



清旬

The Ringing Ten

415

2019.3.20

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生涯規劃境外交流活動： 內地大學 STEM 教育體驗團

亞太科技及創客教育研究會與愛學遊於 2019 年 3 月 7-9 日舉辦廣東以色列理工學院 STEM 教育體驗團，該活動獲得港府民政事務局及青年發展委員會資助，本校部份修讀 STEM 相關科目的高中同學參與是次交流活動。

交流團同學由西九龍站乘高鐵往潮汕地區，參訪了廣東以色列理工學院（GTIIT）與汕頭大學，於過程中聽取教授及收生處演講、到訪了院校不同學系及設施、並與就讀同學交流。

活動花絮：



◀廣東以色列理工學院化學工程系黃愷教授與汕頭大學商學院謝舜龍教授讓同學「試堂」。



▲同學了解內地創新科技發展，並藉機體驗大學院校生活。



交流團師生於廣東以色列理工學院留影。

廣東以色列理工學院
<p>院校特色：</p> <ul style="list-style-type: none">✧ 全球知名的以色列理工學院(擁有 7 位諾貝爾得獎人作學院教授和研究合作)的中國分校，學系包括化學工程與工藝、生物技術、材料科學與工程✧ 60%以上教師由以色列理工學院派出，目前外籍教師比例超過 90%✧ 學費: 每年人民幣 9.5 萬元，學校設有多項獎學金，根據收生處分享，只要港生獲取錄，能獲獎學金機會較高✧ 學生畢業時將頒授“三證”：<ol style="list-style-type: none">1. 以色列理工學院學士學位證書2. 廣東以色列理工學院學士學位證書3. 廣東以色列理工學院本科畢業證書 <p>建議申請方法：</p> <ul style="list-style-type: none">✧ 港澳臺聯招考試(中六年級學生於其學年 3 月申請，5 月應考) <p>網頁：</p> <ul style="list-style-type: none">✧ https://www.gtiit.edu.cn/
汕頭大學
<p>院校特色：</p> <ul style="list-style-type: none">✧ 綜合型大學，學系選擇眾多，包括醫學院、法學院、新聞與傳播學院、藝術與設計學院等，是全球唯一受私人基金持續資助(李嘉誠先生)的大學✧ 為國家「211」工程院校(中國重點大學學科的建設工程)✧ 高度國際化的院校✧ 學費: 每年人民幣 5500-8000 <p>建議申請方法：</p> <ul style="list-style-type: none">✧ 內地部分高等院校免試招收香港學生計劃（中六年級學生於其學年 3 月申請） <p>網頁：</p> <ul style="list-style-type: none">✧ https://www.stu.edu.cn/

如同學欲了解更多有關內地升學的資訊，可聯絡升學輔導組譚兆庭老師、徐笑珍老師或黃俊佑老師。

參與「女童軍訓練營 2019」 培養合作精神，有益身心成長

於上月初，本校老師帶領女童軍到香港女童總會新德倫山莊參與為期兩日一夜的「女童軍訓練營」。訓練營內活動豐富亦富教育意義，包括帶領集體遊戲、參與營燈晚會、參與原野烹飪比賽及繩網體驗，培養團隊合作精神，亦從克服挑戰的過程中提升自信。營內膳食（包括早餐、燒烤晚會及糖水供應等）全由本隊女童軍一同製作，自給自足，盡顯其自理能力。訓練營既讓女童軍一同聯誼玩樂，也使她們全方位提升個人質素，是一個有益身心的學習活動。



原野烹飪比賽：三個小隊限時內製作新奇士橙蛋、爆谷、椰子飯三款原野烹飪食品



椰子飯和新奇士橙蛋



集體遊戲：摩斯密碼 X 收賣佬



營燈晚會



繩網歷奇(個人挑戰)



繩網歷奇(團體合作)



