

TASK 1: Re-ordering the sentences of a paragraph

Put the following sentences in the correct order to produce well organised paragraphs.

Paragraph 1¹

- a) He earned a PhD in linguistics from the University of California, Los Angeles, and is currently professor emeritus of education at the University of Southern California's Rossier School of Education.
- b) He spent most of his career at this institution, arriving in 1975 following a two-year turn at Queens College in New York.
- c) Krashen retired from teaching in 2002, but remains an active and vocal scholar.
- d) Stephen Krashen was born in Chicago, Illinois, in 1941.
- e) To date, his publication record stands at nearly 500 books, articles, chapters, and monographs, along with countless conference presentations, plenary sessions, and keynote addresses.

Paragraph 2²

- a) For us to follow the proposals made in this area, we have to follow the chain of metaphor.
- b) It is laden, some might say blighted, with biological metaphor.
- c) Language evolution is the focus of the field of historical linguistics.
- d) One particular focus of pidgin and creole linguistics is to understand how pidgin and creole languages came into being.
- e) The same is true for the pidgin and creole linguistics which has followed in the wake of historical linguistics and adopted its metaphors.
- f) We do this in the present survey while maintaining a critical awareness of the difference between metaphor and linguistic reality.

Paragraph 3³

- a) All of the preceding approaches are contradicted by the Bickerton language bioprogram hypothesis (LBH).
- b) As a consequence, it fails to constitute an appropriate language input for children born into a situation where a pidgin is the ambient language.
- c) Children in such situations resort to their innate, biologically programmed knowledge of linguistic universals to construct a "real" language out of the inadequate input which they receive.
- d) For Bickerton (1981, pp. 4–5), the pidgin which develops in language contact situations is basic and elementary, variable and idiosyncratic.
- e) The innate predisposition that all children have to learn the language(s) which are used in the environment fails to regard the input from a pidgin as adequate for language acquisition.
- f) The LBH position taken in Bickerton (1981) is that creole languages, though arising in situations where there is a pre-existing pidgin, do not have as an input such a pidgin.
- g) The resulting language which they construct corresponds very closely, syntactically, to those features which are prototypical among the languages of the world.

¹ K. Arnett (2013) "Krashen, Stephen". In Carol A. Chapelle (ed.) *The Encyclopedia of Applied Linguistics*. Oxford: Blackwell.

² H. Devonish (2013) "Language Evolution: Pidgins and Creoles". In Carol A. Chapelle (ed.)

³ Ibid.

TASK 2: Paragraphs and topic sentences

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Look at the following text about Leonardo da Vinci. The first sentence of each paragraph has been removed. The sentences are listed below the text. Match them with the correct paragraphs.

The Genius of Leonardo.

1. He was the illegitimate son of a Florentine lawyer and property owner. His artistic bent obviously appeared at an early age for when he was 15 he was apprenticed to the painter Verrocchio. In 1472 he was accepted in the painters' guild in Florence, where he remained until 1481.
 2. And among his early drawings were many sketches of mechanical apparatus and weapons, evidence of his interest in, and knowledge of things mechanical.
 3. His artistic achievements in Milan reached their peak with the mural 'The Last Supper' completed in 1497.
 4. In the 1490s he began monumental treatises on painting, architecture, human anatomy and mechanics. He set down his observations on these themes in voluminous notes and sketches, which he would later assemble in his notebooks. There remain of his notebooks a prodigious 7000 pages, all in characteristic 'mirror-writing'.
 5. He then went back to Milan and entered the service of the French King Louis XII. Later he was to work in Rome with Raphael and Michelangelo on designs for the new church of St Peter. In 1516 he settled in France, at Cloux, near Amboise, where he died three years later.
 6. He was no mere theorist advancing fanciful ideas. He was a practical man, who designed things that would work, because he could see how they would work.
 7. There is no evidence that Leonardo actually built the machines and mechanical devices he sketched and described. And in many cases their practical importance remained unrealised and unrealisable for centuries. There was neither the demand for them nor the technology.
(Pears Encyclopaedia, 1987, p. 342)
- a. Leonardo returned to Florence in 1499, where he painted that most famous painting 'The Mona Lisa' (1503).
 - b. Between 1482 and 1499 he was employed in the service of the Duke of Milan, to whom he was painter, sculptor, musician and technical adviser on military and engineering matters.
 - c. In whatever subject he studied, Leonardo laid absolute faith in the evidence of his eyes.
 - d. Leonardo da Vinci was born in 1452 in Vinci, a small village in Tuscany.
 - e. And it is in his 'things', his machines, that we are interested in this book.
 - f. By then Leonardo's expertise with paint brush and palette, pen and pencil was already well advanced.
 - g. But his creative energies now were turning more and more to scientific and literary pursuits.

