

校園快訊：全方位學習週

2011-4-16 至 4-20，活動超過 30 個，以下為部份項目



● 國史考察林則徐虎門銷煙



● 「劃」出夢想人生——生涯規劃日營



● 訪問本地藝術家



● 大澳文化生態深度之旅



● 探訪老人院



● 街訪外籍遊客



● 大埔區獨居長者探訪



● 數學遊蹤



● 挪亞方舟之謎



● 內地新興實驗中學交流團



● 參觀理大醫療及社會科學院



● 團隊合作與交流之旅

學習週結
束之後，
會.....

■ 計劃出版專輯。此為上學
年之專輯



■ 同學在週會上
分享體會和學習
所得

請拭目以待.....



校訊編委會：南亞路德會沐恩中學宣傳及總務委員會

- 顧問：楊永傑校長
- 編輯顧問：黃堯姬助理校長、趙汝儉老師
- 編輯：表明蕙老師、陳加強老師
- 校園記者：3D 顧美輝、李詠欣/ 3B 陳懿德/ 4A 陳妙華、莊詠嫻/ 5E 馬嘉蔚/ 5D 湛芷澄、馮香瑜、林芷瑩、羅惠敏、蕭秋霞、岑慧莊、王敏芝/ 5B 顧鴻毅/ 6B 林詩怡/ 6A 鄭詠欣、吳昭彤、徐卓勤



博學明道・臻善益群

南亞路德會

沐恩中學校訊

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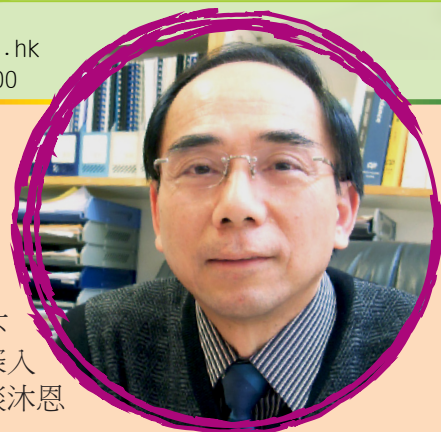
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楊校長訪談： 迎向「雙學制年」的校園



隨着學際轉變與提升教學質素，沐恩的校園環境和課室設施近年也有不少變化，例如魚池旁的跑道，還有每個課室裏也添置了實物投影機。為了深入了解校園設施的發展，以及未來的計劃，我們特意訪問了楊校長，請他談談沐恩校園的過去、現在與未來。

為配合新高中課程的發展需要，校園空間的分佈也相應地改變。為方便學生選科及實施小班優化學習，中四級由舊制的五班增至六班，而課室也需增加，故昔日三樓的英語學習室本學年已遷至圖書館內的另一個房間，以騰出多一個課室。

「在不同的情況下，我們需要較大的授課空間，例如新高中通識科的聯課、中西樂團的練習，還有兩天時的體育課等；可是，禮堂只有一個，空間有限。」因此，校方計劃利用隔音板，把地下原來的木工室改建成三個課室，供來年中六及中七同學使用；有需要的時候，把隔音板拉開，便變成一個能容納百人以上的多功能活動室了。

下學年是「雙學制年」，新學制中六和舊學制中七的學生同時應考大學。由於人數眾多，需要更多課室和教學設施。由於課室不足，我校決定參加教育局的「自願優化班級結構計劃」，計劃旨在減少學校的班級數目，騰出更多教學空間，提升教學質素，以配合新高中學制，為同學提供更多元化的科目選擇。該計劃鼓勵收生較充足的中學，從中一級開始，由5班減至4班，逐年把全校班數由30班減至24班。局方將資助學校保留因縮班而產生的超額教師，並設5年過渡期，保留原先在編制內的人手。楊校長謂此計劃改善了課室不足的問題，現階段之兩班浮動班（無固定課室之班別）屆時會有自己的課室。

同學固然希望擁有自己的課室，楊校長也希望能為教職員提供一個優質的休息室，讓老師們休息得力，以最佳狀態教導學生，但先要解決資金問題。早前校方有意在有蓋操場加設空調，但費用異常昂貴，計劃被擱置。面對籌募資金的需要，我校於2008年經校董會同意，設立「沐恩中學發展基金」，並於同年十月三十一日舉行首次籌款，共籌得款項港幣409,030.7元；本年初，我校再次發出了「沐恩中學發展基金」的募捐邀請，這次籌得款項共7萬多元，校長在此再次感謝各位家長、同學、校友、校董、教職員及南亞路德會各堂會的熱心捐獻，還有本校家長教師會多次的資助，俾能改善校園環境、增添教學設施，嘉惠學子。

