

CONHECIMENTOS ESPECÍFICOS

» LÍNGUA INGLESA «

Riots and books

Remember when books were worthy of burning?

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RIOTING and books share a stormy history. Think of the so-called Bonfire of the Vanities in 1497, when Girolamo Savonarola and his band of religious followers roundly collected and set fire to mounds of “pagan” literature. Centuries later, torch-lit parades of right-wing German students burnt pillaged books in protest against what they saw as the creeping stain of Jewish intellectualism on national culture.

In London in 2011, however, bibliophiles can breathe easy: despite the riots, books have tended to stay safely on their shelves, their subtle power blithely overlooked. When it comes to targets for looters, books are losing out to high-end jeans and Apple-made gadgets. One waggish employee at a Waterstones in Manchester reportedly declared they would remain open despite the ruckus. “If they steal some books they might learn something,” he said (a quote that has circulated widely in the twittosphere). But he seems doomed to disappointment: as yet no Waterstones and only one WH Smith have been targeted. As Patrick French tweeted yesterday, “The only shop NOT looted down the road from where I live was Waterstones.”

The sorry exception to the prevailing book amnesty is Gay’s The Word in Bloomsbury, London’s first exclusively lesbian and gay bookshop. Staff arrived on the morning of August 8th to find the shop window had been smashed with a rock and the books on display pelted with eggs. No other shops on the street were targeted and no books were taken. The assistant manager, Uli Lenart, told reporters “We are just relieved that the rock wasn’t followed by a match”.

Simon Key, a co-owner of the Big Green Bookshop in Wood Green London, was quick to weigh in on the local violence and looting in the store’s blog, calling it “short sighted, ignorant, self indulgent and greedy”. His bookshop was unscathed, but burnt cars and broken glass littered the street outside. The atmosphere of menace and uncertainty clearly unnerved him: “it [is] very difficult to carry on like normal and, as a precaution, we have cancelled our Book Group discussion”. He was adamant, though, that “we will not let this terrible night of violence ruin things”. Rioters, take note.

Authors of books on riots in London, such as “Violent London: 2000 years of Riots, Rebels & Revolts” by Clive Bloom, must be looking forward to increased sales (with a heavy heart, surely). And much new ink will inevitably be spilt over the roots and causes of these latest outbursts. I can just see the cover images, with hooded youths and blocky red sub-titles. But the underlying message for bookshops is hardly front-page news: looters, like more conventional consumers, are all too happy to ignore their wares.

Available at: <http://www.economist.com/blogs/prospero/2011/08/riots-and-books>. Downloaded on: August, 18th, 2011.

21. Read the quotation below extracted from the text:

“If they steal some books they might learn something.” (lines 14 & 15)

Having analyzed the underlined elements, it is correct to say that:

- a) Both pronouns were used to make reference to “employee at Waterstones”.
- b) The process through which reference is constructed reflects an example of lexical substitution of the word “bibliophilies”.
- c) Through grammatical reference, the first pronoun refers to the word “looters”, and the second to “ruckus”.
- d) Through lexical substitution, both pronouns are referring to the word “looters”.
- e) Through grammatical substitution, both pronouns are referring to the word “looters”.

22. Mark the correct alternative taking into consideration the use of the discourse markers extracted from the text and their explanation, accordingly:

- a) “when” in line 03 is a question word that expresses the idea of time.
- b) “however” in line 11 emphasizes whether somebody’s expectations have been fulfilled or not.
- c) “despite” in line 14 can be used to suggest that the information presented is in accordance with what has been said before.
- d) “but” in line 16 is a preposition used to talk about an exception.
- e) “though” in line 28 contrasts two main ideas.

23. Consider the following excerpt from the text:

“as yet no Waterstones and only one WH Smith have been targeted.” (lines 16 & 17)

Which option below shows a suitable replacement for “yet”, which will not alter the sentence’s central idea?

- a) whilst
- b) still
- c) furthermore
- d) by and large
- e) granted

24. Read the excerpt below:

“(a quote that has circulated widely in the twittosphere).” (lines 15 & 16)

Suppose you, as an ESP practitioner, have selected this text to be used in your classroom and you decide to call your learners’ attention to the use of the underlined element “twittosphere”. Which reading strategy can be used to explain the word formation?

