



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

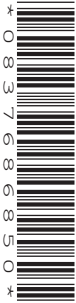
CANDIDATE
NAME

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ENGLISH AS A SECOND LANGUAGE

0511/41

Paper 4 Listening (Extended)

May/June 2016

Approx. 50 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.

The 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** for each detail.

You will hear each recording twice.

1 (a) Which painting was the woman impressed by?

.....[1]

(b) When does the exhibition finish?

.....[1]

2 (a) What are the students going to do a project about?

.....[1]

(b) What **two** things do the students have to take on the class trip?

.....[1]

3 (a) What is the man going to Canada for?

.....[1]

(b) Who is he going to Canada with?

.....[1]

4 (a) Which film are the friends going to see this evening?

.....[1]

(b) Where are they going to meet first?

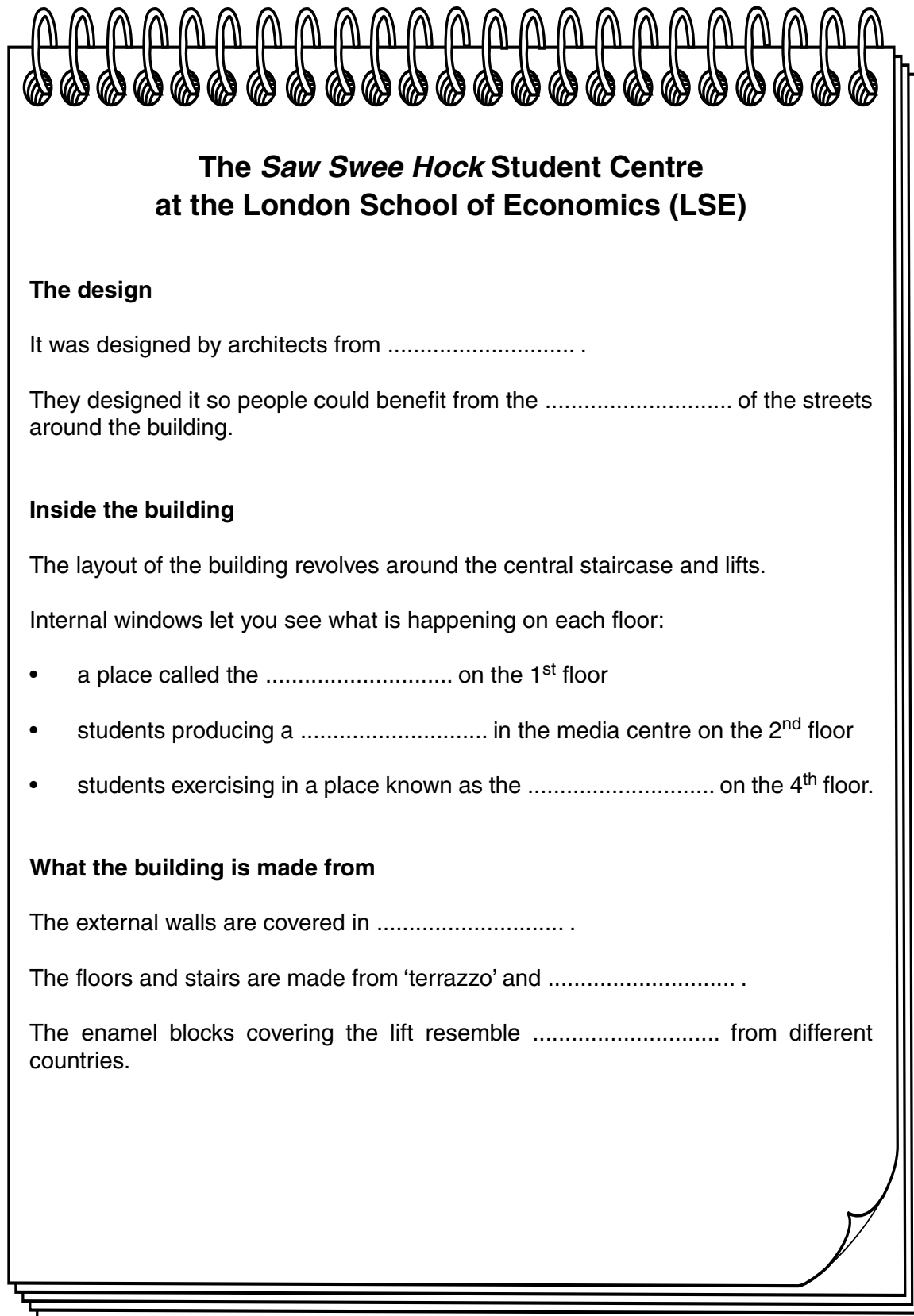
.....[1]

