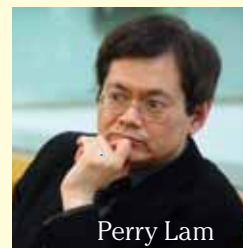




Forward Foreword



Perry Lam

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There may be ELT editors who are not in love with the English language, but they are not working at Oxford University Press.

For many, George Orwell is one of the finest British prose writers of the 20th century. For us, he is also a kindred spirit. We share his belief in English's consuming power and expressiveness when he asked, rhetorically, in a weekly column he wrote for the *Evening Standard* in the 1940s, why English writers used foreign phrases as 'in nearly every case an English equivalent already exists'.

This newsletter, like so many things we do at OUP day in and day out to promote the learning of English in Hong Kong, is a labour of love. With this publication, we want to provide teachers with a platform for the exchange of ideas on how English can be taught to students more effectively. By putting our heads together, we want to find a way to help students see the beauty of English, if you will, 'through the eyes of love'.

Let us talk, lover to lover, about our favourite subject: English.

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Before joining OUP as Assistant Editorial Director, Perry Lam was the Editorial Director of *Muse* magazine. His new book, *The English Quotient*, is available in bookshops or through Oxford University Press.

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Alyson Hau: speaking English boldly

RTHK radio presenter, event MC and voice-over talent Alyson Hau shared her experience in overcoming the mental obstacle of speaking English in the seminar *Hear Me Now—How to Speak Boldly in English Without Fear* on 27 July 2013 at the Hong Kong Central Library.

Alyson encouraged her audience to get over their fear of speaking English, cultivate a hunger for knowledge and change their way of thinking, stressing that thinking in English is the most powerful tool for improving spoken English.



Read any good books lately?

On 13 July 2013, OUP held a book-sharing session entitled *Just for Fun—the Pursuit of Happiness in Reading* at Hong Kong Central Library. The event was co-organized with the HKTDC as part of the Hong Kong Book Fair's *Cultural July* programme. During the session, three OUP editors shared their joy of reading in English. They agreed that reading what we enjoy is the key to being a prolific reader.



- *A History of the World in 100 Objects*
Neil MacGregor
- *A History of Christianity*
Diarmaid MacCulloch
- *Why the West Rules for Now: The Patterns of History, and What They Reveal About the Future*
Ian Morris



Anthony Chin

A HISTORY OF THE WORLD IN 100 OBJECTS

Neil MacGregor

A History of Christianity
Diarmaid MacCulloch

WHY THE WEST RULES FOR NOW

The Patterns of History, and What They Reveal About the Future

IAN MORRIS

NATIONAL GEOGRAPHIC

Lonely Planet

Reader's Digest



Cindy Fung

- *Lonely Planet* (travel books)
- *Reader's Digest* (magazine)
- *National Geographic* (magazine)

Our editors' favourite reads:

- *The Great Automatic Grammatizator and Other Stories*
Roald Dahl
- *The Wonderful Story of Henry Sugar and Six More*
Roald Dahl
- *The Great Movies*
Roger Ebert
- *Ex Libris: Confessions of a Common Reader*
Anne Fadiman

The Great Automatic Grammatizator and Other Stories

Roald Dahl

ROALD DAHL
The Wonderful Story of Henry Sugar and Six More



Rachel Ng

ROGER EBERT
THE GREAT MOVIES

EX LIBRIS

ANNE FADIMAN

Confessions of a Common Reader

The Importance of English *in and out of the Classroom*

We spoke to Mrs Ivy Lui Lau Shui-chun and Ms Debbie Shek Miu Shan of Lee Kau Yan Memorial School about motivating their students, being a role model and the future of English teaching.



How seriously do your students take their English studies?

IL: They know the subject is very important. However, when they need to work hard to get what they want, that is another matter.

It's a question of motivation?

IL: That's right. So at the moment, we try really hard to convince them that with a little bit of effort they can get something back.

DS: Generally speaking, the senior-form students are more serious. They know they are going to sit the public exams and they know that English is one of the core subjects and is very important; they want to get into university. So for the senior-form students it becomes more serious.

