

GAFI IB LIFE



2014 Spring

♡ strawberry flavor ♡

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Calendar



4 April

sun	mon	tue	wed	thu	fri	sat
		1	2 ●●	3	4 ●●	5 식목일 ●
6	7 ●	8 ●●●	9 ●●	10 ●●	11 ●	12
13	14 ●●●	15	16	17	18 ●●	19
20 ●	21	22 ●●	23 ●	24 ●●	25 ●	26
27	28 ●	29	30 ●	5/1 근로자의날 ●	2 ●●●	3 ●
4	5 어린이날 ●	6 석가탄신일 ●	7 ●	8 어린이날 ●●	9 ●	10
11 ●	12 ●●●	13	14 ●	15 ●	16 ●●	17
18	19 상현의날 ●	20	21 ●	22	23 ●	24
25 ●	26	27 ●	28 ●	29 ●●	30 ●	31 ●

5 May

- Pre-DP
- DP 1
- DP 2
- ALL
- BIRTHDAY



Schedule

April

2nd Chem. test
 4th English Lit.&Lan. WA draft
 English essay
 7th Korean SL quiz
 8th Math HL IA starts
 Korean HL quiz
 9th Math SL IA starts
 Korean speech
 10th Biology stem cell essay
 11th Bio. IA due
 14th EE body paragraphs
 English Lit.&Lan. WT draft
 18th English Lit.&Lan. WA due
 Math HL.SL IA due
 History test
 20th History IA due
 22nd Korean HL quiz
 23rd Korean SL quiz
 24th English B IOA
 25th Jap. vocab test
 School holiday
 28th English Lit.&Lan. WT draft
 30th English Lit. WA due

May

1st History Paper 2
 Korean Mock paper
 2nd Korean HL speech
 English In-class essay test
 Eng Lit.&Lan. WT due
 5th Children's day
 AP test starts (~16th)
 6th Buddha's birthday
 7th Korean SL speech
 Chemistry test
 8th Korean HL speech
 Science topic test
 9th History essay
 12th EE introduction&conclusion
 Science topic test
 Chemistry test
 15th History Paper 3 test
 16th English Lit.&Lan. WT due
 History test
 19th History test
 21st History test
 23rd Sports day
 27th Eng Lit.&Lan. FOA
 28th Korean mock paper
 29th English B IOA
 30th Korean HL.SL WA due

Birthday



April

2nd DP1 Ellen Lim
 5th Pre-DP Mary Jang
 8th Pre-DP Sarah Lim
 10th DP2 Stephanie Seo
 14th DP2 Joci Cho
 22nd DP1 Bella Kim
 24th DP1 Ashley Kang

May

3rd DP1 Min-ju Kim
 6th Pre-DP Jason Jeon
 11th Pre-DP Rachel Kim
 14th Pre-DP Katlyn Han
 25th Pre-DP Young-seo Do
 31st DP1 Ga-young Lee

IB News

March 31st, 2014

GAFL boy lacrosse team had friendship game with Japanese Iwakura lacrosse team. GAFL won the game with a score of 11:5!



April 9th, 2014

Mr. Jay Bullen,
our Chemistry teacher,
left GAFL.

We will miss you!



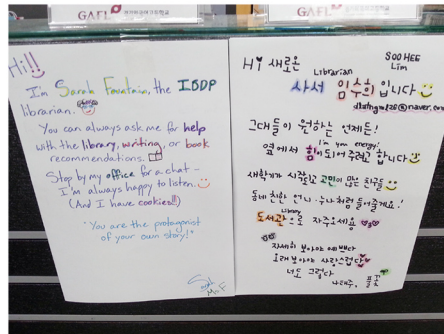
New Chemistry teacher,
Ms. Stephanie Colbert,
came to GAFL.
Please welcome her :)



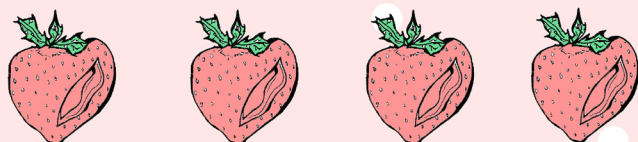
IB News



New Domestic librarian teacher, Ms. Lim.
She is really nice and pretty,
so make sure you visit
library and meet her!



Thanks to our IB librarian,
Ms. Fountain, there are lots of
new English books, including
graphic novels, fiction, and non
fiction, in the library! All of them
look very interesting. Also there
are many events going on in the
library now. So, visit the library
when you have time.



