



ESC Newsletter

Issue 5

December 2014

Coming up this month:

- 6-15 January:
H2 Mock Exams
- 16 January:
H1 & H3 Reports

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And much more!

Welcome from the BSHS Head

Chrysta Garnett, Head of British Secondary and High School Section

As the end of another busy and productive Term draws to a close, it is time to reflect on what has been achieved by our students and teaching colleagues since August... and what a lot has happened!

Sporting endeavours are a constant cause for celebration for us at ESC and this term, Sport seems to have been a bit of a theme. Not only did we hold a very successful inaugural Sports Day, as well as our first ever Terry Fox run, last week we also commemorated the Christmas Day Truce football match with our friends at the British Trade and Cultural Office and with several local politicians and Sporting Representatives from Taipei. It was an unforgettable experience and my thanks to all colleagues and students who made it possible.

The opening of our new Sports Facility for ECA use in January will continue to broaden the range of opportunities for our students in Yangmingshan. A

bigger, better and brand new Astroturf football pitch and tennis courts will soon be available for curriculum use, as well as for extra-curricular use. The renovation of the buildings on the same site will afford us the chance to create a fitness centre, clubhouse and classroom facilities. I look forward to reporting to you in more detail on this in the coming months.

My congratulations to Stephen Liu (H3) who was elected our new Student Council President last week. Stephen takes the reins from Janice Liu who leaves some very big shoes to fill! We are sure that Stephen will do a fantastic job in this high profile role in the coming year. My thanks to all candidates who participated and who did such a great job in their very professional election campaigns; my appreciation also to Janice for the wonderful work she has done with our student body in the last year.

It is with sadness that we say farewell this Term to a long

standing and valued Science teacher, Mr David Wong. David is leaving us to return to his family in Singapore and leaves many students and colleagues who will miss him and his teaching greatly. Not only is Mr Wong a talented teacher, but he has been a fantastic mentor, 'guide on the side', student supporter and role model for the hundreds of young people that he has influenced in his time at TES. We wish Mr Wong all the very best in the next chapter of his life.

Now all that remains is for me to wish all of our TES students, parents, families and colleagues a very happy Christmas and my best wishes for a prosperous and healthy New Year. I hope you enjoy a restful break and look forward to seeing students bounce back through the ESC doors on January 5th, 2015.





Delighted Students celebrate their IGCSE results



Message from the Deputy Head

Sonya Papps, Deputy Head

Our first H3 University Information Evening, *The Next Step: Searching for and Selecting Universities* was a success, with well over 100 students and parents in attendance. University and Careers Counsellor Jack Shull spoke about how to start the university search process, TES guidance support

and key dates and deadlines around the world. His key message was that the best choices are informed ones and that it is vital that students, parents and the school all work as a team to ensure the 'next step' is the right one.

The IGCSE celebration lunch held last week was a fun and

fitting way to recognise the achievements of our current H3 cohort in their IGCSE final examinations. We are very proud of the impressive results from this group and are pleased with the energy and enthusiasm they have shown in their first term as IB students. Well done H3!



Message from the Assistant Head

James Woodall, Assistant Head

Thursday, 11th December was our annual Values Day here at TES. The value we were exploring was RESPECT. It was an action-filled day, with guest speakers, Year Group activities and even a football match with a wide range of Ambassadors from European consulates.

Students were asked to reflect

on what is meant by respect and were given the opportunity to write a Respect Card to a person who has shown them respect in their lives. Many of you may be receiving such a card in the coming days!

It was a hugely successful day and I would like to thank the Heads of Year and all other

staff who contributed to the planning and the running of activities. You can read more about the event from a student's perspective on page 5.

Have a fantastic holiday and RESPECT to you all!



Focus on Progress

Daisy Rana, Assistant Head

In the final few weeks of this term, our H4 students have been sitting their IB mock examinations, which will highlight their academic strengths and potential areas for development across IB curriculum areas. Students were keen to prepare study schedules and explore alternative approaches to exam preparation in order to create the best conditions for academic success.

Once the mock exam results have been released, IB students will have the opportunity to set specific and measurable academic targets, which will help them to prepare for their exams in June and the next stage of their IB journey.

H2 students will be starting their mock examination period

early in Term 2 and have enjoyed developing their exam technique in PSHCE lessons by sharing revision techniques, study skills ideas and 'best practice' for sitting and showing their academic potential through examinations.

This week, all Key Stage 3 students shall receive their full academic reports, consisting of National Curriculum levels, teacher comments, academic targets and learning indicators. For many students, the reports mark a highly successful and sustained period of study, where both academic success and personal development have gone hand in hand. Again, this feedback for learning will serve to enrich the educational experience that our students have come to enjoy.

This focus on student progress was further enhanced on 2nd December, when our Primary and Secondary school colleagues joined forces for our second Vertical Articulation Day. Titled *Mapping a Student's Journey Through TES*, colleagues from both campuses listened to the experiences of IB students who had been part of the TES family since Year 2. Together the staff mapped all areas of curriculum provision, which will strengthen the continuity of the learning experience encountered by all TES students. It was a highly successful day that revealed just how many opportunities we present to our TES students through their academic, personal and social journey during their school years.

ESCPA Corner

Jaime Chang, ESCPA

This year's Christmas Bazaar was a great success once again. The sun was hot! The whole EPC campus was filled with people, entertainment, food and drink, vendors big and small, games for children, arts and crafts and much more. Thanks to all the parent and student volunteers who helped to make this event another success! Well done to the ESCPA booth – we sold 80 boxes of pizza and lots of drinks!

It was great to see the parents who came to join our Coffee Morning at Wendel's. It felt like the morning was too short when we had to leave by a quarter past eleven.

The ESC Christmas Music Concert took place on Wednesday. The ESCPA activities committee prepared the food and drink for the night. As always, thank you to the volunteers. We hope everyone enjoyed the evening.

Last month's Vegetarian Lunch was prepared by Masako and

Rian (see photos). Thanks to these two lovely parents!

We were also happy to be involved in the first annual Christmas Tree Lighting Ceremony at ESC. It was a great way to get everyone into the festive spirit (see photos).

Next monthly meeting: Friday 16th January, 9:00 am to 11:00 am in the Conference Room at the ESC.

Wishing everyone a Merry Christmas and a Happy New Year!



**Delicious
vegetarian
lunches**





Auf Spurensuche nach Chiang Kai-Shek

Von Aaron, überarbeitet von Daniel Engler

Wie auch in den letzten Jahren, nahmen die Klassen 5 und 6 am „Schülerwettbewerb zur politische Bildung“ teil. Das Projektthema in diesem Jahr war „Spannende Geschichte“. Die Schülerinnen und Schüler sollten sich auf Spurensuche begeben und etwas über die Geschichte ihrer Stadt herausfinden.

