

End of Primary Benchmark

2014

English Listening Comprehension Procedures

Time: 30 minutes

Teachers' Booklet

Note:

The English Listening Procedures are included in the audio CD and candidates are expected to listen to the audio CD recordings during the examination. This booklet, which includes the instructions, texts and tasks set, is to be read by teachers ONLY when the audio CD does not function properly.

Procedures for Task One

Look at Task One.

(Allow a 15 second pause while students familiarise themselves with the task.)

Listen carefully. You will hear the recording twice.

You are going to hear two radio programmes for children. The first programme is about the macaw. The second programme is about the caterpillar.

Good morning. In today's programme you're going to listen to some information about the macaw.

The macaw is a colourful tropical parrot native to Central and Southern America. There are 17 different types of macaw found in the rainforest of South America. Many types of macaw are today considered to be in danger.

The macaw feeds on nuts and fruit along with insects, eggs and other small animals and snakes. The macaw is known to sleep during the night. In the morning the macaw will often fly long distances in order to find food.

The average adult macaw grows to more than a metre in height. The macaw is well known for its brightly coloured feathers which often may include blue, red, yellow and green.

(5 second pause)

Good morning. In today's programme you are going to listen to some information about the caterpillar.

The caterpillar is the baby of both a butterfly and a moth. Generally, most types of caterpillar are not popular with farmers as they can munch their way through fields of crops, often leaving enormous holes which make the plants unhealthy or uneatable. Some types of caterpillar are also very poisonous, especially those that live in the hot rain forests.

Caterpillars differ in size, colour and appearance depending on their type. Some caterpillars are very brightly coloured, while other caterpillars are quite dull-looking in comparison. Some types of caterpillars are very hairy but others are very smooth. Very often the appearance of the caterpillar frightens its hunters and stops them from eating it.

Listen to the sentences and underline the correct word or phrase in the brackets as you listen.

(Include a 4 second pause after each number.)

The Macaw

Number 1. The macaw is (an insect, a fish, a bird). (4 seconds)

Number 2. (7, 17, 27) different types of macaw live in South America. (4 seconds)

Number 3. The macaw usually hunts for food (during the day, at night, at dusk). (4 seconds)

Number 4. A macaw's feathers are (black, dull, colourful). (4 seconds)

The Caterpillar

Number 5. The caterpillar is the baby of a (fish, bird, moth). (4 seconds)

Number 6. Crops are (damaged, enriched, increased) by the caterpillar. (4 seconds)

Number 7. (No, All, A few) caterpillars are poisonous. (4 seconds)

Number 8. The reason a caterpillar looks as it does is to (fight, scare, attract) its hunters. (4 seconds)

Now you will hear the two texts again. Listen carefully.

(The programmes are read a second time.)

Listen to the sentences again. You may finish this task as you listen.

(The sentences are read a second time. Include the 4 second pause after each number.)

You now have some time to check your answers. (*Allow 30 seconds.*)

This is the end of Task One. (*Allow a 30 second pause between Task 1 and Task 2.*)

Procedures for Task Two

Look at the four exercises for Task Two.

(Allow a 50 second pause while students familiarise themselves with the four exercises.)

Listen carefully. You will hear the recording twice.

Audrey, Tom, and Denise are waiting for the school transport to take them to school. Listen to their conversation. If you wish, you may start the exercises as you listen.

Tom: Hi Audrey, you're earlier than usual; you're never here before I am.

Audrey: Hi Tom, yes, you're right. I think our kitchen clock isn't showing the right time! I thought I was late!

Tom (laughing): Well, the clock probably needs new batteries. Do you know how to do that?

Audrey (in a scornful voice): Of course I do! Is there anyone who doesn't?

Denise: Hey you two! What are you looking so annoyed about, Audrey?

Audrey: It's nothing, OK? Why must you always want to know people's business?

Denise: Ooh! Somebody got up in a bad mood today! You don't need to be like that, asking why you looked so annoyed just now ...

Tom: Listen you two, it's all my fault, I was teasing Audrey that she couldn't change the battery clock ... speaking of the time, where is our mini bus today? That driver is never late...

