



MUTIARA INTERNATIONAL GRAMMAR SCHOOL

NEWSLETTER

Issue 2/T2/2017-2018 14 March 2018

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Notes from the Head of School

MR STEPHEN WEST, HEAD OF SENIOR SCHOOL

A warm greeting to all after the Mid Term break. Hopefully the Chinese New Year holidays were celebrated in style this year as we entered into the year of the dog.

At school we celebrated Chinese New Year with a Lion Dance on Monday morning. Both junior and senior school enjoyed the festive occasion as the red and yellow lions toyed with the students and pranced around for our enjoyment.



The students also performed the fan dance after rigorous training with Ms. Blanche, the senior school Chinese teacher.

The week prior, students had performed the routine in the hall for senior school and now it was their chance to shine in front of the whole school. And what an amazing performance it was!



The senior school has had a busy time and as we end term 2, March will be one of our busiest months.

In addition, Parent teacher interviews went well last week and it gave us in the senior school the opportunity to touch base with parents and talk about student progress. For convenience year 10 and 11 subject teachers gathered in the assembly hall and it was a pleasure to welcome parents in to talk to us. The journey the students undertake while in education isn't an easy one, and it's nice when parents and teachers alike share stories and plans to help our students achieve.

Stephen West

Principal

Senior School News

Chinese New Year by teacher Ms. Blanche

This is my first time conducting Chinese New Year celebration in MIGS. The entire senior school dressed up in traditional Chinese New Year costumes or red clothing, and of course I was wearing HanFu.

On that day, students took part in few activities. They presented Li Chun, 2018 Chinese horoscope dog prediction, fan dance, story of "Zodiac" and "Nian", meaning of "Angpao" and we also learnt about Chinese hand gesture for greeting.

The fan dance was great, students practiced with limited time especially during exam week. I was very glad to received teachers' feedback as "amazing", "I loved the fan dance", "there was pretty choreography", "and it was very nicely synchronised".

I hope everyone enjoyed the Chinese New Year assembly.

At last, I would like to thank Ms. Kuna, Ms. Radhika and Ms. Fariya for their advice and help, and also thanks to all participants that made everything go smoothly. Thank you!

It was finally Chinese New Year, where the senior school had prepared a program that was presented at the assembly. This was dedicated to the year of the dog. We were all dressed in our cheongsams as we presented.

The presentation filled the teachers and students knowledge as we introduced interesting facts such as personality traits, lucky colours, the stories behind Chinese traditions and loads more. In addition, we also had a fantastic performance of a fan dance that stunned many due to the great dancing skills and not to mention, the bright and beautiful colours.

We ended all of this with a well-known song called 'Gong xi.' Everybody was joyfully singing along and in fact, had also picked up a few Chinese words here and there! This song concluded to wish everybody happiness and luck for this Chinese new year. Lastly, we gave everybody red packets which were called, 'Ang Paus' with chocolate coins inside.

-Myra 10T



Li Chun 立春

The beginning of spring is known to the Chinese as Li Chun and it is the first term of the 23 terms in the Chinese solar calendar. These 24 solar terms are also known as Jie Chi.

Li Chun falls between 3rd or 4th February every year, and it is an important day to the ancient Chinese farmers. They would often celebrate the beginning for Li Chun with ceremonies and worships for a prosperous year. Traditionally, it is believed that a clear day on Li Chun would mean good harvest through the year while a raining day is a sign to the farmers that they should take extra precaution on their crops for the year.

Egg balancing on Li Chun

On the day of Li Chun, a strange phenomenon is known to happen. It is believed that it is much easier to balance an egg on its end during this time. Some explanation has it that this amazing balancing act is said to be due to the sun crossing the equator, making night and day equal on all parts of the earth.

In the year 10 Mandarin class (26/2/2018) we made yee sang. Yee sang is a salad people toss during Chinese New Year for prosperity. The vegetables used in the yee sang are shredded turnips and carrots, julienned red, green, and yellow peppers, and to give it a slight Malaysian taste, crushed up peanuts, sesame sauce a rojak sauce. We used fried seaweed crackers too.

