

Points:

Number:

Time:

Classroom:

Combination:

B ENTRANCE EXAMINATION 2016 – NMgr. programme

LINGUISTICS

(45 points + correct use of language 5 points)

WHAT CREATES WEALTH?

1 What is the most essential ingredient in wealth creation and economic growth? Money? Or
2 having a lot of natural resources? The real answer is *knowledge*. The only difference between
3 us and a caveman is that we know a lot more. Biologically we're the same and the physical world
4 is the same but our lives are infinitely better because of knowledge.

5 You don't have to go back to the cave man to prove this point. New knowledge, say the
6 discovery of penicillin or new algorithms that leads to a better search engines , always comes as
7 a surprise. We call these surprises *innovation* because they are inherently unpredictable. New
8 products burst on the scene which come from the synthesis of accumulated knowledge leading to
9 these innovations. By definition, then, innovation can't be planned and it always points to the
10 future. New knowledge leads to not only new products and companies but to whole new
11 industries, creating wealth that is ultimately distributed all through an economy.

12 More freedom, more knowledge, more innovation lead to dynamic economic growth. So, if
13 freedom promotes knowledge and innovation, which leads to economic growth, why don't all
14 people and governments embrace it? Innovation is a surprise, unpredictable and this
15 unpredictability makes many people uncomfortable. This desire to eliminate surprise leads to an
16 ever-expanding role played by government, bigger bureaucracies, more rules and regulations.
17 Every new crisis, real or imagined, brings ever more laws.

18 Most of these new regulations simply impede freedom and thus the growth and distribution of
19 knowledge. They divert the entrepreneur's costly energy and resources away from innovation and
20 toward compliance.. They create uncertainty about the future and raise the barriers of entry for
21 new entrepreneurs. Ironically, the ones who most benefit from all these regulations are big
22 corporations and their teams of lawyers, lobbyists and accountants who have the resources to
23 untangle the mess and survive in it. This drift away from freedom can be reversed, and quickly;
24 within a matter of a few years. Since it's an economy of mind, the future can change as fast as
25 minds can change. Whenever intrusive government retreats, knowledge expands and new
26 prosperity follows. The opportunity for dynamic growth exists all over the world if we are only
27 courageous enough and free enough to seize it.

George Gilder <https://www.prageru.com/courses/economics/what-creates-wealth>

I. Phonetics and Phonology (15 points)

1. Mark the circle which represents the primary stressed syllable. (5 points)

Examples: knowledge ● ○ understand ○ ○ ● essential ○ ● ○ mistake ○ ●

1. innovation ○ ○ ○ ○ 2. unpredictable ○ ○ ○ ○ ○ 3. entrepreneur ○ ○ ○ ○ ○
4. accountant ○ ○ ○ 5. opportunity ○ ○ ○ ○ ○

2. Find five examples in the text where the suffix -s is pronounced in the following ways. (5 points)

Example: /ɪz/ surprises (line 7) /z/ minds (line 25)

1. /s/ 2. /s/ 3. /z/
4. /z/ 5. /ɪz/

3. Transcribe these words correctly. Use the stress mark. (5 points)

Example: intrusive /ɪn'tru:sɪv/ divert /daɪ'vɜ:t/

1. physical (line 3) 4. lawyers (line 22)
2. burst (line 8) 5. dynamic (line 26)
3. desire (line 19)

II. Morphology (15 points)

1. Look at the following nouns in the text: *innovations* (line 9), *innovation* (line 13), *role* (line 16). Decide whether they are used as countable or uncountable nouns and support your decision (6 points)

2. Illustrate the morphemic analysis of the word *regulations* (line 16) – i.e. identify the individual morphemes and name (classify) them. (5 points)

3. Determine what parts of speech are the following words from the text: *ironically* (line 21) and *costly* (line 19) and explain your decision.

III. Syntax 15 points)

Comment on the following constructions taken from the text. In your comment focus on the form as well as the function. E.g. a possible comment to l.24

Since it's an economy of mind **may be as follows**. It is a finite subordinate clause – a clause of reason - functioning as an adverbial. Its superordinate clause is *the future can change*.