TASK 3: write a folklore article!

Use the chunks in the table below⁴ to formulate sentences, and write 5-8 of these sentences for your hypothetical article.

THE FOLKLORE ARTICLE RECONSTITUTION KIT

This aid to academic article writing was circulated anonymously in the 1970s by a disaffected folklore scholar. Anyone wishing to produce an acceptable paper for a folklore journal, the author contends, has simply to construct sentences from the columns below, in the sequence A-B-C-D.

A	B	C	D
1 Obviously,	1 a large proportion of intercultural communicative coordination	1 must utilize and be functionally interwoven with	1 Propp's basic formulation.
2 On the other hand,	2 a constant flow of field-collected input ordinates	2 maximizes the probability of project success while minimizing cross-cultural shock elements in	2 the anticipated epistemological repercussions.
3 From the inter-cultural standpoint,	3 the characterization of critically co-optive criteria	3 adds explicit performance contours to	3 improved subcultural compatibility-testing.
4 Similarly,	4 initiation of basic charismatic subculture development	4 necessitates that coagulative measures be applied to	4 all deeper structuralistic conceptualization.
5 As Lévi-Strauss contends,	5 our fully integrated field program	5 requires considerable further performance analysis and computer studies to arrive at	5 any communicatively-programmed computer techniques.
6 In this regard,	6 any exponential Folklife coefficient	6 is holistically compounded, in the context of	6 the profound meaning of <i>The Raw and the Cooked</i> .
7 Based on my own field-work in Guatemala,	7 further and associated contradictory elements	7 presents a valuable challenge showing the necessity for	7 our hedonic Folklife perspectives over a given time-period.
8 For example,	8 the incorporation of agonistic cultural constraints	8 recognizes the importance of other disciplines, while taking into account	8 any normative concept of the linguistic / holistic continuum.
9 Thus, within given parameters,	9 my proposed independent structuralistic concept	9 effects a significant implementation of	9 the total configurational rationale.
10 In respect to essential departmental goals,	10 a primary interrelationship between systems and/or subsystems logistics	10 adds overwhelming Folkloristic significance to	10 Krapp's Last Tape.

In syntactic terms, note that column B contains the grammatical Subject, column C the Verb, and D the Direct Object. Column A contains Adverbials which may be shifted to other syntactic positions, so don't feel that you have to keep them at the start of the sentence.

⁴ (David Crystal, *The Cambridge Encyclopaedia of Language*, p175)

TASK 4: Register

A. Re-order these words and expressions from most to least formal.

1. to associate (with)	to consort (with)	to keep company with	to mix
2. to deem	to judge	to reckon	to suppose
3. demanding	difficult	hard	onerous
4. exceedingly	hugely	incredibly	tremendously
5. by the way	incidentally	in passing	parenthetically
6. to go into	to look into	to peruse	to scrutinize
7. actually	as a matter of fact	indeed	in point of fact
8. from now on	henceforth	hereafter	in future
9. ergo	then	therefore	thus
10. accordingly	as a result	consequently	so

B. i) Put these words meaning "big" in order from most to least formal

big enormous ginormous great huge immense large

C. ii) Put these words meaning "small" in order from most to least formal

diminutive mini minute minuscule small teeny-weeny

D. Substitute the words in bold with others whose register is most appropriate for the context. Make any other changes necessary to the sentence (syntax, punctuation, etc.)

- i. Smith and Jones (2003) **did** an experiment **looking at** how the drugs **affected** fertility in mice.
- ii. The latest report **says** that there was **not enough** data to make it possible **to find out how** the changes have affected people in their everyday lives.
- iii. There has been a **big** rise in the numbers of **people who answered the questionnaire** who say that their lives **got much better** as a result of using the new drug.
- iv. The most interesting point to **come out of** the data is that **even if** services are better financed than **they used to be**, levels of overall customer satisfaction have **got lower**.
- v. Other researchers, notably Anders and Smythe (1999a,b; 2000, 2003) have **looked into** the matter from a more traditional angle, only when these **matched up with** the quantitative findings.
- vi. Of all the findings **talked about** in this contribution, the most surprising was that **it looks like** there is no significant correlation between soil acidity and **different** forms of organic and inorganic P in the non-rhizosphere soil.
- vii. The survey of nearly 800 people with depression or bipolar disorder **shows** telling **signs** that reinforce a strong relationship between anxiety and mood disorders.

