

LPF Listening Exemplar

My Dangerous Friend

Task Description

In this listening activity, students listened to a poem about a dangerous friend and responded to questions related to the poem.

Preparation

Before the listening activity, the teacher aroused students' interest in the theme about friends by asking the following questions:

- Do you have friends? How do you describe them?
- Do you keep pets as your friends?
- Do you have any dangerous friends?
- Why do you think he/she is dangerous? What does he/she do?

Learning Outcomes: CVO s 2-3

CVO 2

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

CVO 3

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

Miss Chan is reading a poem called ‘My Dangerous Friend’ to her class. The poem will be played two times. Listen to the poem and answer Questions 1 and 2. Then listen again and answer Questions 3 and 4.

Questions	When students respond to the questions appropriately, they can:
1. Mark is a dangerous friend because it <u>eats animals in the sea/is a shark.</u>	CVO '3 <ul style="list-style-type: none">extract specific information in texts by identifying relevant meaningful chunks, e.g. ‘No one likes him because he’s a shark.’, ‘They say he eats animals in the sea.’
2. Mark doesn’t eat the speaker because the speaker <u>is small.</u>	ATM 3 <ul style="list-style-type: none">extract specific information in texts by<ul style="list-style-type: none">identifying relevant meaningful chunks, e.g. ‘But I’m small so she doesn’t eat me!’using knowledge of simple cohesive devices, e.g. ‘But’, ‘so’

<p>3. How does the speaker feel about growing up? Why?</p> <p>He feels <u>afraid/scared/worried</u> because <u>he may become the shark's dinner.</u> <i>(Accept any reasonable answers.)</i></p>	<p>ATM 2</p> <ul style="list-style-type: none"> recognise that audio clues convey meaning, e.g. the frightened and doubtful tone of the speaker <p>ATM 3</p> <ul style="list-style-type: none"> understand the speaker's feelings by using semantic and syntactic clues, e.g. 'Am I going to be his dinner? I don't know!'
<p>4. Write down a pair of words from the poem that rhyme.</p> <p><u>Mark and shark/sea and me/grow and know</u></p>	<p>ATM 3</p> <ul style="list-style-type: none"> recognise the sound effects, e.g. 'rhymes', in simple texts

Tapescript

Narrator: *Miss Chan is reading a poem called 'My Dangerous Friend' to her class. The poem will be played two times. Listen to the poem and answer Questions 1 and 2. Then listen again and answer Questions 3 and 4.*

Miss Chan: **[My Dangerous Friend**
I've got a friend, his name is Mark
No one likes him because he's a shark
They say he eats animals in the sea
But I'm small so he doesn't eat me!
(Frightened) What's going to happen to me when I grow?
(Frightened) Am I going to be his dinner?
(Uncertain, doubtful) I don't know!]

Narrator: *Now answer Questions 1 and 2.* (10-second pause)*

Narrator: *Now listen to the poem again and answer Questions 3 and 4.
[Repeat]*

Narrator: *Now answer Questions 3 and 4.* (10-second pause)*

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

(Materials adapted from **Pop Up Now 4** with the permission of **MM Publications**)