

家长通讯 Newsletter

Issue 4 | School Year 2020- 2021



Welcome / 开篇语

Academics / 教务工作

Student Affairs / 学生事务

CAS / 升学指导

Counseling / 成长辅导

Paving the road today to build confidence for tomorrow that opens the journey of discovery.
铺垫今日之基石，以构筑明朝之信心，方可开启未来的发现之旅。

Dear Parents,

As part of our drive towards CIS accreditation our community was asked to build a shared understanding of the learning process at ULink College. After all, learning is a central part of what is happening at school, we hope!

Students and staff both discussed this at school over a year ago and, from the conclusions we reached we have now built this into our guiding statements. I'd like to take this opportunity to tell you more!

We believe as a community that quality learning has several characteristics which should help teachers and students know if the learning experiences at school are of a high standard or not.

At its best, quality learning encourages students to be creative and experiment in a safe learning environment. In this environment students can feel comfortable to learn from their own mistakes and ask questions that are full of meaning to them, developing understanding in depth.

In this environment our students should feel motivated to improve and comfortable to be fully engaged with the lessons.

Students will feel challenges, as our mission statement puts it, to think about knowledge claims critically. Moreover, they will connect their learning across different subjects and disciplines and know that their understanding is relevant by applying it to the real world.



A good example of what we mean by quality learning was observed by me recently in Grade 9 EAL. For their English classes during the first week in January Grade 9 students had "Open Space Learning" taking advantage of the E-Learning Centre. Students explored their "multiple intelligences" through interesting and creative activities, developing not only their English skills but also their critical thinking about themselves as learners.

亲爱的家长们,

作为我们寻求CIS认证的一部分, 我们需要社区成员们对校内的学生学习过程建立共识。毕竟, 我们希望, 学习是学校所有正在发生的事情中的中心!

一年多以前, 学生和教职员工都讨论了这一点, 根据当时得出的结论, 我们现在已将其纳入学校的工作指导中。我想借此机会, 与你们分享更多!



我们相信, 高质量的社区学习具有几项特征, 这可以帮助老师和学生了解教学体验是否具有较高的水准。

在最佳情况下, 高质量学习鼓励学生在安全的学习环境中发挥创造力和进行实验。在这种环境中, 学生可以从错误中学习, 并提出对自己有意义的问题, 从而加深理解。

在这种环境中, 我们的学生通常有动力去提高自己的水平, 会自觉充分参与课程。

正如学校教育使命所指出的那样, 学生批判性地思考知识主张, 并在过程中感受到挑战。此外, 他们将不同学科、不同系统的学习联系起来, 并通过将其应用到现实世界中, 来了解他们在这个过程中的理解是相关的。

我最近在G9年级EAL课堂上观察到了一个很好的例子, 可以用来印证我们所讨论的优质学习。在1月上旬课堂上, 师生们利用ELC学习空间进行了OSL开放空间学习项目。通过有趣和创造性的活动, 学生探索了他们的“多元智能”, 不仅发展他们的英语技能, 也锻炼了他们作为学习者的批判性思维。



This time of year is all about families and celebrating the new year. I would like to wish all of you Gōngxǐ fācái and wish you and your family a healthy and safe year of the cow.

Please do look out for any special messages from our school concerning travel and return to school after the holiday during this time of COVID. Rest assured that we have carefully planned as a school for eventualities, ready to follow any changes to local regulations.

I hope that you will enjoy this newsletter!

临近农历新年，这通常意味着家庭团聚和庆祝新年。我先在这里说声“恭喜发财”，也祝愿你们和家人度过健康安全的新一年。

在这个特殊防疫时期，也请家长们留意学校任何有关学生出行和假期返校后的通知。请放心，学校已制定了各项措施以备不时之需，并将一如既往地跟随上级主管部门指示。

我希望你们会喜欢这期通讯！



Tony Hickling
Principal / 校长

CAT 4

CAT4 Test Identifies a student's developed abilities and likely academic potential. A lot of UK schools or international schools use it to get data to know students' cognitive ability, therefore to better support students academically. G9 students completed the test in the mid of January. There are reports for teachers, students and parents. On the report, there are indicators showing likelihood of achieving grades for the subjects both IGCSE and A Levels, which could be a reference when they start to select A Level subjects. Also CAT4 data help students to set target in their learning.

Oct/Nov results released

Both CAIE and Edexcel released Oct/Nov session results in Mid of January. Among the candidates, 35.6% of the candidates' grades increased by one or two levels compared with the grades they got in June. 39.8% of the candidates' grades remain the same as those in June session. 24.6% of the candidates' grades dropped by one or two grades.

May/June exam registration

May/June exam registration has been completed. All students have registered the exams in at least two subjects or more. At the beginning of March, there will be mock exams. Students need to review what they have learned and make good preparation of the coming exams and we wish all the best.

Academic competitions



Canadian Senior and Intermediate Maths Competition

Canadian Senior and Intermediate Maths competition result is published. 11H Klose

Liu and 11A Ken ranked top 25% in the world. Klose was awarded a medal for getting the first place in school. Congratulations to both of them.

American Mathematics competition is open for registration. Those who are interested in Maths can register the competition on ASDAN website. School provides support to the competition. Those who registered the competition can contact Maths teacher Joyce Zhou for guidance.

CAT 4认知能力测试

CAT 4认知能力测试能够帮助发现学生的已开发能力及可能性学术潜力。许多英国学校乃至世界各地学校都会使用这项测试来了解学生的认知能力，以更好地为学生提供学术支持。G9年级学生在2021年1月中旬完成了这项测试，我们也已向教师、学生、家长出具了报告结果。在报告中，有一些指标显示了达到IGCSE和A Level科目合格成绩的可能性，这可以作为他们以后选择A Level科目的参考。此外，CAT4数据还可以帮助学生设定学习目标。

10-11月考试季成绩发布

CAIE和Edexcel考试局均在1月中旬发布了去年10-11月考试季的成绩。在参考学生中，35.6%考生成绩比6月份时提高了1-2个等级，39.8%考生成绩与6月份时持平，24.6%考生成绩下滑了1-2个等级。

5-6月考试季报名

CAIE 5-6月考试季的报名工作已经完成。所有学生都报名了至少两门学科的考试。3月初，学校将举行模拟考试，学生需要复习所学内容，并为即将到来的考试做好充分的准备，希望届时一切都顺利。

学术竞赛

加拿大高中数学竞赛

加拿大中高级数学竞赛结果已公布。来自G11H班的刘健宽和G11A班的张玉铨成绩均排名世界前25%，刘健宽还因在校内排名中获得第一名而被授予勋章。祝贺他



们!

此外，美国数学竞赛已开始接受报名。对数学感兴趣的人可以在ASDAN网站上注册比赛。学校将为参赛学生提供额外支持，报名参加这一比赛的学生可以联系数学老师Joyce Zhou寻求指导。

Extra lessons

A few subjects are providing extra lessons to students who are struggling with the subjects. We do hope that those students take the chances to better learn the contents. There will be more extra lessons after school after Chinese new year and those students who need extra support need to take initiative to get help from teachers to make improvement.

Report cards

At the stage, each subject is going to complete inputting EOS results and comments for Semester One. The report cards will be published at the end of January. Students and parents then can access to their portal to check the results.

课后额外辅导

目前，学校正在为学习部分科目遇到问题的学生提供额外辅导。我们希望，学生们能借此机会更好地掌握课程知识。春节假期后，计划还有更多科目将提供额外辅导，如有需求，学生应主动寻求老师的帮助。

学期报告

现阶段，各门科目已完成了第一学期的期末成绩和评语输入。成绩单将于1月底发布，学生和家长可以访问门户网站查看报告。



Jennifer Li / 李娟
Deputy Principal / 副校长

In this issue of the newsletter, I thought I would focus on the wonderful world of our teachers.

Teachers professional learning and reflection days (PLR) – These are days built into the school calendar to develop teachers' professional journey and to better support your child. During the next PLR Day teachers will share good practice. And facilitate workshops. The topics presented are:

Metacognition: Jocelyn Ymbong (Head of EAL/English Teacher) says, In metacognition, we let our students understand their own thought or learning processes. Through this, we can encourage our students to become self-directed learners wherein teachers are facilitators of their learning.

Peer Teaching: Jona Zhang & Lillian Luo (EAL/English Teachers) says, Peer learning refers to students learn with and from each other in the learning process, thus empowering students to take the initiative of their learning.

