

## **ENTRANCE EXAMINATION IN ENGLISH**

The written entrance examinations in the English language consist of three parts: **Reading Comprehension** (understanding of the written text), **Listening Comprehension** (understanding of the spoken word), and **Use of Language** (use of grammar and vocabulary). The level of English examination is as follows: B2 (70%) and C1 (30%).

### **LISTENING COMPREHENSION CONSISTS OF THE FOLLOWING PARTS:**

#### **- Multiple-choice exercise:**

- 01** Elizabeth's early journalistic ambitions started to develop when she  .
- (A) started a course on investigative writing and reporting  
(B) wrote her first front-page story for the Los Angeles newspaper  
(C) created her own news stories that were read and judged by her parents  
(D) presented articles from the Los Angeles newspaper to her family
- 
- 02** After two years of living in New York, Elizabeth has  .
- (A) fully adjusted to the new city and its environment  
(B) explored all important sights and places in the city  
(C) mixed feelings since her adaptation is incomplete  
(D) confused feelings mainly about commuting to work
- 
- 03** During her studies at the University of Minnesota, Elizabeth  .
- (A) was pleased to be introduced to quite a lot of Latino students  
(B) became responsible for promoting her school to potential students  
(C) became an advisor to a dean who represented a minority racial group  
(D) was mainly interested in lectures on American history and geography

Listening exercise available at: <https://www2.nucem.sk/dl/5774/AJB2.mp3>

- *listen from 3.00 to 11.20*

#### **- True / False / Not Stated exercise:**

- 08** Sally Page has always had an ambition to become a fiction writer.  
(A) true      (B) false      (C) not stated
- 
- 09** When her daughter Libby was writing her first book, Sally was immediately inspired to do the same.  
(A) true      (B) false      (C) not stated
- 
- 10** Sally was not discouraged when her first novel was ignored by agents.  
(A) true      (B) false      (C) not stated
- 
- 11** While Sally was collecting true stories for her third book, her best friend told her the most extraordinary tale.  
(A) true      (B) false      (C) not stated

Listening exercise available at: <https://www2.nucem.sk/dl/5774/AJB2.mp3>

- *listen from 12.03 to 20.12*

- **Gap-filling exercise:**

The 'talented tenth' was a label given to those African Americans who had good social positions and were .

She left school and began her singing career at the well-known .

Her mother was keen that Lena's singing career would bring about the collapse of .

Lena refused to sing for audiences of servicemen and prisoners which were .

When Lena entered Hollywood, black actors were generally only hired to act in the roles of .

Listening exercise available at: [https://www.examenglish.com/CAE/cae\\_listening2.htm](https://www.examenglish.com/CAE/cae_listening2.htm)

- listen from 0.00 to 2.35

- **Double matching exercise:**

TASK ONE		TASK TWO	
For questions 21-25, choose from the list A-H what each speaker says about coming into contact with a celebrity.		For questions 26-30, choose from the list A-H the opinion each speaker gives about the celebrity.	
A I failed to recognise the person.	21 Speaker 1 <input type="text"/>	A He/She became more agitated than necessary.	26 Speaker 1 <input type="text"/>
B I realised I had forgotten something.	22 Speaker 2 <input type="text"/>	B He/She enjoyed causing trouble.	27 Speaker 2 <input type="text"/>
C I insisted on something.	23 Speaker 3 <input type="text"/>	C He/She appeared totally at ease.	28 Speaker 3 <input type="text"/>
D I was upset by personal criticism.	24 Speaker 4 <input type="text"/>	D He/She expected too much privacy.	29 Speaker 4 <input type="text"/>
E I had been given incorrect information.	25 Speaker 5 <input type="text"/>	E He/She seemed insincere.	30 Speaker 5 <input type="text"/>
F I was pleasantly surprised.		F He/She wasn't able to cope with fame.	
G I refused a request.		G He/She talked down to me.	
H I was amused by something.		H He/She eventually accepted the regulations.	

