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Summer Bridging Programme

Aims:

To ease the transition from CMI primary schools to EMI secondary schools

Objectives:

1. To prepare students to have lessons conducted in English
2. To raise students' confidence in using English
3. To enhance students' language proficiency
4. To enable students to understand and use simple classroom language
5. To teach students vocabulary for different subjects
6. To familiarise students with the school culture
7. To enable students begin to develop critical thinking skills

Duration:

31.5 hours (3.15 hours X 10 days)

Suggested daily schedule:

Time	Lesson
9.00 a.m. – 9.35 a.m.	1 st lesson
9.35 a.m. – 10.10 a.m.	2 nd lesson
10.10 a.m. – 10.20 a.m.	recess
10.20 a.m. – 10.55 a.m.	3 rd lesson
10.55 a.m. – 11.30 a.m.	4 th lesson
11.30 a.m. – 11.45 a.m.	recess
11.45 a.m. – 12 p.m.	5 th lesson

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10
Getting to know your neighbour	Getting ready for pair / group work	Find someone who...	School timetable	Talking about myself	Places in school	Timeline	School clubs (History)	Announcements made in assembly	What would you do?
Class rules	Getting to know the teacher	Classroom language	ditto	Word formation	Going for a holiday (Geography)	History of my family	ditto	Use of pocket money	School rules
R E C E S S									
My school	Dictionary game I	Maths	Treasure Hunt (Maths)	Our world (Geography)	Welcome to Wawala Island (Geography)	History of my school (History)	Computer tour (computer Literacy)	Being a good student (EPA)	Scientific Method (I.S.)
ditto	Dictionary game II	ditto	ditto	ditto	ditto	Brief history of Hong Kong (History)	Use of the internet (computer Literacy)	Being a good citizen (EPA)	ditto
R E C E S S									
Students reflect on learning - writing the 'Learning Diary'									

Guidelines for Tutors

A. General principles

1. Tutors should use English only.
2. Students must be reminded to use English only. Tell students that they have entered an 'English speaking zone'.
3. Tutors should not respond to Cantonese except where it may be necessary for purposes of safety or if a student is in distress.
4. Tutors should speak in a clear and loud voice and make sure that every student can hear clearly.
5. Tutors should adjust the pace of speaking to the level of the students without becoming too unnatural.
6. Tutors should be supportive at all times. Praise and encourage all attempts at speaking in English.
7. Tutors should listen patiently and allow a student time to express himself / herself or formulate his / her response.
8. When a student cannot answer a question, tutors should prompt or give hints. Wait for at least 5 seconds before asking another student to answer the same question.
9. Tutors should not be overly critical of student errors when speaking. Try not to interrupt a student to correct grammatical mistakes. It is better to rephrase the student's response after he has finished.
10. Tutors should not tolerate class disorder or failure to behave properly. But if students are engaged in activities and talking in English, a noisy class is acceptable.

B. Class routine

1. Go to the classrooms on time.
2. Make sure the blackboard has been cleaned.
3. Make sure all the students have their dictionary.
4. Remind students what they did the day before. Then tell them briefly what they are going to do today.
5. Make sure that students stand up when they answer questions.
6. Before doing a task, give clear instructions to students. Give examples whenever necessary. Make sure that all the students understand what they have to do before they start doing any task.
7. Before doing a task, tell students how much time they have to do it.

**The time allocated to do a task should depend on the linguistic level of students. Tutors have to decide how much time has to be allocated to finish a task.*

**It is not necessary to finish all the tasks and exercises in the Summer Bridging Programme.*

**Make sure to leave time to go over answers where applicable.*

8. Remind students from time to time how much time they have left to do a task.
9. During the last period, before students write their 'Learning Diary', remind students what they have done and learnt today. Explain to students the distinction between what they have done and what they have learnt.
10. After students have finished writing the 'Learning Diary', ask 2 or 3 students to read out what they have written. If time allows, ask more students to do so. If students cannot finish writing the 'Learning Diary' in class, ask them to finish it at home.

**Priority no.1: finish diary writing*

Priority no.2: reading out

Learning Diary

My name is _____.

Today is _____.

Today I have learnt

I have also learnt

In addition, I have learnt

Today I have learnt

i. vocabulary: _____

ii. sentence structure: _____

iii. others: _____

To me, the most interesting part(s) is / are _____

because _____

The most difficult part(s) is / are _____

because _____

I would like to learn more about _____

because _____

Writing 'Learning Diary' – Tutors' Notes

1. The primary aims of asking students to write a 'Learning Diary' every day are to train them to reflect on their learning and to prepare them for independent learning.
2. Tutors should tell students the aims of writing a 'Learning Diary' and the importance of being able to reflect on one's learning.
3. Tutors should guide students to write their 'Learning Diary' step by step on the first two days.
4. When students are writing their 'Learning Diary', tutors have to check if students have any problems. Be ready to offer help.
5. Tutors can make use of the following steps and examples to show students how to write their 'Learning Diary':

My name is _____. (e.g. Terry Lam)

(i. ask students to write their name)

Today is _____. (e.g. 10th August, 2002)

(ii. tell students that this is a diary entry, so they have to write down the date)

Today I have learnt

(e.g. some vocabulary / about my neighbour...)

(iii. ask / remind students what they have done and learnt during the first lesson)

I have also learnt

(e.g. some vocabulary / something about my school ...)

(iv. ask / remind students what they have done and learnt during the second lesson)

In addition, I have learnt

(e.g. some vocabulary / sentence structures)

(iv. ask / remind students what they have done and learnt during the third and the fourth lesson)

Today I have learnt

iv. vocabulary:

(e.g. continents, oceans...)

(v. ask students to list the vocabulary they have learnt today by referring to the worksheets)

v. sentence structure:

(e.g. 1. There is a fan in the classroom.

2. What is a continent?

3. A continent is a big area of land.)

(v. ask students to list the sentence structure they have learnt today by referring to the worksheets)

vi. others:

(vi. ask students to list whatever they have learnt today by referring to the worksheets)

To me, the most interesting part(s) is / are _____

because _____

(vii. ask students to write down the title of the activity and give reasons such as 'it is fun playing the game', 'I learn a lot from it'...)

The most difficult part(s) is / are _____

because _____

(ix. ask students to write down the title of the activity and give reasons such as 'there are many new words', 'I don't know how to say it in English', 'I don't like to speak in English'...)

I would like to learn more about _____
because _____

*(x. ask students to write down what they would like to learn more of e.g.
'vocabulary', 'sentence structure', 'past tense', 'history of my school', 'speaking'
and give reasons such as 'I want to talk better', 'I want to know more about my
school'...)*

Getting to know your neighbour (Day 1)

A. Ask your neighbour the questions below and write down the answers.

Questions	Answers
1. What is your name?	
2. In which month were you born?	
3. Which primary school do you come from?	
4. How many people are there in your family?	
5. Have you been to China?	
6. What is your favourite colour?	
7. Which subject do you like most?	
8. Which subject do you find difficult?	
9. How do you come to school?	
10. What do you want to be in the future?	



B. Fill in the blanks with reference to the above answers.

1. I spoke to _____. (Name)
2. He / She was born in _____. (Month)
3. He / She comes from _____ School.
4. There are _____ people in his / her family. (Number)
5. He / She _____ to China. (has / has not)
6. His / Her favourite colour is _____.
7. He / She likes _____ most. (Subject)
8. He / She finds _____ difficult. (Subject)
9. He / She comes to school _____. (e.g. by bus / on foot / by schoolbus/ by the MTR)
10. He / She wants to be _____ in the future.
(Occupation)



Before the activities

1. Explain the activities in Part A and Part B. Tell the students that they are going to find out more about their neighbours.
2. Go through the questions with the students to make sure that they understand the questions.
3. Familiarise the students with ways of greeting people / starting a conversation.

e.g. Student A: Hello, how are you?

Student B: I'm fine. Thank you.

Student A: What is your name?

Student B: My name is _____.

After the activities

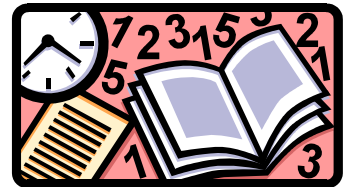
Ask a number of students to tell the class about their neighbours. Tell them that they can just read out the sentences in Part B.

Class Rules (Day 1)

Listen to the teacher attentively and fill in the blanks with the words given in the box below:

Cantonese greet dictionaries late drink
English eat letter litter leave polite
permission absent talk toilet on time

1. Bring your _____ every day.
2. Use _____ only. Do not use _____.
3. You should come to the lessons _____. You should not be _____.
4. You are not allowed to _____ or _____ in class.
5. Don't _____ with your classmates if you are not on task.
6. You should go to the _____ during the breaks.
7. You should _____ teachers when you see them e.g. 'Good morning, Mr. Lee.'
8. You should be _____ to teachers and to each other.
9. You should not drop any _____ on the ground.
10. You should not _____ your seat without the teacher's _____.
11. If you are _____, you should bring a _____ the next day, giving a reason.



I fully understand the above class rules and I am willing to be obey them.

Name

Signature

Date

Witness

Before the activity

Tell the class the following:

1. you are going to read out the class rules
2. you are going to read each rule twice
3. ask them to listen attentively and fill in the blanks while listening
4. you will repeat the rules once afterwards for them to check their answers
5. ask the students to read the sentences and the words given in the box before they listen

During the activity

1. Read each of the following sentences **slowly** two times.

- i. Bring your dictionaries every day. No electronic dictionaries are allowed.
- ii. Use English only. Do not use Cantonese.
- iii. You should come to the lessons on time. You should not be late.
- iv. You are not allowed to eat or drink in class.
- v. Don't talk with your classmates if you are not on task.
- vi. You should go to the toilet during the breaks.
- vii. You should greet teachers when you see them e.g. 'Good morning, Mr. Lee.'
- viii. You should be polite to teachers and to each other.
- ix. You should not drop any litter on the ground.
- x. You should not leave your seat without the teacher's permission.
- xi. If you are absent, you should bring a letter the next day, giving a reason.

2. Read the sentences once again in a **slow** pace.
3. Check the answers with the class.
4. Check if the students understand all the rules and explain the details (see 'Additional points' below).
5. Explain the vocabulary in the form below the rules and ask students to sign it. Each students should ask his / her neighbour to be the witness.

Explanation of the rules:

1. Bring your dictionaries every day. No electronic dictionaries are allowed.
 - To complete tasks, students have to use their dictionaries to look up the meanings of new words.
 - Electronic dictionaries are not as reliable as printed ones.
2. Use English only. Do not use Cantonese.
 - The teacher will not respond to Cantonese except where it may be necessary for purposes of safety or if a student is in distress.
3. You should come to the lessons on time. You should not be late.
 - If students are late, they must give a verbal excuse and apology.
Equip students with the following sentence structure of giving an excuse and apology:

I'm sorry I'm late. It's because ...
 - Remind students of the timetable of the summer bridging programme.
4. You are not allowed to eat or drink in class.
5. Don't talk with your classmates if you are not on task.
6. You should go to the toilet during the breaks. You should not need to go to the toilet during class.
7. You should greet teachers on sight e.g. 'Good morning, Mr. Lee.'
8. You should be polite to teachers and to each other.
 - Remind students the use of *please* and *thank you*.
9. You should not drop any litter on the ground.
10. You should not leave your seat without the teacher's permission.
11. If you are absent, you should bring a letter the next day, giving a reason.

My School (Day 1)



Instructions:

Go around the school and label the floor plan / picture of the school below.

Bring with you the floor plan / picture and pens.

You have to come back within 30 minutes.

School name: _____

Address: _____

Floor plan / picture of the school

Point to note

Individual schools have to prepare their own floor plans / pictures.

Before the lesson

Label the floor plan / picture of the school.

During the lesson

1. Ask the students to fill in the school name and address.
2. Go through the instructions with the students.
3. Ask the students to locate where their classroom is on the floor plan.
4. Remind the students to come back within 30 minutes.
5. Ask the students to go around the school and do the task.
6. After the students have finished labelling the floor plan, ask them to compare their floor plans with their neighbour's.
7. Go through the answers with the students. Briefly explain the function(s) of each room and teach them to pronounce the names of all the rooms.
8. Ask students the following questions:
 - i. *How many blocks are there in our school?*
 - ii. *How many playgrounds are there?*
 - iii. *How many classrooms are there?*
 - iv. *How many staff rooms are there?*
 - v. *Which is the nearest students' toilet to your classroom?*
 - vi. *What rooms / places can you find on the ground / first / second / third / fourth floor?*
 - vii. *Which place do you like best?*

Getting Ready for Pair / Group Work (Day 2)

A. Instructions given by the teacher

- Now let's get into pairs.
- Form pairs.
- Please pair up with somebody next to you.
- Turn round and pair up with the person behind you.
- Get into groups of 3 / 4.
- Divide yourselves into groups of 3 / 4.
- Don't move until I tell you to.
- Lift your chair quietly.
- I'll divide the class into four groups.
- These two rows are one group / team.
- Who has not yet joined a group?
- You'll have 10 minutes to discuss.
- Time's up. Let's stop discussing.
- Move your chairs back.

