

Task 9: Genre analysis

- 1 Read these four texts and identify the features they have in common. Describe the similarities in their overall organisation, grammar, and vocabulary.
- 2 The texts are all abstracts for conference presentations as printed in a conference programme. Explain how this context determines the features of the texts. Think about the following.
 - Function
 - Relationship of writer and reader
 - Topic
 - Mode

1
Hugh Dellar
The empty whiteboard: problems and possibilities when teaching skills
Talk

The idea of teaching receptive skills is widely accepted, yet neither research, classroom experience, nor student needs offer much support to the concept of skills training. I will argue that we need to reconsider the content of texts as materials for the classroom and reconnect them more explicitly to the teaching of language. I will suggest that students come to class as skilful readers and that second language acquisition research shows that the route to better skills in L2 is learning more language. I will give practical examples of language-focused tasks and of texts and questions that generate student talking.

2
Gillian Lazar
Food for thought: metaphors in the ELT classroom
Workshop

We use metaphorical language all the time when we speak or write in English, yet it is often neglected in the teaching of English. This workshop will begin by considering some of the features of metaphorical language relevant to the classroom teacher. We will then focus on a range of practical activities and materials that enable learners of English to explore metaphors in the classroom. These activities can be used to improve students' vocabulary, particularly their knowledge of idioms and collocations, and to develop creativity and cross-cultural awareness.

3
Sheelagh Deller
Self-esteem
Workshop

Many learners suffer from low self-esteem and a consequent feeling of guilt and inadequacy. This is also true for many teachers. Low self-esteem leads to low motivation. In this workshop we will be working on our own confidence and self-esteem, using techniques that could easily be transferred to use with our students. We will also consider how to create a classroom atmosphere where students respect and understand each other.

4
Pete Sharma
The Internet in Business English
Publisher's presentation

Many teachers underuse both the Internet and the World Wide Web, sometimes due to under-confidence with technology. However, many Business English learners expect technology to be integrated into their course work. This presentation will explore a range of activities involving the use of the Web in Business English to enhance:

- Learner training
- Listening and reading skills
- Vocabulary: collocations
- Grammar: noticing and consciousness-raising
- Business skills: presentations
- English for Special Purposes

While offering a pedagogical rationale for the tasks described, the session aims to be of practical value to Business English teachers.

Task 10: Classroom texts

Read this authentic text and make a concordance for each of these words: **been, also, for, you, as, to, get (+ getting), at**

For example:

- I've **been** working as a chef
- I've **been** doing this for four months
- it's **been** very challenging
- I've **been** involved in some TV work

Now identify some patterns in the examples.

For example:

- have + **been** + present participle
- have + **been** + adjective

Top of the food chain

Name: Ben O'Donoghue
Career: Chef
Age: 33
Lives: London
From: English-born, Australian-raised

"I've been working as a chef for 15 years, and I'm currently head chef at the Atlantic Bar and Grill in Piccadilly. I've been doing this for four months and it's been very challenging. My role is to manage the kitchen and oversee such things as ordering and sourcing new produce, stock control, menu and recipe design and staff training, as well as financial control like gross profit, wages and food cost and, not to forget, staff discipline. Previously I worked for a private members' club in Knightsbridge called Monte's.

While also doing the day job, I've been involved in some TV work, namely a BBC programme called *The Best*. It ran for over 10 weeks and was broadcast in England, Australia and on other international channels. I've just completed filming *Surfing the Menu* for the ABC, which was an amazing experience. I'm also writing a column for *Olive*, a food magazine published by BBC Worldwide, and I've also co-written two cookbooks: the second of which was out last month.

The most important thing I'm involved with at the moment, though, is the Atlantic Bar and Grill. My main goal is to create a young, fresh

and innovative menu with a balance of internationalism and a dedication to good cooking and distinctive flavours while, at the same time, remaining price-competitive.

I ended up as a chef quite by accident. A part-time summer job led to a full-time job as a kitchen hand and, from there, I developed a talent for cooking and started to look for an apprenticeship. If you want to become a chef, I couldn't recommend getting actual experience more highly, because it's the only way you'll be able to tell if you have the right qualities to get on in the kitchen. You'll need a balance of theory and practical education, though, so look for an employer who will let you do day release at college.

I like the feeling you get when you put together a dish and it smells fantastic: looks amazing, tastes awesome and is cooked to perfection. It's great when you try it for the first time and the other chefs dig in with their fingers and love it, and then the diners love it too. I also get a kick out of the energy and buzz you get from doing a very busy service and drinking that first beer afterwards.

The perks of the job include access to good food, cheap drinks if you feed the barman (this is very important) and getting looked after at other restaurants."

Emily Colston, *TNT Magazine*, March 2004, p. 75.