

Typ testu

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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

2024

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.

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.

LITERATURE PART

1. Which of these poetic devices cannot be found in the Anglo-Saxon poetry?
a) heroic couplet b) caesura c) kennings d) alliterative verse

2. The first permanent public playhouse in London was built in ____ and called ____.
a) 1598, The Theatre b) 1598, The Globe c) 1576, The Theatre d) 1576, The Globe

3. Which of these novels were both written in the Victorian period?
a) *Jane Eyre*, *The Picture of Dorian Gray* b) *Sense and Sensibility*, *Vanity Fair*
c) *Frankenstein*, *Great Expectations* c) *Tristram Shandy*, *Jude the Obscure*

4. Who was the person who helped T.S. Eliot edit the final version of *The Waste Land* in Paris?
a) W.B. Yeats b) Ezra Pound c) James Joyce d) Gertrude Stein

5. Which of these novels has strong autobiographic features?
a) *Look Back in Anger* b) *A Clockwork Orange*
c) *The French Lieutenant's Woman* d) *Goodbye to Berlin*

6. Which of these novels was not written by the Nobel Prize winning Kazuo Ishiguro?
a) *An Artist of the Floating World* b) *The Remains of the Day*
c) *The Buddha of Suburbia* d) *Never Let Me Go*

7. Kate Chopin was a local colorist because
a) most of her stories featured African American characters.
b) she used colorful and vivid metaphors.
c) most of her stories were set in the immediate vicinity of New Orleans.
d) most of her stories were set in the immediate vicinity of Chicago.

8. Thomas Paine's pamphlet "Common Sense" argues that
a) it seems commonsensical that slavery should be abolished.
b) it seems commonsensical that traditions should be respected.
c) America would flourish without the British colonial rule.
d) America cannot build its own navy and fend for itself.

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

10. Blanche, the central character of *The Streetcar Named Desire* by Tennessee Williams,
a) likes sunbathing.
b) is a tragic teenage beauty.
c) was once married to a gay man.
d) seduces a young streetcar operator.

DIDACTICS PART

11. In language teaching, which approach focuses on providing students with opportunities to discover language rules through problem-solving activities and which approach involves directly instructing learners about grammar rules, vocabulary, and language structures?

- a) Inductive learning / Explicit teaching
- b) Deductive learning / Implicit teaching
- c) Direct instruction / Experiential teaching
- d) Experiential learning / Inquiry-based teaching

12. Who among the following is associated with the constructivist theory, emphasizing hands-on learning, the importance of social interaction, and the creation of knowledge through experience and active engagement?

- a) N. Chomsky
- b) J. Dewey
- c) B.F. Skinner
- d) L. Vygotsky

13. Which aspect of communicative competence focuses on the ability to understand and produce language appropriately in different contexts?

- a) Grammatical competence
- b) Discourse competence
- c) Sociolinguistic competence
- d) Strategic competence

14. John Carroll's 1950s model of Foreign Language Aptitude (FLA) is characterized by which set of components?

- a) Phonemic coding ability, Grammatical sensitivity, Rote learning ability, Inductive language learning ability
- b) Auditory discrimination, Visual memory, Lexical invention, Syntax understanding
- c) Sequential reasoning, Pattern recognition, Memory span, Attention control
- d) Conceptual understanding, Analytical thinking, Associative memory

15. The Critical Period Hypothesis suggests that:

- a) adults are more efficient language learners than children.
- b) language acquisition becomes significantly harder after puberty in terms of ultimate attainment.
- c) there is no age limit for learning a second language effectively.
- d) the first language influences the second language acquisition throughout life.

LINGUISTICS PART

Questions 16–18 below relate to the following extract:

Humboldt considered language to be the specific emanation of 'the spirit of a given nation', i.e. that the national and cultural mentality influence the type of language which people use, but the structure of the language, on the other hand, determines the way in which people perceive reality and, thus, forms their worldview. (von Humboldt 1988 [1836]). Humboldt also pointed to the unreliability of linguistic means in the provision of absolute mutual understanding, which is today known as linguistic relativism of the Humboldt school.

