

NAME (USE CAPITALS):.....

Matriculation N°:.....

Corso di laurea in Scienze della Comunicazione
LINGUA INGLESE**PROVA INTERMEDIA**
(INTERMEDIATE LEVEL)
Prova conclusiva del ciclo di 5 laboratori

II ANNO

PRACTICE EXAM 2

Time allowed: 1 hour & 30 minutes.**Write your answers directly on these sheets.****INSTRUCTIONS**Students should complete **all four** Grammar Sections.Grammar Sections carry a maximum of **8 marks each**.Maximum (*Prova intermedia*) = **32**The mark obtained at the *Prova intermedia* remains valid for **the exam sessions of December 2012 & January 2013**.At these sessions students who have done the *Prova intermedia* are allowed to do a reduced version of the Final Exam, consisting of the **Text Comprehension Section** (maximum 20 marks) and (if desired) **one further Grammar Section** (8 marks), chosen from Sections 5 - 10 (Advanced Level).**Grand Total** (*Prova intermedia* + Final Exam, reduced version) = 60 (minimum pass mark = 36)

At exam sessions from March 2013 onwards, students are required to do the full version of the Final Exam (5 Grammar Sections & the Text Comprehension Section)

Monolingual dictionaries may be used during the exam. Bilingual dictionaries are NOT allowed.**[Indications contained in square brackets and coloured yellow are provided for your guidance in this practice exam. They will not appear at the actual exam.]**

TOPIC 1 (intermediate level): BASIC SYNTAX OF CLAUSES I

A. **Syntax of the subject:** *some* of the following sentences are not well formed. Identify the incorrect ones and **REWRITE** them so that they are correct. In the case of sentences that you judge to be correct, simply tick the box marked 'CORRECT'. [4 points total]

[Find the incorrect structures and CORRECT THEM. All the incorrect structures are COMMON ERRORS involving the realisation of the preverbal subject or the placing of the semantic subject in postverbal position, and use of the 'dummy' subject *it*.]

a. [According to many economists,] an important change in income distribution is occurring in developed economies.

>> [] CORRECT

>> [] INCORRECT -----> **REWRITE:**

.....

b. [In a service economy,] it is normal that men's earnings decrease and those of women increase.

>> [] CORRECT

>> [] INCORRECT -----> **REWRITE:**

.....

c. [According to many economists,] it is occurring an important change in income distribution in developed economies.

>> [] CORRECT

>> [] INCORRECT -----> **REWRITE:**

.....

d. Given that the economy is always changing, is inevitable that the relation between men's and women's pay will change.

>> [] CORRECT

>> [] INCORRECT -----> **REWRITE:**

.....

e. [Most economists agree that] it is only in a service economy that women have a good chance of increasing their earnings substantially.

>> [] CORRECT

>> [] INCORRECT -----> **REWRITE:**

.....

f. Inequality of earnings between men and women should be kept to a minimum, because leads to slower economic growth.

>> [] CORRECT

>> [] INCORRECT -----> **REWRITE:**

.....

g. Introducing equal pay for men and women across the board, as many economist argue, is simply not possible.

>> [] CORRECT

>> [] INCORRECT -----> **REWRITE:**

.....

h. [In the opinion of certain economists,] it is not in the interests of society to continue paying women less than men.

>> [] CORRECT

>> [] INCORRECT -----> **REWRITE:**

.....

B. **Passive clauses:** write the *PASSIVE* versions of the following sentences. Begin the passive sentence as shown. If no passive version is possible, write 'NOT POSSIBLE'. [2 points total]

[When writing the passive sentence, MAKE SURE (i) that you use the correct auxiliary verb(s) and (ii) that you do not inadvertently change the tense.]

a. Most people consider **inequality of earnings** to be a bad thing.

>> **Inequality of earnings**.....

b. Many people refer to **the United States** as an example of a society with a very high degree of inequality.

>> **The United States**

c. In European countries people attach **considerable importance** to equality of income.

