EXAMPLES OF TESTING MATERIALS FOR ENGLISH FOR ACADEMIC PURPOSES USING "CONCEPTS IN USE" AT THE UNIVERSIDADE FEDERAL DO PARANÁ

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We have been using 'Concepts in Use' for approximately two years.

With whom? False beginners of a variety of departments at the undergraduate level; known as 'Inglês Instrumental I' (mixta).

For how long? The complete book of ten units in one semester, two hours of 50 minutes each.

Before illustrating and discussing the main subject of my talk, i.e., the way in which my colleagues have tested students at this level I felt it would be both interesting and useful to provide a rapid overview of our reaction to the book, of how we have adapted and augmented 'Concepts in Use' and include a short summary of the contents of the book itself.

CONS
1. Too easy for at least 50% of student intake at this level.
2. Heavily loaded conceptual material from the Sciences which is unsuited for students of Arts, Communication Studies, Psych. etc.
3. Insufficient reading text. Short paragraphs.
4. Extensive written activities unrelated to student needs.
5. Lack of exposure to authentic text reflecting real study situations.

PROS
1. Provides a recognisably sequential continuum.
2. Enables students to work at their own pace, with a
minimum of supervision.

3. Enables students to work at home, overcoming the
difficulties created by the typical poor attendance
of the average ESP student.

4. Students are at ease in dealing with the basic syntax.
(Exclusively simple present (90%), simple past (10%);
Barber (1962), Banks (1981), Ibrahim (1977) have found
these two tenses to account for more than 60% of syntax
of academic prose of their corpora.

5. Good at confidence building of students without a
positive previous language learning experience.

6. Clear learning objectives: expressing fundamental
concepts, recognition of paragraph construction of con-
cepts, understanding the development and organization
of information in paragraphs, extracting essential
information from these simplified paragraphs.

7. Flexible for developing all four skills.

8. Testing objectives can be clearly defined.


How are we exploiting the 'Reading and Thinking' series
at UPPr?

1. The coursebooks are seen as common core material for
all students, providing a sound basis for all subjects,
especially the Sciences. Teachers' notes (available for
photocopying) include the experience of various staff
members, suggestions for contextualized classroom presenta-
tion and practise, citing the difficulties Portuguese spea-
kers have had, with suggestions for improvement; parallel
listening/reading activities using the coursebook passages;
supplementary exercises for those areas which have proven
difficult and several ideas for oral work based on the
book. Despite the mainstream drive for emphasis on the
future reading requirements, many of our students (64% ac-
cording to Dra. Arns' Needs Analysis'), at the undergraduate
level, have asked for an oral component within the course.
The average age of my ESP undergraduate students during the
last two terms has been 22. Many of these are not yet aware of the importance of reading skills for either their studies or future careers. They are concerned with now; immediately recognizable goals.

2. We are supplementing this 'common core' with material for each unit from five areas: a. Medical Science, b. Economic Sciences, c. Engineering, d. Pure Sciences, e. Communication Arts.

This supplementary material is of two types:

a) Specialist selected to integrate into the basic coursebook strategies being taught, consolidating the abilities with similar pedagogic approaches.

b) Specialist authentic materials to be read together with the 'Exercício Padrão', selected by the individual student for self-study purposes. For this latter area I have a large number of texts, single or multiple copies. They are simply left on several desks at the front of the class for the first 15 minutes of a learning session or for when individuals have completed a coursebook unit or are fed up with 'Reading and Thinking'.

3. The third area in which we have adapted and prepared our own material is in the field of Testing. This is the main subject of my paper and what I purport to say more about.

There are two criteria which seem to have guided the production of testing material:

a) Never test what hasn't been taught. (At the university this dictum has been followed with regard not only to the concepts and discourse features, but, more controversially, in the actual format of question types).

b) Students should know how and what is to be tested. (Clearly these criteria would not be acceptable to a great many test 'experts' in ESP who have stressed the need to test authentic materials in an authentic way).
Q: What are we testing in EAP at UPPr?
A: It's in the book.
Q: What's in the book?
A: Systems.

