



The Baishan Beacon

白珊灯塔

Keep English Alive Over the Summer:
Why It Matters and How You Can Help
让英语在暑假中持续“发声”：
为什么暑假练习很重要，以及家庭可以做些什么

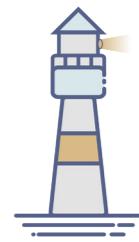
Stories from our students
学生故事

Highlights from the International Classes
国际课程精彩集锦

Games And Grammar
游戏&语法

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The Baishan Beacon

白珊灯塔

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As the school year comes to an end and the long summer holiday begins, many families look forward to travelling, rest, and fun. But there's one important thing parents should remember: without regular practice, children can lose some of the English skills they've worked so hard to build during the school year. This is called the "summer slide"—and it's very real, especially in language learning. For many of our families, English is not a regular part of daily life. Without school, many students will have reduced exposure to English during the summer break. That's why it's so important to keep practicing during the summer break—not just to maintain skills, but to grow confidence and fluency.

Why Is Summer Practice Important?

1. Language fades without use. Learning a new language is like a muscle—if you don't use it, it gets weaker. Kids who don't read, speak, or hear English during the summer often return to school with lower vocabulary, slower reading, and less confidence.
2. Speaking and listening are especially at risk. In class, students use English actively, but over the summer, these skills may go unused. It becomes harder to speak smoothly or understand natural speech.
3. Practicing a little every day makes a big difference. Just 15–30 minutes of English a day can help children keep their skills strong and ready for the new school year.

What Can Families Do?

You don't need to be fluent in English to support your child. Here are some simple and fun ways to keep English part of your summer:

For Young Children

- Watch English cartoons or read-aloud videos (with English subtitles)
- Use English storybooks or picture books—many have audio recordings to follow along
- Sing songs or rhymes in English—this helps with pronunciation and rhythm
- Play games like matching letters or simple vocabulary apps

For Older Children

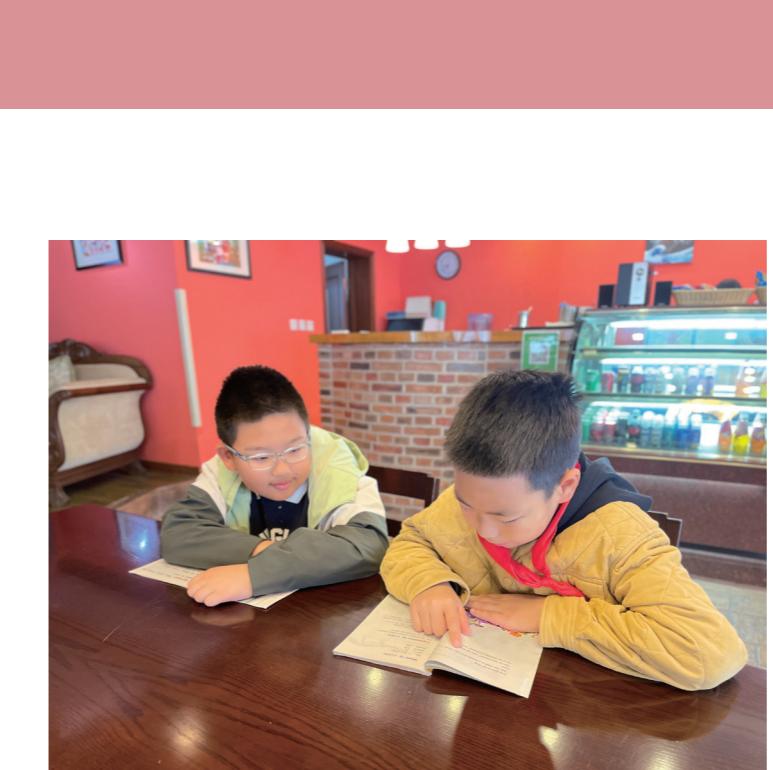
- Keep a summer journal in English—a few sentences a day about what they did
- Watch English shows or movies with subtitles—there are many options online
- Read English books or short stories at their level
- Use English-learning apps like Duolingo, Raz-Kids, or Epic! For students in the IPC or IMYC program, your child's ReadingEggs program can be used all summer long.

For Families Together

- Create a "Daily English Time" at home, even just 15 minutes
- Label things around the house in English (refrigerator, door, table)
- Try speaking simple English during meals—start with one sentence each!

Final Thought

The summer holiday is a wonderful time to relax and recharge. But with just a little effort each day, your child can keep growing in English—and start the new school year feeling confident, ready, and proud of what they've kept up. Let's work together as a school and a community to make English part of the summer fun!



随着学年接近尾声，漫长的暑假即将开始，许多家庭期待着旅行、休息和乐趣。但有一件事家长们千万不要忽视：如果没有持续练习，孩子们可能会在暑假期间失去他们在一整年里辛苦建立起来的英语能力。这种现象被称为“暑期滑坡”(summer slide)——在语言学习方面尤其明显。

对于我们的大多数家庭来说，英语并不是日常生活的一部分。没有学校的环境，许多学生在暑假期间接触英语的机会会大大减少。这就是为什么在暑假期间继续练习英语非常重要——不仅是为了维持已有的能力，更是为了增强自信心和语言流利度。

为什么暑假英语练习很重要？

1. 语言会在不用的情况下逐渐退化。学习一门新语言就像锻炼肌肉——不使用就会变弱。暑假期间不阅读、不听、不说英语的孩子，开学后常常词汇量减少、阅读变慢、自信心也下降。

2. 听力和口语能力特别容易退步。在课堂上，学生们经常使用英语，但在暑假，这些技能可能会被搁置不用，导致开学后表达不流畅、听力理解困难。

3. 每天练习一点点，就能带来巨大差异。每天只需要花15到30分钟练习英语，就能帮助孩子保持语言技能，为新学年做好准备。

家庭可以怎么做？

即使家长不流利英语，也完全可以帮助孩子练习。以下是一些简单又有趣的方法，可以让英语成为你们暑假的一部分：

适合低年级学生：

观看英文动画片或绘本朗读视频（带英文字幕更佳）

使用英文绘本或图画书——很多都有音频可以跟读

唱英文儿歌或押韵歌谣——有助于语音和节奏感的培养

玩拼字母或简单词汇的英语学习游戏或App

适合高年级学生：

写英语暑假日记——每天几句话，记录自己做了什么

观看英文电视剧或电影（带字幕）——网上有很多适合孩子的资源

阅读与自己英文水平相当的英文书或短篇故事

使用英语学习App，如Duolingo、Raz-Kids或Epic! 对于IPC或IMYC课程的学生，暑假也可以继续使用ReadingEggs学习平台。

适合全家一起做的事：

设立“每日英语时间”——哪怕每天只有15分钟
在家中贴上英文标签（例如冰箱、门、桌子等）

用简单英语进行家庭用餐对话——可以从每人说一句开始！

最后一点建议：

暑假是放松和充电的好时机。但只要每天花一点时间，您的孩子就能继续进步英语技能，以自信、积极的状态迎接新学年的开始。让我们作为学校与家庭共同努力，让英语成为暑假生活中有趣而有益的一部分！

Highlights from the International Team

国际课程精彩锦集



April & May Class Recaps

四月五月班级概要



Did you know? Cherry blossoms are a symbol of love and spring in many cultures.

Spring has arrived at Baishan School! Let's make the most of the season by learning spring-related vocabulary, engaging in sensory play (nature-based activities), storytelling and songs. A senses scavenger hunt was the perfect adventure for our PreK students, teaching them to slow down and listen to the birds chirping. Some students even paused to touch the grass and smell the flowers!

This term, our little toddlers were introduced to Farm Animals. Animal sounds and interesting picture books were used to motivate students to learn with enthusiasm. Through nursery rhymes, playful repetition and hands-on activities we can foster a joy for learning English and help our student's blossom!

Kindergarten

Bloom at Baishan

春日白珊，樱花绽放



您知道吗？樱花在许多文化中是爱与春天的象征。

春天来到了白珊学校！让我们一起拥抱这个充满希望的季节，学习与春天相关的词汇，参与感官体验的游戏（各种以大自然为主题的活动，一起讲故事和唱歌。感官寻宝游戏成为我们中班孩子们的完美冒险，教会他们放慢脚步，去聆听鸟儿清脆的啁啾声。还有一些小朋友停了下来，轻轻地触摸草地，深深地闻着花香，那一刻，春天的美好仿佛就在指尖和鼻尖绽放。

这个学期，我们为小班的宝贝们开启了农场动物的新奇世界。通过动物的叫声和生动有趣的图画书，孩子们充满热情地学习着。借助童谣的韵律、快乐的重复和丰富的动手活动，我们一同点燃了他们对英语学习的喜悦之火，见证着他们如春天的花朵般茁壮成长，满怀希望，绽放光彩！



Growing Sounds and Singing Steps

成长的声音与歌唱的步伐

In our recent learning journey, our students proudly wrapped up their lessons on short vowel CVC words and began exploring sight words and digraphs like ck and ng. With engaging games, spelling, and reading exercises, students gained confidence in blending sounds and recognizing common patterns in simple words—a big step toward stronger reading skills! At the same time, our pre-toddlers joyfully explored fun action songs that introduced them to new vocabulary and everyday commands. Through music, movement, and repetition, our students built listening skills and body awareness while being active in class. We're proud to see our students grow in language and expression daily!



