

# “Adopting a Task-based Approach to Planning and Implementing the Senior Secondary English Language Curriculum”



Programme Instructors:

Dr Simon CHAN, Lecturer, Faculty of Education,  
The University of Hong Kong

Dr Jim CHAN, Assistant Professor, Faculty of Education,  
The University of Hong Kong

# Objectives of the program

---

- \* To **raise English teachers' critical awareness** of teaching materials design for task-based language teaching
- \* To **enhance teachers' capacity in adopting a task-based approach** to enhance the communicative competence of senior secondary students
- \* to enable teachers to **develop language skills** in meaningful contexts

# Program content – an outline

---

1. **Introduction** – Task-based approach to English language teaching
2. Understanding the task-based approach in textbooks (Longman, Aristo, Oxford) (Chan, 2013, 2014)
3. Unit and lesson planning, activity design and materials development - **some examples** in the textbooks and possible modifications
4. Sharing examples of building ‘tasks’ using **authentic texts**
5. **Hands-on activities** (collaboration among teachers) - designing pedagogical and / or real-life tasks

---

# 1. Introduction – Task-based approach to English language teaching

# Activity 1 – Brainstorming:

---

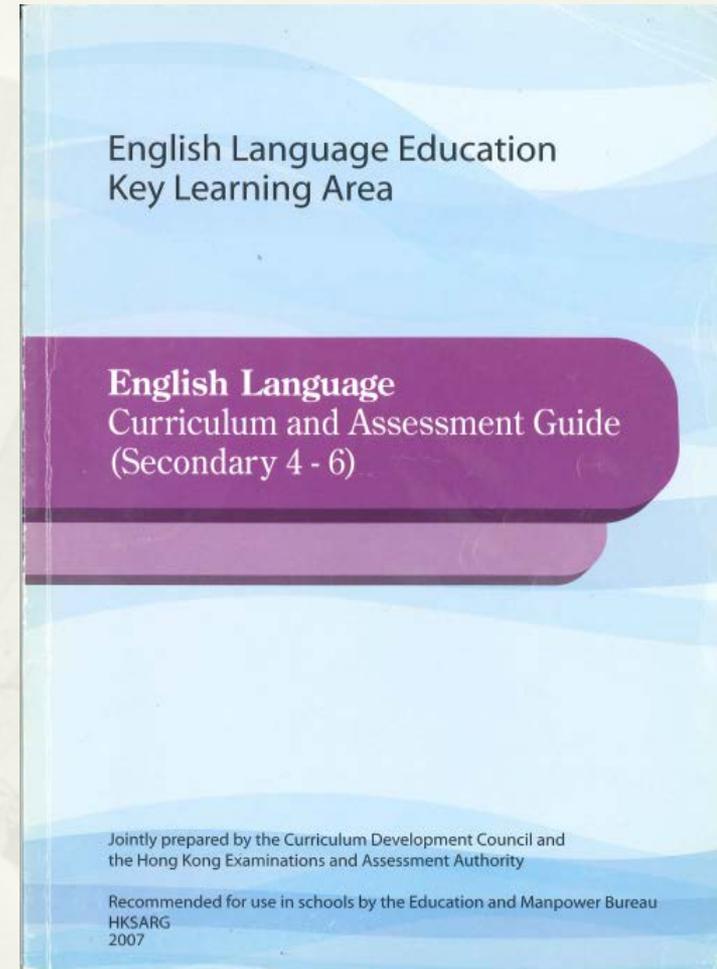
Discuss in groups:

1. What is a **task-based approach** to English language teaching?
2. What are the **key elements** in a task?

# Activity 2 - Task-based approach in the SS curriculum

Now, read the selected pages of the SS curriculum and assessment guide (CDC, p.52, 73):

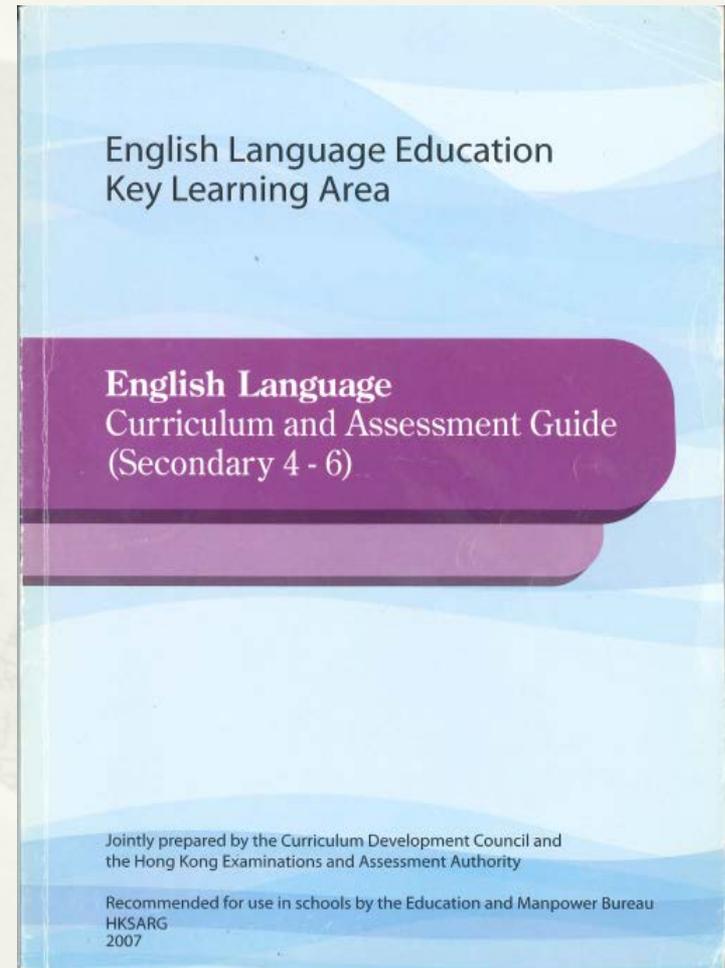
- \* What does **a task-based approach involve** according to the curriculum? Highlight some of the key elements.



