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My Experience as a Teaching Assistant in the Canadian Culture and English Summer Camp

Jessica So, 6E

Last summer, I was lucky to have participated in a two-week English camp, titled Canadian Culture and English Summer Camp. It is an annual programme in which Canadian teachers are invited to teach students in Hong Kong.

Instead of being a student, I in fact volunteered as a teaching assistant and my job was to help the Canadian teacher carry out lessons smoothly. Even though it was the first time I had taught others, my teacher guided me well and I really enjoyed the fun of teaching. Since the camp was packed with various lessons and activities on Canadian culture, I also gained an in-depth understanding of Canada as well as their interactive teaching methods.

What else? The camp has significantly widened my circle of acquaintances and improved my interpersonal skills. In the camp, I met people from the distant world, the teachers, several Canadian assistants and even some Shenzhen students. Despite the difference in nationalities, we could all get along well in harmony.

This was undoubtedly a precious opportunity for me to broaden my horizons. If you are bored with being a student, why don’t you attend the camp and savour the experience of being a teacher in the coming summer?
Introduction...
The 2011 New Zealand Study Tour was held from 30th July to 16th August, 2011. Eighteen Form 1 to 3 schoolmates took part in this study tour and Mrs. Liao and Ms. Kwok FL were the chaperone teachers. We stayed with the host families in pairs. At the weekends, we visited different places, for example, we went to Rotorua on the first weekend.

Marist College...
We studied at Marist College. To begin with, “Te Reo” class was the most special class we had ever had. It was a class in which we could learn the aboriginal language, “Māori”. Another important experience was that we played netball with our buddies. That was a good chance for us to “feel and experience” netball. Lastly, most of us watched the drama “The Lion, the Witch and the Wardrobe”, which was performed by the students in Marist College. What a spectacular show! It used and showcased the superb talents of over 300 students – acting, dancing, designing and costume making. Honestly, studying in Marist College for two weeks was not enough, but it was a wonderful experience.

In Auckland...
We visited Sky Tower, the tallest building in the Southern hemisphere. There was a glass floor. We stood on it and saw the whole view of Auckland. It was really a wonderful experience that we will never forget.
We also went to Cornwall Park. It is a large park with a volcanic peak called One Tree Hill. It was the first time we had seen a crater. On the top of the hill, we enjoyed the amazing view with colourful kites and the fresh air which we seldom find in Hong Kong. It was worth experiencing it once in our lifetime.

We visited the Auckland Museum. We watched the singing and dancing performances of the Māori people. From this show and visiting the collection of Māori and Pacific Island artifacts and treasures, we understood more about the culture of the Māori.

**Rotorua**

We visited Rotorua on the first weekend. We watched a farm display that included sheep and cows. Some of us even went up to the stage and joined the show! After that, we saw and fed different kinds of animals. We had great memories with the lively animals.

We saw a geyser in Te Puia. It was really astounding since it was the first time that we had seen a geyser. Although it was smelly, we had an unusual experience in this fairyland. Moreover, we enjoyed a spa at night in the hot spring. All of us felt relaxed in the cozy atmosphere.
We visited the Redwood Forest. The trees there were really tall and huge. The spring water there was so clear that we could drink it directly. Of course, we tried it! Also, we felt very surprised that we could see the bottom of the water! There were many ducks and special kinds of birds. What a marvelous place!

Ending...
The study tour was a great and memorable experience. We made many friends in the school, tried to be family members in our host families and had a joyful time with them. We also visited many places.

We tried many new things there and learned more about the culture of New Zealand. Our English also improved. We will always cherish our time in New Zealand.
On 5th November, 2011, some of our students participated in the 8th AFS Intercultural Fair at Maryknoll Fathers’ School. This was an extremely valuable experience for our students and the exchange students from all over the world.

Exchange students from countries as diverse as Colombia, Hungary, Iceland, Mexico and Russia occupied classrooms to introduce their culture and play games with participants. For example, in the classroom with the exchange student from Mexico, we could try Mexican traditional snacks. Yummy!

Passport and the boarding pass for the fair. Isn’t it fun?

Can you guess which country it is by looking at the national flag? NORWAY!!!

The first station for all of us was China. The two exchange students were from Sichuan. See how cheerful they were! We had so much fun!

