



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

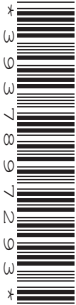
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**ENGLISH AS A SECOND LANGUAGE**

**0511/41**

Paper 4 Listening (Extended)

**May/June 2018**

**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.

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) Which book did the man get the recipe from?

.....[1]

(b) What does he need to buy before he can make the recipe?

.....[1]

2 (a) Which part of the museum will the group visit first?

.....[1]

(b) What time will they return to school?

.....[1]

3 (a) What was the girl's favourite band called?

.....[1]

(b) Where was the jewellery stall?

.....[1]

4 (a) Which character in the film did the man feel sorry for?

.....[1]

(b) Which aspect of the film did the woman dislike?

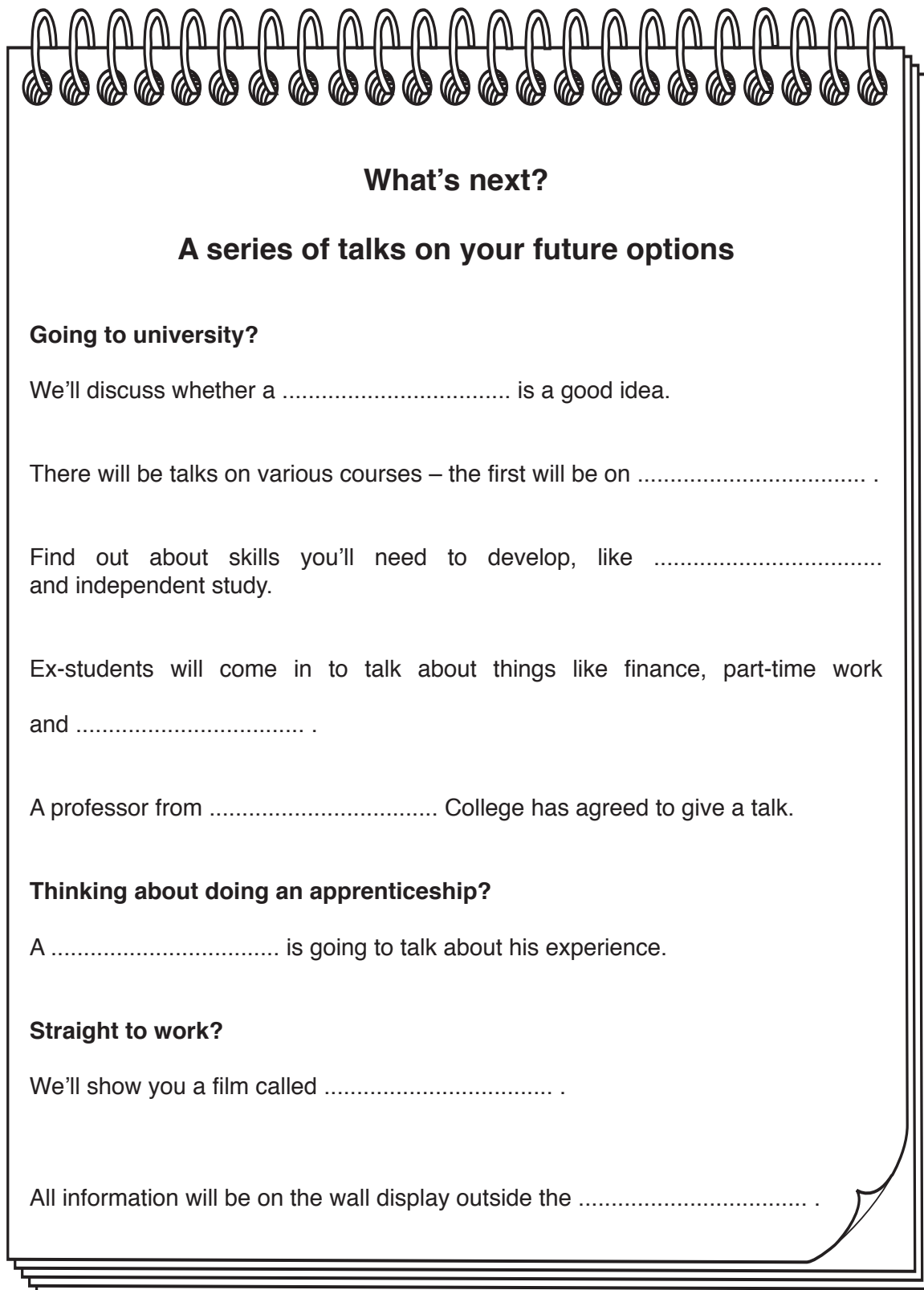
.....[1]

