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Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

ENGLISH AS A SECOND LANGUAGE **0510/42**

Paper 4 Listening (Extended) **February/March 2019**

TRANSCRIPT

Approx. 50 minutes

This document consists of **11** printed pages and **1** blank page.

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TRACK 1

R1 **This is the Cambridge Assessment International Education, Cambridge IGCSE, March 2019 examination in English as a Second Language. Paper 4, Listening.**

Welcome to the exam.

In a moment, your teacher is going to give out the question papers. When you get your paper, fill in your name, Centre number and candidate number on the front page. Do not talk to anyone during the exam.

If you would like the recording to be louder or quieter, tell your teacher NOW. The recording will not be stopped while you are doing the exam.

Teacher: please give out the question papers, and when all the candidates are ready to start the test, please turn the recording back on.

[BEEP]

TRACK 2

R1 **Now you are all ready, here is the exam.**

Exercise 1

You will hear four short recordings. Answer each question on the line provided. Write no more than three words for each detail. You will hear each recording twice.

PAUSE 00'05"

R1 **Question 1**

(a) Where did the girl's family go camping?

(b) What caused the family some problems on the camping trip?

M: male, teens
F: female, teens

M: * How did the camping trip with your family go?

F: Quite well, actually. We were planning to go to the mountains because we'd always wanted to do that. We ended up going to a lake instead – it was so peaceful. There's a forest we're interested in visiting, so we might check that out next time because it'd be a good place to camp too.

M: So did everything go well?

F: To be honest, I'm always slightly worried about the weather. It was fine though. The little cooker was new and should've worked, but we struggled with it. Never mind, at least the tents were OK – putting them up can be a problem sometimes! **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

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R1 **Question 2**

(a) Which type of photograph did the man like most at the exhibition?

(b) What does the man criticise about the exhibition?

F: female, thirties
M: male, thirties

F: * With us today is Dan Bennett who's been to a new photographic exhibition.

M: Thanks Lisa. The exhibition of photographs by Eric Rose is very impressive. Over the years he's been praised for his highly unusual portraits. The exhibition certainly highlights his talent in that area. I was particularly struck by the shots of buildings, which for me are outstanding, even finer than his natural landscapes. The exhibition has some faults however; the maps were confusing. Some critics thought the lighting was all wrong, but it looked OK to me, and the souvenir shop wasn't as bad as some visitors claimed! **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

R1 **Question 3**

(a) How does the man describe the teacher on his creative writing course?

(b) What did the man find easiest to write?

F: female, early twenties
M: male, early twenties

F: How did your creative writing course go?

M: OK, thanks. I hoped I'd have an inspiring teacher. My ideal teacher would be someone imaginative and kind. He turned out to be quite strict. I really had to work hard!

F: Well, I think it was good he was so serious. Did you manage to write a story?

M: Just about! I reckoned believable characters would be hard to create and I was right. A good ending wasn't so tricky though. My teacher said people often have problems writing natural dialogue. I was so pleased when he said mine was very strong because it took me ages to do. **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

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[Turn over

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R1 **Question 4**

(a) What does the teacher recommend the students should avoid in their presentations?

(b) What does the teacher think might be difficult for the students?

F: female, 40s

F: * I'd like to give you some advice on the presentations you're giving to the class next week. You won't be surprised to hear that I think you should mainly use facts and figures. You can include important dates too. You may think a presentation is also about expressing personal opinions, and that's not always a bad thing. I'm really not keen on you including jokes. Since we've already discussed choosing the topic in detail, this is unlikely to be an issue. Organising the content will probably be a challenge, but will be excellent practice. **

PAUSE 00'10"
REPEAT FROM * TO **
PAUSE 00'05"

R1 **That is the end of the four short recordings. In a moment you will hear Exercise 2. Now look at the questions for this part of the exam.**

PAUSE 00'20"

TRACK 3

R1 **Exercise 2**

You will hear a talk given by a young man called Martin Bowerman, who is interested in mountain biking. Listen to the talk and complete the sentences below. Write one or two words only in each gap. You will hear the talk twice.

M – male mid 20s, light US accent

M: * My name's Martin Bowerman and I'm going to tell you about my free time activity, mountain biking. I never actually attended an introductory course when I started out, so without that, I had to take things slowly at first. Many beginners go to mountain biking centres and so did I. I began with easy rides and only later took on bigger challenges. The professionals focus on timing as part of their training, but that wouldn't be appropriate for someone new to the sport.

