



Junior Secondary One (JS1)
Bridging Programme 2016 @
TWGHs S.C.Gaw Memorial College

Student Handbook

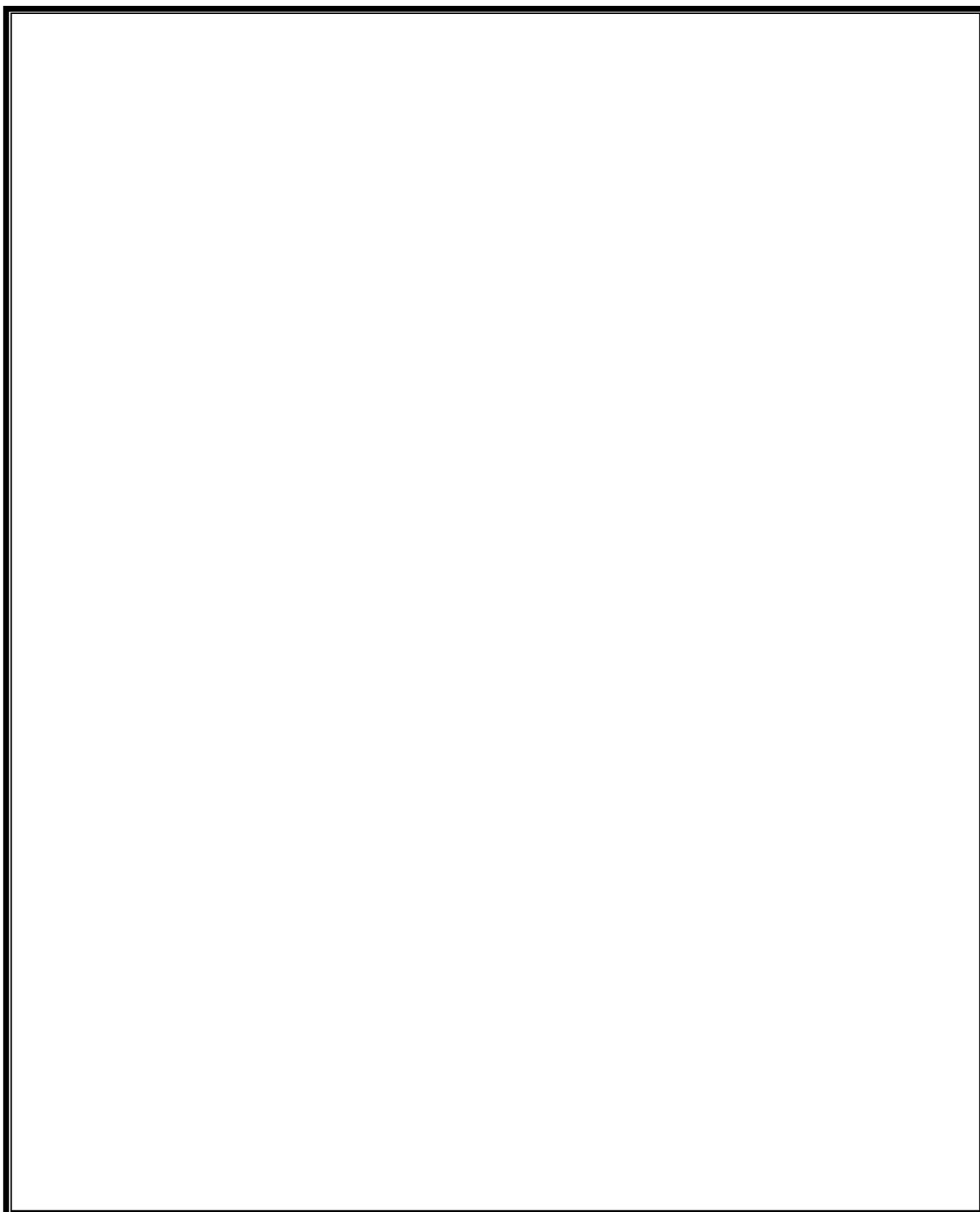
Name: _____

Group: _____

My Cover Page

Draw whatever pictures which reflect your feeling towards

S. C. Gaw, your new school.



Words from the Principal



Dear Students,

Welcome to TWGHs S. C. Gaw College and be the students of 2016-2017 Junior Secondary One (JS1). In a happy, vibrant and open S. C. Gaw campus, we put great emphasis on students' well-being and encourage them to develop a positive life attitude, i.e. to learn how to learn, to be an avid reader, to maximize opportunities for sports and aesthetic pursuits as well as to serve the community. Active participation in multi-intelligence programmes and life-wide learning activities offered by the school cultivates global citizens who are self-motivated and possess life-long learning capacity.

With the advent of the New Senior Secondary (NSS) Academic Structure, students are trained to be active and inquisitive learners. NSS curriculum initiatives put much emphasis on development of students' **independent and self-learning process** as well as enriching **other learning experience**. All these best align with the aims of this handbook. You are cordially invited to attempt all the questions and activities in the handbook. Do ask your parents to participate in and make reflection on your learning. Backed by consistent support from parents and the school, I am confident that much can be achieved. Moreover, you have to design a new Cover Page for this Handbook on page 2 which can better demonstrate your aspirations and goals for Junior Secondary Education.

A 3-session JS1 Bridging Programme will commence from 13th July to 15th July, then from 15th August to 26th August. The first session will be about academic training on EMI subjects at school, while the second session will be devoted to life skills, English drama training, aesthetic and sports activities. This handbook, which is for the academic training of various subjects, may be collected from time to time during the JS1 Bridging Programme. Handbooks with excellent performance may be chosen for display on the last day of the JS1 Bridging Programme. Winners will be selected and there may be presentation of outstanding handbooks if time allows. Dear students, do make good use of your time to complete this meaningful task.

TWGHs S. C. Gaw College is a school with many fine qualities, but without doubt the most important is the recognition which you will be received as a unique and valued individual. To every JS1 student, I wish you fuller personal achievement and greater success in your secondary school life in S. C. Gaw.

Tang Wai-chun, Agnes
Principal

July, 2016

Contents

	<u>Page No.</u>
Introduction	5
General Classroom Language	6
Classroom Interaction	10
Dictionary Skills	13
English Language	16
Integrated Humanities	24
Science	34
Mathematics	50
Computer Literacy	55
Music	59
Home Economics	62
Design & Technology	65
Visual Arts	67
Physical Education	68
中文科	69
普通話	71
中史	72
Reflection	77



Introduction

Junior Secondary One Bridging Programme 2016-2017

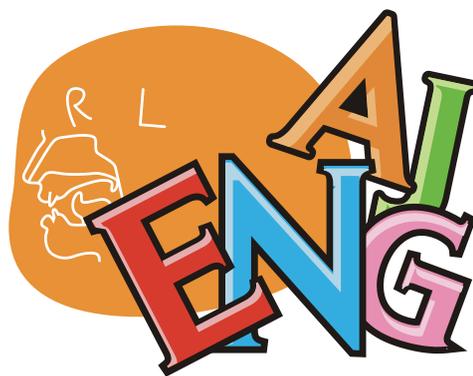
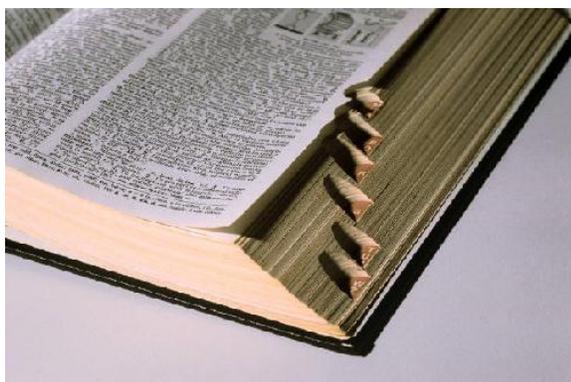
Date: 13th - 15th July, 2016 (half day)
 17th - 19th August, 2016 (training camp)
 15th, 16th and 22nd – 26th August, 2016 (whole day)

Reminder to Students

Students have to bring this Bridging Programme Handbook to school on Wednesday, 13th July, 2016 for the Junior Secondary One Bridging Programme 2016-2017.

How to Use this Handbook

This book is divided into different chapters according to different subjects. All the exercises will help you to learn different subjects in English effectively. In this handbook, you can acquire dictionary skills, classroom language and vocabulary used in different subjects. You have to **look up the dictionary** with the words you don't know and try to apply them to the exercises. All the words you learn in this book will appear in the first few weeks of school. With better preparation, learning will be a lot of fun!



General Classroom Language

Hi! Secondary One students! Welcome to S. C. Gaw! When you come to this school to learn, you have to use English as the learning language. It is also the medium of communication. If you talk to your teachers and classmates, you have to use English, too. You may be a little bit frightened in using English. But, relax! It is not as difficult as you think. Below are some general classroom language and instructions you will always come across in the classroom. Take a look at them and go over them with your teachers. They will enhance your confidence in using English.

Greetings:

- Good morning, Miss -, Mr -, Mrs - . How are you?
- Good afternoon, Miss -, Mr -, Mrs - . How are you?
- Goodbye and thank you Miss -, Mr -, Mrs - . Have a nice day.

Classroom instructions by the teacher for students

- Stand up./ Sit down./ Sit up, please.
- Who's not here?/ away/missing today?
- Who isn't here?/ Who's absent today?
- Keep quiet please./Stop talking.
- Speak louder./ Speak up.
- Say that again please./ Repeat your answer please.
- Take your books out./ Put your books into your drawer.
- Turn to page ____ ./ Close your book please.
- Please bring me a piece of chalk.
- Please clean the blackboard.
- Please switch on/off the lights/fans.
- Listen to instructions carefully.
- Come and see me at recess time/lunchtime/after school.
- Please pay attention to this.
- May I have your attention, please?
- Please clear your desk.
- Forms groups of (number e.g.4) and discuss the following questions.
- Complete the tasks/exercises within...(e.g. 20) minutes.
- Tell the class your answer to this question.
- Ask if you do not understand.
- Raise your hand if you know the answer.
- You need (coloured pencils/a ruler).
- Are you ready?
- We'll learn how to...
- Look at Activity (five).
- You have (five) minutes to do this.
- Who's next?
- Let's stop. / Stop now.
- Let's check the answers.



- Collect your work, please.
- Don't forget to bring your...on (Friday).
- Firstly,.../ Then,... / Next,.../ Finally,...
- Circle.../Underline.../Match.../Cross out.../Find.../Point to.../Draw.../Read...
- What's the meaning of...?
- How do you spell...?
- Is that right?

About exercise books / homework (only to be understood by students)

- Write your name on your cover.
- Write the date on the top right-hand corner.
- Write the question number outside the margin.
- Hand in your books to the monitor / monitress.
- Pass your books to the front.
- Write with a pen/pencil.
- Do the corrections.
- Copy the heading and underline it.
- Write on alternate lines. / Write on every line.
- Keep your books neat and tidy.
- Write on the right hand side only and leave the left side blank.
- You must hand in your homework by next Thursday at the latest.



Students' questions and responses:

- I'm sorry. I don't understand.
- I'm sorry. I don't know the answer.
- What is the date today?
- When shall we hand in the homework?
- How many pages should we read?
- How do you spell...?
- I'm sorry. I can't hear the question. Can you please say it again?
- I beg your pardon. Can you repeat that please?
- Can you please tell me the meaning of this word/sentence/part?
- I'm sorry. I don't understand. Would you please explain this part again?
- Which topics / pages will be tested / examined?
- Do we need to do the corrections?

Teachers giving feedback to students (to be understood by students)

- Right. That's right.
- Good. That's fine.
- OK.
- That's correct.
- Very good.
- Excellent.
- That's not right.
- Try again.
- That's better.
- Almost right.
- There's not hurry.
- Don't worry.
- Can anyone help?



Apologies and excuses:

- I'm sorry. I've forgotten to do the homework / to bring the book.
- Excuse me. I can't see the blackboard.
- I'm sorry I'm late. It's because I got up late / I missed the bus.
- May I go out? / May I be excused?
- Excuse me, sir. When can we get back our books / test papers?
- Sorry. I have no idea.
- Sorry. I'm not feeling well. / I have a headache.

In a good class, teachers may need to give more complicated classroom instructions in order to carry out certain tasks. The following instructions are useful and should be understood by students. Learners can relate the use of the foreign language to problem solving, sharing ideas and opinions and expressing feelings in an immediate and meaningful way:



- Discuss your answers with your partner / group members.
- Present your ideas to the class.
- Follow the steps and work out the answers.
- Present your findings in the form of diagrams / tables etc.
- Interview your classmates/teacher and find out their hobbies etc.
- Share your experiences with your classmates.



General Classroom Language : Matching Exercise

Situations

1. The class or one learner has competed in something and won.
2. There is noise coming into the class from the street.
3. A member of the class comes back after being ill.
4. The teacher checks who is not present in class.
5. The teacher says goodbye to the class before the weekend.
6. A member of the class arrives late.
7. It is hot or stuffy in the classroom.
8. The teacher needs to leave the classroom for a few minutes.
9. There is not enough light in the classroom.

Expressions

- A. Do you feel better today?
How are you today?
What was the matter?
- B. Open the window.
It's very hot / stuffy.
- C. Can you close the window, please?
It's very noisy.
- D. Congratulations!
- E. Why are you late?
- F. Can you put the light on?
It's very dark.
- G. Have a good weekend.
- H. Who's not here today?
- I. I'll be back in a moment.

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

Classroom Interaction

From time to time teachers may ask you questions in English. You may also need to ask teachers questions or talk to them, too.

Exercise A:

Take turns to ask and answer the questions with your partner:

Teacher	Student
What is your name?	My name is....
Which class are you in?	I'm in S.1B. Where shall I sit?
How do you come to school?	I come to school by bus / on foot.
Which school did you come from?	I came from.....Primary School.
How old are you?	I am twelve years old.
Where do you live?	I live in Tsing Yi.
Let's take the roll call now. Chan Tai Man.	Present!
I am going to distribute the worksheets. Raise your hand if you have any problem.	I am sorry. I do not have page 2.
Here it is.	Thank you.
Thank you very much.	You're welcome.
Who's on duty today?	Let me check...It's number 23.
You've talked too much. Stand up!	Sorry sir/madam.
Repeat after me. 'Mathematics'	'Mathematics'
Could you repeat the answer more slowly?	'The answer for question 4 is'

Student	Teacher
Excuse me, can you tell me the way to S.1B?	Go up the stairs. It is the second room.
Excuse me, I am sorry I am late. I missed the bus.	Never mind. Take out your book and turn to page 5.
May I go to the washroom?	You may./ Wait until somebody comes back.
Can we have dictation next Monday?	OK./No we can't.



Dictionary Skills

Using your dictionary

Words in a dictionary are in alphabetical order. Words which begin with **B** are near the front of the dictionary. Words which begin with **M** are near the middle of the dictionary. Words which begin with **W** are near the end of the dictionary.

Write these lists of words in alphabetical order.