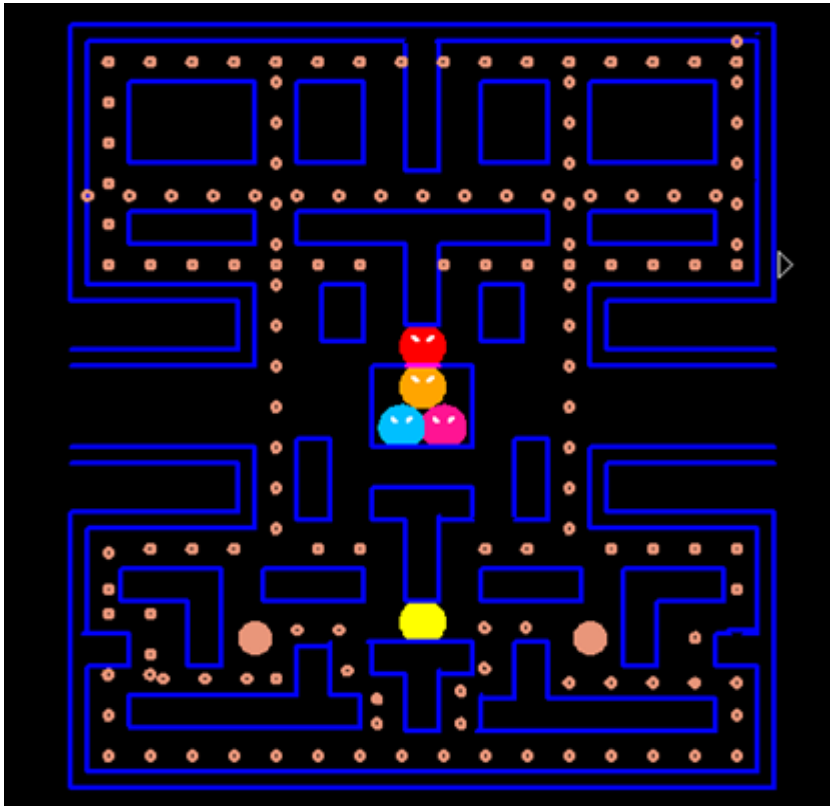


Ms Blanche prepared all the ingredients for us the night before and when we got to class we assembled the veggies and everything else to form a dog head (since it's the year of the dog). After we assembled it, Ms Blanche told us the story of yee sang and its importance to the Malaysian-Chinese culture.

According to Chinese culture the height of your toss represents your growth in fortune. We had a lot of fun and we're grateful Ms Blanche gave us the chance to do it in class - **Yvonne Low**

IT by Rakha Pangestu Putra and Adri Whittingham (Y9T – ICT)

In Term 1, we learned a new programming language software called MSW Logo, which is used to create shapes. In this programming language, we need to type in the instructions that tell the computer what to do. These instructions are called programming codes. In this module we will be acting as a computer programmer, writing instructions for the computer to follow.



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Commander
fd 50
fd 50
fd 25
fd 25
bk 10
rt 180
repeat 2[fd circle 5 pu fd 50]
repeat 2[fd circle 5 pu fd 50]
repeat 2[fd circle 5 pu fd 50]
pu
bk 50
fd 25
bk 25
bk 50
bk 50
bk 50
bk 50
bk 25
rt 90
repeat 2[fd circle 5 pu fd 50]
repeat 2[fd circle 5 pu fd 50]
repeat 2[fd circle 5 pu fd 50]
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repeat 2[fd circle 5 pu fd 50]
bk 50
lt 90
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repeat 2[fd circle 5 pu fd 50]
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lt 90
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Rakha and I (Adri) sat together to plan and design a game map with the knowledge and the experience we gained from learning the language. After searching for designs to create in MSW Logo, we came across the original Pacman map. We found this to be a challenging project for us. Using our experience we managed to use lines and circles to design and recreate the map. MSW Logo is fun software that's easy for everyone to use. As you can see below this is the Pacman map and the programming coding we did.

French by Karine Careddu French Teacher

In French we have been learning about the "futur proche" and "futur simple". We developed a learning activity we called "learning train stations". In this activity, half of the class are provided with flash cards and quiz material and instructed to stay sitting at tables. The other half of the class must walk around and transit through each stop. The task is to apply the correct spelling by matching the pronoun, and finally write their answers down on their mini-white boards before proceeding to the next "station".

After 15 minutes of learning activity, the teacher collects all the boards and goes over each answer, asking validation from the audience. This way, the teacher easily identifies the most common mistakes and grey areas to address. Students check their own understanding and evaluate their own progress.

Students find the activity entertaining, but also valuable because they experiment with the language and learn from each other.

GCE O Level Islamic Studies by Maryam Nazir Chaudhary

MIGS is one of the few international schools in Malaysia to offer Islamic Studies at GCE. This subject assesses the student's understanding of the religion as well as how its teachings can be applied in today's ever-changing and modern world.

