文苑

THE COURIER

編者的話

編者下筆時，正值臨近考試的聖誕假期。但不知從何時開始，聖誕假好像失去了「假期」的味道，不少人在埋首溫習之餘，彷彿已忘記了與親友共聚慶祝的快樂。其實，專注學業固然沒錯，但在工作與生活之間取得平衡才是最重要的，同學不妨在忙碌地讀書、補習之餘，亦與親朋好友一起出遊放鬆。適逢本期專題為座右銘，編者便將此句名言與各位同學分享："You can't do a good job if your job is all you do."，希望各位同學能在繁重的學業和適當的休息中找到平衡。

目 錄

2022-2023 文苑編輯委員會

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)

    ➢ Five thematic book displays were organised by Dr Henry Fok Library. Details are as follows:
    - Celebrating the 73rd Anniversary of the Founding of the People's Republic of China (26 Sep – 7 Oct 2022)
    - Science Weeks (10–21 Oct 2022)
    - Halloween (26 Oct – 2 Nov 2022)
    - Stress Management (7–18 Nov 2022)
    - Sports (FIFA World Cup 2022) (21 Nov – 2 Dec 2022)

    ➢ There was also an online quiz on "Celebrating the 73rd Anniversary of the Founding of the People's Republic of China".

    ➢ The English Department designed learning and teaching materials related to the FIFA World Cup Qatar 2022 for S3 students.

    ➢ The Putonghua Departments designed learning and teaching materials related to environmental protection in our daily life for S2 students and students had presentation during lessons.

    1.2 To build social competencies such as collaborative skills and communication skills through project learning, gifted programmes and life-wide learning activities

    ➢ Project Learning was introduced in S.1 Mathematics. Students searched for information, designed posters and gave presentations related to Euler's Formula on 21 Nov 2022.

    ➢ Life-wide learning activities / workshops have been conducted, including:
    - The Hong Kong Jockey Club Series: The Big Eight – Dinosaur Revelation organized by the STEAM Team and the Science (Junior) Department and Social Services Team.

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

    2.1 To encourage students to set learning goals and reflect on their learning so as to build their capabilities to learn independently

    ➢ Workshops about goal setting (S1-S6) were conducted in the first term and will continue in the second term [CLP Team].

    ➢ S6 students' target grades and guidelines were sent to class teachers and subject teachers to take follow-up action.

    2.2 To equip junior form students with various learning strategies and to raise their learning effectiveness by using flipped learning, and encouraging students to design exercises on their own and engage in peer learning

    ➢ Pre-lesson videos [Life and Society (S1), Mathematics (S3), Science (S1 & S2)] have been sent to students and this practice will continue throughout the academic year.

    ➢ The practice of doing a pre-lesson test [Chinese Language (S3-S6)] has been introduced and will continue throughout the academic year.

- ➤ *S1 and S2 students conducted home experiments [Science(Junior)]. The theme in S1 was Water and S2 students took part in the 1 person 1 flower scheme and made use of the knowledge they had learned related to Micro:bit and Photosynthesis.*

- ➤ *Workshops were conducted by an external service provider from October to December 2022. The topics of the workshops were:*
  - *S1: Note Processing skills*
  - *S2: Active Revision Skills.*
  - *S3: Effective Presentation Skills*
  - *A survey designed to help students identify their learning styles was conducted and the learning style reports were distributed to students so that they could adapt their studying techniques to their learning styles.*

- ➤ *Students did assignments related to note processing skills [Biology (S5), Geography (S3), History (S2) and Science (S1)] and mind-mapping skills [English (S4)].*

- ➤ *Students have been encouraged to design questions about different subjects [Biology (S3), English (S3) and Mathematics (S3)] since September 2022.*

- ➤ *The Online Question Bank platform from HKEdCity has been opened to senior form students since September 2022.*

- ➤ *A Mathematics eLearning Platform (S2 and S3) 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 by choosing what to revise and revisit, and how to access the content.*

- ➤ *28 tutorial lessons for S5 and S6 students on different subjects were organized in order to help students prepare for their exams. Old boys were recruited as tutors.*

3. *To promote teachers' professional sharing culture in school*

3.1 *To develop a sharing culture by inviting teachers from different KLAs to open their classrooms for peer lesson observation with a focus on self-regulated learning, flipped learning or values education*

- ➤ *5 Department Heads and 1 Assistant Principal opened their classrooms*
- ➤ *15 teachers engaged in peer lesson observation*

3.2 *To encourage teachers to share good practices and to enhance their assessment literacy*

- ➤ *2 training workshops related to implementation assessment literacy were conducted on 5 and 12 January 2023 provided by QSIP(CUHK)*

Activities for Major Concern 1

◀ *S.2 Student had presentation in Putonghua lesson*

▶ *A group of S.1 students had poster presentation on 21 Nov 2022*

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 foster the development of healthy lifestyles of the students

- S.6 and S.4 Inter-Class Indoor Rowing Competitions (conducted by the PE Department) were held during the LWL periods in September and December respectively. Students were highly engaged.

