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Cambridge Assessment International Education

Cambridge IGCSE™

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

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) Where does the woman want to go on the bus?

(b) Which number bus is the man waiting for?

F: female, twenties, UK accent
M: male, late twenties, mild Australian accent

F * Excuse me. Do you know which buses stop at this bus stop?

M Where are you trying to get to?

F Well, I was hoping to visit the museum, but it's probably closed by now - I stayed too long at the shopping centre. So I'll need to head directly to the train station. Can I get a bus from here?

M Well, there's the 17B – that goes to the city centre, and you can walk from there. Or there's the 19A – that takes a slightly shorter route, so it's the one I'm taking. It's late today, though. Oh, actually you can get the 16, just coming now. That goes straight there!

F Thanks! **

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

R1 Question 2

(a) Which watersport did the woman learn to do last weekend?

(b) What did the woman like most about her lesson?

F: female, early twenties, UK accent

F: * I decided to do something different last weekend, so I went to the beach to learn a new watersport. I arrived later than planned, and the beach was quite busy. There were sailing lessons available, although I decided against those as I'd done plenty before, and went for surfing instead. There was even waterskiing, but it looked a bit scary! As for my lesson, I hired some kit to wear, but I was in a hurry and didn't get the right size. But the teacher was great – she was the best thing about it all, actually, as the other students were less friendly than I'd hoped! **

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

R1 Question 3

(a) What did the man take a photo of?

(b) Where was the man when he took the photo?

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

F * What's that you're looking at? A photo you've taken?

M Yeah – I was out taking pictures and was hoping to get a great photo of a butterfly, or maybe a colourful flower. But then I ended up getting a shot of a bee instead – it's so beautiful.

F You've got really close – so much detail! Did you take it in your garden?

M Well, I was actually thinking of going to the park, but I was in the street when I spotted it. So I got my camera out, stood completely still – and pressed the button. Then I went downtown to get it printed.

F Right. **

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

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R1 Question 4

(a) What kind of weather was forecast for yesterday afternoon?

(b) How did the man feel about the forecast?

M: male, twenties, UK accent

M: * I was planning to go walking with friends yesterday afternoon. So in the morning, I listened carefully to the weather forecast. The previous afternoon had been really sunny, but then it was predicted that it'd be rainy from lunchtime to early evening yesterday – and that turned out to be entirely correct. But at least the windy weather we'd been having had moved away by then.

Anyway, I suppose I should've felt disappointed at that news, as it meant the walk would be cancelled, but in fact I couldn't help being relieved, as I'd been a bit concerned about whether a recent knee injury would cause problems. **

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 giving a talk about cloud forests. 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, mid-teens, UK accent

F: * Hi, everyone. We've been asked to prepare a class presentation about something that interests us. I've just been learning about cloud forests and I'd like to share some interesting information with you about them!

Cloud forests exist in the heat of tropical regions with mountains and heavy rain. This rain cools down as it's pushed upwards by the mountains and creates a low layer of mist and cloud over the tops of the trees. These forests are rare – only seven hundred and thirty-six cloud forests have been identified in fifty-nine countries around the world.

Areas where cloud forests form include Central and South America, parts of Africa and parts of southern Asia. They're actually a type of rainforest but exist at a higher altitude. They're usually found at heights of between nine hundred metres and just over three thousand metres. The lowest they can be found is at five hundred metres, depending on the region.

The usual conditions required for a cloud forest to develop depend on the climate. These conditions are influenced by how high the land is. Then there is distance from the sea, and if a place is sheltered from the weather.

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However, there are also a few places that don't seem ideal for cloud forests but where they are still able to form. These places have constant fog over them, and a lack of direct sunlight. Similar forests can form outside tropical areas, too, but these are not considered true cloud forests.

Characteristics of a cloud forest ecosystem include dense forests and shorter trees. There are not many woody plants with thick branches – for example, bushes - that are not classed as trees. Plant leaves become thicker, harder and smaller the further up the mountain you go.

Cloud forests are rich in biodiversity, and some animals and plant life don't exist anywhere else in the world. These include beautiful flower species called orchids, as well as plants which feed on insects! Some plants grow when berries fall onto the ground, and they then become full-sized trees themselves. There are also two hundred and seventy species of frogs, birds and mammals, including the extremely intelligent spider monkey, and jaguars.

Cloud forests are very useful for local populations, as they provide fresh, clean water. The moisture that they hold is gradually released into streams and rivers. Light winds are common in tropical rain forests but during heavy storms, the structure of cloud forests prevents the earth sliding down the mountainside. The ground is held in place by the roots of trees and damage to the ecosystem is prevented.

Unfortunately, cloud forest ecosystems are very delicate and they are under threat in many parts of the world. It's estimated that 1.1% of cloud forest is lost every year. One reason for this is the cutting down of trees, and climate change is also responsible for some cloud forest loss. Development of the land, which includes the construction of roads, is also a problem. **

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"

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TRACK 4

R1 Exercise 3

You will hear six people talking about being able to drive a car. 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

M: male, early twenties, UK accent

M: * I live in the suburbs of a big city, and now I regularly drive into the centre. But I also use my bike occasionally, for exercise and to help reduce the money I spend on petrol. And Dad still gives me lifts if I'm going a long way out of town. I've realised, though, that I never really gave much thought to motorists whenever I cycled too close to them in heavy traffic. But I've stopped doing that now I've experienced what it's like when I'm in control of a car!

