

**OGLEDNI TESTOVI PISMENIH ISPITA I KONCEPTI
USMENIH I PRAKTIČNIH ISPITA**

ZA

**DIPLOMSKI SVEUČILIŠNI STUDIJ
ENGLSKOG JEZIKA I KNJIŽEVNOSTI – dvopredmetni
studij
U AK. 2024./2025. GODINI**

DRUGA GODINA

Treći semestar

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|-----------|---|
| FFENM301D | Suvremeni engleski jezik IX |
| FFENM302D | Metodika nastave engleskog jezika |
| FFENM310D | Školska praksa II |
| FFENM306D | Uvod u istraživanja jezičnog krajobraza |
| FFENM309D | Shakespeare - tragedije |
| FFENM312D | Uvod u psiholingvistiku |

Četvrti semestar

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| FFENM410D | Školska praksa III |
| FFENM403D | Varijante engleskog jezika |
| FFENM405D | Tennessee Williams |
| FFENM407D | Prikaz(i) ludosti u književnosti |
| FFENM409D | Uvod u kognitivnu lingvistiku |
| FFENM406D | Odabrane metode istraživanja u kognitivnoj lingvistici |

DRUGA GODINA

Treći semestar:

SUVREMENI ENGLSKI JEZIK 9 (FFENM301D)

Ogledni test pismenog ispita/1. kolokvija/2. kolokvija

| Kod ishoda učenja | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|--|----------------------|-------------------------------------|--|
| IU- FFENM301D-4 | 1. | 20 | 10 |
| IU- FFENM301D-1 | 2. | 20 | 10 |
| IU- FFENM301D-1 | 3. | 10 | 5 |
| IU- FFENM301D-2 IU- FFENM301D-3 | 4. | 50 | 25 |

1. Paraphrase the following sentences using your own words (3-4 sentences max.)

- "I think games are fine if they are part of a balanced life." ("Living Inside a Virtual World")
- "To encourage marriage, or to get better prospects, the family (read, parents) itself becomes the search engine." ("Alfresco Marriage Market")

2. Explain the meaning of the following words and phrases:

- Partisan (noun)
- Unemployment benefit
- To baste (food)
- Limbo
- Rat race
- Hush money
- Congenital disorder
- Money laundering
- Classifieds
- Exit poll

3. Use the words and expressions from the exercise 2 in the sentences below. Change the form if necessary.

- Put the turkey into the oven, and _____ it occasionally while baking.
- The police has found out that the city is a major centre for _____.
- "CNN is just about to publish its first _____," he announced, crossing to the television and switching it on.
- Recently released from prison, Hubbell is once again under investigation by Starr, this time for allegedly accepting _____.

- e) Such tickets used to be advertised regularly in newspaper _____.
- f) Family history should be obtained to evaluate the risk of _____.
- g) I'm in _____ now until I know whether I've got the job.
- h) How he had managed to survive, unless it was simply on _____, Patrick had never discovered.
- i) The fact that party _____ are put in charge of running the elections is an obvious conflict of interest.
- j) An executive from an international chemical company has given up the _____ to run a farm.

4. Translate the following article into Croatian:

A picture of a house in Dalmatia, surrounded by mountains and the threatening grey skies of winter becomes a hit on Facebook, thanks to the trusty old German flag.

If you're anything like me, then you're a (not so secret) lover of memes. Croatian memes can get quite dark, given the often murky waters that a lot of the country's political events are staged in, but once you reach a certain level of desensitisation, you can crack a grin at most of them.

Not all of them are politically based, which is a first indeed for a country that asks you what ties you have to any political party when merely opening a current account, and one page in particular is a hit across the country.

The extremely popular Facebook page Dnevna doza prosjecnog Dalmatinca (A daily dose of the average Dalmatian) is a usually light hearted take on the funny and often odd activities undertaken in Dalmatia. From innovative ways to dry out the famous prosciutto from Drnis to giant inflatable flamingos precariously tied to cars travelling down motorways - this Facebook page covers it all.

Recently, a photo of a house in Dalmatia appeared on the page. This house in Dalmatia was nothing outstanding, quite the opposite in fact. But the sight of the Croatian flag flying alongside the German flag drew in some interesting and funny comments from social media users.

As Poslovni Dnevnik writes, the house in Dalmatia, more specifically a photo from Kastela, speaks volumes with its flying of the German flag, a flag which many Croats worship.

