

Textploitation

Using a text to develop skills

By

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textploitationtefl.com (slides available here)

These slides and the handout
are available on our blog now.

Go to

<https://textploitationtefl.com/>



In this session we are going to:

- Discuss why and how we use texts
- Encourage you to revisit texts
- Discuss the cornerstones of our skills development activities
- Look at it in practice

So that you can:

- Use a text to develop your students' skills

Why are we talking about texts?

Texts are engaging

They are the bread and butter of any coursebook

The word "text" covers a wide area

Texts are all around us.

Why are we still talking about texts if coursebooks already use them all the time?

Texts are often just the vehicle for grammar and vocabulary

We feel they are under exploited

We feel that there is so much in these texts being ignored.

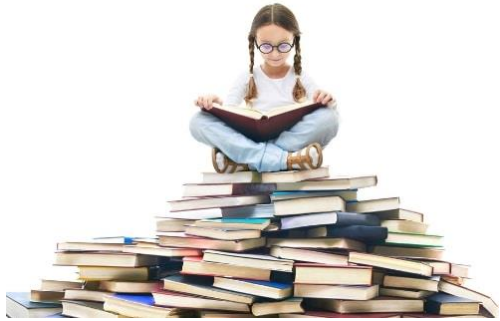
And why are we talking about skills?

Most skills work in coursebooks tends to be skills testing / practice

With the exception of writing not much development occurs

Large, drawn out skills lessons might not be the answer

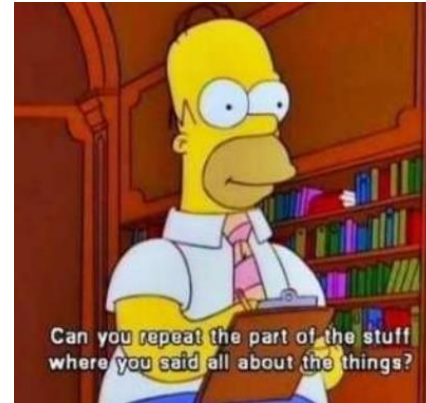
How do you currently approach skills in the classroom?



Reading



Writing



Listening



Speaking

What activities do we expect to see after a text in an EFL lesson?

Vocabulary:

- a) Noun: People who work for a newspaper/magazine:
- b) Noun: People who work in films:
- c) Adjective: Everybody knows you:
- d) Adjective: Everybody likes you:
- e) Adjective: Normal / nothing special or strange:
- f) Noun (uncountable): Dirt:
- g) Verb: To give food to (a baby/an animal):
- h) Adjective: A little bit worried about what is going to happen:

English Nugget: Examine how *walk* is used differently in each sentence

- 1) I usually *go for a walk* with my mother...
 - a) To take an animal out for exercise
 - b) To walk for enjoyment
 - c) To walk somewhere (a specific place)
- 2) I *walk my dogs*.
- 3) At 10:00, I *walk* to the shop...

GRAMMAR


8 Look at these sentences from the unit. Then work in pairs to answer the questions below.

The present perfect continuous and simple

- a I've **put on** five kilos since January.
- b I've **been doing** knitting for six months now.
- c That's the third double fault I've **served**.
- d The last few years he's **been** really into windsurfing.
- e For the last few months he's **been rubbing** lemon in his hair every day.
- f I've **been meaning** to go round and see him, because he's not been well, but Kyle's a bit reluctant.

- 1 Which sentences (a–f) in the box are present perfect continuous and which are present perfect simple? How do you know?
- 2 Which sentences describe something that has finished before now and which show something that is possibly unfinished?

PRONUNCIATION

- 10  30 Listen to examples of the present perfect simple and continuous from Exercise 9. Notice the weak forms of *have* and *been*. Then repeat the sentences.
- 11 Work in pairs. Practise the conversations in Exercise 9. Try to continue them for as long as you can.

