

**CULTURE TEST (0.5 points per answer, 10 points maximum)**

Mark the letter corresponding to the correct answer for each question with a cross (×) on the amber-coloured score sheet (skórovací list). The number of the question should be the same as the number of the line on the score sheet. No other way of marking the answers will be accepted. Only ONE ANSWER to each question IS CORRECT.

*Example (A is the correct answer):*

2. Which of the following was not an American poet?

(A) Hugh MacDiarmid, (B) Robert Frost, (C) Henry Wadsworth Longfellow, (D) Gregory Corso

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|---|---|---|---|---|---|
| × | A | B | C | D | E |
|---|---|---|---|---|---|

1. Which of the following was a US writer of Southern fiction?

(A) Annie Proulx; (B) William Faulkner; (C) Robert Lowell; (D) Trey Parker.

2. Which British writer served as an imperial officer in Burma, fought in the Spanish Civil War and wrote an allegory of the rise of Stalinism?

(A) Salman Rushdie; (B) Kingsley Amis; (C) W. H. Auden; (D) George Orwell.

3. William Blake was

- (A) an English poet and painter;
- (B) a principal figure of the Irish Literary Revival;
- (C) a Scottish translator of Gaelic verse;
- (D) a North American street artist (nicknamed “Billy B”).

4. Which of the following authors has not been awarded the Nobel Prize for literature?

(A) Samuel Beckett; (B) Harold Pinter; (C) Martin Amis; (D) Seamus Heaney.

5. Ulster is

- (A) a historical name for a territory in Ireland;
- (B) a district in Scotland;
- (C) an area of greater Boston originally settled by Scottish Presbyterians;
- (D) an area in New South Wales originally settled by the religious sect of “Ulsterians”.

6. Which of the following American novels is not correctly matched with its character:

(A) *Catch 22* – Yossarian; (B) *The Great Gatsby* – Clarissa Dalloway;  
(C) *The Scarlet Letter* – Hester Prynne; (D) *Moby-Dick* – Captain Ahab.

7. The first major Puritan settlements in North America such as the Plymouth Colony and the Massachusetts Bay Colony were established in:

(A) the fifteenth century; (B) the sixteenth century;  
(C) the seventeenth century; (D) the eighteenth century.

8. U.S. culture of the 1950s is not associated with

(A) the growth of suburbs; (B) the publication of Allen Ginsberg’s *Howl*;  
(C) McCarthyism; (D) the golden age of silent cinema.

9. Which of the following dramas was not written by Tennessee Williams?

(A) *Cat on a Hot Tin Roof*; (B) *The Glass Menagerie*;  
(C) *A Streetcar Named Desire*; (D) *Who’s Afraid of Virginia Woolf*.

**10. Which of the following English works is structured along the same basic principle as Boccaccio's *Decameron*?**

- (A) James Joyce's *Dubliners*; (B) Edmund Spenser's *The Faerie Queene*;  
(C) Geoffrey Chaucer's *The Canterbury Tales*; (D) John Milton's *Paradise Lost*.

**11. Which of the following American writers is not primarily associated with the 1960s?**

- (A) Allen Ginsberg; (B) Jack Kerouac; (C) Sylvia Plath; (D) Toni Morrison.

**12. Which of these is not an experimental novel in terms of style?**

- (A) James Joyce's *Ulysses*; (B) Virginia Woolf's *Mrs Dalloway*;  
(C) Laurence Sterne's *Tristram Shandy*; (D) Joseph Conrad's *Lord Jim*.

**13. Which of the characteristics below best describes modernist poetry?**

- (A) Focus on the lyrical subject's emotions.  
(B) Use of fragment, quotation, and myth.  
(C) Rhyming verse, use of classical metric patterns.  
(D) Religious ardour, speculative metaphysics.

**14. Exclude the feature that does not characterize English Romantic poetry:**

- (A) The use of traditional lyrical forms such as the sonnet, ode, etc.  
(B) Emphasizing the role nature plays in human life.  
(C) Finding the source of poetry in the imaginative faculty of the mind.  
(D) Regarding *judgement* and *wit* as the primary principles of composition.

**15. William Shakespeare's play addressing the Jewish question is called:**

- (A) *The Tragedy of the Rich Jew of Malta*; (B) *Othello, the Moor of Venice*;  
(C) *The Merchant of Venice*; (D) *Jude the Obscure*.

**16. Which of the following rhetorical figures involves a change of meaning?**

- (A) anaphora; (B) metaphor; (C) assonance; (D) alliteration.

**17. The use of historically inaccurate details in a work of art is called**

- (A) Vagary; (B) Futurism; (C) Anachronism; (D) Colloquialism.

**18. A figure of speech in which something nonhuman is given human characteristics is called:**

- (A) understatement; (B) paronomasia; (C) hyperbole; (D) personification.