We learnt a few Norwegian words and a traditional Norwegian dance. We definitely had a great time!
Of course, we also met Glory, the exchange student at our school. She was so friendly and energetic. Through playing games with Glory and her friends, we could learn more about Germany and meet a lot of new friends.

Last but not least, we could not miss out the most interesting part - body painting. You could choose to have pictures painted on your arms or your face. See the photo below! National flags were painted on our arms. We enjoyed it very much and didn’t want to wash it off even after we went home.

One of our students said that she had enjoyed the AFS Intercultural Fair very much last year and was very grateful that this year she could still participate in it.

Don’t you think it is marvelous? If you have never been to this fair, you must go next year and you can definitely share our happiness. You won’t regret it! We hope to see you at the fair next year.
Lyrics Writing Competition

In November 2011, our junior girls all worked together to write their lyrics for the 40th anniversary musical. The titles of their songs were “Drama Queen” and “Little Hands”. On 29th November, our talented lyricists performed their songs on the stage and received an enthusiastic response from their fellow schoolmates.

Winners
Cherry Ho, Natalie Ng, Vivien Ng and Sandy Poon, 3C – “The Drama Queen”
Ashley Hui, Carol Leung, Janice Yeung and Stephanie Kwong, 2C – “The Drama Queen”
Jena Chan, Ashley Hui, Queenie Ng, Kelly Wong and Eva Yip, 2C – “The Drama Queen”
Michelle Lai, Belle Kwan and Kelly Tang, 2A – “The Drama Queen”
Jessica Wong, 2A – “Little Hands”
Cindy Chan, Joanna Chung and Cecilia Chan, 1A – “Little Hands”
Joan Fan, 1A – “Little Hands”
Louise Wong, Mandy Wong, Milky Hung and Chelsea Ip, 1C – “Little Hands”

What do the winners have to say?

Writing lyrics is a fun way to learn English and it suits me perfectly because I like reciting the lyrics of pop songs.

As a group, we spent hours and days on our entry. We brainstormed ideas for the theme; we created rhymes and included some poetic devices to make our lines sound more lyrical. I think the most difficult part of lyrics writing is to make sure the words match the melody.

- Michelle Lai, 2A

I am glad I could make use of what I learnt in the English lessons to compose the lyrics. I studied the syllables of each word intensely to create tidy stanzas, parallel lines and vivid images.

- Katie Lau, 2A
Speech Festival 2011

This year, our girls got brilliant results in the English Section of the 63rd Hong Kong Schools Speech Festival. Altogether there were 15 prizes for various sections, including choral speaking, solo verse speaking and solo prose reading. Bravo!

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| **Solo Prose Reading** |
| **2nd Runner-up:** | Jasmine Leung 5A |
| | Chloe Fung 6A |

| **Choral Speaking** |
| **1st Runner-up:** | Class 2C |

Winners’ sharing

Gigi Li, 1C

After participating in the speech festival, I have more confidence than I ever had. I also learnt that pauses and correct pronunciation are important. After the competition, I listened to more English by watching programmes in English.

Most importantly, I would like to express my gratitude to Miss Ng, my English teacher, for giving me an opportunity and training me. I couldn’t have done it without her.

Elaine Chan, 3A

2012 is one of the most memorable years in my lifetime. It was my honour to be the champion in the English Speech Festival. It was my first time as a champion in this Festival as well as scoring 90 marks.
When I first saw the poem, I was very nervous since it was just the second time I had entered this kind of event. In addition, I am not really good at English, especially speaking in front of dozens of people. Fortunately, my English teacher inspired me a lot and my friends supported me all the way. I also had much clearer pronunciation of some sounds, especially “s” and “k”.

On the day of the competition, a girl who performed before me was excellent. She spoke clearly and was expressive. When I saw this, I knew that if I wanted to be outstanding, I must be even more confident.

Finally, it is my pleasure to share some tips with my schoolmates. I think all of you should have heard of the idiom “Practice makes perfect”. Remember to work hard and believe in yourselves. Then the next champion will be you!

**Jasmine Leung, 5A**

This year, I took part in the solo prose reading and monologue in the 63rd Hong Kong Schools Speech Festival 2011, organized by the Hong Kong Schools Music and Speech Association. I have taken part in this competition for 5 years. I think there are several points that were important for me to get a prize in the competition.

