

Primary

2

English

Practice

**in Listening Skills
and Oral Communication**

**LISTENING TEXTS
AND ANSWERS**

SCOPE AND SEQUENCE

Weighted Assessment	Word Study skills and Items	Unit (in the Scope and Sequence)
1	consonant digraphs in final position	Unit 1
2	initial consonant blends	Unit 2
3	consonant digraphs in final position	Unit 1, 10
4	vowel-consonant-e (Vce) diphthongs	Unit 1 Unit 7
5	inflectional suffixes	Unit 8, 11 Unit 14 Unit 5
6	initial consonant blends initial consonant digraphs	Unit 13 Unit 13
7	consonant-le	Unit 3, 4
8	silent letters	Unit 6, 14 Unit 13
9	l-controlled vowel r-controlled vowel vowel graphs (long vowel)	Unit 9 Unit 9 Unit 2, 11
10	initial consonant digraphs	Unit 12 Unit 13

LISTENING TEXTS

WEIGHTED ASSESSMENT 1

Listening Skills 1

There are 4 parts in this listening test. Part 1 assesses sound discrimination. Part 2 assesses categorising information. Part 3 assesses picture association and/or picture matching. Part 4 assesses sequencing.

Part 1: Sound Discrimination

Questions 1 to 3

For each question, look at the pictures. Put a tick in the box below the correct picture.

Are you ready? Let's practise doing one question together. Look at the pictures for the practice.

Listen carefully.

This part of the body has the same ending /ck/ sound as in *pick*. A neck B hand C elbow

Listen again.

This part of the body has the same ending /ck/ sound as in *pick*. A neck B hand C elbow

Did you tick the box below picture A? Good. We can begin now.

Question 1

Listen carefully.

This animal has the same ending /ck/ sound as in *lock*. A chick B calf C monkey

Listen again.

This animal has the same ending /ck/ sound as in *lock*. A chick B calf C monkey

Question 2

Listen carefully.

This piece of furniture has the same ending /ch/ sound as in *lunch*. A table B shelf C bench

Listen again.

This piece of furniture has the same ending /ch/ sound as in *lunch*. A table B shelf C bench

Question 3

Listen carefully.

This action has the same ending /ng/ sound as in *bring*. A clap B sing C dance

Listen again.

This action has the same ending /ng/ sound as in *bring*. A clap B sing C dance

Part 2: Categorising Information

Questions 4 to 6

For each question, look at the categories or groups. Put a tick in the box next to the correct category or group.

Question 4

Listen carefully.

You study English, Maths and Art.

Listen again.

You study English, Maths and Art.

Question 5

Listen carefully.

There are two triangles and two circles in the drawing.

Listen again.

There are two triangles and two circles in the drawing.

Question 6

Listen carefully.

The parents of the lost boy looked for him in the supermarket, bookstore and amusement arcade.

Listen again.

The parents of the lost boy looked for him in the supermarket, bookstore and amusement arcade.

Part 3: Picture Matching

Questions 7 to 9

For each question, look at the pictures. Put a tick in the box below the correct picture.

Are you ready? Let's practise doing one question together. Look at the pictures for the practice.

Listen to this sentence.

There is a plate of chicken rice and a bowl of soup.

Listen again.

There is a plate of chicken rice and a bowl of soup.

Did you tick the box below picture A? Good. We can begin now.

Question 7

Listen to this sentence.

The students are queuing to buy chicken rice.

Listen again.

The students are queuing to buy chicken rice.

Question 8

Listen to this sentence.

The farmer is feeding his ducks.

Listen again.

The farmer is feeding his ducks.

Question 9

Listen to this sentence.

My favourite farm animal is the horse, not the rooster or the dog.

Listen again.

My favourite farm animal is the horse, not the rooster or the dog.

Part 4: Sequencing

For this question, I will be reading a few sentences aloud. Look at the pictures and write 1, 2 or 3 in the brackets.

Question 10

Listen carefully.

Farmer Den is a busy man. Before he goes to market on his horse-cart, he feeds the farm animals. At the end of the day, he sits down to a big meal prepared by his wife.

Listen again.

Farmer Den is a busy man. Before he goes to market on his horse-cart, he feeds the farm animals. At the end of the day, he sits down to a big meal prepared by his wife.

You have come to the end of this listening test.

WEIGHTED ASSESSMENT 2

Listening Skills 2

There are 4 parts in this listening test. Part 1 assesses sound discrimination. Part 2 assesses categorising information. Part 3 assesses picture association and/or picture matching. Part 4 assesses sequencing.

Part 1: Sound Discrimination

Questions 1 to 3

For each question, look at the pictures. Put a tick in the box below the correct picture.

Are you ready? Let's practise doing one question together. Look at the pictures for the practice.

This action has the same beginning /sp/ sound as in *spell*. A slide B spin C sniff

Listen again.

This action has the same beginning /sp/ sound as in *spell*. A slide B spin C sniff

Did you tick the box below picture B? Good. We can begin now.

Question 1

Listen carefully.

This action has the same beginning /squ/ sound as in *square*. A kneel B stretch C squat

Listen again.

This action has the same beginning /squ/ sound as in *square*. A kneel B stretch C squat

Question 2

Listen carefully.

This thing has the same beginning /fl/ sound as in *flock*. A flag B plug C slime

Listen again.

This thing has the same beginning /fl/ sound as in *flock*. A flag B plug C slime

Question 3

Listen carefully.

This vehicle has the same beginning /tr/ sound as in *tray*. A bulldozer B bus C truck

Listen again.

This vehicle has the same beginning /tr/ sound as in *tray*. A bulldozer B bus C truck

Part 2: Categorising Information

Questions 4 to 6

For each question, look at the categories or groups. Put a tick in the box next to the correct category or group.

Question 4

Listen carefully.

We have breakfast, lunch and dinner every day.

Listen again.

We have breakfast, lunch and dinner every day.

Question 5

Listen carefully.

I like badminton, table tennis and football.

Listen again.

I like badminton, table tennis and football.

Question 6

Listen carefully.

The actor is putting powder on his face to make him look old and injured.

Listen again.

The actor is putting powder on his face to make him look old and injured.

Part 3: Picture Matching

Questions 7 to 9

For each question, look at the pictures. Put a tick in the box below the correct picture.

Are you ready? Let's practise doing one question together. Look at the pictures for the practice.

Listen to this sentence.

My father bought a new bicycle for my younger brother.

Listen again.

My father bought a new bicycle for my younger brother.

Did you tick the box below picture A? Good. We can begin now.

Question 7

Listen to this sentence.

Ren is yawning because he is tired and sleepy.

Listen again.

Ren is yawning because he is tired and sleepy.

Question 8

Listen to this sentence.

Lily has a collection of animal toys.

Listen again.

Lily has a collection of animal toys.

Question 9

Listen to this sentence.

Cheng Hock washes his face as soon as he wakes up.

Listen again.

Cheng Hock washes his face as soon as he wakes up.

Part 4: Sequencing

For this question, I will be reading a few sentences aloud. Look at the pictures and write 1, 2 or 3 in the brackets.

Question 10

Listen carefully.

