

Filozofická fakulta, ústav Ostravské univerzity (dále jen OU)

Informace o přijímacích zkouškách podle studijních programů

1. Studijní program *KKOV N7310 Philology*

a) Studijní obor *English language and literature*

Forma přijímací zkoušky: písemná

Test z English language and literature- varianta A

Úplné zadání Zkušebních otázek či příkladů, které jsou součástí přijímací zkoušky nebo její části a u otázek s výběrem odpovědi správné řešení.

PART I - Language Competence (30 points)

1. For questions 1–5, choose the option which best completes each of the following sentences. (5 points)

- 1) Who goes there? Friend or?
A. fiend B. enemy C. fob D. foe
- 2) I work for an insurance company and deal with all the that come in.
A. claims B. suggestions C. inquirers D. inquests
- 3) George is doing an additional in graphic design.
A. research B. practice C. course D. study
- 4) Far- actions have a very wide influence and effect a great number of things.
A. fetched B. stretching C. renowned D. reaching
- 5) Thank God you have come! The train leaves in three minutes.
A. lastly B. finally C. at the end D. at last

2. For questions 1–10, read the text below and think of the word which best fits each gap. Use only one word in each gap. (10 points)

Global English exists (1) a political and cultural reality. Many misguided theories attempt to explain why the English language should have succeeded internationally, whilst (2) have not. Is it because there is something inherently logical or beautiful about the structure of English? Does its simple grammar make it easy to learn? Such ideas are misconceived. Latin was once a major international language, (3) having a complicated grammatical structure, and English also presents learners with all manner of real difficulties, (4) least its spelling system. Ease of learning, therefore, has little to do with it. (5) all, children learn to speak their mother tongue in approximately the same period of time, (6) of their language. English has spread not (7) much for linguistic reasons, but rather because it has often found (8) in the right place, at the right time. Since the 1960s, two major developments have contributed to strengthening this global status. (9), in a number of countries, English is now used in addition to national or regional languages. As well as this, an electronic revolution has taken place. It is estimated that (10) the region of 80% of worldwide electronic communication is now in English.

3. For questions 1–5, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given. (5 points)

1) You ran the risk of being burgled when you left the door unlocked. **broken**
Your house when you left the door unlocked.

2) I regret agreeing to do extra work. **on**
If only the extra work.

3) We were sorry that we did not get our examination results until after the end of term. **through**
We wish our examination results the end of term.

4) It's too late to try and phone them now. **point**
It's so late that phone them now.

5) The alarm went off just as they came out of the building. **when**
Scarcely the alarm went off.

4. For questions 1–10, read the text below. Use the word given in capitals to form a word that fits in the gap. (10 points)

Dylan Marlais Thomas (1914-53) was born in South Wales, the son of the English master at Swansea Grammar School. (1) (LIKE) many of his Welsh-speaking contemporaries, he had no knowledge of the country's language. Thomas began to write poetry while still at school, and worked as a journalist before moving to London in 1934. His first volume of verse, (2) (TITLE) *18 Poems*, appeared in the same year. He then embarked on a career in the media, spending much of his time in the (3) (INCREASE) popular afternoon drinking clubs of the era. In 1937, Thomas married Caitlin Macnamara; they settled (4) (TEMPORARY) at Laugharne in Wales, returning there permanently in 1949. There were some (5) (ALLEGED), put forward by jealous contemporaries no doubt, that Thomas had deliberately sought obscurity, but these may well have (6) (REPRESENT) Thomas's true motives for settling in Wales. Despite this, he gradually won (7) (DENY) appreciative followers of his writing. His worksheets, minutely labored over and evidence of his (8) (RELENT) search for perfection, reveal him as a (9) (PASSION), even obsessional craftsman. He enjoyed his (10) (PRECEDENT) popularity as an entertainer on the radio and with students.

PART II – Linguistics (35 points)

1. Fill in all possible plural forms of the following nouns:

fungus

chassis

aquarium

hypothesis

2. Sentence pattern: (i) analyze the sentence complex down to the clause level (use slashes / to separate individual clauses), (ii) draw a dependency graph, (iii) state what relation holds between the clauses/units based on their mutual interdependency, and (iv) state the form and syntactic function of the underlined segment:

I discovered it this morning, after I finished everything in my Kindle on my to-be-read list and then I surfed the net for more books by my favorite author, a mysterious figure who goes by the initials LF.

