



*St. Joan of Arc Secondary School*

Issue No. 2

# English Enhancement Scheme 2008-2009

## Learn English Beyond Boundaries & Limitations







Jefferson Wong (S6 Hope)

**Patrons:** Fr. D. J. Kim (Supervisor)  
Mr. P. L. Lau (Principal)  
**Advisors:** Mrs. J. Tsang, Ms. Y. Ho & Ms. K. Mok  
**Chief Editors:** Mrs. J. Tsang & Ms. C. W. Yip  
**Editor:** Jefferson Wong (S6 Hope)  
**Sub-editors:** Lam Sin Lun (S6 Hope), Wong Ka Chun (S6 Hope)  
Wong Man Chun (S6 Hope), Hung Lok Tin (S6 Wisdom)  
Lam Chun Wing (S6 Faith), Lai Ko Ting (S3 Faith),  
Alex He (S3 Faith)  
**Cover Page Designer:** Lam Sin Lun (S6 Hope)  
**Proofreading:** Mrs. J. Tsang, Mr. T. J. Whelan & Mrs. Rao

Head of English Ambassador Team (EAT)

As the city becomes more prosperous, the publication of magazines becomes more popular and prevalent, for example, Reader's Digest, Time, National Geographic, etc. Believe it or not, we are actually publishing a magazine too. Although we are not giving you all the juicy news about celebrities, informative knowledge on how to preserve the Earth or history about Hitler, we are presenting you all the priceless memories we had this year, and all the smiles and laughter we shared in the activities of the year. Welcome, our readers, to this new issue of the EES magazine.

To look back on the activities this year, the most fruitful ones would be the English Café, and the Hong Kong Schools Speech Festival (HKSSF). Thanks to all the English Ambassadors who kept on encouraging their counterparts to participate in the English Café. We saw that the average number of students joining the English Café each week jumped to around 15 to 20. Although it sounds small, quantity does not mean quality; almost all the participants are willing to chat with the native English teachers and that is what we have been hoping to see.

St. Joan of Arc Secondary School is always well-known for its phenomenal performance in the competitions of the HKSSF. This year was no exception. We had

an unprecedented number of 80 entries, with the result of 7 Proficiency Awards, over 61 Merit Awards, two 2nd runners-up and a champion from S5 Wisdom, William Ng, in the Public Speaking Solo. Such a divine outcome is believed to be the fruit of our endeavors. William's triumph is not simply his own triumph but the school's triumph. It is my conviction that in the following year we will do better, be it the number of entries or number of winners.

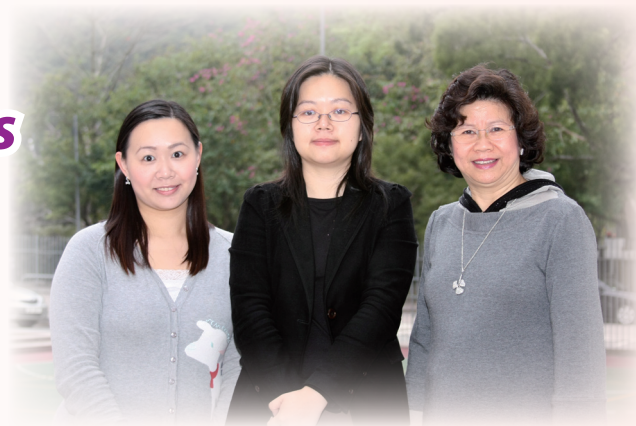
Without a doubt, secondary school life is always the most enjoyable time of our life but unfortunately, it only happens once. Many would lament about it while some would say, "who says we are letting it go?" It is within ourselves whether we are going to set free our happy memories of our school years. We get to choose how we live. People always say we only live once, but if we live it right, once is enough. So why don't we live the way we want to live?

Last but not least, before you begin your new life, there is something you must do to prepare for the start. First, immerse yourself in an extremely cozy environment. Then, have your favorite drink and sit down on your favorite couch and read this EES magazine tranquilly with the affectionate heart you used to have in your youthful, energetic secondary school years.



Hung Lok Ting (S6 Wisdom)  
Assistant Head

## Our Advisors



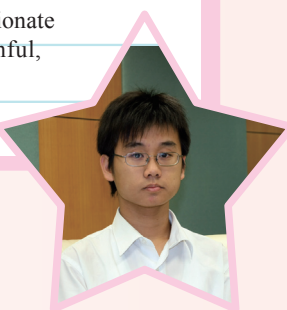
Ms. K. Mok, Ms. Y. Ho & Mrs. J. Tsang

## Message from the EES Co-ordinator

Our English Department is committed to expose every student to learning English both inside and outside the classroom with the funding of the English Enhancement Scheme from the EDB.

With the collaborative efforts among teachers and students and a practical implementation plan, we are able to improve the quality of learning and teaching. In addition, we can ensure the use of resources in financial terms will bring about a sustainable impact on learning, teacher development and school development.

Mrs. J. Tsang



Lam Chun Wing (S6 Faith)  
Assistant Head

- 1 Cover page
- 2 Editorial
- 3 Contents
- 4 English Ambassador Team
- 5 English Day & English Games
- 6 English Morning assemblies & English Cafe
- 7 Movie Club
- 8 Winners of the Most English-rich Classroom Competition (April)
- 9 Winners of Most English-rich Classroom Competition (June)
- 10 The Legend of Mulan & Robin Hood
- 11 The Legend of Mulan & Robin Hood
- 12 Learning English through Drama
- 13 Diocesan Talent Show 2008-2009
- 14 Language Week
- 15 Language Week
- 16 S3 & S6 Public Speaking Courses & Standard Chartered Public Speaking Contest 2009
- 17 60th Hong Kong Schools Speech Festival
- 18 60th Hong Kong Schools Speech Festival
- 19 60th Hong Kong Schools Speech Festival
- 20 Integrated Skills School-based Curriculum
- 21 Integrated Skills School-based Curriculum
- 22 Integrated Skills School-based Curriculum
- 23 Mother's Day Card Design Competition
- 24 English Around S. J. A.





