



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

CANDIDATE  
NAME

--

CENTRE  
NUMBER

--	--	--	--	--

CANDIDATE  
NUMBER

--	--	--	--



**ENGLISH AS A SECOND LANGUAGE**

**0511/43**

Paper 4 Listening (Extended)

**October/November 2018**

**Approx. 50 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 approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **9** printed pages and **3** blank pages.

**Questions 1–4**

You will hear four short recordings. Answer each question on the line provided. Write no more than **three words**, or a **number**, for each detail.

You will hear each recording twice.

1 (a) What does the woman decide to buy in the market?  
.....[1]

(b) What is she going to make?  
.....[1]

2 (a) Where does Jack suggest meeting his friend tomorrow?  
.....[1]

(b) What time have they agreed to meet?  
.....[1]

3 (a) What was the subject of last night's TV programme?  
.....[1]

(b) What aspect of the programme did the woman particularly like?  
.....[1]

4 (a) What did the man do on his holiday at the coast?  
.....[1]

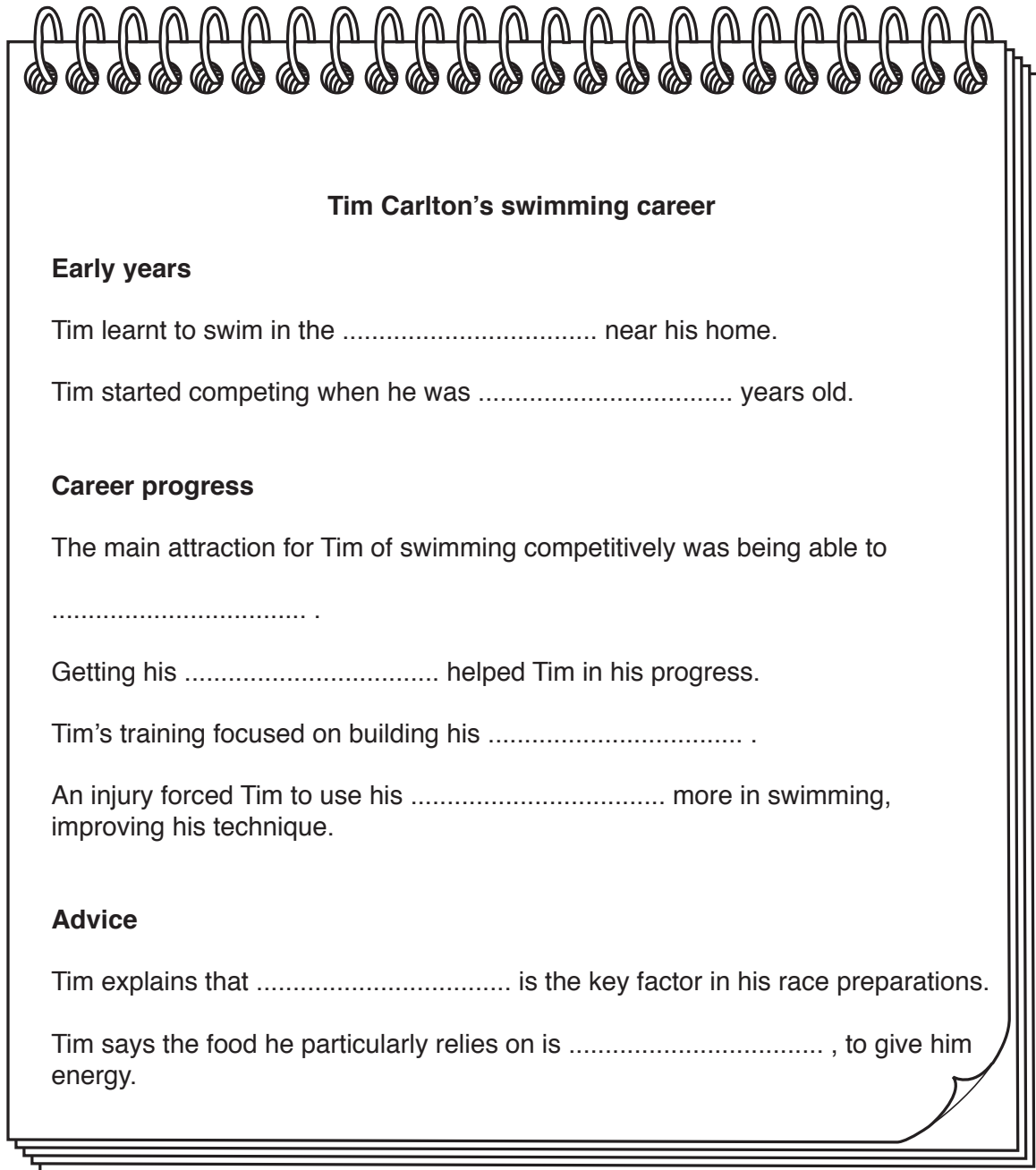
(b) What was the weather like while he was on holiday?  
.....[1]

[Total: 8]

**Question 5**

You will hear a young man called Tim Carlton talking to students at his old school about his career as a swimmer. 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.



