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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.

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**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.

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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.

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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.

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## 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.

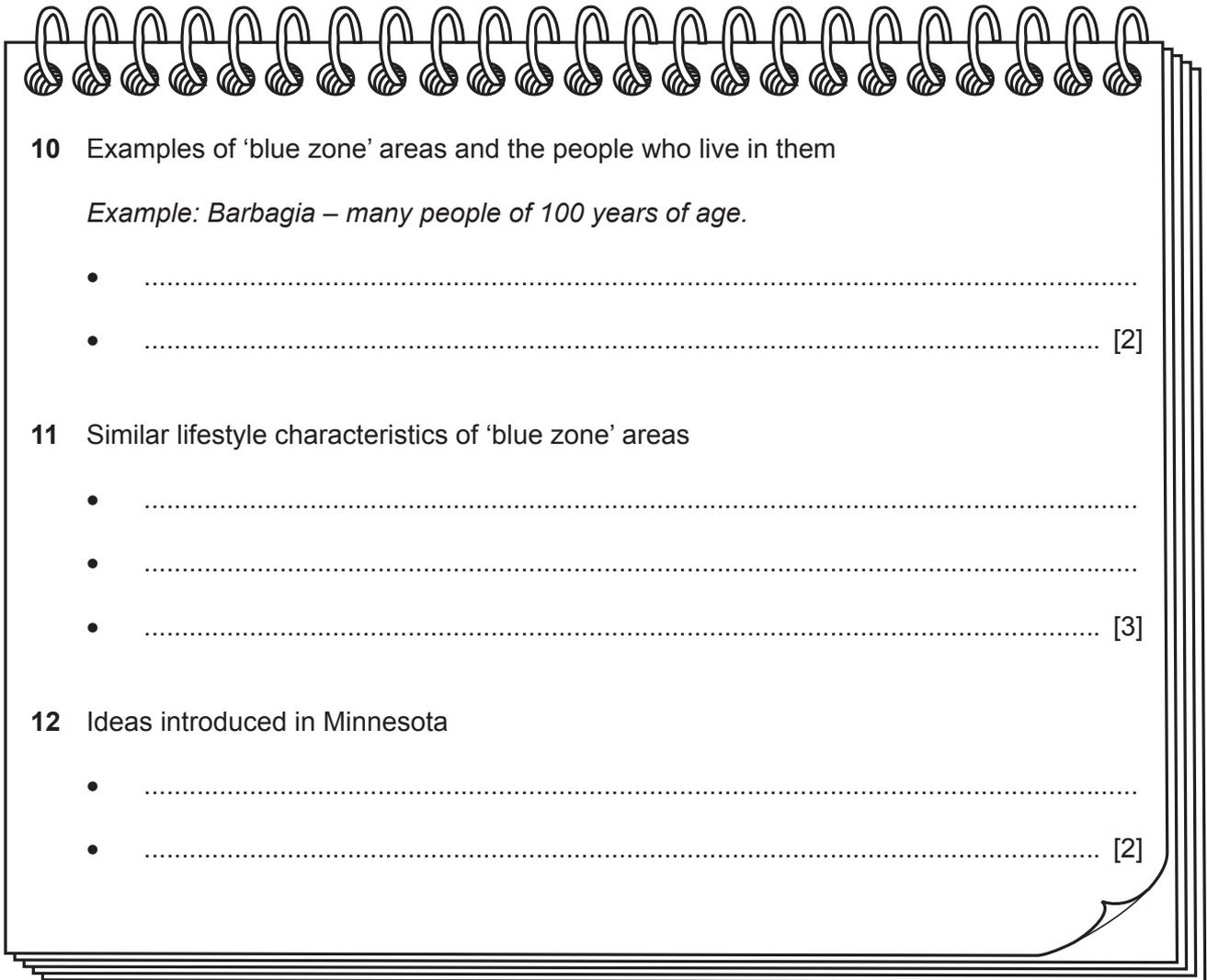
It is possible to try and encourage these habits and customs in other countries in the world. Brueckner has been working with the authorities in a city of 18000 people in Minnesota, USA, where the average life expectancy was 78 years until 2009. The city now has public gardens and a nature trail around 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.



**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.

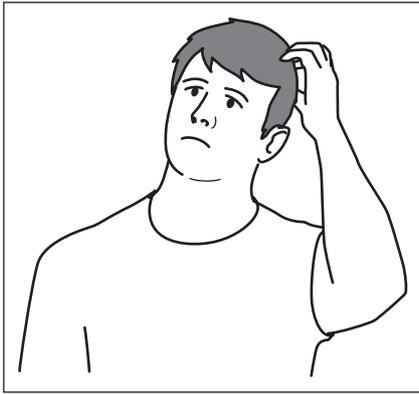
The children I have taught are all different. However, in the kitchen, they are equal: it doesn't matter if they are tall or short, male or female, athletic or academic; cooking is for everyone. In the kitchen, children learn useful skills that they will keep forever. For example, they develop team skills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

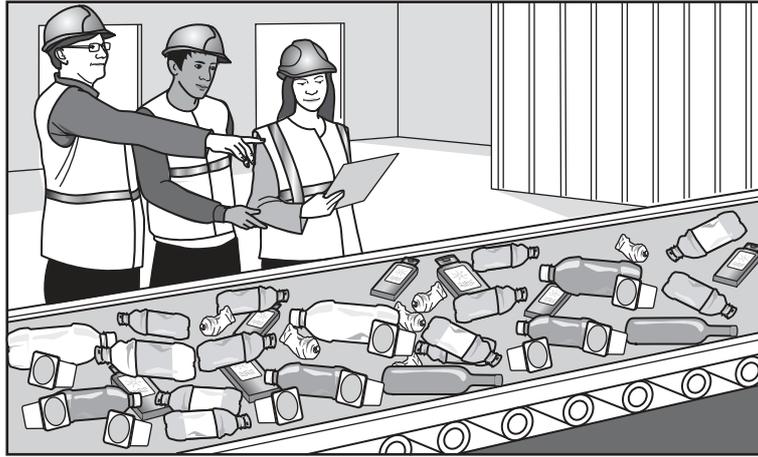
The pictures above may give you some ideas, and you can also use some ideas of your own.

**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**  
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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!

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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.

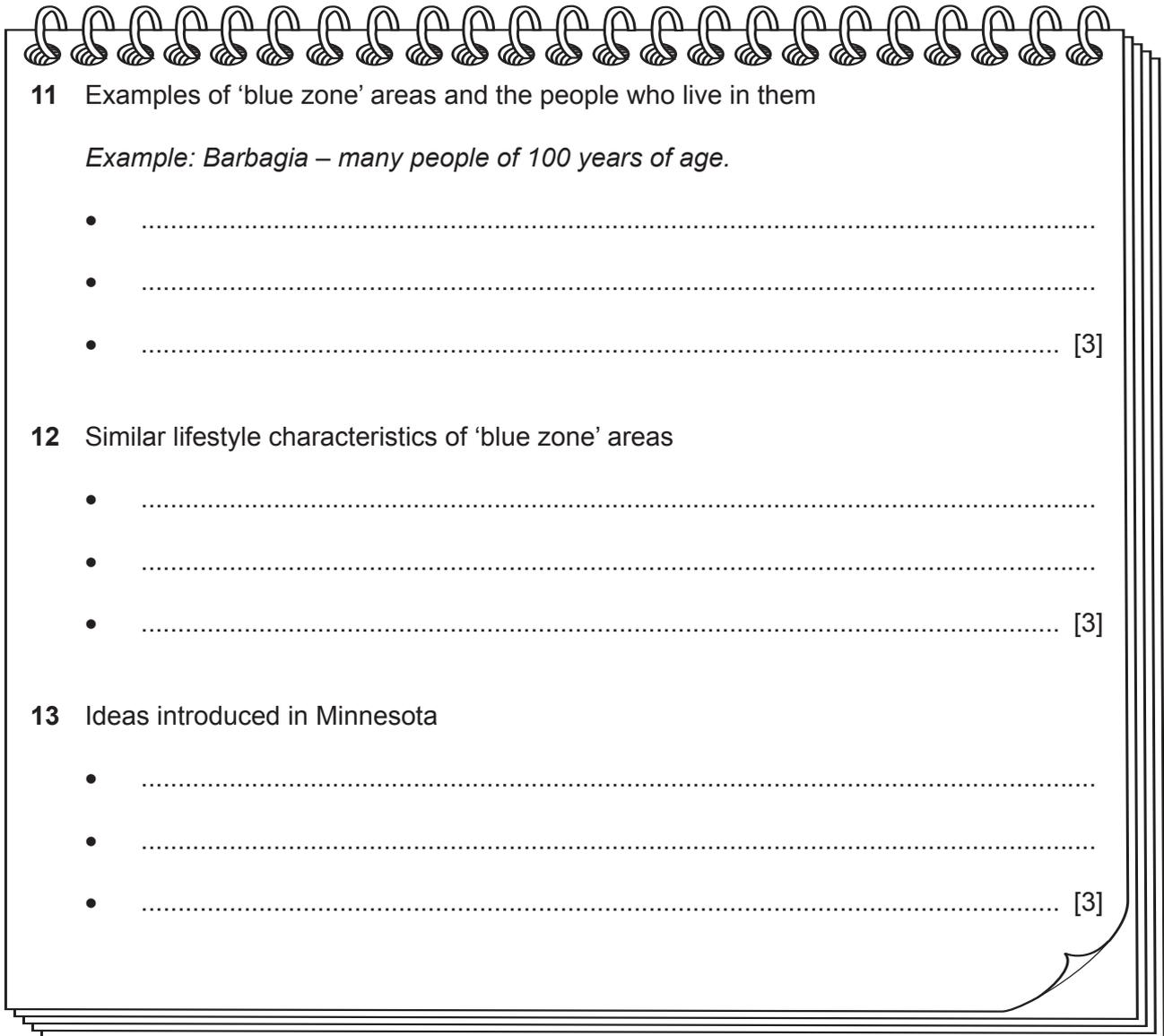
It is possible to try and encourage these habits and customs in other countries in the world. Brueckner has been working with the authorities in a city of 18000 people in Minnesota, USA, where the average life expectancy was 78 years until 2009. The city now has public gardens and a nature trail around 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.

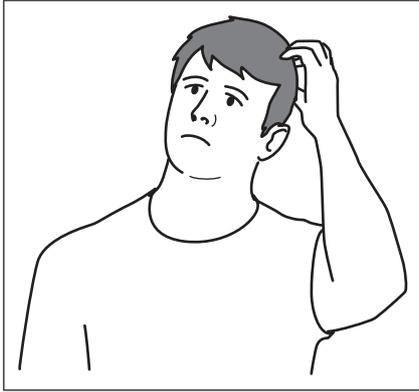
Like most other creatures, we need darkness. It is as essential to our well-being as light itself. By reducing the amount of darkness each day, we are upsetting the regular timing and rhythm of waking and sleeping. This means that we rarely get enough sleep at the right time.

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.



## 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.

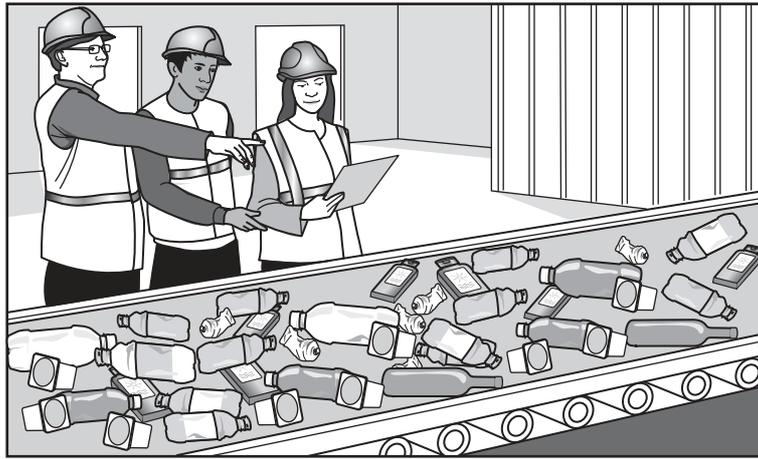
The pictures above may give you some ideas, and you can also use some ideas of your own.

**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]

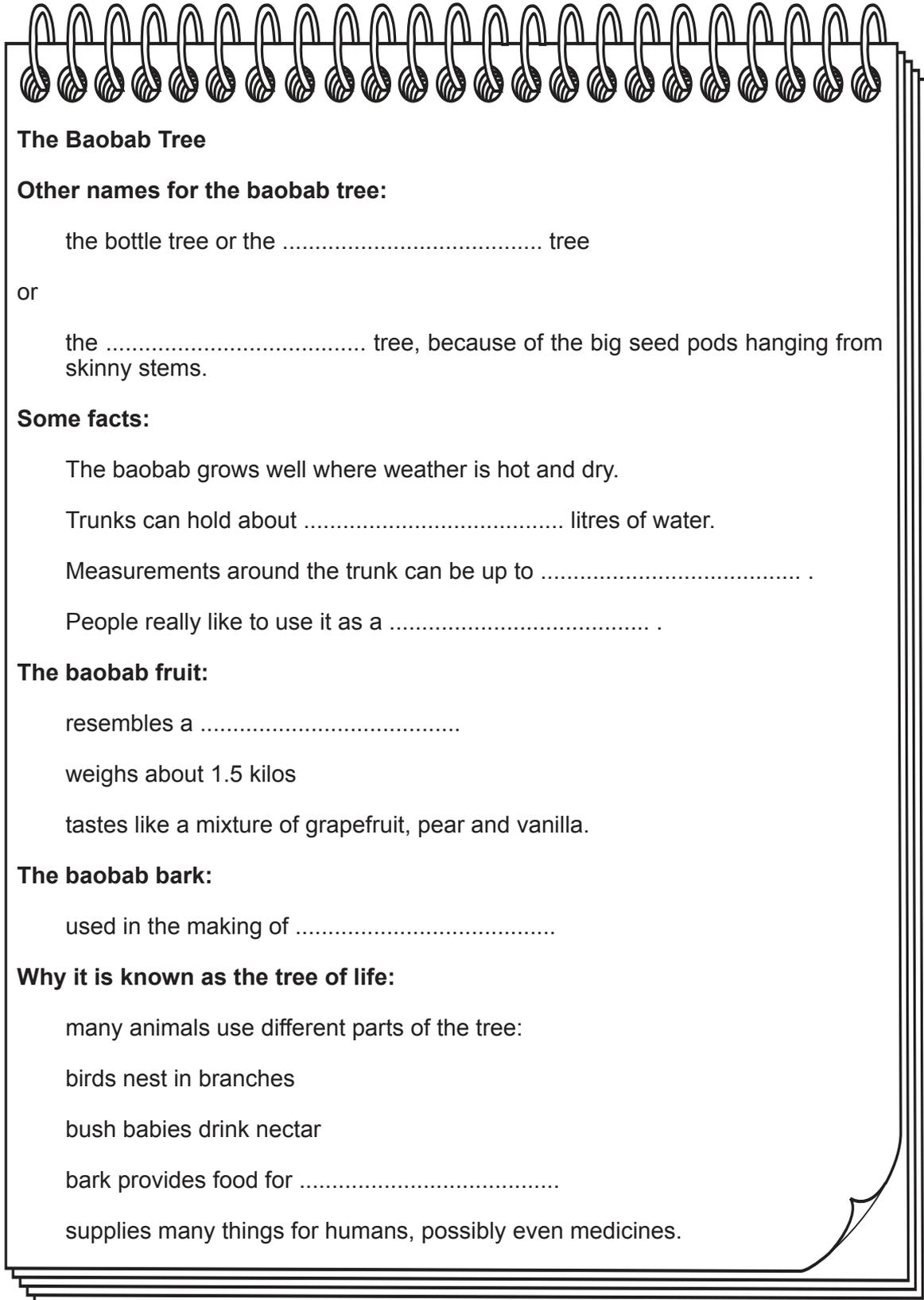
(b) What two colours are available?  
..... [1]

[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]

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[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?  
..... [1]

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

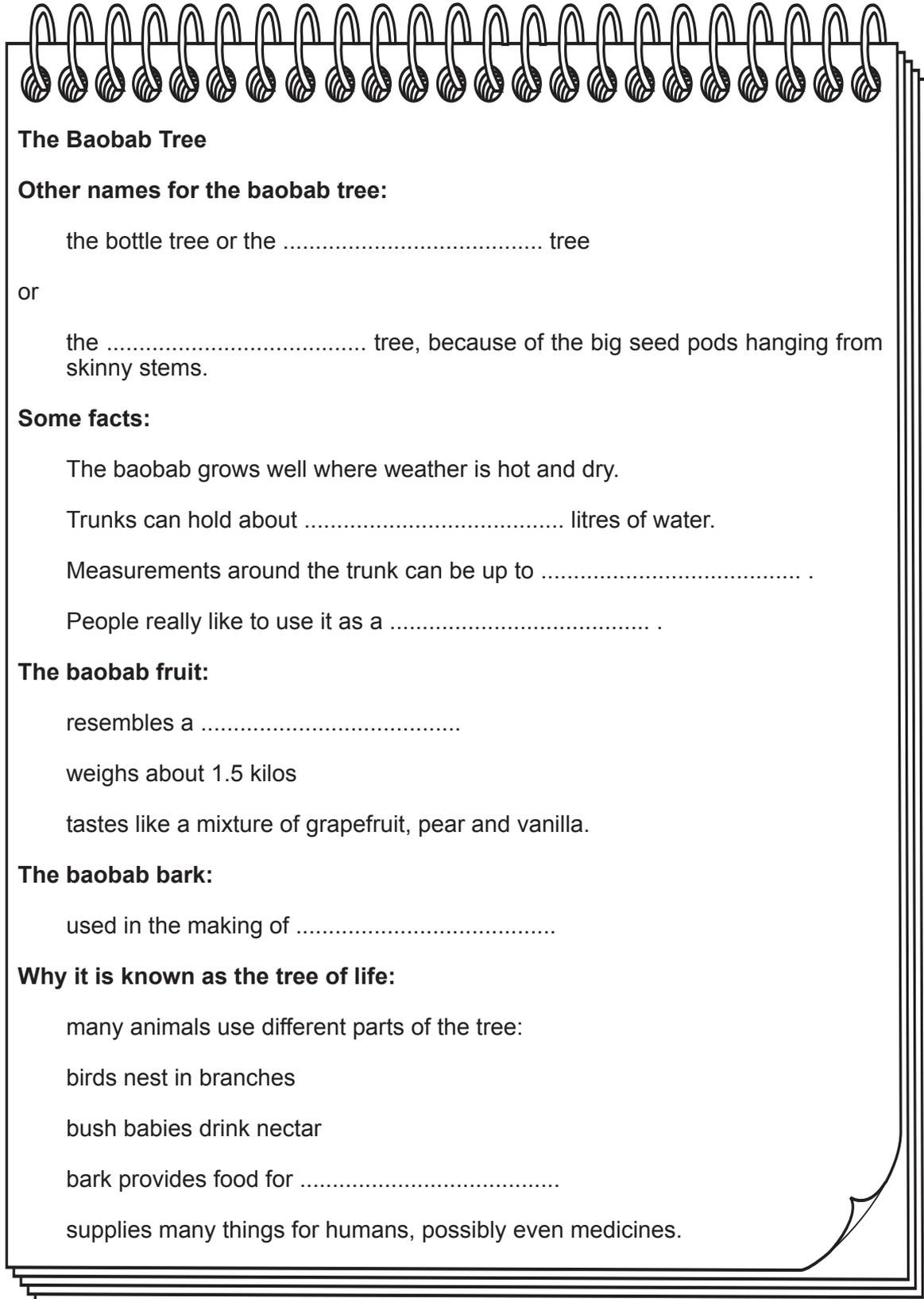
(b) What two colours are available?  
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[Total: 8]

## 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.

## 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

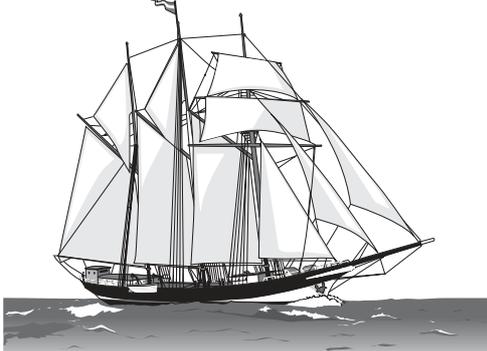
[1]

[Total: 8]

## 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:**

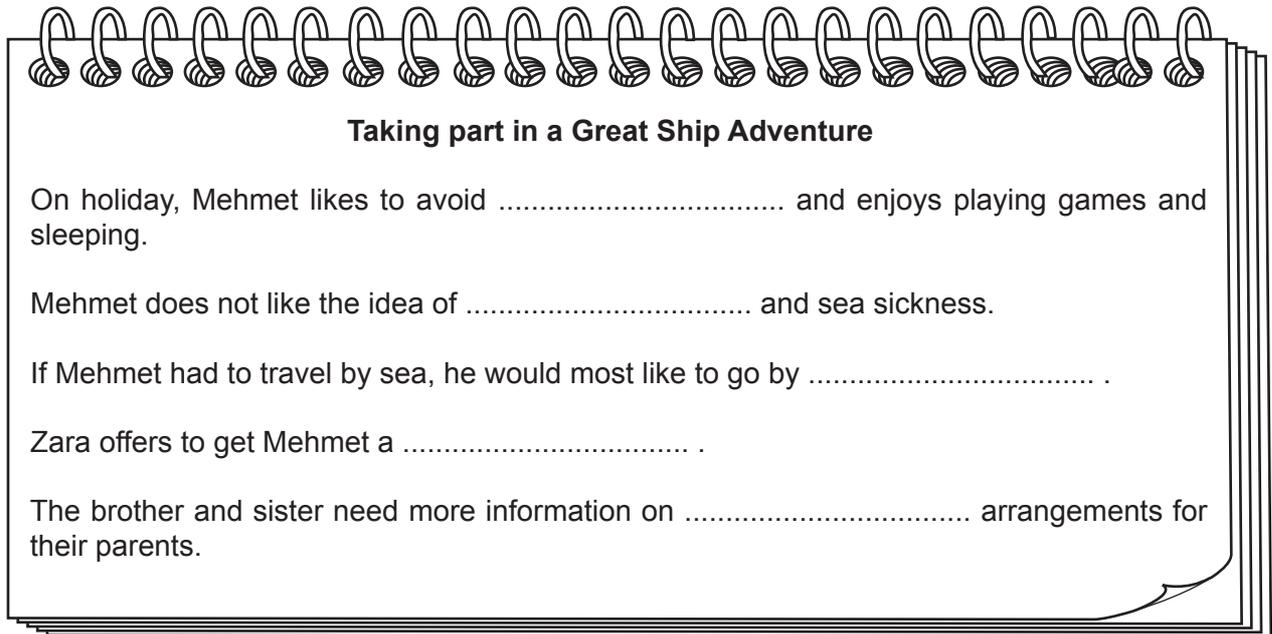
you learn teamwork and how to communicate well

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>	2
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>	3
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>	2

**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	Award 1 mark for each acceptable response, up to a maximum of 3 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>	3

Question	Answer	Marks
12	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>	3

Question	Answer	Marks
13	Award 1 mark for each acceptable response, up to a maximum of 3 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>	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>



**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**

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!