在我们最近的学习旅程中，学生们完成了短元音CVC单词的课程，他们为此感到非常自豪。另外，我们也已经开始了对高频词还有像ck和ng这样的单音双字母组合的探索。通过有趣的游戏以及拼写和阅读练习，在组合发音和认识常见形式的简单词方面，学生们获得了很大的信心——这是他们迈向掌握更强阅读能力的重要一步！而我们小石榴班的小朋友们则愉快地学习探索了一些有趣动作歌曲，这些歌曲让他们了解了更多的新词汇和日常指令。通过音乐、律动和重复，学生们在课堂上积极参与的同时，培养了更多听力能力和动作意识。看到学生们每天在语言和表达方面的成长，我们也为此感到特别骄傲！



Grade 1 ESL

The World Around Us

我们周围的世界

In recent weeks, pupils have been immersed in the fascinating world of wild animals, learning about their unique characteristics. They have developed skills to identify these creatures, describe their populations, and express simple truths about them using appropriate language structures.

Looking ahead, our focus will shift to the exciting realm of fashion. Pupils will explore familiar styles and items of clothing both at school and at home, engaging with relatives and teachers to enhance their understanding of this vibrant topic. Additionally, we had the pleasure of celebrating Miranda's birthday this month, which brought a lot of joy and fun to our classroom.

此外，我们本月有幸庆祝了米兰达的生日，这为我们的课堂带来了很多快乐和乐趣。

另一方面，如果你还没听说，星期五已经成为一周的亮点，我们有了“特别爆米花星期五”！这个活动为学生们提供了赢得奖品的机会，以表彰他们在工作簿中勤奋努力和优秀复习的表现。哇哦！

Grade 2 ESL

Exploring Daily Routines

探索每日作息

In Grade 2 English class, we had a wonderful time exploring the topic of daily routines. The students learned to talk about their everyday activities such as waking up, brushing their teeth, eating breakfast, going to school, playing with friends, and going to bed.

Through engaging lessons, they expanded their vocabulary, practiced sentence structure, and improved their speaking and listening skills. We also used fun games, role-plays, and short writing exercises to help students confidently express their daily routines in English.

To wrap up the unit, each student shared their own routine with the class, helping them build confidence and fluency in a supportive environment. It was an enjoyable and meaningful learning experience for everyone at Baishan!

在二年级英语课上，我们围绕“每日作息”这一主题展开了精彩的学习。学生们学习了如何用英语描述日常活动，比如起床、刷牙、吃早餐、上学、和朋友玩耍以及睡觉等。

通过富有趣味的课堂活动，学生们扩展了词汇量，练习了句子结构，提升了听说能力。我们还通过游戏、角色扮演和简短写作练习，帮助学生自信地用英语表达自己的作息时间。

在单元的最后，每位学生都向全班展示了自己的每日作息，在轻松有爱的氛围中锻炼了口语表达能力。这是一次愉快而有意义的学习体验，大家都受益匪浅！



Grade 3 ESL

Let's go camping

我们去露营吧！



In grade 3 we have been talking about camping. This has included learning about activities we might do on a school camp and equipment we might need when we go camping. During this unit we have taken time to share about our experiences as well as discuss the activities we would like to do at a camp. The Grade 3 students were able to use their knowledge and skills to create a plan for a school camp and discuss when different activities would take place and what the activities would be. We have now started working on a role play, imagining we went on one of the camps, to share our experiences. This was a great opportunity for the students to not only use new language but also practice talking about a true life experience they will have later this semester.

三年级时，我们一直在谈论露营。这包括学习我们在学校营地可能会做的活动，以及露营时可能需要的设备。在本单元中，我们花时间分享了我们的经验，并讨论了我们想在营地做的活动。三年级的学生能够利用他们的知识和技能为学校营地制定计划，并讨论何时会举行不同的活动以及活动是什么。我们现在已经开始进行角色扮演，想象我们去了一个营地，分享我们的经验。这对学生们来说是一个很好的机会，不仅可以使用新语言，还可以练习谈论他们本学期晚些时候将要经历的真实生活经历。



Grade 5 ESL

Practice Makes Perfect

熟能生巧

五年级的英语作为第二语言 (ESL) 学生通过一项有趣的团队游戏来检验他们的语言技能。他们手持白板、记号笔和擦子，在课堂上展开比赛，争分夺秒地纠正投影在屏幕上的句子。这个挑战包括找出拼写错误、标点错误，并将句子中的动词时态转换为现在完成时。

学生们被分成若干小组，每轮由老师指派代表上场，确保每位成员都有机会动笔。

接着，他们迅速合作找出句中的错误，并用现在完成时进行更正。每轮中，最先站起来并准确无误地展示改正后的句子的小组即可赢得一分，使语法练习变得既激动人心又充满团队协作的乐趣。

The fifth-grade ESL students put their language skills to the test with an engaging team game. Armed with whiteboards, markers and erasers they raced against each other to correct sentences projected for the class. The challenge involved identifying and fixing spelling mistakes, punctuation errors, and converting the verb tenses that were found in the sentences.

Students were sorted into teams and would be nominated by the teacher for each round to ensure every member was given a chance to write.

Then they quickly worked together to identify the mistake, correcting them using the Present Perfect tense. The first team to stand and present the flawlessly corrected sentence earned the point for each round, making grammar practice an exciting and collaborative experience.

Grade 4 ESL

Rules in fun places

有趣场所的规则学习

In Grade 4 English class, we had a great time learning about rules in fun places such as amusement parks, swimming pools, museums, and playgrounds. Students discovered why rules are important for keeping everyone safe, respectful, and happy while having fun. Through reading activities, discussions, and role-plays, they practiced using modal verbs like must, mustn't, and should to talk about what we can and cannot do in different places. They also learned new vocabulary and improved their speaking and writing skills.

The unit ended with a fun project where students created their own posters showing rules for their favorite fun places. It was an enjoyable way to combine language learning with creativity and real-life awareness!



在四年级英语课上，我们围绕“有趣场所的规则”这一主题展开了愉快的学习。学生们了解了在游乐园、游泳池、博物馆和游乐场等有趣的地方，为什么需要规则来保障每个人的安全、尊重和快乐。

通过阅读活动、讨论和角色扮演，学生们学习了如何使用 must (必须)、mustn't (禁止) 和 should (应该) 等情态动词来表达在不同场所可以做和不可以做的事情。他们还学习了新词汇，提升了口语和写作能力。

在单元的最后，学生们完成了一个有趣的项目：为自己最喜欢的有趣场所设计规则宣传海报。这不仅增强了语言能力，也激发了创造力和对现实生活的认识。

Grade 6 ESL

Getting Advice and Solving Problems

寻求建议与解决问题

In Grade 6 English class, we explored the important theme of getting advice and problem resolution. Students learned how to express problems clearly, ask for help politely, and offer thoughtful advice to others.

Through role-plays, dialogues, and group discussions, they practiced real-life communication skills that are useful both inside and outside the classroom. They also learned helpful vocabulary and sentence structures to express concerns and solutions with confidence.

The unit ended with students creating their own advice columns, where they responded to imaginary problems with creative and compassionate solutions. It was a meaningful and engaging way to develop empathy, critical thinking, and language skills!



在六年级英语课上，我们学习了一个非常重要的主题：寻求建议与解决问题。学生们学习了如何清楚地表达问题、礼貌地寻求帮助，并给他人提出有建设性的建议。

通过角色扮演、对话练习和小组讨论，学生们锻炼了在现实生活中非常实用的沟通技能。他们还掌握了有关表达问题和解决方案的词汇和句型，提高了自信心和表达能力。

在单元的最后，学生们创作了自己的“建议专栏”，针对一些虚构的问题提出了富有创意和同理心的解决办法。这不仅是一次有趣的学习体验，也帮助他们培养了同情心、批判性思维和语言技能。



Grade 7 ESL

Pack Your Bags

收拾行李

In Grade 7 we have been discovering the world of travel. Through this unit we have discussed a range of content. We discussed counties, nationalities and languages, learning how to form the words for the nationalities using suffixes. From there we talked about landmarks, food and other special aspects of different countries. We then went on to discover talking about different travel plans and using going to and the future simple tense to describe our future travel plans while playing practice games. We finished off the unit by writing an email talking about our travel plans.

在七年级，我们一直在探索旅行的世界。通过本单元，我们讨论了一系列内容。我们讨论了县、民族和语言，学习如何使用后缀组成民族单词。从那里，我们谈到了不同国家的地标、食物和其他特殊方面。然后，我们继续发现在玩练习游戏时谈论不同的旅行计划，并使用going to和一般将来时态来描述我们未来的旅行计划。最后，我们写了一封电子邮件，谈论我们的旅行计划。



Grade 8 ESL



Kindness in Action: Eighth Graders Making a Difference in Their Community

善心在行动 改变社区的八年级学生

Eighth-grade students embark on a journey to actively engage with their communities, discovering how even the smallest acts of kindness can profoundly change someone's life. Through the lens of social issues in Qingdao, they are encouraged to reflect on their circumstances and privileges, recognizing how those in more fortunate positions can lend a helping hand to those in need.