CONVERSATION PRACTICE

13 You are going to have two conversations similar to the ones you heard in Exercise 5.

Student A: read the role card in File 4 on page 187.

Student B: read the role card in File 12 on page 190.

Think about what information you need and write down the questions you want to ask.

14 Take turns being the receptionist and the customer ringing for information. Roleplay the conversations. The receptionist should apologise for at least two things using *I'm afraid*. Start like this:

Mark, what kind of learner do we want?

Jaysus...he wants the moon on a stick, this one.



We want language detectives

We want people who notice the language around them.

We want learners who link the classroom and the real world

We want the holy grail of students.

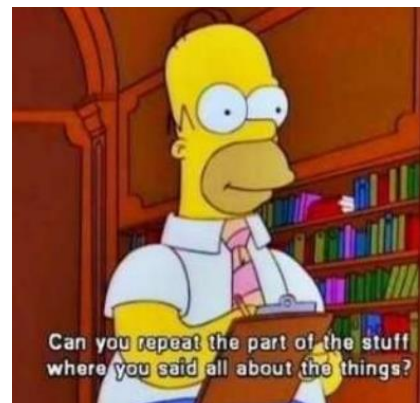
We want autonomy



Reading



Writing



Listening

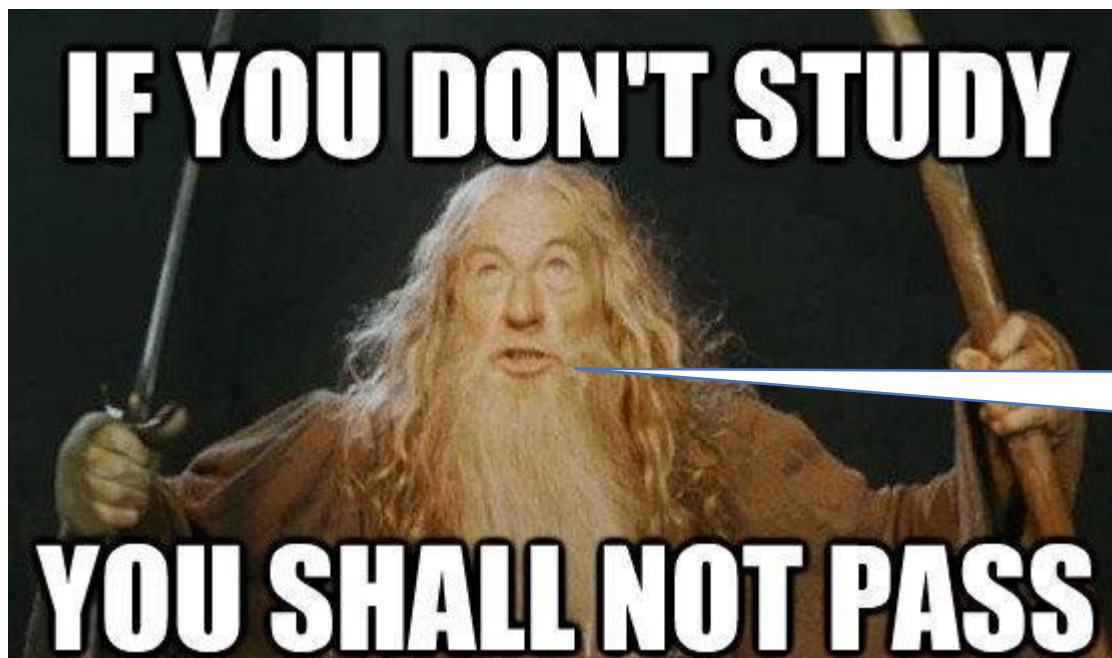


BEFORE



AFTER

Speaking

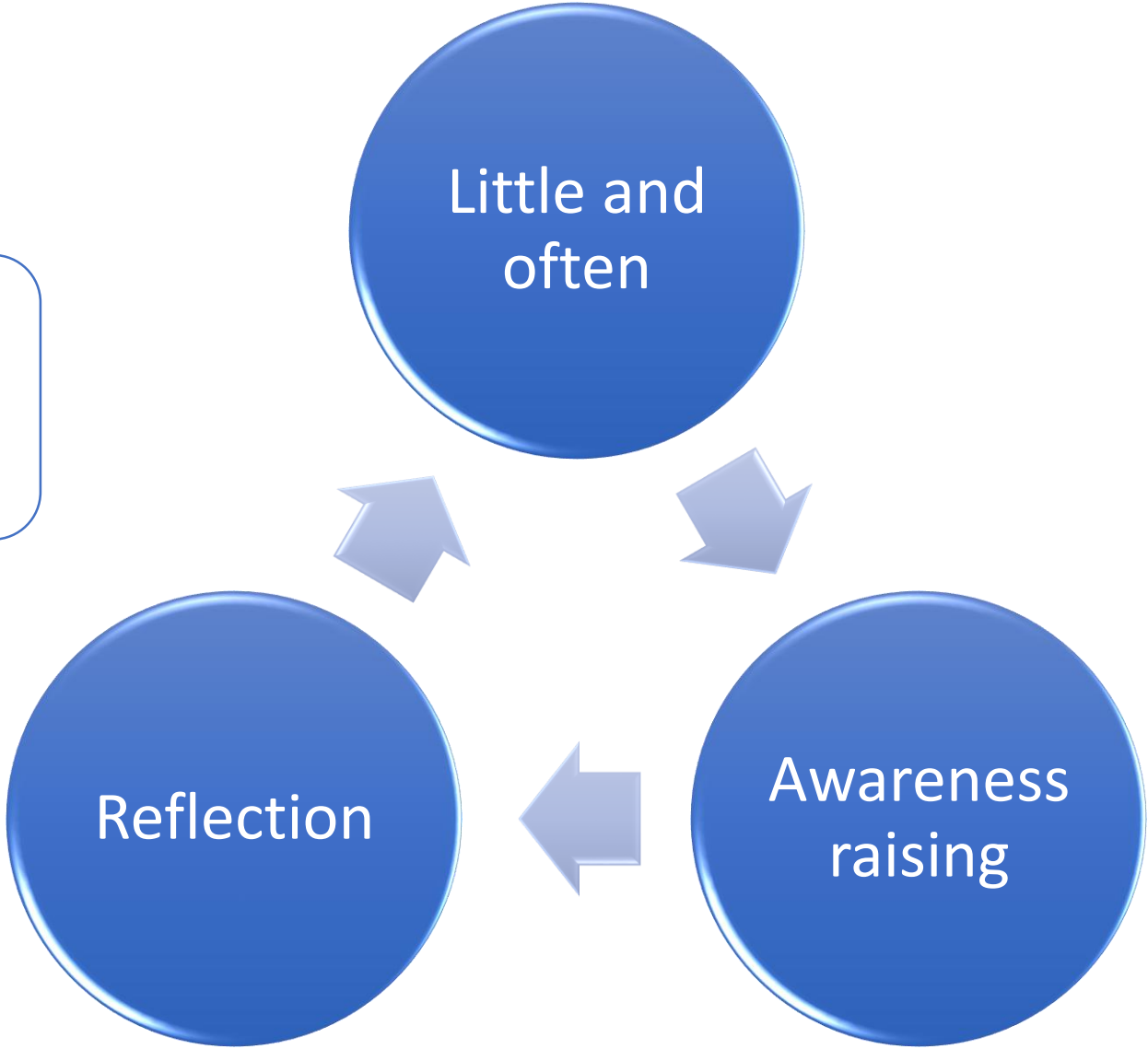


If you don't know *how* to study, you shall not study!

How do we approach skills teaching?

Clearly a virtuous triangle but whatever.

We use the VIRTUOUS CIRCLE OF SKILLS TEACHING?



