

End of Primary Benchmark

2014

Second Session

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 barn owls. The second programme is about jellyfish.

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

Barn owls are a type of bird found all over the world apart from the polar and desert regions. Barn owls are usually between 25 and 40cm tall. In an adult barn owl the distance from the end of one wing to the end of the other is 110cm.

Surprisingly, these common barn owls do not make the hoot sound that can often be heard at night. Instead the owls produce a high-pitched scream and can also hiss in a similar way to a cat or snake if the barn owl is in danger.

Normally barn owls rest during the day-time hours and come out at dusk to begin a night of hunting.

(5 second pause)

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

Jellyfish are animals without bones that float freely through the world's oceans. They are particularly noticeable in warm coastal areas. Jellyfish can be found in all shapes and sizes. There are thought to be around 2,000 different types of jellyfish.

The body of the jellyfish is mainly made up of water, around 90% in fact. Jellyfish also have tentacles around their mouths that vary in length depending on the type of jellyfish. Jellyfish use their tentacles to both catch and sting their victim.

Some jellyfish stings contain poison which the jellyfish uses to paralyze and kill its prey. The box jellyfish, found in the oceans around Australia, has a sting powerful enough to kill humans.

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.)

Barn owls

Number 1. Barn owls are found (everywhere, only here, nowhere) apart from the polar and desert regions. (4 seconds)

Number 2. The wings of an adult barn owl measure (40cm, 100cm, 110cm) when they are open. (4 seconds)

Number 3. Barn owls (hoot, scream, shout). (4 seconds)

Number 4. Barn owls hunt (during the day, during the night, at dawn). (4 seconds)

Jellyfish

Number 5. Jellyfish are (mostly, never, rarely) seen in warm coastal areas. (4 seconds)

Number 6. The body of the jellyfish is made up mostly of (jelly, water, flesh). (4 seconds)

Number 7. Jellyfish catch their victims with their (tentacles, mouth, tails). (4 seconds)

Number 8. (All, No, A few) jellyfish are poisonous. (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.

Andrew, Sue, and Patrick are waiting for the school transport to take them to school. Listen to their conversation.

Patrick: Morning Sue, how are you? We didn't see you yesterday evening.

Sue: Oh hi Patrick. No, I had such a lot of homework to do, I had to miss the training session and I really hate it when I don't manage to do some sports.

Patrick: Yeah, I know what you mean. I've only missed three sessions this year and the coach will probably choose me for the team that's going to Ireland in August.

Sue: Good for you. You deserve it! Oh hi Andrew, what's that magazine you're carrying?

Andrew: Hi there you two. What? Oh, the magazine, it's about science and technology. It comes out every month and I buy it very often.

Patrick: Is it any good? Do you actually find interesting stuff to read in it? It looks very serious....

Andrew: No, it's not that hard to understand; in any case, I like the subject and I want to be a scientist. That's new in the world of science and technology. Who knows? Maybe right now you're talking to a future Einstein!

Sue: Well, as long as your hair won't look as bad as his! (*The three of them laugh.*)

Patrick: Seriously, would you want to become a scientist and work in a laboratory?

Andrew: Yeah, why not? And Sue can be my assistant.

Sue: (*sounding scornful*) Assistant?! Maybe I'll be your boss and tell you what to do.

Patrick: Well, whatever you two decide to become, just make sure to come to me to fix your cars because I'd really like to study to become a mechanic.

Sue: I didn't know you were interested in engines and stuff like that! You certainly kept that a secret!

Andrew: Yeah Pat, this is the first time you've spoken about what you want to do when we leave school.

Patrick: It's not a secret; it's just that I've never spoken about it. You see, on Saturday I often go to my cousin's garage and I love watching him fixing cars. And he's forever telling me to learn properly about fixing cars because nowadays you need to be able to read and use computers to be a good mechanic....

Sue: Yes, my Dad was saying the other day that there aren't many jobs that don't use computers – it's all about technology... which means you'll always find a job Andrew, with your interest in technology!

Andrew: Listen you, you're the only one who hasn't said what you want to become when you leave school. So what is it going to be? Bank manager? Doctor?

Sue: Well, now that you ask, I'd really like to drive a bus.

Patrick: (*in disbelief*) What?! You want to drive a bus?! (*and Andrew laughs*)

Sue: I knew you'd be like this.

Andrew: Well, here's the bus, it's finally arrived.

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) Sue feels unhappy when she misses a training session.
Tick the correct box now. (4 seconds)
- (b) Patrick is afraid he will not be in the team going to Ireland.
Tick the correct box now. (4 seconds)
- (c) Sue thinks that it's right that Patrick should be chosen for the team.
Tick the correct box now. (4 seconds)
- (d) Andrew rarely buys a magazine on science and technology.
Tick the correct box now. (4 seconds)
- (e) Sue buys a magazine on health and fitness every month.
Tick the correct box now. (4 seconds)

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

- (a) Andrew says that the magazine is (quite straightforward, quite hard, quite boring). (4 seconds)
- (b) Patrick is (unhappy, surprised, certain) that Andrew would like to work in a science laboratory. (4 seconds)
- (c) Sue is (annoyed, pleased, scared) at the thought of being an assistant to Andrew. (4 seconds)
- (d) Patrick (would like to be, has become, would hate to be) a mechanic. (4 seconds)

Exercise 3: Match the two halves of the sentences by writing the correct letter in the box. 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. Finally read the example: Example: (a) Andrew teased Sue about becoming his assistant. Allow 8 seconds for students to fill in the boxes.)

	Column 1		Column 2
(a)	Andrew teased Sue		studying to be a mechanic.
(b)	Patrick is looking forward to	a	about becoming his assistant.
(c)	Patrick loves watching his cousin		becoming really important.
(d)	Sue's dad thinks that for most jobs knowing how to use a computer is		becoming a bus driver.
(e)	Sue is thinking of		doing her hair like Einstein's.
			fixing cars.

Exercise 4: Fill in each blank with ONE word.

- (a) Sue is _____ that Patrick wants to become a mechanic. (4 seconds)
- (b) Sue thinks that Andrew will always find a _____ because he is interested in technology. (4 seconds)
- (c) Andrew thinks that Sue might want to become a bank manager or a _____. (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.