[Total: 8]

Question 5

You will hear a student giving a talk about a building that has won a design award. Listen to the talk and complete the details below. Write **one** or **two words** only in each gap.

You will hear the talk twice.



**The *Saw Swee Hock* Student Centre
at the London School of Economics (LSE)**

The design

It was designed by architects from [1]

They designed it so people could benefit from the of the streets
around the building. [1]

Inside the building

The layout of the building revolves around the central staircase and lifts.

Internal windows let you see what is happening on each floor:

- a place called the on the 1st floor [1]
- students producing a in the media centre on the 2nd floor [1]
- students exercising in a place known as the on the 4th floor. [1]

What the building is made from

The external walls are covered in [1]

The floors and stairs are made from 'terrazzo' and [1]

The enamel blocks covering the lift resemble from different
countries. [1]

Question 6

You will hear six people talking about the best thing for students to do during their long university holidays. 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 recording twice.

Speaker 1**Speaker 2****Speaker 3****Speaker 4****Speaker 5****Speaker 6****A** Go travelling as much as possible.**B** Get a job which will give you relevant experience.**C** Learn some useful skills by doing courses.**D** Just enjoy yourself while you have the chance.**E** Use the time to study, to get ahead for next term.**F** Do whatever work you can find to save up some money.**G** Spend as much time with your relatives as you can.

[Total: 6]

Please turn over for Question 7.

Question 7

You will hear an interview with a young swimmer called Aysha. 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) Aysha said she was particularly pleased to win in a recent competition because

- A** the other swimmers were so good.
- B** she was feeling unwell on the day.
- C** it was her last chance to take part. [1]

(b) Who suggested that Aysha should join a local swimming club?

- A** her sports teacher
- B** her parents
- C** her friend [1]

(c) What made Aysha realise that she was a good swimmer?

- A** She was put in the top group of the club.
- B** She was selected for a regional club.
- C** She raced against another club. [1]

(d) Aysha says that her training sessions

- A** are too long.
- B** make her very tired.
- C** could be more varied. [1]

(e) What does Aysha find challenging about her training?

- A** finding time for her schoolwork
- B** getting up so early each day
- C** missing out on social activities [1]

7

(f) Where does Aysha most enjoy swimming when she's not training?

A in the sea

B in an outdoor pool

C in a lake near her house

[1]

(g) What advice does Aysha give to young swimmers?

A Always aim to win.

B Do other activities as well.

C Make sure you enjoy yourself.

[1]

(h) Aysha says that in the future, she'd really like to

A design sportswear.

B become a sports teacher.

C present sports programmes.

