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

Programme Instructors:
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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.
'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)

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‘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…

Let...
Make....

(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

(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)

<table>
<thead>
<tr>
<th>Focus on forms</th>
<th>Pre-communicative language practice</th>
<th>Communicative language practice</th>
<th>Structured communication</th>
<th>Authentic communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-communicative learning</td>
<td>Focusing on the structures of language, how they are formed and what they mean, e.g. substitution exercises, ‘discovery’ and awareness-raising activities</td>
<td>Practising language with some attention to meaning but not communicating new messages to others, e.g. ‘question-and-answer’ practice</td>
<td>Practising pre-taught language in a context where it communicates new information, e.g. information-gap activities or ‘personalized’ questions</td>
<td>Using language to communicate in situations which elicit pre-learnt language, but with some unpredictability, e.g. structured role-play and simple problem-solving</td>
</tr>
</tbody>
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'Exercises' ← (Ellis) → 'Tasks'

'Enabling tasks' ← (Estaire and Zanon) → 'Communicative tasks'
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)

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<th>Phase</th>
<th>Examples of options</th>
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<td></td>
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<td>B. During task</td>
<td></td>
</tr>
<tr>
<td>C. Post-task</td>
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</table>

Figure 1: A framework for designing task-based lessons

1. Supporting learners in performing a task similar to the task they will perform in the during-task phase of the lesson
2. asking students to observe a model of how to perform the task
3. engaging learners in non-task activities designed to prepare them to perform the task
4. strategic planning of the main task performance
A Framework for designing task-based lessons (Ellis, 2006)

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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
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

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:

- Group 1 → Group 2 → Group 3 → ……Group 10
- Group 2 → Group 3 → Group 4 → ……Group 1
- Group 3 → Group 4 → Group 5 → ……Group 2
- Group 4 → Group 5 → Group 6 → ……Group 3
- Group 5 → Group 6 → Group 7 → ……Group 4
- Group 6 → Group 7 → Group 8 → ……Group 5
- Group 7 → Group 8 → Group 9 → ……Group 6
- Group 8 → Group 9 → Group 10 → ……Group 7
- Group 9 → Group 10 → Group 1 → ……Group 8
- Group 10 → Group 1 → Group 2 → ……Group 9
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.”

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.”

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.”

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

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

<table>
<thead>
<tr>
<th>Evaluation Form for Group</th>
<th>1/</th>
<th>2/</th>
<th>3/</th>
<th>4/</th>
<th>5/</th>
<th>6/</th>
<th>7/</th>
<th>8/</th>
<th>9/</th>
<th>10</th>
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<tbody>
<tr>
<td>Postures</td>
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<tr>
<td>Eye contact &amp; Facial Expression</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Presentation</td>
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<td>Enthusiasm</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Content and Language used</td>
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<td>Level of interest</td>
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<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Organisation of ideas</td>
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<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
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<tr>
<td>Clarity of ideas</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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* **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

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- Focusing on specific examination/writing skills in individual tasks + information giving
- Themes provided; Scenarios given
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Pre-tasks?
During task?
Post-task????
# Can we sequence the lessons like this?

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-task</strong></td>
<td><strong>Pre-task (p.62)</strong></td>
<td><strong>Pre-task (p.63-65)</strong></td>
</tr>
</tbody>
</table>
| - Understanding sample writing | - Subject and object pronouns  
- Determiners | - Vocabulary (related to sports) |
| **During task** | **During task** | **During task** |
| - Writing Headline + Lead  
- Constructing a writing plan (group?) | - Writing paragraph 1 (group?) | - Revising and writing all paragraphs (Individual?) |
| **Post-task** | **Post-task** | **Post-task** |
| - Peer evaluation (checklist)? | - Peer focused marking (determiners)? | - Sample sharing (3 good/bad introductions)?
Three Examples

* **Example 1**: Designing a time capsule (Mr. Matthew Tsang’s lesson – a speaking task)

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## A Framework for Designing Task-Based Lessons (Ellis, 2006)

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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)

