IFA Studia dzienne

Pytania na egzamin licencjacki

GRUPA I: JĘZYKOZNAWSTWO I METODYKA

Gramatyka opisowa I (fonologia)
Koordynator przedmiotu: Prof. dr hab. Katarzyna Dziubalska-Kołaczyk

1. The subject matter of phonetics and phonology and their place in linguistics. Articulatory, acoustic, auditory phonetics.
2. The production of speech: the articulators of the supraglottal vocal tract.
5. Segments of speech: vowels and diphthongs.

Gramatyka opisowa II (składnia i morfologia)
Koordynator przedmiotu: Prof. dr hab. Przemysław Tajsner

1. Define the term morpheme and give examples of derivational and inflectional morphemes.
2. How is inflectional morphology related to the relation of syntactic agreement in English?
3. Discuss the notions of a head, complement, specifier and adjunct in a structure of a phrase.
4. Define the notion subject of the clause.
5. Discuss the derivation of English wh-questions.
6. Discuss a binary-branching property of syntactic structures.
7. What does it mean that phrases are endocentric?
8. What is the structure of sentences with di-transitive predicates under a binary-branching restriction?
9. Discuss the notions: predicate, argument (internal, external), theta roles.
10. Discuss the syntactic properties of English unaccusative, unergative and transitive verbs.

Gramatyka kontrastywna
Koordynator przedmiotu: Prof. dr hab. Agnieszka Kielkiewicz-Janowiak

1. Types of language universals.
2. Types of language transfer.
3. Word order in Polish and English.
4. Tertium comparationis.
5. Compare the Polish and English vowel and consonant systems.
6. Inflection and derivation in English and Polish.
7. Types of semantic change.
8. Terms of address in Polish and English; T/V distinction.
10. Genetic, typological, areal classification of languages.

**Historia Języka Angielskiego**  
Koordynator przedmiotu: Prof. dr hab. Marcin Krygier

1. The Indo-European family of languages.
2. First Germanic Consonant Shift (Grimm's Law).
4. The development of the English nominal system.
5. The development of the English verbal system.
6. The development of the English pronominal system.
7. Old English dialects — origins and distribution.
8. The Great Vowel Shift.

**Wstęp do Językoznawstwa**  
Koordynator przedmiotu: prof. dr hab. Aleksander Szwedek

1. Design features of human language
2. Definition of language (discuss the elements of the definition)
3. Word formation processes
4. Thematic roles
5. Semantic relations
6. Speech Act Theory
7. Grice’s Conversational Maxims
8. Language change
9. Criteria of textuality
10. The nature and types of metaphors

**Dydaktyka języka angielskiego**  
Koordynator przedmiotu: Dr Dorota Nowacka

1. Describe a good language learner.
2. Describe a good language teacher.
3. Discuss some differences among foreign language learners.
5. The role of personality factors in second language acquisition.
6. Discuss the major guidelines for the learner-centered approach.
7. Developing learner autonomy.
8. Eclectic teaching vs. teaching by means of using one method. Discuss advantages and disadvantages of either way.
9. Evaluate one of the theories of first language acquisition on the basis of what we know about the process today.
11. What is communicative competence? Can we teach it?
13. Input and interaction. How do they relate to language learning/teaching?
14. Krashen’s theory of second language acquisition – why has it become so influential?
15. Discuss the concept of learner language (interlanguage) and its significance for language teachers.
16. Describe some learner styles and learner types.
17. Enumerate and describe language learning strategies.
19. What does it mean to know a foreign language?
20. Teaching grammar - what are some basic pedagogical principles and procedures?
21. Teaching foreign language vocabulary – describe the main procedures and discuss their advantages and disadvantages.
22. Language skills – developing receptive skills vs. developing productive skills.
23. Principles of language testing and qualities of a good test.
24. Syllabus design and lesson planning.
26. Teaching mixed ability classes.
27. Learning and behavioral disorders – problems and solutions.
28. Teaching very young learners – English in pre-school education.
29. Discuss different types of errors on the basis of their origin. How should errors be corrected?
30. Syllabus design.
31. Classroom interaction – how to make it more natural.
32. When the English teacher is a non-native speaker of English.
33. Research in the foreign language classroom.
34. Teacher training and teacher development.
35. Reflective teaching in ELT.
36. The use of media in language teaching.
37. Educational technology and other learning resources.
38. Describe learning/teaching contexts.
40. Keeping up to date as an EFL Professional.

