

Informace o přijímacích zkouškách podle studijních programů

1. Studijní program *N7310 Filologie*

a) Studijní obor *Anglický jazyk a literatura*
následná magisterská jednooborová forma studia

Forma přijímací zkoušky: písemná

Test z *anglického jazyka - varianta A*

Linguistics (50 bodů)

1. Phonetics

a) Write at least six English plosives using IPA symbols and divide them into fortis and lenis. (6 bodů)

fortis [...p....], [...t....], [...k....]

lenis [...b...], [...d...], [...g...]

b) Transcribe these words as pronounced in British English using IPA symbols. Mark stress. (6 bodů)

course [.....kO;s.....]

hotel [.....həU"tel.....]

basic [....."beI.sIk.....]

2. Morphology

c) Fill in all possible plural forms of the following nouns: (5 bodů)

bacterium ___ bacteria _____ index ___ indices, indexes _____

analysis ___ analyses _____ information _____ information _____

d) Use slashes to divide the word below into morphs and name the types of the morphs appropriately: (4 body)

non-specialists: non – negative prefix, special – base, -ist – suffix, -s – plural - ending

e) Rewrite the following sentence to make the reference used generic: (3 body)

What makes the people violent?

What makes people violent?

f) Use proper terminology to name the forms highlighted in the following text, use the lines below for your answers (to mark the form as ‘-ing form’ is not sufficient): (6 bodů)

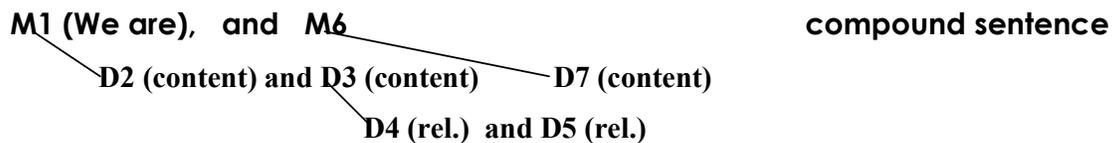
‘**Minding** (1) your own business’ is not to be interpreted as really minding your own business, it simply means that you are not **to interfere** (2) with others. If you are **walking** (3) peacefully in the street and someone pours two gallons of **boiling** (4) water over your best bowler through his bathroom overflow, the pipe of which is **aimed** (5) at the street you should proceed without **uttering** (6) a word – however short – because it is obviously the other fellow’s business when he has his bath and how hot he likes it.

- (1) gerund/verbal noun (2) to-infinitive
 (3) ing/ present participle (4) adjective
 (5) -ed/past participle (6) gerund

3. Syntax

g) Sentence pattern: analyze the sentence complex down to the clause level and state the relation holding between the units based on their mutual interdependency (dominance/hierarchy): (10 bodů)

We are sure the company concerned will do the decent thing and compensate the nine people who had saved up all year and then been denied their holiday, and we are convinced the delay so far has been caused by an administrative error.



h) Explain the differences (e.g. in emphasis, style...) between the following active and passive sentences; write your explanation on the line below the pair: (10 bodů)

1. Father Christmas-style sleds are dragged out of storage and the dogs are let out of their enclosures.
2. They dragged Father Christmas-style sleds out of storage and let the dogs out of their enclosures.

1. Formal, impersonal style, the emphasis on the activity than on the doer, the agent is suppressed to the background

2. Less formal style – more personal as the doer is “they”.

1. The dough was rolled out and then cut into teddybear shapes.

2. We rolled out the dough and then we cut it into teddybear shapes.

1. Formal, impersonal style, the emphasis on the activity than on the doer, the agent is suppressed to the background

2. Less formal style – more personal as the doer is “we” – twice repeated – the emphasis on “us”.

British and American literature (50 bodů)

1. Define “verse meter”. (2 body)

Recurring pattern of stressed and unstressed syllables in lines of a set length.

2. Who was Cædmon? Who was William Caxton? (2 body)

Cædmon is the earliest English poet whose name is known; Cædmon was a monk and a religious poet, his only surviving work is *Cædmon's Hymn*. William Caxton was an English writer and printer. He introduced a printing press into England, the most important works he printed were *Le Morte d'Arthur* and Geoffrey Chaucer's *Canterbury Tales*. Caxton contributed to standardization of the English language.