Dieses Thema passte hervorragend in den Lehrplan Geschichte, in dem am Anfang auch eine Aus-einandersetzung mit der lokalen Geschichte gefordert ist. Zudem konnten die Schülerinnen und Schüler Fähigkeiten aus dem ITG-Unterricht einbringen. Lesen Sie hier den Bericht von Aaron über das Projekt:

„Im Geschichtsunterricht überlegten wir uns erstmals verschiedene mögliche Denkmäler in Taipei, die wir genauer untersuchen könnten. Die Entscheidung war dann aber sehr einfach. Die Chiang Kai-

Shek Memorial Hall ist einfach nicht zu übersehen. Auch dachten wir, dass Chiang Kai-Shek (C.K.S.) wohl das

Orte genauer anzusehen. Es wurden Gruppen eingeteilt, die im Internet bei Wikipedia und anderen Seiten nach

Informationen zu den Orten suchen sollten. Außerdem mussten die Gruppen herausfinden, wie man mit der Metro dorthin kommt. Während des Rundgangs haben dann die Gruppen an den verschiedenen Stellen Referate gehalten.



spannendste Thema wäre, zu dem man viele Informationen und Spuren finden könnte. Wir begaben uns also auf Spurensuche und befragten unsere taiwanischen Freunde und Bekannte nach Orten und Ereignissen zu C.K.S. Dabei erfuhren wir, dass wir an mehreren Orten Spuren zu C.K.S in Taipei finden könnten, zum Beispiel an der Chiang Kai-Shek Memorial Hall, der Shilin Residence, dem Präsidentenpalast und dem 2/28 Friedensmuseum. Gemeinsam organisierten wir dann einen Stadtrundgang und beschlossen, uns alle diese

Bei unserer Erkundungstour fanden wir heraus, dass C.K.S. aus verschiedenen Perspektiven gesehen werden kann. Um das alles ganz genau auf das Plakat zu bekommen recherchierte jeder im Internet noch einmal zu seinem Thema. Einige von uns machten auch noch eine Umfrage zu C.K.S., an der 52 Personen - Taiwaner und Ausländer, die in Taiwan leben - teilnahmen. Das gab interessante Ergebnisse, zum Beispiel, dass viele Taiwaner in der Schule nur Gutes über C.K.S. gelernt haben.“



Student Librarians

Library News

Angela Chang, Chief Librarian

Santa sent his elves to our Libraries, where you will find Christmas is everywhere! Have you tried your luck with the Library Advent Calendar when you check out a book? Lina loves the little gift she received! Students from all three sections were also very excited when they picked their surprise reads for their Christmas holidays. A Big Thank You to all the student librarians who helped to make crafts and spread Christmas cheer. We hope you enjoy the books we selected and, last but not least, MERRY CHRISTMAS!



Values Day - 'Give a Little Respect'

Ryan Patterson, H3

The day started with a short assembly revolving around the topic of *Respect*. The purpose and meaning of respect was presented to the school by Mr Woodall, as well as how respect should be established throughout our TES community. Ms Garnett then introduced a few important guests present at the school, as well as extending a warm farewell to the former Student Council President, Janice Liu, identifying all the achievements and progress she has brought to the school.

Then it was time for the current Student Council presidential election candidates to finally conclude their campaigns with a sequence of excellent speeches, clearly indicating their dedication, determination and passion to devote themselves fully to their school. They are all striving for a common goal – to improve the educational environment within the TES school community.

A great level of participation was displayed by students in the classroom activities, where they took part in activities such as writing respect cards to people they valued around the

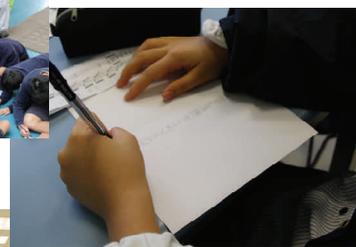
world. The purpose of this activity was to demonstrate respect towards the person they admired. In addition to that, students participated in 'sweatshops'. Separated into groups with an H3 leader, they had to colour and decorate dresses. These were then submitted to the leaders and, depending on how well they were produced, the workers in the group received money as a form of reward. This activity was designed for the students to gain insight into poverty around the world.

A highlight of the day was guest speaker Dr Josefa Deyama's lecture on happiness and respect. He briefly provided insight into his life experiences, growing up and the difficulties and emotions he had to deal with at each stage in order to, ultimately, journey towards true happiness. He achieved this by writing down one hundred dreams as a bucket list. He quit his job as a surgeon and pursued these dreams, which brought him happiness by sharing his wealth and experience with others less fortunate. He encouraged all the students to focus less on the

expectations others have set for them and work towards achieving their own aspirations by doing what makes them happy for their own benefit and not for anyone else's.

In the afternoon, the Key Stage 3 students were provided time to reflect upon the activities carried out throughout the day, whilst the High School students had an activity related to WWI to think about. Voting for the Student Council President was held during lunchtime through email. An extension activity provided for Key Stage 3 students was to act as banana suppliers – the objective was to think about fair trade, which also encompasses the value of respect between suppliers and consumers. The final event was a football match between members of the British Trade and Culture Office and TES students, with the students winning the event 4-0!

Overall, the day was successful and everything ran smoothly. The voting results were announced during a final assembly and Steven Liu was pronounced the 2015 TES Student Council President.



University Counsellors Corner

The University Search

Jack Shull, University and Careers Counsellor

On the evening of Thursday, December 6th, I presented an information session to H3 students and their parents. With over one hundred students and parents in attendance, I gave an overview of the process of 'searching' for universities. As TES students apply to universities in Australia, Canada, Hong Kong, the

UK, the USA and other countries, the session was general in scope.

The best advice that students can receive is from their peers who have gone through the process. I asked some of the current TES students "What advice would you give to H3 students and their parents?"

The advice the students have provided is excellent and the main recommendations are *research* and *start early*. This advice is appropriate for students in H1 and H2 and their families.

Below is a summary of some of their advice.

- RESEARCH, RESEARCH, RESEARCH. Start thinking about what schools you want to apply to in the summer before you enter H4.
- Watch and list the deadlines. They don't change.
- Prepare for early deadlines.
- Watch out for colleges coming to visit. They can provide insight!
- Think about what you want to write about in essays. Do you have any defining moments in your life?
- "Sometimes, for essays, the impact of a seemingly 'mundane' event may be most effective." (Jensen – applying to universities in the UK and the USA)
- If applying through UCAS, remember to check your grade requirements and predicted IB score range with Mr Shull.
- Make a good impression on teachers you will be asking for recommendations.
- Don't be too ambitious; always have a backup/safety school.
- Talk to Mr Shull a lot.
- "Do lots of research." (Sunny – applying to universities in Australia, Canada and the UK)
- Start early: plan essay ideas during the summer.
- Know all the deadlines and decide on your schools as soon as possible.
- "Collaborative work and peer advice when it comes to essays is often helpful as well." (Kevin – applying to universities in Canada, the UK and the USA)
- Time management (plan ahead, leave time to sort out problems, less stress).
- Know the requirements (any additional tests to take – IELTS, SAT, TOEFL).
- Know what your goal is – this helps to guide you.
- Ask questions if you're unsure (email the university/go to university fairs/international offices in Taipei)
- "Interviews: show your enthusiasm, ask questions, prepare for possible questions you could be asked." (Anni – applying to UK universities)

Classics at TES

James Greenwood, Classics Coordinator

On Wednesday the 19th of November, a mixed group of students and staff from the British, French and German sections enjoyed a talk about the ‘secret history’ of Ancient Greek music given via Skype by Dr Armand D’Angour, Associate Professor of Classics and Tutor at Jesus College, University of Oxford.