Time with Teachers

by Summer Jeong

As the new year and the new semester began in March, new teachers also came to GAFL IB. Students have already had classes with these new teachers several times, but still some students have not have a chance to meet these teachers. So this time, we meet four new teachers: Mr. Davies, Mr. Power, Ms. Morgan, and Mrs. Choi. Hope this interview helps students get to know the new teachers more.

Mr. Scott Davies



Hometown Nottingham, UK

Subjects DP1 English Literature,
DP1 English B

Teaching years 12 years

Likes Books, Video games, Films, Travel

Mr. Michael Power



Hometown Denver, Colorado, USA

Subjects DP1 English Lan.&Lit.,
DP2 English Lan.&Lit., English Lit.

Teaching years 2 years

Likes Mexican food

Ms. Christie Morgan



Hometown South Carolina, USA

Subjects Film, Theatre, Pre-DP English

Teaching years 9 years

Likes Theatre, Films, Reading, Knitting

Mrs. Kyung-Mi Choi



Hometown Sa-Dang, Seoul, Korea

Subjects DP1 Korean

Teaching years 4 years

Likes Books, Sauna

Summer Jeong invited Scott Davies, Michael Power, Christie Morgan, and Kyung-Mi Choi.

Hi, thank you for doing this interview. Lots of students want to know you more!

It's been a month since you came to GAFL. So, what do you think about GAFL and IB students?



Mr. Davies

IB Students are very motivated and desire to expand their knowledge more. Also they are very polite to teachers including me. It's really a pleasure to meet these students, and I enjoy teaching.



Mr. Power

Students in GAFL are really motivated. But in some ways, they need to sleep more. I enjoy being with them and am excited to teach them.



Ms. Morgan

I love GAFL and the students in here. I am constantly surprised by how smart they are. Students are incredibly intelligent and can use high level of English! I taught in kindergarten for years, so you know, I didn't expect students can have a conversation with me!



Mrs. Choi

Students in GAFL are very motivated, creative, and talented in expressing themselves. They talk and share their own opinions very actively in class. I think they are really intelligent students.

What made you come to GAFL for IB program?



Mr. Davies

IB Diploma course is recognized as a well-developed curriculum around the world. It has a good reputation, so I thought it would be great experience for me as an educator to teach English in an IB school.



Mr. Power

I think it will be a great opportunity to teach in an IB school for me. It is recognized as challenging and deeply understandable education around the world, so I wanted to teach the subject that I loved in here.



Ms. Morgan

I went to an IB school when I was a student. I think it was the right job at the right time. Working and teaching in GAFL fit me perfectly, and I enjoy it a lot.



Mrs. Choi

I didn't expect to teach in an IB class when I applied to GAFL at first. I never knew that I would be working in here (Laugh). Even though it was not my choice at the first time, after I started to learn about the IB Diploma, I became interested in it. I think it is a good educational program as students find the answers by themselves.

From your point of view, what are the advantages of the IB?



Mr. Davies

IB Diploma covers what you will learn in universities fully and it is recognized internationally. Also it gives students a rounded education in various fields. However, IB is not just academically focused, but also considers students' growth very importantly. So, most of the studies in IB are based on researching or finding the processes, not just giving students the answers.



Mr. Power

IB is well rounded education. It covers subjects deeply in various fields. So students are able to have a good perspective of different authors in different periods, for example. Also what I like about IB is that it gives freedom of teaching area. There are not many regulations in curriculum, so I don't have to do pointless stuff in my classes.



Ms. Morgan

Creativity is one of the best pros of IB Diploma, I think. Especially in my subjects, Film and Theatre, students come to express themselves and make their own works. Also, IB teaches students how the real world actually works. Students are not just learning in books, but they are using the knowledge in their daily lives.



Mrs. Choi

IB gives students chances to find their own answers. Finding reasons and answers is not only limited to teachers and books. I think this is the biggest difference from ordinary classes in Korea and also the strongest advantage of IB.

How did you decide to become a teacher?



Mr. Davies

I have a love and passion of everything that is related to English like literature, reading, writing, plays, etc. I want to pass this passion to my students, so they can explore opened theory by themselves not just being trapped in phrased answers.



Mr. Power

English was my major in university. I was best at writing and also enjoyed reading and understanding literatures. So I decided to learn English more, which is best suited for me, and after I wish to pass my skills and knowledge to students. Also I wanted students to notice my geniuses. 😎😎



Ms. Morgan

I worked in theatre professionally for 6 years and also have many experiences in film. I love to teach children music, and dancing, so I taught them in kindergarten, too. I wish to combine these things that I love, and I have become a Film/Theatre teacher in high school!