As part of this initiative, students are delving into the specific needs of our local community, brainstorming innovative ideas to raise awareness and gather support for various causes. Working collaboratively in groups, they will devise thoughtful plans and create eye-catching posters to promote their fundraising activities, aiming to inspire others to join in their efforts.

在这个年级，学生们正在深入探索写作的迷人世界，发现将自己的想法转化为文字形式的力量。我们专注于描写性写作的艺术，研究如何通过准确的用词在读者的脑海中创造出生动而难忘的形象。在一个阳光明媚的下午，我们来到室外，邀请每位学生从生机勃勃的水果展示中挑选一种水果。

这项练习要求他们表达与所选水果相关的直接感受、个人观点和身体感受。学生们将水果的颜色、质地和香气等细节融入写作中，使他们的体验跃然纸上。这项活动提高了他们的写作技巧，加深了他们对日常物品之美的欣赏。



Grade 10 ESL

Savoring Words: Exploring Descriptive Writing Through the Senses

品味文字: 通过感官探索描写性写作



This exercise challenged them to articulate their immediate feelings, personal opinions, and physical sensations related to their chosen fruit. The results were a captivating blend of realistic observations and artistic descriptions, with students incorporating details such as the fruit's color, texture, and aroma, which brought their experience to life on the page. This activity enhanced their writing skills and deepened their appreciation for the beauty of everyday objects.

在这个年级, 学生们正在深入探索写作的迷人世界, 发现将自己的想法转化为文字形式的力量。我们专注于描写性写作的艺术, 研究如何通过准确的用词在读者的脑海中创造出生动而难忘的形象。在一个阳光明媚的下午, 我们来到室外, 邀请每位学生从生机勃勃的水果展示中挑选一种水果。

这项练习要求他们表达与所选水果相关的直接感受、个人观点和身体感受。学生们将水果的颜色、质地和香气等细节融入写作中, 使他们的体验跃然纸上。这项活动提高了他们的写作技巧, 加深了他们对日常物品之美的欣赏。

In this grade, students are delving into the fascinating world of writing, discovering the power of transforming their ideas into written form. We are concentrating on the art of descriptive writing, honing in on how precise word choices can create vivid and memorable images in the reader's mind. On a sunny afternoon, we ventured outside, where each student was invited to select a fruit from a vibrant display.



IPC1

Curious Minds in Action in Our IPC 1 Classroom

IPC 1 教室里的小小探索家



In our IPC 1 classroom, learning comes alive! Our young scientists recently explored the wonders of Electricity, proudly sharing their knowledge with parents at an engaging Exit Point. Now, they're diving into a new unit, What's It Made Of?, investigating materials and their properties through exciting, hands-on experiments. With a student-led recycling station in the classroom, our learners are building curiosity, confidence, and a love for discovery every day!

IPC 1 教室里的小小探索家!

在我们的 IPC 1 教室里, 学习充满乐趣与活力! 我们的科学小达人最近深入探索了“电”的奥秘, 并在充满互动的成果展示日上自豪地向家长们展示了他们的所学。

现在, 他们开启了全新主题《它是由什么做成的?》, 通过动手实验来了解各种材料及其特性。教室内还没有由学生主导的材料回收站, 孩子们在每天的探索中培养了好奇心、自信心以及对科学的热爱!





IPC2

Learning with our hands. Helping with our hearts.

用双手学习，用真心助人

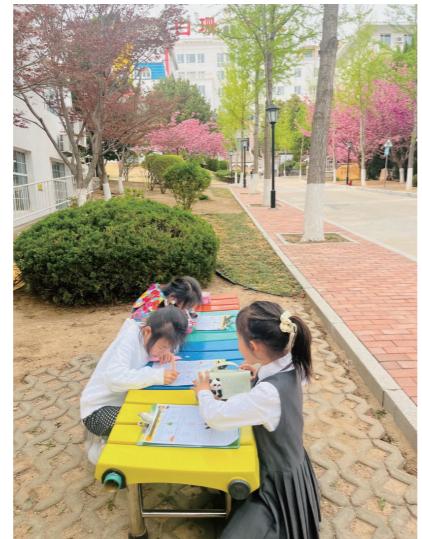
Our IPC 2 students have been busy exploring the materials that shape our world!

We kicked off our new unit, What's It Made Of?, by taking full advantage of the sunny weather and heading outdoors. The children eagerly collected both natural and man-made materials, which led to meaningful discussions back in the classroom about what these items are made of and how they are created.

With creativity and curiosity at the center of their learning, students sorted the materials and transformed them into beautiful and practical crafts—like a shiny foil bird, pencil cases made from water bottles, and even a piggy bank to help save for an upcoming trip. These hands-on activities not only sparked imagination but also highlighted the importance of reusing and recycling materials in thoughtful ways.



A true highlight was our Earth Day celebration, where IPC 2 students took action to care for the environment by helping to clean up Liuqinghe Beach. They felt proud knowing that their small steps could make a big difference in protecting our planet.



我们IPC 2班的小探索者们最近正忙着研究构成世界的各种材料！在新单元《材料的奥秘》开启之际，孩子们趁着晴好天气来到户外课堂。他们兴致勃勃地收集了各种天然材料和人造物品，回到教室后围绕“这些物品的材质与制作工艺”展开了富有启发性的讨论。



IPC 3 students have embarked on an exciting journey through forces, magnetism, and materials, bringing science to life through hands-on experiments and creative challenges. They explored gravity, friction, air resistance, and tension by building balloon parachutes, engineering suspension bridges, and collaborating across classes for the Marble Run Challenge. Their curiosity was further sparked as they examined the forces influencing migration, designing imaginative countries with unique push-and-pull factors. In their study of magnetism, students tested materials, observed magnetic fields through experiments with magnets and magnetic slime, and explored how different liquids impact magnetism. Their buoyancy investigations saw them crafting models to determine which designs could float, including an egg-based experiment testing the effects of various liquids on buoyancy.



IPC 3 的学生们踏上了一段激动人心的旅程，探索力学、磁性和材料，通过实践实验和创造性挑战，让科学变得生动有趣。他们研究了重力、摩擦力、空气阻力和张力，通过制作气球降落伞、设计悬索桥以及跨班级合作完成弹珠轨道挑战，深入理解这些物理现象。他们的好奇心进一步被激发，在研究迁移过程中作用的力时，创造了想象中的国家，并设计了独特的推拉因素。在磁性研究中，学生们测试材料的磁性，通过磁铁实验和磁性史莱姆观察磁场，并探索不同液体如何影响磁场。浮力实验同样精彩，他们制作了粘土和橡皮泥模型，以测试哪些设计能够漂浮，同时还进行了鸡蛋实验，观察不同液体如何影响鸡蛋的浮力。

最近，学生们迎来了“材料世界”单元的学习，他们以激动人心的入门活动——使用日常家居用品制作自制史莱姆——开启探究之旅。这一实践活动让他们观察材料特性，提出假设，并通过科学方法探索材料在不同条件下的反应。随后，他们展开知识收集活动，在校园内识别和分类各种材料，并分析真实世界中的物品，深入研究固体、液体和气体的特性。他们的整理了这些发现并制成材料地图海报。

Most recently, students launched into the Material World unit with an engaging entry point—making homemade slime using household ingredients. This hands-on experience allowed them to observe material properties, form hypotheses, and explore how substances react under different conditions using the scientific method. Building on this, they conducted a Knowledge Harvest, classifying materials throughout the school and analyzing the states of matter using real-world objects. Their discoveries were visually mapped into posters, reinforcing teamwork and problem-solving skills. To wrap up, students actively reviewed key concepts through interactive discussions and Kahoot quizzes, applying their learning in exciting ways. Their enthusiasm, creativity, and analytical thinking have truly shone, and we look forward to more discoveries ahead!

IPC3

Exploring Science: Forces & Materials

探索科学：力学与材料



IPC4

Mission Material 材料任务

IPC Year 4 students have been actively exploring the Material World unit through a range of hands-on and inquiry-based learning experiences. They began by investigating everyday materials and experimenting with states of matter by making playdough and slime. These activities helped solidify their understanding of solids, liquids, and gases, as well as the properties of different materials. To apply their knowledge, students examined objects like bicycles to identify materials used and the reasons behind their selection. They also tested the strength of materials for shopping bags and built simple electric circuits to determine which materials conduct electricity. Through online research, students discovered where materials come from and gained insight into global interdependence, recognizing China's role in the global material supply chain. This unit has sparked curiosity and critical thinking, and students are eager to continue their exploration in the weeks ahead.

IPC四年级的学生在“材料世界”这一单元中，积极参与了一系列动手实践和探究式学习活动。他们从探索日常材料入手，通过制作橡皮泥和史莱姆等实验，深入了解了固体、液体和气体这三种物质形态，以及不同材料的特性。

在应用所学知识的过程中，学生们观察了自行车，分析其各部分所用的材料及其选材原因。他们还测试了用于购物袋的材料强度，并制作简单电路，判断哪些材料能导电。通过在线研究，学生们了解了各种材料的来源，并意识到世界之间的紧密联系，也认识到中国在全球材料供应链中扮演的重要角色。

这一单元激发了学生的好奇心与批判性思维，他们对接下来的学习充满期待。



Back in class, the students examined their rock collections closely and classified them into the three main rock types: igneous, sedimentary, and metamorphic. They identified specific examples within each category and learned how these rocks are formed in nature. Afterward, they reflected on how different types of rocks are used in the world around them—such as for constructing buildings, paving roads, creating tabletops, flooring, and other functional purposes in daily life.

