



**ENGLISH AS A SECOND LANGUAGE**

**0991/05**

Paper 5 Speaking Assessments A–J

**For Examination from 2019**

SPECIMEN TEACHER'S/EXAMINER'S NOTES

**Great care should be taken to ensure that any confidential information given does not reach the candidates either directly or indirectly.**

**READ THESE INSTRUCTIONS FIRST**

This booklet contains:

- (a) administrative guidelines on conducting the tests
- (b) marking criteria
- (c) copies of Cards A–J, with Notes for Teacher/Examiner.

This document consists of **9** printed pages and **1** blank page.

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For examples of other topic cards, please go to <https://teachers.cie.org.uk>

## NOTES ON CONDUCTING AND RECORDING THE TESTS

### Please note

1. The warm-up section may give the examiner an indication of the best card to select **but the examiner must not allow the candidate to lead the choice of topic.**
2. The speaking assessment cards **must not be opened** until one working day before the test.
3. All tests must be recorded **in full throughout**. The recording must not be paused or stopped at any point during the test.

### GENERAL

1. The speaking tests take place in the period before the main examination series, as notified on the timetable. Each Centre decides on a convenient period within these dates for its speaking tests. It is recommended that the tests are conducted within one week to allow sufficient time for a single examiner to conduct all of the tests. See Section 4 below.
2. Centres must ensure well in advance of the tests that a suitably quiet room is available and that recording equipment is in good order.
3. Centres must adhere to dates for completion of the speaking tests and for the receipt of mark sheets and recordings at Cambridge to allow sufficient time for external moderation. It is vital that material does not arrive late.
4. For Centres with 30 or fewer candidates, only one examiner must be used. Each Centre will select its own examiner. This is normally a teacher within the English Language Department, but could be someone local from outside the Centre. A group of neighbouring Centres might choose the same teacher to conduct all their tests; in such a case each Centre is still responsible for submitting properly completed forms and samples. Cambridge is not responsible for any fees agreed.

Centres with more than 30 candidates may use more than one examiner (applying the ratio of an additional examiner for each 30 candidates). If using more than one examiner, internal moderation must be carried out by the Centre so that a common standard is applied to all candidates.

5. Centres receive a set of speaking assessment cards with this set of examiner's notes. These cards **must not be opened** until one working day before the test. Both the cards and the notes must remain confidential and must be kept in a secure place by the Centre until the end of the examination period.
6. Each Centre must send to Cambridge the following: (a) recorded sample on CD/USB stick; (b) completed MS1 Form(s) (or printout of marks submitted electronically); (c) completed Speaking Examination Summary Form(s).

#### **(a) Recorded sample**

Each Centre must provide a sample of speaking tests, to be recorded on CD or a USB stick. The size of the sample required is given in the instructions for completing the Speaking Examination Summary Form.

Please ensure that you do not send the recordings of all the candidates (unless there are 10 or fewer). Ideally the sample should be transferred to one or two CDs/USB sticks. You should keep a copy of each speaking test in case of loss or damage to the original. If the sample sent to Cambridge is inaudible or faulty in any way, you may be asked to provide a replacement.

The teacher responsible for internal moderation at the Centre must ensure that the sample covers the whole mark range of the candidates at the Centre, with marks spaced as evenly as possible from the top mark to the lowest mark. Where there is more than one teacher involved, the sample must include, in equal number, candidates tested by all teachers.

For instructions on recording the tests, see Section 14 below. CDs/USB sticks must be sent to Cambridge together with completed documents. CDs/USB sticks must be clearly labelled with details of the candidates whose speaking tests have been submitted.

### (b) Form MS1

The computer-printed school-based assessment mark sheet (Form MS1) has three parts:

- The top sheet must be sent to Cambridge in the separate envelope provided.
- The middle sheet (which is for the external moderator's use) must be sent separately to Cambridge, together with the sample recording and Speaking Examination Summary Form(s).
- The bottom sheet must be retained by the Centre, in case of postal loss or subsequent enquiries, until after the issue of results.

Form MS1 is to be completed by transferring the mark for each candidate from the 'total mark' column, or the 'internally moderated mark' column if a process of internal moderation has taken place, onto the Speaking Examination Summary Form.

Centres submitting marks electronically must include a printout of the internal marks report, together with the recorded sample and Speaking Examination Summary Form.

### (c) Speaking Examination Summary Form

Marks for each candidate are to be entered in detail on the Speaking Examination Summary Form. This form, and the instructions for completing it, may be downloaded from [www.cie.org.uk/samples](http://www.cie.org.uk/samples). The database will ask you for the syllabus code (i.e. 0510 or 0511) and your Centre number, after which it will take you to the correct form. Follow the instructions when completing the form. A copy of the form must be submitted together with the recorded sample and the middle MS1 copy (or printout of marks submitted electronically).

Please be careful to check all mark additions. The Speaking Examination Summary Form must show the breakdown of marks for all the candidates, not just those selected for the sample. Please put an asterisk (\*) against the names of candidates whose speaking tests have been submitted on the CD/USB stick. The candidates' names should appear in the same order on both the summary form and the MS1.

7. The sample CD(s)/USB stick(s), along with completed MS1 (or printout of marks submitted electronically) and a copy of Speaking Examination Summary Form, should be returned to Cambridge as soon as the tests have been completed at the Centre. Please do not wait until the end of the assessment period before sending them.

## CONDUCTING THE SPEAKING TESTS

8. The speaking tests should proceed as follows:

**Part A** Start the recording. Give the candidate's name and number. Welcome the candidate and explain briefly what is going to happen in the test, using the examiner script on the relevant assessment card page in these notes. This part should not take more than a minute.

**Part B** Warm-up section. The purpose of this section is to give the candidate time to get used to the examination situation, and put the candidate at ease by conducting a short conversation (2–3 minutes) on general topics and the candidate's hobbies and interests. The topic cards should not be discussed during this phase.

**Part C** Give the speaking assessment card to the candidate and announce the letter and the name of the card. This must take place AFTER the warm-up. Any necessary explanation is given at this point, followed by a short preparation period (about 2–3 minutes), when the candidate may ask questions. The candidate cannot make notes during this period.

Please note: the preparation period must be recorded.

**Part D** Main part of the test. Conversation based on the speaking assessment card. Either the examiner or the candidate may start the conversation. All prompts must be used, in the order they appear on the card. Do not allow candidates to deliver speeches or monologues at any point during the test. The main part of the test should last approximately 6–9 minutes.

**The total duration of the speaking test, from the beginning of (A) to the end of (D), should be approximately 10–15 minutes and recorded in full.**

**Note that only (D) is to be assessed.**

**The speaking test must be conducted in English throughout.**

9. Examination conditions must prevail in the area where the speaking tests take place. Adequate supervision must be provided to ensure that candidates leaving the examination room do not communicate with those waiting to enter.
10. No other person should be present during the speaking test, with the exception of another teacher/examiner, moderator or representative of Cambridge.
11. Candidates cannot bring any notes into the examination room. They are not allowed to consult dictionaries.
12. A range of speaking assessment cards is provided, and the examiner (not the candidate) chooses the card to be used for each candidate. As wide a variety as possible of the cards should be used during the speaking tests at the Centre. In order that candidates are given every chance to do themselves justice, the speaking assessment card should be selected with care. The warm-up may give the examiner an indication of the best card to select **but the examiner must not allow the candidate to lead the choice of topic.**
13. The examiner should be positioned so that he or she is facing the candidate, with a table or desk in between, and not allow candidates to see notes made on Speaking Examination Summary Forms or similar paperwork.

## RECORDING THE TESTS

14. Before the start of the speaking test session, Centres must make sure their recording equipment is in good working order by testing the equipment in the room where the speaking tests will take place. Check audibility levels to avoid adjusting the volume during the speaking test and ensure there is no extraneous noise in the examination room. Checks for audibility should continue throughout the speaking test session.

**Once the speaking test has begun, the recording must run without interruption. Each CD should begin with a clear statement by the examiner as follows:**

Centre number:	[e.g.]	AZ 999
Centre name:	[e.g.]	Abcxyz Academy
Examination:	0510	English as a Second Language
Examiner name:	[e.g.]	Ms Z. Abced
Date:	[e.g.]	1 October 2019

Each candidate should be clearly indicated by the examiner as follows:

Candidate number:	[e.g.]	0021
Candidate name:	[e.g.]	Abdi Zachariah

At the end of the recording the examiner should state clearly 'end of recording'.

Before the CD/USB stick is despatched, spot checks must be made to ensure that every candidate is clearly audible. The contents of each CD/USB stick must be clearly labelled. Each track on the CD/USB stick should be renamed, giving the candidate name and number, rather than 'track 1', 'track 2', etc. A separate audio track is required for each candidate.

## GENERAL ADVICE

15. Please bear in mind the following when marking:

**Be objective.** Do not allow any knowledge of a candidate's personality and attributes to influence objective assessment. For example, knowledge that a candidate is very conscientious in his or her homework is irrelevant in assessing his or her speaking test. If the candidate's performance is affected because he or she faces difficult circumstances or personal problems at the time of the test, this is a matter to be dealt with via special considerations procedures, for which exams officers at Centres complete separate documentation. Examiners must not make any separate allowance themselves.

**Be realistic.** Remember that it is not necessary for a candidate to be of native speaker standard to be given maximum marks within any single category. But knowledge of a candidate's first language must not lead an examiner to ignore particular habitual errors and overlook inaccuracy.

**Be consistent.** It is important that the marking criteria are applied in the same way for all the candidates at the Centre so that a reliable rank order for the Centre is obtained.

**Be positive.** Marking the test should be seen as giving credit for what candidates can do, not penalising them for what they cannot do. This does not mean that matters of inaccuracy in, for example, grammar and pronunciation are to be overlooked, but is a reminder that a speaking test is intended to credit positive achievement.

**16.** To conduct speaking tests effectively:

- try to put candidates at their ease from the outset (smiling as they enter the room, indicating where they should sit) while maintaining a clear sense that the speaking test is being conducted in a formal examination situation
- show interest, even in mundane matters
- use 'open' questions which allow candidates to respond at length, not 'closed' questions which prompt yes/no answers.

Please avoid:

- walking about or distracting candidates
- interrupting with your own views or correcting mistakes
- showing undue surprise or impatience
- giving the impression that there are 'right' answers to questions or that the test is a test of knowledge
- making written notes during the test
- indicating how well the candidate has performed during or after the test.

### MARKING CRITERIA

Give a mark out of 10 for each category (structure, vocabulary, development and fluency), and then add these marks to give an overall total out of 30.

Mark	Structure	Vocabulary	Development and Fluency
9–10	The candidate uses a range of structures accurately and consistently, and is confidently in control of the structures used.	The candidate uses a sufficient range of vocabulary to respond with precision. Shades of meaning are achieved and some sophisticated ideas are communicated.	The candidate shows sustained ability to maintain a conversation (and contribute) at some length. The candidate responds to a change of direction in the conversation, demonstrating the ability to expand and develop the topic and contribute original ideas.  Pronunciation and intonation are clear.
7–8	The candidate uses a range of structures that are generally accurate (and used) with some confidence. Errors will occur when attempting to use more complex sentences.	The candidate uses a sufficient range of vocabulary to convey information and ideas with competence and some confidence.	The candidate maintains a competent conversation, responding relevantly and at length, using some original ideas. Frequent prompting is unnecessary.  Pronunciation and intonation are generally clear.
5–6	The candidate uses simple structures securely, but has difficulty venturing beyond them.	The candidate uses a sufficient range of vocabulary to convey simple ideas and information clearly, but not entirely successfully.	The candidate makes an attempt to respond to questions and prompts. Effort is needed to develop the conversation which will not be entirely successful.  Pronunciation and intonation are not always clear, but the candidate can be understood.
3–4	The candidate uses very simple, limited structures with errors which restrict communication.	The candidate uses a restricted range of vocabulary and has difficulty in conveying simple ideas. There is likely to be hesitation, repetition and searching for words.	The candidate has to be encouraged to go beyond responses which are brief and widely spaced. The candidate struggles to develop a conversation.  Pronunciation and intonation cause some communication difficulty.
1–2	The candidate attempts a response, but rarely achieves communication.	The candidate has insufficient vocabulary to convey even simple ideas.	The candidate's responses are so brief that little is communicated.  Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener.
0	No response.	No response.	No response.



## Instructions to the teacher/examiner

**When you have started the recording, given the candidate's name and number and welcomed the candidate, please read the following explanation to the candidate.**

First we will have a 2–3 minute general discussion about your interests and life outside school; this part isn't assessed.

Then I will give you an assessment card which has the topic we will discuss in the last part of the test. You will have 2–3 minutes to read the five prompts on the card to prepare for this part. You can't make any written notes but you can ask me to explain anything you don't understand.

Finally, we will have a discussion based on the five prompts on the card and any ideas of your own on the topic. This part lasts 6–9 minutes and is the only part that is assessed. You may keep the card until the end of the test.

Do you have any questions?

**Then start the test.**

## A Role models

### Candidate's Card

Role models can be people you know personally or from the media, who have an influence on you.

Discuss the topic with the examiner.

***Use the following prompts, in the order given below, to develop the conversation:***

- who your role models are, and why
- whether you would or would not make a good role model
- advantages and disadvantages of being a role model
- what you expect of celebrity role models
- the view that people are influenced more by celebrity role models than by parents and teachers.

You may introduce **related** ideas of your own to expand these prompts.

Remember, you are not allowed to make any written notes.

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**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education (9–1)

CANDIDATE NAME

CENTRE NUMBER

CANDIDATE NUMBER



**ENGLISH AS A SECOND LANGUAGE**

**0991/01**

Paper 1 Reading and Writing (Core)

**For Examination from 2019**

SPECIMEN PAPER

**1 hour 30 minutes**

Candidates answer on the Question Paper.

No Additional Materials are required.

**READ THESE INSTRUCTIONS FIRST**

Write your Centre number, candidate number and name in the spaces at the top of this page.

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** allowed.

The number of marks is given in brackets [ ] at the end of each question or part question.

This document consists of **13** printed pages and **1** blank page.

### Exercise 1

Read the article about Neil Armstrong, the American astronaut, and then answer the following questions.

## THE FOOTSTEPS OF AN ASTRONAUT

On 21 July 1969, Neil Armstrong became the first man to step onto the moon. As he did so, he spoke the memorable words: "That's one small step for man, one giant leap for mankind." An estimated 600 million people, which in 1969 was one fifth of the world's population, watched or listened to the moon landing.

Neil Armstrong was the commander of the *Apollo 11* spacecraft, on the most daring space mission of the twentieth century. The early stages of the flight were very stressful and incredibly noisy, and during the launch phase of *Apollo 11*, Armstrong's heart reached a top rate of 110 beats per minute.

*Apollo 11* was larger than any previous spacecraft. It consisted of a command module, which the astronauts travelled in; a service module, which provided power; and a lunar landing module, for landing on the surface of the moon. An advantage of travelling in this spacecraft was that the astronauts could move around more easily. Armstrong was pleased about this because as a child he had suffered from motion sickness, and even during the training for the space flights he had sometimes felt ill after doing aerobatics.

During the final descent onto the moon, Armstrong noticed that they were heading towards a landing area which looked dangerous. He took over manual control of the lunar landing module, which enabled him to find a safer area to land. When questioned later about this, he said, in his typically modest way, that he was just doing what his training had taught him.

Armstrong and his co-pilot, Edwin 'Buzz' Aldrin, spent nearly three hours on the moon's

surface collecting samples of rock and moon dust. Armstrong said later, "The sights were magnificent, the most incredible that I had ever experienced." The two astronauts also conducted scientific experiments during their walk. Meanwhile, the third astronaut on the mission, Michael Collins, had an important role to play. He circled the moon in the command module as his two colleagues walked on the surface.

Aldrin later said that neither he nor Armstrong were emotional people. He did admit, however, that after the landing there was a brief moment when they looked at each other, slapped each other on the shoulder and said, "We made it!" Aldrin said that Armstrong was one of the most courageous men he had ever known.

In total, twelve American astronauts walked on the moon between 1969 and the final moon mission in 1972. Alan Shepard became the oldest man to walk there when, at the age of 47, he commanded the *Apollo 14* mission in 1971.