Differentiating via Choice: Dr Ruth Cumberland (EAL/English Teacher) says, according to educational research, the provision of choices, when used effectively, can lead to autonomy, competence and relatedness in students. There are many ways in which teachers can utilise this strategy to promote positive learning outcomes.

Visualisation teaching: Alice Pan (Physics Teacher) will explain difficult Physics concepts then set visualisation activities for staff to practice.

Structuring Reflection: Sam Elleston (Deputy Head English/English Teacher) says, Teachers will experience activities that guide them to set-up situational circumstances that will facilitate student-centred thinking within the realm of metacognition.



Game based Learning: Janesol Zhao (English/EAL Teacher) says, Game-Based Learning is a teaching approach that uses different forms of games and strategies to advocate a student-centered learning. It allows learners to explore, fail and take up challenges in a safe environment.

在本期通讯中, 我更倾向于专注我们老师所创造的美好世界。

为更好地给学生提供学习支持, 学校校历提前制订了教师职业发展和反思日, 以加强教师职业能力的发展与完善。在最近的职业发展日中, 老师以研讨会形式分享了彼此的成果经验。探讨的主题包括——



元认知: Jocelyn Ymbong (EAL组长/英语教师) 认为, 在元认知理论中, 我们让学生理解自己的想法或学习过程。

通过这种方式, 我们老师扮演学习促进者的角色, 鼓励学生成为以自我为导向的学习者。

同伴教学: 英语教师 Jona Zhang (EAL副组长/英语教师) 和 Lillian Luo (英语教师) 都认为, 同伴学习让学生在过程中彼此借鉴, 彼此学习, 进而使学生能够主动地进行学习。

差异化教学: Ruth Cumberland (EAL/英语老师) 分享, 根据教育研究, 如果能有效在教学中提供学习选项, 将有利于学生锻炼自主学习、能力和关联力。教师可以通过多种方式利用这一策略, 促进积极的学习成果。

可视化教学: (在教师PD职业发展日,) 为了解释抽象难以触摸的物理概念, Alice Pan (物理老师) 将提供可视化活动供同事们实践练习。

构建反思: Sam Elleston (英语副组长/英语老师) 认为, 教师需要体验一些活动, 这些活动将引导教师们适应各种情况, 从而在元认知领域内促进以学生为中心的思维。

基于游戏的学习: Janesol Zhao (英语/EAL老师) 则认为, 基于游戏的学习是一种教学方法, 它使用不同形式的游戏和策略来倡导以学生为中心的学习, 让学习者能够在安全的环境中探索、经历失败并接受挑战。

Chalk & Talk: Yivan Tang (EAL/English Teacher) says, This has a place at times for language teaching and subject teaching. Based on one topic or concept, the teacher can prepare one question to start and different groups of students will work on that question together. It is an engaging activity and allow students space to discuss and demonstrate what they have learnt. Yivan will share her practice of using Chalk & Talk.

Quizizz: Joanna Pan (English/EAL) says, Quizizz is an online app, which is similar to Quizlet and Kahoot. This is useful in class for pre-test, review, exams, unit test, and impromptu tests.

PSHE (Personal , Social, Health Education)

Over the next few weeks in PSHE Grade 9 & 10 will be discussing topics in Homerooms such as:

- ◆ How they will revise for their exams?
- ◆ How can we plan?
- ◆ How to alleviate stress and look at what plans they have for the future?
- ◆ What is positive communication?
- ◆ Why are positive messages important?
- ◆ How can we take steps in the right direction?

PSHE for Grade 11 was introduced after the winter break and is going well. Below are some of the topics ,

04/01/21	Society and the wider world 社会与更广阔的世界	Responsibility 责任	What is consumerism? 什么是消费主义
11/01/21			Time management 时间管理
18/01/21		Health 健康	Exercise and health. What is general fitness? 运动与健康。什么是全民健身?
25/01/21			

The International Project Qualification (IPQ)

Students are well on their way with their research projects. The following deadlines have been issued to students by Ms Evelyn Cabbading our IPQ Research Coordinator. Please see below,

边板书边说: Yivan Tang (EAL /英语老师) 认为, “边板书边说” 在语言和学科教学中占有一席之地。根据一个主题或概念, 老师可以从某一个问題着手, 让不同的学生小组去解决该问题。这是一项学生高参与度的活动, 可以让学生进行讨论和展示所学知识, Yivan还将分享她运用 “边板书边说” 策略的经验。

Quizizz工具: Joanna Pan (EAL/英语老师) 认为, Quizizz是一个在线应用工具, 它类似于 Quizlet/Kahoot等平台, 对于课前测试、复习、考试、单元测试和即时测试都很实用。

PSHE课程

近期, G9-10年級的行政班讨论了以下主题:

- ◆ 考前该如何复习?
- ◆ 我们可以如何计划?
- ◆ 如何减轻压力, 如何察觉对未来是否有所计划?
- ◆ 什么是正向沟通?
- ◆ 为什么正向信息很重要?
- ◆ 可以如何朝着对的方向一步步前进?

圣诞假后, G11年級同样展开PSHE课程, 目前进展顺利, 以下是PSHE课堂探讨的一些主题,

IPQ剑桥国际项目

学生们的研究课题进展顺利。我们的IPQ项目协调员Ms. Evelyn Cabbading已向学生发布了项目的时间节点, 具体如下,

- ◆ Dec 2020 – January 2021

Submission of initial written work to mentor/IPQ Coordinator (Evelyn Cabbading)

- ◆ Feb –March 2021

Submission of initial draft of final report to the mentor

- ◆ April 2021

Final review of the report to ensure completion of the report and research log

Viva Voce/Interview

Teaching & Learning methods - What is assessment for learning (AFL)?

Assessment for learning involves more than just marking and feeding back grades to students. It involves identifying the next steps for learning as well as having a clear understanding of the errors students make and the difficulties they experience.

As well as assessing progress and analyzing responses teachers feed back the outcomes of the assessment and agree actions with your child to help them improve. They adapt their teaching methods to meet your child's learning needs to make sure your child is making progress.

Below are a few of the methods teachers use for assessing your child's learning:

- ◆ Quizzes
- ◆ Mini plenaries
- ◆ Tests
- ◆ Collaborative learning activities
- ◆ Hands on experiments
- ◆ Graphic organisers
- ◆ Thinking maps- brainstorm / describe / compare / contrast / similarities & differences / classify or sort / main idea / analysis / order steps in a process / cause & effect / impact / outcomes/relationships etc.

- ◆ 2020年12月 – 2021年1月

将书面原稿提交给项目协调员 (Evelyn Cabbading老师) 。

- ◆ 2021年2 – 3月

将项目报告终稿提交给自己的项目导师。

- ◆ 2021年4月

审查报告，确保完成报告和研究日志；
答辩/面试。

教学方法-什么是学习评估 (AFL) ?



学习评估不仅仅包括评分和向学生反馈成绩。更重要的是，它帮助老师清楚了解学生所犯错误和遇到的困难，并确定学习的下一步步骤。

除了评估进步情况和分析答案外，老师还可以反馈评估结果，与学生达成一致意见，以帮助他们改善。易言之，老师们调整教学方法以满足学习需求，以确保学生们的不断进步。

以下是老师评估学生学习情况的几种方法，

- ◆ 小测验
- ◆ 迷你全体会议
- ◆ 单元测验
- ◆ 协作学习活动
- ◆ 动手实验
- ◆ 图表分析教学
- ◆ 动手实验
- ◆ 做思维导图 (头脑风暴) /描述/比较/找不同/找出相似点和不同处/分类或排序/概括内容/分析/对过程中的步骤排序/找出原因结果、影响、关系等

- ◆ Oral discussion
- ◆ Critical questioning & answer sessions
- ◆ Think pair share discussion
- ◆ Written responses to a set prompt
- ◆ Using a matrix to form questions for each other

English is the key to accessing our curriculum so please encourage your child to speak English as much as possible so that they can practice their grasp of the language in preparation for school and their future at university.

NURT project

A Level physics syllabus of 2022-2024, adds astronomy and cosmology, deletes telecommunication and electronics that reveals, in the future space science is an important trend. Our students have set up NURT project which is focusing on observing cosmic rays by receiving radio waves waves with their own designed radio-telescope.



The first telescope is made of lenses called optical telescope which was the major tool for Galileo to collect huge astronomy data. These astronomy data supported heliocentric theory put up by Copernicus and was also the strong evidence where Newton's gravitational law based. But visible light is just a small amount of electromagnetic waves and visible light has very small wavelength that requires high quality lenses to focus into a nice image. While any part of electromagnetic waves could be used to investigate the cosmic space like radio waves with far larger range. Analyzing radio waves collected by the radio telescope could help us understand elements in cosmic space and cosmic evolution.