Denise: Yeah, that's right ... I wonder what could have happened? Still, that gives me time to ask you to show me your maths homework. I forgot to do mine last night.

Audrey: What do you mean? Do you want to copy my homework? Here in the street?

Denise: Does it matter where?! I'm asking you to help me not to get into trouble with our maths teacher. You know how angry she gets when we don't do our work.

Tom: But why didn't you do your homework? You knew it was for today ...

Denise: What are you now? The perfect student?! Have you never ever forgotten to do your homework in your whole, entire life?

Tom: No, I'm not saying I'm perfect, but that's the second time this week you didn't have your homework ... if you carry on like that you won't pass your exams.

Audrey: He's right you know.

Denise: You stay out of it. You're only saying that because earlier I wanted to know why you were annoyed ... now it's you who's interfering ...

Audrey: Well, maybe I am interfering but it's because it's for your own good. I really want us all to pass our exams and have a happy summer together ...

Tom: Yeah, it will be great if we all get good results, then we won't have anything to worry about all summer, we'll just go to the beach and have a good time ...

Denise: Yeah, I suppose you're right, it *would* be great ... I just need to organise myself a bit better and make a list of all the homework and studying that I need to do ... that way I won't forget ...

Audrey: That's exactly what I do, otherwise how else would I remember all the stuff that I need to do? And it's not much longer now, just a few more weeks and school will be over and we can sleep in and not rush to catch the mini bus ...

Tom: And here's the mini bus right now ... about time too ... any longer and we would have arrived late to school ... I bet the driver overslept today...

(All three laugh)

Listen to the exercises and complete them.

(Include the 4 second pause after each item.)

Exercise 1: True, False or No Information Given. Tick the correct box in the table below.

- (a) Tom is the first to arrive at the pick-up point for the school transport.
Tick the correct box now. (4 seconds)
- (b) Audrey knows how to put new batteries in the kitchen clock.
Tick the correct box now. (4 seconds)
- (c) Audrey is angry with Tom.
Tick the correct box now. (4 seconds)
- (d) The minibus driver is usually late.
Tick the correct box now. (4 seconds)
- (e) Denise really enjoys her English lessons.
Tick the correct box now. (4 seconds)

Exercise 2: Underline the correct word or phrase in each bracket.

- (a) Tom, Denise and Audrey are (waiting for, looking for, looking at) their minibus.
(4 seconds)
- (b) Tom (is surprised, thinks, is certain) that the kitchen clock needs new batteries. (4 seconds)
- (c) Denise doesn't know what (might have happened, is going to happen, will happen) to the driver.
(4 seconds)
- (d) Denise has not done her homework (twice, three times, four times) this week. (4 seconds)

Exercise 3: Match the two halves of the sentences by writing the correct letter in the boxes. The first one is done for you. One is extra.

(Read the first part of all the sentences first. Then read the options in the column on the right. The first one is done for you. Read the example: (a) Tom teased Audrey that she could not put new batteries into a clock. Allow 4 seconds for students to fill in the boxes.)

	Column 1		Column 2
(a)	Tom teased Audrey		be more organised in the future.
(b)	The maths teacher gets	(a)	that she could not put new batteries into a clock.
(c)	Audrey is looking forward to		the three of them having a nice summer together.
(d)	Denise is going to		her laptop with her to class.
(e)	Audrey makes a list to		angry when the students don't do their homework.
			help her remember what homework needs to be done.

Exercise 4: Fill in each blank with ONE word.

- (a) Tom hopes the three of them will get good _____. (*4 seconds*)
- (b) Tom is looking forward to going to the _____ when school is over. (*4 seconds*)
- (c) For the three friends, school will be over in a few _____. (*4 seconds*)

Now you will hear the recording again. Listen carefully.

(The conversation is read a second time.)

Listen to the exercises again. You may finish off any remaining exercises as you listen.

(The exercises are read a second time. Include the 4 second pause after each item.)

You now have some time to check your answers. (Allow 1 minute.)

This is the end of Task Two and the end of the Listening Comprehension Paper.