



Cambridge Assessment  
English

Authorised Exam Centre



# JAZYKOVÉ ZKOUŠKY CAMBRIDGE ENGLISH

*Mezinárodní důkaz Vaší jazykové úrovně*

for love

for job

for fun

for life

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## VÝHODY CERTIFIKÁTU

- Celoživotní a mezinárodní platnost
- Lepší pozice na pracovním trhu
- Zvýšení kvalifikace a sebevědomí
- Opora při přijímacích zkouškách
- Motivace pro další studium jazyka
- Mezinárodní srovnání vědomostí

## PLUSOVÉ BODY U PŘIJÍMAČEK (u zápočtů/zkoušek)

- MASARYKOVA UNIVERZITA
- KARLOVA UNIVERZITA
- SLEZSKÁ UNIVERZITA
- OSTRAVSKÁ UNIVERZITA
- VŠB aj.

# PRŮZKUM NA TRHU PRÁCE ČR



70%

zaměstnavatelů si nejvíce  
cení certifikátů Cambridge  
English



18%

o tolik mohou být vyšší vaše  
příjmy



68%

zaměstnavatelů vás bude  
považovat za atraktivnějšího  
kandidáta

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# SPOLEČNOSTI UZNÁVAJÍCÍ CAMBRIDGE CERTIFIKÁTY



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# CAMBRIDGE MÍSTO MATURITY



Více informací u Vašich třídních učitelů

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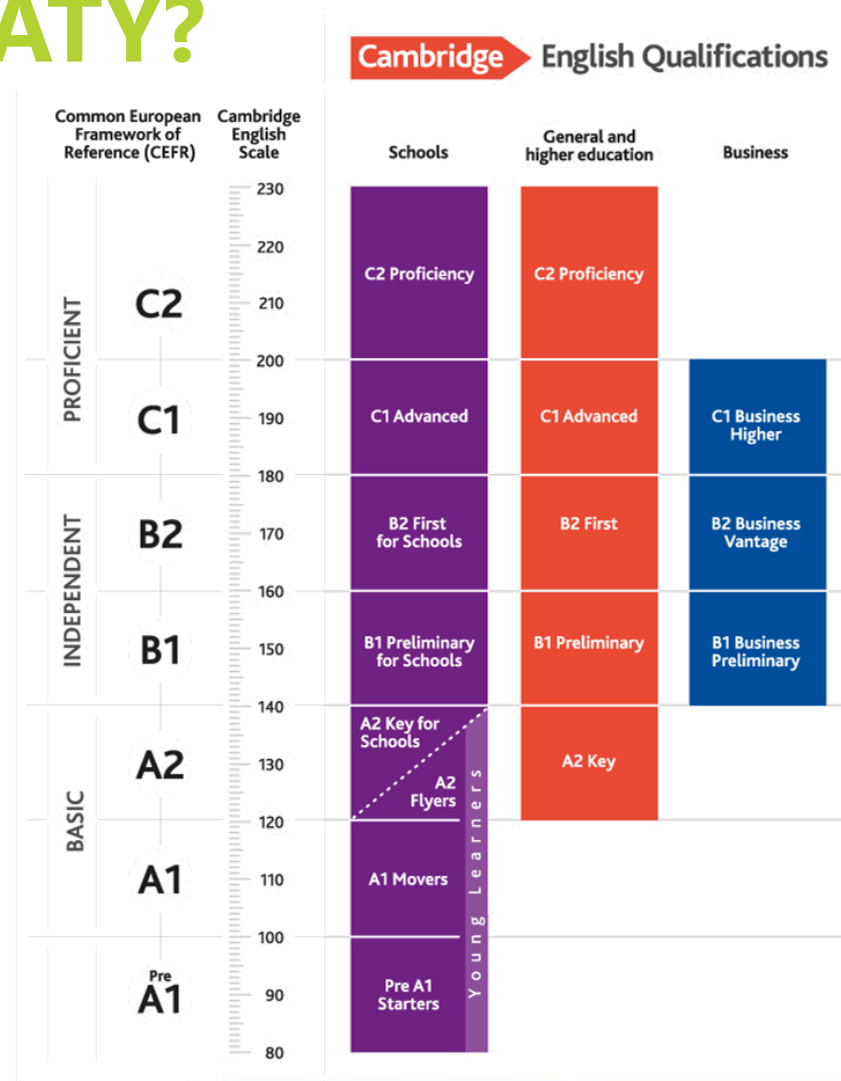
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# JAKÉ EXISTUJÍ CERTIFIKÁTY?

A2: Cambridge English: Key  
B1: Cambridge English: Preliminary  
B2: Cambridge English: First  
C1: Cambridge English: Advanced  
C2: Cambridge English: Proficiency



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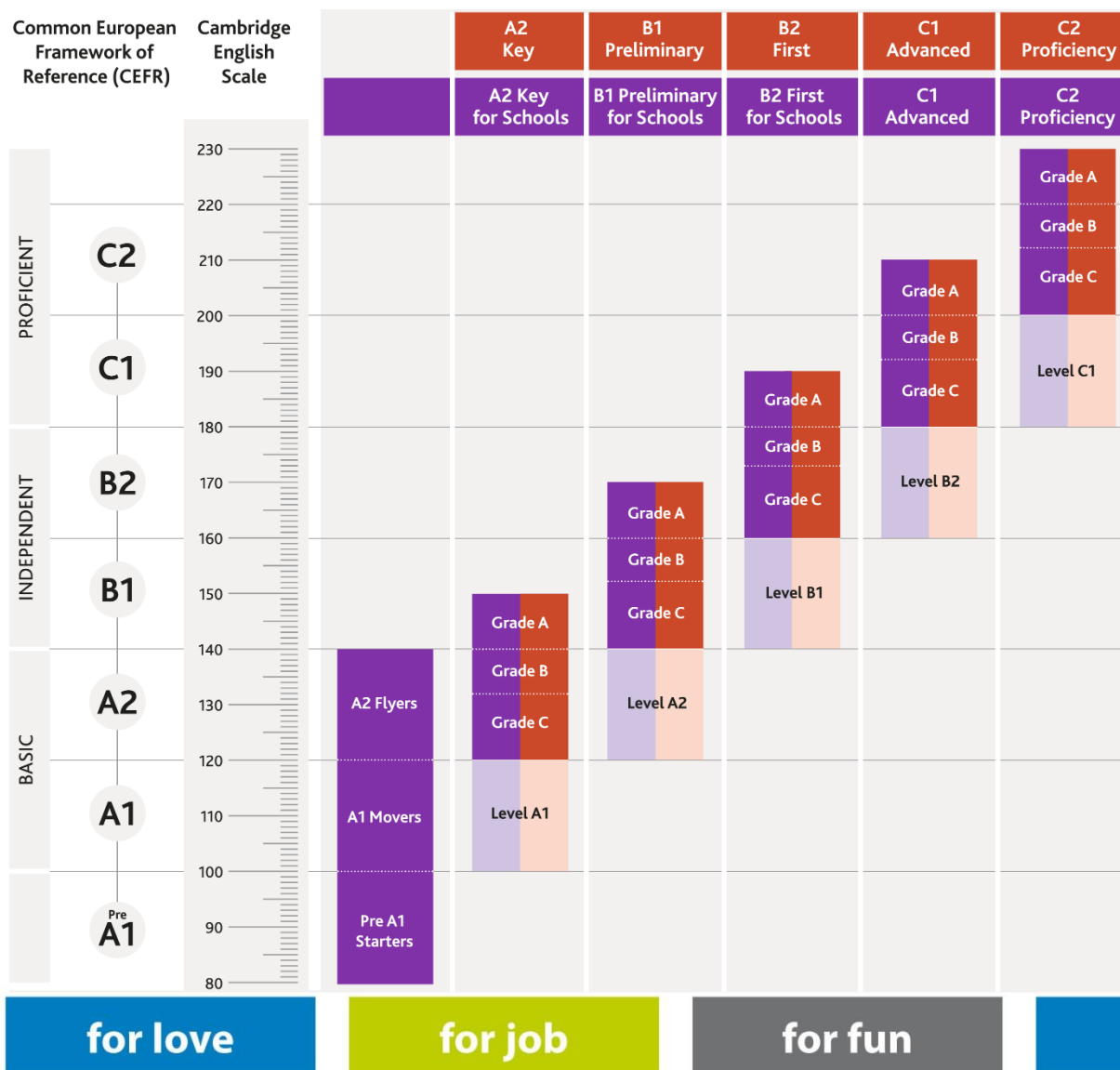
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# HODNOCENÍ ZKOUŠEK






Výsledkem každé zkoušky je jedno číslo od 80 do 230. Jedná se o nový způsob, jak se od roku 2015 hodnotí výsledky zkoušek Cambridge English.

