Today’s class

• Review
• Real world tasks, pedagogical tasks, exercises
• Example activities
• Reading homework
• Homework

- Please call me ‘Edward’ or just ‘teacher’!
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Sample lesson

Age: Young adults
Level: Intermediate

Target language:

(Situational English) Going on a first *****
Different types of target language

Situations
- Bank
- Restaurant
- Train station
- Cinema
- Supermarket
- Hotel
- ...
- ...
- ...

Functions
- Agreeing
- Suggesting
- Clarifying
- Apologising
- Explaining
- Complaining
- ...
- ...
- ...

Grammar
- Modals
- Past tense
- Superlative
- Prepositions
- Adverbs
- Tag questions
- ...
- ...
- ...

...
Look at the pictures and watch the video.

Can you guess today’s topic?
Look at this list of rules for a guy’s first date. Which 2 rules do you think are most important?

1. To be punctual 96%
2. To compliment his date on her appearance 94%
3. To ask lots of questions 79%
4. To help with his date’s coat 61%
5. To pull out his date’s chair 53%
6. To smell as good as he looks 50%

Can you add 2 more rules?
Dos and Don’ts

Which of these do you think are good and bad for a first date?

discussing examples given by the teacher
First date: Talking about yourself

Read these expressions with adjective + preposition.

1. I’m excited about going to Africa next vacation.
2. I’m interested in becoming a doctor.
3. I was proud of completing a marathon.
4. My sister has always been very nice to me.
5. I was pleased with the present you gave me.
6. I am fond of animals.
7. I’m good at tennis, but really bad at badminton.

Create some new questions with these adjective + prepositions and practice with your partner. Answer the questions truthfully using the adjective + prepositions.
First date: Talking about likes and dislikes
Match the phrases with either negative or positive.

1. I’m really into tennis.
2. I was put off by his nasty comments.
3. I am crazy for the new Twilight movies.
4. Going to the mall to shop all day is not my thing.
5. I am cool with going out to eat tonight.
6. I do not care for my new boss.
7. I am a huge fan of the cafe down the street.
Speed dating

Let’s find out about each person in our class.

What did each person say and ask?
Who is your best match?
Who is your worst match?
What was the funniest thing you learned?
1. What does “a needs-based approach to content selection” mean? Can you think of examples?

2. How is the ‘outcome’ of a task described in the text? (there is more than one answer possible)

3. What are the differences of a ‘task’ and a ‘pedagogical task’?

4. What is ESP (English for Specific Purposes)? Can you think of examples?

5. What are language functions? Can you think of examples?

6. What are the strong and weak interpretations of CLT?
Exercise

Pedagogical Task

Real World Task

Activity
What are the needs of learners?

Discuss the language needs of each of these learners. What types of tasks do they do in their life? Can you think of one more type of learner?
In groups, choose 2 situations from the list below. Make a list of 3 tasks for each that involves using language. Let’s do the first one together.

1. Planning a weekend of shopping with friends
2. Searching for a job
3. Working in a restaurant as a server
4. Planning a birthday party

How we can turn these into classroom (pedagogical) activities?
What is TBLT?

- Activities are organized around tasks, not language items.
- Learn and practice language structures in a more natural and meaningful way.
- Authentic topic material which is relevant to the students’ needs.
- Develops skills for “real-life” tasks.
What is an exercise?

- focus on specific language element
- focus on a single skill
- guided and controlled
- no context (except the classroom)
- not authentic
- not meaningful
- the outcome is linguistic
Exercises focus on specific language points to be learned
What is a task?

- various expressions used
- multiple skills (L,S,R,W)
- free, with a focus on fluency
- many contexts (cafe, office, researching, emergency, negotiating)
- similar to authentic language use
- focus on meaning
- the outcome is non-linguistic
Tasks are focused on an outcome

pedagogical tasks

real-world tasks
Let’s go to see a movie!!

Here is your schedule. Complete the schedule with your (mostly!) true appointments. **Leave 2 spaces blank.**

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>afternoon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>evening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>class with Edward</td>
</tr>
</tbody>
</table>

Now, in your group, try to organize a time and day that you can see a movie. Don’t show your schedule, you are on the phone! Some of you may have to change your schedule. Once you have decided the day/time, decide which movie you want to see.
1. Was that activity strong or weak CLT?

2. Was that a rehearsal or an activation task?

*a rehearsal task bears a clear and obvious relationship to a real-world task.  
*an activation task is to activate emerging language skills.

3. Complete this table:

<table>
<thead>
<tr>
<th>task</th>
<th>macrofunctions</th>
<th>microfunctions</th>
<th>grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make your schedule with two blanks. Find</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a time to see a movie with your friends.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reading homework discussion

Share the task examples that you found.

Real-world / target tasks

\[ \downarrow \]

Pedagogical tasks

\[ \downarrow \]

Rehearsal tasks \[ \rightarrow \] Activation tasks

Enabling skills

Language exercises

Communicative activities

A framework for TBLT

Reflect
Find examples of these different task, activity and exercise types in a textbook you are currently using or one with which you are familiar. How are they combined?

<table>
<thead>
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</tbody>
</table>
TBLT: Spot the differences
(Activation task)
TBLT: Spot the differences
TBLT: Spot the differences

On your phone go to edwardtesol.com/spot

One student will open A, another will open B.

Do not show your picture to your partner.

The pictures are very similar, but some things are different.

You need to describe the picture to find the differences.
“Authentic texts”

• How could these texts be used in a language classroom?
• What kind of activity could the learners do?
• Which learners would they be suitable for? (job and situation of the learner)

• housing contract for a new rental apartment
• application form for a job
• brochure for a university
• brochure for a clothing company
• instructions for a computer game

Can you think of one more?
Have a good Chuseok!