Example:

addition denary country beaker

addition, beaker, country, denary

1. gas plan calculator safety

2. fraction tools decimal symbol

3. cupboard century socket archaeologist

Upon looking up the words, you will find the meanings in the dictionary. Look at the following examples.

composition ,kɒm.pə'zɪʃ.ən, / noun [U] n

Write a **composition** about your new school.

interesting 'ɪn.tər.es.tɪŋ/ adjective adj

I think that Integrated Science is an interesting subject.

magazine, /ˌmæɡ.ə'ziːn/ noun [C] n

I like reading magazines about sport.

notes nəʊts/ plural noun n

Notes are something you write down to help you to remember.

programme 'prəʊ.græm/ noun [C] n

My favourite TV **programme** is Fax-a-Song.

record rɪ'kɔ:d, \$ -'kɔ:rd/ verb

We **recorded** that TV programme on our radio.

The above are the phonemes of the word and from these you are able to pronounce these words properly.

n :This is a noun.

v :This is a verb.

NOUNS

A **noun** is a word for a person, place or thing.

Write these nouns in the correct box. The first three have been done for you.

laboratory	Wing Ho	bench	solution
test tube	Mr. Leung	Kowloon	electricity
teacher	Library	man	harbour
archaeologist	Asia	librarian	

Person	Place	Thing
Wing Ho	laboratory	bench

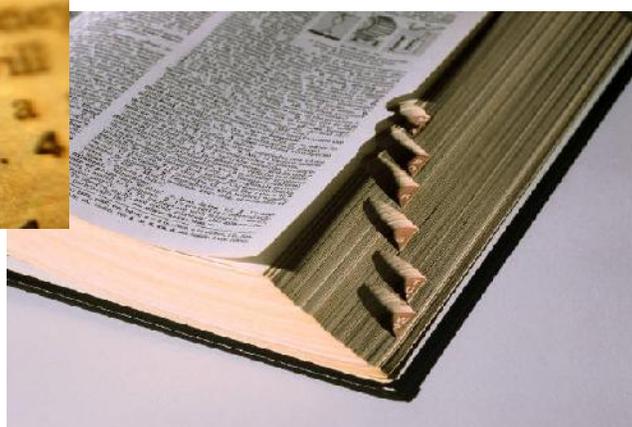
VERBS

Most **verbs** are words which describe actions. Please underline the **verbs** in the next Paragraph.

Set up the apparatus as shown. Fill two thirds of the beaker with water. Measure the temperature of the water with thermometer. Next, light the Bunsen burner and turn the collar until the air hole is half open, Wait until the water boils, then measure the temperature of the water.

Some words in your dictionary are both nouns and verbs. Some words mean nearly the same thing when they are nouns and verbs.

Colour that picture blue. (**verb**) What **colour** do you like best? (**noun**)



Look these words up in your dictionary and write sentences which show how they can be verbs and nouns.

drink	fish
export	import
farm	guess

But some words have different meanings when they are nouns and verbs.

Look at these sentences. Are the words in **bold** nouns or verbs? Write 'n' for noun or 'v' for verb.

I **changed** my socks yesterday.

Put a **cross** next to the wrong answer.

North is a **point** on the compass.

Record your results in the books.

This **sign** means 'stop'.

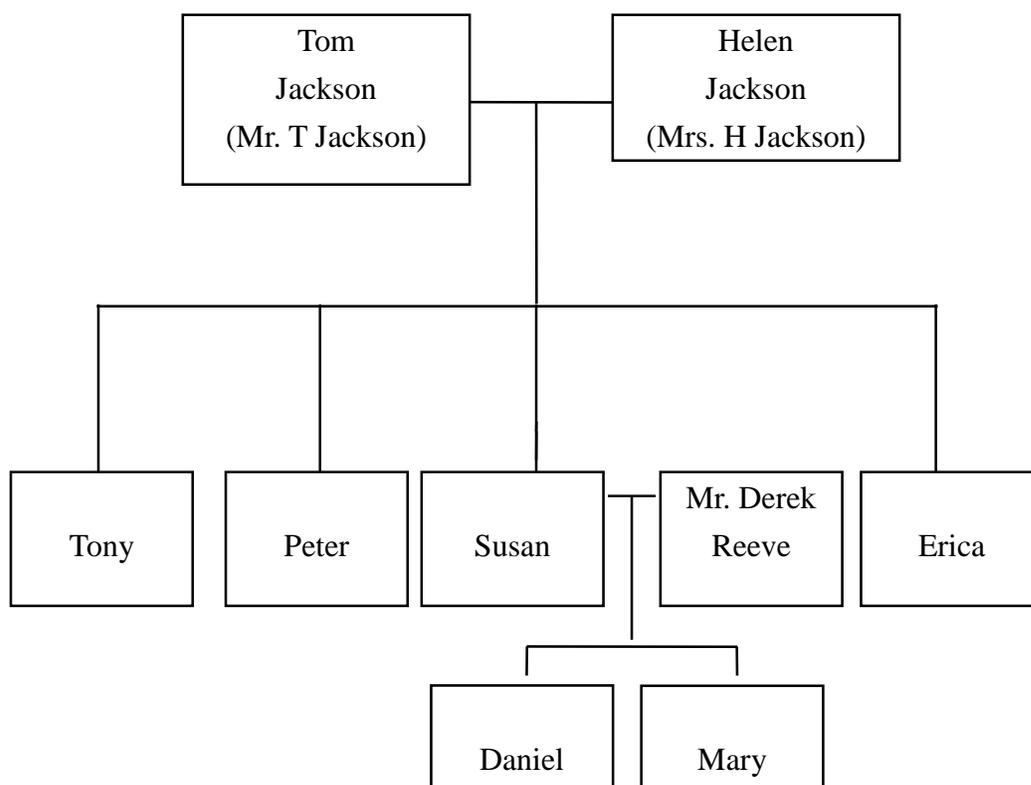
My **watch** is broken.



English Language

Here is Tong's family tree. Learn the words for family members and fill in the exercise below.

Mother	father	brother	grandson	uncle
grandfather	sister	son	niece	daughter
grandmother	aunt	nephew	granddaughter	



This is the Jackson family.

1. Tony is the _____ of Tom and Helen.
2. Peter is the _____ of Tony.
3. Erica is the _____ of Tom and Helen.
4. Daniel is the _____ of Tom.
5. Tony is the _____ of Daniel.
6. Susan is the _____ of Peter.
7. Mary is the _____ of Peter.
8. Tom is the _____ of Daniel.
9. Susan is the _____ of Daniel.
10. Erica is the _____ of Mary.

The Jackson family members have different jobs. Can you match the description to their jobs with the right pictures?

1. Tony works at a school. He teaches students every day. ()

An Engineer



2. Susan is working in an office. She has to type letters for her boss. ()

Students



3. Mary and Daniel are studying at school. ()

A Cook



4. Peter is working at a construction site. He has to instruct workers how to construct a building. ()

A Teacher



5. Derek is working at a restaurant. He has to cook for customers. ()

A Secretary



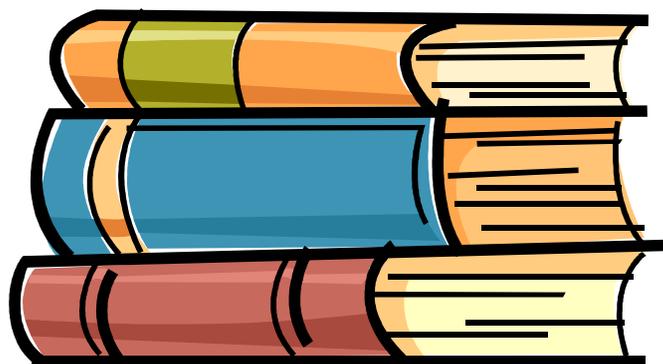
Simple Present Tense

We use simple present tense to talk about:

- I. **Habitual actions**, e.g. I **wake** up at seven every morning.
 - II. **General truth**, e.g. The earth **is** round.
 - III. **What people look like**, e.g. Susan **is** fat.
1. You have to add **s** or **es** to a verb when you use he, she, it or a name as the subject. For example, 'She **likes** ice-cream. Peter **washes** his clothes everyday.
 2. Sometimes, you have to use **is**, **am** or **are**. Use **is** with he, she, it or a name. Use **are** with we, you, they or two or more people. Use **am** with I only.
 3. When you want to express the concept of 'not' with a verb, you have to use **do not**, **does not**, **is not** or **are not**.

Below is a list what the Jackson's family do everyday, but some of the verbs are false. Can you correct them? Please put a tick (\checkmark) in the bracket if the verb is correct and put a cross (\times) in the bracket and correct the verb if it is false. The first one has been done for you as an example.

1. Mommy wash the dishes after dinner. () washes
2. Daddy usually comes home at eight. () _____
3. Daniel and Mary goes to the same school. () _____
4. Mommy is a housewife. () _____
5. Tony and Peter usually had their breakfast at nine. () _____
6. Mary doesn't like to do her homework. () _____



Adverbs of Frequency

Below are the adverbs which show how often things happen. We often use them with the simple present tense to talk about habits and routines.

Frequency	Adverb	Example
100%	always	I always brush my teeth in the morning.
75%	usually	Our English club usually meets on Thursday evenings.
65%	often	I often go swimming in the summer.
50%	sometimes	We sometimes have barbecues in the countryside.
20%	seldom	
	hardly	Jane hardly ever takes taxis.
	rarely	
0%	never	Sam is never late for dinner.

A Day in Daniel's Life

Every day Daniel **usually** gets up at 7:00a.m. He **always** eats two eggs and some ham for his breakfast. He **often** goes to school on foot but **sometimes** he takes a bus. He is **always** punctual and is **never** late for school. He **usually** has lunch at 12:00p.m. Daniel and his friends **often** eat at school and **seldom** go out for lunch. **Sometimes** he only eats an apple for lunch. **Twice a week** after school, he takes karate lessons. Yet, he **rarely** arrives at home after six o'clock because the Jackson family **always** have dinner at 6:30p.m. **Every evening**, he spends two hours on homework. After finishing his homework, he **usually** watches television for a while. He **often** goes to bed at 10:00p.m.

You can see that we use simple present tense to write about Daniel's habits and we also use a lot of adverbs of frequency to describe how often Daniel is engaged in these habitual actions. Now send an e-mail to a new friend, **Chris**, you know in this school and tell him/her your daily habits:



Phonics @ S.C.Gaw



Do you know what phonics is?

Phonics is about learning how to connect the sounds of spoken English with letters or groups of letters. There are many different ways of doing it. We are learning how to do phonics the S.C. Gaw way now.

Exercise A

Break the following words into different syllables. Ask your teacher to read aloud the words if you don't know the pronunciation of any word.

Subjects	Pronunciation in phonics
1. Chinese	e.g. <u>Ch</u> <u>inese</u>
2. English	
3. Mathematics	
4. Liberal Studies	
5. Science	

Phonics Help Mat					
 a	 b	 c	 d	 e	 f
 g	 h	 i	 j	 k	 l
 m	 n	 o	 p	 q	 r
 s	 t	 u	 v	 w	 x
 y	 z	 ch	 sh	 th	 ar

Exercise B

Continue to break the words into different syllables like before. This time, label which syllable is the stressed one as well. Ask your teacher to read aloud the words if you don't know the pronunciation of any word.

Subjects	Pronunciation in phonics
6. Biology	Bi'ology
7. Chemistry	
8. Geography	
9. History	
10. Home Economics	
11. Physics	
12. Physical Education	
13. Computer Literacy	

Compared to the pronunciation in the dictionary, breaking words into different parts may not be so accurate. But this easier method still can help us to:

1. spell the words more easily
2. read aloud the words more easily

So in your lessons of English, Science & Integrated Humanities, teachers will be breaking up words like this. You can also use this method for better learning, too!



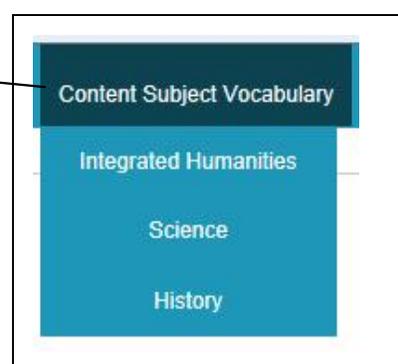
Word Challenge

Now your teacher will ask you to work in pairs. Think about three English words which are more than one syllable. Break the words into different syllables like before. Label the stress too. Your teacher will invite you to write some on the board for the other students to break up the words.

Words	Pronunciation in phonics
1. Memorial	e.g. Me'mo <u>ri</u> al <u>l</u>
2. College	' <u>col</u> lege
3.	
4.	
5.	

You may also look at our homepage's English campus for many more examples:

<http://www.twghscgms.edu.hk/subjects/english/>

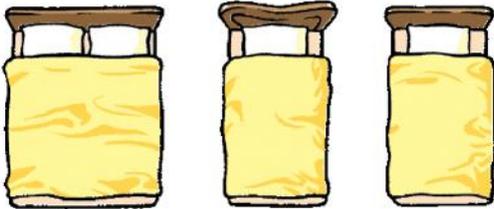


Integrated Humanities

Theme 1: Maps and Conventional Signs

A. A bird's-eye-view (鳥瞰圖) and aerial photos (航空照片)

Match each object in the left column with the corresponding bird's-eye-view drawing in the right column. Write your answers in the brackets.

<p>1.</p> 	 <p>A B C</p> <p>()</p>
<p>2.</p> 	 <p>A B C</p> <p>()</p>
<p>3.</p> 	 <p>A B C</p> <p>()</p>



An aerial photo of Tsing Yi

1. Can you identify TWGHs. S.C.Gaw Memorial College in the aerial photo? _____
2. Can an aerial photo help you find out the location of a building? _____

B. Maps

A map is a geographical diagram of an area as seen from a bird's-eye-view.



A map of Tsing Yi

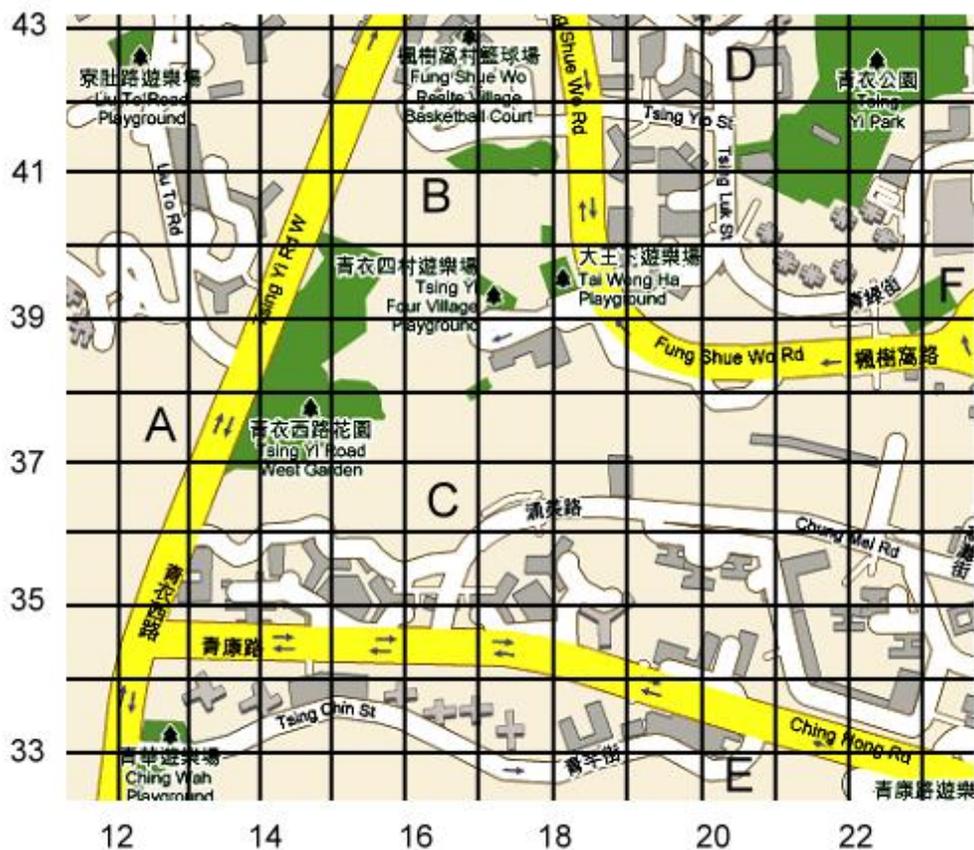
1. Identify your school on the map by labeling it 'S.C.Gaw'.
2. There are symbols of trees on the map. What do they stand for? _____
3. An overseas traveler to Hong Kong wants to know the location of the Tsing Yi Park. Would you give him an aerial photo of Tsing Yi or a map of Tsing Yi? Give one reason to support your answer. _____

C. Conventional Signs (慣用符號)

Conventional signs are symbols (符號) used to represent different features (特徵) on a map. Guess the meanings of the following conventional signs and write the answers in the boxes.

