

PŘIJÍMACÍ TEST Z ANGLIČTINY NA ÚCJ FPF SU 2024 – varianta B

A	B	C	D	E	F	G	H	Σ

A. You will hear a student called Petra Dean talking about her recent work experience as a volunteer in the Cloud Forest in Ecuador in South America. For questions 1-5, complete the sentences with a word or short phrase. You will hear Petra twice.

- Working in what was known as the gave Petra particular satisfaction.
- Petra was impressed by the she saw on a daily basis.
- As part of the forest programme, Petra had to check the of the trees.
- Visiting that are now in a state of ruin was Petra's most memorable free time activity.
- In the reserve, Petra's favourite place to spend the evening was the

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B. Complete the second sentence so that it has a similar meaning to the first sentence, using the given word without changing the word. Use between 2 and 6 words including the given word.

Example: Seeing John in town was really surprising.

EXPECT

I did not expect to see John in town.

- This was Carol's biggest challenge to date.

FACED

Carol challenge before.

- I wish I had tried harder when I was at school!

REGRET

I really when I was at school!

- I don't want to take part in the project.

RATHER

I part in the project.

- I don't want to be disturbed at all this morning!

ACCOUNT

On disturbed this morning!

- We're going to miss the start of the film if we don't hurry.

TIME

Unless we hurry, the film we get there.

- 'Mr Brown, a holiday would do you good,' said Dr Mansley.

FROM

'Mr Brown, you a holiday,' said Dr Mansley.

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C. Put the verbs in brackets in the correct form.

- We (catch) the train earlier if Mary had found her purse.
- Julie was very pleased to see that John (clean) the kitchen.
- How long (you / wait) when you finally get your exam results?
- (you, come), if you had had more time?
- Amanda (already/have) lunch, so she'll meet us later.
- When Julie got home from her holiday, the flat was a mess. John (have) a party.

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D. Use the correct form of the word in CAPITALS at the end of each sentence to fill the gap.

Example: I think I was *unfairly* fired and I'm planning to sue the company.

1. Some of their Instagram followers are pretty silent and _____.
2. And there's a reason for this: they are _____, added to the person's account by companies that sell fake social media followers.
3. Having fake followers, people such as artists or aspiring musicians might not find the idea _____ as it could enhance their image.
4. Even though it sounds it can be lucrative, somehow it feels _____.

**FAIR
RESPOND
FABRICATE**

**APPEAL
ETHIC**

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E. Translate the sentences into English.

1. Byla by smutná, kdybys jí nenapsal.
.....
2. Kdo spal v mé posteli?
.....
3. Možná mu o tom zapomněla říct.
.....
4. Je tohle ta žena, která ztratila kabelku?
.....
5. Řela mu, aby odešel.
.....
6. Cestovala bych víc, kdybych byla mladší.
.....

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F. Read the text below and fill each gap with one suitable word.

Communication gone too far?

We are keen to keep in touch with friends at ⁰*all* hours of the day or night – and tweeting has become a mainstream form of communication. But ¹_____ it really appropriate in all situations? Many tweeters have a strange urge to post their reactions to things as quickly as possible, to avoid being ²_____ of as behind the times. But ³_____ if in a theatre, people tweet during the performance ⁴_____, thereby ruining it for those around them? It's hard to imagine a live theatrical experience as anything ⁵_____ than devalued when half the audience can be seen in the glow of their phone screens, tweeting away ⁶_____ of following the play. But the success of a performance requires the audience to ⁷_____ attention. Some US theatres have ⁸_____ matters into their own hands ⁹_____ designating some sections as 'tweet seats', well away from others. Nevertheless, when even part of the audience is inattentive – doing something ¹⁰_____ composing a thought in a tweet – it affects the whole atmosphere.

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G. Read the following article and circle the correct answer A, B, C or D.

