



Cambridge IGCSE™

ENGLISH AS A SECOND LANGUAGE

0510/42

Paper 4 Listening (Extended)

October/November 2020

TRANSCRIPT

Approximately 50 minutes

This document has **12** pages. Blank pages are indicated.

TRACK 1

R1 This is the Cambridge Assessment International Education, Cambridge IGCSE, November 2020 examination in English as a Second Language.

Paper 4, 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 for each answer.

You will hear each recording twice.

R1 Question 1

(a) Where is the girl now?

(b) How long does the girl think it will take to arrive at her friend's house?

F: female, mid-teens, leaving a voicemail message

F: * Hi Maxine. There's been a problem so I'm going to be late. My mum's car's broken down outside the supermarket. Someone from the garage is coming to fix it, but she said it'd take them ages to arrive, so I decided to walk to the station. I've just got there now but there isn't a train due for about twenty minutes. So I should be with you in around forty minutes as the train takes about fifteen minutes and there's a bit of a walk after that. We'll still have two hours to work on the homework project before I have to go to my piano lesson. Anyway, see you soon. **

Pause 00'10"

Repeat from * to **

Pause 00'05"

R1 Question 2

(a) Which part of the boy's body hurts now?

(b) How long does the doctor advise the boy to take off school?

M: male, patient at GP, around 16 years old

F: female, doctor, around 30 years old

F: * So how can I help you today?

M: I really don't feel well. It started two days ago with my throat. It was really sore when I woke up. Then yesterday, first my ears and then my head started hurting a lot as well.

F: Do you still have a headache?

M: That's gone, and the sore throat's better too but my ears are still painful.

F: It sounds like you've got an infection. I'd stay at home for two days so you don't infect your classmates and I'll give you some medicine which you'll need to take for seven days, so keep taking it even after you go back to school.

M: Thanks doctor. **

Pause 00'10"

Repeat from * to **

Pause 00'05"

R1 Question 3

(a) Where do the friends agree to meet?

(b) What birthday present do the friends decide to buy?

M: male, late teens, mild US accent

F: female, late teens

M: * Are you still OK to go shopping for a birthday present for Peter tomorrow?

F: Of course. Shall we see each other outside the cinema at about 10 o'clock?

M: I have to go to the library first but it's not far from there so that sounds good.

F: Have you had any ideas about what we should get him?

M: Well, it's his eighteenth birthday, so it needs to be something special. How about a new football? He's mad about sport.

F: He is, but I don't think that would be as special as a cricket bat, even if we got him the most expensive ball in the shop.

M: True! **

Pause 00'10"

Repeat from * to **

Pause 00'05"

R1 Question 4

(a) **When is the girl hoping to visit her grandparents?**

(b) **How will the girl travel to their house?**

M: dad, early 40s

F: daughter, mid-teens

M: * Are you still planning to go over and see grandma and grandad tomorrow?

F: I've got some homework that needs to be handed in on Wednesday, dad, so I rang them to suggest going on Friday evening instead.

M: What did they say?

F: They said that would be better for them anyway, so it's fine.

M: Remember I won't be able to give you a lift in the car then. That's when I have my art class, so you'll need to get the bus.

F: I know, but the weather forecast's good so I could get there on my bike rather than taking the bus, which is always late anyway.

M: Good idea! **

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 geography presentation about an island in the North Atlantic Ocean called Iceland. 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 20s

F: * Hello everyone. I decided to do my geography presentation on a small country in northern Europe called Iceland.

Iceland is a small island in the North Atlantic Ocean, north west of the United Kingdom. It has a population of about 350 000 people. No one's exactly sure who the first human visitors to Iceland were. There's some evidence that Roman sailors arrived first, probably around eighteen hundred years ago, but they didn't stay. The first ancestors of today's Icelanders arrived about eleven hundred years ago, probably from Sweden.