- ◆ 口头讨论
- ◆ 批判性问答环节
- ◆ 思考 – 讨论 – 交流
- ◆ 设定提示让学生写出答案
- ◆ 让学生互相制定分类问题库

此外，英语能力是学好CAIE课程的关键，请家长们鼓励孩子尽可能多地讲英语，以便他们更好地掌握英语，为现阶段和未来大学的学习做准备。

NURT学生天文项目

A Level 物理的2022-2024年度新大纲，删除了通信和电子主题，进而增加了天文学和宇宙物理学主题，这表明了无论是学科学习，还是世界发展，太空科学都是未来的重要趋势。目前，我校学生也在参与发起NURT天文兴趣项目，他们通常会用自己设计的小型射电望远镜接收并分析来自宇宙射线的无线电波。



最早的天文望远镜是用透镜组成的光学望远镜，例如伟大物理学家伽利略就是靠这样的望远镜收集了大量的天文数据支持哥白尼的日心说，这也是后来伟大物理学家牛顿提出万有引力的重要数据支持。然而，可见光只是电磁波其中一小部分，且其波长很短需要高精度透镜聚焦成像。由于电磁波谱任何波段都可以用来研究宇宙，而无线电波以其广阔波段以及较长的波段等优势而成为天文观察的主要波段。因此，分析来自宇宙的无线电波能帮助我们分析宇宙的化学成分以及宇宙星体演化。

DIY radio telescope consists five main part: telescope (dish and mount), receiver, antenna mount controller and spectrum analyzer. Don't freak out by these apparatuses. All the required knowledge is just about how to filter and amplify electromagnetic waves.

'We don't only keep our feet on the ground, but also look up the sky.' Building up a space club is not an empty talk but is a solid and hard action. Lewis and Ryan they design and assemble their own radio-telescope and cooperate with NCPA students. But they welcome more members join their NURT program.

How to apply?

Ryan Si (ULC) tuzsi2253@ulinkcollege.com

William Liu (NCPA) 2230042@ncpachina.org

Open-Space Learning Activity

The EAL Department had another successful event, the Open-Space Learning Activity, which lasted for four consecutive days last January 5-8, 2021.

Open-Space Learning or OSL is a pedagogy that uses open spaces in the instructional approach. This method uses active or 'kinesthetic' learning.

Students took Howard Gardner's Multiple Intelligences test and then decided on 3 reading activities to do. The reading activities grid provided to them gave them options of the various activities in lined with their areas of strength.



Pupils' creative works were then exhibited on the last day in their classrooms. They were given the chance to roam into different classrooms and were encouraged to leave lovely

comments and feedback through sticking post-it notes on their friend's work.

Overall, it was an event to remember!

Some of the students gave their feedback of their Open-Space Learning Experience.

自制射电望远镜包含五个部分：镜体（反射锅和底座）、接收器、天线底座控制器（如赤道仪/GPS定位系统）和波谱分析仪（如示波器）。希望你们不会被这些仪器的专业名称吓到，事实上，参与项目所需要的基本知识仅仅是如何过滤和放大电磁波信号。

我们不只脚踏实地，更要远望天空。建一个小型太空观察站免不了实在又艰苦的工作，学生 Lewis、Ryan 与 NCPA 学生一起合作的 NURT 天文兴趣项目已经开始运作，他们也欢迎更多喜欢天文的成员加入他们。

有意向的同学可通过邮件形式联系相关同学，联系方式如下，

Ryan Si (ULC) tuzsi2253@ulinkcollege.com

William Liu (NCPA) 2230042@ncpachina.org

OSL 开放空间学习项目

EAL 英语额外语言支持组迎来了另一项成功的教学活动，即 OSL 开放空间项目，该项目开展时间为 2021 年 1 月 5 日-8 日期间。

开放空间学习是一种在教学中运用开放空间的教学方法，它能引导学生主动学习或在动态中学习。



学生们先参加了霍华德·加德纳 (Howard Gardner) 的多元智能测验，再去选择 3 项阅读活动，而提供

给他们的阅读活动清单将使他们可以根据自己的优势智能领域选择各种活动。

最后一天，学生们在课室里展出了他们的创意作品。他们去到了不同的教室，并被鼓励使用便利贴，在学生作品上留下有趣的评论和反馈。

总的来说，这是一项值得纪念的活动！

在活动后，一些学生对他们的开放空间学习经验给出了反馈——

That's a creative activity, I think, compared with "lesson", I am willing to describe it as a "game", that's because in my opinion, the key word of it is not "absorption" but "expression", and it is more interesting than traditional courses. Perhaps it brought me the idea of creative freedom? It does not have a standard to measure good and bad, which has advantages and disadvantages.

I personally had a great time in it. I first chose my personal activities by a test and then decided how to complete them by myself as others. The work I am most satisfied with is the questionnaire and reading activities grid, it gave me a chance to consider about something. On the last day of the activity, we also enjoyed the work of others.

Admittedly, there are some minor bugs along the way such as the "co-edited list" has no safeguards against the act of deleting other people's names, and in the daily rating and final overall rating, some works that require careful reading by the reviewer will be at a disadvantage, and they will be harder to get suggestions for improvement too. But as a learning game it's successful, and I'm very thankful for each teacher who organized and prepared for such activity for us. Thank you!

By Ella Yuan



It was a great experience and it has improved my self-learning ability a lot. We had a Multiple Intelligences Test to show parts that we are good at and decide what activities will we do next. I

focused on Musical, Intrapersonal, Bodily and Visual. At the E-Learning centre, everyone was focusing on their own job and learned by themselves, I had chosen to make a playlist for some chapters for Musical, it was a pleasant activity. Although it is an individual activity, it still has teachers involved. I had gotten some great help from them.

On the last day, it was the day for us to show our job, there are many great works, which have been exhibited. The Open-space learning has successfully ended.

The Open-space learning has given students a chance to show their imagination, creativity and how they can do work individually or in a small group. It is a great chance for students to improve their self-learning skill, hopefully we can have this kind of activities more.

By Harry Yan

这次活动很有创意，与“课程”相比，我更愿意称之为“游戏”，因为在我看来，这个过程关键在于“表达”，而不是“吸收”，它也比传统课程更有趣。这次项目中，我似乎体验到了创作自由。也许是整个过程中，没有衡量好坏的标准，只有是否发挥了优势、劣势之分。

期间，我度过了愉快的时光。和其他人一样，我根据测试结果选择了个人项目，然后自己决定如何去完成。问卷调查和阅读活动清单是我最满意的成果，这让我有机会思考一些之前没想过的问题。在周五的EAL课上，我们还欣赏到了其他同学的作品。

诚然，过程中出现一些小失误，比如，“共同编辑列表”可能导致误删他人姓名；在每日评分和最终总体评分中，一些需要读者仔细阅读的工作则成了短板，往往还很难获得改进建议。但作为一款学习游戏，它取得了成功，对于为我们策划和筹备这一活动的每位老师，我想说声：谢谢！

——学生 袁旖旎

这是一次很棒的经验，它大大提高了我的自学能力。我们先完成了一项多元智能测试，通过优势领域决定下一步要做的活动。我参加的是音乐、人际、肢体动觉和空间智能类活动。

在ELC学习空间，我们每个人都专注于自己的工作并独立学习，我选择为小说中的某些章节制作音乐，这是一项愉快的任务。期间虽然要求各人独立完成，老师仍然给了我很大的帮助。在活动的最后一天，我们展示了自己的成果，也见到了许多出色的作品，OSL项目也就此告一段落了。

OSL让我们有机会发挥自己的想象力和创造力，了解如何以个人/小组形式完成工作。我认为，它给我们提供了提高自我学习技能的机会，希望以后可以开展更多此类活动。

——学生 严淇耀

This is a quite interesting activity that I have never done before. It is divided into eight areas: logical, interpersonal, intrapersonal, verbal, visual, naturalist, musical and bodily.

We took a Multiple Intelligence Test at first to see which areas fit us. In my point of view, the funny thing of this is that we can compare with each other to see which area that we got the highest score.

After that, we chose three activities as our Open Space Learning activity. For me, I chose logical, interpersonal and verbal. We took one activity a day. In each activity, we had an instructor. We can also get a stamp after we finish the work. I like this form of activity because it provides a chance for us to study ourselves and also get advice from teachers.