# The (senior) secondary ELT curriculum (S4-6)

‘In the Compulsory Part, teachers are encouraged to adopt the task-based approach and make use of the concepts of Modules, Units and Tasks in organising learning and teaching. A module is an organising focus, and usually contains a number of units which are thematically or conceptually related. These themes and concepts are explored through tasks. Using resources and authentic materials, teachers may develop modules of their own to suit the interests, needs and abilities of their particular group of learners.’ (CDC, 2007: 52-53)

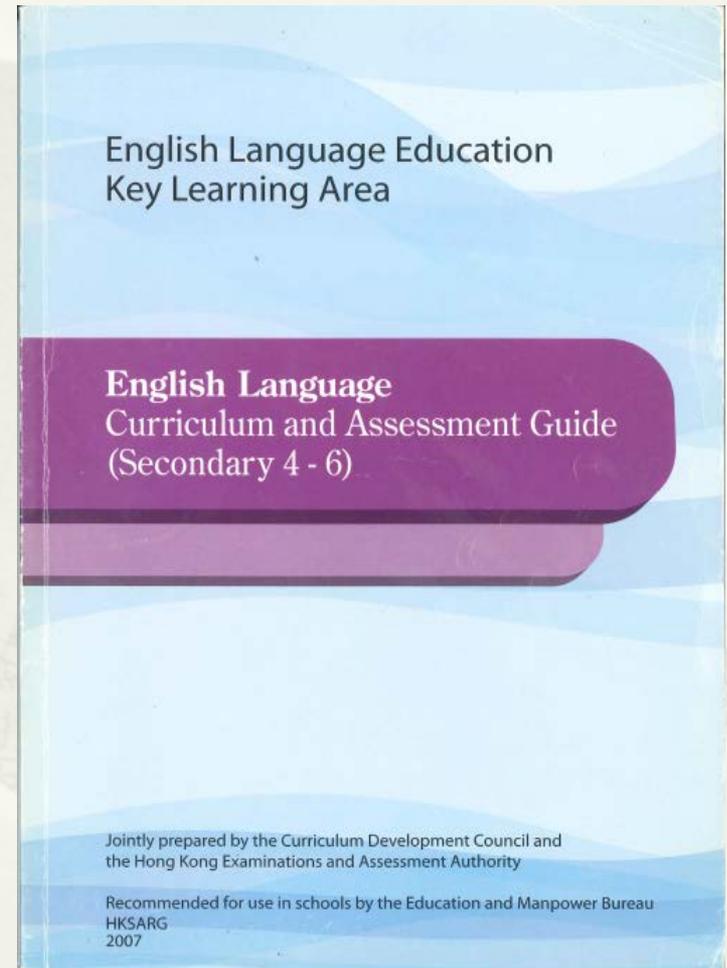
‘Organising learning and teaching materials into modules, units and tasks provides learners with a framework that enables them to learn in purposeful and authentic situations.’ (CDC, 2007: 53)



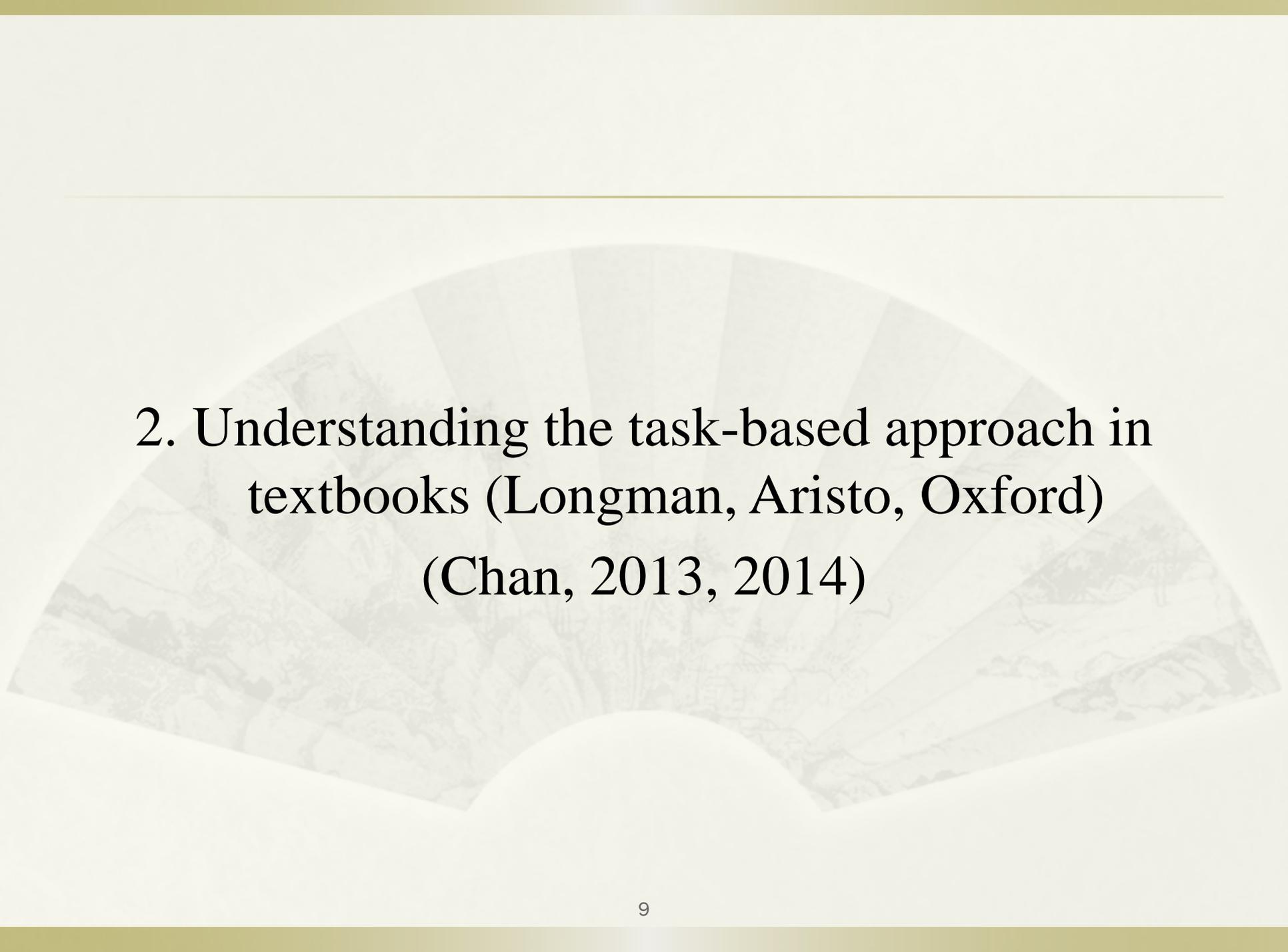
# The (senior) secondary ELT curriculum (S4-6)