- S.3 students participated in a series of static and dynamic activities (organized by the Health & Sex Education Team) which aim to boost their physical and mental health during LWL periods in September. The students were enthusiastic about the activities, which included skateboarding, boxing, darting, dischoops, floorball, plate juggling, balloon twisting, and beverage making.

- A 'Nutrition Talk' was organized by the Health & Sex Education Team for S.1 students in September, where proper eating habits were introduced by nurses from the Department of Health.

- An activity held by the LWL Team during a morning session in September encouraged S.3 students to reflect on proper phone use habits.

- A number of art and music workshops were held during the LWL periods from September to November by the LWL Team for different levels to enhance their aesthetic appreciation. For example, there were workshops on Dough Sculpture, Caricature Painting, Paper Cutting Art, Chinese Knotting and Peking Opera Facial Masks.

- The Launching Ceremony of the 160th Anniversary Concert in October gave students an opportunity to enjoy music through both the virtual concert and a live performance by the Percussion Ensemble.

- A Class Management Programme was conducted by the Counselling Team for S.1 during the LWL periods in September and early October. Students were led to play games to enhance their mutual understanding and thus sense of belonging to their own class.

2. To cultivate positive values among students

2.1 To strengthen students' competencies in making value judgement and rational decisions through Values Education

- An old boy, who is a graduate of 2022, was invited by the Moral & Civic Education Team to share his experience in facing adversity during a morning assembly in October. He illustrated how positive values such as perseverance and care for others have helped him through his preparation for the HKDSE.

- The Inauguration Ceremony for Student Leaders was held by the ECA Team during a LWL period in October. Student leaders from 10 teams were awarded badges or certificates of appointment. Leaders from the Counselling Team, Discipline Team, and 8 Houses also presented their Performance Pledges.

2.2 To empower students to make informed and responsible choices on their learning and life planning

- The CLD Curriculum designed by the CLP Team was launched in September. Activities covering self-understanding, goal setting, stress management, options for further studies or career choice, and interview skills were held for different levels of students during the LWL periods from September to December.

- S.1 students attended a workshop about self-understanding in November.

- S.2 students attended a 'Goal Setting' workshop and a 'Time Management' workshop in November.

> S.3 students attended a sharing session on 'Choice of Electives' and a workshop on 'Subject Selection' in October and November respectively.

> S.4 students were guided to look for job fields that suit them by doing a test called 'My First Choice' in September.

> S.5 students attended a workshop on 'Goal Setting' in November.

> S.6 students attended a workshop on 'HKDSE Preparation and Stress Management' in September, and a talk on 'JUPAS Operation' in October. Some students also attended a 'Mock JUPAS Interview for MBBS applicants' and a 'Joint School Mock JUPAS Interview' in November.

> Twelve NCS students (from S.3 to S.6) joined the 'Life Planning Education Activities for Non-Chinese Speaking Students in Secondary Schools 2022-23' provided by Caritas Youth and Community Service. They attended two training sessions and a career visit from October to December.

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

3.1 To encourage an active participation of students in actualizing their rights and responsibilities by shouldering duties in the 160th Anniversary events

> Students who have participated and served in two 160th Anniversary events, namely, the Joint-School Art Exhibition and Gifts to Alma Mater, were presented badges during a morning assembly in October.

3.2 To establish a harmonious family relationship and promote the virtue of filial piety

> An activity that encouraged S.2 students to understand and appreciate their parents were conducted by the LWL Team during a morning period in October.

3.3 To strengthen students' national identity through understanding and appreciation of the culture and development of our motherland

> Students were engaged in activities that enhanced their understanding and appreciation of Chinese culture, such as workshops arranged by the LWL Team on Chinese Knotting, Paper Cutting Art, Peking Opera Facial Masks, and Shadow Play Puppets for different levels of students, a visit to the Hong Kong Heritage Museum arranged by the VA Department in November for S4 and S.5, and a visit to the Hong Kong Palace Museum in December for S.4.

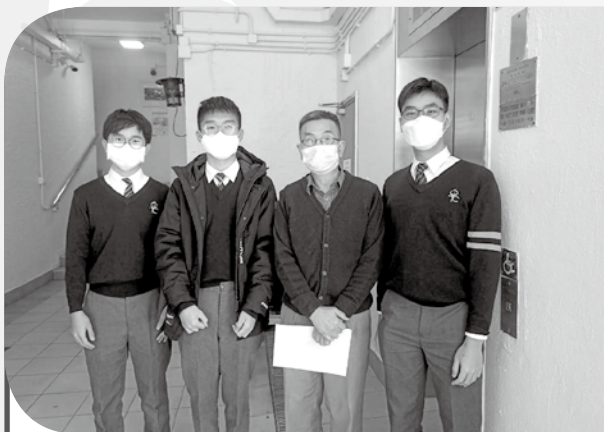## *Activities for Major Concern 2*

▲ *Students cheering for their classmates on the rowing machine at the S.4 Inter-class rowing competition*

