



Dream Discuss

Do | a conference for
language teachers



March
9th 2024

Exploiting Texts for Maximum (Language Learning) Effect

By Matthew Smith

About me

- Work experience
- Inspiration for the seminar:
 - Lewis, M. (2002) The Lexical Approach
 - Woolard, G. (2013) Messaging: beyond a lexical approach in ELT
 - Killgallon, D. (1998) Sentence Composing for High School

Introduction

As the aim of the session is to gain maximum effect from texts today, first some thinking.....

- When deciding if a language learners' English is good, what attributes are we effectively assessing?

Introduction

- When deciding if a language learners' English is good, what attributes are we effectively assessing?

Pronunciation?

Intonation?

Fluency?

Vocabulary?

Grammar?

Collocation?

Spelling?

Others?

I hope to give you some easy-to-use activities to hit all these areas!

Beano language examples



- 1) Have you ever heard of sentence frames before? If so, what are they?
- 2) Is it important that they are graded to your students' 'level'?
- 3) Is it necessary to analyze the grammar of the sentence frames?
- 4) How can the meaning be checked?

Beano language examples



- 1) Look for sentence frames similar to what you would find in a travel phrase book
- 2) Do not worry if the phrases are beyond your students' 'level'
- 3) Nope!
- 4) Check meaning from context, through discussion or even translation if needed

Beano language examples



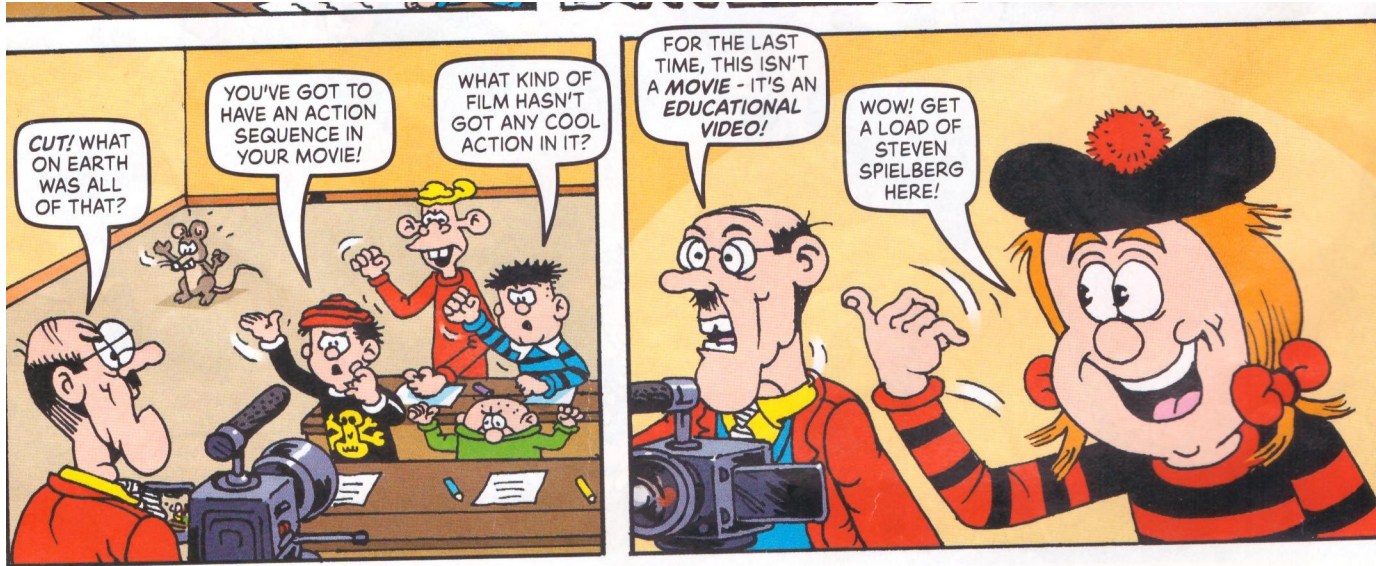
Can you find at least one sentence frame you could use from this dialogue?

