



Cambridge Lower Secondary Checkpoint

ENGLISH AS A SECOND LANGUAGE

1110/03

Paper 3 Listening

April 2020

Tape Script

Approximately 45 minutes

Maximum Mark 30

This document has **16** pages. Blank pages are indicated.

Rubric: Cambridge Lower Secondary Checkpoint English as a Second Language Listening, April 2020.

There are six parts to the test. You will hear each part twice. For each part of the test, there will be time for you to look through the questions and time for you to check your answers. Write your answers on the question paper.

The recording will now be stopped. Please ask any questions now, because you must not speak during the test.

PAUSE 00'05"

Rubric: Now open your question paper and look at Part 1.

PAUSE 00'02"

Rubric: There are five questions in this part. For each question, there are three pictures and a short recording. Choose the correct picture and circle the letter A, B or C below it.

Before we start, here is an example.

Why did Jason visit Ally?

M: I'm glad you're feeling better, Ally. Did your friend Jason give you another book to read?

F: Not this time, Dad. They made cakes in class today and Jason brought one for me.

M: Lucky you! Anyway, back to school tomorrow.

F: I'll go on the bus with Jason. Oh, I'll need a letter from you explaining why I was off school.

PAUSE 00'05"

The answer is B.

Look at the three pictures for question 1 now.

PAUSE 00'05"

Rubric: Now we are ready to start. Listen carefully. You will hear each recording twice.

Rubric: 1 – What sport did the girl learn how to do first?*M: US 17 F: US 17***M:** When did you start surfing?**F:** Last year...But I'm much better at skateboarding.**M:** Why's that? Have you done skateboarding for longer?**F:** Yes, but it's also much easier than surfing, I think. And surfers need to be good at swimming too. But that's no problem for me – I can't actually remember learning to swim, I was so young!

56 words

PAUSE 00'05"**Rubric:** Now listen again.**REPEAT****PAUSE 00'05"****Rubric: 2 – Which T-shirt is the woman going to buy?***US Accent (M) teen US Accent (F) adult***M/US/13:** Mom, can you buy me this T-shirt? The lion on the front is so cool!**F/US/40:** I'm afraid they don't have it in your size. But they have one with a bear on it.**M:** I don't know, the picture isn't that good...**F:** How about this one with the bird? It's great!**M:** Alright, maybe I can get the lion one next time...

59 words

PAUSE 00'05"**Rubric:** Now listen again.**REPEAT****PAUSE 00'05"**

Rubric: 3 – What was the weather like for the boy's birthday party?*F: 40 US (on phone) M: 14 UK (deliberate – transatlantic call)*

- F: How was your birthday party on Saturday, Tom? I know you wanted to play football in the garden. Did it rain?
- M: Well, only in the morning, Auntie Jane, but it was very windy until just before my party started.
- F: Oh dear! But was it sunny for that?
- M: Yes, and it was for the rest of the day.

57 words

PAUSE 00'05"**Rubric: Now listen again.****REPEAT****PAUSE 00'05"****Rubric: 4 – Which sport does David usually do every week?***M: UK 14 F: UK 14*

- M: Hi Anna, I've just played a really hard match!
- F: Hi David, were you playing in the park?
- M: I haven't done that for ages, because I normally have tennis lessons on Saturdays. But my teacher's away on holiday so I joined my friends for a football match. Actually, I saw you in the park on the basketball courts!
- F: Yes, I was there.

61 words

PAUSE 00'05"**Rubric: Now listen again.****REPEAT****PAUSE 00'05"**

Rubric: 5 – How did the girl contact her grandmother?*US Accent (M) adult**US Accent (F) teen*

- F/US/13: Dad, I went to Grandma's after school, but she didn't answer the door, or her telephone!
- M/US/40: Oh, that's because she was out, but she's back home now. And she's called to say she found the note you left.
- F: Oh great! I did that because she never checks her email. So, can I go see her later?
- M: Yes, you can.

59 words

PAUSE 00'05"**Rubric: Now listen again.****REPEAT****PAUSE 00'05"****That is the end of Part 1.****PAUSE 00'10"**

Now turn to Part 2, questions 6 to 10. For each question, there are three pictures and a short recording. Choose the correct picture and circle the letter A, B or C below it. Listen carefully. You will hear each recording twice.

Rubric: 6 – Where is the group going to have lunch on their tour?*M/30/UK*

- M: OK, boys and girls. The coach leaves in five minutes – I'll tell you about our tour. Our destination is some caves that people lived in hundreds of years ago. They slept, cooked and ate their meals in them. We won't arrive till after lunch. At midday, the coach will stop by the sea, and you can take your sandwiches and sit by the shore. We're stopping at the country palace gardens on our way back and you can have a snack there too if you want.