B. Classroom language for students

1. *Asking teacher to help*

- Mr. / Ms. / Mrs. _____, I don't have a partner.
- Mr. / Ms. / Mrs. _____, which group do I belong to?
- Mr. / Ms. / Mrs. _____, I don't understand what to do. Can you tell me, please?

2. *Pair work / group work*

- Shall we start?
- Shall I start first?
- Who would like to start?
- OK, let's begin.
- I'll start.
- I'll go first, if you like.
- How will we begin?
- Let's begin with ...
- Do you think that's a good idea?

- What do you think?
- What do you think about it?
- Do you agree with me?
- I agree.
- I disagree.
- What's your answer to question 1?
- Does anyone have any ideas?
- Let's go on to ...
- Shall we change over now?
- It's your turn.
- My answer is different.
- What's next?
- Do you mean that ...?
- Yes, that's right.
- No, what I'm saying is ...
- Have we finished?

3. *Asking for repetition*

- I'm sorry. I don't understand.
- I'm sorry. I can't follow.
- Could you say it again, please?
- Could you explain again, please?
- Could you repeat the last part, please?
- Would you please explain this part again?
- Would you mind saying it once more?
- I beg your pardon. Could you repeat your point, please?
- Sorry. I can't follow. Could you repeat that, please?



During the lesson

1. Tell the students that they will do a lot of pair work and group work during this course. Therefore, they have to be familiar with the instructions given by the teacher.
2. Explain each instruction and ask students to act according to the instruction given.
3. Go through the classroom language with the students.
4. Ask the students to repeat the classroom language after the tape.

Points to note

1. Explain to the students that in pair work and group work, they must have eye contact with each other. If this is not possible where they are sitting, they have to move their chairs. Make sure that students understand how to move their chairs in order to face each other.
2. Point out to students that doing pair work is like doing any other exercise. “Get into pairs” is like “take out a pencil”. They should not be silly about wanting to pair up with boys / girls/ friends.

Getting to know the teacher (Day 2)

Instructions:

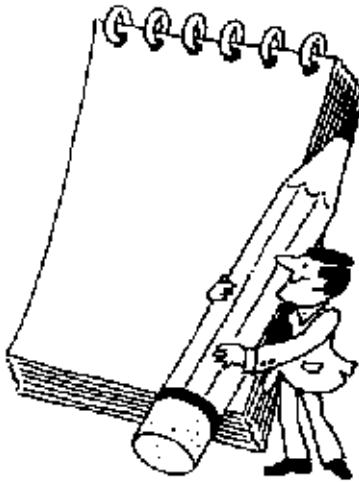
The teacher is going to write 7 sentences about himself / herself on the blackboard.

Copy the sentences into the spaces provided below.

Then decide whether the sentences are true or false.

If you think that a sentence is true, delete 'False': True / ~~False~~.

If you think that a sentence is false, delete 'True': ~~True~~ / False.



1. _____ True / False
2. _____ True / False
3. _____ True / False
4. _____ True / False
5. _____ True / False
6. _____ True / False
7. _____ True / False

During the lesson

1. The teacher introduces himself / herself to the class and makes a few casual remarks.
2. Tell the class that he / she is going to write 7 sentences about himself / herself on the blackboard and ask them to copy the sentences onto their worksheets.

- Suggested sentences:

- i. I like to eat sushi.
- ii. I can play the piano.
- iii. I have a dog at home.
- iv. I always go sunbathing in the summer.
- v. I don't like watching T.V.
- vi. I don't like singing in Karaoke clubs.
- vii. I have been to Japan.

3. Tell the class that only some of the sentences are true while others are false. Ask them to decide which are true and which are false.
4. Ask the students to complete the activity on their own.
5. Ask the students to form groups of 3 or 4, depending on the class size.
6. Ask them to compare their answers with their group members and discuss their answers.
7. Ask the students to vote for the answers. Count the votes and write the numbers next to the sentences.
8. Ask each group to select a representative to ask the teacher a question to get the answer to each statement. Show them how to make questions.

e.g. Statement: I like to eat green peppers.

Student: Do you like to eat green peppers?

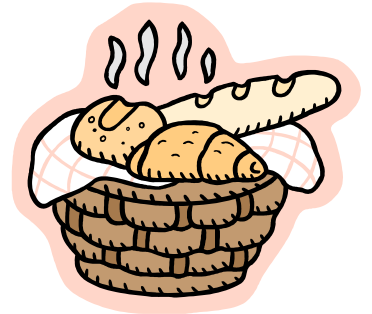
Teacher: Yes / No.

Dictionary Game I (Day 2)

Instructions:

1. Use your dictionary to find out the meaning of the words given in the box.
2. Put the words from the box into the table below. Remember to put them under their appropriate headings.

oats cabbage chopper spinach sieve broccoli
cauliflower rye wheat colander wok lettuce
barley grater asparagus rice squeezer corn



Common cereals	Vegetables	Kitchen equipment

Points to note

1. Students have to do this exercise on their own.
2. This is a warm-up exercise. Go around the classroom and see how individual students work with their dictionaries. Note if any student has difficulties in using the dictionary.

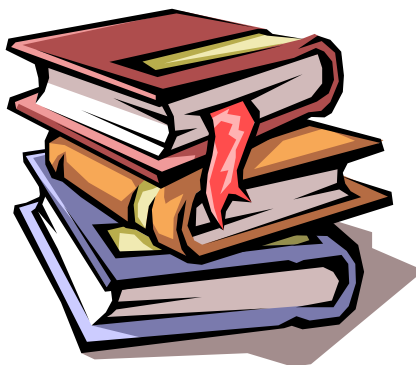
Answer

<i>Common cereals</i>	<i>Vegetables</i>	<i>Kitchen equipment</i>
oats	spinach	chopper
rye	cabbage	sieve
wheat	broccoli	colander
corn	cauliflower	wok
barley	lettuce	grater
rice	asparagus	squeezer

Dictionary Game II (Day 2)

Use your dictionary to get the answers to the following questions.

Number	Question	Answer
1	What is an 'ad'? Which page is it on?	
2	What does 'A.D.' stand for?	
3	Which section tells you the sound for /u:/ ?	
4	Write the phonetic symbols for the word 'science'.	
5	What does 'adj' stand for in this dictionary?	
6	Is 'weapon' a noun or an adverb?	
7	How many meanings are there for the word 'train'?	
8	What is the past participle for 'cost'?	
9	What is the meaning of 'archaeologist'?	
10	Can you find any pictures of a flamingo? If 'yes', which page is it on?	



Before the lesson

1. Use the dictionary assigned by the school to get the answers to the questions.
2. Familiarise yourself with the sections in the dictionary.

During the lesson

1. Ask the students to complete the task. Tell them that they have to look at all of the sections in the dictionary.
2. Check the answers with the students when they have finished. Draw the students' attention to the following while checking the answers:

Question number	Important points to note
1	<ul style="list-style-type: none">• Make sure that the students understand that the words in a dictionary are listed in alphabetical order. Ask if they know what the alphabetical order is.• Draw the students' attention to the top corner of each page. Tell them that they can see the first word and / or the last word of the page written there. Students can work through the dictionary quickly by looking at these words until they find one which begins with the same letters as the word they are looking for. Then they can read down the page to find the word they want.• Explain (<i>colloq abbr for</i>) and draw the students' attention to the 'Key to entries' provided in the dictionary.
2	<ul style="list-style-type: none">• If the answer should be found in the appendix named 'Common Abbreviations', draw the students' attention to all of the appendices in the dictionary.• If the abbreviations are listed in the dictionary in the usual way, tell the students to look up the meaning of an abbreviation in the same way as they do for a word.
3	<ul style="list-style-type: none">• Draw the students' attention to the 'Key to phonetic symbols' provided in the dictionary.

	<ul style="list-style-type: none"> Briefly explain the use of phonetic symbols.
4	<ul style="list-style-type: none"> Draw the students' attention to the symbol which marks word stress. Briefly explain what 'word stress' is.
5	<ul style="list-style-type: none"> Draw students' attention to 'Abbreviations used in the text' and / or 'Key to entries' provided in the dictionary.
6	<ul style="list-style-type: none"> Briefly explain what 'parts of speech' is.
7	<ul style="list-style-type: none"> Tell students that when an entry has more than one meaning, they should read through all of the meanings until they find the one that correctly explains the use of the word they are looking for. Ask students to give examples of words which have more than one meaning. Examples of words with multiple meanings: <i>fan, letter, bank, light, book, flat, ring, play, cold, watch</i>
8	<ul style="list-style-type: none"> Draw the students' attention to the 'Key to entries'. Tell the students that they can find the past form and past participle of a verb in the dictionary.
9	<ul style="list-style-type: none"> Draw the students' attention to how a long word is divided into different syllables by little dots.
10	<ul style="list-style-type: none"> Draw the students' attention to the use of pictures in the dictionary.

Find someone who ... (Day 3)

Fill in the blanks with the names of your classmates.

1. _____ was born in August.

2. _____ lives in Kowloon.

3. _____ comes to school on foot.

4. _____ has a pet at home.



5. _____ plays a musical instrument.
(e.g. piano, violin, guitar etc.)



6. _____ has been to other countries.

7. _____ has a younger brother.

8. _____ has an elder sister.

9. _____ can swim.

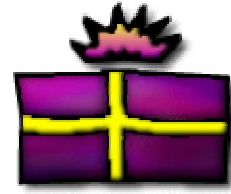


10. _____ enjoys reading.

During the lesson

1. Tell the students that they have to go around the classroom and ask their classmates questions before they can fill in the blanks.
2. Give the students a short time to think about the questions they need to ask.
3. Elicit possible ways of asking questions.
4. Ask students to do the activity.
5. Observe students as they do the exercise. Offer help wherever necessary.

Classroom Language (Day 3)



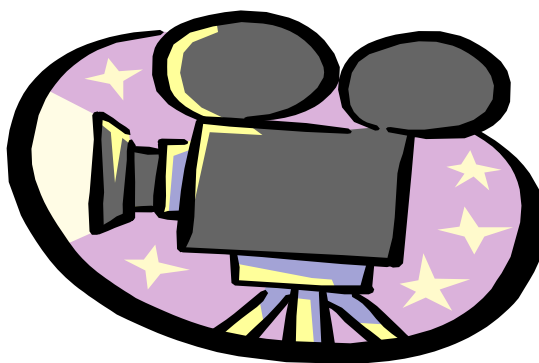
Choose the responses from Part B which best suit the situations in Part A. Write the letters in the spaces provided. Question 1 has been done for you as an example.

Part A

- | | |
|---------|---|
| ___B___ | 1. I want to go to the toilet. |
| _____ | 2. I want to turn on the fan. |
| _____ | 3. I want to close the windows. |
| _____ | 4. I want to enter the classroom. |
| _____ | 5. I want to see the teacher after school. |
| _____ | 6. I want to borrow an eraser from my classmate. |
| _____ | 7. I want the teacher to explain something to me. |
| _____ | 8. I want to know the meaning of a certain word. |
| _____ | 9. I want to know how to spell a certain word. |
| _____ | 10. I want to speak to Miss Chan in the staff room. |
| _____ | 11. I cannot hear what the teacher has said. I want her to repeat. |
| _____ | 12. I cannot see the blackboard and want to go to the front. |
| _____ | 13. I am late. |
| _____ | 14. I have forgotten to bring my homework / book. |
| _____ | 15. I have forgotten to do my homework. |
| _____ | 16. I am not feeling well and want to go to the Medical Room. |
| _____ | 17. I do not know the answer. |
| _____ | 18. I do not know how to do the exercise. |
| _____ | 19. I have a test tomorrow, so I probably cannot finish the Maths homework tonight. |
| _____ | 20. There is something wrong with the computer I am using. I need the teacher's help. |

Part B

- A. I'm hot. May I turn on the fan?
- B. May I be excused?
- C. I can't see the blackboard. May I go to the front?
- D. I'm cold. May I close the windows?
- E. May I come in?
- F. May I borrow your eraser? / Could you lend me your eraser, please?
- G. May I see you after school, Miss _____?
- H. Excuse me. May I speak to Miss Chan who teaches History?
- I. I'm not feeling well. May I go to the Medical Room?
- J. I'm sorry. I'm late.
- K. I'm sorry. I've forgotten to bring my homework / book.
- L. I'm sorry. I've forgotten to do my homework.
- M. I'm sorry. I don't know the answer.
- N. Could you give us one more day to do our homework, please?
- O. I beg your pardon, Miss _____. / Could you repeat that, please?
- P. Miss _____, could you help me, please?
- Q. Could you tell me how to do it, please?
- R. I don't understand this. Could you explain this again, please?
- S. Could you tell me how to spell '_____', please?
- T. Could you tell me the meaning of '_____', please?



