

LPF Speaking Exemplar

A Place We Never Forget: Our School

Task Description

Four students participated in an interview on RTHK's radio programme, 'Teen Time'. They shared with the interviewer their school's history, school life, academic performance, extra-curricular activities, etc.

Preparation

Before the broadcasting of the radio programme, the students collected information about their school from various sources - the principal, teachers, fellow schoolmates and school publications. Then they prepared for the interview by taking part in role plays at school.

Learning Outcomes: CVO 8

The following annotations illustrate the learning outcomes of the four students who participated in an interview in 'Teen Time', a radio programme of the RTHK.

Content, Organisation & Communication Strategies	Language	Pronunciation, Stress, Rhythm & Intonation
CVO 8 Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration clearly, and using a wide range of communication strategies to achieve desired effects	ATM8 Using a wide range of language forms and functions generally appropriately and accurately	ATM8 Speaking English accurately and fluently, and with a high degree of appropriateness in the use of stress, rhythm and intonation
<p>The students can</p> <ul style="list-style-type: none"> introduce their school with substantial elaboration on the following aspects: <ul style="list-style-type: none"> - the school's history - the school life - the academic results - the students' performances in extra-curricular activities - the students' feelings towards the school extend conversational exchanges by <ul style="list-style-type: none"> - leading the conversation through inviting the interviewer to make guesses, e.g. 'Have a guess.' - directing the focus of the conversation, e.g. 'Ah...why not start talking about the results 	<p>The students can</p> <ul style="list-style-type: none"> use a wide range of vocabulary related to <ul style="list-style-type: none"> - qualities of students, e.g. 'enthusiastic', 'zeal', 'self-motivation', 'all-roundedness' - sports and music activities, e.g. 'athletics' 'badminton', 'string orchestra', 'oboe' - achievements in extra-curricular activities, e.g. 'trophy', 'success', 'achievement', 'championship', 'grand slam title', 'excelling', 'reached another peak', 'awarded' use a range of tenses effectively for various purposes: <ul style="list-style-type: none"> - using the simple present 	<p>The students can</p> <ul style="list-style-type: none"> speak English with clear and accurate pronunciation about: <ul style="list-style-type: none"> - the history of the school, e.g. 'orphanage', 'superior class' - the attitude of students, e.g. 'enthusiastic', 'work persistently', 'self-motivation', 'dedication' produce long utterances naturally using appropriate stress, rhythm and intonation, e.g. 'Most people nowadays only know the school as Diocesan Boys' School but they what they do not know is that the school was first used as a school for girls and was called the

<p>in the music festival?’</p> <ul style="list-style-type: none"> • make substantial evaluative comments on school achievements, e.g. ‘I think that the school does consistently well in the Hong Kong Certificate Examination.’, ‘...our performances at various fields — academic studies, sports, music, speech and drama are so highly recognised.’ 	<p>tense to talk about the daily routine of schoolmates, e.g. ‘...we have two more lessons, then we have lunch hour.’, ‘...then school breaks at 3:10.’</p> <ul style="list-style-type: none"> - using the simple past tense to talk about the results in the Hong Kong Schools Music Festival, e.g. ‘...music at DBS reached another peak last year,...’, ‘...we swept seven first places and one second place.’ - using the present perfect continuous tense to show that the schoolmates performed well in various games in the past and they are still performing well now, e.g. ‘The school has been participating and excelling in various games, for example, basketball...’ • use the passive voice to put the topic of discussion, i.e. the school, in focus, e.g. ‘...the school was first used as a school for girls...’, ‘...the school was awarded the Omega...’ • use a range of formulaic expressions effectively to 	<p>Diocesan Native Female Training School. And it aimed to introduce among somewhat superior class of native female, the blessing of religious education.’</p> <ul style="list-style-type: none"> • dramatise the voice, imitating the way Whoopi Goldberg, a famous actress, speaks e.g. ‘This shirt on my head. No, it’s not a shirt on my head, it’s my long luxurious blonde hair!’
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	<p>facilitate communication, e.g. 'just to mention a few' to highlight the various ball games in schools, 'I mean' to clarify and elaborate what the student has said, 'why not start talking about...' to make suggestions, 'as you might know' and 'you could say' to establish a close relationship with the interviewer</p>	
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Transcription

S: Student I: Interviewer H: Host

I: The Diocesan Boys' School celebrates its 125th anniversary next year. It must be one of the oldest schools in Hong Kong. A school steeped in history, ghosts and lots more, unusual for such a modern place as Hong Kong.

S1: Well, school has a pretty long and colourful history. Most people nowadays only know the school as Diocesan Boys' School but they what they do not know is that the school was first used as a school for girls and was called the Diocesan Native Female Training School. And it aimed to introduce among somewhat superior class of native female, the blessing of religious education. And later on, the school became learners and diocesan home and orphanage and it was only then the boys were accepted. And after that, a very famous person came to study in DBS.

I: Who was that?

S1: Have a guess.

I: Oh um... a very famous person...

S1: A Chinese.

I: Chinese. Ah...from China?

S1: From China, yes. Well, actually he he was educated later on in...

S2: Japan.

S1: Japan, yeah. Japan and America, I just remember.

I: Okay, pass.

S1: Um... Dr Sun Yat-sen

I: Oh, right.

S1: He came in 9 18 1883, excuse me, 1883 along with some other students from China. And it was only in 1913 that the school became known as Diocesan Boys' School when it was observed that there were no girls studying in the school.