3. What genres can be found in the *Canterbury Tales*? (2 body)

Romance, fabliaux, satire, folk tale, sermon (exemplum), saints' lives, epic, fairy romance, lay, didactic treatise, beast fable, courtly love.

4. Name at least four representatives of American realism and naturalism. (4 body)

E.g. Stephen Crane, William Dean Howells, Mark Twain, Frank Norris.

5. Who were the Angry Young Men? (4 body)

A number of British playwrights and novelists from the mid-1950s. Their political views were seen as radical, sometimes anarchistic, and they described social alienation of different kinds. They also often expressed their critical views on society as a whole, criticizing certain behavior or groups in different ways. Feelings of frustration and exclusion from the centre and The Establishment were taken up; in a negative description, they tended to avoid radical experimentalism in their literary style; they were not modernists by technique. Their protagonists were – when being allowed to enter the higher classes – ready to conform. Etc. etc. Kingsley Amis, John Braine, John Wain, John Osborne, Arnold Wesker, etc.

6. Name at least four American playwrights. (4 body)

E. g. Edward Albee, David Mamet, Tennessee Williams, Lillian Hellman.

7. Characterize British Aestheticism (name its representatives, describe its aesthetics). (10 bodů)

In Britain a movement known as aestheticism is often seen as part of the wider symbolist movement. From the mid-nineteenth century until the early twentieth century, the artists and writers associated with British aestheticism experimented with the idea that art is a realm separate from the everyday world and the artist's role is to cultivate and express beauty for its own sake. They rejected classic approaches to art and literature and disputed the notion that art should educate its audience about moral values. The retreat into the realm of highly refined art and the refusal to address contemporary issues are often regarded as an oblique attack on bourgeois morality. The writers of the aesthetic movement drew on the work of British romantic poets such as William Blake; some were also influenced by Baudelaire and the French symbolists. One of the precursors to the aesthetic movement was the Pre-Raphaelite Brotherhood, which was formed by a group of young painters and writers in the mid-nineteenth century. Often they tried to re-create the forms and methods of Gothic art. Writers associated with the aesthetic movement include John Ruskin, Alfred Lord Tennyson, Christina Rossetti, Charles Swinburne, Walter Pater, and Oscar Wilde. Many participants in British aestheticism embraced the notion of *synesthesia* and looked for correspondences between poetry, painting, and music. Etc.

8. Characterize American Transcendentalism (name its representatives, describe its philosophy). (10 bodů)

American transcendentalism was an important movement in philosophy and literature that flourished during the early to middle years of the nineteenth century. It began as a reform movement in the Unitarian church, emphasizing the notion of an indwelling God and the significance of intuitive thought. It was based on a monism holding to the unity of the world and God, and the immanence of God in the world. For the transcendentalists, the soul of each individual is identical with the soul of the world and contains what the world contains. Transcendentalists wanted to rejuvenate the mystical aspects of New England Calvinism and to go back to Jonathan Edwards' "divine and supernatural light," imparted immediately to the soul by the spirit of God. Among transcendentalists' core beliefs was an ideal spiritual state that 'transcends' the physical and empirical and is only realized through the individual's intuition, rather than through the doctrines of established religions. Etc. etc. Prominent transcendentalists included Ralph Waldo Emerson, Henry David Thoreau, William Henry Channing, Margaret Fuller, etc., etc.

9. Assign the names of the authors to the names of their works. (12 bodů)

- | | |
|---------------------|------------------------------------|
| I Mark Twain | a) The Mysterious Stranger |
| II Theodore Dreiser | b) Sister Carrie |
| III Ralph Ellison | c) Invisible Man |
| IV Upton Sinclair | d) The Jungle |
| V Tom Wolfe | e) The Electric Kool-Aid Acid Test |
| VI Toni Morrison | f) Song of Solomon |

Kritéria pro vyhodnocení a postup, jakým se stanoví výsledek přijímací zkoušky nebo její části

písemný test celkem: 100 bodů (za nesprávné odpovědi nebyly strhávány body)

Základní statistické charakteristiky písemné přijímací zkoušky nebo její části:

Počet uchazečů, kteří se zúčastnili písemné přijímací zkoušky: 21

Nejlepší možný výsledek písemné přijímací zkoušky: 100

Nejlepší skutečně dosažený výsledek písemné přijímací zkoušky: 81

Průměrný výsledek písemné přijímací zkoušky: 43,00

Směrodatná odchylka výsledků písemné přijímací zkoušky: 18,75

Decilové hranice výsledku zkoušky: -

Test z *anglického jazyka* - varianta B
Linguistics (50 bodů)

1. Phonetics

a) Write at least six English fricatives using IPA symbols and divide them into fortis and lenis.