‘In the Compulsory Part, teachers are encouraged to adopt **the task-based approach** and make use of the concepts of Modules, Units and Tasks in organising learning and teaching. A module is an organising focus, and usually contains a number of units which are **thematically** or **conceptually** related. These themes and concepts are explored through tasks. Using resources and **authentic materials**, teachers may develop modules of their own to suit the interests, needs and abilities of their particular group of learners.’ (CDC, 2007: 52-53)

‘Organising learning and **teaching materials** into modules, units and tasks provides learners with a framework that enables them to learn in **purposeful** and **authentic** situations.’ (CDC, 2007: 53)



---



2. Understanding the task-based approach in  
textbooks (Longman, Aristo, Oxford)  
(Chan, 2013, 2014)

# Activity 3 – understanding textbook design

---

Read the instructions of the tasks in Hong Kong's popular commercial textbooks.

- \* How do you think about the authenticity of these tasks?

# Authenticity?

---

- \* Ellis (2003: 339):
  - \* **Situational authenticity**
    - \* Tasks matching ‘a situation found in the real world’
  - \* **Interactional authenticity**
    - \* Tasks resulting in ‘patterns of interaction similar to those found in the real world’

# AUTHENTICITY CONSTRUCTION IN TASKS

## (A) A straightforward approach:

*Which of the following things do you worry about? Rank the issues from '1' to '7' (1=what you worry about most, 7=what you worry about least. Now work in pairs. Tell your partner how you ranked the things and explain why you ranked them the way you did.*

(LE book 2B, p.3, warm-up)

## (B) An indirect approach:

*You have learnt that some students in your school are drug addicts. You are shocked and are writing about it on your blog. Complete your entry.*

(OE book 2B, p.69, pre-reading)

# AUTHENTICITY CONSTRUCTION IN TASKS

## An indirect approach :

**Your teacher wants you to learn** the use of ‘let’ and ‘make’. Read what she says...



(AS book 1B, **input-providing exercise**, p.76)

## **Other (rather weird) examples:**

- ❖ Correct the grammatical mistakes in **your friend’s blog entry**
- ❖ Fill in the blanks for your online chat because of **the problem with your computer screen**
- ❖ Identify the blurred words on the **newspaper advertisement** which has **got wet**

# AUTHENTICITY CONSTRUCTION IN TASKS

## An indirect approach :

*Your NET wants you to write a short story for a 'Growing Pains and Gains' class project. To help you, he gives you a note card and a recording of part of a talk in which a writer gives some writing tips. Listen to the recording and complete the note card.*

(LE book 2B, p.18-21)

Authenticity in tasks is constructed:

1. (Mainly) via an **indirect approach**
2. By situating in a **scenario** (often in a school context)
3. **By creating a role** for the student readers

↔ Why not a more straightforward approach?

# AUTHENTICITY CONSTRUCTION IN TASKS

## (A) A straightforward approach:

*Read the question paper and the notes a candidate has made on the possible topics for Part B questions below. Then think of one question that an examiner might ask for each of the possible topics and write your questions in the space provided.*

(LE NSS Speaking Skills Book, p.79, Ex6)

## (B) An indirect approach:

*Harry Chu's friend Fion has asked him for advice. Harry doesn't have much experience in writing letters of advice and he has asked you to check this reply. Put your comments in the correct places. Write A-D.*

(Oxford exam skills plus V1, paper 2, p.105, writing skills)

# AUTHENTICITY CONSTRUCTION IN TASKS

How do we engage students in **real-world language use**?

## (A) A straightforward approach:

*Read the log book extract about 'Let's Talk Sex' on page 154 in Appendix 1. Then look at the dialogue below for the beginning of a group interaction on the text. Complete the dialogue using the instructions in brackets.*

(LE NSS Speaking Skills Book, p.57, Ex6)

## (B) An indirect approach:

*You recently bought tickets for a basketball game, but you were refused entry to the stadium. The pictures below show what happened. Write a short description of the events to go with each of the pictures.*

(Oxford exam skills plus V1, paper 2, p.69, writing skills)

# AUTHENTICITY CONSTRUCTION IN TASKS

1. How do we engage students in **real-world language use**?
2. How much **inputs** do we give them?

## (A) A straightforward approach:

*Read the log book extract about 'Let's Talk Sex' on page 154 in Appendix 1. Then look at the dialogue below for the beginning of a group interaction on the text. Complete the dialogue using the instructions in brackets.*

(LE NSS Speaking Skills Book, p.57, Ex6)

**Student A:** Shall we make a start? We're here to compare the cultures shown in a text we've viewed with Chinese culture. Let's begin by introducing the programme.