Neil Armstrong was born in 1930 and took his first aeroplane ride at the age of six. He used to build model aeroplanes and conduct experiments in the mechanics of flying. He joined the military as a pilot and then became an astronaut on the space programme before teaching aviation at a university. He finally bought a farm in the 1970s and raised cattle.

He preferred to avoid publicity, rarely giving interviews to the media. People who knew him, however, said that he had an enormous sense of pride in the achievements of the space programme.

- 1 What was Neil Armstrong's role in the space mission?  
..... [1]
- 2 When did Armstrong's heart beat fastest?  
..... [1]
- 3 What was a benefit of the bigger command module?  
..... [1]
- 4 When did Armstrong notice a possible problem during the space mission?  
..... [1]
- 5 How did Armstrong and Aldrin spend their time during the moonwalk? Give **two** details.  
.....  
..... [2]
- 6 What did Michael Collins do while Armstrong and Aldrin were on the moon?  
..... [1]
- 7 When did the last trip to the moon take place?  
..... [1]
- 8 What was Armstrong's last job connected to flying?  
..... [1]

[Total: 9]

## Exercise 2

Read the magazine article about three people (A–C) who write a diary. Then answer Question 9 (a)–(h).

**KEEPING A DIARY****Three young people share their thoughts on diaries****A Ji-hu Yoon**

I started keeping a diary when I was eight years old, and have done it more or less continuously for almost ten years now. The first few entries were all about my first ever trip abroad – I went to New York with my family and remember that there was so much to take in, so many new experiences while we were there. I decided to write it all down each evening so that I wouldn't forget any of it – and I'm really glad I did! These days I try to spend around half an hour on my diary each evening, writing about the day, but also looking back over what I've written previously. Sometimes that can be quite amusing. But after I caught my brother trying to read my diary a few years ago, I wrote all sorts of horrible things about him. I can't quite believe I did that! After that, I kept my diary in a very safe place, though I'm sure my brother wouldn't be all that interested in reading it anymore.

**B Hanan Bayraktar**

I've always got a diary with me – a notebook and pen in my bag, or sometimes just my phone. It means that when there's something I want to note down, I don't have to worry about remembering it until later. That suits me much better than having a fixed time for diary writing each day – though I know some people say that's the best way to keep it up. I've always loved reading other people's diaries – famous actors or politicians, even. And there are two or three blogs that I look at quite regularly, though I've never been tempted to write one myself. I think that as soon as you know you've got an audience, it's very hard to avoid adding extra details, or changing bits here and there to make something sound more interesting or more shocking. It's funny because I'm quite happy to read all about someone else's private life, but if it was the other way round, I'd be really embarrassed about it.

**C Ryan Earl**

I've just started writing a diary again after a gap of a couple of years – I stopped when my schoolwork was taking up more and more of my time, and only recently realised I missed it. I think that putting everything down on paper gives you a chance to reflect on what's been going on, and to make sense of how you're feeling. If I look back at a page I can tell instantly how I was feeling that day – from the size and shape of my writing, or from how neat and tidy it looks. And sometimes I'm quite surprised by the detail of things I've written – who I met, who I talked to, what I ate even. Sometimes I write it all down, with clear headings, points one below the other. This helps me to remember all of the details – it's great for keeping a record of events for the future, even if none of it is all that remarkable.

9 The questions below are about the people (A–C) who write a diary.

For each question write the correct letter A, B or C on the line.

Which person ...

- (a) sees diary writing as a way of keeping a list? ..... [1]
- (b) mentions an event that caused them to begin diary writing? ..... [1]
- (c) feels uncomfortable if they think other people might read their diary? ..... [1]
- (d) thinks that diary writing helps them to understand life? ..... [1]
- (e) thinks that not everything you read in online diaries is true? ..... [1]
- (f) admits to being shocked by a past diary entry? ..... [1]
- (g) enjoys reading their diary entries from the past? ..... [1]
- (h) suggests that their handwriting can give away as much as the actual words in the diary?  
..... [1]
- [Total: 8]

**Exercise 3**

Read the article about areas of the world where living to 90 years of age is common, and then complete the notes on the following page.

## **THE SECRET OF LIVING LONGER**

There is something really interesting about Ikaria, a Greek island in the Aegean sea, 50 kilometres off the coast of Turkey. It has the highest percentage of inhabitants over the age of 90 in the world. Among these inhabitants are a 95-year-old man who still plays the violin, a 98-year-old woman who runs a hotel, and a 102-year-old man who can beat almost anyone in an arm-wrestling competition.

Since 2008, Donald Brueckner, a writer and explorer, has been studying the island to discover its secrets. He has also tried to identify other areas of the world where there is a higher proportion of people who live considerably longer than is normal. He analysed the lifestyles of each place in order to find out if there were similarities which might explain such long lives, and named these places 'blue zones'.

In addition to Ikaria, there are other areas in the 'blue zone' category. They include Okinawa in Japan, where the population lives on average seven years longer than people in America. Another is the mountainous Barbagia region on the island of Sardinia, where a large number of people have reached 100 years of age. Finally, the Nicoya peninsula in Costa Rica in Central America has the lowest rate of middle-age death in the world.

### **So what is the secret?**

Brueckner believes that long life is not all related to genetic factors. Scientific studies have suggested that only about 25 per cent of long life is determined by genes. The remaining 75 per cent is to do with lifestyle, and this is the aspect which particularly interests Brueckner.

Although these 'blue zones' are spread around the world, the daily routines of the oldest living people are in fact very similar, and there are several features which they have in common. These 'blue zones' are all places which preserve tradition and where modernisation is not so advanced. The people living there also appreciate and celebrate age, rather than youth. There is no single secret to a long and healthy life, but it is more a combination of factors. Brueckner has also found that in these communities there is a strong connection to the land and nature. They also have a healthy diet which includes a lot of beans.

It is possible to try and encourage these habits and customs in other countries in the world. Brueckner has been working with the authorities in a city of 18000 people in Minnesota, USA, where the average life expectancy was 78 years until 2009. The city now has public gardens and a nature trail around its lake, and people who were semi-isolated are coming together to start exercise programmes. The results of Brueckner's trial are impressive: life expectancy has increased by 3.1 years.

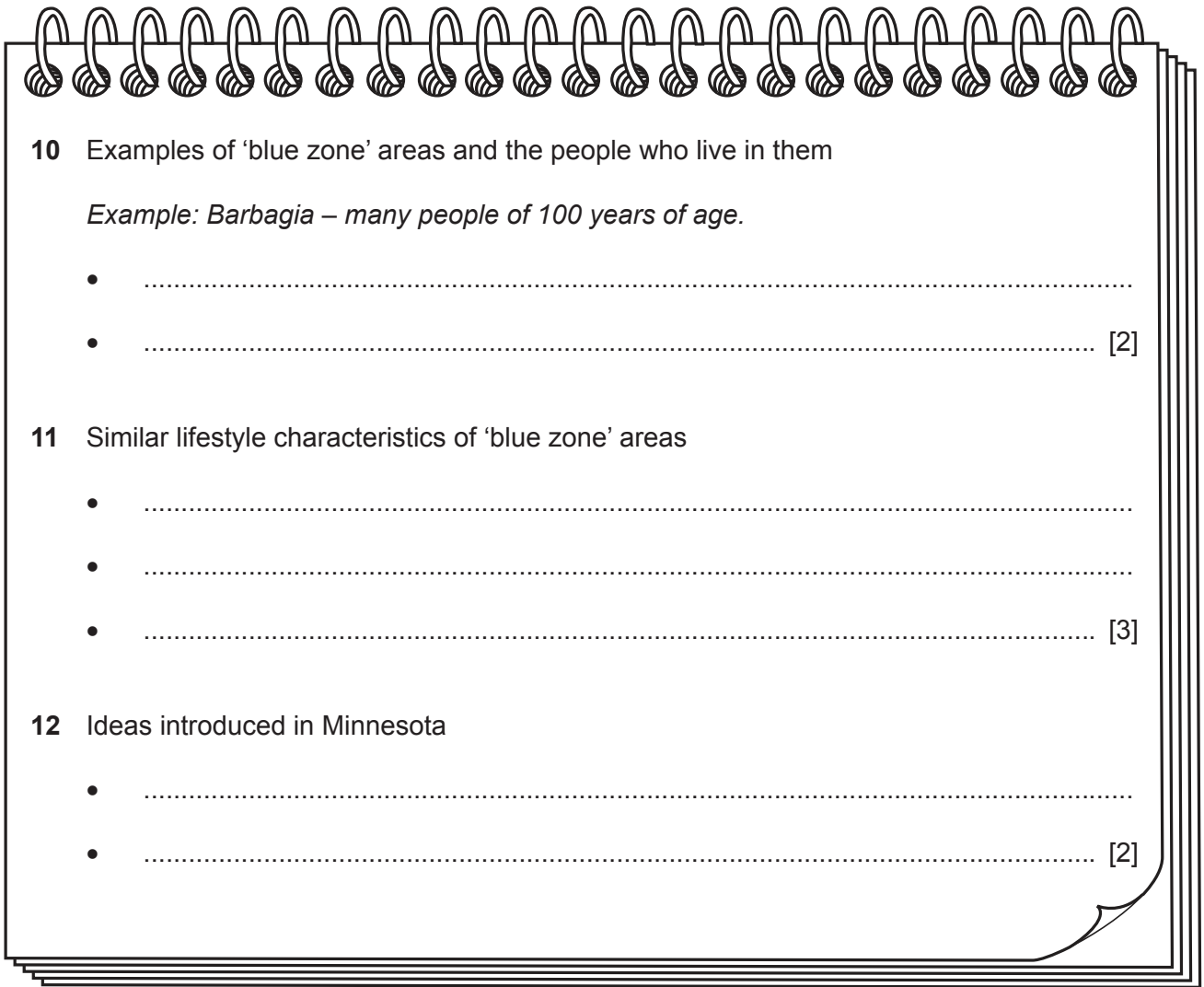
"We have encouraged them to become healthy citizens," says Brueckner. "We haven't forced it upon them."

Now, more and more city authorities are taking note of these findings and are trying to follow this example. The big problem is that inevitably, globalisation will reach all these 'blue zone' communities and start to change their centuries-old traditions. This will have huge implications for the lives of the inhabitants.



You are going to give a talk about 'blue zones' to your class at school. Prepare some notes to use as the basis for your talk.

Make short notes under each heading.

A graphic of a spiral-bound notebook with a white page and a black spiral binding on the left. The page contains three numbered sections for notes, each with a heading, an example, and two bullet points with dotted lines for writing. The notebook has a slight shadow on the right side, suggesting it's part of a stack.

**10** Examples of 'blue zone' areas and the people who live in them

*Example: Barbagia – many people of 100 years of age.*

- .....
- ..... [2]

**11** Similar lifestyle characteristics of 'blue zone' areas

- .....
- .....
- ..... [3]

**12** Ideas introduced in Minnesota

- .....
- ..... [2]

[Total: 7]

**Exercise 4**

**13** Read the following article by a cookery teacher.

**Write a summary of the reasons why it is a good idea for children to learn how to cook.**

**Your summary should be about 80 words long (and no more than 90 words long). You should use your own words as far as possible.**

You will receive up to 6 marks for the content of your summary and up to 6 marks for the style and accuracy of your language.

### **TEACHING CHILDREN HOW TO COOK**

I grew up in a family where cooking was an important part of life. I was lucky that I always had plenty of fish and seafood in my diet. Although I didn't like vegetables when I was younger, they eventually became an important part of each meal when I went to college and spent more time cooking for myself.

Children need a regular intake of calcium and iron for their bones and muscles to grow properly. Therefore, encouraging our children to eat food with high calcium and iron content is vital. We should also encourage children to start cooking. Children like to eat food they have prepared for themselves. I have taught many children who don't like certain foods, and then gradually after some cookery classes they begin to enjoy dishes that previously they would not have eaten.

Teaching children how to cook has been a great experience for me. I love watching children being able to produce tasty dishes, then setting the table and serving the food. It is also lovely to see friendships established between the children, as they are cooking together in a fun environment.

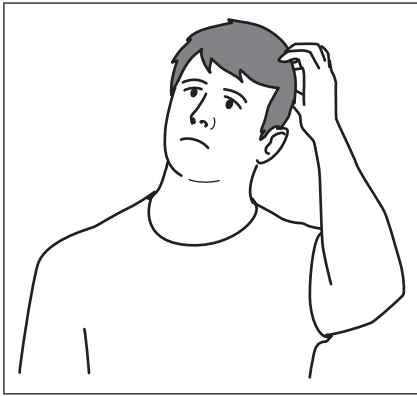
The children I have taught are all different. However, in the kitchen, they are equal: it doesn't matter if they are tall or short, male or female, athletic or academic; cooking is for everyone. In the kitchen, children learn useful skills that they will keep forever. For example, they develop team skills and learn to appreciate each other's contributions.

If children cook, there is no doubt that they will have a better diet, which will benefit their health for the rest of their lives. Some may decide to follow a career related to cooking. This is an industry which is growing all over the world, and well-trained cooks are needed everywhere.

Children enjoy cooking, so why not encourage them? Preparing breakfast together at the weekend is a great way to get them started, and to spend quality time together as a family.



## Exercise 5



**14** You recently helped someone in trouble.

**Write an email to a friend explaining what happened.**

In your email, you should:

- describe where you were and what happened
- explain what you did to help
- say what you learnt from this experience.

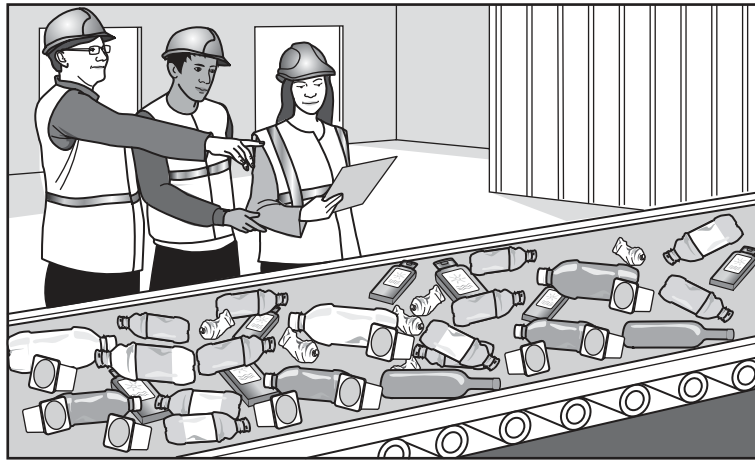
The pictures above may give you some ideas, and you can also use some ideas of your own.

**Your email should be between 100 and 150 words long.**

You will receive up to 6 marks for the content of your email, and up to 6 marks for the language used.



## Exercise 6



- 15** Your class recently went on a trip to a large recycling centre. Your teacher has asked you to write a report on the trip. In your report say what you learned from the trip **and** suggest how it could be improved if it is repeated next year.

Here are some comments from other students in your class:

The trip was too short – we didn't manage to visit every part of the centre.

It made me much more aware of the importance of recycling.

It was great to see what new products can be made out of the things we throw away.

We could have learned just as much in the classroom.

**Write a report for your teacher.**

The comments above may give you some ideas, and you can also use some ideas of your own.

**Your report should be between 100 and 150 words long.**

You will receive up to 6 marks for the content of your report, and up to 6 marks for the language used.



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**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education (9–1)

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CANDIDATE  
NUMBER

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**ENGLISH AS A SECOND LANGUAGE**

**0991/02**

Paper 2 Reading and Writing (Extended)

**For Examination from 2019**

SPECIMEN PAPER

**2 hours**

Candidates answer on the Question Paper.

No Additional Materials are required.

**READ THESE INSTRUCTIONS FIRST**

Write your Centre number, candidate number and name in the spaces at the top of this page.

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** allowed.

The number of marks is given in brackets [ ] at the end of each question or part question.

This document consists of **13** printed pages and **1** blank page.

**Exercise 1**

Read the article about Neil Armstrong, the American astronaut, and then answer the following questions.

**THE FOOTSTEPS OF AN ASTRONAUT**

On 21 July 1969, Neil Armstrong became the first man to step onto the moon. As he did so, he spoke the memorable words: "That's one small step for man, one giant leap for mankind." An estimated 600 million people, which in 1969 was one fifth of the world's population, watched or listened to the moon landing.

