



**Cambridge Assessment International Education**  
Cambridge International General Certificate of Secondary Education

CANDIDATE  
NAME

CENTRE  
NUMBER

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**ENGLISH AS A SECOND LANGUAGE**

**0511/33**

Paper 3 Listening (Core)

**October/November 2019**

**Approx. 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, glue or correction fluid.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

Dictionaries are **not** permitted.

The number of marks is given in brackets [ ] at the end of each question or part question.

This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of 7 printed pages and 1 blank page.

## 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.

1 (a) Which creature will the students learn about in today's class?

..... [1]

(b) What activity will the students do first today?

..... [1]

2 (a) Which subject does the girl want to study at college?

..... [1]

(b) At which place will the girl volunteer during her school holidays?

..... [1]

3 (a) What has the riding school warned the friends **not** to wear?

..... [1]

(b) What is the name of the place where the friends will meet?

..... [1]

4 (a) When does the boy expect to finish reading *Still Waters*?

..... [1]

(b) What did the girl like about the book?

..... [1]


[Total: 8]

## Exercise 2


- 5 You will hear a talk about a spice called saffron. 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.

Crocus flower



**Saffron: an interesting ingredient**



**Production**

Saffron comes from the crocus flower.

Many people mistakenly believe that saffron costs a lot because it is .....

To produce about 500 grams of saffron, approximately ..... flowers are needed.

**History**

A common belief is that saffron came from .....

Ancient ....., which used saffron colouring, have been found in one country.

Because it could be used in ....., fake saffron products were sold in the Middle Ages.

In the 18th century, ..... became a luxury item.

Few people know of a ..... made using saffron.

An English ..... was named after the spice.

[8]

## Exercise 3

- 6 You will hear six people talking about how writing a blog can be beneficial. 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.

- |           |                          |  |
|-----------|--------------------------|--|
| Speaker 1 | <input type="checkbox"/> | <b>A</b> Other people will change your attitudes towards things.         |
| Speaker 2 | <input type="checkbox"/> | <b>B</b> It will help you remember things you've done.                   |
| Speaker 3 | <input type="checkbox"/> | <b>C</b> You will make healthier life choices.                           |
| Speaker 4 | <input type="checkbox"/> | <b>D</b> You can inspire other people to share their ideas.              |
| Speaker 5 | <input type="checkbox"/> | <b>E</b> You will become more confident.                                 |
| Speaker 6 | <input type="checkbox"/> | <b>F</b> Your writing style will improve.                                |
|           |                          | <b>G</b> You will get positive feedback from people who read your posts. |

[6]

**Please turn over for Exercise 4.**

## Exercise 4

- 7 You will hear an interview with a man called Ben Whittaker, who makes ballet shoes. 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.

- (a) Ben decided to become a ballet shoe maker when he

- A** was working in a theatre.
- B** got bored with the job he was doing.
- C** discovered that he had an ability for it.  [1]

- (b) What does Ben say is the most difficult thing about his job?

- A** how physically demanding it is
- B** how long the working day is
- C** how easily things can go wrong  [1]

- (c) What does Ben say about the words people use in the shoe making process?

- A** It took him quite a while to understand the words.
- B** He still finds the words difficult to remember.
- C** He enjoys advising others on how to learn the words.  [1]

- (d) How did Ben feel when some dancers came to watch him work?

- A** pleased with what he made while they were there
- B** embarrassed by the attention he received
- C** surprised by their reaction to his work  [1]

- (e) What does Ben say about the professional ballet dancers he meets?

- A** Their expectations can be unreasonable.
- B** They remain faithful to a particular maker.
- C** They often talk about what they enjoy about dancing.  [1]

- (f) Ben says that the individual marks that makers put on their shoes are
- A** sometimes removed by dancers.
- B** based on shoemakers' surnames.
- C** chosen by shoemakers when they start work.  [1]
- (g) What is Ben's attitude towards the shoes he makes?
- A** He likes to take a relaxed approach to making them.
- B** He can't understand why people admire them so much.
- C** They rarely come up to his high standards.  [1]
- (h) When Ben goes to the ballet, he
- A** watches closely how the story develops.
- B** looks out for dancers he knows.
- C** focuses on a particular detail.  [1]

[Total: 8]

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