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Cambridge Assessment International Education

Cambridge IGCSE™

ENGLISH AS A SECOND LANGUAGE **0510/33**

Paper 3 Listening (Core) **May/June 2021**

TRANSCRIPT **Approximately 40 minutes**

This document has **10** pages. Any blank pages are indicated.

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TRACK 1

R1 This is the Cambridge Assessment International Education, Cambridge IGCSE, June 2021 examination in English as a Second Language.

Paper 3, Listening.

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 exam.

If you would like the recording to be louder or quieter, tell your teacher NOW. The recording will not be stopped while you are doing the exam.

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

[BEEP]

TRACK 2

R1 Now you are all ready, here is the exam.

Exercise 1

You will hear four short recordings. Answer each question on the line provided. Write no more than three words for each answer.

You will hear each recording twice.

R1 Question 1

(a) Which activity is new at the adventure camp this year?

(b) What accommodation would the students like to stay in?

M: male, late teens
F: female, late teens

F: * Are you going to adventure camp this summer?

M: Yeah. It's going to be even better than usual this year because they're introducing new activities. I heard there's going to be a climbing wall.

F: There's always been one! You must've missed it. You normally spend most of the time swimming at the river … But cycling has finally made it onto the activity list.

M: Great!

F: I guess we're staying in tents again? I'd rather camp than sleep in those old apartments we used to share.

M: So you haven't heard about the wooden huts? They've just finished building them. They sound really cool. Let's hope we get one of those!

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F: Yeah! **

Pause 00'10"
Repeat from * to **
Pause 00'05"

R1 Question 2

(a) Where did the girl volunteer last spring?

(b) What skills did the girl find most difficult to learn?

M: male, early twenties
F: female, early twenties

M: * Have you ever done any volunteering?

F: Yeah – last springtime, during the college holidays. I was hoping to get some work experience at the science museum. That didn't happen, and I ended up at the amusement park. I wasn't convinced I'd enjoy it, but I didn't have to stand outside operating the rides – I did admin work.

M: Was it worth doing? Did you improve your communication skills, that kind of thing?

F: Well, some tasks were straightforward like data entry work. Answering the phone was important and I picked up some good skills in that area, though I struggled at first. I did some emailing, too, which was fine.

M: Great! **

Pause 00'10"
Repeat from * to **
Pause 00'05"

R1 Question 3

(a) What must the friends be on time for?

(b) What does the boy think he has left in the changing room?

M: male, late teens

M: * Hey, it's me! I've finished my football match and I'm waiting for you outside the sports centre! Have you had your tennis lesson? We'll have to set off in a couple of minutes – the guys will be really annoyed if we're late for band practice again. Actually, if you're still in the changing room – can you have a look around for my name badge? It's the one I use for my supermarket job. Last week I thought I'd lost my wallet – luckily someone handed it in. Anyway, I'm talking too much – call me back! **

Pause 00'10"
Repeat from * to **
Pause 00'05"

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R1 Question 4

(a) What must all food stalls use at the music festival?

(b) Where will the festival be held this year?

F: female, thirties, mild Australian accent

F: * Come to our Music Festival! There's something for everyone, from kids' activities to brilliant musical performances. Back by popular demand is our play area – with swings, slides and rides for little ones and grown-ups alike. The food stalls are back again with a wider choice than ever – from award-winning pizza to delicious ice cream – all produced from local ingredients! Our new rule about this has definitely paid off – it's helped our farmers and there'll be some delicious treats to try. Don't forget that Cherry Park is the location. Our previous venue, the River Club, won't be able to hold the number of visitors we're expecting this year – around five thousand! **

Pause 00'10"
Repeat from * to **
Pause 00'05"

R1 That is the end of the four short recordings. In a moment you will hear Exercise 2. Now look at the questions for this part of the exam.

Pause 00'20"

TRACK 3

R1 Exercise 2

You will hear a talk about an animal called the spotted hyena. Listen to the talk and complete the details below. Write one or two words, or a number, in each gap.

You will hear the talk twice.

M: male, forty-ish, light US accent

M: * Today, I'm going to talk about a very interesting species – spotted hyenas.

Spotted hyenas live throughout the African continent and are found in most habitats there, including grasslands, sub-deserts and in mountains up to an altitude of around thirteen thousand feet – about four thousand metres. Estimates of hyena numbers vary from a little less than thirty thousand individuals to possibly up to about fifty thousand living in their natural environment.