Beano language examples



- How about we each get a, and then we all.....
- No, Can we please just start.....?

Beano language examples

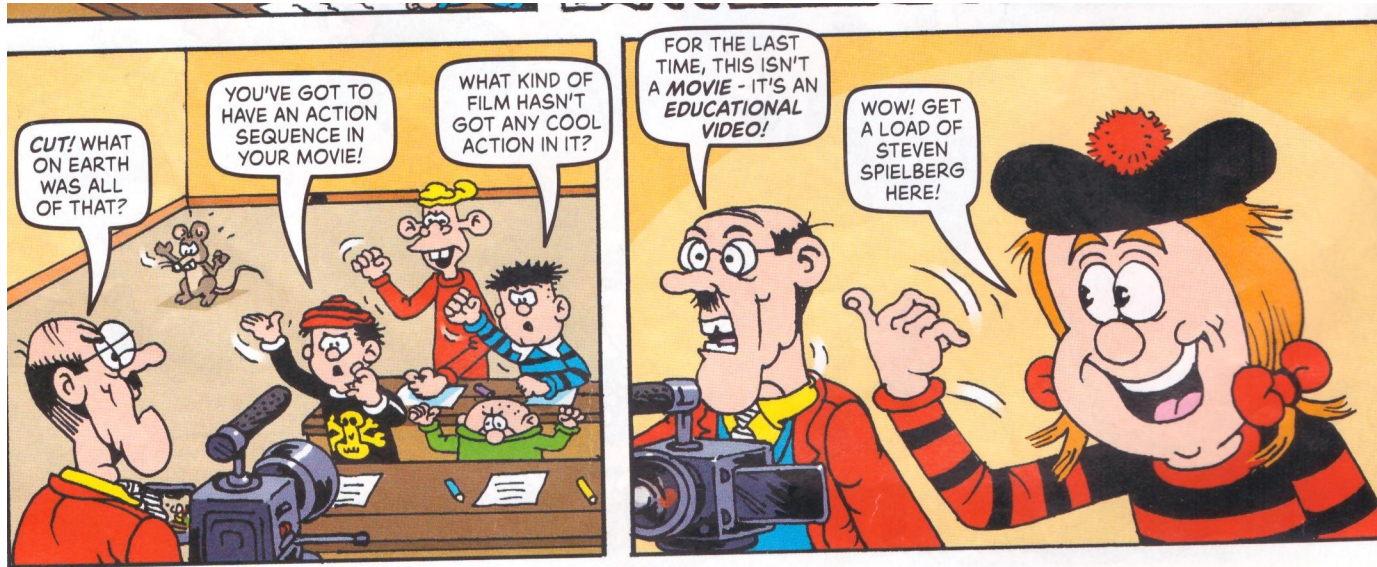


Beano language examples

Using dialogues:

- Teacher models – Students copy
- Teacher takes a role – Students take other role(s)
- Students (groups) – Students (groups)
- Students (individually)

Looking for sentence frames



Looking for sentence frames

- What on Earth was all that?
- You've got to have a(n) in your!
- What kind of hasn't got any in it?
- For the last time, this isn't a, it's a!
- Get a load of

A reading text

- Read the page
- What book is it from?
- Would you be able to read this with any of your classes?

- Retell what you read in your own words

A reading text

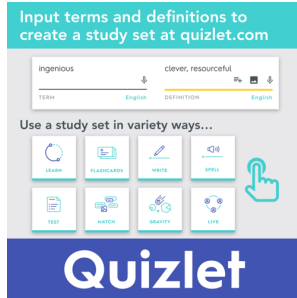
- Comprehension quiz with a twist

Task

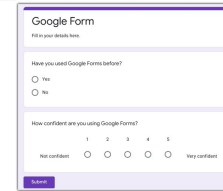
- Write one quiz question based on the page we have just read
- Mingle and ask your quiz questions. Try to answer the questions!
- Which kind of questions worked best?

