

Points:

Number:

Time:

Classroom:

Combination:

B ENTRANCE EXAMINATION 2022 – NMgr. programme

I. Literary and Cultural Theory

I) Identify the tropes or figures of speech set in bold and numbered. (5 points)

As I Grew Older

It was a long time ago.

I have almost forgotten my dream.

But it was there then,

In front of me,

Bright like a sun—(1)

My dream.

And then the wall rose,

Rose slowly,

Slowly,

Between me and my dream.

Rose until it touched the sky—(2)

The wall.

Shadow.

I am black.

I lie down in the shadow.

No longer the light of my dream before me,

Above me.

Only **the thick wall**.(3)

Only the shadow.

My hands!

My dark hands!

Break through the wall!

Find my dream!

Help me to shatter this darkness,

To smash this night.(4)

To break this shadow

Into a thousand lights of sun,

Into **a thousand whirling dreams** (5)

Of sun!

Langston Hughes

1) 4)

2) 5)

3)

II. What is the difference between plot and story?

(2 points)

III. Name 3 types of poems with fixed verse structure

(3 points)

II. British Culture and History

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

(10 points)

E. g. 0) William Shakespeare

x) Hamlet

z) Pride and Prejudice

Right answer: 0) William Shakespeare: x

- | | |
|------------------------|----------------------------|
| 1) Virginia Woolf | a) Dubliners |
| 2) William Wordsworth | b) David Copperfield |
| 3) Charles Dickens | c) Mill on the Floss |
| 4) George Eliot | d) Garden Party |
| 5) Geoffrey Chaucer | e) Portrait of Dorian Gray |
| 6) Katherine Mansfield | f) Essays |
| 7) Oscar Wilde | g) Frankenstein |
| 8) Francis Bacon | h) Daffodils |
| 9) James Joyce | i) Canterbury Tales |
| 10) Mary Shelley | j) To the Lighthouse |

II) Choose one answer:

(2 points each – 10 points)

1) The Romans contributed to the development of ... in Britain.

- a) Anglican Church b) urban life c) industry d) railways

2) During the One Hundred Years' War England fought with

- a) Germany b) Holland c) Ireland d) France

3) Which British monarch ruled while being excommunicated?

- a) Queen Victoria b) Elizabeth I c) Richard III d) Henry II

4) The British monarch with the longest reign was

- a) Queen Victoria b) Elizabeth I c) Richard III d) Henry II

5) Margaret Thatcher was the leader of the

- a) Conservative Party b) Liberal Party c) Socialist Party d) Labour Party

III. American Culture and History

I) Match the authors with the literary works. 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) Emily Dickinson | a) Their Eyes Were Watching God |
| 2) Kurt Vonnegut | b) Because I could not stop for Death |
| 3) Ernest Hemingway | c) The Negro Speaks of Rivers |
| 4) Charlotte Perkins Gilman | d) Mourning Becomes Electra |
| 5) Washington Irving | e) A Farewell to Arms |
| 6) Sylvia Plath | f) Suffrage Songs and Verses |
| 7) Zora Neale Hurston | g) Lady Lazarus |
| 8) Langston Hughes | h) The Legend of Sleepy Hollow |
| 9) Arthur Miller | i) Slaughterhouse-Five |
| 10) Eugene O'Neill | j) Death of a Salesman |

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

- 1 The Boston Tea Party happened in ____.
- a) 1770 b) 1773 c) 1775 d) 1778
- 2 The President of the Confederate States of America during the entire Civil War was ____.
- a) Abraham Lincoln b) Ulysses S. Grant
c) Robert E. Lee d) Jefferson Davies
- 3 Which of the following famous persons was NOT a famous tycoon?
- a) John D. Rockefeller b) J. P. Morgan
c) Cornelius Vanderbilt d) James Truslow Adams
- 4 The US president during World War I was
- a) J.F. Kennedy b) Teddy Roosevelt c) Franklin Delano Roosevelt d) Woodrow Wilson
- 5 The Brown v. Board of Education, a famous Supreme Court case in 1954, declared that
- a) segregation was illegal in public schools b) voting was guaranteed by the Constitution
c) separate but equal facilities were legal d) African-Americans were citizens of the U.S.