Before going to sleep, Ben's mother reads him a story. Then she gives him a glass of warm milk. She says milk will help him to sleep more soundly. Ben hugs his teddy bear and thanks his mother.

Listen again.

Before going to sleep, Ben's mother reads him a story. Then she gives him a glass of warm milk. She says milk will help him to sleep more soundly. Ben hugs his teddy bear and thanks his mother.

You have come to the end of this listening test.

WEIGHTED ASSESSMENT 3

Listening Skills 3

There are 4 parts in this listening test. Part 1 assesses sound discrimination. Part 2 assesses categorising information. Part 3 assesses picture association and/or picture matching. Part 4 assesses sequencing.

Part 1: Sound Discrimination

Questions 1 to 3

For each question, look at the pictures. Put a tick in the box below the correct picture.

Are you ready? Let's practise doing one question together. Look at the pictures for the practice.

Listen carefully.

This fruit has the same ending /ch/ sound as in *march*. A peach B apple C durian

Listen again.

This fruit has the same ending /ch/ sound as in *march*. A peach B apple C durian

Did you tick the box below picture A? Good. We can begin now.

Question 1

Listen carefully.

This sea creature has the same ending /sh/ sound as in *flash*. A prawn B fish C crab

Listen again.

This sea creature has the same ending /sh/ sound as in *flash*. A prawn B fish C crab

Question 2

Listen carefully.

This thing has the same ending /ph/ sound as in *paragraph*. A painting B photograph C drawing

Listen again.

This thing has the same ending /ph/ sound as in *paragraph*. A painting B photograph C drawing

Question 3

Listen carefully.

This place has the same ending /ch/ sound as in *teach*. A beach B jungle C garden

Listen again.

This place has the same ending /ch/ sound as in *teach*. A beach B jungle C garden

Part 2: Categorising Information

Questions 4 to 6

For each question, look at the categories or groups. Put a tick in the box next to the correct category or group.

Question 4

Listen carefully.

There are rabbits and dogs on the boat.

Listen again.

There are rabbits and dogs on the boat.

Question 5

Listen carefully.

Mother packed apples, bananas and oranges for us.

Listen again.

Mother packed apples, bananas and oranges for us.

Question 6

Listen carefully.

The children forgot to bring their pens and pencils.

Listen again.

The children forgot to bring their pens and pencils.

Part 3: Picture Matching

Questions 7 to 9

For each question, look at the pictures. Put a tick in the box below the correct picture.

Are you ready? Let's practise doing one question together. Look at the pictures for the practice.

Listen to this sentence.

The students went on an outing to the aquarium.

Listen again.

The students went on an outing to the aquarium.

Did you tick the box below picture C? Good. We can begin now.

Question 7

Listen to this sentence.

The children are boarding the school bus.

Listen again.

The children are boarding the school bus.

Question 8

Listen to this sentence.

Please show your ticket to the guard at the entrance of the Butterfly Park.

Listen again.

Please show your ticket to the guard at the entrance of the Butterfly Park.

Question 9

Listen to this sentence.

The cat and the goat got along well during the boat ride.

Listen again.

The cat and the goat got along well during the boat ride.

Part 4: Sequencing

For this question, I will be reading a few sentences aloud. Look at the pictures and write 1, 2 or 3 in the brackets.

Question 10

Listen carefully.

Mr Jimmy has a new boat. Before he buys fish from his fishermen friends, he rows his boat past a few islands. Then he brings the fish to his favourite stallholder who cooks the fish for him.

Listen again.

Mr Jimmy has a new boat. Before he buys fish from his fishermen friends, he rows his boat past a few islands. Then he brings the fish to his favourite stallholder who cooks the fish for him.

You have come to the end of this listening test.

WEIGHTED ASSESSMENT 4

Listening Skills 4

There are 4 parts in this listening test. Part 1 assesses sound discrimination. Part 2 assesses categorising information. Part 3 assesses picture association and/or picture matching. Part 4 assesses sequencing.

Part 1: Sound Discrimination

Questions 1 to 3

For each question, look at the pictures. Put a tick in the box below the correct picture.

Are you ready? Let's practise doing one question together. Look at the pictures for the practice.

This food has the same vowel /a-e/ sound as in place. A soup B cake C noodle

Listen again.

This food has the same vowel /a-e/ sound as in place. A soup B cake C noodle

Did you tick the box below picture B? Good. We can begin now.

Question 1

Listen carefully.

This flower has the same vowel /o-e/ sound as in hope. A rose B tulip C orchid

Listen again.

This flower has the same vowel /o-e/ sound as in hope. A rose B tulip C orchid

Question 2

Listen carefully.

This food has the same vowel /i-e/ sound as in nice. A prata B rice C bread

Listen again.

This food has the same vowel /i-e/ sound as in nice. A prata B rice C bread

Question 3

Listen carefully.

This person has the same vowel /oi/ sound as in noise. A girl B woman C boy

Listen again.

This person has the same vowel /oi/ sound as in *noise*. A girl B woman C boy

Part 2: Categorising Information

Questions 4 to 6

For each question, look at the categories or groups. Put a tick in the box next to the correct category or group.

Question 4

Listen carefully.

The teacher told us to bring our violins, guitars and tambourines for music lessons.

Listen again.

The teacher told us to bring our violins, guitars and tambourines for music lessons.

Question 5

Listen carefully.

I am going to order tea for Grandma and juice for myself.

Listen again.

I am going to order tea for Grandma and juice for myself.

Question 6

Listen carefully.

We saw orchids, tulips and lilies.

Listen again.

We saw orchids, tulips and lilies.

Part 3: Picture Matching

Questions 7 to 9

For each question, look at the pictures. Put a tick in the box below the correct picture.

Are you ready? Let's practise doing one question together. Look at the pictures for the practice.

Listen to this sentence.

There are two paper clips and a nail on the magnet.

Listen again.

There are two paper clips and a nail on the magnet.

Did you tick the box below picture A? Good. We can begin now.

Question 7

Listen to this sentence.

Steven enjoys riding his kick scooter.

Listen again.

Steven enjoys riding his kick scooter.

Question 8

Listen to this sentence.

The children are playing in the park.

Listen again.

The children are playing in the park.

Question 9

Listen to this sentence.

I bought a horseshoe magnet yesterday.

Listen again.

I bought a horseshoe magnet yesterday.

Part 4: Sequencing

For this question, I will be reading a few sentences aloud. Look at the pictures and write 1, 2 or 3 in the brackets.

Question 10

Listen carefully.

Gina lives near her school. She walks past the market on the way to school every morning. On the way back, she goes to her father's shop where she has lunch before she goes home.

Listen again.

Gina lives near her school. She walks past the market on the way to school every morning. On the way back, she goes to her father's shop where she has lunch before she goes home.

You have come to the end of this listening test.

WEIGHTED ASSESSMENT 5**Listening Skills 5**

There are 4 parts in this listening test. Part 1 assesses sound discrimination. Part 2 assesses categorising information. Part 3 assesses picture association and/or picture matching. Part 4 assesses sequencing.

Part 1: Sound Discrimination

Questions 1 to 3

For each question, put a tick in the box for the correct word with the same beginning, vowel or ending sound.