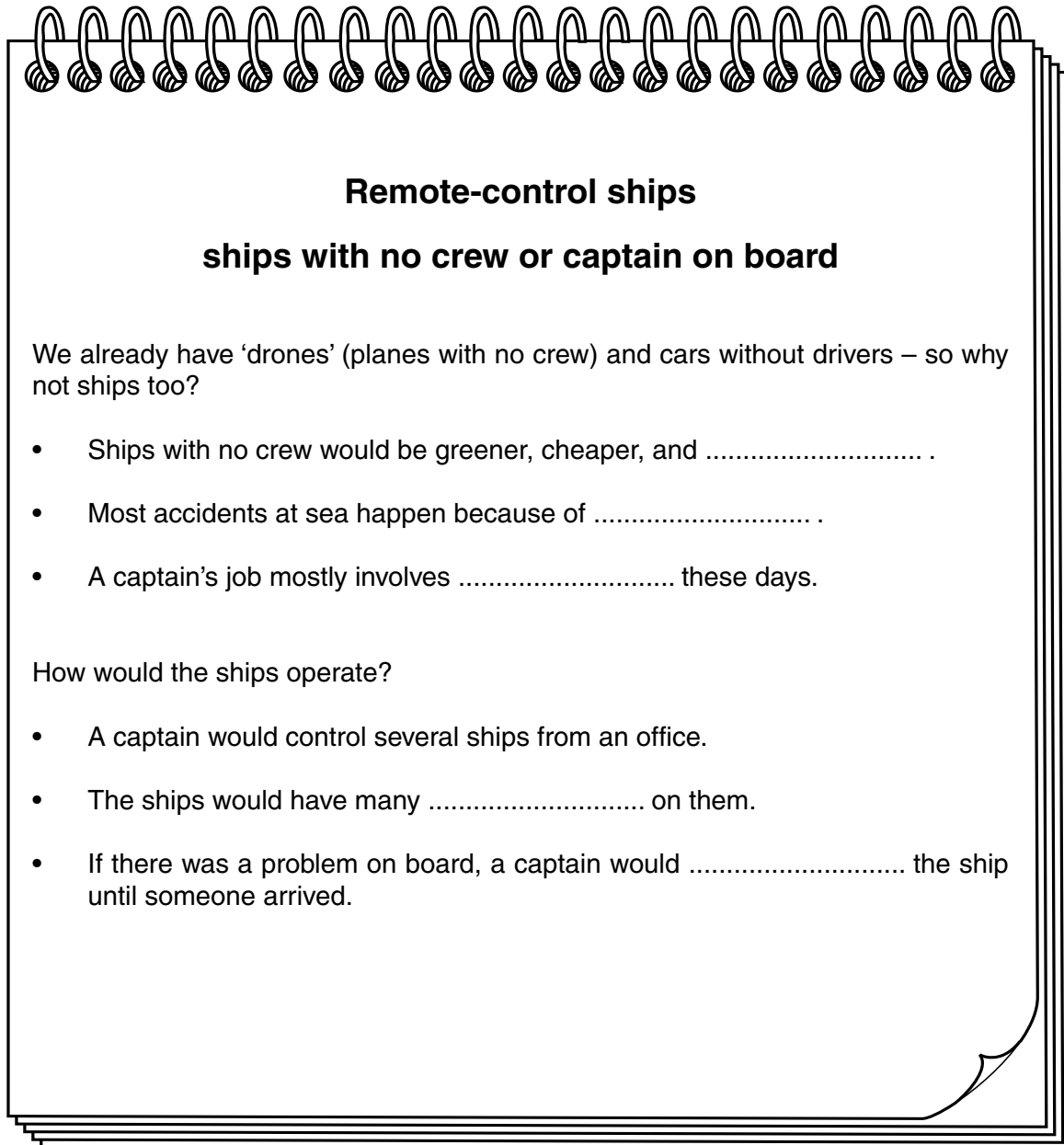
[1]

[Total: 8]

Question 8**Part A**

You will hear a business expert giving a talk about the future of shipping. Listen to the talk and complete the sentences in Part A. Write **one** or **two words** only in each gap.

You will hear the talk twice.



Remote-control ships

ships with no crew or captain on board

We already have 'drones' (planes with no crew) and cars without drivers – so why not ships too?

- Ships with no crew would be greener, cheaper, and [1]
- Most accidents at sea happen because of [1]
- A captain's job mostly involves these days. [1]

How would the ships operate?