By Jessica Lin

I think the essence of acting is to understand the role with your heart and try your best to understand the character. Try to immerse yourself in the character and understand his lines and character in your own way. Act it out. Drama is also a kind of art. Feel the logic of the artist with your heart and interpret it in your own language.

by Tommy Yang



I had a lots creative ideas of the script and how to act it out to share with my teammates. it is soooooo good to be a director. It's very free because I don't have to follow others' instructions to perform but expressed my thoughts to teammates.

However, it is a "scary thing" to me, because the success or failure of the whole team depends on me. The choices I make are directly related to the whole group. I still enjoy to be a director.

By Jerry Yuan

In this activity, I did a newspaper, a diary and a map of the stories happened in the book that we read in the previous weeks. I was pretty satisfied with my work, however in the presentation on Friday, I didn't get any comments because there were too many letters on my work, there was no picture to attract other's eyes. Anyway, this whole activity made me learn more things than just about the book. For example, when you want to accomplish some work, you have to think of many ways like it's content, illustration etc. You can't just think of one subject.

By Rico Zhang

这是一项我从未体验过的有趣活动，它分为八个活动区域：语言智能、逻辑数学智能、空间智能、音乐智能、肢体动觉智能、人际智能、内省智能、自然观察智能。

我们先是完成了一项多元智能测试，以了解每个人的优势智能领域。在我看来，我们每个人可以交换测试结果，看看彼此哪些领域得分最高，这一点很有趣。

之后，我们选择了三个项目活动作为我们的开放空间学习活动。我选择的是逻辑、人际交往和言语类活动，并分三天进行。在每项活动中，都会有一名老师来指导我们。完成作品后，老师们还会给我们盖章认定。我喜欢这种形式的活动，因为它为我们提供了认识自我并获得老师有针对性建议的机会。

——学生 林臻熙

我认为演戏的本质是要全心理解角色，并尽力理解角色。尝试使自己沉浸在角色中，并以自己的方式理解他的经历和性格，然后演出来。戏剧也是一种艺术，当我们内心感受到艺术家的逻辑，就可以用自己的语言来诠释它了。

——学生 杨子越

对于剧本以及如何演绎出来，我总有许多创意和队友探讨。做导演的感觉真的太棒了！做导演很自由，可以向队友说出我的想法，不需要遵循别人的指引来表演。但是，对我来说，做导演也是一件“可怕的”事情，因为整个团队的成败取决于我。我所做的选择与整个团队息息相关。无论怎样，我仍然很享受当导演的过程。

——学生 袁政

这次活动中，根据过去几周我们读的小说，我制作了报纸，完成了日记，还绘制了书中的故事地图。一开始，我对自己的成果非常满意，但是在周五作品展中，我没有收到任何同学的贴纸评论。想想，或许是因为字太多了，没有配图来吸引别人。无论如何，这项活动让我学到了课本以外的内容——比如，完成某项工作时，不能只想到单一的表达形式，而是该考虑更多关于内容、插图的呈现方式。

——学生 张瑞柯

This time we had a new learning method which called open-space learning of the text in EAL. What is open-space learning? It is a method that according to your best intelligence. I think this activity is useful. Here are three points that I want to talk about. First of all, it can help us understand the book further as most of the activities needed to think and find the evidences in the book carefully. Second, most of the activities liked intrapersonal, interpersonal and visual, they needed students to draw, to write and to think instead of just reading the book and analysing the content, and it can cultivate our operational ability. What was the incentive to us to finish the work? The responsible teacher will give you a stamp if you complete one activity. Last, it can make us contact and know more about students. In the end of the open-space learning, we placed our work on the table and got five sticky notes. We went to the different classrooms and commented other students' work, then sticked on the work which you liked. This activity can encourage students to work hard.

By Felix Pan



Last week, EAL launched a new activity -- Open Learning Space. On Monday, each of us did a survey and selected three parts that we were most interested in and created our own passport. In the following three days, we had different activities. On the first day, I chose Visual. My task was to pick out the important words in the book for

collage and consolidate the words at the same time. On the second day, I chose interpersonal responsibility. The main task is to interview others in the form of a magazine. The questions created require summary and range from simple to difficult, so it is still somewhat difficult. On the third day, I chose a natural activity. I picked up leaves and flowers near the campus and combined them with the scenes in the book. This activity is also my favorite, that is, protecting nature can also reproduce the scenes in the book. On Friday, we showed the results and saw the better works of other classes. We were all very surprised and gained a lot.

By Lynn Lin

在EAL课堂上的OSL活动中，我们体验到了一种新的学习方法。什么是OSL？它可以让我们根据个人优势智能来确定学习方向，我觉得很实用，这体现在三方面：首先，它可以帮助我们进一步理解书本，这是因为，多数任务都需要我们仔细思考并找到书中的关联内容。其次，像人际交往、内省、空间智能类活动，要求的不仅仅是读书和分析内容，还需要我们绘画、写作和构思，这可以锻炼我们的动手能力。过程中，还有外在驱力让我们做得更有动力——当你完成一项任务时，老师会给你予以盖章认可。最后，它让我们接触并认识了更多同学。在OSL项目的最后阶段，我们展示了自己的作品，还用便签纸为喜欢的作品投票，每个人限投5次。当去到不同的课室时，我们讨论了其他学生的成果，还给自己喜欢的作品投上宝贵一票。我认为，这次活动让我们学得更有动力了。

——学生 潘子晨

上周，EAL英语老师发起了一项新活动——开放学习空间。周一时，我们每个人完成了测试，并选择了我们最感兴趣的三项智能领域活动。在接下来的三天内，我们每天进行了不同的活动。第一天，我选择了空间智能任务，需要挑选书籍中的重要单词进行拼贴，并同时巩固这些单词。第二天，我选择了人际智能，主要是以杂志编辑的角色采访其他人，提出的问题需要有概括性，并且由易到难，因此任务有些困难。第三天，我选择了自然观察类活动，我在校园里捡了些树叶和花朵，并将它们与书中的场景结合在一起。保护自然也可以重现书中的场景，这也成了我最爱的一项活动。周五时，我们展现了个人成果，并看到了其他班级的更好作品，感觉既惊讶又有收获呢！

——学生 林琳

Last Tuesday the whole of Year 9 joined an activity--- Open Space Learning. I chose naturalistic as my activity on the final day. When I arrived at the activity, I found my seat then went to get some coloured pens for drawing. When everyone was gathered, the teacher asked us if we would like to go out with her to collect plants. Curiosity made me raise my hand. We came to a conifer tree and I picked up some very fresh leaves. What I had in mind was an eagle representing Junior and Penelope. We passed a large area of leaves that creaked when we stepped on them. Finally, the teacher took us to a large pink flower tree and I picked up some relatively bright petals to make the tail of the eagle. After collecting all the materials I needed, I went back to my seat with my friend and started to draw. I drew a flying eagle, with reference to a picture in the book. The reason why I chose to draw an eagle is because, in the book, eagle means freedom for Junior and Penelope. They always wanted to be free to see the bigger world. I liked this activity very much, because in the process I used some stitching methods to depict a vivid eagle, which has a natural breath like Junior and Penelope. Indians in North America adore eagles. They think eagles represent sunlight and natural forces, so I used coniferous branches to symbolise Indians. This is what made my task different from others.



After these few days of Open Space Learning, I experienced some differences from regular classroom learning. First of all, it exercised my self-learning ability. Even when working on the

same topic, we also needed to complete tasks independently. Secondly, through this study, it allowed me to understand the areas that I am really interested in and good at. This is very different from ordinary classrooms. Because in ordinary classrooms, we have to learn the same topics together, instead of focusing on the areas that we are good at. Finally, through this study, I reviewed this book and gained some new insights. For example, I learned about the broader issues connected to alcoholism in society and how some people choose to drink alcohol to numb themselves, leading to more deaths. This helped to expand my understanding beyond the themes we had studied in class.