楊校長謂，雖然校園環境跟他心目中的理想尚有差距，但現時的校園是令人滿意的，同學活動的空間足夠，走動的地方並不擠迫；每年還有定期翻新及維修，各項設備保持在最佳狀態。訪畢楊校長後，我們走遍校園，拍下每個翻新了的角落，那些設施雖不是最頂級的，但我們倒學會了為已有的感恩知足，心裏不期然感謝各方人士的付出，讓我們有清新舒適的校園、良好的學習環境。

校園記者：5D 岑慧莊、5E 馬嘉蔚



●把地下木工室改建為多功能活動教室



●改換了新設計的書桌



●有蓋操場加裝LCD屏幕，方便早禱會

升級校園？ 星級校園！

升級校園？ 星級校園！

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升級校園？ 星級校園！

不知道大家對於沐恩的校園環境有甚麼樣的觀感呢？為此，校記找來在不同時期加入沐恩、任教不同科目的老師，並各年級的學生代表，了解他們對沐恩校園的觀感，並他們心目中的星級校園。

校園記者：5B 顧鴻毅

5D 林芷瑩、蕭秋霞、王敏芝



楊嘉俊老師（中文科）
加入沐恩年份：1993
對校園環境及設施的滿意度：
★★★★★

（五顆星為滿分）
最滿意學校的地方：老師洗手間
（因為有吹手機、用之不盡的
紙巾、工友定時清潔）
五星級校園需要具備的條件：
五星級學生



蘇詠芬老師
（體育科） 加入沐恩
年份：2004
對學校環境及設施滿意度：
★★★

最滿意學校的地方：
有足夠的體育器材
五星級校園需要具備的條件：有
標準的跑道。由於本校就近
運動場，也很不錯了！

屈佩芬老師
（生物科）
加入沐恩年份：1996
對學校環境及設施滿意度：
★★★

最滿意學校的地方：生物室（
展示了各種模型）
五星級校園需要具備的條件：
禮堂需要改善音效及座椅；
一個有固定餐桌的飯堂。



莊詠雯老師
（通識科）
加入沐恩年份：
初來埠到
對學校環境及設施滿意度：
★★★

最滿意學校的地方：摩登涼亭（有得
坐）、很多球場
五星級校園需要具備的條件：課室有
良好的窗簾和投影機，小食部有很
多椅子和桌子



麥鴻昌老師
（中史科）
加入沐恩年份：1985
對學校環境及設施滿意
度：★★★★

最滿意學校的地方：師生閣（供
同學和老師討論和談天的地方）
五星級校園需要具備的條件：
有寧靜的環境和愛好討論
的學生



梁嘉儀老師（地理科）
加入沐恩年份：上世紀90'S
對學校環境及設施滿意
度：★★★★

最滿意學校的地方：環保收集箱
五星級校園需要具備的條件：
有機耕作場、堆肥收集站、簡
單的天氣測量儀器，以便學
生學習。



校園消息：第二十七屆陸運會



2011 • 3 • 17-18
假大埔公眾運動場
舉行

- 楊校長致開會辭
- 香港浸會大學體育學系系主任鍾伯光教授致辭及頒獎



團體總成績

	信社	義社	愛社	德社
總分	826	942	812	680
名次	2	1	3	4



個人成績第一名

組別	社別 · 班級 · 姓名	金-銀-銅 獎牌(個)
男子甲組	信社 6A 馮 桑	3 - 0 - 0
男子乙組	義社 4D 鄭明德	2 - 0 - 0
男子丙組	愛社 2E 謝梓謙	2 - 1 - 0
女子甲組	信社 5C 陳浣瑜	2 - 1 - 0
女子乙組	德社 4B 潘詠彤	2 - 1 - 0
女子丙組	義社 2B 黃笑華	2 - 0 - 1



■ 男子甲組冠軍6A馮桑同學感言

這是我最後一年的陸運會，但我是無憾的。我另一份感動是自己完成了六項賽事，我在運動會前意外地拉傷了大腿筋，以為自己不能參與，但我堅持下去，完成了各項賽事。這是我參加過最棒、最難忘、最艱辛的運動會。但我始終很不捨得，不捨得運動會，不捨得比賽的時刻，不捨得和我從中二起一起比賽，一起練習的好兄弟、好隊友，還有信社和六甲班。這是我最好的回憶。很多感受我不懂得完整地表達出來，但我要感謝一直鼓勵和支持我的老師和同學。

刷新大會紀錄

組別	項目	社別 · 班級 · 刷新紀錄者	新紀錄	大會舊紀錄 · 年份
男子甲組	跳高	義社 5C 鍾志煒	1.72M	1.70M (2007-2008)
男子乙組	100 M	信社 4C 許捷傑	11.69"	11.77" (2005-2006)
	400 M	義社 4B 黃俊星	55.60"	57.49" (2009-2010)
	3000 M	義社 4B 黃俊星	10'47.98"	10'57.80" (1990-1991)
	三級跳遠	義社 4D 鄭明德	12.00M	11.76M (2008-2009)
女子乙組	100 H	德社 4B 潘詠彤	17.15"	17.69" (2009-2010)
	1500 M	德社 4F 陸彥希	06'00.32"	06'10.18" (2007-2008)
	3000 M	德社 4F 陸彥希	13'30.23"	14'29.36" (2009-2010)

