



Yan Chai Hospital No. 2 Secondary School
仁濟醫院第二中學

The Rich English Language Learning Environment in YCH2SS

Continued Dedication to Drama 香港小莎翁英語戲劇培訓

Our school has a long tradition of joining open English drama competitions and we are glad to have witnessed the benefits brought to our students. English drama is always a nurturing ground for building students' confidence in both aspects of personal growth and language learning. This year, we make an initiative in collaborating with Shakespeare4All (S4A) to launch two pull-out drama training programmes for our junior ones.

Around 40 young talents grab the chance this year. Let's take a glance at what we've been doing!



Kick-off event in September 2021: A guided professional backstage tour before watching the Gala Performance 2021

English Newsletter

Issue 12 May 2022

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November 2021 – June 2022
24-hour Training Workshops



Memorising lines – the biggest challenge of all.

Core Learning Areas

1. Voice projection
2. Body expression
3. Improvisation practice
4. Basic acting
5. Script analysis and reading
6. Characters study



Reach far, reach high, break the limit in our mind.



Cast for

Anthony and Cleopatra

《安東尼與克麗佩奧托拉》



1A Chan Hailey
陳曉萱

1A Luk Tsz Chung
陸子聰

1C Yoon Tsz Lam
翁子霖

2A Leung Sum In
梁心妍

3A Ho Yi Fei
何爾斐

1A Chui Xin Ru
徐昕茹

1A Shek Lai Ho
石禮皓

1D Cheung Lok You
張樂榕

2A Siu Yuen Yee
邵苑儀

3A Zheng Siu Yan
鄭小欣

1A Chow Ho Fung
周浩鋒

1A Wong Tak Tung
黃德桐

1D Wong Tsz Tung
黃梓桐

2A Wong Tsz Him
黃梓謙

3A Lau Chun Ho
劉俊豪

1A Ko Yat Him
高溢謙

1B Liu Xin Rui
劉欣睿

2A Chan Pui In
陳珮妍

2C Ho Hoh Ting Olin
何皓亭

3A Leung Pok Man
梁博文

July 2022
Dress Rehearsal
& Performance

Come and support us
when we are
on stage!

(1) Shakespeare in Action
「莎劇體驗」

Anthony and Cleopatra
《安東尼與克麗佩奧托拉》

Public performance in
collaboration with 7 other
participating schools

(2) "All The World's Our Stage"
「大世界·我舞台」

King Lear
《李爾王》

In-house performance



'Throw him out of the gates!'



Every session is dynamic, stimulating and challengingly FUN!

King Lear

Cast for

《李爾王》



1A Li Chi Yiu
李芊嬈

1B Lam Hoi Yan
林凱欣

2B Huang Wan Ham
黃勻熿

3A Chan Ka Hing
陳嘉馨

3B Chow Ching Yuen
周正源

1A Ma Tsz Kiu
馬芷翹

1B Ho Shun Yin
何信賢

2B Cheung Ka Ming
張珈銘

3B Ma San Chau
馬申秋

3B Lu Wen Xing
陸文興

1A Ma Yan Yi
馬恩宜

1B Kong Sze Ting
江思錠

2B Wong Siu Fu
汪紹虎

3B Xia Suet Ling
夏雪齡

1A Yip Pak Qiu
葉柏喬

2A Lu Ho Yu
呂皓宇

2C Lam Wing Yan
林詠恩

3B Yip Man Hei
葉汶晞

Meeting the Director

Ms Shiona, we're almost half way through the whole course.



Ms Shiona Carson,
Artistic Director of S4A
小莎翁藝術總監

1.

What key elements of English drama have you shared with our students so far?

As on the stage of life, it's important to create a sense of belonging, comradeship and trust within a diverse group, especially when people are of different ages and language skills. Both classes have been exceptional in putting their best foot forward and stepping out of their comfort zone. When this happens the possibilities are endless as to how much they can contribute to go further than they thought they ever could.

The drama games enable people to open up, interact and accept that making mistakes is part of the process (as in life too). I've witnessed a dramatic change in both classes and quietly enamoured of their ability to take an idea and make it their own or feel comfortable to give an opinion or new idea. I'm looking forward to seeing how they take the dramatic technical skills of voice, body and imagination and incorporate it in their performance as we move forward.

