

# OKRUHY NA ŠTÁTNE SKÚŠKY

ŠTUDIJNÝ PROGRAM: **ANGLICKÝ JAZYK A LITERATÚRA V KOMBINÁCII**

STUPEŇ ŠTÚDIA: **bakalársky**

## LINGUISTICS

(phonetics and phonology, lexicology, morphology and syntax)

- Phonetic and phonological level of language system and its essential units (*articulatory, acoustic and auditory phonetics, phonology, phonological oppositions, phoneme and allophone*).
- Describe the participation of articulatory organs in the production of English consonants and vowels (and compare with Slovak).
- Describe the English vocalic phonemes (*pure vowels and diphthongs*), consider their classification and difficulty areas for acquisition.
- Describe the English consonantal phonemes, consider their classification (criteria) and difficulty areas for acquisition.
- The concept of syllable, its role in processing speech, phonotactic rules and syllable types in English (*accented and unaccented syllables and nuclei in weak syllables*). Consider the difficulty areas for acquisition.
- Lexical stress, its parameters and functions, stress placement tendencies. Rhythm, classification of languages according to their rhythmic patterning, essential units. Consider the difficulty areas for acquisition.
- Aspects of connected speech (*assimilation [types and their occurrence], elision [its impact on spelling] and linking [types and sandhi sounds]*). Consider the difficulty areas for acquisition.
- Intonation (*essential tones [intonation contours], basic unit and its structure, functions of tones*). Consider the difficulty areas for acquisition.
- Word – formative processes in English: *derivation (affixation), compounding and conversion; minor types: shortenings - abbreviations, clipping, blending*.
- Lexical semantics. Different approaches to meaning. *Grammatical and lexical meaning. Conceptual (denotative) and associative (connotative, affective) meaning*.
- Lexical semantic relations (*concepts of synonymy, antonymy, and hyponymy*)
- Semantic fields (*monosemantic and polysemantic words*)
- Stylistic grouping of words. (*Formal and informal vocabulary. Emotionally marked and emotionally neutral vocabulary*).
- Multi word units - characteristic features and problems of their classification: *free phrases, fixed expressions, collocations, idioms, binomials, trinomials, cliches, proverbs, sayings*.
- Varieties of English (*lexical differences between British and American English*)
- The English verb system. (*Function and Classifications of the English verb*).
- Morphological forms of the verb. (*Finite and non-finite verb forms and phrases – their use and functions. Participle versus gerund. The infinitive.*)
- The categories of the English Verb. (*The category of tense [tense versus time, voice, aspect, and mood]*).

- Modality. (*Modal verbs and their morphological characteristics, classification, meanings and Functions*).
- The English Noun and its morphological classifications. (*Grammatical categories of number, countability, determination. The use of articles. Case. Gender. The interrelation among noun categories*).
- The English Adjective. (*Its morphological and semantic characteristics. Types and uses*).
- The English Adverb. (*Its morphological and semantic characteristics*).
- The form –function distinction (*linguistic forms and syntactic functions*)
- Main clause elements and basic clause patterns, variations on clause patterns
- Classification of clauses by their form and function (*independent, dependent./ finite, non-finite, verbless/ nominal, adverbial, relative...*)
- the Sentence, structural types of sentences
- the Simple sentence (*structures of independent clause- declarative, interrogative, imperative, exclamative and their functions*)
- Clause links
- Types of relationship between clauses (*coordination, subordination*)
- Major types of dependent (subordinate) clauses
- Thematic and Information structures of the clause (*the three Principle of End-weight, End-focus and Initial topic / Special purpose clauses*)
- From Sentence to Discourse (*cohesion and coherence, text –forming devices, punctuation between clauses*)

## **B/ Procedure and evaluation**

- Candidates are expected to present a holistic perspective of the structure and system of English and its functioning in connected discourses.
- Candidates are expected to understand the theoretical and practical aspects of English linguistics.
- Candidates are expected to demonstrate their abstract thinking at essential language levels.

*(Študent si vytiahne otázku, ktorá pozostáva z textu a niekoľkých úloh (3-5). Pri odpovedi musí preukázať teoretické vedomosti o danej problematike a aplikovať ich na príkladoch v danom kontexte).*

*Okrem teoretických vedomostí a ich praktickej aplikácie pri analýze textu sa **hodnotí** aj jazyková úroveň ústneho prejavu. Študent by mal byť schopný integrovať (vzájomne prepojiť) vedomosti z jednotlivých lingvistických disciplín.*

## Sample text with possible tasks:

### Horseshoes Are Lucky...for the Horse

UCH! THAT HURTS. The very thought of having shoes nailed to your feet is enough to make you cringe. But that's the way horses' shoes are fastened to their feet, and if done correctly, it doesn't hurt the horse at all.

For hundreds of years, horses, mules, and even oxen have been shod with iron shoes. A horseshoe is usually shaped like a U and forged to fit the horse's hoof. A mule shoe is similar, but longer and narrower since that's the shape of a mule's hoof. Because the ox has two toes instead of one, it must have two shoes for each foot, a left and a right.

These animals never wore shoes when they were in the wild, so why is it necessary now? There are several answers. Before the animals were domesticated, they didn't have to carry heavy loads on their backs, such as a knight in full armour and weapons, weighing four or five hundred pounds. Nor were they asked to pull heavy loads, like a wagonload of hay weighing several tons. And when they roamed free, they didn't travel miles on hard roads that wear down hoofs. Shoes are necessary, then, to protect the animals' feet and provide better traction when pulling loads.

**a) Analyze the underlined sentence**

(complex sentence –SC+MC, sentence pattern: ASVO, A- adverbial clause of reason, S-it, V-must have, DO-two shoes for each shoe...)

