

TAPESCRIPT

Narrator: Listening Test

A Poem – What Would Happen If ... (Advanced Level)

Section 2

Listen to the teacher's explanation of the rhyme and answer the teacher's questions at the end.

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 secs music.]

Listen and answer the teacher's questions.

{Teacher: Before we move on to other people reading the poem, let's think more about the rhymes. In the first line of this poem, "What would happen if we all couldn't speak, if a dog couldn't bark and a mouse couldn't squeak?", what is the rhyme?

Michael: "speak" and "squeak".

Teacher: Absolutely. However, in this poem, we also have examples of something called "imperfect rhymes" or "half rhymes". They are close but not "perfect" rhymes as such, but are "accepted" as rhymes. A "perfect rhyme" is when the ending part of both words sound exactly the same, for example, "speak" and "squeak". An "imperfect rhyme" is, for example, "day" and "waste". Can anybody think of any other imperfect rhymes?

Michael: "done" and "front"?

Teacher: Yes, very good. Anyone else?

Sophie: What about "dog" and "logs"?

Teacher: That's right. Now, in the line "How would we cheer when we're happy with joy, and how would we jeer when we're cross and annoyed?" "cheer" and "jeer" are perfect rhymes, but there is another rhyme. Can anyone tell me if it is a perfect rhyme or an imperfect rhyme?

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Sophie: Is it an imperfect rhyme?

Teacher: Yes, it is. Which words?

Sophie: “joy” and “annoyed”.

Teacher: Correct, now I am going to read out two more lines from Paul’s poem and another line from another poem. After I finish them, tell me if they contain perfect rhymes or imperfect rhymes.

1. We couldn't say things like 'goodnight' and 'good morning', without conversation the world would be boring

[5 second pause]

2. How would we sing our favourite song, and how would we say what's right and what's wrong?

[5 second pause]

3. And then I’d practise saying sounds,
All kinds of different questions, verbs and nouns. }

[5 second pause]

Now listen to the recording and the questions again.

[repeat {} including the teacher’s questions(without the pause)]

You have 30 seconds to check your answers.

[30 sec music]

This is the end of Section 2.