SET 2: Listening

Notes for teachers

- The script for these tests should be read aloud by the teacher.
- The test script should be read at the speed normally used when reading stories aloud to the class. An indication of the time that should be taken is given at the top of each task.
- Instructions for teachers who are administering the tests are given in italics. These instructions prompt the teacher to indicate aspects of the test, for example indicate the pictures of familiar objects.
- The instructions specify the pauses that should be left between questions to allow pupils time to answer. The pauses are of 3 or 5 seconds’ duration, for example Pause for 3 seconds. This can be measured consistently by counting silently “one-and-two-and-three”.
- Pupils will be unable to attempt test A2. (i) if they do not yet know the words for basic shapes (triangle, square etc.) It would be advisable to check that pupils understand this concept before testing.
- To ensure consistent test administration, it is necessary to adhere strictly to the script. Pupils must not be given any assistance beyond what is indicated in the script.
- Before the test begins pupil should be told, where appropriate, to drop out as soon as they are unable to answer any of the questions.
- It is suggested that these answer sheets could be photocopied and laminated as a permanent resource. Pupils could then use non-permanent markers to indicate their responses.
Set 2: LISTENING SCRIPT

Level A1. (i) 4 minutes
Look at these eight pictures.
Indicate pictures of familiar school-related items on page 108.
Ali is going to talk about six things he has in his schoolbag.
You must listen to what Ali says, find the matching picture, and draw a line from the number you hear to the picture.
Find number one on the page.
Pause for 3 seconds.
This one is done for you. Listen carefully:

1. Number one, number one.
   Pause for 3 seconds.
   I've got a big pencil case in my schoolbag.
   Pause for 3 seconds.
   I've got a big pencil case in my schoolbag.
   Indicate line joining the number 1 to picture of pencil case.
   Pause for 5 seconds.

2. Number two, number two.
   Pause for 3 seconds.
   Inside my pencil case I have a pencil.
   Inside my pencil case I have a pencil.
   Pause for 5 seconds.

3. Number three, number three.
   Pause for 3 seconds.
   And I've got some crayons.
   And I've got some crayons.
   Pause for 5 seconds.

4. Number four, number four.
   Pause for 3 seconds.
   My notebook is in my schoolbag too.
   My notebook is in my schoolbag too.
   Pause for 5 seconds.

5. Number five, number five.
   Pause for 3 seconds.
   I have a picture of my house.
   I have a picture of my house.
   Pause for 5 seconds.

6. Number six, number six.
   Pause for 3 seconds.
   And here's my apple.
   And here's my apple.
   Pause for 5 seconds.
Tell pupils to finish now.
Set 2: LISTENING SCRIPT

Level A1. (ii) 5 minutes
Now turn the page and look at the eight pictures again.
Indicate the eight pictures on page 109.
Listen carefully to Ali (indicate picture of boy) as he talks about what he does with six of these things.
Each time you must find the picture that matches what Ali is saying and draw a line from the number you hear to the picture.
Find number one on the page.
Pause for 3 seconds.
This one is done for you. Listen carefully:

(Example)

1. Number one, number one.
   Pause for 3 seconds.
   I keep lots of useful things in this.
   Pause for 3 seconds.
   Indicate line joining the number 1 to picture of pencil case.
   Pause for 5 seconds.

2. Number two, number two.
   Pause for 3 seconds.
   I eat this fruit at break-time.
   Pause for 3 seconds.
   I eat this fruit at break-time.
   Pause for 5 seconds.

3. Number three, number three.
   Pause for 3 seconds.
   I need this when I make a mistake.
   Pause for 3 seconds.
   I need this when I make a mistake.
   Pause for 5 seconds.

4. Number four, number four.
   Pause for 3 seconds.
   I write lots of words with this thing.
   Pause for 3 seconds.
   I write lots of words with this thing.
   Pause for 5 seconds.

5. Number five, number five.
   Pause for 3 seconds.
   I can use these to colour a picture.
   Pause for 3 seconds.
   I can use these to colour a picture.
   Pause for 5 seconds.