Conventional Sign	Meaning	Conventional Sign	Meaning

D. Grid Squares to show locations



Map I

i. Locate the grid squares from A to F.

Point	Grid Square	Point	Grid Square
A	1237	D	
B		E	
C		F	

ii. Write down all the grid squares covered by our school. _____ and _____

iii. Write down all the grid squares covered by Ching Hong Road on the map. Start from 1234 and end in 2332.

1234, _____

 _____ 2332

Glossary

1. A bird's-eye-view (noun phrase) – a view seen from high above.
Example: I looked down at the Avenue of Stars from a restaurant up high and I got **a bird's-eye-view** of the place. It was fascinating!
2. Aerial (adjective) --- from a plane (used before a noun).
Example: You study an **aerial** photograph of Tsim Sha Tsui and you can see the tall buildings in the district.
3. Feature (noun) –a part of the land, especially a part that you can see.
Example: The Great Barrier Reef is one of the best-known natural **features** in Australia.
4. Location (noun) – a place or position.
Example: Tsim Sha Tsui *is a popular* **location** *for hotels and restaurants in Hong Kong.*
5. Symbol (noun) – a sign which is used to represent something.
Example: *Do you know the* **symbol** *for a school on a map?*
6. A grid square (noun) - A square formed by two vertical lines and two horizontal lines on a map.
Example: Tell me the grid square of your home on the map so that I can know where you live.

Exercise 1

1. Complete the passage with the words given in the box.

features	map	locations
symbols	bird's-eye	grid square

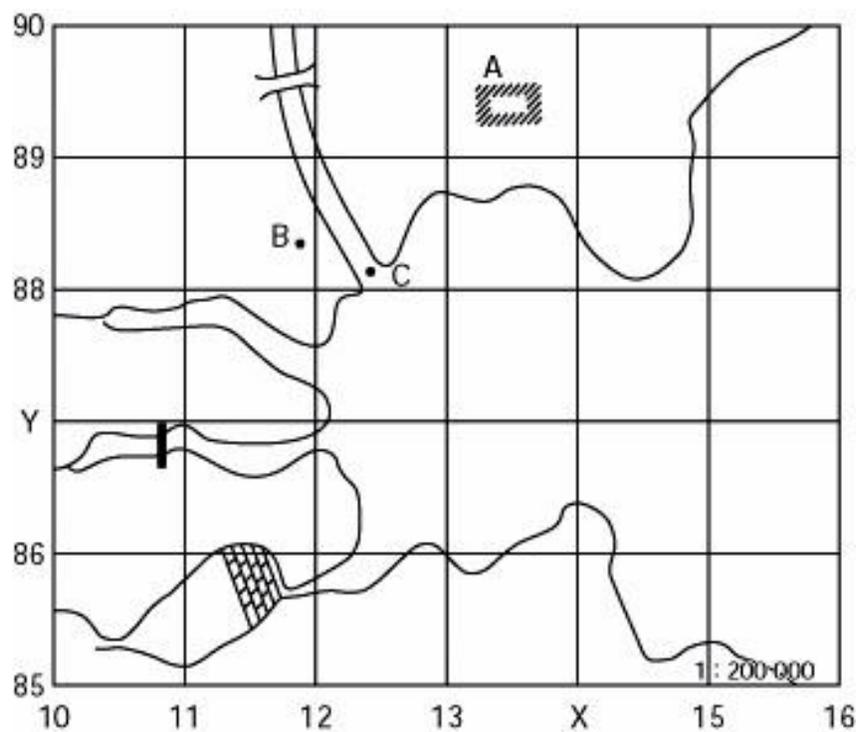
When you go to a city for the first time, it is a good idea to buy a _____.

It shows you the _____ view of the city and the _____ of all important _____ in the city. If you are going to spend a lot of time walking around the city, it is useful to have a detailed map. Different _____ are used to identify different places , and there is a key (圖例) to explain what they mean. If you want to tell other people your exact location, you need to tell people the _____ of your position.

2. Rewrite each word by putting the letters in a correct order:

- | | |
|------------------------|--------------------|
| i. pma _____ | ii. blsmyso _____ |
| iii. qaersus _____ | iv. catooinl _____ |
| iv. vtonlaeninoc _____ | |

3. With reference to the map below, answer the questions (a) –(c).



a. What is X?

b. What is Y?

c. Find the grid squares of points A, B and C.

Grid square of A is _____.

Grid square of B is _____.

Grid square of C is _____.

4. Write down all the grid squares covered by Tsing Yi Road West (青衣西路) shown on Map I on p.3. Start from the grid square 1235.

1235, _____

Theme 2: Telling Directions and Counting Years

A. Telling Directions (方向) – Compass points (羅盤/指南針方位)

Put the following directions and abbreviations (縮寫) on the direction figure (圖形) :

N: North North East: _____ NNE: _____

E: East ENE: _____

S: South North West: _____ NNW: _____

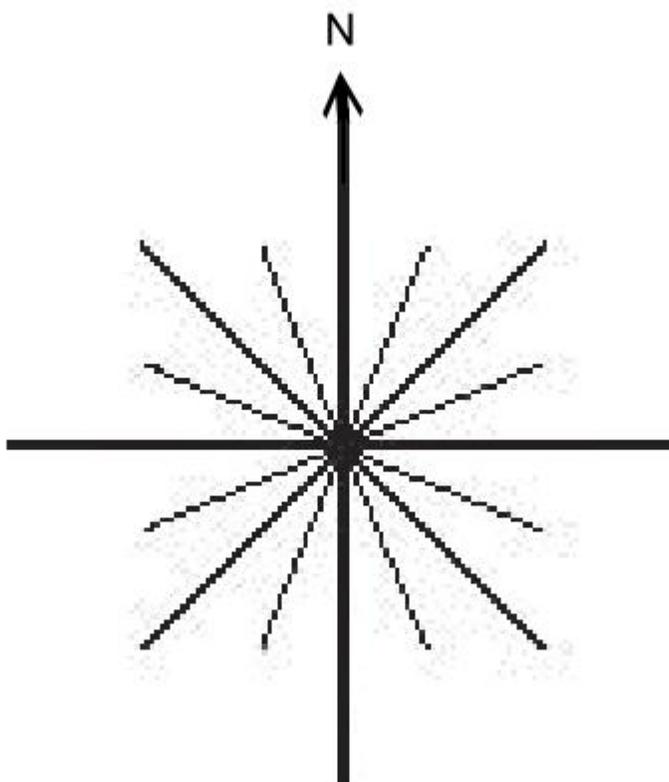
W: West WNW: _____

South East: _____ ESE: _____

SSE: _____

South West: _____ SSW: _____

WSW: _____



How to tell locations by using compass points?

Suppose you are at point A,

- i. B is at the _____ of A.
- ii. C is at the _____ of A.
- iii. D is at the _____ of A.
- iv. E is at the _____ of A.

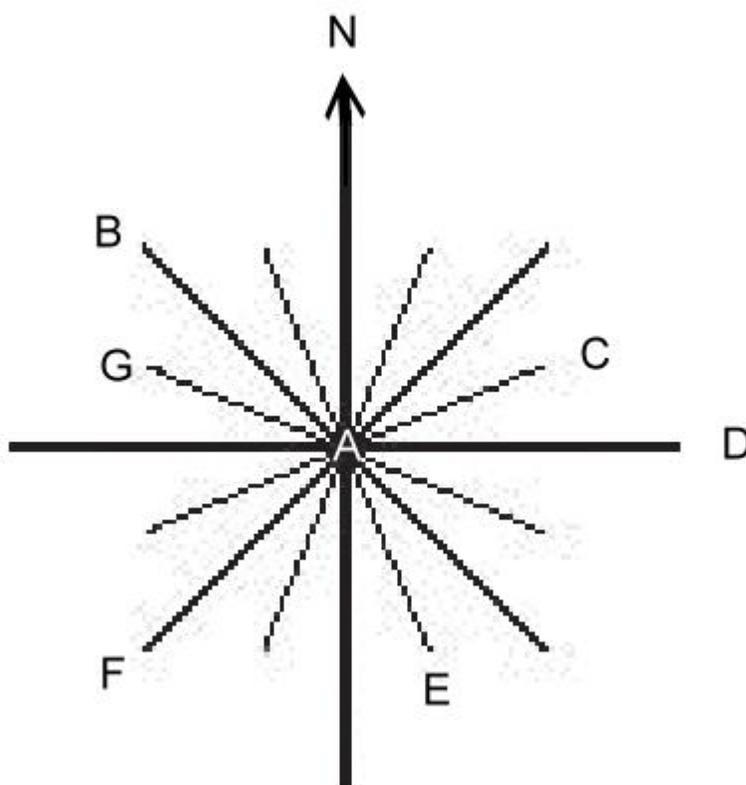
Suppose you are at F, where is A?

A is at the _____ of F.

Suppose you are at G, where is A?

If H is at the East of A, where is H? Mark the location of H on the direction figure.

If A is at the North West of M, where is M? Mark the location of M on the direction figure.



B. The use of the word “from”

Study the figure below and answer the following questions.

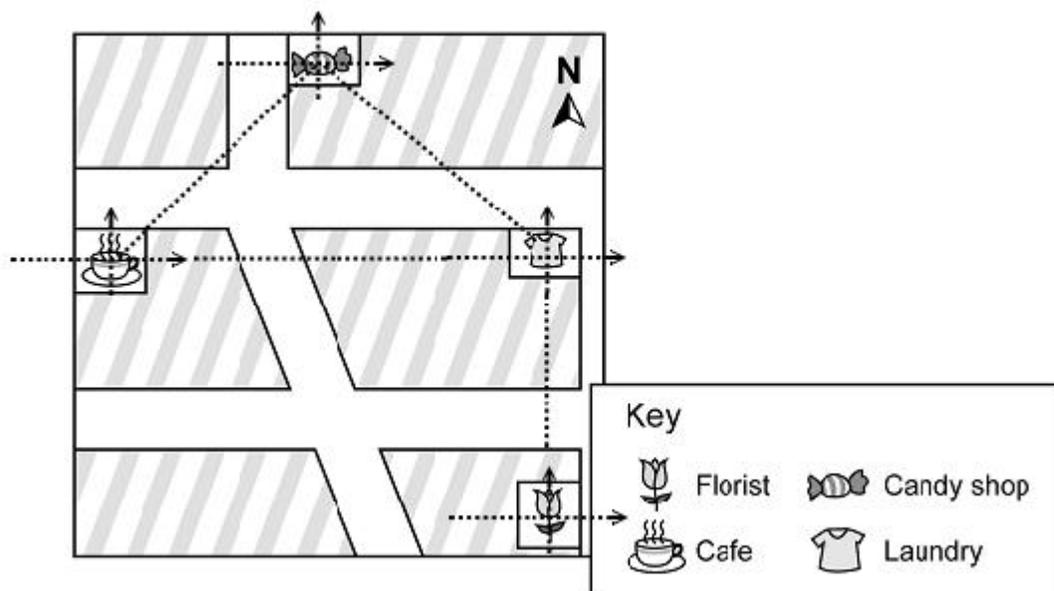


Figure I

Florist: 花店

Candy shop: 糖果店

Café: 咖啡館

Laundry: 洗衣店

i. What is the direction of the Café from the Candy shop?

The Café is at the _____ of the Candy shop.

ii. What is the direction of the Laundry from the Café?

_____ of the café.

iii. What is the direction of the Florist from the Laundry?

C. Counting Years

BC: Before Christ (before the birth of Jesus Christ)

AD: Anno Domini (after the birth of Jesus Christ)

AD1 is the year in which Jesus Christ was born.

Complete the time line by filling in the years in the boxes.

6BC		4BC			1BC	AD1		AD3						AD9
-----	--	-----	--	--	-----	-----	--	-----	--	--	--	--	--	-----

i. Count the number of years from AD3 to AD1. There are _____ years.

ii. Count the number of years from AD1 to AD9. There are _____ years.

iii. Count the number of years from 1BC to 4BC. There are _____ years.

iv. Count the number of years from 6BC to 4BC. There are _____ years.

v. Count the number of years from AD3 to 1BC. There are _____ years.

vi. Count the number of years from AD9 to 6BC. There are _____ years.

Points to note:

If both years are AD or BC, we use the larger number to minus the smaller number.

For example, from AD5 to AD2, there are $5-2=3$ years. From 2BC to 6BC, there are $6-2=4$ years.

If one year is BC and the other is AD, we add the two numbers and minus 1.

Example: From AD5 to 3BC, there are $5+3-1=7$ years.

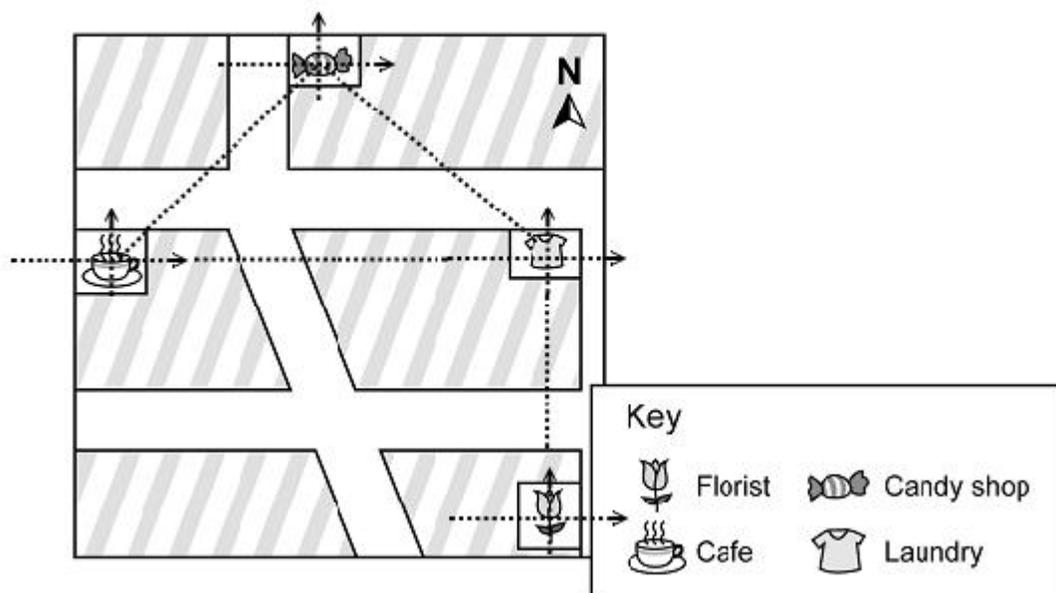
- i. How many years are there from 11BC to AD99? _____ years.
- ii. How many years are there from 200BC to today? _____ years.

