

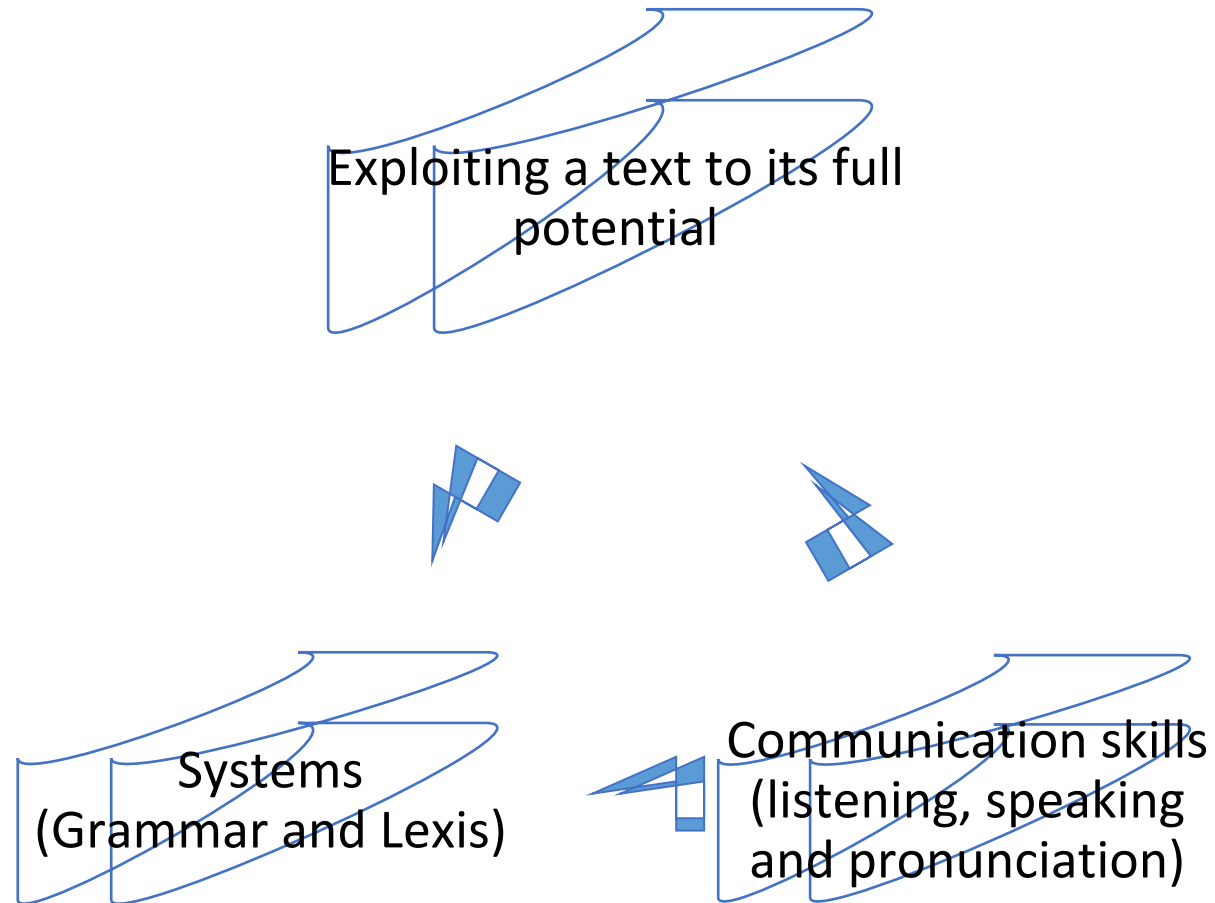
Textploitation

Making the most of short stories and other texts

By
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Two Paths:



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.