(6 bodů)

fortis f, θ, T, s, ʃ, S lenis v, D, z, Z

b) Transcribe these words as pronounced in British English using IPA symbols. Mark stress. (6 bodů)

court [.....kO;t] event [.....I"vent...] loose [.....lu;s.....]

2. Morphology

c) Fill in all possible plural forms of the following nouns: (6 bodů)

criterion _____ criteria _____ fungus _____ fungi, funguses _____

syllabus _____ syllabuses, syllabi _____ money _____ money, (monies, moneys) _____

d) Use slashes to divide the word below into morphs and name the types of the morphs appropriately: (3 body)

teachers – teach – base, -er – word-formative suffix, -s plural ending

e) Rewrite the following sentence to make the reference used generic: (3 body)

Do you like the coffee? **Do you like coffee?**

f) Use proper terminology to name the forms highlighted in the following text; use the lines below for your answers (to mark the form as ‘-ing form’ is not sufficient): (6 bodů)

I smash through the maximum security doors, past the computers, the secrets, the army of secretaries, and burst into a band of generals and lesser lights **talking** (1) about defence and peace and how to eliminate the nuclear threat by **ordering** (2) more weapons. I listen carefully while they tell me with all the patience of a mother to a defective child that if we don't have enough force **to blow up** (3) the world fifty times over, we're not safe. If we do, we are.

I say, ‘Your own statistics show that, if three per cent of the Defence Budget were **spent** (4) on the poverty problem in the United States over the next ten years, there would **be** (5) no problem, you'd wipe it out’.

They look at one another and give little indulgent chuckles and turn back to work. I have no choice. I grab them by their medals and drop them in the bag. One of them pokes his head out of the top and says, 'You should be arrested. What you're **doing** (6) is dangerous!'

(1) **-ing/present participle**__

(2) **gerund**_____

(3) **to-infinitive**_____

(4) **past participle**_____

(5) **bare infinitive**_____

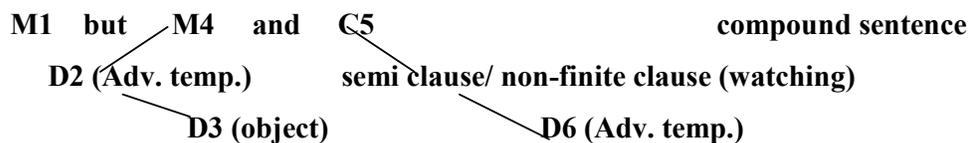
(6) **-ing/present participle**_____

3. Syntax

g) Sentence pattern: analyze the sentence complex down to the clause level and state the relation holding between the units based on their mutual interdependency

(dominance/hierarchy): (10 bodů)

He politely kept his mouth shut, but when I suggested that he might have had enough, he jumped down from the table and was in the other room watching television before you could say 'koala'.



h) Explain the differences (e.g. in emphasis, style...) between the following active and passive sentences; write your explanation on the line below the pair: (10 bodů)

1. Jane is photocopying the documents at the moment.
2. The documents are being photocopied at the moment.

- 1. Less formal style – more personal as the doer is “Jane” who does the activity.**
- 2. Formal, impersonal style, the emphasis on the activity than on the doer, the agent is suppressed to the background**

1. The rugged uninhabited Pacific Ocean outcrop of Cabbage Tree Island, located just off the coast north of Sydney, was identified as the species' only nesting ground.
2. Biologists and other bird watchers identified the rugged uninhabited Pacific Ocean outcrop of Cabbage Tree Island, located just off the coast north of Sydney, as the species' only nesting ground.

- 1. Formal, impersonal style, the emphasis on the activity and the result than on the doer, the agent is suppressed to the background**
- 2. Less formal style – more personal as the doers are “biologists” and “other bird watchers” who do the activity.**

British and American literature (50 bodů)

- 1. Name at least two metrical feet. (2 body)**

E.g. Iamb, Spondee.

