

insight

A Magazine for The International School of Macao Community

SPRING 2019

TIS Secondary Players showcase audience-interactive play "Mystery in the Heir"



Grade 2s take us on a world expedition

First graduating IB Art cohort makes creative connections



**"AN ASTOUNDING SHOW
YOU WON'T SOON FORGET"**

— HONG KONG TATLER

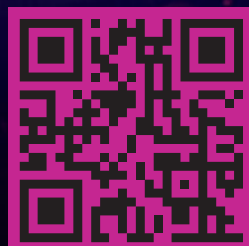


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EDITORS' NOTE

As TIS expands in physical size and student population, it gives us all the more reason to celebrate its achievements. This is what Insight magazine is all about. It gives readers a sneak peak into each grade, division and department, and showcases our students' amazing work and accomplishments from the past semester.



A recurring theme throughout this past school year has been about service and giving back, expressing gratitude and appreciation. Not only is it an important part of CAS (Creativity, Activity and Service) for our IB program, but it is also reflected in our Secondary Experience Week and in the annual Volunteer Tea, Helper's Tea and Teacher Assistants Appreciation Week, led by our Elementary Leadership Team.



Just like in Madagascar where audiences followed Marty, Alex, Melman and Gloria on their wild adventures, Insight magazine takes you through the many magical learning adventures each grade experienced this term. We hope that you enjoy the stories our teachers and students have shared with you in this issue.

Rin Yang, Kathy Seto & Jacqueline Varga
Co-editors

Contact us at

Macau University of Science
& Technology, Block K
Avenida Wai Long
Taipa, Macau
Phone: (853) 2853 3700
Website: www.tis.edu.mo

Head of School
Mark Lockwood

Principal Secondary School
Lorne Schmidt

Principal Elementary School
Mary-Anne Jasinski

Vice Principal High School
Martin Brown

Vice Principal Middle School
Dominic Masters

Vice Principal Elementary School
Amanda Kiat

Vice Principal Kindergarten
Nick Chignall



“LEARNING IS NOT
ATTAINED BY
CHANCE, IT MUST
BE SOUGHT FOR
WITH ARDOR AND
ATTENDED TO
WITH DILIGENCE.”

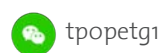
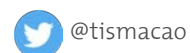
~ Abigail Adams
Former First Lady USA

At TIS we are very passionate about teaching, learning, and inspiring our students to reach their full potential everyday. Our mission to develop socially responsible, problem solving, critical thinking global citizens is what brings us to work with smiles on our faces. And we do not underestimate the amount of work involved to achieve this, but when you work as a high functioning team the results are excellent.

Learning is the acquisition of knowledge and skills through experience, study, and by being taught. We know that children learn in different ways and at different rates and that the teacher is no longer the gatekeeper of all knowledge. Their role is transitioning to be guide, facilitator, and enabler of student potential. Students must know that parents and teachers are there for support and for guidance, but the responsibility for learning and succeeding is still theirs. TIS students are encouraged to care about learning with passion and strive to do their very best everyday.

Learning is personal to each one of us. As lifelong learners we decide what, when, and how we learn. If we can plant the desire for success in our students early on, then they'll be unstoppable. This *Insight* edition exemplifies our commitment to great learning. I hope you find it insightful and inspiring.

Mark Lockwood
www.tis.edu.mo/news



TIS Congratulates the Class Of 2019



MOP 2.5 million
in scholarships

The Class of 2019 is a wonderful and dynamic group of 52 students who will receive their Alberta High School Diploma in July. This pioneering group also marks another milestone for TIS, being our first International Baccalaureate Diploma Programme cohort.

After graduation, they will embark on individual journeys worldwide, taking their talents and shared experiences from their time at TIS. This year's graduating class will be going off to study Film Production, Robotics, Fine Art, Law, Business, Hotel Management, Physiotherapy, Architecture, Languages, Education, Medicine, Engineering, Music, and many more programs. This group has also amassed an impressive list of scholarships totalling 2.5 million Patacas.

More than
175 university
acceptances
and counting



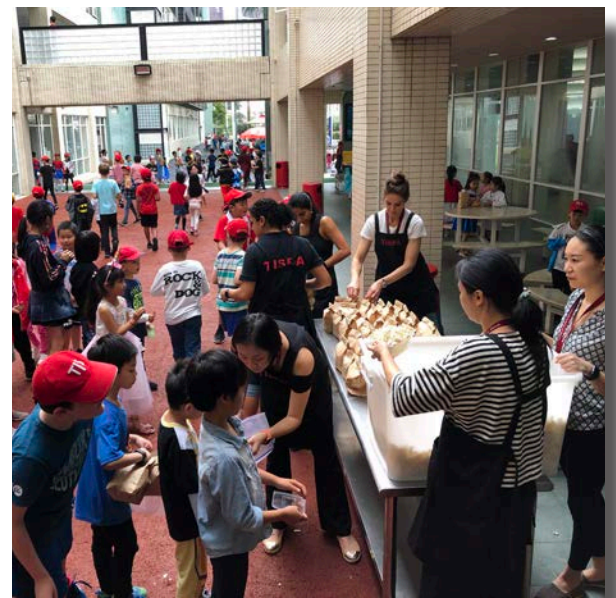
A Big Hello to the TIS Parent Community!

It is always a pleasure to offer insights about TISPA. This year, our monthly Popcorn Day has gone “green” at TIS. Thanks to the Eco Warriors students initiative which showed us how we could reduce plastic waste in our environment, students are now bringing their own containers on Popcorn Day. In the past, TISPA would use over 4,000 plastic bags a year for popcorn. The new positive change took some time to get used to, but with support from both students and parents, many students now bring their own container and if they forget, we have paper bags instead. Well done TIS as we support going green!

The monthly Popcorn Day is run by TISPA volunteers and normally happens at the end of each month on the same day as Dress Down Day. With the smell of popcorn floating through the school corridors, it is no wonder the students come running out to line up for their popcorn at morning recess. Maybe a couple of teachers too! As a parent, it is a wonderful experience to be handing out popcorn to the students all dressed up with big smiles on their faces. On these days there are many trails of popcorn across the playground and we would like to thank the TIS cleaning staff who do an amazing job keeping everything tidy.

On a Popcorn Day we volunteer from 8:30am to 12:00pm and you can find us outside the North MPR with our popcorn machines. We are super flexible; some parents help for one hour after school drop off or come at a later time to lend a hand. We encourage any parents who see us on Popcorn Days to come over and say hello. If you would like to volunteer you are most welcome to join in the fun! We can always use your help! Get in touch with us at tispa@tis.edu.mo

Have a wonderful summer and see you all in September.



The End of A Fun and Productive Year in Pre-Kindergarten



Over the past term, the children in Pre-Kindergarten continued to inquire and develop new skills through investigating various topics. We have worked deeply in developing creativity through diverse activities. Classes explored different provocations such as face painting, dramatic play, art, music and dance to demonstrate different areas of creative development. By learning about various artists and mediums of art, students are inspired to create their own art and begin to appreciate the creativity of others. Through the exploration of art, students are able to express not only their creativity but also their interests and emotions.

In the midst of our learning journeys, we also had several activities which involved our entire Pre-Kindergarten community. For Chinese New Year, students in Pre-Kindergarten participated in a parade where classes planned and explored a wide variety of materials, techniques and art tools to create original designs of dragons, lions and instruments. In March, we had our first ever kindergarten house team pep rally to celebrate the spirit of the TIS phoenixes, lions, pandas and dragons! We also completed our first student-led conference where the children were able to express their knowledge about what they have learnt at school and showed their parents what they are capable of doing.

