

‘Developing Students’ Listening and Viewing Skills’ Video Series

- Jenny’s New Classmate -

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: |
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| (Pre-viewing) | |
| 1) The story is likely about a new student joining Jenny’s class, possibly from another country or background, and the social dynamics that develop as they get to know each other. (Accept any reasonable answers.) 2) (Students’ own answers.) | ATM 2.7 (Reading/Viewing) <ul style="list-style-type: none"> make predictions about the video from the title (i.e. Jenny’s New Classmate) and the illustration |
| (While-viewing) | |
| 1) (a) (i) Jenny (ii) the toy (iii) similarities | ATM 5.5 (Reading/Viewing) <ul style="list-style-type: none"> identify the visual effects in the video (i.e. the use of split screen) to highlight the similar situations experienced by Jenny and the toy |
| (b) Both Jenny and the toy wished for genuine friendship and connection. Jenny wished someone who would enjoy her company while the toy wished for a real friend who could truly see him. | ATM 3.2 (Listening) <ul style="list-style-type: none"> extract specific information by identifying relevant meaningful chunks (i.e. Jenny expressed her wish for someone who would enjoy her company while the toy expressed his wish for a real friend who could truly see him.) |
| (c) They shared these wishes because they both felt lonely and craved genuine connection. Jenny had lost her close friend Suki after she moved abroad, and the toy felt invisible and unwanted as being overlooked in the shop window. Both characters deeply yearned to be truly seen, valued, and included in authentic friendships. | ATM 6.2 (Listening) <ul style="list-style-type: none"> follow the development of the story and make connections between the events (i.e. Jenny lost her close friend Suki after she had moved abroad, and the toy felt invisible and unwanted as the overlooked toy in the shop window.) |
| (d) <u>The angel</u> is the narrator of the story. | ATM 4.4 (Listening) <ul style="list-style-type: none"> infer the identity of the narrator (i.e. the angel) by using semantic clues (e.g. “I’m what you would call an angel.”) |

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| <p>2)</p> <p>(a) The arrow and light symbolise the angel granting Jenny’s and the toy’s wishes.</p> | <p>ATM 6.1 (Reading/Viewing)</p> <ul style="list-style-type: none"> • work out the implied meaning of the arrow and light by using semantic clues (i.e. the angel shooting the arrow with light shining at the toy) |
| <p>(b) The angel was trying to fulfill wishes from people - specifically helping Jenny and the toy by linking them with someone who could enjoy Jenny’s company and truly see the toy.</p> | <p>ATM 8.4 (Listening)</p> <ul style="list-style-type: none"> • infer speakers’ intention by using <ul style="list-style-type: none"> ➤ semantic clues, i.e. <ul style="list-style-type: none"> – As the angel explicitly stated, “<i>I’m here to ensure that not a single wish from a pure soul goes ignored.</i>” This revealed her mission to make genuine wishes come true. – When she shot her arrow saying, “<i>May this life guide you to the friend you seek,</i>” she was actively connecting Jenny and the toy who both wished for true friendship. ➤ knowledge of sentence stress and intonation, e.g. <ul style="list-style-type: none"> – the warm and enthusiastic tone to convey positivity and determination in making the wish come true |
| <p>3) (a)</p> <p>(i) hesitant, nervous</p> <p>(ii) uncertain/anxious/worried about being accepted</p> <p>(iii) curious, observational</p> <p>(iv) interested/intrigued/inquisitive about the new student</p> <p>(v) warm, welcoming</p> <p>(vi) empathetic and eager to include Leon in the class/community</p> <p>((ii),(iv),(vi): Accept any reasonable answers.)</p> | <p>ATM 5.4 (Listening)</p> <ul style="list-style-type: none"> • infer speakers’ feelings by using <ul style="list-style-type: none"> ➤ semantic clues (e.g. the use of the word “<i>Welcome</i>” shows Jenny’s interest in knowing the new student); and ➤ knowledge of tone and intonation (e.g. the pauses and slow pace show Leon’s hesitation; the elevated pitch/rising inflections of the classmates’ question show their curiosity about the new student) |
| <p>4).</p> <p>(a) something that is very easy to do</p> | <p>ATM 6.1 (Listening)</p> <ul style="list-style-type: none"> • work out the meaning of the idiomatic expression “a walk in the park” by using semantic clues (e.g. “<i>He is confident that he could get a good score in the Maths test.</i>”) |

