

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

International General Certificate of Secondary Education

**MARK SCHEME for the November 2003 question papers**

**0510 ENGLISH AS A SECOND LANGUAGE**

|         |   |
|---------|---|
| 0510/01 | Paper 1 (Reading and Writing – Core), maximum mark 56     |
| 0510/02 | Paper 2 (Reading and Writing – Extended), maximum mark 84 |
| 0510/03 | Paper 3 (Listening – Core), maximum mark 30               |
| 0510/04 | Paper 4 (Listening – Extended), maximum mark 36           |

These mark schemes are published as an aid to teachers and students, to indicate the requirements of the examination. They show the basis on which Examiners were initially instructed to award marks. They do not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the November 2003 question papers for most IGCSE and GCE Advanced Level syllabuses.

**Grade thresholds** taken for Syllabus 0510 (English as a Second Language) in the November 2003 examination.

|             | maximum mark available | minimum mark required for grade: |    |    |    |
|-------------|------------------------|----------------------------------|----|----|----|
|             |                        | A                                | C  | E  | F  |
| Component 1 | 56                     | -                                | 39 | 30 | 21 |
| Component 2 | 84                     | 64                               | 51 | 33 | -  |
| Component 3 | 30                     | -                                | 26 | 20 | 16 |
| Component 4 | 36                     | 28                               | 21 | 14 | -  |

The threshold (minimum mark) for B is set halfway between those for Grades A and C. The threshold (minimum mark) for D is set halfway between those for Grades C and E. The threshold (minimum mark) for G is set as many marks below the F threshold as the E threshold is above it.

Grade A\* does not exist at the level of an individual component.

|             | maximum mark available | minimum mark required for grade: |    |   |
|-------------|------------------------|----------------------------------|----|---|
|             |                        | 1                                | 3  | 5 |
| Component 5 | 30                     | 25                               | 13 | 3 |
| Component 6 | 30                     | 25                               | 13 | 3 |

*Note:* Grade criteria for Component 5 (Oral) and Component 6 (Oral Coursework) are printed in the syllabus booklet.

November 2003

**INTERNATIONAL GCSE**

**MARK SCHEME**

**MAXIMUM MARK: 56**

**SYLLABUS/COMPONENT: 0510/01**

**ENGLISH AS A SECOND LANGUAGE**  
Paper 1 (Reading and Writing - Core)

|        |                                    |          |         |
|--------|------------------------------------|----------|---------|
| Page 1 | Mark Scheme                        | Syllabus | Teacher |
|        | IGCSE EXAMINATIONS - NOVEMBER 2003 | 0510     |         |

NB. Refer to the Instructions to Examiners Booklet for general marking guidance.

• Part 1 Exercise 1: Imax

|     |      |   |     |
|-----|------|---|-----|
| (a) |      | 8 storeys (high)  | [1] |
| (b) |      | it brings images to life/creates sense of reality   | [1] |
| (c) | (i)  | it gives the sensation of being in the middle of the action                                   | [1] |
|     | (ii) | it keeps everyone on the edge of their seats  | [1] |
| (d) |      | <b>Any one of:</b> a flight over the Nile/soaring over the pyramids/descending into the tombs | [1] |

*Max total for exercise: 5*

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• Part 1 Exercise 2: Chimps

|     |   |     |
|-----|---|-----|
| (a) | Chimps can count/and remember numbers (as well as four year old human children) | [1] |
| (b) | a computer screen   | [1] |
| (c) | (that they/people) can remember seven numbers sequentially                      | [1] |
| (d) | 65%   | [1] |
| (e) | a fight   | [1] |

**Max total for exercise: 5**

• Part 1 Exercise 3: Horse riding challenge in Peru

|     |   |     |
|-----|---|-----|
| (a) | 5 days  | [1] |
| (b) | because it was constructed by the Incas to make the climb reasonably easy/people help to carry the luggage        | [1] |
| (c) | so that everyone can go at their own pace   | [1] |
| (d) | because they are going by train/not riding  | [1] |
| (e) | <b>any two for the mark:</b> (they will see) small farms/grazing cows/eucalyptus trees/wild flowers/children/dogs | [1] |

**Max total for exercise: 5**

**Max Total for Part 1 = 15 marks**

• **Part 2 Exercise 1: Gender split**

|     |  |   |     |
|-----|--|---|-----|
| (a) |  | <b>Any two = both marks:</b><br>Men are outnumbering women/<br>need more workers/shortages of men/women/<br>women well suited to ICT industry   | [2] |
| (b) |  | 63%   | [1] |
| (c) |  | Negative  | [1] |
| (d) |  | to inspire them (to develop their ICT skills) to show them ICT can be<br>creative and interesting/they are not able to diversify or be creative | [1] |
| (e) |  | they do not like to learn by rote/they like to understand what they are<br>doing  | [1] |

**Max total for exercise: 6**

• **Part 2 Exercise 2: Summary**

Mark 4 (content) + 4 (language).

Count words and cross out everything after 120.

Tick and number points as below.

Mark language according to table – only allow full language marks if both aspects of the task are fulfilled

**Content**

- 1 for more than 50 years was a communications lifeline
- 2 cheapest of India's civil servants
- 3 established communications with areas without telephone/radio
- 4 birds never fail you but machines can
- 5 NOW radio/emails/technology have made them unnecessary

**Quality of Language**

- 1 Expression weak, maybe just list, lifting irrelevance.
- 2 Expression limited, some lifting, sense of order.
- 3 Expression good, attempts to group and sequence ideas largely in own words.
- 4 Expression excellent, clear, orderly grouping and sequencing, largely own words.

**Max total for exercise: 8**

• **Part 2 Exercise 3: Application Form for School Party Visits**

To mark this section give one point for each correct answer INCLUDING the use of capitals where shown and then divide by 2 for the final answer.

PLEASE FILL IN THE FORM USING CAPITAL LETTERS/CIRCLING WHERE REQUIRED.

|  |  |     |
|--|--|-----|
|  | Give one point for CAPS  | [1] |
| <b>NAME OF SCHOOL:</b>                         | SHARIDAM TECHNICAL SCHOOL  | [1] |
| <b>ADDRESS OF SCHOOL</b>                       | WADI ROAD, AMMAN, JORDAN   | [1] |
| <b>E-MAIL</b>                                  | <u>sharidam@amm.ac.jo</u><br><can be capitals>   | [1] |
| <b>CLUB NAME</b>                               | THE FLEETFOOTERS   | [1] |
| <b>ACCOMPANYING COACH'S NAME</b>               | (MR) HARBJOUN  | [1] |
| <b>ORGANISER/CONTACT</b>                       | JOHAN BLOCK  | [1] |
| <b>NUMBER IN PARTY</b>                         | 12   | [1] |
| <b>PREFERRED TIME OF VISIT – Please circle</b> | 14.00 TO 16.00 - <i>CIRCLED (if this has not been circled, do not accept just underlining of this option, or simple crossing out of the other options)</i> | [1] |
| <b>AREAS OF INTEREST</b>                       | - tick the relevant boxes. Up to TWO options only.<br>3 or more ticks = 0  |     |
|  | AVOIDING INJURIES  |     |
|  | FOOTWEAR TECHNOLOGY ✓  | [1] |
|  | NUTRITION ✓  | [1] |
|  | STRESS BUSTING   |     |
|  | WEIGHT LOSS  |     |
| <b>ANY OTHER NEEDS</b>                         | AN INTERPRETER FOR DEAF STUDENT/SIGN LANGUAGE INTERPRETER (FOR DEAF STUDENT)   | [1] |

**Total the points awarded and divide by two. Max. total for exercise: 6**

**Max Total for Part 2 – 20 marks**

|        |                                    |                |
|--------|------------------------------------|----------------|
| Page 5 | Mark Scheme                        | Syllabus Paper |
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**Part Three**

Refer to the **General Criteria Grid** on separate sheet.

