

Informace o přijímacích zkouškách podle studijních programů

1. Studijní program M7504 Učitelství pro střední školy

a) Studijní obor Učitelství anglického jazyka pro SŠ

Kombinace: Aj-Bi

Forma přijímací zkoušky: písemná

Test z anglického jazyka - varianta A

Part One : Cultural test

Put down the letter of the correct option into your answer sheet.

- 1) In what year did the Pilgrim Fathers arrive in Cape Cod (New England)?
A 1492 B 1580 C 1607 D **1620** E 1670
- 2) Where did the witch trials happen?
A **Salem** B Boston C New York D New Orleans E Lexington
- 3) The Puritans immigrated to America because of
A poverty B anti-Semitism C **religious persecution** D plague E potato famine
- 4) Which state does **not** belong to American South?
A Alabama B **Illinois** C Georgia D North Carolina E South Carolina
- 5) Which lake is **not** a part of the Great Lakes?
A Huron B Erie C Ontario D **Great Salt Lake** E Michigan
- 6) What is celebrated in the United States on the fourth Thursday in November?
A Valentine's Day B Independence Day C **Thanksgiving** D Halloween E Labor Day
- 7) Who is the author of *Moby Dick*?
A Mark Twain B Nathaniel Hawthorne C Ernest Hemingway D **Herman Melville** E Harriet Beecher Stowe
- 8) Which of these authors wrote about Indians?
A Frederick Douglass B Edgar Allan Poe C Emily Dickinson D Bernard Malamud E **James Fenimore Cooper**
- 9) What does the term "freshman" mean?
A member of the House of Representatives B **first-year undergraduate student** C newly arrived immigrant D inexperienced baseball player E Hollywood producer

- 10) What is American expression for a lift?
 A **elevator** B hitchhike C uplift D overpass E soda-pop
- 11) What is the capital of Wales?
 A Swansea B **Cardiff** C Exeter D Belfast
- 12) What was the name of the Norman conqueror who won the famous Battle of Hastings in 1066?
 A **William** B Henry C Richard D Edward
- 13) Which of these countries has **not** been a British colony?
 A **China** B South Africa C India D New Zealand
- 14) Which century do you associate with the life of Oliver Cromwell?
 A 13th B 15th C **17th** D 19th
- 15) Which political party is currently in power in the United Kingdom?
 A Republican B Conservative C Tory D **Labour**
- 16) Which of these dynasties ruled over England in the 16th century?
 A **Tudor** B Stuart C Norman D Hanoverian
- 17) What is the residence of the British Prime minister?
 A Westminster B White House C White Hall D **Downing Street 10**
- 18) What does Great Britain consist of?
 A England, Ireland, Wales, Scotland B **England, Scotland, Wales** C England, Scotland, Wales, Northern Ireland D England, Scotland
- 19) Which of these Shakespeare's plays is a comedy?
 A **Midsummer Night's Dream** B *Hamlet* C *Othello* D *Richard II*
- 20) Which of these politicians has **never** been the British Prime Minister?
 A John Major B Winston Churchill C Tony Blair D **Jack Straw**

Part Two : Vocabulary test

Read the following passage. For each gap put down the letter of the correct option in the table at the end of the text into your answer sheet.

I woke with a start that January morning. Clare, our younger daughter, had run into the bedroom shouting that she'd just seen Danielle, her 16-year-old sister, walk out of the front gate carrying a large bag. "I saw her _____ (1) it late last night," she said, sounding frightened, "and she was texting on her phone." It was 7.25am on a grey Saturday, very early for anyone in our family to be on the _____ (2). Half asleep, I stumbled out into the road. There was no _____ (3) of Danielle. I called her mobile but there was no reply. "Danielle always has her phone _____ (4)," my wife Julie said anxiously. "Something must be wrong." She and Danielle were supposed to be going shopping in Coventry that morning, to spend some money Danielle had _____ (5) from her first job. I dressed quickly and drove around for an hour trying to find her. We called all her friends and later that evening even went to the local pub where Danielle's crowd met up, but nobody could help. Now we were frantic. A 16-year-old girl had been murdered in

