

# CONNECT

LEE KAU YAN MEMORIAL SCHOOL

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Cover art by DING Yueran, Luna, 4A (3)

Based on the ongoing disruptions from the pandemic to our face-to-face classes, this issue will highlight our students' and teachers' perseverance in the face of adversity.

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## ***Back and forth. Virtual learning recommenced.***



Face-to-face classes have been suspended once again due to the Omicron outbreak. The sudden escalation of infected cases led to the temporary closure of schools in late January 2022. Teachers had to adjust their teaching materials and preparation as online lessons resumed. Furthermore, this year's summer break has been pushed forward to early March. To ensure that learning does not come to a halt, the school introduced various interest classes for students to attend during the vacation.

Conducting lessons through the online platform is nothing new to us. Classes were running well, despite occasional classroom disruptions: technical issues and connection instability can be some of the daily hassles a teacher might encounter during online teaching.

It has been my privilege to contribute to the second publication of CONNECT this year. I would especially like to thank Principal Lam, Vice Principal Chui, Vice Principal Kwan and our Head of English Panel, Ms. Amy Chung, for their invaluable assistance and guidance during the epidemic. I would also like to express my appreciation for Ms. Christine Sin's contributions and unconditional support in the second term. Last but not least, I would particularly like to thank Mr. Pavol Dutko for being such an outstanding mentor and providing us with heaps of materials for this second issue.

Please indulge in the pleasure of reading our second issue.

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***Mr. Josiah Josias Phanichakun***  
Native-speaking English Teacher

# Learning English Through Holiday Interest Courses

To make up for the lost time from halved school days and rushed online classes, LKYMS offered holiday interest courses which were to take place during the early “summer” break.

The special holiday programme consisted of two separate courses with different themes: **Internet and the world**, and **Pop-culture: from comics through music to film**. The former ran for an hour per class, while classes under the latter theme ran for half an hour each.

Through the **Internet and the world** course, students got to learn about cool websites, interesting facts about the world, fun online quiz games, and how to plan travel itineraries online. One of our NETs, Mr. Dutko, even played a role-playing adventure

video game with his students!

The **Pop-culture: from comics through music to film** course also had a variety of interesting elements to offer. Our teachers taught students all about the history of comics and film, how K-pop impacted the world, different product brands and logos, and even The Canterville Ghost story.

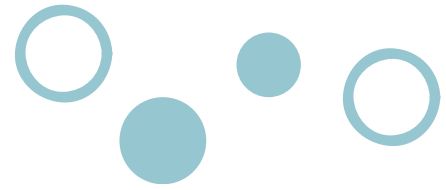
The interest courses were packed with new knowledge and interactive activities. Clearly, our teachers worked extra hard to ensure that students wouldn’t feel bored and leave with a pleasant and productive virtual experience.

Internet and the world (60 minutes)		
Form	Topics	
1	Modern technology	Planning a trip online
2	Video games	Online quiz games
3	Guinness World Record holders	Interesting websites
Pop-culture: from comics through music to film (30 minutes)		
Form	Topics	
1	Extreme sports	How K-pop changed the world
2	Product brands and logos	The Canterville Ghost story
3	Comic and film genres	The history of comics and films



Some junior form students got to play an Indiana Jones RPG video game and read The Canterville Ghost story together.

# LANGUAGE ARTS



One of the groups from class 3C having a first taste of acting and drama



2C students and Mr. Dutko imitating the actors in a commercial



This academic year, Language Arts (LA) classes produced a plethora of work that highlighted our students' creative genius!

**We have tweaked the typical LA curriculum by extending its coverage beyond drama and script writing.**

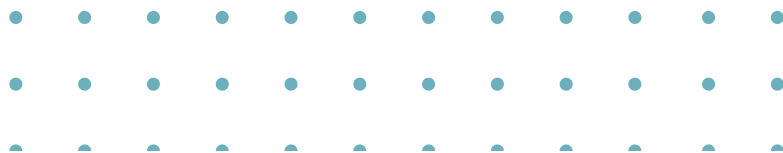
Form 1 students were taught LA through activities about **theme parks**. They were instructed to design their own **theme park rides** and write descriptions about them. Then, they presented their work in front of the whole class. "It's always promising to include creative learning tasks and encourage students to think critically," commented Mr. Josiah, one of our NETs.

Similarly, Form 2 students were required to design a piece of work: this time, their very own **shopping center floor plan**.

