



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

CANDIDATE NAME

CENTRE NUMBER

CANDIDATE NUMBER

\* 7 5 7 2 3 8 8 4 5 6 \*

**ENGLISH AS A SECOND LANGUAGE**

**0510/32**

Paper 3 Listening (Core)

**October/November 2012**

**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	
<b>Total</b>	

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 What exactly is Mariam asked to supply?

..... [1]

2 What does Simon decide to include in the report? Give **two** details.

..... [1]

3 What does Mum ask the campers to do before they go to bed, **and** why?

..... [1]

4 How do the friends decide to save time?

..... [1]

5 What are the **two** disadvantages of catching a direct train?

..... [1]

6 What should the guests do after visiting the lighthouse, **and** why is Tuesday best for the trip?

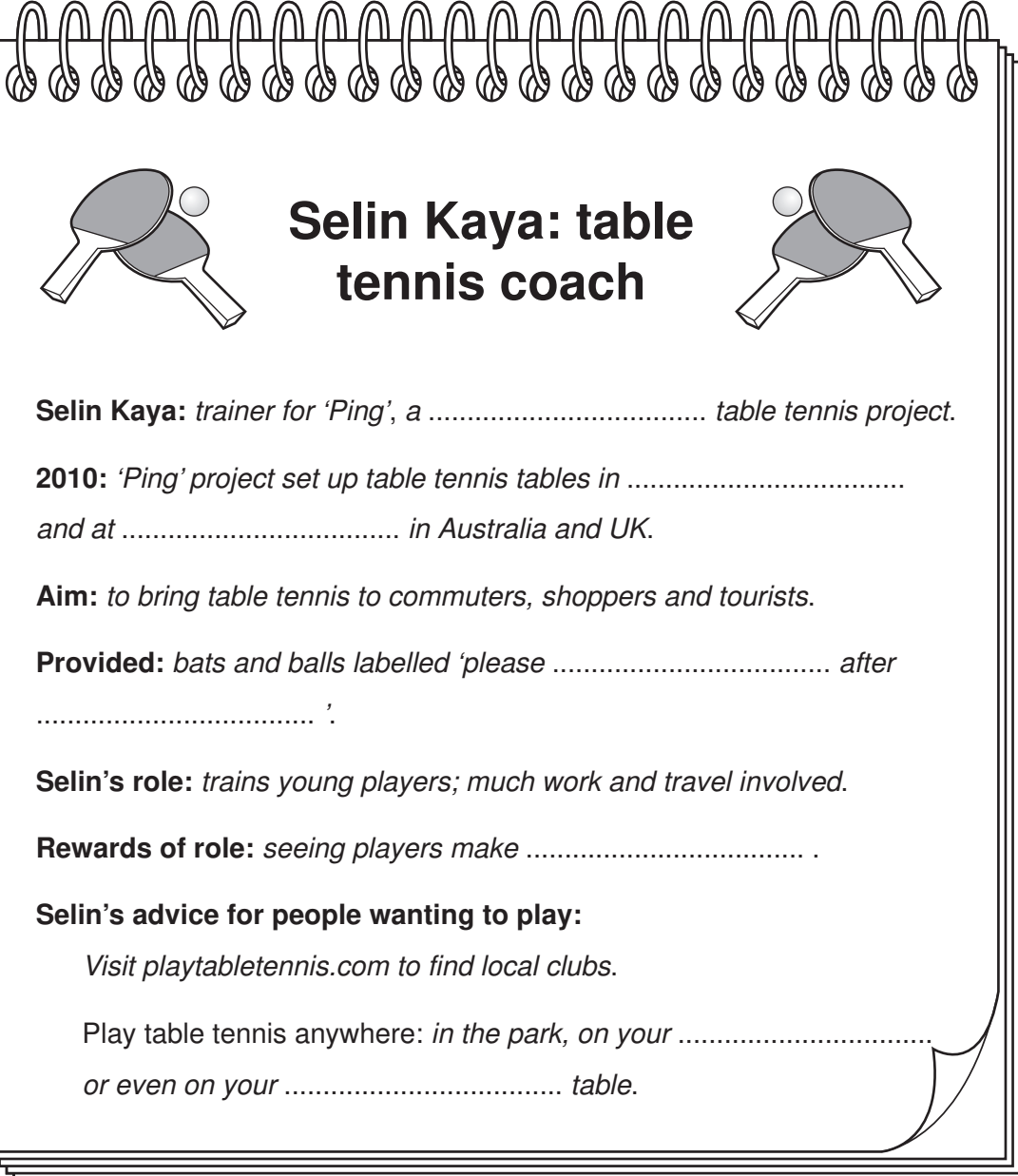
.....  
..... [2]

[Total: 7]

**Question 7**

Listen to the following interview with a table tennis trainer, and then complete the details below.

You will hear the interview twice.



