

TAPESCRIPT

Narrator: Listening Test

A Poem – What Would Happen If ...

Section 3

You will hear the teacher give instructions to her students on another poem called what would happen if...?

The recording will be played twice. Do as much as you can the first time and answer all the questions the second time.

You now have 30 seconds to read the questions.

[30 sec music]

Listen and answer her questions.

{Teacher: Now, our next “What would happen if..?” poem is by Nick from the “Durham Poets’ Society”.

But this time you are not going to be reading them, you are going to be listening to them. So, you are going to be listening to the rhythm, and deciding if the line you hear has good rhythm or poor rhythm.

For example, listen to the first four lines of Nick’s poem and decide which has the better rhythm.

a. *[read with worse rhythm]*

What WOULD | happen if | THERE WERE no colours?

IF | everything | WAS black and white

NO | red OR green or | yellow

JUST greys IN | dark AND light

b. *[read with better rhythm]*

What would happen if there were no colours?

If everything was black and white

No red or green or yellow

Just greys in dark and light

What do you think? Which was better?

A student: The second one.

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Teacher: Exactly, so you know what to listen for with good rhythm and bad rhythm. Listen to the rest of the poem, and write down which you think is better. Each verse will be read twice, and you have to choose a or b for the better one.

Narrator: Listen and choose the correct answer.

Verse 1.

Teacher:

- a. An orange would not be orange
It would be called a grey instead
Your dinner and your breakfast
All coloured just like lead
- b. AN orange would | not BE orange
IT WOULD BE | called a | grey instead
Your | dinner AND your | breakfast All COLOURED just | LIKE lead

[5 second pause]

Verse 2.

Teacher:

- a. EveryBODY's hair | THE same
and everyBODY's | skin AND all YOUR | clothes just black and | white or coloured
just like | tin
- b. Everybody's hair the same
and everybody's skin
And all your clothes just black and white
or coloured just like tin

[5 second pause]

Verse 3.

Teacher:

- a. Couldn't | tell IF it | WAS cloudy
or if IT | WAS just sky
Four AND twenty | blackbirds
the SAME colour as | THE pie
- b. Couldn't tell if it was cloudy
or if it was just sky
Four and twenty blackbirds

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the same colour as the pie

[5 second pause]

Verse 4.

Teacher

a. At least on a piano

You could still see how to play
But all the books and magazines
are many shades of grey

b. At least ON | a piano YOU could

still SEE how to | play BUT all
the books AND magazines are MANY | shades of grey

[5 second pause]

Verse 5.

Teacher:

a. SO if | YOU're feeling down TOday

And want to HAVE a | moan
Just think HOW | bad it would be
If the | world was monoCHROME

b. So if you're feeling down today

And want to have a moan
Just think how bad it would be
If the world was monochrome }

Now listen to the recording again.

[repeat recording {}]

You have 30 seconds to check your answers.

[30 sec music]

This is the end of Section 3.