

Situation

The English Club and the History Club of your school will jointly organise an activity called ‘Hong Kong’s Heritage Excursion’ to enhance students’ interest in learning English and raise their awareness of the importance of heritage conservation through visiting some historical and archaeological sites in Hong Kong. You and three other students are the members of the organising committee assisting Ms Iris Fok, the teacher-in-charge of the activity. She wants you to submit a proposal for the function.

Task 1: An Email from the Teacher-in-charge of the ‘Hong Kong’s Heritage Excursion’

Students read an email from Ms Iris Fok, the teacher-in-charge of the ‘Hong Kong’s Heritage Excursion’, and find out how they can help in preparing for the excursion.

Task 2: An Interview with the Executive Secretary of the Antiquities and Monuments Office

Students listen to and take notes of a radio programme in which the host of the programme, Jack Ko, talks to Dr Clare Wong, the Executive Secretary of the Antiquities and Monuments Office, about the importance of promoting public participation in heritage conservation.

Task 3: Leaflets about Some Heritage Sites in Hong Kong

Students study some leaflets about the heritage sites in Hong Kong in order to identify the special features of certain routes of the heritage tours and complete a comparison table.

Task 4: Making Recommendations for the Heritage Tour

Students discuss and decide where to visit and what to do in the heritage tour based on the data collected from a student questionnaire on their preferences for the function.

Task 5: Writing a Proposal and Designing a Poster for the Heritage Tour

Students draft a proposal and design a poster in groups for the heritage tour.

Suggested Level: Key Stage 3

	Task 1	Task 2	Task 3	Task 4	Task 5
Learning Targets*					
Interpersonal Strand (IS)	ISe			ISb	
Knowledge Strand (KS)	KSf	KSc and KSf		KSa and KSb	
Learning Objectives					
Vocabulary					
<p><u>Vocabulary Items</u></p> <p><i>Synonyms of different degrees of formality:</i></p> <ul style="list-style-type: none"> get somebody familiar with → familiarise somebody with help (n) → assistance link up → connect look into → examine/investigate need (v) → require start/kick off → commence take part in → participate in talk about → discuss try → attempt <p><i>Adjectives to describe buildings:</i></p> <ul style="list-style-type: none"> opinion – dynamic, elegant, energetic, exquisite, graceful, magnificent, majestic, original, peaceful, popular, special, stunning, tranquil, unique dimension – big, colossal, 45-metre tall, long, open, spacious, thin, three-hall, three-storey shape – arched, cross-shaped, pointed, rectangular age – classical, historic, historical, modern, old, time-honoured, traditional colour – brown, green, grey, red, white religion – Buddhist, Catholic origin – Chinese, colonial, European, Greek, western material – brick, marble, stone, tiled, wooden 					

* Please refer to Appendix 3 for the description of the learning targets.

Task 1	Task 2	Task 3	Task 4	Task 5															
<p><i>Words/phrases introducing reasons or results:</i> as, as a result, because, because of, consequently, due to, hence, owing to, since, so, therefore, thus</p> <p><i>Common email abbreviations:</i> ASAP, BTW, CU, FYI, LOL, TIA, TTYL</p> <p><i>Quantifiers for describing numbers and figures:</i> a/the majority of, a minority of, a quarter of, all of, half of, most of, none of, one third of</p> <p><i>Reporting verbs:</i> add, advise, agree, choose, comment, consider, decide, expect, explain, find, hope, mention, prefer, propose, recommend, remark, report, request, say, state, suggest, think</p> <p><u>Vocabulary Building Strategies</u></p> <ul style="list-style-type: none"> • syntagmatic approach – using tables to provide details about objects e.g. <table border="1" data-bbox="794 817 944 1769"> <thead> <tr> <th rowspan="2">Article</th> <th colspan="2">Adjectives</th> <th rowspan="2">Noun</th> </tr> <tr> <th>Opinion</th> <th>Colour</th> <th>Origin</th> </tr> </thead> <tbody> <tr> <td>a</td> <td>majestic</td> <td>red</td> <td>Greek</td> </tr> <tr> <td>the</td> <td>elegant</td> <td>white</td> <td>---</td> </tr> </tbody> </table> • understanding word associations <ul style="list-style-type: none"> ➢ the order of adjectives, i.e. opinion, dimension, shape, age, colour, religion, origin, material ➢ synonyms, e.g. as a result = consequently ➢ formulaic expressions, e.g. with regard to, in the light of ➢ syntagmatic relationships of reporting verbs, e.g. suggest + gerund • understanding word formation <ul style="list-style-type: none"> ➢ abbreviations, e.g. ASAP = as soon as possible • understanding the formality of words <ul style="list-style-type: none"> ➢ look into (informal) = examine/investigate (formal) 					Article	Adjectives		Noun	Opinion	Colour	Origin	a	majestic	red	Greek	the	elegant	white	---
Article	Adjectives		Noun																
	Opinion	Colour		Origin															
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	<ul style="list-style-type: none"> recording the target vocabulary (i.e. abbreviations and adjectives to describe buildings) using graphic organisers retaining the target vocabulary (i.e. adjectives to describe buildings) through <ul style="list-style-type: none"> games short writing with picture support personal association 				
	<p>Relevant Categories in the Wordlists</p> <ul style="list-style-type: none"> Travel and Leisure Time and Places Society, People and Personal Information 				
Text Types	<ul style="list-style-type: none"> Emails 	<ul style="list-style-type: none"> Interviews 	<ul style="list-style-type: none"> Leaflets 	<ul style="list-style-type: none"> Questionnaires Charts 	<ul style="list-style-type: none"> Proposals
Language Items and Communicative Functions	<ul style="list-style-type: none"> Use connectives, adverbs and adverb phrases to give reasons and explain results 	<ul style="list-style-type: none"> Use appropriate vocabulary to shape the formality of the text 	<ul style="list-style-type: none"> Use adjectives to describe the quality, appearance, origin, etc. of buildings in some detail 	<ul style="list-style-type: none"> Use quantifiers to describe survey findings 	<ul style="list-style-type: none"> Use the reported speech and the passive voice to create an objective tone
Language Skills					
Listening		<ul style="list-style-type: none"> Listen for intended meanings, feelings and attitudes <ul style="list-style-type: none"> extract information and ideas in spoken texts understand levels of formality and informality 			

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Speaking				<ul style="list-style-type: none"> • Participate effectively in oral interaction <ul style="list-style-type: none"> ➢ express, elicit and respond to ideas, opinions and feelings in a group discussion 	
Reading	<ul style="list-style-type: none"> • Construct meaning from texts <ul style="list-style-type: none"> ➢ recognise format and language features of texts ➢ understand the connection between ideas by identifying cohesive devices 		<ul style="list-style-type: none"> • Understand, interpret and analyse different written texts <ul style="list-style-type: none"> ➢ acquire, extract and organise information relevant to specific tasks ➢ relate facts, opinions and information from a variety of print sources 	<ul style="list-style-type: none"> • Understand, interpret and analyse different written texts <ul style="list-style-type: none"> ➢ recognise how writing conventions affect meaning and cohesiveness 	
Writing					<ul style="list-style-type: none"> • Present information, ideas and feelings clearly and coherently <ul style="list-style-type: none"> ➢ evaluate and make use of given information to complete specific tasks ➢ use appropriate tone, style and register for various purposes