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## **Part A**

The activities are designed to help students get to know their school subjects and their way around their new school. Most of the activities involve students working in pairs and groups. Apart from making the learning process more active and fun, this enables students to build confidence in using everyday language.

### **The role of the teacher**

The teacher is responsible for:

1. Preparing the materials in sufficient quantities  
*\*Please note that some of the activities are school-based. Therefore, some modification of materials on the part of the teacher is required.*
2. Explaining the instructions to students clearly
3. Going round the classroom, listening and monitoring the students' progress
4. Going through the answers at the end of an activity

### **Time limits**

The teacher can consider setting a time limit for an activity and stopping students whether they have finished or not.

## 1. English

### A. Preparation before the lesson

Make enough copies of the worksheet on the next page. Make sure that every student in the class has one.

### B. During the lesson

1. Inform the students that they are going to play a game which enables them to find out more information about their classmates.
2. Distribute the worksheets to the students.
3. Go through the instructions with the students.
4. Go through the questions with the students.
5. Familiarise the students with:
  - i. the pronunciation and meaning of new words e.g. 'instant noodles', 'male', 'female' and 'strict' etc.
  - ii. the intonation of yes / no questions
  - iii. how to ask for the spelling of someone's name
6. Ask the students to start going around the classroom and complete the boxes.
7. If time allows, ask some students to report their answers or have a 'bingo' game after they have finished the activity.

*\*Introduction to 'Bingo':*

The teacher reads out the names of the students. The students circle the names if they have got them on the form. When a student has got three names in a row – vertically, horizontally or diagonally, he / she has to say 'Bingo'. Then the teacher checks his / her form. The teacher may ask the students to stand up while reading out their names.

## Discovery

### Instructions:

1. Move around the class and ask your classmates the questions in the box below.
2. If they answer 'yes', write their name below the question.
3. You can only use a person's name once.
4. Keep going until you have a name in every box.

Do you do the washing up after meals?	Do you go to church on Sundays?	Have you got any plants in your home?
Do you live with your grandparents?	Do you like to eat sushi with wasabi?	Have you ever cooked instant noodles at home?
Do you want to be a teacher?	Do you enjoy going to the cinema?	Have you got a computer in your home?
Do you think male teachers are stricter than female teachers?	Do you live near the school?	Have you got a pair of blue jeans?

## 2. Mathematics

### A. Preparation before the lesson

Make enough copies of the worksheet on the next page. Make sure that every student in the class has one.

### B. During the lesson

1. Inform the students that the subject Maths deals with numbers and it is fun to work with numbers.
2. Distribute the worksheets to the students.
3. Go through the instructions with the students.
4. Give examples to show the students that they can write the numbers in different ways e.g. write a particular number in a slanted way.
5. Give examples to show students how they can develop a drawing out of a particular number e.g. draw a swan by using the number '2', draw a stick by using the number '1'.
6. After the students have finished, ask them to get into groups of 4.
7. Ask each group to choose a group leader.
8. Ask each group to select 7 pictures out of the 40 pictures they have produced and write a story based on the pictures chosen.
9. Ask the group leaders to present the stories and show the pictures to the class.

## Fun with Numbers

Write each of the following numbers in a separate box: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9

Make a drawing in each box based on the number written there.


### 3. Geography I

#### A. Preparation before the lesson

1. Prepare a worksheet which introduces the surroundings of the school (please refer to the worksheet on the next page).  
*\*Part B: Put down the names of the buildings e.g. St. Mark's Primary School, St. Teresa's Secondary School, St. Peter's Church etc.*
2. Prepare a map which details the surroundings of the school. Mark the buildings mentioned in Part B on the map.
3. Make enough copies of the worksheet and the map. Make sure that every student in the class has a worksheet and a map.
4. Take some compasses to class.

#### B. During the lesson

1. Distribute the worksheets to the students.
2. Ask the students to write down the name and address of the school.
3. Guide the students to do Part A.

*For example:*

My school is next to a church / St. Andrew's Church.

My school is opposite a park / Kowloon Park.

My school is near a hotel / Royal Garden Hotel.

My school is not far away from Jordan MTR station / a bank.

4. Draw the students' attention to the instructions of Part B.
5. Ask the students what the common way to show direction is.  
*Answer: to use the compass points*
6. Distribute the compasses to the students.
7. Ask the students to guess what the letters on the compass mean.
8. Introduce the 16 compass points to the students.
9. Distribute the maps to the students.
10. Do the first two questions with the students to make sure that they understand what to do.
11. Go through the answers with the students when they have finished.

# My School

Name: \_\_\_\_\_

Address: \_\_\_\_\_

## A. Landmarks:

1. My school is next to \_\_\_\_\_
2. My school is opposite \_\_\_\_\_
3. My school is near \_\_\_\_\_
4. My school is not far away from \_\_\_\_\_

## B. The direction of the following places from my school is:

1. McDonald restaurant \_\_\_\_\_
2. Pizza Hut \_\_\_\_\_
3. A KFC restaurant \_\_\_\_\_
4. A car park \_\_\_\_\_
5. A housing estate \_\_\_\_\_
6. A secondary school \_\_\_\_\_
7. A primary school \_\_\_\_\_
8. A public library \_\_\_\_\_
9. A police station \_\_\_\_\_
10. A church \_\_\_\_\_
11. A fire station \_\_\_\_\_
12. An MTR /KCR station \_\_\_\_\_
13. A park \_\_\_\_\_
14. A bus terminal \_\_\_\_\_
15. A ferry pier \_\_\_\_\_
16. A taxi stop \_\_\_\_\_
17. A cinema \_\_\_\_\_
18. A shopping mall \_\_\_\_\_
19. A market \_\_\_\_\_
20. A mini-bus stop \_\_\_\_\_



## 4. Geography II

### A. Preparation before the lesson

Make enough copies of the quiz on the next page. Make sure that every student in the class has one.