Coventry a few weeks before. Danielle was _____ (6) of the dark and had never been away from home on her own. At 10pm we phoned the police. Two officers came to the house, asked questions and _____ (7) her room. Days passed with no news. The officer in _____ (8) of the case, WPC Sam Davies, phoned us every day and tried to _____ (9) us. We were too frightened to say what we were thinking: that she might be dead. Ten days after Danielle _____ (10) a letter arrived. It said our daughter was to be prosecuted for travelling to London without a train ticket. "She's alive," I shouted to Julie. "But what's she doing in London?" I called WPC Davies. "It's time to _____ (11) the search," she said. "We'd like to put Danielle's picture and description on a police website for missing children." Designed by a _____ (12) detective chief inspector, Jim Reynolds, it's modelled on a successful American website. Reynolds argued that the public has always been the eyes and ears of the police, and putting a photo on a website would _____ (13) more people more quickly than any other method. By midsummer, five months after Danielle had disappeared, we were _____ (14). Sitting with Julie one night, I made up my mind to do something. I used my computer knowledge to hack into Danielle's internet account – to go online and pretend to be her. Finally one night, at around 2am, a male correspondent e-mailed her. I wrote back saying that I was Danielle's father and hadn't heard from her for months. What seemed like hours later he was back – with a London phone number for Danielle. We called, but nobody _____ (15) the phone. Then, at six o'clock on a Friday evening in August the phone rang. It was Danielle. "I'm on my way home." Seven months after walking out, she walked back into our lives.

Options:

Question number	A	B	C	D	E
1)	bagging	doing	packing	preparing	wrapping
2)	escape	exit	move	outing	running
3)	look	see	sight	sign	step
4)	about	in	on	through	with
5)	earned	gathered	reached	taken	won
6)	afraid	feared	frighted	scaring	scary
7)	investigated	looked	searched	sorted	turned
8)	charge	control	front	reveal	top
9)	reassure	reject	renown	return	reveal
10)	disparted	disrupted	left off	left out	vanished
11)	grow	long	raise	take up	widen
12)	before	former	formerly	mainly	previous
13)	attend	extend	grow	reach	yield
14)	depressive	desperate	downward	failure	humiliating
15)	picked	picked up	raised up	replied	responded

Part Three : Grammar test

Put down the letter of the correct option into your answer sheet.

- 2) His knowledge of the Highway Code _____ not satisfactory at all.
A are **B** will be **C** is **D** can
- 3) If I have _____ big supper, I can't sleep well.
A a **B** great **C** the **D** much
- 4) He always wants me to translate something _____ short notice.
A in **B** with **C** at **D** on
- 5) _____ you change your opinion, let us know.

- A would B will C **should** D may
- 6) I still remember _____ that poem for the first time.
A **reading** B have read C to read D having reading
- 7) He _____ about it; if he had heard something he would have been very disappointed.
A must have heard B **can't have heard** C can't hear D heard
- 8) _____ a lot of money, he could buy anything he wanted.
A to win B win C **having won** D having had won
- 9) It is requested that a vote _____ .
A were taken B **be taken** C will be taken D is to be taken
- 10) He asked whether he _____ my phone.
A may use B can use C **might use** D cannot
- 11) Lord Manners was a rich and famous banker. When he died recently, he _____ a magnificent funeral.
A had been given B gave C had given D **was given**
- 12) I don't think you _____ your dissertation by the end of this June.
A **will have finished** B will finished C shall finish D finish
- 13) Don't pile the books up like this – it _____ to fall down!
A will B **is going** C must D may
- 14) He _____ me until two days ago.
A wouldn't phone B won't phone C **had not phoned** D has not phoned
- 15) I've dialled all his numbers. I _____ to get through to him for the last ten minutes.
A Tried B had been trying C **have been trying** D were trying
- 16) I just hate all these discussions over books and language functions – I wished I _____ to study medicine instead!
A **had decided** B decided C decide D was deciding

Part Four : Reading

Read the text and complete the 5 tasks given at the end.

- Par. 1 What would you think was the biggest thing to hit human culture, worldwide, in the past quarter century? To the anthropologist of modern Man, what change would head the list? The explosion of air travel? No, most of those alive today will never fly. HIV-Aids? No, just one of many terrible scourges our species has faced: diarrhoea and malaria still kill more. The collapse of communism and rise of the global free market? The internet? These point the way, but still reach only a minority.
- Par. 2 The answer stares us in the face. Like much that does so, it is widely overlooked. But it struck me forcibly in Africa this week (and I bet it will have struck Gordon Brown) as I sat in the back row of

the Grade 1 class at Digum Complete Elementary School, by the side of a dirt road nearly 1,000 kilometres north of Addis Ababa in the Tigra region of Ethiopia.

