

## Exemplar 8: Promoting Authenticity and Student Involvement in Task Design

### Overview



Mr Matthew Tsang, who teaches at [The Church of Christ in China Ming Yin College](#), has demonstrated his outstanding skills in adapting and extending materials from the textbook and designing both authentic and purposeful tasks within meaningful contexts for his students, thereby optimising their learning opportunities.

To promote authenticity, he constantly creates room in his teaching to enable him to integrate the use of materials from authentic sources into his lessons by making effective use of the different options of textbook adaptation. In this exemplar, you will see how songs, Internet materials and movies have been incorporated into one of his units of teaching.

With Mr Tsang's professional expertise, he has also made very effective use of techniques in task design to ensure that...

- the tasks have the potential to arouse students' interest and motivate them to learn
- his students are given the right degree of exposure as well as linguistic and cognitive challenge
- the tasks designed are sufficiently challenging and stimulating and yet not too difficult
- the different language and learning needs of his students are well catered for
- the tasks are appropriately sequenced according to their level of difficulty
- the tasks are meaningfully organised to ensure coherence in students' learning experience
- students are given ample opportunities to use the language in meaningful contexts and purposeful ways in both its written and spoken form
- learner participation is maximised in every lesson

All these will be illustrated in the various sections of the exemplar.



## Background of the School



Founded in 1966, The Church of Christ in China Ming Yin College is a government-subsidised Band One co-educational school adopting English as the medium of instruction. Since its establishment, the school has put overwhelming emphasis on the development of trilingualism - the use of English, Chinese and Putonghua - in its students.

The principal of the school, Mr Chan Shiu-choy, places enormous trust in his teaching staff and constantly assures every teacher that they will "always be respected for their professionalism". He gives them not only a great degree of autonomy in their classroom teaching but also "the full discretion" to decide what is best for their students. This form of teacher empowerment has proven itself to give the teachers a great sense of ownership and flexibility in tailoring as well as adapting their teaching and learning materials to cater for the different language and learning needs of their students.

In an interview, he stressed that teachers' expertise should be highly respected:

"As for the number of essays or compositions every year, it depends on the Panel, I mean their discussion. If they say ten is the best, so ten. I think they are professionals, I shouldn't say anything to them. I cannot say there should be more than ten. If they think ten is reasonable and that's the best thing to do, just make it ten compositions. This is just an example like that. They know that they will always be respected for their professionalism. There is mutual respect, I respect the teachers."



## Background of the Teacher



The teacher identified in the study, Mr Matthew Tsang, has been teaching at the School for more than seven years. With a major in English and minor in Chinese in his first degree obtained from The University of Hong Kong, Mr Tsang started his career teaching English and Chinese in his first year at the school.

With an enhanced interest in English, he then completed his Postgraduate Certificate of Education in English Language Teaching and has since been teaching English. The knowledge he has gained from his Masters degree in The Use of Information Technology in Education has further sharpened his teaching skills by enabling him to apply his IT knowledge - in the use of PowerPoint presentations, Excel and other software programmes, Internet materials and the multi-media learning centre resources - to his teaching.

Like most teachers in local secondary schools, he has a rather tight teaching and testing syllabus to adhere to. Teachers at his school are expected to cover one unit in the textbook in around two weeks.

Added to this are other institutional demands, pragmatic constraints, societal and parental expectations that he has to deal with. Yet what distinguishes him from the average teacher is his ability to exercise his professional discretion in deciding what is best for his students, to create room for positive change and to make the most judicious and informed choices in his teaching. He has shown himself to be exemplary in his skills in textbook adaptation, in both materials and task design, in [using authentic resources](#) and in making effective use of the [four main options in textbook adaptation](#) - omitting, adding, replacing and [adapting](#) - as proposed by Grant (1987) and Maley (1998). His holistic and integrated view of lesson planning as reflected in the [coherence in his teaching](#) is a further aspect worth highlighting.



## References

Grant, N. (1987). Making the Most of Your Textbook. London: Longman.

Maley, A. (1998). 'Squaring the circle - reconciling materials as constraint with materials as empowerment'. In B. Tomlinson (ed.) (1998). Materials Development in Language Teaching. Cambridge: Cambridge University Press. Chapter 12, pp. 279-294.

## Background of the Students



Students admitted to the school are all of Band One standard, self-motivated and, in their teachers' view, hard-working. According to the principal, vice-principal and English panel chairpersons, however, despite the ample opportunities that students are given to use English at school, they have a rather limited exposure to the language beyond the school setting. So widening students' exposure to English has been identified as one of the major concerns of the school.



The English proficiency of the students varies across classes. S.3B, the class that Mr Matthew Tsang taught in the academic year 2003/04, was an elite class made up of academically bright students. Their main strengths lie in their high intellectual capacity and strong linguistic competence. Nevertheless, Mr Tsang is also aware of the diversity in the language-learning abilities of his students in the class and is thus devoted to adopting a range of strategies to cater for their different needs and to broaden their exposure to English.



## The Teacher's Beliefs

### Mr Tsang: "No Textbook is Perfect"

"This text(book) is written for everyone and  
this text(book) is written for no one."  
(Graves 2000: 174)

Like Graves (2000), Mr Tsang believes that "there is no such textbook which is suitable for all students of different levels. Even the publisher does not expect the teacher to use everything in the whole book for teaching. So teachers have to be selective..."



Premised on this belief, this is how Mr Tsang conceptualises an effective English lesson:

"... when I teach English, **I don't want to restrict myself to the textbook** and **I want to use whatever sources I can find which are suitable for my students...** I believe **learning English should be fun. It's my responsibility to make every lesson interesting.** I know it is difficult but I try to make every English lesson of mine interesting. If students can enjoy English, they will be more willing to spend more time on this subject. If they can spend more time on English, their English will be better... learning English is not just learning something from the textbooks, yeah, students should expose themselves to all sorts of materials. Yeah, **if I can motivate them**, let them become interested in it... they'll spend more time on it... then **there will be improvement.**"



On the whole, Mr Tsang describes his mission and teaching objectives as two-fold:

- to make his lessons as "fun", "interesting" and motivating as possible for all, and
- to present the more competent students in his class with the right degree of challenge while making sure that the learning tasks are challenging and yet still manageable to the weaker ones in class.

## References

Graves, K. (2000). Designing Language Courses: A Guide for Teachers. Boston, MA: Heinle and Heinle.

## Creating Room for Textbook Adaptation

The teaching unit in focus is "Time Capsules" in *Longman Express 3B* taught over a period of two weeks covering nine single/double lessons, with eight hours of teaching in total.



In order to create room and space for textbook adaptation, Mr Tsang made effective use of the four main options - omitting, adding, replacing and adapting - as proposed by Grant (1987) and Maley (1998). Instead of doing away with the textbook altogether, he made very judicious and informed choices about how the available resources could best be exploited to optimise his students' learning.

In brief, he:

- **omitted** anything in the textbook that was **inappropriate**. As his students were generally linguistically competent, he chose to omit the sections in the textbook on grammar that he felt would be "too easy and straightforward" for them. For the grammatical items that he believed students needed to consolidate their understanding of, he set homework tasks. This gave him more room to decide what to add, replace and adapt.
- **added** materials to parts of the lesson where he felt the **coverage** of the textbook was **insufficient**. Materials were therefore selected and tasks designed to (i) enhance students' learning motivation, (ii) extend their knowledge of the topic and language, and (iii) prepare them for the final output he had in mind.
- **replaced** any sets of materials and tasks from the textbook that he thought were **inadequate** with more suitable materials: (i) ones that his students would find more stimulating and challenging, (ii) ones that were more linguistically rich, in order to present his students with the right degree of challenge, and (iii) ones that would give his students a clearer picture of "time capsules", with content that would help them better complete the later tasks.
- **adapted** the original tasks in the textbook by rewriting what (i) was overly guided in terms of structure and gave students too much control over their language use, (ii) did not seem to be sufficiently contextualised or relevant to local students, and (iii) could be made more communicative in nature so as to better cater for the abilities, needs, interests, preferences and learning styles of his students.

## References

Grant, N. (1987). Making the Most of Your Textbook. London: Longman.

Maley, A. (1998). "Squaring the circle - reconciling materials as constraint with materials as empowerment". In B. Tomlinson (ed.) (1998). Materials Development in Language Teaching. Cambridge: Cambridge University Press. Chapter 12, pp. 279-294.



MING YIN COLLEGE  
Timetable by Teacher

Sch Yr : 2003/2004

**TSANG CHI YUEN**

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
08:25am-08:30am 07:55am-08:00am	RollCall						
08:30am-09:10am 08:00am-08:35am		GAP  S3,3B 404			ENG  S3,3B 404	ENG ENG EGR EGR S1,1A S1,1B 206 206	ENG ENG ERS ERS S1,1A S1,1B LIB LIB
09:10am-09:50am 08:35am-09:10am	ENG  S3,3B 404	ENG ENG EGR EGR <del>S3,3B</del> S1,1B 206 <del>LIB</del>	ENG EGE S5,5B 305	ENG  S3,3B 404	ENG ENG EGR EGR S1,1A S1,1B 206 206	ENG ENG EGR EGR S1,1A S1,1B 206 206	
09:50am-10:30am 09:10am-09:45am		ENG EGE S5,5B 305					ENG EGE S5,5B 305
10:30am-10:45am 09:45am-10:05am	Recess						
10:45am-11:25am 10:05am-10:40am	ENG EGE S5,5B 305		ENG ENG EGR EGR S1,1A S1,1B 206 206		EPA  S1,1A 213	ENG EGE S5,5B 305	
11:25am-12:05pm 10:40am-11:15am	ENG EGE S5,5B 305		ENG ENG EGR EGR S1,1A S1,1B 206 206	ENG S3,3B 404	ENG ENG ERS ERS S1,1A S1,1B 206 206	ENG EGE S5,5B 305	
12:05pm-01:20pm 11:15am-11:35am	Lunch						
01:20pm-02:00pm 11:35am-12:10pm	ENG ENG EGR EGR S1,1A S1,1B MMLC MMLC	ENG S3,3B 404	ENG S3,3B 404			ENG S3,3B 404	EPA S1,1A 213
02:00pm-02:40pm 12:10pm-12:45pm	ENG ENG EGR EGR S1,1A S1,1B MMLC MMLC		ENG S3,3B 404		ENG EGE S5,5B 305		ENG S3,3B 404
02:40pm-03:20pm 12:45pm-01:20pm		ENG ENG EGR EGR S1,1A S1,1B 206 206		ENG ENG EGR EGR S1,1A S1,1B 206 206	ENG S3,3B 404	EPA S1,1A 213	ENG S3,3B 404
03:20pm-04:00pm 02:30pm-03:05pm				ENG EGE S5,5B 305			

6/2 pretest



For your  
TCY

Longman Express Bk 3 (Express)   Vocabulary Building (VB)   Steps and Skills 3 (S&S)   Longman Express Grammar Bk 3 (GB)   Longman Express Workbk 3 (WB)

[illegible]



[illegible]



# 6 TIME CAPSULES



## Note

'Capsule' is pronounced /'kæpsju:l/.

Last year, we made a time capsule. We put a range of different things into a box, for example, a school uniform, some magazine clippings and a cyberstamp. Then we sealed the box. We decided to open it twenty-five years later. Have you ever heard of this idea? Do you think it's a good idea? What kinds of things would you put in a time capsule?

## Note

A 'cyberstamp' is a stamp used on Planet Zot. 'Cyberstamp' is pronounced /'saibə stæmp/.







## PRE-READING

These vocabulary building exercises (Parts A, B and C) prepare students for the reading passage on pp. 4–5. They also prepare students for Task 1.

**A** Some American students are making a time capsule, which they will open in twenty-five years. They have collected a lot of items and they are going to vote on which ones to put in the capsule. Look at the picture and complete the list of items on the voting form.

### Help Bubble

Here are the things that the American students put in their time capsule.

baseball cards  
comic books  
earth  
gum  
letters  
marshmallows  
milk  
plasters  
plastic  
potato chips  
recycled paper  
spaghetti  
toothpaste

### Note

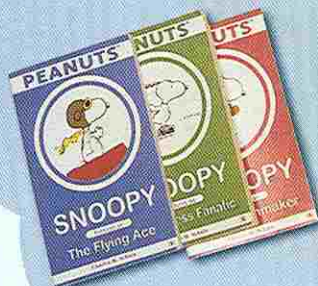
Here 'earth' is an uncountable noun that refers to the substance in the ground that plants grow in. 'Earth' can also be a proper noun, which is the name of our planet.



### YOUR VOTE COUNTS!

Which of these things should we include in our time capsule? Number your top ten choices.

- a bag of marshmallows ☐
- a bit of plastic ☐
- a box of plasters ☐
- a bundle of letters ☐
- a carton of milk ☐
- a handful of earth ☐
- a pack of baseball cards ☐
- a packet of potato chips ☐
- a piece of recycled paper ☐
- a set of comic books ☐
- a stick of gum ☐
- a tin of spaghetti ☐
- a tube of toothpaste ☐





## PRE-READING

The two groups of vocabulary introduced in this section are:

- ❖ common quantifiers
- ❖ verbs with the prefix *re-*

### A

#### Teaching ideas

- 1 Before students do the exercise, you can go over the photos with them and ask them what the various items are. You can ask them to use the words in the help bubble to help them.
- 2 **For weaker students**, you may want to spend some time going over the names of items in the help bubble and helping them with any pronunciation problems.
- 3 Look at the list of quantity words on the voting form with students. **For stronger students**, you can tell them that we call these words *quantifiers*. Tell students we can use quantifiers for both countable and uncountable nouns.
- 4 Before students number their ten choices of items for the time capsule, you could have a brief class discussion about why each item is a good or poor choice.
- 5 You can ask students to work in pairs or in groups to number their top ten choices.
- 6 When students have numbered their choices, you could do a class survey to see whether they agree about the best items for the time capsule.
- 7 To give students more practice using the quantifiers, you could ask them to give you more names of items that we can use with each one.



#### Vocabulary bank

##### Other common quantifiers

- a bottle of (ink/water)
- a bowl of (rice/soup)
- a bunch of (flowers/grapes)
- a can of (beer/Coke)
- a flock of (birds/sheep)
- a herd of (cattle/elephants)
- a pile of (books/leaves)
- a slice of (bread/lemon)
- a stack of (books/cards)

## B

## Teaching ideas

1 You may want to begin by revising prefixes with students. **For stronger students**, you can ask them to give you some examples of words with the following prefixes:

- ❖ *dis-*, e.g. *disagree*, *disappear*, *dislike*
- ❖ *in-*, e.g. *incomplete*, *inconsiderate*, *inexpensive*
- ❖ *un-*, e.g. *unhappy*, *unkind*, *unusual*

**For weaker students**, you could write some words with these prefixes on the board and ask them to identify the prefixes.

2 After students have looked at the first help bubble, you could point out that not all verbs beginning with *re-* start with a prefix, e.g. *relax*, *receive*, *realise*. When they try to guess the meaning of a verb with *re-*, students can look at the letters that follow *re-* to see if they form a word on their own. If so, *re-* is a prefix and the meaning is often *do the action again*.

3 **For stronger students**, you can encourage them to guess the meaning of the words first and then compare their ideas with a partner before looking up the words in a dictionary.

## Background information

Students learnt about the prefixes *dis-*, *in-* and *un-* in Unit 4 of Book 2A.

## Model answers

rearrange — change the way in which things are organised or ordered

reconsider — think about a decision or opinion and decide whether it should be changed

reread — look at the words of a book, an article, etc again and try to understand it

retake — take an exam again because you failed it the first time

reunite — meet each other again after being separated for some time

reuse — use something again instead of throwing it away

## C

## Teaching ideas

1 Tell students that they do not need to use all the words in Part B.

2 **For stronger students**, encourage them to complete the speech bubbles without looking back at the words in Part B.

3 When students have completed the exercise, you can check their answers by asking them to read the completed sentences out loud.

4 You could ask students to try to make up a new sentence using each of the words.

## D

## Teaching ideas

1 Make sure that students read through the three points at least once before they skim the article. Remind them to think about the three phrases as they skim the article, as they need to look for information that shows which phrase best describes the article.

2 **For weaker students**, you could tell them that one of the three choices in the note gives the main idea of the article.

3 Tell students to circle the appropriate letter.

4 To encourage students to skim the article, you can give them a time limit, say five minutes for stronger students and eight minutes for weaker students.

## Vocabulary bank

Words with *re-*

readjust

reappear

reassess

rebuild

redo

refill

renew

reprint

reopen

reorganise



We can add the prefix *re-* to verbs to form new verbs with a slightly different meaning. Look at the photos below and read the sentences.

## Help Bubble

The prefix *re-* means 'again'.



Did you **write** this list, Amy?

Well, please **rewrite** it neatly before you hand it in.



## Help Bubble

Most words with the prefix *re-* are one word, but some are hyphenated. Use a dictionary to check any words that you are not sure about.

**B** Guess the meanings of these words with the prefix '*re-*'. Write their meanings on a separate sheet of paper. Use a dictionary to check your answers.

- |             |              |                                       |
|-------------|--------------|---------------------------------------|
| 1 rearrange | 2 reconsider | 3 reread (see Model answers on p. T3) |
| 4 retake    | 5 reunite    | 6 reuse                               |

**C** Two of the American students are talking about the time capsule they made. Complete what they say using the correct forms of the words above.

It's a shame we couldn't afford a new box. Instead, we had to <sup>(1)</sup> reuse a small one from the school library. Now, we can't fit everything in even though we've <sup>(2)</sup> rearranged the items several times.

OK, so that means that we need to <sup>(3)</sup> reconsider our decisions. We definitely need to keep the letters. It will be great fun to <sup>(4)</sup> reread them in twenty-five years' time. OK, have we finished? I must dash. I have an exam to <sup>(5)</sup> retake.



This skimming exercise prepares students for the reading passage on pp. 4–5.

**D** One of your classmates found the article on pages 4–5 and she wants to pass it around the class. She decides to attach a note to the article to say what it's about. Skim the article and help her to choose the best phrase to complete the note.

You have to read this article – it's great! It's about:

- a) some students who travelled through time.
- ☒ b) a fascinating project that our school could easily copy.
- c) a totally new idea for saving souvenirs from the past.



## READING A time capsule

This reading passage prepares students to plan their own time capsule in Task 1.

**A** Your classmate found an article about a time capsule in an American teen magazine. Read the article.



Last autumn, <sup>C1</sup> Bedford High School in Albany, New York, <sup>C2</sup> celebrated its 75th anniversary. <sup>C4</sup> The students at Bedford High decided to do something special <sup>C4</sup> to mark the occasion. They <sup>C3</sup> made a time capsule. **Note**

We use 'dozens' /'dʌzənz/ to mean 'lots'.

- 5 'We wanted to organize a unique event,' said Principal Anthony Hughes, 'and the students came up with dozens of ideas about what to do. In the end, making a time capsule was everyone's top choice.'



- All of the school's 1,200 students were involved in the project. <sup>C5</sup> The students formed <sup>C6</sup> committees to make the major decisions, such as what type of container to use, where to <sup>C7</sup> store the time capsule and when to open it. Each class also had a class representative <sup>C8</sup> to represent the views of the class. For example, <sup>C9</sup> they made lists of categories of things to include in the capsule. <sup>C10</sup> They also made lists of specific items. <sup>C11</sup> Then all the students in the <sup>C12</sup> school <sup>C13</sup> voted for which categories and which specific items they wanted to include in the <sup>C14</sup> time capsule. <sup>C15</sup>

'We bought a new five-gallon plastic container to use as our capsule,' said Sharon Smith, 14, one of the class representatives. <sup>B1</sup> 'We thought about reusing an old container but we didn't have anything suitable at school.'

- A social studies teacher at Bedford High, Fran Alexson, said the time capsule project was <sup>B1</sup> a good way for students to learn how to cooperate and make sensible group decisions. However, some students admitted that there had been disagreements. 'We had some arguments about what to put in the time capsule,' said Tyler Stevens, 15. 'Everyone agreed we should have something about school in it but, at first, a lot of students didn't want to put in anything about popular culture, for example, pop songs and movies. They didn't <sup>B1</sup> think it was important.'

**Note**

The use of 'did' here is emphatic. 'We did include' has a stronger meaning than 'we included'.

- <sup>D5</sup> 'We did include things like microwave popcorn and a smart card in the end,' added <sup>B2</sup> 16-year-old Wendy Berg. 'After some thought, we decided that popular culture changes a lot <sup>C5, D5</sup> and therefore it was important to include something about it. However, I'm a bit disappointed that there's nothing about this year's most popular movies in the capsule.'
- 30 Something all the students agreed should go into the capsule was a bundle of letters that some of the students had written to themselves.



## READING



### Teaching ideas

1 Before students read the article, you could ask them to look at the designs at the top of the article and at the photo. Ask students what these things tell them about the article (*from the designs: it's probably about a school, the school is 75 years old, it is having a celebration; from the photo: it is probably a secondary school and it is probably overseas*).

2 If your school has had any celebrations recently, you could ask students what events the school organised to celebrate. Alternatively, you could ask students what celebrations they think a school might plan for an important anniversary.

3 After students have read the article, you could ask them to find and underline the names of all the students mentioned in the article. Who is the oldest student and who is the youngest? **For stronger students**, you could ask them to make some notes in point form about what each student said. Then you could ask them to use their notes to role play an interview with these students.

### Background information

1 The school, students and time capsule company in this article are fictional.

2 In North America, students study Grades 1–8 in an elementary school (like a primary school in Hong Kong) and Grades 9–12 in a high school (like a secondary school in Hong Kong). High Grades 9–12 in a high school are equivalent to Forms 3–6 in Hong Kong.