6. Number six, number six.
   Pause for 3 seconds.
   This is made of bread and I have it for lunch.
   Pause for 3 seconds.
   This is made of bread and I have it for lunch.
   Pause for 5 seconds.

Tell pupils to finish now.
Primary School Assessment Kit

Set 2: LISTENING SCRIPT

Level A1. (iii) 5 minutes
Now turn to the next page and look at the eight pictures once more.
Indicate the eight pictures on page 110.
Now listen to Ali (indicate picture of boy) as he talks again about six of these things.
Each time you must find the picture that matches what Ali is saying and draw a line from
the number you hear to the picture.
Find number one on the page.
Pause for 3 seconds.
This one is done for you. Listen carefully:

(Example)
1. Number one, number one.
   Pause for 3 seconds.
   It's so full I can hardly close it!
   Pause for 5 seconds.
   Indicate line joining the number 1 to picture of pencil case.
   Pause for 5 seconds.

2. Number two, number two.
   Pause for 3 seconds.
   Mmm ... yummy ... I love cheese ones!
   Pause for 3 seconds.
   Mmm ... yummy ... I love cheese ones!
   Pause for 5 seconds.

3. Number three, number three.
   Pause for 3 seconds.
   Here's my drawing – look at the flowers in the garden.
   Pause for 3 seconds.
   Here's my drawing – look at the flowers in the garden.
   Pause for 5 seconds.

4. Number four, number four.
   Pause for 3 seconds.
   I can give you some – I have blue, red, green ...
   Pause for 3 seconds.
   I can give you some – I have blue, red, green ...
   Pause for 5 seconds.

5. Number five, number five.
   Pause for 3 seconds.
   My homework is on this page.
   Pause for 3 seconds.
   My homework is on this page.
   Pause for 5 seconds.

6. Number six, number six.
   Pause for 3 seconds.
   Oh no, that's wrong ... I have to rub it out.
   Pause for 3 seconds.
   Oh no, that's wrong ... I have to rub it out.
   Pause for 5 seconds.
   Tell pupils to finish now.

94
Set 2: LISTENING SCRIPT

Level A2. (i) 5 minutes

Look at this picture of a classroom.
Indicate picture of classroom on page 111.
Now listen carefully to some sentences about this picture.
Indicate picture of classroom.
You must draw the correct shape on the picture for each sentence that you hear.
Indicate shapes.
The first shape is done for you. Listen carefully:

(Example)

1. Number one, number one.
   Pause for 3 seconds.
   Draw a heart shape around the boy who is going out the door.
   Pause for 3 seconds.
   Draw a heart shape around the boy who is going out the door.
   Indicate heart around picture of boy leaving the room
   Pause for 5 seconds

2. Number two, number two.
   Pause for 3 seconds.
   Draw a circle around the pink coat that the teacher is holding.
   Pause for 3 seconds.
   Draw a circle around the pink coat that the teacher is holding.
   Pause for 5 seconds.

3. Number three, number three.
   Pause for 3 seconds.
   Draw a square around the girl who is wearing a nurse’s hat.
   Pause for 3 seconds.
   Draw a square around the girl who is wearing a nurse’s hat.
   Pause for 5 seconds.

4. Number four, number four.
   Pause for 3 seconds.
   Draw a triangle around the boy who is looking in his schoolbag under the table.
   Pause for 3 seconds.
   Draw a triangle around the boy who is looking in his schoolbag under the table.
   Pause for 5 seconds.

5. Number five, number five.
   Pause for 3 seconds.
   Draw a diamond around the tap – there is water dripping from it.
   Pause for 3 seconds.
   Draw a diamond around the tap – there is water dripping from it.
   Pause for 5 seconds.

6. Number six, number six.
   Pause for 3 seconds.
   Draw a rectangle around the boy who is putting a bottle of paint on the shelf.
   Pause for 3 seconds.
   Draw a rectangle around the boy who is putting a bottle of paint on the shelf.
   Pause for 5 seconds.

Tell pupils to finish now.
Primary School Assessment Kit

Set 2: LISTENING SCRIPT

Level A2. (ii) 5 minutes

Look at these eight pictures.

Indicate pictures of school children from different countries on page 112.

Listen to six children from different countries talking about what they are doing at school.