Mrs. Choi

There was no special motivation, but I always liked Korean the most when I went to school. 😂

Do you have any educational philosophy?



Mr. Davies

I want to foster a desire in students to learn and also give them abilities to be beyond their limits. For this, I try to make a safe environment in class for students. A safe place where students can feel free to speak and don't feel pressure.



Mr. Power

Whatever Mr. Davies said, I agree with him, and mine is the same. But better than his. 😂



Ms. Morgan

Everyone has a chance to learn. And another one is experience, which is the most important thing in education, even more than books. I wish students do anything that they can possibly do.



Mrs. Choi

It's hard to say, but I have my ideal characteristics of a teacher. Like the idea of philosophical midwifery that Socrates said, I want to be a teacher who helps students find the answers by themselves.

Okay, so the last question. Do you have anything you want to say to IB students?



Mr. Davies

Thank you for welcoming me nicely. I really look forward to teaching and working in here. And don't be afraid to ask me whenever you need help.



Mr. Power

Don't stop believing.



Ms. Morgan

I want to say that every student in GAFL will succeed in the future. I can't wait to hear that everybody goes to universities and has a great time there. It will be so exciting.



Mrs. Choi

Find what you like and give values the most. Work hard for it with confidence. One day, you will be able to live the life, enjoying what you're doing. I think all students deserve it and have the ability to succeed.

Thank you so much for the interview again, and hope you enjoy the rest of the semester in GAFL with us!

Kyung-mi Choi left the room.

Christie Morgan left the room.

Michael Power left the room.

Scott Davies left the room.

Summer Jeong left the room.

College Information

by GAFL College Culture Team

Exploring Liberal Arts Colleges

To help you understand the answers to these questions, the GAFL College Culture Team has been researching about liberal arts colleges, especially those in the United States. The dictionary definition of "liberal arts" is "areas of study that are intended to give you general knowledge rather than to develop specific skills needed for a profession, such as history, language, and literature. In this way, liberal arts colleges can be described as colleges that focus on fundamental knowledge of humanities as well as sciences. The majority of liberal arts colleges provide undergraduate education exclusively, while some offer graduate programs. Most of the liberal arts colleges are residential. The biggest difference between liberal arts colleges and other colleges is that a liberal arts college has a small student body and relatively small class size. There are some distinguishing features of liberal arts colleges that you might be attracted to.

In St. John's College located in Annapolis, Maryland and Santa Fe, New Mexico, you are required to read more than 100 Western classics throughout the four years of undergraduate studies. This program, first adopted by the University of Chicago, is often referred to as "Great Books Program." The number of books read varies through the institutions that

offer the program.

According to St. John's College website, students read works by ancient Greek writers such as Homer, Aristotle, Plato, and Sophocles in the freshman year. In the sophomore year, students read books from the Roman, medieval, and Renaissance periods, including the Bible, Dante's Divine Comedy, Chaucer's Canterbury Tales, and Shakespeare's works. The third year involves works from 17th and 18th centuries, such as *Pride and Prejudice*, *Huckleberry Finn*, *Critique of Pure Reason*, and *Wealth of Nations*. The senior year focuses on books of 19th and 20th centuries. These include works by Goethe, Nietzsche, Marx, and Tolstoy. Follow the link below to learn more about the "reading list".

<http://www.stjohnscollege.edu/academic/readlist.shtml>



Students discussing at a regularly held seminar. (© St. John's College website)

Upon reading these books, students participate in seminars that are held twice a week. Two tutors attend the seminars, but only to make sure the discussion is not going in a wrong direction. Student-led discussions allow students to raise questions and answer them on their own. Routinely held in-depth discussions are not the only indicator of students' passion towards learning and exploring. Discussions exist anywhere on the campus; even after seminars, groups of students discussing enthusiastically can easily be found. Perhaps there are few places any better than this!

Some other liberal arts colleges offer diverse choices to students in terms of academics. In Amherst College in Massachusetts, one of the top-ranking liberal arts colleges in the United States, students can choose one or more majors from 37 different courses. These cover a wide range of academic fields including arts, science, history, language, and religion. While majors determine which field a student is going to study in-depth, interdisciplinary studies are also emphasized. According to the website of Middlebury College, a liberal arts college in Vermont, "the purpose of the liberal arts curriculum is to give every student a detailed knowledge of at least one subject and to correlate it with a broad understanding of the liberal arts. To achieve the scholarship that this objective implies, students work intensively in one or more departments or programs and complete requirements and electives in fields outside of their specialization." First-year seminars of liberal arts education introduce students to the interdisciplinary approach and help students enhance their critical reading and writing

skills in preparation for subsequent broad-range studies.

