Examination paper for ENG1201 Proficiency and Grammar

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Permitted examination support material: C – the following dictionary: Collins Cobuild Advanced Dictionary

Language: English
Number of pages (front page excluded): 9
Number of pages enclosed: 0

Informasjon om trykking av eksamensoppgave
Originalen er:
1-sidig □ 2-sidig □
sort/hvit □ farger □ skal ha flervalgskjema □

Checked by:

______________________________ __________________________
Date Signature
This exam consists of three parts (A, B and C). All parts must be answered.

Points indicating the percentage of the final grade are shown at the start of each part, and for each question (1 point = 1%).

Please write legibly!

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Instructions for Question 1 and Question 2 (in part A)
- Both questions relate to text A on the next page. This text contains more than 5 simple spelling errors, and in addition, more than 7 grammatical errors.
- You should not correct or comment on comma use or hyphen use in these questions.
- In your answers, you should indicate the line in which each error is found.

Here is an example of how you should do this:

Q1 (spelling errors)
line 6 to → two

Q2 (grammar errors)
line 9 depends → depend
Subject-verb agreement mistake.
The subject of the subordinate clause (relative clause) which we depends on... is the 1st Person Plural pronoun we. Therefore, the finite verb of the clause, which is in present tense, must be the plural form (depend).

NB: Do not use these two mistakes in your answers to questions 1 and 2!

Instructions for Question 3 and Question 5 (in part A)
- These questions involve a selection of multiple choice tasks. In each task, you are presented with several alternatives, only one of which is correct. In each case, when you have decided which option you think is the correct one, write the letter corresponding to your choice on your answer sheet. (You do not need to write the full answer.) For instance, if you decide that the correct answer to Question 5, task 5.1, is choice (h), write the following on your answer sheet:

Q5
5.1 - (h)

Instructions for part B (Translation or Information Structure)
- There are two questions in this part. You should answer one of them: either question 8 (Translation) or question 9 (Information Structure). Do not answer both!
Space exploration is much too expensive and the money should be spent on more important things.

Some people claim that exploring space is a waste of money and it is more urgent needs to be addressed on Earth, such as reducing poverty and preventing environmental destruction. However, I completely disagree with these opinions for two reasons.

First of all, many of the technologies that we take for granted today were originated thanks to space research. Take satellite technology, for example, which we depend on for broadcasting and weather forecasting. Without satellites, we would not be able to follow global events as they happen, nor give populations any warning of approaching storms. Space research has also led to the development of new lightweight materials that offer us heat protection and enable food preservation. Therefore, the challenge of sending human beings into space has often driven the development of new technology's that benefit our everyday lives.

Second, we cannot foresee the distant future, so we ought to develop the capability to escape from Earth. Gradually, we are learning how humans can survive for long periods in space and even travel to other planets in the future. If space exploration is halted, this valuable knowledge will never be acquired. It is true that environmental destruction is also a serious issue, but it is also true that we remain dependent on our environment if we never accept the challenge of exploring other worlds.

In conclusion, while we undoubtedly face serious problems on our own planet, it is imperative that we continue to explore space. This will promote further technological advances and provide a possible means of escape as well should Earth become uninhabitable in the future. Ideally, all nations should cooperate in the advancement of space research.
There are **seven** questions in this part. You should answer **all** seven questions.

**Question 1** [5 points]

Identify and correct **five** spelling (orthography) errors in text A.

**Question 2**

2.1 [6 points]

Identify and correct **six** grammar errors in text A.

2.2 [12 points]

Explain in each case what the error is, using appropriate grammar terminology in your explanation.

**Question 3** [2 points]

Should the following sentence be written without a comma, as in (a.), or with one comma, as in (b.), or with two commas, as in (c.)? Provide a brief justification for your answer.

- a. Any vehicle that was imported legally into the UK prior to the cut-off date will be automatically registered under the new scheme.

- b. Any vehicle that was imported legally into the UK prior to the cut-off date, will be automatically registered under the new scheme.

- c. Any vehicle, that was imported legally into the UK prior to the cut-off date, will be automatically registered under the new scheme.
**Question 4** [5 points]

In the following sentence, identify the word class of each of the words as it is used in the sentence. (Write each word on your answer sheet together with its word class).

That friendly smile will certainly win us support among the elderly voters.

**Question 5** [18 points. Tasks 5.1-5.6 = 2 points each; tasks 5.7-5.12 = 1 point each.]

These tasks relate to the sentences S1-S4.

