



Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

CANDIDATE
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NUMBER

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ENGLISH AS A SECOND LANGUAGE

0511/31

Paper 3 Listening (Core)

May/June 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 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**, or a **number**, for each answer.

You will hear each recording twice.

1 (a) Which is the woman's favourite picture?

..... [1]

(b) Who is the man going to send the postcard to?

..... [1]

2 (a) Where will the college party take place?

..... [1]

(b) How much will each ticket cost?

..... [1]

3 (a) Which talk do the students decide to go to?

..... [1]

(b) What is the girl going to do next?

..... [1]

4 (a) What does the author need to decide before she starts writing a new book?

..... [1]

(b) Where does the author prefer to write?

..... [1]

[Total: 8]

Exercise 2

- 5 You will hear a teacher giving a talk about an exhibition on Australian history. Listen to the talk and complete the details below. Write **one** or **two words** only in each gap.

You will hear the talk twice.

Australia exhibition

It's on until the end of

It's about the history of Aboriginal people.

Objects on show

- A water container, made of
- used as tools for working on the land
- Bags used for carrying items for trade:
 - more recent examples of these were made of
 - away from the coast, was traded more than anything else
- Art:
 - a drawing of a fish – in which its can be seen
 - modern paintings by Aboriginal artists, based on, which is a traditional form of art
 - part of one painting appears on the country's

[8]

Exercise 3

- 6 You will hear six people talking about making decisions. 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 changed my mind at the last minute. |
| Speaker 2 | <input type="checkbox"/> | B I talked it through with a close friend. |
| Speaker 3 | <input type="checkbox"/> | C I made up my mind immediately. |
| Speaker 4 | <input type="checkbox"/> | D I got advice from someone whose opinion I respected. |
| Speaker 5 | <input type="checkbox"/> | E I wrote down the pros and cons to help me decide. |
| Speaker 6 | <input type="checkbox"/> | F I was still unsure even after I had made my decision. |
| | | G I was influenced by another person's decision. |

[6]

[Total: 6]

Please turn over for Exercise 4.

Exercise 4

- 7 You will hear a radio presenter talking to a student called Josie who helps to produce a school newspaper. 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) The editor of the school newspaper has to decide

- | | | |
|---------------------------------------|--------------------------|-----|
| A what topics to cover. | <input type="checkbox"/> | |
| B how to arrange the contents. | <input type="checkbox"/> | |
| C which pictures to include. | <input type="checkbox"/> | [1] |

- (b) What was the hardest part about starting to produce the newspaper?

- | | | |
|-----------------------------------------------------|--------------------------|-----|
| A finding enough equipment to use | <input type="checkbox"/> | |
| B finding a room for the team to meet in | <input type="checkbox"/> | |
| C finding a teacher to supervise the project | <input type="checkbox"/> | [1] |

- (c) How do they get money to produce the newspaper?

- | | | |
|-------------------------------------------|--------------------------|-----|
| A from a professional organisation | <input type="checkbox"/> | |
| B from the school budget | <input type="checkbox"/> | |
| C from advertising | <input type="checkbox"/> | [1] |

- (d) What is their most successful technique for attracting readers?

- | | | |
|---------------------------------------------------|--------------------------|-----|
| A printing people's names in the newspaper | <input type="checkbox"/> | |
| B including lots of fun activities | <input type="checkbox"/> | |
| C using memorable headlines | <input type="checkbox"/> | [1] |

- (e) Which topics does Josie prefer to write about?

- | | | |
|----------------------------|--------------------------|-----|
| A school activities | <input type="checkbox"/> | |
| B local issues | <input type="checkbox"/> | |
| C personal stories | <input type="checkbox"/> | [1] |

(f) Why did Josie originally get involved with the school newspaper?

- A** to fill her spare time
- B** to get writing practice
- C** to gain useful experience

[1]

(g) What has Josie gained most from editing the school newspaper?

- A** what responsibility means
- B** the value of teamwork
- C** how to manage people

[1]

(h) Who will choose the next editor?

- A** the current team
- B** the readers
- C** the head teacher

[1]

[Total: 8]

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