

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

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.

LINGUISTICS PART

SAMPLE (for questions 1-7 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: Tasks 1-7 below are based on the above sample.

1. The last two sentences in the final paragraph exhibit
 - a) Four adnominal relative clauses of which one is restrictive
 - b) Three adnominal relative clauses of which one is non-restrictive
 - c) Four adnominal relative clauses of which three are restrictive
 - d) Three adnominal relative clauses of which two are restrictive and one is non-restrictive

2. The last two sentences of the second paragraph display pronouns as follows:
 - a) Two personal, one possessive, one demonstrative and four relative

- b) None of the above-mentioned
 - c) Two personal, one possessive, one demonstrative and three relative
 - d) Three personal, one possessive, two demonstrative, two relative and one interrogative
3. Which of the groups of words include one instance of conversion, three instances of derivation, one instance of compounding (the order being irrelevant)?
- a) Unreliability, markedly, transcription, field, past
 - b) Documentation, present, worldview, concentration, relativism
 - c) Behaviour, understood, intellectual, mentality, evaluation
 - d) Unreliability, non-Indo-European, transcription, priorly, dramatic
4. Identify the list of items featuring two words of Romance origin, one word of Greek origin and one item of Scandinavian origin
- a) Concept, promotion, emanation, preserve
 - b) Perception, primitive, interested, this
 - c) Different, reality, documentation, conditionality
 - d) Communication, take, creation, hypothesis
5. Which of the following lists comprises only conjuncts?
- a) On the other hand, therefore, since, by means of
 - b) Thus, on the other hand, therefore, also
 - c) Also, on the other hand, thus, in relation to
 - d) Almost, only, but, and, which, in fact
6. What is the sense relation between 'grammar' and 'language'?
- a) Homonymy b) Antonymy c) Meronymy d) Synonymy
7. Focusing on the second paragraph, can you identify the past participle in a premodifying function?
- a) Focused b) Civilized c) Criticised d) Developed

Questions 8–10 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.

8. Which word has the same stress placement as *emanation*?
- a) linguistic b) understanding c) mentality d) provision
9. In which phrase is *regressive assimilation of voice* likely to occur?
- a) of the language b) as linguistic relativism c) of absolute mutual d) which is today
10. What is the pronunciation of the word *determines*?
- b) /dɪ'tʃ:mi:nz/ b) /dɪ'tʃ:mainz/ c) /dɪ'tʃ:mi:nz/ d) /di:'tʃ:mɪns/

LITERATURE PART

11. Simple metaphors used in the Anglo-Saxon poetry in order not to repeat the same words are called

- a) kennings b) alliterations c) scops d) thanes

12. The person who invented the English sonnet was

- a) Christopher Marlowe b) Thomas Wyatt c) Edmund Spenser d) William Shakespeare

13. Which of these novels were not written in the 18th century?

- a) *Tristram Shandy* b) *Frankenstein* c) *Moll Flanders* d) *Tom Jones*

14. Which of these novels has strong autobiographic features?

- a) *Down and Out in Paris and London* b) *Look Back in Anger*
c) *Lord of the Flies* d) *Nineteen Eighty-Four*

15. Which of these poets was the leading representative of ‘The Movement’?

- a) W.B. Yeats b) W.H. Auden c) Philip Larkin d) Seamus Heaney

16. Which of these novels cannot be labelled as postcolonial or multicultural?

- a) *The Buddha of Suburbia* b) *White Teeth*
c) *Midnight’s Children* d) *The Remains of the Day*

17. Which of the following arguments cannot be found in Thomas Paine's pamphlet “Common Sense”?

- a) America would flourish without the British colonial rule.
b) It seems commonsensical that racial slavery should be abolished.
c) America can build up its own navy and fend for itself.
d) Monarchies are both immoral and impractical.

18. Kate Chopin is regarded as a local colorist because her stories

- a) make use of colorful imagery.
b) frequently deal with art and artists.
c) frequently feature Louisiana Creole dialect.
d) are typically set in or near the city of Chicago.

19. Hemingway’s Iceberg Method can be best characterized as

- a) literary romanticism. b) literary minimalism.
c) literary naturalism. d) free verse.

20. Stanley, one of the main characters in *The Streetcar Named Desire* by Tennessee Williams,

- a) works as a streetcar operator in New Orleans.
b) has Polish ancestry.
c) gets on extremely well with his sister-in-law.
d) hates bowling.

PROFICIENCY PART

21. Though being very sceptical, I was very impressed with his speed in the fight and can now say (_____) that I have become his perfect fan.

- a) lying through my teeth b) eating a humble pie c) making waves d) getting off my chest

22. No, _____, I cannot pronounce that in Mandarin as it requires to be spelt out at a breakneck pace.

- a) having a life of my own b) getting a new lease of life
c) ruling my life d) for the life of me

23. If you're lucky, encounter a fata morgana – the mirages, common to polar extremes, that _____ reflecting off intermittently in the air like fantasy castles.

- a) glow b) shimmer c) brisk d) glaze

24. Despite the koala's _____ a species of least concern since 1996 by the International Union for Conservation of Nature (IUCN), the Australian government added the koala to the country's threatened species list in 2012.

- a) having been considered b) being considered
c) to be considered d) to have been considered

25. A degree from Harvard or Yale, _____, is still a ticket to lucrative employment.

- a) be it though expensive b) expensive though it may be
c) even though it be expensive d) whether be it expensive

DIDACTICS PART

26. 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.

27. 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

28. 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

29. 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

30. 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

+

Záznamový arch

VZOR

1 polovka = 1 bod

+

Vzor písma

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

Typ testu

A J C U

ID

--	--	--	--	--

1	A B <input checked="" type="checkbox"/> D E	11	<input checked="" type="checkbox"/> B C D E	21	A <input checked="" type="checkbox"/> C D E	31	A B C D E
2	<input checked="" type="checkbox"/> B C D E	12	A <input checked="" type="checkbox"/> C D E	22	A B C <input checked="" type="checkbox"/> E	32	A B C D E
3	A <input checked="" type="checkbox"/> C D E	13	A <input checked="" type="checkbox"/> C D E	23	A <input checked="" type="checkbox"/> C D E	33	A B C D E
4	A B C <input checked="" type="checkbox"/> E	14	<input checked="" type="checkbox"/> B C D E	24	<input checked="" type="checkbox"/> B C D E	34	A B C D E
5	A <input checked="" type="checkbox"/> C D E	15	A B <input checked="" type="checkbox"/> D E	25	A <input checked="" type="checkbox"/> C D E	35	A B C D E
6	A B <input checked="" type="checkbox"/> D E	16	A B C <input checked="" type="checkbox"/> E	26	A <input checked="" type="checkbox"/> C D E	36	A B C D E
7	A <input checked="" type="checkbox"/> C D E	17	A <input checked="" type="checkbox"/> C D E	27	A B <input checked="" type="checkbox"/> D E	37	A B C D E
8	A <input checked="" type="checkbox"/> C D E	18	A B <input checked="" type="checkbox"/> D E	28	<input checked="" type="checkbox"/> B C D E	38	A B C D E
9	A B C <input checked="" type="checkbox"/> E	19	A <input checked="" type="checkbox"/> C D E	29	<input checked="" type="checkbox"/> B C D E	39	A B C D E
10	A B <input checked="" type="checkbox"/> D E	20	A <input checked="" type="checkbox"/> C D E	30	A <input checked="" type="checkbox"/> C D 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

+

- 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 C D
- Pokud se při vyplňování zmýlíte, vyplňte celou plochu chybně zakřížkovaného pole a označte křížkem správnou odpověď. A C
- 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.