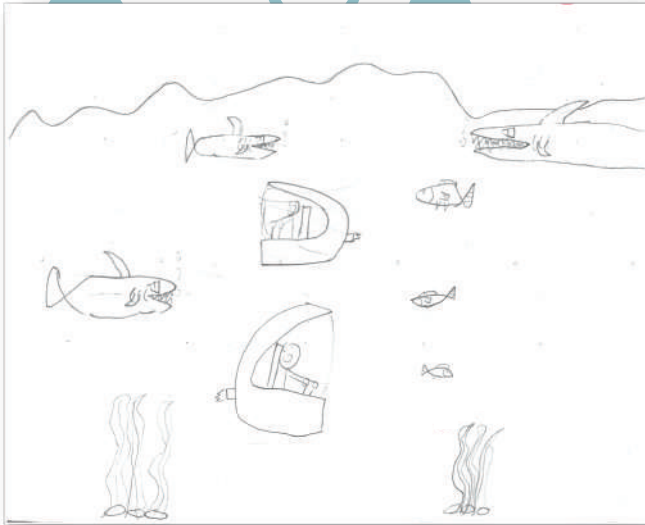
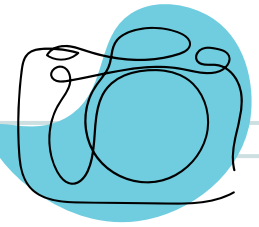
Before getting down to it, they were given shopping mall brochures for inspiration. The resulting floor plans were impressive and amusing! Again, students presented their designs, and classmates got to comment on them.

Finally, Form 3 students had the challenging task of writing **role play scripts** about **artificial intelligence applications**. Before writing, students were put into groups and given model scripts to act out in front of class. After that, they were taught the foundations of script writing. The resulting pieces of work were surprisingly complex, demonstrating the true potential of our students.

The following pages contain a selection of good LA work by our students.



# FORM 1 - THEME PARKS

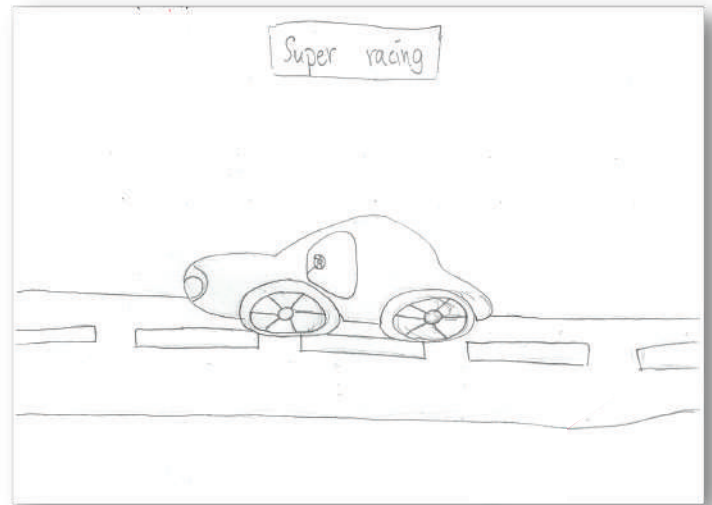


"I chose to design this theme park ride because it allows passengers to watch the ocean world. They are required to sign a certificate of life and death. The minimum age requirement for this ride is 18 years old."

- Kenny Cho, 1B (20)

"I chose to design this theme park ride because I like to drive cars and I want to have a competition happily with my friends. The minimum age requirement for this ride is 12 years old, and the age limit is 50 years old."

- Anson So, 1D (26)



## FORM 2 - SHOPPING AND ADVERTISING

### Tony Star Shopping Centre

by Tony Liang, 2D (29)

Tony's floor plan is not only creative but realistic as well. He was mindful of the number of toilets and type of facilities available, making his shopping center a place his classmates would definitely visit.



## Role play scripts

- Karson Chan, 3C (12)

### Scene 1: on the bus

**Narrator:** It is the year 2025, and Jimmy is on the bus heading back home.

**Jimmy:** I can't wait to get back home and watch the latest episodes of cartoons!

**Narrator:** Suddenly, a car crashed into the bus.

**Jimmy:** [Screams]

### Scene 2: in the hospital

**Narrator:** Although the car crash did not get anyone on the bus killed, most of them have lost some of their body parts. Jimmy has lost his leg. He is now in the hospital.

