Typ testu

A	J	C	U

Písemná zkouška

Učitelství všeobecně vzdělávacích předmětů pro základní školy a střední školy – anglický jazyk

Studijní program: Učitelství pro střední školy
Navazující magisterské studium

2022

Zadání testu

Zadání neotvírejte, počkejte na pokyn!

ZÁZNAMOVÝ ARCH

- NEPODEPISOVAT – HODNOCENÍ JE ANONYMNÍ
- NEPOŠKODIT – ZPRACOVÁNÍ JE ELEKTRONICKÉ

POSTUP:

1. Na **záznamový arch** v horní části vepište podle uvedeného vzoru písma typ testu, který je uveden v záhlaví testu (vlevo nahoře).
2. Pročtěte si způsob vyplňování – vzor je na záznamovém archu dole.
   Správnou odpověď označte **křížkem** tak, aby nepřesahoval okraje bílého políčka.
3. Test – u jednotlivých otázek vyberte **jedinou správnou odpověď** z variant a), b), c), d), tu uvedeným způsobem vyznačte v záznamovém archu. Správná je vždy jen jedna odpověď. Varianta e) v nabídce odpovědí není.
4. **Opravy** – pokud budete chtít změnit již vyznačenou odpověď, je nutné vyplnit celou plochu chybně zakřížkovaného pole a označit křížkem správnou odpověď.
5. Časový limit pro písemný test je **60 minut.**
6. Ukončení – podle pokynů se dostavíte ke stolku s vyplněným záznamovým archem k odevzdání, zde obdržíte štítek s Vaším identifikačním kódem, který bude nalepen na záznamový arch na vyznačené místo (vpravo nahoře).
7. Není dovoleno používat slovníky ani elektronická zařízení.
8. Všechny chyby vzniklé nedodržením těchto pokynů jdou na vrub uchazeče.

NMgr – ENTRANCE TEST 2022 B

PLEASE MAKE SURE THAT YOU WRITE THE ANSWER TO ALL OF THE QUESTIONS IN THIS EXAM IN THE ATTACHED ANSWER GRID. PUT A CROSS IN THE APPROPRIATE BOX. CHOOSE ONLY ONE ANSWER FOR EACH QUESTION.

LINGUISTICS PART

SAMPLE:

COVID-19 restrictions required universities to move their classes online. It was a tremendous – although difficult – learning experience for all involved in this shift. As restrictions have been lifted, universities are moving back to in-person teaching. With campuses getting busy again, it may look like nothing has changed. Universities would be wise, though, to reflect on lessons learned during the pandemic. They should capitalise on knowledge gained from their online learning experience.

After the initial chaos, universities started to offer more systematic support. Digital learning support teams were set up, training programmes on online learning were provided, and online learning technologies and resources were made available. Lecturers' confidence in teaching online grew quickly and their perception of online learning improved substantially.

This support for change should remain as part of the culture of higher education. Universities should continue to encourage and help lecturers to be creative and flexible in how they design their courses and interact with their students.

Compassionate teaching

Teaching and learning may have continued online when campuses closed due to lockdowns, but both lecturers and students experienced isolation and disconnection. The absence of classroom interactions and instant feedback made the importance of the social elements of university teaching clear.

Lecturers put additional time and effort into connecting and communicating with their students, creating more personal and caring relationships with them than ever. They may have organised informal Zoom sessions to check in on students, and kept communication channels such as Chat on Teams open for questions. Solidarity and sympathy emerged between lecturers and students as they experienced the global crisis together.

At the same time, lecturers reported increased teaching hours and feelings of stress. As classroom interactions return, the same level of commitment from lecturers towards online interaction will not be needed. Nevertheless, this compassionate approach to teaching as well as solidarity between lecturers and students should be continuously valued and nurtured in university teaching, whether online or offline.

NOTE: Tasks 1-9 below are based on the above sample.

TASKS:

1. Which of the following items features a conversion prefix?
   a) Encourage
   b) Compassionate
   c) Disconnection
   d) None

2. "*The absence of classroom interactions and instant feedback made the importance of the social elements of university teaching clear.*" The sentence features
   a) SVOO, direct word order, quality scale in line with rising CD
   b) SVA indirect word order, presentation scale
   c) SVOC direct word order, quality scale in line with rising CD
   d) None of the options

3. "*Lecturers' confidence in teaching online grew quickly and their perception of online learning improved substantially.*" The item teaching prepresents
   a) Prepositional object realized by a gerund
   b) Attribute realized by a participle
   c) Prepositional object realized by a participle
   d) Attribute realized by a gerund

4. Identify a set with two words of Scandinavian origin, one word of French/Latin origin and one word of Greek origin (the order may be random)
   a) Creative, they, student, pandemic
   b) Their, technology, get, university
   c) Restriction, experience, organized, programme
   d) Lecturer, compassionate, continuously, systematic