To our lovely Pre-K families, we are thankful for your time and support over the last term with all our exciting events! We hope you've had a lovely first year at TIS!



Inspiring and Aspiring Artists



Making a mess is part of a child's normal day, whether it is at home or at school. Students in JK have made many beautiful messes this year through the investigation and inquiry into the arts. Art is very important in the early years as it helps to develop a child's fine and gross motor skills, promotes experimentation and problem-solving, encourages creativity, and most importantly, it is a form of expression and helps children communicate their ideas and feelings. As Edgar Degas once said, "Art is not what you see, but what you make others see."

On a daily basis, students have many opportunities to explore and experiment with the fine arts. This year, JK students have taken the basics of painting and drawing to a whole new level. We have had inquiries about mixing colours, painting with various materials, looking at famous artists, how music inspires art, as well as art in nature and the architecture around us. Through the investigation of colours, lines and shapes, we developed the vocabulary and techniques to help us become successful artists. We created art with fruit during a Healthy Eating Inquiry, threw and splattered paint onto canvas like Jackson Pollock, painted with drum sticks during our Music & Movement Inquiry, designed and made our own musical instruments and had a concert with them, created the entire city of Macao from recycled materials, and even painted on food when decorating yummy snacks! This hands-on and engaging experience allowed students to showcase their learning and show off their creativity.

When our projects were complete, students had the chance to showcase and share their work with their classmates and peers from other classes. They explained the process from beginning to end and answered all of the questions that were posed at the beginning of the inquiry process. Through reflecting and sharing their projects, students developed more self-confidence and became bigger risk takers. These skills will be beneficial for the rest of their lives!

Come walk down our halls and immerse yourself in our Junior Kindergarten masterpieces!



The Project Approach in SK

Inspired by interest and curiosity, students in SK develop their knowledge and understanding through various projects throughout the year. Student ideas provide direction for investigations about topics that are relevant and meaningful. Projects begin with questioning and wondering, are supported by provocations and research and allow for hands-on experiences and activities. SK projects are based on emerging ideas and are not limited to set timelines. They are ongoing and rely on flexibility. Teachers support project development and provide the opportunity for cross curricular connections to be made. Through engaging projects, students develop literacy, numeracy, scientific, social and creative expression skills.

Over the past months, SK students have explored ideas through the following projects:

Who We Are

An inquiry about the design and function of cities began with questions about the people and places that make up a community and led to a city building project. Students researched the jobs people have, places people work, transportation within a city and what people need to live happily in a community. Working collaboratively, students planned their own city by drawing a map and then used a variety of materials to build a 3D city model. This project provided students the opportunity to understand and appreciate their own role within a community.



Creative Expression

A SK project to explore the concept and value of upcycling (converting old materials into something new and useful) began with an investigation about a discarded wooden pallet. Students researched how other people have created pallet gardens and used this as inspiration to develop their own ideas. Students discussed ideas, drew plans and explored the materials and tools they would need for the project. Collaborative building sessions provided fun experiences of hammering, sawing, sanding and thinking.

Caring about our world and planet

Based on the UN's Sustainable Development Goals, Life Below Water and Life on Land, SK projects focused on important global issues. Discussions centered on how to keep the earth clean and healthy inspired ideas to create an artistic representation of a clean ocean, as well as an investigation into the importance of trees. Learning about how other people care for the planet inspired students to participate in their own initiatives to promote healthy environments in their own communities.





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Nurturing Budding Authors



After a visit from a **Writer's Workshop** expert from Alberta, our Grade 1 team began to explore narrative writing in a much deeper and more successful way. We began each workshop with a mini-lesson in which students were taught a specific writing skill. After this active engagement, children set off on their own to practice the skill while the teacher conferred with individuals and small groups.

The workshop process was motivating for students because it was based on choice. Children had the opportunity to write about "small moments," which helped to build the narrative structure for future writing. If one were to view students' current writing folders, they would be impressed by the sheer amount of writing our students have done. At the end of their writing process, children were able to publish their works and place them into our classroom libraries - a true thrill for them. Writing instruction is inseparable from general literacy instruction and our Grade 1 students have shown themselves to be quite the authors!



Exploration of Communities Around the World

Pack your bags! The Grade 2s are sending you on an adventure around the world! Building upon our last Social Studies unit, 'Communities of the Past', the Grade 2s have been learning about dynamic communities around the world. Teachers introduced research techniques by sharing their own project on Iqaluit - an Arctic community in Canada. Students then selected a community/region to research for their own passion project. The students discovered many interesting facts based on various topics, such as geography, climate, daily life, culture and symbols. To complete their research, students used iPads, Chromebooks, our computer lab and library resources. They found information using books, news articles and many different sites, including *Britannica School* and *National Geographic Kids*. Students were excited to share their learning with parents and peers at our Travel Fair. It was wonderful to see the variety of creative student presentations on display.

Interesting facts students discovered:

Everyone thinks Mexico is in South America but Mexico is actually in North America!

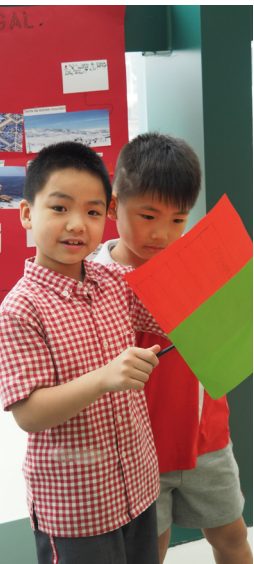
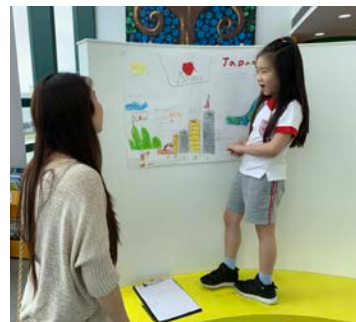
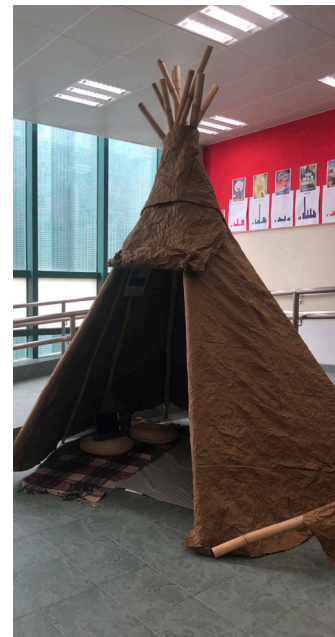
- Cecilia 2-2

Iceland has over 200 volcanoes!

- Ben 2-5

Did you know that the Dodo bird was from Madagascar?

- Nico 2-4



The Making Of Better Writers

Grade 3 students recently completed their second Unit of Study with the Lucy Calkins Writer's Workshop Program. This unit focused on Information Writing. Students chose a topic that they were already experts on and created an informational text from planning to publishing. During the writing process, students learned about elaborating, balancing facts and ideas, and using transition words to link their ideas together. They kept their audience in mind while they focused on logically organizing their information, creating powerful introductions, and writing conclusions that left readers thinking.

Each Unit of Study encouraged positive partnerships in the Writer's Workshop by frequently sharing, conferencing and asking for feedback from their peers and teachers.

Students used their technology skills to create book covers using the website *Canva*, and used their research skills to find photos and diagrams to add to their books. They also checked their facts online and found other relevant text features to add. The students were proud to see their books bound and published, and were excited to share their books with their parents during Student Led Conferences and with other students at TIS.



Learning Independence in Hong Kong

In March, the Grade 4 classes went on an overnight field trip to Yuen Long, in the western New Territories of Hong Kong, to develop awareness about success, failure, adaptation and resiliency.

