

Points:

Number:

Time:

Classroom:

Combination:

# A ENTRANCE EXAMINATION 2021 – NMGr. programme

## I. LINGUISTICS

Viewpoint: Why do employees waste so much time at the office?

1 A few years ago a disturbing story appeared in the media **(3) that** seemed to perfectly capture the  
2 contemporary experience of work and its ever increasing grip over our lives: "Employee Dies at  
3 Office Desk - Nobody Notices for Five Days". The case was unnerving for one reason mainly.  
4 Death is natural, but usually we notice. Are things so bad in the modern workplace that we can no  
5 longer tell the difference between the living and the dead? Isn't it strange that so many of us who  
6 encounter this apocryphal story genuinely shrug and mumble "Yeah, that's about right"? Why  
7 does it resonate so well with our experiences of employment today? A number of reasons might  
8 be behind this.

9 First, it reminds us **(4) that** the otherwise crazy idea of working non-stop for hours or even days  
10 on end has quietly become the new normal. Behaviour that our grandparents **(1) would have**  
11 **deemed** insane is now rather pedestrian. The average British worker spends 36 days a year  
12 answering work emails. London workers in particular receive close to nine thousand emails each  
13 year. As a result, work spills over into private time. One recent survey revealed that 80% of  
14 employers consider it perfectly acceptable to contact their employees outside business hours.  
15 And then there's the commute. British workers waste 18 months of their lives commuting, which is  
16 often expensive and stressful. All of this work comes at cost. Job-related illness, for example, is a  
17 growing problem in the UK and elsewhere, exacerbated by stress and more of us being  
18 overwhelmed by the "to do" list.

19 Making matters worse, in times of recession we are more willing to put up with horrible workplace  
20 environments, which adds to the pent-up frustration. A recent study found that job burnout is  
21 more adverse to your health than chain smoking. Only in this context could we ever see accounts  
22 of having "worked to death" being reported in the corporate sector, as was the case with the Bank  
23 of America intern, Moritz Erhardt in 2013. He died of an epileptic seizure after working 72 hours  
24 straight. And let's not even mention the new phenomenon of work-inspired suicides that has  
25 followed in the long wake of the world's financial crisis in 2008.

26 But the "Employee Died at Desk and Nobody Noticed" urban myth strikes a chord for another  
27 and more depressing reason. Yes, the office **(2) should have noticed (5) that** man was dead.  
28 Five days is a long time. But they also ought to have noticed that his work wasn't actually getting  
29 done. Apart from getting the actual task done, which is typically completed in short bursts, there is  
30 also a good deal of messing about, chatting, paying the bills, surfing the net, daydreaming and  
31 waiting for the day to finish. Most importantly, much of our day is spent busy being busy rather  
32 than doing things that are socially useful.

33 This gives contemporary employment something of a ceremonial feel about it. Not only are we  
34 working more now than ever (or searching for it if unemployed) but a good deal of it is  
35 unnecessary.

## 1. Phonetics and Phonology

(15 points)

A. Place the stress mark before the main stressed syllable in words 1-5 below.

Example: com'pleted

1.apocryphal 2.pedestrian 3.familiarise

4.frustration 5.phenomenon

B. Write down five different words from the text, all of which contain the letter "o". In each case, the letter must be pronounced in the way indicated by the phonemic

symbols in 1-5. Example: /ɔɪ/ employers

1./ɒ/

2./əʊ/

3./ɔː/

4./ɜː/

5./ə/

C. Transcribe the words correctly. Use the stress mark in polysyllabic words.

1.lives (*noun, plural*)

2. shrug

3. myth

4. overwhelmed ,

5. chatting

## 2. Morphology

(15 points)

A. Look at the two modal verb phrases in bold (1 and 2) and name the verb forms *have deemed* and *have noticed* and explain the reason for their use. Look at verb phrase 2 again. Decide whether as a whole it is finite or non-finite and explain the reasons for your decision. What kind of modality does the verb phrase express and how do you know? (9 points)

B. In the text "that" appears three times (marked in bold and by numbers 3-5). Determine parts of speech of all the three words and explain the reasons for your decision. (6 points)

### 3. Syntax

(15 points)

In the text find one example of a finite and one example of a non-finite clause that is used

- A) instead of clause elements normally expressed by noun phrases – subject, object, complement
- B) as an adverbial
- C) as postmodification.

In each case state what kind of finite/non-finite clause you have found. E.g. ...*that 80% of employers consider it acceptable* (l. 13), a finite nominal *THAT* clause used as an object.

## I. Literary and Cultural Theory

1) Identify the tropes or figures highlighted and numbered.