I started by buying a second-hand bike which was very cheap, but within a month there were a few problems with it, so I took it to a bike shop. They managed to fix the gears and tighten up the brakes, but they had to put new tyres on. It all turned out to be quite expensive – it's probably better to buy a new bike to begin with.

Riders require many qualities and skills. I was sure that fitness would be important, and luckily I was already quite strong and athletic. Balance is another key skill and one that hasn't caused me many problems so far. I now know that confidence is something that's important, which only came to me with time and practice!

A lot of equipment is available if someone is serious about the sport. There's always the possibility of a breakdown so a toolbox is a must, and I had a good one already. I had to invest in a backpack to carry things like water bottles. No rider likes to believe they'll have an accident, but if you're responsible you take a medical kit. A friend gave me one as a present so I was well-equipped.

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Everyone has to wear protective clothing. This includes body armour which is not just for more advanced riders doing really technically difficult rides, but for everyone. I expected to have a helmet of course, and special gloves. It's not a key requirement, but many riders have hiking boots too. Initially, I wasn't keen but now I always put them on.

I took part in an amateur competition a few weeks ago. The route we took was very hard and complicated. Getting lost was a real problem. It happened a few times which made me feel quite irritated. Some riders were hitting rocks all the time, though I was fine and I seemed to be much more careful than them. I was absolutely determined to avoid falling off!

Many people criticise mountain biking firstly because they worry about environmental protection and the damage it causes to mountainsides. However, I'm not convinced that my sport does more damage than people doing other activities there. Secondly, it can be dangerous, so it's essential that we consider risk management. This is about making sure the possibility of suffering some sort of injury is reduced to a minimum.

So far, I've been doing cross-country mountain biking. There's also downhill riding which is really thrilling, and also the most dangerous. I probably won't attempt that just yet. What I'd like to have a go at is jumping. It looks so easy when people do it well, but actually, it's quite difficult.

Mountain biking is a great hobby and I'd recommend it to everyone. **

PAUSE 00'30"

R1 **Now you will hear the talk again.**

REPEAT FROM * TO **
PAUSE 00'30"

R1 **That is the end of the talk. In a moment you will hear Exercise 3. Now look at the questions for this part of the exam.**

PAUSE 00'25"

TRACK 4

R1 **Exercise 3**

You will hear six students talking about their experiences of doing practical things. For each of speakers 1 to 6, choose from the list, A to G, which opinion each speaker expresses. Write the letter in the appropriate box. Use each letter only once. There is one extra letter which you do not need to use. You will hear the recordings twice.

R1 **Speaker 1**

(male, teens)

M * I put together a new desk the other day. Making furniture by following a set of complicated instructions is something even very practical people can find time-consuming and frustrating. It was certainly a challenge, but to my surprise it was fun. Right from the start I was absolutely convinced that I could do it. It was like solving a puzzle, and finding the solution was very satisfying actually. At one point I thought I'd done something terribly wrong, but it turned out that everything was fine!

PAUSE 00'10"

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R1 **Speaker 2**

(female, teens, Australian accent)

I helped my mother repair a car engine. I'd studied a bit about car maintenance at college and so I thought I'd feel fairly sure about what I was doing. In fact, I had no idea most of the time. We were in a freezing cold garage and my mother kept using technical terms which I didn't always understand, so I wasn't very focused on what was going on, to be honest. I'd have found this quite fun, and even rewarding, if I was more knowledgeable and if it had been warmer!

PAUSE 00'10"

R1 **Speaker 3**

(male, teenager)

I'd done a bit of painting before and it was quite a lot of fun. My parents wanted me to paint my whole bedroom last weekend – they thought I could probably do it, though I wasn't particularly keen. I was in a hurry to get the work done and should have cleaned the walls much more thoroughly before starting to paint. The end result was very disappointing. I can't blame anyone but myself really because I'd been given detailed instructions which I should've referred to more.

PAUSE 00'10"

R1 **Speaker 4**

(female, teens)

I helped my uncle build a wall. I'd done this before with my dad and so I was very confident that I could handle things and didn't need much guidance. I was determined to show my uncle all the skills I'd acquired. I was hopeless though, and there were a few little things I got wrong. My uncle kept calm and didn't get annoyed with me, fortunately! His instructions were very helpful. Sadly, I didn't always put what he said into practice.