This activity allowed IPC5 students to apply their personal learning goals in meaningful ways. As thinkers, they extended their understanding by making connections between the rocks they collected and their real-life applications. As communicators, they practiced interpreting information, sharing their findings with peers, and considering the reliability and authority of their sources. It was a dynamic learning experience that combined science, environmental awareness, and personal growth.



IPC5的学生已开启了新单元“让材料为我们所用”，通过实践探索以及与现实世界的联系展开学习。为了激发他们的好奇心，学生们接到了从学校校园不同区域采集岩石的任务。为了庆祝地球日，他们还和其他IPC的学生们一起参加了一次意义非凡的海滩清洁活动。在这次外出活动中，他们不仅为保护环境出了一份力，还从海岸边采集到了更多的岩石样本，使得这次经历既具教育意义又影响深远。

回到课堂上，学生们仔细检查了他们采集的岩石样本，并将其分为三大类：火成岩、沉积岩和变质岩。他们识别出了每一类岩石中的具体样本，还学习了这些岩石在自然界中的形成过程。之后，他们思考了不同类型的岩石在周围世界中的用途，比如用于建造房屋、铺设道路、制作桌面、地板，以及日常生活中的其他功能性用途。

这项活动让IPC5的学生们以富有意义的方式践行了他们的个人学习目标。作为善于思考的人，他们通过将采集到的岩石与这些岩石在现实生活中的应用联系起来，拓展了自己的认知。作为善于沟通的人，他们练习了解读信息，与同伴分享自己的发现，并考量信息来源的可靠性和权威性。这是一次充满活力的学习体验，融合了科学知识、环保意识以及个人成长。

IPC5

Exploring Rocks and Their Real-Life Uses Through Hands-On Learning

通过实践学习探索岩石及其在现实生活中的用途



IPC5 students have kicked off their new unit, Making Materials Work for Us, with hands-on exploration and real-world connections. To spark their curiosity, they were given the task of collecting rocks from different areas around the school campus. In celebration of Earth Day, they also joined a meaningful beach cleanup activity with their fellow IPC students. During this outing, they not only helped protect the environment but also collected additional rock samples from the shore, making the experience both educational and impactful.



IPC Drama

IPC Drama – Creatively collaborating

IPC戏剧—创造性合作



This past term has been an exciting time for our students at Baishan. Our students have truly stepped into their power as storytellers, performers, and collaborators.

One of the most memorable highlights was the successful staging of *The Rain Queen*. With performers from IPC and IMYC working together, the production brought the school community closer, highlighting the importance and endless possibilities of the arts. Audiences included Baishan community and guests from the wider Qingdao community, including QISS. The production represented stories that are often missing from the spotlight. Representation is essential, especially in international spaces where cultural diversity should be celebrated.

While the older students wrap up their journey, the younger students have been hard at work on their own performance of *Stone Soup: The Musical*. IPC2 students are currently building their characters. IPC3 is exploring how music can support the story by playing instruments that enhance the rhythm and mood of each scene. Meanwhile, IPC1 is learning songs and choreography, bringing joy and energy into every rehearsal.

Drama at Baishan continues to grow as a space where students can find their voice, celebrate storytelling, and work together to create something meaningful. Whether it is a large production or a class performance, the heart of our program lies in helping students express who they are and connect with others through storytelling.



上学期对于我们白珊学校的学生来说是一段激动人心的时光。我们的学生真正发挥出了自己作为故事讲述者、表演者和协作伙伴的能力。

最令人难忘的亮点之一是《雨之女王》的成功上演。国际小学课程 (IPC) 和国际中学教育课程 (IMYC) 的表演者们携手合作，这场演出让学校社区的关系更加紧密，凸显了艺术的重要性以及其蕴含的无限可能。

观众包括白珊学校社区成员以及来自青岛更广泛社区的嘉宾，其中还有青岛国际学校 (QISS) 的人员。这场演出展现了那些常常被忽视的故事。在国际环境中，代表性至关重要，毕竟文化多样性理应得到颂扬。

在高年级学生结束他们的相关历程之际，低年级学生也在为他们自己的音乐剧《石头汤》努力排练。国际小学课程二年级 (IPC2) 的学生目前正在塑造他们的角色。国际小学课程三年级 (IPC3) 的学生则在探索如何通过演奏乐器来增强每个场景的节奏和氛围，从而为故事增色。与此同时，国际小学课程一年级 (IPC1) 的学生正在学习歌曲和舞蹈编排，为每次排练都注入欢乐与活力。

白珊学校的戏剧领域持续发展，成为学生们能够找到自我表达、颂扬故事讲述艺术并且携手创造有意义事物的空间。无论是大型演出还是班级表演，我们课程的核心都在于帮助学生展现自我，并通过故事讲述与他人建立联系。



IPC MUSIC

Exploring Pop Music:

A Creative Learning Journey in IPC 4

探索流行音乐：IPC四年级的创意学习之旅

The unit will culminate in a joyful and meaningful end-of-unit showcase. Each student will present or perform a pop song that they personally connect with—one that carries a positive or powerful message. They will share why they chose their song, what it means to them, and how it reflects their own experiences or values. It's a celebration not only of musical growth, but of personal expression and emotional insight.

As a parent, you can join in this journey by asking your child about the song they've chosen, what message they believe it carries, and how it makes them feel. These conversations can deepen their reflections and help them feel supported as they express themselves in new and creative ways. Thank you for supporting your child's learning in and beyond the classroom. The Power of Pop is more than a unit about music—it's an opportunity for students to find their voice, reflect on what matters to them, and connect with others through the universal language of sound.



This term, IPC 4 students are stepping into the energetic and expressive world of pop music in a dynamic unit titled *The Power of Pop*. Far more than just singing along to popular songs, this unit encourages students to think deeply about the music they hear every day—what it means, how it makes them feel, and how it helps them connect with others.

Throughout the unit, students are exploring how pop music expresses ideas and values that matter to young people. Themes like friendship, bravery, kindness, and self-confidence are woven through many of the songs they're studying, and students are learning how to identify these messages and reflect on their meaning. They're also discovering how music from different parts of the world reflects cultural identity and brings communities together.

In music class, the focus isn't only on listening but also on understanding how elements like melody, rhythm, and instrumentation work together to support a song's message. Students are learning to express their thoughts about music clearly, to reflect on how it makes them feel, and to appreciate how different styles and voices contribute to a shared emotional experience.

As the unit progresses, students are also building important skills that go beyond music. They are learning how to present and perform with confidence, how to give and receive constructive feedback, and how to work both independently and collaboratively. Each lesson challenges them to think critically, communicate clearly, and engage creatively.

本学期，IPC四年级的学生正踏入一个充满活力与表现力的音乐世界——《流行音乐的力量》。这个单元不仅仅是唱唱流行歌曲，它鼓励学生深入思考他们每天听到的音乐——这些歌曲的意义，它们带来的感情，以及它们如何帮助人们彼此连接。

在整个学习过程中，学生们正在探索流行音乐是如何表达年轻人关注的想法与价值观，例如友谊、勇气、善良和自信。他们学习分析歌词中的信息，思考歌曲传达的情感，并了解来自不同国家和文化的音乐如何体现身份、讲述故事、连接世界。

在音乐课堂上，学生不仅要倾听，还要理解旋律、节奏、乐器和声音是如何共同强化歌曲主题的。他们正在学习如何清晰地表达自己对音乐的理解，反思音乐带来的感受，并欣赏不同风格与声音背后的情感共鸣。

随着单元的深入，学生也在培养一系列重要的跨学科技能。他们正在学习如何自信地进行展示与表演，如何给予与接受建设性的反馈，以及如何独立完成任务或与同伴协作。每一节课都在锻炼他们的批判性思维、清晰表达和创造性参与的能力。



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本单元将在一次充满喜悦与意义的成果展示中画上圆满句号。每位学生将选择一首具有个人意义或积极信息的流行歌曲进行展示或表演，并分享他们选择这首歌的原因、歌曲所传递的信息，以及它与自己生活或价值观的关联。这不仅是对音乐学习成果的展示，更是一次情感表达与自我认同的庆典。

我们也鼓励家长与孩子们进行交流，例如：“你选择了哪首歌？”、“你觉得这首歌的主题是什么？”、“这首歌带给你什么样的感觉？”这样的对话能够加深他们的思考，也让他们在表达自己时感受到家庭的支持。

感谢您一路以来对孩子学习旅程的支持。《流行音乐的力量》不仅是一个关于音乐的学习单元，它更是一次让孩子找到自我声音、思考真正重要的事情，并通过音乐与世界建立联系的旅程。

IPC PE

Active Learning in Action

积极学习进行时

In music class, the focus isn't only on listening but also on understanding how elements like melody, rhythm, and instrumentation work together to support a song's message. Students are learning to express their thoughts about music clearly, to reflect on how it makes them feel, and to appreciate how different styles and voices contribute to a shared emotional experience. As the unit progresses, students are also building important skills that go beyond music. They are learning how to present and perform with confidence, how to give and receive constructive feedback, and how to work both independently and collaboratively. Each lesson challenges them to think critically, communicate clearly, and engage creatively.