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**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

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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.

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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!

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- 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!

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**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

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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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## Grade thresholds – June 2019

### Cambridge IGCSE™ (9–1) English as a Second Language (Count-In Speaking) (0991)

Grade thresholds taken for Syllabus 0991 (English as a Second Language (Count-In Speaking)) in the June 2019 examination.

	maximum raw mark available	minimum raw mark required for grade:								
		9	8	7	6	5	4	3	2	1
Component 11	60	–	–	–	–	–	44	37	30	22
Component 21	80	73	70	67	62	57	51	–	–	–
Component 22	80	75	72	68	64	58	52	–	–	–
Component 31	30	–	–	–	–	–	20	16	12	9
Component 41	40	38	36	34	32	30	28	–	–	–
Component 42	40	38	36	35	32	30	28	–	–	–
Component 51	30	28	27	26	24	22	21	17	13	9
Component 52	30	28	27	26	24	22	21	17	13	9

The maximum total mark for this syllabus, after weighting has been applied, is **200**.

The overall thresholds for the different grades were set as follows.

Option	Combination of Components	9	8	7	6	5	4	3	2	1
AX	11, 31, 51	–	–	–	–	153	143	118	93	68
FX	21, 41, 51	185	177	169	157	145	133	109	–	–
FY	22, 42, 52	188	180	172	159	146	134	109	–	–

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**ENGLISH AS A SECOND LANGUAGE****0991/11**

Paper 1 Reading and Writing (Core)

**May/June 2019****MARK SCHEME**Maximum Mark: 60

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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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 **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**

Question	Answer	Marks
1	colleague (told her about an advert)	1
2	pass a medical (test)	1
3	(at the end of) January	1
4	(working out) how much food to order	1
5	apple(s)	1
6	(she'd been) busy planning a menu	1
7	<b>Award 1 mark for each detail up to a maximum 2 marks:</b>  do exercise before getting into bed  put your clothes in the bed (the night before)	2
8	(relaxing in) a hot bath	1

**Exercise 2**

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

## Exercise 3

Question	Answer	Marks
10	<p><i>Award 1 mark for each acceptable response, up to a maximum of 3 marks.</i> <i>Acceptable responses are:</i></p> <p><b>How this newly discovered fish behaves differently from other ‘walking fish’</b></p> <ol style="list-style-type: none"> <li>1 uses its (four) fins to walk / doesn’t use tail to jump or slide forward</li> <li>2 walks (exactly) like a land animal (with four legs)</li> <li>3 climbs waterfalls using its body (to grip the rock)</li> <li>4 keeps its tail straight as it walks / tail movement is not typical as it walks</li> </ol>	<b>3</b>
11	<p><i>Award 1 mark for each acceptable response, up to a maximum of 2 marks.</i> <i>Acceptable responses are:</i></p> <p><b>What scientists might learn from the discovery of this new fish</b></p> <ol style="list-style-type: none"> <li>1 why it moves in this (unique) way</li> <li>2 what life (on Earth) looked like 400 million years ago / what life (on Earth) looked like when (living) creatures moved from oceans to land</li> <li>3 how (living) creatures learned to walk / how (living) creatures first walked</li> <li>4 whether they are our earliest (living) ancestors</li> </ol>	<b>2</b>
12	<p><i>Award 1 mark for each acceptable response, up to a maximum of 2 marks.</i> <i>Acceptable responses are:</i></p> <p><b>Why it was difficult for scientists to study this new fish</b></p> <ol style="list-style-type: none"> <li>1 only (been) found in eight caves (in Thailand)</li> <li>2 only (around) 2000 exist / only (around) 2000 in the wild</li> <li>3 not allowed to remove (them) from caves</li> <li>4 needed (to obtain special) permission from the Thai government</li> </ol>	<b>2</b>

**Exercise 4**

- You should decide on a mark for Content and Language **separately**.
- **Content** points are listed below.
- **Language** covers **organisation** and **coherence**, and **range** and **accuracy** of language. When deciding on a mark for Language, first gain an impression of the response, then focus on the level descriptors in order to decide on the best fit. If all three bullet points within the band are fulfilled then it is likely that you will award the higher mark within that band.
- If the response exceeds 90 words, a maximum of 4 marks can be awarded for Language.

Question	Answer	Marks
13	Award up to a total of 12 marks.	
	Up to <b>6 marks</b> to be awarded for <b>Content</b> (Reading)  Relevant Content points to include are:  1 arrive early 2 watch people already climbing 3 put belongings into a zipped pocket 4 leave anything valuable at home 5 listen carefully to your guide / remember what guide says 6 ask the guides for help 7 wear clothes you don't mind getting dirty 8 bring a waterproof jacket	<b>6</b>
	Up to <b>6 marks</b> to be awarded for <b>Language</b> (Writing).  See generic marking criteria for Exercise 4.	<b>6</b>

**Generic marking criteria for Exercise 4**

<b>Marks</b>	<b>Language (Writing)</b>
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>• 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>• 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>

**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 a maximum of 2 marks for Content.
- 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 <b>up to 6 marks</b> 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 <b>up to 6 marks</b> to be awarded for <b>Language</b> . See generic marking criteria for Exercises 5 and 6.	<b>12</b>

## Marking Criteria for Exercises 5 and 6

Marks	Content (maximum 6 marks)	Marks	Language (maximum 6 marks)
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>

<b>Marks</b>	<b>Content (maximum 6 marks)</b>	<b>Marks</b>	<b>Language (maximum 6 marks)</b>
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**

**0991/21**

Paper 2 Reading and Writing (Extended)

**May/June 2019**

MARK SCHEME

Maximum Mark: 80

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This document consists of **11** 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

Question	Answer	Marks
1	colleague (told her about an advert)	1
2	pass a medical (test)	1
3	(at the end of) January	1
4	(working out) how much food to order	1
5	apple(s)	1
6	(she'd been) busy planning a menu	1
7	<b>Award 1 mark for each detail up to a maximum 2 marks:</b>  do exercise before getting into bed  put your clothes in the bed (the night before)	2
8	(relaxing in) a hot bath	1
9	<b>Award 1 mark for each detail up to a maximum of 4 marks:</b>  the colours of the landscape / (amazing) range of landscape colours preparing meals that make them feel better (the opportunity to) be creative the cold saving (lots of) money	4

**Exercise 2**

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

## Exercise 3

Question	Answer	Marks
11	<p><i>Award 1 mark for each acceptable response, up to a maximum of 3 marks.</i> <i>Acceptable responses are:</i></p> <p><b>How this newly discovered fish behaves differently from other ‘walking fish’</b></p> <ol style="list-style-type: none"> <li>1 uses its (four) fins to walk / doesn’t use tail to jump or slide forward</li> <li>2 walks (exactly) like a land animal (with four legs)</li> <li>3 climbs waterfalls using its body (to grip the rock)</li> <li>4 keeps its tail straight as it walks / tail movement is not typical as it walks</li> </ol>	<b>3</b>
12	<p><i>Award 1 mark for each acceptable response, up to a maximum of 3 marks.</i> <i>Acceptable responses are:</i></p> <p><b>What scientists might learn from the discovery of this new fish</b></p> <ol style="list-style-type: none"> <li>1 why it moves in this (unique) way</li> <li>2 what life (on Earth) looked like 400 million years ago / what life (on Earth) looked like when (living) creatures moved from oceans to land</li> <li>3 how (living) creatures learned to walk / how (living) creatures first walked</li> <li>4 whether they are our earliest (living) ancestors</li> </ol>	<b>3</b>
13	<p><i>Award 1 mark for each acceptable response, up to a maximum of 3 marks.</i> <i>Acceptable responses are:</i></p> <p><b>Why it was difficult for scientists to study this new fish</b></p> <ol style="list-style-type: none"> <li>1 only (been) found in eight caves (in Thailand)</li> <li>2 only (around) 2000 exist / only (around) 2000 in the wild</li> <li>3 not allowed to remove (them) from caves</li> <li>4 needed (to obtain special) permission from (Thai) government</li> </ol>	<b>3</b>

**Exercise 4:**

- You should decide on a mark for Content and Language **separately**.
- **Content** points are listed below.
- This paper has two aspects of Content in the task. If only one aspect is successfully addressed, then a **maximum of 4 marks can be awarded for Language**.
- **Language** covers **organisation** and **coherence**, and **range** and **accuracy** of language. When deciding on a mark for Language, first gain an impression of the response, then focus on the level descriptors in order to decide on the best fit. If all three bullet points within the band are fulfilled then it is likely that you will award the higher mark within that band.
- If the response exceeds 120 words, a maximum of 6 marks can be awarded for Language.

Question	Answer	Marks
14	Award up to a total of 16 marks.	
	<p>Up to <b>8 marks</b> to be awarded for <b>Content</b> (Reading)</p> <p>Relevant points to include are:</p> <p><b>How to improve your intelligence</b></p> <ol style="list-style-type: none"> <li>1 do number puzzles</li> <li>2 treat your brain like any other part of your body / do exercise / have a healthy diet / run</li> <li>3 make changes to your clothing / wear a white coat / wear a lab coat</li> <li>4 do something that you're not good at / do something (uncomfortably) difficult</li> <li>5 use technology to expose yourself to complex (new) material</li> <li>6 don't go quickly from one topic to another / pick one subject and go into it in depth</li> </ol> <p><b>How to appear more intelligent to other people</b></p> <ol style="list-style-type: none"> <li>7 speak confidently</li> <li>8 smile while you are talking</li> <li>9 wear glasses</li> <li>10 use a middle initial</li> </ol>	<b>8</b>
	<p>Up to <b>8 marks</b> to be awarded for <b>Language</b> (Writing).</p> <p>See generic marking criteria for Exercise 4.</p>	<b>8</b>

**Generic marking criteria for Exercise 4**

<b>Marks</b>	<b>Language (Writing)</b>
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>• 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>• 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>• 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>

**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 a maximum of 3 marks for Content.
- 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>

## Marking Criteria for Exercises 5 and 6

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**

**0991/22**

Paper 2 Reading and Writing (Extended)

**May/June 2019**

MARK SCHEME

Maximum Mark: 80

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**Published**

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This document consists of **11** 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**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1	Uncle / Tom	1
2	research	1
3	traffic	1
4	touches shoulder	1
5	watched first group / watched skydivers / watched others	1
6	last on plane	1
7	helmet	1
8	<b>Award 1 mark for each detail up to a maximum 2 marks:</b>  wind  (being) pushed upwards	2
9	<b>Award 1 mark for each detail up to a maximum 4 marks:</b>  1 talk over / missing talk / short talk 2 wait 3 skydivers appeared / seeing skydivers /skydivers in sky 4 rattling noise / noise plane made 5 sitting in doorway of plane	4

**Exercise 2**

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

## Exercise 3

Question	Answer	Marks
11	<p><i>Award 1 mark for each acceptable response, up to a maximum of 5 marks.</i> <i>Acceptable responses are:</i></p> <p><b>What Jennifer enjoys about playing for the university volleyball team</b></p> <ol style="list-style-type: none"> <li>1 added to her experience / teammates / made friends (for life)</li> <li>2 coaches (have had positive impact)</li> <li>3 (she needs to spend her free time doing volleyball) practice</li> <li>4 better (physical) shape</li> <li>5 represent university / once-in-a-lifetime experience</li> <li>6 learned (useful) skills / learned how to manage (her) time</li> </ol>	<b>5</b>
12	<p><i>Award 1 mark for each acceptable response, up to a maximum of 4 marks.</i> <i>Acceptable responses are:</i></p> <p><b>What Jennifer finds difficult about playing for the university volleyball team</b></p> <ol style="list-style-type: none"> <li>1 getting up early / volleyball practice before classes start</li> <li>2 (having to eat) breakfast before training /eating before training</li> <li>3 less time for studies (than other students)</li> <li>4 injuries (are common)</li> <li>5 can't go to party / missing (out on) social aspect</li> </ol>	<b>4</b>

**Exercise 4**

- You should decide on a mark for Content and Language **separately**.
- **Content** points are listed below.
- **Language** covers **organisation** and **coherence**, and **range** and **accuracy** of language. When deciding on a mark for Language, first gain an impression of the response, then focus on the level descriptors in order to decide on the best fit. If all three bullet points within the band are fulfilled then it is likely that you will award the higher mark within that band.
- If the response exceeds 120 words, a maximum of 6 marks can be awarded for Language.

Question	Answer	Marks
13	Award up to a total of 16 marks.	
	Up to <b>8 marks</b> to be awarded for <b>Content</b> (Reading)  Relevant Content points to include are:  1 wipe lens / clean lens 2 tap to focus 3 apps alter appearance / apps edit 4 (use) natural light / (use) good light / avoid flash 5 use both hands / keep phone steady 6 use volume button 7 (keep) background simple 8 get close(r) / don't zoom 9 don't run out of power / avoid shooting videos	<b>8</b>
	Up to <b>8 marks</b> to be awarded for <b>Language</b> (Writing).  See generic marking criteria for Exercise 4.	<b>8</b>

**Generic marking criteria for Exercise 4**

<b>Marks</b>	<b>Language (Writing)</b>
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>• 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>• 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>• 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>

**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 a maximum of 3 marks for Content.
- 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 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
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>

## Marking Criteria for Exercises 5 and 6

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**

**0991/31**

Paper 3 Listening (Core)

**May/June 2019**

MARK SCHEME

Maximum Mark: 30

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**Published**

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**Generic Marking Principles**

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**GENERIC MARKING PRINCIPLE 2:**

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

**GENERIC MARKING PRINCIPLE 3:**

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- marks are not deducted for errors
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- 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.

Question	Answer	Marks
1(a)	(the) volcano(s)	1
1(b)	(his / man's) sister	1

Question	Answer	Marks
2(a)	(the) canteen	1
2(b)	£4.20 / four pound(s) twenty	1

Question	Answer	Marks
3(a)	managing change	1
3(b)	check(ing) (her) email(s)	1

Question	Answer	Marks
4(a)	(a / the) title	1
4(b)	(in her) garden(s)	1

Question	Answer	Marks
5(a)	august	1
5(b)	(large) leaves	1
5(c)	(wooden) sticks	1
5(d)	wool	1
5(e)	stone	1
5(f)	bones (inside)	1
5(g)	(sand) sculpture(s)	1
5(h)	passport(s)	1

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
6(a)	Speaker 1: E	<b>1</b>
6(b)	Speaker 2: F	<b>1</b>
6(c)	Speaker 3: D	<b>1</b>
6(d)	Speaker 4: A	<b>1</b>
6(e)	Speaker 5: G	<b>1</b>
6(f)	Speaker 6: C	<b>1</b>

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

Brackets ( ) indicate optional words



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**ENGLISH AS A SECOND LANGUAGE**

**0991/41**

Paper 4 Listening (Extended)

**May/June 2019**

MARK SCHEME

Maximum Mark: 40

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**Published**

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1(b)	(his / man's) sister	1

Question	Answer	Marks
2(a)	(the) canteen	1
2(b)	£4.20 / four pound(s) twenty	1

Question	Answer	Marks
3(a)	managing change	1
3(b)	check(ing) (her) email(s)	1

Question	Answer	Marks
4(a)	(a / the) title	1
4(b)	(in her) garden(s)	1

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5(c)	(wooden) sticks	1
5(d)	wool	1
5(e)	stone	1
5(f)	bones (inside)	1
5(g)	(sand) sculpture(s)	1
5(h)	passport(s)	1

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
6(a)	Speaker 1: E	1
6(b)	Speaker 2: F	1
6(c)	Speaker 3: D	1
6(d)	Speaker 4: A	1
6(e)	Speaker 5: G	1
6(f)	Speaker 6: C	1

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

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
8A(a)	evidence	<b>1</b>
8A(b)	homework / home(-)work	<b>1</b>
8A(c)	structure	<b>1</b>
8A(d)	argument(s)	<b>1</b>
8A(e)	observation(s) / observing	<b>1</b>
8B(a)	permanent	<b>1</b>
8B(b)	intention(s) / intent	<b>1</b>
8B(c)	conservation	<b>1</b>
8B(d)	abstract	<b>1</b>
8B(e)	capacity	<b>1</b>

Brackets ( ) indicate optional words



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**ENGLISH AS A SECOND LANGUAGE**

**0991/42**

Paper 4 Listening (Extended)

**May/June 2019**

MARK SCHEME

Maximum Mark: 40

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**Published**

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**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.

Question	Answer	Marks
1(a)	(seeing) (his) friends	1
1(b)	(early) next year	1

Question	Answer	Marks
2(a)	(he) got lost	1
2(b)	10.30 (tomorrow) / ten thirty (tomorrow) / half past ten (tomorrow)	1

Question	Answer	Marks
3(a)	(some) gardening	1
3(b)	(the) / (pizza) restaurant	1

Question	Answer	Marks
4(a)	(her) (son's) graduation	1
4(b)	(in) (a) hotel	1

Question	Answer	Marks
5(a)	City College	1
5(b)	company owners	1
5(c)	confidence	1
5(d)	furniture	1
5(e)	(business) plan	1
5(f)	advertising	1
5(g)	bigger offices	1
5(h)	stay calm	1

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
6	Speaker 1: E	1
	Speaker 2: G	1
	Speaker 3: B	1
	Speaker 4: C	1
	Speaker 5: A	1
	Speaker 6: F	1

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

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
8A(a)	(his) tutors	<b>1</b>
8A(b)	difference engine	<b>1</b>
8A(c)	(the) planets	<b>1</b>
8A(d)	finance	<b>1</b>
8A(e)	printer	<b>1</b>
8B(a)	electrical engineering	<b>1</b>
8B(b)	driving	<b>1</b>
8B(c)	function	<b>1</b>
8B(d)	reliable	<b>1</b>
8B(e)	desk	<b>1</b>

Brackets ( ) indicate optional words.



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

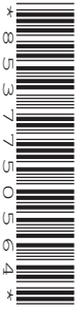
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**ENGLISH AS A SECOND LANGUAGE**

**0991/11**

Paper 1 Reading and Writing (Core)

**May/June 2019**

**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 on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

Dictionaries are **not** allowed.

At the end of the examination, fasten all your work securely together.

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 **3** blank pages.

## Exercise 1

Read the article about a chef who works in Antarctica, and then answer the following questions.

### Cooking on ice

Jennifer Doyle is a chef in one of the world's remotest places. She works at the Casey Research Station in Antarctica, where she's in charge of feeding the scientists who work there. 'It's such a fascinating environment. Lots of my colleagues comment on the night skies, which are full of light. But for me it's the colours of the landscape that stand out. People think everything is white but actually there's an amazing range.'

Three years ago, Jennifer worked as Head Chef for a multinational company, preparing business lunches and party food. 'The job was good but I was bored. I'd been looking at job adverts in catering magazines but hadn't seen anything interesting.' Then, a colleague told her about an advert for chefs to work in Antarctica, so she applied. Her application was successful, on the condition that she could pass a medical test. 'I didn't have any doubts about accepting. I wanted to go straightaway!'

During Antarctic winters, which last from February to December, the research station is completely cut off from the outside world by ice. A ship arrives at the end of January with supplies for the winter. Once it leaves, the sea freezes and the staff are on their own until December. 'I can't pop out to the supermarket – the nearest is 2000 miles away in Chile! But that's not as big a problem as working out how much food to order. That's the biggest challenge for me.'

Jennifer believes that being a chef in Antarctica is not just about cooking food. 'Food is very powerful and can have a big effect on people's mood. Preparing meals that make them feel better is one of the most rewarding aspects of my job.' And while other chefs might feel limited by a narrow range of ingredients, Jennifer doesn't. 'This job gives me a fantastic opportunity to be creative, as I have to come up with ideas for meals using only the ingredients I have.' The fruit and vegetables only last a few months, and when they run out people start to dream about fresh food like oranges, according to Jennifer. 'One year, people started keeping apples to trade with each other and these became quite a valuable currency.'

Winter temperatures reach minus 50 degrees Celsius, and when the wind blows it can feel even colder. Jennifer remembers when she first arrived. 'I stepped outside but hadn't put on my protective glasses. Within minutes, my eyes started to freeze so I had to get back inside quickly! I'd been so busy planning a menu, I just didn't remember to put them on – I won't make that mistake again!' For Jennifer, however, the cold is all part of the attraction of being in Antarctica. She accepts that some people find such low temperatures difficult but says there are things they can do to help. 'If you go to bed cold, you tend to stay cold, so try to do some exercise before getting into bed. This might sound strange but it can really make a difference.' Another of her useful tips is to put your clothes in the bed the night before so they're not so cold when you put them on the next morning.

So would she go back to a normal job? 'Not at the moment, although sometimes I dream about relaxing in a hot bath. We're only allowed a two-minute daily shower, as every drop of water has to be dug from the ice and melted. Overall though, it's great. There isn't much to spend my salary on, so I'm saving lots of money for the future!'

- 1 How did Jennifer first find out about the job?  
..... [1]
- 2 What did Jennifer have to do in order to accept the job offer?  
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- 3 When is food delivered to the research station?  
..... [1]
- 4 What does Jennifer find most difficult about her job?  
..... [1]
- 5 Which food did staff use to exchange for other things?  
..... [1]
- 6 Why did Jennifer forget to wear glasses one day?  
..... [1]
- 7 What advice does Jennifer give for keeping warm inside the research station? Give **two** details.  
.....  
..... [2]
- 8 What does Jennifer miss?  
..... [1]

[Total: 9]

**Exercise 2**

Read the reviews of three websites (**A – C**) that teach people to play the guitar. Then answer Question **9 (a) – (h)**.