The students took part in team building activities and learned different lessons that come from successful and unsuccessful experiences. They learned strategies they could use when encountering obstacles and how to accept success and failure appropriately. The trip pushed students to consider the people around them, physically and emotionally, and increased their ability to empathize and provide assistance in multiple ways.

Students from each of the Grade 4 classes were arranged into smaller groups, giving them a chance to get to know one another better. Each small group took part in a scavenger hunt using mapping and compass skills, and competed in multiple games relying on teamwork, coordination and perseverance.

It was a new experience for many of the students being away from home, taking care of themselves and their friends, and nourishing their independence as they prepare for future adventures and challenges.

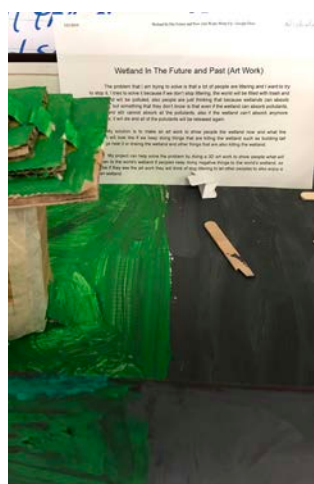


Mangroves Matter: Cross Curricular Activities Raise Awareness of Wetland Ecosystems

As part of a STEAM unit based on Wetland Ecosystems, the Grade 5s were fortunate enough to have a true expert in the field come to visit their class and involve them in some field work. Karen Tagulao is a Senior Lecturer at the University of Saint Joseph and her most recent work deals with the ecology of local mangroves. She also coordinates environmental education initiatives focused on wetlands and her current research is focused on the role of mangroves in pollution remediation.

To kick things off, Karen came to TIS and talked to students about the importance of Macao's unique mangroves, leading an intriguing discussion about some of the specialized adaptations mangrove species have developed in order to survive in this unforgiving environment. The students loved this and were able to make practical connections to what they had been learning and researching about in class. Later, they were fortunate enough to join some of Karen's graduate students out in Macao's mangroves. Students were able to use binoculars to identify local wetland bird species and take measurements of the mangrove water, which included pH, total dissolved solids and dissolved oxygen. Don't worry! Only a few of the kids fell into the mud!

All of these experiences and information culminated in a final wetlands-related research report for Writer's Workshop. In addition to the reports, students also completed final STEAM projects, which focused on wetland-related problems the world is facing and some of the proposed plans for sustaining wetland environments all over the world. For 10 weeks, it was wetlands across the curriculum!



Sky Science: Grade 6 Shoots for the Stars

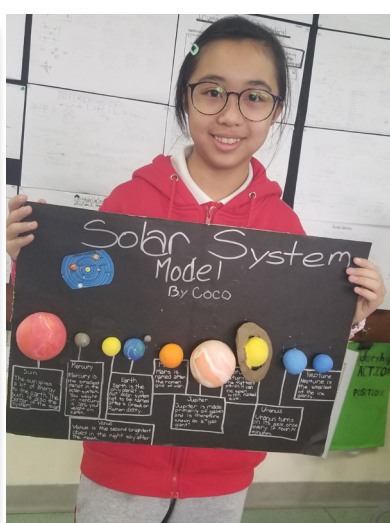
By Matilda (6-2) & Trystan (6-1)

Have you gazed into the night sky and wondered what the universe above was like? Well, this year the grade six students learned all about space in their new unit, Sky Science! They learned about the planets, the sun and moon, constellations, space exploration, technologies used in outer space and celestial bodies. Did you know that Venus, the hottest planet in our solar system, is around 450 degrees celsius on its surface? Or that there was and still is a space probe 11.8 billion miles away from our earth? I guarantee you, if you walked up to a sixth grader and asked them a fact about sky science, they would tell you so many interesting things, you would be perplexed!

The students were able to learn about sky science in different ways. For example, they were able to use virtual reality and morph cubes to learn about space, and then they applied their learning to projects, such as research posters on planets as well as 3-D models of the solar system.

Lucky for the students, Macau University of Science and Technology (MUST) has a State Key Laboratory in Lunar and Planetary Sciences that they were able to visit. The laboratory was able to show the students asteroid samples, probes and rover models, and other technology used in space exploration!

Sky Science was a unit that shone as bright as a star and the grade sixes are your new era of sky scientists.



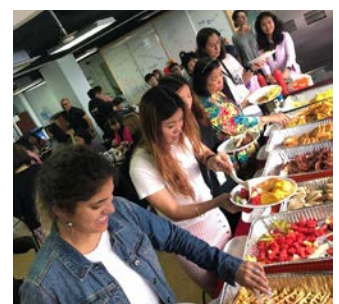
There's Nothing the Elementary Leadership Team Can't Do!

The Elementary Leadership Team

was very busy this year, planning a number of awesome events for some very deserving people! They organized the largest Helper Tea ever, with 120 well-deserving helpers joining us in the Black Box theatre in January for some pampering. The students arranged performances, delicious food and drinks, and lucky draws for some pretty awesome prizes. There was nothing but smiles that day!

As soon as that successful event was over, the Elementary Leadership Team moved onto planning a surprise breakfast for our 45 deserving Teaching Assistants here at TIS. The TA's thought they were coming for a learning workshop, but instead, they were met with french toast and lots of fun! The students worked hard to make sure there was plenty of appreciation and the breakfast ended in some karaoke too!

This dedicated group also planned a disco for the students in Grades 1 to 6 which turned out to be a rocking good time, thanks to these hard-working, enthusiastic kids in charge!



Middle School Students Broaden Their Horizons During Experience Week

TIS continues to provide opportunities for Middle School students to experience meaningful learning outside the boundaries of the classroom. In addition to the educational benefits of Experience Week, students obtain key insights into themselves and learn the importance of co-existing with others.

This year, student participation in grade-level trips to Hoi An (Grade 7), Chiang Mai (Grade 8), Taipei (Grade 9), as well as a local alternative program in Macao, resulted in full student participation. Activities included biking, hiking, mangrove protection, forest restoration, archery, cooking, kayaking, arts and crafts and so much more!

When asked which part of Experience Week they enjoyed most, students answered: *“The best thing about experience week was going to a different country and exploring new things”*

“Everything! Kayaking, rock climbing, biking and the night bazaar were some of the best things about Experience Week”

“That we got to learn so much about different cultures and traditions and best of all we got to get closer with our friends and teachers”.

When asked what they learnt from Experience Week, students commented that Experience Week *“taught me how to live a sustainable life and that we should protect the natural resources around us”* and *“made me realise that we should preserve tradition because it is an important part of any culture and should be passed down to future generations”.*

Skills developed during Experience Week included communication, patience, organisation and self management, and how to wash an elephant!



High School Experience Week: Learning Beyond the Classroom



This year for Experience Week, high school students had the opportunity to participate in programs in Macao (Homeroom Helpers and a local CAS program) or travel abroad to locations such as Hong Kong, Guizhou, Laos, Malaysia, Sri Lanka and Bhutan.

Students were challenged to adapt and demonstrated perseverance in these diverse locations. Eco-service and sustainability was a strong theme across the programs and included activities such as diving-against-debris, mangrove promotion and protection, removing invasive species in wetlands and reforestation.

Some of the students in High School had this to say about Experience Week:

How did Experience Week change your perspective?
"Experience week allowed me to learn more about the environment we live in and the significance of individual awareness of the surrounding areas."

What did you like best?
"Getting to explore new places and interact with different people."

"Bonding with everyone that went, and just having an overall amazing time."

