



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

CANDIDATE
NAME

CENTRE
NUMBER

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CANDIDATE
NUMBER

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ENGLISH AS A SECOND LANGUAGE

0510/03

Paper 3 Listening (Core)

October/November 2008

Approx. 30 – 40 minutes

Candidates answer on the Question Paper.

Additional Materials: As listed in Instructions to Supervisors.

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.

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

DO NOT WRITE IN ANY BARCODES.

Answer **all** questions.

Dictionaries are **not** permitted.

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.

For Examiner's Use	
Questions 1-6	
Question 7	
Question 8	
Question 9	
Question 10	
Total	

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



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 do Aneena and her friend choose the afternoon for their walk?

..... [1]

2 Between which dates can Jyoti visit her friend?

..... [1]

3 What arrangements are made for the choir's visit? Give **three** details.

.....
..... [1]

4 Where exactly will the driver find petrol? Give **two** details.

.....
..... [1]

5 Which **three** flavours of ice cream will the friends purchase?

.....
..... [1]

6 Why must Ibrahim arrive for his sports match by 7.00, **and** how will he get there on time?

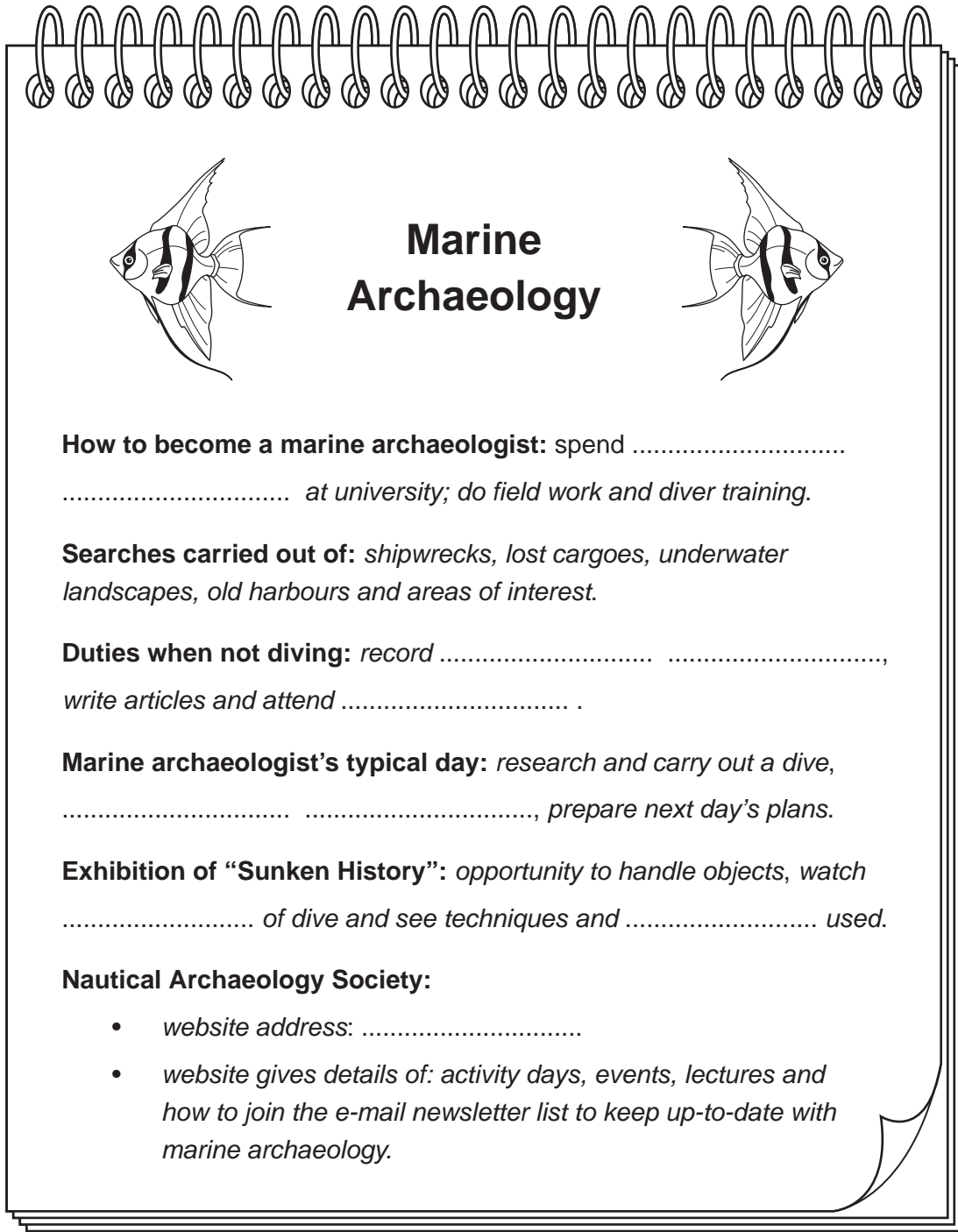
..... [1]
..... [1]

[Total: 7]

Question 7

Listen to the following interview with a marine archaeologist, and then complete the notes below.

