



## BACHELOR OF ARTS FINAL EXAMINATION – LINGUISTICS Information Guidelines

Please read these guidelines before you start your preparation for the exam.

The objective of the exam is to allow students to demonstrate the depth of their knowledge of the subject area in question. Students will be required to create a coherent and compelling answer by applying the learning that they have gained over their three years of study.

The exam will consist of four subject areas and will last **2 hours** in total. The subject areas that will be covered include:

- Introduction to Linguistics;
- Phonetics and Phonology;
- Morphology;
- Syntax.

Each subject area will be examined through presenting the students with a piece of text and a number of questions that they will be required to answer. All answers must be completed on the exam paper. Each section will be worth a maximum of 25% of the total score.

The exam questions will follow the curriculum taught as part of the linguistic programme over the past three years. Outlined below please find a list of the **key study areas, core study resources and recommended reading**.

A supplement to these Guidelines is a **Sample Exam Paper** produced in order to assist students in their exam preparation. This includes model answers providing an indication of both the length of the answer and the quality that students will be expected to produce. It is important that students read this supplement.



## An overview of the key study areas, core study resources and recommended reading

### I. Introduction to Linguistics

#### Key study areas

1. Linguistics as a study.
2. Origins of language, historical linguistics and language change.
3. Meaning.
4. Written and spoken discourse.
5. Writing.
6. Child language acquisition.
7. Second language acquisition.
8. Language variation.
9. Language and culture.
10. The politics of language.

#### Core study resources

Fasold, R. and J. Connor-Linton (Eds.) (2006) *An Introduction to Language and Linguistics*. Cambridge: Cambridge University Press.

Hunston, S. and D. Oakey (Eds.) (2009) *Introducing Applied Linguistics: concepts and skills*. Routledge.

#### Recommended reading

Čermák, F. (1997) *Jazyk a jazykověda. Přehled a slovníky*. Praha: Pražská imaginace.

Černý, J. (2008) *Úvod do studia jazyka*. Olomouc: Rubico.

Hutchby, I. and R. Wooffitt (2008). *Conversation Analysis*. Cambridge: Malden, MA, Polity.

Kavka, S. J. (2009) *Past and present of the English language*. University of Ostrava.

Leech, G. (1981, 2<sup>nd</sup> edn.) *Semantics: the study of meaning*. Harmondsworth: Penguin.

Levinson, S. C. (1983) *Pragmatics*. Cambridge: Cambridge University Press.

Lightbown, P. and N. M. Spada (2006) *How languages are learned*. Oxford: Oxford University Press.

Schiffirin, D. (1994) *Approaches to Discourse*. Oxford, Blackwell.

Sinclair, J. M., M. Coulthard, *et al.* (1975) *Towards an Analysis of Discourse: the English used by teachers and pupils*. London: Oxford University Press.

Tannen, D. (1993). *Framing in discourse*. New York; Oxford, Oxford University Press.

Tárnyiková, J. (2002) *From Text to Texture: an introduction to processing strategies*. Olomouc: Univerzita Palackého v Olomouci.

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## **II. Phonetics and Phonology**

### **Key study areas**

1. Articulators.
2. English v. Czech vowel systems.
3. English diphthongs and articulation.
4. English v. Czech consonants.
5. English consonant clusters.
6. Syllables; word stress; weak forms; vowel reduction in unstressed syllables.
7. Rhythm; linking.
8. Intonation and its functions.
9. Fundamental concepts of Phonology.
10. Phonetic transcription; spelling/pronunciation correspondence.
11. Irregular pronunciation (common words, names).
12. British v. American pronunciation; the most common Czech L1 transfer errors.

### **Core study resources**

- Roach, P. (1991) *English Phonetics and Phonology*. Cambridge: Cambridge University Press.
- Skaličková, A. (1982) *Fonetika současné angličtiny*. Praha SPN.
- Wells, J. C. (1990) *Longman Pronunciation Dictionary*. Harlow: Longman.