What approach do you take when motivating your students to learn English?

IL: I always think that the only way to help them learn English is to make them really enjoy learning English. So, both in the classroom and out of the classroom, we try to create opportunities for them to really enjoy learning English. In the classroom, we make our teaching more interactive, bring in resources from outside. Nowadays, we can use YouTube—it's very helpful. The junior-form and even the senior-form students like games; they like competitions and they like rewards. Out of class, we try to organize various activities. Either inter-class competitions, or we encourage them to join programmes like the Speech Festival or Drama Festival, or other activities organized by SCHOLAR. Last year, our students took part in the 'My Most Favourite Book Character Parade Competition' and 'My Favourite Book Character Competition'; they did some dance movement and role-plays for the characters

in their favourite story books as part of the competitions. We always try to find some way to encourage them to take part in all sorts of activities so they can feel the fun of learning English. And if they can win something, that will boost their confidence. Luckily, our students did win a few prizes and they were over the moon.

'The first impression is the key to success'

DS: There are two kinds of motivation: intrinsic and extrinsic. For the intrinsic, we have to make them like English—this is the most difficult task for teachers. The extrinsic is easier. Just now we talked about senior-form students: they want to get something for themselves. Because they want more practice and exam skills, I think it's easier for teachers to motivate them. But making our students like English is quite challenging and it takes a long time. The role of the teacher is important and I think the first impression is also very important; once you go into the classroom and they like you, then it's easier for them to like the subject you teach.

So do you feel a lot of responsibility—that every time you go into the classroom, you're making a difference to whether students like or dislike English?

DS: It's about how you present the subject. The presentation is very important. I think the first impression is the key to success. If you look bored, if you just tell them all the grammar rules, then they think [exasperated noise]

'It's important for us to show that the teacher loves English, and that we want to share something we love with them'

So if they get the impression that you're bored by it, then they're going to be bored by it?

IL: We should set a good role model for the students, because most of the time, the only chance for students to use English would be in English lessons. That's why it's important for us to show that the teacher loves English, and that we want to share something we love with them. If we just take it as a job and just deliver a lesson, you know what kind of impression they will get.

What advice would you give to teachers whose students don't see the value in learning English?

IL: Just use what they like; really connect to the students. Games on mobile phones, language games: that is a starting point. K-Pop is very popular at the moment, so we use things like that. I think the most difficult thing is for us is to select the materials, the resources which help them to click. It takes time and that's why our job is so difficult.



Do you have students who want to continue their English studies after they leave school?

IL: Not so much in our school because they will go for other subjects. If you really want to further study English, you really need to be at the top: 5, 5* or 5**. However, if they want to further their studies, even if they haven't done well in the public exams, once they graduate they'll know the importance of English; then they'll start to study some foundation courses before they move on.

Would you encourage all your students to further study English after they leave school?

IL: It's a kind of personal interest. After they take the public exam, they know where they are; they become more mature. And if they want to take up a profession which requires a certain standard of English, then that is a very strong motivator for them.

How do you see the importance of English on the global stage changing in the next ten/20/50 years?

DS: Some people say that Putonghua will be more important in the next ten or 20 years, but personally, I don't think so—I think it will be more or less the same. And I think with advanced technology, maybe in 50 years' time, you will be able to speak in English and I can speak in Cantonese but we can communicate.

IL: In 20 years' time, English will still be a very important language. Note that in the past ten years, China has implemented an English curriculum. Some of the parents in China will send their children overseas, and normally they send them to places like the States, the UK and Australia. Because I have provided some teacher training for Mainland English teachers in the past few years, I know there is a thirst for learning English in the Mainland. So, if that is happening, that means the number of English learners will go up. I also know that English-speaking countries have started to learn Chinese, but of course that will take longer. So I think in the next 20 years, English will still play a very important role, until in English-speaking countries, the younger generation start to learn Chinese to a certain level.

So you can see a world in say 20 or 30 years' time where a lot of people will be able to speak English and Chinese?

