www.dynamicpapers.com

CAMBRIDGE
International Education

Cambridge IGCSE™

ENGLISH AS A SECOND LANGUAGE **0510/22**

Paper 2 Listening **February/March 2024**

TRANSCRIPT **Approximately 50 minutes (including 6 minutes' transfer time)**

This document has **14** pages. Any blank pages are indicated.

© Cambridge University Press & Assessment 2024

[Turn over

www.dynamicpapers.com

R1 Cambridge Assessment International Education, Cambridge IGCSE English as a Second Language, Paper 2, Listening.

[BEEP]

Exercise 1

You will hear eight short recordings. For each question, choose the correct answer, A, B, C or D, and put a tick (✓) in the appropriate box.

You will hear each recording twice.

R1 Question 1

Where was the family's tent?

PAUSE 00'03"

M: male, forties
F: female, 15, light US accent

M * I don't think we'll go to that campsite again.

F No, Dad, it was so noisy! I mean, at least when the sound's natural, like a flowing river or something, it's OK. But it felt like people were driving right through the campsite, even though the highway was beyond those trees.

M Well that meant we could easily reach some of those fantastic places we visited, like that stunning castle. It's a shame we never got to spend time by the sea but the walk to it down that lane looked nice.

F Yeah. **

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

R1 Question 2

What will the boy make for his friend?

PAUSE 00'03"

M: male, mid-teens, UK accent
F: female, mid-teens, UK accent

M * I'd like to make Daniel a present for his birthday on Saturday but I'm having trouble deciding what to do. I could make one of my wooden birds – he likes those. Or, how about you paint him a picture and I make a frame for it?

F It's a good idea but I won't have time if his birthday's on Saturday. He loves cooking, doesn't he? How about you make him a set of cooking spoons? Then I'll get him a recipe book to go with all those other ones on his shelf!

M Let's do that. **

© Cambridge University Press & Assessment 2024

www.dynamicpapers.com

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

R1 Question 3

How did the boy get home after the party?

PAUSE 00'03"

M: male, mid-teens, UK accent
F: female, mid-teens, UK accent

F * Hey, where did you get to on Thursday? One minute you were at the party and the next you'd gone!

M Yeah – I bet I was halfway home by the time you noticed! I took that cycle route you mentioned and you were right – it was a lot quicker than waiting for a bus to turn up. My dad offered to give me a lift – he couldn't come till later, though, so I just set off. I'm guessing your train was on time?

F Yeah. I was home by ten. **

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

R1 Question 4

Who is the girl's brother?

PAUSE 00'03"

F: female, mid-teens, mild Australian accent
M: male, mid-teens, UK accent

M * I think I saw your brother in town on Friday. He's had his hair cut, hasn't he!

F Yeah, it used to be down to his shoulders.

M And I didn't realise he'd started wearing glasses.

F Well, only for reading, at home. It can't have been him you saw. Did the guy have a beard? People are always saying they've seen my brother with one. My brother shaves every day now, though – he's finally got rid of that weird moustache! There must be someone who looks really similar to him walking around! **

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

© Cambridge University Press & Assessment 2024 **[Turn over**

www.dynamicpapers.com

R1 Question 5

What will the friends do on Wednesday?

PAUSE 00'03"

M: male, mid-teens, UK accent
FX: voicemail message

M * Hi Adam! Just calling about Wednesday. There's a change of plan. I know you wanted to go and see the game but Oliver's hurt his leg so he's invited us round to his house instead. He mentioned having a barbecue – no one knows how to cook, though, and his parents will be out for the evening. So, I'm doing some popcorn and he's going to choose something for us to watch. I wanted us to have a games' night – Oliver doesn't play video games, though, so he doesn't have the gear. Call me back! **

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

R1 Question 6

What is the café serving as a special dish today?

