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.**

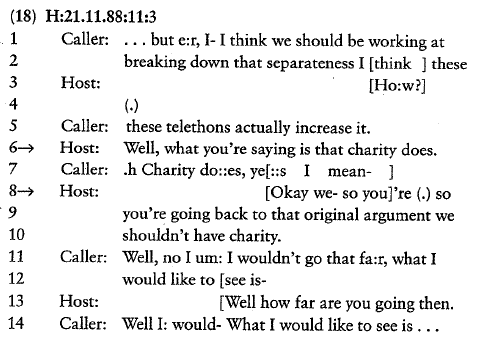
**6. Describe some text adaptation/processing strategies in language teaching.**

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

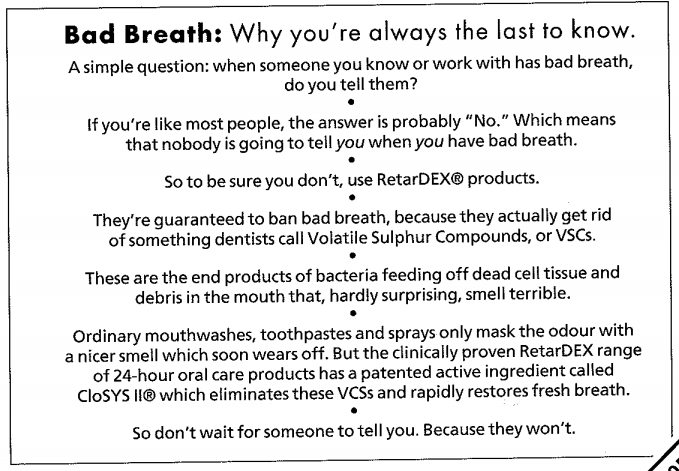
In comparison with Czech, English tends to:

|  |  |
| --- | --- |
| 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:**



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



**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.**