- Par. 3* My class at Digum school were aged between five and seven: 44 boys and girls, some barefoot, some decently dressed, many in rags; some fit and healthy, some with sores or burns, or eye problems. Few would ever have been to Addis Ababa. None had seen another country and few ever will. None will ever have been in a lift or seen an escalator. Some will not have entered a two-storey building. Most will never have made a telephone call and some will never have seen one taking place: a fascinated crowd gathered as I made a satellite call from our campsite to *The Times*. None will ever have had a television, though some of their parents will have owned a radio and all of them will have listened to one.
- Par. 4* The children were divided into a morning shift and an afternoon shift. Thus did their impressive headmaster, Mr Getachew, and his 30 staff, manage to run a school of 1,644 children housed in six long single-storey cabins scattered over an acre of dust.
- Par. 5* I had arranged my visit quite by chance. Our guide thought we would be welcome, and we were. Every child stood as we entered a class. “George Bush and Mr Tony Blair will never visit our school,” said the Grade 8 teacher, Mr Hailay, “so you are our most important foreign visitors.” He should invite Mr Brown.
- Par. 6* The Grade 1 classroom where I sat had no teaching aids at all, save tiny wooden benches and single-plank desks, dog-eared newspaper-covered exercise books, a blackboard, and a keen and patient young teacher, Mr Hadush. Discipline was absolute.
- Par. 7* “Let us sing, children,” said Mr Hadush. “Come to the front, Abraham.” A tiny boy marched confidently up, all the others rapt. “This is the way I wash my face, wash my face, wash my face,” shrieked Abraham, making face-washing motions with his hand. “This is the way we wash our face,” shrieked all forty-four tots, in an ear-splitting chant, “Early in the morning!” There is no piped water in Digum – just a well with a hand-pump, down by the dried-up river.
- Par. 8* “This is the way I put on my clothes, put on my clothes, put on my clothes,” shrieked Abraham delightedly, doing the motions. “This is the way we put on our clothes,” yelled the class, full of excitement at learning and at showing off their learning, “Early in the morning.” Some of them barely had any clothes.
- Par. 9* Mr Hadush called a little girl, who looked about five, to the blackboard and handed her a stump of chalk. She wrote out the English alphabet perfectly on the blackboard. Ethiopia’s native script, which she also knew, is composed of the bewildering symbols of Amharic.
- Par. 10* The spread of English across the globe is a seismic event in our species’ history. It is one of the biggest things to happen to mankind since the dawn of language. Speech is fundamental not just to communication but to the process of thought itself. No single language has ever before approached universally. English is now doing so. No other language has ever advanced as far, as fast, as ours. This is the first time in history that it has been possible to denote one language as predominant.
- Par. 11* Within the lifetimes of *Times* readers, every other serious contender for that status has been eliminated. French is dying outside France. “Francophone” Africa is turning to English. Portuguese Africa is abandoning Portuguese. Spanish alone is raising its status and reach – but among Americans, who have English already. German made a small, temporary advance across emergent Eastern Europe but elsewhere outside Germany it is dead. The Japanese are learning English, and developing their own pet variant. China will resist, but Mandarin and Cantonese are not advancing beyond their native speakers. More of the world’s new Muslims are learning English than Arabic. Within a few generations and for the first time in the story of *Homo sapiens*, most of our species may be able to communicate in a single language.
- Par. 12* At Digum school I also sat through a Grade 8 class of fifty-six students. Here in the top form boys and girls aged between ten and twenty were being coached by the excellent Mr Hailay. He was teaching the uses of “just”, “already”, “up to now”, “yet”, and, astonishingly, most of them had a pretty good grasp. Over the shoulder of the boy in front I read his battered computer-printout English textbook, instructing the reader in the correct tenses to use in reported speech. I asked Mr Hailay if I might ask his pupils a few questions.
- Par. 13* I asked what other languages they would acquire if they could. Spanish, Chinese and Arabic were cited in reply, but none had any plans to learn these. To my surprise, one of the boys asked me afterwards what language I spoke – was I Italian, he wondered? I saw that knowledge of English was

not regarded as an indication of nationality, but as a possession, a philosopher's stone: one which anyone could get.

