何廷灝老師簡介

「寅畏上主是為智之本」這一句說話相信對每一個聖保羅書院的學生一點也不陌生。何廷灝老師於聖保羅書院任教了三十五年，教曉無數學生人生的道理，啟發了無數愚者的思維，帶領無數莘莘學子找得智慧寶庫的鑰匙。「桃李滿門」、「春風化雨」這兩句話，何老師可謂當之無愧。

何廷灝老師，別號何佬，是眾學生愛戴的好老師。至於為何取號何佬，則無人考究，眾學生只認為這是一個更親切的稱呼。認識何佬的人必會認同他是一位大孝子。俗語有云:「百行孝為先」，每天午飯時間，何佬必以迅雷不及掩耳的速度趕回家中照顧父母，然後才放心回校繼續工作，試問世上還有誰能夠做到這一點？

何佬的教學方式是與別不同的，他能夠用生動有趣的方式教數學。他經常提醒我們要理解數學，不要只是硬記公式而墨守成規。當我們忘記了他以前的教導時，他不但不會滿面怒容，反而處之泰然地道：「你唔記得的時候才是學習的時候」，然後循循善誘地帶領我們思考。於課餘的時間，何佬都非常樂意解答學生們數學的難題，不但毫無架子，還與學生們打成一片。
何佬最喜歡邊走樓梯邊唱歌，不但氣不促，唱歌的技巧還到了爐火純青的境界，可謂人未到，聲先到。每當他看見其他老師在課室內、還未離開之際，他會立刻閃在一旁、默默等待。但當他的課堂鈴聲一響，他便速速離開班房以免阻礙其他老師，正是「責人寬，責己嚴」。

其實，受過何佬這一盞明燈的恩惠的學生有如天上繁星之多，我們這一小撮人的心聲又豈能代表所有學生對何佬的敬意、謝意？他的奇人奇事更是非筆墨所能盡錄，正是「此中有真意，欲辯已忘言」。

無論如何，當我們形容一些人不自量力的時候，除了說他是孔夫子面前讀孝經、魯班門前弄大斧、關公面前耍大刀外，我心裏不由得默唸著：「何佬面前論算術」。

序

經過一年的努力，Hologarithm 終於面世了。

Hologarithm 的創作目的是希望藉著一本小小的簡冊來表達一眾同學對何廷灝老師的尊重和最崇高的敬意。

Hologarithm 分為六部分，包括「何佬格言」、「何佬和學子的對話」。內容屬語錄體，短小的篇幅卻表達出深層的哲理。有的韻味深長，也有蘊藉的嘲諷，充分刻劃人物性格。Hologarithm雖然是一本小書，卻可以令曾經接受他教育的學子回味他課堂內和課堂外的精彩，並且令後人知道聖保羅書院曾經有一位不但令人真心佩服，而且舉足輕重的數學科老師，才智媲美古代的數學天才。

製作Hologarithm的過程雖長，但絕對是值得的。由於大家都是首次出版書籍，過程不但要紀錄何廷灝老師的名言，還要把大量的資料輸入電腦、設計、校對、排版，並且要找出版商印製書籍，全程皆是在沒有協助下進行。過程雖然艱辛，但同學們卻學會了如何合作，交流意見，而且親身體驗了「何佬名言錄」的全程生產，一切由零開始。過程中，同學們不但深深體會到何廷灝老師功力的深厚，也感受到中文的博大精深，字面是一個意思，內裏又是另一個意思。

由於付梓倉卒，錯漏在所難免，希望大家原諒。最後，希望各位看過此書的人，能對何廷灝老師致以最深切敬意。

The Holo-philic Group

THE HOLOGARITHM

Selected and Adapted
by
Sam Leung and Tony Leung

THE HOLO-PHILIC GROUP

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CHAPTER ALPHA

CLASSICS
經典名言

Quoting from the 1978 - 1979 F.5 Graduation Book:
"阿sir，重有幾個月就考數，我好驚呀！" Student
"唔緊要，下星期返校我替你補習。而家會考既數越出越淺，
唔識都可以合格，最緊要唔好交白卷！" 何佬

2004-02-13 (Fri)
"第一次我見到佢係度傾計, 第二次又係, 第三次又係, 咁 by Induction, 佢成日都係度傾緊計勒!"
在教Mathematical Induction時, 何佬用了一個比較有趣, 及同學們都熟悉的日常動作去分析deduction和induction的分別

2004-03-15 (Mon)
"所以話做數唔好太聽話…淨係聽我呢句, 唔好咁聽話得唔得?"
這句出爐後何佬頻頻應用, 意指做數不能墨守成規

2004-03-16 (Tue)
"What do you mean by sentences? "Oh!", "Ya!" These are not sentences"
何佬教英文, 死未?

2004-03-17 (Wed)
"唔好咁快, 慢啲黎…但如果可以, 快啲"
原本是想我們學數學時慢慢學, 循步漸進, 不過…後面那句就有點兒搞事…

2004-03-19 (Fri)
"Always look for a better method."

"Zero is waiting for you"
派Test的時候，何佬指大家的成績

2004-03-22 (Mon)
"即係你想成績好, 又唔想嗰咁多時間讀書, 呢啲係係人都想嘅嘢"
真是一語道破所有學生的心聲

"記住成課就係想幫你懶架"
基本上是緊接上一句的, 是指polynomial那一課是前人想出來簡化長式的

2004-04-16 (Fri)
"你唔記得嘅時候才是學習的時候"
放復活節假後, 同學們都差不多忘掉了放假前所學的東西, 何佬用這句鼓勵我們應該努力學習

2004-04-19 (Mon)
"So u need not commit everything to memory."

2004-04-20 (Tue)
"You must always look for a better method."

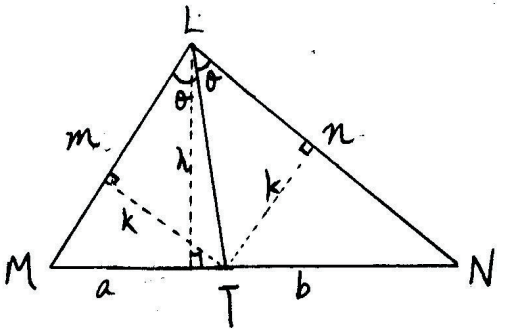
因小息有Teacher's meeting, 所以提早了10下課, 正當我們在歎惜, 為甚麼數學堂為甚麼那麼快就完了, 何佬就對我們說：
"開多啲會, 學生啲成績自然會好"

2004-04-22 (Thu)
當大家都不記得應該take + or - for the distance formula時...

$$d = \left| \frac{A\ x_1 + B\ y_1 + C}{\pm\sqrt{A^2 + B^2}} \right|$$

"人地話食白果會增強記憶喎...但係食得多都唔好架, 因為佢係寒既"

2004-04-27 (Tue)
"代數嘅好處就是乜都唔駛識"
之後, 何佬叫我們去prove Angle Bisector Theorem… (詳見附圖)
"有幾多個人唔識prove？"
(全班舉手)
"好！咁我就用小學的方法做" (用底乘高除二)

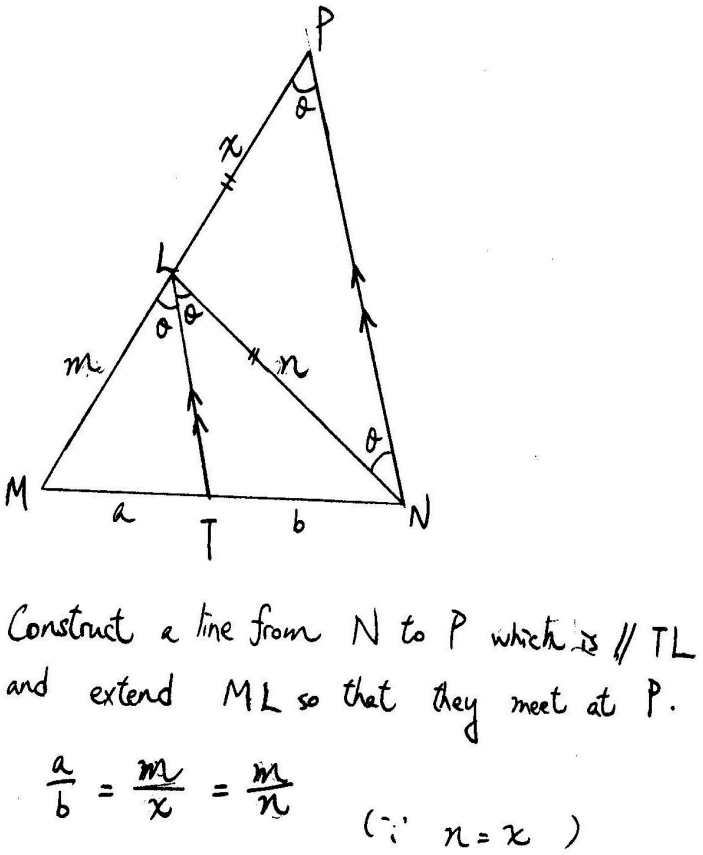


$$\text{Proof: } \frac{\Delta LMT}{\Delta LNT} = \frac{\frac{1}{2} \times h \times MT}{\frac{1}{2} \times h \times NT} = \frac{MT}{NT} = \frac{a}{b}$$

$$= \frac{\frac{1}{2} \times k \times LM}{\frac{1}{2} \times k \times LN} = \frac{LM}{LN} = \frac{m}{n}$$

$$\therefore \quad a : b = m : n$$

(Prove後…全班 =O=)
“好啦, 俾的感覺似係中四學既”



2004-05-03 (Mon)
“任何方法做到既都是好方法”

上堂時, J同學忘記了帶A.Maths Volume2, 他便舉手向何佬說不好意思, 何佬就走到他身邊, 說了一句：
“人哋幾時生日就記得咁清楚...”

2004-05-10 (Mon)
在講解Limit to Infinity的時候, 何佬用了以下極妙的說明/比喻：
“你話呢個(∞)大的定係呢個(∞+1)大的？”
“如果你中左張彩票係三百萬零五蚊, 咁你唔見左五蚊你都係唔會要架”

在測驗時同學經常用一些比較麻煩, 甚至是沒有人會用的方法來計, 何佬就會說：
“計到都冇人恭喜你, 因為計得好鬼差”

2004-05-19(Wed)
在計Ratio的題目時…
“一般嚟講，呢啲題目係有快方法架，不過呢條啱啱好冇，因為最後差個2”

2004-05-19 (Wed) A.Maths補課
Question: $y = \frac{(2x-1)^2}{x}$, find dy/dx(From Additional Mathematics Volume2, P.135 C.P. (3) (c))
大部份同學都用了The Quotient Rule去計

$$\frac{d\ y}{d\ x} = \frac{x(2)\ (2x-1)\ (2) - (2x-1)^2(1)}{x^2}$$

可是, 何佬卻先把(2x-1)^2 expand開, 然後把頭兩個terms約掉了x再differentiate, 最後, 在半分鐘內計出答案, 全班為之驚嘆不已, 當然, 何佬最後不忘講出了這一句經典名言：
“唔通俾個蛋糕你你拎個電鋸嚟鋸咩？”

“好啦, 考畢業試啦, 做多一條”
當何佬在黑板寫了Differentiation的畢業題時, 部分同學露出了“咁難??點做呀”
“唔識做呀, 死得啦”之類的表情, 何佬就話：
“學嘢快慢同IQ無關架, 唔駛擔心”

2004-05-24 (Mon)
“廚師唔係越老越煮得好”

2004-05-25 (Tue)
“You have a much much easier method.”
在Prove Sine Law時, 除了可以用一條在三角形的垂直線外, 還可以用一個Circumscribed Circle(外接圓), 裡面畫兩個三角形(The base of the triangle sharing the same chord), 用Radius去Prove

“如果星期四第九堂唔記得嚟，通知我，人老啦”
那一堂是指與其他老師交換的課堂

2004-05-26 (Wed)
“心無二用, 天無兩人”
“佛誕節記住要拜神, 叫佛祖保佑你計數...”何佬對沈威同學講

2004-05-28 (Fri)
這是何佬和同學的對話(同學對話部分省略), 當何佬對全班宣佈下星期有Limit 的Test後, 有同學就想改期, 因為好像和另一科的測驗日重疊, 並說需要時間準備測驗…
“Limit唔駛讀架”
“都話唔駛溫囉”
“你仲話要溫！咁你上課唔溫？”
“你唔係話要入到超級市場要溫咗加減數先至買嘢架！”

2004-06-03 (Thu)
何佬在數天前指明了7/6 (Mon)要放學補課, 之後有同學再次問到...
“講左囉, 君無戲言”

J同學在curve sketching後問何佬是不是那個curve的形狀…
“個graph係跌緊, 即係你哋嘅成績咁囉, d你嘅成績with respect to time”

2004-06-04 (Fri)
“做咗先好返嚟”
原本是說要回家做功課, 不過有同學解釋為“不做功課, 不能回校”

2004-06-07 (Mon) After school 補課
何佬教Trigonometry Differentiation, 在黑板上寫了6條公式, 有同學就問：
“阿sir,呢啲公式係咪要背咗佢呀?”
何佬就答：
“呢啲叫公式？呢啲叫一定識！”

2004-06-09 (Wed)
通常計3D的數都是需要用Cosine Rule或Sine Rule, 正當每一位同學以為要用Cosine Rule去計考試的3D題時, 何佬注意到有一隻90度角, 就立即說：
“咩cosine rule呀? 就係用cosine唔駛 rule!”

2004-06-10 (Thu)
“You have lots of methods doing this one. So you can’t say this is difficult”

2004-06-30 (Wed)
當E同學問(當時未派成績表)用不用買A.Maths Volume 3時
“升到班先買囉”

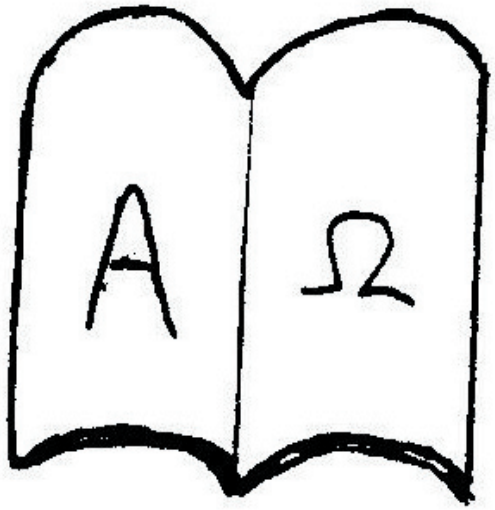
2004-07-05 (Mon)
“費高廢左” 何佬對D同學講

2004-07-06 (Tue)
“你哋唔同電腦, 就係因為有腦, 你meng咗條電線佢就變冇腦丫嘛”

當被問及為甚麼暑假不補課時…
“暑假係用嚟休息, 好似花草樹木咁都要休養生息”

2004-07-07 (Wed)
在做數時應有的態度
“心無兩用”

2004-07-09 (Fri)
當E同學問何佬阿基米德的英文名時…
“佢係希臘人, 冇英文名嘅”
之後何佬解釋α,β等希臘字母, 之後在黑版上畫了一本書…
“聖類斯個logo有本書, 書上面寫住α同Ω, 即係讀書有始有終”



2004-09-06 (Mon)
“做多條, 睇下可唔可以畢業啦”

2004-09-09 (Thu)
“點解佢(Gauss高斯, 著名數學家)能夠成名呢? 佢從來都冇發過金牌夢”
與今天的Assembly的主題“金牌夢”(Rev. Mok為講者)不謀而合, 莫非…

2004-09-21 (Tue)
“唔好死用公式”

2004-09-23 (Thu)
“你死捱都得架”
在一條Coordinate Geometry – Circle的題目裡, 如果不用圓心半徑的話, 只要肯用功和付出耐性, 最終都會計出答案, 不過何佬當然是希望我們能想到一個比較快的方法

2004-10-13 (Wed)
Question:
In the series 3, 6, 7, 10, 11, 14, … the terms increase alternatively by 3 and 1.
(a) Find the 301st term
(b) Find the sum of the first 301 terms
"諗住你拆唔開, 都應該夾得埋掛...點知乜都睇唔到"
指把3, 7, 11, …和 6, 10, 14, …兩條sequence拆出來, 又或者把兩個相連的terms加上, 得到一條新的sequence都可以計出答案, 但是同學們兩種方法都想不到

2004-10-14 (Thu)
"功課做過, 堂上做過, 測驗都係繼續錯"

2004-10-07 (Thu)
在派測驗的單行紙時….
"山不在高, 水不在深, 紙不在多"
G同學改成 "山不在高, 有仙則名; 水不在深, 有龍則靈, 紙不在多, 冇分則零"

2004-10-27 (Wed)
在遇上Coordinate Geometry – Circle的問題時, 可以參考以下方法
"最穩陣就係(h,k), 堅持用圓心半徑"

2004-12-01 (Wed)
放學時, 舊生麥建熙來向我們演講(關於升學及訂Past Paper的事項), 何佬就叫我們：
"大家合作小小, 盡快離開班房"

2004-12-07 (Tue)
"唔好靠書嗰個猛用absolute value"
在計Area Integration時, 不要用 $|\int f(x)\,dx|$, 而應該用 $\int f(x)dx$, when $\int f(x)dx$ is positive; 或 $-\int f(x)dx$, when $\int f(x)dx$ is negative

2004-12-15 (Wed)
(經過上次何佬用腳把正在跌落地的粉筆踢回粉筆架後…)
"阿sir你識唔識踢毽呀?" 5F同學
"我好水皮架" ^_^何佬
"梗係啦, 阿sir踢粉筆架嘛!" 另一5F同學

2005-01-04 (Tue)
"This one (Casio 50F) is very dangerous to use"
在Method of Bisection裡, 通常都是需要將問題的Function, 輸入計數機裡, 然後逐步計出近似值, 但是, 因為50F並不能翻查所輸入的東西, 所以有時候入錯function都會是不知道的, 因此, 如果大家遇到這類形的題目時, 大家可以用Casio 3650P/3950P, 以求安全

2005-01-05 (Wed)
"你寫到呢條式, 基本上就識架啦"
一條在同學眼中頗為困難的Volume Integration的算式

2005-01-10 (Mon)
"最後一屆考呢個(Method of Bisection)啦, (以後的會考生)都唔知學乜?"

2005-01-11 (Tue)
"攞A唔駛一百分架, 所以98分唔駛驚"

2005-01-13 (Thu)
"會考唔理你幾好方法, 只要答案啱"

Question: 3 coins are tossed. What is the probability of getting 2H1T? (H = Head. T = Tail)
"唔可以係二分一架咩?" B同學
"差在你想個答案啱定錯咋嘛"

2005-01-17 (Mon)
"If you can think in the right direction, you can easily read out the answer"

對於一條在同學眼中都非常淺易的Vector題目時…
"你睇, 呢個就係會考啦"

2005-01-20 (Thu)
S同學在問Ceva's Theorem有甚麼用途時…
"七個字, 書到用時方恨少"

2005-01-21 (Fri)
"The next test should be on volume, very easy"
But in 5F, less than half of the class is able to get 25% of the marks (8 marks) or above.

2005-01-24 (Mon)
"世界上只有一樣嘢, 唔識就難, 識就易"

Ungrouped date
"呢D題目, 你識做就笑死, 唔識做就等死架啦…"
"Unfortunately, your book is correct this time!"
因為何佬之前多次說出了課本裡面計數和Prove的方法有問題, 不過今次…

From Holo Fan's Club
神愛世人

CHAPTER BETA

HOLOLISM
何佬主義

Arithmetic and Geometric Progression

2004-09-02 (Thu)
“要識架, 如果唔係見到都唔知點樣” 指general term等名詞

“Use the way you understand”

“For this example, fortunately we can find the general term”
From Mathematics Today 5A P.5 Q(6)(a):
Write down the next three terms for the following sequence:0,1,0,2,0,3,…

2004-09-03 (Fri)
“雙數嘅質數得呢一個” 指2

“自己做, 你肯錯先識架”

“算術級數”, 不過呢個譯得好差, “(應該是)等差級數”
“要識架啲名詞, 如果唔係做文字題搞唔掂”

2004-09-06 (Mon)
當S同學說 “我哋趕返嚟上你堂架” 的時候...
“專心一分鐘, 好過懶懶閒十分鐘”

“做多條, 睇下可唔可以畢業啦”
“如果你係都要d就要寫D啦” 何佬題, “a, b, c, d, e are in A.P. Express…”, 指express d in terms of others, using common difference d
“如果你係靠公式, 背嚟背去, 咁唔值得恭喜架”

“But, do not use the formula”
指用point of division去計A.P., 因為我們發覺那些term都是有一個ratio相隔著

2004-09-07 (Tue)
“But then, always use the common difference”

“正式嘅英文係最尾加返個and” 指“The arithmetic means are 11, 17 and 23.”

2004-09-09 (Thu)
“記住35唔係arithmetic means” 指 first term 35 in the question:
Insert 17 arithmetic means between 35 and –37

“Give the last one” 指寫答案時要last term

“Actually you met this thing in history” 指自相殘殺方法

“人做嘢嘅方法來來去去都係幾個”

“加相同嘅數係快過加唔同嘅數”
解釋高斯可能是用的方法計Sum of first one hundred natural numbers
1+2+3+..+100 =(1+100)+(2+99)+(3+98)+….+(50+51)=101x50= 5050
“It is hopeless doing it like that”
“唔駛羨慕” 指有人可以好快計到Sum of first one hundred natural numbers

2004-09-13 (Mon)
“初學點都要做下”

“慢慢寫...尤其係啲multiple choice, 千祈唔好叻唔切, 好易會錯”

“n 如果計到小數或負數要reject架”

“Go straight to it, dog” 指Mathematics Today P.36 Q (13)(d):Calculate the sum of all positive integers less than 100 and either divisible by 2 or divisible by 3.

2004-09-14 (Tue)
“This is the special thing about G.P., you MAY have two sets of answer.”指solve for common ratio時

“學咗一半架啦” 指教了first term, common ratio and general term of G.P.

“I think many of you are struggling with the square, a very complicated one”

“I let the numbers be a-3d, a-d, a+d, a+3d, common difference = 2d”

“如果話find the number, 冇所謂, 但係如果佢叫你find the A.P., you have two sets of answers”

2004-09-16 (Thu)
“淺數都要做下”

“嚴格嚟講要用呢個證咗佢係G.P.先得架”
“如果你約嚟約去都有個n, 咁就唔係G.P.”

“小心, 唔好咪埋眼除”
指計log數, from Mathematics Today 5A P. 20 Q(10): Given a geometric sequence 1/8, 1/4, 1/2, ... It’s kth term is denoted by T(k). Find the value of k if (a) T(k) = 64, (b) T(k) is just greater than 4000.

“You must be learning this in your biology”

Mathematics Today P. 20 Q(11): A biological experiment starts at noon on 1st January with 300 bacteria. If the number of bacteria triples every 3 hours and there are N bacteria present at noon on 2nd January, (a) find the value of N, (b) at what time are there N/3 bacteria present?

"呀, 我寫咗, 呢個家課你哋一定識做架"

2004-09-20 (Mon)
"你本書就用正負都得"$G^2=ab$ (G is the geometric mean between a and b)

"用得the就即係得一個, 太陽和月亮"

"冇可能係正架, 因為你自乘5次冇可能出負架"

"And then you will be left with sum of G.P."

"This is a very common method" 指將一條式乘到可以減掉另一條式的terms

2004-09-21 (Tue)
"就算你個方法幾唔好, 你都係做到嘢"

"I now use A.P."

"唔好死用公式"

"死捱就做到架啦"

"俾心機做, 唔好題題等答案"

"respectively, 好, 等等" 被同學指漏了個字, respectively

"記住公式唔係唔用, 係有用先用"

"And it comes to the quadratic which all of you are familiar"

2004-09-22 (Wed)
"做一次, 永遠都識"

"A more difficult formula" 指Sum of G.P.

"Why not find the next three terms and add the sum?"
Mathematics Today P.41 Q(1)(b): Find the sum of the following geometric series, leaving the answers in index form if necessary, "2-10+50-…to 6 terms"

"You are forced to use the formula"

"書嗰度find the number of terms其實係嘅你時間"

"And always remember, n is supposed to be a whole number"

"噤幾多次都走個E出嚟" 指計log(-1/3)

"記得除之前問下正定負" 指solving inequality.

