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Cambridge Assessment International Education

Cambridge IGCSE™

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

Paper 3 Listening (Core) **May/June 2023**

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 2023 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.

Pause 00'05"

R1 Question 1

(a) How much does the girl pay for the cinema tickets?

(b) What does the girl buy to eat during the film?

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

M: * Hi, how can I help you?

F: Oh, hi. Could I get two tickets for *Race Against Time*, please?

M: Sure, that'll be £18.40, please?

F: That seems expensive. Isn't it cheaper for under-16s? We're both fifteen years old.

M: Sorry, my mistake. In that case, it's £12.60 for the two of you.

F: OK, great … Actually, I'd like to get something to eat too. Crisps are probably a bit noisy during a film, but popcorn will be OK, and it's a bit better for you than sweets.

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M: Small, medium or large?

F: Medium, please.

M: OK, is that everything?

F: Yes, that's it thanks.

M: Right, so are you paying with cash or card?

F: Cash, please. There you go. **

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

R1 Question 2

(a) Who is the boy going to the concert with?

(b) What is the boy hoping to do in town after the concert?

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

F: * Are you doing anything exciting this weekend?

M: I am actually – I'm going to a concert on Saturday afternoon.

F: Wow, I wish I did things like that with my parents.

M: It's my cousin that's taking me, actually. She's old enough now, and lives nearby with my aunt and uncle. I can't wait!

F: So what concert are you going to?

M: It's a singer-songwriter called Marianne West – she's really good, apparently. It's on in the centre of town so we'll be able to do something when it finishes.

F: That's great.

M: My vote is to go ice-skating. It's either that or visit a museum – I've been to too many of those recently though. **

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

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R1 Question 3

(a) Where did the girl work as a volunteer for the charity most recently?

(b) When will the girl next work as a volunteer for the charity?

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

F: * I've been volunteering for an environmental charity recently.

M: Oh?

F: We pick up litter in loads of different places. It was on a beach the first time I went, and just yesterday I was doing it in a park – you wouldn't believe how much stuff we collected! There's another one coming up, which is by a river.

M: Is that the next one? I'd like to get involved in that.

F: Yes, but you'd need to meet the organiser first. If you want to come on the same one as me, you've got until Wednesday, when it's happening. That gives you tomorrow and Tuesday to meet her. I'll text you her details.

M: Thanks. **

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

R1 Question 4

(a) What did the man buy on the website?

(b) What does the man like most about the website?

M: male, early twenties, UK accent

M: * Hi! I was calling to tell you about this great new website I've found. It's called *local-is-better-dot-com*, and sells everything from food to gardening equipment, all from local businesses. I was tempted to get a new jacket. They were more than I could afford, though, so I settled for a jumper in the end, which looks really warm. There are loads of advantages to using the website. The variety's nowhere near as good as using a big multinational company, but the main thing is that delivery is free. The prices are pretty reasonable too. Anyway, call me back. **

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"

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TRACK 3

R1 Exercise 2

You will hear a university lecturer giving a talk about a country called New Zealand. 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 thirties, UK accent

F: * Hi, my name's Diana Kerr, and my talk today is about the country New Zealand, where I spent many years.

New Zealand's situated in the southern Pacific Ocean. It's formed of two large, main islands, known as North Island and South Island, which are surrounded by more than 700 minor ones of varying sizes, the largest of which has a population of only 400. In total, New Zealand has over 15 000 kilometres of coastline.

Because it's so far from other places, people only began living in New Zealand a few centuries ago. It was originally thought the earliest inhabitants arrived from other parts of the Pacific in approximately 1250, but more recent scientific studies have confirmed this happened no earlier than 1280, or in the few years following this.

The first settlers in New Zealand became known as Maori. Their name for their newfound home, which is still used today, is Aotearoa, and there are many possible translations of this. The most popular of these is 'long white cloud', but in many academics' views, the original meaning is more likely to be 'long bright world', a reference to the length and quality of the light in New Zealand compared to many other places.

So now to the geography of New Zealand. Before people came to live there, it's thought that most of the islands were covered in forest. It was pretty much impossible for trees to grow on around 20 per cent of the land as it was mountainous, but the remaining 80 per cent was thick forest. Only about 30 per cent of New Zealand remains forested today.

When European explorers first came to New Zealand, they were unsure exactly where it was in relation to other continents as there were obviously no maps of the area. On sighting New Zealand, explorer Abel Tasman and his crew believed they had arrived in South America, when in fact they were far closer to Asia.

The weather in New Zealand varies greatly depending on where you are. The far south of South Island gets extremely cold indeed while parts of North Island are almost tropical. The area of New Zealand which receives the most rain is in the western part of South Island, while its central region, just 100 kilometres or so away, has the lowest rainfall.

New Zealand today is one of the richest nations on earth. Most of its wealth has come from trading with other nations, with agricultural products like lamb, cheese and wool being its biggest exports. China is believed to have replaced Australia as its biggest market, with the European Union not far behind.

New Zealand's also known as a sporting nation. Playing in their famous all black kit, its rugby team has been considered one of the best in the world for many years, winning the world cup several times. While football's becoming an increasingly popular game for school-age New Zealanders to play, golf is at the top of the list of sports which grown-ups participate in, followed by tennis.

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So, I hope you enjoyed my talk. Does anyone have 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 part-time courses they are doing. 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

F: female, mid-teens, light US accent

F: * I'm really into fashion, so I started a part-time jewellery-making course with a friend six months ago. The advert for it wasn't very impressive, to be honest, but it was the only course of its kind in the area so there wasn't much to choose from. Anyway, I knew I could give it up if it wasn't any good. I've no intention of doing that now, though, cos I'm learning so much and have made lots of new friends too. Who'd have believed it, after seeing that advert?

