

# MASARYKOVA UNIVERZITA

Centrum jazykového vzdělávání na Filozofické fakultě a  
Fakultě sociálních studií

CJVA2B, CJVA2M, cjva2p – Anglický jazyk pro akademické účely II

Version **SAMPLE**

<b>NAME:</b>		<b>UČO:</b>
Listening:		<b>Subtotal</b>
Reading:		
Grammar & Vocabulary:		

## LISTENING

(TASKS 1 – 2)

\_\_\_\_\_ points

### TASK 1

(1 point per item; total: 3 points)

*Listen to the recording about research on psychopaths and decide whether the statements below are true (T) or false (F). Circle the answer that is correct according to the recording. You will hear the recording twice.*

1. The prisoners were shown pictures of people hurt in accidents. **T** **F**
2. The researchers tested 80 people including both psychopaths and non-psychopaths. **T** **F**
3. Psychopaths are able to relate to pain. **T** **F**

## TASK 2

(1 point per item; total: 12 points)

Listen to the recording and answer the questions below in a maximum of 5 words per answer. Only information from the recording is valid. You will hear the recording twice.

**Interview with American inventor and futurist Ray Kurzweil**

<http://www.youtube.com/watch?v=pmW9a37WHOk>

4. What does Ray Kurzweil compare human beings to?
5. What part of our body may we be able to back-up in the future?
6. Besides having a gadget to work, what is the key to success?
7. Within how many years will we be able to develop systems that have artificial intelligence?
8. What could we be capable of if 10% of our red blood cell were replaced with robotic cells?
9. What proportion of solar energy is available to the amount humans need?
10. How quickly is solar energy doubling?
11. In how many years will renewable energy be able to meet all our energy needs?
12. What patients already have micro-computers put in their brains?
13. Who opposes the new technologies most?
14. What is evolution to the American inventor?
15. How does Ray Kurzweil describe God?

# READING

(TASKS 3 – 5)

\_\_\_\_\_ points

## TASK 3

(1 point per item; total: 7 points)

Read the article below and decide whether the statements below are true (**T**), false (**F**) or not mentioned (**NM**). Not mentioned (**NM**) option will only be used once. Circle the answer that is correct according to the text:

The British are becoming increasingly ignorant of how more than 80% of the world lives, thinks and acts because television has abandoned serious examination of developing countries, according to a comprehensive analysis of last year's programming. The research, which covers the year to September 2001, was conducted by the Third World and Environment Broadcasting Trust, 3WE, which is funded by Oxfam and other leading development charities. During that period it found there were only four programmes on the politics of developing countries. The report also found that the international documentary was not virtually dead and that "reality" TV, holiday "challenges" and docusoaps dominated television coverage of poor countries.

"Eighty-five per cent of us get our primary information about the world from television, but the space for programmes covering the lives, cultures and politics of the rest of the world is now almost completely closed," said Don Redding of Oxfam. More hours, says the report, were devoted to filming British celebrities and games players in exotic locations than to showing the reality of life for the 5 billion people in developing countries. Although factual programming about developing countries rose by 20% in the year, the number of programmes looking at the society, development and environment of developing countries fell dramatically. There were just 10 programmes in the whole year about conflicts and disasters, and programmes on development, human rights and the environment fell to unprecedentedly low levels, representing just 6% of all factual international programmes. Even programmes made in developing countries failed largely to show the world from the point of view of people who lived there. Consumer-oriented travel programmes increased to one-third of all foreign factual programming in 2000-2001, and reality TV programmes such as Survivor grew to more than 10% of all factual international coverage on commercial channels.

Following September 11, beyond the period of the research in the report, the authors recorded "many searching examinations" of the state of the world and the division between cultures, but a snapshot survey of February this year found that British TV had reverted to shallow formula entertainment and "brochure" shows. One BBC programme was a desert adventure with the former footballer Ian Wright, challenged to survive in the Kalahari. It made no mention of the K'Wa, or bushmen, being evicted from their ancestral areas in what observers term a human rights disaster. The researchers fall just short of accusing the broadcasters of failing to carry out their responsibilities to cover the wider world, but charge them with being obsessed with trivia, culture and celebrities.