PAUSE 00'10"

R1 **Speaker 5**

(male, teens, light US accent)

I had to put up some new shelves. I'd been given good advice and information which meant I was able to do it more quickly. At one point I thought I'd drilled holes that were too big. I needn't have worried. Once the first two shelves were up, I started to feel more sure about what I was doing and much happier. I tend to be a bit careless at times so I knew I had to concentrate.

PAUSE 00'10"

R1 **Speaker 6**

(female, teens)

I was helping my grandma replace a tap in the bathroom. I got really involved in what we were doing and time flew by. Sometimes in these situations I try to show that I'm a practical person who knows how to fix things. This time I was happy to listen to my grandma and learn. We occasionally looked at a book of instructions which was supposed to make things clear. Some parts didn't make sense, and so after all we decided to call a professional plumber! **

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PAUSE 00'20"

R1 **Now you will hear the six speakers again.**

REPEAT FROM * TO **
PAUSE 00'30"

R1 **That is the end of Exercise 3. In a moment you will hear Exercise 4. Now look at the questions for this part of the exam.**

PAUSE 00'25"

TRACK 5

R1 **Exercise 4**

You will hear an interview with a woman called Alex Costello, who is the presenter of a children's science programme. Listen to the interview and look at the questions. For each question, choose the correct answer, A, B or C, and put a tick in the appropriate box. You will hear the interview twice.

M: radio interviewer, male 30s
F: female mid 20s

M: * Today we're talking to Alex Costello, who's the presenter of a popular science programme for children. How did your career start, Alex?

F: Well, my first job was as a researcher for a science programme. One day I took the place of one of the presenters who wasn't feeling too good. I only had to speak for about a minute but it went so smoothly I was asked to do more presenting. Most people don't get such a great opportunity until they've tried contacting several TV stations. My story was different. By the way, I actually had a friend who directed documentaries. However, I just wouldn't have felt comfortable asking her to get me a job.

M: Do you think you had some natural talent for what you do?

F: I'm not sure. Trying to get across scientific concepts to an audience is a challenge even for a top scientist so I had to learn how to do it. Working on any TV programme also involves cooperating in a team and that wasn't my strength – at least not initially. It's not that I'm short of enthusiasm though. People have never been in any doubt about how I feel about science.

M: How are science programmes for children different from the ones for adults?

F: The differences between the types of programme are quite noticeable. It's often said children's presenters make their programmes very amusing. Science programmes for adults are also quite humorous at times. In children's programmes you don't want the audience to get bored so you pack a lot of different demonstrations and experiments into half an hour. Children are naturally curious about everything so I certainly don't exclude any topics at all.

M: Do you write the scripts for your programmes?

F: Well, I know many presenters who don't mind reading someone else's words. They feel fed up if they have to produce a script. I'm different. I write a script and hand it over to the producer who then suggests changes. It's a shame when sometimes the script comes back and I can hardly recognise it, especially because my scripts aren't done in a rush!

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M: Do you remember your first TV show as the main presenter?

F: Yes! The producer told me that the first show never goes perfectly, and I thought he was probably right. However, I just couldn't wait to find out what the viewers felt about it. I wasn't convinced I'd done everything brilliantly, but I was eager to get some feedback, even if it was negative.

M: You've done some live programmes, haven't you?

F: Mmm … yes, and it's tense because a million people see your mistakes! Once I stated a rule from physics and it was later pointed out that it was wrong. I hadn't done my research properly. I still feel ashamed when I think of it. I also almost dropped some laboratory equipment once. Luckily, nobody noticed! And although I worry constantly about not remembering the next line of script, that hasn't happened yet.

M: What have you particularly enjoyed doing on the show?

F: So many things! I liked constructing that model volcano in the studio and seeing it erupt, though a few things went wrong that day, actually! But if I had to come up with one thing, it'd be the robot we made and when it first started to move. I've done some things outside the studio too, like surfing a huge wave to demonstrate the laws of gravity. The problem was I felt quite scared, though I tried to hide it!

M: Do you think the job of a science presenter on TV is important for society?

F: Presenters are like celebrities really, but I don't think people necessarily look up to me. I'd like to think that after my shows more children will go to university and do science subjects. It's hard to prove I have such an effect, to be honest. If people at home understand science better and realise its value then my job is worthwhile. There's some evidence that programmes like mine can make that difference.

M: Thank you Alex. **

PAUSE 00'30"

R1 **Now you will hear the interview again.**

REPEAT FROM * TO **
PAUSE 00'30"

That is the end of the interview. In a moment you will hear Exercise 5. Now look at the questions for this part of the exam.