IL: Yes. I always tell my students they are really lucky because they can learn the two most important languages in the world.



How will the role of English teachers change in the next ten/20/50 years?

DS: In the past, the teacher's role was to transmit knowledge. Now, it's more as a facilitator, facilitating their learning instead of telling them everything. That's why I think the teacher's role, knowledge-wise, is less significant. Students can get all the information, the knowledge, from the Internet if they are interested. But I think moral values have to be learnt from the teachers; no computer can teach them this.

IL: I don't think teachers will disappear but the role will be slightly different because there will be a lot of wonderful technology that will be brought into the classroom. Just ten years ago, we couldn't imagine the amount of IT we use in the classroom now. But I think the human touch, the care, the passion—I don't think a machine can transmit that.

Can you see students all working from computers and your role being to guide them?

IL: Well, actually, Debbie could work from home and look after her kid while communicating with students in school or somewhere else. That is possible.

So do you think there will be schooling out of school, schooling from home?

IL: That's possible. Sometimes they can study at home, sometimes they can come into school for the social function—because they can't learn teamwork if they stay at home. I think the mode of learning will be more flexible.

Do you think that's a good thing?

IL: I can't say whether it's a good thing at the moment. Nowadays, we have all sorts of IT—do we say it's a good thing or a bad thing? I mean, that is a big debate!

In your personal experience, what are the main benefits of possessing advanced English skills? Are there benefits even here in Hong Kong?

IL: You get the top jobs. Professions like lawyers, doctors, even the politicians; they have a very good standard of English.

DS: I have some friends from Canada, England and America so it's important that I speak English; otherwise I couldn't communicate with them.

'My love of English has brought me here'

Can you recall a particular occasion when your English skills helped you accomplish something you otherwise couldn't have?

DS: Teaching English!

IL: About two years ago, I had the chance to collaborate with English teachers in Shunde for over a month when I participated in one of the Teacher Exchange Programmes organized by EDB. The school invited my partner and me to talk to 3,000 students in the morning assembly. I remember vividly what I said to them: 'my love of English has brought me here'. As a child, I loved learning English, and then when I left school, I was trained as an English teacher. And because I loved English, I chose to study in the UK, and as a result stayed there for ten years during which I taught in London for five years. When I came back to Hong Kong, I helped to set up the English department of a new school in 1996 and because I love English, that took me to Shunde so that I could share my teaching experiences with their English teachers. Normally, Hong Kong teachers can't travel for such a long time during the school term. So, if I didn't know English, I wouldn't be there. I've always enjoyed learning English and I enjoy teaching English. And if I want to work with the English teachers on the Mainland, I need to keep up with the current pedagogy, and get to know the most popular topics that students like; things like that. So I can say I really like what I'm doing!

Ms Debbie Shek Miu Shan will speak on the subject of the HKDSE Paper 1 (Reading) exam at OUP's Mock Exam event on 14 December 2013.

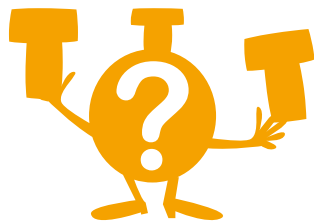
WORD PLAY!

RIDDLES

Flex your mental muscles with these fiendish riddles!

Easy peasy lemon squeezy

- 1 What has a face and two hands but no arms or legs?
- 2 What gets wetter as it dries?
- 3 Which letter of the alphabet has the most water?
- 4 What begins with T, ends with T and has T in it?
- 5 Which month has 28 days?



Expert level

- 6 What walks with four legs in the morning, two legs in the afternoon, and three legs in the evening?



According to the Greek myth, Oedipus met the Sphinx, a monster with a woman's head and a lion's body, on his way to the city of Thebes. The Sphinx asked this riddle to everyone who passed by, and ate them up when they failed to answer her riddle correctly. Oedipus solved the riddle, forcing the Sphinx to jump down from her high rock and kill herself.