Stupnice výsledků od 80 do 230 se nazývá Cambridge English Scale. Jedná se o číselnou hodnotící škálu, která umožňuje přesnější určení jazykové úrovně. Cambridge English Scale je odstupňována v 7 úrovních, které odpovídají Společnému evropskému referenčnímu rámci pro jazyky (SERR). Čím vyšší skóre na stupnici Cambridge English Scale, tím vyšší dosažená jazyková úroveň. Skóre na stupnici výsledků Cambridge English Scale se získává převodem bodů získaných v každé části testu (Reading and Use of English, Writing, Listening, Speaking). Převod bodů provádí odborníci v Cambridge na základě speciálního algoritmu. Výsledné skóre a celkový výsledek zkoušky se určuje tak, že se vypočítá aritmetický průměr ze všech částí testu.





Více informací o hodnocení zkoušek naleznete zde: <https://www.cambridgeenglish.org/cz/exams-and-tests/cambridge-english-scale/>

# OBSAH ZKOUŠEK





## A2 KEY (KET)

|   |                     |          |
|---|---------------------|----------|
|  | Reading and Writing | 1 hod    |
|  | Listening           | 35 minut |
|  | Speaking            | 10 minut |





## B1 PRELIMINARY (PET)

|   |           |          |
|---|-----------|----------|
|    | Reading   | 45 minut |
|  | Writing   | 45 minut |
|  | Listening | 35 minut |
|  | Speaking  | 12 minut |

## B2 FIRST (FCE)

|   |                            |                |
|---|----------------------------|----------------|
|  | Reading and Use of English | 1 hod 15 minut |
|  | Writing                    | 1 hod 20 minut |
|  | Listening                  | 45 minut       |
|  | Speaking                   | 14 minut       |

## C1 ADVANCED (CAE)

|   |                            |                |
|---|----------------------------|----------------|
|    | Reading and Use of English | 1 hod 30 minut |
|  | Writing                    | 1 hod 30 minut |
|  | Listening                  | 45 minut       |
|  | Speaking                   | 15 minut       |

A2

B1

B2

C1

C2

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for job





for fun

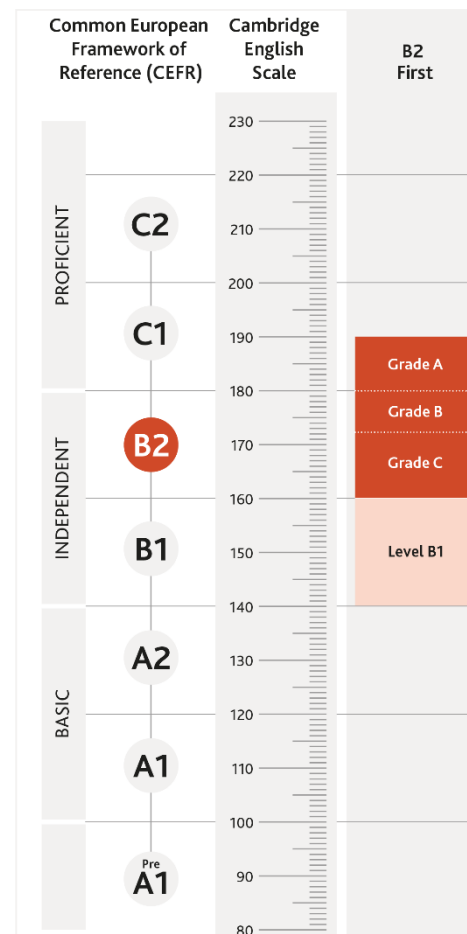
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# B2 FIRST (FCE)

|   |                            |                |
|---|----------------------------|----------------|
|  | Reading and Use of English | 1 hod 15 minut |
|  | Writing                    | 1 hod 20 minut |
|  | Listening                  | 45 minut       |
|  | Speaking                   | 14 minut       |



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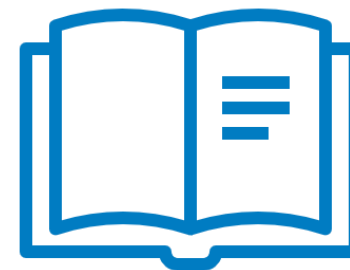
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# Reading and Use of English

7 částí

75 minut

Kandidáti musí zvládnout porozumět textu z publikací, např. knih, novin a časopisů.



## Part 1

For questions 1 – 8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A band B set C branch D series

|   |                          |                          |                                     |                          |
|---|--------------------------|--------------------------|-------------------------------------|--------------------------|
| 0 | A                        | B                        | C                                   | D                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

### What is genealogy?

Genealogy is a (0) ..... of history. It concerns family history, (1) ..... than the national or world history studied at school. It doesn't merely involve drawing a family tree, however – tracing your family history can also (2) ..... in learning about your roots and your identity. The internet enables millions of people worldwide to (3) ..... information about their family history, without great (4) .....

People who research their family history often (5) ..... that it's a fascinating hobby which (6) ..... a lot about where they come from and whether they have famous ancestors. According to a survey involving 900 people who had researched their family history, the chances of discovering a celebrity in your past are one in ten. The survey also concluded that the (7) ..... back you follow your family line, the more likely you are to find a relation who was much wealthier than you are. However, the vast majority of people who (8) ..... in the survey discovered they were better off than their ancestors.

- |   |   |            |   |              |   |          |   |            |
|---|---|------------|---|--------------|---|----------|---|------------|
| 1 | A | instead    | B | rather       | C | except   | D | sooner     |
| 2 | A | cause      | B | mean         | C | result   | D | lead       |
| 3 | A | accomplish | B | access       | C | approach | D | admit      |
| 4 | A | fee        | B | price        | C | charge   | D | expense    |
| 5 | A | describe   | B | define       | C | remark   | D | regard     |
| 6 | A | reveals    | B | opens        | C | begins   | D | arises     |
| 7 | A | older      | B | greater      | C | higher   | D | further    |
| 8 | A | attended   | B | participated | C | included | D | associated |

## Part 2

For questions **9 – 16**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (**0**).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 A S

### Motorbike stunt rider

I work (**0**) ..... a motorbike stunt rider – that is, I do tricks on my motorbike at shows. The Le Mans race track in France was (**9**) ..... I first saw some guys doing motorbike stunts. I'd never seen anyone riding a motorbike using just the back wheel before and I was (**10**) ..... impressed I went straight home and taught (**11**) ..... to do the same. It wasn't very long before I began to earn my living at shows performing my own motorbike stunts.

I have a degree (**12**) ..... mechanical engineering; this helps me to look at the physics (**13**) ..... lies behind each stunt. In addition to being responsible for design changes to the motorbike, I have to work (**14**) ..... every stunt I do. People often think that my work is very dangerous, but, apart (**15**) ..... some minor mechanical problem happening occasionally during a stunt, nothing ever goes wrong. I never feel in (**16**) ..... kind of danger because I'm very experienced.

## Part 3

For questions **17 – 24**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (**0**).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 C O M M O N L Y

### An incredible vegetable

Garlic, a member of the Liliaceae family which also includes onions, is (**0**) ..... used in cooking all around the world. China is currently the largest (**17**) ..... of garlic, which is particularly associated with the dishes of northern Africa and southern Europe. It is native to central Asia and has long had a history as a health-giving food, used both to prevent and cure (**18**) ..... . In Ancient Egypt, workers building the pyramids were given garlic to keep them strong, while Olympic athletes in Greece ate it to increase their resistance to infection.

The forefather of antibiotic medicine, Louis Pasteur, claimed garlic was as (**19**) ..... as penicillin in treating infections. Modern-day (**20**) ..... have proved that garlic can indeed kill bacteria and even some viruses, so it can be very useful for people who have coughs and colds. In (**21**) ..... , some doctors believe that garlic can reduce blood (**22**) ..... .

The only (**23**) ..... to this truly amazing food is that the strong and rather (**24**) ..... smell of garlic is not the most pleasant!

COMMON

PRODUCT

ILL

EFFECT

SCIENCE

ADD

PRESS

ADVANTAGE

SPICE

## Part 4

For questions **25 – 30**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (0).

**Example:**

- 0 A very friendly taxi driver drove us into town.

**DRIVEN**

We ..... a very friendly taxi driver.

The gap can be filled by the words 'were driven into town by', so you write:

**Example:** 0 WERE DRIVEN INTO TOWN BY

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

- 25 Joan was in favour of visiting the museum.

**IDEA**

Joan thought it would be ..... to the museum.

- 26 Arthur has the talent to become a concert pianist.

**THAT**

Arthur is so ..... could become a concert pianist.

- 27 'Do you know when the match starts, Sally?' asked Mary.

**IF**

Mary asked Sally ..... time the match started.

- 28 I knocked for ages at Ruth's door but I got no reply.

**LONG**

I ..... knocking at Ruth's door but I got no reply.

- 29 Everyone says that the band is planning to go on a world tour next year.

**SAID**

The band ..... planning to go on a world tour next year.

- 30 I'd prefer not to cancel the meeting.

**CALL**

I'd rather ..... the meeting.

## Part 5

You are going to read an extract from a novel in which a young woman called Caitlin talks about her life on an island. For questions 31 – 36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

We live on the island of Hale. It's about four kilometres long and two kilometres wide at its broadest point, and it's joined to the mainland by a causeway called the Stand - a narrow road built across the mouth of the river which separates us from the rest of the country. Most of the time you wouldn't know we're on an island because the river mouth between us and the mainland is just a vast stretch of tall grasses and brown mud. But when there's a high tide and the water rises a half a metre or so above the road and nothing can pass until the tide goes out again a few hours later, then you know it's an island.