GRUPA II: LITERATURA

Literatura angielska
Koordynator przedmiotu: Prof. dr hab. Liliana Sikorska

1. Drama and theater from the Middle Ages onwards.
2. Realism and the novel from the 18th century onwards: major novelistic types and their rewritings.
4. Authors and Narrators in poetry and prose.
5. The fate of romance from the Middle Ages to the 18th century.
6. Postmodernism in literature and culture.
7. Major trends in 20th century drama and theater.
9. Social aspects in the literature of the Middle Ages, the Renaissance, The 19th and 20th centuries.
10. Literary experiments from the Renaissance until the 21st century.
Literatura amerykańska
Koordynator przedmiotu: Prof. dr hab. Marek Wilczyński

1. Discuss the relevance of the Puritan tradition for nineteenth-century American literature.
2. Give a brief account of the literature of the early republic (poetry and the novel).
4. Discuss American romanticism.
5. Compare the poetics and poetry of Poe, Whitman, and Dickinson.
7. The modernist novel in the United States: themes and experiments.
8. Modernism in American poetry: from Imagism to e.e. cummings.
9. Postmodernism and its literary varieties in the U.S.
10. American literature and ethnicity: from Frederick Douglass to Louise Erdrich (discuss three selected examples).

Teoria literatury
(teaching specialisation)

1. What is the difference between literary criticism and theory? What is the classification of literary theories?
2. What are the problems with the definition of the object of literary studies? How has the concept of literature changed historically? What is the contemporary understanding of literature?
3. What is the difference between Plato’s, Aristotle’s and Sidney’s concepts of mimesis?
4. What is rhetoric? What are the characteristics of rhetorical criticism on the basis of (Pseudo-)Longinus’ and Burke’s treatises?
5. What are the forms (or genres) that literary criticism has assumed from the Antiquity until now? Provide examples.
6. What is aestheticism? What are its characteristics?
7. Characteristics and examples of formalist literary theories.
8. Compare tenets of structuralism and poststructuralism.
9. What are the tenets of reader-response criticism?
10. Provide examples of interdisciplinary literary theories.

(basic programme)

1. What are the problems with the definition of the object of literary studies? How has the concept of literature changed historically? What is the contemporary understanding of literature?
2. Compare and contrast Plato’s, Aristotle’s and Sidney’s concepts of mimesis.
3. What are the forms (or genres) that literary criticism has assumed from the Antiquity until now? Provide examples.
4. Compare and contrast tenets of structuralism and poststructuralism on the basis of Roland Barthes’ oeuvre.
5. What are the different conventions of representing reality according to Erich Auerbach, M. Bakhtin and Roland Barthes? Which mode of representation is most realistic?
6. Discuss the questions of interdependence of literary texts on the basis of T.S. Eliot’s, Harold Bloom’s and Jonathan Culler’s theories.
7. Discuss two alternative approaches to the question of formation of literary value and literary canon.
8. Transformations of culture in the advanced industrial societies according to the representatives of Frankfurt School?
9. The influence of medium of literature on the process of its interpretation.

Wiedza o krajach angielskiego obszaru językowego
Koordynator przedmiotu: Prof. dr hab. Wojciech Lipoński

1. Discuss the concept of British constitution.
2. Discuss the process of devolution in the present-day UK.
3. Describe British daily press.
4. Describe the structure and role of the Church of England in the United Kingdom.
5. What is the political division of the British Isles?
6. Compare the position, influence and powers of the American President and the British Prime Minister.
7. Describe the system of checks and balances as it functions in the United States.
8. Describe different types of institutions of higher education in the United States.
9. What is the position of religion in the U.S. state and society?
10. Discuss the U.S. territorial expansion in history.