Dr D’Angour spoke passionately about his pioneering research into finding the melody and rhythm of ancient pieces of literature, particularly the *Odyssey & Iliad* of Homer; works that have been studied for almost three thousand years, the most recent of which have only focused on the text, as the ‘music’ of the performance has been lost to scholarship. This, he says, is like reading only the lyrics to a Beatles song without ever hearing it sung. It may be pretty, it may even be moving, but it is an incomplete picture of the whole piece.

He pointed out that while modern Greek has lost ancient Greek’s tonal nature, we have descriptions of how ancient Greek would have been spoken, provided by texts written by *grammatistes* who

taught reading and writing, largely by memorising and reciting verses of poetry and plays. For the rhythm, we look to the metre. In the case of epic poems like those of Homer, the metre is dactylic hexameter, which assembles groupings of six long syllable sounds followed by two short ones that we might now write as crotchet, quaver, quaver. The Greeks called these groups ‘fingers’ (*dactyls*). This rhythm varies at certain points, but it provided what the Greeks took as a serious tone for their most serious literary works. The melody is noted in accents placed over syllables similar to the pinyin phonetic system. While over the years the melody and rhythm came to matter less to people studying the works as they did so with written copies, or in translation, we are now better able to experience and appreciate these masterpieces in a way they haven’t been heard in over 2,000 years.

IB music student Nicolai Spreter described the information in the talk as ‘priceless’ for his studies and Head of Music Mr Chris Papps said the talk was ‘a really refreshing

opportunity to be a learner and connect with an academic at the cutting edge of a fascinating subject.’ The aim of the Classics ECA is to expose students to some of the earliest examples of European culture and thought in the form of Greek and Roman culture. This year, the focus is on one of the world’s earliest democracies in that of ancient Athens, which students study by reading historical, literary and dramatic texts. As H4 student Victoria Boyden said, “Greek language and culture are essential to countless aspects of modern Western culture, yet how many of us can claim knowledge of the civilisation that shaped our own?”

Future video conference lectures are being planned, with a talk about civic thought and justice in antiquity from Professor Lene Rubinstein at Royal Holloway, University of London, forthcoming after Christmas.

For more information please contact Mr James Greenwood at james.greenwood@tes.tp.edu.tw



MOVEMBER: TES Staff Shave it for Later!

Robin Neroutsos, Science & Maths Teacher

On November 1st, a brave group of TES staff undertook a daunting challenge: to grow the most impressive moustache over the next thirty days. This was not done to improve our already stunningly handsome faces, but rather to raise awareness and funds for cancer research.

Every year, the *Movember* campaign is the largest fundraiser

for male health issues, with the goal to find a cure for prostate cancer, the leading killer among men. On the heels of the Terry Fox Run, the Student Council helped organise a number of moustache-themed food sales to raise money in support of the event, as well as creative videos and posters to champion the facial hair growth of the participants. Thanks to Mr

Powell, Mr Weng, Mr Bullard, Mr Duxfield, Mr Imbleau, Mr Mangold, Mr Sparks, Mr De Lange, Mr O’Shea and Mr Cornes for being such fierce competitors, but in the end Dr Matthews edged me out by a hair for the coveted ‘Best Mo’ Award.

Must dash, but looking forward to next year’s crop of new styles already!



Science News

Nicholas Hardy, Head of Science



Farewell David

Mr David Wong will be leaving the Science Department at the end of Term 1. He will be sadly missed and we would like to wish him every success for the future.

SCSI Crime Scene Investigates

Year 8 have been investigating crime scenes in Science by looking at blood, fiber analysis, fingerprints and bullet impacts!



Watch a couple of clips here:

Crime Scene Analysis <http://youtu.be/kljwWYyvlas>

Fibre Optic Analysis <http://youtu.be/sZePMxbh2Y0>

Celebrando El Día de Los Muertos (Celebrating The Day of the Dead)

Wanda Snow Frost, Spanish Teacher



In November, the Year 9 students in Mrs Frost's Spanish class learned about The Day of the Dead. At first they thought it sounded quite creepy, but they learned that it is actually a beautiful and happy time for Latin Americans to honour their loved ones who have passed away.

Some Facts about The Day of the Dead:

- It is celebrated on November 1st (All Saints Day) and 2nd (All Souls Day) in Mexico, Central America and parts of the United States.
- It is not the same as Halloween; it is not a scary, but a happy and colourful celebration.
- Altars are made in homes to honour ancestors and traditionally it is believed that the spirits will return to visit loved ones during this time.

- Traditional items are put on the altar, such as sugar skulls, bread of the dead, and marigold flowers. Skeletons are depicted as doing activities that people do in life to show the relationship between life and death.
- A photo of the person is put on the altar along with items and food that they liked when they were living.
- The celebration has its origins from the Ancient Aztec and Maya cultures, mixed with elements of the Spanish and Catholic celebration of All Saints Day.

To culminate the unit, students worked in groups to make an altar for a famous person who has passed away. They had to include a photo of the person, things that represented the person, things they liked, and traditional Day of the Dead

items. Students gave a memorised presentation in Spanish about the person, including an obituary, tribute, and description of the altar. Some of the famous people honoured were: Salvador Dali, Steve Jobs, Whitney Houston, and Michael Jackson. The presentations were moving and reflective of the person's life and contributions. Overall, it was a good opportunity to examine a different culture's beliefs about death.

Mexican author, Octavio Paz, explains this difference best in his work *The Labyrinth of Solitude* when he says, "The word death is not pronounced in New York, in Paris, in London because it burns the lips. The Mexican, in contrast, is familiar with death, jokes about it, caresses it, sleeps with it, celebrates it; it is one of his favourite toys and most steadfast love."

News from the Mathematics Department

ChristMaths

Julie Dale, Head of Mathematics

In Mathematics, students have been measuring and counting and constructing and cutting to create wonderful fractal Christmas trees and mathematical representations of the carols

that everyone sang at the Christmas concert. They have plotted and reflected and coloured and translated using symmetry, teamwork and accuracy to apply the wide variety

of mathematical knowledge they have to produce the display that was in the MPR on Wednesday night. Well done everyone and Happy ChristMaths!



Manga High

Chris Sparks, Mathematics Teacher

Students represent the school at many events, such as Sport, MUN and Music, but in Mathematics we might have the biggest school team of all. That's because when it comes to a Manga High Fai-To! against another school, every student in KS3 is in the team!

