Examination paper for ENG1201 Proficiency and Grammar (7.5 sp)

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Examination date: 30 November 2015
Examination time (from-to): 9:00 - 13:00

Permitted examination support material:

Collins Cobuild Advanced (Learner’s) Dictionary

Previous editions of the Collins Cobuild English (Advanced Learner’s) Dictionary are also permitted

Other information:

Language: English
Number of pages (front page excluded): 5
Number of pages enclosed: 0

Informasjon om trykking av eksamensoppgave
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PART A. LANGUAGE CORRECTION

Task (1): Grammar mistakes (25% of your final grade)

Text I contains many grammar errors.

- Identify and correct 10 grammar errors in Text I below. (The errors need not be of 10 different types.)
  In your answer you should indicate the line in which each error is found.

- For each error, provide an explanation for why it is a grammar mistake.
  (Note that you should not correct/comment on comma or hyphen use.)

Text I

University education today

1 In some advanced country's, it is not unusual for more than 50% of young adults to
2 attend college or university. Critics, however, claims that many university courses are
3 worthless and young people would be better off gaining skills direct in the workplace.
4 It is several reasons why university has become a popular choice for young people. First,
5 growing prosperity in many parts of the world have considerable increased the number
6 of families with money to invest in their children's future. At the same time, falling
7 birthrates mean that one- or two-child families has become common, increasing the level
8 of investment in each children. It is hardly surprising that young people are willing to let
9 his families support them until the age of 21 or 22. Furthermore have millions of new jobs
10 been created in knowledge industries, and this jobs are typical open only to university
11 graduates.
12 However, it often appear that graduates end up in occupations that is unrelated to their
13 university studies. It is not uncommonly for an English literature major to end up working
14 in sales, or an engineering graduate to retrain as a teacher, for example. Some critics
15 have suggested that by choosing to go to university, much young people is simple
16 delaying there entry into the workplace, rather than developing professional skills. A
17 more serious problem are that the high cost of an university education will mean that
18 many families are increasing reluctant to have more than one child, exacerbating the
19 falling birthrates in certain countries.
PART A. LANGUAGE CORRECTION

Task (2): Orthography mistakes (8% of your final grade)

Identify and correct **10 orthography errors** in text II below.
(Note that you should not correct/comment on comma or hyphen use.)
In your answer you should indicate the line in which each error is found.

Here is an example of how you should do this:

    line 1  peeple → people

Text II

1 In 2014, more young peeples were being taught at british universities then ever before.
2 The full impact of the resent rise in tuition fees is yet to be seen, but lower and middle
3 income families are definitly becoming more hesitent about increasing their debts. It is
4 therefor undeniable that some academicly promising pupils will be detered from
5 applying to university simply becouse the fees are to expensive, and that especially
6 those from low-income families will be effected. During mondays debate in the House
7 of commons, the scottish MP Mhairi Black, herself still a student, gave a stirring
8 speach in wich she pointed out that in the long run, the whole nasion will loose out
9 from a polisy which is turning britain into a country were only the rich can study.
PART B. Grammar

Before attempting this task, we recommend you to read text IIIa on the next page. The following sentences (a) - (d) are adapted from that text:

(a) Now, 60 years later, this is still true. (line 10)

(b) Furthermore, MT programs take language entirely literally. (line 21)

(c) Within a few years, a whole new research field had emerged. (lines 4-5)

(d) Scientists have been trying ever since to create automated translation systems. (lines 3-4)

Task (3): Identify all the subject noun phrases (NPs) in the sentences (a) to (d) above. Write out the noun phrase in full, and indicate by underlining which word is the main word of the noun phrase (if it contains more than one word).

Task (4): Identify all verbs in (a) to (d) above. For each verb, state whether it is an auxiliary or a main (lexical) verb and whether it is finite or non-finite.

Task (5). What type of sentence is sentence (e) – simple, complex or compound? Give reasons for your decision.

(e) A five-year-old child can grasp the difference, but getting a computer to do so is another matter. (lines 19-20)

Task (6): What type of sentence is sentence (f) – simple, complex, compound? Give reasons for your decision.

