

Points:

Number:

Time:

Classroom:

Combination:

A ENTRANCE EXAMINATION 2023 – NMgr. programme

I. Literary and Cultural Theory

1) Identify the tropes or figures set in bold and numbered.

(4 points)

Alfred Lord Tennyson, "Marriage Morning"

Light, so low upon earth,

You send a flash to the sun (1).

Here is the golden close of love,

All my wooing is done.

Oh, the woods and the meadows,

Woods where we hid from the wet (2),

Stiles where we stay'd to be kind,

Meadows in which we met!

Light, so low in the vale

You flash and lighten afar,

For this is the golden morning of love,

And you are his morning start.

Flash, I am coming, I come,

By meadow and stile and wood,

Oh, lighten into my eyes and heart,

Into my heart and my blood!

Heart, are you great enough

For **a love that never tires (3)?**

O' heart, are you great enough for love?

I have heard of thorns and briars,

Over the meadow and stiles,

Over the (4) world to the end of it

Flash for a million miles.

1)

2)

3)

4)

2) Please answer the following questions briefly.

6 points

What do the following terms mean: *mass culture*, *popular culture*, *low culture*?

What are cultural universals?

II. British Culture and History

1) Match the writer and the work of art:

(10 points)

- | | |
|------------------------|--|
| 1) William Shakespeare | a) Frankenstein |
| 2) Virginia Woolf | b) The Canterbury Tales |
| 3) William Wordsworth | c) Middlemarch |
| 4) John Milton | d) To the Lighthouse |
| 5) Geoffrey Chaucer | e) Paradise Lost |
| 6) George Eliot | f) The Taming of the Shrew |
| 7) Jane Austen | g) Oroonoko |
| 8) Aphra Behn | h) A Portrait of the Artist as a Young Man |
| 9) James Joyce | i) Emma |
| 10) Mary Shelley | j) Lyrical Ballads |

2) Renaissance is defined as the 'rebirth' of literature, art, and learning that progressively transformed European culture from the mid-14th century in Italy to the mid-17th century in England. What was Renaissance influenced by? What changes in people's outlook on life did it bring with it?

(3 points)

3) Who is usually considered the most important literary figure of English Renaissance?

(1 point)

4) Which of the following plays was NOT written by this author? (There is only one correct answer.)

(2 point)

- 1) As You Like It
- 2) All's Well That Ends Well
- 3) Titus Andronicus
- 4) The Jew of Malta
- 5) Anthony and Cleopatra
- 6) The Winter's Tale

5) Which two monarchs were reigning at the time when this person was active as an author?

(2 points)

6) Which royal houses do they belong to?

(2 points)

III. American Culture and History

1. Match the authors with the period or movement.

(6 points)

- | | |
|------------------------|-----------------------|
| 1) Allen Ginsberg | a) Realism |
| 2) Ralph Waldo Emerson | b) Harlem Renaissance |
| 3) Gertrude Stein | c) Beat Generation |
| 4) Anne Bradstreet | d) Transcendentalism |
| 5) Langston Hughes | e) Modernism |
| 6) Kate Chopin | f) Puritanism |

2. Which two authors of the above lived and worked in the 19th century?

(2 points)

3. Choose one answer.

(6 points – 2 points each)

The first political parties to come into existence in the United States were:

- a) The Federalist Party and the Democratic Republican Party
- b) The Democratic Party and the Whig Party
- c) The Republican Party and the Democratic Party
- d) The Conservative Party and the Labor Party
- e) The Free Mason Party and the Populist Party

The Emancipation Proclamation of 1863:

- a) Gave equal rights to all American women
- b) Gave equal right to white American women
- c) Declared American emancipation from Britain
- d) Abolished slavery in areas that were part of the Confederacy
- e) Abolished slavery on the whole territory of the U.S.A.

The Seneca Falls Declaration (1848) demanded:

- a) Amerindian rights
- b) African-American rights
- c) Women's rights
- d) Educational reform
- e) Religious tolerance

4. Multiple multiple: more than one answer may be correct.

(6 points - 3 points each)

The Quakers refused to:

- a) Take part in wars
- b) Speak to Amerindians
- c) Use money
- d) Use medicine
- e) Acknowledge the sovereignty of the King
- f) Swear oaths

Which of the following states are NOT part of New England (3 points):

- a) Massachusetts
- b) Connecticut
- c) Rhode Island
- d) Pennsylvania
- e) Michigan
- f) Iowa

LINGUISTICS (45 points + correct use of language 5 points)

Witnessing a South African healer at work

By Pumza Fihlani BBC News, Johannesburg

She lets out a piercing cry, her body starts shaking violently, her hands are clapping to the rhythm of large African drums - she is calling out to her ancestors. Thabiso Siswana is a traditional healer, known in South Africa as a sangoma.