**Best websites for learning how to play the guitar**

*Reviewed by Guitar Magazine's Dave Garner*

**A guitarhome.com**

Many of the good things about other websites for learning how to play the guitar are also true of guitarhome.com – after all, competition is strong, so they generally have similar features. One thing that stands out about this one is the site's Hub Learning technique, which takes you through the basics to an intermediate level in an effective way. If you're just starting out, you'll be playing simple solos in no time, but if you can already do this, other sites might be more useful. The ability to download video content to your computer is useful, and the lessons themselves are great, but they don't try to include too much at once. Another thing that's good is the free trial. Go to the website, fill in your email address, and start learning! One word of warning – you'll be sent lots of emails advertising the lessons, but this is understandable since the more people who choose to sign up and pay a monthly fee, the more they can keep delivering a high-quality service.

**B jerrysguitars.com**

This website has fans from all over the world. There's a long list of song options to choose from, and you're sure to find your favourite. The free lessons teach everything from the basic notes to impressive solos, and the enthusiasm shown by tutor Jerry makes learning a pleasure. So just select the song you want to learn, and watch the lesson. The site is well-organised so it's easy to find what you want. For example, if you want to focus on advanced technique, there's a section for that, and there are also lessons for those with some previous experience. Although perhaps there's less information in the beginner lessons than you would get from sites you pay for, it's still worth a look.

**C easyguitar.com**

This is one of the biggest guitar lesson websites around, and has all the top-quality features you'd expect. There are over 5000 lessons, so whatever your taste in music, you'll find it here. Members are really happy with the service – any negative comments are generally to complain that lessons aren't free. But considering what you get, \$6.99 a month seems reasonable. Learning with easyguitar.com is fun, and you'll see big improvements no matter how experienced you are. A highlight of this site is that you can video-chat online with instructors from the comfort of your home. There are also lessons recorded by some famous guitarists, which show the techniques used in some of music's most well-known songs, although these will probably be of more practical use for advanced players. The organisation of the beginner's section is a bit complicated, with many choices to make and different teachers. But once you've found your way around the site, you'll love discovering new and unexpected styles from all over the world.

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

Which review ...

- (a) describes a service which allows learners to speak directly with teachers? ..... [1]
- (b) compares the amount of content in lessons with websites which are not free? ..... [1]
- (c) suggests that the site may not be suitable for more experienced players? ..... [1]
- (d) suggests that the number of options on the website for new players may be confusing?  
..... [1]
- (e) remarks on the positive effect of the teacher's personality? ..... [1]
- (f) comments that the lessons contain an appropriate amount of information? ..... [1]
- (g) mentions that guitar players of all levels will make progress? ..... [1]
- (h) comments that it is acceptable for the site to encourage membership? ..... [1]

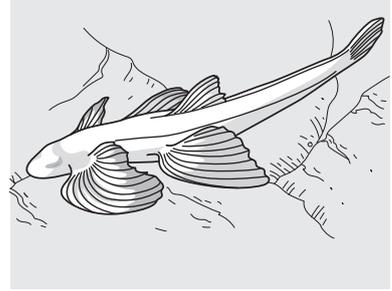
[Total: 8]

### Exercise 3

Read the article about the discovery of a new type of fish, and then complete the notes.

#### The discovery of an important little fish

When Dr. Brooke Flammang first watched a video of a new fish that had recently been discovered in Thailand, she couldn't believe what she was seeing. The fish was walking. But it wasn't the walking that amazed her: Dr. Flammang is a scientist who studies the way fish move, so she's used to seeing fish that appear to 'walk' over rocks or through fast, flowing water. It was *how* the fish was walking that surprised her. While any other so-called walking fish jumps or slides forward using its tail, this new fish uses its four fins to walk. In fact, it walks exactly like a land animal with four legs, and she knew this was very unusual. She was amazed, and knew straightaway that the discovery could be significant as it would offer scientists a fantastic opportunity to gather information about why the fish moves in this unique way.



The fish, which is pink and has no eyes, has only been found in eight caves in Thailand. It was filmed by a team of scientists working there, so Dr. Flammang contacted them to ask how she could get hold of one of the blind cave fish for her research. It turned out that only around 2000 exist in the wild, so researching them was not going to be straightforward.

However, Dr. Flammang was determined to further investigate the behaviour of the newly discovered fish. She had observed in the video how the fish walks and knew that this was very unusual. But more crucially, she believed that the fish might show us what life on Earth looked like 400 million years ago. This was when living creatures moved from the oceans to the land. Since she was not allowed to remove the fish from the caves, she had to come up with a new way of observing them.

First, she requested help from a Thai scientist, Dr. Apinun Suvarnaraksha. Dr. Suvarnaraksha needed to obtain special permission from the Thai government to examine the new fish and film more detailed videos of it in the caves. These videos provided Dr. Flammang with more examples of its unusual behaviour. 'Amazingly, the videos showed that this fish climbs waterfalls using its body to grip the rock. Previously I'd only seen 'walking fish' doing this using the force of the water to swim up the waterfall,' Dr. Flammang explained.

As well as filming new videos, Dr. Suvarnaraksha was able to produce a detailed image of the inside of the new fish. This showed that some of its bones were similar to those of land animals. 'It seems that the fish's skeleton is designed so that it keeps its tail straight as it walks, which is unlike the typical tail movement of other 'walking fish'. It really is exciting – this little fish might help us understand how living creatures first learned to walk! And without the help of Dr. Suvarnaraksha, we never would have made these discoveries,' said Dr. Flammang.

Dr. Flammang believes that her experience is an example of how working in international teams and using technology can bring great research results for scientists. 'Our next goal is to find out whether they are our earliest living ancestors. We've come up with really exciting results so far.'

You are going to give a talk about the discovery of the new fish to your class at school.

Prepare some notes to use as the basis for your talk.

Make short notes under each heading.

<p><b>10</b> How this newly discovered fish behaves differently from other 'walking fish':</p> <ul style="list-style-type: none"><li>• .....</li><li>• .....</li><li>• ..... [3]</li></ul>
<p><b>11</b> What scientists might learn from the discovery of this new fish:</p> <ul style="list-style-type: none"><li>• .....</li><li>• ..... [2]</li></ul>
<p><b>12</b> Why it was difficult for scientists to study this new fish:</p> <ul style="list-style-type: none"><li>• .....</li><li>• ..... [2]</li></ul>

[Total: 7]

### Exercise 4

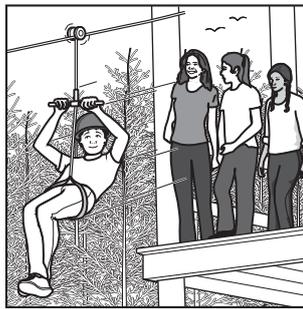
- 13 Read the article about a teenager's day trip to Treetop World, an adventure park in the forest where people can climb high in the trees.

**Write a summary about the advice given to people who are planning to go to Treetop World.**

**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.

### Adventure in the trees



I loved climbing trees as a child, so for my birthday last weekend my friends knew exactly where to take me – a day out to Treetop World! The only way to describe Treetop World is an adventure park high in the forest. You experience climbing and swinging across the treetops on ropes and ladders, all in a safe environment with expert guides to help.

Our tickets were booked for 14:00, but I'd definitely recommend arriving early. This is a good idea as you can watch the people already climbing high in the trees. It looked a bit scary but lots of fun, although one man dropped his phone onto the ground below. Obviously, it's a good idea to put your belongings into a zipped pocket! And if possible leave anything valuable at home.

At 14:00 our guide, Jed, gave us our safety talk, which everyone has to attend. It included some useful tips. He made the talk entertaining, and when I was up in the trees feeling slightly nervous, I was glad I remembered what he'd said. So listen carefully to your guide – you won't regret it.

To get up in the trees, we had to climb a 150-metre ladder to the first platform. I was chosen as the first person to swing across to the next branch. I felt unsure, but took a deep breath and stepped forwards. Suddenly I was rushing through the air like a bird, landing safely at the next tree. I loved it!

The course is easy at first and gets more challenging, but my confidence increased as I got used to the equipment. Guides monitor you from the forest floor, so if you get a little scared or have a question, just ask them for help.

After two hours swinging in the trees, we were covered in dust! One thing I'd suggest is wearing clothes you don't mind getting dirty. And the park remains open even in the rain, so you might want to bring a waterproof jacket. We returned home after a great day out, feeling exhausted but very happy!



## Exercise 5



**14** Last month, you won a competition to meet a famous person. Yesterday, you finally met them.

**Write an email to a friend telling them about this.**

In your email, you should:

- explain what you had to do to win the competition
- describe your meeting with the famous person
- say how you felt after meeting this person.

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** In class you have been discussing whether it is important for all students to have music lessons at school.

Here are some comments from your classmates:

*There are more important things to do at school.*

Music isn't useful for what I want to do in life.

Well, I like the chance to do something creative.

*I think I improve in my other subjects as a result.*

**Write an article for your teacher, giving your views.**

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

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

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







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

CANDIDATE  
NAME

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CENTRE  
NUMBER

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CANDIDATE  
NUMBER

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**ENGLISH AS A SECOND LANGUAGE**

**0991/21**

Paper 2 Reading and Writing (Extended)

**May/June 2019**

**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 on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

Dictionaries are **not** allowed.

At the end of the examination, fasten all your work securely together.

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 **3** blank pages.

**Exercise 1**

Read the article about a chef who works in Antarctica, and then answer the following questions.

**Cooking on ice**

Jennifer Doyle is a chef in one of the world's remotest places. She works at the Casey Research Station in Antarctica, where she's in charge of feeding the scientists who work there. 'It's such a fascinating environment. Lots of my colleagues comment on the night skies, which are full of light. But for me it's the colours of the landscape that stand out. People think everything is white but actually there's an amazing range.'

Three years ago, Jennifer worked as Head Chef for a multinational company, preparing business lunches and party food. 'The job was good but I was bored. I'd been looking at job adverts in catering magazines but hadn't seen anything interesting.' Then, a colleague told her about an advert for chefs to work in Antarctica, so she applied. Her application was successful, on the condition that she could pass a medical test. 'I didn't have any doubts about accepting. I wanted to go straightaway!'

During Antarctic winters, which last from February to December, the research station is completely cut off from the outside world by ice. A ship arrives at the end of January with supplies for the winter. Once it leaves, the sea freezes and the staff are on their own until December. 'I can't pop out to the supermarket – the nearest is 2000 miles away in Chile! But that's not as big a problem as working out how much food to order. That's the biggest challenge for me.'

Jennifer believes that being a chef in Antarctica is not just about cooking food. 'Food is very powerful and can have a big effect on people's mood. Preparing meals that make them feel better is one of the most rewarding aspects of my job.' And while other chefs might feel limited by a narrow range of ingredients, Jennifer doesn't. 'This job gives me a fantastic opportunity to be creative, as I have to come up with ideas for meals using only the ingredients I have.' The fruit and vegetables only last a few months, and when they run out people start to dream about fresh food like oranges, according to Jennifer. 'One year, people started keeping apples to trade with each other and these became quite a valuable currency.'

Winter temperatures reach minus 50 degrees Celsius, and when the wind blows it can feel even colder. Jennifer remembers when she first arrived. 'I stepped outside but hadn't put on my protective glasses. Within minutes, my eyes started to freeze so I had to get back inside quickly! I'd been so busy planning a menu, I just didn't remember to put them on – I won't make that mistake again!' For Jennifer, however, the cold is all part of the attraction of being in Antarctica. She accepts that some people find such low temperatures difficult but says there are things they can do to help. 'If you go to bed cold, you tend to stay cold, so try to do some exercise before getting into bed. This might sound strange but it can really make a difference.' Another of her useful tips is to put your clothes in the bed the night before so they're not so cold when you put them on the next morning.

So would she go back to a normal job? 'Not at the moment, although sometimes I dream about relaxing in a hot bath. We're only allowed a two-minute daily shower, as every drop of water has to be dug from the ice and melted. Overall though, it's great. There isn't much to spend my salary on, so I'm saving lots of money for the future!'

- 1 How did Jennifer first find out about the job?  
..... [1]
- 2 What did Jennifer have to do in order to accept the job offer?  
..... [1]
- 3 When is food delivered to the research station?  
..... [1]
- 4 What does Jennifer find most difficult about her job?  
..... [1]
- 5 Which food did staff use to exchange for other things?  
..... [1]
- 6 Why did Jennifer forget to wear glasses one day?  
..... [1]
- 7 What advice does Jennifer give for keeping warm inside the research station? Give **two** details.  
.....  
..... [2]
- 8 What does Jennifer miss?  
..... [1]
- 9 What does Jennifer like about living and working in Antarctica? Give **four** details.  
.....  
.....  
.....  
..... [4]

[Total: 13]

## Exercise 2

Read the reviews of four websites (A – D) that teach people to play the guitar. Then answer Question 10 (a) – (j).

### Best websites for learning how to play the guitar

*Reviewed by Guitar Magazine's Dave Garner*

#### A guitarhome.com

Many of the good things about other websites for learning how to play the guitar are also true of guitarhome.com – after all, competition is strong, so they generally have similar features. One thing that stands out about this one is the site's Hub Learning technique, which takes you through the basics to an intermediate level in an effective way. If you're just starting out, you'll be playing simple solos in no time, but if you can already do this, other sites might be more useful. The ability to download video content to your computer is useful, and the lessons themselves are great, but they don't try to include too much at once. Another thing that's good is the free trial. Go to the website, fill in your email address, and start learning! One word of warning – you'll be sent lots of emails advertising the lessons, but this is understandable since the more people who choose to sign up and pay a monthly fee, the more they can keep delivering a high-quality service.

#### B guitarband.com

What's great about guitarband.com is that you learn from the best. For a monthly fee, you can access video lessons, although unfortunately these can't be downloaded, which would be more helpful for users. However, you can also pay more to sign up with a specific teacher – a real bonus for those who learn best from individual private instruction. Choose the type of guitar you want to play (acoustic, electric etc.) and style you want to learn (rock, blues, jazz etc.). You then record videos of you playing and send them to your teacher, and they give advice by video message for you to listen to as often as you like. The teachers are some of the world's top guitarists – I chose the 'Rock Guitar' course from Paul Henson, from River. As well as being an amazing guitarist, he was a great tutor, which I wasn't expecting – celebrities sometimes promote services just for money, after all.

#### C jerrysguitars.com

This website has fans from all over the world. There's a long list of song options to choose from, and you're sure to find your favourite. The free lessons teach everything from the basic notes to impressive solos, and the enthusiasm shown by tutor Jerry makes learning a pleasure. So just select the song you want to learn, and watch the lesson. The site is well-organised so it's easy to find what you want. For example, if you want to focus on advanced technique, there's a section for that, and there are also lessons for those with some previous experience. Although perhaps there's less information in the beginner lessons than you would get from sites you pay for, it's still worth a look.

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This is one of the biggest guitar lesson websites around, and has all the top-quality features you'd expect. There are over 5000 lessons, so whatever your taste in music, you'll find it here. Members are really happy with the service – any negative comments are generally to complain that lessons aren't free. But considering what you get, \$6.99 a month seems reasonable. Learning with easyguitar.com is fun, and you'll see big improvements no matter how experienced you are. A highlight of this site is that you can video-chat online with instructors from the comfort of your home. There are also lessons recorded by some famous guitarists, which show the techniques used in some of music's most well-known songs, although these will probably be of more practical use for advanced players. The organisation of the beginner's section is a bit complicated, with many choices to make and different teachers. But once you've found your way around the site, you'll love discovering new and unexpected styles from all over the world.

Need a home tutor? Visit [smiletutor.sg](http://smiletutor.sg)

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

Which review ...

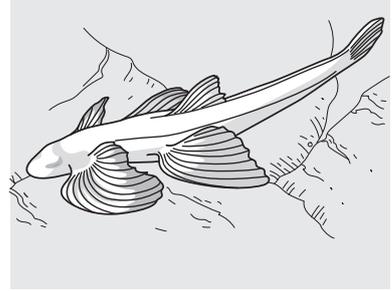
- (a) describes a service which allows learners to speak directly with teachers? ..... [1]
- (b) compares the amount of content in lessons with websites which are not free? ..... [1]
- (c) suggests that the site may not be suitable for more experienced players? ..... [1]
- (d) suggests that the number of options on the website for new players may be confusing?  
..... [1]
- (e) mentions a feature that they feel could improve the site? ..... [1]
- (f) remarks on the positive effect of the teacher's personality? ..... [1]
- (g) comments that the lessons contain an appropriate amount of information? ..... [1]
- (h) mentions that guitar players of all levels will make progress? ..... [1]
- (i) admits that they were surprised by the quality of the teaching on the site? ..... [1]
- (j) comments that it is acceptable for the site to encourage membership? ..... [1]
- [Total: 10]

### Exercise 3

Read the article about the discovery of a new type of fish, and then complete the notes.

#### The discovery of an important little fish

When Dr. Brooke Flammang first watched a video of a new fish that had recently been discovered in Thailand, she couldn't believe what she was seeing. The fish was walking. But it wasn't the walking that amazed her: Dr. Flammang is a scientist who studies the way fish move, so she's used to seeing fish that appear to 'walk' over rocks or through fast, flowing water. It was how the fish was walking that surprised her. While any other so-called walking fish jumps or slides forward using its tail, this new fish uses its four fins to walk. In fact, it walks exactly like a land animal with four legs, and she knew this was very unusual. She was amazed, and knew straightaway that the discovery could be significant as it would offer scientists a fantastic opportunity to gather information about why the fish moves in this unique way.



The fish, which is pink and has no eyes, has only been found in eight caves in Thailand. It was filmed by a team of scientists working there, so Dr. Flammang contacted them to ask how she could get hold of one of the blind cave fish for her research. It turned out that only around 2000 exist in the wild, so researching them was not going to be straightforward.

However, Dr. Flammang was determined to further investigate the behaviour of the newly discovered fish. She had observed in the video how the fish walks and knew that this was very unusual. But more crucially, she believed that the fish might show us what life on Earth looked like 400 million years ago. This was when living creatures moved from the oceans to the land. Since she was not allowed to remove the fish from the caves, she had to come up with a new way of observing them.

First, she requested help from a Thai scientist, Dr. Apinun Suvarnaraksha. Dr. Suvarnaraksha needed to obtain special permission from the Thai government to examine the new fish and film more detailed videos of it in the caves. These videos provided Dr. Flammang with more examples of its unusual behaviour. 'Amazingly, the videos showed that this fish climbs waterfalls using its body to grip the rock. Previously I'd only seen 'walking fish' doing this using the force of the water to swim up the waterfall,' Dr. Flammang explained.

As well as filming new videos, Dr. Suvarnaraksha was able to produce a detailed image of the inside of the new fish. This showed that some of its bones were similar to those of land animals. 'It seems that the fish's skeleton is designed so that it keeps its tail straight as it walks, which is unlike the typical tail movement of other 'walking fish'. It really is exciting – this little fish might help us understand how living creatures first learned to walk! And without the help of Dr. Suvarnaraksha, we never would have made these discoveries,' said Dr. Flammang.

Dr. Flammang believes that her experience is an example of how working in international teams and using technology can bring great research results for scientists. 'Our next goal is to find out whether they are our earliest living ancestors. We've come up with really exciting results so far.'

You are going to give a talk about the discovery of the new fish to your class at school.

Prepare some notes to use as the basis for your talk.

Make short notes under each heading.

<p><b>11</b> How this newly discovered fish behaves differently from other 'walking fish':</p> <ul style="list-style-type: none"><li>• .....</li><li>• .....</li><li>• ..... [3]</li></ul>
<p><b>12</b> What scientists might learn from the discovery of this new fish:</p> <ul style="list-style-type: none"><li>• .....</li><li>• .....</li><li>• ..... [3]</li></ul>
<p><b>13</b> Why it was difficult for scientists to study this new fish:</p> <ul style="list-style-type: none"><li>• .....</li><li>• .....</li><li>• ..... [3]</li></ul>

[Total: 9]

### Exercise 4

14 Read the article about intelligence.

**Write a summary about how to improve your intelligence, and how to appear more intelligent to other people.**

**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.

### How smart are you?

We often talk about how smart some people are. But what does that even mean? And have you ever wondered if there's a way of making yourself smarter? If so, read on for some thoughts on what intelligence is, and for some simple ways of making your brain work a little bit harder.

There is a popular belief that most people only use around 10% of their brains, although this is not actually the case. And anyway, intelligence is not measured by how much of a person's brain they are using, but what they are using it for.

So, what does 'being smart' mean? If you think it means being able to do a specific task better than you could before, then there's very little doubt that doing something like number puzzles will indeed help. There is also a lot of research which demonstrates the benefits of treating your brain like any other part of your body – this means doing plenty of exercise and having a healthy diet. For example, studies on mice have shown that it wasn't mentally stimulating activities which lead to the biggest improvements – it was actually running. Rather surprisingly, another recent study showed that making changes to your clothing might help: wearing a white lab coat, which is typically associated with intelligent professionals such as scientists and doctors, boosted people's performance on certain tests.

If you simply want to give other people the impression that you are smarter than you actually are, then speaking confidently tends to have that effect, as does smiling while you are talking. Psychologists will give you all sorts of other suggestions, one of which is wearing glasses. Another recent experiment even showed that people who use a middle initial are thought to be smarter: 'David F Clark' was rated as more intelligent than 'David Clark', while 'David F P R Clark' did even better.

Many researchers believe that getting smarter doesn't just mean improving your brainpower. Once you're good at number puzzles, of course you can do them faster, but does that help you in any other way? What matters more is what is known as 'fluid intelligence' – the general ability to manipulate information, solve problems and come up with new ideas. And an effective way to achieve this, according to scientists, is to do something that you're not good at, something that you find uncomfortably difficult.

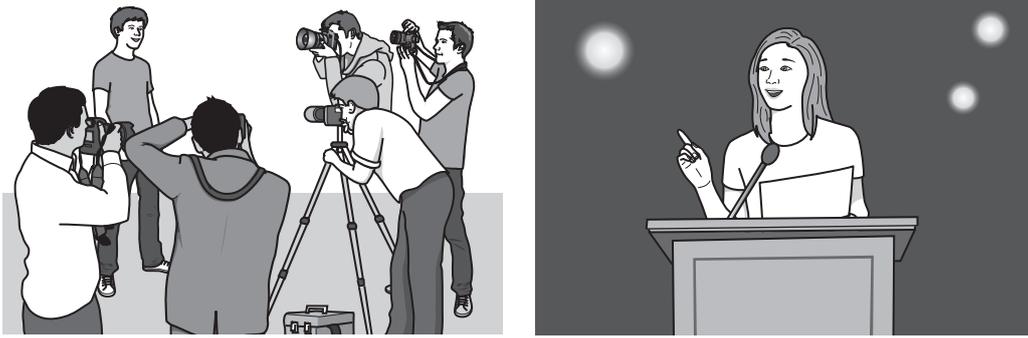
Another question that researchers have focused on is whether technology can make us smarter, or if it has the opposite effect instead. The answer is that it depends. What everyone agrees on, however, is that if you use it to expose yourself to complex new material, it will certainly help to develop your brainpower. Instead of going quickly from one topic to another on the internet, pick one subject and go into it in depth.