Zoologists tend to study spotted hyenas because they're quite unlike other meat-eating animals in several ways. Hyenas live in large groups and it's the females that dominate the group, whereas in many other species it's the males. But zoologists say that it's the social behaviour of hyenas above all that makes them such a fascinating species to study.

Although they live in groups like wolves and African wild dogs, spotted hyena societies are actually more like those of some monkeys and apes. However, hyenas are competitive when it comes to sharing meals, and rarely cooperative as far as things like looking after their young are concerned, which is rather different from monkeys and apes.

Spotted hyenas are able to recognise each other and they understand the differences in personality between each of the members of their group. Every animal has their own position within the social structure, and how high up they are depends not on how big or aggressive they are, but how

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reliable they are. In addition, the young of an important female automatically have a higher status than adult males.

It's typical for females to live with their young in a family group along with those they grew up with. But all hyena groups separate when they go hunting. Some choose to do this alone whilst others team up. Dominant hyenas eat first, with the others waiting in line. The group later re-unites to sleep. Males, on the other hand, often go off on their own when they reach the age of two and a half.

Spotted hyenas are very territorial which means that individual groups will defend the area where they live and patrol its borders. These are usually respected and animals have been observed to suddenly stop chasing prey, like a deer or antelope, if it goes into another territory – unless there's a food shortage. An individual male in search of a mate is more likely to enter another territory than a female, though it takes a long time for him to be accepted.

Other interesting behaviours include the way spotted hyenas clean themselves. Like cats, they lick their fur to get rid of dirt. They sit on the ground on their lower back and raise their legs to wash them. For some reason, however, they don't bother with their face, which is rather unusual.

Spotted hyenas are very vocal, producing dog-like noises. The most recognisable hyena call is its distinctive 'laughing' sound, made when an individual is excited or frustrated. Its pitch – how high or low it is – depends on the hyena's age, whereas variations in the frequency of notes used conveys information about the animal's position within the group.**

Pause 00'30"

R1 Now you will hear the talk again.

Repeat from * to **
Pause 00'30"

R1 That is the end of the talk. In a moment you will hear Exercise 3. Now look at the questions for this part of the exam.

Pause 00'25"

TRACK 4

R1 Exercise 3

You will hear six people talking about doing a public speaking course. For each of speakers 1 to 6, choose from the list, A to G, which opinion each speaker expresses. Write the letter in the appropriate box. Use each letter only once. There is one extra letter which you do not need to use.

You will hear the recordings twice.

R1 Speaker 1

M: male, twenties, UK accent

* It's easy to criticise other people's speaking styles – they deliver a funny line in the wrong way so no one notices it, or they stick to one spot on the stage. When I saw a practice video of myself during a course about giving presentations, I realised that's exactly what I was like. I lacked facial expression and just stood there, barely moving. I sounded OK, but the overall effect was boring. I'm tons better at that now and I don't just rely on my slides to get my message across.

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Pause 00'10"

R1 Speaker 2

F: female, thirty-ish, mild Australian accent

They say that public speaking is a two-way communication, and it's vital to be aware of the people sitting in front of you listening carefully to your every word. Obviously, what you're saying is important but the way you say it is important, too. People will definitely switch off if you don't make eye contact and speak directly to them. You need to read people – know when they're interested or getting bored, and this is something I've got better at doing.

Pause 00'10"

R1 Speaker 3

M: male, twenties, light US accent

Until I did a speaking course that focused on things like breathing and relaxation, I had no idea how to stop negative feelings. I'd get into such an anxious state when I had to give a talk that I'd barely eat or sleep the day before. I'd try to focus on preparing what I'd say and how I'd say it so that my voice would remain steady once I stood up in front of people, but that never really worked. I'd also spend ages on my hand-outs but now I'm not so bothered about that.

Pause 00'10"

R1 Speaker 4

F: female, thirties, UK accent

Varying your tone and projecting to the back of a room definitely helps with public speaking of any kind. I used to mumble and rush and sound stressed even though I didn't feel it, but I've definitely overcome that now, after doing a few public speaking classes. Standing up and talking to a big bunch of people is never going to be my favourite thing, but knowing your subject inside out and presenting yourself in a way that makes you appear confident really helps. On-screen images are good for communicating ideas, too.

Pause 00'10"

R1 Speaker 5

M: male, twenties, mild US accent

Many people get nervous when they have to address an audience. That was never an issue for me. I didn't use to speak loudly enough but doing presentations at work really helped with this. Anyway, then I did a training course. Much of it focussed on making a talk worth listening to – so we spent time planning what information would go into the talk and at what point to say it, and what could be left out. Being prepared in that way definitely helps a talk go more smoothly.

