

2018/2019 Reading to Learn

English Articles for Senior Forms

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*** Form teachers please remind the whole class:**

1. to read English articles on -

- 25 October 2018
- 20 December 2018
- 31 January 2019
- 25 April 2019

Students may read articles more frequently

2. to finish related questions after reading

3. to write down the reading record in the Student Handbook

Form	Junior	
	Senior	✓

Put a tick ☒ in the appropriate box (can be more than one)

Learning Area / Subject : English

Related Core Values :

Title : Kensie Maizels is youngest girl to squat more than 100 pounds

Truth ☐ Justice ☐ Love ☒ Life ☒ Family ☐

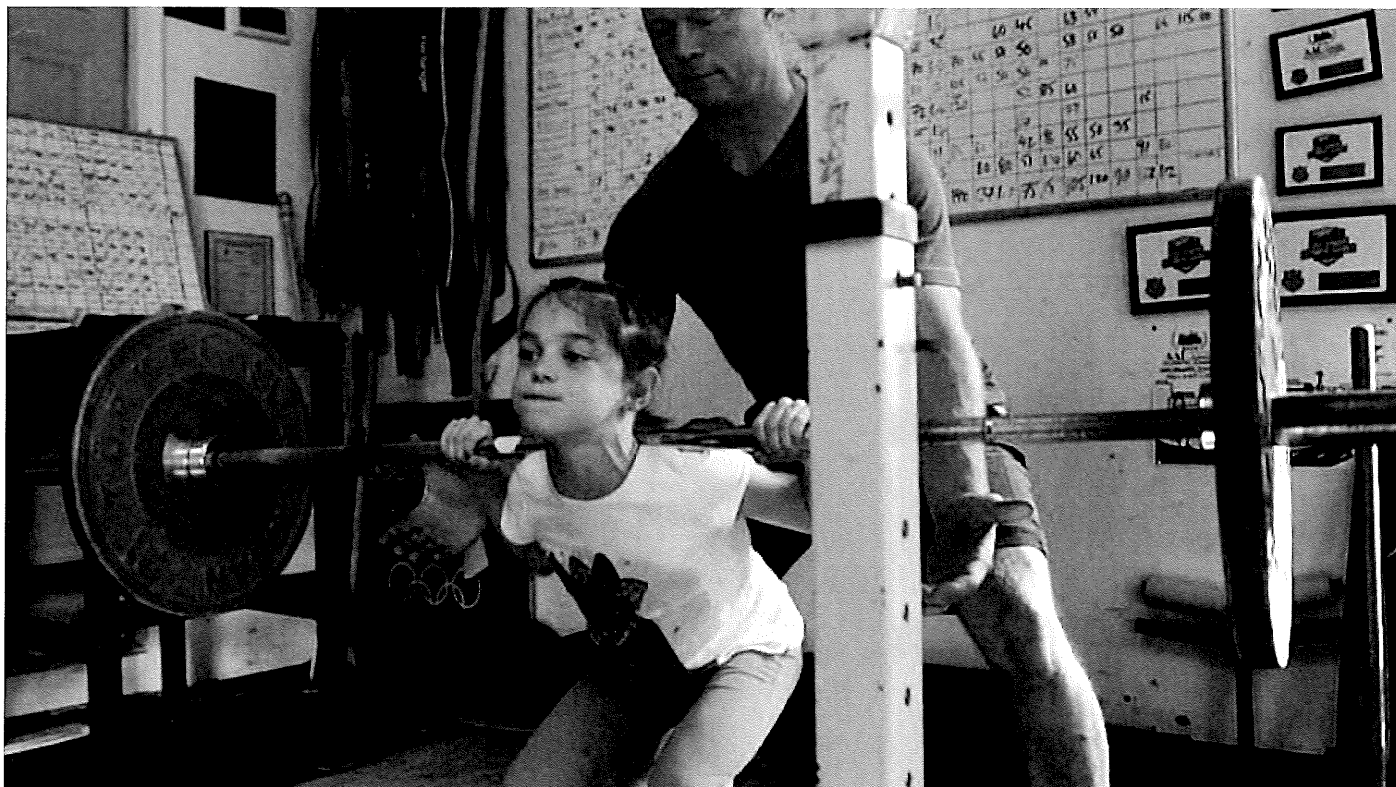
Reading across the Curriculum (RaC) : Aims	(✓)
a To arouse interest in studying a particular subject	✓
b To provide more background information of a particular topic	✓
c To enrich world knowledge	✓
d To develop deeper level of appreciation towards art work	
e To relate school learning with daily life experience	✓
f To develop deeper understanding and appreciation towards Chinese Culture and its core values as well as universal core values	
g To strengthen positive values and their daily application to analyse personal and social issues	✓

Source of article: Newsela

Kensie Maizels is youngest girl to squat more than 100 pounds

By Baltimore Sun

08/16/2018



Kensie Maizels, 8, does a back squat as her father, Patrick Maizels, spots her. Photo by Amy Davis/Baltimore Sun/TNS

Before a cluster of judges and fans at the USA Powerlifting Maryland Championship in May, 8-year-old Kensington Darby Maizels stepped out from behind a blue wall. She ducked under a 104.74-pound weight.

Dressed in a pink T-shirt, a tabby cat outfit and rainbow socks, the young girl plucked her pigtail braids. She didn't want them getting in the way before crouching into a well-formed powerlifting position.

"She's so small, everyone loves her," said her 19-year-old brother Tyler. "Even if there's someone else out there, everyone's watching her."

The 55-pound "Kensie," with the bar atop her shoulders, took a few steps back before sinking low, and then hoisted the bar holding almost double her weight high into the air to a chorus of cheers. A stone-faced competitor before the crowd, she withheld her usual bursting smile. With her 104.74 pounds, Kensie broke national records, becoming the youngest and lightest girl to back-squat over 100 pounds.

Breaking All The Records

She then snapped the national dead-lift record for girls in her weight class, lifting 132.2 pounds. The dead-lift is an exercise where a bar is lifted off the ground to hip level, then lowered to the ground. She also broke the mark for total weight lifted, setting it at 122.5 kilograms, or 270 pounds, after her bench-press performance.

"She's unrelenting. I've never seen anything like it," said her father and coach, Dr. Patrick Maizels.

Maizels is a veterinarian and internationally decorated powerlifter himself. He is also owner and head trainer of Maizels Training Hall at the Hereford Zone, a garage built off his family's home in Parkton, Maryland. Kensie, the fourth child of six, has been training as an Olympic-style weightlifter since she was a toddler. Only then, instead of a hefty bar with weights, she did her squats holding a broomstick.

Her father said you have to learn good form before adding weights. Kensie has taken to lifting just like her older brothers, father and mother, Patricia.

"When she was a year old, she was doing chin-ups (on the equipment)," Patricia said. "She'd swing around, put her legs in an L. She'd be doing pull-ups. What kid does that?"

Small But Strong

Kensie learned to lift weights before she learned to swim.

"I like it. I always have," Kensie said.

Kensie began regularly training with weights around age 4.

"I saw something in her that I saw in her mom. There's incredible strength," said her father. "With little effort, she was moving with national-record-type weights."

The moment Kensie was age-eligible for USA Powerlifting (USAPL), she signed up, on the evening of her eighth birthday, December 24 of last year. She entered her first powerlifting event in January in Virginia.

In preparation for the Maryland event in May, Kenzie's father knew she could have increased the load. "We could have asked her to do more, but I didn't want to push it," he said.

Concerns About Safety

Matt Gary, head of the coaching committee for USAPL, has decades of national and international powerlifting experience. Even he had to hand it to the tiny lifter he was judging. "I thought, 'Hey this is cool,'" he said.

As youth powerlifting takes off, blog posts and articles sprinkle the Internet debating the safety of kids as young as Kensie lifting. According to Gary, the amount of weight and how often a child lifts depends on each child's strength.

"It's hard to throw out a blanket statement to say this is what's safe and this is what's unsafe," he said.

Dozens of studies over several decades have found the worries over children stunting their growth or seriously injuring themselves are not valid.

Dr. Disa Hatfield studies movement at the University of Rhode Island and is a three-time USAPL national champion. She started publishing work explaining the safety of children lifting weights in 2003. Hatfield said she has been proven right in the last 15 years.

"There has been even more evidence that resistance training in children is safe," Hatfield said. She added that young weightlifters must have good form and proper training.

Kensie Is On A Mission

Walking in the footsteps of record-breaking powerlifters in the family has inspired Kensie to break every family member's records. They're rooting for her, too.

"I hope she beats them," said Tyler. "If anyone's going to get them, it should be her."

"[Kensie] is on a mission," said her father. "At her age, and as a girl, she's easily surpassed what her brothers did."

"I'm hoping she'll bypass me," her mother said. "That's my goal. Get my numbers up high so my children will take me out."

Kensie has set her sights even beyond that.

"Higher and higher," she said. "As high as I can."

Critical Thinking:

What can you learn from Kensie?

Have you ever created a goal for yourself? Why or why not?

