

**TEST Z JĘZYKA ANGIELSKIEGO DLA KANDYDATÓW DO SZKOŁY DOKTORSKIEJ NAUK
HUMANISTYCZNYCH UŁ 2024**

Task I: Listen to five people talking about why they moved to a particular country. Match the speakers (1-5) to the presented reasons. (10 points)

Speaker 1 [for research purposes]

Speaker 2 [for work]

Speaker 3 [for the climate]

Speaker 4 [to live with a partner from that country]

Speaker 5 [to study]

(Adapted from English File 4ed, OUP 2020)

Task II: Listen to an interview with Linda Karlsson, a behavioural psychologist, about conflict. Decide if the statements are True or False. (20 points)

1) The interviewer sets up general conflicts that ordinary people are often involved in as the main focus of the discussion. [TRUE]

2) Linda highlights that in everyday situations, conflict should not necessarily be viewed as negative. [TRUE]

3) According to Linda, conflict is acknowledged to be a symbol of failure. [FALSE]

4) Strong social and political opinions can strengthen family relations. [FALSE]

5) Linda points out that people cannot eliminate conflict completely. [TRUE]

6) Lewis Coser said the purpose of conflict was to establish a sense of belonging in relation to individuals. [TRUE]

7) Linda mentions that nonviolent conflict, such as protest and opposition, can bring about positive social change. [TRUE]

8) Conflicts among colleagues do not differ from conflicts among family members. [FALSE]

9) According to Linda, conflicting views among colleagues can result in improved performance at work. [TRUE]

10) Conflict at work can make the staff indecisive. [FALSE]

(Adapted from English File 4ed, OUP 2020)

Task III. Read the following extract and do the subsequent exercises:

How Your Brain Recognizes Emotion Through Brain Circuitry

The ability to recognize human emotions is a fundamental aspect of survival. It allows us to engage with others socially, detect threats and dangers, strengthen social bonds, and enable cooperation and conflict resolution. But how does our brain recognize and react to different emotions? A recent study published in *Nature Neuroscience* answers the question of how the brain processes social cues to recognize emotions accurately. There is a correlation between the activity of the prefrontal cortex and the retrosplenial cortex, a brain circuit that has never been studied previously. This insight may lead to the development of therapeutic strategies targeting specific brain circuits and increasing treatment efficacy for those who suffer from neurological and psychiatric disorders.

What Is Facial Emotion Processing?

Facial emotion processing refers to the ability to perceive, interpret, and respond to emotional expressions on human faces. It involves detecting and recognizing facial expressions of basic emotions like happiness, sadness, anger, fear, disgust, and surprise. Facial emotion processing develops rapidly in early childhood and continues to be fine-tuned throughout middle childhood and adolescence as the neural systems mature. It is important for several reasons. Being able to interpret facial expressions allows people to have appropriate social responses. This is critical for effective communication and adaptive social behavior. Deficits in this ability can impair social cognitive skills.

Several neurological and psychiatric disorders show varying levels of facial emotion recognition impairment. A previous study compared facial emotion recognition in patients with dysfunctions in the frontotemporal part of their brain, as well as in patients with abnormalities in their dopaminergic system. They looked at patients with Alzheimer's disease, major depressive disorder, Parkinson's, schizophrenia, and a few other neurological and psychiatric disorders. They found that deficits in facial emotion recognition are dependent on neurodegeneration of the frontotemporal neural networks - areas important for processing emotions and social cues.

Identifying Socio-Cognitive Brain Networks

To understand how different regions of the brain communicate to recognize others' emotions, the Genetics of Cognition research group coordinated by Francesco Papaleo at the Italian Institute of Technology (IIT) conducted a study with over 1,200 human volunteers. Participants watched faces with different emotions for about seven minutes while images of their brains were collected using magnetic resonance imaging. The researchers used fiber photometry recordings and optogenetic manipulations on mice to measure and control the activity of specific neurons in specific parts of the brain. This allowed them to investigate the causal relationship between neural activity and behaviors.

Using these innovative methods, the researchers found a connection between the medial prefrontal cortex and the retrosplenial cortex involved in emotion recognition. The medial prefrontal cortex plays a crucial role in social cognition and processing of social information, including reflecting on the thoughts and feelings of others. The retrosplenial cortex is further back in the brain and plays a significant role in spatial navigation, episodic memory, and scene construction. It acts as a key integrative hub, combining spatial, contextual, and mnemonic information from cortical and limbic regions to support navigation, episodic memory, and scene construction abilities.

The findings suggest potential implications for understanding and treating psychiatric disorders characterized by impaired emotion recognition, such as schizophrenia, and shed light on the neural mechanisms underlying emotion recognition and its relevance to social cognition and psychiatric disorders.