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| <p>(b) Leon seemed confused because as a newcomer to the place, he was unfamiliar with English idioms and interpreted the phrase literally rather than understanding its figurative meaning of something being easy or straightforward.</p> | <p>ATM 6.4 (Listening)</p> <ul style="list-style-type: none"> deduce the reasons for Leon’s confusion by using semantic clues (e.g. “<i>Leo obviously comes from another culture.</i>”) |
| <p>(c)</p> <p>(i) easy/trouble-free</p> <p>(ii) supporting/protecting</p> <p>(iii) exceeding</p> <p>(iv) good</p> <p>(v) bad/difficult</p> | <p>ATM 6.1 (Listening)</p> <ul style="list-style-type: none"> work out the meaning of the idiomatic expressions by using semantic clues, e.g. the use of <ul style="list-style-type: none"> the expression “<i>I wish</i>” to express hope for Suki’s new journey the lines “<i>Keep going!</i>” and “<i>You can make it.</i>” to show support to Leon the lines “<i>You’re awesome, Leon!</i>” and “<i>We’re so proud of you!</i>” to show appreciation for Leon’s performance the description “<i>placed greater importance on teamwork and friendship than the outcome of the relay</i>” to contrast good and bad times |
| <p>5)</p> <p>(a)</p> <p>(i) shy/hesitant (Accept any reasonable answers.)</p> <p>(ii) did not understand</p> <p>(iii) communication</p> <p>(iv) isolated</p> <p>(b)</p> <p>(i) culture</p> <p>(ii) reading</p> <p>(iii) art</p> <p>(iv) invited</p> <p>(v) friendship/connection</p> <p>(c)</p> <p>(i) relay</p> <p>(ii) confident (Accept any reasonable answers.)</p> <p>(iii) understood</p> <p>(iv) accepted</p> | <p>ATM 3.2 (Listening)</p> <ul style="list-style-type: none"> extract specific information in texts by identifying relevant meaningful chunks (e.g. “<i>It’s an idiom.</i>”, “<i>comes from another culture</i>”) <p>ATM 4.4 (Reading/Viewing)</p> <ul style="list-style-type: none"> infer Leon’s feelings by using visual clues, e.g <ul style="list-style-type: none"> Leon’s facial expressions of frustrations when he was in the classroom/canteen with his classmates; and Leon’s smile when his classmates cheered for his contribution in the relay <p>ATM 8.3 (Listening)</p> <ul style="list-style-type: none"> analyse the changes of Leon by using knowledge of stylistic features in a story (e.g. emotive language such as “<i>Leon, you did an amazing job!</i>”, “<i>We’re so proud of you!</i>” and “<i>You’re awesome, Leon!</i>” used by classmates in the sports day scene) |

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| <p>6) The arrow and light appeared again at the end of the video to show that the angel was still granting wishes. This time, the arrow seemed to aim at the viewers, suggesting that she was inviting the viewers to make wishes and she was ready to grant them, just as what she did to Jenny and the toy.</p> <p>(Accept any reasonable answers.)</p> | <p>ATM 7.5 (Reading/Viewing)</p> <ul style="list-style-type: none"> • understand the use of stylistic features in the video, i.e. how the narrative bookend functions as a storytelling device that creates symmetry with the beginning: <ul style="list-style-type: none"> ➤ By returning to the arrow motif at the end, now directed at viewers, the video extends its message beyond the characters. ➤ This stylistic choice invites the audience to participate in the cycle of wishes, suggesting that the magic of wishes extends beyond the video and connects to the audience. |
| <p>7) Leon could be the toy from the beginning who wished ‘<i>I wish I had a real friend who could truly see me.</i>’ (Video time 00:37).</p> <p>The evidence supporting this idea:</p> <ul style="list-style-type: none"> • Both the toy and Leon expressed similar desires for genuine connection with others. • The angel appeared right after the toy made its wish; then Leon mysteriously appeared as a new student immediately after the angel intervened. • Leon’s personality of spreading positivity aligned with a toy coming to life to bring joy. • Leon’s cultural background of ‘spreading good vibes’ could reference his origins as a toy meant to bring happiness. <p>(Accept any reasonable answers.)</p> | <p>ATM 5.2 (Reading/Viewing)</p> <ul style="list-style-type: none"> • follow the development of the story and make connections between ideas by using semantic clues, (e.g. the similarities between the toy and Leon) |
| <p>(Post-viewing)</p> | |
| <p>8) Accept any reasonable answers.</p> | <p>Underlying Principles</p> <ul style="list-style-type: none"> • support students in developing literacy skills (such as writing in appropriate genres, summarising key events and crafting effective headlines and captions) as well as cultivating positive values and attitudes (such as empathy and resilience) by engaging them with authentic, meaningful tasks based on real-life contexts from the video. |

Tapescript

Jenny's New Classmate

Jenny is celebrating her 12th birthday. The toy shop window displays a splendid array of toys. All the toys are eager to capture the love of children. They long to be seen, chosen and cared for, regardless of how they look.

Suki, I wish you smooth sailing on your new journey.

I wish I could meet someone who would enjoy my company.

I wish I had a real friend who could truly see me.

Who am I? I'm what you would call an Angel. I'm here to ensure that not a single wish from a pure soul goes ignored. May this light guide you to the friend you seek.

This is our new classmate, Leon.

Hello. I'm Leon. Let's be friends.

Where's he from?

He looks shy.

Leon, you may sit next to Jenny. I'm sure she'll help you breeze through the adaptation.

Welcome to our school, Leon.

Today we're going to talk about extreme sports. When players face challenges, their adrenaline drives them to become better than what they...

That Maths test was a walk in the park, wasn't it?

Well, we're at school, not a park.

It is an idiom. He's confident that he could get a good score in the Maths test.

Leon obviously comes from another culture. Can you tell us more about your culture, Leon?

In our culture, it's all about spreading good vibes and making everyone's day a little brighter...

That's inspiring! We have much to learn from such a generous spirit!

Leon, this is our library, where you'll find a treasure trove of books that I'm sure will enrich your knowledge of our world.

Reading equips us with knowledge and leads us to a world of ideas and wisdom. Through reading various books, Leon not only acquired a wealth of knowledge but also broke down the communication barriers with his classmates. As time goes by, other classmates begin to appreciate Leon's talent. They invite him to play, have lunch, and study together. Friendship is built among the children.

The children have been practising for the upcoming annual sports day.

Keep going, Leon! You can make it!

We've got your back, Leon!

Leon, you did an amazing job! We're so proud of you!

Yeah, you went above and beyond what we'd expected!

You're awesome, Leon! We gave it our all as a team, and that's what matters most!

Teamwork makes the dream work. The children placed greater importance on teamwork and friendship than the outcome of the relay. I deeply appreciate this spirit. Friends should stick together through thick and thin. Let's work hand in hand to fill the world with love, joy, and peace.

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