

Points:

Number:

Time:

Classroom:

Combination:

# A ENTRANCE EXAMINATION 2020 – NMgr. programme

## CULTURE

(50 points: 10 points Literary and Cultural Theory+ 20 points British culture and history + 20 points American culture and history)

### I. LITERARY AND CULTURAL THEORY (10 POINTS)

1a) Identify the tropes or figures highlighted and numbered.

3 points

Claude McKay, "Joy in the Woods"

There is joy in the woods just now,  
    **The leaves are whispers of song (1),**  
And the birds make mirth on the bough  
    And music the whole day long,  
And God! to dwell in the town  
    In these springlike summer days,  
On my brow an unfading frown  
    And hate in my heart always—

A machine out of gear, aye, tired,  
Yet forced to go on—for I'm hired.

Just forced to go on through fear,  
    For every day I must eat  
**And** find ugly clothes to wear,  
    **And** bad shoes to hurt my feet  
**And (2)** a shelter for work-drugged sleep!  
    A mere drudge! but what can one **do?**  
A man that's a man cannot weep!  
    Suicide? A quitter? Oh, **no! (3)**

But a slave should never grow tired,  
Whom the masters have kindly hired.

But oh! for the woods, the flowers  
    Of natural, sweet perfume,  
The heartening, summer showers  
    And the smiling shrubs in bloom,  
Dust-free, dew-tinted at morn,  
    The fresh and life-giving air,  
The billowing waves of corn  
    And the birds' notes rich and clear:—

For a man-machine toil-tired  
May crave beauty too—though he's hired.

1)

2)

3)

1b) Identify the rhyme-structure of the poem's first stanza above by putting the same letters of the alphabet to line-endings that rhyme with each other.

2 points

Example:

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

A  
A  
B  
B  
C  
C

**2) Please provide a brief definition of “moral criticism”. 2 points**

**3) Which Greek philosopher was an early example of this school of thought? 2 points**

**4) Name another Greek philosopher whose thoughts had a lasting influence on Western literary theory. 1 point**

## **II. II. BRITISH CULTURE AND HISTORY (20 POINTS)**

**1. Write after each proper name in column A the person’s work listed in column B: (9 points)**

A	B
Geoffrey of Monmouth	Piers Plowman
John Milton	Tristram Shandy
Laurence Stern	Historia Regum Britanniae
Thomas More	Mansfield Park
Edmund Spenser	Twelfth Night
Jane Austen	Moll Flanders
William Shakespeare	Paradise Lost
William Langland	Utopia
Daniel Defoe	Faerie Queene

**2. When did the UK join the EC and who was then the Prime Minister? (2 points)**

**3. Which of the following were not British Prime Ministers? (4 points)**

Robert Walpole  
David Cameron  
Theresa May  
Winston Churchill

**4. Comment on Shakespeare’s cultural and linguistic importance: (5 points)**

### III. AMERICAN CULTURE AND HISTORY (20 POINTS)

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 – 1 point each)

E. g. 0) Henry David Thoreau

x) The Scarlet Letter

z) Walden

Right answer: 0) Henry David Thoreau: z

1) Don DeLillo

2) Horace McCoy

3) Thomas Pynchon

4) Margaret Fuller

5) Herman Melville

6) Ezra Pound

7) Raymond Chandler

8) Alice Walker

9) E. L. Doctorow

10) Tennessee Williams

a) The Color Purple

b) The Simple Art of Murder

c) Woman in the Nineteenth Century

d) They Shoot Horses, Don't They?

e) White Noise

f) A Streetcar Named Desire

g) Ragtime

h) Moby-Dick

i) Gravity's Rainbow

j) The Cantos

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

1 American Tories (Loyalists) believed that

- a) separation from Britain was an illegal act that would ignite an unnecessary war
- b) only independence could preserve the colonists' constitutional rights
- c) the king, not Parliament, was responsible for the problems facing the colonists
- d) Sam Adams was acting in the best interests of the colonists with his actions and words