**Short work:** if candidate writes less than 70% of the word recommendation, mark the piece on quality, then drop mark to an equivalent position in the band below

- **Part 3 Exercise 1: The prize**

Credit ideas from the prompts and use of own ideas.  
 All three prompts must be addressed.  
 Reward correct tone and register and a sense of enthusiasm.  
 Refer to the **General Criteria Grid**.

|               |     |
|---------------|-----|
| <b>Band C</b> | 7-9 |
| <b>Band D</b> | 5-6 |
| <b>Band E</b> | 3-4 |
| <b>Band F</b> | 2   |
| <b>Band G</b> | 1   |

**Max. total for exercise: 9**

- **Part 3 Exercise 2: The school trip organisation**

Credit ideas from the prompts and use of own ideas and suggestions.  
 The prompts must be addressed for full marks but any answers which show clear organisation, imagination and style without merely listing should be rewarded.

Refer to the **General Criteria Grid**.

|               |       |
|---------------|-------|
| <b>Band C</b> | 10-12 |
| <b>Band D</b> | 7-9   |
| <b>Band E</b> | 5-6   |
| <b>Band F</b> | 3-4   |
| <b>Band G</b> | 1-2   |

**Max. total for exercise: 12**

**Max Total for Part 3 – 21 marks**

**Max Total for Paper 01 = 54 marks**



**PART 3: EXTENDED WRITING EXERCISES**

**General Criteria Grid**

|               | 9 mark questions  | 12 mark questions    | DESCRIPTOR  |
|---------------|-------------------|----------------------|---|
| <b>Band C</b> | 9 }<br>8 }<br>7 } | 12 }<br>11 }<br>10 } | Meaning is clear and work is of a safe, literate standard albeit without verbal or structural sophistication. However, the candidate generally makes appropriate choice of vocabulary and structures are sound, if simple. Paragraphs may be used but without coherence or unity. Spelling weaknesses may be present but not enough to obscure meaning. Material is satisfactorily developed at appropriate length and a genuine attempt has been made to address the topic but there may be digressions. Fulfils the task. |
| <b>Band D</b> | 6 }<br>5 }        | 9 }<br>8 }<br>7 }    | Meaning is never in doubt but frequent errors may hamper precision and slow down reading. These are pieces with positive qualities though vocabulary and structures are limited. Paragraphs may be absent or haphazard. Often there is some interest in the subject matter and an attempt to supply some detail and explanation, though the effect is incomplete and there may be repetition.   |
| <b>Band E</b> | 4 }<br>3 }        | 6 }<br>5 }           | Weak, with many errors in grammar and spelling. Little sign of paragraphing. Communication is established and there is some engagement with the task. Language simple but often wrong choice of register and vocabulary and meaning may be obscured or neutralised by the weight of linguistic error.   |
| <b>Band F</b> | 2                 | 4 }<br>3 }           | Poor. Many errors in style and structure with language often faulty. Sense will be decipherable but the reader may need to re-read owing to multiple errors. Limited engagement with task or content partly hidden by density of error.   |
| <b>Band G</b> | 0, 1              | 2 }<br>1 }<br>0 }    | Density of error may obscure meaning with whole sections impossible to recognise as pieces of English writing. Very little engagement with the task but credit to be given for an occasional patch of relative clarity.   |

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November 2003

**INTERNATIONAL GCSE**

**MARK SCHEME**

**MAXIMUM MARK: 84**

**SYLLABUS/COMPONENT: 0510/02**

**ENGLISH AS A SECOND LANGUAGE**  
**Paper 2 (Reading and Writing - Extended)**

**NB: Refer to the Instructions to Examiners Booklet for general marking guidance.**

• **Part 1 Exercise 1: Imax**

|     |      |   |     |
|-----|------|---|-----|
| (a) |      | 8 storeys (high)  | [1] |
| (b) |      | it brings images to life/creates sense of reality   | [1] |
| (c) |      | <b>Any one of:</b><br>- sharpness of image/clarity of image (one idea)/<br>- steadiness/<br>- reliability | [1] |
| (d) | (i)  | it gives the sensation of being in the middle of the action   | [1] |
|     | (ii) | it keeps everyone on the edge of their seats  | [1] |
| (d) |      | <b>Any one of:</b> a flight over the Nile/soaring over the pyramids/descending into the tombs             | [1] |

**Max total for exercise: 6**

• Part 1 Exercise 2: Twins

|     |   |     |
|-----|---|-----|
| (a) | it has 13 sets of twins/a lot of twins  | [1] |
| (b) | it's like looking at himself/myself   | [1] |
| (c) | they might not get on/like each other AND/OR<br>they might be physically different as they grow up AND/OR<br>they can develop different personalities | [2] |
| (d) | they may be upset (by the separation)/<br>others may benefit  | [1] |
| (e) | better intensive care/better medical care   | [1] |

**Max total for exercise: 6**

• Part 1 Exercise 3: Horse riding challenge in Peru

|     |   |     |
|-----|---|-----|
| (a) | 5 days  | [1] |
| (b) | because it was constructed by the Incas to make the climb reasonably easy/people help to carry the luggage        | [1] |
| (c) | so that everyone can go at their own pace   | [1] |
| (d) | because they are going by train/not riding  | [1] |
| (e) | <b>any two for the mark:</b> (they will see) small farms/grazing cows/eucalyptus trees/wild flowers/children/dogs | [1] |
| (f) | because MP is considered to be magical/situated in splendour  | [1] |

**Max total for exercise: 6**

**Max Total for Part 1 = 18 marks**

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• Part 2 Exercise 1: Gender split

|     |   |     |
|-----|---|-----|
| (a) | Any two = both marks:<br>Men are outnumbering women/<br>need more workers/shortages of men/women<br>women well suited to ICT industry | [2] |
| (b) | 63%   | [1] |
| (c) | Negative  | [1] |
| (d) | to inspire them (to develop their ICT skills) to show them ICT can be creative and interesting  | [1] |
| (e) | they do not like to learn by rote/they like to understand what they are doing/they are not able to diversify and be creative          | [1] |
| (f) | Tick and number the points below to a maximum of four marks:  | [4] |
|     | 1 they enjoy working in teams   |     |
|     | 2 they enjoy collaborating  |     |
|     | 3 they like looking for creative connections  |     |
|     | 4 they have good personal skills  |     |
|     | 5 they can diversify/be creative  |     |

**Max total for exercise: 10**

|               |   |                 |               |
|---------------|---|-----------------|---------------|
| <b>Page 4</b> | <b>Mark Scheme</b>                        | <b>Syllabus</b> | <b>Number</b> |
|               | <b>IGCSE EXAMINATIONS - NOVEMBER 2003</b> | <b>0510</b>     |               |

• **Part 2 Exercise 2: Summary**

Mark 4 (content) + 4 (language).

