



Cambridge IGCSE™

ENGLISH AS A SECOND LANGUAGE

0511/33

Paper 3 Listening (Core)

October/November 2022

TRANSCRIPT

Approximately 40 minutes

This document has **12** pages. Any blank pages are indicated.

TRACK 1

R1 This is the Cambridge Assessment International Education, Cambridge IGCSE, November 2022 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.

Pause 00'05"

R1 Question 1

(a) Which activity does the boy think would be the best one to do this weekend?

(b) What will the boy's father cook this weekend?

M: male, late teens [voicemail message]

M: * Hi Jenny. Do you still want to meet this weekend to do something? You mentioned snowboarding, but I don't think the conditions will be right – it'll be much too windy. I don't know whether you'd fancy ice skating – I wouldn't mind trying that – there's that centre that's just opened. Otherwise, I guess we could do some cross-country skiing – though it might be a bit too cold. Anyway, do you want to come to mine afterwards? Dad wants to try out a pasta dish. Trust me – it'll be better than those vegetable burgers he made us that time! **

Pause 00'10"

Repeat from * to **

Pause 00'05"

R1 Question 2**(a) Where will the family stay on holiday?****(b) What will the family visit?***F: female, late teens**M: male, late teens***F** * I can't wait for our holiday.**M** Me neither! Thank goodness we aren't staying at a campsite. The views were gorgeous at that one we went to last time, but it was so busy.**F** We'll be much happier in a cottage. Have you seen the pictures of it?**M** Yeah – looks great. I still want to have a holiday in a motor home, but we'll have to convince Dad to rent one!**F** Maybe next year. Anyway, it'll be fun just chilling out. But isn't there a nature reserve Mum wants to see?**M** Yeah – we're going! There's a water park too, but it looks like it's for little kids so I doubt we'll visit that. **

Pause 00'10"

Repeat from * to **

Pause 00'05"

R1 Question 3**(a) What is cancelled at the festival today?****(b) When will the hot-air balloons take off tomorrow?***M: male, adult***M:** * This is an announcement about the festival schedule. There will be a couple of changes to the programme. The drumming demonstration will go ahead as planned, as will the concert on the main stage. Due to unexpected circumstances, the cookery competition is no longer taking place. Instead, there will be a fire-eating show at the big tent. Don't forget tomorrow's highlight – the hot-air balloons rising up into the sky! We often take off at dawn. However, at sunset, the skies are likely to be spectacular tomorrow, so we'll do it then rather than at sunrise. **

Pause 00'10"

Repeat from * to **

Pause 00'05"

R1 Question 4**(a) How did the friends reach the cliffs?****(b) What did the friends learn about from their guide?***F: female, late teens**M: male, late teens*

- M** * What an amazing day! I've never been on that beach before and I'd always wanted to go to the cliffs on the other side of the cove, so that was great.
- F** You've been by train to the cliffs, haven't you? It was more fun going there on foot, though, and definitely more interesting than by car. And our guide was so knowledgeable.
- M** Yeah. He knew loads about the local tides – I really liked hearing about it. But I would have liked to find out something about the ancient ruins round there. **

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 woman called Stella talking to a group of people, who want to take up a new sport, about learning to play badminton. Listen to the talk and complete the details below. Write one or two words only in each gap.

You will hear the talk twice.

F: female, late teens

- F:** * Hello! I'm Stella, and for those of you looking for a new sport, I'd like to tell you about my experiences of learning to play badminton.

I started playing about a month ago. I've always been keen on sport, even though I'm not particularly good at it. I took up football some time ago, and still practise that. I played tennis for a while, too, but decided I'd like a game that involved more speed – which badminton certainly does!

There were a few places I could go locally to play. There's a badminton club, where you can enter regular competitions. But I wasn't really ready for that and needed some coaching first. So I headed for the leisure centre, which provided everything I was looking for. It was also slightly cheaper than lessons at the local college.

When I first got there, I joined a beginners' group, with a trainer. We started by doing some exercises – running to warm up, some weight training to improve our muscles, and also some stretching, which our trainer said was absolutely key in badminton, because of all the movements you have to make around the court, like reaching to hit the shuttlecock with your racket.

The trainer also explained about the value of getting some coaching right from the beginning, and told us about the dangers of picking up bad habits – which are apparently hard to get rid of. He also said it's impossible to do too much training. Practice is vital.

Rather than getting proper sports shoes, I'd just gone to the classes in my usual running shoes. They were soft to walk in, with plenty of room for my toes. And the shoes didn't make my heels sore, like some running shoes I've tried. But what they didn't do was stop me hurting my ankles. In fact, I had to stop playing several times for that reason.

Anyway, we got into pairs and started hitting the shuttlecock to each other across the net, which my partner and I both found difficult to do. In my case, it was definitely about not having the flexibility needed to reach the higher shots. My skill level wasn't that bad, and I don't think it was my fitness that was to blame.

Anyway, we spent lots of time getting used to handling the rackets and the shuttlecocks. My partner must have had loads of patience, as I kept missing the shuttlecock! That led to real frustration on my part, together with doubts as to whether this really was the game for me. But my determination grew once I could feel myself gradually getting better!

We had several weeks of intense coaching, and then our trainer announced it was time for a badminton tournament for beginners, held every year, and known as the Challenge Cup. I was reluctant to compete, but eventually agreed – and after playing several singles matches, I came first! It was a proud moment! And next year, I might even get to play in the Gold Nets competition! **

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 learning to sew and make clothes. 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

F: female, thirties, light Australian accent

* My parents bought me a sewing machine for my birthday, so I felt obliged to give sewing a go. I quite fancied being a clothes designer and wearing my own cool creations! So, I signed up for an online course, feeling hopeful. I'd become familiar with my sewing machine and thought it'd be fairly straightforward. But I couldn't even sew a straight line on a flat piece of fabric, never mind work out how to put the different pieces of the design together – sleeves and collar and so on! Impossible!