Taking Islamic Studies as a GCE elective has also given me more insight in terms of religious rites and also Islamic history. Mr Ali, our Islamic Studies teacher, used a variety of teaching methods ranging from 'fishbone' diagrams to class discussions. Our first few topics consisted of Islamic history ranging from the Seerah (the Prophet's biography) to the Caliphate. Following that, we learnt about the practical aspect of Islam like the ceremonies of birth, marriage and funerals as well as the application of Hadith in our daily lives. This combination of both theory and hands-on Islam gave us a greater understanding of our connection with the religion and how to better ourselves as individuals.

Apart from subject knowledge another skill necessary to do well in is time management. Our answers had to be constructed in the form of articulate compositions, the length depending on the mark allocated to each question. Many classes passed where we felt as if our hands would simply drop off, but it was not in vain. By the end of Year 10 we had mastered the technique of writing essays within the confining time of 1.5 hours.

As our exams drew nearer, the more frantic and panicked we, the students, became; for some of us it was our first external examination. However, the countless hours spent droning over notes and scribbling compositions were not wasted and we all left the examination hall feeling confident. We were offered a two week respite after our first paper, which flew by, and soon enough we were done with our second paper as well. Our results were released in January, with all of us scoring well.

In conclusion, Islamic Studies has benefited me enormously, increasing my religious knowledge and, at the same time, helping me to be a better person.

My story - By Neema Njeri Ngaari - Yr 8 History

We were given a task, to write about our opinion on slavery and, or racism. So I decided to write about how I feel the 'blacks' were treated cruelly and unfairly. I found this task interesting as it enabled us to feel the way the slaves felt at the time. It was a sad but also an inspirational topic as we learned about people who went through hell but managed to work their way to the top.

"When I first moved here, I knew I would not find many people like me, which at the time to my seven-year-old self, just meant that people here would not speak the same language as me. When I arrived I honestly didn't think I was different. I did not understand why people would stare at me or laugh when I walked passed.

As I grew up I understood that I was different, a darker color compared to everyone else. I spoke differently. I had strange hair and I didn't act like everyone else. At the age of 7-9 I got really rude comments, that still hurt me, even now! Because I was judged by my skin colour, their first interpretations were: black; ugly; dumb; mean; dangerous and so on, and they would tell me directly to my face.

I thought it would go away so I told myself I wasn't stupid no matter what they said. But I was stupid! I was stupid to believe that the mindset of society toward 'black' people would change so easily. Because being from a race whose ancestors were slaves matters for some reason, it even shapes people's opinion of you even before they get to know you."

Society has categorised and stereotyped people's views on black people, yet they expect us to be brave and strong and face these judgments. And the moment you show pain they call you weak, as if just because, you are a certain color you are just supposed to accept the fact that you will be treated differently just like your ancestors. You will not be whipped, bought or sold, but instead shunned by society, and 'yes' we have feelings, words hurt me just as much as they hurt anybody else.

'Blacks' are still treated differently, as if what happened to our ancestors should impact the way we are treated now. And thanks to the mindset of some 'power hungry' 'whites' from the 1300's to 1400's there is an image of 'black' people painted by society and history, images of criminals, murderers, dangerous, reckless people who need to be lead. An image we ought to erase."

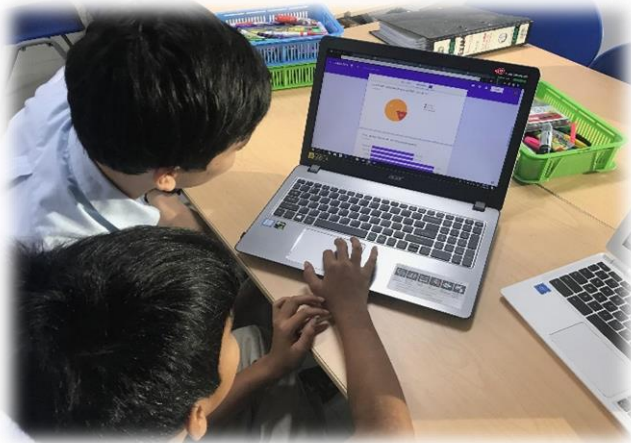
Slavery

"I do not understand why the whites in the 1300's to 1400's would treat the 'blacks' the way they did, using them as slaves, servants, toys and buying and selling them and treating them like property. Just because they were of different colour.