- a) Lexical inference
- b) Use of non-verbal information
- c) Scanning
- d) Selectivity
- e) Levels of comprehension

25. Refer back to the text and choose the alternative that exposes **both** the correct definition of the selected word from the text and its best replacement:

- a) “pillaged” (line 7) – to put things one on top of another. It can be replaced by “pilled up”
- b) “blithely” (line 12) – adverb that expresses that you care or are anxious about what you are doing. It can be replaced by “cheerfully”.
- c) “waggish” (line 13) – adjective that means serious in an unhappy manner. It may be replaced by “clever”.
- d) “unscathed” (line 26) – verb that means one has gone through an event suffering injuries. It can be replaced by “harmed”.
- e) “wares” (line 34) – noun that corresponds to articles offered for sale. It can be replaced by “goods”.

26. Read the quotation by Todorov (1990, p. 15): “Where do genres come from? Quite simply from other genres. A new genre is always the transformation of an earlier one, or of several: by inversion, by displacement, by combination.”

We all know that within time a genre gives birth to another one. Read the options below and choose the alternative that best shows how the genre evolved into another by **displacement**:

- a) advertisement → magazine article
- b) medical prescription → cooking recipe
- c) informal letter → memo
- d) formal letter → formal e-mail
- e) manual → abstract

Read the quotation by Martin (2000, p. 04) below and answer questions 27 & 28:

“We characterized genres as staged goal-oriented processes – (i) staged because it usually takes us more than one phase of meaning to work through a genre, (ii) goal oriented because unfolding phases are designed to accomplish something and we feel a sense of frustration or incompleteness if we’re stopped and (iii) social because we engage in genres interactively with others. From this perspective, culture can be interpreted as a system of genres – and there is no meaning outside of genres.”

27. Martin (2000, p. 04) states genres as “staged processes”. With that in mind, when it comes to reading activities, which of the options below best illustrates a successful sequence that will allow the ESP learner to accomplish the reading task?
- reading for gist → analysis of cohesive elements → scanning
 - prediction → skimming → scanning
 - inference → analysis of nominal groups → skimming
 - vocabulary guessing → use of cognates → prediction
 - use of the non-verbal information → analysis of verbal groups → prediction
28. Given the fact that genres are also acknowledged as “(...) (iii) social because we engage in genres interactively with others. From this perspective, culture can be interpreted as a system of genres – and there is no meaning outside of genres” (MARTIN, 2000, p. 04). When designing a course and selecting samples of genres aimed at your group of English for Specific Purposes (ESP), it is **not advisable** for an ESP teacher to take into account one of the following criteria regarding learners’ profile:
- cultural expectations & age
 - institutional expectations & educational level
 - gender & professional knowledge
 - cultural background & professional knowledge
 - financial status & professional knowledge
29. Considering the notion of hybrid genres (KENT, 1986) or heterogeneous genres (MARCUSCHI, 2008), that we as ESP teachers sometimes may come across when approaching genres, which of the combination of **sequenced** reading strategies below helps the ESP learner in recognizing that the selected text is a hybrid one?
- use of typographical clues → analysis of verbal groups
 - use of cognates → prediction
 - prediction → analysis of verbal groups
 - prediction → skimming
 - scanning → prediction

- 30.** To design an ESP course considering it as a learner-centered approach, it is important for the course designer to carry out a needs analysis which will allow him/her to identify learners' difficulties, interests, etc. Which of the following **cannot** be considered a needs analysis' aim?
- to test learners' knowledge of the mother tongue
 - to unveil learners' different points of view regarding the target language
 - to discover learners' expectations towards the course
 - to find out how learners would like to study
 - to discover what learners already know about the language
- 31.** "Course design is the process by which the raw data about a learning need is interpreted in order to produce and integrate a series of teaching-learning experiences whose ultimate aim is to lead learners a particular state of knowledge" (HUTCHINSON & WATERS, 1987, p. 65). Having said that, read the following statements about course design and judge whether they are **true** or **false**:
- course design is a negotiable process
 - course design is only narrow focused
 - course design is a dynamic process
- T – F – F
 - T – T – F
 - T – T – T
 - F – T – F
 - T – F – T
- 32.** Considering the overlapping theories of discourse and genre analysis, select the alternative that best correlates theoretical perspective, notion and theoreticians:
- Systemic Functional Linguistics / analysis of the relationship between text and context through the use of the metafunctions / Bakhtin & Vygostky
 - New-rhetoric / the conception of genre as a social action / Miller & Bazerman
 - Ethnographic and socio-rhetoric / concerned with speech communities and teaching of EFL/ Halliday & Dudley-Evans
 - Critical analysis / discourse is not a social practice and genre is a way of using language a social activity / Fairclough & Kress
 - Socio-discursive-interactionism / concerned with psycholinguistics and EFL teaching / Bronckart & Dolz