(adapted from psychologytoday.com)

a) Decide if the following statements are True or False. (10 points)

1. People develop strong social ties because they can, among other skills, understand the emotions of others. [True]
2. The study in question aims to explain human emotions better. [False]
3. Scientists haven't studied the prefrontal cortex before. [False]
4. According to the text, children learn to express emotions such as anger or sadness early in their lives. [False]
5. The study in question analyzed patients with dopaminergic system abnormalities. [False]
6. Patients with neurological and psychiatric disorders may find processing emotions difficult because of the changes in their frontotemporal neural networks. [True]
7. The IIT scientists conducted their study on people and mice. [True]
8. The Francesco Papaleo team investigated how people's behaviors influence the neural activity of their brains. [False]
9. The retrosplenial cortex processes information from different regions of the brain. [True]
10. Thanks to the study, treating all psychiatric disorders will be easier. [False]

b) Find synonyms of the following expressions in the text. Write ONE word in each gap. (20 points)

Example:

1. signs, prompts - *cues*
2. connection, link – [correlation]
3. related to the treatment of disease – [therapeutic]
4. very quickly – [rapidly]
5. become fully grown or developed – [mature]
6. deficiency, weakness – [impairment]
7. deviations from the norm – [abnormalities]
8. performed, carried out – [conducted]
9. examine, study – [investigate]
10. center, core – [hub]
11. study results – [findings]

Task IV: Fill in the gaps with the words listed below. There is one word you will not need. Put it in the space provided. (6 points)

The idea of heliocentrism had been [proposed] by a number of ancient Greek philosophers, [including] Aristarchus of Samos. However, it wasn't until the 16th century that a serious challenge to the geocentric model of the universe was [mounted]. In 1543, the Polish astronomer Nicolaus Copernicus [published] a book called "On the Revolutions of the Celestial Spheres" in which he presented a heliocentric model of the universe. According to Copernicus, the sun was at the center of the solar system, and the planets orbited around it in [circular] paths.

Unnecessary word: (6) _____

(Adapted from <https://englishpluspodcast.com/20-scientific-discoveries-that-changed-the-world/>)

V a. Language elements. Choose the correct option. (10 points)

1) Could you tell me how much [a]

- a) this book cost?
- b) this book costed?
- c) did the book cost?
- d) this books cost?

2) They are exhausted as [c] .

- a) they were working hard.
- b) they always work hard,
- c) they have been working hard.
- d) they working hard now.

3) This is [b] that I can't buy it.

- a) so an expensive book
- b) such an expensive book
- c) a very expensive book
- d) a really expensive book

4) He is believed [a] the experiment soon.

- a) to finish
- b) to have finished
- c) he finish
- d) he finished

5) This time tomorrow I [a] the museum.

- a) will be visiting
- b) am gonna to visit
- c) may visiting
- d) should have visited

6) Watch [d] ! You could have broken it.

- a) in
- b) on
- c) up
- d) out

7) They look as [a] they are sleeping.

- a) though
- b) now
- c) like
- d) currently

8) The supervisor suggested the student [c] .

- a) to do it.
- b) doing it.
- c) should do it.
- d) will have done it.

9) The students can [b] write an essay nor prepare a poster. They have to give a presentation.

- a) either
- b) neither
- c) or
- d) not

10) They do a lot of sport, [a] is healthy.

- a) which
- b) that
- c) what
- d) but

Task Vb. Word formation. Complete each sentence with the correct word derived from the words in capitals. (9 points)

1. The participants were [randomly] assigned to different groups for the study. **RANDOM**
2. Her [persistence] paid off when she finally solved the complex problem. **PERSIST**
3. The manuscript remained [unpublished] due to lack of interest from publishers. **PUBLISH**
4. The workshop included [interactive] sessions to engage participants. **INTERACT**
5. Her [expertise|expertize] in the field made her a sought-after consultant. **EXPERT**
6. The company is focused on [enhancing] customer satisfaction through improved services. **ENHANCE**
7. The researcher [acknowledged] the contributions of her team in the study. **ACKNOWLEDGE**
8. Proper [citations] are essential in academic writing to give credit to original sources. **CITE**
9. The university is known for its rigorous [academics] and esteemed faculty. **ACADEMY**

Task VI: Complete the letter by choosing the correct word or phrase. (15 points)

Dear Sir/Madam,

I am writing to express my keen interest **in/of** [in] (1) the PhD student position within the Doctoral School of Humanities at **the/-** [the] (2) University of Łódź. With a solid academic foundation in the humanities, coupled with a profound passion **to/for** [for] (3) interdisciplinary research and teaching, I am excited about the opportunity to **contribution/contribute** [contribute] (4) to and grow within your prestigious **program/programme** [program] (5).

I **had/hold** [hold] (6) a Master's degree in English Literature from my previous university, where I graduated with high honors. My master's thesis "People Like Literature" **examined/examining** [examined] (7) various authors, earning commendation for its originality and analytical depth. This project let me **refine/to refine** [refine] (8) my skills in critical theory, textual analysis, and academic writing. Furthermore, my work has been presented at various conferences and published in scientific journals, illustrating my ability to articulate complex ideas **effective/effectively** [effectively] (9) and contribute to scholarly discourse.

In addition **for/to** [to] **(10)** my academic achievements, I have gained valuable experience as a teaching assistant at my university, where I facilitated undergraduate courses in specific subjects. This role **enhanced/enhanced** [enhanced] **(11)** my pedagogical skills and affirmed my commitment to fostering an engaging and inclusive learning environment.

I am particularly drawn to your university **with due/due** [due] **(12)** to its renowned faculty and emphasis on certain aspects of the faculty curriculum, which aligns with my research interests. The opportunity to collaborate with your professors and research groups is particularly appealing **to/as** [as] **(13)** their work in specific areas has significantly influenced my academic pursuits.

I am confident that my academic background, research experience, and enthusiasm for the humanities make me a strong candidate for this PhD position. Thank you for **consideration/considering** [considering] **(14)** my application. I look forward to the possibility of discussing how my experiences and aspirations align with the goals of your doctoral program.

Yours **faithfully/sincerely** [faithfully] **(15)**,

Robert Wagner