

DEPARTMENT FOR CURRICULUM,
LIFELONG LEARNING AND EMPLOYABILITY
Educational Assessment Unit

Annual Examinations for Primary Schools 2024

Year 5	ENGLISH (Listening)	Time: 30 minutes
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TEACHER'S PAPER

Guidelines for the conduct of the Listening Comprehension Examination

ALL INSTRUCTIONS ARE TO BE GIVEN IN ENGLISH

The instructions are in the recording and students are expected to listen to the recording during the Listening Comprehension Examination. The Teacher's Paper, which includes the instructions, texts and tasks, is to be read by teachers ONLY when the equipment does not function properly.

Resources

Teacher: Audio / Audio-visual Recording, Transcript and Questions
Student: Pen, Ruler and Examination Paper

Introduction

The teacher distributes the examination papers to the students and asks them to write their name, surname and class on the front cover.

THE TEACHER TELLS THE STUDENTS TO FOLLOW THE INSTRUCTIONS.

PROCEDURE for Task 1 (12 minutes)

- a. 2 minutes Students read the exercises.
- b. 2 minutes The audio text is listened to for the first time.
(Students may start writing if they wish to.)
- c. 2 minutes The exercises are read out and students answer the questions.
- d. 2 minutes The audio text is listened to for the second time.
- e. 2 minutes The exercises are read out again and students answer any unanswered questions.
- f. 2 minutes Final revision of answers by students.

Exercise A	(1 mark each)	2 marks
Exercise B	(1 mark each)	4 marks
Exercise C	(½ mark each)	2 marks

TOTAL: 8 marks

Look at Listening Task 1

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

You have two minutes to look at the exercises silently. Do not write anything.

(Students look at the exercises silently for 2 minutes.)

Listen to this audio guide. You may start answering the questions as you listen.

Hello, little marine adventurers! I'm Dave Green, and we're about to explore the awesome Ocean Discovery Aquarium together. Let's dive right in!

First up is the Coral Kingdom. Look at these colourful coral reefs—kind of like an underwater city for fish! Corals may look like rocks, but they are living animals, and their colours come from tiny algae that live within them.

As we swim along, we enter the Seahorse Sanctuary. Did you know that the male seahorse is the one who carries and gives birth to the babies? They are excellent dads in the underwater world!

Now, let's visit the Deep-Sea Abyss. Imagine a world way down where it's really dark. Some sea creatures glow in the dark, like underwater fireflies. It's a strategy they use for communication and hunting in the dark depths.

Swimming to the Dolphin Bay, let's meet some of the ocean's most playful and intelligent creatures—dolphins! Dolphins are often seen swimming at high speeds and even do flips in the water. How many dolphins can you see, dancing through the waves?

Next is the Turtle Lagoon. Sea turtles have been swimming around for millions of years! Turtles are like the superheroes of the sea, helping keep things in balance by eating lots of jellyfish.

We're approaching the Shark Den! Sharks might seem a bit scary, but they keep the ocean clean and healthy by eating the sick and old fish. So, they're like underwater superheroes too.

As we reach the Grand Ocean Voyager, look at this big tank—it's like the ocean in a box! You can see rays, sharks, and a bunch of fish. It's like a big underwater show! How many different fish can you spot?

I hope you had a blast at the Ocean Discovery Aquarium. Thanks for joining me, and until next time, keep having fun and exploring the wonders of the sea!

Adapted from National Aquarium: Audio Tour, available at: <https://aqua.org/>

Now I will read the exercises to you once. Listen carefully and complete the exercises.

Exercise A: Tick (✓) the correct answer.

1. This audio guide is meant for
 - a. shoppers at a supermarket.
 - b. people visiting an aquarium.
 - c. patients at a doctor's clinic.
2. This audio guide
 - a. gives directions.
 - b. narrates a story.
 - c. gives information.

Exercise B: Tick (✓) FOUR animals that are mentioned in the audio guide.

(Allow a 10-second pause.)

Exercise C: Tick (✓) to show whether these sentences are TRUE or FALSE.

a.	Corals are living creatures.	True or False?	<i>(4-second pause)</i>
b.	Female seahorses take care of their young.	True or False?	<i>(4-second pause)</i>
c.	Dolphins can swim very fast.	True or False?	<i>(4-second pause)</i>
d.	Visitors can spot penguins in the Grand Ocean Voyager.	True or False?	<i>(4-second pause)</i>

You are going to listen to the audio guide again. Listen carefully. You may complete any unanswered questions while listening.

(The audio guide is listened to for a second time.)

You are going to listen to the exercises again. You may complete any unanswered questions while listening.

(The exercises are read a second time.)

Now you have some time to check your answers.

(Allow 2 minutes for the students to revise and / or complete any unanswered questions.)

