

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

**ENGLISH AS A
SECOND LANGUAGE**



Paper 3 Listening

0510/03

October/November 2005

Candidates answer on the Question Paper.
Additional Materials: As listed in Instructions
to Supervisors.

Approx. 30 minutes

Candidate
Name

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Centre
Number

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Candidate
Number

--	--	--	--

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen in the spaces provided on the Question Paper.

Do not use staples, paper clips, highlighters, glue or correction fluid.

DO **NOT** WRITE IN THE BARCODE.

DO **NOT** WRITE IN THE GREY AREAS BETWEEN THE PAGES.

Answer **all** questions.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [] at the end of each question or part question.

Dictionaries are **not** permitted.

FOR EXAMINER'S USE	
Part 1	
Part 2	
Part 3	
Total	

This document consists of 6 printed pages and 2 blank pages.

Part 1

Questions 1-6

For questions 1-6 you will hear a series of short sentences. Answer each question on the line provided. Your answer should be as brief as possible.

You will hear each item twice.

1 Why can't Abdalla play in the football match on Tuesday evening?

..... [1]

2 What does Georgette eventually choose to drink?

..... [1]

3 Daron is ordering a pizza. Which toppings does he choose?

..... [1]

4 When does Fernanda suggest going for a walk, and why?

..... [1]

5 How far is it until Gift and Eddryll can stop for lunch?

..... [1]

6 How will Ahmed get to the library? Give **two** directions.

•

• [2]

[Total: 7]

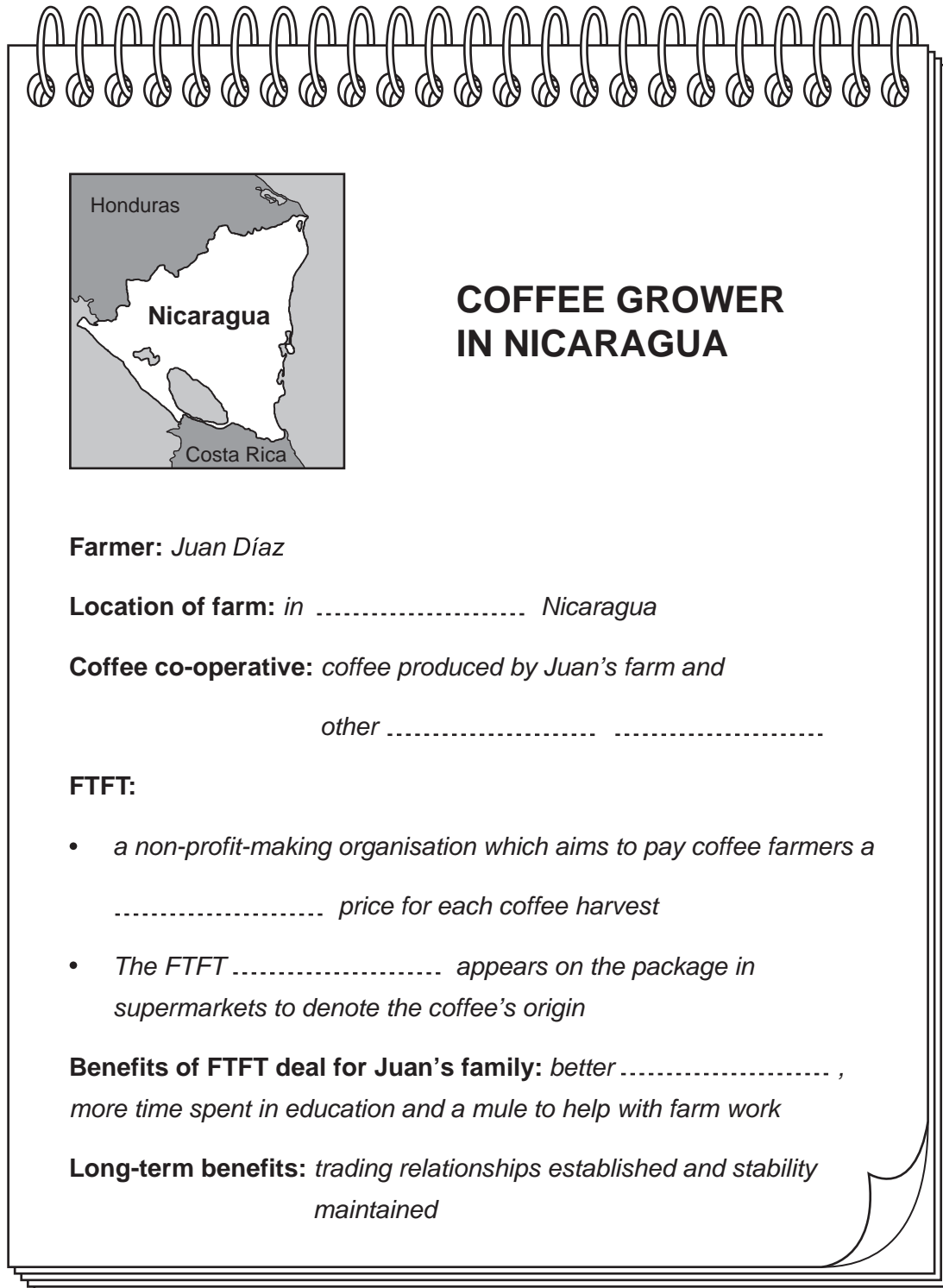
Part 2

For
Examiner's
Use

Part 2: Exercise One (Question 7)

Listen to the following interview with a coffee grower in Nicaragua, and then fill in the details below.