"Helping the Sri Lankan children to rebuild their school by painting and building fences. It was very meaningful because they definitely needed our help and it was great to help them improve their study environment."

What new skills did you learn?
"Making cement, keeping baby turtles alive and communication without speaking the same language."

"How to deal with kids and learn to be more patient."

Being away from the classroom gave students the opportunity to use inquiry, an integral learning process at TIS, to further their understanding of people, community and global issues.

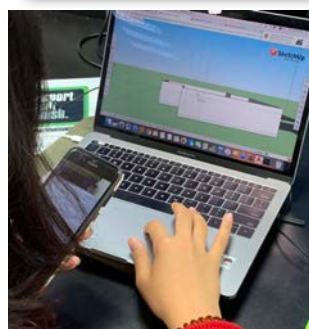
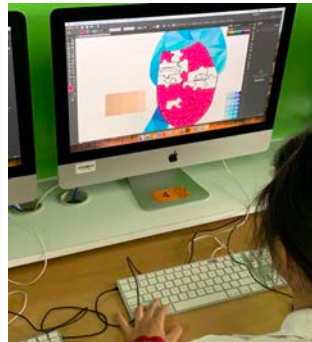
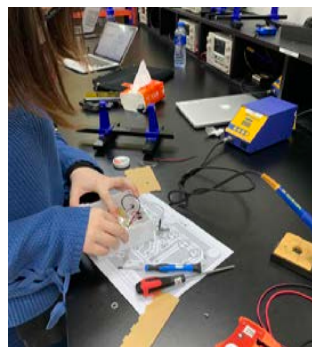
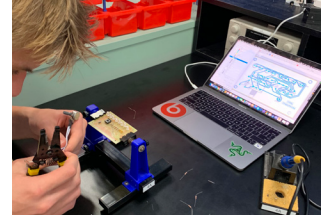


Technology and the Alberta Curriculum

Since the first graduating class in 2009, the vast majority of TIS graduates have received multiple offers from highly-ranked universities around the world. Most recently, 50% of the 2018 graduating class was offered admission to the world's top 100 universities. While some things have changed over the last eleven years (teaching staff and the schools' physical space for example), the one thing that has remained consistent is the rigorous and challenging curriculum at TIS.

The curriculum is the planned programme of objectives, content, learning experiences, resources and assessment offered by a school. In Alberta, the curriculum is outlined in "Programs of Study" which identify what students are expected to learn and do in all subjects from Kindergarten to Grade 12.

While technology is integrated into almost all subject areas, there are two Alberta Program of Studies that focus specifically on technology. The first is Career and Technology Studies (CTS) which covers Grades 10 to 12, and the second is Career and Technology Foundations (CTF) which is for Grades 5 to 9.



In CTS, students are able to study topics such as photography, videography, programming, architecture and robotics. These varied areas of study allow students to expand their knowledge about potential career paths while also allowing them to pursue learning opportunities that reflect their interests and passions. Through the CTS program, students are provided with opportunities to personalize their learning, identify and explore their interests, manage transitions between high school and the workplace or post-secondary study, and develop the attitudes and behaviours that people need to participate and progress in today's dynamic world of work.

The CTF Program of Studies is based on 14 learning outcomes that identify what students are expected to learn and what they are to be assessed on. Throughout the CTF program, students develop literacy and numeracy skills in the following five areas: Business, Communication, Human Services, Resources and Technology. This diverse curriculum provides a strong foundation for those students transitioning to CTS in High School.

At TIS, there are several specialist teachers that lead our CTF and CTS classes. Their expertise ensures that both programs allow students to develop the skills, attitudes and behaviours needed to take part in today's dynamic and changing world. Information on the CTF and CTS Programs of Study can be found at this link: <https://www.alberta.ca/program-of-study.aspx>.

Robotics Club Reaches New Heights



What an exciting year for the Robotics Club! This year, we had more participants than ever. More than 40 students ranging from Grades 4 through 12 joined the club, which was split into two groups that met twice a week to collaborate, design, build and program robots to complete a variety of assigned tasks. The students produced ideas that were very complex and innovative, resulting in skill levels that reached new heights.

This year, we joined the ACAMIS Robotics league, we competed in three local competitions and two international competitions. After the last competition Jayden stated, "Joining the robotics club further enhanced my passion in mechanics. We learned valuable life skills, such as teamwork and collaboration." It will be a memorable year that will hopefully be topped again next season.

Earlier in the year, the teams participated in the CEM solar powered challenge in Macau and the FLL Robotics competition in Guangzhou. Although our students had some great designs, the other teams proved to be a little stronger. This was our first year participating in these two events and next year we promise to make a better showing. Our biggest accomplishment this year was our success at the local Robofest qualifier in March. We sent a total of 11 teams that entered six different events. We achieved a second and fourth place finish in the Unlimited Bottle Sumo event, a fourth place finish in the Game event and a first place finish in the Senior UMC event. After his victory, Willis said, "One reason I like robotics is that, the more effort you put in, the chance of winning increases. I guess it's sort of bittersweet, but much more sweet in the end."

On May 15, two teams from TIS travelled to Detroit, Michigan in the United States to compete in the Robofest World championships. Each team entered into two different events. The dedicated students worked diligently leading up to the championships to ensure the greatest success possible.

Look for more updates about the Robotics Club on the TIS website and Facebook page!

TIS Model United Nations Students Look to Change the World

The Model United Nations (MUN)

team has been growing in popularity over the years and the 2018-19 season has continued that trend. TIS MUN students attended three conferences this year, including a unique experience for our elementary students.

MUN challenges students to see the world through perspectives that may not necessarily align with their own. MUN delegates must approach each topic from the perspective of their assigned country, and through research, determine how their country would respond to hypothetical situations.

The Secondary MUN team continued to build upon their strengths in two conferences in Xiamen, China (XIAMUN) and Taichung, Taiwan (TAIMUN). TIS delegates worked with delegates at schools from around Asia to find solutions to many real-world issues facing the world today. From combatting the spread of Ebola in Africa to addressing the impact of international trade wars, no topic was too daunting for the students to undertake.

Meanwhile, our Elementary MUN team travelled to Singapore to attend the MUNOFS conference. This was a great opportunity for some of our younger students to experience their first conference and gain valuable public speaking and collaboration skills. The students worked hard to pass resolutions with their peers. As a reward for all of their hard work and dedication, a well-deserved trip to the local waterpark served as the perfect end to an amazing experience.



Grade 7 Students Raise Awareness of Environmental Issues Through Art!



Space Reality *by Abby, Yoana and Apple*

Our project shows that if we don't stop harming our environment, sooner or later, not only will our earth be polluted but so will outer-space. We used many different materials to create this, such as cardboard, plastic bottles, bubble wrap, etc. Our main goal of this art piece is to raise awareness of the issue that is slowly becoming a big problem.



Plastic Turtle *by Audrey*

In this project I was trying to show the plastic problems in the ocean. Turtles in the ocean are eating plastic straws as food. 4,600 sea turtles are killed in USA fisheries every year! Turtles get wrapped in the nets or hooked on bait lines set for fish. To show this problem I used big plastic bottles and cut them up into strips to create my turtle. I placed plastic straws inside the turtle's mouth and body to show this major problem.



The E-Waste Problem *by Ray*

This is a laptop made of old computer parts, cardboard and a keyboard. I tried to show how bad e-waste is and how much of it we produce each year. We produce between 30 and 50 million metric tons of e-waste every year, that is 30,000,000,000 kg to 50,000,000,000 kilograms! E-waste is bad for the environment because toxins like lead, mercury and cadmium can pollute the soil and they are not biodegradable.