The 'whites' believed they could just go out and capture 'black' people like wild animals. Just because they were of a darker color and majority didn't have much education does not mean the deserve less respect or to be whipped, locked up, caged and used for manual labour. But the people who should be hated more than the 'whites' at the time were the 'blacks that agreed to sell their own brothers and sisters. The 'blacks' were treated so badly that they believed that they could not be free and that death was their only escape."

I learned about myself and about the history of slavery. It is something I feel we should all learn because we are the people of Earth and we all matter. I am proud of my heritage and I am proud that others share my story.

Market Day Primary Research - Year 9 Business Studies



“Market research is any organized effort to gather information about target markets or customers. It is a very important component of business strategy”.

Varisha 9T

Firstly, we wrote a draft of the questions we wanted to put in our questionnaire. Then we surveyed a few students and teachers the questions to see if they gave us answers that would help us prepare for

market day. According to the information we received, we updated our questions and used technology in the creation of a Google form. We then sent it to 15-20 students and teachers.

Mariya, Nawal, Naura 9T



“We learnt that to get good answers and advice is to interview different kinds of people like younger and older for different types of information. We also need to create clear and accurate questions in order for people to understand them well and therefore, giving us clear feedback”.

Ellena & Erina 9T

Pastoral care by Radhika Menon

As part of our changes in the school, the principal has requested more emphasis on Pastoral Care in order to support students and parents. As such, we are looking forward to a new operations centre with a Community Wellness room being prepared for our MIGS community. The room will house the Careers Guidance and Student Council, the MIGS Counsellor and the Junior and Senior Pastoral Heads. It will be a welcoming place, where we will be available for meetings and discussions with parents and students. Our aim is to take a holistic approach to support education with student wholeness and development of the individual. Appointments can be made by parents, who would like to chat with us, during respective non-teaching hours.

In relation to confidentiality, we will still hold counselling sessions in the current Counselling room. This ensures privacy and respect for students who may wish to discuss sensitive subjects. The MIGS community welcomes both students and parents to visit the Community Wellness room and have conversations /discussions with the relevant teachers whenever necessary. School activities inviting parent volunteers will be discussed and planned at regular intervals, once the centre is functional.

In terms of a whole school approach, we would also like to take this time to remind everyone of the following:

- *Students should be in school before 7.30am every school day.*
- *Students have to be in proper school attire every day as we are beginning to see irregular clothing and dress styles.*
- *On Mondays and Fridays, students have to be in full uniform including black shoes and white socks.*
- *On Tuesdays and Wednesdays, the students are only allowed to wear the school T-shirt and school PE shorts/ track bottoms.*
- *On Thursdays they have to wear their respective house T-shirts with the school PE shorts/track bottoms.*

Senior school prefects

Prefects form a very important part of the senior school pastoral care. Each year 15 to 20 students are elected to be our senior school prefects. The selection is done through an online voting system where the senior school teachers vote to elect the prefects. The criteria for voting are adherence to school rules, interpersonal skills, leadership qualities, pleasant personality, achievements in sports, all-round performance and academic excellence. The selected students (monitors/ trainee prefects) undergo training at school and a leadership training camp in the month of May at a selected venue outside the school. They are awarded prefect badges during the Speech Day function. The prefects at MIGS wear a badge, a white shirt and a tie and/or a dark grey PE T-shirt.



A prefect's position involves general and specific responsibilities. The main areas of duty of a prefect include being a student leader who is a positive role model to other students in the school and an ambassador for the school.

Prefects organise a number of functions at school such as the Teachers' Day and Children's Day. They collect funds for charity through Mufti days, help teachers, monitor the students and patrol the corridors during break time, organise the teachers' duty board, manage and conduct the senior school assemblies, assist the counsellor in school wide activities, assist parents during Parents' Day and provide support and guidance to students in need.

Newly elected monitors (trainee prefects) for 2018/19.**Prefect initiative:**

The 2017/18 prefects are currently working on introducing a budding school radio at MIGS. This new initiative is aimed at making the school environment more welcoming and interesting for the students. The school public address system will be used for this purpose. Announcements and songs will be broadcast for half an hour in the mornings before classes begin and for half an hour after school every day. The activities will be strictly monitored by the pastoral department for appropriate content.

MESSAGE FROM MS NANCY ROCH-COMPAN

HEAD OF JUNIOR SCHOOL

Term Two has just come to a close, and as is usual for every Term 2, we had kept ourselves busy with lots of happenings.