In solo prose reading, you are asked to read several paragraphs selected from a book. Therefore, you must be very familiar with every word in the book. Also, how you express them is very important. For example, when the words convey anger, you can stress the sentence that should be expressed angrily and you also need some dramatic expressions.

Before reading the lines in the monologue, you should first know more about the character and the characteristics of the people at that period of time. This can help to express the feelings of the character.

**Jenny Chu, 5C**

Time flies and without realizing it, it was already the fourth year I was participating in the English Speech Festival. I still remember clearly that when I was in F. 1, I always felt nervous and didn’t dare to look at the audience when I was on stage because I didn’t have much confidence at that time. But now, I have been trained to be much more courageous and confident. I won’t panic even when I am on stage. Therefore I think the Speech Festival provides a valuable chance for me to speak in front of an audience. So why don’t you grab this chance and get yourself trained?
Bernadette Lai, 5A and Rainbow Liu, 5E

We entered the Dramatic Duologue last year and had a taste of English Drama performance. We discovered that we were passionate about it so we decided to enter the Dramatic Duologue again this year. At first, we were a bit hesitant because the characters we played were involved in a big conflict. During the practice, we strived to plunge into the characters. Eventually, our tongues were like swords and our words were like arrows.

We appreciated the amazing performances of other teams. Although their performances were better than ours, we were not discouraged at all. We believed that we just needed to do our best, and to show what we had prepared. Our performance was quite successful. Although we couldn’t get any prizes, we were glad to know that we had made progress and we learnt a lot from this experience.

Thanks must be given to Ms. Ng SF, Ms. Tsai LF, Ms. Li WL, Ms. Chow YY, Ms. Leung SK, Ms. Fan CQ, Ms. Choi FY, Ms. Ng WC and Ms. G. Carlson for their training this year.

Speech Festival – 2C Choral Speaking Group

Ashley Fung, 2C

This year, we 2C girls got the first runner-up in Choral Speaking in the English Section of the Hong Kong Schools Speech Festival. I think many schoolmates and teachers may be interested in how we got the prize. Let me tell you the story behind the glorious moments.

We started by choosing the poem, then we read and recited it. Our voices gradually became more united. We started to add in emotions and some body movements to our poem. That made our performance more lively and complete.

On the day of the competition, we were all very nervous but still enthusiastic. On the stage, we tried our best to impress the adjudicator.

All of us think that this experience is unforgettable and we have learned a lot from the whole process and our coach, Ms. W. Ng. After these four months of choral speaking training, we learned a better way to project our voice. Also, since we put in so much effort together, it also improved our unity and we are delighted to share such memories and experience.
Learning English is not boring anymore. The English subject-based quiz, “Englisholic”, provided a platform to nurture students’ interest in English and to encourage self-directed learning. The activity was held on 28th February. In this competition, students competed in house groups.

The first section was grammar questions. Representatives of each house were required to answer questions at different levels. Students showed great interest in answering the questions. The second section involved video questions. Music videos were played and students needed to spell the words in some of the lyrics. Students were enthusiastic in this part, especially when they heard the pop music and saw their idols on the screen. This section aimed to promote learning English through music. Western music is becoming more popular nowadays and students are more willing to take the initiative to learn English.

In the third section, audience members had a chance to play Scrabble. Students were actively writing down as many words as they could. And finally, the activity ended with a proofreading section, in which representatives from Yellow House and Red House gave extraordinary performances. Within five seconds, they could press the answer button quickly and give correct answers. Finally, the championship and the best cheering team awards went to Red House and Blue House respectively. All the four houses did a great job.
On 28th February, 2012, the Reading Carnival, organized by the Library, English Club and many other clubs, was held in the school playground. Each club had its own counter and interactive games which had been prepared for schoolmates to arouse their interest in reading.

The English Club, aiming to promote an interesting way of learning English, had the theme “Travel Around The World”. Committee members hoped to catch students’ attention by colourful and attractive photos of scenic spots all around the globe. Students were invited to match the scenic spots with the corresponding countries with the help of the book next to them. Then, they needed to say those names together with the committee members.

Moreover, students were eager to know more about other countries. This further arouses their interest in reading.