What are you waiting for? Try out these tips and see how much smarter you can appear, or even become!

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## Exercise 5



**15** Last month, you won a competition to meet a famous person. Yesterday, you finally met them.

**Write an email to a friend telling them about this.**

In your email, you should:

- explain what you had to do to win the competition
- describe your meeting with the famous person
- say how you felt after meeting this person.

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** In class you have been discussing whether it is important for all students to have music lessons at school.

Here are two comments from your classmates:

*There are more important things to do at school.*

*I think I improve in my other subjects as a result.*

**Write an article for your teacher, giving your views.**

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

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

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







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**Cambridge Assessment International Education**  
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**ENGLISH AS A SECOND LANGUAGE**

**0991/22**

Paper 2 Reading and Writing (Extended)

**May/June 2019**

**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 on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

**DO NOT WRITE IN ANY BARCODES.**

Answer **all** questions.

Dictionaries are **not** allowed.

At the end of the examination, fasten all your work securely together.

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 **3** blank pages.

## Exercise 1

Read the article about skydiving, and then answer the following questions.

### My first skydive

*Teenager Ellie Beltram describes an exciting birthday present.*

Everyone knows I like new experiences. My brother and I have done lots of adventure sports, but one thing I'd never thought of trying was skydiving – jumping out of a plane, wearing a parachute. Aware of this, my uncle Tom arranged for me to do a tandem skydive for my eighteenth birthday. I'd be attached to an instructor, and we'd fall freely for a time before the instructor opened the parachute. Mum and Dad had seen TV programmes about skydiving, and were quite worried, but I was excited. I'd expected to have a few weeks to research skydiving online, but then I got a call from the skydiving company. Someone had cancelled, so they asked me to come the next day. I couldn't believe my luck!



We had to get up early for the drive to the airport. I thought I might oversleep, so I set two alarm clocks. Although we set off on time, there was a lot of traffic on the road. We were 15 minutes behind schedule, which didn't worry me, but the information and safety talk was already over, and that did bother me. Instead, I received a shorter version, and all I could remember afterwards was that the instructor touches you on the shoulder to let you know it's time to get your arms and legs into 'touch down' position. When it came to my jump, I reacted too slowly, so my instructor had to shout 'bend your knees or you'll break your legs!' into my ear as we landed.

The time of each person's skydive depended on the time they'd registered that morning, so for me that meant a long wait, which made me rather anxious. There were benches in front of the airport building though, so I watched the first group of skydivers preparing, which was helpful. It was too early for me to get my jumpsuit on. In each group there were eight people, each paired with an instructor. Each skydiver put on a harness – the straps which would later attach them to their instructor – then everyone boarded the plane and it took off. Twenty minutes later, I suddenly became uneasy when the first pair of skydivers appeared in the sky.

Three more groups jumped, then my name was finally called. I got up, pulled my jumpsuit on and was introduced to my instructor. He fitted me with my parachute harness and we all walked towards the plane. As we boarded, he explained that the last person to get on the plane is always the first to jump out. After such a long wait, I was pleased that meant me.

The rattling noise the plane made was enough to worry even the most relaxed flyer. However, once my instructor had double checked our equipment and handed me a helmet, my nerves disappeared. After all, I was attached to someone who'd done thousands of jumps before.

When we reached the required height, the door opened and we moved towards it. Sitting in the doorway of the plane was probably the scariest moment of the day. Then we leaned forwards until we fell out. I was aware of the cold wind on my face. I later found out that we'd reached speeds of up to 195 kilometres per hour. I could see incredible views all around me. The strangest thing was the sensation of being pushed upwards. Then my instructor opened our parachute, and we went suddenly from free falling to slowly gliding back down to the ground. It was a fantastic experience, and one I'll never forget.

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- 1 Who had the idea for Ellie to try skydiving?  
..... [1]
  
- 2 What had Ellie planned to do before the day of her skydive?  
..... [1]
  
- 3 Why did Ellie arrive late for her skydive?  
..... [1]
  
- 4 How does the instructor usually indicate that it is time to prepare for landing?  
..... [1]
  
- 5 What did Ellie spend her time doing while she was sitting outside?  
..... [1]
  
- 6 Why did Ellie have to do her skydive before the other people in her group?  
..... [1]
  
- 7 What did Ellie have to put on just before she left the plane?  
..... [1]
  
- 8 What could Ellie feel during the free fall part of the skydive? Give **two** details.  
.....  
..... [2]
  
- 9 What made Ellie feel nervous about doing the skydive? Give **four** details.  
.....  
.....  
.....  
..... [4]

[Total: 13]

**Exercise 2**

Read the article about four people (**A – D**) who have an idea for a new national holiday. Then answer Question **10 (a) – (j)**.

**If you could invent a new public holiday, what would it be?**

**A Samuel Akinta**

If I could choose a new public holiday in my country, I'd create National Switched Off Day, where all electronic devices like mobile phones, tablets, computers and TVs would have to be turned off for the whole day. I know we all love being connected to our friends 24 hours a day, but sometimes we forget to talk to the people around us. Parents and kids have such non-stop lives nowadays, with work and school, clubs and hobbies, that it's really important for them to stop staring at their screens sometimes and just hang out with each other instead. Otherwise we risk just rushing around all the time, cut off in our own little worlds. National Switched Off Day would make us take a break. I'm aware that not all teenagers would be particularly interested in taking part, but if they gave it a go I think they might enjoy getting some proper rest every once in a while.

**B Yasmina Al Ansari**

My suggestion for a new public holiday is National Get Involved Day. This holiday would allow everyone to take a day off from their daily routine at work or college and get together to help those in the area where they live. This would make us all feel much more connected to, and be part of, our neighbourhood. Around me, there are quite a few elderly people who live alone and always need help with lots of little jobs around the house. Other people might like to bake a cake to share or pick up rubbish from their street together. Of course, not all younger people will be that interested, but it could be a good opportunity for teachers to get their students involved by setting up a project. Helping others doesn't need to be just about giving money to charity – your time is just as valuable. And it's a well-known fact that helping others can often increase people's happiness and self-confidence – you could be really proud of having done something good on that day.

**C Javad Gul**

Our daily routines can sometimes be boring and we all need more excitement in our lives, so my idea would be National Try Something New Day. On this day, people would be encouraged to challenge themselves and try doing something they've never done before. The day would need to be organised carefully as I realise there are people who feel uneasy about participating in unfamiliar activities. But they needn't do anything risky or extreme. I'd try reading music – we were taught how to do it at school but I didn't think it was very interesting at the time so I didn't pay attention. So now all my friends play in a band and can read music, but I don't know how. National Try Something New Day would be an opportunity to gain new skills and do something different, without the responsibilities of our day-to-day lives.

**D Kristie Cheng**

How about having a National Rhythm Day? That would be my suggestion for a new public holiday. Everybody enjoys music, so what could be better than having a public holiday with the single purpose of listening and dancing to music? Music is an incredibly powerful force in our lives. It cheers people up if they're feeling down and makes even the worst day feel better, so imagine what a great day it would be if everyone was singing and dancing to all their favourite music! There's no way anyone would disagree with that. And National Rhythm Day wouldn't just have to be about listening to music. Musicians could show their friends or family how to play a particular musical instrument, or they could even organise a concert and give all of the profits to charity. And why stop there? You could also learn how to make your own musical instrument or discover more about other countries by listening to music from around the world. I think that'd be fantastic.

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

Which person ...

- (a) is confident that everyone will support their national day? ..... [1]
- (b) suggests that schools could help organise events for their national day? ..... [1]
- (c) believes that busy families should try to spend more time together? ..... [1]
- (d) regrets not learning about music when they were younger? ..... [1]
- (e) says that people could learn about other cultures? ..... [1]
- (f) mentions the benefits of their national day for local communities? ..... [1]
- (g) mentions a way that money could be collected to help other people? ..... [1]
- (h) states that their national day will give people a sense of achievement? ..... [1]
- (i) thinks that their national day will make people relax? ..... [1]
- (j) admits that taking part in their national day might cause some people anxiety? ..... [1]

[Total: 10]

**Exercise 3**

Read the article about a student who plays volleyball for her university in the USA, and then complete the notes.

**Volleyball star**

Jennifer Allen is a university student in the USA, studying medicine. Like many US students, she was given a scholarship to study at a university, based on her abilities in sport. When she tells other students that she plays for one of the university's sports teams, their first reaction is usually, 'How can you study AND play for a team? That's way too demanding. We struggle to keep up just with the studying!' In a way their reaction is understandable, but for Jennifer it is worth the effort.

Jennifer started playing volleyball when she was six years old, and the sport later became so much a part of her life that when she was given the opportunity to play at university level, she didn't hesitate. Even so, many people, including her own family, questioned her decision, telling her it would have a negative effect on her experience of university. She says with a smile that it has actually added to her experience, because in her teammates, she has made friends for life. As she says herself, 'I don't think I will ever forget them.' She also recognises that her coaches have had a very positive impact on her life.

Jennifer explains that getting up early every morning is a struggle, whether it's for an early class, or for volleyball practice before classes start. As a self-confessed 'night owl', she claims that getting out of bed is actually more of an effort than getting everything ready that she needs for the day, but she finds that it's easier if you have a routine to follow. Jennifer has never liked eating first thing in the morning, and admits that she still hasn't got used to eating breakfast before training. Although she needs to spend her free time doing volleyball practice, she wouldn't have it any other way. However, listening to her describe her daily schedule, it's clear she has far less time for her studies than other students have. Of course, she appreciates the fact that she's in better physical shape than most other students, but injuries are common too when you play sport as much as she does, and Jennifer has often had to stop playing for a while because of them.

Then there's the social aspect of university life. Jennifer says that, over time, she's got used to the looks people give her when she says she can't go to a party because of a match or practice the next day. 'It's true I'm missing out now,' she says, 'but they're just parties – I'll be invited to many more in the future.' In contrast, being able to represent the university that she loves is a once-in-a-lifetime experience.

Of course, everyone grows up while they're at university, especially if they live away from home, but Jennifer feels she has learned useful skills such as how to manage her time effectively. After all, she doesn't really have any choice but to do all of her academic work, plus her volleyball commitments and, occasionally, have fun. Jennifer feels strongly that playing volleyball for her university is the best choice she has ever made. I wish her luck with her future, whether in sport or medicine.

You are going to give a talk to your class about Jennifer's experience of playing volleyball at university. Prepare some notes to use as the basis for your talk.

Make short notes under each heading.

<p><b>11</b> What Jennifer enjoys about playing for the university volleyball team:</p> <ul style="list-style-type: none"><li>• .....</li><li>• .....</li><li>• .....</li><li>• .....</li><li>• ..... [5]</li></ul>
<p><b>12</b> What Jennifer finds difficult about playing for the university volleyball team:</p> <ul style="list-style-type: none"><li>• .....</li><li>• .....</li><li>• .....</li><li>• ..... [4]</li></ul>

[Total: 9]

**Exercise 4**

- 13 Read the article about the differences between using cameras and using phones to take photographs.

**Write a summary giving advice on using a phone to take photographs.**

**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.

### **Is it better to take photos with a camera or a phone?**

There are several advantages to using a phone rather than a camera to take photos, and the most obvious is convenience. Unless you're a professional photographer, it's unlikely you'll carry a camera with you every day, whereas your phone is always with you. Remember to wipe the lens on it frequently though – a dirty lens will affect your photos.

Phones connect easily to the internet, meaning you can share photographs with other people within seconds. Sharing photos from a camera is trickier, though not impossible. However, cameras have their advantages too. The main one is picture quality, particularly in terms of well-focused pictures. There are things you can do to improve the images you take with your phone, though. For example, you can tap the screen to indicate where you want to focus. You can also use apps to alter the appearance of the photos you take with your phone.

Phones are fine for photographing subjects in good light, but if you use the flash, you'll often get a picture which looks too white or unclear. It's best to just use natural light, or take a camera if you know you're going to be taking pictures in poor light.

Cameras contain a device called a stabiliser, which reduces the chance of a blurred or shaky image when shooting fast-moving action or using the zoom lens. The stabilisers on phones reduce picture quality, however. Using both hands to keep the phone steady will help if you have no choice but to photograph fast action with one. Even the way you take a picture with a camera helps to give a better image. On a phone, you touch a circle on the screen, which often causes you to move the phone just as you shoot. Luckily, you can also take a picture by using the volume button on the side of the phone – similar to what you do with a camera – which helps you keep the phone still.

Professional photographers often use the settings on their camera to deliberately blur the background, making it look out of focus so the main subject stands out. If you're using your phone, the best you can do is to keep the background as simple as possible, as blurring it might not be possible.

A key advantage of a good camera is having a zoom lens to capture a distant subject. Although some phones have a zoom feature, using one can result in a poor image. With a phone, it's preferable to simply get closer to whatever you want to photograph.

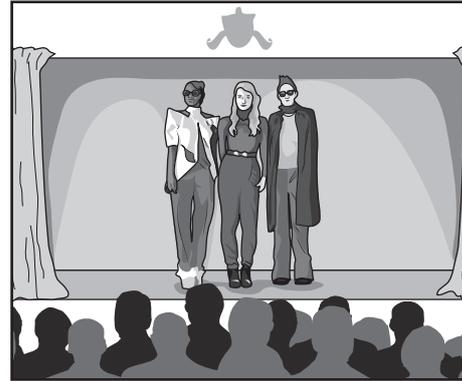
Modern cameras can take hundreds of photos on only one battery charge, whereas phones tend to run out of power quickly. On days when you want to use your phone to take pictures, avoid shooting too many videos.

So is a camera better than a phone? If you're a more serious photographer who wants to experiment and develop your photography skills, then probably yes. If, on the other hand, you simply want to take pictures and share them, then stick with your phone.

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## Exercise 5



- 14** You and some other students recently organised a fashion show at your school to raise money for a charity.

**Write an email to your friend about the fashion show.**

In your email, you should:

- say what kind of charity you raised money for
- explain what you did to help to organise the show
- describe what happened at the show.

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.



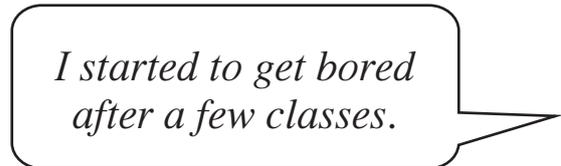
**Exercise 6**

- 15** In your school holidays, you attended a course to learn singing, dancing and acting. Your teacher has asked you to write a review of the course for the school magazine.

Here are two comments from other young people who attended the course:



**It was brilliant! We all  
learned new things.**



*I started to get bored  
after a few classes.*

**Write a review for the school magazine, giving your opinions.**

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

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

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







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**Cambridge Assessment International Education**  
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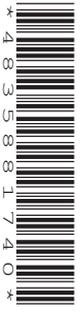
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**ENGLISH AS A SECOND LANGUAGE**

**0991/31**

Paper 3 Listening (Core)

**May/June 2019**

**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 on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

Dictionaries are **not** permitted.

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

This 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**, or a **number**, for each answer.

You will hear each recording twice.

- 1 (a) Which is the woman's favourite picture?  
..... [1]
- (b) Who is the man going to send the postcard to?  
..... [1]
- 2 (a) Where will the college party take place?  
..... [1]
- (b) How much will each ticket cost?  
..... [1]
- 3 (a) Which talk do the students decide to go to?  
..... [1]
- (b) What is the girl going to do next?  
..... [1]
- 4 (a) What does the author need to decide before she starts writing a new book?  
..... [1]
- (b) Where does the author prefer to write?  
..... [1]

[Total: 8]

## Exercise 2

- 5 You will hear a teacher giving a talk about an exhibition on Australian history. Listen to the talk and complete the details below. Write **one** or **two words** only in each gap.

You will hear the talk twice.

### Australia exhibition

It's on until the end of .....

It's about the history of Aboriginal people.

#### Objects on show

- A water container, made of .....
- ..... used as tools for working on the land
- Bags used for carrying items for trade:
  - more recent examples of these were made of .....
  - away from the coast, ..... was traded more than anything else
- Art:
  - a drawing of a fish – in which its ..... can be seen
  - modern paintings by Aboriginal artists, based on ..... , which is a traditional form of art
  - part of one painting appears on the country's .....

[8]

**Exercise 3**

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

You will hear the recordings twice.

- |           |                          |  |
|-----------|--------------------------|--|
| Speaker 1 | <input type="checkbox"/> | <b>A</b> I changed my mind at the last minute.                 |
| Speaker 2 | <input type="checkbox"/> | <b>B</b> I talked it through with a close friend.              |
| Speaker 3 | <input type="checkbox"/> | <b>C</b> I made up my mind immediately.                        |
| Speaker 4 | <input type="checkbox"/> | <b>D</b> I got advice from someone whose opinion I respected.  |
| Speaker 5 | <input type="checkbox"/> | <b>E</b> I wrote down the pros and cons to help me decide.     |
| Speaker 6 | <input type="checkbox"/> | <b>F</b> I was still unsure even after I had made my decision. |
|           |                          | <b>G</b> I was influenced by another person's decision.        |

[6]

[Total: 6]

**Please turn over for Exercise 4.**

## Exercise 4

- 7 You will hear a radio presenter talking to a student called Josie who helps to produce a school newspaper. Listen to the interview and look at the questions. For each question, choose the correct answer, A, B or C, and put a tick (✓) in the appropriate box.

You will hear the interview twice.

- (a) The editor of the school newspaper has to decide

A what topics to cover.

B how to arrange the contents.

C which pictures to include.

[1]

- (b) What was the hardest part about starting to produce the newspaper?

A finding enough equipment to use

B finding a room for the team to meet in

C finding a teacher to supervise the project

[1]

- (c) How do they get money to produce the newspaper?

A from a professional organisation

B from the school budget

C from advertising

[1]

- (d) What is their most successful technique for attracting readers?

A printing people's names in the newspaper

B including lots of fun activities

C using memorable headlines

[1]

- (e) Which topics does Josie prefer to write about?

A school activities

B local issues

C personal stories

[1]

(f) Why did Josie originally get involved with the school newspaper?

- A to fill her spare time
- B to get writing practice
- C to gain useful experience

[1]

(g) What has Josie gained most from editing the school newspaper?

- A what responsibility means
- B the value of teamwork
- C how to manage people

[1]

(h) Who will choose the next editor?

- A the current team
- B the readers
- C the head teacher

[1]

[Total: 8]

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**ENGLISH AS A SECOND LANGUAGE**

**0991/41**

Paper 4 Listening (Extended)

**May/June 2019**

**Approx. 50 minutes**

Candidates answer on the Question Paper.

No Additional Materials are required.

**READ THESE INSTRUCTIONS FIRST**

Write your centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

Dictionaries are **not** permitted.

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

This document consists of **9** printed pages and **3** blank pages.

**Exercise 1**

You will hear four short recordings. Answer each question on the line provided. Write no more than **three words**, or a **number**, for each answer.

You will hear each recording twice.

- 1 (a) Which is the woman's favourite picture?  
..... [1]
- (b) Who is the man going to send the postcard to?  
..... [1]
- 2 (a) Where will the college party take place?  
..... [1]
- (b) How much will each ticket cost?  
..... [1]
- 3 (a) Which talk do the students decide to go to?  
..... [1]
- (b) What is the girl going to do next?  
..... [1]
- 4 (a) What does the author need to decide before she starts writing a new book?  
..... [1]
- (b) Where does the author prefer to write?  
..... [1]

[Total: 8]

## Exercise 2

- 5 You will hear a teacher giving a talk about an exhibition on Australian history. Listen to the talk and complete the details below. Write **one** or **two words** only in each gap.

You will hear the talk twice.

### Australia exhibition

It's on until the end of .....

It's about the history of Aboriginal people.

#### Objects on show

- A water container, made of .....
- ..... used as tools for working on the land
- Bags used for carrying items for trade:
  - more recent examples of these were made of .....
  - away from the coast, ..... was traded more than anything else
- Art:
  - a drawing of a fish – in which its ..... can be seen
  - modern paintings by Aboriginal artists, based on ....., which is a traditional form of art
  - part of one painting appears on the country's .....

[8]

**Exercise 3**

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

You will hear the recordings twice.

- |           |                          |  |
|-----------|--------------------------|--|
| Speaker 1 | <input type="checkbox"/> | <b>A</b> I changed my mind at the last minute.                 |
| Speaker 2 | <input type="checkbox"/> | <b>B</b> I talked it through with a close friend.              |
| Speaker 3 | <input type="checkbox"/> | <b>C</b> I made up my mind immediately.                        |
| Speaker 4 | <input type="checkbox"/> | <b>D</b> I got advice from someone whose opinion I respected.  |
| Speaker 5 | <input type="checkbox"/> | <b>E</b> I wrote down the pros and cons to help me decide.     |
| Speaker 6 | <input type="checkbox"/> | <b>F</b> I was still unsure even after I had made my decision. |
|           |                          | <b>G</b> I was influenced by another person's decision.        |

[6]

[Total: 6]

**Please turn over for Exercise 4.**

### Exercise 4

- 7 You will hear a radio presenter talking to a student called Josie who helps to produce a school newspaper. Listen to the interview and look at the questions. For each question, choose the correct answer, **A**, **B** or **C**, and put a tick (✓) in the appropriate box.

You will hear the interview twice.

- (a) The editor of the school newspaper has to decide

- |                                       |                          |     |
|---------------------------------------|--------------------------|-----|
| <b>A</b> what topics to cover.        | <input type="checkbox"/> |     |
| <b>B</b> how to arrange the contents. | <input type="checkbox"/> |     |
| <b>C</b> which pictures to include.   | <input type="checkbox"/> | [1] |

- (b) What was the hardest part about starting to produce the newspaper?

- |   |                          |     |
|---|--------------------------|-----|
| <b>A</b> finding enough equipment to use            | <input type="checkbox"/> |     |
| <b>B</b> finding a room for the team to meet in     | <input type="checkbox"/> |     |
| <b>C</b> finding a teacher to supervise the project | <input type="checkbox"/> | [1] |

- (c) How do they get money to produce the newspaper?