### B. During the lesson

1. Divide the students into groups of 3 / 4.
2. Distribute the quiz to the students.
3. Go through the instructions with students.
4. Ask the students to do the quiz.
5. Go through the answers with the students when they have finished.

#### *Answers*

1. *Hong Kong Special Administrative Region*
2. *United States of America / Canada / Mexico*
3. *Sai Kung*
4. *Summer*
5. *East*
6. *Chek Lap Kok*
7. *Brazil*
8. *China*
9. *Pacific Ocean*
10. *Australasia*

## Geography Quiz

Work in groups. Write the answers to the following questions in the space provided below. You can refer to your textbook and use the dictionary.

1. Give the full name of Hong Kong.
2. Name any one country in North America.
3. Which of the following is not one of the new towns in Hong Kong: Shatin, Tai Po, or Sai Kung?
4. In which seasons do most of the typhoons come to Hong Kong?
5. From which direction does the sun rise in the morning?
6. Where is the new airport of Hong Kong?
7. Which of the following is the largest country in South America: Columbia, Brazil, or Argentina?
8. Which country in the world has the largest number of people?
9. Which of the following is the largest ocean in the world: Pacific Ocean, Indian Ocean, or Arctic Ocean?
10. Which of the following is the smallest continent in the world: North America, Antarctica, or Australasia?

<i>Answers</i>	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____

Adapted from S.K.H. Lam Kau Mow Secondary School (2001). *Summer Bridging Programme*

## 5. History

### A. Preparation before the lesson

Make enough copies of the worksheet on the next page. Make sure that every student in the class has one.

### B. During the lesson

1. Write the word 'HISTORY' on the blackboard using a piece of coloured chalk.
2. Ask the students what comes to their mind when they hear the word 'history'. Write down the answers by means of a semantic map or a list and ask them to explain their answers if necessary.
3. Tell the students that 'history' is not only a branch of knowledge dealing with past events. It is also an orderly description of past events.
4. Tell the students that they can write their own history.
5. Distribute the worksheets to the students.
6. Draw the students' attention to the example and explain what they need to do. Check to make sure that the students understand the word 'evidence'.
7. Draw the students' attention to the items listed in **B** and make sure they understand what the items are.
8. Tell the students that if they don't have any evidence for a particular event, then leave the box blank.
9. Remind the students that the questions listed in **A** only serve as hints. They can put down any event they consider important in their life. Also remind them to put the events in chronological order.
10. Make sure the students understand what they have to do before asking them to start the activity.
11. After the students have finished, divide the class into 2 groups - Group A & Group B.
12. Tell the students that they have to share their history with 2 members from the other group i.e. a student from Group A has to share his / her history with 2 students from Group B.
13. Familiarise the students with the following greetings before they start going around the classroom to share their history:

*Hello. My name is \_\_\_\_\_. I would like to share my history with you.*

# History Worksheet

## Can you work out your own history?

A. The answers to the following questions can help you write your own history:

1. *When were you born?*
2. *When did you go to kindergarten?*
3. *When did you go to primary school?*
4. *When did you go to secondary school?*
5. *Have you ever gotten any award or prize in school? If yes, what award or prize did you get?*
6. *Have you ever been to any other countries? If yes, which country / countries have you been to and when?*

B. You may use the following items as evidence:

*birth certificate, award, diary, passport, photograph, letter, school handbook*

## My History

<b>Year</b>	<b>Important Event</b>	<b>Evidence</b>
e.g. 1990	I was born.	birth certificate

## 6. I.S.

### A. Preparation before the lesson

1. Stick a label with the name written on it onto the following apparatus:  
*funnel, beaker, flask, measuring cylinder, evaporating dish, Bunsen burner, test tube, test tube holder, test tube rack, reagent bottle, wire gauze, tripod, gas jar, heat-proof mat, dropper*
2. Put the apparatus on the tables of the I.S. laboratory randomly.
3. Make enough copies of the worksheet on the next page. Make sure that every student in the class has one.

### B. During the lesson

1. Inform the students that they are going to do a task in the I.S. Laboratory.
2. Help the students to form groups of 5(?) e.g. by random numbering.
3. Instruct members to come together in their groups in the classroom.
4. Ask the students to recognise their group members.
5. Ask the students to go back to their own seats.
6. Draw the layout of the I.S. laboratory on the blackboard to make the students aware of their seating plan in the laboratory.
7. Instruct the students that they cannot touch anything in the laboratory without your permission.
8. Instruct the students to line up to go to the I.S. laboratory.
9. In the laboratory, make sure that the students find their seats.
10. Distribute the worksheets to the students.
11. Tell the students to go around the laboratory, look for the apparatus mentioned on the worksheet and draw them in the appropriate box.

## I.S. Worksheet

Draw a diagram of the apparatus mentioned in the box.

funnel	beaker	flask
measuring cylinder	Bunsen burner	reagent bottle
test-tube	test tube holder	test tube rack
evaporating dish	wire gauze	tripod
gas jar	heat-proof mat	dropper

## 7. E.P.A.

### A. Preparation before the lesson

Make enough copies of E.P.A. Worksheet A, B and C – one third of the class gets Worksheet A, the other one-third gets B and the remaining one-third gets C.