Are you ready? Let's practise doing one question together.

Look at the picture of a knitted sweater.

Listen carefully.

This word has the same ending /ted/ sound as in *knitted*. A allowed B carried C protected

Listen again.

This word has the same ending /ted/ sound as in *knitted*. A allowed B carried C protected

Did you tick box C for the word *protected*? Good. We can begin now.

Question 1

Look at the picture of dough that has been kneaded.

Listen carefully.

This word has the same ending /ded/ sound as in *kneaded*. A rowed B invited C weeded

Listen again.

This word has the same ending /ded/ sound as in *kneaded*. A rowed B invited C weeded

Question 2

Look at the picture of the children who are clapping.

Listen carefully.

This word has the same ending /ped/ sound as in *clapped*. A flipped B flushed C flowed

Listen again.

This word has the same ending /ped/ sound as in *clapped*. A flipped B flushed C flowed

Question 3

Look at the picture of a waiter who serves at the table.

Listen carefully.

This word has the same ending /ves/ sound as in *serves*. A huffs B laughs C leaves

Listen again.

This word has the same ending /ves/ sound as in *serves*. A huffs B laughs C leaves

Part 2: Categorising Information

Questions 4 to 6

For each question, look at the categories or groups. Put a tick in the box next to the correct category or group.

Question 4

Listen carefully.

We want to bake a cake to surprise our parents.

Listen again.

We want to bake a cake to surprise our parents.

Question 5

Listen carefully.

Hashim is excited to see cars, lorries, buses and motorbikes on the road.

Listen again.

Hashim is excited to see cars, lorries, buses and motorbikes on the road.

Question 6

Listen carefully.

Wesley is not interested in ants or butterflies.

Listen again.

Wesley is not interested in ants or butterflies.

Part 3: Picture Matching

Questions 7 to 9

For each question, look at the pictures. Put a tick in the box below the correct picture.

Are you ready? Let's practise doing one question together. Look at the pictures for the practice.

Listen to this sentence.

Bobby is reading in the school library.

Listen again.

Bobby is reading in the school library.

Did you tick the box below picture A? Good. We can begin now.

Question 7

Listen to this sentence.

The cat is jumping onto the table.

Listen again.

The cat is jumping onto the table.

Question 8

Listen to this sentence.

Alex rushed forward and helped his grandfather to carry his bags of groceries.

Listen again.

Alex rushed over and helped his grandfather to carry his bags of groceries.

Question 9

Listen to this sentence.

We had to cut short our picnic because of the sudden downpour.

Listen again.

We had to cut short our picnic because of the sudden downpour.

Part 4: Sequencing

For this question, I will be reading a few sentences aloud. Look at the pictures and write 1, 2 or 3 in the brackets.

Question 10

Listen carefully.

Lucy wanted to watch her favourite television show on Sunday morning. Her mother said she must sweep the floor first and she did. At the end of the show, Lucy also helped her mother to wipe the tables and chairs.

Listen again.

Lucy wanted to watch her favourite television show on Sunday morning. Her mother said she must sweep the floor first and she did. At the end of the show, Lucy also helped her mother to wipe the tables and chairs.
You have come to the end of this listening test.

WEIGHTED ASSESSMENT 6

Listening Skills 6

There are 4 parts in this listening test. Part 1 assesses sound discrimination. Part 2 assesses categorising information. Part 3 assesses picture association and/or picture matching. Part 4 assesses sequencing.

Part 1: Sound Discrimination

Questions 1 to 3

For each question, look at the pictures. Put a tick in the box below the correct picture.

Are you ready? Let's practise doing one question together. Look at the pictures for the practice.

This activity has the same beginning /th/ sound as in *thirsty*. A listen B think C talk
Listen again.

This activity has the same beginning /th/ sound as in *thirsty*. A listen B think C talk
Did you tick the box below picture B? Good. We can begin now.

Question 1

Listen carefully.

This piece of furniture has the same beginning /ch/ sound as in *chess*. A table B chair C cupboard
Listen again.

This piece of furniture has the same beginning /ch/ sound as in *chess*. A table B chair C cupboard

Question 2

Listen carefully.

This activity has the same beginning /thr/ sound as in *through*. A skip B catch C throw

Listen again.

This activity has the same beginning /thr/ sound as in *through*. A skip B catch C throw

Question 3

Listen carefully.

This number has the same beginning /th/ sound as in *thing*. A twenty B thirty C forty

Listen again.

This number has the same beginning /th/ sound as in *thing*. A twenty B thirty C forty

Part 2: Categorising Information

Questions 4 to 6

For each question, look at the categories or groups. Put a tick in the box next to the correct category or group.

Question 4

Listen carefully.

Claire reads and draws in her free time.

Listen again.

Claire reads and draws in her free time.

Question 5

Listen carefully.

She wants to learn French, Japanese and Korean.

Listen again.

She wants to learn French, Japanese and Korean.

Question 6

Listen carefully.

It rains in November, December and January.

Listen again.

It rains in November, December and January.

Part 3: Picture Matching

Questions 7 to 9

For each question, look at the pictures. Put a tick in the box below the correct picture.

Are you ready? Let's practise doing one question together. Look at the pictures for the practice.

Listen to this sentence.

Tilly has finished her homework and eaten her dinner, so she is chit-chatting on the telephone now.

Listen again.

Tilly has finished her homework and eaten her dinner, so she is chit-chatting on the telephone now.

Did you tick the box below picture C? Good. We can begin now.

Question 7

Listen to this sentence.

Rosna helps her brother move around on his wheelchair.

Listen again.

Rosna helps her brother move around on his wheelchair.

Question 8

Listen to this sentence.

Angela helps her mother to make tarts every year.

Listen again.

Angela helps her mother to make tarts every year.

Question 9

Listen to this sentence.

Everyone is glad to see that Dragon and Dinosaur have finally become friends.

Listen again.

Everyone is glad to see that Dragon and Dinosaur have finally become friends.

Part 4: Sequencing

For this question, I will be reading a few sentences aloud. Look at the pictures and write 1, 2 or 3 in the brackets.

Question 10

Listen carefully.

For art and craft today, my group members and I made some paper flowers. Then we made a container out of a used toilet roll. Before we displayed our artwork for everyone to see, we took a picture of it.

Listen again.

For art and craft today, my group members and I made some paper flowers. Then we made a container out of a used toilet roll. Before we displayed our artwork for everyone to see, we took a picture of it.

You have come to the end of this listening test.

WEIGHTED ASSESSMENT 7

Listening Skills 7

There are 4 parts in this listening test. Part 1 assesses sound discrimination. Part 2 assesses categorising information. Part 3 assesses picture association and/or picture matching. Part 4 assesses sequencing.

Part 1: Sound Discrimination

Questions 1 to 3

For each question, put a tick in the box for the correct word that has the same beginning, vowel or ending sound.

Are you ready? Let's practise doing one question together.

Look at the picture of the stars that twinkle.

Listen carefully.

This word has the same ending /kle/ sound as in *twinkle*. A tremble B sprinkle C gargle

Listen again.

