

**FIRST TERM EXAM IN ENGLISH FOR SPECIFIC PURPOSES
ANSWER MODEL**

I. Complete the following definitions with the appropriate terms (03pts).

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|-------------------------|-----------------------|
| 1. Study Skills. | 4. Rhetoric |
| 2. Discourse community. | 5. Corpora. |
| 3. Genre Chains | 6. Physical paragraph |

II. Match the following items of column A (historical trends of EAP) with items that goes with in column B (textbooks of each period) (02pts).

A		B
Register Analysis	→	A Course in Basic Scientific English
Rhetorical Analysis	→	English in Focus series
Study skills and needs Analysis	→	Munby's (1978) taxonomy
Genre Analysis	→	Swales CARS model

III. Complete the following table about the Rhetorical Process Chart (04 pts).

Level	Description	Example	Expression how/ where
A	Objective of total discourse.	- Detailing an experiment - Making a recommendation - Presenting new theory	Explicitly / Introductory parts
B	General rhetorical functions that develop the objectives of level A	- Stating a purpose - Reporting past research - Stating the problem	Explicitly /Headings and sub-headings
C	Specific rhetorical functions that develop the general rhetorical functions of level B	- Definition - Classification - Instructions	Implicitly /paragraph
D	The rhetorical techniques that provide relationships within and between the rhetorical units of level c	- Time order - Space order - Analogy	Implicitly / paragraph

IV. EAP takes place in a variety of settings and circumstances. Name two and give examples: (02 pts)

Setting 01: English Speaking Countries

Example: UK -USA

Setting 02: EFL / ESL contexts (Students' own countries)

Example: Germany -India

V. Say whether the following statements are True or False. (05 pts)

- | | |
|-----------|-----------|
| 1. False. | 6. False. |
| 2. True. | 7. True. |
| 3. True. | 8. False. |
| 4. False. | 9. False. |
| 5. True. | 10. True. |

VI. Write a short paragraph (10 lines) to answer the following question: (04pts)

Awareness of contrastive rhetoric can significantly enhance teaching practices in English for Academic Purposes (EAP) by helping educators understand the differences in writing styles and rhetorical structures across various languages and cultures.

Some examples:

1. Address students' differences and preferences (as they are from different linguistic backgrounds)
2. Enhanced Writing Skills by providing targeted feedback on students' writing.
3. Help students understand how different genres function across cultures and how to adapt their writing to meet the expectations of specific academic genres in English.