### B. During the lesson

1. Motivate the students by asking them what they expect to learn in this subject.
2. Tell them they are going to play a game which tests how much they know about the important events that have happened in Hong Kong in the past.
3. Explain to the students that there are three different worksheets, namely Worksheet A, B and C and they contains different kinds of information. Then briefly explain what is found on each worksheet.
4. Distribute the worksheets to the students.
5. Ask the students to form groups of three and make sure that each group consists of students who get Worksheet A, B and C respectively.
6. Ask the students to read the instructions in Worksheet A and work out how they are going to find the answers.
7. After the students have finished, go through the answers with them.

*Answers:*

1. 1882
  2. 1862
  3. 1911
  4. 1864
  5. 1921
  6. 1936
  7. 1904
  8. 1888
  9. 1880
8. If time allows, draw the students' attention to the use of Simple Past Tense and Past Perfect Tense by referring to Worksheet C.

### **E.P.A. Worksheet A**

Below are the events that have happened in Hong Kong. Do you know when they happened? Fill in the blanks with the year the event happened. The first one has been done as an example.

*\*To find the answers, you need to make use of Worksheet B and Worksheet C.*

1. In 1882, the first telephone company started its service.
2. In \_\_\_\_\_, a typhoon shelter was built in Causeway Bay.
3. In \_\_\_\_\_, the Kowloon-Canton Railway began to run from Hung Hom to Guangzhou.
4. In \_\_\_\_\_, the Hongkong Bank was set up.
5. In \_\_\_\_\_, bus service began.
6. In \_\_\_\_\_, the Kai Tak Airport began its service.
7. In \_\_\_\_\_, trams began to run from Shaukeiwan to Kennedy Town.
8. In \_\_\_\_\_, the Peak Tram came into service.
9. In \_\_\_\_\_, regular cross-harbour ferry service started.

### **E.P.A. Worksheet B**

- a. 1864
- b. 1882
- c. 1911
- d. 1921
- e. 1904
- f. 1888
- g. 1880
- h. 1862
- i. 1936



### **E.P.A. Worksheet C**

**Clues:**

1. The Hongkong Bank was set up after the typhoon shelter had been built in Causeway Bay.
2. The first telephone company had started its service before the Peak Tram came into service.
3. The regular cross-harbour ferry service started after the Hongkong Bank had been set up.
4. The Tram came into service before trams began to run from Shaukeiwan to Kennedy Town.
5. The Kai Tak Airport began its service after bus service had begun.
6. Trams had begun to run from Shaukeiwan to Kennedy Town before the Kowloon-Canton Railway began to run from Hung Hom to Guangzhou.
7. Regular cross-harbour ferry service had started before the first telephone company started its service.
8. Bus service began after the Kowloon-Canton Railway began to run from Hung Hom to Guangzhou.

## 8. Computer Literacy I

### A. Preparation before the lesson

Make enough copies of the Computer Literacy Worksheet. Make sure that every student in the class has one.

### B. During the lesson

1. Inform the students that they are going to do a task in the Computer Room.
2. Draw the layout of the Computer Room on the blackboard to make the students aware of their seating plan in the laboratory.
3. Instruct the students that they cannot touch anything in the Computer Room without your permission.
4. Instruct the students to line up to go to the Computer Room.
5. In the Computer Room, make sure that the students find their seats.
6. Distribute the worksheets to the students.
7. Go through the instructions with the students.
8. Ask the students to do the task with a partner.
9. After the students have finished the task, go through the answers with them.

*Answers:*

1. *Be careful and avoid damaging anything.*
2. *Keep the computer room neat and tidy.*
3. *Make sure that the computers are properly shut down before you leave the computer room.*
4. *Inform your teacher immediately if anything goes wrong.*
5. *Keep your hands clean.*
6. *Do not eat or drink in the computer room.*
7. *Do not play in the computer room.*
8. *Do not switch off any main sockets.*
9. *Do not move or hit the computer sets when they are operating.*
10. *Do not open the main unit case of computers.*
11. *Do not change your seats during the Computer Literacy lessons.*
12. *Do not use or move any equipment in the computer room without your teacher's permission.*

**B. Point to note**

The rules on the worksheet provided are not school-based. Teachers can prepare their own worksheet by using the rules for using the computer room in their schools.

## Computer Literacy Worksheet

### Instructions:

Below are the rules of using the Computer Room. However, the words are in wrong order. Work with a partner and put them in the right order. The first one has been done for you as an example.

1. be / careful / computer / avoid / anything / and / damaging / the / in / room

Be careful and avoid damaging anything in the computer room.

2. keep / room / the / tidy / computer / neat / and

---

3. that / the / computers / shut / make / before / leave / you / the / down / room / sure / computer / properly / are

---

---

4. your / teacher / if / inform / wrong / immediately / anything / goes

---

5. clean / hands / keep / your

---

6. eat / in / not / drink / room / or / the / do / computer

---

7. do / not / in / computer / the / room / play

---

8. off / any / do / main / not / switch / sockets

---

9. they / move / not / or / operating / do / the / sets / hit / when / computer / are

---

10. of / not / open / main / do / unit / computers / case / the

---

11. Computer / do / lessons / your / not / Literacy / seats / change / during

---

12. or / use / move / any / in / equipment / without / computer / your / permission / do / the  
/ not / room / teacher's

---

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## 9. Computer Literacy II

### A. Preparation before the lesson

1. Make enough copies of the worksheet on the next page. Make sure that every student in the class has one.
2. Make sure that the computers in the Computer Room are logged on.

### B. During the lesson

1. Inform the students that they are going to do a task in the Computer Room.
2. Draw the layout of the Computer Room on the blackboard to make the students aware of their seating plan in the laboratory.
3. Instruct the students that they cannot touch anything in the Computer Room without your permission.
4. Instruct the students to line up to go to the Computer Room.
5. In the Computer Room, make sure that the students find their seats.
6. Instruct the students to get into Microsoft Word.
7. Distribute the worksheets to the students.
8. Go through the instructions with the students. Ask the students how they can go about the task. *Answer: use the mouse to find the icons*
9. After the students have finished the task, go through the answers with them.