During the lesson

1. Ask the students to do the exercise.
2. Check the answers with the students
3. Ask the students to listen to the tape and repeat after it. Ask the students to pay attention to the pauses, pronunciation and intonation. Each sentence will be repeated once.
4. Pair work:
Student A selects a situation randomly and reads it out. Student B gives an appropriate response. After they have done this 5 times, Student A and Student B switch roles.
5. Ask students to revise the responses at home. Tell them that they may have a quiz tomorrow.

Answers

1. B
2. A
3. D
4. E
5. G
6. F
7. R
8. T
9. S
10. H
11. O
12. C
13. J
14. K
15. L
16. I
17. M
18. Q
19. N
20. P

Tapescript

Please repeat after me.

- A. I'm hot. May I turn on the fan?
- B. May I be excused?
- C. I can't see the blackboard. May I go to the front?
- D. I'm cold. May I close the windows?
- E. May I come in?
- F. May I borrow your eraser? / Could you lend me your eraser, please?
- G. May I see you after school, Miss Chan?
- H. Excuse me. May I speak to Miss Chan who teaches History?
- I. I'm not feeling well. May I go to the Medical Room?
- J. I'm sorry. I'm late.
- K. I'm sorry. I've forgotten to bring my homework / book.
- L. I'm sorry. I've forgotten to do my homework.
- M. I'm sorry. I don't know the answer.
- N. Could you give us one more day to do our homework, please?
- O. I beg your pardon, Miss Chan. / Could you repeat that, please?
- P. Miss Chan, could you help me, please?
- Q. Could you tell me how to do it, please?
- R. I don't understand this. Could you explain this again, please?
- S. Could you tell me how to spell 'history', please?
- T. Could you tell me the meaning of 'science', please?



Mathematics (Day 3)

Matching

- | | | |
|---|---|------------------------|
| 1. eight plus five equals thirteen | • | • A. $14 \div 2 = 7$ |
| 2. six times four equals twenty-four | • | • B. $8 + 5 = 13$ |
| 3. fourteen divided by two equals seven | • | • C. $20 - 3 = 7$ |
| 4. twenty minus three equals seventeen | • | • D. $6 \times 4 = 24$ |

Complete the table below.

Sign	Word
	plus / added to
	subtract / take away / minus
	times / multiplied by
	divided by
	equals / is equal to



Listen to the tape and circle the correct symbol

1. + - \times \div
2. + - \times \div
3. + - \times \div
4. + - \times \div
5. + - \times \div
6. + - \times \div
7. + - \times \div
8. + - \times \div
9. + - \times \div
10. + - \times \div

D. Work in pairs. Read the following stories and complete the tables. Follow the example.

Example:

Story	Number of tomatoes in the refrigerator
There were q tomatoes in the refrigerator.	q
Candy's father ate one.	$q - 1$
Candy's brother ate k tomatoes.	$q - 1 - k$
Candy's mother cooked four.	$q - 1 - k - 4$
How many tomatoes were left?	$q - 5 - k$



Story 1	Number of oranges in the basket
There were f oranges in the basket.	
Karen added three oranges to the basket.	
Peter took two.	
David added p oranges to the basket.	
How many oranges were left?	



Story 2	Number of students in the classroom
There were x students in the classroom.	
Five more students entered the classroom.	
Seven students left.	
Six students entered the classroom.	
m students left.	
How many students were left in the classroom?	

Story 3	Number of cookies in the jar
There were y cookies in the jar.	
Sandy ate two.	
Morris took three.	
Gary bought n cookies and put them into the jar.	
How many cookies were left?	



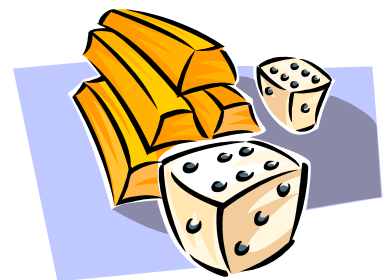
E. Write your own story and ask your neighbour to complete the table.

Story	Number of _____

F. Work in pairs and circle the best answer for each question.

- Maggie got both the 15th highest and the 15th lowest mark in her class. How many students are there in her class?

- 15
- 29
- 30
- 32



- William is older than Daniel and Edward is younger than William.

Which of the following statements are true?

- Daniel is younger than Edward.
- Daniel is older than Edward.
- Daniel is as old as Edward.
- It is impossible to tell whether Edward or Daniel is older.

3. There are three \$10 notes and some \$2 coins in a box. The total amount of money in the box is \$46. How many \$2 coins are there in the box?
- a. 8
 - b. 10
 - c. 12
 - d. 6



4. The numbers in the table below are listed in a special way. What is the missing number?

7	4	8
3	9	7
6	5	10
?	8	4

- a. 7
 - b. 4
 - c. 8
 - d. 3
5. A fish has a head that is 9 cm long. Its tail is equal to the size of its head plus 1 cm. Its body is the size of its head plus its tail. How long is the fish?
- a. 10 cm
 - b. 19 cm
 - c. 38 cm
 - d. 36 cm

Tapescript

1. five minus one
2. twelve plus three
3. one hundred times ten
4. divide ninety by five
5. add six to eleven
6. twenty minus four
7. multiply eighteen by twelve
8. subtract thirty-four from sixty-one
9. three hundred divided by fifteen
10. take nine away from seventy-eight

Answers

A. Matching

1. B
2. D
3. A
4. C

B. Complete the table below.

Sign	Word
+	plus / added to
–	subtract / take away / minus
×	times / multiplied by
÷	divided by
=	equals / is equal to

C. Listen to the tape and circle the correct symbol.

1. –
2. +
3. ×
4. ÷

5. +
6. −
7. ×
8. −
9. ÷
10. −

D. Work in pairs. Read the following stories and complete the tables. Follow the example.

Example:

Story	Number of tomatoes in the refrigerator
There were q tomatoes in the refrigerator.	q
Candy's father ate one.	$q - 1$
Candy's brother ate k tomatoes.	$q - 1 - k$
Candy's mother cooked four.	$q - 1 - k - 4$
How many tomatoes were left?	$q - 5 - k$

Story 1	Number of oranges in the basket
There were f oranges in the basket.	f
Karen added three oranges to the basket.	$f + 3$
Peter took two.	$f + 3 - 2$
David added p oranges to the basket.	$f + 3 - 2 + p$
How many oranges were left?	$f + 1 + p$

Story 2	Number of students in the classroom
There were x students in the classroom.	x
Five more students entered the classroom.	$x + 5$
Seven students left.	$x + 5 - 7$
Six students entered the classroom.	$x + 5 - 7 + 6$
m students left.	$x + 5 - 7 + 6 - m$

How many students were left in the classroom?	$x + 4 - m$
---	-------------

Story 3	Number of cookies in the jar
There were y cookies in the jar.	y
Sandy ate two.	$y - 2$
Morris took three.	$y - 2 - 3$
Gary bought n cookies and put them into the jar.	$y - 2 - 3 + n$
How many cookies were left?	$y - 5 + n$

E. Write your own story and ask your neighbour to complete the table.

Story	Number of _____

F. Work in pairs and circle the best answer for each question.

1. b
2. d
3. a
4. d

7	X 4	- 8 = 20
3	X 9	- 7 = 20
6	X 5	- 10 = 20
3	X 8	- 4 = 20

5. c

Point to note

Explain the instructions clearly before each activity.

During the lesson

Part A

1. Explain to the students that we write mathematical signs in 2 ways, as signs and as words.
2. Let the students guess the meaning of the words. No dictionary is allowed.
3. Go through the answers with students and teach them the pronunciation of the following words:

plus, minus, times, divided by, equals

Part B

1. Ask the students to complete the table.
2. Go through the answers with the students and teach them the pronunciation of all of the words.
3. Give examples to show how to express each arithmetic operation in signs and in words.

Part C

1. Play the tape twice.
2. To go through the answers with the students, pause after each phrase and ask the students to express it in signs. Then, ask a student to write it on the blackboard.
3. If the students have difficulties in getting the correct answer, play the relevant section again.

Part D

1. Explain the example to the students.
2. Ask the students to work in pairs.
3. To go through the answers with the students, ask some of them to write the answers on the blackboard.

Part E

After the students have finished the activity, ask a student to read out his / her story line by line while another one (not the storyteller's partner) writes the signs on the blackboard. If time allows, repeat with two other students.

Part F

This activity allows students to read. Allow them to use the dictionary if necessary.

School Timetable (Day 4)

A. The different subjects in secondary school are listed below:

English	Chinese	Mathematics (Maths)	Chinese History
History	Music	Home Economics	Computer
Putonghua	Geography	Religious Studies	Art
Integrated Science (I.S.)		Design & Technology (D&T)	
Economic & Public Affairs (E.P.A.)		Physical Exercise (P.E.)	



B. Alan has lost his school timetable. He has to pack his school bag for Monday. He is trying to remember the lessons he has on Mondays. Listen to the tape and work out the timetable for him.

Period	Monday
1	
2	
3	
Recess	
4	
5	
Lunch	
6	
7	
8	

C. What are your favourite subjects?

1. _____
2. _____
3. _____
4. _____
5. _____

Tapescript

This is what Alan can remember:

The first lesson of the day is always Chinese. It should be a double period because we usually write a composition on Monday.

We usually do experiments in the laboratory on Mondays... Ah, there is a double period of I.S. after lunch.

We have to go to the Changing Room and get changed very quickly after I.S. lesson because we have P.E. at the end of the day.

We always feel hungry when we have our English lesson because it is near lunchtime.

Before that is History.

We sometimes rush down to the tuck shop during recess. It's a long way from the Music Room to the tuck shop... Mm... We have Music before recess.

Answer

Period	Monday
1	Chinese
2	Chinese
3	Music
Recess	
4	History
5	English
Lunch	
6	I.S.
7	I.S.
8	P.E.

During the lesson

Part A

1. Inform the students that unlike primary school, there are many subjects in secondary school.
2. Teach them to pronounce the subject names in Part A.
3. Ask the students if they know what each subject covers. Explain those that they do not know about.

* Tell students that their school may not offer all of the subjects listed.

Part B

1. Tell students that they are going to work out the timetable for Alan who has lost his timetable. Read the instructions for Part B together with the students.
2. Play the tape twice.
3. Go through the answers with the students.

Part C

1. Ask the students the five subjects they like most. Explain that they can invent subjects which are not found on the list provided.
2. When they have finished, get students into groups of 3 or 4.
3. Ask each student to share with the group what they have written down and why they like the subjects chosen.
4. When they have finished, ask if any students have put down any new subjects in their lists.
5. If time allows, do a mini survey. Write the subject names on the blackboard and ask students to vote for their favourite subjects. Write the number of votes beside each subject name. Find out the most popular subject and ask some students why they like it.

Treasure Hunt (Day 4)



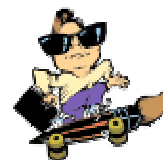
Group number: _____

Names of group members: _____

Instructions:

1. You are required to go to some checkpoints and do some tasks there.
After each task, put the answer in space provided on the worksheet.
2. There are altogether seven tasks.
Each group should do all of the tasks.
To avoid overcrowding, each group should go to the checkpoints according to the following order:
Group 1: Task 1, 2, 3, 4, 5, 6, 7
Group 2: Task 2, 3, 4, 5, 6, 7, 1
Group 3: Task 3, 4, 5, 6, 7, 1, 2
Group 4: Task 4, 5, 6, 7, 1, 2, 3
Group 5: Task 5, 6, 7, 1, 2, 3, 4
Group 6: Task 6, 7, 1, 2, 3, 4, 5
Group 7: Task 7, 1, 2, 3, 4, 5, 6
Group 8: Task 1, 3, 5, 7, 2, 4, 6
Group 9: Task 2, 4, 6, 1, 3, 5, 7
Group 10: Task 3, 5, 7, 4, 2, 6, 1
3. The group scoring the highest mark will win.
Each correct answer: 2 marks
The first-comer : 3 marks bonus
The second-comer : 2 marks bonus
The third-comer : 1 mark bonus
4. You should come back within 40 minutes.
Bring with you the worksheet, strings and rulers.