Plastic is the Real Killer! *by Elliott, Sio Son and I Ning*

As a group, we made this killer whale to show what is happening to the world due to plastic. This is affecting many different types of marine creatures because they are consuming these plastics and are dying out. In our project the whale may seem full, but in reality half of the whale is full of plastic pieces. This project shows that plastic is polluting our world.



EXPLORATION OF TIME



Annie (Grade 12)



Amy (Grade 10)



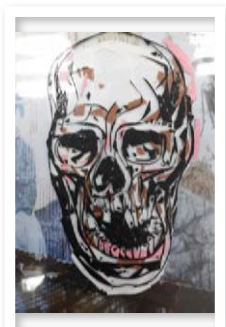
Doris (Grade 11)

This year the high school students are working with the theme of 'Time'. They have looked at time-capsules, historic events, the first clocks, why we measure time; movement and memory, futuristic inventions and new discoveries, the passage of time; growth and decay, ageism in the workplace, science, superstitions, changing cultural rituals; extinct species – the dinosaur and dodo. They have been asked to consider developments in medical science and technology; evolution, global warming and how we might live in 100 years time. We have looked at human progression from the wheel to rockets to the Moon and now Mars; to global warming. They have considered and photographed the abandonment, neglect, deterioration or decay of an object or building or an overgrown open space and made a series of different drawings, paintings and prints using a range of techniques.

In the most recent three-dimensional and sculptural unit the students have explored the manipulation of simple sheet materials, hard and soft surfaces, structure and form. Some have considered rites of passage, storytelling and cave paintings to digital communication. Some students have become interested in fashion and how this evolves and may reflect personal Identity. Some have been exploring families and memory and how this changes as we age and experience life and the passage of time in movement to produce three dimensional experimental outcomes. The students finished this academic year by making their own proposed briefs for their final major project.



Gilda (Grade 11)



Sariputra (Grade 11)



Grade 10,11,12 Mix



Sam(Grade 11)



Justin, Tristan



Polette (Grade 10)



Sergio (Grade 11)

IB Art Encourages Students To Make Creative Connections

JUSTIN (12-3)

I joined the International Baccalaureate (IBDP) Visual Arts course two years ago. The conceptual ideas and critical thinking skills I developed in this course have prepared me to be a more balanced and reflective risk-taker when it comes to my work. The research process has taught me to incorporate aspects of different influences in my own work and to experiment and explore different media, trials and prototypes in order to find solutions to my ideas. All in all, the IB art course has prepared me to be a discerning and well-rounded student.

Progression route: City University of Hong Kong

Degree course: BA Creative Media



WANMENG (11-5)

In taking IB Art, I have learned the process of developing my ideas starting from research to experimenting through to the final product. In the program, we worked within a theme throughout the whole course which allowed me to learn how to develop and extend my ideas beyond my initial thinking in my artwork. I have learned a lot in my research, looking at how people from different times and cultures have manipulated their bodies in the pursuit of a desired form of 'beauty' or viewed physical differences in others. Without taking this program, I would never have gained the skills I need to become a more independent artist at university. I hope to do a BA Fashion design degree at university.



CAITLIN (12-1)

After two years as an IB Visual Arts student, I have a lot of mixed feelings. My initial reason for choosing this course was out of pure curiosity. I have learned to be much more self-disciplined, responsible and to be independent in my research work. It was definitely more stressful to be an IB student - I don't think a lot of people understand what it takes to study an Art course. There was a lot of juggling between priorities, both academically and personally. People have said to me "isn't art just about drawing?" - well not exactly. Sure, you need the practical skills, but you also need to combine those skills with personal qualities in order to progress. When a student is able to make a commitment, manage their time efficiently and push through the course, (from planning, design and producing the work) then seeing their exhibition, it is very rewarding. I felt that I really accomplished something important.



TRISTAN (12-3)

I joined the International Baccalaureate Art program (Art IB) two years ago and since food is a personal passion, I decided to explore the complexities of our relationship with food. I used a wide range of different research sources and methods in the course of my studies. These have helped me develop my critical thinking and research skills which I know will be useful in my degree course at university.

Progression route: University of Leeds

Degree course: Geography

“Artist in Residence” Programs Promote Creativity

ELEMENTARY SCHOOL

This is the fourth year for the Elementary Artist in Residence program with Peta Houghton as our artist.

This year, Grade 4 students created, painted and highlighted ‘feathers’ for the #whatliftsyou theme. Each feather was handcrafted with unique, individual designs and every student completed 2 to 3 feathers. Feathers replicated the colours of the rainbow and were used to assemble whimsical wings. When anyone stands in front of the wings they become part of the art installation itself, emoting happiness and joy. The Grade 4 art is installed on the North Wing 3rd floor.

The focus for Grade 5 this year was “texture”, with warm and cool colours highlighting it. A myriad coloured collection of different weights of wool were woven onto 30-80cm diameter radial hoops, in individual and unique patterns by the students. Four installations have added much needed texture and colour as a feast for the eyes in the main stairwells of the the North and South Wings.



MIDDLE SCHOOL

This was the second year the Artist In Residence program was offered to Grade 7 to 9 students as a local option during Experience Week. Assisted by artist, Cristina Vinhas, students used resin to craft beautiful jewellery in the form of pendants, rings and earrings.



HIGH SCHOOL

International Macao artist, James Wong along with his assistant Ernest, returned for a second year as the Artist In Residence working with fourteen Grade 10 to 12 students who opted for the local option during Experience Week. The students were divided into two groups, each group completed a complex statue of a tiger, either in the sitting or standing pose. The tigers symbolize the TIS mascot. These works of art are currently installed in the lobbies of the South and North Wings. The tigers await to be officially named by the students.

High school students also worked with Cristina Vinhas during Experience Week creating jewellery with resin.

Passion and Skills Make For Better Designers

Written by Caitlyn (Gr. 12)

In Multimedia (MTM) class, students have access to equipment and applications that allow them to expand their knowledge and skills in media digital design and composition. With Ms. Fu's guidance, students learn how to operate a camera, polish their pieces, and share their voice with the community. Students are encouraged to work on their project in class as well as extend their passion out of class. MTM class allows students to use their creativity outside of the school environment. Ms. Fu also encourages and promotes students to develop personal qualities such as personal style, self-discipline, flexibility and collaboration.

This term, students were asked to produce a photography series or a short video (vlog) of a consistent theme within a given time. The project was assessed based on practical skills, quality of work and creativity. It is important for students to experiment with different styles and techniques in order to develop into better designers, illustrators, photographers or filmmakers. The 'Old Taipa Trip' was an example of a project where students were asked to produce a final product, based on their choice of theme, in a given time and location. It was really inspiring to see how each student approached their project, whether it was scenery photography, portraits, or local cultural videos.

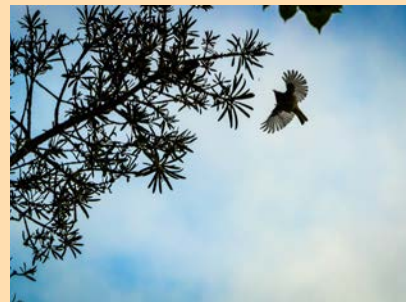
We are looking forward to working on another design-based project, where students will be asked to design a poster for the upcoming Run of Hope 2019 event for Four Seasons Hotel Macao. This is another chance for students to develop their practical skills and gain experience in collaborative work.