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

THE “AMAZING” BRAIN

1 Read the following sentence: *Mom had hot apple cider ready for us on that cold snowy day.*
2 In the few seconds required for you to complete the sentence, your brain already had carried
3 out a vast multitude of tasks. Initially, your eyes focused on the piece of paper on which the
4 sentence was written, and then transmitted the visual stimuli (chemically—via your optic
5 nerve) to your brain. The brain, upon receiving that chemical signal, immediately recognized
6 the symbols on the page as English letters. It then compiled those letters into a
7 comprehensible sentence (using rules you were taught in elementary school), which it then
8 analyzed and stored. In addition, your brain very probably painted a mental image of both the
9 snowy day and your mother. You may even have found yourself suddenly craving a mug of
10 steaming-hot apple cider. Also during that short span, your ears reported the sounds they
11 were detecting, and your nose constantly was sampling the air for new odors. All the while,
12 your brain was busily maintaining your body at homeostasis—that is, it signaled your heart to
13 beat and your lungs to respire, it measured the hormone levels in your bloodstream (making
14 adjustments as needed), and relayed any pain or other sensations that you might be feeling
15 during those few short seconds. And all of this is merely the proverbial “tip of the iceberg.”

16 The brain, and the nerves associated with it, carry out countless physiological functions,
17 most of which we understand at only a very basic level. And therein lies the enigma
18 surrounding the brain. How can we take three pounds of matter, and in that small space
19 cram all of our education, memories, emotions, likes and dislikes, and communication
20 skills—yet, all the while it is those same three pounds of matter that keep our heart beating,
21 cause our lungs to respire, and give us a detailed internal map of the position of our arms or
22 legs? How is it that a certain smell instantaneously can carry us back to a period in our
23 childhood, offering us crystal-clear images of that particular time in our life? Exactly how is it
24 that we are able to distinguish between a banana and an orange, just by using our nose?
25 What chemical reactions convince us which fruit is the orange? **Where** is that memory
26 stored, and how long will that particular memory **remain** stored? What part of our brain
27 controls emotions? Where do we “put” feelings like love and hate? How is it that the mere
28 sound of one voice can illicit calm, while the sound of another voice can cause our blood
29 pressure to climb? In fact, why is it that humans love (or hate) at all?

The Origin of the Brain and Mind [Part I]

by Brad Harrub, Ph.D. and Bert Thompson, Ph.D.

1. Using examples from the text discuss different kinds of postmodification of noun phrases by means of finite and non-finite clauses.

KEY

B ENTRANCE EXAMINATION 2022 – NMgr. programme

I. Literary and Cultural Theory (10 points)

I) Identify the tropes or figures of speech set in bold and numbered. (5 points)

1) comparison

2) hyperbole

3) epithet

4) metaphor

5) epithet

II. What is the difference between plot and story? (2 points)

Plot is the sequence of the events in a narrative according to the cause-effect relationships. The plot shows how the story is told.

Story is the chronological sequence of the events in a narrative.

III. Name 3 types of poems with fixed verse structure (3 points)

haiku, sonnet, limerick, rondeau, rondel, ghazal, rondelet, triolet

II. British Culture and History (20 points)

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

1) Virginia Woolf

j) To the Lighthouse

2) William Wordsworth

h) Daffodils

3) Charles Dickens

b) David Copperfield

4) George Eliot

c) Mill on the Floss

5) Geoffrey Chaucer

i) Canterbury Tales

6) Katherine Mansfield

d) Garden Party

7) Oscar Wilde

e) Portrait of Dorian Gray

8) Francis Bacon

f) Essays

9) James Joyce

a) Dubliners

10) Mary Shelley

g) Frankenstein

II) Choose one answer:

(2 points each = 10 points)

- 1) The Romans contributed to the development of ... in Britain. **b)** urban life
- 2) During the One Hundred Years' War England fought with **d)** France
- 3) Which British monarch ruled while being excommunicated? **b)** Elizabeth I
- 4) The British monarch with the longest reign was **a)** Queen Victoria
- 5) Margaret Thatcher was the leader of the **a)** Conservative