**Jimmy:** [cries] I've lost my leg. I can no longer walk normally.

**Narrator:** Jimmy looks at the TV above him. An advertisement starts playing.

**Salesman:** Did you lose a part of your body? Do you want to replace that missing body part, even though you can't afford it? BotBody has got you covered! With a discounted price of 15,000 HKD, you can replace your missing body part with an AI prosthetic leg that works like the real thing!

**Jimmy:** [Eyes widely open] This is exactly what I need!

### Scene 3: at BotBody Co.

**Saleswoman:** Welcome to BotBody Co. How may I help you?

**Jimmy:** I would like to buy that AI prosthetic leg I saw on this company's advertisement.

**Saleswomen:** Oh, sure. Please follow me; we shall make one that fits your size.

**Jimmy:** OK.

**Narrator:** Ten days after getting a lot of measurements done and paying for the leg, Jimmy received an email.

### **Scene 2: in the clinic**

**Narrator:** In a town full of robots, a doctor named Daniel finds an abandoned robot at a junkyard. He brings the robot back to his clinic, restores its machinery and names it Jonathan.

**Jonathan:** [Wakes up and looks around the clinic] Where am I? [Looks at Dr. Daniel] Who are you?

**Dr. Daniel:** I'm Dr. Daniel and you are Jonathan. I saw you at the junkyard, took you back here and fixed you. Now that you've come back to life, you're safe in my clinic. Don't worry. Now, your life's mission is to help people.

**Narrator:** Jonathan heard and understood the doctor. However, he was about to do something that would get him in trouble...

### **Scene 2: at the street market**

**Narrator:** Jonathan's first mission is to help Dr. Daniel buy something for him; something that would upgrade his machinery.

**Jonathan:** [Looks around with wide eyes] Wow, amazing! There are so many people, and there is so much tension!

**Narrator:** Jonathan goes around the street market and buys everything Dr. Daniel needs, then heads back to the clinic. Suddenly, a rich old woman approaches him and asks him a question.

**Old Woman:** Hey, young boy! Do you know how I can leave this street market and go to the big city? Can you take me there?

**Jonathan:** Oh, yes! I am a robot, so I have a GPS in my head. I can take you to the big city. Follow me!

**Narrator:** The rich old woman follows Jonathan to the big city. Jonathan's GPS leads him to a shortcut: a dark street leading to the city. Suddenly, some bad people show up...

# A fine selection



of students' work

*Despite the suspension of classes, our students' writing skills did not diminish. The following collection of student work reflects this.*

## Does food photography bring you enjoyment?

- Luna Ding, 4A (3)

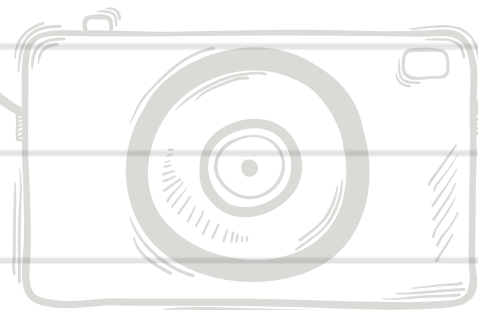
Food photography is a new trend in our lives. Some people take photos of food before or after eating. With the rapid development of the Internet, smart phones and beautiful photos are more and more common. As a result of their growing popularity, food photography has appeared in people's lives.

This trend began with social media in the 2000s. It started later than other trends, but it was loved by many young people. People began sharing everything about their days. They want to keep great memories and precious moments. It's a good way to retain something wonderful.

What's more, food blogs have also become popular. Since the popularity of food photography has increased rapidly, many things in our lives have changed. A new job called food blogging appeared. They take lots of photos and short videos with food and then post them on the Internet.

There are many positive and negative factors about photography. First of all, you can share experiences with friends and family and photos of meals posted on social media, resulting in more business for restaurants. On the other hand, many people always look at their phones instead of talking to people. They may ignore friends and family.

Although food photography is loved by many people now, I don't think this trend will last long. Just like other trends being replaced, the changes of the times are very speedy. There will be fewer photos of meals on people's feeds in the future. Let's wait and see the next trend!





# Letter to the Editor: the influence of teen monitoring apps

- Potter Wong, 5A (24)

Dear Editor,

I am writing in response to some parents installing apps on their children's mobile phones to monitor their activities, which was featured in the Young Post. I know there are a number of parents using these kinds of apps. I absolutely do not recommend this action as it has more disadvantages than advantages.