One of the highlights of this term was the Junior Study Camp for the Year 4-6 students. While the Year 5s and Year 6s have completed their Study Camp, Year 4 Study Camp had been deferred due to adverse weather conditions at Cameron Highlands. The Year 4s will finally experience it from 14th-16th March 2018. The Year 5 and 6 students had shown their resilience, strength and courage during the Study Camp, and have enjoyed the camaraderie. Even parents have expressed their positive sentiments on Facebook and also in this newsletter.

While the older students were away, the Reception – Year 3 students had their Junior Enrichment Programmes conducted by our teachers here at MIGS – Zumba, Qigong, Storytelling and Station Games. The students also visited Canang Recording Studio.

Powerful learning is continuing in the Junior School especially during our genius hour every Wednesday with students engaged in a variety of S.P.A.C.E. projects. All students are busy completing the projects in small groups and do watch out for the S.P.A.C.E. Festival. More details about it will come your way soon.

Our students continue to awe the School Community with their Year Group Drama Performances. We have featured Year 3's "Annie" in this newsletter. This was an adaptation of the popular Broadway musical. Once again we thank parents for their collaboration and contribution in our Year Group Dramas.

The Parent-School partnership is indeed a key ingredient in making a joyful school. It is when teachers, students, and parents align their efforts to cultivate respect and responsibility and nurture great relationships that we witness a lasting difference in our children's lives. It is this partnership that we look forward to celebrate during our upcoming Appreciation Day.

We look forward to the events that are continuing success, and for all.

coming up and wish all our students a productive Term Two



Study Camp

Parents' Perspective of the Year 5 Study Camp

Recently, our daughter, Fea Eryssa, went away for her Study Camp and it was a learning experience for herself and also, for us, parents.



While preparing for Fea's trip, we were a little worried because this was her first trip without us. Would she sleep soundly? Would she like the food? Would she feel homesick? The three days that Fea was going to be away seemed for us, parents, like she was going abroad for a three-year study. Even though we were not as yet ready to let our little daughter go off on her own, Fea was very excited about the Camp and was all set to go.

On the day of her departure, it was still a battle of feelings – the high anxiety of us parents facing the excitement of our daughter. While Fea was at her Study Camp, we felt the absence of our lovely daughter, her laughter as well as her demands, and everything else about her. So did we moan? Not at all!

Thanks to the photographs uploaded by teachers on Facebook and Whatsapp groups, we learnt to cope with Fea's short absence from home. It brought us joy to see in those photographs that Fea was having extraordinary fun and was fully engaged in her activities during the Camp. Her post-Camp independence and social confidence impressed us. Although we missed Fea terribly during the entire period when she was away at her Study Camp, we could not help feeling proud of our little daughter, just as any parent would be.





Oh my! Oh my! How changed Fea has become just after three days of the Study Camp at Belum. It was a more matured Fea that we saw return from her three days away from home. What we noticed especially since is that Fea is more observant to every single detail, and more alert to what is happening in the environment. Fea has indeed grown in her mind and attitude.



Thank you MIGS for organising the Study Camp! Not only the students, but we parents too have learnt to be better ourselves. Perhaps, we too should have our own Parenting Camp in order to grow just like our kids. Thank you again MIGS for that change in us. We appreciate too that our daughter has not only become more matured, independent but has also realised how much we love her.

Dato AC Mizal & Datin Emylia

Parents of Fea Eryssa, Year 5R



Year 6 Study Camp to Langkawi



This term, my Year Group has taken the meaning of Study Camp to the next level! Our Study Camp took us to the picturesque, exotic islands of Langkawi! You cannot imagine how much we learned and in a fun way too. I only hope that next year's class of Year 6 children will be able to benefit as much or even more.



Our first stop was lunch at a local restaurant overlooking the beautiful white sands of the Cenang Beach. At our first learning station, Crocodile Adventureland, we got to learn about these reptiles from our Crocodile Farm guide. We even saw "disabled" crocodiles – one born with a deformity and another without his tail which made him look more like an angry toad. There were show crocodiles too showing off exciting acts with daring keepers. At the Crocodile Adventureland, we could even buy

crocodile meat, if you like that sort of thing; I'm not so sure for myself.

The next day we planted mangrove saplings, watched birdlife and experienced evidences of wildlife in the swamplands of the Kilim Geoforest Park. This prepossessing forest also had a bat cave inside a limestone outcrop formed over 500 million years ago, and accessible only by a speed boat. The Kilim is also home to the famed red-brown and the white-bellied eagles, and the horseshoe crab, also known as the "living fossil".



