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文苑

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編者的話

第二年疫情來襲、第二次疫情下開學、第二次網上學會迎新日……實不相瞞，編者是不喜歡「第二次」的，與其說不喜歡，不如說有點害怕，有如身處一片迷霧——去年第一次把不少課外活動改為網上進行，因為新鮮感而認認真真看待，以給人留下良好印象。但當面對第二次時，也許會因第一次的成功而沾沾自喜，甚或驕傲，或是希望穩中求變而感到苦惱，甚至會因為第一次的失敗告終而氣餒不安。

可是，不是所有事情都有第二次的：有些學會活動計劃只做了一次便無疾而終，想做第二次時已即將畢業。在校慶年來臨的這刻，尤其校內學會團隊的成員，即使前路仍有許多未知數，我們不要因而捨棄前人奠下的基業或傳統，不肯踏出「第二次」的步伐——至少我們還有機會。也許，勇於面對第二次，才會看見一番澄明的景象。

目錄

校園焦點 (Focus)

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You can find the major concerns of our school in this section, which include enhancing students' life competencies and enabling them to become self-regulated life-long learners as well as instilling positive values into students and nurturing them into upright and committed citizens.

專題探討 (Feature)

p5-15

今期專題特意採訪新老師，希望同學能從中發掘老師不為人知的一面，了解老師對同學的看法及期望。

創作空間 (Your Say)

p16-20

本期的中文投稿由施同學分析生死的意義；英文投稿則有余同學撰寫的短篇小說第一集，內容講述昆詩省發生山火後，探長尼維爾到現場搜證，發現事情不如他所想像那麼簡單。此故事會分三期刊登。

2021-2022 文苑編輯委員會

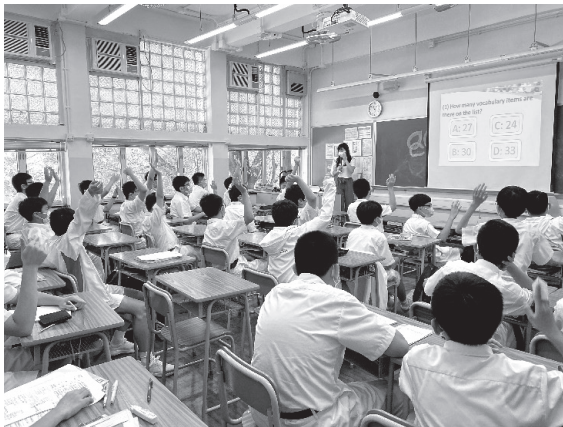
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Areas of Major Concern

A. To enhance students' life competencies and enable them to become self-regulated life-long learners

1. To enhance students' life competencies through learning experiences inside and outside classrooms

- 1.1 To build a strong reading culture and capacity through Reading across the Curriculum (RaC) with multi-genres and themes in S1-S4
- 1.2 To build social competencies such as collaborative skills and communication skills through project learning, gifted programmes and life-wide learning activities
 - Life-wide learning activities – ongoing throughout the academic year



S1 Workshop of Learning Style



S4 Visit to Science Museum

2. To equip students with self-regulated learning skills and habits

- 2.1 To develop students' habits to set goals and do reflection regularly in their studies
 - Workshops about goal setting (S.1-S.6) – ongoing in the first term [CLP Team]
- 2.2 To promote pre-lesson preparation habit through Flipped Learning
 - Pre-lesson videos [Chinese Language (S.3-S.6), Mathematics (S.3), Integrated Science (S.2)] – ongoing throughout the academic year
- 2.3 To equip junior form students with various learning strategies through training workshops and application in their studies
 - Workshops were conducted by an external service provider. The topics of the workshops were:
 - S.1: Learning Styles, Note Processing Skills;
 - S.2: Active Reasoning Skills.
- 2.4 To encourage students to do self-revision and peer learning through self-designed questions (S1-S3), subject-based resource banks and HKEdCity OQB (S4-S6)
 - Self-designed questions (Geography and Mathematics) – started in September 2021

- OQB from HKEdCity for senior students (Geography, Chemistry, ICT and Mathematics) – started in September 2021
- A Mathematics eLearning Platform (S.2 and S.3) was created to support students' self-directed learning. Teaching materials, video tutorials, exercises of different levels of difficulties, were uploaded to the platform so that students could take charge of their own learning journey by choosing what to revise and revisit, and how to access the content.

3. To promote teachers' professional sharing culture in school

- 3.1 To boost sharing culture by inviting teachers from different KLAs to open their classrooms for peer lesson observation with a focus on either self-regulated learning or flipped learning designs
- 3.2 To share self-regulated learning and flipped learning lesson designs through building subject-based resource banks

B. To instill positive values into students and nurture them into upright and committed citizens

1. To promote the well-being of our students

- 1.1 To arouse students' awareness of the importance of well-being

2. To cultivate positive values among students

- 2.1 To provide holistic learning experiences both inside and outside classrooms to students for the promotion of core values including perseverance, national identity, integrity, respect for others, responsibility, care for others, commitment, law-abidingness and empathy
 - Subject departments will include promotion of positive values in their curriculum design
- 2.2 To equip students with the competence in careers and life planning
 - A CLD curriculum designed by the CLP Team will be implemented during LWL periods

3. To enhance students' understanding of their rights and responsibilities so as to strengthen their readiness to serve

- 3.1 To provide opportunities to students in actualizing their rights and responsibilities by shouldering duties in the 160th Anniversary events
- 3.2 To establish a harmonious family relationship and promote the virtue of filial piety
- 3.3 To strengthen students' national identity through understanding of the development of our motherland
- 3.4 To arouse students' global awareness and their roles to play as global citizens

新老師專訪

時間這列不走回頭路的火車繼續前行，學校又迎來新學年的停車站——同學依依不捨一些老師的離任，同時心懷期待新老師的到臨。本年度我校一共有六位新老師，任教不同班級，因此本期《文苑》與新老師們進行了專訪，讓同學對他們有深入的了解。

施靜柔老師

任教中一及中四中文科

右二為施靜柔老師 ▶



高中中文科課程在考核範圍和考卷形式都有重大改革，您有什麼應試策略給予同學？

文憑試中文科從以前被稱為死亡之卷，到經歷重重改革，例如增設範文、取消口試，並把綜合寫作合併到卷二，這些調整均可以令大家學習中文時沒有那麼辛苦。至於應試技巧，我認為短時間的練習未必能帶來太大效益，因此要改善中文程度，就需要在生活中日積月累，吸收文化知識，慢慢提升語感。