Due to the small size of the schools, much care is taken for individuals in liberal arts colleges. Students can expect more interaction with professors who focus more on educating students rather than researching. Small-sized classes, often held in the form of seminars, allow students to exchange and learn from their views more actively. They use these opportunities to connect their knowledge to broader areas of knowledge, which is one of the most essential parts of liberal arts education. Above all, liberal arts colleges can be a wise choice for people who are passionate about exploring ancient to modern influences that shaped our society and searching for answers to questions that humanity commonly faces.



GAFL College Culture Team

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Fun Science

by Eun-Jee Hyeon

From January 2nd to January 5th, DP2 Students held "English/Science Camp with GAFLians" in Dae-Po elementary school in Sokcho. On the second day of English & Science Camp, we had Science Experiments. The experiments were planned under the theme of 'everyday science.' There was one main experiment with two small experiments. They were Oobleck, Burn It Bright, and Dancing Raisins.

Dancing Raisins was the first experiment introduced to the kids in order to attract their attention. It was a simple, yet visually interesting experiment. 80mL of Sprite was poured into 100mL of each measuring cylinder. Then, three to five raisins are dropped slowly into the cylinder with Sprite. Raisins then sink down to the bottom of the cylinder and after a few seconds, it rises to the top of the cylinder. This is repeated for a few minutes continuously. After seeing what happens to the raisins, students started raising hands even before they were asked questions. Interestingly, or somewhat naturally, third grader boys were more active in trying to answer compared to fifth or sixth students. However, when given chances to answer, fifth and sixth graders gave more logical and accurate answers based on their scientific knowledge.



The theory behind this Dancing Raisins was the buoyancy. Raisins are denser than the liquid in Sprite, so initially, they sink to the bottom of the cylinder. When the bubbles from the carbonated soft drink that releases carbon dioxide stick to the rough surface of a raisin, the raisin is lifted because of the increase in buoyancy. When the raisins reach the surface of the liquid in the cylinder, the bubbles on the surface of the raisins burst and carbon dioxide from the raisins escapes into the air. This causes raisins to lose buoyancy and sink again. This process is repeated throughout until all the carbon dioxide particles escape into the air.

The second experiment was Burn it Bright. This was also an experiment to fascinate the students. This was an experiment that was designed to trick the students by burning the paper after soaking it to the alcohol mixed with water and salt. Paper money was soaked in the solution of salt, alcohol and water. When this soaked money is put above the Bunsen burner, money does not burn but only the surface of alcohol burns. Salt was added to make the flame visible and water was the actual key to the unburnt money. When the bill is soaked, the water molecules soak into the bill while the alcohol remains on the surface. When the flame is put to the bill, the alcohol is what actually burns. The temperature at which the alcohol burns is not high enough to evaporate the water and burn the bill completely. Thus after the alcohol has burnt, the fire extinguishes, leaving the bill still slightly wet.



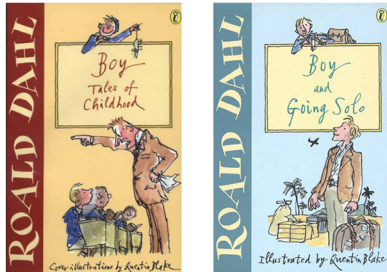
The final experiment was Oobleck. Corn starch was mixed with a suitable amount of water. And for visible effects, colourings were added to it. Students were allowed to touch this substance and they were asked to describe whether it is a liquid or solid. Students did argue with each other about this question, but neither of them were correct. The Oobleck is what scientists call a “Non-Newtonian” liquid. Sir Issac Newton stated individual liquids flow at consistent, predictable rates. However, corn starch mixture does not follow this rule as it can act almost like a solid and then flow like a liquid. This is because Oobleck is a suspension, meaning that the grains of starch are not dissolved but suspended and spread out in the water. Thus when the pressure is applied from hitting corn starch grains cause the corn starch to ‘lock-up’ and hold its shape.