5. "*At the same time, lecturers reported increased teaching hours and feelings of stress.*" In this example,
   a) There is one participle, one gerund and one deverbal noun
   b) There are three participles
   c) There is one participle and two gerunds
   d) There are two gerunds

6. "*Digital learning support teams were set up, training programmes on online learning were provided, and online learning technologies and resources were made available.*"This sentence
   a) Is compound (multiple), displays passive verbs and the rhemes are always in final positions
   b) Is complex, with non-finite verbs only, and the rhemes co-incide with the verbs
   c) Is complex, displays some passive and some active verbs and the subjects are rhematic
   d) Is compound (multiple), with no active finite verbs, and displays presentation scale

7. From the options below choose that which features a deverbal noun and denominal verb (in the given order)
   a) Interaction, creative
   b) Restriction, capitalise
   c) Compassionate, commitment
   d) Solidarity, nurtured

8. Choose the option where a word taking a foreign plural is followed by an uncountable word
   a) Crisis, sympathy
   b) Campus, confidence
   c) Pandemic, solidarity
   d) Perception, disconnection

9. Can you identify the type of modality employed in the following sentences: "*...it may look like nothing has changed; Teaching and learning may have continued online...*"
   a) Both represent deontic modality

b) The former represents deontic while the latter epistemic modality
c) Both are cases of epistemic modality
d) The former is epistemic whereas the latter is deontic

Questions 10–12 below relate to the following extract:

Teaching and learning may have continued online when campuses closed due to lockdowns, but both lecturers and students experienced isolation and disconnection. The absence of classroom interactions and instant feedback made the importance of the social elements of university teaching clear.

Lecturers put additional time and effort into connecting and communicating with their students, creating more personal and caring relationships with them than ever. They may have organised informal Zoom sessions to check in on students, and kept communication channels such as Chat on Teams open for questions. Solidarity and sympathy emerged between lecturers and students as they experienced the global crisis together.

10. How is the plural ending pronounced in the following words: *lockdowns, questions, lecturers, teams, channels*?
a) /s/ b) /ɪs/ c) /z/ d) /ɪz/

11. What is the most likely production of the word *have* in the 1st sentence in the 1st paragraph?
a) /əv/ b) /hə/ c) /hev/ d) /hæv/

12. Which group of words has the same stress pattern?
a) importance, elements, lecturers
b) *crisis, effort, together*
c) *isolation, experience, solidarity*
d) *lockdown, feedback, classroom*

LITERATURE PART

13. Ernest Hemingway's style of writing is sometimes called the Iceberg Method. This technique is best characterized by
a) very few adjectives and adverbs.
b) very flowery and metaphorical language.
c) inner monologue that allows the reader to follow the characters' thinking.
d) very cold and emotionally distant characters.

14. *The Narrative of the Life of Frederick Douglass* was written
a) by a late 17th century English explorer.
b) by an early 18th century shipwreck survivor.
c) by a late 18th century Australian convict.
d) by a mid 19th century slave.

15. Stanley, one of the main characters of *The Streetcar Named Desire* by Tennessee Williams,
a) is a working-class guy of Irish descent.
b) is a working-class guy of Polish descent.

c) is a middle-class guy of French descent.
d) is a streetcar operator.

16. Which of these is the least typical genre or literary device associated with Edgar Allan Poe?
a) unreliable narrator
b) sci-fi
c) multiple narration
d) thriller

17. Which of these texts was not composed before the Norman Conquest of 1066?
a) *The Seafarer*
b) *Sir Gawain and the Green Knight*
c) *The Dream of the Rood*
d) *Beowulf*

18. Which of these texts cannot be regarded as an example of religious literature?
a) *The Pilgrim's Progress*
b) *Everyman*
c) *Troilus and Criseyde*
d) *Paradise Lost*

19. Which of these writers did not write sonnets on the theme of love?
a) William Shakespeare b) Edmund Spencer c) Sir Philip Sidney d) John Donne

20. Who is the author of *Moll Flanders*?
a) Daniel Defoe b) Samuel Richardson c) Henry Fielding d) Jane Austen

21. Which of these writers cannot be regarded as 19th century novelist?
a) Mary Shelley b) Walter Scott c) Emily Brontë d) Laurence Sterne

22. Which of these texts is not a poem?
a) *The Waste Land*
b) *Churchgoing*
c) *A Martian Sends a Postcard Home*
d) *Pygmalion*

23. Which of these "author/novel" pairs is incorrect?
a) Ian McEwan/*Atonement*
b) Jeanette Winterson/*Oranges Are Not the Only Fruit*
c) John Fowles/*The Remains of the Day*
d) Salman Rushdie/*Midnight's Children*

24. Which of these playwrights cannot be regarded as a representative of Absurd Drama?
a) Tom Stoppard b) John Osborne c) Harold Pinter d) Samuel Beckett

DIDACTICS PART

25. What type of a learner's deficiency is the teacher's comment about?

I have several students in my top class who say things like "is very nice; he do; I am doctor" on a long-term basis.

a) bug b) error c) mistake d) slip

26. Choose the activity which matches the characteristic?

These learners are mainly kinaesthetic.

a) The learners in groups tell a story based on a series of pictures they look at.

b) The learners go round the class reading posters made by the other groups.

c) The learners listen to a recording about an athlete and fill in a table.

d) The learners read a story, then discuss it, then comment on pictures describing it.

