

**REVIEW TEST**  
**PJI3A**  
*Market Leader: Unit 2 – Training*

<b>Name:</b>				
<b>Teacher:</b>			<b>TOTAL</b> (60 points to pass)	<b>MARK</b>
Number of points (max. 100 points)				
I. Listening:		III. Grammar:		
II. Vocabulary:		IV. Translation:		

**I. Listening:** (max. 20 points)   points

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**II. Vocabulary:** (max. 34 points)   points

**A. Translate the following expressions into English:** (2 points each)

přilákání a udržení schopných lidí jako faktor úspěchu – \_\_\_\_\_

záviset na tvůrčích lidech (1 word) na volné noze – \_\_\_\_\_

rozpustit virtuální skupinu strategické důležitosti – \_\_\_\_\_

ohleduplný a nediktátorský způsob vedení zaměstnanců – \_\_\_\_\_

krachující malé a střední podniky – \_\_\_\_\_

zaostávat s účastí v mentorských programech – \_\_\_\_\_

podezřelé hodnocení možných vůdcovských dovedností – \_\_\_\_\_

rezervace konferenční místnosti pro strategické školení – \_\_\_\_\_

**B. Write expressions the following definitions refer to:** (2 points each)

- the process of introducing new employees to a new job, skill, organization, etc.:
- an idea, a design, a piece of writing, etc. that belongs to a person or an organization and cannot be sold or copied without the owner's permission:

**C. Complete the sentence with one of the following phrases; translate the selected phrase.** (2 points each)

**TACTLESS REMARK, CROSSOVER, WHEREWITHAL, CARDBOARD TOWER, CORE COMPETENT, BENCHMARK, EXPERTISE, PHENOMENON**

- Some people possess particular \_\_\_\_\_ in dealing with critical situations.  
*In Czech or Slovak:* \_\_\_\_\_
- The course provided me with the \_\_\_\_\_ to manage negotiations with suppliers.  
*In Czech or Slovak:* \_\_\_\_\_
- We use this value as a \_\_\_\_\_ for appraising managers and directors here.  
*In Czech or Slovak:* \_\_\_\_\_

**D. Complete the sentences with correct forms of the following verbs; some verbs are not used:** (1 point each)

**RUN OVER – THINK AHEAD – PART WITH – DROP OUT  
EQUATE – WAX LYRICAL – SET UP – REPLICATE**

- I'm afraid I'm going to miss my train if the meeting \_\_\_\_\_.
- All he was doing was just \_\_\_\_\_ on how good he was at university.
- The \_\_\_\_\_ research has brought nothing new since it was done before.
- In the last lecture, the professor \_\_\_\_\_ intrapersonal skills to knowing yourself.

**E. Complete each sentence with a word made from the word given in brackets.** (1 point each)

- Universities and colleges are considered as so-called \_\_\_\_\_ institutes. (**THREE**)
- Education diminishes social divisions so it acts as an \_\_\_\_\_. (**EQUAL**)
- Her way of managing staff is friendly, pleasant and \_\_\_\_\_. (**AUTHORITY**)
- Many students can't afford to study because of \_\_\_\_\_ higher education costs. (**INCREASE**)

### III. Grammar: (max. 30 points)

points

**A.** Fill in the gaps with a suitable preposition or adverbial, if necessary: (1 point each)

1. The study department has to look \_\_\_\_\_ students' cheating at exams.
2. I'm glad the foundation helped to put me \_\_\_\_\_ so that I can study now.
3. Social skills are critical \_\_\_\_\_ future managers.
4. Reliability, coupled \_\_\_\_\_ responsibility, is the key characteristics of a good employee.
5. If you want to make something popular, try to hype it \_\_\_\_\_.
6. Mindy lacks the ability to get \_\_\_\_\_ with other people so she works alone.

**B.** Rewrite the sentences with the given words so that they mean the same as the original sentences; make sentences with infinitives or gerunds from the underlined words. (3 points each)

1. I want to suggest that we should consider that we would not buy a new company car.  
I want to suggest \_\_\_\_\_ a new company car.
2. There is no point why we should deny the fact that we will postpone the act of setting up a new training course.  
There is no point \_\_\_\_\_ a new training course.
3. Try it and persuade us if you want us to risk the danger of warning the competitors that they should not pay late.  
Try \_\_\_\_\_ late.

**C.** Put the **VERBS** and other words in brackets into their correct forms, add prepositions, particles or auxiliary verbs if necessary. You may need to use the passive forms of the verbs: (1 point each)

Training courses \_\_\_\_\_ (**DESIGN**, usually, **PRESENT**)  
new information to participants in an effective and attractive way. Nowadays training courses  
\_\_\_\_\_ (not **RELY**, **EXPECT**,  
the students, **TAKE**) notes in class but they are more interactive. Students \_\_\_\_\_  
\_\_\_\_\_ (**SHOULD**, **PREPARE**, **PARTICIPATE**,  
active) in classes. Trainers \_\_\_\_\_  
(**MAKE**, they, **ASK**, questions, **CONCERN**) the discussed topic because they  
\_\_\_\_\_ (**WANT**, **MAKE**  
**SURE**, students, not **LOSE**). Every attempt \_\_\_\_\_  
(**PRACTICE**, **USE**) new skills is generally appreciated by them. Students \_\_\_\_\_  
\_\_\_\_\_ (also, **ENCOURAGE**, **DISCUSS**, **FIND**)  
new and non-traditional ways of solving problems. After \_\_\_\_\_ (**PASS**)  
such a course, the participants are usually better prepared and they \_\_\_\_\_  
\_\_\_\_\_ (**SEEM**, **LOOK FORWARD**, **USE**) the acquired knowledge in practice.

**D.** Choose suitable words or phrases that can complete each sentence. The number of correct answers is 0 – 4.

(2 points each)

1. The mentor \_\_\_\_\_ IT technologies in teaching.  
A: objects to avoid using B: objects in avoiding to use  
C: objects avoiding in using D: objects to avoiding using
2. Our company \_\_\_\_\_ some of its key activities.  
A: intends starting outsourcing B: intends to start outsourcing  
C: intends starting to outsource D: intends to start to outsource
3. It's no good \_\_\_\_\_ computers in China.  
A: recommending to manufacture B: to recommend to manufacture  
C: to plan to manufacture D: planning manufacturing

### IV. Translation: (max. 16 points)

points

Translate the following sentences into English: (8 points each)

Metody e-learningu umožňují učitelům vymanit se z tradičního modelu vyučování a přispívají k samostatné aktivitě studentů ve virtuální třídě, což je činí skutečnou konkurencí ke “kamenným” univerzitám, a udělený titul (*akademický*) je tak pro studenty cennější.

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Představa emocionální inteligence, poprvé popularizovaná v polovině 90. let, definuje prvky jako vědomí o sobě samém, seberegulace či empatie a výcvikové kurzy zaměřené na tuto dovednost pomáhají lidem překonávat různé překážky v meziosobní sféře.

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