ILI

4. Translate the following article into English:

Ako vrijeđate na Twitteru, možete očekivati kaznu i suspenziju

I do sada je na Twitteru, koliko je to naravno moguće kada je u pitanju društvena mreža, bilo određenih kazni za uvredljive komentare. Objave koje su prelazile granicu dobrog ukusa, poštivanja sugovornika i općenito normalne rasprave bile su izbrisane, a korisnički računi koji su ponavljali "kaznena djela" čak i brisani s ove društvene mreže. Naravno da se u "žaru rasprave" ponekad zna pretjerati, stoga su mnogi bili nezadovoljni permanentnim brisanjem računa s Twittera, pravdajući se da "zaslužuju još jednu šansu da se poprave", što će im, ako je suditi po iskustvima nekih korisnika posljednjih dana, biti omogućeno.

Dio korisnika je prijavio kako su im na 12 sati limitirani korisnički računi, izbrisane objave koje su detektirane uvredljivima, da bi nakon isteka navedenog vremena sve bilo vraćeno u potpunu normalu. Brzo je otkriveno da se radi o novoj mjeri koju Twitter uvodi za one koji se "zaigravaju". Kada i ako se ogriješite o pravila ponašanja i objavite "potencijalno uvredljiv sadržaj", dobiti ćete privremenu suspenziju na 12 sati. U tom roku će vaše objave biti vidljive

samo vašim pratiteljima na Twitteru, nakon toga će se sve vratiti u potpunu funkcionalnost, osim što će neprimjerene objave biti u potpunosti obrisane. Ako se pak dogodi da učestalo ponavljate ovakve incidente, nije isključen ni potpuni "ban" s ove društvene mreže.

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| Raspon bodova prolaznih ocjena: | odličan (5) – 91-100 osvojenih bodova vrlo dobar (4) – 79-90 osvojenih bodova dobar (3) – 67-78 osvojenih bodova dovoljan (2) – 55-66 osvojenih bodova nedovoljan (1) – manje od 55 bodova, pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak. |
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| Napomene: | Format ispita i kolokvija je isti, samo se na 1. kolokviju provjerava prva polovina gradiva, a na 2. kolokviju druga. Na 1. kolokviju prevodi se tekst s engleskoga na hrvatski, na 2. kolokviju s hrvatskoga na engleski. Na 1. ispitnom roku prevodi se tekst s engleskoga na hrvatski, na 2. ispitnom roku s hrvatskoga na engleski te tim redoslijedom na sljedećim ispitnim rokovima. |
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METODIKA NASTAVE ENGLESKOG JEZIKA (FFENM302D)

Ogledna pismena provjera znanja

| Kod ishoda učenja | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|-------------------|----------------------|-------------------------------------|--|
| IU-FFENM302D-1 | 1. | 10 | 5 |
| IU-FFENM302D-1 | 2. | 10 | 5 |
| IU-FFENM302D-1 | 3. | 10 | 5 |
| IU-FFENM302D-1 | 4. | 10 | 5 |
| IU-FFENM302D-1 | 5. | 10 | 5 |
| IU-FFENM302D-2 | 6. | 10 | 5 |
| IU-FFENM302D-2 | 7. | 10 | 5 |
| IU-FFENM302D-2 | 8. | 10 | 5 |
| IU-FFENM302D-2 | 9. | 10 | 5 |
| IU-FFENM302D-2 | 10. | 10 | 5 |

Pismena provjera se sastoji od nasumično raspoređenih 8 pitanja iz udžbenika *“The Practice of English Language Teaching”* autora J. Harmera (po jedno pitanje iz svakog od 8 dijelova udžbenika) i 2 pitanja o pristupu (metodi) poučavanja iz udžbenika *„Techniques and principles in Language Teaching“*

1. Paralinguistic feature of language
2. Describing learners
3. Mistakes and Feedback
4. Problem behavior
5. Issues related to receptive skill teaching
6. Issues related to productive skill teaching
7. Syllabus design
8. Lesson planning and evaluation
9. – 10. Describe procedure related to a method/approach (TPR, MI, ...)

