



UNIVERSITY OF AGDER

FACULTY OF HUMANITIES AND EDUCATION

MOCK EXAM KEY

Course code: EN-163

Course name: PRACTICAL ENGLISH

Date: April 29, 2020

Duration: One week. (Real exam: 3 hours)

Number of pages incl. front page: 4

Resources allowed: ALL

Notes:

In order to pass the exam, **all parts must be answered** and considered satisfactory.

This is a mock exam. That means that the structure and content of the real exam is modelled upon this one. However, the real exam will be digital and some of the questions may therefore for example be multiple choice, have drop-down boxes, or other types of methods for answering.

The real exam may also contain surprises (other topics, longer and more difficult texts, different kinds of questions etc.) and you are best prepared if you have worked with all the material in the course, both from lectures and seminars. That said, if you can solve and understand this mock exam, you have a good background for further studies the last few weeks before the exam.



TASK 1: BASIC GRAMMAR: ERROR CORRECTION.

Find the errors in the text and replace them with correct language in boldface.

Example sentence: I love christmas because off all the presents.

Example answer: I love **Christmas** because **of** all the presents.

1. The familiar, **typically British** dish fish and chips is now 150 years old. In spite of **its** incredible long
2. life, the **country's** favourite dish is showing no sign of giving way to hamburgers and other fast food
3. of **foreign** origin. Nowadays **there are** about 10,500 'chippies' throughout Britain, 12 times more than
4. the number of McDonald's restaurants.
5. In the second half of the **19th century**, fish and chips **was** basically cheap and nutritional food for the
6. working class. In addition, during the **Second World War** it was one of very few types of food **which/that**
7. **was** not rationed. But nowadays the dish has found **its** way into the menus in restaurants of the
8. finest sorts, e.g. in **London's** West End. **Nevertheless**, Townhead Café in the little **Scottish** town
9. of Biggar **was** voted the best fish and chip shop in Britain in 2007.

TASK 2: VOCABULARY

Correct the wrong word in these sentences by writing the correct word in boldface.

- A) He made a rather **feeble** attempt at an **apology**.
- B) Nobody really likes life **crises**, but most of us have to deal **with** them.
- C) These are interesting **phenomena** that we **definitely** should consider discussing.
- D) You should not **evict** your tenants just because they have **forgotten** to pay on time.
- E) I'll be **holding** the reins while my boss is **on** holiday.

TASK 3: IMPROVE THE TEXT (BASED ON LECTURE 6)

Add, change, move, or replace words to make the following text better.

Example sentence: The company opened a new plant outside Louisville, which is in Kentucky and which is on the Ohio River, which forms the border between Kentucky and Ohio.

Example answer: The company opened a new plan outside Louisville, Kentucky, a city across the Ohio River from Ohio. (LBH, 409)



We hope ["are hoping" is okay but unnecessary] Ø ["that" is unnecessary] this book will satisfy the practical need for university students of English and provide **stimulation and** perhaps even enjoyment for **those** [or perhaps better: "students"] who want to explore how the English language really works. [wrong punctuation; we should avoid exclamation points!] Colleagues and students **who have** read the previous edition of the book **have** provided constructive **criticism**. For **these** students grammar should not **just** [wrong word order] be a tool **for** [wrong preposition] learning language but also **for** [include preposition in parallelism] providing **theoretical** [should be adjective and not adverb] insight.

The last line could also be like this: [Remove "'For'" - a conjunction that seems odd at the beginning of this sentence] This student's [possession: a grammar for students = student's or students' grammar] grammar should **not just** ["just not" is the wrong word order] be a tool **for** [wrong preposition] learning language but also **provide** theoretical ["providing" is unparallel, and "theoretically" is an adverb which should be an adjective premodifying the last word] insight.

TASK 4: REGISTER AND STYLE

Point out the level of formality and point to three pieces of linguistic evidence supporting your choice for each of these texts.

Example sentence: She was, like, nuts about nuts!!!