2004-09-23 (Thu)
"So let's now have something easier, 抖抖"
剛教完一堂Circle(A.Maths)

"零存整付"

"年尾係咪連本帶利"

"唔好簡化, Don't! Don't touch it"
指At the end of the first year, amount = 5000(1.05)
"You have to use the formula"

2004-09-24 (Fri)
"講開錢, 講晒啲錢先" 其實係講Compound Interest
"希望你可以幫屋企計下供緊樓係點樣計出嚟"
"講錢都係要俾利息, 一日未還, 一日都係要俾利息"
"You will benefit, for the rest of your life"
"其他嘢唔識唔緊要, 最緊要識compound interest"

"At the end of the 10th year, sum outstanding = 0, 找埋數, 十年後一俾咪甩身"
"嚟到呢度, 正常嘅都睇到個規律"
"年尾有幾多錢, 年頭就要擴大多幾倍"
"呢筆錢擴大咗1.03倍, 係咪又要找數"
"十年後, 你應該欠銀行零蚊"
"成日都錯架, 係10個terms"

"啲大耳窿就payable daily"

2004-09-27 (Mon)
"So we go to look at the standard you are expected"
"睇下夠唔夠資格考會考啦"

"(以前CE Maths)有兩條揀唔答嘅"

"如果唔似(A)就好大機會錯" 指Part(A) Prove的部分
S同學問 "如果Part A啱咗呢?"
"There is still some chance"

"諗下你乜都唔識淨係背公式都有2分架"
"So, don't give up"
"佢要湊夠一條12分呀" 指CE Maths Section B Long Question

2004-09-28 (Tue)
"所以唔好向銀行借錢"

"第一年走去人有電腦, 你又要電腦" 指我哋上到大學

"除非你留班, 或者讀醫科5年囉"

"佢講得幾好, 都係收你錢"

"大耳窿係daily架"
"所以盡可能唔好借"

"你係外國俾credit card, 佢哋會好高興架"

"你要除12架, 有啲計到天文數字就係因為…"指同學把yearly嘅利率當monthly計

"Suppose I have a square"
"無論佢出咩方法, 你返返去邊(side), 佢奈你唔何"

2004-10-04 (Mon)
"One day you become famous, people will follow you"
其實指用a (First term), d (Common Difference) instead of 其他 symbols

"冇用架, 你就算試一百萬次, 第一百萬零一次都可能錯架"
指by induction, general term is true for all positive integers n

"因為你錯咗, 會考會周圍搵機會俾分你架"

"Population is more or less like compound interest"

2004-10-07 (Thu)
"咁你要邊個有邊個啦" 計到Area of Regular Hexagon的規律後….

"呢度三分之一又生啲三角形出嚟" 講緊CE可能會出一條這樣的AP/GP問題

Arithmetic mean (a+b)/2= , Geometric mean = $\sqrt{a\ b}$
"依家任你揀啦, 邊個大?" Arithmetic Mean vs Geometric Mean
"已經睇到邊個大啦"
"But then people find something in G.P."

2004-10-08 (Fri)
"你望落去唔覺架, 好似冇乜希望架" 指 sum to infinity

"越多人分一個餅, 係咪越分越少"
當n (1, 2, 3, …)逐漸變大, $(1/3)^n$ 的數值越來越少

"如果想俾人睇到你識多啲呢, 寫呢個" | r | < 1

"好似人哋帶波咁, 左腳交俾右腳" 指$(-1/2)^n$ 在一條axis上的每一個term

"阿sir, 呢個方法(用G.P.計循環小數)同你之前教我哋自相殘殺嘅方法有咩分別呀" S同學
"The other method is easier."
"So don't use this one until you are asked to."

"你未做過, 好多時唔知佢係G.P.架"

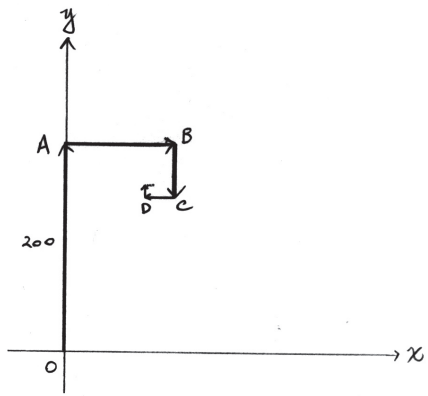
"Change the question a little bit, but it's not a G.P."
"唔好念口黃咁照住背"

2004-10-11 (Mon)
"佢越嚟越細, 理論上都係慢慢郁"
"This is a straight forward appliation" 指計 total length of line segment

"呢題非常有趣啦, 睇下你幫唔幫到隻螞蟻
Mathematics Today 5A P.57 Q(15):

The path of an ant consists of line segments OA, AB, BC, CD, … which meet at right angles as shown in the given coordinate plane. The line segment OA, AB, BC, CD, … form a geometric sequence. If A lies on the y-axis and the coordinates of B are (100,200), find (a) the total length of the ant's path, (b) the coordinates of the final position of the ant.
[Diagram II]

Diagram II



“依家啲油價升啦, 計下”
“所以讀Chem有用架, 逢係石油提煉都要用Lab”

2004-10-12 (Tue)
“你死記永遠唔掂架”

“For Additional Maths, you can make a lot of mistakes! Don’t laugh, you must get something correct”

“我情願你哋上年懶啲, 今年勤力啲”

“二來你哋啲成績都唔係突出”
“So learn how to survive”

2004-10-13 (Wed)
“(會考)你有寫嘢都合格架”

“減返頭, 減返尾, 乜嘢煩惱都冇”

“雖然會考唔計方法, 但係都要啱先得架”

“好多當係乘架, 都唔知你哋諗乜, 我走咗之後你問下有幾多個錯”

$$367\frac{1}{2} = 367 + \frac{1}{2} \neq (367)(\frac{1}{2})$$

“念公式都要知道條公式幾時用先得架”

“你唔係寫少幾行叻啲架”

2004-10-14 (Thu)
“我係咪唔要33個啫”
指A.P. Test Question 4, Sum of multiples of 6 from 200 to 600 inclusive
“因為呢個係植樹問題, 不得問為甚麼”
“Use the formula, it is the safest for most of you”

2004-10-15 (Fri)
“橫加難呢, 你係咪可以打惦加”

“我就手俾多條你做”

“如果連最尾個項都唔識搵就冇得救”

“你唔能夠同化就要自相殘殺, 根本人從來都係用呢個方法做”

“When the power is so big, leave this one as answer. Of course you can simplify, I leave this one to you.”

“呢啲係最低限度啦” 指Maths Homework

2004-10-25 (Mon)
“Learn the words!” 指 compound interest 的 terms

“全世界通用架, 你唔寫就係一年” 指 8% p.a.

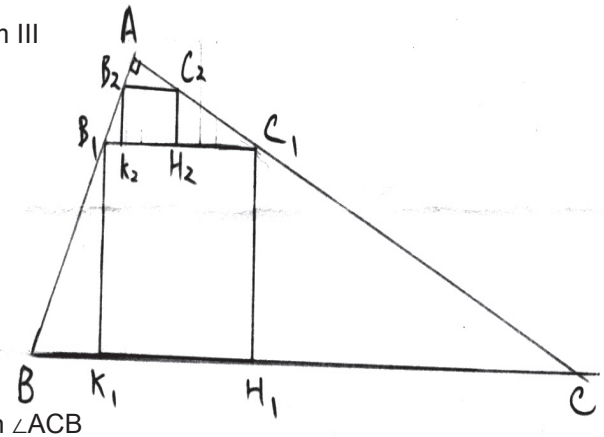
“真係咁簡單, 如果唔係就唔叫simple interest” 講緊simple interest的meaning

“Meaning the only one, the sun and the moon”
指 geometric mean 要 take square root

“I got lots of methods from no.3”
指G.P. Test Question 3: In a G.P., $S_{10} = (275/243)S_5$,
(a) Find the common ratio,
(b) If $T_2 + T_3 = 90$, how many terms of the G.P. must be taken so that the sum is greater than 241?

“最尾個條講埋啦” 指G.P. Test Question 4, 5F測得最差的那條:
In ΔABC, AB = 1m, AC = 2m, ∠A = 90º. $B_1C_1H_1K_1$ is a square inscribed in ΔABC as shown. Square $B_2C_2H_2K_2$ is then inscribed in ΔAB_1C_1. The process is repeated indefinitely.
(a) Show that $B_1C_1 = (2\sqrt{5})/7$ m,
(b) Find B_5C_5,
(c) Find the sum of the areas of the squares . [Diagram III]

Diagram III



“好過用相似型架” 指用 tan ∠ACB
“You will never make mistake”

Application of Trigonometry

2004-05-21 (Fri)
“記得, 俾度數你, 你識用度數做”

“不過冇人話個 π = 3.1416, roughly 等於180°架” 講緊 π radian = 180°

“All you do is to find the finger nail”

“跟住成個集題都係呢個(Area of triangle). I think this is not necessary”

“我哋用緊嘅公式其實係幾千年前就已經有架啦”

2004-05-24 (Mon)
“A very nice diagram when you look at it like that”

“耶穌個穌字冇草花頭架，你行過啲教堂就係”

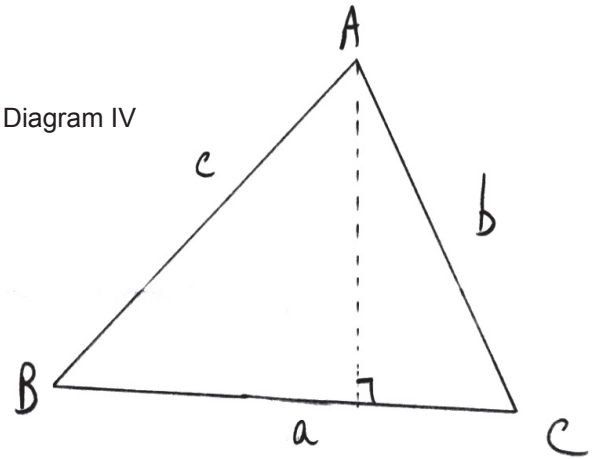
“The standard method, find the radian”

“逢係一搞唔掂呢, first think of the centre”

2004-05-25 (Tue)
“咁如果係都要用呢個圖証，what line will you add?”

Prove Sine Rule [Diagram IV] $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C} = 2R$

Diagram IV



“You have a much much easier method.”
“This is the other method of the same thing”
“你唔駛記ΔABC架”

“When the given side is a bit too short”
“所以你千祈唔好以為嗰日架機出咗問題”
“但係好明顯唔係會有兩個solutions喎”

“大家睇下啦…呢個就係你跟住要學嗰個”
“But when you use this one, you must use it carefully”

“千祈唔好用ΔABC嚟記, 否則人哋出ΔPQR就死啦”

2004-05-27 (Thu)
“凡係公開試係唔能夠估你寫咩架” 講緊啲 undefined symbols

“最低限度四個位, 因為你架機好準架” 4 significant figures for answers

“一個方法, 計完後先reject”

“如果呢條邊短啲呢你就麻煩啦”

“頭先第4題唔係貪得意” when using Sine Rule

“ASS, 一見到呢個形要特別小心”

“This line is a bit too short”

“嗱, 學多個字, solve triangle”
Means that find all the angles and the length of all the sides of the triangle

“唔駛你做, 俾個圖你話應該有幾個答案?”
“鈍角三角形一定唔會有兩個solutions”

“呢度就小心啦”

“You may have two solutions, you may have no answers, you may have one answer”

2004-06-02 (Wed)
“千祈唔好記啲a,b,c”

“兩條邊夾埋再乘呢隻角”

2004-06-04 (Fri)
“All of you look at the board, I have to go.”

2004-06-07 (Mon)
“This will be the minimum”

“Always compare with the horizontal lines”

“You have to find the angles yourself”

“其實呢度咁多隻角係計得到”

“知道個rough diagram, 係咪可以畫得靚啲”

2004-06-08 (Tue)
“逢係問你, 你當棧燈著咗就得啦” angle between the line and the plane

“除咗計磚頭之外開始計下金字塔啦” find angle in pyramid

“因為藍色嘅, cancer機會高啲”

“你專心一定冇問題”

“有時係唔駛計架”

“初學係唔駛計架, 實識計of course”

2004-06-09 (Wed)
“假定你將來做咗大將軍, 攻城嘅時候由第二邊攻”

“自己畫圖呀, 因為你哋以前畫圖時唔認真。”

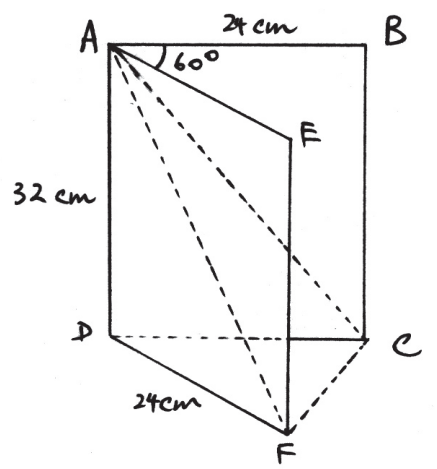
”15題唔明嘅, 望下度門就明啦”

Mathematics Today 4B P.209 Q(15): [Diagram VII]

A rectangle file ABCDEF, 24cm by 32cm, is opened through an angle of 60º as shown in the figure. Find, correct to the nearest degree,

(a) the measure of FAC,
(b) the angle which the plane AFC makes with the horizontal,
(c) the angle which the line AD makes the plane AFC.

Diagram VII



“不過呢題好彩唔駛咁嘅方法”

“And we come to the last part, the most difficult part”
“永遠喺住個line of intersection” 指 Find angle between two planes
“乜都唔駛理架, 搵咗條相交直線先”

“所以考試唔想咁複雜, 就算全部唔係對稱都至少有兩面對稱”

2004-06-10 (Thu)
“會考你答咗等於冇答”
“數學唔駛咁聽話架”

“食嘢口味個個唔同”

2004-06-11 (Fri)
“所以係咪舒服好多架” 指用了一個好方法去計3D題

“係唔會鑽穿個底嚟睇架”
“You will never see the F there”

“冇做童軍都應該知哋圖點做架”

”所以係美術堂唔俾心機呢” 3D做得唔好, 代表美術堂唔俾心機

“唔好阻住歐陽老師”

Area, Volume Integration

2004-12-02 (Thu)
“今堂兩樣都係緊要架”

“We are not looking for the area”

“I hope at the end of this chapter, you can find the area of a circle on your own”

“冇咩難處架本來”
“不過呢題我想你計”
“其實因為你冇注意到一樣嘢”

“唔好用absolute value, 淺嚫啲你就掂”

“最緊要係明, you must understand what you are doing”

“先講個「論盡」方法先”

“你唔駛複雜, 大減細永遠係好方法”
“你費事大減細, 直接計都得架”
“Therefore I say you must draw diagram”

“不過都係講字, 你哋做咗呢題先”

“This is the standard method for this one”
“Some people argue like this”
“面積採用大減細, 係一般啫”
“所以你做數並唔係一定指個答案架”

“It is no use listening to your classmates”

“你揀得啱係好易架, 你揀得唔啱係好困難架, 可以”

“你原本可以用completing square做架, 不過因為你有公式”

“通常呢一個難, 另一個好易架”Either xdy or ydx is easier.

2004-12-06 (Mon)
“Maybe one question is so difficult, so you give up”

“硬係唔順眼, 點解係負呢?”

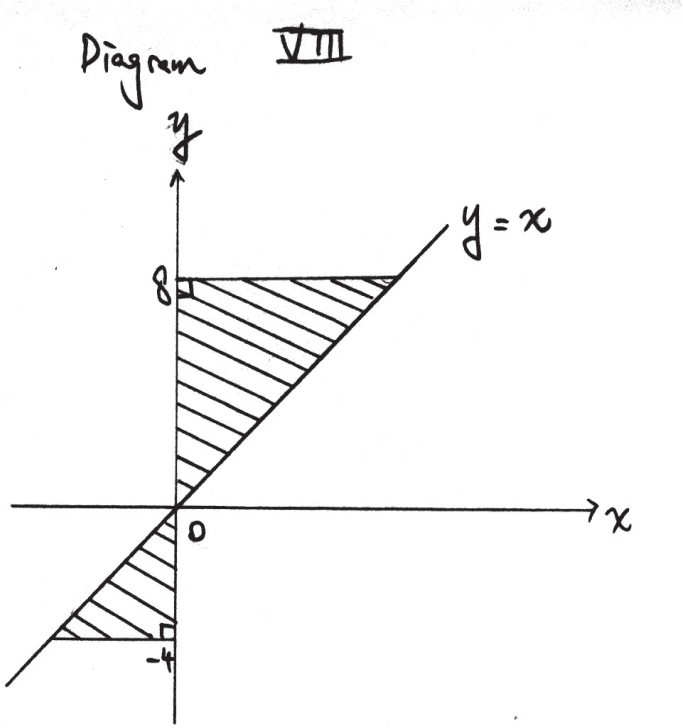
“呢題你計負, 通常計錯架”

“計咗負你哋棟返兩棟, 乜都唔明架”

“呢題佢用substitution, 佢冇考我都唔知有幾多人做到”

“細聲的呀, 依家錯好過會考錯嘛”

“第一題你想用Integartion呀?”
Additional Mathematics Volume 3, P.212 Q(1):
Refer to the figure below, express the area of the shaded region in terms of a definite integral in y. It is not necessary to evaluate the definite integral.
[Diagram VIII]



“記住A.Maths都唔駛理佢架, 底乘高除二”

“有啲人費事, 問乜照代”

“有同學就想搵最難個方法”

“成課學晒架啦, 面積”

2004-12-07 (Tue)
“你寫到咁就識架啦”

“呢啲唔駛做太多”

“你哋要錯下先識架”

“哦, 犀利啦呢度”

“唔好靠書嗰個猛用absolute value”

“寫條式啦, 如果懶就”

“小心啲正負”

“你如果用xdy就有排計啦”

“阿sir咩係π呀?” J同學
“π計係圓周同直徑嘅比率”
“It is because they don’t know how to find the area”
“You will find π everywhere”

2004-12-08 (Wed)
“This is not a circle” Ellipse
“Circle is a particular type of ellipse”

“佢(Substitution)原來要考架, 不過當公式背”

“你唔用先會注意到有啲嘢要注意架”

“雖然係上咗兩三堂, 就已經考得會考啦”

“I think the exact value is this” $\sin 18^\circ = \frac{\sqrt{5}-1}{4}$

2004-12-09 (Thu)
“你懶極都寫條式”

“Please, insert the blanket in x_1, x_2” 寫好條式, 分別填兩個Function落去x_1, x_2
“Form the habit of inserting blanket”

“我諗你其他都識啦, 無謂計到你哋厭晒”

“有時係斬開快, 有時係y_1 - y_2快”

“You make your own judgment”

“你睇到面積, 幾乎都係執架”

“你睇八幾年CE都提(Hints)”

“抄低個答案陣間填空格”

“你唔駛太過跟書嗰個架”

“冇辦法啦, 你想快都冇辦法”

“所以以前個啲係…出得太淺都有排做架”

“逢開方小心啲, 擘大眼睇多次”

“以前就係咁出架, 難啲架”

2004-12-13 (Mon)
“Just go through it, very briefly”

“嚴格講就係得一個” 指 Area Integration 的 Formula

“你識一個做晒”

“Just one formula, basically”

“We are coming to something new now”

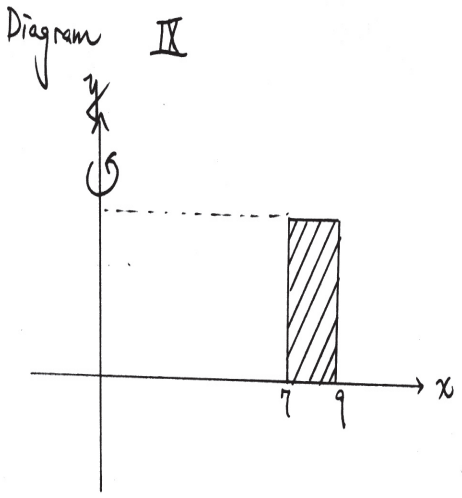
“We are interested in Volume”

“得三款數嘅啫”

“Basically you have one formula”

“Meaning you will get a Hollow pipe”

[Diagram IX]



"好易架, 好似面積一樣"

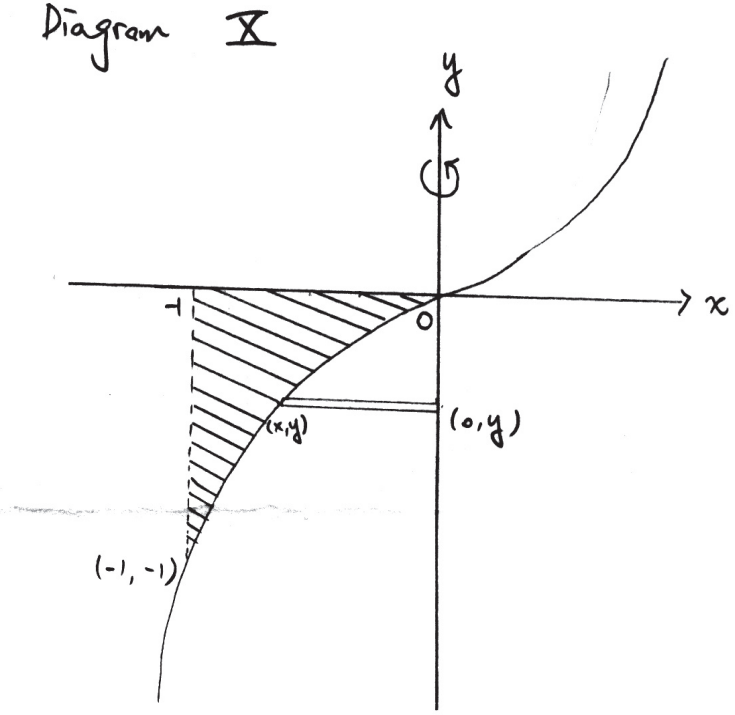
"阿sir, 呢的嘢(steps)係咪要寫架" 同學, 指化簡 integration 的 steps
"無所謂, 多一分兩分"

"所以個軸 (axis) 係好緊要架"

"本來你唔用公式做" Volume of Cone
(After using Integration)
"所以咪又係一樣答案架"
"咁宜家安樂啦, 接受點解係三份一啦" Volume of Cone = 1/3 ($\pi r^2 h$)
"此後用嘅時候, 用都放心啲丫"

"所以聽日測驗係易啲架"

2004-12-17 (Fri)
"好似有頂帽咁架, cup住人個頭" Rotate about y-axis, given function $y = x^3$
"你諗唔到都諗下牙腳係點" [Diagram X]
指 Rotate 後的 Shape 好像牙腳



"The most common mistake is, you forgot inserting blankets"

2005-01-03 (Mon)
"Be patient, you will get an answer"

"For those who get the latest model" 指Casio 3650P Cal機

"But then it (using the calculator to find area) will making you some time"

"睇下用計數機搞唔搞得掂?"