Pause 00'10"

R1 Speaker 2

F: female, early twenties, mild Australian accent

F: I've always been completely used to heading into town on my own on the bus – either to work or to meet friends. But it's not a cheap way to travel, so using the family car instead has been great. And I've been able to drive to places like the countryside or the coast when the weather's been good. They're quite a distance away – and no buses go there! I was hoping to buy a bicycle too, for short trips into town, but the pollution from the traffic has put me off.

Pause 00'10"

R1 Speaker 3

M: male, early twenties, UK accent

M: I learned to drive last year, so now I can use my brother's car when he doesn't need it. And even after I've paid for petrol and so on, the costs still don't equal what I was spending on buses and taxis. Where I live has loads of facilities, though, so it's not often I need to go somewhere where I can't walk or cycle. So it's turned out I haven't actually taken advantage of my new skill as often as I thought I would. But maybe I will, one day!

Pause 00'10"

R1 Speaker 4

F: female, early twenties, UK accent

F: I must admit, driving had never been something I was desperate to do – my town already has enough traffic jams without me adding to them, and the bus service has always been pretty good. Anyway, then I spotted a college course I really wanted to do but it was in the evenings, so I wasn't keen to go by bus. That motivated me to learn to drive and get a car – and it's already opened up all sorts of career possibilities!

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Pause 00'10"

R1 Speaker 5

M: male, early twenties, mild Australian accent

M: There are loads of ways to get around in my town, all of them reasonably priced. But I still use my car when I need to, such as for work, and that'll probably increase when I buy an electric car. I've decided to get one because they're cleaner and, as a driver, I've become aware of the awful negative effects of vehicles on the climate. Anyway, as an occasional cyclist, I've always been irritated by careless drivers – but I'm just hoping now that I haven't become one of them!

Pause 00'10"

R1 Speaker 6

F: female, early twenties, UK accent

F: I must say, despite everything we hear about driving and pollution, being able to drive has had some unexpected benefits for me. I'd still be quite happy to use buses to go to work, but there's a feeling now that I can get myself wherever I want to go, whenever I want to without having to ask anybody – and that's had a really positive effect on me. I guess people in my position might start looking into jobs further away from home, but there are plenty available where I am, which is good. **

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 a woman called Sally Lund, who is talking about her work, making objects from glass. 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, thirties, UK accent
F: female, late twenties, UK accent

M * I'm with Sally Lund, who works with glass, creating and selling beautiful objects like vases and glass animals. Sally, how did you first start?

F Well, my uncle who's an artist, makes things from glass, and I occasionally went to his studio to watch him work. But then the college where I was doing an art degree offered classes on glass. It wasn't until that point that I really got involved. Soon after, a company that produces glass objects

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saw what I'd made in my classes, and approached me about doing work experience there, so I agreed!

M And now you have your own business! What's a typical working day for you?

F Well, as you might expect, there're lots of emails and bills to deal with. That still leaves plenty of time to sketch designs, and experiment with them, though. But no two days are the same, which is what I love about it. One day I'm designing and making things, the next I'm spending my time talking to clients. It just depends.

M So tell us about the process of making objects from glass.

F I have what's called a furnace that I switch on some days. It's a huge oven which melts the glass I work with – makes it soft, almost liquid. So it's pretty hot in that area of the studio, but I'm used to that! I also have a special place where I put the objects I've made, to cool down slowly. I still can't touch them until the next day, as they're too hot.

M And there must be some difficult things about your work?

F Well, I have to think ahead about what I'm going to do, to make the most of my time in the studio, otherwise there's no point in renting it – and I still do the designing part at home. I don't find it hard to get inspiration for what I'm going to create. It's really annoying though when I'm in the last stages of making an object, and then I do something wrong – like getting an air bubble into the glass, so it'll never look right, no matter what I do.

M And what do you do with your completed objects?

F I've got very few at home, mainly because I have no desire to hang on to them. It's quite the opposite, actually, because I need to put them up for sale. Unless a friend is celebrating a special occasion – then of course I'll give them one of my pieces for nothing and that gives me a lot of pleasure. And with each object I make, I suppose I do get ideas for designing the next one.

M And you've recently taken on a business partner – another glass artist. How's that been?

F Good! There've been times when I've been working on a big piece, and didn't have the strength even to lift it up, and he's been quite useful for that. But if I get stuck on something and can't see what to do next, he'll always say 'Why not do this?' and it's exactly right, so that's the most important thing! And having someone to share responsibilities with gives me time to try new things.

M And has the work changed much since you first started?

F In some respects, yes. Originally I'd take a bag of specialised tools to trade fairs to meet customers. I'd roughly draw out what they'd requested me to make them, and they'd usually agree. These days I have to photograph my work and put it on social media – that's essential for attracting customers.

M And do you easily find clients for your beautiful pieces?

F Well a lot of work and expertise goes into them which puts them beyond some people's budgets. You could find something cheaper made in a factory - but you wouldn't feel it was special. That's what I'd really like people to think about. However, generally, my clients are great – they'll often ask me to make them something decorative for their living room, for example. That's a lovely thing to do – and they'll usually tell other people about it, too.

M Sally, thanks! **

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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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