


“Developing Students’ Listening and Viewing Skills” Video Series
- Survival -

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)													
<p>A)</p> <p>1) challenging/bad/unpleasant/negative (Accept any reasonable answers.)</p> <p>2) a natural disaster (Accept any reasonable answers.)</p> <p>3) Be able to cope with challenges/adversity (Accept any reasonable examples.)</p> <p>4) Be more resilient to or even evolve to adapt to the “new” environment (Accept any reasonable answers.)</p>	<p>ATM 2.7 (Reading)</p> <ul style="list-style-type: none"> ● make predictions about the video/poem from the title and illustrations 												
<p>B)</p> <p>1)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 30%;">Sound Effect</th> <th style="width: 65%;">Setting of the Poem (Where?)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">(a)</td> <td style="text-align: center;">(i) birds chirping</td> <td style="text-align: center;">(ii) the forest/countryside</td> </tr> <tr> <td style="text-align: center;">(b)</td> <td style="text-align: center;">(i) drilling/pounding</td> <td style="text-align: center;">(ii) a construction site</td> </tr> <tr> <td style="text-align: center;">(c)</td> <td style="text-align: center;">(i) cars honking</td> <td style="text-align: center;">(ii) a street</td> </tr> </tbody> </table>		Sound Effect	Setting of the Poem (Where?)	(a)	(i) birds chirping	(ii) the forest/countryside	(b)	(i) drilling/pounding	(ii) a construction site	(c)	(i) cars honking	(ii) a street	<p>ATM 4.5 (Listening)</p> <p><u>Sound Effect</u></p> <ul style="list-style-type: none"> ● understand the poem by forming sensory images of the setting <p>ATM 6.4 (Listening)</p> <p><u>Setting of the Poem (Where?)</u></p> <ul style="list-style-type: none"> ● deduce the setting of the poem by using semantic clues (e.g. the sound effects of the video)
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<p>C)</p> <p>1)</p> <table border="1" data-bbox="150 230 839 338"> <tr> <td>Past:</td> <td>In nature/the forest/countryside</td> </tr> <tr> <td>Present:</td> <td>In the urban area/city/construction site</td> </tr> </table>	Past:	In nature/the forest/countryside	Present:	In the urban area/city/construction site	<p>ATM 4.5 (Reading)</p> <ul style="list-style-type: none"> ● deduce the setting of the poem by using semantic and syntactic clues, e.g. <ul style="list-style-type: none"> ➤ Semantic clues <table border="1" data-bbox="954 349 1450 448"> <tr> <td>Past:</td> <td>humid humming forests</td> </tr> <tr> <td>Present:</td> <td>concrete buildings</td> </tr> </table> ➤ Syntactic clues <table border="1" data-bbox="954 521 1450 763"> <tr> <td>Past:</td> <td>The use of present perfect tense (“have gone”)</td> </tr> <tr> <td>Present:</td> <td>The use of present tense (“are knocked down”, the air “is” foul)</td> </tr> </table> 	Past:	humid humming forests	Present:	concrete buildings	Past:	The use of present perfect tense (“have gone”)	Present:	The use of present tense (“are knocked down”, the air “is” foul)
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<p>2)</p> <table border="1" data-bbox="150 880 839 1218"> <tr> <td>(a) Sight:</td> <td>“brave” trees with stabilised roots, humid forests alive with animals and plants</td> </tr> <tr> <td>(b) Hearing:</td> <td>unnatural noise, humming forests</td> </tr> <tr> <td>(c) Smell:</td> <td>foul air, smells of animal and vegetable life, smells of mineral death</td> </tr> </table>	(a) Sight:	“brave” trees with stabilised roots, humid forests alive with animals and plants	(b) Hearing:	unnatural noise, humming forests	(c) Smell:	foul air, smells of animal and vegetable life, smells of mineral death	<p>ATM 4.5 (Reading)</p> <ul style="list-style-type: none"> ● deduce the imagery by using semantic clues (e.g. the different senses related to sight, hearing and smell) 						
(a) Sight:	“brave” trees with stabilised roots, humid forests alive with animals and plants												
(b) Hearing:	unnatural noise, humming forests												
(c) Smell:	foul air, smells of animal and vegetable life, smells of mineral death												
<p>(d) A harsh living environment due to disturbance of urban development/human activities</p>	<p>ATM 5.2 (Reading)</p> <ul style="list-style-type: none"> ● make connections between ideas not explicitly stated in the poem (e.g. the description of different urban development/human activities which contributed to the harsh living environment) by using semantic clues, e.g. <ul style="list-style-type: none"> ➤ “<i>where concrete buildings are constantly knocked down</i>” ➤ “<i>a place where the air is foul and the noise unnatural</i>” 												