- 校園記者6A鄭詠欣同學另有陸運會報道，獲明報校園記者四月份報道大獎，詳見以下網址
http://www.studentreporter.mingpao.com/cfm/com_Script2.cfm?Script_ID=14012





語文學習裏的文化元素 ——訪楊嘉俊老師

校園記者：3B陳懿懌、5E湛芷澄、羅惠敏

楊嘉俊老師任教預科「中國語文及文化科」多年，也將會見證此科下學年最後一次的公開考核。他亦任教新課程的中國語文。中文裏的文化元素，從當初預科文理班必修的文化課題，過渡到新學制課程高中中國語文科的一個供選修的單元，楊老師熱心地與我們分享了他的體會和意見。

「你一直任教中國語文及文化科，但在三三四新學制之下，這一科好像給取締了，對此你有什麼感受呢？」校記尖銳地問。

嘉俊老師故作神秘的微笑一下，並謂：其實文化無處不在，如我國先哲所云「道在糞溺」，天地間觸目處盡是文化精神的呈現。

他坦言預科的中國文化集中用傳統的思想角度觀照今日的社會和世界的事情，不能說它與通識科不相近。縱然楊老師表示他對通識這個新學科不在行，但他發現通識主要是用現今角度看新聞，而中國文化所回應的角度就源自傳統。這一科在新學制裏雖然沒有了，但我們仍可以在新的中文課程裏的「選修單元」部份有所接觸，甚而在中國歷史科也可尋見中國文化的元素。

楊老師還補充：選修單元是校本評核，不必公開試，其情況猶如當年被漢武帝摒棄的道墨法三家，不被求仕進者一顧。公開考試是重要的，因為它某程度上可以逼學生去認識鑽研。若公開試不用考，同學則未必有動機積極投入學習，正如昔日的範文教學，老師規定要熟讀成誦，方便應試，比如《出師表》，楊老師相信那個年代的同輩必定依然朗朗上口。

校記同學話題一轉：據聞我校首屆新高中的語文選修單元「倫理與道德觀」，是嘉俊老師推薦的，背後的理念是怎樣的呢？楊老師笑言此乃四位任教老師所認同的建議，並合乎同學們的需求。實在說，同學在正規課程裏對中國文化的接觸並不多，學校的功能正是要創造更多條件讓同學學習更多的相關知識。此外，儒家思想謂「身修而後家齊，家齊而後國治，國治而後天下平」，可見個人的重要和基礎性，而人的成長離不開不同的人際關係，即所謂「倫理」，當中則以與家人的關係最先形成，所謂「家庭倫理」，則涉及父子、兄弟、夫婦。這些關係若處理得不好，則孩子的成長，生活，前途等，就會受到影響。今天社會上的種種怪現象，青少年的問題，成因固然複雜，但追源溯始，家庭倫理出了問題，相信亦難辭其咎的。老師們均希望藉此文化選修單元，讓同學們有所反思。

結束訪問前，嘉俊老師笑著勉勵我們：同學閱讀四大名著的《西遊記》，當中提及唐太宗，看的時候會否將之與正史（如新舊《唐書》，《貞觀政要》等）比較對照，思索歷史上的唐太宗是否如小說所言？能否透過一本書再去看更多的書呢？楊老師語重心長的說：「學校能做的是提供平台，老師能做的是領進門，在學問上能否登堂入室，那就要看個人後天的努力了，若只是滿足於最低的門檻要求，則進步有限。

跟楊老師告別前，他忽地裏拋下如此一句——「你若手執一冊《古文觀止》而不怕悶，你的人生便向前邁進了一大步。」

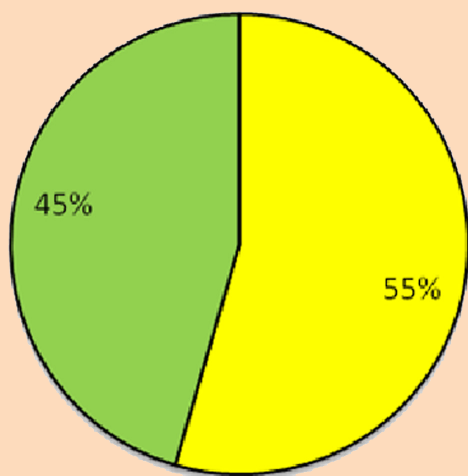
校記有點摸不著頭腦之餘，倒深深感受到楊老師對中國文化和語文的修為與執著。

東郭子問於莊子曰：「所謂道，惡乎在？」莊子曰：「無所不在。」……在螻蟻……在稊稗……在瓦甕……在屎溺。《莊子·知北遊》
太初有道，道與上帝同在，道就是上帝。《聖經·約翰福音》