This word has the same ending /kle/ sound as in *twinkle*. A tremble B sprinkle C gargle

Did you tick box B for the word *sprinkle*? Good.

We can begin now.

Question 1

Look at the picture of the trampling hooves of the goat.

Listen carefully.

This word has the same ending /ple/ sound as in *trample*. A simple B trouble C little

Listen again.

This word has the same ending /ple/ sound as in *trample*. A simple B trouble C little

Question 2

Look at the picture of the bumble bee.

Listen carefully.

This word has with the same ending /ble/ sound as in *bumble*. A toggle B tickle C tumble

Listen again.

This word has the same ending /ble/ sound as in *bumble*. A toggle B tickle C tumble

Question 3

Look at the picture of the plate of noodles.

Listen carefully.

This word has the same ending /dle/ sound as in *noodle*. A battle B quarrel C paddle

Listen again.

This word has the same ending /dle/ sound as in *noodle*. A battled B quarrel C paddle

Part 2: Categorising Information

Questions 4 to 6

For each question, look at the categories or groups. Put a tick in the box next to the correct category or group.

Question 4

Listen carefully.

We saw some peacocks, macaws and parrots.

Listen again.

We saw some peacocks, macaws and parrots.

Question 5

Listen carefully.

The pianist and drummers from the band have arrived.

Listen again.

The pianist and drummers from the band have arrived.

Question 6

Listen carefully.

The policeman gave a talk after the fireman.

Listen again.

The policeman gave a talk after the fireman.

Part 3: Picture Matching

Questions 7 to 9

For each question, look at the pictures. Put a tick in the box below the correct picture.

Are you ready? Let's practise doing one question together. Look at the pictures for the practice.

Listen to this sentence.

There is a special feast on Saturday, the fifth of March.

Listen again.

There is a special feast on Saturday, the fifth of March.

Did you tick the box below picture C? Good. We can begin now.

Question 7

Listen to this sentence.

The special feast will be held in the canteen, not the school hall.

Listen again.

The special feast will be held in the canteen, not the school hall.

Question 8

Listen to this sentence.

Three guests including Mrs Wan came for the dragon's feast.

Listen again.

Three guests including Mrs Wan came for the dragon's feast.

Question 9

Listen to this sentence.

The guests at the feast liked the pies, sandwiches and pizza.

Listen again.

The guests at the feast liked the pies, sandwiches and pizza.

Part 4: Sequencing

For this question, I will be reading a few sentences aloud. Look at the pictures and write 1, 2 or 3 in the brackets.

Question 10

Listen carefully.

It was the weekend, so we went to the beach. Before the rain came, we enjoyed ourselves making sandcastles. We ran to the souvenir shop to buy raincoats and umbrellas and even had some ice cream there while waiting out the rain.

Listen again.

It was the weekend, so we went to the beach. Before the rain came, we enjoyed ourselves making sandcastles. We ran to the souvenir shop to buy raincoats and umbrellas and even had some ice cream there while waiting out the rain.

You have come to the end of this listening test.

WEIGHTED ASSESSMENT 8

Listening Skills 8

There are 4 parts in this listening test. Part 1 assesses sound discrimination. Part 2 assesses categorising information. Part 3 assesses picture association and/or picture matching. Part 4 assesses sequencing.

Part 1: Sound Discrimination

Questions 1 to 3

For each question, look at the given words. Put a tick in the box for the correct word with the same silent letter.

Are you ready? Let's practise doing one question together. Look at the words for the practice.

Listen carefully.

This word has the same silent letter as in the word *wheel*. A answer B white C knew

Listen again.

This word has the same silent letter as in the word *wheel*. A answer B white C knew
Did you tick box B for the word white? Good. We can begin now.

Question 1

Listen carefully.

This word has the same silent letter as in the word *write*. A climb B wrong C castle

Listen again.

This word has the same silent letter as in the word *write*. A climb B wrong C castle

Question 2

Listen carefully.

This word has the same silent letter as in the word *knock*. A often B honest C knee

Listen again.

This word has the same silent letter as in the word *knock*. A often B honest C knee

Question 3

Listen carefully.

This word has the same silent letter as in the word *climb*. A plumber B knitting C Christmas
Listen again.

This word has the same silent letter as in the word *climb*. A plumber B knitting C Christmas

Part 2: Categorising Information

Questions 4 to 6

For each question, look at the categories or groups. Put a tick in the box next to the correct category or group.

Question 4

Listen carefully.

I used red, yellow and blue.

Listen again.

I used red, yellow and blue.

Question 5

Listen carefully.

I ordered some ice cream and a slice of cake for myself.

Listen again.

I ordered some ice cream and a slice of cake for myself.

Question 6

Listen carefully.

We bought dresses, shorts and pants.

Listen again.

We bought dresses, shorts and pants.

Part 3: Picture Matching

Questions 7 to 9

For each question, look at the pictures. Put a tick in the box below the correct picture.

Are you ready? Let's practise doing one question together. Look at the pictures for the practice.

Listen to this sentence.

The dragon is eating a huge feast.

Listen again.

The dragon is eating a huge feast.

Did you tick the box below picture B? Good. We can begin now.

Question 7

Listen to this sentence.

The strong magnet has attracted some paper clips.

Listen again.

The strong magnet has attracted some paper clips.

Question 8

Listen to this sentence.

We saw a snake in the school garden.

Listen again.

We saw a snake in the school garden.

Question 9

Listen to this sentence.

Willy and Hugh love to jog together in the park.

Listen again.

Willy and Hugh love to jog together in the park.

Part 4: Sequencing

For this question, I will be reading a few sentences aloud. Look at the pictures and write 1, 2 or 3 in the brackets.

Question 10

Listen carefully.

Everyone looked forward to Sports Day. Ollie trained hard to take part in her favourite event. However, before she could reach the finish line, she fell and sprained her ankle. Injured, Ollie could only watch as other athletes completed the race.

Listen again.

Everyone looked forward to Sports Day. Ollie trained hard to take part in her favourite event. However, before she could reach the finish line, she fell and sprained her ankle. Injured, Ollie could only watch as other athletes completed the race.

You have come to the end of this listening test.

WEIGHTED ASSESSMENT 9

Listening Skills 9

There are 4 parts in this listening test. Part 1 assesses sound discrimination. Part 2 assesses categorising information. Part 3 assesses picture association and/or picture matching. Part 4 assesses sequencing.

Part 1: Sound Discrimination

Questions 1 to 3

For each question, look at the pictures. Put a tick in the box below the correct picture.

Are you ready? Let's practise doing one question together. Look at the pictures for the practice.

This activity has the same vowel /ar/ sound as scarf. A bark B bake C burn

Listen again.

This activity has the same vowel /ar/ sound as scarf. A bark B bake C burn

Did you tick the box below picture A? Good. We can begin now.

Question 1

Listen carefully.

This thing has the same vowel /ar/ sound as farm. A stair B star C stamp

Listen again.

This thing has the same vowel /ar/ sound as farm. A stair B star C stamp

Question 2

Listen carefully.

This activity has the same vowel /al/ sound as talk. A climb B run C walk

Listen again.

