

Okruhy ke státní závěrečné zkoušce

Název studijního programu	Anglický jazyk se zaměřením na vzdělávání
Název studijního oboru	
Kód studijního oboru	B0114A300068
Typ studia	bakalářský
Forma studia	prezenční/kombinovaná
Platnost okruhů	zahájené studium 2019/2020

Structure and General Description

The State Exam has two parts (linguistics and culture) plus the defense of the bachelor's thesis for those who have English as their major. The defense always takes part on the same day as the rest of the exam, but is organized in a separate session. The state exam lasts approximately thirty minutes, while there is a time limit of twenty minutes for each defense.

During the state exam, candidates are entitled to choose in what order they answer the questions they have been assigned (i.e. whether they start with linguistics or culture). Topics for the exam are assigned in a raffle, and candidates are given thirty minutes to prepare their solutions before they appear in front of the exam committee. The preparation takes place in a room different from the one where the exam itself is organized, where students are provided with dictionaries and empty sheets of paper. It is forbidden to consult any source or use any form of assistance during preparation. This is constantly monitored by a faculty member.

Unit I: Linguistics

In the exam, candidates are given a short authentic text. Below the text there are two tasks from the linguistic disciplines listed below, representing the content of the theoretical core subjects in linguistics studied in the program. They are asked to identify examples in the text which illustrate a particular linguistic feature as well as to discuss the feature itself.

Example:

1. Find verbs in the present form which have a future meaning.
2. Find words which contain the seven short vowels of English.

1. Phonetics and Phonology:

- Phonetics: Articulatory phonetics; the articulators; production of speech sounds; vowels and consonants; phonetic description of all English vowels and consonants (voice, place and manner of articulation), the IPA.
- Segmental Phonology: definition of a phoneme (and an allophone); minimal pairs; systematic examination of each of the 44 phonemes of English

- the 12 monophthongs of English (7 short and 5 long vowels),
the 8 diphthongs
the 5 triphthongs
- the 24 consonants of English.
- Voicing and aspiration – their importance for Czechs; pronunciation of final letter –s in plurals and -ed in simple past tense of regular verbs
- Pre-fortis clipping (vowel length before voiced and voiceless phonemes)
- Word stress: its significance; stress patterns
- Suprasegmental Phonology:
 - Economy of articulatory effort, progressive and regressive assimilation of voice, elision, liaison (in particular, avoiding the glottal stop before words beginning with vowels)
 - schwa; weak and strong forms; sentence stress, stress-timed rhythm
 - forms and functions of intonation, pitch range
- Phonology and orthography: rules and patterns, silent letters, homophones
- Phonological difficulties for Czech native speakers of English (L1 interference)
- Accents of English. American and British English

2. Morphology:

- Morpheme – derivational, inflectional
- Countable and uncountable nouns: the formation of the plural, nouns always uncountable, partitives, nouns used both as countable and uncountable
- Nouns - gender, the genitive
- Articles – the form and the basic rules for their use with countable and uncountable nouns, articles with proper nouns
- Pronouns – personal, demonstrative, reflexive and emphasizing, interrogative and relative
- Quantifiers and numerical expressions
- Adjectives – formation, position, comparison
- Adverbs – form and grading, position in a sentence, adverbs with two forms derived from the same adjective
- Classification and inflection of verbs
- The form and use of tenses in English
- Active and passive voice
- The infinitive and its different forms
- The infinitive versus –ing form
- Modal verbs
- Phrasal verbs
- Finite and non-finite verb phrases

3. Syntax:

- Sentence, clause, sentence/clause elements, word order
- Statements, questions, commands, exclamations
- Compound sentence – coordination
- Complex sentence – subordination

- Noun clauses – direct, indirect speech, noun clauses after wish, subjunctive, introductory It
- Relative clauses
- Adverbial clauses – time, place, reason, condition, concession, purpose, result, comparison
- Appositive clauses, comment clauses
- Non-finite clauses – participial constructions, gerund phrases, infinitive phrases, dangling participle, absolute participle construction
- The complexity of noun phrases
- Cleft/pseudo cleft sentences
- Pro-forms
- Ellipsis
- Theme – focus, the division of communicative dynamism
- Scope of negation

Unit II: Culture

This unit of the state exam is based on the content of the three theoretical core subjects studied during the program (i.e. **Culture I: Introduction to Culture and Literature; Culture II: British Studies; Culture III: American Studies**). Below, there are three list of topics, corresponding to the three original subjects, that candidates are expected to be able to discuss during the state exam.