You must find the picture of each thing and draw a line from the number you hear to the picture.

Indicate numbers on page.

The first one is done for you. Listen carefully:

(Example)

1. Number one, number one.
   Pause for 3 seconds.
   We are learning how to weigh things. We are finding out which things are heavy and which are light.
   Indicate picture of children weighing blocks.
   Pause for 5 seconds

2. Number two, number two.
   Pause for 3 seconds.
   We are learning how to do joined-up writing. We are writing on the blackboard with chalk.
   Pause for 3 seconds.
   We are learning how to do joined-up writing. We are writing on the blackboard with chalk.
   Pause for 5 seconds.

3. Number three, number three.
   Pause for 3 seconds.
   We are sitting on the floor, reading our books. Our teacher helps us if we don’t understand something.
   Pause for 3 seconds.
   We are sitting on the floor, reading our books. Our teacher helps us if we don’t understand something.
   Pause for 5 seconds.

4. Number four, number four.
   Pause for 3 seconds.
   We are doing our exercises. We have to stretch our arms. It is very hot so we are outside under some trees.
   Pause for 3 seconds.
   We are doing our exercises. We have to stretch our arms. It is very hot so we are outside under some trees.
   Pause for 5 seconds.

5. Number five, number five.
   Pause for 3 seconds.
   We are trying to send a message to children in another country. We are using a computer to help us.
   Pause for 3 seconds.
   We are trying to send a message to children in another country. We are using a computer to help us.
   Pause for 5 seconds.
6. Number six, number six.
   Pause for 3 seconds.
   We are painting pictures of birds. We are using lots of bright colours because we want
   them to look really good.
   Pause for 3 seconds.
   We are painting pictures of birds. We are using lots of bright colours because we want
   them to look really good.
   Pause for 5 seconds.
   Tell pupils to finish now.

Set 2: LISTENING SCRIPT

Level A2. (iii) 5 minutes

Look at these eight pictures.
Indicate pictures of playground games on page 113.
Listen to children talking about six of these playground games.
You must find the picture of each thing and draw a line from the number you hear to the
picture.
Indicate numbers on page.
The first one is done for you. Listen carefully:

(Example)

1. Number one, number one.
   Pause for 3 seconds.
   You draw numbers in boxes on the ground. Then you throw a
   stone along the numbers and hop or jump to get it.
   Pause for 3 seconds.
   You draw numbers in boxes on the ground. Then you throw a
   stone along the numbers and hop or jump to get it.
   Indicate picture of children playing hopscotch.
   Pause for 5 seconds.

2. Number two, number two.
   Pause for 3 seconds.
   One child stands in front, looking at a wall, and throws a ball behind her. Then she turns
   round and guesses who has caught the ball.
   Pause for 3 seconds.
   One child stands in front, looking at a wall, and throws a ball behind her. Then she turns
   round and guesses who has caught the ball.
   Pause for 5 seconds.

3. Number three, number three.
   Pause for 3 seconds.
   Two children hold a rope and turn it. Another child skips in the middle and they sing a song.
   Pause for 3 seconds.
   Two children hold a rope and turn it. Another child skips in the middle and they sing a song.
   Pause for 5 seconds.

4. Number four, number four.
   Pause for 3 seconds.
   Children stand in a circle and throw a ball. If a child does not catch the ball you get a
   letter from the word “donkey”. When you get all the letters, you are out.
   Pause for 3 seconds.
Children stand in a circle and throw a ball. If you don’t catch the ball you get a letter from the word “donkey”. When you get all the letters, you are out.

5. Number five, number five.

Children played this game long ago. They used toys called spinning tops. They tried to keep their tops turning for the longest time.

6. Number six, number six.

Children make a circle, holding their hands up and singing. One child goes in between and chooses others to follow her.