Pause 00'10"

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R1 Speaker 6

F: female, thirty, UK accent

I have to give presentations for work, so I went on a public speaking course. In the first session, we had to prepare a short talk about a subject we were interested in and receive feedback from those who listened to it. That identified my strengths and weaknesses, some of which came as a surprise, like how quiet my voice was. But they were worth discovering and I apply that knowledge to different things I do. I still feel anxious when I have to stand up and talk, though. **

Pause 00'10"

R1 Now you will hear the six speakers again.

Repeat from * to **
Pause 00'30"

R1 That is the end of Exercise 3. In a moment you will hear Exercise 4. Now look at the questions for this part of the exam.

Pause 00'25"

TRACK 5

R1 Exercise 4

You will hear an interview with a motorbike racer called Matt about a series of road races called the TT Races. Listen to the interview and look at the questions. For each question, choose the correct answer, A, B or C, and put a tick in the appropriate box.

You will hear the interview twice.

F: female, forty
M: male, twenties, UK accent

F: * Matt, you've just returned from taking part in the TT motorbike races. These are races on roads not a racetrack, right?

M: Right. The TT races take place on ordinary roads – closed to the public during the event – rather than a racetrack. The TT road course is particularly long, with tight corners and straight sections where you can reach speeds of over three hundred kilometres an hour. You'd never do that on a racetrack – that's the attraction of road racing for me. It's a different technique too – you brake and lean differently.

F: The TT races are known as 'time trials'. Can you explain that?

M: Each TT race has several laps and they're timed. A time trial's where, instead of all racers starting together, one sets off every ten seconds. At the TT, there's an official practice session beforehand, and whoever's fastest during that sets off first in the actual race – that's never been me! That racer has a clear road ahead of them, but it's great to have other racers in sight – it pushes me and I do better on individual laps. Everyone completes the same number of laps but you don't know how the fastest racers are doing because they're way ahead – you're just trying to get your best time.

F: And what's the difference between road motorbikes and race-track motorbikes?

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M: Race-track motorbikes are superior. They're designed purely for racing and aren't available to buy – I'm unlikely to ever have a go on one! Anyone can get a road motorbike and adapt it for racing. Race-track bikes feature sophisticated electronics and an impressive number of options for adjustments to the engine, and racers need to understand how to get the best from their bike. That takes practice. Road bikes are less complex, more straightforward to ride.

F: You operate as an individual, not as part of a team. How do you feel about that?

M: Well, whereas team racers are dependent on others to provide technical support, I have to know exactly what's going on with my bike. Some teams get tons of sponsorship, whereas individuals like me use their own resources. Entering the TT on your own doesn't come cheap but that makes you committed to giving it your all.

F: But you've been part of a team in the past.

M: A couple, though I wasn't a fan of switching between teams. It takes time to get the set-up right. You form a close relationship with your team – you want to know each other well and they need to know what you like about the bike so it can be built for you. You do that, then move and start again. I found that disrupted things, which can affect your chances of success.

F: Tell us about your mechanic.

M: That's my friend, Phil. He's been helping me out for years, though he's shown little interest in getting on a bike himself. If I could pay him, I would – he'd certainly get a share of any winnings. I wouldn't go racing without him. He chases the dream with me, so any achievements are his, too. Racers tend to get the credit when they win but they couldn't do it without back-up.

F: What's it like out on the TT course?

M: When you're familiarising yourself with the course before the races, you're memorising every bend, wall and building. By race day, you know every important detail – races aren't the time to try new ways of doing things. When you're racing, you're not taking in the sights. The scenery's spectacular – apparently! At top speeds, you're dealing with wind resistance, bumps in the road – it's hardly a relaxing ride – your focus is purely on what's coming next.

F: Have you been given lots of advice?

M: I used to hang about where teams were preparing bikes for races, and find out what I could by asking them all kinds of stuff. There was this guy who'd give me tips – he wanted me to get things right. I learned to think things through thoroughly before acting, though I still get it wrong now and then. His advice has been invaluable.

F: Thanks, Matt! **

Pause 00'20"

R1 Now you will hear the interview again.

Repeat from * to **
Pause 00'30"

That is the end of Exercise 4, and of the exam.

In a moment your teacher will 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.

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Pause 00’10”

R1 Teacher, please collect all the papers.

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