Firstly, I think teenagers need privacy in order to grow up better. Parents try to prevent their kids from doing illegal acts, so they install certain apps to ensure that they use their mobile devices responsibly. Parents cannot monitor their kids forever. If they have not seen any inappropriate information, they might not know how to deal with it. Teenagers will be interested in knowing what you prohibit them from doing or seeing. When they grow up, they might want to try everything they could not do before.

As the Chinese saying goes, 'mastering the stick, but aiming for the yard'. Teenagers are smarter than you think, especially when they are interested in so-

-mething. They can find various methods to avoid your monitoring. They can just buy a new phone or ask others to hack the apps. It is not hard to find someone to do so. Teenagers can always respond to the things they do not like. Because of that, it is really useless to use monitoring apps. Parents could just communicate with their kids more. I think it is more effective than using the apps.

Finally, I am afraid that the app will badly affect the relationship of the family. A recent survey done by The University of Hong Kong has shown that 90% of teenagers who have been monitored by parents have a bad impression of their parents. Some of them even tried to run away from home. They do not think their parents care about them. I have a question for the parents who have installed these monitoring apps on their kids' phones, "If someone monitors your daily life, what will you think?" Your answer will be exactly what your kids are thinking. As Professor Wong said, "The best way to

know what teenagers are going through is to listen to them." So, stop using the monitoring software and try to explain why you disallow them to do something. I think most teenagers will listen to you. They will also feel your love.

In conclusion, I don't think using monit-

-oring apps is a good idea to keep teenagers away from doing something bad. I recommend parents to talk with their kids. You can discuss the information on the Internet with your kids.

Yours faithfully,

Potter Wong

## Emotional experience

*Last week, we asked our readers, "If you could switch bodies with a person for a day, who would you choose, and what would you do?" Here's what they had to say.*

### Top 10

World-famous Canadian singer Justin Bieber. I would like to experience the feeling of singing in front of thousands of people and walking the red carpet at events like the Oscars. I wonder how I would feel being fully dressed up and meeting those famous people. It must be a thrilling experience!

**Jeremy Sridadet, 15,  
Lee Kau Yan Memorial School**

# 10

Our student, 5B (23) Jeremy Sridadet has contributed to the weekly Q&A section in Young Post.

# Letter to the Editor: solving environmental problems

- Ocean Ou, 2B (30)

Dear Editor,

I read an article on global warming yesterday. I believe that this environmental problem is getting more serious, and we need to solve it together.

If we drive petrol cars every day, then the content of carbon dioxide in the atmosphere will be more than before, and global warming will get aggravated. To fix this problem, we should reduce the production of carbon dioxide. We can use electric cars instead of petrol cars, which will produce less carbon dioxide; this can relieve global warming.

Secondly, if we cut down abundant trees, there will be nothing that can absorb carbon dioxide and release oxygen. This increases the content of carbon dioxide in the atmosphere. To fix this problem, we should protect trees and other plants. Therefore, we must not cut down too many trees. If we need many pieces of paper to work, we should reuse paper by writing on both sides. We can also group many more trees. The process of photosynthesis in plants can reduce the amount of carbon dioxide in the atmosphere, thus relieving the problem.

To sum up, the two solutions can reduce greenhouse gases to fix global warming. These days, the carbon dioxide content in the air is increasing sharply, which is harmful for the environment and our health. So, let us pursue low-carbon living to fix the problem together.