<table>
<thead>
<tr>
<th>Rank in frequency</th>
<th>Leisure time</th>
<th>Workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teenagers</td>
<td>Adults</td>
</tr>
<tr>
<td>1</td>
<td>Instant messaging</td>
<td>Emails</td>
</tr>
<tr>
<td>2</td>
<td>Websites</td>
<td>Instant messaging</td>
</tr>
<tr>
<td>3</td>
<td>Social networking sites</td>
<td>Social networking sites</td>
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<tr>
<td>4</td>
<td>Newspapers</td>
<td>SMS</td>
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<tr>
<td>5</td>
<td>Websites</td>
<td>Websites</td>
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<tr>
<td>6</td>
<td>Books-factual</td>
<td>Minutes</td>
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<td>7</td>
<td>Personal letters</td>
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<td>8</td>
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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.
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.
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 😊!
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)
  o Possible phases:
    o Phase a: positive predictions on marriage, business, friendship, relationship, travel, etc.
    o Phase b: negative predictions on marriage, business, friendship, relationship, travel, etc.

• STAGE 2: INSTRUCTIONS AND STEPS
  o Possible Phases:
    o Phase a: appropriate actions to take
    o Phase b: warnings
    o 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!)

<table>
<thead>
<tr>
<th>A friend</th>
<th>could</th>
<th>turn into an enemy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business relations</td>
<td>could</td>
<td>get tricky.</td>
</tr>
<tr>
<td>You</td>
<td>could</td>
<td>confuse it with…</td>
</tr>
</tbody>
</table>
**More examples**

<table>
<thead>
<tr>
<th>Business</th>
<th>could</th>
<th>be crippled by its uncertain condition.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business relations</td>
<td>could</td>
<td>be difficult.</td>
</tr>
<tr>
<td>A friend</td>
<td>could</td>
<td>become a threat.</td>
</tr>
<tr>
<td>A strained relationship</td>
<td>could</td>
<td>be improved.</td>
</tr>
<tr>
<td>This relationship</td>
<td>could</td>
<td>go up in flames.</td>
</tr>
</tbody>
</table>
Design your own sentences to make predictions about relationships using this pattern: X - could - Y

<table>
<thead>
<tr>
<th>could</th>
</tr>
</thead>
<tbody>
<tr>
<td>could</td>
</tr>
<tr>
<td>could</td>
</tr>
<tr>
<td>could</td>
</tr>
<tr>
<td>could</td>
</tr>
</tbody>
</table>
SENTENCE PATTERNS TO DO DESCRIPTION

Pattern 2: Complete sentences for predictions

- Sentence pattern: [sth.] + [positive/negative prediction]

A banquet brings a lot of \textbf{fun}.

[sth.] [positive prediction]

Relationships take a turn for (=become) the \textbf{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**
  - A junket
  - The waxing moon
  - Partnerships
  - Hard work

- **Negative predictions**
  - Relationships
  - Business
  - Health
  - A friend
  - Money matters
**Pre-task III: Making Predictions**

Identify the predictions made on the handout about the following:
- Positive predictions

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A junket</strong></td>
<td>brings lots of <strong>fun</strong>.</td>
</tr>
<tr>
<td><strong>The waxing moon</strong></td>
<td>adds <strong>enchantment</strong> to your mood.</td>
</tr>
<tr>
<td><strong>Partnerships</strong></td>
<td>do <strong>well</strong>.</td>
</tr>
<tr>
<td><strong>Hard work</strong></td>
<td>will <strong>pay off</strong>.</td>
</tr>
<tr>
<td><strong>Relationships</strong></td>
<td>take a turn for the <strong>worse</strong>.</td>
</tr>
<tr>
<td><strong>Business</strong></td>
<td>could get <strong>tricky</strong>.</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td><strong>needs care</strong>.</td>
</tr>
<tr>
<td><strong>A friend</strong></td>
<td><strong>needs advice and support</strong>.</td>
</tr>
<tr>
<td><strong>Money matters</strong></td>
<td><strong>take up all your time</strong>.</td>
</tr>
</tbody>
</table>
**DURING TASK: 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 2nd 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:

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Go</strong></td>
<td>with the flow. (CANCER)</td>
</tr>
<tr>
<td><strong>Do not confuse</strong></td>
<td>it with romantic love. (LEO)</td>
</tr>
<tr>
<td><strong>Throw</strong></td>
<td>a party and <strong>enthral</strong>l everyone with your wit (CAPRICORN)</td>
</tr>
<tr>
<td><strong>Plan</strong></td>
<td>a weekend getaway from friends and relatives (SCORPIO)</td>
</tr>
</tbody>
</table>
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.
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 astrospake 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.