



Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

CANDIDATE
NAME

CENTRE
NUMBER

--	--	--	--	--

CANDIDATE
NUMBER

--	--	--	--



ENGLISH AS A SECOND LANGUAGE

0510/32

Paper 3 Listening (Core)

February/March 2019

Approx. 40 minutes

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your centre number, candidate number and name in the spaces at the top of this page.

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** allowed.

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

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) Where did the girl's family go camping?

..... [1]

(b) What caused the family some problems on the camping trip?

..... [1]

2 (a) Which type of photograph did the man like most at the exhibition?

..... [1]

(b) What does the man criticise about the exhibition?

..... [1]

3 (a) How does the man describe the teacher on his creative writing course?

..... [1]

(b) What did the man find easiest to write?

..... [1]

4 (a) What does the teacher recommend the students should avoid in their presentations?

..... [1]

(b) What does the teacher think might be difficult for the students?

..... [1]

[Total: 8]

Exercise 2

- 5 You will hear a talk given by a young man called Martin Bowerman, who is interested in mountain biking. Listen to the talk and complete the sentences below. Write **one** or **two words** only in each gap.

You will hear the talk twice.

Mountain biking

When Martin first took up the sport, he used to go on

Martin had to have the replaced on his bike.

Martin quickly realised that was a quality he needed to develop.

The only equipment Martin needed to buy was a

At first, Martin didn't want to wear

In a recent competition, Martin was annoyed because he kept on

.....

Martin believes that bikers must think about in order to avoid accidents.

Martin wants to try in the immediate future.

[8]

[Total: 8]

Exercise 3

- 6 You will hear six students talking about their experiences of doing practical things. 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"/> | A I needed a lot of patience. |
| Speaker 2 | <input type="checkbox"/> | B I wanted to prove how capable I was. |
| Speaker 3 | <input type="checkbox"/> | C I made one big mistake. |
| Speaker 4 | <input type="checkbox"/> | D I gradually became more positive. |
| Speaker 5 | <input type="checkbox"/> | E I found it hard to concentrate. |
| Speaker 6 | <input type="checkbox"/> | F I didn't find the instructions helpful. |
| | | G I enjoyed it more than I expected. |

[6]

Please turn over for Exercise 4.

Exercise 4

- 7 You will hear an interview with a woman called Alex Costello, who is the presenter of a children's science programme. 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) How did Alex get her first job as a presenter of a science programme?

- | | | |
|--|--------------------------|-----|
| A She got some help from a friend who worked in television. | <input type="checkbox"/> | |
| B She wrote a lot of emails to television companies. | <input type="checkbox"/> | |
| C She replaced someone who was unwell. | <input type="checkbox"/> | [1] |

- (b) Alex thinks that right from the start she had the ability to

- | | | |
|---|--------------------------|-----|
| A explain complicated ideas clearly. | <input type="checkbox"/> | |
| B express her passion for science. | <input type="checkbox"/> | |
| C work closely with other people. | <input type="checkbox"/> | [1] |

- (c) Alex says that a children's science programme should

- | | | |
|--|--------------------------|-----|
| A avoid some scientific subjects. | <input type="checkbox"/> | |
| B include funny examples in the script. | <input type="checkbox"/> | |
| C consist of a variety of activities. | <input type="checkbox"/> | [1] |

- (d) What does Alex say about the scripts for her TV programmes?

- | | | |
|---|--------------------------|-----|
| A She finds it rather boring to do them. | <input type="checkbox"/> | |
| B She is disappointed if changes are made. | <input type="checkbox"/> | |
| C She writes them in too much of a hurry. | <input type="checkbox"/> | [1] |

- (e) How did she feel after being the main presenter for the first time?

- | | | |
|--|--------------------------|-----|
| A excited to see how people were going to react | <input type="checkbox"/> | |
| B certain that people would like what she did | <input type="checkbox"/> | |
| C worried by the producer's comments | <input type="checkbox"/> | [1] |

(f) The most embarrassing moment for Alex on live television was when

A she forgot what she was supposed to say next.

B she said something that was not scientifically correct.

C she accidentally broke an expensive piece of equipment.

[1]

(g) Alex says that her favourite programme in her series included

A building a robot.

B surfing a wave.

C making a model volcano.

[1]

(h) Why does Alex think her job as a science presenter is important?

A She is a role model for young people.

B She persuades people to study science courses.

C She helps change attitudes to science.

[1]

[Total: 8]

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 the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.