Neil Armstrong was the commander of the *Apollo 11* spacecraft, on the most daring space mission of the twentieth century. The early stages of the flight were very stressful and incredibly noisy, and during the launch phase of *Apollo 11*, Armstrong's heart reached a top rate of 110 beats per minute.

*Apollo 11* was larger than any previous spacecraft. It consisted of a command module, which the astronauts travelled in; a service module, which provided power; and a lunar landing module, for landing on the surface of the moon. An advantage of travelling in this spacecraft was that the astronauts could move around more easily. Armstrong was pleased about this because as a child he had suffered from motion sickness, and even during the training for the space flights he had sometimes felt ill after doing aerobatics.

During the final descent onto the moon, Armstrong noticed that they were heading towards a landing area which looked dangerous. He took over manual control of the lunar landing module, which enabled him to find a safer area to land. When questioned later about this, he said, in his typically modest way, that he was just doing what his training had taught him.

Armstrong and his co-pilot, Edwin 'Buzz' Aldrin, spent nearly three hours on the moon's

surface collecting samples of rock and moon dust. Armstrong said later, "The sights were magnificent, the most incredible that I had ever experienced." The two astronauts also conducted scientific experiments during their walk. Meanwhile, the third astronaut on the mission, Michael Collins, had an important role to play. He circled the moon in the command module as his two colleagues walked on the surface.

Aldrin later said that neither he nor Armstrong were emotional people. He did admit, however, that after the landing there was a brief moment when they looked at each other, slapped each other on the shoulder and said, "We made it!" Aldrin said that Armstrong was one of the most courageous men he had ever known.

In total, twelve American astronauts walked on the moon between 1969 and the final moon mission in 1972. Alan Shepard became the oldest man to walk there when, at the age of 47, he commanded the *Apollo 14* mission in 1971.

Neil Armstrong was born in 1930 and took his first aeroplane ride at the age of six. He used to build model aeroplanes and conduct experiments in the mechanics of flying. He joined the military as a pilot and then became an astronaut on the space programme before teaching aviation at a university. He finally bought a farm in the 1970s and raised cattle.

He preferred to avoid publicity, rarely giving interviews to the media. People who knew him, however, said that he had an enormous sense of pride in the achievements of the space programme.

- 1 What was Neil Armstrong's role in the space mission?  
..... [1]
- 2 When did Armstrong's heart beat fastest?  
..... [1]
- 3 What was a benefit of the bigger command module?  
..... [1]
- 4 When did Armstrong notice a possible problem during the space mission?  
..... [1]
- 5 How did Armstrong and Aldrin spend their time during the moonwalk? Give **two** details.  
.....  
..... [2]
- 6 What did Michael Collins do while Armstrong and Aldrin were on the moon?  
..... [1]
- 7 When did the last trip to the moon take place?  
..... [1]
- 8 What was Armstrong's last job connected to flying?  
..... [1]
- 9 What does the article tell us about Neil Armstrong's character? Give **four** details.  
.....  
.....  
.....  
..... [4]

[Total: 13]

## Exercise 2

Read the magazine article about four people (A–D) who write a diary. Then answer Question 10 (a)–(j).

## KEEPING A DIARY

### Four young people share their thoughts on diaries

#### A Ji-hu Yoon

I started keeping a diary when I was eight years old, and have done it more or less continuously for almost ten years now. The first few entries were all about my first ever trip abroad – I went to New York with my family and remember that there was so much to take in, so many new experiences while we were there. I decided to write it all down each evening so that I wouldn't forget any of it – and I'm really glad I did! These days I try to spend around half an hour on my diary each evening, writing about the day, but also looking back over what I've written previously. Sometimes that can be quite amusing. But after I caught my brother trying to read my diary a few years ago, I wrote all sorts of horrible things about him. I can't quite believe I did that! After that, I kept my diary in a safe place for a while, though I don't bother now as I'm sure my brother wouldn't be interested in reading it any more.

#### B Hanan Bayraktar

I've always got a diary with me – a notebook and pen in my bag, or sometimes just my phone. It means that when there's something I want to note down, I don't have to worry about remembering it until later. That suits me much better than having a fixed time for diary writing each day – though I know some people say that's the best way to keep it up. I've always loved reading other people's diaries – famous actors or politicians, even. And there are two or three blogs that I look at quite regularly, though I've never been tempted to write one myself. I think that as soon as you know you've got an audience, it's very hard to avoid adding extra details, or changing bits here and there to make something sound more interesting or more shocking. It's funny because I'm quite happy to read all about someone else's private life, but if it was the other way round, I'd be really embarrassed about it.

#### C Ryan Earl

I've just started writing a diary again after a gap of a couple of years – I stopped when my schoolwork was taking up more and more of my time, and only recently realised I missed it. I think that putting everything down on paper gives you a chance to reflect on what's been going on, and to make sense of how you're feeling. If I look back at a page I can tell instantly how I was feeling that day – from the size and shape of my writing, or from how neat and tidy it looks. And sometimes I'm quite surprised by the detail of things I've written – who I met, who I talked to, what I ate even. Sometimes I write it all down, with clear headings, points one below the other. This helps me to remember all of the details – it's great for keeping a record of events for the future, even if none of it is all that remarkable.

#### D Patience Orakpo

I've always loved writing, and would love to write a novel in the future – I have all sorts of stories in my head. Some of them are based on real-life events, and when I describe them in my diary, I often add a note about an idea I've got, or a possible character. Then I've got a list on another piece of paper where I record these, so I don't forget them. I always write by hand – I think using a computer makes the process seem so much more business-like, and less personal. But I do try to keep my diary writing to a maximum of an hour a day – one of my teachers told me that if you're not careful, you start living for your diary, rather than the other way round. There's some truth in that – my diary is one of my most precious possessions, and so it's always in a safe place in my bedroom. It's not that I'm all that bothered about someone else reading it, but I'd be lost without it!

**10** The questions below are about the people (A–D) who write a diary.

For each question write the correct letter A, B, C or D on the line.

Which person ...

- (a) sees diary writing as a way of keeping a list? ..... [1]
- (b) mentions an event that caused them to begin diary writing? ..... [1]
- (c) feels uncomfortable if they think other people might read their diary? ..... [1]
- (d) thinks that diary writing helps them to understand life? ..... [1]
- (e) explains the importance of having a time limit on diary writing? ..... [1]
- (f) is careful about where they keep their diary? ..... [1]
- (g) thinks that not everything you read in online diaries is true? ..... [1]
- (h) admits to being shocked by a past diary entry? ..... [1]
- (i) enjoys reading their diary entries from the past? ..... [1]
- (j) suggests that their handwriting can give away as much as the actual words in the diary?  
..... [1]
- [Total: 10]

**Exercise 3**

Read the article about areas of the world where living to 90 years of age is common, and then complete the notes on the following page.

## **THE SECRET OF LIVING LONGER**

There is something really interesting about Ikaria, a Greek island in the Aegean sea, 50 kilometres off the coast of Turkey. It has the highest percentage of inhabitants over the age of 90 in the world. Among these inhabitants are a 95-year-old man who still plays the violin, a 98-year-old woman who runs a hotel, and a 102-year-old man who can beat almost anyone in an arm-wrestling competition.

Since 2008, Donald Brueckner, a writer and explorer, has been studying the island to discover its secrets. He has also tried to identify other areas of the world where there is a higher proportion of people who live considerably longer than is normal. He analysed the lifestyles of each place in order to find out if there were similarities which might explain such long lives, and named these places 'blue zones'.

In addition to Ikaria, there are other areas in the 'blue zone' category. They include Okinawa in Japan, where the population lives on average seven years longer than people in America. Another is the mountainous Barbagia region on the island of Sardinia, where a large number of people have reached 100 years of age. Finally, the Nicoya peninsula in Costa Rica in Central America has the lowest rate of middle-age death in the world.

### **So what is the secret?**

Brueckner believes that long life is not all related to genetic factors. Scientific studies have suggested that only about 25 per cent of long life is determined by genes. The remaining 75 per cent is to do with lifestyle, and this is the aspect which particularly interests Brueckner.

Although these 'blue zones' are spread around the world, the daily routines of the oldest living people are in fact very similar, and there are several features which they have in common. These 'blue zones' are all places which preserve tradition and where modernisation is not so advanced. The people living there also appreciate and celebrate age, rather than youth. There is no single secret to a long and healthy life, but it is more a combination of factors. Brueckner has also found that in these communities there is a strong connection to the land and nature. They also have a healthy diet which includes a lot of beans.

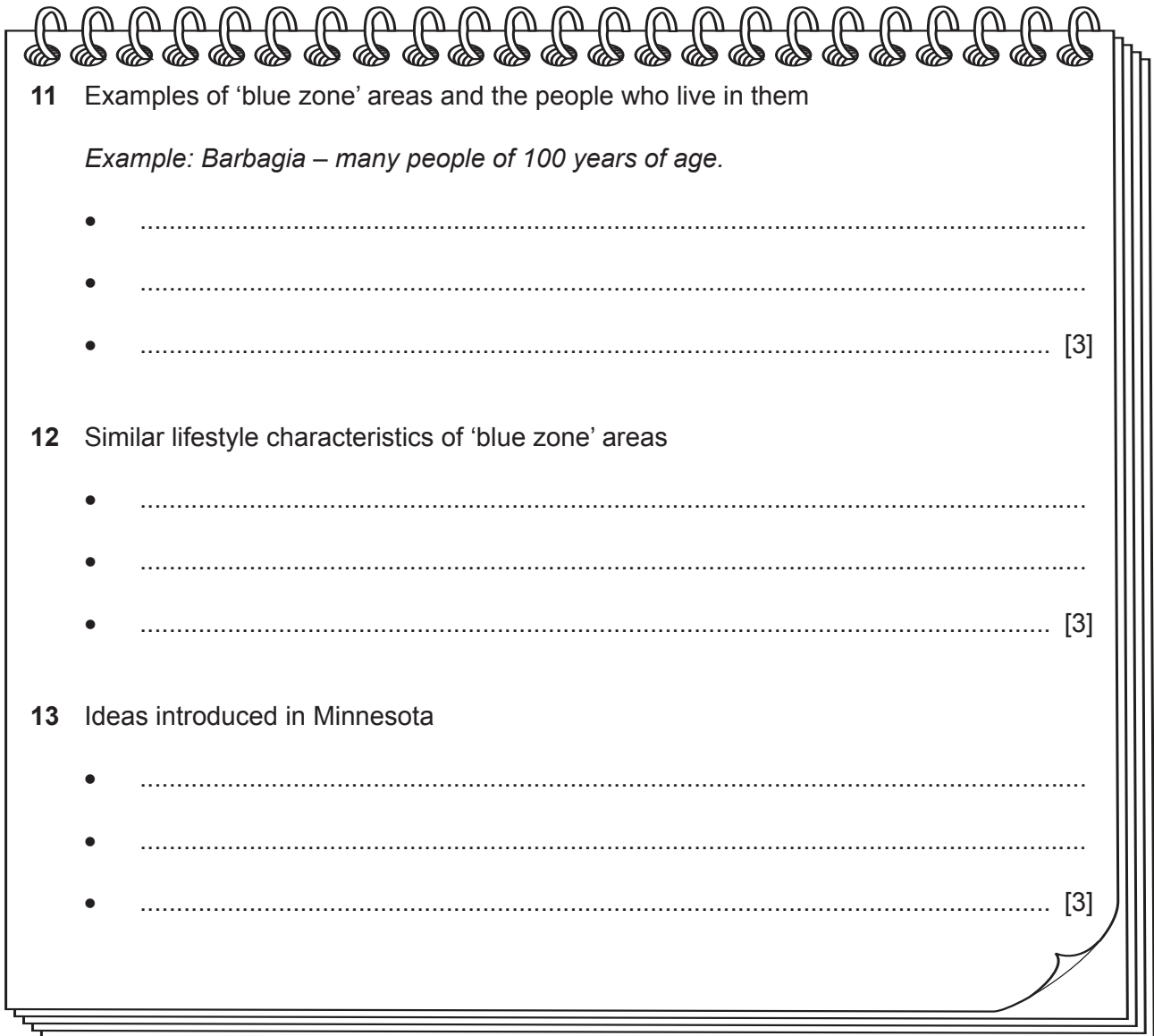
It is possible to try and encourage these habits and customs in other countries in the world. Brueckner has been working with the authorities in a city of 18000 people in Minnesota, USA, where the average life expectancy was 78 years until 2009. The city now has public gardens and a nature trail around its lake, and people who were semi-isolated are coming together to start exercise programmes. The results of Brueckner's trial are impressive: life expectancy has increased by 3.1 years.

"We have encouraged them to become healthy citizens," says Brueckner. "We haven't forced it upon them."

Now, more and more city authorities are taking note of these findings and are trying to follow this example. The big problem is that inevitably, globalisation will reach all these 'blue zone' communities and start to change their centuries-old traditions. This will have huge implications for the lives of the inhabitants.

You are going to give a talk about 'blue zones' to your class at school. Prepare some notes to use as the basis for your talk.

Make short notes under each heading.



**11** Examples of 'blue zone' areas and the people who live in them

*Example: Barbagia – many people of 100 years of age.*

- .....
- .....
- ..... [3]

**12** Similar lifestyle characteristics of 'blue zone' areas

- .....
- .....
- ..... [3]

**13** Ideas introduced in Minnesota

- .....
- .....
- ..... [3]

[Total: 9]

**Exercise 4**

**15** Read the following article about the use of artificial light at night-time.

**Write a summary about the negative aspects of light pollution in our world.**

**Your summary should be about 100 words long (and no more than 120 words long). You should use your own words as far as possible.**

You will receive up to 8 marks for the content of your summary and up to 8 marks for the style and accuracy of your language.

### **TURNING NIGHT INTO DAY**

If humans were really comfortable under the light of the moon and stars, we would happily go around at night without any artificial light. We would be able to see the world in the same way as the many species that exist in darkness are able to see it. The fact is that we are daytime creatures, with eyes adapted to living in the sunlight.

In order to create a longer day we have lit up the night. We have changed it to suit our purposes by filling the darkness with light. This kind of action disturbs human and natural life and comes with disadvantages as well as benefits. By artificially increasing the amount of light in our world, we have produced light pollution.

Most of us live in towns and suburbs, which suffer from too much light coming from homes, offices, factories and roads. In these areas, we are often unable to control the light that invades our homes and private lives. In most cities, the sky looks as though it has been emptied of stars. Many of us have grown up seeing nothing more than a hazy sky, and we have never enjoyed the wonderful sight of a clear night sky, full of beautiful stars.

Humans have selfishly lit up the night assuming that it has no effect on any living creature. Nothing could be further from the truth. The number of species that are busy in the darkness is astonishing. By increasing the amount of artificial light, we have confused and harmed many creatures. Some birds now sing at unnatural hours in the presence of artificial light. Sea turtles, which much prefer dark beaches to build their nests, find fewer and fewer suitable places.

Like most other creatures, we need darkness. It is as essential to our well-being as light itself. By reducing the amount of darkness each day, we are upsetting the regular timing and rhythm of waking and sleeping. This means that we rarely get enough sleep at the right time.

It was once thought that light pollution only affected astronomers, who needed to see the night sky in all its glorious clarity. In fact, some of the earliest efforts to try and control light pollution were made to protect the view from the Lowell Observatory, situated high above the city of Flagstaff, USA. In 2001, Flagstaff was declared the first International Dark Sky City. Now, more and more cities and even whole countries have committed themselves to reducing unwanted artificial light.

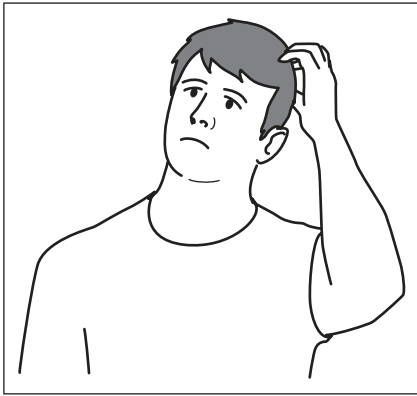
Finally, we must not ignore the amount of energy that is wasted throughout the world as a result of our desire for extra light. It is arguable that, of all the different types of pollution, light pollution is perhaps the easiest to reduce. Simple changes in lighting design and installation produce immediate changes in the amount of light lost in the atmosphere and, often, provide immediate energy savings.