- |   |                          |     |
|---|--------------------------|-----|
| <b>A</b> from a professional organisation | <input type="checkbox"/> |     |
| <b>B</b> from the school budget           | <input type="checkbox"/> |     |
| <b>C</b> from advertising                 | <input type="checkbox"/> | [1] |

- (d) What is their most successful technique for attracting readers?

- |   |                          |     |
|---|--------------------------|-----|
| <b>A</b> printing people's names in the newspaper | <input type="checkbox"/> |     |
| <b>B</b> including lots of fun activities         | <input type="checkbox"/> |     |
| <b>C</b> using memorable headlines                | <input type="checkbox"/> | [1] |

- (e) Which topics does Josie prefer to write about?

- |                            |                          |     |
|----------------------------|--------------------------|-----|
| <b>A</b> school activities | <input type="checkbox"/> |     |
| <b>B</b> local issues      | <input type="checkbox"/> |     |
| <b>C</b> personal stories  | <input type="checkbox"/> | [1] |

(f) Why did Josie originally get involved with the school newspaper?

- A** to fill her spare time  
**B** to get writing practice  
**C** to gain useful experience

[1]

(g) What has Josie gained most from editing the school newspaper?

- A** what responsibility means  
**B** the value of teamwork  
**C** how to manage people

[1]

(h) Who will choose the next editor?

- A** the current team  
**B** the readers  
**C** the head teacher

[1]

[Total: 8]

## Exercise 5

- 8 (A) You will hear a psychology tutor giving a talk about studying the way children play. Listen to the talk and complete the notes in Part A. Write **one word** only in each gap.

You will hear the talk twice.

### Studying how children play

A group of psychologists are setting up a research centre to study play.

People know that play is important but there is very little ..... to support this idea.

The researchers want to investigate:

- whether giving too much ..... affects children's development
- how the amount of ..... in lessons affects children's development
- how type of play can reduce ..... in the playground.

The researchers will mainly gather information on play by ..... of children.

[5]

- (B) Now listen to a conversation between two students about their psychology project on child development, and complete the sentences in Part B. Write **one word** only in each gap.

You will hear the conversation twice.

### Psychology project – notes

The psychologist Piaget described the stages of cognitive development in children – which is their ability to think and understand.

**1st stage:**

One-year-old children are starting to learn that objects are .....

They have the ..... to do something.

**2nd stage:**

They begin to recognise certain features of objects.

**3rd stage:**

They start to understand a concept called .....

**4th stage:**

They are able to understand ..... ideas.

Other psychologists think development may be due to increasing memory .....

[5]

[Total: 10]





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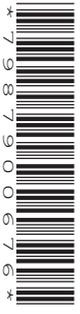
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**ENGLISH AS A SECOND LANGUAGE**

**0991/42**

Paper 4 Listening (Extended)

**May/June 2019**

**Approx. 50 minutes**

Candidates answer on the Question Paper.

No Additional Materials are required.

**READ THESE INSTRUCTIONS FIRST**

Write your Centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

Dictionaries are **not** permitted.

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

This document consists of **9** printed pages and **3** blank pages.

**Exercise 1**

You will hear four short recordings. Answer each question on the line provided. Write no more than **three words**, or a **number**, for each answer.

You will hear each recording twice.

1 (a) What does the man miss about his home country?  
..... [1]

(b) When will he next go back there?  
..... [1]

2 (a) Why did the man arrive late at the dentist's?  
..... [1]

(b) What time is his next appointment?  
..... [1]

3 (a) What has the woman spent the morning doing?  
..... [1]

(b) Where does she want to meet her friend?  
..... [1]

4 (a) What is the woman organising a celebration for?  
..... [1]

(b) Where is she hoping to have the celebration?  
..... [1]

[Total: 8]

### Exercise 2

- 5 You will hear a young businesswoman called Alem talking to students about setting up a business. Listen to the talk and complete the details below. Write **one** or **two words** only in each gap.

You will hear the talk twice.

<p><b>Setting up a business</b></p> <p><b>The ‘Starting a Business’ course</b></p> <ul style="list-style-type: none"> <li>• classes took place at .....</li> <li>• taught by people who had been .....</li> <li>• developing her ..... was the greatest benefit of the course</li> </ul> <p><b>Alem’s business</b></p> <ul style="list-style-type: none"> <li>• her business buys and sells ..... from other countries</li> <li>• first step: created a ..... for the business (used websites to help)</li> <li>• finds doing the ..... to be the biggest challenge</li> <li>• hoping to move to ..... soon</li> </ul> <p><b>Advice</b></p> <ul style="list-style-type: none"> <li>• important to ..... for the first few months</li> </ul>
---

[8]

## Exercise 3

- 6 You will hear six people talking about what makes them laugh. For each of speakers 1 to 6, choose from the list, **A** to **G**, which opinion each speaker expresses. Write the letter in the appropriate box. Use each letter only once. There is one extra letter which you do not need to use.

You will hear the recordings twice.

Speaker 1

**A** I prefer funny things I watch online to comedies at the cinema.

Speaker 2

**B** I often laugh at things that other people don't find funny.

Speaker 3

**C** I love watching comedies that are physical, like people falling over.

Speaker 4

Speaker 5

**D** I laugh most when my family all get together.

Speaker 6

**E** I think older comedy is funnier than more recent comedy.

**F** I watch funny videos on the internet that friends have recommended.

**G** I find playing tricks on people extremely funny.

[6]

**Please turn over for Exercise 4.**

### Exercise 4

- 7 You will hear an interview with a woman called Lisa Holanova, who is a choreographer, which means she creates dance routines. Listen to the interview and look at the questions. For each question, choose the correct answer, **A**, **B** or **C**, and put a tick (✓) in the appropriate box.

You will hear the interview twice.

- (a) What does Lisa like most about her job?

- |          |  |                          |     |
|----------|--|--------------------------|-----|
| <b>A</b> | receiving prizes for the quality of her work | <input type="checkbox"/> |     |
| <b>B</b> | working with extremely good performers       | <input type="checkbox"/> |     |
| <b>C</b> | seeing her routines performed in a show      | <input type="checkbox"/> | [1] |

- (b) What does Lisa find challenging about her job?

- |          |                                       |                          |     |
|----------|---------------------------------------|--------------------------|-----|
| <b>A</b> | managing the people she works with    | <input type="checkbox"/> |     |
| <b>B</b> | working on so many different projects | <input type="checkbox"/> |     |
| <b>C</b> | learning a wide range of dance styles | <input type="checkbox"/> | [1] |

- (c) What does Lisa say about a typical working week?

- |          |                                       |                          |     |
|----------|---------------------------------------|--------------------------|-----|
| <b>A</b> | Every week is extremely busy.         | <input type="checkbox"/> |     |
| <b>B</b> | No two weeks are ever the same.       | <input type="checkbox"/> |     |
| <b>C</b> | Lots of travel is involved each week. | <input type="checkbox"/> | [1] |

- (d) Lisa believes that all choreographers should

- |          |                                      |                          |     |
|----------|--------------------------------------|--------------------------|-----|
| <b>A</b> | have an optimistic approach to life. | <input type="checkbox"/> |     |
| <b>B</b> | feel strongly about their work.      | <input type="checkbox"/> |     |
| <b>C</b> | be highly creative people.           | <input type="checkbox"/> | [1] |

- (e) What does Lisa say about choreographers' salaries?

- |          |  |                          |     |
|----------|--|--------------------------|-----|
| <b>A</b> | They are low compared to other jobs.       | <input type="checkbox"/> |     |
| <b>B</b> | They have gone up a lot in recent years.   | <input type="checkbox"/> |     |
| <b>C</b> | They increase as people's careers develop. | <input type="checkbox"/> | [1] |

(f) What does Lisa say about holidays?

**A** She spends them with friends and family.

**B** She usually goes away somewhere.

**C** She never has the chance to take them.

[1]

(g) Before trying to find work as a choreographer, Lisa recommends

**A** taking classes with a range of professionals.

**B** getting a certificate in a related subject.

**C** watching as many performances as possible.

[1]

(h) What does Lisa think about her career so far?

**A** Hard work has been the main reason for her success.

**B** She has been very lucky in getting interesting work.

**C** Her career has been based on careful planning.

[1]

[Total: 8]

## Exercise 5

- 8 (A) You will hear a woman giving a talk about Charles Babbage, who was a nineteenth century mathematician and designer. 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.

### Charles Babbage

**Early life and education**

- Born on December 26th, 1791
- Better at maths than ..... at university

**Calculating machines**

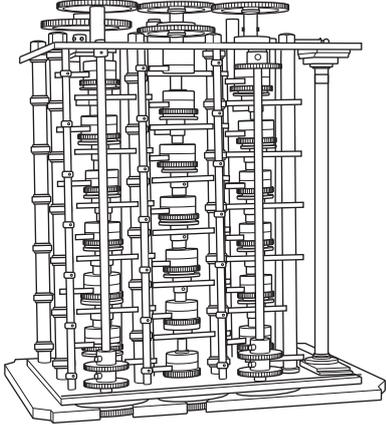
- The ..... was the name of Babbage's first machine.
- Georg Scheutz developed a similar machine which was used to calculate the location of .....

**Babbage's later life**

- Wanted more publicity and ..... for science

**Since his death**

- A later Babbage design was built by London's Science Museum.
- The ..... that was designed to go with this machine was also built several years later.



[5]

- 8 (B) Now listen to a conversation between two students about John Atanasoff, who invented the first electronic computer, and complete the sentences in Part B. Write **one** or **two words** in each gap.

You will hear the conversation twice.

### John Atanasoff

John Atanasoff completed a degree in .....

Atanasoff had just been ..... when he came up with the ideas for his computer.

The Atanasoff-Berry Computer only had one ....., unlike modern computers.

Atanasoff and Berry were disappointed because the computer calculations were not ..... enough.

The Atanasoff-Berry Computer was about the size of a .....

[5]

[Total: 10]





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**Cambridge Assessment International Education**  
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**ENGLISH AS A SECOND LANGUAGE**

**0991/41**

Paper 4 Listening (Extended)

**May/June 2019**

TRANSCRIPT

**Approx. 50 minutes**

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This document consists of **11** printed pages and **1** blank page.

## TRACK 1

R1 This is the Cambridge Assessment International Education, Cambridge IGCSE (9–1), June 2019 examination in English as a Second Language.

**Paper 4, Listening.**

**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, or a number, for each answer. You will hear each recording twice.**

PAUSE 00'05"

R1 **Question 1**

**(a) Which is the woman's favourite picture?**

**(b) Who is the man going to send the postcard to?**

*M/F in their 40s*

F: \* This is the best selection of postcards we've seen so far – there are some great pictures of the island.

M: Yes! Look at this one – the volcano – isn't that where we're going tomorrow?

F: Oh, I hadn't spotted that. Here – I've got the castle we visited – and another of the beach we can see from the hotel. But I like yours most of all! Who are you going to send it to?

M: Just thinking ... I could send one to my brother. I'll be seeing him again before it arrives though. I think my sister will like getting this one.

F: Good choice! I'll get one too, for my nephew. \*\*

PAUSE 00'10"

REPEAT FROM \* to \*\*

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PAUSE 00'05"

R1 **Question 2**

**(a) Where will the college party take place?**

**(b) How much will each ticket cost?**

*Female student, 20s, mild distort*

F: \* Hi John. Thanks for doing the first draft of the poster for the end-of-term party. It looks great! I just noticed a couple of things to change. I know the canteen wasn't our first choice for the venue, but that's what we've got, because I've just heard that the main hall is being redecorated that weekend. Actually, I'm sure it'll be big enough. And could you change the price per person too? We can get it down from five pounds fifty to four pounds twenty, because the band we've booked is going to play for free! Everything else looks great – thanks again, and see you at college tomorrow! \*\*

PAUSE 00'10"

REPEAT FROM \* to \*\*

PAUSE 00'05"

R1 **Question 3**

**(a) Which talk do the students decide to go to?**

**(b) What is the girl going to do next?**

*M and F students, 20s*

M: \* I'm so glad we decided to come to this conference – the talks all sound really interesting. Especially the financial planning one!

F: I wanted to go to that talk – it's already full though. So how about Managing Change - what do you think?

M: Excellent! Oh, and have you heard if you've got any work in the summer yet? They said they'd let us know today.

F: I think I'll phone the office. Oh hang on – I'll check my email before I do that. It won't take a minute.

M: OK! \*\*

PAUSE 00'10"

REPEAT FROM \* to \*\*

PAUSE 00'05"

## R1 Question 4

- (a) What does the author need to decide before she starts writing a new book?
- (b) Where does the author prefer to write?

*Male presenter, 40s*

M: \* Coming up after the news is the Book Show – and today’s interview is with the novelist Meena Ryal. She’s written nine best-selling novels so far, and says she’ll soon start on her tenth – but not until she’s got a title that she’s happy with – interestingly, the plot isn’t the first thing that she comes up with. She says that she writes by hand in her garden if it’s not too cold – although she has a fantastic office with an enormous desk, she feels that she’s less creative when she works there... Listen to her interview for more details and a few surprises too – coming up after the news. \*\*

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 teacher giving a talk about an exhibition on Australian history. Listen to the talk and complete the details below. Write one or two words only in each gap. You will hear the talk twice.**

*Male teacher, 40s*

M: \* I’d like to start today’s lesson with some information about an exhibition that’s on at the National Museum at the moment. We’ve been studying Australian history all this term, and this exhibition is very relevant. It runs through to the last week in August, but the school has arranged a trip on the 30th of June – I’ll hand out more information later.

So, the exhibition is about the history of the Aboriginal people. They have lived in Australia for thousands of years, well before Europeans arrived on the continent.

The exhibition presents the history of these people in Australia, through the objects they used. Many of these objects tell us about the relationship between the people and the land they lived on. For example, knowing where to find water was critical for survival. They used large leaves to make containers to carry water in, and in the exhibition you’ll see an interesting example, which actually looks as if it’s made of old leather.

There’s also a range of wooden tools that you’ll see. These include weapons for hunting animals, generally used by men; and sticks, which women used when they were farming.

Other objects in the exhibition indicate the importance of trade. You’ll see examples of bags which would have been filled with goods for trading with other people. The earliest examples of these bags were handmade from plant fibres and human hair, later on, wool was used instead. On

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the coast of Australia, Aboriginal people exchanged goods with Indonesian fishermen who visited each year to gather sea cucumbers, which are still exported and sold in many Asian countries today. Further from the sea, goods such as tobacco and shells were sold, with stone being the most common item of trade.

As you'd expect, there are also some wonderful Aboriginal drawings on display. Rock art, which is usually drawings of birds and animals found inside caves, obviously can't be removed. But the same style of drawing is now done on tree bark. You'll be able to see some examples of this, including one of a fish. It's described as x-ray art, as the bones inside the fish are visible. It's well worth taking a look at this part of the exhibition in particular.

You'll also be able to see a more contemporary form of art. In the 1970s, a group of Aboriginal artists started to produce paintings which represent sculptures made out of sand. These have been created for many thousands of years. Of course these can't be transported to an exhibition, but the paintings can. A section of one particular painting that you'll see at the exhibition actually features on the Australian passport, although the visa doesn't carry such an image. So it is very familiar to many Australians.

OK – so here's the information about the exhibition which you can read at home, and I'd encourage you to sign up for the trip if you are interested. \*\*

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 making decisions. For each of speakers 1 to 6, choose from the list, A to G, which opinion each speaker expresses. Write the letter in the appropriate box. Use each letter only once. There is one extra letter which you do not need to use.**

**You will hear the recordings twice.**

R1 **Speaker 1**

*M, 20ish*

\* The biggest decision I had to make was where to go to university. There were two places I really liked the sound of, one near home, and the other one much further away. I was really struggling to make up my mind – right up until the deadline when I had to send in my application form. What helped me though was putting all my thoughts down on paper, such as not wanting to be too far from my best friend – then I could finally see what was right for me.

PAUSE 00'10"

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**R1 Speaker 2***F, 20s*

I wanted to get a special present for my sister's 18th birthday last month – I thought some jewellery would be nice. I went shopping, and straightaway I saw two things which I really liked – a really pretty bracelet, and a silver necklace – just the sort of things she'd wear. The shop assistant said the bracelet was extremely popular – my sister would appreciate it. That actually made me go for the necklace! However when I got home I had some doubts – until I gave it to my sister, who loved it.

PAUSE 00'10"

**R1 Speaker 3***M, US accent, 20s*

Before my first ever job interview, I was really nervous and wasn't sure what to wear. The job was at a theatre, so I didn't want to appear too business-like, in case that gave the wrong impression. Luckily we had a special session on jobs at school – we had to come in wearing interview clothes and practise what we'd say. My teacher approved of my outfit, so I felt confident. Nearly everyone else was wearing smart suits, but I didn't let that affect my decision.

PAUSE 00'10"

**R1 Speaker 4***F, Australian accent, 20s*

Last year we had to do two weeks of work experience during the summer term. I applied to two places – the one which I wasn't so keen on replied straightaway and offered me some work. I knew I needed to respond quickly, but I really wanted to hear from the other place too. Anyway, I waited as long as I dared, and was about to turn down their offer, when I realised that I'd still be learning the same skills wherever I was – so in the end I accepted. And it was great!

PAUSE 00'10"

**R1 Speaker 5***M, 20s*

Before I started university, I had a long summer break – and I didn't know whether to get a job, do some voluntary work, travel, or all three! Then one of my friends said he was going to do a water sports course for a few weeks – and after I'd thought about it for a while, it just seemed the right thing to do! My dad didn't think I'd made the right decision and kept trying to persuade me to earn some money instead, but I'm glad I didn't.

PAUSE 00'10"

R1 **Speaker 6***F, 30s*

My brother and I wanted to arrange something special for my grandparents' 50th wedding anniversary. He came up with a list of ideas, including a party at home, a day trip to the seaside, and a meal at a nice restaurant. We chatted about all of them, but I didn't need any persuading to go for the last one, as it stood out as the best option. He agreed, but only after he'd weighed up the advantages of each option and considered everything really carefully. \*\*

PAUSE 00'10"

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 radio presenter talking to a student called Josie who helps to produce a school newspaper. Listen to the interview and look at the questions. For each question, choose the correct answer, A, B or C, and put a tick in the appropriate box.**

**You will hear the interview twice.**

*F student – 18ish, Australian accent; M radio presenter – 30s*

M: \* Here in the studio with me is Josie, from Redwood School – not only in her last year at secondary school, but also the editor of her school newspaper. Welcome, Josie.

F: Thanks!

M: Let's start by clarifying what being editor actually means.

F: Well, it's not like a 'real' newspaper where the editor's in charge of everything. We work as a team, so we have group meetings to decide what to write about, and who's going to write what. Each person's also responsible for getting photos for their own stories. Everything gets sent to me, and I work out what goes where – so what the actual pages'll look like.

M: Is producing the newspaper a lot of work?

F: Not so much now, but it was when we started. First we had to persuade the head teacher to let us do it. He agreed, but said we had to have a member of staff to make sure everything ran smoothly. I'm sure he thought it'd be straightforward to identify someone, though it was exactly the opposite. There was only one tiny room available on one day. We also had to get permission to use the school computers and printers – it all took time, but we got there.

M: How do you pay for things like paper and printing costs? [Need a home tutor? Visit smiletutor.sg](http://smiletutor.sg)

F: Well, it was made quite clear from the start that money from the school wasn't an option. We found out about a college for journalists which gave grants to school projects like ours – we applied, and got one. We also considered adverts, and getting money from them – that's what a lot of school and college newspapers rely on – though we wanted to be different in that respect.

M: Do students have to pay for the newspaper as well?

F: Yes, but it's really cheap, so that doesn't cover our costs. But we try to make sure that lots of students read it.

M: How do you do that?

F: Well, we have lots of puzzles, games, and so on – things that readers really get involved with. And we also try to think of interesting articles, with titles that grab the readers' attention, to make them want to find out more. But there's nothing quite as effective as mentioning students by name in the articles, and perhaps in photos too.

M: You mentioned interesting articles. What do you write about?

F: All sorts – things that are going on at school, like sports competitions, presentations, clubs. Also we sometimes focus on individuals – for example if they've achieved something or done something unusual – that's what I go for if I have the choice. And we write about things happening in the area as well, which can be interesting.

M: I'll make sure I read the next edition!

F: Great!

M: So what made you want to start up the newspaper in the first place?

F: I've always been interested in journalism, but actually it was more the fact that a group of us were getting together after school, hanging around, and not really doing anything. We just thought it'd be fun to do something more productive – and we all enjoy reading and writing too...

M: And would you say you've benefited from the experience?

F: Oh, definitely. I've learned loads – how to cooperate effectively as a group – that's probably the main thing. I've also learned how to get the best out of everyone. And what it's like to be in charge, to meet deadlines, things like that.

M: When you leave school at the end of the year, do you know who'll take over?

F: That's not my decision. We considered choosing someone ourselves – probably someone who's already involved – the Head was in favour of that. Then we came up with the idea of asking anyone in the school who's interested to write a short statement about themselves – you know, why they'd be good as editor. We'll publish all of them in the paper, then take a school vote! It'll be a lot of work, but who knows who might end up taking over!

M: I hope it's someone as good as you've been. And thanks for talking to us today!

F: Thanks! \*\*

PAUSE 00'20"

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

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REPEAT FROM \* to \*\*  
PAUSE 00'30"

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

PAUSE 00'30"

TRACK 6

**R1 Exercise 5 Part A**

**You will hear a psychology tutor giving a talk about studying the way children play. Listen to the talk and complete the notes in Part A. Write one word only in each gap. You will hear the talk twice.**

*F tutor, 40s*

F: \* Hello everyone. In the last few lessons, we've talked about various theories to do with child development, the way children learn, and what affects their learning. Today, we'll look into how children play – it sounds like fun, but is actually a serious topic for study. In fact, just this year, a team of psychologists and scientists have set up a research centre here at the university to find out much more about play.

Of course, we are all aware of the fact that plenty of play helps children to grow up to become imaginative, smarter, better-adjusted adults – only someone lacking in common sense would disagree with that. What is needed is a series of studies to provide the evidence which backs up what we all believe. There isn't much funding available, but the centre has managed to start work with a small team of four researchers, and hopes to expand the team in the future if possible.