### C. An alternative to this activity

Instead of giving the students the explanation of the icons, teachers prepare a worksheet on which the icons are drawn and ask students to write the explanation below the icons.

## Computer Literacy Worksheet

Draw the icons in Microsoft Word.

1. Save	2. Open	3. Print	4. Print Preview
5. Copy	6. Paste	7. Cut	8. Bold
9. Underline	10. Italic	11. Numbering	12. Bullets
13. Center	14. Align Right	15. Align Left	16. Spelling and Grammar

Adapted from St. Catherine's School For Girls, K.T. (2000) *Immersion Made Easy*

## 10.D & T

### A. Preparation before the lesson

1. Prepare a worksheet listing what the students should and should not do the D & T Room. Example:

<b>D &amp; T Worksheet</b>	
What should you do in the D & T Room?	
What shouldn't you do in the D & T Room?	
Put the instructions below under Dos or Don'ts.	
<i>If there is an accident, stay cool and call for help.</i>	
<i>Wear aprons and goggles.</i>	
<i>Touch poisonous substances.</i>	
.....	
.....	
<b>Dos</b>	
1.	_____
	_____
2.	_____
3.	...
4.	...
<b>Don'ts</b>	
1.	_____
	_____
2.	_____
3.	...
4.	...

2. Make enough copies of the worksheet. Make sure that every student in the class has one.



**B. During the lesson**

1. Inform the students that they are going to do a task in the D & T Room.
2. Draw the layout of the D & T Room on the blackboard to make the students aware of their seating plan in the room.
3. Instruct the students that they cannot touch anything in the D & T Room without your permission.
4. Instruct the students to line up to go to the D & T Room. Remind them to take their pencil cases.
5. In the D & T Room, make sure that the students find their seats.
6. Inform the students that it can be very dangerous working in the D & T Room, so they must understand the regulations.
7. Distribute the worksheets to the students.
8. Go through the instructions with the students.
9. Ask the students to do the task with a partner.
10. After the students have finished the task, go through the answers with them.
11. If time allows, familiarise the students with the pronunciation of new vocabulary items on the worksheet e.g. goggles.

## 11. Home Economics (Cookery)

### A. Preparation before the lesson

1. Make enough copies of the worksheet on the next page. Make sure that every student in the class has one.
2. Prepare the ingredients, seasonings and thickener and put them in the Home Economics (Cookery) Room.

### B. During the lesson

1. Inform the students that they are going to do a task in the Home Economics (Cookery) Room.
2. Help the students to form groups.
3. Instruct members to come together in their groups in the classroom.
4. Ask the students to recognise their group members.
5. Ask the students to get back to their own seats.
6. Draw the layout of the Home Economics Room on the blackboard to make the students aware of their seating plan in the room.
7. Instruct the students that they cannot touch anything in the room without your permission.
8. Instruct the students to line up to go to the Home Economics Room. Remind the students to take their pencil-cases and dictionaries.
9. In the Home Economics Room, make sure that the students find their seats.
10. Distribute the worksheets to the students.
11. Read the instructions with the students.
12. Ask the students to take the worksheet, go to the front and stand around the teacher's desk.
13. Show the students the ingredients one by one.
14. Show the students the seasonings one by one.
15. Show the students how to make the thickener.
16. Ask the students to go back to their seats and do the task. Tell them that they can use the dictionary.
17. Go through the answers with the students.

*Answers: b, e, g, a, c, f, d*

## Home Economics (Cookery) Worksheet

Work in pairs. Read the following recipe and work out the method of making the soup mentioned. Choose the answers from the list below the recipe. The first one has been done for you as an example.

### Recipe: Sweet Corn and Bean Curd Soup

#### Ingredients:

2 dried Chinese mushrooms  
1 piece soft bean curd  
1 piece pressed bean curd  
25g carrot  
100ml cream corn  
500ml water

#### Seasoning:

1/2 tsp. salt  
1/2 tsp. sugar  
1 tsp. light soya sauce  
few drops sesame oil  
shakes of pepper

#### Thickner:

1 tbsp. cornflour  
3 tbsp. water

#### Method:

1. \_\_\_\_\_ b \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

- a. Prepare thickener and seasoning.
- b. Soak Chinese mushrooms.
- c. Boil water. Add in carrots, Chinese mushrooms and pressed bean curd dices. Leave to simmer for 5 minutes.
- d. Turn to high heat. Add thickener. Stir to mix well. Serve hot.
- e. Rinse the bean curd and peel carrot.
- f. Add creamed corn, bean curd dices and seasonings.
- g. Dice the bean curd, carrot and Chinese mushrooms.

## 12. Home Economics (Needlework)

### A. Preparation before the lesson

1. Make enough copies of the worksheet on the next page. Make sure that every student in the class has one.
2. Put the sewing equipment mentioned in the worksheet on the teacher's desk of the Home Economics (Needlework) Room.