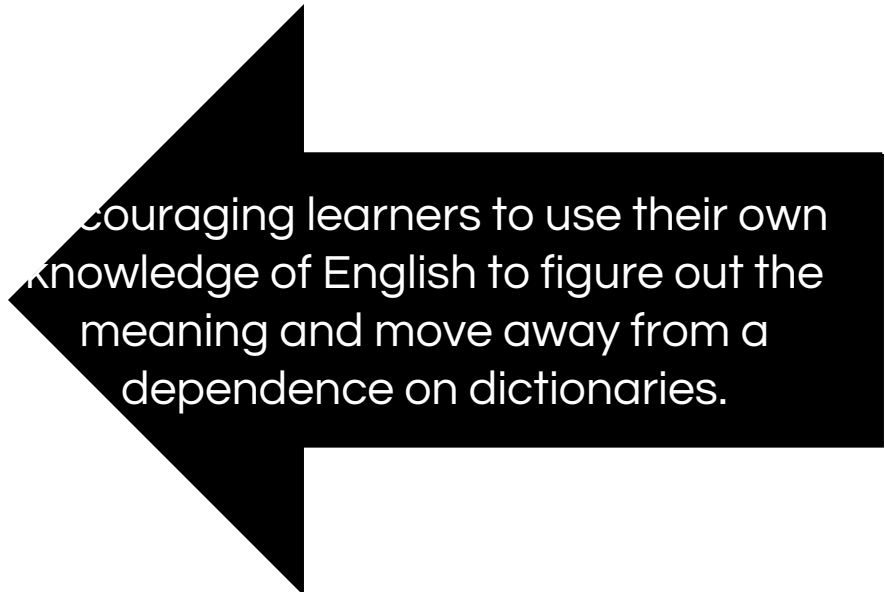
"You know what Brenda? You know what I wish? I wish you could cook, I wish you could make it through a day and a half without demolishing a bottle of vodka and washing it down with some gin and a half-bottle of Valium. I wish you weren't dangerously underweight but most of all...most of all...I wish you would shut 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.

Vocabulary: Encouraging meaning from context

Match the following to words/phrases in the text:

- Noun phrase: to not be bothered by insults
- Noun: Where pigs live
- Verb: To destroy completely
- Verb: To step on something
- Verb phrase: To remove poo from a pig's house
- Adjective- informal: Awful terrible
- Noun phrase: A rich luxurious life
- Adjective: Countryside
- Noun: Wet dirt/ground



Encouraging learners to use their own knowledge of English to figure out the meaning and move away from a dependence on dictionaries.

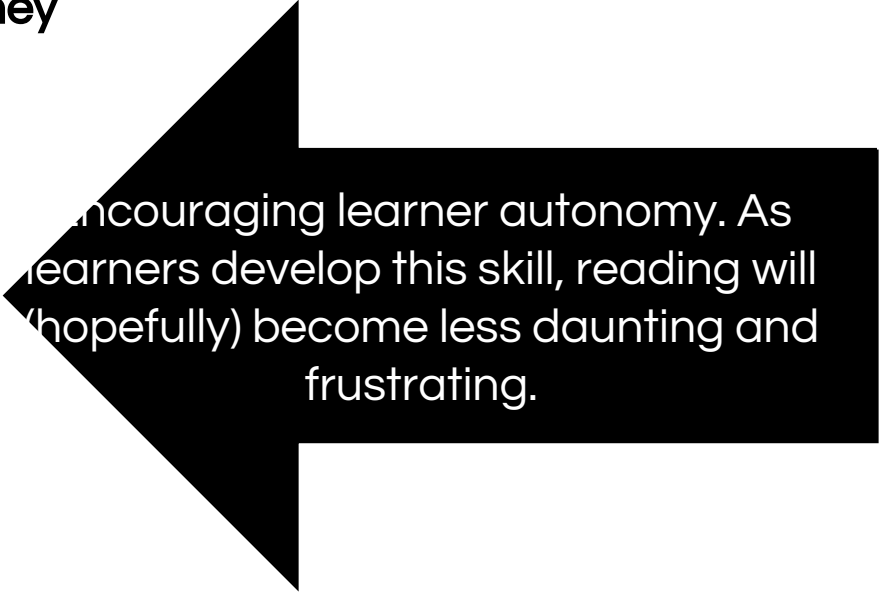
Vocabulary: Encouraging meaning from context

Find the following words / phrases in the text. What do you think they mean?

- To have a thick skin

What could you use to find the meaning?

- It's similar in my language.
- The sentence that came before helped me.
 - I understood from the context.
- I substituted a synonym and it made sense.



...encouraging learner autonomy. As learners develop this skill, reading will (hopefully) become less daunting and frustrating.

“I am not good with prepositions! Can we to study prepositions?”



Problem:

We want to help our students with prepositions but do we deal with individual prepositions or give the students random gap-fills?

Solution:

Prepositions occur in context. Embrace that fact and draw your learners' attention to them as they arise. Encourage them to do the same by themselves.