(3 points for each comment)

1. line 5 - *to prove this point*

2. line 7 - *because they are inherently unpredictable*

3. line 8-9 - *leading to these innovations*

4. line 12-13 - *if freedom promotes knowledge and innovation*

5. line 25 - *Whenever intrusive government retreats*

VI. Literary and Cultural Theory

**1) Identify the tropes or figures highlighted and numbered.
Edgar Lee Masters, “Petit, the Poet”**

(5 points)

Seeds in a dry pod, tick, tick, tick,
Tick, tick, tick, **like mites in a quarrel (1)**—
Faint iambs that the full breeze wakens (2)—
But the pine tree makes a symphony thereof.
Triolets, villanelles, rondels, rondeaus,
Ballades by the score with the same old thought:
The snows and the roses of yesterday are vanished;
And **what is love but a rose that fades (3)?**
Life all around me here in the village:
Tragedy, comedy, valor and truth,
Courage, constancy (4), heroism, failure—
All in the loom, and oh what patterns!
Woodlands, meadows, streams and rivers—
Blind to all of it all my life long.
Triolets, villanelles, rondels, rondeaus,
Seeds in a dry pod, **tick, tick, tick,**
Tick, tick, tick (5), what little iambs,
While Homer and Whitman roared in the pines?

1)

2)

3)

4)

5)

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

John Keats	feeling
William Wordsworth	primary imagination
Samuel Taylor Coleridge	emotional response
Edgar Allan Poe	sweetness and light
Matthew Arnold	negative capability

VII. British Culture and History

1) Match the authors with the movements or periods: (9 points)

William Shakespeare – Lady Mary Wroth – Dorothy Wordsworth – John Keats – George Eliot – Katherine Mansfield – Virginia Woolf – James Joyce – Charlotte Brontë

Modernism:

Victorian Era:

Romanticism:

Renaissance:

2) Which British monarch commissioned the translation of the Bible into English? (2 points)

3) Which of the following personalities did NOT write poems? (2 points)

- 1) William Shakespeare
- 2) George Eliot
- 3) King Alfred
- 4) George Gordon Byron

4) Which British monarch began his reign in 1660? Comment on the importance of this event. (4 points)

5) Give three features of British modernism? (3 points)

VIII. American Culture and History

1) Match the authors with the works of art. Please write the letter of the right answer next to the author's name. (10 points)

E. g. 0) Henry David Thoreau

x) The Scarlet Letter
z) Walden

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|-----------------------------|------------------------------|
| 1) Francis Scott Fitzgerald | a) Howl |
| 2) Henry James | b) The Making of Americans |
| 3) Gertrude Stein | c) In a Station of the Metro |
| 4) Carl Sandburg | d) The Waste Land |
| 5) William Faulkner | e) Daisy Miller: A Study |
| 6) Zora Neale Hurston | f) Mourning Becomes Electra |
| 7) Ezra Pound | g) The Golden Six-Bits |
| 8) Allen Ginsberg | h) Chicago |
| 9) T. S. Eliot | i) The Great Gatsby |
| 10) Eugene O'Neill | j) As I Lay Dying |

2) Choose one answer; circle the right letter. (10 points)

1. The Mayflower Compact, House of Burgesses, and Fundamental Orders of Connecticut are all examples of the efforts of colonial Americans to

- (a) use democratic practices in government
- (b) protest British land policies
- (c) establish religious freedom
- (d) overthrow British royal governors

2. Before the Civil War, slavery expanded in the South rather than in the North because

- (a) the Constitution contained a clause that outlawed the importation of slaves into the Northern states
- (b) Congress passed a law forbidding slavery in the North
- (c) Northern states passed affirmative action legislation
- (d) geographic conditions in the South encouraged the development of large plantations

3. Which statement best summarizes the beliefs of Booker T. Washington?

- (a) The best solution for African Americans was to return to Africa.
- (b) Social equality for African Americans would be easier to achieve than legal rights.
- (c) The way to dissolve the barriers of segregation and bring about an end to Jim Crow laws was by active, violent resistance.
- (d) The most immediate means for African Americans to achieve equality was to expand their opportunities for vocational education.

4. Many wealthy American industrialists of the late 19th century used the theory of Social Darwinism to

- (a) support the labor union movement
- (b) justify monopolistic actions
- (c) promote legislation establishing a minimum wage
- (d) encourage charitable organizations to help the poor

5. News organizations were engaging in yellow journalism before the Spanish-American War when

- (a) publishers tried to prevent the war
- (b) articles about Cuba were fair and balanced
- (c) editors exaggerated events to build support for war
- (d) writers ignored the situation in Cuba