2 What was an important reason for early American migration to Texas?

- a) the desire to secure territory for the United States
- b) the Roman Catholic character of the Mexican residents of Texas
- c) the availability of cheap land for the planting of cotton
- d) the belief that Texas was part of the Louisiana Purchase
- e) the wish to aid the Mexicans in their efforts to overthrow Spanish rule

3 The Ku Klux Klan was organized in the period following the Civil War

- a) by former Union soldiers who remained in the South
- b) to oppose Jews, Catholics, and foreigners
- c) as a vigilante group to harass African-Americans
- d) with the full support of the Republican Party

4 Which of the following persons did not offer radical criticism of Roosevelt and his programs to stop the Great Depression?

- a) Huey Long
- b) Dr. Francis Townsend
- c) Father Charles Coughlin
- d) Harry S. Truman

5 What did the White House tapes reveal?

- a) that the Watergate burglary was simply a nondescript misdemeanor
- b) that Pres. Nixon had attempted to halt the dirty tricks of his supporters
- c) that Pres. Nixon had an affair with a White House intern
- d) that Pres. Nixon had ordered a coverup in the Watergate affair
- e) that Pres. Nixon and his aides never used foul language or anti-Semitic remarks

# LINGUISTICS

(50 points: 45points Fonetics, Fonology/Morfology/Syntax + 5 points Language)

## The Way Covid Deaths are Being Counted is a National Scandal

1 As a pathologist, I'm used to people thinking that my job mainly involves dealing with death.  
2 But nothing could be further from the truth. That is why I and many of my colleagues are so  
3 shocked by changes introduced during the coronavirus epidemic which mean that pathology  
4 has not been able to play the role that it should have in **helping** to understand this new  
5 disease.

6 Autopsy — *auto opsis* — literally means seeing for oneself. And the person doing the seeing  
7 should be clear-eyed — an independent specialist medical practitioner, with no emotional or  
8 professional vested interest in what happened to the patient. Autopsy studies typically show  
9 major discrepancies between actual findings and clinical diagnosis in a quarter to a third of  
10 cases. And nowhere are autopsy studies more important than in the study of new diseases and  
11 new treatments. We are still struggling to understand coronavirus. I can think of no time in  
12 my medical career when it has been more important to have accurate diagnosis of a disease,  
13 and understanding of precisely why patients have died of it. Yet very early on in the epidemic,  
14 rules surrounding death certification were changed — in ways that make the statistics  
15 unreliable.

16 Normally, two doctors are needed to certify a death, one of whom has been treating the  
17 patient or who knows them and has seen them recently. That has changed. For Covid-19 only,  
18 the certification can be made by a single doctor, and there is no requirement for them to have  
19 looked at, or even met, the patient. A video-link consultation in the four weeks prior to death  
20 is now felt to be sufficient for death to be attributed to Covid-19. For deaths in care homes the  
21 situation is even more extraordinary. Care home providers, most of whom are not medically  
22 trained, may make a statement to the effect that a patient has died of Covid-19. In the words  
23 of the Office for National Statistics, this 'may or may not correspond to a medical diagnosis  
24 or test result, or be reflected in the death certification'. From 29 March the numbers of 'Covid  
25 deaths' have included all cases where Covid-19 was simply mentioned on the death certificate  
26 — irrespective of positive testing and whether or not it may have been incidental to, or  
27 directly responsible for, death. From 29 April the numbers include the care home cases simply  
28 considered likely to be Covid-19.

29 So at a time when accurate death statistics are more important than ever, the rules have been  
30 changed in ways that make them less reliable than ever. In what proportion of Covid-19  
31 'mentions' was the disease actually present? And in how many cases, if actually present, was  
32 Covid-19 responsible for death? Despite what you may have grasped from the daily briefings,  
33 the shocking truth is that we just don't know. How many of the excess deaths during the  
34 epidemic are due to Covid-19, and how many are due to our societal responses of healthcare  
35 reorganisation, lockdown and social distancing? Again, we don't know. Despite claims that  
36 they're all due to Covid-19, there's strong evidence that many, perhaps even a majority, are  
37 the result of our responses rather than the disease itself.