Pause 00'10"

R1 Speaker 2

M: male, mid-teens, UK accent

M: I'm doing a Saturday-morning music production course at the moment. The majority of my coursemates are looking to work in that field one day, whereas I've always seen it as just a leisure interest. It'd be more fun if they had the same attitude towards music production as me because they tend to take things very seriously, which means we've never become close. Anyway, I've got plenty of other friends and have been looking at other ways of filling my Saturday mornings, so probably won't be going for much longer.

Pause 00'10"

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R1 Speaker 3

F: female, mid-teens, UK accent

F: I've enjoyed playing games for years but had never considered learning to design them. Then a mate of mine, who's really into the idea of becoming a professional games designer, asked if I wanted to join a games-design course with him. I managed to resist for a while, but he brought the subject up so often, that in the end I gave in. I don't regret joining the course, and there's no way I'll stop going before it finishes, but I've learned I definitely prefer playing to designing games.

Pause 00'10"

R1 Speaker 4

M: male, mid-teens, light Australian accent

M: I've done photography as a hobby for years but wanted to develop my skills further. I honestly couldn't decide between the intermediate-level course or the advanced, and ended up having to get guidance from one of the course tutors, who recommended the advanced one. I've become friends with many of my coursemates – they seem to know more about the technical aspects of photography than professional photographers do! I sometimes feel I'm not good enough to be on the course, but there's no way that'll ever convince me to give up.

Pause 00'10"

R1 Speaker 5

F: female, mid-teens, UK accent

F: Although I never actually chose to do a drama course to make new friends, that's exactly what's happened – we've got on really well from the very first class. I don't think I've laughed as much in years, thanks to what they say and do during the sessions. It was actually my dad who suggested doing the course – he said he thought acting would really suit my personality type. He's right, and I have no doubts about my choice of course, but I can't imagine ever working in film or theatre.

Pause 00'10"

R1 Speaker 6

M: male, mid-teens, UK accent

M: I love my creative writing course. I'd been looking to do one for ages, but there was nothing available where I live. I looked at other things, but I knew they wouldn't be right for me, then when the local college started this one, I didn't need any persuading to join. My aim is to become a writer and I'm pretty optimistic that the skills I'm developing will help me achieve that. The course is everything I wanted it to be. Maybe I'll develop some good friendships with coursemates too. **

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.

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Pause 00'25"

TRACK 5

R1 Exercise 4

You will hear an interview with a chocolate maker called Edward Yardley. 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: female, thirties, interviewer
M: male, thirties, chocolatier

F: * With us today is master chocolate maker, Edward Yardley. How did you become so fascinated by chocolate, Edward?

M: Well, like every child, I loved chocolate. I started keeping the different papers and packets the chocolate was wrapped in, and soon had whole albums full of them. A local museum I'd been to many times was planning to have an exhibition of unusual hobbies and my mum told them about my collection. They wanted to display it so I was very proud and realised then that chocolate must be something very special. Later, my wrappers even appeared on a local TV programme.

F: So did you study chocolate-making as part of your university course?

M: No, I actually studied art and design. I don't think I was a particularly talented artist, but I wanted to do something that allowed me to make stuff using my hands. I have no regrets about doing it, even though I haven't directly used the artistic skills I gained. That said, I can see the style I developed back then in many of the individual chocolates I create these days.

F: So what's a typical day in the life of Edward Yardley like?

M: Well, if you're imagining it's full of meetings with the famous stars who want me to create chocolates for them and their party guests, think again. It actually involves doing the same thing over and over again, until I get the results I want. Doing that would send most of the population to sleep! I much prefer that slow and steady approach to the increased stress we're seeing in many other professions these days.

F: How hard is it to come up with new flavours?

M: In recent years, there's been an explosion of new flavours and unusual mixtures of ingredients, so clearly there's no issue with coming up with fresh ideas. As a result, the number of suppliers providing high-class ingredients to put into chocolate has also risen greatly. Working out how much of each to use is the real challenge, though, and not everyone's able to do that.

F: What tips do you have for making the most of really good chocolate?

M: For me, it's not just about the taste, but also the smell, the sound it makes when you bite it and so on, so pay attention to those things too. There are those who suggest it should never be eaten after a meal in case what you've already eaten alters the flavour. I've never worried too much about that, though. Nor am I a great believer in the idea that each type of chocolate should be enjoyed with a particular drink.

F: What are your thoughts on chocolate-making contests?

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M: I can totally see the appeal of them for both the public and chocolate-makers – cookery shows and competitions are everywhere. They're just not my thing, though – all that attention and so on, so I must admit I avoid them whenever possible. I've even received offers to judge a few, but turned them down for the same reasons.

F: Do you have any ideas for future projects?

M: I wondered about trying to create things like shampoo and shower gel with chocolate in them, as they're pretty popular these days. I decided in the end I'd need more of a background in chemistry to do that. And working for a large, well-known chocolate manufacturer has always suited me so I've no intention of setting up a business and coming up with my own range of products. I make lots of dishes in my free time which use chocolate though, so getting those published is on my list of things to do.

F: And finally, any advice for young chocolate-makers?

M: My original goal was to get experience alongside the best chocolate-makers in the world, but it was completely unrealistic. Developing a good range of cookery skills at college should have been top of my list. You may change your mind about becoming a chocolate-maker so that would give you more options. And don't try to create too many different things at the same time, as I did at first.

F: Thanks, Edward. **

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.

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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