Treasure Hunt – Worksheet

Task 1

Go to the ground floor at the entrance of *Stair 2. You will find *a monument there. Find out the year in which the school was founded. Add up the digits of the number.

Task 2

Go to *Stair 2. Count how many steps there are from the covered playground to the top of the building. Measure the height of one of the steps. Then estimate the height of our school.

Task 3

Go to the *Counseling Room on the *ground floor. You will find a thermometer inside the refrigerator. What is the temperature inside the refrigerator in $^{\circ}\text{C}$? Change it to $^{\circ}\text{F}$.

The formula is: $F = C \times 9 / 5 + 32$

Task 4

Go to the *covered playground. You will find a soft-drink machine. If you have a one ten-dollar coin, one five-dollar coin, three two-dollar coins and four ten-cents coins in your pocket, how many packs of drinks can you buy at most?

Task 5

Go to the *covered playground. You will find a very long ruler on a pillar. How long is the ruler?

Task 6

Go to the ground floor at the entrance of *Stair 1 of the *New Wing. You will find *a monument. You will find the year in which the building was founded. Is that number a prime number?

Task 7

Go to the prize cabinet near *the entrance of the hall. Find the *_____ Cup, the biggest one inside the cabinet. Guess the height of the cup.

Answers

Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7
	m			cm		cm

Point to note:

Since this activity is school-based, individual schools need to make adaptations. Places and items marked with an asterisk (*) can be changed when necessary.

Before the lesson

1. Place the items required at the checkpoints.
2. Find out the answer to each task.

During the lesson

1. Divide the students into groups.
2. Go through the instructions.
3. Go through the seven tasks to ensure that the students understand what they are required to do.
4. Remind the students to come back within 40 minutes.
5. Record the students' answers and time taken on the blackboard in the form of a table.
6. Go through the workings and answers with the students.
7. Work out the group that wins the game.
8. If time allows, ask the students if they have enjoyed the game and / or what they have learnt from the game.

Talking about myself (Day 5)



A. Circle your answers.

I am

	Very				not at all	
	1	2	3	4	5	
1. good-tempered						
2. patient						
3. hard-working						
4. optimistic						
5. clever						
6. kind						
7. caring						
8. honest						
9. polite						
10. decisive						



B. Write down the opposites of the following words:

1. good-tempered –
2. patient –
3. hard-working –
4. optimistic –
5. clever –
6. kind –
7. caring –
8. honest –
9. polite –
10. decisive –

During the lesson

1. Ask the students to do Part A on their own. Remind students to consult the dictionary if necessary.
2. Ask the students to introduce themselves to their neighbours by reading out the answers.
3. Ask the students to do Part B on their own.
4. Check the answers with the students.
5. Draw the students' attention to the ways opposites are formed and lead naturally to 'Word Formation'.

Answers

1. good-tempered – bad-tempered
2. patient – impatient
3. hard-working – lazy
4. optimistic – pessimistic
5. clever – stupid
6. kind – unkind
7. caring – selfish
8. honest – dishonest
9. polite – impolite
10. decisive – indecisive

Word formation (Day 5)

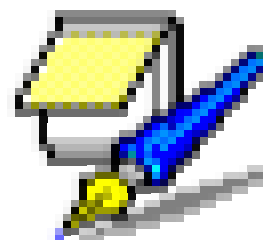
A. Forming opposites

Prefix	Examples
un-	unhappy, unkind
im-	impolite, impossible
dis-	dishonest, disagree
in-	inadequate, insoluble

Exercise 1

Find the opposites of the following words using the prefixes *un-*, *im-*, *dis-* or *mis-*.

Word	Opposite
e.g. healthy	unhealthy
comfortable	
direct	
appear	
expensive	
advantage	
safe	
able	
important	
tidy	
possible	
lock	
obey	
like	



B. Forming nouns

Suffix	Examples
-ment	movement, punishment
-ion	election, dictation
-ness	happiness, sweetness
-er	teacher, worker
-or	actor, editor

Exercise 2

Add the suffix *-ment*, *-ion*, *-ness*, *-er*, or *-or* to the following words to form nouns. You may form two nouns with the same word by adding different suffixes to it.

Word	Noun(s)
e.g. invent	inventor, invention
sing	
govern	
inject	
develop	
buy	
kind	
suggest	
invest	
intersect	
direct	
collect	
arrange	
careful	



C. Forming new words

Prefix	Examples
re-	redo, reuse
tele-	television, telephone
over-	overdo, overeat
en-	enclose, enrich

Exercise 3

Add the prefix *re-*, *tele-*, *over-*, or *en-* to the following words to form new words.

Word	New word
e.g. charge	overcharge
flow	
scope	
danger	
weight	
build	
pay	
able	
fill	
crowded	
courage	
play	
graph	
work	



Exercise 4

Fill in the blanks with the words formed by adding prefixes or suffixes to the words given in brackets. You may need to make necessary changes after adding prefixes or suffixes to the words.

e.g. The police have uncovered the stolen money in one of the robbers' flat.

1. Thomas was very _____ (happy) because he failed in his _____ (examine).
2. Yesterday our English _____ (teach) asked Daisy to stay behind after school because her homework was _____ (complete) and _____ (tidy).
3. The robbers ran out of the bank and _____ (appear) round the corner.
4. How many _____ (play) are there in a basketball team?
5. She is very _____ (popular) with her classmates because she was rude to them.



Answers

Exercise 1

Find the opposites of the following words using the prefixes *un-*, *im-*, *dis-* or *mis-*.

Word	Opposite
e.g. healthy	unhealthy
comfortable	uncomfortable
direct	indirect
appear	disappear
expensive	inexpensive
advantage	disadvantage
safe	unsafe
able	unable
important	unimportant
tidy	untidy
possible	impossible
lock	unlock
obey	disobey
like	dislike

Exercise 2

Add the suffix *-ment*, *ion*, *-ness*, *-er*, or *-or* to the following words to form nouns. You may form two nouns with the same word by adding different suffixes to it.

Word	Noun(s)
e.g. invent	inventor, invention
sing	singer
govern	governor, government
inject	injection
develop	development
buy	buyer
kind	kindness
suggest	suggestion

invest	investment
intersect	intersection
direct	director, direction
collect	collector, collection
arrange	arrangement
careful	carefulness

Exercise 3

Add the prefix *re-*, *tele-*, *over-*, or *en-* to the following words to form new words.

Word	New word
e.g. charge	overcharge
flow	overflow
scope	telescope
danger	endanger
weight	overweight
build	rebuild
pay	overpay, repay
able	enable
fill	refill
crowded	overcrowded
courage	encourage
play	replay
graph	telegraph
work	overwork

Exercise 4

1. unhappy, examination
2. teacher, incomplete, untidy
3. disappeared
4. players
5. unpopular

Our World (Day 5)



A. Work with your neighbour and find out the following:

- *Hints are given in the box below*

1. The largest ocean in the world is _____
2. The longest river in the world is _____
3. The largest desert in the world is _____
4. The largest rainforest in the world is _____
5. The highest mountain in the world is _____

the Sahara	the Amazon	the Pacific	the Everest	the Nile
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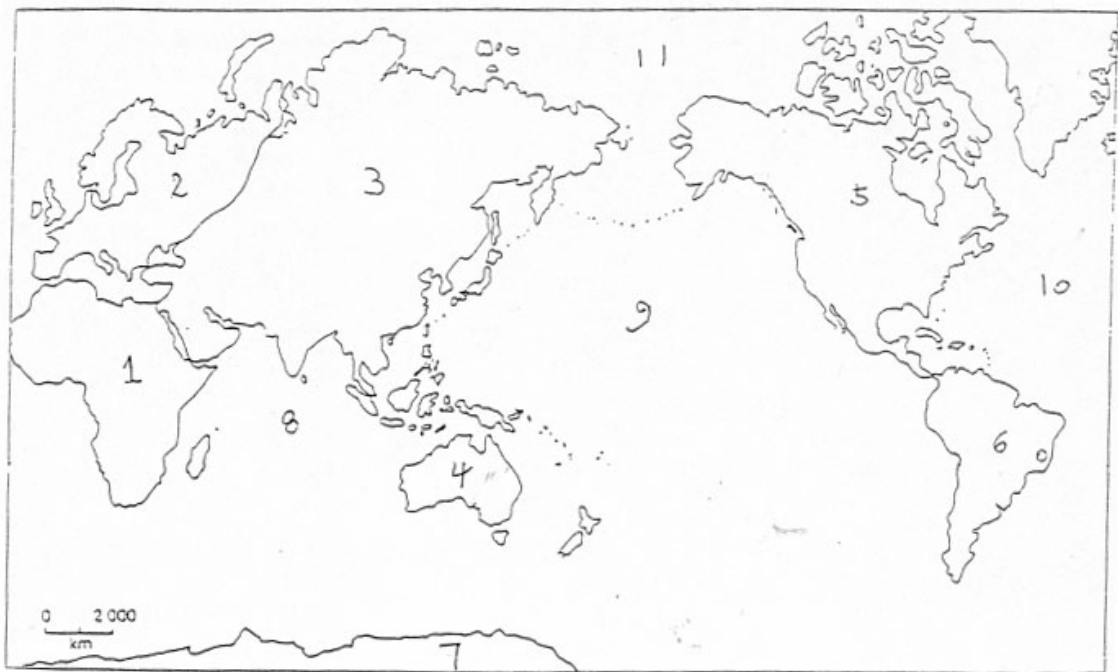
B. Continents and Oceans

- There are seven continents in the world: Asia, Africa, North America, South America, Europe, Australia and Antarctica.
- There are four oceans in the world: Pacific Ocean, Atlantic Ocean, Indian Ocean and Arctic Ocean.

<i>Vocabulary</i>	<i>Your guess</i>	<i>Meaning in the dictionary</i>
continent		
ocean		

Look at the world map. Write the names of the continents and oceans against the numbers.

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | |



- C. Answer the following questions in complete sentences. Choose the correct answers from the explanations given in the box below with the help of the dictionary.



a set of numbers comparing measurements on a map with actual measurement
 a very large sea
 a very big area of land
 a plan showing countries, towns, rivers, mountains etc.
 a book of maps

1. What is a continent?

A continent is _____

2. What is an ocean?

3. What is a map?

4. What is an atlas?

5. What is a scale?

D. Fill in the blanks with *is* or *are*.

1. There are four oceans in the world.
2. There _____ a large supply of labour in Guangdong.
3. There _____ a lot of symbols on a map.
4. There _____ different types of maps, for example, street maps and tourist maps.
5. There _____ many urban problems in the big cities of more developed countries.
6. There _____ more pollution in the city than in the countryside
7. There _____ only a few 'green' cities in the world.
8. There _____ five Special Economic Zones in South China.



9. There _____ many beautiful beaches in the Philippines.
10. There _____ an international airport in Hong Kong.



Answers

Part A

1. The Pacific Ocean
2. River Nile
3. The Sahara Desert
4. The Amazon Rainforest
5. Mount Everest

Part B

- | | | |
|--------------------|------------------|------------------|
| 1. Africa | 2. Europe | 3. Asia |
| 4. Australasia | 5. North America | 6. South America |
| 7. Antarctica | 8. Indian Ocean | 9. Pacific Ocean |
| 10. Atlantic Ocean | 11. Arctic Ocean | |

Part C

1. A continent is a very big area of land
2. An ocean is a very large sea.
3. A map is a plan showing countries, towns, rivers, mountains etc.
4. An atlas is a book of maps.
5. A scale is a set of numbers comparing measurements on a map with actual measurement.

Part D

- | | | | | |
|--------|--------|--------|--------|--------|
| 1. are | 2. is | 3. are | 4. are | 5. are |
| 6. is | 7. are | 8. are | 9. are | 10. is |

During the lesson

Part A

1. Before the activity, draw the students' attention to the words in the box.
2. Tell the students that they have to add some words to the words in the box to form their answers.
3. Drill the pronunciation of the words in the box. In this way, students may find it easier to get the answers because they may have known the answers in Chinese.
4. Ask the students to use the dictionary if necessary.
5. After the students have finished the activity, go through the answers with them.