PAUSE 00'03"

F: female, adult, UK accent

F * Here are your menus – all our regular dishes are on there. Today is usually seafood day – fresh prawns and so on. Um, just to let you know, the weather's delayed the boats, so we've replaced the seafood with pancakes just for this lunchtime. You can choose what goes inside – chicken, vegetables, both ...! And we can also adapt some of the main meals on the menu, like pasta, so just ask. I'm afraid we've run out of the soup – it's been really popular today! **

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

© Cambridge University Press & Assessment 2024

www.dynamicpapers.com

R1 Question 7

What do the friends agree to do this weekend?

PAUSE 00'03"

M: male, mid-teens, UK accent
F: female, mid-teens, UK accent

M * Shall we do something interesting this weekend? I was thinking we could go to the sports centre.

F Sure. I heard the new basketball court's open now. Actually, we don't have enough people to make a team, so how about tennis? I could book a court.

M I wouldn't mind doing that but my ankle's only just recovered from the injury I got when we were playing badminton, so could we do something gentler this time?

F Like a swim? That might help your ankle heal better, without putting too much weight on it.

M That sounds like a plan. **

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

R1 Question 8

Which part of the picture has the boy painted particularly well?

PAUSE 00'03"

F: female, adult, UK accent

F * Chris, that's an amazing picture! You've listened to what we've been doing in class and practised at home. It's difficult to get things like feathers on a bird to look really natural but you've got that exactly right! The lake's not bad – it's almost like a mirror there, reflecting that tree in the water. Remember, it's usually a bit rougher than that, though. I can see you've done your best with the man. We're going to improve our techniques in the next class, so you should soon be able to paint more realistic human figures. **

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

R1 That is the end of Exercise 1. Now turn to Exercise 2.

PAUSE 00'05"

© Cambridge University Press & Assessment 2024

www.dynamicpapers.com

R1 Exercise 2

You will hear five short recordings. For each question, choose the correct answer, A, B or C, and put a tick (✓) in the appropriate box.

You will hear each recording twice.

PAUSE 0'05"

R1 You will hear two students talking about some homework they have to do.

Now look at Questions 9 and 10.

PAUSE 00'15"

M: male, early teens, light Australian accent
F: female, early teens, light Australian accent

M * Have you done the biology homework?

F No. I'm not looking forward to starting it. I normally like biology but this unit's a little bit dull. At least there's no challenging maths in it, though, like there is in physics. It's just that there's a massive amount of it. We'll be researching heart health and doing some diagrams. I can't believe it! What about you?

M I'm almost finished. It was really useful – I've discovered loads about how to look after my general health. I might end up including that information when it comes to writing our reports later in the term. Anyway, all this stuff we're learning about the human body might help anyone who's thinking of a career in medicine! **

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

R1 You will hear a boy telling his friend about a bike ride.

Now look at Questions 11 and 12.

PAUSE 00'15"

F: female, mid-teens, UK accent
M: male, mid-teens, UK accent

F * How was your bike ride?

M Good! I went up that mountain trail. It was steeper than I'd expected but that shows how fit I've become. I was only slightly out of breath, so it was exactly right for me. I'd expected it to be pretty quiet at that time of day, but that wasn't the case. And I'd hoped the views would be better. Anyway, I'm planning my next ride now. I've been thinking about road-biking for a bit but I'm not ready to make that change just on my own. I'm joining a local club to see if I enjoy it – I only have a mountain bike but I can use that for now. They usually do long distances – not this time, though, fortunately. **

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

© Cambridge University Press & Assessment 2024

www.dynamicpapers.com

R1 You will hear a brother and sister talking about their bedrooms.

Now look at Questions 13 and 14.

PAUSE 00'15"

M: male, mid-teens, UK accent
F: female, mid-teens, UK accent

M * Great idea putting your desk under the window.

F Yeah, I don't need my lamp on while I'm studying – now that I've got natural light coming in. I didn't know whether the new armchair would fit, but it's fine. And I thought this colour might be too boring but painting that one wall white has made the room look smart.

M Yeah. I might have to change my room now.