They all enjoyed the carnival very much and at the end they could take home a renewed interest in reading, the impressive experience of learning English, new knowledge of the scenic spots, new vocabulary and the joyful moments.

During the carnival, students fully enjoyed the matching game. They were attracted by the topic of famous places around the world. Well-known tourist attractions like the Eiffel Tower and the Pyramids in Egypt were many schoolmates’ favourites. What they could acquire from the books was not only more detailed information on those popular attractions, but also new vocabulary and sentence structures, as well as how to pronounce the names of their favourites so they had a chance to improve their English speaking ability.

Reading Carnival - a fruitful event for students.
Learning in an interactive way is more effective than just sitting inside a classroom. Thus, our teachers prepared a series of drama lessons and activities for us in order to develop students’ potential. This year, students wrote a new script according to William Shakespeare’s *Twelfth Night*.

In the whole process, from writing the new scripts, deciding the characters, practising the scenes and finally to the performances, with the help of our English teachers, we could carry out every little step smoothly.

Students created the scripts in groups, so they learned how to cooperate with others through group work. After lots of alteration of the scripts, students started to rehearse with the version with which they were most satisfied.

After that, students had to perform on stage. Still, when they are performing on stage, cooperation between buddies is very important. There must be good communication between the actresses and backstage workers and students’ team spirit improved a lot from this experience.

Christy Ho and Valerie Chung of 2C said that their spoken English had improved through the drama activities, especially how to deliver and accentuate the important words. Also, they learnt how to cooperate and act with their groupmates when performing on stage.

Before the experience, students thought that drama was an unfathomable performing art and it was not popular in Hong Kong. It needed lots of bravery and emotions, so they thought they could never reach the overseas. However, especially the Drama discovered that doing patience, but they themselves. Behind a there is lots of hard spend lots of time come up with more new ideas to make the performance flawless.
Drama Appreciation – “Emma”  
Cathy Yeung, 5A

Do you know what matchmaking is? If you don’t, you ought to read *Emma* or watch a play based on the story. On 22nd March, 2012, Form 4 and 5 students enjoyed a marvelous drama performance, *Emma*, in the Sai Wan Ho Civic Centre Theatre.

Emma Woodhouse was a matchmaker in the novel, *Emma*, written by Jane Austen. The whole story is linked up by the matchmaking that Emma did. However, she failed most of the time as she didn’t think of what that person really wanted. For instance, she thought Mr. Elton was the right man for Harriet Smith as Harriet could live in a wealthy family after marrying him. Nevertheless, what Harriet really wanted was not wealth but a simple and joyful life with the man she loved. At last, Emma realized what she had insisted on for such a long time was wrong and she married Mr. Knightley, who had been her best friend and was later her lover.

I like *Emma* as the plot is compact and gives me a sense of excitement. The most impressive part is when Mr. Knightley points out Emma’s mistakes as it is not easy to do that at all. The background music and sound effects made the whole performance so vivid that I could become involved in the show more easily.

- Bernadette Lai, 5A

All in all, *Emma*, performed by AFTEC, a professional drama group, is a play that all of us enjoyed watching as it has a lot of merit both academically and artistically. In the future, while we are enjoying the appealing drama performance on stage, we should never forget to think more deeply about the story and what benefits it can bring to our studies. Therefore, we both learn and are entertained through drama shows.
Watching films is always an interesting way to learn English. This year, the English Club organized two film shows in March. Our fellow students learnt while having fun!

In one of the film shows, the movie Da Vinci Code was shown. Quite a number of participants came and joined us and they all showed great interest in the film. Before the film started, the committee members of the English Club briefly introduced the background of the film and gave a summary of the plot. We also raised some questions that the participants needed to think about while enjoying the film.

The film Da Vinci Code was a mystery-detective movie. It was about Jacques Saunière, the Louvre curator and Priory of Sion Grand Master, who was murdered one night. A Harvard Professor Robert Langdon and Sophie Neveu were responsible for investigating the murder. Jacques had left a secret code in his last minutes of life. Following the clue, they discovered that the bloodline of Jesus Christ still existed and Sophie was the descendant of Jesus.

After watching the film, we asked the participants to discuss in pairs what they had learnt from the film. Moreover, they were required to give their views on each of the characters and state some new words or expressions that they had learnt. The students were all very attentive and participated in the discussion enthusiastically.