很多同學認為文言文篇章艱澀深奧，不易明瞭。您認為有沒有甚麼方法可以提升同學閱讀文言文的能力？

我同意文言文有一些比較困難的篇章，也有一些比較簡單的。我覺得很多時候同學都有一種先入為主的觀念，覺得文言文不是日常會接觸到的語言，而且學非所用。在這種情況下，同學再去閱讀文言篇章時，可能會有認識每一個分開的字，放在一起卻看不懂的感覺。我認為同學必須先改變這種心態。舉例來說，我們在看一些初中的文章或是高中的範文時，同學可以對文章作者的背景作初步了解，例如知道作者是個怎樣的人、作者在什麼情況下寫這篇文章、作者寫這篇文章的目的等等。同學多去了解背景資料，給自己一個概念，然後再去閱讀，可以事半功倍。如果還是遇到困難，可以嘗試朗讀一遍，因為文言文比較接近粵音，因此在多次朗讀後，便能夠對了解文章起很大的作用。

請您分享一些寫作的竅門，幫助提升同學的寫作水平。

我認為竅門就是多寫，但前設是已經有足夠的輸入，例如廣泛閱讀和培養語感。寫作是要靠努力去操練，在日常生活中，我們可以利用電話內的不同軟件將自己有感覺的事情立刻記下，將詞語組成句子，再將句子組成段落。我認為最重要的是願意去踏出第一步，我相信勤加練習就能夠提升同學的寫作水平。

請您介紹一位您欣賞的非本地作家及其作品。

我比較常看非本地作家的作品，而其中我最喜歡的是夏目漱石的《少爺》。這是他前中期的作品，而夏目漱石前中期的作品都是以幽默諷刺類為主的，相對來說筆觸較為輕鬆，題材也十分生活化，所以我認為推薦給同學是比較適合的。這本書是關於主角少爺被邀請成為一名老師之後發生的種種事情。關於少爺，負責照顧他的保姆經常跟少爺說她認為他是一個直率坦誠、品行高潔的人。少爺開始時不以為意，因為他以為那只是保姆出於疼愛而讚揚他的說話；但是從這句話中已經可以表現出少爺忠於自己的性格：只要他覺得事情是正確的，他便會付諸行動。在他做老師的過程中，他遇到了不同的人，例如他的同事或學生，而他們不斷做出衝擊少爺價值觀的事情。在書中，作者塑造的角色是非常立體的。當中，有一段故事我覺得非常特別。有一次，少爺看見他的學生抓了幾隻草蜢並放在他的床鋪上，打算捉弄他。事後，他質問他的學生，卻沒有人承認。可能我們表面上看會覺得少爺不會做壞事，但他其實在小時候也經常做惡作劇捉弄老師和同學。有趣的是，他每次都會承認是自己做的。雖然知道會被懲罰，但是他卻認為惡作劇必須要被懲罰才會變得有意義。因此，整個故事的其中一個概念便是要學懂承認錯誤，另外，自己覺得「正確」的事情便去做吧。而這個「正確」不一定是普世價值中被世人接受的事情，而是自己的一套想法中的「正確」事情。我認為書中許多故事都值得我們思考，因此我覺得這本書無論是學生還是成年人都很值得閱讀。

請分享一下您對於以普通話作為中文科主要教學語言的看法。

我認為「普教中」的出發點是好的。這能令同學學習中文時避免使用過多口語，寫作時文筆也能更通順。然而，「普教中」有機會使同學認識不到某些漢字的廣東話發音，另外一些字的普通話發音也未能完全吸收，變相容易混淆兩種語言，窒礙同學學習中文。有些同學能把兩種語言都純熟運用，當然也有相反，故有些學校把能力較高的同學安排到「普教中」的教學模式，讓語言能力稍遜的同學只以廣東話學習中文，我認為這個政策比較好。

您認為當今社會有甚麼事物影響了香港青少年的語文水平？

我認為這是一道很特別的問題，因為每個年代都有影響青少年中文水平的事物，例如在免費報紙興起的時候，有人認為它的文章篇幅短，創作時間倉促，對社會中文水平有負面影響；在這個年代，又有很多人認為電子遊戲和短視頻網站使年輕人放下書本，降低閱讀量。的確，這些事物助長了社會上的「速食文化（即追求短時間內接觸大量新奇資訊的現象）」，導致學生很難靜心學習和閱讀，窒礙他們慢慢累積知識及提升素養。

請您用一個阿拉伯數字形容皇仁的同學。

我覺得這個問題頗有趣，我也思考了一段時間。如果讓我選，我可能會選擇「1」來形容皇仁的同學。因為對我而言，我不是一個喜歡做第一的人。數年前文憑試的作文題目「不做第一也不做最後」應該就是在形容我吧！可是，在我來到皇仁書院的短短幾天，接觸了皇仁的學生後，我覺得你們會積極地做好每一件事，遇到自己認為正確的事會願意上前做「第一個」同學。而且，我覺得每件事的完成度也不錯，證明你們能勝任。因此，我覺得用「1」來形容你們非常貼切。

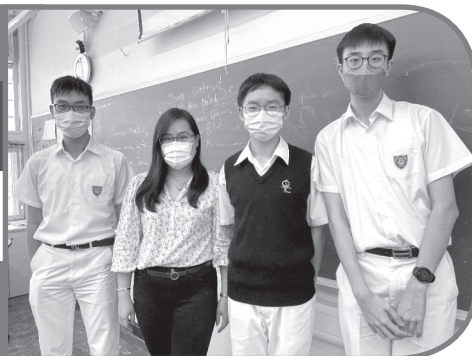
請您向我們分享您的座右銘。

我的座右銘是專注今日。我認為無論昨日的事情結果如何，也會難以避免去回憶，如果昨天能夠達成自己的目標，就只會停留在過去；如果表現欠佳，就會不斷自責，而忽略現在要做的事情。如果預測明日，便會害怕面對下一個挑戰，反而對現在的事務不能妥善處理，因此要專注今日。

潘浩宜老師

任教中一、中三及中四英文科

左二為潘浩宜老師 ▶



請您分享一下增加認識英語詞彙量的方法。

我自小就在電視台的《明珠 930》中接觸了不同的電影，當中我尤其喜愛懸疑片。慢慢地我對外國文化產生了好奇心和興趣，這份好奇心促使了我發掘不同類型的英語電視節目，增加了我對外國各種事物的認識，例如偵探小說和玻璃屋，這些和我們熟悉的港產片、香港文化有很大差異。我認為我的英語詞彙量是從欣賞各類型的英語節目而慢慢累積的，並非來自死記硬背。

疫情下，同學都減少了練習會話和小組討論的機會，您會建議同學如何提升會話能力？

我同意同學們都少了機會練習會話和小組討論，因為有些級別的同學會話考試取消了。不過，我認為我們的會話是與我們的聆聽有相連的，因為我們是聽到了一些東西，然後再去模仿並讀出來。例如我們英文課也有很多 read aloud，即是老師先示範，然後同學跟著朗讀。我很喜歡看電影，我覺得我的英文口語能力都是靠看英文電影培養的。例如看英國和美國的電影，我經常聽到他們的口音，再說英文的時候便會嘗試模仿他們。另外，我非常推薦同學聽音樂，因為聽音樂是一種興趣。我一直認為通過一些興趣自然地學習英文發音和詞彙，比拿著字典死記爛背更佳。因此，我認為要提升會話能力，必須要從多方面多聽英文，例如看電影、聽音樂或是聽新聞。