5 points

E. E. Cummings, "THANKSGIVING (1956)"

**a monsterring horror swallows (1)**

this unworld me by you  
as the god of our fathers' fathers bows  
to a **which** that **walks (2)** like a who

but the voice-with-a-smile of democracy  
announces night & day  
"all poor little peoples that want to be free  
just trust in the u s a"

suddenly uprose hungary  
and she gave a terrible cry  
"no slave's unlife shall murder me  
for i will freely die"

she cried so high thermopylae  
heard her **and** marathon

**and** all prehuman history  
**and (3)** finally The UN

"be quiet little hungary  
and do as you are bid  
**a good kind bear (4)** is angary  
we fear for the quo pro quid"

uncle sam shrugs his pretty  
pink shoulders you know how  
and he twitches a liberal titty  
and lisps "i'm busy right now"

so rah-rah-rah democracy  
let's all be as thankful as hell  
and bury the statue of liberty  
(because it begins to smell)

1)

2)

3)

4)

Identify the rhyme-structure of the first stanza by putting the same letters of the alphabet to line-endings that rhyme with each other. Example:

Therefore, since the world has still	A
Much good, but much less good than ill,	A
And while the sun and moon endure	B
Luck's a chance, but trouble's sure,	B
I'd face it as a wise man would,	C
And train for ill and not for good.	C

2) Match the name of the theoretician with the concept he or she is known for. 5 points

Sigmund Freud	mirror stage
Karl Marx	signifier
Adrienne Rich	Oedipus complex
Jacques Lacan	surplus value
Ferdinand de Saussure	compulsory heterosexuality

## II. British Culture and History

Match the quotes below with their authors or the characters who utter them in the works of art mentioned. (20 points)

John Milton (1) – Jonathan Swift (2) - Charles Dickens (3) – Katherine Mansfield (4) - Polonius in *Hamlet* by William Shakespeare (5) - William Wordsworth (6) – The Wife of Bath in *Canterbury Tales* by Geoffrey Chaucer (7) – Lemuel Gulliver in *Gulliver's Travels* by Jonathan Swift (8) – William Shakespeare (9) – Daniel Defoe (10).

\_\_\_\_\_ *"I consulted neither Father or Mother any more, nor so much as sent them Word of it; but leaving them to hear of it as they might, without asking God's Blessing, or my Father's, without any Consideration of Circumstances or Consequences and in an ill Hour, God knows. On the first of September 1651 I went on Board a Ship bound for London; never any young Adventurer's Misfortunes, I believe, began sooner, or continued longer than mine."*

\_\_\_\_\_ *"Who best/Bear His mild yoke, they serve Him best."*

\_\_\_\_\_ *"Corinna wakes. A dreadful sight!/Behold the ruins of the night!/ A wicked rat her plaster stole,/Half eat, and dragged it to his hole."*

\_\_\_\_\_ *"My gentleness and good behaviour had gained so far on the emperor and his court, and indeed upon the army and people in general, that I began to conceive hopes of getting my liberty in a short time. I took all possible methods to cultivate this favourable disposition. The natives came, by degrees, to be less apprehensive of any danger from me. I would sometimes lie down, and let five or six of them dance on my hand; and at last the boys and girls would venture to come and play at hide-and-seek in my hair. I had now made a good progress in understanding and speaking the language."*

\_\_\_\_\_ *"God bade us to increase and multiply/ That noble text I will appreciate."*

\_\_\_\_\_ *"So long as men can breathe, or eyes can see, /So long lives this, and this gives life to thee."*

\_\_\_\_\_ *"Nobody controverted the prophetic gentleman's opinion. An animated discussion took place. Oliver was ordered into instant confinement; and a bill was next morning pasted on the outside of the gate, offering a reward of five pounds to anybody who would take Oliver Twist off the hands of the parish. In other words, five pounds and Oliver Twist were offered to any man or woman who wanted an apprentice to any trade, business, or calling."*

\_\_\_\_\_ *"Neither a borrower nor a lender be,/For loan oft loses both itself and friend,/ And borrowing dulls the edge of husbandry."*

\_\_\_\_\_ *"Ten thousand saw I at a glance, /Tossing their heads in sprightly dance."*

\_\_\_\_\_ *"Mother, a man's been killed," began Laura.*

*'Not in the garden?' interrupted her mother.*

*'No, no!'*

*'Oh, what a fright you gave me!' Mrs. Sheridan sighed with relief, and took off the big hat and held it on her knees."*

### III. American Culture and History

Match the authors with the works of art. Please write the letter of the right answer next to the author's name.

