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Cambridge Assessment International Education

Cambridge IGCSE

ENGLISH AS A SECOND LANGUAGE **0510/32**

Paper 3 Listening (Core) **March 2021**

TRANSCRIPT **Approximately 40 minutes**

This document has **10** pages. Any blank pages are indicated.

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TRACK 1

R1 This is the Cambridge Assessment International Education, Cambridge IGCSE, March 2021 examination in English as a Second Language.

Paper 3, 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, or a number, for each answer.

You will hear each recording twice.

R1 Question 1

(a) What time are the friends meeting before the birthday party?

(b) What present did the boy buy?

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

M: * I've no idea how I'm going to get to Kate's birthday party tonight, do you?

F: My dad offered to give me a lift. Shall we pick you up?

M: That'd be great, thanks! I'll be ready at six.

F: The party starts at seven and it's not far, so if we get you at six thirty that'll give us plenty of time. Anyway, what did you get Kate for her birthday?

M: I thought about jewellery, but then went for a purse. What do you reckon?

F: Well, I don't think she's got one, so that's a good idea. I got her a scarf! **

Pause 00'10"
Repeat from * to **

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Pause 00'05"

R1 Question 2

(a) What was the most popular activity during the charity event?

(b) Where can students now see pictures from the event?

M: male speaker, late forties

M: *I 'd like to say a few words about the recent event at school to raise money for a local charity. Those of you who attended will know that we had a variety of activities – from sports competitions to cake sales. But it was the face painting that attracted most interest: it raised £178! A big thank you to everyone who worked hard to make it such a great success. We'll be including all the photos in the next edition of the school magazine, but we've already put a few of the best ones up in reception if you can't wait until then. **

Pause 00'10"
Repeat from * to **
Pause 00'05"

R1 Question 3

(a) What is currently on display at the gallery?

(b) Where will the two friends meet?

M: male, twenties, mild Australian accent
F: female, twenties, mild US accent

F: * Do you fancy going to the gallery this weekend?

M: What's on? Is it the wildlife photographs? By the guy who grew up in Russia?

F: That's finished already. Though I've got to say his snow fox pictures were stunning! It's the one about old coins I was thinking about.

M: OK, I've got some free time on Saturday.

F: Sure. I'll be at the swimming pool until three, so we could meet at the café there …?

M: I'll be studying at the library, so why don't you come and find me there when you're ready? It's just round the corner from the gallery, isn't it?

F: OK, see you then. **

Pause 00'10"
Repeat from * to **
Pause 00'05"

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R1 Question 4

(a) What did Robert Bezeau build out of plastic bottles?

(b) How many plastic bottles did he use?

M: male newsreader, forties

M: * Now for an unusual piece of news. Robert Bezeau is a designer who's been working with plastic bottles. Although plastic bottles have previously been used in the construction of houses and even roads, Bezeau was the first person to create a castle using these objects. He built it on an island in Panama to show how plastic waste can be re-used. Did you know you need on average sixteen thousand bottles to build a one hundred-square-metre house? That's a lot, though he needed forty thousand to complete his project. Amazingly, they were all collected from the island. The island attracts over one hundred thousand tourists each year, who leave behind over one million plastic bottles! **

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 student, Hannah, giving a talk about taking a gap year, which is a year off between school and university. Listen to the talk and complete the details below. Write one or two words, or a number, in each gap.

You will hear the talk twice.

F: female, early twenties

F: * Hello, my name's Hannah. I'm in my first year at university, but before my course started, I decided to take a year off – what's known as a gap year. In some countries, this is quite common. Lots of students take the opportunity to work or travel during this time. Some of you might even be interested in taking a gap year, so I hope you'll find this talk useful.

I took a while to decide whether I wanted to take a gap year: I liked the idea, but also found it a bit scary. My teacher gave me some information about it, and then I had lots of conversations with my parents and friends. It was actually something that my neighbour said that convinced me I should give it a go!

I always knew that I didn't want to take the risk of organising the gap year myself, so I looked into various companies who can do it for you. It can be quite hard deciding which company to choose, so it's a good idea to do some research to begin with. It's worth checking what their fees are, which can be very high. I'd say their reputation should be your main concern, though.

I looked into what I could do during my gap year. I knew I wanted to travel, and I decided to go to the island of Bali which is in Indonesia. I really wanted to volunteer at a national park, but I

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was too late to apply so I went for a job at a diving centre. This turned out to be better than other possibilities that I considered, like helping in a school.

Although a gap year means taking twelve months out of education, you don't necessarily have to spend the whole time in a different country. I'd give yourself four months to save up enough money beforehand, then six months abroad, doing whatever it is you've chosen to do, which leaves you two months when you return to get ready for university.

When it comes to packing, try not to take too much stuff with you. Obviously you need your travel documents and essentials like your phone and charger. Then think about any medicine you might need – you'd be surprised at how many people leave that at home.

You should also plan how you're going to stay in touch with family and friends. When I first arrived, I wrote a long letter every week to my family about my experiences. I found out they took at least four weeks to arrive though. Then, when I met someone else who had a blog, I realised that that's the thing to do. Of course, an occasional phone call is nice, but in reality the time difference can make that tricky.

There are lots of things you'll need to adapt to when you're in another country. The language of course. But luckily, so many people speak English. I knew I'd struggle with the spicy food, though most of my friends there loved it. I hadn't realised the effect the climate would have on us, though.

I really enjoyed my time away and I'd definitely recommend taking a gap year. It's a good way to make friends, and you might even develop skills that you can use in the future. You'll gain confidence too – and I think that's the most valuable part of the experience.

Now, are there any questions? **

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 people talking about relaxation. 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.