Par.14 English, I realised, as I left the school, isn't really ours any more. We are losing ownership of international English. Africans rely heavily on the present continuous, and different parts of the globe will develop their own pidgins. There will be no point in regretting it. We should just take pride in what we have started. All the world will have an open gate into our story, our culture. And we into theirs.

TASK 1

The following extract fits the space between these two paragraphs (put down the letter of the best option into the box on your answer sheet):

- a) 1 and 2 **b) 2 and 3** c) 5 and 6 d) 6 and 7
e) 8 and 9 f) 10 and 11 g) 11 and 12 h) 12 and 13

This country, you will recall, was for many centuries a remote and independent African kingdom whose only colonial experience was as an Italian possession for a short period before the Second World War. The British never came here much. Ethiopia is in nobody's "sphere of influence".

TASK 2

Choose the best option summarising the main idea of the text and put down its letter into the box on your answer sheet:

- a) The author intends to draw readers' attention to educational problems in third world countries, emphasising the knowledge and skills of local people, who, in spite of their natural talent, live in poverty.
b) The author's intention is to refer to the increasing power of English in the world, and his visit to an Ethiopian school just forms the background of his article.
c) The author's intention is to make Gordon Brown, George Bush, Tony Blair or other politicians visit similar African countries so that they can see the poor conditions of the locals with their own eyes and, hopefully, come forward with some help.

TASK 3

Decide whether these statements are true or false and indicate your decision by putting T or F into the box on your answer sheet.

1. The author of the article is an Italian. **F**
2. At least some classrooms in Digum Complete Elementary School are equipped with wooden furniture. **T**

TASK 4

Write the answer to each question according to the instruction in brackets into the space on your answer sheet.

1. How many buildings does Digum Complete Elementary School consist of? (*write in figures*) **6**
2. What is the name of the original system of writing in Ethiopia? (*1 word only*) **Amharic**

TASK 5

1. Choose the correct option explaining the meaning of the word "rags" from paragraph 3 and put down its letter into the box on your answer sheet.

- a) National costumes worn by a muslim minority in Ethiopia;
b) Any worn or torn clothes;

- c) A special kind of a head cover typical of unmarried males or females in some parts of Eastern Africa.
2. *Choose the correct option explaining the meaning of the word “contender” as it is used in paragraph 11. Put down its letter on your answer sheet.*
- a) applicant for a higher post;
b) **person who tries to win a competition;**
c) person showing interest in something.

Kritéria pro vyhodnocení a postup, jakým se stanoví výsledek přijímací zkoušky nebo její části písemný test celkem: 60 bodů (za nesprávné odpovědi nebyly strhávány body)

Part One : Cultural test (část 1): celkem 10 bodů - 0,5 bodu za každou správně vybranou možnost

Part Two : Vocabulary test (část 2) : celkem 15 bodů – 1 bod za každou správně vybranou možnost

Part Three : Grammar test (část 3): celkem 15 bodů – 1 bod za každou správně vybranou možnost

Part Four : Reading (část 4): celkem 20 bodů

TASK 1 (úkol 1): 6 bodů za správně vybranou položku

TASK 2 (úkol 2): 4 body za správně vybranou položku

TASK 3 (úkol 3): 1 bod za každé správně označené tvrzení (celkem 2 body)

TASK 4 (úkol 4): 1 bod za každé správně vypsání slovo (celkem 2 body)

TASK 5 (úkol 5): 3 body za každou správně vybranou položku (celkem 6 bodů)

Základní statistické charakteristiky písemné přijímací zkoušky nebo její části:

Počet uchazečů, kteří se zúčastnili písemné přijímací zkoušky: **4**

Nejlepší možný výsledek písemné přijímací zkoušky: **60**

Nejlepší skutečně dosažený výsledek písemné přijímací zkoušky: **45**

Průměrný výsledek písemné přijímací zkoušky: **31.50**

Směrodatná odchylka výsledků písemné přijímací zkoušky: **11.09**

Decilové hranice výsledku zkoušky:

d₁=21.9 : d₂=22.8 : d₃=23.7 : d₄=26.4 : d₅=30 : d₆=33.6 : d₇=36.9 : d₈=39.6 : d₉=42.3

Test z anglického jazyka - varianta B

Part One : Cultural test

Put down the letter of the correct option into your answer sheet.