2018-2019 Reading to Learn 2

Put a tick ☒ in the appropriate box (can be more than one)

Form	Junior	<input type="checkbox"/>
	Senior	<input checked="" type="checkbox"/>

Learning Area / Subject : Mathematics

Related Core Values :

Title : You'll Be Amazed to Know the Role of Math in Everyday Life

Truth ☐ Justice ☐ Love ☐ Life ☒ Family ☐

Reading across the Curriculum (RaC) : Aims		(✓)
a	To arouse interest in studying a particular subject	<input checked="" type="checkbox"/>
b	To provide more background information of a particular topic	<input checked="" type="checkbox"/>
c	To enrich world knowledge	<input checked="" type="checkbox"/>
d	To develop deeper level of appreciation towards art work	<input type="checkbox"/>
e	To relate school learning with daily life experience	<input checked="" type="checkbox"/>
f	To develop deeper understanding and appreciation towards Chinese Culture and its core values as well as universal core values	<input type="checkbox"/>
g	To strengthen positive values and their daily application to analyse personal and social issues	<input checked="" type="checkbox"/>

You'll Be Amazed to Know the Role of Math in Everyday Life

Resource: <http://www.buzzle.com/articles/math-in-everyday-life.html>

It is important to understand the significance of math in everyday life. Although we rarely give math any credit, and look upon it with disdain, math plays an important role in our daily affairs. Right from the food we eat to the work we do, math is involved everywhere!

For those of us who hated math in school, appreciating its value is not easy. We found the subject boring in school and wondered why it wasn't an optional one. After all, who cares about equations and trigonometry! However, math forms an integral part of everybody's daily life. Let's find out how!

Cooking

The understanding of numbers, especially fractions and conversions, play an important role in cooking, especially baking. In cooking, the ingredients are measured in terms of teaspoon, tablespoon, ounces, pounds, grams, kilograms, etc. To prepare meals in larger quantities you will have to convert all the measurements accordingly. Messing up the measurements can result in disastrous meals, especially if you're baking a cake, wherein precise measurements are crucial.

Grocery Shopping

You go to the grocery store with \$50 and drop several things into your shopping cart. However, it's important to check the price tag of each item before putting them into the cart. Imagine going to the counter and receiving a bill beyond \$50! Since you do not have the cash you will have to ask permission to omit a few items. How embarrassing this will be! Moreover, without the knowledge of math, you would never know if you are being cheated. Then again, what about discounts! A certain item has 10% discount on the current rate, which means you need math to calculate the total amount you have to pay and the money saved.

Diet

Weight conscious folks who keep a vigilant eye on their calorie intake need math to calculate the total amount of calories consumed in one day, one week, one month, etc. Moreover, people following the weight watchers diet program have several other calculations to make and calculate their daily points. To calculate the weight lost with the help of the diet plan also one requires math. Understanding percentages will help you understand the proportion in which proteins, vitamins, carbohydrates, etc., are required for the body, hence, calculating percentage is a vital part to organizing your diet regime.

Budget

Without a monthly budget, you can land yourself and your family in soup! Imagine not knowing how much money you have and how much you are allowed to spend. This can land you in the lap of credit. Math helps you divide the money available into different fractions for various chores and expenses of the house.

Building Things

To build anything, be it a piece of furniture or some craft project, one needs math—measurement in centimeter, meter, inch, foot, etc. Without these measurement, you are like a ship without a rudder; you're sailing but you do not know if you will reach your destination. Imagine trying to build a bed without measurements. It's ridiculous!

Work

Irrespective of the field of work you are employed in, everybody needs math. It's not only the business analysts, bank officials, or financial accountants that need math. We all require math to calculate our targets, salaries, and most important of all—leave status!

Bill Payments

One major area which involves math in every day life, is bill payments. Even if you do not prepare the electricity bill, water bill, or cable bill, one bill that you cannot escape is the restaurant bill. Restaurants are places where your math skills are tested. You dare not offer to pay for the meal, with less money in your pocket. You also need math to split the bill at a restaurant among friends and share the expenses. Moreover, at the shopping mall, when you pick up apparel, you need to be able to calculate the final bill amount, and pay for it calculating the currency you have.

Visiting a Foreign Country

Imagine going abroad for a holiday without knowing how to convert currency! Currency conversion is very important, because only by converting it back into your currency will you know if something is expensive for your budget or no. For example, if you visit an Asian country, you can manage to get several things at a lesser rate, than what you would have to pay in the United States. But if you can't convert currencies, you will never know if you were getting it cheaper.

It is important to teach the significance of math to kids, so that they will understand that learning math is important for their lives, and is not a subject education ministers wished to burden them with. All the best!

Question

Apart from examples mentioned above, give another example of application of mathematics in everyday life, briefly describe your example.

2018-2019 Reading to Learn 3

Put a tick ☒ in the appropriate box (can be more than one)

Form	Junior	
	Senior	<input checked="" type="checkbox"/>

Learning Area / Subject : LS

Related Core Values :

Title : It is the city's education system.

Truth ☒ Justice ☒ Love ☒ Life ☐ Family ☐

Reading across the Curriculum (RaC) : Aims		(✓)
a	To arouse interest in studying a particular subject	<input checked="" type="checkbox"/>
b	To provide more background information of a particular topic	<input checked="" type="checkbox"/>
c	To enrich world knowledge	
d	To develop deeper level of appreciation towards art work	
e	To relate school learning with daily life experience	<input checked="" type="checkbox"/>
f	To develop deeper understanding and appreciation towards Chinese Culture and its core values as well as universal core values	<input checked="" type="checkbox"/>
g	To strengthen positive values and their daily application to analyse personal and social issues	<input checked="" type="checkbox"/>

Everywhere in Hong Kong we see the flashy advertisements for local tutorial centres, in newspapers, on the side of buses and on billboards. Young, attractive, well-dressed tutors are presented as possessing somewhat magical powers originating from their professional knowledge and admirable credentials. They promise to change the fate of all students for the better in the cutthroat race for success in exams, altering their future academic and professional trajectories.



This appeals to the emotional insecurities of both students and parents. The tutorial centres focus on guaranteeing the maximum return on investment, which fits the quick-fix, short-cut, results-oriented mentality of local students.

Idol worship is rife, and tutorial centres have given rise to many a celebrity. These telegenic celebrity tutors even have their own music videos, Facebook or Instagram fan pages.

It should be clear to all that the claims made by the star tutors mostly aim at attracting students and growing their business. Therefore, a set of marketing skills and persuasive communication techniques are applied to build these claims. Students should use their critical thinking skills to analyse the underlying purpose and ideology of such advertisements.

Once shadow education has entered a culture, it becomes very difficult to uproot. The private tuition industry in Hong Kong is merely a manifestation, or even a by-product, of the much larger phenomenon of our skewed education system.

The trend of star tutors will continue as long as the local high-pressure education system continues to place a huge emphasis in the role of public examination results on students' academic and career prospects.

Adrian Lam, Kornhill

Question:

1. What gives Hong Kong's celebrity tutor their cult status?

Form	Junior	
	Senior	✓

2018-2019 Reading to Learn

4

Put a tick ☒ in the appropriate box (can be more than one)

Learning Area / Subject : Physics

Related Core Values :

Title : **The Environment: Wind Energy**

Truth ☐ Justice ☐ Love ☐ Life ☒ Family ☐

Reading across the Curriculum (RaC) : Aims		(✓)
a	To arouse interest in studying a particular subject	✓
b	To provide more background information of a particular topic	✓
c	To enrich world knowledge	✓
d	To develop deeper level of appreciation towards art work	
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g	To strengthen positive values and their daily application to analyse personal and social issues	✓

Source of article: https://www.ducksters.com/science/environment/wind_power.php



What is wind power?

Wind power is energy, such as electricity, that is generated directly from the wind. It is considered a renewable energy source because there is always wind on the Earth and we aren't "using up" the wind when we make energy from it. Wind power also does not cause pollution.

Wind Turbines and Wind Farms

In order to make electricity from wind, energy companies use large windmills called wind turbines. They are called this because they use turbine generators to generate the electricity.

In order to create a lot of energy capable of powering thousands of homes, energy companies build large wind farms with lots of wind turbines. They usually build these in consistently windy places. Some companies build wind farms out in the ocean. These are called offshore wind farms.

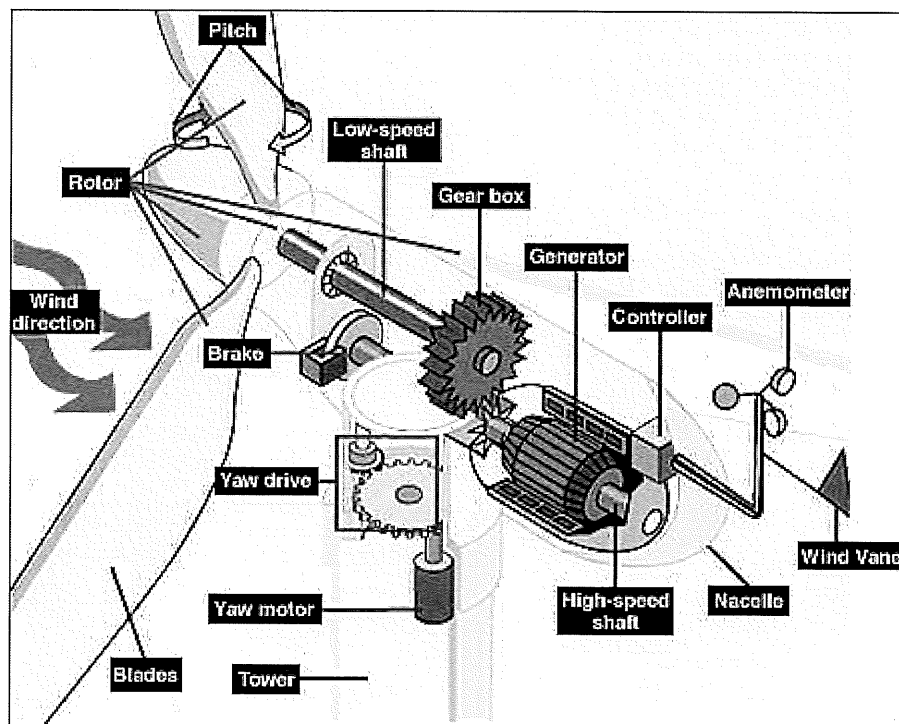
How tall are wind turbines?