Pytania na egzamin licencjacki – GRUPA POŁUDNIOWOAFRYKAŃSKA

Teoria literatury

1. Discuss the most important tenets of Edward Said's *Orientalism* (1978).
2. Describe South African literature in the postcolonial perspective.
3. Define the "anti-conquest narrative" in connection to the *Imperial Eyes* by Mary Louise Pratt.
4. What is the formalist idea of "ostranienie". Provide examples.
5. Discuss the sources of French structuralism (Claude Levi-Strauss, formalism, Ferdinand de Saussure).
6. Describe the poststructural turn.

Gramatyka opisowa języka angielskiego i afrikaans (cz. I – fonetyka i fonologia)

1. How is speech produced by humans? Describe the speech production process, including the articulators of the upper vocal tract.
2. How are consonants and vowels described phonologically? Discuss and give examples.
3. Describe the consonantal system of English.
4. Describe the vowel system of English.
5. What is the relation between a “phoneme” and an “allophone”? Explain and give relevant examples from at least two languages.
6. What are the main differences between the sound systems of English and Polish?
7. What are the main differences between the sound systems of English and Afrikaans?
8. Discuss the relation between spelling and sound in English and Afrikaans.
9. Discuss connected speech processes in English.
10. Discuss word stress in English, including complex words.
Gramatyka opisowa języka angielskiego i afrikaans (cz. II – syntax)
1. Define the term morpheme and give examples of derivational and inflectional morphemes.
2. Discuss meaning relationships expressed by genitive in English.
3. Discuss semantic connotations of diminutives in Afrikaans.
4. Discuss various types of irregular plural formation in English nouns.
5. Discuss seven basic types of lexical verbs in English and provide your own examples.
6. Enumerate the tests for identifying a VP. What is the purpose of application of the above presented tests?
7. How to distinguish di-transitive verbs from complex-transitive verbs?
8. How to distinguish mono-transitive phrasal verbs from mono-transitive prepositional verbs?
9. Describe the phenomenon of the so called double negative construction in Afrikaans; provide an example.
10. Provide a general contrastive description of English/Afrikaans word order patterns

Gramatyka kontrastywna (PL-ANG-AFR)
1. Tertium comparationis.
2. Types of language transfer.
3. Types of borrowings.
4. Terms of address in Polish, English and Afrikaans; T/V distinction.
5. Linguistic sexism in Polish, English and Afrikaans.
8. Is Afrikaans a ‘white’ language? Briefly describe the problem of ‘the rise and demise of Afrikaans’.
9. Discuss the notion of English as a killer language in reference to the linguistic situation in SA.
10. How does the existence of ‘new’ varieties of English relate to the problem of prescriptive linguistics and language norms?

Pytania na egzamin licencjacki – GRUPA CELTYCKA

Linguistics
1. Verify the current classifications of Celtic languages known so far and comment on them.
2. Identify four non-Indoeuropean features of the Insular Celtic languages and describe them.
3. Describe the beginnings of the Irish and Welsh languages.
4. Comment on the sociolinguistic situation of Modern Irish and Welsh, e.g. status, prestige, speakers, learners, language use, description of the language.
5. How are the concepts of possession and feelings expressed in the Insular Celtic languages?

Literature
1. Comment on major similarities and dissimilarities in Irish- and Welsh-language literature.
2. When was the earliest extant Welsh-language poetry and how did it further develop?
3. Comment on the development of metres and genres in Irish- and Welsh-language literature.
4. Outline the development of early Arthurian literature in Welsh.
5. Characterise modern Irish- and Welsh language poetry.

History and Culture
1. What was the role of the Celts in early Christian times in Europe?
2. Outline the beginnings of the Celts on the Continent, including Poland.
3. Introduce major source literature for the Celts on the continent and those in the Isles until the 12th century and comment briefly on it.
4. Comment on the colonisation of the Insular Celts by England and its effects on them.
5. Comment briefly on major historical developments in Ireland in the last 150 years and their consequences.
6. Comment on the actual political position of Wales and historical reasons for its status quo.