You will hear the interview twice.



**Marine
Archaeology**

How to become a marine archaeologist: spend
..... *at university; do field work and diver training.* [1]

Searches carried out of: *shipwrecks, lost cargoes, underwater landscapes, old harbours and areas of interest.*

Duties when not diving: *record,*
write articles and attend [1]

Marine archaeologist's typical day: *research and carry out a dive,*
....., prepare next day's plans. [1]

Exhibition of "Sunken History": *opportunity to handle objects, watch*
..... of dive and see techniques and used. [1]

Nautical Archaeology Society:


- *website address:* [1]
- *website gives details of: activity days, events, lectures and how to join the e-mail newsletter list to keep up-to-date with marine archaeology.*

[Total: 5]


Question 8

Listen to the following interview about some newly discovered animal species, and then complete the notes below.

You will hear the interview twice.



New Creatures Found



Cave discoveries

Two named animal types: *shrimp*
and *white scorpion*. [1]

Not identified previously: *because found 120 metres*
only discovered during drilling. [1]

Cave species date from:
years ago. [1]

Mouse discovery

Differences from native mice:
..... *and*

Mouse species dates from: *more than* *to*
..... *years ago*. [1]

Reason for earlier disappearance: *brought strong*
mainland mice, which ate the food of native species. [1]

Newly discovered species

New species: *usually found in areas of*
population. [1]

All discoveries unusual: *cave species because sealed off from the*
world, while mouse species was living alongside busy, modern life.

[Total: 7]

Question 9

Listen to the following interview about a new tunnel, 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 work on this project began 150 years ago. | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) The tunnel will link two continents. | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) It will be more than 20 kilometres long when completed. | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) The tunnel will give the city many benefits. | <input type="checkbox"/> | <input type="checkbox"/> |
| (e) The current delay on work is due to costs. | <input type="checkbox"/> | <input type="checkbox"/> |
| (f) Everyday items of archaeological importance have been found at the site. | <input type="checkbox"/> | <input type="checkbox"/> |
| (g) The railway station is being built where once there stood an ancient city wall. | <input type="checkbox"/> | <input type="checkbox"/> |
| (h) The seabed is being strengthened. | <input type="checkbox"/> | <input type="checkbox"/> |
| (i) The tunnel is built away from the earthquake zone. | <input type="checkbox"/> | <input type="checkbox"/> |
| (j) A new bridge is an alternative solution to the city's congestion problems. | <input type="checkbox"/> | <input type="checkbox"/> |

[Total: 5]

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Question 10

Listen to the following talk about seahorses, 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) "Project Seahorse" is run on a national basis. | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) The role of the seahorse in an ecosystem is insignificant. | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) Helping seahorses helps other sea life. | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) Progress has already been made with regard to seahorse conservation. | <input type="checkbox"/> | <input type="checkbox"/> |
| (e) Fishermen sometimes catch seahorses by accident. | <input type="checkbox"/> | <input type="checkbox"/> |
| (f) Some seahorses become pets. | <input type="checkbox"/> | <input type="checkbox"/> |
| (g) Seahorse environments are well kept. | <input type="checkbox"/> | <input type="checkbox"/> |
| (h) The consumer can support the project by buying chocolate. | <input type="checkbox"/> | <input type="checkbox"/> |
| (i) According to the project, seahorse farmers should be given money and helped to find an alternative trade. | <input type="checkbox"/> | <input type="checkbox"/> |
| (j) At the moment fisheries have few restrictions. | <input type="checkbox"/> | <input type="checkbox"/> |
| (k) In the future seahorses will be able to live in protected areas. | <input type="checkbox"/> | <input type="checkbox"/> |
| (l) Adult seahorses will be moved to new areas to help achieve re-population. | <input type="checkbox"/> | <input type="checkbox"/> |

[Total: 6]

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