I: From the past to the present, so much has happened in the last 125 years. But what about life in the school today?

S2: Ironically, the recess is the busiest half hour of the day 'cause most of the meetings for extra-curricular activities are held during recess. And then we have two more lessons, then we have lunch hour. Again, lunch hour is also used for extra-curricular activities. And we have the last two lessons, then school breaks at 3:10. But actually, for for many boys, school does not end at 3:10 because we are our school is very enthusiastic in joint school activities and extra-curricular activities, sorry, and for for many boys that take part in such in such activities, school actually ends at 6 pm, but when we get home at rather with a refreshing feeling after the day rather than an exhausted feeling.

I: It sounds exhausting to me. I ask Isaac. What you thought stood out about other schools

and DBS?

S3: I can see both teachers and students work persistently, achieving a good balance between recreation and studies. We also stress on self-motivation. What we do is what we want to do and we work it through with all our zeal. Maybe that's why our performances at various fields — academic studies, sports, music, speech and drama are so highly recognised.

I: Do you feel you have good support from the school and staff members for your studies?

S3: I think that the school does consistently well in the Hong Kong Certificate Examination. Every year there are several scholars to distinguish themselves with 10 or 9 distinctions. Although the number of such scholars here is comparatively less than that at some other renowned schools in the territory, the school has convincingly high all pass and distinctions percentages. On average, our boys passed in 97% of the subjects they take and scored distinctions or credit and 60% of them.

I: What would you say were the strongest subjects in the school?

S3: Well, um, the school has 4 science classes and a class on arts and also a class on commerce or business I don't know whatever. It seems the school pushes students towards science, but I can't say so 'cause we've always stressed on all-roundedness.

I: On the subject of all roundedness, the sports field is a place that stops you from getting round.

S3: The school has been participating and excelling in various games, for example, basketball, tennis, table tennis, football, badminton, just to mention a few. But the attention is always drawn to athletics and swimming. The school's holding the grand slam title for the athletic championship for three consecutive years. And by grand slam, I mean winning the overall championship and all three grades: A, B and C. We have just won the swimming championship last November. In the past two years, the school was awarded the Omega Rose Bowl in Honour as an achievement in various fields of sports.

I: It appears it's not just excellent from the sports field. DBS also has a very active music department. Isaac plays in both the western and Chinese orchestras. This' from their recent speech day performance.

S3: I play the oboe in the western orchestra and the di-guan in the Chinese orchestra.

I: What is di-guan?

S3: It's just like an oboe but longer and bigger.

I: Bigger? Right. Okay, tell me about the music in the school.

S3: Ah... why not start talking about the results in the music festival? Ah...music at DBS reached another peak last year, I mean, both vocal and instrumental. Briefly, of the three orchestras, um...as you might know, we also have a senior string orchestra, and the five classes entered the Hong Kong Schools Music Festival, we swept seven first places and one second place. Maybe our success is perhaps because of our dedication. We never treat rehearsals merely extra-curricular activities. Rather, we are dedicated to our work and are determined to produce good results.

I: There are also some talented voices. Here's Whoopi Goldberg or is it...

- S4:** Hi!
- S4:** What are you looking at?
- S4:** This shirt on my head. No, it's not a shirt on my head, it's my long luxurious blonde hair!
- S4:** Yes it is. I can even put in a ponytail. Look, see, yeah, my mother made me go to my room 'cause she said she don't wanna see no blonde shirt on my head, and I said 'No, it's not my shirt, it's my long luxurious blonde hair'. And she said 'Oh awful, that's a shirt' and I said 'No, you are a fool, this is my hair. She made me go to my room.'
- S3:** That was Alvin. And we have just heard a piece from 'A Little Black Girl with the Long Blonde Hair' by Whoopi Goldberg. In fact, Alvin did pretty well in the speech festival and he won the ATV challenge trophy.
- I:** With so much to keep them busy, it's a wonder that they have time for themselves. So what is it really like to be a DBS boy? Here's Alvin again.
- S4:** Just studying in DBS is ah just one wonderful experience 'cause um... first of all um... our school practically, you could say, has a place for everybody, 'cause there's so we have such a wide variety of activities in our school: academic and extra-curricular, and we have so we provide so many opportunities for people to make use of their hidden talents, you could say. Secondly, the people in DBS, they're they're great. I mean, there's this thing called 'the brotherhood' in DBS. And it's very warm, every everyone bends together when we there's time of victory and despair. And teachers themselves and the administrators in the school also have a very good relationship with our students. But I think that the most important thing about DBS is that we go there, um... during lessons, we're encouraged to find information for ourselves. We have to digest stuff ourselves rather than getting ready for exams. As I said, we actually learn things and we learn to want to learn learn things about life and go out and live life.
- I:** Well, DBS sounds like a perfect school. But for more what I hear, there are a few skeletons in the cupboard.
- S4:** That's right, that's because, well, actually there are skeletons. Actually, there're used to be one because a set of skeletons were dug up um... while the swimming pool was being constructed. And this is mainly because the school used to be a military hospital for the Japanese during the Second World War. And so there are a few, well, what you can call one of the ghost ghostly anecdotes.
- H:** Yiya, sounds creepy. Thanks to the Diocesan Boys' School. They actually took hand in the production of that item themselves. Better than...than me. And if you want to feature your school's skeletons and all or have any ideas you want to hear produced. Then call us on 3396412.

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