Count words and cross out everything after 120.

Tick and number points as below.

Mark language according to table – only allow full language marks if both aspects of the task are fulfilled

**Content (4 marks)**

- 1 for more than 50 years was a communications lifeline
- 2 cheapest of India's civil servants
- 3 established communications with areas without telephone/radio
- 4 birds never fail you but machines can
- 5 NOW radio/emails/technology have made them unnecessary

**Quality of Language (4 marks)**

- 1 Expression weak, maybe just list, lifting irrelevance.
- 2 Expression limited, some lifting, sense of order.
- 3 Expression good, attempts to group and sequence ideas largely in own words.
- 4 Expression excellent, clear, orderly grouping and sequencing, largely own words.

**Max total for exercise: 8**

• **Part 2 Exercise 3: Notes – ice sculptures**

Tick and number the points below.

| <b>TYPES OF TOOL REQUIRED AND THEIR USES</b>  |                                 |   |
|---|---------------------------------|---|
| 1 chainsaw  | for cutting off large chunks    | 1 |
| 2 (small steel) (Japanese) chisels  | for sculpting/for delicate work | 1 |
| <b>CREATING THE ICE SCULPTURE</b>   |                                 |   |
| 3 draw plans  |                                 | 1 |
| 4 make models   |                                 | 1 |
| 5 work out carving order  |                                 | 1 |
| 6 work in a cold environment/check the room temperature is appropriate/keep warm/do not stop for breaks |                                 | 1 |
| <b>PREPARING THE WATER</b>  |                                 |   |
| 7 filter (the) (water) (it)   |                                 | 1 |
| 8 agitate (the) (water) (it)  |                                 | 1 |

**Max. total for exercise: 8**

**Max Total for Part 2 – 26 marks**

**Part Three**

Refer to the **General Criteria Grid** on separate sheet.

**Short work:** if candidate writes less than 70% of the word recommendation, mark the piece on quality, then drop mark to an equivalent position in the band below

• **Part 3 Exercise 1: The prize**

Credit ideas from the prompts and use of own ideas.  
 All three prompts must be addressed for full marks.  
 Reward correct tone and register and a sense of enthusiasm.  
 Refer to the **General Criteria Grid**.

|               |       |
|---------------|-------|
| <b>Band A</b> | 12    |
| <b>Band B</b> | 10-11 |
| <b>Band C</b> | 7-9   |
| <b>Band D</b> | 5-6   |
| <b>Band E</b> | 3-4   |
| <b>Band F</b> | 2     |
| <b>Band G</b> | 1     |

**Max. total for exercise: 12**

• **Part 3 Exercise 2: The school trip organisation**

Credit ideas from the prompts and use of own ideas and suggestions.  
 The prompts must be addressed for full marks but any answers which show clear organisation, imagination and style without merely listing should be rewarded.

Refer to the **General Criteria Grid**.

|               |       |
|---------------|-------|
| <b>Band A</b> | 12    |
| <b>Band B</b> | 10-11 |
| <b>Band C</b> | 7-9   |
| <b>Band D</b> | 5-6   |
| <b>Band E</b> | 3-4   |
| <b>Band F</b> | 2     |
| <b>Band G</b> | 1     |

**Max. total for exercise: 12**



|        |                                    |                |
|--------|------------------------------------|----------------|
| Page 7 | Mark Scheme                        | Syllabus Paper |
|        | IGCSE EXAMINATIONS - NOVEMBER 2003 | 0510           |

### Part 3 Exercise 3: Space travel

Credit use of suggestions from prompts not just listing without reasons.  
Explanations and reasons should be given.  
Reward use of own ideas and suitable tone, register and vocabulary.  
Refer to **General Criteria Grid**.

Candidates are expected to give full reasons and ideas, reward both arguments for staying on earth or leaving it.

|               |       |
|---------------|-------|
| <b>Band A</b> | 15-16 |
| <b>Band B</b> | 13-14 |
| <b>Band C</b> | 10-12 |
| <b>Band D</b> | 7-9   |
| <b>Band E</b> | 5-6   |
| <b>Band F</b> | 3-4   |
| <b>Band G</b> | 1-2   |

*max total for exercise: 16*

**Max Total for Section 3: 40 marks**

**Max Total for Paper 02 = 84 marks**

**PART 3: EXTENDED WRITING EXERCISES**  
**General Criteria Grid**

|               | 12 mark Questions | 16 mark Questions    |   |
|---------------|-------------------|----------------------|---|
| <b>Band A</b> | 12                | 16 }<br>15 }         | Enjoyable to read, aided by ease of style and fluency. Beginnings and endings are clear with few mistakes in grammar, punctuation or spelling and there is confidence and accuracy overall in use of language, idiom and tenses. Sense of audience is well developed and quality is sustained throughout the piece. Response is relevant and the interest of the reader is aroused. Almost first language competence.   |
| <b>Band B</b> | 11 }<br>10 }      | 14 }<br>13 }         | Candidates write with some style: look for turn of phrase, competence in vocabulary. Sentences may show some variety of structure and length. Punctuation, spelling and grammar are generally accurate. There are paragraphs showing some unity although links may be absent or inappropriate. Competence in writing style may be balanced by a few frustrating grammar errors. There may be some awkwardness or heaviness in style making reading less enjoyable but, nevertheless, there is some sense of audience.     |
| <b>Band C</b> | 9 }<br>8 }<br>7 } | 12 }<br>11 }<br>10 } | Meaning is clear and work is of a safe, literate standard albeit without verbal or structural sophistication. However, the candidate generally makes appropriate choice of vocabulary and structures are sound, if simple. Paragraphs may be used but without coherence or unity. Spelling weaknesses may be present but not enough to obscure meaning. Material is satisfactorily developed at appropriate length and genuine attempt has been made to address the topic but there may be digressions. Fulfils the task. |
| <b>Band D</b> | 6 }<br>5 }        | 9 }<br>8 }<br>7 }    | Meaning is never in doubt but frequent errors may hamper precision and slow down reading. These are pieces with positive qualities though vocabulary and structures are limited. Paragraphs may be absent or haphazard. Often there is some interest in the subject matter and attempt to supply some detail and explanation, though the effect is incomplete and there may be repetition.  |
| <b>Band E</b> | 4 }<br>3 }        | 6 }<br>5 }           | Weak, with many errors in grammar and spelling. Little sign of paragraphing. Communication is established and there is some engagement with the task. Language simple but often wrong choice of register and vocabulary and meaning may be obscured or neutralised by the weight of linguistic error.   |
| <b>Band F</b> | 2                 | 4 }<br>3 }           | Poor. Many errors in style and structure with language often faulty. Sense will be decipherable but the reader may need to re-read owing to multiple errors. Limited engagement with task or content partly hidden by density of error.   |
| <b>Band G</b> | 0, 1              | 2 }<br>1 }<br>0 }    | Density of error may obscure meaning with whole sections impossible to recognise as pieces of English writing. Very little engagement with the task but credit to be given for an occasional patch of relative clarity.   |