**Tim Carlton's swimming career**

**Early years**

Tim learnt to swim in the ..... near his home.

Tim started competing when he was ..... years old.

**Career progress**

The main attraction for Tim of swimming competitively was being able to  
.....

Getting his ..... helped Tim in his progress.

Tim's training focused on building his .....

An injury forced Tim to use his ..... more in swimming,  
improving his technique.

**Advice**

Tim explains that ..... is the key factor in his race preparations.

Tim says the food he particularly relies on is ....., to give him  
energy.

[8]

[Total: 8]

**Question 6**

You will hear six people talking about drawing. For each of speakers 1–6, 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****A** It's improved my concentration.**Speaker 2****B** It's made me more creative.**Speaker 3****C** It's helped me express my feelings about things.**Speaker 4****D** It's made me plan more carefully.**Speaker 5****E** It's helped me notice more.**Speaker 6****F** It's taught me how to deal with my mistakes.**G** It's given me more self-confidence.

[6]

[Total: 6]

**Please turn over for Question 7.**

### Question 7

You will hear an interview with an archaeologist called Kate Lee, who works on ancient sites to discover their history. 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)** At her first ancient site in Spain, Kate helped to uncover

- |                    |                          |     |
|--------------------|--------------------------|-----|
| <b>A</b> a farm.   | <input type="checkbox"/> |     |
| <b>B</b> a house.  | <input type="checkbox"/> |     |
| <b>C</b> a castle. | <input type="checkbox"/> | [1] |

**(b)** How did Kate feel while she was working at the site in Spain?

- |                                                |                          |     |
|------------------------------------------------|--------------------------|-----|
| <b>A</b> disappointed by her own behaviour     | <input type="checkbox"/> |     |
| <b>B</b> worried that she might cause problems | <input type="checkbox"/> |     |
| <b>C</b> nervous about working with experts    | <input type="checkbox"/> | [1] |

**(c)** What does Kate say about the site where she's leading a team now?

- |                                                  |                          |     |
|--------------------------------------------------|--------------------------|-----|
| <b>A</b> The landowner has decided to sell it.   | <input type="checkbox"/> |     |
| <b>B</b> A leisure centre might be built on it.  | <input type="checkbox"/> |     |
| <b>C</b> Tourists have been put off visiting it. | <input type="checkbox"/> | [1] |

**(d)** Kate thought her team might find something important at the site because of

- |                                                   |                          |     |
|---------------------------------------------------|--------------------------|-----|
| <b>A</b> items that people had found in the area. | <input type="checkbox"/> |     |
| <b>B</b> unusual features in the landscape.       | <input type="checkbox"/> |     |
| <b>C</b> old records of previous villages nearby. | <input type="checkbox"/> | [1] |

**(e)** Why was Kate excited about finding a wooden path under the soil?

- |                                                                                |                          |     |
|--------------------------------------------------------------------------------|--------------------------|-----|
| <b>A</b> It was in almost perfect condition for its age.                       | <input type="checkbox"/> |     |
| <b>B</b> It could still be used for its original purpose, despite some damage. | <input type="checkbox"/> |     |
| <b>C</b> It provided valuable information about how it had been made.          | <input type="checkbox"/> | [1] |

(f) What happens to the objects that Kate's team finds?

- A** They're cleaned at the excavation site.
- B** They're taken straight to a local museum.
- C** They're sent away to specialists for examination.  [1]

(g) Kate finds old pieces of pottery fascinating because

- A** they are the most reliable way of deciding how old a site is.
- B** they show whether people bought goods from outside the area.
- C** they reveal the wealth of the people who were living in the local area.  [1]

(h) What keeps Kate interested in archaeology?

- A** finding information about individuals from the past
- B** being responsible for discovering important evidence
- C** discovering how much we have in common with ancient people  [1]

[Total: 8]

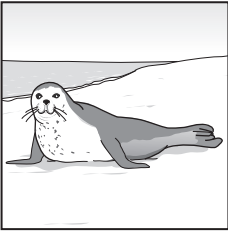
## Question 8

### Part A

You will hear a man called James Morton giving a talk about his conservation work involving sea creatures called Hawaiian monk seals. Listen to the talk and complete the sentences in Part A. Write **one** or **two** words, or a **number**, in each gap.

You will hear the talk twice.

**Conservation project: Hawaiian monk seals**



When the project began, there were thought to be approximately  
 ..... Hawaiian monk seals in the wild.

There were concerns about a colony of seals living in areas of the ocean  
 used by .....

James particularly admires the ..... of the female seals when  
 raising their pups.

James reports that approaching the seals during ..... made  
 the team's work more manageable.