到達新德倫山莊，全體隊員及領袖合照留念

參觀明愛樂行工場 由了解入手促進社會共融

部份中五同學於3月7日獲邀參觀油麻地明愛樂行工場。明愛樂行工場為一所庇護工場，服務目的是為未能適應外界工作環境的有特殊需要人士提供職業訓練及工作。工場內可進行郵件加工、產品包裝、禮品訂製等服務。



5D 郭芷瑩

透過這次參觀，我了解到更多關於智障人士現時的生活情況和所面臨的處境。眼看在庇護工場的服務使用者都有一定的自理和工作能力，但絕大部分卻沒有機會與社會接軌，這未免有點不公平。此外，此工場有百多位服務使用者，但只有兩位社工跟進。一位導師需要協助多位使用者，人手非常不足。我希望將來NGO能夠提供更多支援予智障人士，政府亦投放更多資源幫助智障人士改善生活質素和融入社會。

5D 劉卓瑩

在參觀之前我並沒有接觸過智障人士，所以在起初的時候感到有些害怕和緊張，因為不知道他們會否做一些怪異的行為，但參觀的時候，他們都很友善和熱情地和我們打招呼。而在社工介紹後，我認為政府給他們的支援實在不足，每天的津貼根本無法應付生活上的開支，政府應更關注和照顧他們，讓他們擁有更多的資源，提升他們的生活質素。

5D 朱民迪

是次參觀庇護工場位於油麻地的明愛樂行工場，首先社工帶我們到6樓的飯堂進行簡單講解，然後分別參觀了1、2樓的工場及6樓的小型健身室。這是我第一次接觸大量智障人士，發現其實他們跟平常人分別不大，而且有些還頗靈活。另外工場的設施較為簡單及乏味，反映出政府對這些復康機構的資助不足。

5D 方心淪

在這次參觀活動之前，我對智障人士的認知並不大，只知道政府有為他們提供特殊學校，讓他們可以得到適合他們程度的教育。在庇護工場，看到那些工人一直做著重複的工作。我以為他們每天都如此忙碌，但據姑娘說這些工作機會並非經常都有。政府對智障人士的支援並不足，例如一些住在較偏僻的智障人士就在交通方面欠缺支援。

5D 王裕寧

經過此次庇護工場的探訪後刷新了我對智障人士的認識，當我們到飯堂時，映入眼簾的是工友們熱烈地向我們打著招呼，令我印象深刻，他們很是熱情，又問我們在哪一所學校唸書。他們大致跟常人一般無異，只是身體機能較同齡弱一點罷了。而他們露出的溫暖笑容，是現今很多人都沒有的。

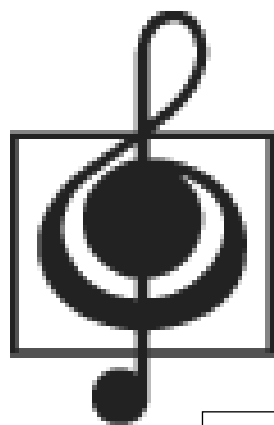
5D 李嵐嵐

這是我初次到訪庇護工場，平日裏少有接觸有智力障礙的人，工場內的工友們有些微笑著向我們打招呼，他們雖能力有限，但大家都在盡力工作。看到導師需要照看多人，發現這類社福機構的人力和政府的支援都十分有限，希望公眾可更關注他們的福利。




校際音樂節報捷

1B 班呂藹津同學於 3 月 16 日參加「第 71 屆香港學校音樂節」，憑「Allegro in F ~ Anon」一曲獲得四級鋼琴獨奏**亞軍**，可喜可賀！



HKMSA

相片摘錄自香港學校音樂節及朗誦節七十周年誌慶:<https://70.hkmsa.org.hk/?lang=zh-tw>



71ST HONG KONG SCHOOLS MUSIC FESTIVAL
第七十一屆香港學校音樂節
25/2 - 27/3/2019
Presented by Hong Kong Schools Music and Speech Association
香港學校音樂及朗誦協會主辦