(f) Machines cannot cope with all the metaphors and idioms which flavour our languages. (line 22)

Task (7): There are several passive clauses in Text III-a. Identify one passive clause in the text and write it on your answer sheet. Account briefly (ca. 50-75 words) for what passivization involves and when it may be used, using your example from the text to illustrate your account.
The idea has been around for centuries that the task of translating texts from one language to another could be undertaken by machines. It was with the advent of computers in the 1940s that the idea first became practicable. Scientists have been trying ever since to create automated translation systems that actually work. Within a few years, a whole new research field had emerged that came to be known as “Machine Translation” (MT). At first, the idea seemed straightforward. The hard part would be codifying the words and grammar rules of different languages. Only when that was done would it be possible to program a translating machine.

However it soon became clear that MT output was full of inaccuracies and embarrassing errors. Now, 60 years later, this is still true. There are plenty of free translation engines out there on the web, but even the best MT tools tend to produce awkward wording – indeed, many of the translations they offer are just plain wrong.

One of the problems concerns ambiguity. Every language has words that are ambiguous. For instance, Norwegian få means “few” when it is used as a determiner, but it means “get” as a verb. As a plural noun, fordeler means “advantages” – but when it is used as a singular noun, it denotes a distributor, part of a car engine. People produce many ambiguous sentences which are easy to understand if you are human, but for machines, it seems, they pose huge problems. A machine cannot tell the difference between the English expression Look out! meaning “Be careful!” or “Put your head out of the window”. A five-year-old child can grasp the difference, but getting a computer to do so is another matter.

Furthermore, MT programs take language entirely literally. Therein lies another problem. Machines cannot cope with all the metaphors and idioms which flavour our languages. A sentence like He was pulling my leg was probably not translated correctly by the machine that gave you Han trakk beinet mitt.

The idea that machines could undertake the task of translating texts from one language to another has been around for centuries. The idea first became practicable with the advent of computers in the 1940s. Scientists have been trying ever since to create automated translation systems that actually work. A whole new research field had emerged within a few years. It came to be known as “Machine Translation” (MT). The idea seemed straightforward at first. The hard part would be codifying the words and grammar rules of different languages. To program a translating machine would be possible only when that was done.

That MT output was full of inaccuracies and embarrassing errors soon became clear. This is still true now, 60 years later. Plenty of free translation engines are out there on the web. Even the best MT tools tend to produce awkward wording. Many of the translations they offer are just plain wrong.

One of the problems concerns ambiguity. Every language has words that are ambiguous. Norwegian få means “few” when people use it as a determiner. It means “get” as a verb. Fordeler means “advantages” as a plural noun. It denotes a distributor, part of a car engine, when people use it as a singular noun. People produce many ambiguous sentences. These are easy to understand if you are human. They pose huge problems for machines. A machine cannot tell the difference between the English expression Look out! meaning “Be careful!” or “Put your head out of the window”. A five-year-old child can grasp the difference.

Getting a computer to do so is another matter.

MT programs take language entirely literally. Another problem lies therein. Machines cannot cope with all the metaphors and idioms which flavour our languages. The machine that gave you Han trakk beinet mitt probably did not translate a sentence like He was pulling my leg correctly.
PART C. Text Analysis

Before attempting this part, you should read text III-a and text III-b and compare them with each other. The two texts both contain the same information. One of the texts does not make use of coherence devices in the way the other one does.

Task (8):
Write a text of between 250 and 400 words comparing text III-a with text III-b. In your text you should discuss the use of devices that affect the information structuring and contribute to the coherence of the text. Your discussion should include the following:

- connectors/linking words (at least two)
- rearrangements (Fronting, Inversion, Extraposition) (at least two)
- special constructions (Cleft, There-construction, Passivization) (at least two)
- punctuation

You may also comment on any uses of repetitions, synonyms and pronouns, if you wish.

Your answer should be a complete text (not short notes) written in academic register.