Whole Group of the English Ambassador Team

*It's only when with more than a petal, will the flower be complete and show its intrinsic beauty to the world.*



We are happy to be the ambassadors!

The English Enhancement scheme was launched two years ago with each year being better than the previous year. For this year, I am proud to say that we have had an unprecedented breakthrough, given to a change in attitude of our students: the number of English ambassadors reached 85, which is almost 5 students from each class. Such a large and supportive group of acolytes not only makes the running of the society much easier and smoother, but it also gives more students the benefit of being involved in the activities carried out by the society. As such, our aim, to create an English- rich environment around the school, is much closer to us.

In the past, the English Society consisted of only 9 people, each having a different position. Today, we have come to three main sectors, which are the Junior English Ambassadors as the base, the Senior English ambassadors as the middle, and the Head and Assistant Heads of English Ambassadors at the highest level. Such a group of support is conducive to the success of the program in terms of planning, promoting and launching of the activities.

Being the Head of the English Ambassador Team is a double-edged sword. On the one hand, you build your leadership skills through organizing different kinds of activities. On the other hand, you sacrifice your free time and suffer while balancing your study life and the "Chairperson's life". As a matter of fact, the post of the Chairperson of the English Society has long been renowned as one of the most challenging jobs in the school like Mrs. Tsang calling you out often during lessons for urgent updates, meeting the deadlines of the many script writings, and making announcements in front of the crowd. Tiring as all these are, they all are good for me, because running the English Society, benefits all of my fellow schoolmates. Viewing it from this angle, I am honored to serve this holy post.

It is known that without any part of the team, the English Society would never run as successfully and smoothly as we have in this year. I hereby would like to say thank you to Mrs. Tsang for her considerate guidelines and strict way of training; my partners, Tin and Wayne, for their kind and selfless help, and all the Senior and Junior English Ambassadors for their enthusiastic and incessant participation in the activities.

Jefferson Wong (S6 Hope)  
EAT Head

## English Day

Since the implementation of Mother-tongue language teaching, the use of English amongst students in Hong Kong has been greatly reduced. However, the demand for English in society has only been drastically increased. In light of this, English Day is organized on every Friday. The aim is to provide more opportunities for students to speak English and to better appreciate the English language.

On English Day, students are encouraged to speak in English with each other, and with the staff and teachers. Whenever they speak to the English Ambassadors or English teachers in English, they will be awarded with a stamp on the English passport. When 5 stamps are collected, they can redeem them for a drink or a snack from the English Café, which operates at lunchtime. Also, junior students may collect stamps by playing at the English games stalls organized by senior students during recess.

This year, the English Day was kicked off during the English morning assembly, followed by the games stalls during recess, and the English café at lunchtime. We believe that by organizing the English Day once every week, four times a month, the students will benefit from the English exposure and will learn to love to use English language confidently.

## English Games

"She sells sea shells by the seashore" is one of the most familiar tongue twisters among students. Ever since we were small kids, we started learning any new habits or skills by playing games. Even in adulthood, when we learn a new technique, we play a game first to get ourselves interested and also to get familiar with the basic knowledge of what we are trying to learn.

In St. Joan of Arc Secondary School, the English Society is doing the same thing. We organize English games during recess every English Speaking Day. The aim is to intrigue students to learn English. Games like tongue twisters, word choice, searching for lyrics etc. are set up at the booths outside the library.

With games, there must be rewards. If students win a game, they will be awarded with a stamp on their English passport and when five are collected, a free drink can be redeemed at the English Café.

Some people say playing games is a stepping stone to learning good English. Some may disagree with this but I for one concur. Having the same goal, we strive to make learning English fun.



First, you should know the rules.



Is it green or yellow?



Is it a verb or noun?



Everyone is having fun.



Congratulations! You win a stamp.

Get prepared to have your tongue twisted.

Get confused?



## Translators

This program is our new attempt to promote English for life! Translators started in early October. On Fridays, English ambassadors are on duty in front of the staff room. Students have to speak with the Translator in order to call the teachers. The duties are simple but meaningful. It's really effective as students can practise practical and daily English in a relaxing way. On the other hand, not only does the program provide opportunities for students, but it also lets the Translators experience the importance of being polite to others.



I'm on duty calling teachers' names in English!



Mr. Poon, someone is looking for you.

## English Morning Assembly

In the past, English Morning Assembly was held only once a week, but this year it was bi-weekly. During these sessions, students were given ample opportunities to hone their English skills. All announcements were made in English. What's more, we had book sharing and listening to popular English songs.

Wayne Lam (S6 Faith)



We are promoting English activities.



Reminders!



Mr. Whelan is introducing our EAT members!

## English Café

In Hong Kong, cafes are found everywhere; not to mention the one on Braemar Hill- The St. Joan of Arc English Café! Why have a café, a culture from France that has become so popular throughout the world? People may always wonder but the answer is simple and straight forward: it provides a decent and delightful venue for gatherings.

Friendship has long been considered as the most precious thing in the world; not even money can substitute it. Because we cherish friendship to such an extent, chatting in a café has become a well-liked pastime for all walks of life.

In the English Café, students can receive a preferred drink with every five stamps collected on the English Passport. While enjoying the drinks, they play English games or chat in English with the English Ambassadors and English teachers.

Be it Starbucks, Pacific Coffee or the St. Joan of Arc English Café, we all share the same goal: to offer quality food and beverage service and provide every customer an opportunity to share some happy moments with their friends in English.



Can you give me a hand?

Take any drinks! My treat.

I deserve a stamp too!



We love English Café! Don't we?



Let's see who will be the winner.

## Movie Club

Do you like Johnny Depp? Or are you addicted to any famous animated films like "The Monster House"? The Movie Club shows a movie on Wednesdays during lunchtime. You can come and jump into a fascinating world full of breathtaking thrillers, entertaining comedies and romantic stories!

Also, short meetings are provided to let you discuss the movie and share your feelings! What a great way to spend your leisure time during lunchtime and you can grab the chance to practise English by sharing film reviews with your buddies!



We love watching movies!



It's so exciting!



Here comes the romantic part!



See how indulging we are!