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| Raspon bodova prolaznih ocjena: | odličan (5) – 91-100 osvojenih bodova vrlo dobar (4) – 79-90 osvojenih bodova dobar (3) – 67-78 osvojenih bodova dovoljan (2) – 55-66 osvojenih bodova nedovoljan (1) – manje od 55 bodova, pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak. |
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| Napomene: | |
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Prezentacija

| Kod ishoda učenja | Ishod učenja | Max. broj bodova | Min. broj bodova za ostvarivanje ishoda učenja |
|-------------------|--|------------------|--|
| IU-FFENM302D-3 | Osmisliti izvedbeni plan i održati prezentaciju odabranog pristupa ili metode poučavanja | 10 | 5 |

Ogledni primjer zadatka za završni rad:

| Kod ishoda učenja | Ishod učenja | Max. broj bodova | Min. Broj bodova za ostvarivanje ishoda učenja |
|-------------------|--|------------------|--|
| IU-FFENM102D-4 | Osmisliti i predstaviti osobnu nastavnu filozofiju | 50 | 27.5 |

Primjer iz općih uputa za završni rad:

PREPARATION:

1. The general topic for the final examination should be about one of the six aspects of the language teaching/learning process: Linguistic, Pedagogical, Personal/Psychological, Interpersonal, Cultural, or Environmental and related to different method(s) or approach(es). This is to be personal/philosophical perspective on the conclusions you are drawing about your particular assumption of teaching and learning.
2. Find and read articles from different sources on a limited sub-aspect of a particular aspect. Make handwritten notes on the essays and articles you read.
3. You are required to plan, develop, write and edit an organized essay on one aspect of the topic centering on your personal teaching philosophy.
4. In your essay, you must:
 - a) state a clear thesis,
 - b) incorporate your own personal knowledge, experience, or observation,
 - c) use as a support at least two of the articles and essays you have read and made notes on, and
 - d) clearly present your personal/philosophical perspective on teaching/learning process and method(s)/approach(es) you plan to use.
5. You should write your final 400–500-word draft.
6. Identification of sources used in writing the exam can be done simply by stating the author's name when introducing the information from the source into the examination. If asked, be prepared to submit all references.

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| Raspon bodova prolaznih ocjena: | odličan (5) – formalno, gramatički, pravopisno točan i sadržajno kvalitetan rad (60% ocjene) vrlo dobar (4) – zadovoljava formalno i sadržajno, ali su uočene manje gramatičke i pravopisne greške (51% ocjene) dobar (3) – zadovoljava formalno i sadržajno, ali su uočene veće gramatičke i pravopisne greške (42% ocjene) dovoljan (2) – zadovoljava formalne kriterije, manji nedostaci na sadržajnom planu (33% ocjene) nedovoljan (1) – loše napisano i ne zadovoljava formalne kriterije |
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ODABRANE METODE ISTRAŽIVANJA U KOGNITIVNOJ LINGVISTICI (FFENM311D)

Ogledni test pismenog ispita

| Kod ishoda učenja | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|-------------------|----------------------|-------------------------------------|--|
| IU- FFENM311D-1 | 1. | 10 | 5 |
| IU- FFENM311D-1 | 2. | 5 | 3 |
| IU- FFENM311D-1 | 3. | 5 | 3 |
| IU- FFENM311D-1 | 4. | 5 | 3 |
| IU- FFENM311D-2 | 5. | 5 | 3 |
| IU- FFENM311D-2 | 6. | 20 | 10 |
| IU- FFENM311D-2 | 7. | 10 | 5 |
| IU- FFENM311D-2 | 8. | 10 | 5 |
| IU- FFENM311D-2 | 9. | 10 | 5 |
| IU- FFENM311D-2 | 10. | 20 | 10 |

1. What is the difference between hypothesis and research question? (Provide examples!)
2. Why do we need research questions and where do they come from?
3. Please define the conceptual theory of metaphor!
4. What is the central characteristic of Lakoff and Johnson's theory of conceptual metaphor?
5. Which formula do Lakoff and Johnson use to describe the metaphorical link between the domains.
6. Please name the steps for implementing *Metaphor Identification Procedure*!
7. What is the difference between *Metaphor Power Method* and *Metaphor Identification Procedure*?
8. Please name the content categories within *Metaphor Power Method*!
9. Please provide examples of "weak" and "strong metaphors"!
10. Please define all the metaphors you find in the following sentences:
 - a) *You are wasting my time.*
 - b) *I am at a crossroads in my life.*
 - c) *Is that the foundation for your theory?*
 - d) *She attacked every weak point in my argument.*