38 The first rule in a pandemic should be to ensure transparency of information. Without it,  
39 errors can go undiscovered — and lives can be lost. We will never be able to find out for sure  
40 what this disease was like, or what it did in the early stages of the crisis. One of the  
41 unappreciated tragedies of this epidemic so far is the huge lost opportunity to understand  
42 Covid-19 better. In a country that has always prided itself on the quality of its facts and  
43 figures; the missing Covid-19 data is a national scandal.

<https://www.spectator.co.uk/article/the-way-covid-deaths-are-being-counted-is-a-national-scandal>

## I. PHONETICS AND PHONOLOGY (15 POINTS)

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

**Example:** pa' thologist (line 1)

- 1.epidemic      2.diagnosis      3.certification  
4.responsible      5.transparency

**B. Find five words in the text where the suffix –ed is pronounced as shown in questions 6-10. ( 5 points)**

**Example:** /d/ changed (line 30)

6. /t/      7. /Id/      8. /Id/      9. /d/      10. /d/

**C. Transcribe the following words correctly. Use the stress mark in polysyllabic words. (5 points)**

11. patient      12. disease      13. deaths  
14. missing      15. errors

## II. Morphology (15 points)

**1. A, What kind of non-finite verb form is the word *helping* in bold in line 4? (5 points)**

**B, Provide the name of the form and also clear evidence why you put the form into the particular category.**

**C, What is the name of the second –ing non-finite verb form in English?**

**D, How does it differ from the first category?**

**E, Provide ONE example of the second form from the text.**

2. Determine the part of speech and illustrate the morphemic analysis of the word “undiscovered” (line 39) (4 points)

3. A, In the text, find two examples of epistemic and two examples of deontic “can”. (6 points)

Deontic-lines: \_\_\_\_\_

Epistemic- lines: \_\_\_\_\_

B, Look at the modal verb phrase in line 32; label the form “have understood”.

C, If “may” were deontic, how would you express its past reference? Provide your own example.

### III. Syntax (15 points)

In the text find:

1. three examples of postmodification of noun phrases by means of finite clauses. In each case specify what kind of clause it is. (6 points)

A, line

B, line

C, line

2. three examples of postmodification of noun phrases by means of non- finite clauses. In each case specify what kind of clause it is. (6 points)

A, line

B, line

C, line

3. the infinitive of purpose. Change it into a finite clause. (3 points)

Line

# KEY ENTRANCE EXAMINATION 2020 – NMgr. programme A

## CULTURE

### I. LITERARY AND CULTURAL THEORY (10 POINTS)

1a) Identify the tropes or figures highlighted and numbered. 3 points

- 1) metaphor                      2) anaphora / polysyndeton                      3) eye-rhyme

1b) Identify the rhyme-structure of the poem's first stanza above by putting the same letters of the alphabet to line-endings that rhyme with each other. 2 points

There is joy in the woods just now,                      A  
    **The leaves are whispers of song (1),**                      B  
And the birds make mirth on the bough                      A  
    And music the whole day long,                      B  
And God! to dwell in the town                      C  
    In these springlike summer days,                      D  
On my brow an unfading frown                      C  
    And hate in my heart always—                      D

2) Please provide a brief definition of “moral criticism”. 2 points

A school of interpretation which focuses on the effect the work has on its readers, rather than its structure or literary qualities. It categorizes each text based on whether it makes the reader a “better” or “worse” person.