[Total: 8]

**Question 5**

You will hear a talk given by a head teacher to students who are going to leave school next year. Listen to the talk and complete the details below. Write **one** or **two words** only in each gap.

You will hear the talk twice.



**What's next?**

**A series of talks on your future options**

**Going to university?**

We'll discuss whether a ..... is a good idea.

There will be talks on various courses – the first will be on .....

Find out about skills you'll need to develop, like .....  
and independent study.

Ex-students will come in to talk about things like finance, part-time work  
and .....

A professor from ..... College has agreed to give a talk.

**Thinking about doing an apprenticeship?**

A ..... is going to talk about his experience.

**Straight to work?**

We'll show you a film called .....

All information will be on the wall display outside the .....

**Question 6**

You will hear six people talking about what they think schools should teach young people about money. 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****Speaker 2****Speaker 3****Speaker 4****Speaker 5****Speaker 6**

**A** It's essential for young people to understand the pros and cons of borrowing money.

**B** Young people find it hard to plan for the future – they should learn about that.

**C** Young people should be taught that you don't need to be rich to be happy.

**D** Young people need to be encouraged to save money.

**E** I think young people should learn what happens when you run out of money.

**F** Schools should teach young people to understand financial words and phrases.

**G** Young people should know what they need to earn in order to have a good standard of living.

[Total: 6]

**Please turn over for Question 7.**

**Question 7**

You will hear an interview with a man called Jules Bergan, who looks for messages in bottles on the sea-shore. 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)** Where did Jules find his first message in a bottle?

**A** Australia

**B** Barbados

**C** Madeira

[1]

**(b)** What does Jules say about the first message he found?

**A** There was a map on it.

**B** It was in perfect condition.

**C** He was reluctant to read it.

[1]

**(c)** How did Jules contact the senders of the first message he found?

**A** by email

**B** by post

**C** by phone

[1]

**(d)** How did the senders of the first message feel when Jules contacted them?

**A** embarrassed that they had sent it

**B** amazed that it had survived the journey

**C** disappointed that it had been found so soon

[1]

**(e)** Jules describes another message which was sent to celebrate

**A** a marriage.

**B** a birthday.

**C** a festival.

[1]

(f) What was Jules most surprised to find in a bottle?

**A** some art

**B** some food

**C** some money

[1]

(g) What does Jules say about meeting up with senders?

**A** He feels nervous beforehand.

**B** It can be an awkward experience.

**C** They usually have something in common.

[1]