**Student B:** OK. \_\_\_\_\_

**Student C:** That's right. \_\_\_\_\_

**Student A:** Yes. It also explores teenagers' attitudes towards sex. For example, it

\_\_\_\_\_

...

# The continuum from focus on form to focus on meaning (Littlewood, 2004)

Focus on forms		←	→	Focus on meaning
<b>Non-communicative learning</b>	<b>Pre-communicative language practice</b>			<b>Authentic communication</b>
Focusing on the structures of language, how they are formed and what they mean, e.g. substitution exercises, 'discovery' and awareness-raising activities	Practising language with some attention to meaning but not communicating new messages to others, e.g. 'question-and-answer' practice			Using language to communicate in situations where the meanings are unpredictable, e.g. creative role-play, more complex problem-solving and discussion
		←	→	
<i>'Exercises'</i>				<i>'Tasks'</i>
<i>'Enabling tasks'</i>		←	→	<i>'Communicative tasks'</i>

---

### 3. Unit and lesson planning, activity design and materials development

- some examples in the textbooks and possible modifications

# The (senior) secondary ELT curriculum (S4-6) (p.75)

Tasks are activities in which learners are required to draw together and further develop their knowledge and skills. They are characterised by an emphasis on activity, participation and communication among participants through a variety of modes and media. Every learning task should have the following five features:

- \* A task should have a **purpose**. It involves learners in using language for the range of purposes described in the sections on Learning Targets and Learning Objectives in Chapter 2.
- \* A task should have a **context** from which the purpose for using language emerges.
- \* A task should involve learners in a mode of **thinking** and **doing**.
- \* The purposeful activity in which learners engage in carrying out **a task should lead towards a product**.
- \* A task should require learners to **draw upon their framework of knowledge and skills** and should be designed to enable them to **strengthen or extend this**.

# A list of suggested modules and units for the senior secondary level (CDC, 28-29)

## Getting along with Others

- \* Friendship and Dating
- \* Sharing, Co-operation, Rivalry

## Study, School Life and Work

- \* Study and Related Pleasure/Problems
- \* Experiments and Projects
- \* Occupations, Careers and Prospects

## Cultures of the World

- \* Travelling and Visiting
- \* Customs, Clothes and Food of Different Places

## Wonderful Things

- \* Successful People and Amazing Deeds
- \* Great Stories
- \* Precious Things

## Nature and Environment

- \* Protecting the Environment
- \* Resources and Energy Conservation

## The Individual and Society

- \* Crime
- \* Human Rights (personal rights, civic rights, respect)

## Communicating

- \* The Media and Publications
- \* International Network (Internet)

## Technology

- \* Changes Brought about by Technology

## Leisure and Entertainment

- \* The World of Sports
- \* “Showbiz”

# Structure of SS exam skills books

Oxford exam skills plus V. 1 paper 2 Writing (Unit 3, the name of the game):

1. Warming up
2. **Type of writing** (narrative writing )
3. **Language functions** (narrating events, referring to people, places and things)
4. **Vocabulary link** (vibrant verbs, words related to sporting events)
5. **Learn the text type** (writing an email, writing a newspaper report)
6. **Writing skills** (writing a text using picture prompts, writing headlines and leads)
7. Exam practice
8. Self assessment

Pre-tasks?

During task??

Post-task????

# A Framework for designing task-based lessons (Ellis, 2006)

Phase	Examples of options
A. Pre-task	<ul style="list-style-type: none"><li>* Framing the activity (e.g. establishing the outcome of the task)</li><li>* Planning time</li><li>* Doing a similar task</li></ul>
B. During task	1. Supporting learners in performing a task <b>similar to the task</b> they will perform in the during-task phase of the lesson
C. Post-task	2. asking students to <b>observe a model</b> of how to perform the task
Figure 1: A framework for de	3. engaging learners in <b>non-task activities</b> designed to prepare them to perform the task  4. <b>strategic planning</b> of the main task performance

# A Framework for designing task-based lessons (Ellis, 2006)

Phase	Examples of options
A. Pre-task	<ul style="list-style-type: none"><li>* Framing the activity (e.g. establishing the outcome of the task)</li><li>* Planning time</li><li>* Doing a similar task</li></ul>
B. During task	<ul style="list-style-type: none"><li>* Time pressure</li><li>* Number of participants</li></ul>
C. Post-task	<ul style="list-style-type: none"><li>* Learner report</li><li>* Consciousness-raising</li><li>* Repeat task</li></ul>

Figure 1: A framework for designing task-based lessons

# Three Examples

---

- \* **Example 1:** Designing a time capsule (Mr. Matthew Tsang's lesson - a speaking task)
- \* **Example 2:** Writing a report (modifying textbook tasks)
- \* **Example 3:** The C-R task (Grammar Consciousness-raising tasks)

# Three Examples

---

- \* **Example 1:** Designing a time capsule (Mr. Matthew Tsang's lesson – a speaking task)
- \* **Example 2:** Writing a report (modifying textbook tasks)
- \* **Example 3:** The C-R task (Grammar Consciousness-raising tasks)

# Example 1 – Designing a time capsule (Matthew's lesson – a speaking task)

## \* Pre-task(s):

1. **Song** – raising students' interest
2. **Vocabulary** input + **cognitive** support (using authentic materials)

## \* While-task(s):

1. **Group discussion**
2. **Cross-group presentation**

## \* Post-task(s):

1. **Peer evaluation**

**Vocabulary input**

The adapted text is ...  
**contextualised, localised,  
 personalised and more stimulating.**