3) Which Greek philosopher was an early example of this school of thought? 2 points

Plato

4) Name another Greek philosopher whose thoughts had a lasting influence on Western literary theory. 1 point

Aristotle

### II. BRITISH CULTURE AND HISTORY (20 POINTS)

1. Write after each proper name in column A the person's work listed in column B: (9 points)

Geoffrey of Monmouth	- Historia Regum Britanniae
William Langland	- Piers Plowman
Thomas More	- Utopia
Edmund Spenser	- Faerie Queene
Shakespeare	- Twelfth Night
John Milton	- Paradise Lost
Daniel Defoe	- Moll Flanders
Laurence Stern	- Tristram Shandy
Jane Austen	- Mansfield Park

**2. When did the UK join the EC and who was then the Prime Minister? (2 points)**

1973, Edward Heath

**3. Which of the following were not British Prime Ministers? (4 points)**

Robert Walpole

David Cameron

Theresa May

Winston Churchill

All of them were

**4. Comment on Shakespeare's cultural and linguistic importance: (5 points)**

- One of the most prolific, known, and celebrated English dramatists and poets
- His works have been translated into over 80 languages (including Star Trek's Klingon)
- His plays address universal themes and provide insight into human condition
- He helped shape the English we use today – introducing new words (accused, alligator, fashionable, lonely, importantly) and well-known phrases (brave new world, foregone conclusion, wild-goose chase)
- Shakespearean sonnet (significant departure in terms of content)

### **III. AMERICAN CULTURE AND HISTORY (20 POINTS)**

**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 – 1 point each)**

1: e

2: d

3: i

4: c

5: h

6: j

7: b

8: a

9: g

10: f

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

**1 American Tories (Loyalists) believed that**

a) separation from Britain was an illegal act that would ignite an unnecessary war

**2 What was an important reason for early American migration to Texas?**

c) the availability of cheap land for the planting of cotton

**3 The Ku Klux Klan was organized in the period following the Civil War**

c) as a vigilante group to harass African-Americans

**4 Which of the following persons did not offer radical criticism of Roosevelt and his programs to stop the Great Depression?**

d) Harry S. Truman

**5 What did the White House tapes reveal?**

d) that Pres. Nixon had ordered a coverup in the Watergate affair



# LINGUISTICS

## I. PHONETICS AND PHONOLOGY (15 POINTS)

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

1. epi'demic                      2. dia'gnosis                      3. certifi'cation  
4. re'sponsible                      5. tran'sparency

**B. Find five words in the text where the suffix –ed is pronounced as shown in questions 6-10. (5 points)**

6. /t/                      used; introduced; shocked; looked, grasped  
7. /ɪd/                      prided; vested; counted; reflected  
8. /ɪd/                      attributed; unappreciated;      needed included  
9. /d/                      undiscovered; happened; died  
10. /d/                      changed; mentioned; trained

**C. Transcribe the following words correctly. Use the stress mark in polysyllabic words. (5 points)**

11. patient      /peɪʃənt/                      12. disease      /di'zi:z/                      13. deaths      /deθs/  
14. missing      /'mɪsɪŋ/                      15. errors      /'erəz/

## II. Morphology (15 points)

**1. A, What kind of non-finite verb form is the word *helping* in bold in line 4? (5 points)**

Gerund,

**B, Provide the name of the form and also clear evidence why you put the form into the particular category.**

it clearly functions as a noun as it is preceded by a preposition,

**C, What is the name of the second –ing non-finite verb form in English?**

present participle

**D, How does it differ from the first category?**

functions as an adjective, part of progressive tenses, transgressive, etc., but never as a noun.

**E, Provide ONE example of the second form from the text.**

struggling, surrounding etc.

**2. Determine the part of speech and illustrate the morphemic analysis of the word “undiscovered” (line 39) (4 points)**

Verb in the form of past participle, *un-* prefix, *discover* – root, *ed* – ending/inflectional morpheme

3. A, In the text, find two examples of epistemic and two examples of deontic “can”.

(6 points)

Deontic-lines:                  11             18      

Epistemic- lines:              39                 

- B, Look at the modal verb phrase in line 32; label the form “*have understood*”.

perfect infinitive

- C, If “*may*” were deontic, how would you express its past reference? Provide your own example.

I may stay a bit longer – I was allowed to stay a bit longer

### III. Syntax

(15 points)

In the text find:

1. three examples of postmodification of noun phrases by means of finite clauses.