**b) Explain the use of the existential construction in the sentence “There are several answers.**

(the existential construction is used in accordance with ‘the Given-new principle’, it allows a noun phrase containing new information to be moved out of subject position and placed nearer the end of the clause)

**c) In the text find examples of determiners. Explain their functions and classification. Identify the determiners (in the text) which are capable of showing other noun categories.**

(For example: *a, each, two, five, several* show both the categories of countability and number)

**d) Find all the compounds in the text and discuss the possible approaches to their classification.**

(For example: *iron shoe, wagonload, horseshoe* - What type of compounds are they? How do they differ from the expression “horses’ shoes”?)

**e) Consider the placement of sentence stresses in the 1st sentence in paragraph 2 and the difference between the lexical words and structure/ grammar words**

(lexical words: *hundreds, years, horse, mules, oxen, shod, iron, shoes* - full, unreduced pronunciation; grammar words: *for, of, and, even, have, been, with* - unstressed, reduced –

*obscuration of vowels towards schwa, elision of vowels or consonants).*

**f) Consider the occurrence of various types of linking in sentence 3 in para. 2.**

*(shoe is : consonant-to-vowel with the insertion of sandhi /w/ because the first vowel is pronounced with lip rounding; longer and: vowel-to-vowel with linking 'r' shape of a: consonant-to-vowel with syllable boundary restructuring).*

<b>LITERATURE</b>
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1. Explain the Origination and Basic Features of Old English Literature (genres, subject-matter, forms). Focus on the works Beowulf and Battle of Maldon.
2. Explain the Origination of Middle English Literature (genres, subject- matter, forms). Describe Chaucer's Work (with the main stress on "The Canterbury Tales" as the Transition between Middle English Literature and Renaissance Literature. Discuss the realistic elements in the "The Canterbury Tales".
3. The Socio-Historical Background of the English Renaissance. Characteristic Elements of Renaissance Poetry in the Work of Edmund Spenser, Christopher Marlow and Thomas Wyatt.
4. Elizabethan Drama and "the Universality" of Shakespeare's Work. Shakespeare's Plays as the Reflection of the Problems of Renaissance Society. University Wits Drama. Discuss the differences between the two branches of drama.
5. The Enlightenment and the rise of Neo-Classicism. A. Pope, J. Dryden, J. Addison, R. Steele.
6. Origins and Diversity of the English Novel of the 18th Century (D. Defoe, J. Swift, S. Richardson, H. Fielding, L. Sterne)
7. Origins and Basic Features of Romanticism in the Work of the two Generations of the English Romantic Poets - the Lake Poets vs. Byron, Shelley and Keats.
8. Characterize the basic aspects of Victorian literature, especially the Victorian novel, the socio-political background of its origination. Compare two Victorian novels and a diversity of their styles.
9. Explain the term Decadence, its manifestation in world and English literature. Characterize Oscar Wilde's novel The Picture of Dorian Gray from the point of view of its possible connection with Decadence literature and Decadence poetics.
10. Comment on the development of British poetry of the early 20th century with the main emphasis on W. B. Yeats, Irish Literary Revival and the Anti-war poetry (S. Sassoon, W. Owen, etc.)
11. Explain the nature of the conflict between the Edwardian realists and the so- called Bloomsbury authors (V. Woolf, E.M. Forster and the others) concerning British literature in the early 20th century. Characterise any two British novels or short stories from the early 20th century (J. Joyce, V. Woolf, D.H. Lawrence, or others) and through their analysis explain the differences between Realist and Modernist literature.
12. Characterize the development of British fiction after the World War II, give examples of authors and their works, and choose two novels or short stories to illustrate your points on the particular kind of fiction (George Orwell, campus novel – David Lodge,

postmodern fiction - John Fowles, Angela Carter, Ian McEwan, authors coming from different cultural background – Salman Rushdie, Hanif Kureishi, Kazuo Ishiguro, and others)

13. Describe a Diversity and Characteristic Features of Early American Colonial Literature (Forms, Genres, Authors). Characterize basic features of captivity narratives, slave narratives, nature writing, promotional tracts, and jeremiads. Puritanism and specifically Puritan genres.
14. The First Voices of the American National Literature- Boston Transcendentalism. Explain Transcendentalism, the idea of the Over-Soul by Emerson, influences on Transcendentalists' ideas.
15. Romance, its basic features and its manifestation in the Works of W. Irving, J.F. Cooper, A. Poe and N. Hawthorne.
16. On Selected Examples discuss a Diversity of American Fiction at the end of the 19th Century with the main emphasis on different kinds of Realism (documentary, psychological, regional- E. Wharton, S. O. Jewett, M. Twain, W.D. Howell, etc.).
17. Explain Naturalism and its Basic Principles. Naturalistic Elements in the Work of S. Crane and Jack London.
18. Literature Before 1945 ("the Lost Generation"), E. Hemingway, F.S. Fitzgerald and Modernism, Southern Fiction (W. Faulkner, C. McCullers, F. O' Connor, E. Welty), Social Realism (J. Steinbeck, U. Sinclair, S. Lewis)
19. "The Beat Generation" and Postmodern Literature. Literature Postmodernism (John Barth, Thomas Pynchon, K. Vonnegut, R. Brautigan and others).
20. Comment on the specificity and Innovation in Walt Whitman's Poetry and Work, explain his ideas as expressed in his essays Preface to Leaves of Grass and Democratic Vistas.
21. Discuss the Regional and Ethnic Varieties of American Fiction - Southern Fiction (W. Styron, T. Capote, C. McCullers), Afro-American Fiction (R. Ellison, R. Wright, J. Baldwin, T. Morrison), Native- American Fiction, Hispanic-American and Jewish- American Fiction (M. Gold, B. Malamud, S. Bellow, P. Roth).