

LPF Listening Exemplar

Sarah's Secret

Task Description

In this listening activity, students listened to a conversation between Sarah and Jamie about Sarah's secret. They then responded to questions related to the conversation.

Preparation

Before the listening activity, students read a text which provided them with information about the setting and the characters of the conversation. Based on the input provided in the reading part, the teacher guided them to predict the likely development of the conversation by asking the following questions:

- What is the relationship between Sarah and Jamie?
- What does Sarah think she has under her bed?
- Can you guess what the 'thing' under Sarah's bed looks like?
- Does Jamie believe Sarah?
- Do you believe Sarah? Why?/Why not?

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

You are going to listen to a conversation between Sarah and Jamie. The conversation will be played two times. Listen to the conversation and answer Questions 1 to 5. Then listen to part of the conversation again and answer Questions 6 to 8.

Questions	When students respond to the questions appropriately, they can:
1. Where does the story take place? <input checked="" type="checkbox"/> a. <i>Sarah's bedroom</i> <input type="checkbox"/> b. Jamie's bedroom <input type="checkbox"/> c. Sarah and Jamie's bedroom	ATM 3 <ul style="list-style-type: none">extract specific information in texts by using knowledge of simple cohesive devices, e.g. the possessive adjective 'my' to refer to Sarah's bedroom
2. Does Jamie knock on the door when he comes into Sarah's room? <input type="checkbox"/> a. yes <input checked="" type="checkbox"/> b. <i>no</i> <input type="checkbox"/> c. probably	ATM 4 <ul style="list-style-type: none">infer information by using<ul style="list-style-type: none">- semantic clues, e.g. 'You should knock on the door...'- syntactic clues, e.g. the modal 'should' used by Sarah to remind Jamie's obligation to knock on the door before coming into Sarah's room, implying Jamie's failure to do so

<p>3. Does Sarah want Jamie in her room?</p> <p><input type="checkbox"/> a. yes</p> <p><input checked="" type="checkbox"/> b. <i>no</i></p> <p><input type="checkbox"/> c. probably</p>	<p>ATM 4</p> <ul style="list-style-type: none"> infer information by using <ul style="list-style-type: none"> - semantic clues, e.g. ‘But it would eat you if I told it to...’, ‘And if you don’t leave my room now I’m going to tell it to...’ - syntactic clues, e.g. the use of conditional sentence to show how Sarah threatened Jamie to leave her bedroom
<p>4. How does Sarah feel?</p> <p><input type="checkbox"/> a. afraid</p> <p><input type="checkbox"/> b. sad</p> <p><input checked="" type="checkbox"/> c. <i>angry</i></p>	<p>ATM 3</p> <ul style="list-style-type: none"> understand Sarah’s feelings by using semantic clues, e.g. ‘... you’re mad.’, ‘... leave my room before my tiger eats you up’ to express her anger towards Jamie
<p>5. What is the conversation about?</p> <p><input type="checkbox"/> a. Jamie and Sarah having dinner</p> <p><input checked="" type="checkbox"/> b. <i>Jamie and Sarah having an argument</i></p> <p><input type="checkbox"/> c. Jamie and Sarah finding a tiger</p>	<p>ATM 4</p> <ul style="list-style-type: none"> identify the main idea by using <ul style="list-style-type: none"> - semantic clues in the conversation, e.g. ‘I want to see your tiger, Sarah.’, ‘... I won’t let you see it.’, ‘... it only eats socks and toys...’, ‘But it would eat you if I told it to.’ to refer to the speakers’ different opinions - syntactic clues, e.g. the connective ‘but’ to show their contrasting ideas

<p>6. Write down any simile that you can hear.</p> <p><u><i>eyes as green as emeralds</i></u></p>	<p>ATM 3</p> <ul style="list-style-type: none"> extract specific information in texts by identifying relevant meaningful chunks, e.g. ‘... eyes as green as emeralds...’
<p>7. Write down any example of alliteration that you can hear.</p> <p><u><i>huge horrible</i></u></p>	<p>ATM 3</p> <ul style="list-style-type: none"> recognise the sound effects, e.g. alliteration, in simple texts
<p>8. Write down any example of rhyme that you can hear.</p> <p><u><i>mad, sad</i></u></p>	<p>ATM 3</p> <ul style="list-style-type: none"> recognise the sound effects, e.g. rhymes, in simple texts

Tapescript

Narrator: *You are going to listen to a conversation between Sarah and Jamie. The conversation will be played two times. Listen to the conversation and answer Questions 1 to 5. Then listen to part of the conversation again and answer Questions 6 to 8.*

Sarah: What do you want, Jamie? You should knock on the door before you come into my bedroom. It's private.

Jamie: I want to see your tiger, Sarah.

Sarah: You can't. It lives under the bed and I won't let you see it.

Jamie: Why not?

Sarah: Because it might eat you.

Jamie: But you said it only eats socks and toys, and notes from school.

Sarah: Yeah. But it would eat you if I told it to. And if you don't leave my room now I'm going to tell it to...

Jamie: I don't believe you've got a tiger under your bed. Will you tell me what it's like?

Sarah: It's got eyes as green as emeralds and it growls all through the night.

Jamie: I don't believe you.

Sarah: It's got huge horrible teeth and a tail that swishes.

Jamie: You're a mad sad person.

Sarah: No, you're mad. Now leave my room before my tiger eats you up.

Narrator: *Now answer Questions 1 to 5.* (25-second pause)*

Narrator: *Now listen to part of the conversation again and answer Questions 6 to 8.*

Sarah: It's got eyes as green as emeralds and it growls all through the night.

Jamie: I don't believe you.

Narrator: *Now answer Question 6.* (5-second pause)*

Sarah: It's got huge horrible teeth and a tail that swishes.

Narrator: *Now answer Question 7.* (5-second pause)*

Jamie: You're a mad sad person.

Sarah: No, you're mad. Now leave my room before my tiger eats you up.

Narrator: *Now answer Question 8.* (5-second pause)*

Narrator: *That's the end of the listening task.*

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