Last but not least, we invited some participants to share their opinions. Every presenter pointed out different features and showed good critical thinking skills.

The participants showed their eagerness to learn and their passion for English, which should be encouraged. Learning English through watching films is beneficial to all of you, as you learn and enjoy at the same time. Come and watch our film shows in the coming year!
Interview with student teacher, Ms. To

Ms. To was a student teacher who had her teaching practicum in our school. During the last week of her teaching practice, we had an interview with her.

Teaching in Siu Ming reminded Ms. To of her time in secondary school. She actually graduated from a girls’ school, which made it easier for her to get used to the environment and get along with the students in these two months.

“The girls are so sweet!” I believe this comment from Ms. To applies to each of us Siu Ming girls. She enjoyed every moment she spent here, especially with 2B students, who gave her some unforgettable memories. Ms. To couldn’t help but smile when she was sharing her experience with 2B with us. When she first taught poetry writing two months ago, all she could tell was that her students were scared and surprised, as if they would do whatever it took to stay away from poetry writing. But gradually she could see the changes in them. In the last lesson, the students were so involved in the activities that they even fought to write poems! All these impressed Ms. To very much. She was pleased to see that the potential of the students was developed and they finally stopped being afraid of poetry writing. Ms. To also discovered that encouragement is all the students need to overcome their fears.

Being a student teacher for the first time was such a memorable experience for Ms. To. She is now studying Bachelor of Arts and Bachelor of Education degrees at the University of Hong Kong. She would like to become a teacher in the future. “It is fulfilling to see students enjoying the class,” Ms. To said. She hoped she could change the idea that “English is boring” and raise students’ interest in learning English. Ms. To also mentioned that she would love to teach senior students because she enjoyed building up relationships and sharing personal experiences with them.

Talking about future plans, Ms. To will continue her postgraduate studies to prepare and enrich herself before becoming a teacher. We wish Ms. To all the best and we hope she can be a successful teacher very soon.
“Speak Out–Act Up” Improvised Drama Competition

Adele Yau, 2D

My classmates (Evelyn Chan, Katrina Cheung, Celine Hui, Eva Yip of 2C and Veronica Lam of 2D) and I were glad to represent our school in the “Speak Out – Act Up” Improvised Drama Competition. This competition aims to give students an opportunity to learn different drama techniques and the use of English in different roles and dramatic contexts.

Our coach, Ms. Wendy Ng, taught us various drama techniques, for example, using the stage, utilizing body movements, expressing emotions, acting without speaking and projecting our voices. It was really fun because we had not ever thought that drama could be like this.

The most exciting part was that we did not know our two topics until a week before the competition. We received our topic on 17th April. It was a big challenge for us since we hadn’t had a clue about what the proverbs meant. Fortunately, after Ms. Ng’s explanation, we were able to start thinking about the plot. The plot is the spirit of a drama show. Knowing this, we spent plenty of time writing a good one. Once we had an idea of the plot, we tried to act it out. When everyone thought that it was perfect, we came across another difficulty and that was we had to finish our show within 4 minutes.

For instance, our first rehearsal of “The grass is always greener on the other side” took us more than 5 minutes to finish. At last, we managed to cut our performance short without missing the main idea of the whole story.
Finally, it was our “Big Day”! We were happy that the organizer allowed us to have a short rehearsal before the actual play, which was a good arrangement for inexperienced performers like the six of us. We also had a chance to watch the other competitors’ shows. Some of them were really impressive and we thought we would not be able to win.

We are very pleased to announce that we won two awards – the 2nd runner up (Team Prize) and the “Speak Out! Star Award” (Best Use of English) (Individual Prize). The adjudicators praised us as a nice ensemble and said that we could use a story-telling method to illustrate the proverb “Look before you leap”. The individual prize was given to one of our members, Katrina. The adjudicators praised both her voice and movements. Also, they appreciated her acting in the role of an ostentatious woman.