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R1 Speaker 1

F: female, early twenties

F: * These days many people suffer from stress, and so you hear quite a lot about the importance of relaxation. We're surrounded by a variety of books on the subject – some people even take classes to discover ways to reduce stress levels! I'd say you should always put your responsibilities first, and only then fit in some activities you find relaxing. It's not realistic to expect to do something relaxing on a daily basis – sometimes you might have to wait until the weekend, or even your next holiday.

Pause 00'10"

R1 Speaker 2

M: male, thirties, mild US accent

M: I recently saw a leaflet about a relaxation course. But do people really need to be taught how to relax? While I agree that relaxation is very important, this seems to be a step too far. All you need to do to forget about the stresses of work is go to the gym or for a nice long run! My friend and I often do this in the woods near my house. If the weather's good, it's lovely spending time surrounded by nature, after a busy day at the office.

Pause 00'10"

R1 Speaker 3

F: female, mid twenties

F: When I was younger, there was nothing I found more relaxing than spending time with my classmates. We'd get together during the holidays, and not having any responsibilities, we'd often watch a film, or enjoy some outdoor activities, like a bike ride. We used to hang out together almost every day. A few months after I began my first job, I started to feel like I just needed some time to myself every now and then, in order to relax properly. So that's what I do whenever I get the chance.

Pause 00'10"

R1 Speaker 4

M: male, teens

M: I think that adults find it quite difficult to relax. Take my parents as an example. We've recently been on a nice holiday, and they were constantly on their work phones. I try to encourage them to take things easy, but they never pay any attention. I don't think they realise that daily relaxation is more important than work. Me, on the other hand – I always find an hour or so to chill out, whether it's meeting up with friends or simply doing nothing at home.

Pause 00'10"

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R1 Speaker 5

F: female, forties, mild Australian accent

F: I often wonder how many people manage to relax every day. I mean, it's great to spend an hour or so in your own company or with a friend, and it's something I'm starting to do at least a couple of times a week. I also try to make time to get to the gym at the weekend. Last month, I had a few days off in the countryside. I did practically nothing, and it was amazing how quickly the tension disappeared with each breath of fresh air!

Pause 00'10"

R1 Speaker 6

M: male, mid thirties

M: After a demanding week, I used to lock myself away with a book for the entire evening – I found it was quite effective in keeping my stress levels down, but I was aware I wasn't being particularly sociable! So, when someone at the gym was offering a weekly session on how to lower stress, I signed up. We looked at a variety of methods – from outdoor activities to yoga and meditation – and I've been trying to introduce them into my life. I'd recommend this to anyone finding it hard to relax. **

Pause 00'10"

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 Jillian Smith, who looks after elephants at a safari park. 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: male, mid thirties
F: female, mid forties

M: * Today I'm interviewing Jillian Smith, who looks after elephants at a safari park. Jillian, what made you choose this type of work?

F: When I was young, I actually wanted to be a pilot. I used to dream about flying! But then one summer my friend and I got a job at the local zoo. My friend quit after a week to take up a waitressing job and tried to talk me into doing the same, but I wanted to stay on. Soon enough I knew that working with animals was the career for me.

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M: So, what was your parents' reaction to your decision?

F: It must've been difficult for them. Both my parents are schoolteachers, and even though they love animals I think they hoped I'd continue in the family tradition. So they weren't entirely happy with my choice, but they never once attempted to persuade me to change my mind. They were actually rather supportive, and I'm very grateful for that.

M: Tell us what it's like working with wild animals.

F: Well, they're unpredictable for sure, though we do try to provide some structure as they clearly benefit from that. Typically, a proportion of my day is spent in contact with the animals so that we can form a bond, though that takes time. We also organise challenges and activities to keep them occupied, physically and mentally. But it's equally important for the animals to be left alone, as they would be in the wild.

M: Is there anything particular happening at the safari park at the moment?

F: We're currently caring for seven African Elephants. Last year, we were really pleased to welcome a young elephant, Matilda, to the park. Luckily, she settled in really quickly. Her arrival enabled me to identify several factors that make the settling in process easier. I'm now using this experience to help with a long-term study I'm involved in. I also train new staff and teach them all about our resident elephants, which I really enjoy, but there's nobody new right now.

M: So, has working with elephants changed you as a person?

F: To some degree, yes. You never really know how an animal is going to react in certain situations, so there are often issues to deal with. That's something I've always been good at, though I've realised I find it much easier when I'm working on my own rather than with other members of staff. What's become clearer to me over time is that when you have a group of animals that depend on you for their wellbeing, you just can't let them down.

M: Are there any negative aspects to your job?

F: I'm afraid so. People think that if you work with animals it's mostly fun, and they forget that at times it's exhausting work. I don't actually mind that. But when we return an animal that's been in the park for some time to its natural habitat, I can't help feeling sad. For me, that's even more upsetting than when they become unwell.

M: And what about the best part?

F: It's lovely to see animals being born in the park, especially if there are very few of them left in the wild. I know my colleagues find it extremely satisfying. But what I find more rewarding is talking to families and school groups who come to the park about the species in our care, and explaining how we help them. What I do is never going to make the headlines, but I'm not bothered about that.

M: Do you have any tips for people interested in a job like yours?

F: I'd say I've got the greatest job in the world. If you want to give it a go, see if you can secure some part-time or volunteer work first. Having a relevant degree helps, but isn't necessary to start with. Go to some safari parks if you can, but remember that as a visitor, you're only seeing a small part of what the job is all about.

M: Jillian, it's been great talking to you. **

Pause 00'20"

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R1 Now you will hear the interview again.

Repeat from * to **
Pause 00'30"

That is the end of Exercise 4, 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.

Pause 00'30"

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