▲ *Gold Badges awardees for the Badge Award Scheme for the 160th Anniversary*

新老師專訪

　　除了上期所訪問的新老師外，我校今年還迎來兩位新老師的加入。希望同學能在本期《文苑》的訪問中對他們有更深入的的認識。

劉國賢老師

任教數學科

◀ 右二為劉國賢老師

1. **數學科公開考試向來要求同學在短時間內完成大量題目，但同時也需要學生謹慎作答，以免在運算過程中出現錯誤，請問您有甚麼建議，讓同學在二者之中找到平衡？**

   在我開始教學的年代，整份公開數學考試卷是長題目。後來聽聞由於有一年合格分數低至 11 分，當年的考試局遂增設了較簡單的甲部題目，根據我觀察所得，能力較弱的同學是難以應付原有的考卷題目，然而，公開試是全港性的，亦涉及國際認受性的問題，同時也要評核所有應試同學，於是擬訂包括程度較淺的問題，用以遷就不同能力的學生，需要涵蓋整個數學課程及不同深淺程度的問題。

2. **您認為學習數學有甚麼有趣的地方？**

   每個人喜歡數學的原因都不同，就好像踢足球一樣，有人喜歡守龍門，有人喜歡打前鋒或後衛。我對數學感興趣的原因在於從完成一道較難的題目可以得到很大的滿足感。

3. **數學延伸部分於高中才正式開始，令有些同學選科後應付不來而被迫放棄，您認為中三同學應如何決定自己是否選修此科？**

   記得沈祖堯教授曾笑言自己因數學能力不高，才攻讀生物——雖然肯定是開玩笑，但在我求學的年代亦見不少有能力的同學都選修純數學，因為根據坊間調查，超過八成的大學學科會考慮修讀純數學科的同學，就算現在，很多大學科目都仍然喜歡錄取曾修讀延伸課程的同學。而且，數學延伸部分有關微積分的理論也有助同學理解物理、化學等理科所涉及的概念。所以，我建議中三同學把握機會，日後盡量嘗試修讀數學延伸部分。

4. **您認為同學做大量數學練習就能取得好成績嗎？如不是，請向我們分享您溫習數學的方法。**

   Practice makes perfect 大家都知道多做練習肯定有機會獲取好的成績，但如果是被迫做很多練習，效果會是事倍功半。假如數學是個人的興趣，效果就會截然不同。記得有一年，記者訪問了拔萃女書院的一位「狀元」，請她分享考取優異成績的方法，她表示自己從來不關心成績，只著重享受學習的過程，因為獲得新知識可以讓自己瞭解世界多一些。

5. **您最欣賞哪位數學家？請分享其中原因。**

我對數學史的認識不太深入，並沒有認識很多數學家。然而，要我說最欣賞的數學家，我會選近代中國的華羅庚。華羅庚本人有不少著作，對數學界皆起到啟迪作用。另外，華羅庚與學生關係融洽，在教學上也值得教師學習。

6. **您會如何協助數學能力不足的同學跟上進度？**

我認為老師要以身作則，顯示對數學的熱誠，才能感染到學生，使他們對數學產生興趣。另外，有時我會讓一些能力較差的學生留下，指導和協助他們趕上進度。最後，我認為需要給他們成功感，例如我會提問一些程度較淺的問題，他們懂得回答，就會慢慢重拾對學習數學的信心。

7. **您認為學習數學最需要哪一方面的能力？**

我經常說數學可以教，但數學能力卻不可以教。我認為天資，如聰明、邏輯性強，比後天的學習更為重要。當然，我不是說後天的努力不重要，最麻煩的學生是那些有天份，卻沒有方向和目標的。但要注意的是：努力的目的不是為了好成績，而是因為本身就對那樣事物有興趣；如果急功近利，便很難成功。

呂保光老師

任教生活與社會科、公民及社會發展科、通識科

◀ 右二為呂保光老師

1. **請問公民及社會發展這科目跟以往通識科有甚麼分別？**

其實分別相當大，以前通識科有六個單元，除了考兩份卷之外，還要做 IES，即獨立專題探究報告。但現在公民及社會發展科則濃縮為三個單元，而且不需要做獨立專題探究報告，所以相對而言，學習壓力和所需的時間分配少一些。兩科在學習時間負擔上很不同，但在個人發展上都一樣，都是鍛鍊學生思維能力，掌握知識。

2. **眾所周知，公民及社會發展科是一個全新科目，您如何令同學更快適應這一科？**

其實學生在中三升中四之前都沒接觸過通識科，所以現在只是適應新科目──公民及社會發展科。但是學生也不用擔心，他們初中有個人、社會及人文教育學習領域，及科學與科技學習領域的不同科目給他們提供基礎，讓他們易於掌握修讀更多科目，包括這新的公民及社會發展科。所以他們只要打好底子，不需要太擔心適應問題，我會教授研習這科的技巧和簡述課堂流程，所以學生應該很快適應這一科。