Glossary

1. A compass (noun) – an instrument used to measure direction
Example: When you go hiking, you should have **a compass** so that you will not get lost.
2. A direction (noun) – the way something or someone moves
Example: Which **direction** are you going in?
3. North, East, South, West (nouns) – directions in a compass
Example: If you walk from **the East** to **the West**, you are walking along a straight line.
4. Before Christ (BC) (noun phrase) – the years before the birth of Jesus Christ
Example: The old temple was built **Before Christ**. It has a long history.
5. Anno Domini (AD) (noun phrase) – the years after the birth of Jesus Christ
Example: This year is 2016 **Anno Domini**.

Exercise 2

1. Refer to (根據) Figure I, answer the questions (i)-(iii).



i. What is the direction of the Candy shop from the Cafe?

ii. What is the direction of the Cafe from the Laundry?

iii. What is the direction of the Laundry from the Florist?

2. Matching

Column I	
i.	Compass
ii.	Directions
iii.	BC
iv.	AD
v.	abbreviation

Column II	
A.	Years before the birth of Jesus Christ.
B.	A short form of a word or a phrase.
C.	North, South, East, West
D.	Years after the birth of Jesus Christ.
E.	A tool to show directions.

i. _____ ii. _____ iii. _____ iv. _____ v. _____

3. Calculate the number of years between the following time periods.

i. From AD 1011 to AD 2011. _____.

ii. From 209 BC to 2 BC. _____.

iii. From 45 BC to 1973 AD. _____.

Science

Learning Science in School – S.C. Gaw Memorial College

Key words

	Word	Read aloud		Word	Read aloud
1.	experiment (<i>n</i>) (實驗)	ex / <u>per</u> / i / ment	2.	laboratory (<i>n</i>) (實驗室)	la / <u>bo</u> / ra / to / ry
3.	equipment (<i>n</i>) (設備)	e / <u>quip</u> / ment	4.	apparatus (<i>n</i>) (儀器)	ap / pa / <u>rat</u> / us
5.	chemical (<i>n</i>) (化學品)	<u>chem</u> / i / cal	6.	electric socket (<i>n</i>) (電插座)	e / <u>lec</u> / tric <u>sock</u> / et
7.	fire extinguisher (<i>n</i>) (滅火器)	fire ex / <u>tin</u> / guish / er	8.	fire blanket (<i>n</i>) (滅火毯)	fire <u>blan</u> / ket
9.	fume cupboard (<i>n</i>) (通風櫥/煙櫥)	fume <u>cup</u> / board	10.	test tube (<i>n</i>) (試管)	test tube
11.	beaker (<i>n</i>) (燒杯)	<u>beak</u> / er	12.	Bunsen burner (<i>n</i>) (本生燈)	<u>Bun</u> / sen <u>burn</u> / er
13.	measuring cylinder (<i>n</i>) (量筒)	<u>meas</u> / ur / ing <u>cyl</u> / in / der	14.	dropper (<i>n</i>) (滴管)	<u>drop</u> / per
15.	spatula (<i>n</i>) (刮勺)	<u>spat</u> / u / la			

(*n*–noun, *adj*– adjective, *v*– verb)

Free Online dictionary: <http://dictionary.reference.com/>



experiment

Use **Experiment** in a sentence



Listen !!!

ex-per-i-ment [n. ik-**sper**-uh-muh nt; v. ek-**sper**-uh-ment]

Show IPA

noun

1. a test, trial, or tentative procedure; an act or operation for the purpose of discovering something unknown or of testing a principle, supposition, etc.: *a chemical experiment; a teaching experiment; an experiment in living.*
2. the conducting of such operations; experimentation: *a product that is the result of long experiment.*
3. *Obsolete*, experience.

verb (used without object)

4. to try or test, especially in order to discover or prove something: *to experiment with a new procedure.*

Grammar !!!

meaning !

Pre-lesson works

1. Can you tell the names of these places?



This is the



This is the



This is the



This is the

Hong Kong Space Museum (香港太空館)

Hong Kong Science Museum (香港科學館)

Ocean Park Hong Kong (香港海洋公園)

Hong Kong Wetland Park (香港濕地公園)

1. Words to learn

	1	2	中文
experiment			
laboratory			
apparatus			
equipment			
extinguisher			
chemical			
Bunsen burner			
beaker			
measuring cylinder			

2. Think about this:

(a) What apparatus you should use to boil some water in the laboratory? Circle them.

A	B	C
		

(b) Can you name the above apparatus?

A: _____ B: _____ C: _____

Learning Science in school

A. Place in school that you learn Science!- S. C. Gaw Memorial College



Activity 1: Exploring (探究) the *Science laboratory*

Key words – How to read these words?

	Word	Read aloud		Word	Read aloud
1.	Science (科學)	<u>sci</u> / ence	2.	laboratory (實驗室)	la / <u>bo</u> / ra / to / ry
3.	experiment (實驗)	ex / <u>per</u> / i / ment	4.	equipment (設備)	e / <u>quip</u> / ment
5.	apparatus (儀器)	ap / pa / <u>rat</u> / us	6.	chemical (化學品)	<u>chem</u> / i / cal

☺ <http://dictionary.reference.com/>

Look at the picture above, you are going to have the science lesson in this place. During the lessons, you usually do some *experiments* with different *equipment*, *apparatus* and *chemicals*.

1. What is this place? It is the _____
2. Translate (翻譯) the following words into Chinese.

(a) experiment	(b) equipment	(c) apparatus	(d) chemical

3. Can you say the above words?

B. Knowing the equipment in the school laboratory

Activity 2: Look around the school laboratory and find the equipment shown in the photos below. Try to name them using the words given below.

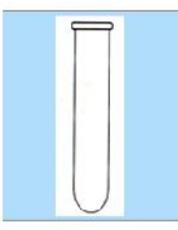
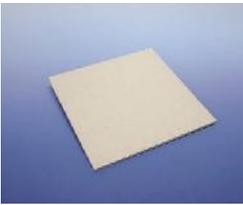
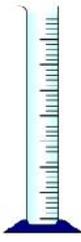
electric socket (電插座)	eye wash bottle (洗眼瓶)	fire extinguisher (滅火器)
fire blanket (滅火毯)	first aid box (急救箱)	fume cupboard (通風櫥)
gas tap (煤氣掣)	sand bucket (沙桶)	

<p>water tap and sink</p> 	<p>(1) _____</p> 	<p>(2) _____</p> 
<p>(3) _____</p> 	<p>(4) _____</p> 	<p>(5) _____</p> 

<p>(6) _____</p> 	<p>(7) _____</p> 	<p>(8) _____</p> 
--	--	--

C. Knowing the name and use of apparatus in the school laboratory

(i) Name of apparatus:

		
beaker (燒杯)	tripod (三腳架)	test tube (試管)
		
insulating mat (隔熱墊)	dropper (滴管)	measuring cylinder (量筒)
		
Bunsen burner (本生燈)	test tube brush (試管刷)	wire gauze (鐵絲網)
		
reagent bottle (試劑瓶)	test tube holder (試管夾)	spatula (刮勺)
	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> <p>You will have a quiz on this part at the end of the 2nd test.</p> </div>	
test tube rack (試管架)		



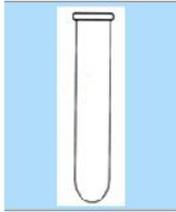
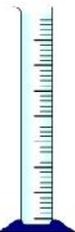
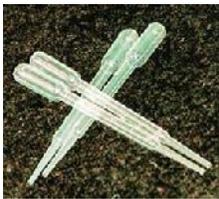
Quizlet

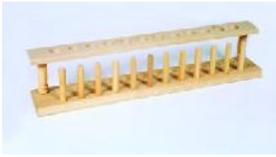
Activity 3: Matching game

You are given a tray full of different kinds of apparatus, try your best to find out the following apparatus and put them on the bench.

beaker	spatula	test tube rack
measuring cylinder	test tube	dropper
wire gauze	insulating mat	reagent bottle

(ii) Use of apparatus:

(a) To protect (保護) the bench (實驗檯) from overheating (過熱). – i _____ m _____	
(b) To support (支撐) apparatus for heating. – w _____ g _____	
(c) To hold (盛載) small amount of liquids (液體) or solids (固體). – t _____	
(d) To measure (量度) the volumes (體積) of liquids. – m _____ c _____	
(e) To transfer (移送) small amounts of solids (固體). – s _____	
(f) To transfer (移送) a few drops (數滴) of liquids. – d _____	
(g) To hold liquids (液體) or solids (固體). – b _____	

<p>(h) To hold test tubes. – t_____</p> <p>r_____</p>	
<p>(i) To heat substances. – B_____</p>	
<p>(j) To support (支撐) the wire gauze.</p> <p>– t_____</p>	
<p>(k) To hold a test tube for heating.</p> <p>– t_____ h_____</p>	
<p>(l) To clean test tubes.</p> <p>– t_____ b_____</p>	 <p>P</p>

**You will have a test on this part
at the end of the second lesson!**

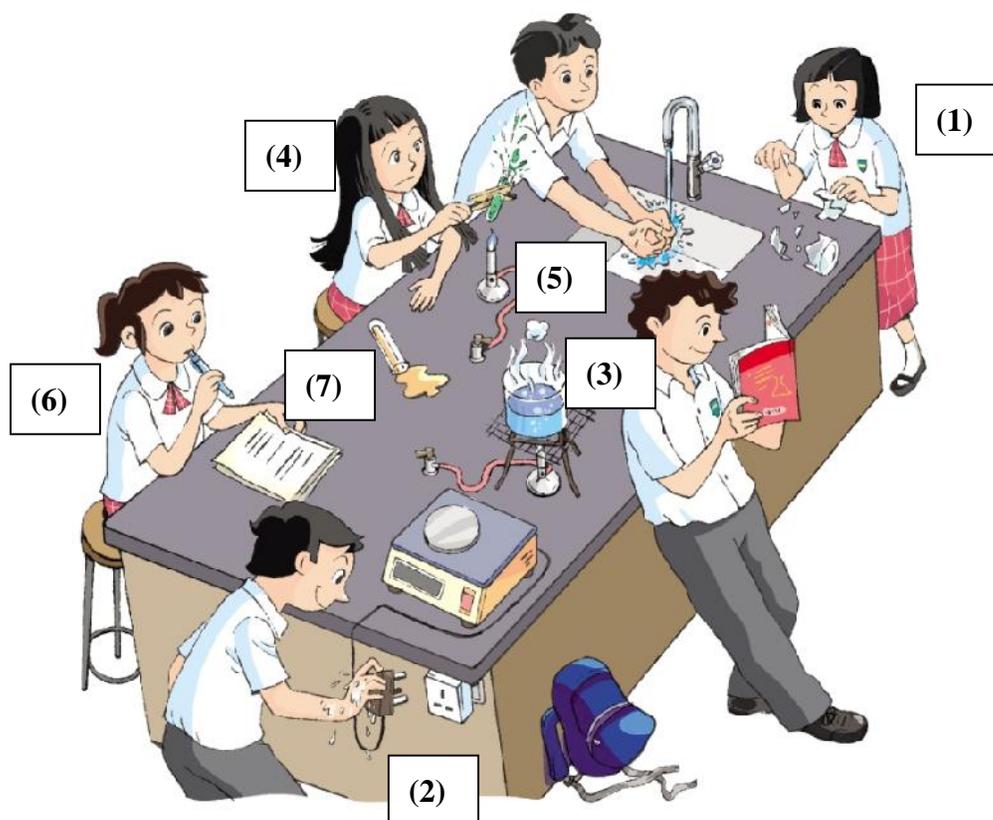
D. Working safely (安全地) in the laboratory

(i) Follow the laboratory rules (實驗室規則)

There are many apparatus and chemicals in the laboratory. Some apparatus can be broken easily and some chemicals are dangerous (危險). Accidents (意外事件) may occur if we do not handle them properly (不適當地處理). Try to identify (識別) some potential dangers (潛在的危險) in the laboratory as shown in the diagram below.

Activity 4: Study the picture below, match the potential dangers with the numbers (1, 2, 3 and so on).

(a) The student may get an <u>electric shock</u> (觸電) because his hand is wet (濕).	
(b) The student may get some chemicals (化學品) into the mouth.	
(c) The test tube may roll (滾動) and <u>fall off</u> (跌落).	
(d) The long hair may <u>catch fire</u> (著火).	
(e) The hot liquid may <u>shoot out</u> (射出) from the test tube and hurt (傷害) the student.	
(f) The student may be hurt by the broken glass.	
(g) The set-up is left unattended (沒人照顧). Hot liquid may <u>spill out</u> (濺出) and hurt the students.	



Activity 5 : Below are some laboratory rules (實驗室規則). Put a '✓' in appropriate boxes.

	Do/Don't (ð/ĭ)	
(a)	<input type="checkbox"/>	report (報告) all accidents to the teacher <u>at once</u> (立刻).
(b)	<input type="checkbox"/>	do experiments without (沒有) teacher's permission (允許).
(c)	<input type="checkbox"/>	point (指向) the mouth of a test tube towards anyone when heating.
(d)	<input type="checkbox"/>	tie (扎) back long hair and fasten (扣住) school ties when doing experiments.
(e)	<input type="checkbox"/>	leave a lighted Bunsen burner unattended (沒人照顧的).
(f)	<input type="checkbox"/>	keep all exits (出口) and passages (通道) clear (暢通).
(g)	<input type="checkbox"/>	wear <u>safety goggles</u> (護目鏡) when heating or mixing substances.
(h)	<input type="checkbox"/>	keep the laboratory clean and tidy (整齊).
(i)	<input type="checkbox"/>	eat, drink, play or run about in the laboratory.
(j)	<input type="checkbox"/>	smell or taste any chemicals unless the teacher allows us to do so.
(k)	<input type="checkbox"/>	wash your hands after doing experiments and before leaving the laboratory.

(ii) Pay attention to hazard warning labels (危險警告標籤)

Some chemicals are dangerous. They may have different kinds of dangers. We should handle them with care. We should pay attention to the **hazard warning labels** on the containers (容器) of these chemicals.

Hazard warning labels on daily products

 <p>Hairspray (頭髮定型劑) is flammable (易燃) because it has alcohol (酒精).</p>	 <p>Drain cleanser – 'toilet duck (潔廁得)' is corrosive (腐蝕性) because it has strong acid (強酸).</p>
---	--

Common hazard warning labels:



explosive
(爆炸性)



harmful
(有害)



corrosive
(腐蝕性)



toxic
(有毒)



flammable
(易燃)

(iii) Wear safety spectacles (Safety goggles) (護目鏡 / 安全眼鏡)

Eye protection is the most important safety precaution when you are doing science experiments. You should wear (戴著) the safety spectacles when you are doing the experiments.

