

UK ETF

Vzorový test z AJ

Podoba přijímací zkoušky: Porozumění a interpretace odborného textu v cizím jazyce, zjišťující pasivní znalost jazyka (formou otázek k textu) – max. 40 bodů.

Čas na test: 75 minut

Luke 15:1-32 ^{RSV} Now the tax collectors and sinners were all drawing near to hear him. ² And the Pharisees and the scribes murmured, saying, "This man receives sinners and eats with them." ³ So he told them this parable: ⁴ "What man of you, having a hundred sheep, if he has lost one of them, does not leave the ninety-nine in the wilderness, and go after the one which is lost, until he finds it? ⁵ And when he has found it, he lays it on his shoulders, rejoicing. ⁶ And when he comes home, he calls together his friends and his neighbors, saying to them, 'Rejoice with me, for I have found my sheep which was lost.' ⁷ Just so, I tell you, there will be more joy in heaven over one sinner who repents than over ninety-nine righteous persons who need no repentance. ⁸ "Or what woman, having ten silver coins, if she loses one coin, does not light a lamp and sweep the house and seek diligently until she finds it? ⁹ And when she has found it, she calls together her friends and neighbors, saying, 'Rejoice with me, for I have found the coin which I had lost.' ¹⁰ Just so, I tell you, there is joy before the angels of God over one sinner who repents." ¹¹ And he said, "There was a man who had two sons; ¹² and the younger of them said to his father, 'Father, give me the share of property that falls to me.' And he divided his living between them. ¹³ Not many days later, the younger son gathered all he had and took his journey into a far country, and there he squandered his property in loose living. ¹⁴ And when he had spent everything, a great famine arose in that country, and he began to be in want. ¹⁵ So he went and joined himself to one of the citizens of that country, who sent him into his fields to feed swine. ¹⁶ And he would gladly have fed on the pods that the swine ate; and no one gave him anything. ¹⁷ But when he came to himself he said, 'How many of my father's hired servants have bread enough and to spare, but I perish here with hunger! ¹⁸ I will arise and go to my father, and I will say to him, "Father, I have sinned against heaven and before you; ¹⁹ I am no longer worthy to be called your son; treat me as one of your hired servants.'" ²⁰ And he arose and came to his father. But while he was yet at a distance, his father saw him and had compassion, and ran and embraced him and kissed him. ²¹ And the son said to him, 'Father, I have sinned against heaven and before you; I am no longer worthy to be called your son.' ²² But the father said to his servants, 'Bring quickly the best robe, and put it on him; and put a ring on his hand, and shoes on his feet; ²³ and bring the fatted calf and kill it, and let us eat and make merry; ²⁴ for this my son was dead, and is alive again; he was lost, and is found.' And they began to make merry. ²⁵ "Now his elder son was in the field; and as he came and drew near to the house, he heard music and dancing. ²⁶ And he called one of the servants and asked what this meant. ²⁷ And he said to him, 'Your brother has come, and your father has killed the fatted calf, because he has received him safe and sound.' ²⁸ But he was angry and refused to go in. His father came out and entreated him, ²⁹ but he answered his father, 'Lo, these many years I have served you, and I never disobeyed your command; yet you never gave me a kid, that I might make merry

with my friends. ³⁰ But when this son of yours came, who has devoured your living with harlots, you killed for him the fatted calf!' ³¹ And he said to him, 'Son, you are always with me, and all that is mine is yours. ³² It was fitting to make merry and be glad, for this your brother was dead, and is alive; he was lost, and is found.'"

Otázky (odpovídejte co nejpřesněji z textu česky):

- 1) Kdo přichází k Ježíšovi, aby mu naslouchali?
 - 2) Co na Ježíšovi vadí farizeům?
 - 3) Jak na námitky reaguje Ježíš?
 - 4) Co udělá dobrý pastýř, když nalezne ztracenou ovci?
 - 5) Jak se projeví jeho radost?
 - 6) Co dělá žena, aby našla ztracené peníze?
 - 7) Nad kým mají v nebi menší radost?
 - 8) Proč otec rozdělí majetek svým synům?
 - 9) Co s majetkem udělal mladší syn?
 - 10) Co s majetkem udělal starší syn?
 - 11) Jaké zaměstnání dostane mladší syn?
 - 12) Co dělá starší syn?
 - 13) Na co přijde mladší syn, když se octne v nouzi?
 - 14) Jak reaguje otec, když uvidí mladšího syna přicházet?
 - 15) Co řekne otec mladšímu synovi, sotva ho uvidí se vracet?
 - 16) Koho chce otec nechat zabít?
 - 17) Co uslyšel starší syn při návratu z práce domů?
 - 18) Co otec staršímu synovi údajně nikdy nedal?
 - 19) Co chtěl dělat starší syn se svými přáteli?
 - 20) Přeložte co nejpřesněji verše 31-32:
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TEXTS ADOPTED