S2 Faith



S3 Faith



S4 Faith



One of the most indispensable factors of efficient English learning is the degree of the learner's immersion in an English-rich environment. Yet, it is never easy for anyone alone, especially students in CMI schools, to find themselves in such an environment. To facilitate this, a corner is reserved in every classroom to become the English corner. This is an area for putting up English related materials aiming to improve students' English proficiency unobtrusively and imperceptibly by frequently updating the English related materials and creating an atmosphere filled with active learning of English.

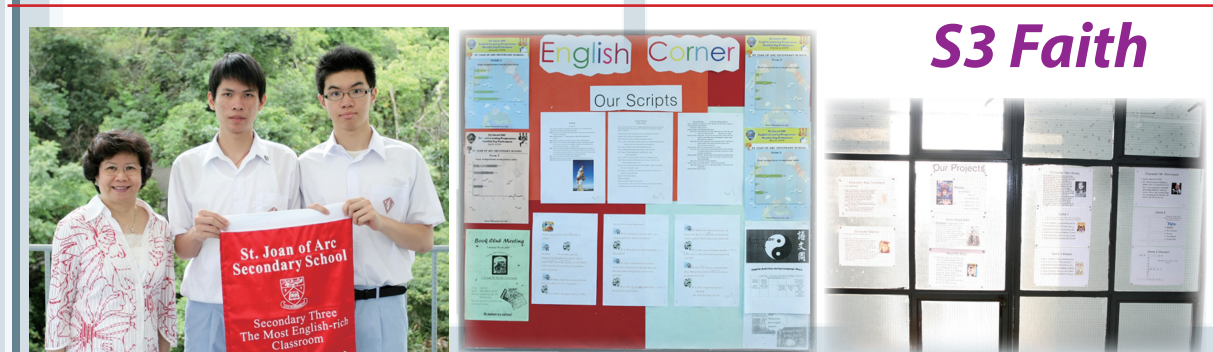
In general, posters, book reports and the students' own written works fill this space. Also examples of idioms, phrasal verbs and news cuttings are common materials used for the decoration of the English Corner. In some cases, students may even utilize the walls of the classroom to put up different expressions or vocabulary to maximize the creation of the ambience of active learning of English in the classroom.



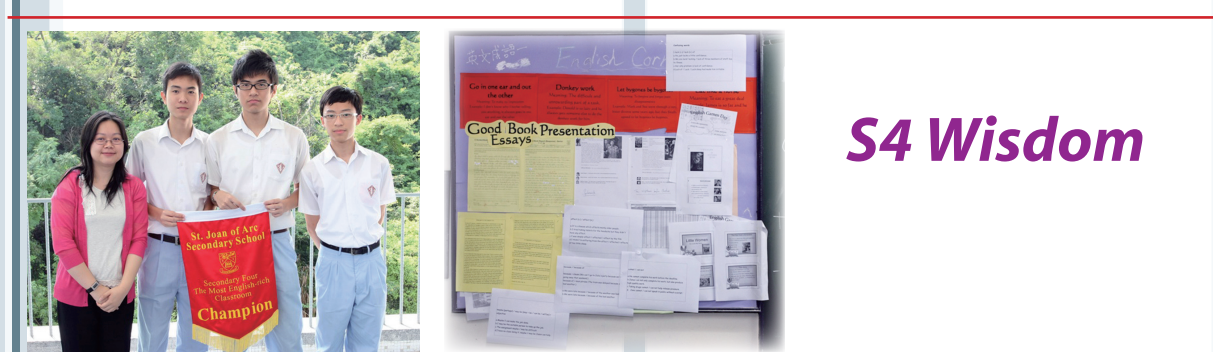
S1 Faith



S2 Faith



S3 Faith



S4 Wisdom



S6 Hope

Hence, with the purpose of commending student's hard work and motivating them to work better, a competition system named the most English-rich classroom competition is established. There will be a winner in each form and they will be awarded a champion flag. As the competition is repeated twice in a term, decorations need to be renewed frequently.

In an interview with one of the active participants of the competition, he claimed that through the competition, he realized that English can be learnt in different ways, and by putting up the exhibits in the classroom, the memorization of the newly-taught materials can be intensified as they can refer to the words or sentences posted on the walls and boards if they forget. Also, while decorating the classroom, they need to conduct research on the items used, via this process, self-learning which is much appreciated nowadays is practiced. For a new English learner, this competition is simply a good start.



# We Love Onions

Date: 17th November 2008 Time: 2:00 p.m. Venue: School Hall

## Sequence of events

### The main character



The Legend of Mulan

### Our MCs



Lai Ko Ting (S3 Faith) & Winter Chan (S3 Hope)

### On stage with professional actors



Jason Puncs (S1 Faith) & Wilson Tong (S1 Hope)

### Q&A



### Snapshots



## Survey Report

### Introduction

This report has been written because we wanted to find out students' response after participating as the audience of the Chunky Onion drama.

S1 to S3 students were invited to complete the questionnaires and give their comments on it.

### Findings

The overall opinion of the performance was positive. 75% of the students felt that the performance was good. 64% of the students felt that the story was easy enough for them to understand. 68% of the students thought that the level of English was moderately appropriate for their level of English. 76% of them felt that the study exercises were interesting and helpful. Finally, 70% of the students said that they were interested in participating in another similar program in the future.

From the written comments, some reflected that it was really a fun way to learn English through drama when they were immersed in English speaking environment for one and a half hours. Moreover, they thought that the pre-drama show education packs were very useful in terms of learning how to write the plot of the drama and the description of characters. In addition, they learned a lot of vocabulary through the lyrics of the songs too.

Last but not least, teachers were also invited to give some comments on the drama. They also agreed that the pre-show materials were very useful. They added that S1 students might not be able to understand the whole drama but it was a good exposure to them. It is hoped that there will be more students acting with the cast in the drama.

### Conclusion and recommendations

To conclude, it is worth organizing this type of drama for enhancing students' language proficiency annually. We must thank the school for funding this activity for junior forms.

It is recommended that Chunky Onion Drama Team will train a few more students to act with the cast.