(h) When Jules visited the Turks and Caicos Islands, he

**A** met other bottle collectors.

**B** took part in a scientific study.

**C** gave away some bottles he had found.

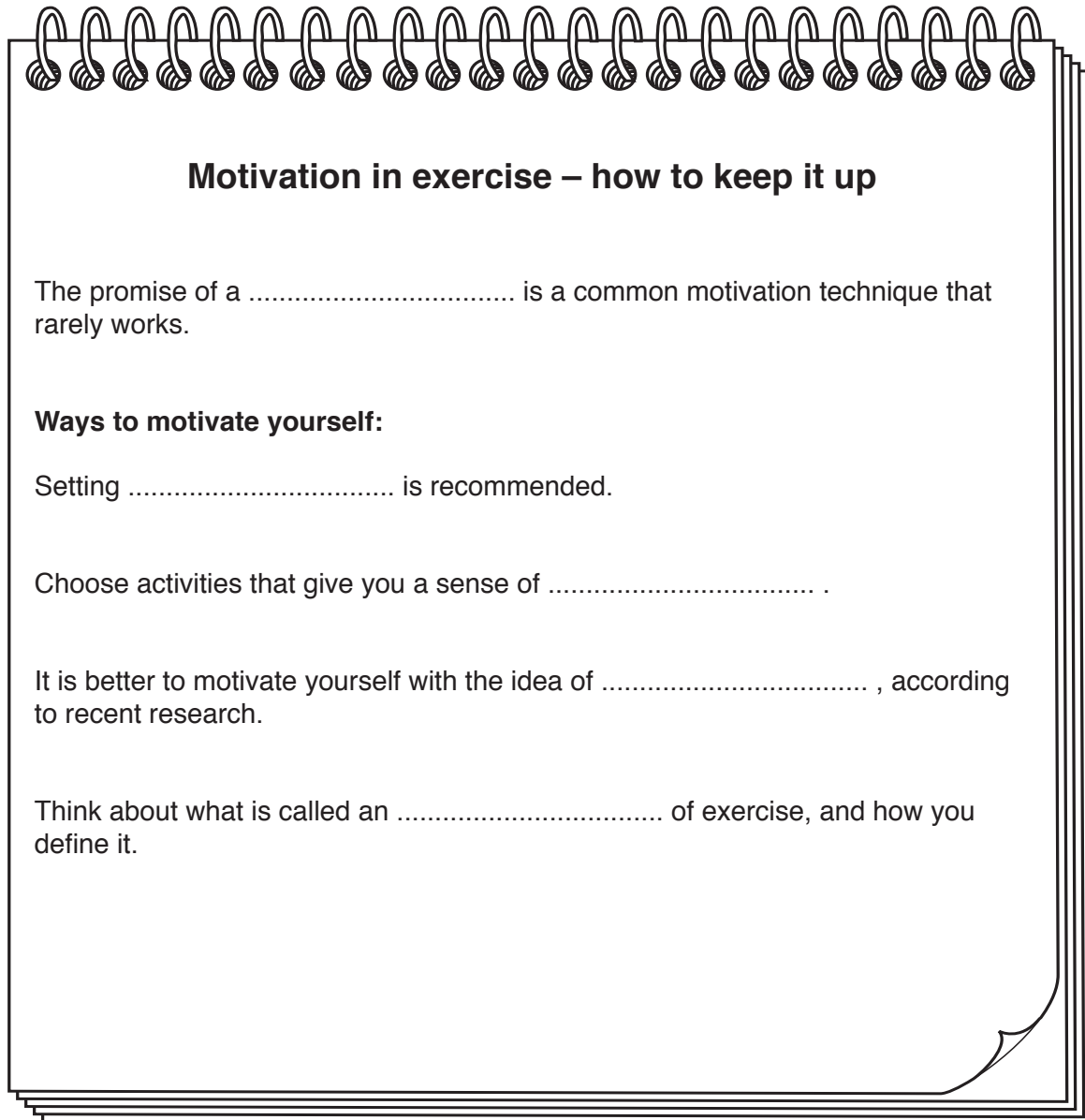
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[Total: 8]

**Question 8****Part A**

You will hear a teacher giving a talk about the role of motivation in exercise. 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.



**Motivation in exercise – how to keep it up**

The promise of a ..... is a common motivation technique that rarely works.

**Ways to motivate yourself:**

Setting ..... is recommended.

Choose activities that give you a sense of .....

It is better to motivate yourself with the idea of ....., according to recent research.

Think about what is called an ..... of exercise, and how you define it.