At Laman Padi, we learnt to plant rice shoots in the squelchy mud that squeezed and squidged between our toes. It was really freaky but at the same time oddly enjoyable to get dirty and rummage around for mussels with fingers sifting through the silty mud!



Part of our Service Learning during the Study Camp included a visit to a local boy's orphanage 'Rumah Nur Kasih.' Here we greeted one another respectfully, and entertained one another with songs and party games such as Pass the Parcel, Musical Chairs, and



Pin the tail on the Donkey. Guess what...the talented boys at the orphanage won all of the prizes!!



On our final day, we took a ride on the sky cab up to the sky bridge for the breath-taking views of the 99 islands of the Langkawi Archipelago and Mt Machinchang. After visiting the oriental Village and the 3D Art Museum, we headed to the airport for our flight home.

Chiew Qian Tung

Student of Year 6S

Junior School Drama Performance

YEAR 3 DRAMA PERFORMANCE - ANNIE

On the 30th of January 2018 we had our Year 3 Drama Performance. I had a lot of fun. I was happy because I was in the main cast for the first time! I liked how the people acted. I learned how to be brave when going on stage. Before the whole play, I was very scared but during the play I was not. My parents were very proud of me. I liked our finale song (Brand New day) and the Hard Knock Life song. The orphans did a good job! After the assembly I was sad and happy. I wanted to do it again! But I know there will be always be a next time

Lee Anne (3R)

On 30th January 2018, we had our Year 3 Drama Performance entitled Annie. Ms Esther and Ms Jasveen gave us our roles and we started practising for about a month. The teachers worked so hard to make us prepare for the big day. It was a very interesting experience for me to be part of Annie drama presentation. In Annie, I played the role of an

orphan. There was actually a group of us. We sang, danced and even acted as an orphan. I enjoyed the setting of the play where I really felt like I was growing up in an orphanage together with the main character Annie, played by Zara. I also like the role of Ms Hannigan played by Gloria. I think she is very talented too.

My most favourite part was when Lily went into Ms. Hannigan's office. Lily was played by Kaylen. She is so natural and really made the audience enjoy the show. The dance by the butlers also caught the audience attention and I enjoyed it too. In the play, I learned that we are not supposed to be greedy about money. There are people like Annie who appreciate happiness more and loved being with her family. My experience in Annie made me more confident to perform on stage. After the show, my parents congratulated me for my good performance. It was an unforgettable and interesting experience for me!

Soraya Halim (3S)



My Experience On Annie

Our rehearsals for our Year 3 Drama Presentation started on the 4th of January, 2018. Everybody had

memorised their lines by heart over the holidays, so Ms. Esther and Ms. Jasveen gave out the other parts to the rest of the class. I was given the lead role, Annie. We then rehearsed for the next three weeks. I was excited for I had not gone on stage for a long time. Then we brought our costumes for Ms. Esther and Ms. Jasveen to confirm whether we would wear them or not. It was all very hard work. During those three weeks, we learnt to collaborate together and to be confident on stage. I enjoyed dancing with the other dancers.



In the play, my favourite part was when Lily sashayed into Ms. Hannigan's office. Though some students did not act as well at first, with practice they improved. There were four songs in the play: Hard Knock Life, I Like To Move It Move It, Tomorrow (sung by Gloria and Kaya) and the finale song, It's A Brand New Day.

When the audience came to watch our shows, we were all very nervous. But we did a very good job in acting and singing! It was a fun and amazing experience!



By: Zara Sastri (3S)

CHINESE NEW YEAR CELEBRATION

Chinese New Year Celebration at M.I.G.S

Last Monday, we celebrated Chinese New Year of the Dog at our School. It was really fun, but before the celebration, we sang "Negaraku" and "Pearls of the East". Then Ms. Nancy gave a speech on Chinese New Year, and she asked how we had celebrated it. I was brave enough to go to the basketball court to relate my experience. I was a bit nervous but I told the School how I celebrated the festival.

Then as Ms. Nancy had told us, our surprise, that is, the Dancing Lions, arrived amidst the sounds of the rhythmic drums, accompanied by an Emperor of Fortune. All the students were shouting loudly and happily. We were excited. We even touched the Lions and their fur was as light as feather. Some of the students gave out ang pows their teachers had handed to them. During their dance, the Lions spit out lettuce and oranges.

At the end of their performance, the Lions and their friends wished us Gong Xi Fa Cai, Xin Nian Kuai Le! We all enjoyed the Lion Dance.