"呢一度, 好多方法做架"
"你如果想一行做完, 就要用呢個方法"

"不過愛嚟傍身啦" 指Cal機

"理科一啱就滿分"

2005-01-04 (Tue)
"機械操作"

"情願嗰多啲時間係第一條式"

"體積你點寫都得架" 指寫 $\pi\int(y_1 - y_2)^2\,dx$ 或 $\pi\int(y_2 - y_1)^2\,dx$ 都是一樣的

"試下嚟一嚟機, 幫你做啦"
"不過唔好太依賴"

"咪過做到呢度先錯"

2005-01-05 (Wed)
"個啲(象棋, 橋牌)留返會考之後先玩啦, 由朝玩到黑"

"你寫到呢條式, 基本上就識架啦"

"Make sure you know which is which"

"第時有套戲, 又係用呢個shape" 指用rotate出來的立體作道具

"好啦, 仲差一樣嘢要注意就教晒啦"

2005-01-07 (Fri)
"我知…個個玩到好累, 不過呢個例, 一定要睇"after P.E. lesson

"睇完題目先, 得啦怪錯咗你"

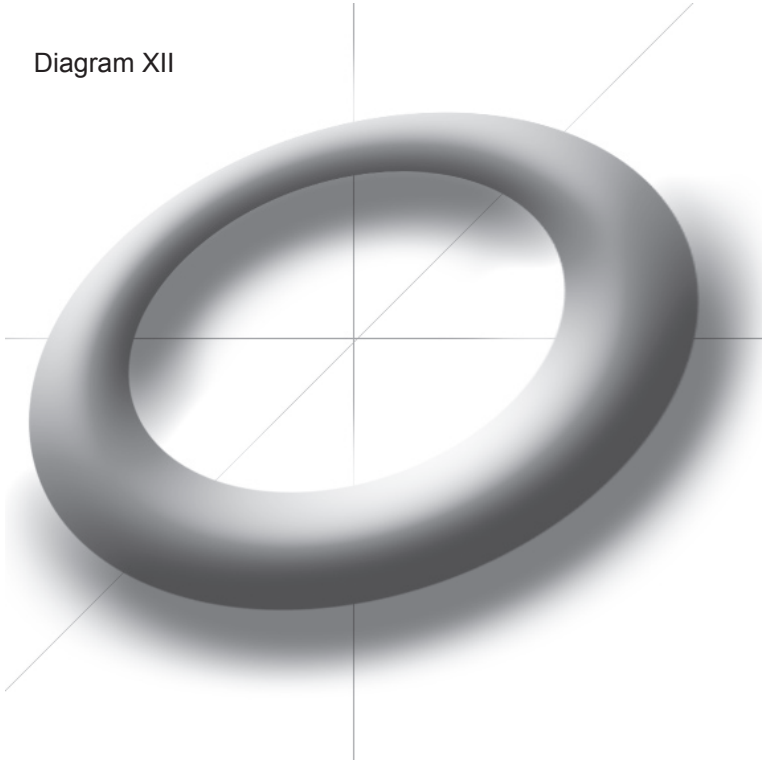
"呢個水泡咁嘅名叫 torus"

"不過依家都唔駛考啦"

"你睇以前啲大題目? 一條幾長"
"十年前, 考會考, 你依家隔咗十年"

"Suppose you have something like this"
"You will get a ring like the cover of your book" [Diagram XII]

Diagram XII



Binomial Theorem

2004-03-08 (Mon)
"I hope all of you have some idea now"講緊無x的term就叫constant term

2004-03-09 (Tue)
"But make sure you understand."

"It is more or less the same."

Circle in Coordinate Geometry (Maths)

2004-10-26 (Tue)
"We are now on chapter of circles again."

"Locus is always harder."

"如果大題目梗係唔能夠咁做啦"

2004-10-27 (Wed)
"咦點解冇friction嘅? 哦原來係smooth…" 何佬教Physics….

"You get many zeros there"
Question: Find the equation of circle, passing through(0, -3), (5,0), (0,0)

"So it is the standard method again"

"哦, 會考打埋架" 指 Find the circle(s)

"最穩陣就係(h,k), 堅持用圓心半徑"

204-10-29 (Fri)
"After learning a circle, you will be learning a line."

"好鍾意出架, 會考以前, 依家就唔知啦"

"用啲淺方法做得架啦"

"Remember, there are always two tangents"
指 tangent to a circle from an external point

"你計唔到呢, 有兩個可能, 有時個m係undefined"
即係 line x = n (n is any real numbers)的slope是undefined

"寫明會考架, 唔好話深" 何佬給一條會考問題我們做

2004-11-02 (Tue)
"測驗唔識, 最後機會學架啦" 指Circles Test

"會考一定會畫埋圖俾你架, 佢驚你唔識"

"本來有一條都幾難下架, 不過留返俾家課做"

“Hence, 即係焗住要用 △=0”

“佢砌到好靚架, 你唔識 α, β 都識”

“You know the slope, you know the point, so you finish the question”

2004-11-03 (Wed)
“Just read book, you learn a lot”

“即係好似睇小說咁, 俾啲線索你”

“幾何最難就係學加線”

“好啦, 真係玩得太多啦, 你哋”

2004-11-04 (Thu)
“唔識你望上高就得架啦” 指題目的part A

“刪嘅時候用鉛筆, 可以擦返再計” 何佬給會考的tips!

“記住你計到 x 係冇需要搵 y, 不過你本書係咁晒時間”

2004-11-08 (Mon)
“佢係呢度等你錯架” 指let the point be (- L , 0), 而不是 (L , 0)

“But you know sinθ and cosθ, tanθ is fixed”

“不過你做到就已經好高興啦”

“So I do not turn it into a complicated question”

2004-11-15 (Mon)
“你就算最慢個方法都係咁” Let y = -2x + c 去計 Tangent

“佢會考通常係2分架, 差一個grade架”

“開方先係距離, square root!” 指同學忘記了$\sqrt{(D^2 + E^2 - F)}$

“會考一定要問乜答乜”

“會考個啲提得好緊要, 提到出面”

“你嚟機就得架啦” 計 tanθ = 1/2 時, 何佬隨手就寫了 θ= 26^o 34’

2004-11-16 (Tue)
“你費時煩就replace it by numbers” 講一些CE Circles MC

“你答咁多, 啱咁多, 好過全部錯晒”

“你見過作文100分未?”

“再做多一條, 煩到不得了架”

“你望住係咪即刻寫埋”

“用數目就破晒條數啦”

2004-11-17 (Wed)
“會考乜嘢方法都接受架, 你啱就得架啦”
“會考可以嚟機架, 三個有效數字”

“但係記得, completing square一定計到”
“但係有啲數唔用佢唔得架”

“冇呢個符號架” Question: | A | ≦ 7, solution: A ≦ ± 7

“咩no solution呀, why?” 何佬想我們給proof

“If I change the question…And in this case, you will find this method useful”
指“井”字辦法

2004-11-18 (Thu)
“阿sir, 負數係咪質數呀?” E同學
“我哋唔講負數”
“記住1唔係質數, 點解??”
“因為佢(指1)根本要求好低” 何佬在黑板寫下 12 = $1^{347264317}$ x 2^2 x 3 後…

“質數, difference between two 係有無限個架”
“Read books, there are many waiting for you”

“即係comprehension咁, 你望住啲points就知要寫幾多points”

“會考名數好值錢架”

2004-11-22 (Mon)
“得一個人可以講呢句嘢咋喎”
指黑板上寫了的“I have compassion and mercy…”

“好多人用completing square做, 不過我教你第二個辦法” 指 △ = 0

“文字題你唔能夠計到就要架” (因為有conditions)

2004-11-23 (Tue)
“Don’t turn things too complicated”

“逢係文字題都要考慮個物理條件”

2004-11-24 (Wed)
“When you solve what they called daily life examples…”

“But them how to write done the proof?”
指 In △ABC, AB + AC > BC and BC + CA > BA and AB + BC > CA

“In geometry, in the past they always give the formal proof”

To prove: AB + AC > BC and BC + CA > BA and AB + BC > CA

Proof: [Diagram XIV]

Produce BA to E such that AE = AC

∵ AC = AE (construction)

∴ ∠ACE = ∠AEC = y

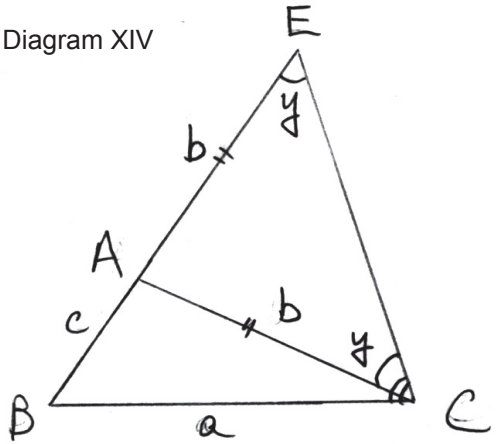
∴ ∠ECB = ∠ BCA + ∠ ACE = ∠ BCA + y

∴ ∠ECB > y

∴ BE > BC

∴ b+c > a

Diagram XIV



“我加咗條線個個都識架, 好易, 一定識”

Given AC > BC, to prove: ∠B > ∠ C

Proof: [Diagram XV]

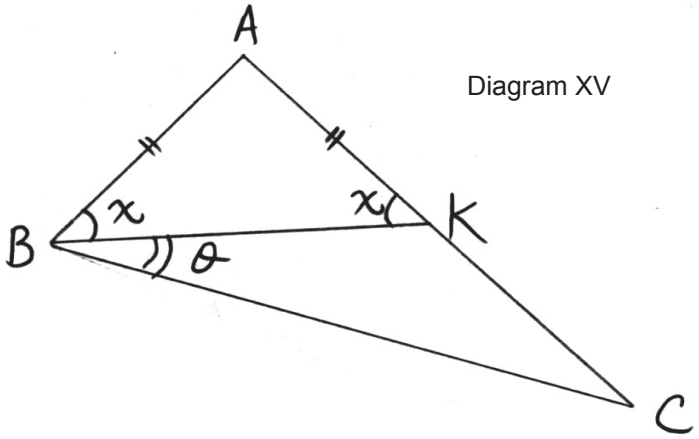
Take a point K on the line AC such that AK = AB

∠B = x + Θ, ∠ C = x - Θ

∠B = ∠ C + 2Θ

∴ ∠B > ∠C

Diagram XV



“This is a method you must learn”

“So if you are interested at home, change the rules”
In △ABC, Given AC > AB, to prove ∠B > ∠C

“頭先個因變咗果, 頭先個果變咗做因”

2004-11-25 (Thu)
“How to prove this one? 睇下啲人點證” 講昨天因變果啲問題
“So which one is larger?” prove到了∠B = x + θ, ∠C = x – θ時….
“So you finish the proof.”

“(會考)Maths一定唔會出分數架啦, A.Maths就會” 指inequalities的分數問題

2004-11-29 (Mon)

"當年有好多人唔知問乜架"

指 Mathematics Today Book 5A P.129 Q(32)

From the figure [Diagram XVI] , if $\alpha \leqq x \leqq \beta$, then

A. $ax^2 + (b-m)x + (c-k) \leqq 0$

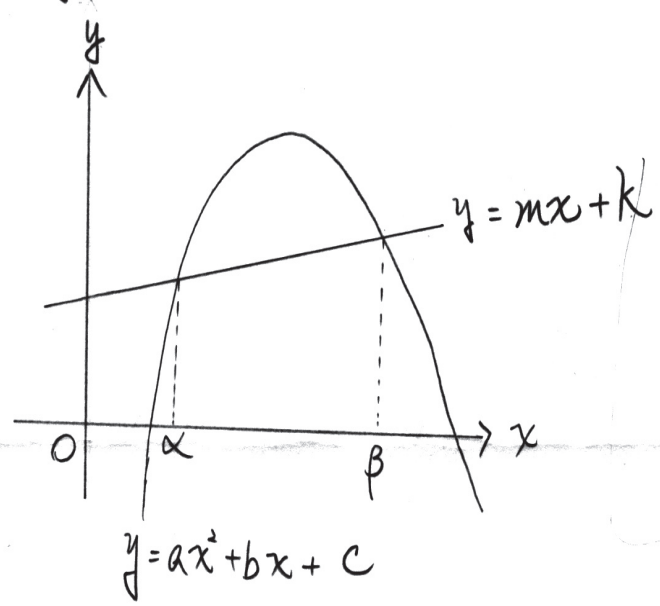
B. $ax^2 + (b-m)x + (c-k) < 0$

C. $ax^2 + (b-m)x + (c-k) = 0$

D. $ax^2 + (b-m)x + (c-k) > 0$

E. $ax^2 + (b-m)x + (c-k) \geqq 0$

Diagram XVI



"You cannot get many things wrong, if you want to get an A of course"

"唔好睇輕啲multiple choice呀"

"你無謂計, 無謂係度推論, 佢俾得你梗係時時啱架"

指Mathematics Today Book 5A P.129 Q(30):

If a < b < 0, which of the following must be true?

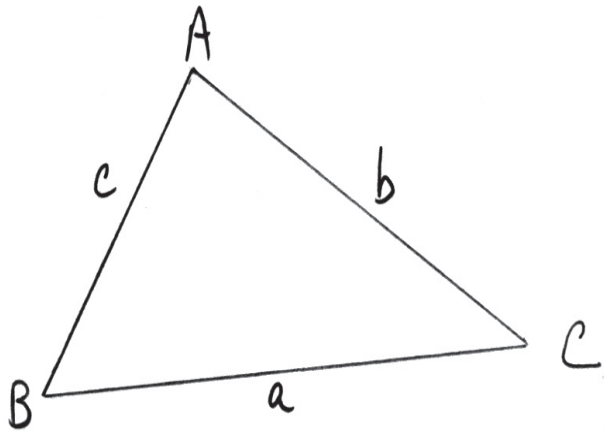
A.-a < -b B. $\frac{a}{b} < 1$ C. $a^2 > b^2$ D. $10^a > 10^b$ E. $a^{-1} > b^{-1}$

"過咗180度就冇可能係三角型"

指Mathematics Today P.128 Q(26) [Diagram XVII]:

The sides a,b,c, and the angle A of $\triangle ABC$ in the figure are related by the cosine formula:

Diagram XVII



$a^2 = b^2 + c^2$ -2bc cos A

(a) Show that there are two solutions for c if $\cos^2 A > 1 - \frac{a^2}{b^2}$

(b) Find the range of values of A if a =3, b=4 and c has two solutions. (Give the answer correct to the nearest degree)

"呢度你學咗好多嘢架"

Circle (A.Maths)

2004-09-06 (Mon)
“equals to 幾多呀?” (已寫了個答案出來)

“你慣嗰個(方法)用嗰個方法, 唔駛理我架”

“由頭錯到落尾, 一分都攞唔到架”

2004-09-07 (Tue)
“唔想要(中文會考Marking Scheme)嘅搵佢(B同學), 一句搞掂晒”

“唔駛靠做多, 你一明做兩三條就知點做”
“佢志在考你識唔識啲方法”

“我先用第三個, 一般同學都唔會用嘅方法做”

2004-09-08 (Wed)
“記住圓心半徑永無撞板架”

“當你考會考, 出咗試場先好傾”

“唔好嘈呀, 好多都掉轉咗啲(3,0) (0,3)架”

“最差都咁, 千祈唔好用perpendicular bisector”

“你幾「論盡」, 幾快啲方法都冇分加架”

“土法炮製”

2004-09-13 (Mon)
“記住每題都有兩個方案做”

“呢題你係咪用幾何, 一行做完”

2004-09-14 (Tue)
“Can all of you try this one, let see if you are up to the standard”

“學一樣嘢答兩份卷, circle”

“佢當年出嘅仲深呀, 呢題係淺過當年架”

“如果你做唔好, 咁你都唔會考得好架啦”

“It is always centre radius”

“呢個係靠代數靠捱嘅方法”
“只要人收咗個hints就坐係度”
“你見到都有排你寫”
“Circle咁簡單都咁, 如果深啲嘅話你揀過第二題做”
“咁跟住係咁捱落去就得出條式啦”

“返去自己捱埋佢啦”

“從來都係有代數,有幾何”
“代數係唔駛諗架, 一路捱落去”
“This is the difference between geometry and algebra”

“將今朝個「拼」字改成「捱」字就得架啦”

2004-09-16 (Thu)
“I hope all of you still remember $(a - b)^2 = (a + b)^2 – 4ab$”

“If you go through what you call past paper, you will find many questions using that method”

“計唔到都知有兩個答案”

“咪住先, 今日嘅功課可能要聽多兩堂先做得到”
“已經俾得最少架啦, 冇得再少架啦”

2004-09-17 (Fri)
“Some people like to memorize these formulas, but I think the most important is to understand the method”
“代落去 +ve 就係outside, -ve 就係inside, 遲啲我解俾你聽”
指sub. a point onto the equation of the circle. If it’s positive, then it’s outside the circle, but if it’s negative, it’s outside the circle.

“Either you use the distance formula or the discriminant, but using centre is faster”
“It’s not wrong, you get one answer, but obviously it has two answer!”
“呢條你用代數計到死都計唔到架” The solution is x = 0

“係Maths: 佢畫埋個圖, 你都睇唔到, 抵打架”

“But there is a formula, we are going to derive it out”
“嗱 我證一次點解咁得意呢？”

“不過唔好高興到唔記得個開方”
“Remember your formula. 啊, 唔係, remember your homework”

2004-9-20 (Mon)
“But then I think understanding the thing is more important”

“你上高班, 就有一條所謂公式” 一條計Tangent的公式

“For example it happens to be a MC question”

“可以唔學, 但係你高班遲早都學”
“唔係話你唔識做, 係唔識簡化”
“見到自乘就分咁個出嚟, 冇自乘嘅就加埋除2”
“小心呀, 一定要係個圈上高先用得” 指Tangent point要在Circle上

2004-9-21 (Tue)
“唔好玩啦, 一玩全班就玩” 指B 同學擲粉擦 “This is the end”
同日, G同學在Assembly Bible Reading時說了 “This is the end...”

“會考出個啲你用Δ都做到”

“Turn your book to pg 22, 唔駛啦, 呢題咁易”
“得, (Δ)煩乍嘛, 呢條都係咁煩”
“如果約唔到肯定你有問題啦”

“你諗下蘇聯同美國嘅太空艙唔同, 佢哋嘅出發點唔同”
指可以用不同方法去做同一條數

“真係要 d (Differentiate) 啦”
“即係你能唔能夠整一堆嘢出嚟”
“呢個係預備你上高班計conics section”

2004-9-22 (Wed)
“我見到 x 代 a , y 代 b”

2004-9-23(Thu)
“你好易架, 砌磚咁上”
“其實你唔睬佢, 用Pythagoras’ Theroem 就搞掂”

“你依家兩個圈呢, 不相遇就冇嘢講”
“點證呀?”

“跟住講 3個圈4 個圈就完啦”
“你死捱都得架”

“做完咗想下點捱”

“依家講你唔肯聽架, 遲少少先講”

2004-9-24(Fri)
“你呢個你Maths 先有架, 出唔到咁淺”

“俾心機做, 諗個好方法”
“But be careful, if the circle doesn’t touch, you also get a line”
“So listen here, you haven’t learnt your Maths properly” ($l^2 - d^2 = 0$)

“諗一次, 我講嘅嘢未必啱架”
“個圖個半徑係無限大, radius 係infinity”

“抖抖啦, Maths 輕鬆啲嘛”

2004-9-27 (Mon)
“就算internally 都有兩個情形架”
“Internally 都可以圍住人, 亦都可以俾人圍架”
“呢題你死做仲快”

2004-9-28 (Tue)
“We must learn something new before the test”

“駛唔駛解多一次?”

“呢個方法實用得架”

“所以你依家係計緊最淺嘅”

“再講你哋唔聽架”

“做咗先傾”

“諗清諗楚點做”

2004-10-04 (Mon)
“Do not substitute now!”

“It is always advantage to use the formula”
“C_2 is not a circle, you have to check the radius”

“Do you remember last year, when we are talking 2 circles, these are always 4 tangents waiting for you”

"How to find this external tangent" [Diagram XI]

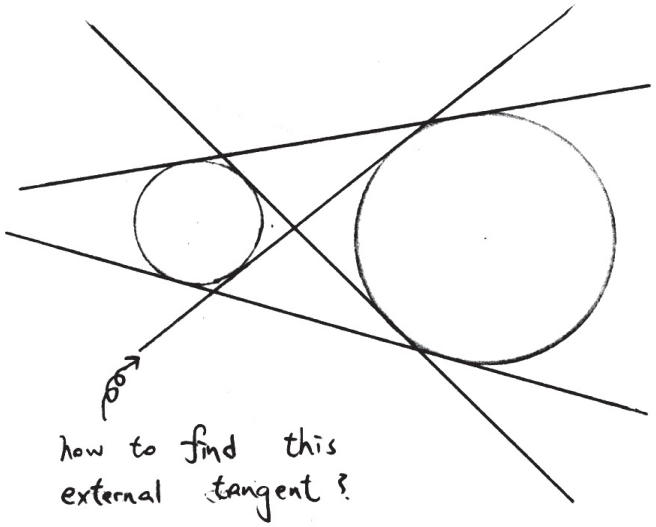


Diagram XI

"如果我叫你證你會點做"
"Prove them perpendicular"
Additional Mathematics Book Volume 3 P.38 Q(10c):
Given two circles C_1: $x^2 + y^2 - 4x - 4y + 3 = 0$ and C_2: $x^2 + y^2 + 8x + 2y - 3 = 0$ which touch each other externally. Show that all the circles in the family $x^2 + y^2 - 4x - 4y + 3 + k(x^2 + y^2 + 8x + 2y - 3) = 0$ touch L at P.

"第一, 你代個P上去"
"第二, 你show the tangent is ⊥ to the radius"
"Think about that when you come back …on Wed"

2004-10-06 (Wed)
"寫多行, 唔好心算, 好多人為咗貪快就…"

"你個k 同我個k唔同"

"前一日就講咗啦, 君無戲言"

"仲有一個係度等緊你架" (指還有一個Test)

2004-10-11 (Mon)
"Practically, you have finished everything"
"We will go to pg 106, if you are interested, you can read a few pages about that"
"無謂徒時間計個啲, wasting time"

"呢題唔難架, 不過你哋第一次搞, 搞唔掂"
Additional Mathematics Volume 3 P.43 Q(1):
A circle C is concentric with a second circle $x^2 + y^2 + 4x + 6y = 0$ and it passes through the point of intersection of the lines $4x - 3y + 9 = 0$ and $2y - 5x - 13 = 0$. Find the equation of the circle C.

"How to use concentric?"
"有啲同學用c架慣咗" (原來何佬寫F)

"點樣用個簡單嘅方法證呢樣"
"唔駛做上面個part, 當然睇題目"
"一般嚟講, 你想快呢, 用距離"

"因為你好耐冇做compound angle"
"你記得就無需要做"

2004-10-12(Tue)
"留心啲啦, 今年啲成績好差"

"So I substitute in, 我代落去"
"得個煩字嘅啫, 佢一味考你 alpha beta"
"乘開哂佢, Pythagoras' theorem 搞掂哂啦"

"Not because it is a good method, just because they can test alpha, beta"

"Do not skip the zero"

"電視都有講, 將二三十年嘅past paper做晒"

2004-10-18 (Mon)
"直線唔識就點, slope, 圓就圓心半徑"

"Locus先夾硬叫做A.Maths嘅數"

"你做到都冇人恭喜你架"
"You are not doing Mathematics, you are just memorizing everything!"

"A.P. Test直程不知所謂四個字"

Circle (Maths)

2004-02-01 (Mon)
“If you ask which triangle, I will say: anyone”
指計Circle裡的三角形時要 “focus on one triangle” 時之令人哭笑不得之名句.

2004-02-02 (Tue)
“即係好似玩俄羅斯輪盤咁, 人哋打咗五槍都唔中, 咁你都知發生咩事啦”
明顯又係比喻…prove cyclic quad.

“A.S.S. can never guarantee you one thing”
指 prove 全等三角形不能用A.S.S.

2004-02-03 (Wed)
“應該常在我心間就夠”
擦去B同學 Chem Yu 公仔時說的話.

2004-02-05 (Fri)
何佬: “即係等如, 唔留班就升班架啦, 你唔留, 咪即係升囉!”
L同學: “退學呢? “
何佬: “你走唔甩架”

和 “俄羅斯輪盤” 同一系列的比喻, 這次是prove centre to tangent = 90度.