This activity has the same vowel /al/ sound as talk. A climb B run C walk

Question 3

Listen carefully.

This vehicle has the same vowel /ai/ sound as rain. A truck B train C bus

Listen again.

This vehicle has the same vowel /ai/ sound as rain. A truck B train C bus

Part 2: Categorising Information

Questions 4 to 6

For each question, look at the categories or groups. Put a tick in the box next to the correct category or group.

Question 4

Listen carefully.

The teacher reads aloud the twenty-six letters from A to Z.

Listen again.

The teacher reads aloud the twenty-six letters from A to Z.

Question 5

Listen carefully.

The doctor mentioned measles and COVID-19.

Listen again.

The doctor mentioned measles and COVID-19.

Question 6

Listen carefully.

Look at the mussels and scallops.

Listen again.

Look at the mussels and scallops.

Part 3: Picture Matching

Questions 7 to 9

For each question, look at the pictures. Put a tick in the box below the correct picture.

Are you ready? Let's practise doing one question together. Look at the pictures for the practice.

Listen to this sentence.

The cycling race will take place in the park, not the field or the road.

Listen again.

The cycling race will take place in the park, not the field or the road.

Did you tick the box below picture B? Good. We can begin now.

Question 7

Listen to this sentence.

Mr Lim decorated the wheelchair with ribbons, not balloons.

Listen again.

Mr Lim decorated the wheelchair with ribbons, not balloons.

Question 8

Listen to this sentence.

The little boy put on his slippers wrongly.

Listen again.

The little boy put on his slippers wrongly.

Question 9

Listen to this sentence.

Gladys saw her brother eating a banana.

Listen again.

Gladys saw her brother eating a banana.

Part 4: Sequencing

For this question, I will be reading a few sentences aloud. Look at the pictures and write 1, 2 or 3 in the brackets.

Question 10

Listen carefully.

Ai Mei wanted to go to the library after school but her best friend Cindy asked for her help. Cindy had dropped her purse somewhere in school. Ai Mei searched in the canteen and then the Science Eco Garden. She could not find Cindy's purse. In the end, Cindy accompanied Ai Mei to the library. The librarian said she found a purse in the toilet that morning!

Listen again.

Ai Mei wanted to go to the library after school but her best friend Cindy asked for her help. Cindy had dropped her purse somewhere in school. Ai Mei searched in the canteen and then the Science Eco Garden. She could not find Cindy's purse. In the end, Cindy accompanied Ai Mei to the library. The librarian said she found a purse in the toilet that morning!

You have come to the end of this listening test.

WEIGHTED ASSESSMENT 10

Listening Skills 10

There are 4 parts in this listening test. Part 1 assesses sound discrimination. Part 2 assesses categorising information. Part 3 assesses picture association and/or picture matching. Part 4 assesses sequencing.

Part 1: Sound Discrimination

Questions 1 to 3

For each question, look at the pictures. Put a tick in the box below the correct picture.

Are you ready? Let's practise doing one question together. Look at the pictures for the practice.

Listen carefully.

This creature has the same beginning /sp/ sound as in *spell*. A ant B spider C scorpion

Listen again.

This creature has the same beginning /sp/ sound as in *spell*. A ant B spider C scorpion

Did you tick the box below picture B? Good. We can begin now.

Question 1

Listen carefully.

These things have the same beginning /st/ sound as in *stand*. A skates B stairs C spots

Listen again.

These things have the same beginning /st/ sound as in *stand*. A skates B stairs C spots

Question 2

Listen carefully.

This utensil has the same beginning /sp/ sound as in *spend*. A fork B spoon C ladle

Listen again.

This utensil has the same beginning /sp/ sound as in *spend*. A fork B spoon C ladle

Question 3

Listen carefully.

This animal has the same beginning /sn/ sound as in *sneakers*. A seal B squirrel C snake

Listen again.

This animal has the same beginning /sn/ sound as in *sneakers*. A seal B squirrel C snake

Part 2: Categorising Information

Questions 4 to 6

For each question, look at the categories or groups. Put a tick in the box next to the correct category or group.

Question 4

Listen carefully.

Jolin wants her mother to read Humpty Dumpty and Jack and Jill to her again.

Listen again.

Jolin wants her mother to read Humpty Dumpty and Jack and Jill to her again.

Question 5

Listen carefully.

The stalls are selling lettuce, cabbage and broccoli.

Listen again.

The stalls are selling lettuce, cabbage and broccoli.

Question 6

Listen carefully.

John swept the floor and mopped it after he wiped the dining table.

Listen again.

John swept the floor and mopped it after he wiped the dining table.

Part 3: Picture Matching

Questions 7 to 9

For each question, look at the pictures. Put a tick in the box below the correct picture.

Are you ready? Let's practise doing one question together. Look at the pictures for the practice.

Listen to this sentence.

Raja changed his mind about taking the bus and left the bus stop.

Listen again.

Raja changed his mind about taking the bus and left the bus stop.

Did you tick the box below picture C? Good. We can begin now.

Question 7

Listen to this sentence.

Kim Seng liked the dog and rabbit he saw in the pet shop.

Listen again.

Kim Seng liked the dog and rabbit he saw in the pet shop.

Question 8

Listen to this sentence.

Mother reminded me to take my cap and water bottle before leaving the house.

Listen again.

Mother reminded me to take my cap and water bottle before leaving the house.

Question 9

Listen to this sentence.

Grandpa and I sat in the clinic while Grandma was getting vaccinated.

Listen again.

Grandpa and I sat in the clinic while Grandma was getting vaccinated.

Part 4: Sequencing

For this question, I will be reading a few sentences aloud. Look at the pictures and write 1, 2 or 3 in the brackets.

Question 10

Listen carefully.

It was Arfan's birthday party. He blew out the candles on the cake happily. He then invited his guests to watch a special magic show. Before a rabbit came out of the magician's hat, Arfan had checked and confirmed that the hat was empty!

Listen again.

It was Arfan's birthday party. He blew out the candles on the cake happily. He then invited his guests to watch a special magic show. Before a rabbit came out of the magician's hat, Arfan had checked and confirmed that the hat was empty!

You have come to the end of this listening test.

ANSWERS

Weighted Assessment 1

Listening Skills 1

Part 1: Sound Discrimination

Practice: A

1. A 2. C 3. B

Part 2: Categorising Information

4. subject 5. shapes 6. shops

Part 3: Picture Matching

Practice: A

7. B 8. B 9. A

Part 4: Sequencing

10. 2

Oral Test 1 – Pronunciation, Word Stress and Intonation for Reading Aloud and Suggested Responses for Speaking Task

Reading Aloud

Pronunciation:

<p>Do you like cats? I [1] [4] think cats make [2] great pets. If I could have a [2] pet, I would like to keep a [3] little kitten.</p> <p>Many pet-owners do [2] not know how to take good care of [4] their pets. When [4] they have a pet at [2] first, they feel excited and happy. They play with their pets and give [4] them attention. As time passes, they [2] get tired of their pets. They even abandon them when they think that their pets are no longer [2] cute or fun to play with.</p> <p>“Please, can I have a little kitten? I promise to take good [5] care of it,” I tell my parents.</p> <p>“We’ll think [6] about it,” my parents say.</p>	<p>[1] Say the ending <i>k</i> sound in <i>like, think, make, take</i></p> <p>[2] Say the ending <i>t</i> sound in <i>great, pet, not, first, get and cute</i></p> <p>[3] Say <i>little, not litter</i></p> <p>[4] Say the <i>th</i> sound in <i>their, they, them and think</i></p> <p>[5] Link the words by saying <i>care - o - fit</i></p> <p>[6] Link the words by saying <i>a - bou - tit</i></p>
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Word Stress:

Put the stress on the second syllable a - **BAN** - don

Intonation:

Use a rising tone for the question – Please, can I have a little kitten?