Wind turbines are really big structures. The tower itself is typically between 200 and 300 feet tall. When you add in the height of the blades, some turbines tower 400 feet high! The blades are quite big, too. There are typically three wind blades on a wind turbine. Each blade is usually between 115 and 148 feet long.

How does a wind turbine work?

A wind turbine works the opposite of a fan. Instead of using electricity to turn the blades to make wind, it uses the wind to turn the blades to make electricity.

When the wind turns the blades, the blades turn a shaft inside the turbine. This shaft is big, but turns slowly. The shaft, however, is connected to a number of gears which causes a smaller shaft to turn much faster. This smaller shaft drives the electrical generator which generates the electricity that can be used by homes and businesses.



The parts inside a wind turbine help to generate electricity

What if there isn't any wind?

If there isn't any wind, then no energy will be generated by the wind turbine. However, engineers do a lot of measurements and calculations to figure out the best areas to place the wind turbines. The wind won't be blowing all the time, but the important thing is how much the wind blows on average.

History of Windmills

Windmills have been used since the Middle Ages in order to harness the energy of the wind. They were initially used to pump water or to grind flour. They are still used in many places of the world today to pump water. It was in the late 1800s and early 1900s that windmills were first used to generate electricity.

Are there any drawbacks to wind power?

One major issue some people have with wind power is how the wind turbines mess up the view or

landscape. Other drawbacks include the large blades killing birds and noise pollution from the turbine. Most people agree that the positives of a fully renewable and clean energy resource far outweigh the negatives.

Fun Facts about Wind Power

- For a wind turbine to make money it must be placed in a spot with an average annual wind speed of 15 miles per hour.
- In 2011, the top wind power producing state in the United States was Texas. Texas was followed by Iowa, California, Minnesota, and Illinois.
- Around 3% of the electricity in the United States in 2011 was provided by wind power. This was enough to power around 10 million homes.
- Tax breaks and new technologies have helped the output from wind power to grow significantly in the last 10 years.
- The largest wind farm in the United States is the Horse Hollow Wind Energy Center in Texas. It has 421 wind turbines.

Question:

(1) What are the drawbacks to wind power?

(2) Is wind power suitable for Hong Kong? Why?

Form	Junior	
	Senior	✓

Put a tick ☒ in the appropriate box (can be more than one)

Learning Area / Subject : Chemistry

Related Core Values :

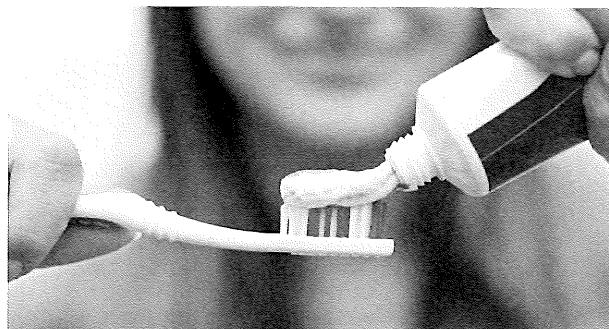
Title : Changing toothpastes? Change your toothbrush.

Truth ☒ Justice ☐ Love ☐ Life ☒ Family ☐

Reading across the Curriculum (RaC) : Aims		(✓)
a	To arouse interest in studying a particular subject	✓
b	To provide more background information of a particular topic	✓
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g	To strengthen positive values and their daily application to analyse personal and social issues	✓

Toothbrushes can absorb an antimicrobial chemical then release it after users switch toothpastes.

Some popular toothpastes contain an germ-killing chemical called triclosan. Studies have shown that it may help fight the bacteria behind gum disease. But after the U.S. government banned triclosan from soaps and other cleaning products, many people decided to steer clear of the chemical in other products too. Many switched to triclosan-free toothpastes. A new study has now shown that may not help — unless users also got a new toothbrush. Why? Triclosan can stick around in toothbrushes, exposing people once again after they turn to new toothpaste.



Yet it wasn't banned from toothpastes. The reason: Some data showed that it might help fight gum disease. Still, many people switched toothpastes when they realized theirs contained the controversial chemical. Jie Han and Baoshan Xing are environmental chemists. They work at the University of Massachusetts in Amherst. Their team has studied how various materials absorb different types of chemicals. After the FDA ban, they began to wonder whether triclosan sticks around in toothbrushes.

They mixed one part toothpaste with three parts of a chemical mix that mimics saliva. This created a "slurry." It resembled what develops inside the mouth when brushing your teeth.

Then the researchers tested the brushes and mixtures for triclosan. They didn't want to test every single bristle. And they didn't have to. They knew how much triclosan had been in the toothpaste applied to each toothbrush. They just subtracted how much ended up in the slurry. This told them how much must have been absorbed by the brushes.

Most brushes absorbed the triclosan from the toothpaste slurry. They accumulated the most during the first few times they were used. But they continued to pick up a little more with each additional use (just not as much as at the beginning).

The total amount that was absorbed depended on the brush. Those with added features generally absorbed much more than those with bristles only. That's because these "accessories" are made of a different material than the bristles, Han explains. That material is better at absorbing the triclosan.

These data show that switching from a triclosan-containing toothpaste to a brand free of this chemical won't prevent exposure, says Margaret James. She's a chemist at the University of Florida in Gainesville. She was not involved with the study. "Unless a new toothbrush is used with the triclosan-free toothpaste," she says, exposure to the chemical may not go away.

"This may seem wasteful," Han concedes, but the best way to ensure that this exposure ends is to switch to a new toothbrush any time you switch toothpastes. People also may lower their exposures by choosing to use brushes that have only bristles. "We found these [bristles] accumulate much smaller amounts of triclosan" than other brushes. Another benefit, she notes, is that they also tend to cost less.

ALISON PEARCE STEVENS

Power Words

Antibiotic-- A germ-killing substance, usually prescribed as a medicine (or sometimes as a feed additive to promote the growth of livestock). It does not work against viruses.

Antiseptic-- (noun) A chemical, such as alcohol, used to kill germs. (adj.) A surface or environment that is totally germ-free or scrupulously clean.

Elastomer-- A long, chain-like molecule (polymer) that has rubbery properties. They can generally recover their shape after being stretched a lot. In fact the term is a shortened version of "elastic polymer." The molecules tend to have a coiled shape. Stretching them straightens out the coils. But they spring back into a coil when the force is taken away. The primary constituent of rubber is a natural elastomer known as polyisoprene.

Leach-- (in geology and chemistry) The process by which water (often in the form of rain) removes soluble minerals or other chemicals from a solid, such as rock, or from sand, soil, bones, trash or ash.

Nylon-- A silky material that is made from long, manufactured molecules called polymers. These are long chains of atoms linked together.

Triclosan-- A germ-killing chemical added to some common products such as hand soaps and sponges.

Question:

1. Do you agree the argument of the Jie Han and Baoshan Xing?

Form	Junior	
	Senior	✓

2018-2019 Reading to Learn 6

Put a tick ☒ in the appropriate box (can be more than one)

Learning Area / Subject : Biology

Related Core Values :

Title : **Why Do You Need Goggles to See Underwater?**

Truth ☒ Justice ☐ Love ☐ Life ☒ Family ☐

Reading across the Curriculum (RaC) : Aims		(✓)
a	To arouse interest in studying a particular subject	✓
b	To provide more background information of a particular topic	✓
c	To enrich world knowledge	✓
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f	To develop deeper understanding and appreciation towards Chinese Culture and its core values as well as universal core values	
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Why Do You Need Goggles to See Underwater?

Written by Ashleigh Papp



Our ancient ancestors may have started in the water, but these days, we rely on special equipment to see beneath the depths. We've invented contact lenses and laser technology to perfect our eyesight on land, but underwater, we're still stuck wearing dorky goggles. What is it about water that makes it so hard to see through?

Seeing the Underwater Picture

Whether on land, in water, or even in a giant tub of jello, your eyes work by bending light so that an image registers in your brain. One of those places works better than the others, however. The human eye has evolved to work perfectly on land, but its ability relies on being in the terrestrial air — the second we go underwater, everything becomes fuzzy.

If you recall the days of science class, you might remember how intricately complex the human eye is. The three main parts that help you see clearly are the cornea and the lens, which bend and focus the light to form an image, and the retina, which sends that image to the brain. About two-thirds of the focusing occurs in the

cornea and the pillow of aqueous humor (aka water liquid) behind it, with the lens helping out with the final third of the work. And when it comes to the cornea's focusing capabilities, shape really matters: the human cornea is pretty round in comparison to other creatures. So what goes wrong when we take the plunge?

Come on in, the Water's Blind

On land, the cornea and lens independently refract, or bend, light so that a collective image forms for your brain to interpret. But underwater, your cornea isn't able to work in the same way. When submerged, the cornea is too similar in consistency to water, meaning there isn't enough of a difference between the two for your light-focusing system to work as it should. Instead, the lens has to jump into action and make up for the cornea's loss of focusing power. The result? An image that's sort of there, but often too blurry to be of much help.

Animals that live their entire lives underwater have vastly different visual systems than our own. The eyes of fish, for example, rely solely on their lens. But while the human lens is biconvex (curved on both sides, like the lens of a telescope), a fish's lens is spherical, which better helps it bend light underwater. Because they don't rely on the cornea (or aqueous humor) to see, it allows their underwater vision to trump ours — though take a fish out of the water, and their vision is practically useless. But many creatures can see clearly both below water and above. Seals and penguins both have relatively flat corneas, which don't lose as much power as ours do when they're underwater.