By: **Megat Mikhail Omar (4S)**





DR. KEN'S SCIENCE WORKSHOP

Dr. Ken Comes Again!

On 11th January 2018, we were all very excited to hear that Dr. Ken will visit our school again after two years! Everyone was overjoyed!



We were in the hall together with the Year 4 and 5 students. Dr. Ken strutted into the hall greeting us in his usual exuberant voice. He was wearing a colourful vest and a white shirt.

The slide show popped up on the screen, and it read "How To Save The World In 45 Minutes". I was very intrigued. Of course, we had learnt about global warming and climate change but what new things would we learn today, I wondered. Dr. Ken strolled onto the stage with a grin and he took out a lighter and set fire to an object which looked to me

like a sewing machine, but in fact it was a machine that took fire and made it into electricity!

He then presented a slideshow about trash and rubbish waste and informed us about how recycling could turn waste material into a new material!! He started juggling coke cans and did magic tricks for us, and he was so funny!



The best thing I learnt during Dr Ken's Science Workshop was to make paperfuge, which is used to separate the solid matter from liquid matter.

I would like to share the procedure with you...

1. Use a compass to draw a circle of 13cm in diameter, and cut it out.
2. Measure 1.5cm off from the middle of the circle and draw a circle.

3. Cut out the circle in the centre.
4. Put a string through the hole you have made in Step 3 and tie the ends together.
5. And you're done. enjoy your paperfuge!

By: Lauren Oliaei (6R)



Parsa 15

Use re

we learn how to recycle staff.

Dr Keh's science show was very fantastic.

we learn how to save our Planet.

Banana peel can make us fall down.

Dr Keh shows a video of mountain of rubbish

He advised all of us to slim the bin.



Trip to Canang Studio

Canang Studio Reviews from Year 4

"We went to the Canang Studio on 19th Jan 2018. Everyone was excited. The house which was made into a studio looked nice on the outside and better in the inside. Our group had a lot of fun!"

By: Collins Muguna (4R)

"On the day of the Year 4 Canang Studio Trip, we got to experience how to record ourselves in a recording studio. We actually got to speak in the studio. I had to do the script in Bahasa Melayu. I did an introduction and sang a Malaysian Folk Song. It was so much fun to listen to others speaking in the studio. I'm so glad that I could experience being in a studio. It was such a memorable time at Canang Studio. I hope that sometime later I am able to speak in a studio again."

By: Zara Syarul (4R)



"The best part about the Canang Studio was the part where I could speak into the mic at the studio. I was surprised with some of my friends, especially Chris Lau. He was very calm and cool. I was a bit nervous but I did fine."

By: Kara Lee (4S)



"We used a steep road to get to the Canang Studio. We were paired with our partners and had to stay with our partner the whole time. The best part was when we recorded our voices. Then, the sound engineer played it back for us. I thought I sounded so different! It was a lot of fun."

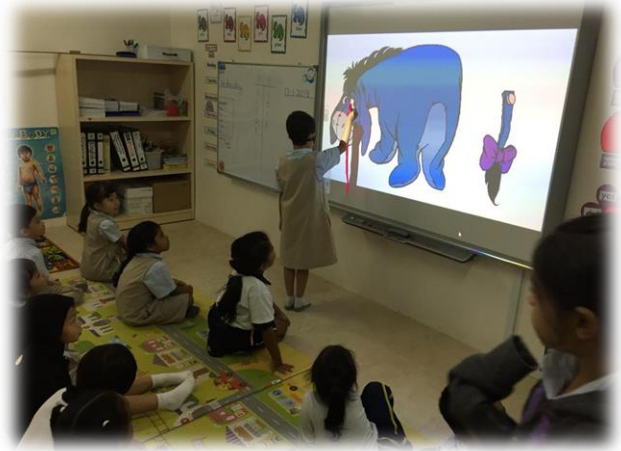
By: Patricia Gan (4S)

Enrichment Day Programme

On Wednesday, 17th January 2018, the children in Years Reception, 1, 2, 3 and 4 enjoyed the Enrichment Day Programme organised for us.

On the first day, the children in Year 1 went out to Canang Studio. The rest of us assembled in the school hall to participate in two activities, namely Qigong and Zumba.

Next we had a story-telling session with Ms. Maryam in the library. After that we went to the ICT lab for some fun activity.



On the second day, it was our turn to go to Canang Studio. We recorded our voices by reading aloud a script and singing. Then we had a choice of hearing our voices either in chipmunk or monster voice. It was really funny. We could not contain our laughter. We had an awesome time at the studio.