By Shekina Wang

上周，英语课开展了一场关于我们一直在读的《一个兼职印第安人的绝对真实的日记》的活动。这场活动中，我们根据自己擅长的领域，和有同样兴趣的同学一起完成任务。小组活动持续了三天，最后一天里，我选择了自然领域的拼接画任务，即用收集到的植物拼出一幅与书中有关的画，希望可以更进一步理解书中的人物，并赋予我所描绘的人物一种新的生气。到校园里收集用于绘画的植物前，我已构思好了想要呈现的书中事物——一只老鹰。在书中，老鹰代表着Junior和Penelope两人所向往自由的精神，它在印第安人的眼里也代表着自由和阳光。

等到材料收集得差不多了，我们也回到课室。根据书上的描写，我迅速地画出了老鹰的样子，选择了一些针叶树叶来做老鹰的尾巴，用粉红色花瓣做老鹰的尖嘴，再用蓝丁胶固定住材料，一幅拼接画很快就完成了，也为这场活动画上了圆满的句号。

经过几天的活动，我感觉到了这种学习方式和平时明显有所不同。首先，它大大提升了我的自学能力。即使在同一组中，我们也需要自己独立完成所有的任务。其次，因为不再是需要迎合多数同学而无法个性化的任务，让我有机会发现自己擅长的领域，并且专注于学习、钻研这一领域。最后，不得不说，这次活动帮助我再次加深了对书中内容的理解：例如，印第安人因为酗酒带来了许多困扰——因为酗酒，他们失去了很多亲人和朋友；而因为太过于痛苦，他们往往选择用酒精来麻痹自己，这又导致了更多的悲剧。

—— 学生 汪可心

I think this activity is a very good one, which not only allows us to understand the content of this book in more details from different aspects, but also stimulates our creativity. This activity lasted for three days, and I went to a different place every day, each of which was very interesting. My favorite activity was the activity of making the cover of the book. Although I didn't know how to do it at the beginning, after asking the teacher, I suddenly realized that it was this job that got the highest score among my three jobs. In general, I like this kind of activity very much and hope to hold it more often in the future.

By Kelsey Lin

This week we were doing opening study in EAL class . I chose verbal and naturalist. In verbal, I know more words about Junior in the book. I almost memorized all the plot in the book. This is a really good way to remember the plot in the book. What 's more, when I doing the naturalist, I found that when we can express our motion in different way. Furthermore, after this activity I understand more deep about this book. This is a really good way to understand a book or to memory the plot in this book.

By Tina Gu

As a student, I felt interested in the Open-space learning activity. It's a good chance for students to show talent or express ideas in the specific projects they're good at. For me, I made a 3D model of ponderosa tree in the naturalistic project.

In these three days of open-space learning, I learnt that how to make the elements in the book into real things like poster or model. All students have created different things in minds, and it's pretty important for understanding the book more clearly.

By Rex Huang



What is your impression of the Open-Space Learning?

我认为这项活动非常好，不仅让我们能从不同方面更详细地了解本书的内容，而且可以激发我们的创造力。活动持续了三天，我每天都去一个不同的活动区域，每天都觉得很有趣。其中，我最喜欢的活动是制作书本封面的活动。尽管一开始我不知道该怎么做，但在问了老师之后，我才发现，这居然是我的三份工作中得分最高的一份。总的来说，我非常喜欢这项活动，希望以后能经常举行。

——学生 林蔚宜



这周的EAL课堂带来了开放空间学习项目。我选择了语言和自然观察类活动，在语言类活动中，我

知道了书中关于人物Junior的更多词汇，几乎把书中的所有情节都记住了，这真是记住书中情节的一种非常好的方法。而当我参加自然观察类活动时，我发现我们可以用不同的方式表达自己的情感。在完成这次活动后，我对小说有了更深入的了解，这真的是理解或记忆书本情节的一种非常棒的方法。

——学生 谷嘉馨

在为期五天的OSL中，我们能够自由地在自己的优势项目中发挥所长，并创造一系列与任务小说相关的作品。

作为参加该活动的其中一名学生，在进行不同的创作和观察之后，我更深刻地感受到，自己对书本里的内容和情节有了更进一步的领会。期间有八个不同的项目可供选择，我选择了其中较为擅长的三个，最终完成创作并顺利地参加了展示。

——学生 黄泓杰

以上就是学生们对本次活动的反馈了！那么，你对这次的开放空间学习项目有何印象？

Why Study Geography?

Studying geography creates global citizens. Geography helps us to better understand the interdependence of our world and how we are connected through location, place, movement, region, and human-environment interactions.

Geography helps us to have an awareness of a place. All places and spaces have a history behind them, shaped by humans, earth, and climate. It helps students with spatial awareness about the globe. Working for NASA, being a Pilot; or civil engineer require geographical knowledge. As the world population grows beyond the capability of the earth to fully sustain us, we need to become more humane in understanding that we need the earth and the earth does not need us. Many opportunities are available at Universities to study geography, it should be clear by now that geography at university level is an extensive subject, drawing on many other disciplines. Some possible areas of focus are also covered by similar degrees, like physical geography or topics such as climate change, oceanography and meteorology. Below are many career opportunities and fields of study in Geography.

- ◆ Cultural geography
- ◆ Environmental geography
- ◆ Glaciers and glaciations
- ◆ Historical geography
- ◆ Hydrology
- ◆ Town and regional planning
- ◆ Urban planning
- ◆ Geographical information systems
- ◆ Population studies
- ◆ Economic geography
- ◆ Civil engineering
- ◆ Climatology
- ◆ Meteorologist
- ◆ Cartography
- ◆ Teaching
- ◆ Consultancy
- ◆ Research based master’s and PHD

为什么要学习地理？

学习地理可以培养全球公民意识。地理可以帮助我们更好地了解世界的相互依存关系，以及我们如何通过地理位置、地域、移动、区域以及人与环境的相互作用而联系在一起。

地理可以帮助我们了解某个地方。所有地域和空间背后都有一段由人类、地球和气候所塑造的历史，这可以帮助学生了解地球的空间。无论是在NASA工作的一名飞行员，还是城市土木工程师，他们都需要运用到地理知识。随着世界人口增长超出了地球的承载能力，地球已无法完全支持我们的生活，我们需要变得更有人文意识，意识到我们需要地球，但地球未必需要我们。

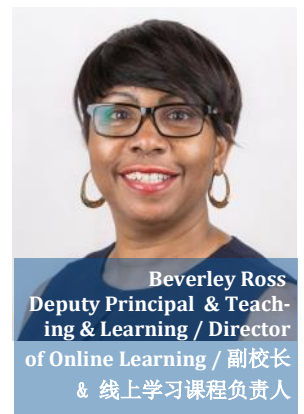
在大学阶段，学生有许多学习地理的机会。众所周知，大学地理是一门广泛学科，它吸收了许多它学科内容。同时，地理涵盖了一些重要程度不亚于其它学科的重点领域，例如自然地理学或气候变化、海洋学、气象学等。以下是许多地理领域内的职业机会和研究领域。来源：Ambiga Naidu（人文学科组长/地理教师）

- ◆ 文化地理学
- ◆ 环境地理学
- ◆ 冰川和冰川期
- ◆ 历史地理学
- ◆ 水文学
- ◆ 城镇和区域规划
- ◆ 城市规划
- ◆ 地理信息系统学
- ◆ 人口研究学
- ◆ 经济地理学
- ◆ 土木工程学
- ◆ 气候学
- ◆ 气象学
- ◆ 地图绘制
- ◆ 教育领域
- ◆ 咨询顾问
- ◆ 研究型硕士或博士



G9’s Geography field trip on December, 2019

By Ambiga Naidu (Head of Humanities / Geography Teacher)



Beverley Ross
Deputy Principal & Teaching & Learning / Director of Online Learning / 副校长 & 线上学习课程负责人

Parent class: Metacognition



If your child is exposed to new content and starts learning without thinking about thinking, their method of learning must

be inefficient. Once students master metacognitive skills, students' learning ability will be greatly improved. In January, Ms. Grace and Ms. Yivan introduced parents to the concept of metacognition and provided a range of classroom experiences, allowing them to know how ULC teachers develop students' metacognitive skills. The process by which parents learn this new concept is also the process of metacognition. Metacognitive skills consist of two parts - metacognitive knowledge and metacognitive control, the first part includes cognition of oneself, cognition of learning content and the cognition of learning strategies. The second part includes the ability to plan, monitor and regulate learning.

After learning the concept of metacognition, parents also learned coach mode of thinking. Although many parents know nothing about coaching, everyone is willing to start trying to use coach-style dialogue in communication with their children, to guide their children to set own goals and choose the path that suits their situation, thereby stimulating their metacognitive skills. We have gathered very positive feedback from participating parents: most parents find the classroom interesting, well-communicated, and want to extend class



time for Q&A session. Parents looked forward to participating in the next parent class, and one parent said that parents should study hard and grow to be life-long learners so that their children will follow.