Book Recommendation

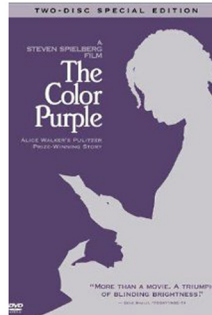
by Ms. Fountain

* (F) = Fiction, (NF) = Non-fiction



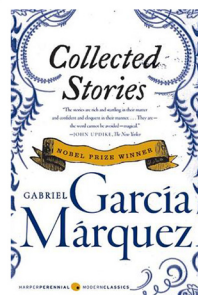
Boy: Tales of Childhood & Going Solo
by Roald Dahl
(823.914 D131b Biographies)

These are the two autobiographies of Roald Dahl, the author of *Charlie and the Chocolate Factory* (which is also in the library!). *Boy* follows Dahl as a child, growing up in Wales, going through boarding school, summer trips to Norway. *Going Solo* is about Dahl's time in Africa and when he was a Royal Air Force pilot in WWII. While you read about his adventures keep an eye out for references to some of his children's stories--many of which were inspired by his real life. (NF).



The Color Purple
by Alice Walker
(813.54 W178c Cannon)

This book is a modern classic and is a powerful piece of story telling. *The Color Purple* follows the life of Celie from her childhood to her adulthood and is written in a series of letters to God. This is not an easy read--the language is a reflection of how poor uneducated blacks would have spoken at the time. Even more importantly: the themes and topics covered range from abuse and racism to love and forgiveness. Alice Walker is blunt in her portrayal of Celie and the other characters. Sometimes her writing may make you uncomfortable but those are the books that challenge us and our way of thinking. (F)

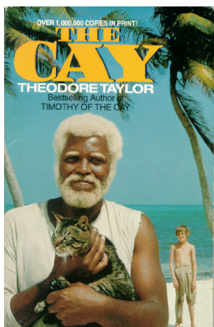


The Collected Stories by Gabriel Garcia Marquez
(863.64 M357c Cannon/Fiction)

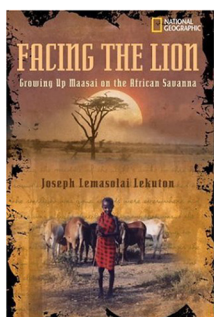
Gabriel Garcia Marquez is a prolific author who has most if not all of his works translated into multiple languages from the original Spanish. Marquez writes about relationships and everyday events but includes a sense of magical realism along with a sense of comedy (sometimes dark). There are other novels by Marquez in the library, but this short story collection serves a good starting place if you've never read Marquez before. (F)



The Cay by Theodore Taylor (813.54 T246t Fiction)



The Cay is one of my favourite books from childhood. It is set in the Caribbean and tells the story of a young boy and an old man who are shipwrecked (along with a cat) on a small island in the Caribbean. The language may be a little difficult (one of the characters speaks in a Caribbean dialect of English), but if you read it out loud you can understand it. *The Cay* is a story of survival, friendship, and independence. (F).



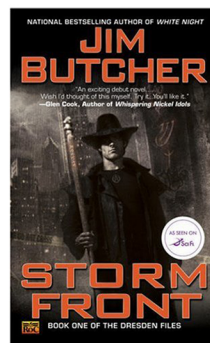
Facing the Lion: Growing up Maasai on the African Savanna by Joseph Lemasolai Lekuton (967.62 L536f Biographies)

Ever wanted to know what a lion is like up close and personal? The first chapter of his biography Lekuton tells us about meeting one after it attacked his family's herd of cows. The rest of the book is his story about growing up in Kenya between the traditions of his people and the modernity of the growing world. (NF)

The Darkest Powers Trilogy by Kelley Armstrong (813.6 A736t Fiction)



When we first meet Chloe she seems to be going crazy. She's started seeing people who aren't there and hearing voices. Once checked into a group home with other teens she realizes that maybe she isn't crazy after all. Chloe and the other teens need to work together to survive--but survive who or what is the question. See what happens to Chloe and the others in *The Darkest Powers Trilogy* (*The Summoning*, *The Gathering*, and *The Reckoning*). (F)



Dresden Files Book 1 : Storm Front by Jim Butcher

Harry Dresden is the only wizard who is listed in the phone book. He isn't a wizard the way *Harry Potter* is but he does solve mysteries and deal with the paranormal. Similar to *Sherlock*, Harry is a consultant with a police department--he gets called in when crimes seem to have a supernatural cause. In *Storm Front* follows Harry's investigation of a double murder involving black magic. (F)



Calvin and Hobbes : The Complete Collection by Bill Watterson

Follow the adventures of Calvin and his tiger companion Hobbes while they battle aliens, dinosaurs, bedtime, bath time, their neighbour Susie, and other peculiarities of life. These three volumes contain the complete collection of *Calvin and Hobbes* comic strips that Bill Watterson created. You cannot borrow them from the library, but I encourage you to take a few minutes and browse them. You won't regret it! (F)

STUDENT ARTICLE CONTEST

An article contest for “GAFL IB LIFE” was held and many students submitted their articles. Thank you for all the students who applied for the contest. Mr. Davies, DP1 and DP2 English teacher, marked and selected the articles. 6 articles in total will receive prizes and the awarded articles will be in Spring and summer editions of “GAFL IB LIFE”.