Beta B

Differentiation

2004-05-06 (Thu)
“You must learn it well”

“如果你唔問問題就永遠冇問題架”

“因為咁, 就開始了你呢一課(Limit)”
“即係佢未曾冇意義過, 所以佢仍然係有意義”
“You factorize it, and the number (x - 3) is not undefined, so you can cancel

out” $\lim_{x->3} \frac{x^2 + x - 1\ 2}{x - 3}$

2004-05-07 (Fri)
“快啲, 即刻做晒”

“停咪標隔幾多都係要俾8蚊架” lim (x→5) 8 = 8
“To let you comfortable” 在黑板寫上 “lim (8 + 0x)

“This is point zero zero zero zero zero zero zero one, I want someone to fill in”

2004-05-10 (Mon)
“你話呢個(∞)大啲定係呢個(∞+1)大啲？” 指無限同無限加一無分別

“如果你中咗張彩票係三百萬零五蚊, 咁你唔見咗五蚊你都係唔會要架”

“分母越來越大, 得一個俾人分” lim (x→∞) 1/x = 0

2004-05-11 (Tue)
“無限個個最容易架”

“你學咁多呢個可以話好易架”

“唔好懶呀, 呢個 [lim (△t→0)] 係一定要寫架”

“正所謂一不做, 二不休”

2004-05-13 (Thu)
“Again it is the same story”

2004-05-14 (Fri)
何佬在黑板寫上“木 + 目 ≠ 相”, 講緊 dy/dx ≠ △y/△x (因為漏了limit)

“如果你係都唔信啲話就只有呢個方法啦”
y =5, dy/dx = lim(△x→0) △y/△x = lim(△x→ 0) 0/△x = 0

“即係好似番學, 原本可以行路, 但係又要搭地鐵” 指我們用錯方法做數

“後面可以好快, 冇人教都識”

“淺數個陣, 快得少少...” Limit 同 Formula of differentiation 的分別

2004-05-17 (Mon)
“Almost in theory we can evaluate all the expression (by using limit)”

“Can all of you suggest how you can get that (formula)?”
Multiple formula of differentiation

(Differentiation Formula) “仲易過first principle”
“There is only one formula, 除非你對first principle有興趣”
“如果你有耐性可以試驗一下, 試下都無妨”

2004-05-18 (Tue)
“唔係你直覺係點就點” 指d的時後不應任意抽terms來d
“抄一個, d另一個, Copy this one, differentiate the other” Product Rule

“係咪即係輪流d一次, you differentiate them by terms” y = abc, dy/dx = ?

2004-05-19 (Wed) A.Maths補課
“所以你看到, 依家學仲快過first principle架”
“So with practice, you will be able to read the answer”

“唔通俾個蛋糕你你拎個電鋸嚟鋸咩？”
話我哋做Additional Mathematics P.135 C.P. (3) (c):
Find the derivate of the following function with respect to x: $y=(2x-1)^2 /x$
時, 用了quotient rule嚟計，而不先expand再計

“How can you differentiate it?” $y = (3x + 4)^{11}$
“如果你堅持用番呢個都可以看到規律架”指輪流d一次

“Of course if you like, you can always start with the first principle”

“Trigo有六條公式要記, 呢度得一條”

“好似本來睇住本莎士比亞, 睇唔識就pag咗佢”話我們唔夠quality去做數

“唔駛理你隔離個同學” 叫我們專心做數, 不要抄別人

“接到題目, 一路寫落去就得啦”

“你要做到可以望住寫答案先叫做識架”

“你唔知佢講乜, 你當佢冇講過” 我們不明白書的方法時...

“唔好咁心急” 我哋做錯數時...

“你哋真係太乖, 人哋俾除你就除”

“好啦, 考畢業試啦, 做多一條”

2004-05-21 (Fri)
“你唔好成日驚錯”

“你唔記得係正常架, 否則我隔多幾日再教過好似唔識咁架”

“用first principle嘅話, 你肯做都未必做到啦” d一些較複雜的expression時

“名係任你叫, 最緊要係明佢做乜”
我們叫chain rule, 何佬叫function of function時

“唔係話唔要個1, 係因為 d(1)/dx = 0”

2004-05-24 (Mon)
“太長, 大家都劫, 冇意思”有同學建議延長補課時間到下午”

“We are not very far from the end”

“Instead of wasting time on writing y in terms of x ” turn $1/y^2$ in to y^{-2}
“其實你開始d嘅時候保證大家嘅符號一樣就得啦”

“你一上手就易好多啦, no need to rush”

“唉, 你話我聽你點拆開個x同y啦” 指d唔到x sin(xy)+...
“用你認為合理的方法做”

“佢呢題做到你啱啱學完有得用架”

“睇住, 如果先生到即刻出聲” 何佬教書教到overtime時

2004-05-25 (Tue)
“因為乘數易過除數, 所以start by get rid of the denominators”

“鍾意嗰個抽嗰個咁點搞呀？” 有同學問可不可以用另一個次序抽terms來d

2004-05-26 (Wed)
“你打開邊本書都係由limit學起”

“你識咗代數, Trigo個6條, 唔學都跟得上”

“Physics都學過啦, distance-time graph”開始教2nd derivative
“通常佢唔用constant, 用uniform velocity”
“我放粒波子係度, 隔一秒佢係咪越衝越快”

“佢哋發覺其實d兩次都係有意思架”
“暫時係冇乜用架, 將來application(先有用)”

“如果你哋第一步錯咗, 再俾心機做都係晒時間架”

“嘅然兩邊相等, 咁我做相同嘅嘢都係一樣架”
(Differentiating both sides with respect to x)

“淺個啲梗係用嗰個(直接d)啦, 冇人咁笨”

“The curve is actually this one” 表演徒手畫圓絕技

“Second derivatives係完全冇意思架”

“你d幾多次都係咁做架”

“Do not substitute this one as the second line, 所有啲slope都細咗三倍啦”

“俾心機啲, 得一條咋, 成個集題得一條咋” (parameter)

“如果係為會考而讀書嘅, 可以寫out C, 你哋最鍾意架啦”講緊 point of inflexion

“知識係冇syllabus, 只有識同唔識”

“解咗你想做多次都冇架, 每樣question得兩條”

“搵到個t, 係咪定死晒所有嘢”

“你平時係咪要照顧x同y, 用咗parameter, once you find t, everything is fixed.”

Application of Differentiation

“我想搵個同學讀個答案出來”

“But the harder case is always we are going to deal with”
“When x = -1(given data), you have to find y on your own”
“So far, all the points we are learning on the curve”

“When the point is outside, how to deal with that？”

“唔係冇tangent, 係計唔到”指個point係個graph裡面

“嗰度唔計落去, 因為啲數目唔靚” 何佬上堂臨時想出來的example

“咁有同學會問, 如果唔係quadratic呢？”
“This is an interesting problem”
“叫做如果萬一唔係quadratic嘅話, 暫時頂住檔可以搞掂”

“(個point)走咗出嚟, 冇用架”

“總之佢唔係高過兩次, 一定得”method y = mx + c

“P.178 Example(6) Very difficult because it uses a poor method”
Additional Mathematics Volume 2 P.178 Q6:

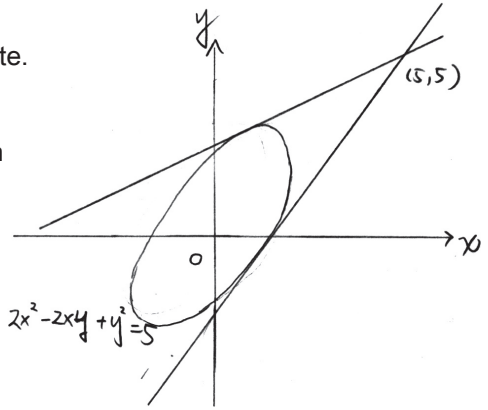
The figure shows the curve $2x^2 - 2xy + y^2 = 5$. Two tangents are drawn from an external point(5,5) to the curve. Find

(a) the equations of the two tangents

(b) the acute angle between the two tangents correct to the nearest minute.

The example first finds the point of contact, and then the slope and then the acute angle. [Diagram XVIII]

Diagram XVIII



“連point of contact都唔駛計, 即刻知埋”指用另一個方法
“But always remember, this is a powerful method”
“跟住問乜都答晒啦”
“唔好因為佢細代數而唔用”
“最緊要列第二條式”

Curve Sketching

“唔係因為微積分唔用得代數”

“向緊東, 突然間變西, 中間都要停一停”

“你econ個graph, 要賺錢望maximum, 要lowest cost望minimun”

“所以我由頭做一次真正嘅curve sketching要做嘅嘢”

“識都做, 如果唔識更加要做”

“記住A.Maths係要準確答案架”
“不過你畫嘅時候嚟咗計數機佢都唔知啦”
“如果你覺得煩, 就無謂強你所難”
“要寫呀, 會考逐分俾”

“佢+++都咗0, 諗過都係正好” 指point of inflexion, i.e. x = 0 in curve $y = x^3$

“做兩三條就已經學到全課嘅嘢啦, 學咗70%”

“錯係好正常架, 肯錯先學識, 否則你唔好讀理科”

“所以都唔係咁易, 證明你肯計, 你計就有問題, 唔計就冇問題”

“好啦第二步啦, 問題就嚟啦”

“所有嘢自乘都係正, 除咗零”

2004-05-27 (Thu) 9th A.Maths, 何佬代R.S.堂
“要識架(stationary point), 因為泛泛都通用”

“微積分個 (relative) maximum 唔係 maximum 呀”
“呢度幫你唔到架”
“即係origin個俾咗你都冇用”

“如果你覺得難, 當呢個[f(x)]係s-t graph, 呢個[f’(x)]係v-t graph”

“呢個唔係好斜, 慢慢冇咁斜, 到咗零” second derivative test
“所以呢個方法有啲缺憾架” If f ’’(x)=0, 無得計
“所以唔係正, 唔係負呢, 可能就係呢個問題”

“唔係話你學咗就一定有用”

“你見到, 唔想做, skip咗佢” 指計x-intercept

“個minimum呢？喔都係正數嚟架”

2004-05-28 (Fri)
“睇都睇到啦, 1一定係答案”
“There are 4 cases waiting for you”

“即係有用先用”

2004-06-03 (Thu)
“睇咗先講” 指看了問題先說易或難

“仲有Trigo等我哋學架”
“所以你學咗冇人規定你要用架”

“呀！係呀嗰條 d^2y/dx^2 八成人都錯” 講返 A.Maths Test
“幾乎改落都唔駛睇啦”

“你嚟計數機, 嚟咗佢(marker)都唔知架啦”
“冇max. min. 最多扣你一兩分”

“根本你唔駛睇都知幅圖係有上冇落” 因為 $dy/dx > 0$

“畢業要睇你自己架啦...”

2004-06-04 (Fri)
“209頁腳個兩個notes, 小心睇”
Additional Mathematics Volume 2 P.209, note:

(i) Though the expression $4(x^3 - 26x^2 + 160x)$ can be evaluated for all values of x, the physical situation imposes a restriction of x, the physical situation imposes a restriction on x, which is $0< x < 10$. Thus V, as a function of x, is defined for $0 < x < 10$ such that $dV/dx = 0$.

(ii) At a glance, the value at x=4 seems only a relative maximum, what we need to find is the greatest value of V for $0<x<10$. But since $dV/dx > 0$ for $0 < x < 4$ and $dV/dx < 0$ for $4 < x < 10$, the relative maximum will also be the

greatest value for 0 < x < 10. In general, if there is only one relative extremum in the range under consideration, it is also the greatest or the least value we require in that range.

“先搵一條淺嘅試下先”

“專心, 心無二用”

“咪做到就話min.”
指要用2nd derivative test或slightly greater, slightly smaller去find max., min.
“物理成日都討論呢啲啦”

“往年你呢個時候已經考緊架啦” 指Final Exam

“But if you like, you can do it like that, of course”
“Strictly speaking, you must check (max and min point) of course, 如果唔係就少啲分啫”

“For the moment you can’t do this one”
“Do not think you have learned a powerful method”
“所以你跟足佢做係做唔到架”
“所以你唔好咁聽本書話”

2004-06-07 (Mon)
“條條一樣架, 記住”

“呢度就要識6條啦”指Trigo Differentiation
“基本上你唔記都得, 不過做返出嚟係晒時間架”

“You should always raise question”
“睇下點證呢個, This is the first and the most important”
“Are you saying it is the same story” Prove d(sinθ)/dθ時
“和加差除二得大數”

2004-06-07 (Mon) After school 補課
“今晚返去自己做一次first principle”指d(cosθ)/dθ
“書係有, 你做一次就識”
“用咩方法都得, 不過梗係唔好用First Principle啦”
“簡化個啲留番第日做”

“你係計到你睇戲嘅坐位離銀幕幾遠先最舒服呀”

“呢度好多條數都係搵嚟做架”

2004-06-09 (Wed)
“唔識做唔好俾人知, 寫係草稿紙上”

“溫一溫General Solution”
“呢啲一定要識架, 跟足會考, 所以唔可以話深”

2004-06-11 (Fri)
“你唔做就冇得做啦” 得番3條curve sketching
“好啦, 我幫你開頭個部分先啦”

2004-06-28 (Mon)
“(考完Final Exam)This is not yet the end”
“你就算預備放棄A.Maths, Maths 都係要co-geom架”

“你又開又熄(冷氣機)會燒架”

“你睇下砌得啲數幾靚?”

“好啦, 正式開工啦”

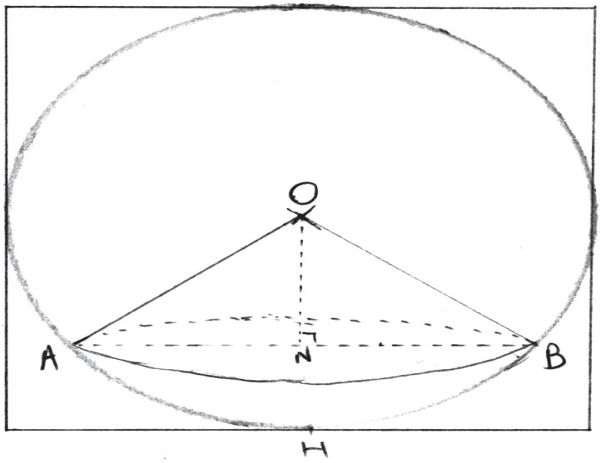
2004-07-05 (Mon)
“So you finally find some application here”指velocity, acceleration
“留心個方向, 逢係做呢啲”
“要識integration, 呢啲遲啲先啦” 當E同學問怎樣用velocity計番distance時

“做一條有趣啲啦, 得三條咋”
“呢題係未教, 睇下你哋有冇能力自己變通”

“幾千年前阿基米德已經證咗啦”指 $s = 4\pi r^2$
“所以留得名嘅都有佢嘅原因”

“你唔信自己買個西瓜切一次” Prove volume of sphere = $4/3\ \pi\ r^3$
“因為個嚴格證明要積分先得”
“好似哋球咁, 嚴格講, 冇平地架, 一直都係彎架”
“係1976年, 係奧運郊區掘到一個墓, 就有呢個標誌”

2004-07-06 (Tue)
“Even you use your integration, you always need time to find the volume.”
“But how to get the volume?”
“阿基米德搵晒架啦, 幾千年前嘅事”
“所以唔好話你識咗微積分就識咗好多嘢”
“兜嘅面積等於介指嘅面積”
Find volume of OAHB [Diagram VI]



介指 = ANB Diagram VI

“嗱, 行夜街, 睇下個影點郁啦”
Additional Mathematics Volume 2 P.225 C.P. II:
A man, 1.7m tall, is walking at the rate of 0.6ms^{-1} towards a street lamp 3.2m tall, to meet his friend.
(a) At what rate is the length of his shadows decreasing?
(b) How fast is the tip of his shadow moving?

“又要抄低暑期作業啦”
“希望可以係星期五前俾到暑期作業啦”

2004-07-07 (Wed)
“如果你similar triangle都搞唔掂嘅, 最容易嘅方法係用trigo幫你”

“好啦, 最後做埋呢條就算啦”
“三條都識就畢業啦”
“得啦, 完啦完啦, 唔駛嘈”

2004-07-09 (Fri) Last A.Maths lesson before summer holiday
“The idea is, the $\triangle x$ is very small” (Small Increments)

“如果冇問題就識多個名啦” dy = differential of y = f’(x)$\triangle x$

“講定先, 如果下堂冇嘢做嘅話, 做咗呢幾條先”

“佢今次即係倒返轉嚟睇”
“In calculus, you will be using radian”

“呢個中五重要架, 你做完實驗要搵error percentage” 教estimation of errors
“譬如你嘅間尺係1cm一格嘅, 咁誤差梗係大啦”
“嚴格講, 你error都係有誤差”

“公仔都係度, 你望下” 講α到Ω時

“佢係希臘人, 冇英文名嘅”當E同學問何佬阿基米德的英文名時

“以前蕭芳芳裝嘅都係呢個”指Ω助聽器

“噢, 啱啱好啦, 可以教晒” 打鐘時...

“不過暑假玩還玩, 記住要溫返啲compound angle同微分”

“如果認真唔識, 可以嚟問我”

2004-07-08 (Thu) End of Term Assembly Concert
“表演一定要聽, 禮貌啊嘛, 出席音樂會”

“人哋表演就一定唔出得聲, 要記住, 呢個係最基本嘅”

“有人台上表演緊, 就唔好講嘢”

Form 4 Mid-year Examination

2004-01-15 (Thu)
“你攞一個A定兩個A丫? 2x就是2x!”
對A. Maths卷, 有關quadratic equations

2004-01-20 (Tue)
“講個信字嘅!”
問及check分紙須不須要答名時, 何佬即作以上回答.

2004-02-01 (Mon)
“但係你唔識都好過交白卷”

Form 5 Mock Examination

2005-04-07 (Thu)
"好啦, 講埋Maths條立體先啦"

"你寫幾個已經搵到個規律"

"質數人都未搵到架" 指質數規律

"Your A.Maths also needs this one"
St. Paul's College Form 5 Mathematics Mock examination (04-05)Q(17):

(a)Diagram (XXII) shows a rectangular cardboard ABCD. AD = 5 cm and AB = 12 cm. AE is perpendicular to DB. Find the lengthof EC, correct to the nearest 0.01 cm.

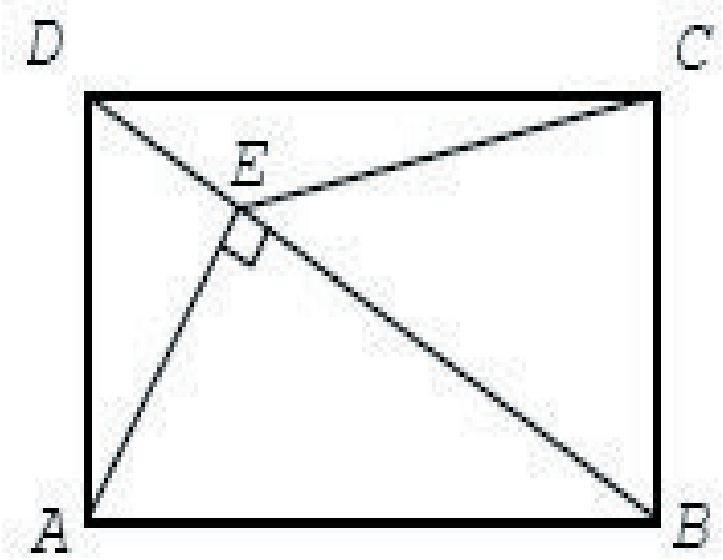


diagram XXII

(b) The triangular part ABD is folded up along BD until plane ADB is perpendicular to plane DBC (as shown in Diagram XXIII). Find ∠ABC, correct to the nearest 0.1°.

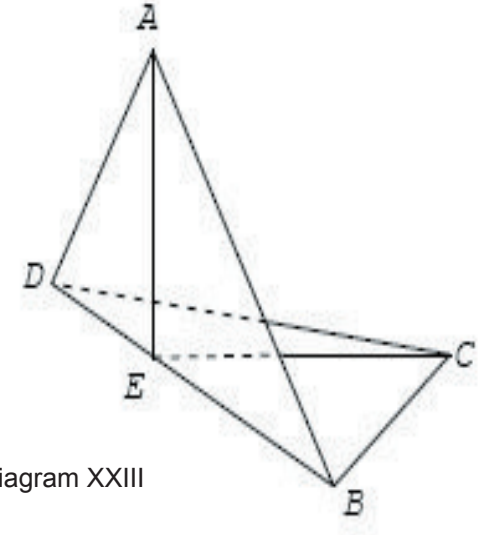


Diagram XXIII

(c) The triangular part ABD is folded further along BD until the vertex A comes to the position A'(as shown in Diagram XXIV) such that A' is vertically above DC. Find the angle between the planes CDB and DA'B, correct to the nearest 0.1°.

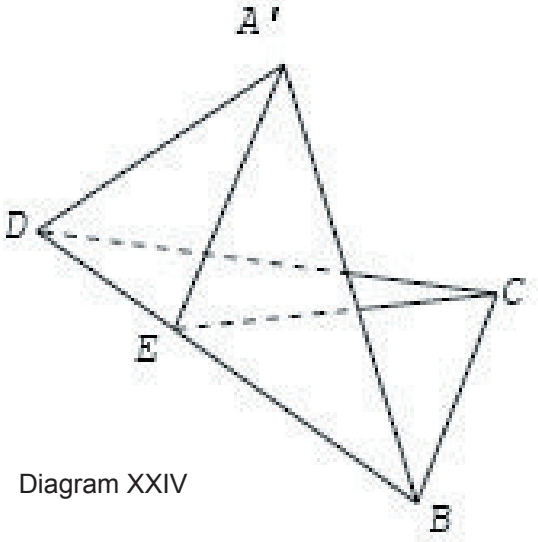


Diagram XXIV

"記得四捨五入"

Integration

2004-10-13 (Wed)
"We have spent enough time for circle, so we learn something new"
"一跳跳咗60頁(A.Maths – Conics Section), 因為個政府已經改咗334"

"呢課係叫你做返轉頭"
"你係Chem都係啦, 如果你整咗Sulphur dioxide, 要分返開Sulphur同Oxygen, 咁點?"

"既然你啲同學仲識differentiation, 我整難啲先"

2004-10-14 (Thu)
"I think you need that in your Biology class" ($\int 1/x = \ln x + C$)
"So we are learning very little in school cert."

"你要嚴格證明, 永遠都由differentiation開始"

"Integrate 1, do not make it to zero"

"Integration你隨手寫得出, 無得做架"

"They always give you the hint, 所以都唔係考試嚟架"

"Double angle幾時有用呢? 就係降低power"

2004-10-25 (Mon)
"Even if you have forgotten everything, your double angle formula is important"

"Do not forget the C"
"你唔駛寫兩次C架"
"Do not write so many Cs there"

"Don't forget the dx!!"

