

Materials

- LT 2.1 – LT 2.18
- Audio Clip 2.1
- GA 8
- PPT 2.1 – PPT 2.3

Procedures**Task 1: An Email from the Teacher-in-charge of the ‘Hong Kong’s Heritage Excursion’
(LT 2.1 – 2.4)**

1. Introduce the context and ask students to play the role of the members of the organising committee of the ‘Hong Kong’s Heritage Excursion’.
2. Guide students to identify the text type of LT 2.1 by using some semantic clues, e.g. ‘From’, ‘To’, ‘cc’, ‘Subject’.
3. Go through the first five paragraphs and guide students to identify the task(s) assigned by Ms Fok in each paragraph, e.g.
 - writing a proposal and designing a poster for the ‘Hong Kong’s Heritage Excursion’ (Para. 1)
 - listening to a radio interview to find out why heritage conservation is important to Hong Kong (Para. 2)
 - comparing three popular routes for heritage tours on the leaflets (Para. 3)
 - studying the data from a student survey on heritage conservation and identifying their preferences (Para. 4)
 - reading a sample proposal to find out how to write an effective proposal (Para. 5)
4. Refer students to LT 2.2 and focus students’ attention on the words/expressions introducing reasons or results. Ask them to work in pairs and complete LT 2.2 by filling in the table with other words/expressions introducing reasons or results.
5. Explain to students that although some words/expressions may have similar functions and/or meanings, such as ‘because’, ‘as’, ‘thanks to’, they may not be used in the same way.
6. Ask students to work in groups of four to find out the differences in use among these words/expressions with the help of a dictionary.

7. Explain that people may write in an 'informal/less formal' or a 'formal' style according to the situation, the message they want to get across and the person(s) they address the message to. Highlight that the choice of words/expressions helps shape the style of a text. Ask students to work in groups of four and complete Q.1-3 of LT 2.3.
8. Go through Q.1-3 and reiterate that the language use of a text often reflects the language style. For example, the use of contractions and abbreviations, and the choice of words and expressions such as 'tons of work', 'terrific', 'Hi there' create an informal style.
9. Explain the meaning of 'abbreviations' with an example (e.g. 'PE' meaning 'Physical Education'). Refer students to Q.4 of LT 2.3. Have students identify the three abbreviations used in the email. Tell them that these three abbreviations (i.e. ASAP, TIA and BTW) are general in nature while some are more informal and specific to personal emails or text messages. Guide them to think about the abbreviations they use for emails or online chats and how they are formed, e.g. putting together the first letter of each word in the phrase (as in the case of 'ASAP'), and imitating the pronunciations of the words (as in the case of 'CU'). Explain that the use of abbreviations like 'CU', 'LOL' and 'TTYL' also adds an informal tone to texts.
10. Illustrate how to complete LT 2.4 using the following example:
'ASAP' stands for 'as soon as possible'

Who: teacher	When: before the final examination
Where: school	Why: marking all assignments and returning them to students so that they have enough time to study them for the examination

Encourage students to think of a suitable context for each abbreviation. Explain that they can remember the abbreviations better through creating an appropriate context with details about 'who', 'when', 'where' and 'why'. Ask them to complete LT 2.4 at home.