同學即使在同一班，他們的英文程度都不同，您會如何照顧全班同學的需要？

首先，我會請同學自我介紹，從他們所用的詞彙和文法，我已經大約知道他們的英文程度。對於比較優秀的同學，我會給予他們額外的練習，亦會將他們的作品作為示範例子給同學們參考，令他們引以為傲，也更加自信；對於比較弱的同學，我認為他們要打好根基去應對文憑試。我會給予他們一些基本的文法練習，亦會協助默書較低分的同學重默到滿意的分數，希望能夠拉近同學們的距離。在課堂上，我會有準備一些具挑戰性的題目，我很喜歡透過聆聽 BBC 的新聞要求同學們填充答案，令優秀的同學也會覺得學到新的知識。

有些同學可能自恃英文水平不俗，上課時未必專注。您會如何令同學上課專心呢？

我認為同學專注上課很重要，因為就算老師教得多好，同學不專注依然無法吸收到知識。上課時，我不單教授書本上的知識，很多時我也會從同學的興趣入手，例如在今早我詢問了他們喜愛的外國歌手。當他們感覺有興趣時，便會專心聆聽。另外我也會與同學一同閱讀時事新聞，並向他們介紹英文書籍，希望能吸引他們的注意，讓他們發掘興趣，這樣上課自然能更專注。

請問您透過甚麼渠道去學習英語？

我讀書的時候，老師都有準備一些讀本 (readers) 要求我們閱讀，我還記得其中一本是 The Great

Gatsby。我認為聆聽與會話有關聯，而閱讀則和寫作有關聯。因此，假設想寫作更流暢或是詞彙更豐富的文章，那麼就應該多看不同範疇的書。而我不只是閱讀小說，我也會閱讀一些心理自助書 (self-help books) 去增長我的英文知識。

您最喜愛哪一位英文作家？為什麼？

我最喜愛的英文作家是 Dale Carnegie。這位作家是小時候老師介紹給我的。除了看小說，我亦會看這位作家寫的心理自助書 (self-help books)。其中我最喜愛的一本書是 *How to Win Friends and Influence People*。這本書本雖然年代久遠，但是我認為它很有智慧。它教導我們怎樣能結識新朋友、怎樣去正面影響他人和生活上的基本原則，例如我們要懂得聆聽，我認為皇仁書院的同學要學習這一點，因為你們比較健談，缺乏聆聽別人的需要，應該設身處地去想想怎樣去幫助別人，這樣就會有一個良好的人際關係和做到一位領袖。另外，我也有一位很喜歡的作家，他就是 Roald Dahl，我最深刻的兩本書是 *Matilda* 和 *Charlie and The Chocolate Factory*，我希望初中同學能從中學到英文詞彙外，亦都可以提升想像力。我建議同學閱畢書本才看電影，因為書本能給予你們更多的想像空間。

您如何讓學生平衡應付公開試和從興趣中提升英文的基本能力？

我認為在公開試中，無論是閱讀，寫作甚至是會話的試卷，很多題目都圍繞著不同的時事。因此我很多時都會和同學探討時事新聞，當中我也會選取適量的外國新聞 (如 BBC news)，使同學接觸的時事更不乏趣味和多元化，讓他們擴闊視野，認識更多主題，這對應付公開試有很大幫助。另外，我認為一般來說英語詞彙可以分為兩類：第一類是需要日常生活或寫作中應用出來的，另一種的詞彙未必需要應用但需要明瞭意思。兩種的詞彙同學都需要慢慢累積，例如學習第二類通常比較深奧的詞彙，有助提升閱讀能力，這樣同學應付閱讀卷時便能更得心應手。

在文憑試英文科的四份試卷中，您認為哪一份對於同學來說最難取分？同學們又應該如何準備？

我認為皇仁同學會話比較弱。正如我之前說過，聆聽與會話有關聯。因此。我認為同學應該多聽英文。我發現同學們在寫作時用的詞彙也算豐富，但是同學就算認識了這些詞彙，他們究竟敢不敢在會話中使用呢？只要同學們不確定自己是否正確時，出於害怕犯錯和被嘲笑的心理，於是便不敢使用這些詞彙。因此，在會話的時候，同學常常輕聲細語，是欠缺自信的表現。我認為同學們必須先提升自己的信心，並且要不怕犯錯，要多聽英文。當同學對詞彙的發音有自信時，自然會更敢於在會話中使用它們。另外，我認為同學們不用感到害羞，可以多和外國人交朋友，在和他們交流的過程中，自然而然地練習了聆聽和會話，做到熟能生巧。

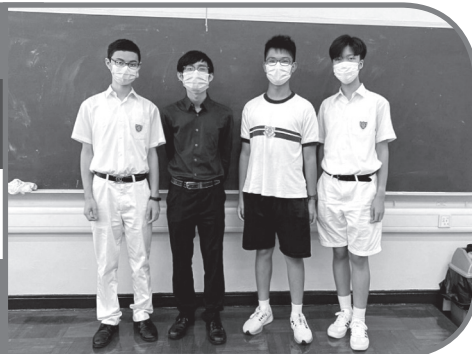
您認為欣賞英文電影、電視劇能有效增強同學的英文能力嗎？如果可以，您會推薦同學收看哪些電影或電視劇？

我認為欣賞英文電影能有效增強同學的英文能力，例如初中的同學可以看 *Charlie and the Chocolate Factory*；而高中的同學則可以看 *Percy Jackson* 和 *Twilight*。我亦推薦大家看紀錄片，例如 *Super Size Me*，從中我們可以知道進食麥當勞食品對生理及心理健康造成的負面影響。同學們也可以觀看一些比較舊的電影，例如 *The Shining* 或是 *Forrest Gump*，這些電影可以將一些價值觀灌輸給同學，我認為不同年代有不同的看法和觀念，值得同學們學習。

馮盈峰老師

任教中二科學科、中三及中四物理科

左二為馮盈峰老師 ▶



在疫情下，同學能做實驗的機會減少，您會如何提升同學在公開考試中作答的技巧和分析實驗的能力？

我主要會從三方面增強同學對實驗的認知和分析能力：因應同學親自進行實驗的機會減少，我會播放與實驗相關的影片供同學觀看，藉此讓他們掌握這些實驗的基本原理和操作程序；同時，我亦會透過課堂上示範實驗讓同學更清楚了解背後的概念；除此之外，我亦會從課堂筆記著手。為了讓同學通過自己思考來掌握理論，筆記內容將會省略實驗的詳細步驟，而是提供少許線索，例如物理數量 (physical quantity)，啟發同學自行探索。