"你可以去到鯉魚門都可以返屋企呀" 意指用任何方法去計數都會得到同一答案

2004-10-26 (Tue)
"你學一條公式最緊要知個條件"

"So reversing the process is more difficult"
"即係宜家俾咗compound你, 要搵返啲element係難啲"

2004-10-27 (Wed)
"Always find the moment when v = 0"
"不過會考就唔會出啦, 你考試嗰啲"

"唉, 攞A唔駛題題做丫嘛"

2004-10-28 (Thu)
"水深永遠由底度上去"

"會考記得寫名數呀"

"有啲同學計個Volume係啲時間"

"佢由正變負, 係咪曾經係要零先可以"
"即係等如龜兔賽跑, 一個唔郁, 另一個慢慢爬實追到架"

"我聽日或者再用兩個辦法解一次"

2004-11-02 (Tue)
"最後機會架啦, 冇得返轉頭架啦"

"佢如果唔考double angle, 個個都識, 即係唔駛出架"

"你越遲錯越好"

"有啲人調轉咗個正, 全部正晒, 都唔知點解" Trigo Integration

"十二呀! 唉, 你個個都寫六架"

$$\int (3\sin\frac{t}{2} - 2\cos\frac{t}{2})^2 \, dt = \int 9\sin^2\frac{t}{2} - 12\sin\frac{t}{2}\cos\frac{t}{2} + 4\cos^2\frac{t}{2} \, dt$$

指中間sin*t*/2 cos*t*/2的coefficient -12，好多人都寫 -6

"You have to use chain rule!"
"有啲同學唔記得咗抄一個, d一個" Product Rule

2004-11-03 (Wed)
"Do not use the same symbol for different things in the same equation"

"If you do it like that, you can read out the answer"

"趁轉堂, 睇下你哋搞唔搞得掂"
"有時你想乘都無得乘架"

2004-11-04 (Thu)
“乜都唔駛記, 你見到一樣寫一樣”

“(Integration)唔係話你寫到就做到架”

“So everything is under control now”
意指用了integration by substitution後, 全部term都變了可直接integrate的term

“呢啲淺嘅呢就用書個方法做”

“你唔好苛求用心算, 做多一兩行唔代表你唔識”

“你得一個辦法走出嚟嘅啫, try to get rid of the denominator”

“dx and d(x+1) are the same”

2004-11-05 (Fri)
“For sine cosine, there are only two formulae”

“見到單就應該高興啦” $\int \sin^3 x\, dx$

2004-11-08 (Mon)
“放假冇溫到嘅就頂住先”

“已經唔記得晒嘅, 望住呢四條就得架啦” (Trigo - Product to sum formulae)
“慣咗一唔識就望住嚟砌”

2004-11-09 (Tue)
“除非你唔讀中六啦, 如果唔係終於都要識(Integration)架”

“當然啦, 學得好嘅同學心算一行做完啦”

“最緊要你識揀邊個咗u” 指Integartion by substitution

“永遠都認住個單嘅, always look at the one in odd (in integrating $\sin^m x \cos^n x$)”

“嗱, 我隨手寫題, 睇下你哋搞唔搞得掂”

2004-11-10 (Wed)
“You can get your answer, after you learn your natural log” $\int \tan x\, dx$
“唔係雙嘅呢, 就梗係單架啦”

“記住最簡單嘅都係冇得做架”
“淨得tangent, 唔駛做都得架啦”

“呢啲就個個都搞唔掂架啦”

“人哋得一個開方, 你變咗兩個開方”

“cosθ 一 d 就要加個負號”
“係咪好似約得咁架” $(\sin\theta)^{-1}\sin\theta$

2004-11-11 (Thu)
“逢嘢還原返係難啲架”
“你唔信, 將糖還原庶糖係難啲架”

“好似除tangent咁, 好似” 指$(\tan\theta)^{-1}$

“But don’t think this is the only way”
“你咪以為任何嘢都係用呢個方法, let佢做u會快啲架, 不過當然唔係呢個集題啦”

“你要學下自己解決難題”

“Completing square, 都唔駛諗架啦”
“Completing square is always a powerful method when you meet quadratic”

“先暫停一陣, 睇下你學咗啲咩嘢先”
“好少嘢架咋, 其實成課”

“Some people say, can we get a particular formula of this”
“我先教你點樣去作個function出嚟” Reduction Formula

“阿sir, 佢點解會無中生有出嚟架?” B同學
“你揸住冇Integral個啲d咗就得啦”
“所以佢唔係話無中生有, 抄其他書架”

“第時寫書, 賺多啲錢嘛”

2004-11-17 (Wed)
“係好長, 但係好過冇得做” Expand the function and integrate

“會考一定唔會架, 佢幫晒你架”

“邊個做都係咁做啫”

“Some idea, you will learn that in Form 6”

“告別之前, 睇下會考嘅問題”

“所以呢科唔駛驚架”
“呢啲答幾行就已經6,7分”
“你答兩條題目, 就已經多過一條大題目” $\int \sqrt{9-x^2}\,d\ x$
“So, this is the standard”

2004-11-18 (Thu)
“We try to use what Archimedes found” Volume of sphere
“At the end, I hope you can find the formula (Volume of Sphere) on your own”

“Alright, I think you better listen now”
“記唔記得小學嘅方法, 上底加下底乘高除二”
Find area bounded by straight line and x-axis
“所以記住, 遇到啲咁淺嘅唔好用積分做”
“依家就算你條邊係曲線都照做”

2004-11-19 (Fri)
“你睇下, 我哋其實係冇學過任何新嘢”

“今日嗰個(Proof)接唔接受到?”

“If you get any negative number, do not surprise of it”
“所以你計到負數同零, 唔出奇”

“你唔做都知架” after proving $\int_b^a f(x)d\ x$ = F(a) – F(b),

we need to prove $\int_a^b f(x)d\ x$ =F(b) – F(a)

“呢個唔駛證都明啦” $\int kf(x)dx = k\int f(x)dx$

“呢個唔講都識架啦” $\int f(x)\pm g(x)dx = \int f(x)dx \pm \int g(x)dx$

“駛唔駛證一次?” $\int_a^b f(x)d\ x = \int_a^c f(x)d\ x + \int_c^b f(x)d\ x$

“有啲同學覺得好似多餘咁架”

“Think about this one” $\int_a^a f(x)d\ x = 0$

“點解轉得個variable架呢?” $\int f(x)dx = \int f(u)du$
“They call it dummy variable”
“查下字典 dummy點解”

2004-11-22 (Mon)
“Turn it into what you called standard formula”

“你呢度錯, 成世都錯架”
“搞唔掂就用half-angle”

“你有啲同學要抽就抽晒出嚟, 咁唔駛integration啦”

“有啲同學呢, 話佢錯又唔得, 話佢啱又唔係”

“寫arc secant, 原意唔係咁”

2004-11-23 (二)
“呢度最好就係看圖講故事”

“你咪照執藥咁執落去”
“到咗中六, 大家方便啲啦”

“考試題目, 梗係用A part做啦”

“幾乎可以講, 包掂” 指Formula tanx = sinx/cosx

“佢唔學substitution我都唔知佢點做呢條”

“Do not touch this definite integral”

“如果跟據會考, 就已經學晒架啦”

“掟石仔都係quadratic架”

“好啦, 靜靜地做”

2004-11-24 (Wed)
“If you read syllabus, what you learn now is out”

“佢話唔用substitution, 但係有三條式要記”

“But if you can, of course congratulation”

“Just go through the past paper, you can do them”

“好啦, suppose not to learn it”

“你要用radian架” 指definite integral裡, 帶有sine, cosine, tangent的integration

2004-11-25 (Thu)
“If you follow the book, it is quite alright”
“But if you use indefinite integral, save a lot of trouble”

“又試無端端除返個1 (= $\cos^2 x + \sin^2 x$)上去, 搞掂”
“I have changed nothing”

“留返一個俾你自己derive啦”

“Can all of you fill in the two blanks now?”
“快啲, 快啲”

“考試唔會出呢條, part A梗係幫咗你架”
“你如果一行過就真係麻煩啲”

2004-11-26 (Fri)
“做埋呢兩條就要學一個好重要嘅方法啦”
“跟住嗰個非常有用, 到你中六時”
“你如果中六讀數就一定要學呢個theorem”

“你唔計都知佢哋係等(equal)架”
“你太過抽象呢, 你死背係冇分架”
“你如果憑圖睇, 你唔識計都知佢哋係一樣”
“你唔睇一定諗唔到, 你如果諗到好犀利”

“依家唔駛考架, 不過學定啦”
“以前考架, 大題目都出過”

“珍惜呢條呀, 成個集題都係得兩條”
AdditionalMathematics Volume3 P.186 Q(13): Using the substitution x = π - y,

show that $\int_0^{\pi} x\sin x\,dx = \frac{\pi}{2}\int_0^{\pi} \sin x\,dx$. Hence evaluate $\int_0^{\pi} x\sin x\,dx$

2004-11-29 (Mon)
“你都未有耐出世”
“所以你宜家合格有餘架”

“只要你勤力, 一定掂架呢科”

“有啲同學唔記得條公式, 咪咁囉” $\sin 3\theta = \sin(\theta + 2\theta)$
“Look, 都唔係太難者”
“唔駛太過迷信啲咁嘅嘢架” 指 $\sin 3\theta = 3\sin\theta - 4\sin^3\theta$

“佢話hence, 你諗到個絕妙方法都唔得架”

“做咁耐就係想你做b part嘅即其實”

“你見到有個a字都應該知道有b part”

2004-11-30 (Tue)
“唔好打開本書照抄, 自己prove咗先”
“你做咗先啦, 自古成功在嘗試” 何佬→J同學

“好巧妙呀”
“俾心機, 如果唔係第時中六好難”

“仲有一個方法架, 叫Integration by parts”

2004-12-01 (Wed)
“表面上好似冇做到, 其實已經做完啦”

“你可以睇到以前出嘅係好深架”

“你真唔係幾明呢, 就搵啲實例嚟睇”

“跟得到得架啦, 你知道基本係夠架啦”

“We have enough of this I think”

“We are not far from the end”

“Area, volume, then vector, you finish everything”

Linear Programming

2004-11-30 (Tue)
“It is a section called Linear Programming. 中文名係線性規劃”

“Actually it started in the Second World War.”
“But in daily life, you get so many things variable. This makes the chapter so senseless.”
“Look for the word (Matrix), they use simplex method to solve it”
“They try to exclude all the interesting things out.”
“I hope at the end, you can solve simple problems like that”
“We are learning very little about this.”

“穩陣啲畫三點” (Straight Line)

“好啦, 去攞100分都冇問題”

“你連圖都唔識畫, 永遠無法搵答案”

“咪過呢個都畫錯, 好多人打橫打掂都搞唔掂”

2004-12-01 (Wed)
“阿sir, 可唔可以d咗佢呀?” S同學, Solve $(x + 2)(y – 5) \geq 0$

“用你諗到嘅方法做, 你肯錯先識架”

“聽日最好帶把長間尺, 刨尖啲鉛筆”

2004-12-06 (Mon)
“Dotted line meaning that it is not equal to”

“會考條條都畫到線架”

“逐點代落去, 終會計到個答案”
“So in theory, all the answers are in this”

“先估咗個圖先, I give you a little condition. Before you draw the diagram, you have to guess, guess the shape first”

“Name the line, 會考有時湊夠一條俾分架”

“Better bring some long ruler and sharp pencil”

2004-12-07 (Tue)
“琴日都係冇解架, 所以係今日先教”
“By Physics, the resultant will be this”

2004-12-08 (Wed)
“話明係Linear Programming, 線性, 一定得直線”

2004-12-10 (Fri)
“嗰氣啲講, 唔好心算”

“唔好串錯integers, 好多人串 intergers”

“呢題會考未必俾分架, 佢湊夠分, 為考試而活著啲同學…”
指 Condition: x, y are non-negative integers

“你過咗佢誤差範圍係白做架”

“好抵架, 如果出到嘅話”

2004-12-13 (Mon)
“本來一條好簡單嘅數”
“如果俾得太易, 你哋冇興趣架”
“畫線係人都識啦”

“你唔可以買半筒菲林, 你食嘢就可以切嚟食” 講緊answer可唔可以係integer

“考試唔明一句, 當冇呢條題目, 唔肯定就揀過另一條”

“呢度有啲同學覺得個圖好古怪架”
“嘩, 個graph唔夠位畫” J同學
“菲林好細, 個山咁大都係照影”
“You have to use a sufficient scale”

“What happens if it is not an integer?”
“點計呀?” J同學
“Solve the equation!”

2004-12-14 (Tue)
“甲部唔會咁煩架”
“呢題因為冇graph paper俾你, 你要代點做架”

“無論佢講乜, 佢講一句, 你譯一句”

“認真啲做(Maths Homework)”

2004-12-15 (Wed)
"你就算乜都唔識, 代呢兩點"

2005-01-03 (Mon)
"Before you were born, 睇下廿幾年前嘅會考題目啦"

"You get one mark each. 你見一行寫一行"
"乜都唔識都已經攞咗5分"

"食嘢唔駛砌夠幾多gram先食架"

"你攞二百分好定係四分好?" A = 200x + 50y ≠ 4x + y

"食嘢冇整數食"

"會考個年出咗朱古力"

Locus

2004-03-09(Fri)
"You must understand for science subject"

"Always look for a better method"

2004-03-23 (Tue)
教緊Point of Division時...
"Have a diagram in your mind all the time"

教Area of Triangle
"Use the formula when it is necessary"

2004-04-02 (Thu) 補課
Parallel lines
"The whole idea is just the same"

Prove $\tan 90^{o} = \infty$
"Just one minute and we finish the proof"

2004-04-16 (Fri)
"唔記得時才是學習啲時候"
"You make a guess first"
"如果你係都要背公式, 以為自己好勁嘅" 指記2 point form就掂...

2004-04-19 (Mon)
當何佬在黑板計數時...
Additional Mathematics Volume 2 P.60 Q(8):
Find the equations of two lines through (0,1), each making an angle θ with the line y = 4x, where tanθ = 1/3
"m equals to 幾多呀？嘩! 好大喎！m equals to -13 即係(黑板的graph)畫得唔好啦..."

"So u need not commit everything to memory."

2004-04-20 (Tue)
"我冇話過一樣, 我都冇話過唔係一樣"
指我們去用兩個方法去計distance from a point to a straight line

Additional Mathematics Volume 2 P.63 Rule 1:
To convert the equation of the line Ax+By+C=0 to the normal form is to ex-

press it as $\frac{A\ x+B\ y+C}{\pm\sqrt{A^2+B^2}}=0$. The sign "±" is determined as follows
(i)If C≠0, the sign is opposite to that of C.
(ii) If C=0, the sign is the same as that of B.

"要小心啲符號, 係要計邊條就計邊條"

2004-04-27 (Tue)
"好似呢一班, 個個都係4F啦" 講緊meaning of family

"你唔鍾意嗰個將佢痴埋0就得啦"

"我教過好多方法, 不過你有自己嘅方法就更好"

"代數嘅好處就是乜都唔駛識"

2004-04-29 (Thu)
"做多一兩題就個個都唔想做啦, 題題一樣"

2004-05-03 (Mon)
"任何方法做到嘅都是好方法"

2004-05-05 (Wed)
"依家成條數考你有沒有本事整走個s,t 啫 "

Mathematical Induction

2004-02-13(Fri)
“第一次我見到佢係度傾計, 第二次又係, 第三次又係, 咁 by Induction, 佢成日都係度傾緊計勒!”
分析deduction和induction的分別時的話

2004-02-19(Thu)
“嘅然你驚括號嘅, 不如朝三暮四, why not change the order?”
成語”朝三暮四”最原始的用法…居然俾何佬在MI裡用到了.

2004-03-01(Mon)
“如果你未做好, 一定有D問題”
從一個層面看, 這句很白痴…從另一個層面看, 這句令人啼笑皆非.

Method of Bisection

2005-01-04 (Tue)
“This one(Casio 50F) is very dangerous to use”
“50F will never tell you what you key in”

“So we will learn the straight forward method first”

“佢唔係計架, 你以為佢真係咁聰明咩?”
指Casio 3650P的Integration(Definite)出點數

2005-01-05 (Wed)
“成課就學個咁嘅方法”

2005-01-06 (Thu)
註: 舊機→Casio 50F, 3800, 3900, 3600; 新機→Casio 3650P, 3950P

“你唔注意個E(Error)會出嚟” 指enter program時不小心
“你索性洗咗佢, 重頭入過都冇咁嬲”

“你開頭試, 冇理由搵自己煩, 入分數(Fraction)掛”
“新機個啲好易, 我一句即刻搞掂”

“人點寫, 你點入就搞掂啦”
“你要叫返佢條式先得架”

“Very troublesome, compare with the old one”

2005-01-10 (Mon)
“講你唔會有印象, 你要錯過先知架”

“最後一屆考呢個啦, (以後的會考生)都唔知學乜?” 指Method of bisection

2005-01-11 (Tue)
“Do not forget this, 你寫錯一個即罰你由頭再做過”

“你唔好一行寫, 人哋叫你show”

“攞A唔駛一百分架, 所以98分唔駛驚”

Polynomial

2004-03-11 (Thu)
“有啲人鍾意由低做起, 一啲人由高做起, 其實無分別架, They’re exactly the same!”
其實是指長乘法…當然又是含有哲學性質啦.

2004-03-15 (Mon)
“所以話做數唔好太聽話…淨係聽我呢句, 唔好咁聽話得唔得?”
這句出爐後何佬頻頻應用, 意指做數不能墨守成規.

2004-03-16 (Tue)
“What do you mean by sentences? “Oh!”, “Ya!” These are not sentences”
何佬教英文, 死未

2004-03-17 (Wed)
“唔好咁快, 慢啲嚟…但如果可以, 快啲”
又一搞事名句…

2004-03-19 (Fri)
“人人都同一個人比較自然分高下”
其實是解釋similar triangles 而已...

2004-03-22 (Mon)
“想成績好，又不花時間嘅辦法”
指Remainder theorem

“即係你想成績好, 又唔想啲咁多時間讀書, 呢啲係係人都想嘅嘢”
這個真是一語道破所有學生啲心聲...
“記住成課就係想幫你懶架”
基本上是緊接上一句的, 是指polynomial那一課是前人想出來簡化長式的..

2004-03-25 (Thu)
“天上面好多星你未見過一樣存在架”
很具哲學性, 其實是指記太多公式無乜用.

2004-04-19 (Mon)
“唔係話規定一定要咁做架…”
指Factorize $9x^3 - 27x^2 - 4x + 12$ 可以不用remainder theorem

2004-04-20 (Tue)
“倍數係有多冇少”指L.C.M.

“冇一間幼稚園係學除數先架……除咗分數”

“You must always look for a better method.

Probability

2005-01-12 (Wed)
“仲有兩課書架, 得四個幾禮拜”

“Of course some of you find it extremely difficult”
“It has nothing related to other braches of Mathematics”

“No need to use nCr, nPr”

“Do not say you will think about it later”

“If you still haven’t got the feeling, meaning that you still not understand”

2005-01-13 (Thu)
“先教咗Maths先, 因為你vector你識幾行就掂”

“先搞掂啲毫子先”

“Even if you want to list, it would become very difficult”

“7 Coins are tossed, find P(3H4T)”
“If you still remember your Pascal Triangle”

“Once you learn this, coins will never be a problem”

“This is the article” 「A」 die is thrown twice…..

“你做得幾有心機都會數錯, 所以錯多幾個都冇所謂”

“會考唔理你幾好方法, 只要答案啱”

“有人其餘A晒, 就係揀咗probability, Maths衰咗”

“No complicated calculation, practically”

“呢個就係probability最蝦人的哋方”

2005-01-17 (Mon)
“If you can think in the right direction, you can easily read out the answer”

“唉, 你哋十優, 今次講三優好啦”
A probability question related to 3As

2005-01-19 (Wed)
“Do not say no answer. In probability, if it is impossible, it is zero”

“The calculation part is easy. 佢志在考你識唔識, 唔係計架”

2005-01-24 (Mon)
“如果擺多三個藍色(ball)你分到天黑架”
題目已有三個顏色的ball, 但同學都已經搞唔掂

2005-01-26 (Wed)
“總之教乜你問乜啦”

“如果對問題有懷疑千祈唔好揀呀”

“Probability一錯成題錯”

“一有懷疑, 真係唔好答”

2005-01-31 (Mon)
“We have to rush on your statistics”

“阿sir, 分情形易啲嘛?” J同學
“你講個頭腦呀?”

Ratio, Proportion and Variation

2004-04-27 (Tue)
“你哋計mole concept時都要知hydrogen sulphide，hydrogen同sulphur的比例”

“7x3等於3x7…..this is obvious” 指 15cm 等於 0.15m 同 0.8km 等於 800m

2004-04-28 (Wed)
“做比例永遠都同一個人比較”

“你淨識加，只要做多一步就變成減啦”指let a = -a同b = -b就得

2004-04-30 (Thu)
“你其實已經學咗最寶貴啲方法啦”指K-method

2004-05-05 (Wed)
“你哋Chem都有啦，計個Molarity”

2004-05-07 (Fri)
“咁好啦，你而家係咪逐格填啦”
指inverse variation set完條equation，只要填返data上去

“呢個有實個價值”相機焦距

“constant times constant makes a new constant”

2004-05-10 (Mon)
“最緊要明，因為你唔知點解都可以做到架” 指variation的問題
“其實永遠都係新同舊比”

“You can now fill in the blanks and read out the answer now.”

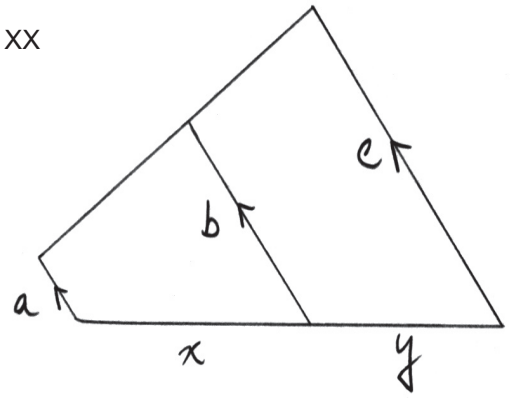
“就算你唔見jointly都係jointly

2004-05-17 (Mon)
“佢做出嚟嘅，梗係砌到靚先俾你啦”個條curve的問題。

“佢鐘意咁出，因為可以有好多問.”

“Most likely, of course there is a certain chance that the two trapeziums are similar.”
Mathematics Today Book 4B P.139 Q(3):
In the figure, if a:b:c=3:7:13, find x:y.[Diagram XX]

Diagram XX



2004-05-19 (Wed)
“一般嚟講，呢啲題目係有快方法架，不過呢條啱啱好冇，因為最後差個2”

“你兩條式，解三個未知數係冇可能架”
“知道比例係唔知個真正數值架”

“佢原意係考你比例架”
Mathematics Today Book 4B P.140 Q(20):
On a map, 2cm represents an actual distance of 75m.
(a)If a cm^2 on the map represents an actual area of bm^2, find the equation connecting a and b.
(b) Find the actual area of a piece of land that is represented on the map by a rectangle of area $180cm^2$

“So in this case you just simplify, be careful of the square”
“試一次用equation做啦”
“So can all of you look at it like that?”

“以前我哋係咪慣咗咁做，新同舊比較係最好架”
“襟一次機睇下出啲咩嘢？”

2004-05-20 (Thu)
“你睇下條題目，條條都係問咁多”

“見親個partly寫個“+”就得啦”

“4000個x梗係唔等於80個x” $P = 4000x - 50x^2 \neq 80x - x^2$

“好過合埋眼亂撞” 指計好過撞
“Using equation will save a lot of trouble”

Statistics

2005-02-03 (Thu)
"The difference between Grade A and Grade B is only a few marks"

"你如果點得著(炮仗)先買, 咁你都唔駛買啦" 講緊statistics的重要性時

"大部分人唔駛住院嘅都係呢個範圍" Blood pressure between 80 and 118
"Or end up in hospitals"

"唔係問你分數架" (class mark in statistics)

"或者人哋好努力讀書, 所以heart beat通常好低架"

"前一次周sir講3R(in Assembly), 呢度有3M (Mean, Mode, Median)"

"新年你會做咩呀?"
"讀書, 逗利是" 5F
"我係話新年之前你會去做咩呀?" 其實係想我們答買鞋
"如果你係老板呢, 你唔會對mean, median有興趣"

"So we continue on this one"
"(CE問題)梗係倒咗墨水蓋住先"

"Better ask your biology teacher, what is the normal heart beat, for your age group"

2005-02-17 (Thu)
"因為個計數機冇架" 指Mean deviation & Standard Score

2005-02-22 (Tue)
"Class mark以為全班幾多分呀"
"會考啲名數好值錢架, Physics更加"

"有啲人就好似聖保羅嘅計分一樣" weighted mean

2005-02-23 (Wed)
"十世都唔出架" Mean deviation
"你第日讀Econ都會有呢個字啦" Variance

"加減數對deviation冇影響架"
"等於測驗, 你哋個個都話加分"
每一個項加上同一個數對mean, mean deviation的影響

2005-02-24 (Thu)
"中六如果你揀Applied Maths嘅話都會有少少統計學嘅"

"個個抄晒啦?" Two ways of representing standard deviation:

$$s = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{\sum f_i}} = \sqrt{\frac{\sum x^2}{n} - \bar{x}^2}$$

"所以你哋好好彩啦, 個個都有機會"

"Mean deviation冇人用佢(HKEAA)都出過"

"…如此類推, 咁如果唔識推, 咁點做"

"聽埋呢個(Standard Score)先唔好聽呀"
"你當年一出, 好多人連呢個(Standard Score)都唔識'

"Actually, standard score is in terms of standard deviation"

2005-02-25 (Fri)
"b part你唔識計都一定唔會錯"

"試下嚟計數機, 呢題你一嚟就有著數"

2005-02-28 (Mon)
"好啦, 最後go through啦"

"你有計數機冇用啦"
Find the Standard Deviation for x-2, x-1, x+1, x+2

"如果係multiple choice千祈唔好放棄"

"維新九日, 何必功虧一簣呢? 快做"

"聽清楚啦, 唔好死牛一面頸呀!"

