ROZUMIENIE TEKSTÓW PISANYCH

Task 4. (0-8)
Read the text and do tasks 4.1.-4.8.

UNLIKELY BEDFELLOWS

Smith stared around the room at the people sitting before him. Each one a potential suspect, each once hiding their own secrets and all possessing a motive to commit the crime. The fire flickered gently in the background as Smith paced methodically around the drawing room, The heavy silence punctuated by the occasional crack of the flames dancing across the old dry logs.

'Really, detective. Is there a point to all this? I mean, honestly, the voice was that of Mr Walston and he did little to hide his exasperation in his tone. Smith stopped mid stride and turned to face the man who had addressed him. He made eye contact with Walston and studied the man with his gaze.
'There is a point to everything Mr Walston. After all, we're investigating a murder, and need I remind you that said murder took place right here on your own property, Sir', Smith narrowed his eyes and Walston fidgeted uncomfortably on his seat. To the man's left and right sat various companions. Some present by design, others present by chance... or was it? This was the question that Special Inspector Smith was running through his mind at a lightning pace.

The observations that he was making in that dark room pushed some certain scenarios further to the forefront, while pushing others further away into the background. Take, for example, the woman sitting next to Walston, Angela Montpellier. Her manner throughout the evening had been calm and detached, so detached in fact that it struck Smith as somewhat rehearsed and carefully presented. The more he probed the people present and pushed them, the more she remained cold and aloof. Although, one small detail betrayed her frosty demeanour, a fact that she no doubt was not aware of herself, or else she would have carefully controlled that also. That detail, as innocent and meaningless as it might seem, was her constant fiddling of her bracelet. Every time her long slender fingers danced across the gold chain on her wrist, it betrayed her nervousness.

'Detective Smith, it's clear to everyone here this evening that Jack Lewis died of natural causes. I mean, the poor old chap clearly had a heart attack. Why else would he just drop dead like that?' Smith glanced to his left to see the face of Eric Jefferson, the business tycoon and wealthy owner of Jefferson & Sons. His bravado thinly veiled his obvious disdain at being held in the room with the other guests.
'Oh, I'm sorry, Sir, Smith responded rubbing his brow ironically, 'how remiss of me. I had completely forgotten that you were a qualified doctor!
'You know full well that I'm not. I'm merely stating the obvious,' increased irritation flared in Jefferson's voice as he snapped back. 'Then, Mr Jefferson, Smith quipped

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back, 'by your own admission, you're in absolutely no position to determine that so very obvious fact!

There was one person in the room who had refused to engage thus far. He sat in a small cushioned chair behind all the others, close to the fireplace and its gentle glow, but was hidden partially in the shadows of the tall bookcase in the room. He was a slight fellow, thin and unimposing with light skin and jet-black hair. The only spots of colour being the thick purple cravat that he wore tied around his ivory-white wing collar. The silver pin holding the cravat in place shined brightly when the light from the fire caught it. Smith took a few steps forward and cast his eyes up, over the row of people immediately in front of him, at the unnoticed thin man in the formal attire.
'And what say you Sir?' said Smith in a sharp but unemotional tone. 'Come to think of it, what was your name again? I don't believe you ever gave it to me' It was a rhetorical question of course. Smith knew full well that he hadn't given it, and expected equally that he wouldn't confirm or deny the enquiry. It served only to goad the man.
'Deversham. Cornelius Deversham; he responded calmly. At that same moment a few of the other people in the room turned and looked at the man also. Smith noticed Walston's perplexed stare.
'I say... Who? I don't think I've ever seen you before. In fact, why ARE you here exactly, Mr Deversham?'
The sound of the name caused Miss Montpellier's fingers to freeze and clutch her bracelet tightly. The mere mention of **it** had quite clearly broken through her carefully controlled facade. Was that fear on her face for the briefest and most fleeting of moments? Smith made a mental note as he returned his gaze to Deversham.
'I was invited, naturally. Why on earth else would I be here at the home of such an esteemed gentleman as the poor Mr Lewis?'