F It's great! You've got brilliant space-saving stuff, like that high bed with your desk under it.

M Yeah, and maybe I'll get rid of that sofa as well. I don't sit on it much.

F Or … if you took some pictures off the wall it might look better? **

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

R1 You will hear two friends talking about films.

Now look at Questions 15 and 16.

PAUSE 00'15"

M: male, mid-teens, light US accent
F: female, mid-teens, light US accent

M * Brilliant movie! And what superb writing – it was amusing in places and emotional when it needed to be.

F Impressive! I usually love that actor – I wasn't convinced by his performance this time.

M Hm … I thought the computer-generated stuff could've been better – you know, the visual tricks and all that.

F I know.

M And was the story the same as the book?

F Not quite. The ending was slightly different. I'm not sure why they do that. Anyway, the main characters were so realistic. In the book, there isn't much dialogue cos it's all about what they think. That's one advantage of movies. The locations aren't always how you imagined them when you read the book, but that doesn't really matter. **

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

© Cambridge University Press & Assessment 2024

www.dynamicpapers.com

R1 You will hear a teacher talking to his class.

Now look at Questions 17 and 18.

PAUSE 00'15"

M: male, adult, UK accent

M * I've marked your essays now. They were pretty good, so well done. A handful of you mentioned that it took you several hours to complete – I do apologise for this. You didn't need to do any additional reading, but unfortunately that doesn't seem to have been clear enough. I appreciate your efforts, but please ask if there's ever anything you're not sure about.

In today's session, we're going to learn about philosophy which will lead onto a debate we'll have later in the class. A short film we'll see will help you prepare for this. We're going to hear two well-known philosophers talk about the meaning of life. I want you to listen carefully, so don't make any notes until it's over. **

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

R1 That is the end of Exercise 2. Now turn to Exercise 3.

PAUSE 00'05"

R1 Exercise 3

You will hear a girl called Molly giving a talk about volunteering with sea turtles in Costa Rica. For each question choose the correct answer, A, B or C and put a tick in the appropriate box.

You will hear the talk twice. Now look at questions 19–26.

PAUSE 00'40"

F: female, mid-teen, UK accent

F * Hi, I'm Molly and I'd like to tell you about some volunteering I did, helping at a sea turtle conservation centre in Costa Rica.

I knew hardly anything about Costa Rica before I went, apart from the fact it has a huge number of diverse creatures. I soon discovered that it's also beautiful, with rainforests, volcanoes and stunning beaches. Amazingly, 28% of the country's made up of reserves and national parks, so animals live in safety there – which is brilliant!

I only helped with one species of sea turtle though Costa Rica is home to five different kinds. The Leatherback is the largest of these and can weigh around nine hundred kilos! Then there's the Hammerhead with its huge head, and the second-smallest turtle, the Olive Ridley. It's found all over the world, and that's the species I was involved with helping.

All sea turtles are endangered globally. Some accidentally get caught in fishing nets, which won't be a shock to hear. There's too much plastic in the sea as well, and I'm ashamed I've played a part in this. But with conservation efforts, perhaps the turtles' future will be different.

© Cambridge University Press & Assessment 2024

www.dynamicpapers.com

Olive Ridley turtles are famous for reaching the shore in an extraordinary event called the 'arrival', when up to 20 000 turtles lay their eggs in a single night, usually when there's a new moon. Although I was in Costa Rica at the right time of year – the rainy season – I didn't witness the event, which was a pity.

We went to the beach each evening. The volunteers' task was to spot areas of sand which had been moved. Then the permanent conservationists, who were in charge of us, would remove the buried eggs which the female turtles had laid.

There was so much I learned about turtles, like how they immediately head back to the sea after burying their eggs. And the temperature of the sand affects what gender the babies are. If it's lower than 27 degrees, they'll be male, and above 30 they'll be female – that's astonishing. And they break out of their shells using a special tooth, like a bird's beak.