November 2003

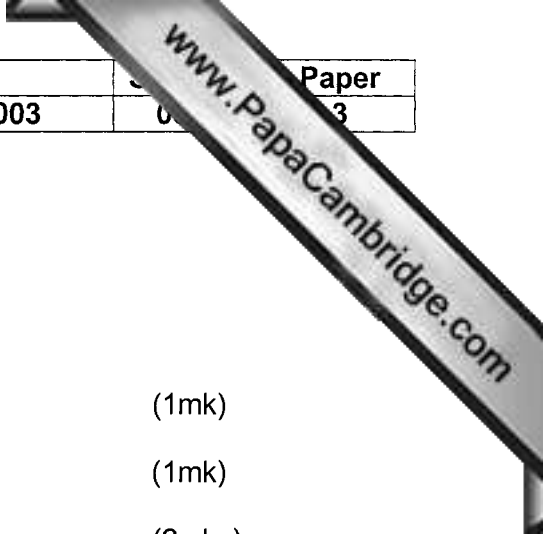
**INTERNATIONAL GCSE**

**MARK SCHEME**  
Including Tapescript

**MAXIMUM MARK: 30**

**SYLLABUS/COMPONENT: 0510/03**  
**ENGLISH AS A SECOND LANGUAGE**  
Paper 3 (Listening - Core)

|        |                                    |   |       |
|--------|------------------------------------|---|-------|
| Page 1 | Mark Scheme                        | 0 | Paper |
|        | IGCSE EXAMINATIONS - NOVEMBER 2003 | 0 | 3     |



**Part 1**

1-6

1. (about) 12 minutes (1mk)
2. 5 cups of coffee (1mk)
3. Leave after 10 return before 5 (2mks)
4. 3 working days \$3.80 (1 mk)
5. 37 / 36 / 36 plus driver (1mk)
6. engine problems (1mk)

Total: 7 mks

**Part 2**

**Exercise One Question 7**

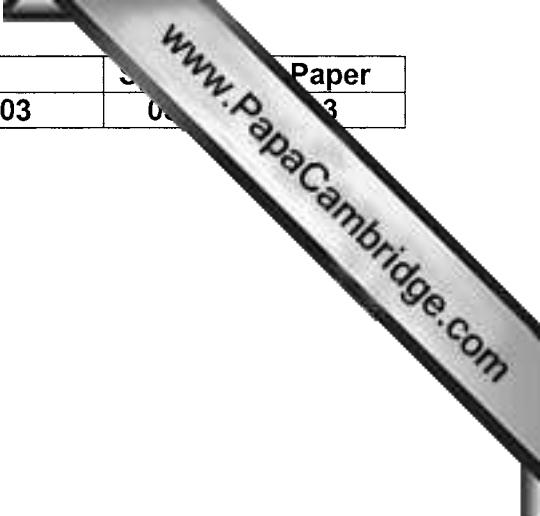
- A (giant) dinosaur (1 mark)
- Footprints 120 million years (1 mark – both elements needed)
  - Trees 115 m years (1 mark – both elements needed)
  - Opening Times (1 mark)
  - [www.dinosaurisland.com](http://www.dinosaurisland.com) (1 mark)

(maximum mark for exercise 5)

**Exercise 2 Question 8**

- 43 (1 mark)
- given (a) camera (1 mark)
- tennis, windsurfing (either order) (2 marks – i.e. 1 mark each)
- top of mast (1 mark)
- Sailing in Action (1 mark)
- 0-15-143506Y (1 mark)

Maximum marks for exercise: 7

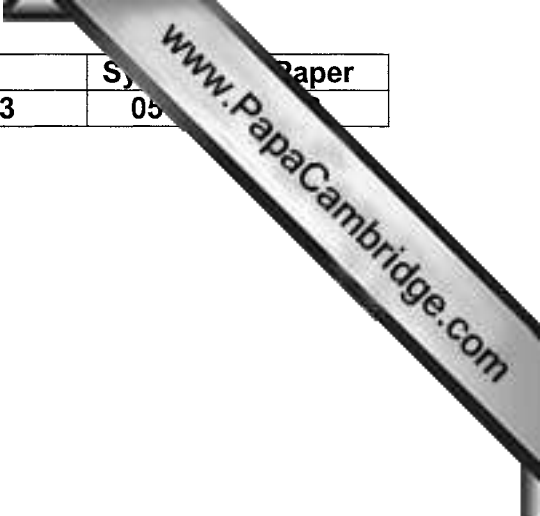


**Question 9**

|   | TRUE | FALSE |
|---|------|-------|
| a |      | √     |
| b | √    |       |
| c | √    |       |
| d |      | √     |
| e |      | √     |
| f |      | √     |
| g | √    |       |
| h |      | √     |
| i | √    |       |
| j | √    |       |

Half-mark for each correct point.

Maximum marks – 5



**Question 10**

|   | TRUE | FALSE |
|---|------|-------|
| a | √    |       |
| b |      | √     |
| c |      | √     |
| d | √    |       |
| e |      | √     |
| f |      | √     |
| g | √    |       |
| h | √    |       |
| i |      | √     |
| j | √    |       |
| k | √    |       |
| l |      | √     |

Half mark for each correct point. Maximum total for exercise 6 marks.

Round any half marks for Questions

IGCSE ENGLISH AS A SECOND LANGUAGE (0510/3)  
LISTENING COMPREHENSION SCRIPT NOVEMBER 2003

R1 This is the University of Cambridge Local Examinations Syndicate International General Certificate of Secondary Education November 2003 Examination in English as a Second Language. Paper Three - Listening Comprehension.

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 test.

If you would like the tape to be louder, tell your teacher NOW. The tape will not be stopped while you are doing the test.

Teacher: please give out the question papers, and when all the candidates are ready to start the test please turn the tape back on.

[BLEEP]

Now you are all ready, here is the test.

Look at the questions for Part One. There are six questions in this part of the exam. You will hear each question twice. For each question you will hear the situation described as it is on your exam paper.

Pause 00'05"



**R1 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.

**R1 Question 1**

**Sofia is catching a bus. How long does the journey take?**

\*F1 Do you go to the town centre, please?

M1 Yes, £1.52 please.

F1 When will we be there?

M1 In about 12 minutes.\*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05*

**R1 Question 2**

**Marc is ordering some drinks for himself and a group of friends. What does he order?**

\*M1 3 cups of coffee please and 2 strawberry milkshakes.

F1 Sorry, but we have no strawberry – only banana or chocolate.

M1 Oh....5 cups of coffee then please.\*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05*

**R1 Question 3**

**Judit wants to buy a cheap day return ticket . What are the two conditions of the ticket?**

\*F1 I'd like a day return please.

M1 Well, it's cheaper if you travel after 10 o'clock in the morning as long as you come back before 5!\*\*

**R1 Question 4**

**Atlanta needs to order some books for college. How long will it take and what is the delivery cost?**

\*F1 I need to order some books for my college courses. How long will it take to order them, please?

F2 3 working days....