These systems 'emphasise the study of coherent groups of related components...... a basis for conceptual organization'. Fine words by Henry Widdowson in the preface to the book. What do they mean?

<table>
<thead>
<tr>
<th>UNIT</th>
<th>CONCEPT</th>
<th>DISCOURSE FEATURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Systems</td>
<td>Class-members</td>
<td>listing members of a class</td>
</tr>
<tr>
<td>2. States of Systems</td>
<td>measurable and general properties</td>
<td>listing parts and enumerating properties</td>
</tr>
<tr>
<td>3. Structures (1)</td>
<td>structural relations of location</td>
<td>spacial relations</td>
</tr>
<tr>
<td>4. Structures (2)</td>
<td>structural relations of space</td>
<td>comparing members of a system</td>
</tr>
<tr>
<td>5. Systems in Action (1)</td>
<td>the function and conversion of active relations</td>
<td>describing the behaviour of a system</td>
</tr>
<tr>
<td>6. Systems in Action (2)</td>
<td>ability, capacity necessity, cause of ability</td>
<td>addition, equivalence contrast</td>
</tr>
<tr>
<td>7. Processes</td>
<td>means; temporal relations, prediction, consequence</td>
<td>describing cycles causal relationship</td>
</tr>
<tr>
<td>8. Interactions</td>
<td>cause-and-effect, prevention, simultaneity</td>
<td>describing cycles</td>
</tr>
<tr>
<td>9. Evolution of Systems</td>
<td>past time; sequence</td>
<td>chronological development, historical description</td>
</tr>
</tbody>
</table>

We have therefore constructed our testing programme according to these concepts and discourse features. We have also followed the pedagogical approaches adopted in the course.
Information transfer
(a) Extracting information from a linear text in order to label diagrams;
(b) Extracting information from linear text in completing tables which summarize the essential information;
(c) Extracting from tables of non-linear information for the completion of gapped (clozed) text.
(d) Extraction of information from diagrams for the completion of gapped linear text.

UNIVERSIDADE FEDERAL DO PARANÁ - S.C.H.L.A. - DELEM -
Língua Inglesa Instrumental I - 19 Teste

Student's name ___________________________ Date ________

1) Use information in the table to complete the statements:

<table>
<thead>
<tr>
<th>element</th>
<th>symbol</th>
<th>atomic number</th>
<th>atomic weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mercury</td>
<td>Hg</td>
<td>80</td>
<td>200.59</td>
</tr>
<tr>
<td>Molybdenum</td>
<td>Mo</td>
<td>42</td>
<td>95.94</td>
</tr>
<tr>
<td>Neodymium</td>
<td>Nd</td>
<td>60</td>
<td>144.24</td>
</tr>
<tr>
<td>Nickel</td>
<td>Ni</td>
<td>28</td>
<td>58.71</td>
</tr>
<tr>
<td>Platinum</td>
<td>Pt</td>
<td>78</td>
<td>195.09</td>
</tr>
</tbody>
</table>

a) .......... has an atomic number of 78.
b) The .......... of .......... is 144.24.
c) The symbol of Mercury is ...........
d) .......... has an ............. of 58.71; its symbol is ...........
e) The .......... of .......... is 42.
f) .......... has an ............. of 200.59.

2) Use information from the table to complete the statements:

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<table>
<thead>
<tr>
<th>length</th>
<th>width</th>
<th>height</th>
<th>depth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kosciusko</td>
<td>7,316 ft</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Darling</td>
<td>1.702 miles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paroo</td>
<td>60 miles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Ocean</td>
<td>average 13,215 ft</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. The Pacific Ocean has an ............ depth of ............
b. The ............ of the Darling River is ............
c. The Paroo River is ............ wide.
d. Mount Kosciusko is ............ high.
e. ..........................is 60 miles.
f. The Darling River is ............ long.
g. The ............ of the Pacific Ocean is .........