"You have to use your common sense, don't lose marks"

Trigonometric functions

2003-12-16 (Tue)
"People seldom use this, why? Because there's a more easier one."
介紹 tan(A-B) 時指畫圖比起計公式麻煩

2003-12-17 (Wed)
"所以一理通百理明啦"
Sine graph, Cosine graph的相似之處

2003-12-18 (Thu)
"聖保羅要求梗要高啲啦"
無指明是學生, 難道暗有所指?

2003-12-19 (Fri)
"你死梗架, 唔掂架"
指盲記公式無用

"Don't be scared"
Trigo教太急, 啲同學驚

2003-12-22 (Mon)
"其實呢啲嘢係好簡單架, 你睇下幅圖就知發生咩事"
解釋General Equation.

"無咩難處架, 根本就好簡單架"
不厭其煩地再講一遍

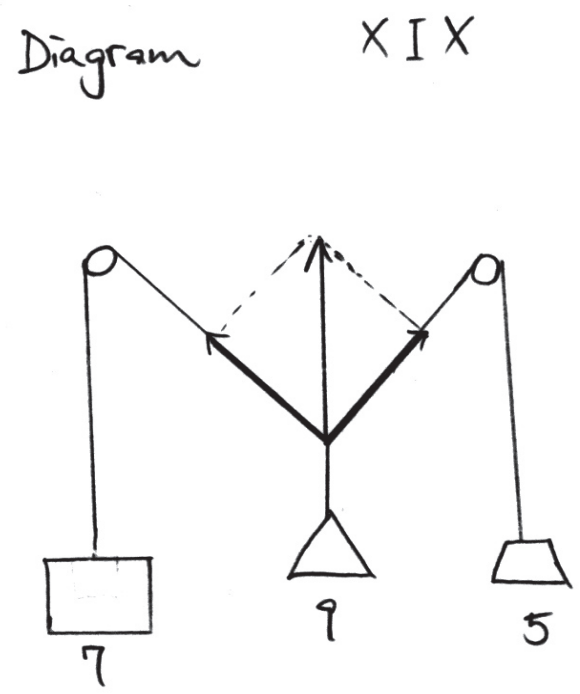
"而家淨係教你哋求生咋嘛"
指教得太快, 無必要背式

"革命尚未成功架"
形容學生仍未能完全理解

Vector

2005-01-10 (Mon)
"It is the last topic"
"You always get it in Section B"

"We will study geometry all over again"
(講Resultant) [Diagram XIX]



"佢唔郁, 係咪即係有個均勢係度"

"Next time, when you take a ferry, across the harbour, you can try this now"
"The resultant is fixed for you"

"They use the what you call triangle of forces"

2005-01-11 (Tue)
"幾何不外乎講角, 講線"

"Vector就冇比例架, 長度就有比例, 年年marker's report都係咁寫"

“如果相等, 可以證colinear” | a | + | b | = | a + b |
“即係捉棋, 俾人將軍抽車之後, 呢啲就係馬後炮啦”

“以後全靠呢個搵路行”

“有邊題想我解呀? 第一題都唔識? …好….”

2005-01-12 (Wed)
“30幾年前啲Maths課本” Vector Exercise

“最緊要可以望住讀答案先叫識架”

“Learn your vectors well”
“Every year you get the same thing, they just change the diagram”

“你呢課唔掂呢, 後面個啲啱時間架”

“由聖保羅出發, 去到巴士站再返屋企, 咪即係由聖保羅返屋企?”
解釋 BA + AC = BC 時

“所以話vector容易呢, 你行邊條路都得架”

2005-01-14 (Fri)
“通常都錯架” 指 | a | + | b | = | a + b |

“你未做過應該唔識, 不過變通一下應該可以”
“記住話明要用vector prove”

“呢啲係識同唔識咋喎, either or, only two ways!”

“你睇下vector證係幾容易?”
“你睇你聽幾分鐘已經可以考會考啦”

“你都唔由頭聽”

2005-01-17 (Mon)
“When you are asked to prove length, be very careful”

“係都將佢當成二零零幾年個條會考, 計角呀” 指同學掟飛機

“你睇, 呢個就係會考啦”

“以前啲人vector係救命架”

3 + 4 = p + q
“What can you say about p and q?”
“數目, 乜都得, 但係vector係定死架”
“如果平行就冇呢個特點架”
If a is not // b, and 3a + 4b = pa + qb, then p = 3, q = 4

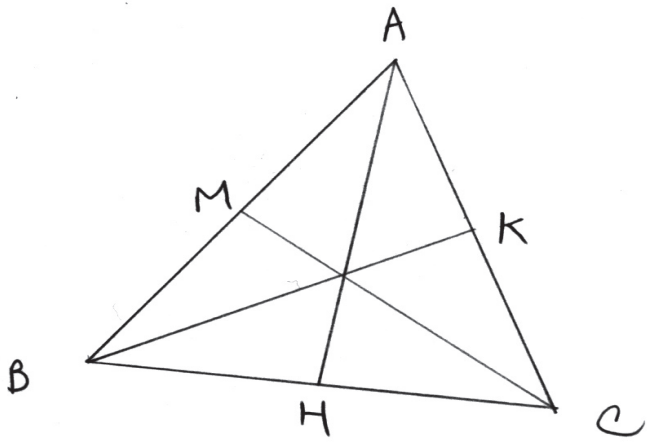
2005-01-18 (Tue)
“We are using vectors to discuss geometry”
“係咪熟口熟面呀?”
“(Vector)就係識得一條就打遍天下”

2005-01-19 (Wed)
“Express the vector using different methods, tomorrow I let you know the answer”

2005-01-20 (Thu)
“我專登乜都唔加, 睇下你哋有冇能力解決問題”
“第一行錯到落尾, 一分都冇架”
“呢個(Vector)係咪易過幾何好多呀?”

“我俾多條, 不過你用vector證先, 你就會睇到vector幾好用” [Diagram XXI]

Diagram XXI



Ceva's Theorem

$$\frac{BH}{CH} \times \frac{CK}{AK} \times \frac{AM}{BM} = 1$$

“Can you do it using geometry?”
“是但一個方法, 我冇要求高喎”

“數學, 你唔駛靠做多”

“俾條線? 我線都唔駛加喎, I can tell you the answer”
“I give you the geometry method first, 我唔係串人, 我留返個vector俾你返去諗”
“How to prove the triangle? 係咪用返小學嘅方法搞掂”
“還掂你做開, 教埋呢個, Ceva’s Theorem”

“頭先咪證咗囉! 哎也(高音)你….”
“They know the result already”

“呢個(Ceva’s Theorem)有乜用呀?” S同學
“七個字, 書到用時方恨少”
“But then, once you know, you can check the answer”

2005-01-21 (Fri)
“The next test should be on volume, very easy”
But in 5F, only half of the class is able to get 25% of the marks or above.

“有邊個唔識做呀, 用vector?”

“And then you have the Chinese New Year waiting for you”

“會考攞幾個優唔駛羨慕架”

“所以你做得太多冇意思架, 即係作文你猛咁用preposition係唔得架”

“呢題難啲架, 所以你唔識係正常”

“好啦, 下次繼續”

2005-01-24 (Mon)
“This is the last one now”
“畢業試嚟架啦”

“世界上只有一樣嘢, 唔識就難, 識就易”

2005-01-25 (Tue)
“一鼓作氣, 座低任佢拉, 等佢哋冇力個陣就拉佢過嚟”
何佬對Tug-of-War的妙策

“If you prove this is wrong, I will do it again”

“Actually, you haven’t got much choice”

“其實呢個好似係Menelaus Theorem”
“I think one of your classmates put that result yesterday”

“We are coming to the end”

“For school cert, 唔好標旗立義啦(用類似matrix的表達方法), use i , j ”
“不過冇計啦, 你係香港讀書”

2005-01-27 (Thu) Tug-of-War, 5F vs 7B
“傾少啲計, 多番啖氣”
“計到呢, 贏(Tug of War)嘅機會又高啲啦”

“不過會考做到個份數咁, 最好check多次”

“如果呢度係co-geom, 你哋即刻讀到個答案”

2005-02-01 (Tue)
“你(寫steps)跟返會考呀, 我呢度貪方便”

“好啦, we are going on the last topic” Scalar Product
“即係等於咁, 兩個無理數, 乘埋等於有理數” 用√2 x √2 = 2 去解 $a \cdot b$ = constant

2005-02-02 (Wed)
“唔係等最後一課先發憤”

“好似冇得做, 但其實即刻做完”

“晏晝測驗, 預備定計算機”

2005-02-17 (Thu)
“佢(CE)咁耐都未考過(use vector to prove //gram)”

“你想做咁樣嘅人呀?”

2005-02-18 (Fri)
“嗱, 畢業啦, 睇下你哋識唔識啦”

“我加條線你個個都識架”

“講咁耐都未講到∠bisector, 呢個就係你嘅crown of life啦”
Crown of Life, 當天Principal Mr. Ha Assembly Talk的主題

2005-02-28 (Mon)
“有啲人乜都唔理, 就咁棟咗兩棟”

“Divide your time carefully”
“啊, 會考要合格, 你識答少少都合格”

2005-04-04 (Mon)
“過咗呢關至算啦”

2005-04-06 (Wed)
“RS以前考第一(第一科考)架喎, 熱下身丫嘛”

2005-04-08 (Fri)
“If you know the Heron’s formula, you can use the area to find”

“開工啦, 唔好以為得幾日就去狂歡”

2005-04-11 (Mon)
“The marks are not that important”

“Forget about the marks”

“會考年年一樣, 改過啲公仔架咋”

“Learn your vectors well”

“Check before you write anything”

“Don’t try to prove anything”

Other Topics

Ungrouped Date

“你係咁死啃冇益架”

“你梗係將啲蘿蔔放在隻馬啲口邊啦, 邊有人放在摩天大廈”

“Physics, 唔使溫啦.....唔通你喺住本書過世咩....”

“呢啲題目, 你識做就笑死, 唔識做就等死架啦…”

“Unfortunately, your book is correct this time”

“我淨係想你哋唔好那麼聽話得唔得?”

From Holo Fan’s Club

“You learn nothing like this”

“發憤呀”

“Why don’t start like this.....? “(你用一版紙嚟做, 佢用三行)

“Use them (formulae) only when they are useful!”

“Exam is coming/waiting for us.....”

CHAPTER GAMMA

SATIRE
諷刺時弊

Arithmetic and Geometric Progression

2004-09-02 (Thu)
"你都知你哋啦" 上堂前

"We have gone through the easiest part"
指教了term, general term of a sequence

"You check! Maybe it is wrong."
當何佬寫出$1^2 + 2^2 + 3^2 + \ldots + n^2 = 1/6\ [n(n + 1)(2n + 1)]$ 時...

"And that's you never good at that. You cannot commit everything in memory."

"佢冇可能諗到呢個" 指前人不可能直接想到$1/6\ [n(n + 1)(2n + 1)]$

2004-09-03 (Fri)
"暫時佢哋仲未搵到, 你搵到話俾我聽" 指質數的sequence

"我只要寫開兩行你哋個個都識做"
Mathematics Today Book 5A P.6 Q(8):
Determine the general term T(n) for each of the following sequences:
(a) 11,101,1001,… (b) 1/3, 1/4, 3/16, 9/64, ...

"呢課好易架, 開頭嗰度"

"放假放得太耐啦, 個個都唔用腦"

2004-09-06 (Mon)
"成年咁多錢, 根本冇可能, 不過佢係搵黎做既"
Mathematics Today Book 5A P.11 Q(8):
A computer is sold at $12000 in the 1st year. If its selling price decreases by $1100 in each subsequent year, find the selling price of the computer
(a) in the 2nd year
(b)in the nth year (Give the answer in terms of n)
"即係如果你跟得上就應該做完啦"

"How many of you finished both? Oh, not too bad, how about the rest?"

2004-09-07 (Tue)
"I think you learned it in your English"
指 arithmetic mean 同 arithmetic means 的分別

"即刻做一條啦, 唔駛點教架"

2004-09-09 (Thu)
"係未教, 不過呢啲你小學已經學緊架啦" 指Sum of a A.P.

"你小學學過嘅公式首項加尾項除以項數"

"小學好似學得好神奇"

2004-09-13 (Mon)
"The last formula is the formula which you learn it in primary school"

"You will find the small-child's method is very useful" 指高斯的辦法

2004-09-14 (Tue)
"如果你靠common difference嘅話就唔恭喜得你啦"
Question: Find the sum of the 50 arithmetic means between 32 and 68

"係都要用公式, 小學背左, 冇辦法"
好似係話緊自己, 其實係話緊我哋

"But then I know you can read out the answer"
Question: Sum of n arithmetic means between 3x and 5y

"記住呢啲公式, 冇人叫你用架"

2004-09-16 (Thu)
"唔係話你唔識做…" 指問你一條sequence係唔係G.P.
Mathematics Today Book 5A P.20 Q(6):
Given two geometric sequences: 2,4,…,64 and 1,3,…,243
(a) If each term (i.e. 1st, 2nd, 3rd, etc.) of the first sequence is added to the corresponding term (i.e. 1st, 2nd, 3rd, etc.) of the second sequence, is the new sequence so formed still a geometric sequence?
(b)If each term (i.e. 1st, 2nd, 3rd, etc.) of the first sequence is multiplied by the corresponding term(i.e. 1st, 2nd, 3rd, etc.) of the second sequence, is the new sequence so formed still a geometric sequence? Explain your answers.

"如果你嚴格啲呢, 因為Maths冇咁嚴格"

2004-09-20 (Mon)
"Unfortunately I think there is a little mistake in your book"

"You need not learn any formula, practically"

"今次Maths應該多啲人識做喇掛…"指Maths A.P. Test

2004-09-21 (Tue)
"I think most of you will start like this, but don't use this method"

"But no one is going to do it like that"

"上次咪講過囉" 指a-d, a, a+d

2004-09-22 (Wed)
"It is just a matter of wasting time"
指用formula計3+9+27+…+6561 : $3+9+27+\ldots+6561=\frac{3(3^8-1)}{3-1}=9840$
Holo's solution:

$$\begin{aligned} S &= 3 + 9 + 27 + ... + 6561 \\ 3S &= 9 + 81 + ... + 6561 + 19683 \\ 3S - S &= 19683 - 3 = 19680 \\ S &= 9840 \end{aligned}$$

2004-09-23 (Thu)
"你真係離晒譜" 何佬→B同學

2004-09-24 (Fri)
"Things you have learned in Form Two, some of you have forgotten"

2004-10-04 (Mon)
"即係試過幾年考第一, 就以為永遠考第一"

"小學嘅植樹問題呀" 指要 +1, -1先搵到 number of terms

2004-10-07 (Thu)
"有同學會分開黎做, 嘅時間" 當計一個正六邊型的面積時

"兩條式都唔知你地學緊的乜" 指General Formula of AP and GP

2004-10-11 (Mon)
"開始有進步啦, 跟住退步啦, 跟住進步啦, 跟住退步啦..."

2004-10-12 (Tue)
"你好簡單嘅數, 一行就搞掂"

"淨係一條, 已經肯定A, B都冇" 講緊Test的答案時

"A very simple and straight forward method"

"咁你哋啲家課我都唔知你哋點做"

"呢個政府好特別, 佢一講就即刻實行"

"It is not difficult, you are not up to the standard!"
"佢其實係A Part度提到出晒面"

"猛寫個2字, 唔易架, for some of you"

2004-10-13 (Wed)
"Only one question, you can get away from your A and B now"
"Just one question, and you are finished"

"香港都唔係計數學架"

"由(Test)第三條睇都睇到你哋冇上堂"
"咁簡單嘅數做到好複習"
"諗住你拆唔開, 都應該夾得埋掛...點知乜都睇唔到" (詳見經典名言)

2004-10-14 (Thu)
"功課做過, 堂上做過, 測驗都係繼續錯"

"有啲同學以為心算快, 你掌握得到就快"

"If you look again, you will wonder what you have put down"
指A.P. Test Q 5: Given the A.P. 34,37,40,43…,322,
(a)How many terms of the A.P. are divisible by 4?
(b)Find the sum of all the terms of the A.P. that are divisible by 4?

"成課得兩條式, 差到好緊要"

2004-10-15 (Fri)
"要開工啦, 心散啦, 玩得太多啦"

"方便大家默書, 大家好做"
指Mathematics Today Book 5A P.59 Q(24):
(a)Find the sum to n terms of the series 2+20+200+2000+……
(b)Using the result of (a), or otherwise, find the sum to n terms of the series 2+22+222+2222+…(Give the answers in terms of n) , 只需要背公式

2004-10-25 (Mon)
"你有啲同學連呢個同呢個都唔識解" 指principal, interest

"加埋晒, 開方5係咪一行做完既數"

Application of Trigonometry

2004-05-21 (Fri)
“呢課好淺架, 希望一陣講完”

“佢今次真係連三角形既面積想你做一次”

2004-05-25 (Tue)
“如果星期四第九堂唔記得嚟, 通知我, 人老啦”

“通知佢, 唔係打電話”

“Curve? Straight line of course!”

“有幻想係好架”
“所以你低班學嘅其實係最緊要”
“A very simple rule”

“xxx, 做左先, 你一定會有問題”

“I hope that you can still prove it”

2004-05-27 (Thu)
“唔係話多咗幾日就教得哂架” 指Exam比以前遲了十幾日

“雖然好易, 但用起上嚟有麻煩架”

“呢個情形要計啦, 無辦法”

“俾心機做, 認真做”

2004-06-02 (Wed)
“本來唔識嘅呢, 你中二都夠做架啦”
“其實你中二學嘅已經足夠有餘”

“得得得, 有幾個同學冇書呀? 哦淨係得你哋”

2004-06-02 (Fri)
“唔係話計錯呀?”

“你其實小學已經學哂”

“有啲同學做完以為好高興”

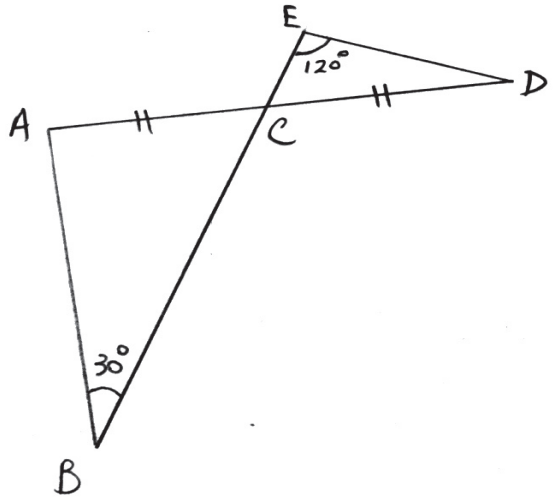
2004-06-07 (Mon)
“自己畫，你睇咗人哋冇意思架”

“This is the school CE question, but I think you may not do it”
Mathematics Today Book 4B P.184 Q(46):

In the figure [Diagram V], AC=CD, ∠ABC=30° and ∠CED=120° $\frac{AB}{DE}$ = ?

A. $\frac{1}{\sqrt{2}}$ B. $\frac{1}{\sqrt{3}}$ C. $\sqrt{2}$ D. $\sqrt{3}$ E. 2

Diagram V (CE 90)



“如果唔係你成世都唔識架”

“It is hopeless doing it like this”

“Trigo 係中二學就已經學哂啦”

“計就唔係難, 難就係唔知計邊隻角”

2004-06-08 (Tue)
"陣間測驗同立體無關, 放心"

"I just give you the easiest example"
"冇人會俾咁試試正正架"

"幫我check check, 因為我求其出啲數…"

"Make sure you can still give me the proof"
"我證過兩次啦"

2004-06-09 (Wed)
"咩cosine rule呀? 就係用cosine唔駛 rule!"
"用cosine就得架啦"
"不過你恃住部計數機, 冇辦法"

2004-06-11 (Fri)
"你哋太過有錢啦"

Binomial Theorem

2004-02-23 (Mon)
"因為呢啲都屬於淺架…嚴格講"
一題全班得N(N小於八)能計出的題目.

2004-03-02 (Tue)
"記得幫助那些為校增光既同學"
Music Festival 全班 Intermediate Choir 走晒

Area, Volume Integration

2004-12-02 (Thu)
"(呢題)係咪有兩個方向計架?" J同學
"好多方法"

"第三個方法呢?" J同學
"你做完先啦"

"咁明顯"

2004-12-06 (Mon)
"阿sir可唔可以唔In呀?" J同學(一題計Area of triangle的問題)
"Yes, of course"
"呢題冇人用Integration做架"

"睇下你做唔做到阿基米德幾千年前做到嘅嘢"
Volume and Surface Area of a sphere

"幾千年前嘅嘢我哋依家先做"

2004-12-08 (Wed)
"真係送架, 默書咁默, 真係要執架"

"For those who remember the remainder theorem, I doubt very much"

2004-12-09 (Thu)
"其實佢(書)個方法係好蠢架"
Additional Mathematics Volume 3 P.254 Q(48)(a)(ii):
Express $3+2x-x^2$ in the form $a^2-(x-b)^2$ where a and b are constants.

Using the substitution x-b=a sinθ, evaluate $\int_0^1 \sqrt{3+2x-x^2}\,d\,x$

"佢等你錯架呢度"

"即係你終於都係錯架"

"以前度度等你錯, 依家度度等你啱, 驚你錯架"

2004-12-13 (Mon)
"Before holiday, one test for your area, very straight forward"

2005-01-05 (Wed)
“因為唔係實識, 你識就唔駛你做”

2005-02-03 (Thu)
“Some of you didn’t know how to do integration”

2005-02-17 (Thu)
“Don’t throw away” 指我們測得非常差的Volume Test

2005-02-18 (Fri)
“(Integration Test)真係太差, 教咁多年都未試過, I hope this is the last time”

2005-02-28 (Mon)
“So let us go through the volume”
(Volume Test, 5F 最差的一個Test, 22位同學少於8分[25%])

“咁多年未試過, 呢一屆咁嘅情況”

“係咪好容易架”

Method of Bisection

2005-01-05 (Wed)
“天無二日, 人無二和, 心無二用, 你知我講緊乜啦”

2005-01-06 (Thu)
“你識咗呢, (用)3900(的同學)仲要等架”

“真係唔掂嘅, 由頭聽一次啦, 唉, 你哋真係…”

2005-01-10 (Mon)
“阿sir, 呢條好難做呀” 一5F同學

“唔係喎, 有的人做完喎”

“有人坐左係度”

Form 5 Mock Examination

2005-03-30 (Wed)
“你地F班的Maths仲差過A班, 人哋(係A.P.問題)寫晒啲terms, 跟住加埋都得, 你哋好多空白咗條題目呀”

“咁總體上點呀?”S同學
“三個字：冇眼睇”

“你見到的同學就同佢講：發憤呀!”

2005-04-07 (Thu)
“以前個個都識” 指徒手計square root, 不用計算機

“呢班我諗冇乜邊個識計”

“係俾到最淺架啦”
Mathematics Form 5 (04-05) Mock Examination Q(16):

Given an A.P. F ---- 41, 45, 49,…,373, 377.

(a) (i) How many terms of the A.P. are divisible by 5? (ii) Find the sum of all the terms of the A. P. that are divisible by 5.

(b) The following is another A.P. G ---- 33, 39, 45,…, 369, 375. (i) If the sum of the first n + 2 terms of A.P. F is greater than the sum of the first n terms of A.P. G by 26, find the value of n. (ii) Some of the terms of A.P. G are also terms of A.P. F . How many such terms are there?

Trigonometric Function

2003-12-16 (Tue)
"Just Straight Forward"遇著易數常用句子

"呢題好易架"同上

"Roughly"
畫圖時常用詞語

2004-12-18 (Thu)
"入得聖保羅, 當然都曾經係Band 1 架啦"暗示試卷難易時用的句子

Probability

2005-01-13 (Thu)
Question: 3 coins are tossed. What is the probability of getting 2H1T?
"唔可以係二分一架咩?" B同學
"差你想個答案啱定錯咋嘛"

"所以10A咁易攞就係咁解"

2005-01-17 (Mon)
"有幾多同學唔識計呀?" (全班舉手)

2005-01-26 (Wed)
"依家仲有人用may I beg your pardon既咩?"