The 24 year old is not your typical sangoma though - she is also a corporate administrator at Bidvest Bank, one of South Africa's best known and most prestigious institutions and has dreams of becoming a successful businesswoman. Inside **a** high-rise office looking out into the Johannesburg business district, Ms Siswana dresses in smart tailored clothes, has manicured nails and long sleek hair extensions - nothing about her appearance says she has three ancestors inhabiting her and that she is an heiress of the ancient craft.

A sangoma is not a witch - a sangoma is pure and does good"

"When I tell people that I am a sangoma they always react with shock. They say: 'How? You don't even look like one'. There are still many misconceptions about how we should look," she says with a broad smile.

Ms Siswana is one of thousands of young men and women who are balancing **the** demands of a career with the work of a messenger for deceased ancestors, or "amadlozi". Sangomas have played a central role in many African cultures dating far back many years; they were seen as custodians of their communities and were consulted by villagers to heal the sick, communicate with the gods on their behalf and to protect villages from harm. They are essentially diviners - a channel between the physical world and the afterlife.

What do South Africans believe?

They believe that through a special "calling" known in Zulu as ubizo, they are able to access advice and guidance through possession by an ancestor, throwing bones or by interpreting dreams.

In today's South Africa, sangomas are often seen as unsophisticated, uneducated and backwards. Despite this, they remain the first point of contact for physical and psychological ailments for about 80% of black South Africans according to authorities. The trade in traditional medicines is a large and growing industry. Sangomas are legally recognised, under the Traditional Health Practitioners Act of 2007 alongside herbalists, traditional birth attendants, and traditional surgeons.

At Ms Siswana's home in Soweto, a township outside Johannesburg, a small group of sangomas has gathered to share a meal. It is a moody Sunday afternoon but the group is in high spirits - this will be their chance to summon deceased loved ones and possibly receive a message from them. Ms Siswana says her "gift" is interpreting other people's dreams, as well as dreams that predict the future.

I. Phonetics and Phonology

(15 points)

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

Example: a'nother.

1. traditional 2. communicate 3. successful
4. deceased 5. authorities

B. Write down five different words from the text, which contain the long vowels in 1-5

Example: /iː/ healer

1. /ɑː/ 2. /ɔː/ 3. /iː/ 4. /ɜː/ 5. /uː/

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

1. rhythm 2. piercing 3. women 4. channel 5. gathered

II. Morphology

(15 points)

1. With the use of the text, discuss how gender of nouns can be formally expressed. Provide examples of at least four different forms and describe them. Then briefly explain what the main difference between the category of gender in English and in Czech is. (9 points)

2. Look at the three articles marked in bold. Determine what kind of reference they express and explain why the particular article was used in each case. (6 points)

III. Syntax

(15 points)

1. Using examples from the text, discuss different kinds of pre- and postmodification.

A ENTRANCE EXAMINATION 2023 – NMgr. programme KEY

I. Literary and Cultural Theory

1) Identify the tropes or figures set in bold and numbered. (4 points)

- 1) *personification*
- 2) *alliteration*
- 3) *hyperbole*
- 4) *anaphora*

2) Please answer the following questions briefly. (6 points)

What do the following terms mean: *mass culture, popular culture, low culture*?

All three of them refer to those artifacts which are not canonized (i.e. not accepted amongst the so-called works of everlasting and universal value). There is a difference in connotations though: users of the expression low culture aim to sound as neutral as possible and simply state the fact that the work of art is not officially recognized; those who use mass culture claim that these works have a negative, numbing influence on people; whereas those who talk about popular culture focus on the works' playful, subversive and out-of-the-ordinary character, and consider their consumers creative and conscious.

What are cultural universals?

Such learned patterns of behavior that are shared by all humans in the world, collectively.

II. British Culture

1) Match the writer and the work of art: (10 points)

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

2) Renaissance is defined as the 'rebirth' of literature, art, and learning that progressively transformed European culture from the mid-14th century in Italy to the mid-17th century in England. What was Renaissance influenced by? What changes in people's outlook on life did it bring with it? (3 points)

Renaissance was influenced by the rediscovery of classical Greek and Latin literature. It marked the close of the Middle Ages and the beginning of the modern Western World. The new ideas and new social, political and economic forces displaced the otherworldly and communal values of the Middle Ages and emphasized instead the dignity and potential of the individual and the worth of the life in this world.