Speaking Task

(a) I would like to have a puppy for a pet because I think dogs make the best pets. There is a saying that a dog is a man's best friend. Although, since I chose the puppy, the saying for me would be a puppy is a boy's best friend. It will be my best friend as dogs are loyal and listen to their owners. I can teach the puppy some simple tricks and commands like 'fetch', 'shake hands' and so on. It will be very clever and cute after I finish training it. I will be a good owner to my puppy. I will talk to it about many things when I come back from school. I will pat the puppy and hug it. I will be very happy if it wags its tail and greets me when I reach home. I will give my puppy a name like Roger and treat it as a member of my family.

(b) Many animals are helpful to us, for example, the cow. It gives us milk. It also gives us beef, which is meat. Other parts of the cow are useful too. The bone has calcium. It is used by dentists to help people with loose teeth. When the dentist adds the calcium from the cow's bone to the gum of his patient, the teeth do not shake or fall off easily. Besides the cow, I think the dog and cat are also helpful.

Dogs can guard the house against thieves and cats can chase away mice and rats. They are also good pets to keep. As pets, they keep their owners company. Their owners can hug them when they feel stressed. A loyal dog or a loving cat can make its owner happy. A pet can also teach its owners to be responsible.

Weighted Assessment 2

Listening Skills 2

Part 1: Sound Discrimination

Practice: B

1. C 2. A 3. C

Part 2: Categorising Information

4. meals 5. games 6. make-up

Part 3: Picture Matching

Practice: A

7. B 8. C 9. B

Part 4: Sequencing

10. 3

Oral Test 2 – Pronunciation, Word Stress and Intonation for Reading Aloud and Suggested Responses for Speaking Task

Reading Aloud

Pronunciation:

<p>“One more [4] goal! You can do [1] it! I know you can!” Alex [2] said excitedly.</p> <p>[3] The [4] goalkeeper from the [4] rival team was trying very [2] hard to stop the [4] ball from entering the goal [1] post.</p> <p>“Goal!” many [4] people shouted, including Alex and his [3] father. [3] They were happy [3] that Alex’s [4] school team [2] managed to score the [4] final goal.</p> <p>The scores were very close. The rival team was a very strong team too. Luckily, Alex’s school team scored the winning goal [5] just in time.</p>	<p>[1] Say the ending <i>t</i> sound in <i>it</i> and <i>post</i></p> <p>[2] Say the ending <i>d</i> sound in <i>said</i>, <i>hard</i> and <i>managed</i></p> <p>[3] Say the <i>th</i> sound in <i>the</i>, <i>father</i>, <i>that</i> and <i>they</i></p> <p>[4] Say the <i>l</i> sound in the middle and ending positions in <i>goal</i>, <i>goalkeeper</i>, <i>rival</i>, <i>ball</i>, <i>final</i> and <i>people</i></p> <p>[5] Link the words by saying <i>jus - tin - time</i></p>
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Word Stress:

Put the stress on the first syllable **LUC** - ki - ly

Intonation:

Use a falling tone for the exclamation – You can do it!

Speaking Task

- (a) I would choose to play basketball with my friends. It is an exciting game. We have to get the ball from our opponents and then throw it into the basket or net that is high up. It is not easy to get the ball in the first place. We also have to dribble and not carry the ball to the basket or net. I am not very tall so it is good for me to jump a little more before I throw the ball into the net. Our opponents always try to block us or block our ball. They jump and wave their hands in front of us. It is difficult to aim properly when they do this. This is very distracting. We must focus to play the game well. We must pass the ball to the tallest person or the person who has the best aim. This way, we have a higher chance of scoring a point.
- (b) I would not like to play table tennis. The table tennis ball is very small and difficult to control. When I hit it, it bounces off the table to the ground. I do not like the game because of how the ball bounces. I also do not know how to use the racket so that the ball will land on the table before it bounces away. In this game, the ball must land on the part of the table where the opponent is before the opponent can hit it back to the player. Both players stand near the table all the time. They either move to the right or left side of the table. It becomes boring because they do not move anywhere else. I like games that make the players move all over the place – like basketball where the court is big and players have to run here and there and jump to throw the basketball into a net. The basketball is big and orange. It is easy to see but the table tennis ball is white and small.

Weighted Assessment 3

Listening Skills 3

Part 1: Sound Discrimination

Practice: A

1. B 2. B 3. A

Part 2: Categorising Information

4. animals 5. fruits 6. stationery

Part 3: Picture Matching

Practice: C

7. C 8. C 9. B

Part 4: Sequencing

10. 1

Oral Test 3 – Pronunciation, Word Stress and Intonation for Reading Aloud and Suggested Responses for Speaking Task

Reading Aloud

Pronunciation:

<p>"[1] What do you [1] want to be when you grow up?" Max asks his son.</p> <p>"I [1] don't know," replies Bob. "I may want to be a fireman [1] but I would also like to be a [1] pilot," he adds.</p> <p>"Ah, I [2] understand. I was like you when I was young [2] and wanted to do [4] a lot of [3] things," Max laughs as he replies.</p> <p>Max and Bob are [1] at [3] the fire-fighting [3] booth. Bob's eyes [5] light up when he sees a fireman in uniform. The fireman is holding a hose. He looks strong as he holds [1] it firmly when water gushes out of it.</p> <p>"I want to be a fireman when I grow up!" says Bob loudly. Everyone smiles and laughs.</p>	<p>[1] Say the ending <i>t</i> sound in <i>what, want, don't, but, pilot, light, at</i> and <i>it</i></p> <p>[2] Say the ending <i>d</i> sound in <i>understand</i> and <i>and</i></p> <p>[3] Say the <i>th</i> sound in <i>things, the</i> and <i>booth</i></p> <p>[4] Link the words by saying <i>a - lo - tof</i></p> <p>[5] Link the words by saying <i>ligh - tup</i></p>
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Word Stress:

Put the stress on the first syllable **U** - ni - form

Intonation:

Use a falling tone for the exclamation – I want to be a fireman when I grow up!