Firstly, the team plans to extend studies which have been carried out so far. For example, research has shown that focusing on reading skills too early, and also requiring children to do excessive amounts of homework, can set them back in terms of development, especially if either of these factors means the children don't have enough time to play. Another aspect of interest is the actual classes themselves – their level of structure is thought to influence how children develop. The length of classes doesn't seem to be an issue, as long as there is plenty of opportunity within the lesson for free, uncontrolled activity – in other words, play. Playing outside, for example during break times, is also of interest. Studies have shown that there are far more arguments if children play in an empty playground – if there's just bare concrete, for example. But if there are objects available that can be played with in a variety of ways, this effect is reduced.

Being able to study play in a scientific way presents many challenges. The team will primarily use observation - of children playing in the lab, and also outside. This will provide them with data which can then be analysed scientifically, to find out about the circumstances, how often events occur, and so on. They will use software which will give accurate measures of frequency and also will identify repeated patterns of behaviour.

Before we move on, are there any questions? \*\*

PAUSE 00'25"

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

REPEAT FROM \* TO \*\*  
PAUSE 00'30"

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## R1 Part B

Now listen to a conversation between two students about their psychology project on child development, and complete the sentences in Part B. Write one word only in each gap. You will hear the conversation twice.

*M/F students, approx. 20 years old*

M: Hi Marta. Can we talk about our psychology project?

F: Sure, I'm looking at my notes now. I read about Piaget – the Swiss psychologist who studied cognitive development in children – that's the way children start to understand the world around them, and think about things.

M: Yeah. Piaget reckoned there are four stages in children's development.

F: So the first stage is from birth to about two years of age. There's an experiment you can do – you put an object, like a toy, in front of a baby, then when you hide it with something like a large piece of paper, the baby acts as if the object doesn't exist. They don't start to realise that the toy or whatever you're using is permanent until they're about a year old.

M: And during this stage they also start to discover what the consequences of their actions will be – so if they reach their hand out, they'll be able to take hold of something, for example.

F: Or if they shake a bunch of keys it'll make a noise. So their behaviour shows they are acting with intention – they want to grab things or get something to make a noise.

M: Then the second stage is when they start to recognise certain features of objects, so they'll group red blocks together, or they'll be able to say that two balls of clay are the same size.

F: Yes. But then if you rolled one of those balls into a long, thin shape, the child would say it contains more clay. It takes a few years for the child to realise that the amount of clay is actually the same in both.

M: And that idea's known as conservation – when they realise that the amount hasn't changed.

F: Yes, or another measurement, such as weight. But that doesn't start to happen until the third stage.

M: Ah...and then the fourth stage – that's from about twelve years of age, I think. That's when children begin to use logic, and when they can cope with things that are quite abstract too – like how long something will take to happen.

F: It's interesting, isn't it! But I read that not all psychologists agree with this four-stage theory. There's another argument that children simply perform better in psychological tests as their language and memory improve.

M: So it could just be that the capacity of their memory has got bigger.

F: Mmm ... I'd like to find out more about that. But anyway, we've got plenty to write about, haven't we?

M: Yes!

PAUSE 00'25"

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

REPEAT FROM \* TO \*\*  
PAUSE 00'30"

**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.**

**BLANK PAGE**

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

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**ENGLISH AS A SECOND LANGUAGE**

**0991/42**

Paper 4 Listening (Extended)

**May/June 2019**

TRANSCRIPT

**Approx. 50 minutes**

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This document consists of **11** printed pages and **1** blank page.



## TRACK 1

R1 This is the Cambridge Assessment International Education, Cambridge IGCSE (9–1), June 2019 examination in English as a Second Language.

Paper 4, Listening.

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, or a number, for each answer.

You will hear each recording twice.

PAUSE 00'05"

R1 **Question 1**

(a) What does the man miss about his home country?

(b) When will he next go back there?

*M: late 30s; F: mid-twenties, light US accent*

F: \* With me today is Colin Peters, who has recently moved to the US. What was it like, moving here?

M: Well, I come from a cold country, so the heat of the southern US has been quite a shock, although not an unpleasant one. I contact my friends regularly on social media, but it's not the same as seeing them, and I wish they could move out here too. I'll be able to see them again early next year, though, as I've got two months' work coming up in my own country then. The fact that my parents had already moved out here has really helped me to settle in though. \*\*

PAUSE 00'10"

REPEAT FROM \* to \*\*

PAUSE 00'05"

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R1 **Question 2**(a) **Why did the man arrive late at the dentist's?**(b) **What time is his next appointment?***M: early 30s; F: early 20s*

F: \* Good morning.

M: Hi, my name's Mr Jackson. I had an appointment for 9.15 but I'm very late. I set off in good time because I could see that the traffic was terrible, but I got lost when I was about half way here.

F: We had to let someone else have your appointment in the end, Mr Jackson – I'm afraid you'll have to make another one.

M: Oh dear! I forgot my phone, so couldn't let you know I was going to be late. Would it be possible to come back after 5 o'clock today?

F: Unfortunately we've got nothing else until 10.30 tomorrow.

M: That'll have to do then. \*\*

PAUSE 00'10"

REPEAT FROM \* to \*\*

PAUSE 00'05"

R1 **Question 3**(a) **What has the woman spent the morning doing?**(b) **Where does she want to meet her friend?***F: late 30s leaving an answerphone message*

F: \* Hi, it's Selina. I was just calling to see if you're still free for lunch today. You know how I usually run round cleaning the house on a Sunday morning while my husband does the cooking. Well, because the kids are on holiday from school, their dad's taken them camping, which has given me time for some gardening – I haven't had the chance to do that for ages. Anyway, it would have been lovely to meet at the café, but it's closed today, I'm afraid, so how about going to the pizza restaurant instead? I could see you there in about an hour if that's OK with you. Let me know. \*\*

PAUSE 00'10"

REPEAT FROM \* to \*\*

PAUSE 00'05"

R1 **Question 4**(a) **What is the woman organising a celebration for?**(b) **Where is she hoping to have the celebration?***M/F both mid-forties*

M: \* Hi Judy, how are you?

F: Well, thanks – a bit busy though.

M: Oh, have you got a lot of work on at the moment?

F: I have, but I'm trying to organise a party at the same time.

M: Have you and Roger got a big wedding anniversary coming up?

F: We have in a few months – twenty-five years. But next month it's my son's graduation, so I have to arrange something for that first.

M: Are you having the party at home?

F: I'd really like to but it's not big enough for all of his friends, so I've been looking into holding it in a hotel instead.

M: That sounds wonderful. Well, good luck! \*\*

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 young businesswoman called Alem talking to students about setting up a business. Listen to the talk and complete the details below. Write one or two words only in each gap.****You will hear the talk twice.***F: early 20s*

F: \* Hi everyone, it's nice to be here. Just two years ago, I was a business student like you, and now I have my own successful business. So, how did I manage it? Well, that's what I'm here to talk about today.

Just after leaving university with my business degree, I decided that it hadn't included enough practical information about setting up your own business. That's when I saw an advert for the

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'Starting a Business' course. I decided to try it, and that's how I ended up doing the ten-week course at City College, just after graduating from Central University. Unlike the lecturers on my degree course at university, who were academics and knew a lot about the theory of business, the teachers on this one used to be company owners, so they knew about the practical side of running a business.

Although the course contained lots of information that really increased my knowledge of business start-ups, what ended up proving even more significant was the confidence it gave me. Without this, I don't think I would have been ready to start. I made some interesting contacts too, a lot of whom I'm still in touch with now.

I had lots of ideas for businesses I could open. One of these was to open a shop. I love nineteen-sixties clothes so wondered about buying and selling these. In the end, there didn't seem to be a big market, so I went for my second option of importing and exporting furniture. I'm glad I did, because it's been pretty successful, and I've always had an interest in that sort of thing.

I had enough money saved to get going, but needed another bank account. All banks ask for a business plan, so I had to sort that out before they'd let me open an account. I just used some websites to help me with it, and in fact, the internet has been a superb source of advice and information since then – there are so many people who've been through the same thing who are willing to help.

I was never that good at maths so I thought I'd struggle with working out the finances of the business, but it's amazing the difference having a good accountant can make! The advertising gives me the most problems, though, as I have to arrange it in so many different countries and languages. It's obviously working, as I'm probably going to have to employ more staff to help me soon. Lots of friends have advised me to leave this city and move to the capital, as there are obviously more customers there, but I'm going to ignore them and just get bigger offices here when something becomes available.

So my advice to anyone who's thinking about setting up a business is to try and pay no attention to how frightened you feel – it's completely normal! And rather than work continuously in those initial weeks and months, as many people are tempted to do, stay calm – running a business can be so stressful. \*\*

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 what makes them laugh. For each of speakers 1 to 6, choose from the list, A to G, which opinion each speaker expresses. Write the letter in the appropriate box. Use each letter only once. There is one extra letter which you do not need to use.

You will hear the recordings twice.

## R1 Speaker 1

*F: late teens, light US accent*

\* I often watch comedy programmes with my parents – it's the one type of programme we all love to see. We watch online, so fortunately there's plenty to choose from these days. This usually means we take turns selecting what to watch, so we get to see a variety of programmes. Mum and Dad often choose something that they used to watch when they were younger and, although I hate to admit it, I do tend to laugh more at their choices, even though mine are much more up-to-date.

PAUSE 00'10"

## R1 Speaker 2

*M: late teens*

Comedy is definitely my favourite type of film. My friends and I go out together to see a funny film most weekends. Talking about it afterwards is almost as funny as watching the film. I also love finding videos online that give me ideas for surprising my friends and family when they're least expecting it. One time, I gave my little brother an ice cream that was actually made out of potato. He laughed immediately because he realised what I'd done! That kind of thing makes us laugh more than anything.

PAUSE 00'10"

## R1 Speaker 3

*F: late teens*

When my family goes to the cinema to see a funny film together, my Mum and Dad often laugh at stuff that I don't even understand. And then in parts of the film I find really amusing, they're completely silent. Maybe it's because they're much older than me, but then the same thing seems to happen when I'm with my friends too. I've tried explaining why I'm laughing to them but they never understand. I suppose it means that, between us, we find more parts of the film funny!

PAUSE 00'10"

**R1 Speaker 4***M: mid-teens*

I sometimes feel left out when I'm with my friends, because a lot of what they laugh about comes from programmes and videos they've seen online. They tell me that I've got to watch them because they're so funny, but I'd rather spend my time looking for things that I know I'll definitely enjoy. I think the best kind of comedy doesn't use words at all. The characters just do silly things that end up with them getting covered in food or mud. I could watch that all day!

PAUSE 00'10"

**R1 Speaker 5***F: mid-teens*

My dad's a real expert at telling the same joke again and again. Maybe he just forgets that he's told it before, but he can't understand why we don't think it's funny anymore. Going to the movies is like that as well these days. The films all use the same tired jokes with different actors and expect everyone to laugh. It's odd, because there are plenty of genuinely different and funny programmes that my friends and I watch on the internet, but this originality doesn't seem to happen in films.

PAUSE 00'10"

**R1 Speaker 6***M: mid-teens*

I'd really like to be a comedian when I'm older. I'm not sure what my parents think, but there's nothing I like more than making a big group of people laugh. It's certainly not as easy as it looks. I occasionally try out some of my jokes on my friends but they don't always laugh as much as I'd like. They tell me about things they've seen online that I can watch to get ideas from, though, and a lot of what they suggest is really amusing. \*\*

PAUSE 00'10"

**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 an interview with a woman called Lisa Holanova, who is a choreographer, which means she creates dance routines. Listen to the interview and look at the questions. For each question, choose the correct answer, A, B or C, and put a tick in the appropriate box.**

**You will hear the interview twice.**

*M: Interviewer, late 20s; F: Choreographer, late 20s US accent*

M: \* Thanks for talking to us today, Lisa. You're what's called a choreographer – someone who creates dance routines for people to perform. What's your favourite part of the job?

F: My job involves deciding which steps individual dancers should do and then building this up into a whole dance routine, and I love every minute of what I do. I get to teach and work with some of the most talented dancers in the world. To hear them say that I have inspired them makes me feel very proud. Almost as much, in fact, as seeing all my hard work come to life on stage in front of an audience. It's far more rewarding than any award I've ever received.

M: And is there anything that can be difficult about your job?

F: I work with dancers who are still in high school, dancers on concert tours, and on TV shows too. This gives a wonderful variety, but handling the different demands and personalities of the performers can cause tension from time to time. Some choreographers find knowing how to do lots of different types of dance quite difficult and prefer to specialise in one type only.

M: What's a normal week like for a choreographer?

F: This job has moments when there's far too much work and you're running from one job to the next, followed by times when you're wondering if any more work will ever arrive. It's hard to call any working week in this job typical. You have to learn to welcome the unexpected, and make the most of the quieter times when they happen, because they don't usually last long.

M: Is there one essential characteristic that every choreographer should have?

F: Good question! I firmly believe that anyone in this line of work needs to be passionate about whatever they are doing. It's this that will make a show or routine successful, even if you're struggling to make it really original. Personally, I think my biggest strength is my positive attitude, but I've seen quite a few very successful choreographers who are the complete opposite.

M: How much money do choreographers generally make?

F: While you're gaining experience, you'll sometimes need to do things for free. Although it makes earning a living pretty tough, it'll get your name known and then the paid work should start to come in. Even then, as a relatively new choreographer, you'll probably be put on the lowest pay scale until you've become a little more well-known in the industry. I'm earning roughly ten times more now than when I took my first paid work.

M: How much time off do you get?

F: I try not to take time off at all if I have a big job on. However, there are sometimes gaps between jobs, and that's when I get the opportunity to catch up with the people I love. A lot of my contracts are in other cities and countries. I enjoy visiting new places, but I do have moments when I say to myself, 'It's good to be home.'

M: Is there anything people should do before they start trying to get work in your profession?

F: Although no formal qualifications are necessary for becoming a choreographer, I'd strongly suggest that you learn with as many different teachers and choreographers as possible. In this way, you'll experience lots of different approaches to dance. Seeing many dance shows can be interesting too, though you never actually know how the choreographers have created them – you just see the final product.

M: So your career has gone very much as you intended...

F: I'm not sure if that's how I'd describe it, as the work I've wanted has appeared exactly when I've needed it rather than according to some grand plan. For sure, I've worked hard, but it's never really seemed like it because I love what I do so much.

M: Thank you so much, Lisa. \*\*

PAUSE 00'20"

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

REPEAT FROM \* to \*\*

PAUSE 00'30"

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

PAUSE 00'30"

TRACK 6

R1 **Exercise 5 Part A**

**You will hear a woman giving a talk about Charles Babbage, who was a nineteenth century mathematician and designer. 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.**

*F: early 30s*

\* Hello everyone. I've been invited here as part of your History Week to talk about someone who's often referred to as the 'father' of computing, Charles Babbage. His early inventions known as calculating machines are among the most celebrated icons in the history of computers.

Charles Babbage was born on December 26th, 1791. From an early age, Babbage showed a great love of mathematics, and even taught himself all about algebra. On entering Cambridge University, he found his mathematical skills to be far more advanced even than those of his tutors. They still taught only classical mathematics, whereas he had already read the innovative work of many European mathematicians.

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After graduating from Cambridge, Babbage worked as a mathematician, and it was at this time that he first acquired his interest in the calculating machines that became his great passion for the remainder of his life. Although he's perhaps best known for a machine called the Analytical Engine, a machine that could perform not just one mathematical task but any kind of calculation, he'd already developed the Difference Engine, his earliest design. It was only partially constructed by Babbage but could still be successfully used to produce mathematical tables, like those used by students today.

Georg Scheutz, a Swedish inventor, successfully constructed another machine based on Babbage's designs in 1854. With this, he was able to create tables which were put to a variety of uses, especially by navigators. Planets were also accurately mapped thanks to this early technology. It was used by both the British and American governments.

When much older and into middle age, Babbage also played a role in the establishment and reorganisation of many important scientific institutions. Through these, he attempted to put pressure on the British government to provide more finance for scientific work, and on the media to raise public awareness of science through publicity.

Interest in Babbage's work did not disappear after he died. In 1985, the Science Museum in London began construction of a calculating machine that Babbage had developed, using his original designs. It was completed and working by 1991, just in time for the two-hundredth anniversary of Babbage's birth, and consists of four thousand parts, weighing over three metric tonnes. A printer for this machine was completed in the year 2000. It has a similar number of parts and weighs two point five tonnes. \*\*

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 two students about John Atanasoff, who invented the first electronic computer, and complete the sentences in Part B. Write one or two words in each gap. You will hear the conversation twice.**

*M & F: late teens*

- F: \* That was a really interesting talk about Babbage's early machines, and a good way of introducing our presentation on John Atanasoff!
- M: Yes, and like Babbage, Atanasoff was a genius, so I think the first part of the presentation should be about his education.
- F: Good idea! So, I found out that his parents were keen for John to do well academically, and his mother in particular supported his love of mathematics.
- M: Yes, he concentrated on science and maths at high school too, as at that time he wanted to study physics at university.
- F: Though the university near where he lived in the US didn't offer this course, so he ended up doing electrical engineering instead, which was probably a good thing in the end.

- M: It was. While he was studying for his doctorate, and even after he had started working at Iowa State College, he often thought about how to create a computer.
- F: That's right. The calculating machines he used for his work just weren't good enough, so he was constantly doing experiments to try and improve them.
- M: And did you know he found that driving helped his creativity, and it was after doing this one night that all his thoughts somehow came together and he knew he had the solution.
- F: We must put that part in the presentation! Also the fact that Atanasoff worked on his ideas with one of his students, Clifford Berry, and between them they created the world's first digital computer in 1939.
- M: That's right. And although the Atanasoff-Berry computer, as it became known, was very different to today's devices, in that it was designed for a single function – to solve systems of linear equations. It offered vast improvements in speed over previous calculators.
- F: That's right, because unlike Babbage's machines, the controls were electronic rather than mechanical. Though the way it did calculations wasn't as reliable as they'd have liked it to be.
- M: True, but this was a pretty minor problem when you think about the complexity and slowness of using the machines that scientists had been forced to work with up until then.
- F: And compared to other early computers that appeared shortly afterwards, it was relatively small.
- M: That's right – some of those filled a whole room!
- F: Even so, it still took up a similar amount of space to a desk, which is not the sort of thing you'd want to carry round in your rucksack.
- M: Definitely not! \*\*

PAUSE 00'25"

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

REPEAT FROM \* to \*\*  
PAUSE 00'30"

**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.**

**BLANK PAGE**

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**ENGLISH AS A SECOND LANGUAGE**

**0991/51**

Paper 5 Speaking Assessment A

**May/June 2019**

**Approx. 15 minutes**

No Additional Materials are required.

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## A National monuments

Every country has national monuments. These could be buildings or statues which celebrate important people or events.

Discuss this topic with the examiner.

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

- a national monument that you, or someone you know, has visited
- the difference between visiting a national monument and seeing it in pictures or videos
- monuments that should be built for future generations
- the suggestion that it is a waste of money to preserve national monuments
- the view that national monuments remind us of the past when we should think about the future.

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

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

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**0991/51**

Paper 5 Speaking Assessment B

**May/June 2019**

**Approx. 15 minutes**

No Additional Materials are required.

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## B Our neighbours

Most of us have other people living close to us.

Discuss this topic with the examiner.

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

- people who live next to you, and what they are like
- how people can be good neighbours to each other
- the disadvantages of having neighbours
- the idea that people in the countryside have closer relationships with their neighbours than people in the city
- the suggestion that neighbouring countries should help each other.

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

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**0991/51**

Paper 5 Speaking Assessment C

**May/June 2019**

**Approx. 15 minutes**

No Additional Materials are required.

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## C Quick thinking

Sometimes people have to think and act fast.

Discuss this topic with the examiner.

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

- a time when you had to think and act quickly, and what happened
- jobs in which you have to think quickly, and why
- the advantages and disadvantages of doing things quickly
- whether technology helps us do things more quickly
- the idea that not everything can or should be done quickly.

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

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**ENGLISH AS A SECOND LANGUAGE**

Paper 5 Speaking Assessment D

No Additional Materials are required.

**0991/51**

**May/June 2019**

**Approx. 15 minutes**

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## D Losing and finding things

We all lose things sometimes and finding them can be challenging.

Discuss this topic with the examiner.

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

- what happened when you lost or found something
- things that people often lose, and why
- ways to stop people losing things
- whether people who find valuable things should be allowed to keep them
- the idea that losing electronic data is more serious than losing physical objects.

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

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**0991/51**

Paper 5 Speaking Assessment E

**May/June 2019**

**Approx. 15 minutes**

No Additional Materials are required.

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This document consists of **2** printed pages.

## E Surprises

Sometimes things happen when we don't expect them.

Discuss this topic with the examiner.

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

- a time when you were surprised
- how people react to surprises
- the challenges of preparing a surprise for somebody
- the idea that children enjoy surprises more than adults
- the view that life would be easier without surprises.

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

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**ENGLISH AS A SECOND LANGUAGE**

**0991/51**

Paper 5 Speaking Assessment F

**May/June 2019**

**Approx. 15 minutes**

No Additional Materials are required.

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This document consists of **2** printed pages.

## F Parties

Parties are a way of having fun with other people, or celebrating important events together.

Discuss this topic with the examiner.

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

- a party that you have been to, or have helped to organise
- an occasion when a party may not be enjoyable, and why
- whether parties to celebrate important family events should only take place at home
- the suggestion that good parties are always noisy
- the view that parties for whole communities are better than private parties.

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

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**ENGLISH AS A SECOND LANGUAGE**

**0991/51**

Paper 5 Speaking Assessment G

**May/June 2019**

**Approx. 15 minutes**

No Additional Materials are required.

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This document consists of **2** printed pages.

## G Older and younger generations

A generation is a group of people who are of a similar age.

Discuss this topic with the examiner.

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

- somebody from a different generation you like, and why
- things that older and younger generations can learn from each other
- reasons why different generations often misunderstand each other
- whether life for the older generation is more difficult than for the younger generation
- the suggestion that in the future more politicians should come from the younger generation.

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

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**ENGLISH AS A SECOND LANGUAGE**

**0991/51**

Paper 5 Speaking Assessment H

**May/June 2019**

**Approx. 15 minutes**

No Additional Materials are required.

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This document consists of **2** printed pages.

## H Playing

Everyone enjoys playing games.

Discuss this topic with the examiner.

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

- a game you played when you were younger or play now
- whether you prefer to play indoors or outdoors
- if you enjoy playing games as part of your lessons, and why
- the view that boys and girls play differently
- the idea that adults enjoy playing games as much as children do.

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

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**0991/51**

Paper 5 Speaking Assessment I

**May/June 2019**

**Approx. 15 minutes**

No Additional Materials are required.

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This document consists of **2** printed pages.

## I Working while you study

Many people have a job while studying at school or university.