Set 2: LISTENING SCRIPT

Level B1. (i) 7 minutes

This is Josh.
Indicate picture of boy at top of page 114.
This is his teacher, Miss Quinn.
Indicate picture of teacher at top of page.
Listen to Miss Quinn talking to Josh in the classroom. You will hear some questions about what she says. You must answer each question by drawing a circle round the correct picture.
Indicate numbers and pictures of items on grid.
The first question is answered for you. Listen carefully:

(Example)
1. Listen to Miss Quinn:
    Read the following like a story
    “Alright, boys and girls,” said Miss Quinn. We’ve got lots of new songs to learn for the Christmas concert.”
    Pause for 3 seconds.
    Question one, question one.
    The concert is for which special day?
    The answer is Christmas. Miss Quinn said that they have lots of songs to learn for the Christmas concert.
    Indicate the “Christmas” picture.
    Pause for 5 seconds.
2. Listen to Miss Quinn and Josh.
   Read like a story:
   “First,” said Miss Quinn, “I want everyone to stand next to the window. Quickly please, away from the desks!”
   “Do we have to stand, Miss?” groaned Josh.
   “Yes, Josh,” said Miss Quinn. “Close the door and get over there this minute.”
   Pause for 3 seconds.
   Question two, question two.
   Pause for 3 seconds.
   What should the children stand beside?
   Pause for 5 seconds.

3. Listen to Miss Quinn and Josh.
   Read like a story:
   “OK, let’s make two rows,” Miss Quinn said. “Girls at the front and …”
   “Can I stay here, Miss?” asked Josh.
   “No,” said Miss Quinn. “I want the boys at the back.”
   Pause for 3 seconds.
   Question three, question three.
   Pause for 3 seconds.
   Who should be at the front of the group?
   Pause for 5 seconds.

4. Listen to Miss Quinn and Josh.
   Read like a story:
   “And Josh,” asked Miss Quinn, “could you lift your schoolbag out of the way?”
   “Yes, Miss,” said Josh.
   “Watch your books don’t fall out!” said Miss Quinn. “Here, put it behind the piano.”
   Pause for 3 seconds.
   Question four, question four.
   Pause for 3 seconds.
   What should Josh move?
   Pause for 5 seconds.

5. Listen to Miss Quinn and Josh.
   Read like a story:
   “Now, can you give out the songbooks please?” Miss Quinn asked. “They’re on the top shelf.”
   “Beside the recorders, Miss!” asked Josh.
   “Yes,” replied Miss Quinn, “above the radio.”
   “Got them,” said Josh.
   Pause for 3 seconds.
   Question five, question five.
   Pause for 3 seconds.
   Which of these things is next to the songbooks?
   Pause for 5 seconds.

6. Listen to Miss Quinn and Josh.
   Read like a story:
   “Right,” said Miss Quinn. “Do you remember the song I recorded for you last week?”
   “The one we heard on the radio?” asked Josh.
   “Yes,” said Miss Quinn. “We’ll learn that song today. Listen first while I play it on the piano.”
Pause for 3 seconds.

Question six, question six.
Pause for 3 seconds.

What are the children going to listen to?
Pause for 5 seconds.

Now listen to Miss Quinn and Josh talking again, then listen to the questions once more and check your answers.

Read like a story:

“Alright, boys and girls,” said Miss Quinn. We’ve got lots of new songs to learn for the Christmas concert.”

“First,” said Miss Quinn, “I want everyone to stand next to the window. Quickly please, away from the desks!”

“Do we have to stand, Miss?” groaned Josh.

“Yes, Josh,” said Miss Quinn, “Close the door and get over there this minute.”

“OK, let’s make two rows.” Miss Quinn said. “Girls at the front and ...”

“Can I stay here, Miss?” asked Josh.

“No,” said Miss Quinn. “I want the boys at the back.”

“And Josh,” asked Miss Quinn, “could you lift your schoolbag out of the way?”

“Yes, Miss,” said Josh.

“Watch your books don’t fall out!” said Miss Quinn. “Here, put it behind the piano.”

“Now, can you give out the songbooks please?” Miss Quinn asked. “They’re on the top shelf.”

“Beside the recorders, Miss?” asked Josh.

“Yes,” replied Miss Quinn, “above the radio.”

“Got them,” said Josh.

“Right,” said Miss Quinn. “Do you remember the song I recorded for you last week?”

“The one we heard on the radio?” asked Josh.

“Yes,” said Miss Quinn. “We’ll learn that song today. Listen first while I play it on the piano.”