Speaking Task

- (a) Yes, I would like to dress up as a pilot. I think the uniform is very smart. I like the blue and white colours. I also like the shiny gold buttons on the front of the uniform. I also think the badge on the uniform is awesome. I will look very handsome in the pilot's uniform, especially with the hat and shiny black shoes. My parents want to take photographs of me dressed as a pilot. They say they will frame the best photograph. When I look at it, I will remember to study hard and do well. I must pass all my assesses and examinations if I want to be a pilot in the future.
- (b) I would like to be a pilot when I grow up. I love aeroplanes and I think it will be great to fly an aeroplane in the sky. I can fly other passengers on my aeroplane to their destinations. It will be wonderful to fly the aeroplane through the clouds from one country to another. Of course, I must go for flying lessons and pass the assesses before I can do that. I must study hard and do well in the flying school. I must not be too short or have poor eyesight. I am taking care of my eyes by not reading in the dark or watching too much television, I hope I will grow taller each year too so I am eating good food and drinking milk instead of sweet drinks.

Weighted Assessment 4

Listening Skills 4

Part 1: Sound Discrimination

Practice: B

1. A 2. B 3. C

Part 2: Categorising Information

4. instruments 5. drinks 6. flowers

Part 3: Picture Matching

Practice: A

7. C 8. B 9. B

Part 4: Sequencing

10. 3

Show-and-Tell 4 – My Family

Good morning, Mr Nathan and friends.

My name is Lee Wan Ling. I am going to do a show-and-tell about my family.

There are five members in my family (pointing to a family photograph). The oldest member is my grandfather. He is nearly eighty but he is still healthy. He goes for a walk early in the morning to keep fit. My father is forty years old, two years older than my mother. They are both very tall, which explains why I am the tallest girl in my class. They are about 1.8 metres tall. My father is a policeman and his hobby is playing basketball. My mother works for Singapore Airlines as an air stewardess and gets to wear a pretty batik dress to work. In her free time, she plays basketball with my father and some friends. My brother is twelve years old. He is going to take an important examination this year. He is studying very hard. When he has some free time, he will read his favourite mystery and thriller books. I am the youngest member of the family. Everyone loves me and takes good care of me. My grandfather buys breakfast for me after his morning walk. My parents drive me to school. My brother helps me with my homework. I think I have the best family in the world. I love my family very much.

That is the end of my show-and-tell. Thank you.

Weighted Assessment 5

Listening Skills 5

Part 1: Sound Discrimination

Practice: C

1. C 2. A 3. C

Part 2: Categorising Information

4. ingredients 5. vehicles 6. insects

Part 3: Picture Matching

Practice: A

7. A 8. C 9. A

Part 4: Sequencing

10. 2

Show-and-Tell 5 – My Best Friend

Good morning, Mr Seetho and friends.

My name is Mindy Wong. I am going to do a show-and-tell about my best friend.

She is Maxim Lee (pointing to a photograph of friend). Maxim is the same age as me. Like me, she is an only child. She has a sweet smile and two cute dimples. Just like me, she loves to watch exciting shows like Scoops and Tales of Mystery. We talk about the shows after we watch them. It is fun to predict what will happen to the characters in the next episodes. When we predict correctly, we are happy but when our prediction is wrong, we wonder why. We laugh and talk for hours on the phone. Our parents have to tell us to put the phone down so that they can make a call. Maxim is my best friend because she likes the same things that I like and we can talk about so many things. I think she is very clever and funny. She has no temper and never gets angry with me no matter what I say or do. Maxim is like an angel.

That is the end of my show-and-tell. Thank you.

Weighted Assessment 6

Listening Skills 6

Part 1: Sound Discrimination

Practice: B

1. B 2. C 3. B

Part 2: Categorising Information

4. hobbies 5. languages 6. months

Part 3: Picture Matching

Practice: C

7. C 8. A 9. B

Part 4: Sequencing

10. 3

Show-and-Tell 6 – My Favourite Subject

Good morning, Mrs Manuel and friends.

My name is Erin Wee. I am going to do a show-and-tell about my favourite subject.

I love English very much. Compared to all the other subjects, I think English is the most interesting. We get to listen to stories that our English teacher tells us. We also get to read storybooks – the big books and the small books. We can talk during our English lessons. We can also sing songs in class. The best part of the English lesson is that we sit in a group and talk about many topics. We talk about chicken rice when we read the book entitled Chicken Rice. We talk about butterflies when we read the book entitled A Butterfly is Born. It is never boring in an English lesson. Finally, we get to act in class. Sometimes, we are animals like the chicks in Mrs Brown's farm. Sometimes, we are farmers or cooks or kings. I think English is so fun to study. We learn how to spell, write, read and speak well. It is almost like playing in class when it is an English lesson.

That is the end of my show-and-tell. Thank you.

Weighed Assessment 7

Listening Skills 7

Part 1: Sound Discrimination

Practice: B

1. A 2. C 3. C

Part 2: Categorising Information

4. birds 5. musicians 6. occupations

Part 3: Picture Matching

Practice: C

7. A 8. A 9. C

Part 4: Sequencing

10. 1

Oral Test 7 – Pronunciation, Word Stress and Intonation for Reading Aloud and Suggested Responses for Speaking Task

Reading Aloud

Pronunciation:

<p>The [1] children are very happy in [2] the car. [2] [3] Their [2] father whistles a happy tune as he drives. The road in the countryside is [4] not straight. It winds this way and [4] that.</p> <p>Jane sees a cow grazing in a field. "[5] Look over [2] there!" she exclaims.</p> <p>Joshua sees a [5] cock on the roof of a farmhouse. "Cock -a-doodle-doo!" he yells excitedly.</p> <p>The cock looks at him and crows loudly. Just then, the car screeches to a [4] halt. A [5] flock of [7] sheep is crossing the [6] road round the corner.</p>	<p>[1] Say <i>chil - dren</i>, not <i>chew - ren</i></p> <p>[2] Say the <i>th</i> sound in <i>the, their, father, there</i></p> <p>[3] Say the word <i>their</i> like the word <i>there</i></p> <p>[4] Say the ending <i>t</i> sound in <i>not, straight</i> and <i>halt</i></p> <p>[5] Say the ending <i>k</i> sound in <i>look, cock</i> and <i>flock</i></p> <p>[6] Say the ending <i>d</i> sound in <i>road</i> and <i>round</i></p> <p>[7] Say <i>sheep</i>, not <i>ship</i></p>
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Word Stress:

Put the stress on the second syllable ex - **CI** - ted - ly

Intonation:

Use a rising tone for the exclamation – Look over there!

Speaking Task

- (a) I would like to take a train to travel. It is very comfortable to sit on a train. It is clean and there are windows to look out of from the seat. It is also cool because it is air-conditioned. I can read a book when I travel by train. I can also play with my toy or puzzle and use my phone. It is not noisy at all but I should not talk loudly when I am using the phone. Compared to a bus, the train is very steady. The bus may stop suddenly or jerk every now and then. The bus is also noisy as we can hear other cars and buses on the road. The bus has to stop at bus stops to pick up passengers. It takes longer than a train to reach a place. I can really save time using the train because the train only stops at train stations. Train stations are quite far apart from each other, so there are not many stops during a train ride.
- (b) My favourite vehicle is the aeroplane. I think it is amazing that the plane can fly. It is not a bird but it has a strong engine that makes it fly in the sky. It also has wings on the right and left sides. It has wheels which it uses to take off and land. In the sky, the wheels get stored away. To take off, the plane starts moving on the runway. It moves for a while before it takes to the air, then it flies into the sky. I think the pilot is very clever. He knows how to fly the plane and land safely. He is not afraid when it is raining or when there is a thunderstorm. He still flies the plane in winter when there is snow. The plane is a fantastic vehicle. It is so fast that it can take me to another country in a few hours. If I drive a car, it may take me many hours. The plane is also amazing because it does not crash into other planes that are flying in the sky. It avoids them. That is why there are very few accidents in the sky, unlike the cars that travel on the road and cause accidents sometimes.