本周，在体育课上，各个阶段的学生积极参与了与当前单元相关的精彩活动。在第一阶段，IPC 1 和 IPC 2 通过改编版的躲避球游戏探索了“太空入侵者”单元。这一活动不仅帮助学生培养空间意识、快速反应和团队合作能力，还让他们学习如何安全地投掷和闪避。

在第二阶段的游戏单元中，IPC 3 继续进行手球训练，通过传球至不同位置，重点练习精准度、时机掌握以及如何移动到空位接球。IPC 4 则转向足球训练，专注于一对一防守技巧和提升第一触球能力。学生们学习了如何有效站位、封锁空间，并在压力下控制球权。



IMYC Introduction

From Stage to Beach: IMYC Students Embrace Learning and Community

从舞台到海滩： IMYC 学生拥抱学习和社区

IMYC students have been actively involved in a variety of enriching and stimulating events throughout the term. These activities have helped deepen their connection with their own community, their local community, and the wider world around them.

One of the highlights was the school performance of The Rain Queen. Students took on key roles both on stage and behind the scenes, contributing to set design, costume creation, and stage crew duties. This collaborative effort showcased their talents and teamwork.

Another exciting event was the Pi Day celebration, which integrated elements from various subjects with mathematics. This international celebration of mathematics provided a fun and educational experience for all participants. Students also embarked on a cultural exploration project. They identified areas to explore within their home country of China, selected a host country for potential education or work opportunities in Singapore, and chose an adopted country, the USA, to learn more about. This project included cooking dishes from these countries, researching and writing expository texts and poetry, and engaging in activities that broadened their cultural understanding.

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In celebration of Earth Week, students attended a storytelling event with Barry Stewart Mann and participated in a beach clean-up to help protect the local environment. They also wrote poetry to commemorate Earth Day, reflecting on their connection to the planet.

Additionally, students joined their peers from the international primary school for a house sorting ceremony, where they were allocated house colours. House events are a significant part of Baishan Campus culture and will play a key role in upcoming events like the Family Fun Run and Literacy Week. Through these diverse activities, IMYC students have continuously engaged in learning within their school community and connected their understanding to the broader world. Their experiences this term have not only enriched their academic knowledge but also fostered a deeper appreciation for cultural diversity and environmental stewardship. We look forward to more exciting and meaningful events in the future as our students continue to grow and learn through their international lens.





本学期，IMYC学子积极参与了丰富多彩的拓展活动，这些充满启发的体验深化了他们与班级集体、本土社区及更广泛的全球社会的联系。

活动亮点之一是校园戏剧《雨之女王》的盛大演出。学生们全方位参与台前幕后工作，从布景设计、服装制作到舞台执行，通过跨部门协作展现了卓越的才华与团队合作精神。

圆周率日庆祝活动同样精彩纷呈，这场国际数学盛会巧妙融合多学科元素，为参与者带来寓教于乐的体验。

在文化探索项目中，学生们以三维度展开研究：深入考察祖国中国的特色地域，选定新加坡作为未来升学就业的研究对象，并了解代表国美国的文化特质。他们通过烹饪各国美食、撰写说明文与诗歌、参与文化活动等方式拓宽全球视野。



English Language Arts

IMYC 7

Structures: Poetry and Prose to Explore the World 结构：通过诗歌和散文探索世界

This term, Grade 7 students have delved into a diverse array of poetry forms and features. They explored how poems are often connected by syllable structure, meter, and various rhyming conventions. Additionally, students examined how poetry utilizes literary devices they previously learned, such as simile, metaphor, personification, and hyperbole. They discovered the unique conventions of different poetry forms, practicing writing in styles like cinquain, limerick, diamante, and various acrostic forms. Popular poem forms that have entered the English language, such as haiku and tanka from Japan, were also studied.

地球周期间，学生们不仅参加了巴里·斯图尔特·曼恩的故事会，还通过海滩清洁行动践行环保承诺。他们创作的生态诗，字里行间流淌着对星球的深情。

此外，中学部与国际小学部联合举办了学院分院仪式，学生们身着代表各自学院的色彩服饰。作为白珊瑚校区的特色传统，学院制活动将在后续的“家庭欢乐跑”和“读写周”中持续开展。

通过这些多元活动，IMYC学生们不断实现校内学习与全球理解的有机结合。本学期的经历不仅丰富了学识，更培育了文化包容心态与环保责任意识。我们期待这群具有国际视野的年轻学习者，在未来继续通过精彩活动获得成长。

Turning their focus to their home country of China, host country of Singapore, and adopted country of the USA, students honed their skills in summarizing, paraphrasing, and referencing sources. They composed expository passages about each country, applying APA citations for all referenced information. Through this process, students learned about academic standards in research and embraced the personal goal of being ethical by understanding the dangers of plagiarism in academic work.

Combining their knowledge and skills in analyzing and writing poetry with their developing research and paraphrasing abilities, students embarked on researching and composing more complex poems. They investigated the sonnet, ballad, renga, and pantoum for a presentation, which included their own collaborative version of a poem addressing an international issue. Throughout this project, students employed good academic practices to gather sources, cite references, use quotations, and attribute example poems to their original authors.



本学期，七年级学生深入研究了各种诗歌形式和特点。他们探索了诗歌如何通过音节结构、韵律和各种押韵惯例相互联结。此外，学生们还研究了诗歌如何运用他们之前学习的文学手法，如明喻、隐喻、拟人和夸张。他们发现了不同诗歌形式的独特惯例，练习了写作风格，如五行诗、打油诗、菱形诗和各种藏头诗。学生们还研究了进入英语语言的流行诗歌形式，如源自日本的俳句和短歌。

学生们将注意力转向他们的祖国中国、东道国新加坡和收养国美国，磨练了总结、改写和引用来源的技能。他们撰写了关于每个国家的说明性段落，并用APA格式编辑了所有引用的信息。在这个过程中，学生们学习了研究中的学术标准，并通过理解学术研究中抄袭的危险，达到了个人目标——成为符合伦理道德的学生。

结合他们在分析和写作诗歌方面的知识和技能，以及他们不断发展的研究和改写能力，学生们开始研究和创作更复杂的诗歌。他们研究了十四行诗、叙事诗、连歌和回文诗，并为展示准备了自己的合作版本的诗歌，涉及国际问题。在整个项目中，学生们采用了良好的学术实践来收集来源、引用参考文献、使用引用并将示例诗歌归功于原作者。

Courage: Ancient and Modern

IMYC 8

Issues through Tragedy and Debate 勇气：通过悲剧和辩论探讨古今问题



This term, Grade 8 students delved into the ancient Greek play Antigone by Sophocles, building on their earlier research about the playwright and his home city of Athens. Revisiting their Grade 7 learning, they analyzed the play using Freytag's Pyramid of dramatic structure, focusing on the tragic elements. Students took quizzes, annotated the play, and examined the role of themes, connecting Antigone with modern adaptations in France, the USA, and Ireland to highlight the courage required to confront significant societal issues.

To relate the play to the Big Idea of their unit, Courage, students rewrote a part of the play where a key character unexpectedly changes their mind. They added stage directions and acted out their scenes. Students then analyzed the impact of their rewrites, considering how the changes affected the plot and whether they enhanced the theme of Courage. They also evaluated their performances based on emotional portrayal, gestures, voice volume, and tone, guided by the stage directions they had added. Finally, students engaged in a debate on the play's content, taking on the roles of the senators of Thebes and posing the question of whether the antagonist, Creon, should be put to death after the final catastrophe. Using a formal debate format, they researched their arguments from the play and other subjects studied during the unit. This process allowed students to apply their well-developed debating skills to a literary context, providing an exciting opportunity to deepen their understanding and extend their practice of speaking, listening, reading, and writing.



本学期，八年级学生深入研究了古希腊戏剧《安提戈涅》，并在此基础上进一步研究了剧作家索福克勒斯及其故乡雅典。学生们回顾了七年级的学习，利用弗莱塔格戏剧结构金字塔分析了这部戏剧，重点关注悲剧元素。学生们进行了测验，注释了戏剧，并研究了主题的作用，将《安提戈涅》与法国、美国和爱尔兰的现代改编作品联系起来，突出在面对重大社会问题时所需的勇气。

为了将戏剧与单元的核心理念“勇气”联系起来，学生们重写了戏剧中一个重要的角色。他们添加了舞台指示并表演了他们的场景。然后，学生们分析了重写的影响，考虑这些变化如何影响情节，以及是否增强了“勇气”这一主题。他们还根据情感表现、手势、声音音量和语调评估了他们的表演，这些都得到了他们添加的舞台指示的指导。

最后，学生们以底比斯参议员的身份参与了关于戏剧内容的辩论，提出了在最终灾难之后是否应该处死反派克瑞翁的问题。学生们使用正式的辩论格式，从戏剧和单元学习期间的其他科目中研究他们的论点。这一过程使学生们能够将他们发展良好的辩论技能应用于文学背景，为他们提供了一个激动人心的机会，以加深他们的理解并扩展他们在说、听、读、写方面的实践。