S1 How do we uphold honest journalism in the face of massive attempts to manipulate online media?
S2 Please do not be put off by the complexity of the problem.
S3 The impartial reporting that we crave has been suffering for too long.
S4 Shouldn't our government shield us from the evil effects of fake news?

For each of 5.1-5.4, select the correct combination from the type/polarity/voice list below:

5.1 Which class of sentences (sentence-type, polarity, voice) does S1 belong to?
5.2 Which class does S2 belong to?
5.3 Which class does S3 belong to?
5.4 Which class does S4 belong to?

**Type/polarity/voice list** (*affirmative* = ‘positive’)

a. Interrogative, affirmative, active  
b. Interrogative, affirmative, passive  
c. Interrogative, negative, active  
d. Interrogative, negative, passive  
e. Declarative, affirmative, active  
f. Declarative, affirmative, passive  
g. Declarative, negative, active  
h. Declarative, negative, passive  
i. Imperative, affirmative, active  
j. Imperative, affirmative, passive  
k. Imperative, negative, active  
l. Imperative, negative, passive

[Question 5 continues on the next page]
For each of 5.5-5.6, select the correct combination from the tense/aspect list below:

5.5 What is the correct description of the tense and aspect of S1?

5.6 What is the correct description of the tense and aspect of S3?

Tense/aspect list

<table>
<thead>
<tr>
<th>a.</th>
<th>Infinitive</th>
<th>b.</th>
<th>Simple Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>c.</td>
<td>Simple Past</td>
<td>d.</td>
<td>Simple Future</td>
</tr>
<tr>
<td>e.</td>
<td>Present Perfect</td>
<td>f.</td>
<td>Present Progressive</td>
</tr>
<tr>
<td>g.</td>
<td>Past Perfect</td>
<td>h.</td>
<td>Past progressive</td>
</tr>
<tr>
<td>h.</td>
<td>Future perfect</td>
<td>j.</td>
<td>Future progressive</td>
</tr>
<tr>
<td>k.</td>
<td>Present perfect progressive</td>
<td>l.</td>
<td>Past perfect progressive</td>
</tr>
</tbody>
</table>

For each of 5.7-5.10, select the correct description for the verb as it used in the relevant sentence from the verb/aux list below:

5.7 In S1, how is manipulate used?

5.8 In S2, how is be used?

5.9 In S3, how is crave used?

5.10 In S4, how is shouldn't used?

Verb/aux list

<table>
<thead>
<tr>
<th>a.</th>
<th>a finite auxiliary verb</th>
<th>b.</th>
<th>a finite main verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>c.</td>
<td>a nonfinite auxiliary verb</td>
<td>d.</td>
<td>a nonfinite main verb</td>
</tr>
</tbody>
</table>

5.11 In sentence S1, to is used as:

<table>
<thead>
<tr>
<th>a.</th>
<th>a preposition</th>
<th>b.</th>
<th>an adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>c.</td>
<td>an infinitive marker</td>
<td>d.</td>
<td>a conjunction</td>
</tr>
<tr>
<td>e.</td>
<td>a determiner</td>
<td>f.</td>
<td>an auxiliary</td>
</tr>
</tbody>
</table>

5.12 In S3, that is used as:

<table>
<thead>
<tr>
<th>a.</th>
<th>a demonstrative pronoun</th>
<th>b.</th>
<th>a relative pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>c.</td>
<td>a demonstrative determiner</td>
<td>d.</td>
<td>an indefinite pronoun</td>
</tr>
<tr>
<td>e.</td>
<td>a definite determiner</td>
<td>f.</td>
<td>a personal pronoun</td>
</tr>
</tbody>
</table>
**Question 6** [6 points]

Which of the six basic sentence patterns are illustrated by the sentences below? (The sentences in S1 have one pattern, while the sentences in S2 have another pattern.) What is the type of the main verb in Pattern 1? What is the type of the main verb in Pattern 2?

**Pattern 1**
- Mary became a teacher.
- Fred looked great.
- Arthur was naughty.

**Pattern 2**
- Mary arrived at her new school.
- Fred looked around the room.
- Arthur behaved badly.

Give a brief explanation of the differences between the two sentence patterns and their associated verb types.

**Question 7** [6 points]

7.1 Explain what a transitive verb is.

7.2 A claim that is occasionally made is that ‘all transitive verbs are action verbs’. Write a paragraph discussing why this claim is wrong, referring to examples from the following list in your answer.