F1 Could you deliver them to me?

F2 Yes, but there is a delivery charge of \$3.80 in addition to the book price.\*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'055*

**R1 Question 5**

**You are organising a group visit to a Youth Hostel. How many participants will there be?**

\*M1 Hello, is that the Youth Hostel? I'm trying to organise a group visit to you in December. There are 36 of us plus the coach driver and we would like to stay for 3 nights with breakfast and dinner included if possible.\*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05*

**R1 Question 6. Why is your train delayed?**

\*F1 Attention platform 8. The "Athens Express" has been delayed by 90 minutes. This is due to problems with the engine. We will keep you up to date with new expected arrival and departure times.\*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05*

**R1 That is the last question in Part 1. In a moment you will hear Part 2. Now look at the questions for Part 2, Exercise 1.**

*Pause 00'20".*

R1 Part Two  
Part 2 Exercise 1 Question 7

Listen to the following interview about a new dinosaur museum and then complete the notes below. You will hear the interview twice.

- \*V1 Today we are going on a tour of a brand new dinosaur museum. This exhibition has aroused much public interest and the huge queues outside the entrance of this exciting attraction are evidence of obvious enthusiasm for dinosaurs! Magnus Mund is the curator of the new exhibition and he is going to guide us today.
- V2 Welcome to "Dinosaur Island". Did you notice that our building is actually shaped like a giant dinosaur?
- V1 Yes, it's causing much excitement outside. Has this area always been famous for dinosaurs and fossils?
- V2 It certainly has! After you have visited the museum you must walk out onto the beach just before low tide and look for dinosaur footprints. Our guide will take you there and show you some...
- V1 What real dinosaur footprints? In the water?
- V2 Well, in the mud. You'll clearly see 3 toes – the footprints are from a young iguanodon actually and were imprinted in the mud 120m years ago. There are some fossilised trees lying nearby -- they're not quite so old: they're a mere 115 million years old. They don't look like trees at first glance of course – they are more like pillars sawn into sections and lying on their sides. But if you hold back the seaweed which covers them you will be able to see their bark and tree rings!
- V1 We'll look forward to seeing all that! What is in the museum then?
- V2 Our introductory section has explanations and displays of fossils from the Ice Age onwards. The next section has "live" dinosaur models.
- V1 Oh! I wondered what the snarling and roaring in the background was....
- V2 Yes, it's very dark and noisy in there. Then we have the interactive displays. You can pick up real fossilised dinosaur bones for example, I don't suppose you've ever done that before...
- V1 No, I can't say that I have!
- V2 Of course the whole aim of our museum is to inform people while being fun and educational for all ages at the same time.
- V1 Lovely, I am really looking forward to seeing it all and especially finding footprints on the beach. Thank you very much, let's go...
- V2 But the best bit is yet to come. There are always new fossils to be found on the beach and the cliffs are constantly crumbling. If you find a bit of dinosaur bone or whatever, our guide will identify it and date it for you and then you can take it home to remind you of your visit! All details about the museum – our entrance costs, opening times, facilities, special courses in fossil

identification and family fossil hunt days – are available on our website.  
[www.dinosaurisland.com](http://www.dinosaurisland.com)

V1 Thank you for all the information.

V2 Oh - you're welcome. I hope you really enjoy your visit and that you learn a lot about dinosaurs from it – that's our aim.\*\*

**Pause 30"**

**R1 Now you will hear the interview again.**

***Repeat from \* to \*\****

***Pause 00'30"***

**That is the end of Part 2 Exercise 1. In a moment you will hear Part 2 Exercise 2. Now look at the questions for Exercise 2.**

***Pause 00'25"***

**R1 Part 2 Exercise 2 Question 8**

Listen to the following interview with a sports photographer and then complete the notes below. You will hear the interview twice.

\*V1 Good evening and welcome to "Careers with Challenge" our occasional series where we interview people who have interesting but risky or difficult jobs which they enjoy and are successful in carrying out. Tonight we are going to meet 43-year-old Kit Evans, a brave sports photographer who specialises in sailing. Kit - welcome to our programme, could you tell us about yourself and your challenging career please?

V2 Yes, I'll tell you about my background first so that you understand my inspiration and my passion for photography. When I was 5 my father, who was a pilot at the time, gave me a little pocket camera, easy enough for a young child to use. I took it everywhere with me and I used it. When I was 16 though I discovered that my school had a darkroom – a room used for developing film – and that it hadn't been used for years because nobody knew how. So I took over the room, set up everything and got the equipment working and I've never looked back.

V1 So what did you photograph then?

V2 Anything and everything, but gradually I narrowed my range to sports such as rugby, soccer, polo, tennis, windsurfing and gliding. I've also photographed "Formula 1" car racing - in fact I was nearly run over by one of the cars which skidded towards me as I was photographing it!

V1 So it's quite dangerous being a sports photographer?

V2 Really it is as dangerous as you make it. Gradually I became known more as a sailing photographer - with a difference!

V1 What do you mean?

V2 My first assignment in this type of sport was to cover a famous Trans-Atlantic race. One of the crew advised me that the best photographs could be taken from the top of the yacht's 28-metre mast.

V1 Is that what you did? Climbed up a mast to take photographs on a rough sea in the middle of the ocean?

V2 I certainly did and have done so on all my sailing assignments ever since. The pictures taken from the top of a boat's mast are the best!

V1 What happens if the boat capsizes though?

V2 Err.. Obviously I have a sort of harness to keep me tied to the mast but that can be a disadvantage when you're trying to escape being pulled under a capsizing yacht. This really did happen to me once – I was being filmed for a programme about a boat show. Suddenly the crew lost control and the boat started to capsize. I kept taking photos until I hit the water - I was still attached to the mast but was able to free myself on that occasion.

V1 What a risky career.

V2 It is, but that's what I choose to do. I love to be there in the middle of the action , jumping, crouching, climbing, diving, or... or swinging on ropes. I like to work against

the situation and the elements – the tide, the wind and the rain to get a unique shot.  
The greatest challenge in my job is to see the action *before* it happens and to capture it. If you see the action as it happens, it is too late and you miss the shot, you have to anticipate it, there's no second chance.

- V1 You leave us feeling worn out just thinking about what you do. Where can we see your pictures – the fruit of the risks you take?
- V2 In my book, just published. It's available from all good bookshops – hope you enjoy it, that's what I work for! My book is called "Sailing in Action" . If you would like to order it from the bookshop, give the reference 0-15-143506-Y.\*\*

*Pause 30"*

- R1 **Now you will hear the interview again.**

*Repeat from \* to \*\*  
Pause 30"*

**That is the end of Part Two. There will be a short break before you hear Part Three.**

R1 In a moment you will hear Part Three. Now look at the questions for Part Three, Exercise 1.

Pause 00'40"

### Part Three

#### Part Three : Exercise One Question 9

Listen to the following interview about disappearing forests and then indicate whether each statement is true or false by putting a tick in the appropriate box. You will hear the interview twice.