Melissa (10-2)



Wilson (10-3)



Owen (11-2)



Norah (10-2)



Kellie (10-3)



Kaden (12-4)



Caitlyn (12-1)



Caitlyn (12-1)

Madagascar Madness

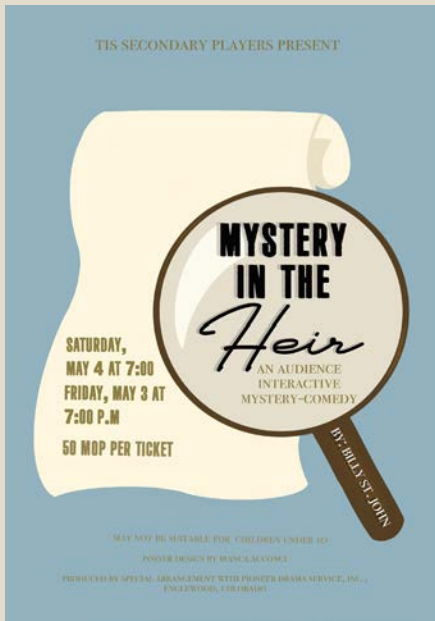
The Black Box Theatre came alive with the musical Madagascar Jr on April 19th and 20th. Under the direction of Ms. Stribbell, Ms. Harris and Mr. Chignall, 90 students transformed into zoo animals and acted, sang and danced their way from New York to Madagascar.

The students began working on the musical in January and met every Monday and Wednesday to rehearse. They had to work hard to learn the songs and choreography, changing them from students to zoo animals, lemurs and penguins.

Madagascar Jr. was performed for over 700 audience members during 3 shows. It was a fun and entertaining show that had everyone dancing in their seats.



TIS First Ever Audience-Interactive Mystery Play



The TIS Secondary Players performed two showings of “Mystery in the Heir” by Billy St. John on May 3 and 4. The audience-interactive mystery play gave the audience the unique ability to choose who would be the guilty character during the second act. This meant the actors had the challenge of learning nine different endings and had to be ready to perform the audience’s choice during the brief ten-minute intermission. Both the cast and crew worked incredibly hard in order to perform this show and hopefully the audience was able to enjoy having some control over the plot. When asked about his experience acting in this play, actor Matthew Campbell said it was a “fun and unique experience. I liked that I was chosen as the guilty character during the first show and I’m also glad so many people came out to see the show.” The cast and crew can now enjoy some well-deserved rest before they start preparing for the November 2019 play!



Run, Jump, Dance... And Action!

STUDENT-LED CONFERENCES

TIS families experienced a Freaky Friday event during the Student Led Conferences, where students took on the role of teacher and led their parents and guardians through a number of PE activities, units, and routines. The adults learned mindfulness techniques and were physically challenged by participating in the TIS Fitness Calendar. Many parents tried floor hockey by learning how to stick-handle, while others displayed their fancy footwork at the soccer station.



ASSEMBLIES

A number of TIS students dusted off their dance shoes in preparation to perform a variety of dances to a packed Black Box Theatre. Grades 1-1 and 2-4 classes joined Mrs. Lockwood for a *DancePl3y* experience and danced to the Pizza song. Students in Grades 4-1 and 4-3 performed a classic called the Patty Cake Polka while the Grade 6-1 students threw on their western attire for a Cadillac Ranch line dance.



TRACK AND FIELD

Run, Jump, Throw...

TIS students jumped into spring by training for the Annual Elementary Track Meet. They participated in the track meet as a chance to pursue an individual sport which could help facilitate their own athletic spirit. Grades 3 to 6 worked hard to train for a variety of events, such as the 100m, 200m, standing long jump, and ball throw. In front of a crowd of cheering fans, students demonstrated their strength, speed, flexibility, coordination and endurance.



CRICKET

Our elementary students were introduced to the world game of cricket. This traditional sport of participation and teamwork with some skill thrown in was met with much enthusiasm. Their skills were put to the test learning bowling techniques, hand eye coordination with a bat and the ability to throw and catch a ball. The students battled it out on the field trying to out run, out bowl and build their batting tally. The outcome was a true sense of achievement at learning something new, while working together as a collective team on a common goal.



Sport Education Model Gets Students Actively Involved

Written by Ms. Lindsey Doland & Mr. Tyrone Koch

The Sport Education Model (SEM) focuses on student-centered instruction where students learn more about leadership, instruction, and performing. The model is intended to provide students with more authentic sport experiences, whereby they participate as members of teams during a “season” and actively participate in realistic roles that are seen in sport settings (such as captains, coaches, scorekeepers, statisticians, officials, etc.) After a few classes of skill-based learning and drills, the Sport Education Model culminates with a large tournament that is widely popular amongst students, as they have the chance to not only compete, but also to foster a competitive, cooperative, team-focused experience. This semester, both Ms. Doland’s and Mr. Koch’s Physical Education students had the opportunity to apply this model during a Tchoukball unit. Here is what some of our students had to say about learning through the SEM:



"One of the best things about the Sport Education Model unit was that all participants had a chance to do every role on the court. It encourages students to take responsibility in terms of what they should be doing at what time. I also really like the tournament format as it promotes competitiveness and encourages a winning spirit."

- Leon, Grade 10



"The best part about the Sport Education Model tchoukball tournament was that we had a chance to perform a role, such as a referee, when we weren't playing on the court. It helped us learn and pay attention to the details that happened on the court which is a really useful skill to develop."

- Michael, Grade 10

TIGERS ATHLETICS



It has been another busy year for Tigers athletes and coaches. After a phenomenal start to the hectic fall sports season, our athletic teams worked harder than ever before in their pursuit of excellence on and off the sports field. The Tigers are again on pace for another record setting year of athletics. The winter season saw TIS send 16 teams to compete in overseas PRC, SCISAC, and ACAMIS events. TIS also hosted the inaugural ACAMIS Orange Division Basketball Tournament where 200 athletes and coaches from 8 schools all played a part in the largest sporting event ever hosted by TIS.

SENIOR BASKETBALL

After finishing in last place at the ACAMIS tournament a year ago, the TIS senior boys basketball team was eager for redemption this season. This young team, with only one Grade 12 student, worked tremendously hard throughout the DSEJ season, missing the playoffs by just 1 win. When tournament season came around, the boys turned it on and dominated the PRC tournament and came away champions. When it came time for ACAMIS, they were mentally and physically prepared as they shook off last year's performance and finished in 2nd place at this year's dance.

On the girls side, the TIS Tigers have dominated the competition in recent years. This campaign was no different as the experienced girls squad made DSEJ playoffs for the second straight year and brought home the gold at PRC for the 5th straight year. Having never won ACAMIS on home turf, the girls were eager to sweep the competition at this year's home event in January. Storming out of the gate and never looking back, the Tigers took home the championship by winning all 6 games at the event, marking the girls' third ACAMIS title in the past 4 years.



JUNIOR VOLLEYBALL

Volleyball is a staple amongst TIS middle school athletes. This year's boys and girls teams were made up of some of the most enthusiastic and hardworking students. Both teams gained the opponents' respect at their respective PRC tournaments by coming up 3rd (girls) and 2nd (boys). More importantly, both teams won their respective tournament's sportsmanship award, which speaks volumes about the quality of TIS students. In SCISAC, a relatively inexperienced boys squad had many close games and fought valiantly all tournament long. The girls team found themselves in a rematch of last year's bronze medal game as they played against YCIS in this year's bronze medal match. Putting last year's loss behind them, the girls fought desperately from 1 set down and put together an amazing come from behind victory to claim the bronze.



SWIMMING

Swimming continues to be one of the fastest growing sports at TIS. With more and more students training bright and early, the future of our program is in great shape. This year's swimmers took their strokes to the PRC/GISAC meet in Guangzhou and Shenzhen. At both events, many of our swimmers took home medals and set personal bests, preparing themselves for the massive DSEJ swim meet. At the annual Macau meet, the Tigers swam away with 3 gold medals and 2 bronze medals. What an amazing accomplishment!