33. Developing an ESP course requires the teacher to look carefully into stage sequences. Reflecting upon this assumption read the statements below and select the sequence that best illustrates the development of a course outline:
- I. Set time allocation
 - II. Establish assessment and evaluation of learners and course
 - III. Select the materials focusing on their roles regarding the target language
 - IV. Select the target events and rhetorical awareness prioritized by learners
 - V. Select the skill areas for the target language
- a) IV – V – III – I – II
 - b) V – I – II – IV – III
 - c) IV – I – III – II – V
 - d) II – IV – V – III – I
 - e) I – II – V – III – IV
34. Swan (2005, p. 138) states that discourse markers are “pieces of language longer than a sentence. Some words and expressions are used to show how discourse is constructed.” With reference to this concept raised by the author, identify the statement below that is **true** about the use of discourse markers in written texts:
- a) Discourse markers can present the connection between what is being reported, what has been reported and what will be reported.
 - b) Discourse markers can only have one use.
 - c) Discourse markers are not useful tools in identifying the structure of a sentence.
 - d) Discourse markers cannot be considered social markers regarding what is being reported in the text.
 - e) Discourse markers belong solely to written contexts.
35. With respect to the ESP theory, which of the statements below **are not** among the main theoretical assumptions:
- a) ESP does not focus on language use.
 - b) ESP focuses on language learning.
 - c) ESP uses mother tongue as the medium of instruction.
 - d) ESP does not focus closely on language structure.
 - e) Within the ESP approach, skills and strategies merge to enable the learner to be able to extract meaning from discourse.

36. Which of the options below **do not** fulfill an objective when it comes to designing materials for an ESP course?
- a) Materials should engage learners' thinking and reflecting abilities.
 - b) Materials should not be the product of an assembly line i.e., cover the same type of tasks and focus on the same skills and micro-skills.
 - c) Materials should reflect a combination of the teacher's beliefs of language learning and what learners need.
 - d) Materials should mingle different levels of complexity and yet cater for learners' difficulties and lack of them.
 - e) Materials are more often used as vehicles for language learning rather than language use because the latter does not represent the learners' focus.
37. When learners are exposed to the use of inference as a useful tool to guide their reading skills, an ESP practitioner should raise their attention to the fact that the deductive process embedded within inference does not allow them to build assured conclusions on the piece of language they are trying to infer. Larsen-Freeman (2006) claims it is possible that any linguistic inference must be provisional and partial. Which of the following statements represent a reason that justifies the notion mentioned above?
- a) Language usage cannot be acknowledged as heterogeneous and meaning is context-dependant.
 - b) Contextual analysis cannot be considered as a step to be used in the process of inference.
 - c) Language is a static system that cannot be affected by time.
 - d) Inference should be considered a two-step mechanism: the first impression of the unknown word and the validation of such impression through the use of a dictionary.
 - e) Language should not be considered as a system in constant movement.
38. Aiming at drawing a parallel between some assumptions raised by Hutchinson and Waters (1987) and the types of tasks used in an ESP class, analyze the connections below and judge which one **does not** illustrate a practical application of the methodology into tasks and/or skills:
- a) "language learning is an active process" (p. 128) – the use of information gaps requires learners to communicate and share information on what they are familiar with.
 - b) "language learning is not the learners' first experience with language" (p. 129) – the use of prediction tasks enables the teacher to unveil gaps in knowledge and builds learners' confidence by raising their awareness of what they already know about a given topic.
 - c) "language learning is a decision-making process" (p. 129) – the use of opinion-gap exercises allows both teachers and learners to reflect upon what is important and what is not, and, above all, what is relevant to the teaching-learning process.
 - d) "language learning is an emotional experience" (p. 129) – the use of songs and board games or jigsaw gaps, crosswords, hangman, exemplify pedagogical applications that provide enjoyment to both learners and teachers as a whole.
 - e) "language learning is not systematic" (p. 130) – the use of mind maps will guarantee language learning in an ESP class due to the fact they cater for the kinetics intelligence.

39. Concerning the theory on nominal group, analyze the statements below:

- I. Nominal groups can be defined as a system-structure grammar.
- II. Nominal groups may have the syntactic functions of subject or complement within a clause.
- III. To produce a nominal group, only one element is necessary: the core.
- IV. A nominal group cannot have more than one determinant.
- V. The intensifiers are considered to be sub-modifiers.