Examples of prompts appearing on power-point slides

**Infectious diseases**

SARS	bird flu	medical workers	
(Dr. Cheung Yuen Man, Dr. Sham Cho Yiu, Dr. Yuen Kwok Yung)			
civet cats	disinfectant	mask	Amoy Gardens
Prince of Wales Hospital			

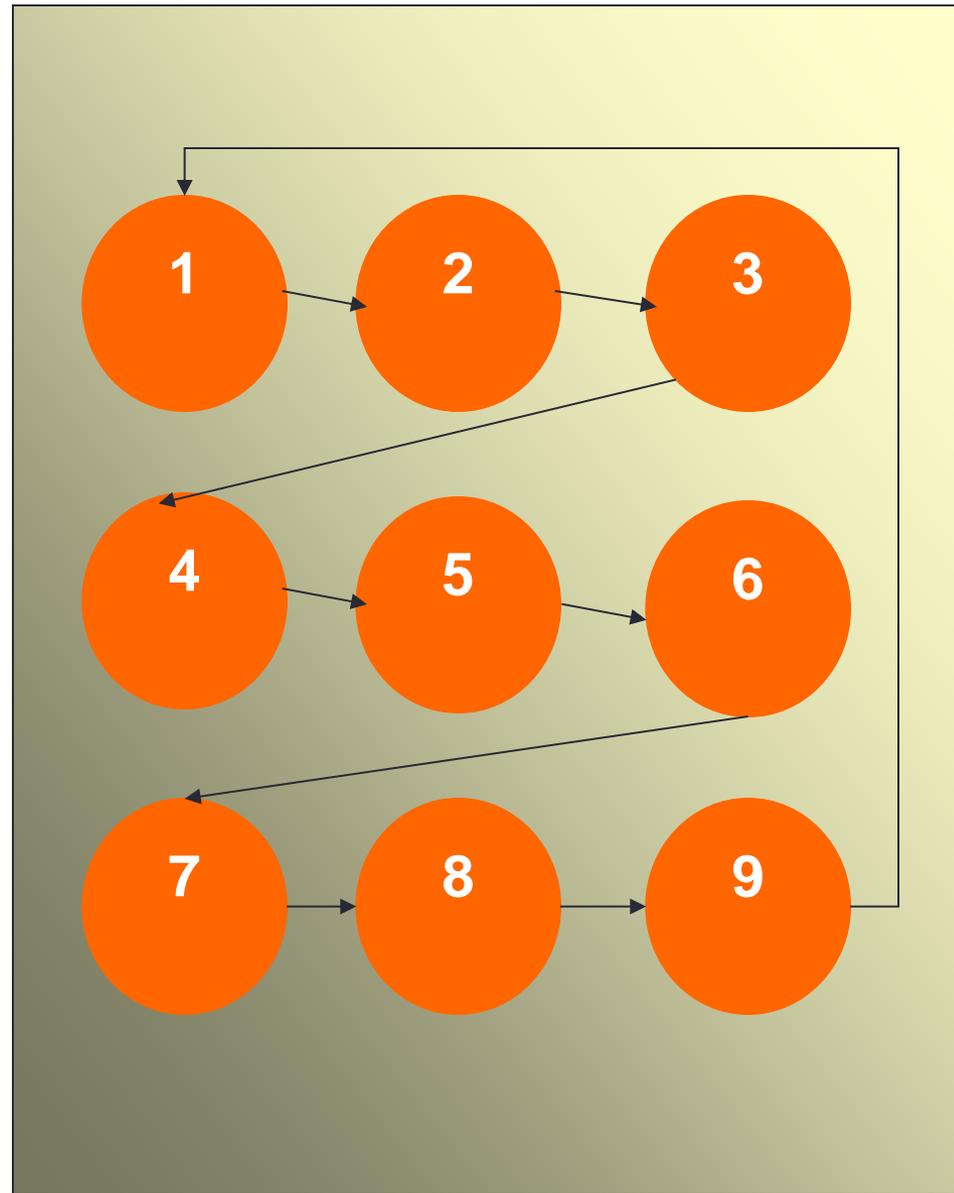
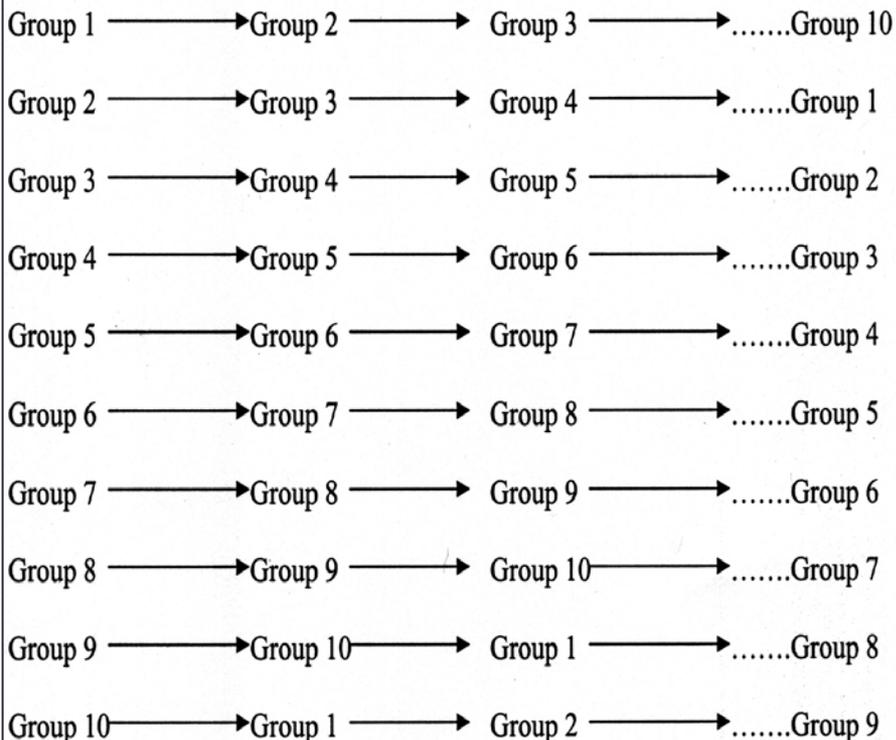
**Popular culture**