Raising awareness of patterns

Fill in the prepositions below:

- Inhale = Breathe ____
- He tread __ my foot.
- Tolerate = put ____
- Pigs live ____ a farm

(When you're finished, check your answers in the text)

-
-
-

Circle the correct option below:

- Without + gerund / infinitive
-
-
-

beginning something that students
can (and hopefully will) bring into
their own reading

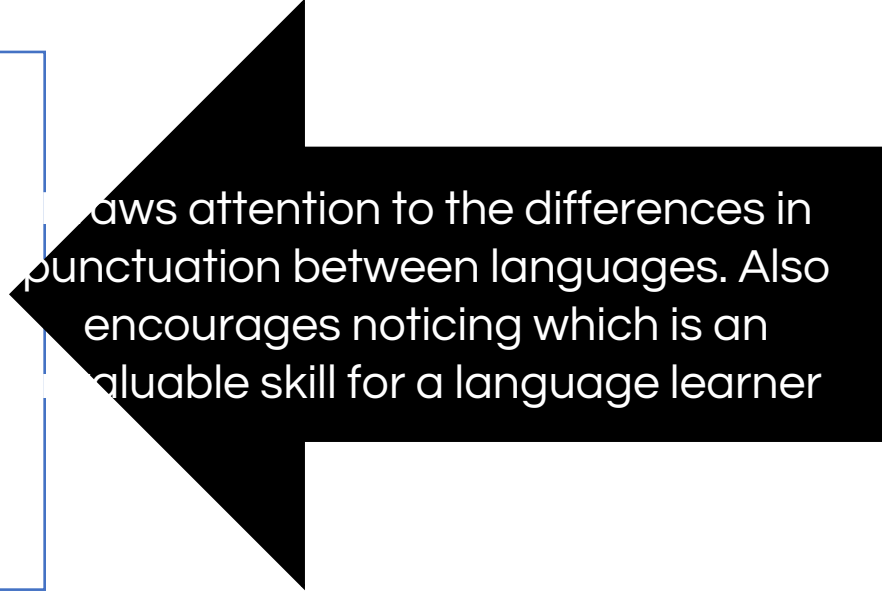


Punctuation

I wish you wouldn't drink so much said Ben

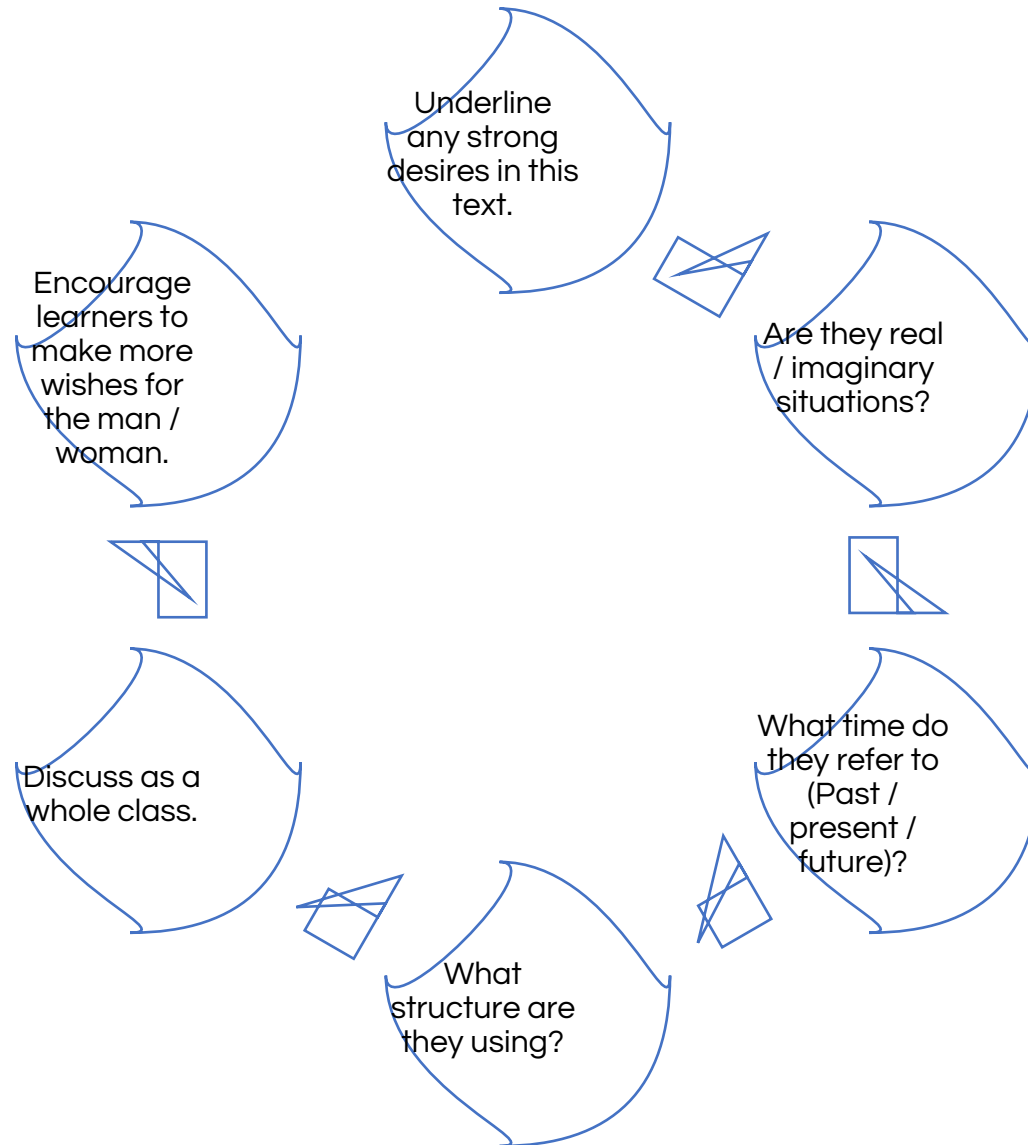
Ben said I wish you wouldn't drink so much