We have to wear _____.

Do you want to have a try?



Activity 6:

1. Matching



explosive
(爆炸性)



harmful
(有害)



corrosive
(腐蝕性)



toxic
(有毒)



flammable
(易燃)

2. Can you name the hazard of the following chemicals? Can you draw/stick the labels by yourself?

<u>chemicals</u>	alcohol (酒精)	mercury (水銀/汞)	ammonium nitrate (硝酸銨) (a common fertilizer (肥料))	strong acids (強酸)
<u>hazard</u>				
<u>hazard</u> <u>warning</u> <u>label</u>				

(iv) What to do in case of accidents or fire?

Accidents are less likely to occur if we follow the laboratory rules and handle dangerous chemicals carefully.

Activity 7:

1. Study the following cases, match the 'accident' with 'what we should do' by drawing lines.

Accident

(a) Heat burns or scalds (燙



傷).

(b) Chemicals enter the



eye.

(c) Chemicals spill on the



skin.

(d) Cuts and bleeding (流

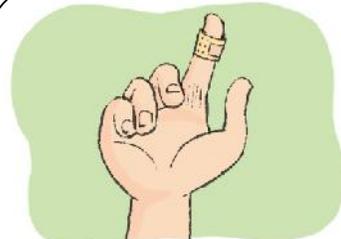


血).

What we should do



(x) Wash the eye with distilled water (蒸餾水) from an eye wash bottle

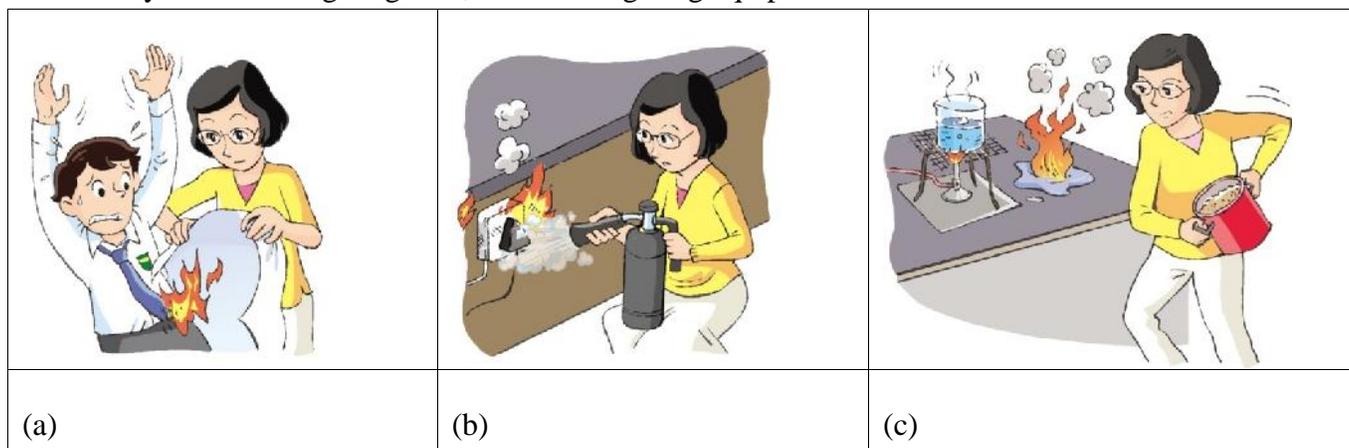


(y) Clean and dress (包扎) the cut



(z) Wash the affected (受到影響的) area with running water

2. Study the following diagrams, what fire-fighting equipment the teacher used in case of fires.



fire extinguisher

sand bucket

fire blanket

Remember! Whenever there is an accident in the laboratory, we must keep _____ and _____ it to the teacher at once.

-- END --

Science Homework 1

Name: _____ **() Class:** _____ **Grade:** _____

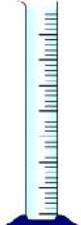
Copy the following words and read them out loudly in the class.

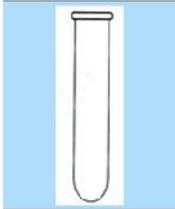
(a)	beaker			
(b)	test tube			
(c)	dropper			
(d)	test tube rack			
(e)	spatula			
(f)	measuring cylinder			
(g)	reagent bottle			
(h)	wire gauze			
(i)	insulating mat			
(j)	test tube brush			
(k)	Bunsen burner			
(l)	tripod			
(m)	test tube holder			
(n)	fume cupboard			
(o)	fire blanket			
(p)	fire extinguisher			
(q)	eye wash bottle			

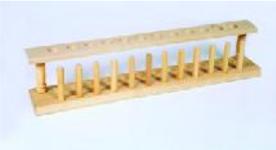
Science Homework 2

Name: _____ **() Class:** _____ **Grade:** _____

Name the following apparatus

			
(i)	(ii)	(iii)	(iv)

			
(v)	(vi)	(vii)	(viii)

		
(ix)	(x)	(xi)

**You will have a quiz on this part
at the end of the second lesson!**

-- END --

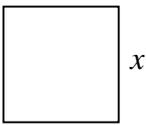
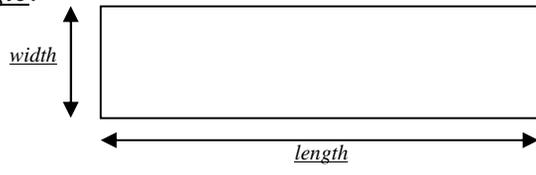
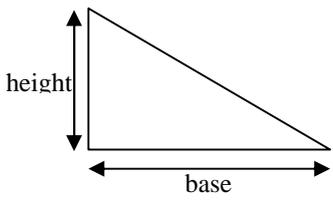
Mathematics

Student Name: _____

Date: _____

Activity 1: Write the Chinese meanings of the words in italics.

		Word	Meaning
1.	<u>Add</u> 5 to 7. $(5 + 7)$	Add	
2.	The <u>sum</u> of 5 and 7 is 12. $(5 + 7 = 12)$	Sum	
3.	5 <u>plus</u> 6 is equal to 11. $(5 + 6 = 11)$	Plus	
4.	<u>Subtract</u> 3 from 9. $(9 - 3)$	Subtract	
5.	The <u>difference</u> between 9 and 3 is 6. $(9 - 3 = 6)$	Difference	
6.	15 <u>minus</u> 5 is equal to 10. $(15 - 5 = 10)$	Minus	
7.	<u>Multiply</u> 5 by 6. (5×6)	Multiply	
8.	The <u>product</u> of 3 and 4 is 12. $(3 \times 4 = 12)$	Product	
9.	6 <u>times</u> 7 is equal to 42. $(6 \times 7 = 42)$	Times	
10.	When 23 is <u>divided</u> by 4, the <u>quotient</u> is 5 and the <u>remainder</u> is 3. 23 is the <u>dividend</u> and 4 is the <u>divisor</u> . $(23 \div 4 = 5 \cdots 3)$	Divide	
		Quotient	
		Remainder	
		Dividend	
		Divisor	
11.	1,2,3,4,5,6,7,8,9,10,..... are <u>integers</u> .	Integer	
12.	1,3,5,7,9,11,13,..... are <u>odd</u> numbers.	Odd	
13.	2,4,6,8,10,12,14,..... are <u>even</u> numbers.	Even	
14.	2,3,5,7,11,13,17,19,23,..... are <u>prime</u> numbers.	Prime	
15.	$\frac{1}{2}, \frac{3}{7}, \frac{4}{3}, \frac{5}{2}$ are <u>fractions</u> . $\frac{1}{2}, \frac{3}{7}$ are <u>proper fractions</u> and $\frac{4}{3}, \frac{5}{2}$ are <u>improper fractions</u> .	Fraction	
		Proper fraction	
		Improper fraction	
16.	In the fraction $\frac{a}{b}$, a is the <u>numerator</u> and b is the <u>denominator</u> .	Numerator	
		Denominator	
17.	2.1, 3.14 and 4.3 are <u>decimal numbers</u> .	Decimal number	

18.	1,2,3,4 and 6 are the <u>factors</u> of 12.	Factor	
19.	2,3,5 are the <u>prime factors</u> of 30.	Prime Factor	
20.	2,3,6 are the <u>common factors</u> of 18 and 24.	Common factor	
21.	16,24,32,40,48,56 are the <u>multiples</u> of 8.	Multiple	
22.	4 is the <u>highest common factor</u> (H.C.F.) of 8 and 12	Highest Common Factor	
23.	18 is the <u>least common multiple</u> (L.C.M.) of 6 and 9.	Least Common Multiple	
24.	When 7×7 is written in the form of 7^2 , we call it the <u>square</u> of 7.	Square	
25.	When $7 \times 7 \times 7$ is written in the form of 7^3 , we call it the <u>cube</u> of 7.	Cube	
26.	In $5 \times (4 - 2) = 10$, the () are called <u>brackets</u> .	Brackets	
27.	$5x + 1 = 11$ is an <u>equation</u> . The <u>unknown</u> is x .	Equation	
		Unknown	
28.	There are five <u>digits</u> in the number 76231.	Digit	
29.	This figure (圖形) is a <u>square</u> . Its <u>perimeter</u> is equal to $4x$.	Square	
		Perimeter	
30.	This figure is a <u>rectangle</u> .	Rectangle	
		Length	
		Width	
31.	This figure is a <u>triangle</u> . Its <u>area</u> is equal to $\frac{\text{base} \times \text{height}}{2}$.	Triangle	
		Area	
		Base	
		Height	
32.	This figure is a <u>parallelogram</u> .	Parallelogram	
			
33.	$+, -, \times, \div, =, ()$ are some mathematical <u>symbols</u> .	Symbol	
34.	<u>One quarter</u> of 8 is equal to 2.	One quarter	
35.	The <u>double</u> of 5 is 10.	Double	
36.	Add 5 <u>twice</u> to 9. ($9 + 5 + 5$)	Twice	

Activity 2: Answer the following questions.

1. Write down (寫下)	6. Using the result of (利用... 的結果)
2. Calculate (計算)	7. Writeas.... (把 寫成)
3. Evaluate (計算)	8. Simplify (化簡)
4. Convert (轉換)	9. Determine (判斷)
5. Express in the form of..... (以... 形式表示.....)	10. Arrange (排)

1. Write down the prime factors of 42.

2. Calculate the sum of the first three odd numbers.

3. Evaluate the sum of the factors of 12.

4. Convert $\frac{1}{8}$ into a decimal number.

5. Simplify the expression (算式) $2 + a + a + a + a + 3$.

6. Express 36 in the form of a product of its prime factors.

7. Write 12 as the sum of two prime numbers.

8. Arrange 0.2, 30% and $\frac{1}{4}$ in ascending order (遞升序).

9. Determine whether 91 is a prime number.

10. (a) Calculate $\frac{1}{2} + \frac{2}{3} - \frac{3}{8}$.

- (b) Using the result of part (a), calculate $24 \times \left(\frac{1}{2} + \frac{2}{3} - \frac{3}{8} \right)$.

Activity 3: Express the following sentences in mathematical symbols

1. Add x to 10.

2. Subtract 4 from 12.

3. Subtract b from a .

4. 14 plus 3 is equal to 22 minus 5.

5. When 34 is divided by 5, the quotient is 6 and the remainder is 4.

6. Subtract k from the product of 6 and 2.

7. 18 minus a , and then multiply the difference by 5.

8. 7 times the sum of 4 and d .

9. Add 8 to the square of a .

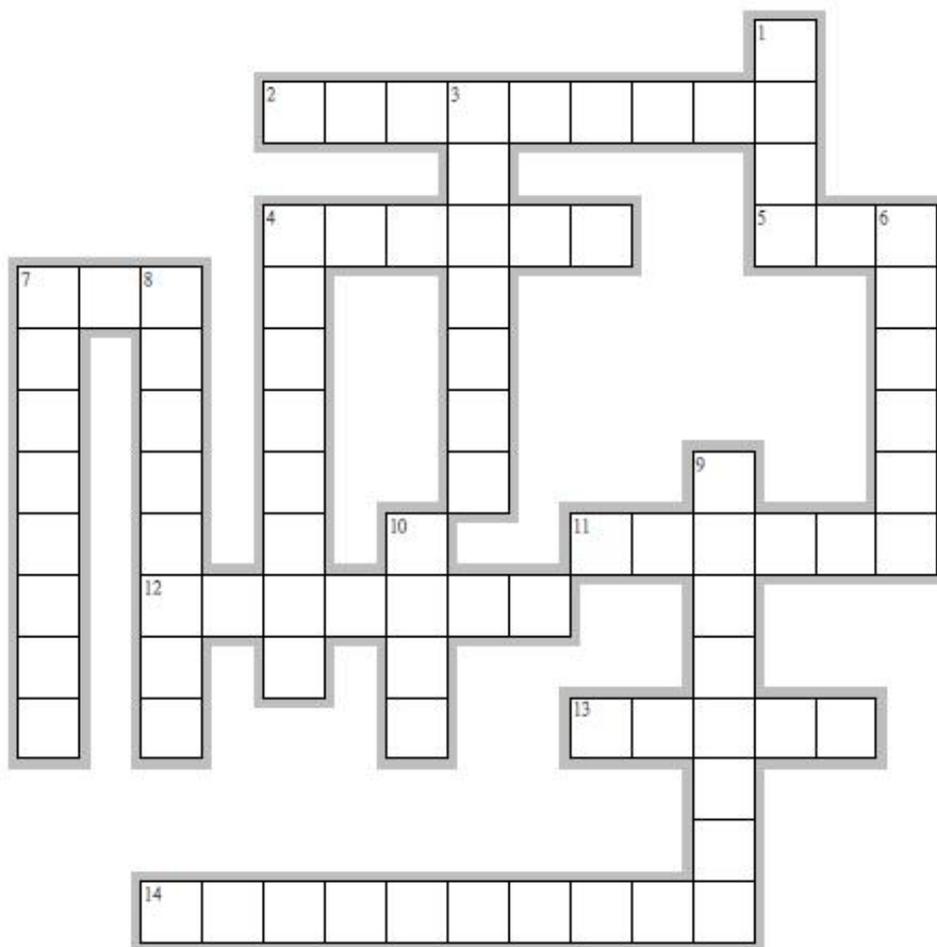
10. The cube of b minus 2.

11. The sum of the squares of a and b

12. The square of the sum of a and b

Activity 4: Complete the puzzle using the words you learned in Activity 1.

S1 Mathematics



Across

- 2. 周界
- 4. 因子/因數
- 5. 加
- 7. 和
- 11. 平方
- 12. 積
- 13. 質數
- 14. 差

Down

- 1. 面積
- 3. 整數
- 4. 分數
- 6. 除
- 7. 減
- 8. 乘
- 9. 倍數
- 10. 立方

Computer Literacy

Objectives:

At the end of the lesson, students should be able to list at least 10 computer subject based English vocabularies.

Task 1: Classroom Language

Try to show the action you will perform with the following instructions given from your teacher during the lesson.