3 Later on in this unit, students will plan what to put in their own time capsule. The article will give them some ideas about what is important when planning a time capsule and the kinds of things they might want to put in it.



### Vocabulary

**anniversary** (title) *n* a day which is exactly a year or number of years after a particular event

When is your parents' wedding anniversary?

**mark** (line 3) *v* celebrate

The Government wants to have a firework display to mark the beginning of the New Year.

**occasion** (line 3) *n* a special event or ceremony

A wedding is a great occasion.

**involved** (line 9) *v* participating in an activity; involved is the past participle of **involve**

Over fifty students were involved in the play organised by the Drama Club.

**gallon** (line 16) *n* a measure for liquids

One gallon is about 4.5 litres.

**container** (line 16) *n* a box, bottle or any other object used for holding something

This container is too small. Do you have a bigger one?

**admitted** (line 21) *v* accepted and agreed unwillingly that something is true or that someone else is right; admitted is the simple past tense of **admit**

He admitted that his answer was wrong.

**microwave popcorn** (line 26) *n phr* popcorn that can be cooked in a microwave oven

**microwave** *n* a very short electric wave often used in cooking food

**popcorn** *n* seeds of maize that swell and burst open when heated, usually eaten warm with salt or syrup and butter

Microwave popcorn is my favourite snack.

**smart card** (line 26) *n phr* a plastic card which looks like a credit card and can store and process computer data

Somebody has left a smart card on my desk.

**in the end** (line 26) *adv phr* at last

Gordon said sorry to Ronald in the end and Ronald forgave him.

**'bury** (line 35) *v* hide something in earth or cover it with earth

My dog likes to bury his bone in the garden.

**'schoolyard** (line 35) *n* the large open area with a hard surface just outside a school building, where the schoolchildren can play and do other activities

We always go to the schoolyard at recess.

**'ruin** (line 37) *v* destroy

The farmers are worried that the typhoon is going to ruin their crops.

**cen'tenary** (line 41) *n* the day or year exactly 100 years after a particular event

Our school will have a ceremony to celebrate its centenary next week.

**cross (sb's) mind** (line 43) *v phr* come into someone's thoughts

Your words cross my mind every now and then.

**,indi'viduals** (line 48) *n* people, persons; individuals is the plural form of **individual**

Individuals may take part in this competition by filling in the forms.

**,organi'zations** (line 48) *n* groups of people with a special purpose, such as a club or business; organizations is the plural form of **organization**

There are numerous charitable organizations around the world.

**mil'lennium** (line 51) *n* a period of 1,000 years

Information technology will advance rapidly in the new millennium.

## B

### Teaching ideas

- 1 Before students begin, ask them to read through all the ideas in the list. **For stronger students**, you could ask them to try to remember what the students decided to do about each idea and, if possible, the reason for their decision.
- 2 You may want to tell students that the ideas in the list may not be in the same order in the article. They need to scan back and forth through the article to find the key words about each idea.
- 3 Some of the ideas, e.g. 3 and 5, are related. Make sure that students separate the reasons why the Americans decided to do one of these and not to do the other.



### Common error

Students often mistakenly pronounce 'bury' /'beri/, with a long vowel sound in the first syllable. Tell them that it should be pronounced /'berɪ/, with a short vowel sound in the first syllable.

'I'm only fifteen now,' said Carol-Ann Bradley, 'but when I reread my letter, I'll be grown-up! I'm sure the hopes and dreams I wrote about in my letter will seem terribly childish then.'

35 'At first, we planned to bury the time capsule in the schoolyard,' Jason Kimber, 17, explained, 'but we were afraid something might happen to it. We thought that water or insects might get into it. Since we didn't want anything to ruin it, we decided to pay a company to store it for us. We chose Reunion Time.'

40 'We decided to open the time capsule in twenty-five years because that will be our school's 100th anniversary,' continued Tyler Stevens. 'I can't think of a better way to celebrate our school's centenary!'

Are the students worried that twenty-five years from now, they may have forgotten which company has their time capsule? Sharon Smith laughs. 'That thought did cross my mind, but the company sent us a certificate that we've displayed in the school lobby, so there's nothing to worry about.'

If you want more information about how to make a time capsule, you can write to: Reunion Time, 118 Main Street, Harlow, Arizona 72868, USA.

### Info

### Note

'Organization' is also spelt 'organisation'.

Time capsules are not a new idea. Individuals, organizations and even countries have made and buried time capsules for more than a century. However, renewed interest in time capsules came at the end of 1999, when many people saw it as the perfect way to mark the beginning of the new millennium.

**B** The American students had to make a lot of decisions about their time capsule. Read this list of ideas they had. Tick the things that they decided to do and put a cross next to those that they decided not to do. Then write the reasons for their decisions.

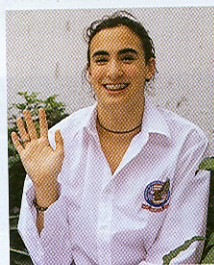
Ideas for our time capsule		
Idea	Decided to do (✓) / Decided not to do (X)	Reason
1 Reuse an old container.	X	They didn't have anything suitable at school.
2 Put in something about popular culture.	✓	They decided that popular culture changes a lot and therefore it was important to include something about it.
3 Bury the capsule in the schoolyard.	X	They were afraid something might happen to it / water and insects might get into it.
4 Reopen the capsule in twenty-five years.	✓	It will be their school's 100th anniversary.
5 Ask Reunion Time to store the time capsule for us.	✓	Reunion Time will store it for them safely and will send them a certificate to remind them of the event.



**C** The principal of Bedford High School started to make a chart to show how the students had planned the time capsule project. Complete the chart below.

School: <sup>(1)</sup> <u>Bedford High School</u>	Location: <sup>(2)</sup> <u>Albany, New York</u>	
Project: <sup>(3)</sup> <u>time capsule</u>	Purpose: <sup>(4)</sup> <u>to celebrate the school's 75th anniversary</u>	
Division of responsibilities:		
Who	Responsibility	Examples
Student <sup>(5)</sup> <u>committees</u>	<sup>(6)</sup> <u>made major decisions</u>	<sup>(7)</sup> <u>what type of container to use</u> <sup>(8)</sup> <u>where to store the time capsule</u> <sup>(9)</sup> <u>when to open it</u>
Class <sup>(10)</sup> <u>representative</u>	<sup>(11)</sup> <u>represented the views of the class</u>	<sup>(12)</sup> <u>made lists of categories of things to include</u> <sup>(13)</sup> <u>made lists of specific items</u>
All <sup>(14)</sup> <u>students</u> (total number = 1,200)	<sup>(15)</sup> <u>voted for which categories and which specific items to include</u>	

**D** On another page of the magazine there are some photos of students who were interviewed for the article. Your classmate cut out the pictures, but mixed up the captions. Match each picture with the correct caption. Write the correct numbers in the boxes.



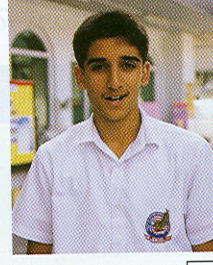
Sharon



Tyler



Carol-Ann



Jason



Wendy

**1** 'When we open the capsule, I'll be 42!'

**3** 'I wrote about my dream of becoming an actress.'

**5** 'I voted to put in a popular movie.'

**2** 'A time capsule is the best way to celebrate Bedford High's 100th anniversary.'

**4** 'At first, I was afraid no one would remember the capsule in 25 years.'



## C

### Teaching ideas

1 Before students begin this exercise, you could tell them that this sort of chart is called a *flow chart*. It is a common and useful way to show steps in a process.

2 **For weaker students**, make sure that they know what is required for each part of the chart. *Who* means the group that did something (Draw students' attention to the use of singular and plural nouns.). *Responsibility* means the group's job or duties, i.e. what they did (Draw students' attention to the verb tense.). *Examples* means some specific actions they did as part of their job (Also draw students' attention to the verb tense.).

3 If students find this exercise difficult, you can tell them to do it in steps. First, they can look for information about who (which groups) was involved in organising the time capsule. They can then look for the general duties of each one. Finally, they can scan the article for examples of specific actions regarding each of the duties.

4 **For weaker students**, you could tell them that they should be able to find all the answers in paragraph 3. You could also complete the three steps for the first group with the class before asking them to work out the other two on their own. You can let them work in pairs.

## D

### Teaching ideas

1 When students do this part, you could remind them that some of the American students contribute several ideas in different parts of the article. Encourage them to find all the ideas expressed by each student and underline them first before matching the ideas in the captions with what students say in the article.

2 This exercise is quite challenging. Students need to make inferences using the information given in the article. **For weaker students**, you might want to let them work in pairs.



### Comprehension questions

**For stronger students**

- 1 How did the American students decide to make a time capsule instead of organising a different event? (*they voted on it, as line 8 tells us it 'was everyone's top choice'*)
- 2 Do you agree with the social studies teacher that the time capsule project was a good way for students to learn how to cooperate and make sensible decisions? Why or why not? (*student's own answers*)
- 3 Do you think microwave popcorn was a better choice than the year's most popular movie? Why or why not? (*student's own answers*)
- 4 Why do you think that all the students agreed to include the letters they had written to themselves? (*student's own answers*)
- 5 Imagine that your school is having its 100th anniversary. You and your classmates can choose to make a time capsule or a video about the school for this event. Which one would you choose? Why? (*student's own answers*)



### Comprehension questions

**For weaker students**

- 1 Who decided to use a five-gallon plastic container for the time capsule? (*a committee*)
- 2 Give one example of how students learnt to cooperate from organising the time capsule project. (*they worked in committees/groups; they voted on items to include; they made decisions together*)
- 3 Think of two more examples of things that are part of popular culture. (*anything trendy and very popular for a short time, including clothes, jewellery, video or computer games, toys, snacks, books, etc*)
- 4 Why did Reunion Time send the school a certificate? (*to show that the school has a time capsule and remind them about it, as in twenty-five years, many of the people involved may have gone away and everyone might have forgotten about it*)
- 5 Do you think it was a good idea to pay a company to store the time capsule? Why or why not? (*student's own answers*)



## Something, anything, nothing

### Teaching ideas

1 You can begin by reminding students that they have already learnt about *some*, *any*, *no* and *none* to talk about amounts of nouns. **For stronger students**, you can elicit some examples of how we use these words.

*Some boys are in the library.*

*Are there any girls in the library?*

*No, there aren't any.*

*No, there are none.*

2 After you have gone over the explanation at the top, assign six students the role of one person in the picture each and ask them to read out the example sentences to the class.

3 You can then go over the example sentences with *something* and see if students can tell you why we use an indefinite pronoun in each case, e.g.

*there was something heavy in it this morning — the girl may not know what was in the container; only that it was heavy so she knows there was some item or items in it*

*I want to use that container for something — the girl might think that it is not important to let the boy know what exactly she needs the container for*

*I read something about time capsules recently — the girl might think that it is not important to tell the boy what exactly she has read*

4 When you have gone through the first help bubble with students, you can ask them to make sentences illustrating how *something* and *nothing* are used as a subject and as an object in a sentence, e.g.

*Something is in the middle of the road.*

*I saw something in the middle of the road.*

*Nothing is on the table.*

*I can see nothing on the table.*

5 You should draw students' attention to the pronunciation of *nothing* /'nʌθɪŋ/. Make sure that they do not pronounce it as *no* and *thing*.

### Background information

Students learnt about using *some*, *any*, *no* and *none* to talk about amounts of nouns in Unit 3 of Book 2A.

### More examples

#### Something, anything, nothing

Let's get **something** for lunch.

I want **something** cold to drink.

Is there **anything** good on TV tonight?

No, there's **nothing** interesting to watch.

There's never **anything** good on TV.

Well, if you have **nothing** to do, you can clean your room.

Oh, I just remembered I have to buy **something**.





This section introduces the language students will need to use in Task 1. Students will practise using the language in Pre-task 1, Pre-task 3 and Pre-task 4.

## LANGUAGE FOCUS *Something, anything, nothing*

### Help Bubble

As with other pronouns, indefinite pronouns can replace nouns as the subject or object of a sentence.

### Help Bubble

We can also use 'anything' in positive statements. (e.g. You can put **anything** you like in the time capsule.)

We use the indefinite pronouns 'something', 'anything' and 'nothing' to refer to things. We use 'something' when we do not know what the thing is or when the exact thing is not important. We usually use 'anything' in questions and negative statements. We use 'nothing' when the number of things is zero.

Is there **anything** in this container?

No, there's **nothing** in it now, but there was **something** heavy in it this morning.

I want to use that container for **something**. Does anyone mind?

You're being very mysterious, Maggie. Is there **anything** you want to tell us?

Well, I think it would be a perfect container for our time capsule. What do you think?

**Note**  
If someone is being 'mysterious', he / she is behaving in a way that is difficult to understand.

Did she say we're going to make a time capsule? I haven't heard **anything** about it!

Oh, I read **something** about time capsules recently. I think making a time capsule would be a lot of fun.



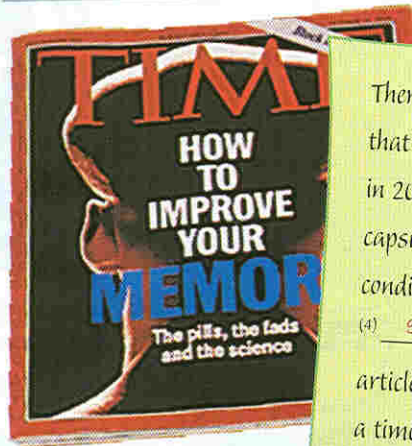
This pre-task provides students with contextualised practice of using the indefinite articles 'something', 'anything' and 'nothing'. It prepares students for Task 1.

## PRE-TASK 1 Collecting information about time capsules

Some of your classmates liked the idea of making a time capsule and they decided to look for more information about it. Look at the results of their search below. Complete their notes using 'something', 'anything' and 'nothing'.

Here's a book called 'Popular Class Projects' that I found in the library. The librarian thought there might be <sup>(1)</sup> something about time capsules in it, but I've looked through it quickly and there's <sup>(2)</sup> nothing about them at all. However, there's an interesting chapter about writing letters to your future self.

Joey



There's an article in this magazine about a time capsule that the Australian Government buried in 1950 and opened in 2000. It's amazing. <sup>(3)</sup> Nothing in their time capsule was damaged — all the contents were in perfect condition after 50 years! I think we can learn <sup>(4)</sup> something from their experience. However, the article doesn't say <sup>(5)</sup> anything about how to make a time capsule.

Catherine

The newspaper files in the reference library have <sup>(6)</sup> nothing about time capsules in them. What a waste of time! Do you think we can find <sup>(7)</sup> anything on the Internet?

Alan



I saw <sup>(8)</sup> something interesting in my uncle's flat last night! It's a large metal tin with a tight-fitting lid (see the attached diagram). There was <sup>(9)</sup> nothing inside it and it was partly hidden under some newspapers, so I don't think my uncle is using it for <sup>(10)</sup> anything. If you think it would be a suitable container for our time capsule, I'll ask him if we can have it.

Lulu

## PRE-TASK 1

### Teaching ideas

1 To begin, you can ask students to read through the notes and check that they understand all the vocabulary.

2 You could tell students to look back at the explanation on p. 7 to make sure that they know when to use the three indefinite pronouns. Then they should think about the sentence around each blank to see which pronoun is the most suitable. Remind them that some clues are found in the sentence that follows, not the preceding one.

3 **For weaker students**, you can tell them to ask themselves the following things:

- ❖ Is the sentence negative? (use *anything*)
- ❖ Is the sentence a question? (use *anything*)
- ❖ Is the sentence positive? Is it about an amount? (use *something*)
- ❖ Is the number of things in the sentence zero? (use *nothing*)

4 Tell students to pay special attention to such linking works as *but* and *however*.

5 When you check the answers, you can ask students to pay special attention to the correct use of *anything*, in questions and negative statements, as students often make mistakes with this.

6 When students have completed the pre-task, **for stronger students**, you can ask them to summarise what they can learn from the research results. You can ask them the following things:

- ❖ What interesting information about time capsules did students find? (*an article about an Australian time capsule*)
- ❖ What things could be useful for making a time capsule? (*the chapter about writing/ a letter to your future self/ a large metal tin*)
- ❖ What things were not useful? (*the 'Popular Class Projects' book and the newspaper files*)
- ❖ What is another possible source of information? (*the Internet*)



### Vocabulary bank

#### Types of large containers

- (wooden) barrel
- (wicker) basket
- (plastic/metal) bucket
- (cardboard) carton
- (wooden) crate
- (metal) drum
- (glass/ceramic) jar
- (metal/wooden) trunk
- (plastic) tub



## Wh-words + to-infinitives

### Teaching ideas

- 1 You may want to begin by quickly revising *Wh*-questions with students. You can ask them what question word they should use for the following:  
place — *where*  
time — *when*  
people — *who*  
things — *what*  
things/people — *which* (talking about a choice of people/things)  
in what way — *how*
- 2 When you go through the explanation with students, you can tell them that the meaning of the *to*-infinitive after a question word is *should* or *can/could*.
- 3 Ask students to take the roles of the six students in the picture and read out the example sentences. Then you could ask them to read the sentences on their own and decide which sentence has a *to*-infinitive which means *can/could* (the sentence with *how*) and which ones mean *should* (all the others).
- 4 To check students' understanding, you could elicit sentences with each of the *wh*-words and a *to*-infinitive.

### Background information

- 1 Students learnt how to ask *Wh*-questions in Unit 4 of Book 1A. They have learnt about the following structures with *to*-infinitives:  
*love/like/hate* + *to*-infinitive (Unit 6 of Book 1B)  
subject + *to be* + adjective + *to*-infinitive (Unit 8 of Book 2B)  
*it is* + adjective + *to*-infinitive (Unit 8 of Book 2B)  
subject + *to be* + adjective + *enough* + *to*-infinitive (Unit 1 of Book 3A)  
*it is* + adjective + *for* ... + *to*-infinitive (Unit 1 of Book 3A)
- 2 We cannot use a *to*-infinitive after a *wh*-word as a question on its own. For example, it is wrong to say, *How to do it?* (We should say, *How do I / we do it?* or *Can you tell me / us how to do it?*)
- 3 We do not use a *to*-infinitive after the *wh*-words *why* and *whose*.

### More examples

#### Wh-words + to-infinitives

I need help, but I don't know **who to ask**.  
Millie doesn't know **what to put** in her capsule.  
Please tell me **when to meet** you tomorrow.  
Can you tell me **where to buy** a container?  
Here are some tips on **how to write** a poem.  
I can't decide **which company to contact**.



## LANGUAGE FOCUS *Wh-words + to-infinitives*

Some *wh*-words ('who', 'what', 'when', 'where', 'how', 'which') can be followed by a *to*-infinitive.

How can we make a time capsule?  
We don't know **how to make** one.

There's a lot of information about  
**what to do** in this article.

Yes, there is. Here, at the bottom, they tell  
us **who to contact** for more information.

We'll need to decide **when  
to open** the time capsule.

We'll also need to find out **where  
to store** the time capsule. That  
will be the most difficult part.

I disagree. I think the most  
difficult part will be deciding  
**which things to put** in it.



This pre-task provides students with contextualised practice of using **wh-words + to-infinitives**. It prepares students for Task 2.

## PRE-TASK 2 How to make a time capsule

Your classmate found some useful information on the web site of Reunion Time and printed out a copy for you. However, some words have turned into strange symbols. Replace the symbols with 'wh-' words + 'to'-infinitives. You can use the words in the help bubble to help you. Write the correct words above the strange symbols.

### Help Bubble

Use the following words once only.

contact  
fit  
get  
include  
keep  
open  
put  
send  
store  
use

### Note

You use 'the sky's the limit' to mean that there is no limit to what can be done.

### Note

If it is 'up to you' to do something, it is your choice whether to do it or not.

Address <http://www.reuniontime.com/capsule.html/>

Links

Do you want to make a time capsule? **REUNION TIME** can help!

how to keep

We'll show you p\$%&\*@# your favourite possessions safe for many years. Simply follow these instructions.

what to use

First, you must decide #&%\*#\$ as a container for your time capsule. You can buy a 5 strong plastic box or reuse a container that you already have.

what to put

Then, you have to decide &\*#%\$#@\* in your time capsule. This isn't easy because you could put anything in it. The sky's the limit! However, the guidelines below may help you to decide \$%&\*@#\$.  
what to include

Choose items that are important to you.

10 Choose small items so they don't take up too much space in your time capsule.

Don't include anything that may go bad, e.g. fresh food.

how to fit

Next, you need to work out %\$#@&\$ all the items into your container. You may have to rearrange things a few times or even re-evaluate your choices and leave some items out.

15 When you have packed your container, seal it and label it clearly. Write the names of at least three people with their contact information on the container. This way, we'll know &\$##\$% your time capsule to when the time comes to open it.  
who to send

when to open

The next decision you have to make is \*&%#%&\* your time capsule. Most people choose to open it after twenty, twenty-five or thirty years. It's up to you.

where to store

20 Finally, you have to think about \$%&\*@#% your time capsule. Some people bury their time capsule in their garden or schoolyard, but this can be dangerous. If a new building is built on the site, you may not know \$%&\$\*# your time capsule back or how to get  
who to contact  
\*&^%\$#& for help. The safest place to keep your time capsule is at **Reunion Time**.



## PRE-TASK 2

### Teaching ideas

1 Tell students to read through the whole article first, to get a general idea of its content and to make sure that they understand all the vocabulary. Then they can go back to replace the symbols.

2 Before students begin, you can tell them that they need to use some *wh*-words more than once, but they should use the verbs in the help bubble once only.