Question 1 is the example question: The concert is for which special day?

Now look at your answers.

Question 2: What should the children stand beside?
Pause for 3 seconds.

Question 3: Who should be at the front of the group?
Pause for 3 seconds.

Question 4: What should Josh move?
Pause for 3 seconds.

Question 5: Which of these things is next to the songbooks?
Pause for 3 seconds.

Question 6: What are the children going to listen to?
Pause for 3 seconds.

Tell pupils to finish now.
Set 2: LISTENING SCRIPT

Level B1. (ii) 7 minutes

Look at these pictures.
Indicate eleven pictures related to school activities on page 115.
This is Lara.
Indicate picture of girl.
Lara is going to talk about her day at school.
Six of the pictures show some of the things that she did today.
As Lara tells her story, you must put these six pictures in order by drawing a line from each number to the correct picture.
The first one is done for you. Listen carefully:

(Example)
1. Number one, number one.
   Pause for 3 seconds.
   This is what Lara says:
   Lara:
   I had a good day at school with my friends.
   We did lots of work and some fun things too.
   First, we had maths – the sums were really difficult!
   The answer is maths. Lara says that first she had maths and that the sums she did were really difficult.
   Indicate line joining the number 1 to the picture of maths book.
   Pause for 5 seconds.

2. Number two, number two.
   Pause for 3 seconds.
   This is what Lara says:
   Lara:
   After that our teacher, Miss Quinn, read us a story. Then she asked us to write about it. When we had finished, she told us to choose one book each from the class library and to read it at home this evening.
   Pause for 5 seconds.

3. Number three, number three.
   Pause for 3 seconds.
   This is what Lara says:
   Lara:
   Then it was break-time and after break we had P.E. It was raining so we couldn’t go outside. We played some games inside instead.
   Pause for 5 seconds.

4. Number four, number four.
   Pause for 3 seconds.
   This is what Lara says:
   Lara:
   We had lunch at twelve o’clock. I always have sandwiches and juice for lunch. I usually eat an apple as well, but today I had an orange. It was delicious.
   Pause for 5 seconds.
This is what Lara says:

Lara:

After lunch, Garda Ryan came to tell us about his work. He talked about staying safe on the road because children can easily get hurt. When he left, Miss Quinn told us that the school nurse will come next week and she gave us a note.

Pause for 5 seconds.

This is what Lara says:

Lara:

Then we had art. I made a funny puppet, using an old sock and some buttons while my friend, Josh, painted a picture. Last of all we had music and we practised our songs for the concert.

Pause for 5 seconds.

Now listen to Lara talking again and check your answers.

Read at “story” speed.

I had a good day at school with my friends. We did lots of work and some fun things too. First, we had maths – the sums were really difficult! After that our teacher, Miss Quinn, read us a story. Then she asked us to write about it. When we had finished, she told us to choose one book each from the class library and to read it at home this evening. Then it was break-time and after break we had P.E. It was raining so we couldn’t go outside. We played some games inside instead.

Pause for 3 seconds.

We had lunch at twelve o’clock. I always have sandwiches and juice for lunch. I usually eat an apple as well, but today I had an orange. It was delicious. After lunch, Garda Ryan came to tell us about his work. He talked about staying safe on the road because children can easily get hurt. When he left, Miss Quinn told us that the school nurse will come next week and she gave us a note. Then we had art. I made a funny puppet, using an old sock and some buttons while my friend, Josh, painted a picture. Last of all we had music and we practised our songs for the concert.

Pause for 5 seconds, then tell pupils to finish.

Set 2: LISTENING SCRIPT

Level B1. (iii) 7 minutes

Listen to Josh and Lara talking after school.

Indicate pictures of boy and girl at top of page 116.

After each part of their conversation you will hear a question.

You must choose the correct answer for each question by ticking Josh (indicate picture of boy on grid) or Lara (indicate picture of girl on grid) or Josh and Lara (indicate picture of boy and girl together on grid).
Now you will hear an example. Listen carefully:

"Why not?" asked Josh.
"I have to wait for my bus," Lara said. "It'll be here soon."
"I live close by so I always walk home," said Josh. "I go through the park on the way."
"You're lucky," said Lara.