3. **公民及社會發展科在文憑試中，只分為合格和不合格，在這新安排下，您會如何令學生重視這科目和幫助他們掌握這科的知識？**

這就是最大的問題。因為學生如果從功利角度來看，這科只有達標和不達標，無論讀得多麼好，準備得多麼周全，最終展示在文憑試成績上的都只是達標，不再多一科 5** 或 5*，所以學生可能不想花時間在這科上。我告訴他們這一科基本上有三樣東西，一是知識，二是技能，三是價值觀和態度。除了吸收知識外，最重要的是可以發展多種技能，包括處理資訊科技的能力、收集和處理資料、解決問題、批判性思考和溝通，而這些共通能力在學生修讀其他科目時亦會有所幫助。所以修讀這科不是為考試那麼簡單，重要的不是考試賦予的評級，而是從這科學到的共通能力，可以有助他們終身學習，更重要的是能夠培養正確的價值觀和負責任的態度，我認為這些至為重要。

4. **現在教育局要求學生在中四至中六這三年內，至少到內地考察一次，您認為這新安排如何令中學生更了解中國？**

正所謂「讀萬卷書不如行萬里路」，我認為這個安排是必需的，因為這樣才可以親身見證內地的社會發展和民風，在那一至三日內領略當地生活文化，所以這些實地考察比單從課堂上課和看短片，更加實在，我覺得這是一個寶貴的機會令同學掌握這一科。

5. **部分同學對不同的社會議題持不同的見解，從而產生爭議，如果在課堂上遇到這種情況，您會如何處理？**

基本上教這科的時候，很早便會跟學生討論，開設這科的目標，就是想學生尊重不同文化、彼此的觀點和意見，我們要懂得基於證據而建立具法理，理性，有同理心去分析，為他人設想，從不同的角度去思考問題的態度，希望同學可以養成求同存異，耐心聆聽，從實證提出自己意見，有建設性的討論不會引起紛爭。

6. **您覺得公民及社會發展科對學生有甚麼重要性？香港剛經歷一系列改變後，您認為這科的發展空間如何？**

這科將以往通識的課程內容修訂為三個項目。第一是認識香港社會，第二是認識祖國，第三是認識當代世界，所以我覺得相關範疇讓學生更清晰從這三個角度去了解不同的議題，更重要的是最終可以建立國民身份認同，亦可以拓潤世界觀，發展空間相當大。因為之前沒有這樣分類的科目，基本上在一個多變的社會裏，以循序漸進的形式，打從身處的香港、進而到祖國以及全世界，這個思考模式，其實非常重要。

7. **最近年青人的公民意識備受關注，您認為做良好公民要具備甚麼素質？有甚麼方法可以幫助同學提升公民意識？**

好明顯要成為一個良好公民，第一要守法，第二對社會和國家要有承擔，亦要具備國際視野，要看看自己有甚麼可以貢獻給社會，甚至是祖國。自己應該終身學習，這是一個良好公民必須具備的素質。至於如何令同學提升這些素質，在課程設計上，會有很多活動予以配合，亦會有一些課程指引，供老師參考，透過一些教學活動，例如：辯論、角色扮演，令學生從多角度去思考問題，我估計這些課堂設計和課程理念有助學生最終成為一個有公民素質的人。

座右銘

> 每個人都有自己獨特的座右銘，如偉人的名言、歌詞、詩詞等。本期《文苑》訪問了三位副校長，通過探討他們對座右銘的見解，希望同學能從中獲得啟發。

黃國強副校長

▶ 左一為黃國強副校長

1. 您的座右銘是甚麼？

工作時我會秉承「活在當下」這個要旨。它鼓勵我在有限的時間內盡力做好要完成的事情。若能達到，我們便會變得很專注。我認為這個座右銘在我們學習和工作上是必要的。舉例來說，疫情嚴峻，我們工作和學習的方式改變了，休息的時間也不同了。正因如此，如剛才所說，我們只要同時認真專注，並得到適當休息，那就行了。

2. 為甚麼您會選擇它作為座右銘？

個人來說，我認為專注做事，面對當下的考驗，便能夠提升工作效率，減少雜念。

3. 請問這句座右銘對於您的生活有甚麼影響？

我經常會提醒自己要集中精神，思考這一刻有甚麼重要工作要完成，同時也要充分運用時間，不容有失，儘快把眼前的工作處理好。

4. 您認為甚麼類型的文學創作最適合用作座右銘？

我經常在勵志、哲學性以及有關學者的文章和書籍上接觸到具有啟發性的座右銘。

5. 您從甚麼途徑認識到你的座右銘？

我主要透過閱讀去找出自己的座右銘。我也有從日常生活嘗試引證我的座右銘是否正確或可行，這樣就可以不停修訂自己的座右銘。

6. 人生總有遇到不順遂的時候，請問這句座右銘如何鼓勵您渡過難關？

根據「活在當下」的道理，我認為只要認真專注，境隨心轉，大家就能解決所有困難。遇到不如意的時候，我們首先不可氣餒或逃避，被問題主宰自己的心神。其次是要積極上進，相信自己能夠面對當下的困難，有時候可能把一項任務分拆成數個部分，然後逐一解決，就能渡過難關。

