



Cambridge IGCSE™

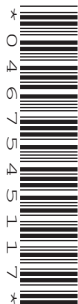
CANDIDATE
NAME

CENTRE
NUMBER

--	--	--	--	--

CANDIDATE
NUMBER

--	--	--	--



ENGLISH AS A SECOND LANGUAGE

0510/42

Paper 4 Listening (Extended)

February/March 2021

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, or a number**, for each answer.

You will hear each recording twice.

1 (a) What time are the friends meeting before the birthday party?
..... [1]

(b) What present did the boy buy?
..... [1]

2 (a) What was the most popular activity during the charity event?
..... [1]

(b) Where can students now see pictures from the event?
..... [1]

3 (a) What is currently on display at the gallery?
..... [1]

(b) Where will the two friends meet?
..... [1]

4 (a) What did Robert Bezeau build out of plastic bottles?
..... [1]

(b) How many plastic bottles did he use?
..... [1]

[Total: 8]

Exercise 2

- 5 You will hear a student, Hannah, giving a talk about taking a gap year, which is a year off between school and university. 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.

My gap year in Bali

Hannah was persuaded to take a gap year by her

There are a lot of companies which can help you arrange your gap year.

When choosing a company, Hannah says the most important thing to consider is their

During her gap year, Hannah worked at a

Hannah suggests that is the ideal length of time to be away from your country.

Hannah says that is something many people forget to pack.

Hannah recommends a as a good way of telling people about your trip.

Hannah says that it's surprising how difficult it can be to get used to a different

In Hannah's opinion, the main benefit of having a gap year is that it helps you to

[8]

Exercise 3

- 6 You will hear six people talking about relaxation. 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 Nowadays, I relax best when I'm on my own. |
| Speaker 2 | <input type="checkbox"/> | B Taking care of your duties is more important than relaxation. |
| Speaker 3 | <input type="checkbox"/> | C Being active is the simplest way to relax. |
| Speaker 4 | <input type="checkbox"/> | D I often struggle to relax after a stressful day at work. |
| Speaker 5 | <input type="checkbox"/> | E I learned new relaxation techniques during a course. |
| Speaker 6 | <input type="checkbox"/> | F I make sure that I find the time to relax every day. |
| | | G My recent holiday was particularly relaxing. |

[6]

Please turn over for Exercise 4.

Exercise 4

- 7 You will hear an interview with Jillian Smith, who looks after elephants at a safari park. 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) Jillian decided on a career working with animals

- | | | |
|--|--------------------------|-----|
| A because it had been her dream since she was little. | <input type="checkbox"/> | |
| B because of a summer job that she enjoyed. | <input type="checkbox"/> | |
| C because her friend encouraged her. | <input type="checkbox"/> | [1] |

- (b) When Jillian's parents heard about her choice of profession, they

- | | | |
|---|--------------------------|-----|
| A tried to convince her to choose a different job. | <input type="checkbox"/> | |
| B liked the idea of her working with animals. | <input type="checkbox"/> | |
| C respected the decision she had made. | <input type="checkbox"/> | [1] |

- (c) What does Jillian say about working with wild animals at the safari park?

- | | | |
|---|--------------------------|-----|
| A They quickly learn to trust their keepers. | <input type="checkbox"/> | |
| B They need to be stimulated constantly. | <input type="checkbox"/> | |
| C They respond best to routine. | <input type="checkbox"/> | [1] |

- (d) What kind of work is Jillian doing at the moment?

- | | | |
|--|--------------------------|-----|
| A She is taking part in a research project about elephants. | <input type="checkbox"/> | |
| B She is introducing another elephant to the group. | <input type="checkbox"/> | |
| C She is teaching new keepers about elephants. | <input type="checkbox"/> | [1] |

- (e) As a result of working with elephants, Jillian feels she has

- | | | |
|--|--------------------------|-----|
| A gained greater awareness of her responsibilities. | <input type="checkbox"/> | |
| B learned the importance of teamwork. | <input type="checkbox"/> | |
| C improved her problem-solving skills. | <input type="checkbox"/> | [1] |

(f) Which aspect of her job does Jillian find most challenging?

A looking after sick animals

B doing hard, physical work

C releasing animals into the wild

[1]

(g) What part of her job does Jillian find most satisfying?

A helping to save endangered species

B educating visitors about her work

C seeing articles about her work in the news

[1]

(h) Jillian says that people who are interested in a similar career should begin by

A visiting a few different safari parks.

B getting some qualifications.

C doing some work experience.

[1]

[Total: 8]

Exercise 5

- 8 (a) You will hear a teacher giving a talk about mass tourism and its impact on the Italian city of Venice. 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.

Venice – a city affected by mass tourism

Venice has attracted a lot of tourists since the century.

The teacher considers to be most responsible for mass tourism in Venice.

The teacher compares Venice to a , because of how many residents have already left.

Dealing with mass tourism

The teacher believes that extra may be a good possible solution.

A new organisation encourages tourists to buy locally-made when they visit Venice.

[5]

(b) Now listen to a conversation between two students, about the girl's plans to visit Venice, and complete the sentences in Part (b). Write **one or two words** only in each gap.

You will hear the conversation twice.

Visiting Venice

The girl is most likely to visit Venice in the month of

People who live in Venice get most annoyed about:

tourists who on bridges.

The boy was unaware that are not allowed in some parts of Venice.

The girl will probably stay at a during her visit.

The girl will use an online forum to find out about

[5]

[Total: 10]

BLANK PAGE

BLANK PAGE

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