The Communication Department of IB Student Committee will hold the contest once again in the second semester, so we hope a lot of students get interested and participate next time.

IB WEBZINE ARTICLE CONTEST



WRITE ANYTHING ABOUT IB
SELECTED ARTICLES WILL BE
IN SPRING/SUMMER WEBZINE
THERE WILL ALSO BE PRIZES

DUE APRIL 5TH
gaflibcommunication@gmail.com

ARTICLES FOR SPRING EDITION

“Greeting Spring with a Spring Fever”

by DP1 Ji-Young Yun

“My First Month at GAFL”

by DP1 Andy Shin

“Friendship Lacrosse Match

**Showed International Harmony
and Communication with Sportsmanship”**

by DP2 Kevin Nam

Greeting spring with a Spring Fever

by DP1
Ji-Young Yun

In GAFL, flowers started to bloom as spring started. Students in IB class started to gather in the field to feel the spring. However, spring fever also came along with the spring and blossoms. If you are one of the GAFL students, you might find yourself battling with a spring fever. Perhaps you're easily distracted and less productive than usual, dozing continuously in classes. Or maybe you're feeling particularly smitten or more energized than usual. People usually called this as a symptom of spring fever. According to the definition from Merriam Webster, a spring fever is 'a lazy or restless feeling often associated with the onset of spring.' There is a similar case when you feel drowsy after eating. However, spring fever, especially among IB students seems to be an obstacle both in their classes and study period. There is more than one cause of spring fever, but among students, change in life style seems to be the biggest one.

"I have never seen a school field filled with that much people" student in DP-1 repeated several times when he returned to class after taking pictures in the field. During lunch time, the field is crowded with students taking pictures, meeting friends and playing sports. Last winter, students were all inside the Global Hall rolling in a blanket. Now, it is hard to find students staying inside the hall. Based on the comparison between student's lunch time in winter and spring, one of the rea-

sons for spring fever is that students move more they used to. When students come in to class after outside activities, their body feels some sort of limp. As consumption of energy increases due to the good weather, it is easy to feel tired during classes and self- study time.

Auerbach, M.D., director of the Sleep Disorders Center at Boston University once said "There's more daylight, so people have more energy, sleep a little less (huffingtonpost). Just as your bare legs are soaking in the sun, our brains are busy processing the bright light as well. The increased sunshine signals the body to produce less melatonin, which plays an important role in sleep (huffingtonpost). The change in weather not only affects how much students move, but also how long they sleep.



The previous reasons for spring fever apply to every adults and children. However for students, especially in high school, they have another reason. According to the statistic from the National Health Institute, high school period is when a human feel the most stress in studies, friends and other side issues. Particularly, spring is when the new semester starts. Students have to adapt to the new surroundings such as teachers, new friends, and new subjects. Therefore, students tend to feel much more stress in spring. For these reasons, students naturally consume more energy than usual which causes them to feel weary.

Spring fever, caused by increase in movement, shortened sleep time and stress became a common obstacle among students studying in GAFL. However the appearance of spring fever also indicates that spring has started and a new semester has begun. Instead of stressing out about spring fever, which might worsen the symptoms, students should positively welcome spring while fighting off the negative symptoms of spring fever.

Works Cited

Klein, Sarah. "Spring Fever: Why You Feel Different with the Change in Season." *huffingtonpost.com*. TheHuffingtonPost.com, 21 Mar. 2012. Web. 05 Apr. 2014.

"Spring Fever." *merriam-webster.com*. Merriam-Webster, n.d. Web. 05 Apr. 2014.



My First Month at GAFL

by Andy Shin

Hello, my name is Kyung Sub Shin, and I transferred to this school this year. It has been about five years since I attended a Korean school. I have lived in Canada and in the United States. When I first made up my mind of coming back to Korea, I was nervous and worried at the same time. Although I first went to Canada with my family, I spent five years in the States by myself. Due to this fact, I missed my family and my country, Korea. Making up my mind about coming back or not was a huge dilemma because I would miss all my friends in the States. However, I also wanted to make friends here and learn more about my country Korea as a whole. I came to Korea on January 20, 2014, and I spent my first month preparing for the school I would be attending, which was Gyeonggi Academy of Foreign Languages. I studied for a good amount of time in order to get myself prepared but I was not satisfied with myself. The reason was that I would be an eleventh grader in school and as a result, I knew that I needed more preparations in subjects such as Japanese and Korean.