### B. During the lesson

1. Inform the students that they are going to do a task in the Home Economics (Needlework) Room.
2. Help the students to form groups.
3. Instruct members to come together in their groups in the classroom.
4. Ask the students to recognise their group members.
5. Ask the students to go back to their own seats.
6. Draw the layout of the Home Economics Room on the blackboard to make the students aware of their seating plan in the room.
7. Instruct the students that they cannot touch anything in the room without your permission.
8. Instruct the students to line up to go to the Home Economics Room. Remind the students to take their pencil-cases and dictionaries.
9. In the Home Economics Room, make sure that the students find their seats.
10. Distribute the worksheets to the students.
11. Read the instructions with the students.
12. Ask the students to take the worksheet, go to the front and stand around the teacher's desk.
13. Show the students the sewing equipment according to the order listed on the worksheet.
14. Ask the students to go back to their seats and do the task. Tell them that they can use the dictionary.
15. Go through the answers with the students.  
*Answers: c, d, h, f, e, a, j, b, g, i, l, k*
16. If time allows, familiarise the students with the pronunciation of the sewing equipment.

## Home Economics (Needlework) Worksheet

What are the uses of the following items of sewing equipment? Work in pairs. Write the answers in the box. The first one has been done for you as an example.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. cutting shears</li> <li>2. pinking shears</li> <li>3. pins</li> <li>4. tape measure</li> <li>5. seam ripper</li> <li>6. thimble</li> <li>7. sewing needles and sewing thread</li> <li>8. pin cushion</li> <li>9. tracing wheel and tracing paper</li> <li>10. measuring gauge</li> <li>11. needle threader</li> <li>12. tailor's chalk</li> </ol> | <ol style="list-style-type: none"> <li>a. to protect your finger when you push the needle</li> <li>b. to keep pins</li> <li>c. to cut fabrics</li> <li>d. to cut fabrics in zigzag slash</li> <li>e. to remove stitches from the fabric</li> <li>f. to take body measurements</li> <li>g. to transfer pattern lines from the paper pattern onto the fabric</li> <li>h. to hold fabric in position for cutting and stitching</li> <li>i. to measure and mark the hemline and seam allowance</li> <li>j. to sew</li> <li>k. to mark patterns</li> <li>l. to thread a needle</li> </ol> |
|---|--|

### Answers

1	2	3	4	5	6	7	8	9	10	11	12
c											

## 13. Art and Design I

### A. Preparation before the lesson

1. Prepare a worksheet which consists of the following:
  - i. Make a list of things that students often use in Art and Design lessons.  
e.g. drawing-paper, pastels, poster colour, paintbrushes, cutters, mixing dishes, glue, carving knives, drawing boards, coloured pencils etc.
  - ii. Draw the floor plan of the Art Room below the list.
  - iii. Put down the instructions:

*Do you know where to find the things in Part A? Mark where you can find them on the floor plan of the Art Room.*

2. Make enough copies of the worksheet. Make sure that every student in the class has one.
3. Open the doors of the cupboards in the Art Room so that the students can find out where things are stored.

### B. During the lesson

1. Inform the students that they are going to do a task in the Art Room.
2. Help the students to form groups e.g. by random numbering.
3. Instruct members to come together in their groups in the classroom.
4. Ask the students to recognise their group members.
5. Ask the students to go back to their own seats.
6. Draw the layout of the Art Room on the blackboard to make the students aware of their seating plan in the Art Room.
7. Instruct the students that they cannot touch anything in the room without your permission.
8. Instruct the students to line up to go to the Art Room. Remind the students to take their pencil-cases.
9. In the Art Room, make sure that the students find their seats.
10. Distribute the worksheets to the students.
11. Go through the instructions with the students.
12. Tell the students to go around the Art Room and do the task.
13. Go through the answers with the students.

## 14. Art and Design II

**A. Ask the students to form groups of 3 / 4 and discuss one or all of the following questions:**

1. Make a list of 10 things that you think artists do.
2. How different do you think our lives would be if there were no artists to do the things that you have listed in Question 1?

**B. Ask the students to put down the answers to one or all of the following questions in point form. Then ask them to form groups of 3 / 4 and share their answers.**

1. If you were given money to hire an artist for a day, what would you ask him or her to do for you?
2. If you had the knowledge and skills needed to be an artist, what would you do for yourself today? Why?

Adapted from Jockey Club Ti-I College (2000) *F.1 Summer Assignment*

## 15. Music

### A. Preparation before the lesson

1. Stick a label with the name written on it onto the equipment and the musical instruments in the Music Room.
2. Put the equipment and musical instruments on the tables of the Music Room.
3. Make enough copies of the worksheet on the next page. Make sure that every student in the class has one.

### B. During the lesson

1. Inform the students that they are going to do a task in the Music Room.
2. Draw the layout of the Music Room on the blackboard to make the students aware of their seating plan in the room.
3. Instruct the students that they cannot touch anything in the Music Room without your permission.
4. Instruct the students to line up to go to the Music Room. Remind them to take their pencil-cases.
5. In the Music Room, make sure that the students find their seats.
6. Inform the students that they can find many musical instruments and equipment in the Music Room. Ask them what they have found.
7. Distribute the worksheets to the students.
8. Go through the instructions with the students.
9. Ask the students to get a partner and start doing the task.
10. After the students have finished the task, go through the answers with them.
11. If time allows, familiarise the students with the pronunciation of new vocabulary items on the worksheet e.g. clarinet.

### C. Point to note

The worksheet is not school-based. Teachers can prepare their own worksheets by putting down the equipment and musical instruments in their schools.



## Music Worksheet

A. Can you find the following equipment in the Music Room? Put a tick  $\checkmark$  against the equipment found.

1. stacking chair \_\_\_\_\_
2. music stand \_\_\_\_\_
3. cassette tape \_\_\_\_\_
4. cassette player \_\_\_\_\_
5. compact disc (CD) \_\_\_\_\_
6. CD player \_\_\_\_\_
7. laser disc (LD) \_\_\_\_\_
8. laser disc player \_\_\_\_\_

B. Can you find the following musical instruments in the Music Room? Put a tick  $\checkmark$  against the musical instruments found.

