

CULTURE TEST (20 points: 2 points per answer)

Read the poem carefully – the first 5 questions are text-related. The remaining 5 questions cover miscellaneous topics within Anglophone literatures and cultural history.

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	

HARLEM

Langston Hughes

What happens to a dream deferred?

Does it dry up
like a raisin in the sun?

Or fester like a sore—

And then run?

Does it stink like rotten meat?

Or crust and sugar over—

like a syrupy sweet?

Maybe it just sags

like a heavy load.

Or does it explode?

1. In this poem, Langston Hughes suggests that the American Dream

- A) might rot if not constantly renewed by the sweetness of love between ethnicities
- B) while a heavy burden, is best carried by ethnically Black US citizens
- C) if postponed, might explode with ethnic tension
- D) might explode in celebration of all the ethnic minorities in the US

2. The phrase “a dream deferred” implies

- A) reluctance to achieve an ideal
- B) misunderstanding of crucial ideas
- C) waking up from a pleasant dream
- D) living far from reality

3. Harlem described in this poem is

- A) a city in the Netherlands
- B) a small town in the deep U.S. South
- C) a neighbourhood in Manhattan
- D) a city in New Jersey

4. What figures and tropes are repeatedly used in the poem?

- A) onomatopoeia and personification
- B) metaphor and simile
- C) synecdoche and oxymoron
- D) metonymy and irony

5. The line “like a syrupy sweet” features which sound effect?

- A) assonance
- B) onomatopoeia
- C) consonance
- D) alliteration

6. Which of the following is not a work by William Shakespeare?

- A) *Bartholomew Fair*
- B) *A Midsummer Night's Dream*
- C) *The Winter's Tale*
- D) *The Tempest*

7. “The Troubles” is a term that has been used to refer to

- A) the war over the Falkland Islands in the 1980s.
- B) the Civil Rights Movement in the U.S. in the 1960s.
- C) the conflict between two major communities in Northern Ireland in the 1970s–90s.
- D) the global economic crisis of 2008-9.

8. Which of the descriptions below does not refer to English Romantic poetry?

- A) use of traditional lyrical forms such as the sonnet, ode, etc.
- B) focus on imagination as the source of poetry.
- C) emphasis on the role of nature in human life.
- D) elevation of wit to a primary principle of composition.

9. The Globe is

- A) the title of a religious lyric by the metaphysical poet Henry Vaughan.
- B) the name of a famous public theatre in which Shakespeare's plays were staged.
- C) the title of a visionary epic by William Blake in which he explains his philosophical system.
- D) the name of a scientific journal published between 1660 and 1700 by the Royal Society.

10. Which of the following authors is not associated with literary Modernism?

- A) Virginia Woolf
- B) D. H. Lawrence
- C) William Makepeace Thackeray
- D) James Joyce

READING COMPREHENSION (20 points; 2 points per answer)

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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Language is used for more than one purpose. The person who hits their thumb with a hammer and utters a string of curses is using language for an expressive purpose: they are relieving their feelings, and need no audience but themselves. People can often be heard playing with language: children especially like using language as if it were a toy, repeating, distorting, inventing, punning and jingling. There is also a play element in the use of language in some literature. But when philosophers use language to clarify their ideas on a subject, they are using it as an instrument of thought. When two neighbours gossip over the fence, or exchange conventional greetings as they pass one another in the street, language is being used to strengthen the bonds of cohesion between the members of a society.

Language, it seems, is a multipurpose instrument. One function, however, is basic: language enables us to influence one another's behaviour, and to influence it in great detail, and thereby makes human co-operation possible. Other animals co-operate, for example many primates, and social insects like bees and ants, and use communication systems in the process. But human co-operation is more detailed and more diversified than that found elsewhere in the animal kingdom. This human cooperation would be unthinkable without language, and it is obviously this function which has made language so successful and so important; other functions can be looked on as by-products.

11. The first paragraph is in principle concerned with:

- A. children playing with language
- B. language as a tool of social cohesion
- C. expressive use of language
- D. functions of language

12. The word "distorting" (line 4) DOES NOT mean:

- A. destroy
- B. twist
- C. modify
- D. alter

13. The expression "thereby" (line 10) CANNOT be replaced by:

- A. therefore
- B. therein
- C. in that way
- D. by that

14. What makes human communication unique?

- A. detailed cooperation
- B. influencing language
- C. its importance
- D. its multipurpose character