Listening exercise available at: [https://www.examenglish.com/CAE/cae\\_listening2.htm](https://www.examenglish.com/CAE/cae_listening2.htm)

- listen from 1.33 to 3.51 (answers to Speaker 1-3)

**READING COMPREHENSION CONSISTS OF THE FOLLOWING PARTS:**

- **Multiple-choice exercise:**

***The Great Indoors: At Home in the Modern British House***

In 1910 the music hall comedian Billy Williams scored his biggest hit with the song *When Father Papered the Parlour*, mocking the incompetence of the amateur home decorator. Fifty years later, comedians Norman Wisdom and Bruce Forsyth were still entertaining millions on the TV show *Sunday Night at the London Palladium* with a similar routine, but the joke was starting to look dated. The success of magazines such as *The Practical Householder* was already proving that, as the 1957 Ideal Home Exhibition proclaimed, "Do-it-yourself is a home hobby that is here to stay."

By this stage, Britain had mostly completed its transition from primitive housing conditions, made bearable – for those who could afford it – by servants and handymen, into a world where families looked after themselves in highly serviced environments. Recognisably modern technology, in the form of telephones, televisions and electricity, had become ubiquitous and was to transform domestic living still further in the coming years. The makeover of British homes in the twentieth century is recounted in Ben Highmore's entertaining and informative new book. He takes us on a whirlwind tour of an everyday house, from entrance hall to garden shed, illuminated by extensive reference to oral histories, popular magazines and personal memoirs.

At its centre, though, is the way that our homes have reflected wider social changes. There is the decline of formality, so that living rooms once full of heavy furniture and Victorian knick-knacks are now dominated by television screens and littered with children's toys. There is a growing internationalism in taste. And there is the rise of domestic democracy, with the household radiogram and telephone (located in the hall) now replaced by iPads, laptops and mobiles in virtually every room. Key to that decentralisation of the home – and the implied shift of power within it – is the advent of central heating, which gets pride of place as the innovation that allowed the whole house to become accessible at all times of day and night. Telling an unruly child to 'go to your room' no longer seems much of a threat.

**1 The reviewer's main topic in the first paragraph is**

- A improvements in home decorating skills.
- B how common it was for home decorating to be discussed.
- C how unfair descriptions of home decorating used to be.
- D a change in attitudes to home decorating.

**2 In the second paragraph, the reviewer says that the book includes evidence illustrating**

- A that some British people's homes were transformed more than others.
- B the widespread nature of changes that took place in British homes.
- C the perceived disadvantages of certain developments in British homes.
- D that the roles of certain people in British homes changed enormously.

**3 In the third paragraph, the reviewer points to a change in**

- A the extent to which different parts of the house are occupied.
- B ideas of which parts of a house should be furnished in a formal way.
- C how much time children spend in their own rooms.
- D beliefs about what the most pleasant aspect of home life is.

- **Cross-text multiple matching:**

***Inside Business***

Four reviewers comment on the TV documentary series *Inside Business*, which investigated the workings of a number of large companies.

**A**

The companies that were the focus of each programme in the series *Inside Business* were very diverse in terms of the nature of their business and the way they operated, but between them they demonstrated many of the key features that characterise big organisations in the modern world. Each programme focused mostly on the people at the top. The amount of jargon they used is likely to have been too much for many viewers to contend with, and they may well have given up. If they did stick with the series, however, they will have been left in no doubt as to how complex the business of running large organisations is for those charged with doing so. This was clear from what the interviewees said, but the questioning was not probing enough, and they were not asked to explain or justify the sweeping statements they made.

**B**

The overwhelming impression given to any viewer who watched all six episodes of *Inside Business* was of the extraordinary pressure that those running modern companies are obliged to operate under. Unless they themselves had experience of working in large companies, however, they are likely to have found some of the interviews bewildering – the questioning was very much of the 'one insider to another' variety and many viewers will have struggled to follow what was being discussed. This aspect detracted somewhat from what was an otherwise compelling insight into the workings of modern companies and may well have caused many viewers to change channels. That's a shame because in general the companies featured in the series illustrated very well the impact of modern management theories on a range of large organisations.

**C**

You didn't need to know anything about business to be fascinated by the series *Inside Business*, which gave an intriguing picture from the inside of how various household name companies actually operate. The companies chosen made for good television because they all had very individual cultures and ways of operating, and as such could not be said to typify the norm in the world of the modern company. Entertaining as this was, the portrayal of the firms begged all sorts of questions which were not touched on in the interviews. These gave the people in charge a very easy ride indeed, never challenging them to back up their often vague and contentious pronouncements on their approach to leadership. Indeed, the viewer will have been left with the surprising feeling that many large and apparently successful organisations are run by people who enjoy their roles enormously because they avoid the harder aspects of responsibility by delegating them to others.