There are documented groups of people who can see underwater better than most, however. The Thai Moken people, also known as the "Sea Nomads," have lived as a coastal culture for thousands of years and demonstrate a heightened ability to see underwater. A 2003 study of Thai Moken children suggested they achieved this feat by shrinking their pupils to an extreme degree. Still, if you don't spend your days diving for sea cucumbers, you're unlikely to achieve that visual adaptation.

Air to the Rescue

But if you want to explore below the surface, how do you solve the problem of having land-specific eyes? Easy: goggles. By adding a layer of air between the water and your cornea, your visual system can go back to working properly. That simple pocket of air lets the cornea and its pillow of watery liquid go back to bending light and focusing an image, just like it does on land. That's humanity's real achievement after all: We might not have the strongest muscles or the sharpest eyes in the animal kingdom, but we can invent things that get us there all the same.

Reflective questions:

1. Which parts of your eyes are responsible for refracting light?
2. What is the shape of fish's lens?
3. How can human have better vision under water?

Form	Junior	
	Senior	✓

Put a tick ☒ in the appropriate box (can be more than one)

Learning Area / Subject : Science

Related Core Values :

Title : Restaurant diners may ingest extra pollutants.

Truth ☒ Justice ☒ Love ☐ Life ☒ Family ☐

Reading across the Curriculum (RaC) : Aims		(✓)
a	To arouse interest in studying a particular subject	✓
b	To provide more background information of a particular topic	✓
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g	To strengthen positive values and their daily application to analyse personal and social issues	✓

Eating meals cooked at home was linked to lower body levels of certain hormone-meddling chemicals.

Dining out may boost exposure to certain potentially toxic pollutants, a new study finds. Researchers measured higher levels of these phthalates (THAAL-ayts) in the bodies of people who recently dined out than in those who had been eating only foods that had been cooked at home.



Phthalates are found in many products, notably cosmetics, floor tiles and certain types of plastics. These chemicals also are used in food packaging. Many studies over the past few decades have shown phthalates can mimic the action of certain hormones. (Such pollutants are known as *endocrine disruptors*.) Hormones are important chemicals that help direct the activity of cells throughout the body. The effects of phthalates on hormones may alter how reproductive organs develop in infants and children. These chemicals might even impact the timing of puberty, animal studies have shown. That's why environmental scientists recommend limiting exposures to phthalates.

Yet doing that isn't easy. Why? Phthalates are everywhere — in the air, water and soils. They are the most common industrial pollutant in the environment. People inhale and ingest tiny quantities every day. These pollutants can even enter the body through the skin.

Certain types of foods were linked more strongly than others to phthalate levels in the body. But some foods were linked to these pollutants only when they had been purchased in a restaurant or cafeteria. Among these were cheeseburgers and sandwiches.

That could be due to food wrappers, says Laurel Schaider. She's an environmental chemist at the Silent Spring Institute in Newton, Mass. She studies how chemicals in food packaging pollute the environment and people.

When you make a burger or sandwich at home, you probably put it on a plate and eat it right away, she notes. When cafeterias or fast-food restaurants make these foods, they tend to wrap them in paper, plastic or cardboard. Such wrappers keep oils from seeping onto your hands or lap. Those wrappers may be treated with certain chemicals, such as phthalates, to limit that oil bleed-through, Schaider explains.

For instance, one British study in the 1990s found that up to 500 micrograms of di-n-butyl phthalate (DBP) could migrate into each kilogram of food packaged in plastic wrap. Butyl benzyl phthalate (BBP) goes into many papers and wrappings designed to make contact with liquids, dry materials and fatty foods. In fact, some studies have found up to 45 milligrams of BBP in each kilogram of wrapped butter and margarine.

"This study provides pretty clear evidence that we can be exposed to phthalates through the foods that we eat," says Schaider. But there are still many more questions to answer. "We want to know whether people with the highest levels of phthalates experience any health effects as a result of these exposures," she says.

In the meantime, concerned diners can take their own steps to reduce their exposure to these potentially harmful chemicals. One way is by choosing home-cooked meals over restaurant food. "The body excretes phthalates pretty quickly," Schaider says. As such, she explains, any change you make to your diet "can affect exposure levels right away."

LINDSEY KONKEL

Power Words

environmental health-- A research field that focuses on measuring the effects of pollutants and other factors in the environment on the health of people, wildlife or ecosystems.

Hormone-- (in zoology and medicine) A chemical produced in a gland and then carried in the bloodstream to another part of the body. Hormones control many important body activities, such as growth. Hormones act by triggering or regulating chemical reactions in the body. (in botany) A chemical that serves as a signaling compound that tells cells of a plant when and how to develop, or when to grow old and die.

Leach-- (in geology and chemistry) The process by which water (often in the form of rain) removes soluble minerals or other chemicals from a solid, such as rock, or from sand, soil, bones, trash or ash.

Organ-- (in biology) Various parts of an organism that perform one or more particular functions. For instance, an ovary is an organ that makes eggs, the brain is an organ that makes sense of nerve signals and a plant's roots are organs that take in nutrients and moisture.

Phthalates-- A family of chemicals used as solvents and added to plastics to increase their flexibility.

Question:

1. What is hormones? Why do these pollutants taint food?

2018-2019 Reading to Learn 8

Put a tick ☒ in the appropriate box (can be more than one)

Form	Junior	
	Senior	✓

Learning Area / Subject : Computer

Related Core Values :

Title : The Future of IT: More Jobs, More Complexity

Truth ☐

Justice ☐

Love ☐

Life ☒

Family ☐

Reading across the Curriculum (RaC) : Aims		(✓)
a	To arouse interest in studying a particular subject	✓
b	To provide more background information of a particular topic	✓
c	To enrich world knowledge	✓
d	To develop deeper level of appreciation towards art work	
e	To relate school learning with daily life experience	✓
f	To develop deeper understanding and appreciation towards Chinese Culture and its core values as well as universal core values	
g	To strengthen positive values and their daily application to analyse personal and social issues	✓

The Future of IT: More Jobs, More Complexity

By Cabe AtwellJULY 21, 2017 3:00 AM - Source: Toms IT Pro

Will companies need IT professionals on staff in the future? That's the question on some people's minds as they wonder what their future holds. Of course, that depends on the area of expertise in the IT world, and means different things for different titles, including network and system administrators, consultants, project managers, developers, technicians and programmers/coders, to name a few.

A 2015 report from the Bureau of Labor Statistics (biannually, every two years) paints some surprising numbers regarding job outlook and growth. Employment in the computer and information technology sector is expected to grow by 12 percent by 2024. There are roughly 3.9 million jobs in IT, which is expected to hit 4.4 million in the next seven years thanks to the advancement in cloud computing, big data, and the IoT, according to the report. Jobs are increasing, but so is the complexity within them.

The Bureau of Labor Statistics report suggests that some professional tech jobs will see continued growth for 2017, while others will remain stable, but a few will likely fall by the wayside. Analysts from Foote Partners LLC notes in their 2017 IT Skills and Certification Pay Index that cyber security specialists are on the upswing.

In fact, 10 of the highest grossing certifications are within this category, and rightfully so with the amount of damage and identity theft that is targeting corporations. Forensics, penetration testing, perimeter protection, security analysis and enterprise defense are just a few of the certifications under high demand and that will continue to grow into 2018.

DevOps (software development and information technology operations) certification is set to continue to be in demand, including skills such as coding, building, testing and releasing software at a relatively quick pace. This category allows for the cross-department integration of those functions with IT operations with a focus on communication and collaboration. More companies are putting a focus on DevOps training.

Another growing area in the IT industry involves big data and the specialists who collect and analyze that information for any number of applications including metrics, predictive outcomes and future trends. According to Foote Partners, specialists in this field are in high demand, especially with the influx of IoT/telematics applications, which is on track to become an \$11 billion market.

Jobs in the digital product development area are also on the rise as nearly every major company on the planet utilize top further their growth. The integration of big data, processes, business and even IT fall under this category as well as product design and analysts, all leading to an increase in demand for specialists who fall under this category.

With that in mind, those same companies also require those with application development in a microservices architecture environment skills, particularly since those are the folks who create specific business tools to further application and product development within the company. For example, think about tools such as Asana, Basecamp and Microsoft Project. These collaborative and centralized applications make integration with various departments within a company simple.

Foote Partners reports that traditional help desk tier 2 and 3 jobs remain steadily in demand, as companies still require staff to increase a technical support infrastructure as consumerization of technology continues to rise. As technology continues to grow, so does the demand for those who can troubleshoot and repair that technology with specialized skills and tools.

However, tier 1 demand is nearly non-existent, and is probably one of the few skills that have fallen by the wayside, as more companies require a level of specialty to address specific problems such as hardware/applications within their organization that requires more than a general overview.

As with any job, those in IT continue to evolve, and as it ages, some positions are no longer needed, especially those who specialize in outdated program languages, such as Pascal, ADA, Cobol and Fortran. The same goes on the hardware front unless technology remains stagnant and doesn't evolve. All these jobs will change.

Question

How can you equip your technology and other related knowledge to satisfy the job requirement in the future?