- \*V1 Today on "Nature Trail" we find out about a new report, which warns us that the world's forests are disappearing. Dr Daniel Wells, a well-known environmentalist, is here in the studio with us. Daniel - could you tell us about this report?
- V2 Yes, certainly. Basically, satellite pictures have shown us that the world's main woodlands –more than 80% of total forests – are concentrated in only 15 countries.
- V1 So what exactly did these satellite pictures show you?
- V2 They provided a clear picture of the total forest cover around Earth's globe. You see, all the previous studies giving us similar warnings about disappearing forests were based on statistics provided by individual countries – the satellite picture provides a view of the whole of Earth at once and provides a means of comparison between forested areas.
- V1 So the new pictures show that the situation is worse than you feared?
- V2 Oh, much worse. Huge areas of forests have been cleared in the last 50 years and I'm sure that this will continue in future years despite our warnings.
- V1 So how can we prevent the further disappearance of forests?
- V2 Well, the only way to reverse the process is to *transform* the attitude of people and governments. Otherwise the remaining "closed canopy forests" and all the wildlife which is associated with them could soon disappear.
- V1 What is a "closed canopy forest"?
- V2 A forest in which trees cover more than 40% of the land. The biggest of these are in Siberia and Canada because the population densities there are low.
- V1 So if the forests disappear, so does their wildlife.
- V2 The importance of healthy forest is huge. Forests are vital for the well being of our planet.
- V1. Can you give us some examples?
- V2 Yes. Forests regulate the quality and quantity of rainwater being discharged into rivers. They counter soil erosion and stop deserts from spreading too far over the surface of the Earth.
- V1 They soak up the carbon from the air too, don't they?

V2. Yes and of course they give refuge to much endangered wildlife...the elephant in Africa, the orang-utan in Indonesia, Siberian Tigers in Siberia and the Giant Panda in China, to name but a few.

V1 All of these breeds would disappear, how dreadful.

V2 Do you begin to see the importance of retaining our forests now?

V1 Absolutely. Surely forests must provide food for local people too.

V2 Yes, food and of course medicines. So we need an educational programme so that those using forests in order to make a living – those who provide wood to the paper industry, for example - see their value as sustainable resources and we must give these people an alternative means of income rather than the exploitation of disappearing forests.\*\*

*Pause 00'30"*

**R1 Now you will hear the interview again.**

*Repeat from \* to \*\**

*Pause 00'30"*

**R1 That is the end of Part Three Exercise 1. In a moment you will hear Exercise 2. Now look at the questions for Exercise 2.**

*Pause 00'35"*



**R1 Part Three Exercise Two Question 10**

**Listen to the following interview with a sculptor and then indicate whether each statement is true or false by putting a tick in the appropriate box. You will hear the interview twice.**

- \*V1 Today we are meeting Thandie Bakker, a modern sculptor. Her speciality is sculpting figures by weaving them out of supple willow tree branches. Thandie -- tell us a bit about your life and your work, please.
- V2 I was born in 1967 in Kenya and was brought up in Australia. There I used to make things from wood, which had been washed up on the beach..., that began my career as a sculptor. I have made sculptures all round the world, from France to the USA – I must tell you that I like travelling too, that's part of my job really.
- V1 Why do you use willow branches and what sort of figures do you weave?
- V2 The wood of the willow tree is especially supple and suited to weaving – people often make furniture from it of course. I harvest the wood, then I dry it for a while then soak it for a week before beginning on a new piece of work.
- V1 How do you begin a project?
- V2 I begin with a drawing and then I make a frame, usually out of metal as a basis for the woven willow. I have just finished weaving a huge 10m tall man around a metal frame, for example.
- V1 It must have been very difficult to work on his head!
- V2 Yes, it was rather high up, I had to use a system of scaffolding and ladders, which all swayed in the breeze. It is nice to work out in the fresh air you know.
- V1 Yes, there must be lots of advantages to your work.
- V2 Well I am in charge of my own working hours and I usually work out of doors and of course I have lots of contact with other people.
- V1 Why? Do lots of people come and look at your sculptures as you are building them?
- V2 Yes there is always an audience but that's not what I meant. I give workshops to people and children of all ages.
- V1 You mean you teach them how to make sculptures out of willow too.
- V2 Yes, my courses are very popular, you have to book well in advance, you know. I do find teaching very fulfilling; it is very satisfying to be able to pass your craft on to subsequent generations. I also think it's very important for all people to have experience of practical work – it helps to stimulate their creativity. I aim to teach people to not be afraid to make mistakes but just to enjoy creating something using natural materials in natural surroundings.
- V1 Wonderful. Are there any disadvantages to your work?

V2 I suppose the temporary nature of what I create is often hard to take. A storm, a strong wind or a fire for example wrecks the structures immediately, but the advantages of the actual process greatly outweigh all of this.

V1 Thandie Bakker - thank you very much for inspiring us, we'd all like to participate in your next workshop.\*\*

*Pause 00'30"*

V1 Now you will hear the interview again.

*Repeat from \* to \*\**

*Pause 00'30"*

**V1 That is the end of Part Three and of the test.**

**In a moment your teacher will stop the tape and 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"*

**V1 Teacher, the tape should now be stopped and all the papers collected.**

**Thank you everyone.**

*[BLEEP]*

November 2003

**INTERNATIONAL GCSE**

**MARKING SCHEME**  
Including Tapescript

**MAXIMUM MARK: 36**

**SYLLABUS/COMPONENT: 0510/04**  
**ENGLISH AS A SECOND LANGUAGE**  
Paper 4 (Listening - Extended)

|        |                                    |    |       |
|--------|------------------------------------|----|-------|
| Page 1 | Mark Scheme                        | Sy | Paper |
|        | IGCSE EXAMINATIONS - NOVEMBER 2003 | 03 | A     |

www.PapaCambridge.com

### Part 1

1. 3 working days \$3.80 (1mk)
2. 37 / 36 / 36 +driver (1mk)
3. engine problems (1mk)
4. 15 minutes (from now) (1mk)
5. Not enough transport his dad will drive too (1 mark each - 2 mks)
6. 37 kg (plums) 40 kg (cherries) (2 mks)

Maximum total for Part 1: 8 marks

## Part 2

### Exercise One Question 7

- A (giant) dinosaur (1 mark)
- Footprints 120 m yr (both needed for 1 mark)
- Trees 115 m yr (both needed for 1 mark)
- Handle (1 mark)
- Opening times,. Entry fees (2 marks: 1 mark each)
- [www.dinosaurisland.com](http://www.dinosaurisland.com) (1 mark)

Maximum for exercise 7 marks

**Part 2**

**Exercise Two – Question 8**

- 43 (1 mark)
- given a camera (1 mark)
- found/used darkroom (1 mark)
- tennis, windsurfing (1 mark)
- top of mast 28 metres (NB - both points needed for 1 mark)
- anticipate action (1 mark)
- Sailing in Action (1 mark)
- 0-15-1143506-Y (1 mark)

Maximum for exercise 9 marks

**Part 3**

**Exercise Two Question 9**

- (a) 80% total forests 15 countries (max. 2 marks – 1 mark for each point)
- (b) by transforming attitudes (of people and government)/offering alternative means of income (1 mark)
- (c) trees cover more than 40% of land (1 mark)
- (d) TWO OF: controls discharge into rivers/soaks up carbon/provides refuge/counters soil erosion (1 mark)
- (e) education programme offer alternative means of income (both points for 1 mark)

Maximum for exercise - 6 marks

**Part 3**

**Exercise Two Question 10**

- (a) electricity (1mk)
- (b) THREE of: windmill/tall/up to 105m high/rotor blade (1mk)
- (c) 1.6% (1mk)
- (d) to avoid tax (1mk)
- (e) to power set of traffic lights (1 mk)
- (f) could be noisy might kill birds (1 mk)

Maximum for exercise – 6 marks

IGCSE ENGLISH AS A SECOND LANGUAGE (0510/4)  
LISTENING COMPREHENSION SCRIPT NOVEMBER 2003

R1 This is the University of Cambridge Local Examinations Syndicate International General Certificate of Secondary Education November 2003 Examination in English as a Second Language. Paper Four - Listening Comprehension.