- a. Old oak trees surrounded the house.
- b. Heavily armed policemen surrounded the house.
- c. John inherited £5,000 from his aunt.
- d. John stole £5,000 from his uncle.
- e. Mary caught a nasty cold.
- f. Mary caught a tiny fish.
- g. The coursebook cost a lot of money.
- h. I paid a lot of money for the book.
Part B  Translation or Information Structure (15 points)

There are two questions in this part. You should answer one of them: either question 8 or question 9. Do not answer both! Question 9 does not require proficiency in Norwegian.

Question 8 – Translation [15 points; 5 points per example]

Consider the examples of Norwegian-English / English-Norwegian translation in (1)-(3) below.

(1) Original: Vi kaller gjerne sånne ondskapsfulle monstre for "kaoskrefter".  
Translation: Evil monsters like these are often referred to as the "forces of chaos".

(2) Original: Piglet was lying on his back, sleeping peacefully.  
Translation: Nøff lå på ryggen og sov trygt.

(3) Original: Mannen hennes, Raske Hjort, sto i ly under en heller og stirret mot kvisthytten deres.  
Translation: Her husband, Swift Deer, stood in the shelter of an overhanging cliff gazing at their home, a cabin built of twigs.

For each example, discuss any non-equivalences that you find. Is the non-equivalence at word level or grammatical level? What kind of strategy has the translator chosen in each case? Was the translator responding to a particular translation problem (challenge) which the example presents, and if so, what is the nature of the problem?

Question 9 – Information structure [15 points; 5 points per example]

In each of the following pairs, the two sentences express the same information, and one of them has a neutral structure while the other involves a special construction or rearrangement. In each case:

- state which is the neutral sentence,
- identify what rearrangement / construction type the other sentence instantiates, and
- briefly describe the particular effect of using the special structure.

(1a) A completely unknown team from Wales beat us.  
(1b) We were beaten by a completely unknown team from Wales.

(2a) That the election had been a disaster for the Democrats was by now clear.  
(2b) It was by now clear that the election had been a disaster for the Democrats.

(3a) Out of the tunnel rolled a rusty old steam locomotive.  
(3b) A rusty old steam locomotive rolled out of the tunnel.
Imagine you have been given the task of composing a persuasive essay (in the 5-paragraph essay format) on the following topic:

“Foreign language learning in kindergarten?”

Consider the three short texts in (1) - (3) below. Each represents an alternative attempt to write the opening paragraph of the essay.

(1) That young children can learn a foreign language easily has been known for a long time. Many scientists are convinced it's true. Pre-school's the ideal time to acquire languages. Some people discuss whether kids should start learning foreign languages already at kindergarten age. To know two or more foreign languages is an advantage in the times of globalization. Others think that our kids should enjoy their pre-school time and play. In this essay I'll look at their arguments. What are the advantages of starting to learn a foreign language early? What are the disadvantages of introducing learning in kindergarten?

(2) That young children can learn a foreign language easily has been known for a long time. Many scientists are convinced it's true. Pre-school's the ideal time to acquire languages. To know two or more foreign languages is an advantage in the times of globalization. We must prepare our kids for the future. Young kids are able to learn. Young kids are curious. They pick up things quickly. Learning a language doesn't mean kids can't play as well. Let's give them the chance. Make kindergarten a place of learning! They will thank you for it later in life.

(3) That young children can learn a foreign language easily has been known for a long time. Many scientists are convinced it's true. Pre-school's the ideal time to acquire languages. To know two or more foreign languages is an advantage in the times of globalization. They should not be forced to learn foreign languages at that young age. They need to learn their own language. Young kids should have the right to play. Our offspring should do what they like doing. They should discover the world at their own pace. Keep our kindergartens free of the demands of future employers!
Question 10 [15 points]

The criteria for an effective thesis statement are established in the course readings by Harvey and Robbins-Sponaas. Write a short text (ca. 200 words) comparing the effectiveness of these alternative opening paragraphs. Assess each with respect to whether it contains a thesis statement; and if so, identify the thesis statement, and explain why it does, or does not, count as an effective thesis statement.

Question 11 [10 points]

While none of the alternative opening paragraphs (1)-(3) contains grammar or spelling errors, none of them is particularly well-written with regard to register and coherence.

- Choose one of the paragraphs, and rewrite it (without altering its basic content) so that

  (i) the paragraph adheres better to the conventions of formal register appropriate for academic writing of this type,

  (ii) the cohesion, readability and appeal of the paragraph is improved.

  For these purposes, you may insert connectives and change sentence boundaries, and add or alter or replace any elements that you find necessary.

  (Any of (1)-(3) will do for this question; it does not matter which of them you choose.)

- Comment briefly on three of the changes which you make, explaining what you changed and why.

[End of exam]