A small number of them settled on the north coast of the island in a place called Husavik, which appropriately enough means 'House Bay' in Icelandic. Shortly afterwards, Norwegian arrivals established a village at the site of the present-day capital, Reykjavik, which is on the South West coast and can be translated as 'Smoke Bay', which perhaps comes from the mist that regularly appears there.

The population grew and by the year 930 AD, it was large enough to require the formation of the world's earliest parliament to create laws and sort out disagreements. Although many other countries had a form of government long before Iceland, it was generally very different to any of those seen today.

Iceland's famous for its volcanoes. It has about 130 in total, of which around 30 are still active. The hot, liquid rock inside the Earth is close to the surface in Iceland. The heat from this provides hot water, which is used for heating people's homes, and even to produce electricity. In fact, 26% of Iceland's electricity is produced from this hot water, and it's used as a means of warming 87% of houses and apartments. The other 74% of Iceland's electricity is also green, as it's made using power provided by the country's rivers and waterfalls.

Iceland's generally quite cool because it's a long way north. The coldest month is January. Snow's more common in the north than in the south of the island, although the lowest temperatures are generally recorded in the central mountains. In summer, the south east is warmer than other areas.

The economy in Iceland has undergone some ups and downs in recent years. It still has a large fishing industry, although tourism has now become the most important activity in Iceland in terms of the economy and the number of people it employs.

A lot of people go to Iceland to see the natural beauty and the wildlife there, but many of the mammals you see on the island today weren't there when the first people arrived. In fact, a type of fox was the only one found there all those centuries ago. The famous horses that live wild around the island and the rabbits that have become relatively common were introduced much later on. If you're expecting to see a polar bear, then you'll probably be disappointed as they're only rare visitors to the island.

The waters around Iceland are extremely rich, although with a maximum annual temperature of eleven degrees, there are few people brave enough to go swimming or diving, even in summer. Whale-watching, however, is attracting more and more people every year.

Anyway, I hope you enjoyed my presentation. 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 their long school holiday. 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.

You will hear the recordings twice.

R1 Speaker 1

F: female, mid-teens, light US accent

* There's something magical about the first day of the long school holiday – it's a fantastic feeling to have so much free time in front of you! I usually set off soon after with my family to stay at my grandparents' house. We live far away from them so we spend most of the long holiday there – otherwise, we wouldn't get to see each other at all. We're never short of things to do together. I'm not jealous of my friends who go away to summer camps every year.

Pause 00'10"

R1 Speaker 2

M: male, mid-teens

The long school holiday always seems like such a great idea, but when you live on a farm, a long way from all your friends and other forms of entertainment, you end up seeing it quite differently. It's not as though I sit around wishing the time would go faster and I could be back at school, but I'm sure I don't have as much fun as my school friends. In fact, I sometimes even look back at what I've studied during the previous year to keep it fresh in my mind.

Pause 00'10"

R1 Speaker 3

F: female, mid-teens

I usually go away with my family for two weeks at the beginning of the long holiday. Mum and Dad worry about it being not long enough, but I know they both have to work so I'm not really bothered. I make a point of using the rest of the time productively. Last year, for example, I taught myself how to play the guitar. One of my cousins often comes to stay too, and it's not as though there's nothing to do in the town where I live.

Pause 00'10"

R1 Speaker 4

M: male, mid-teens, mild US accent

I'm pretty close to my cousins. We spend all day, every day at each other's houses whenever we can because they live really near to me. We have loads of fun gaming and often cycle round the local countryside. One year, my dad suggested going to a summer camp, but I couldn't imagine anything worse than spending several weeks away with people you don't know. The seven weeks

of holiday I get in the summer seem to be over before I know it, which really doesn't seem right to me!

Pause 00'10"

R1 Speaker 5

F: female, mid-teens, mild Australian accent

I tend to do something different every year during the long school break. Sometimes I go away with my family for a few weeks to visit an aunt and uncle, although more often we go for a week during one of the shorter holidays. Some friends actually get concerned they won't remember the stuff we studied in class the previous year, but I always seem to pick it up again pretty quickly when we go back to school, and lessons are for learning new things in my opinion, not holidays.