Form	Junior	
	Senior	✓

Put a tick ☒ in the appropriate box (can be more than one)

Learning Area / Subject : BAFS

Related Core Values :

Title : 3 Money Skills To Teach Your Teen

Truth ☒ Justice ☐ Love ☐ Life ☐ Family ☐

Reading across the Curriculum (RaC) : Aims		(✓)
a	To arouse interest in studying a particular subject	✓
b	To provide more background information of a particular topic	✓
c	To enrich world knowledge	✓
d	To develop deeper level of appreciation towards art work	
e	To relate school learning with daily life experience	✓
f	To develop deeper understanding and appreciation towards Chinese Culture and its core values as well as universal core values	
g	To strengthen positive values and their daily application to analyse personal and social issues	

Source of information: <http://time.com/money/2792381/3-skills-to-teach-your-teen-about-money/>

3 Money Skills To Teach Your Teen

1. Managing on a limited budget



The key word is *limited*. Teens need to know that money is finite.

How to build the skill. Figure out what you're spending for junior's clothing, entertainment, and gifts for friends. Then give that amount to your kid and let him pay for those things.

Set teens up with a checking account and debit card, and when they mess up, resist the urge to bail them out.

2. Paying yourself first

You want to get your child in the habit of putting something aside.

A good goal is to stash 10% of every allowance. And nothing provides better motivation than an understanding of how money makes money — a.k.a. compound interest.

How to build the skill. Use an online calculator to show your teen how compounding works.

3. Steering clear of credit debt

Just 9% of college kids pay their credit cards off every month, a study in the *International Journal of Business and Social Science* found. Help your child understand the value of being in that minority.

How to build the skill. The next time you pay with plastic in your child's presence, point out that it's borrowed money and that compounding works against you when you carry a balance. Later, show her your bill, specifically the box illustrating how long it will take to pay off and how much it will cost if you fork over only the minimum.

Make sure she understands, too, that you're "graded" on your use of credit; regularly paying late, for example, could result in a higher rate on a car loan. Well prepared as your child may be, it never hurts to use training wheels the first time out.

Thinking:

1. Do you have good money management skills and why?

2. Among the 3 skills above, which skill that you would like to the most and how?

Form	Junior	
	Senior	✓

Put a tick ☒ in the appropriate box (can be more than one)

Learning Area / Subject : History

Related Core Values :

Title : Introduction of WWII

Truth ☒ Justice ☐ Love ☐ Life ☒ Family ☐

Reading across the Curriculum (RaC) : Aims		(✓)
a	To arouse interest in studying a particular subject	✓
b	To provide more background information of a particular topic	✓
c	To enrich world knowledge	✓
d	To develop deeper level of appreciation towards art work	
e	To relate school learning with daily life experience	
f	To develop deeper understanding and appreciation towards Chinese Culture and its core values as well as universal core values	
g	To strengthen positive values and their daily application to analyse personal and social issues	✓

Source of article: Cawthorne, Nigel. (2013) A Short History of World War II. London: Arcturus.

World War II was the central event of the twentieth century. While World War I – the Great War or the ‘war to end all wars’ – can hardly be considered a mere curtain-raiser, it was largely confined to Europe and the Middle East. World War II also engulfed Asia and the Pacific.

The origins of World War II lay in World War I. During the war, military reverses caused a revolution that brought down the Tsarist monarchy and installed a Communist government in Russia which, by 1922, was in the hands of Joseph Stalin. The fall of the monarchies in Vienna and Berlin made way for weak democratic governments that were easily overthrown.

Italy had been an ally of Britain, France and, latterly, the US in World War I. Although a victor, it felt cheated by the post-war settlement. The resulting economic crisis caused political instability, resulting in the rise of a Fascist dictator, Benito Mussolini, in 1922. Then Adolf Hitler, an Austrian war veteran leading a small party in Bavaria, took Mussolini as his model.

Like many in Germany, Hitler did not feel that they had lost the war. Indeed, the fighting was brought to an end on 11 November 1918 by an armistice. However, at the peace conference held at Versailles the following year, a peace treaty was forced on Germany which limited its armed forces to those of a minor power, levied reparations that resulted in economic collapse and political chaos, and stripped Germany of its colonies and shrank its borders, which left hundreds of thousands of ethnic Germans in the surrounding countries who still felt an allegiance to Berlin.

Japan had also been an ally of Britain, France and America in World War I. Though it took little part in the fighting, supplying its allies led to a boom and, by the end of the war, Japan emerged

as a great military and industrial power. However, at the Versailles Conference, the Japanese were denied the racial equality clause they wanted and were given only half of the German colonies in the Far East and the Pacific that they thought they were due. Their delegation walked out.

However, the German concession at Shandong, which was given to Japan rather than returned to China, was soon a cause of conflict. Japan then saw expansion on the mainland of Asia as the cure for the post-war slump and the militarists took over. With Fascist governments in power in Germany and Italy, the sides were drawn up for the largest and most devastating military conflict the world has ever seen.

World War I had also provided the combatants with new weapons – notably tanks and military aircraft. These demanded new tactics that made warfare fast and fluid. War was now an industrial process. It no longer solely involved vast armies confronting each other in pitched battles or across fixed lines. That meant that civilians became involved to a greater extent than before. The factory workers who made the weapons, and their families, were now a target to be killed, maimed, terrorized and made homeless.

It is thought that some fifty-five million people perished in the war. There are no reliable estimates of how many were wounded or permanently disabled. The Soviet Union alone lost eighteen million dead, including civilians. Hitler's mad adventure cost Germany 4,280,000 dead with five million military wounded. China lost 1,310,000 military dead and 1,752,951 wounded. But the millions of civilians who died as a result of various battles, bombardments, sieges, massacres, famines and diseases caused by the war remain uncounted.

Japan lost 1,300,000 fighting men, with four million wounded, along with 672,000 civilian dead. Poland suffered 5,675,000 dead, losing around 20 per cent of its pre-war population. Russia and Yugoslavia lost around 10 per cent; Germany only slightly less. Then there were 5.7 million Jews murdered in the death camps.

Britain lost 357,116 dead, including 92,673 civilians, and 277,077 military wounded. In all, the British Commonwealth as a whole lost 466,045 dead and 475,047 wounded, while America lost 298,131 dead, including six thousand civilians and 671,801 wounded.

In Britain, around 30 per cent of homes were destroyed in the Blitz. France, Belgium, the Netherlands and Greece lost around 20 per cent of their housing, while Poland lost some 30 per cent of its build stock.

The US Strategic Bombing Survey found that 39 per cent of the homes had been destroyed in Germany's forty-nine largest cities. In Japan, 30 per cent of city dwellers lost their homes and possessions with the devastation of 40 per cent of the built-up areas of sixty-six Japanese cities.

In 1945 there were some twenty-one million refugees in Europe. Over half were people who had been taken from their homelands as forced labour. Five million Soviet prisoners of war and forced labourers trudged home eastwards, while over eight million Germans fled west, out of the Soviet zone of occupation.

During the war, India suffered a famine which was not helped by the diversion of food and shipping to supply Britain and its armed forces. And China suffered floods and epidemics, while most of its hospitals had been destroyed.

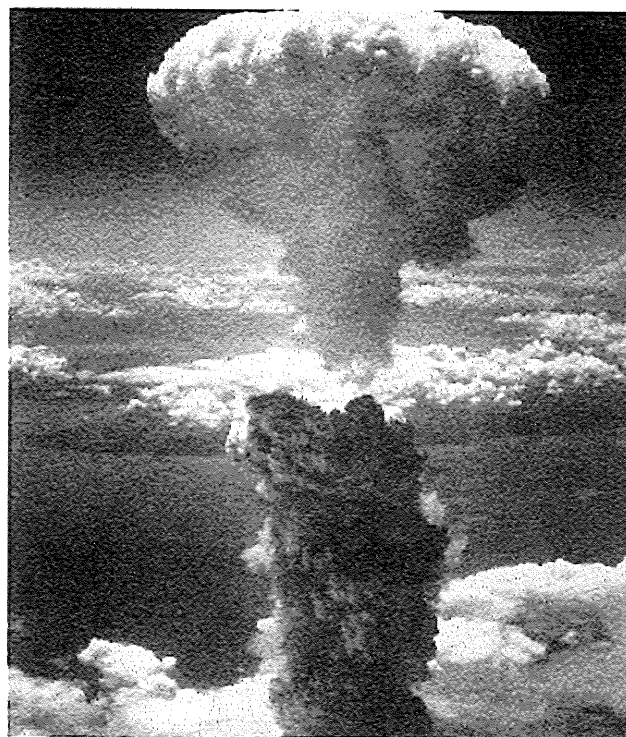
It is estimated that the war cost the belligerents

over a trillion dollars. That does not include the damage to the economy caused by the slaughter of able-bodied men, the destruction of shops, factories and the infrastructure, or the contribution made by forced labour. And no one can put a monetary value on the suffering, misery and deprivation the war inflicted.

And its effect did not end there. World War II left Europe – indeed the world – divided, with both sides bristling with nuclear weapons and ballistic missiles developed during the fighting. This armed stand-off – the Cold War – lasted until the fall of the Berlin Wall in 1989 and German reunification in 1990.

In China, the Communists, who had spent World War II fighting the Japanese, took over in 1949. They are still in power now.

Nigel Cawthorne, Bloomsbury



The atomic bomb explodes over Hiroshima, 6 August 1945

Reflective Question:

What were the significances of World War Two? Was it worth?

