

**End of Primary Benchmark**

**2021**

**Second Session**

**English Listening Comprehension Procedures**

**Time: 30 minutes**

## **Teacher's Booklet**

### **Note:**

The English Listening Procedures are included in the audio text and candidates are expected to listen to the recorded text during the Listening Comprehension Assessment. This booklet, which includes the instructions, texts and tasks set, is to be read by teachers **ONLY** when the equipment used does not function properly.

## Procedures for Task One

Look at Task One.

*(Allow a 15-second pause while pupils familiarise themselves with the task.)*

Listen carefully. You will hear the recording twice.

Bell ringing. Ms. Chircop enters the room. Mr. Falzon is seated at a teacher's desk while correcting pupils' work. Ms. Chircop joins him for a conversation where they discuss the farewell party the school is organising for their Year 6 pupils.

**Ms. Chircop:** Good morning. How are you?

**Mr. Falzon:** Fine, thanks. How are the plans for the farewell party coming along?

**Ms. Chircop:** Well, so far, we have permission to use the school hall for the farewell party.

**Mr. Falzon:** Have you thought about decorating the hall yet? I could give you a helping hand with that if you wish. We could have an enormous banner with the word 'Farewell' printed on it and hang curling ribbon all around the hall. These decorations are festive, colourful and won't break the bank. I could stay after school to decorate the hall; I'm sure other teachers would be willing to help.

**Ms Chircop:** What a brilliant idea! I was also thinking about putting up a play as I know that some of our pupils are very keen on drama. I think both parents and pupils would love it.

**Mr. Falzon:** Yes, I agree. How about bringing in a professional photographer to capture this memorable event? Or else, we could ask a teacher, if we don't want to spend any extra money.

**Ms. Chircop:** Oh yes. I think we could ask the Assistant Head. He's really into photography and takes amazing pictures.

**Mr. Falzon:** Really? We should ask him then! What about food?

**Ms. Chircop:** We've already contacted our usual caterer who will provide some scrumptious party food and drinks. We have also ordered a huge cake for the occasion.

**Mr. Falzon:** That's wonderful. And what about hiring a DJ? I'm sure pupils would love to dance to all their favourite songs.

**Ms. Chircop:** The music teacher has already volunteered to stand in as DJ. And we could also have a karaoke contest.

**Mr. Falzon:** Oh! That would be fun!

**Ms. Chircop:** I was also thinking about giving pupils a little token to help them remember this special day. Do you have any ideas?

**Mr. Falzon:** Let me think about it and I'll get back to you.

**Ms. Chircop:** You've been ever so helpful! Thank you so much!

**Mr. Falzon:** You're welcome.

**Exercise 1: True (T) or False (F)**

**Listen to the following sentences and tick the correct box.**

- a) The farewell activity will be held indoors.  
Tick the correct box now. (*4 seconds*)
- b) All the school will be decorated for the farewell party.  
Tick the correct box now. (*4 seconds*)
- c) Only pupils will attend the farewell activity.  
Tick the correct box now. (*4 seconds*)
- d) Pupils will be given a small keepsake on this occasion.  
Tick the correct box now. (*4 seconds*)

**Exercise 2: Tick FOUR items the teachers are planning to include in the farewell activity.**

**Do not tick more than four.**

*(Allow a 16-second pause for pupils to tick the four items.)*

**Now you will hear the conversation again. Listen carefully.**

*(The dialogue 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 number for the first exercise and a 16-second pause for pupils to tick the four items in the second exercise.)*

**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.)**

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## 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.**

**You are going to listen to Global News.**

The news today has been dominated by one young person's lucky find. An ancient valuable Roman hairpin was discovered quite by chance by ten-year-old Willow in a back garden in Kent, England.

It was a fine morning in March when Willow was helping her grandad plant roses in the back garden. As she stooped to dig a hole for the seeds, she came across a piece of metal, what looked like a nail but it was crooked. It was partly covered with wet soil and stones. At first, she did not think much of it and she even thought it was rubbish. It did not look special. It was slightly dented and it had a small crack.

However, her grandad picked it up and held it in his hand. It was heavy and at that moment, he was quite certain that this was not just an ordinary nail. Everyone in the family was excited about this discovery. They were certain that this was a treasure and wanted to learn more about it. They gently wrapped it up in a clean, white handkerchief and took it to the History Museum.

Archaeologists were extremely careful to clean the nail. They very patiently washed off the soil and mud before they were able to confirm that this was indeed an ancient hairpin. It was 8 centimetres long, made of gold and weighed 200g. It was extraordinary. The museum immediately sent a team of experts to check grandad's garden because it was a stone's throw away from the site of an ancient Roman road. After carefully checking, the experts were able to dig up a matching hairpin. They brushed off the soil and put both objects on display at the History Museum. The museum has a special section which displays a number of treasures from the Roman period.

The museum curator told Willow that the set of gold hairpins dated back to Roman times. The set was very old. It must be 3,000 years old. Hairpins were popular back then. The hairpins were usually made of bone and wood and later also from precious metal, like gold. They would often be decorated with beads. These were worn by Roman noble ladies and queens to decorate their hair or to pull it back.

Young Willow was so excited! She knew all about Romans from her history books. She was always keen to learn about them. She was working on a school project about Ancient Rome. The Romans were a powerful and important civilisation that ruled over a great part of Europe for nearly 1,000 years. They were very clever and their great inventions are still being used in the present day.

Well, this is certainly a day Willow will not be forgetting in a hurry!

Adapted from <https://www.dailymail.co.uk/news/article-1212031/10-000-Roman-coins-unearthed-amateur-metal-detector-enthusiast--treasure-hunt.html>

**Listen to the exercises and complete them.**

**Exercise 1: Fill in the blanks with the correct number.**

*(Allow a 16-second pause for students to write the four numbers.)*

**A great discovery!**

Willow, a \_\_\_\_\_-year-old girl, discovered a gold hairpin dating back to \_\_\_\_\_ years ago in Kent. This hairpin was only \_\_\_\_\_ centimetres long and weighed \_\_\_\_\_ grams.

**Exercise 2: Underline the correct answer.**

- a) When Willow (bent, fell, jumped) down, she noticed a piece of metal in the soil.  
Underline the correct answer now. (*4 seconds*)
  
- b) The piece of metal was (all, a little, not) damaged.  
Underline the correct answer now. (*4 seconds*)
  
- c) Grandad's garden was (on, near, far from) the site of a Roman road.  
Underline the correct answer now. (*4 seconds*)
  
- d) In Roman times, hairpins (always, sometimes, never) had beads.  
Underline the correct answer now. (*4 seconds*)

**Exercise 3: True or False. Tick the correct box in the table below.**

a) The two hairpins were different from each other.

Tick the correct box now. (*4 seconds*)

b) Both treasures were taken to the History Museum.

Tick the correct box now. (*4 seconds*)

c) All Roman hairpins were made from bone.

Tick the correct box now. (*4 seconds*)

d) Willow loved to learn about the Romans.

Tick the correct box now. (*4 seconds*)

**Now you will hear the recording again. Listen carefully.**

*(The story 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.)*

**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.**