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Cambridge Assessment International Education

Cambridge IGCSE™

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

Paper 3 Listening (Core) **May/June 2023**

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 2023 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, or a number, for each answer.

You will hear each recording twice.

Pause 00'05"

R1 Question 1

(a) Who did the man go to meet in the park today?

(b) Which wild creatures did the man see during his visit?

M: male, late twenties, UK accent

M * I've had a great morning! I was busy working at home, and got loads done before going to my local park. I normally go around lunchtime for a break, and a walk with a work colleague, but this time I'd arranged to see a cousin, which I was looking forward to. It was a sunny day, too!

The park's been left to grow wild in places, and you often see wild creatures there – like swans on one occasion. But I was lucky I had my camera with me today, because some butterflies suddenly appeared! Absolutely beautiful, and much more interesting than the ducks that are sometimes wandering around! **

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

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R1 Question 2

(a) Which product did the man see advertised on TV?

(b) What did the man like about the advert?

M: male, late twenties, mild Australian accent
F: female, late twenties, mild Australian accent

M * Have you seen that TV advert everyone's talking about?

F No – I don't watch TV much. Why?

M Well initially, I thought it was for holidays. You know, people sitting under sun umbrellas and so on – or maybe swimming costumes. Then it turned out that it was actually trying to sell fruit drinks. I didn't get that at first.

F So did you like the advert?

M Well, the colours in it were a bit too bright – they put me off a bit! And there were well-known actors in it, but they didn't get to say much. But the music was stuff I hadn't heard for years, so I immediately downloaded it.

F Right. **

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

R1 Question 3

(a) Where did the woman go on her day off?

(b) What activity did the woman do?

F: female, late twenties, UK accent

F * I really wanted to go out somewhere on my day off. The beach is a bit far from where I live, so in the end I settled for a lake instead – it was within driving distance, and better than the local woods, as they're always so busy.

Anyway, I was hoping to go cycling when I got there, but that would've meant putting my bike in my small car. So I thought I'd just go walking instead or maybe hire a boat and go sailing. Then I discovered my bike actually did fit inside the car - so I got to do what I'd wanted after all! **

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

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[Turn over

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R1 Question 4

(a) Which item of the woman's clothing did she make herself?

(b) Where did the man buy his new shirt?

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

M * Hi Jane. That's a nice sweater you've got on. Is it one you made?

F This? Oh, it was a present – but I think it is handmade, yes. And it kind of goes with the scarf I'm wearing – that was something I knitted at home, ages ago.

M Yes, that's a similar colour to the gloves you made for me. Anyway, I've just bought myself a new shirt!

F Really? From your favourite online shop?

M Well, I've had a few things from there that haven't fitted so someone recommended the market. They had loads of stuff just my size - including my shirt. And much cheaper than that new department store.

F Great! **

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 young woman called Jenna talking about her first flying lesson. 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.

F: female, early twenties, UK accent

F: * Hi! I'm Jenna, and I'd like to tell you about my first flying lesson – learning to fly a small plane! It was a birthday present from my father, who's an airline pilot, although he tells me very little about his work, other than the places he's visited. However, my uncle is a keen amateur pilot, always flying his small plane at weekends. So maybe listening to him made me want to do this – and my older brother now fancies the idea, too!

I knew if the weather was bad on the day of my lesson, it might be cancelled, so I listened carefully to the forecast the day before. There'd been strong winds that week, but they'd died down. But then I heard there'd be thick fog the next morning! That was worrying! Anyway, by the time we got to the airfield, there were cloudy skies above us - but we were good to go!

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When we arrived, I was really excited to see all the different planes coming and going. Then I met my instructor, and he started telling me about my lesson. It all sounded rather technical, to the point where I was scared! But when he told me about the small blue plane we'd be flying in, I felt more optimistic.

The first part of my lesson consisted mainly of the instructor showing me around the outside of the plane, and then various parts inside, such as the controls. I found it relatively OK to learn the names of the parts but trying to recall their functions was a completely different matter, as there were so many of them. That all took up quite a bit of my first lesson.

Anyway, there was a surprise in store! As expected, we climbed into the plane, designed so that either of the two people in the front could fly it. Then we took off, with the instructor at the controls, and he made the plane climb into the sky. It was fantastic! But what I hadn't expected was that he then let me use the radio. It was tricky, but I did it! He also explained about the landing, although I didn't actually do that myself.

As we were flying along, there were nice views from the plane window of the towns near the airfield. And when we'd flown some distance away, I spotted the coast! After flying over fields for a while, that was particularly spectacular.

Then the instructor suddenly suggested I look out of the window and guess the height we were flying at, which of course is very important when you're in the air! Then he showed me how to read the dial that told us the answer, and also the direction we were going. I thought he might ask me the speed we were travelling at – which I'd definitely have got wrong!

Anyway, my first lesson was really successful, mainly because of my instructor. He clearly had a sense of humour, which helped. But above all, the patience that he showed, even when I got things wrong, did wonders for my confidence! **

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"

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[Turn over

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TRACK 4

R1 Exercise 3

You will hear six people talking about performing plays on stage. For each of the 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, early twenties, UK accent

M: *I belong to a local acting club and we often put on plays for the public to watch. They're always really popular with the audience. Everyone in the club gets anxious about them in case we get something wrong – but we work together really well! I don't think I'd really considered before how challenging it can be to play a completely different character from your own. I'm still not sure whether I'd want to spend my whole working life doing it, though.