Ng Fung Kevin Yeuk Wah (S3 Faith)



Date: 19<sup>th</sup> April 2009  
Time: 2:30 p.m.  
Venue: Grappa's Cellar

On April 19, 2009, a live English-language drama was held in Grappa's Cellar, a restaurant located in Central. Before the show, snacks and drinks were supplied.

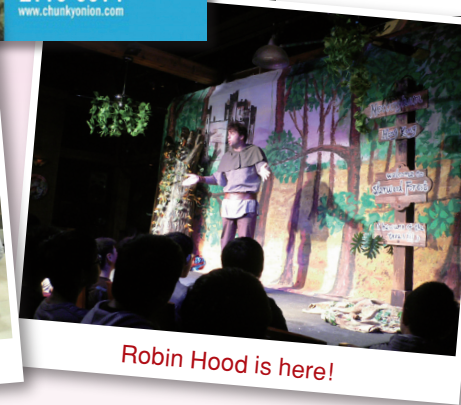
The photo on the right shows students and teachers from St. Joan of Arc Secondary School enjoying their tasty meal.



## Robin Hood Appeared in Town



Are you prepared to enjoy the show?



Robin Hood is here!



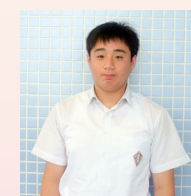
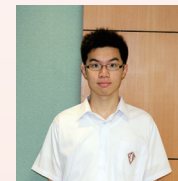
We all love the show!

## Reviews



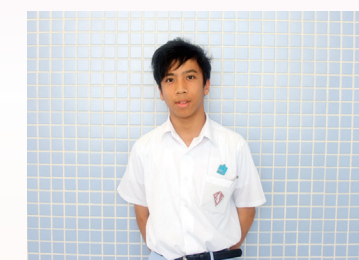
It was a great show! It was more like a party than a drama show. Actors performed well. I really had a great time there. I would be happy to join this kind of show again.

He Shen Jun (S3 Faith)



I really enjoyed watching the drama show. The characters did a lot of funny actions that made me laugh. I would definitely join this type of drama show again.

Ng Wai Lam (S3 Hope)



Ha! Ha! I really enjoyed it. It is indeed a new way to learn English through drama. Also, the free pizzas and sandwiches provided for the audience were delicious. I am glad that I was one of the audiences in this spectacular show. It was fun.

Li Hok Chung (S2 Hope)

Hello! I'm Anthony from 1Faith. I'd like to tell you about a drama show called "The Adventures of Robin Hood" by Chunky Onion Productions.

It is an action-packed, funny and exciting story. During the drama show I laughed a lot and had a happy time. In this story, I like Robin Hood, the main character most. He was kind and brave. He protected Marian and fought with the rotten sheriff.

After I watched the show, I felt it was fascinating and I really think I can learn English in a fun way. I want to watch more such shows.

Anthony Lau (S1 Faith)

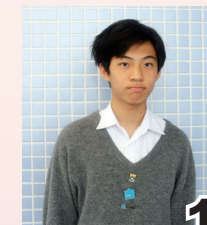


It was such a great enjoyment to go for a drama with schoolmates and teachers on a Sunday. We met at Central MTR station and together we went to a restaurant in the basement of Jardine House.

Before the drama performance, we were served with delicious pizzas and coke and after filling up our stomachs, the drama show, Robin Hood, began. It was an extract from the original story of Robin Hood which was rewritten to make it more amazing and suitable for a small stage.

During the show, the restaurant was full of laughs, screams and clapping. We all enjoyed ourselves within these two hours which in the end, we found it to be too short to say goodbye.

Andrew Lai (S3 Faith)





# Learning English through Drama



During the 2008-2009 school year, the members of the English Department attended a 10-hour workshop on Learning English Through Drama. The workshops proved to be a lively mix of traditional instruction and various physical activities like role playing. All aspects of theatrical performance were covered, and this was timely, given the introduction of the New Secondary Syllabus.

Again, because the topic was drama, it was a very active workshop. Through the use of an excellent workbook, we tried different activities that we will be able to use with our students. These included improvisation games, voice exercises, interview techniques and even mime! We also spent some time looking at the history of acting and public performance, and at the different backstage jobs that make a drama performance possible. After spending time on the different types of drama and performance, like monologues, duologues, comedies and tragedies, we looked at script writing; this culminated in our three groups putting on our own performances.

This was a much more entertaining workshop than usual. The instructors were enthusiastic and knowledgeable, and once everyone got comfortable, they were all able to contribute. The workbook we were given will be a valuable tool in the future, as it is filled with many quick and fun language games. It also contains helpful hints for more advanced activities and some assessment materials. Many workshops and seminars tend to be dry, academic affairs. This workshop was a notable exception. Through acting and movement, we were able to learn some new skills and, at the same time, have some fun. All of the teachers look forward to using some of the methods learned in their classrooms.

*Mr. T. J. Whelan*



Our instructor



# Talent Show 2008-2009



Ms. Nicole Tavares, Faculty of Education, HKU & Mr. Perry Bayer, NET of CCC Ming Kei College (Adjudicators)



Pay attention to the fabulous show!

## Hong Kong Catholic Diocesan Secondary Schools Review on Talent Show 2008-2009

The Talent Show was held on 25 April at Choi Hung Estate Catholic Secondary School. It was a really big event and 23 schools joined. There were dramas, musicals, poems, songs, speeches, absolutely anything related to English could be found in that show. I was a participant in the contest, and I was to perform a speech on *How to be smart*. I know it is an interesting topic, but I am not sharing it today!

I was quite nervous that day, because what I was performing- Public Speaking Solo was a big challenge to me. I once tried to make a speech but felt too nervous on stage and forgot everything. But this time, I am glad to say that I was accompanied by two other schoolmates, so I could be calmer than before.

I waited for about two hours before my performance. Fortunately, my speech was a success, and I got wonderful comments from the judges. It was a very good experience. I also got a chance to take a look at the plays from other schools and learnt a lot from. There were a few dramas about the financial tsunami, a musical from Beauty and the Beast and others, mostly about faith or love. This show was really meaningful to me, and it taught me a lot of things.

