

Typ testu

A	J	C	U
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Písemná zkouška

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

Studijní program: Učitelství pro střední školy
Navazující magisterské studium

2023

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 2023/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:

Today, deafness is not represented as a language disorder. This is partly because some educators have emphasised the importance of equipping profoundly deaf children as early as possible with a means of self-expression in the form of sign language. Fluent signers thus acquire full competence in a first language though it is not a language which is in spoken or written form.

Sooner or later, efforts are made to teach the signers to speak and to write English since in this way they can communicate with a wider social circle. It is at this point that problems may arise – though one can speculate that they will be different (in cause if not in type) from the problems that one might associate with deaf children who are not signers.

This was the view of Joyce Fraser in her MA dissertation project on deafness. Joyce combines a background in teaching English as Foreign Language with experience of working with deaf learners. Because of this double perspective, she concluded that a signer studying English speech and writing effectively learns English as their second language. Her impression as a teacher was that the writing of deaf learners closely resembled the writing of foreign learners of English. If she was able to demonstrate that there were indeed similarities, she would lend strength to an argument that deaf learners should be treated by educationalists much more like foreign language learners and less like sufferers from language impairment.

At the same time, certain differences could be expected. Language transfer, the influence of the first language (L1) on the acquisition of a second (L2), is a controversial area in Second Language Acquisition theory. But it is generally accepted that at least some of the learner's early errors in L2 will show traces of the phonology, vocabulary and grammar of L1. In the case of a signer acquiring English, we might thus expect to see some of the linguistic features of Sign affecting the forms used in speech and writing. We might also expect to see the effects of a lack of phonology just as we would with any deaf learner. The difference with a signer would be that the phonological irregularities were attributable to the fact that their first language was one without a spoken dimension.

NOTE: Tasks 1-7 below are based on the above sample.

1. Which of the following sets features one word of Scandinavian origin, two words of Romance origin and one word of Greek origin (the order being arbitrary)?
 - a) Expression, combine, dimension, different
 - b) Phonology, though, competence, second
 - c) Their, study, conclude, attributable
 - d) Influence, educationalist, similarity, perspective

2. How many constructions featuring anticipatory *it* and extraposed subject and/or object (put together) are there in the entire sample?
 - a) None
 - b) One
 - c) Two
 - d) More than two

3. The sense relation between the words: *impairment* – *disorder* is called

- a) Synonymy
- b) Homonymy
- c) Antonymy
- d) Hyperonymy

4. In the following example: *In the case of a signer acquiring English, we might thus expect to see some of the linguistic features of Sign affecting the forms used in speech and writing.*, there is/are

- a) Three gerunds and one participle
- b) Two gerunds and two participles
- c) One gerund and three participles
- d) One gerund and two participles

5. In the expression “*educationalists*” one can identify

- a) One derivational suffix and three grammatical endings
- b) Two derivational suffixes and two grammatical endings
- c) Three derivational suffixes and a grammatical ending
- d) None of the above alternatives

6. The expressions “*because*” in the first and third paragraphs represent

- a) A conjunct and a conjunction (in this order)
- b) Two conjunctions
- c) A conjunction and a conjunct (in this order)
- d) A conjunction and a preposition (in this order)

7. *If she was able to demonstrate that there were indeed similarities, she would lend strength to an argument that deaf learners should be treated by educationalists much more like foreign language learners and less like sufferers from language impairment.* This example includes

- a) A conditional adverbial clause, an adnominal relative restrictive clause and a nominal content clause
- b) Three nominal content clauses, i.e. one yes-no interrogative and two declarative nominal content clauses
- c) A hypothetical conditional clause and two declarative nominal content clauses
- d) An adverbial conditional-concessive clause and two adnominal relative restrictive clauses

Questions 8–10 below relate to the following extract:

Joyce combines a background in teaching English as Foreign Language with experience of working with deaf learners. Because of this double perspective, she concluded that a signer studying English speech and writing effectively learns English as their second language. Her impression as a teacher was that the writing of deaf learners closely resembled the writing of foreign learners of English. If she was able to demonstrate that there were indeed similarities, she would lend strength to an argument that deaf learners should be treated by educationalists much more like foreign language learners and less like sufferers from language impairment.

8. Which linking device is likely to be produced in the expression “her impression” in British English?

- a) linking j
- b) linking w
- c) linking r
- d) intrusive r

9. What is the right pronunciation of the word “that” in the sentences “she concluded that a signer” and “she would lend strength to an argument that deaf learners should be treated”?

- a) both are produced strongly – they are demonstrative pronouns
- b) both are produced weakly – they are conjunctions
- c) both are produced weakly – they are relative pronouns
- d) both are produced strongly – they are conjunctions

10. Which pair of words contains strongly aspirated plosives?

- a) combines, background
- b) double, perspective
- c) because, strength
- d) teaching, closely

LITERATURE PART

11. *The Legend of Sleepy Hollow*

- a) was written by a late 18th century runaway slave.
- b) was written by a late 18th century American rebel.
- c) features enchanted liquor that makes you sleep for many years.
- d) features a very large horse and a pumpkin.

12. Ernest Hemingway's style of writing is sometimes called the Iceberg Method. This technique is best characterized by

- a) very sporadic use of adjectives and adverbs.
- b) very flowery and metaphorical language.
- c) inner monologue that allows the reader to follow the characters' thinking.
- d) happy endings which seem too good to be true.