3 If students find the pre-task difficult, you can tell them to work out which question words to use first. The words and sentences around the symbols can help them to do this. They can ask themselves, *Is it talking about a place, a time, people, things or a way of doing something?* Then it will be easier for them to decide which verb is the most suitable for each sentence.

4 **For weaker students**, you could tell them how many times each question word is used:

*who* — 2

*what* — 3

*when* — 1

*where* — 1

*how* — 3 (including the worked example)

5 You might want to give students further help. You might want to go through the sentences containing symbols with them first and elicit the correct question words. Then ask them to try choosing different verbs for each one until they find one that makes sense in the sentence.



## PRE-TASK 3



A

### Tapescript

A: All right, shall we start?

All: OK.

B: Today we need to discuss categories of items to put in the time capsule. I suggest that we put something about our school in the capsule. For example, we can put in a yearbook or a uniform. School is important to all the students so we should include something about it. What do you think?

C: That's a good idea. In twenty-five years when we reopen the capsule, we'll be able to remember lots of things about school. Danny has a new camera, so we can ask him to take some group pictures of our classes too.

A: Oh, did Danny get a new camera? He said he planned to. What kind did he get?

C: I think it's a digital one. It's silver and ...

① B: Let's not get off the topic. So, the first category we've chosen is 'something about school'. Let me write that down — 'something about school'.

D: Make sure you write down the reason as well — 'school is important to all students'. OK. Are there any other suggestions?

C: Shall we put something about entertainment in the capsule?

B: That's a good idea. We can put in some VCDs of our favourite films and some CDs.

D: Yes, and computer games too. These things will remind us of what we enjoyed doing when we were young. Do you agree?

A: Yes, I like that idea.

② B: OK. So for our second category, I'll write 'entertainment'. I hope I'm spelling it right.

D: It's E-N-T-E-R-T-A-I-N-M-E-N-T.

B: Thanks. And then for the reason, I'll put 'to remind us of what we enjoyed doing'.

③ A: I think another good category is food. We should put in some of our favourite food, so we'll remember what we liked to eat.

C: Do you mean snacks and things like that?

A: Yes, we can put in snacks or anything we want — samples of all our favourite food.

B: My favourite food is ice cream. We can't put that in though — it will melt.

C: My favourite food is chocolate. Not milk chocolate. I like dark chocolate best.

A: Oh, I prefer milk chocolate with nuts in it. Have you tried those new chocolate bars you can get at ...

B: I think we've wandered off the topic.

C: Sorry, you're right. Let's get back to the topic. We were talking about putting food in the time capsule. I don't think it's a good idea, because food might go bad.

D: I agree. It might attract insects too, so we'd better not put any food in it.

A: I have another suggestion. What about comic books? A lot of students like reading comic books. Don't you agree?

C: Yes, comic books are a good idea, but I think they go in the category of entertainment and we already have that on our list.

A: Oh, I guess you're right. Well, does anyone have any more ideas?

D: Why not include something about current affairs?

C: Current affairs? What do you mean by that?

D: Well, things to remind us of what was happening in the world. We could put in newspaper clippings about important stories, magazine articles, photographs ...

A: That sounds like a good idea. Twenty-five years from now, it will be interesting to look back and remember the important events that happened during our childhood.

B: I agree. Every day, in the newspaper, there's a short article about what happened fifty years ago on that day. I always read it.

C: Oh, yes, I often read that too. It's quite good. It always gives you some interesting information about things that happened in Hong Kong in the past, but it's a bit too short, I think.

A: I'm sorry, but I don't think that's relevant to the topic. We should be talking about what to put in the time capsule. Getting back to what David said, I think a category about current affairs is a good idea.

④ B: Great, I'll write that in the list. 'Current affairs'. Is 'current' spelt C-U-R-R-E-N-T?

D: Yes, and the reason for including that category is 'to remember the important events that happened during our childhood'.



### PRE-TASK 3 Let's make a time capsule

**A** After reading about the American students' time capsule, the students in your form were very excited about the idea. They talked to the principal about it. The principal also liked the idea. This is what he said.



I love the idea of a time capsule! I'm going to ask each form to make one. In fact, I know that some Form 4 students are already planning one — I think they read the same article as you did. Their teacher gave me a tape of a discussion they had. You can listen to their discussion to get some ideas about how to start. To help you listen, I have prepared a sheet of useful expressions.

#### Asking for comments

What do you think?  
Are there any other suggestions?  
Don't you agree?  
Does anyone have any more ideas?  
What do you mean by that?  
Can you think of anything else?

#### Keeping to the topic

Let's not get off the topic.  
I think we've wandered off the topic.  
Let's get back to the topic. We were talking about ...  
I'm sorry, but I don't think that's relevant to the topic. We should be talking about ...  
Getting back to what \_\_\_\_\_ said, ...




**■** Listen to the Form 4 students discussing their time capsule. As you listen, complete the note sheet below.

Categories of items	Agreed on (✓) / Not agreed on (x)	Reasons for agreeing / not agreeing
1 something about school	✓	school is important to all students
2 entertainment	✓	to remind us of what we enjoyed doing
3 food	x	might go bad; might attract insects
4 current affairs	✓	to remember the important events that happened during our childhood



**B** Work in groups of four. Discuss what categories of things to put in your time capsule. Before you begin your discussion, think of some ideas on your own and jot them down on the note sheet below.

Suggested categories	Reasons

 Now start your group discussion. Remember to ask others for their comments and make sure everyone keeps to the topic. When you have finished, write down the agreed categories and your reasons on the note sheet below. You can start your discussion like this.

All right, we need to decide what categories of things to put in our time capsule. Does anyone have any suggestions?

I think that's a good suggestion, because ...



Well, I suggest that we put in something about ... What do you think, Sue?

Agreed categories	Reasons



- A: That was a good suggestion. Well, we have three categories now. Can you think of anything else?
- C: Oh, here comes our teacher. Let's see what she thinks of our ideas so far ... (fade)

## Teaching ideas

1 You can go over the principal's instructions with students and make sure that they understand what to do.

2 When you look at the list of expressions for asking for comments, **for stronger students**, you could ask them to work in pairs and think of a sentence that might come before each question. Ask them to share these with the class.

3 **For weaker students**, you could give them some examples of what they might say before each question, e.g.

*We should put a dictionary in the time capsule. What do you think?*

*We have two good ideas. Are there any other suggestions?*

*I think food is not a good choice. Don't you agree?*

*I like your suggestion. Does anyone have any more ideas?*

*You said we should include something about school. What do you mean by that?*

*We already have comics on our list. Can you think of anything else?*

4 When you look over the expressions for keeping to the topic, you could ask students when they might want to use these expressions (*when members of the group start talking about other things/when ideas are not useful for the discussion*).

5 Before students listen to the discussion, you can help to prepare them for listening by going over the headings on the note sheet with them. Ask them what information they need to record under each heading.

*Categories of items* — Students can find some categories mentioned in the Reading passage on pp. 4–5, e.g. *something about school, popular culture, etc*

*Agreed on/Not agreed on* — They should listen for whether the Form 4 students decide to include the category or not, and tick or put a cross in the column.

*Reasons for agreeing/not agreeing* — They should listen for information about why the Form 4 students chose to include an item or not.

6 After students have completed the task, you could play the tape for them again and ask them to identify the expressions they hear for asking for comments and keeping to the topic. You might also want to give each student a copy of the tapescript and ask them to underline the expressions. This will help them in their discussion in Part B.

## B

## Teaching ideas

1 **For weaker students**, you could brainstorm some ideas for categories of things and/or reasons with the whole class first and write these on the board. Then students can choose which of these they like best and make notes of them on the note sheet. You can ask them to choose three or four categories. They can then refer to their notes when they have their discussion.

2 You could tell students to make their notes very brief but clear, so that they can easily refer to their ideas during their group discussion in the next part of the pre-task.

3 Before the groups begin their discussions, you could briefly revise ways of agreeing and disagreeing. They should always give reasons when they agree or disagree.

4 Remind students to ask for comments from others and to keep to the topic during their discussion. You may want to ask them to choose one expression from each list on p. 11 and copy it beside their note sheet for reference during their discussion.

5 **For stronger students**, ask them not to read out their suggestions and reasons directly from their notes. They should use their notes for reference and they should look at the other students as they speak and listen during the discussion.

6 Remind students to make notes on the note sheet of the ideas the group agrees on and the reasons.



## Sample dialogue

- S1:** Thank you all for coming today. I would like to discuss some ideas for our time capsule. Can you start, Ben?
- S2:** Well, I think we should put in things that remind us of our modern age.
- S3:** I agree. We're now living in a hi-tech era and so it is quite important to include something about technology.
- S4:** I agree with Colin. I think we should also include something about school. It would be very interesting to all the students to look back and see what the school was like twenty-five years ago.
- S1:** You're right. We should include something about school.
- S2:** Could we also include some local pop music?
- S3:** I agree that music is important but we should also include some music in English.
- S4:** Oh, I love English music. I went to a concert last week. It was great!
- S1:** I think you've wandered off the topic, Ellen. Can we get back to what we were discussing?
- S4:** I agree that we should include both Chinese and English music. We could also include something about famous people.
- S3:** Some of our world leaders and sportspeople would be good.
- S2:** I agree with Colin's suggestion.
- S1:** So we have something about technology, our school, music and world leaders. I guess that's enough. Next time, we'll discuss what items to collect.

## PRE-TASK 4

### Teaching ideas

**1** Before students begin, you could tell them that there are many different types of mistakes in the letter, not only mistakes related to the language structures they have learnt in this unit. They may find it useful to find and correct the mistakes in steps. They can follow the following procedure:

- a)** Read through the letter once and correct any obvious mistakes they see, e.g. incorrect spelling, incorrect use of a plural form, a mistake in using the adverb or adjective form, etc.
- b)** Find all the indefinite pronouns in the letter and correct any that are used incorrectly. (Students may need to refer back to the correct way to use these on p. 7.)
- c)** Find all the *wh*-word + *to*-infinitive structures and correct any that are formed incorrectly.
- d)** Find any lines in which they have not yet identified a mistake and look for less obvious errors.

**2 For weaker students,** you may want to tell them how many mistakes of each type there are:

- ❖ *wh*-word + *to*-infinitive structure — 7
- ❖ indefinite pronouns — 4
- ❖ articles — 3
- ❖ adverb/adjective form — 2
- ❖ verb tense — 2
- ❖ plural form — 1
- ❖ noun/verb form — 1
- ❖ spelling — 2



## PRE-TASK 4 Editing a letter

■ One of your classmates has written a letter to himself to put in the time capsule. He asks you to help him edit the letter. Correct the mistakes for him. There is one mistake in each line.

### Help Bubble

Underline the words that are wrong and write the correct words above them. Mark the position of a missing word with a 'Λ' and write the missing word above it. Cross out any unnecessary words with a 'X'.

### Help Bubble

Note that the writer addresses himself in the future using the word 'you'.

### Note

An alternative correction would be to cross out 'am'.

there  
Hi their

When you read this letter, you will be very different from

the fourteen-year-old boy who ~~X~~ wrote it. You will be an

adult adults with a career and a home, and maybe your own

5 family. I don't know what which to say to you, because I don't

know anything about you. If nothing anything happens to change

your plans, you will be an Λ engineer. That is my dream now. In

all my dreams, you don't have to worry about anything nothing. For

example, how to make making money, because you have a lot of

10 it. I hope that you have had the big flat you wanted, with a great

view of the harbour and the city. I hope that your ~~X~~ biggest

worry is where when to go on your next holiday — France or Italy!

I have a lot of dreams now and I also have some something worries.

Sometimes I worry about how which to pay for my education. I

15 also wonder if I am making make the right decisions. Should I study

hard hardly or should I have more fun with my friends? Is there

anything nothing that I am missing while I'm young? I don't know

to who Λ talk to about all these questions.

For now, I promise ~~X~~ to work hard, keep fit and make

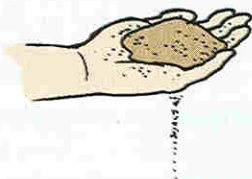
20 lots of good friends. Then you will have a happy life live.

the reunion  
Enjoy reunion!



# VOCABULARY CHECKLIST

Well done! In this unit, we've used the following groups of words and phrases.



## Quantity words

a bag of (p. 2)  
a bit of (p. 2)  
a box of (p. 2)  
a bundle of (p. 2)  
a carton of (p. 2)  
a handful of (p. 2)  
a pack of (p. 2)  
a packet of (p. 2)  
a piece of (p. 2)  
a set of (p. 2)  
a stick of (p. 2)  
a tin of (p. 2)  
a tube of (p. 2)

## Words with the prefix re-

rearrange (p. 3)  
reconsider (p. 3)  
reread (p. 3)  
retake (p. 3)  
reunite (p. 3)  
reuse (p. 3)  
rewrite (p. 3)  
re-evaluate (p. 10)

We've also used these words and phrases.

time capsule (p. 2)

fit (sth) in (p. 3)

pass (sth) around (p. 3)

attach (p. 3)

travelled through  
time (p. 3)

anniversary (p. 4)

mark (p. 4)

occasion (p. 4)

involved (p. 4)

gallon (p. 4)

container (p. 4)

admitted (p. 4)

microwave popcorn  
(p. 4)

smart card (p. 4)

in the end (p. 4)

bury (p. 5)

schoolyard (p. 5)

ruin (p. 5)

centenary (p. 5)

cross (sb's) mind (p. 5)

individuals (p. 5)

organizations (p. 5)

millennium (p. 5)

chart (p. 6)

division (p. 6)

mysterious (p. 7)

in perfect condition (p. 8)

reference library (p. 8)

a waste of time (p. 8)

metal tin (p. 8)

tight-fitting (p. 8)

lid (p. 8)

possessions (p. 10)

take up (p. 10)

go bad (p. 10)

seal (p. 10)

site (p. 10)

engineer (p. 13)



## VOCABULARY CHECKLIST



### Unseen dictation passage

To mark the millennium, we decided to make a time capsule. Everyone was involved and put one important possession into a metal tin with a lid. There was a bag of seeds, a box of matches, a bundle of pens, a packet of postcards, a tube of toothpaste and a handful of earth.

At first, we wanted to put in a computer. However, it took up a lot of space and we had to keep on rearranging the things in the box. In the end, we decided not to include the computer. After we took it out, everything fitted. Then we sealed the box and attached a label with contact details. Then we buried the capsule in the schoolyard.

I hope everything will be in perfect condition when we open the capsule on our school's 50th anniversary in 2025!



### Pronunciations to note

**bundle** /'bʌndəl/ the second syllable has a very weak vowel sound

**carton** /'kɑ:tən/ the second syllable has a very weak vowel sound

**tube** /tju:b/ rhymes with *cube*

**rearrange** /,ri:ə'reɪndʒ/ the primary stress is on the third syllable and the secondary stress is on the first syllable

**reconsider** /,ri:kən'sɪdə/ the primary stress is on the third syllable and the secondary stress is on the first syllable

**retake** /ri:'teɪk/ as a verb, the stress is on the second syllable

**reunite** /,ri:ju'naɪt/ the primary stress is on the third syllable and the secondary stress is on the first syllable

**capsule** /'kæpsju:l/ the stress is on the first syllable

**attach** /ə'tætʃ/ the first syllable has a weak vowel sound

**anniversary** /,æni'vɜ:səri/ the primary stress is on the third syllable and the secondary stress is on the first syllable

**occasion** /ə'keɪʒən/ the first syllable has a weak vowel sound and the third syllable has a very weak vowel sound

**involved** /ɪn'vɒlvd/ the stress is on the second syllable

**gallon** /'gælən/ the second syllable has a weak vowel sound

**container** /kən'teɪnə/ the first and third syllables have a weak vowel sound

**admitted** /əd'mɪtɪd/ the first syllable has a weak vowel sound

**microwave** /'maɪkrəweɪv/ the second syllable has a weak vowel sound

**popcorn** /'pɒpkɔ:n/ the stress is on the first syllable

**bury** /'beri/ the first syllable is read with an /e/ sound

**schoolyard** /'sku:ljɑ:d/ the stress is on the first syllable

**ruin** /'ru:ɪn/ has two syllables

**centenary** /sen'tɪnəri/ the stress is on the second syllable

**millenium** /mɪ'leniəm/ the stress is on the second syllable

**mysterious** /mɪ'stəriəs/ the stress is on the second syllable

**condition** /kən'dɪʃən/ the first syllable has a weak vowel sound and the third syllable has a very weak vowel sound

**reference** /'refərəns/ the third syllable has a weak vowel sound and the second syllable has a very weak vowel sound

**possessions** /pə'zeʃənz/ the first and third syllables have a weak vowel sound and the -ss- in the second syllable is pronounced with a z sound

**seal** /si:l/ has a long vowel sound

**engineer** /,endʒɪ'nɪə/ the primary stress is on the third syllable and the secondary stress is on the first syllable



## TASK 1

### A

#### Teaching ideas

- 1 Before students begin their discussion, make sure that they have gone over the instructions carefully and understand what to do. You can ask them to underline important words in the note which tell them what they need to do (see overprinted notes on p. 15).
- 2 Go over the list of items that the American students have put in their time capsule. Make sure that students know what they are.
- 3 You can suggest that students first choose items from the list before thinking of new items. However, when they choose from the list, they should remember that these items were suitable for a school in America, but they may not necessarily be suitable for a school in Hong Kong.





## TASK 1

Students learnt the vocabulary they need in the Pre-reading section on pp. 2–3. They learnt about making a time capsule in the Reading section on pp. 4–6. They learnt about indefinite pronouns in the Language focus section on p. 7 and practised their use in Pre-task 1 on p. 8, Pre-task 3 on pp. 11–12 and Pre-task 4 on p. 13. Students discussed which categories of things to include in their time capsule in Pre-task 3 on pp. 11–12.

## Choosing the contents of your time capsule

## In this task, you will:

- 1 discuss what to put in your time capsule.
- 2 give a presentation about your time capsule.

**A** Your class representative has sent out a note about the time capsule that your form is making. Read the note and follow the instructions.

*As you all know, our form is preparing a time capsule. We've already decided which categories of things to include. Now we need to choose specific items from each category to put in the capsule. In groups, please discuss which items to include. In your discussion, you should:*

- *choose at least four items for each category.*
- *decide on the quantity of each item.*
- *have good reasons to support your choices.*

*After deciding what to put in the time capsule, please make a presentation to our class. The class representative from each class will review all the presentations before making a final decision about what to put in our form's time capsule.*

*Have fun!*

*Andrew Mak*

*PS I've attached a list of what some American students put in their time capsule. Maybe it will give you some ideas for your discussion.*

## In our time capsule, we've included:

## • something about school

- a yearbook
- a class photo
- a set of our year's textbooks
- a basketball team uniform
- a bundle of letters to ourselves



## • something about popular culture

- a piece of recycled paper
- a packet of microwave popcorn
- a smart card
- a packet of coffee beans



## • something about modern trends

- a picture of a pair of the latest sports shoes
- a teen fashion magazine
- a VCD of the top ten pop songs
- the latest computer game



## • something about current affairs

- a bundle of newspaper clippings of this year's top stories
- a photo of the American president
- a box of labelled photographs of each district in our city
- a set of maps (of our city, the USA and the world)





**B** You are going to have a group discussion about specific items to put in your time capsule. First think of some ideas on your own and jot them down on the note sheet below.

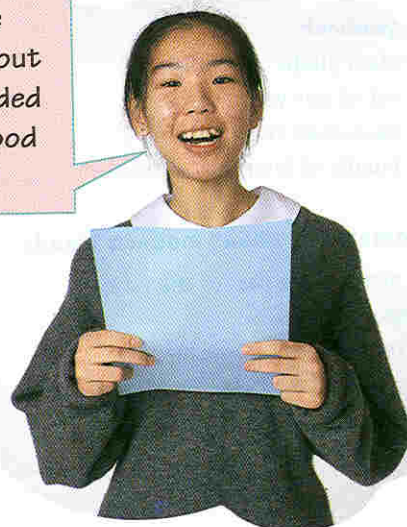
Categories	Suggested items	Reasons

**■** Now start your group discussion. When you have finished, write down the specific items you have chosen along with the reasons for your choices.

Categories	Chosen items	Reasons

**C** Prepare a short presentation about your group's decisions on what to put in the time capsule. Collect as many of your chosen items as you can to show to the class as you speak. You can start your presentation like this.

In our group discussion, we agreed on four categories of things. We decided to put in something about \_\_\_\_\_. For this category, we decided to put in ... We think this is a good choice because ...





## B

### Teaching ideas

1 You can ask students to prepare a note sheet like the second one on p. 16, using a large sheet of paper. They should then copy the categories that they agreed on in Pre-task 3 onto the note sheet, with space to list a good number of items under each category heading. They can then discuss the items and jot down notes in the other two columns of the note sheet.

2 Remind students to use the discussion skills that they have learnt to keep their discussions going smoothly, e.g. agreeing and disagreeing politely, asking for comments, keeping to the topic, etc.

3 You may want to set a time limit for the discussion. If so, you may want to tell students how much time they have to discuss each category. You could write the time remaining on the board every five minutes so that students can keep an appropriate pace for their discussion.

4 **For weaker students**, you may want to stop them after they have discussed one category of things and check their progress. You could do a brief survey of items they have chosen and some reasons, offering suggestions if they are having problems agreeing on suitable items. This will give them more direction and confidence as they carry on discussing their other categories.

### Sample dialogue

S1: Since I have the neatest handwriting, shall I take notes?

All: Good idea.

S1: OK. In our last meeting, we decided to include something about technology, our school, music and famous world people. First of all, shall we discuss technology? What things about technology do you think we should put in the time capsule?

S2: I think we should put in a smart card.

S3: I think that's a good idea. It shows the technology of the time.

S4: I agree with Colin. We should include a smart card. What do you think, Ben?