- 1) The first English settlers arrived in New England at
A Roanoke B Boston C **Plymouth** D Jamestown E St. Augustine
- 2) One of the decisive battles in the Civil War took place in
A Lexington B **Gettysburg** C Concord D Saratoga E Bunker Hill
- 3) Many Irish immigrants came to America in the 1840's because of
A **potato famine** B religious persecution C anti-Semitism D British invasion to Ireland E the IRA terrorism
- 4) Which state does **not** belong to New England?
A Maine B New Hampshire C Vermont D **Virginia** E Connecticut
- 5) What is the name of the longest river in the United States?
A Missouri B **Mississippi** C Ohio D Yukon E Colorado
- 6) What is celebrated in the United States on July 4th?
A Memorial Day B Veteran's Day C Thanksgiving D **Independence Day** E Martin Luther King Day
- 7) Who is the author of *The Adventures of Huckleberry Finn*?
A Nathaniel Hawthorne B Edgar Allan Poe C **Mark Twain** D Ernest Hemingway E James Fenimore Cooper
- 8) Which of these books depicts the life of blacks in slavery?
A *The Catcher in the Rye* B *The Grapes of Wrath* C *A Farewell to Arms* D *An American Tragedy* E **Uncle Tom's Cabin**
- 9) What does the term "sophomore" in undergraduate studies mean?
A first-year student B **second-year student** C third-year student D fourth-year student E fifth-year student
- 10) What is American expression for an underground (in New York City)?
A **subway** B metro C lift D underpass E fast-track
- 11) What is the capital of Scotland?
A Cardiff B Glasgow C Dublin D **Edinburgh**
- 12) Who was the English monarch when England defeated the Spanish Armada in 1588?
A Henry VIII B Charles I C **Elizabeth I** D Mary Stuart
- 13) Which of these countries is **not** a former British colony?
A **Mongolia** B India C Australia D South Africa

- 14) In which century was Henry VIII the king of England?
 A 11th B 14th C **16th** D 18th
- 15) Which party is the major opposition party in today's Britain?
 A Labour B Democratic C **Conservative** D Republican
- 16) Which of these dynasties ruled over England in most of the 17th century?
 A Tudor B **Stuart** C Cromwellian D Norman
- 17) What is the name of the London residence of the British Queen?
 A Westminster B Big Ben C **Buckingham Palace** D 10 Downing Street
- 18) What does the geographical name "British Isles" include?
 A England, Wales, Scotland B England, Wales, Scotland, Northern Ireland C England, Wales, Scotland, Eire D **England, Wales, Scotland, Ireland**
- 19) Who is the author of *The Canterbury Tales*?
 A D. H. Lawrence B C. Marlowe C W. Blake D **G. Chaucer**
- 20) Which of these politicians has never been the British Prime Minister?
 A Margaret Thatcher B **Robin Cook** C Tony Blair D John Major

Part Two : Vocabulary test

Read the following passage. For each gap put down the letter of the correct option in the table at the end of the text into your answer sheet.

On September 1, 1998, 17-year-old Sean Ryan left for school on the first day of his second year of A levels – and _____ (1). The second youngest of five children, he was a happy, well-adjusted teenager who was always _____ (2) to help out at home. The day before Sean disappeared was a public holiday. "Sean _____ (3) the time at home," _____ (4) his father Gerry. "He was tired after working at a local hotel during the summer holiday. That night he said he was going to bed and would be going back to school in the morning. The _____ (5) evening, Sean wasn't home when we got in from work. That was the start of the nightmare." The police launched a _____ (6) for the brown-haired teenager. Hopes were raised when a cousin said he'd bumped into Sean in Galway two or three days after he'd left home. "Sean told him he was travelling round Ireland for a few days to clear his head," says Gerry. He'd been stopped by the police in County Clare, walking along a lonely road late at night. That was the last anybody heard of him. Gerry has no idea why his son left. He wasn't having problems at school – he'd been hoping to go to university. "I _____ (7) thinking there must have been something else in his life that made him deeply unhappy—something desperately dark that he couldn't _____ (8)." Sean may be working in a hotel somewhere, says Gerry. "We just want to send him this message: 'Be safe. Look after yourself. You don't have to come home, Sean. But please, let us know you are alive.'"