15. How many purposes of language use are described in the first paragraph?

- A. 3
- B. 4
- C. 5
- D. 6

16. Which of the following uses of language is NOT mentioned in the text:

- A. whimsical
- B. social
- C. reasoning
- D. assertive

17. Which can best replace "enables" (line 9):

- A. makes
- B. allows
- C. brings
- D. communicates

18. The word "relieving" (line 2) is closest in meaning to:

- A. revealing
- B. feeling
- C. alleviating
- D. intensifying

19. The second paragraph is in principle concerned with:

- A. language use in the animal kingdom
- B. influence of language on animal behaviour
- C. role of language in human cooperation
- D. different functions of language

20. Which lines of the text describe emotional use of language?

- A. 14–15
- B. 4–5
- C. 1–3
- D. 12–13

LINGVISTICKÝ TEST (20 bodů)

1. Převeďte do nepřímé řeči (2 body):

The professor told us: "You'll get the results as soon as I correct the tests."
The professor told us...

2. K podtrženým slovům vyberte (zakroužkujte) slovo opačného významu (antonymum) (2 body):

He was my predecessor in office. – successor, precursor, colleague, pioneer, trailblazer
Violence is innate in our society. – internal, inherent, acquired, accustomed, frequent

3. Přeformulujte souvětí dle uvedeného začátku tak, aby byl zachován význam (2 body):

It is reported that two police-officers were injured during the exchange of fire.
Two police-officers are reported...

4. V následujících větách vyberte (zakroužkujte) jednu správnou možnost (2 body):

They congratulated the authors *for producing / on producing / by producing* such an authoritative work.
Peter looked as *terribly / terrible / badly* as he felt.
This idea is well worth *for consideration / to consider / considering*.
She gave me *all the / each of the / every advice* I needed.

5. Určete slovní druh podtržených slov (2 body):

This¹ magazine is a weekly² famous for³ including funny pictures on the front⁴ page.

1 _____ 2 _____ 3 _____ 4 _____

6. Od uvedených slov a) vytvořte přídavná jména pomocí přípony (vyjma přípony *-ing* a *-ed*); b) vytvořte slova opačného významu pomocí předpony (2 body):

a) hazard		b) assemble	
a) acid		b) literate	

7. Přeformulujte větu tak, abyste nahradili podtržený výraz použitím modálního slovesa a význam zůstal stejný (2 body):

I'm certain that he didn't cheat at yesterday's exam.

⇒ *He*

8. Následující větě lze rozumět dvěma způsoby; vysvětlete je překladem nebo výkladem (2 body):

He found a message that she had left him.

9. Převeďte následující větu na substantivní konstrukci podle uvedeného vzoru tak, aby byl zachován význam. Substantivum odvozujte od slovesa užitého ve větě jinou příponou než *-ing* (2 body):

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

The countries improved their business climate substantially.

⇒

10. Spojte následující věty do souvětí s podmínkovou vedlejší větou tak, aby byl zachován význam (2 body):

We didn't take a taxi. That's why we missed the plane.

⇒

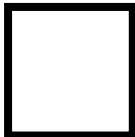
GAP TEST (20 points; 1 point per answer)

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.

Languages in danger

Although languages (1) variously come into existence and vanished all the (2) through human history, it was only in the 1990s, following the publication of a series of worldwide surveys, that people began to notice that the (3) of disappearance was significantly increasing. The thrust of these facts is easy to summarize, even though it is (4) to be exact: of the 6,000 or so languages in the world, it seems quite (5) that about half of these will disappear in the course of the present century – an average of one language dying (6) every two weeks or so. It is a rate of loss unprecedented in recorded history. Popular awareness of the facts is (7) very limited, and certainly nowhere near the corresponding awareness of biological loss that we associate (8) the environmental movement. Most people have yet to develop (9) language conscience. But the extent and rate of the ongoing loss in the world’s linguistic diversity is currently (10) cataclysmic that it makes the (11) ‘revolution’ look like an understatement, (12) we consider it in this context. Public interest in world language diversity is steadily growing, partly because the global story is being seen repeatedly in the histories of individual languages which are (13) risk, and many of which are in Europe. Europe is fortunate (14) having several decades of experience in the management of minority languages, political and administrative structures to channel the expertise, and (15) history of decision-making which (16) resulted in important safeguards and recommendations. Indeed, several countries outside Europe look on the Continent’s focus with great respect, and view with (17) a little envy situations like that of Welsh – where there are (18) fewer than two protective Language Acts already in place, and ongoing debate about a third. The local movements (19) support of Welsh, Gaelic, Catalan, Romansch and many other local languages have built (20) a dynamic which reached unprecedented levels in the 1990s.

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



LANGUAGE marks out of ten (10)	CONTENT marks out of ten (10)	TOTAL marks out of twenty (20)
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