Dotted lines for writing.

[Total: 16]

## Exercise 5



**15** You recently helped someone in trouble.

**Write an email to a friend explaining what happened.**

In your email, you should:

- describe where you were and what happened
- explain what you did to help
- say what you learnt from this experience.

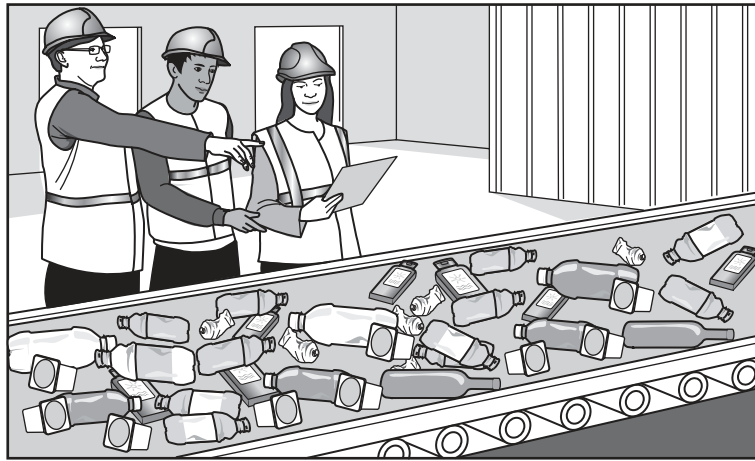
The pictures above may give you some ideas, and you can also use some ideas of your own.

**Your email should be between 150 and 200 words long.**

You will receive up to 8 marks for the content of your email, and up to 8 marks for the language used.



## Exercise 6



- 16** Your class recently went on a trip to a large recycling centre. Your teacher has asked you to write a report on the trip. In your report say what you learned from the trip **and** suggest how it could be improved if it is repeated next year.

Here are two comments from other students in your class:

The trip was too short –  
we didn't manage to visit  
every part of the centre.

It made me much more  
aware of the importance  
of recycling.

**Write a report for your teacher.**

The comments above may give you some ideas, and you can also use some ideas of your own.

**Your report should be between 150 and 200 words long.**

You will receive up to 8 marks for the content of your report, and up to 8 marks for the language used.



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**ENGLISH AS A SECOND LANGUAGE**

**0991/03**

Paper 3 Listening (Core)

**For Examination from 2019**

SPECIMEN PAPER

**Approx. 40 minutes**

Candidates answer on the Question Paper.

No Additional Materials are required.

**READ THESE INSTRUCTIONS FIRST**

Write your Centre number, candidate number and name in the spaces at the top of this page.

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** allowed.

The number of marks is given in brackets [ ] at the end of each question or part question.

This document consists of 7 printed pages and 1 blank page.

**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) Why will the train have to stop?  
..... [1]

(b) How will the passengers complete their journey?  
..... [1]

2 (a) Why will everyone have a day off next week?  
..... [1]

(b) On what date might there be an extra day off next year?  
..... [1]

3 (a) What are the friends looking forward to in the film?  
..... [1]

(b) Where in the cinema will they sit to watch the film?  
..... [1]

4 (a) What kind of shoes does the boy want?  
..... [1]

(b) What two colours are available?  
..... [1]

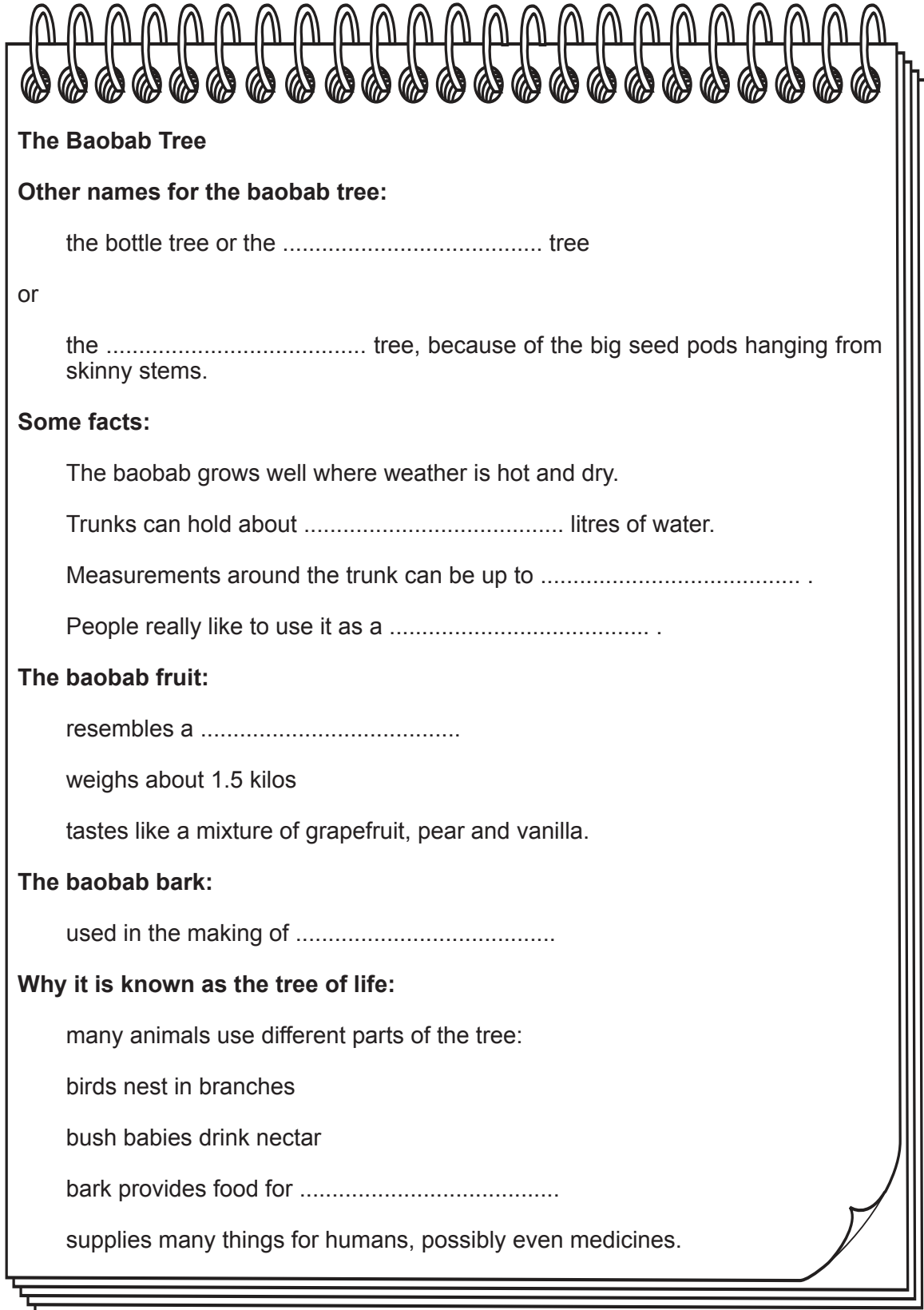
[Total: 8]



## Exercise 2

- 5 You will hear a talk about a tree called the baobab tree. Listen to the talk and complete the notes below. Write **one** or **two** words or a **number** in each gap.

You will hear the talk twice.



**The Baobab Tree**

**Other names for the baobab tree:**

the bottle tree or the ..... tree

or

the ..... tree, because of the big seed pods hanging from skinny stems.

**Some facts:**

The baobab grows well where weather is hot and dry.

Trunks can hold about ..... litres of water.

Measurements around the trunk can be up to .....

People really like to use it as a .....

**The baobab fruit:**

resembles a .....

weighs about 1.5 kilos

tastes like a mixture of grapefruit, pear and vanilla.

**The baobab bark:**

used in the making of .....

**Why it is known as the tree of life:**

many animals use different parts of the tree:

birds nest in branches

bush babies drink nectar

bark provides food for .....

supplies many things for humans, possibly even medicines.

[8]

[Total: 8]

[Turn over

## Exercise 3

- 6 You will hear six people talking about living in the city and in the countryside. For each of Speakers 1 to 6, choose from the list, **A** to **G**, which opinion each speaker expresses. Write the letter in the box. Use each letter only once. There is one extra letter which you do not need to use.

Speaker 1	.....	<b>A</b>	I needed to live in the city because of my career, but I have moved to the countryside.
Speaker 2	.....	<b>B</b>	I'm glad we moved to the city mainly because of the better transport facilities.
Speaker 3	.....	<b>C</b>	I really want to live in the countryside, so I can have a healthier life.
Speaker 4	.....	<b>D</b>	I would like to move into the city one day, but I know that can never happen.
Speaker 5	.....	<b>E</b>	I enjoyed city life, but I moved into the countryside for a new job, and I love it.
Speaker 6	.....	<b>F</b>	I intend to go to the city for my higher education and then live there.
		<b>G</b>	I've always lived in the countryside, and I don't intend to move. [6]

[Total: 6]

**Please turn over for Question 7.**

## Exercise 4

- 7 You will hear a TV presenter talking to Ivana, from the Czech Republic, who earns her living making puppets. Listen to their conversation 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 talk twice.

- (a) People first started making puppets

- |  |                          |     |
|--|--------------------------|-----|
| <b>A</b> in the nineteenth century.        | <input type="checkbox"/> |     |
| <b>B</b> two hundred years ago.            | <input type="checkbox"/> |     |
| <b>C</b> more than two thousand years ago. | <input type="checkbox"/> | [1] |

- (b) In the present day, who watches puppets for entertainment?

- |   |                          |     |
|---|--------------------------|-----|
| <b>A</b> only children at the beach       | <input type="checkbox"/> |     |
| <b>B</b> just a few serious theatre goers | <input type="checkbox"/> |     |
| <b>C</b> different people worldwide       | <input type="checkbox"/> | [1] |

- (c) What kind of puppet does Ivana show the television audience?

- |                          |                          |     |
|--------------------------|--------------------------|-----|
| <b>A</b> a shadow puppet | <input type="checkbox"/> |     |
| <b>B</b> a string puppet | <input type="checkbox"/> |     |
| <b>C</b> a glove puppet  | <input type="checkbox"/> | [1] |

- (d) Which part of the puppets does Ivana find most difficult to make?

- |                    |                          |     |
|--------------------|--------------------------|-----|
| <b>A</b> the head  | <input type="checkbox"/> |     |
| <b>B</b> the feet  | <input type="checkbox"/> |     |
| <b>C</b> the hands | <input type="checkbox"/> | [1] |

- (e) Ivana says she first learned to make puppets

- |                            |                          |     |
|----------------------------|--------------------------|-----|
| <b>A</b> in a workshop.    | <input type="checkbox"/> |     |
| <b>B</b> in a film studio. | <input type="checkbox"/> |     |
| <b>C</b> at senior school. | <input type="checkbox"/> | [1] |

(f) Who does Ivana sell her puppets to?

A theatre directors

B art gallery owners

C private individuals

[1]

(g) Why does Ivana like her work so much?

A She finds it relaxing.

B She finds it rewarding.

C She finds it sociable.

[1]

(h) Where does Ivana get her ideas from?

A television

B real life

C novels

[1]

[Total: 8]

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**ENGLISH AS A SECOND LANGUAGE**

**0991/04**

Paper 4 Listening (Extended)

**For Examination from 2019**

SPECIMEN PAPER

**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 in the spaces at the top of this page.

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** allowed.

The number of marks is given in brackets [ ] at the end of each question or part question.

This document consists of **9** printed pages and **1** blank page.

**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) Why will the train have to stop?  
..... [1]

(b) How will the passengers complete their journey?  
..... [1]

2 (a) Why will everyone have a day off next week?  
..... [1]

(b) On what date might there be an extra day off next year?  
..... [1]

3 (a) What are the friends looking forward to in the film?  
..... [1]

(b) Where in the cinema will they sit to watch the film?  
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4 (a) What kind of shoes does the boy want?  
..... [1]

(b) What two colours are available?  
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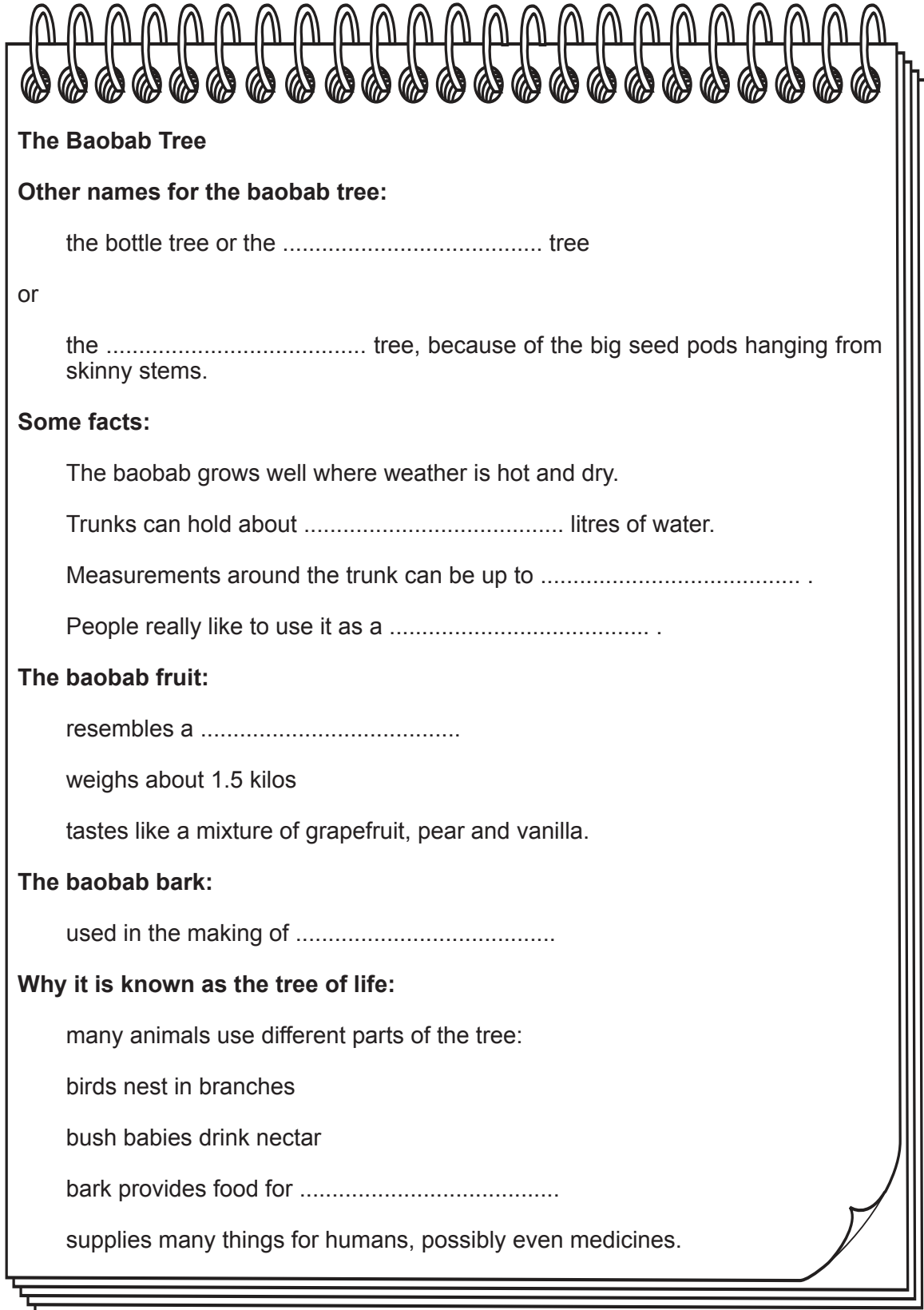
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the ..... tree, because of the big seed pods hanging from skinny stems.

**Some facts:**

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Trunks can hold about ..... litres of water.

Measurements around the trunk can be up to .....

People really like to use it as a .....