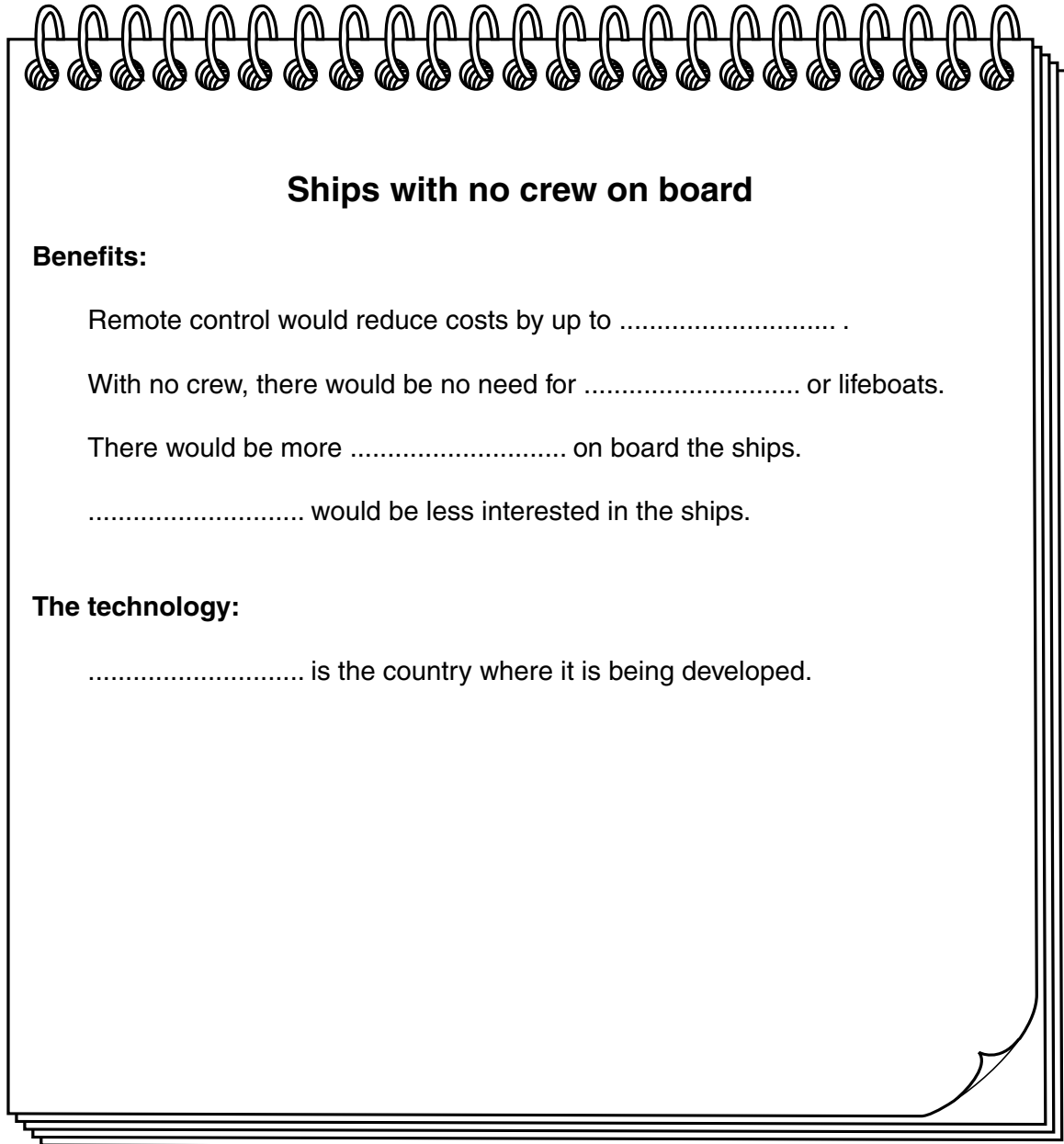
- A captain would control several ships from an office.
- The ships would have many on them. [1]
- If there was a problem on board, a captain would the ship until someone arrived. [1]

[Total: 5]

Part B

Now listen to a conversation between two students about ships with no crew, and complete the sentences in Part B. Write **one** or **two words**, or a **number**, in each gap.

You will hear the conversation twice.



Ships with no crew on board

Benefits:

Remote control would reduce costs by up to [1]

With no crew, there would be no need for or lifeboats. [1]

There would be more on board the ships. [1]

..... would be less interested in the ships. [1]

The technology:

..... is the country where it is being developed. [1]

[Total: 5]

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