S2: I thought it would be good to include a photo of the basketball team because I play for the team.

S1: I disagree with that because it's only boys who play in the team and it wouldn't be fair as the girls wouldn't be in the photo. Do you agree, Ellen?

S4: Yes, I think we should have a photo that includes everyone. What about a class photo?

S1: That would be fairer.

S2: What shall we include for music?

S3: I think we should include a VCD of the top ten pop songs because I'm sure they will seem funny in twenty-five years.

S4: I agree. Pop songs would also show something about modern trends.

S2: As for famous people, I think we should include a photo of the American President because he is a very important person.

S3: I disagree with your choice. It doesn't seem right to only include the American President.

S4: I think Colin is correct. If we include a photo of famous people, we should also include photos of other world leaders. They are all important people.

S1: That's a good idea. Let's include more world leaders. Did anyone think of anything else? No? Do we all agree on our choices and reasons? Yes? Would everyone like to copy my notes?

## C

### Teaching ideas

1 Students have already learnt about how to prepare and give a good presentation. You may want to revise the presentation skills they have learnt before they prepare their class presentation in this part of the task.

2 **For stronger students**, you may want to prepare some evaluation forms like the one on p. 57 in Unit 8 of Book 2B. You can hand the forms out to students and ask them to evaluate each group's presentation. If time allows, you could ask students to give some peer feedback to each group following their presentation.

### Background information

Students learnt how to give a good presentation in Unit 8 of Book 2B.



## Model presentation

In our group discussion, we agreed on four categories of things. We decided to put in something about technology, school, music and famous people.

For the technology category, we chose a smart card. We think this is a good choice because it shows the technology of the time.

For the school category, we decided to include a class photo so that we'll be able to see what all of the people in our class looked like 25 years earlier.

For the music category, we chose a VCD of the top ten pop songs because we think they will seem funny when we look back in twenty-five years.

For the famous people category, we agreed to include photos of world leaders because they are all important people.

## TASK 2



### Tapescript

#### What to do?

Do I know what to think

Of my life the way it is?

Am I happy to go along

Living my life like this?

Do I know who to call

When the pleasure in life ends?

Do I have only enemies?

Do I have only friends?

Do I know where to find

Some time on a Saturday?

Do I have time to take my kids

Out to the park to play?

Do I know how to be

A good husband to my wife?

Will I be the one she looks to

For the rest of my life?

Do I know what to think

Of my life the way it is?

Am I happy to go along

Living my life like this?

## Teaching ideas

**1** As you introduce this task, you could have a brief class discussion about writing a letter to a future self. You can ask students the following questions:

**T:** *What do you think your life will be like in twenty-five years?*

*How old will you be?*

*Where do you think you will be living?*

*What do you think you will be doing?*

*Do you ever think about your life in the future?*

*If you could talk to your future self, what would you say to him/her? Would you have any advice to offer? Would you warn him/her about anything?*

**2** You could then ask students why they think someone might want to write a letter to his or her future self.

**3** Play the tape for students. Then ask them to read along as you play the tape the second time.

**4** **For stronger students,** you could ask them what they know about this person from reading the poem (*he has children; he is married; he has a lot of questions about himself and his life*).





## Writing a letter to yourself

Students learnt to use *wh*-words + *to*-infinitives in the Language focus section on p. 9 and practised using them in Pre-task 2 on p. 10 and in Pre-task 4 on p. 13. They also read and corrected a student's letter to himself in Pre-task 4 on p. 13.



**A** Your classmates like the idea of writing a letter to themselves and putting it in the time capsule. However, nobody knows what to write. Your teacher has found a poem that she thinks will help you. Listen to the poem.

### ? What to do?

Do I know what to think  
Of my life the way it is?  
Am I happy to go along  
Living my life like this?

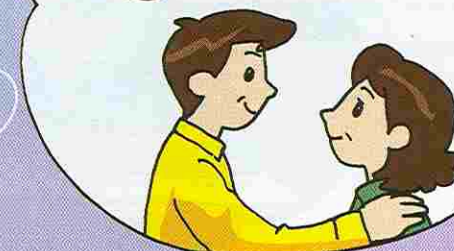
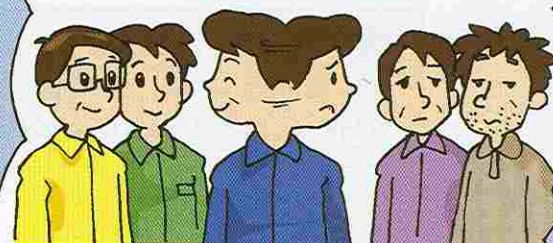
Do I know who to call  
When the pleasure in life ends?  
Do I have only enemies?  
Do I have only friends?

Do I know where to find  
Some time on a Saturday?  
Do I have time to take my kids  
Out to the park to play?

Do I know how to be  
A good husband to my wife?  
Will I be the one she looks to  
For the rest of my life?

Do I know what to think  
Of my life the way it is?  
Am I happy to go along  
Living my life like this?

By Alan Elder



#### Note

If you 'look to' someone, you expect or hope that the person will provide you with something that you want.



**B** Each stanza of the poem contains one main idea. Read the poem again and try to identify the ideas. Write the main idea in each stanza in the table below.

Stanza	Main idea
1	Will I be happy with my life?
2	Will I have any friends when I am older?
3	Will I be a good father?
4	Will I be a good husband?
5	Will I be happy with my life?

**Note**

These are suggested answers. Students' answers may vary. Accept any reasonable answers.

**C** Work in pairs. Discuss the main ideas of the poem with your partner and see if you agree on what they are. After your discussion, you may want to make changes to your answers in Part B. You can begin your discussion like this.

I think the main idea in the first stanza is ...

Yes, I agree. In this part of the poem, the author is **wondering** if he will be happy with his life.

OK, so we can say that the main idea in this stanza is 'Will I be happy?'. No, I don't think so. I think he's worried about ...

I agree. Now let's look at the next stanza ...





## B

### Teaching ideas

- 1 Students may find it difficult to think in terms of the main ideas in each stanza of the poem. To help them get started, you could tell them to read through the sample discussion at the bottom of the page.
- 2 You may want to ask students if they agree with the two students' idea about the main idea of the first stanza. If they have other ideas, write them on the board.
- 3 **For weaker students**, you may want to go over each stanza of the poem with them and elicit different opinions about the main idea of each stanza. You could write students' ideas on the board and perhaps offer some suggestions of your own. Then ask students to choose which idea they think is the main one for each stanza.
- 4 **For stronger students**, you can tell them that the main idea in a poem or stanza is called a *theme*. Ask them to read each stanza of the poem at least twice and try to find the theme of each one. Encourage them to guess even if they feel unsure about it.

## C

### Teaching ideas

- 1 In this part of the task, you could tell students that they need not agree on what the main idea of each stanza is. They should try to give strong reasons why they think their idea is the main one and see if they can convince their partner. On the other hand, they should also listen to what their partner thinks and try to understand his or her point of view about the poem as well.
- 2 As students finish discussing each stanza, you can tell them to make notes about what they think the main theme is in the first column of the table on p. 19. Their idea may be the same one they wrote on the note sheet in Part B, or it may be a new idea from their discussion in Part C.

## Background information

In poetry and other types of literature, people often have different ideas about what the text means and what the author is trying to say. There is often not a right and wrong way to read a piece of literature. It is a good idea to encourage students to develop their own ideas about literary texts and enjoy them for what they say to them personally.

### Sample dialogue

- S1:** I think the main idea in the first stanza is 'Will I be happy with my life?'
- S2:** Yes I agree. In this part of the poem, the author is wondering if he will be happy with his life.
- S1:** OK, so we can say that the main idea in the first stanza is 'Will I be happy with my life?'
- S2:** I agree. Now let's look at the next stanza. What do you think the main idea is in this stanza?
- S1:** I think the author is asking 'Will I have any friends when I am older?'
- S2:** I agree. He seems to be asking if he will have anyone to rely on. So shall we say that the main idea is 'Will I have any friends when I am older?'
- S1:** I agree. Now let's look at the third stanza. What do you think the main idea is in this stanza?
- S2:** I think the author is asking 'Will I be a good father?'
- S1:** I agree. He wants to spend time with his children.
- S2:** Right, shall we say that the main idea is 'Will I be a good father?'
- S1:** I agree with that. Now let's look at the next stanza. What do you think the main idea is in the fourth stanza?
- S2:** I think the author is asking 'Will I be a good husband?'
- S1:** I think you're right. So shall we say that the main idea is 'Will I be a good husband?'
- S2:** Yes, good idea. Now let's look at the last stanza. It's the same as the first stanza. Don't you agree?
- S1:** Yes, I do. Why do you think it's the same?
- S2:** I think he's repeating the same two questions in this stanza because they make us think about the questions again.



## D

## Teaching ideas

1 Make sure that students know the meaning of all the adjectives in the help bubble before they do this part of the task. They should also know the meaning of optimistic (*hopeful about the future or the success of something in particular*).

2 It is a good idea to ask students to make notes of the author's feelings in each stanza before they consider their own feelings on each topic. This will help them to keep their focus on the ideas in the poem first, before changing their focus to themselves.

3 For stronger students, you could ask them to listen to the poem again in this part of the task, rather than read it. You can stop the tape after each stanza to give them time to think about the author's feelings and make notes. This will give them practice in listening for the speaker's attitude.

## E

## Teaching ideas

1 You can point out to students that their letter to themselves does not have to be a poem. They are meant to use some main ideas or themes from the poem in the letter, but they can write it in the style of an informal letter. They can use the letter on p. 13 as a reference.

2 Depending on your students' level, you can encourage them to be quite creative in their letters. For example, you can invite them to imagine details about their future self such as their address, type of home, type of car, number of children, etc. You can also encourage them to give some useful advice to their future self.

## Model plan

## Greeting

## Paragraph 1: Introduction

- remind myself of the letter

## Paragraph 2: Will I be happy?

- say whether I am happy or not

## Paragraph 3: Will I have any friends when I am older?

- old friends and new friends

## Paragraph 4: Will I be a good father?

- number of children and how they feel about me

## Paragraph 5: Will I be a good husband?

- my wife and our relationship

## Closing

## Model letter

Dear Alan

This is the letter you wrote twenty-five years ago. I hope you remember the poem you read when you were in Form 3.

If you remember, the first idea in the poem was 'Will I be happy?' I hope I am happy now and that my life, so far, has been good.

The second idea was 'Will I have friends when I am older?' I hope that Alice, Dave, Ben and Connor are still my friends and that I have made some new ones.

In the poem, the third idea was 'Will I be a good father?' Well, I hope that I have two or three children and feel that I am a good father to them.

The last idea in the poem was about being a good husband. I would like to think that my wife is a good woman and that we both still love each other.

Well, goodbye myself and I will see you in twenty-five years.

Alan



**D** Look at the main ideas in the poem again and write them in the first column of the table below. How does the author feel about these things? For example, does he feel worried or optimistic? Write some notes in the second column. How do you feel about these things? Write your feelings in the third column.

**Help  
Bubble**

We often use these words to describe our feelings about the future.

afraid  
eager  
excited  
negative  
positive  
uncertain  
worried

Main idea	Author's feeling about the future	My feeling about the future
1 Will I be happy with my life? Will I have any friends when I am older?	uncertain	
2	uncertain	
3 Will I be a good father?	worried	
4 Will I be a good husband?	worried	
5 Will I be happy with my life?	uncertain	

**Note**

These are suggested answers. Students' answers may vary. Accept any reasonable answers.

**E** Choose two or more of the main ideas in the poem and write about them in a letter to yourself. Plan your letter below. Include your feelings about the future for each idea. Then write your letter.

**Help  
Bubble**

Add more paragraphs if you want to include more ideas in your letter.

**PLAN**

Greeting

Paragraph 1 — introduction

Paragraph 2 — first idea

— my feelings

Paragraph 3 — second idea

— my feelings

Closing / final greeting





Imagine that twenty-five years have passed and that you have just opened your time capsule. Write an e-mail message to your ten-year-old daughter about it. Before you write, plan your letter in the space below.

## PLAN

In paragraph 1, explain when and where you made your time capsule.

In paragraph 2, describe how you felt when you saw the things in the time capsule again. Mention anything that has changed since you made your time capsule. For example, do people still use these things or have they been replaced by something more modern?



### **Congratulations! You've finished Unit 6.**

Did you enjoy this unit?  
(Please circle a face.)

Yes



A little



No



Which part(s) did you like most? \_\_\_\_\_

Which part(s) did you like least? \_\_\_\_\_



## STRETCH YOURSELF

### Teaching ideas

1 You could ask students to use the plans for a time capsule that they developed in this unit as the basis for their e-mail message. Alternatively, you can allow them to use their imagination and describe a completely different time capsule.

2 If time allows, before students plan their e-mail message, you could have a class discussion about other things they might like to tell their child after twenty-five years. You can ask them, *What do you think your child might want to know about you when you were in Form 3?*

### Model plan

#### Greeting

**Paragraph 1:** Background information

- when and where I made the time capsule

**Paragraph 2:** Feelings and changes

- how I felt when I saw the things in the time capsule again
- what has changed since I made the time capsule

#### Closing

### Model e-mail message

Hi Sylvia

It's Dad here. My old high school friends and I opened up a time capsule today that we made in Form 3 at Sha Tin Secondary School twenty-five years ago, so I thought I would send you an e-mail message to tell you about it.

It was strange opening up the time capsule and seeing the things we put in all those years ago. Someone put in a Leon Lai CD and we all thought it looked out of date compared to the MP3s we have now. There was also an old school photo. 'Photos' were what we had before the Personal Holographic Image. At first, I was afraid to look at it but you should have seen how I looked — funny in those old school uniforms we used to wear! I have attached the photo to this message. I met Dave Lee, who was one of my old friends at school. He now works for the Interplanetary Research Company and still looks the same. He drives one of those new Nissan Beam Scooters.

I have many other stories to tell you.

I will see you tonight.

Love

*Dad*



### Unit 6 Time Capsule

<b>Textbook Pg #</b>	<b>Focus</b>	<b>Adaptations made</b>
2	Quantity words	<b>H</b>
3	Verbs with the prefix re-	<b>(T)</b>
4-6	Time capsule-magazine article	<b>T + M + A</b>
7	Something, anything, nothing	<b>(T) + H</b>
9	<del>Wh</del> -words and to-infinitives	<b>(T) + H</b>
8	Collecting information about time capsules	<b>H</b>
10	How to make a time capsule	<b>H</b>
11-12	Let's make a time capsule	<b>O + R + M</b>
13	Editing a letter	<b>H</b>
14	Vocabulary checklist	<b>O</b>

#### Key

T: Taught

(T): Reduced teaching time

H: Homework

C: Classwork

O: Omitted

R: Replaced

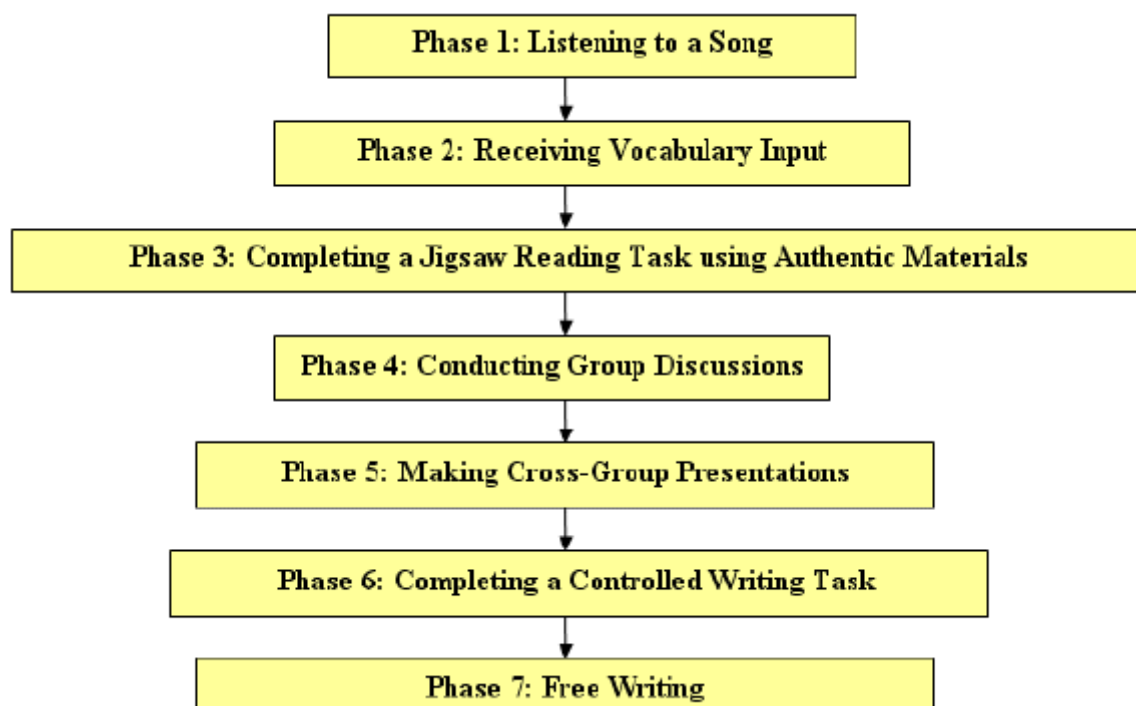
A: Added

M: Adapted



## Mr Tsang's Overall Teaching Framework

Having very carefully adopted the four options of textbook adaptation (Maley 1998), Mr Tsang was able to incorporate some interesting authentic materials into his unit of teaching on "Time Capsules" to supplement the textbook. The following flow-chart shows the seven key phases in his teaching with a focus on the learning tasks:



□  
□

Read on to find out how Mr Tsang's teaching practices are evaluated, using Tomlinson's framework (1998), to illustrate his pedagogical expertise in:

- arousing students' interest in the topic (in this case, "time capsules")
- providing students with ample exposure to both content and linguistic knowledge about the topic
- helping students establish relevance between the language to be learnt in the texts/tasks and their everyday life
- giving them ample opportunities to use English in the most meaningful, purposeful, authentic and interactive way
- developing their confidence in language use by providing them with the right degree of challenge
- catering for their different abilities, needs, interests, preferences and learning styles

## References

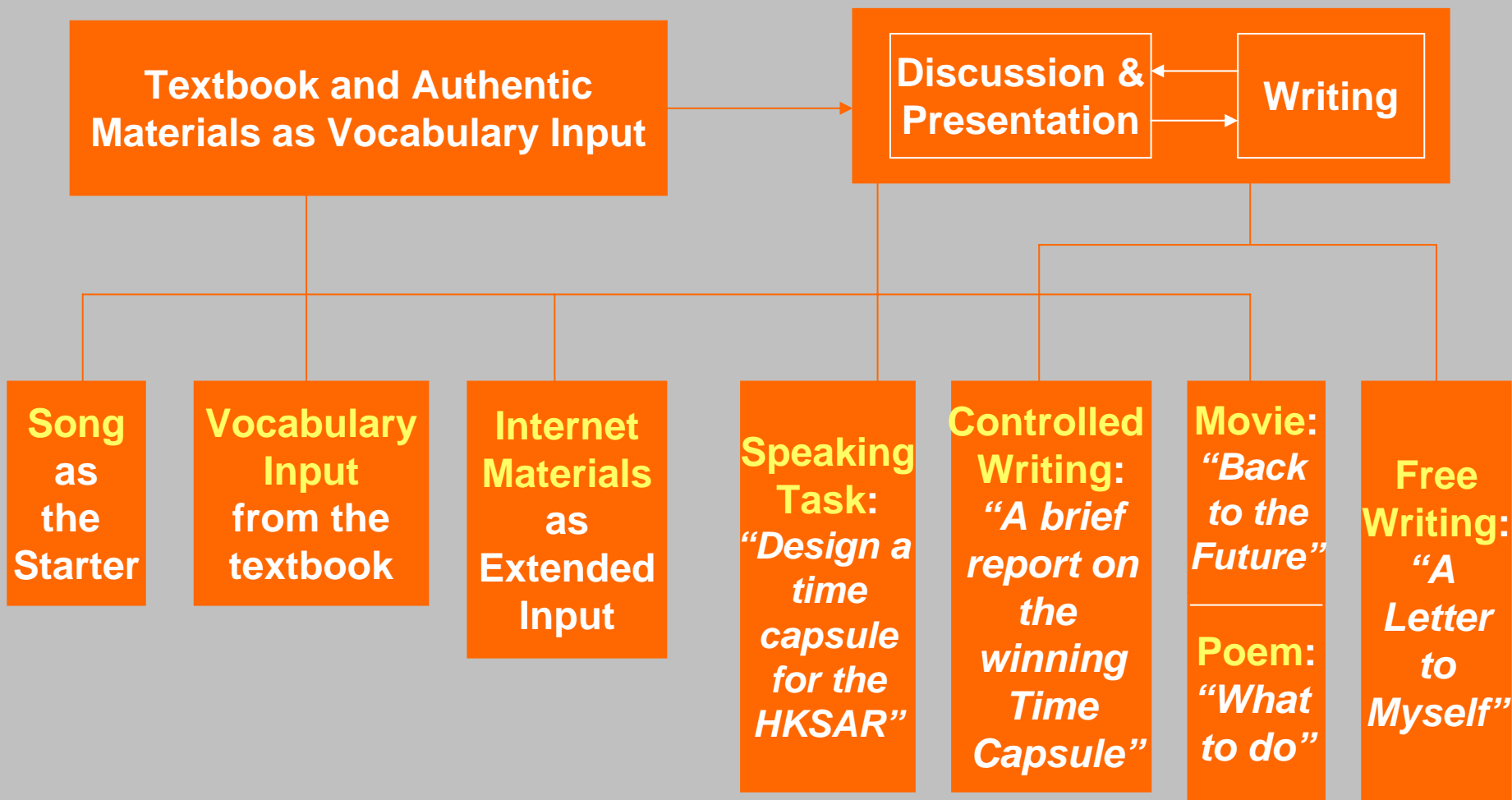


Maley, A. (1998). "Squaring the circle - reconciling materials as constraint with materials as empowerment". In B. Tomlinson (ed.) (1998). Materials Development in Language Teaching. Cambridge: Cambridge University Press. Chapter 12, pp. 279 – 294.