We were on our way back from the mainland. My older brother, Dominic, had just finished his first year at university in a town 150 km away. Dominic's train was due in at five and he'd asked for a lift back from the station. Now, Dad normally hates being disturbed when he's writing (which is just about all the time), and he also hates having to go anywhere, but despite the typical sighs and moans - why can't he get a taxi? what's wrong with the bus? - I could tell by the sparkle in his eyes that he was really looking forward to seeing Dominic.

So, anyway, Dad and I had driven to the mainland and picked up Dominic from the station. He had been talking non-stop from the moment he'd slung his rucksack in the boot and got in the car. University this, university that, writers, books, parties, people, money, gigs.... And when I say talking, I don't mean talking as in having a conversation, I mean talking as in jabbering like a mad thing. I didn't like it .... the way he spoke and waved his hands around as if he was some kind of intellectual or something. It was embarrassing. It made me feel uncomfortable - that kind of discomfort you feel when someone you like, someone close to you, suddenly starts acting like a complete idiot. And I didn't like the way he was ignoring me, either. For all the attention I was getting I might as well not have been there. I felt a stranger in my own car.

As we approached the island on that Friday afternoon, the tide was low and the Stand welcomed us home, stretched out before us, clear and dry, beautifully hazy in the heat - a raised strip of grey concrete bound by white railings and a low footpath on either side, with rough cobbled banks leading down to the water. Beyond the railings, the water was glinting with that wonderful silver light we sometimes get here in the late afternoon which lazies through to the early evening.

We were about halfway across when I saw the boy. My first thought was how odd it was to see someone walking on the Stand. You don't often see people walking around here. Between Hale and Moulton (the nearest town about thirty kilometres away on the mainland), there's nothing but small cottages, farmland, heathland and a couple of hills. So islanders don't walk because of that. If they're going to Moulton they tend to take the bus. So the only pedestrians you're likely to see around here are walkers or bird-watchers. But even from a distance I could tell that the figure ahead didn't fit into either of these categories. I wasn't sure how I knew, I just did.

As we drew closer, he became clearer. He was actually a young man rather than a boy. Although he was on the small side, he wasn't as slight as I'd first thought. He wasn't exactly muscular, but he wasn't weedy-looking either. It's hard to explain. There was a sense of strength about him, a graceful strength that showed in his balance, the way he held himself, the way he walked....

31 In the first paragraph, what is Caitlin's main point about the island?

- A It can be dangerous to try to cross from the mainland.
- B It is much smaller than it looks from the mainland.
- C It is only completely cut off at certain times.
- D It can be a difficult place for people to live in.

32 What does Caitlin suggest about her father?

- A His writing prevents him from doing things he wants to with his family.
- B His initial reaction to his son's request is different from usual.
- C His true feelings are easily hidden from his daughter.
- D His son's arrival is one event he will take time off for.

33 Caitlin emphasises her feelings of discomfort because she

- A is embarrassed that she doesn't understand what her brother is talking about.
- B feels confused about why she can't relate to her brother any more.
- C is upset by the unexpected change in her brother's behaviour.
- D feels foolish that her brother's attention is so important to her.

34 In the fourth paragraph, what is Caitlin's purpose in describing the island?

- A to express her positive feelings about it
- B to explain how the road was built
- C to illustrate what kind of weather was usual
- D to describe her journey home

35 In 'because of that' in line 31, 'that' refers to the fact that

- A locals think it is odd to walk anywhere.
- B it is easier for people to take the bus than walk.
- C people have everything they need on the island.
- D there is nowhere in particular to walk to from the island.

36 What do we learn about Caitlin's reactions to the boy?

- A She felt his air of confidence contrasted with his physical appearance.
- B She was able to come up with a reason for him being there.
- C She realised her first impression of him was inaccurate.
- D She thought she had seen him somewhere before.



## Part 6

You are going to read a newspaper article in which a former ballet dancer talks about the physical demands of the job. Six sentences have been removed from the article. Choose from the sentences **A – G** the one which fits each gap (37 – 42). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

## Good preparation leads to success in ballet dancing



*A former classical ballet dancer explains what ballet training actually involves.*

What we ballet dancers do is instinctive, but instinct learnt through a decade of training. A dancer's life is hard to understand, and easy to misinterpret. Many a poet and novelist has tried to do so, but even they have chosen to interpret all the hard work and physical discipline as obsessive. And so the idea persists that dancers spend every waking hour in pain, bodies at breaking point, their smiles a pretence.

As a former dancer in the Royal Ballet Company here in Britain, I would beg to question this. **37** With expert teaching and daily practice, its various demands are easily within the capacity of the healthy human body. Contrary to popular belief, there is no need to break bones or tear muscles to achieve ballet positions. It is simply a question of sufficient conditioning of the muscular system.

Over the course of my dancing life I worked my way through at least 10,000 ballet classes. I took my first at a school of dance at the age of seven and my last 36 years later at the Royal Opera House in London. In the years between, ballet class was the first thing I did every day. It starts at an early age, this daily ritual, because it has to. **38** But for a ballet dancer in particular, this lengthy period has to come before the effects of adolescence set in, while maximum flexibility can still be achieved.

Those first classes I took were remarkably similar to the last. In fact, taking into account the occasional new idea, ballet classes have changed little since 1820, when the details of ballet technique were first written down, and are easily recognised in any country. Starting with the left hand on the barre, the routine unrolls over some 75 minutes. **39** Even the leading dancers have to do it.

These classes serve two distinct purposes: they are the way we warm our bodies and the mechanism by which we improve basic technique. In class after class, we prove the old saying that 'practice makes perfect'. **40** And it is also this daily repetition which enables us to strengthen the muscles required in jumping, spinning or lifting our legs to angles impossible to the average person.

The human body is designed to adapt to the demands we make of it, provided we make them carefully and over time. **41** In the same way, all those years of classes add up to a fit-for-purpose dancing machine. This level of physical fluency doesn't hurt; it feels good.

**42** But they should not be misled: there is a difference between hard work and hardship. Dancers have an everyday familiarity with the first. Hardship it isn't.

- |  |   |
|--|---|
| <p><b>A</b> Through endless tries at the usual exercises and frequent failures, ballet dancers develop the neural pathways in the brain necessary to control accurate, fast and smooth movement.</p> | <p><b>E</b> The principle is identical in the gym – pushing yourself to the limit, but not beyond, will eventually bring the desired result.</p>          |
| <p><b>B</b> The ballet shoe offers some support, but the real strength is in the muscles, built up through training.</p>   | <p><b>F</b> No one avoids this: it is ballet's great democratiser, the well established members of the company working alongside the newest recruits.</p> |
| <p><b>C</b> As technology takes away activity from the lives of many, perhaps the ballet dancer's physicality is ever more difficult for most people to imagine.</p>                                 | <p><b>G</b> It takes at least a decade of high-quality, regular practice to become an expert in any physical discipline.</p>                              |
| <p><b>D</b> Ballet technique is certainly extreme but it is not, in itself, dangerous.</p>   |   |

You are going to read a newspaper article about a young professional footballer. For questions 43 – 52, choose from the sections (A – D). The sections may be chosen more than once.

Mark your answers on the separate answer sheet.

### Which paragraph

|  |    |  |
|--|----|--|
| states how surprised the writer was at Duncan's early difficulties?                  | 43 |  |
| says that Duncan sometimes seems much more mature than he really is?                 | 44 |  |
| describes the frustration felt by Duncan's father?                                   | 45 |  |
| says that Duncan is on course to reach a high point in his profession?               | 46 |  |
| suggests that Duncan caught up with his team-mates in terms of physical development? | 47 |  |
| explains how Duncan was a good all-round sportsperson?                               | 48 |  |
| gives an example of how Gavin reassured his son?                                     | 49 |  |
| mentions Duncan's current club's low opinion of him at one time?                     | 50 |  |
| mentions a personal success despite a failure for the team?                          | 51 |  |
| explains how Duncan and his father are fulfilling a similar role?                    | 52 |  |

## Rising Star

*Margaret Gareilly goes to meet Duncan Williams, who plays for Chelsea Football Club.*