3. Write out the object(s) from the sentence above and state how it is realized (form):

4. Explain the use of the indefinite, definite and zero articles highlighted below:

Nearly 40 million people in **the UK** are living in areas where illegal levels of air pollution from **0** diesel vehicles risk damaging their health, according to an analysis commissioned by the Labour Party. The extent of the air pollution crisis nationally is exposed in the data, which shows 59% of the population are living in towns and cities where nitrogen dioxide (NO₂) pollution breaches the lawful level of 40 microgrammes per cubic metre of air. Labour says the air pollution crisis is a “national scandal”. Sue Hayman, shadow secretary of state for environment, food and rural affairs, said **a** Labour government would bring in a new clean air act to tackle what was a public health emergency.

5. Search through the text and find examples of nominal and verbal sentence condensers. List all the sentence condensers below the text and identify their morphological form.

The article explores how interaction analysis, drawing on Conversation Analysis (CA), can be

useful for the study of online community. This kind of analysis situated within the model of Computer-Mediated Discourse Analysis (Herring, 2004) works with extracts from a German forum on eating disorders which are analyzed and various aspects of forum community are attended to in these interactions, including solidarity, a shared purpose, norms and values, conflict, roles, and hierarchies. The concepts of participation and reification adopted from Community of Practice theory are incorporated into the account, highlighting the close relation between rules and actual online behaviour.

sentence condenser

morphological form

6. Define the lexico-semantic or formal relations which characterise the following pairs:

daffodil/violet

wealthy/rich

opaque/transparent

flower/flour

7. Highlight all the passive forms used in the sentences below and characterize their function(s) or the reasons for the preference of the passive forms here:

Oyster restoration projects are taking place around the UK, and the Solent project is one of the biggest and the first to use cages, provided by the MDL Marinas company. These hang from harbours and protect the oysters, which can then reproduce and send a “massive input of larvae into the Solent”, according to Preston. The cages have been tested over the last year, with some success in Portsmouth harbour. “I thought they were all going to die – I mean, it’s filthy there,” said Preston. “But we had only 7% mortality – I was astonished.” However, another test cage in Langton harbour was all but wiped out due to a toxic algal bloom, possibly connected to sewage overflows after storms. Most oysters eaten in the UK today are farmed Pacific oysters. Their flesh is less firm than the native oyster and many people prefer the flavour of the natives.

8. Read the text and answer the questions below:

Abstract

As researchers continue to face pressures to publish their work in English-medium journals, the need for EAP writing specialists to provide support for this process continues to be of increasing importance. We have come quite far in our ability to help doctoral students navigate their way through their degree programs and become full participants in their chosen own fields. Successes aside, however, we must always question whether and how we are meeting their writing communication needs. This involves deepening our understanding of the research writing challenges faced by the new generation of scholars, which are becoming progressively more complex. This complexity can be attributed to a number of

factors such as the students themselves, the increasing importance of interdisciplinary research, emerging research genres, and the new audience with whom researchers are expected to engage. Adding to this complexity is the reality that the writing mentoring doctoral students receive may be inadequate. This paper discusses these issues and proposes that EAP writing instructors can play an invaluable role in helping doctoral students and other research writers gain an enhanced set of knowledge brokering skills that will allow them to transport and translate their research across many boundaries. In doing so, we can also model the kind of mentoring approaches that the current generation of scholars can enact to support the research writing of successive generations of scholars.

What is the function of an abstract?

What kind of information is an abstract supposed to provide?

Which lexical and grammatical features define the style of this text?

PART III – British and American Literature (35 points)

1. Give the full names of the authors of the works listed below. (6 points)

The Howl (1956)

Absalom, Absalom! (1936)

Saint Joan (1923)

2. In which literary works can we find the following characters? Give the title of each work, the full name of its author, and the century in which it was published. (15 points)

Elizabeth Bennett.....

Sethe.....

Estragon
.....

3. Link the following authors with the appropriate literary movements/sub-genres. (5 p.)

Raymond Carver	Southern gothic
Eudora Welty	local color
Langston Hughes	Beat generation
Jack Kerouac	Harlem Renaissance
Willa Cather	minimalism

4. What terms do the following definitions refer to? (4 points)

- The turning point in a story or play:
.....
- A person's written account of his or her own life:
.....
- A narrative in which the characters and the setting stand for abstract qualities and ideas:
.....
- A stanza of four lines:
.....