Having pondered over the statements above as **true** or **false**, choose the option that shows, respectively, the correct order:

- a) T – T – F – F – T
- b) T – T – T – F – T
- c) T – T – F – F – F
- d) F – T – F – T – T
- e) T – F – F – F – T

40. Nominal groups are among the plethora of tools used in teaching English. Which of the following **cannot** be accomplished as a resource that nominal groups offer to the ESP teaching?

- a) To practice word order.
- b) To show how linguistic structures are not grammar-dependant.
- c) To highlight differences between mother tongue and the English language.
- d) To understand the concept of an adjectival function of the nouns.
- e) To show how condensed linguistic expressions can be.

41. ESP learners are usually very much anxious about their lexical competence. In other words, they want to store as much vocabulary as they are able to as opposed to actually learning the grammatical features of the language. This lexical expectation can be resourceful to an ESP class due to the fact that ESP practitioners do focus on lexical items and their relationship with context. In this sense, we can connect what has been stated to the concept of lexical inference and, consequently, accept the validity of the following notions **but**:

- a) Lexical inference can be acknowledged as guessing the meaning of unknown words while using also the context as reference.
- b) Reasoning about unknown vocabulary is context-dependant.
- c) Lexical inference functions as a tool for acquiring receptive competence in a foreign language.
- d) When deducing unknown vocabulary, analysis that takes into account syntactical function in the sentence is irrelevant.
- e) Lexical inference operates as a source for new vocabulary.

- 42.** Read the statements below. Some of them pinpoint the process that should be followed while encountering unknown vocabulary in a text, i.e., the inference strategy. Choose the option that **only** reflects inference:
- I. Look at the title and the accompanying picture and try to guess what the text is about.
 - II. Decide which word class the unknown word belongs to.
 - III. Try to recognize the key sentences of a text.
 - IV. Decide whether the word can be divided into parts (root + affixes).
 - V. Identify the key words that characterize the issue raised by the text.
 - VI. Having read the first paragraph say what you think the second paragraph is going to be about.
 - VII. Decide upon the syntactical function of the unknown word within the sentence.
 - VIII. Look at the word(s) in the immediate context. Do some of them belong to a semantic field to which the unknown word seems also to belong?
 - IX. Check up the meaning by putting the word you have guessed into the place of the original word and see whether it makes sense or not.
- a) II – IV – VII – VIII – IX
 - b) III – V – VI – VII – VIII
 - c) I – III – IV – VI – IX
 - d) I – II – V – VII – VIII
 - e) I – III – V – VII – IX
- 43.** Regarding the “top-down” and “bottom-up” approaches to exercises, choose the option below that **only** presents “bottom-up” reading strategies:
- a) Prediction & Scanning
 - b) Skimming & Contextual Inference
 - c) Contextual Inference & Prediction
 - d) Use of Typographical Clues & Prediction
 - e) Use of dictionary & Lexical Inference
- 44.** Traditionally, the teaching of a foreign language involved grammar. Nonetheless, new approaches to teaching have come to dismantle this assumption. It is no different within the ESP approach, i.e., grammar is addressed, however, not according to the traditional approaches. In order to grasp what is being reported in a text, learners’ awareness to grammatical tools should be raised so they are able to understand mechanisms in discourse that avoid repetition, known as referential terms. Considering theory behind referential terms choose, the correct alternative:
- a) We use “it” as a meaningless subject with expressions to refer to time, weather, temperature or distance.
 - b) Non-identifying clauses are generally more informal and are less frequent in formal speech.
 - c) Relative clauses cannot be used to identify or classify nouns.
 - d) Identifying clauses are normally separated by pauses and commas.
 - e) Personal pronouns cannot be used as referential terms.

45. With attention to new trends in teaching-learning approaches, choose the option that best illustrates the use of technologies in ESP classroom as useful tools:
- a) CALL (Computer-Assisted Language Learning) programs require teachers' full-time support in order to be successfully used by learners.
 - b) CD-ROM-based activities do not offer the opportunity for interactive practice.
 - c) TV-based activities cannot be useful in ESP lessons.
 - d) The more open-ended the activities, the less need there is for interaction in class.
 - e) Internet-based activities allow both teachers and learners to explore different skills.

Read the text below and answer questions 46, 47, 48, 49 and 50:

Do we value vocational skills?

Is going to university better than doing a vocational qualification or an apprenticeship? We asked four people their views

[Janet Murray](#)
[guardian.co.uk](#), Monday 1 August 2011 19.15 BST

Charlie Mullins, MD of Pimlico Plumbers



Do we value vocational skills such as plumbing highly enough?