**The baobab fruit:**

resembles a .....

weighs about 1.5 kilos

tastes like a mixture of grapefruit, pear and vanilla.

**The baobab bark:**

used in the making of .....

**Why it is known as the tree of life:**

many animals use different parts of the tree:

birds nest in branches

bush babies drink nectar

bark provides food for .....

supplies many things for humans, possibly even medicines.

[8]

[Total: 8]

[Turn over

## Exercise 3

- 6 You will hear six people talking about living in the city and in the countryside. For each of Speakers 1 to 6, choose from the list, **A** to **G**, which opinion each speaker expresses. Write the letter in the box. Use each letter only once. There is one extra letter which you do not need to use.

Speaker 1 .....	<b>A</b> I needed to live in the city because of my career, but I have moved to the countryside.
Speaker 2 .....	<b>B</b> I'm glad we moved to the city mainly because of the better transport facilities.
Speaker 3 .....	<b>C</b> I really want to live in the countryside, so I can have a healthier life.
Speaker 4 .....	<b>D</b> I would like to move into the city one day, but I know that can never happen.
Speaker 5 .....	<b>E</b> I enjoyed city life, but I moved into the countryside for a new job, and I love it.
Speaker 6 .....	<b>F</b> I intend to go to the city for my higher education and then live there.
	<b>G</b> I've always lived in the countryside, and I don't intend to move. [6]

[Total: 6]

**Please turn over for Question 7.**

## Exercise 4

- 7 You will hear a TV presenter talking to Ivana, from the Czech Republic, who earns her living making puppets. Listen to their conversation 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 talk twice.

- (a) People first started making puppets

**A** in the nineteenth century.

**B** two hundred years ago.

**C** more than two thousand years ago.

[1]

- (b) In the present day, who watches puppets for entertainment?

**A** only children at the beach

**B** just a few serious theatre goers

**C** different people worldwide

[1]

- (c) What kind of puppet does Ivana show the television audience?

**A** a shadow puppet

**B** a string puppet

**C** a glove puppet

[1]

- (d) Which part of the puppets does Ivana find most difficult to make?

**A** the head

**B** the feet

**C** the hands

[1]

- (e) Ivana says she first learned to make puppets

**A** in a workshop.

**B** in a film studio.

**C** at senior school.

[1]

(f) Who does Ivana sell her puppets to?

A theatre directors

B art gallery owners

C private individuals

[1]

(g) Why does Ivana like her work so much?

A She finds it relaxing.

B She finds it rewarding.

C She finds it sociable.

[1]

(h) Where does Ivana get her ideas from?

A television

B real life

C novels

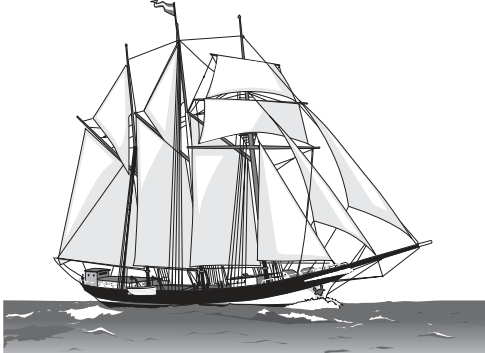
[1]

[Total: 8]

## Exercise 5

- 8 (a) You will hear a man giving a talk about an expedition for young people on board a large sailing ship. 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.

**Great Ship Adventures**



**To apply to take part in sailing adventure:**

no experience required

costs: ..... available.

**Activities include:**

helping to sail the ship

ensuring the ..... is in good order

cleaning living and sleeping areas

keeping watch

climbing the masts

learning how to send signals with .....

**Benefits of taking part:**


you learn teamwork and how to communicate well

you get more ..... as you cope with problems

you make new friends from different ..... and countries.

[5]

- 8 (b) Now listen to a conversation between Zara and her brother, Mehmet, about the Great Ship Adventures talk. Complete the sentences in part (b). Write **one** or **two** words only in each gap. You will hear the conversation twice.



**Taking part in a Great Ship Adventure**

On holiday, Mehmet likes to avoid ..... and enjoys playing games and sleeping.

Mehmet does not like the idea of ..... and sea sickness.

If Mehmet had to travel by sea, he would most like to go by .....

Zara offers to get Mehmet a .....

The brother and sister need more information on ..... arrangements for their parents.

[5]

[Total: 10]

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**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education (9–1)

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**ENGLISH AS A SECOND LANGUAGE**

**0991/01**

Paper 1 Reading and Writing (Core)

**For examination from 2019**

MARK SCHEME

Maximum Mark: 60

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**Specimen**

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This document consists of **9** printed pages and **1** blank page.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

This component forms part of the Core tier assessment of Cambridge IGCSE English as a Second Language and tests the following Assessment Objectives:

**AO1: Reading**

- R1 identify and select relevant information
- R2 understand ideas, opinions and attitudes
- R3 show understanding of the connections between ideas, opinions and attitudes
- R4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intentions and feelings

**AO2: Writing**

- W1 communicate information/ideas/opinions clearly, accurately and effectively
- W2 organise ideas into coherent paragraphs using a range of appropriate linking devices
- W3 use a range of grammatical structures accurately and effectively
- W4 show control of punctuation and spelling
- W5 use appropriate register and style/format for the given purpose and audience

**Exercise 1: The footsteps of an astronaut**

Question	Answer	Marks
1	commander (of the Apollo spacecraft)	1

Question	Answer	Marks
2	launch (phase)	1

Question	Answer	Marks
3	astronauts could move around easily	1

Question	Answer	Marks
4	during (final) descent onto the moon / heading towards the landing area on the moon	1

Question	Answer	Marks
5	collecting samples of rock and moon dust AND conducted (scientific) experiments ONE MARK for each	2

Question	Answer	Marks
6	circled the moon (in the command module)	1

Question	Answer	Marks
7	1972	1

Question	Answer	Marks
8	teaching aviation	1

**Exercise 2: Keeping a diary**

Question	Answer	Marks
9(a)	C	1
9(b)	A	1
9(c)	B	1
9(d)	C	1
9(e)	B	1
9(f)	A	1
9(g)	A	1
9(h)	C	1

**Exercise 3: The secret of living longer**

Question	Answer	Marks
10	Award 1 mark for each acceptable response, up to a maximum of 2 marks. Acceptable responses are: <ul style="list-style-type: none"> <li>• Ikaria – highest percentage (of people) over 90 in the world</li> <li>• Okinawa – (population) lives 7 years longer than people in America</li> <li>• Nicoya peninsula – lowest rate of middle-age death</li> </ul>	<b>2</b>

Question	Answer	Marks
11	Award 1 mark for each acceptable response, up to a maximum of 3 marks. Acceptable responses are: <ul style="list-style-type: none"> <li>• daily routines</li> <li>• preserve tradition / modernisation not so advanced</li> <li>• appreciate age / celebrate age</li> <li>• (strong) connection to the land / (strong) connection to nature</li> <li>• healthy diet / eat a lot of beans</li> </ul>	<b>3</b>

Question	Answer	Marks
12	Award 1 mark for each acceptable response, up to a maximum of 2 marks. Acceptable responses are: <ul style="list-style-type: none"> <li>• public gardens</li> <li>• nature trail</li> <li>• exercise programmes / exercising together</li> </ul>	<b>2</b>

**Exercise 4: Teaching children how to cook**

The following general instructions, listed Content points, and Marking criteria, all apply to Exercise 4.

- You should decide on a mark for content and language **separately**.
- **Content** covers the guidelines and Content points outlined below. When deciding on a mark for Content, consider how many **relevant content points** have been correctly identified.
- **Language** covers **organisation** and **coherence**, and **range** and **accuracy** of language. When deciding on a mark for Language, consider the coherence of the summary, and the range and accuracy of the language.
- A useful starting point would be first to gain an impression of the level, then to focus on the level descriptors in order to decide on the best fit.

Question	Answer	Marks
13	<p>Award up to a total of 12 marks.</p> <p><u>Up to 6 marks to be awarded for <b>Content</b> (Reading)</u> See generic marking criteria for Exercise 4. Award 5–6 Content marks if candidate has included 5 or 6 relevant points. Award 3–4 Content marks if candidate has included 3 or 4 relevant points. Award 1–2 Content marks if candidate has included 1 or 2 relevant points. Award 0 Content marks if candidate’s response is not worthy of credit.</p> <p>Relevant points to include are:</p> <ol style="list-style-type: none"> <li>1 they like to eat food they have prepared for themselves</li> <li>2 they enjoy dishes that previously they wouldn’t have eaten</li> <li>3 they produce tasty meals</li> <li>4 friendships established between the children</li> <li>5 it’s fun</li> <li>6 they learn useful skills / develop team skills / appreciate each other’s contributions</li> <li>7 they have a better diet / it benefits their health (for the rest of their lives)</li> <li>8 may follow a career related to cooking</li> <li>9 spend (quality) time together as a family</li> </ol> <p><u>Up to 6 marks to be awarded for <b>Language</b> (Writing)</u> See generic marking criteria for Exercise 4.</p>	<b>12</b>

**Generic marking criteria for Exercise 4**

<b>Marks</b>	<b>Content (Reading)</b>	<b>Marks</b>	<b>Language (Writing)</b>
5–6	<ul style="list-style-type: none"> <li>Includes a good range of relevant points (see task specific mark scheme for details). There is very little irrelevant information.</li> </ul>	5–6	<ul style="list-style-type: none"> <li>Points are well organised and coherent. Cohesive devices are used appropriately.</li> <li>Good use of own words.</li> <li>Good level of accuracy of vocabulary and simple grammatical structures.</li> </ul>
3–4	<ul style="list-style-type: none"> <li>Includes a reasonable number of relevant points (see task specific mark scheme for details). There is some irrelevant information.</li> </ul>	3–4	<ul style="list-style-type: none"> <li>Points are partly organised and reasonably coherent. Cohesive devices are used generally appropriately.</li> <li>Some attempt to use own words, with some reliance on language from the text.</li> <li>Reasonable level of accuracy of vocabulary and simple grammatical structures.</li> </ul>
1–2	<ul style="list-style-type: none"> <li>Includes only a few relevant points (see task specific mark scheme for details). There may be a substantial amount of irrelevant information.</li> </ul>	1–2	<ul style="list-style-type: none"> <li>Little or no attempt to organise points. Cohesive devices are either not used or are not used appropriately.</li> <li>Heavy reliance on language from the text.</li> <li>Limited control of vocabulary and grammatical structures.</li> </ul>
0	<ul style="list-style-type: none"> <li>No response worthy of credit.</li> </ul>	0	<ul style="list-style-type: none"> <li>No response worthy of credit.</li> </ul>

**Generic marking criteria for Exercises 5 and 6**

The following general instructions, and table of marking criteria, apply to both Exercises 5 and 6.

- You should decide on a mark for Content and Language **separately**.
- **Content** covers the **relevance** (i.e. whether the piece fulfils the task and the awareness of purpose/audience/register) and the **development of ideas** (i.e. the detail/explanation provided).
- **Language** covers **range** (i.e. complexity of vocabulary and sentence structure) **and accuracy** (of grammar, spelling, punctuation and text **organisation**).
- When deciding on a mark for Content or Language, first of all decide which band is most appropriate. There will not necessarily be an exact fit. Then decide between the lower or the higher mark. Use the lower mark if it fulfils some of the requirements of the band and the higher mark if it fulfils all the requirements of the band.
- When deciding on a mark for **Content**, look at both **relevance** and **development of ideas**. First ask yourself whether the writing fulfils the task, in terms of points to be covered and the required length. If the task is generally fulfilled it will be awarded **at least** 3–4 marks.
- When deciding on a mark for **Language**, look at both the **range** and the **accuracy** of the language. A useful starting point would be first to gain an impression of the level, then to focus on the level descriptors in order to decide on the best fit.
- If the writing is **considerably shorter** than the stated word length, i.e. below 70 words, it should be given 1–2 marks or less for Content for only partially fulfilling the task.
- If the writing is only **partly relevant** and therefore can be awarded only 1–2 Content marks, the full range of marks for Language is still available.
- If the writing is **totally irrelevant** and has nothing to do with the question asked, it should be given 0 marks for Content and Language.

Question	Answer	Marks
14	Award up to a total of 12 marks. <b>Up to 6 marks</b> to be awarded for <b>Content</b> Plus up to 6 marks to be awarded for <b>Language</b> . See generic marking criteria for Exercises 5 and 6.	<b>12</b>

Question	Answer	Marks
15	Award up to a total of 12 marks. <b>Up to 6 marks</b> to be awarded for <b>Content</b> Plus up to 6 marks to be awarded for <b>Language</b> . See generic marking criteria for Exercises 5 and 6.	<b>12</b>



<b>Marks</b>	<b>Content (maximum 6 marks)</b>	<b>Marks</b>	<b>Language (maximum 6 marks)</b>
5–6	<p><u>Relevance</u></p> <ul style="list-style-type: none"> <li>• Task is fulfilled.</li> <li>• Generally appropriate style and register for the text type.</li> <li>• Generally good sense of purpose and audience.</li> </ul> <p><u>Development of ideas</u></p> <ul style="list-style-type: none"> <li>• Content is developed, at appropriate length.</li> <li>• Content is generally communicated clearly.</li> </ul>	5–6	<p><u>Range and accuracy</u></p> <ul style="list-style-type: none"> <li>• Uses a good range of common vocabulary appropriately, and attempts to use some less common vocabulary.</li> <li>• Uses a good range of simple structures appropriately, and attempts to use some more complex structures.</li> <li>• Good level of accuracy of language throughout. Errors do not generally impede communication.</li> <li>• Errors are generally related to less common vocabulary or more complex structures.</li> </ul> <p><u>Organisation</u></p> <ul style="list-style-type: none"> <li>• Well organised and sequenced.</li> <li>• Uses a good range of linking words and other cohesive devices, appropriately.</li> </ul>
3–4	<p><u>Relevance</u></p> <ul style="list-style-type: none"> <li>• Task is generally fulfilled.</li> <li>• Reasonably appropriate style and register for the text type, although this may not be consistent.</li> <li>• Some sense of purpose and audience.</li> </ul> <p><u>Development of ideas</u></p> <ul style="list-style-type: none"> <li>• Some development of content, although in places it may be incomplete or repetitive.</li> <li>• Content is communicated, but may lack clarity in places.</li> </ul>	3–4	<p><u>Range and accuracy</u></p> <ul style="list-style-type: none"> <li>• Uses mainly common vocabulary, reasonably appropriately.</li> <li>• Uses mainly simple structures, reasonably successfully.</li> <li>• Reasonable level of accuracy of language. Errors may impede communication in places.</li> <li>• Errors may occur when using common vocabulary or simple structures.</li> </ul> <p><u>Organisation</u></p> <ul style="list-style-type: none"> <li>• Reasonably well organised and sequenced.</li> <li>• Uses some linking words and other cohesive devices, reasonably appropriately.</li> </ul>
1–2	<p><u>Relevance</u></p> <ul style="list-style-type: none"> <li>• Task may only be partially fulfilled.</li> <li>• Style and register for the text type may be inappropriate.</li> <li>• Insufficient sense of purpose and audience.</li> </ul> <p><u>Development of ideas</u></p> <ul style="list-style-type: none"> <li>• Limited attempt to develop content, although there may be gaps, irrelevance and/or repetition.</li> <li>• Limited attempt to communicate content, but it lacks clarity in places.</li> </ul>	1–2	<p><u>Range and accuracy</u></p> <ul style="list-style-type: none"> <li>• Limited use of vocabulary.</li> <li>• Limited use of structures.</li> <li>• Lack of control of language. Meaning is often unclear.</li> <li>• Errors occur when using common vocabulary and simple structures.</li> </ul> <p><u>Organisation</u></p> <ul style="list-style-type: none"> <li>• Organisation lacks sequencing.</li> <li>• Limited attempt to use linking words and other cohesive devices.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No response worthy of credit.</li> </ul>	0	<ul style="list-style-type: none"> <li>• No response worthy of credit.</li> </ul>

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**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education (9–1)

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**ENGLISH AS A SECOND LANGUAGE**

**0991/02**

Paper 2 Reading and Writing (Extended)