- 2. Who was the Venerable Bede? Who was Cynewulf? (2 body)**

Bede was a monk at the Northumbrian monastery of Saint Peter, a scholar and an author of *Historia ecclesiastica gentis Anglorum* (*The Ecclesiastical History of the English People*). Cynewulf was an Anglo-Saxon poet famous for his religious compositions, one of the pre-eminent figures of Old English Christian poetry. Posterity knows of his name by means of runic signatures that are interwoven into the four poems which comprise his scholastically recognized corpus. These are: *The Fates of the Apostles*, *Juliana*, *Elene*, and *Christ II* (also referred to as *The Ascension*).

- 3. Name at least four anonymous poems written in the Old English period. (4 body)**

E. g. *Beowulf*, *The Wanderer*, *The Seafarer*, *The Ruin*.

- 4. Name at least four of Shakespeare’s contemporaries. (2 body)**

E. g. Christopher Marlowe, Thomas Nashe, Ben Jonson, Robert Greene.

- 5. Explain the importance of Edgar Allan Poe as a poet and prose writer. (4 body)**

Poe was an American writer, poet, editor and literary critic, and is considered part of the American Romantic Movement. Best known for his tales of mystery and the macabre, Poe was one of the earliest American practitioners of the short-story and is considered the inventor of the detective-fiction genre. He is further credited with contributing to the emerging genre of science fiction. He was the first well-known American writer to try to earn a living through writing alone. Etc. etc.

- 6. Name at least four American post-World War II poets. (4 body)**

E. g. Gary Snyder, Charles Olson, Robert Creeley, Robert Duncan.

- 7. Characterize the Gothic novel (name the most important authors, describe its aesthetics). (10 bodů)**

Gothic novel belongs to the genre of gothic fiction. It is a genre that combines elements of horror and romance. As a genre, it is generally believed to have been invented by the English author Horace Walpole, with his 1764 novel *The Castle of Otranto*. The effect of Gothic fiction depends on a pleasing sort of terror. Gothic literature is

intimately associated with the Gothic Revival architecture of the same era. In a way similar to the gothic revivalists' rejection of the clarity and rationalism of the neoclassical style of the Enlightened Establishment, the literary Gothic embodies an appreciation of the joys of extreme emotion, the thrills of fearfulness and awe inherent in the sublime, and a quest for atmosphere. English Gothic writers often associated medieval buildings with what they saw as a dark and terrifying period, characterized by harsh laws enforced by torture, and with mysterious, fantastic, and superstitious rituals. Prominent features of Gothic fiction include terror (both psychological and physical), mystery, the supernatural, ghosts, haunted houses and Gothic architecture, castles, darkness, death, decay, doubles, madness, secrets, and hereditary curses. Etc. etc. Clara Reeve, Ann Radcliffe, Matthew Gregory Lewis, Charles Robert Maturin, etc.

8. Characterize the Lost Generation (name the most important authors, describe its aesthetics). (10 bodů)

The Lost Generation is a term coined by author and poet Gertrude Stein which characterizes disillusionment, a general motif of American literary notables who lived in Paris and other parts of Europe, some after military service in the First World War. Figures identified with the "Lost Generation" include authors and poets Ernest Hemingway, F. Scott Fitzgerald, Ezra Pound, Sherwood Anderson, John Dos Passos, John Steinbeck etc. These literary figures also criticized American culture in creative fictional stories which had the themes of self-exile, indulgence and spiritual alienation. Fitzgerald's *This Side of Paradise* shows the young generation of the 1920's masking their general depression behind the forced exuberance of the Jazz Age. Another of Fitzgerald's novels, *The Great Gatsby* does the same where the illusion of happiness hides a sad loneliness for the main characters. Hemingway's novels pioneered a new style of writing which many generations after tried to imitate. Hemingway did away with the florid prose of the 19th century Victorian era and replaced it with a lean, clear prose based on action. He also employed a technique by which he left out essential information of the story in the belief that omission can sometimes strengthen the plot of the novel.