### **Recommended reading**

- Celce-Murcia M., D. M. Brinton, and J. M. Goodwin (1996) *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*. Cambridge: Cambridge University Press.
- Gimson, A. C. (1989) *An Introduction to the Pronunciation of English*. London: Arnold.
- Jones, D. (1997, 15<sup>th</sup> edn.) *English Pronouncing Dictionary*. Cambridge: Cambridge University Press.
- Knowles, G. (1987) *Patterns of Spoken English: An Introduction to English Phonetics*. London: Longman.
- Urbanová, L. (1998) *A Handbook of English Phonetics and Phonology*. Brno: Masarykova univerzita.
- Wells, J. C. (1996) *English Intonation: An Introduction*. Cambridge: Cambridge University Press.



### **III. Morphology**

#### **Key study areas**

1. Morphology – basic concepts.
2. Inflection, derivation.
3. Word-formation processes.
4. Polysemy, homonymy.
5. Productivity.
6. Word classes.
7. Grammatical categories of the noun.
8. Grammatical categories of the pronoun.
9. Grammatical categories of the adjective and the adverb.
10. Grammatical categories of the verb.

#### **Core study resources**

Aronoff, M., K. Fudeman (2011) *What is Morphology?* Chichester: Wiley-Blackwell.

Dušková, L. *et al.* (2012, 3<sup>rd</sup> edn.) *Mluvnice současné angličtiny na pozadí češtiny*. Praha: Academia.

Dušková, L., A. Klégr, M. Malá, P. Šaldová. (2012, 2<sup>nd</sup> edn.) *Morfologie současné angličtiny: sbírka cvičení, příkladů a textů k morfologickému rozboru*. Praha: Karolinum.

#### **Recommended reading**

Huddleston, R. and G. K. Pullum (2002) *The Cambridge Grammar of the English Language*. Cambridge: Cambridge University Press.

Lipka, L. (1990) *An Outline of English Lexicology*. Tübingen: Max Niemeyer Verlag.

Marchand, H. (1969) *The Categories and Types of Present-Day English Word-formation*. München: C.H.Beck'sche Verlagsbuchhandlung.

Quirk, R. A. *et al.* (1985) *A Comprehensive Grammar of the English Language*. London, New York: Longman.

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## **IV. Syntax**

### **Key study areas**

1. Syntactic analysis (clause elements, realising structures, functional units, and realising structures of the functional units).
2. A Comprehensive Grammar of the English Language (aka CGEL) and Akademická mluvnice česká, different concepts of sentences.
3. Clause elements (their formal realisations and semantic roles).
4. Sentence types and discourse functions.
5. Simple, compound and complex sentence.
6. Non-finite clauses in English and their Czech equivalents.
7. English and Czech word order.
8. Functional sentence perspective.

### **Core study resources**

Dušková, L. (1995) *Syntax současné angličtiny, sbírka textů a příkladů k syntaktickému rozboru*. Praha: Karolinum.

Dušková, L. *et al.* (2006) *Mluvnice současné angličtiny na pozadí češtiny*. Praha: Academia.

Greenbaum, S., R.A. Quirk (1990) *A Student's Grammar of the English Language*. Harlow: Longman.

Huddleston, R. D. and G. K. Pullum. (2002) *The Cambridge Grammar of the English Language*. Cambridge: Cambridge University Press.

Jacobs, R. A. (1995) *English Syntax: A Grammar for English Language Professionals*. Oxford: Oxford University Press.

Matthews, P. H. (1992) *Syntax*. Cambridge: Cambridge University Press.

Quirk, R. A. *et al.* (1985) *A Comprehensive Grammar of the English Language*. Harlow: Longman.

### **Recommended reading**

Allerton, D. J. (1982) *Valency and the English Verb*. London: Academic Press.

Dušková, L. (1999) *Studies in the English Language Part II.* Praha: Karolinum.

Fasold, R. a J. Connor-Linton (Eds.). (2006) *An Introduction to Language and Linguistics*. Cambridge: Cambridge University Press.

Huddleston, R. D. and G. K. Pullum. (2002) *The Cambridge Grammar of the English Language*. Cambridge: Cambridge University Press.

Jacobs, R. A. (1995) *English Syntax: A Grammar for English Language Professionals*. Oxford: Oxford University Press.

Matthews, P. H. (1992) *Syntax*. Cambridge: Cambridge University Press.

Quirk, R. A. *et al.* (1985) *A Comprehensive Grammar of the English Language*. Harlow: Longman.