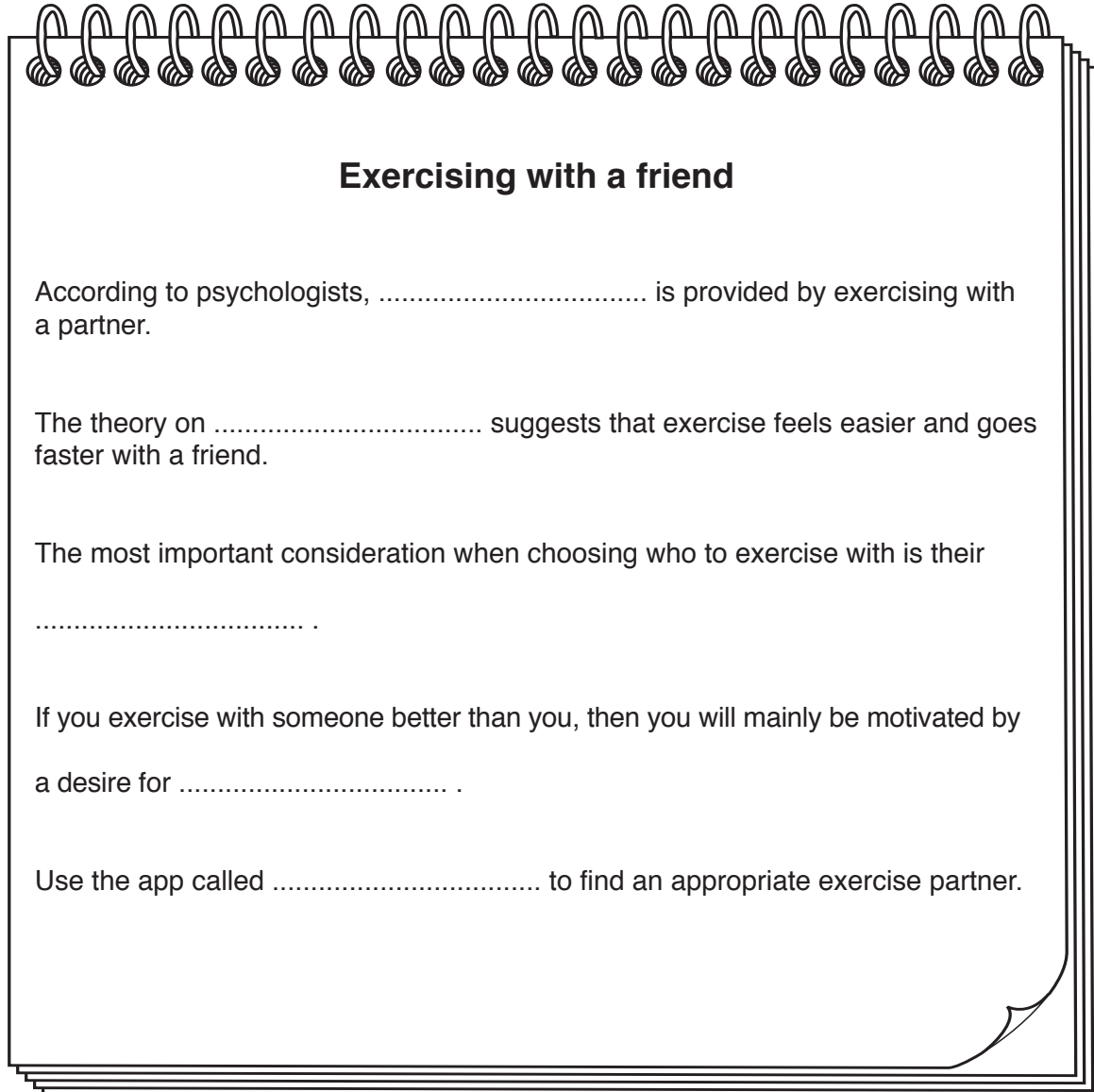
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**Part B**

Now listen to a conversation between two students about doing exercise with friends, and complete the sentences in Part B. Write **one** or **two words** only in each gap.

You will hear the conversation twice.



**Exercising with a friend**

According to psychologists, ..... is provided by exercising with a partner.

The theory on ..... suggests that exercise feels easier and goes faster with a friend.

The most important consideration when choosing who to exercise with is their .....

If you exercise with someone better than you, then you will mainly be motivated by a desire for .....

Use the app called ..... to find an appropriate exercise partner.

[5]

[Total: 10]





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