Tomlinson, B. (ed.) (1998). Materials Development in Language Teaching. Cambridge: Cambridge University Press.

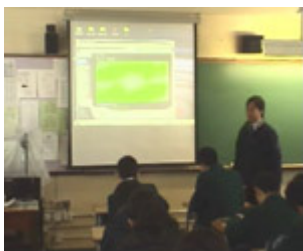


# Mr. Tsang's Overall Teaching Framework





## Phase One: Song - *Time in a Bottle*



Mr Tsang began his whole series of lessons on "Time Capsules" with the song entitled "Time In A Bottle", which he had chosen with meticulous care to stimulate students' interest in the topic, to get them to discuss what they saw as the most important things in their life and to explore how memories could be stored.

Mr Tsang selected the song for two main reasons:

- To **set the scene**

Mr Tsang believes that students cannot enter a lesson "cold". Using the song as a stimulus and a warmer, he engaged his students in a class discussion about "What is the most valuable thing in your life?", and helped them **personalise the task** by relating the storing of the valuable things they had named to the ways in which they could store such memories and hence "time", thereby preparing students' mental set for the series of tasks to follow.

- To **arouse students' interest**

Students' reactions showed that they generally found listening to the song "an interesting activity" and liked the lyrics of the song Mr Tsang had chosen for them. This confirmed as well as reinforced his belief that if songs are appropriately chosen, they can appeal to students, motivate them to learn and raise their interest in the topic.



**Time in a Bottle**  
Words and Music by The Chords  
Copyright © 1989, All Rights Reserved.

It's \_\_\_\_\_  
The first thing that I'd like to do  
Is \_\_\_\_\_  
The second thing that I'd like to do  
Is \_\_\_\_\_

It's \_\_\_\_\_  
The first thing that I'd like to do  
Is \_\_\_\_\_  
The second thing that I'd like to do  
Is \_\_\_\_\_

It's \_\_\_\_\_  
The first thing that I'd like to do  
Is \_\_\_\_\_  
The second thing that I'd like to do  
Is \_\_\_\_\_

A [gap-filling task](#) was designed to give students a clearer and more focused purpose for listening to the song. The song was played four times in total, for the following reasons:

- **1st time:** to give students the chance to enjoy the song and get an overall idea of the meaning behind the song.
- **2nd time:** to listen for the gist of the song – the key words they had to fill in.
- **3rd time:** to allow more time for information-processing, especially for the weaker students. Before the song was played for the last time, students were asked to compare their answers in pairs.
- **4th time:** to enable students to check their answers against the full version of the song lyrics displayed on an overhead transparency.



A [list of questions](#) was then presented to help students relate the song to the topic of "time capsules".



## Time In A Bottle

Words and Music by Jim Croce  
Copyright © 1975 Jim Croce, Atlantic Records.

If I \_\_\_\_\_

The first thing that I'd like to do

Is \_\_\_\_\_ every day

Till Eternity passes away

Just \_\_\_\_\_ with you

If I \_\_\_\_\_

If words \_\_\_\_\_ come true

I'd save every day \_\_\_\_\_ and then,

Again, I would \_\_\_\_\_ with you

\*But there never seems to be enough time

\_\_\_\_\_ you want to do

Once you find them

I've looked around enough \_\_\_\_\_

That you're the one \_\_\_\_\_ \*

If I had \_\_\_\_\_

And dreams that \_\_\_\_\_

The box \_\_\_\_\_

Except for the memory

Of how they \_\_\_\_\_

\*But there never seems to be enough time

\_\_\_\_\_ you want to do

Once you find them

I've looked around enough \_\_\_\_\_

That you're the one \_\_\_\_\_ \*

## Time In A Bottle

Words and Music by Jim Croce

Copyright © 1975 Jim Croce, Atlantic Records.

If I could save time in a bottle

The first thing that I'd like to do

Is to save every day

Till Eternity passes away

Just to spend them with you

If I could make days last forever

If words could make wishes come true

I'd save every day like a treasure and then,

Again, I would spend them with you

\*But there never seems to be enough time

To do the things you want to do

Once you find them

I've looked around enough to know

That you're the one I want to go through time with \*

If I had a box just for wishes

And dreams that had never come true

The box would be empty

Except for the memory

Of how they were answered by you

\*But there never seems to be enough time

To do the things you want to do

Once you find them

I've looked around enough to know

That you're the one I want to go through time with \*





1. According to the first paragraph, what does he want to save?

He wants to save time in the bottle.



2. How is he going to use the things saved in the bottle?

He wants to save every day so that he can spend the time together with his lover.





3. According to the second paragraph, what does he want to save?

He wants to save every day which is like a treasure to him.



4. With reference to the second paragraph, how is he going to use the things saved?

He wants to spend every day with his lover.





5. What is his worry mentioned in the third paragraph?

The songwriter always finds that there is not enough time for him to do the things he wants to do.



6. What does he want to put in the box?

He wants to put his memory which is all related to his lover in the box.





7. Do you know why the writer wrote this song?

He wants to have more time with his lover.



8. Do you think it is impossible  
for us to keep the time,  
memories, etc? Why/ Why  
not? \*

????????????

?



## Phase Two: Vocabulary Input from the Textbook Passage



In this lesson, Mr Tsang aimed to equip his students with the **topical vocabulary** they would need to perform the more challenging tasks in Phases 4 and 5. He focused on Pages 4 and 5 of the textbook passage, but made selective use of the glossary list provided on Pages T4 and T5 of the teacher's book, based on his very careful considerations of their language and learning needs.

Slight adaptations were made to the explanations and examples given in the textbook.

## READING A time capsule

This reading passage prepares students to plan their own time capsule in Task 1.

**A** Your classmate found an article about a time capsule in an American teen magazine. Read the article.



Last autumn, <sup>C1</sup> Bedford High School in Albany, New York, <sup>C2</sup> celebrated its 75th anniversary. The students at Bedford High <sup>C4</sup> decided to do something special <sup>C4</sup> to mark the occasion. They <sup>C3</sup> made a time capsule. **Note**

We use 'dozens' /'dʌzənz/ to mean 'lots'.

- 5 'We wanted to organize a unique event,' said Principal Anthony Hughes, 'and the students came up with dozens of ideas about what to do. In the end, making a time capsule was everyone's top choice.'



- All of the school's 1,200 students were involved in the project. <sup>C5</sup> The students formed <sup>C6</sup> committees to make the major decisions, such as what type of container to use, where to <sup>C7</sup> store the time capsule and when to open it. Each class also had a class representative to <sup>C8</sup> represent the views of the class. For example, <sup>C9</sup> they made lists of categories of things to <sup>C10</sup> include in the capsule. <sup>C11</sup> They also made lists of specific items. <sup>C12</sup> Then all the students in the <sup>C13</sup> school <sup>C15</sup> voted for which categories and which specific items they wanted to include in the <sup>C14</sup> time capsule.

'We bought a new five-gallon plastic container to use as our capsule,' said Sharon Smith, 14, one of the class representatives. <sup>B1</sup> 'We thought about reusing an old container but we didn't have anything suitable at school.'

- A social studies teacher at Bedford High, Fran Alexson, said the time capsule project was <sup>B1</sup> a good way for students to learn how to cooperate and make sensible group decisions. However, some students admitted that there had been disagreements. 'We had some arguments about what to put in the time capsule,' said Tyler Stevens, 15. 'Everyone agreed we should have something about school in it but, at first, a lot of students didn't want to put in anything about popular culture, for example, pop songs and movies. They didn't <sup>B1</sup> think it was important.'

**Note**

The use of 'did' here is emphatic. 'We did include' has a stronger meaning than 'we included'.

- 'We did include things like microwave popcorn and a smart card in the end,' added <sup>D5</sup> 16-year-old Wendy Berg. 'After some thought, <sup>B2</sup> we decided that popular culture changes a lot <sup>C5, D5</sup> and therefore it was important to include something about it. However, I'm a bit disappointed that there's nothing about this year's most popular movies in the capsule.'
- 30 Something all the students agreed should go into the capsule was a bundle of letters that some of the students had written to themselves.



**Common error**

Students often mistakenly pronounce 'bury' /'beri/, with a long vowel sound in the first syllable. Tell them that it should be pronounced /'berɪ/, with a short vowel sound in the first syllable.

'I'm only fifteen now,' said <sup>D3</sup> Carol-Ann Bradley, 'but when I reread my letter, I'll be grown-up! I'm sure the hopes and dreams I wrote about in my letter will seem terribly childish then.'

35 'At first, we planned to bury the time capsule in the schoolyard,' <sup>D1</sup> Jason Kimber, 17, explained, 'but we were afraid something might happen to it. <sup>B3</sup> We thought that water or insects might get into it. <sup>B5</sup> Since we didn't want anything to ruin it, we decided to pay a company to store it for us. We chose Reunion Time.'

<sup>B4</sup> 'We decided to open the time capsule in twenty-five years because that will be our <sup>D2</sup> school's 100th anniversary,' continued Tyler Stevens. 'I can't think of a better way to celebrate our school's centenary!'

<sup>D4</sup> Are the students worried that twenty-five years from now, they may have forgotten which company has their time capsule? Sharon Smith laughs. 'That thought did cross my mind, <sup>B5</sup> but the company sent us a certificate that we've displayed in the school lobby, so 45 there's nothing to worry about.'

If you want more information about how to make a time capsule, you can write to: Reunion Time, 118 Main Street, Harlow, Arizona 72868, USA.

**Info****Note**

'Organization' is also spelt 'organisation'.

50 Time capsules are not a new idea. Individuals, organizations and even countries have made and buried time capsules for more than a century. However, renewed interest in time capsules came at the end of 1999, when many people saw it as the perfect way to mark the beginning of the new millennium.

**B** The American students had to make a lot of decisions about their time capsule. Read this list of ideas they had. Tick the things that they decided to do and put a cross next to those that they decided not to do. Then write the reasons for their decisions.

Ideas for our time capsule		
Idea	Decided to do (✓) / Decided not to do (X)	Reason
1 Reuse an old container.	X	They didn't have anything suitable at school.
2 Put in something about popular culture.	✓	They decided that popular culture changes a lot and therefore it was important to include something about it.
3 Bury the capsule in the schoolyard.	X	They were afraid something might happen to it / water and insects might get into it.
4 Reopen the capsule in twenty-five years.	✓	It will be their school's 100th anniversary.
5 Ask Reunion Time to store the time capsule for us.	✓	Reunion Time will store it for them safely and will send them a certificate to remind them of the event.



## READING



### Teaching ideas

1 Before students read the article, you could ask them to look at the designs at the top of the article and at the photo. Ask students what these things tell them about the article (*from the designs: it's probably about a school, the school is 75 years old, it is having a celebration; from the photo: it is probably a secondary school and it is probably overseas*).

2 If your school has had any celebrations recently, you could ask students what events the school organised to celebrate. Alternatively, you could ask students what celebrations they think a school might plan for an important anniversary.

3 After students have read the article, you could ask them to find and underline the names of all the students mentioned in the article. Who is the oldest student and who is the youngest? **For stronger students**, you could ask them to make some notes in point form about what each student said. Then you could ask them to use their notes to role play an interview with these students.

### Background information

1 The school, students and time capsule company in this article are fictional.

2 In North America, students study Grades 1–8 in an elementary school (like a primary school in Hong Kong) and Grades 9–12 in a high school (like a secondary school in Hong Kong). High Grades 9–12 in a high school are equivalent to Forms 3–6 in Hong Kong.

3 Later on in this unit, students will plan what to put in their own time capsule. The article will give them some ideas about what is important when planning a time capsule and the kinds of things they might want to put in it.



### Vocabulary

**anniversary** (title) *n* a day which is exactly a year or number of years after a particular event

When is your parents' wedding anniversary?

**mark** (line 3) *v* celebrate

The Government wants to have a firework display to mark the beginning of the New Year.

**occasion** (line 3) *n* a special event or ceremony

A wedding is a great occasion.

**involved** (line 9) *v* participating in an activity; involved is the past participle of **involve**

Over fifty students were involved in the play organised by the Drama Club.

**gallon** (line 16) *n* a measure for liquids

One gallon is about 4.5 litres.

**container** (line 16) *n* a box, bottle or any other object used for holding something

This container is too small. Do you have a bigger one?

**admitted** (line 21) *v* accepted and agreed unwillingly that something is true or that someone else is right; admitted is the simple past tense of **admit**

He admitted that his answer was wrong.

**microwave popcorn** (line 26) *n phr* popcorn that can be cooked in a microwave oven

**microwave** *n* a very short electric wave often used in cooking food

**popcorn** *n* seeds of maize that swell and burst open when heated, usually eaten warm with salt or syrup and butter

Microwave popcorn is my favourite snack.

**smart card** (line 26) *n phr* a plastic card which looks like a credit card and can store and process computer data

Somebody has left a smart card on my desk.

**in the end** (line 26) *adv phr* at last

Gordon said sorry to Ronald in the end and Ronald forgave him.



**'bury** (line 35) *v* hide something in earth or cover it with earth

My dog likes to bury his bone in the garden.

**'schoolyard** (line 35) *n* the large open area with a hard surface just outside a school building, where the schoolchildren can play and do other activities

We always go to the schoolyard at recess.

**'ruin** (line 37) *v* destroy

The farmers are worried that the typhoon is going to ruin their crops.

**cen'tenary** (line 41) *n* the day or year exactly 100 years after a particular event

Our school will have a ceremony to celebrate its centenary next week.

**cross (sb's) mind** (line 43) *v phr* come into someone's thoughts

Your words cross my mind every now and then.

**,indi'viduals** (line 48) *n* people, persons; individuals is the plural form of **individual**

Individuals may take part in this competition by filling in the forms.

**,organi'zations** (line 48) *n* groups of people with a special purpose, such as a club or business; organizations is the plural form of **organization**

There are numerous charitable organizations around the world.

**mil'lennium** (line 51) *n* a period of 1,000 years

Information technology will advance rapidly in the new millennium.

## B

### Teaching ideas

- 1 Before students begin, ask them to read through all the ideas in the list. **For stronger students**, you could ask them to try to remember what the students decided to do about each idea and, if possible, the reason for their decision.
- 2 You may want to tell students that the ideas in the list may not be in the same order in the article. They need to scan back and forth through the article to find the key words about each idea.
- 3 Some of the ideas, e.g. 3 and 5, are related. Make sure that students separate the reasons why the Americans decided to do one of these and not to do the other.

Committee (N) - a group of people who are chosen, usually by a larger group, to make decisions or to deal with a particular subject

Representative (N) - a person who has been chosen to speak or vote for sb else or on behalf of a group



Category (N) - a group of people or things with particular features in common

Specific (adj) - detailed and exact



## Phase Three: A Jigsaw Reading Task using Authentic Materials about "Time Capsules" from the Internet

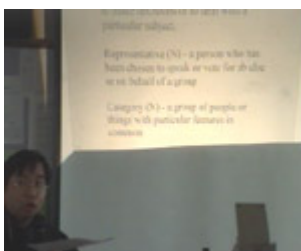


After the students had been introduced to the topic in the textbook passage, they were given a set of additional reading materials taken from the Internet comprising  [9 pages about "Time Capsules"](#) and  [a list of questions](#) in the teacher set. The class was divided into seven groups according to their seating arrangements and each group was assigned one question to complete. **This is the Jigsaw Reading Task.**



According to Mr Tsang, the materials he selected and the task he devised served two main purposes:

- To **widen students' exposure to the topic and broaden their knowledge of the topical vocabulary**
  - to compensate for the inadequacy of the textbook passage in preparing students for the group discussion he designed for the next lesson, and
  - to provide "informative, but not... too difficult" materials to enrich students' content knowledge of the topic, expand their vocabulary range and challenge them linguistically.
- To **cater for learning diversity** in the classroom. In order to optimise students' learning, he:
  - **adapted "up"** by selecting authentic materials to make the reading task sufficiently challenging and motivating for the linguistically high-achievers in class
  - **adapted "down"** by using jigsaw reading to make the task challenging and yet still manageable to the linguistically less able students. So despite the textual complexity of the Internet materials with their high lexical density and contextual richness, the weaker students in class managed to complete the task without much difficulty



## Time Capsules at the University of Maryland



**Barracks Time Capsule**  
Recovered 1912



**Old Annapolis Hall Time Capsule**  
Buried 1973  
Recovered 1986



### The Barracks Time Capsule



The time capsule was discovered in the rubble of the Barracks Building after the great fire of 1912. The loss was appraised at \$250,000.

The time capsule was made of copper and contained one document (in two pieces). The document lists artisans who worked on construction of the building.





## Old Annapolis Hall Time Capsule



This time capsule dates from 1923. It was opened to great fanfare in November 1986. Much to everyone's dismay, most of the contents had deteriorated and a number of the items were not recovered. The box contained:

- one small Masonic medal honoring Thomas J. Shryock for his 25 years of service to the Masons
- a larger medallion commemorating the dedication of a Masonic temple
- one commemorative ribbon and medallion from the dedication of a Masonic temple
- the business card of W.S. Smith, chief engineer

History of the Crypt
Inventory of the Crypt
Pictures of the Crypt
International Time Capsule Society
ITCS News
Tips on Building a Time Capsule
The Nine Most Wanted Time Capsules
Time Capsule Secrets
Time Capsules in the News
Time Capsules Forum



## What is a Time Capsule?

The 1989 Oxford English Dictionary defines a time capsule as "a container used to store for posterity a selection of objects thought to be representative of life at a particular time."

Time capsules are interesting to people of all ages and touch people on a world-wide scale. Properly prepared time capsules preserve the salient features of history and can serve as valuable reminders of one generation for another. Time capsules give

individuals, families and organizations an independent voice to the future.

## The ITCS

The International Time Capsule Society (ITCS) is an organization established in 1990 to promote the careful study of time capsules. It strives to document all types of time capsules throughout the world. The group is headquartered at Oglethorpe University in Atlanta, Georgia.

Founding ITCS committee members have for years researched and consulted about time capsules. ITCS founders include four time capsule experts from across the United States and Europe:

- Knute "Skip" Berger, a Seattle-based writer; executive director of the Washington Centennial Time Capsule project; author of "Time Capsules in America" in *The People's Almanac* #2 (1978).
- Dr. Brian Durrans, anthropologist and deputy keeper in the ethnography department of the British Museum; author of "Some Uses of Time Capsules," presented at Great Britain's Association of Social Anthropologists Edinburgh Conference (1990).
- Paul Hudson, author of "The Oglethorpe Atlanta Crypt of Civilization Time Capsule", in the *Georgia Historical Quarterly* (1991).
- William Jarvis, head of acquisitions/serials at Washington State University Library; author of "Time Capsules" in the *Encyclopedia of Library and Information Science* (1988). Telephone - (509) 335-2520

## Ongoing Projects

The ITCS is currently setting up a registry of time capsules. The society estimates there are approximately 10,000 capsules worldwide, most of them lost (see Harper's Index, November 1990). This ambitious project will be a continuing process and is one of the most important ITCS functions.

The ITCS database will serve to remind future generations of existing capsules so they are not forgotten or lost. Many correspondents from the United States, Canada and Europe already have written to ITCS, with information on their time capsule projects. If your organization wishes to register its time capsule, you are



encouraged to contact ITCS.

Annual ITCS conferences are scheduled to be held at Oglethorpe University in Atlanta. ITCS members and guests from around the world meet to discuss time capsule projects and to pool their knowledge.

The inaugural meeting of ITCS was held at Oglethorpe University in the spring of 1990, on the 50th anniversary of the sealing of the Crypt of Civilization. The first ITCS meeting drew the attention of the New York Times, the International Herald Tribune London Daily Mail, ABC, CNN, the Associated Press, National Public Radio and many other media.

### **The Mission of ITCS**

ITCS believes that as humankind approaches the new millennium, there will be increasing interest in time capsules. Therefore, the ITCS seeks:

- To maintain a registry of all known time capsules.
- To establish a clearing house for information about time capsules.
- To encourage study of the history, variety and motivation behind time capsule projects.
- To educate the general public and the academic community concerning the value of time capsules.

### **Why Locate the ITCS at Oglethorpe University?**

Oglethorpe University is an appropriate location for the study of time capsules. It is the site of the famed Crypt of Civilization. The Guinness Book of World Records (1990) identifies the Crypt as "the first successful attempt to bury a record of this culture for any future inhabitants or visitors to the planet Earth."

The Crypt was first proposed by Oglethorpe's president, Thornwell Jacobs, the "father of the modern time capsule," in an article in the November 1936 issue of Scientific American. The Crypt was sealed on May 28, 1940, and it is not to be opened until May 28, 8113 A.D. Dr. Jacobs calculated this date from the first fixed date in history, 4241 B.C. when most historians believe the Egyptian calendar was established. Exactly 6177 years had passed between 4241 B.C. and 1936 A.D. Jacobs projected the same period of time forward from 1936, arriving at the year 8113 A.D. for the Crypt's opening.

The encyclopedic inventory of items in the Crypt includes, in a swimming pool size chamber, over 640,000 pages of micro-filmed material, hundreds of newsreels and recordings, a set of Lincoln logs, a Donald Duck doll and thousands of other items, many from ordinary daily life. There also is a device designed to teach the English language to the Crypt's finders.

