

GAP test sample with commentary

Sentence completion

In these items, applicants are asked to find the most suitable words to complete the sentence. The items test how well the applicants are able to deduce missing information from a text and how well they are able to determine the context. This ability is very important in order for applicants to correctly comprehend what information a text is trying to convey.

In the following sentence there are two blank spaces which indicate that something was left out of the sentence. Below the sentence you will find several options – word pairs. Choose the word pair that best completes the sentence.

The police had not _____ about the document, but soon afterwards determined that what they held in their hands was a definite _____.

- (A) heard - nonsense
- (B) suspected - case
- (C) known - forgery
- (D) silenced - alarm
- (E) reported - fact

Correct answer: C

Text comprehension

These items reflect a typical learning situation. A substantial part of every course of study depends on comprehension and correct interpretation of specialized texts. A significant difference lies in whether the applicant reads the text, mechanically remembers it and then after a short time forgets it, or whether he or she manages to truly comprehend the text and its essence.

The aim of these items is primarily to determine whether the applicant comprehends the logical relationships in the text and whether he or she can come to a conclusion based only on the information contained in the text. The applicant has to determine which statements can be inferred from the text and which, on the other hand, contradict the text.

Perhaps the most widespread and influential type of opera in the age of classicism was the so-called *opera seria* - a genre which was developed in the High Baroque era. *Opera seria* is Italian both in its origins and in the language of the libretti. In spite of this, however, it was a truly international type of musical theatre: it was cultivated throughout Europe and was produced not only by Italians, but also by composers of other nationalities, who based their works on the Italian model. Even though *opera seria* had its origins in a previous epoch, it was composed until the close of the century; Mozart's *Titus* of 1791, for example, is among the later examples of the form. *Opera seria* occupies a special position in the stylistic development of European music: it consisted of Baroque music, though from the second third of the 18th century more lyrical melodies and simpler orchestral accompaniment began to be used in the genre, which led to a new stylistic epoch. *Opera seria* thus became one of the areas in which the musical discourse of the classical era was formalised.

(Kouba, J.: *The ABCs of Musical Styles*. Supraphon, Prague, 1988)

The main topic of the text is:

- (A) the stylistic development of European music in the 17th century
- (B) a genre that originated in a work by Mozart
- (C) the most widespread type of opera in the age of classicism
- (D) differences between Italian and French opera in the High Baroque and classicism periods
- (E) a purely Italian genre of opera

Correct answer: C

A written legal act is valid if it is signed by the competent party. The signature can be replaced by mechanical means in situations where this normally occurs.

From the text, it can be inferred that:

- (A) A legal act is valid as soon as it has been signed.
- (B) An unsigned legal act can be replaced by mechanical means.
- (C) In legal acts, mechanical means can replace the competent parties, if this is usually done.
- (D) There are situations in which a legal act needn't be signed by a competent party and is nevertheless valid.
- (E) The validity of the signature is verified through mechanical means.

Correct answer: D

Another type of items regularly used in the GAP test is the comparison of the semantic relationship of word pairs and the matching of words with the same or opposite meaning.

Sets of conditions

These items are composed of a set of conditions and the applicant's task is to decide whether certain statements can be inferred from the conditions or whether a certain situation corresponds to the conditions. These items test if the applicant is able to make inferences from a set of conditions and to effectively analyze them (for example, making a table or a scheme is a suitable method).

Four employees of one company, Mr. **Bílý**, Mr. **Adamovský**, Mrs. **Černá** and Mrs. **Doležalová** must divide six work tasks among themselves:

- Age - ordinary agenda of the company
- Bus - business trip
- Sup - meeting with suppliers
- Cor - business correspondence
- Ord - order fulfilment
- Dec - decoration of the conference room

- (1) One employee cannot handle more than two tasks.
- (2) No more than one employee can be assigned to any of the work tasks.
- (3) Decoration of the conference room must be done by a woman.
- (4) Mr. Bílý or Mrs. Doležalová must handle the business correspondence.
- (5) Whoever goes on the business trip cannot be assigned another task during the course of the week.
- (6) The meeting with suppliers must be attended by whoever fulfils orders.

If one employee handles correspondence and decoration, this can be:

- (A) Mr. Bílý
- (B) Mr. Adamovský
- (C) Mrs. Černá
- (D) Mrs. Doležalová
- (E) none of the above

Correct answer: D

Which of the following divisions of tasks can be considered?

	Bílý	Adamovský	Černá	Doležalová
(A)	Cor	Bus	Dec, Sup	Ord, Age
(B)	Bus	Age, Dec	Sup, Ord	Cor
(C)	Cor	Age	Sup, Ord	Bus, Dec
(D)	Age, Cor	Bus	Sup	Ord, Dec
(E)	Age	Sup, Ord	Bus	Cor, Dec

Correct answer: E

If Mrs. Doležalová goes on the business trip, who would meet with suppliers?

- (A) Mr. Bílý
- (B) Mr. Adamovský
- (C) Mrs. Černá
- (D) Mrs. Doležalová
- (E) Cannot be determined.

Correct answer: B

Quantitative items

The aim of the quantitative items is to determine whether the applicant is able to apply basic mathematical skills (for example, calculation with percentages, calculation of volumes and areas, etc.). The main focus of the items is, however, not on the calculations themselves, but rather on whether the applicant has general analytical skills and can use them effectively. The examples of items shown below may seem trivial, but it is necessary to bear in mind that the applicants only have about one minute to solve each item. The quantitative items effectively determine whether applicants have the prerequisites for studying a mathematical field.

A sweater was discounted twice: by 20% and then by another 20%. It now costs CZK 800. What was the original price of the sweater?

- (A) CZK 1,280
- (B) CZK 1,250
- (C) CZK 1,200
- (D) CZK 1,120
- (E) CZK 1,000

Correct answer: B

If $A = x \cdot y$ and $B = \frac{x}{y}$, what does $\frac{A^2}{B}$ equal?

- (A) $x \cdot y^3$
- (B) x^2
- (C) y^2
- (D) $\frac{y^3}{x}$

(E) None of the options above is correct.

Correct answer: A