*Lai Ko Ting (S3 Faith)*

### Merit Award



Jason Pang (S2 Charity)

### Comments

Jason, you conveyed the atmosphere of your poem quite well and had an interesting ending.

*Ms Nicole Tavares*

Some nice gestures from The Dark's reader. Good emphases on key words, e.g, "scream". Relax and look happy to be on stage. Nice pronunciation of consonants, Jason.

*Mr. Perry Bayer*

### Merit Award



Anthony Lau (S1 Faith)

Anthony, you gave an animating speech. With your outstanding communication skills and good vocal qualities, you succeeded in interacting so well with your audience. Your feelings were effectively shown and your emotions clearly conveyed- Well done!

*Ms. Nicole Tavares*

Maybe think about the continuity between and introduction of each speaker. Nice manner, Anthony. Good eye contact and intonation. You involved your audience in the speech about Sunny. Very good changes of tone, emphasis, use of pause. You are a talented speaker, Anthony.

*Mr. Perry Bayer*

### Merit Award



Lai Ko Ting (S3 Faith)

Ko Ting, you have mastered very good language skills. You spoke with a good diction, clarity of your speech and effective body gestures! Concrete examples acted in your speech! This grabbed our attention really well!

*Ms. Nicole Tavares*

Ko Ting, nice purposeful stride on stage. Good use of gesture and intonation. You have a great voice tone and use of eye contact. You demonstrated the "arm swinging" gestures well. You made the right/ left brain theories nice and understandable for your audience. You are another talented public speaker, Ko Ting.

*Mr. Perry Bayer*





The grand opening of the Language Week



Fun activities are waiting for you.



In Chinese culture, it has always been stressed that everything must obey the Yin Yang principle --- nothing too much and nothing too less. It is a timeless principle and is still valid today. To put it into practice, this year, we, the Chinese Society and the English Society, conducted a language week with the theme "Yin Yang" during the 2nd week of May. It was our hope that an ambience filled with thick cultural sense could be created and the message that English and Chinese cultures are vitally important could be conveyed.

During the week, the English department carried out three activities, namely, book sharing by book club members, movie broadcasting for movie club members, and the English Debate competition for F.6 students. It is believed that students have benefited a lot from the activities, especially the participants in the debate competition as debate has always been unfamiliar to students at our school.

## Book Sharing



A big crowd of book lovers



I want to share a book with you...

In an attempt to maximize the benefits of pal reading, a book sharing presentation for junior form book club members was conducted during the language week. In their presentations, they showed an excellent understanding of the whole story, and innovative ideas for the question given. The most impressive thing to know is that they never looked nervous even when facing the audience.

In their presentation, we could also see the fruit of pal-reading --- one helping another. During the sharing, the two students were helping each other. The confidence they showed in the talk was from the friends standing beside them. At the end of the speech, they gave thanks to their pals and mentioned the hard time they had been through together while dealing with difficulties in reading. Tutees were more ready to express their thoughts in English, read English story books and revise the reading strategies they had learnt in lessons.

The book sharing climaxed when the chairperson of the book club gave a sharing on a book related to this year's theme of Faith. During the speech, the members showed a yearning to read the book and in the Q&A section afterward, they were extraordinarily enthusiastic in answering the questions. One would be surprised by their eagerness in answering questions as well as their zeal for getting prizes.



Jason, you did a great job!



Be patient. Everyone has a chance to speak!

## Movie Broadcasting



Good show!



How breath-taking!

A movie, Shark Tale, was shown on 18 May, the first day of Language Week. The animation features the story of a little fish and the secret between a vegetarian Shark and him. Students found the movie entertaining and the follow-up question-and-answer session educational. Views about the theme of the year, Faith, were shared after the movie. Many of the participants admired the confidence and faith that the main character possessed and demonstrated in times of difficulties. It is hoped that students not only view film appreciation as an English learning opportunity, but also a channel of life education and self-reflection.

# F.6 English Debate Competition

An English Debate Competition was held on 21 May 2008 during the 7th and 8th period in the school hall. Three boys, Brendan Fung Ping Ngai from 6 Faith, Jefferson Wong Chun Shing from 6 Hope and Hung Lok Tin from 6 Wi formed the affirmative team while three girls, Cheung Ka Ki from 6 Faith, Ada Hau Ka Wai from 6 Hope and Choi Wing Man from 6 Wisdom spoke on behalf of the opposing team. Both teams tried their very best to present their arguments on the motion "Passion should be preferred to financial considerations when choosing a job". As the first attempt of an English Debate Competition held during the Language week, the debaters, with their magnificent speech, were in the spotlight among all the S4 and S6 students in the hall. The two adjudicators, Mr. Whelan and Mrs. Rao found the performance of students impressive and astonishing. Finally, the opposition side won the event with their comprehensive reasoning and logical rebuttal while Jefferson Wong from the affirmative side became the best debater with his remarkable presentation skills.

Have you ever dreamt of standing on the stage and delivering a breath-taking speech to audience? That would be a pretty tough and challenging job to most people, but five of my schoolmates and I had a chance at it.

In the language week, the English society organized a wonderful activity --- the inter-class debate competition. Frankly speaking, most of us were not confident in managing the speech at first; however, once we formed our team line, we decided to try our best and not regret.

On the whole, we enjoyed a lot from the game. It not only was incredibly amazing but it also provided a great opportunity for us to build up our confidence, improve our English proficiency, the proper manner while delivering a speech and being spontaneous in responding.

We are looking forward to seeing you delivering a speech on the stage. As a matter of fact, you can be the next Barack Obama. Now, let me show you our effort.

*Hung Lok Tin (S6 Wisdom)*

It was the first time I joined a debate competition. In the beginning, I was so scared to talk in front of a crowd because I was afraid that people would laugh at me about my poor English proficiency. However, in the end, I got over it and stood in front of my schoolmates delivering a speech handsomely.

This debate competition marked a milestone in my life. I improved my presentation skills in those few days since I discussed with teammates in English, this helped improve my English proficiency. What's more, I am glad that I gained a closer relationship with my classmates.