**For examination from 2019**

MARK SCHEME

Maximum Mark: 80

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**Specimen**

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This document consists of **10** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

This component forms part of the Extended tier assessment of Cambridge IGCSE English as a Second Language and tests the following Assessment Objectives:

**AO1: Reading**

- R1 identify and select relevant information
- R2 understand ideas, opinions and attitudes
- R3 show understanding of the connections between ideas, opinions and attitudes
- R4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intentions and feelings

**AO2: Writing**

- W1 communicate information/ideas/opinions clearly, accurately and effectively
- W2 organise ideas into coherent paragraphs using a range of appropriate linking devices
- W3 use a range of grammatical structures accurately and effectively
- W4 show control of punctuation and spelling
- W5 use appropriate register and style/format for the given purpose and audience

**Exercise 1: The footsteps of an astronaut**

Question	Answer	Marks
1	commander (of the Apollo spacecraft)	1
Question	Answer	Marks
2	launch (phase)	1
Question	Answer	Marks
3	astronauts could move around easily	1
Question	Answer	Marks
4	during (final) descent onto the moon / heading towards the landing area on the moon	1
Question	Answer	Marks
5	collecting samples of rock and moon dust AND conducted (scientific) experiments ONE MARK for each	2
Question	Answer	Marks
6	circled the moon (in the command module)	1
Question	Answer	Marks
7	1972	1
Question	Answer	Marks
8	teaching aviation	1
Question	Answer	Marks
9	Award 1 mark for each detail up to a maximum 4 marks:  modest not emotional courageous preferred to avoid publicity sense of pride in his achievements	4

**Exercise 2: Keeping a diary**

Question	Answer	Marks
10(a)	C	1
10(b)	A	1
10(c)	B	1
10(d)	C	1
10(e)	D	1
10(f)	D	1
10(g)	B	1
10(h)	A	1
10(i)	A	1
10(j)	C	1

**Exercise 3: The secret of living longer**

Question	Answer	Marks
11	<p>Award 1 mark for each acceptable response, up to a maximum of 3 marks. Acceptable responses are:</p> <ul style="list-style-type: none"> <li>Ikaria – highest percentage (of people) over 90 in the world</li> <li>Okinawa – (population) lives 7 years longer than people in America</li> <li>Nicoya peninsula – lowest rate of middle-age death</li> </ul>	3

Question	Answer	Marks
12	<p>Award 1 mark for each acceptable response, up to a maximum of 3 marks. Acceptable responses are:</p> <ul style="list-style-type: none"> <li>daily routines</li> <li>preserve tradition / modernisation not so advanced</li> <li>appreciate age / celebrate age</li> <li>(strong) connection to the land / (strong) connection to nature</li> <li>healthy diet / eat a lot of beans</li> </ul>	3

Question	Answer	Marks
13	<p>Award 1 mark for each acceptable response, up to a maximum of 3 marks. Acceptable responses are:</p> <ul style="list-style-type: none"> <li>public gardens</li> <li>nature trail</li> <li>exercise programmes / exercising together</li> </ul>	3

**Exercise 4: Turning night into day**

The following general instructions, listed Content points, and Marking criteria, all apply to Exercise 4.

- You should decide on a mark for content and language **separately**.
- **Content** covers the guidelines and Content points outlined below. When deciding on a mark for Content, consider how many **relevant content points** have been correctly identified.
- **Language** covers **organisation** and **coherence**, and **range** and **accuracy** of language. When deciding on a mark for Language, consider the coherence of the summary, and the range and accuracy of the language.
- A useful starting point would be first to gain an impression of the level, then to focus on the level descriptors in order to decide on the best fit.

Question	Answer	Marks
14	<p>Award up to a total of 16 marks.</p> <p><u>Up to 8 marks to be awarded for <b>Content</b> (Reading)</u> See generic marking criteria for Exercise 4. Award 7–8 Content marks if candidate has included 7 or 8 relevant points. Award 5–6 Content marks if candidate has included 5 or 6 relevant points. Award 3–4 Content marks if candidate has included 3 or 4 relevant points. Award 1–2 Content marks if candidate has included 1 or 2 relevant points. Award 0 Content marks if candidate’s response is not worthy of credit.</p> <p>Relevant points to include are:</p> <ol style="list-style-type: none"> <li>1 disturbs human and natural life</li> <li>2 unable to control the light that invades homes / lives</li> <li>3 grown up seeing nothing more than a hazy sky / we have never enjoyed a clear night sky / sky emptied of stars</li> <li>4 confused many creatures / harmed many creatures</li> <li>5 birds sing at unnatural hours</li> <li>6 sea turtles find fewer dark places to build nests</li> <li>7 upsetting rhythm of waking and sleeping / rarely get enough sleep at the right time</li> <li>8 affects astronomers</li> <li>9 wastes energy</li> </ol> <p><u>Up to 8 marks to be awarded for <b>Language</b> (Writing)</u> See generic marking criteria for Exercise 4.</p>	<b>16</b>



**Generic marking criteria for Exercise 4**

<b>Marks</b>	<b>Content (Reading)</b>	<b>Marks</b>	<b>Language (Writing)</b>
7–8	<ul style="list-style-type: none"> <li>Includes a very good range of relevant points (see task specific mark scheme for details). There is no irrelevant information.</li> </ul>	7–8	<ul style="list-style-type: none"> <li>Points are very well organised and coherent. Cohesive devices are used effectively.</li> <li>Very good use of own words.</li> <li>High level of accuracy of vocabulary and grammatical structures.</li> </ul>
5–6	<ul style="list-style-type: none"> <li>Includes a good range of relevant points (see task specific mark scheme for details). There is very little irrelevant information.</li> </ul>	5–6	<ul style="list-style-type: none"> <li>Points are well organised and coherent. Cohesive devices are used appropriately.</li> <li>Good use of own words.</li> <li>Good level of accuracy of vocabulary and simple grammatical structures.</li> </ul>
3–4	<ul style="list-style-type: none"> <li>Includes a reasonable number of relevant points (see task specific mark scheme for details). There is some irrelevant information.</li> </ul>	3–4	<ul style="list-style-type: none"> <li>Points are partly organised and reasonably coherent. Cohesive devices are used generally appropriately.</li> <li>Some attempt to use own words, with some reliance on language from the text.</li> <li>Reasonable level of accuracy of vocabulary and simple grammatical structures.</li> </ul>
1–2	<ul style="list-style-type: none"> <li>Includes only a few relevant points (see task specific mark scheme for details). There may be a substantial amount of irrelevant information.</li> </ul>	1–2	<ul style="list-style-type: none"> <li>Little or no attempt to organise points. Cohesive devices are either not used or are not used appropriately.</li> <li>Heavy reliance on language from the text.</li> <li>Limited control of lexis and grammatical structures.</li> </ul>
0	<ul style="list-style-type: none"> <li>No response worthy of credit.</li> </ul>	0	<ul style="list-style-type: none"> <li>No response worthy of credit.</li> </ul>

**Generic marking criteria for Exercises 5 and 6**

The following general instructions, and table of marking criteria, apply to both Exercises 5 and 6.

- You should decide on a mark for Content and Language **separately**.
- **Content** covers the **relevance** (i.e. whether the piece fulfils the task and the awareness of purpose/audience/register) and the **development of ideas** (i.e. the detail/explanation provided).
- **Language** covers **range** (i.e. complexity of vocabulary and sentence structure) **and accuracy** (of grammar, spelling, punctuation and text **organisation**).
- When deciding on a mark for Content or Language, first of all decide which band is most appropriate. There will not necessarily be an exact fit. Then decide between the lower or the higher mark. Use the lower mark if it fulfils some of the requirements of the band and the higher mark if it fulfils all the requirements of the band.
- When deciding on a mark for **Content**, look at both **relevance** and **development of ideas**. First ask yourself whether the writing fulfils the task, in terms of points to be covered and the required length. If the task is generally fulfilled it will be awarded **at least** 3–4 marks.
- When deciding on a mark for **Language**, look at both the **range** and the **accuracy** of the language. A useful starting point would be first to gain an impression of the level, then to focus on the level descriptors in order to decide on the best fit.
- If the writing is **considerably shorter** than the stated word length, i.e. below 105 words, it should be given 1–2 marks or less for Content for only partially fulfilling the task.
- If the writing is only **partly relevant** and therefore can be awarded only 1–2 Content marks, the full range of marks for Language is still available.
- If the writing is **totally irrelevant** and has nothing to do with the question asked, it should be given 0 marks for Content and Language.

Question	Answer	Marks
15	Award up to a total of 16 marks. <b>Up to 8 marks</b> to be awarded for <b>Content</b> . Plus <b>up to 8 marks</b> to be awarded for <b>Language</b> . See generic marking criteria for Exercises 5 and 6.	<b>16</b>

Question	Answer	Marks
16	Award up to a total of 16 marks. <b>Up to 8 marks</b> to be awarded for <b>Content</b> . Plus <b>up to 8 marks</b> to be awarded for <b>Language</b> . See generic marking criteria for Exercises 5 and 6.	<b>16</b>

Marks	Content (maximum 8 marks)	Marks	Language (maximum 8 marks)
7–8	<p><u>Relevance</u></p> <ul style="list-style-type: none"> <li>• Task is fulfilled.</li> <li>• Consistently appropriate style and register for the text type.</li> <li>• Excellent sense of purpose and audience.</li> </ul> <p><u>Development of ideas</u></p> <ul style="list-style-type: none"> <li>• Content is very well developed, at appropriate length.</li> <li>• Content is communicated skilfully and effectively.</li> </ul>	7–8	<p><u>Range and accuracy</u></p> <ul style="list-style-type: none"> <li>• Uses a wide range of common and less common vocabulary effectively.</li> <li>• Uses a wide range of structures, both simple and complex, effectively.</li> <li>• High level of accuracy of language throughout. Occasional errors may be present but these do not impede communication.</li> <li>• Errors are related to less common vocabulary or more complex structures.</li> </ul> <p><u>Organisation</u></p> <ul style="list-style-type: none"> <li>• Effectively organised and sequenced.</li> <li>• Uses a wide range of linking words and other cohesive devices, effectively.</li> </ul>
5–6	<p><u>Relevance</u></p> <ul style="list-style-type: none"> <li>• Task is fulfilled.</li> <li>• Generally appropriate style and register for the text type.</li> <li>• Generally good sense of purpose and audience.</li> </ul> <p><u>Development of ideas</u></p> <ul style="list-style-type: none"> <li>• Content is developed, at appropriate length.</li> <li>• Content is generally communicated clearly.</li> </ul>	5–6	<p><u>Range and accuracy</u></p> <ul style="list-style-type: none"> <li>• Uses a good range of common vocabulary appropriately, and attempts to use some less common vocabulary.</li> <li>• Uses a good range of simple structures appropriately, and attempts to use some more complex structures.</li> <li>• Good level of accuracy of language throughout. Errors do not generally impede communication.</li> <li>• Errors are generally related to less common vocabulary or more complex structures.</li> </ul> <p><u>Organisation</u></p> <ul style="list-style-type: none"> <li>• Well organised and sequenced.</li> <li>• Uses a good range of linking words and other cohesive devices, appropriately.</li> </ul>

<b>Marks</b>	<b>Content (maximum 8 marks)</b>	<b>Marks</b>	<b>Language (maximum 8 marks)</b>
3–4	<p><u>Relevance</u></p> <ul style="list-style-type: none"> <li>• Task is generally fulfilled.</li> <li>• Reasonably appropriate style and register for the text type, although this may not be consistent.</li> <li>• Some sense of purpose and audience.</li> </ul> <p><u>Development of ideas</u></p> <ul style="list-style-type: none"> <li>• Some development of content, although in places it may be incomplete or repetitive.</li> <li>• Content is communicated, but may lack clarity in places.</li> </ul>	3–4	<p><u>Range and accuracy</u></p> <ul style="list-style-type: none"> <li>• Uses mainly common vocabulary, reasonably appropriately.</li> <li>• Uses mainly simple structures, reasonably successfully.</li> <li>• Reasonable level of accuracy of language. Errors may impede communication in places.</li> <li>• Errors may occur when using common vocabulary or simple structures.</li> </ul> <p><u>Organisation</u></p> <ul style="list-style-type: none"> <li>• Reasonably well organised and sequenced.</li> <li>• Uses some linking words and other cohesive devices, reasonably appropriately.</li> </ul>
1–2	<p><u>Relevance</u></p> <ul style="list-style-type: none"> <li>• Task may only be partially fulfilled.</li> <li>• Style and register for the text type may be inappropriate.</li> <li>• Insufficient sense of purpose and audience.</li> </ul> <p><u>Development of ideas</u></p> <ul style="list-style-type: none"> <li>• Limited attempt to develop content, although there may be gaps, irrelevance and/or repetition.</li> <li>• Limited attempt to communicate content, but it lacks clarity in places.</li> </ul>	1–2	<p><u>Range and accuracy</u></p> <ul style="list-style-type: none"> <li>• Limited use of vocabulary.</li> <li>• Limited use of structures.</li> <li>• Lack of control of language. Meaning is often unclear.</li> <li>• Errors occur when using common vocabulary and simple structures.</li> </ul> <p><u>Organisation</u></p> <ul style="list-style-type: none"> <li>• Organisation lacks sequencing.</li> <li>• Limited attempt to use linking words and other cohesive devices.</li> </ul>
0	<ul style="list-style-type: none"> <li>• No response worthy of credit.</li> </ul>	0	<ul style="list-style-type: none"> <li>• No response worthy of credit.</li> </ul>

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**ENGLISH AS A SECOND LANGUAGE**

**0991/03**

Paper 3 Listening (Core)

**For examination from 2019**

MARK SCHEME

Maximum Mark: 30

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**Specimen**

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This document consists of **4** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however, the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

This component forms part of the Core tier assessment of Cambridge IGCSE English as a Second Language and tests the following Assessment Objectives:

**AO3 Listening**

- L1 identify and select relevant information  
 L2 understand ideas, opinions and attitudes  
 L3 show understanding of the connections between ideas, opinions and attitudes  
 L4 understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings

**Exercise 1**

Question	Answer	Marks
1(a)	cows / (small) problem	1
1(b)	(by) bus	1

Question	Answer	Marks
2(a)	king's (70th) birthday / public holiday	1
2(b)	June 1	1

Question	Answer	Marks
3(a)	special effects	1
3(b)	front row	1

Question	Answer	Marks
4(a)	running / (top) quality	1
4(b)	blue or red	1

**Exercise 2**

Question	Answer	Marks
5(i)	upside down	1
5(ii)	dead rat	1
5(iii)	120 thousand / 120 000	1
5(iv)	34 metres / 34 m	1
5(v)	bus shelter	1
5(vi)	coconut	1
5(vii)	baskets	1
5(viii)	elephants	1

**Exercise 3**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
6(i)	G	<b>1</b>
6(ii)	F	<b>1</b>
6(iii)	C	<b>1</b>
6(iv)	E	<b>1</b>
6(v)	A	<b>1</b>
6(vi)	B	<b>1</b>

**Exercise 4**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
7(a)	C	<b>1</b>
7(b)	C	<b>1</b>
7(c)	B	<b>1</b>
7(d)	A	<b>1</b>
7(e)	B	<b>1</b>
7(f)	C	<b>1</b>
7(g)	B	<b>1</b>
7(h)	B	<b>1</b>





**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education (9–1)

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**ENGLISH AS A SECOND LANGUAGE**

**0991/04**

Paper 4 Listening (Extended)

**For examination from 2019**

MARK SCHEME

Maximum Mark: 40

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**Specimen**

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This document consists of **4** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

This component forms part of the Extended tier assessment of Cambridge IGCSE English as a Second Language and tests the following Assessment Objectives:

**AO3 Listening**

- L1 identify and select relevant information  
 L2 understand ideas, opinions and attitudes  
 L3 show understanding of the connections between ideas, opinions and attitudes  
 L4 understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings

**Exercise 1**

Question	Answer	Marks
1(a)	cows / (small) problem	1
1(b)	(by) bus	1

Question	Answer	Marks
2(a)	king's (70th) birthday / public holiday	1
2(b)	June 1	1

Question	Answer	Marks
3(a)	special effects	1
3(b)	front row	1

Question	Answer	Marks
4(a)	running / (top) quality	1
4(b)	blue or red	1

**Exercise 2**

Question	Answer	Marks
5(i)	upside down	1
5(ii)	dead rat	1
5(iii)	120 thousand / 120 000	1
5(iv)	34 metres / 34 m	1
5(v)	bus shelter	1
5(vi)	coconut	1
5(vii)	baskets	1
5(viii)	elephants	1

**Exercise 3**

Question	Answer	Marks
6(i)	G	1
6(ii)	F	1
6(iii)	C	1
6(iv)	E	1
6(v)	A	1
6(vi)	B	1

**Exercise 4**

Question	Answer	Marks
7(a)	C	1
7(b)	C	1
7(c)	B	1
7(d)	A	1
7(e)	B	1
7(f)	C	1
7(g)	B	1
7(h)	B	1

**Exercise 5**

Question	Answer	Marks
8(a)(i)	grant (s) / money / loan (s)	1
8(a)(ii)	equipment	1
8(a)(iii)	flags	1
8(a)(iv)	(self) confidence	1
8(a)(v)	cultures	1
8(b)(i)	stress / (hard) work / stressful work	1
8(b)(ii)	storm(s)	1
8(b)(iii)	speedboat	1
8(b)(iv)	phone	1
8(b)(v)	medical	1



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education (9–1)

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**ENGLISH AS A SECOND LANGUAGE**

**0991/04**

Paper 4 Listening (Extended)

**For Examination from 2019**

SPECIMEN TRANSCRIPT

**Approx. 50 minutes**

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This document consists of **10** printed pages.