Vocabulary:

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What was the aim of that activity?

Choose 2 or 3 words / phrases that you want to use again. Plan the conversation.

Where could you use this (lexis / grammar)? Is this formal or informal? In what situation would this be appropriate?

Can you find another example of this? In the text? In the real world?

Record yourself and listen back. Compare your pronunciation with the example.

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Teen brothers who made life hell banned from being together in public

Two tearaway brothers who left a neighbour contemplating suicide have been given *anti-social behaviour orders (asbo)* that ban them from being together in public.

Dylan Hibbert, 14, and his brother Scott, 13, smashed cars in the street, put fireworks through drainpipes, swore and spat at members of the public. They are now banned from appearing in public together, unless accompanied by their parents, and subject to a curfew from 8pm to 5am. The order also bans the pair from making hand gestures; using abusive, intimidating, threatening or racist language; and being drunk in public. Prosecutors described the minicrimewave as one of the worst they had seen while police called it 'intense intimidation'.

One 36-year-old neighbour, in Shadsworth, Blackburn said: 'I definitely contemplated suicide. They made my life hell. I didn't need all that hassle in my life. 'It is amazing what *the drip, drip, drip effect* of this behaviour can have on even the strongest of people. 'It drained the fight out of me, especially when you are expecting the next smashed window and living in a state of perpetual fear.' Community beat manager PC Louise Briggs said: 'They don't care who they offend.'

Showing
compassion

Controversial topics are a prime opportunity to raise awareness of the importance of compassion.

Consider the sub-skills of communication: back-channelling / eye-contact / intonation / active-listening

Being concise

Consider how the author packs info into the first paragraph

Notice reduced relative clauses / subject omission. Why have they done this?

Identify key
words

Decide on the overall topic / circle words related to the topic.

Discuss how not every word needs to be looked up.
Discuss how this vocab can be recorded.

Consider how they can apply this to future articles

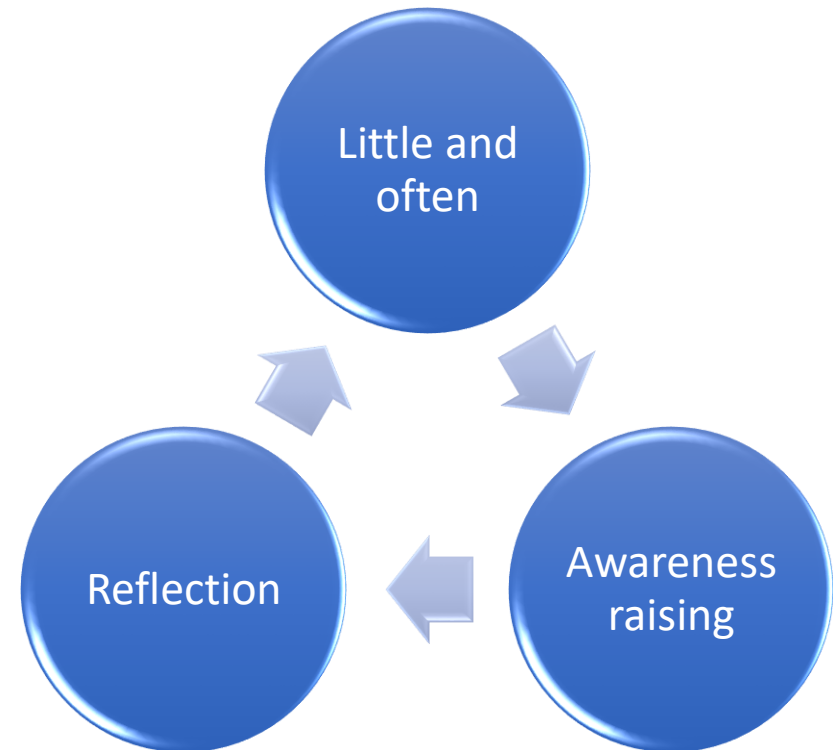
What are we not saying:

- We are not saying abandon coursebooks
 - We are not saying stop doing systems (grammar / vocab / phonology) lessons or large skills lessons
- We are not saying you need a wealth of authentic texts at your disposal.