- A** It's my first time driving to Chelsea's training ground and I turn off slightly too early at the London University playing fields. Had he accepted football's rejections in his early teenage years, it is exactly the sort of ground Duncan Williams would have found himself running around on at weekends. At his current age of 18, he would have been a bright first-year undergraduate mixing his academic studies with a bit of football, rugby and cricket, given his early talent in all these sports. However, Duncan undoubtedly took the right path. Instead of studying, he is sitting with his father Gavin in one of the interview rooms at Chelsea's training base reflecting on Saturday's match against Manchester City. Such has been his rise to fame that it is with some disbelief that you listen to him describing how his career was nearly all over before it began.
- B** Gavin, himself a fine footballer – a member of the national team in his time – and now a professional coach, sent Duncan to three professional clubs as a 14 year-old, but all three turned him down. 'I worked with him a lot when he was around 12, and it was clear he had fantastic technique and skill. But then the other boys shot up in height and he didn't. But I was still upset and surprised that no team seemed to want him, that they couldn't see what he might develop into in time. When Chelsea accepted him as a junior, it was made clear to him that this was more of a last chance than a new beginning. They told him he had a lot of hard work to do and wasn't part of their plans. Fortunately, that summer he just grew and grew, and got much stronger as well.'
- C** Duncan takes up the story: 'The first half of that season I played in the youth team. I got lucky – the first-team manager came to watch us play QPR, and though we lost 3-1, I had a really good game. I moved up to the first team after that performance.' Gavin points out that it can be beneficial to be smaller and weaker when you are developing – it forces you to learn how to keep the ball better, how to use 'quick feet' to get out of tight spaces. 'A couple of years ago, Duncan would run past an opponent as if he wasn't there but then the other guy would close in on him. I used to say to him, "Look, if you can do that now, imagine what you'll be like when you're 17, 18 and you're big and quick and they won't be able to get near you." If you're a smaller player, you have to use your brain a lot more.'
- D** Not every kid gets advice from an ex-England player over dinner, nor their own private training sessions. Now Duncan is following in Gavin's footsteps. He has joined a national scheme where people like him give advice to ambitious young teenagers who are hoping to become professionals. He is an old head on young shoulders. Yet he's also like a young kid in his enthusiasm. And fame has clearly not gone to his head; it would be hard to meet a more likeable, humble young man. So will he get to play for the national team? 'One day I'd love to, but when that is, is for somebody else to decide.' The way he is playing, that won't be long.



# WRITING

2 části

80 minut

Kandidáti musí napsat 2 slohové útvary.

Prvním z nich je vždy **ESEJ**

Druhý z nich si vybírají ze 3 možností, které mohou být:

- Článek
- Email / dopis
- Esej
- Report
- Recenze



## Part 1

You **must** answer this question. Write your answer in **140 – 190** words in an appropriate style on the separate answer sheet.

- 1 In your English class you have been talking about the fashion industry. Now, your English teacher has asked you to write an essay.

Write an essay using **all** the notes and giving reasons for your point of view.



Some people say the fashion industry has a bad effect on people's lives.  
Do you agree?

## Notes

Write about:

1. whether people's appearance is important
2. the price of clothes
3. .... (your own idea)

## Part 2

Write an answer to **one** of the questions **2 – 4** in this part. Write your answer in **140 – 190** words in an appropriate style on the separate answer sheet. Put the question number in the box at the top of the answer sheet.

2

A group of British teachers is going to visit your college for two days. The aim of their trip is to learn about how technology is used in education in your country.

You have been asked to write a report for the group leader. Your report should:

- include information about how technology is used to teach different subjects
- recommend which lessons the teachers should watch to see technology being used.

Write your **report**.

- 3 You see this announcement on an English-language website:

## Articles wanted

## MUSIC AND ME



When do you listen to music? How do you choose what to listen to at different times?

Write us an article answering these questions.



The best articles will be posted on our website.



Write your **article**.

- 4 You see this announcement on an English-language website:

## Reviews wanted

## Courses

Have you been on a course recently? Please tell us about it! It could be any type of course, like a sports course, photography course or language course. What were the classes like? What was the most interesting thing you learned? Would you recommend the course to other people?

The best reviews will be published in next month's magazine.

Write your **review**.

# LISTENING

4 části

46 minut

Kandidáti musí prokázat, že rozumí významu řady mluvených materiálů, včetně přednášek, rozhlasového vysílání, projevů a rozhovorů.



## Part 1

You will hear people talking in eight different situations. For questions 1 – 8, choose the best answer (A, B or C).

- 1 You hear a message on a telephone answering machine.

Why is the speaker calling?

- A to confirm some arrangements
- B to issue an invitation
- C to persuade someone to do something

- 2 You hear two people talking about a water-sports centre.

The man says the centre should

- A pay more attention to safety.
- B offer activities for small children.
- C provide all the equipment needed.

- 3 You hear a professional tennis player talking about her career.

What annoys her most about interviewers?

- A their belief that she leads a glamorous life
- B their assumption that she's motivated by money
- C their tendency to disturb her while she's travelling

- 4 You hear a poet talking about his work.

What is he doing?

- A giving his reasons for starting to visit schools
- B justifying the childlike nature of some of his recent poems
- C explaining that his poems appeal to people of different ages

- 5 You hear two people talking about a programme they saw on TV.

The woman thinks the programme was

- A irritating.
- B sad.
- C uninformative.

- 6 You hear two people talking about an ice-hockey game they've just seen.

How does the girl feel about it?

- A pleased to have had the experience
- B relieved that she'd dressed appropriately
- C impressed by the performance of the team

- 7 You overhear two friends talking about a restaurant.

What do they both like about it?

- A the presentation of the food
- B the atmosphere of the place
- C the originality of the cooking

- 8 You hear a man talking on the radio.

What type of information is he giving?

- A a travel announcement
- B a weather forecast
- C an accident report

## Part 2

You will hear a woman called Angela Thomas, who works for a wildlife organisation, talking about the spectacled bear.

For questions 9 – 18, complete the sentences with a word or short phrase.

## Spectacled Bears



Angela says that it was the (9) ..... of the spectacled bear  
that first interested her.

Angela mentions that the bear's markings can be found on its  
(10) ..... as well as its eyes and cheeks.

Angela is pleased by evidence that spectacled bears have been seen in  
(11) ..... areas of Argentina.

Angela says the bears usually live in (12) ..... , though they  
can also be found in other places.

Spectacled bears behave differently from other types of bear during  
(13) ..... , which Angela finds surprising.

Angela is upset that (14) ..... are the biggest danger to  
spectacled bears.

Angela says that spectacled bears usually eat (15) .....  
and tree bark.

Bears climb trees and make a (16) ..... , which fascinated  
Angela.

When bears eat meat, they much prefer (17) ..... although  
they do eat other creatures.

One man has produced an amusing (18) ..... about the time he  
spent studying the bears.

## Part 3

You will hear five short extracts in which people are talking about their visit to a city. For questions 19 – 23, choose from the list (A – H) what each speaker liked most about the city they visited. Use the letters only once. There are three extra letters which you do not need to use.

A the efficiency of the public transport system

B the natural beauty of the scenery

C the variety of goods in the markets

D the style of the architecture

E the well-designed plan of the city

F the helpfulness of the people

G the range of leisure opportunities

H the standard of the accommodation

Speaker 1 

|  |    |
|--|----|
|  | 19 |
|--|----|

Speaker 2 

|  |    |
|--|----|
|  | 20 |
|--|----|

Speaker 3 

|  |    |
|--|----|
|  | 21 |
|--|----|

Speaker 4 

|  |    |
|--|----|
|  | 22 |
|--|----|

Speaker 5 

|  |    |
|--|----|
|  | 23 |
|--|----|

## Part 4

You will hear part of a radio interview with a woman called Rachel Reed, who works in a commercial art gallery, a shop which sells works of art. For questions 24 – 30, choose the best answer (A, B or C).

---

- 24 What does Rachel say about her job title?
- A It makes her feel more important than she is.
  - B It gives people the wrong idea about her work.
  - C It is appropriate for most of the work she does.
- 25 What is the most common reason for the gallery not exhibiting an artist's work?
- A The subject matter is unsuitable.
  - B It is not of a high enough quality.
  - C The gallery manager doesn't like it.
- 26 When can phone calls from artists be difficult for Rachel?
- A when their work doesn't sell
  - B when they don't receive payments
  - C when their work is not accepted
- 27 Why does Rachel include a commentary in the catalogue?
- A It gives background information about the artist.
  - B It encourages people to buy paintings over the phone.
  - C It tells people what experts think of the work.
- 28 What does Rachel say about administrative work?
- A She is able to leave a lot of it to others.
  - B She would like to have an assistant to help with it.
  - C She finds it hard to get it all organised.

- 29 What is Rachel's role in the service the gallery offers to large companies?
- A making initial contacts
  - B responding to enquiries
  - C promoting a certain type of art
- 30 What does Rachel find most enjoyable about her job?
- A meeting interesting people
  - B the fact that it's unpredictable
  - C being close to works of art

# SPEAKING





4 části

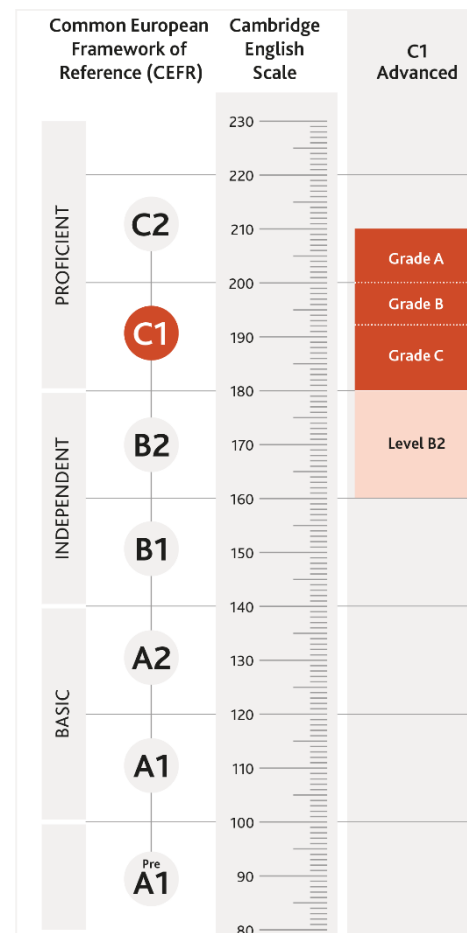
16 minut

Kandidáti absolvují test ve dvojici nebo trojici s dalšími kandidáty. Jsou testováni ze schopnosti účastnit se různých typů interakcí: s examínátorem, s druhým kandidátem a sami.