When we finally saw them, the baby turtles were so cute! They're tiny, like you'd think. I thought they'd be the same green-grey colour of the adults but they're actually darker when they're young. I'd seen the little creatures running into the sea on TV but it was lovely to see it in real life.

We guided the young turtles down the beach to the sea because they can become lost and exhausted, which is a problem. Conservation work helps them survive, though. It might sound really strange, but once they've disappeared into the sea, they won't be seen again for years. So it's extremely pleasing to know that the females turn up again to lay their eggs on the same beach their mother did! **

PAUSE 00'10"

R1 Now you will hear the talk again.

REPEAT FROM * TO **
PAUSE 00'10"

R1 That is the end of Exercise 3. Now turn to Exercise 4.

PAUSE 00'05

© Cambridge University Press & Assessment 2024

www.dynamicpapers.com

R1 Exercise 4

You will hear six people talking about water sports activities they do.

For questions 27–32, choose from the list (A–H) which idea each speaker expresses. Write the correct letter (A–H) on the answer line. Use each letter only once. There are two extra letters which you do not need to use.

You will hear the recordings twice. Now read statements A–H.

PAUSE 00'30"

R1 Speaker 1

M: male, mid-teens, light Australian accent

M * I go scuba-diving in my free time, swimming down into the ocean with breathing equipment to look at all the amazing sea-life under the surface. It's fascinating down there, and I've learned a lot about sea creatures and the ocean itself. It feels wonderful – like I'm swimming along without a care when I'm down there. I'd like to learn how to dive into caves or boats that sank many years ago – I need to do a bit more practice first, though.

PAUSE 00'10"

R1 Speaker 2

F: female, mid-teens, UK accent

F I'm an open water swimmer, which means I swim in lakes, rivers and oceans rather than a pool. It can take time to get used to the cold temperatures here in the UK, and it requires more effort than pool swimming because there can be waves and strong tides which is hard. A lot of people are afraid of the open water and I'm always trying to convince them to have a go – I know they'd love it.

PAUSE 00'10"

R1 Speaker 3

M: male, mid-teens, UK accent

M I'm a surfer and there's no better way to enjoy the waves in my opinion. It takes loads of time and energy when you're learning – and there's always more to learn! Now and then I think I should spend a bit less time down at the beach and a bit more with friends – I've given up a lot of social life because I've been competing elsewhere in the country. I've never won, though, and I'm starting to get discouraged.

PAUSE 00'10"

R1 Speaker 4

F: female, mid-teens, UK accent

F I do a sport called kitesurfing. It's similar to surfing but the board's attached to a kite. This allows you to fly through the air and do tricks and jumps. It's not easy to do well cos you have to get your body into difficult positions. I actually started out wanting to do ordinary surfing but a friend finally persuaded me to give kitesurfing a go. I'm glad she did because I love it now.

© Cambridge University Press & Assessment 2024

www.dynamicpapers.com

PAUSE 00'10"

R1 Speaker 5

M: male, mid-teens, light US accent

M My sport's called paddle boarding. You stand up on a large, flat board on the water and kind of row along. It's fun and not too challenging, though you do need good balance. That's not my strong point and I end up falling in the water too often, which I really want to stop doing – soon! Eventually, I hope to be a decent enough boarder to take part in races with my friends. Anyway, the surroundings are beautiful out on the lake.

PAUSE 00'10"

R1 Speaker 6

F: female, mid-teens, light Australian accent

F When a friend suggested water-skiing, I hesitated, even though I'd always said I wouldn't mind trying it. I was concerned about letting go of the rope and ending up in deep water. It's definitely not straightforward and I used to feel exhausted after lessons. But I've definitely increased my strength and now I feel good out on the water because of that. I spend every spare minute water-skiing – I'm not bothered about going to discos like my friends. I'd rather be outdoors. **

PAUSE 00'10"

R1 Now you will hear the six speakers again.