>> In European countries **considerable importance**.....

C. **Order of elements in the predicate (VP):** *some* of the following sentences are not well formed. Identify the ones that are incorrect and *REWRITE* them. If you think that a sentence is well-formed, simply simply tick the box marked 'CORRECT'. [2 points total]

[Find the incorrect structures and CORRECT THEM. All the incorrect structures are COMMON ERRORS involving the order of elements following the verb. Remember that an NP/Object must normally be adjacent to the verb.]

1. Some governments try to reduce through taxation income inequality.

>> [] CORRECT

>> [] INCORRECT -----> **REWRITE:**

.....

2. Some women do not object strongly to the fact that their pay is lower than that of men.

>> [] CORRECT

>> [] INCORRECT -----> **REWRITE:**

.....

3. [In the US income inequality is very strong,] and analysts attribute to this basic fact a large number of social problems.

>> [] CORRECT

>> [] INCORRECT -----> **REWRITE:**

.....

4. Recently certain analysts have been arguing forcefully that income inequality is responsible for a series of social problems.

>> [] CORRECT

>> [] INCORRECT -----> **REWRITE:**

.....

Note: an **asterisk (*)** at the beginning of a sentence or clause indicates that the structure in question - the sentence or clause as a whole - is **UNGRAMMATICAL** (i.e. it contains at least one grammatical error):

**Tom are arriving today.*

**Richard says that Tom are arriving today.*

Sometimes you will also find **square brackets []** in sentences or clauses marked with an asterisk as ungrammatical. Thus:

*[*Richard says that] Tom are arriving today.*

This means that the error (or errors) is to be found **OUTSIDE** the part enclosed in brackets - as in the example that follows:

*[*Richard says that] Tom are arriving today.*

TOPIC 2 (intermediate level): BASIC SYNTAX OF CLAUSES II

- A. **Syntax of the negation:** each of the sentences that follow contains an error that has to do with the negation. In each case, *REWRITE* the sentence so that it is correct. [$\frac{1}{2}$ point for each item]

[NB: these sentences are all COMMON ERRORS involving the realisation of the negation. You have to correct them. Pay particular attention to the verbs *do* and *have*, which sometimes behave as AUXILIARIES and sometimes as LEXICAL VERBS.]

1. [*It is not at all clear why] women generally haven't success in politics.
>>
2. [Until recently politics was totally monopolised by men. *It has to be admitted that] they didn't very much to promote questions of women's rights.
>>
3. [??Milton Friedman used to say that the problem of poor people is that] they haven't money.
>>
4. [*Fifty years ago,] nobody found nothing particularly unusual about a woman getting lower pay than a man for the same job.
>>

- B. **Order of elements - position of adverbs:** in each item you are given a sentence (in the box on the right) and an adverb (in the box on the left). *REWRITE* the sentence so that it contains the adverb. [$\frac{1}{2}$ point for each item]

[SIMPLY rewrite the clause with the adverb in the appropriate place. DO NOT CHANGE ANYTHING ELSE!]

- 1.

almost certainly

Women continue to earn less than men in many fields.

>> Women

2.

frequently

Women are preferred in service industries.

>> Women

3.

supposedly

Women have a higher standard of general education than men.

>> Women

4.

evidently

The EU Commission is strongly committed to the principle of equal pay and conditions for women

>> The EU Commission

5.

probably

Certain EU politicians do not believe in quotas as a way of achieving greater representation of women.

>> Certain EU politicians

C. **Order of elements - interrogative clauses.** *TRANSFORM the sentences that follow into polar interrogatives ('yes-no questions').* [**½ point for each item**].

EXAMPLE:

[People in Europe are wondering:] the economic situation will be better next year.

>> ... will the economic situation be better next year?

[Pay particular attention to the verbs *do* and *have*, which sometimes behave as AUXILIARIES and sometimes as LEXICAL VERBS.]

1. [Regarding the labour market in the 19th century, the question which one has to ask is:] **women had the same advantages that they have today.**

>> ?