Roman Tam	Leslie Cheung	Anita Mui	Nicholas Tse
Infernal Affairs I (A blockbuster)		flash mob	3G

# Cross-Group Presentations 29

## Oral Presentation

1. Two of the members in a group have to go to other groups to present your work orally. You will be given three minutes for each presentation.
2. The rest of the members in a group have to listen to the presentation from the other groups and given marks to them. You have two minutes to do this.
3. After each presentation, you have to listen to the teacher as he will give you the signal to go to another group for the next presentation.
4. The presentation should be like this:



# Achieving Communicative Purposes

T: "That is **a very good chance for them to speak English...** Well, they have an **audience**, right? **They have the reason why they have to present.**"

T: "... in the past I asked the group, the whole group to come out to present, but the problem I, I found was that **not all the groups have the chance to come out**, alright, so instead of doing it in this way, I had this idea; that is, they go to each group, alright, so they have a chance to present to all groups."

S1: "... we can talk something to the classmates and sometimes they may ask us some **interesting questions**. We need to think it immediately. It is because we only have three minutes to present, so it is very difficult and I think **it is very challenged** also."

S2: "I think you can talk in some other words, But not really copy the way you say in the first time, second time, you can change some words or another, you may say something more interesting, so **you can learn how to communicate** with others if you **practice more.**"

# The cross-group presentations...

- 😊 maximise learner talk
- 😊 create a real 'audience'
- 😊 challenge students to think
- 😊 develop students' confidence
- 😊 give students immediate feedback
- 😊 Formative
- 😊 Summative

Reminder:

- Clear instructions
- Classroom routines

# Developing Confidence

T: "... Students will feel much more confident when they have something actually written down on paper first, alright. If you don't let them write something, but just let them speak, they will find it very difficult."

*( What do you think you have gained from presenting for nine times? )*

S: "My brave, improve my brave."

# Peer Evaluation

<u>Evaluation Form for Group</u>		<u>1/</u>	<u>2/</u>	<u>3/</u>	<u>4/</u>	<u>5/</u>	<u>6/</u>	<u>7/</u>	<u>8/</u>	<u>9/</u>	<u>10</u>
	Excellent	Good			Average		Weak			Very weak	
<u>Postures</u>											
Eye contact & Facial Expression	5	4			3		2			1	
<u>Presentation</u>											
Enthusiasm	5	4			3		2			1	
<u>Content and Language used</u>											
Level of interest	5	4			3		2			1	
Organisation of ideas	5	4			3		2			1	
Clarity of ideas	5	4			3		2			1	

# Three Examples

---

- \* **Example 1:** Designing a time capsule (Mr. Matthew Tsang's lesson – a speaking task)
- \* **Example 2:** Writing a report (modifying textbook tasks)
- \* **Example 3:** The C-R task (Grammar Consciousness-raising tasks)

## **EXAMPLE 2:** WRITING A REPORT

*Oxford exam skills plus V. 1 paper 2 Writing*  
(Unit 3, the name of the game)

### **Activity 4 – Modifying textbook tasks**

- How can we modify the textbook design in order to form Ellis's (2006) framework?
- Let's go through the modified task together!
- (P.74)



# STRUCTURE OF SS EXAM SKILLS BOOKS

Oxford exam skills plus V. 1 paper 2 Writing (Unit 3, the name of the game):

1. Warming up
2. **Type of writing** (narrative writing )
3. **Language functions** (narrating events, referring to people, places and things)
4. **Vocabulary link** (vibrant verbs, words related to sporting events)
5. **Learn the text type** (writing an email, writing a newspaper report)
6. **Writing skills** (writing a text using picture prompts, writing headlines and leads)
7. Exam practice
8. Self assessment

- Focusing on **specific examination/writing skills** in individual tasks + **information giving**
- **Themes** provided; Scenarios given

# STRUCTURE OF SS EXAM SKILLS BOOKS

Oxford exam skills plus V. 1 paper 2 Writing (Unit 3, the name of the game):

1. Warming up
2. **Type of writing** (narrative writing )
3. **Language functions** (narrating events, referring to people, places and things)
4. **Vocabulary link** (vibrant verbs, words related to sporting events)
5. **Learn the text type** (writing an email, writing a newspaper report)
6. **Writing skills** (writing a text using picture prompts, writing headlines and leads)
7. Exam practice
8. Self assessment

Pre-tasks?

During task?

Post-task????

# CAN WE SEQUENCE THE LESSONS LIKE THIS?

## Lesson 1

### *Pre-task*

- Understanding sample writing

### *During task*

- Writing Headline + Lead
- Constructing a writing plan (group?)

### *Post-task*

- Peer evaluation (checklist)?

## Lesson 2

### *Pre-task (p.62)*

- Subject and object pronouns
- Determiners

### *During task*

- Writing paragraph 1 (group?)

### *Post-task*

- Peer focused marking (determiners)?

## Lesson 3

### *Pre-task (p.63-65)*

- Vocabulary (related to sports)

### *During task*

- Revising and writing all paragraphs (Individual?)

### *Post-task*

- Sample sharing (3 good/bad introductions)?