請問您認為學習物理貴在掌握課本的理論還是能應用於生活中？

我認為學習物理貴在應用於生活中。同學從物理科所學習到的理論皆適用於解釋生活中經常接觸的現象，掌握課本理論固然重要，但不懂與生活結合則不能學以致用。部份概念如冷縮熱脹正是生活化的例子之一，而有關溫度計的運作更是與日常生活息息相關，由此可見把物理知識應用於生活的重要性。

請問您認為怎樣可增加同學對物理學習的興趣？

我認為可從以下三方面增加同學對物理學習的興趣：首先，我會在課程中加插模擬教學，讓所教授的知識更為具體、易明；與此同時，我亦會以較為詼諧逗趣的術語來解釋複雜的概念，使課堂更生動；另外，我的筆記內容除了課程範疇內的基本知識外，亦會加入有關應用於生活的例子和一些課外知識，務求令同學從更多元化的角度了解物理，從而增加興趣。

由於物理着重理解及應用，您認為在考試前應該如何準備才是最足夠？

我認為同學不應過度依賴背誦公式和學習要點，而是建議大家跳出思維框架，從不同角度思考老師教授的知識。例如，同學宜探究不同物理單位的關係等等。至於考試技巧，我則建議同學多做練習，從而提升及鞏固應付公開試的答題技巧，穩奪佳績。

物理知識從來不局限於書本和作業中的。學生如有空暇，您會推薦我們自習那些教科書未有提及的課題呢？

我會建議同學自學一下磁力共振及其運作原理。這個發明和磁場的課題息息相關，除了可以增進同學的生活常識，更能達到溫故知新的作用。此外，磁力共振並非難以理解的課題，適合高中同學學習，只要對磁場有基本認識便可。

哪一項物理學界的發現是您最感興趣的？為什麼？

對我而言，磁場，尤其是電磁感應是物理學中最新奇有趣的發現。這是由於電磁感應是人類在日常

生活中不可或缺的一部份。發電正是應用了這原理去運作，可見此發現已達至改變世界之效。不僅如此，這項發現更可以幫助減低人類對化石燃料的依賴，是人類走向潔淨能源的關鍵。

您從什麼時候開始發現自己對物理的興趣，及後更成為物理科老師？

我在中學的時候較多教導和幫助同學，從而發現其實教授的過程也很有趣，於是便想成為老師。另外，入讀大學之後也曾考慮從事研究工作，但研究對我而言有太多重複的程序和步驟，所以我沒有太大興趣。及後我到了中學當實習老師，過程中也發現教學真的是一件很有趣和有意義的事情，便決定了當老師。

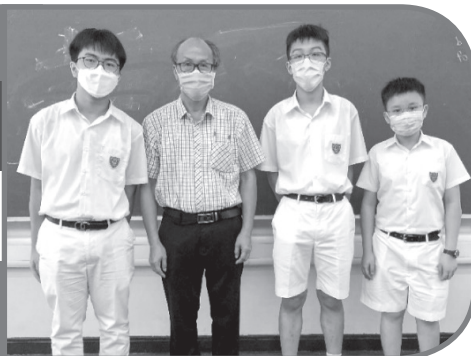
您認為學習物理最需要同學哪方面的能力？有哪些方法可以讓同學加強這方面的能力呢？

就着高中文憑試物理課程的層面而言，我認為基本的數學能力是一定要具備的，但並不要求能力十分強。坦白說以前我就讀中學的時候數學成績也只屬一般，但是物理要用到的數學概念都不困難，例如閱讀圖表、成正比或反比等，這些都是十分基本而非高階的數學概念。至於如何加強數學能力，同學可以多做一些練習題目，或者自己瀏覽一些網站作參考，例如畫圖表的網站。只要輸入公式，就能看到公式裏不同物理數量 (physical quantity) 之間的關係，讓數學能力較遜色的同學也能輕易地把抽象的概念形象化。

劉盛達老師

任教中一科學科、中四及中五物理科

左二為劉盛達老師 ▶



在疫情下，同學能做實驗的機會減少，您認為怎樣才能讓同學掌握實驗帶出的概念？

我認為所有實驗的起初都有一個意念，之後我們便嘗試根據所學想出方法來驗證究竟當中的意念是否正確。相反，如果所嘗試的方法失敗，便需要根據結果再調整方法。其實，同學平日所做的實驗都是科學家以往成功的例子，所以即使同學在疫情期間較難進行實驗，同學亦能透過網上平台閱讀實驗手冊，留意實驗背後的概念及當中需要注意的地方。

部分同學會大量操練算數的題目而忽略溫習文字題和實驗題，您會怎樣提升他們的答題技巧？

我認為溫習物理科並不只是操練算術題，文字題和實驗題都同樣重要。為了提升他們的答題技巧，我會在跟同學討論例題時給予一些引導，例如會以填充的形式令同學瞭解答題的關鍵字，當同學熟習答題的模式時，便會逐步減少引導學生，讓他們先嘗試。當同學有困難時，我便會提示一下學生。此外，物理科的考試在長題目部分很多時候有多道分題，其實這些分題亦是引導同學答題的方向。

您認為物理科哪一個課題最難掌握？可以提供一些方法讓同學更好地學習這個課題嗎？

我認為物理科並沒有一個課題特別困難去掌握，但當中最重要的是力學，因為大部分的課題都跟力

學有關連。如果同學希望學習時更有效率，我認為最重要的是操練算術題，因為當我們在做練習時可能發現有一些題目比較棘手，這就反映我們在這方面的概念不太牢固；相反，不同的參考書內容都大同小異，所以不太建議同學只閱讀參考書。

不少同學都反映物理科的選擇題有很多陷阱和難以捉摸，您可以分享一下答題技巧嗎？

同學做選擇題時遇到陷阱的原因其實是同學對課題的概念不清晰。老師擬題的選項大多數都是同學做題目時會較容易犯錯的地方，當同學不清楚了解課題的概念時，便會墮入陷阱。所以，我認為同學做選擇題的時候應一邊做，一邊思考，不要只留意題目答案，也應留意其他錯誤的選項，明白錯誤選項之所以錯的地方和原因，從而使自己學得更多，概念更清晰。平時同學練習做選擇題時，不應只集中留意自己是否答對，亦應找出自己答錯的原因。

請您介紹一位物理學家，並說說您跟他有沒有任何共通點。

我對物理學家的生平不太熟悉，所以一時三刻都難以介紹。但物理學家之間會有一些共通點。第一，他們的觀察力很強。第二，他們具有好奇心。一般人看到的事物會覺得平常，但物理學家則不一樣。例如牛頓看到蘋果掉下來，發現了地心吸力的存在，但我們看見東西掉下來時卻不會多加思考：為什麼是掉下地面，而不是掉到天空去。又例如阿基米德洗澡的時候突然發現浴缸的水位上升，發現能以水位上升的高度找出物件的體積。另一個例子是伽利略不相信人們認為重的東西掉下來時加速得比輕的東西更快，於是做實驗驗證自己的猜想，推翻了當時人們的想法。因此，我認為觀察力強和具好奇心都是物理學家的共通點。至於我和物理學家有什麼共通點，我覺得我對事物也抱有好奇心，但甚少會像物理學家推論出物理理論。