Discuss this topic with the examiner.

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

- the kinds of jobs students could do while studying
- a job you do, or would like to do, while you study, and why
- the challenges of working and studying at the same time
- the opinion that all young people must have some work experience before they leave school
- the view that governments should pay students to study.

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

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**ENGLISH AS A SECOND LANGUAGE**

Paper 5 Speaking Assessment J

No Additional Materials are required.

**0991/51**

**May/June 2019**

**Approx. 15 minutes**

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This document consists of **2** printed pages.

## J Confidence

If you are a confident person, you feel sure about your knowledge and abilities.

Discuss this topic with the examiner.

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

- someone you know who is confident, and how they behave
- a situation when you felt confident, and what happened
- jobs where confidence is very important, and why
- how parents and teachers can help children become more confident
- the view that being very confident isn't always a good thing.

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

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**0991/51**

Paper 5 Speaking Assessment K

**May/June 2019**

**Approx. 15 minutes**

No Additional Materials are required.

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This document consists of **2** printed pages.

## K Keeping things

Some people like to keep things, such as clothes, phones and toys, for a long time. Other people like to throw things away.

Discuss this topic with the examiner.

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

- something special that you have kept for a long time, and why
- reasons why some people keep things for a long time
- the advantages of not keeping things
- the suggestion that having a lot of expensive things doesn't make you happy
- the view that people should keep things for as long as possible rather than always buying new things.

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

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Paper 5 Speaking Assessment L

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**0991/51**

**May/June 2019**

**Approx. 15 minutes**

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This document consists of **2** printed pages.

## L Brands

Popular products or companies are known by their brand name.

Discuss this topic with the examiner.

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

- some brands you like, and why
- whether there are brands you would never choose, and why
- whether people should judge others based on the brands they choose
- the view that only big companies can develop a successful brand
- the opinion that companies use brands simply as a way to manipulate people.

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

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**ENGLISH AS A SECOND LANGUAGE**

**0991/51**

Paper 5 Speaking Assessment M

**May/June 2019**

**Approx. 15 minutes**

No Additional Materials are required.

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This document consists of **2** printed pages.

**M Heroes**

Every country has its own heroes. These are people who are admired for what they have done.

Discuss this topic with the examiner.

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

- whether your country has a national hero, and what they did
- who can become a national hero, and why
- the advantages and disadvantages of being a hero
- the suggestion that ordinary people, such as nurses and teachers, are the real heroes
- the view that young people are more inspired by international heroes than heroes from their country.

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

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**ENGLISH AS A SECOND LANGUAGE**

**0991/51**

Paper 5 Speaking Assessment N

**May/June 2019**

**Approx. 15 minutes**

No Additional Materials are required.

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This document consists of **2** printed pages.

**N Travel**

People travel in many different ways for work and leisure.

Discuss this topic with the examiner.

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

- different ways that people you know travel, and where
- a time you enjoyed travelling, and why
- why some people prefer to travel by car instead of by train, plane or boat
- whether governments should encourage people to travel more on foot
- the opinion that all students should have the opportunity to travel to other countries.

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

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**ENGLISH AS A SECOND LANGUAGE**

**0991/51**

Paper 5 Speaking Assessment O

**May/June 2019**

**Approx. 15 minutes**

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## O Virtual reality

Virtual reality is when a computer produces images and sounds that make you think an imagined situation is real.

Discuss this topic with the examiner.

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

- a virtual reality experience you have had, or would like to have
- why some people prefer to play virtual reality games
- the disadvantages of spending a lot of time in a virtual world
- the advantages of using virtual reality to train people for certain jobs, such as doctors and pilots
- the idea that, in future, we can make all our dreams come true in a virtual world.

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

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**ENGLISH AS A SECOND LANGUAGE**

**0991/51**

Paper 5 Speaking Assessments A–O

**May/June 2019**

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.**

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**READ THESE INSTRUCTIONS FIRST**

This booklet contains:

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



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This document consists of **23** printed pages and **1** blank page.

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## 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 International 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 International 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 International the following: (a) recorded sample on a 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 a CD or 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 International 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 International 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 International in the separate envelope provided.
- The middle sheet (which is for the external moderator's use) must be sent separately to Cambridge International, 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, on 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.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/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 International 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 one of the assessment card pages 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 International.
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/USB stick should begin with a clear statement by the examiner as follows:**

Centre number:	[e.g.]	AZ 999
Centre name:	[e.g.]	Abcxyz Academy
Examination:	0991	English as a Second Language
Examiner name:	[e.g.]	Ms Z. Abced
Date:	[e.g.]	1 April 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.

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**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 National monuments****Candidate's Card**

Every country has national monuments. These could be buildings or statues which celebrate important people or events.

Discuss this topic with the examiner.

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

- a national monument that you, or someone you know, has visited
- the difference between visiting a national monument and seeing it in pictures or videos
- monuments that should be built for future generations
- the suggestion that it is a waste of money to preserve national monuments
- the view that national monuments remind us of the past when we should think about the future.

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

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

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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.**

## B Our neighbours

### Candidate's Card

Most of us have other people living close to us.

Discuss this topic with the examiner.

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

- people who live next to you, and what they are like
- how people can be good neighbours to each other
- the disadvantages of having neighbours
- the idea that people in the countryside have closer relationships with their neighbours than people in the city
- the suggestion that neighbouring countries should help each other.

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

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

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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.**

**C Quick thinking****Candidate's Card**

Sometimes people have to think and act fast.

Discuss this topic with the examiner.

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

- a time when you had to think and act quickly, and what happened
- jobs in which you have to think quickly, and why
- the advantages and disadvantages of doing things quickly
- whether technology helps us do things more quickly
- the idea that not everything can or should be done quickly.

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

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

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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.**

## D Losing and finding things

### Candidate's Card

We all lose things sometimes and finding them can be challenging.

Discuss this topic with the examiner.

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

- what happened when you lost or found something
- things that people often lose, and why
- ways to stop people losing things
- whether people who find valuable things should be allowed to keep them
- the idea that losing electronic data is more serious than losing physical objects.

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

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

**Instructions to the teacher/examiner**

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Do you have any questions?

**Then start the test.**

**E Surprises****Candidate's Card**

Sometimes things happen when we don't expect them.

Discuss this topic with the examiner.

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

- a time when you were surprised
- how people react to surprises
- the challenges of preparing a surprise for somebody
- the idea that children enjoy surprises more than adults
- the view that life would be easier without surprises.

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

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

### Instructions to the teacher/examiner

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Do you have any questions?

**Then start the test.**

## F Parties

### Candidate's Card

Parties are a way of having fun with other people, or celebrating important events together.

Discuss this topic with the examiner.

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

- a party that you have been to, or have helped to organise
- an occasion when a party may not be enjoyable, and why
- whether parties to celebrate important family events should only take place at home
- the suggestion that good parties are always noisy
- the view that parties for whole communities are better than private parties.

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

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

**Instructions to the teacher/examiner**

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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.**

**G Older and younger generations****Candidate's Card**

A generation is a group of people who are of a similar age.

Discuss this topic with the examiner.

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

- somebody from a different generation you like, and why
- things that older and younger generations can learn from each other
- reasons why different generations often misunderstand each other
- whether life for the older generation is more difficult than for the younger generation
- the suggestion that in the future more politicians should come from the younger generation.

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

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

**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.**

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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.**

**H Playing****Candidate's Card**

Everyone enjoys playing games.

Discuss this topic with the examiner.

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

- a game you played when you were younger or play now
- whether you prefer to play indoors or outdoors
- if you enjoy playing games as part of your lessons, and why
- the view that boys and girls play differently
- the idea that adults enjoy playing games as much as children do.

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

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

**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.**

**I Working while you study****Candidate's Card**

Many people have a job while studying at school or university.

Discuss this topic with the examiner.

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

- the kinds of jobs students could do while studying
- a job you do, or would like to do, while you study, and why
- the challenges of working and studying at the same time
- the opinion that all young people must have some work experience before they leave school
- the view that governments should pay students to study.

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

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

### 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.**

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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.**

## J Confidence

### Candidate's Card

If you are a confident person, you feel sure about your knowledge and abilities.

Discuss this topic with the examiner.

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

- someone you know who is confident, and how they behave
- a situation when you felt confident, and what happened
- jobs where confidence is very important, and why
- how parents and teachers can help children become more confident
- the view that being very confident isn't always a good thing.

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

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

### 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.**

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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.**

## K Keeping things

### Candidate's Card

Some people like to keep things, such as clothes, phones and toys, for a long time. Other people like to throw things away.

Discuss this topic with the examiner.

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

- something special that you have kept for a long time, and why
- reasons why some people keep things for a long time
- the advantages of not keeping things
- the suggestion that having a lot of expensive things doesn't make you happy
- the view that people should keep things for as long as possible rather than always buying new things.

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

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

**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.

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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.**

**L Brands****Candidate's Card**

Popular products or companies are known by their brand name.

Discuss this topic with the examiner.

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

- some brands you like, and why
- whether there are brands you would never choose, and why
- whether people should judge others based on the brands they choose
- the view that only big companies can develop a successful brand
- the opinion that companies use brands simply as a way to manipulate people.

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

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

**Instructions to the teacher/examiner**

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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.**

**M Heroes****Candidate's Card**

Every country has its own heroes. These are people who are admired for what they have done.

Discuss this topic with the examiner.

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

- whether your country has a national hero, and what they did
- who can become a national hero, and why
- the advantages and disadvantages of being a hero
- the suggestion that ordinary people, such as nurses and teachers, are the real heroes
- the view that young people are more inspired by international heroes than heroes from their country.

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

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

**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.**

**N Travel****Candidate's Card**

People travel in many different ways for work and leisure.

Discuss this topic with the examiner.

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

- different ways that people you know travel, and where
- a time you enjoyed travelling, and why
- why some people prefer to travel by car instead of by train, plane or boat
- whether governments should encourage people to travel more on foot
- the opinion that all students should have the opportunity to travel to other countries.

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

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

### 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.**

## O Virtual reality

### Candidate's Card

Virtual reality is when a computer produces images and sounds that make you think an imagined situation is real.

Discuss this topic with the examiner.

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

- a virtual reality experience you have had, or would like to have
- why some people prefer to play virtual reality games
- the disadvantages of spending a lot of time in a virtual world
- the advantages of using virtual reality to train people for certain jobs, such as doctors and pilots
- the idea that, in future, we can make all our dreams come true in a virtual world.

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

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

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## 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 International 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 International 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 International the following: (a) recorded sample on a 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 a CD or 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 International 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 International 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 International in the separate envelope provided.
- The middle sheet (which is for the external moderator's use) must be sent separately to Cambridge International, 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, on 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.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/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 International 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 one of the assessment card pages 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 International.
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/USB stick should begin with a clear statement by the examiner as follows:**

Centre number:	[e.g.]	AZ 999
Centre name:	[e.g.]	Abcxyz Academy
Examination:	0991	English as a Second Language
Examiner name:	[e.g.]	Ms Z. Abced
Date:	[e.g.]	1 April 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.

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**Instructions to the teacher/examiner**

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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 Day trips****Candidate's Card**

People often go somewhere for a day trip, either alone or with their school, friends or family.

Discuss this topic with the examiner.

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

- a place you would like to go to for a day trip, and why
- a day trip you, or someone you know, went on and what happened
- whether a day trip with friends is different from a day trip with family
- whether day trips need a lot of planning, and why
- the opinion that several day trips are better than one long holiday.

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

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

### Instructions to the teacher/examiner

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Do you have any questions?

**Then start the test.**

## B Understanding others

### Candidate's Card

It is not always easy to understand how other people feel or what they think.

Discuss this topic with the examiner.

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

- someone who understands you well, and why
- a situation when it was difficult to understand somebody, and what happened
- how we know when someone feels happy or sad
- the view that some people can never understand each other
- there should be one global language so that people around the world can understand one another.

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

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

**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.

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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.**

**C Being impressed****Candidate's Card**

We are impressed when we respect or admire people or events that are special.

Discuss this topic with the examiner.

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

- something or someone that impressed you, and why
- ways you could impress your parents or friends
- when it is important to make a good impression
- why some people are easily impressed by celebrities
- the suggestion that the most impressive things are found in nature.

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

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

**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.**

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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.**

**D Special occasions****Candidate's Card**

There are some occasions that we experience with other people, such as weddings or sports events.

Discuss this topic with the examiner.

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

- a special occasion you shared with family or a friend, and what happened
- whether you prefer to share special occasions with friends or family
- difficulties of planning a special occasion
- what makes an occasion special
- the view that people should never share their experiences of special occasions on social media.

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

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

### 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.

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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.**

## E Awards

### Candidate's Card

Often people who achieve something special win awards, such as certificates or medals.

Discuss this topic with the examiner.

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

- an award that you, or someone you know, has won, and why
- the advantages and disadvantages of winning an award
- whether awards always encourage people to do their best
- the view that awards aren't important and we shouldn't care about them
- the opinion that awards are often given to famous people who don't deserve them.

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

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

**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.**

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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.**

**F Fresh air****Candidate's Card**

Fresh air is important for our health.

Discuss this topic with the examiner.

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

- whether you like being outdoors in the fresh air, and why
- how people in your local area can keep the air clean
- what people should do to protect themselves from air pollution
- the view that governments are not responsible for making sure that the air we breathe is clean
- the suggestion that we cannot have progress and development without air pollution.

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

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

### 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.**

## G Taking a break

### Candidate's Card

Sometimes we stop doing an activity for a shorter or longer period of time.

Discuss this topic with the examiner.

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

- what you, or people you know, do when taking a short break from work or studies
- reasons why we need regular breaks at school or work
- the disadvantages of taking a break from an important piece of work
- the view that modern technology prevents people from taking a proper break
- the opinion that young people should visit other countries before starting their working life.

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

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

### 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.**

## H Being bored

### Candidate's Card

Sometimes we are bored when we have to do an uninteresting task or have nothing to do.

Discuss this topic with the examiner.

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

- a time when you were bored, and why
- what you, or people you know, do to stop being bored
- different people find different things boring
- the idea that having nothing to do is better than having too much to do
- the suggestion that people are bored nowadays because they have too much free time.

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

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

### 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.**

## I Making music

### Candidate's Card

People make music in different ways, such as composing, playing instruments or singing.

Discuss this topic with the examiner.

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

- people you know who make music, and what they do
- reasons why people make music
- whether it's easier to make music alone than with other people
- the suggestion that being a musician is a good career choice
- the idea that we can communicate with anyone around the world through music.

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

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

### 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.**

## J Cash

### Candidate's Card

Nowadays, fewer people use cash such as banknotes and coins to pay for things.

Discuss this topic with the examiner.

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

- whether you and your family pay in cash when you go shopping, and why
- the disadvantages of using cash to buy an expensive item
- whether using electronic ways of paying makes it easier to spend your money
- the suggestion that there will be less crime if people don't use cash
- the view that in the future no one will use cash anymore.

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

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

**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.**

**K Films****Candidate's Card**

Many people enjoy watching films either at home or at the cinema.

Discuss this topic with the examiner.

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

- a film you have seen recently and your opinion about it
- whether you prefer going to the cinema or watching films at home, and why
- the differences between watching a TV series and a film
- whether films should always teach people something
- the view that spending large sums of money to produce some films is wasteful.

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

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

### 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.**

## L Interviews

### Candidate's Card

People both ask and answer questions in different situations such as job interviews, press conferences and chat shows.

Discuss this topic with the examiner.

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

- situations when you, or people you know, have been interviewed
- an interview you enjoyed watching or reading
- a famous person you would like to interview, and what you would ask them
- the opinion that giving interviews is a requirement of being a celebrity
- whether politicians should always share all the information they have with the public.

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

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

### 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.**

## M Clothes people wear

### Candidate's Card

Many people pay a lot of attention to fashion and the clothes they wear.

Discuss this topic with the examiner.

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

- the clothes you like to wear, and why
- an occasion when you had to wear special clothes
- whether only women are interested in fashion
- the view that we communicate our personality by the clothes we wear
- the opinion that clothes designed by famous designers are too expensive.

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

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

**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.**

**N Being helpful****Candidate's Card**

Many people enjoy helping others.

Discuss this topic with the examiner.

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

- an occasion when you helped a friend or a family member, and why
- ways in which other people have helped you
- a charity or organisation that you think deserves support, and why
- whether it is always a good idea to help others
- the view that only helpful people can be successful.

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

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

### 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.**

## O The media

### Candidate's Card

We get news from a variety of sources such as television, newspapers and the internet.

Discuss this topic with the examiner.

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

- how you prefer to find out about the news, and why
- the type of news stories you enjoy finding out about
- how much we should trust what we read and see in the media
- whether you would like to work in the media in the future
- the view that the media is too powerful.

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

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

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## Grade thresholds – November 2019

### Cambridge IGCSE™ (9–1) English as a Second Language (Count-In Speaking) (0991)

Grade thresholds taken for Syllabus 0991 (English as a Second Language (Count-In Speaking)) in the November 2019 examination.

		minimum raw mark required for grade:								
	maximum raw mark available	9	8	7	6	5	4	3	2	1
Component 11	60	–	–	–	–	–	44	38	30	22
Component 21	80	76	74	71	67	64	60	–	–	–
Component 31	30	–	–	–	–	–	20	16	12	9
Component 41	40	39	38	37	35	33	31	–	–	–
Component 51	30	28	27	26	24	22	21	17	13	9

The maximum total mark for this syllabus, after weighting has been applied, is **200**.

The overall thresholds for the different grades were set as follows.

Option	Combination of Components	9	8	7	6	5	4	3	2	1
AX	11, 31, 51	–	–	–	–	162	143	118	93	68
BX	11, 31, 81	–	–	–	–	162	143	118	93	68
FX	21, 41, 51	190	184	178	168	158	149	126	–	–
GX	21, 41, 81	190	184	178	168	158	149	126	–	–



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**ENGLISH AS A SECOND LANGUAGE (COUNT-IN SPEAKING)**

**0991/11**

Paper 1 Reading and Writing (Core)

**October/November 2019**

MARK SCHEME

Maximum Mark: 60

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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This document consists of **9** 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:

**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

Question	Answer	Marks
1	(animal) bones	1
2	35 000 (years)	1
3	(there had been a) rock fall/(entrance) blocked	1
4	horsehair	1
5	(sur)name of (one of) discoverer(s)/after discoverer	1
6	<b>Award 1 mark for each detail up to a maximum of 2 marks</b> temperature/cool/cold atmosphere/damp(er than outside)	2
7	faces human(-like)	1
8	people/humans/where people (do not) feature	1
9(a)	C	1
9(b)	B	1
9(c)	C	1
9(d)	A	1
9(e)	B	1
9(f)	A	1
9(g)	B	1
9(h)	A	1
10	<p><i>Award 1 mark for each acceptable response, up to a maximum of 3 marks.</i> <i>Acceptable responses are:</i></p> <p><b>Reasons why some birds fly from Africa to northern Europe at certain times of the year:</b></p> <ol style="list-style-type: none"> <li><b>1</b> to feed (on the insects that are available)/(plenty of) food</li> <li><b>2</b> fewer birds/not so many birds</li> <li><b>3</b> good places for (building) nests/build nests/to nest</li> <li><b>4</b> safe/(other) animals that might attack them</li> <li><b>5</b> long days (during summer are good for them)</li> </ol>	3

Question	Answer	Marks
11	<p><i>Award 1 mark for each acceptable response, up to a maximum of 2 marks.</i> <i>Acceptable responses are:</i></p> <p><b>How birds find their way when they are migrating:</b></p> <p><b>6</b> born knowing (which route they need to take)/(they)know  <b>7</b> (follow) coastlines  <b>8</b> sun  <b>9</b> stars</p>	<b>2</b>
12	<p><i>Award 1 mark for each acceptable response, up to a maximum of 2 marks.</i> <i>Acceptable responses are:</i></p> <p><b>Challenges for birds when they are migrating:</b></p> <p><b>10</b> long distances/(over) 8000 kilometres  <b>11</b> (flying across) deserts/Sahara  <b>12</b> (crossing) seas/Mediterranean  <b>13</b> (natural) feeding places destroyed/feeding places built on/(not) finding food</p>	<b>2</b>
13	<p>Award up to a total of 12 marks</p> <p>Up to <b>6 marks</b> to be awarded for <b>Content</b> (Reading)</p> <p>Relevant Content points to include are:</p> <p><b>Advantages</b></p> <p><b>1</b> reduce traffic jams/encourage people to use cars less  <b>2</b> cause very little pollution (because they run on electricity)  <b>3</b> (tram) tracks cheaper to build (than railway lines)  <b>4</b> a tram route will never change  <b>5</b> trams (more) comfortable (to ride in)</p> <p><b>Disadvantages</b></p> <p><b>6</b> constructing a tram system considerable time  <b>7</b> other traffic gets stuck behind trams/not enough space to drive around them  <b>8</b> noisier than buses/noisy</p> <p>up to <b>6 marks</b> to be awarded for Language (Writing) see generic marking criteria for Exercise 4.</p>	<b>12</b>

Question	Answer	Marks
<b>Generic marking criteria for Exercise 4</b>		
<b>Marks</b>	<b>Language (Writing)</b>	
5–6	Points are well organised and coherent. Cohesive devices are used appropriately. Good use of own words. Good level of accuracy of vocabulary and simple grammatical structures.	
3–4	Points are partly organised and reasonably coherent. Cohesive devices are used generally appropriately. Some attempt to use own words, with some reliance on language from the text. Reasonable level of accuracy of vocabulary and simple grammatical structures.	
1–2	Little or no attempt to organise points. Cohesive devices are either not used or are not used appropriately. Heavy reliance on language from the text. Limited control of vocabulary and grammatical structures.	
0	No response worthy of credit.	