As I was preparing, I learned that the time was going by quickly. Soon, it was February 23. February 23 was the day that I had to go into my dormitory. When I first stepped into the dorm, I was confused and did not know what to do for there was not one person that I knew. That day, I met my roommates and other classmates. The

The next day, I was thankful for all my classmates, because they greeted me kindly. Honestly, I worried a lot because I had not been attending Korean schools for a long time and I had no idea what a normal Korean high school was like. Since the time I was in the States, I kept concerning about friendships at the new school and whether I was going to be able to adjust well to the new life I was going to have. Because I went to several places to study, I transferred to different schools often. As a result, two things that worried me the most and at the same time hated the most were farewell and adaptation to new environment. Because I had to bid farewell to all my friends in the States, sadness swept over me then but adapting to this new school worried me even more. However, because of friends' and teachers' help and assistance, I was able to spend my first day well. A few days later, all the eleventh graders went to this resort for an orientation for the new school year. I was able to learn many things about the new school.



All the classes started and I did not have much difficulty during classes because most classes were in English. However, longer school hours gave me much difficulty. Because the school ended by 2:45 in the States, I was used to those kinds of school hours. On the other hand, the earliest time the school ended here was 4. In addition, there were study hall periods of 6:30 to 11:30 as well. At first, they were too boring and it seemed to me as if the clock would not move. However, I knew that I had to endure this and since it is a choice I made, I learned to persevere to study for a long time. Watching all my classmates reduce their sleep in order to study taught me many new things.

It has been two and a half months since I came to Korea. It only feels like it has been like a week but the fact that two months has passed simply amazes me. Since I came to Korea, there was not a time when I regretted my choice of coming back to Korea. My new school, Gyeonggi Academy of Foreign Languages, provides all the students many opportunities to study and fulfill what we want to do during clubs and other activities. I play sports almost every day with my friends and study during class hours. Because I made many good friends, I am able to spend my time in school happily. I want to thank all the students and teachers for giving me the opportunity to attend this school and for helping me adjusting to this school well.



Friendship Lacrosse Match showed international harmony and communication with sportsmanship

by Kevin Nam

GAFL and Iwakura high school had lacrosse match aimed for international and cultural exchange. The game was exciting and meaningful.

IB students in Gyeonggi Academy of Foreign Languages (GAFL) had a friendship lacrosse match with a Japanese high school lacrosse team, Iwakura. The aim of the friendship match was to boost international and cultural exchange. Also, the lacrosse game would provide an opportunity for students to communicate with each other high school students living in another country. The students of Iwakura high school lacrosse team will have a chance to learn lots of things about Korea besides lacrosse. Last year, GAFL lacrosse team had a friendship match with Iwakura high school lacrosse team in Japan. The match was very meaningful and beneficial to both teams so a match was held in again. This time, Japanese players came to Korea. In fact, lacrosse is not a popular sport in Korea but lacrosse is unique over the left. IB students in GAFL Lacrosse team have confidence and pride as a player of the team. Lacrosse is truly beneficial for students, because students stay fit and release stress by playing lacrosse. Both Iwakura and GAFL lacrosse team performed greatly and lively even though it was a friendship match.

The match started at 2 o'clock. GAFL has lacrosse field that is appropriate for the actual lacrosse game. It shows that the school is giving wholehearted support to the lacrosse team. The members of GAFL lacrosse team

gathered early at the school. Both team checked their equipment and started to warm up. Checking equipment is very important, because players may get injured if they do not have proper lacrosse equipments. The match started at 2 o'clock after both teams finished stretching and warming up.



The match was 15 minutes per quarter. Team Iwakura's starting lineup was mostly 1st and 2nd graders. Iwakura tried to figure out the game strategy of GAFL lacrosse team. GAFL lacrosse team's starting lineup was best members of the team. At the beginning of the game, team GAFL couldn't hold their play style. Fortunately, Iwakura couldn't make any goals despite the many mistakes team GAFL made. Iwakura took initiative of the game. Kevin Lee, a member of the Korea teenager national lacrosse team, made the first goal. Kevin realized that team Iwakura would continue to seize initiative of the game if there was no motivation to team GAFL. The leaders of each position cheered the players up, and team GAFL began to make their plays. Attack players tried to make perfect chances to goal while midfielders began to catch the flow of the game. Also, defenders played hand in glove and did their best to block the goal along with the goal keeper. At the end of the 3rd quarter, team GAFL made 11 goals and team Iwakura could make one goal. Coach of team Iwakura started to send best members at 4th quarter. Team Iwakura made 4 goals in the blink. Also, team Iwakura had high rate of ball possession at the beginning of the 4th quarter. However, team GAFL's volition to be the winner was very tenacious and strong. Iwakura did not give up and try their damndest to make goals but team GAFL's defenders were frantic to block them. The final score was 5 goals from team Iwakura and 11 goals from team GAFL.