**Which reviewer ...**

- 1 has a different opinion from the others on the choice of companies to focus on in the series
- 2 shares reviewer B's opinion of the likelihood of viewers losing interest in the series after a while?
- 3 takes a different view from the others on the impression given in the series of what it is like to be at the top of a large organisation?
- 4 has a similar view to reviewer C on the questions asked in the interviews in the series?

- **Gapped text exercise:**

***The wind-lashed workers who battle the Atlantic in winter***

Even at this stormy time of year in Britain there are thousands of oil workers and fishermen offshore, as well as a scattering of seafarers manning the container ships and tankers that bring us almost everything we need. So it was that in the depths of bitter winter, hoping to learn what modern sailors' lives are like, I joined the Maersk *Pembroke*, a container freighter, on her regular run from Europe to Montreal. She looked so dreadful when I found her in Antwerp that I hoped I had the wrong ship.

1 ...

Trade between Europe and North America is a footnote to the great west-east and north-south runs: companies leave it to older vessels. *Pembroke* is battered and rusty, reeking of diesel and fishy chemicals. She is noisy, her bridge and stairwells patrolled by whistling drafts which rise to howls at sea. Her paintwork is wretched. The Atlantic has stripped her bow back to a rusted steel snarl.

2 ...

It felt like a desperate enterprise on a winter night, as the tide raced us down the Scheldt estuary and spat us out into the North Sea. According to the weather satellites, the Atlantic was storms from coast to coast, two systems meeting in the middle of our course. On the far side, ice awaited. We were behind schedule, the captain desperate for speed. "Six-metre waves are OK; any bigger you have to slow down or you kill your ship" he said. "Maybe we'll be lucky!"

3 ...

Soon enough, we were in the midst of those feared storms.

Options:

**A** Others felt the same. We were 'the only idiots out here', as several men remarked. We felt our isolation like vulnerability; proof that we had chosen obscure, quixotic lives.

**B** Going out on deck in such conditions tempted death. Nevertheless, the ship's electrician climbed a ladder out there every four hours to check that the milk, cheese and well-travelled Argentine beef we carried were still frozen in refrigerated containers.

**C** But it does not take long to develop affection for a ship, even the *Pembroke* — the time it takes her to carry you beyond swimming distance from land, in fact. When I learnt what was waiting for us mid-ocean I became her ardent fan, despite all those deficiencies.

**D** There were Dutch bulbs, seaweed fertilizer from Tanzania, Iranian dates for Colombia, Sri Lankan tea bags, Polish glue, Hungarian tyres, Indian seeds, and much besides. The sailors are not told what they carry. They just keep the ships going.

**E** Hoping so, we slipped down the Channel in darkness, with the Dover coastguard wishing us, "Good watch, and a safe passage to your destination." The following evening we left the light of Bishop Rock on the Scilly Isles behind. "When we see that again we know we're home" said the second mate.

**F** Huge black monsters marched at us out of the north west, striped with white streaks of foam running out of the wind's mouth. The ocean moved in all directions at once and the waves became enormous, charging giants of liquid emerald, each demanding its own reckoning.

**G** That feeling must have been obvious to the Captain. "She's been all over the world" proud Captain Koop, a grey-bristled Dutchman, as quick and confident as a Master Mariner must be, told me. "She was designed for the South Pacific" he said, wistfully.

## USE OF LANGUAGE CONSISTS OF THE FOLLOWING PARTS:

### - Multiple-choice exercise:

The incredible pre-historic Chauvet cave art in France is painted in **0** \_\_\_\_\_ colours and dates back to a period around thirty thousand years ago when early humans first started to create rock art. Although various **1** \_\_\_\_\_ of this art have been found in caves in Western Europe, very few people have seen the art at Chauvet because it is located **2** \_\_\_\_\_ inside an inaccessible underground cave system. Those who have seen it say that it is very impressive, showing animals **3** \_\_\_\_\_ horses, ...