您最喜歡物理學哪一個範疇？為什麼？

我覺得天文學最為有趣，天體不能以肉眼看見，要用不同的方法和算式去量度天體之間的距離，例如發射電磁波，量度接收電磁波的改變，從而量度天體距離。因此，我對天文學最感興趣。

同學在學習物理時需要記住各條公式和重要概念。作為物理科老師，您有沒有一些特別的教學方法去加深學生的理解呢？

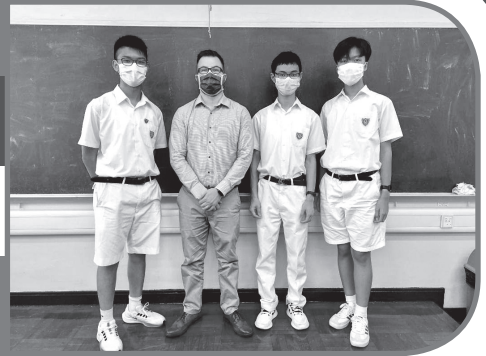
其實很多公式都可以圖像化，也有些是較重要的公式。現在同學可以用計算機預先輸入公式，不用再臨場慢慢輸入，但是我認為這樣的做法不好，最好自己牢記公式。同學應由基礎開始，因為公式是由概念演繹而成的，所以同學如果能夠記住基本的概念，就可以記住公式。例如力學的四條運動公式，其實可以用速度—時間線圖 (velocity-time graph) 推論出來的，如果同學懂得速度—時間線圖，就可以組成那四條公式了。通常同學能記住公式的原因，就是多做練習。練習做得愈多，就能記住公式，尤其是做錯了的題目，如果某些題目經常犯錯，就會因做了多次而把公式記住了。因此，最好的方法是多做練習和由基礎開始。但有些同學為求快一點，因而忽略了前面的題目，從中間開始做，這是不好的。

您有甚麼推薦的途徑讓有興趣的同學在課餘時間了解物理知識？

我認為同學可以多參加活動，以及多留意身邊發生的事物，例如為甚麼水滴會以均速滴下來，或救護車駛過的聲音為甚麼會傳來。同學留意到身邊的事物，自然就會有興趣尋找原因。如果同學想把知識記得更好，就先要有興趣，然後自己找出答案。如果只是聽老師講說，所學的知識很有限。因此，同學應多參與有興趣的科目相關的活動，以便對科目加深認識，以及多留意身邊發生的事情。溫習時，就要多做練習。

MR BOYD REUBEN PHILIP RALSTON**Teaches F2, F3 and F4 English**

左二為 MR BOYD REUBEN PHILIP RALSTON ▶

**Have you used any inspiring teaching methods before?**

I guess I can refer to some of the workshops that I have taught at The Open University of Hong Kong. For example, I have been looking for films or books like the Harry Potter series, and I would use excerpts from books and scenes from movies to draw attention and bring focus to the elements of the stories. I enjoy trying to make things a little bit more interactive. I also like to have a little bit of humour, that I have no problem with laughing or telling jokes.

Do you think teaching English Language through extra-curricular materials like songs, poems, dramas, etc. are effective?

I think they could be very effective. When I was fifteen, I started learning German. Music, particularly listening to songs can be quite useful as they are catchy. Simply for self-study, listening to music helps you learn words within a rhythm which is more likely to remember.

What is your favourite movie? How do you think it can enhance our English standard?

There are so many to choose from, but as I have mentioned, Harry Potter is always at the top of my list. Besides learning English through the movie, there are morality and ethics that you can discover from it. Friendship, love and bravery are some examples. So movies can definitely be used to teach certain points and let students make feedback.

Have you ever taught in a local primary/secondary school? If so, can you share your experience with us?

Yes, I have taught in children groups, a CMI secondary school and a university. For secondary school, as students' level of English Language was quite low and there were certain poor behaviours, I had to put more emphasis on discipline and tried to make the lessons as engaging as possible, which was difficult sometimes. The university was quite different. I was there to teach the English module and workshops. There was a big shift in motivation. Though the majority of them were learning Chinese, the students were highly motivated. This attitude of students was the biggest jump.

As you may know, most students in QC are not native speakers. As a native speaker yourself, would you share some useful methods with us to improve our language fluency in spoken English?

There are so many areas that you can work on. I can tell you from my own personal experience

of learning German. As everybody speaks English, there was no one for me to practice with. Therefore, I created a language book for myself, in which everything I watched and read was switched to the target language, even with my phone and video games switched. Everything was done as a whole, so that you are forced to use that language even when you are not studying. Hopefully, with that, you can start to move from thinking in your native language and translating it to thinking in the target language. I strongly recommend you to keep something interesting like notes and transcripts to further improve your language skills.

Please choose a quote to share with us.

There is one from Harry Potter, which says 'While we may come from different places and speak in different tongues, our hearts beat as one.' There is a language element in it. Even though we have different cultures, it doesn't matter for the fact that we are all the same. We all exist as human beings and we should treat everyone with dignity.

How long have you been in Hong Kong? Why did you choose to become an English teacher in Hong Kong?

I have been here for 4 years. I was studying German and French and I wanted to be a language teacher at first. Afterwards, I decided to do a master's in teaching English. I always knew I would want to live in Hong Kong at some point. I first visited Hong Kong with my friends from back home when I was fifteen, and at that stage I knew I was going to live here. So these two things came together, being an English teacher and living in Hong Kong.

Do you recommend QC students to take international English tests such as IELTS or TOEFL?

Yes, and it depends on what you think you might want to do and where you want to go in the future. If you want to study or live in the UK, Ireland or somewhere else in Europe, then you need the IELTS exam. For America, they mostly use the TOEFL exam. I am mostly familiar with IELTS myself, and as far as I am aware, if you want to study a bachelors or masters in Hong Kong, you need to pass the IELTS. It is very useful and it is not a waste of time to study further.

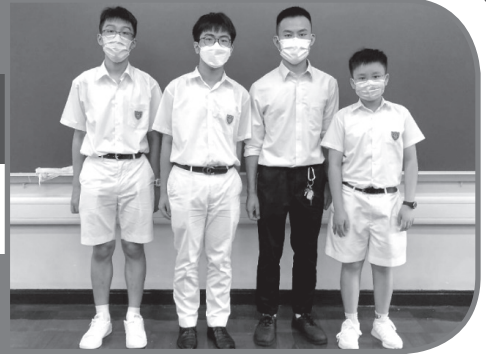
In your opinion, what is the biggest difference between the cultures of Hong Kong and your home country? How does it affect the way you teach students?