You will hear the interview twice.



The notebook page features a map of Central America with Honduras, Nicaragua, and Costa Rica labeled. To the right of the map is the title 'COFFEE GROWER IN NICARAGUA'. Below the map and title is a listening exercise form with several sections: 'Farmer: Juan Díaz', 'Location of farm: in Nicaragua', 'Coffee co-operative: coffee produced by Juan's farm and other', 'FTFT:' followed by two bullet points, 'Benefits of FTFT deal for Juan's family: better, more time spent in education and a mule to help with farm work', and 'Long-term benefits: trading relationships established and stability maintained'. Each section has a corresponding mark value in brackets on the right side of the page.

**COFFEE GROWER
IN NICARAGUA**

Farmer: *Juan Díaz*

Location of farm: *in Nicaragua* [1]

Coffee co-operative: *coffee produced by Juan's farm and
other* [1]

FTFT:

- a non-profit-making organisation which aims to pay coffee farmers a
..... price for each coffee harvest* [1]
- The FTFT appears on the package in
supermarkets to denote the coffee's origin* [1]

Benefits of FTFT deal for Juan's family: *better,
more time spent in education and a mule to help with farm work* [1]

Long-term benefits: *trading relationships established and stability
maintained*

[Total: 5]

Part 2: Exercise Two (Question 8)

Listen to the following interview about the consequences of global warming in Antarctica, and then fill in the details below.

You will hear the interview twice.

For
Examiner's
Use

**THE CHANGING FACE
OF ANTARCTICA**

Antarctica: *vast, wilderness in South Pole* [1]

Possible changes: *within 100 years ice blocks melt, different landscape,
penguins move south and
..... will begin to grow* [1]

Consequences of Southern Ocean: *less ice,
ice shelves collapse* [1]

Wildlife affected: *penguins, and* [1]

*Penguins will have to move in order to find new sites for
and* [1]

Exploitation of ocean: *by whalers, sealers,
..... and tourists* [1]

Number of tourists *will increase from to 27,000* [1]

How to help and be informed: *www.antarctica.ac.uk*

[Total: 7]

Part 3

For
Examiner's
Use**Part 3: Exercise One (Question 9)**

Listen to the following interview with a nutritionist about the quality of packed lunches, and then indicate whether each statement is true or false by putting a tick in the appropriate box.

You will hear the interview twice.

	True	False
(a) The interviewer normally eats a nutritious packed lunch.	<input type="checkbox"/>	<input type="checkbox"/>
(b) The nutritionist advises against the addition of milk to coffee.	<input type="checkbox"/>	<input type="checkbox"/>
(c) People think about having a healthy diet when preparing their packed lunches.	<input type="checkbox"/>	<input type="checkbox"/>
(d) The five most popular lunch items, according to research, include a fizzy drink.	<input type="checkbox"/>	<input type="checkbox"/>
(e) Antioxidants help to protect the body against disease.	<input type="checkbox"/>	<input type="checkbox"/>
(f) Milk is too high in fat and should not be included in a child's lunch box.	<input type="checkbox"/>	<input type="checkbox"/>
(g) The nutritionist recommends eating wholemeal currant buns.	<input type="checkbox"/>	<input type="checkbox"/>
(h) A healthy lunch box takes too long to prepare.	<input type="checkbox"/>	<input type="checkbox"/>
(i) The interviewer is advised not to eat the chocolate bar.	<input type="checkbox"/>	<input type="checkbox"/>
(j) A healthy lunch is no good unless the rest of the diet is like this, too.	<input type="checkbox"/>	<input type="checkbox"/>

[Total: 5]

Part 3: Exercise Two (Question 10)For
Examiner's
Use

Listen to the following talk about the world's first flying car, and then indicate whether each statement is true or false by putting a tick in the appropriate box.

You will hear the talk twice.

	True	False
(a) The speaker says he is a car mechanic.	<input type="checkbox"/>	<input type="checkbox"/>
(b) He built and flew his own flying saucer in 1998.	<input type="checkbox"/>	<input type="checkbox"/>
(c) The flying saucer took off and flew for a distance of 11 metres.	<input type="checkbox"/>	<input type="checkbox"/>
(d) People did not believe that his saucer could fly.	<input type="checkbox"/>	<input type="checkbox"/>
(e) The flying car has cost the speaker and his sponsors more than a million pounds.	<input type="checkbox"/>	<input type="checkbox"/>
(f) The car has already flown along in trials.	<input type="checkbox"/>	<input type="checkbox"/>
(g) The new car will be capable of speeds up to 3,000 km/h.	<input type="checkbox"/>	<input type="checkbox"/>
(h) The speaker will fly his car in California next spring.	<input type="checkbox"/>	<input type="checkbox"/>
(i) Lots of other people have tried to build cars that fly.	<input type="checkbox"/>	<input type="checkbox"/>
(j) An engineer had to have his house knocked down to drive his invention out.	<input type="checkbox"/>	<input type="checkbox"/>
(k) The City Hawk has flown.	<input type="checkbox"/>	<input type="checkbox"/>
(l) Buyers are queuing for the new £30,000 Skycar.	<input type="checkbox"/>	<input type="checkbox"/>

[Total: 6]

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