# C1 ADVANCED (CAE)

|   |                            |                |
|---|----------------------------|----------------|
|  | Reading and Use of English | 1 hod 30 minut |
|  | Writing                    | 1 hod 30 minut |
|  | Listening                  | 45 minut       |
|  | Speaking                   | 16 minut       |



for love

for job

for fun

for life

[www.hello.cz](http://www.hello.cz)

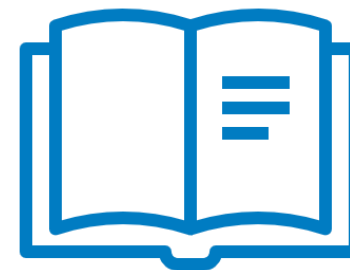


# Reading and Use of English

7 částí

90 minut

Kandidáti musí zvládnout porozumět textu z publikací, např. knih, novin a časopisů.



### Part 1

For questions 1 – 8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A straight B common C everyday D conventional

|   |                          |                          |                          |                                     |
|---|--------------------------|--------------------------|--------------------------|-------------------------------------|
| 0 | A                        | B                        | C                        | D                                   |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

### Studying black bears

After years studying North America's black bears in the (0) ..... way, wildlife biologist Luke Robertson felt no closer to understanding the creatures. He realised that he had to (1) ..... their trust. Abandoning scientific detachment, he took the daring step of forming relationships with the animals, bringing them food to gain their acceptance.

The (2) ..... this has given him into their behaviour has allowed him to dispel certain myths about bears. (3) ..... to popular belief, he contends that bears do not (4) ..... as much for fruit as previously supposed. He also (5) ..... claims that they are ferocious. He says that people should not be (6) ..... by behaviour such as swatting paws on the ground, as this is a defensive, rather than an aggressive, act.

However, Robertson is no sentimentalist. After devoting years of his life to the bears, he is under no (7) ..... about their feelings for him. It is clear that their interest in him does not (8) ..... beyond the food he brings.

- |   |              |             |               |                 |
|---|--------------|-------------|---------------|-----------------|
| 1 | A catch      | B win       | C achieve     | D receive       |
| 2 | A perception | B awareness | C insight     | D vision        |
| 3 | A Opposite   | B Opposed   | C Contrary    | D Contradictory |
| 4 | A care       | B bother    | C desire      | D hope          |
| 5 | A concludes  | B disputes  | C reasons     | D argues        |
| 6 | A misguided  | B misled    | C misdirected | D misinformed   |
| 7 | A error      | B doubt     | C illusion    | D impression    |
| 8 | A expand     | B spread    | C widen       | D extend        |

### Part 2

For questions 9 – 16, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 I S

#### The origin of language

The truth (0) ..... nobody really knows how language first began. Did we all start talking at around the same time (9) ..... of the manner in which our brains had begun to develop?

Although there is a lack of clear evidence, people have come up with various theories about the origins of language. One recent theory is that human beings have evolved in (10) ..... a way that we are programmed for language from the moment of birth. In (11) ..... words, language came about as a result of an evolutionary change in our brains at some stage.

Language (12) ..... well be programmed into the brain but, (13) ..... this, people still need stimulus from others around them. From studies, we know that (14) ..... children are isolated from human contact and have not learnt to construct sentences before they are ten, it is doubtful they will ever do so. This research shows, if (15) ..... else, that language is a social activity, not something invented (16) ..... isolation.

### Part 3

For questions 17 – 24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the **same line**. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 P R O F E S S I O N A L

#### Training sports champions

What are the abilities that a (0) ..... sports person needs? To guarantee that opponents can be (17) ..... , speed, stamina and agility are essential, not to mention outstanding natural talent. Both a rigorous and comprehensive (18) ..... regime and a highly nutritious diet are vital for top-level performance. It is carbohydrates, rather than proteins and fat, that provide athletes with the (19) ..... they need to compete. This means that pasta is more (20) ..... than eggs or meat. Such a diet enables them to move very energetically when required. Failure to follow a sensible diet can result in the (21) ..... to maintain stamina.

Regular training to increase muscular (22) ..... is also a vital part of a professional's regime, and this is (23) ..... done by exercising with weights. Sports people are prone to injury but a quality training regime can ensure that the (24) ..... of these can be minimised.

PROFESSION

COME

FIT

ENDURE

BENEFIT

ABLE

STRONG

TYPE

SEVERE

#### Part 4

For questions 25 – 30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **six** words, including the word given. Here is an example (0).

Example:

- 0 James would only speak to the head of department alone.

ON

James ..... to the head of department alone.

The gap can be filled with the words 'insisted on speaking', so you write:

Example: 0 INSISTED ON SPEAKING

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

---

- 25 My brother now earns far less than he did when he was younger.

NEARLY

My brother ..... much now as he did when he was younger.

- 26 They are demolishing the old bus station and replacing it with a new one.

PULLED

The old bus station is ..... with a new one.

- 27 The number of students now at university has reached an all-time high, apparently.

THE

The number of students now at university is ..... been, apparently.

- 28 I'm disappointed with the Fishers' new album when I compare it to their previous one.

COMPARISON

I think the Fishers' new album is ..... their previous one.

- 29 Anna got the job even though she didn't have much experience in public relations.

SPITE

Anna got the job ..... of experience in public relations.

- 30 'I must warn you how dangerous it is to cycle at night without any lights,' said the police officer to Max.

DANGERS

Max received a ..... at night without any lights from the police officer.

## Part 5

You are going to read the introduction to a book about the history of colour. For questions 31 – 36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

### Introduction to a book about the history of colour

This book examines how the ever-changing role of colour in society has been reflected in manuscripts, stained glass, clothing, painting and popular culture. Colour is a natural phenomenon, of course, but it is also a complex cultural construct that resists generalization and, indeed, analysis itself. No doubt this is why serious works devoted to colour are rare, and rarer still are those that aim to study it in historical context. Many authors search for the universal or archetypal truths they imagine reside in colour, but for the historian, such truths do not exist. Colour is first and foremost a social phenomenon. There is no transcultural truth to colour perception, despite what many books based on poorly grasped neurobiology or – even worse – on pseudoscientific pop psychology would have us believe. Such books unfortunately clutter the bibliography on the subject, and even do it harm.

The silence of historians on the subject of colour, or more particularly their difficulty in conceiving colour as a subject separate from other historical phenomena, is the result of three different sets of problems. The first concerns documentation and preservation. We see the colours transmitted to us by the past as time has altered them and not as they were originally. Moreover, we see them under light conditions that often are entirely different from those known by past societies. And finally, over the decades we have developed the habit of looking at objects from the past in black-and-white photographs and, despite the current diffusion of colour photography, our ways of thinking about and reacting to these objects seem to have remained more or less black and white.

The second set of problems concerns methodology. As soon as the historian seeks to study colour, he must grapple with a host of factors all at once: physics, chemistry, materials, and techniques of production, as well as iconography, ideology, and the symbolic meanings that colours convey. How to make sense of all of these elements? How can one establish an analytical model facilitating the study of images and coloured objects? No researcher, no method, has yet been able to resolve these problems, because among the numerous facts pertaining to colour, a researcher tends to select those facts that support his study and to conveniently forget those that contradict it. This is clearly a poor way to conduct research. And it is made worse by the temptation to apply to the objects and images of a given historical period information found in texts of that period. The proper method – at least in the first phase of analysis – is to proceed as do palaeontologists (who must study cave paintings without the aid of texts): by extrapolating from the images and the objects themselves a logic and a system based on various concrete factors such as the rate of occurrence of particular objects and motifs, their distribution and disposition. In short, one undertakes the internal structural analysis with which any study of an image or coloured object should begin.

The third set of problems is philosophical: it is wrong to project our own conceptions and definitions of colour onto the images, objects and monuments of past centuries. Our judgements and values are not those of previous societies (and no doubt they will change again in the future). For the writer-historian looking at the definitions and taxonomy of colour, the danger of anachronism is very real. For example, the spectrum with its natural order of colours was unknown before the seventeenth century, while the notion of primary and secondary colours did not become common until the nineteenth century. These are not eternal notions but stages in the ever-changing history of knowledge.

