**"Developing Students' Listening and Viewing Skills" Video Series
– Dream without Borders –**

Please refer to ***The Learning Progression Framework for English*** (www.edb.gov.hk/lpfenglish) for details of the eight attainment milestones (ATMs) and the respective learning outcomes.

Suggested Answers	When students respond to the questions appropriately, they can:
(Pre-viewing)	
1) (Suggested answer) "Dream without Borders" could be a video focusing on how a person or a group of people overcome obstacles to pursue their aspirations. These obstacles could be physical boundaries such as geographical locations and financial constraints, and/or intangible limitations such as cultural barriers and educational gaps. (Accept any reasonable answers.)	ATM 2.7 (Reading/Viewing) ● make predictions about the content from the title of the video
2) **(i)** <u>**Furniture and background:**</u> warm **(ii)** <u>**Screen:**</u> vibrant **(iii)** <u>**Atmosphere and vibe:**</u> cozy	ATM 5.5 (Reading/Viewing) ● identify the cinematic features in the video (e.g. the use of colours) to facilitate comprehension
(While-viewing)	
3) B. how Lisa has adapted to her life in Hong Kong	ATM 3.5 (Reading/Viewing) ● make predictions about the likely development of the interview by using cinematic clues (e.g. a collage of Lisa's photos about the moments of her life as an artist against the background of the outline of Hong Kong)

	ATM 6.4 (Listening)
	• deduce the focus of the introduction by using
	- semantic clues (e.g. phrases such as "*overnight she became a Miss Hong Kong*" and "*dramas set in ancient China*" are examples of things Lisa does as an artist in Hong Kong)
	- syntactic clues (e.g. the use of cohesive devices "but" and "despite" to signal the changes in Lisa's course of life)
4) (i) nurse (ii) artist (iii) English (iv) Cantonese	ATM 3.2 (Listening) • extract specific information in texts by identifying relevant meaningful chunks (e.g. "*being a nurse*", "*being an artist overnight*", "*speaking English*", "*in Cantonese*")
5) (a) (i) Opinion (ii) Fact (iii) Fact	ATM 7.3 (Listening) • distinguish between facts and opinions by using semantic clues (e.g. "*I really think*") and syntactic clues (e.g. using the present tense and the Type 0 conditional to present facts)

5.
(b)
C. sometimes struggles with Cantonese pronunciation
	ATM 4.5 (Reading/Viewing)
	• deduce Lisa's Cantonese ability by using visual clues (e.g. Lisa's facial expressions when trying to utter the Cantonese words)
	
	ATM 6.4 (Listening)
	• deduce Lisa's Cantonese ability by using
	   - semantic clues (e.g. "*you see where my difficulty is*" illustrates that Lisa does not find it easy to speak Cantonese)
	   - syntactic clues (e.g. Lisa repeating the Cantonese words for "rice box" signals her hesitation about the pronunciations)

6)
She continues to pursue her dream to offer help to people in various ways even after relocating from Scotland to Hong Kong. Whether it is taking care of patients as a nurse or promoting overall health and well-being through social media as an artist, being able to help others is the reason why she loves her jobs. Her passion for helping people transcends geographical limitations and occupational boundaries, an idea echoed in the title of the video.
	ATM 6.2 (Listening)
	● follow the development of main ideas and make connections between them by using
	 - knowledge of text structure (e.g. the prompts given by the host "*What do you mean? Can you tell us a little bit more about it?*") to seek clarifications/ additional information
	 - syntactic clues, e.g. the use of cohesive devices:
	  - the use of "so" in "*so, since I was young, I have always wanted to help other people*" to indicate a continuation and to introduce explanation of her previous idea
	  - the use of "But" in "*But as an artist, I feel like my social media reach is much bigger.*" to convey the idea that she could help more people as an artist than as a nurse

7) (i) Have a plan, a goal or an endgame (ii) language (iii) month (iv) Ask people for help (v) new idea (vi) advice	ATM 3.2 (Listening) ● extract specific information in texts by identifying relevant meaningful chunks (e.g. "*always have to have a plan, or a goal, or an endgame*", "*ask people for help*") ATM 5.2 (Listening) ● identify supporting details for main ideas by using knowledge of cohesive devices (e.g. the use of "for example") to illustrate the importance of creating a detailed plan for achieving the goals by providing an example of learning a new language
8) (a) The first "tough" means difficult or challenging, emphasising the hardship. In "tough people", it means resilient and strong, highlighting people's ability to persist and thrive despite difficulties.	ATM 8.1 (Listening) ● work out the multiple meanings of the word "tough" by using semantic clues (e.g. the use of "tough") to modify the different nouns (i.e. "times" and "people") in its two appearances to encourage audience to be resilient when facing challenges