E. Provide a formal (Latinate) alternative for each of the verbs provided in the table below.

Formal	Informal	Formal	Informal
	to argue		to judge
	to bring back		to lack
	to deny		to leave out
	to draw <i>(an image)</i>		to let <i>(sb do sthg)</i>
	to end		to look into sth
	to free		to put sth off
	to get		to put up with
	to get better		to say
	to get worse		to seem
	to go away		to show
	to go up		to start
	to go by <i>[of time]</i>		to stop
	to guess		to think about
	to happen		to want
	to help		to work <i>[of a machine]</i>

TASK 5: CONVERTING TO PASSIVES

Below is an extract from a published article⁵ which describes the goals of English learning for under-12s. Re-work each passive clause to make it active, using a dummy subject when necessary.

In EFL settings, due to the increasing demands for global interaction in English, a command of English can be considered as “a near-universal basic skill” (Graddol, 2006, p. 15), rather than a luxury for elites or merely an academic subject to be studied at school. The governments in EFL regions see developing high proficiency in English among their citizenry as part of a larger national strategy. Acquiring a high degree of communicative competence, or developing the four balanced skills (i.e., listening, speaking, reading, and writing) for the purposes of social interaction, is often specified as one of the central goals of EFL education. The governments of some EFL regions, such as Europe, also feel that cultivating a new identity as a speaker of English as a lingua franca (along with other foreign languages) is an increasingly important part of the multilingual and multicultural education of their citizens (Jones & Saville, 2009).

In order to respond to such demands, EFL regions have undergone dramatic changes in their English education policies regarding their curricula, instructional practices, teacher-training programs, assessments, and accountability systems. Efforts have been made to develop benchmarks or standards within various nations as well as across nations, such as the Common European Framework of Reference for Languages (CEFR, the Council of Europe, 2001).

[illegible]

⁵ Y.G. Butler (2013) "Teaching English as a Foreign Language in Kindergarten to 12th Grade". In Carol A. Chapelle (ed.) *The Encyclopedia of Applied Linguistics*. Oxford: Blackwell.

TASK 6: From General English to Academic English

Below is a non-academic version of an abstract. Using the word strings in the table below, reconstruct the original text ⁶as well as you can.

Summary

If you drink too much, you risk getting broken bones or osteoporosis. People who drink too much damage their bone structure: the amount of minerals in the bones drops, and Histomorphometry proves this. When heavy drinkers have bone disease it's because of different things which are all connected with drinking too much, like bad eating, liver problems, etc.,. The study of alcohol on bone disease involves a different things. But alcohol affects the bones directly – if you binge-drink, you can also get short-term thyroid problems. Normal drinking increases some thyroid hormones, but if you've been a heavy drinker for a long time you will have low levels of vitamin D, so calcium and other minerals can't be absorbed by your body. All drinking (heavy or light, occasional or regular) affects how osteoblasts work. But drinking can sometimes be good for bones. For example, after the menopause, drinking a reasonable amount can stop women's bone density from decreasing.

- a) Abuse of alcohol is considered to be an important risk factor for fractures and osteoporosis.
- b) Acute alcohol intoxication causes transitory hypoparathyroidism with resultant hypocalcemia and hypercalciuria.
- c) Alcohol abuse is associated with deleterious changes in bone structure detected by histomorphometry, and with a decrease in bone mineral density.
- d) Alcohol has, however, clear-cut direct effects on bone and mineral metabolism.
- e) Among postmenopausal women, moderate alcohol consumption correlates positively with central and peripheral bone mineral density, and with serum estradiol levels.
- f) Independently of whether alcohol consumption is of short duration, social, or heavy and chronic, it seems to suppress the function of osteoblasts, as evidenced by low serum levels of osteocalcin.
- g) It has recently been reported, however, that alcohol can also have a beneficial effect on bone.
- h) Prolonged moderate drinking elevates serum parathyroid hormone (PTH) levels, whereas chronic alcoholics are characterized by low serum levels of vitamin D metabolites with resultant malabsorption of calcium, hypocalcemia, and hypocalciuria.
- i) These changes may also be produced by factors commonly associated with alcohol abuse, e.g., nutritional deficiencies, liver damage, and hypogonadism.
- j) Thus the etiology of alcohol-associated bone disease is multifactorial.

⁶ Kalevi Laitinen & Matti Välimäki (1991) Alcohol and bone. *Calcified Tissue International* 49, Supplement 1, S70-S73