One of these school head-to-head battles took place over the last week and became an

epic contest between TES and Sir James Henderson School in Italy. Over nine 24-hour rounds, our students competed to see which school did the most maths. TES began strong, opening up a 3-1 lead, but our opponents came back over the next three days, bringing the score to 4-3 on Monday night. However, 'heroes' Sylvain, Daniel, Ethan, Jeni, David and Faris (who took us

through the victory tape) brought success to TES. Our prize was 'The Euler Cup', which "when filled at a constant rate, the rate of increase of the height of the liquid is given by the height of the liquid at that point."

For more information about Manga High, [click here](#).





Year 8 and 9 News

Libby Bevin, Head of Year 8 & 9

This time of year we are asked to think about giving to others, whether it is family or friends for Christmas or to those less fortunate who perhaps are unable to provide their own Christmas celebrations for their families. In the past few weeks, the Year 9 students have been involved with a charity Christmas project for the Atayal tribe based in Wulai. Students have spent time gathering gifts, such as second-hand toys and station-

ery, for children who will attend a celebration on the 21st



December. This project was wrapped up (quite literally!) today with the packaging of all

the donated gifts, the creation of Christmas cards and the painting of a backdrop, all to be sent off to Wulai to help them celebrate Christmas. Year 9 students have learned a lot from this project and they will continue to consider the concepts of charity and philanthropy in our future service projects. At this time, Year 8 students are focusing on how to be good 'digital citizens', more on that at a later date.

H2 Revision Tips

Gavin Matthews, Head of H1 & H2

The H2s are probably not going to have a very merry Christmas this year, as they will be diligently studying throughout the holiday in preparation for their fast-approaching mock exams. Parents will (hopefully) be seeing their children hit the books and will be wondering what they can do to help.

Here are some helpful tips:

Follow the study schedule that the students have created. Within PSHCE time, all H2s have created a study schedule, which they have shared with their tutors. They should be sharing this with their parents as well. Thus informed, parents will be able to check how their child is progressing, and will be able to help keep their child on schedule. **Know exactly what format the exam will take.** Although, for obvious reasons, students cannot know the precise questions in advance of an exam, nevertheless it should not be a complete surprise. Exams in any

subject follow predictable formats, which you can easily check up by looking at past-papers and syllabuses, all of which are accessible on publicly-available documents. This is not cheating; it is simply ensuring that you are as well-prepared as it is possible to be. Parents can have conversations with their children about these exam formats and mark schemes, which will help the students to remember what might otherwise be quite a tedious process.

Enable students to work with appropriate friends.

'Appropriate' in this sense means someone that they will work well with. Teaching and testing another person is one of the most effective ways of learning anything. Sometimes having supportive adults around can help young people to stay on track, and not be distracted by things that might be more interesting than their revision. **Talk to your child about the things that they are revis-**

ing. Regular quizzes, at breakfast or on the way to the grandparents, can really help students to retain the information that they need to retain. Parents please note: your children will grumble about you doing this, claiming that they want a break from their studying. Just tell them that it's a 'fun quiz', not a test, and that this counts as 'quality family time'. Finally, **it is really important that students who are revising get the right amount of rest, sleep and relaxation.** Students who are doing multiple hours of extra tuition after school, particularly if it is tuition that is not focused specifically on revision, are not going to be as sharp as they need to be. Revision is tiring, and even teenage brains need to be given a chance to recuperate.

Revision need not be a dirty word. With the right support from home, students can see it as an invigorating and rewarding activity.

News from the Music Department

Ashley Bousfield, Music Teacher

The ever-expanding choirs at ESC have been able to keep up their good reputation during the lead up to the Christmas season.

The Formosa Choir performed at the Christmas Tree Lighting event, at the Christmas Bazaar and a smaller group from Formosa Choir also performed on ICRT radio. All of their performances were a *cappella*, so the skill these students demonstrated was very impressive.

The Yangmingshan Choir has also been working hard preparing their Christmas music for the festive season. They have performed various flash mobs around the school and also impressed spectators at the Christmas Bazaar with festive music in three-part harmony. As I write this, they are working hard on preparing for the Christmas Concert, where they will showcase their strengths by performing popular festive

songs alongside the orchestra and singing carols with the audience. We hope you enjoyed it!

Well done to both choirs for everything you have done during the first term and I am looking forward to seeing you show off your singing next term, once you decide upon the repertoire!

Turn the page to see musical highlights from the Christmas Bazaar.



Year 7 PSHCE - Mother Tongue Speed Dating

Ryan Delange, Head of EAL

“An excited chatter spread all over the room; people started yelling ‘I love you!’” Noa perfectly captures the frenetically romantic atmosphere at the kick-off of the Year 7 Mother Tongue Speed Dating event. Lips pursed, r’s trilled and fingers pointed at the tips of tongues on the roofs of mouths as experts of nearly fifteen languages taught their eager classmates how to compliment and woo with romantic phrases in their mother tongues. For many, this was their first formal teaching experience. They had to teach and rate their classmates’ progress out of five stars. The student teachers were forthright about the challenges; both Faris and Lukasz identically described teaching as “quite difficult”, but proclaimed of their students that “most got 4 or 5 [stars].” Francesco, Italian teacher, noted that language proximity played a role: “Some people had also studied Spanish. They had some advantage.” Evelyn similarly found that if someone had studied Chinese, then Taiwanese was relatively “easy for them.” But she still has hope for all students: “...they keep saying it again and again and they eventually get it right!” Chaerin also commend-

ed students because sometimes “they spoke wrong but they tried a lot”. Faris summed up the ‘brilliant’ challenge by exclaiming: “Being a teacher really rocked!” It was clear that the learners were having a great



time too and their comments about their experiences are fascinating. Pronunciation, which one student says “can be very tricky” and David warns can require “a twist or more on the tongue” is a hot topic. Megan notes that in many languages you need to “use your throat;” Chelsea spotlights the ‘gh’ sound in Hebrew; Justin describes the pronunciation of Hebrew as “curly” and Elliott notes that some languages seem to involve “sighing.” Angel describes the challenge succinctly: “Sometimes you need to make a different sound than you had ever made.” Many experienced a newfound respect for their classmates with different backgrounds and talents. Natalie

admits, “I never thought my friend would speak such a complicated language like Malayalam.” Ivan marvels that in some languages, especially Urdu, “‘I love you’ takes so long when written” and that some of his classmates had to “memorise so much” to become speakers of their languages. Jewel admires people who have learned some of these as additional languages: “I thought people who learned [them]...might [have spent] a lot of time to study it, and I respect them a lot since they can do that and say it so fluently.”

Finally, this activity was a precursor to the upcoming Languages Festival, where the whole student body will take pride in and contemplate what it means to exist in the multilingual community at TES. Tiffany and Aidan both acknowledge the drawbacks in that sometimes you can feel ‘sad’ or even ‘left out’ if you can’t understand what is spoken; however both Jeni and Harrison feel “lucky” to be where there are what Daniel Yong calls “intelligent speakers” of so many languages. Tingjen takes it a step further and describes the phenomenon as “just magical.”



