



**ST NICHOLAS COLLEGE
HALF YEARLY PRIMARY EXAMINATIONS
February 2014**

Year 6

English Listening Comprehension

Time: 30 minutes

Teacher's Booklet

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 reading twice.

If you wish, you may start ticking (✓) the correct word or phrase as you listen.

The big, grey bird was delighted to have such a good breakfast. The rabbit was tasty. But the bird did not realize that its pleasure was short lived. A sizeable cobra crawled nearby and crept silently up the tree. It twined itself nicely round the bark. Then, it stretched its head and fixed its stare on the feasting bird. The cobra stood motionless for a while, then it made a strange hiss and darted out its long, slender and forked tongue. When the bird saw its dreaded enemy, it tried to fly away. It felt dazed and confused and had not the strength to go away. It was soon all over!

Listen to the following statements and tick (✓) the correct word or phrase as you listen.

(4 marks)

(Include a 4 second pause after each number.)

Number 1. The colour of the big bird was:

a)	black	
b)	white	
c)	grey	
d)	blue	

(4 seconds)

Number 2. The snake fixed its stare. What does this phrase mean ?

a)	It set a trap.	
b)	It looked closely.	
c)	It was hungry.	
d)	It turned around.	

(4 seconds)

Number 3. The snake was:

a)	small.	
b)	very big.	
c)	of medium size.	
d)	very long.	

(4 seconds)

Number 4. The bird's pleasure was short lived because:

a)	the rabbit ran away.	
b)	it came face to face with its enemy.	
c)	it flew away.	
d)	it became dark.	

(4 seconds)

Now listen to the sentences and fill in the blanks with *one word only*.
(4 marks)

(Include the 4 second pause after each number.)

Number 5. The cobra stood _____ for a while.

Number 6. The bird was delighted to have such a good _____.

Number 7. It darted out its long, _____ and forked tongue.

Number 8. The snake twined itself nicely round the _____.

Now you will hear the passage again. Listen carefully.

(The passage is read a second time.)

Listen to the following statements 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 exercises for Task Two.

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

Listen carefully. You will hear the reading twice.

If you wish you may start the exercises as you listen.

The sun was shining and a gentle breeze was blowing. It was a nice day to be outside.

The silence was broken by shouts and yells. Looking through the bushes you could see who was making all the noise - eight boys aged between ten and twelve, racing around on skateboards at the skateboard area. They skimmed over the humps and hills, trying to jump the wooden ramps that were placed around. You could tell that they were having some kind of contest. They were all trying to outdo each other.

One after the other, they would glide around the course, leaping about, with their skateboards looking like they were glued to their shoes. Twisting and turning, they would jump high into the air in a display of total control of their boards - well, maybe not quite total control. The shouts and yells were loudest when someone came off and landed on the concrete. A bit of blood seemed to make it even more fun for them. It was easy to tell that these boys had been practising for years - they were good; in fact were really good.

There was a ninth boy, about seven years old, standing near, just watching them, his skateboard in his hand.

The older boys finally finished their fun. They were exhausted and hot. "Come on kid", one called. "It's all yours now. Show us what you can do".

The boy shook his head and stared down at his shoes.

"There's no way I'm going to try anything in front of them," he thought. "They're too good. I can't really do anything yet, so they'd probably have a good laugh at me."

"Please yourself, kid," the older boy said. "Come on guys, let's go up the street and grab a drink."

As he watched them go, the small boy put his board on the ground and started to skate. He hadn't had it long. His grannie had given it to him for his birthday six months ago. He hadn't used it much, but now it was summer and he wanted to learn how to use it well.

Jeremy (that was his name) lived close to the park, so he decided that he was going to come often to practise. He'd seen these boys before, but he'd watched them through the bushes for a while and then gone home again. Today he had decided that it was his park too, so he'd just wait for them to go and then have a go.

It was cool fun just kneeling on the board and going down the little hills - he could do that for ages. He was having so much fun that he didn't hear the older boys coming back until someone started to laugh.

He looked up and his face turned red. Oh no! They'd been watching him. Before he could run away, Sam - the boy who'd spoken to him before said, "Hey, kid. It's OK. Don't let Dion here bother you. He's just an idiot. How long have you had your board? It looks new."

"I got it for my birthday, six months ago. I'm just learning, not like you guys - you're amazing!"

Without another thought, Jeremy went home to show his mum what he had learnt.

Listen to the exercises and work them out.

(Include the 4 second pause after each number.)

Exercise 1 Tick (✓) the best phrase

(4 marks)

Number 1. Jeremy had

a)	owned his skateboard for six months.	
b)	owned his skateboard for several years.	
c)	just got his skateboard.	
d)	borrowed the skateboard from his friend.	

Number 2. After the boys left

a)	Jeremy went home.	
b)	Jeremy tried going over the jumps.	
c)	another group of boys arrived.	
d)	Jeremy tried kneeling on the board and going down little hills.	

Number 3. At first Jeremy didn't want to show the older boys what he could do because:

a)	he was scared he would fall off.	
b)	he thought they would laugh at him.	
c)	he was afraid that he would be better than they were.	
d)	he thought they would tell the kids at school.	

Number 4. Sam was

a)	older, unkind, skilful and generous.	
b)	Jeremy's age, understanding and kind.	
c)	younger, thoughtful, a good skateboarder and helpful.	
d)	older, caring, skilful and helpful.	

Exercise 2. Number these events as they happened in the story.

(5marks)

a)	Jeremy went home to show his mum what he had learnt.	
b)	The older boys were having a competition.	
c)	Sam tried to get to know Jeremy.	
d)	Jeremy tried kneeling on his skateboard and going down little hills.	
e)	The older boys came back from the shop.	

Exercise 3. Fill in with one word to complete each sentence.

(3 marks)

Number 1. You could tell they were having some kind of _____.

Number 2. "Hey kid. It's OK. Don't let Dion here _____ you."

Number 3. "They'd probably have a good _____ at me."

Now you will hear the reading again. Listen carefully.

(The text 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.)

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

This is the end of Task Two and the end of the Listening Examination.

End of Paper