86 words

PAUSE 00'05"**Rubric: Now listen again.****REPEAT**

PAUSE 00'05"

Rubric: 7 – Which exhibition will students see at the museum today?

Male adult: Hello everybody and welcome to the museum. Now, you're going to look at our new exhibition which brings together currencies from around the world. It's interesting to see how they celebrate so many different cultures. You can look for different images such as musical instruments or beautiful jewellery on the coins themselves. At the end I'm going to ask you some questions – like – which country used one with a golden flute on it? And, in the 14th century, where could you see bracelets or decorated rings on your change when you were at the market? I hope you have fun finding your answers...

103 words

PAUSE 00'05"

Rubric: Now listen again.

REPEAT

PAUSE 00'05"

Rubric: 8 – Which part of the meal did the boy enjoy least?

F: UK 40s M: UK 14

F: How was lunch at Luke's house?

M: Well, it was a big meal. There were three courses, and the first was soup.

F: What was that like?

M: Not bad at all. Some kind of vegetable but I'm not sure what. Then we had fish.

F: You don't usually like fish.

M: Well only if it isn't cooked enough. It tasted fine with plenty of chips! Then there was an apple pie, which had a bitter taste, so I didn't eat much of it.

F: I hope you didn't say anything.

M: Of course not!

87 words

PAUSE 00'05"

Rubric: Now listen again.

REPEAT

PAUSE 00'05"

Rubric: 9 – Where have the girl and her grandfather been?

M/65/UK F/14/UK

- M: I'm glad we followed the advice on the tourist information centre's blog and went to see some of the less well-known attractions.
- F: Me too, Grandad, I'd never seen people dancing in traditional clothes like that before. And I'm glad we've decided to visit the castle later when it won't be so crowded.
- M: Perhaps we should still go to the information centre to get tickets in advance? I want to avoid standing in a long queue at the castle when we do go there.
- F: OK.

89 words

PAUSE 00'05"

Now listen again.

REPEAT

PAUSE 00'05"

Rubric: 10 – Which part of her body did the girl hurt?

M: UK 40s (on phone) F: UK 14

- M: How are you feeling now, Theresa? Your teacher said you hurt yourself on the first day of the school skiing trip.
- F: It's ok, Dad. I'm fine. A girl in my class broke her ankle this morning. So I think I was pretty lucky, really, as my elbow's not too painful now.
- M: Well, it's very easy to hurt yourself. That's why you should always wear a helmet.
- F: Yes, you're right, I have to protect my head. And I always do. Anyway, I'll be completely OK again by tomorrow, I'm sure.
- M: Great!

90 words

PAUSE 00'05"

Rubric: Now listen again.

REPEAT

PAUSE 00'05"

That is the end of Part 2.

PAUSE 00'10"

Now turn to Part 3, questions 11 to 15. You will hear people talking in five different situations. For each question circle the correct answer A, B or C. Listen carefully. You will hear each recording twice.

Rubric: 11 – You hear a football coach talking to a group of players.

What's he doing?

- A explaining how they can work better as a team**
- B encouraging them to feel more confident**
- C recommending a new way of doing something**

PAUSE 00'05"

M: UK 30s

OK, boys. Our next big football match is on Saturday. Obviously, if we're going to beat the Brownley Under 16s, we're going to have to work hard. I'm pleased with the practice we did today, and the way you managed the new ball control techniques I've taught you. Some of you weren't sure about your progress, but you're working together so well now. That's what gives you that special something. It's the real secret of success. So remember what I said, you shouldn't have any doubt about your chances of winning. Keep it up, and the sky's the limit....

98 words

PAUSE 00'05"

Rubric: Now listen again.

REPEAT

PAUSE 00'05"

Rubric: 12 – You hear a boy talking to a friend about a film.

What did he like best about it?

- A the music**
- B the story**
- C the acting**

PAUSE 00'05"

M: UK 14 F: UK 14

M: I went to see that new film 'Planet'.

F: Oh, everyone's been talking about how exciting it is. What did you think?

M: Well, I normally enjoy films set in outer space, but I couldn't follow what was happening. It was a bit of a strange story.

F: There are some really famous actors in it.

M: Well, that's not normally important for me, but they were all pretty convincing. I really believed in the characters. I know a lot of people loved the music in it. I thought I would too but I was disappointed.

F: Oh, really...

94 words

PAUSE 00'05"

Rubric: Now listen again.

REPEAT

PAUSE 00'05"

Rubric: 13 – You hear a boy talking to some students about playing in a youth orchestra.

How has the boy benefited from joining the orchestra?

- A He's learned how to work well in a team.**
- B He's made a lot of new friends.**
- C He's become a more confident player.**

PAUSE 00'05"

M: UK 17

I'm a violin player for the City Youth Orchestra and I'd like to tell you about it. I'm a small part of a large team of musicians, but everyone is expected to play their best to produce classical music an audience will enjoy. I still get nervous playing in front of a lot of people. And because we practise a lot, I don't get to see my friends so much these days. But I love it, and I now know how important it is to be on time for practice sessions and not to miss any. We all rely on each other to make the orchestra successful!