Are you a 'slumper'? Amanda cured her bad posture – and her chronic back pain

Many people will have heard of the Alexander technique but have only a vague idea what it is about. Until earlier this year, I didn't have the faintest idea about it – and saw no reason to think I should. But, hunched over a computer screen one day, I noticed that the neck and backache I regularly suffered were more painful than usual. I was brought up to think that the preferred way of dealing with aches and pains is to do nothing and hope they'll go away, but I eventually allowed myself to be dragged along by a friend of mine to talk to an osteopath who had performed wonders on her. After examining me, the osteopath said: I can treat the symptoms by massaging your neck and upper back.

I had regularly been told by friends and family that I tend to slouch in chairs but had been under the impression that bad posture was something one was born with and could do nothing about. With hindsight, it's hard to believe

just how far off the mark I was. Dentists and car mechanics, among others, tend to develop bad posture from leaning over patients or engine bays. Those of us who are mothers often stress and strain their necks and backs lifting and carrying children, and those who sit in front of computers all day are almost certainly not doing our bodies any favours.

After a little searching online, I found an Alexander technique teacher, Teresa Stirling, in my area of town and booked a first appointment. Three months later I am walking straighter and sitting better, while my neck and back pain are things of the past. I feel taller, too, which I may be imagining, but the technique can increase your height by up to five centimetres if you were badly slumped beforehand.

The teaching focuses on the neck, head and back. It trains you to use your body less harshly and to carry out the sorts of movements and actions that we do all the time with less effort. There is very little effort in the lessons themselves, which sets apart the Alexander technique from pilates or yoga, which are exercise-based. A typical lesson involves standing in front of a chair and learning to sit and stand with minimal effort. You spend some time lying on a bench with your knees bent to straighten the spine and relax your body while the teacher moves your arms and legs to train you to move them correctly.

The key is learning to break the bad habits accumulated over years. Try, for example, folding your arms the opposite way to normal. It feels odd, doesn't it? This is an example of a habit the body has formed which can be hard to break. Many of us carry our heads too far back and tilted skywards. The technique teaches you to let go of the muscles holding the head back, allowing it to resume its natural place on the summit of our spines. The head weighs four to six kilos, so any misalignment can cause problems for the neck and body.

The Alexander technique teaches you to observe how you use your body and how others use theirs – usually badly. Look how a colleague slumps back in a chair with his or her legs crossed. That puts all sorts of stresses and strains on the body. Even swimming can harm the neck. The Alexander technique can teach you to swim better, concentrating on technique rather than clocking up lengths.

So who was Alexander and how did he come up with the technique? Frederick Matthias Alexander, an Australian theatrical orator born in 1869, found in his youth that his voice was failing during performances. He analysed himself and realised his posture was bad. He worked on improving it, with dramatic results. He brought his technique to London 100 years ago and quickly gathered a following that included some very famous people. He died in 1955, having established a teacher-training school in London, which is thriving today.

1) What does the writer suggest in the first paragraph?

- A- She had been reluctant to seek treatment for her back problems.
- B- She was initially sceptical about the Alexander technique.
- C- She had little faith in the osteopath's methods.
- D- She was wrong to follow her friend's advice.

2) What does the writer say about bad posture in the second paragraph?

- A- She had thought that it only affected people in certain occupations.
- B- She had been told that she would inevitably suffer as a result of it.
- C- She had misunderstood what the causes of it were.
- D- She had developed it after having children.

3) What principle of the Alexander technique does the writer identify in the fourth paragraph?

- A- A person's natural movements shouldn't be altered.
- B- The Alexander technique shouldn't be attempted without supervision.
- C- Familiar physical actions shouldn't be performed in a strenuous manner.
- D- The Alexander technique shouldn't be combined with other types of exercise.

4) What does the writer suggest about Frederick Alexander?

- A- He was keen to make a name for himself.
- B- He managed to recover his vocal powers.
- C- He developed a form of exercise for actors.
- D- He needed to leave home to develop his technique.