- Display two sentences on the board.
- In pairs students decide what punctuation they would use.
- Encourage students to come up and mark the punctuation.
- Draw their attention to the direct speech in the story and ask them to check their punctuation.
- Discuss any differences as a class.



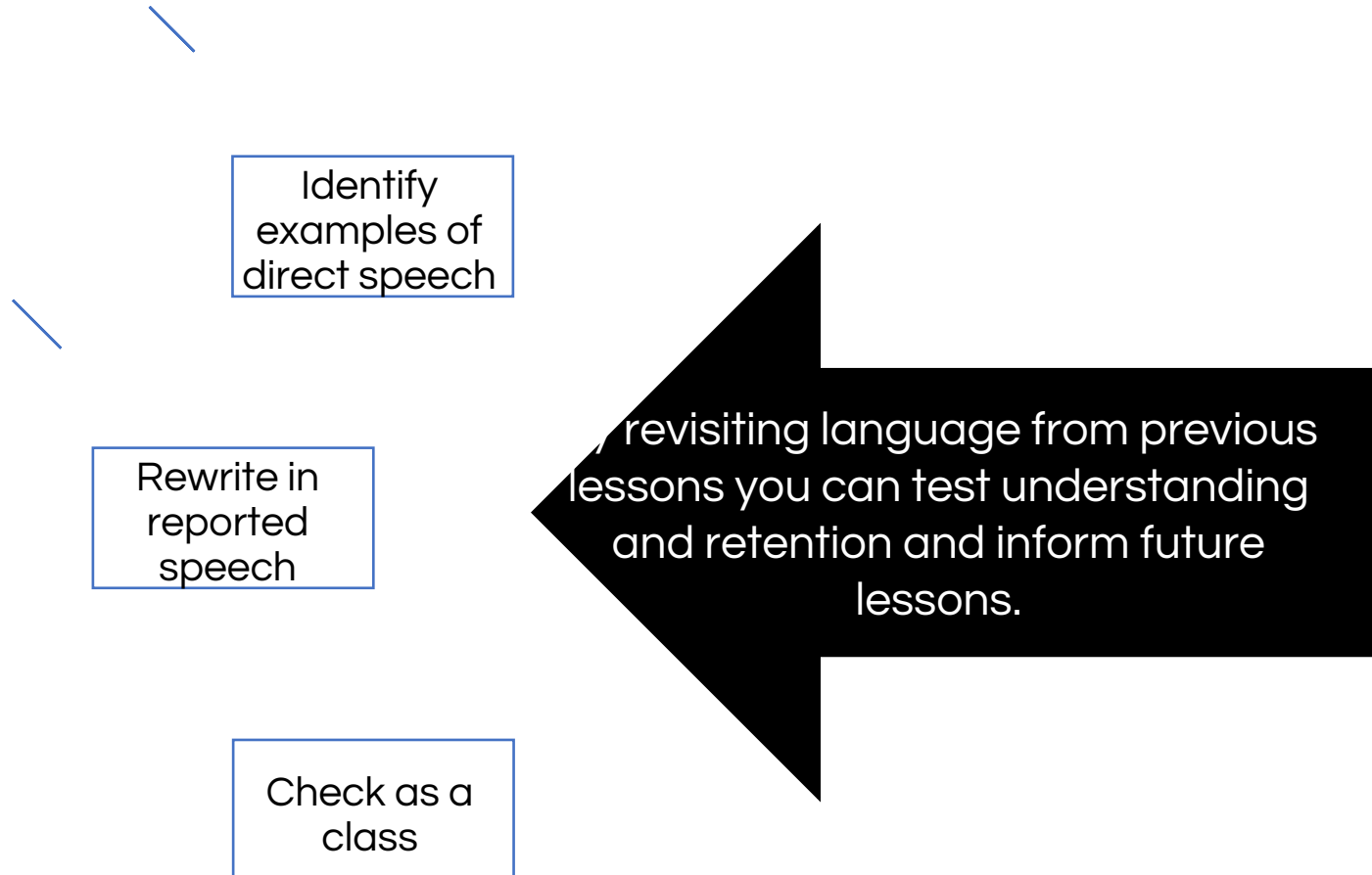
Draws attention to the differences in punctuation between languages. Also encourages noticing which is an invaluable skill for a language learner

