TASK ONE

(Adapted from Thornbury 1997:120)

Drag and drop following sentences into the correct order to make a unified text:

a)   Inside its round fruits, called bolls, are masses of white fibres.
b)   But, in the cotton fields, the bolls are picked before this can happen.
c)   Cotton grows best in warm, wet lands, including Asia, the southern United States, India, China, Egypt and Brazil.
d)   Cotton is a very useful plant.
e)   When the fruits ripen, they split and the fibres are blown away.

TASK TWO

(Adapted from Thornbury 1997:120)

Below is the unified authentic text. It contains features which make it 'hang together' - which give it cohesion.
Here are the some of the key cohesive devices:

Lexical cohesion
- Repetition of words
- Chains of words belonging to the same lexical set

Grammatical cohesion
- Pronoun reference
- Article reference
- Linkers

Find examples of each and change their colour.

Cotton is a very useful plant. Inside its round fruits, called bolls, are masses of white fibres. When the fruits ripen, they split and the fibres are blown away. But, in the cotton fields, the bolls are picked before this can happen. Cotton grows best in warm, wet lands, including Asia, the southern United States, India, China, Egypt and Brazil.

TASK THREE

What applications could this have with language learners? Discuss with a partner.

TASK THREE

EXAMPLE: I used this with a group of EAP learners to help them consider the structure of introductions to oral presentations:

Stage 1:   Reorder the parts of the introduction:

F)   *Despite this, many teachers still seem to be at a loss as to how to exploit this technology.*

I)   *Secondly, I'll analyse the difficulties involved in actually getting computers used - looking at teacher training, policy in curriculum design, and technical issues such as bandwidth and audio streaming.*

E)   *More and more schools are being equipped with them and governments are setting targets, making claims such as 'by the end of the year, one in seven primary school children will have their own laptops'.*

D)   *So do please feel free to ask me any questions at the end.*

C)   *Good morning.*

J)   *So, I'm going to divide my presentation into two main areas.*

B)   *Well, it's becoming clear that the role of computers in education is increasing almost daily.*

A)   *First of all, I'll briefly look at the potential uses of computers.*

H)   *In particular, I'll focus on dedicated language learning software and the use of computers for practising English through computer mediated communication - for example, email, chat and distribution lists.*

G)   *Clearly, this is a very wide topic and I won't be able to cover everything.*

Feedback ➡ **PowerPoint**

Stage 2:   Identify the main moves in an introduction. Match these moves with the text:

- *Give general instructions to the audience*
- *State the current situation*
- *Greet your audience*
- *Give an overview of the structure*
- *Identify the focus, or the problem you want to address*

Feedback ➡ **PowerPoint**

Stage 3:   Identify various function words and expressions within the text.

- *Words/expressions that signal a start of a topic*
- *Words/expressions that indicate contrast*
- *Words/expressions that limit the scope of your topic*
- *Words/expressions that introduce examples*
- *Words/expressions that introduce results / consequences*
- *Words/expressions that list information*
- *Words/expressions that indicate your attitude or opinion*

Feedback ➡ **PowerPoint**

Stage 4:   Students are given skeleton notes for an introduction (on different topics) which they then have to make cohesive, using the model

State 5:   Students give introductions to the rest of the class. Performance evaluated using specified criteria.

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TASK FOUR

Finish off each of these sentences by typing a statement which reflects your opinion:

1.   **The main difficulty for integrating computers into my teaching context is ….**

2.   **YES, BUT ….**

3.   **The best way to get more teachers to use computers in their teaching (at least sometimes) is …**

4.   **Another way I know of, of using the word processor in language teaching is …**

5.   **Now return to your own computer and read the comments then discuss the comments with your group / partner.**

TASK FIVE
STORY EXPANSION

Instructions

Complete this story by following the instructions.

Percy's cat

Once upon a time there was a man called Percy who had a pet cat.

(Describe the cat)

For a long time, the cat had been his best friend

(Why did he like the cat so much? What sort of things did they do together?)

But then one day all this changed.

(Why did he begin to hate his cat?)

So Percy decided to kill his cat.

(How did he do it?)

Then he got rid of the body

(How?)

But the following night ....

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(Finish the story)

(Finish the story)

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TASK SIX
Changing the protagonist in a story

Instructions:

Change the beginning of this story to, 'All day long, <u>John</u> had been looking forward to his date ....' and make other changes you think necessary. Then finish the story.

JANE'S HOT DATE

All day long, Jane had been looking forward to her date with James. She had met him for the first time only a couple of weeks ago but already she was sure he was the man she wanted to spend the rest of her life with. He was tall and dark, with wide shoulders and a lock of hair that flopped over one eye, and his voice was deep and sexy. He seemed really interested in everything she had to say. She could already imagine walking down the aisle with him as the organ played, 'Here comes the bride ...'

At lunchtime she left the office and dashed out to the shops where she bought some new silk undies, a little black dress and a pair of shoes with three-inch stiletto heels. She left the office at five and waited impatiently for the bus to take her home. There she had a long, luxurious bath and then carefully put on her makeup and new clothes. For once she felt really satisfied with the way she looked.

James had arranged to meet her in a West End pub, where they would have a drink before going on to a restaurant. Jane walked into the pub and could feel every man's eyes on her. Every man except James .... she must be early. Or maybe he'd been delayed. She ordered an orange juice and sat in a corner near the door. Time passed and her heart sank. She went to find a phone and dialled his number but only got a message, 'The number you have dialled has not been recognised ...'

'Bastard' she muttered and ....

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TASK SEVEN

Below is an outline of a story. Can you remove the repetition and make it easier to read?

A Parisian walked into a house at the village in 1964. Inside the house the Parisian began to feel unhappy and so the Parisian went to find a local bar to get a glass of wine. The Parisian bought a glass of wine. The wine tasted sweet. At the local bar the Parisian found a very nice local woman. The local woman was also drinking a glass of wine. The Parisian thought: " I would like to talk to that local woman", so the Parisian talked to the local woman. After a the Parisian began to talk to the local woman, the Parisian started to feel happy. The Parisian decided to ask the local woman back to his place. The local woman slapped the Parisian across the face. The Parisian went back to the house in the village. The Parisian felt unhappy.

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