2.

What is your impression about our young actors and actresses?

There are two instant impressions I get from the students. Fearlessness and hungry. I say this because there is a strong sense of curiosity from each student who edges forward each class. It's remarkable. A one-word answer can be a breakthrough as it's shattered a barrier of thinking "my ideas don't matter" or "I have nothing to contribute".

Each person has their own hill to climb and I can see the students possess the fearlessness to keep climbing and when they've conquered that hill, they will set their sights on another hill.

I use the word "hungry" not in the sense of food but hungry to want to learn more which partners well with fearlessness because even just turning up to class shows me you are overcoming your first hill. I can't wait to continue the journey with them all, building up to a courageous and powerful performance together.



香港小莎翁®
Shakespeare4All
H o n g K o n g

Who is S4A?

It is a leading performing arts learning organization which aims to help young people improve their English by performing the plays of William Shakespeare.

Our Voices



1A Shek Lai Ho
石禮皓

I thought this English drama class would be very difficult, but it has turned out not. I feel very glad when Ms Shiona interacts kindly with us. I like the theatre games best as I can learn how to be a good team player.



2A Chan Pui In
陳珮妍

People often find it terrifying when being under the spotlight, but I see it in a different way. Putting ourselves in the shoes of a fictional character is really fun because we finally don't have to be ourselves for once. And it's always delightful to do something that you enjoy with a bunch of friends.



2A Wong Tsz Him
黃梓謙

I realize that we do not need to understand every single word while having drama because it is such a dynamic and engaging medium. Eye contact, facial expression, voice projection and body movement easily get us through the so-called 'language barrier'. Helpful classmates and thoughtful teachers are my blessings in this class.



2C Lam Wing Yan
林詠恩

At first, I was really anxious that I would hold the team back as I am weak in English. But thanks to the encouragement and help from Ms Shiona, my team and teachers, I am gaining greater confidence in listening to and responding in English. I think I have to thank myself too, for taking this first step to join the programme.



2C Ho Hoh Ting Olin
何皓亭

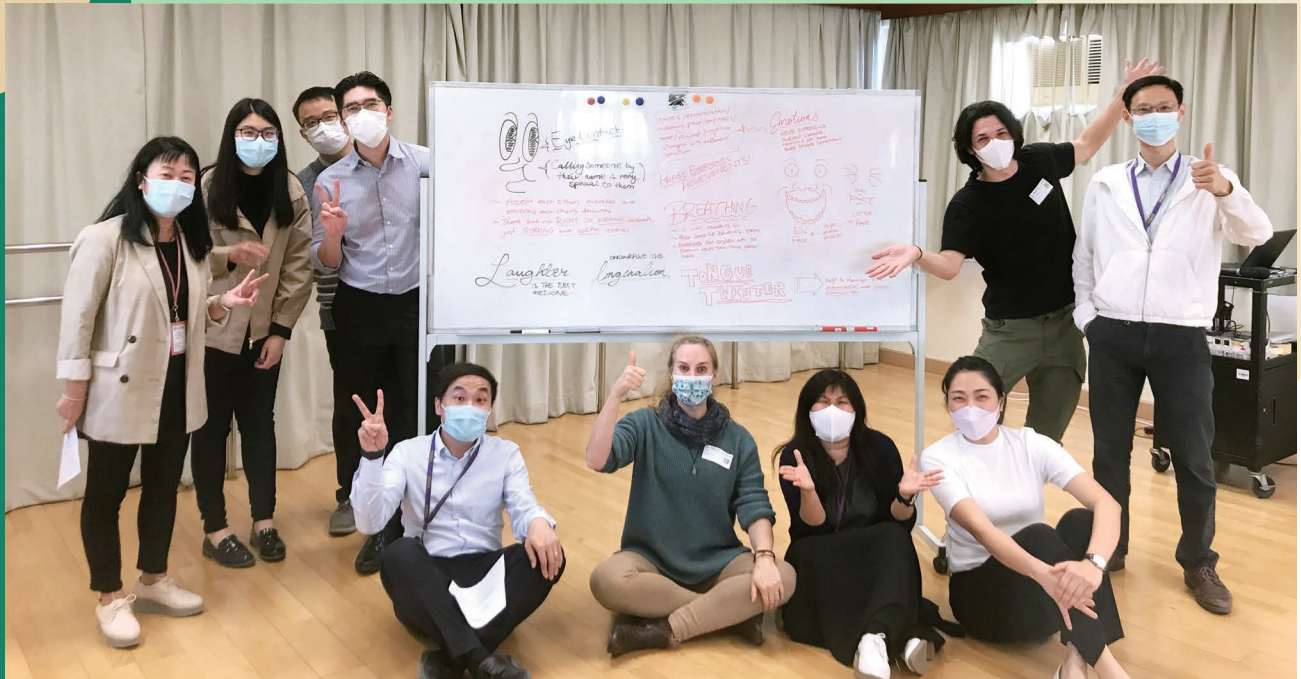
Does English drama class sound scary? The one that I'm having is not. Ms Shiona takes good care of us. Her patience, enthusiasm and creativity set a role model for us to follow. She always tells us to muster up the courage to chat with others, so I've made friends with my teammates from other forms.