107 words

PAUSE 00'05"

Rubric: Now listen again.

REPEAT

PAUSE 00'05"

Rubric: 14 – You hear two friends talking about class trips to museums.

What do the two friends agree would make them concentrate more during class trips?

- A** doing work in class afterwards based on the trip
- B** having a guide who's not a teacher
- C** getting more information before the trip

PAUSE 00'05"

M: UK 17 F: UK 17

M: Do you like going on class trips to museums?

F: Sure, I mean our teacher tries to make them interesting. She's even better than a guide!

M: Yeah, but though we always get loads to read about a museum before a trip, we never do anything with the information once it's over.

F: That's why I don't always pay too much attention.

M: I know what you mean. Maybe if I had to produce a report after the trip from notes I made during it, then I'd learn more.

F: I think you're right.

89 words

PAUSE 00'05"

Rubric: Now listen again.

REPEAT

PAUSE 00'05"

Rubric: 15 – You hear two friends talking about having a lot of money.

What would they both do?

A have a big party

B give some of it away

C spend it on travelling

M: 15

F: 15 US

M: What would you do if you had a million dollars?

F: Wow! I guess I'd organise a huge party for all my friends on an island – we could have an international DJ!

M: That sounds fun! I hope you'd invite me too! I'd visit all the places I've only ever seen in films, but I'd also share some of it with my friends, of course.

F: My brother wants to go travelling around the world too, so I'd let him have some, as well.

M: Yeah, wouldn't it be fantastic!

86 words

PAUSE 00'05"

Rubric: Now listen again.

REPEAT

PAUSE 00'05"

Rubric: That is the end of Part 3.

PAUSE 00'10"

Rubric: Now turn to Part 4, questions 16 to 20. You will hear a boy called Logan talking about his hobby, keeping bees in New York City, USA.
For each question, circle the correct answer A, B or C.

You now have 45 seconds to look at the questions for Part 4.

PAUSE 00'45"

Rubric: **Now we are ready to start. Listen carefully. You will hear the recording twice.**

F: US 30 M: US 17

- F: Today I'm talking to Logan Reed, who keeps bees as a hobby in New York City. So, Logan, how did your interest in beekeeping begin? Did you learn about bees at school?
- M: Actually, I love biology as a subject at school, but we've never studied bees. My friend's mom keeps bees near where I live, which is downtown New York City. I learned loads about them from her. Then, my parents and I asked the owner of the apartment building where I live if I could keep bees on the roof. I couldn't believe it when he said I could go for it!
- F: And is it easy to keep bees?
- M: I thought I might have trouble getting my homework done because beekeeping would take up so much time, but that hasn't been a problem. I have a special suit and hat to protect my body when I'm working with the bees, and at first I found wearing them really hot and uncomfortable – but it's fine now! One thing that wasn't as hard as I thought it'd be was learning the differences between the various kinds of bees. In fact it was very interesting.
- F: So, what do you do with the honey your bees produce?
- M: Well, honey makes an awesome gift that my friends and relatives love, but I keep most of it for myself so I can bake stuff like bread and cakes. They're so delicious! And I've entered several competitions with it, but I haven't won any prizes yet.
- F: Do you have any advice for teenagers who want to keep bees?
- M: Start small, with just one bee house, and if you enjoy the hobby, you could buy more later, and maybe end up with two or three. Think about getting a copy of *Beekeeping for Teenagers* – it covers everything you need to know in one book, and I've found it very useful. I'm sure one day there'll be clubs for teenage beekeepers to exchange tips, too.
- F: And apart from talking to me today, do you plan to share your knowledge about beekeeping in other ways?
- M: Well, I went to an amazing presentation about how important bees are, and so I thought about what I could do. Instead of creating a blog about bees, because there're lots of those on the internet already, I've decided to show other teenagers what beekeeping is all about by making a video. It won't be long or anything, just me explaining how to look after bees properly.
- F: Sounds great, Logan, ... [fade]

419 words

PAUSE 00'05"

Rubric: Now listen again.

REPEAT

PAUSE 00'05"

Rubric: That is the end of Part 4.

PAUSE 00'10"

Rubric: Now turn to Part 5, questions 21 to 25. You will hear a student giving a presentation about an inventor.

Rubric: For each question, fill in the missing information in the numbered space.

You now have 20 seconds to look at the questions for Part 5.

PAUSE 00'20"

Rubric: Now we are ready to start. Listen carefully. You will hear the recording twice.

