

Practice Test Topic 8: Cohesion and coherence; reference, ellipsis and substitution

ACTIVITY 1

Complete the sentences with a modal or an auxiliary verb in the right form (substitutor).

1. I'm not vegetarian, but my wife _____.
2. I would love to fly a plane, but I know that I never _____.
3. Nobody believes me when I say that I'm going to resign, but I _____.
4. We thought that Karen would get the job, but she _____.
5. In the end they didn't come, even though they had promised that they _____.
6. If you haven't seen the film yet, you _____. It's awesome!
7. If I could help you, I would, but I'm afraid I _____.
8. I don't speak French, but my friend _____.

ACTIVITY 2

Delete the words in these sentences that can or should be omitted. Delete as many words as you can.

1. When you are in Rome, do as Romans do.
2. When he was pressed to take part in politics, he firmly declined.
3. There were no stores of boots that were readily available.
4. He threw himself from his horse and lay still as if he had been shot.
5. Any foreigner, however innocent he might be, was attacked.
6. If you were left alone on a desert island, what would you do first?
7. If other people are willing to make and use machines for my benefit, I am not less willing to let them make and use machines for my benefit.
8. I do not wish to take part in this protest, and I do not intend to take part in it.
9. Unless you are travelling by the coach, please let the Secretary know when you expect to arrive.
10. The castle, which was built in the twelfth century, has dominated the valley ever since.
11. Much of the earth's surface is formed by sedimentary rocks –that is to say, rocks which were formed by the deposition of sand, silt and clay.
12. Our atmosphere, while it is beneficial for life in general, prevents us from seeing the universe in any but a very restricted range of light.

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13. The students could either take the exam in June or they could take it in December.
14. The children were delighted with the party lights and they wanted to see them turned on again.
15. We enquired whether the new restaurant would be open on Sunday evenings, like the one it replaced, but the new owners could only tell us that it might be open on Sunday evenings.
16. The casual labourers didn't earn much money during the summer, though they had expected to earn some.
17. The young woman plays the violin superbly and her brother plays the cello equally well.
18. Baxter's sick tonight, which is unfortunate as he can play better than all the others can.
19. We thought that the old woman had been looking after the house, but she can't have been looking after it as she was in hospital at the time.
20. The task states that candidates should not write more than the number of words given, but it doesn't state how many words that is.

ACTIVITY 3

Identify the type of substitution or ellipsis in each of the following pairs of sentences.

1. Outside the sleet had turned to rain. The car radio said more was forecast.
2. Is the contract severable? If so, is the agreement valid?
3. The French government has declared a national emergency. Fifteen people have been killed; five are missing.
4. The answer to this problem can be reached by two paths: the short one and the long one. Both in my judgement are satisfactory.

ACTIVITY 4 (NOTE: an activity like this will not come up in the exam, but it can help in your understanding and memorization of the theoretical contents of topic 8, which may be rather convoluted).

Find the related words that contribute to coherence in this example:

When we put our minds to designing the next generation of pointing devices, we started with our hands. It turns out that thumbs have over twice the muscle and agility of other fingers – which only go up and down. We tested dozens of prototypes. None beat the design that is now Trackman.

ACTIVITY 5 (NOTE: an activity like this will not come up in the exam, but it can help in your understanding and memorization of the theoretical contents of topic 8, which may be rather convoluted).

In order to consider the issue of interconnections between the sentences in a piece of discourse, consider the following sentences taken from Hoey (1983: 4). The sentences originally formed a coherent passage, but have been jumbled up. Put them back in their original order, and discuss the coherent and cohesive devices that determined your choice.

- 1) In England, however, the tungsten-tipped spikes would tear the thin tarmac surfaces of our roads to pieces as soon as the protective layer of snow or ice melted.
- 2) Road maintenance crews try to reduce the danger of skidding by scattering sand upon the road surface.
- 3) We therefore have to settle for the method described above as the lesser of two evils
- 4) Their spikes grip the icy surfaces and enable the motorist to corner safely where non-spiked tyres would be disastrous.
- 5) Its main drawback is that if there are fresh snowfalls the whole process has to be repeated, and if the snowfalls continue, it becomes increasingly ineffective in providing some kind of grip for tyres.
- 6) These tyres prevent most skidding and are effective in the extreme weather conditions as long as the roads are regularly cleared of loose snow.
- 7) Such a measure is generally adequate for our very brief snowfalls.
- 8) Whenever there is snow in England, some of the country roads may have black ice.
- 9) In Norway, where there may be snow and ice for nearly seven months of the year, the law requires that all cars be fitted with special spiked tyres.
- 10) Motorists coming suddenly upon stretches of black ice may find themselves skidding off the road.

ANSWER KEY

ACTIVITY 1

Complete the sentences with a modal or an auxiliary verb in the right form (substitutor).

1. I'm not vegetarian, but my wife is.
2. I would love to fly a plane, but I know that I never will.
3. Nobody believes me when I say that I'm going to resign, but I will/am going to.
4. We thought that Karen would get the job, but she didn't.
5. In the end they didn't come, even though they had promised that they would.
6. If you haven't seen the film yet, you should. It's awesome!
7. If I could help you, I would, but I'm afraid I can't.
8. I don't speak French, but my friend does/can.