3) Correct these statements:
1. The Darling River is 7,316 ft long.
2. The Pacific Ocean is 60 miles wide.
3. The Paroo River is 13,215 ft deep.
4. The average depth of the Pacific Ocean is 1,702 miles.

Form Y
4) Use diagram A to complete the following passage:
a. The source of the Danube is in Germany. b. The river flows along the northern part of ............... c. It runs across ............... and passes through northern ............... d. Then it passes between ............... and ............... e. On its way it flows past ............... to the ............... sea.

5) Use the information to complete the diagram.

Structure of a turbojet

A turbojet consists of three basic parts. They are the air
compressor, combustion chamber, and a turbine wheel. The compressor is in the front. The combustion chamber is a cylinderlike part that is located between the compressor and the turbine wheel. The turbine wheel is attached to a shaft which revolves the compressor.

a. Read the passage and label diagram B
b. Complete the table:

<table>
<thead>
<tr>
<th>SYSTEM</th>
<th>MAIN PARTS</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turbojet</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6) Use diagram C to complete the following passage:

a. Mount Everest is __________ the Tropic of Cancer.
b. It is located in Asia. c. Ben Nevis __________ in the United Kingdom. d. It is above the __________ of __________.
e. Mount Kosciusko is __________ the Tropic of Capricorn.
f. Mount McKinley and __________ are __________ above the __________ of Cancer. g. Pico da Neblina is situated __________. h. Mount Logan __________ in Canada. i. Mount McKinley and __________ are __________ in North America.
7) Read the text below and complete the tables in Portuguese or English. Use a dictionary if necessary.

HOVERCRAFT
From Science Today, Pelican, 1978

The hovercraft is one of the most interesting forms of transport that have been developed since the war. It is called a "hovercraft" because it hovers, that is, it does not rest on the ground or on the water, but on a cushion of air. Jets of compressed air lift the hovercraft off the ground, and flexible skirts around the craft retain the air cushion, and help to keep it stable. Because the hovercraft does not touch the surface, it can travel over land or water. The British Army used these amphibious crafts in military operations in Borneo. They have also successfully tested the same type of machine, the SR.N 5, in the desert of Libya, and they say it is a particularly useful form of transport for country which is too difficult for other vehicles.

The amphibious hovercraft has a number of disadvantages. It is propelled forward by airscrews, or propellers, which are very noisy. It does not travel very far above the surface, and so the smaller machines run into trouble when the sea is rough and the waves are high. Nevertheless, it is already in use in many places around the coast of Britain as a passenger carrier. For example, the SR.N 6 in service between Portsmouth and Cowes carries thirty-eight passengers, while the SR.N 4 - a much larger craft in service between Dover and Boulogne - can carry 254 passengers and 30 cars. The SR.N 4 can cross the English Channel in about thirty-five minutes and can make up to seven trips in each direction every day during the busy tourist season. The time taken for this crossing by boat is one hour and twenty-five minutes.

A non-amphibious type of hovercraft, the HM 2, carrying sixty passengers, is also in service between Portsmouth and Ryde. Instead of a flexible skirt, the HM2 has side-walls which stay in the water, and the air cushion is between them. The makers claim that air-cushion craft with side-walls are easier to handle than the type with a flexible skirt. Moreover, they are also quieter as they are not driven by an airscrew. Instead, they are propelled by a traditional type of
propeller, although this may be replaced in the future by water jets. Most sea-going hovercraft services operate in the summer only, but not when the sea is rough. The HM 2 service between Portsmouth and Ryde can operate all year round, as this craft is easier to handle in rough seas.

Table I

<table>
<thead>
<tr>
<th>System</th>
<th>Characteristics</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table II

<table>
<thead>
<tr>
<th>System</th>
<th>One advantage</th>
<th>One disadvantage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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