7. 您認為要成為座右銘，必需具備甚麼條件？

一句座右銘只要令人容易明白其意思及實踐的方法，可以配合個人性格，就是一句好的座右銘。

8. **為甚麼座右銘會隨着年齡的增長而改變？**

我相信隨着年月和經驗的增長，座右銘必會有所改變，因為一句座右銘無時無刻影響著我們的生活、處事方式和態度。除此之外，當我們達到自己定下的目標後，我們可能會把自己的座右銘訂得更遠大，從而不斷進步。

9. **對於不知道如何選擇座右銘的同學，您會給他們甚麼建議？**

同學可以多閱讀，最重要的不要急進，因為經驗是需要時間去累積的。

余偉強副校長

▶ 右一為余偉強副校長

1. **您的座右銘是甚麼？**

我有三句座右銘。首先，「做事不要怕吃虧，也不要斤斤計較。」其次，「機會是留給有準備的人。」在我剛投身社會時，也有這樣的一句話：「不做第一，也不做最後。」

2. **為甚麼您會選擇這幾句作為座右銘？**

我認為不時翻看座右銘，既可以鼓勵自己，也可以舒緩工作壓力。

3. **請問這幾句座右銘對於您的生活有甚麼影響？**

這幾句座右銘都跟做人處事的態度有關，透過這幾句座右銘，我能回想平日與別人交際時的態度。從朋友口中得知，能實踐這幾句座右銘也可以使自己擁有較友善的形象。無論在工作、社交還是家庭方面，擁有較友善的形象，人們遇到難題時都會樂意找我幫忙，這正是因為大家沒有心存芥蒂。

4. **您認為甚麼類型的文學創作最適合用作座右銘？**

我認為不一定要從特定某一種文學作品中選擇自己的座右銘，而是應選取一些適合自己，並令自己有所感悟的句子作為座右銘。事實上，一些普通的句子也能成為一個人的座右銘，而不一定是經典名言金句。總括而言，這些說話對於我在待人處事方面有正面的影響。

5. **您從甚麼途徑認識到你的座右銘？**

可以說是從兩方面。第一是從長輩身上學習。我仍深刻記得在童年時，長輩經常說我們不必過份執著自己要做多少事情，不要認為付出太多代表自己吃虧，因為透過不同事情我們能領悟到更多道理。經過潛移默化後，我亦慢慢視之為座右銘。第二是從工作及生活經驗中領悟得到。我認為其中一句座右銘對我別具意義 ──「機會是留給有準備的人。」當年我初出來工作時，在一所成績比較參差的學校任教初中。然而，我仍不斷溫習高考及會考的課程，並製作一些筆記。在一個偶然的機會，我有幸接受另外一份教席的面試，而當中的內容涉及公

開考試的問題。那時距離我應考公開考試已有十年，但是主考官所詢問的題目，我也能順利作答。從這件事上，我們可以看出做任何事情時均需要未雨綢繆，即使現時未必有太大用處，但將來或許有機會能夠應用這些知識。

6. **人生總有遇到不順遂的時候，請問這句座右銘如何鼓勵您渡過難關？**

正如我在較早前提及：「不做第一，也不做最後。」因此遇到困難時，我們應積極鼓勵自己，常言道：「解決的方法總比困難多。」只要我們積極面對，總能克服難關。

7. **您認為要成為座右銘，必需具備甚麼條件？**

首先自己要認同座右銘的意思，另外，座右銘要有積極性和勉勵自己的作用，不應選擇一些頹喪或負面的句子。

8. **為甚麼座右銘會隨着年齡的增長而改變？**

主要是因為人生經歷的轉變，遇到不同的事情，無論是開心的，或是失落的，都會有不一樣的體會，從而衍生出對自己有幫助的句子，因為當下的感受十分深刻，所以很容易變成勉勵自己或他人的句子，我也曾聽說過學生和朋友將句子變成他們的座右銘。

9. **對於不知道如何選擇座右銘的同學，您會給他們甚麼建議？**

我認為在不同文學作品中必定能找到佳句，看書或文章也不難找到。除此之外，我認為同學們要選擇一些適合自己的座右銘，有些座右銘的要求或期望十分高，但自己的能力可能有所不及，那就未必適合。最重要的是在日常生活中多體會，好好感受生活，聆聽別人的分享，那便能發掘到自己的座右銘。困難往往不是一人獨自面對，身邊總有家人和朋友作為你的傾訴對象。很多時候，這些座右銘便是從你的家人和朋友口中表達出來，但是假如我們不懂得接受別人的意見，那麼你也不能從中接納這些鼓勵的說話。我希望同學在面對困難時，不妨找知心好友，值得信賴的親人或老師傾訴，那麼便能更容易解決問題。