Christmas



Bazaar





Andy Fletcher

“The universe is not logical or reasonable in the way that they thought it was. It’s not logical or reasonable at all”

Andy Fletcher Interview

Helen Gamble, Editor

Last month I was fortunate enough to be able to interview our esteemed guest Andy Fletcher, who was happy to talk to me about life, the universe and everything.

Can you tell me what you have been doing with our High School Students this week?

The short answer is that I talk about science and knowledge issues in a TOK context and everyone who has had TOK will understand what that means.

Has this taken the form of presentations or interactive workshops?

It’s somewhat interactive. Interaction depends entirely on how willing students are to be interactive. They have done very well – there have been some kids with some very good questions.

Have you noticed any areas that they have been particularly interested in?

Well, the science that I talk about is mainstream 20th and 21st century science and nobody knows anything about it. They’ve all probably heard about it and assume they know a little bit about it, but nobody knows anything, so I always get the same types of questions. The science is amazing and startling and baffling and so they have questions about that. One example is when I said to them ‘We are going to talk about the Big Bang. You think you know about the Big Bang and you think you believe in it, but you don’t. And after I tell you what it is, you may not believe in it anymore.’ When I say that, they struggle to accept it, because it’s not logical and reasonable. Big Bang cosmology is entirely different from what they imagined and it’s hard for them to accept.

So you are challenging what they know?

The whole idea is to say to them ‘You have a Newtonian view of the universe’ and that can be summed up by saying that everything is logical and reasonable and all makes sense

and everything works and is predictable and science is kind of normal that way. And then when you tell them that Einstein came along, and others after him, and changed the way we understand the universe, not by doing it theologically or philosophically or metaphysically, but just through logic and reasoning, all of a sudden the universe is not logical or reasonable in the way that they thought it was. It’s not logical or reasonable at all. It’s a paradigm shift. It’s not really even a shift; it’s a paradigm shattering for them. They all of a sudden become aware that the way that they think – the way they thought – the universe is, is not that way. One example is ‘Why doesn’t my finger go through my hand?’ Well, the Newtonian answer is: ‘Because your hand is solid, stupid, and your finger can’t go through solid things.’ The correct answer is: ‘Because of electro-magnetic repulsion.’ It has nothing to do with being solid – your hand is essentially empty, there’s nothing there. Your finger’s essentially empty, there’s nothing there. It’s just like trying to force two magnets together. When you say that, you do get some funny looks! That’s pretty normal. That doesn’t even begin to get into the bizarre stuff! When you really understand the things that science has discovered in the last 114 years, it is so different and so weird and so bizarre, that it’s a great place to take a bunch of students who think they have everything figured out.

Would you say then, that the last 114 years of science have thrown up more questions than answers?

Absolutely. The Big Bang by itself un-answers all the questions. And the new questions that have arisen are not questions that we even considered

before Big Bang: ‘Where did the universe come from? Where did the laws of physics come from? Where did energy come from? Where did matter come from?’ The assumption before was that the universe had always been there, so we didn’t have to ask where anything came from. Now we have to say: ‘Where did the universe come from and what caused it? Where did the laws of physics come from? What caused them? Where did energy come from? Where did matter come from? Why is there something rather than nothing? Why don’t we just have a big, dark universe with nothing in it? If it arrived empty, why is there anything in it?’ It’s a phenomenal question. It’s like arriving in a new house and asking ‘Where’s all the furniture going to come from?’ And then saying: ‘It’s going to come from the old house.’ And then saying: ‘But there is no old house and there’s nothing outside the house.’ So where things came from inside the universe is a phenomenal question and 99% of people have never realised that these are real questions. Yet they are pretty fundamental.

Do kids enjoy engaging with these kinds of questions?

If they stay awake!

What brought you to these questions? Was your interest sparked at school or later on in life?

It was later in life. I was teaching Math at an international school in Zurich (at my old school) and I had read *Brief History of Time* by Stephen Hawking. It was the early eighties and it really captured my imagination because it was all new to me at that point. It was a very fashionable book and everyone in the world was trying to read it. I then went out and I read Einstein’s book

Andy Fletcher Interview

on the Theory of Relativity and I thought, 'Ok, this is cool!' So I started having Einstein Day once a year in my classes. I would tell the students that they didn't have to read anything ahead of time or bring any notes – it was a free day. The students came in thinking 'Great, I have an hour to relax' and they went out buzzing, because the science of Einstein is just so extraordinary. What it says about the universe is just so extraordinary. So that captured my imagination. And this has got the power to capture the imagination of students today. This engages them. It is a rare moment when we engage our students. We usually engage them by saying 'You need to learn this; this is going to be on the test.' That's an arranged marriage, that's not a love relationship. This captures their minds. It takes them into an exalted place. It makes them think things that they have not thought. Not because it's going to be on a test, but because it's just so expansive, it's so beautiful, it's so elegant, it's so breathtaking. I know that we have to teach them things and education can't always be breathtaking. So what I've decided to do is give them a moment where education is breathtaking.

How did you come to call your company 'Life, the Universe and Everything, Inc'?

I was looking around for a name for it and one of Douglas Adams' five books in *The Hitchhiker's Guide to the Galaxy* is called *Life, the Universe and Everything*, so I just stole it. I did some research first and discovered that you can't copyright a book title, so it's ok to steal book titles. I tried to think of some TOK thing, but that was boring and dull, so I thought 'What am I trying to do?' I'm talking about life, the universe

and everything. Douglas Adams really captured it – it is everything. You come out of the talks thinking 'Oh, I had no idea how big everything was.'

Do you notice a difference amongst your teenage audiences depending on where you are in the world? For example in terms of religious views?

There's not a religious aspect to this and I say that intentionally because religion is kind of a box that we put God in. Science is the box we put the universe in. And the boxes are always too small. But one of the things that arise, now that we know the universe hasn't always been there, is that God becomes a possible solution to the problem. He becomes an answer to the question 'How did the universe get here?' Not the *only* answer, but a reasonable and logical answer to the question. If the universe came into being, then what is there outside the universe? The answer to the question is: we have no idea, because time and space came into being. So now you're asking 'What is outside of time and space?' And there is no answer to that question. But clearly there is a sense that there was a time when the universe didn't exist and then... it did. Then God becomes something that you can suggest as being a reasonable answer. Science is having this discussion. Some people say it's not God at all, but some say 'Well, if it looks like a duck and walks like a duck!' So it's part of the conversation. Strategically, if I did not make it part of the conversation, the students would. They would say to me 'So, are we talking about God?' And I say, 'Well, it's a possibility'. But you have to be restrictive in what you say and keep it away from specific religions and what God

might be at that point. But clearly, what God might be at that point would be that entity that caused the universe to come into being in one way or another.