3B Chow Ching Yuen
周正源

Cantonese drama is fine with me, so I've decided to challenge myself to get a full exposure to English drama. In the first class, I was worried that it would be very difficult to communicate with Ms Shiona because I am not so proficient in English. However, Ms Shiona uses various methods to make us understand her and help us keep up with the progress. Ms Shiona teaches us very patiently. Not only do I learn a lot of English phrases and theatrical terms, but also gain much confidence in using full English in such a stimulating learning environment. I enjoy the class very much and I would like to give thanks for the opportunity.

Teachers' Professional Development Workshop



On December 8, Ms Shiona shared with us the core elements and techniques of engaging students in an English drama class. We believe laughter is the best medicine to draw students together and enhance their confidence in English learning.

What's Coming Up?



Want to design lighting, props and set?
Join Powerhouse Project 2022!

Powerhouse Project 2022 後台製作訓練計劃成員招募

Calling for senior students who are interested in technical stage production!

S4A is offering a two-month intensive training programme led by a group of experienced theatre professionals. Upon completion, students will take part in the upcoming Annual Gala Production in September to put their skills into practice.

Stay tuned to the school e-notice.



New Adventure On Dramatic Duologue – First runner-up in Secondary 3 (Non-Open)

第73屆香港學校朗誦節二人朗誦比賽亞軍

Since the outbreak of COVID-19, our traditional strength Rehearsed Original Scene has been suspended for two consecutive years in the Hong Kong Schools Speech Festival. Yet nothing could stop our enthusiasm to drama. This year, we decided to embark on a new adventure – Dramatic Duologue.

What is dramatic duologue?

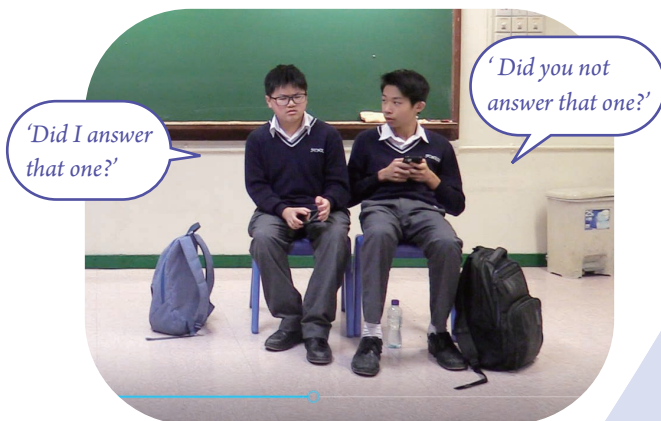
- Two competitors perform a set script within 6 minutes, with no scripts held in hand.
- Music and sound effects are not allowed.
- Characterization and interaction between competitors are highly emphasized.

Our Pioneers

The Exam by Alison Chaplin

Two students exit the exam room. One student (Sam) looks stressed, the other (Alex) looks relaxed. What has happened to them during the exam?