1月家长课堂之元认知篇

如果一接触到新内容，孩子就闷头开始学习，这样的学习方法通常是很低效的。然而，一旦学生掌握元认知能力，那么他的学习力将会大大提升。在1月家长课堂上，Ms. Grace、Ms. Yivan两位老师给家长介绍了元认知的概念，并提供了一系列的课堂体验，让家长了解ULC的老师是何培养学生的元认知能力。家长学习这一新概念的过程，也是他们经历元认知每一个步骤的过程。元认知能力包括两部分——元认知知识和元认知控制，第一部分包括对自己的认知，对学习内容的认知和对学习策略的认知，第二部分包括计划、监测和调整学习的能力。

随后，家长还接触了教练思维。虽然很多家长都是第一次听到这个名词，但是大家都愿意开始尝试使用教练式对话和孩子沟通，引导孩子设定自己的目标，并向着目标选择适合自身情况的路径，以此刺激孩子的元认知能力。我们从与会家长中收集到非常积极正面的反馈，大部分家长认为课堂有趣，交流充分，并希望延长课堂的时间以加入答疑环节；有家长还反馈，从精心设计的活动中获益良多，非常期待参与下一场家长课堂；有家长还发出感慨，家长也要好好学习，终身成长，这样才能与孩子共同成长。



Student Union

Jason Ouyang, former president of the ULC Student Union, will no longer be available to continue his duties as the president of the Student Union, as he is about to graduate in June this year. Therefore, an election among 100 Student Union members was staged last week to elect a new president.

Ryan Situ won the vote election and is now working with Jason Ouyang for the handover.

Thank you to Jason for his outstanding performance, excellent leadership, and unique contribution as the President of the Student Union. And we are sure Ryan will strive his best to lead the team to even more success.

ASA

The Q3 ASA's will start on February 1st and the sign-up of the new activities is now in process. We have a variety of new ASA groups developing:

Lacrosse: A field sport invented by the people of North America and which remains popular across the world. Students will learn the fundamental skills of the sport; gain valuable teamwork experience; cooperate with others; acquire the ability to officiate and conduct games safely and fairly.

Drama: established by one our English teacher's, this group aims to develop the potential ability of students whether it be as a singer, an actor, or even a director of the whole performance.

Also, the school sports teams (e.g. badminton and soccer) will start their training to get ready for any friendly games or tournaments that will happen in the coming months.

By Kitty He, Student Life Coordinator / Student Union Advisor

Volunteer Association

During Christmas holiday, V.A organizes a volunteer teaching activity to Guangxi . At the same time, our students also joined the volunteer activities during Christmas holiday ,such as ASDAN's volunteer teaching & animal environmental protection volunteers, Zhongnanwu Social research volunteers, Huishi travel volunteers, etc. Such as Teaching Volunteers in Hainan, volunteers in ancient Hakka villages in Fujian, volunteers in Guangxi/Guizhou care for left-behind children, Xishuangbanna United Nations Tropical Rainforest Return Program, migratory bird patrol operations, how to help people with pneumoconiosis, etc.

学生会最新动态

由于ULC学生会前主席欧阳玮泽将于今年6月毕业，这意味着他无法继续担任学生会主席。近期，我们在100名学生会成员

中发起了选举，票选出新一任学生会主席。

最终，司徒治德在选举中获胜，目前正与前主席欧阳玮泽进行交接，并计划在本学期结束前交接完毕后，在下学期正式开始他的工作。

感谢前主席欧阳玮泽的出色表现，他展现出了出色的领导能力，并在任期内做出来突出贡献。我们相信新一任主席司徒治德同样会竭尽全力，带领学生会团队取得更大的成就！

ASA课后活动项目

第三学季的ASA课后活动项目将在2月1日启动，新项目的学生报名工作正在有序开展中。值得惊喜的是，我们迎来了多项新ASA课后项目——

长曲棍球 这项由北美人民发明的野外运动，至今仍风靡世界各地。在第三学季，学生将学习这项运动的基本技能。（通过这一活动，学生）不仅有机会学习安全公正地主持、组织这项活动，还将与他人协作，提升团队合作经验。

戏剧 这一项目由学校英语老师发起，旨在发展学生在歌手、演员、导演等方面的潜在能力。

校队 近期，羽毛球和足球等学校运动队将开始训练，为未来几个月的校际友谊赛或锦标赛提前做好准备。

来源: Kitty He (学生活动专员/学生会指导老师)

义工社动态

圣诞假期间，学校义工社支教部组织了前往广西的支教活动。同时，不少同学参加了校外机构发起的义工活动：ASDAN的支教类&动物环境保护义工、中南屋的社会调研义工、汇时的旅行义工，具体有海南支教、福建客家古村支教、广西/贵州关爱留守儿童、西双版纳联合国热带雨林回归计划、候鸟巡护行动、帮助尘肺病人等等。具体活动回顾请留意义工社公众号 (ULC义工组织) 。

Volunteer Association had regularly provided a large amount of volunteer activity information and opportunities for students to choose and participate inside or outside the school. Volunteers activities inside campus include: library volunteers, laboratory volunteers, piano volunteers, volunteers for academic publicity, volunteers for taking photo and students for Enrollment Q & A , volunteers for reception and so on. Off-campus volunteers activities include: hospital guidance volunteers, education exhibition volunteers, and providing porridge volunteers,garbage sorting, urban planning volunteer and so on. The Volunteer Association provided plenty of volunteer activities opportunities for you during Ulink Idol and Sport day. The opportunities and types of off-campus volunteers are increasing.

Due to the Epidemic prevention policy this month (January), we will provide more volunteer opportunities on campus to students. At the same time, we are actively preparing for the love charity in March.

For inquiries and information about volunteers, please contact me.

Email: dane.li@ulinkcollege.com

Contact: 020-39090100 (Transfer No.6062、6063)

Please continue to support the volunteer Association.

By Dane Li, Volunteer Association Advisor

Ulink Idol: Jerusalema Teacher Dance Challenge



Jerusalema is a song that has transcended its national boundaries, the continent and has people across the world dancing to its vibrant rhythm, because of its vibrancy it has inspired a dance challenge that has taken social media by storm.

Jerusalema by South African, DJ and artist Master KG and featuring Nomcebo, was released in late 2019 became an instant hit in South Africa but now gone global.

Jerusalema by South African, DJ and artist Master KG and featuring Nomcebo, was released in late 2019 became an instant hit in South Africa but now gone global.



义工社依旧定期提供校内外义工的机会。其中，校内义工机会大多来自图书馆、实验室、琴房、整理学术公示板、拍照、招生答疑、新生接待等等。校外义工则包括医院导医、奉粥义工、垃圾分类、城市规划志愿者等等。

过往一个月，我们还在圣诞节、运动会提供了大量的义工机会，活动种类正在逐渐增加。

近期，由于疫情防疫缘故，我们更倾向于提供校内的义工机会。现阶段，我们正在积极筹备3月的爱心义卖活动，请大家拭目以待！

如有关于义工方面的咨询和资讯，请联系：

李老师（办公室AQ3-111）

电子邮箱：dane.li@ulinkcollege.com

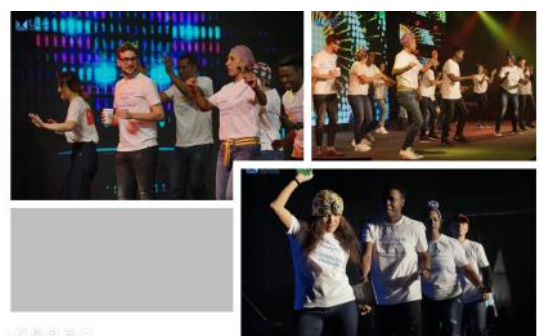
工作电话：020-39090100转6062、6063

来源：Dane Li（义工社指导老师）

Ulink Idol: 耶路撒冷舞蹈之教师挑战篇

《耶路撒冷（Jerusalema）》是一首超越国界、传遍全球各地的单曲。由于歌曲活力十足，引发了一场席卷社交媒体的舞蹈挑战，伴随着其充满活力的节奏，各地人们纷纷起舞。

《耶路撒冷》是南非DJ和唱片制作大师Master KG的歌曲，由南非歌手Nomcebo演唱，最初在2019年底发行，随即在南非引起轰动，现已风靡世界。



From hospital hallways in France and Sweden, to roof tops, public places in Italy, Romania, the UK and Canada, the beaches of Cape Verde, in a Jamaican compound, somewhere in Tanzania; on Facebook, Twitter and TikTok, the # Jerusalema Dance Challenge has hundreds posting videos of themselves or others dancing to the song. (Source: Africa News)

In Guangzhou, China our teachers at ULink college took up this global challenge and delivered an outstanding performance. Congratulations and well done to the 17 By:teachers for their effort, goodwill and enthusiasm.