At some point in every day, David Middleton drifts off into thoughts of being _____ (9) with his 13-year-old daughter Brianna. He imagines them enjoying family parties over Easter and in June, when Brianna's grandma will be 80. Then the moment's gone and he's back in _____ (10). David's world turned upside down on August 20, 2000, when a letter from his ex-wife Elaine, in Ayr, said that Brianna would not be returning home to David in Edmonton, Canada, after their holiday in Scotland. The last time David saw Brianna was on July 7. "When I _____ (11) at her aunt's house ready for the Scottish trip, there were

hugs and kisses and I said, ‘See you when you get back; then we’ll have our holiday.’ We were going camping.” When Elaine’s letter arrived David flew to Scotland, where Elaine has _____ (12), but she had taken her daughter and left Ayr and nobody seemed to know where they’d gone. David arranged search _____ (13), even hiring a private investigator to try to find her. Then, after three years of misery, there was some hope: Elaine contacted the Missing Children Society of Canada and said she would like to _____ (14) agreement with David over Brianna’s future. At Christmas 2003, David received a hand-made card from his daughter. “On one side, she wrote ‘I love you, I love you, I love you’ and on the other, ‘I miss you, I miss you, I miss you’.” David _____ (15) Elaine and Brianna could now be living anywhere in the UK. To Brianna, her father says: “I’d love to hear all about your life. I just want the best for you.” He begs her to make contact via [uk.missing kids.com](http://uk.missingkids.com).

Options:

Question number	A	B	C	D	E
1)	disparted	disrupted	left away	left off	vanished
2)	called	preparing	wanted	willed	willing
3)	did	marked	ran	spent	took
4)	recalls	registers	rejects	renders	renowns
5)	afterwards	following	ongoing	other	second
6)	looking	raid	search	seek	sorting
7)	always	keep	must	used	will
8)	cope	deal	face	like	meet
9)	joined	met back	met up	relinked	reunited
10)	despair	desperate	miserable	sad	unhope
11)	dropped her off	drove her off	left her off	picked her off	set her out
12)	families	personals	related	relatives	rooted
13)	attempting	efforts	organisation	programmes	trying
14)	come	obtain	promote	raise	reach
15)	believes	considers	holds	opinions	views

Part Three : Grammar test

Put down the letter of the correct option into your answer sheet.

- This is Sophia, _____ is taking over my job when I leave.
A whose B whom C **who** D that
- If I _____ you were coming, I would have met you at the station.
A **had known** B has known C knew D would known
- The victim had been subjected _____ a vicious unprovoked attack.
A of B **to** C with D by
- The meeting didn’t _____ until late.
A come about B fall through C end up D **break up**
- I regret _____ you that we cannot accept your offer.
A tell B **to tell** C told D to be told
- I’d rather you _____ television while I’m reading.
A don’t watch B not watched C hadn’t watched D **didn’t watch**

- 7) „Me? No, I didn't take Sue's calculator,“ said Bob. Bob denied _____ Sue's calculator.
 A having taking B to take C **taking** D to have taken
- 8) Not only _____ to report the accident, but also later denied that he had been driving the car.
 A he has failed B he failed C **did he fail** D he fails
- 9) The test was no problem at all. It _____ easier, in fact!
 A couldn't be B must have been C must be D **couldn't have been**
- 10) I _____ to go to the dentist again, luckily.
 A needn't have B **didn't need** C need have D didn't having
- 11) Sue bought _____ Picasso I was telling you about _____ last week.
 A **the/-** B a/the C -/the D the/the
- 12) In two years' time I _____ this book.
 A have finished B will be finished C would finish D **will have finished**
- 13) By the time I got to the station, the train _____.
 A leaves B **had left** C has left D had been leaving
- 14) I _____ the house but I still haven't finished.
 A have cleaned B cleaned C had cleaned D **have been cleaning**
- 15) Sue always _____ in this office.
 A gets things doing B is getting things to do C **gets things done** D is getting things done

Part Four : Reading

Read the text and complete the 5 tasks given at the end.