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 test.

If you would like the tape to be louder, tell your teacher NOW. The tape will not be stopped while you are doing the test.

Teacher: please give out the question papers, and when all the candidates are ready to start the test please turn the tape back on.

[BLEEP]

Now you are all ready, here is the test.

Look at the questions for Part One. There are six questions in this part of the exam. You will hear each question twice. For each question you will hear the situation described as it is on your exam paper.

Pause 00'05"



**R1 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.

**R1 Question 1**

**Atlanta needs to order some books for college. How long will it take and what is the delivery cost?**

\*F1 I need to order some books for my college courses. How long will it take to order them, please?

F2 3 working days....

F1 Could you deliver them to me?

F2 Yes, but there is a delivery charge of £3.80 in addition to the book price.\*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05*

**R1 Question 2**

**You are organising a group visit to a Youth Hostel. How many participants will there be?**

\*V1 Hello, is that the Youth Hostel? I'm trying to organise a group visit to you in December. There are 36 of us plus the coach driver and we would like to stay for 3 nights with breakfast and dinner included if possible.\*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05*

**R1 Question 3.**

**Why is your train delayed?**

\*M1 Attention platform 8. The "Athens Express" has been delayed by 90 minutes. This is due to problems with the engine. We will keep you up to date with new expected arrival and departure times.\*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05*

R1 **Question 4.**

**Satia has toothache. How long will it be before she can see the dentist?**

\*V1 Hello, would it be possible to make an appointment with the dentist? I have bad toothache, I think my tooth is broken.

V2 Do you live very far away? The dentist could see you in 15 minutes from now if you can get here in that short amount of time.

V1 Yes please. I'm on my way\*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05*

R1 **Question 5.**

**Gabor's youth group is going trampolining . What problem arises and how does Gabor solve it?**

\*V1 Is everyone here and ready and are you all wearing suitable loose clothing ready for trampolining? Unfortunately we will have to travel to the leisure centre in 2 consecutive carloads as we don't have enough cars available to transport you all.

V2 Wait a minute...

V1 Yes, Gabor?

V2 My father will help. Our car seats 8 people...\*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05*

R1 **Question 6.**

**Ramon's family is gathering the fruit from both their trees in the garden. How much does each yield?**

\*V1 Here's some more cherries. Must make that up to 40kg in total from that tree...

V2 Yes and here are the rest of the plums, we have 37 kg of them!\*\*

*Pause 00'10"*

*Repeat from \* to \*\**

*Pause 00'05*

R1 **That is the last question in Part 1. In a moment you will hear Part 2. Now look at the questions for Part 2, Exercise 1.**

*Pause 00'20".*

R1 Part Two  
Part 2 Exercise 1 Question 7

Listen to the following interview about a new dinosaur museum and then complete the notes below. You will hear the interview twice.

- \*V1 Today we are going on a tour of a brand new dinosaur museum. This exhibition has aroused much public interest and the huge queues outside the entrance of this exciting attraction are evidence of obvious enthusiasm for dinosaurs! Magnus Mund is the curator of the new exhibition and he is going to guide us today.
- V2 Welcome to "Dinosaur Island". Did you notice that our building is actually shaped like a giant dinosaur?
- V1 Yes, it's causing much excitement outside. Has this area always been famous for dinosaurs and fossils?
- V2 It certainly has! After you have visited the museum you must walk out onto the beach just before low tide and look for dinosaur footprints. Our guide will take you there and show you some...
- V1 What real dinosaur footprints? In the water?
- V2 Well, in the mud. You'll clearly see 3 toes – the footprints are from a young iguanodon actually and were imprinted in the mud 120m years ago. There are some fossilised trees lying nearby -- they're not quite so old: they're a mere 115 million years old. They don't look like trees at first glance of course – they are more like pillars sawn into sections and lying on their sides. But if you hold back the seaweed which covers them you will be able to see their bark and tree rings!
- V1 We'll look forward to seeing all that! What is in the museum then?
- V2 Our introductory section has explanations and displays of fossils from the Ice Age onwards. The next section has "live" dinosaur models.
- V1 Oh! I wondered what the snarling and roaring in the background was....
- V2 Yes, it's very dark and noisy in there. Then we have the interactive displays. You can pick up real fossilised dinosaur bones for example, I don't suppose you've ever done that before...
- V1 No, I can't say that I have!
- V2 Of course the whole aim of our museum is to inform people while being fun and educational for all ages at the same time.
- V1 Lovely, I am really looking forward to seeing it all and especially finding footprints on the beach. Thank you very much, let's go...
- V2 But the best bit is yet to come. There are always new fossils to be found on the beach and the cliffs are constantly crumbling. If you find a bit of dinosaur bone or whatever, our guide will identify it and date it for you and then you can take it home to remind you of your visit! All details about the museum – our entrance costs, opening times, facilities, special courses in fossil identification and family fossil hunt days – are available on our website. It's [www.dinosaurisland.com](http://www.dinosaurisland.com)

V1 Thank you for all the information.

V2 Oh - you're welcome. I hope you really enjoy your visit and that you learn a lot about dinosaurs from it – that's our aim.\*\*

***Pause 30"***

**R1 Now you will hear the interview again.**

***Repeat from \* to \*\****

***Pause 00'30"***

**That is the end of Part 2 Exercise 1. In a moment you will hear Part 2 Exercise 2. Now look at the questions for Exercise 2.**

***Pause 00'25"***

**R1 Part 2 Exercise 2 Question 8**

Listen to the following interview with a sports photographer and then complete the notes below. You will hear the interview twice.

\*V1 Good evening and welcome to "Careers with Challenge" our occasional series where we interview people who have interesting but risky or difficult jobs which they enjoy and are successful in carrying out. Tonight we are going to meet 43-year-old Kit Evans, a brave sports photographer who specialises in sailing. Kit - welcome to our programme, could you tell us about yourself and your challenging career please?

V2 Yes, I'll tell you about my background first so that you understand my inspiration and my passion for photography. When I was 5 my father, who was a pilot at the time, gave me a little pocket camera, easy enough for a young child to use. I took it everywhere with me and I used it. When I was 16 though I discovered that my school had a darkroom – a room used for developing film – and that it hadn't been used for years because nobody knew how. So I took over the room, set up everything and got the equipment working and I've never looked back.

V1 So what did you photograph then?

