

# Podrobnější informace o přijímacím testu

U uchazečů o studium se předpokládá **jazyková způsobilost na úrovni C1**. Většina otázek testu se zabývá praktickou aplikací jazykových znalostí uchazečů a jen menší část otázek může vyžadovat formulaci teoretických znalostí uchazečů.

K úspěšnému vykonání přijímací zkoušky je potřeba splnit přijímací test alespoň na **60 %**.

Na vyplnění testu budou mít uchazeči časový limit **60 minut**.

Přijímací test ověřuje tyto složky jazykové způsobilosti:

- čtení s porozuměním,
- gramatickou kompetenci,
- lexikální kompetenci,
- fonologickou kompetenci.

## **Část přijímacího testu zaměřená na čtení s porozuměním**

Porozumění dvěma různým autentickým textům (dohromady 350-400 slov) je ověřováno pomocí úloh s výběrem odpovědí. Dále je ověřována schopnost porozumění významu i méně známých slov, a to

(i) vyhledáváním výrazu nebo fráze v textu na základě dané definice,

(ii) výběrem definice, která nejlépe popisuje význam vybraného slova nebo fráze z textu.

Viz příklady a klíč níže.

## **Část přijímacího testu zaměřená na gramatickou kompetenci**

Produkce a rozpoznání různých gramatických jevů jsou ověřovány pomocí úloh na identifikaci a opravu chyb a také pomocí úloh s výběrem odpovědí.

Viz příklady a klíč níže.

## **Část přijímacího testu zaměřená na lexikální kompetenci**

Rozsah slovní zásoby je ověřován na základě úloh s výběrem odpovědí. Dále je testována slovtvorba (schopnost utvořit k danému slovu antonymum, změnit slovní druh užitím vhodné přípony, atd.).

Viz příklady a klíč níže.

## **Část přijímacího testu zaměřená na fonologickou kompetenci**

Na základě úloh s výběrem odpovědí je ověřována schopnost rozpoznat správně přepsanou výslovnost jednotlivých slov, slovních spojení, částí nebo celých vět.

Viz příklady a klíč níže.

**Doporučená studijní literatura:**

GUDE, K.; STEPHENS, M. *CAE Result*. Oxford: OUP, 2008.

HAINES, S. *Landmark Advanced*. Oxford: OUP, 2002.

nebo jakákoli učebnice anglického jazyka na této nebo vyšší úrovni

BIBER, D.; CONRAD, S.; LEECH, G. *Student Grammar of Spoken and Written English*. Harlow: Longman, 2006.

CARTER, R.; MCCARTHY, M. *Vocabulary and Language Teaching*. London: Longman, 1988.

CHALKER, S. *A Student's English Grammar Workbook*. Harlow: Longman, 2005.

CLARK, S.; POINTON, G. *Word for Word*. Oxford: OUP, 2003.

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PARROT, M. *Grammar for English Language Teachers*. Cambridge: CUP, 2000.

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YULE, G. *Oxford Practice Grammar with answers*. Oxford: OUP, 2006.

## 1. Reading

### TEXT 1: Belgium to mull Islamic veil ban



**Belgium lawmakers are due to debate legislation that would ban full-face Islamic veils in public.**

If they approve the draft law, Belgium would become the first European country to ban the wearing of the burka or niqab in public places. Critics say a ban violates the rights of those who choose to wear such veils.

*(1st paragraph)*

However, it was unclear whether Thursday afternoon's vote would go forward after a Dutch-speaking party pulled out of the government. The Flemish Liberal Party made the move on Thursday morning after pushing for a long-standing dispute about power-sharing to be resolved. *(2nd paragraph)*

#### TASK 1

1. Read the article **Belgium to mull Islamic veil ban**. (total: 6 points)

For questions 1-6, choose the answer (A, B, C or D) which fits best according to the text. **Circle** it. If you circle more than one, your answer is incorrect.

**1.1 A Dutch-speaking party referred to in the 2nd paragraph**

A removed its representatives from the government.

B lobbied hard for the changes in the government.

C persuaded their opponents to pull out of the government.

D aimed at power-sharing with the Flemish Liberal Party .

## TASK 2

2. Find in the text the **exact word, expression or phrase** which means **the same** as the following definition or short explanation of the meaning provided below.

Do not forget to provide **the full and identical form of the word, expression or phrase**.

(total: 10 points)

*Examples:*

01) *the piece of legal text containing the main ideas but not in a final form (1st paragraph)*

the draft law *NB: all words are part of the*  
answer

02) *acts against something (1st paragraph)*

violates *NB: the suffix -s is part of the*  
answer

2.1 not obvious (2nd paragraph)

2.2 to end a problem (2nd paragraph)

## TASK 3

3. What do the expressions in bold below mean in the context of the text? (total: 4 points)

Choose the answer **A**, **B**, or **C** which fits best according to the text. **Circle** it.