Photograph: Frank Baron for the Guardian

For years we have been sold the complete load of bollocks and told that if you want to get on in life and be successful then you have to go to university, and manual work is only for those who aren't clever enough to make it to university. And where did that get us? Thousands of useless courses and hundreds of thousands of students with huge debts and no jobs, that's where. After ranting about this for years, it seems I'm not alone here any more.

- 15 know, the useful ones in society – have been downgraded in social status over the years, a situation she said must be amended if we are going to solve the huge youth unemployment problem.

- 20 One step forward might be to stop using terms like vocational. We should be talking about "getting a trade", something many parents used to aspire to for their kids as recently as the 1970s. The fact that, just to get the subject out there for public discussion, you have to come up with a word that plumbers like me don't even use says it all really.

Gill Worgan, principal of West Herts College

The government is investing heavily in creating new apprenticeships. At the same time, it has introduced the Ebacc, which focuses solely on academic qualifications. What is missing is an alternative, a technical baccalaureate, which offers valuable learning and real skills, and leads to real jobs for young people.

- 25 Critics might say that encouraging children down one pathway at 14 is questionable. Our experience shows that getting children on the right programme for their learning needs is what leads to success.

Naimish Gohil, assistant headteacher at Henry Compton school in west London

- 30 Vocational qualifications serve a need for particular kinds of students, but let's not pretend they are the same as academic qualifications.

- 35 In 2004, 15,000 vocationally related qualifications were taken in schools. By 2010, this had risen to around 575,000, with many schools using them to boost their success in the league tables. You'd get schools doing well in the tables where some children couldn't read and write properly. The new Ebacc gives an honest indicator of how well schools are really doing. Children need the ability to sit in a controlled environment and be tested on their knowledge.

Ewan Wright, year 10 student at Highlands school in Enfield

- 40 Vocational qualifications definitely seem more attractive now that big companies such as BAE Systems are offering apprenticeships, but I think I'd only really consider that route if I didn't get the grades I needed for university. Given the choice, I'd definitely go for A-levels, as I think they are far more respected by employers and universities.

Available at: <http://www.guardian.co.uk/education/2011/aug/01/vocational-skills-vs-university>. Downloaded on: August, 15th, 2011.

46. Read the excerpt below extracted from the text and choose the expression that best replaces the underlined word without changing its original meaning within the context of the article:

“After ranting about this for years, it seems I’m not alone here any more.” (lines 10 & 11)

- a) wondering loudly and without stopping
 - b) complaining angrily and at length
 - c) discussing positively and at large
 - d) arguing favorably and in a general way
 - e) conducting positively and at large
47. Aiming at understanding the general idea of a text, an ESP learner should have his/her awareness raised to lexical guessing tasks, which presupposes the knowledge of roots and affixes. With that in mind, refer back to the words in the text and analyze the statements by choosing the best option:
- a) successful (line 03) → the suffix changes the noun into an adverb
 - b) vocational (line 12) → the suffix changes the verb into an adjective
 - c) carpentry (line 14) → the suffix alters the word class into a verb
 - d) apprenticeships (line 22) → the suffix does not alter the word class
 - e) learning (line 24) → the suffix changes the noun into a verb

48. Read the excerpt extracted from the text and analyze the following statements taking into consideration the theory regarding referential terms:

“At the same time, it has introduced the Ebacc, which focuses solely on academic qualifications.”
(lines 22 & 23)

The underlined elements – it and which – refer respectively to:

- a) government – apprenticeships
- b) apprenticeships – Ebacc
- c) government – academic qualifications
- d) Ebacc – academic qualifications
- e) government – Ebacc

49. Refer back to the article and analyze the statements below by choosing the correct option:

- a) “you know” (lines 14 & 15) – does not function as a discourse marker
- b) “like” (line 17) – does not represent a linking word used to introduce examples
- c) “the huge youth unemployment problem” (line 16) – represents a verbal group
- d) “their learning needs” (line 26) – represents a nominal group
- e) in the verbal group “You'd get schools” (lines 32 & 33) – the underlined abbreviation represents the verb “rather”

50. Read the following statements and choose the option that only has **correct** alternatives:

- I. According to the genre theory this can be acknowledged as an advertisement.
 - II. Janet Murray, Charlie Mullins and Gill Worgan represent some of the participants of the speech community within the text.
 - III. The text does not present any typographical hints.
 - IV. The text prioritizes the possibility of attending university’s vocational courses.
 - V. The channel through which the text is transmitted to the reader can be either through a printed or a virtual version.
- a) I – III – V
 - b) II – V
 - c) III – IV
 - d) I – IV – V
 - e) II – IV – V