Part B

1. Ask the students to read the two sentences.
2. Ask the students to guess the meaning of the two words in the box.
3. Ask the students to check their guess by using the dictionary.
4. Drill the pronunciation of the continents and oceans.
5. Ask the students to do the activity.
6. Go through the answers with the students.

Part C

1. Explain to the students that questions starting with *What is* ask for definition.
2. Tell the students that this kind of question can be found in all subjects.
e.g. What is a test-tube? (I.S.)

Part D

1. Explain to the students when to use *there is* and *there are*.
2. Tell the students that all of the sentences in this exercise are related to the topics that they are going to study in the subject 'Geography'.

****If time allows, play the following game:***

1. Divide the class into two teams.
2. After the teacher has asked a question, students who know the answer raise their hands.
3. The first one who raises his / her hand answers the question.
4. If the answer is correct, give one mark to the team the student belongs to. Write the marks on the blackboard.
5. After asking all the questions, calculate the total marks and acknowledge the winner.

****Suggested questions to be asked:***

1. How many continents are there in the world?
2. How many oceans are there in the world?
3. How many days are there in a week?
4. How many months are there in a year?
5. How many minutes are there in an hour?
6. How many seconds are there in a minute?
7. How many days are there in January?
8. How many chairs are there in this classroom?
9. How many students are there in this class?
10. How many rubbish bins are there in this classroom?

****Points to note:***

1. Students are required to give short answers only.
2. Give the students the following example:
How many fans are there in this classroom? Answer: _____
3. The teacher may have to write down the key words on the blackboard if no student knows the answer. Then ask the students to consult the dictionary for the meaning and formulate their answers.

Places in the School (Day 6)

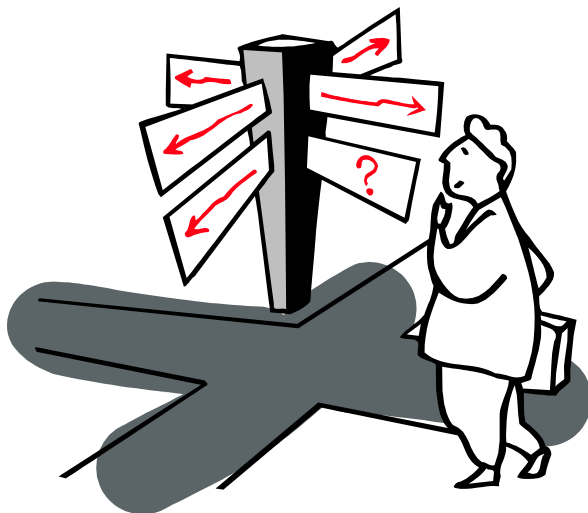
Listen to the tape and write down the answers for each question. Question 1 has been done for you as an example.

Where do I go ...

1. _____B_____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Locations

- A. The Hall
- B. The Staff Rooms
- C. The Music Room
- D. The P.E. Room
- E. The Playground
- F. The Changing Room
- G. The General Office
- H. The Tuckshop
- I. The Computer Room
- J. The Laboratory
- K. The Library
- L. The Medical Room
- M. The Art Room
- N. The Social Worker's Room
- O. The Home Economics Room



Tapescript

1. Where do I go if I want to meet teachers?
2. Where do I go if I want to buy some snacks?
3. Where do I go if I want to borrow books or read some reference books?
4. Where do I go if I want to get some advice from the social worker?
5. Where do I go if I want to buy some school exercise books?
6. Where do I go if I feel sick ?
7. Where do I go for the school assembly?
8. Where do I go if my teacher allows me to iron my wet school uniform after I've got wet in the rain?
9. Where do I go if I have to do an experiment during I.S. lessons?
10. Where do I go for P.E. lessons?
11. Where do I go for Computer lessons?
12. Where do I go for Music lessons?
13. Where do I go for Art lessons?
14. Where do I go if my P.E. teacher asks me to get some basketballs?
15. Where do I go if I have to get changed for P.E. lessons?

Answers

1. B
2. H
3. K
4. N
5. G
6. L
7. A
8. O
9. J
10. E
11. I
12. C
13. M
14. D
15. F

Before the activity

1. Tell the students that they are going to listen to a list of fifteen questions twice.
2. Allow time for the students to read the names of different places in the school.

During the activity

Play the tape twice.

After the activity

1. Play the tape again and pause after each question. Go through each question and answer with the students.
2. When going through the answers, ask the students the following:
 - i. the location of each place e.g. Where can you find the Staff Rooms?
 - ii. what they expect to find in each place
 - iii. other function(s) of the places mentioned, if there is / are any

Going for a Holiday (Day 6)

A. Where would you like to go for a holiday?

i. Look at the table below and select a place you would like to go for a holiday.

ii. Give reasons for your choice:

Mainland China	Australia and New Zealand	Europe
Southeast Asia	Canada and the USA	Japan
The Middle East	South America	



iii. Get into groups. Tell your group members where you would like to go for a holiday and your reasons.

B. Where would Hong Kong people like to go for a holiday?

i. The most popular places that Hong Kong people like to visit are

_____ and _____ countries.

ii. The reasons are:

1. _____

2. _____

3. _____

4. _____

During the lesson

Part A

1. Ask the students whether they know the places listed in the box. Give examples of countries in Europe, Southeast Asia, South America and the Middle East.
2. Drill the pronunciation of the places listed in the box.
3. Ask the students to do Part (i) and (ii) on their own.
4. Ask the students to get into groups of 3 / 4 and do part (iii).

Part B

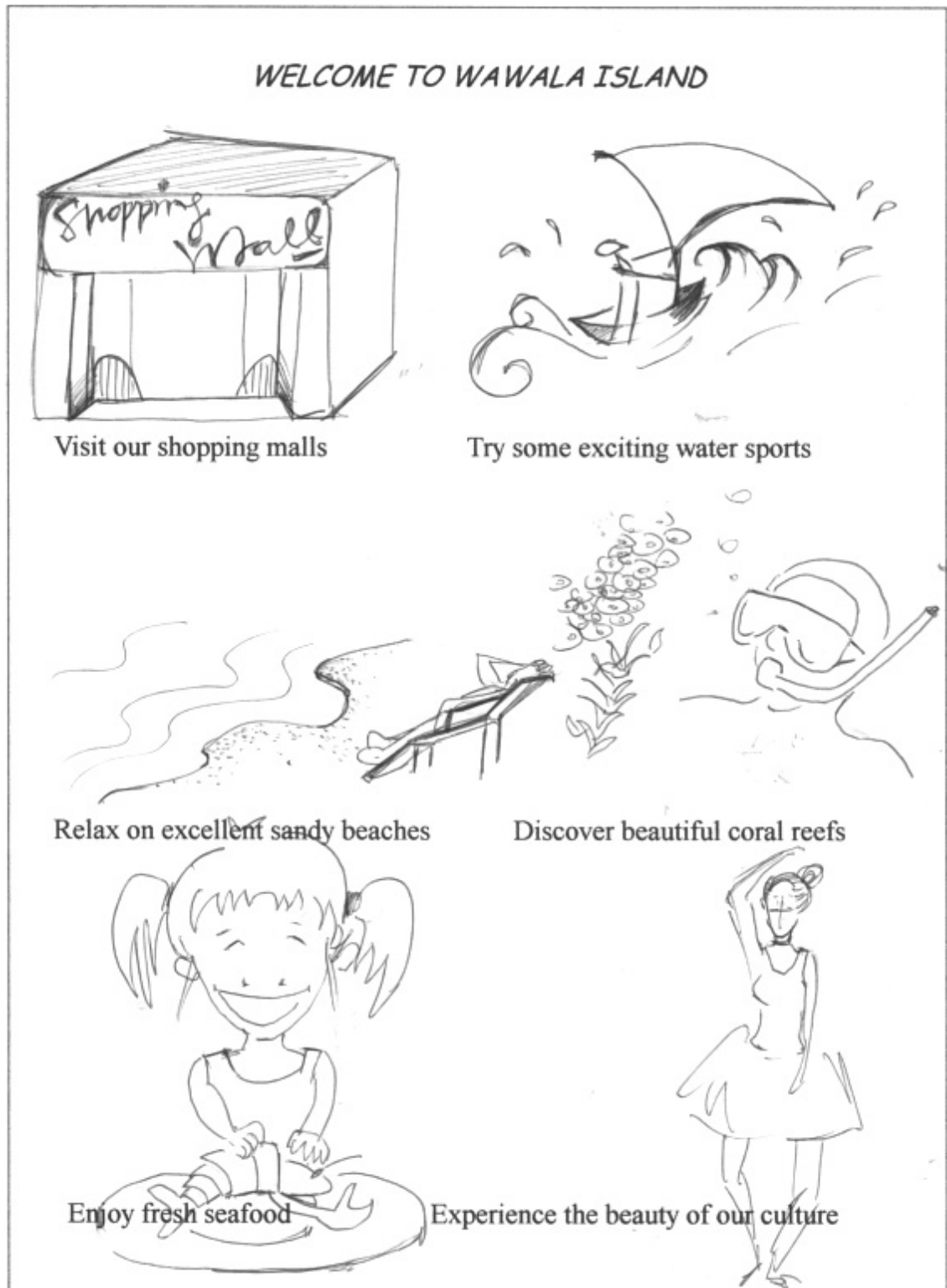
1. Ask the students to work in groups of 3 / 4 and select a group leader.
2. Ask the students to fill in the blanks of Part (i).
3. Ask the group leaders to present their answers.
4. Give the students the correct answers.
5. Ask the students to work out part (ii) in groups and choose a new group leader.
6. Ask the group leaders to present their answers.
7. Write down their reasons on the blackboard. If necessary, correct / expand the phrases / sentences given by the students.

Answers

- i. The most popular places that Hong Kong people like to visit are China and Southeast Asian countries.
- ii. The reasons are:
 1. these places are easier to go to
 2. these places are cheaper to go to
 3. these places take less time to travel
 4. these places have a similar climate to Hong Kong

Welcome to Wawala Island (Day 6)

Look at the leaflet below. It tells you the attractions of Wawala Island for tourists.



- A. Which of the tourist attractions on Wawala Island do you like the most? Complete the list below in order of your preference. Then compare your list with your neighbour's.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



- B. The government of Wawala Island has decided to develop tourism on Wawala Island. Do you think that there is any advantage in developing tourism on Wawala Island? Give your reasons.

C. Although there are advantages in developing tourism on Wawala Island, an organization which is concerned with environmental protection thinks that there are harmful effects. Read the notes below and work out the harmful effects with your group members.

- build hotels → cut trees?
- sewage from hotels → sea water?
- diving → the growth of coral reefs?
- fishing → amount of fish?
- others?



- D. When you go to Wawala Island for a holiday, how can you help prevent damaging Wawala Island? Read the codes of ethics below. Can you follow them? If yes, put a tick ✓ on it.

Respect the customs of Wawala Island.

Do not discriminate against the people in Wawala Island if they look different from those of my own country.

Do not expect special rights and advantages because of being a tourist.

Appreciate the beauty of the natural environment.

Travel with a desire to learn more about Wawala Island and its people.

Do not throw rubbish on the ground.

Use the public facilities properly.

Do not damage any historical relics.

Do not damage the coral reefs.



During the lesson

Part A

1. Ask the students to read the leaflet.
2. Ask the students to guess where Wawala Island probably is and give reasons. **Accept any guess with sound reasons.*
3. Ask students to complete the list.
4. After the students have finished the list, ask them to compare their list with their neighbour's. Ask whether any pairs have the same preference. If 'yes', ask them to read out the list. Then ask the class whether any one has the same list. If 'no', ask two students to read out their lists. Then ask the class whether any one has the same list.

Part B

1. Ask the students to work in groups of 3 / 4 and choose a group leader.
2. Tell students to write down their reasons in point form.
3. Ask the group leaders to report their discussion.
4. Write down their reasons on the blackboard. If necessary, correct / expand the phrases / sentences given by the students.