1. piano \_\_\_\_\_
2. guitar \_\_\_\_\_
3. violin \_\_\_\_\_
4. cello \_\_\_\_\_
5. flute \_\_\_\_\_
6. trumpet \_\_\_\_\_
7. triangle \_\_\_\_\_
8. trombone \_\_\_\_\_
9. tuba \_\_\_\_\_
10. clarinet \_\_\_\_\_
11. bassoon \_\_\_\_\_
12. saxophone \_\_\_\_\_
13. xylophone \_\_\_\_\_
14. piccolo \_\_\_\_\_
15. French horn \_\_\_\_\_

## **16. P. E.**

### **A. Preparation before the lesson**

Make enough copies of the worksheet on the next page. Make sure that every student in the class has one.

### **B. During the lesson**

1. Inform the students that they are going to do different kinds of sports in the P. E. lessons.
2. Distribute the worksheets to the students.
3. Go through the instructions with the students. Make sure that students understand what 'team sports' and 'individual sports' mean.
4. Make sure that the students understand all the words in the box. The teacher may have to give examples of athletics, gymnastics and fitness training.
5. Ask the students to do Part A.
6. After the students have finished Part A, move onto part B.
7. If time allows, ask some of the students to share their answers after everyone has finished Part B.

## Physical Education (P. E.) Worksheet

### Instructions:

Below are the names of different team sports and individual sports. What would you like to do in the P. E. lessons?

soccer	basketball	volleyball	tennis	badminton
squash	swimming	hockey	table-tennis	dance
athletics	gymnastics	fitness training		

A. Write down **three** kinds of sports that you would like to do in the P. E. lessons.

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B. Get into groups of 4. Share your answers with your group members and give reasons for your answers.

## **Part B Short activities for EMI lessons**

Teachers can use the activities suggested as icebreakers or time-fillers in the classroom. These activities can help motivate students and bring a fun element to the classroom.

## 1. Ideas for English Language Teachers

### 1. Making use of tongue twisters

- Tongue twisters help students with pronunciation.
- Teachers introduce a tongue twister once in a while as an icebreaker or a time-filler.
- ‘A tongue twister a day’: Teachers may establish a routine by introducing a tongue twister at the beginning of each lesson and asking the students to practise it at home. To make it more fun, teachers can design a motto and ask students to read aloud every lesson before introducing a new tongue twister e.g. ‘A tongue twister a day makes your pronunciation okay’. Teachers draw lots to select some students to read aloud the tongue twister introduced in the previous lesson and see how fast they can read it.
- ‘Tongue twisters from your classmates’: Ask students to submit tongue twisters that are worth introducing to their classmates.
- Useful web site: <http://www.geocities.com/Athens/8136/tonguetwisters.html>

### 2. Making use of riddles / brain teasers

- Riddles / brain teasers help to activate students’ thinking.
- Teachers introduce a riddle once in a while as an icebreaker or a time-filler.
- ‘The riddle of today’: Teachers may establish a routine by introducing a riddle each lesson and asking the students to work out the answer at home. The riddle may be printed out and posted on the class board after the lesson. Teachers may go through the answer with students in the next lesson or ask them to hand in their answers in the next lesson and go through the answers in the following lesson.
- ‘Riddles from your classmates’: Ask students to submit riddles that are worth introducing to their classmates.
- useful web site: <http://www.riddlenut.com>

### 3. Making use of nursery rhymes

- Introduce a nursery rhyme once in a while as an icebreaker or a time-filler.
- ‘Nursery rhyme for today’: Establish a routine by introducing a nursery rhyme

each lesson and asking the students to memorise it at home. Teachers may ask some students to recite the nursery rhyme they learnt in the previous lesson.

- ‘Nursery rhymes from your classmates’: Ask students to submit nursery rhymes that are worth introducing to their classmates.
- Useful web site: <http://www.zelo.com/family/nursery/index.html>

4. Ask the students to write a sentence that includes an error they have made in the last composition on the blackboard. Then ask the class to correct it.
5. Put the students in pairs and ask them to guess four items in their partner’s wallet / pencil case.
6. Write your name on the blackboard vertically. Next make an adjective that starts with each letter of your name. Then ask the students to do the same with their names.
7. ‘Strange presents’:  
Tell the students that you would like to have a special / strange birthday / Christmas / New Year present from the class (e.g. a bottle of melted snow, a dead fish, a baby Polar bear etc.). Each student writes the name of one special / strange present. Then get students to form groups of 4. Each group discusses and chooses the strangest present among the four presents they have written. Next ask each group to report the strangest present they have selected. If time allows, write the names of presents on the blackboard. Then ask the students to vote for the strangest one. Write the number of votes next to the names of the present and find out which one the students considered the strangest.
8. ‘The worldwide names quiz’: see P.39

*Method:* Make enough copies of the questionnaire. Get the students to work in pairs or groups.

\*This activity helps students revise the vocabulary items learnt in other subjects.

9. 'Numbers Quiz': see P.40

*Method:* Make enough copies of the questionnaire. Get the students to work in pairs or groups.

*Answers:*

1. 1000 M in a K = 1000 metres in a kilometer
2. 12 M in a Y = 12 months in a year
3. 26 L in the A = 26 letters in the alphabet
4. 24 H in a D = 24 hours in a day
5. 60 S in a M = 60 seconds in a minute
6. 30 D in J = 30 days in June
7. 7 D in a W = 7 days in a week
8. 60 M in an H = 60 minutes in an hour
9. 52 W in a Y = 52 weeks in a year
10. 4 S in a Y = 4 seasons in a year

10. 'Solve a problem': see P.41

*Method:* Make enough copies of the handout. Get the students to work in pairs or groups.