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| Raspon bodova prolaznih ocjena: | odličan (5) – 91-100 osvojenih bodova vrlo dobar (4) – 79-90 osvojenih bodova dobar (3) – 67-78 osvojenih bodova dovoljan (2) – 55-66 osvojenih bodova nedovoljan (1) – manje od 55 bodova, pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak. |
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| Napomene: | |
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UVOD U PSIHOLINGVISTIKU (FFEN M312D)

OGLEDNI PRIMJER PREDROKA/PISMENOG ISPITA

| Kod ishoda učenja | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|------------------------|----------------------|-------------------------------------|--|
| IU- FFENM321D- 1 | 1. | 10 | 5 |
| IU- FFENM321D -1 | 2. | 10 | 5 |
| IU- FFENM321D -1 | 3. | 10 | 5 |
| IU- FFENM321D -2 | 4. | 10 | 5 |
| IU- FFENM321D -2 | 5. | 10 | 5 |
| IU- FFENM321D -2 | 6. | 10 | 5 |
| IU- FFENM321D -2 | 7. | 10 | 5 |
| IU- FFENM321D -3 | 8. | 10 | 5 |
| IU- FFENM321D -3 | 9. | 10 | 5 |
| IU- FFENM321D -3 | 10. | 10 | 5 |

1. Define psycholinguistics.
2. Difference between psycholinguistics and cognitive linguistics.
3. What was novelty with transformational grammar?
4. How can we describe language?
5. Divide indoeuropean languages into groups.
6. What is lexicon?
7. Define and describe ELIZA.

8. What is semantic priming?
9. List and name at least three methods of brain imaging.
10. Difference between interlingual and intralingual errors and at least one example per each.

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| Raspon bodova prolaznih ocjena: | odličan (5) – 91-100 osvojenih bodova vrlo dobar (4) – 79-90 osvojenih bodova dobar (3) – 67-78 osvojenih bodova dovoljan (2) – 55-66 osvojenih bodova nedovoljan (1) – manje od 55 bodova, pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak. |
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SHAKESPEARE – TRAGEDIJE (FFENM307D)

Ogledni primjer pismenog ispita

| Kod ishoda učenja | Broj pitanja / zadatka | Max. broj bodova po pitanju / zadatku | Min. broj bodova po pitanju / zadatku |
|-------------------|------------------------|---------------------------------------|---------------------------------------|
| IU-FFENM307D-1 | 1. | 10 | 5 |
| IU-FFENM307D5 | 2. | 20 | 10 |
| IU-FFENM307D-1 | 3. | 20 | 10 |
| IU-FFENM307D-2 | 3. | 20 | 10 |

1. Briefly define or explain the following (1 point each):

| | |
|--------------------|---------------|
| Pelican | Ides of March |
| Soliloquy | Menesius |
| De casibus tragedy | Goneril |
| 1603. | Cleopatra |
| The Gunpowder Plot | Antium |

2. Identify THREE of the following quotes (author & text), put the quote into context and explain the significance of the quote to the text (5 points each):

- a) The senators of Rome are this good belly,
And you the mutinous members; for examine
Their counsels and their cares, digest things rightly
Touching the weal o' the common, you shall find
No public benefit which you receive
But it proceeds or comes from them to you
And no way from yourselves
- b) Forget not, in your speed, Antonius,
To touch Calpurnia; for our elders say,
The barren, touched in this holy chase,
Shake off their sterile curse.
- c) Your ships are not well mann'd;
Your mariners are muleters, reapers, people
Ingross'd by swift impress; in Caesar's fleet
- d) Are those that often have 'gainst Pompey fought:
Their ships are yare; yours, heavy: no disgrace
Shall fall you for refusing him at sea,
Being prepared for land

d) To be, or not to be: that is the question:
Whether 'tis nobler in the mind to suffer
The slings and arrows of outrageous fortune,
Or to take arms against a sea of troubles,
And by opposing end them? To die: to sleep;
No more; and by a sleep to say we end
The heart-ache and the thousand natural shocks
That flesh is heir to, 'tis a consummation
Devoutly to be wish'd.