In schools where I came from, there is not a big emphasis on academic achievements in my home country. Instead, they emphasize more on maturing and enjoying childhood at the same time, which is something quite different to Hong Kong. Another difference is that in the UK, teachers are generally not respected by students, so it can be very challenging to teach local students in the UK. Whereas from my work experiences in Hong Kong, students generally listen to me, and I have had few problems for my teaching. It is a very nice change in culture compared to where I am from.

黎卓傑老師

任教中一及中二視藝科、中一及中三生活與社會科

右二為黎卓傑老師 ▶



現在十分流行設計軟件，請問您認為怎樣才可以鼓勵同學學習傳統繪畫技巧？

我認為設計軟件為創作者帶來很多可能性，而我平日也會使用軟件「procreate」去完成一些創作，這些軟件在運作方面不算困難，而且軟件也有很多圖層，令創作時更有彈性。至於鼓勵同學注重傳統繪畫技巧方面，我會跟同學說訓練這些技巧是為長遠藝術發展打好根基。即使同學在電子軟件上所設計的作品甚為出色，但並不代表同學完全掌握傳統繪畫技巧。另外，我也會跟同學分享傳統藝術的獨特性，因為傳統繪畫包含一種缺陷美，不能像軟件一樣輕易修改有瑕疵的部分。

作為舊生，您認為母校的藝術風氣相較您讀書年代有更濃厚的跡象嗎？您認為怎樣才能進一步提升同學對藝術創作或鑑賞的興趣？

我在皇仁書院讀書時沒有太留意藝術，誠然我當時的思想比較狹隘，當時也只有不足十位同學對藝術設計有興趣。就我而言，我認為香港的藝術風氣正逐步好轉，例如香港的商場、樓宇或住宅設計都以藝術為主，甚至以前被認為是非主流文化，例如嘻哈音樂、踩滑板也受到注目，對於年青人也有正面的影響。不過，由於皇仁的同學都較注重學業，藝術科身為其他學習經驗(OLE)的其中一環，仍然也很難被重視。身為一位老師，我會嘗試在課堂上去認可同學的作品，告訴他們表現好的地方。

請問您最喜歡哪類型的繪畫方式，例如水彩、油畫、素描、水墨畫等？為甚麼？

我個人比較喜歡水彩。首先，我認為在水的輔助下，可以更有效地在大面積的範圍上上色。第二，我認為它十分輕便，所需要的工具跟油畫差不多，也可以隨時開始或結束。另外，我很喜歡看着水和其他顏料混合的過程和結果，每次的混合結果都有隨機性，令我有一種期待的感覺。加上，我認為畫水彩畫時有一種冒險的感覺，尤其是同一時間用上幾種顏色，通常結果有一種不確定性，例如當作品仍然濕透時，效果可能未如理想，但乾透後卻可能有很大的分別，帶來驚喜。

很多同學上視藝課時都會遇到缺乏靈感或創意的煩惱。你有甚麼建議讓同學更容易構思題材？

同學應多看、多聽、多試、多做。同學缺乏靈感或創意的主要原因是因為他們未清楚創作的可能性，也有可能是他們怕畫錯。我認為同學們不太相信藝術沒有對錯之分，因為同學甚少看過其他藝術家的風格或其他媒介的作品，他們很容易限制了自己對創作的靈感。同學上中學之前，小學和幼稚園只會針對學生的繪畫技巧，而甚少要求學生對藝術史的認識。我覺得這會使同學對藝術認知產生了限制。我認為學習藝術史能令同學對從古至今的藝術風格都有基本的認識，從而擴寬自己創作的可能性。例如假設有一位經常講求客觀性的同學，他未曾接觸過藝術史象徵主義中的其中一個流派——野獸派，他便不會知道畫畫能完全忽略傳統的透視和明暗，少了一個機會去欣賞主觀性的作品。因此，我認為如果同學不了解以前和現今藝術家的風格，便會對自己創作的可能性產生限制。

請您建議一些方法讓同學們在課餘時間加強自身的審美眼光和藝術感。

同學要進步的基本條件是思想一定要更開放，這樣才不會先入為主。同學可以嘗試接納其他人的審美觀，剛接觸藝術的同學可以參考坊間對某些作品的鑑賞，從而更快認識和了解運用藝術元素的方法；認識了藝術元素後才慢慢建立起審美眼光。而在加強藝術感方面，儘管去畫展、看書不一定能

培養藝術感，因為可能會限制了自己的藝術思維，但我也建議同學先去嘗試逛藝術展、看書。除此之外，我建議同學在日常生活中做任何事都從藝術角度思考。例如同學到順興茶餐廳吃滑蛋叉燒飯，可以思考有什麼視覺元素令同學看到會覺得「蛋」是「滑」的。我會觀察滑蛋的表面和形狀，留意到蛋上會有很多高光位，光線透過蛋反射到眼睛，從而知道蛋是滑的。同學觀察後如果想在作品畫出光滑的質地，就會聯想到要加高光位。因此，我認為藝術是理性的，只要同學能細心觀察，便能解答自己畫作能帶給人特別感覺的原因。

您認為鑑賞藝術作品的知識和創造藝術作品（如繪畫）的技巧哪一項較為重要？為甚麼？

鑑賞作品的知識較為重要。鑑賞是創作藝術品的先決條件。於我而言，沒有鑑賞能力，就像一個人失去了靈魂。當自己創作時，連自己都不清楚創作內容和方向，一幅畫便變得沒有意義。鑑賞也代表了對藝術和藝術家的尊重，尊重藝術作品顯示出自己有投放心思了解藝術家在作品背後的用意，欣賞創作技巧。有鑑賞力不代表有創作力，但有鑑賞能力足以容許一個人和其他有鑑賞能力的人，甚至和創作者交流。我認為這種交流層次更高，因此我認為鑑賞更重要。

有甚麼原因令您喜歡視藝，和回到母校成為一位視藝老師？

我首次有意識地接觸藝術是聽音樂。我剛從皇仁畢業，很喜歡聽 Beyond 及黃家駒的歌，我認為黃家駒是一個聞名但價值被低估的音樂家。他是我的偶像，自然會更留意他，後來我發現他是一個非常尊重藝術的人，便被他間接引導去接觸不同形式的藝術，慢慢嘗試。到了大學後我嘗試視藝，我個人喜歡低調、有內涵的人或事物，而我認為視藝是一種有內涵的表達方式，每個人都可以藉着這渠道表達自己或了解別人。另外，有時一件大自然、非人為的作品令我有一種特別「nostalgia」，而我很喜歡這個感覺，例如我會留意生活上一些光影的變化，及如何把不同的光影與場景配合。這能把我帶到不同的時空，例如回憶到一些不能回到的時光，或在腦海中不斷建立一些幻想的場景。有時我會簡單地欣賞光影的構造，我很喜歡這種非人為的視覺感覺。我喜歡做視藝老師，並非純粹因喜歡視藝。我喜歡做老師是因喜歡其多變的工作環境，我認為喜歡創作或藝術的人都會喜歡這種感覺。例如每年我教的學生都不同，或學生每天回來的心情或行為都是不同的，我認為這樣會給我驚喜，因為每天都要用不確定的情緒對學生，甚具挑戰性。因此，我慢慢地建立了做老師的想法。