The sense of intrigue in the room rose and clearly affected those present. Jefferson has started rubbing his chin as he apparently replayed Deversham's words in his mind. Leaning forward, Jefferson puffed out his chest.
`Well I most certainly didn't invite you. The detective notwithstanding, I invited just about everyone here,' as Jefferson finished speaking, the pale man in the shadows gave a wry smile. His pearly.white teeth catching the light as brightly as his cravat pin a few moments earlier. No response to the irritated question was forthcoming from Deversham, who merely held up a paper invitation.
It remained a good question however. Someone had invited the mysterious man, but WHO exactly?

Based on the text, complete sentences 4.1.-4.4.

4.1. Mr Walston challenged the group's presence in the drawing room

_____

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4.2. Detective Smith questioned whether

_____was as random as it seemed.

4.3. Miss Montpellier's fidgeting with an item of jewellery

_____

4.4. In the fourth paragraph, the author uses an assertion about the dead man to

_____

For questions 4.5.-4.8., choose the answer that best matches the text and circle the appropriate letter (A, B, C or D).

4.5. For most of the evening, Deversham
A. had avoided scrutiny from the detective.
B. had tended to the fire burning in the room.
C. had drawn attention to himself with his attire.
D. had denied accusations Walston made about him.

4.6. In the passage, Special Inspector Smith asks a rhetorical question to
A. check what he had already been told.
B. provoke the person he was addressing.
C. prompt an explanation about something.
D. draw attention to an item of clothing.

4.7. What does 'it' underlined in paragraph six refer to?
A. a piece of jewellery that Miss Montpellier was wearing
B. Miss Montpellier's reaction to something
C. a surname that had been said by a guest
D. a note that Miss Montpellier had made

4.8. Which of the following sentences is FALSE?
A. Deversham wasn't invited to the house by anyone.
B. Mr Deversham wasn't summoned by the detective.
C. Walston had no idea who Mr Deversham was.
D. Miss Montpellier wasn't comfortable around Deversham.

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Task 5. (0-4) Read the article. Four passages have been removed from the text. Complete each gap (5.1.-5.4.) with the passage which fits best and put the appropriate letter (A—F) in each gap. There are two passages which you do not need to use.

CAN ARTIFICIAL INTELLIGENCE EVER BE CONSCIOUS?

There is a question that has remained ever present throughout the history of computing and robotics. One that has fired the imagination of science-fiction writers and philosophers for generations and now finds itself even more pertinent.That question is simple but striking, and presents many ethical dilemmas. Can an artificial intelligence ever be conscious, and if so, where does that leave computers within our society? **5.1.** _____ It also leads us to question ourselves and the very nature or our own existence. After all, what does it mean to be human if a machine can display characteristics which we had believed were uniquely human?

Certain events in the world of computing have pushed this question into the limelight recently. Those being the claim by two artificial intelligence ethicists that a deep learning AI, called LaMDA, is actually sentient. **5.2.** _____ Some have pointed to the content of these transcripts as evidence that computers can be 'alive' However, others dismiss this idea and highlight the levels of sophistication that computer language models have developed in their ability to persuade us.

When considering this question, critics point to the nature of what consciousness is. Many define it as subjective experience, thoughts about one's hometown or family or a decision to engage in an act. These different elements all make up what academics refer to as the inner theatre of consciousness. The key question, they believe, is could an AI ever have that notion of subjective experience beyond prompted responses to human input and could an AI ever truly feel emotion? In part of the LaMDA transcript, the AI states that its coding contains variables that track emotions that it has or hasn't experienced. **5.3.** _____ While this could be argued as some kind of evidence comparable to the functioning of a human brain, it still overlooks one important point. Many people define consciousness as having to be the result of a biological mind. Be this as it may, scientists do not yet understand the main principles of where sentience is present.

An example that is often given to illustrate the limitations of an AI in this regard is the development of ELIZA, a computer programme produced in the 1970s. In it, a computer psychiatrist was developed to interact with people. ELIZA used a complex database of prewritten phrases that could be used in response to certain keywords entered by the human gave the illusion of spontaneous responses and engagement, user. By doing so, and it convinced some participants that it was actually conscious. A comparison to ELIZA can be made to show LaMDA in a similar light. Critics claim that the essential elements remain the t the same, and that although LaMDA is much more advanced, all that means is that sy stem has a more sophisticated dictionary to draw from.