Statistics

2005-02-24 (Thu)

"係正常情形, 香港係唔正常架下, 好多人係度(Normal Curve的最左邊), 因為好多唔讀架"

Ratio, Proportion and Variation

2004-04-30 (Thu)
"我專登唔講，睇下你哋點做先？"

"唉.....都係做翻啲淺小小嘅先....以免你地搞唔掂"

指 " $\frac{a}{6}=\frac{b}{8}=\frac{c}{9}=\frac{3a-b-c}{y}$ ，求y" 的問題對我們來說太深

"如果咁都唔識，就要做翻啲淺啲架啦"

指if $\frac{a}{b}=\frac{c}{d}$, prove that $\frac{2a-5c}{2b-5d}=\frac{a}{b}$ 仍然太深

"開始覺得易就郁黎郁去啦...."

2004-05-03 (Mon)
"學多樣野得唔得?"

"Unfortunately, your book is correct this time!"
當大家以為個題有兩個答案係錯時，何佬咁講

"邊個同學小學未學過呢個架？"指cross multiplication

"假定你真係乜野都唔識..."

2004-05-04 (Tue)
"你小學學嘅正比係點學架?"

2004-05-05 (Wed)
"我問你你又唔識" Inverse variation

"你如果到依家都沒有做過一條啱嘅"

2004-05-07 (Fri)
"你地學過喇掛…"
"學咁多, 識咁多, 好過學完唔識"

"小學已經開始學啦" 指variation
"如果連日常生活都諗唔到係冇意思架"Joint variation

2004-05-11 (Tue)
“你如果做晒都講唔出咁即係冇學過架”

2004-05-14 (Fri)
“Some of you are going to make mistakes. Please check”

“Yes, so far so good” J 同學在黑板計數時

“I think all of you are correct except putting “where k is a constant”” 大家在黑板計數, 一齊欠“where k is a constant”這句

2004-05-18 (Tue)
“And then none of you is trying this” 用一個吹漲的方法計

“This is the first thing you learn in this chapter” 指ratio

“1/2乘上底加下底乘高, 小學野黎既”

“所以….淺嘅數都用腦筋想下”

2004-05-19 (Wed)
“琴晚叫做，不過你知你哋啦…”

Mathematics Today Book 4B P.140 Q(16):
If (2x-3y+z): (y-2x+3z): (3x+y-z)=5:2:1, find the following ratio
(a) x : y
(b) y : z
(c)x : y : z

“係叫過做, 不過一而再, 再而三…”

“But I think it is not necessary…”

“嗱, 有好多個做法.”

“做多題啦, 驚你地唔識做”

“係呀, 記得聽日交功課, 合作少少”

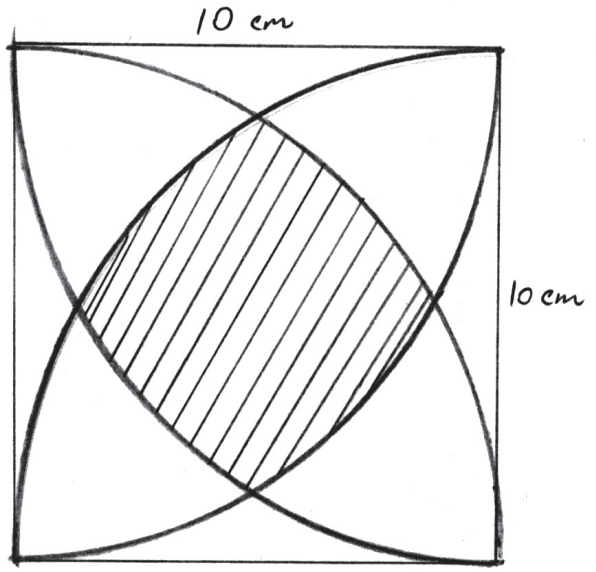
2004-05-20 (Thu)
“我驚你哋唔記得咗, 嚟氣啲講”

“MC你都唔係條條執架”

“趁轉堂，做一題難啲既，68”
Mathematics Today Book 4B P.147 Q(68):
Coffee A and coffee B are mixed in the ratio of x : y by weight. A costs $50/kg and B costs $40/kg. If the cost of A is increased by 10%, while that of B is decreased by 15%, the cost of the mixture per kg remains unchanged.
Find x : y.
A. 2:3 B. 5:6 C. 6:5 D. 3:2 E. 55:34
“嗱，有好多個做法”

2004-05-21 (Fri)
“As a boy in form 4, you should be able to do it” [Diagram I]

Diagram I



This is not a good method, but at least it can solve the problem.”

“本來你唔講究，死做都得架”

“如果呢個(TR)唔俾6呢，咁就難啲啦當然”

2004-06-09 (Wed)
“Putting more or less the same is not exacting the same ! ”
指Maths測驗

“因為你考試志在攞分啫”

“二來佢啲答案計得好靚架, 計得唔靚再計過”

2004-06-10(Thu)
“可能我俾分俾得太鬆, 害左你哋呀”

“唉….so many comment, give your comment later”

“You have lots of methods doing this one. So you can’t say this is difficult”

“唉也, 你哋太過好記性啦”

“學好啲啦, 佢靠你架啦”….HOLO→C同學 (C同學的鄰座缺席)

“唔知啱唔啱, 都係唔知, 我廢事講左答案大家冇癮”

“xxx, 係又話想知答案, 我講你又唔聽”

“講埋先, 唔係你每分鐘都係”

Vector

2005-01-11 (Tue)
“不知死之將至”

“你唔好帶壞人哋, 人哋8A1B可能就係因為你” 何佬→D同學 (象棋中)

2005-01-17 (Mon)
“我知, 個個都知, 咁點寫出黎呀?”

2005-01-19 (Wed)
“Finish all? 做晒未? 快少少啦”

2005-01-21 (Fri)
“你望住都睇到答案, 二比一”

2005-01-24 (Mon)
“阿sir, 唔測得唔得呀?” J同學
“你病咪得囉”

2005-01-27 (Thu) Tug-of-War, 5F vs 7B
“5F必勝” 黑板

“又唔係結婚大日子”
何佬定義的Important Day

2005-01-31 (Mon)
(派A.Maths功課)
“又有啲人係抄嘅, 一見到都唔駛改”
“我唔知你哋點心靈感應”

“做得好曳架呢兩題, 如果係會考你都…”

“嗰個唔駛點做, 你識就識, 唔識就唔識”

2005-02-18 (Fri)
(給A.Maths功課時)
“但係你上次(Test)真係太差, 唔係幾放心”

“阿sir幾時交呀?” 5F
“下個禮拜一測驗, 你話幾時做丫?”

Other Topics

Ungrouped date

“為左功名富貴, 就只有四個字：「不擇手段」”
指Senior Choir在考Mock時都要練習

“所以Rev Mok朝朝早都係勸勉緊我架”

“今年啲F.4點呀?” S同學
“佢地連log都未學過, 咁點教第一課呀?”
“佢地連α, β都唔識, solve by graph都只係準畫條橫線”

“上面啲高層開會,我呢啲低層唔關事”

“何佬, 今年4F的Maths 點呀?” M同學
“兩個字, 淒厲!” 何佬

“其實呢啲數兩三行就做完架勒...” 何佬

“開多啲會, 學生啲成績自然會好” 何佬

“有啲人死記公式, 以為自己好勁” 何佬

“淺到無得再淺架喇…”講測驗卷, 人人都炒的題目時

“zero is waiting for you” we did badly in the test

“其實一睇就睇到...唔駛計架”

From Holo Fan’s Club

“I can finish in three lines”

“Pythagoras’s theorem 有成 300 幾個 Proof, 你地一個都證唔到”

“拿到A都唔恭喜你”

“你哋好劣呀”

“就算俾你拿到個E又點丫”

“愛因斯坦五歲嗰時被佢先生當眾鬧佢低能, 教唔掂, 所以我唔敢話你哋”

From Mr. Bobby Poon

何佬考試前同個食緊嘢嘅學生講:

“做咩今日唔食蛋呀? 定係留番一陣間考試先食?”

CHAPTER DELTA

LIVING LIFE FULLY
人生啓示

2003-12-19 (Fri)
“香港人啲爭先恐後嘅特性又嚟喇...”
各人爭著發言時所說的話

2004-01-15 (Thu)
“如果有人打交, 兩個行埋嚟, 你最好背牆先”
其實是有關max/min value…引伸成呢個…(後有不識相同學指為 “困獸鬥”)

2004-02-20 (Fri)
“自相殘殺係人常做既嘢”
原指加減可以互相抵銷, 常然另一層深意可想而知.

2004-03-19 (Fri)
“Always look for a better method.”

2004-04-16 (Fri)
“你唔記得嘅時候才是學習嘅時候”

2004-05-04 (Tue)
“你哋每人管掂自己，個世界已經好好啦”

2004-05-06 (Thu)
“所以煩惱你係想避都避唔到架”

2004-06-28 (Mon)
“心靜自然涼”

2004-07-02 (Fri)
“每次處理一件嘢係好過處理幾件野架”

2004-07-06 (Tue)
當被問及為甚麼暑假不補課時...
“暑假係用嚟休息, 好似花草樹木咁都要休養生息”

2004-07-07 (Wed)
“雙失青年, 唉日日掛住打機”

“心無兩用”

2004-07-09 (Fri)
“維新九日, 何必功虧一簣”指中四最後一堂4F不留心上堂

“聖類斯個logo有本書, 即係讀書有始有終” [Diagram XXVIII]

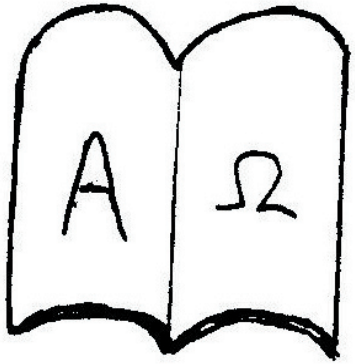


Diagram XXVIII

2004-09-06 (Mon)
“踎低先好瀝, 唔好彎腰” 對拿簿回來的同學說

2004-09-14 (Tue)
“每日返學都要感謝上天, 人生真係好化學”

“我哋唔係屬於肯捱既人, 所以係懶”

2004-9-20 (Mon)
“你結婚嗰日咪最important 囉”

2004-9-21 (Tue)
“This is the end, and is also the beginning as Fear of God is the beginning of wisdom” (下課時和S同學講)

2004-9-22 (Wed)
(有同學在黑板寫上今日不宜鋤D)
“今日萬事皆宜”

2004-09-24 (Fri)
“Affect the rest of your life” 指Application of G.P.

“依家啲人話抵喎, 佢冇話收錢嗰個定係俾錢嗰個” 指買樓

“另外有個唔好處, 啲樓會舊架” 指買樓前應該想清楚

“你未識搵錢之前就唔好申請(信用卡)”

2004-09-27 (Mon)
“我諗你依家得8000蚊一個月算係好好工啦”

“唔好講我, 接受咗架啦” 指上面的人工

“So, do not try to borrow anything from the bank!”

“Never apply for a credit card when you are still young, the interest will kill you”

2004-09-28 (Tue)
“所以嗰啲財務公司一定唔係善男信女”

2004-10-06 (Wed)
“對自己有啲信心” 指R.S. retest
“如果好難, 將一切交付給主”

2004-10-12(Tue)
“你唔係唔知依家的新聞通常都係假架”

2004-10-28 (Thu)
“盡信書不如無書嘛”

2004-11-11 (Thu)
“天上有好多星星好多都係未俾人發現架”
同 Don’t commit everything to memory 如出一轍的講法

2004-11-29 (Mon)
“入廟拜神, 你唔知要除帽咩?”
何佬→Kai, who wears a hat, 意即校規說明班房唔可以戴帽

2004-11-29 (Mon)
“啲汗會幫你揮發走(毒素)” PE堂後, 我們開風扇…

“開風扇係唔好架, 會肺炎架”

2004-12-07 (Tue)
“怨怨相報何時了?” 指紙球兩黨無止境的對峙

2005-01-06 (Thu)
“得五個禮拜咋, 考完會考由朝捉(象棋)到晚都得”

2005-01-11 (Tue)
“得返四個幾禮拜架咋”4 weeks before Chinese New Year holiday

“玩埋佢!” J同學

“時日無多啦記住”

2005-01-19 (Wed)
“世間艱難呀, 父母搵錢難呀”

2005-01-26 (Wed)
“都係一句, 技高者勝”
當同學問到應該怎樣去扯大纜時

2005-02-18 (Fri)
“好啦, run for your goal, there is a crown waiting for you”
(校長Mr. Ha今早Assembly講話)

Ungrouped Date

“聖經係講心架, 唔係用來考架”

“阿sir, 你教左我兩年都知我唔係讀數既人啦” Student
“唔係喎, 人會變架喎” 何佬

“額頭上面寫住好人既, 個D未必係好人黎架”

From Holo Fan’s Club

“人始終都要死架.....”

CHAPTER THETA

APOCALYPSE
啟事錄

2004-06-29 (Tue)
“即係係香港跑100公尺攞冠軍, 係奧運都唔知幾多名啦”.

2004-09-09 (Thu)
“Actually you met this thing in history” 指自相殘殺辦法
“So learn your history well“

“The world is waiting for you”
“愛滋病都要由我地解決”

2004-09-14 (Tue)
“人懶先發明到汽車”

2004-09-24 (Fri)
“你將來大個一定會同銀錢打交度啦”

“除非你做和尚、神父就有人幫你打理”

2004-9-27 (Mon)
“你知唔知依家大學生出嚟搵份工係6000蚊”

“將來嘅事冇人知”

2004-10-11 (Mon)
“神俾你既恩典多於一切”

2004-11-23 (Tue)
“同一樣野每人有唔同既感受架嘛”

2004-12-17 (Fri)
“日本仔出野好抵死架” 指Cal機功能限制

2005-01-28 (Fri)
“琴晚你睇到火車出事, 你哋第時揸火車小心啲”

2005-02-20 (Sun)
“原本諗住聖保羅過幾年先「冧」, 不過可能你哋今年已經「冧」左…喂! 你地個Test咁低分, 我原本諗好易, 有一堂同你哋對返份卷…”

Form Holo Fan’s Club

“聖保羅冇希望啦, 你睇下人地寶翠園影英皇，聖類斯都唔影我地呀”

CHAPTER PI

MISCELLANEOUS
其他

2003-12-17 (Wed)
“人在, 紙在”
講關於補堂測驗派紙時候的名句

2003-12-18 (Thu)
“可以慳, 就慳啲啦”
原指紙張, 後有人曲解

2004-02-13 (Fri)
“I did not say anything…”
這很明顯吧…

2004-04-19 (Mon)
“唔駛咁聽人話架, 如果唔係世界冇進步”
何佬叫我們不要死背公式, 要靈活變通

2004-04-30 (Thu)
“你有時去睇人哋數學比賽，點解人哋一睇到講到答案呢?”
是說明別人看到問題的規律, 找到了一些快方法去做

“你唔駛羨慕人架”

2004-05-04 (Tue)
“千祈唔好以為個infinity印漏左”
講緊個directly proprotional的sign時

2004-05-11 (Tue)
“星期四, 你哋個科主任話要嚟監堂”

2004-05-18 (Tue)
“This is the first thing you learn in this chapter”
指 ratio

2004-05-19 (Wed) A.Maths補課
“今日要教好多, 略識就要去下一個”

2004-05-19 (Wed)
“呢堂牧師要番架”

2004-05-20 (Thu)
“趁轉堂, 做一題難啲嘅, 68”

“One extra equation”

2004-05-21 (Fri)
“頭先有同學笑人唔知30°”

“有機會希望可以講解一次Volume”

2004-05-24 (Mon)
“當番學囉...八點半啦”
討論補課的時間時

“我地兩邊都要趕”

“廚師唔係越老越煮得好”

2004-05-25 (Tue)
“因為呢個都要趕架”

“好啦, 今晚早啲訓, 聽日精神啲啦”

2004-05-27 (Thu) 9th A.Maths 何佬代R.S.堂
“等我做埋先打鐘(放學鐘)”

2004-05-27 (Thu)
“你琴日上咗Amaths, 追左一大截”
所以這一堂是上Maths的

2004-06-02 (Wed)
“靜靜哋做”

2004-06-03 (Thu)
“講左囉, 君無戲言”
指7/6 (Mon)放學補課

2004-06-04 (Fri)
“有邊個做咗, 讀個答案出嚟, 廢事計”

2004-06-09 (Wed)
“先做條易嘅先, second one will be more difficult”

2004-06-10 (Thu)
“The full mark is 31”

2004-06-25→2004-07-02，對Final A. Maths卷

2004-06-25 (Fri)
“根本書嘅都唔駛用微積分, 兩三行搞掂”

“你好易作啲齊頭數出嚟架”

“Round number, 大家好做”
指我們如果將來當老師, 出這類型數學題時

“(A.Maths卷)唔收返架啦, 俾你哋返屋企留念”

2004-06-28 (Mon)
“你睇下砌得啲數目幾靚”
Form 4 (03-04) Final Examination Q(9):
A rectangular plate ABCD with AD = 15cm and AB = 12cm is divided into 3 rectangles by EF and GH. AE = 4cm EG = 5cm. AKH is a straight line. It is then folded along EF and GH to form a triangular prism as shown in figure B. Referring to figure B [Diagram XXV], find (correct to the nearest 0.1°)
(a)∠AKH;
(b)the angle between KH and plane EFBA and
(c)the angle between planes KAH and ABHG.

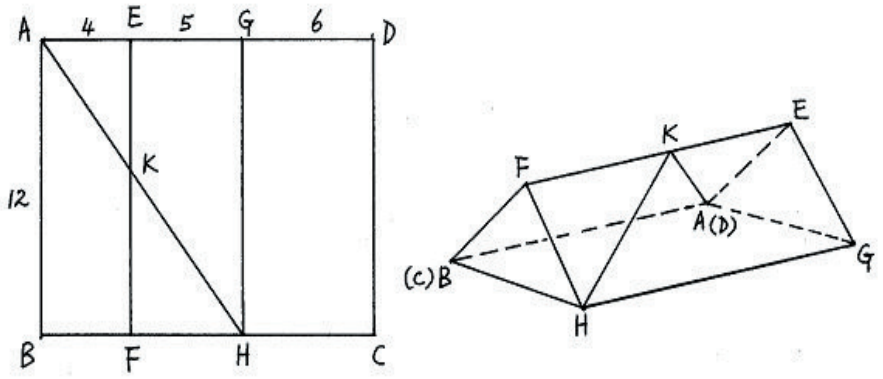


Diagram XXV

“學立體都一樣, 一定要知計邊隻角”

“所以梗係揀一個有利位置”

“I think all of you will use area to do it. But it is not necessary.”

2004-06-29 (Tue)
“呢啲送架, 應該個個執到”
指Form 4 (03-04) Final Examination Q(10)

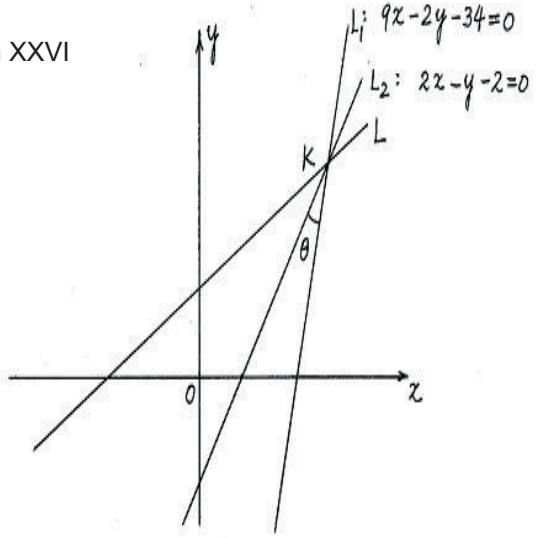
(a): L1 : 9x – 2y – 34 = 0 and L2 : 2x – y – 2 = 0 . [Diagram XXVI]

The lines L1 and L2 intersect at point K and the acute angle between the 2 lines is θ.

(i)Find tanθ.

(ii) Find the equation of the line L which makes an angle θ with L2 and passes through the point K.

Diagram XXVI



“唉, 你地有的連solve equation既能力都冇”

“佢整到好易架”

“b part就慘啦”

2004-06-30 (Wed)

“因為你哋志在有分既啫”

“呢part好似冇人證到b part個一問”
指Form 4 (03-04) Final Examination Q(11)
(b)(i): In the figure [Diagram XXVII], OPQR is a rectangle with Q = (1,6). Arc QTS is part of the circle centre R radius RQ. E, F are variable points on the positive x- and y-axis such that the line EF touches the arc QTS.

(i) If the area of ΔEOF = W, show that $W = \frac{3x^2}{\sqrt{x^2 - 2x - 35}}$

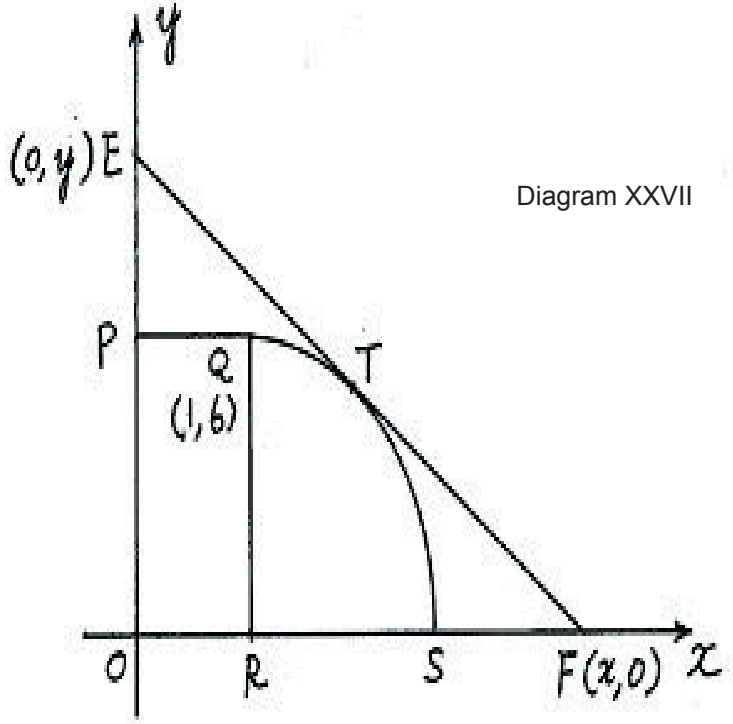


Diagram XXVII

“你考試有時唔係話乜嘢都睇到架”

“已經做完啦！”指Q(11)(b)(i), 當何佬寫了tanθ 後

Solution:

(Let∠EFO = θ) InΔRFT, $\tan\theta = \frac{6}{\sqrt{(x-1)^2 - 6^2}} = \frac{6}{\sqrt{x^2 - 2x - 35}}$

InΔOEF, $\tan\theta = \frac{y}{x}$

$$\therefore \frac{y}{x} = \frac{6}{\sqrt{x^2 - 2x - 35}}$$

$$y = \frac{6x}{\sqrt{x^2 - 2x - 35}}$$

$$W = \frac{x\,y}{2} = \frac{3x^2}{\sqrt{x^2 - 2x - 35}}$$

“機械操作個部分應該識架啦”
指Q(11)(b)(ii): Find the minimum value of W as x varies.

“呢題冇人d兩次做架”

“升到班先買囉”
當E同學問現在(當時未派成績表)用不用買Additional Mathematics Volume 3時

“學海無涯丫嘛”

“快的, 差一條咋”

“Form a habit of answering the question”

“I hope all of you still remember why”
指用 f’’(x) > 0, f’’(x) < 0 去determine min. and max. points

2004-07-02 (Fri)
“呢題好易架” Q(12)(d)畫完個graph後...

“最尾個問, 一個同學計岩既都冇, 所以快的做”

“好簡單既題目”

“好多係咁拆剩低 k = k”

“你用直線做仲快過你用微積分好多架”

“D到眼都花, can you try again?”

“好啦, 根住就煩到不得了啦”

“It only carries 1 mark”

“So if you find complicated, skip that”

“每次處理一件嘢係好過處理幾件嘢架”

“呢個係要識架, 雖然d兩次都做到”指slightly less, slightly greater

“你都知聖保羅個個都...”
Patrol I Head叫了成班Patrol I Prefects出去時...