最近幾年修讀視藝科的學生數目較少，您認為如何鼓勵高中學生修讀視藝科？

很多家長或學生認為修讀視覺藝術後就會做畫家，不能在香港市場養活自己，所以視覺藝術通常被視作一門「不好」的科目。我會說其實香港很多專業行業或機構都需要藝術人才。但是很多學生只注重較主流的商業市場，不明白藝術行業其實也有市場，它們都同樣需要有創意的人，例如廣告、產品設計、時裝、電影、電影美術等，都需要富有創意的人。所以對藝術有興趣的同學理應好好選擇。

有人認為在藝術方面，天份比後天努力重要。對此，您有甚麼看法？

首先，我相信有天份這件事，例如有些天生智商高，後來成為數學天才、物理天才等的人，我會認同他們是有天份的，因這種天份有一個較清晰的衡量標準。但如果你請我定義如何是藝術界的天才，我不能給予答案，因為我認為藝術包含太多東西了，如果你沒有經歷過生活和文化，你是不會明白甚麼是藝術的，更不會知道如何創造藝術。而我相信沒有人天生就懂得生活、文化，所以我認為人需要了解文化，懂得生活，只有經歷過，才會懂得和開始創作藝術。此外，培養文化就像培養一個人的靈魂。我認為有些人被稱為音樂天才或藝術天才，是因他們年紀輕輕就可以彈奏名家的樂曲，或完美的臨摹畫作，但我不同意他們是天才。我認為大眾誤解了藝術的意思，我可能只會說那些作品是複製品，或那些人是天才模仿家，不會說他們是天才藝術家。又例如畫畫需要落筆的技巧，而落筆的筆觸不是胡亂來的，是需要練習手對某種筆觸的肌肉記憶。這種筆觸的肌肉記憶不是天生就有的，而是經後天努力才得到。因此，我認為後天培育較重要。

A Forest Fire: A Short Story

4B Yu Cheuk Ki Gabriel

Part I

"Thank you for watching the New Millenia Nightly News. We begin tonight's program with a piece of breaking news.

"Today, a shocking thing occurred in Luxem County, Quincy. A forest fire ravaged the countryside, burning at least 1200 acres of woodland. The county was filled with thick, choking smoke for the rest of the day. The Quincy Province Fire Department stated that this condition would affect other regions over the course of three days.

"An unsettling fact about the fire was that the flames, originating at the center of Harmand Forest, spread out at an unimaginable speed. The QPFD believes that the flames advanced at a rate of 1 kilometer per second. Obviously, this was caused intentionally by a human. "The news reporter cleared his throat. "The local police department is investigating the case. Footage will be released tomorrow to the public. Anyone who has any information about this incident is advised to contact the police on 542 0768 922." He paused for a while.

"Now, we will move on to other news. The Federal President of North " His monotonous voice droned on and on. Inspector Neville Windsor, now at home, was poking absentmindedly at his slice of steak with a knife. He was hungry, but yet was not in the mood to eat. He had other things on his mind: a case still waiting to be solved. His first job had been as a security guard at an official building in Nordsgate, the main city of Quincy. It left him feeling bored, so he switched jobs and became a police officer. He quickly rose up the ranks due to his intelligence, and had recently been assigned to the "casecrackers department" (a nickname among his colleagues). He spent every day going through cases that were not and could not be solved by officers at a lower rank. Every case he had come across, up to today, had been solved without difficulty. But this one. His superior, Chief Nelson, had walked over to his cubicle and put down a pile of documents on Neville's table." It's a new case. Happened just a few hours ago. Straight out of the oven." Nelson chuckled to himself. "I believe you can solve this one. I'm sure they call you Sherlock

for a reason." He walked away. And indeed, it was a very tricky one. He had skimmed the pile of documents swiftly, a habit of him, which helped him grasp what he would be dealing with. Location of event: Harmand Forest. Possible crime(s) involved : Arson, vandalism of federal property. Suspects: none. Suspected cause of event : UNKNOWN. The word "unknown", bold and capitalized, struck fear into his heart for the first time in Neville Windsor's life. What happened seemed to be absurd, as if it had been made up by a three-year-old. 1 kilometer per second? A 1200 arca affected only in several seconds? Impossible, he thought. But then he had an afterthought : maybe it was plausible after all. He had taken a physics course for fun at the University of Roosevelt, around a decade ago. It was from this that he attained a basic knowledge on how nuclear bombs caused destruction. After detonation, thermal radiation is released in all directions, increasing the temperature to such an extent that all objects within the thermal pulse are incinerated. This all takes place within only a few seconds. Maybe the fire was caused by a sudden discharge of thermal radiation, Neville mused. After all, the forest fire bore similarities to the firestorms caused by nuclear explosions. He could only imagine what had happened. Perhaps it was a terrorist attack? Possible, but also unlikely as these were rare these days. If the person behind this did not control the radiation-emitting device remotely, he, too, would have been killed in the process. It was too early to jump to conclusions though. He decided that he would skip work tomorrow and travel towards the crime scene, collecting evidence while he was there. Breakthroughs could be made. He reached for his phone and called Chief Nelson.

Fifteen minutes later, Neville put down the phone. Nelson gave permission to his venture, and said that he would contact the QPFD and ask for two firemen to join him. "They know more about fire than you," he had said, "Also, they can aid you if you encounter any problems. You know, the forest is burning now, and may still be burning tomorrow. I'll ask them to bring a fireproof suit for you, just to be on the safe side." Neville agreed. His work done for the day, Neville stood up, turned off the television, returned to the dining table, and finished his meal at ease. His nightly routine included going for a bath while listening to music, then reading a book, and finally going to bed at eleven.

He walked up the wooden stairs and ascended to the second floor, where his bathroom was. He entered his spacious, luxuriously decorated bathroom, and, as he was whistling, opened the water faucet. Then his doorbell rang.