Pause 00'10"

R1 Speaker 2

M: male, twenties

My mates say I'm stylish and I always customise what I buy – changing the buttons, adding bits of fabric. I wasn't very neat at sewing so decided to have a few lessons. I was the only guy in the class and the fabrics we were given – printed cotton and so on – weren't at all suitable for me. But I had to go along with it. The main thing was learning the techniques. We covered lots of skills I hadn't even heard of, but I did OK. I even make things for my friends now.

Pause 00'10"

R1 Speaker 3

F: female, thirties

For the first few minutes of the sewing workshop I went to, I sat and stared at the machine. I'd no idea where to start, though the others had obviously used a sewing machine before. I even had to ask where to put the thread. Eventually, I got going and just practised using the machine and didn't even try to make anything. I wasn't very good at it, but at least I'd done something, which I didn't think I'd manage back at the beginning of the class.

Pause 00'10"

R1 Speaker 4

M: male, twenties, light US accent

I love fashion and want to work as a stylist, but I only went to sewing lessons cos my friend asked me to go with her as no one else would. It was more interesting than I expected. One thing we learned, which will be useful later on, was taking people's measurements. Every time I did it

though, I came up with different numbers. I got the hang of it eventually and even managed to create a basic pattern for a shirt. I haven't made the shirt yet, though.

Pause 00'10"

R1 Speaker 5

F: female, twenties, light Australian accent

I already had some basic sewing skills, so I joined an intermediate sewing programme. The first project we had was making a top for ourselves with something known as 'butterfly sleeves'. It wasn't too technical, but I shouldn't have chosen the material that I did. It wasn't stiff enough and the sleeves didn't hold their shape. When my parents asked what I'd been making I wanted to hide the top behind my back. I did eventually let them have a look and they thought it was great!

Pause 00'10"

R1 Speaker 6

M: male, thirties

Sewing isn't like designing, thank goodness. At first, I had literally no imagination and I just used the patterns we were given, never adapting them like other people did. The teacher was really encouraging though and helped me be more creative. I was doing the course cos I'm fairly short and I always need to adapt the length of jeans and shirts I buy. Anyway, we each made a T-shirt and I was actually quite impressed with what I did, and showed it off by wearing it everywhere I went. **

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 contemporary dancer called Billy Taylor, talking about his work. 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, forties

M: male, twenties

- F:** * Today I'm talking to Billy Taylor, who's a contemporary dancer. Billy, what is contemporary dance?
- M:** Well, its name's a bit misleading, I guess. It's a form of dance that became established quite some time ago – in the mid twentieth century – but it's still very much around. It's a style of dance that combines elements of several other dance genres, including what's known as modern, along with jazz and classical ballet. What contemporary dancers aim to do is connect mind and body through movement.
- F:** But you started out as a hip-hop dancer?
- M:** Well, as a kid I actually dreamed of a career in martial arts and took part in high-level karate competitions. Then a doctor advised me to give it up because I had heart-beat problems. As a result of quitting, I had nowhere to put my energy and wandered about town aimlessly. That's when I came across a bunch of other teenagers doing hip-hop in the streets. That experience changed my life – I was fascinated. So, I had a go and picked it up quickly.
- F:** Later on, you changed from hip-hop to contemporary and then decided to make a career as a contemporary dancer.
- M:** Yes, from the moment I had my first lesson in contemporary at the dance school where I'd signed up to various classes, I knew it was for me. It took a while to make the decision to make it my career, but thank goodness I'd finally settled on something. Some people don't consider contemporary dance a valid career option because it isn't seen as secure, but I was convinced it was what I wanted to do.
- F:** Was it the story-telling in contemporary dance that attracted you to it?
- M:** Yes – contemporary dance allows the dancer to tell people something – a story that can touch us deep within. Many forms of dance involve some acting, of course, and I seem to be a natural at it – not at pretending, you understand, but I really feel the stories I'm trying to tell in contemporary dance. I want to get that across in live shows.
- F:** Later, you developed what's known as a 'signature style'.
- M:** Right. A signature style is one that's unique to a particular dancer. My parents are from North Africa and I started to combine elements of a dance from their country with contemporary moves. I didn't make a particular effort to come up with something new, it just kind of happened. My colleagues seemed fascinated by it, so I started to reflect on what I was doing and what I got out of dancing. It was very interesting.
- F:** And you became a choreographer, composing dances for others?

- M** Yes, I had a vision and hoped my colleagues would get involved in it. They didn't take much convincing, fortunately, and soon became as enthusiastic about the style as I was. I was thankful for that and it made me much less nervous when it came to the first performance of my work. I was delighted by the reaction of the audience.
- F** You've since become very successful.
- M** Thank you. There's so much competition, and not everyone gets noticed, so it makes you very grateful when you do. I think I've gained a decent reputation because I'm so determined. And I'll try anything once. I try to stay original, while being sincere in both my own dancing and as a choreographer. You've got to believe in yourself, even when others appear not to.
- F** What are your future ambitions?
- M** There's plenty I'd like to do! The programme I started last year to bring dance to communities not traditionally involved in the arts is going well. There are plans for a festival of dance in the city I'm from, but it's a long way off yet. In the meantime, I'm working with songwriters and poets and seeing whether we can bring what we do together somehow. Time will tell. **

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.

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

Cambridge Assessment International Education is part of Cambridge Assessment. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which is a department of the University of Cambridge.