8. (b) So, if you <u>stick</u> to your <u>dreams</u> and your <u>hopes</u>, one day, you <u>can</u> make it and you <u>will</u> make it.	ATM 5.6 (Listening) • recognise the features of connected speech (e.g. sentence stress)
8. (c) Lisa aims to inspire viewers by emphasising that determination is the key to achieving their goals.	ATM 6.3 (Listening) • identify Lisa's message and intention by using knowledge of sentence stress (i.e. the emphasis on the underlined words underscores Lisa's encouragement to viewers)
9) informal friendly	ATM 4.4 (Reading / Viewing) • infer the overall atmosphere of the interview by using theatrical clues such as the stage design and set arrangement (e.g. the colour and staging of the sofa, as well as the clothing of the characters) ATM 5.4 (Listening) • infer the context of interactions between the speakers by using semantic clues (e.g. the use of phrases such as "*Yeah, see?*" signifies an informal conversation)
(Post-viewing)	
10) Accept any reasonable answers.	Underlying Principles • support students in making a realistic self-assessment of qualities and aptitudes in relation to the jobs mentioned in the video
11) Accept any reasonable answers.	Underlying Principles • support students in the development of positive values and attitudes (e.g. perseverance, commitment) through engaging students in personal reflection

Tapescript

Dream without Borders

H: Host	L: Lisa
H:	She used to be a nurse in Scotland, but overnight she became a Miss Hong Kong. Despite her foreign background, she actively plays different roles on TV dramas set in ancient China and sings Cantonese songs. Welcome Lisa-Marie Tse. Lisa, you are the champion of Miss Hong Kong Pageant 2020. How did that change your life?
L:	It changed my life completely.
H:	How so?
L:	So, I went from living in a small town in Scotland to living in Hong Kong. And I've always wanted to live where my dad was born and brought up. So, it was just a huge cultural difference. Everything is so busy in Hong Kong, and it was a huge difference, and also I went from being a nurse to then being an artist overnight. That was also a huge change, and also the fact that I went from speaking English. So, I spoke English at work, at home, and then everything there is in Cantonese, so it's been a huge difference. But I'm so excited to be here in Hong Kong, and I've loved every moment of it so far.
H:	So, what challenges have you encountered while working here in Hong Kong?
L:	So I really think my main challenge has been learning Cantonese. Cantonese obviously has nine tones, and if you say the tone wrong, it means a completely different word. So recently I've been doing 飯箱 (rice box) … 反常 (unusual)! And then… which means unusual, and then 飯箱 (rice box) …箱 (box)?
H:	飯箱 (rice box)
L:	Which means rice box.
H:	Right.
L:	So, you see where my difficulty is if you go to add or order some rice, you don't want it to be saying, "Can I have some unusual?" You know? So, that's gonna be my main challenge is trying to make sure the Cantonese is right, and I don't make any mistakes.
H:	Right. So, right now, as you said, Cantonese is your biggest challenge. How did you overcome that obstacle?
L:	So, when I first moved here, someone told me, "Read more, write more, and listen more." So, that's kind of what I've been doing. I always have some sort of Cantonese drama or something playing in the background, just to try and absorb more Cantonese. And I have a lot of English-speaking friends here, so whenever I'm with them, I always try and change the conversation back to Cantonese. I feel like the only way to really learn a language is to use it in daily life, so I try and speak it as much as possible.

H:	So, you were supposed to be a nurse after you graduate, but now you are a TV artist. How do you feel about that change in career?
L:	So, both careers are vastly different, but I feel like my heart, and my passion, and my love for my job still remains the same.
H:	What do you mean? Can you tell us a little bit more about it?
L:	So, since I was young, I have always wanted to help other people. And as a nurse, I could only really provide care for five patients per day. But as an artist, I feel like my social media reach is much bigger. So, I hope to help others through social media to work on exercise, body image, and just overall health and well-being.
H:	That sounds so positive. Do you have any plans for it?
L:	Yes, I plan to continue to create social media videos, just kind of showing my true self. So, I always feel like your true self can't be wrong, right? And often, people try and cover up themselves or try to be a different person, but I feel like that's so much more effort. So, I always try and show my true self and like my social media platforms, just to show people that you should be proud of who you are and just continue to be yourself.
H:	That's amazing! Finally, is there anything you want to share?
L:	So, I always say, "Follow your dreams." And I feel like to follow your dreams, you always have to have a plan, or a goal, or an endgame. So, for me, learning Cantonese or anyone learning a new language, you have to set yourself goals. So, for example, if you want to learn a new language within one year, how are you going to do that? So, you have to have a plan. So, in January, I want to learn this amount, and in February, I want to learn this. And you have to have a detailed plan so that by the end of the year, you actually achieve your goals. Because if not, it's very easy for a year to go by, and you're like, "Oh no! I didn't actually learn a new language," or "I didn't learn a new instrument."
H:	That's true.
L:	Yeah, see? And I do it all the time, and I always have to remind myself: write down my dream, write down my goal, and how I'm going to get there. And it makes it much easier. And I would always say, "Ask people for help." So whether it be you're bringing up a new idea, or you want to learn something new, or you need help on getting to your goal, always ask either your parents, or a friend, or just someone who can give you some advice if you ever get stuck.
H:	Right.
L:	And I think the most important is remember that tough times don't last, but tough people do. So, if you stick to your dreams and your hopes, one day, you can make it, and you will make it. So I think that's what I would say.
H:	Right. I love that positivity. Well, I hope a lot of people would you know, learn from what we've talked about today, what you have shared as well. Thank you so much for your time today.
L:	Thank you for having me.
H and L:	Bye.