Päähaku, kielten kandiohjelma: englanti

Valintakoe 18.5.2017

Kirjoita henkilö- ja yhteystietosi tekstaamalla.
Kirjoita nimesi latinalaisilla kirjaimilla (abcd...), älä esimerkiksi kyrillisillä kirjaimilla (абвд...).
Jos sinulla ei ole suomalaista henkilötunnusta, kirjoita sen asemesta syntymäaikasi.
Älä kirjoita henkilö- tai yhteystietojasi millekään muulle sivulle.

<table>
<thead>
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<th>Sukunimi</th>
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<td>Kaikki etunimet</td>
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<td>Henkilötunnus</td>
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<td>Sähköpostiosoite</td>
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Tarkista sivunumeroiden avulla, että olet saanut kaikki sivut.
Tarkista, että jokaisella sivulla on sama osallistujanumero.
Kirjoita alla olevaan laatikkoon nimikirjoituksesi merkkinä siitä, että olet tarkistanut edellä mainitut asiat.

| Nimikirjoitus |

Jos haluat, että tehtäviin kirjoittamasi vastaukset arvostellaan, jätä alla oleva laatikko tyhjäksi.
Jos haluat, että tehtäviin kirjoittamiasi vastauksia ei arvostella, kirjoita alla olevaan laatikkoon teksti "Haluan, että vastauksiani ei arvostella". Tässä tapauksessa saat vastauksistasi nolla pistettä.

| Arvostelusta luopuminen |
Tämä sivu on yliopiston merkintöjä varten. Älä tee tälle sivulle omia merkintöjäsi.
Part 1 (0–50 points)

This part is based on George Yule’s *The Study of Language* (6th edition), and it includes three sections. Section 1.1 consists of 20 multiple-choice questions. Section 1.2 consists of 3 short written tasks. Section 1.3 consists of a short essay question.

Section 1.1 (0–30 points)

Answer the following multiple-choice questions by circling the correct answer (a, b, c or d). There is only one correct answer for each question. You will receive 1.5 points for each correct answer. You will receive 0 points for each wrong answer or blank answer. You will get 0 points if you mark more than one answer, even if one of the answers is correct.

1. What is the relationship between motor movements and complex vocalization in humans?
   a) The control centers for both are close to each other in the right hemisphere of the brain.
   b) Scientists believe they both developed concurrently in human beings.
   c) The development of language was a pre-cursor to motor movements.
   d) All of the above.

2. The definition of consonants versus vowels is different for linguists than it is for nonlinguists. For linguists,
   a) consonants are always voiced.
   b) consonants are produced with an obstruction in the vocal tract.
   c) vowels are produced with an obstruction in the vocal tract.
   d) None of the above.

3. Which of the following refers to a natural class of consonants?
   a) [t, d, z, k, p]
   b) [t, d, s, z, n]
   c) [m, f, l, g, ð]
   d) [b, g, ?, n, n]
4. How are phonemes distinguished?
   a) The sounds in question are distinguished through a minimal pair.
   b) The sounds are predictable in a word.
   c) A word changes meaning when one sound changes (is added or removed).
   d) Both a) and c)

5. What is the difference between *accent* and *dialect*?
   a) *Dialect* refers to a smaller region; *accent* refers to the supraregional level.
   b) *Dialect* refers to all features, including grammar and vocabulary; *accent* refers to pronunciation.
   c) *Dialect* refers to an area where many different *accents* come together.
   d) They mean the same thing.

6. Which word in English is most likely to be pronounced with a diphthong in one of its syllables?
   a) trod
   b) automatic
   c) bilingual
   d) Both b) and c)

7. The English word *hussy* historically referred to any woman or girl. Which semantic change accounts for its change to the contemporary meaning?
   a) broadening
   b) narrowing
   c) vernacularization
   d) diachronic change

8. Which of the following best accounts for syllabification of the English word *complete*?
   a) co + mplete
   b) com + plete
   c) comp + lete
   d) compl + ete
9. The word target in the following sentence is best described as which word formation process?