REPEAT FROM * TO **
PAUSE 00'10"

R1 That is the end of Exercise 4. Now turn to Exercise 5.

PAUSE 00'05"

© Cambridge University Press & Assessment 2024 **[Turn over**

www.dynamicpapers.com

R1 Exercise 5

You will hear an interview with a chef called Gino Sabbatini who runs weekend cooking courses. 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. Now look at questions 33–40.

PAUSE 00'45"

F: female, adult, UK accent
M: male, adult, UK accent

F * This morning, I'm with chef Gino Sabbatini who teaches cooking on weekend courses. So why do you teach a whole course in one weekend?

M Well, the advantage is that students get two days of uninterrupted cooking. This means everything stays fresh in their minds, and we can make good progress. By that, I don't mean we try and cook a huge menu of things, but there's no need to keep giving the same instructions all the time.

F And it's mainly young people you teach – why do you especially like teaching them?

M I find that they're usually very enthusiastic and have great imaginations. That doesn't mean I allow them to behave however they want in my kitchen! I have rules and there are ways of doing things in cooking that you can't change. Some cooking techniques are challenging and though I push students to achieve their potential, they won't get everything right straightaway.

F Hm. And how do you organise your lessons?

M I try to get in a tasting session fairly early on. This gets students' attention and makes them curious about what they'll be doing. Health and safety in the kitchen is crucial, so we do that before anything else. We can only get to the fun bits once that's done. I'll show students how to use kitchen equipment only as we need it.

F Right. And students make a three-course meal during the weekend, don't they?

M Yeah. This includes a starter, main course and dessert. It's not done in order, though, which some students find unexpected. We do it in the opposite order, to give things like cakes and other sweet things time to cool. Loaves and rolls need to be started quite early as they require several stages of preparation. However, many sauces can be done last-minute.

F I also heard you teach meat-free and dairy-free cooking?

M Right – vegan food, which is becoming increasingly popular with students. I find that very satisfying because I've just given up dairy and meat myself. I have lots of great ideas for vegan recipes – not that I'm an expert. It can be a really healthy option, but certain dishes are tricky to get right, so I save those particular ones for advanced students.

F And what are you like as a teacher? Do you ever lose your patience?

M I'm pretty patient actually, but I do get a bit irritated at times when students don't listen to my reasons for doing things. They want to rush ahead which results in dishes that aren't cooked thoroughly enough. This can be corrected, but it may require more effort. Everyone burns things at some point and that's only to be expected. Now and then I get someone who adds extra ingredients, but I don't mind that.

© Cambridge University Press & Assessment 2024

www.dynamicpapers.com

F Do you run courses on various kinds of food?

M I do – this encourages students to come back and learn something different. I always ask for suggestions during my courses and try to create new ones based on the most common ideas. I always learn something new when I'm planning and presenting, which I enjoy, but teaching's what I was born to do, so I don't mind what I'm teaching, even if it's the most basic of cooking.

F Hm. I bet you're exhausted at the end of the course!

M Yes, teaching's challenging but it's also rewarding. You might expect me to say I'm grateful when nothing's gone wrong, but it can be funny when mistakes happen – like someone putting salt in ice-cream instead of sugar! When students taste what they've made and can't wait to take it home to share with others – that's what I get the most out of – as I say goodbye to them!

F Thanks, Gino! **

PAUSE 00'10"

R1 Now you will hear the interview again.

REPEAT FROM * TO **
PAUSE 00'10"

R1 That is the end of Exercise 5.

You now have six minutes to copy your answers onto the separate answer sheet. I will remind you when there is one minute left.

PAUSE 05'00"

R1 You have one more minute left.

PAUSE 01'00"

R1 That is the end of the examination.

© Cambridge University Press & Assessment 2024

www.dynamicpapers.com

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (Cambridge University Press & Assessment) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

Cambridge International Education is the name of our awarding body and a part of Cambridge University Press & Assessment which is a department of the University of Cambridge.

© Cambridge University Press & Assessment 2024