I have reflected on such issues at greater length in my previous work, so while the present book does address certain of them, for the most part it is devoted to other topics. Nor is it concerned only with the history of colour in images and artworks – in any case that area still has many gaps to be filled. Rather, the aim of this book is to examine all kinds of objects in order to consider the different facets of the history of colour and to show how far beyond the artistic sphere this history reaches. The history of painting is one thing; that of colour is another, much larger, question. Most studies devoted to the history of colour err in considering only the pictorial, artistic or scientific realms. But the lessons to be learned from colour and its real interest lie elsewhere.

31 What problem regarding colour does the writer explain in the first paragraph?

- A Our view of colour is strongly affected by changing fashion.
- B Analysis is complicated by the bewildering number of natural colours.
- C Colours can have different associations in different parts of the world.
- D Certain popular books have dismissed colour as insignificant.

32 What is the first reason the writer gives for the lack of academic work on the history of colour?

- A There are problems of reliability associated with the artefacts available.
- B Historians have seen colour as being outside their field of expertise.
- C Colour has been rather looked down upon as a fit subject for academic study.
- D Very little documentation exists for historians to use.

33 The writer suggests that the priority when conducting historical research on colour is to

- A ignore the interpretations of other modern day historians.
- B focus one's interest as far back as the prehistoric era.
- C find some way of organising the mass of available data.
- D relate pictures to information from other sources.

34 In the fourth paragraph, the writer says that the historian writing about colour should be careful

- A not to analyse in an old-fashioned way.
- B when making basic distinctions between key ideas.
- C not to make unwise predictions.
- D when using certain terms and concepts.

35 In the fifth paragraph, the writer says there needs to be further research done on

- A the history of colour in relation to objects in the world around us.
- B the concerns he has raised in an earlier publication.
- C the many ways in which artists have used colour over the years.
- D the relationship between artistic works and the history of colour.

36 An idea recurring in the text is that people who have studied colour have

- A failed to keep up with scientific developments.
- B not understood its global significance.
- C found it difficult to be fully objective.
- D been muddled about their basic aims.



## Part 6

You are going to read four reviews of a book about how architecture can affect the emotions. For questions 37 – 40, choose from the reviews A – D. The reviews may be chosen more than once.

### The Architecture of Happiness

Four reviewers comment on philosopher Alain De Botton's book

#### A

Alain de Botton is a brave and highly intelligent writer who writes about complex subjects, clarifying the arcane for the layman. Now, with typical self-assurance, he has turned to the subject of architecture. The essential theme of his book is how architecture influences mood and behaviour. It is not about the specifically architectural characteristics of space and design, but much more about the emotions that architecture inspires in the users of buildings. Yet architects do not normally talk nowadays very much about emotion and beauty. They talk about design and function. De Botton's message, then, is fairly simple but worthwhile precisely because it is simple, readable and timely. His commendable aim is to encourage architects, and society more generally, to pay more attention to the psychological consequences of design in architecture: architecture should be treated as something that affects all our lives, our happiness and well-being.

#### B

Alain de Botton raises important, previously unasked, questions concerning the quest for beauty in architecture, or its rejection or denial. Yet one is left with the feeling that he needed the help and support of earlier authors on the subject to walk him across the daunting threshold of architecture itself. And he is given to making extraordinary claims: 'Architecture is perplexing ... in how inconsistent is its capacity to generate the happiness on which its claim to our attention is founded.' If architecture's capacity to generate happiness is inconsistent, this might be because happiness has rarely been something architects think about. De Botton never once discusses the importance of such dull, yet determining, matters as finance or planning laws, much less inventions such as the lift or reinforced concrete. He appears to believe that architects are still masters of their art, when increasingly they are cogs in a global machine for building in which beauty, and how de Botton feels about it, are increasingly beside the point.

#### C

In *The Architecture of Happiness*, Alain de Botton has a great time making bold and amusing judgements about architecture, with lavish and imaginative references, but anyone in search of privileged insights into the substance of building design should be warned that he is not looking at drain schedules or pipe runs. He worries away, as many architects do, at how inert material things can convey meaning and alter consciousness. Although he is a rigorous thinker, most of de Botton's revelations, such as the contradictions in Le Corbusier's theory and practice, are not particularly new. However, this is an engaging and intelligent book on architecture and something everyone, professionals within the field in particular, should read.

#### D

Do we want our buildings merely to shelter us, or do we also want them to speak to us? Can the right sort of architecture even improve our character? Music mirrors the dynamics of our emotional lives. Mightn't architecture work the same way? De Botton thinks so, and in *The Architecture of Happiness* he makes the most of this theme on his jolly trip through the world of architecture. De Botton certainly writes with conviction and, while focusing on happiness can be a lovely way to make sense of architectural beauty, it probably won't be of much help in resolving conflicts of taste.

#### Which reviewer

has a different opinion from the others on the confidence with which de Botton discusses architecture?

37

shares reviewer A's opinion whether architects should take note of de Botton's ideas?

38

expresses a similar view to reviewer B regarding the extent to which architects share de Botton's concerns?

39

has a different view to reviewer C on the originality of some of de Botton's ideas?

40

## Part 7

You are going to read an extract from a magazine article. Six paragraphs have been removed from the extract. Choose from the paragraphs **A – G** the one which fits each gap (**41 – 46**). There is one extra paragraph which you do not need to use.

Mark your answers on the separate answer sheet.

### Scottish Wildcat

On my living-room wall I have a painting of a wildcat by John Holmes of which I am extremely fond. It depicts a snarling, spitting animal, teeth bared and back arched: a taut coiled spring ready to unleash some unknown fury.

41

However, the physical differences are tangible. The wildcat is a much larger animal, weighing in some cases up to seven kilos, the same as a typical male fox. The coat pattern is superficially similar to a domestic tabby cat but it is all stripes and no spots. The tail is thicker and blunter, with three to five black rings. The animal has an altogether heavier look.

The Scottish wildcat was originally distinguished as a separate subspecies in 1912, but it is now generally recognised that there is little difference between the Scottish and other European populations. According to an excellent report on the wildcat printed in 1991, the animals originally occurred in a variety of habitats throughout Europe.

42

It was during the nineteenth century, with the establishment of many estates used by landowners for hunting, that the wildcat became a nuisance and its rapid decline really began; 198 wildcats were killed in three years in the area of Glengarry, for example. However, things were later to improve for the species.

43

The future is by no means secure, though, and recent evidence suggests that the wildcat is particularly vulnerable to local eradication, especially in the remoter parts of northern and

western Scotland. This is a cause for real concern, given that the animals in these areas have less contact with domestic cats and are therefore purer.

44

Part of the problem stems from the fact that the accepted physical description of the species originates from the selective nature of the examination process by the British Natural History Museum at the start of the century, and this has been used as the type-definition for the animal ever since. Animals that did not conform to that large blunt-tailed 'tabby' description were discarded as not being wildcats. In other words, an artificial collection of specimens was built up, exhibiting the features considered typical of the wildcat.

The current research aims to resolve this potential problem. It is attempting to find out whether there are any physical features which characterise the so-called wild-living cats.

45

But what of his lifestyle? Wildcat kittens are usually born in May/June in a secluded den, secreted in a gap amongst boulders. Another favourite location is in the roots of a tree.

46

Rabbits are a favourite prey, and some of the best areas to see wildcats are at rabbit warrens close to the forest and moorland edge. Mice, small birds and even insects also form a large part of the diet, and the animal may occasionally take young deer.

The wildcat is one of the Scottish Highlands' most exciting animals. Catch a glimpse of one and the memory will linger forever.

- A** The recruitment of men to the armed forces during the conflict in Europe from 1914 to 1918 meant there was very little persecution, since gamekeepers went off to fight. As the number of gamekeepers decreased, the wildcat began to increase its range, recolonising many of its former haunts. Extinction was narrowly averted.
- B** The wildcat waits for a while in rapt concentration, ears twitching and eyes watching, seeing everything and hearing everything, trying to detect the tell-tale movement of a vole or a mouse. But there is nothing, and in another leap he disappears into the gloom.
- C** The results, which are expected shortly, will be fascinating. But anyone who has seen a wildcat will be in little doubt that there is indeed a unique and distinctive animal living in the Scottish Highlands, whatever his background.
- D** They probably used deciduous and coniferous woodland for shelter, particularly in winter, and hunted over more open areas such as forest edge, open woodland, thickets and scrub, grassy areas and marsh. The wildcat was probably driven into more mountainous areas by a combination of deforestation and persecution.
- E** As the animals emerge, their curiosity is aroused by every movement and rustle in the vegetation. Later they will accompany their mother on hunting trips, learning quickly, and soon become adept hunters themselves.
- F** This is what makes many people think that the wildcat is a species in its own right. Research currently being undertaken by Scottish Natural Heritage is investigating whether the wildcat really is distinct from its home-living cousin, or whether it is nothing more than a wild-living form of the domestic cat.
- G** It is a typical image most folk have of the beast, but it is very much a false one, for the wildcat is little more than a bigger version of the domestic cat, and probably shows his anger as often.