So it's part of what I do and, yes, as you travel around the world, you get different responses. I don't get invited much inside the United States because the US is about twenty years behind everyone else and the US has decided that Richard Dawkins is the spiritual leader of the planet and so we're not supposed to have conversations that use both God and science in the same sentence, which is short-sighted and ignorant. It's ignorant of the discussion that is actually happening in science. It's prejudiced. It's intolerant. It's intolerant of science, it's intolerant of scientists. It's a conversation that's happening, certainly in the TOK classroom. There seems to be more interest and openness here in Asia and I'm not sure why. If I had to guess, it's really because it's such good science. The Asian continent, almost universally, honour education and the centrepiece of education is science. They have a respect for science and a respect for authority and a respect for me as a teacher. They respect their elders.

Can students take something away from your talks that is tangible in real life?

Yes. Sometimes a student will say 'This is interesting stuff, but why do I need to know this?' In an Asian context, this means 'It's not going to be on the test.' And the answer is that you never know in science what's going to be useful when you discover it. The two things that students are most intrigued in, most baffled by, are relativities and quantum theory. So I will tell them that when

"This has got the power to capture the imagination of students today. This engages them"

Andy Fletcher Interview (continued)

“I really enjoy the dialogue. That’s what I’m best at. It’s the way teaching ought to be done”

the special general Theory of Relativity was discovered, it had no application. It was just pure knowledge. It told us something really important: that the universe had a starting point, which is important on every possible level – every scientific, metaphysical, theological, philosophical and human level. But you may not necessarily catch that. So let’s just say that you don’t think it’s important. Now, every one of us has a phone with a GPS system in it, which only works because of special and general relativity and quantum mechanics. So the two greatest fields of science known to man, relativity and quantum mechanics, both are absolutely essential for your GPS system in your phone and for your computer to work. Quantum mechanics is the same. At first, it had no practical applications. Now you’re surrounded by the results of quantum mechanics: your computer, your laptop, your iPad, your iPod, your Xbox – they only exist because of quantum theory; they only work because of quantum theory. So you are surrounded by the results of science that was discovered eighty-four years ago. It was useless at the time. And it did not become useful until the arrival of the silicon chip on the scene, which was in the 70s. Years later, all of a sudden it had an application. And that’s just hard to ignore. The next answer is: when you start talking about the Big Bang, the universe arriving and quantum theory, these deal with the questions of reality and free will and human existence. You wouldn’t think so, because it’s Math and Physics. But there’s a theorem called Bell’s Theorem, which is a Physics theorem and a quantum mechanical theorem and it states that there’s no such thing as reality, there’s no

such thing as free will or things can travel faster than light. The reaction to that is: ‘Seriously, we’re talking about Physics here?’ Because reality and free will sound like life questions. Anyone who is indifferent to the question of free will is just not thinking yet, they’re not dealing with the questions. These questions are things that we all have to deal with at some point. So that question has a real answer. They have real, specific answers that have applications to the way we interact with the universe.

You’ve been a teacher and a speaker and a writer. And you are still all those things. Have you got a favourite aspect to the work that you do?

I will be immodest here. The thing that I am best at, is walking into a room and saying ‘Do you have any questions?’ Interaction and letting people talk and playing off what they say. Making an open and encouraging forum so that people can ask questions and they are aware that I am not going to make fun of their questions; that I’m going to affirm their question. I’ll say that there are no bad questions and even if I get a bad question, I’m really good at turning it into a good question. That’s my teaching style. I prefer to make my presentations interactive. But with some material you just can’t do that. There are things that they need to know. You have to say ‘Space and time at one point did not exist.’ You have to confront them with that. You have to lay the groundwork to get to that point. Then the audience come back with: ‘I don’t believe it.’ Guess who else didn’t? Albert Einstein. Guess whose fault it was? Albert Einstein. Guess who eventually had to accept it? Albert Einstein. Why did he

have to accept it? Evidence! Scientific evidence compelled Albert Einstein to accept the logical conclusion of his own theories that he did not want to accept. So you’re in good company when you don’t believe this, but you’re wrong! Because Albert Einstein was wrong. So I’ve affirmed their question. I’ve put it into the proper context. But they need to know things before they get there. So you can only do it in an interactive way if they ask questions. I really enjoy the dialogue. That’s what I’m best at. It’s the way teaching ought to be done, but it can’t always be done that way.

While you were here, you also gave a very interesting talk to parents about growing up as a Third Culture Kid (TCK). To what extent do you think your upbringing has shaped who you are today?

100%! That’s probably an exaggeration, because there are family things that have shaped me and American things and all the rest of it. But moving to Switzerland was transformative. Moving to Japan was transformative. Switzerland was done to me by my family, but that was ok because I loved it there, it was wonderful. Japan I did to myself, because I wanted to challenge myself to go to a place that I didn’t know anything about. You have to work at being the same person when you go to a different country. Mostly the only way to do that, is to have a lot of money so that you can insulate yourself from all the changes that you really need to be going through. You can buy American food; you can live in an American house. You can live in a bubble. But you *can* get out of the bubble. I lived with Japanese families; I lived in their home; I ate at their table; I used their toi-

Andy Fletcher Interview (continued)

lets and their showers (which is not trivial). I wanted to go someplace that is so entirely different from the West. And in the 1970s, and to a large extent today, Japan remains very different. You can compel yourself to deal with the differences on a daily basis: the language differences, the cultural differences, the social differences, relational differences, food differences, all those things. You are constantly in a state of having to re-evaluate all of your assumptions. We make normative assumptions about the way we think the universe is and if we don't get out of our little comfort zone, then we tend to assume that that's the way things are and when people show up who are different from who we are, they're weird and they're odd and we should probably shoot them or bomb them or put them in jail

or something. We should keep our distance. But when you go in and you're the different one, you re-evaluate all of those assumptions that you made about the way you think life is and you have to rebuild your understanding of your interaction with the world around you. You have to start interacting with it in a different way. You can reject it. You don't have to do it.

In your talk about Third Culture Kids, there was a lot of discussion of the pros and cons. If you had to come down on one side or another, would you say it's more likely to be a positive or a negative thing?

I would say it is more likely, by far, to be positive (recognising that everyone has a different family, a different experience). When you talk to people about moving overseas, what you

have to emphasise is that it's not going to be perfect. It's going to be a thing you do with your life. It has the potential for changing you in very positive ways. But it may not work out, because not everything always does. The world is still a place where things happen. You have to acknowledge that. You can't just say to everybody 'Hey, it's going to be great.' But it has the potential for changing you in ways that humans need to be changed. It has the potential for broadening you and allowing you to see that the world is a vastly more interesting place than you would ever be able to understand if you didn't get out and leave your home country. But it does have the potential to have a negative impact. And if not a negative impact, then just an impact.