- Line up in the corridor properly.
- Turn on the computer.
- Press the keys CTRL+ALT+DEL to log on the computer.
- Type in the User Name.
- Type in the Password.
- Shut down the computer properly using the normal procedures.
- Clean up your seat and place the keyboard, mouse and chair properly.
- Remember to get back your CD disc and USB flash drive before leaving.

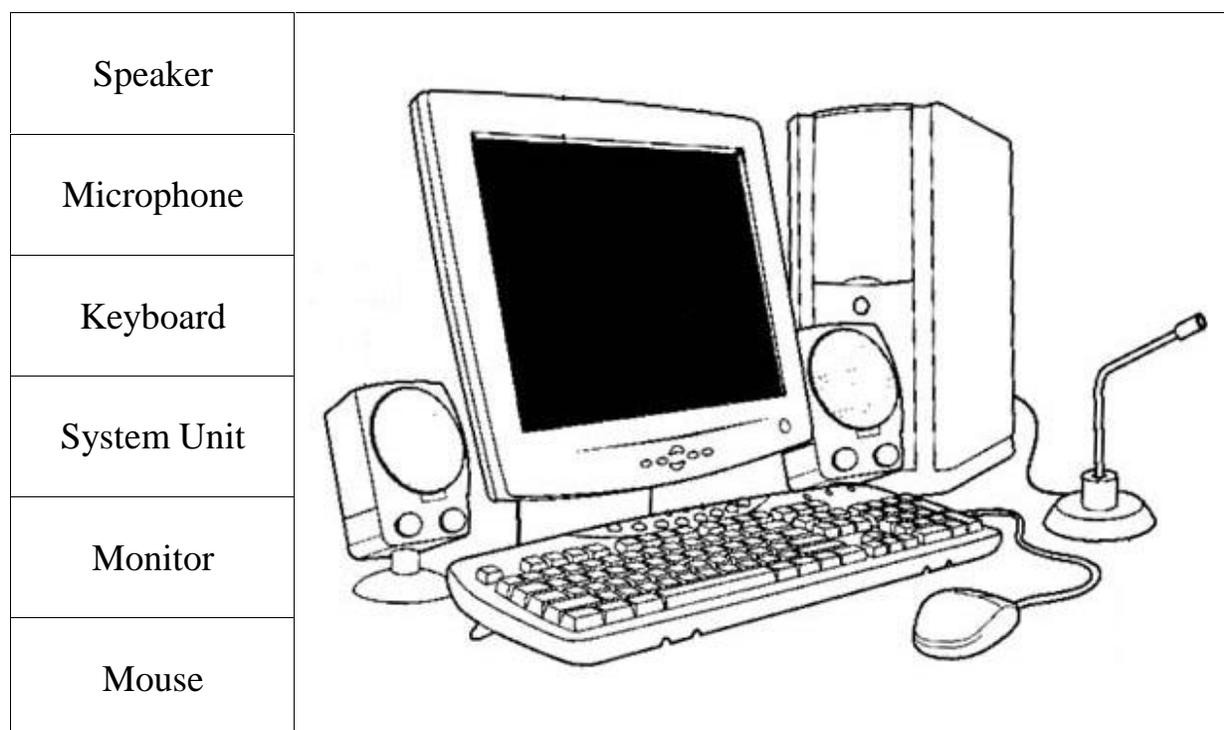
Task 2: The following Chinese terms will be used in the Windows environment. Match them in the following table.

Vocabulary		Chinese Terms	
Desktop	<input type="radio"/>	<input type="radio"/>	圖示
File	<input type="radio"/>	<input type="radio"/>	開始按鈕
Folder	<input type="radio"/>	<input type="radio"/>	資料夾
Icon	<input type="radio"/>	<input type="radio"/>	開始功能表
Start Button	<input type="radio"/>	<input type="radio"/>	檔案
Start Menu	<input type="radio"/>	<input type="radio"/>	桌面

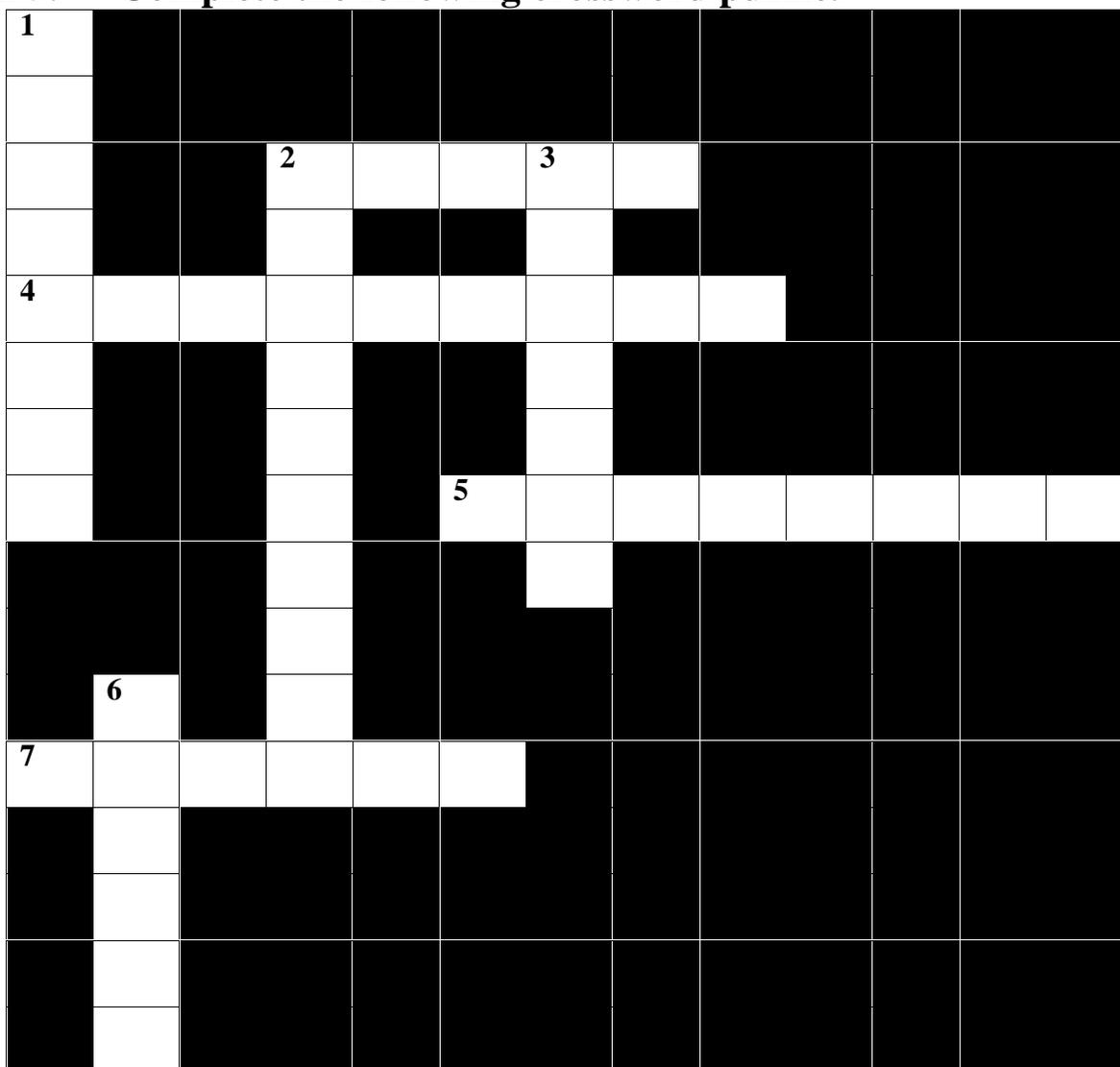
Task 3: Label the following diagram with the vocabularies in Task 2.



Task 4: Label the following diagram with the given words.



Task 5: Complete the following crossword puzzle.



Across	
2.	A common hand-held device which controls the movement of the cursor.
4.	An alternative to a mouse. You roll a ball to control movement.
5.	Made up of buttons and mostly used for typing.
7.	A digital _____ is used for taking photographs.
Down	
1.	This used to be a popular input device for playing games.
2.	Used for getting sound into the computer.
3.	Used for making digital copies of things on paper.
6.	A graphics _____ allows the user to draw with a special pen.

Task 6: Choose the correct Chinese terms for the English vocabularies.

游標	中央處理器	數據	資訊	共享軟件
單擊	指令	建立	輸入設備	免費軟件
刪除	防火牆	軟件	儲存	存貯設備
硬件	處理	捷徑	程序	輸出設備

No.	Vocabularies	Chinese Terms
1	Click	
2	Cursor	
3	Hardware	
4	Software	
5	Central processing unit (CPU)	
6	Delete	
7	Firewall	
8	Process	
9	Data	
10	Information	
11	Input device	
12	Output device	
13	Save	
14	Program	
15	Create	
16	Command	
17	Shareware	
18	Freeware	
19	Storage device	
20	Shortcut	

MUSIC

Glossary

1. Orchestra	2. Musical instruments
3. Woodwind	4. Brass
5. String	6. Percussion
7. Flute	8. Piccolo
9. Oboe	10. Saxophone
11. Clarinet	12. Bassoon
13. French Horn	14. Trumpet
15. Trombone	16. Tuba
17. Violin	18. Viola
19. Cello	20. Double bass
21. Timpani	22. Xylophone
23. Glockenspiel	24. Drum

Matching

Match the following words with the appropriate pictures on the L.H. column.

Pictures	Answer	Name of musical instruments
1. 		A. Flute
2. 		B. French horn
3. 		C. Timpani
4. 		D. Clarinet

5. 		E. cello
6. 		F. Glockenspiel
7. 		G. Trombone
8. 		H. Trumpet
9. 		I. Bassoon
10. 		J. Saxophone

General classroom language

Classroom language relating to the teaching of singing:

1. singing posture
2. sing in unison
3. sing in parts
4. sing in round
5. sing in pitch
6. melody
7. tone colour

Classroom language relating to the training of rhythmical sense:

1. Clapping
2. Tapping
3. Count
4. Tempo
5. Rhythmical
6. Beat
7. Steady pulse

Classroom language relating to the different activities in class:

1. Singing
2. Music appreciation
3. Recorder playing
4. Melody composition
5. Music theory

Home Economics

A. Glossary

1. Home Economics	家政
2. nutrition	()
3. nutrients	()
4. body-building foods	有助成長的食物
5. energy-giving foods	供給身體熱能的食物
6. protective foods	保護身體的食物
7. proteins	()
8. carbohydrates	()
9. minerals	()
10. dietary fibre	食用纖維
11. balanced diet	均衡飲食
12. recipe	()
13. good grooming	良好儀表
14. budget	()
15. consumer guidance	()
16. cleaning agent	()
17. equipment	()
18. utensils	()
19. dish cloth	()
20. tea towel	抹碗布
21. figure drawing	人體繪圖
22. sewing machine	()
23. paper pattern	紙樣
24. textile	()
25. fibre	()
26. fabric	()
27. garment	()

B. Exercise / Activities

1. Fill in the blanks

Complete the following sentences with the words listed below.

body-building, dietary, proteins, nutrients, protective,
carbohydrates, nutrition, energy-giving, balanced, minerals

In Home Economics subject, we will learn the topic on _____. Within this topic, the _____ such as _____, _____ and _____ are introduced. These nutrients can be found in the three food groups, they are: _____ foods, _____ foods and _____ foods. Besides, we should take foods with more _____ fibre and water in order to have a _____ diet.

2. Matching - Match the words / terms with their meanings.

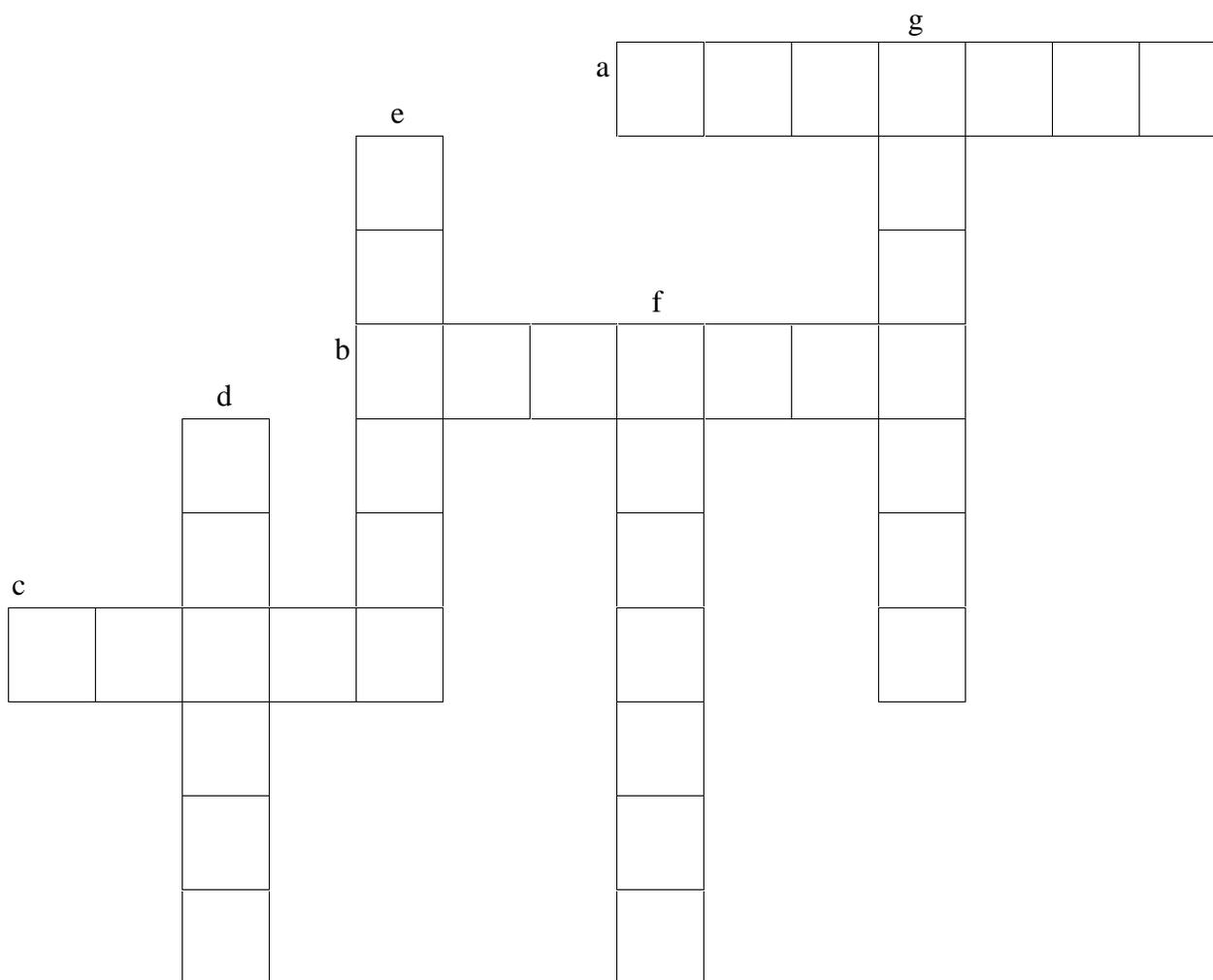
- | | |
|-----------------------|--|
| i. budget | a. to remove the dirt |
| ii. cleaning agent | b. to note the personal hygiene |
| iii. equipment | c. for washing dishes |
| iv. utensil | d. to plan the way we spend the money |
| v. good grooming | e. for drying dishes |
| vi. recipe | f. for carrying out the jobs |
| vii. dish cloth | g. for the consumers |
| viii. tea towel | h. small equipment |
| ix. consumer guidance | i. the ingredients and methods for cooking |

i. _____ ii. _____ iii. _____ iv. _____ v. _____ vi. _____ vii. _____ viii. _____ ix. _____

3. Crossword Puzzle

Find out the missing words in the following sentences and put them in the crossword puzzle.

