

# Typ testu

A	N	B	E
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Písemná zkouška  
**Anglický jazyk se zaměřením na vzdělávání**

Studijní program: Specializace v pedagogice  
Bakalářské studium

2024

## Zadání testu

**Zadání neotvírejte, počkejte na pokyn!**

### ZÁZNAMOVÝ ARCH

- NEPODEPISOVAT – HODNOCENÍ JE ANONYMNÍ
- NEPOŠKODIT – ZPRACOVÁNÍ JE ELEKTRONICKÉ

### POSTUP:

1. Na **záznamový arch** v horní části vepište podle uvedeného vzoru písma typ testu, který je uveden v záhlaví testu (vlevo nahoře).
2. Pročtete si způsob vyplňování – vzor je na záznamovém archu dole.  
Správnou odpověď označte **křížkem** tak, aby nepřesahoval okraje bílého políčka.
3. Test – u jednotlivých otázek vyberte **jedinou správnou odpověď** z variant a), b), c), d), tu uvedeným způsobem vyznačte v záznamovém archu. Správná je vždy jen jedna odpověď. Varianta e) v nabídce odpovědí není.
4. Bodové hodnocení otázek – jednotlivé otázky v testu jsou hodnoceny **jedním** bodem.
5. **Opravy** – pokud budete chtít změnit již vyznačenou odpověď, je nutné vyplnit celou plochu chybně zakřížkovaného pole a označit křížkem správnou odpověď.
6. Časový limit pro písemný test je **45 minut**.
7. Ukončení – podle pokynů se dostavíte ke stolku s vyplněným záznamovým archem k odevzdání, zde obdržíte štítek s Vaším identifikačním kódem, který bude nalepen na záznamový arch na vyznačené místo (vpravo nahoře).
8. Není dovoleno používat slovníky ani elektronická zařízení.
9. Všechny chyby vzniklé nedodržením těchto pokynů jdou na vrub uchazeče.

PLEASE MAKE SURE THAT YOU WRITE THE ANSWER TO ALL OF THE QUESTIONS IN THIS EXAM IN THE ATTACHED ANSWER GRID. PUT A CROSS IN THE APPROPRIATE BOX. CHOOSE ONLY ONE ANSWER FOR EACH QUESTION.

You are going to read a magazine article about Jane Goodall. Seven sentences have been removed from the article. For the gaps 1-7, choose the sentence A, B, C or D which fits best. Sentences appear in the options more than once. Each correct option can be used just ONCE. Among the options offered, there is ONE sentence that is NOT used.

### Jane of the Jungle

Jane Goodall is a modern zoologist whose field research with chimpanzees has made unparalleled discoveries about their behaviour. But how did Jane become so involved in the first place? Jane's interest in animals was evident from a very early age. (1) \_\_\_\_\_ She was also an avid reader of animal stories as soon as she could read. Her favourite books included 'Tarzan' and 'The Jungle Books' and she was already convinced by the time she was nine years old that she would travel to Africa to live with the animals and write books about them.

(2) \_\_\_\_\_

On finishing school, Jane got a job as a waitress. As soon as she had saved enough money, she gave up her job and flew to Kenya to stay with a friend. There, she was very fortunate to meet Dr Leakey, the outstanding anthropologist who took her on as his assistant. She frequently accompanied him on expeditions. Jane found being in the heart of Africa, where there were no tracks, no roads, nothing but untouched natural beauty, a magical experience. (3) \_\_\_\_\_

After about a year, Dr Leakey asked her if she was interested in doing a field study. He told her about a group of chimpanzees which inhabited a lake shore in a very isolated area. Jane was thrilled at the prospect of being able to study the animals in their own environment. The primary aim of the study was to shed as much light as possible on their behaviour before the advance of civilisation made it impossible. (4) \_\_\_\_\_ The reason for this is that the chimpanzee along with the great ape are the closest biological relatives to the human species on our planet.

Before setting off, Jane had been warned that she would never be able to get close to the chimps unless she camouflaged herself extremely well. During the first few weeks of the study, she was often filled with frustration and despair, as she couldn't get anywhere near the chimps. (5) \_\_\_\_\_ The chimps eventually came to accept her presence, enabling her to move closer and closer to them without scaring them away. In fact, after a while the chimpanzees became so accustomed to having her around that they treated her with almost casual indifference.