So what are we saying:

- Most learners won't get into good habits by accident.
- They do not normally realise why we are doing the activities they do.
 - Return to texts regularly
- Raise awareness of what is actually happening in the text
 - Do it little and often

Let's take stock



Life in the countryside

The wind burst through the trees spraying the ground in sunlight. Barry stood breathing in the sunshine and wishing for the first time in his life that he had grown up in the country. It was an amazing feeling. Brenda came from the kitchen, treading carefully on the soft ground in her heels. She wasn't quite used to the rural lifestyle...not yet...it would come...he hoped it would come anyway.

"Seriously, like, this ground is not what I'm used to. You promised me the high life Barry...this is definitely not it," she said looking around at the farm that he had moved her to. "For once I just wish you would do what you say and say what you do and I wish I didn't have to live on this godforsaken hell hole of a farm!"

Barry knew she'd get used to it but it wouldn't happen overnight. He was going to have to put up with her complaints for the next few months. It was a good thing he had a thick skin.

"You know what Brenda? You know what I wish? I wish you could cook, I wish you could make it through a day and a half without demolishing a bottle of vodka and washing it down with some gin and a half-bottle of Valium. I wish you weren't dangerously underweight but most of all...most of all...I wish you would shut the £\$%^ up from time to time," he said without raising his voice or looking at her.

He left Brenda and her heels to sink into the mud and walked off to muck out the pig pen.

Understanding fast speech

Using metaphorical language

Reading between the lines

Identify direct speech in the text.

Students predict which words will be stressed.

Model and check. (Repeat with second?)

Find examples in the text ("burst" / "spraying")

Discuss why the author chose them.

Consider other metaphors for sunlight

Describe Barry to your partners

Find a picture of "your" Brenda on Google.

Support your ideas with reasons from the text.

“Ladies and gentlemen, the Captain has turned on the Fasten Seat Belt sign. If you haven’t already done so, please stow your carry-on luggage underneath the seat in front of you or in an overhead bin. Please take your seat and fasten your seat belt. And also make sure your seat back and folding trays are in their full upright position.

If you are seated next to an emergency exit, please read carefully the special instructions card located by your seat. If you do not wish to perform the functions described in the event of an emergency, please ask a flight attendant to reseat you.

We remind you that this is a non-smoking flight. Smoking is prohibited on the entire aircraft, including the lavatories.

Tampering with, disabling or destroying the lavatory smoke detectors is prohibited by law.

If you have any questions about our flight today, please don’t hesitate to ask one of our flight attendants. Thank you.”

But what if it’s a listening text?



“Ladies and gentlemen, the Captain has turned on the Fasten Seat Belt sign. If you haven’t already done so, please stow your carry-on luggage underneath the seat in front of you or in an overhead bin. Please take your seat and fasten your seat belt. And also make sure your seat back and folding trays are in their full upright position.

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If you have any questions about our flight today, please don’t hesitate to ask one of our flight attendants. Thank you.”

Using world knowledge

What percentage of this did you understand?

Where would you hear this? Did you understand the message?

What did you use to understand? Can you apply this in other situations?

What do you do when you don’t understand a word?

Underline words you do not understand?

Using the context can you insert a synonym / word from your language.

Discuss how you can apply this to the real world.