鄭謙副校長

▶ 右二為鄭謙副校長

1. **您的座右銘是甚麼？**

我曾經在同學的訪問中提過，我的座右銘是「與其詛咒黑暗，不如燃點生命」。

2. **為甚麼您會選擇它作為座右銘？您從甚麼途徑認識到您的座右銘？**

我記得很久之前，我剛剛入住大學宿舍，第一次有屬於自己的桌面可以隨意佈置。當想著有甚麼可以寫在壁報板上時，那一刻就突然想起這句話。那刻我還沒立即意識到這句話出自哪裡，但它好像能為自己提供力量，所以就把它寫在案頭，多年後還放在那裡。後來我才發現一個名為「突破機構」的青少年服務機構的創辦人——蘇恩佩女士曾說過一句差不多的話：

「與其詛咒黑暗，不如燃點自己」。其實有些德國學者也有提過類似句子，只是寫法上有些分別，但只要能給自己動力，就不必深究那句話從何而來。

3. **請問這句座右銘對於您的生活有甚麼影響？**

我覺得座右銘的重要在於有時自己失落、不高興、遇上挫折的時候，為自己提供力量，提醒自己不用太悲觀和被動。有些東西可以主動一點去面對和想辦法解決，而不是逃避或自我埋怨。

4. **你認為甚麼類型的文學創作最適合作為座右銘？**

文學創作類型來說，我覺得沒有甚麼太大限制，但我覺得如果同學想找一句座右銘，通常可以從幾個方向考慮，例如一些心靈類的散文或詩句，可能會有幫助。有些同學可能有興趣看一些關於哲學的書籍，也會找到不少用得上的。我想一般人構思座右銘時都是引用其他名人的句子居多，但文學創作類型方面，我覺得不存在甚麼限制。當然，如果一句話容易上口或入腦，這樣會較為方便。另外，語言也不一定是限制，例如很多英語水平不錯的同學，可能會用英文句子作為座右銘。

5. **人生總有遇到不順遂的時候，請問這句座右銘如何鼓勵你渡過難關？**

我覺得最重要的是視乎你平日遇到困難時作出反應的方法。這是生活中要不斷練習的一個過程，所以在你面對困難時的那一刻，才想用你的座右銘來救自己一命，我覺得是不太可能的。但是我覺得你平日看一看座右銘，提醒一下自己要怎樣做，在不斷練習的過程中，自然會想到當你遇到困難的時候，是應該走一個想辦法解決的方向，還是一個埋怨自己身處逆境的方向。這種提醒和自我心靈的練習，可能是應對困難時更為實際的方法。

6. **您認為要成為座右銘，必需具備甚麼條件？**

這對每個人都肯定有所不同，不過我覺得最重要的是那句話是否符合那個人，是否適合他的生活習慣和如何提點自己等。例如聽到一句話，有些人會不以為然，有些人會聽了後提醒自己，覺得那句話能幫到自己。那麼便要考慮在甚麼情況和位置下聽到句子，用甚麼形式令自己更容易接收——可能你在收音機裡播出來時接收程度最大也不足為奇。所以我覺得對每個人而言，一句座右銘在甚麼情況下最能幫到和提點自己是有分別的。

7. **為甚麼座右銘會隨著年齡的增長而改變？**

我自己是沒有經歷這個改變，但我也覺得不用限制自己哪些年歲或一世都用相同的座右銘。有些時候可能要重拾初心，回想當初的情況，有些話是會隨著你的環境或身分的改變而有所變動的。在某一刻，可能需要某些話來提醒自己，到了某個年齡有這樣的改變，其實是無可厚非的，所以我不會認為到了某個年齡，座右銘就要有所改變或不變。

8. **對於不知道如何選擇座右銘的同學，您會給他們甚麼建議？**

首先，不一定是每個人都要有座右銘的，對某些同學來說，是否需要找一句座右銘來幫助自己嗎？此外，用認識的媒體對同學有幫助嗎？可能沒有。我覺得真的要找一句座右銘，那就要視乎同學的信仰；若同學有尊敬的名人，可能他所說的話已經能夠幫到你，家人的話也可以。所以，我認為同學要多看不同類型而內容高質素的書籍，選擇那些對自己有幫助的，再從那個範疇裡尋找座右銘。這就是找到座右銘最簡單的方法。

戰鬥

4A 王家熙

「生活就是戰鬥。」

戰鬥，由上古的石頭開始，在鋒利的刀劍經過，到達火熱的槍械。一個又一個有溫度的生命，在這些事物下冷凍，並被一個又一個數字無情地展示着。這些戰鬥，終究是同類相殘，不免愚昧。

