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Cambridge Assessment International Education

Cambridge IGCSE™

ENGLISH AS A SECOND LANGUAGE **0510/31**

Paper 3 Listening (Core) **May/June 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, June 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) How long did the girl's art course last?

(b) What did the girl most enjoy making on the art course?

M: around 16 years old
F: around 16 years old, light Australian accents

M: * How was your school holiday?

F: It was great, actually. I did so much that it seemed to last much longer than six weeks. I spent a week at home to begin with, then I did a fantastic full-time art course.

M: What, for the other five weeks?

F: Three weeks actually. For the final two weeks, I went to stay with my grandparents.

M: So the course was good then?

F: Brilliant! I'd never produced a sculpture before, so doing that was probably the highlight for me, but I loved doing portraits too. Creating jewellery was also fun, but it seemed a bit of an odd thing to include in an art course. **

Pause 00'10"

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Repeat from * to **
Pause 00'05"

R1 Question 2

(a) Who did the boy go to the shopping mall with?

(b) Which shop did the boy spend the most time in?

M mid-teens, UK accent
F mid-teens, UK accent

M: * I went to that new shopping mall this weekend.

F: Oh, is it any good?

M: It's great. I was a bit worried about going with my sister, though, because we always end up having to go wherever she wants. Anyway, she felt ill that morning so my parents and I went while she stayed at home.

F: Did you buy anything?

M: I did. We went there mainly to get me some new trainers. It took forever to try them all on and choose a pair because the sports shop had so many. That didn't leave much time to check out the games shop, where I'd have spent all day if I could've. **

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

R1 Question 3

(a) Who recommended the book to the girl?

(b) What does the girl think is the best thing about the book?

F: mid-teens, UK accent

F: * In my presentation, I'm going to tell you about a book I've read recently. My best friend sometimes suggests things to read, though her taste is different from mine, so I tend to check out what my cousin's reading instead – he and I generally like similar things. This time, though, she kept talking about this book so much, I finally gave in and read it.

It's about a search for a lost continent hidden under Antarctica. The characters are incredibly interesting, although there aren't too many surprises as far as the story goes, especially the ending, which is rather predictable. **

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

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R1 Question 4

(a) On which day of the week will the boy's concert take place?

(b) How will the boy's mum help at the concert?

M: mid-teens, UK accent
F: mid-forties, UK accent

M: * Mum, could you possibly pick me up from school on Wednesday next week? I'll be staying late to practise for the concert.

F: That's the seventeenth of June, isn't it?

M: Yes it is. The actual performance is the following week, on the Thursday, just before we finish for the long school holiday on that Friday.

F: I'm really looking forward to it. I offered to help out at the concert, like last year. I thought I'd be asked to give them a hand serving drinks again at the little stall they set up during the interval. Anyway, I'm selling tickets this year, which'll be much easier. **

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 Carol Mendez, the director of a chain of cafés, giving a talk about the history of coffee. 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: early 30s

F: * Hello, I'm Carol Mendez, director of a chain of cafés. I've come to talk to you today about a really successful product: coffee!

There are many different stories about how coffee was discovered. What they all have in common is that it was first drunk in Ethiopia, in Africa. The first accurate historical records of coffee-drinking date back to the fifteenth century. However, a popular tale identifies the ninth century as when coffee was originally consumed as a drink. By the seventeenth century, it was being enjoyed all over the world.

According to the tale, it was an Ethiopian farmer called Kaldi who realised the benefits of coffee. He spotted that his goats, which he spent his time protecting from predators such as wolves and eagles, became energetic and didn't sleep once they'd consumed the red beans – coffee beans – growing on small trees found in the region.

When he left the mountains, Kaldi took some of the beans with him. In those days, there was no such thing as a professional chef, so instead he gave them to a local leader, who initially

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disapproved of them and threw them onto a fire. The smell of the roasting beans changed his mind, however, and he used them to produce a delicious hot drink.

News about coffee spread and before long, it was being drunk in Yemen and Saudi Arabia. Not only was it enjoyed in people's homes, but also in the world's earliest coffee shops. Customers would enjoy watching musicians or short plays, or even playing chess at the same time as having a coffee.

As the popularity of coffee extended into Europe, coffee shops appeared there too and became centres of social activity. In England, for example, customers fondly referred to them as 'Penny Universities' because, for this small amount of money, they could buy a cup of coffee and learn a great deal by engaging in stimulating conversation. It's strikingly similar to the name given to middle-eastern coffee shops, which roughly translates as: 'Wisdom Schools'.

Later, the British took coffee to North America. Coffee and other drinks such as milk avoided the heavy tax imposed in 1773 on tea, which then became unaffordable for most people. This caused massive social conflict, and forever changed the American drinking preference to coffee.

There's an interesting story associated with the introduction of coffee to what's now the world's biggest coffee producer: Brazil. The French had already started growing coffee in nearby French Guiana. A soldier called Francisco Palheta was sent there from Brazil to get some coffee plants. However, the French were unwilling to share and security was so tight that there was little chance of Palheta hiding any plants or seeds in his luggage. Luckily, the French Governor's wife liked Palheta and gave him a bunch of flowers before he left. Buried inside were enough coffee seeds to begin coffee production in Brazil.

Although coffee isn't even in the world's top ten industries in terms of the money it generates, it's still big. At almost thirty billion dollars annually, it may seem tiny compared to the nine-hundred billion dollars generated by oil and the one-hundred-and-seventy billion dollars per year created by gold, but it's still highly profitable. **

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 recent changes they have made in their lives. 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: late teens, light Australian accent

* I finished school last year and now have a good job. I was determined to go to university when I left school, even though most of my friends had decided against an academic life. The day before I was due to begin my course, I felt incredibly anxious and realised my friends had made the right choice, so I let the university know and started looking for work instead. In general, I think I made the right decision, but I do sometimes wonder what life would've been like if I'd continued studying.