“Moving overseas has the potential for changing you in very positive ways”





A Word from the Head of Sport

Kwok Chow, Head of Sport

As Softball Season 2 drew to a close, we finally got our first Championship Win of the year down south in Koashuing, courtesy of Mr Bullard's Y9 Girls, with Y9 Boys a close second. Up north, in the mountains around Taipei, it was a cold day, but both the Y7 teams came 2nd. In Middle Kingdom in Taichung, the Y8 Boys came a sound 4th and the Y8 Girls came 2nd. As always, my gratitude goes out to the coaches who put in all the extra hours for the students. In other news, the squad for the UI3 FOBISIA was chosen last week – congratulations to those selected and a big thank you to all students that came to the tryouts. Merry Christmas and a Happy New Year!

Final Results

Y7 Girls, coached by James Woodall, 2nd place at TES (convened by Ming Chien Li)

Y7 Boys, coached by Richard Wright, 2nd place at TES (convened by Ming Chien Li)

Y8 Girls, coached by Francesca Simmons, 2nd place at MAC Taichung

Y8 Girls, coached by Gavin Matthews, 4th place at MAC Taichung

Y9 Girls, coached by Dylan Bullard, CHAMPIONS at MAK Kaoshuing

Y9 Boys, coached by Raymond Imbleau, 2nd place at MAK Kaoshuing



Athlete of the Month

Arsalan Mir

For an amazing catch at the TISSA Y7 Boys Softball Tournament



U13 FOBISIA Squad 2014/15



Celina Pan	Chelsea Kuys	Jeremy Wu	Bernard Yang	Austin Tsai
Renee Hsiao	Amber Herwegh Vonk	Justin Chen	Bruno Cadamuro	Arsalan Mir
Regina Liu	Katja Thomas	Nicolas Lee	Brian Chiu	Ava Komons
Helena Liu	Emily Staude	Dheeman Shahri	Justin Huang	Wynne Tseng
Jemmi Chan	Charlene Chiu	Gene Weng	Faris Wienrich	Brian Huang
Victoria Somerton	Jessy lee	Patrick Devlin	Lachlan Good	Joel Clarke
Jeni Liu	Chloe Chuang	Ken Huang	Scott Maxell	



Christmas Truce Football

Report by Marie Beatrice Blanc

On Values Day on the 11th of December, TES had a football remembrance match with several representatives from different political parties and different trade offices. We were commemorating the 100th anniversary of the Christmas Truce football match. In 1914, in the trenches and during the war, football brought countries together on Christmas Day. This truce embodied humanity and highlighted that both sides faced the same sorrow of missing their families and being unable to go back home. Six girls (Beatrice Blanc, Josephine Blanc, Irene Hung, Chloe Oani, Alida Liljequist, Ivory Lee) and six boys (Malthe Jensen, Harry Stokes, Abdoul Sankara, Sam Chen, Sean Mullins, Lawrence Jiang) played in the match.

We started with a penalty shoot-out and the TES team won. After the shoot-out, we had a short match, which progressed slowly and TES won by four goals. It was a match that had teamwork, excitement and a lot of passion. We had never played together as a team before, so this was an experience to remember. Both the guests and ourselves had lots of fun and it was surely an exciting game.





Basketball Falcon Cup

Report by Sean Pai

On November 20th-23rd, the TES basketball team went to Bangkok to participate in the Falcon Cup, hosted by NIST International school. On the day we arrived, we left our luggage and went to the basketball court provided by NIST international school to practice for our first game the next day.



We faced the host, NIST, in our first game. The practice went really well and we were all excited about playing the host. We took the momentum from our training into our first game and our score was really close in the first two quarters, but they always had the lead. Everyone did their best to keep up the score, at one point we even tied. However, it would have been easier if we hadn't lost Andy Huang (SG) in the first quarter due to an injury when he was driving in for a lay-up. In the end, we lost the game by 12 points, with a score of 33-45. Everyone was really upset because we had the chance to beat the host, but we didn't succeed.

Even though the first game was dreadful, we picked ourselves up in the second game. Everyone was red hot from behind the 3 point line; we found the best space for our teammates to shoot through team work and grabbed our first win of our Bangkok trip, 60-30 in our second game.



On the second to last day of the tournament, we learned from our mistakes on the first day and still tried to go for the title of this tournament. We had a great start in our third game, leading all the way through all four quarters. The chemistry in our team was really good. We grabbed another win, 45-20 and found ourselves in the semi-finals. However, the team we were facing was the champion of the Pattaya Tournament, making this match really competitive. The defense in our first two quarters was really good – we denied their big man the chance to attack the board. However, we had too many turnovers, which meant our scores were always behind our opposing team. In the end, we lost 30-70. After the game, our coach told us that we had lost our calm for the whole game because they kept fast breaking and making the shots. He said we needed to calm down and think about the play that was needed, otherwise we would lose our calm again if the opponent started fast breaking. We lost our chance to go for the title after this game; however, we still needed to play one more game to secure 3rd place.



We played our last game against a local Bangkok school. Everything was going well for the first three quarters. We were leading by 15 points until the start of the 4th quarter. The opponent started fast breaking again when we had turnovers and suddenly the game was tied. We lost our calm again, as well as our tempo for the game. For the last two minutes, both teams kept switching the lead and, in the last minutes, we had a 3 point lead after Jim Lu (PG) shot a 3 pointer. We thought we could secure the 3rd place after this shot, but the opposing team shot two three pointers to win back the lead. Everyone on the court started panicking again and kept fouling the other team when we didn't need to do so. In the end, we lost the game by 3 points, 45-48. Everyone was really upset with the outcome, because they knew that they should have done better. Despite our flaws, this trip showed a lot of potential within our team and the chemistry we had was really good. Our teamwork was executed really well, which is why we made it this far. After this trip, we need to work on our shot-taking and our tempo with the game so we won't have to face the same situation again during the upcoming tournaments. I believe the experience we had on this trip will help a lot with our further practice and future tournaments.



Basketball Falcon Cup





Y7 Boys Softball

Report by Ian Chan, Y7 Team Captain

During the first game we had a lot of misfields that caused the other side to get to another base. Other than the misfield and other small mistakes, I thought that we did okay. I also thought that the most important thing that made us win was team encouragement. We did really well in the second game, mostly because of teamwork and encouragement. We didn't argue and blame each other like other teams. In the second game, we made less misfields and mistakes. One of our best catches was when the opposing team hit a far air ball and Arsalan caught it. We also had two home runs, although we didn't bat too hard. We managed that because the other team sometimes missed the ball and it took a long time for the ball to come back. I thought that the main reason we lost the last game was because we had a long rest and most of our excitement, teamwork and encouragement were lost. I believe that we could've done better if we played in the morning, when we had a lot of team encouragement and excitement. Overall we played really well and we still got 2nd place.



Y7 Girls Softball

Report by Emily Staude

On the 13th of December, the Year 7 girls were playing softball better than they ever had out in the cold weather. The girls had worked hard during the training sessions and improved a whole lot. They did pretty well with the batting, but needed to work on catching the ball and not throwing overthrows. Overall, the games were a success and everyone tried their very best. In the end, the girls came in second and were proud of themselves for not just trying, but persevering in the harsh cold weather until the very end. Special thanks to MAK and Bethany for being a part of this tournament and being hard competition. Special mention to Coach Woodall and BB for pitching.