3. *Discuss one of the following two questions and write a short essay on it: (20 points)*

- a) Hamlet as a tragic hero
- b) Cleopatra as a tragic heroine

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| Raspon bodova prolaznih ocjena: | odličan (5) – 91-100 osvojenih bodova vrlo dobar (4) – 79-90 osvojenih bodova dobar (3) – 67-78 osvojenih bodova dovoljan (2) – 55-66 osvojenih bodova nedovoljan (1) – manje od 55 bodova, pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak. |
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UVOD U ISTRAŽIVANJA JEZIČNOGA KRAJOBRAZA (FFENM 306D)

Ogledni test pismenog ispita

| Kod ishoda učenja | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|-------------------|----------------------|-------------------------------------|--|
| IU-FFENM 306D-2 | 1. | 10 | 5 |
| IU-FFENM 306D-1 | 2. | 2 | 1 |
| IU-FFENM 306D-1 | 3. | 2 | 1 |
| IU-FFENM 306D-3 | 4. | 2 | 1 |
| IU-FFENM 306D-1 | 5. | 2 | 1 |
| IU-FFENM 306D-5 | 6. | 2 | 1 |
| IU-FFENM 306D-5 | 7. | 2 | 1 |
| IU-FFENM 306D-4 | 8. | 4 | 2 |
| IU-FFENM 306D-2 | 9. | 4 | 2 |

PITANJA /ZADACI

1. Write a short essay about one example of LL research.
2. Who is the author of this quote and from which year is the quote?
„The language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings combines to form the linguistic landscape of a given territory, region, or urban agglomeration. ”

3. Write one more definition of linguistic landscape.

4. “genie let out of the bottle”. What does this phrase refer to and who is the author of it?

5. What is considered to be a sign in LL research?

6. Enumerate at least 4 LL researchers:

7. Enumerate some multilingual spaces where the LL research has already been done:

8. Elaborate on Brussel's LL and Tulp's research.

9. Explain *in vitro* and *in vivo* components of LL. Which signs are *in vivo* and which *in vitro*? What are the other names for this division of signs?

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| Raspon bodova prolaznih ocjena: | odličan (5) – 91-100 osvojenih bodova vrlo dobar (4) – 79-90 osvojenih bodova dobar (3) – 67-78 osvojenih bodova dovoljan (2) – 55-66 osvojenih bodova nedovoljan (1) – manje od 55 bodova, pod uvjetom da je postignut minimalan broj bodova za ostvarivanje |
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| | ishoda učenja za svaki zadatak. |
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Četvrti semestar:

TENNESSEE WILLIAMS (FFENM 405D)

OGLEDNI TEST PISMENOG ISPITA

| KOD ISHODA UČENJA | BROJ PITANJA | MAKSIMALAN BROJ BODOVA ZA OSTVARIVANJE ISHODA UČENJA | MINIMALAN BROJ BODOVA ZA OSTVARIVANJE ISHODA UČENJA |
|-------------------|--------------|--|---|
| IU-FFENM 405D-1 | 1.a | 10 | 5,7 |
| IU-FFENM 405D-2 | 1.b | 10 | 5,7 |
| IU-FFENM 405D-3 | 1.c | 10 | 5,7 |
| IU-FFENM 405D-4 | 2 | 10 | 5,7 |
| IU-FFENM 405D-5 | 2. | 10 | 5,7 |
| IU-FFENM 405D-6 | 3. | 20 | 10, 8 |
| IU-FFENM 405D-7 | 4. | 20 | 10,7 |
| IU-FFENM 405D-8 | 5. | 10 | 5,7 |

- Write brief insight into socio political life in the 2/2 20th century in USA
 - Write brief insight into T.Williams life and work
 - Define Modernism and Postmodernism in the States
- Analyze Glass Menagerie
- Compare and contrast two female characters
- Compare and contrast one novel, one drama and one short story written by T.Williams
- Choose one and write essay
 - Symbols in Rose Tatoo
 - Reality vs illusion in Streetcar Named Desire
 - Madonna in Portrait of A Madonna

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| Raspon bodova prolaznih ocjena: | odličan (5) – 91-100 osvojenih bodova vrlo dobar (4) – 79-90 osvojenih bodova dobar (3) – 67-78 osvojenih bodova dovoljan (2) – 55-66 osvojenih bodova nedovoljan (1) – manje od 55 bodova, pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak. |
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Napomene: /

PRIKAZ(I) LUDOSTI U KNJIŽEVNOSTI (FFENM407D)