- What else could we do with those questions?

A reading text



HOW TO CREATE A GOOGLE FORM



A reading text

- Read the page
- What book is it from?
- Would you be able to read this with your class?

Task

- Imagine a class of perhaps upper intermediate students, do you notice any sentences you could use to make sentence frames from? Highlight or underline them.
- Show the person next to you which frames you chose and why.
- Compare your ideas with mine

A reading text

- My grandmother had told me that if I fell I would break a leg, and every time I looked down, I got a tingle down my spine.
- Then suddenly, out of the corner of my eye, I caught sight of a woman standing immediately below me.
- It is always a shock to discover you are being watched when you think you are alone.
- I noticed she was wearing a small black hat and she had black gloves on her hands.
- ‘Come down out of that tree, little boy’ she said, ‘and I shall give you the most exciting present you’ve ever had.’

A reading text

- My grandmother had told me that if I fell I would break a leg, and every time I looked down, I got a tingle down my spine.
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A reading text

Task

- What else could we do with these great sentence frames to help our students become comfortable with using them?

A reading text

Task

- What else could we do with these great sentence frames to help our students become comfortable with using them?
 - sentence halves
 - jumbled sentences
 - draw pictures to represent the sentences
 - make a phrase bank

1 GRAMMAR *if + past, would + infinitive* (second cc)

- a Match the sentence beginnings and endings.
- | | | |
|---------------------------------------|-------------------------------------|-------------------------|
| 1 If my sister were older, | <input checked="" type="checkbox"/> | a if he could swim. |
| 2 My parents would buy a bigger house | <input type="checkbox"/> | b you'd be really scare |
| 3 He'd go sailing | <input type="checkbox"/> | c if they couldn't watc |
| 4 What would people do | <input type="checkbox"/> | d if it wasn't raining. |
| 5 If you saw that horror film, | <input type="checkbox"/> | e if they had more mo |
| 6 I'd go for a walk | <input type="checkbox"/> | f she could go to the p |
- b Order the words to complete the sentences and questions.
- car / would / I / it / to / work / drive / a / had
If I had a car, I would drive it to work.
 - you / found / do / a / you / million / would / if / euros
What _____?
 - if / it / he / could / a / afford / one / phone
He'd buy _____.
 - caviar / it / I / eat / gave / me / wouldn't
If someone _____.
 - say / could / talk / if / to / you / the / would / president / you
What _____?
 - job / for / you / a / I / new / if / look / were
I'd _____.
- c Complete the second conditional sentences with the correct form of the verbs in brackets.
- If a bee flew (fly) into my bedroom, I would open (open) the window.
 - If my sister _____ (see) a mouse in the kitchen, she _____ (scream).
 - We _____ (not have) a dog if we _____ (not have) a garden.
 - If my brother _____ (not be) allergic to animals, he _____ (get) a cat.
 - If I _____ (live) in the country, I _____ (learn) to ride a horse.
 - What _____ you _____ (do) if a dangerous dog _____ (attack) you?

Vocabulary

- Using the same text, circle any words that might be interesting or new

NOTE: I do not tend to focus too much on unknown words until we have checked meaning

- What is our next step?

Vocabulary

Spine

Peculiar

Tingle

Curious

Rasping

Metallic

Lips

Gums

Vocabulary

Spine	the backbone, spinal column
Peculiar	odd, strange or unusual
Tingle	a light stinging or prickly feeling
Curious	eager to learn or know
Rasping	to make a rough, grating sound
Metallic	made of or containing metal
Lips	either of the upper or lower edges of flesh that circle the mouth
Gums	the flesh inside the mouth around the base of the teeth