In short, I have earned a lot of experience in the competition.

*Ada Hau Ka Wai (S6 Hope)*

To be honest, I have never imagined I could stand on the stage, speaking to two hundred schoolmates. It is especially difficult for me to pluck up my courage and present my speech calmly. Shyness is probably one of the reasons. Another is that I have never participated in a debate competition. After this competition, I realized that debating is about cooperation between teammates, rather than just a one-man job. I also found this competition inspiring and meaningful. It made me really look into those social issues and helped me enhance my understanding about our society. All in all, it was an interesting experience.

*Cheung Ka Ki (S6 Faith)*

After completing the debate, I am pleased I was there because I learnt a lot of new things. It increased my confidence level and I am now able to speak confidently in front of people. Moreover, during preparation for the debate, I got a global perspective on the motion, i.e. passion should be preferred to financial considerations when choosing a job. This serves a good reference for me when I find a job. Also, I would like to thank my partners (Hung Lok Tin and Jefferson Wong) for helping me become a debater. Finally, I think instead of spending several hundred dollars attending tutorial course, students should grab opportunities like this to enhance their skills in presentation and improve their English.

*Brendan Fung (S6 Faith)*



All ears!



A good beginning is half-succeeded!



The victory goes to the girl debate team.



No way! Your argument is altogether absurd.



I'm impressed by that girl!



# S3 & S6 Public Speaking Courses



Mrs. Tsang also joins our discussion!

Our topic is....

From September 2008 to December 2009, sixteen S3 students and six S2 students as well as fifteen S6 students and six S4 students received public speaking training by the service provider called EL2100 respectively.

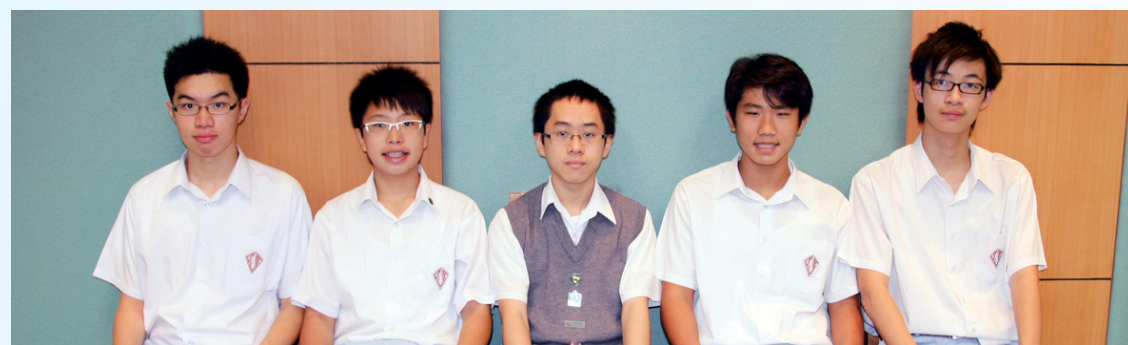
S2-S3 students had to write the scripts for homework before they attended the lessons. They were active learners as they kept asking and answering questions relating to presentation skills.

S4 and S6 students received public speaking training for the 60th Hong Kong Schools Speech Festival and they learned the skills of delivering the public speech thoroughly.

Some students who participated in these programmes took part in 60th Hong Kong Schools Speech Festival Public Speaking Solo and Public Speaking Team Contests. The results were encouraging. One team of S3 public speaking team came third; another S3 team and one S4 team obtained the Merit Awards respectively. As for Public Speaking Solo, four S2 participants also obtained the Merit Award.

In summary, all participants thought the course could help them overcome the fear of speaking English and increase their ability to speak English. They also agreed the teacher was knowledgeable. Also, 93 % agreed the course gave them meaningful opportunities to give different types of speeches and 86% thought that the instruction was clear and helpful and felt they had learnt many new skills about public speaking. However, only 21% thought the course helped them organize and prepare for speeches.

## The Hong Kong Standard Chartered English Public Speaking Contest 2009



From L to R: Alex He (S3 Faith), Howard Tse (S3 Faith), Jason Puncs (S1 Faith), Nathan Lam (S3 Faith) & Lai Ko Ting (S3 Faith)

On 7 March 2009, five of us went for the preliminary round of the Hong Kong Standard Chartered English Public Speaking Contest. This year, over 2,100 enthusiastic students took part in it. We were not able to go to semi-Finals but we had learnt a lot about public speaking when we attended the briefing section of the contest. We have learnt that Public Speaking can be divided into prepared speech and impromptu speech. Also, the key to delivering a good speech is to be confident. How can we do this? To be confident, we first have to adjust our mindset that we are not delivering a speech but communicating with the audience who are considered as friends. By considering them as friends, we'll soon overcome our nervousness and gain our confidence in delivering a speech to a large audience.



# 60<sup>th</sup> Hong Kong Schools Speech Festival



How many heads are there?

## Keep striving for excellence

### Public Speaking Solo

#### Champion



Mr. Lau, Mrs. Rao & Ng Wai Lam (S5 Wisdom)

#### 2nd Runner-up



Mr. Lau, Mrs. Rao & Chan Yu Hon (S5 Wisdom)

### Public Speaking Team

#### 2nd Runner-up



Mr. Lau, Mrs. Rao, Mr. Whelan, Chan Lai Hin (S3 Hope), Chong Ka Fai (S3 Hope) & Cheng Ka Hin (S3 Hope)



#### Comments

"The Price of Freedom"

A good opening-you defined your subject- told us what you were going to talk about-a moment of human-well done.

From Ghandi to yourself, national to personal you discussed freedom.

Vocally clear, you spoke with sincerity- a little short in time

Mrs. Ann Warr (Adjudicator)

"The Price of Freedom"

A well chosen opening sentence, delivered. A heartfelt plea for freedom. Able to use pause to "space out" the speech, thereby holding interest. You learned the lesson the hard way.

Mrs. Silvie Taylor (Adjudicator)

"The importance of literacy in a modern world"

Good introduction-recalling early books that had to be written by hand before the printing press impacted on society.

You argued convincingly that the need for communication in growing and technology and computer meet this need.

