



EFOP-3.4.3-16-2016-00014



**Dr. T. Balla Ágnes, PhD**

## **Working with texts in the English lessons**

### **Task 2**

This teaching material has been made at the University of Szeged, and supported by the European Union.

Project identity number: EFOP-3.4.3-16-2016-00014

Szegedi Tudományegyetem  
Cím: 6720 Szeged, Dugonics tér 13.  
[www.u-szeged.hu](http://www.u-szeged.hu)  
[www.szechenyi2020.hu](http://www.szechenyi2020.hu)



MAGYARORSZÁG  
KORMÁNYA



Európai Unió  
Európai Szociális  
Alap



**BEFECTETÉS A JÖVŐBE**



## Task 2

Look at these three sample units taken from different coursebooks.

For each pre-reading activity, identify, which of the following aims they are designed to fulfil:

1. activating / brushing up existing knowledge of the topic
2. supplying topic knowledge
3. raising interest in the topic
4. predicting the content of the text
5. activating / pre-teaching vocabulary

### 1.

[https://elt.oup.com/catalogue/items/global/adult\\_courses/new\\_english\\_file/upper-intermediate/?cc=global&selLanguage=en](https://elt.oup.com/catalogue/items/global/adult_courses/new_english_file/upper-intermediate/?cc=global&selLanguage=en)

p. 71 What's your soundtrack?

Exercise a)

Exercise b)

p. 73 Sleepy people – the dangers of sleep deprivation

The whole of p.72

Exercise a)

### 2.

[https://elt.oup.com/catalogue/items/global/adult\\_courses/english\\_file\\_third\\_edition/intermediate/?cc=de&selLanguage=de](https://elt.oup.com/catalogue/items/global/adult_courses/english_file_third_edition/intermediate/?cc=de&selLanguage=de)

p. 5 Mood Food

Exercise a)

Exercise b)

Exercise c/ first part: interpreting the title

### 3.

[https://elt.oup.com/catalogue/items/global/adult\\_courses/new\\_headway/intermediate\\_fourth\\_edition/?cc=global&selLanguage=enu%2711](https://elt.oup.com/catalogue/items/global/adult_courses/new_headway/intermediate_fourth_edition/?cc=global&selLanguage=enu%2711)

pp 26-27 Romeo and Juliet

Exercise 1)

Exercise 2)



## Key

1.

[https://elt.oup.com/catalogue/items/global/adult\\_courses/new\\_english\\_file/upper-intermediate/?cc=global&selLanguage=en](https://elt.oup.com/catalogue/items/global/adult_courses/new_english_file/upper-intermediate/?cc=global&selLanguage=en)

### **p. 71 What's your soundtrack?**

**Exercise a)** *raising interest in the topic*

Notes:

By personalizing the main idea of the text, the learners might relate to it more and be therefore more motivated to read it. (Personalising usually does the trick – most people enjoy talking about themselves. This is, however, not true for everybody so be sensitive about personalization and don't overdo it!)

**Exercise b)** *probably all 5 aims!*

Notes:

By making the students read the introduction to the text, which is the summary and main idea of it, the exercise prepares them for what follows both in terms of content and language (i.e. how we talk about that content in English).

Asking them if they agree with the underlying idea of the research might raise their interest but at any rate gives them a chance to think about the content of the text and use some topic vocabulary.

(If you did not consider *Exercise b* with this text saying that it is not a pre-reading activity any more as the students have to read part of the text in order to do the exercise – fair enough, that is a valid way of looking at it!)

### **p. 73 Sleepy people – the dangers of sleep deprivation**

#### **The role of p.72**

This is not a pre-reading activity going with the text in the strict sense of the word, as the aim of this page is to learn/revise the structures *used to do sth* and *be used to doing sth*, and practise these language items by doing the questionnaire in pairs. However, the topic of this part of the lesson is sleep and sleep deprivation, which will later aid the comprehension of the reading text to follow by

- *activating / brushing up existing knowledge of the topic*
- *activating / pre-teaching vocabulary*
- *raising interest in the topic*

**Exercise a)** *raising interest in the topic, predicting the content of the text*

Like with the text above, it is debatable if we should consider it a pre-reading activity or not – as the students must read part of the text in order to complete it. However, doing *Exercise a* prepares them for reading the rest of the text: they understand where the text comes from and the main issue that it deals with.

2.

[https://elt.oup.com/catalogue/items/global/adult\\_courses/english\\_file\\_third\\_edition/intermediate/?cc=de&selLanguage=de](https://elt.oup.com/catalogue/items/global/adult_courses/english_file_third_edition/intermediate/?cc=de&selLanguage=de)

### **p. 5 Mood Food**

#### **Exercise a)**

*activating / brushing up existing knowledge of the topic*

*activating / pre-teaching vocabulary*

With a feedback session for this activity also: *supplying topic knowledge*

#### **Exercise b)**

*raising interest in the topic*

*predicting the content of the text*

#### **Exercise c) first part: interpreting the title**

*raising interest in the topic*

*predicting the content of the text*

3.

[https://elt.oup.com/catalogue/items/global/adult\\_courses/new\\_headway/intermediate\\_fourth\\_edition/?cc=global&selLanguage=enu%2711](https://elt.oup.com/catalogue/items/global/adult_courses/new_headway/intermediate_fourth_edition/?cc=global&selLanguage=enu%2711)

### **pp 26-27 Romeo and Juliet**

#### **Exercise 1)**

*activating / brushing up existing knowledge of the topic*

With feedback session for the activity also: *supplying topic knowledge*

#### **Exercise 2)**

1. *activating / brushing up existing knowledge of the topic*

With feedback session for the activity also: *supplying topic knowledge and activating / pre-teaching vocabulary*