SENIOR SOCCER

The TIS senior boys soccer team has been training since September, preparing for the DSEJ season. It has proved to be a marathon as the boys are still eagerly awaiting for the final game by late April. On the upside, this is the first time in TIS history that a soccer team has made it to the DSEJ championship game and the entire school is pumped up for their upcoming bout against Yuet Wah in late May.

When the senior girls and boys teams traveled to Beijing for the ACAMIS Orange Division tournament, spirits were high as both teams expected to finish strong. On the girls side, a young team with only 1 grade 12 student found themselves in the consolation semi-final against Harrow Beijing. Regulation and extra time solved nothing and the game went into penalty kicks. The Tigers nailed 3 of 3 penalties and provided the most exciting game of the tournament.

The boys were defending champions at ACAMIS a year ago and were looking to repeat their success in Dalian. The boys quickly advanced to the championship game by the last day of the event and found themselves in a match-up against Nanjing. Out-sized and coming in years younger, our boys put up a courageous fight through regulation where the score remained 0-0. Unfortunately, Nanjing scored a few quick goals in extra time and TIS had to settle for second place. All but one of our ACAMIS squad will be returning next year and they are already preparing to retake the ACAMIS throne in 2020.

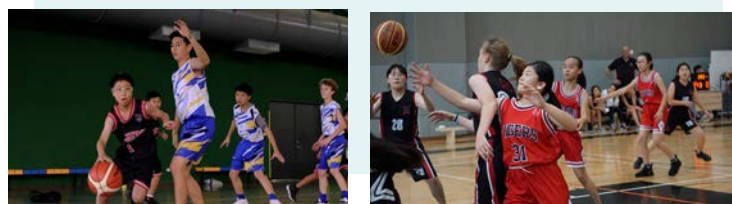
U12 SOCCER

The youngest team in the building has been very successful in recent years. Having made DSEJ playoffs every year for the past four seasons, our elementary boys have gotten used to the gruelling style of play. This year's squad finished in 2nd place in their round robin pool. Unfortunately, they were not successful in the playoff round, but they are ready to come back louder and stronger next season.



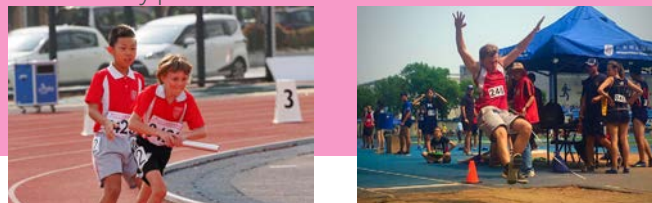
JUNIOR BASKETBALL

Coming off a double bronze finish from last year's SCISAC tournament, both our middle school basketball teams started the season with goals to improve from last year's result. The girls honed their skills in the tough DSEJ local league where they finished a very respectable 3-2, barely missing the playoffs. In international competition, the Jr Girls teams finished 3-0 in the PRC basketball exchange and will be ranked as first seed in the season-ending tournament, while the boys side will be ranked 3rd seed. Both teams travelled to Taiwan in mid-May to compete for SCISAC basketball supremacy. The boys team finished in the top 5, and the girls team claimed the championship for the 6th time in 7 years! Way to go Tigers!!



TRACK AND FIELD

The track and field team spans from Grade 4 athletes all the way through to Grade 12s. The diverse team of committed athletes competed in the annual DSEJ track and field meet at the University of Macau this spring and our Tigers competed with vigour and drive. In mid-May, 8 members of this team took on other ACAMIS schools at the annual meeting in Beijing. Although they did not walk away with any medals this time, they competed hard and broke many personal records!



CISSA

Last year, TIS and our sister school in Phnom Penh (CISP) co-founded the Canadian International Schools Sports Association and a platform for Canadian international schools in the region to come together through sport was created. This year, TIS was the proud host of the CISSA Canadian Classic. Seven schools descended on our campus in late April and more than 100 students competed in co-ed ball hockey, basketball, and soccer. It was a phenomenal event all the way through and was highlighted by the Tigers taking the overall championship for this year's competition.





科大醫院座落於澳門路氹中心地帶上的澳門科技大學校園內。醫院宗旨是希望能在舒適和愉快的環境下，以先進的醫療設備，為患者提供優質的中、西醫醫療服務。醫院為澳門科技大學中醫藥學院、健康科學學院及藥學院的臨床帶教基地，也是全澳唯一一所具備大學支持的醫院。本院住院部設有雙人病房、私家病房及豪華病房，適合不同病患的需要。

The University Hospital is located on the campus of Macau University of Science and Technology, in the heart of Macau's Cotai Area. The University Hospital aims to provide high quality healthcare for both Western Medicine & Traditional Chinese Medicine services, with the advanced medical facilities, to all of our patients in a pleasant and comfortable environment. We are the teaching arm of the Faculty of Chinese Medicine, the Faculty of Health Sciences, and the School of Pharmacy. This makes it the only hospital in Macau fully supported by the advanced academic faculties. Our in-patient department provides various types of rooms, Semi-private room, Private rooms and VIP rooms, to suit patients' needs.

STUDENT COUNCIL

What did you learn as a leader? **Q1**

Since joining the Student Council, I have experienced the difficulties with planning events and leading them. Even though leaders may spend a lot of time coming up with extravagant plans and making sure that nothing will go wrong, there is always a possibility of something going wrong. That is why as a leader, we need to have at least a plan B, maybe a plan C, or maybe even act on the spot. In the end, what is important for the team is not only the success of the event, but also the experience learned while preparing and executing the event.

ANDREW ZHENG, TREASURER

What is your perspective of the Student Council as a teacher? **Q3**

Being on the Student Council is a big honor and holds huge responsibilities, and these 7 wonderful people make it seem so easy. Sometimes we forget how "hard" it is to be a teenager: tons of homework, my mom won't let me go out on Friday, Drama rehearsals all week, my allowance is too small, oh, and I forgot I have a math test today. However, regardless of all their other obligations, these students have shown nothing but commitment and willingness to learn. They have all stepped out of their comfort zones to do something new, from speaking in front of hundreds of people, to leading a workshop on sustainability, to advising school policies, to managing a business for Student Council. Above it all, I am beyond proud to see that they are growing into individuals who are kind, courageous and resilient.

MS. LYDIA MAK, TEACHER ADVISOR

FROM STRUGGLE TO SUCCESS

What is it like being the youngest Executive Member? **Q2**

To be the youngest on the Student Council executive team, it is for sure a challenge as I'm new to high school as well as being on the Student Council. However, I am really thankful that we have a splendid team. The team sends help when I need it and they give me lots of support. This has really helped me to grow as a person as well as a leader. I remember at the beginning of the year, I was really nervous about what was going to come. I was really shy around others too, but as time passed by I started to gain self confidence. The members really gave me a spectacular first year experience of high school.

NICOLE CORDEIRO, SECRETARY

What is your fondest memory of Student Council? **Q4**

Last Christmas, we were asked to help out at the middle school wonderland event on a Thursday night. To me, the event was very meaningful. All of us volunteered so that others could enjoy the night. Jessica taught Sarah and I how to bake cookies, Jimmy and Ana worked on serving the chocolate milk, Andrew, Nicole and Ms. Mak were at our booth playing with the little kids. And we also watched Nicole's performance. It was a fun evening!