**TRANSCRIPT****Cambridge IGCSE (9–1) English as a Second Language****Listening (Extended Tier)****Specimen Paper 2019****TRACK 1****R1 Cambridge International Examinations****International General Certificate of Secondary Education (9–1)****Specimen Paper 4, for examination from 2019****English as a Second Language****Extended tier – Listening Comprehension****Welcome to the exam.**

**In a moment, your teacher is going to give out the question papers. When you get your paper, fill in your name, Centre number and candidate number on the front page. Do not talk to anyone during the exam.**

**If you would like the recording to be louder or quieter, tell your teacher NOW. The recording will not be stopped while you are doing the exam.**

**Teacher: please give out the question papers, and when all the candidates are ready to start the test, please turn the recording back on.**

**[BEEP]****TRACK 2****R1 Now you are all ready, here is the exam.****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.**

**Pause 00'05"**

**R1 Question 1**

- (a) **Why will the train have to stop?**
- (b) **How will the passengers complete their journey?**

**V1** \*Good morning. This is your train driver speaking. We have a small problem. Some cows have escaped from their field and walked onto the railway line, about 10 kilometres ahead. I'm afraid we're going to have to stop at the next station, and all passengers must get off the train. A bus will take you the rest of the way into the city centre. The bus will be waiting by the taxi rank. I apologise for any inconvenience this may cause.\*\*

Pause 00'10"  
Repeat from \* to \*\*  
Pause 00'05"

**R1 Question 2**

- (a) **Why will everyone have a day off next week?**
- (b) **On what date might there be an extra day off next year?**

**V1** \*Here are the news headlines. The government has announced that next Monday, the 27th of September, will be the usual public holiday for the whole country. This is in honour of the King's seventieth birthday, which falls on that day.

Next year will be the fortieth year of his reign. There are high hopes that there will be an extra public holiday then, on June the 1st, to mark that occasion! Meanwhile, all of us working here at the TV studios would like to wish His Majesty a very happy birthday...\*\*

Pause 00'10"  
Repeat from \* to \*\*  
Pause 00'05"

**R1 Question 3**

- (a) **What are the friends looking forward to in the film?**
- (b) **Where in the cinema will they sit to watch the film?**

**V1** \*I'd like six tickets for the film 'Moonflash', please, as close to the front as possible, so we can enjoy all those special effects we've heard about!

**V2** I'm sorry, sir, but we don't have many tickets left for this performance. I can manage two groups of three seats – but one group is in the back row. I've got a group of six seats together but they're right at the back, too. Is that any good?

**V1** No. We really want to be close to the action.

**V2** Well, I can manage six seats together, in the front row, but that's for the next showing, at 8 o'clock.

**V1** Great.\*\*

Pause 00'10"

Repeat from \* to \*\*  
Pause 00'05"

### R1 Question 4

(a) **What kind of shoes does the boy want?**

(b) **What two colours are available?**

V1 \*Excuse me, can I try on a pair of running shoes, please? I'm training for a major competition so they must be of top quality.

V2 Yes, of course. What size?

V1 I usually take a size 11, but it depends on the make of shoe. It can be a size 10.

V2 I'll get both from the store room. Any particular colour?

V1 Umm, not too bright – not yellow or orange. And not white. They show every mark.

V2 I'll go and see what we have in your size. It'll be a question of either blue or red.

V1 Either will be fine, thanks.\*\*

Pause 00'10"  
Repeat from \* to \*\*  
Pause 00'05"

**R1 That is the end of the four short recordings. In a moment you will hear Exercise 2. Now look at the questions for this part of the exam.**

Pause 00'20"

### TRACK 3

#### R1 Exercise 2

**You will hear a talk about a tree called the baobab tree. Listen to the talk and complete the notes below. Write one or two words or a number in each gap.**

**You will hear the talk twice.**

V1 \*Good morning everyone, and welcome to our park and our very special collection of trees from all around the world.

The subject of my talk today is this strange-looking tree that you see here in front of you. It is known as the bottle tree in some parts of the world. Elsewhere, people call it the upside-down tree, because of its short stubby branches looking rather like roots. In some countries, because of the shape of its huge seed pods that dangle from the branches by long, thin stems, it is known as the 'dead rat tree'. If you come back later in the year, you'll be able to see these seed pods for yourself, and decide if it's an appropriate name for the tree or not! We prefer to call it by its more common name – the baobab.

The baobab grows in lots of countries in arid conditions, and survives by storing water inside its trunk. The trunk can swell up enormously, and store up to 120 000 litres of water. You can see in



this tree how the trunk is really fat and shaped like a bottle – not at all like any of the other trees we have here. Baobabs generally can reach heights of about 30 metres, but this one, at 15 metres, is just a baby by comparison. To give you an idea of how big they can become, the largest baobab has a circumference of about 34 metres and grows in South Africa.

Now, you may be interested to hear how these giant trees have been hollowed out, with most of the inside of the trunk cut out, so that they can be used for a wide variety of different purposes. In Australia, for example, one was actually used as a prison. I'm glad to say that it is not used as this anymore. Baobabs have also been used as shops in the past. Nowadays, however, a baobab is often used as a bus shelter, which people appreciate, because it provides shade when it's sunny and protection when it rains!

The baobab is a very useful tree in many ways. Its fruit, for example, is remarkable. It's about the size and shape of a coconut, and weighs around one and a half kilogrammes. You can eat it – its flavour is somewhere between grapefruit, pear and vanilla – and it's used as an ingredient to add flavour to porridge and drinks. It can also be squeezed out to produce vegetable oil. But it's not just the fruits that are useful. The bark is used for the manufacture of baskets, and the flower pollen can be made into glue.

This amazing tree has another name – the Tree of Life, and when you think how it can create a complete ecosystem, supporting the life of many animals, you understand why. Birds nest in the branches, bush babies and fruit bats sip at the nectar and pollinate the flowers, baboons eat the fruit, elephants can eat the bark. Then think of the many ways humans use this tree. Some experts believe it may even have medicinal qualities. Yes, I think this is the best name of all: the Tree of Life. Does anybody have any questions?\*

Pause 00'30"

**R1 Now you will hear the talk again.**

Repeat from \* to \*\*  
Pause 00'30"

**R1 That is the end of the talk. In a moment you will hear Exercise 3. Now look at the questions for this part of the exam.**

Pause 00'25"

**TRACK 4**

**R1 Exercise 3**

**You will hear six people talking about living in the city and in the countryside. For each of Speakers 1 to 6, choose from the list, a to g, which opinion each speaker expresses. Write the letter in the box. Use each letter only once. There is one extra letter which you do not need to use.**

**R1 Speaker 1**

\*I've lived all my life in the country, first as a child, then as an adult, farming the land. I married someone from the same village and we set up a home here. All our family members are here in this same village – none of us has moved away. Now I'm retired, I no longer work as a farmer, but I still live here. I'm much too old to want to try anything different. The city life is not for me, although some friends tell me it would be much more convenient!

**R1 Speaker 2**

There is nothing to do here in the evenings and at weekends. School is OK – you have your friends around you and it's fun – but outside school... oh, it's so boring. It's OK if you like long, quiet walks, I suppose. But I don't. I like going to cafés, the cinema, shopping – all the things that only the city can offer you. But I shall have to wait until I finish my exams. I want to go to college in a city – that's my aim. And I won't be coming back if I can help it.

**R1 Speaker 3**

I want to move out of this city – the noise, the dirt, and the fumes from all those cars and buses are absolutely awful and they're getting worse. When I visit my friends who live in the country, I'm so jealous. They can walk in the fresh air and just relax. I'm sure they have fewer colds and illnesses than we get where we live now, always being in hot, confined spaces, like buses, trains and offices, with hundreds of other people. I just hope I can fulfil my dream one day, but it seems rather unlikely, I'm afraid.

**R1 Speaker 4**

I live in a tiny village in the country – we're about thirty kilometres from the nearest town, let alone a city! Don't get me wrong, I loved the city where we lived. I have a real passion for history, and I loved visiting all the museums and exhibitions. But now – well, I landed a dream job! I'm the manager of an old castle. I run the visitors' centre and give talks about the castle's thousand year history. This more than makes up for what I am missing, believe me.

**R1 Speaker 5**

I've just retired from my job as a city banker. All my working life I've lived in the city – I had to, you see, because of my work. And my wife worked in a city bank, too, so it made sense for us to live in a flat close to where we worked. But now, at long last, we have moved into the countryside. We enjoyed our work but now we are pleased to be far away from all the hustle and bustle of city life.

**R1 Speaker 6**

We moved here – my husband, children and I – into the city about ten years ago. We decided our children would have a better way of life – more activities, but even more because we wouldn't have the problem of having to drive our children everywhere. The regular buses and trains are so convenient! I think it has suited us all very well, and I don't feel any sadness about leaving our old way of life behind. You know, there aren't any buses at all in the village where we used to live!\*\*

Pause 00'05"

**R1 Now you will hear the six speakers again.**

Repeat from \* to \*\*  
Pause 00'30"

**R1 That is the end of Exercise 3. In a moment you will hear Exercise 4. Now look at the questions for this part of the exam.**

Pause 00'25"

**TRACK 5****R1 Exercise 4**

You will hear a TV presenter talking to Ivana, from the Czech Republic, who earns her living making puppets. Listen to their conversation 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 talk twice.

- V1** \*Hello Ivana and welcome to our show. Thank you for bringing along some of the wonderful puppets that you make. Our studio audience is fascinated by them.
- V2** I'm always pleased to be able to show off my work!
- V1** Perhaps you could start by telling us a bit about the history of puppets – are they a nineteenth century invention?
- V2** No, they've been popular for over two thousand years! We read about them being used to present plays and dramas in Ancient Greece. Aristotle wrote about puppets – animals and people made out of wood which are moved by strings and levers. In India, puppets dating from around 200 BC have been discovered.
- V1** Who likes going to puppet shows nowadays?
- V2** Well, in the UK people think of them as children's entertainment, and they sometimes watch puppet shows on the beach in the summer time. But you know, puppets are used for adult drama and entertainment all around the world, even today.
- V1** So, what kind of puppet are you holding?
- V2** Well, there are all sorts you can have, shadow puppets, puppets made out of cloth that you wear on your hand like a glove, giant puppets that need four or five people to operate them... but the one I've brought in today is a string puppet. By holding the strings high, and moving them, I can make her walk...(V1 Wow, great!)... and even dance... (V1 Fantastic! You make her movements look so real.)...
- V1** Can you tell us more about how you make the puppets? Are they very difficult to make?
- V2** Well, it depends. They come in all shapes and sizes, but my approach is always the same. I carve all the body parts from wood, which I then paint. The hands are tricky, particularly when I have to do very small fingers, but the feet are generally a bit easier as I can cover those with shoes or boots. The heads are the most challenging, as they create the character of the puppet. And I make all the clothes myself, by hand.
- V1** I've been admiring all the details on this puppet here. She has her own personality. She's a real work of art.
- V2** Thank you. In fact, I never make two the same.
- V1** Tell me, Ivana, where did you begin this work?
- V2** I've always had a special interest in handicrafts. At school, when I was sixteen, I studied textiles and learned how to make clothes. Then, at the age of twenty, I got a job in an animated film studio in Prague. They produced films using puppets. I worked as an assistant and they taught me how

to make puppets and create scenery for the film sets. When I left at the age of twenty three, I set up a workshop to make puppets on my own and sell them to earn my living.

**V1** And you're obviously running a very successful business. Who are your buyers?

**V2** I get lots of enquiries from theatre directors around the world, but I don't sell to them because transport and packaging can be a problem. My puppets are quite big and elaborate, so they are usually hung on a wall in the house, like a painting. I focus on selling to private individuals because art gallery owners don't really see them as serious art work. Although recently one or two have shown interest, so I'm hopeful that I'll be able to sell to them in the future.

**V1** That sounds promising. You clearly love your work, don't you?

**V2** I really do. Yes, it's true. You see, it's a combination of all the activities I love. I can carve. I can paint. I can sew. I can just let my imagination run wild and create unique puppets. It's so satisfying. I work on my own a lot, and I don't get much time for family or friends. I'm lucky that they all understand that I have to work really hard.

**V1** I've seen your website and there seems to be no end to the variety of characters you create. Where do you get your inspiration from?

**V2** Well, I used to re-read the story-books I enjoyed as a child, because some of those characters were so clear in my mind. But now I don't rely on books any more. Some of my friends suggested using TV characters from soap operas, but I didn't find them very inspirational. I get ideas from all sorts of places. I might, for example, walk down the street or past a market stall and quite unexpectedly see someone who catches my attention.

**V1** Ivana, thank you very much for bringing your puppets along and for speaking to us today. Ladies and gentlemen – Ivana!\*\*

Pause 00'20"

**R1** Now you will hear the interview again.

Repeat from \* to \*\*

Pause 00'30"

**R1** That is the end of Exercise 4. In a moment you will hear Exercise 5. Now look at the questions for this part of the exam.

Pause 00'25"

## **TRACK 6**

**R1** **Exercise 5**

### **Part A**

**You will hear a man giving a talk about an expedition for young people on board a large sailing ship. 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.**

**V1** \*Hello, everyone. This afternoon, I've come to talk to you about a great opportunity that's open to every one of you.

I work for a company called Great Ship Adventures. We help the personal development of young people aged 12 to 25, by enabling them to take part in sea-going adventures. The company has three large sailing ships known as tall ships.

I can see from your faces that many of you think this cannot possibly be for you. Well, listen carefully and I'll tell you more. You don't need to have sailed before or know anything at all about sailing. And we have grants to help anyone who is short of money. We have specially trained workers whose job it is to make sure that everyone can take part safely and have a good time.

What happens then? Well, the Great Ship Adventure is a hands-on experience – in other words, you learn by actually doing the job. You'll join the ship for a week-long trip. You'll become an important part of the crew and this involves so much more than just sailing the ship. It'll include preparing meals, maintaining equipment as well as cleaning the living and sleeping areas.

You'll be divided into teams, and each team's job is to keep watch in turn through the night. You'll have to learn to steer the ship and pull up the sails on ropes. You may even get a chance to climb up the masts and help tie up the sails. Now, the captain will have modern communication systems such as computers, GPS and radar. But you'll be taught how to send messages to other ships using flags, which sailing ships traditionally did.

What will you gain? Well, of course, you'll learn how to sail. But there's a lot more, too: you'll become good at teamwork and you'll develop your communication skills. Believe me, it'll boost your confidence to see how you manage to deal with real-life danger and difficulties.

I do hope you'll give some serious thought to joining our next expedition. You'll make new friendships that can last for the rest of your life, while seeing new parts of the world. There will be opportunities to work with many people from different cultures with different habits and broaden your horizons in many different ways.