Boys
Group



Team A

3A Leung Chun Wa 梁晉華
3B Wong Tin Yau Bosco 王天佑



Team B (1st Runner-up)

3A Chen Chun Wun 陳振桓
3A Ng Tsin Hei 吳峻曦



The Little Robber Girl adapted by Eleanor McLeod

One girl (Gerda) is caught by robbers. A little robber girl (Kay) befriends with her. Since they are of the same age, a love-and-knife friendship is developed between them.

Girls
Group



Team A

3B Chan Hoi Lam 陳凱琳
3B Pozzoni Emily Ida 溥雪儀



Team B

3A Lai Hui Yau Yoyo 黎曉柔
3C Chan Yuet Yi 陳悅怡

“You worked very well together and a connection was made with the characters of Sam and Alex both vocally and physically. There was an engaging sense of spontaneity in the performance with good use of the space and a desire to connect with the audience.”



Adjudicator's Commendation

Behind the Scene



Learning mime to enhance our imagination and body language.

Viewing, reviewing and refining leads us to the pursuit of excellence.



Director's Words



Profile of Alumnus Wong Hon Ching 黃翰貞校友簡介

- ✧ Bachelor of Fine Arts (Honours) in Drama, Major in Acting, HKAPA
- ✧ Holder of Leslie Cheung Memorial Scholarship (Outstanding Award)
- ✧ Tutor of English Drama Team for 10 consecutive years

I'm definitely proud of the eight competitors this year. Six of them are totally novices to drama but that isn't a limit to their performances.

All of them are hardworking, disciplined and committed to doing their best. As a professional actress, I can say their lines to memorise are not child's play, the girl's script *The Little Robber Girl* in particular.

Coaching them to explore the fun and challenge of drama is an enjoyable and rewarding experience to me. I hope there will be many more newcomers next year.

Shining Alumnus — Chan Wai Yu

勇奪英文5* 陳惠瑜同學



Level 5* Scorer in HKDSE English Language 2021

Reading: 5**

Writing: 5**

Listening and Integrated Skills: 5*

SBA(Speaking): 5**

The road to excellence comes through hard work and determination. Chan Wai Yu, level 5* achiever in the HKDSE English Language, has something to tell.

Q: What was the greatest challenge that you came across in English learning?

A: My biggest challenge in learning English was my lack of confidence in speaking, as I was scared of being judged by others. As I didn't practise it a lot, I often used inappropriate vocabulary when I spoke.

Fortunately, in S4, I grabbed an opportunity to go on an exchange tour to Scotland. I stayed with a host family, had lessons at a local school and participated in various cultural and sports activities. Thanks to the tour, I stepped out of my comfort zone and became brave enough to communicate in English in a daily context.

Q: What tips can you share with the young fellows regarding improving English? How did you overcome difficulties during the course?

A: To learn English effectively, it is important to immerse ourselves in an English-rich environment. Our school provides a lot of resources, including physical levelled readers and a wide variety of online platforms for us to get in touch with English both inside and outside school. Do make full use of all these accessible resources to sharpen our language skills.

Big things start small. During English lessons, I was used to jotting down notes, just like doing an everyday dictation. Over a period of time, this habit allowed me to memorize a plethora of English vocabulary and hence boosted my confidence in attempting the HKDSE.

It's never too late to improve ourselves.



Playing badminton with students in Scotland.

5* 英語分享影片



Level 5**

Sample Writing 學生公開考試作文

2021-DSE-ENG LANG 2 Chan Wai Yu's Authentic Work

Part A

5**

You are helping your school organise the annual school fair. You have been asked to make an announcement about the event during the morning assembly.

Use the poster below to help you write your announcement. In your announcement:

- Introduce the event.
- Describe some of the activities that will take place.
- Let students know how they can help out.

Content:

- ✓ Totally relevant
- ✓ Well-elaborated ideas

Language:

- ✓ Diverse and advanced sentence structures
- ✓ Wide vocabulary

Organisation:

- ✓ Effectively organized text
- ✓ Clear and logical development of ideas

	Marker 1	Marker 2
Content (7)	6	7
Language (7)	6	7
Organisation (7)	6	7
Total (21)	18	21

Good morning, Principal, teachers and fellow students.