Class 項目 : W112 - 4
 - Graded Piano Solo
 - Grade Four

Competitor 參賽者 : Lui Oi Chun Omi

Piece(s) 曲目 : - Allegro in F (No 33 from Nannerl Notenbuch (Notebook for Nannerl)) - Anon

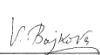
Assigned Order 出場序: 21
Member 會員: 007624

Certificate 獎狀	
90-100 marks 分	Honours 榮譽
80-89 marks 分	Marks 標記
70-79 marks 分	Proficiency proficiency

Marks 分數	Place 名次
89	2nd

• Judgement is based on the overall performance of the competitor(s), including technique, interpretation, musicality and artistic appeal.
評分係根據參賽者的整體表現評定，包括：技巧、詮釋、音樂感及藝術力。
• Competitor(s) with less than 80 marks will not be awarded placing. 得分未達80分之參賽者將不獲名次。

Beautiful work with both hands - coordinated in a duo style with contrasting dynamics and articulations. Perfectly maintained, clear, fast and delightful!


Prof Venera Bokkova
Adjudicator
16.03.19

The adjudicator reserves copyright of the comments made above concerning the performance of the competitor(s).
參賽者作此項目的獲許評論之版權歸評者所有。

Certificates will be available for collection by members of the Association from May to July in 2019.
Members are responsible for distributing the certificates to their students.
獎狀將於今年五月至七月間可供會員領取，由會員發予參賽學生。

Reference Number: 27300050

學生文章分享

貝殼

2B 朱映霖

在海邊，有着一枚枚的貝殼，有的土黃色、有的朱砂色、有的褐色，每枚都有着許許多多的花紋和線條，而最令人回味的必定是那枚如同珍珠一樣白的貝殼……

小時候很多的事情都已經忘卻，再加上爺爺那時年紀老邁，和我共度的時間並不多，我只記得有一次去老人院探訪他時，他就把這枚貝殼送給我。這貝殼對其他人來說可能是平平凡凡，但對於我本人來說：那閃閃發亮的顏色確實是太令我着迷了！所以這大約有我手掌那麼大的貝殼自此就成為我的「隨身物品」，不時放在耳朵旁，細聽這世界的奧妙。

直至爺爺的離去，使我有一段時間未能接受現實，從而安放在家中的某一個櫃內，就像遺忘似的。

在近年的一天，和朋友在海邊暢遊時，我從地上撿起了一枚貝殼，很有衝動地把它放在耳邊：我聽到大海的浪濤聲，聞到大海的氣息，在海浪聲隱約地聽到海鷗的叫聲，似乎重拾了其中一段無法再回到的記憶……

其實，在每一個貝殼內都曾經居住過小小柔軟的生物，可惜在陽光、海水等的洗禮之後，貝殼一生中的生命就已經完了。還記得爺爺把貝殼遞給我的同時向我說了一句話：「長大後，你就會明白關於貝殼的一切以及更喜愛它！」可能現在的我終於知道了！既然得知貝殼的生命是這麼渺小、這麼短暫，我們為何不好好珍惜這世界上所擁有的一切？為何不使用着上天賜予自己所有的能力去辦好每一件事？所以爺爺對我的要求，我就心領了，希望他在某一個國度都能看到這一切。

不知是否因為這「珍惜」的緣故，令我打破多年的心境，再把貝殼放置在身旁，不過這次是不同的，因它就像爺爺的化身，一直守護在我身邊，不過這一切卻未能減少我對他的思念之情。

(以上文章摘錄自 2019 年 03 月 13 日大公報)

Innovative Chemistry STEM Programme: Introduction to Smart Coating

The Chinese University of Hong Kong Innovative Chemistry STEM Programme will hold a 4-day programme between 15-18 July. The theme of the programme is Smart Coating. Not only will students receive concrete knowledge on coating technology via face-to-face lectures, they will also have a chance to perform related experiments.