Example answer: Very informal. The filler 'like' and three exclamation points are typical of spoken language.

A) You should write the first draft in a suitable academic style. While doing this, you should avoid using too many colloquial expressions and personal references. When you complete it, you should read the draft critically, and also check the structure, cohesion and language carefully.

This text is formal, yet at the same time personal. We see a variety of formal features such as the gerund [*While doing this*] and complex sentences starting with the subclause, formal vocabulary [*complete, colloquial, cohesion*] and active voice and no passives. But there are also informal words [the use of *you* and the word *check*]

B) The evidence taken from the observation of behaviour of apes and children suggests that there are three clearly separable groups of simple causes for the outbreak of fighting and the exhibition of aggressiveness by individuals.

This text is very formal because of a long and complex sentence [the whole text], nominalisations [*observation* instead of *observe, exhibition* instead of *exhibit*], formal vocabulary [*observation,*



behaviour, outbreak, exhibition, aggressiveness], and passive constructions [*taken from, exhibition of aggressiveness by individuals*]*

** This is not a passive, but it is passive-like in that it has an agentive by-phrase typical of passives: "Aggressiveness (was exhibited) by individuals".*

C) Why on earth are you thinking of really paying through your nose for a degree course abroad when you can sit back at home with your feet up doing the same work and getting the same degree? So, you didn't know there's an alternative that saves you money for room board and travel? Well, there is!

The text is very informal because of contractions [*didn't, there's*] and the use of *you*, punctuation [exclamation point at the end], informal colloquial expressions [*why on earth, paying through your nose, feet up*] and informal words [*so, well*]*

** So and well are not informal words in isolation, and certainly not when a conjunction and a noun, respectively, but in this text they are used as discourse markers typical of spoken, informal language.*

TASK 5: MORPHOLOGY

Identify the number of morphs in the following five word-forms. For each morph, identify whether it is bound or free. If it is an affix, identify whether it is a prefix or a suffix.

1. regrettable

Morphs: 2 (regret + able)

Free morph: Regret

Bound morphs: -able (suffix)

2. impassioned

Morphs: 3 (im + passion + ed)

Free morph: passion

Bound morphs: im- (prefix), -ed (suffix)

3. improvise

Morphs: 1

Free morph: improvise

NB! Some of you may have analysed this as a free morph improv + suffix -ise. This is not correct because improv is an abbreviation of the longer improvisation.



4. Impish

Morphs: 2

Free morph: Imp

Bound Morphs: -ish (suffix)

5. Colonialism

Morphs: 3

Free morph: colony

Bound morphs: -al (suffix), -ism (suffix)

TASK 6: GOOD AND BAD WRITING

Identify traits that demonstrate that these sentences are examples of good or bad writing.

Example sentence: On the basis of the analysis which was made of the data which were collected, it is suggested that the null hypothesis can be rejected.

Example answer: This sentence is bad because of excessive use of the passive voice, four times in one sentence of more or less one line: *was made, were collected, is suggested and be rejected.*

1. The company's decision to hire more disabled workers, was followed by their construction of wheelchair ramps and other facilities.

This sentence is bad because it has heavy nominalisations (*decision, construction*), uses offensive language (*disabled workers*) and has a comma between the subject and the verb.

2. The point that I would like to communicate through this sentence is that under these circumstances, investing in real estate is difficult.

This sentence is bad because it is wordy and showy and would have been much better if it were simpler and more concise.

3. Thoreau stood up for his principles by not paying his taxes and spent a night in jail.

This sentence is bad because it has faulty parallelism (*paying and spent* should have the same form) that is very confusing, making the whole sentence both unclear and ungrammatical.

Let us know if something is unclear or if you disagree with something, but in general, your exam answers should be inspired by this key, focusing on finding concrete evidence in the text and correcting and/or commenting on it.

Best of luck in the exam!

Arild H. Henriksen and Mikael A. Albrecht, University of Agder, 6 May 2020.