同學的★級校園！

	對學校環境及設施滿意度(五星為最高)	最滿意學校的地方	五星級校園需要具備的條件
A 同學	★★★★	有飲水機；沒有太多不清潔的校園設施。	設施齊全，沒有任何損壞了的設施，地方經常保持清潔。
B 同學	★★★★	有兩個球場，有鋼琴。	一個網球場、地下操場、冷氣系統、足夠的課室和更多能上鎖的儲物櫃（locker）。
C 同學	★★★★	籃球場	有一大片草地、供同學用wifi上網，有泳池及健身室。
D 同學	★★★★	從前的木工室	適當的休息時間，上課時間縮短至三十五分鐘。
E 同學	★★★	地方小，有家的感覺；某些課室有露台，可以讓同學談天；很新的洗手間。	洗手間要有浴缸；每張桌子上附有一部電腦；有一棵大樹，供同學學攀樹。



老師同學★級校園統計結果

■ 1 星 ■ 2 星 ■ 3 星
■ 4 星 ■ 5 星



本期主題 語文發展 在沐恩

英文編



何杏嫻老師 專訪

校園記者：4A莊詠嫻、6A徐卓勤

為了讓家長和同學更深入地了解本校英文科的發展，我們邀請了英文科主任何杏嫻老師接受訪問。

■成績不斷提升

在訪問過程中，我們得悉本校上屆香港中學會考的英文科成績表現理想。另外，過往中三同學全港性系統評估的成績良好。此外，何老師認為現時沐恩學生以英語交流的信心比從前增強了，願意找本校的外籍老師對話，這份主動是他們的優點。然而，同學仍有改善的空間，例如更主動地閱讀課外書，這往往是同學容易忽略的。由於學制課程的轉變和課時緊拙，故晨讀時間已取消，學生於校內閱讀課外書的機會少了。但學生如能善用課餘時間閱讀，定可提高英語水平。另外，亦可好好利用網上資源讓自己多接觸英語文法和詞彙等等的應用。總括而言，何老師認為積極和主動的態度對學習英文是十分重要的，因為語文是需要長年累月的浸淫，才能進步，而並非單單依賴每節35或40分鐘的課堂便可突飛猛進。

■增加學習資源

何老師亦指出學校提供不少英語資源和設施來幫助同學學習英語，例如額外增聘英語母語的教學導師為同學練習說話技巧和英語文法，讓同學接觸道地的英語。此外，學校設有「英語學習中心」，讓同學小息或課餘時間跟外籍老師多點接觸和練習口語。近期活動方面，4月份全方位學習週(Life Wide Learning Week)亦提供機會，讓中一級同學走出課室，到街上用英語訪問外籍人士，讓英語融入生活裏。此外，中四同學亦會參加有關英國文化的活動，藉以欣賞和接觸不同的國家文化。

■正規課堂以外

談及推廣英文和宣傳時，何老師謂校方每年最少也會出版一期英語刊物‘ILCian Post’，當中的文章由同學以英語撰寫學習上的體驗和生活感受，讓同學閱讀時既能學習英語，又可從他人的經驗中得益。另外，英文科亦會根據學校該年的主題而籌備相關的英語活動，例如北京奧運會，同學在早會中能以英語認識北京奧運場地的特色和運動項目，讓他們能以英語對身邊的事物和時事有所認知。近兩年則配合校方「樂於服務」的主題。何老師謂學習英語是要融入日常生活中，而非僅僅為應付考試。

談及英語活動方面，何老師指出近年新增的「

即興戲劇創作學會」富挑戰性。在預備劇本前，同學先獲指派某一個處境，在十分鐘內即時編製劇本和綵排，然後表演出來。這樣不單訓練同學的批判思考和創作力，也能訓練他們的應變能力。這種即興戲劇創作和傳統戲劇不同之處，就是預備時間較短，服裝和道具的要求較低。它比較著重同學的臉部表情和語言運用。叫人高興的是，本校於2009年首次參加即興戲劇創作比賽，便獲得「最佳創意劇本獎」和「最佳演繹獎」。此外，每年的校際朗誦節，同學均能奪得獎項，成績令人鼓舞。

■何老師的期望

期望日後有更多同學主動和積極地參加比賽。同學以得到獎項為比賽的最終目的，一旦認為得獎的機會渺茫，便會放棄。其實參與比賽的意義，是為了拓闊眼界，過往不少同學在參與比賽後了解到其他學校的學生英語水平非常高，亦明白自己不足之處。透過反省，認識自己的得失，吸取經驗，提升水平。此外，同學亦能增強自信心，在人前表演時不再膽怯。所以，參與這些英語比賽其實是一個讓同學學習的機會，同學應該積極爭取。此外，本校同學也有參加作文比賽和校內辯論比賽，從而提高英語能力。學校亦設有「語言藝術學會」，讓同學欣賞文章和戲劇的吸引之處，亦能讓同學好好學習和運用英語，而這些元素亦融入英語課程之中。