Yours faithfully,

Ocean

# MI YOUNG WRITERS AWARD 2022

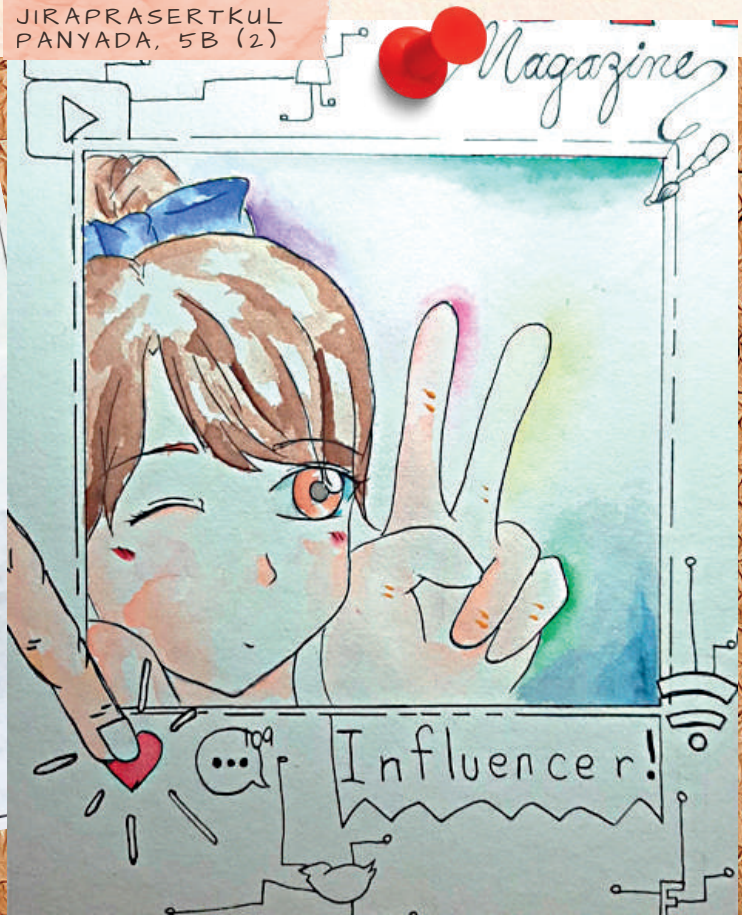
-MR. PAVOL DUTKO

(Native-speaking English Teacher)



**MI Young Writers Award (2022) English Writing Competition** is organized by Magazines International and LiveABC, and thirteen of our students from across all Forms 1-6 submitted their work to the competition on 28 February. The junior students wrote an essay to answer the question **"Should smartphones be allowed in school?"** and the senior students' question was **"If you became a social media influencer, what would you post about?"**.

The students had their writing appraised in two drafts with individual instruction from the teacher. An optional task was to design the new magazine cover page and a few students drew theirs. The results of the competition will be announced on 30 May 2022 with numerous different trophies, prizes and awards, including a separate prize for the magazine cover design. Please see a small selection of our students' entries.



# Should smartphones be allowed in school?

Mandy Chan, 2C (1)

Today, most schools do not allow students to use smartphones on campus. It should be because cell phone use at school affects learning, but I do not think so.

First of all, the Internet is our future. Future learning methods will be vastly different from past learning methods, and the desire for timely information will be greater. Especially under the wave of promoting quality education, the portion of learning that involves current affairs and politics will gradually increase. However, in the environment of traditional closed teaching, if the Internet is not introduced, how can students stay up-to-date with current affairs? Therefore, allowing children to learn how to use smartphones, iPads, and other tools helps them adapt to future trends, and learn the future way of life.

Secondly, smartphones can bring many benefits to our lives. For example, they allow students to contact their parents and report their learning progress

to teachers anytime so parents can understand the situation of the students and feel more at ease. Most importantly, if students are in danger, they can seek help from parents, teachers or the police right away. Thus, smartphones are very convenient high-tech gadgets to have.

Smartphones have a variety of other useful functions. For example, their in-built cameras can take high quality photos any time. Teachers are sometimes too busy, so students can readily look up a lot of information online to aid their learning process. Smartphones can even be used as dictionaries!

However, self-discipline in the use of smartphones is absolutely necessary. It should definitely not become a distraction from studies. When the teacher talks, students must listen. Moreover, students cannot just use their smartphones for fun during recess or worse - cheating when doing homework and even exams! The school Wi-Fi should block access to the Internet during such events or activities.

If you became a social media influencer, what would you post about?

## Anson Ng, 5B (18)

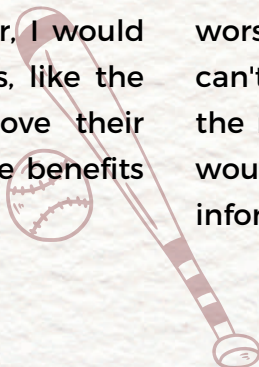
I am not very interested in social media. However, if I were a social media influencer, I would choose to post sports knowledge, including different sports, sports rules, etc., to introduce to teens and encourage them to exercise more. Moreover, the Winter Olympics has recently officially opened, which has attracted young people's interest in sports because they care about their countries' representatives and young people want to try new things.

First, sports can help teens reduce stress, meet new people, and have a strong body. Most teenagers are now in poor health because they do not often exercise and only stay at home to play games, which makes them prone to illness. The Health Centre points out that 43% of students are now overweight. Take my friend Ban as an example: he does not often exercise, which makes his body prone to sickness. He also does not know the benefits and methods of exercise, so he does not exercise.

If I were a social media influencer, I would teach teens how to do the sports, like the 224 workout. It can help improve their fitness, and they can recognize the benefits of exercise.