Form	Junior	
	Senior	✓

Put a tick ☒ in the appropriate box (can be more than one)

Learning Area / Subject : THS

Related Core Values :

Title : Victoria Harbour circular ferry service ready
by September 2019

Truth ☒ Justice ☐ Love ☐ Life ☒ Family ☐

Reading across the Curriculum (RaC) : Aims		(✓)
a	To arouse interest in studying a particular subject	✓
b	To provide more background information of a particular topic	✓
c	To enrich world knowledge	✓
d	To develop deeper level of appreciation towards art work	
e	To relate school learning with daily life experience	✓
f	To develop deeper understanding and appreciation towards Chinese Culture and its core values as well as universal core values	
g	To strengthen positive values and their daily application to analyse personal and social issues	

Source of Information: www.scmp.com/news/hong-kong/hong-kong-economy/article/2161570/victoria-harbour-circular-ferry-service-ready (28 August, 2018)

Victoria Harbour circular ferry service ready by September 2019, Hong Kong government says in response to calls for ‘water taxi’

Boats will stop at Kai Tak, Hung Hom, Tsim Sha Tsui East, Central and West Kowloon, but critics say the service is more like a tour bus than a taxi.

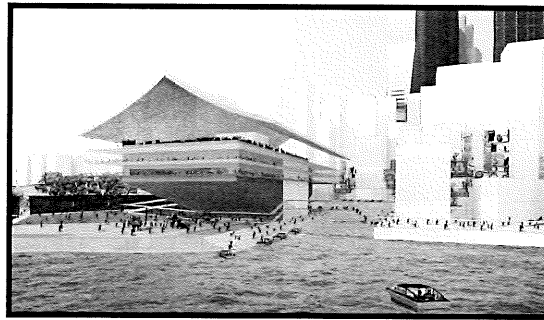
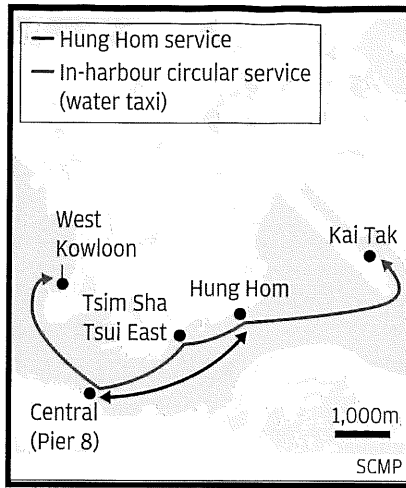
A much anticipated “water taxi” planned for Victoria Harbour turns out to be just another ferry service. The Transport Department revealed on Monday it came up with a circular ferry route to respond to public demand.

The service, including at least five stops, is expected to begin operating from September next year. Although the department said the initiative was in response to the public’s wish for a water taxi service, critics say it is more akin to a tour bus, where passengers can hop on and off at designated stops.

The department on Monday also revealed the return of a ferry service between Central and Hung Hom expected to operate from February next year, according to a tendering document inviting interested bidders. The service route closed down in 2011 due to a lack of passengers.

The circular route, dubbed the “water taxi” service by the government, will stop at Kai Tak, Hung Hom, Tsim Sha Tsui East, Central and West Kowloon.

“The service aims to respond to suggestions from the community to introduce the ‘water taxi’ service between different calling points along the waterfront of Victoria Harbour to bring vibrancy to the harbour,” the department said in the document.



The 25km circular route service will operate from 7am to 11pm from Mondays to Saturdays, and from 8am to 10pm on Sundays and public holidays. The whole journey should not exceed 110 minutes. Each ferry needs to be able to carry at least 150 passengers, and be designed in a way that people can enjoy the scenery on both sides of the harbour, the department said.

There will be discounts for children, the elderly and those with disabilities. Round-trip tickets, day passes, half-day passes and monthly passes will also be available.

Passengers with round-trip tickets will be able to board at any stop and alight at the same stop, while those with day or half-day passes will be able to hop on and off at any stop.

Bidders can also propose side routes between the four main stops, as well as more stops along the harbour. The 3.7km Central-Hung Hom service will operate from 7.30am to 7pm every day, with a travelling time of no more than 20 minutes. Bidders for the two routes are also invited to propose pier beautification plans with suitable commercial facilities.

Lawmaker Yiu Si-wing, who represents the tourism sector, said the concept of the “water taxi” service was closer to that of a tour bus than of a taxi.

“People expect fast and point-to-point transport from a taxi,” Yiu said. “Here the ‘water taxi’ concept is a little bit confusing. It’s more like a tourism project than public transport.”

Yiu said the public had been expecting a water taxi service as an alternative to Hong Kong’s often congested roads. But he said such a service would be difficult to materialise because it required many piers and relatively high costs.

Reflection:

Do you agree the Victoria Harbour circular ferry service can enhance the image of Hong Kong tourism?

Form	Junior	
	Senior	✓

Put a tick ☒ in the appropriate box (can be more than one)

Learning Area / Subject : Geography

Related Core Values :

Title : About the Bay Area Overview

Truth ☒ Justice ☒ Love ☐ Life ☐ Family ☐

Reading across the Curriculum (RaC) : Aims		(✓)
a	To arouse interest in studying a particular subject	✓
b	To provide more background information of a particular topic	✓
c	To enrich world knowledge	✓
d	To develop deeper level of appreciation towards art work	
e	To relate school learning with daily life experience	
f	To develop deeper understanding and appreciation towards Chinese Culture and its core values as well as universal core values	✓
g	To strengthen positive values and their daily application to analyse personal and social issues	✓

Source: <https://www.bayarea.gov.hk/en/about/overview.html>

About the Bay Area

Overview

The Guangdong-Hong Kong-Macao Greater Bay Area (Bay Area) comprises the two Special Administrative Regions of Hong Kong and Macao, and the nine municipalities of Guangzhou, Shenzhen, Zhuhai, Foshan, Huizhou, Dongguan, Zhongshan, Jiangmen and Zhaoqing in Guangdong Province.

The development of the Bay Area is accorded the status of key strategic planning in the country's development blueprint, having great significance in the country's implementation of innovation-driven development and commitment to reform and opening-up. The essence of the development of the Bay Area is to leverage the comparative advantages of every Bay Area city to the largest extent, deepen cooperation amongst Guangdong, Hong Kong and Macao, facilitate in-depth and organic regional integration, as well as drive coordinated regional economic development. By doing so, the Bay Area will become an international first-class bay area ideal for living, working and travelling.

Being the most open and international city in the Bay Area, Hong Kong is known for being international financial, transportation and trade centres with renowned professional services. Enjoying the dual advantages of "one country, two systems", Hong Kong plays an important role in the Bay Area Development. On the one hand, Hong Kong provides support for regional economic development and enhances the role and function of the Bay Area in the country's two-way opening-up; on the other hand, through facilitating the development of industries in which Hong Kong's strengths lie into the Bay Area market can expand their scope of development, thereby contributing to the development of the Bay Area.

The Hong Kong Special Administrative Region Government's work in taking forward the development of the Bay Area include: developing an international technology and innovation centre; facilitating the development of industries in which Hong Kong enjoys strengths into the Bay Area; and through policy innovation and breakthroughs as well as facilitation measures for Hong Kong residents studying, working and living in the Bay Area, fostering the flow of people, goods, capital and information and improving the overall connectivity of the Bay Area according to the principle of "one country, two systems".

The commissioning of the Hong Kong-Zhuhai-Macao Bridge, the Hong Kong Section of the Guangzhou-Shenzhen-Hong Kong Express Rail Link and Liantang/Heung Yuen Wai Boundary Control Point will further improve transport connectivity within the Bay Area, and greatly reduce travelling time between Hong Kong and other Bay Area cities. With innovation as well as breakthroughs in policies and institutions, the overall connectivity between Hong Kong and other Bay Area cities will be vastly enhanced, fully leveraging the synergy and opportunities brought about by the development of the Bay Area.

The Hong Kong Special Administrative Region Government will work closely with central authorities, the Guangdong Provincial Government and the Macao Special Administrative Region Government, under the principles of innovation, coordinated development, sustainable development, mutual benefits and livelihood improvement, to refine, deepen and improve concrete cooperation items, and proactively take forward the development of the Bay Area, with a view to bringing invaluable new development opportunities to different sectors of the community, especially young people, in Hong Kong.

Question: What advantages do you expect the project of “The Guangdong-Hong Kong-Macao Greater Bay Area “ can bring to Hong Kong?

Put a tick ☒ in the appropriate box (can be more than one)

Form	Junior	
	Senior	<input checked="" type="checkbox"/>

Learning Area / Subject : Religious and Moral Education

Related Core Values :

Title : Every cloud has a silver lining

Truth ☐ Justice ☐ Love ☒ Life ☒ Family ☐

Reading across the Curriculum (RaC) : Aims	(✓)
a To arouse interest in studying a particular subject	✓
b To provide more background information of a particular topic	✓
c To enrich world knowledge	✓
d To develop deeper level of appreciation towards art work	
e To relate school learning with daily life experience	✓
f To develop deeper understanding and appreciation towards Chinese Culture and its core values as well as universal core values	
g To strengthen positive values and their daily application to analyse personal and social issues	✓

Every cloud has a silver lining

Source: Joyful Youth

刊登日期: 2018.05.04

作者: Grace Tse

Even though we are not **weather forecasters**, we can make simple **predictions** about the weather by looking at the clouds in the sky. White clouds mean that the weather is fine, but they turn grey before it rains. Since we are closely related to the natural world, we tend to make use of nature to describe our feelings about life in a **philosophical** way.

Don't feel upset that you lost in the competition. Every cloud has a silver lining.

If we say “every cloud has a silver lining”, that means every bad situation has a positive aspect. In this poetic expression, the “cloud” is dark in colour, implying sad and gloomy times. When the sky is getting clearer and the sun is shining from behind the **cloud droplets**, we can always see a bright **outline** along the edge of the cloud. This “silver lining” represents hope and **optimism**.