■挑戰在等候著

面對新高中學制的挑戰，英文科老師亦花了不少心思和時間挑選合適的素材，來發展相應的英語課程，也有將一些新高中的元素放到初中裏去，例如加入高中考試的題目類型，當然，這只是形式上的，題目的內容則仍是初中的程度。此外，並引入語言藝術課程。初中同學可藉此盡早適應新高中的考試模式，日後應付文憑試時，更得心應手。

何老師最後補充，近年英文科跟多個以英語授課的科目合作，共同發展「語文跨學科課程」，如通

識科負責訓練同學的思維概念，英文科則教導同學用英語表達其思維意念。何老師期望同學好好打下英語的基礎，把所掌握的英語能力，應用到其他科目裏。



面，除「廣泛閱讀計劃」外，中一至中三更設有古典閱讀計劃，中一閱讀《西遊記》，中二欣賞《水滸傳》，中三評析《三國演義》，配合堂上及網上導讀課，課後工作紙，大家在不知不覺間，吸納百川百年之文化精髓為己用，語文能力自然得以提昇。

正規課程以外，我校也透過不同的課外活動，推動校內中文學術氣氛。除卻每年鼓勵同學參加校際朗誦節，「中文演辯學會」參加了多項辯論比賽，「中文創作及演說學會」本年度亦參加了演說和廣播劇創作比賽。不但如此，「中國文化探究學會」亦非常熱心，將於下學期試辦初中中國文化常識問答分級比賽(中一主題為「兔」之文化；中二主題為「中國節慶」；中三主題為「二十四節氣」)，由學會幹事負責擬題及推動，以增同學探究中國文化的興趣。再者，中文科更有計劃地推動學生參加全港性作文比賽，例如「中國中學生作文大賽(香港賽區)」，讓大家了解更多關於寫作的模式、類型或題目等。學生每年至少參加一個校外的作文比賽，需以作業形式遞交，讓各同學有機會汲取比賽經驗。中文科也會定時發放校外作文比賽的消息，讓有興趣的同學參加。

張老師謂，期望透過中文科的各項活動，營造校園內語文學習的氛圍，同學涵泳其中，耳濡目染，中文的修養與能力當有長足進步。



● 中國文化探究學會幹事在處理比賽資料



● 畢業舊生(左)應邀回校幫忙學弟學妹練習口試



● 在校高年級同學(左)對口試練習小老師計劃發表意見

老師也寫作！

要學好語文，多讀多寫是免不了的。不但同學愛寫作，原來老師也寫也愛，同學可在以下刊物讀到兩位老師的作品：

- 陳慧明老師的小說作品《鸚鵡仔》，載《城市文藝》第52期，2011年1月16日出版
- 盧頌欣老師的新詩作品《指紋》，載《香港中學生文藝月刊》第2期，2011年3月出版
- 另校園記者6A鄭詠欣同學以本屆陸運會為主題，寫作人物專訪，獲明報校園記者四月份報道大獎，作品詳見以下網址
http://www.studentreporter.mingpao.com/cfm/com_Script2.cfm?Script_ID=14012

愛閱讀的同學

2011年3月2日，圖書資源中心舉辦中英文圖書展，要學好語文，多閱讀課外書是方法之一。會場的某些角落，會有愛閱讀的同學的影蹤。



本期主題 語文發展 在沐恩

中文編



張紫來老師 專訪

校園記者：3D 顧美輝、5D 羅惠敏、馮香瑜

我校踏入第二十七個年頭，教學模式的發展日漸成熟，而特別值得注意的是我校一直以來是英語授課為主，而同時存在著具特色的中文教學，確保同學在中英文方面持續進步。

初中同學初來埤到，學校為其準備了一系列的適應措施，幫助學生打好紮實的語文基礎，建立良好的學習態度和習慣。同學需要課前預習，對課文有初步認識。當然少不免要寫筆記，而對於文字上的功課，同學們除了摘錄重點，亦會寫「觀察日記」、「隨筆」或「原創集」等等，這些功課不但是形式上的要求，而且還是同學的創作園地，同學們可隨己意自定題目，發揮的空間較大，同學的積極性亦較高。

「每當看到學生在課堂上忙著邊聽邊寫，把筆記簿寫得滿滿的，心裡總是很感動的。」張老師認真地告訴校記。而同學透過寫作觀察日記，積累生活中的素材，成為靈感的來源、思維的撞擊、感悟的誘發，這對學生能言之有物地創作是很重要的訓練。張老師謂，不少同學更愛在這創作的小天地裏抒情寫意，甚至創作洋洋數千字的小說，他們坦言是比平時作文有趣多了。