Part C

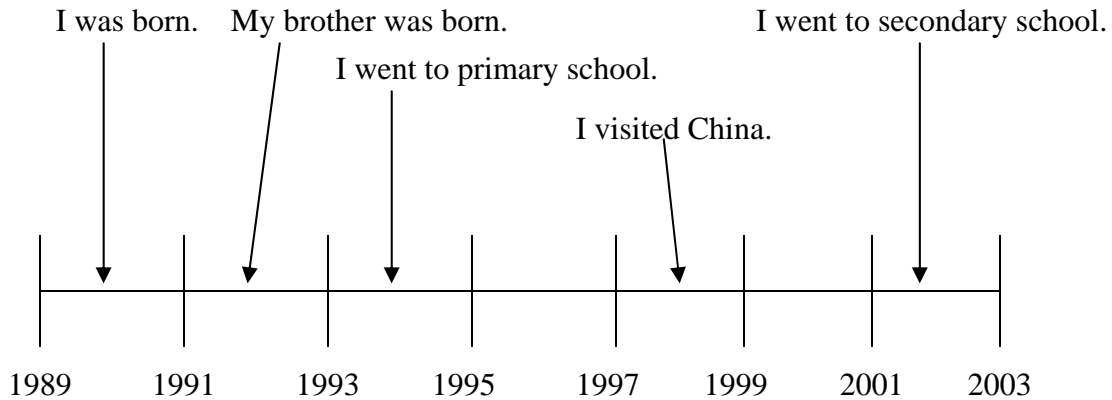
1. Ask the students to work in groups of 3 / 4 and choose a group leader. They may stay in the same group that they are in for Part B. If so, make sure they choose a new group leader.
2. Tell the students to write down their reasons in point form.
3. Ask the group leaders to report their discussion.
4. Write down their reasons on the blackboard. If necessary, correct / expand the phrases / sentences given by the students.

Part D

1. Ask the students to do this on their own.
2. Go through the answers with the students. They should put a tick on every circle. Make sure that they understand the meaning of all of the sentences.
3. Ask the students to suggest some other ways to help protect Wawala Island.
4. If time allows, drill the pronunciation of the words in the circles.

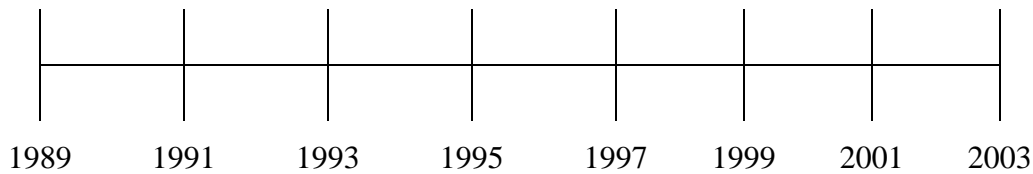
Time Line (Day 7)

1. This is Karen Tam's time line.



2. My own time line

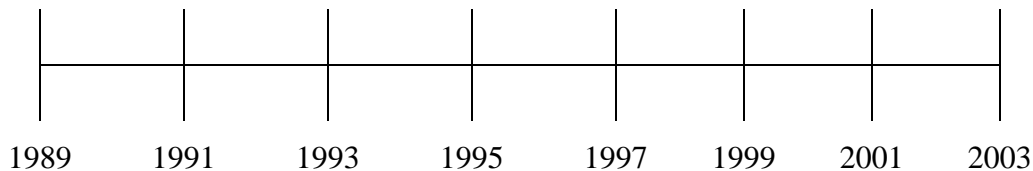
Make a time line of yourself, recording five of the most important events in your life.



My name: _____

3. My friend's time line

Ask your friend about five important events in his / her life and draw a time line for him / her below.



My friend's name: _____

Before Activity 1

1. Introduce 'time line' to the students before the activities:

A time line shows important events in history. One can make a time line of one's life.

2. Ask the students what important events have happened in their life, e.g. visiting another country, moving to a new flat and losing their first tooth etc.
3. Draw the students' attention to the use of the simple past tense for events that happened in the past.
4. Teach the students how to read aloud the years marked on the example, e.g. 'nineteen eighty-nine'.
5. Make use of the example and ask students questions starting with 'when', e.g. 'When was Karen Chan born?' Students have to answer, 'Karen Chan was born in nineteen ninety'.

Before Activity 3

Ask the students what questions they would ask their neighbours in order to obtain information to complete his / her neighbour's time line.

Suggestions:

When were you born?

When did you go to primary school?

The History of My Family (Day 7)

A. Listen to the tape and fill in the blanks:

1. Kenny's parents got married in _____.
2. Kenny's parents went to _____ for their honeymoon.
3. Kenny was born in _____.
4. In _____, his mother gave birth to his younger brother, Thomas.
5. In _____, his family moved to Tai Po.
6. In the summer of _____, his family visited China for the first time.
7. In _____, they visited his uncle's family in Canada.
8. His uncle's family has lived in Canada since _____.

B. Complete the table below.

The History of _____ Family

Year	Event



Tapescript

My name is Kenny Chow. I would like to tell you the history of my family. My father and mother got married in 1988. They went to Japan for their honeymoon. I was born in 1990. My parents were very happy. In 1993, my mother gave birth to my younger brother, Thomas. A year later, my family moved to Tai Po. In the summer of 1998, my family visited China for the first time. We spent a week in Beijing. Two years later, we visited my uncle's family in Canada. My uncle's family has lived in Canada since 1989. We enjoyed that trip very much.

Answers

1. Kenny's parents got married in 1988.
2. Kenny's parents went to Japan for their honeymoon.
3. Kenny was born in 1990.
4. In 1993, his mother gave birth to his younger brother, Thomas.
5. In 1994, his family moved to Tai Po.
6. In the summer of 1998, his family visited China for the first time.
7. In 2000, they visited his uncle's family in Canada.
8. His uncle's family has lived in Canada since 1989.

During the lesson

1. Tell the students that they are going to listen to the history of Kenny Chow's family, played twice.
2. Allow time for the students to read the questions before listening.
3. Play the tape twice.
4. Go through the answers with the students.
5. Play the tape again, pause after each sentence and ask if the students have any questions about the answer(s).
6. Ask the students to complete the table in Part B by writing down the year and the important events in the past.
7. Ask the students to fill in the blank with *their name + 's*. Show students the example below:

e.g. **The History of Amy Wong's Family**
8. After they have finished, ask them to share their family history with the one who sits at the back.

The History of My School (Day 7)

Imagine your school is celebrating its 100th anniversary this year. You are the editor of your school magazine. You have to write about the history of the school.

A. What will you put down in the school magazine?



B. How will you gather information?

Written sources	Unwritten sources

C. There was a fire in your school three years ago. You found the following pieces of information about it:



- i. a story – a Form 3 student told you a story about it
- ii. a photo – a photo of the school on fire

Which one do you believe? Why?



Before the lesson

Find out when the school was founded.

During the lesson

1. Ask the students whether they know when the school was founded.
2. Tell them that the school is celebrating its _____ anniversary this year.
3. Ask the students when the school celebrates its 100th anniversary.
4. Inform the students about the task. Do Part A only.
5. Divide the students into groups of 3 /4.
6. Ask the students to discuss and put down their ideas in point form.
7. Ask each group to present their answers. Write down their ideas on the blackboard.
8. Before asking the students to do Part B, ask the students whether they understand the meaning of 'written sources' and 'unwritten sources'.
9. Give examples to the students:
written sources: newspapers, unwritten sources: pictures
10. Ask each group to report their discussions. Write down their ideas on the blackboard.
11. Ask the students to do Part C on their own.
12. Ask the students to discuss their answers in groups.
13. Ask each group to report their discussions. Equip the students with the following language structures before their presentation:
All of us believe the first / second piece of information because ...
Half of us believe the first / second piece of information because ...
___ (number) of us believe the first / second piece of information because ...

Brief History of Hong Kong (Day 7)



Year	Event

Before the lesson

1. Make enough copies of the table on the next page.
2. Cut up each table along the lines to get a set of 28 strips of paper from each table.
3. Put each set in an envelope.

During the lesson

1. Divide the students into groups of 3 / 4.
2. Give each group an envelope.
3. Ask the students to put the strips of paper under the correct heading in chronological order. They may consult the dictionary.

** There are many new words.*

4. When the students have finished, go through the answers with them.
5. Teach the students the pronunciation of all of the words in the table and make sure they understand the meaning of all of the words.
6. If time allows, play the following game:
 - i. Divide the class into two teams.
 - ii. Ask questions based on the information provided in the table and ask students to raise their hands if they know the answer.
 - iii. One mark is given for each correct answer.
 - iv. The student who raises his / her hand first answers the question. If he / she comes from Team A, then Team A gets one mark. If he / she comes from Team B, then Team B gets one mark.
 - v. Put the marks for each team on the blackboard.
 - vi. Calculate the total marks and acknowledge the winner after the game.

**Suggested questions:*

- i. When did the Chinese Communist Party take over China?*
- ii. Which two governments signed the Joint Declaration in 1984?*
- iii. What happened in 1898?*
- iv. When did Britain reoccupy Hong Kong?*
- v. Who was appointed the 28th governor of Hong Kong?*
- vi. Did the Opium War start in 1839?*

Brief History of Hong Kong

Year	Event
1840	Opium War
1842	<ul style="list-style-type: none"> • The signing of the Treaty of Nanjing • Hong Kong Island was formally ceded to Britain.
1898	The New Territories and nearby islands were leased to Britain for 99 years
1914 – 1918	World War One
1921	The Chinese Communist Party was formed
1941	Britain surrendered Hong Kong to Japan
1945	Britain reoccupied Hong Kong
1949	The Chinese Communist Party took over China
1950 - 1970	The economy of Hong Kong boomed
1982	The governments of Britain and China started talks about the future of Hong Kong
1984	The governments of Britain and China signed the Joint Declaration
1989	People's Republic of China officially announced Basic Law for the Hong Kong Special Administrative Region
1992	Mr. Chris Pattern was appointed the 28 th Governor of Hong Kong
1997	<ul style="list-style-type: none"> • Handover of sovereignty • Hong Kong became part of the People's Republic of China

School Clubs (Day 8)

- A. Below is a table showing the different clubs F.1 students can join. Discuss with your neighbour the activities you think each club organises. Then you will listen to the introduction of each club. Check if your guess is correct or not. If your guess is correct, put a tick in the last column of the table.

School Clubs	Activities	Put a tick ✓ here if your guess is correct
1. Drama Club		
2. Chinese Society		
3. English Society		
4. Science Club		
5. Putonghua Club		
6. Volleyball Club		
7. Junior Choir		
8. Badminton Club		
9. Music Club		

10. Debating Society		
11. Art Club		
12. Instrumental Class		
13. Current Affairs Club		
14. Chess Club		
15. Chinese Dance Club		

B. I would like to join the following clubs:

1. _____
2. _____
3. _____



Tapescript

1. The Drama Club organises activities which enable students to learn everything related to drama e.g. acting.
2. The Chinese Society organises activities which enable students to learn more about the Chinese language.
3. The English Society organises activities like seeing films and games which enable students to learn more about the English language.
4. The Science Club organises activities which enable students to learn more about Science e.g. doing experiments, visiting the country-parks.
5. The Putonghua Club organises activities which enable students to learn more about Putonghua e.g. games.
6. The Volleyball Club offers training which develops skills in playing volleyball and teamwork.
7. The Junior Choir enables students to learn to sing in a group.
8. The Badminton Club offers training which develops skills in playing badminton and teamwork.
9. The Music Club organises activities which enable students to enjoy music of different styles.
10. The Debating Society offers training which develops the skills in arguing logically to win an argument.
11. The Art Club offers classes which develop skills in drawing, painting and sketching.
12. The Instrumental Class offers violin classes, guitar classes and flute classes.
13. The Current Affairs Club organises activities which enable students to find out more about events happening in Hong Kong and in the world.
14. The Chess Club offers training which develops the skills in playing board games e.g. Chinese Chess.
15. The Chinese Dance Club offers Chinese dances classes.

During the lesson

Part A

1. Explain to the students that there are different school clubs they can join in the coming year. Generally, in every school, every student must join at least one school club and at most three.
2. Ask the students the benefits of joining extra-curricular activities.

Suggested answer:

Joining extra-curricular activities enables students to grow physically, mentally, socially, morally and spiritually.

In short, it enables students to develop a more well-rounded personality and to achieve learning in different ways.

3. Ask the students to discuss with their neighbours what activities each club has. They can consult the dictionary when necessary.
4. When the students finish their discussions, tell them to listen to the tape and check if their guess is correct. There is no need for them to have the exact wording. If their guess is correct, put a tick in the last column.
5. Play the tape twice.
6. Play the tape again, pause after the introduction of each club and check if the students have any questions about the answer. See how many students have guessed correctly.

