D, 7D, 8C, 9B, 10C

listening 1.2.

11.

creativity, energy, resilience, flexibility, persistence and passion.

12.

After the birth of her second child, she wanted to go back to work as an interior designer but still be able to spend time with her children/family.

13.

It has taken nearly 12 months for her children to know that when their mother is working they should not disturb her.

14.

a. drawing physical boundaries for 'work only' at home

b. time management - earmarking certain times of the day for work tasks and devoting other for home and family

15.

This little ritual helped her to prepare herself mentally – to get into the right zone or frame of mind so that she could switch from the 'relaxing at home' persona to the 'working' persona despite only leaving the house very briefly.

16.

This is the idea that the emotions we display to other people do not always match those we actually feel.

reading 2.1.

17B, 18D, 19C, 20A

21.

Having a house in the countryside and staying there once every two or three years is rather extravagant and difficult to imagine for an ordinary person.

22.

To stop thinking about the bad news they got about their families.

23.

Give me the truth (about the fate of my family) even if it is going to hurt.

reading 2.2.

24 C, 25 A, 26 B, 27 D, 28 A

reading 2.2

29) Based on the available evidence we cannot decisively conclude that human intervention was involved / that our ancestors were responsible for the fires.

30) The pollen samples found in the secluded areas could later be used as reference points to establish which areas were not altered by our ancestors.

31) The alterations cannot be argued to have been due to natural causes as weather patterns are not believed to have changed in the relevant period.

32) The expression “in the wake of” is used to stress that certain plants and trees flourish on burned soil. The phrase means “as a consequence of” / taking place later than another specified event and possibly because of it. For example: The President resigned in the wake of the shooting.

33) When layers sampled from other, comparable sites in the region failed to match up, it raised a flag for the researchers that humans may have disrupted the natural succession through burning, cultivation, or other activities. To raise a flag means to draw the public’s attention to a certain event, which could otherwise have gone unnoticed. In the text it means that the analysis of the pollen samples— referred to as it – helped researchers realize the extent of human intervention in the area.

use 3.1.

- 34.joining
- 35.becomes / is
- 36.being
- 37.according
- 38.able
- 39.which
- 40.few / selection
- 41.recognition
- 42.since
- 43.acts / deeds
- 44.brought
- 45.after
- 46.What
- 47.bask / revel / wallow
- 48.dismiss
- 49. much
- 50.purpose / uses
- 51.follows
- 52. over
- 53.leave
- 54.contrast
- 55.like
- 56.long
- 57.out
- 58 deserves / merits /warrants
- 59.on
- 60.life
- 61.take
- 62.spotlight
- 63.admit / admitted

use 3.2.



Dear colleague,

These are difficult and challenging times for you, your fellow councillors and staff and above all for the communities you serve. Because of the financial circumstances the country faces you are being asked to do more with diminishing resources, and after the general election you are going to have to continue to manage with fewer (☞ ~~less~~) central government funding. Local government has suffered the biggest cuttings (☞ ~~cuts~~) of any part of the public sector. The LGA says that in five next years (~~the next five years~~), local government core funding will fall by 40% and councils will have to make £20 billion of savings. As a result, very tough decisions need to be made about the future of local services at a time when there are pressing issues to attend to, such as the growing of (☞ ~~usunąć~~) number of older people or the lack of adequate children's services.

We have conducted an analysis of how have (☞ ~~usunąć lub przenieść do "affected" w kolejnej linii~~) the reductions in government funding for local authorities (have) already affected different communities in different parts of the country. Households in the ten most deprived local authorities in England face a reduction in spending power per household 16 times bigger than the ten little (☞ ~~least~~) deprived.

David Cameron's Government have made the wrong choices. They have ducked tough decisions and passed the hardest ones up (☞ ~~down lub on~~) to you. They have done even more damage by missing (☞ ~~failing~~) to apply the basic principle of fairness. And we will all remember the legislation they put in place to take planning powers away from local people. Yet, the centre has to let go so that local communities can decide on how best to use limited resources. Only then we will manage (☞ ~~will we manage~~) to achieve more with less.

The time for devolution in England has now come. I look forward to work (☞ ~~working~~) with you to make it happen.

### Listening:

1. Identity formation - pierwsze polecenie (w formacie mp3)

<https://drive.google.com/open?id=0B94d0Tv1eXiWWlSTmJ6ajBSM0U&authuser=0>

2. Invisible boundaries - when home is the business - drugie polecenie. (w formacie wav)

<https://drive.google.com/file/d/0B94d0Tv1eXiWeHlucU12QjJMcXc/view?usp=sharing>