Good point. Computers have not changed the power of words just changed the way in which words are communicated.

You confirmed that the computer has taken over from the printed word.

Good statement. Words are knowledge and knowledge is power.

Mrs. Beryl Buteux (Adjudicator)



# 60<sup>th</sup> Hong Kong Schools Speech Festival

## Congratulations!

This year was really special to our school. The total number of entries hit 80 in the 60<sup>th</sup> Hong Kong Schools Speech Festival. Not only did we receive over 61 Merit Awards among the three contests, namely, Public Speaking Solo & Team, Solo Verse Speaking and Prose Reading, but also there were a shocking number of 28 participants from one class- S 3 Faith!

### Solo Verse Speaking 2<sup>nd</sup> Runners-up



Mr. Lau, Mrs. Tsang, Ms. Yip, Ms. Mok, Chan Keng Chung (S2 Faith), Pang Wai Kuen (S2 Charity) & Chan Lai Shun (S2 Charity)

#### Pang Wai Kuen (S2 Charity)

The Dark-James Carter  
Expressive opening-  
You were engaged with this work all through-  
You gave us a colourful rendering and asked the vital  
questions with good use of pace and emphasis-  
More use of pause will enlarge the performance even more.

Mrs. Aileen Crowley Dynan (Adjudicator)

#### Chan Lai Shun (S2 Charity)

The Dark- James Carter  
Expressive opening-  
You created a “dark” mood but caught the contrasts fairly well-  
Do vary the pace more-  
Avoid tendency to sustain last word in a line too often-  
Do sustain ending.

Mrs. Aileen Crowley Dynan (Adjudicator)

#### Comments

##### Chan Keng Chung (S2 Faith)

The Hurt Boy and the Birds- John Agard  
You communicate the poem directly to  
the audience.

Your facial and vocal expression both  
showed clearly the meaning of the poem.

Your pronunciation is good just watch the  
difficult consonant endings and the tricky “th”  
sound.

Rhythm and phrasing well stressed.

Mrs. Joan McCready (Adjudicator)

## Hear Our say

I’m Sunny from 1Faith.  
I enjoyed participating in the  
solo verse. I thought the poem  
was hard as I found the pacing  
most challenging. I couldn’t  
breathe! But now I know how  
to read the lines in a poem with  
correct pacing, intonation and  
expression.

Sunny Tao (S1 Faith)

This is my first time to join the  
Solo Verse Speaking. Last year, I joined  
the Choral Speaking. Our class came  
second. I was not nervous but felt very  
excited. However, performing solo verse  
is more challenging. I am glad that I have  
overcome the fear of saying the poem all  
by myself. It’s a good try.

Terry Ong (S3 Faith)

Nervous – the only word to describe my  
feelings when I walked up to the stage to perform  
my solo verse; my feet were shaking! Thank God I  
was able to deliver the poem smoothly.

After my performance, I returned to my seat  
and listened to the poems delivered by students  
of other schools. Soon the result was finally  
announced. I got a Certificate of Merit. I should  
thank Mrs. Tsang for her effort on training me how  
to say the poem with good intonation, articulation,  
and diction. This was a valuable learning  
experience for me. I certainly will join the Solo  
Verse Speaking Contest again.

Andrew Lai (S3 Faith)

## Merit Awards

### Solo Verse Speaking



Mr. Lau, Mrs. Tsang, Mr. Whelan, Mrs. Rao, Ms. Lui, Ms. Tang, Ms. Lau & S1 Merit holders

### Public Speaking Solo



Mr. Lau, Ms. Mok, Mr. K. M. Li, Cheung Ho Cheung (S2 Faith), Chow Yin Chun (S2 Faith), Lai Hok Chung (S2 Hope) & Ng Kwan Tat (S2 Wisdom)

### Public Speaking Team



Mr. Lau, Mrs. Tsang, Mr. Whelan, Lai Ko Ting (S3 Faith), Kevin Ng (S3 Faith) & Tse Ho Yin (S3 Faith)



Mr. Lau, Mrs. Tsang, Ms. Mok, Ms. Yip, Mr. Li & S2 Merit holders



Mr. Lau, Mrs. Tsang, Mr. Whelan, Mr. Tay & S3 Merit holders



Mr. Lau, Mrs. Rao, Ms. Ho, Chan Yat Long (S4 Wisdom), Chen Chun Fung (S4 Wisdom) & Chu Kiu Sum (S4 Wisdom)



Mr. Lau, Ms. Lau & Choi Chung Man (S4 Faith)

## Prose Reading



Mr. Lau, Mr. Lee, Mr. Chong, Wong Chun Shing (S6 Hope) & Chung Man Ting (S6 Faith)

Thanks to all English teachers!



# Integrated Skills School-based Curriculum

This is the second year of developing our integrated school-based curriculum in junior forms. The aim of the curriculum is to develop an integrated programme, which includes language arts especially the teaching and learning of short stories, to prepare our students for the NSS curriculum.

## What happened?

### Implementation

Secondary One teachers shared and reflected upon their experiences in adapting the plans and materials to suit the learning needs of this year's S1 students. More grammar items were then integrated into the curriculum to provide chances to teach the grammar items in context

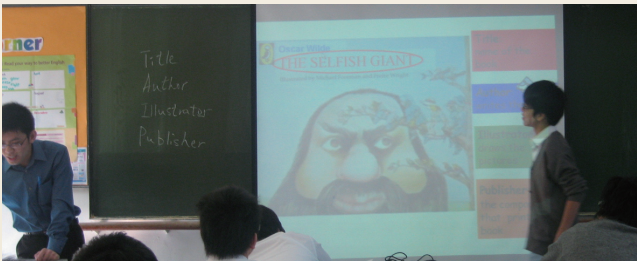
B.
He <u>blew</u> hard. The man <u>felt</u> the cold, strong wind. He <u>began</u> to have trouble walking. The North Wind <u>blew</u> harder and harder. The man <u>held</u> his coat tighter and tighter around himself. The air around him became freezing cold. (Paragraph 3)
C.
He let out a long, slow yawn, "Oh...Oh! It's so hot," and took off his coat. (paragraph 4)
D.
They <u>looked</u> down from the sky and saw a big, strong man walking up the road. (paragraph 2)
Up in the sky, the Sun <u>looked</u> at the North Wind and said, "Sometimes it is better to be gentle than to be forceful." (paragraph 4)

+

Regular verbs	Rules	More examples
Irregular verbs	Rules	More examples

Students read extracts of a story, identify the verbs in past tense, discuss their use and deduce the different ways that they are formed.