- Par. 1 What would you think was the biggest thing to hit human culture, worldwide, in the past quarter century? To the anthropologist of modern Man, what change would head the list? The explosion of air travel? No, most of those alive today will never fly. HIV-Aids? No, just one of many terrible scourges our species has faced: diarrhoea and malaria still kill more. The collapse of communism and rise of the global free market? The internet? These point the way, but still reach only a minority.
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- Par. 3 This country, you will recall, was for many centuries a remote and independent African kingdom whose only colonial experience was as an Italian possession for a short period before the Second World War. The British never came here much. Ethiopia is in nobody's "sphere of influence".
- Par. 4 My class at Digum school were aged between five and seven: 44 boys and girls, some barefoot, some decently dressed, many in rags; some fit and healthy, some with sores or burns, or eye problems. Few would ever have been to Addis Ababa. None had seen another country and few ever will. None will ever have been in a lift or seen an escalator. Some will not have entered a two-storey building. Most will never have made a telephone call and some will never have seen one taking place: a fascinated crowd gathered as I made a satellite call from our campsite to *The Times*. None will ever have had a

television, though some of their parents will have owned a radio and all of them will have listened to one.

- Par. 5* The children were divided into a morning shift and an afternoon shift. Thus did their impressive headmaster, Mr Getachew, and his 30 staff, manage to run a school of 1,644 children housed in six long single-storey cabins scattered over an acre of dust.
- Par. 6* I had arranged my visit quite by chance. Our guide thought we would be welcome, and we were. Every child stood as we entered a class. “George Bush and Mr Tony Blair will never visit our school,” said the Grade 8 teacher, Mr Hailay, “so you are our most important foreign visitors.” He should invite Mr Brown.
- Par. 7* The Grade 1 classroom where I sat had no teaching aids at all, save tiny wooden benches and single-plank desks, dog-eared newspaper-covered exercise books, a blackboard, and a keen and patient young teacher, Mr Hadush. Discipline was absolute.
- Par. 8* “This is the way I put on my clothes, put on my clothes, put on my clothes,” shrieked Abraham delightedly, doing the motions. “This is the way we put on our clothes,” yelled the class, full of excitement at learning and at showing off their learning, “Early in the morning.” Some of them barely had any clothes.
- Par. 9* Mr Hadush called a little girl, who looked about five, to the blackboard and handed her a stump of chalk. She wrote out the English alphabet perfectly on the blackboard. Ethiopia’s native script, which she also knew, is composed of the bewildering symbols of Amharic.
- Par. 10* The spread of English across the globe is a seismic event in our species’ history. It is one of the biggest things to happen to mankind since the dawn of language. Speech is fundamental not just to communication but to the process of thought itself. No single language has ever before approached universally. English is now doing so. No other language has ever advanced as far, as fast, as ours. This is the first time in history that it has been possible to denote one language as predominant.
- Par. 11* Within the lifetimes of *Times* readers, every other serious contender for that status has been eliminated. French is dying outside France. “Francophone” Africa is turning to English. Portuguese Africa is abandoning Portuguese. Spanish alone is raising its status and reach – but among Americans, who have English already. German made a small, temporary advance across emergent Eastern Europe but elsewhere outside Germany it is dead. The Japanese are learning English, and developing their own pet variant. China will resist, but Mandarin and Cantonese are not advancing beyond their native speakers. More of the world’s new Muslims are learning English than Arabic. Within a few generations and for the first time in the story of Homo sapiens, most of our species may be able to communicate in a single language.
- Par. 12* At Digum school I also sat through a Grade 8 class of fifty-six students. Here in the top form boys and girls aged between ten and twenty were being coached by the excellent Mr Hailay. He was teaching the uses of “just”, “already”, “up to now”, “yet”, and, astonishingly, most of them had a pretty good grasp. Over the shoulder of the boy in front I read his battered computer-printout English textbook, instructing the reader in the correct tenses to use in reported speech. I asked Mr Hailay if I might ask his pupils a few questions.
- Par. 13* I asked what other languages they would acquire if they could. Spanish, Chinese and Arabic were cited in reply, but none had any plans to learn these. To my surprise, one of the boys asked me afterwards what language I spoke – was I Italian, he wondered? I saw that knowledge of English was not regarded as an indication of nationality, but as a possession, a philosopher’s stone: one which anyone could get.
- Par. 14* English, I realised, as I left the school, isn’t really ours any more. We are losing ownership of international English. Africans rely heavily on the present continuous, and different parts of the globe will develop their own pidgins. There will be no point in regretting it. We should just take pride in what we have started. All the world will have an open gate into our story, our culture. And we into theirs.