**19. *Vanity Fair* is a novel by**

- (A) Jane Austen; (B) Charles Dickens; (C) W. M. Thackeray; (D) Thomas Hardy.

**20. Which of the following British writers does not represent Modernism?**

- (A) D. H. Lawrence; (B) Virginia Woolf; (C) Wyndham Lewis; (D) H. G. Wells.

**READING COMPREHENSION – A**

(10 bodů)

Mark the letter corresponding to the correct answer for each question with a cross (×) on the amber-coloured scoresheet (skórovací list). The number of the question should be the same as the number of the line on the scoresheet. No other way of marking the answers will be accepted. Only ONE ANSWER IS CORRECT.

Example (A is the correct answer):

2. Which of the following is NOT claimed in the article?

(A) the theory is wrong (B) the theory is attractive (C) the theory is sound (D) the theory is correct

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|   |   |   |   |
|---|---|---|---|
| A | B | C | D |
|---|---|---|---|

(Line) Ann Senghas of Columbia University studied three generations of deaf schoolchildren from the Nicaraguan capital, Managua. Pupils from the deaf schools gradually developed their own form of hand-based communication. Senghas showed them a video and asked them to describe the event using sign language. Older students used hand signals resembling the gestures employed by hearing people, mimicking the entire event physically. But younger pupils - who had interacted with other deaf children from an early age - used a more complex series of signs. Their constructions resemble the way words and sentences are built in verbal languages, using segments structured in a linear fashion. Apparently the way they learnt the sign language helped reshape it according to these linguistic rules. All languages exhibit similar structural features, perhaps indicating that humans have a biological predisposition to communicate in this way. The study may provide unique insight into language evolution, says Karen Emmorey from the Salk Institute. "It tells us about the way language emerges. What is more, there's just no way to get at this data for spoken languages as you can't go back in time." Pre-adolescent children typically possess better linguistic learning abilities than adults, making it easier for them to learn a new language. But this ability normally disappears around adolescence and why this should happen remains unclear. This could have had an evolutionary advantage, helping to reinforce linguistic bonds by making it more difficult for those who grew up outside of a social group to learn its language.

21. This passage is in principle concerned with:

- (A) how deaf children learn the sign language
- (B) the study of deaf children
- (C) the role of signs in communication
- (D) language structure and origin

22. The word 'physically' in line 5 means:

- (A) materially
- (B) vividly
- (C) bodily
- (D) forcefully

23. The word 'emerges' in line 12 does NOT mean:

- (A) begin
- (B) develop
- (C) behave
- (D) evolve

24. What does the 'evolutionary advantage' for pre-adolescents mentioned in line 17 consist in?

- (A) their learning a language early in a social group
- (B) their growing outside of a social group
- (C) strengthening their links to a social group
- (D) their having better linguistic learning abilities

25. How did the younger Nicaraguan pupils use their hand signals?

- (A) they combined them like words
- (B) they used them in a simplified manner
- (C) they used them for physical imitation
- (D) they used them like hearing people

26. Which of the following is NOT claimed by the authors in the passage:

- (A) non-verbal languages resemble verbal ones
- (B) adolescents lose their linguistic ability
- (C) linguistic learning abilities vary with age
- (D) social relations and linguistic bonds are interrelated

27. Which can best replace 'in a linear fashion' in line 8:

- (A) symmetrically
- (B) sequentially
- (C) strictly
- (D) systematically

28. The word 'reinforce' in line 17 is closest in meaning to:

- (A) strengthen
- (B) express
- (C) expose
- (D) distinguish

29. What is NOT true of pre-adolescent children:

- (A) as language learners, they surpass adults
- (B) in time, their linguistic learning abilities deteriorate
- (C) they show linguists how language develops
- (D) they are predisposed to mimicking hand signs

30. Where does the passage describe the interaction between sign languages and verbal languages?

- (A) Lines 4-6
- (B) Lines 7-9
- (C) Lines 12-14
- (D) Lines 16-18

LINGVISTICKÝ TEST – A

1. Převeďte do pasíva (1 bod):

We have to deal with this situation immediately.

2. V následujících větách vyberte (zakroužkujte) jednu správnou možnost (0,5 bodu):

What are / What is / Which were the latest news?

The professor was reluctant about discussing / to the discussion of / to discuss anything.

3. Určete slovní druh podtržených slov (1,5 bodu):

The house is in need of a thorough clean<sup>1</sup>. The opinion poll suggests a clean<sup>2</sup> sweep for the Democrats. I'll need to get the coat cleaned<sup>3</sup>.

|    |    |    |
|----|----|----|
| 1. | 2. | 3. |
|----|----|----|

4. Souvětí spojte do jedné věty podle uvedeného začátku tak, aby byl zachován stejný význam (1 bod):

Many rivers are so polluted that fish cannot live there.