Weighted Assessment 8

Listening Skills 8

Part 1: Sound Discrimination

Practice: B

1. B 2. C 3. A

Part 2: Categorising Information

4. colours 5. dessert 6. clothes

Part 3: Picture Matching

Practice: B

7. B 8. A 9. C

Part 4: Sequencing

10. 2

Oral Test 8 – Pronunciation, Word Stress and Intonation for Reading Aloud and Suggested Responses for Speaking Task

Reading Aloud

Pronunciation:

<p>Nari [1] had a new [4] kick scooter. Her [3] father gave [2] it to her as a [2] present on her birthday. Nari was [1] [3] thrilled [1] beyond words.</p> <p>“Can I go to [3] the [4] park now?” she [2] asked. Her father [1] agreed to accompany her to the park [2] [3] that afternoon. Nari quickly put on her shoes and [2] pushed the kick scooter to the door.</p> <p>In the park, Nari saw other [5] children riding bicycles and kick scooters. Some of [3] them were even on roller skates. With her father’s help, Nari [2] learnt to balance on her kick scooter and [1] ride on her own.</p> <p>“Look [1] ahead!” [1] said her father as Nari [1] turned around to wave at him. Nari [2] almost knocked into a little boy on his kick scooter.</p>	<p>[1] Say the ending <i>d</i> sound for <i>had, thrilled, beyond, agreed, ride, ahead, said</i> and <i>turned around</i></p> <p>[2] Say the ending <i>t</i> sound for <i>it, present, asked, that, pushed, learnt</i> and <i>almost knocked</i></p> <p>[3] Say the <i>th</i> sound for <i>father, thrilled, the, that</i> and <i>them</i></p> <p>[4] Say the ending <i>k</i> sound for <i>kick</i> and <i>park</i></p> <p>[5] Say <i>chil - dren</i>, not <i>chew - ren</i></p>
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Listening Texts and Answers

Word Stress:

Put the stress on the second syllable a - **CCOM** - pa - ny

Put the stress on the first syllable **AF** - ter - noon

Intonation:

Use a rising tone for the question – “Can I go to the park now?”

Speaking Task

- (a) I think the two children who are walking on the pedestrian path are paying attention to safety. They are not running or talking on their mobile phones. They are walking safely, keeping to the pedestrian path and not walking on the road which is for vehicles like cars, buses and lorries. The other children are not doing what is safe for them. For example, the boy who is rollerblading should be using the park or track in a sports hub. The pedestrian path is not a safe place to rollerblade because an accident may happen. Even the boy riding a tricycle is doing something dangerous. Other users are walking on the path. They will have to watch out for him to avoid an accident. The girl riding on her kick scooter is also doing something dangerous. She should be using her kick scooter in a park or track that is meant for such activities. The person doing the most dangerous thing is the girl who is running along the pedestrian path. She might be trying to catch her dog which is running but still, she might fall onto the road or knock into someone else. She should be walking her dog, not running. Even though her parents are nearby, they may not be able to stop her from getting hurt if she accidentally trips while running or runs onto the road in her hurry to catch her dog. The road is a dangerous place because there are cars on it. I think there are safer places for activities like cycling, running and exercising. The children can do these activities at a field, park or sports hub instead of on the path next to the road.
- (b) There are some safe places that children can play in. The playground is safe because it is away from busy roads. It is also specially built with soft material on the ground. When we fall down, we do not get hurt badly since the ground is soft. Of course, we must still take care when we play so that accidents do not happen. Pushing or jumping recklessly can make a safe place like the playground dangerous! The school field is also a safe place because the grass is soft and not like a rough road surface. We can bruise our knees and elbows on a road surface easily when we fall or rub against the ground. The grass on the school field will not cause bruises since it is not rough or hard.



Weighted Assessment 9

Listening Skills 9

Part 1: Sound Discrimination

Practice: A

1. B 2. C 3. B

Part 2: Categorising Information

4. alphabet 5. illnesses 6. creatures

Part 3: Picture Matching

Practice: B

7. A 8. B 9. C

Part 4: Sequencing

10. 2

Show-and-Tell 9 – My Favourite Character

Good morning, Mr Tan and friends.

My name is Martin Yong. I am going to do a show-and-tell about my favourite character.

He is none other than the wolf in the story *The Three Little Pigs* (pointing to the title of a book).

He looks fierce with sharp teeth and big eyes. He has sharp claws too. He has a rough voice that sounds scary to little children. He loves to take deep breaths. He huffs and puffs when he takes a deep breath before he blows the air out of his mouth. He wants to make friends with other animals like the little pigs. The first, second and third little pigs are too frightened of him. They do not want to open the door of their stick house, straw house and brick house when he knocks on each of them. Everyone chases him away or hides from him. I think the wolf is sad and lonely. He does not have friends. If I were one of the little pigs, I would invite the wolf to my house. That way, he will not huff and puff and try to blow my house down.

That is the end of my show-and-tell. Thank you.

Weighted Assessment 10

Listening Skills 10Part 1: Sound Discrimination

Practice: B

1. B 2. B 3. C

Part 2: Categorising Information

4. nursery rhymes 5. vegetables 6. chores

Part 3: Picture Matching

Practice: C

7. C 8. A 9. B

Part 4: Sequencing

10. 2

Show-and-Tell 10 – My First Time Riding a Bicycle

Good morning, Mr Wong and friends.

My name is Atkil Ali and I am here to do a show-and-tell about my first time on a bicycle.

Last year, on my birthday, Uncle Ahmad gave me a bicycle. I have ridden a tricycle before but not a bicycle. Of course, I was happy to receive such a present on my birthday. I was actually excited and a little afraid. The bicycle was shiny and red, with a bell that would ring when I pressed against it. There were two wheels and a light in front as well as brakes. My uncle showed me how to use the brakes. It was easy. I wanted to ride on the bicycle as soon as I could but there was a birthday celebration and many guests in my house, so my parents said I had to wait until the next day. When my father put me on the bicycle seat for the first time the next day, I felt excited. I wanted to cycle straightaway but my father said I had to learn how to balance since there were two wheels only, not three. He told me to put on my helmet for safety. My mother also made sure that I wore long pants, just in case I fell, so that my knees would not get bruised badly. Slowly, I pedalled and my father held the back of the bicycle for me. When he let go once, I was surprised and the bicycle became very wobbly. I thought I was going to lose my balance and fall! My father grabbed hold of the bicycle again and I continued to pedal. This was what we did on the first day as I was learning to ride for the first time in my life. It was fun but a little scary at times. Now, I can cycle on my own and not lose my balance. I hope to take part in a cycling race when I am good enough.

That is the end of my show-and-tell. Thank you.