Part B

1. Ask the students to write down which three clubs they would like to join.
2. Tell the students that if they would like to join a club that is not found in the table, they can write down / invent the name of the club they would like to join.
3. In groups of 4, students share their choice of clubs, give reasons for their choices and tell their group members what they expect to learn / get from the clubs.

Computer Tour (Day 8)

Where can you find PC components in our school?

Work in groups. Go around the school and find out where you can find the PC components listed in the table below. Write down the name of the room and put a tick in the appropriate column if you find the PC component mentioned. Follow the example.

****Points to note:***

1. You should come back within 20 minutes.
2. Bring with you the worksheet and pens.

Room	Monitor	Printer	Scanner
Example: Computer Room	√	√	√



Before the lesson

Find out the answers to the activity i.e. in which rooms of the school you can find monitors, scanner and printers.

During the lesson

1. Ask the students whether they know what PC components are. Give examples.

Examples of PC's components:

CPU (Central Processing Unit), RAM (Random Access Memory), Floppy Disk Drive, CD-ROM Drive, Mouse, Keyboard, Monitor, Printer and Scanner

2. Motivate the students to read their Computer Literacy textbooks by telling them that they would know more about each of the PC components if they read the textbooks.
3. Ask the students the functions of a monitor, a scanner and a printer.
4. Get the students into groups and go through the instructions with them.
5. After the students have come back after 20 minutes, go through the answers with them.

Use of the Internet (Day 8)

A. Work in groups and list 5 things you can do through the internet today.

1. _____
2. _____
3. _____
4. _____
5. _____



B. Discuss in groups what you can probably do through the internet ten years later. Write down as many ideas as possible.

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During the lesson

Part A

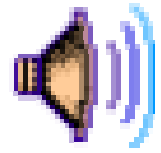
8. Ask students to work in groups of 3 / 4 and select a group leader.
9. Ask students to do the activity.
10. Ask the group leaders to report their lists. The teacher writes their answers on the blackboard.
11. Ask students whether they have done what has been written on the blackboard. If yes, ask 1 or 2 students to share their experience.

*Examples of things that can be done through the internet are:

1. Send E-mails to friends
2. Buy cinema tickets
3. Order books from foreign countries
4. Perform video conference with others
5. Buy things from foreign countries (on-line shopping)
6. Search for information
7. Learn English
8. Find the meaning of new words
9. Book a room in a hotel
10. Book air-tickets

Part B

1. Ask students to work in groups of 3 / 4 and select a group leader. If they stay in the same group as they do part A, ask them to choose a new leader.
2. Ask students to do the activity.
3. Ask the group leaders to report their discussion. The teacher writes their answers on the blackboard.
4. Ask students whether they think that the ideas of the other groups work.



Announcements Made in the Assembly (Day 9)

Fill in the blanks with suitable words while listening to the announcements made in the assembly. Some of the words are given to you in the box below.

English Club	Badminton Club	junior choir	blood donor's card
Music Room	'Blood Donation Day'	recess	final exam
Geography Club	School Debate Team	library	staff rooms

1. The first Annual General Meeting (A.G.M.) of the _____ will be held tomorrow after school at _____ in the Hall. Please be punctual.
2. There will be a _____ practice for F.1 members tomorrow at 1 p.m. in the _____.
3. Will all members of the _____ please attend the meeting today after school at 3:40 p.m. in _____.
4. The first meeting of the _____ will take place at 3:40 p.m. today in _____. All members are required to turn up on time.
5. All team members of the _____ are required to go and see Miss Ng in Staff Room A during the first _____.
6. Tomorrow will be our _____. All students and teachers are welcome to go to the _____ tomorrow during lunchtime to give blood. Please have your lunch before you come and remember to bring your _____ with you if you have given blood before.

7. There will be a book fair in the _____ this week. All students are welcome. You can buy any book you like there.



8. All _____ and _____ students please pay attention to the following announcement. You are strongly advised to go _____ immediately after school to do your revision for the Uniform Test.
9. Since the _____ is coming, teachers are busy setting exam papers. For this reason, no student is allowed to enter the _____ until further notice.
10. Jenny Wong of F.3A won _____ prize of the 'Keep Your School Clean' poster design competition organized by the Friends of Nature Society. Congratulations.
11. If you have any questions about the announcements, please refer to the announcement sheets on the notice board outside the _____.

Tapescript

Good morning everybody, please pay attention to the following announcements. There are ten announcements today.

First, the first Annual General Meeting of the English Club will be held tomorrow after school at 3:45 p.m. in the Hall. Please be punctual.

Second, there will be a junior choir practice for F.1 members tomorrow at 1 p.m. in the Music Room.

Third, will all members of the Badminton Club please attend the meeting today after school at 3:40 p.m. in Room 105.

Fourth, the first meeting of the Geography Club will take place at 3:40 p.m. today in Room 202. All members are required to turn up on time.

Fifth, all team members of the School Debate Team are required to go and see Miss Ng in Staff Room A during the first recess.

Sixth, tomorrow will be our 'Blood Donation Day'. All students and teachers are welcome to go to the Hall tomorrow during lunchtime to give blood. Please have your lunch before you come and remember to bring your blood donor's card with you if you have given blood before.

Seventh, there will be a book fair in the library this week. All students are welcome. You can buy any book you like there.

Eighth, all F.1 and F.2 students please pay attention to the following announcement. You are strongly advised to go home immediately after school to do your revision for the Uniform Test.

Ninth, since the final exam is coming, teachers are busy setting exam papers. For this reason, no student is allowed to enter the staff rooms until further notice.

Finally, Jenny Wong of F.3A won third prize of the 'Keep Your School Clean' poster design competition organised by the Friends of Nature Society. Congratulations.

If you have any questions about the announcements, please refer to the announcement sheets on the notice board outside the General Office.

Thank you for your attention.

Answers

1. The first Annual General Meeting of the English Club will be held tomorrow after school at 3:45 p.m. in the Hall. Please be punctual.
2. There will be a junior choir practice for F.1 members tomorrow at 1 p.m. in the Music Room.
3. Will all members of the Badminton Club please attend the meeting today after school at 3:40 p.m. in Room 105.
4. The first meeting of the Geography Club will take place at 3:40 p.m. today in Room 202. All members are required to turn up on time.
5. All team members of the School Debate Team are required to go and see Miss Ng in Staff Room A during the first recess.
6. Tomorrow will be our 'Blood Donation Day'. All students and teachers are welcome to go to the Hall tomorrow during lunchtime to give blood. Please have your lunch before you come and remember to bring your blood donor's card with you if you have given blood before.
7. There will be a book fair in the library this week. All students are welcome. You can buy any book you like there.
8. All F.1 and F.2 students please pay attention to the following announcement. You are strongly advised to go home immediately after school to do your revision for the Uniform Test.
9. Since the final exam is coming, teachers are busy setting exam papers. In view of the above, no student is allowed to enter the staff rooms until further notice.
10. Jenny Wong of F.3A won third prize of the 'Keep Your School Clean' poster design competition organised by the Friends of Nature Society. Congratulations.
11. If you have any questions about the announcements, please refer to the announcement sheets on the notice board outside the General Office.

Before the activity

1. Tell the students that they are going to listen to ten announcements made in the assembly, played twice.
2. Allow time for the students to read the words in the box and the sentences before listening.

During the activity

Play the tape twice.

After the activity

1. Go through the answers with the students.
2. Play the tape again, pause after each announcement and ask if the students have any questions about the answer(s).
3. Explain to the students that there are different types of announcements:
 - i. announcements for regular extra-curricular activities e.g. 1, 2, 3 & 4
 - ii. announcements for calling somebody to do something e.g. 5
 - iii. announcements for promoting activities e.g. 6 & 7
 - iv. announcements for announcing rules and instructions e.g. 8 & 9
 - v. announcements for announcing results e.g. 10

Use of Pocket Money (Day 9)



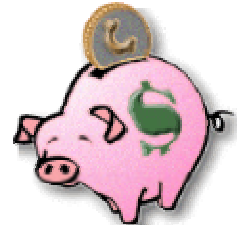
A. Read the following passage and discuss the following questions.

Tony has \$45 for pocket money every day. He has to spend about \$25 on lunch, \$5 on breakfast and \$7 on transport. One day, he saw a model which cost \$120 in a toy shop. He wanted to buy it.

Discuss in groups:

If you were Tony, what would you do?

- a. Borrow money from your classmates / friends to buy the model.
- b. Ask your parents to buy it for you.
- c. Save money each day and buy it later.
- d. Others



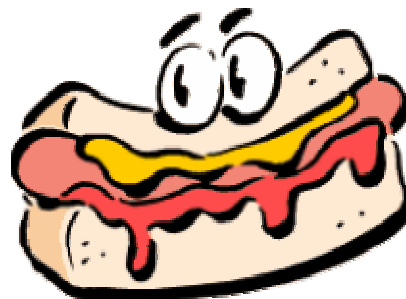
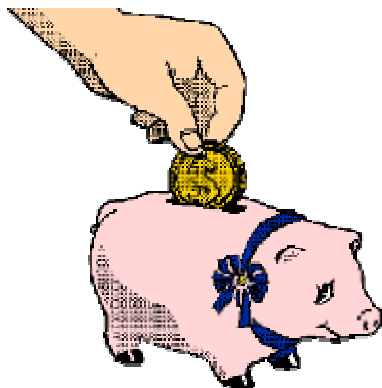
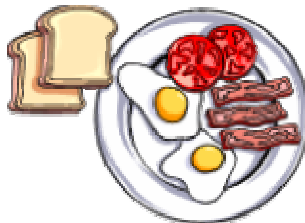
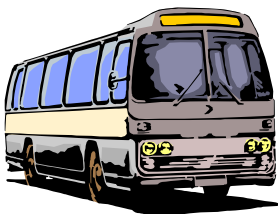
- i. What is the choice your group has made? _____
- ii. Give reasons to support your choice:

B. How do you spend your pocket money?

i. I have \$_____ every day.

ii. My plan for spending my pocket money:

Expenses	Dollars
Transport	\$
Breakfast	\$
Lunch	\$
Snack	\$
Savings	\$
Others	\$
Total	\$



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

During the lesson

1. Ask the students to work in groups of 3 / 4 and select a group leader.
2. Ask the students to do Part A.
3. Ask the group leaders to present their answers.
4. Ask the students to do Part B on their own.
5. Ask the students to share their plans with their group members and comment on the plans of the others.

Being a Good Student (Day 9)

- A. Work in pairs. Put the letters into the correct balloons below. You may use the dictionary.
- a. Play all the time after you leave school.
 - b. Help your classmate if he / she has difficulties with his / her studies.
 - c. Ask teachers for help if you have difficulties with your studies.
 - d. Help your teacher as you are asked to.
 - e. Hand in your homework on time.
 - f. Talk to your classmates loudly during lessons.
 - g. Be impolite with your classmates and teachers.
 - h. Keep silent during assembly.
 - i. Wear your school uniform during school days.
 - j. Take part in no extra-curricular activities.
 - k. Talk for a long time over the phone with your classmate even when you have a lot of homework to do.
 - l. Plan your study time.
 - m. Make sure you bring all the books, exercise books and stationery you need to school.
 - n. Play computer games till late at night and go to school late the next morning.
 - o. Daydream during lessons.

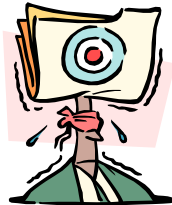


A good student should
do the following:

A good student should
not do the following:

B. Right or Wrong? Put a tick ✓ in the correct box □.

	right	wrong
1. Start preparing early for your test or exam.	<input type="checkbox"/>	<input type="checkbox"/>
2. Study all of the parts and vocabulary you have to know.	<input type="checkbox"/>	<input type="checkbox"/>
3. Do not study the parts that you do not understand.	<input type="checkbox"/>	<input type="checkbox"/>
4. Do not read the instructions on the test or exam paper.	<input type="checkbox"/>	<input type="checkbox"/>
5. Before you answer long questions, make notes of the main points on the test or exam paper.	<input type="checkbox"/>	<input type="checkbox"/>
6. Hand in your test or exam paper without checking your answers.	<input type="checkbox"/>	<input type="checkbox"/>
7. Be nervous during a test or exam.	<input type="checkbox"/>	<input type="checkbox"/>
8. Make sure you know which chapters of the textbook will be tested.	<input type="checkbox"/>	<input type="checkbox"/>



Answers

Part A

- A good student should do the following: b, c, d, e, h, i, l, m
- A good student should not do the following: a, f, g, j, k, n, o

Part B

1. right
2. right
3. wrong
4. wrong
5. right
6. wrong
7. wrong
8. right

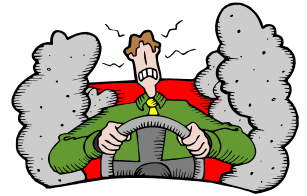
During the lesson

1. Ask the students to do Part A in pairs.
2. Go through the answers with the students. Ask the students to explain why a good student should / should not do a particular thing.
3. Ask the students to do Part B on their own.
4. Go through the answers with the students. Ask the students to explain why it is right / wrong to do a particular thing.