Teamwork is very important. We need to be a good listener and to be flexible when new ideas come up. In this drama competition, we gained a lot, especially confidence. Passion is another key to success. Even though the process was hard, we upheld our passion and kept working. Finally we reaped what we had sown.
4.23 World Book Day Creative Competition

Gigi Li of 1C won an award in the Junior Secondary English Category of the 4.23 World Book Day Creative Competition, co-organized by the Leisure and Cultural Services Department and the Hong Kong Public Libraries. She wrote a book report on the book “Who Moved My Cheese”. The judges praised her for her sound understanding of the story and good organization of ideas. The vocabulary she used also conveyed the ideas and information clearly. Gigi told us what she has learnt from the competition:

I have learnt that good vocabulary, writing skills and organizing ideas are important elements in compositions. With all of the above, the passage will be more vivid and compelling. Since they are so crucial, I have spent more time reading books and newspapers in order to acquire more vocabulary and writing skills.

Lastly, I am very happy and grateful to a number of people: Miss Ng, who has given me a lot of valuable advice about writing and Miss Cheong, our teacher librarian.

Topic: Change or Not?  
Title of Book: Who Moved My Cheese  
Gigi Li, 1C

The story is about seven teens whose school is going to introduce a new semester program. Six of them kept complaining, so one of them shared a story with them, and this is where the story “Who moved my cheese?” begins...

Two mice (Sniff and Scurry) and two miniature people (which are known as Littlepeople in the book) (Hem and Haw) were on a journey to find cheese (which represents what means most to them.) After they discovered the location of a cheese supply, they started to have different routines.

The mice stayed alert and always went to their destination early in order to get the cheese earlier. On the other hand, the Littlepeople started to take things for granted, and got lazy.

After some time, they ran out of cheese. The two mice adapted to the change immediately and were ready to venture on their quest. In the mean time, the Littlepeople were moaning, but did not take any actions to replenish the diminishing cheese supply. As time went by, the mice got what they deserved, cheese. On the contrary Littlepeople starved.
Then, Haw finally thought it through and persuaded Hem to go on the quest for cheese. Yet he was too stubborn and disagreed. So, Haw went by himself and finally found another cheese supply location. He learnt that the cheese would one day run out; therefore he had to stay alert and be ready for change.

The story ends with the adolescents talking about how silly they were before and if they would be audacious enough to solve their problems?

It has made me recall an experience which happened just months ago. Since the age of 3 or 4, I always had a helper to look after me. Until a few months ago, my parents decided that I was old enough, plus the fact that my dad does not have to go to work anymore; so from then onwards, I did not have a helper anymore. To me, she was not only a helper; she was also my companion and a good friend.

At first, I did not want to accept the change, but she had already left. Yet I had to cope with the problem, I knew I had to, but how? I really did not know, until after reading the book, I realized that change is mandatory, and I should be prepared. Since the characters in the book can change, why can’t I? Then, I kept in contact with her, but it still was not enough. I thought “I have to have someone to talk to me.” Then, that was the time I figured out what I truly needed - new friends.

I tried to get rid of my shyness, and started talking with different people in school. It really helped a lot. I felt so much better after getting rid of all those worries that people would not want to be friends with me. I never felt so lonely since then.

If I had not been able to stop at the brink of the precipice, I might have ended up getting depressed, and most likely it would gradually affect other things, like my relationship with my family, my friends (quite few at that moment), my classmates, teachers, even my studies. The situation would not improve until I changed because I know building or repairing relationship and friendship is a lot harder than spoiling it.
In fact change is necessary not only for the above, but also the ever-changing world. If Mr. Lui Yu-chun, one of the awardees in the “Ten Outstanding Young Persons 2006”, had not been awake enough and decided to change, he probably would not have finished his studies at university and would continue to be a bad element in the society.

Furthermore, if Steve Jobs had not been alert enough to initiate radical changes, Apple Inc would not have become a success story. The computer industry landscape has been re-shaped.

Do you think changes are late and difficult? Not quite. Where there is a will, there is a way. And it is in anyway better than waiting and doing nothing.

You can read the other winning entries at:
**Interview with exchange student, Glory**

*Vincy Wong, 4D*

This year, we had an AFS exchange student Glory Mae Gay from Germany. We interviewed this cheerful girl about her life in Siu Ming and Hong Kong.

**Vincy:** Hi, Glory? Would you mind introducing yourself to all of us?

**Glory:** Hi everybody. I’m Glory from Germany. I’m 16 years old and study in Heisenberg-Gymnasium. Now I have come to Hong Kong and live in Fortress Hill in North Point.