## Part 8

You are going to read a magazine article in which five career consultants give advice about starting a career. For questions 47 – 56, choose from the consultants (A – E). The consultants may be chosen more than once.

Mark your answers on the separate answer sheet.

### Which consultant makes the following statements?

|   |    |  |
|---|----|--|
| Keep your final objective in mind when you are planning to change jobs.                 | 47 |  |
| It takes time to become familiar with the characteristics of a company you have joined. | 48 |  |
| You should demonstrate determination to improve your job prospects.                     | 49 |  |
| Make sure your approach for information is positive in tone.                            | 50 |  |
| It is not certain that you will be given very much support in your job initially.       | 51 |  |
| Stay optimistic in spite of setbacks.   | 52 |  |
| Promotion isn't the only way to increase your expertise.                                | 53 |  |
| Ask for information about your shortcomings.  | 54 |  |
| Some information you are given may not give a complete picture.                         | 55 |  |
| It will be some time before you start giving your employers their money's worth.        | 56 |  |

## Starting out on your career

*Are you a graduate trying to plan out the best career path for yourself? We've asked five careers consultants to give some tips on how to go about it.*

### Consultant A

A university degree is no guarantee of a job, and job hunting in itself requires a whole set of skills. If you find you are not getting past the first interview, ask yourself what is happening. Is it a failure to communicate or are there some skills you lack? Once you see patterns emerging it will help you decide whether the gaps you have identified can be filled relatively easily. If you cannot work out what the mismatch is, get back to the selection panel with more probing questions, and find out what you need to do to bring yourself up to the level of qualification that would make you more attractive to them: but be careful to make this sound like a genuine request rather than a challenge or complaint.

### Consultant B

Do not be too dispirited if you are turned down for a job, but think about the reasons the employers give. They often say it is because others are 'better qualified', but they use the term loosely. Those who made the second interview might have been studying the same subject as you and be of similar ability level, but they had something which made them a closer match to the selector's ideal. That could be experience gained through projects or vacation work, or it might be that they were better at communicating what they could offer. Do not take the comments at face value: think back to the interviews that generated them and make a list of where you think the shortfall in your performance lies. With this sort of analytical approach you will eventually get your foot in the door.

### Consultant C

Deciding how long you should stay in your first job is a tough call. Stay too long and future employers may question your drive and ambition. Of course, it depends where you are aiming. There can be advantages in moving sideways rather than up, if you want to gain

real depth of knowledge. If you are a graduate, spending five or six years in the same job is not too long provided that you take full advantage of the experience. However, do not use this as an excuse for apathy. Graduates sometimes fail to take ownership of their careers and take the initiative. It is up to you to make the most of what's available within a company, and to monitor your progress in case you need to move on. This applies particularly if you are still not sure where your career path lies.

### Consultant D

It is helpful to think through what kind of experience you need to get your dream job and it is not a problem to move around to a certain extent. But in the early stages of your career you need a definite strategy for reaching your goal, so think about that carefully before deciding to move on from your first job. You must cultivate patience to master any role. There is no guarantee that you will get adequate training, and research has shown that if you do not receive proper help in a new role, it can take 18 months to master it.

### Consultant E

A prospective employer does not want to see that you have changed jobs every six months with no thread running between them. You need to be able to demonstrate the quality of your experience to a future employer, and too many moves too quickly can be a bad thing. In any company it takes three to six months for a new employee to get up to speed with the structure and the culture of the company. From the company's perspective, they will not receive any return on the investment in your salary until you have been there for 18 months. This is when they begin to get most value from you – you are still fired up and enthusiastic. If you leave after six months it has not been a good investment – and may make other employers wary.



# WRITING

2 části

90 minut

Kandidáti musí napsat 2 slohové útvary.

Prvním z nich je vždy **ESEJ**

Druhý z nich si vybírají ze 3 možností, které mohou být:

- Článek
- Email / dopis
- Návrh
- Report
- Recenze



### Part 1

You **must** answer this question. Write your answer in **220 – 260** words in an appropriate style on the separate answer sheet.

- 1 Your class has attended a panel discussion on facilities which should receive money from local authorities. You have made the notes below:

Which facilities should receive money from local authorities?

- museums
- sports centres
- public gardens

Some opinions expressed in the discussion:

"Museums aren't popular with everybody!"

"Sports centres mean healthier people."

"A town needs green spaces – parks are great for everybody."

Write an essay discussing **two** of the facilities in your notes. You should **explain which facility it is more important** for local authorities to give money to, **giving reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

### Part 2

Write an answer to **one** of the questions **2 – 4** in this part. Write your answer in **220 – 260** words in an appropriate style on the separate answer sheet. Put the question number in the box at the top of the page.

- 2 You have just completed six months in a new job. In preparation for a progress meeting, you have been asked to write a report to your manager.

Your report should explain what you feel you have achieved in the job so far, describe any problems you have had, and suggest any future training that would be suitable.

Write your **report**.

- 3 You see the following announcement on a website, *Great Lives*:

**Reviews wanted**

Send us a review of a book or film that focuses on somebody who has made an important contribution to society.

Did you learn anything new about the person's life from the book or film? Did the book or film help you understand why this person made their important contribution?

Write your **review**.

- 4 You have received a letter from an English friend:

...

My new job is great, and next month I get to travel on business. Guess what – I'm actually coming to your town for a week!

I'll be free some evenings and one weekend. I want to make the most of this opportunity, so I'd like your advice please: where to go, what to do, and why?

Cheers,  
Chris

Write your **letter** in reply. You do not need to include postal addresses.

# LISTENING

4 části

45 minut

Kandidáti musí prokázat, že rozumí významu řady mluvených materiálů, včetně přednášek, rozhlasového vysílání, projevů a rozhovorů.



### Part 1

You will hear three different extracts. For questions 1 – 6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

#### Extract One

You hear two friends discussing the topic of marketing.

1 Which aspect of college publicity material do the friends disagree about?

- A how useful the environmental rating system is
- B how well the different courses are described
- C how visually attractive the brochures are

2 In the woman's opinion, companies link themselves with charities in order to

- A boost their profits.
- B improve their image in society.
- C distract attention away from other issues.

#### Extract Two

You hear two friends talking about ways of keeping fit.

3 What is the woman's criticism of exercising in gyms?

- A Members get limited access to the facilities.
- B The membership cost is too high for the services offered.
- C It encourages exercise habits that lead to unhealthy lifestyles.

4 How does the man respond to his friend's criticism?

- A He objects to her making sweeping generalisations about gyms.
- B He questions the value of excessive gym attendance.
- C He suspects she'd enjoy a different type of gym.

#### Extract Three

You hear a woman telling a friend about living in her capital city as a student.

5 What is she doing during the conversation?

- A admitting to regrets about her choice of place to study
- B complaining about challenges she's had to face
- C expressing her admiration for people in the city

6 Why does the man give the example of trees?

- A to support her main point
- B to present a counter-argument to hers
- C to express a reservation about her interpretation

### Part 2

You will hear a student called Josh Brady talking about visiting South Africa as part of his university course in botany. For questions 7 – 14, complete the sentences with a word or short phrase.

#### TRIP TO SOUTH AFRICA

- As well as his research project, Josh planned to write a (7) .....  
..... for a website while he was in Africa.
- Josh's group planned to check out a particular region after a (8) .....  
..... that had occurred there.
- Josh was surprised to see (9) .....  
..... being grown in the first area they visited.
- Josh describes the vehicle they travelled in as a (10) .....  
..... when they went in search of specimens.
- Josh uses the word (11) .....  
..... to give us an idea of the shape of the leaves he found.
- Josh was particularly impressed by one type of flower which was  
..... (12) ..... in colour.
- Josh uses the word (13) .....  
..... to convey his feelings about an area of vegetation he studied.
- Josh really appreciated the view he got from the (14) .....  
..... of his accommodation.

### Part 3

You will hear an interview in which two journalists called Jenny Langdon and Peter Sharples are talking about their work. For questions 15 – 20, choose the answer (A, B, C or D) which fits best according to what you hear.

- 15 What does Jenny say about the story which made her name?
- A She'd been on the lookout for just such a lucky break.  
B She resented colleagues trying to take the credit for it.  
C She wasn't actually responsible for the finished article.  
D She asked for a more prestigious job on the strength of it.
- 16 What does Jenny suggest about the editor she worked for on her first national daily newspaper?
- A He respected her for standing up to him.  
B He tended to blame her for things unfairly.  
C He wasn't as unreasonable as everyone says.  
D He taught her the value of constructive criticism.
- 17 When Jenny got her own daily column on the newspaper, she felt
- A satisfied that the good work she'd done elsewhere had been recognised.  
B relieved that it was only likely to be a short-term appointment.  
C determined to prove exactly what she was capable of.  
D unsure of her ability to make a success of it.
- 18 Peter thinks he got a job on *Carp Magazine* thanks to
- A his academic achievements at college.  
B his practical knowledge of everyday journalism.  
C his familiarity with the interests of its main target audience.  
D his understanding of how best to present himself at interview.
- 19 Peter and Jenny agree that courses in journalism
- A need to be supplemented by first-hand experience.  
B are attractive because they lead to paid employment.  
C are of little value compared to working on a student newspaper.  
D provide an opportunity for writers to address contentious issues.
- 20 When asked about their novels, Peter and Jenny reveal
- A an ambition to gain recognition for their craft.  
B a desire to develop careers outside journalism.  
C a need to prove how versatile they are as writers.  
D a wish to keep their journalism fresh and appealing.