As the animals became more accepting, she was able to sit among them as if she was just another chimp. (6) \_\_\_\_\_ She monitored their behavioural patterns and after a few months could even identify individual chimps based on their idiosyncratic gestures or mannerisms. She named many of them after friends or acquaintances that they reminded her of. The striking resemblances between humans and chimpanzees, especially in the way they express their emotions, is described by Jane as a humbling experience. (7) \_\_\_\_\_ She believes that these findings will lead to our being more respectful not only of the chimpanzees and their way of life, but also of all other life forms on this planet who suffer as a result of so-called human superiority.

1. A Her mother also encouraged her by telling her that if she was really determined to do something and tried hard enough, she could do it.

- B When she was two, her father bought her a toy chimpanzee, which she immediately fell in love with.
- C It was then that she realised that this was her dream and she was living in it.
- D Unfortunately, her study of chimpanzees did not begin until much later.
2. A When she was two, her father bought her a toy chimpanzee, which she immediately fell in love with.
- B It was then that she realised that this was her dream and she was living in it.
- C Unfortunately, her study of chimpanzees did not begin until much later.
- D Her mother also encouraged her by telling her that if she was really determined to do something and tried hard enough, she could do it.
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- B Unfortunately, her study of chimpanzees did not begin until much later.
- C It was then that she realised that this was her dream and she was living in it.
- D However, she didn't give up and after weeks of constant observation, her patience was rewarded.
4. A It was also hoped that the results of the investigation would help man in his quest towards understanding himself.
- B Unfortunately, her study of chimpanzees did not begin until much later.
- C However, she didn't give up and after weeks of constant observation, her patience was rewarded.
- D At this intimate range, she was able to observe details about their lives which had never before been recorded.
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- C It was then that she realised that this was her dream and she was living in it.
- D At this intimate range, she was able to observe details about their lives which had never before been recorded.
7. A It taught her as much about human beings' place in nature as it did about that of chimpanzees.
- B It was also hoped that the results of the investigation would help man in his quest towards understanding himself.
- C At this intimate range, she was able to observe details about their lives which had never before been recorded.
- D It was then that she realised that this was her dream and she was living in it.

**You are going to read a magazine article about the cinema – ‘European Cinema vs Hollywood’. For questions 8-15, choose the answer (A, B, C, or D) which you think fits best according to the text.**

Before the First World War, the dominant force in cinema was European. The European film-makers were the ones really experimenting with visual imagery and taking it to its limits. The Americans, admittedly, had DW Griffith, an extraordinary film-maker, but he was the exception rather than the rule in Hollywood. Filmmakers like the Lumiere Brothers from France filmed some of the most beautiful images of Parisian life using a light-weight camera they had invented themselves. This camera allowed the user to be more mobile, therefore enabling them to film anywhere they pleased. Many film historians also claim that the Lumiere brothers were the first to use slapstick comedy as a film style.

However, the first World War put an end to Europe's short-lived domination in cinema. The scale of the war, never before seen in the history of humankind, left behind a continent in ruins. The film-making facilities that had survived were minimal. This was when Hollywood stepped in and took over.

Between the wars, Hollywood films undoubtedly became very popular in Europe. Large studio companies such as MGM and Warner Brothers became very influential. However, the serious theoretical and artistic work was being done in countries like Germany and Russia. The films made in these countries were very important, as they tended to look at cinema more as an art form than as a commercial venture. There were Hollywood directors who respected the revolutionary discoveries being made by the Germans and the Russians and did use some of these ideas in their films.

The Second World War, however, was another terrible blow to Europe's small but important cinema industry. In 1945, Europe was completely bankrupt and so looked to America for help and guidance. This came in the form of the 'Marshall plan', which provided the necessary finance to help kickstart the Western European economies. **It also allowed American culture and Hollywood in particular to become the dominating cultural force in Western Europe.**

Europe was not in a position to offer anything of substance to the cinema world until the late 1950s and early 1960s. French and Italian directors led the way with the new wave and neo-realist movements, respectively. They were opposed to Hollywood's 'blockbuster' mentality. The Europeans brought back experimentation and developed themes related to post-war Europe. Many European film-makers openly accused Hollywood of being too concerned with producing money-making films, but at the same time they were unable to attract many people to their own more 'philosophical' type of productions.

