

LPF Listening Exemplar

Farewell to our Primary School

Task Description

In this listening activity, students listened to an interview on a radio programme about the feelings of Primary Six students who will be leaving school. They then responded to questions related to the interview.

Preparation

Before the listening activity, the teacher oriented students to the topic by eliciting their personal experience of leaving school. The teacher also helped students predict the feelings of the students in the conversation by asking the following questions:

- Do you think the students in the interview like their teachers at school?
- Will they miss their school? Why?/Why not?
- What will they like to do most when they go to secondary school?

Learning Outcomes: ATMs 3-4

ATM 3

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

ATM 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

James is listening to a programme on ABB Radio. Listen to the radio programme and answer the questions.

Questions	When students respond to the questions appropriately, they can:
<p>1. How does Paul feel about leaving his primary school?</p> <p><input type="checkbox"/> a. afraid</p> <p><input type="checkbox"/> b. puzzled</p> <p><input checked="" type="checkbox"/> c. <i>excited</i></p> <p><input type="checkbox"/> d. sad</p>	<p>ATM 3</p> <ul style="list-style-type: none"> understand Paul's feelings by using semantic clues, e.g. 'I can't wait to go to secondary school.'
<p>2. What would Paul like to do most when he goes to secondary school?</p> <p><input type="checkbox"/> a. meet new teachers</p> <p><input type="checkbox"/> b. work harder</p> <p><input type="checkbox"/> c. listen to his teachers</p> <p><input checked="" type="checkbox"/> d. <i>join new clubs</i></p>	<p>ATM 4</p> <ul style="list-style-type: none"> work out the meaning of 'eager to' by using semantic clues, e.g. 'I can't wait to go to secondary school.' infer what Paul would like to do in the new school by using semantic clues, e.g. 'I am eager to take part in different after-school activities and meet new friends.'

<p>3. Who will Paul miss when he leaves his primary school? (You can choose more than one answer.)</p> <p><input type="checkbox"/> a. his friends at the English Club</p> <p><input type="checkbox"/> b. his classmates</p> <p><input checked="" type="checkbox"/> c. <i>his English teacher</i></p> <p><input checked="" type="checkbox"/> d. <i>his class teacher</i></p>	<p>ATM 3</p> <ul style="list-style-type: none"> extract specific information in texts by <ul style="list-style-type: none"> identifying relevant meaningful chunks, e.g. ‘... I have the best class teacher.’, ‘And my English teacher is very friendly...’, ‘I’ll never forget them.’ using knowledge of simple cohesive devices, e.g. the connective ‘And’ to link ideas about Paul’s favourite teachers, the pronoun ‘them’ to refer to the teachers he will miss
<p>4. How does Linda think of her friends? (You can choose more than one answer.)</p> <p><input type="checkbox"/> a. unhappy</p> <p><input checked="" type="checkbox"/> b. <i>caring</i></p> <p><input type="checkbox"/> c. hard-working</p> <p><input checked="" type="checkbox"/> d. <i>helpful</i></p>	<p>ATM 3</p> <ul style="list-style-type: none"> extract specific information in texts by using <ul style="list-style-type: none"> semantic clues, e.g. ‘They always help me a lot.’, ‘They also talk to me and cheer me up when I’m unhappy.’ syntactic clues, e.g. the connectives ‘also’ and ‘and’ to link ideas about what her friends do
<p>5. a) How does Linda feel about leaving school?</p> <p><input type="checkbox"/> a. excited</p> <p><input checked="" type="checkbox"/> b. <i>sad</i></p> <p><input type="checkbox"/> c. happy</p> <p><input type="checkbox"/> d. angry</p>	<p>ATM 3</p> <ul style="list-style-type: none"> understand Linda’s feelings about leaving school by using <ul style="list-style-type: none"> semantic clues, e.g. ‘But I’m not as lucky as Paul.’, ‘I’m afraid I can’t make new friends in a new place.’, ‘Don’t be upset, Linda.’ syntactic clues, e.g. the connective ‘But’ to contrast her feelings with Paul’s