16. What is the pronunciation of the word *use*?
a) /'jʊs/ b) /'jʊz/ c) /'ju:s/ d) /'ju:z/
17. Which syllable carries primary stress in the word *emanation*?
a) 1st b) 2nd c) 3rd d) 4th
18. In which phrase is *regressive assimilation of voice* likely to occur?
a) which is today b) as linguistic relativism c) of absolute mutual d) of the language

SAMPLE (for questions 19-25 below):

The theory of the mutual conditionality between language, cognitive categories, culture and ideology is at the heart of anthropological linguistics, being also known as linguistic relativism. The development of these ideas began with Johann Gottfried Herder (1744-1803) who, under the influence of German philosophical idealism and romanticism, called language 'the natural organ of understanding'. Herder's ideas were further developed by the philosopher and founder of general linguistics Wilhelm von Humboldt (1767-1835). Inspired by a knowledge of non-Indo-European languages, Humboldt considered language to be the specific emanation of 'the spirit of a given nation', i.e. that the national and cultural mentality influence the type of language which people use, but the structure of the language, on the other hand, determines the way in which people perceive reality and, thus, forms their worldview. (von Humboldt 1988 [1836]). Humboldt also pointed to the unreliability of linguistic means in the provision of absolute mutual understanding, which is today known as linguistic relativism of the Humboldt school.

Almost a whole century later, Franz Boas brought with him to America the German intellectual tradition and established the school of American anthropological linguistics. In fact, it was only in Boas' work that the ideas of Herder and Humboldt were explored on the basis of firm empirical facts for the first time. (Foley 1997:194) Boas was interested in the dramatic change and rapid disappearance of Native American languages and wanted to preserve them by means of documentation. He therefore advocated field research, description and transcription of speech. By studying transcriptions, Boas (1975 [1911]) developed the notion of cultural relativism – the view that each culture should be understood on its own terms – and argued that all languages have an equal potential for communication and thought. He thus contributed to the promotion of indigenous languages – priorly labelled as 'primitive' – by arguing that they are just as developed as any of the languages from the 'civilized' world. Boas was criticised, since his concentration on narratives about the past created an ethnographic present which was disputable. His research into indigenous languages was continued by Edward Sapir (1884-1939) and Benjamin Lee Whorf (1897-1941). They developed concepts which take into account typologically different languages and thus contributed to the creation of the linguistic relativity principle. According to this principle, which would later become known as the Sapir-Whorf hypothesis, speakers of languages with markedly different grammars are focused towards different types of perceptions and evaluations which influence their worldview and behaviour in relation to the reality that surrounds them.

NOTE: All the tasks below are based on the above Sample.

19. The second paragraph features

- a) One cleft sentence
- b) One pseudo-cleft sentence and one cleft sentence
- c) One pseudo-cleft sentence and one inverted cleft sentence
- d) One cleft sentence and three pseudo-cleft sentences

20. The last two sentences of the second paragraph display pronouns as follows:

- a) Two personal, one possessive, one demonstrative and three relative
- b) Three personal, one possessive, two demonstrative, two relative and one interrogative
- c) Two personal, one possessive, one demonstrative and four relative
- d) None of the above-mentioned

21. Identify the list of items featuring three words of Romance origin and one item of Scandinavian origin

- a) Concept, promotion, emanation, preserve
- b) Communication, take, creation, hypothesis
- c) Perception, primitive, interested, this
- d) Different, reality, documentation, conditionality

22. Which option features a gerund followed by a participle functioning as transgressive?

- a) Labelled; arguing
- b) Understanding; developed
- c) Called; understanding
- d) Studying; inspired

23. Assign the clause pattern to the following clause: *Humboldt considered language to be the specific emanation of the spirit of a given nation*

- a) SVC b) SVOA c) SVOC d) SVO

24. What is the sense relation between the following words: 'firm' vs 'disputable'?

- a) Homonymy b) Polysemy c) Meronymy d) Antonymy

25. All the items below but one represent deverbal nouns. Can you identify the odd one?

- a) Unreliability b) Disappearance c) Evaluation d) Emanation

PROFICIENCY PART

26. It is clear that Trump's angry, _____ style of leadership has contributed to this crisis.

- a) purgatorial b) pugnacious c) prolific d) prevalent

27. Research shows that various nutrient deficiencies can increase your _____ to disease.

- a) susceptibility b) trend c) succession d) probability

28. Developers should not be allowed _____ after an agreement has been put in place.

- a) to score an own goal b) to play by the rules
- c) to move the goalposts d) to be neck and neck

29. Difficult _____ the situation may be, we must all wish the Prime Minister success in the negotiations he has to undertake.

- a) although b) though c) enough d) how

30. If it hadn't been for their intervention, you _____ here now.

- a) shouldn't be sitting b) wouldn't be sitting
- c) wouldn't have been sitting d) weren't to be sitting

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Záznamový arch

VZOR

1 políčka = 1 bod

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Vzor písma

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

Typ testu

AJAK

ID

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- 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.