V2 Anything and everything, but gradually I narrowed my range to sports such as rugby, soccer, polo, tennis, windsurfing and gliding. I've also photographed "Formula 1" car racing - in fact I was nearly run over by one of the cars which skidded towards me as I was photographing it!

V1 So it's quite dangerous being a sports photographer?

V2 Really it is as dangerous as you make it. Gradually I became known more as a sailing photographer - with a difference!

V1 What do you mean?

V2 My first assignment in this type of sport was to cover a famous Trans-Atlantic race. One of the crew advised me that the best photographs could be taken from the top of the yacht's 28-metre mast.

V1 Is that what you did? Climbed up a mast to take photographs on a rough sea in the middle of the ocean?

V2 I certainly did and have done so on all my sailing assignments ever since. The pictures taken from the top of a boat's mast are the best!

V1 What happens if the boat capsizes though?

V2 Err.. Obviously I have a sort of harness to keep me tied to the mast but that can be a disadvantage when you're trying to escape being pulled under a capsizing yacht. This really did happen to me once – I was being filmed for a programme about a boat show. Suddenly the crew lost control and the boat started to capsize. I kept taking photos until I hit the water - I was still attached to the mast but was able to free myself on that occasion.

V1 What a risky career.

V2 It is, but that's what I choose to do. I love to be there in the middle of the action , jumping, crouching, climbing, diving, or... or swinging on ropes. I like to work against

the situation and the elements – the tide, the wind and the rain to get a unique shot. The greatest challenge in my job is to see the action *before* it happens and to capture it. If you see the action as it happens, it is too late and you miss the shot, you have to anticipate it, there's no second chance.

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- V2 In my book, just published. It's available from all good bookshops – hope you enjoy it, that's what I work for! My book is called "Sailing in Action" . If you would like to order it from the bookshop, give the reference 0-15-143506-Y.\*\*

*Pause 30"*

**R1 Now you will hear the interview again.**

*Repeat from \* to \*\*  
Pause 30"*

**That is the end of Part Two. There will be a short break before you hear Part Three.**

R1 In a moment you will hear Part Three. Now look at the questions for Part Three, Exercise 1.

Pause 00'40"

### Part Three

#### Part Three : Exercise One Question 9

Listen to the following interview about disappearing forests and then answer the questions below. You will hear the interview twice.

- \*V1 Today on "Nature Trail" we find out about a new report, which warns us that the world's forests are disappearing. Dr Daniel Wells, a well-known environmentalist, is here in the studio with us. Daniel - could you tell us about this report?
- V2 Yes, certainly. Basically, satellite pictures have shown us that the world's main woodlands – more than 80% of total forests – are concentrated in only 15 countries.
- V1 So what exactly did these satellite pictures show you?
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- V1 So the new pictures show that the situation is worse than you feared?
- V2 Oh, much worse. Huge areas of forests have been cleared in the last 50 years and I'm sure that this will continue in future years despite our warnings.
- V1 So how can we prevent the further disappearance of forests?
- V2 Well, the only way to reverse the process is to *transform* the attitude of people and governments. Otherwise the remaining "closed canopy forests" and all the wildlife which is associated with them could soon disappear.
- V1 What is a "closed canopy forest"?
- V2 A forest in which trees cover more than 40% of the land. The biggest of these are in Siberia and Canada because the population densities there are low.
- V1 So if the forests disappear, so does their wildlife.
- V2 The importance of healthy forest is huge. Forests are vital for the well being of our planet.
- V1. Can you give us some examples?
- V2 Yes. Forests regulate the quality and quantity of rainwater being discharged into rivers. They counter soil erosion and stop deserts from spreading too far over the surface of the Earth.
- V1 They soak up the carbon from the air too, don't they?

- V2. Yes and of course they give refuge to much endangered wildlife...the elephant in Africa, the orang-utan in Indonesia, Siberian Tigers in Siberia and the Giant Panda in China, to name but a few.
- V1 All of these breeds would disappear, how dreadful.
- V2 Do you begin to see the importance of retaining our forests now?
- V1 Absolutely. Surely forests must provide food for local people too.
- V2 Yes, food and of course medicines. So we need an educational programme so that those using forests in order to make a living – those who provide wood to the paper industry, for example - see their value as sustainable resources and we must give these people an alternative means of income rather than the exploitation of disappearing forests.\*\*

*Pause 00'30"*

**R1 Now you will hear the interview again.**

*Repeat from \* to \*\**

*Pause 00'30"*

**R1 That is the end of Part Three Exercise 1. In a moment you will hear Exercise 2. Now look at the questions for Exercise 2.**

*Pause 00'35"*



R1 Part Three Exercise Two Question 10

Listen to the following interview about using wind power as an alternative energy source then answer the questions below. You will hear the interview twice.

- \*V1 Huge modern wind structures use wind power as an alternative energy source. They are usually situated on remote mountain ranges or far out to sea in offshore wind farms. Nowadays however, wind power is becoming increasingly common in cities as well as in the countryside. Here is Professor Tomas Georgios, a wind turbine-engineering expert, to tell us more.
- V2 Wind power can be used everywhere and is becoming increasingly popular as an alternative means of providing electricity. We are drawing up plans to put wind turbines in all sorts of places. Wind turbines are sort of modern windmill - tall structures up to 105m high with a rotor blade at the pinnacle. We've had enquiries for turbines to be built on office block rooftops in the middle of cities, in car parks and in back gardens of suburban houses. We plan to create mini-wind farms in selected areas of cities in order to provide electricity for those places.
- V1 Really? What are the benefits of wind power then? Obviously it saves using fossil fuels.
- V2 Wind power is the fastest growing energy form in Great Britain for example and by 2005 should be able to supply 1.6% of the nation's electricity.
- V1 That's good. Will that percentage rise?
- V2 It has to. By 2010 10% of national power has to be supplied by renewable sources.
- V1 Are there many wind turbines in use at the moment?
- V2 857 turbines in 67 farms to date, 100 to be added within 12 months and 541 to be added within 4 years in 18 new offshore wind farms. Also each week many people decide to erect a turbine in their garden – for this purpose we install smaller turbines only 10-15 m tall. Some private companies are also starting to use this renewable form of power....
- V1 Wind power is a brilliant idea but why the sudden interest?
- V2 Because companies are soon to be taxed on any electricity produced from fossil fuels.
- V1 So what can wind turbines be used for?
- V2 There are many purposes, both large and small. In one city for example, 2 small turbines on top of a set of traffic lights power a mini-generator and provide the electricity for the lights.
- V1 Don't birds fly in to the whirring blades?
- V2 Not often, but it's important to situate turbines away from migration routes.
- V1 Do you think it would be noisy to have a wind turbine in your back garden or outside your office or shop window?

V2 No. All you would hear would be a soft swishing of the blades. You would soon get used to it. Besides it's a small price to pay for the advantage of providing electricity from renewable resources.

*Pause 00'30"*

R1 **Now you will hear the interview again.**

*Repeat from \* to \*\**

*Pause 00'30"*

**That is the end of Part Three and of the test.**

**In a moment your teacher will stop the tape and 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"*

**Teacher, the tape should now be stopped and all the papers collected.**

**Thank you everyone.**

*[BLEEP]*