# Three Examples

---

- \* **Example 1:** Designing a time capsule (Mr. Matthew Tsang's lesson – a speaking task)
- \* **Example 2:** Writing a report (modifying textbook tasks)
- \* **Example 3:** The C-R task (Grammar Consciousness-raising tasks)

# A FRAMEWORK FOR DESIGNING TASK-BASED LESSONS (ELLIS, 2006)

Phase	Examples of options
A. Pre-task	<ul style="list-style-type: none"><li>* Framing the activity (e.g. establishing the outcome of the task)</li><li>* Planning time</li><li>* Doing a similar task</li></ul>
B. During task	<ul style="list-style-type: none"><li>* Time pressure</li><li>* Number of participants</li></ul>
C. Post-task	<ul style="list-style-type: none"><li>* Learner report</li><li>* Consciousness-raising</li><li>* Repeat task</li></ul>

Figure 1: A framework for designing task-based lessons

# GRAMMAR CONSCIOUSNESS-RAISING TASKS

Step 1: **Engagement with the context:**

<https://www.youtube.com/watch?v=uCezICQNgJU>

Step 2 : **Reading Comprehension** (Please refer to C-R Task Reading Text)

Step 3: **Guided collaborative discovery of the forms and meanings of the targeted grammar item** (Please refer to the C-R Task Sheet)

# CONSCIOUSNESS-RAISING TASKS

- Promoting learner autonomy?
- Integrating grammar with the four macro skills
- Possibly deeper engagement and memory through self-discovery?
- Presenting multiple examples of the targeted grammar item in a contextualised manner
- Looking at grammar at the discourse level



**WRITTEN ENGLISH USE IN LEISURE TIME AND WORKPLACE IN HONG KONG**  
 (EVANS, 2010; 2011 ADAPTED IN CHAN, 2013)

Rank in frequency	Leisure time		Workplace	
	Teenagers	Adults	Writing	Reading
1	Instant messaging	Emails	Emails	Emails
2	Websites	Instant messaging	Reports	Letters
3	Social networking sites	Social networking sites	Letters	Reports
4	Newspapers	SMS	Memos	Memos
5		Websites	Faxes	Legal documents
6		Books-factual	Minutes	Websites
7		Personal letters		Professional journals/ Magazines
8		Blogs		Faxes
9		Newspapers		Minutes
10				Circulars/ Newsletters
11				Promotional materials

4. Sharing examples of building ‘tasks’ using **authentic  
texts**



# BUILDING A TBLT SEQUENCE BASED ON AN AUTHENTIC TEXT

Intended Learning Outcomes:

At the end of this unit, participants should be able to:

1. recognize and describe the **generic structure** and **linguistic features** of procedural texts

2. **use** (read, write, speak, understand) procedural texts to achieve different purposes in everyday life.



## *ASTROSPEAK*

- Have you seen the above word? What is it?
- Divide the word into two parts and that may help you guess.
- Actually astrospeak is a column that we see in some newspapers and magazines



# WHAT IS “ASTROLOGY”?

If we google for the definition of this word, we'll find:

- as·tro.lo·gy
- Noun:
- The study of the movements and relative positions of objects in the outer space interpreted as having an influence on humans.
- In the West, astrology most often consists of a system of horoscopes that claim to explain aspects of a person's personality and predict future events in their life based on the positions of the sun, moon, and other planetary objects at the time of their birth.



# ASTROLOGY

In everyday life, some people might read newspaper columns of horoscopes for advice on relationships, money matters and health issues...

**However...**



- 1. Read and write horoscopes for fun.*
- 2. Do not take them too seriously.*
- 3. Use them sometimes as fun topics to spice up your conversations 😊!*



## DAILY HOROSCOPES

- What is/are the *communicative purpose(s)* of the horoscope genre?
- Look for your answer in your handout. This is a daily horoscope column written by an astrologist in a newspaper.
- It is a **genre** consisting of two components:
  - (1) **descriptive report**: to describe the reader's current or near future situation (i.e. making predictions); and
  - (2) **procedural text**: to give instructions to the reader (i.e., giving advice on *what to do and what not to do*).



# DAILY HOROSCOPE

## PRE-TASK 1: DETAILED READING

- Read the daily horoscopes below for Aries and identify stages and phases within.

### ARIES

MAR 22-APR 20

Relationships take a turn  
for the worse if you persist  
in an aggressive manner.  
Being tactful is a necessity.

Col: Maroon, No: 2

### STAGE 1

**DESCRIPTION—(FORECAST  
AND PREDICTIONS)**

Phase: negative prediction on  
relationships

### STAGE 2

**INSTRUCTIONS AND STEPS**

Phase: appropriate actions to take

### STAGE 3

**LUCKY COLOR AND NUMBER**



# STAGES AND PHASES IN THE HOROSCOPE GENRE

## ○ Stages in the horoscope genre:

- STAGE 1: DESCRIPTION—(FORECAST AND PREDICTIONS)
  - Possible phases:
    - Phase a: positive predictions on marriage, business, friendship, relationship, travel, etc.
    - Phase b: negative predictions on marriage, business, friendship, relationship, travel, etc.
- STAGE 2: INSTRUCTIONS AND STEPS
  - Possible Phases:
    - Phase a: appropriate actions to take
    - Phase b: warnings
    - Phase c: encouragement



## PRE-TASK 2:

- Can you identify your own horoscope and that of the person sitting next to you?



# YOU CAN WRITE A HOROSCOPE COLUMN FOR FUN!

## SENTENCE PATTERNS IN HOROSCOPE WRITING

- Let's study the sentences in the DESCRIPTION STAGE together
  - Pattern 1: Special use of 'Could'
- “could”— we call this a “modal verb”; it often expresses probability, or likelihood (e.g., You could get rich!)*

<b>A friend</b>	<b>could</b>	<b>turn into an enemy.</b>
<b>Business relations</b>	<b>could</b>	<b>get tricky.</b>
<b>You</b>	<b>could</b>	<b>confuse it with...</b>

## MORE EXAMPLES

Business	<b>could</b>	be crippled by its uncertain condition.
Business relations	<b>could</b>	be difficult.
A friend	<b>could</b>	become a threat.
A strained relationship	<b>could</b>	be improved.
This relationship	<b>could</b>	go up in flames.