E. g. 0) Henry David Thoreau

x) The Scarlet Letter  
z) Walden

Right answer: 0) Henry David Thoreau: z

(20 points – 2 point each)

- |                       |  |
|-----------------------|--|
| 1) Thomas Pynchon     | a) A History of the Life and Voyages of Christopher Columbus |
| 2) W. E. B. Du Bois   | b) Inherent Vice   |
| 3) Washington Irving  | c) The Comet   |
| 4) Eugene O'Neill     | d) The Gilded Six-Bits                                       |
| 5) Truman Capote      | e) The Enormous Room   |
| 6) Edgar Allan Poe    | f) Player Piano  |
| 7) Zora Neale Hurston | g) In Cold Blood   |
| 8) E. E. Cummings     | h) The Absolutely True Diary of a Part Time Indian           |
| 9) Kurt Vonnegut      | i) Evening Star  |
| 10) Sherman Alexie    | j) The Hairy Ape   |

# A ENTRANCE EXAMINATION 2021 – NMgr. programme – KEY

## linguistics

**Viewpoint: Why do employees waste so much time at the office?**

### I. Phonetics and Phonology (15 points)

**A. Place the stress mark before the main stressed syllable in words 1-5 below.**

1. a'pocryphal      2. pe'destrian      3. insti'tutionalize  
4. frus'tration      5. phe'nomenon

**B. Write down five different words from the text, all of which contain the letter “o”. In each case, the letter must be pronounced in the way indicated by the phonemic symbols in 1-5. Example: /ə/ of**

1. /ɒ/ office long apocryphal cost  
2. /ʊ/ nobody noticed over ago  
3. /ɔ:/ story chord short  
4. /ɜ:/ worked worse workplace world's  
5. /ə/ from of to for contemporary consider

**C. Transcribe the words correctly. Use the stress mark in polysyllabic words.**

1. lives (*noun, plural*) /laɪvz/  
2. shrug /ʃrʌg/  
3. myth /mɪθ/  
4. overwhelmed /əʊvə'welmd/  
5. chatting /'tʃætɪŋ/

## II. Morphology

(15 points)

- A. Look at the two modal verb phrases in bold (1 and 2) and name the verb forms *have deemed* and *have noticed* and explain the reason for their use. Look at verb phrase 2 again. Decide whether as a whole it is finite or non-finite and explain the reasons for your decision. What kind of modality does the verb phrase express and how do you know? (9 points in the three parts of the question – always one point for identification and two for explanation)

Perfect infinitive, to express past reference of the modal verb phrases as e.g. should do not have a past form itself. Finite, it functions as a verb, it is possible to determine morphological categories (person, number..) and it is a modal verb phrase and modal verbs do not have non-finite forms. Deontic, it express something a man has intrinsic control over

- B. In the text „that“ appears three times (marked in bold and by numbers 3-5). Determine part of speech of all the three words and explain the reasons for your decision. (6 points)

(3) relative pronoun – related to „story“, (4) conjunction – stands at the beginning of a subordinate nominal clause (links clauses), (5) demonstrative pronoun – functions as a determiner of the noun „man“

## III. Syntax

(15 points)

2,5 points for each correctly categorised clause

- A) *that the otherwise crazy idea.....*.1.9 finite/nominal *that* clause used as an object.

*to put up with horrible workplace environments ...*.1.19 non-finite/ infinitive clause used as adjectival complementation

- B) *that we can no longer tell the difference ...*.1.4 finite/AC of result

*after working 72 hours straight.* 1.23 non-finite/participle clause

- C) *that seemed ...*.1.1 finite/defining relative clause

*being reported.....*.1.22 non-finite participle clause

# culture

## Literary and Cultural Theory

1) Identify the tropes or figures highlighted and numbered.

5 points

E. E. Cummings, "THANKSGIVING (1956)"

a monsterring horror swallows (1)	A	"be quiet little hungary
this unworld me by you	B	and do as you are bid
as the god of our fathers' fathers bows	A	a good kind bear (4) is angary
to a <b>which</b> that <b>walks</b> (2) like a who	B	we fear for the quo pro quid"
but the voice-with-a-smile of democracy		uncle sam shrugs his pretty
announces night & day		pink shoulders you know how
"all poor little peoples that want to be free		and he twitches a liberal titty
just trust in the u s a"		and lisps "i'm busy right now"
suddenly uprose hungary		so rah-rah-rah democracy
and she gave a terrible cry		let's all be as thankful as hell
"no slave's unlife shall murder me		and bury the statue of liberty
for i will freely die"		(because it begins to smell)
she cried so high thermopylae		
heard her <b>and</b> marathon		
<b>and</b> all prehuman history		
<b>and</b> (3) finally The UN		

1) personification 2) alliteration 3) polysyndeton 4) metaphor

**Identify the rhyme-structure of the first stanza by putting the same letters of the alphabet to line-endings that rhyme with each other. Example:**

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Sigmund Freud	Oedipus complex
Karl Marx	surplus value
Adrienne Rich	compulsory heterosexuality
Jacques Lacan	mirror stage
Ferdinand de Saussure	signifier

## **American Culture and History**

**1) Match the authors with the works of art. (20 points – 2 point each)**

**1: b; 2: c; 3: a; 4: j; 5: g; 6: i; 7: d; 8: e; 9: f; 10: h**

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