Secondly, I would post different types of sports, which can provide the public with more choices. Basketball, football, and swimming are popular sports in the world-- more than 65% of people like them. Now, let me give some examples to teens: among the mentioned sports, basketball is the most popular. According to the University of Hong Kong, 64% of teenagers love basketball. From this, it is clear how popular basketball is. Basketball can also teach teenagers the importance of cooperation; they will understand that teamwork is very important. They will also know how to cooperate with others when they encounter difficulties in the future.

Finally, I would introduce how to play new sports and sports venues to the public. Most young people want to get in touch with new kinds of sports, but they do not know where the sports are and where young people can play them. Over time, they lose their enthusiasm for sports and become less willing to play sports. It makes their bodies worse and when they try new sports, they can't easily play because they do not know the rules. So, as a social media influencer, I would also post some sports rules and information to the public.





# ENGLISH WEEK 2022

Exploring the world seemed impossible over the past few years due to travel bans and quarantine. Therefore, the theme of the English Week was the same as last year's -- **Travelling around the World**, but the destination was **Japan** this year. From 16th May to 20th May, students got to learn all about **Japanese culture** through interesting videos and fun Q&A sessions.

PowerPoint slides with short video clips and quizzes were prepared for each day's activity. The videos covered a variety of topics like **Japanese tourist attractions, food, etiquette, animation, and music**. To add even more fun, videos featuring some other subject teachers engaging in quiz games were played too. Students enthusiastically participated in the following Q&A sessions, hoping to receive tasty **Japanese snacks** if they answered correctly.

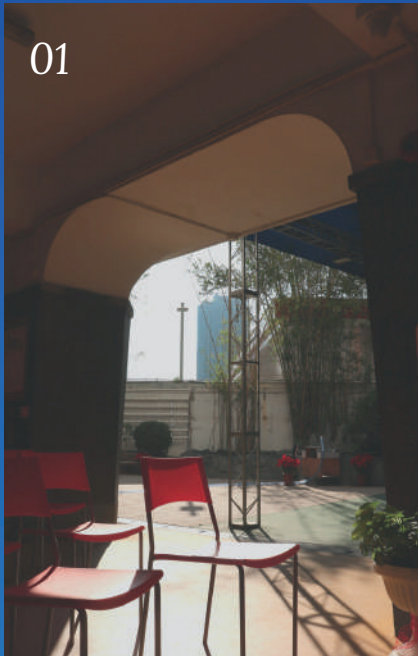
To sum up, it was definitely worthwhile watching students participate in this year's English Week. All activities were successfully conducted with the help of English teachers.

Special thanks to Chinese teachers Ms. Cheung Wai Yan, Ms. Lau Tsui Fun, Mr. Law Kim Chong and Mr. Kwan Yu Hin, Maths teachers Ms. Chow Man Yu, Ms. Wu Ho Ka, Mr. Chu Kit and Mr. Lai Ho Wah, R.S. Teacher Ms. Chan Tsz Ching and Economics Teacher Mr. Sung Yuen Wai for their active participation in the fun quiz.

Ms. Debbie Shek | English Teacher



01



## FEATURED PHOTOS

01 Vacant chairs during class suspension

02 Our student's magazine cover design depicting multimedia learning

03 English Week with class 3CD2

04 The four ways of love, according to Panyada Jiraprasertkul 5B (2), who won the first runner-up in the postcard design competition organised by Ark Life Education House.

05 The talented Kevin Shek from class 3D (33) acting in a role play during LA class



### Editorial & graphic designer

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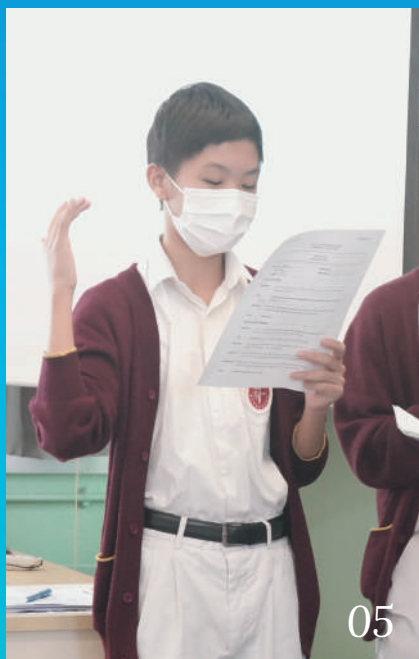
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