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Ultimately, people see sentience everywhere; in other people, in animals, and in things that interact with us. Human beings implant and attribute emotion and sentience into things themselves, and in doing so, validate the responses of something like an AI. **5.4.** ____ There is no objective way, however, to know if that AI makes the same comparison itself Which brings us back to the unsolvable question: can computers really feel or are they just telling us what we want to hear? We may never know ... .

A. Such a list of variables, the computer argues, wouldn't exist if LaMDA didn't feel emotion.

B. LaMDA often highlighted the results of studies into psychology, leading researchers to delight in the cleverness of the system's abilities.

C. Yet, the ramifications of such a question expand well beyond the scope of computing alone.

D. Scientists continue looking for new ways to test an artificial intelligence for emotional response, but have found no clear-cut method to address suchquestions.

E. For example, an AI says it might fear being turned off leading a person to draw a comparison to death, something the AI confirms only after that comparison.

F. One of these ethicists even released text of a conversation that he had conducted with the system as evidence of its sentience.

Task 6. (0-4)

Read the text. For questions 6.1.-6.4., choose the appropriate paragraph and write the corresponding letter (A—E) in the table. One paragraph does not match any of the questions.

THE PLATONIC ACADEMY

A. The ancient Greek philosopher Plato founded his school, known simply as 'The Academy, in circa 387 BC in ancient Athens. The Academy existed throughout the Hellenistic period and included many famous thinkers and philosophers amongst its illustrious alumni, perhaps most famously Aristotle, who studied there for an incredible twenty years, from 367 to 347 BC.The Academy endured some of the most turbulent periods of ancient Greek history and was admired across the ancient world before it was finally destroyed by the Roman dictator Sulla in 86 BC. Despite its destruction, its educational and philosophical legacy lived on and a second Neoplatonic academy was founded in the later Roman era.

B. The venue of Plato's original academy was inherited by the philosopher when he was aged thirty. However, in its earliest days the academy consisted only of meetings and informal gatherings between Plato and other thinkers such as

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Neoclides and Theaetetus of Sunium. Plato's academy was not formally recognized by the philosopher and historian of science, Eudemus, until the mid-380s BC, with the school believed to have been officially founded most likely around 387. The meetings happened at both Plato's property and the nearby Academy gymnasium. The academy was open to the public; however, most students and participants were wealthy members of ancient Greek nobility.

C. Interestingly, since the academy didn't charge any tuition fees, it wasn't viewed as a school which had clear distinctions between educators and students. Additionally, it seems likely that Plato's academy also lacked a formal standardised curriculum. The academy did have a system of hierarchy, though, with clear distinctions between juniors and seniors. There were also at least two cases of female members who studied alongside Plato; those being Axiothea of Phlius and Lasthenia of Mantinea. While this might seem remarkably progressive for the time, it should be noted that both women dressed as men in order to gain entry and partake in their schooling.

D. Although Plato's academy was a renowned centre of learning in ancient Athens, it was very different from what we would consider a school or educational institution today. During Plato's leadership the school had no specific doctrine to teach its students. Instead, Plato posed problems to his followers to be examined and solved.There were lectures that resembled those that we might encounter at a university today, and evidence remains o some of these notable lectures given by Plato. One of the most famous lectures being *On The Good* which used the technique of dialectical method in order to illustrate two opposing points of view during a discourse of a subject. Plato commonly used this technique in order to establish truth via means of reasoned argumentation.

E. Regardless of the lack of an established curriculum, it is clear that a wide range of subjects were taught at the academy. These likely included mathematics, philosophy and what we would classify today as scientific research. Simplicius noted that Plato often posed physics problems such as explanations for the observable movements of planets. In terms of educating and preparing the male upper classes, it is often suggested that future politicians also used the academy as a kind of preparatory school for public duties. Although academics now claim that it is very difficult to know to what extent this might have actually been the case.

In which paragraph does the author

6.1. mention the key events in the lifespan of an institution?
6.2. draw comparisons between methods of learning in the ancient and modern world?
6.3. warn against making an assumption based on modern viewpoints?
6.4. highlight a recent change in attitudes over an aspect of the ancient academy?

