

PŘÍJÍMACÍ TEST Z ANGLIČTINY NA ÚCJ FPF SU 2019 – varianta A

A	B	C	D	E	F	G	H	Σ

A. You will hear a girl called Kyra talking about the badminton club she belongs to. For questions 1–5, fill in a word or a short phrase. You will hear the talk twice. (5 points)

- Before she took up badminton, _____ **horse-riding** _____ had been Kyra’s favourite sport.
- People interested in joining the club are invited to what’s called a _____ **starter** _____ session.
- Club committee members can be identified by the colour of their _____ **(green) badges** _____ at sessions.
- Members of the badminton club pay a membership fee of £ _____ **thirty-five/35** _____ each year.
- New badminton club members can use the _____ **gym** _____ at Sportsworld without paying.

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 5 words including the given word. (6 points)

- They didn’t sell many programmes at the match last Saturday. **FEW**
Very _____ **few programmes were sold** _____ at the match last Saturday.
- We got to work late because we decided to drive rather than take the train. **INSTEAD**
We got to work late because we decided to drive _____ **instead of taking** _____ the train.
- “We’re leaving in an hour,” Jane warned us. **THAT**
Jane warned us _____ **that we/they were leaving** _____ in an hour.
- I didn’t buy the camera because it was so expensive. **BEEN**
I would have bought the camera _____ **if it hadn’t been** _____ so expensive.
- There is no ice-cream left. **RUN**
We _____ **have run out of** _____ ice-cream.
- Could you speak Spanish when you were younger? **ABLE**
When you were younger, _____ **were you able to** _____ speak Spanish?

C. Put the verbs in brackets in the correct form. (6 points)

- Claire is an experienced teacher. She _____ **has been teaching** _____ (teach) English since 2006.
- The teacher wanted to know whether we _____ **had seen** _____ (see) the film.
- Last year he _____ **was awarded** _____ (award) a medal for bravery.
- Mrs Kettle _____ **was working** _____ (work) in the garden when the burglars entered the house.
- I’m sorry I made you angry. I _____ **won’t do** _____ (not/do) it again.
- Ugh, that food is terrible! I think I _____ **’m going to be** _____ (be) sick.

D. Fill the gap using the correct form of the word given in CAPITALS. (4 points)

- I have been a keen **CYCLIST** for about nine years. **CYCLE**
- Although we **SYMPATHISE/ZE** with you, we cannot help you. **SYMPATHY**
- It’s **ILLEGAL** to smoke in pubs and restaurants. **LEGAL**
- Buying and selling antiques can be a very **PROFITABLE** hobby if you know how to do it. **PROFIT**

E. Translate the sentences into English.

(6 points)

1. Kdybych tu informaci měl, dal bych vám ji.
If I had the information, I would give it to you.
2. Museli jsme ho propustit.
We had to fire him.
3. Kde jsou ty noviny, které jsem koupila?
Where is the newspaper (that/which) I bought?
4. Jezdívají každé léto do zahraničí.
They used to travel abroad every summer.
5. Kam jeli na dovolenou?
Where did they go on holiday?
6. Zavolám ti, jakmile Martin dorazí domů.
I'll call you as soon as Martin gets home.

F. Read the text below about language learning. Fill each gap with one suitable word.

(10 points)

Human beings are not the only creatures that like to **have** fun. Many animals play, as do some birds. However, no other creatures spend so much time enjoying **themselves/life** as human beings do. Indeed, we hold onto our sense of fun right into adulthood. So why do human beings spend **so** much time playing? One reason is **that** we have time for leisure; animals have very **little** time to play as most of their life is spent sleeping and seeking food. So, is play just **an** opportunity for us to engage in enjoyable activities or **does** it have a more important purpose? According to scientists, **apart** from being fun, play has several very real benefits for us – it helps our physical, intellectual and social development. It also helps to prepare us for **what/situations/things** we have not yet experienced. With very little risk, we can act out what we **would/should/will** do in unexpected, or even dangerous, situations.

G. Write an essay of 80–100 words answering the following question.

(8 points)

What would you do if you knew you wouldn't fail at it?

H. Read the article and circle the best answer (A, B, or C), based on the text.

(5 points)

THE DOMESTICATION OF CATS

For centuries, the common view of how domestication had occurred was that prehistoric people, realizing how useful it would be to have captive herds of food animals, began capturing wild animals and breeding them. Over time, by allowing only animals with “tame” characteristics to mate and produce offspring, human beings created animals that were less wild and more dependent upon people. Eventually this process led to the domestic farm animals and pets that we know today, many of which would fare quite badly in the wild, having lost their ancient survival skills and instincts.

Recent research suggests that this view of domestication is incomplete. Prehistoric human beings did capture and breed useful wild animals, and those species became tamer over time (they generally changed physically, too, developing larger bodies and smaller brains than their wild cousins). But specialists in animal behavior now think that domestication was not simply something people did to animals - the animals played an active part in the process. Wolves and wild horses, for example, may have taken the first steps in their own domestication by hanging around human settlements, feeding on people’s garbage and crops and getting used to human presence and activity. Individual animals that were not too nervous or fearful to live near people

produced offspring that also tolerated humans, making it easier for people to capture and tame them.

In this version, people succeeded in domesticating only animals that had already adapted easily to life around humans. Domestication required an animal that was willing to become domestic. The process was more like a dance with two partners than a triumph of humans over animals.

At first glance, the taming of cats seems to fit nicely into this new story of domestication. A traditional theory says that after prehistoric people in the Near East and Egypt invented agriculture and started farming, rats and mice gathered to feast on their stored grain. Wildcats, in turn, gathered at the same places to prey on the rats and mice. Over time, cats got used to people and people got used to cats, until at some point cats were tame. New studies of wildcats, however, seem to call this theory into question. Wildcats don’t share hunting and feeding territories, and they don’t live close to people or seek out human settlements as food sources. Experts do not know whether wildcats were partners in their own domestication. They do know that long after people had acquired domestic dogs, sheep, goats, cattle, and horses, they somehow acquired tame cats. By mating the least aggressive cats with one another, they produced animals with increasingly tame qualities.

1. According to traditional theories of domestication, how were wild animals tamed?

- A selective breeding
- B capturing only smaller animals
- C aggression and control

2. What is suggested in the new theory?

- A that animals were less afraid than thought
- B that wolves and horses were the first to be domesticated
- C that animals had an active role in their domestication

3. Why is the word “dance” used in the 3rd paragraph?

- A that animals and humans were close
- B there were two active partners
- C that it was complex and not simple to understand

4. What probably attracted cats to human settlements?

- A warmth
- B other cats
- C food

5. What characteristic of the cat causes a problem for the theory that cats were domesticated like wolves were?

- A independence
- B greed
- C friendliness