2. [Women are still seriously under-represented in politics and on the boards of major companies, and one naturally asks:] **they have really made all the progress that they could have made.**

>> ?

3. [The EU Commission talks a lot about equality for women, but] **they really do their best to help women achieve equality.**

>> ?

4. [It is true that women remain poorly represented in politics.] **But they need a quota system.**

>> ?

D. **Syntax of auxiliary verbs:** *each of the sentences that follows contains an error. REWRITE them so that in each case the error is removed.* [**½ point for each item**]

[These involve COMMON ERRORS in the choice of the auxiliary verb(s), in the order in which they are realised, or in the morphological form chosen.]

1. *Since the 1990s the proportion of women elected to the national parliaments of EU countries **is increased** only very slightly.
>>

2. [*Most people agree that women's representation in politics is still inadequate, and say that the progress made over the last twenty years] **should been** greater.
>>

E. **Verb agreement:** in each of the sentences that follow the verb is given in the infinitive form (in square brackets). The task consists in writing it in the correct form (for the sentence in question). [½ point for each item]

[NB: remember that in ENGLISH verb agreement is often determined semantically, not morphologically. FOLLOW THE INDICATIONS REGARDING VERB TENSE CAREFULLY.]

1. [Why don't they ask us women about quotas?!] The majority of us
..... [THINK - *simple present*] that they are a bad idea.
>>

2. More than half of the women that we have interviewed [THINK
- *simple present*] that quotas are a bad idea.
>>

TOPIC 3 (intermediate level): Noun Phrases I

- A. *Use of determiners: the text extract that follows contains a number of items in square brackets. These contain nouns (in some cases together with modifiers) but no determiners. The task consists in formulating them as full Noun Phrases (NPs), **adding a determiner if necessary**. INSERT one of the following: the, a, some, \varnothing (= no determiner). NB: if you mean 'no determiner' you must use this symbol; a space left blank will be interpreted as 'no answer'. Write your answers directly in the spaces provided **inside** the square brackets. [1/3 point for each item]*

[MAKE SURE YOU FOLLOW THE INSTRUCTIONS GIVEN ABOVE, particularly for those cases where you consider that 'no determiner' is the correct solution. LOOK CAREFULLY for ABSTRACT UNCOUNTABLE NOUNS and PLURAL NOUNS WITH A GENERIC INTERPRETATION.]

The gender gap: when will it disappear?

The situation we see today is a very mixed one. On the one hand the general trend is undoubtedly towards more equality in [**society**] and employment. On the other hand, [**progress**] remains slow in everything to do with eliminating or reducing gender inequalities in particular. Clearly, if women (and men) are to exercise control over their lives and make genuine choices, they need to achieve [**economic independence**]. From this point of view, it is significant that [**women's employment rates**] range from around 40% to 75% across the EU, while [**EU average for men**] is 75.8% - all these figures are for [**2009**].

To reach the 'Europe 2020' target of [**75% employment rate for both women and men**], a special effort needs to be made in order to ensure that various groups of women who are currently excluded from [**labour market**] - or not well represented in it - are able to participate fully. In addition to older women and those with a disability, this means women who belong to [**ethnic minorities**] and of course those who are single parents. It is still the case that [**parenthood**] has very different effects on the lives of men and women: only 65.6% of women with children under [**age 12**] work, as opposed to 90.3% of men.

- B. **Structure of NP:** each of the sentences that follow contains some incorrect Noun Phrase (NP) formulation. The first three cases have to do with the **countability of nouns**; the second three centre on **the Genitive Construct** and **the Nominal Premodifier**. In each case, **REWRITE** the appropriate part of the sentence so that it is correct. [1/3 point for each item]

[The first three examples contain UNCOUNTABLE NOUNS used incorrectly as COUNTABLES, or countable nouns used incorrectly as uncountables. REWRITE them so that they are correct: change only what is strictly necessary.]