Pause 00'10"

R1 Speaker 6

M: male, mid-teens

I can understand why people who live in places where there's not much to do want the long school holidays to be shorter, but I like them as they are. I sometimes wish my parents didn't run their own business. I occasionally think how much more enjoyable it'd be to have two weeks with them in Spain or Italy, or wherever, instead of just one, but I know they can't afford to take more time off. That said, I much prefer what I do to going away to a summer camp. **

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 a young jewellery designer called Rosa. 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, interviewer, late 20s

F: female, young jewellery designer, early 20s

M: * Rosa, you're one of Europe's most fashionable jewellery designers now, but what made you take up this profession?

- F:** As a kid, I was into so many different things that it made it hard to choose what I wanted to do later in life. What I realised, though, was that I loved making things. One day, I saw a documentary about a jewellery maker and it seemed like the perfect way to link this to fashion, which I'd also got into as a teenager. I'm lucky that my jewellery sells at high prices these days, but that was never really a motivation.
- M:** Tell me more about the jewellery you make.
- F:** What I've become well-known for is making jewellery that has connections with literature, so people don't just see an object or a human figure, but can imagine the tale that inspired it too. I generally avoid making it old-fashioned in style as that's all been done before. I'm not a great fan of highly complex designs either, as people tend to focus on the detail rather than the overall effect.
- M:** Tell us about your daily routine.
- F:** Before I started out, I imagined I'd get up when I wanted, so sometimes early and sometimes late and would then spend maybe six hours creating new pieces. In fact, I have to keep to working hours that suit my customers, and I set aside time for all the things I need to do each day very carefully. I actually put more hours into marketing than I do creating these days.
- M:** You're based in a relatively small town. Why is that?
- F:** It might be small, but it feels to me as though there's always something going on. Maybe it's because lots of creative people have settled there, most of whom practise the same profession as me. I have to go to bigger places to get my work into designer jewellery stores, but I can't see any reason to move.
- M:** You also made jewellery for a Hollywood movie. How did it feel to be given this opportunity?
- F:** There were rumours going around for a while that the director liked my work, so it wasn't a total shock when the request came. She basically left it up to me to decide what I made as long as there was a theme running through it all. I wasn't used to making such large quantities to such tight deadlines, though, but I managed, despite my initial doubts.
- M:** You use old coins in some of your jewellery. Why is that?
- F:** I often wondered what happened to old coins that weren't valuable enough to collect. They're made into other stuff but the process uses huge amounts of energy so my way of recycling's much greener. Coins are hard and tricky to make into jewellery compared to other metals but that makes the jewellery stronger. The money I make on those designs isn't quite as high as pieces containing more precious and expensive metals, but that's OK.
- M:** Has running your own business been stressful?
- F:** I was certainly a stranger to creating spreadsheets showing money coming in and going out a couple of years ago, but I picked it up pretty quickly. These days, I'm no less enthusiastic about the advertising and budgeting and so on, than I am about creating my jewellery, which has surprised me. The business has grown, and friends warn me about it getting too big for me to cope with, but I'm sure it'll be fine.
- M:** What suggestions would you give anyone wanting to become a jewellery designer?
- F:** It's hard to know what will be successful and what won't, and years spent doing a degree won't make that any easier. You'll be happier creating the pieces you would choose to put on for a party,

or whatever, and if other people want to buy them, then great. Your work should be your own, not copied from someone else, however good they may be.

M: Many thanks for talking to us today, Rosa. **

Pause 00'20"

R1 Now you will hear the interview again.

Repeat from * to **

Pause 00'30"

That is the end of the interview. In a moment you will hear Exercise 5. Now look at the questions for this part of the exam.

Pause 00'30"

TRACK 6

R1 Exercise 5 Part A

You will hear a man giving a talk about the history of surfing. Listen to the talk and complete the notes in Part A. Write one or two words, or a number, in each gap.

You will hear the talk twice.

M: male, early 30s, mild US accent

M: * Hi everyone. As part of your sports week, I'm here to tell you about the history of surfing.