<u>Cross</u>	<u>Down</u>
<ul style="list-style-type: none"> We need to make a paper <u>(a)</u> before we start to make clothes. <u>(b)</u> is another term for clothes. Wool <u>(c)</u> is a natural fibre. 	<ul style="list-style-type: none"> <u>(d)</u> is made from fibres. To learn dress design, we should learn how to draw a <u>(e)</u> first. A sewing <u>(f)</u> is for sewing clothes. Fibres and fabrics are under the topic of <u>(g)</u>.



C. Classroom Instruction for Home Economics

- Set the table (取出烹飪用具整齊地放在檯上)
- Watch the demonstration ()
- Collect ingredients from the supplies table ()
- Do the washing-up ()
- carry out the duty ()

Design & Technology

COMMON INSTRUCTIONS/QUESTIONS THAT THE TEACHERS MAY USE.

Queue up in the corridor before you enter the workshop.

Do you have any ideas?

Please keep quiet.

Put up your hand, if you know the answer/if you have any problem.

Go ahead.

In case there is an accident, stay cool and call for help.

Switch on/off the machine.

Watch out.

Mind your step/head.

Follow the safety regulations.

COMMON SENTENCES THAT YOU MAY USE IN THIS SUBJECT.

May I be excused?

May I come out?

Excuse me! I can't catch up with the working procedures, please repeat the steps.

I beg your pardon.

I would like to borrow (a hammer/ a screwdriver) from you.

I have left my pencil case \ textbook \ exercise book in the classroom.

Would you please help me?

CHOOSE THE MOST SUITABLE WORD FROM THE LIST BELOW TO DESCRIBE THE PICTURE SHOWN.

Robot

Poisonous

Face shield

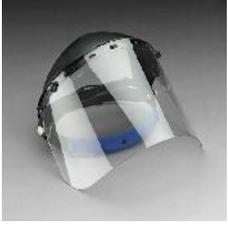
Hand tools

Technology

Inflammable

Safety goggles

Machine

The End

Visual Arts

Words related to Art :

drawing painting print-making design sculpture

primary colours secondary colours shape form tone

shading texture poster colours water colours composition

two/three dimensional palette glue brushes file

pottery cartoons animation movement hard/soft edge

Classroom English

● Instructions from the teacher

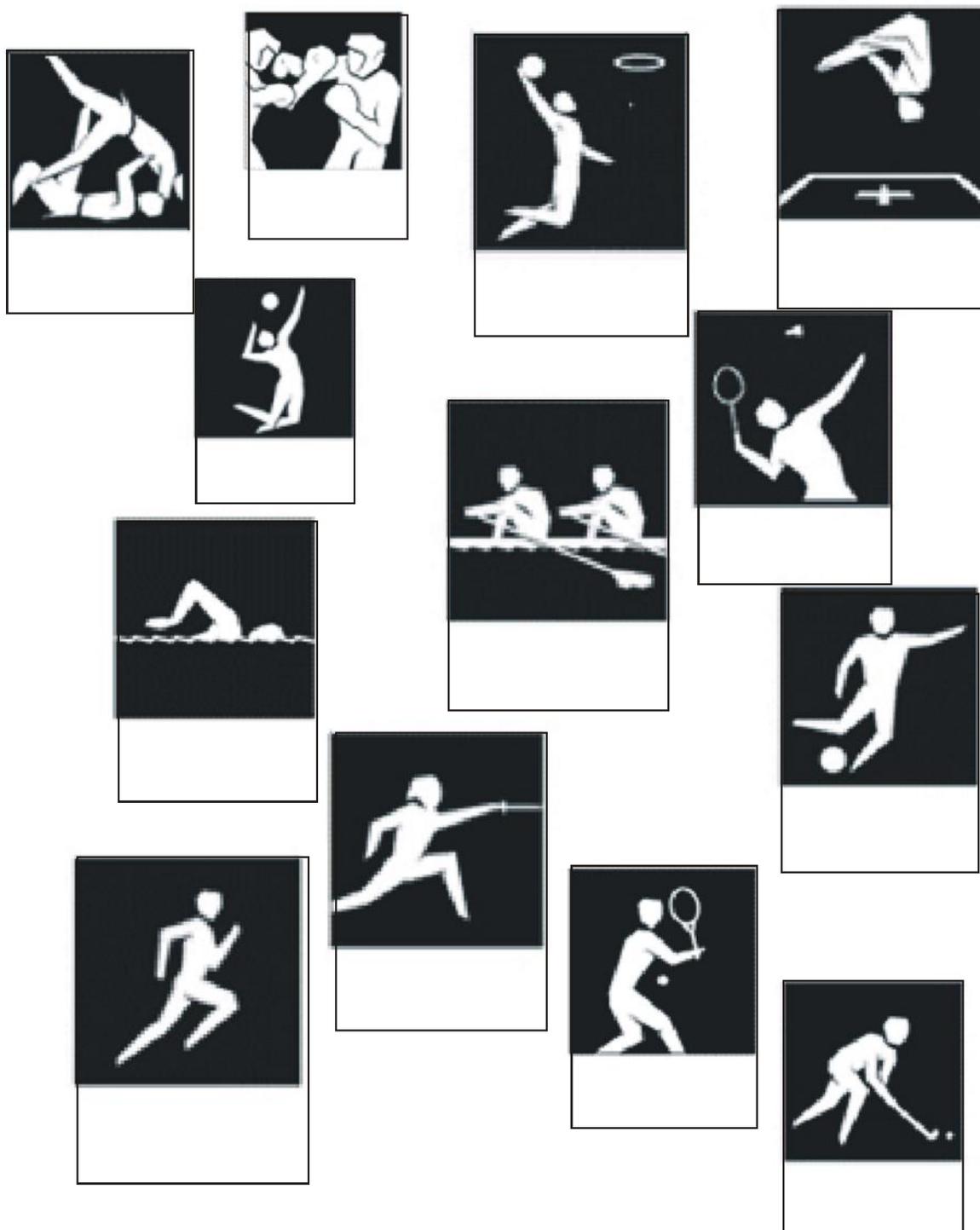
- You should always keep your table clean and tidy.
- If you spill water on the table or on the floor, mop it up.
- If you must talk to your neighbors, try whispering.
- If you have a question to ask, put up your hand.
- Write your name, class and class number in the bottom right hand corner of your paper.
- You have ten minutes working time.
- You may now start cleaning your brushes and put everything away.
- If your work is wet, put it on the drying rack.
- Put your Art File on the shelf.
- Put all your litter in the bin now.

● Requests from the student

- May I get some water, please?
- May I borrow a pencil / rubber / ruler, please?
- May I work on this table, Sir / Miss?
- Could you repeat your instructions, please?
- Could I put my Art File away now, please?
- Do you have a pencil sharpener, Sir / Miss?

Physical Education

Please name the pictogram



Badminton	Football	Swimming	Squash	Gymnastics
Canoeing	Judo	Trampolining	Sprinting	Boxing
Rowing	Hockey	Fencing	Volleyball	Handball
Basketball	Tennis	Softball	Baseball	Life saving

中文科

課程介紹

要學好中文，看似容易，其實卻相當困難，並非三朝兩日便可辦到，必須平日多點用功。現時學生日常接觸最多的乃口語，考試的要求則為書面語，所以他們若要克服這困難，必須養成閱讀的習慣，多看課外書，積澱語感，開拓思維。

初中級新課程教學，旨在培育同學在讀、寫、聽、說、語文基礎知識、文化、品德情意及自學能力各方面的能力。課程以單元教學組織，課堂講求互動，強調同學的參與。課後則要求同學完成練習，訓練同學掌握各類語文能力的技巧。課程更希望能同學透過學習中文，認識傳統中國文化。

語文基礎 字詞練習

字和詞是語文最基本的構成部份。能掌握豐富及準確的詞彙，可令文意表達清晰，且富韻味。不過，在日常生活中，我們常稍為不慎便會犯上錯別字的問題。錯別字有礙溝通，實在不容忽視。下列練習，將由錯別字訓練做起，並訓練同學運用準確的字詞去表達文意。

常見錯別字的原因：

形近而誤	針灸	針灸	「灸」是燒灼之意，音脊；「灸」則是中醫以熏熱人體的穴位以達治療目的的方法，音救。
	病入膏肓	病入膏肓	「盲」是雙目看不見的意思，音 man ⁴ ；「肓」是人體心臟下、橫膈膜上的部位，古代認為是藥力無法到達的地方，音方。
音同或音近而誤	辨論	辯論	「辨」和「辯」讀音相同，前者是判別的意思，後者是爭論的意思。
	以逸代勞	以逸待勞	「代」和「待」讀音相同，以逸待勞的意思是養精蓄銳，待敵方疲倦、實力削弱時，再予以痛擊。
音同、義近而誤	笨紕	笨拙	「紕」和「拙」讀音相同，前者是不足、短缺的意思，如「資金短紕」；後者用於愚笨、不靈活的情況。
	渡假	度假	「渡」和「度」讀音相同，「渡」用於由此岸到彼岸的情況，如「渡河」；「度」則是經歷的意思。

練習一 試改正帶橫線的錯別字，並把正字寫在()內。

- | | |
|--------------|---------------|
| (1) 急燥 () | (2) 刻簿 () |
| (3) 刻苦 () | (4) 推消 () |
| (5) 隱重 () | (6) 鬼祕 () |
| (7) 遷徙 () | (8) 零晨 () |
| (9) 原氣大傷 () | (10) 悲喜交雜 () |

練習二

試圈出下列句子中的錯別字，並在橫線上寫上正字，如沒有，則在橫線上打✓。

- (1) 天災人禍接踵而來，人民生活苦不堪言。 _____
- (2) 經濟不景，有政黨建議高級公務員減薪，與市民共度時艱。 _____
- (3) 爸爸這樣激動地責罵你，也只是希望你能避免重蹈覆轍。 _____
- (4) 未來一年，政府將不會提供電費津貼。 _____
- (5) 我已經對他徹底地失去信心了。 _____
- (6) 我在家中的一角發現了一本塵封的【王子復愁記】。 _____
- (7) 你不能夠只是不斷要求而不負出。 _____

練習三

試選出正確的字詞，組成成語，把代表正確答案的英文字母填在橫線上。

- (1) 一丘之 A
A 貉 B 洛 C 駱 D 輅
- (2) 含辛 B 苦
A 如 B 茹 C 筍 D 伽
- (3) 出 A 制勝
A 奇 B 期 C 旗 D 琪
- (4) 同仇敵 C
A 概 B 慨 C 愾 D 蓋
- (5) 口 D 筆 D
A 朱、伐 B 朱、罰 C 誅、罰 D 誅、伐

練習四

選擇最合適的詞語，在下面劃上橫線。

- (1) 夜幕低垂，山裏顯得格外（冷靜 幽靜 安靜）。
- (2) 這張紙被水打濕了，裏面的字迹已經模糊不清，無法（辯白 分辨 辨認）。
- (3) 假以時日，你身上的優點會（顯露 顯示 揭露）出來的。
- (4) 都是因為我當時太（果斷 決斷 武斷）了，才導致公司損失人才。

練習五

請在各個句子中的空格上填上適當的形容詞，使句子所描述的事物顯得更加形象。注意，每個句子的空格上可以填上不同的形容詞，但要文字通順，合情合理。

【注：本練習沒有固定答案。】

- (1) 冬天，_____北風吹來，更添幾分寒意。
- (2) 白天的彌敦道，行人熙來攘往，街道十分_____。
- (3) 同學們都說陳老師不但對人態度_____，而且敬業樂業。
- (4) 這間食肆雖然裝潢_____，但因為員工服務態度好，所以客似雲來。
- (5) 太平山雖然不高，但在太平山頂所欣賞到的維港景色卻是_____的。

普通話

個人方面：

我的名字叫 _____

今年 _____ 歲

在東華三院吳祥川紀念中學讀中一 甲 / 乙 / 丙 / 丁 班

學校方面：

校長室	教員室	校務處	音樂室	視藝室
圖書館	電腦室	家政室	實驗室	創意設計中心
禮堂	操場	升降機	小賣部	英語學習中心

稱謂方面：

爺爺	奶奶	外公	姥姥	爸爸
媽媽	哥哥	弟弟	姐姐	妹妹
校長	老師	職員	同學	工友

禮貌方面：

謝謝	再見	早	對不起	午安
請問.....	可不可以	勞駕		

課外活動及學會方面：

劍擊	拉丁舞	戲劇	旗隊	步操樂團
辯論	中國舞	排球	足球	羽毛球
籃球	閃避球	欖球	武術	乒乓球
科學學會	日本文化	數碼攝影	少年警訊	急救學會
化學學會	通識學會	棋藝學會	地理學會	普通話演講學會

普通話聲母韻母表

普通話聲母韻母表									
聲 母	<u>b</u> [玻]	<u>p</u> [坡]	<u>m</u> [摸]	<u>f</u> [佛]		<u>d</u> [得]	<u>t</u> [特]	<u>n</u> [訥]	<u>l</u> [勒]
	<u>g</u> [哥]	<u>k</u> [科]	<u>h</u> [喝]		<u>j</u> [基]	<u>q</u> [欺]	<u>x</u> [希]		
	<u>zh</u> [知]	<u>ch</u> [吃]	<u>sh</u> [詩]	<u>r</u> [日]		<u>z</u> [資]	<u>c</u> [雌]	<u>s</u> [思]	
韻 母	<u>a</u> [阿]	<u>o</u> [喔]	<u>e</u> [鵝]	<u>i</u> [衣]	<u>u</u> [烏]	<u>ü</u> [迂]		<u>ê</u> [誨]	<u>er</u> [兒]
	<u>ai</u> [哀]	<u>ei</u> [欸]	<u>ao</u> [熬]	<u>ou</u> [歐]		<u>an</u> [安]	<u>en</u> [恩]	<u>in</u> [因]	
	<u>ang</u> [昂]	<u>eng</u> [亨]	<u>ing</u> [英]	<u>ong</u> [轟]		<u>ia</u> [呀]	<u>ie</u> [耶]	<u>iao</u> [腰]	<u>iu</u> [憂]
	<u>ian</u> [煙]	<u>iang</u> [央]	<u>iong</u> [雍]		<u>ua</u> [蛙]	<u>uo</u> [窩]	<u>uai</u> [歪]	<u>uei</u> [威]	
	<u>uan</u> [彎]	<u>un</u> [溫]	<u>uang</u> [汪]	<u>ueng</u> [翁]		<u>üe</u> [約]	<u>üan</u> [冤]	<u>ün</u> [暈]	