If you circle more than one, your answer is incorrect.

*Example:*

0. **naval**

A head.

B a shade of blue.

© belonging to a country's

ships.

### **Admiral Robert FitzRoy (1805 - 1865)**

<http://www.weatheronline.co.uk/reports/weatherbrains/Admiral-Robert-FitzRoy.htm>

Robert FitzRoy was born on July 5, 1805 in Bury St Edmunds. As a British *naval* officer he **commanded** the famous HMS Beagle during her surveying expedition to Patagonia and the Straits of Magellan (1823-36), carrying Charles Darwin as the expedition's naturalist for the last five years. Like Darwin, he wrote a narrative of the voyage.

#### **3.1 commanded**

A was in control of his emotions.

B was in charge of.

C was able to use his qualities effectively.



## 2. Grammar Basics

1. Decide if the sentence is grammatically correct (C) or incorrect (I).

Circle "C" or "I".

*Example: I'll phone you when we'll get there.*

C x I

© x I

*I'll phone you when we get there.*

1.1 He warned them against going climbing in such bad weather. C x I

1.2 Christmas can be quite magical, especially if you are spending it with children. C x I

1. Circle one correct option to complete each sentence.

*Example:*

*I remembered him \_\_\_\_ the book, but not returning it.*

A. borrow

B. to borrow

C. to have borrowed

Ⓓ. borrowing

1. The security guard denied \_\_\_\_\_ whatsoever to do with the theft.

A. that he had nothing

B. to have something

C. having had anything

D. having nothing

### 3.Vocabulary

1. Choose the word which best completes each sentence. Write A, B, C or D into the gap.

**Example:**

0. The main ....**A**... in the story is a leading politician.

A. character                  B. individual                  C. human                  D. person

1. 1 Even though I did not want my daughter to go to the disco, since she was eighteen there was nothing I could do to ..... it.

|           |            |           |          |
|-----------|------------|-----------|----------|
| A. hinder | B. prevent | C. resist | D. cease |
|-----------|------------|-----------|----------|

2. Provide the negative forms of the following adjectives in the spaces provided.

Spelling mistakes will be considered wrong.

**Example:** satisfied

**dissatisfied**

|          |  |            |  |
|----------|--|------------|--|
| rational |  | meaningful |  |
|----------|--|------------|--|

3. Form nouns from these words in the spaces provided. Spelling mistakes will be considered wrong.

**Example:** interesting

**interest**

|           |  |            |  |
|-----------|--|------------|--|
| obstinate |  | to satisfy |  |
|-----------|--|------------|--|

4. Form verbs from these words in the spaces provided. Spelling mistakes will be considered wrong.

**Example:** minimum

**minimize**

|       |  |          |  |
|-------|--|----------|--|
| large |  | politics |  |
|-------|--|----------|--|



## D. Pronunciation and transcription - Version A

1. Decide which pronunciation is correct in Received Pronunciation and **circle** it.

Example:

1. gesture

a) /'dʒæstʃə/

☒ b)

/'dʒestʃə/

c) /'gestʃə/

(6 marks, one for each correct answer)

1.1 analysis

a) /'ænəˌlaɪzɪs/

b) /ə'næləsis/

c) /'ænæˌlɪsɪs/

2. One of the transcriptions of the words in bold below is correct; the other two are wrong.

Indicate the correct one. (4 marks, one for each correct answer)

Example: Could it **be a stool rather than** a table?

a) /ə'stu:l'ra:ðəðən/

☒ b)

/ə'stu:l'ra:ðəðən/

c) /ə'stu:l'ra:ðə'ðən/

2.1 All of this **brings us to the** third problem...

a) /'brɪŋsəstəði:/

b) /'brɪŋzʌstu:ðə/

c) /'brɪŋzəstəðə/

3. 1 Explain what the term HOMOPHONE means and give an example.

3.2 How many long vowels does English have? Name them.

## **KEY**

### **READING**

**1.1A**

**2.1** not obvious (2nd paragraph) **unclear**

**2.2** to end a problem (2nd paragraph) **to be resolved**

(**to** or **be** missing= 0)

**3.1B**

### **GRAMMAR BASICS**

1.1C, 1.2 C

2.1C

### **VOCABULARY**

1.1B, 1.2C

2. irrational, meaningless

3. obstinacy, satisfaction

4. enlarge, politicize/-se

### **PRONUNCIATION AND TRANSCRIPTION**

1.1B

2.1C

3.1 Words which sound the same but have different spelling and often different meaning, e.g. NO and KNOW.

3.2 Five: /ɔː, ɑː, iː, uː, ɜː/