**Vincy:** Oh! North Point! That’s far from our school! So, how do you go to school?

**Glory:** Firstly, I walk to the MTR station, take the MTR to Kwai Fong and then I go to school by taxi or minibus.

**Vincy:** Oh I see. Then, what do you like to do in Hong Kong?

**Glory:** I like going out, meeting friends and also taking sticker photos. I have already taken so many of them! Also, I like exploring different parts of Hong Kong such as the countryside or beaches on different outlying islands.

**Vincy:** What subjects do you study in the school?

**Glory:** I study five subjects. They are English, Mathematics, History, Biology and Physical Education.

**Vincy:** Which subject do you like most?

**Glory:** History, because I’m interested in that.

**Vincy:** You’ve studied in DMHCSM for almost 10 months. Which part of school life do you like most?

**Glory:** Having lunchtime and chatting with others about K-Pop (Korean Pop music) and J-Pop (Japanese pop music) and talking about the new music videos or albums and songs.

**Vincy:** I know that you have taken part in many activities in our school. What activities do you think are memorable?

**Glory:** Um...Sports Day, because we don’t have it in Germany. It is a new experience. It’s nice to see the competition and feel the team spirit. The cheering team competition is amazing. And I also enjoyed the Christmas celebration.
Vincy: Why? Don’t you have it in Germany?

Glory: Yes, we do but we don’t celebrate like this.

We just go to school and chat for a while, listen to some songs and have breakfast together. We do not take photos. But in Hong Kong, we take photos and give Christmas presents and Christmas cards to each other.

Vincy: What a big difference! In the Christmas celebration, you were in a drama performance. How did you feel?

Glory: It was like being a drama member and staying on the stage with others.

Vincy: Yes, and the drama was performed in Cantonese! Do you think it was difficult?

Glory: Yep! Very difficult because of the different tones and levels. So it’s hard for me to make the pronunciation and even to hear the differences. It was really difficult, but the other members taught me how to pronounce the words and often practised with me. Finally, I tackled the challenge!

Vincy: After staying in Hong Kong for almost 10 months, what are the differences between your expectations and the reality?

Glory: I expected the size of Hong Kong to be much bigger. Also, I thought the people would have more time to relax and enjoy themselves; they are also more traditional, not so open towards other cultures. However, after 10 months, I can say that the Chinese are in fact very open-minded. They like to show me new places. Maybe they have pressure in work or schoolwork, but they can release it in the holidays. When they are having holidays, they really enjoy them and play hard. I think that’s “HK Style”!

Vincy: That’s right! “HK Style”! As you’re going to leave Hong Kong, do you have anything to say?

Glory: I really love Hong Kong, my class, my schoolmates and also my teachers. Um...I will really miss Hong Kong and look forward to coming back. These are the best months in my life! And I would like to thank the Principal, Mrs. Chan, Ms. Leung and of course all my classmates and friends who always smile at me! Thank you all!
Form 3 English debate

Debate — A Discussion? An Argument? A learning experience!

Kitty Cheung, 3C

In May 2012, the Form 3 students had thrilling debates in class. The two teams in my class debated whether television has a negative influence on children. Before the match, they did a lot of data research and had many rehearsals as it was their first taste of debate. Feeling nervous is unavoidable for raw beginners. Nevertheless, all of them enjoyed the breathtaking process of debating and at the same time they practised their debating skills.

Here are the comments given by the best debater, Winnie Chan of 3C. Winnie did a good job in the debate and was awarded the “best debater”. She commented that it was a special and impressive experience for her. “Although it took plenty of time thinking of some convincing points for our side, it was an unforgettable learning experience in my school life. It trained my thinking. I had to figure out how to rebut the opposite side, which was a really challenging task. I found that I learned much more than I expected.”

More about English debates:

Thirty Form 1 to 3 students took part in a debate training course held on 19th, 21st, 28th June and 3rd July. The course was part of the school’s Refined English Enhancement Scheme funded by SCOLAR, EDB.

Friendly debates with Tak Oi Secondary School were held on 6th July and 9th July.