Comentado [BA1]: One candidate asked about the option "but I am"? It wouldn't be an option, since the verb is "be going to", not only the verb *to be*.

ACTIVITY 2

Rewrite the following sentences omitting whatever can be ellipted without change of meaning:

1. When in Rome, do as Romans.
2. Pressed to take part in politics, he firmly declined.
3. There were no stores of boots readily available // No stores of boots were readily available.
4. He threw himself from his horse and lay still as if shot.
5. Any foreigner, however innocent, was attacked.
6. If left alone on a desert island, what would you do first?
7. If other people are willing to make and use machines for my benefit, I am not less willing to let them.
8. I do not wish to take part in this protest, and do not intend to.
9. Unless travelling by coach, please let the Secretary know when you expect to arrive.
10. The castle, built in the twelfth century, has dominated the valley ever since.
11. Much of the earth's surface is formed by sedimentary rocks – that is to say, formed by the deposition of sand, silt and clay.
12. Our atmosphere, while beneficial for life in general, prevents us from seeing the universe in any but a very restricted range of light.
13. The students could take the exam in June or in December.
14. The children were delighted with the party lights and wanted to see them on again.
15. We enquired whether the new restaurant would be open on Sunday evenings, like the one it replaced, but the new owners could only tell us it might be.
16. The casual labourers didn't earn much money during the summer, though they had expected to.

Comentado [BA2]: Adverbials are typically optional units, but if we elide this one we would be losing part of the original's meaning.

Eliminado: the

17. The young woman plays the violin superbly and her brother the cello equally well.
18. Baxter's sick tonight, which is unfortunate as he can play better than all the others .
19. We thought that the old woman had been looking after the house, but she can't have as she was in hospital at the time.
20. The task states candidates should not write more than the number of words given, but it doesn't state how many (that is).

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ACTIVITY 3

Identify the type of substitution or ellipsis in each of the following pairs of sentences.

1. Outside the sleet had turned to rain. The car radio said more **rain** was forecast. **Nominal ellipsis; textual recoverability; anaphoric.**
2. Is the contract severable? If **so**, is the agreement valid? **Clausal substitutor.**
3. The French government has declared a national emergency. Fifteen people have been killed; five **people** are missing. **Nominal ellipsis; textual recoverability; anaphoric.**
4. The answer to this problem can be reached by two paths: the short **one** (**nominal substitutor**) and the long **one** (**nominal substitutor**). **Both** (**nominal ellipsis; textual recoverability; anaphoric**) in my judgement are satisfactory.

ACTIVITY 4

Find the related words that contribute to coherence in this example:

1. When we [**exophoric reference (deixis), personal**] put our [**exophoric reference (deixis), personal**] minds to designing the (**esphoric reference**) next [**exophoric reference (deixis) temporal**] generation of pointing devices, we [**exophoric reference (deixis), personal**] started with our [**exophoric reference (deixis), personal**] hands. It (**endophoric reference, cataphoric, personal**) turns out that thumbs have over twice the muscle and (**conjunction: addition/extension**) agility of other fingers – which (**endophoric reference, anaphoric, personal**) only go up and (**conjunction: addition/extension**) down. We [**exophoric reference (deixis), personal**] tested dozens of prototypes. None (**nominal substitutor**) beat the (**endophoric reference, cataphoric, demonstrative**) design that (**endophoric reference, anaphoric, personal**) is now [**exophoric reference (deixis), temporal**] Trackman.

Hands, thumbs, muscle and fingers form a **lexical string**: *thumbs* and *fingers* are meronyms of *hands*; *hands* and *muscle* could be considered co-hyponyms (parts of the body).

ACTIVITY 5

Put the sentences back in their original order, and discuss the coherent and cohesive devices that determined your choice.

- 1) Whenever there is snow in England, some of the country roads may have black ice.
- 2) Motorists coming suddenly upon stretches of black ice (lexical repetition) may find themselves skidding off the road.
- 3) Road maintenance crews try to reduce the danger of skidding (lexical repetition) by scattering sand upon the road surface.
- 4) Such a measure (**endophoric, anaphoric, demonstrative reference**) is generally adequate for our very brief snowfalls.
- 5) Its main drawback (**endophoric reference, anaphoric, personal**) is that if there are fresh snowfalls (lexical repetition) the whole process has to be repeated, and if the snowfalls continue, it becomes increasingly ineffective in providing some kind of grip for tyres.
- 6) In Norway, where there may be snow and ice for nearly seven months of the year, the law requires that all cars be fitted with special spiked tyres.
- 7) These tyres (**endophoric reference, anaphoric, demonstrative**) prevent most skidding and are effective in the extreme weather conditions as long as the roads are regularly cleared of loose snow.
- 8) Their spikes grip (**endophoric reference, anaphoric, personal**) the icy surfaces and enable the motorist to corner safely where non-spiked tyres would be disastrous.
- 9) In England, however, (**conjunction: extension**) the tungsten-tipped spikes (lexical repetition) would tear the thin tarmac surfaces of our roads to pieces as soon as the protective layer of snow or ice melted.
- 10) We therefore (**conjunction: extension**) have to settle for the method described above (endophoric reference: discourse/text deixis) as the lesser of two evils.

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