3) Who is usually considered the most important literary figure of English Renaissance? (1 point)

William Shakespeare

4) Which of the following plays was NOT written by this author? (There is only one correct answer.) (2 point)

4) The Jew of Malta

5) Which two monarchs were reigning at the time when this person was active as an author? (2 points)

Elizabeth I, James I

6) Which royal houses do they belong to? (2 points)

Elizabeth I: Tudors

James I: Stuarts

III. American Culture

1. Match the authors with the period or movement. (6 points)

1c, 2d, 3e, 4f, 5b, 6a

2. Which two authors of the above lived and worked in the 19th century? (2 points)

Ralph Waldo Emerson, Kate Chopin

3. Multiple Choice (6 points - 2 points each)

The first political parties to come into existence in the United States were:

a) The Federalist Party and the Democratic Republican Party

The Emancipation Proclamation of 1863:

d) Abolished slavery in areas that were part of the Confederacy

The Seneca Falls Declaration (1848) demanded:

c) Women's rights

4. Multiple multiple: more than one answer may be correct. (6 points - 3 points each)

The Quakers refused to:

a) Take part in wars

f) Swear oaths

Which of the following states are NOT part of New England.

d) Pennsylvania

e) Michigan

f) Iowa

A ENTRANCE EXAMINATION 2023 – NMGr. programme KEY

LINGUISTICS (45 points + correct use of language 5 points)

I. Phonetics and Phonology SOLUTION (15 points)

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

1. tra'ditional 2. co'mmunicate 3. su'ccessful
4. de'ceased 5. au'thorities

B. Write down five different words from the text, which contain the long vowels in 1-5

1. /ɑː/ large/smart/demands/behalf/chance/harm/far
2. /ɔː/ authorities/calling/small/ broad/always
3. /iː/ dreams/meal/people/seen/believe
4. /ɜː/ birth/world/work/first/surgeons
5. /uː/ group/future/afternoon/through/moody

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

1. rhythm /'rɪðəm/ 2. piercing /'pɪəsiŋ/ 3. women /'wɪmɪn/
4. channel /'tʃænəl/ 5. gathered /'gæðəd/

II. Morphology solution (15 points)

1. With the use of the text discuss how gender of nouns can be formally expressed.

Provide examples of at least four different forms and describe them. Then briefly explain what the main difference between the category of gender in English and in Czech is. (9 points)

- Gender expressed lexically – a word used to refer to one gender only: witch
- Compounds with general words like woman or man referring to one gender only: businesswoman
- Gender expressed morphologically: heiress
- Most nouns capable of referring to gender are of common gender and what gender they refer to is expressed by other means, e.g. pronouns: she is also a **corporate administrator** at Bidvest Bank

2. Look at the three articles marked in bold. Determine what kind of reference they express and explain why the particular article was used in each case. (6 points)

- Specific indefinite reference - indefinite article used since it is connected with a countable noun in singular
- Generic reference – indefinite article used since it is connected with a countable noun in singular and not a special case such as species of animal...
- Specific definite cataphoric reference: because of the following “of-phrase“

In Czech grammatical gender used which means that all nouns are formally marked for gender while in English natural gender is used which means that only nouns referring to living entities whose sex can be determined can also be marked for gender in the language.

III. Syntax

(15 points)

1. Using examples from the text discuss different kinds of pre- and postmodification.

2 points for each case of pre-/postmodification, at least 4 examples of premod. and 4 ex. of postm.

Possible answers: Premodification

A South African healer (1.1) – determiner, noun, adjective

A piercing cry (1.3) - *-ing* participle

Her hands (1.3) – possessive adjective

Large African drums (1.4) – adj.

South Africa's institutions (1.7) – possessive case

Smart tailored clothes (1.9) - *-ed* participle

Many misconceptions (1. 14) – quantifier used as a determiner

The Traditional Health Practitioner (1.29) – determiner, adj., noun

Postmodification

Dreams of becoming (1. 7) – prepositional phrase

Ancestors inhabiting (1. 10) - *-ing* participle

Women who are balancing (1.16) – defining relative clause

Calling known (1.23) - *-ed* participle

Their chance to summon (1.33) – *to* infinitive