TASK 1

Choose the best option summarising the main idea of the text and put down its letter into the box on your answer sheet:

- a) **The author’s intention is to refer to the increasing power of English in the world, and his visit to an Ethiopian school just forms the background of his article.**

- b) The author's intention is to make Gordon Brown, George Bush, Tony Blair or other politicians visit similar African countries so that they can see the poor conditions of the locals with their own eyes and, hopefully, come forward with some help.
- c) The author intends to draw readers' attention to educational problems in third world countries, emphasising the knowledge and skills of local people, who, in spite of their natural talent, live in poverty.

TASK 2

The following extract fits the space between these two paragraphs (put down the letter of the best option into the box on your answer sheet):

- a) 2 and 3 b) 3 and 4 c) 4 and 5 d) 5 and 6
- e) 6 and 7 **f) 7 and 8** g) 8 and 9 h) 12 and 13

“Let us sing, children,” said Mr Hadush. “Come to the front, Abraham.” A tiny boy marched confidently up, all the others rapt. “This is the way I wash my face, wash my face, wash my face,” shrieked Abraham, making face-washing motions with his hand. “This is the way we wash our face,” shrieked all forty-four tots, in an ear-splitting chant, “Early in the morning!” There is no piped water in Digum – just a well with a hand-pump, down by the dried- up river.

TASK 3

Decide whether these statements are true or false and indicate your decision by putting T or F into the box on your answer sheet.

1. Cantonese is becoming a competitor against English to become a universal language. **F**
2. The author of the text indicates he is a British journalist reporting to *Times*. **T**

TASK 4

Write the answer to each question according to the instruction in brackets into the space on your answer sheet.

1. How many pupils were present in the Grade 1? (*write in figures*) **44**
2. Who teaches learners who are above 18 years of age? (*only surname*) **Hailay**

TASK 5

2. *Choose the correct option explaining the meaning of the word “bewildering” from paragraph 3 and put down its letter into the box on your answer sheet.*

- a) confused;
- b) unpleasant to look at;
- c) difficult to understand.**

2. *Choose the correct option explaining the meaning of the word “philosopher’s stone” as it is used in paragraph 11. Put down its letter on your answer sheet.*

- a) personal property;
- b) national identity;
- c) key to acquiring knowledge.**

Kritéria pro vyhodnocení a postup, jakým se stanoví výsledek přijímací zkoušky nebo její části písemný test celkem: 60 bodů (za nesprávné odpovědi nebyly strhávány body)

Part One : Cultural test (část 1): celkem 10 bodů - 0,5 bodu za každou správně vybranou možnost

Part Two : Vocabulary test (část 2) : celkem 15 bodů – 1 bod za každou správně vybranou možnost

Part Three : Grammar test (část 3): celkem 15 bodů – 1 bod za každou správně vybranou možnost

Part Four : Reading (část 4): celkem 20 bodů

TASK 1 (úkol 1): 4 body za správně vybranou položku

TASK 2 (úkol 2): 6 bodů za správně vybranou položku

TASK 3 (úkol 3): 1 bod za každé správně označené tvrzení (celkem 2 body)

TASK 4 (úkol 4): 1 bod za každé správně vypsání slovo (celkem 2 body)

TASK 5 (úkol 5): 3 body za každou správně vybranou položku (celkem 6 bodů)

Základní statistické charakteristiky písemné přijímací zkoušky nebo její části:

Počet uchazečů, kteří se zúčastnili písemné přijímací zkoušky: **5**

Nejlepší možný výsledek písemné přijímací zkoušky: **60**

Nejlepší skutečně dosažený výsledek písemné přijímací zkoušky: **55**

Průměrný výsledek písemné přijímací zkoušky: **41.60**

Směrodatná odchylka výsledků písemné přijímací zkoušky: **15.90**

Decilové hranice výsledku zkoušky:

d₁=24.2 : d₂=31.4 : d₃=37.4 : d₄=42.2 : d₅=47 : d₆=49.8 : d₇=52.6 : d₈=54.2 : d₉=54.6

Ostrava 22. června 2005

Zpracovali: Petra Barešová, Mgr. Petra Lexová

Za správnost odpovídá: PhDr. Stanislav Kolář, Ph.D.