The origin of the phrase, “silver lining”, was found in a literary work written by John Milton, an English poet, in 1634.

“Was I deceived, or did a sable cloud

Turn forth her silver lining on the night?”

(是我被騙了嗎？還是烏雲在夜裡透出了銀邊？)

The current version probably first appeared in a book called “Struggles and Triumphs” by P. T. Barnum, an American politician and businessman, in 1869.

“‘Every cloud,’ says the proverb, ‘has a silver lining,’ and so I did not despair.”

If your friends are **low-spirited** in **tough** times, the beautiful image of “every cloud has a silver lining”（黑暗中總有一絲光明；逆境中總有希望）may cheer them up, encouraging them to look on the bright side of life.

Glossary

Weather forecasters	天氣預報員
Predictions	預測
Philosophical	富於哲理的
Cloud droplets	雲滴
Outline	輪廓線
Optimism	樂觀
Low-spirited	沮喪
Tough	困苦的

Reflection:

- Every cloud has a silver lining. In your tough times, what would you do to overcome the difficulties?

Put a tick ☒ in the appropriate box (can be more than one)

Form	Junior	
	Senior	<input checked="" type="checkbox"/>

Learning Area / Subject : Visual Arts

Related Core Values :

Title : What is the purpose of art?

Truth	<input checked="" type="checkbox"/>	Justice	<input type="checkbox"/>	Love	<input type="checkbox"/>	Life	<input checked="" type="checkbox"/>	Family	<input type="checkbox"/>
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Reading across the Curriculum (RaC) : Aims		(✓)
a	To arouse interest in studying a particular subject	<input checked="" type="checkbox"/>
b	To provide more background information of a particular topic	<input checked="" type="checkbox"/>
c	To enrich world knowledge	<input checked="" type="checkbox"/>
d	To develop deeper level of appreciation towards art work	<input checked="" type="checkbox"/>
e	To relate school learning with daily life experience	<input checked="" type="checkbox"/>
f	To develop deeper understanding and appreciation towards Chinese Culture and its core values as well as universal core values	
g	To strengthen positive values and their daily application to analyse personal and social issues	<input checked="" type="checkbox"/>

Source: <https://www.quora.com/What-is-the-purpose-of-art>

What is the purpose of art? By James Robert

The purpose of art is not to produce a product. The purpose of art is to produce thinking. The secret is not the mechanics or technical skill that create art – but the process of introspection and different levels of contemplation that generate it. Once you learn to embrace this process, your creative potential is limitless.

Artwork should be an active verb (a lens by which to view the world) not a passive noun (a painting that sits dormant in a museum). Creativity lies NOT in the done but in the doing. Art is active and incomplete. Always shifting, always becoming. Art is a sneak peak into the future of potential, of what could be. Not a past result of what has been already done. Art is a process not a product.

Art is a human act. Art is Risky. Generous. Courageous. Provocative. You can be perfect, or you can make art. You can keep track of what you will get in return for your effort, or you can make art. You can enjoy the status quo, or you can make art. This is the purpose for why art should not be cut from education and why creativity and innovation are critical to navigate the future of business.

Art helps people to adopt to new situations. Art is not only about self expression. People can share a common identity through art, like in an African Tribe.

Communication. Art is like a universal way to communicate. For example if you travel to another country and can't speak a single word in the language spoken there, you can draw a picture and people will recognize what your trying to say.

Art can be used for healing. Mental Health. Art Therapy is a powerful medicine use with trauma victims, like people who have been abused or in a horrific car crash. It allows them to bring out feelings and words hard to explain verbally. "A picture says a million words." Instead of carrying those bad things inside of them, they bring it all out in a peaceful way that won't physically hurt others.

Arts can increase creativity within a community, encouraging growth and help it form it's own unique identity or culture.

Art can also bring Tourism into a region or town, helping other non-art related local businesses to grow too. It is like a domino effect.

Many artists I know believe in something greater than themselves. That is why I think Art is not just about self expression, it's about helping others too. My friend just donated a painting based on the idea of healing to a hospital fundraiser.

That is why I think Art has great purpose.

Question:

1. In your opinion, what is the purpose of art?

Form	Junior	
	Senior	✓

Put a tick ☒ in the appropriate box (can be more than one)

Learning Area / Subject : Music

Related Core Values :

Title : Musical theatre

Truth ☒ Justice ☐ Love ☐ Life ☐ Family ☐

Reading across the Curriculum (RaC) : Aims		(✓)
a	To arouse interest in studying a particular subject	✓
b	To provide more background information of a particular topic	✓
c	To enrich world knowledge	✓
d	To develop deeper level of appreciation towards art work	✓
e	To relate school learning with daily life experience	✓
f	To develop deeper understanding and appreciation towards Chinese Culture and its core values as well as universal core values	
g	To strengthen positive values and their daily application to analyse personal and social issues	

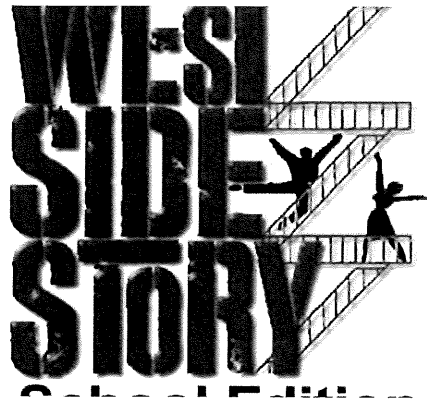
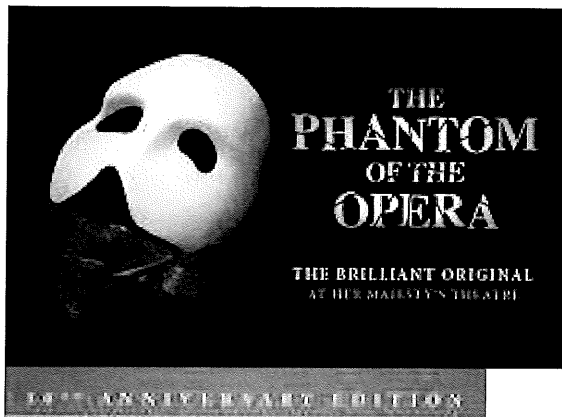
Source of the article: https://en.wikipedia.org/wiki/Musical_theatre

Musical theatre

Musical theatre is a form of theatrical performance that combines songs, spoken dialogue, acting and dance. The story and emotional content of a musical – humor, pathos, love, anger – are communicated through the words, music, movement and technical aspects of the entertainment as an integrated whole. Although musical theatre overlaps with other theatrical forms like opera and dance, it may be distinguished by the equal importance given to the music as compared with the dialogue, movement and other elements. Since the early 20th century, musical theatre stage works have generally been called, simply, musicals.

Although music has been a part of dramatic presentations since ancient times, modern Western musical theatre emerged during the 19th century, with many structural elements established by the works of Gilbert and Sullivan in Britain and those of Harrigan and Hart in America. These were followed by the numerous Edwardian musical comedies and the musical theatre works of American creators like George M. Cohan at the turn of the 20th century. The Princess Theatre musicals (1915–1918) and other smart shows like *Of Thee I Sing* (1931) were artistic steps forward beyond revues and other frothy entertainments of the early 20th century and led to such groundbreaking works as *Show Boat* (1927) and *Oklahoma!* (1943). Some of the most famous musicals through the decades that followed include *West Side Story* (1957), *The Fantasticks* (1960), *Hair* (1967), *A Chorus Line* (1975), *Les Misérables* (1985), *The Phantom of the Opera* (1986), *Rent* (1996), *The Producers* (2001), *Wicked* (2003) and *Hamilton* (2015).

Musicals are performed around the world. They may be presented in large venues, such as big-budget Broadway or West End productions in New York City or London. Alternatively, musicals may be staged in smaller fringe theatre, Off-Broadway or regional theatre productions, or on tour. Musicals are often presented by amateur and school groups in churches, schools and other performance spaces. In addition to the United States and Britain, there are vibrant musical theatre scenes in continental Europe, Asia, Australasia, Canada and Latin America



1. Have you ever watched any musical theatre or drama performance? Please share.

Form	Junior	
	Senior	✓

Put a tick ☒ in the appropriate box (can be more than one)

Learning Area / Subject : PE

Related Core Values :

Title : 5 ways to Show Good Sportsmanship in Soccer

Truth

☐

Justice

☒

Love

☐

Life

☐

Family

☐

Reading across the Curriculum (RaC) : Aims		(✓)
a	To arouse interest in studying a particular subject	✓
b	To provide more background information of a particular topic	✓
c	To enrich world knowledge	✓
d	To develop deeper level of appreciation towards art work	
e	To relate school learning with daily life experience	✓
f	To develop deeper understanding and appreciation towards Chinese Culture and its core values as well as universal core values	
g	To strengthen positive values and their daily application to analyse personal and social issues	✓

Source: <http://www.livestrong.com/article/500227-the-five-basic-skills-of-basketball>

5 Ways to Show Good Sportsmanship in Soccer

Good sportsmanship is essential in soccer because it allows everyone to focus on this fantastic sport rather than pointing fingers at people for doing the right or wrong things. When the game is played with good sportsmanship all around, it's a better experience for players, coaches, fans and referees.

There are plenty of ways to show good sportsmanship in soccer, but we think five below are the most important. Whether you are a parent, a player, or a coach, you should always keep these five things in mind.