最貼心的是，中文科在上下學期的統測及考試期間，為中一級同學開辦了「中文能力鞏固班」，以照顧學生的差異，讓有需要的同學在中一階段盡快掌握學習中文的技巧及知識。課程由中文科負責老師與任教導師按校內教學進度編輯，唯同學需經老師推薦，主要予課堂知識掌握不太好，心有餘而力不足者。一節特別課約二十多人，星期六以補課形式進行。

穩定了語文基礎以後，同學便可向公開考試邁進。為此，我校的高中中文語文教學亦不遜色，計劃主要朝著新高中文憑試的要求，由中四級開始，抓緊學生初中的基礎，便慢慢轉向提昇其讀、寫、聽、說及綜合的語文能力。基於師生對必修部分五卷的教和學已有一定的掌握，故接著兩年會更集中於選修單元、校本評核的發展，希望能建構一個必修與選修相輔相成的課程，有效地實施學、教與評估。

張老師表示，公開試卷四說話部份考核的時間相對較短(按每位考生考核的時間計算)，可是佔整體分數一定的比重，其實頗為重要，而此卷的應試技巧乃決勝關鍵，故在訓練方面，相應時間和資源也會多花一點。例如中文科會舉辦演說講座、安排課後的操練等。而按老師們的觀察所得，在不斷的練習中，有不少同學愈來愈熱衷小組討論，由初時旁觀者的角色，逐漸成為一個積極的發言者，能掌握不同類型題目的討論規律、技巧，說話內容更豐富，見解也更深刻。張老師表示與學生練習小組討論，的確很費時，卻也是享受。過程由學生準備、開始至完成討論，接著自評、互評至師評的過程中，她既觀察到同學的討論表現，亦從中了解到同學們的性格，感覺與他們接近了，師生關係也更進一步。同學在公開考試的說話卷中表現出色，以張老師曾經任教的某一屆會考班為例，四分之一同學的成績達5*級，她認為都是多練習和同學努力的成果。

中文科的教學計劃依據呈交校方的年度計劃書而推行，發展亦可謂多采多姿。例如課外閱讀方

英文活動舉要



● 何杏嬋老師(左)和Mrs Ferguson(右)在英語周會節目擔任評判



● 訪問外籍遊客，實踐所學



● 課堂以外的口語練習



● 中一新生英語輔導班



● 初中班際英語短劇比賽



● 英文科刊物

在英文中享受閒適 在閒適中享受英文

校園記者：4A陳妙華、6A鄭詠欣

去年暑假6月26日至7月10日期間，中五甲班羅卓峰同學參加了我校與某旅行社主辦的澳洲遊學團。這次遊歷既能使他活學活用英文，把從書本上學到的英文融入生活，英文程度不斷昇華之餘，亦豐富了他的人生閱歷，滋潤了原本枯燥無聊的暑假，令一段平凡的日子變得不平凡。

為什麼他會開展這個多彩多姿的旅程？只因為想把握那次機會，到外面的世界走走看看，增廣見聞，拓寬視野。他從中得着良多，對當地活動教學的上課形式也甚為嚮往，遊戲、小組討論等多元化的活動不斷刺激他的思維，啟發他的創意。輕鬆的上課格調不但改變他對面對英文的艱澀印象，也抹走他對與這益友打交道的點點怯懦與畏懼，使他即使完全用英文作為上課及與人溝通的語言也能夠得心應手地應付。遊戲令學習變得有趣，學習又能改進遊戲，使之變得更富樂趣，學習與玩樂交織共融，使他學在其中也樂在其中。

除了學習英文，從遊歷中，他深深體會到澳洲人的風土文化，亦十分欣賞他們的友愛與互信，因着自律，因着彼此互信，當地的地鐵站入閘門是不關上的，細聽他的憶述，這難能可貴的畫面浮現在我的腦海中，當時感動了他，也霎時感動了我。

旅程中，有苦亦有樂，但當然是樂過於苦。訪問期間，從他回味的眼神中得知，他把深刻的所見所聞都一一寄存心裏：初時用英文與人溝通時那怯生生的感覺，以及閒餘到處遊歷，闖闖蕩蕩時偶然遇上的驚喜.....這些珍貴的回憶，為他的人生畫冊增添了不少亮麗的色彩！





1. Let's know more about Mrs. Ferguson first.

Mrs. Ferguson is our school's NET teacher who came from Australia. She started her teaching life in ILC in 2006. Mrs. Ferguson is an experienced teacher. She also worked in an Australian University for 5 years in a teacher education program. Apart from teaching in her home country, she has worked as a NET teacher in other countries, like Japan, before coming to Hong Kong.