I am Chris Wong, a member of our school's annual school fair organizing team. As most of you have noticed, this special and once-in-a-year event is approaching. Held on the 29th of May, from 12 pm to 4 pm, our school's open day will be a carnival that all visitors can immerse themselves in with thrills!

You may wonder, what makes our event unique? In fact, a wide spectrum of intriguing activities has been incorporated to our list, ranging from game stalls and arts-and-crafts workshops to student performances and an alumni football match. Among various sessions, the one that receives the greatest amount of support is the food stalls, which our school's home-economics club is in charge of. They will provide visitors with a broad range of both local and exotic cuisines and refreshments, such as egg fried rice in the local way, Japanese sweet treats and most importantly, Western beverages that nobody dislikes! We hope that these fantastic food can bring you some delight on the tongue.

Alongside the scrumptious dishes prepared by our school's 'master chef', student performances are also a highlight of our event. Different extra-curricular

activity groups, including the dance team, orchestra and choir, will showcase their talents and results of practice on the stage at our school hall. They will even add new elements to their new performances. I bet you do not want to miss them! Moreover, an alumni football match has been planned. We have already invited ex-members of our school's football team to participate in this competition. It is believed that the match will be exceedingly intense! If you are a football lover, or simply interested in knowing about our past students, please come and relish the show!

All in all, we, the committee sincerely hope that you can visit our school and join the fascinating activities at our annual school fair. Besides, do not forget to invite your families and friends to come along as well! You will definitely have a wonderfully memorable day at our campus! Also, if you have strong commitment to lending us a helping hand, volunteers are truly welcomed! To apply for a role, please come to me at room 501 during recess. Should you have any queries, feel free to ask me as well.

Thank you.

(381 words)

Learning English through Debating

A social media influencer is a person who is paid by a company to promote goods and services through their social media networks.

Surveys show that a majority of millennials trust the advice of social media influencers over traditional media advertisements.

Write an argumentative essay.

- Discuss whether social media influencers are more trustworthy than traditional media advertisements.
- Give reasons to support your point of view.

Content:

- ✓ Written in an engaging way
- ✓ Well-elaborated ideas

Language:

- ✓ A wide variety of sentence structures
- ✓ Vocabulary is impressive

Organisation:

- ✓ Effectively organized text
- ✓ Strong cohesion

	Marker 1	Marker 2
Content (7)	6	7
Language (7)	6	7
Organisation (7)	6	7
Total (21)	18	21

Advice of social media influencers — a promise or a peril?

Recently, the issue on whether key opinion leaders on the Internet are more reliable than traditional media advertisements has grabbed the limelight and ignited heated debate. The supporters of social media influencers put forward the idea that they share their user experiences with photos showing the real effects of products, whereas others frown upon it insisting that these bloggers are not professional and have little knowledge regarding what they promote. Divergent as the arguments are, it is my firm conviction that the reliability of these influencers are higher than traditional media promotions.

There are not shortage of reasons for my stance. Among all these, presumably the first recurring in my mind is that these bloggers have their own experience for using the products, so they can share their personal impressions on the items. Nowadays, companies which sell products that target young customers have a tendency to ask popular social media users to promote their products. Usually, they send out free items to the influencers and ask them to take glamorous photos and share their opinions on whether the products are worthy to purchase or not. As the key opinion leaders are actually using the products, they can decide whether they should recommend the items to followers or not. For example, if a beauty blogger is under the impression that the company's product of removing ache is useful, she would love to promote them in order to benefit others and gain herself recognition. Another illustration is the local online influencer Mary, who found an enterprise's hand cream is harmful to the skin, she refused to promote their products on her account, and ask her followers not to buy the item. In light of this, social media influencers are reliable as they have used the products before promoting.