In Secondary Two, a new group of teachers participated in the project, the aim of the S2 curriculum was to provide more chances for students to practice the reading strategies they have learnt in S1 and to apply the strategies at higher-level texts, especially in short stories.



The Reading Pals Programme was reorganised. S2 students who are more advanced in the target reading strategies became reading tutors to help their buddies develop their reading strategies.



A "Visualisation" book report: students draw pictures and write descriptions as a summary

Varied book report forms used in the S1-3 English Extensive Reading Scheme were revised to allow students practise the reading strategies learned in class.

## Impact

### 1. Curriculum

A core curriculum was devised as a result of co-planning. Links between different learning objectives were created so that they could reinforce each other to enhance learning effectiveness.

Assessment for learning improved and was used to inform the teaching of reading, as well as assessing other language skills.

Text	Adjectives for describing North Wind (adjectives)	(meaning)
1. The North Wind said, "I am strong."	strong	强壮
2. "Let's have a contest," the North Wind said.	proud	骄傲
3. The North Wind thought for a long time.	careful hesitant	小心 犹豫

Integrating making inferences and vocabulary teaching: students use contextual clues to understand a character in a story and learn adjectives to describe him

An example of reinforcing the **reading-to-writing** link: students understand text structure and make text-to-self connections to write a modern fable using the writing framework:

The North Wind and the Sun says It reminds me of my experience.	Problem: The man took off his coat. Setting: Once upon a time, in the sky / in the hill.
The North Wind blew harder and harder.	Character 1: forceful
The man held his coat tighter and tighter.	Action 1: What he did
The Sun shone its warm, comfortable light down on the man.	I: response to Action 1
The man took off his coat.	Character 2: gentle
Sometimes it is better to be gentle than to be forceful.	Action 2: What he did
	I: response to Action 2
	Moral Value

The **process approach**: in pre-writing, feedback is provided to students on elaboration of ideas

The North Wind and the Sun says It reminds me of my experience.	Problem: The man took off his coat. Setting: Once upon a time, in the sky / in the hill.
The North Wind blew harder and harder.	Character 1: forceful
The man held his coat tighter and tighter.	Action 1: What he did
The Sun shone its warm, comfortable light down on the man.	I: response to Action 1
The man took off his coat.	Character 2: gentle
Sometimes it is better to be gentle than to be forceful.	Action 2: What he did
	I: response to Action 2
	Moral Value

The revised plan leads to the actual writing: noticeable improvements in both content and length

The North Wind and the Sun says It reminds me of my experience.	Problem: The man took off his coat. Setting: Once upon a time, in the sky / in the hill.
The North Wind blew harder and harder.	Character 1: forceful
The man held his coat tighter and tighter.	Action 1: What he did
The Sun shone its warm, comfortable light down on the man.	I: response to Action 1
The man took off his coat.	Character 2: gentle
Sometimes it is better to be gentle than to be forceful.	Action 2: What he did
	I: response to Action 2
	Moral Value

### 2. Learning and teaching of reading

Both teachers and students find that the explicit teaching of reading strategies benefit their teaching and learning.

Reading lessons were more student-centred and students showed a higher level of engagement. They were encouraged to share responses to the texts and became more willing to take risks. Their phonological awareness improved and they were more confident in reading aloud.





Students reported:

- ☞ I have to think more in English lessons.
- ☞ I am more interested in English.
- ☞ I am less afraid of English.
- ☞ I do not daydream (or fall asleep) in class as often.
- ☞ I am now used to taking notes in English lessons as it enhances my learning.



Teachers' knowledge of and strategies for teaching reading increased. More teachers took a more active role in developing the curriculum. A collaborative sharing culture was established.

Teachers reported:

- ★ Our tailor-made materials can better cater for the needs of our students.
- ★ I have gained insight into teaching reading and material development.
- ★ Students' improvement in the Second Uniform Test told me that they had learned better through repeated practice of the reading strategies.
- ★ I am glad that I have been given the materials. I wouldn't be able to prepare them in such detail.
- ★ We spent a lot of time developing the materials but we know they can be reused in the future.

### Way forward

- ◆ Provide more chances for students to practice the reading strategies in formal and informal curriculum, especially in the Reading Pals Programme and the Book Club activities.
- ◆ Equip students with study skills, especially the note-taking skills.
- ◆ Reinforce the interface between the junior secondary curriculum and the NSS.



Co-planning with Ms. Eva Chiu



Sharing teaching and learning experiences

# Mother's Day Card Design Competition

Tons of love and affection showered on mums!!

Through wonderful drawings and words on Mother's Day, boys expressed their fondness to their mums.

Have a look at the array of creations by our budding artists and writers!



Congratulations!!!

FORM 1	FORM 2	FORM 3	FORM 4
1 <sup>st</sup> Jason Punces (S1 Faith)	1 <sup>st</sup> Justin Ho (S2 Faith)	1 <sup>st</sup> Lai Man Lok (S3 Charity) & Kevin Ng (S3 Faith)	1 <sup>st</sup> Au Wai Ching (S4 Faith)
2 <sup>nd</sup> Anthony Lau (S1 Faith)	2 <sup>nd</sup> Kennif Li (S2 Charity)	2 <sup>nd</sup> Terry Ong (S3 Faith)	2 <sup>nd</sup> Wong Ling Miu (S4 Charity)
3 <sup>rd</sup> Wong Kai Yin (S1 Courage)	3 <sup>rd</sup> Wong Sea Cheuk (S2 Hope)	3 <sup>rd</sup> Wong Chi Wing (S3 Charity)	3 <sup>rd</sup> Keung Lok Yin (S4 Faith)



