

# FPF:UCJAP028 Výstavba textu

FINAL TEST 2020

Name: \_\_\_\_\_

UČO: \_\_\_\_\_

Deadline: **Wednesday 29 April 2020 midnight**, submission online (odvezdávárna in IS).

Write your answers into the sheet (the space available here can be extended). Upload the finished file online.

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**1. What is the difference between cohesion and coherence?**

**2. Describe the various kinds of cohesion.**

**3. Schemas and scripts as macro-level coherence. Explain and give an example.**

**4. Discuss the various dimensions of context.**

**5. Discuss the issue of authenticity in ELT classroom texts.**

**6. Describe some text adaptation/processing strategies in language teaching.**

**7. Write the correct answer (true / false)**

In comparison with Czech, English tends to:

use more sentence condensers	
use the passive voice more frequently	
use less parataxis	
place rhematic elements at the end of the sentence more often	
preserve the same subject in consecutive sentences more often	
place the grammatical subject in clause-initial positions more often	

**8. Identify and describe typical features of spoken language in the passage below:**

(18) H:21.11.88:11:3

- 1 Caller: . . . but e:r, I- I think we should be working at  
 2 breaking down that separateness I [think ] these  
 3 Host: [Ho:w?]  
 4 (.)  
 5 Caller: these telethons actually increase it.  
 6→ Host: Well, what you're saying is that charity does.  
 7 Caller: .h Charity do::es, ye[::s I mean- ]  
 8→ Host: [Okay we- so you]'re (.) so  
 9 you're going back to that original argument we  
 10 shouldn't have charity.  
 11 Caller: Well, no I um: I wouldn't go that fa:r, what I  
 12 would like to [see is-  
 13 Host: [Well how far are you going then.  
 14 Caller: Well I: would- What I would like to see is . . .

**9. Identify cohesive elements (of various kinds) in the text below.**

## **Bad Breath:** Why you're always the last to know.

A simple question: when someone you know or work with has bad breath, do you tell them?

If you're like most people, the answer is probably "No." Which means that nobody is going to tell *you* when *you* have bad breath.

So to be sure you don't, use RetarDEX® products.

They're guaranteed to ban bad breath, because they actually get rid of something dentists call Volatile Sulphur Compounds, or VSCs.

These are the end products of bacteria feeding off dead cell tissue and debris in the mouth that, hardly surprising, smell terrible.

Ordinary mouthwashes, toothpastes and sprays only mask the odour with a nicer smell which soon wears off. But the clinically proven RetarDEX range of 24-hour oral care products has a patented active ingredient called CloSYS II® which eliminates these VCSs and rapidly restores fresh breath.

So don't wait for someone to tell you. Because they won't.

10. Go to [www.guardian.co.uk](http://www.guardian.co.uk) and find a news article published today or yesterday.

Briefly describe 5 ways how you could use the text for teaching English. Explain your reasoning and motivation for choosing those activities. You can copy sections of the text, give examples, etc.

	Article headline: Link:
1	
2	
3	
4	
5	

11. Create a concrete, full activity that would teach a specific feature/function/construction from the above text. Specify a relevant pedagogical goal and use the text adequately for that purpose.