Pause 00'10"

R1 Speaker 2

M: early twenties, UK accent

I'd always lived in a village until I moved to the capital city. Although I loved living close to my friends and family, I was bored with village life and knew there were so many exciting opportunities in the city. Moving somewhere much bigger frightened me, though, so I kept putting off the decision, which was a big mistake. Eventually, a relative who has a business in the capital asked if I wanted to go and work for her. I accepted without even bothering to ask anyone else's opinion.

Pause 00'10"

R1 Speaker 3

F: late twenties, light US accent

I love working as an engineer, so when the company I worked for went out of business last year, I was very upset. There weren't any other engineering firms in my area, and as I really didn't want to move away from my family, I decided to set up my own business instead. I imagined my friends and family would try to persuade me against the idea but they surprised me. To be honest, I'd have been happier continuing to work for someone else, but it's worked out pretty well.

Pause 00'10"

R1 Speaker 4

M: late teens, UK accent

I've always been good at sports and about a year ago was playing football at quite a high level. I even dreamed of going professional one day. Then some friends suggested I try rock climbing. I decided to go with them one weekend, and since then, I've hardly played a single football match as I now spend all my free time climbing. I don't miss my former sport at all these days. There's little point wishing I'd discovered rock climbing earlier – after all, we can't change the past.

Pause 00'10"

R1 Speaker 5

F: early twenties, UK accent

Last year, I decided to move to another country. My closest friends tried to convince me it wasn't the right thing to do, but it wasn't something I just rushed into without serious thought. I know there are lots of blogs these days by people who've done a similar thing, but I wanted to avoid being influenced by someone else's experience, so didn't bother reading any. Obviously, making such a

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massive change isn't going to happen without me having a few regrets, but on the whole it's been very positive.

Pause 00'10"

R1 Speaker 6

M early twenties

I was fed up spending hours travelling to and from work by train every day so I bought a car. Everyone says travelling by car's less environmentally friendly, but my family could see the effect my daily train journey was having on me so they supported my decision. The difference is amazing: I have more free time now, and am far less stressed. It's just a pity it's so expensive! I did need some guidance, though, and couldn't've bought one without the support of many of my friends, as I knew nothing about cars. **

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 a radio presenter interviewing an underwater film-maker called Max Elliot. 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.

F: Interviewer, late 20s, Australian accent
M: Max Elliot, late twenties

F: * I'd like to welcome underwater film-maker Max Elliot to today's show. Max, your nature documentaries are in demand around the world. What's made them so successful?

M: Viewers' tastes have changed. They're not so bothered nowadays about seeing technically perfect films that look great but don't say much. They want the creatures in films to be almost like heroes in a novel and to learn about the everyday dramas of their lives. I aim to do this in all my films, whether it's the first time the creatures in question have been filmed or if they've appeared in programmes many times before.

F: And, how long does it take to plan a film trip?

M: About a year. It sounds a lot, but I can hardly just book plane tickets, turn up and start filming. Finding out about the creatures I'm going to be filming is key, so I do that before anything else. Where they live and the conditions I'll find there tell me exactly what cameras and other stuff I'll need to take.

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F: You've filmed in some of the coldest places on Earth, even beneath ice, haven't you?

M: Diving underneath ice is incredible! Surprisingly, I don't breathe as quickly there as in other locations because I feel pretty relaxed. The ice is so thick, it cuts out lots of the natural light. When you see the documentaries that've been filmed there, it looks really bright but that's because artificial lighting's been used to film the surprising amount of life that's found down there.

F: What's the most difficult aspect of filming underwater?

M: It's dangerous for dives to last much more than an hour, which is what puts most pressure on me. Getting close to what you're filming, without disturbing or harming any other wildlife, is hard when you only have that long. Fifty years ago, I'd have said it was coping with damage to equipment caused by sea water. Anything metal goes rusty incredibly quickly because of the salt, but that's less of an issue these days thanks to design improvements.

F: You often spend months far from home filming. How is that?

M: I'm not sure it's something I'll ever get used to. I can forget about it on days that I'm really busy, but there aren't that many of those on a long trip. I'd love to fly back during short breaks in filming, but we're often travelling to other destinations then. The ideal would be for my wife and children to come with me. I'm sure they'd enjoy it!

F: Are there any qualities every good underwater film-maker should have?

M: People who don't dive assume that filming underwater is really stressful, whereas I actually feel as at home there as I do above it. Nature's unpredictable, so things don't often go according to plan. Anyone working in my field has to be good at sorting these difficulties out, and quickly! Being able to work in a team's essential, but you're only one small part of it, not in charge.

F: Which of your films do you take most pride in?

M: Filming whales off New Zealand and Mexico was the most enjoyable experience I've had, although I'm not sure the documentaries that resulted from this were my best. The animals I keep returning to are sharks. They're so powerful and elegant, which really brings out the best in me as a film-maker. And it's always great fun filming seals – people seem to love watching footage of them swimming and playing together under the water.

F: Are there any suggestions you'd make to people who want to get a job like yours?

M: You get work by creating good films. The mistake people make is to spend whatever money they have paying for expensive cameras and a week filming in an exotic location. They end up with one film, which may or may not be any good. Improving your abilities by working on a range of projects nearer to where you live is a much better idea. You can't compete with film-makers you admire, who spend months in one place getting the perfect shot.

F: Thanks, Max! **

Pause 00'20"

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.

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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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