Course
Outline



Online
Application

Program Objectives

After attending the programme, students are expected to:

1. obtain concrete knowledge of advanced coating technology
2. design and fabricate superhydrophobic and heat-resistant coating on a surface by utilizing the knowledge gained
3. gain hands-on experience on constructing a thermometer by utilizing the knowledge gained
4. handle and analyze data of various paints
5. have a comprehensive understanding of chemical instrumentation for coating technology
6. understand and operate chemical instrument to determine VOCs in paints
7. know more about the Chemistry curriculum of CUHK
8. have a touch of knowledge of CUHK



Please refer to <http://www.cuhk.edu.hk/chem/en/outreach/CUChemSTEM2019.html> for course information

Invitation – Lectures on Morden Chemistry 2019

The Department of Chemistry of CUHK and the Royal Society of Chemistry are co-organizing a series of lectures for senior secondary school students.

Session	Lectures	
Session 1 18 May (Sat) 2019	Origin of Life – A Chemical Perspective - Prof. Zheng Bo (CUHK)	Under the Hazy Sky - Prof. Hung Kay Lee (CUHK)
Session 2 25 May(Sat) 2019	Evolution in the Test Tube – 2018 Nobel Prize in Chemistry - Prof. Jiang Xia (CUHK)	Metal Ions in Biological Systems - Prof. Tai-chu Lau (CityU)

Students who would like to attend these lectures please contact Ms Ho Ping Man on or before **22 MAR** for free admission tickets.

Seize the opportunities to master your English outside classrooms!

For decades, English has widely been regarded as an international communication tool. It is noticeable that many schools have allocated tremendous resources to teaching the compulsory language. Yet in recent years, there have been discussions comparing the effectiveness of learning English in and outside the classroom. As a secondary school student, I feel that learning the language outside can indubitably bring benefits in areas of broadening our exposure, increasing the learning effectiveness and catering for our needs.

For most students, the greatest advantage of learning English outside school is, needless to say, widening their horizons. In other words, students can gain authentic experiences. Since elementary school, students have been taught about the most fundamental, theoretical concepts of English. For instance, grammar usage, word formation and sentence patterns etc. They seldom apply their English knowledge to their daily lives, but merely the regular school tests or exams. Therefore, stepping out of the classroom and using the language in authentic contexts can definitely consolidate students' skills in listening and speaking. For example, the overseas exchange trips can surely provide golden opportunities for students to communicate and interact with the locals in English. Apparently, students can not only gain an in-depth understanding of the language, but also boost their confidence in expressing ideas using English.

Another strong reason is that students can learn the language more effectively when stepping out of the classroom. Imagine when students are forced to be seated in class to learn the language, the lesson itself may sound boring and tedious. In contrast, joining a local tour with foreigners, participating in an inter-school debate competition, or even taking on an expedition to an international English speaking forum are undeniably more appealing. Hence, in order to encourage students to learn English actively, stepping out of the comfort zone is the best answer. If students can get a deeper access to the language, it is remarkable that these activities can help students build up better interests in English. Sooner or later they will be more willing and motivated to explore the language at their own pace. Thus, due to more effective learning, students can eventually master English.

Some people claim that e-learning in class results in a similar effectiveness to learning English outdoors. Obviously, there are numerous websites offering teaching materials online, such as an English learning platform, English Builder, and a popular app, grammarly. Aiming at enhancing students' holistic learning approach about the world in English, these websites really provide enough reading passages, audio recordings, or even writing tasks for them. Nevertheless, the crux of the matter is, what about the students' actual needs? Studying in Hong Kong for years, I personally think that there is a lack of opportunities for students to further develop their knowledge or skills in English. Thus, it is important, if not crucial, for students to actually engage themselves in the interactions with foreigners. Only by doing so can students genuinely learn about not only the proper usage of English, but also relevant cultures like table manners in different countries, which are all connected by this universal language.

To conclude, I am personally apt to learning English outside school. This essay has truly illustrated the benefits of broadening one's exposure, increasing the learning efficiency and satisfying actual needs from students. In my stance, schools should understand the significance and benefits of learning English outside school and hence organize a wide variety of English-related outdoor activities for the students.