EU Youth Strategy 2013-2015

European Parliament resolution of 27 October 2016 on the assessment of the EU Youth Strategy 2013-2015 (2015/2351(INI))

General recommendations

The European Parliament,

3. Emphasises that inclusion of youth with disability in employment is necessary so they can lead an independent life and be fully integrated in society as active participants and real contributors;
4. Stresses the importance of the Structured Dialogue as a means of involving young people, both those who are involved in youth organisations and those who are not; highlights in this regard the need to increase and improve the outreach, visibility and quality of the process, giving special attention to the involvement of vulnerable and marginalised groups, in order to develop, implement and evaluate youth policies more effectively at all levels and to foster active citizenship among young people; calls for strengthening the Structured Dialogue as a quality participatory tool for young people in the next cooperation framework for youth;
6. Stresses the importance of the EU Youth Strategy, given the EU's alarmingly high youth unemployment, the high and widely varying percentages of NEETs, and the challenges of youth poverty and social exclusion; stresses that the next cycle (2016-2018) should contribute to the two objectives of the EU Youth Strategy by identifying and tackling the causes of youth unemployment, such as early school leaving, by fostering entrepreneurship among young people, by investing in education, internships, apprenticeships and vocational training in the skills that reflect labour market opportunities, needs and developments, and by facilitating the transition to the labour market in terms of measures ensuring better coordination of education programmes, employment policy and labour market demands; points out that labour market actors must be supported in their endeavours to implement the Youth Guarantee Scheme in an effort to ensure that, at the latest, four months after leaving school, young people are either in employment, in education or undergoing vocational (re)training;
8. Stresses that it is essential that the next cycle of the EU Youth Strategy includes young refugees and asylum seekers under its objectives and ensures their equal and non-

discriminatory treatment, access to education, training and employment and social inclusion, thus helping them build their identity in the host countries and make full use of their talents and potential, and avoid their marginalisation and disenchantment;

9. Expresses its concern at the brain drain and the dangers thereof for certain Member States, in particular those facing difficulties and included in adjustment programmes, where an increasing number of graduates are being forced by massive unemployment to go abroad, depriving the countries concerned of their most valuable and productive human resources;
10. Stresses the potential of new technologies for connecting with young people and calls on the EU and the Member States to take advantage of those technologies to strengthen the dialogue with young people and their capacity to participate in society;

Employment and education

34. Urges the Member States to fully implement the Erasmus+ programme, especially its apprenticeships facet, thereby promoting and fostering further cross-border training and career and labour mobility among young people and providing them with skills and competences for life, including language skills, while also broadening their opportunities and chances to participate in both the labour market and society, whatever their academic qualifications, skills or education level may be; expresses concern that the mobility of apprentices has not yet achieved the desired levels, and calls on the Commission, the Member States, companies and schools to find ways to overcome the remaining obstacles to the mobility of apprentices; stresses the importance of supporting young people in their mobility projects, given the age factor and their often unstable financial situations, including by removing certain indirect constraints on mobility, such as accommodation and transport difficulties;
36. Highlights the importance of teaching and learning general basic skills such as ICT, maths, critical thinking, foreign languages, mobility, etc., which will enable young people to easily adapt to the changing social and economic environment;
37. Calls on the Commission and the Member States to boost ICT training in order to equip all young people with the relevant e-skills useful for the labour market, for example by reallocating funding within the Youth Employment Initiative;
38. Reiterates that information and communication technologies (ICT) have an important role to play in young people's personal and professional development, and acknowledges their potential to empower young people by bringing them together in response to social concerns and by allowing them to connect across geographical, social, religious, gender and economic barriers; calls on the Member States, therefore, to undertake measures to ensure that all young people are well equipped with up-to-date ICT skills and competences;

Otázky k textu ***EU Youth Strategy 2013-2015***

Odpovězte na základě uvedeného textu:

- 1) Proč je nutné začleňovat mladé lidi se zdravotním postižením do zaměstnání?
- 2) Který kvalitní nástroj zapojení mladých lidí do příštího rámce spolupráce v oblasti mládeže doporučuje parlament EU?
- 3) Které příčiny nezaměstnanosti mladých lidí vidí parlament EU?
- 4) Co má EU zajistit hlavně mladým uprchlíkům a žadatelům o azyl?
- 5) Jaký negativní vliv nebo důsledek pro některé země EU má masivní nezaměstnanost absolventů VŠ?
- 6) Jaký potenciál nabízejí nové technologie?
- 7) Proč se mluví o mobilitě učňů?
- 8) Co vše si slibují autoři textu od lepší znalosti ICT mezi mladými lidmi?