DESIGN YOUR OWN SENTENCES TO MAKE PREDICTIONS  
ABOUT RELATIONSHIPS USING THIS PATTERN:

X - COULD - Y

	<b>could</b>	
	<b>could</b>	

# SENTENCE PATTERNS TO DO DESCRIPTION

- Pattern 2: Complete sentences for predictions
  - Sentence pattern: [sth.] + [positive/negative prediction]

A banquet brings a lot of **fun**.  
*[sth.] [positive prediction]*

Relationships take a turn for (=become) the **worse**.  
*[sth.] [negative prediction]*



# SENTENCE PATTERNS IN DESCRIPTION

- Pattern 3: Incomplete sentences for predictions

- Business deals likely. (VIRGO)

Can you look for another one in the text?

(What words are often omitted in incomplete sentences; why are they omitted?)

- Marriage in the family (LIBRA)



## PRE-TASK III: MAKING PREDICTIONS

Identify the predictions made on the handout about the following:

- Positive predictions

<b>A junket</b>	
<b>The waxing moon</b>	
<b>Partnerships</b>	
<b>Hard work</b>	

- Negative predictions

<b>Relationships</b>	
<b>Business</b>	
<b>Health</b>	
<b>A friend</b>	
<b>Money matters</b>	



## PRE-TASK III: MAKING PREDICTIONS

Identify the predictions made on the handout about the following:

- Positive predictions

A junket	brings lots of <u>fun</u> .
The waxing moon	adds <u>enchantment</u> to your mood.
Partnerships	do <u>well</u> .
Hard work	will <u>pay off</u> .

Relationships	take a turn for the <u>worse</u> .
Business	could get <u>tricky</u> .
Health	<u>needs</u> care.
A friend	<u>needs</u> advice and support.
Money matters	take up <u>all</u> your time.



## DURINGTASK : RECONSTRUCTION

- Reconstruct STAGE 1 (the Description stage ) of your own horoscope writing using the language resources provided or in your own words.
  - Requirement: Include at least one positive and one negative prediction



# SENTENCE PATTERNS FOR THE 2<sup>ND</sup> STAGE:

## GIVING ADVICE

(I.E., INSTRUCTIONS: WHAT TO DO AND NOT TO DO)

- Imperative sentence patterns to give instructions
- A “verb” (or: “Do not + Verb”) will start your sentence:

<b>Go</b>	with the flow. (CANCER)
<b>Do not confuse</b>	it with romantic love. (LEO)
<b>Throw</b>	a party and <b>enthrall</b> everyone with your wit (CAPRICORN)
<b>Plan</b>	a weekend getaway from friends and relatives (SCORPIO)



## DURING TASK: SENTENCE PATTERNS FOR THE INSTRUCTION STAGE

- There are some **more complex sentence patterns** which can be used to form instructions. Can you identify them on the handout and change them to easy-to-read instructions starting with an “action verb”?

**...suit you well.** E.g. Athletic endeavors suit you well.

*→ Do some sports activities.*

**...is a necessity.** E.g. Being tactful is a necessity.

*→ Try to be tactful.*

**...look exciting.** E.g. Travel plans look exciting.

*→ Make travel plans.*



## DURING TASK (CONTINUED)

- Recycle the language features in stage 2 for a new context (e.g. Agony aunt letter)

*Dear Marge,*

*All the other children laugh at me at school and say my clothes are completely unfashionable. I feel really stupid. I ask my parents to buy me better clothes but they say they don't have enough money. What can I do?*

- Genre: **Advice column**
- Language features:
  - **Model verb** (e.g., 'could') - **Probability/likelihood** (e.g., You could get rich!); **Suggestions and advice** (e.g., You could tell him the truth.)
  - **Imperatives** - **Give instructions** (e.g., Do some sports activities.)



# SUGGESTIONS FOR SETTING TBLT TEACHING UNITS BASED ON TEXTS:

- Identifying the genre of the text as well as its overall communicative purpose(s): Astrospeak text giving predictions
- Familiarising the students with that genre and such purposes: Activating their schemata/relevant experience in reading astrospeak texts
- Engaging the students with the overall meaning of the targeted text (i.e. meaning before form): Name of your own horoscope and its description
- Identifying the major stages and phases through which meanings in the texts are constructed: The description and the instruction stages



# SUGGESTIONS FOR SETTING TBLT UNITS BASED ON TEXTS (CONT'D):

- Fully analysing the language features at each phase/stage: The word choices and sentence patterns for writing descriptions and instructions
- Familiarising the students with those language features by making them work with the examples provided in the text and by making them generate more examples of their own: The sentence-making tables
- Transferring these language features to a relevant genre, which students may have already learnt: Agony aunt letter
- Engaging the students with generating meanings for their own text in this new context at the sentence level, using the language features focused on: Giving advice
- Synthesising their own texts from the individual sentences following the macro-structure of the text: Writing like a newspaper astropeak column writer

# SUGGESTIONS FOR SETTING TBLT TEACHING UNITS BASED ON TEXTS (CONT'D):

- Engaging context for covering useful vocabulary:
  - Topic-specific vocabulary:
    - Horoscope signs: 12 sign names
    - Colors: e.g., maroon = brownish red; emerald = bright green; aquamarine = light bluish green; mauve = pale purple
  - General vocabulary:
    - Tactful: considerate, thoughtful, kind
    - Aggressive: quarrelsome, rude, disturbing



## 5. HANDS-ON ACTIVITIES (COLLABORATION AMONG TEACHERS) - DESIGNING PEDAGOGICAL AND / OR REAL-LIFE TASKS

- Design a task-based lesson based on a specific authentic text given to your group.
- Be ready to present to the rest of the class.