*Answers*

1. Mr. Ben Lee is 185 centimetres tall.
2. Mr. Ricky Chan is 180 centimetres tall.
3. Mr. Maurice Wong is 175 centimetres tall.
4. Mr. Paul Lam is 170 centimetres tall.

## The Worldwide Names Quiz

*Can you...*

1. name a continent beginning with 'A'? \_\_\_\_\_
2. name an apparatus in the I.S. laboratory beginning with 'B'? \_\_\_\_\_
3. name a country beginning with 'C'? \_\_\_\_\_
4. name a high mountain beginning with 'E'? \_\_\_\_\_
5. name a month beginning with 'F'? \_\_\_\_\_
6. name a musical instrument beginning with 'G'? \_\_\_\_\_
7. name a school subject beginning with 'H'? \_\_\_\_\_
8. name an ocean beginning with 'I'? \_\_\_\_\_
9. name a month beginning with 'J'? \_\_\_\_\_
10. name a fruit beginning with 'K'? \_\_\_\_\_
11. name a part of the body beginning with 'L'? \_\_\_\_\_
12. name an American city beginning with 'M'? \_\_\_\_\_



## Numbers Quiz

Can you work out what the following expressions mean? Question 1 has been done for you as an example.

1. 1000 M in a K = 1000 metres in a kilometre
2. 12 M in a Y = \_\_\_\_\_
3. 26 L in the A = \_\_\_\_\_
4. 24 H in a D = \_\_\_\_\_
5. 60 S in a M = \_\_\_\_\_
6. 30 D in J = \_\_\_\_\_
7. 7 D in a W = \_\_\_\_\_
8. 60 M in an H = \_\_\_\_\_
9. 52 W in a Y = \_\_\_\_\_
10. 4 S in a Y = \_\_\_\_\_

## Solve A Problem

### Instructions:

Read the following information and clues to solve the problem. Complete the sentences at the bottom of the page.

### The information:

Maurice, Ben, Ricky and Paul all have different surnames. One of them has the surname Chan, one has the surname Lee, one has the surname Lam and one has the surname Wong. One of them is 170 centimetres tall, one is 175 centimetres tall, one is 180 centimetres tall and the other 185 centimetres tall.

### The problem:

Which boy has which surname and how tall is each of the four boys?

### The clues:

1. Maurice is not as tall as Ricky.
2. Ben is the tallest person.
3. The shortest boy is called Lam.
4. Mr. Wong is not 180 centimetres tall.
5. Ricky's surname is Chan.
6. None of the boys is shorter than Paul.

### Complete the following sentences:

1. Mr. Ben \_\_\_\_\_ is \_\_\_\_\_ centimetres tall.
2. Mr. Ricky \_\_\_\_\_ is \_\_\_\_\_ centimetres tall.
3. Mr. Maurice \_\_\_\_\_ is \_\_\_\_\_ centimetres tall.
4. Mr. Paul \_\_\_\_\_ is \_\_\_\_\_ centimetres tall.

## 2. Ideas For Teachers of All Subjects

1. Take time to ask the students personal questions based on / relating to the materials you are using.

Subject	Example
History	Before introducing the topic 'Traditional Festivals', ask the students questions like: 'What is your favourite festival? Why?'
Maths	Ask the students a question like 'Where do you usually go after school?' Then tell the students that they are going to find out where a person called Alan goes after work one day. Afterwards, ask the students to open their textbook and draw their attention to the following word problem: 'Suppose the positions of Alan's home and work can be represented in the rectangular coordinate plan by the points A (-11, 8) and B (3, -2) respectively. One day after work, he goes to a shopping mall at S(2, 7)...How far has Alan walked that day?'
Home Economics	Before introducing the different types of food, ask the students the following question: 'What is the strangest food you have ever eaten?'

2. At the beginning of the class, mark a number of blanks to indicate where letters go to form the vocabulary items that the students encountered in previous lessons. Then ask students to fill in the blanks and explain the meaning of the word.

Subject	Example
Geography	Students encountered the words 'compete', 'convenient' and 'locations' in previous lessons. The teacher writes 'co__ _t _', 'co_ _ _ _ _t' and ' _ _ _ _ tion' on the board and ask students to fill in the blanks.
I.S.	Students encountered the words 'extinct', 'endangered' and 'species' in previous lessons. The teacher writes 'ex_ _ _ _ _', 'en_ _ _ _ _ ed' and 's_ _ c _ es' on the board and asks the students to fill in the blanks.

3. At the beginning of the lesson, write a key word / phrase on the blackboard e.g. *countries in Asia (Geography), cities in Japan (Geography), water (I.S.), living things (I.S.), religion (History), Olympic Games (History), Hong Kong (EPA), official documents (EPA), numbers (Maths), percentage (Maths)* etc. Then ask the students to call out what they have in mind when they see the word / phrase. Make a list / semantic map of the answers.
4. Bring a ball / balloon to class. At the beginning of the lesson, give the ball / balloon to a student and ask him / her to name a vocabulary item the class encountered in previous lesson. Afterwards, he / she throws the ball / balloon to another student. That student has to say the previous item and then his / her own item. Likewise, the third student has to say the previous two items and then his / her own item and so on and so forth.
5. Bring a ball / balloon to class. At the end of the lesson, give the ball / balloon to a student and ask him / her to name a vocabulary item the class encountered in the lesson. Afterwards, he / she throws the ball / balloon to another student. That student has to say the previous item and then his / her own item. Likewise, the third student has to say the previous two items and then his / her own item and so on and so forth.
6. At the end of the lesson, erase the blackboard and ask the students to recall everything that was written on it during the class. Write the words / phrases / sentences on the blackboard once again as the students shout them out.
7. At the end of the lesson, ask the students to choose the three most useful words they have encountered during the lesson. Ask them to make sentences with the words they have selected if time allows.