Six senior students attended an English Debating Workshop at Po Leung Kuk Centenary Li Shiu Chung Memorial College with students from four other schools on 7th July. The workshop was organized by the English Speaking Union (Hong Kong).
Form 1 Language Arts Performance

Rachel Wong, 5C

On 24th May, our Form 1 schoolmates took turns to perform different forms of language arts in the school hall.

The session began with the performance of 1A. Their performance was called “10 Minutes+”, which was a short drama about the two social issues of the Dolce & Gabbana photo ban protest and mainland mothers in Hong Kong. They presented it in the form of TV news and interviews, giving a lot of details and their own opinions, which showed their complete understanding of the issues.

Next up was the performance of 1B. They sang the song “Ordinary Miracle” to the piano accompaniment of Ms. Fan. Their performance was impressive!

After that, 1D told us part of the story of “Little Red Riding Hood” in the form of choral speaking. This was an interesting one because most of us may not have seen a story presented in this way. The performance was fun and lively.

Lastly, we had 1C to tell us the development of the story of “Little Red Riding Hood”. Their performance involved some acting and the rest of the class took the role of a chorus warning Little Red Riding Hood when she was about to face danger. They did not finish the whole story, but alternative endings, which had been formulated by groups of students, were presented.

Our Form 1 schoolmates did a very good job and we were all amazed. Our principal, Mrs. Chan, praised them for their high English standard and she appreciated all the hard work by them and the teachers in charge!
Have you ever heard of a scheme named “Read-Aloud Buddies”? All Form 1 students and some senior students are quite familiar with it. “Read-Aloud Buddies” is a year-round scheme which provides an opportunity for Form 1 and senior students to work together to boost their confidence in speaking English.

About 30 senior students are chosen to be the Read-Aloud Buddies when a semester starts. Each of them takes care of six to seven Form 1 students. Every Wednesday, the Buddies go to the Form 1 classrooms and students take turns to read aloud to them. The main duties of the Buddies are correcting Form 1 students’ pronunciation mistakes, commenting on their reading aloud and finally giving them a mark. All of them, including the Buddies, have to listen to the recording at home for preparation beforehand.

Both the Form 1 students and their Buddies have learnt a lot through the process of teaching and learning among peers. Now you can look at the impressions of some Buddies and Form 1 students of this scheme!
Buddies’ opinions:
Firstly, I have become more responsible because I needed to be a role model for our schoolgirls. I remember when I was a junior student, I admired the senior students very much and I would imitate them. Now that I am a read-aloud buddy, I need to be a good example to our schoolgirls not only in the read-aloud session, but also in helping them develop their character.

One of the greatest rewards is that I have developed friendships with our schoolgirls during this programme. We met every Wednesday and after the read-aloud session, we would chat. We know each other very well. I believe that it is an unforgettable experience for our buddies and the Form 1 students.

- Jacqueline Sin, 5C

Being a read-aloud buddy is not easy, but it gives me an opportunity to help Form one students to have better reading aloud skills. Some students have an active learning attitude as they are conscientious and they ask me to correct their pronunciation. I enjoy meeting them. I believe if they keep it up, they will have the greatest potential to excel in English.

- Anna Siu, 5C

Form 1 students:
It’s a good idea to learn English from buddies. I like peers sitting next to me, because it is a bit boring to practise reading with teachers only.

- Judy Kwok, 1A

I am quite shy when speaking in English. This scheme lets me read aloud some passages regularly. I can speak in English more often.

- Connie Wong, 1B
Excellent results in English Builder

The EDB has been promoting the use of e-learning materials in school. English Builder, an online exercise, has formed part of our school’s English curriculum for five years. This year our school was awarded the “School of the Year Award 2012”. Keep up the good work!

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
<th>Rank among all participating students in Hong Kong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gigi Li</td>
<td>1C</td>
<td>9 (Gold Medal)</td>
</tr>
<tr>
<td>Milky Hung</td>
<td>1C</td>
<td>29 (Bronze Medal)</td>
</tr>
<tr>
<td>Mandy Yeung</td>
<td>4B</td>
<td>49</td>
</tr>
<tr>
<td>Amy Wong</td>
<td>5A</td>
<td>47</td>
</tr>
</tbody>
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Distinction Achievement (September 2011 – May 2012)

Photo Album

Learning English is FUN!
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