Up until the present time, Hollywood still continues to produce 'blockbusters' in order to attract a very large audience. Nevertheless, things have been changing over the last few years and an alternative film scene has come into being. This is based in the New York area and is composed of film-makers who have been deeply influenced by European directors.

**On the other side of the Atlantic, Europeans and particularly the French are creating films that are more 'audience-friendly' and less experimental,** in order to attract crowds. These changes on both sides of the Atlantic have brought about a 'mini-renaissance' in the film industry as a whole. As a result, the number of cinemas as well as that of cinema-goers in both Europe and the USA have steadily increased.

If this trend continues, the future will see less conflict between these two traditional rivals. This can only be seen as a good thing for cinema.

**8. DW Griffith was the exception in Hollywood because**

A he was a European.

B he was an American.

C he experimented.

D he established new rules.

**9. Why were most European cinemas showing films made in Hollywood after the end of World War I?**

- A The Americans took over the European studios.      B These films were superior.  
C These films were more artistic in nature.      D The Europeans were not making many films.

**10. Who was mainly responsible for attempting new approaches to film-making between the wars?**

- A German and Russian film-makers      B MGM and Warner Brothers  
C European cinema audiences      D a number of Hollywood directors

**11. What does 'It' in the sentence "*It also allowed American culture and Hollywood in particular to become the dominating cultural force in Western Europe.*" refer to? (in bold, in the text)**

- A the cinema industry      B the Western European economy  
C the Marshall plan      D World War II

**12. Why were Hollywood films more popular in Europe just after World War II?**

- A They used German and Russian ideas.      B They were similar to French and Italian films.  
C They provided financial help to Europe.      D They had no competition.

**13. What is meant by 'audience friendly' in the sentence "*Europeans and particularly the French are creating films that are more 'audience-friendly' and less experimental...*,"? (in bold, in the text)**

- A suitable for large cinemas      B popular with intellectuals  
C appealing to cinema goers      D easy to make

**14. During the past few years**

- A cinemas have become more 'audience-friendly'.  
B Hollywood has not been producing many successful films.  
C European film-makers have become more experimental.  
D more people have been seeing films.

**15. This piece is aimed at people interested in**

- A blockbuster productions.      B Hollywood studios.  
C European history.      D the history of cinema.

(adapted from: Moutsou, Parker: Reading comprehension of the FCE examination, MM publications, 1999)

## PART TWO – GRAMMAR

Choose the answer which best fits the sentence.

16. I don't know what finally got the president ....., but I'm very relieved.  
a/ act                      b/ acting                      c/ to act                      d/ having acted
17. Miller was congratulated ..... the half-marathon.  
a/ to win                      b/ to have won                      c/ on having won                      d/ by winning
18. After being insulted by some journalists, the spokesperson wishes that the Prime Minister ..... the family affair on last week's BBC talk show.  
a/ concealed                      b/ could conceal                      c/ have concealed                      d/ had concealed
19. When we were children we ..... in the lake near our cottage.  
a/ used to swimming                      b/ have swum                      c/ were used to swim                      d/ would swim
20. If Lucian ..... so optimistic by nature, the impact on his mental health might have been much more serious.  
a/ is not                      b/ were not                      c/ had not been                      d/ would not be
21. As it turned out, the students .....so hard as the exam was cancelled at the last moment.  
a/ needn't have studied                      b/ couldn't study                      c/ hadn't studied                      d/ didn't study
22. No sooner ..... acquainted with the exam results than they were published on the national portal.  
a/ I got                      b/ I had got                      c/ had I got                      d/ I did get
23. The news ..... in The Times newspaper at the unprecedented speed of 40 minutes after the announcement.  
a/ published                      b/ were published                      c/ was published                      d/ have been published
24. Several thousand work-related emails were not among those returned to the government after the head crash and they appeared .....  
a/ being deleted                      b/ having been deleted                      c/ be deleted                      d/ to have been deleted
25. I had ..... met Stephen, and then one Saturday I met some old friends for coffee and all of a sudden he appeared at the door and greeted me. What a surprise!  
a/ hoarsely                      b/ firmly                      c/ scarcely                      d/ brashly
26. Mary could hardly imagine living without a cat in her house ..... ?  
a/ did she                      b/ didn't she                      c/ could she                      d/ couldn't she
27. The customs officers were suspicious when they saw the parcel because it ..... from Colombia, which is considered a source of narcotics.  
a/ sent                      b/ was sent                      c/ has been sent                      d/ had been sent
28. The chief police officer recommended to the offender that he..... selfies while driving in his car.  
a/ would stop taking                      b/ stopped to take                      c/ stop taking                      d/ stops to take
29. Throughout the coming week, a cross-party coalition of Members of Parliament ..... to drain the mire of its dirtiest elements.  
a/ will be tried                      b/ will be trying                      c/ will have tried                      d/ will have been trying