Year 8 Boys Softball

Report by Coach Gavin Matthews



There were only five teams at the Year 8 Softball Tournament at the Morrisons Academy in Tai-chung, but there was a huge gulf between the best and the worst. We were somewhere between those extremes. This was evident in our first two games, when we were first thrashed by the big-hitting home team (MAC), and then we in turn thrashed Kaoshiung American School.

Next up were ISIS, named after either a terrorist organisation or an Egyptian goddess (help from either of which would surely give them an unfair advantage), who continued our roller-coaster experience by winning easily. This was particularly irksome, as there wasn't too much of a gap in the batting skills between the two teams, but we contrived to make a hash of the fielding duties. There were too many occasions when a lack of concentration led to a couple of extra runs and that really made a difference. It was a really disappointing game for that reason and highlighted the importance of having practice games before a tournament.

Still, at least we got to beat KAS again, in a game which was enjoyed equally by both sides, with a distinct end-of-day feeling to it. By this point, the TES Year 8 girls had come over to support, which probably led to a slight lack of concentration on the part of our Year 8 boys!

It was disappointing to come fourth in a tournament of five, winning two and losing two, but it should be acknowledged that we were playing American schools who give softball a far higher priority than we do within the sporting schedule. Our boys enjoyed playing the sport for the sport's sake, but you could hear the difference between the teams in the jargon used and see the difference in the tactics.

From this coach's perspective, it's been a lot of fun to coach this team, because they were always enthusiastic and turned out every week. During the games, there were no histrionics, and neither was there the damaging recrimination following mistakes, which can sap the spirit and *joie de vivre* of any team. There is also great athleticism and agility within the team, most personified by Justin Huang, our 'man of the tournament'. Also to be mentioned in despatches is Dheeman Shahri – a calm captain who showed real maturity in his decision-making.





Year 8 Girls Softball TISSA Tournament

Report by Renee Hsiao

On Saturday, December 13th, Year 8 Girls took part in a softball tournament at MCA. Unfortunately there was only two teams and so we played a three series game to minimise the free time we had. The team we were playing was MAK and because of the schedule and their late arrival, we didn't start until later on that day. Our first match started not very well – we were all too nervous and kept on missing balls. We couldn't even do the simple things right. Fortunately, as the game went on, we all realised that it's not all about winning or losing, it's all about trying our best and enjoying the game. We all decided to be optimistic and cheered as loudly as we could for our teammates. In the second match we improved and I think everyone did a great job trying for every ball and trying to win the game. During our games there were many people who did especially well, like Elizabeth and Charlene, who saved and caught fly balls to prevent the other team from scoring. Also Ellie who did a great job working with Regina to get a lot of people out on first base. Jemmi made some great hits and did great on base, running and scored a lot of points for our team. In conclusion, although we lost, at least we learned one thing: being depressed and nervous isn't going to help anyone, whereas being optimistic and happy made a huge difference to the team.



Year 9 Boys Softball

Report by Coach Imbleau

"Baseball is 90% half-mental" [Yogi Berra, New York Yankees]

24 boys met at 7:00 am at Taipei Main Station exit M1 on a cold and blustery Saturday morning. It was the 13th of December and the Y9 Boys Softball teams were about to set out on a journey to sunny Kaohsiung, for the annual TISSA softball tournament. The teams, along with the coaches, took the HSR for an hour and a half, before boarding a bus from Zuoying station to MAK (Morrison Academy Kaohsiung).



The games started immediately upon arrival at 10:00 am. Team A went up against hosts MAK, while the B Team squared up against ISIS 1. While the B team lost 9-4, the A Team had a very intense match. The score was 9-5 in favour of MAK going into the final inning, but TES struck back, bagging five runs, including a three run homer by Brian Wu. TES now had the lead, with a score of 10-9. The bottom half of the inning was even more intense though. While TES quickly got two outs, MAK then loaded the bases. With the bases full and one batter to go, the MAK batter hit the ball squarely into the outfield. After one bounce, centre field Perry Lin scooped up the ball and fired it to the cut-off man and second baseman Timmy Chiang. Timmy threw a heater home, which was well caught by backstop Robert 'Bobby' Lu. It was debatable if the runner was safe or not, but the umpire called him gunned down. TES had won an extraordinary comeback.

For the A Team, the second and third games were relatively easy wins, despite them being right after another. The first was against ISIS 2. The final score was 14-0, with a total of five home runs from Douglas Lee, Brian Wu, Perry Lin, Donny Lee and Kei Sumiya. The second game was an even bigger victory against GCA, with a score of 31-3. The five more touch 'em all hits, from Donny Lee, Brian Wu twice, Perry Lin and one grand salami from Kei Sumiya, sent GCA packing. The B Team however, was struggling to get a win. Their second game against MAB was disappointing, ending in a 12-4 loss. Their third game was a 9-9 draw against MAK, with both sides agreeing it was an even match.

The last game for the A Team ended with a total annihilation of KAS 2, with the game being called in the fourth inning, the score at 25-3. There were countless home runs and the win took the team to the final. The B Team suffered another pounding loss against finalist MAC. The game was called at 16-3, with each inning being finished with the 7-point mercy rule. The gold medal game saw TES A Team vs MAC Mustangs. The game was a rematch of last year's final; it was déjà vu all over again. This year, MAC sought revenge and hit many rockets into the outfield, which allowed them to hit numerous doubles. The game was called with a score of 15-7 in favour for MAC. The awards ceremony was very brief and we learned that the girls had been more successful in winning the tournament. They placed first, which marked TES's first victory in any of the TISSA tournaments this year.

The exhausted players were given a well deserved rest after an exhausting but enjoyable day. Everyone would like to thank Mr Imbleau, Mr Neroutsos, Mr Bullard, and high school coaches Eric, Rosh and Chloe, along with cameraman King Mun.

Year 9 Girls Softball TISSA Tournament

Report by Coach Bullard



The TES Year 9 Girls' Softball team travelled to Kaohsiung to compete in the TISSA tournament on Saturday, December 13th. The team trailed most of the first game against Morrison Academy Kaohsiung and were behind by six runs heading into the final inning. The girls scored four runs and loaded the bases when Ashley hit a home run to win the game. The team found their rhythm after that and cruised to two easy wins in the next games. They beat ISIS by a score of 26-1 and Kaohsiung American School 15-4. Hannah, Molly and Ashley lead the way with great hitting, while Anna Bella, Sarah and Anita were stellar on defence. This set up a final game against Morrison Academy Central who had also won their first three games. The TES girls fell behind early by four runs at the start of the game. Then the bats came alive and the girls scored twelve runs. At the same time, the TES girls played outstanding defence in the final game. After giving up the four runs in the first inning they held MAC to two runs the rest of the game and won the championship by a score of 12-6. All of the girls should be commended for their hard work and determination throughout the softball season. The time they gave to practicing certainly paid off, as they showed they were the best team at the TISSA softball tournament.





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