Jacob's idea in 1936 created tremendous interest. Soon afterward the Westinghouse Company, which was building a pavilion for the 1938-39 New York World's Fair, buried a project, which was not to be opened until 6938 A.D. It was called a "Time Capsule" and our language gained a new term almost overnight.

## **Eight Tips on How to Organize a Time Capsule**



**International Time  
Capsule Society**

**ITCS News**

**Tips on Building a  
Time Capsule**

**The Nine Most  
Wanted Time  
Capsules**

**Time Capsule Secrets**

1. Select a retrieval date. A 50-year or less time capsule may be witnessed by your own generation. The longer the duration, the more difficult the task. Centennial (100-year) time capsules are popular.
2. Choose an "archivist" or director. Committees are good to share the work load, but a single person needs to direct the project.
3. Select a container. A safe is a good choice. As long as the interior is cool, dry, and dark artifacts can be preserved. (One of the earliest time capsules was the Century Safe for the Centennial Exposition of 1876.) For ambitious - century or more - projects, there are professional time capsule companies about which the ITCS can provide information.
4. Find a secure indoor location. It is not recommended that time capsules be "buried" - thousands have been lost in this way. It is important that the location be marked with a plaque describing the "mission" of the time capsule.
5. Secure items for time storage. Many things your committee selects will have meaning into the future. Try to have a mix of items from the sublime to the trivial. Items are usually donated. The archivist should keep an inventory of all items sealed in the time capsule.
6. Have a solemn "sealing ceremony" where you formally christen the time capsule with a name. Invite the media and keep a good photographic record of your efforts, including the inside of your completed project.
7. Don't forget your time capsule! You would be surprised how often this happens, usually within a short time. Try to "renew" the tradition of memory with anniversaries and reunions. You might also send out invitations to the projected opening. Use your creativity at all times.
8. Inform the ITCS of your completed time capsule project. The ITCS will add your time capsule to its database in an attempt to register all known time capsules.



## **TIME CAPSULES\***

### **ARCHIVAL PROTECTION\***

*Suggestions on how to make a time capsule, where to buy one, what to put in it, and conditions that can help preserve it. Guidelines vary depending on the amount of time intended that the objects are to be in the time capsule, i.e., the longer in the capsule the more stringent the precautions.\**

#### **Construction\***

Use a strong, waterproof enclosure that can be sealed tightly to keep out air and water. Canisters can be made of copper, aluminum, stainless steel or large diameter polyethylene pipe. Sheet metal fabricators can make stainless steel cylinders. A metal time capsule ideally should be seamless although it could also be welded. The capsule should be sealed with a screw-cap with a gasket, although it could also be welded shut. A time capsule should not be soft soldered as solder can deteriorate in the ground allowing water to enter the capsule.\*

End-caps on large diameter polyethylene pipe can be heat-sealed; threads in caps can be filled with thin Teflon tape. Polyethylene may become permeable to moisture as it ages, so it must be encased in a waterproof enclosure if buried in the ground.\*

Do not use polyvinyl chloride (PVC) pipe for time capsules: some of its chemical components are naturally unstable and break down in a process that cannot be reversed and will release acids into the canister.\*

#### **Safe and Unsafe Materials\***

Electronics are a problem. If you include video or audio tapes or compact disks, the equipment to play them back may not be available when the time capsule is opened. Furthermore, the tapes or disks may have deteriorated. Include instructions on any intended playback equipment. For computer tapes, add a written copy of the software, and identify the computer type.\*

Polyvinyl acetate (PVAC) or PVC, including plastic food wrap, will deteriorate even in a sealed capsule and release acetic acid and hydrochloric acid, respectively, as they age.\*

In general, properly processed, fiber-based, black-and-white photographic prints, preferably treated with gold, selenium or poly-sulfide toner, keep best. Photographic films coated on a polyester base rather than an acetate base are more stable. Color prints and slides can fade even when kept in the dark.\*

Newsprint is acidic and deteriorates easily. A local museum or library should have names of paper conservators. The alternative is to make photocopies on archival quality paper (high-alpha cellulose) with an alkaline reserve of pH 7.5-8.0.\*

Objects made of rubber should not be placed in time capsules since rubber deteriorates over time, releasing sulfur.\*

All wood, especially oak, gives off acid vapors and must be sealed away from electronic equipment or metal articles, especially those made of lead, or lead-containing alloys, in the time capsule.\*

Textiles should be clean and insect free. Characteristics of fibers that might be used in a time capsule:\*

- Cotton: Acts as a humidity buffer if temperature changes.
- Polyester: Stable.
- Silk: May deteriorate in oxygen atmosphere.
- Wool and Hair: Contain sulfur; may outgas and corrode metal.\*

#### **Favorable Conditions\***

Prepare contents to be placed in the time capsule in a cool, dry environment. Silica gel will help to buffer the humidity in the capsule. It is sold in granular form in art supply stores, hardware stores, and some department store closet shops. It must be conditioned to a low humidity level before use. ART-SORB, a more costly but easy-to-use form of silica gel is available from conservation suppliers.\*

Argon or nitrogen gas may be introduced into the capsule to replace oxygen. Bottled gas companies can supply these gases.\*

The product "Ageless" is sealed in a packet that is oxygen permeable. This product locks up oxygen that might leak into the capsule. It should not be used until just before sealing the container and should not be placed near heat-sensitive items. "Ageless" is available from conservation suppliers.\*

The capsule's location should be dry. A time capsule going into the ground may be placed inside a burial vault for added protection, or coated with asphalt- or pitch-impregnated fabric to keep out water.\*

If the capsule will be in a cornerstone, the location should be northerly or otherwise sheltered from extreme fluctuations in temperature caused by sun heating. If possible, the location should be vibration-free.\*

A complete list describing color and material of every object should be included since objects can change over time.\*



## A Brief History Of Time Capsules•

By Jeremy Olshan•

The practice of making time capsules may be as old as time itself.

Cave paintings are perhaps the first time capsules. They depicted who we were, what mammoths we killed, and what mammoths killed us.

The oral tradition, and storytelling are a kind of time capsule, they preserve the collective memory over generations.

In a similar way, writing – when it was first invented – was a time capsule. Writing was created for the purpose of taxation and bookkeeping — a way of settling my–word–against–yours–type arguments. “You owe me three cows.”

However, these are all gestures of the moment, a record for the present. The cavemen were probably not thinking about posterity’s interest in their society, nor were the prehistoric taxmen.

This notion of preserving one’s time and place for the future really begins with the Egyptians. While the pyramids were created as vessels to the afterlife, they are also vessels to the future.

Esarhaddon, king of Babylonia, Assyria and Egypt, buried cuneiform inscriptions of not only his own conquests, but his entire civilization. Were it not for efforts like these on the part of the Egyptians we would know a great deal less about their culture and way of life.

### Preserving Our Heritage

The modern time capsule took this idea a step further. It is an editorial exercise: How do we fit our entire civilization into a container the size of a shoebox? And furthermore: How do we ensure that the contents of the capsule remain intact across the centuries?

For the 1939 World’s Fair, Westinghouse Electric wanted to create a time capsule that would preserve its contents for 5,000 years. This presented many problems, and they put their best minds to the task. After some research and much debate, Westinghouse created a new alloy of copper, called Cupaloy. They wanted to combine the durability of steel with the ability of copper to prevent corrosion. Cupaloy, they believed, was up to the task.

The crypt into which the time capsule would be lowered, also had to be designed to ensure that corrosive elements would be kept out. This was achieved through a combination of Pyrex glass, and water-repellent and preservative gases.

### Will Anyone Find Them?

The next great stumbling block was how to tell the people of the 80th century that they should go to Flushing Meadows and dig up the capsule. The answer to this problem was found in a book, called simply, “The Book of Record.” Printed on archival paper, and given to libraries all over the world, the “Book of Record” details where the time capsule is, what is in it, and even a modern version of the Rosetta stone in case the English language no longer exists.

Next, a committee of historians, archeologists and scientists decided what objects should be placed inside the capsule. They chose many everyday objects that reflected life as it was in the 1930s.

At noon on Sept. 23, 1938, the exact moment of the autumnal equinox, the time capsule was lowered into the immortal well.

A second time capsule was created for the 1964 World's Fair, and its contents reflected the dramatic technological and social changes that had occurred since 1939.

While these time capsules were on one hand optimistic endeavors, they were done with an awareness of the tragedy and failure of our civilization.

"I trust that posterity will read these statements with a feeling of proud and justified superiority," wrote Albert Einstein in the "Book of Record".

<b>The World's Fair Time Capsules' Contents</b>	
<b>1939</b>	<b>1964</b>
Alarm Clock	Plastic Heart Valve
Can Opener	Transistor Radio
Eye Glasses	Contact Lenses
Fountain Pen	Ballpoint Pen
Electric Lamp	Rechargeable Flashlight
Miniature Camera	Polaroid Camera
Nail File	Freeze-dried food
Safety Pin	Birth Control Pills
Slide Rule	Computer Memory Unit
Toothbrush	Electric Toothbrush
Watch	Electronic Watch
Mickey Mouse Cup	Beatles Record
Sears Roebuck Catalog	Bikini
Cigarettes	Filtered Cigarettes
Baseball	Tranquilizers
Deck of Cards	Antibiotics
Dollar Bill	Credit Card
Seeds	Irradiated Seeds
Holy Bible	Fifty-star American Flag



Read the texts about time capsules and answer the following questions.

- 1. What is the ITCS and its mission? What are the uses of its database?*
  - 2. What is the Crypt?*
  - 3. What are the eight tips on how to organize a time capsule?*
  - 4. Can you name something that can be used as a time capsule?*
  - 5. What should not be put in a time capsule?*
  - 6. What are the favourable conditions for storing a time capsule?*
  - 7. How is the time capsule for the 1964 World's Fair different from the one for the 1939 World's Fair?*
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## Phase Four: Group Discussion – "Designing a Time Capsule"

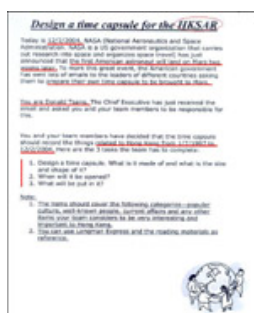
In this lesson, students took part in a focused discussion in groups of four where they performed a task that enabled them to revisit as well as recycle the linguistic and content knowledge they had been exposed to and learned from the earlier lessons.



The original activity suggested in the textbook was "[Choosing the contents of your time capsule](#)". In this task, students were simply given a letter by their class representative, asking them to decide which items and what quantity of each item to put into a time capsule, to prepare reasons for their choice, and to get ready for group presentations.

Noticing the inadequacies of the task in meeting the cognitive and linguistic needs of his students, Mr Tsang made the following adaptations:

He replaced the letter with an [Instructions Sheet](#) that he drafted, adding the following three pieces of "new" information:



- **A context** – that students are to design a time capsule for their region, the HKSAR
- **A purpose** – that this time capsule should include items representative of Hong Kong from 1 July 1997 to the day of the lesson (12 February 2004), as the capsule was to be taken to Mars by the first American astronaut
- **A role** – students were asked to imagine that they were Donald Tsang, appointed by the Chief Executive to form a team to design the time capsule and decide what should be put into it

With a more **localised context**, a more **meaningful and clearly defined purpose**, and a **role** with which students could identify, not only was the task made more authentic but also more easy to **personalise**.

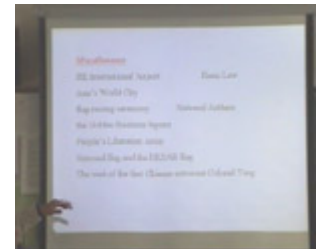


Together with the original letter in the textbook, students were given a set of language prompts to facilitate their discussion. While Mr Tsang believed this was a good idea,



- he chose to omit the items written for American students in the [given set of language prompts](#) and replaced them with "some important issues in Hong Kong from 1997 up till today... hoping this information can be useful to them" and more "relevant to their daily lives, to Hong Kong." The [adapted set of language prompts](#) was thus also made more **contextualised** and **localised**.

Mr Tsang made further adaptations in the actual implementation of the task by projecting the revised language prompts onto the screen using PowerPoint with special effects rather than providing them on paper, as they originally appeared in the students' textbook. The slides with different prompts alternated at regular intervals to facilitate students' discussion, and students were seen making constant reference to them for various purposes: as stimuli for their discussion, to check the spelling of words or when they ran out of ideas. An average S.3 student, Jessie, described how she used the prompts here:



"... the words are about current affairs and we may talk about them... if we don't know some words about the current affairs, we can look at the power-point and write down the words... if we forget something we can refer to the power-point. It is useful, like a tip for us."

- In adapting the task, it is also worth highlighting that Mr Tsang omitted some other tasks in the textbook, including the conversational language patterns on Pages 9 and 11, a listening task intended to familiarise students with the language use, and tables on Pages 11, 12 and 16 with question prompts designed to help students reach a conclusion to the discussion in a more step-by-step approach. And what governed his decision here was...



- his understanding that his students did not require the additional linguistic and structural support, and
- his belief that his students would benefit from the cognitive and organisational challenge of the task without the use of the structured and guided notes in the textbook, which could easily have stifled their creativity, obstructed the flow of their self-directed discussion and hence dampened their interest in the task.

## Choosing the contents of your time capsule

**In this task, you will:**

- 1 discuss what to put in your time capsule.
- 2 give a presentation about your time capsule.

**A** Your class representative has sent out a note about the time capsule that your form is making. Read the note and follow the instructions.

*As you all know, our form is preparing a time capsule. We've already decided which categories of things to include. Now we need to choose specific items from each category to put in the capsule. In groups, please discuss which items to include. In your discussion, you should:*

- choose at least four items for each category.*
- decide on the quantity of each item.*
- have good reasons to support your choices.*

*After deciding what to put in the time capsule, please make a presentation to our class. The class representative from each class will review all the presentations before making a final decision about what to put in our form's time capsule.*

*Have fun!*

*Andrew Mak*

*PS I've attached a list of what some American students put in their time capsule. Maybe it will give you some ideas for your discussion.*



# *Design a time capsule for the HKSAR*

Today is 12/2/2004. NASA (National Aeronautics and Space Administration. NASA is a US government organization that carries out research into space and organizes space travel) has just announced that the first American astronaut will land on Mars two weeks later. To mark this great event, the American government has sent lots of emails to the leaders of different countries asking them to prepare their own time capsule to be brought to Mars.

You are Donald Tsang. The Chief Executive has just received the email and asked you and your team members to be responsible for this.

You and your team members have decided that the time capsule should record the things related to Hong Kong from 1/7/1997 to 12/2/2004. Here are the 3 tasks the team has to complete:

1. Design a time capsule. What is it made of and what is the size and shape of it?
2. When will it be opened?
3. What will be put in it?

## Note:

1. The items should cover the following categories—popular culture, well-known people, current affairs and any other items your team considers to be very interesting and important to Hong Kong.
2. You can use Longman Express and the reading materials as reference.





## In our time capsule, we've included:

- something about school

a yearbook  
a class photo  
a set of our year's textbooks  
a basketball team uniform  
a bundle of letters to ourselves



- something about modern trends

a picture of a pair of the latest sports shoes  
a teen fashion magazine  
a VCD of the top ten pop songs  
the latest computer game



- something about popular culture

a piece of recycled paper  
a packet of microwave popcorn  
a smart card  
a packet of coffee beans



- something about current affairs

a bundle of newspaper clippings of this year's top stories  
a photo of the American president  
a box of labelled photographs of each district in our city  
a set of maps (of our city, the USA and the world)





## *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

## *Sports*

Real Madrid

David Beckham

## *Celebrations*

Harbour Fest



## *Miscellaneous*

Demonstration on 1/7/2003

financial crisis in Asia in 1997

The new banknotes

IFC (the tallest building in Hong Kong)

Individual travelling

Tung Chee Wah      New smart ID cards

HKSAR passports (visa-free)

## *Miscellaneous*

HK International Airport

Basic Law

Asia's World City

flag-raising ceremony

National Anthem

the Golden Bauhinia Square



People's Liberation Army

National flag and the HKSAR flag

The visit of the first Chinese astronaut Colonel Yang



## Phase Five: Cross-Group Presentations on the Design of the Time Capsule

With sufficient preparation in the group discussion, students were now ready for the next challenge. In this activity, they worked in groups of four, with two presenters and two listeners in each group. While the listeners would remain seated during the presentations, presenters moved from their home group to the other nine sharing groups. Following the given instructions on the  "[Oral Presentation Guidelines Sheet](#)", the two presenters circulated to a new group at three-minute intervals to introduce to their groupmates the time capsule they had created. At the end of each presentation, the listeners completed a  "[Peer Evaluation Sheet](#)" rating the presenters' performance.



The design of the presentation task in this format has proved to be successful in these six ways:

- **Maximising learner talk**

Instead of having students present to the whole class, which can be anxiety-arousing, and not giving everyone an equal chance to present, the task was structured to create more opportunities for students in every group to be actively involved in speaking English. While the presenters described their time capsule, the "listeners" responded spontaneously by raising questions and giving comments. So all students had the chance to recycle the target language and content knowledge they had learned from the earlier lessons.

- **Developing students' confidence**

Students' confidence was enhanced through the strategies Mr Tsang employed:

- He gave each group an A3-sized sheet to design their time capsule and make notes, which made them "feel much more confident" when they had "something actually written down on paper first".
- Students' confidence also grew in the process of having to "repeat" their presentation as they moved to the different groups. In the later rounds of their presentation, some students commented: "I spoke more naturally in the conversation" and the presentations "boosted my confidence". They were seen gradually relying less and less on their notes and speaking instead of reading to their audience.



- **Creating an "audience" for students**

As students presented in small groups, they were assured of a more attentive audience who not only listened but also responded to them spontaneously by commenting on their design, asking them questions about their time capsule and inviting them to elaborate on and/or clarify what they had said. This interactive dimension of the task proved to be very motivating to students.



- **Making the task sufficiently motivating and challenging to students**

The communicative nature of the task motivated students to speak more and gave them more opportunities to learn to **interact meaningfully and purposefully** with the different members of their audience. The added challenge also came from having to making immediate responses to a variety of questions raised by their peers. With this comes the challenge one student described:

"Sometimes they may ask us some **interesting questions**. We need to **think of our answers immediately**. It's because we only have three minutes to present, so it is very difficult and I feel **challenged** too."  
(*Jessie, S.3 student*)




- **Giving students immediate formative and summative feedback**

- **Formative Feedback**

The questions, comments and suggestions that the "listeners" had for the different pairs of presenters was taken by students as valuable feedback on both the design of their time capsule and their presentation skills, thus allowing them to improve and make slight adjustments in every next round of their presentation.

- **Summative Feedback**

Summative evaluation came at the end of the lesson, when groups were awarded a total mark based on the results on the  "[Peer Evaluation Sheet](#)". Students valued the feedback they had received and regarded it as an opportunity to learn from the stronger groups.



"I think it is very good to have the marks shown on the board." (*Steven, S.3 student*)



"... we can compare our marks and others'. Then we can know which students are doing better in the presentation and we can learn some skills from them. And because this is not an examination mark, I think showing the marks on the board is not a problem. I don't mind." (*Jessie, S.3 student*)



- **Creating an opportunity for students to recycle what they had learnt**

The task served as a vehicle to enable them to revisit the topical vocabulary they had learnt, and to use this vocabulary to complete a more challenging speaking task.



Upon completion of the task, Mr Tsang gave his students very specific, detailed and balanced feedback about their strengths and areas in which they could improve – in their language use, choice of content and discussion skills.



## 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



Evaluation Form for Group   1/   2/   3/   4/   5/   6/   7/   8/   9/   10

Excellent                      Good                      Average                      Weak                      Very weak

Postures

Eye contact & Facial Expression	5	4			3			2		1
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Presentation

Enthusiasm	5	4			3			2		1
------------	---	---	--	--	---	--	--	---	--	---

Content and Language used

Level of interest	5	4			3			2		1
-------------------	---	---	--	--	---	--	--	---	--	---

Organisation of ideas	5	4			3			2		1
-----------------------	---	---	--	--	---	--	--	---	--	---

Clarity of ideas	5	4			3			2		1
------------------	---	---	--	--	---	--	--	---	--	---

Total Marks: \_\_\_\_\_

Names of assessors: \_\_\_\_\_

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Evaluation Form for Group   1/   2/   3/   4/   5/   6/   7/   8/   9/   10

Excellent                      Good                      Average                      Weak                      Very weak

Postures

Eye contact & Facial Expression	5	4			3			2		1
---------------------------------	---	---	--	--	---	--	--	---	--	---

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Enthusiasm	5	4			3			2		1
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Total Marks: \_\_\_\_\_

Names of assessors: \_\_\_\_\_

## Phase Six: A Controlled Writing Task – Choosing the Best Time Capsule

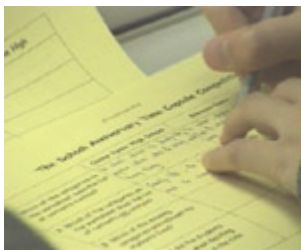
Mr Tsang then engaged students in the next task, using the worksheet "The School Anniversary Time Capsule Competition" taken from the same unit in the *Longman Teachers' IT Resource Package*. Students were asked to compare the time capsule designs from two different schools, decide which was the best entry, and write a report summarising the reasons for their choice. This original task was slightly adapted by dropping the last of the three columns so students had to make a comparison between only two schools instead of three.

The worksheet is titled "The School Anniversary Time Capsule Competition". It has three columns: "St. John's High School", "St. Peter's High School", and "St. Paul's High School". There are four rows of questions, each with a box for each school to provide an answer.