   A new product has to try to target the right potential buyers.

   a) borrowing  
   b) clipping  
   c) back formation  
   d) conversion

10. Which of the following are examples of inflectional morphemes in English?

   a) -s, -ing, -er, -ed  
   b) -ment, -able, -y, -er  
   c) -ing, -ful, de-, -ible  
   d) -ify, -s, un-, -ness

11. How many morphemes are there in the English word antidisestablishment?

   a) 3  
   b) 4  
   c) 6  
   d) 7

12. How many phrasal constituents are there in the following sentence? Alice put her hand in her pocket.

   a) 4  
   b) 5  
   c) 6  
   d) 7

13. What does the symbol * mean in linguistics?

   a) that a form is unattested  
   b) that a form is ungrammatical  
   c) that a form is marked  
   d) that a form is non-native
14. Which of the following phrase structures accounts for this sentence?

_Alice had a very good idea._

a) $S \rightarrow NP\ VP$  \hspace{1cm} $VP \rightarrow V\ NP$  \hspace{1cm} $NP \rightarrow Art\ N$

b) $S \rightarrow NP\ VP$  \hspace{1cm} $VP \rightarrow V\ PP$  \hspace{1cm} $NP \rightarrow Art\ (Adj)\ N$

c) $S \rightarrow NP\ VP$  \hspace{1cm} $VP \rightarrow V\ NP$  \hspace{1cm} $NP \rightarrow Pro$

d) $S \rightarrow NP\ VP$  \hspace{1cm} $VP \rightarrow V\ NP$  \hspace{1cm} $NP \rightarrow Art\ Adv\ Adj\ N$

15. Which of the following sets of words show a superordinate semantic relationship?

a) tools, hammer, nail, saw, screwdriver

b) paint, brushes, glue, pencils, rulers

c) enter, exit, old, young, adjectives

d) foot, mouth, run, dry, date

16. How many deictic expressions are there in the following sentence?

_I didn’t know we were supposed to meet here yesterday._

a) 3

b) 4

c) 5

d) 6

17. Which of the following best exemplifies the first language acquisition stage known as _overgeneralization_?

a) All animals are referred to as _dogs_.

b) The past tense of _go_ is uttered as _goed_ [goud] rather than _went_.

c) _Daddy bye bye_ to mean _Daddy, please take me outside._

d) _Ba ba ba ba_ to mean _I’m thirsty._
18. Which of the following terms best describes the following pairs of words?

foot – ped  tooth – dent  finger – digit

a) word reconstructions  
b) synonyms  
c) cognates  
d) prosthesis

19. Which of the following best describes a diglossic situation?

a) the relationship of Serbian and Croatian in the present-day Balkans  
b) the relationship of Canadian French and European French  
c) the relationship of Finnish and Swedish in Finland in present-day Finland  
d) the relationship of Haitian Creole French and Standard French in present-day Haiti

20. Which of the following is an example of style-shifting?

a) using a more formal mode of speaking when entering into a job interview  
b) using different manifestations of post-vocalic r according to social class  
c) using a low prestige variety of a language  
d) having a similar speaking style with people who share a common background
Section 1.2 (0–12 points)

Complete the following tasks. A good answer may well be much shorter than the maximum number of words given. Any words above the maximum allowed length will be ignored. You will also not receive any points for information that does not pertain to the task at hand.

Write all your answers in English. An answer in any other language will get 0 points. Both the accuracy of your English and the content of your answer will be considered in the marking.

Task 1. (0–4 points)

Why is it that words in the world’s languages cannot be explained through onomatopoeia? In your answer, you should define the term onomatopoeia, as well as supply at least two reasons why onomatopoeia is not a suitable explanation for the existence of words cross-linguistically. The length of your answer must not exceed 100 words.
Task 2. (0–4 points)

What are a few key properties of human language that other animals do not have in their communication systems? Describe at least three elements. The length of your answer must not exceed 100 words.

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Task 3. (0–4 points)

English is often described as having “natural gender” rather than “grammatical gender,” but is this entirely true? Define the terms and give at least two reasons for your answer. The length of your answer must not exceed 100 words.

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Section 1.3 (0–8 points)

The examination book presents examples of borrowing from English into other languages, for example *suupaamaaketto* for “supermarket” in Japanese and *šekki* for “check” in Finnish. Write a short essay where you describe at least one aspect of borrowing from English into another language, for example into Finnish or Swedish. In your answer, you should discuss the linguistic motivations behind the borrowing of certain English words. You may also wish to discuss in which ways the forms are linguistically adapted into the receiving language.

Write your answer in English. Be sure to translate any non-English words. The content of your answer will be considered in the marking, meaning how well you demonstrate and express your understanding of linguistic concepts. You will also be evaluated according to your use of idiomatic academic English.