Following / giving a talk

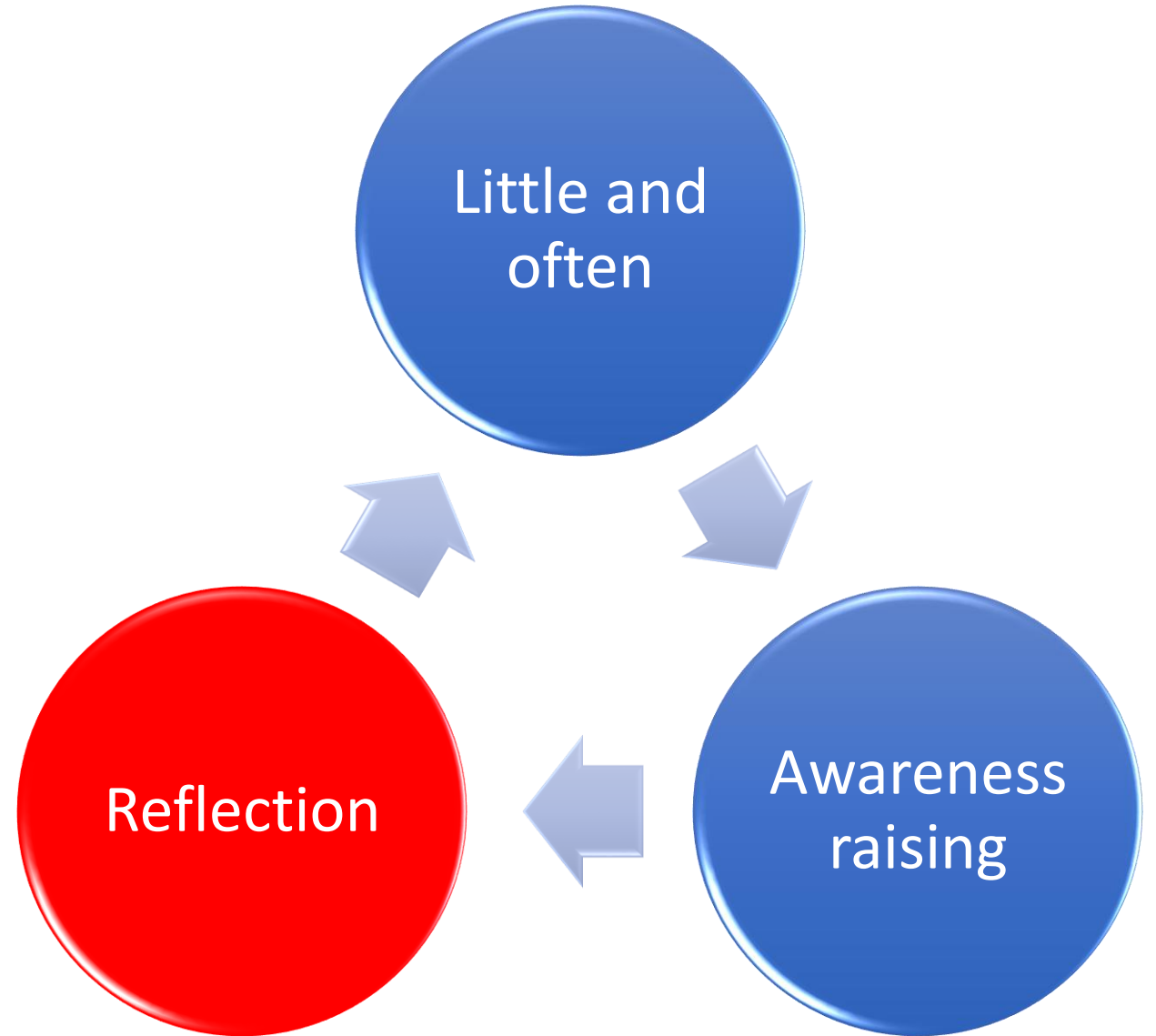
When do you think the speaker will pause and stress?

Listen and check.

How will this help you to follow speech / be a more engaging speaker?

So what are we saying:

- Don't stress about creating huge epic skills lessons
- Revisit texts, be they from a coursebook, resource book or self-created
- Raise awareness of what is actually there.
 - Do it little and often
- Discuss how this translates into their real lives



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