Part II

The first thing that came to Neville's mind was: Who is this person? What does this person want from me? He decided to ignore the doorbell and take his bath. Probably a door-to-door salesman, he mused. Or one of those religious fanatics. Anyhow, that guy is up to no good. Hopefully the person would eventually give up and leave. Whistling, he undressed himself and stepped into the bathtub. Every Friday, he would reward himself with the act of dimming, or even turning off, the lights. In that way, he would really be at peace, and his brain's frantic pace of thinking would slow down for at least a while. But today was no Friday. He was barely halfway through the week. Half an hour later, he finished washing himself. He dried his body using a towel, put on his pyjamas, and then dried his hair. He opened the bathroom door and stood still. He realized something: the doorbell was still ringing. Furiously, he walked over to his drawer, and took out a slender pistol, fully loaded with bullets. He swiftly descended the stairs, went to the door and with his gun ready opened the oak door. A man was standing at the door. He was a short, stumpy person, and was wearing a pair of sunglasses. He was carrying a brown leather suitcase, and apparently possessed no weapons. Neville relaxed a bit.

"Good evening, Mr Windsor," said the man.

"How do you know my name?" demanded Neville incredulously. "What do you want?"

"Ah, Mr Windsor," said the man calmly, "I represent Hydrid Industries, a robotics company specialized in producing predator robots for governments around the world. But our work is not limited to this. Please let me in, and I will tell you about it. It's rather urgent." "If you say so," replied Neville. "But first, I have to make sure you aren't armed."

"Relax, Mr. Windsor. "I have no weapons. I swear."

Deciding to believe him, Neville led the man in his house and motioned him to follow him. They walked into his kitchen and the man sat down on one of the two chairs. Neville aimed his pistol at the man. "Speak," he said. "I will. Now, back to the main thing. Hydrid Enterprises works on another subject, the extermination of Elementals on Bering. Humans who are able to influence and manipulate different aspects of nature." Neville laughed out loud. "You're here to talk to me about this nonsense? I tell you, I'm no little kid, and I don't believe in fairy tales. I think you ought to leave now." He raised the pistol and aimed it at the man's head. His index finger coiled around the trigger.

The man noticed that, and used his hands to shield his face. "No, Mr Neville, I am talking about the truth. Don't believe me if you don't want to, but let me tell you something: one of the four Elementals is involved in the recent forest fire." Neville lowered his gun. "Tell me

more about it."

The man smiled. "Good. Now, the forest fire was most probably caused by a Fire Elemental. As from the name, they can control fire, and generate flames by beaming thermal radiation in a concentrated manner on a certain spot. "This proves my theory." Neville said to himself. He nodded slowly.

"Our Elemental Robots have detected an unusual burst of thermal radiation at a point in Harmand forest. After much analysis, Professor Hydrid, the owner of the company I work for, deduced that the Fire Elemental caused the fire, a female one."

"Do not be deceived by her innocent looks. All Elementals are evil and deranged inherently. They are the scum of humanity, despicable mutants who are serious threats to humanity. The longer they exist, the larger the danger of Bering being annihilated is. They must be eliminated from this world for the greater good of all humanity, and we are moving ever closer to that goal. And you, Mr Windsor, are very likely to come into contact with the fire Elemental tomorrow. You can help us, help the entire human race, to hunt down an Elemental. May I take out something from my briefcase?" inquired the man.

"Yes," said Neville. He was stunned by what the man had just said, but also interested. He had to know more. With a crisp click, the man opened his briefcase. There was a small piece of black tape and a silver needle encased in a small box. He took both objects out. Carefully, the man opened the box and held the thin, sharp needle between his index and middle finger.

"This," the man gestured, "is a needle tipped with a poison. It harms only Elementals. If you meet anyone suspicious who acts strangely and resembles a teenage girl, I advise you to dash forward and jab this into her. It should act upon her within several seconds.

The man placed the thing onto the kitchen table. Neville reached out and put it into his pocket. The man held the piece of tape in his hand. "This is no normal tape. A small GPS chip has been planted into it, a very small one indeed. It cannot be removed. Stick it onto her, or alternatively, yourself, so that we can follow you or her, and send help when required." He handed it over to Neville. He accepted it. "Use them whenever it suits you," said the man as he stood up. "You can choose not to bring them with you. What is more important is the knowledge that I have imbued upon you tonight. Remember: Elementals are a menace to humanity. I believe you now know what to do when you see her. Anyhow, I wish you luck on your expedition tomorrow. Good night, Mr Windsor."

The man stood up, walked over to the door, and left Neville's house, leaving the police detective sitting on his chair, deep in thought.

生與死

4A 施傑銳

光管散發白芒，與同色的四壁和天花板映襯，不沾染塵世庸俗，新生命輕輕的來——乾淨的、純潔的。

呱呱墜地，嬰兒睜開雙眼，哭喊出人生首個音節，四肢不由自主地掙扎，迫不及待體會塵世的美好。他時間充裕——至少應比你我充裕——足夠得領略世態炎涼，在追尋夢想的屢次失敗間，摸清像你我的人們是如何醜陋。

跌宕間，新生降臨，如熾天使，光芒烈燄四射，那輝耀不斷的，是你我所難覓難求，卻又在垂暮趨之若鶩。

晝夜更迭，生死輪迴，是無人能超 的自然法則。我們讚頌新生，卻有誰在畏懼以外，思索死亡？

大眾普遍認為死亡可怖非常，在於對財散的失落，出於對離別的痛苦，以至人一生善惡的結算。試想想，如果一出生你就被告知死後可以重新開始，又或進入極樂世界，那麼死亡可怕嗎？當然不。或許這就是人性本質上的醜惡，使我們不得不以恐懼死亡各自約束。

有人營營役役，有人搜刮錢財；有人名成利就，有人遺臭萬年。你呢？世上大部分人沒有豐功偉績，但至少，他們以自身羸弱燭光，輻射周遭的家人、朋友，映照彼此，為世界帶來一絲溫暖。

人一生有兩次死亡。第一次是肉體上的死亡，無法逆轉，亦只好接受；第二次的死亡，是這個世界上再沒有人記得你的存在，你的精神、思想、愛從此消失於世上。

歲月在眾生留下斑白銀髮，譜寫各人迥異的故事。蒼蒼白髮，是光陰的饋贈，是歷練的伴禮，更是時間的印證。然而，即使人離世，若精神長存，也猶身在。生離死別，人之常態，如鼓盆之戚，有時微微一笑便能改寫。死亡本不值得恐懼，只是，沒多少人不害怕失去。

頭髮茂密不再，居然沒有一絲違和，只是彈指流光，逝如白駒過隙，不免唏噓。

所有的沉鬱與糾結，那些高飛與低迴，都止於生命盡頭最後一口濁氣，在胸臆間悠悠打轉，於鼻孔縈繞，而往事如塵如煙如氤氳輕捲，緩緩放鬆吐出。

病床旁，輕風掀起窗簾，夕陽餘暉灑落，帶走了人，也帶走了那些落寞。

躺臥在床，他，闔上眼簾。

「創作空間」現誠邀各位同學投稿，內容不限，字數不限，中英皆可。歡迎大家將作品寄至qc.courier@gmail.com。我們熱切期待您的來稿。