JAMES LOK, VICE PRESIDENT



ELL Specialist Shares Her Wisdom With Teachers & Students at TIS

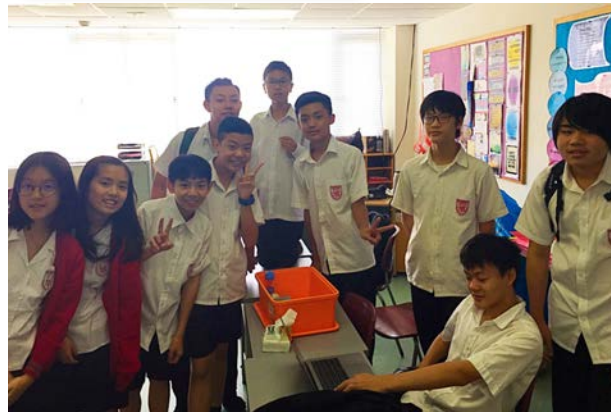


The International School of Macao was very fortunate and grateful to have had English Language Learner Specialist, Liz Spittal, come to TIS for a two-week span this past semester to focus on the development and sustainability of our English Language Learner program. Liz’s expertise and experience in the field of Teaching English Language Learners is extensive. Some key areas she focused on while she was a guest here at our school were providing valuable insight towards current pedagogical best practices and strategies on how to effectively support our ELL students.

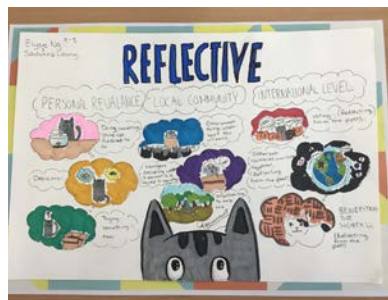


Thank you very much for your support and feedback, Liz. On behalf of everyone at TIS, we loved sharing ideas and learning from you!

Here are some instructional strategies compiled from experts in the field of ELL which teachers across all subjects and disciplines at TIS are currently implementing into their core curriculum. These teaching and learning strategies can be useful in a plethora of educational contexts, but are particularly valuable for teaching and supporting our ELL students.



1. Purposeful Planning: ensuring lessons are data-driven and goal oriented.
2. Scaffolding Content: understanding where students are at and next steps for success.
3. Activating Prior Knowledge: understanding what our students already know and specifying what we want them to learn by the end of the unit.
4. Using Visuals: images for clarity greatly supports knowledge and enhances comprehension and language connections.
5. Cooperative Learning: sharing and learning from others provides authentic and relevant learning opportunities.



At TIS, we value Chinese culture as much as we value the internationalism of the school community. Students immerse themselves in Chinese culture in and out of Chinese classes through a series of cultural events and activities. The annual Chinese New Year (CNY) celebration day is one of the most important events for the TIS community. It brings together all of our students, staff and parents to celebrate and enjoy the festivities of the special day. The Chinese team organized and hosted the annual CNY carnival for the whole school. Students watched traditional performances and experienced CNY traditions through hands-on activities. We believe that only through experience can students deepen their understanding of the Chinese culture.



Our secondary school students spent many months practicing their dragon and lion dance to present a perfect show and their efforts paid off! The dragon and lion dance signifies good fortune and kick-started a prosperous new year.



You can't have a CNY festival without serving delicious Chinese dumplings! Thanks to our school canteen and Chinese teachers, everyone had dumplings on the day. A healthy and yummy choice!

Here is the number one favourite activity of our young learners: Chinese paper cutting. With the support of our lovely Chinese teachers and high school volunteers, even our youngest 3-year-olds successfully made their own artwork. During the Chinese New Year, every family puts up beautifully designed paper cut-outs to decorate their home.

There were a variety of other activities during our CNY carnival. Students tried sugar painting and shadow puppets, and took photos dressed in traditional Chinese costumes.



In addition to the school-wide celebration, our students learned more about the culture in their Chinese classes. Elementary students read stories and learned songs about the twelve zodiac animals and made traditional handcrafts.



Grade 6 students tried Chinese painting on their paper fan designs. They learned the basic techniques of using Chinese brush and ink (Maobi and Moshui 毛筆和墨水) to paint on the fan. Grade 5 students had their first experience designing the famous blue and white porcelain (Qinghuaci 青花瓷). Students creatively expressed their understanding of this traditional art through the beautiful colors and patterns. Grade 4 students made their own CNY lucky envelopes and wrote short greetings to their family and friends. Grade 1 and Grade 3 students celebrated the Year of the Pig by doing fun, pig-themed handcrafts, such as piggy paper plates and hats. Grade 2 students learned stories and made origami of Chinese dragons.





WHERE ARE THEY NOW?

Hi, I am Edward Tan and I graduated from TIS four years ago. I'm currently in my 5th year (6 years in total) studying medicine in Bratislava, Slovakia. I have to say it's tough. There's tons of information to memorize, but it's interesting at the same time. We get to go into the Operating Room to observe and occasionally the doctors allow us to assist in the surgery, of course only with tasks such as holding the hook to allow the doctor to see better, but not anything important. However, it is much better than theory as they will explain step by step what they are doing and we can really learn a lot. My advice is to only choose medicine if you are really interested in it, since after graduating you'll most likely have to spend more years to study in a specialized field or in gaining a PhD.

Spare time after the initial two years is scarce. With my current timetable, it's pretty common to start the day at 8:30 in the morning and end at 7:30 in the evening for the entire week. I usually spend my weekends having coffee and chatting with friends or exploring the city, if I'm not studying for exams. Occasionally when we get a week off, we will travel to neighboring countries. That is the great thing about being in Europe, I can drive to Germany, France, Italy, etc. with my friends.



What I liked most about TIS is the friendliness and helpfulness of the staff and teachers there. They were always there to help if you needed it. I was really happy when they offered the robotics course, it was something I was interested in but had no idea where to start. It gave me an opportunity to explore a subject and spend time with friends who had the same interests.

Another thing I really liked about TIS was that you could choose which courses you wanted to take and that's wonderful. Everyone is good at different things and being able to take classes that interest you allows you to be better prepared for what you wish to study at university.

University is very different from high school because by then you will be an adult, and professors and classmates will treat you like one. They will not tell you what things you should or shouldn't do; you have to figure things out for yourself.

Be sure to make friends at university and make sure to ask questions when in doubt. There will definitely be someone who can answer your questions and help you. Don't forget to keep in touch with your friends in Macau as well. Most of you will probably be in different cities and countries and it will be difficult, but true friendships are worth cherishing.



Blissful Carrot

Rua de Carlos Eugenio, no. 79A
Goio Fai Kok Res-do-Chao B
Taipa, Macau
Phone: 6298 8433
blissfulcarrot@gmail.com



Hair Cloud

Rua de San Tau, No. 159
Taipa, Macau
Phone: 2883 0371



The Roadhouse Macau & Duffy's Pub Macau

Broadway Food Street
Broadway Macau, Cotai
The Roadhouse: 2875 2945
Duffy's Pub: 2884 5212



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Rua Fernao Mendes Pinto 104
Taipa, Macau
Park N Shop, Rua de Evora
Taipa, Macau
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www.mycuppacoffee.com



il Café Restaurant

Rua de Seng Tou, No 319
Edf. Nova taipa Garden, Block 21
Phone: 2883 8372



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Rua dos Negociantes N°19 G/F
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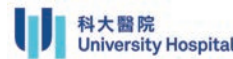
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www.sheratongrandmacao.com



University Hospital

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Phone: 2882 1788
www.uh.org.mo



Physio One Centre

Rua de Ferreira Do Amaral 11E,
1-3/F Macau
Phone: 2835 3119 / 28353156
www.physiomacau.com



Orchid Valley Spa

Nova Taipa Garden
Edf. Hou Keng Garden Block 23 RC
Taipa, Macau
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www.tugalola.com



Nail Haven

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Phone: 2882 5912
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Warrior Fitness

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