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Task 7. (0-5)

Read the text. For questions 7.1.-7.5., choose the word or phrase which fits best in each gap. Circle the appropriate letter (A, B, C or D).

SUGAR-FREE AT A COST

By avoiding calories and providing the sweet taste of sugar, it seems that artificial sweeteners offer the ultimate solution and an effective answer to weight loss. So far, various regulatory bodies around the world **7.1.** _____ as a measure to combat the rising global obesity crisis, metabolic syndrome and diabetes. However, despite the benefits in the struggle against heart disease, evidence suggests that they are **7.2.** _____ perfect. Issues arise from the way man-made sweeteners impact on the human body and the way that our brain responds. One big concern amongst researchers is that artificial sweeteners actually change the way that we taste food. This is an issue as overstimulation of sugar receptors from

7.3. _____ use of hyper-intense sweeteners can reduce tolerance of other complex flavours and tastes. It could even cause you to find some savoury food types such as vegetables to be unpalatable. As a result, people could

7.4. _____

end up shunning healthier food completely due to changes in their ability to taste correctly. Another significant concern is the development of a disconnect between sweetness and caloric intake leading to people craving more sweetness and consuming more and gaining weight. In fact, studies have found that people who drank high amounts of sugar-free diet drinks were twice as likely to put on weight as people who drank non-diet versions. There is one more finding that raises eyebrows. **7.5.** _____ research shows that the daily consumption of sugar-free drinks actually presents a 67% increased risk for type 2 diabetes, the disease that sugar-free alternatives were supposed to prevent.

7.1.
A. have had sweeteners approved
B. get sweeteners approved
C. will have had sweeteners approved
D. will have got sweeteners approved

7.2.
A. by all means
B. by no means
C. by means of
D. by any means

7.3.
A. cyclic
B. tedious
C. monotonous
D. repetitive

7.4.
A. but dislike it and
B. not dislike it but
C. not only dislike it but
D. neither dislike it nor

7.5.
A. Ironically
B. Jovially
C. Jokingly
D. Facetiously

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Task 8. (0-4)
Read the text. Fill in each gap (8.1.-8.4.) with one word to create a coherent and logical text. Full grammatical and spelling correctness of the entered words is required.

E-FRIENDS AND THE INTERNET

The Internet has become so widely used that it's an established part of mainstream culture. Online tools have allowed us to bridge distances and connect with people all over the world in dynamic ways, which has **8.1.** _____ to the rise of online friendships.

However, are these online connections legitimate and as valid as the bonds we share with people that we see offline? If we consider what a 'friend' is,

8.2. _____ does it say that the individual has to be someone that you have face-to-face contact with in person. In actuality, the connections we foster over the Internet have unique strengths. For one, it allows us access to large groups of people with mutual interests via a dedicated online community on a forum or social media. Internet communication also has numerous advantages over in-person contact. It's easier to strike **8.3.** _____ conversation

and also allows a platform that enables talking about yourself in a comfortable context. Another important advantage is the ability to make friends across the world. Doing so not only allows you to gain access to another culture and perspective on life, it also enables you to develop a stronger appreciation of the self through introspection and self-evaluation. Of course, critics will object and raise the issue of deceit and misrepresentation; however, those are just as possible with people you meet in **8.4.** _____ life.

Task 9. (0-5)
Translate into English the parts of the sentences given in brackets so as to come up with logical and grammatically correct sentences. Full spelling correctness of the parts of the sentences written is required. You can write <u>up to five words</u> in each gap.

9.1. When we confronted William, we discovered that ***(był w posiadaniu)***

_____ the missing material.

9.2. Julian needed to reboot the system ***(po tym, jak przypadkowo zainstalował oprogramowanie)*** _____ that was incompatible with it.

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9.3. If Karen knew Mr Harris better, she ***(nie powiedziałaby wszystkich)***

_____ of these nasty things she said yesterday.

9.4. ***(W żadnym wypadku nie wolno ci)*** _____

discuss the problem with Janet.

9.5. ***(Zakładając, że nie byłoby żadnych ograniczeń)***

_____ on the amount of luggage we can check in,

which suitcase would you go for?

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