中史

中國，是一個文明古國，早在遠古時代，中國這片土地已有人類活動。

對於天地怎樣形成，不同的民族各有自己的故事。我們的中國，也有這兩個美麗的神話：

據說在很久以前，天地不分，整個宇宙就像一個渾圓的雞蛋，混沌一片，在這個大雞蛋的中心，就有一個叫盤古的人，他在雞蛋裏孕育了一萬八千年，他成熟了，他睜開眼一看，四周黑糊糊的甚麼也看不見，也憋得他透不過氣，於是他抓了一把巨斧用力一劈，把這個渾圓的東西劈成兩半，其中輕而清的部份不斷上升，漸漸成為高高的藍天；重而濁的部份不斷下降，形成了廣濶的大地。盤古擔心天地會再度合一，他便頭頂天，腳踩地，撐着這剛開出的天地。天每天高一丈，地每天厚一丈。

如此又過了一萬八千年，天地不再合攏了，盤古的任務完成了，他就倒在地上死了。他的氣變成了風和雲，他最後發出的叫喊，變成了雷霆，他的左眼變成了太陽，右眼變成了月亮；他的四肢和身軀，變成了山嶽丘陵，他的肌肉變成了泥土；他的血液變成了江海和湖河，頭髮鬍鬚變成了花草樹木，盤古創造了這個世界。

但當時天地間還沒有人類，天神女媧依着自己的樣子捏了一些小泥人，被風一吹，變成了一個個會跑會跳會說會笑的活人。女媧做了很多的人，他們圍在女媧身邊歡呼跳躍了一會兒，便三三兩兩地離開了。他們走向大地的不同角落，世世代代地繁衍下去。

上面的只是神話，對於歷史的文明，我們可以用一些考古的方法去研究。

現在我們可以考究的中國人類文明可以分為史前史和歷史。史前史是指沒有文字記載的歷史，由於沒有文字，所以，我們只能憑當時的文物去了解人類的生活，由於史前人類用以製造器物的物料有限，而較能保存到現在的，就是石器，為數也不少，所以我們將史前的歷史稱為石器時代。這個時期是很漫長的，我們根據當時的石器的粗糙和精緻的不同程度，把石器時代分為舊石器時代和新石器時代。

這時的中國，還未建立王朝，亦無政治制度，只是一個個部落分佈在不同的地方，有些部落的領袖對中國文化有很大的貢獻，如黃帝、炎帝，黃帝後來更成為各部落的共主，後來大家公認華夏民族的始祖為黃帝。這種共主的情況一直到商代。由於商代有了文字，（我國最早的文字：甲骨文），所以，我們對商代的歷史文明所知更詳。

取代商代的天子成為共主的是周代的武王，周代的建立是中國歷史的發展另一個里程碑。因為周代的天子以他的首都為中心，把他的宗族、功臣分封到各地建國，取代以前各部落林立的局面，中國開始邁向統一。但他的分封建國過了幾百年，各國的勢力大了，與周天子的血緣關係也疏了，因此便出現列

國分立的爭奪、兼併現象，也就是歷史上的春秋戰國時代。當時列國爭雄下，只餘下七國，最後由秦國統一天下。

秦的統一，也是中國歷史發展的一個里程碑。當時秦的國君認為自己建立了一個前所未有的帝國，所以自稱「始皇帝」。秦始皇雖然是歷史上的暴君，但他對日後中國的發展影響很深遠。因為他要維持中國統一的局面，所以建立了中央集權的政制，在文化上他又統一了文字、貨幣和度量衡。他修建了萬里長城，確立了中國的版圖；他修築了不少的道路，令中國的交通往來和文化交往更方便。雖然他有不少的建設，但因為他對人民太差，以為所有的人民都只是為他一人服務，結果秦代在他死後不久便覆亡了。

代秦而興的是漢代，中國人又被稱漢人，正是因為在漢代時中國的國勢一度很強盛，遠達西域，即是現在新疆一帶，而著名的往來中西的道路——絲綢之路就是在這時開拓的。

漢代以後，中國又再陷入分裂的局面，這時候，出現三國（魏、蜀、吳）鼎立的局面，雖然在這段時期，西晉一度統一中國，但不久中國的北面又為胡族入侵，出現混亂的局面，史稱五胡十六國。五胡亂華時，雖然亂，但是，對中國的民族發展來說卻是正面的，因為這些胡人進入中國以後，漸漸受中國文化的影響，已經成為華夏民族的一分子，到唐代，已經沒有分別了，就以唐代著名的君主李世民為例，他就有胡族的血統。而胡人文化亦為中國文化加入了新元素，於是到唐代，中國文化便大放異采。

隋代文帝楊堅把分裂的中國統一了，他和他的兒子（煬帝）都進行了不少的建設，如修築運河、馳道、長城等，令全國的交通往來方便了，也為日後唐代發展奠下基石。但隋代跟秦代一樣，由於勞役人民太過，所以，立國不久也亡了。

唐代是中國歷史上繼漢代的另一盛世。中國人也被稱為唐人，實與此有關。唐代第二位君主唐太宗李世民創立了唐的盛世，當時不單國內經濟蓬勃，治安良好，而且在國際上有很高的地位，外族尊稱唐朝皇帝為「天可汗」。唐代的盛世維持了百多年，到唐玄宗晚年時，發生了安史之亂，唐室便步向中衰了，國家在地方武人勢力割據之下四分五裂，歷史上稱為五代十國，直到北宋太祖趙匡胤時，中國再復歸統一。

但是，在唐末國家中衰時，外族亦乘機發展，入侵中國邊境，所以，宋代建國之初，已是一個外族環伺的局面，加上宋太祖為防五代時武人專擅之局面再次出現，於是厲行重文輕武及強幹弱枝的政策，以致北宋一代只能是一個文教興盛但國力衰弱的朝代，最後為外族——金國所滅，被迫遷往南方立國，史稱南宋，但南宋君臣也不思振作，結果為蒙古人所滅，出現中國歷史上第一個由外族建立的朝代——元代。

但蒙古人以游牧民族入主中原，文化較漢族落後，只知以高壓武力統治漢民族，結果，未能為國家建立一個具系統及規模的政府，在中國立足不及百年便被朱元璋趕走了。

朱元璋建立了明朝，在歷史上，這個朝代也曾在國際上建立顯赫的地位，明成祖曾派鄭和下西洋，當時明室的聲威甚至遠至非洲東岸，但明代行君主集權，中葉以後的君主又大多昏庸，結果，明中葉以後，國力日衰，最後，為東北面崛起的滿洲族所取替，建立了清代。

清朝是外族建立的政權，雖然如此，但他並不像蒙古人那樣只知以高壓治國，而是能利用漢人，以漢族的治國方法治國，再經過清初幾位較能幹的國君的經營，結果，把中國的國勢推至高峰；此外，他們又向外擴張勢力，將不少的地方納入中國版圖，包括新疆、西藏等，現在中國的版圖亦大抵在當時確立。

雖然清朝在康熙、雍正及乾隆時創建了中國的盛世，但是，乾隆以後，國家人口日增，土地不足，吏治敗壞，已經日漸衰弱；再者，中國行閉關政策，對外國的發展全然不知，這時，外國在政治、社會、經濟、文化及科技等各方面發展迅速，中國全然不知自己落後於西方，結果，西方列強以軍力強行打開中國的大門，鴉片戰爭後，中國開始進入近代史，亦開始進入國際社會。

但這段時期的中國歷史並不愉快，由於中國的衰弱，為西方列國所欺侮，中國被迫割地(香港便是在這段期間成為英國的殖民地)、賠款，還有不少的權益喪失，直到 1911 年，滿清政權為革命所推翻。但是，中國雖然經過革命，建立民國，但當時很多自私自利的軍閥割地稱雄，中國始終未能富強起來，外國的入侵仍然不斷，其中入侵中國最厲害的是日本，日本更於 1937 年全面侵華，中國經歷了八年抗戰，日本最後於 1945 年投降。

另外，在民國初年，不少知識分子眼見中國衰弱，於是尋求救國的方法，有人建議在中國實行共產主義，於是在 1921 年成立中國共產黨。中國共產黨建黨以後，勢力日大，在抗日戰爭結束後幾年，中國共產黨便建立了中華人民共和國。中國便進入了現代史時代。

中共立國以後，經過數次的政治運動，其中最嚴重的是「文化大革命」，中國始終未能發展，直到 1976 年，中國的政治發展始稍為穩定，於 1978 年，開始進行改革開放，而香港亦於 1997 年回歸中國。

中一級中史科工作紙

完成下表

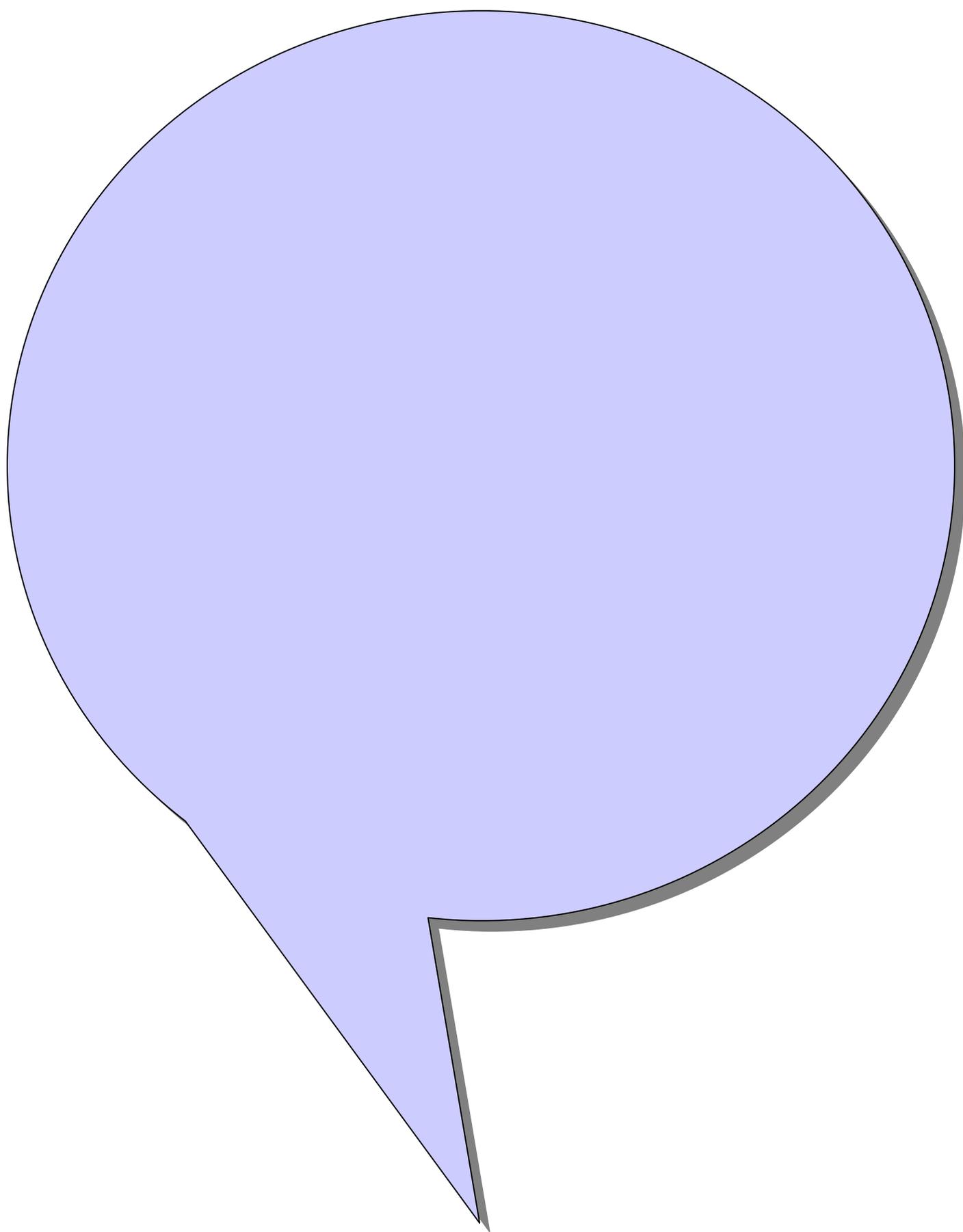
姓名：_____ 日期：_____

班別：_____

學號：_____

年份	時期/朝代	重要人物	大事
距今二三百萬年至一萬多年	石器時代		
約公元前 4500 年至公元前 1766 年	遠古時代	黃帝 炎帝 夏禹	黃帝為華夏民族之_____，當時有不同的部落分佈各地，其中如黃帝、炎帝等為各部落的_____。
約公元前 1766 年至公元前 1122 年	商代	成湯	有了文字，名為_____。
約公元前 1122 年至公元前 771 年	西周	姬發	將功臣分封建國，取代以前部落林立的局面，中國邁向_____。
公元前 770 年至公元前 221 年	春秋戰國時代		列國分立，兼併爭奪持續，最後由_____統一天下
公元前 221 年至公元前 206 年	秦	秦始皇	建立了_____的政治制度、統一_____、統一_____、統一_____。修建萬里長城、修建道路，加強中國的統一。 但因為他不理人民的死活，所以秦代在他死後不久便_____了。
公元前 206 年至公元 220 年	漢	漢武帝	國勢強盛，遠達_____，即今日新疆一帶。
公元 220 年至 589 年	魏晉南北朝		五胡亂華，民族大_____，也豐富了華夏文化。

公元 581 年至 618 年	隋	文帝及煬 帝	修築_____、馳道。為唐代建立基礎。 但因役民太甚，結果立國三十多年便亡了。
公元 618 年至 907 年	唐	唐太宗	中國另一盛世，外族稱中國皇帝為_____。 _____為唐代中衰的轉捩點。
公元 907 年至 960 年	五代十國		唐末地方武人勢力割據之_____。
公元 960 至 1279 年	宋	宋太祖	行_____、_____政策。結果宋代是一個文教興盛而國力衰弱的朝代。最終為外族_____所滅。
公元 1271 至 1368 年	元	元世祖	以高壓武力統治_____民族，結果立國不足_____而亡。
公元 1368 至 1644 年	明	明太祖 明成祖	國際地位顯赫，曾派_____下西洋，令明的聲威遠至_____東岸。 但明代行_____集權，中葉以後君主多_____，國力日衰，最後為滿洲取代。
公元 1644 至 1911 年	清	聖祖(康 熙) 世宗(雍 正) 高宗(乾 隆)	有康、雍、乾盛世，把中國的國勢推向高峰。 將西藏、新疆等納入統治，確立了現代中國的_____。 清中葉以後開始衰弱，_____戰爭開展了西方列強不斷入侵的歷史。中國不斷的割地、賠款，最後滿清政權於 1911 年被推翻。
公元 1911 至 1949 年	民國		經過革命，中國仍未能富強，外國不斷入侵，其中以_____的入侵最厲害，1937 年至 1945 年，中國經歷了八年抗戰。 同時，不少的知識分子尋求救國的方法，有人建議在中國實行_____主義。1921 年，中國共產黨成立。
公元 1949 至 現在	中華人民共 和國		有多次的政治運動，其中以_____最嚴重。 1976 年後，中國政治漸趨穩定，1978 年開始進行改革開放，1997 年香港回歸中國。



My Reflection