

Englannin valintakoe 22.5.2020 klo 14.00–17.00

Ohjeet

- Kirjoita vastauksesi tehtävänannossa ilmoitetulla kielellä. Muilla kielillä kirjoitettuja vastauksia ei huomioida arvostelussa.
- Kirjoita vastauksesi erilliseen vastausdokumenttiin. Lataa vastausdokumentti valintakokeen ohjesivulta, jolta latsit myös tämän koedokumentin.
- Kirjoita esseevastaukset selkeästi käyttäen oikeakielisiä kokonaisia virkkeitä, ei luettelaviivoja.
- Numeroi vastauksesi. Käytä tähän koepaperiin merkittyä numerointia.
- Älä kopioi. Tekstin kopioiminen katsotaan vilpiksi. Helsingin yliopisto voi käyttää plagiaatintunnistusjärjestelmä Urkundia valintakoevastausten läpikäyntiin.

Pisteyttäminen

Valintakoe pisteytetään asteikolla 0–100. Näet osakohtaiset pisteet tässä:

Osa	Voit saada	Sinut voidaan valita, jos saat
1	0–50 pistettä	vähintään 20 pistettä
2	0–50 pistettä	vähintään 20 pistettä
yhteensä	0–100 pistettä	vähintään 50 pistettä

Kokeen joihinkin osiin antamasi vastaukset voidaan jättää arvostelematta, jos et saanut pienintä hyväksyttävää pistemäärää kokeen jommassakummassa osassa tai et voi saada pienintä hyväksyttävää pistemäärää koko kokeessa.

This exam has two parts. Make sure you divide your time accordingly.

Part 1 (0–50 points)

Part 1 consists of multiple-choice questions. Read the provided texts and the questions carefully and supply the best answer for each question on the answer sheet. Follow the instructions on the answer sheet for indicating your answers. All answers must be supplied on the separate answer sheet. Only the answers on the answer sheet will be marked; answers marked somewhere else will be ignored. There is only one correct answer for each question. Questions that have no answer on the answer sheet or that have more than one answer on the answer sheet get 0 points. 1 point is deducted for each incorrect answer. Correct answers get 2 points.

In order to pass the exam, you need to receive at least 20 points on this part and at least 50 points from both parts together. If you do not receive at least 20 points on this part, the second part of your exam will not be marked.

Section A: Comprehension and interpretation (0–32 points)

The first set of questions test comprehension of the following text, as well as the ability to recognize and interpret the main themes of the text. Some of the questions test knowledge of cultural aspects of English, for example text genres.

The text is adapted from the following text:

Milroy, James (2001). Language ideologies and the consequences of standardization. *Journal of Sociolinguistics* 5/4: 530–555. The excerpt shown here appeared on pages 535–538 of the original document. All emphases (bold and italic font) are faithful to the original text. Underlining has been added to help with answering the questions.

Read the text carefully and then answer the questions following it.

Section A: Questions

Read the following questions carefully and supply your answers to them on the separate answer sheet. There is only one correct answer for each question. Incorrect answers get 0 points. Correct answers get 2 points. Questions supplied with no answer or more than one answer get 0 points.

1. In Paragraph 2, the author writes about post-hoc rationalizations. Which of the following definitions most closely captures the author's meaning with this term?
 - a) excuses with no basis in reality
 - b) a groundless justification
 - c) philosophical assessments
 - d) explanations that are made after the fact**
2. Paragraph 2 contains the underlined words *prescriptive* and *descriptive*, and the author sets these words in opposition to each other. Which of the following offers the most accurate definition of *language prescriptivism* and *language descriptivism*?
 - a) right versus wrong use of language
 - b) what is considered the right way of using language versus how language is actually used**

- c) formal language versus vernacular language
 - d) how educated people use language versus how uneducated people use language
3. The underlined instances of *you* and *your* in Paragraph 2 refer to
- a) people who go against the common sense, standard language culture**
 - b) the readers
 - c) people who have a grasp of good grammar
 - d) people who have common sense
4. In Paragraph 3, the word *superfluous* means
- a) without cause
 - b) with imperfect grammar
 - c) beyond what is necessary**
 - d) unjust
5. The first three paragraphs of the text describe *standard language culture*. Based on the text, which of the following is the most accurate description of this concept?
- a) the most cultured way of using a language
 - b) a collective agreement about the correct use of language**
 - c) an elected society that makes a language uniform
 - d) an ideological unity among educated speakers
6. In Paragraph 4 of the text the 'English Only' position implies that
- a) English is the official language of the U.S.A.
 - b) the U.S.A. does not have an official language**
 - c) English should not be the official language of the U.S.A.
 - d) the U.S.A. has two official languages
7. The author most closely equates standard language culture to
- a) religion**
 - b) xenophobia
 - c) logic
 - d) education