The team had to examine the condition of a seal's ..... before  
 deciding whether they could attach their video cameras.

[5]

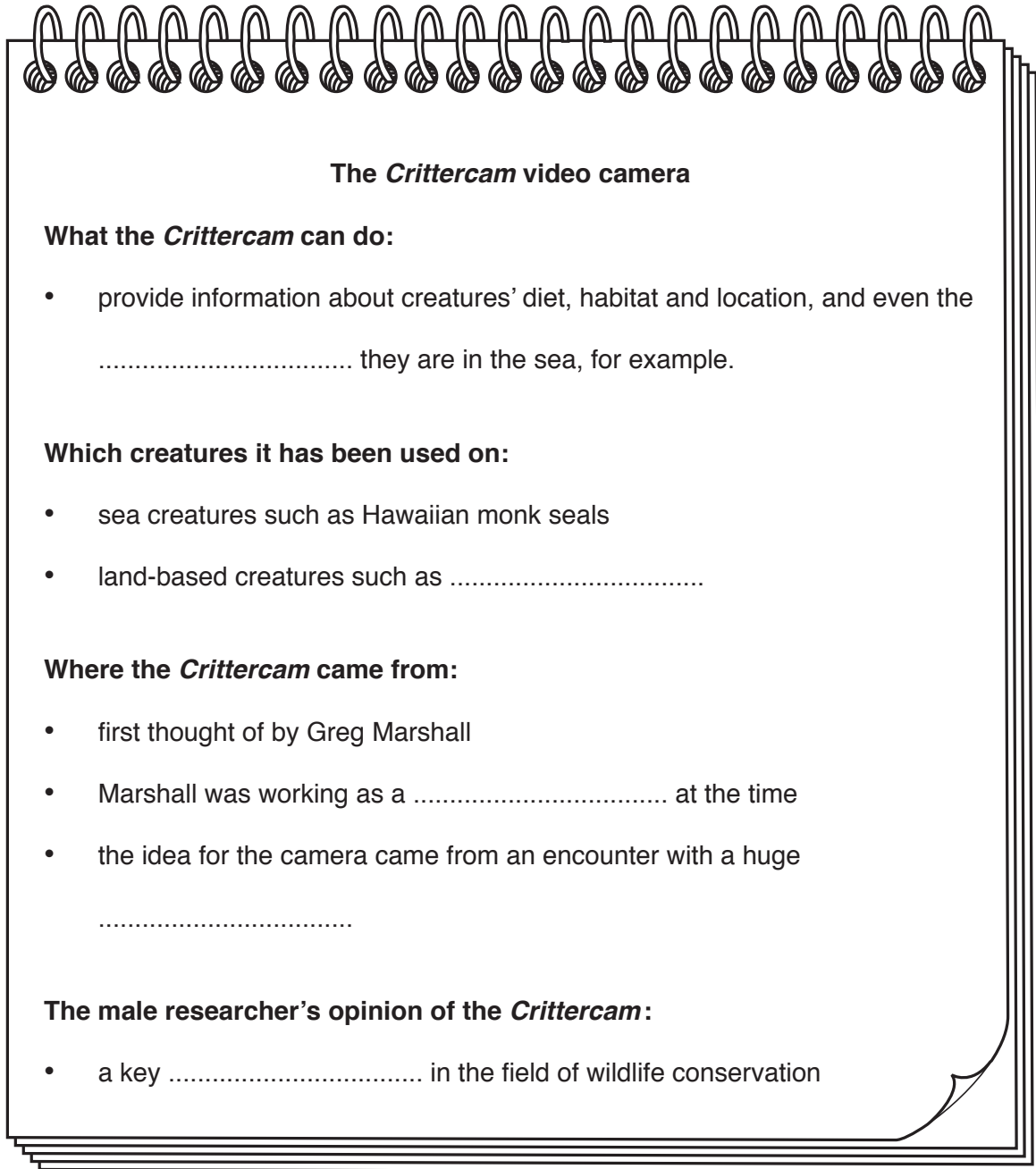


## Question 8

### Part B

Now listen to a conversation between two researchers about the *Crittercam* video camera for monitoring wildlife, and complete the details in Part B. Write **one** or **two words** only in each gap.

You will hear the conversation twice.



**The *Crittercam* video camera**

**What the *Crittercam* can do:**

- provide information about creatures' diet, habitat and location, and even the ..... they are in the sea, for example.

**Which creatures it has been used on:**

- sea creatures such as Hawaiian monk seals
- land-based creatures such as .....

**Where the *Crittercam* came from:**

- first thought of by Greg Marshall
- Marshall was working as a ..... at the time
- the idea for the camera came from an encounter with a huge .....

**The male researcher's opinion of the *Crittercam*:**

- a key ..... in the field of wildlife conservation

[5]

[Total: 10]





**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 International Examinations Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at [www.cie.org.uk](http://www.cie.org.uk) after the live examination series.

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