

What's UP?

STFA LKKC English Newspaper



Hello to a new teacher



Exchange Programme



Mid-Autumn Festival

Interview with Ms Ng

4D Leong Pui Size

Q: Leong Pui Size

A: Ms Ng

Q: Hello, Ms Ng. Would you mind introducing yourself, including your role at LKKC and your background in teaching?

A: Hello, I am Ms Ng. I am teaching Form 4 Chemistry and Form 2 Integrated Science at LKKC this year. I am a Chemistry specialist with several years of experience in the subject since graduating from the University of Hong Kong (HKU), where I completed a double degree in Education and Chemistry. I am delighted to be part of the LKKC family, continuing my passion for teaching Chemistry here.

Q: What inspired you to choose Chemistry as your specialty in teaching?

A: I was fortunate to have several excellent science teachers during my secondary school life. They helped me realize that science is fundamentally grounded in the real world. Although its concepts might seem complex or abstract, they are directly applicable to a wide range of everyday phenomena. For example, a cut apple turns brown rapidly due to an oxidation reaction—a topic we will explore in Form 5 Chemistry. Similarly, when baking cookies or cakes, the addition of baking soda produces carbon dioxide gas, which is trapped within the batter, causing it to rise and resulting in a soft, spongy texture. Chemistry is not only a fun subject but also a framework for understanding the world scientifically. I am passionate about sharing this joy with my students.



Q: What motivated you to choose LKKC as your workplace?

A: I grew up in Tuen Mun and I still reside here currently. I think LKKC students are not only diligent in terms of striving for academic excellence but they're also very active in various activities such as sports and music. LKKCers know how to work hard and play hard—they don't just put all their effort into their studies but they are also very energetic in aspects of sports and music. I give them a thumbs up for this kind of holistic development, which is exactly why I chose LKKC. I look forward to growing together with all of you.

Q: Over the past few weeks of teaching here, how has the experience been so far? Can you tell me your thoughts about working with LKKCers?

A: This is only my fourth week teaching at LKKC, so I'm still not quite familiar with many students, especially those in the senior form. But I think students have become more comfortable with me gradually over the past few weeks, particularly the Form 2 students. They enjoy the scientific experiments and they've become more willing to raise their hands and answer my questions, so it's getting better and better. As for my Form 4 Chemistry students, I understand that the concepts might be difficult, and it's common for senior form students to be quieter during lessons. I embrace their quietness, but I also want them to know that I'm approachable. If they have any difficulties, they are welcome to ask questions and express their thoughts during the lessons.

Q: Many students find Chemistry quite challenging. Do you have any strategies for studying it effectively?

A: The key to mastering Chemistry is consistent practice. Although this is a common prescription for success, Chemistry is particularly high-yield, offering a direct correlation between effort and achievement. While the concepts can be abstract, there is a notable pattern of repetition in the types of questions featured in public examinations. Familiarity with the recurring patterns and phrasing of exam questions allows students to identify key terms and score high marks efficiently. So yes, Chemistry is indeed challenging, but with consistent practice and asking yourself questions to clarify each topic, you will be totally fine. So don't wait until Form 5 or Form 6 to tackle difficult concepts before the DSE. Start early in Form 4 to identify your weaknesses and topics that you find abstract or confusing, and keep drilling.

Q: Thank you so much for your time today. I'm sure LKKCers know more about you now.



Before departing for my exchange program in the U.S., I envisioned two extremes: perhaps I would blossom into a culture conduit, absorbing new traditions and forging profound friendships. Alternatively, I feared that I would be stranded by linguistic barriers and customs, ultimately feeling alienated and adrift.

In reality, neither of the extremes materialized. What I encountered were resonant echoes. The familiar sight of bubble tea shops on street corners and the universally recognizable classroom archetypes—the diligent strivers, the passive participants, the compassionate voices alongside the incisive critics—all felt strangely familiar. I integrated into a social circle and was even invited to spend a week in California with a close friend — an experience that allowed me to immerse myself in her world by staying at her home.

One classmate was ostracized after her misconduct was disclosed. Though we had been friends, she ultimately withdrew from the school. I also noticed how students with familial connections—those who had siblings or parents who were alumni—appeared to receive preferential access to opportunities. Once their backgrounds were revealed, the teachers' demeanors shifted noticeably, becoming markedly warmer. My host family once took me to their six-year-old daughter's soccer game, where they proudly explained that juvenile athlete achievements were a cornerstone in middle-class social currency. Yet, none of these social dynamics were unique to America; they were merely echoes of patterns I had long recognized in my homeland.



Naturally, certain cultural distinctions were pronounced. Americans would effortlessly engage in casual conversations with strangers, while conversations in Hong Kong stayed within familiar circles. Furthermore, the centrality of sports in the U.S. schools presented a marked difference from its predominantly peripheral role in the academic environment back home.

My most profound insights emerged not within the classroom, but from late-night conversations with friends. We compared education, family dynamics, and personal anxiety. I came to understand that the quintessential social challenges I had observed in Hong Kong—intense competitions, institutional favoritism, and systemic inequality—were not unique, but merely manifested in different forms within American society.