The third day began with Station Games at the basketball court. We had seven different station games. We had a go at every station. We had a fantastic time even though we were exhausted after going through the seven stations.



After that we played a variety of games in class with Ms. Stella. But our favourite game was “The Magic Number”. Rayyan was the winner of this game. Finally we had another session of story-telling with Ms. Nip.

After that we played a variety of games in class with Ms. Stella. But our favourite game was “The Magic Number”. Rayyan was the winner of this game. Finally we had another session of story-telling with Ms. Nip.

We had so much fun during the three days of Enrichment Day Programme. And we also learnt new things, especially at Canang Studio.

By: Students of Year 2R

What MIGS means to me ...

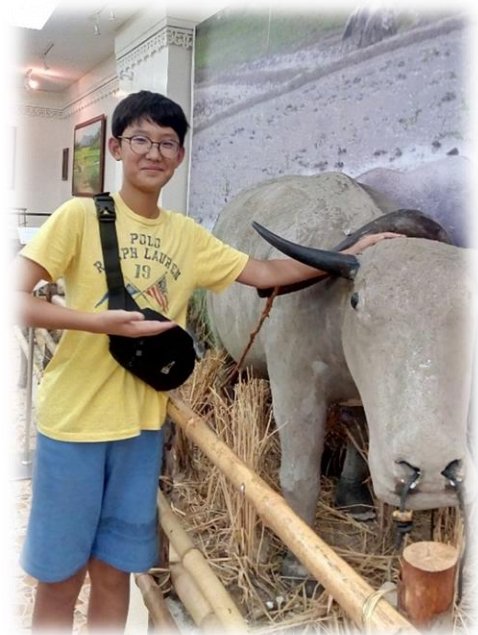
I came to MIGS a year ago when I was in Year 5 and now I am studying in Year 6. I would like to share my thoughts about why this School is nice and what I particularly like about the School.

Firstly, I like that MIGS does not have bullying. All students in the School play together. My friends are all very kind and like sharing with me. We eat lunch together.

Secondly, I like the smallness of the School. Teachers can pay more attention to our needs and help us in very specific ways. This is not possible in a large school.

Finally there are lots of activities in this school. We have many Co-curricular activities, competitions and sports tournaments, in which I have often participated. I like the projects we do during S.P.A.C.E. (Student Potential Achievement Civic Enterprise) too. We can learn about stuff we did not know about before and we have opportunities to have fun too.

It is for these reasons that I like MIGS and I want to stay in this school forever.



David Youn Young Bin (Year 6)



I am delighted to share my thoughts about what MIGS means to me.

Firstly, all the teachers are really helpful, kind, and they make us feel that there is always a helping hand. If you ask me who my favourite teacher is, I would not be able to answer you, because they all do so much for us, from leading us through our Drama Performances to grooming us for the Talent Show. In short, they are omnipresent during every School event, guiding us and teaching us. Our teachers put in so much to boost our self-confidence during the times we fall short. That truly reflects their passion for teaching. Thank you teachers.

My friends at MIGS are awesome; they are super kind and funny. They cheer me up when I am feeling down and care about me a lot. I know that when I graduate, I will remember who helped me through these years in Junior School. My friends help me in many situations especially during the times when I felt I could not cope. What would I do without you, friends?

I must say I like the food served by the MIGS Kitchen. It is so tasty that my taste buds always crave for more. All the staff at MIGS are kind, friendly and always have a smile on their faces. It is a school of happy people, I guess. Thank you MIGS.

I enjoy, too, the many events at MIGS, particularly, International Day and MIGS Talent Show. The co-curricular activities such as gymnastics, swimming, tennis and others are simply fun. I learn a lot during my Elective Dance Club Activity too.

I am truly appreciative that our School does so much for us. All these experiences we gain through the years we spend at MIGS are so beautiful and amazing that words alone are not enough to explain.

Tameera Suresh (Year 6)**Student of Year 6****Little Mister and Miss Malaysia 2017**

We congratulate our students, Yuba Boukendoul (Y6) and Paris Boukendoul (Y2), for being selected as Little Mister & Miss Malaysia in the recent Pageant. We are indeed proud of our students' talent and success.



On the day of my Little Mister Malaysia Pageant, I was really excited. I was glad to have my family there to support and that was the most important for me. I dressed up as Zeus for the Creative Wear competition, and did the cat walk in a James Bond outfit. It was all worthwhile when I won the First Prize in the Pageant.

Yuba Boukendoul

Student of Year 6

- End -