5. Are the following statements correct? Circle the appropriate answers. (5 points)

The setting of Upton Sinclair's novel *The Jungle* is Harlem. Yes / No

Sandra Cisneros' novel *The House on Mango Street* is considered to be the first novel of the Native American Renaissance. Yes / No

Jonathan Swift's *Gulliver's Travels* was published in the eighteenth century. Yes / No

Philip Larkin was a leading representative of the postwar school of poetry called "The Group." Yes /No

The novel *Moby-Dick* ends with Captain Ahab finally killing the whale. Yes / No

English Language and Literature – Key to exercises

Part I – Language Competence

(30 points)

1. For questions 1–5, choose the option which best completes each of the following sentences.

- 1) D 2) A 3) C 4) D 5) D

2. For questions 1–10, read the text below and think of the word which best fits each gap. Use only one word in each gap.

- 1) as
2) others
3) despite
4) not
5) after
6) regardless/irrespective
7) so
8) itself
9) firstly
10) in

3. For questions 1–5, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

- 1) could have been broken into
2) I had not taken on
3) had come through before
4) is no point (in) trying to
5) had they come out of / left the building when

4. For questions 1–10, read the text below. Use the word given in capitals to form a word that fits in the gap.

- 1) unlike
2) entitled/titled
3) increasingly
4) temporarily
5) allegations
6) misrepresented
7) undeniably
8) relentless
9) passionate
10) unprecedented

Part II – Linguistics (35 points)

1. Fill in all possible plural forms of the following nouns:

fungus/ **funguses, fungi**

chassis/ **chassis**

aquarium/ **aquariums, aquaria**

hypothesis/ **hypotheses**

2. Sentence pattern: (i) analyze the sentence complex down to the clause level (use slashes / to separate individual clauses), (ii) draw a dependency graph, (iii) state what relation holds between the clauses/units based on their mutual interdependency, and (iv) state the form and syntactic function of the underlined segment:

[MC] I (S) discovered (P) it (Od) this morning (Adv), [DC1] after I (S) finished (P) everything in my Kindle on my to-be-read list (Od) and [DC2] then I (S) surfed (P) the net (Od) for more books by my favorite author (Oprep), a mysterious figure [DC3] who goes (P) by the initials LF (Adv) (a complex NP, apposition).

MC

↑ DC1 Adv and DC2 Adv

↑ DC3 rel.

3. Write out the object(s) from the sentence above and state how it is realized (form):

it = Oi; everything in my Kindle on my to-be-read list = Od; the net = Od; for more books by my favorite author = Oprep.;

4. Explain the use of the indefinite, definite and zero articles highlighted below:

Nearly 40 million people in the UK are living in areas where illegal levels of air pollution from 0 diesel vehicles risk damaging their health, according to an analysis commissioned by the Labour Party. The extent of the air pollution crisis nationally is exposed in the data, which shows 59% of the population are living in towns and cities where nitrogen dioxide (NO₂) pollution breaches the lawful level of 40 microgrammes per cubic metre of air. Labour says the air pollution crisis is a “national scandal”. Sue Hayman, shadow secretary of state for environment, food and rural affairs, said a Labour government would bring in a new clean air act to tackle what was a public health emergency.

the UK – a country that is a union

from 0 diesel vehicles – indefinite plural nouns

a Labour government – indefinite singular noun, new information

5. Search through the text and find examples of nominal and verbal sentence condensers. List all the sentence condensers below the text and identify their morphological form.

The article explores how interaction analysis, **drawing** on Conversation Analysis (CA), can be useful for the study of online community. This kind of analysis **situated** within the model of Computer-Mediated Discourse Analysis (Herring, 2004) works with extracts from a German forum on eating disorders which are analyzed and various aspects of forum community are attended to in these interactions, **including** solidarity, a shared purpose, norms and values, conflict, roles, and hierarchies. The concepts of participation and reification **adopted** from **Community of Practice theory** are incorporated into the account, **highlighting** the close relation between rules and actual online behaviour.

sentence condenser	morphological form
drawing	present participle
situated	past participle
including	present participle
adopted	past participle
Community of Practice Theory	a complex noun group
highlighting	present participle

6. Define the lexico-semantic or formal relations which characterise the following pairs:

daffodil/violet – **co-hyponyms** wealthy/rich – **(contextual) synonyms**

opaque/transparent – **opposites (or antonyms)** flower/flour – **homophones**

7. Highlight all the passive forms used in the sentences below and characterize their function(s) or the reasons for the preference of the passive forms here:

Oyster restoration projects are taking place around the UK, and the Solent project is one of the biggest and the first to use cages, **provided** by the MDL Marinas company. These hang from harbours and protect the oysters, which can then reproduce and send a “massive input of larvae into the Solent”, according to Preston. The cages **have been tested** over the last year, with some success in Portsmouth harbour. “I thought they were all going to die – I mean, it’s filthy there,” said Preston. “But we had only 7% mortality – I **was astonished**.” However, another test cage in Langton harbour **was wiped out** due to a toxic algal bloom, possibly **connected** to sewage overflows after storms. Most oysters **eaten** in the UK today **are farmed** Pacific oysters. Their flesh is less firm than the native oyster and many people prefer the flavour of the natives.

provided – sentence condenser, keeping the subject the same, shifting the agent to the end of the sentence as a new piece of information, as a rhematic component of the sentence

have been tested – avoiding mentioning the agent (the doer)

was astonished – facilitating the theme-rheme structure, shifting the rheme towards the end of the sentence

was wiped out – facilitating the theme-rheme structure, shifting the rheme towards the end of the sentence

connected – sentence condenser, shortening the sentence, a set phrase

eaten – sentence condenser, shortening the sentence, a set phrase, omitting the general subject

are farmed – facilitating the theme-rheme structure, shifting the rheme towards the end of the sentence

8. Read the text and answer the questions below:

Abstract

As researchers continue to face pressures to publish their work in English-medium journals, the need for EAP writing specialists to provide support for this process continues to be of increasing importance. We have come quite far in our ability to help doctoral students navigate their way through their degree programs and become full participants in their chosen own fields. Successes aside, however, we must always question whether and how we are meeting their writing communication needs. This involves deepening our understanding of the research writing challenges faced by the new generation of scholars, which are becoming progressively more complex. This complexity can be attributed to a number of factors such as the students themselves, the increasing importance of interdisciplinary research, emerging research genres, and the new audience with whom researchers are expected to engage. Adding to this complexity is the reality that the writing mentoring doctoral students receive may be inadequate. This paper discusses these issues and proposes that EAP writing instructors can play an invaluable role in helping doctoral students and other research writers gain an enhanced set of knowledge brokering skills that will allow them to transport and translate their research across many boundaries. In doing so, we can also model the kind of mentoring approaches that the current generation of scholars can enact to support the research writing of successive generations of scholars.

What is the function of an abstract?

to reveal if the study which follows is relevant to the reader's research or interest,
to attract the reader's attention to the study

What kind of information is an abstract supposed to provide?

to inform about the topic, research aim(s), methodology, material/corpus, and to indicate or briefly summarize the key results

Which lexical and grammatical features define the style of this text?

impersonality of expression (higher frequency of passive), terminology, syntactic condensation + involved sentence structure (pre- + postmodification...)

Part III – British and American Literature (35 points)

1. Give the full names of the authors of the works listed below.

1. (Irwin) Allen Ginsberg
2. William (Cuthbert) Faulkner
3. G.B. Shaw (George Bernard)

2. In which literary works can we find the following characters? Give the title of each work, the full name of its author, and the century in which it was published.

1. Jane Austen, *Pride and Prejudice*, 1813/19. stol.
2. Toni Morrison, *Beloved*, 1987/20. stol.
3. Samuel Beckett, *Waiting for Godot*, 1953/20. stol.

3. Link the following authors with the appropriate literary movements/sub-genres.

- Raymond Carver - minimalism
Eudora Welty – Southern gothic
Langston Hughes – Harlem Renaissance
Jack Kerouac – Beat generation
Willa Cather – local color

4. What terms do the following definitions refer to?

Climax, autobiography, allegory, quatrain

5. Are the following statements correct? Circle the appropriate answers.

No, No, Yes, No, No

Základní statistické charakteristiky písemné přijímací zkoušky nebo její části:

Počet uchazečů, kteří se zúčastnili písemné přijímací zkoušky: **1**

Nejlepší možný výsledek písemné přijímací zkoušky: **100**

Nejlepší skutečně dosažený výsledek písemné přijímací zkoušky: **27**

Průměrný výsledek písemné přijímací zkoušky: -

Směrodatná odchylka výsledků písemné přijímací zkoušky: **0.0**

Decilové hranice výsledku zkoušky: -

Ostrava 21. června 2017

Zpracovali: Mgr. Andrea Holešová, Ph.D., Bc. Petra Valošková

Za správnost odpovídá: Mgr. Andrea Holešová, Ph.D.