PAUSE 00'30"

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TRACK 6

R1 **Exercise 5 Part A**

You will hear a woman called Olivia Moran giving a talk about her work as a theatre designer. Listen to the talk and complete the notes in Part A. Write one or two words only in each gap.

You will hear the talk twice.

F: female, 40s

F: * I'm a theatre designer and I'm responsible for many of the artistic and technical aspects of a theatre production. I design what you see on the stage, giving the audience a clear sense of where the play is supposed to be taking place. I focus on ensuring that the historical period is reflected in the design, and that the details are accurate. The atmosphere is not entirely dependent on my work as so many factors play a part in that. It's not really my job to create a mood because the actors have more responsibility for this.

There's a big team involved in producing a stage play and I need to work with just about everyone. It's great to talk to the writer, when I get the chance. It can be equally rewarding to talk to the leading actor, though the opportunities are rather limited. Then there's the director, who I couldn't do without being able to consult regularly. And later there will be some brief meetings with people like the lighting engineer. After all, I want my work to be well-lit so people can appreciate it.

When a new production starts, I have to immediately start thinking about what the stage is going to look like – people are surprised to hear I don't bother with rough sketches. I just get on with producing scale models. And that's before I produce more detailed documents where I write notes and make drawings.

One of the fun elements of the job can be searching for objects for the actors to use, such as walking sticks or spectacles, or more complicated things that need to be built such as furniture. A few months ago I had to get hold of some old telephones. I know that sounds straightforward, but that wasn't the case. I'm interested in costumes too, and may have some good ideas, but I am not usually asked to recommend anything.

The job has many different elements and so it's inevitable that I'm not going to enjoy everything. Setting budgets is tedious but necessary. People imagine that there must be other things that are equally unpleasant such as moving equipment. My friends often wonder about installing designs, and say it must be physically demanding. I occasionally see them as chores, but they're just part of the job. **

PAUSE 00'25"

R1 **Now you will hear the talk again.**

REPEAT FROM * TO **
PAUSE 00'30"

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R1 **Part B**

Now listen to a conversation between two students who are members of a drama club, and complete the sentences in Part B. Write one or two words only in each gap. You will hear the conversation twice.

M: male, late teens
F: female, late teens

M: * Did the talk about being a theatre designer make you think about following a career in that area?

F: Well, maybe. But right now I'm more focused on our college drama club. Were you happy with the decision that's been made about the next production?

M: Well, as you know, there was plenty of support for doing a traditional musical. I thought that would be the final decision, so I was surprised the idea was rejected. Doing a contemporary comedy feels like the safe choice, because we've done it before and it worked. At least it won't be a classical drama. The one we did before was a bit ambitious.

F: I agree. What would you like to do in the show?

M: I hope I get a fairly big acting part this time. What are you hoping to do?

F: I wanted to be promoted from being just a stage assistant. It's too soon for me to try something like being the production manager, but one day perhaps. Because working behind the scenes fascinates me, I'll be taking on the role of sound technician. At least, that will be one of my jobs!

M: Oh, I see. So, what else are you doing? I was asked about online publicity and spreading the word that way.

F: Yes, you'll be good at that. Finding volunteers is something that needs to be done – fortunately I know some people to approach.

M: Well, even though I'm going to be quite busy in the next few weeks, I should be able to give you a hand with that. So, do you know what else is going on?

F: I think I'm right in saying that there's been a script meeting so the script is ready now. They'll be deciding who the actors are in the next few days. So next time we all get together, it'll be for a rehearsal. There are other things that need doing urgently, like painting scenery, though that'll be a bit later.

M: Mmm, I really enjoy doing that – do you remember some of the previous sets? For example, the enchanted forest we painted recently was fun. Though it was that desert island we did last year that was really stunning. I suppose the strange planet we constructed when we first joined the club is the one that stands out for all the wrong reasons. It wasn't the least bit impressive.

F: I couldn't agree more! **

PAUSE 00'25"

R1 **Now you will hear the conversation again.**

REPEAT FROM * TO **
PAUSE 00'30"

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That is the end of Exercise 5, and of the exam.

In a moment your teacher will collect your papers. Please check that you have written your name, Centre number and candidate number on the front of your question paper. Remember, you must not talk until all the papers have been collected.

PAUSE 00'10"

R1 **Teacher, please collect all the papers.**

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