1. Question one, question one.
Who is going home by bus?
Pause for 5 seconds.
Indicate a "tick" under the picture of a boy on grid.
The answer is Josh because he said that he was going to play in the park.

"Why not?" asked Josh.
="I have to wait for my bus," Lara said. "It'll be here soon."
"I live close by so I always walk home," said Josh. "I go through the park on the way."
"You're lucky," said Lara.

2. Question two, question two.
Who is going home by bus?
Pause for 5 seconds.
"Hey, do you know what we have for homework tonight?" asked Josh.
"We have to read our library books," Lara replied. "I can't wait to start my one, it looks very interesting."
"So does mine," said Josh, "but it's a long story."
"Well you better finish it," said Lara. "You'll have to talk about it tomorrow."

3. Question three, question three.
Who has reading for homework?
Pause for 5 seconds.
"Oh no," Josh moaned, "and I've those sums as well!"
"What, the ones we were doing today?" asked Lara. "I finished them all in class."
"That's not fair," said Josh, "you haven't much to do this evening."

4. Question four, question four.
Who has maths homework?
Pause for 5 seconds.
"Not really," said Lara. "I'm going to read my book as soon as I get home and then I'll watch TV."
"Yeah," said Josh, "there's a great sports show on at half seven."
"But what about your homework?" asked Lara.
"Uh oh, I forgot," said Josh, "I won't have any time for TV."
Primary School Assessment Kit

5. Question five, question five.
   Pause for 3 seconds.
   Who will watch television tonight?
   Pause for 5 seconds.
   “Well, you can watch it tomorrow instead,” Lara said.
   “Yeah, I suppose,” said Josh. “Anyhow, the big match is on tomorrow.
   I definitely have to see that.”
   “Me too,” said Lara, “I love football!”

6. Question six, question six.
   Pause for 3 seconds.
   Who wants to watch the football match tomorrow?
   Pause for 5 seconds.
   Now listen to Josh and Lara talking again.
   Then listen to the questions once more and check your answers.
   “Are you going home, Josh?” asked Lara.
   “Yeah, but I’m going to play in the park first,” said Josh. “Do you want to come?”
   “No, I can’t,” said Lara.
   “Why not?” asked Josh.
   “I have to wait for my bus,” Lara said. “It’ll be here soon.”
   “I live close by so I always walk home,” said Josh. “I go through the park on
   the way.”
   “You’re lucky,” said Lara.
   “Hey, do you know what we have for homework tonight?” asked Josh.
   “We have to read our library books,” Lara replied. “I can’t wait to start my one,
   it looks very interesting.”
   “So does mine,” said Josh, “but it’s a long story.”
   “Well you better finish it,” said Lara. “You’ll have to talk about it tomorrow.”
   “Oh no,” Josh moaned, “and I’ve those sums as well!”
   “What, the ones we were doing today?” asked Lara. “I finished them all in class.”
   “That’s not fair,” said Josh, “you haven’t much to do this evening.”
   “Not really,” said Lara. “I’m going to read my book as soon as I get home
   and then I’ll watch TV.”
   “Yeah,” said Josh, “there’s a great sports show on at half seven.”
   “But what about your homework?” asked Lara.
   “Uh oh, I forgot,” said Josh, “I won’t have any time for TV.”
   “Well, you can watch it tomorrow instead,” Lara said.
   “Yeah, I suppose,” said Josh. “Anyhow, the big match is on tomorrow.
   I definitely have to see that.”
   “Me too,” said Lara, “I love football!”

Question 1 is the example question: Who is going to the park?
Now look at your answers.

Question 2: Who is going home by bus?
   Pause for 3 seconds.

Question 3: Who has reading for homework?
   Pause for 3 seconds.

Question 4: Who has maths homework?
   Pause for 3 seconds.

Question 5: Who will watch television tonight?
   Pause for 3 seconds.

Question 6: Who wants to watch the football match tomorrow?
   Pause for 3 seconds.