	St. John's High School	St. Peter's High School	St. Paul's High School
1. Which of the capsules on the worksheet best fits the 100th anniversary theme?			
2. Which of the capsules on the worksheet best fits the 100th anniversary theme?			
3. Which of the capsules on the worksheet best fits the 100th anniversary theme?			
4. Which of the capsules on the worksheet best fits the 100th anniversary theme?			

The worksheet is titled "The School Anniversary Time Capsule Competition". It has two columns: "St. John's High School" and "St. Peter's High School". There are four rows of questions, each with a box for each school to provide an answer.

	St. John's High School	St. Peter's High School
1. Which of the capsules on the worksheet best fits the 100th anniversary theme?		
2. Which of the capsules on the worksheet best fits the 100th anniversary theme?		
3. Which of the capsules on the worksheet best fits the 100th anniversary theme?		
4. Which of the capsules on the worksheet best fits the 100th anniversary theme?		



To complete the task, students had to perform a web search in the Multi-Media Learning Centre to collect the necessary information to fill in the two columns before writing up their report. Mr Tsang showed his students a sample report at the beginning of the lesson to help them gain a better understanding of the task. Upon completion of the task, students submitted their reports via the school's intranet system.



## The School Anniversary Time Capsule Competition

	Osaka Junior High School	Ginnasio Roma	Pleasantville High
1 Which of the categories on the worksheet does the list of contents contain?			
2 Which of the categories on the worksheet does the list of contents <u>not</u> contain?			
3 Which of the missing categories are relevant to students' lives?			
4 What did the students focus on when deciding what to put in the time capsule?			

## The School Anniversary Time Capsule Competition

	Osaka Junior High School	Ginnasio Roma
1 Which of the categories on the worksheet does the list of contents contain?		
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4 What did the students focus on when deciding what to put in the time capsule?		



## Phase Seven: Writing "A Letter to Myself"

In this last phase of Mr Tsang's unit of teaching, there was a shift to a more personal focus. Students read the poem on Page 17 of the textbook entitled "What to do?" and watched the movie *Back to the Future* to further motivate them to think about their future selves. With this input, students wrote a letter to their future 40-year-old self, which they had to imagine would be placed in a time capsule to be opened when they reached the age of 40.

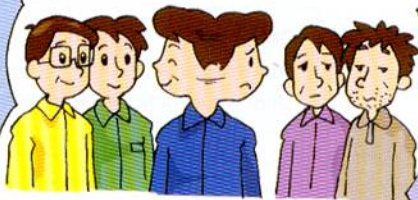


# ? What to do?

Do I know what to think  
Of my life the way it is?  
Am I happy to go along  
Living my life like this?



Do I know who to call  
When the pleasure in life ends?  
Do I have only enemies?  
Do I have only friends?



Do I know where to find  
Some time on a Saturday?  
Do I have time to take my kids  
Out to the park to play?



Do I know how to be  
A good husband to my wife?  
Will I be the one she looks to  
For the rest of my life?

Do I know what to think  
Of my life the way it is?  
Am I happy to go along  
Living my life like this?



By Alan Elder



A letter to myself

27th February, 2008

Paragraph 1 = Say how my appearance will be changed after 25 years. I will become a scientist. (100?)

Paragraph 2 = Say how my family and my parents will be changed. (150)

Paragraph 3 = Say something about friends, love and my life? (100)

Paragraph 4 = I will work harder in the rest of my life.

Hi there,

When you read this letter, you'll be forty something. Don't be surprised to read this terribly childish letter because it contains a lot of dreams of a kid / teenager and feelings about your future life. If you work hard, you'll become a knowledgeable and mature woman. You'll be a scientist and discover many new things of the world. You'll work with

Corrections

please put down how many words you want to have in each paragraph!

Hi there,

When you read this letter, you'll be forty something. Don't be surprised to read this terribly childish letter because it contains a lot of dreams and feelings of a teenager. If you work hard, you'll become a knowledgeable and mature woman. You'll be a scientist and discover many new things of the world. You'll work with people who

people who also have the same interests as you. However,

I wonder if you will be lucky. (Afraid that you will become a poor when you grow up). Therefore, from now on, I decided to work harder. I will study and spend less time on playing. I will study my textbooks <sup>more</sup> instead of playing too much.

Now, I think that you're living in a very large flat with a great view of the harbour. You'll live with your parents comfortably. They have retired and will go to the park for a walk with your little dog every morning. They will not worry about how to make a living anymore. As you'll become very busy, I hope that you'll have enough time

Corrections

have the same interests as you. However, I wonder if you will be lucky. <sup>Feeling</sup> Afraid that you will become a poor when you grow up, from now on, I will work hard and spend less time on playing.

Now, I think that you're living in a very large flat with a great view of the harbour. You'll live with your parents comfortably. They have retired and will go to the park for a walk with your little dog every morning. They will not worry about how to make a living anymore. As you'll become a very busy, I hope that you'll have enough time to spend with your family.



to spend with your family.

I hope there will be a lot of friends around you. However, I'm not sure <sup>if</sup> you'll have <sup>any</sup> many enemies or not. I hope you'll find your best friend who you can talk to whenever you are happy or sad.

I also hope you'll not have any accidents or illnesses in the rest of your life. I will take care of myself. I wish your life will be longer because there're still so many new and interesting things that you haven't tried before, and

I'm sure you'll find your love <sup>that</sup> <sup>(K)</sup> marry him. ~~you have married~~. He will still appreciate you

Corrections

~~I hope there will be a lot of friends around you. However, I'm not sure if you'll have any enemies or not. I hope you'll find your best friend who you can talk to whenever you are~~

~~happy or sad. I also hope you'll not have any accidents or illnesses in the rest of your life. I will take care of myself. I wish your life will be longer because there are still so many new and interesting things that you haven't tried before.~~

I'm sure you'll find your lover and

although you're not <sup>as</sup> beautiful <sup>before</sup> as the past. Having  
your own children, you both will live without <sup>having</sup>  
any worries happily. Perhaps your biggest worry  
is which school to choose for your children  
to go. Your children will become little musicians  
who often win a lot of prizes and even the Nobel  
Prize.

From now, I promise to work harder. I  
think that I don't need to worry about too  
much because whatever will be, the future's  
not ours to see. Let's enjoy our lives.  
Enjoy the reunion!

Corrections  
marry him. He will still appreciate you although  
you're not as beautiful as before. Having your own  
children, you both will live without having any  
worries. Perhaps your biggest worry is to choose  
which school for your children. Your children  
will become little musicians who often win a lot of  
prizes and even the Nobel Prize.

I think  
A so From now, I promise to work harder. I think  
on that I don't need to worry too much because  
whatever will be, will be, the future's not ours  
- the meaningful letter!  
- It's a ghost to elegy on your lives still  
remember the lyrics of the song!  
Enjoy the reunion!



## Distinctive Features in Mr Tsang's Teaching



Mr Tsang has strategically **exploited**, with sound rationale, **the different options** offered by Grant (1987) and Maley (1998) in adapting and developing his teaching materials. In particular, he has exercised his professional discretion in selecting the most appropriate **authentic materials** for his students and very skillfully **adapted "up"** the materials to provide his linguistically competent students with the right degree of challenge, while **adapting** them **"down"** at a different dimension to make the tasks manageable for his weaker students. **Overall coherence** was also maintained in his unit of teaching through ensuring task dependency and task continuity.

Click on each of these areas to explore them further:

- [Exploiting the Options of Textbook Adaptation](#)
- [Using Authentic Materials](#)
- [Adapting "Up" and Adapting "Down"](#)
- [Coherence in the Unit of Teaching](#)

All these add up to illustrate how Mr Tsang has applied the criteria established by Tomlinson (1998) in textbook adaptation and materials design to his own lessons to...

- **provide his students with both the content and language exposure they need**
- **arouse their interest in the topic and the language**
- **get students to see the relevance of their learning to their daily life**
- **give them ample opportunities to use the language to achieve communicative purposes in meaningful contexts**
- **develop their confidence in using English**
- **cater for their different learning needs and styles**
- **help them learn with ease**

## References

Grant, N. (1987). Making the Most of Your Textbook. London: Longman.

Maley, A. (1998). "Squaring the circle - reconciling materials as constraint with materials as empowerment". In B. Tomlinson (ed.) (1998). Materials Development in Language Teaching. Cambridge: Cambridge University Press. Chapter 12, pp. 279-294.

Tomlinson, B. (1998). Materials Development in Language Teaching. Cambridge: Cambridge University Press.

## Exploiting the Options of Textbook Adaptation

In order to compensate for the limitations of the textbook in catering for the language and learning needs of his students and to create room for the integration of authentic materials into his lessons, Mr Tsang has made very skilful use of the four options of textbook adaptation proposed by Grant (1987) and Maley (1998):

- [Omit](#)
- [Add](#)
- [Replace](#)
- [Adapt](#)

Click on each point to find out how Mr Tsang exploited the option and the beliefs governing his decisions.

The table below shows the different forms of adaptation made to each page and task in the unit "Time Capsules":

Textbook Pg #	Focus	Adaptations made
2	Quantity words	H
3	Verbs with the prefix re-	(T)
4 - 6	Time capsule-magazine article	T + M + A
7	Something, anything, nothing	(T) + H
9	Wh-words and to-infinitives	(T) + H
8	Collecting information about time capsules	H
10	How to make a time capsule	H
11 - 12	Let's make a time capsule	O + R + M
13	Editing a letter	H
14	Vocabulary checklist	O
15 - 16	Choosing contents of the time capsule	R + A + M
17	Poem 'What to do?'	T
17 - 19	Writing a letter to yourself	T
20	Writing an e-mail message	O

### Key

O: Omitted  
R: Replaced  
A: Added





## Using Authentic Materials

To widen his students' exposure to authentic use of the language, to challenge them linguistically and to add variety and novelty to his lessons, Mr Tsang supplemented the textbook materials with a range of authentic materials, including:



- The song *Time In A Bottle*
- The movie *Back to the Future*
- Internet materials on *Time Capsules*

The materials were all very carefully selected with close thematic relevance to the topic being discussed and for a clearly defined purpose – to provide students with the necessary input to enable them to complete the later tasks with broadened content and linguistic exposure.



## Choosing the contents of your time capsule

**In this task, you will:**

- 1 discuss what to put in your time capsule.
- 2 give a presentation about your time capsule.

**A** Your class representative has sent out a note about the time capsule that your form is making. Read the note and follow the instructions.

*As you all know, our form is preparing a time capsule. We've already decided which categories of things to include. Now we need to choose specific items from each category to put in the capsule. In groups, please discuss which items to include. In your discussion, you should:*

- choose at least four items for each category.*
- decide on the quantity of each item.*
- have good reasons to support your choices.*

*After deciding what to put in the time capsule, please make a presentation to our class. The class representative from each class will review all the presentations before making a final decision about what to put in our form's time capsule.*

*Have fun!*

*Andrew Mak*

*PS I've attached a list of what some American students put in their time capsule. Maybe it will give you some ideas for your discussion.*

# *Design a time capsule for the HKSAR*

Today is 12/2/2004. NASA (National Aeronautics and Space Administration. NASA is a US government organization that carries out research into space and organizes space travel) has just announced that the first American astronaut will land on Mars two weeks later. To mark this great event, the American government has sent lots of emails to the leaders of different countries asking them to prepare their own time capsule to be brought to Mars.

You are Donald Tsang. The Chief Executive has just received the email and asked you and your team members to be responsible for this.

You and your team members have decided that the time capsule should record the things related to Hong Kong from 1/7/1997 to 12/2/2004. Here are the 3 tasks the team has to complete:

1. Design a time capsule. What is it made of and what is the size and shape of it?
2. When will it be opened?
3. What will be put in it?

## Note:

1. The items should cover the following categories—popular culture, well-known people, current affairs and any other items your team considers to be very interesting and important to Hong Kong.
2. You can use Longman Express and the reading materials as reference.





## In our time capsule, we've included:

- something about school

a yearbook  
a class photo  
a set of our year's textbooks  
a basketball team uniform  
a bundle of letters to ourselves



- something about modern trends

a picture of a pair of the latest sports shoes  
a teen fashion magazine  
a VCD of the top ten pop songs  
the latest computer game



- something about popular culture

a piece of recycled paper  
a packet of microwave popcorn  
a smart card  
a packet of coffee beans



- something about current affairs

a bundle of newspaper clippings of this year's top stories  
a photo of the American president  
a box of labelled photographs of each district in our city  
a set of maps (of our city, the USA and the world)





## *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



## *Sports*

Real Madrid

David Beckham

## *Celebrations*

Harbour Fest

## *Miscellaneous*

Demonstration on 1/7/2003

financial crisis in Asia in 1997

The new banknotes

IFC (the tallest building in Hong Kong)

Individual travelling

Tung Chee Wah      New smart ID cards

HKSAR passports (visa-free)



## *Miscellaneous*

HK International Airport

Basic Law

Asia's World City

flag-raising ceremony

National Anthem

the Golden Bauhinia Square

People's Liberation Army

National flag and the HKSAR flag

The visit of the first Chinese astronaut Colonel Yang

## The School Anniversary Time Capsule Competition

	Osaka Junior High School	Ginnasio Roma	Pleasantville High
1 Which of the categories on the worksheet does the list of contents contain?			
2 Which of the categories on the worksheet does the list of contents <u>not</u> contain?			
3 Which of the missing categories are relevant to students' lives?			
4 What did the students focus on when deciding what to put in the time capsule?			



## The School Anniversary Time Capsule Competition

	Osaka Junior High School	Ginnasio Roma
1 Which of the categories on the worksheet does the list of contents contain?		
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## Using Authentic Materials

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- Internet materials on *Time Capsules*

The materials were all very carefully selected with close thematic relevance to the topic being discussed and for a clearly defined purpose – to provide students with the necessary input to enable them to complete the later tasks with broadened content and linguistic exposure.



## Adapting "Up" and Adapting "Down"

The jigsaw reading task illustrates how Mr Tsang has managed to strike a good balance between what to adapt "up" and what to adapt "down".



- **Adapting "up"**: The nine-page set of [Internet materials](#) presented the average students in his elite class with exactly the right degree of challenge.
- **Adapting "down"**: By holding each group of students responsible for one out of the seven questions in the reading task, he made the task much more manageable for the linguistically less able students, who could focus their attention on one question only and read a particular section of the materials rather than the entire set.
- The linguistically more competent students were nonetheless encouraged to read more and to attempt more questions, thus making the task more challenging for them.

## Time Capsules at the University of Maryland



**Barracks Time Capsule**  
Recovered 1912



**Old Annapolis Hall Time Capsule**  
Buried 1973  
Recovered 1986



### The Barracks Time Capsule



The time capsule was discovered in the rubble of the Barracks Building after the great fire of 1912. The loss was appraised at \$250,000.

The time capsule was made of copper and contained one document (in two pieces). The document lists artisans who worked on construction of the building.



## Old Annapolis Hall Time Capsule



This time capsule dates from 1923. It was opened to great fanfare in November 1986. Much to everyone's dismay, most of the contents had deteriorated and a number of the items were not recovered. The box contained:

- one small Masonic medal honoring Thomas J. Shryock for his 25 years of service to the Masons
- a larger medallion commemorating the dedication of a Masonic temple
- one commemorative ribbon and medallion from the dedication of a Masonic temple
- the business card of W.S. Smith, chief engineer



History of the Crypt
Inventory of the Crypt
Pictures of the Crypt
International Time Capsule Society
ITCS News
Tips on Building a Time Capsule
The Nine Most Wanted Time Capsules
Time Capsule Secrets
Time Capsules in the News
Time Capsules Forum



## What is a Time Capsule?

The 1989 Oxford English Dictionary defines a time capsule as "a container used to store for posterity a selection of objects thought to be representative of life at a particular time."

Time capsules are interesting to people of all ages and touch people on a world-wide scale. Properly prepared time capsules preserve the salient features of history and can serve as valuable reminders of one generation for another. Time capsules give

individuals, families and organizations an independent voice to the future.

## The ITCS

The International Time Capsule Society (ITCS) is an organization established in 1990 to promote the careful study of time capsules. It strives to document all types of time capsules throughout the world. The group is headquartered at Oglethorpe University in Atlanta, Georgia.

Founding ITCS committee members have for years researched and consulted about time capsules. ITCS founders include four time capsule experts from across the United States and Europe:

- Knute "Skip" Berger, a Seattle-based writer; executive director of the Washington Centennial Time Capsule project; author of "Time Capsules in America" in *The People's Almanac* #2 (1978).
- Dr. Brian Durrans, anthropologist and deputy keeper in the ethnography department of the British Museum; author of "Some Uses of Time Capsules," presented at Great Britain's Association of Social Anthropologists Edinburgh Conference (1990).
- Paul Hudson, author of "The Oglethorpe Atlanta Crypt of Civilization Time Capsule", in the *Georgia Historical Quarterly* (1991).
- William Jarvis, head of acquisitions/serials at Washington State University Library; author of "Time Capsules" in the *Encyclopedia of Library and Information Science* (1988). Telephone - (509) 335-2520

## Ongoing Projects

The ITCS is currently setting up a registry of time capsules. The society estimates there are approximately 10,000 capsules worldwide, most of them lost (see *Harper's Index*, November 1990). This ambitious project will be a continuing process and is one of the most important ITCS functions.

The ITCS database will serve to remind future generations of existing capsules so they are not forgotten or lost. Many correspondents from the United States, Canada and Europe already have written to ITCS, with information on their time capsule projects. If your organization wishes to register its time capsule, you are

encouraged to contact ITCS.

Annual ITCS conferences are scheduled to be held at Oglethorpe University in Atlanta. ITCS members and guests from around the world meet to discuss time capsule projects and to pool their knowledge.

The inaugural meeting of ITCS was held at Oglethorpe University in the spring of 1990, on the 50th anniversary of the sealing of the Crypt of Civilization. The first ITCS meeting drew the attention of the New York Times, the International Herald Tribune London Daily Mail, ABC, CNN, the Associated Press, National Public Radio and many other media.

### **The Mission of ITCS**

ITCS believes that as humankind approaches the new millennium, there will be increasing interest in time capsules. Therefore, the ITCS seeks:

- To maintain a registry of all known time capsules.
- To establish a clearing house for information about time capsules.
- To encourage study of the history, variety and motivation behind time capsule projects.
- To educate the general public and the academic community concerning the value of time capsules.

### **Why Locate the ITCS at Oglethorpe University?**

Oglethorpe University is an appropriate location for the study of time capsules. It is the site of the famed Crypt of Civilization. The Guinness Book of World Records (1990) identifies the Crypt as "the first successful attempt to bury a record of this culture for any future inhabitants or visitors to the planet Earth."

The Crypt was first proposed by Oglethorpe's president, Thornwell Jacobs, the "father of the modern time capsule," in an article in the November 1936 issue of Scientific American. The Crypt was sealed on May 28, 1940, and it is not to be opened until May 28, 8113 A.D. Dr. Jacobs calculated this date from the first fixed date in history, 4241 B.C. when most historians believe the Egyptian calendar was established. Exactly 6177 years had passed between 4241 B.C. and 1936 A.D. Jacobs projected the same period of time forward from 1936, arriving at the year 8113 A.D. for the Crypt's opening.

The encyclopedic inventory of items in the Crypt includes, in a swimming pool size chamber, over 640,000 pages of micro-filmed material, hundreds of newsreels and recordings, a set of Lincoln logs, a Donald Duck doll and thousands of other items, many from ordinary daily life. There also is a device designed to teach the English language to the Crypt's finders.

Jacob's idea in 1936 created tremendous interest. Soon afterward the Westinghouse Company, which was building a pavilion for the 1938-39 New York World's Fair, buried a project, which was not to be opened until 6938 A.D. It was called a "Time Capsule" and our language gained a new term almost overnight.

## **Eight Tips on How to Organize a Time Capsule**



**International Time  
Capsule Society**

**ITCS News**

**Tips on Building a  
Time Capsule**

**The Nine Most  
Wanted Time  
Capsules**

**Time Capsule Secrets**

1. Select a retrieval date. A 50-year or less time capsule may be witnessed by your own generation. The longer the duration, the more difficult the task. Centennial (100-year) time capsules are popular.
2. Choose an "archivist" or director. Committees are good to share the work load, but a single person needs to direct the project.
3. Select a container. A safe is a good choice. As long as the interior is cool, dry, and dark artifacts can be preserved. (One of the earliest time capsules was the Century Safe for the Centennial Exposition of 1876.) For ambitious - century or more - projects, there are professional time capsule companies about which the ITCS can provide information.
4. Find a secure indoor location. It is not recommended that time capsules be "buried" - thousands have been lost in this way. It is important that the location be marked with a plaque describing the "mission" of the time capsule.
5. Secure items for time storage. Many things your committee selects will have meaning into the future. Try to have a mix of items from the sublime to the trivial. Items are usually donated. The archivist should keep an inventory of all items sealed in the time capsule.
6. Have a solemn "sealing ceremony" where you formally christen the time capsule with a name. Invite the media and keep a good photographic record of your efforts, including the inside of your completed project.
7. Don't forget your time capsule! You would be surprised how often this happens, usually within a short time. Try to "renew" the tradition of memory with anniversaries and reunions. You might also send out invitations to the projected opening. Use your creativity at all times.
8. Inform the ITCS of your completed time capsule project. The ITCS will add your time capsule to its database in an attempt to register all known time capsules.