→ Many rivers are too polluted \_\_\_\_\_

5. K podtrženým slovům vyberte (zakroužkujte) slovo opačného významu (antonymum) (1 bod):

Long before the sky dimmed, I was on my way. – blurred, brightened, clouded, reindeerred, redeemed

He is a very conceited person. – conscientious, concealed, modest, irritable, vain

6. Spojte obě věty do jedné nahrazením podtržené části modálním (způsobovým) slovesem tak, aby byl zachován stejný význam věty. Celou větu přepište (1 bod):

I am sure that Daniel forgot about the appointment.

→ Daniel \_\_\_\_\_

7. Následující větě lze rozumět dvěma způsoby; vysvětlete je překladem nebo výkladem (1 bod):

I know more beautiful women than Julia.

8. Od uvedených slov vytvořte pomocí předpony nebo přípony (vyjma přípony *-ing*):

a) podstatná jména, b) příslovce (1 bod):

|                   |  |                 |  |
|-------------------|--|-----------------|--|
| a) <i>address</i> |  | b) <i>home</i>  |  |
| a) <i>accept</i>  |  | b) <i>angry</i> |  |

9. Použijte náležitý tvar sloves v závorce (1 bod):

There was no way to predict whether the shareholders \_\_\_\_\_ (VOTE) for the transaction to proceed when they \_\_\_\_\_ (LEARN) about these developments.

10. Následující větu převeďte na substantivní konstrukci podle vzoru. Řídící substantivum odvozte od slovesa užitého ve větě jinou příponou než *-ing* (1 bod):

Vzor: His brother arrived unexpectedly. → his brother's unexpected arrival

The scientists carefully interpreted all the data.

→

Hodnocení: 10 bodů celkem

**Gap test A (10 points)**

**Complete the passage by replacing each number in brackets with one word only. If you give more than one option, only your first answer will be considered. Write your answers by the corresponding numbers in the table provided below the text.**

It may seem surprising (1) the earliest English-to-English dictionary dates only from the first part of the seventeenth century. “But how did people get along without dictionaries?” (2) our likely response. There were no English-to-English dictionaries because (3) was no real need for them. (4) all, what do we use a dictionary (5)? Most people today consult a dictionary primarily (6) check the spelling of words they want to write. When most people never wrote at (7) because they did not (8) how, and when spelling was (9) yet fixed anyway, a spelling “error” was not a social embarrassment, so there was no need to check spelling. Further, (10) the widespread dissemination of printing, people used their memories more (11) they do today and were (12) likely to forget what they had previously seen or read. Until the explosion of knowledge brought in by the Renaissance, most literate speakers of English would (13) know the meaning of most English words that they (14) likely to encounter. Even (15), dictionaries are not consulted especially frequently to determine correct pronunciation, and pronunciation was even less (16) a problem before the introduction of large numbers of Latin and Greek words into the lexicon. (17) summary, there were no English-to-English dictionaries prior (18) the seventeenth century because no one particularly needed them. All of (19) changed with the expansion of literacy and the Renaissance. A major incentive to the production of English-to-English dictionaries at this time was the increasing desire to refine, standardize, and fix the language, (20) desire that was only to intensify throughout the seventeenth and eighteenth centuries.

|     |     |
|-----|-----|
| 1.  | 11. |
| 2.  | 12. |
| 3.  | 13. |
| 4.  | 14. |
| 5.  | 15. |
| 6.  | 16. |
| 7.  | 17. |
| 8.  | 18. |
| 9.  | 19. |
| 10. | 20. |

# CRITICAL WRITING 2016

VERSION A:

CHOOSE ONE OF THE FOLLOWING:

1.

“We are what we pretend to be, so we must be careful about what we pretend to be.”

In the space of **30 to 45 lines** discuss this idea in relation to **ONE English language novel or play** of your choice. **Please note:** Answers shorter than 30 lines will get 0 points; answers not referring to English language works will get 0 points.

**OR**

2.

## I HEAR AMERICA SINGING

I hear America singing, the varied carols I hear,  
Those of mechanics, each one singing his as it should be  
blithe and strong,  
The carpenter singing his as he measures his plank or  
beam,  
The mason singing his as he makes ready for work, or  
leaves off work,  
The boatman singing what belongs to him in his boat, the  
deckhand singing on the steamboat deck,  
The shoemaker singing as he sits on his bench, the  
hatter singing as he stands,  
The wood-cutter's song, the ploughboy's on his way in  
the morning, or at noon intermission or at sundown,  
The delicious singing of the mother, or of the young wife  
at work, or of the girl sewing or washing,  
Each singing what belongs to him or her and to none  
else,  
The day what belongs to the day — at night the party of  
young fellows, robust, friendly,  
Singing with open mouths their strong melodious songs.

In the space of a minimum of **30 to 45 lines** explain the theme of the poem and go on to discuss the theme with specific reference to the work of **ONE English or American poet** you have read. **Please note:** Answers shorter than 30 lines will get 0 points; answers not referring to English language works will get 0 points.

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