8. The author does not use the term *language ideology* in the text, but the meaning of the term can nonetheless be deduced from reading the passage. Which of the following is the most accurate description of *language ideology*?
- a) the process of developing an ideal version of a language
 - b) the decision-making process of a language board
 - c) beliefs everyday people have about a language/language**
 - d) the scientific study of language
9. What is the author's view in Paragraph 5?
- a) Judgement about 'correct' use of language is associated with prejudice and discrimination.**
 - b) Everyone should have access to models of standard language.
 - c) If people do not learn to use proper English, it is their own fault.
 - d) Everyday people have every right to criticize language.
10. Which of the following statements about Paragraph 6 expresses the author's view?
- a) English speakers erroneously think that the English language is controlled by experts.**
 - b) Everyday English speakers should not be trusted to take care of the English language.
 - c) English speakers learn to use English properly after they are educated in schools.
 - d) Native speaker intuition is not a good indication of how language actually works.
11. In Paragraph 6, the term *language faculty* is most accurately defined as
- a) a neutral accent
 - b) expertise in English
 - c) ability in language**
 - d) how English is taught in the classroom

12. In Paragraphs 6 and 7, the phrases *canonical forms of their own native language* and *canonical form of the language* refer to
- a) **forms of the language found in grammar books and other expert sources**
 - b) the language of everyday users
 - c) the language used in poetry and literature
 - d) special dialect forms
13. Who is the primary audience for Paragraph 8 of the text?
- a) Language teachers
 - b) Everyday people
 - c) Language shamans
 - d) **Linguists**
14. Which of the following best describes the purpose of Paragraph 8?
- a) to compare
 - b) to summarize
 - c) **to persuade**
 - d) to describe
15. In what capacity is the author writing, as demonstrated throughout the text?
- a) He is a language shaman.
 - b) He is an English teacher.
 - c) **He is a linguist.**
 - d) He is a grammarian.
16. Which of the following genres is the most accurate description of this piece of text?
- a) news writing
 - b) **scientific writing**
 - c) informal written language
 - d) an opinion piece

Section B: Application and analysis (0–18 points)

In this section, you are presented with some of the main word formation/coinage processes, or in other words how languages gain new words. You are first presented with five terms and brief definitions and examples of each of them. Then you are asked to apply these definitions to real-life examples. This portion of the exam demonstrates your ability to interpret new information and infer the main points, relating it to actual examples. This section also tests your knowledge of cultural aspects of English, for example text genres, as well as the grammar of English.

The terms and definitions presented here are based on the following text:

Yule, George. 2010, 4th edition. *The Study of Language*: Cambridge University Press - M.U.A. <https://www.dawsonera.com:443/abstract/9780511683817>. pages 55–58.

Term 1: *compounding*: joining two lexical units to produce a single form. Examples include *bookcase*, *doorknob*, *paperclip*, *astrophysicist*

Term 2: *blending*: The combination of two separate forms to produce a single new term. Examples include *smog* (derived from *smoke* + *fog*), *brunch* (derived from *breakfast* + *lunch*)

Term 3: *backformation*: A word of one type (usually a noun) is reduced to form a word of another type (usually a verb). Examples include *television* → *televise*, *donation* → *donate*

Term 4: *conversion*: a change in the function of a word, for example when a noun becomes a verb (without any reduction as is the case with *backformation*). A change in the grammatical category of a word. Examples include *bottle* (noun and verb), *butter* (noun and verb)

Term 5: *derivation*: new words are formed by adding affixes to a root. Examples include *unhappy*, *misrepresent*, *careless*, *prejudge*

The following text, which you will use for data, is adapted from an online source:

Papa, Ashley (November 1, 2016). The 15 Most Important Dating Tips for Women. Available at <https://www.zoosk.com/date-mix/dating-advice/dating-advice-women/dating-tips-for-women/>. Accessed 16 February 2020.

Read the following questions carefully and supply your answers to them on the separate answer sheet. There is only one correct answer for each question. 1 point is deducted for each incorrect answer. Correct answers get 2 points. Questions supplied with no answer or more than one answer get 0 points.

Text excerpt 1. Know your non-negotiables

[Text not published here]

17. In text excerpt 1, the underlined word *non-negotiables* is most accurately considered the product of which of the following word-formation processes?
- a) compounding
 - b) derivation**
 - c) backformation
 - d) conversion
18. In text excerpt 1, the underlined word *cat-lover* is most accurately considered the product of which of the following word-formation processes?
- a) backformation
 - b) blending
 - c) conversion
 - d) compounding**
19. In text excerpt 1, the underlined sentence starting with "*What are those three things ...*" is most accurately described as which of the following?
- a) a direct quotation**
 - b) a summary
 - c) a definition
 - d) a reference

Text excerpt 2. Don't limit yourself.