(While-viewing)	
<p>D)</p> <p>1)</p> <ul style="list-style-type: none"> ● (b) grateful ● Examples from the poem: <ul style="list-style-type: none"> ➤ “Thank you trees for being there, for staying” ➤ “How brave you are to survive” ➤ “It is good to look down a street and, amazed, to see you there” 	<p>ATM 7.4 (Listening)</p> <ul style="list-style-type: none"> ● infer the poet’s gratitude and admiration for the trees by using semantic clues (e.g. “Thank you”, “How brave”, “It is good”, “amazed”)
<p>2)</p> <p>(a)</p> <p>(i) <u>Slow</u> / <u>Fast</u> motion in the background.</p> <p>(ii) <u>Moving</u> / <u>Still</u> images in the foreground.</p>	<p>ATM 5.5 (Reading/Viewing)</p> <ul style="list-style-type: none"> ● identify the visual effects in the video (i.e. fast motion and still images)
<p>(b)</p> <p>(i) environment</p> <p>(ii) threatening/harmful/detrimental/harsh</p> <p>(iii) stay and display strength and perseverance to grow and flourish</p> <p>(c)</p> <p>(i) contrast</p> <p>(ii) resilience/endurance/perseverance</p>	<p>ATM 7.5 (Reading/Viewing)</p> <ul style="list-style-type: none"> ● understand the use of visual effects (i.e. fast motion and still images, the use of contrast) to highlight the trees’ resilience/perseverance to the tough environment
<p>3)</p> <p>(a) alliteration/repetition of the same beginning sound</p>	<p>ATM 3.6 (Listening)</p> <ul style="list-style-type: none"> ● recognise the sound effect (i.e. alliteration) in the poem
<p>(b) nature</p>	<p>ATM 4.5 (Listening)</p> <ul style="list-style-type: none"> ● understand the poem by forming sensory images of nature (e.g. the melodic rhythm created by alliteration mimicking the sounds of nature)
<p>(c) peaceful/calm</p>	<p>ATM 8.2 (Listening)</p> <ul style="list-style-type: none"> ● infer the mood of the poem from intonation (e.g. use of steady pace, gentle voice) and semantic clues used (e.g. “birds and butterflies”, “humming”)

<p>4)</p> <ul style="list-style-type: none"> ● (loyal/reliable) friends/companions ● Reasons <ul style="list-style-type: none"> ➤ The use of the pronoun “you” shows the close relationship between the poet and the trees. ➤ The hug shows a sense of closeness and the close bond between the poet and the trees. 	<p>ATM 4.5 (Reading/Viewing)</p> <ul style="list-style-type: none"> ● deduce the close relationship between the poet and the trees by using semantic clues (e.g. the gesture of hugging) <p>ATM 6.4 (Listening)</p> <ul style="list-style-type: none"> ● deduce the close relationship between the poet and the trees by using syntactic clues (e.g. the use of the pronoun “you”)
<p>5)</p> <p>(a) positive</p> <p>(b)</p> <ul style="list-style-type: none"> ● The use of the word “promise” conveys the sense of “faith” and feelings of “hope”. ● The survival of the trees amidst adversity brings hope for a better future. <p>(c)</p> <ul style="list-style-type: none"> ● The word “may” expresses uncertainty whereas the words “quite possibly” convey cautious optimism. ● It suggests that while the potential for a future exists, the foreseeable difficulties may also create challenges for the future, similar to the trees’ experience in the past. 	<p>ATM 8.3 (Listening)</p> <ul style="list-style-type: none"> ● analyse the poet’s attitude by using knowledge of stylistic features in the poem (e.g. the use of the word “promise” to convey the feelings of hope, the use of the hedging words “may quite possibly” to emphasise uncertainty)
<p>(d)</p> <ul style="list-style-type: none"> ● Hope ● As an urban myth, it is lucky to see shooting stars which have wish-granting power. A wish symbolises an opportunity for hope. 	<p>ATM 6.1 (Reading/Viewing)</p> <ul style="list-style-type: none"> ● work out the implied meaning of the ending scene by using semantic clues (e.g. the use of shooting stars to symbolise “hope” for the future)
<p>(Post-viewing)</p>	
<p>E)</p> <p>Accept any reasonable answers.</p>	<p>Underlying Principles</p> <ul style="list-style-type: none"> ● support students in the development of positive values and attitudes (e.g. resilience, perseverance) through engaging students in personal reflection