- 7 Thirty white horses in a red ring,
Packed closely together, cramped.
Sometimes they stomp and they stamp
and they champ,
Sometimes they stand so still you can't
hear a thing.

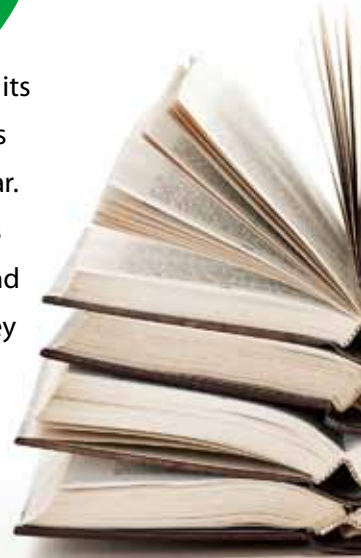
(Adapted from *The Hobbit* by J.R.R. Tolkien)

The riddle contest between Bilbo and Gollum in *The Hobbit* is one of the most famous parts of the book. This is one of the riddles featured in the contest. You can also watch this scene in *The Hobbit: An Unexpected Journey*, the 2012 film directed by Peter Jackson.



BUZZWORDY

Oxford University Press updates its word lists on Oxford Dictionaries Online (ODO) several times a year. Here are some of the new words added between January 2013 and now. Can you work out what they mean? Match the words on the left with the correct definitions below.



bu22worthy
emoji
food baby
gossip mill
phablet
prepping
screencap
selfie
social
sharing
squee
unlike
voluntourism

Definitions

- 1 a stomach sticking out, caused by eating a lot
- 2 a cry of delight or excitement
- 3 likely to arouse the interest and attention of the public
- 4 the process of preparing something
- 5 a photo one takes of oneself
- 6 to withdraw one's liking of a web page or post on a social media website
- 7 a smartphone with a screen that is bigger than a normal smartphone's, but smaller than a tablet computer's
- 8 the practice of sharing online content on a social media site
- 9 the process by which rumours are passed around among a group
- 10 a form of tourism where travellers participate in voluntary work
- 11 a snapshot or copy of the screen's contents
- 12 a small icon used to express an idea or emotion in electronic communication

food baby

Watch this space

Things to look out for in the coming months

Events

Shoot for the Stars!

Mock HKDSE English Language Exam and Sharing Session



In the next issue of *Oxford Forward*

- Focus on the HKDSE
- Review of OUP's Mock HKDSE English Language Exam and Sharing Session
- More news, interviews and students' activities

Look out for the next issue of *Oxford Forward* in March 2014



Two HKDSE English Language mock exams:

- Paper 3 (Listening and Integrated Skills)
- Paper 1 (Reading)

Sharing sessions with guest speakers for each paper

Date 14 December 2013 (Saturday)

Time Morning session (Paper 3): 8.30 a.m.–1 p.m.
Afternoon session (Paper 1): 2–5 p.m.

Exam Centre Lee Kau Yan Memorial School, 596 Prince Edward Road East, San Po Kong, Kowloon

For enquiries, please contact the OUP Account Executive for your school or call 2516 4550.

ENGLISH
and *I*

A series of English Language students' workshops

Ode to English

With guest speaker Perry So, Associate Conductor of the Hong Kong Philharmonic Orchestra (2010–2012).

Date 18 November 2013

Time 4.30–6 p.m.

Place Diocesan Boys' School, 131 Argyle Street, Mong Kok, Kowloon (Near Mong Kok East MTR station)

Stay tuned for more workshops in the *English and I* series!

Word Play (Answers)

Riddles

1 a clock 2 a towel 3 the C 4 teapot
5 every month! 6 man/humans (as babies (= 'in the morning') we crawl on all four; as children and adults (= 'in the afternoon') we walk on two legs; and in our old age (= 'the evening') we need to use a walking stick) 7 teeth

Buzzworthy

1 food baby 2 squeeze 3 buzzworthy
4 prepping 5 selfie 6 unlike
7 phablet 8 social sharing 9 gossip mill 10 voluntourism 11 screencap 12 emoji