13. Blanche, a central character of *The Streetcar Named Desire* by Tennessee Williams,

- a) gets hit by a streetcar.
- b) is a teenage kleptomaniac who loves jewelry.
- c) is a Southern aristocrat who loves bowling.
- d) had been married to a man who turned out to be gay.

14. It seems that the Pilgrim Fathers in early colonial America really liked

- a) reading novels.
- b) writing chronicles.
- c) writing novels.
- d) performing Shakespeare.

15. Which of these texts was not written by Geoffrey Chaucer?

- a) *Troilus and Criseyde*
- b) *Sir Gawain and the Green Knight*
- c) *The Parliament of Fowles*
- d) *The Legend of Good Women*

16. Which of these writers did not write theatre plays?

- a) Ben Jonson
- b) Christopher Marlowe
- c) Thomas Kyd
- d) Edmund Spenser

17. Which of these writers can be regarded as Neo-Classicist?

- a) John Bunyan
- b) Jonathan Swift
- c) Daniel Defoe
- d) Samuel Richardson

18. Which of these “author/novel” pairs is incorrect?
 a) Emily Brontë/*Jane Eyre*
 b) W.M. Thackeray/*Vanity Fair*
 c) Charles Dickens/*Bleak House*
 d) Thomas Hardy/*Jude the Obscure*
19. Which of these texts is not a novel?
 a) *Orlando*
 b) *The Lonely Londoners*
 c) *Look Back in Anger*
 d) *Brave New World*
20. Which of these novels cannot be regarded as an example of multicultural literature?
 a) *Brick Lane* b) *Small Island* c) *White Teeth* d) *The Remains of the Day*

POFICIENCY PART

21. But the broadcasting industry’s response has been a simple, declarative “.....” as it would cost too much money, they claim.
 a) “The light of life!” b) “For the life of me!” c) “Get a life!” d) “Not on your life!”
22. It remains to be seen whether majorities in Congress will to the administration’s argument, defusing the confrontation, or if the theory will fuel greater criticism.
 a) acquiesce b) blab c) clamour d) moot
23. Long as to her delightful illusions, she will never become cynical.
 a) Jane shall cling b) Jane clung c) may Jane cling d) did Jane cling
24. Peter’s and Paul’s perpetual and omnipresent mutual generosity, the quality of theirs that everybody appreciates, they would not have come into that blessed agreement.
 a) If it should not be b) Were it not for c) Had it been for d) If it happened to be for
25. The parents that their offspring do her homework on a regular basis though feeling drowsy.
 a) insisted b) replied c) declared d) swore

DIDACTICS PART

26. Assimilative motivation means that
 a) a learner is attracted by the culture of a target language community
 b) a particular language will be an instrument in a learner’s attainment of a specific goal (a better job, position)
 c) a particular learner wants to become a member of a speech community
 d) a particular learner is strongly motivated by the educational environment of a particular country
27. “Students start in set groups, and as an activity progresses, the groups split up and/or reform and/or join together...” is a definition of

- a) a mingle activity
- b) panel discussions
- c) flexible groups
- d) setting group leaders in group work

28. Who is the author of the Theory of Multiple Intelligences?

- a) S. D. Krashen
- b) N. Chomsky
- c) G. Lozanov
- d) H. Gardner

29. "*Language for suggesting and recommending*" is a title for speaking activities from a course book. What aspect of speaking does it mainly focus on?

- a) accuracy
- b) connected speech
- c) fluency
- d) functions of language

30. *Fatima's English is really good but still makes some elementary mistakes in writing, however, those are not mistakes but errors.* What does she need?

- a) grammar rules
- b) peer correction
- c) proofreading techniques
- d) confidence building

1 POLOŽKA = 1 BOD

Záznamový arch

VZOR

Vzor písma

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

Typ testu AJCU

ID

1	A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	11	A <input type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> D <input type="checkbox"/> E	21	A <input type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> D <input type="checkbox"/> E	31	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
2	A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	12	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	22	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	32	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
3	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	13	A <input type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> D <input type="checkbox"/> E	23	A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	33	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
4	A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	14	A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	24	A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	34	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
5	A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	15	A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	25	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	35	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
6	A <input type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> D <input type="checkbox"/> E	16	A <input type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> D <input type="checkbox"/> E	26	A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	36	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
7	A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	17	A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	27	A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	37	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
8	A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	18	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	28	A <input type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> D <input type="checkbox"/> E	38	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
9	A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	19	A <input type="checkbox"/> B <input checked="" type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	29	A <input type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> D <input type="checkbox"/> E	39	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
10	A <input type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> D <input type="checkbox"/> E	20	A <input type="checkbox"/> B <input type="checkbox"/> C <input checked="" type="checkbox"/> D <input type="checkbox"/> E	30	<input checked="" type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	40	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
41	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	51	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	61	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	71	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
42	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	52	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	62	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	72	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
43	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	53	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	63	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	73	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
44	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	54	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	64	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	74	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
45	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	55	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	65	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	75	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
46	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	56	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	66	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	76	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
47	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	57	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	67	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	77	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
48	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	58	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	68	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	78	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
49	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	59	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	69	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	79	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E
50	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	60	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	70	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	80	A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E

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