Tell pupils to finish now.
Set 2: LISTENING

CORRECTION KEY

A1. (i) 1. pencil case
2. pencil
3. crayons
4. notebook
5. picture
6. apple

A1. (ii) 1. pencil case
2. apple
3. eraser
4. pencil
5. crayons
6. sandwich

A1. (iii) 1. pencil case
2. sandwich
3. picture
4. crayons
5. notebook
6. eraser

A2. (i) 1. Heart around boy going out the door.
2. Circle around pink coat that teacher is holding.
3. Square around girl wearing nurse's hat.
4. Triangle around boy looking in schoolbag under table.
5. Diamond around tap.
6. Rectangle around boy putting bottle of paint on shelf.

A2. (ii) 1. weighing blocks
2. writing on blackboard
3. reading
4. doing exercises under tree
5. using computer
6. painting
Primary School Assessment Kit

A2. (iii) 1. hopscotch
2. "queenie" (ball game against wall)
3. skipping
4. "donkey" (ball game in circle)
5. spinning tops
6. "dusty bluebells" (circle game)

B1. (i) 1. Christmas
2. window
3. girls
4. schoolbag
5. recorder
6. piano

B1. (ii) 1. maths
2. reading
3. PE indoors
4. orange
5. Garda’s visit
6. puppet

B1. (iii) 1. Josh
2. Lara
3. Josh and Lara
4. Josh
5. Lara
6. Josh and Lara
Set 2: LISTENING

Scoring and rating
Total of 15 questions per level. One point for each correct answer.

<table>
<thead>
<tr>
<th>Test level</th>
<th>Number of correct answers/points</th>
<th>Pupil’s level of proficiency (✓)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A1.2</td>
<td></td>
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<td>A1.3</td>
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<td>A2.1</td>
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</tr>
<tr>
<td>A2.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B1.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B1.2</td>
<td></td>
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<tr>
<td>B1.3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Pupil’s total score at any one level</th>
<th>Pupil’s proficiency (level of test)</th>
<th>The next stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–7</td>
<td>A1.1 or A2.1 or B1.1</td>
<td>Continue at this level.</td>
</tr>
<tr>
<td>8–12</td>
<td>A1.2 or A2.2 or B1.2</td>
<td>Continue at this level.</td>
</tr>
<tr>
<td>13–15</td>
<td>A1.3 or A2.3</td>
<td>Progress to the next level. From A1 to A2 or from A2 to B1.</td>
</tr>
<tr>
<td>13–15</td>
<td>B1.3</td>
<td>Pupil has reached the objective of language support. When this has been reached for all 4 skills, the pupil is ready for full integration into the mainstream.</td>
</tr>
</tbody>
</table>
Set 2: LISTENING

A1. (i)

1. Pencil
2. Eraser
3. Notebook
4. Sandwich
5. Crayons
6. House
Set 2: LISTENING

A1. (ii)

1. Pencil
2. Eraser
3. Notebook
4. Sandwich
5. Apple
6. Crayons

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Set 2: LISTENING

A1. (iii)

1. Pencil
2. Eraser
3. Notebook
4. Sandwich
5. Apple
6. Crayons

110
Set 2: LISTENING

A2. (i)
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Set 2: LISTENING

A2. (ii)

1
2
3
4
5
6
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Set 2: LISTENING

A2. (iii)
## Primary School Assessment Kit

### Set 2: LISTENING

#### B1. (i)

<table>
<thead>
<tr>
<th></th>
<th>![Image 1]</th>
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<tbody>
<tr>
<td>2.</td>
<td>![Image 7]</td>
<td>![Image 8]</td>
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<td>5.</td>
<td>![Image 16]</td>
<td>![Image 17]</td>
<td>![Image 18]</td>
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Set 2: LISTENING

B1. (ii)

1
2
3
4
5
6
## Primary School Assessment Kit

### Set 2: LISTENING

B1. (iii)

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<tbody>
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<td>![Checkmark]</td>
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<tr>
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<td>![Image 6]</td>
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<tr>
<td>3.</td>
<td>![Image 7]</td>
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<tr>
<td>5.</td>
<td>![Image 9]</td>
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<tr>
<td>6.</td>
<td>![Image 10]</td>
<td></td>
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