In each case specify what kind of clause it is.

(6 points)

A, line            4 ...role *that it should have* ... a defining relative clause

B, line            28 ...a time *when accurate death statistics* ... a defining relative clause

C, line            35 ...strong evidence *that many are the result* ...appositive clause

2. three examples of postmodification of noun phrases by means of non- finite clauses. In each case specify what kind of clause it is. (6 points)

A, line            3 ...changes *introduced during the coronavirus epidemic* ... -ed participle

B, line            13 ...rules *surrounding death certificate* ...-ing participle.

C, line            19 ... death *to be attributed to Covid- 19*. To- infinitive.

3. the infinitive of purpose. Change it into a finite clause.

(3 points)

Line            10 We are still struggling *to understand*. We are still struggling *so that we could understand*.

Points:

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# B ENTRANCE EXAMINATION 2020 – NMgr. programme

## CULTURE

(50 points: 10 points Literary and Cultural Theory+ 20 points British culture and history + 20 points American culture and history)

### I. LITERARY AND CULTURAL THEORY (10 POINTS)

1a) Identify the tropes or figures highlighted and numbered. 3 points

Georgia Douglas Johnson, "The Return"

Again we meet—a flashing glance,  
And then, to scabbard, goes the lance,  
While **thoughts troop on (1)** in cavalcade  
Adown the wide aisles time has made.

Back in the glow of yesterday,  
With **tender troth (2)** you rode away,  
The sheen of rainbows in our eyes,  
That swept the rim of other skies.

And now **a writhing worm am I (3)**,  
Beneath a doomed love's lensing eye,  
Let me but stagger, far from sight,  
To hide my anguish, in the night.

1)

2)

3)

1b) Identify the rhyme-structure of the poem's first stanza above by putting the same letters of the alphabet to line-endings that rhyme with each other. Example: 2 points

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

A  
A  
B  
B  
C  
C

2) Take a look at the diagram showing Roman Jakobson's model of communication. Fill in the TWO missing elements (2 points), then pair all terms with the language functions below (3 points).

context (1)

message (2)

addresser (5) \_\_\_\_\_ (6)

contact (3)

\_\_\_\_\_ (4)

poetic \_\_\_\_\_  
metalingual \_\_\_\_\_  
referential \_\_\_\_\_

expressive \_\_\_\_\_  
phatic \_\_\_\_\_  
conative \_\_\_\_\_

## II. BRITISH CULTURE AND HISTORY (20 POINTS)

**1. Match the people with periods or movements: (9 points)**

Elizabeth Barrett Browning – Thomas More – Charles Dickens – Alexander Pope – C.S. Lewis – Jonathan Swift – Graham Greene – Henry Fielding – John Milton

Renaissance:

The Augustan Age:

The Victorian Era:

Twentieth century:

**2. When did the British people vote to leave the EU and who was the Prime Minister at that time? (2 points)**

**3. When were the countries that now make up the UK (together with the present Republic of Ireland) ruled as a republic and by whom were they ruled? (2 points)**

**4. Which of the following authors is NOT a Romantic poet? (2 points)**

Ann Radcliffe

Samuel Taylor Coleridge

John Keats

William Wordsworth

**5. Write down the features of the Victorian period: (5 points)**

## III. II. 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 – 1 point each)**

E. g. 0) Henry David Thoreau

x) The Scarlet Letter

z) Walden

**Right answer: 0) Henry David Thoreau: z**

1) E. E. Cummings

2) Henry James

3) Toni Morrison

4) Philip Roth

5) Harper Lee

6) Zora Neale Hurston

7) Langston Hughes

8) Sinclair Lewis

9) John Irving

10) Edward Albee

a) Beloved

b) Night Funeral in Harlem

c) Arrowsmith

d) The World According to Garp

e) The Bostonians

f) Who's Afraid of Virginia Woolf?