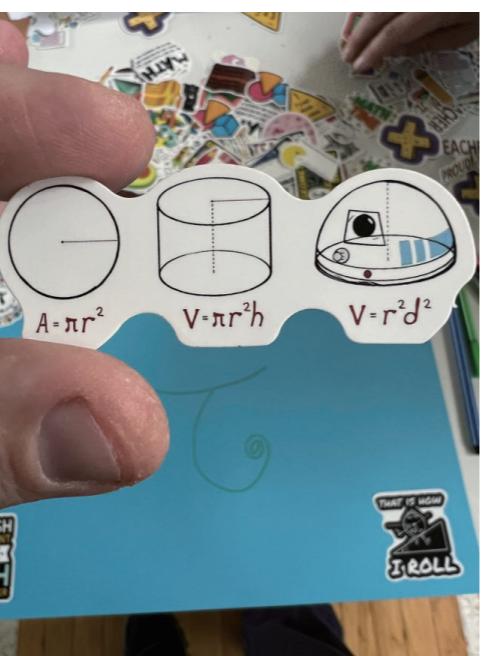


IMYC Mathematics

The Beauty of π

圆周率之美

The students of the IMYC gathered to celebrate the unending beauty of Pi through an exciting weeklong series of events which culminated in a Pi Day Fair on Friday, 3.14. The goal of these activities was to instill an appreciation of mathematics and to explore real-world applications for the equations and symbols we utilize in our classrooms. The week kicked off with Pi videos, followed by Pi-Kus, Pi Day quizzes, and the culminating event being the Pi Day Activity Fair. Students from IPC, IMYC, and QAIS all joined together to celebrate this wonderful event which also just happens to be Albert Einstein's birthday.



The Pi Day fair provided a wide variety of exciting activities, including the Longest Hula Hoop Competition, arts and crafts such as decorating balls with Pi's digits, and Sine Art. Students also enjoyed outside sports games such as Ring Toss, Corn Hole, and a Math Relay Race. Students also participated in Cup Stacking, Frisbee Golf, and Keepy Uppies. Our young mathematicians also contributed to a Pi Paper Chain, participated in Dizzy Circles, and drew scenes using a 5-point perspective, enhancing their artistic and mathematical skills. This event provided a wonderful chance for students throughout the school to come together and enjoy the wonder, the beauty, and the fun of mathematics.



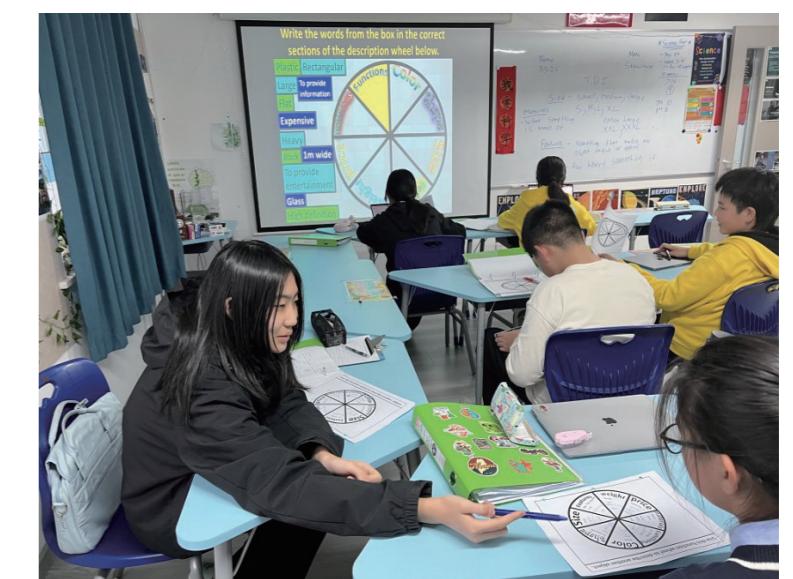
IMYC学部的学生们齐聚一堂，通过为期一周的精彩活动庆祝圆周率π的永恒魅力，并在3月14日“π日”当天迎来压轴的数学游园会。这场数学嘉年华旨在培养学生对数学的热爱，探索课堂方程式与符号在现实世界的应用。活动周以π主题视频展映拉开序幕，随后展开π字俳句创作、圆周率知识竞答，最终在π日游园会达到高潮。IPC、IMYC及QAIS学部的学子们共同欢庆这一美妙时刻——恰逢爱因斯坦诞辰的特别日子。

游园会设有丰富多彩的趣味项目：既有“最长呼啦圈耐力赛”、π数字彩球装饰、正弦曲线艺术等创意手工，也包含套环游戏、玉米袋投掷、数学接力赛等户外竞技。学生们还体验了杯子叠塔、飞盘高尔夫、颠球挑战等趣味活动。年轻的数学家们不仅合力制作了π纸环链、参与“眩晕圆圈”平衡挑战，更尝试用五点透视法创作绘画，在艺术实践中深化数学思维。这场盛会为全校学子提供了感受数学奇趣、美学与欢乐的绝佳契机。

IMYC 7

Exploring Cells 探索细胞

This month in Mathematics 7.3, students looked at the shapes and designs that underpin the buildings and structures that keep us safe and help us to get where we need to go. Students evaluated a variety of famous buildings and compared and contrasted the shapes and materials used to construct them. Students then engaged in a series of design challenges meant to help them put their knowledge into use. Students designed weight bearing structures and bridges with the goal being to create the strongest structure possible while using the least number of materials. Students then evaluated their work by testing their designs against one another and calculating the strength to weight ratio of their designs.



本月的七年级数学课上，学生们研究了建筑物的结构、形状与设计，以及各种结构保证安全中发挥的实际作用。学生们评估了多个著名建筑，比较了建造各种建筑的材料和形状。之后，学生们参加了一系列设计挑战，将所学知识付诸实践。学生们设计了承重结构和桥梁，目标是使用最少材料打造出最坚固的结构。最后，学生们通过测试设计强度比来评估他们的工作。

IMYC 8

Geodesic Domes and Interlocking Triangles

测地线圆顶和互锁三角形

This month in Mathematics 8.3, students have been doing a deep dive into the various facets of angles and triangles. Next, students examined the different types of triangles that exist and their various properties. Students then worked to solve word and number problems related to triangles and used compasses and protractors to create triangles given a set of parameters. Afterwards, students came together to put their knowledge to use by designing a geodesic dome. Students worked to design and combine equilateral triangles in order to build their model. Students then reflected on the quality of their work, why geodesic domes made of triangles prove to be stable, easy to assemble, and how utilizing triangles creates interlocking support.



本月在8.3数学课程中，学生们深入探究了角度与三角形的多维特性。课程首先引导学生系统认知不同类型的三角形及其几何性质，随后通过文字题与计算题的实践解析，配合圆规量角器的精准操作，完成给定参数下的三角形绘制。学习高潮阶段，学生们协同合作，将知识应用于正三角形拼接的网格球顶设计。在模型构建过程中，学生们通过反思作品完成度，深刻理解了三角形结构赋予网格球顶的三大优势：结构稳定性、组装便捷性，以及三角形互锁支撑体系形成的力学保障。



IMYC 8

Virologists

病毒学家



This month in Science 8.3, students have been taking on the role of virologists by examining the different causes of diseases, the means by which diseases spread from person to person, and the various ways we use to prevent them. Students looked at fungi, bacteria, parasites, and viruses and examined how microscopic organisms can be both useful and deadly. One on hand we use bacteria to help us make cheese and chocolate but on the other hand bacterial infections kill millions of people each year. Students then looked for microscopic lifeforms on campus and took samples from local water sources. Afterwards, students examined their samples and tried to find evidence of microscopic life. Beyond this, students are doing a deep dive into one particular disease and are creating informational posters in both Chinese and English to place around the school to help spread knowledge about diseases and how to stop them.



本月在8.3科学课程中，学生们化身病毒学家，深入探究了各类疾病的致病源、人际传播途径及防控措施。通过研究真菌、细菌、寄生虫和病毒，学生们观察到微生物如何兼具益处与致命性——我们既利用细菌制作奶酪和巧克力，但每年又有数百万人死于细菌感染。学生们随后在校园内采集本地水源样本，通过显微观测寻找微生物存在的证据。此外，每位学生正针对特定疾病展开专题研究，制作中英文双语科普海报张贴于校园各处，旨在提升师生对疾病认知及防控能力。

IMYC Science

IMYC 7

Exploring Cells 探索细胞



This month in Science 7.3, students examined the structure of living organisms by exploring cells. Students learned about the various parts of the cell and the organelles which help them to work. Students then took samples from plants found around campus and examined them under microscopes; comparing and contrasting the design of cells in the samples they took. Students then created informational posters about plant cells and presented their findings to their classmates. Next, students began examining animal cells and will then look at how cells join together to form tissue, which then form organs, which come together to form organ systems, and then combine to form organisms. Afterwards, students will compare and contrast single-celled organisms with complex lifeforms made of hundreds of trillions of cells.