Your answer can be up to 200 words. A good answer may well be much shorter than the maximum number of words given. Any words above the maximum allowed length will be ignored. You will also not receive any points for information that does not pertain to the task at hand.
PART 2 (0–50 points)

This section of the examination tests your knowledge and understanding of Michael Toolan’s *Language in Literature: An Introduction to Stylistics* and your ability to use that understanding in analysing Katherine Mansfield’s short story “The Doll’s House”.

There are 5 sections in this part of the exam, each worth 10 points. Both the accuracy of your language and the content of your answers will be considered in the marking.

Section 2.1 is a slightly longer piece of writing in Finnish or Swedish on Mansfield’s story. You must complete section 2.1 and demonstrate skill in Finnish/Swedish in order to pass the exam.

For sections 2.2–2.5 only short answers in English are required. An answer in any other language will get zero (0) points. Here you must adopt the concepts, terminology and approach set out in Toolan’s book. No points will be given for responses that do not answer the specific question set.

**Section 2.1 (0–10 points)**

Vastaa tähän kysymykseen suomeksi. Vastaus millään muulla kielellä saa nolla (0) pistettä. Voidaksesi läpäistä kokeen sinun on vastattava tähän kysymykseen.

Section 2.2 (0–10 points)

In Chapter 2 of *Language in Literature* Michael Toolan describes categories and sub-categories of textual cohesion. In the passage below, identify at least five examples of textual cohesion and specify which category and sub-category they belong to. Underline the words and/or phrases in the text and write the correct name of the category above. (See the example marked in the passage. Repetition like this counts as one example.)

When dear old Mrs Hay went back to town after staying with the Burnells she sent the children a

LEXICAL COHESION; SIMPLE REPEITION

doll’s house. It was so big that the carter and Pat carried it into the farmyard, and there it stayed,

propped up on two wooden boxes beside the feed-room door. No harm could come to it; it was

summer. And perhaps the smell of paint would have gone off by the time it had to be taken in.

LEXICAL COHESION; SIMPLE REPEITION

For, really, the smell of paint coming from that doll’s house (‘Sweet of old Mrs Hay, of course;

most sweet and generous!’) -- but the smell of paint was quite enough to make anyone seriously

ill, in Aunt Beryl’s opinion. Even before the sacking was taken off. And when it was. . . .

(From Katherine Mansfield’s “The Doll’s House”. The text has been slightly amended.)
Section 2.3 (0–10 points)

In Chapter 3 of *Language in Literature* Toolan analyses modality in texts.

a) What is the definition of modality he uses? The length of your answer must not exceed 40 words. (0–3 points)

b) Name the four parameters Toolan gives for modality. (0–4 points)

c) What are generic sentences, and why does Toolan say that generic sentences are “dangerous” (p. 65)? The length of your answer must not exceed 80 words. (0–3 points)

Section 2.4 (0–10 points)

In Chapter 5 of *Language in Literature* Toolan discusses the ways authors represent characters’ speech and thought.

a) What are the four major differences between Direct Thought and Indirect Thought? Your answer must not exceed 80 words. (0–4 points)
b) On the basis of Toolan’s descriptions, convert the following passage of Free Indirect Thought into Direct Thought. (0–6 points)

Nobody was about; she began to swing on the big white gates of the courtyard. Presently, looking along the road, she saw two little dots. They grew bigger, they were coming towards her. Now she could see that one was in front and the other one close behind. Now she could see they were the Kelveys. 

(From Katherine Mansfield’s “The Doll’s House”)

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Section 2.5 (0–10 points)

In Chapter 6 of *Language in Literature* Toolan discusses narrative structure in terms of William Labov’s six elements of oral narrative. Consider the following sentences from Toolan’s example, and identify one example each of Labov’s elements in this narrative. For full points you need to find examples for five of the six different elements. Underline the elements and write their names above the text.

**I finally got rid of my trusty old Honda**

I once had a ten-year-old Honda Accord, which I bought new. It was metallic blue, with a little rust.

While I was using it to commute to Coventry this winter, it began running raggedly and using more oil. I remember this bothering me, as if it were an old relative whose health was failing. Isn’t it funny how you can get attached to a car? So I put a ‘for sale’ ad in the newspaper, since this seemed the best way to get a fair price for the car, and had dozens of phone-calls. A few serious punters came over to check out the car carefully, as if it were a Rolls-Royce. Finally I sold it ‘pat’, just like that. Now I’m on the look-out for a two- or three-year-old Mondeo hatchback.