16. British TV programmes on the politics of developing countries are funded by Oxfam. **T F NM**
17. There are more holiday challenges than documentaries from poor countries on British TV. **T F NM**
18. All programmes made in poor countries focus on problems of people living there. **T F NM**
19. The number of programmes about developing countries goes up by 20% a year. **T F NM**
20. The popularity of the Survivor show increased internationally in 2001. **T F NM**
21. Shortly after September 11, attempts to study different cultures on TV were recorded. **T F NM**
22. The researchers are accused of failing to show the reality of the developing countries. **T F NM**

## TASK 4

(1 point per item; total: 7 points)

Complete each of the unfinished sentences in the text with the missing part from the list below. Fill in the letter in the text; do not rewrite the sentences. Two of them will not be used. There is only one possible answer for each gap.

### Generation Y

As the economy gradually shows signs of improvement, many organizations are thinking once more about the best way to attract and retain employees. But there is some uncertainty as to how best attract those currently aged between 22 and 29, commonly termed Generation Y. One company has spent millions on a unique program of team-building activities and social responsibility initiatives ..... (23). Whether such measures are necessary is debatable but there are certainly ways in which businesses can get the best out of their younger employees.

One thing that Ys want is feedback – a dull word for anyone from former generations, where the term tends to have negative connotations ..... (24). By using this channel and providing constructive advice, managers can motivate and coach their young staff.

Giving praise can improve morale ..... (25). Meanwhile, if you've got a bone to pick, don't wait for the annual performance review. Point out where they went wrong and how ..... (26).

Gen Y-ers are the first generation to be unconsciously competent users of digital technology. They grew up with the internet, and while their written skills and memorizing skills may not be as good as their parents', ..... (27). Brought up on Google, they know how to do on-the-spot research to find solutions and information in minutes.

Moreover, in a world of fast-changing technology, they are also best placed to tell you ..... (28). Paying attention to them will keep you on your toes ideas-wise.

Gen Y-ers tend to be optimistic and have a rosy outlook about their long term opportunities. Consequently, they are switched on to the idea of choice and so they are more likely to shop around to find the position they really want. Although research shows that Y-ers are actually no less loyal than their parents and grandparents, ..... (29). But since they do not face the same constraints as previous generations, they will explore different career paths rather than locking on to one. In response, business can hold onto their best young staff by making sure that different options are open to them.

- A: and will also clarify what you expect from your employees
- B: as with all generations, they range from slackers to competent individuals
- C: which are aimed to attract Gen Y employees
- D: as well as training and other opportunities
- E: the skills gained in front of the screen can benefit all business
- F: but which Ys view as a method of training and an opportunity to improve
- G: some have interpreted this as a sign of disloyalty
- H: they can improve on the same day
- I: what the next up-and-coming thing is on the blogosphere

**TASK 5***(1 point per item; total: 6 points)*

Read the following text and choose the best option A – D to finish the statements 28-33 below. Only one option is correct in each statement:

According to an article in Management Today, the British manager still stops work for tea. The French managing director of Novotel, the hotel group, tells what happened at his first management meeting when he took over its English operation in 1991:

"The meeting was in the afternoon, and it got to about 3.30 and everyone started looking at their watches. I didn't know what was going on. I turned to my secretary, who was English, and she said that they probably wanted to break for tea. I couldn't understand it. In France we just carry on until we have finished. Now we always break for tea."

I am not sure how many English managers now break for tea. Not that many, I imagine. Twenty years ago it was commonplace. I will never forget a Canadian sales director, pink with fury, telling me at that time how he had been offered tea and biscuits at three in the afternoon in Northampton: "I come three thousand miles, and take three taxis and a damn steam engine into the sticks, and I wanna do business, and this guy gives me a `nice cup of China tea and a biccy'. What IS he?" Mind you, this was the same man who in Rome told his Italian agent that the Colosseum would make a nice parking lot.