Being a Good Citizen (Day 9)

A. Work in groups. Put a tick ✓ in the box ☐ next to the sentence which tells you what a good citizen should do. You may consult the dictionary.

- ☐ 1. Throw rubbish on the ground.
- ☐ 2. Tear some pages out of the books you borrowed from a public library.
- ☐ 3. When travelling on a bus or the MTR, give your seat to the elderly and the disabled.
- ☐ 4. Pay taxes.
- ☐ 5. Check your car immediately if it gives out black smoke.
- ☐ 6. Be impolite to the others.
- ☐ 7. Pick some flowers when you visit an urban park.
- ☐ 8. Report crime to the police.
- ☐ 9. Vote in elections.
- ☐ 10. Jump the queue when you buy tickets in a cinema.
- ☐ 11. Spit on the ground.
- ☐ 12. After having a B.B.Q. in a country park, go home without putting out the fire.
- ☐ 13. Discriminate against people of another sex.



B. Your group has joined a slogan writing competition organised by the District Board. Now design a slogan for each of the following purposes:

1. Remind the citizens of Hong Kong to pay taxes.

2. Remind the citizens of Hong Kong not to discriminate against disabled people.

3. Remind the citizens of Hong Kong to vote in elections.

Answers

Part A

A good citizen should: 3, 4, 5, 8, 9

During the lesson

Part A

1. Make sure the students understand what 'a citizen' means.
2. When going through the answers with the students, drill the pronunciation of new words e.g. 'taxes', 'vote', 'election'

Part B

1. Ask the students to work in groups of 3 / 4 and select a group leader.
2. Ask the students to do the activity.
3. Ask the group leaders to write their slogans on the blackboard.
4. Ask the students to vote for the best slogan written for each occasion. Write down the number of votes next to each slogan.
5. Find the best slogan for each occasion, based on the students' votes.

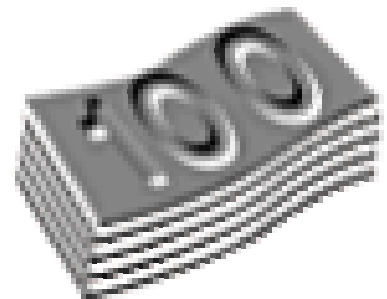
What would you do? (Day 10)

Answer the following questions as honestly as you can. Circle your answer for each question.

1. You are playing computer games late at night. Suddenly you remember that you have not finished all of your homework, but you do not have enough time to do it. What would you do?
 - a. Make an excuse to the teacher, e.g. you were ill.
 - b. Copy from a classmate when you go to school the next day
 - c. Ask the teacher if you can hand in your homework late.
 - d. Other: _____
2. In your classroom, you found some money on the floor. What would you do?
 - a. Keep the money as if it was yours.
 - b. Take the money to the teacher.
 - c. Ask your classmates to find out whether any of them has lost any money. If no one has lost any money, you will keep the money found on the floor.
 - d. Other: _____
3. Your friend is wearing a new dress. She is very happy with it and asks for your opinion. But you think that it looks very ugly. What would you do?
 - a. Tell her the truth that the dress does not suit her.
 - b. Tell her that the dress is beautiful and suits her.
 - c. Say nothing about it.
 - d. Other: _____



4. You are in the classroom with a classmate. He / She starts to smoke a cigarette. This is against school rules. When he / she sees a teacher coming, he / she quickly throws the cigarette onto the floor. When the teacher enters the classroom, he / she finds the cigarette on the floor. He / she scolds you for smoking. What would you do?
- a. Take the blame and say nothing.
 - b. Tell the teacher that it was not you but your classmate.
 - c. Turn to your classmate and ask him / her to tell the teacher the truth.
 - d. Other: _____
5. You have paid for some goods at the supermarket. The shop assistant has given you too much change. What would you do?
- a. Tell the shop assistant that he / she has given you too much change and return it to him / her.
 - b. Say nothing and keep the change.
 - c. Go home and ask your parents what to do about it.
 - d. Other: _____



Before the activity



Go through the questions with the class. Make sure that they understand what they have to do.

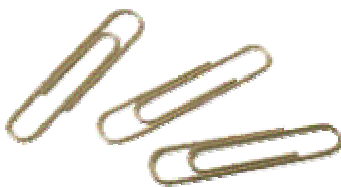
After the activity

1. Divide the class in groups of four.
2. Tell the students that they are going to share their answers with their group members and give reasons for their choices.
3. Familiarise the students with the following sentence structures before the discussion:
 - *My answer is x . This is because ...*
 - *My answer is x because I think that ...*
 - *I have chosen x because ...*
 - *What's your answer for this question?*
 - *Why do you choose x ?*
 - *What's your reason?*
4. After the discussion, if time allows, ask the class to vote for the options and write down the number of votes on the blackboard.

School Rules (Day 10)

Complete the following school rules while listening:

1. Students must not _____ or play in the halls, _____, corridors and on the stairs.
2. Students must not _____ school property.
3. Students must not bring discmans, walkmans, _____ and MD players to school.
4. Students must not use _____ in school.
5. Students must not _____ the school during school hours without permission from the _____.
6. Students must not _____ classes during lessons without permission from the _____.
7. Students must not eat or drink in the _____.  
8. Students must not _____ anywhere.
9. Students must not _____ in school.
10. Students must _____ a proper school uniform.
11. Students must bring their school _____ to school.
12. Students who are absent must bring a _____ the next day, stating the reason.
13. Students must _____ at assembly.
14. Students must bring their own _____ and stationery.



15. All students must be out of the classroom by _____ and off the school premises by _____ unless they have special permission.

Tapescript

1. Students must not run or play in the halls, classrooms, corridors and on the stairs.
2. Students must not damage school property.
3. Students must not bring discmans, walkmans, electronic dictionaries and MD players to school.
4. Students must not use mobile phones in school.
5. Students must not leave the school during school hours without permission from the principal.
6. Students must not leave classes during lessons without permission from the teacher.
7. Students must not eat or drink in the classroom.
8. Students must not litter anywhere.
9. Students must not fight in school.
10. Students must wear a proper school uniform.
11. Students must bring their school handbooks to school.
12. Students who are absent must bring a letter the next day, stating the reason.
13. Students must keep quiet at assembly.
14. Students must bring their own books and stationery.
15. All students must be out of the classroom by 4 p.m. and off the school premises by 6 p.m. unless they have special permission.

Before the activity

1. Tell students that they are going to listen to fifteen school rules, played twice.
2. Allow time for students to read the rules before listening.

During the activity

Play the tape twice.

After the activity

1. Go through the answers with the students and explain each rule.
2. Play the tape again, pause after each rule and ask if the students have any questions about the answer(s).

Scientific Method (Day 10)

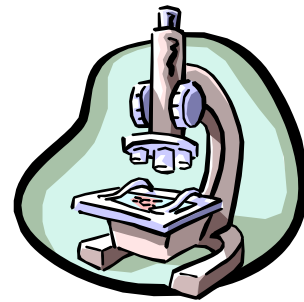
Part A

i. What is Science?

Science aims at finding out. Scientists developed a method to discover the secrets of nature. This is called Scientific method.

ii. The Scientific method includes the following steps:

1. Making observations
2. Collecting information
3. Making a hypothesis
4. Doing experiments



Vocabulary	Your guess	Meaning in the dictionary
scientist		
observation		
hypothesis		
experiment		

Part B

Let us use the Scientific method to find out what happens when we mix liquids.

1. Observation

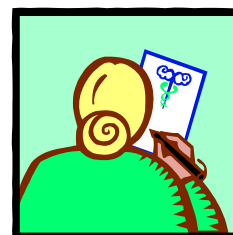
- a. Your teacher will give you a beaker of iced tea and a beaker of milk coffee.

Observe the colour of each of the liquids. Write down your observation.

Liquids	Observation
iced tea	
milked coffee	

- b. Pour the iced tea and the milked coffee into an empty beaker. Then stir it with a glass rod for about 10 seconds.

- c. Observe what happens. Write down your observations.



2. Collecting information

List out the ingredients of iced tea and milked coffee:

i. iced tea: _____

ii. milked coffee: _____

3. Making hypothesis

Write down the hypothesis you make from Steps 1 and 2:

4. Doing experiments

Experiment:

- i. Mix a small amount of black tea and black coffee in a clean beaker and stir with a glass rod.
- ii. Do you get the same result as in Step 1(c)? _____

- iii. Repeat the experiment with other combinations of the ingredients. Write down the results in the table below.

Liquids mixed	Do you get the same result as in Step 1(c)?

5. Conclusion

What did you find out from the table above?

6. Making further hypothesis

What further hypothesis can you make from the above experiment?

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

Answers

Part B

Let us use the Scientific method to find out what happens when we mix liquids.

1. Observation

- a. Your teacher will give you a beaker of iced tea and a beaker of milk coffee. Observe the colour of each of the liquids. Write down your observation.

Liquids	Observation
iced tea	black liquid
milked coffee	brown liquid

- b. Pour the iced tea and the milked coffee into an empty beaker. Then stir it with a glass rod for about 10 seconds.
- c. Observe what happens. Write down your observations.
Some solids are formed.

2. Collecting information

List out the ingredients of iced tea and milked coffee:

- i. iced tea: lemon, black tea, water, sugar
- ii. milked coffee: milk, black coffee, water, sugar

3. Making hypothesis

Write down the hypothesis you make from Steps 1 and 2:

Solids are formed when we mix iced tea with milked coffee.

4. Doing experiments

Experiment:

- i. Mix a small amount of black tea and black coffee in a clean beaker and stir with a glass rod.
- ii. Do you get the same result as in Step 1(c)? No

- iii. Repeat the experiment with other combinations of the ingredients. Write down the results in the table below.

Liquids mixed	Do you get the same result as in Step 1(c)?
tea + coffee	

5. Conclusion

What do you find out from the table above?

Milk + lemon forms solids

6. Making further hypothesis

What further hypothesis can you make from the above experiment?

Milk + acids forms solids

Before the lesson

Make sure that the following items are in the laboratory:

lemon slices, tea bag, coffee powder, milk, sugar, hot water, tea spoons, cups, plastic trays, towels, ice cubes, glass rods, beakers

During the lesson

1. Go through Part A with the students.
2. Ask the students to read the steps involved in the Scientific method.
3. Ask the students to guess the meanings of the words in the table by reading Part B.
4. Ask the students to check if their guesses are correct by looking up the words in the dictionary.
5. Explain the steps in the Scientific method.
6. Teach the students to pronounce the steps.
7. Inform the students that they are going to do the experiment stated in Part B in the laboratory.
8. Help the students to form groups of 5 e.g. by random numbering.
9. Instruct the members of each group to come together, forming the groups in the classroom.
10. Ask the students to recognise their group members.
11. Ask the students to get back to their own seats.
12. Draw the layout of the I.S. laboratory on the blackboard to make the students are aware of their seating plan in the laboratory.
13. Instruct the students that they cannot touch anything in the laboratory without your permission.
14. Instruct the students to line up to go to the I.S. laboratory.
15. In the laboratory, make sure that the students find their seats.
16. Ask each group to select a group leader.
17. Ask the group leaders to come out to the teacher's bench to collect the experiment trays.
18. Brief the students on what to do in the experiment.
19. Before the experiment, instruct students to prepare the following liquids:
black coffee, milked coffee, tea, milked tea, iced tea with lemon

20. Walk around the groups to observe the students' performance and discussion, giving help and comments to the students when necessary.
21. Ask one student from each group to read out their answers for each question.
22. Draw a table on the blackboard, recording all of the results.
23. Make a conclusion.
24. Instruct the students to clean up the working areas.
25. Ask the students to line up and go back to their classroom.
Or Ask the students to leave the laboratory for recess.