Alongside having first-person experience under no circumstances should we ignore the fact that these influencers offer exhaustive feedback regarding the items they are promoting. In order to increase the allure of the products, ranging from beauty products and clothings, to snacks and cuisines, key opinion leaders would include detailed and in-depth descriptions and comments at their posts. These contents allow customers to grasp a better understanding regarding their desired to-buy products. Some

of them may realise that the item is not what they are looking for by reading the comments given by the bloggers. Therefore, influencers' sharing could safeguard against the progress of transforming brand-new products into waste. To illustrate, the 'foodiegram' trend has risen to prevalence these days. Owners of 'foodiegram' (food sharing accounts on Instagram) usually help restaurants to advertise and to gain popularity. These influencers would write numerous details of each dish they have. The choices, the flavours, the ambience... Everything about the restaurant is included in the paragraphs. Followers are able to know about it completely, so as to decide whether they are going or not. Judging from this, online key opinion leaders allow costumers to know more information about the products.

Some critics may counter my stance, claiming that these influencers received benefits from companies or shops, so they may lie or flatter, contributing to unreliable content. Hence, traditional media advertisements are more trustworthy, as they are designed by the enterprises. This assertion, though conceivable at first glance, is completely groundless. Although the advertisements on TVs or newspapers are designed by a team of belonged to the company, does this directly mean they are telling the truth? When you eat at McDonald's, have you ever got a McBurger that has the same size as the one on the ads? The answer is patently obvious. In stark contradistinction, for bloggers to flourish in the industry, honesty is of the essence. Being honest to followers by telling the truth steers them towards better reputation, which is tantamount to a promising future for them. In view of this, I strongly believe that social media influencers are more honest than traditional media promotions.

Taking all aspects into account, it is beyond dispute that key opinion leaders on the Internet should be prioritize over traditional types of advertisement in terms of reliability. I also hope that more people can support local online influencers as they deserve to be trusted.

Chris Wong

Assessment for Learning

評估促進學習






The TOEFL Junior test is a globally recognized measure of English-language proficiency. Over the past four years, our school has been fully subsidizing all junior form students to sit for it, with an aim to better reflect our students' learning needs upon admission to our school.

A full report card of the test is distributed to each student, stating his/her current proficiency in various areas, as well as a suggested action plan. The English Department is hence making use of the assessment data to better streamline the curriculum, in hopes of stretching our students' potentials to the fullest.

Brush-up Programme in the Third Term (第三學期英語進階學習課程)

Focus: Inquiry-based Science Workshops

Module 1	Module 2	Module 3
		
Earth Science 地球科學	Space Science 太空科學	Building Science 建築科學

All junior forms students are welcome.
More to follow in May!

English Debating Competition

英文辯論比賽

Students learn many valuable skills that can not only apply to components of the English DSE papers but also towards their personal endeavors and professional careers later on in life. Practising in formal debate skills is also a great way to become more introspective and realize that there are usually multiple ways of looking at a serious issue and that there is not always a clear, "common sense" solution. In this global village we find ourselves a part of, we need to be able to socialize and work with people from a broad spectrum of cultures. Learning how to look at things from the points of view of others certainly goes a long way towards improving social cohesion.

Since we are still in the middle of a pandemic, all of the debate teams have been using Zoom instead of meeting in-person as a safety measure.

We completed the debates in Term 1 and are aiming for the round 2 debate in Term 2. Details are as follows:

Term 1 Round 1 in October 2021 –
Motion: E-Sports should be added to the Olympics



Term 1 Round 2 in December 2021 –
Motion: The amount of clothing a person is allowed to buy should be capped



Term 2 Round 1 in March 2022 –
Motion: Smokers should be denied access to public healthcare

Let's hope that all the participants give it their best and gain greater perspective in the next round!

PADI: Discover Scuba Diving

英語水肺潛水



Being in line with the cross-curricular language policy, Departments of Tourism and Hospitality Studies, Biology and Physical Education jointly organised a scuba diving course. Our students were coached by certified coaches the essential skills of scuba diving in English. It aimed at offering students with an authentic and non-threatening English learning environment.



Beauty in Writing – Western Calligraphy Class

西洋書法班



The word 'calligraphy' is a combination of two Greek words: kallos (beauty) and graphein (to write). Other than writing homework, when was the last time you tried to produce beautiful handwriting?