七年级科学第三单元本月聚焦生物体结构，学生们通过细胞探索展开学习。课程首先解析细胞的组成结构及各细胞器的协同机制，随后引导学生采集校园植物样本进行显微观察，对比分析不同植物细胞的形态特征。学生将研究成果制作成植物细胞知识海报，并向全班进行汇报展示。

在完成植物细胞探究后，学习进程延伸至动物细胞研究，进而观察细胞如何逐级构建生命体：从细胞形成组织，组织构成器官，器官组成系统，最终多个系统协同形成完整生物体。课程最后还将对比单细胞生物与由数百万亿细胞构成的复杂生命体之间的异同。

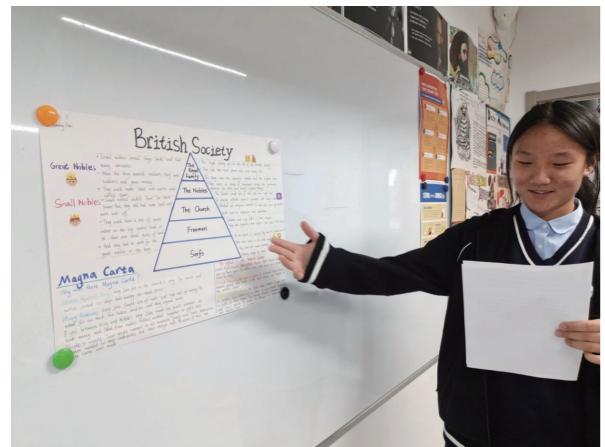
IMYC Humanities and ICT

IMYC 7

Social Structures across history 历史上的社会结构

Our unit on structures has looked first at physical structures such as the planning of settlements and legal structures that may first be considered in new communities. Now the students have come to examining various social structures throughout history and different geographical locations. Where physical and legal structures are chiefly directed by requirement, social structure can be directed by ethnicity, birthright, religion, wealth or individual action and can vary wildly across areas and time periods.





Each student carefully selected a time they were interested in studying, then created both a poster showing a diagram of their chosen structure and a digital presentation to explain how the society was divided. After this, students presented their work, focusing on the reasons for their choice of focus area and comparing their chosen society to China, finishing with the question of whether each can learn from the other. The purpose of this project is to examine the students' biases and to encourage them to study another culture without this, simply taking interest in the differences and asking questions to learn more about their background. Each student produced carefully considered work, even in the case of two fictional societies.

我们关于“结构”的单元，首先着眼于实体结构，比如聚居地的规划，以及新社区中可能首先会考虑的法律结构。现在，学生们开始审视历史上以及不同地理位置的各种社会结构。实体结构和法律结构主要由需求主导，而社会结构则可能由种族、世袭权利、宗教、财富或个人行为所决定，并且在不同地区和时期差异极大。每位学生都认真挑选了一个自己感兴趣的历史时期进行研究，然后制作了一张海报，展示所选社会结构的示意图，还制作了一份电子演示文稿，用以解释该社会是如何划分阶层的。

在此之后，学生们展示了他们的作品。他们重点阐述了选择该研究领域的原因，并将所选社会与中国进行对比，最后探讨两者是否能够相互借鉴。这个项目的目的在于审视学生的偏见，鼓励他们在研究其他文化时摒弃偏见，仅仅关注差异，并通过提问来深入了解其背景。每位学生都精心完成了作品，即便是在研究两个虚构社会的情况下也是如此。

IMYC 8

Collective Learning Tier List

集体学习层级列表



In our latest unit of courage, students have examined the actions of great explorers, inventors and innovators over the centuries and how they have helped move the advancement of the species forward. Each student in the current project selected an important invention or innovation and, using the two key factors of communication and population, weighed the impact of their invention on the collective advancement of the species. With projects covering everything from use of fire to written language to soap, medicine, the steam engine and batteries, the students covered several major eras of advancement.



This project gave students a chance to flex their skills in presentation and academic discourse, as they first made a pitch to the class about their invention, describing the impacts it would have and crediting work that had come before. They then engaged in a spirited debate to place their invention somewhere on the tier list, attempting to avoid bias in their reasoning and evaluate each fairly. The final product was a completed display of informative posters and the results of our evaluation. Each student showed varied skills in this project, excelling either in the area of research, presentation or reasoned argument.

在我们最近关于“勇气”的单元学习中，学生们研究了几个世纪以来伟大的探险家、发明家和创新者的行为，以及他们是如何推动人类物种进步的。在当前的这个项目中，每位学生都挑选了一项重要的发明或创新成果，并运用“交流”和“人口”这两个关键因素，衡量该发明对人类物种集体进步所产生的影响。学生们的项目涵盖了从火的使用、书面语言、肥皂、医药、蒸汽机到电池等方方面面，涉及了人类进步的几个主要时代。

这个项目为学生们提供了一个展示他们在展示能力和学术论述方面技能的机会。首先，他们向全班同学介绍自己所选的发明，描述其将会产生的影响，并认可前人所做出的贡献。然后，他们展开了一场热烈的辩论，试图将自己的发明在层级列表中找到合适的位置，努力在推理过程中避免偏见，并公平地评估每一项发明。最终的成果是完成了内容丰富的信息海报展示以及我们的评估结果。在这个项目中，每位学生都展现出了不同的技能，有的在研究方面表现出色，有的在展示方面技高一筹，还有的在合理论证方面能力突出。

IMYC Specialists: Drama and PE

IMYC特色课程：戏剧和体育

Exploring Theatre In Our Space

集体学习层级列表



Now that the performance is behind us, we are focusing on a new area of learning. We are building on the skills and knowledge gained from The Rain Queen and exploring how stories can be told in different environments.

To deepen our students' understanding of drama, we began by discussing traditional theatre, which is usually performed on the stage of a theatre. Students were then encouraged to ask, can stories be told somewhere else?

From this question, we began exploring our surroundings. Students looked at how storytelling could happen in different settings, in nature, in everyday school spaces, or in open areas that are not usually used for performances.

This exploration is helping students understand that drama is not limited to one type of space. It is helping them see that stories can be shared in many creative ways.

This learning is being used to create a strong foundation for the learning they will begin in the next academic year. It is also part of a guided process to help students open their minds to the idea that drama is a creative art form. Drama allows us to express stories, cultures, and emotions in powerful and imaginative ways.



Earlier this term, our IMYC students took on an important and pivotal role in helping bring the school's first international department drama performance to life. They were responsible for being part of the stage crew and helped with making some of the costumes. They handled everything with great professionalism, from their attire to timing and backstage focus. They worked very hard to understand the key roles and responsibilities that come with being part of a backstage and stage crew team. Their contribution to the success of The Rain Queen taught them how valuable support roles are in theatre and how much teamwork and effort goes into making a show come to life.

本学期初，我们的IMYC学生在学校国际部的首次戏剧演出中发挥了重要作用。他们作为舞台工作人员，协助制作了部分服装。从着装到时间安排以及在幕后工作的专注度，他们都表现出了极高的专业精神。

他们努力学习并理解作为幕后和舞台工作人员所需承担的重要职责。他们为《雨之女王》的成功做出了宝贵的贡献，也明白了舞台支持团队在戏剧中的重要性，以及一场演出背后需要付出的团队协作和努力。

在演出结束之后，我们将重点转向了新的学习方向。我们正在利用学生们在《雨之女王》中获得的技能和知识，探索如何在不同的环境中讲述故事。

为了加深学生对戏剧的理解，我们首先讨论了传统戏剧，这种戏剧通常是在剧院的舞台上进行表演的。然后，我们鼓励学生思考：故事是否也可以在其他地方被讲述？

基于这个问题，我们开始探索身边的环境。学生们观察了在大自然、校园日常空间，或者平时不用于表演的开放区域中，如何进行戏剧表演和故事讲述。

这种探索帮助学生理解戏剧并不限于某一种固定空间，也让他们认识到故事可以通过多种有创意的方式被呈现。

这些学习正在为他们下学年的学习打下坚实的基础。这也是一个引导过程，帮助学生打开思维，理解戏剧是一种富有创造力的艺术形式。戏剧可以表达故事、文化和情感，并且拥有无限的表现方式。

IMYC 7

Structure in Badminton

羽毛球的结构

In our unit on structures, Grade 7 students explored how badminton is organized, from court layout and game rules to teamwork in singles and doubles. Each student focused on one key element—like serving or footwork—and created a diagram to show its role in game structure. They also interviewed a classmate about their own playing style and strategies, then compared it with how the sport is played in China. This helped students reflect on how structure and culture effect performance, while encouraging open-minded thinking.

在“结构”单元学习中，七年级学生系统探究了羽毛球运动的组织体系——从场地布局、比赛规则到单双打中的团队协作。每位学生聚焦一个关键要素（如发球技巧或步法训练），通过绘制示意图阐释该要素在比赛结构中的作用。

学生还需采访同伴的个性化打法与策略，并与中国羽毛球运动特色进行对比分析。这项学习既帮助学生理解运动结构与文化背景对竞技表现的影响，又培养了他们的开放性思维。



IMYC 8 Courage in Field Hockey 曲棍球中的勇气

Grade 8 students explored courage through field hockey by focusing on how team organization and individual skills work together during a game. They learned core techniques such as passing, dribbling, shooting, and defending, and how these fit into offensive and defensive team strategies. Students analyzed how different formations—like attacking triangles or defensive lines—impact gameplay and practiced adapting these in real match scenarios.



在曲棍球单元中，八年级学生通过团队协作与个人技术的融合来探究“勇气”的内涵。课程重点训练传球、盘带、射门和防守等核心技巧，并引导学生理解这些技术如何融入球队攻防战术体系。

学生们深入分析不同阵型（如进攻三角站位或防守线布局）对比赛的影响，并通过实战演练灵活调整战术部署。

Stories from our students

学生故事

IMYC book reviews

Twenty Thousand Leagues Under the Sea Book Review by Parker Zhang, 8.3

I Just finished reading “Twenty Thousand leagues Under the sea” by Jules Verne. He really opened my eyes and took me to a super cool place I'd never been before: the deep, blue sea!