30. Since the thermometer had cracks in it, we had to ..... to avoid possible bacterial growth.  
a/ have replaced the glass                      b/ have the glass to replace  
c/ get the glass replaced                        d/ get the glass be replaced

### LINGUISTIC PART

31. Which syllable is stressed in the word *calamity*? [1 point]  
A/ first                      B/ second                      C/ third                      D/ fourth
32. Choose the word with a different vowel sound. [1 point]  
A/ broad                      B/ core                      C/ walk                      D/ gone
33. Choose a pair which illustrates the same pattern as shown in HAPPY : UNHAPPY. [1 point]  
A/ united : unity                      B/ tie : untie                      C/ patient : impatient                      D/ luck : unlucky
34. Choose a pair which illustrates the same pattern as shown in DEAD : ALIVE. [1 point]  
A/ orange : blue                      B/ animal : dog                      C/ die : pass away                      D/ present : absent
35. Choose the best paraphrase for the sentence *They blamed the teacher because she put the boys in danger.* [1 point]  
A/ They blamed the teacher for having put the boys in danger.  
B/ The teacher was blamed on putting the boys in danger.  
C/ They blamed to put the boys in danger to the teacher.  
D/ To put the boys in danger was blamed with the teacher.
36. Choose the word which best fits in the gap. [1 point]  
*His wound was not deep, but it looked .....*  
A/ dangerously                      B/ ugly                      C/ terribly                      D/ fatally
37. Which part of the following sentence functions as the subject? [1 point]  
*The complex houses married soldiers and their families.*  
A/ the complex                      B/ the complex houses                      C/ soldiers                      D/ their families
38. Choose the correct sentence. [1 point]  
A) You know they don't allow eat and drink in here.  
B) You know they don't allow you eat and drink in here.  
C) You know they don't allow to eat and drink in here.  
D) You know they don't allow eating and drinking in here.
39. Choose the word which best fits in the gap. [1 point]  
*We loaded ..... camping equipment into the car.*  
A/ every                      B/ a                      C/ all                      D/ each
40. In the sentence *Look at yourself!* the word *yourself* is [1 point]:  
A) a personal pronoun                      B) a demonstrative pronoun  
C) an indefinite pronoun                      D) a reflexive pronoun

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## Záznamový arch

VZOR

1 položka = 1 bod

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Vzor písma

0 1 2 3 4 5 6 7 8 9 A B C D F H Z

Typ testu

ANBE

ID

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46	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	56	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	66	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	76	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
47	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	57	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	67	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	77	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
48	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	58	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	68	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	78	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
49	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	59	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	69	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	79	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
50	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	60	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	70	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	80	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E

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- Toto je záznamový arch. Do příslušného orámovaného pole v horní části vepište podle uvedeného vzoru písma typ testu, který je uveden v záhlaví testu.
- Správnou odpověď nebo odpovědi (dle zadání testu) označte křížkem tak, aby nepřesahoval okraje bílého políčka.  
 A  B  C  D
- Pokud se při vyplňování zmýlíte, vyplňte celou plochu chybně zakřížkovaného pole a označte křížkem správnou odpověď.  A  B  C  D
- Po vypršení časového limitu pro vypracování testu odevzdejte záznamový arch a zadání testu doзору v posluchárně podle pokynů, které vám budou sděleny na počátku zkoušky.
- Všechny chyby vzniklé nedodržením těchto pokynů jdou na vrub uchazeče.