[Text not published here]

20. In text excerpt 2, the three underlined words *limit*, *frowned* and *open* are most accurately considered the product of which of the following word-formation processes?
- a) backformation
 - b) conversion**
 - c) blending
 - d) derivation

21. In text excerpt 2, the underlined word *probability* is most accurately considered the product of which word-formation process?

- a) compounding
- b) derivation**
- c) backformation
- d) conversion

Text excerpt 3. Don't lie. Don't even inflate the truth.

[Text not published here]

22. In text excerpt 3, the underlined word *psychotherapist* is most accurately considered the product of which of the following word-formation processes?

- a) compounding**
- b) blending
- c) derivation
- d) conversion

23. Excerpts 1–3 are best described as what kind of genre?

- a) news writing
- b) scientific writing
- c) informal written language**
- d) an opinion piece

24. The three text excerpts in this section begin with the sentences *Know your non-negotiables*, *Don't limit yourself*, *Don't lie*. These sentences are examples of which of the following communicative functions?

- a) They are all statements.
- b) They are all idioms.
- c) They are all commands.**
- d) They are all promises.

25. In the text excerpts in this portion of the exam, the use of *you* most accurately refers to

- a) the reader
- b) people who are dating
- c) everyone
- d) women**

Part 2 (0–50 points)

This part of the examination tests your ability to comprehend an academic text and explain its meaning in your own words. In addition to the content of your answer, you will also be assessed on the fluency and accuracy of your language.

Complete the task as directed. Write your answer in English. An answer in any other language will get 0 points. In order to pass the exam, you need to receive at least 20 points on this part and at least 50 points from both parts together.

In Part 1 Section A of the exam you read an excerpt from James Milroy's article "Language ideologies and the consequences of standardization." **Using only the ideas found in Milroy's article**, summarize in 250–300 words what Milroy has to say on "Language ideologies and the notion of common sense." Write this summary **in your own words** (do not copy chunks of text from the source text). Your summary will need to introduce the main ideas, elaborate on them, and end with a conclusion. Marks will be given for content, linguistic fluency, and accuracy. (0–50 points)

Content coverage:

- In "standard language cultures" it is taken for granted as common sense that some forms of language are right and others are wrong.
- No justification is needed: "I seen it" is obviously wrong
- Where justifications are given they are generally ad hoc rationalizations
- Intralinguistic rationalizations are not the reason why some usages are believed to be wrong. The reason is common sense: "Everyone knows it". It is part of the culture to know it. You are an outsider if you think otherwise. If you think "I seen it" is not ungrammatical (acceptable) then you are not a participant in the common culture.
- The appeal to common sense is powerful.
- This appeal implies that any debate is superfluous (unnecessary).
- There is a strong moral component: the 'correct' view is the responsible, decent, moral view.
- If you disagree you are irresponsible.
- The example of the new national curriculum (UK 1989): rejection of experts on the grounds that they supposedly lacked common sense.

- 'Common sense' can cover or mask political agendas (the e.g. of the xenophobic "English Only" movement in the US).
- Common sense attitudes are ideologically loaded = biased (though those who hold them do not see it as that).
- It is considered 'common sense' that children need to be taught correct forms of language (grammar, usage, pronunciation) at school.
- The common sense view is that language is not innate but learned ("the rules are outside the speaker").
- Some linguists have pointed out that common sense views are wrong, but there is a logic to them. Language is a cultural possession. The views are not irrational. The views are sincerely held. They should be respected.

Marking of content (total 30):

26-30: Excellent coverage of content. All or virtually all points are covered in a very well organized and sophisticated way. An impressive piece of writing.

20-25 Very good coverage of content. Nearly all points are covered in a very well organized and quite sophisticated way. Good clear writing.

15-19: Good coverage of content. The majority of major points are covered. The organization of the text might be clearer or more logical. The sophistication and expression of ideas is for the most part good. A reasonably clear piece of writing.

10-14: Adequate coverage of content. Some points overstressed, ignored or not fully understood. The organization is not very clear.

0-9: The task is not covered in a satisfactory way. Few points are made with some points not fully understood.

Language and expression (total 20)

16-20 An excellent command of English. Very appropriate expression. A very high degree of control. Virtually no errors. An excellent ability to summarize and express ideas in their own words.

10-15 A very good command of English. Appropriate expression. A high degree of control. Very few errors. No major errors. A very good ability to summarize and express ideas in their own words.

5-9 A reasonable command of English. Appropriate expression for the most part. A relatively high degree of control. Some errors. A relatively good ability to summarize and express ideas in their own words.

0-4 Command of English shows evident weaknesses in fluency and accuracy. Finds difficulty in summarizing. Much of the text is taken directly from the source without showing the ability to express points in their own words.