9. Assign the names of the authors to the names of their works. (12 bodů)

- | | |
|---------------------|-------------------------------|
| I James Baldwin | a) If Beale Street Could Talk |
| II John Steinbeck | b) East of Eden |
| III Frank Norris | c) The Octopus |
| IV Vladimir Nabokov | d) Lolita |
| V Saul Bellow | e) Herzog |
| VI Ernest Hemingway | f) A Movable Feast |

Kritéria pro vyhodnocení a postup, jakým se stanoví výsledek přijímací zkoušky nebo její části

písemný test celkem: 100 bodů (za nesprávné odpovědi nebyly strhávány body)

Základní statistické charakteristiky písemné přijímací zkoušky nebo její části:

Počet uchazečů, kteří se zúčastnili písemné přijímací zkoušky: 19

Nejlepší možný výsledek písemné přijímací zkoušky: 100

Nejlepší skutečně dosažený výsledek písemné přijímací zkoušky: 87

Průměrný výsledek písemné přijímací zkoušky: 44,16

Směrodatná odchylka výsledků písemné přijímací zkoušky: 17,49

Decilové hranice výsledku zkoušky: -

Test z *anglického jazyka* - varianta C
Linguistics (50 points)

1. Phonetics

a) Write at least six English short and long vowels using IPA symbols. (6 bodů)

short: V, @, I, U, e, &, Q, i, u long: O:, A:, u:, 3:, i:

b) Transcribe these words as pronounced in British English using IPA symbols. Mark stress. (6 bodů)

personnel [.....%p3:.s@n"el...] Murphy [....."m3;.fi...] reality [...ri"&l.@.ti.....]

2. Morphology

c) Fill in all possible plural forms of the following nouns: (5 bodů)

thesis ___ theses _____ index ___ indexes, indices _____

bronchus ___ bronchi _____ advice ___ advice _____

d) Use slashes to divide the word below into morphs and name the types of the morphs appropriately: (3 body)

settlers – settle – base, -er – word-formative suffix, -s – plural ending

e) Rewrite the following sentence to make the reference used generic: (3 body)

Don't be afraid of the dogs, they are lovely. **Don't be afraid of dogs, they are lovely.**

f) Use proper terminology to name the forms highlighted in the following text; use the lines below for your answers (to mark the form as '-ing form' is not sufficient):

In the late 1950s, a man committed a murder in the Midlands, **splashing** (1) himself with blood in the process. Afterwards, near the scene of the crime a man **covered** (2) with blood was **seen** (3) to board a bus with about fifty people on it. Yet when he got off, leaving a pool of blood on the floor, not a single passenger bothered **to ask** (4) him what he had been **doing** (5) lately. They were true Britons, brought up to respect the rule of **mind** (6) their own business. (6 bodů)

(1) **-ing/present participle**

(2) **past participle** _____

(3) **past participle** _____

(4) **to-infinitive** _____

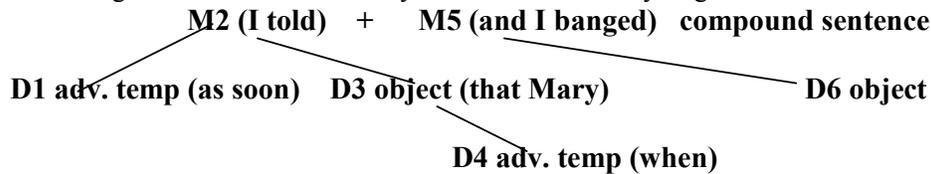
(5) **-ing/present participle** _____

(6) **gerund** _____

3. Syntax

g) Sentence pattern: analyze the sentence complex down to the clause level and state the relation holding between the units based on their mutual interdependency (dominance/hierarchy): (10 bodů)

As soon as my children could speak, I told them that Mary had been my doll when I was a little girl, and I banged on about how carefully I had looked after my fragile doll.



h) Explain the differences (e.g. in emphasis, style...) between the following active and passive sentences; write your explanation on the line below the pair: (11 bodů)

Someone murdered the mayor last night.
The mayor has been murdered last night.

- 1. Less formal style – more personal as the doer is “someone” does the activity.**
- 2. Formal, impersonal style, the emphasis on the activity and the result than on the doer, the agent is suppressed to the background**

The solution was heated to boiling point and then allowed to cool to 20°.
A laboratory technician heated the solution to boiling point and then allowed it to cool to 20°.

- 1. Formal, impersonal style, the emphasis on the activity and the result than on the doer, the agent is suppressed to the background**
- 2. Less formal style – more personal as the doer is “a laboratory technician” does the activity.**

British and American literature (50 bodů)

1. Describe “blank verse”. (2 body)

Any verse comprised of unrhymed lines all in the same meter, usually iambic pentameter.

2. Who was Thomas Jefferson? Who was Benjamin Franklin? (2 body)

Thomas Jefferson was a political thinker, the third President of the United States and the principal author of the *Declaration of Independence*. Benjamin Franklin was a leading author and printer, satirist, political theorist, politician, scientist, inventor, civic activist, statesman, and diplomat.

