

# mystery

1. Noun
2. Noun
3. Noun
4. Noun
5. Noun

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Here, the gradual inclusion of more \_\_\_\_\_<sup>Noun</sup> (three cafs, slight differences, information gap, racing against the clock) will increase attentional demands and shift students' attention away from the target structure towards the completion of the task itself, which is what usually happens in spontaneous language use. In other words, the more elements \_\_\_\_\_<sup>Noun</sup> have to juggle, the more conducive to proceduralization the activity will probably be. To a certain extent, this actually illustrates what Scott Thornbury calls "practiced control" (as opposed to controlled practice), depending on how the \_\_\_\_\_<sup>Noun</sup> manages the activity in class. Even examples 8 and 9, where there's no information gap, are arguably better rehearsal \_\_\_\_\_<sup>Noun</sup> since students are asked to string words together to create new sentences, rather than simply provide the missing \_\_\_\_\_<sup>Noun</sup>.