It is not so much the cup of tea as the pint of bitter that managers from outside Britain find a bar to efficiency. In the article, a German manager tells how when he first took over a job in Britain, he discovered that at lunchtime and especially on Fridays, the majority of his management team left for the pub. He says: "I stopped that right away. Now they are not allowed off the premises. It didn't make me very popular at the time but it is not good for efficiency. There is no way we would do that in Germany. No way."

According to European managers, the British are still too concerned with class and status. A German says: "People say that the class system is a hindrance to progress and then two weeks later you overhear them discussing a colleague and saying, `Well, he is not very well-spoken, is he?'" And another says: "The class gaps translate into big gulfs in the pay league, too. In Germany, I might earn three times more than my secretary. Here it is five times."

Some criticisms are rather like those levelled at Japanese management. For example, talking about status, a Dutch manager says: "A director is God here. They respect him and think that he is right even when he is wrong. It's quite difficult to have an open conversation. People will not say `I disagree'."

Too great an interest in money is also criticised. A Dutch manager says: "My first impression on coming to Britain was that profit seemed to be the most important thing." A Frenchman points out the difference between the UK and France: "In France there is no pressure on the bottom line."

The French manager also points out a difference in educational standards: "In France all the secretaries, or personal assistants as we call them, would have degrees. You wouldn't

consider recruiting one without a degree. That means you can delegate much more to the secretaries in France. In the UK you cannot do that so much."

30. In the middle of the afternoon

- A. everyone checked their watches.
- B. hinted that it was teatime.
- C. took a break.
- D. noticed it was 3.30.

31. In the past

- A. managers usually had a teabreak.
- B. offered visitors China tea.
- C. wasted a lot of time drinking tea.
- D. drank a lot of tea.

32. The Canadian

- A. was impressed by the Englishman's good manners.
- B. had travelled a long way.
- C. liked to do business.
- D. considered his time was being wasted.

33. The German didn't like his managers going to the pub because

- A. he was against drink.
- B. they got drunk.
- C. it made them inefficient.
- D. he believed playing sports would be better for them.

34. In Britain, managers are paid much more than their secretaries because of

- A. sexism.
- B. class.
- C. education.
- D. elocution.

35. English and Japanese managers are similar in that they

- A. are tactful.
- B. like tea.
- C. avoid disagreement.
- D. have a superiority complex.





# GRAMMAR & VOCABULARY

(TASKS 6 – 9)

\_\_\_\_\_ points

## TASK 6

(1 point per item; total: 5 points)

Match synonymous expressions. There is one extra word in the section A-F.

Model but

36. proof

A: detailed

37. furthermore

B: highlight

38. emphasize

C: a few

39. thorough

D: additionally

40. several

E: evidence

F: straight

X: however

Model	X	36.		37.		38.		39.		40.	
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## TASK 7

(1 point per item; total: 5 points)

Fill in the missing words from the list below. Three of them will not be used and there is only one possible answer for each gap:

**A.** many **B.** most **C.** put **D.** for **E.** into **F.** few **G.** give **H.** use

World Music makes \_\_\_\_\_ (41.) of a lot of styles from many different countries. As a result, World Music also includes a lot of different lyrics in different languages. \_\_\_\_\_ (42.) of these languages are only spoken in those particular countries – African dialects; French in France and Quebec; German; Hebrew; Spanish in Latin America and Spain ... the list goes on.

This linguistic diversity can be one of the \_\_\_\_\_ (43.) appealing aspects of World Music. Songs become windows \_\_\_\_\_ (44.) the particular culture of the artist in every way from instruments to language. In some cases, music becomes a way in which a person learns another language. When I was a student, I found a good way to remember almost anything was to \_\_\_\_\_ (45.) it to a rhythm.