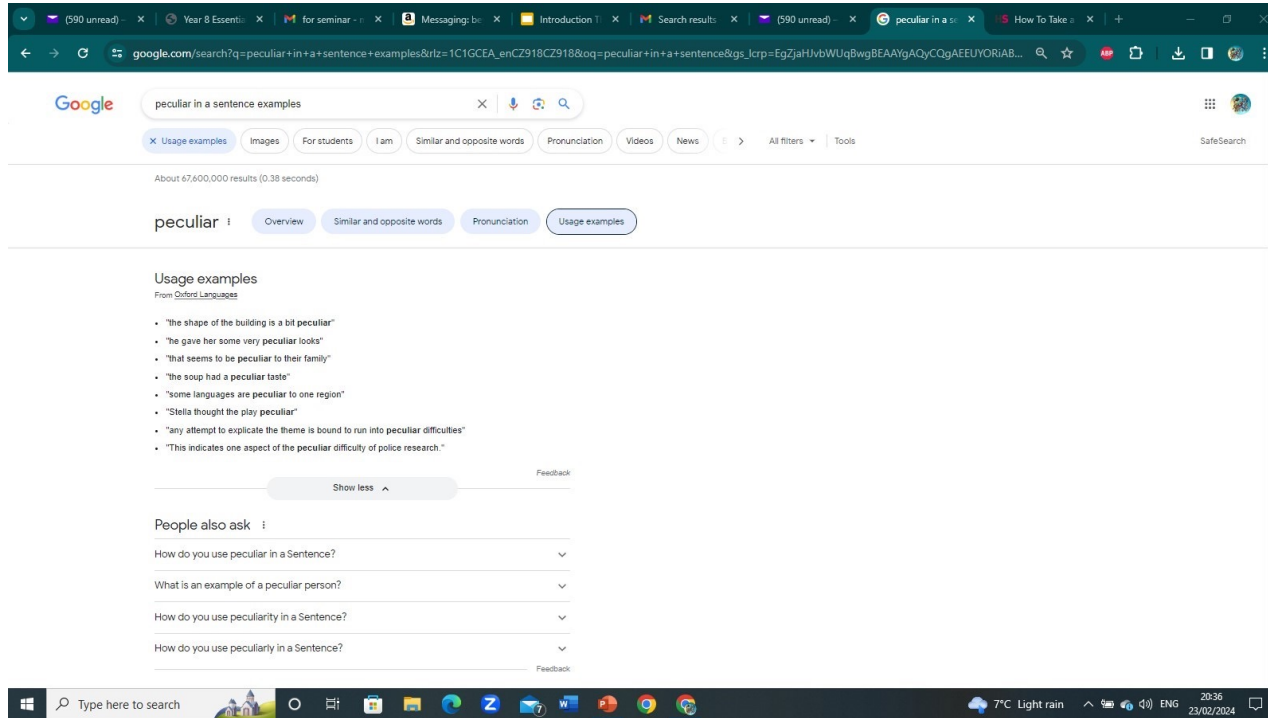
All definitions from www.kids.wordsmith.net

Now let's play!

Vocabulary

- Memorize silently (1min)
- Cover one side and then the other
- Test
- Mingle and test
- Say the first letter of the word you are thinking of
- Ask another to spell one of the words

Vocabulary



The screenshot shows a Google search page for the query "peculiar in a sentence examples". The search results are filtered to show "Usage examples" from Oxford Languages. The examples provided are:

- "the shape of the building is a bit peculiar"
- "he gave her some very peculiar looks"
- "that seems to be peculiar to their family"
- "the soup had a peculiar taste"
- "some languages are peculiar to one region"
- "Stella thought the play peculiar"
- "any attempt to explicate the theme is bound to run into peculiar difficulties"
- "This indicates one aspect of the peculiar difficulty of police research."

Below the examples, there is a "People also ask" section with four questions:

- How do you use peculiar in a Sentence?
- What is an example of a peculiar person?
- How do you use peculiarity in a Sentence?
- How do you use peculiarly in a Sentence?

The Windows taskbar at the bottom shows the date as 23/02/2024 and the time as 20:36.

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