<b>0</b>	<b>A bright</b>	<b>B fair</b>	<b>C keen</b>	<b>D sharp</b>
<b>1</b>	<b>A illustrations</b>	<b>B models</b>	<b>C cases</b>	<b>D examples</b>
<b>2</b>	<b>A deep</b>	<b>B thick</b>	<b>C long</b>	<b>D dense</b>
<b>3</b>	<b>A by means of</b>	<b>B apart from</b>	<b>C as well as</b>	<b>D such as</b>

- **Word formation exercise:**

For the employee, an exit interview may feel like an ideal opportunity to rant and rave about every little 17 \_\_\_\_\_ that has troubled them since they got the job. But, 18 \_\_\_\_\_ in mind that you will probably still need a 19 \_\_\_\_\_ from these people, it is best to avoid getting angry or 20 \_\_\_\_\_, and just answer the questions as calmly and with as much 21 \_\_\_\_\_ as possible.

ANNOY  
BEAR  
REFER  
EMOTION  
HONEST

- **Open cloze exercise:**

Some time ago, the heavy stems of the blue corn 54 \_\_\_\_\_ traditionally harvested by hand. The corn varies in colour from dark navy to soft grey. Today, Hopi corn is used to make tortillas, muffins, pancakes, and porridge, but for an authentic Hopi dish, 55 \_\_\_\_\_ can beat piki bread.

Piki consists of rolled-up sheets of wafer-thin pastry, and the cooking of this blue bread is a ritual in 56 \_\_\_\_\_. Handed down over generations, the recipe takes a lot of practice. But the taste is uniquely Hopi, with a stronger flavour 57 \_\_\_\_\_ conventional yellow corn. In many ways, the bread

- **Sentence transformation exercise:**

25 I've just noticed that the car has almost run out of petrol.

HARDLY

I've just noticed that \_\_\_\_\_ left in the car.

26 I didn't know that cars were so expensive in this country.

IDEA

I \_\_\_\_\_ so much in this country.

27 Don't get depressed because of such a small problem.

LET

It's such a small problem that you shouldn't \_\_\_\_\_ down.

**CORRECT ANSWERS FROM THE PROVIDED EXAMPLES:**

**Listening comprehension:**

- **Multiple-choice exercise:**

1 - D, 2 - C, 3 - B

- **True / False / Not Stated exercise:**

8 - B, 9 - B, 10 - A, 11 - C

- **Gap-filling exercise:**

1 - educated, 2 - Cotton Club, 3 - racial barriers, 4 - segregated, 5 - maids and butlers

- **Double matching exercise:**

Speaker 1-3: 21 - B, 22 - E, 23 - C, 26 - G, 27 - A, 28 - H

**Reading comprehension:**

- **Multiple-choice exercise:**

1 - D, 2 - B, 3 - A

- **Cross-text multiple matching:**

1 - C, 2 - A, 3 - C, 4 - A

- **Gapped text exercise:**

1 - G, 2 - C, 3 - E

Use of Language:

- **Multiple-choice exercise:**

0 - A bright, 1 - D examples, 2 - A deep, 3 - D such as

- **Word formation exercise:**

17 - annoyance, 18 - bearing, 19 - reference, 20 - emotional, 21 - honesty

- **Open cloze exercise:**

54 - were, 55 - nothing, 56 - itself, 57 - than

- **Sentence transformation exercise:**

25 - there is **hardly** any petrol, 26 - had no **idea** (that) cars cost, 27 - **let** it get you

Students may use the following resources and publications to prepare for the written examinations in English:

- FCE (First Certificate in English) books, such as *Ready for FCE* or *First Trainer*
- CAE (Cambridge Advanced Certificate in English) books, such as *Ready for CAE* or *Advanced Trainer*
- Cambridge English Exam Booster for Advanced (Self-Study Edition)
- School-leaving exams in English language both at level B2 and C1 available at:  
<https://www2.nucem.sk/sk/merania/narodne-merania/maturita>
- Reading Comprehension, Listening Comprehension and Use of Language available at:  
<https://engexam.info/ielts-cae-practice-tests/>
- Word formation exercises available at:  
[https://www.english-grammar.at/online\\_exercises/word-formation/word-formation-index.htm](https://www.english-grammar.at/online_exercises/word-formation/word-formation-index.htm)
- Reading comprehension exercises available at:  
<https://www.esl-lounge.com/student/reading-advanced.php>
- Listening comprehension exercises available at:  
<https://www.esl-lounge.com/student/listening-advanced.php>
- The students of our Bilingual Grammar School Česká can use our Practice Tests as a form of preparation, and therefore, estimate their success rate.