The exam itself has two parts. In Part A, candidates always receive a text or a (set of) picture(s) alongside some prompts or questions. They are expected to reflect on the text or the visual(s) using the prompts while also placing the text or the visual(s) in a wider cultural context. In Part B, the candidates are assigned a wider topic (e.g. a historical or cultural period or a literary or cultural phenomenon) they need to present and discuss with the committee. Part A and Part B are always from two different subjects. An example of Part A is provided in the Appendix at the end of this document.

Introduction to Culture and Literature:

1. **Narrators** (What sorts of narrators do you know? Consider, for example, first person and third person narration, the narrator's knowledge, reliability, focalization techniques, etc. Give examples of these in British-American Literature.)
2. **Speech and Thought in Narratives** (What methods can be used to express the speech and thoughts of characters in narratives? Consider, for example, free direct speech, free indirect speech, interior monologue, stream of consciousness. Give examples of these in British-American Literature.)
3. **The Difference between Narrative Content (Fabula) and Narrative Form (Syuzhet)** (What methods can be used to create mismatch, that is, anachrony, between narrative content (fabula) and narrative form (syuzhet)? Give examples of these in British-American Literature.)
4. **Adaptation** (What does Linda Hutcheon suggest are the most common mistakes about interpretations of adaptations? How do "authenticity" and "accuracy" play into conceptualizations of adaptation? What are some potential multi/trans-media aspects of adaptation, and what are the potential consequences? Give examples.)
5. **Settings** (What are typical settings in British-American Fiction? What alien and familiar places do characters visit? Provide examples of these.)

6. **Culture** (What are some prominent definitions of “culture”? Think, for instance, of Geertz, Greenblatt; Lacan and the symbolic order; Hall on ideology, Williams on commodification. What are some controversies around the rigid demarcations of “high” vs “low/popular” culture? Give examples.)
7. **Realism and the Reality Effect** (What methods can be used to express the effect of reality? Why and when did writers try to use such techniques? Give examples of these in British-American Literature.)
8. **Psychoanalytical Criticism** (What are the basic concepts of psychoanalytic literary and cultural criticism? How do such concepts unfold in British-American Literature?)
9. **Deconstruction** (What does “deconstruction” entail? Think of Derrida’s ideas about “master concepts and the Western legacy”; think about “différance”, “trace” and how “meaning is always-already delayed”. Can you think of specific textual examples that highlight the operations of deconstruction in relation to concepts like “gift”, or “forgiveness”?)
10. **Postcolonial Theories** (What are the basic concepts of postcolonial criticism? How do such concepts unfold in British-American Literature?)
11. **Feminism and Gender Studies in Literary and Cultural Criticism** (What are the basic concepts of Feminism and Gender Studies in literary and cultural criticism? How do such concepts unfold in British-American Literature and Culture?)
12. **Masculinity in British and American Literature** (How can the concept of masculinity be approached from historical and contemporary perspectives? Give examples of these in British-American Literature and Culture.)
13. **Anthropocene and Anthropocene Fiction** (What does the term “Anthropocene” imply? What types of Anthropocene fiction can you think of? What are some challenges fictions of the Anthropocene have to tackle? Think of tropes of survival; the fundamentally anthropocentric character of story-telling; challenge to the symbolization of the radical novelty of the Anthropocene. Give examples.)
14. **Postmodernism** (What are the basic concepts of postmodern literary and cultural criticism? Consider, for example, intertextuality, parody, pastiche, metafiction and alternate histories. How do such concepts unfold in British-American Literature?)
15. **Myth and Archetypes in British-American Literature** (What are the basic concepts of myths and archetypes in literary and cultural criticism? How do such concepts unfold in British-American Literature?)
16. **Popular genres in British and American Literature** (How do popular genres influence mainstream literature? Consider, for example, spy stories, crime fiction, horror, science fiction, and fantasy. Give examples of these in British-American Literature.)
17. **Utopia, Dystopia and Post-Apocalyptic Fiction in British and American Literature** (How would you define utopias, dystopias and post-apocalyptic fiction? Give examples of these in British-American Literature.)