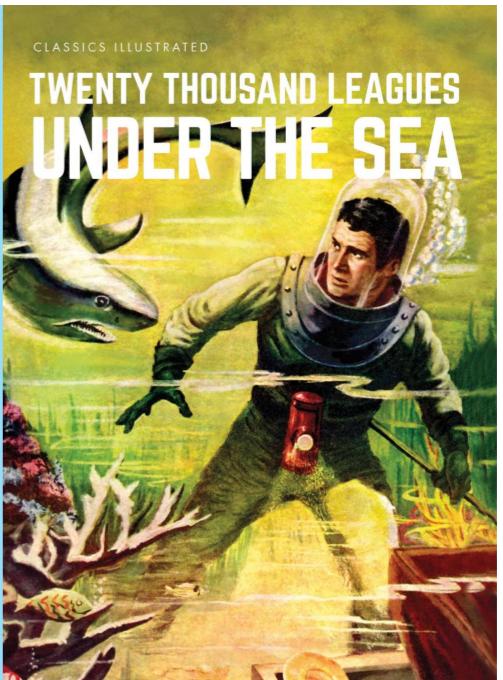
The story begins with ships disappearing suddenly. That gets everyone worried, and Professor Aronnax, along with his friends goes to find out why. Guess what? They find a huge submarine called the Nautilus. At first, they thought it was a scary monster. But then, they get on and start an amazing adventure. They see so many beautiful things underwater, like colorful coral reefs. But it's not all fun and games. They also run into big, scary Squids. It's like a wild roller coaster ride that makes you hold your breath and turn the pages fast.



Captain Nemo is the coolest character. He's so mysterious that you can't figure him out. He knows every little thing about the ocean and is super brave when trouble comes. Professor Aronnax is smart and curious. He wants to learn all about the sea creatures and the secrets down there. Ned Land, the harpooner, is a bit of a rebel. He misses his life on land and tries hard to escape from the submarine. Their different personalities make the story lively.

This book is more than just an adventure story. It's like a mini encyclopedia about the ocean. We get to know all kinds of sea creatures, how the ocean floor is shaped, and even some cool history like the lost city of Atlantis. It makes us realize how big and amazing our world is, especially the part we don't usually see. Reading it, we learn a lot and feel like we're exploring along with the characters.

To sum it up, “twenty thousand leagues under the sea” is a great book everyone should read. It has action, mystery, and knowledge all mixed together. He makes us want to go out and explore the unknown, and also makes us love nature more. Whether you're young or old, this book will take you on a journey you'll always remember. It's like diving into a magical underwater!



Games And Grammar

游戏&语法 · · ·

Charlie and the Chocolate Factory

Book Review by Angela Su, 7.5

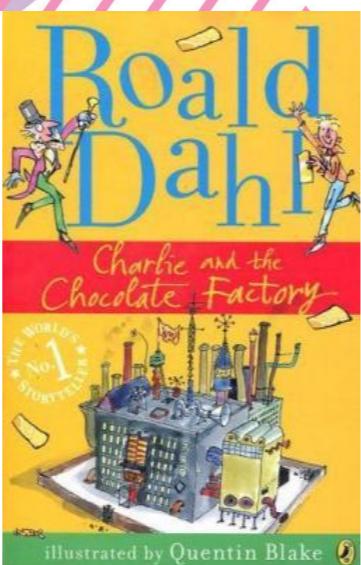
The book is named *Charlie and the Chocolate Factory*. It was written by Roald Dahl.

The two, main characters are Charlie Bucket and Willy Wonka. Charlie is a poor boy with a thin body. He is kind and humble. Willy Wonka is a man who has a big chocolate factory that has the most delicious chocolate in the world. Wonka is a kind person and he is very clever. Also, there are five characters that win the gold ticket including Charlie.

This book mainly talks about how Charlie gets the gold ticket and visits the factory. Charlie's family is poor, but all of them are positive. Once, Charlie finds a ten dollar bill and uses it to buy a chocolate bar. Luckily, he finds the last gold ticket and visits the chocolate factory that he dreams of. After other people are felled by their bad behavior, Charlie is chosen by Wonka to be the next owner of the chocolate factory. He then begins to live in the chocolate factory with his family and Wonka.

In my opinion, the best part of this book is when Charlie finds the gold ticket. That is because it is the last gold ticket in the world, when he finds the last ticket, it returns the story to a hope and excitement. Also, this event lets Charlie go into the factory to begin the fancy adventure.

I recommend this book to all ages of readers because this is a magical story full of excitement, and it teaches people to be kind all the time so they will be successful.



Charlotte's Web

E.B. WHITE



The story takes place on a farm where Wilbur the pig, Charlotte the spider live, and a lot of animals, they make a small community.

Wilbur the pig was about to be killed after his birth. One month later, Wilbur arrives at the barn where he meets many animal friends, and Charlotte the spider. Wilbur knows when the Christmas Day is coming, he will be killed. To help Wilbur, Charlotte weaves word on the web, making Wilbur a "magical pig" that gets people's attention.

Wilbur goes to the pig race at the fair and Charlotte goes with him. At the fair, Charlotte weaves "Humility" on her web which helps Wilbur win a special prize and changes Wilbur's life.



Charlotte dies after giving birth, and Wilbur returns to the barn with Charlotte's egg sack to guard the children. The next spring, her children are born, and three baby spiders remain and continue with Wilbur.

The reason I chose this book is because Wilbur went from being a weak, timid little piglet to becoming brave and strong after all the events. I think it's like our life. Constant progress and we will meet someone very helpful to help us.

Review by Cinny Ji, 8.3

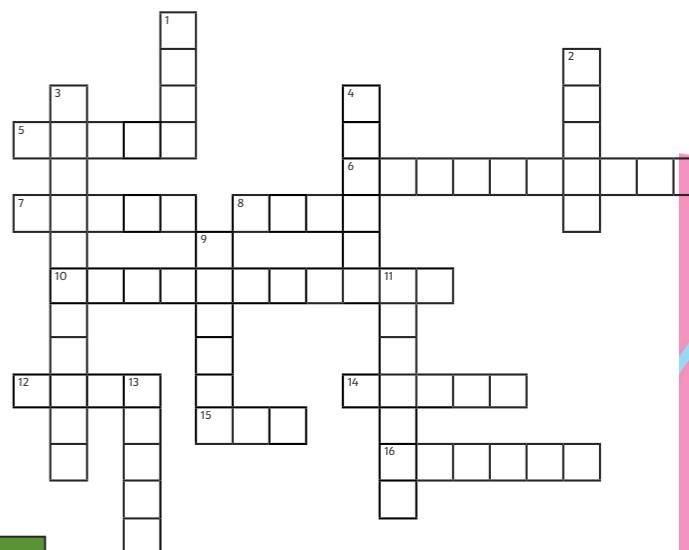
Earth Crossword



Use your knowledge of the Sun to complete this crossword.

Use these words to help you:

EARTH	EQUATOR
PLANET	LIFE
WATER	ORBIT
MOON	TERRESTRIAL
GROUND	DAY
OXYGEN	VENUS
EIGHT	ATMOSPHERE
SOLAR SYSTEM	AXIS



Fill in the correct word in the sentence clues. Then type the word into the crossword grid.

Across

- Mars and _____ are Earth's neighbouring planets.
- Earth's _____ helps to protect us from meteoroids.
- The Earth makes a complete _____ around the Sun in about 365 days.
- Earth has only one _____.
- The name given to the eight planets that orbit the Sun.
- Earth is the only planet in our solar system known to support _____.
- Earth is the only planet with liquid _____ on its surface.
- On Earth, this is about 24 hours long.
- Earth's atmosphere is made up mainly of nitrogen and _____.

Down

- The Earth is tilted at 23.4 degrees on its _____.
- The number of minutes it takes light from the Sun to reach Earth.
- Earth is small and rocky. It is known as a _____ planet.
- Earth is the fifth largest _____ in our solar system.
- The English name 'Earth' came from a Germanic word which means "the _____".
- The imaginary line around the middle of the Earth.
- It is the third planet from the Sun.

Spot the difference Earth Day Answers

Look at the 2 pictures. Can you find the 6 things that are different in the 2 pictures?





Recycling

c	a	r	d	b	o	a	r	d	p	o	e
a	h	f	b	i	e	r	h	b	a	u	n
q	g	n	i	n	s	a	u	k	p	m	v
r	a	q	f	k	r	t	p	l	e	s	i
e	c	o	m	p	o	s	t	y	r	k	r
u	g	l	a	s	s	m	o	n	e	i	o
s	y	m	r	a	n	t	l	p	c	p	n
e	k	n	t	d	a	u	z	k	l	o	m
r	y	l	a	n	d	f	i	l	l	i	e
s	j	f	d	j	k	a	p	s	h	u	n
a	c	a	n	s	t	e	i	f	y	h	t
u	d	f	j	j	c	i	t	s	a	l	p

cardboard
bin
compost
plastic

reuse
landfill
environment
tip

glass
paper
skip
cans