g) Their Eyes Were Watching God

h) Zuckerman novels

i) I(a

j) To Kill a Mockingbird

**2) Choose one answer; circle the right letter.**

**(2 points each – 10 points)**

**1 Which of the following was an ally of the British during the American War for Independence?**

- a) France
- b) Netherlands (Holland)
- c) Spain
- d) none of the above nations
- e) all of the above nations

**2 Which of the following rivers was claimed by the United States in 1846 as its boundary with Mexico?**

- a) Colorado
- b) Nueces
- c) Red
- d) Sabine
- e) Rio Grande

**3 The Empire of Japan demonstrated its expansionist policies in 1931-1932 by invading**

- a) the Philippines
- b) Pearl Harbor
- c) Mongolia
- d) Manchuria
- e) Mexico

**4 Which of the following statements about Martin Luther King Jr.'s 1963 “I Have a Dream” speech is correct?**

- a) It spurred the U.S. Congress to immediately approve Pres. Kennedy's civil rights bill
- b) it was a failure because the turnout at the rally was poor
- c) it was dramatically interrupted when a white racist shot King as he spoke on the steps of the Lincoln Memorial
- d) it turned a political rally into a historic event and recalled the nation to the ideals of justice and equality
- e) it was ignored by the media

**5 What events precipitated the 1979 seizure of over 50 American diplomats in Iran?**

- a) the collision of an American helicopter and a transport plane in the Iranian desert
- b) the rise to power of Ayatollah Khomeini
- c) the invasion of Iran by the Soviet Union
- d) the invasion of Iran by Iraq

# LINGUISTICS

(50 points: 45points Fonetics, Fonology/Morfology/Syntax + 5 points Language)

## The Nation Has Gone Mad

1 In case you had any doubt, yes, the nation has gone mad. Last week, the death of a Minnesota  
2 black man named George Floyd ignited the worst outbreak of civil disobedience in recent  
3 history plunging a nation already under lockdown stress further into anarchy as angry rioters  
4 take to the streets terrorizing American cities in the name of social justice.

5 Floyd's death at the knees of a Minneapolis police officer caught on tape was clearly unjust,  
6 rightfully setting off a wave of anger over the killing of a black civilian who appeared to be  
7 no threat. As the protests got underway however, demonstrations quickly took a darker turn in  
8 a nation grappling with record levels of unemployment and an ongoing public health  
9 pandemic. With more than 40 million unemployed Americans wandering the streets of a  
10 country fatigued under 10-week lockdowns, a nation that has been increasingly convinced by  
11 a Left-wing movement that it is irredeemably racist and full of white supremacists was primed  
12 for the storm of civil unrest it is now suffering.

13 "This is how all nations collapse," Fox News' Tucker Carlson observed Monday night in a  
14 32-minute monologue that will go down as a defining moment in prime time cable television.  
15 It was watched by millions.

16 Rioters claiming to be obsessed with racial injustice are committing gross racial injustices  
17 themselves. For the sake of black progress, protestors are destroying minority businesses,  
18 leaving poor neighborhoods devastated and ruining the livelihoods of those who barely  
19 emerged alive after two months of pandemic lockdowns. An estimated 100,000 small  
20 businesses had already permanently gone under.

21 Antifascists have also trashed literal antifascists by defacing the World War II Memorial, and  
22 D.C. rioters have taken to vandalizing monuments of historic Civil Rights heroes, including  
23 that of President Abraham Lincoln who brought the emancipation of slaves.

24 Yet reporters wanting to justify the violence and discredit the need for the restoration of a law  
25 and order to a nation gone mad are calling the military protection of the Lincoln Memorial  
26 "disturbing." In our new era of white guilt for ancestral crimes, everything is now racist if it  
27 wasn't already before. The list of lunacy in the new world order knows no bounds.

28 On Tuesday, an NBC announcer was fired for saying "all lives matter." On the same day, a  
29 "Law and Order" writer was fired for pledging to protect law and order at his own home. Also  
30 on Monday, dozens of public health experts signed an open letter in support for the protests  
31 blaming rampant white supremacy for society's ills. "White supremacy is a lethal public  
32 health issue that predates and contributes to COVID-19," the letter [read](#).