5. Can you talk about your work in Japan?

I worked as a guest teacher in Japan for half a year. The Osaka and Queensland Governments organized an exchange program and I was chosen to be the guest teacher. The working experience in Japan was interesting. I worked with teachers and students in high schools. I also worked in City Hall in the International Section. I did things like writing a booklet for foreigners living in Osaka. Actually, the work of a guest teacher is quite varied. I taught English to adult employees in City Hall as well. During the stay in Japan, I was able to continue my study of Japanese

10. Do you ever get homesick while working in Hong Kong?

I usually go back to Australia at least once a year, usually in summer holiday and/or Christmas. One year, I didn't go back for Christmas and it was the worst Christmas I have ever had. I missed my family so much as Christmas is an important family celebration in Australia.

2. Why would you choose to become a NET teacher in Hong Kong?

That's really a difficult question. I am a person who likes travelling and experiencing other countries' cultures. However, the main reason I came to Hong Kong is that one of my colleagues left Australia to work in Hong Kong and she suggested that I should too. I took her advice and explored some schools in Hong Kong. I found that I really love this place, so I stayed here and started my work as a NET teacher. Working in Hong Kong is different from working in Australia. It's interesting too.

6. What are the similarities between Japanese students and Hong Kong's students?

SHY! They are all very shy and lack confidence. In fact, they can do far better than they think they can. Maybe it is a part of the Asian personality. They are very humble and keep on thinking that they are not able to accomplish anything. But actually, I could communicate quite well with them. Improving the confidence of my students here and in Japan is one of the things that I have wanted to do.



● with Korean students



● in Japan

11. Do you feel sad about the modification of the ELC?

Yes, I do. Since the ELC moved into the library, it is not so obvious and it's harder to attract students. The afternoon activities have fallen away too as the area is small. We are not able to run the ELCafe. Therefore, I really feel a bit sad that we don't have somewhere for students to come and use English for natural purposes.

3. Have you ever had any educational problems?

This is one of the problems. NET teachers focus on grammar rules and can help students with grammar like so as to pass exams. But students are confused by grammar rules and are confused by grammar rules. They are confused by grammar rules and are confused by grammar rules.



● Improving students' confidence

7. What do you do to help students understand language other than English?

This problem can be solved by using Japanese. As I know Japanese, I can help them with Japanese conversations. However, some Cantonese students don't like to use Cantonese. They prefer to use English. This is a matter of language. I think this is a matter of language. I think that if they can use Cantonese, they should not say English. It is a matter of communication, not of language.

12. How do you help students learn English?

I think activity is important. For example, if we have a game, students don't think it is a game and focus on the grammar rules and something we can use to language learning. This works very well. They usually enjoy it.

Interview with Mrs. Ferguson

Student reporters: 6A Ng Chiu Tung
6B Lam Sze Yi

you ever experienced pressure due to the Hong Kong
education system?

One of the hardest problems that I have to deal with being a
teacher in Hong Kong. On one hand, I am aware that students
prepare for their examinations and concentrate on learning what
is necessary for them to pass the exam. On the other hand, I hope that
students can learn language in a relaxed way and in the way they
enjoy to develop an interest in acquiring languages. Thus, there
is a conflict between learning language and learning language to
pass exams. This is what I have to struggle with.



when students speak
in English?

It is handled easier in Japan
than here. I actually understand the
Cantonese, however, I can only understand
English here. Hong Kong students like
to speak in English. When I asked one student a
question, he replied in Cantonese! I
lost a lot of confidence. Students
can't use "perfect" English,
but they can do anything. But it doesn't
matter. What I focus on is
not perfection.

allure students to learn

is a good way to do this. For
example, doing a games activity,
think about learning English
in a game instead of on
the traditional language structure. It is
an "embedded approach"
and I have found that
it works well – and that students

4. Do you ever feel depressed because of
students' exam-oriented attitudes?

Not really, but I need to be able to show how
the things I teach can be related to exams.
Sometimes, I think students don't realize that
everything we learn is valuable eventually.
Nowadays, when students find that the
knowledge is not directly related to exams, they
see it as worthless. However, from my experience
of exam systems and being a lifelong learner
of languages, I believe everything we do for
language learning is valuable.

8. After working in Hong Kong for so
many years, have you improved in
Cantonese?

Yes. I can chat a little with people in
the market now. I understand the
price of items in stores and the names
of many products. I still can't read
Chinese but I do pick up some terms
when people are talking. When I listen
to Cantonese conversations, I can
sometimes follow them now. I think
Cantonese is a musical language. I was
terrified about the tones and afraid I
would say something wrong because
of the tones.