If you're interested in joining our next expedition, do take one of these leaflets with more details about how to apply, and please feel free to ask me any questions.\*\*

Pause 00'25"

**R1 Now you will hear the talk again.**

Repeat from \* to \*\*

Pause 00'30"

**R1 Part B**

**Now listen to a conversation between Zara and her brother, Mehmet, about the Great Ship Adventures talk. Complete the sentences in Part B. Write one or two words only in each gap. You will hear the conversation twice.**

- V1** \*Hey, Mehmet, you didn't pick up a leaflet! I was hoping you would – it'd be great to go on one of those sailing holidays together!
- V2** You must be joking! I thought it sounded really awful – too tough for me. Zara, holidays are a chance to play computer games and get plenty of sleep, not get a load of stress on a boat, thank you. Sounds a nightmare.
- V1** Surely you don't mind a bit of hard work. It would keep you fit, and you'd enjoy the glorious sunshine on the open seas. It'd be fantastic. Just think of it – the night sky, the blue sea – it'd be great!

- V2** Huh. Stars are all right, but what about storms, the ship tossing about and people being seasick... ugh...not for me.
- V1** Where's your sense of adventure? We might enjoy it, and the experience would be something to put on our university application forms... We'd visit some new places.
- V2** OK. So let's book a hotel holiday and go somewhere we've never been before.
- V1** You know we can't afford that, and it would be a cheap way of getting a holiday. It'd be good for us both. Please... Go back and pick up a leaflet and think about it at least.
- V2** Well, I suppose it would be good to go away ... but I've never even been on a boat, not even a canoe. Anyway, I can't swim, and neither can you. I wouldn't mind a luxury yacht, I suppose, if you did all the work. But if I was going to do anything on a boat, it would be on a speedboat with my friends.
- V1** Oh don't be silly. You crashed your moped that Dad bought you – how do you think you'd manage anything faster? Come on, give it a go. Look, last year I bought you a DVD so you'd come on holiday with us. I'll buy you a new phone so you can send photos to all your friends. If I could afford it, I'd buy you a laptop. Just so long as you'll come with me.
- V2** Well, ok, I suppose I can go back and pick up the leaflet ... but I'm not promising anything.
- V1** Fantastic! You won't regret it. Of course, Mum will want to know about the medical arrangements later. And Dad will want to know exactly where we'll be going. So make sure you pick up the maps and the route details, as well, while you're there. From what I've read, the safety arrangements are really good, so I can't see they'll object.\*\*

Pause 00'25"

**R1 Now you will hear the conversation again.**

Repeat from \* to \*\*  
Pause 00'30"

**R1 That is the end of Exercise 5, and of the exam.**

**In a moment your teacher will collect your papers. Please check that you have written your name, Centre number and candidate number on the front of your question paper. Remember, you must not talk until all the papers have been collected.**

Pause 00'10"

**R1 Teacher, please collect all the papers.**

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**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education (9–1)

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**ENGLISH AS A SECOND LANGUAGE**

**0991/03**

Paper 3 Listening (Core)

**For Examination from 2019**

SPECIMEN TRANSCRIPT

**Approx. 40 minutes**

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This document consists of **8** printed pages.

**TRANSCRIPT****Cambridge IGCSE (9–1) English as a Second Language****Listening (Core Tier)****Specimen Paper 2019****TRACK 1****R1 Cambridge International Examinations****International General Certificate of Secondary Education (9–1)****Specimen Paper 3, for examination from 2019****English as a Second Language****Core tier – Listening Comprehension****Welcome to the exam.**

**In a moment, your teacher is going to give out the question papers. When you get your paper, fill in your name, Centre number and candidate number on the front page. Do not talk to anyone during the exam.**

**If you would like the recording to be louder or quieter, tell your teacher NOW. The recording will not be stopped while you are doing the exam.**

**Teacher: please give out the question papers, and when all the candidates are ready to start the test, please turn the recording back on.**

**[BEEP]****TRACK 2****R1 Now you are all ready, here is the exam.****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.**

**Pause 00'05"**



**R1 Question 1**

- (a) **Why will the train have to stop?**
- (b) **How will the passengers complete their journey?**

**V1** \*Good morning. This is your train driver speaking. We have a small problem. Some cows have escaped from their field and walked onto the railway line, about 10 kilometres ahead. I'm afraid we're going to have to stop at the next station, and all passengers must get off the train. A bus will take you the rest of the way into the city centre. The bus will be waiting by the taxi rank. I apologise for any inconvenience this may cause.\*\*

Pause 00'10"  
Repeat from \* to \*\*  
Pause 00'05"

**R1 Question 2**

- (a) **Why will everyone have a day off next week?**
- (b) **On what date might there be an extra day off next year?**

**V1** \*Here are the news headlines. The government has announced that next Monday, the 27th of September, will be the usual public holiday for the whole country. This is in honour of the King's seventieth birthday, which falls on that day.

Next year will be the fortieth year of his reign. There are high hopes that there will be an extra public holiday then, on June the 1st, to mark that occasion! Meanwhile, all of us working here at the TV studios would like to wish His Majesty a very happy birthday... \*\*

Pause 00'10"  
Repeat from \* to \*\*  
Pause 00'05"

**R1 Question 3**

- (a) **What are the friends looking forward to in the film?**
- (b) **Where in the cinema will they sit to watch the film?**

**V1** \*I'd like six tickets for the film 'Moonflash', please, as close to the front as possible, so we can enjoy all those special effects we've heard about!

**V2** I'm sorry, sir, but we don't have many tickets left for this performance. I can manage two groups of three seats – but one group is in the back row. I've got a group of six seats together but they're right at the back, too. Is that any good?

**V1** No. We really want to be close to the action.

**V2** Well, I can manage six seats together, in the front row, but that's for the next showing, at 8 o'clock.

**V1** Great.\*\*

Pause 00'10"

Repeat from \* to \*\*  
Pause 00'05"

### R1 Question 4

(a) **What kind of shoes does the boy want?**

(b) **What two colours are available?**

**V1** \*Excuse me, can I try on a pair of running shoes, please? I'm training for a major competition so they must be of top quality.

**V2** Yes, of course. What size?

**V1** I usually take a size 11, but it depends on the make of shoe. It can be a size 10.

**V2** I'll get both from the store room. Any particular colour?

**V1** Umm, not too bright – not yellow or orange. And not white. They show every mark.

**V2** I'll go and see what we have in your size. It'll be a question of either blue or red.

**V1** Either will be fine, thanks.\*\*

Pause 00'10"  
Repeat from \* to \*\*  
Pause 00'05"

**R1** **That is the end of the four short recordings. In a moment you will hear Exercise 2. Now look at the questions for this part of the exam.**

Pause 00'20"

### TRACK 3

#### R1 Exercise 2

**You will hear a talk about a tree called the baobab tree. Listen to the talk and complete the notes below. Write one or two words or a number in each gap.**

**You will hear the talk twice.**

**V1** \*Good morning everyone, and welcome to our park and our very special collection of trees from all around the world.

The subject of my talk today is this strange-looking tree that you see here in front of you. It is known as the bottle tree in some parts of the world. Elsewhere, people call it the upside-down tree, because of its short stubby branches looking rather like roots. In some countries, because of the shape of its huge seed pods that dangle from the branches by long, thin stems, it is known as the 'dead rat tree'. If you come back later in the year, you'll be able to see these seed pods for yourself, and decide if it's an appropriate name for the tree or not! We prefer to call it by its more common name – the baobab.

The baobab grows in lots of countries in arid conditions, and survives by storing water inside its trunk. The trunk can swell up enormously, and store up to 120 000 litres of water. You can see in

this tree how the trunk is really fat and shaped like a bottle – not at all like any of the other trees we have here. Baobabs generally can reach heights of about 30 metres, but this one, at 15 metres, is just a baby by comparison. To give you an idea of how big they can become, the largest baobab has a circumference of about 34 metres and grows in South Africa.

Now, you may be interested to hear how these giant trees have been hollowed out, with most of the inside of the trunk cut out, so that they can be used for a wide variety of different purposes. In Australia, for example, one was actually used as a prison. I'm glad to say that it is not used as this anymore. Baobabs have also been used as shops in the past. Nowadays, however, a baobab is often used as a bus shelter, which people appreciate, because it provides shade when it's sunny and protection when it rains!

The baobab is a very useful tree in many ways. Its fruit, for example, is remarkable. It's about the size and shape of a coconut, and weighs around one and a half kilogrammes. You can eat it – its flavour is somewhere between grapefruit, pear and vanilla – and it's used as an ingredient to add flavour to porridge and drinks. It can also be squeezed out to produce vegetable oil. But it's not just the fruits that are useful. The bark is used for the manufacture of baskets, and the flower pollen can be made into glue.

This amazing tree has another name – the Tree of Life, and when you think how it can create a complete ecosystem, supporting the life of many animals, you understand why. Birds nest in the branches, bush babies and fruit bats sip at the nectar and pollinate the flowers, baboons eat the fruit, elephants can eat the bark. Then think of the many ways humans use this tree. Some experts believe it may even have medicinal qualities. Yes, I think this is the best name of all: the Tree of Life. Does anybody have any questions?\*

Pause 00'30"

**R1 Now you will hear the talk again.**

Repeat from \* to \*\*  
Pause 00'30"

**R1 That is the end of the talk. In a moment you will hear Exercise 3. Now look at the questions for this part of the exam.**

Pause 00'25"

**TRACK 4**

**R1 Exercise 3**

**You will hear six people talking about living in the city and in the countryside. For each of Speakers 1 to 6, choose from the list, a to g, which opinion each speaker expresses. Write the letter in the box. Use each letter only once. There is one extra letter which you do not need to use.**

**R1 Speaker 1**

\*I've lived all my life in the country, first as a child, then as an adult, farming the land. I married someone from the same village and we set up a home here. All our family members are here in this same village – none of us has moved away. Now I'm retired, I no longer work as a farmer, but I still live here. I'm much too old to want to try anything different. The city life is not for me, although some friends tell me it would be much more convenient!

**R1 Speaker 2**

There is nothing to do here in the evenings and at weekends. School is OK – you have your friends around you and it's fun – but outside school... oh, it's so boring. It's OK if you like long, quiet walks, I suppose. But I don't. I like going to cafés, the cinema, shopping – all the things that only the city can offer you. But I shall have to wait until I finish my exams. I want to go to college in a city – that's my aim. And I won't be coming back if I can help it.

**R1 Speaker 3**

I want to move out of this city – the noise, the dirt, and the fumes from all those cars and buses are absolutely awful and they're getting worse. When I visit my friends who live in the country, I'm so jealous. They can walk in the fresh air and just relax. I'm sure they have fewer colds and illnesses than we get where we live now, always being in hot, confined spaces, like buses, trains and offices, with hundreds of other people. I just hope I can fulfil my dream one day, but it seems rather unlikely, I'm afraid.

**R1 Speaker 4**

I live in a tiny village in the country – we're about thirty kilometres from the nearest town, let alone a city! Don't get me wrong, I loved the city where we lived. I have a real passion for history, and I loved visiting all the museums and exhibitions. But now – well, I landed a dream job! I'm the manager of an old castle. I run the visitors' centre and give talks about the castle's thousand year history. This more than makes up for what I am missing, believe me.

**R1 Speaker 5**

I've just retired from my job as a city banker. All my working life I've lived in the city – I had to, you see, because of my work. And my wife worked in a city bank, too, so it made sense for us to live in a flat close to where we worked. But now, at long last, we have moved into the countryside. We enjoyed our work but now we are pleased to be far away from all the hustle and bustle of city life.

**R1 Speaker 6**

We moved here – my husband, children and I – into the city about ten years ago. We decided our children would have a better way of life – more activities, but even more because we wouldn't have the problem of having to drive our children everywhere. The regular buses and trains are so convenient! I think it has suited us all very well, and I don't feel any sadness about leaving our old way of life behind. You know, there aren't any buses at all in the village where we used to live!\*\*

Pause 00'05"

**R1 Now you will hear the six speakers again.**

Repeat from \* to \*\*  
Pause 00'30"

**R1 That is the end of Exercise 3. In a moment you will hear Exercise 4. Now look at the questions for this part of the exam.**

Pause 00'25"

**TRACK 5****R1 Exercise 4**

You will hear a TV presenter talking to Ivana, from the Czech Republic, who earns her living making puppets. Listen to their conversation 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 talk twice.

- V1** \*Hello Ivana and welcome to our show. Thank you for bringing along some of the wonderful puppets that you make. Our studio audience is fascinated by them.
- V2** I'm always pleased to be able to show off my work!
- V1** Perhaps you could start by telling us a bit about the history of puppets – are they a nineteenth century invention?
- V2** No, they've been popular for over two thousand years! We read about them being used to present plays and dramas in Ancient Greece. Aristotle wrote about puppets – animals and people made out of wood which are moved by strings and levers. In India, puppets dating from around 200 BC have been discovered.
- V1** Who likes going to puppet shows nowadays?
- V2** Well, in the UK people think of them as children's entertainment, and they sometimes watch puppet shows on the beach in the summer time. But you know, puppets are used for adult drama and entertainment all around the world, even today.
- V1** So, what kind of puppet are you holding?
- V2** Well, there are all sorts you can have, shadow puppets, puppets made out of cloth that you wear on your hand like a glove, giant puppets that need four or five people to operate them... but the one I've brought in today is a string puppet. By holding the strings high, and moving them, I can make her walk...(V1 Wow, great!)... and even dance... (V1 Fantastic! You make her movements look so real.)...
- V1** Can you tell us more about how you make the puppets? Are they very difficult to make?
- V2** Well, it depends. They come in all shapes and sizes, but my approach is always the same. I carve all the body parts from wood, which I then paint. The hands are tricky, particularly when I have to do very small fingers, but the feet are generally a bit easier as I can cover those with shoes or boots. The heads are the most challenging, as they create the character of the puppet. And I make all the clothes myself, by hand.
- V1** I've been admiring all the details on this puppet here. She has her own personality. She's a real work of art.
- V2** Thank you. In fact, I never make two the same.
- V1** Tell me, Ivana, where did you begin this work?
- V2** I've always had a special interest in handicrafts. At school, when I was sixteen, I studied textiles and learned how to make clothes. Then, at the age of twenty, I got a job in an animated film studio in Prague. They produced films using puppets. I worked as an assistant and they taught me how

to make puppets and create scenery for the film sets. When I left at the age of twenty three, I set up a workshop to make puppets on my own and sell them to earn my living.

**V1** And you're obviously running a very successful business. Who are your buyers?

**V2** I get lots of enquiries from theatre directors around the world, but I don't sell to them because transport and packaging can be a problem. My puppets are quite big and elaborate, so they are usually hung on a wall in the house, like a painting. I focus on selling to private individuals because art gallery owners don't really see them as serious art work. Although recently one or two have shown interest, so I'm hopeful that I'll be able to sell to them in the future.

**V1** That sounds promising. You clearly love your work, don't you?

**V2** I really do. Yes, it's true. You see, it's a combination of all the activities I love. I can carve. I can paint. I can sew. I can just let my imagination run wild and create unique puppets. It's so satisfying. I work on my own a lot, and I don't get much time for family or friends. I'm lucky that they all understand that I have to work really hard.

**V1** I've seen your website and there seems to be no end to the variety of characters you create. Where do you get your inspiration from?

**V2** Well, I used to re-read the story-books I enjoyed as a child, because some of those characters were so clear in my mind. But now I don't rely on books any more. Some of my friends suggested using TV characters from soap operas, but I didn't find them very inspirational. I get ideas from all sorts of places. I might, for example, walk down the street or past a market stall and quite unexpectedly see someone who catches my attention.

**V1** Ivana, thank you very much for bringing your puppets along and for speaking to us today. Ladies and gentlemen – Ivana!\*\*

Pause 00'20"

**R1** Now you will hear the interview again.

Repeat from \* to \*\*

Pause 00'30"

**R1** That is the end of Exercise 4, and of the exam.

**R1** In a moment your teacher will collect your papers. Please check that you have written your name, Centre number and candidate number on the front of your question paper. Remember, you must not talk until all the papers have been collected.

Pause 00'10"

**R1** Teacher, please collect all the papers.

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