33 The nation has truly lost its mind.

<https://thefederalist.com/2020/06/03/the-nation-has-gone-mad/>

## I. PHONETICS AND PHONOLOGY

(15 POINTS)

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

**Example:** un'just (line 5)

1. civilian    2. pandemic    3. irredeemably    4. restoration  
5. memorial

**B. Write down five different words from the text. All must contain the letter “A”.**

**In each case, the letter A must be pronounced in the way shown by the phonemic symbols in 6-10. Example: /ə/ that (5 points)**

6. /ə/                      7. /æ/                      8. /ɒ/                      9. /ɔ:/                      10. /eɪ/

**C. Transcribe the following words correctly. Use the stress mark in polysyllabic words. (5 points)**

11. obsessed                      12. alive                      13. lethal  
14. roaming                      15. caught

## II. Morphology

(15 points)

**1. Look at the multi word verbs in line 6 and 22. Label the two different categories they should be classified into. Provide reasons for the classification. (5 points)**  
line 6:

line 22:

**2. Look at the word *million* (line 9) and *dozens* (line 30). What do they have in common with regards to the use of –s in the plural? (3 points)**

**3. Name the tense used in line 20 and explain why it is used. (2 points)**

4. Determine the morphological categories (such as person...) of the underlined finite verb phrase in line 10. Provide also the names of the categories. (5 points)

### III. Syntax

(15 points)

1. In the sentence *Yet reporters ..... "disturbing"*. (ll. 24 – 26) (7 points)  
a) find the main clause, write it down below and divide it into clause elements.

- b) What is the function of *gone mad* (l. 25)?

2. Put the following *-ed* forms into categories. (8 points)  
e.g. *fired* (l. 27) an *-ed* participle, part of the passive voice form.

*named* (l. 2)

*ignited* (l. 2)

*unemployed* (l. 9)

*convinced* (l. 10)



# KEY ENTRANCE EXAMINATION 2020 – NMgr. Programme B

## CULTURE

### I. LITERARY AND CULTURAL THEORY (10 POINTS)

1a) Identify the tropes or figures highlighted and numbered.

3 points

Georgia Douglas Johnson, "The Return"

Again we meet—a flashing glance,                      A  
And then, to scabbard, goes the lance,                      A  
While **thoughts troop on (1)** in cavalcade                      B  
Adown the wide aisles time has made.                      B

1) personification

2) alliteration

3) metaphor

1b) Identify the rhyme-structure of the poem's first stanza above by putting the same letters of the alphabet to line-endings that rhyme with each other. 2 points

2) Take a look at the diagram showing Roman Jakobson's model of communication. Fill in the TWO missing elements (2 points), then pair all terms with the language functions below (3 points).

context (1)  
message (2)

addresser (5) ————— addressee (6)

contact (3)  
code (4)

poetic \_\_\_\_ 2  
metalingual \_\_\_\_ 4  
referential \_\_\_\_ 1

expressive \_\_\_\_ 5  
phatic \_\_\_\_ 3  
conative \_\_\_\_ 6

### II. BRITISH CULTURE AND HISTORY (20 POINTS)

1. Match the people with periods or movements:

(9 points)

Renaissance: Thomas More, John Milton

The Augustan Age: Jonathan Swift, Alexander Pope, Henry Fielding

The Victorian Era: Elizabeth Barrett Browning, Charles Dickens

Twentieth century: C.S. Lewis, Graham Greene

2. When did the British people vote to leave the EU and who was the Prime Minister at that time? (2 points)

2016, David Cameron

3. When were the countries that now make up the UK (together with the present Republic of Ireland) ruled as a republic and by whom were they ruled? (2 points)

1649-1660, Oliver Cromwell, Richard Cromwell

4. Which of the following authors is NOT a Romantic poet? (2 points)

Ann Radcliffe

5. Write down the features of the Victorian period: (5 points)

- Britain's status as the most powerful empire in the world with rich culture
- Stable government/relatively peaceful climate
- Developments in science: evolution, eugenics
- Class-based society
- A growing number of people being able to vote
- Double standards (strict morality required in public, loose morals at home)
- Origins of children's literature