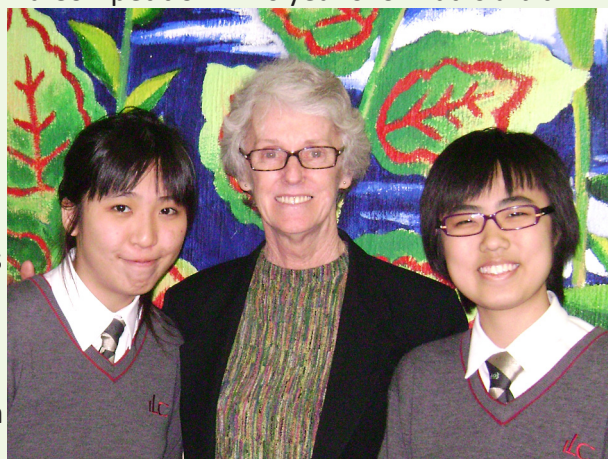
9. What do you think about the
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1. Let's know more about Mrs. Ferguson first.

Mrs. Ferguson is our school's NET teacher who came from Australia. She started her teaching life in ILC in 2006. Mrs. Ferguson is an experienced teacher. She also worked in an Australian University for 5 years in a teacher education program. Apart from teaching in her home country, she has worked as a NET teacher in other countries, like Japan, before coming to Hong Kong.

5. Can you talk about your work in Japan?

I worked as a guest teacher in Japan for half a year. The Osaka and Queensland Governments organized an exchange program and I was chosen to be the guest teacher. The working experience in Japan was interesting. I worked with teachers and students in high schools. I also worked in City Hall in the International Section. I did things like writing a booklet for foreigners living in Osaka. Actually, the work of a guest teacher is quite varied. I taught English to adult employees in City Hall as well. During the stay in Japan, I was able to continue my study of Japanese

10. Do you ever get homesick while working in Hong Kong?

I usually go back to Australia at least once a year, usually in summer holiday and/or Christmas. One year, I didn't go back for Christmas and it was the worst Christmas I have ever had. I missed my family so much as Christmas is an important family celebration in Australia.

2. Why would you choose to become a NET teacher in Hong Kong?

That's really a difficult question. I am a person who likes travelling and experiencing other countries' cultures. However, the main reason I came to Hong Kong is that one of my colleagues left Australia to work in Hong Kong and she suggested that I should too. I took her advice and explored some schools in Hong Kong. I found that I really love this place, so I stayed here and started my work as a NET teacher. Working in Hong Kong is different from working in Australia. It's interesting too.

6. What are the similarities between Japanese students and Hong Kong's students?

SHY! They are all very shy and lack confidence. In fact, they can do far better than they think they can. Maybe it is a part of the Asian personality. They are very humble and keep on thinking that they are not able to accomplish anything. But actually, I could communicate quite well with them. Improving the confidence of my students here and in Japan is one of the things that I have wanted to do.



● with Korean students



● in Japan

11. Do you feel sad about the modification of the ELC?

Yes, I do. Since the ELC moved into the library, it is not so obvious and it's harder to attract students. The afternoon activities have fallen away too as the area is small. We are not able to run the ELCafe. Therefore, I really feel a bit sad that we don't have somewhere for students to come and use English for natural purposes.

3. Have you ever experienced pressure due to the Hong Kong education system?

This is one of the hardest problems that I have to deal with being a NET teacher in Hong Kong. On one hand, I am aware that students focus on their examinations and concentrate on learning what can help them to pass the exam. On the other hand, I hope that students can learn language in a relaxed way and in the way they like so as to develop an interest in acquiring languages. Thus, there are conflicts between learning language and learning language to pass exams. This is what I have to struggle with.



7. What do you do when students speak language other than English?

This problem can be handled easier in Japan as I know Japanese. I actually understand the conversations. However, I can only understand some Cantonese here. Hong Kong students like to use Cantonese. When I asked one student a question in English, he replied in Cantonese! I think this is a matter of confidence. Students think that if they can't use "perfect" English, they should not say anything. But it doesn't matter if it is not perfect. What I focus on is communication, not perfection.

12. How do you allure students to learn English?

I think activity is a good way to do this. For example, if we're doing a games activity, students don't think about learning English and focus on the game instead of on grammar rules and language structure. It is something we call an "embedded approach" to language learning and I have found that this works very well – and that students usually enjoy it.

4. Do you ever feel depressed because of students' exam-oriented attitudes?

Not really, but I need to be able to show how the things I teach can be related to exams. Sometimes, I think students don't realize that everything we learn is valuable eventually. Nowadays, when students find that the knowledge is not directly related to exams, they see it as worthless. However, from my experience of exam systems and being a lifelong learner of languages, I believe everything we do for language learning is valuable.

8. After working in Hong Kong for so many years, have you improved in Cantonese?

Yes. I can chat a little with people in the market now. I understand the price of items in stores and the names of many products. I still can't read Chinese but I do pick up some terms when people are talking. When I listen to Cantonese conversations, I can sometimes follow them now. I think Cantonese is a musical language. I was terrified about the tones and afraid I would say something wrong because of the tones.

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