**TASK 8**

(1 point per item; total: 5 points)

Transform the sentences and keep the meaning of the original sentence. Do not use more than 5 words. The first is done as an example.

Model: It's my laptop.

The laptop ***is mine.***

46. I am sure the candidate knew about the bribery.

The candidate must \_\_\_\_\_ about the bribery.

47. They say their research team is working on something quite new.

The research team is said \_\_\_\_\_ on something quite new.

48. I think team work is more efficient than working individually.

Working individually \_\_\_\_\_ team work.

49. All my students have to pay tuition fees.

Each \_\_\_\_\_ pay tuition fees.

50. Anna almost never asks any questions.

Anna hardly \_\_\_\_\_ questions.

**TASK 9**

(1 point per item; total: 5 points)

Select the most appropriate linking word for every sentence. The first is done as an example.

Model: He had to move to the capital city D he could get a better job.

A: however

B: such as

C: unless

D: so that

51. \_\_\_\_\_ the position you applied for has now been filled, we will keep your details for future reference.

A: However

B: Despite

C: Although

D: Nevertheless

52. Your dissertation will be accepted \_\_\_\_\_ you submit it before the deadline.

A: as soon as

B: as long as

C: as far as

D: as well as

53. Essays must be handed in by the deadline \_\_\_\_\_ they will not be marked.

A: obviously

B: otherwise

C: as a result

D: unlike

54. I enjoy the course \_\_\_\_\_ the professor is really good.

A: because

B: for

C: because of

D: consequently

55. \_\_\_\_\_ the high risk involved, many scientists chase tornadoes so they can study them more closely.

A: Although

B: Despite

C: However

D: Even if



Kód a název předmětu (česky podle ISu)

Datum (anglicky) – Version Písmo – Druh termínu (anglicky)

NAME: \_\_\_\_\_

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Version SAMPLE

## KEY

### LISTENING

(maximum: 15 points)

#### TASK 1

(1 point per item; total: 3 points)

Source:

1. F
2. F
3. T

#### TASK 2

(1 point per item; total: 12 points)

Source: <http://www.youtube.com/watch?v=pmW9a37WHOk>

4. information; patterns of information
5. Brain
6. the right timing
7. 20
8. do without breathing (much) longer
9. 10,000 times more (than needed)
10. every two years
11. 16
12. Parkinson patients
13. fundamentalist humanists; fundamentalist naturalists
14. a spiritual process
15. unlimited intelligence (creativity, love, beauty)



# READING

(maximum: 20 points)

## TASK 3

(1 point per item; total: 7 points)

Source: [www.onestopenglish.com](http://www.onestopenglish.com)

- 16. F
- 17. T
- 18. F
- 19. F
- 20. NM
- 21. T
- 22. F

## TASK 4

(1 point per item; total: 7 points)

Source: <http://www.examenglish.com>

- 23. C
- 24. F
- 25. A
- 26. H
- 27. E
- 28. I
- 29. G

## TASK 5

(1 point per item; total: 6 points)

Source: [www.englishspeaker.com](http://www.englishspeaker.com)

- 30. A
- 31. A
- 32. D
- 33. C
- 34. B
- 35. C

# GRAMMAR & VOCABULARY

(maximum: 20 points)

## TASK 6

*(1 point per item; total: 5 points)*

- 36. E
- 37. D
- 38. B
- 39. A
- 40. C

## TASK 7

*(1 point per item; total: 5 points)*

- 41. use (H)
- 42. many (A)
- 43. most (B)
- 44. into (E)
- 45. put (C)

## TASK 8

*(1 point per item; total: 5 points)*

- 46. have known
- 47. to be working
- 48. is not as(so) efficient as
- 49. of my students has to
- 50. ever asks any questions

## TASK 9

*(1 point per item; total: 5 points)*

- 51. C
- 52. B
- 53. B
- 54. A
- 55. B