Text messaging has eliminated the needs for handwritten notes and letters. In order to raise students' artistic sense in English writing, a series of five western calligraphy classes was held last October. With the patient guidance by our professional tutor, students were proud to show their own elegant piece of work.



Self-regulatory English Learning Platforms – League of English

英語聯盟自學平台



To nurture students' habit of self-regulatory learning, our school has provided students with FIVE self-directed English learning platforms including EnglishCentral, Highlights Library, Fun and Friends Book Club, DSE** and our school-based extensive reading scheme ERS WeCan.

EnglishCentral

(英文聽說訓練)

LEAGUE OF ENGLISH
英語聯盟



(英文電子書平台)

From Steps to Leaps
由一個開始，到一個習慣



(中一英文電子書平台)



(校本英文閱讀計劃)

DSE

(中五、中六閱讀及
聆聽應試訓練)

EnglishCentral is our pivotal self-directed English learning platform, which encourages students to improve their English through watching short videos and speaking the lines every day. This platform also builds students' vocabulary by taking the Level Test.

Since the launch of the programme, we require our students to watch 40 videos and speak 80 lines. Up to 8 March 2022, students with outstanding performance (Top 5) are as follows:



S1	Scores of Speaking	Lines Spoken	Videos watched
1C WOO KA HEI 胡家希	A	1668	272
1C LO TSZ YEUK 羅紫若	A+	682	124
1B WONG MAN HIN 黃旻軒	A	669	122
1A KO YAT HIM 高溢謙	A+	638	84
1A KONG WAN SZE 江韻詩	A+	611	113

S2	Scores of Speaking	Lines Spoken	Videos watched
2A CHENG CHUN LOK 鄭俊樂	A+	3507	321
2A ZHENG KING MEI 鄭景美	A	2975	196
2B TING CHUNG YU 丁頌喻	A+	1033	762
2D WONG HIU LAM 黃曉琳	A+	865	153
2A ZHANG SO MEI 章素薇	A+	725	171

S3	Scores of Speaking	Lines Spoken	Videos watched
3A HO YI FEI 何爾斐	A	1820	120
3A YU CHUN YIM 余振龔	A	961	105
3A KWAN WING KI 關穎祺	A+	765	74
3B YIP MAN HEI 葉汶晞	B+	619	61
3A LAU HEI MAN 劉晞汶	A+	409	66

S4	Scores of Speaking	Lines Spoken	Videos watched
4D YUEN SUM YUET 袁心悅	A	1334	74
4D LAI KA SIU 賴珈兆	A	746	63
4D PAK GUSTAV 白皓天	A	606	90
4C WONG HAU YING 黃巧盈	A+	550	53
4D XIE KONG FUNG 謝港鳳	A	432	63

S5	Scores of Speaking	Lines Spoken	Videos watched
5D CHUNG PO YI 鍾寶怡	A	641	122
5D CHAN NGO CHING OCHING 陳翱澄	A	570	92
5D WONG WING KA 黃詠伽	B+	555	65
5D LAM KA KI 林嘉琪	A+	496	49
5D CHEUNG KA HO 張家豪	A+	476	71

Global Week 2021

國際文化周2021



In order to nurture our students to be global citizens and boost their confidence in using English, we collaborated with Intercultural Education (ICE) to host an unprecedented Global Week in our school from 25th to 29th October 2021. During the week, our students met people with different nationalities namely Germany, the Gambia, Kazakhstan, Pakistan, Venezuela and Korea.



The highlight of the week was that students got to know more about different countries from multiple perspectives through dialogue in their English lessons. Not only did students acknowledge the world events and issues, but they also were more courageous to speak in English. The guests around the world urged everyone in the classroom to say something. That's awesome!

Getting students familiar with the life of people with different nationalities in Hong Kong, we invited Mr. Vivek Mahbubani, a famous stand-up comedian to do a performance. Vivek is a Hong Kong-born Indian, who is fluent in both English and Chinese. He shared with our students his life experiences in Hong Kong in a hilarious way.



Editorial Team

Consultant: Mr. Chung Wai Shing (Principal)

English teachers: Ms. Wong Pui Shan (English Panel Head) and Ms. Shum Yim Yee (Assistant English Panel Head)