Win and Lose the Right Way

Winning feels great, plain and simple. But it's so important to win the right way. No matter what happened during the game, it's never right to show up your opponent. There's absolutely nothing wrong with celebrating with your teammates, but you should also remember to shake your opponents' hands. Remember that you won't always be on the winning side.

Speaking of being on the losing side of things, you should also know how to accept defeat the right way. It is natural to feel a little bit of anger and frustration when you lose, but you can't let those emotions get the better of you. Shake hands win your opponents and then focus (with your teammates) on improving before your next game.

Know and Follow the Rules

Learning the rules of soccer will limit those moments where you could potentially show bad sportsmanship. It can be pretty frustrating to think that you followed a rule when you actually didn't, so you could potentially react the wrong way; then it becomes an embarrassing moment when you realize that you were wrong all along.

Too many players (and parents) don't take the time to read their league's rulebook. Doing so will teach you how to play the game the right way and will allow you to quickly accept when you have broken a rule, however minor or major it is.

Respect the Referees

Referees are in charge on the soccer field, so everyone must respect their decisions. Even if they happen to get a call wrong, it is never a good idea to argue with them. First of all, it is against the rules, and secondly, they are never going to change a call simply because someone disagreed with them.

Remember that refs are human beings, too, and they have a tough job. This is one part of sportsmanship that even the pros forget about, so try to keep it in mind at all times and never at disrespectful towards them.

Never Showboat

You might disagree with this one, but we feel that there is never a good reason to showboat while playing in a soccer game. It's not a problem when you are on the practice field with your teammates and are just goofing around, but stay classy when opposing teams are sharing the field with your team.

It's important to point out that there's a difference between making a cool soccer move and showboating. If the move that you use helps you get past your opponent, then that is not showboating. If, however, you go out of your way to show up an opponent when you could have made a simple move, then that is usually considered showboating.

“We” Before “Me”

It's also important to be a good sport with your teammates. Being a selfish soccer player can make your entire team lose chemistry, which is never a good thing. The best teams have good chemistry, so that should always be your goal while playing this great team sport.

There's nothing wrong with wanting to be a team leader, but that means that you help your teammates rather than just trying to do everything on your own. Aim to be a great team captain and then you can lead by example, which includes showing good sportsmanship at all times.

Question:

1. Is good sportsmanship important in a soccer match? Why?

2018-2019 Reading to Learn 17

Form	Junior	
	Senior	✓

Put a tick ☒ in the appropriate box (can be more than one)

Learning Area / Subject / Committee :
Religious, Moral and Civic Education Committee

Related Core Values :

Title : How do God's mercy and justice work together in salvation

Truth ☒ Justice ☒ Love ☐ Life ☒ Family ☐

Reading across the Curriculum (RaC) : Aims	(✓)
a To arouse interest in studying a particular subject	✓
b To provide more background information of a particular topic	✓
c To enrich world knowledge	✓
d To develop deeper level of appreciation towards art work	
e To relate school learning with daily life experience	✓
f To develop deeper understanding and appreciation towards Chinese Culture and its core values as well as universal core values	
g To strengthen positive values and their daily application to analyse personal and social issues	✓



Question: "How do God's mercy and justice work together in salvation?"

Answer: God's justice and mercy are seemingly incompatible. After all, justice involves the dispensing of deserved punishment for wrongdoing, and mercy is all about pardon and compassion for an offender. However, these two attributes of God do in fact form a unity within His character.

The Bible contains many references to God's mercy. Over 290 verses in the Old Testament and 70 in the New Testament contain direct statements of the mercy of God toward His people.

God was merciful to the Ninevites who repented at the preaching of Jonah, who described God as “a gracious and compassionate God, slow to anger and abounding in love, a God who relents from sending calamity” (Jonah 4:2). David said God is “gracious and merciful; Slow to anger and great in loving-kindness. The LORD is good to all, and His mercies are over all His works” (Psalm 145:8–9, NASB).

But the Bible also speaks of God’s justice and His wrath over sin. In fact, God’s perfect justice is a defining characteristic: “There is no God apart from me, a righteous [just] God and a Savior; there is none but me” (Isaiah 45:21). “He is the Rock, his works are perfect, and all his ways are just. A faithful God who does no wrong, upright and just is he” (Deuteronomy 32:4).

In the New Testament, Paul details why God’s judgment is coming: “Put to death, therefore, whatever belongs to your earthly nature: sexual immorality, impurity, lust, evil desires and greed, which is idolatry. Because of these, the wrath of God is coming” (Colossians 3:5–6).

So the Bible showcases the fact that God is merciful, but it also reveals that He is just and will one day dispense justice on the sin of the world.

In every other religion in the world that holds to the idea of a supreme deity, that deity’s mercy is always exercised at the expense of justice. For example, in Islam, Allah may grant mercy to an individual, but it’s done by dismissing the penalties of whatever law has been broken. In other words, the offender’s punishment that was properly due him is brushed aside so that mercy can be extended. Islam’s Allah and every other deity in the non-Christian religions set aside the requirements of moral law in order to be merciful. Mercy is seen as at odds with justice. In a sense, in those religions, crime can indeed pay.

If any human judge acted in such a fashion, most people would lodge a major complaint. It is a judge’s responsibility to see that the law is followed and that justice is provided. A judge who ignores the law is betraying his office.

Christianity is unique in that God’s mercy is shown through His justice. There is no setting aside of justice to make room for mercy. The Christian doctrine of penal substitution states that sin and injustice were punished at the cross of Christ and it’s only because the penalty of sin was satisfied through Christ’s sacrifice that God extends His mercy to undeserving sinners who look to Him for salvation.

As Christ died for sinners, He also demonstrated God’s righteousness; His death on the cross showcased God’s justice. This is exactly what the apostle Paul says: “All are justified freely by his grace through the redemption that came by Christ Jesus. God presented Christ as a sacrifice of atonement, through the shedding of his blood—to be received by faith. He did this to demonstrate his righteousness, because in his forbearance he had left the sins committed beforehand unpunished—he did it to demonstrate his righteousness at the present time, so as to be just and the one who justifies those who have faith in Jesus (Romans 3:24–26, emphasis added).

In other words, all the sin from Adam to the time of Christ was under the forbearance and mercy of God. God in His mercy chose not to punish sin, which would require an eternity in hell for all sinners, although He would have been perfectly just in doing so. Adam and Eve were not immediately destroyed when they ate the forbidden fruit. Instead, God planned a

Redeemer (Genesis 3:15). In His love God sent His own Son (John 3:16). Christ paid for every single sin ever committed; thus, God was just in punishing sin, and He can also justify sinners who receive Christ by faith (Romans 3:26). God's justice and His mercy were demonstrated by Christ's death on the cross. At the cross, God's justice was meted out in full (upon Christ), and God's mercy was extended in full (to all who believe). So God's perfect mercy was exercised through His perfect justice.

The end result is that everyone who trusts in the Lord Jesus is saved from God's wrath and instead experiences His grace and mercy (Romans 8:1). As Paul says, "Since we have now been justified by his blood, how much more shall we be saved from God's wrath through him!" (Romans 5:9).

Question:

Which one is more important in your life, Mercy or Justice?

Put a tick ☒ in the appropriate box (can be more than one)

Form	Junior	
	Senior	<input checked="" type="checkbox"/>

Learning Area / Subject / Committee :
Environmental and Student Health

Related Core Values :

Title : Phones a pain in the neck

Truth	<input type="checkbox"/>	Justice	<input type="checkbox"/>	Love	<input type="checkbox"/>	Life	<input checked="" type="checkbox"/>	Family	<input type="checkbox"/>
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Reading across the Curriculum (RaC) : Aims		(✓)
a	To arouse interest in studying a particular subject	<input checked="" type="checkbox"/>
b	To provide more background information of a particular topic	<input checked="" type="checkbox"/>
c	To enrich world knowledge	
d	To develop deeper level of appreciation towards art work	
e	To relate school learning with daily life experience	<input checked="" type="checkbox"/>
f	To develop deeper understanding and appreciation towards Chinese Culture and its core values as well as universal core values	
g	To strengthen positive values and their daily application to analyse personal and social issues	<input checked="" type="checkbox"/>

Phones a pain in the neck 2017.04.21

MORE young people are suffering from neck pains due to the **frequent** use of mobile phones, according to the Hospital Authority. Of the 25,000 new physiotherapy cases reported to the HA's Kowloon Central Cluster every year, 20 percent of the patients have neck pain and 30 percent were 40 years old or younger.

Kowloon Hospital senior physiotherapist Kenneth Leung Ka-lun said he sees more young patients with neck pains **associated** with the frequent use of **gadgets**, during which patients **tilt** their heads down for long periods of time. However, not many people are aware of the negative impact of such **posture**.

"When we hold this position, we have to make use of the muscles at the back of the neck and the upper shoulders," Leung said, adding that tilting the head down by 20 to 30 degrees exerts three to five times more pressure to the muscles at the back of the neck.

Such **tension** could cause problems at the intervertebral disc, Leung said. Patients may feel numbness or a burning pain in their arms if the nerve roots are being compressed. In the most extreme cases, patients had to undergo surgery after the central nervous system was affected, which can cause paralysis.

A five-minute rest for every 30 to 40 minute use of a mobile phone or computer helps prevent injuries, as would stretching exercises or simply changing posture. Leung also suggested users keep their backs and necks straight and avoid leaning their heads forward.

(253 words)

(Source: published in "Junior Standard" on 24 April 2017)

Reflection: How much time do you spend on your mobile phone or computer every day? Besides the suggestion given in the article, what else would you do to avoid neck pains? Why?