Ogledni primjer pismenoga ispita

| Kod ishoda učenja | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|---|----------------------|-------------------------------------|--|
| IU-FFENM407J-3 IU-FFENM407D- 3 | 1. | 10 | 5 |
| IU-FFENM407J-4 IU-FFENM407D-4 | 2. | 20 | 10 |
| IU-FFENM407J-1 / IU-FFENM407D- 1 IU-FFENM407J-3/ IU-FFEN407D-3 | 3. | 20 | 10 |

Part A: *Identify the following names, places and events from the novels and explain them in terms of the novel they refer to: (1 pt each)*

| | |
|-----------|---------------------------|
| London | Septimus |
| Cold War | John |
| Ali Smith | The theory of four humors |
| 1839 | The Tranquilizer |
| Hysteria | Reagan |

PART B: *Identify FIVE (5) of the following quotes and explain their significance to their respective works: (5 pts each)*

- a) For Heaven only knows why one loves it so, how one sees it so, making it up, building it round one, tumbling it, creating it every moment afresh; but the veriest frumps, the most dejected of miseries sitting on doorsteps (drink their downfall) do the same; can't be dealt with, she felt positive, by Acts of Parliament for that very reason: they love life.
- b) "But that's summer for you. Summer's like walking down a road just like this one, heading towards both light and dark. Because summer isn't just a merry tale. Because there's no merry tale without darkness."
- c) Oh, what a noble mind is here o'erthrown!
The courtier's, soldier's, scholar's eye, tongue, sword,
Th' expectation and rose of the fair state,
The glass of fashion and the mold of form,
Th' observed of all observers, quite, quite down!
- d) When I was nineteen, pureness was the great issue. Instead of the world being divided up into Catholics and Protestants or Republicans and Democrats or white men and Black men or even men and women, I saw the world divided into people who had slept with somebody and people who hadn't, and this seemed the only really significant difference between one person and another. I thought a spectacular change would come over me the day I crossed the boundary line.

- e) “Tirra lirra,” by the river Sang Sir Lancelot. She left the web, she left the loom, She made three paces thro’ the room, She saw the water-lily bloom, She saw the helmet and the plume, She look’d down to Camelot
- f) “There are things in that paper that nobody knows but me, or ever will.”

PART C: Discuss **ONE** of the following topics, illustrating with examples from the text(s):

- a) Hysteria in the Renaissance
b) Victorian perception(s) of Madness

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| Raspon bodova prolaznih ocjena: | odličan (5) – 91-100 osvojenih bodova vrlo dobar (4) – 79-90 osvojenih bodova dobar (3) – 67-78 osvojenih bodova dovoljan (2) – 55-66 osvojenih bodova nedovoljan (1) – manje od 55 bodova, pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak. |
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VARIJANTE ENGLESKOG JEZIKA (FFENM403D)

Ogledni test pismenog ispita/predroka

| Kod ishoda učenja | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|----------------------|-------------------------|--|---|
| FFENM403D-IU1 | 1, 2, 6, 7 | 3 | 1.5 |
| FFENM403D-IU2 | 3, 5 | 3 | 1.5 |
| FFENM403D-IU3 | 4 | 3 | 1.5 |

1. Explain the difference between dialect and style.
2. List 3 distinctive features of Southern American English.
3. What is the difference between Scottish English and Scots?
4. Explain how the Plantations relate to the rise of English in Ireland.
5. In what aspects is Canadian English different from General American?
6. List one distinctive morphological feature of Australian English. Give examples.
7. Explain the term ‘loan translations’ in relation to African American English.

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| Raspon bodova prolaznih ocjena: | odličan (5) – 19-21 osvojenih bodova vrlo dobar (4) – 17 i 18 osvojenih bodova dobar (3) – 15 i 16 osvojenih bodova dovoljan (2) – 13i 14 osvojenih bodova nedovoljan (1) – manje od 13 bodova, pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak. |
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| Napomene: | Format ispita i predroka je isti. |
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UVOD U KOGNITIVNU LINGVISTIKU (FFENM313D)