This is the end of Task One.

(Allow a 30-second pause between Task 1 and Task 2.)

PROCEDURE for Task 2 (18 minutes)

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| a. | 3 minutes | Students read the exercises. |
| b. | 3 minutes | The audio-visual text is played for the first time.
<i>(Students may start writing if they wish to.)</i> |
| c. | 3 minutes | The exercises are read out and students answer the questions. |
| d. | 3 minutes | The audio-visual text is played for the second time. |
| e. | 3 minutes | The exercises are read out again and students answer any unanswered questions. |
| f. | 3 minutes | Final revision of answers to Task 1 and Task 2. |

Exercise A (1 mark each) 4 marks

Exercise B (1 mark each) 5 marks

Exercise C (1 mark each) 3 marks

TOTAL: 12 marks

Look at Listening Task 2.

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

You have three minutes to look at the exercises silently. Do not write anything.

(Students look at the exercises silently for 3 minutes.)

You are going to watch and listen to Hannah as she prepares a traditional dish.

[Music]

0:01

What's that? It smells like fish.

It feels like paper.

It looks like a snake's skin.

Oh! It's definitely not snake skin. Come on! Have a guess!

It tastes salty.

I think it's seaweed.

That's right. It's Nori seaweed.

I don't really like it!

I don't like it.

Oh dear! But let's see if Hannah can change their minds because seaweed is one of the main ingredients in her sushi. You'll also need a carrot, mayonnaise, a red pepper, eggs, salt, hot water, cucumber, rice vinegar, sushi rice, tinned tuna and caster sugar.

[Music]

First, I need to measure the rice, then wash it.

Just scoop the sushi rice into a sieve or rice rinser like Hannah's then rinse it twice in cold water.

Next, I'm going to pour the rice into a bowl...and add some cold water.

Mum, can you put this in the rice cooker?

Hannah's mum is using a special rice cooker to cook the sushi rice, but you could cook it at home in a normal oven.

Now crack an egg, check the shell. Tip into a bowl, then do the same with another egg. And don't forget to wipe your hands after touching your egg. Give your eggs a mix.

[Music]

...and pour into an oiled loaf tin.

Mum, can you go and put this in the oven? [unclear speech]

Thank you.

Now for the rest of the sushi fillings.

Now I'm going to get one spoonful of mayonnaise and stir it in the tuna. The main difference about Japanese food and English food is that Japanese food has more rice and fish and I think it's tasty.

To make your rice dressing, spoon rice vinegar, caster sugar and a pinch of salt into a jug and then give it all a good mix.

Then when the rice is cooked and slightly cooled pour the vinegar dressing all over it and stir it with a spoon or a rice pan. Now cover the rice with a damp tea towel for a while. When the eggs are cooked and cooled, carefully cut them into thin strips to make one of your sushi fillings.

Hannah's going to use sliced cucumber, pepper strips and grated carrot as well.

Now it's time for my very special ingredient and you know what that is, don't you? It's Nori seaweed.

[Music]

Source: My World Kitchen Official, Hannah's Japanese Sushi; Available at: <https://www.youtube.com/watch?v=d3w77bVh-no>

Now I will read the questions to you once. Listen to the exercises and complete them.

Exercise A: Put the following pictures in the correct order as they are mentioned in the video (1-4).

(Allow a 10-second pause.)

Exercise B: Tick (✓) the correct answer.

1. What is the special ingredient in this dish?

- a) Mayonnaise
- b) Seaweed
- c) Sushi

(4-second pause)

2. How does Hannah describe the taste of Nori seaweed?

- a) Spicy
- b) Sweet
- c) Salty

(4-second pause)

3. What appliance does Hannah's mum use to cook the rice?

- a) A frying pan
- b) An oven
- c) A rice cooker

(4-second pause)

4. What does Hannah do after beating the eggs?

- a) She wipes her hand on a hand towel.
- b) She pours the eggs in an oiled loaf tin.
- c) She cuts the eggs into strips.

(4-second pause)

5. Which container does Hannah use to prepare the rice dressing?

- a) A jug
- b) A bowl
- c) A plate

(4-second pause)

Exercise C: Write THREE (3) more ingredients on Hannah's shopping list.

cucumber

Nori seaweed

mayonnaise

a tin of tuna

(Allow a 10-second pause.)

You are going to watch and listen to the video again. Listen carefully. You may complete any unanswered questions while watching and listening.

You are going to listen to the exercises again. You may complete any unanswered questions while listening.

(The exercises are read a second time.)

Now you have some time to check your answers for Task 1 and Task 2.

(Allow 3 minutes to revise and/or complete any unanswered questions from Task 1 and Task 2.)

This is the end of the Listening Comprehension Exam.

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