Pause 00'10"

R1 Speaker 2

F: female, late teens, mild Australian accent

F: I regularly act in plays with local groups, and I've rarely felt nervous about standing up and saying my lines on stage in front of an audience. But I realised when I first started that I wasn't brilliant at making myself clear when trying to get a message across, either verbally or through body language. I've now learned one or two techniques for doing that, which professional actors would use without thinking, and which have had a positive effect on me both on stage and in my working life.

Pause 00'10"

R1 Speaker 3

M: male, early twenties, mild US accent

M: When we're performing plays at my college, the lead actors are the ones people usually remember. They're pretty good, I must admit, and some will probably go on to find work as actors. They do rehearse hard to prepare for it, too. I've come to realise, though, that they're not the whole production. There's also a lot going on that people don't see, with costumes, lighting etc – and if those people weren't there, co-operating with everyone on stage, we wouldn't even have a play for people to come and watch.

Pause 00'10"

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R1 Speaker 4

F: female, early twenties, UK accent

F: Il wasn't bothered about performing in our drama club's productions when I first joined. I'd done some acting before, and felt I communicated OK with audiences - but I was more interested in helping with costumes or something. Anyway, our club leader finally persuaded me to take on an acting role again – and this time I loved it, to the point where I'm considering it as a way of earning a living in the future. I just need to be sure it's right for me, and that I'm not making a mistake.

Pause 00'10"

R1 Speaker 5

M: male, mid-twenties, mild Australian accent

M: I'd always been pretty sure of myself, so when I first did a performance with my college drama group, I assumed I'd learn my words easily – but also planned to just make them up if I couldn't quite remember them! Luckily, that never happened, because I quickly realised if I had got them wrong, it would've made things difficult for people on stage with me. So instead, I spent time repeating my words until they were firmly in my head. That worked well – and taught me a useful strategy.

Pause 00'10"

R1 Speaker 6

F: female, mid-twenties, UK accent

F: I started doing drama at college, and discovered I had a talent for acting, or so everyone said – and for learning my lines! I think I got a bit too pleased with myself, though, and when I did get things wrong, I just wouldn't listen to criticism. I've since learnt to improve my attitude by accepting the blame – a useful lesson for the future. Anyway, I've found I'm not bad at addressing audiences, and getting them to properly understand a play - which is why I'm given good acting roles! **

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"

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TRACK 5

R1 Exercise 4

You will hear an interview with a university student called Andrew Harris, who is talking about studying geography. 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, thirties, mild Australian accent
M: male, twenties, UK accent

F * I'm with Andrew Harris, who's just completed his first year at university, studying geography. Andrew, how did you become interested in the subject?

M Well, I did well at it at school, but wasn't actually that keen on it, even though as a family, we'd lived in different countries worldwide, because of my father's job. In fact, I always had a world map stuck on my bedroom wall, to look at where we'd been. Anyway, then my grandad presented me with an album he'd put together for me, with stamps from the places we'd lived and other countries too – and I suddenly wanted to discover more.

F So you applied to study geography at university.

M Yes. I wasn't sure which university to choose, but the geography department where I applied had a great reputation, so I just hoped it'd be the right place for me. I realised there'd probably be plenty of other people wanting to study there too, but still thought I had a chance! Anyway, the interviewers must've liked what I said about my passion for geography, as I got in!

F What were the other students like?

M I'd assumed their knowledge of geography would be far better than mine, but it turned out the studying I'd done at school put me in a good position. And a number had actually transferred onto geography at the university, having already spent a year there doing other courses they weren't enjoying. So that confirmed my choice! And quite a few had done all sorts of stuff before starting uni – but then, so had I! They were all really friendly, anyway.

F And you particularly enjoyed studying cities, didn't you?

M Yes - one early project we did was looking at the growth of cities around the world over the centuries. What really struck me was how they're often built as close as possible to rivers, or the coast. We also looked at whether other aspects of the area influenced their development, their architecture and so on – that was less easy to reach conclusions about, really, in the time we had.

F And you also went into the countryside on a field trip.

M Yes - we went in a group, with a lecturer, and camped near a steep valley. We each had to carry out a research project about a river there, which had once been fast-flowing. But gradually, it had become thick with mud and the water had almost dried up. So I decided to research the path of the river, which once had boats along it centuries ago. Anyway, while we were there, I found out some key things relating to what I'd chosen to study, so from my point of view, the trip was definitely worth it!

F Have you improved your skills on the course?

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M I'd say so. I mean, I wasn't bad at presenting written work like reports when I started, as I'd learned that at school, but I had to put some work in before I felt confident with statistics, I must admit. But I can now create my own, which'll be really helpful. And I'm still working on understanding research papers – I'll get there eventually!

F What's the most important thing you've gained this year?

M Let's see – we've covered a lot about the extent that natural landscapes influence the culture of its inhabitants. I've also learned about looking at weather patterns over long periods of time in certain areas. Above all, I've come to realise the potential risks of climate change, and where we could be heading – which is vital to our survival, after all.

F Indeed. So what kind of work might you do after you graduate?

M Well, members of my family have suggested teaching, but there are actually far more opportunities available than that. I've become quite interested in nature conservation, although only in my spare time. But I attended a talk recently by a former geography student who now writes articles for newspapers and magazines – and that appeals to me more than anything else, I'd say. So – we'll see!

F Andrew, thanks! **

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.

Pause 00'10"

R1 Teacher, please collect all the papers.

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