Grammar: Creating grammar detectives



Learners learn to discover the grammar for themselves. They learn to see patterns and forms. They become less dependent on the teacher / grammar books.

Revising grammar structures from previous lessons / checking for gaps in grammar knowledge:



Communicative skills

Is it just grammar and vocab?

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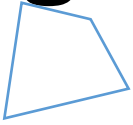
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"You know what Brenda? You know what I wish? I wish you could cook, I wish you could make it through a day and a half without demolishing a bottle of vodka and washing it down with some gin and a half-bottle of Valium. I wish you weren't dangerously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

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Speaki ng

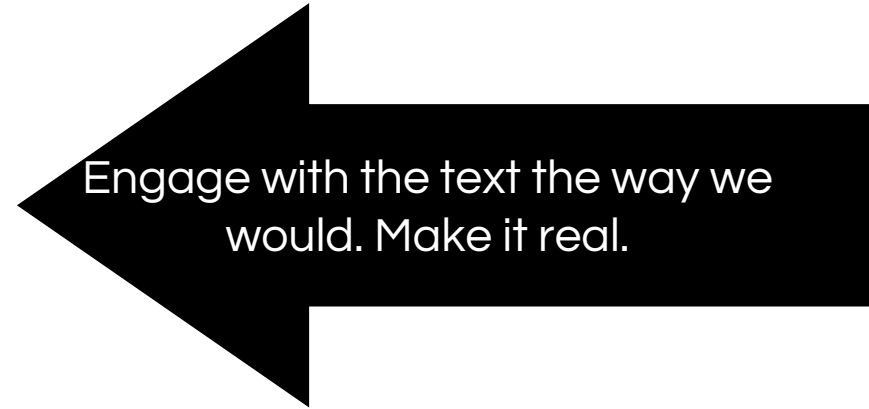


Responding in a more natural way.

What did you find interesting?

What do you think will happen next?

Discussion - town verses country



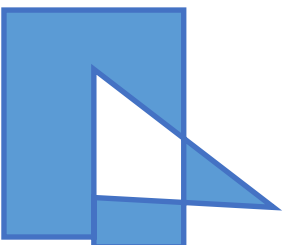
Pronunciation focus



Quality not
quantity


- Short sections are fine. One line is enough

“Seriously, like, this ground is not what I'm used to. You promised me the high life Barry...this is definitely not it,”



Pick a
feature to
work on

- It could be weak forms, sentence stress, elision, it doesn't matter, but focus on one area.



Don't be
scared of
drilling

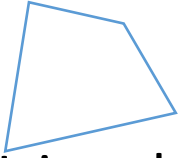
- Drilling is only scary if you are scared of drilling. Be confident and the students will do it.

Record the direct speech

-
- Generate interest
-
-
-
-

Record a colleague

Moods



Using the text to help practise speaking

Get students to repeat the dialogue
but set them a new challenge each time.

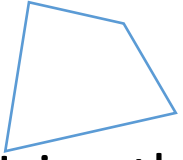
For example:

- First time – ask students to record their speaking
- Second time - be expressive, hand movements etc.
- Third time – stand up
- Fourth time – try to do it without script
- Fifth time – use script and record it, to compare

The ideas for this section came from a
Gillian Lazar session I attended.

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Drill it but make it fun.

Thanks for Listening

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