



Cambridge IGCSE™

CANDIDATE
NAME

CENTRE
NUMBER

--	--	--	--	--

CANDIDATE
NUMBER

--	--	--	--



ENGLISH AS A SECOND LANGUAGE

0511/43

Paper 4 Listening (Extended)

October/November 2022

Approximately 50 minutes

You must answer on the question paper.

No additional materials are needed.

INSTRUCTIONS

- Answer **all** questions.
- Use a black or dark blue pen.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to each question in the space provided.
- Do **not** use an erasable pen or correction fluid.
- Do **not** write on any bar codes.
- Dictionaries are **not** allowed.

INFORMATION

- The total mark for this paper is 40.
- The number of marks for each question or part question is shown in brackets [].

This document has **12** pages. Any blank pages are indicated.

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) Which activity does the boy think would be the best one to do this weekend?
 [1]
- (b) What will the boy's father cook this weekend?
 [1]
- 2 (a) Where will the family stay on holiday?
 [1]
- (b) What will the family visit?
 [1]
- 3 (a) What is cancelled at the festival today?
 [1]
- (b) When will the hot-air balloons take off tomorrow?
 [1]
- 4 (a) How did the friends reach the cliffs?
 [1]
- (b) What did the friends learn about from their guide?
 [1]

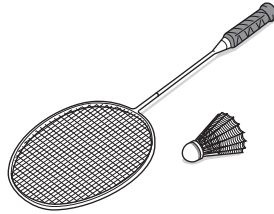
[Total: 8]

Exercise 2

- 5 You will hear a woman called Stella talking to a group of people, who want to take up a new sport, about learning to play badminton. Listen to the talk and complete the details below. Write **one or two words only** in each gap.

You will hear the talk twice.

Learning to play badminton



Stella wanted a sport that was faster than , which she had also played.

Stella chose to play at the in her town, as it offered exactly what she wanted.

Stella learned from the trainer that is an essential form of exercise for preparing to play badminton.

The trainer warned the group against acquiring when learning how to play.

Stella's were not protected by the running shoes she wore.

Stella says her lack of made it harder for her to hit the shuttlecock.

Stella says that her increased as her ability slowly improved.

Stella took part in a beginners' competition called the , which she won.

[8]

Exercise 3

- 6 You will hear six people talking about learning to sew and make clothes. 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 found it difficult to develop my own style. |
| Speaker 2 | <input type="checkbox"/> | B I was confused by the appearance of the equipment. |
| Speaker 3 | <input type="checkbox"/> | C I made a mistake when sewing something for someone else. |
| Speaker 4 | <input type="checkbox"/> | D I was unhappy with the choice of materials available. |
| Speaker 5 | <input type="checkbox"/> | E I found it challenging to get the sizes correct. |
| Speaker 6 | <input type="checkbox"/> | F I thought that following the sewing pattern was difficult. |
| | | G I was unwilling to show people my early work. |

[6]

Please turn over for Exercise 4.

Exercise 4

- 7 You will hear an interview with a contemporary dancer called Billy Taylor, talking about his work. 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) When asked to explain contemporary dance, Billy says that

- | | | |
|--|--------------------------|-----|
| A it is popular with dancers of other genres. | <input type="checkbox"/> | |
| B dancers must be especially flexible to do it. | <input type="checkbox"/> | |
| C the dance form is not a recent development. | <input type="checkbox"/> | [1] |

- (b) Billy started hip-hop dancing after

- | | | |
|---|--------------------------|-----|
| A meeting some people by chance. | <input type="checkbox"/> | |
| B losing interest in an activity he once enjoyed. | <input type="checkbox"/> | |
| C trying to replace a hobby he could no longer do. | <input type="checkbox"/> | [1] |

- (c) How did Billy feel about his decision to make a career of contemporary dance?

- | | | |
|---|--------------------------|-----|
| A embarrassed about becoming involved in a creative profession | <input type="checkbox"/> | |
| B concerned about what those around him would think | <input type="checkbox"/> | |
| C grateful to have discovered what to do with his life | <input type="checkbox"/> | [1] |

- (d) What does Billy say about stories told through contemporary dance?

- | | | |
|---|--------------------------|-----|
| A He took time to build his acting skills for the stories. | <input type="checkbox"/> | |
| B He believes in the stories he is performing. | <input type="checkbox"/> | |
| C He likes seeing the impact of the stories on audiences. | <input type="checkbox"/> | [1] |

- (e) Billy says that his 'signature style' of dance

- | | | |
|--|--------------------------|-----|
| A led him to think about what dance meant to him. | <input type="checkbox"/> | |
| B was a result of careful experimentation. | <input type="checkbox"/> | |
| C took a lot of hard work to create. | <input type="checkbox"/> | [1] |

(f) How did Billy feel about becoming a choreographer?

A excited about seeing his dances performed

B surprised by how well his work was received

C relieved that other dancers shared his passion

[1]

(g) What is Billy's attitude towards his success?

A He thinks it is because of his approach to work.

B He is uncertain about whether he deserves it.

C He hopes that people take it seriously.

[1]

(h) In the near future, Billy intends to

A have his work performed at a cultural festival.

B promote contemporary dance in local areas.

C work on projects which combine dance with other arts.

[1]

[Total: 8]

Exercise 5

- 8 (a) You will hear a lecturer giving a talk about a seabird called the Manx Shearwater, which is found on a small British island called the Isle of Man. Listen to the talk and complete the notes in Part (a). Write **one or two words only** in each gap.

You will hear the talk twice.

Isle of Man wildlife: the Manx Shearwater

The Manx Shearwater has an unusual physical feature known as a

.....

In the 17th century, locals called the Manx Shearwater a 'puffin', which is actually the name of another seabird.

The same name was probably used because both birds have similar

..... during the breeding season.

The Manx Shearwater's eyesight provides the bird with an image that is

....., but not very big.

On the water, Manx Shearwaters create what looks like a to protect them from danger.

The Manx Shearwater is currently in the category on the animal conservation list.

[5]

- (b) Now listen to a conversation between two students about a conservation trip they are going on to the Isle of Man, and complete the sentences in Part (b). Write **one or two words only** in each gap.

You will hear the conversation twice.

Conservation trip to the Isle of Man

The girl would like to be involved with the placement of puffin used in the puffin project.

Both students are keen to see the unusual species of on the island.

The students will take part in adult grey seals on the smaller island.

The boy hopes there will be time in the schedule to take part in a tour called

The girl would most like to spend her free time doing a

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