Kevin Lee who was the leader of the team had short interview. He mentioned, "I'm not satisfied with the 1st and 2nd quarters but both quality of play and the game boosted from the 3rd quarter because players felt the flow of the game. My team was nervous and strained, so I told them to focus on their positions and emphasized flow of the game. I saw my team starting to enjoy the game and concentrated on making smooth play, I was impressed." The second question was about his first goal and he answered with a shy voice. "I thought stimulant is need for my team to make best plays. Honestly, I can't remember how I made the goal but I just followed instinct of my body, making goals. Fortunately, our team began to make vital plays and the first goal cheered the team up". Additionally, Kevin Lee stated that the match was very meaningful and successful, because the match provided opportunity to have international and cultural exchange.

The coach of GAFL lacrosse team mentioned that this friendship match was the best game he saw compared with the other past games of team GAFL. Player's showed perfect athletic performance and strong tenacity to the game which led them to win the match. Both team Iwakura and GAFL shared their culture and showed international harmony through a sport game. Also, players learned responsibility, respect, and international attitude. Global manner and the concept of respecting the world are very important for international students. Also, team Iwakura and GAFL learned lots of thing about each other besides lacrosse through this friendship match. The friendship lacrosse match of GAFL and Iwakura was very meaningful for students and the game showed world-wide communication and harmony.



Conversation

by Min-Ju Kim

What time is it?

29 past 5 PM.

It's getting cold.

Yeah, the sun's going down.

Can you see the sunset from here?

We can see sunset anywhere,
if we look up at the sky at this time of the day.

How can you see the sunset anywhere?

When the sun goes down, it colours the world.

It spreads sunshine everywhere for the last time of the day.

Sunshine spreads itself and dissolves into millions of other colours

Does it look like a rainbow?

No. rainbows come with rain.

Sunset is something that comes and goes all the time.

What do you see in sunset?

Orange, your favourite colour – and I see warmth, I see passion,

I see somewhere between apple and a duckling,

I see you concentrating so hard on something

That your hands will reach out for a pencil, not my hand.



Poems from "Eureka"

Min-Ju Kim

Ashely Kang

Amy Yang

Allie Park

Sky Meets Sea

by Ashley Kang

How grand it is when sky meets sea
where shades of blue start to mingle
Oh, let the stars fall down and over me
as the sea and sky are single

A sigh transformed into a breath of cloud
as the night is brimming with stars
Your body, then, wrapped in a linen shroud
is healed from all its scars

Floating lights both burst and dim
whether your gaze is up or down
You know your chances are very slim
but your efforts will most definitely be crowned

How one interprets this is up to you
but the fact remains, that life is blue



Burst

by Allie Park



Wait awhile they said. It'll make things better.

Or maybe they said it'd feel better.

I waited. Both hands across my eyes.

Waiting for the drops to fall. Sounds of ripeness bursting.

It'll come they said. I closed my eyes.

Hands outstretched I waited for another.
Surely it will brush past my fingers. At least.

I opened my eyes and found it burst.
What remained of it. Tattered flesh and bruised skin.

Won't you wait awhile?



Sunflower

by Amy Yang

Hello

All of you, my dear audience

I'm a sunflower that bloomed in the wintertime

I'm a singing summer sun behind the clouds

I like hidden places, and if you find me

I'll be the treasure you're looking for

I'm a simple pleasure like a string of wind in hot summer

But I can be more painful than crucifixion

I suffer from myself but I still love me

Won't take a long road, and still coming home

I'd like to be back in Ipanema again, sunshine all day

Where my girls and men sings love songs all night

Yellow sunflower, your yellow clown

Deeply believe in love

From your Amy

Photo Gallery

#Spring



***Pre-DP and DP1 Classes**



#Spring



#IB_Student_Committee



*** With All the Members
of GAFL Student Council**



*** GAFL Student
Council**



*** 1st, 2nd and 3rd
IB Student Committee**



*** 2nd and 3rd
IB Student Committee**

GAFIL IB LIFE

2014 Spring

#Spring #Strawberry



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Craig Lee

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Tae-Wook Kwon
Taylor Lim
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