2004-07-05 (Mon)
“仲有十幾日呀...冇報紙派架啦”
我們用報紙當粉擦..

“費高廢左” 何佬→D同學

“呢排咁熱, 好多人都食西瓜啦” 解釋緊Volume...

2004-07-06 (Tue)
“Hurry up, only 2 periods left”

2004-07-07 (Wed)
“不過Maths (Summer Homework) 學校話要俾, 記得捉我俾”

“俾好少啫, 你唔駛驚” Summer Maths Homework

2004-07-08 (Thur) End of Term Assembly Concert
“頭先低班個啲靜好多喎”

2004-07-09 (Fri)
“So, happy summer vacation”

2004-09-06 (Mon)
“可以多個嘅...” 當眾人在叫Brian落去攞簿時

2004-09-09 (Thu)
“有同學話係Bio堂漏左個相機, 呀唔係, 係計數機…”

2004-09-09 (Thu)
“有啲手抱嘅細路就已經睇到爸爸計錯數”

“所以牧師朝朝早都係勉勵緊我”

“今年既Form 4點教呀?”
“佢地連αβ都唔識, solve by graph都係準畫條橫線” 因為我地Form 5要畫斜線
“佢地連log都唔識, 咁點教第一課呀?”

2004-09-14 (Tue)
“高咗, 我畫得唔好, 唉”

2004-9-20 (Mon)
姓名 → “女生個名”

“For all the conics section”
“Unfortunately your conics section has cut out”

“係呀, 功課唔好溝亂, 交左A. Maths 先”

2004-09-21 (Tue)
“人老可辱乎” 黑版

“MI要俾左結果先”

“你用咩方法, 除左用計數機之外”
Question: 6 + 12 + 24 + … + 3072 + 6144 = ?

“人一定識架, 歷史寫得好清楚” 自相殘殺方法

Let S = 6 + 12 + 24 + … + 3072 + 6144
2S = 12 + 24 + … + 3072 + 6144 + 12288
S = 12288 - 6 = 12282

“That’s why the education department use this two sequence”

“睇住你啲先生點做啦”
“You see, 唔聽話就自相殘殺”

“唔識做嘅,揭開本歷史書就識做架啦, 人來來去去都係個兩個方法,一係整到佢哋聽聽話話,一係等佢地自相殘殺完先抽出嚟”

“佢呢個方法呢, 講難聽的就係借刀殺人”
“So learn your history well”

2004-9-22 (Wed)
“要測驗啦, 成個月啦, get ready for your test”

2004-9-23 (Thu)
“阿sir 有冇唱過Holy City 呀?” S同學
“咁快唱聖誕歌？”

“阿sir呀, 你想問咩呀?” B同學

2004-09-24 (Fri)
“你聖經都講過啦, 你哋班有咁多個Christian”

“個個都要用錢架啦, 唔通攞冥通銀行”

“遲早你哋多數結婚架…”

2004-9-27 (Mon)
“上完體育堂, 講錢你地有興趣的呀ma”

“因為未開始返工嘛, 返工啲人就唔同” (講緊10月有2次假期)

“記得今朝請完個樣野架啦” (指粗口事件)

“咁好賺你仲賣俾我??!!”
指賣樓的人通常會說樓價好抵...

2004-09-28 (Tue)
“我地要做Emily個project (Show business)” M同學
“哦, 愛美麗老師”何佬

“中秋節快樂啦”

2004-10-06 (Wed)
“唉就嚟神經衰弱架”

2004-10-07 (Thu)
“山不在高, 水不在深, 紙不在多”
在派測驗的單行紙時….

G同學改成:
“山不在高, 有仙則名; 水不在深, 有龍則靈, 紙不在多, 冇分則零”

Question: $1+\frac{1}{2}+\frac{1}{4}+\frac{1}{8}+\ldots > 5$

“I make it smaller” 指 5

“Are you sure the sum can be greater than 5?”
(J同學 話過要prove過先得)
“要prove過先得, Yes, we will wait for you”

“I am not interested in the answer, reason is more important”

(Prove完之後)
“So you know it is impossible”

“你當行路嚟睇就明架啦”
“You never get beyond two”

“This series can never greater than two, never greater than two”

Question: $1+\frac{1}{2}+\frac{1}{3}+\frac{1}{4}+\frac{1}{5}+\frac{1}{6}+\ldots > 1000$

“答埋呢條就測驗啦”

“有幾多同學認為係冇可能架?”
(J同學立即舉手話“我!”)
“咁如果得呢?”
“切！” 眾5F

“Alright, 15 of you think it is impossible”
“In fact, this is possible”

“一講到無限級數就要小心”

“Can you explain why? 其實好明顯架”
(Prove完後)
“Sooner or later you will greater than 1000”

“去到無限呢, 好多嘢似乎冇可能”

2004-10-11 (Mon)
“你查字典, 查happy → gay→ glad, 最終咪返返去happy”

2004-10-19 (Tue) Sport Day
“你唔見得光呀?”
何佬對某些坐在陰暗處的同學說

“Zone 1, are you ready” Starter
“No” 何佬

2004-10-27 (Wed)
“我從來唔買嘢架”
當我們問及何佬要Class - T的size時…

“我屋企櫃筒好細, 擺唔落(歷年來的5F Class - T)”

2004-10-28 (Thu)
“嘩, 私自調位? 唔知 You are finished 定係 I am finished 啦”

2004-11-04 (Thu)
“畢業啦”

“好啦, 轉Maths, 已經第二堂啦”

2004-11-05 (Thu)
“搜集罪證” 指MP3

“And I don’t know why they cut it out from the syllabus”
指 Integration by Substitution

2004-11-08 (Mon)
“Your classwork mark 今個禮拜四就截分, 不過有幾日走棧”

2004-11-09 (Tue)
“學得好嘅同學呢…上得手嘅同學呢, 費事你告我歧視嘛”

2004-11-10 (Wed)
“好啦, 冇野測冇乜意思”

2004-11-17 (Wed)
“拿, 每人三張架”
指Bio suggested ans…
如果Mr. Au Yeung放學不來派suggested answer, 我們第二天就不用測Bio了

2004-11-22 (Mon)
“阿sir, 如果跟唔到係咪死左佢算呀?” S同學
“冇緊要啦, 佢考試唔考”

2004-11-23 (Tue)
“夠夠夠, 已經足夠啦, 足夠殺敵有餘”
指我們向SA訂回來的Past Papers, 堆滿了Teacher’s Desk, 當時我們在點數

2004-11-25 (Thu)
“洗個面先啦, 頂唔順呀?” 有同學飯氣攻心, 昏昏欲睡

“好啦, 轉Maths啦, 如果唔係好悶啦”

2004-11-29 (Mon)
“佢唔俾帶手套同頸巾入去架”

2004-12-01 (Wed)
“大家合作小小, 盡快離開班房”
放學時, 麥建熙來向我們解說升學問題, 何佬不知其中關係, 就叫了我們走

2004-12-07 (Tue)
“阿sir你點解扣人conduct mark呀?” J同學
“遲的講, 講左數先”

2004-12-14 (Tue)
“Whose homework, Chris Wong?”
我們的英文作文, 書信最後的簽署是Chris Wong

“阿sir你估今年05CE會唔會出(linear programming)” 一名5F同學
“如果我知都唔會係度講啦”

2004-12-16 (Thu)
“盡在不言中”

“Happy Birthdays for Brian and Sam.
What a wonderful conincidence it is to have two persons born on the same day of the same month of the same year to be sitting in, of all places, the same classroom.
Born on the exact same day,
how could their personalities differ so much?” asked Holo XD

2004-12-17 (Fri)
“好啦, 聖誕快樂啦”

2005-01-04 (Tue)
“So when will you stop (finding the approximate value)? We will come to that later”
“阿sir你賣關子?” R同學

2005-01-10 (Mon)
“So what are you learning??!!”
E同學話好多嘢係Physics syllabus cut左之後…

“(Mabel)叫我哋上堂聽, 之後叫我地返屋企睇” J同學

2005-01-10 (Mon)
“阿sir以前係咪choir呀?” S同學
“梗係唔係啦, 以前唔興呢家野架”

“我如果係勁嘅就去左紅館開演唱會啦”
“但係好似陳松齡咁, 結婚前都係要搞一次演唱會, 最後蝕左好多錢”

2005-01-11 (Tue)
“以前我初初黎聖保羅教書個陣, Maths有Vector架”

“以前Matrix都要學, when I first came”

(J同學三番四次向何佬問問題時…)
“哎呀, 神愛世人”

2005-01-13 (Thu)
“今日咁嘅天氣, 唱「教我如何不想他」就最啱啦! 啊~~啊~~”

2005-01-13 (Thu)
“你睇下星期三, 六, 日, 啲人坐左係度係咁講, 都唔駛紙嘅”
指在馬會投注站的人們不會像我們般要用紙計Probability出來

2005-01-17 (Mon)
“返去除左件衫睇下個公仔” (可洗的標誌)

2005-01-18 (Tue)
“唔怕一萬, 最怕萬一”
指校長可能隨時行過...

2005-01-20 (Thu)
“我初初嚟係69嘛 (1969年), 你七幾(197x Exam Paper)邊搵到呢?”

“阿sir, 你以前係咪國佐個班主任呀?” 5F
“係呀, 佢2E嘛”
“F.2個陣佢第一排架, 隻腳都未掂到地”

“Because he only starts weight lifting in the last year of university”
“This is evolution”

2005-01-24 (Mon)
“阿sir, 到時嚟拜年” S同學
“等我屋企大啲先”

2005-01-24 (Mon)
“你要愛國就要識做咗呢題先得架”
何佬看到黑板上的 “1.25愛國大行動”

2005-01-25 (Tue)
“阿sir你幾時生日呀?” 5F
“一九四六年”
“幾月幾號呀?” 5F
“唔好知咁多嘢”

2005-01-26 (Wed)
“George, 你哋又知係邊個?”
一條問題有George的名字

2005-01-28 (Fri)
“Maths 個bisection (test), 隨時都得啦, 有(Cal)機就得囉”

2005-02-01 (Tue)
“唔好用紅, 唔好用綠”
選擇彩色粉筆的顏色時

“好啦, 個啲永遠都唔會走架, 第時你做阿爺個陣…”
“到時國佐都死咗啦!” 某一5F
“Oh, we never know”

2005-02-03 (Thu)
“Some bad news”

“A.Maths class work, test…”
“Maths class work, test…”

“有人交成幾千萬稅嘅呢, 得一個”

2005-02-04 (Fri)
“Alright, happy Chinese New Year”

2005-02-22 (Tue)
“淨返幾堂咋, 真係分分鐘都緊要架”

2005-02-25 (Fri)
“好啦, 天將降大任啦”

2005-02-28 (Mon)
“阿sir我哋班呢?” 5F (指成績)
“放左榜咪知”

2005-04-07 (Thu)
“Alright, satisfy?”
在教完全5F怎樣徒手去計 Square root後...

“唔係冇得計, 係我唔識計”
指徒手計 Cube root

2005-04-08 (Fri)
“隔離班有人加分, 碌唔到(Ranking Sheet)出黎”
“幾高呀?” J同學
“唔知呀, 你講個人定係咩?”

Ungrouped date

“有邊個唔滿意想…”
講完F.5 Maths Mock MC Marks時…..

“阿sir你以前會考好唔好呀?” Student
“唉...梗係唔好啦, 唔係就唔駛係度飄泊流浪咗咁多年, 係對面教緊啦” 何佬

“今次無拖無欠”

“唔好用紅色, 搞到周身紅晒” 何佬講緊粉筆的顏色

何佬今日又表演左一項絕技...
繼指公彈粉筆尾指接...以及邊跑邊唱歌仲要氣唔“chok”之後又一神奇招數...

拋粉筆！

在黑板的一方拋向另一邊, 眼看就要跌落遮架, 點知撞向木邊反彈番去粉筆Bar那裡...全個動作一氣呵成...簡直係能人所不能...

之後有多名同學嘗試均告失敗...又一個傳說既誕生!

From Holo Fan’s Club

“神愛世人”

(她們有男朋友在SPC的...)

“不智, 未入教堂乜野都未定...有好野自己收埋嘛~
而家show左出黎就冇架喇...
仲有....俾人知道個boy friend日日講粗口、唔交功課...上堂又訓覺...
乜都知道晒…有咩好?”

Student: 呀sir, 咁多功課點做呀?
holo: 唉... (啲功課)少你都唔做啦...

(April 2002@4F AMaths lesson)

From Mr. Bobby Poon

又一日.....監考監到呆呆哋，好在聽到何佬同梁同學講嘅金句：

“知唔知點解個個打籃球都識勾手, 但係渣巴就叫“天勾”?....因為佢球球都入嘛”

果然有深度! 究竟籃球同教數又有咩共通點呢?

CHAPTER SIGMA

F.5F (2004-2005)
五己感想

Chan Ka Yue, Edmund

4F/5F (2003 - 2005) Class Number 3

何老師已在聖保羅教了三十多年書，在中一第一次遇上他時，雖然兩人素未謀面、互不認識，但他向我報以燦爛的笑容，令我有一種十分親切的感覺。直至中四時我終於有機會上他的課。何老師絕對不會因為學生成績的差異而特別寵愛某些學生。他也不會強迫學生做數。他反而著重培養學生對數學的興趣，希望他們會自動自覺去學習，完全與香港常被人批評的「塡鴨式教育」不同。他絕對是一名好老師！

Chan Tung Leung, John

4F/5F (2003 - 2005) Class Number 5

“Holo’s my master, forever. Before he taught me, I did not really know what Mathematics is...He let me know that calculation can be fun and that we should have a new attitude and method towards learning. He seems to know everything about the mystery of Mathematics, and he taught with certain authority. It’s my pleasure to listen to his jokes, as well as his irony opinions. He’s kind and wise, and I really enjoy attending his lessons.”

Lam Wai Kei, Ricky

4F/5F (2003 - 2005) Class Number 18

何廷灝老師總是寫得一手好書法，總是能夠畫出一個完美無瑕的圓形，總是一針見血地指出同學數式的錯處，總是同學愛戴的好老師。也許，也許我再也沒緣看見何廷灝老師舉著雙手叫全班肅靜，但此情那刻我會銘記在心。

Leung Kwan Wai, Sam

4F/5F (2003 - 2005) Class Number 21

我記得何老師第一句和我講的是 “What is Mathematics?” 這個問題令當時只知道計數的我有了對數學的一個新的認識。數學，並不只是計數這麼簡單，它蘊含著無數的趣味，只消你去發掘出來。在那時何老師用一些有趣的方法教書，例如教我們只用圓規和直尺，不用量角器，去 Construct 一個正五邊形，這是我以前根本就想不到的東西，以前的我只知道計數，但是，何老師卻教我們要想數，而不是背數，這令當時的我漸漸對數學有了興趣。升上4F了，我有幸繼續能被何老師教 Maths 和 A.Maths，何老師風趣的教法，和偶然爆出的名言，使我對數學的興趣更為熾熱，同時亦令我對他更為尊敬。在下課的時候，何老師也沒有擺出老師的架子，經常和我們談天說笑，這使我對他更為愛戴。

三年來，何老師帶給我的不只是數學的知識，還有無數的人生哲理及經驗，使我畢生受用。現在，就讓我在這裡講一句：謝謝您，何老師！

Li Hin Fung, Stephen

4F/5F (2003 - 2005) Class Number 23

高大纖瘦的你，謙謙君子的你；風趣幽默的你，才華橫溢的你；兩年來的無私奉獻、 相處點滴；永遠的回憶代表我們對你的尊敬，手畫完美的圓見證我們師生的關係。

So Kin Ming, Wilson

4F/5F (2003 - 2005) Class Number 30

第一次上何佬堂，印象好深刻，仲記得嗰時佢係講0^0係唔等於1，佢仲講左0/0係Undefined 嘅原因，自此之後我就Feel到佢唔係一般嘅數學老師。果然，佢總係會提出一啲我地讀數從未諗過嘅嘢，並且令我地明白到Proof 在數學嘅重要性。佢教咗我兩年數，佢平時所講嘅「認為合理做左先」、「Always Think」、「Always Ask」、「究竟第一個係點諗出嚟嘅呢？」等等，都令到我對數學同其他科學學科嘅學習態度改變咗。如果將何佬比喻為一個武術師傅，咁佢就除咗教我哋拳法之外，仲傳授咗好深厚嘅內功俾我哋，令我哋終生受用。

CHAPTER OMEGA

THIS IS THE END...
後記

From Leung Kwan Wai, Sam

辛苦工作了這麼久, 好高興 Hologarithm 終於能夠出版了; 我還記得, 當初為甚麼會有這個構思去做一本關於何Sir的書...

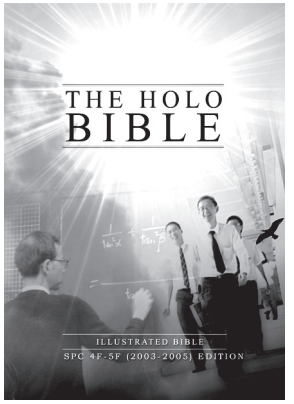
事緣上年(2004年6月)考完了Final Examination後, 一天中午, 我們幾位同學一起外出用膳, 期間, 我們談到這一年來老師們及同學們的名言, 有同學知我平時寫了這麼多的何Sir名言, 笑言建議我不如做一本書出來...真是一言驚醒夢中人, 我一想, 對呀! 為甚麼我想不到這一點呢? 這樣做不但可以表達我們對何Sir的尊敬, 肯定了何Sir的教學方法, 更能把何Sir的驚世名言流傳後世, 兼且能夠幫助我們 St. Paul 的同學, 對他們的 Maths 或 A.Maths 有所幫助。

所以, 一個製作何Sir名言的書的Committee就這樣成立了...

成立初期, 只有五位骨幹成員(我, Tony, Marco, Herman, Kevan), 起初, 我們其實甚麼也不會做, 因為我們在印刷裡面一點經驗也沒有, 後來, 憑著我們的努力, 經多次開會後, 決定了每個人的工作... 有同學繼續抄寫何老師在堂上的名言, 有同學去設計這本書的封面...

三個月後, 這本書的三個 Draft Cover 出爐, 引來本班許多同學的極大回響; 同時, 此書的名字已經初步訂為 “The Holo Bible”, 原因是, 我們認為這本 Holo Bible 收集了這麼多何Sir的名言, 它必定是一本厚書, 就像每星期我們都要用三次的 Holy Bible 一樣厚, 所以以此命名。

其後, 我們發覺其中兩個封面設計的感覺實在太過像 Good News Bible, 而且, 我們認為用 “Bible” 這個名字, 怎樣想都令我們的構思圍繞著聖經之中, 局限了我們的設計, 所以, 我們決定棄用 “The Holo Bible” 這個名字, 另外構思一個新的名字。同時, 此書的 Cover 亦確定為現在你們看到的封面。



(右圖為被棄用的封面)

究竟我們是怎樣想到這個書名 - Hologarithm 呢?
我們當時想了又想, 結果記起了F.4開學初期, 何Sir教 A.Maths Chapter Zero - Basic Knowledge 時的片段...

我們當時正在學 logarithm (對數), 何Sir第一次解釋那些問題的答案時, 居然可以不用計算機就能寫出 $\log_{10}2$, $\log_{10}3$, $\log_{10}5$ 等的值 (to 4 d.p.), 那時已經令我們驚歎不已, 自此, 當我們一講起 logarithm 就會想到何Sir在黑版上寫出這些答案的情景...

有見及此, 我們想拿一個能夠代表何Sir的一個Maths Topic, 而我們又能用它來給書的名字。剛巧, logarithm 的 “lo” 和 何sir的姓 “Ho” 可以排成我們常稱呼何Sir的 “Holo” (何佬) 一字, 所以我們最後決定 “The Holo Bible” 正式改名為 “Hologarithm”。

雖然有了名字, 有了封面, 但是Hologarithm裡最重要的內容 - 名言, 好像還需要作出適當的分類, 才能夠令人 “看得明白”。所以, 經過多次修改後, 終於得出了現在的8個Sections, 而每一個Chapter選用了Greek Letters而不用Numbers, 是因為我們經常在數學裡用到 Greek Letters, 對同學們比較熟悉, 而且, 因為我們差不多天天都要對著數字, 採用Greek Letters會給同學一種新鮮的感覺。

當Hologarithm在繼續製作的同時, 我們問過了何Sir的意見, 他勸我們不要在CE前做書啦, 一切等考完CE才算。我們依照了何Sir的意思, 在考完CE後才繼續Hologarithm的工作。

由於我自己本來亦是今年 F.5 Graduation Souvenir Book 的 Chief Editor, 所以我要等到我完成了Souvenir Book時才能全力製作Hologarithm, 因為時間倉促, 付印時間近在眉睫, 故較少校對, 所以可能會有一些錯漏, 請大家見諒。

回想起這一年以來的努力, 這本書的出版經過是挺艱辛的...
不過, 這是值得的, 因為我覺得我因此得到了許多東西...

首先當然是學會了使用Abode PageMaker, InDesign等排版軟件,
其次是學會了使用Abode Photoshop來作圖片編輯,
當然, 不可不提的是我們Hologarithm Committee同心合力地製作Hologarithm的精神和友情 ,
還有, 是怎樣去領導Committee members去完成Hologarithm的工作, 要知道, 分工合作(Division of Labour), 在做一些Project的時候是必要的,
最後, 當然是得到了完成了Hologarithm後的樂趣啦！

何Sir, 當您在看這本書的時候, 希望您可以在此重拾昔日教導我們的樂趣, 並且能夠肯定和鼓勵我們的成果！

讓我們在這裡向何Sir再一次致敬！

From Leung Tsz Kin, Tony

Finally, the Hologarithm was finished.

Before making this book, I thought that making a book would be a very easy thing. We would just need to type all things out, and that's all. However, it is not the case at all. Last year, Sam, our chief editor, had an idea of making a book for honouring Holo for being such a good teacher. Sam thought that making a book would be a good idea because many things but not a book for honouring Holo had been done before. As I haven't been involved in publishing a book, and I would also like to do something to honour Holo, I decided to help him to publish this book.

However, a lot of difficulties were to be faced and overcome. First of all, we had to decide the contents of the book. After a series of discussions, we decided to include Holo's words into the book, as they would show a record of how he teaches his students and we thought it was the best way to honour Holo. But, to make a book, a lot of wise words had to be noted down and this was a very difficult task. Budget was another great problem. We didn't have any money for making the book. So we had to ask them to pay for the books first. But it was difficult to persuade the

schoolmates to make them believe that we would be successful to make the book, so that they would be willing to pay. Another problem was that we had only very little time to make this book because we could only start to make this book after CE. A lot of hard work was also needed to do the re-checking work.

I have learnt a lot of things after making this book. I knew nothing about publication before, but I know something about the process of it now. At least, I know that there is such a useful programme called Adobe Indesign for publishing, though I still know very few functions of it now. In addition, I haven't done any projects with most of the Hologarithm committee members. So a lot of new skills of doing projects were learnt from them after co-operating with them when making this book. Also, comprises were very essential for the successful publications of the Hologarithm. Every member of the Hologarithm committee has his own ideas and thinks that his ideas are better than others'. So without comprises and consideration of others' ideas, no such book called Hologarithm can be published.

Finally, I hope that all the fans of Holo will enjoy and be happy with this book.

From Lam Wai Kei, Ricky

完成 Hologarithm 就像完成一個偉大的使命，成功感可以媲美一位將軍帶領數十人馳騁沙場擊敗千軍萬馬。

其實，我們只是略盡綿力為默默耕耘的、清高脫俗的、不爭名逐利的何廷灝老師添上他應有的榮譽，對他的教學方式加以肯定及將他對教學的熱誠表露無遺。

他日，當同學們再次把 Holoagrithm 拿出來細閱時，可謂百般滋味在心頭。

除此以外，製作 Hologarithm 的目的是要讓那些不認識何廷灝老師的後一輩同學也能夠領略其字字珠璣的名言背後隱含的道理。正是：「前人種樹後人涼」，何樂而不為？

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The Holo Fans Club
(*http://dogbert.servehttp.com/holofansclub/index.htm*)