

End of Primary Benchmark

2015

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 Listening Comprehension Assessment. 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.

Hello! Today we're going to talk to you about how to use two pieces of equipment.

Using a Liquidiser

Here's how to use a liquidiser.

First, make sure the liquidiser is plugged in.

Put all your solid ingredients inside and add a little liquid; otherwise the solid stuff doesn't move around very easily.

Close the lid and hold it tightly. Make sure the liquidiser is placed securely; otherwise it won't start.

Choose an appropriate speed setting on the speed dial depending on what you're blending. The further you turn the dial to the right, the higher the speed.

If the mixture isn't as thick as you want it to be, try a higher speed. If that doesn't work, stop the liquidiser, take off the lid, stir it, and start again.

When you think the mixture has blended to your liking, lift off the lid and pour the mixture out.

(Include a 5-second pause.)

Using a Digital Camera

Now, here's how to use a digital camera.

First, make sure the batteries are charged. Insert your storage media card in the appropriate slot.

Remove the lens cap. Turn the camera on by pressing the on-off switch.

Set the camera to automatic mode. Get your subject in focus by looking at the LCD screen.

You can make your subject look bigger or smaller by clicking the zoom in and zoom out buttons.

Find the photo button which is on the top right hand of the camera.

Hold the camera still, press and hold the button until the camera flashes.

The photograph should appear on your camera's LCD screen.

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

(Include a 4-second pause after each number.)

Using a Liquidiser

Number 1. We need (electricity, batteries, gas) to operate a liquidiser. (4 seconds)

Number 2. (All, Most, A few) of the solid ingredients are placed in the liquidiser. (4 seconds)

Number 3. If you turn the speed dial to the right, the speed (slows down, increases, remains the same). (4 seconds)

Using a Digital Camera

- Number 4.** The lens cap is removed (before, after, while) switching on the camera. (*4 seconds*)
- Number 5.** The camera has to be set to (manual, automatic, silent) mode. (*4 seconds*)
- Number 6.** To take a photo with a digital camera, the (screen, viewfinder, lens cap) is used. (*4 seconds*)
- Number 7.** Use the zoom button to change the (colour, face, size) of your subject. (*4 seconds*)
- Number 8.** When you are ready to take a photo, you need to press the button on the (bottom right, top right, top left) hand of the camera. (*4 seconds*)

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

(The texts 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 three exercises for Task Two.

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

Listen carefully. You will hear the recording twice.

In this scene, Margaret Jones visits a museum and is amazed when statues of Alexander Bell and Thomas Watson, who used to work together, come alive and speak to her about their invention of the telephone.

Margaret: Wow! This telephone museum is exciting. And those two figures look so real. How I wish I could talk to them!

Bell: Well why don't you? I'd love to talk about my invention.

(MARGARET GASPS IN SURPRISE)

Watson: Well, Mr. Bell and I began work on the telephone.

Margaret: That's amazing! How did you meet? Do you remember?

(WATSON IS THOUGHTFUL BEFORE ANSWERING)

(*Include a 2-second pause.*)

Watson: Hmm! Yes, it was 1874. I worked as an engineer in an electrical shop, and inventors like Mr. Bell were always coming in and asking me to build models.

Margaret: Why do you remember Mr. Bell and the date so clearly?

Watson: I remember Mr. Bell because he was always fascinated by sound and how it travelled. He had a design of a new device to transmit sound.

Bell: The day of our first meeting, Mr. Watson and I talked until the shop closed. Then we went back to my house and talked about the design all night long. We were both so excited.

Watson: There was one problem, though. We had no money. And without money, the experiments on the telephone would be delayed. But I believed in the telephone too.

Margaret: How did you solve this problem?

Bell: Well, we found the proper method quite by accident. We were working on the device and the wire got stuck.

Watson: I gave the wire a tug and Mr. Bell came running from the other room. The sound had been carried over the wire. We loved it! We pulled the wire over and over again!

Bell: We performed many experiments and we were sure that soon we would succeed.

Margaret: Stop. I've always wanted to know how you succeeded.

Watson: I was in one room and Mr. Bell was in another. We were getting ready to perform another test.

Bell: It was 1875, and on that day, another accident occurred. I spilled a chemical and I said, 'Mr. Watson, come here – I want to see you'.

Margaret: What happened then?

Watson: I had heard him clearly as if he were by my side. We had succeeded! I rushed to the other room. I don't remember what we did about the accident.

(BELL LAUGHS)

Bell: Ha ha! Neither do I, in fact.

Watson: So, after two whole years working on the telephone, Mr. Bell was successful.

Bell: Look here, young lady. These are the sketches of the first model. The real model would have been as big as a room!

Margaret: Two years seem like a long time for such an invention! But thanks to you, we can now enjoy calling our friends all around the world.

Listen to the exercises and complete them.

(Include a 4-second pause after each item.)

Exercise 1: Underline the correct word or phrase in each bracket.

- (a) Margaret Jones went to a (library, museum, theatre). (4 seconds)
- (b) Bell and Watson were (colleagues, cousins, brothers). (4 seconds)
- (c) The greatest problem to their invention was not having enough (time, space, money). (4 seconds)
- (d) The invention of the telephone happened (many, a few, two) years ago. (4 seconds)

Exercise 2: True, False or No Information Given. Tick the correct box in the table below.

(Include a 4-second pause after each item.)

- (a) Watson was an electrician.
Tick the correct box now. (4 seconds)
- (b) It was Watson who dreamed up the device to transmit sound.
Tick the correct box now. (4 seconds)
- (c) This device was discovered quite by chance.
Tick the correct box now. (4 seconds)
- (d) The accident of the chemical caused a lot of damage.
Tick the correct box now. (4 seconds)
- (e) It took Bell and Watson two years to invent the telephone.
Tick the correct box now. (4 seconds)

Exercise 3: Fill in each blank with ONE word.

(Include a 4-second pause after each item.)

- (a) Many inventors asked Watson to build _____ for them. (4 seconds)
- (b) Bell had always been very interested in how sound _____. (4 seconds)

- (c) Bell and Watson were so excited about the design that they spent all _____ talking about it. (*4 seconds*)
- (d) Watson was pulling at a _____ that got stuck when Bell heard the sound. (*4 seconds*)
- (e) The first model of the telephone would have been really _____. (*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 a 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.