Most people think surfing's relatively modern, but evidence indicates it's actually one of the oldest sports on the planet. It originated in the islands of Western Polynesia in the Pacific Ocean over three thousand years ago. Looking back from the twenty-first century, it's easy to imagine that the first surfers were perhaps farmers relaxing in the waves after a difficult day of farming their fields. In fact, it's believed that islanders returning from fishing discovered that riding waves was an efficient method of getting their day's catch to shore. Eventually, this fun end to the day developed into a leisure pastime.

At some point, people began to stand on boards to surf. It's unclear exactly when this happened, but 12th-century Polynesian cave paintings show people doing this. It's known that surfing then spread to the islands of Hawaii in the 16th century, and 18th-century British navigator Captain Cook describes in his diary how an islander in Tahiti rode waves in his canoe just for fun, making this the earliest documented historical record.

Surfing in Hawaii had strict rules. Only the most skilled practitioners were allowed to surf on certain beaches and these experts were greatly respected. They created their own prayers to bring them luck and employed board builders, who developed special ceremonies as part of the board's construction. These included offering food to the gods for the gift of the tree that was used to build the board.

There were four basic board types built in Hawaii. Small ones about a metre in length were designed specifically for children, while those with the greatest length were made exclusively for royalty to surf on. The other two types of board were for adults: the smaller of the two for beginners and the larger one for skilled surfers.

By the end of the 19th century, however, interest in surfing had almost died out. Its popularity today is largely thanks to one Hawaiian man: Duke Kahanamoku. The world championships had yet to be created in surfing, of course, but he rose to fame after gaining five Olympic medals as a swimmer. He introduced surfing skills to California and Australia, which led to a growth in popularity that has continued to this day.

Thanks for listening. Does anyone have any questions? **

Pause 00'25"

R1 Now you will hear the talk again.

Repeat from * to **

Pause 00'30"

R1 Part B

Now listen to a conversation between two students about the science of waves and tides, and complete the sentences in Part B. Write one or two words only in each gap. You will hear the conversation twice.

M: male, late teens

F: female, late teens

- M:** * That was a great talk about surfing. Did you see that video recently of the record-breaking surfer, who rode a wave measuring twenty-four metres?
- F:** Oh yes, wasn't that in California? They have loads of big waves there.
- M:** That's where the previous record was broken but this guy from Brazil actually did it in Portugal. It was interesting to watch, especially because our science project's about waves and tides.
- F:** Yes, and I've found out some really interesting things, like how some waves travel for thousands of kilometres before hitting the shore.
- M:** I'd always had the impression that the water inside waves moved across the ocean in straight lines when in fact it's just going round in circles near the surface and not moving from one part of the sea to another at all.
- F:** That's right. It's the energy the wave contains that's actually moving, which is what enables surfers to ride it.
- M:** Some waves are really powerful. I read that scientists weren't sure how huge rocks that were heavier than several cars, had been transported hundreds of metres inland by the sea. They thought at first they'd been moved there in a matter of seconds by huge waves triggered by earthquakes thousands of years ago.
- F:** Yes, and then a recent study found that an absolutely massive slab of stone was moved two-and-a-half metres by typical waves from storms, and that was in just one winter, so their theories have had to change.
- M:** Learning about tides has been interesting too.
- F:** Yes, I've known for ages that the moon's responsible for creating tides and assumed the weather in each area had an influence too, which it does. The sun seems much too far away from the Earth to make any difference to sea levels, but apparently it can affect them as well.

M: I read about tidal bores too, which are waves caused by the tide that actually travel *up* a river! They happen in only a few places around the world and only when the tide's very high. It's nothing to do with the width of the end of the river, but rather its shape at that point – this has to be just right, which is why you don't get them in most rivers.

F: So, shall we start writing up the project tomorrow?

M: Yes, let's – good idea! **

Pause 00'25"

R1 Now you will hear the conversation again.

Repeat from * to **

Pause 00'30"

That is the end of Exercise 5, 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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