3. What is “stream of consciousness”? (2 body)

Stream of consciousness is a narrative mode that seeks to portray an individual's point of view by giving the written equivalent of the character's thought processes.

4. Name at least five works by Geoffrey Chaucer. (4 body)

E. g. *The Book of the Duchess*, *Parlement of Fowles*, *The Legend of Good Women* and *Troilus and Criseyde*.

5. Name at least four representatives of Anglo-American modernism in prose. (4 body)

E. g. James Joyce, Virginia Woolf, Ford Madox Ford, Wyndham Lewis.

6. Explain the importance of William Blake. (4 body)

Blake was an English poet, painter, and printmaker. Largely unrecognized during his lifetime, Blake is now considered a seminal figure in the history of both the poetry and visual arts of the Romantic Age. He produced a diverse and symbolically rich corpus, which embraced imagination as "the body of God", or "Human existence itself". Considered mad by contemporaries for his idiosyncratic views, Blake is held in high regard by later critics for his expressiveness and creativity, and for the philosophical and mystical undercurrents within his work. His paintings and poetry have been characterized as part of both the Romantic movement and Pre-Romantic, for its large appearance in the 18th century. Reverent of the Bible but hostile to the Church of England, Blake was influenced by the ideals and ambitions of the French and American revolutions, as well as by such thinkers as Jacob Böhme and Emanuel Swedenborg. Despite these known influences, the singularity of Blake's work is undeniable.

7. Characterize Jewish American fiction of the 20th century, and name its most prominent representatives. (10 bodů)

It reached some of its most mature expression in the 20th century Jewish American novels of Henry Roth, Saul Bellow, Bernard Malamud, Chaim Potok, and Philip Roth. Their work explored the conflicting pulls between secular society and Jewish tradition. More recent authors like Paul Auster, Michael Chabon, Jonathan Safran Foer and Art Spiegelman have continued to examine dilemmas of identity in their work, turning their attention especially to the Holocaust and the trends of both ongoing assimilation and cultural rediscovery exhibited by younger generations of American Jews. Modern Jewish American novels often contain Jewish characters and address issues and themes of importance to Jewish American society such as assimilation, Zionism/Israel, and Anti-Semitism, along with the recent phenomenon known as New Anti-Semitism.

8. Characterize the Beat Generation (name the most important authors, describe its aesthetics). (10 bodů)

The Beat Generation is a term used to describe a group of American writers who came to prominence in the 1950s, as well as the cultural phenomena that they wrote about and inspired. The Beat culture included rejection of mainstream American values, experimentation with drugs and alternate forms of sexuality, and an interest in Eastern spirituality. The major works of Beat writing are Allen Ginsberg's *Howl* (1956), William S. Burroughs's *Naked Lunch* (1959) and Jack Kerouac's *On the Road* (1957). Both *Howl* and *Naked Lunch* were the focus of obscenity trials that ultimately helped to liberalize what could be published in the United States. The members of the Beat Generation quickly developed a reputation as new bohemian hedonists, who celebrated non-conformity and spontaneous creativity. During the 1960s, the rapidly expanding Beat culture underwent a transformation: the Beat Generation gave way to the Sixties Counterculture.

9. Assign the names of the authors to the names of their works. (12 bodů)

- | | |
|-------------------|---------------------------|
| I John Dos Passos | a) Manhattan Transfer |
| II Allen Ginsberg | b) Kaddish |
| III Henry James | c) The Portrait of a Lady |
| IV Edith Wharton | d) The Age of Innocence |

V N. Scott Momaday e) House Made of Dawn

VI Kate Chopin f) The Awakening

Kritéria pro vyhodnocení a postup, jakým se stanoví výsledek přijímací zkoušky nebo její části

pisemný test celkem: 100 bodů (za nesprávné odpovědi nebyly strhávány body)

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: 28

Průměrný výsledek písemné přijímací zkoušky: -

Směrodatná odchylka výsledků písemné přijímací zkoušky: 0,00

Decilové hranice výsledku zkoušky: -

Ostrava 24. června 2009

Zpracovali: Petra Palkovská, Mgr. Gabriela Zapletalová, Ph.D.

Za správnost odpovídá: Mgr. Renáta Tomášková, Ph.D.