By Ambiga Naidu (Head of Humanities / Geography Teacher)

2020 On Campus IELTS Test

2020 On Campus IELTS test has been successfully held from December 4 to 5.

The examination was jointly held by the learning center and the British Council. Because of we helped the candidates avoid the pressure of registration, rush to the test and unfamiliar test environment, the organization of the examination was also highly praised by the teachers and students.

A total of 100 candidates took part in the test. They took speaking part and writing part on the 4th and 5th respectively. After the New Year holiday, we collected and analyzed their IELTS scores. There are remarkable places in this test: Hu Shuang, Huang Zimu, Li Xicheng, Liu Qingyang, Shen Xiyu, Sun Wanyi, Wu Yifan, Xu Yishan, Zhang Yuhan and Zou Haoheng got 8 band or more in listening or reading; five of them got 7 band or more in total. The specific scores of this test are as follows: the average score of listening is 6, the average score of reading is 5.9, the average score of writing is 5.6, and the average score of speaking is 5.5. At the same time, we also pay attention to the following areas that need to be improved: Students' language test performance is similar to that of ordinary high school students in China, with relatively high scores in listening and reading, and weak in writing and speaking. According to this situation, we will continue to launch IELTS guidance courses for writing and speaking. For more information, please follow our Wechat official account of learning center.

By Campus Learning Center

参与舞蹈挑战的不仅有法国和瑞典的医护人员，还有坦桑尼亚牙买加佛得角海滩的游客，人们甚至去到屋顶，去到意大利、罗马尼亚、英国和加拿大各地公共场所完成挑战。在Facebook, Twitter和抖音上，#耶路撒冷舞蹈挑战#话题下，我们甚至能浏览到数百个自己或身边人参与跳舞挑战的视频。（信息来源：非洲新闻）

在去年12月的ULink Idol, 我们ULC老师同样参与了这一全球挑战，并取得了出色的成绩。祝贺这17位老师完成挑战！感谢所有参与者的努力、友好和热情。

来源: Ambiga Naidu (人文学科组长/地理教师)

2020雅思校园送考

今年的校园雅思校园送考已在2020年12月4-5日期间顺利举行。

本次考试由学习中心与英国文化领事馆 (British Council) 共同举办，因为避免了考生报名、赶考、以及陌生考试环境等带来的紧张压力，这次活动也得到了师生们的一致好评。

本次考试总共有100名考生参加，分别于4、5日两天分别进行了口试和笔试。元旦假期后，我们完成了雅思成绩的收集与分析。本次考试成绩有可圈可点的同学有：胡双、黄子木、李希成、刘清扬、沈希羽、孙婉意、吴一凡、徐艺珊、张宇涵、邹昊恒，这9名同学拿到听力单项或阅读单项8分以上的高分；其中还有5名同学总分拿到了7分或以上的分数。本次考试具体分数情况如下：听力平均6分，阅读平均5.9分，写作平均5.6分，口语平均5.5分。同时，我们也注意到接下来需要提升的方向：学生们的语言标化考试表现与国内普高学生相似，听力与阅读相对高分，写作与口语则相对薄弱。根据这种情况，我们将会继续推出针对薄弱单项的雅思辅导课程，更多信息请留意学习中心官微消息。

来源: 校园学习中心

Pre-Grade 9 Winter Camp

Due to the impact of the COVID-19 epidemic, the Study Oversea Program has been suspended for two years. In order to help students deepen their understanding of international high school curriculum and experience the ideal opportunities of international school learning and extracurricular life, we held a Pre-Grade 9 Camp this January. This winter camp is mainly for the grade 9 students and excellent grade 8 students. The courses in our camp was given by excellent alumni students from ULC who are study in the famous universities in the UK and Australia: London School of Economics and Politics, Imperial College, Manchester University, University of Sydney, etc. For more details, please follow ULC or learning center. WeChat official account.

By Campus Learning Center

2021 Model United Nations (MUN)

On January 22-24, ULC Model United Nations 2021 was successfully held. The participants included 70 students from ULC, NCPA and Nord Anglia in Panyu, Guangzhou. They represented 35 countries to discuss discrimination in the workplace.

This was also the first Model United Nations Conference held by Model United Nations Debate Modern United League after the epidemic. The participants were very enthusiastic. Some students even put on the costumes of the countries they represented to make speeches.

Before the general assembly, the school united artists distinguishes between club members organized training, familiar with the process of the meeting in advance, and access to information on behalf of the state, learn the history of the representative countries and neighboring countries, economic status, as well as to the state's position on discrimination, this also let everyone in attendance during the sense with country better.

In the end, the conference decided two best country representatives, two outstanding country representatives, two honorary country representatives, two best instrument country representatives. In addition, the conference also set up a fun competition, by the national representatives to choose the best dressed, the cutest representative of the country, the craziest representative of the country,

G9年级寒假体验课程

受疫情影响，学习中心的海外项目已暂停了两年。我们已在1月底发起了G9年级的寒假体验课程。该课程面向应届初三及初二优秀生，让他们有机会提前体验国际学校学习及课外生活，同时加深对国际高中课程的了解。期间，他们由ULC优秀毕业生授课，毕业生们分别就读于英国与澳洲名校：伦敦政治与经济学院、帝国理工学院、曼彻斯特大学、悉尼大学等。欲了解更多详情，请关注学校或校园学习中心官微。

来源：校园学习中心

2021模拟联合国大会

1月22-24日，ULC 2021年模拟联合国大会顺利举行，本次与会者包括来自ULC、NCPA、诺德安达学校的70名学生，他们代表了35个国家讨论工作场所中的歧视问题。

这也是疫情后模联美辩社举办的第一场模拟联合国大会，大家的参与热情极高，一些同学还穿上所代表国家的服饰上台演讲。



在大会前，学校模联美辩社的成员们组织了培训，代表们提前熟悉了会议流程，并查阅所代表国家的资料，了解代表国家及邻近国家的历史、经济状况，以及对歧视问题的国家立场，这也让大家在参会期间更好地拥有国家代入感。

最终，大会决出了两名最佳国家代表、两名优秀国家代表、两名荣誉国家代表、两名最佳文书国家代表。此外，本次大会还设置了趣味评奖环节，由国家代表们选出最佳着装、最可爱国家代表、最疯狂国家代表、最好斗国家代表

the most competitive representative of the country, so that the activity added a lot of fun.

On the whole, the students participated in the event with a positive attitude of becoming international citizens. They not only had the opportunity to learn about international current affairs, but also improved their speech and debate skills, and enhanced their ability to resolve conflicts and seek common ground while reserving differences.

By Ms. Jane Zhao, Business teacher/ Debate and Modern United League Supervisor



Shanghai TED conference

In early December 2020, Jason Ouyang, former president of ULC Students Union, as the only speaker in Guangzhou, delivered a speech titled "Is Seeing Believing" in English at TED x Youth @ Zizhu-Park in Shanghai. At present, influenced by media, Jason hopes to influence people around him and inspire more people to analyze and think about social phenomena through the story he has learned from nothing in sociology, so as to become a person with independent thinking.

Jason's speech video can be visited via the QR code on the right.

等，让活动增添了许多趣味。



总的来说，学生们以成为国际公民的积极态度参与这场盛会，不仅有机会了解国际时事，也增进了演讲和辩论能力，提高解决冲突、求同存异的能力。

来源: Jane Zhao (商科教师/模联美辩社指导老师)

上海TED演讲大会

2020年12月上旬，作为广州地区唯一演讲者，ULC学生会前主席欧阳玮泽在上海Ted x Youth @ ZizhuPark大会发表了主题为《眼见为实吗》的全英文演讲。在被媒体影响的当下，通过在社会学知识从无到有的经历，他希望能影响身边的人，启发更多人去对社会现象进行剖析、思考，并成为有独立思维的人。

扫描以下二维码可浏览学生欧阳玮泽的全英文演讲视频及演讲译稿。



Offer update!