III. American Culture and History (20 points)

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

- | | |
|-----------------------------|--|
| 1) Emily Dickinson | b) Because I could not stop for Death Were Watching God |
| 2) Kurt Vonnegut | i) Slaughterhouse-Five |
| 3) Ernest Hemingway | e) A Farewell to Arms |
| 4) Charlotte Perkins Gilman | f) Suffrage Songs and Verses |
| 5) Washington Irving | h) The Legend of Sleepy Hollow |
| 6) Sylvia Plath | g) Lady Lazarus |
| 7) Zora Neale Hurston | a) Their Eyes |
| 8) Langston Hughes | c) The Negro Speaks of Rivers |
| 9) Arthur Miller | j) Death of a Salesman |
| 10) Eugene O'Neill | d) Mourning Becomes Electra |

II) Choose one answer; circle the right letter.

(2 points each = 10 points)

- 1) The Boston Tea Party happened in _____. **b)** 1773
- 2) The President of the Confederate States of America during the entire Civil War was _____. **d)** Jefferson Davies
- 3) Which of the following famous persons was NOT a famous tycoon? **d)** James Truslow Adams
- 4) The US president during World War I was **d)** Woodrow Wilson
- 5) The Brown v. Board of Education, a famous Supreme Court case in 1954, declared that **a)** segregation was illegal in public schools

KEY

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

I. Phonetics and Phonology (15 points)

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

1. compre'hensible 2. physio'logical
3. pro'verbial 4. communi'cation 5. a'djustments

B. Write down five different words from the text, which have both a strong form and weak form of pronunciation. Transcribe the particular form in the text. Add the number of the line where the word may be found.

1. the / ðə/ line 1 2. of /ən/ line 3 3. to /tə/ line 2
4. was /wəz/ line 4 5. have /həv/ line 9 (And others)

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

1. odors /'əʊdəz/ 2. education /edʒʊ'keɪʃən/
3. transmitted /trænz'mɪtɪd/ 4. focused /'fəʊkəst/ 5. nerves /'nɜ:vz/

II. Morphology (15 points)

1. What parts of speech are the following words: *that* (line 12), *like* (line 27) and *beating* (line 20)? How did you reach your conclusion? Always provide at least two criteria (reasons). (6 points)

that – it is demonstrative pronoun, it substitutes for a noun, it functions as a head with the function of a subject

like – preposition – it expresses relationship between the words feelings and love/hate, it has a nominal complement love/hate

beating – it is a verb, it has a typical verbal suffix *-ing*, it describes an activity

2. Decide whether the following nouns are countable or uncountable.

Explain how you reached your conclusions:

matter (line 20), *voice* (line 28), *multitude* (line 3) (6 points)

matter – in a singular form used without any determiner

voice – countable – preceded by the quantified another

multitude – countable – used with an indefinite article

3. In line 4 find a plural form of a noun, transcribe its pronunciation, and provide its singular form. (3 points)

Stimuli – /stɪmjə'laɪ/ also /stɪmjʊ'laɪ/, stimulus

III. Syntax

(15 points)

1. Using examples from the text discuss different kinds of postmodification of noun phrases by means of finite and non-finite clauses.

Possible answers:

Noun phrases can be postmodified by defining relative clauses. In

l. 3 ... *the piece of paper on which the sentence was written* there is a defining relative clause with a relative pronoun as an object of a preposition.

l. 7 ... *sentence, which it then analyzed and stored* is a defining relative clause in which the relative pronoun functions as an object.

l. 10 ... *the sounds they were detecting* – again a defining relative clause. The relative pronoun has been left out because it would function as an object.

l. 20 ... *those same three pounds of matter that keep our heart beating*. A defining relative clause in which the relative pronoun has been preserved because it functions as a subject.

Noun phrases can be also postmodified by non-finite clauses. In

l. 2 ... *the few seconds required* there is an –ed participle clause

l.16 ... *the enigma surrounding the brain* illustrates an –ing participle clause functioning as postmodification.