戰鬥，又由英勇的救援人員出發，從面對星海的太空人身邊經過，到達挑戰未知的科學家面前。他們的戰鬥便高尚得多，向奪去生命的惡魔，埋藏故事的祕籍，阻礙發展的高山宣戰。有人會認為他們只為名利，我卻願天真相信不是。

不過，平凡的我，又可以如何戰鬥？又因為甚麼原因而戰鬥？

在大時代下，怪物會在人和人相處間傳播，並已經奪去無數鮮活的生命，再度化作可悲的數字。這樣想，難道活著便不算一種最基本的戰鬥嗎？

在大時代下，網絡成為了生活中一樣重要的「工具」，凡事都需要依賴它。可惜的是，猛獸正在蟄伏於當中，牠們煽動、妒嫉、欺騙，我們稍一不慎，便成為了牠們口中的獵物。唯有智慧，才可洞悉真相，作出負責任的行為，這又是一場悄無聲息而不得不重視的戰鬥。

在大時代下，奇怪的人從各樣渠道出現在我身邊，他們說着奇怪的語言，做着迷惑的行為，掛着不變的面容。以違心話打交道，以頤指氣使回應；以卑躬屈膝奉迎，以昂首挺胸接納；以似笑非笑相對，以僵硬肌肉打發。這些事還有更多，但最讓人詫異的是，他們的表現可以在剎那間完全改變，像是另一個人。讓自己保持天然的真實，想必也是極具難度，可謂是一場戰鬥吧！

在大時代下，學習或成為了我們大多數必須奮鬥的目標。這條路被大霧籠罩，似乎沒有盡頭；在可見的視野下，這條路又被荊棘覆蓋，令人望而卻步。但我們一定要前行，只有持之以恆地，以筆尖代替刀劍，障礙才會被掃清；只有無畏艱辛地，以勤奮代替炬火，大霧才會被驅走。「明知山有虎，偏向虎山行。」這正正就是我們的戰鬥，明知猛虎的挑戰來得兇悍，也必定要直面當中的難。

在大時代下，「我」的認知似乎越發薄弱，「我」的存在似乎越發渺小，尤其是在人來人往的喧鬧當中。身邊各位，也有各自閃耀的一面，相比起來，我便顯得暗淡得多。就算自己受盡讚譽，總有一剎那間的失色，然後擔憂他人背後指點。「我」要做甚麼？「我」要飾演甚麼角色？「我」要蜷縮一角？「我」要成為雞群中唯一的鶴？在多愁的歲月中，每個人或多或少也會迷失。不過，戰鬥吧！縱使屢戰屢敗，我們要做的就是屢敗屢戰。由經驗之中，摸索出自己的形狀，找到最尖銳的角，也要找到最鈍的角，把它磨礪。這段戰鬥可能很長，但它是必經之路，所以更應該好好戰鬥。

大時代下，平凡的我也可以戰鬥，生存、思考、真實、學習、自我，樣樣皆是我可以，更應該去戰鬥的。

戰鬥，從來並不簡單，反而是險阻而漫長的。但人脆弱而有限，所以戰鬥必須要趁早，在精力充沛的年歲中痛痛快快戰鬥一場。我也曾猶豫，寫下這篇文章是否有其意義。但人生來本無甚麼意義之分，就是要戰鬥才可使它有意義。於是我便勇敢地以文字戰一次，至少留下曾經到訪過的印記。人生存並不是執著於長度，而應該要生活出深度、廣度，這才是對生命的尊重，讓自己可以無悔地走完此趟單程路的辦法。吾輩當自強！在大時代下，許多東西也容不得我們控制，因此偶爾自覺平庸。不過，我們並不平庸，縱使未能在歷史洪流中大筆揮下自己名字，也可以讓平凡人生發出最美的光彩。

「我」，作為獨一無二的「我」，自然是最好的。無論外界的目光如何，依然可以戰鬥，戰出最美的「我」。

生活就是戰鬥！戰鬥！

Into The Diverse World of Colors

6A Jim Chun Han

We've always known that apples are red (or sometimes green), bananas are yellow, and blueberries are blue (obviously). But did you know that the words "apple", "banana" and "blueberry" can be color vocabulary in their own right?

In the past, I have seen many colors on videos of bead (marble) races. From black to white, from red to blue, there is a special name for each colored marble. It is for this reason that I was fascinated about colors from a young age.

Just last year, I was reading a passage, which talked about the vocabulary of colors in different languages. I learnt that English has 11 basic colors, and every other color is a variant of one of these basic colors; while some languages, like Italian and Russian, distinguish light and dark blue.

But, as a self-proclaimed "color enthusiast", there are a lot more colors to cover.

Let's begin by talking about some commonly used terms to describe color. "Shade" is used when we mix a color with black. For instance, we get "dark blue" when we mix blue with black. We say "tint" if we want to mix the color with white instead, like how blue and white produces "light blue". But depending on the amount of black or white added, we may use adjectives other than just "light" or "dark". Using blue again as an example, for the lighter tints we say, "pale blue", "baby blue", "pastel blue", et cetera. If we add more black instead, we get "deep blue" or "midnight blue".