#### Part 4

You will hear five short extracts in which people are talking about changing their jobs.

#### TASK ONE

For questions **21 – 25**, choose from the list (**A – H**) the reason each speaker gives for changing job.

While you listen you must complete both tasks.

**A** unfriendly colleagues

**B** poor holiday entitlement

**C** lacking a sense of purpose

**D** needing more of a challenge

**E** the workload

**F** disagreements with superiors

**G** no prospect of advancement

**H** the physical environment

Speaker 1  **21**

Speaker 2  **22**

Speaker 3  **23**

Speaker 4  **24**

Speaker 5  **25**

#### TASK TWO

For questions **26 – 30**, choose from the list (**A – H**) what each speaker feels about their new job.

**A** encouraged by early results

**B** hopeful about future success

**C** delighted by a change in lifestyle

**D** relieved the initial uncertainty is over

**E** glad to be helping other people

**F** grateful for an increase in salary

**G** happy to feel in control

**H** satisfied with the training received

Speaker 1  **26**

Speaker 2  **27**

Speaker 3  **28**

Speaker 4  **29**

Speaker 5  **30**

# SPEAKING

4 části

16 minut

Kandidáti absolvují test ve dvojici nebo trojici s dalšími kandidáty. Jsou testováni ze schopnosti účastnit se různých typů interakcí: s examínátorem, s druhým kandidátem a sami.



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for job

for fun

for life

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# CENÍK JAZYKOVÝCH ZKOUŠEK

PRO STUDENTY SŠPU



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| <br><b>CAMBRIDGE ZKOUŠKY</b><br><br>A2 Key for Schools<br>B1 Preliminary for Schools<br>B2 First for Schools<br>C1 Advanced<br>C2 Proficiency | <b>ZÍSKEJ</b> <ul style="list-style-type: none"><li>• certifikát uznatelný místo maturitní zkoušky</li><li>• celosvětově platný důkaz o jazykové úrovni</li><li>• výhody u přijímacího řízení na VŠ a u budoucích zaměstnavatelů</li></ul> | <br><b>ZKOUŠKY GOETHE-INSTITUT</b><br><br>Start Deutsch 1<br>Goethe-Zertifikat A2<br>Goethe-Zertifikat B1<br>Goethe-Zertifikat B2<br>Goethe-Zertifikat C1 |
|--|--|---|

Každé pololetí několik termínů pro všechny úrovně.



**A2 Key (KET)**

2 610 Kč

**B1 Preliminary (PET)**

2 710 Kč

**B2 First (FCE)**

4 340 Kč

**C1 Advanced (CAE)**

4 440 Kč

**C2 Proficiency**

4 540 Kč

Studenti, kteří v loňském roce složili zkoušku na známku **A** nebo **B** mají nárok na **30%** slevu



# TERMÍN PRETESTŮ

# ČTVRTEK 7.10.2021

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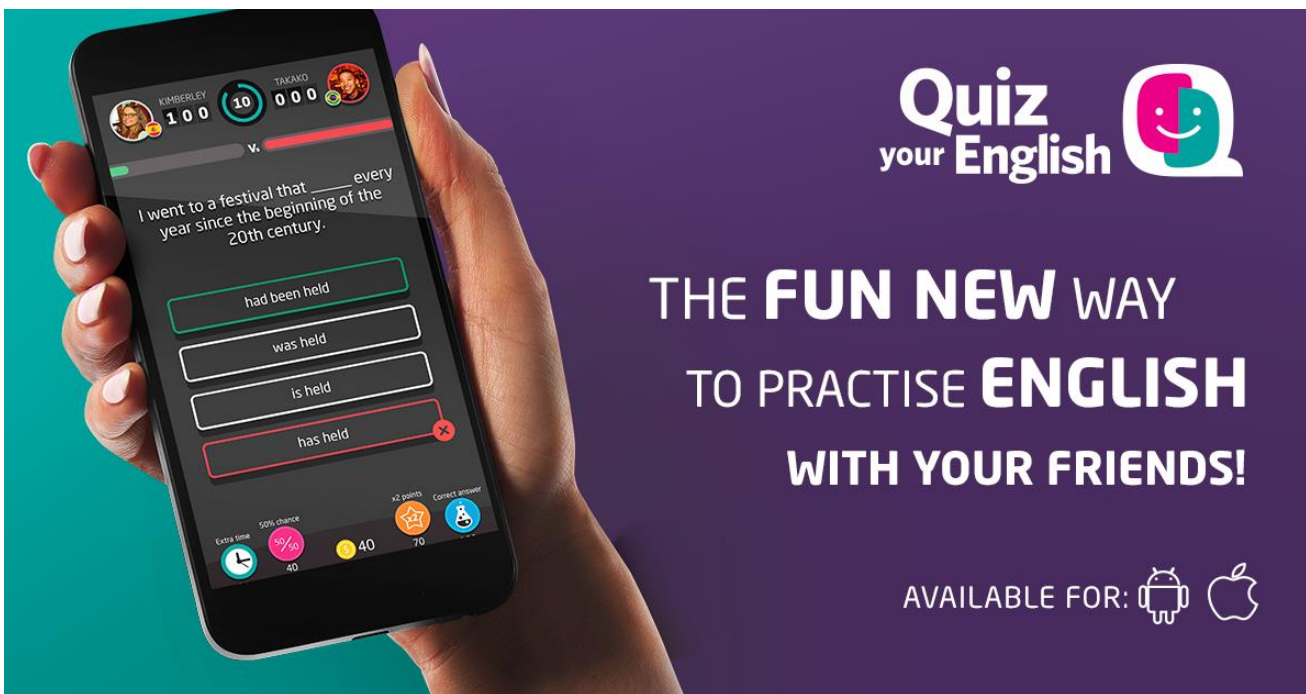
# TERMÍN ZKOUŠEK

# SOBOTA 11.12.2021

-  B1 Preliminary for schools (PET)
-  B2 First (FCE)
-  C1 Advanced (CAE)


UZÁVĚRKA PŘIHLÁŠEK: **8.11.2021**

# APLIKACE K PROCVIČOVÁNÍ



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A2 2/30 B1 B2 2/30

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# VÍCE INFORMACÍ O ZKOUŠKÁCH

## FCE

<https://www.cambridgeenglish.org/exams-and-tests/first/preparation/>

**Brožura pro kandidáty:**

<https://www.cambridgeenglish.org/images/181310-first-information-for-candidates-.pdf>

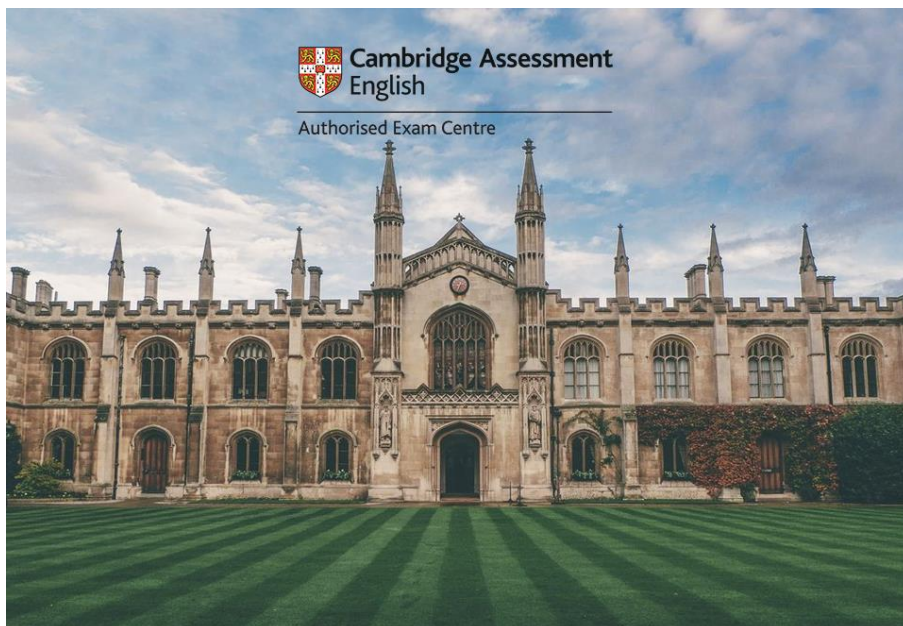
## CAE

<https://www.cambridgeenglish.org/exams-and-tests/advanced/preparation/>

**Brožura pro kandidáty:**

<https://www.cambridgeenglish.org/Images/608129-c1-advanced-information-for-candidates-booklet.pdf>

# BLIŽŠÍ INFORMACE



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Zájemci se hlase paní učitelce

**Mgr. Pavle Nedopilkové**