### III. AMERICAN CULTURE AND HISTORY (20 POINTS)

- 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 – 1 point each)

1: i

6: g

2: e

7: b

3: a

8: c

4: h

9: d

5: j

10: f

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

- 1 Which of the following was an ally of the British during the American War for Independence?

d) none of the above nations

- 2 Which of the following rivers was claimed by the United States in 1846 as its boundary with Mexico?

e) Rio Grande

- 3 The Empire of Japan demonstrated its expansionist policies in 1931-1932 by invading

d) Manchuria

- 4 Which of the following statements about Martin Luther King Jr.'s 1963 "I Have a Dream" speech is correct?

d) it turned a political rally into a historic event and recalled the nation to the ideals of justice and equality

- 5 What events precipitated the 1979 seizure of over 50 American diplomats in Iran?

b) the rise to power of Ayatollah Khomeini

# LINGUISTICS

## I. PHONETICS AND PHONOLOGY (15 POINTS)

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

1. ci'vilian                      2. pan'demic                      3. irre'deemably  
4. resto'ration                      5. me'morial

**B. Write down five different words from the text. All must contain the letter “A”. In each case, the letter A must be pronounced in the way shown by the phonemic symbols in 6-10. (5 points)**

6. /ə/                      alive, a, an, literal, fatigued, appeared, at  
7. /æ/                      pandemic, black, grappling, matter, anger, mad  
8. /ɒ/                      wandering, want, watched, wasn't  
9. /ɔ:/                      law, all, small, already, War, calling  
10. /eɪ/                      slaves, cable, racist, taken, saying, nations, named

**C. Transcribe the following words correctly. Use the stress mark in polysyllabic words. (5 points)**

11. obsessed /əb'sest/                      12. alive /ə'laɪv/                      13. lethal /'li:θəl/  
14. roaming /'rəʊmɪŋ/                      15. caught /kɔ:t/

## II. Morphology (15 points)

**1. Look at the multi word verbs in line 6 and 22. Label the two different categories they should be classified into. Provide reasons for the classification.**

**line 6:**

Phrasal verb – verb + particle as the object of the verb can be moved between the verb and its particle (2 points)

**line 22:**

Prepositional verb – it is a transitive verb (prepositional verbs always are) and the preposition has to always precede its nominal complement. (3 points)

**2. Look at the word *million* (line 9) and *dozens* (line 30). What do they have in common with regards to the use of –s in the plural? (3 points)**

When preceded by a specific numeral, they do not take –s in the plural. If they express an indefinite number, they take –s in the plural and are always followed by “of”

**3. Name the tense used in line 20 and explain why it is used. (2 points)**

Past perfect, the time reference of this verb phrase precedes the time reference of the previous sentence, specifically of the verb “emerged”

**4. Determine the morphological categories (such as person...) of the underlined finite verb phrase in line 10. Provide also the names of the categories. (5 points)**

Has been convinced: 3<sup>rd</sup> person, singular number, present progressive(continuous) tense, indicative mood, passive voice, (progressive aspect)

### III. Syntax

(15 points)

**1. In the sentence *Yet reporters ..... "disturbing"*. (ll. 24 – 26)**

**a) find the main clause, write it down below and divide it into clause elements. (5 points)**

Yet reporters are calling the military protection of the Lincoln Memorial “disturbing”.

S

V

O

C

**b) What is the function of *gone mad* (l. 25)?**

**(2 points)**

gone mad – postmodification of nation

**2. Put the following –ed forms into categories.**

**(8 points)**

e.g. *fired* (l. 27) an -ed participle, part of the passive voice form.

named –ed participle, postmodification of man

ignited past tense,

unemployed – ed participle, premodification of Americans,

convinced –ed participle, part of the passive form of the present perfect tense