<p>b) Why does Linda have this feeling?</p> <p><input type="checkbox"/> b. Her friends are going to another country.</p> <p><input type="checkbox"/> c. Her friends are still studying in primary school.</p> <p><input type="checkbox"/> d. She is going to a secondary school in Canada with her friends.</p> <p><input checked="" type="checkbox"/> e. <i>She has to leave her friends and go to another country.</i></p>	<ul style="list-style-type: none"> • extract specific information in texts by <ul style="list-style-type: none"> - identifying relevant meaningful chunks, e.g. ‘I’ll be leaving them very soon.’, ‘... my family is moving to Canada and I have to study in a new school there.’ - using knowledge of simple cohesive devices, e.g. the adverb ‘there’ to refer to Canada
<p>6. What have Linda’s teachers done for Linda? (You can choose more than one answer.)</p> <p><input checked="" type="checkbox"/> a. <i>They have taught her to be polite.</i></p> <p><input type="checkbox"/> b. They have taught her how to make friends.</p> <p><input checked="" type="checkbox"/> c. <i>They have helped her when she has problems.</i></p> <p><input checked="" type="checkbox"/> d. <i>They have taught her to help others.</i></p>	<p>ATM 3</p> <ul style="list-style-type: none"> • extract specific information in texts by <ul style="list-style-type: none"> - identifying relevant meaningful chunks, e.g. ‘I’d like to thank my teachers for helping me when I have problems. I’d also like to thank them for teaching me to be helpful and polite.’ - using knowledge of simple cohesive devices, e.g. the connective ‘also’ to link ideas about what Linda’s teachers have done for her
<p>7. What does the host think about Patsy’s primary school life? Why? (Tick the correct box and give reasons for your answer.)</p> <p>The host thinks that Patsy’s primary school life is <input type="checkbox"/> good</p> <p><input checked="" type="checkbox"/> <i>not good</i></p> <p>because <u><i>she didn’t have many friends/she spent all the time studying/she did not join any clubs.</i></u> (Accept any reasonable answers.)</p>	<p>ATM 4</p> <ul style="list-style-type: none"> • infer what the host thinks about Patsy’s school life and what good school life should be like by using <ul style="list-style-type: none"> - semantic clues, e.g. ‘What a pity! I think school life is more than studying for tests and doing homework.’, ‘When I was young, I made a lot of good friends and learnt a lot by taking part in school activities.’ - syntactic clues, e.g. the use of the exclamation ‘What a pity!’ to express the host’s feelings

Tapescript

Narrator:	<i>James is listening to a programme on ABB Radio. Listen to the radio programme and answer the questions.</i>
Show host:	<i>(Music fading)</i> Good morning, everybody. This is ABB Radio programme. I'm your host, Peter. Today we're going to talk to some Primary 6 students who are leaving school. They're going to tell us their feelings. First, let's talk to Paul. <i>(pause)</i> Hi, Paul.
Paul:	Hello.
Show host:	How do you feel about leaving school, Paul?
Paul:	I can't wait to go to secondary school. I am eager to take part in different after-school activities and meet new friends.
Show host:	Will you miss your old friends, Paul?
Paul:	No, I won't. All my friends are going to the same secondary school.
Show host:	What about your teachers?
Paul:	Oh, I have the best class teacher this year. And my English teacher is very friendly too. I'll never forget them.
Narrator:	<i>Now answer Questions 1 to 3.* (15-second pause)</i>
Show host:	Now let's talk to another student. Linda, do you have many good friends in primary school?
Linda:	Certainly. They always help me a lot. They also talk to me and cheer me up when I'm unhappy. But I'm not as lucky as Paul. I'll be leaving them very soon.
Show host:	Aren't you going to the same secondary school?
Linda:	No, my family is moving to Canada and I have to study in a new school there. I'm afraid I can't make new friends in a new place.
Show host:	Don't be upset, Linda. Friends come and go. When one door closes, another opens. Do you have anything to say to your teachers before you leave?
Linda:	Yes, I'd like to thank my teachers for helping me when I have problems. I'd also like to thank them for teaching me to be helpful and polite.
Narrator:	<i>Now answer Questions 4 to 6.* (15-second pause)</i>
Show host:	Now, Patsy, what do you want to do most in the new school?
Patsy:	Well, I hope to join the school activities and make a lot of friends.
Show host:	Haven't you joined any clubs or activities in primary school?
Patsy:	No, I haven't. I spent all my time studying. I didn't have many friends.
Show host:	What a pity! I think school life is more than studying for tests and doing homework. When I was young, I made a lot of good friends and learnt a lot by taking part in school activities. I hope you will enjoy your new school life.
Patsy:	Thank you.

Show host:	I would like to thank Paul, Linda and Patsy for sharing their feelings about leaving school. I wish them lots of luck in the future. This is the end of our programme. Goodbye!
Narrator:	<i>Now answer Question 7.* (5-second pause)</i>
Narrator:	<i>That's the end of the listening task.</i>

(Materials adapted from **Longman Welcome to English, Listening Skills, 6B** with the permission of **Longman Hong Kong Education**)