## **TIME CAPSULES\***

### **ARCHIVAL PROTECTION\***

*Suggestions on how to make a time capsule, where to buy one, what to put in it, and conditions that can help preserve it. Guidelines vary depending on the amount of time intended that the objects are to be in the time capsule, i.e., the longer in the capsule the more stringent the precautions.\**

#### **Construction\***

Use a strong, waterproof enclosure that can be sealed tightly to keep out air and water. Canisters can be made of copper, aluminum, stainless steel or large diameter polyethylene pipe. Sheet metal fabricators can make stainless steel cylinders. A metal time capsule ideally should be seamless although it could also be welded. The capsule should be sealed with a screw-cap with a gasket, although it could also be welded shut. A time capsule should not be soft soldered as solder can deteriorate in the ground allowing water to enter the capsule.\*

End-caps on large diameter polyethylene pipe can be heat-sealed; threads in caps can be filled with thin Teflon tape. Polyethylene may become permeable to moisture as it ages, so it must be encased in a waterproof enclosure if buried in the ground.\*

Do not use polyvinyl chloride (PVC) pipe for time capsules: some of its chemical components are naturally unstable and break down in a process that cannot be reversed and will release acids into the canister.\*

#### **Safe and Unsafe Materials\***

Electronics are a problem. If you include video or audio tapes or compact disks, the equipment to play them back may not be available when the time capsule is opened. Furthermore, the tapes or disks may have deteriorated. Include instructions on any intended playback equipment. For computer tapes, add a written copy of the software, and identify the computer type.\*

Polyvinyl acetate (PVAC) or PVC, including plastic food wrap, will deteriorate even in a sealed capsule and release acetic acid and hydrochloric acid, respectively, as they age.\*

In general, properly processed, fiber-based, black-and-white photographic prints, preferably treated with gold, selenium or poly-sulfide toner, keep best. Photographic films coated on a polyester base rather than an acetate base are more stable. Color prints and slides can fade even when kept in the dark.\*

Newsprint is acidic and deteriorates easily. A local museum or library should have names of paper conservators. The alternative is to make photocopies on archival quality paper (high-alpha cellulose) with an alkaline reserve of pH 7.5-8.0.\*

Objects made of rubber should not be placed in time capsules since rubber deteriorates over time, releasing sulfur.\*

All wood, especially oak, gives off acid vapors and must be sealed away from electronic equipment or metal articles, especially those made of lead, or lead-containing alloys, in the time capsule.\*

Textiles should be clean and insect free. Characteristics of fibers that might be used in a time capsule:\*

- Cotton: Acts as a humidity buffer if temperature changes.
- Polyester: Stable.
- Silk: May deteriorate in oxygen atmosphere.
- Wool and Hair: Contain sulfur; may outgas and corrode metal.\*

#### **Favorable Conditions\***

Prepare contents to be placed in the time capsule in a cool, dry environment. Silica gel will help to buffer the humidity in the capsule. It is sold in granular form in art supply stores, hardware stores, and some department store closet shops. It must be conditioned to a low humidity level before use. ART-SORB, a more costly but easy-to-use form of silica gel is available from conservation suppliers.\*

Argon or nitrogen gas may be introduced into the capsule to replace oxygen. Bottled gas companies can supply these gases.\*

The product "Ageless" is sealed in a packet that is oxygen permeable. This product locks up oxygen that might leak into the capsule. It should not be used until just before sealing the container and should not be placed near heat-sensitive items. "Ageless" is available from conservation suppliers.\*

The capsule's location should be dry. A time capsule going into the ground may be placed inside a burial vault for added protection, or coated with asphalt- or pitch-impregnated fabric to keep out water.\*

If the capsule will be in a cornerstone, the location should be northerly or otherwise sheltered from extreme fluctuations in temperature caused by sun heating. If possible, the location should be vibration-free.\*

A complete list describing color and material of every object should be included since objects can change over time.\*

## A Brief History Of Time Capsules•

By Jeremy Olshan•

The practice of making time capsules may be as old as time itself.

Cave paintings are perhaps the first time capsules. They depicted who we were, what mammoths we killed, and what mammoths killed us.

The oral tradition, and storytelling are a kind of time capsule, they preserve the collective memory over generations.

In a similar way, writing – when it was first invented – was a time capsule. Writing was created for the purpose of taxation and bookkeeping — a way of settling my–word–against–yours–type arguments. “You owe me three cows.”

However, these are all gestures of the moment, a record for the present. The cavemen were probably not thinking about posterity’s interest in their society, nor were the prehistoric taxmen.

This notion of preserving one’s time and place for the future really begins with the Egyptians. While the pyramids were created as vessels to the afterlife, they are also vessels to the future.

Esarhaddon, king of Babylonia, Assyria and Egypt, buried cuneiform inscriptions of not only his own conquests, but his entire civilization. Were it not for efforts like these on the part of the Egyptians we would know a great deal less about their culture and way of life.

### Preserving Our Heritage

The modern time capsule took this idea a step further. It is an editorial exercise: How do we fit our entire civilization into a container the size of a shoebox? And furthermore: How do we ensure that the contents of the capsule remain intact across the centuries?

For the 1939 World’s Fair, Westinghouse Electric wanted to create a time capsule that would preserve its contents for 5,000 years. This presented many problems, and they put their best minds to the task. After some research and much debate, Westinghouse created a new alloy of copper, called Cupaloy. They wanted to combine the durability of steel with the ability of copper to prevent corrosion. Cupaloy, they believed, was up to the task.

The crypt into which the time capsule would be lowered, also had to be designed to ensure that corrosive elements would be kept out. This was achieved through a combination of Pyrex glass, and water-repellent and preservative gases.

### Will Anyone Find Them?

The next great stumbling block was how to tell the people of the 80th century that they should go to Flushing Meadows and dig up the capsule. The answer to this problem was found in a book, called simply, “The Book of Record.” Printed on archival paper, and given to libraries all over the world, the “Book of Record” details where the time capsule is, what is in it, and even a modern version of the Rosetta stone in case the English language no longer exists.

Next, a committee of historians, archeologists and scientists decided what objects should be placed inside the capsule. They chose many everyday objects that reflected life as it was in the 1930s.

At noon on Sept. 23, 1938, the exact moment of the autumnal equinox, the time capsule was lowered into the immortal well.



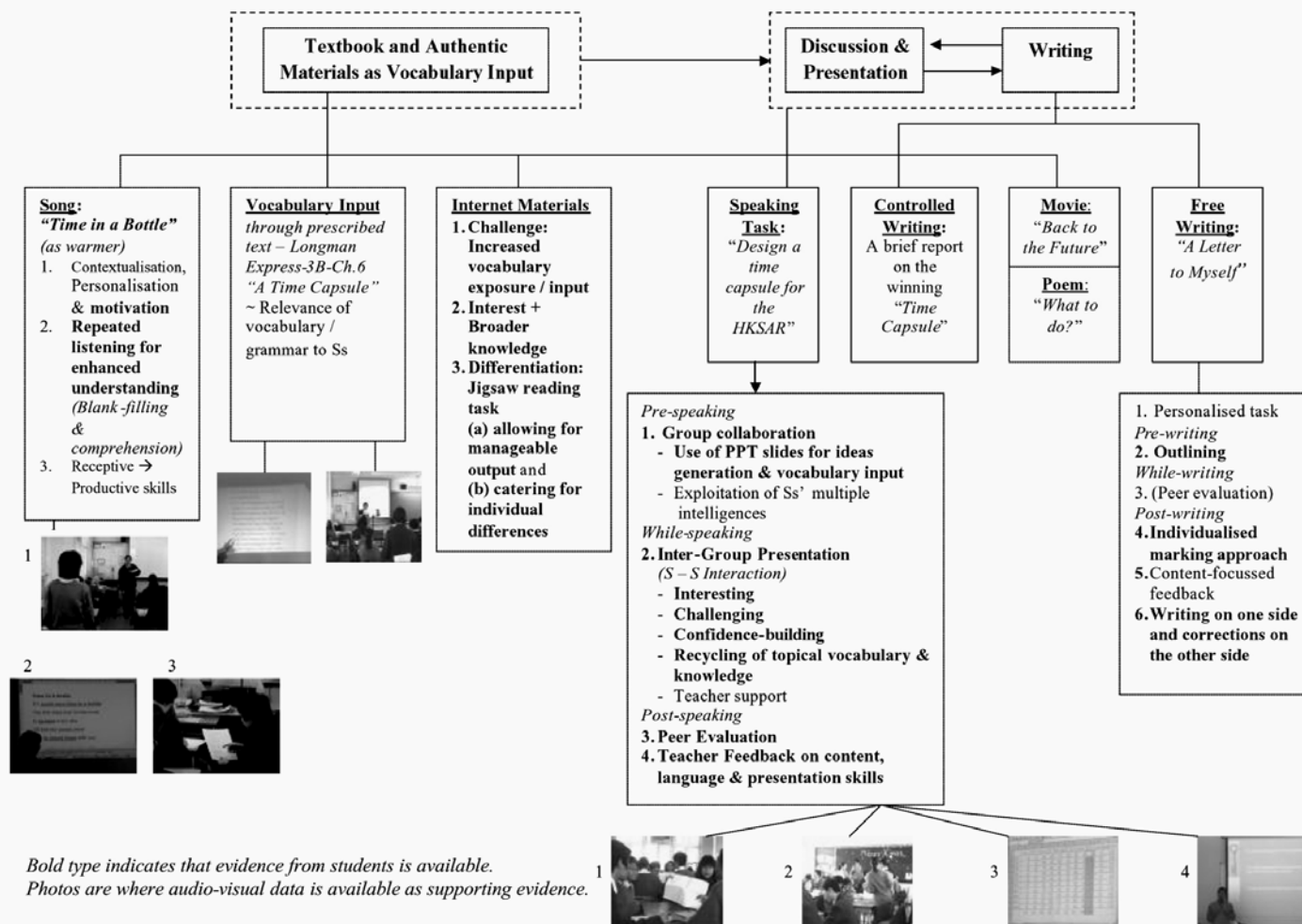
A second time capsule was created for the 1964 World's Fair, and its contents reflected the dramatic technological and social changes that had occurred since 1939.

While these time capsules were on one hand optimistic endeavors, they were done with an awareness of the tragedy and failure of our civilization.

"I trust that posterity will read these statements with a feeling of proud and justified superiority," wrote Albert Einstein in the "Book of Record".

<b>The World's Fair Time Capsules' Contents</b>	
<b>1939</b>	<b>1964</b>
Alarm Clock	Plastic Heart Valve
Can Opener	Transistor Radio
Eye Glasses	Contact Lenses
Fountain Pen	Ballpoint Pen
Electric Lamp	Rechargeable Flashlight
Miniature Camera	Polaroid Camera
Nail File	Freeze-dried food
Safety Pin	Birth Control Pills
Slide Rule	Computer Memory Unit
Toothbrush	Electric Toothbrush
Watch	Electronic Watch
Mickey Mouse Cup	Beatles Record
Sears Roebuck Catalog	Bikini
Cigarettes	Filtered Cigarettes
Baseball	Tranquilizers
Deck of Cards	Antibiotics
Dollar Bill	Credit Card
Seeds	Irradiated Seeds
Holy Bible	Fifty-star American Flag

### 043 Matthew's Teaching Framework – Main Theme: "Textbook Adaptation"



## Coherence in the Unit of Teaching

In this unit of teaching, Mr Tsang has demonstrated his holistic and integrated view of lesson planning. Clear evidence of task dependency, task continuity and effective grading as well as sequencing of tasks can be seen in his [Overall Teaching Framework](#).

- **Task dependency**

All the tasks are thematically linked and "build on each other" (Nunan 1999), as Mr Tsang rationalises how each of the tasks in Phases 1 to 3 facilitate students' completion of the tasks in Phases 4 and 5:

"... before this lesson [on the group discussion in Phase 4], I gave them a lot of reading materials, and...they had read a passage in the textbook which was also about time capsules. I think everything gave them a lot of useful information to prepare them for the group discussion and presentation."



Students were generally very much aware of the interdependence between the tasks and significance of the materials they were exposed to. Here, one student describes how she sees her learning experience and how the different sets of materials have scaffolded her learning:

"For the materials to make time capsules, we need to check them from the Internet materials. If we don't know some words about the current affairs, we can look at the PowerPoint slides and write down the words. Also, we can use the ideas of the students in the textbook." (*Jessie, S.3 student*)

- **Task continuity**

There is also a very clear logic of themes (Nunan 1989) in the sequencing of tasks in the unit of teaching:

- *Phase 1*: The song functioned as a warmer for scene-setting and schema activation on the topic "time capsules".
- *Phases 2 and 3*: The textbook passage, adapted glossary list and created jigsaw reading task served to expand and enrich students' lexical and content knowledge on the topic.
- *Phases 4 and 5*: The intra-group discussion and cross-group presentation on the design of the time capsule gave students ample opportunities to revisit and recycle what they had learnt in Phases 1 to 3.
- *Phase 6*: The controlled writing task was a consolidating act and a formal wrap-up for Phases 1 to 5.
- *Phase 7*: The free writing brought the lesson to an end at a more personal level.





- **Careful grading and sequencing of tasks**

Strong unity was also achieved in the series of lessons through Mr Tsang's careful **grading and sequencing of tasks**, enabling students to scaffold their learning by moving gradually:

- from easier to more challenging tasks,
- from tasks requiring demonstration of their receptive skills to more productive use of the language, and
- from more controlled to more free and open-ended tasks.



## **References**

Nunan, D. (1989). Designing Tasks for the Communicative Classroom. Cambridge: Cambridge University Press.

Nunan, D. (1999). Second Language Teaching and Learning. Boston: Heinle and Heinle.

**Class Survey on Mr. Tsang's Teaching**

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Your mid-term English exam score

Regarding the two units on “**Time Capsule**” and “**Rare Species**”:

How would you rate Mr. Tsang's teaching according to the following aspects about the materials and activities he has designed for you?

*Give a mark from 0 to 100 (with 50 being the passing mark) and give examples of why you agree/disagree with each point.*

The materials and activities...

- (i) widened your knowledge of English and provided you with new ideas about the topic

--	--

- (ii) aroused your interest

--	--

- (iii) was relevant and useful to your daily life

--	--

- (iv) gave you lots of chances to use English in a meaningful and purposeful way

--	--

- (v) gave you enough of what you needed to know before completing the group discussion, presentation and writing tasks

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- (vi) were challenging enough for you

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- (vii) catered for your needs, preferences and learning styles

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- (viii) made you learn in a comfortable way

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- (ix) The teacher gave you enough comments on your performance

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b. On the whole, did you like/dislike the materials and activities in these two cycles? Give a mark and a reason for your likes/dis likes

	Mark	Reason(s) for your likes/dislikes
Passages from the Textbook		
Grammar tasks in the textbook		
Songs		
Internet Materials		
Group Discussions		
Presentations		
Composition Topics		

1. How would you feel if materials such as the song, Internet materials and newspaper articles were removed from the two units? Give a reason.

2. Would you like to see more of the materials mentioned in (b) used in your future lessons? Give a reason.

3. What are the good things about Mr. Tsang's teaching?

4. How do you think Mr. Tsang can do better?

5. Is there anything else you would like to tell us about these two units (e.g. order of the activities, teaching speed, preparation time, etc.)? Remember to give a reason to support your ideas.



To find out students' overall perceptions of Mr Tsang's teaching and to assess whether his objectives, following Tomlinson's framework (1998), were met, a [survey](#) was conducted with the whole class. It is obvious from the survey findings that students of all three ability groupings could see how the texts Mr Tsang selected, the materials he adapted and the tasks and/or activities he designed helped them improve in the following seven areas translated from Tomlinson's seven main criteria for materials development.

The texts, materials, tasks and activities...	H	M	L	Average Score
widened your knowledge of English and provided you with new ideas about the topic	79.4	81.4	77.4	79.4
aroused your interest	74.4	75.0	73.5	74.3
were relevant and useful to your daily life	69.7	75.7	67.9	71.1
gave you lots of chances to use English in a meaningful and purposeful way	79.1	76.1	75.0	76.7
gave you enough of what you needed to know before completing the group discussion, presentation and writing tasks	85.7	82.6	80.4	82.9
were challenging enough for you	75.6	77.1	73.6	75.4
catered for your needs, preferences and learning styles	71.9	76.6	75.9	74.8

NOTE: The **H**, **M**, **L** columns represent the ratings of students in the **High**-, **Medium**- and **Low**-ability groups categorised by their internal General English mark in the first term of the school year. The scores in the columns were given out of a total of 100 marks, with 50 being the pass mark.



The following are more comments from students representing different ability groups:

"Besides using from the textbook, we can do other activities and we can move the chairs and tables for group work. We all enjoy it... Mr Tsang always ... gives us some other things to learn... you don't need to always read the textbook." (*Jessie, a high achiever*)

"I think it is very interesting... because we can learn more about the time capsules."  
(*Kenny, an average student*)

"I think it'd be quite boring and we would be less interested in the passage if Mr Tsang focused too much on the textbook." (*Thomas, a less able student*)

## References

Tomlinson, B. (ed.) (1998). Materials Development in Language Teaching. Cambridge: Cambridge University Press.

## Suggestions on Ways of Overcoming Constraints

### No Textbook is Perfect: Considering the Need for Textbook Adaptation

In Mr Tsang's view, being selective and making informed choices when planning lessons with a given textbook is the key to success. When using a textbook, teachers may find a more thorough consideration of the following aspects helpful:



- The appropriateness of each chapter and the various sections in the textbook in catering for students' needs; that is, the suitability of the texts and tasks to students' language and learning needs, their interests, preferences, and most important of all, their abilities. As Mr Tsang emphasises:

*"I choose the materials to be used for my lessons based on mainly the standard, the English standard of my students."*

- The relevance and quality of the texts and/or tasks, especially in facilitating students' accomplishment of the final output the teacher has in mind
- [The need to exploit the possible options of "omitting, replacing, adding and adapting" \(Grant 1987; Maley 1998\) to optimise students' learning](#)
- [The need to adapt "up" and "down" and to strike the right balance between the two in order to cater for students of differing abilities](#)
- [The actual need to use supplementary materials to compensate for the inadequacies of the textbook to meet the specific needs of each class and the relevance of these materials to the overall theme](#)
- [The overall coherence in the unit of teaching](#)





## References

Grant, N. (1987). Making the Most of Your Textbook. London: Longman.

Maley, A. (1998). "Squaring the circle - reconciling materials as constraint with materials as empowerment". In B. Tomlinson (ed.) (1998). Materials Development in Language Teaching. Cambridge: Cambridge University Press. Chapter 12, pp. 279 – 294.

## Guiding Principles for Adapting Materials and Designing Tasks

To heighten teachers' awareness of the inadequacies of the ready-made materials and to sharpen their skills in adapting as well as developing materials and tasks, teachers may wish to take Tomlinson's advice (1998):

- that the set of materials and/or tasks must suit the students' language standard and meet their specific learning needs
- that each task is sufficiently authentic and meaningful and that students are given a clear purpose for performing it
- that sufficient input is given to students through the earlier materials/tasks before more productive use of the language is expected of them
- that the materials and tasks are appropriately and coherently sequenced in an increasing level of difficulty in both linguistic and cognitive terms
- that ways of maximising student participation and learner talk are explored when devising tasks
- that there is a suitable variety of materials and tasks to sustain students' learning interest
- that the materials and/or tasks, despite being challenging, should provide students with a sense of achievement and enable them to learn with ease



### References

Tomlinson, B. (ed.) (1998). Materials Development in Language Teaching. Cambridge: Cambridge University Press.

## The Teacher's Recommendation to Schools at Large

In the Hong Kong secondary school setting, the challenges that many English teachers have to deal with come from the constrictions of the prescribed examination syllabus, the textbook boundaries and the rigidity of the school and/or the English panel's scheme of work. In order for teachers within a school to make effective use of the suggested guiding principles, to adopt the good practices highlighted and to borrow ideas from Mr Tsang's exemplary unit of teaching, a certain degree of **teacher autonomy** and **flexibility** is essential.



Mr Tsang serves as an excellent example to demonstrate to us the significance of the autonomy and flexibility he has been able to exercise in his teaching. As he stresses, the English panel chairpersons entrust him with "a lot of freedom". So, in his words, "it doesn't matter if we skip some parts which we think are not so important for our students as long as we have covered the core parts". Likewise, in the view of one of his English panel chairpersons, teachers must be allowed to "use different methods" and be given "quite a lot of free hand in teaching". With this strong sense of respect he enjoys at his school and the trust he gets from his English panel chairpersons and principal, he and teachers at his school can "try different kinds of things" and go beyond the textbook if and when necessary.

Despite the autonomy Mr Tsang enjoys, the issue of "time constraint" still bothers him. So in exploiting the various options of textbook adaptation, what he strongly advocates is the careful selection of materials in a textbook to create space for texts and tasks to be tailored or brought in to suit his students' needs. To him, it is the quality of the materials – not the quantity – that counts, and premised on this belief, he offers the following advice to English teachers in different contexts on how time and resources can be maximised to cater for the diversified needs of students.



- For teachers dealing with the linguistically weaker students, he believes that "whether the lesson is interesting or not... does not depend on how many tasks have been completed... quality is much more important than quantity... So as long as teachers can draw students' attention to what they want them to learn, they don't have to bring in a lot of things in order to attract them or draw their attention."
- For teachers with linguistically brighter students, he recommends that they set aside certain parts of the textbook that students can easily understand or have already mastered as home reading, or as homework if they already have prior knowledge of it, so that less class time is needed for vocabulary explanation and more time can be devoted to meaningful language use.



A further challenge that Mr Tsang has coped very professionally with is not "teaching to the test". His teaching clearly shows how tasks and activities can be designed to equip students with the skills they need to tackle tests and examinations without over-reliance on examination drills, test-related exercises or the textbook. His students' comments are excellent testimony to this.





All this is sound evidence of Mr Tsang's pedagogical expertise in material and task design.