Ogledni test pismenog ispita/1. kolokvija/2. kolokvija

| Kod ishoda učenja | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|-------------------|----------------------|-------------------------------------|--|
| IU-FFENM313D-1 | 1. | 5 | 3 |
| IU-FFENM313D-1 | 2. | 5 | 3 |
| IU-FFENM313D-1 | 3. | 5 | 3 |
| IU-FFENM313D-1 | 4. | 5 | 3 |
| IU-FFENM313D-3 | 5. | 10 | 5 |
| IU-FFENM313D-3 | 6. | 10 | 5 |
| IU-FFENM313D-2 | 7. | 10 | 5 |
| IU-FFENM313D-2 | 8. | 10 | 5 |
| IU-FFENM313D-4 | 9. | 20 | 10 |
| IU-FFENM313D-5 | 10. | 20 | 10 |

1. What is Cognitive Linguistics?
2. What is the most influential book to emerge from the cognitive linguistic tradition and why?
3. What is a frame?
4. What is idealized cognitive model (ICM)?

5. Please name the types of conceptual metaphors and provide examples!
6. What is the difference between metaphor and metonymy, provide examples?
7. What is Construction Grammar?
8. Please define Fillmore's typology of idiomatic expressions!
9. Decide which of the following is a metonymy and which is a metaphor!
 - a) I think my computer hates me; it keeps deleting my data.
 - b) Buckingham Palace denied the rumors.
 - c) This car has a will of its own!
 - d) I don't think my car wants to start this morning.
 - e) Iraq nearly cost Tony Blair the premiership.
10. Please define the conceptual metaphors in the following sentences and then define their type:
 - a) That argument has holes in it.
 - b) My spirits rose.
 - c) We will show his argument to be without foundation.
 - d) He's really low these days.
 - e) This relationship is a dead-end street.

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| Raspon bodova prolaznih ocjena: | odličan (5) – 91-100 osvojenih bodova vrlo dobar (4) – 79-90 osvojenih bodova dobar (3) – 67-78 osvojenih bodova dovoljan (2) – 55-66 osvojenih bodova nedovoljan (1) – manje od 55 bodova, pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak. |
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| Napomene: | Format ispita i kolokvija je isti, samo se na 1. kolokviju provjerava prva polovina gradiva, a na 2. kolokviju druga. |
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ODABRANE METODE ISTRAŽIVANJA U KOGNITIVNOJ LINGVISTICI (FFENM406D)

Ogledni test pismenog ispita

| Kod ishoda učenja | Broj pitanja/zadatka | Max. broj bodova na pitanju/zadatku | Min. broj bodova za ostvarivanje ishoda učenja |
|-------------------|----------------------|-------------------------------------|--|
| IU- FFENM406D-1 | 1. | 10 | 5 |
| IU- FFENM406D-1 | 2. | 5 | 3 |
| IU- FFENM406D-1 | 3. | 5 | 3 |
| IU- FFENM406D-1 | 4. | 5 | 3 |
| IU- FFENM406D-2 | 5. | 5 | 3 |
| IU- FFENM406D-2 | 6. | 20 | 10 |
| IU- FFENM406D-2 | 7. | 10 | 5 |
| IU- FFENM406D-2 | 8. | 10 | 5 |
| IU- FFENM406D-2 | 9. | 10 | 5 |
| IU- FFENM406D-2 | 10. | 20 | 10 |

1. What is the difference between hypothesis and research question? (Provide examples!)
2. Why do we need research questions and where do they come from?
3. Please define the conceptual theory of metaphor!
4. What is the central characteristic of Lakoff and Johnson's theory of conceptual metaphor?
5. Which formula do Lakoff and Johnson use to describe the metaphorical link between the domains.
6. Please name the steps for implementing *Metaphor Identification Procedure*!
7. What is the difference between *Metaphor Power Method* and *Metaphor Identification Procedure*?
8. Please name the content categories within *Metaphor Power Method*!
9. Please provide examples of "weak" and "strong metaphors"!
10. Please define all the metaphors you find in the following sentences:
 - e) *You are wasting my time.*
 - f) *I am at a crossroads in my life.*
 - g) *Is that the foundation for your theory?*
 - h) *She attacked every weak point in my argument.*

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| Raspon bodova prolaznih ocjena: | odličan (5) – 91-100 osvojenih bodova vrlo dobar (4) – 79-90 osvojenih bodova dobar (3) – 67-78 osvojenih bodova dovoljan (2) – 55-66 osvojenih bodova nedovoljan (1) – manje od 55 bodova, pod uvjetom da je postignut minimalan broj bodova za ostvarivanje ishoda učenja za svaki zadatak. |
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| Napomene: | |
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