27. Read the teacher's statement about one of her learners. What is the learner's need?

He does not know why he is learning so he just does not care how he gets on.

a) motivation b) previous learning experience c) learning style d) autonomy

28. What kind of presentation/introductory technique does the teacher use in the following situation?

The teacher shows the learners a series of photos of unknown people's faces and at the same time asks them to provide some adjectives that describe the faces.

a) elicitation b) using an input text c) guided discovery d) providing a context

29. Stephen Krashen DID NOT formulate:

a) the acquisition-learning hypothesis

b) the input hypothesis

c) the natural order hypothesis

d) the output hypothesis

30. The TBL framework:

a) expects that the only focus and the main goal of L2 learning and teaching is fulfilling a task regardless of the quality of the L2 input and output

b) expects that the teacher avoids using L1 completely in his or her L2 lessons

c) refers to the PPP (practice – presentation - production) sequence

d) assumes that the teacher should discuss L2 issues after a task has been completed

VZOR

1 úl. = 1 b.

Záznamový arch

Vzor písma

0	1	2	3	4	5	6	7	8	9	A	B	C	D	F	H	Z

Typ testu A / C / U

ID

1	[X]	B	C	D	E	11	[X]	B	C	D	E	21	[X]	B	C	[X]	E	31	A	B	C	D	E
2	A	B	[X]	D	E	12	A	B	C	[X]	E	22	A	B	C	[X]	E	32	A	B	C	D	E
3	A	B	C	[X]	E	13	[X]	B	C	D	E	23	A	B	[X]	D	E	33	A	B	C	D	E
4	A	[X]	C	D	E	14	A	B	C	[X]	E	24	A	[X]	C	D	E	34	A	B	C	D	E
5	[X]	B	C	D	E	15	A	[X]	C	D	E	25	A	[X]	C	D	E	35	A	B	C	D	E
6	A	B	C	[X]	E	16	A	B	[X]	D	E	26	A	[X]	C	D	E	36	A	B	C	D	E
7	A	[X]	C	D	E	17	A	[X]	C	D	E	27	[X]	B	C	D	E	37	A	B	C	D	E
8	[X]	B	C	D	E	18	A	B	[X]	D	E	28	[X]	B	C	D	E	38	A	B	C	D	E
9	A	B	[X]	D	E	19	A	B	C	[X]	E	29	A	B	C	[X]	E	39	A	B	C	D	E
10	A	B	[X]	D	E	20	[X]	B	C	D	E	30	A	B	C	[X]	E	40	A	B	C	D	E

41	A	B	C	D	E	51	A	B	C	D	E	61	A	B	C	D	E	71	A	B	C	D	E
42	A	B	C	D	E	52	A	B	C	D	E	62	A	B	C	D	E	72	A	B	C	D	E
43	A	B	C	D	E	53	A	B	C	D	E	63	A	B	C	D	E	73	A	B	C	D	E
44	A	B	C	D	E	54	A	B	C	D	E	64	A	B	C	D	E	74	A	B	C	D	E
45	A	B	C	D	E	55	A	B	C	D	E	65	A	B	C	D	E	75	A	B	C	D	E
46	A	B	C	D	E	56	A	B	C	D	E	66	A	B	C	D	E	76	A	B	C	D	E
47	A	B	C	D	E	57	A	B	C	D	E	67	A	B	C	D	E	77	A	B	C	D	E
48	A	B	C	D	E	58	A	B	C	D	E	68	A	B	C	D	E	78	A	B	C	D	E
49	A	B	C	D	E	59	A	B	C	D	E	69	A	B	C	D	E	79	A	B	C	D	E
50	A	B	C	D	E	60	A	B	C	D	E	70	A	B	C	D	E	80	A	B	C	D	E

1. Toto je záznamový arch. Do příslušného orámovaného pole v horní části vepište podle uvedeného vzoru písma typ testu, který je uveden v záhlaví testu.
2. Správnou odpověď nebo odpovědi (dle zadání testu) označte křížkem tak, aby nepřesahoval okraje bílého políčka.
   A [X] C D
3. Pokud se při vyplňování zmýlíte, vyplňte celou plochu chybně zakřížkovaného pole a označte křížkem správnou odpověď. A ■ C [X]
4. Po vypršení časového limitu pro vypracování testu odevzdejte záznamový arch a zadání testu dozoru v posluchárně podle pokynů, které vám budou sděleny na počátku zkoušky.
5. Všechny chyby vzniklé nedodržením těchto pokynů jdou na vrub uchazeče.

PEDF80/2015