

LPF Listening Exemplar

Going to the Cinema

Task Description

In this listening activity, students listened to a conversation between Judy and Brian about which film to watch. They then responded to questions related to the conversation.

Preparation

Before the listening activity, the teacher activated students' prior knowledge by revising the vocabulary items related to the topic, e.g. the types of films and the adjectives used to describe the films. The teacher also elicited students' personal experience of going to the cinema by asking the following questions:

- Do you like going to the cinema? Why?/Why not?
- What is the film you last watched? What is it about?
- What types of films do you like most? Why?

Learning Outcomes: CVO s 3-4

CVO '3

Understanding information, ideas and feelings in some simple texts, using some listening strategies as appropriate

CVO '4



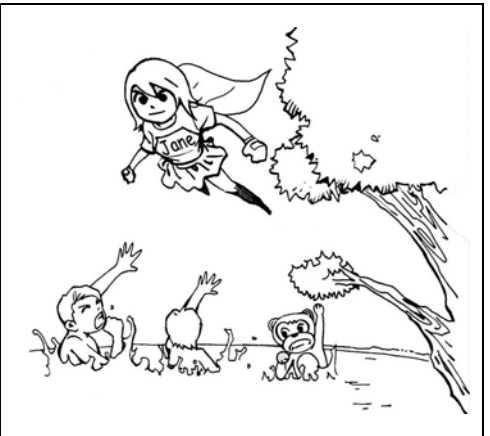
Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of listening strategies as appropriate

Judy and Brian want to go to the cinema. They are checking the cinema's homepage online for information. Listen to their conversation and tick the correct boxes.

Questions	When students respond to the questions appropriately, they can:
1. Why does Brian want to go to the cinema? <input type="checkbox"/> a. He is frightened. <input type="checkbox"/> b. He is sad. <input checked="" type="checkbox"/> c. <i>He is bored.</i>	CVO '3 <ul style="list-style-type: none">understand Brian's feelings by using semantic clues, e.g. '... it's been raining heavily for the last two days.', 'Let's find something interesting to do.'
2. Why don't the children watch <i>The Empty Farmhouse</i> ? <input type="checkbox"/> a. It is not a new film. <input checked="" type="checkbox"/> b. <i>It is not suitable for children.</i> <input type="checkbox"/> c. It is not frightening enough.	CVO '3 <ul style="list-style-type: none">extract specific information in texts by identifying relevant meaningful chunks, e.g. '... we're not old enough to see it.'

<p>3. How does Brian feel about <i>The Great King's Life</i>? He thinks it is _____.</p> <p><input checked="" type="checkbox"/> a. <i>boring</i></p> <p><input type="checkbox"/> b. funny</p> <p><input type="checkbox"/> c. frightening</p>	<p>CVO '3</p> <ul style="list-style-type: none">• understand Brian's feelings about the film by using<ul style="list-style-type: none">- semantic clues, e.g. 'I'm afraid I'll fall asleep then. I really want something funny!'- syntactic clues, e.g. the adverb 'really' to emphasise his preference for funny films
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<p>4. What type of films is:</p> <p>a) <i>The Narrow Escape</i> ?</p> <p><input type="checkbox"/> a. a history film</p> <p><input checked="" type="checkbox"/> b. <i>an action film</i></p> <p><input type="checkbox"/> c. a funny film</p> <p>b) <i>The Great King's Life</i>?</p> <p><input type="checkbox"/> a. a funny film</p> <p><input type="checkbox"/> b. an action film</p> <p><input checked="" type="checkbox"/> c. <i>a history film</i></p>	<p>CVO '3</p> <ul style="list-style-type: none">• extract specific information in texts by identifying relevant meaningful chunks, e.g. '... I don't want to watch a film with too much fighting and killing.', 'We can learn more about people's life in the old days.'
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<p>5. Which of the following posters best describes <i>Super Jane</i>?</p> <p><input checked="" type="checkbox"/> a.</p> <p><input type="checkbox"/> b.</p> <p><input type="checkbox"/> c.</p>			
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<p>ATM 4</p> <ul style="list-style-type: none">• understand the text by forming sensory images of characters and the setting of the films

Tapescript

- Narrator:** *Judy and Brian want to go to the cinema. They are checking the cinema's homepage online for information. Listen to their conversation and tick the correct boxes.*
- Brian:** Judy, it's been raining heavily for the last two days. Let's find something interesting to do.
- Judy:** Shall we go to the cinema then?
- Brian:** OK. Let's go online and check the cinema's homepage.
- Judy:** Look, there are four films on this week. I want to see a horror film.
- Brian:** Yes, me too! Are there any?
- Judy:** Yes. There's one here. It's about a murder in a farmhouse.
- Brian:** What's it called?
- Judy:** It's called *The Empty Farmhouse*.
- Brian:** Oh good, I've heard about that film. It's very frightening.
- Judy:** Wait... we're not old enough to see it.
- Brian:** Oh, too bad.
- Narrator:** *Now answer Questions 1 and 2.* (10-second pause)*
- Judy:** How about *The Narrow Escape*?
- Brian:** Umm... I don't want to watch a film with too much fighting and killing.
- Judy:** Well... then... let me see. How about *The Great King's Life*? We can learn more about people's life in the old days.
- Brian:** I'm afraid I'll fall asleep then. I really want something funny!
- Narrator:** *Now answer Questions 3 and 4.* (10-second pause)*
- Brian:** Actually, I'd like to see this cartoon. It looks great.
- Judy:** Which cartoon?
- Brian:** *Super Jane*. It's about a brave girl called Jane and her smart monkey trying to save people from danger. Would you like to see it?
- Judy:** Yes. It sounds great. Let me check the seats then.
- Narrator:** *Now answer Question 5.* (5-second pause)*
- Narrator:** *That's the end of the listening task.*

(Materials adapted from **Magic Listening 6A** with the permission of **Oxford University Press (China) Limited**)