F: US 17

My presentation is about the teenage inventor, Chester Greenwood, who invented modern-day earmuffs. A pair of earmuffs cover the ears with soft, warm material to protect them from the cold, and similar designs are still worn today.

Chester was born in Maine, in the USA, in the middle of the 19th century. When he was just 15 years old, he had a brilliant idea for what he called Champion Ear Protectors. That was in 1873, and in 1877 he registered his idea, so he was officially recorded as the inventor.

But why did he invent them? Well, Chester loved to ice-skate in the winter on frozen lakes, but his ears got really cold! He wasn't able to protect them by wearing the type of hat that people typically wore at that time, because wool made his skin feel extremely uncomfortable. But he could wear fur next to his skin. Chester decided to solve this problem by making two soft metal shapes that would fit over his ears, and cover them with fur.

He couldn't do this on his own, so he asked his grandmother if she would do the sewing for him. At first, Chester's friends made fun of his strange earmuffs, but they soon realised that his invention had a real purpose!

Over the next few years, Chester developed his design. He thought it would be good if his ear-muffs could be folded to make them small enough to put inside a pocket, so people didn't have to carry them around in a bag.

Within 10 years, Chester's earmuffs had become so popular that he built his own factory to produce hundreds of thousands of pairs of Champion Ear Protectors each year. Soon after, almost every shop in the USA was selling Chester's invention, and his hometown became known as the earmuff capital of the world.

PAUSE 00'05"

Rubric: Now listen again.

REPEAT

PAUSE 00'05"

Rubric: That is the end of Part 5.

PAUSE 00'10"

Rubric: Now turn to Part 6, questions 26 to 30. You will hear an interview with Anna Rubens, who is the editor in charge of an online magazine for 11–14 year olds called Blaze. For each question, circle the correct answer A, B or C.

Rubric: You now have one minute to look at the questions for Part 6.

PAUSE 00'60"

Rubric: Now we are ready to start. Listen carefully. You will hear the recording twice.

M: UK 20s F: UK 20s

M: Welcome to Anna Rubens, who runs Blaze, the online magazine that's so popular with young people aged between eleven and fourteen.

F: Hi.

M: Anna, how would you say Blaze is different from other magazines for this age group?

F: Well, our aim is to be different! As editor, I want the magazine to cover things that are important to both boys and girls, but of course, there are quite a few other magazines on the web trying to do that. One way we stand out from the crowd is by skipping the usual emphasis on colourful images. So many magazines rely on photos. Instead, we use black and white artwork, things like cartoons and sketches. Our magazine's designed to be read and to challenge, so text is what's important. We don't want to be too serious or academic though... there are quite enough educational sites teaching things like history to schoolchildren.

M: I see. And how do writers for Blaze go about choosing the topics they'll write about?

F: In the modern world, things can change pretty fast. It's crucial to keep up with trends. The only way to do that is through direct contact, so our writers actually go out and chat with readers who've emailed us or posted comments, and are clearly fans of the magazine. You can find out a lot more like that, and we invite readers in to meet us too. We don't want to steal ideas from other magazines, we want to be unique, but most importantly, close to the hearts of our readers.

- M: As well as articles, Blaze has quite a few quizzes...
- F: That's right. They're a nice interactive way to read, and can lead to some stimulating discussions about the results. Of course, coming up with less familiar angles is never easy, there are so many psychology quizzes out there, and some people are getting tired of reading about what type of person he or she is. If we want to get more and more readers, we'll have to continue to search for original subjects to explore.
- M: There's a wide range of articles in the magazine, covering a huge range of interesting topics from snow biking to summer camps. Are you looking for new articles on any particular subjects?
- F: We're always interested in the latest developments in sport, music and fashion. We've had plenty on foreign travel, so we're giving that a rest. But of course, we want things that challenge young people to get out there and break new ground, do things they haven't done before. There've been a lot on raising money for organisations that help people and the environment, which is great, but the kind of thing I'm after is where people work together to achieve a common goal, for example creating a work of art together – in a way that they all learn something interesting, or gain something valuable.
- M: What kind of problems do you have when you're deciding what should go in the magazine?
- F: The main thing is an article's got to be relevant to a young audience. It won't be suitable unless it's written in a style that will appeal to our readers... informal, not talking down to them, and so on. Some of our writers are teenagers themselves, so that generally isn't an issue. Something writers of all ages often do is mention something again and again within the same article. That's where I come in, spotting when they've done this too much and suggesting alternatives. We have strict limits on the length of articles, as we don't want our readers getting bored – so it's rare to receive anything that doesn't fit these requirements. Mostly I have trouble deciding what to reject as I get so much great stuff!
- M: Well thank you,... [fade...]

618 words

PAUSE 00'05"**Rubric: Now listen again.****REPEAT****PAUSE 00'05"****Rubric: That is the end of the test. Please stop writing now. Your supervisor will now collect all the question papers.**

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