Mid-Autumn Festival

5C Wong Shiu Tin

We do it every year. We eat the mooncakes and we carry the lanterns. We follow the script of the Mid-Autumn Festival perfectly. But how many of us do it on autopilot? If someone asked you why we should celebrate it, beyond a vague mention of 'tradition', what would you say? Honestly speaking, I wasn't sure either. So I decided to find an answer.

My search started with the basics. The festival originated as a post-harvest celebration, but over time, and influenced by legends such as Chang'e and Hou Yi, its focus had shifted to family reunion. The festival is held on the 15th day of the eighth lunar month, when the full moon symbolises togetherness, completeness and harmony.



Apart from gathering with others, the festival also encourages us to connect with ourselves. For instance, the act of 'moon gazing' is an act of mindfulness at its core. You stop, look up, and appreciate the beautiful moon. Is there a festival that invites us to simply stop and appreciate the moment? The Mid-Autumn Festival is undoubtedly one of the few. It provides us with an essential mental break from the pressures of life.

The Mid-Autumn Festival is approaching once again. So why do we celebrate it? We celebrate not just because of the mooncakes or lanterns, but what they represent – a chance for connection and a moment of peace. How will you celebrate it this year?

You may wonder: aren't we with our family, or at least digitally connected to them, all the time? What does the festival's 'family reunion' truly mean for us? In our modern world, while digital communication is indeed convenient, it ends at a virtual level. Yet, the Mid-Autumn Festival is an opportunity that brings family members physically together or closer. Whether it's the taste of the mooncake, the smell of tea, or the warmth of a lantern, these are all sensory experiences and shared moments that create lasting memories. The festival is a valuable reminder that genuine connection is felt, not just seen on a screen.



New Column Introduction — Letter to the Editor

5D Linda Wang Siu Ling

"Dear Editor, I am writing to expound on my perspective concerning..." I'm sure that most of our schoolmates, especially those in senior forms, have been very familiar with this opening. As a key text type assessed in the DSE, a "Letter to the Editor" is an essential format for students to master. To provide LKKCers with more opportunities for authentic English practice and to foster stronger connections between our fellow students and the What's Up team, we are delighted to introduce a new initiative: our very own "Letter to the Editor" column!



Entitled "**Students' Voice**," this section of the What's Up team's publication features articles submitted by LKKCers, showcasing their perspectives on school life. Acting as an echo from LKKCers, the column allows you to respond to articles from previous issues or contribute original pieces about any aspect of school life. After being reviewed by the What's Up team, the selected letter will have the honor of being published in an upcoming issue and shared with the entire school community.

As a new initiative designed to promote practical English usage, we strongly encourage all students to try their hand at writing a letter to us. Meanwhile, this is also an excellent opportunity for you to share your ideas and feedback, helping us to foster a stronger sense of community. For now, please drop your letter in the box outside Room A on the ground floor, right in front of our *What's Up* board.



Apart from this, *Phrase of the Day* will be inviting all LKKCers to share their own ways of using the phrases introduced in their skits. So, stay tuned for that!

Given the numerous benefits, what are you waiting for?

What's UP?
Students' Voice

BOOK RECOMMENDATION

Today's pick:
The Hunger
Games by
Suzanne Collins



You enter a future world where every year two tributes from each district are thrown into an arena expected to fight to the death or get knocked out by other means.

ONLY ONE CAN SURVIVE.

**Winning means fame and fortune.
Losing means certain death.**

The Hunger Games have begun.



closest thing to a
perfect adventure
novel

Rick Riordan,
author of the Percy Jackson & the
Olympians series

English Riddle

5D Ernest Leung

Heart Puns — Read this and try the quiz! Can you guess the meaning of the underlined "heart phrases"?

Sam: Hey, Joanne, I need to have a heart-to-heart with you.

Joanne: Oh no, you're breaking my heart already. What's wrong?

Sam: Don't worry, it's nothing bad! I just wanted to say—from the bottom of my heart—thank you for your help on that project.

Joanne: Oh, that's a weight off my mind! You really had me worried. You know I always put my heart and soul into my work.

Sam: I know, and it shows. Honestly, when you presented the idea, my heart skipped a beat—it was that good.

Joanne: Well, don't lose heart if our next idea isn't as strong. We'll figure it out together.

Sam: Thanks. I'm just glad we're on the same page. It makes it easy to learn by heart.

What do these phrases mean?

- 1) () heart-to-heart
- 2) () break someone's heart
- 3) () from the bottom of one's heart
- 4) () heart and soul
- 5) () one's heart skips a beat
- 6) () lose heart
- 7) () learn by heart
- 8) () one's heart is set on
- 9) () one's heart isn't in it

- a. to be very upset emotionally
- b. with great enthusiasm and energy
- c. to be discouraged
- d. a sincere and intimate conversation
- e. to memorize something flawlessly
- f. to want something very much
- g. sincerely and deeply
- h. to be suddenly excited or frightened
- i. to not be interested in something

5h 6c 7e 8f 9i
1d 2a 3g 4b
ANSWERS

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