

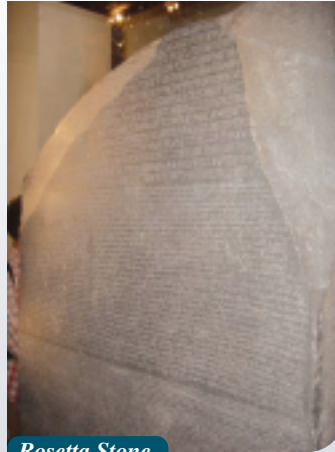
## Learning and More

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What would it be like living and learning in a world city of culture and commerce like London? The picture I got from a two-week intensive language course in London is that language learning goes beyond grammar and vocabulary. It is also about understanding cultural differences.

Contrary to my expectation, English usage and grammar was not the main focus of the course. In spite of this, through intensive practice and group discussions under the useful guidance of our tutors, we made great progress in our language and communication skills during our study. I noticed that we often overlooked the fundamentals of English usage like tenses, prepositions and phrasal verbs when we tried to improve in such areas as vocabulary, grammar and idiomatic expressions. Moreover, we were from time to time tempted to translate from our mother tongue into English direct, particularly in conversation. As my classmates were practising professionals from all round the globe, including Iceland, Kuwait, Italy, France and Senegal, we had great fun in sharing and exchanging ideas. To overcome the difficulties in learning because of differences in our background (I was the only student working in a non-business sector), I asked questions for clarification or correction wherever possible so as to bridge the gaps in our backgrounds, in particular our cultures.



Rosetta Stone

Apart from regular classroom practice, the school organised a broad spectrum of familiarisation activities to give us a wider exposure to the cosmopolitan and dynamic life in London. There was so much to see and explore in the city, and I spent much time visiting museums and galleries over the weekends. In the British Museum, I was taken up with the Rosetta Stone — an irregularly shaped block of black basalt bearing an Egyptian decree. It was first discovered near the Egyptian city of Rosetta by Napoleon's troop in 1799. Its importance stems not from the decree itself, but from the fact that it was inscribed in three different forms of writing: Egyptian hieroglyphics, demotic (or everyday) Egyptian and Greek. Efforts at translating hieroglyphics were once patchy. The Stone allows scholars to decipher the hieroglyphs, and more importantly, to discover that they had a phonetic value. To me it was indeed eye-opening.

I have no illusion that there is a panacea for dramatic improvement in my language proficiency within two weeks. But I am convinced that my firsthand experience of English life has benefitted me in a multi-dimensional manner, including understanding more ways for further study and gaining insights into different cultures.

## 觸目還是矚目？



“觸目”和“矚目”粵語讀音相同，兩者皆與視線有關，因此混淆用錯的例子並不罕見，如“矚目驚心”、“舉世觸目”等。

“觸”本義為用角相抵，引申指“碰、撞”。此字早見於古書。《淮南子·天文訓》：“昔者共工與顓頊（音“專郁”）爭為帝，怒而觸不周之山，天柱折，地維絕，天傾西北，故日月星辰移焉。”“觸”另解作“接觸”。蘇軾《定惠院海棠》詩：“明朝酒醒還獨來，雪落紛紛那忍觸。”由此引申，“觸目”表示“目光所及”，如“觸目皆是”、“觸目傷心”等。例如：“傳說帝堯在位時，天上突然出現十個太陽，令大地草木乾枯，哀鴻遍野，觸

目驚心，幸得后羿以箭射日，大地才重現生機。”“觸目”亦解作“顯眼；引人注目”，例如：“她那一頭染成七彩繽紛的長髮，非常觸目。”

至於“矚”，《漢語大詞典》解作“看見”。宋代沈遼《零陵先賢贊·素公》：“有塚嶙嶙，有池淵淵，不矚其人，惟餘蒼烟。”“矚目”猶“注視”，帶有較強的“主動”色彩。陳毅《七大開幕》詩：“試問九州誰作主，萬眾矚目清涼山。”若以近期發生的大事為例，我們可以說：“神舟五號順利升空，環繞地球飛行，實在是萬眾矚目的壯舉。”