**Selin Kaya: table tennis coach**

**Selin Kaya:** *trainer for 'Ping', a ..... table tennis project.* [1]

**2010:** *'Ping' project set up table tennis tables in ..... and at ..... in Australia and UK.* [1]

**Aim:** *to bring table tennis to commuters, shoppers and tourists.*

**Provided:** *bats and balls labelled 'please ..... after ..... '.* [1]

**Selin's role:** *trains young players; much work and travel involved.*

**Rewards of role:** *seeing players make .....* [1]

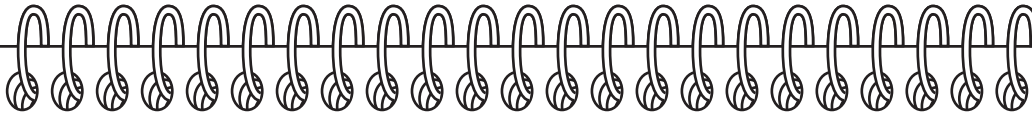
**Selin's advice for people wanting to play:**  
*Visit [playtabletennis.com](http://playtabletennis.com) to find local clubs.*  
 Play table tennis anywhere: *in the park, on your ..... or even on your ..... table.* [1]

[Total: 5]

**Question 8**

Listen to the following interview with an explorer, and then complete the details below.

You will hear the interview twice.



## Record-breaking walk: Amazon River

**Time taken:** ..... days. [1]

**Dates of walk:** 2nd ..... 2008 until .....  
..... 2010. [1]

**Amazon River:** is world's second ..... river. [1]

**Length:** 6,400 kilometres.

**Extra distance walked:** ..... kilometres added to the  
journey because of ..... [1]

**Real purpose of walk:** to provide funds for charities and to raise  
awareness of the plight of Amazonian rainforests.

**Website:** walkingtheamazon.com

**Survival tactics:**

**Food:** spider ..... , snakes, fish, eels, scorpions and  
..... [1]

**Health:** advice sought via .....

**Cho:** local forestry worker, acted as helper and ..... ,  
made great coffee. [1]

**Summary of dangers survived:** ..... by hostile tribes,  
mosquito bites and tropical ..... [1]

[Total: 7]

**Question 9**

Listen to the following interview about a huge crab, 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 programme is recorded 300 metres below the surface of the ocean.	<input type="checkbox"/>	<input type="checkbox"/>
(b) You can touch an octopus in a Sea Life Centre.	<input type="checkbox"/>	<input type="checkbox"/>
(c) The new spider crab weighs 20 kilograms.	<input type="checkbox"/>	<input type="checkbox"/>
(d) The centre has called the crab 'Godzilla' after the cartoon lizard.	<input type="checkbox"/>	<input type="checkbox"/>
(e) Next March the crab will go on a tour of Sea Life Centres.	<input type="checkbox"/>	<input type="checkbox"/>
(f) This crab won't eat the smaller crabs in the Sea Life Centre.	<input type="checkbox"/>	<input type="checkbox"/>
(g) The Japanese spider crab eats only plants.	<input type="checkbox"/>	<input type="checkbox"/>
(h) The crab has 10 legs, 8 of which are used for feeding.	<input type="checkbox"/>	<input type="checkbox"/>
(i) These crabs may also be seen on land.	<input type="checkbox"/>	<input type="checkbox"/>
(j) The crab wears sponges and small animals to disguise itself.	<input type="checkbox"/>	<input type="checkbox"/>

[Total: 5]

### Question 10

Listen to the following talk by a founder of a sewing organisation, 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 is in his seventies.	<input type="checkbox"/>	<input type="checkbox"/>
(b) His idea was to grow and export cotton.	<input type="checkbox"/>	<input type="checkbox"/>
(c) The organisers receive no pay for their work with the sewing project.	<input type="checkbox"/>	<input type="checkbox"/>
(d) The sewing unit is in a city in India.	<input type="checkbox"/>	<input type="checkbox"/>
(e) The employees sew cotton clothes in response to orders.	<input type="checkbox"/>	<input type="checkbox"/>
(f) Orders come in via email.	<input type="checkbox"/>	<input type="checkbox"/>
(g) Export of their products only creates a small carbon footprint.	<input type="checkbox"/>	<input type="checkbox"/>
(h) The unit was set up in 2010.	<input type="checkbox"/>	<input type="checkbox"/>
(i) The workers have sewn 3,000 bags in 1,000 designs.	<input type="checkbox"/>	<input type="checkbox"/>
(j) There are 18 members of the sewing unit.	<input type="checkbox"/>	<input type="checkbox"/>
(k) Some families live in the buildings of the project.	<input type="checkbox"/>	<input type="checkbox"/>
(l) The project has helped to provide electricity as well.	<input type="checkbox"/>	<input type="checkbox"/>

[Total: 6]