This year, 13 students applied to Oxbridge, 5 students had been shortlisted for the interview. We are so proud that those kids would like to challenge themselves by making this most competitive Oxbridge application. We sure this will be the most remarkable experience in their life. Finally, A Big Congratulation goes to our Oxbridge offer holders this year, Astoria Wang and Leo Liao. Both have been offered the place for the entry in October 2021. Their acceptance details are as below:

大学录取更新

今年，我们一共有13位同学申请牛剑，最终5位同学进入面试。申请牛剑的一路中，看着年轻学生们有勇气挑战自己，向牛剑冲刺，我们感到非常骄傲，这将成为他们求学路上一段宝贵且难忘的经历。最终，王同学和廖同学拿到牛剑2021年入学的预录取，具体录取信息如下：



- Astoria Wang / 王同学
- Materials Sciences and Engineering / 材料工程专业
- Mansfield College, Oxford / 牛津大学曼斯菲尔德学院



- Leo Liao / 廖同学
- Engineering / 材料工程专业
- Fitzwilliam College, Cambridge. / 剑桥大学菲茨威廉学院

At ULC, we aim to help students to get into university that suits them the most. We cheer and celebrate for every student's achievements. Up to this week, 228 conditional offers from UK universities, 6 from US universities, 12 from Canadian Universities, 21 from AU universities, 17 from Hongkong China, 1 from Netherland University, 1 from New Zealand. Although UCAS extend the deadline to 29th January, which results in slowing this year's UK application assessment process. For those still waiting for university decision, we just need to be patient than even before. Other areas, this year's offer actually came much earlier, such as University of Toronto, University of Waterloo, The University of Hongkong etc. The latest offer, please refer to the regular Monday update on our school website. We are all looking forward to receiving more college acceptance news in coming months. Thanks.

当然，在ULC，我们始终将重点和关注点放在帮助更多学生找到并进入到适合自己的大学。截至1月27日，2021届准毕业生收获录取情况如下：英国228封、美国6封、加拿大12封、澳洲21封、中国香港17封、新西兰1封、荷兰1封。由于今年英国申请截止时间延至1月29日，英国大学的录取进程也稍显缓慢。还在等待录取的同学，需要以更大的耐心来等待结果。与此同时，今年也有其它地区的大学录取反而比以往来得更早，比如多伦多大学、滑铁卢大学、香港大学等，最新的录取情况可以通过ULC官网查询。我们希望，接下来的几个月里，能有更多录取好消息纷沓而至！谢谢！



Ivy Lin / 林佳
CAS Coordinator / 升学主管

In recent years, the issue of school bullying has drawn increasing attention from the whole society. With the rapid development of network technology, young students are inevitably using network social media. Inappropriate and irresponsible remarks during the use may cause serious consequences. There is no denying that school bullying appears more or less in the communication between teenagers and students in the form of Internet, which affects their physical and mental health in a tangible or intangible way.

According to <the 30 Guidelines for the Prevention of Cyber Bullying for Primary and Middle School Students>, we hope to help parents know "how to accurately judge whether their children have been cyberbullied", "how to deal with them properly after their children have been cyberbullied" and "how to prevent their children from being cyberbullied or others".

How can you tell if your child is cyber-bullied?

- ◆ Observe if there is a change in the child's behavior. If children use computers or mobile phones for a long time, their online behavior is particularly confidential.
- ◆ Observe whether there is a change in the child's mental state. If the child becomes irritable, anxious, depressed, silent, withdrawn and eccentric, or even self-injure, self-mutilate or suicide.
- ◆ Observe if there is a change in your child's learning. If the child's learning efficiency is reduced, the homework is delayed, the achievement is decreased, there is weariness and even give up study.
- ◆ Watch for changes in your child's interpersonal interactions. For example, the child's interpersonal relationship is tense, likes to be alone, lacks self-esteem and self-confidence, and even is in a panic.

What can parents do when their children are cyber-bullied?

- ◆ Contact the bully in a calm and strong way to ask him or her to stop the bullying, but note that "stop" does not mean revenge.
- ◆ Complaint to the network service provider and request to block and delete relevant network content in time.
- ◆ If the bully is found to be a student of the school and the teacher immediately to solve the problem.

近年来，校园欺凌问题愈发受到全社会的高度关注，而随着网络技术的飞速发达，青少年学生群体不可避免地使用网络社交媒体，在使用过程中不妥当、不负责任的言论可能会带来意想不到的严重后果。不可否认，校园欺凌以网络的方式或多或少地出现在青少年学生交往之中，有形或无形地影响到青少年学生们的身心健康。

根据《预防中小学生网络欺凌指南30条》，我们希望能帮助家长了解到“如何准确判断孩子是否遭受网络欺凌”，“在孩子遭受网络欺凌后如何合理处置”，以及“如何预防自己的孩子遭受或对别人施加网络欺凌”。

如何判断孩子是否遭受网络欺凌？

- ◆ 观察孩子的行为习惯是否有变化。如孩子使用电脑或手机时间过长，对自己的上网行为尤为保密。
- ◆ 观察孩子的精神状态是否有变化。如孩子变得易怒、焦虑、沮丧，情绪低落、沉默寡言、孤僻古怪，甚至发生自伤、自残或自杀行为。
- ◆ 观察孩子的学习情况是否有变化。如孩子的学习效率降低、作业拖堂、成绩下降，有厌学甚至弃学情绪。
- ◆ 观察孩子的人际交往是否有变化。如孩子的人际关系紧张，喜欢独处，缺乏自尊和自信，甚至处于恐慌不安之中。

当孩子遭遇网络欺凌时，家长可以做什么？

- ◆ 以冷静和强烈的方式联系欺凌者要求其停止欺凌行为，但注意说“停止”并不意味着报复。
- ◆ 向网络服务商进行投诉，要求及时对相关网络内容进行屏蔽、删除。
- ◆ 发现欺凌者是学校学生时，应立即联系学校与老师，共同解决问题。

- ◆ To seek psychological or legal assistance, you can contact school counselor or out-of-school experts to provide appropriate psychological counseling for the child, and if necessary, you can contact the police or resort to law to ensure safety.

How to prevent cyberbullying?

- ◆ Inform children of the consequences of cyberbullying, and educate children that it is an immoral behavior to insult, slander and attack others through online speech, which should be condemned, and they may even break the law and bear the corresponding legal responsibility.
- ◆ Discover conflicts between children in time. If you find that your child is cyberbullying others, you should ask your child to immediately stop the bullying behavior, and accompany your child to apologize to the victim, and properly deal with the conflicts and problems between your children.
- ◆ Strengthen adverse psychological and behavioral counseling. For children's bad psychology and behavior, parents and schools should form joint efforts to strengthen education transformation through strong home-school cooperation, and can apply for specialist school to intervene if necessary.
- ◆ Parents are actively involved in their children's lives and let their children know that they can talk to their parents about anything they experience online, while helping their children develop effective conflict resolution skills.

Children are advised to protect their privacy when using the Internet and not to share any content in any electronic form (personal information, photos, videos, etc.) that can be easily distributed by others to cause harm or embarrassment.

We would also like to reiterate that cyberbullying is the same as any other type of bullying and is subject to the school's disciplinary policy. ULC has no tolerance for any form of cyberbullying.

寻求心理或法律援助，可联系学校成长导师或校外相关专家，对孩子进行适当的心理辅导，必要时可联系警方或诉诸法律以保证安全。

如何预防网络欺凌？

- ◆ 告知孩子网络欺凌行为后果，教育孩子通过网络言论对他人进行侮辱、诽谤、攻击，是不道德的行为，应该受到谴责，甚至会触犯法律而承担相应的法律责任。
- ◆ 及时发现孩子间的矛盾。若发现孩子网络欺凌他人，应要求孩子立即停止欺凌行为，并陪同孩子主动向被害人赔礼道歉，妥善处理孩子间的矛盾和问题。
- ◆ 加强不良心理和行为疏导。对于孩子的不良心理和行为，家长与学校要形成合力，通过有力的家校合作来加强教育转化，必要时可以申请专门学校介入。
- ◆ 父母积极参与到孩子的生活，并让孩子知道他们可以与父母谈论在网上经历的任何事情，帮助孩子培养有效的冲突解决技巧。
- ◆ 建议孩子在使用网络时注意保护个人隐私，不要以任何电子形式（个人信息/照片/视频等）分享任何可以被他人轻易传播以造成伤害或尴尬的内容。

在最后，我们也希望家长能加入到教育孩子的行列，一起让学生认识到，网络欺凌与其他类型的欺凌行为是一样的，都受到学校相关纪律政策的约束，ULC对任何形式的网络欺凌现象都是零容忍的。

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