"Midnight" on its own can refer to a very deep shade of blue, like the color of the sky at night. In addition, the multitude of origins of these "alternative" color words are interesting as well.

Some come from mineral names, like "cobalt", "sapphire", or "lapis", which denote a variant of blue. Some originate from clothing or army uniforms, such as "denim", "admiral" and "navy", which are shades of blue.

Some take their roots from nature, such as "ice" (it often has a tint of blue), azure (the color of a clear sky on a sunny day) or "periwinkle" (a flower), all of which are tints of blue. In fact, the term "orange" was first used to name the fruit before its adoption as the word for its color.

Owing to the limitations of color vocabulary in English, we may sometimes refer to different variants of a color by the same word. For example, what is commonly referred to as "magenta" or "fuchsia" (a bright variant of pink) may just be called "pink"; you might even hear kids call pink "light red".

With all those colors ranging from one end of the spectrum to another, one may ask, "What makes a color, a color?"

Most of us agree that ROY.G.BIV (red, orange, yellow, green, blue, indigo, violet) are real colors, but we might say that black isn't a color because it is nothing (it has "no color"), while white is a color because it is a combination of all the "colors". Similarly, we may say that "pink" and "brown" are not colors because they are not in the rainbow spectrum.

Indeed, there is no such thing as "pink light" that we can separate out from white light. In fact, the acronym ROY.G.BIV comes from the spectrum of light rays, which only range from red to violet. Every color in this spectrum is an intermediate, such as "red-orange" or "blue-indigo". We can also produce this spectrum if we shoot white light into an optical prism, or in a raindrop on a leaf after a rainy day.

But how do we see pink, or any other color? To put it simply, some color rays are absorbed by the object, while the rest is reflected and enters our eyes, where certain cells in our eyes detects the color and send signals the brain, producing the sense of color. This is the reason why we see apples as red or green, unless we are colorblind, and in fact color blindness is a result of a defect in one or more of the cone cells.

Many items carry color because of its chemical composition. Let's say that we have a type of chemical which produces a deep purple color in a solution. However, if there's less of it, the solution may appear lighter, or "lavender". In both cases, the red and blue components of the cells in our eyes are stimulated to give the perceived color, just like how we mix red and blue to get purple.

Surprisingly, color can be expressed quantitatively, despite its subjective nature.

You might have heard of the RGB color model, which is additive, meaning you add colors together. Webpages use this mechanism to display color, where each color is a combination of red, green, and blue. The value of each component ranges from 0 to 255. This produces a whopping 16,777,216 colors! It also produces results that we otherwise would not see when we are drawing, such as red and green yields yellow, or that brown is just "dark orange", et cetera.

The RGB system has a counterpart, the CMYK model, representing cyan, magenta, yellow and key (black). It is subtractive, meaning that we subtract a color from white, the combination of all colors, to get the desired color. For instance, white minus red yields cyan (or light blue, since "cyan" isn't a basic color vocabulary in English). This model is especially used in color printing as it can help achieve more accurate colors than its darker counterpart, RGB.

The confusion of naming colors is not limited to our daily language either. For example, "green" in one web color list may be referred to as "lime" in another, the latter of which comes from the fruit of the same name. Similarly, a mixture of green and blue may get called "aqua" in one place and "cyan" in another.

Aside from its appearance and scientific nature, color is also significant in an emotional level.

Colors have their own symbolism behind many flags, making each of them unique, even if they use similar colors. For example, in the Spanish flag, yellow (or gold) means generosity, while red stands for hardiness, which is the ability to endure difficult conditions. The flag of PR China also uses yellow and red, but the yellow here represents the Chinese race, while the red color indicates communism.

Colors can have meaning in cultures too. Red is often perceived as an auspicious color in China, so families would often put red fai chun over their doors during Chinese New Year, and it is believed that red can scare monsters away. In many western countries, the color of the uniforms of police officers is often blue, as it denotes safety and trust, as well as authority, loyalty, and security.

Additionally, colors are associated with emotion, both positive and negative. For example, green can make people feel fresh, peaceful, and safe, but it can also be linked with envy, disgust, and sickness. Similarly, red can mean love and vitality, but also anger and defiance. In English, we have idioms that relate to color as well. We "feel blue" when we are sad or tearful, or lacking motivation, while we "tell white lies" if we want to lie harmlessly, and don't want to hurt someone's feelings.

From lively jungles and reflective skyscrapers to the things we eat and the stuff we see, even the most mundane of objects have their own color, and their own unique meanings behind them. Color is everywhere in our daily lives, and it is only by color can we view our surroundings in their fullest glory, utmost beauty, and greatest vibrance. Imagine what our lives would be if nothing had color --- we would be left with emptiness. This wouldn't be a world that we want to live in, would we?

Color is truly fascinating, isn't it?