1. Most women are simply not interested in a career in politics: *this is **important aspect of the question** that some proponents of a quota system tend to overlook.
>>
2. *On the website of the EU Commission you can find **all the informations you need** about women's rights and the 'gender pay gap'.
>>
3. *Last week all the UK daily papers gave considerable space to **an important new from Brussels**, specifically from the EU Commissioner for Justice, Viviane Reding.
>>

[The second three examples contain incorrect NPs: they contain either incorrectly formulated GENITIVE PHRASES or incorrectly formulated NOMINAL PREMODIFIERS.]

4. ***Several important EU Commission's documents on equality** are now available online.
>>
5. ***EU Commission's various important documents on equality** are now available online.
>>
6. ***Various EU Commission important documents on equality** are now available online. >>
>>

C. **Integrated Relative Clauses:** in each of the items you will find a sentence with a gap and (in square brackets below) some extra information. The task is to formulate this extra information as an integrated relative clause. **REWRITE** the whole sentence with the relative clause in place of the gap. [**½ point for each item**]

EXAMPLE: The **letter** contains a cheque.
 [**x letter** arrived this morning]
 >> The letter that arrived this morning contains a cheque.

[MAKE SURE, when formulating the relative clause, that you do not inadvertently change the tense/agreement of the verb.]

1. **Two European countries** are Poland and Slovenia.
 [**x European countries** have already introduced quota systems in their parliamentary elections]
 >> **Two European countries**

2. **The two major European countries** are France and Italy.
 [women are severely under-represented in politics in **x European countries**]
 >> **The two major European countries**

3. **The question**..... is whether women will actually benefit from a quota system designed to help them.
 [all political analysts point to **x question**]
 >> **The question**

4. **The two European countries** are Slovakia and Ireland.
 [the parliaments of **x two European countries** contain the lowest number of female members]
 >> **The two European countries**

TOPIC 4 (intermediate level): Verb Tenses

- A. **Selecting verb tenses:** the short text extract that follows has blank spaces in place of some of the original verbs (and their accompanying auxiliaries). In each case, the original lexical verb is given (as an infinitive) inside square brackets. The task is to INDICATE the correct form of the verb (adding any auxiliaries/modals that are necessary). Write your solution in the space provided. [$\frac{1}{2}$ point for each item]

[Before beginning to insert the verbs, READ THE WHOLE TEXT and try to understand its OVERALL TEMPORAL STRUCTURE: how many different past periods are evoked? Pay attention to TEMPORAL ADVERBIALS: these will help you understand the temporal structure.]

The ‘gender pay gap’ over the decades

In the decades immediately following the Second World War, the gender pay gap (the difference between average pay for men and women)
..... [REMAIN] very strong. The war
..... [BE] a time of experiment, when women
..... [REPLACE] men in many essential jobs and collectively
..... [ACHIEVE] an unprecedented presence in the
workplace. As soon as the war ended, however, there was a clear reversion to the old
prewar model: men [GO] out to work, while
women [STAY] at home, taking care of the house
and the children. In those decades many governments aimed to achieve what they
called ‘full employment’. At that time the meaning of this term was not in doubt: it
..... [MEAN] full *male* employment.

Gradually, since 1970, this old model of employment
..... [BREAK] down. Once again women
..... [BECOME] an essential part of the workforce, displacing men
in many areas, in particular service industries. As a consequence, the pay gap
..... [REDUCE - *passive*]. Indeed, at present in certain
countries it [COME] down to levels no higher than
10%.

- B. **Verb tenses and time adverbials:** *each of the examples that follow contains an error in the use of verb tenses and time adverbials. In each case, REWRITE the sentence so that it is correct. [2 points total]*

[These are INCORRECT EXAMPLES involving the Progressive (used with verbs where it is not appropriate) or the Present Perfect (not used in cases where it is required).]

1. [*In the countries where a quota system has been tried out], fewer and fewer people are believing that it is the right solution.
>>

2. [The gender pay gap started declining in the 1980s;] ??by 2004, it dropped to 21 percent.
>>