8. Write a sentence in two ways by reversing the order of words and ask the students which one is acceptable and why.

<b>Subject</b>	<b>Example</b>
Geography	Which of the following sentences is acceptable? 1. The Equator divides the earth into halves. 2. The earth divides the Equator into halves.
Home Economics	Which of the following sentences is acceptable? 1. Milk contains almost all the nutrients that human beings need. 2. Almost all the nutrients contain milk that human beings need.

9. Write some broken sentences on the blackboard and ask the students to put together sentences which have been broken up into two halves / three parts.  
\*Teachers may leave out the verb in the broken sentences and ask students to insert one into each sentence to make it complete.

<b>Subject</b>	<b>Example</b>
History	Alexander the Great / Greece / There /about 150 city-states in ancient Greece / a great ruler of ancient Greece / in southeastern Europe

10. Write some broken sentences on a piece of paper. Make copies so that there are enough sets for the class to work in groups of four. Cut up the broken sentences and put each set in an envelope. During the class, ask the students to work in groups of four. Give each group a set and ask them to arrange the broken sentences into a certain number of complete sentences. *Example:*

*History teachers can copy and cut up the following broken sentences to be used in class:*

Alexander the great	was a great ruler of ancient Greece
Greece	is in southeastern Europe
There	were about 150 city-states in ancient Greece

11. Write two or three sentences on the blackboard and ask the students to decide which one of the sentences is true / false and why.

Subject	Example
History	Which one of the following sentences is true? 1. The British ruled Hong Kong in the period of 1842 – 1997. 2. The British ruled Hong Kong in the period of 1843 – 1997. 3. The British ruled Hong Kong in the period of 1844 – 1997.
I.S.	Which one of the following sentences is false? 1. Tropical rain forests are home to many different kinds of animals. 2. Tropical rain forests are home to many different kinds of dolphins. 3. Tropical rain forests are home to many different kinds of plants.

12. ‘Simon Says’: Give simple commands. If the commands are prefaced with ‘Simon says...’, then the students are to perform them. Otherwise any student who performs the command loses.

\*Variation: The word ‘Simon’ can be replaced by subject-specific words e.g. *the government (EPA), a scientist (I.S.), a historian (History), a geographer (Geography), a mathematician (Maths) etc.*

13. ‘The definition game’:

This is a variation to dictation. Instead of reading out the words, teachers read out the parts of speech and the definition of the words and ask students to put down the words.

*Example:*

*Geography teachers read out the following definitions:*

- |  |
|--|
| <ol style="list-style-type: none"> <li>1. It’s a noun. It is a book of maps.</li> <li>2. It’s a noun. It’s a very big piece of land.</li> <li>3. It’s a noun. It’s a very large sea.</li> <li>4. It’s an adjective. It means ‘easy to get to’.</li> <li>5. It’s noun. It means ‘the social or professional position’.</li> </ol> |
|--|

Students are expected to write down:

1. (an) atlas
2. (a) continent
3. (an) ocean
4. convenient
5. status

14. 'tic-tac-toe':

*Procedure:*

1. Before the lesson, choose nine vocabulary items that the students have encountered.
2. Make a grid on the blackboard and write the words chosen on it (see Example 1 below).
3. Divide the class into two teams: Team A (X) and Team B (O).
4. The teams have to give the explanation of the words in order to form a vertical, horizontal or diagonal row of X's or O's (see Example 2).
5. Draw lots to decide which team starts the game.
6. The first team chooses a word from the grid and gives the explanation for it.
7. After the first team has finished, the second team proceeds in the same way.

*\*Variation:*

Write each word on a piece of paper. Put the pieces of paper in a bag. Instead of allowing the two teams to choose the words written on the blackboard, each team has to send a member to draw a word from the bag and the team is required to give the explanation of the word chosen.

*Example 1 (E.P.A.):*

entrepot	facilities	autonomy
decline	resume	embargo
sovereignty	traders	capital

*Example 2: The following result shows that Team B (O) wins:*

X		X
O	O	O
	X	

15. 'show-and-tell':

Before the lesson, give a student some topics / vocabulary items related to the subject matter. Ask him / her to choose a topic / vocabulary item and prepare a short presentation on the topic / vocabulary item chosen for thirty seconds or one minute. He / she can make use of pictures, regalia, graphs, drawings or photos to illustrate his / her points.

16. Ask the students to pick a vocabulary item and take turns to 'teach' the item to the whole class.

17. 'Find the hidden sentences': see the example on the next page

*Answers:*

1. Acid rain destroys the forests.
2. Chemical waste from factories kill many animals and plants in the water.
3. People destroy the natural environment.
4. People hunt and kill wildlife.

18. When the students become familiar with the idea of ice breakers, they can be divided into small groups. Each group can then be responsible for devising an ice-breaking activity and the students take turns to conduct the activity.



## Why are more and more species of wildlife nearly extinct? (I.S.)

There are four sentences hidden in the following grid. Work with a partner to find them.

Write your answers at the bottom of the page. You can only use each word once.

acid (1)	from	natural	hunt
wastes	in	rain	chemical (2)
water	and	factories	destroys
wildlife	the	people (3)	environment
people (4)	destroy	many	kill
animals	and	the	plants
kill	forest	the	

More and more species of wildlife are nearly extinct because:

1. Acid \_\_\_\_\_.
2. Chemical \_\_\_\_\_.
3. People \_\_\_\_\_.
4. People \_\_\_\_\_.