British Studies:

1. Life, Material Remains, Culture and History of the British Isles before the Anglo-Saxons
2. Medieval Britain from the Anglo-Saxons until the End of the Reign of Richard III (Architecture, Literature, Life and History)
3. The Tudors and Renaissance in Britain (Life, History, Theater, Art, Architecture and Literature)

4. Britain in the 17th Century: The Stuarts, the Interregnum, Restoration, the Glorious Revolution and the Acts of Union (History, Life and Culture)
5. The Age of Enlightenment and Augustan Literature (Philosophy, Culture and History)
6. British Romanticism (Society, Literature and Culture)
7. 19th Century Literature, Art, Architecture and Everyday Life in a Historical Context
8. Modernism in British Literature, Architecture and Art; Life and History from the Turn-of-the-Century until (but excluding) WW II
9. Britain from World War II to the End of the Thatcher Era: History, Society and Culture
10. Contemporary Britain: from the 1990s to Devolution, Brexit and Beyond: Life, Society and Culture
11. Milestones of Irish History and Culture
12. British Genre Fiction, Film and Popular Culture

American Studies:

1. The First Inhabitants – Native Americans (inter-cultural/intra-cultural differences, way of life, NA culture(s) and its expression), de-colonization and contemporary situation.
2. Colonial North America (1607-1754) – permanent English-speaking colonies and life in them, early texts. American dream (development of the concept and its current state).
3. Route to independence, the American Revolution (causes/events leading to/how it went/the First republic), National development and cultural expression of it, American identity then/now.
4. Westward expansion – frontier, the Wild West, NA removal, Manifest Destiny, western folkways and cultural aspects/reflections.
5. American slavery, African-Americans' emancipation, cultural expressions, contemporary situation.
6. The Civil War (causes/events leading to/how the conflict went/consequences).
7. Industrial revolution, The Reconstruction, The Gilded Age, and the Progressive era – political, socio-economic and cultural aspects/reflections.
8. The US and the WWI – political, socio-economic and cultural reflections.
9. Aftermath of the Great War, and the 1920s –political, socio-economic and cultural aspects/reflections.
10. The Great Depression and the New Deal – political, socio-economic and cultural aspects/reflections.
11. The US and the WWII - political, socio-economic and cultural aspects/reflections.
12. The 1950s (old values vs. new values), and the Cold War – political, socio-economic and cultural aspects/reflections.
13. 1960s/70s, Counterculture and the Civil Rights Movement – political, socio-economic and cultural aspects/reflections.
14. The 1980s/90s, Post-Cold War era, living in the information age, the Turn of the century – political, socio-economic and cultural aspects/reflections.
15. The New Millennium – 9/11 and the War on terror, Great Recession, current events – political, socio-economic and cultural aspects/reflections.

Appendix

An Example of Part A of the Culture Unit



Discuss the pictures above focusing on the following aspects:



- name what building or artefact each picture shows
- which major historical periods they represent
- what languages are most typically associated with these periods on the British Isles
- what other major buildings, artefacts or other material remains are well-known from each period
- what major (and mostly still standing) fortifications were built during the period represented by the picture in the bottom left
- using the above, provide a brief narrative overview of the early history of the British Isles until 1066

For extra points only: what major artefact provides a monumental, graphical depiction of the 1066 battle that introduces a new era in the history of the British Isles?



Obsahová správnost	
Předkládající katedra	Katedra anglického jazyka
Jméno předkladatele	Mgr. Zénó Vernyik, Ph.D.