Question	Answer	Marks
<p><b>Generic marking criteria for Exercises 5 and 6</b></p> <p>The following general instructions, and table of marking criteria, apply to both Exercises 5 and 6.</p> <ul style="list-style-type: none"> <li>You should decide on a mark for Content and Language <b>separately</b>.</li> <li><b>Content</b> covers the <b>relevance</b> (i.e. whether the piece fulfils the task and the awareness of purpose/audience/register) and the <b>development of ideas</b> (i.e. the detail/explanation provided).</li> <li><b>Language</b> covers <b>range</b> (i.e. complexity of vocabulary and sentence structure) <b>and accuracy</b> (of grammar, spelling, punctuation and text <b>organisation</b>).</li> <li>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.</li> <li>When deciding on a mark for <b>Content</b>, look at both <b>relevance</b> and <b>development of ideas</b>. 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 <b>at least</b> 3–4 marks.</li> <li>When deciding on a mark for <b>Language</b>, look at both the <b>range</b> and the <b>accuracy</b> 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.</li> <li>If the writing is <b>considerably shorter</b> than the stated word length, i.e. below 70 words it should be given a maximum of 2 marks for Content.</li> <li>If the writing is only <b>partly relevant</b> and therefore can be awarded only 1–2 Content marks, the full range of marks for Language is still available.</li> <li>If the writing is <b>totally irrelevant</b> and has nothing to do with the question asked, it should be given 0 marks for Content and Language.</li> </ul>		
14	<p>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>.</p> <p>See generic marking criteria for Exercises 5 and 6.</p>	<b>12</b>
15	<p>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>.</p> <p>See generic marking criteria for Exercises 5 and 6.</p>	<b>12</b>

## Marking Criteria for Exercises 5 and 6

Marks	Content (maximum 6 marks)	Marks	Language (maximum 6 marks)
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>

<b>Marks</b>	<b>Content (maximum 6 marks)</b>	<b>Marks</b>	<b>Language (maximum 6 marks)</b>
<b>1–2</b>	<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>	<b>1–2</b>	<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.</li> <li>• 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>
<b>0</b>	<ul style="list-style-type: none"> <li>• No response worthy of credit.</li> </ul>	<b>0</b>	<ul style="list-style-type: none"> <li>• No response worthy of credit.</li> </ul>



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**ENGLISH AS A SECOND LANGUAGE (COUNT-IN SPEAKING)**

**0991/21**

Paper 2 Reading and Writing (Extended)

**October/November 2019**

MARK SCHEME

Maximum Mark: 80

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

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This document consists of **9** 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

Question	Answer	Marks
1	(animal) bones	1
2	35 000 (years)	1
3	(there had been a) rock fall/(entrance) blocked	1
4	horsehair	1
5	(sur)name of (one of) discoverer(s)/after discoverer	1
6	<b>Award 1 mark for each detail up to a maximum of 2 marks:</b> temperature/cool/cold atmosphere/damp(er than outside)	2
7	faces human(-like)	1
8	people/humans/people (do not) feature	1
9	<b>Award 1 mark for each detail up to a maximum 4 marks:</b> <b>1</b> (look) fresher / better preserved / less damage(d) <b>2</b> walls clean(ed) before painting / background (colour) lighter <b>3</b> (seem) more alive <b>4</b> animals (much) more aggressive <b>5</b> (scenes of) animals interacting	4
10(a)	C	1
10(b)	D	1
10(c)	B	1
10(d)	C	1
10(e)	A	1
10(f)	B	1
10(g)	D	1
10(h)	A	1
10(i)	B	1
10(j)	A	1

Question	Answer	Marks
11	<p><i>Award 1 mark for each acceptable response, up to a maximum of 3 marks.</i> <i>Acceptable responses are:</i></p> <p><b>Reasons why some birds fly from Africa to northern Europe at certain times of the year:</b></p> <ol style="list-style-type: none"> <li>1 feed (on the insects that are available)/(plenty of) food</li> <li>2 fewer birds/not so many birds</li> <li>3 good places for (building) nests/build nests/to nest</li> <li>4 safe/(other) animals that might attack them</li> <li>5 long days (during summer are good for them)</li> </ol>	<b>3</b>
12	<p><i>Award 1 mark for each acceptable response, up to a maximum of 3 marks.</i> <i>Acceptable responses are:</i></p> <p><b>How birds find their way when they are migrating:</b></p> <ol style="list-style-type: none"> <li>6 born knowing (which route they need to take)/(they) know</li> <li>7 (follow) coastlines</li> <li>8 sun</li> <li>9 stars</li> </ol>	<b>3</b>
13	<p><i>Award 1 mark for each acceptable response, up to a maximum of 3 marks.</i> <i>Acceptable responses are:</i></p> <p><b>Challenges for birds when they are migrating:</b></p> <ol style="list-style-type: none"> <li>10 long distances/(over) 8000 kilometres</li> <li>11 (flying across) deserts/Sahara</li> <li>12 (crossing) seas/Mediterranean</li> <li>13 (natural) feeding places destroyed/feeding places built on/(not) finding food</li> </ol>	<b>3</b>

Question	Answer	Marks
14	Award up to a total of 16 marks	16

Up to **8 marks** to be awarded for **Content** (Reading)

	<p>Relevant points to include are:</p> <p><b>Advantages of listening to music while studying:</b></p> <ol style="list-style-type: none"> <li>1 concentrate (better)</li> <li>2 blocks (out other background) noises/blocks (out people) talking</li> <li>3 (people) relax/makes people not feel anxious</li> <li>4 helps cope with complex ideas/helps cope with complex tasks</li> <li>5 gives energy/helps to continue studying</li> </ol> <p><b>What the music should be like:</b></p> <ol style="list-style-type: none"> <li>6 not (too) loud</li> <li>7 without lyrics</li> <li>8 steady rhythm</li> <li>9 not fast/not slow/right pace</li> <li>10 not music you're passionate about</li> </ol>	
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Up to **8 marks** to be awarded for Language (Writing)  
See Generic marking criteria for Exercise 4.

**Generic marking criteria for Exercise 4**

Marks	Language (Writing)
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>• 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>• Points partly organised and reasonably coherent. Cohesive devices are used generally appropriately.</li> <li>• Very good use of own words</li> <li>• High level of accuracy of vocabulary and grammatical structures</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>

Question	Answer	Marks
<p><b>Generic marking criteria for Exercises 5 and 6</b></p> <p>The following general instructions, and table of marking criteria, apply to both Exercises 5 and 6.</p> <ul style="list-style-type: none"> <li>You should decide on a mark for Content and Language <b>separately</b>.</li> <li><b>Content</b> covers the <b>relevance</b> (i.e. whether the piece fulfils the task and the awareness of purpose/audience/register) and the <b>development of ideas</b> (i.e. the detail/explanation provided).</li> <li><b>Language</b> covers <b>range</b> (i.e. complexity of vocabulary and sentence structure) <b>and accuracy</b> (of grammar, spelling, punctuation and text <b>organisation</b>).</li> <li>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.</li> <li>When deciding on a mark for <b>Content</b>, look at both <b>relevance</b> and <b>development of ideas</b>. 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 <b>at least</b> 3–4 marks.</li> <li>When deciding on a mark for <b>Language</b>, look at both the <b>range</b> and the <b>accuracy</b> 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.</li> <li>If the writing is <b>considerably shorter</b> than the stated word length, i.e. below 105 words, it should be given a maximum of 3 marks for Content.</li> <li>If the writing is only <b>partly relevant</b> and therefore can be awarded only 1–2 Content marks, the full range of marks for Language is still available.</li> <li>If the writing is <b>totally irrelevant</b> and has nothing to do with the question asked, it should be given 0 marks for Content and Language.</li> </ul>		
14	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>
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>

## Marking Criteria for Exercises 5 and 6

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>

Marks	Content (maximum 8 marks)	Marks	Language (maximum 8 marks)
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.</li> <li>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 (COUNT-IN SPEAKING)**

**0991/31**

Paper 3 Listening (Core)

**October/November 2019**

MARK SCHEME

Maximum Mark: 30

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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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.

Question	Answer	Marks
1(a)	(the/a) music (festival)	1
1(b)	(take) photo(s)	1

Question	Answer	Marks
2(a)	(the/its/great) variety (of exhibits/arts/paintings/sculptures/exhibitions/pictures)	1
2(b)	(a) poster (in the end)	1

Question	Answer	Marks
3(a)	plastic bags	1
3(b)	38 million (items/pieces)/thirty eight million (items/pieces)/38 000 000 (items/pieces)	1

Question	Answer	Marks
4(a)	(eight hours) sleep(ing)	1
4(b)	(to) relax(ing) (people)	1

Question	Answer	Marks
5(a)	radio	1
5(b)	medicine(s)	1
5(c)	Mexico	1
5(d)	water	1
5(e)	heavy	1
5(f)	weight	1
5(g)	nurses	1
5(h)	fame/profit(s)	1

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
6(a)	Speaker 1: F	<b>1</b>
6(b)	Speaker 2: C	<b>1</b>
6(c)	Speaker 3: B	<b>1</b>
6(d)	Speaker 4: E	<b>1</b>
6(e)	Speaker 5: D	<b>1</b>
6(f)	Speaker 6: G	<b>1</b>

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



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**ENGLISH AS A SECOND LANGUAGE (COUNT-IN SPEAKING)**

**0991/41**

Paper 4 Listening (Extended)

**October/November 2019**

MARK SCHEME

Maximum Mark: 40

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

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**GENERIC MARKING PRINCIPLE 2:**

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Question	Answer	Marks
1(a)	(the/a) music (festival)	1
1(b)	(take) photo(s)	1

Question	Answer	Marks
2(a)	(the/its/great) variety (of exhibits/arts/paintings/sculptures/exhibitions/pictures)	1
2(b)	(a) poster (in the end)	1

Question	Answer	Marks
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3(b)	38 million (items/pieces)/thirty eight million (items/pieces)/38 000 000 (items/pieces)	1

Question	Answer	Marks
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Question	Answer	Marks
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5(b)	medicine(s)	1
5(c)	Mexico	1
5(d)	water	1
5(e)	heavy	1
5(f)	weight	1
5(g)	nurses	1
5(h)	fame/profit(s)	1

Question	Answer	Marks
6(a)	Speaker 1: F	1
6(b)	Speaker 2: C	1
6(c)	Speaker 3: B	1
6(d)	Speaker 4: E	1
6(e)	Speaker 5: D	1
6(f)	Speaker 6: G	1

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

Question	Answer	Marks
8A(a)	(body) fat(s)	1
8A(b)	sharks	1
8A(c)	sound recorders	1
8A(d)	whispers	1
8A(e)	affection	1
8B(a)	(long) distance(s)	1
8B(b)	development	1
8B(c)	dancing	1
8B(d)	pattern(s)	1
8B(e)	oceans	1



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

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NUMBER

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**ENGLISH AS A SECOND LANGUAGE**

**0991/11**

Paper 1 Reading and Writing (Core)

**October/November 2019**

**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 on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

Dictionaries are **not** allowed.

At the end of the examination, fasten all your work securely together.

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 **3** blank pages.

**Exercise 1**

Read the article by a journalist about some ancient rock paintings that were found in a cave in France, and then answer the following questions.

**Ancient cave art**

In December 1994, three climbers were climbing a cliff in southern France when they came across a small opening. They made the opening wider, and then crawled along a narrow passage into a large cave. To their amazement, they saw hundreds of beautiful images of animals on the cave walls. As they walked through the cave, they realised they were stepping on animal bones. Later tests showed that these were thousands of years old.

The climbers told the local authorities about the cave, and experts were sent to study it. The experts realised it was a very important discovery. They identified more than 400 drawings and paintings of 15 different animal species. Some were between 28000 and 31000 years old. The majority, however, dated back 35000 years. Experts also worked out that there had been a 4000-year interval when no art was created in the cave.

They also concluded there had been a rock fall about 27000 years ago. The entrance became blocked and remained so until 1994. The cave was therefore frozen in time, which helped to preserve the images, and as a result, they look fresher than prehistoric cave paintings found elsewhere. Exposing the rock paintings to normal air and people for any length of time would damage them. So since the cave was discovered, very few people have been allowed inside, and only for a limited time. Various studies have been carried out, however. Scientists established that the walls had been cleaned before they were painted, meaning that the background colour is lighter than in other caves. They also identified the materials the artists used: pieces of iron, brushes created from horsehair and pointed stones for scratching lines. Experts also noted that the images seem more alive than cave paintings anywhere else.

Soon after the cave was found, the authorities named it Chauvet. People often assume this is the name of the local town, but in fact it's the surname of one of its discoverers. In 2007, the French government decided to show the world what Chauvet was like by building an exact copy of it a few kilometres away from the real cave. This reconstruction, named Caverne du Pont D'Arc, finally opened in 2015, and I visited it one summer's day. The group I was with walked down a concrete tunnel towards a large door. I knew it was a new building, but as I went through the door, I had the sense of going into a genuine cave. The temperature was suddenly very cool, so I was glad I had brought a jacket. Also, I immediately noticed that the atmosphere was damper than outside.

As we went further inside, our guide pointed out different features of the 'cave'. The images, exactly like the originals, include rhinos, panthers, hyenas, lions and birds, as well as other now extinct species, and are stunning. The Chauvet cave paintings also show animals like deer and bison, which humans hunted for food. However, unlike in other caves, many of the Chauvet animals are much more aggressive. There are also some scenes of animals interacting – something not found elsewhere. Like all the other images, the lions are beautifully painted, but the thing that stood out for me was the fact that their faces are human-like.

At one point during the visit, I asked the guide why people didn't feature in the paintings on the walls. She said this wasn't uncommon in ancient cave art and it revealed what the world was like when the artists were alive: dominated by large and dangerous animals. Very different from today.

- 1 What did the climbers notice on the floor of the cave?  
..... [1]
  
- 2 How many years ago was most of the art in the cave made?  
..... [1]
  
- 3 Why were people unable to enter the cave for thousands of years?  
..... [1]
  
- 4 What material did the cave artists use to make their brushes?  
..... [1]
  
- 5 Why was the cave named Chauvet?  
..... [1]
  
- 6 What gave the writer the impression that he was in a real cave when he entered the Caverne du Pont D'Arc? Give **two** details.  
.....  
..... [2]
  
- 7 What did the writer particularly admire about the lion paintings?  
..... [1]
  
- 8 What images was the writer unable to see in the cave?  
..... [1]

[Total: 9]

**Exercise 2**

Read the article about three people (**A–C**) who are the children of top sports people. Then answer Question 9 (a)–(h).

**SPORT IN THE FAMILY****Three sports people talk about having a famous parent****A Ben Givens**

I must have been about six when I heard someone call Dad a champion. I didn't understand it fully, but it made me happy to know I was the son of someone special. Dad retired from motor racing when I was eleven and started a business. He never encouraged me to do motor sports, but when I got into motorbikes and started to enter competitions, he didn't stand in the way. At some point, the newspapers found out I was John Givens' son and published lots of stories about me. To be honest, the publicity was useful. Teams invited me to race for them because of who I was rather than my motorbike skills. I've been racing professionally for five years now and my results have been fine, but I often hear racing fans make comments like: 'He's not like his father'. Dad tells me to ignore them, which makes sense, but I do think it's unfair. How many people achieve what he did?

**B Yvonne Taylor**

At school I loved doing gymnastics and swimming. Now that I'm a full-time long-distance runner, however, I can't do them, which is a great pity. I decided to focus on running when I was fifteen. My mum, having been a top athlete herself, made it absolutely clear to me what I'd have to go through to compete with the best. It was almost as if she was trying to stop me doing athletics, though I think she just wanted me to understand how tough it would be. I appreciate what she did, but it only made me more determined. I remember thinking: 'Maybe you don't believe I can be as good as you. I'll show you I can.' I still have that attitude. Apart from that, my mum being an Olympic athlete hasn't made much difference to my own career. TV commentators sometimes mention I'm her daughter, but that's understandable. Right now, my focus is on the future: getting myself ready for next year's world championships.

**C Charles Fournier**

When I was growing up, my dad was always away from home, training or racing. He was a top-class cyclist, which can be a tough life. He wanted me to do something different: study and do other sports like badminton and basketball – anything but cycling. Though once I'd decided I wanted to be a cyclist, he couldn't stop me. I may not be as good as he was, but I'm strong-minded. My dad's fame does sometimes put pressure on me, however. When my races are on television, reporters always refer to my father and suggest that I get the best bikes because I'm a Fournier, which is untrue. I've learned not to let it upset me, but I can't avoid thinking about certain things. I'm still young enough to continue cycling professionally for a few years, but my wife and I recently had a baby and the idea that I might not spend much time with my little girl as she grows up makes me very uncomfortable.

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

Which person ...

- (a) mentions rebelling against their parent's wishes? ..... [1]
- (b) regrets having to give up certain sports? ..... [1]
- (c) expresses concern about the future? ..... [1]
- (d) admits their family name was an advantage? ..... [1]
- (e) aims to match their parent's level of success? ..... [1]
- (f) gets annoyed when people compare them with their parent? ..... [1]
- (g) is grateful for a warning they were given? ..... [1]
- (h) remembers feeling proud of their parent? ..... [1]

[Total: 8]

**Exercise 3**

Read the article about migrating birds, which fly between different parts of the world, and then complete the notes.

**Bird migration**

With their green-brown backs and pale yellow chests, willow warblers are fairly ordinary-looking birds. Yet every year they do something extraordinary. Between August and October, they leave northern Europe and fly over 8000 kilometres to the central, tropical regions of Africa. Then, between March and May they fly all the way back to where they came from in order to breed, and, at the same time, to feed on the insects that are available during the summer months in northern Europe.

Like all birds which migrate over long distances, willow warblers are born knowing which route they need to take, but the journeys they make are often extremely difficult. Getting from Europe to central Africa, for example, involves flying across deserts, in particular the Sahara. Many other birds that migrate face similar problems. They also have to deal with crossing seas: the Mediterranean, in the case of the willow warbler.

Scientists estimate that about 40 per cent of all bird species in the world migrate annually. There are many different migration routes in different parts of the world. In the Americas, for example, many birds fly from Canada and the USA in the north to the tropical regions of Central and South America. Other birds move between the southernmost part of South America and the warmer countries further north like Colombia, Venezuela and Costa Rica. These birds in the Americas, like birds in other parts of the world, often follow coastlines to help them reach their destinations.

In some ways, migrating birds are incredibly sophisticated. They are able to judge the direction they should be travelling in from the position of the sun during daylight hours; at night, they use the stars to do the same. They also have an amazing ability to save energy by making use of winds which blow them along. However, migrating birds still have a lot of problems to overcome. One of the most serious of these is that, on the routes they follow, many natural feeding places have been destroyed because humans have built on them.

In northern Europe, when autumn comes and the days get shorter and temperatures drop, many birds like the willow warbler move south to places where there is plenty of food for them. Food is available for birds in the tropical regions of Africa all year round. But if Africa is so good for birds, wouldn't it make sense for them to stay there all the time?

The fact is that fewer birds live in northern Europe generally. Therefore, in spring and summer, it is easier for migrating birds to find good places for building nests for their babies. This is important when birds have their young. Europe is also safer for young birds than it would be in Africa, where there are lots of other animals that might attack them. The problem with northern Europe for many birds like the willow warbler is that they can't survive there in winter. The long days during the summer are very good for them, however.

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

Make short notes under each heading.

**10** Reasons why some birds fly from Africa to northern Europe at certain times of the year:

*Example: to breed*

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

**11** How birds find their way when they are migrating:

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

**12** Challenges for birds when they are migrating:

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

[Total: 7]

### Exercise 4

- 13** Read the article about trams – electric vehicles that transport people along metal tracks in the road.

**Write a summary about the advantages AND disadvantages of having a tram system in a city.**

**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.

#### Trams

If you live in a city, you're likely to spend many hours each year sitting in traffic jams. This can be a major problem, and one way of tackling it is to encourage people to use cars less by improving public transport. Cities worldwide are trying to provide better bus and train services, but many also want to extend their tram systems or introduce new ones. However, as with railways, constructing a tram system takes considerable time. So, why build a tram system?



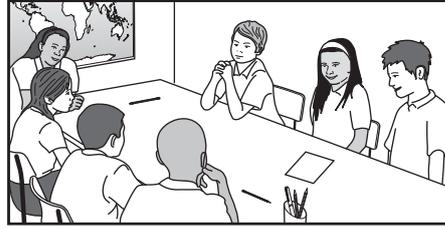
One important point is that trams cause very little pollution because they run on electricity. At a time when environmental damage and climate change are serious issues, this is a major consideration. Another clear benefit is that tram tracks are cheaper to build than railway lines, although most experts agree that towns and cities need railways and underground systems as well.

Many cities around the world have had trams since the 19th century. In the Australian city of Melbourne, for example, they were first introduced in 1884, and there are now 24 tram routes and over 250 kilometres of track in the city. Robert Clayton, a Melbourne transport expert, says that the city council considered closing the system in the 1980s. 'But fortunately they dropped those plans,' says Clayton. 'We're lucky. Melbourne streets are mostly wide and we don't have the problem which some cities with narrow streets have. In those places, other traffic gets stuck behind trams – there's not enough space to drive around them.'

Clayton explains that because tram tracks are fixed, people know that a tram route will never change. 'It's not the same with buses,' he says. 'Their routes get changed from time to time for various reasons. And although trams are noisier than buses, people here say they're more comfortable for passengers to ride in. After all, isn't that one of the most important things?'



## Exercise 5



**14** You recently went on a school trip with your class.

**Write an email to a friend about the school trip.**

In your email, you should:

- describe where you went
- say why you enjoyed the trip
- explain what you did in your lesson to show what you learned on the trip.

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** A new cinema has recently opened in your town. You have decided to write a review of the cinema for your school magazine.

Here are some comments from other people who have been to the new cinema:

*The tickets are too expensive.*

There's a great range of films to see.

The staff aren't very friendly.

*The seats are really comfortable!*

**Write a review for the school magazine.**

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

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

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







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**ENGLISH AS A SECOND LANGUAGE**

**0991/21**

Paper 2 Reading and Writing (Extended)

**October/November 2019**

**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 on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

Dictionaries are **not** allowed.

At the end of the examination, fasten all your work securely together.

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 **3** blank pages.

### Exercise 1

Read the article by a journalist about some ancient rock paintings that were found in a cave in France, and then answer the following questions.

#### Ancient cave art

In December 1994, three climbers were climbing a cliff in southern France when they came across a small opening. They made the opening wider, and then crawled along a narrow passage into a large cave. To their amazement, they saw hundreds of beautiful images of animals on the cave walls. As they walked through the cave, they realised they were stepping on animal bones. Later tests showed that these were thousands of years old.

The climbers told the local authorities about the cave, and experts were sent to study it. The experts realised it was a very important discovery. They identified more than 400 drawings and paintings of 15 different animal species. Some were between 28000 and 31000 years old. The majority, however, dated back 35000 years. Experts also worked out that there had been a 4000-year interval when no art was created in the cave.

They also concluded there had been a rock fall about 27000 years ago. The entrance became blocked and remained so until 1994. The cave was therefore frozen in time, which helped to preserve the images, and as a result, they look fresher than prehistoric cave paintings found elsewhere. Exposing the rock paintings to normal air and people for any length of time would damage them. So since the cave was discovered, very few people have been allowed inside, and only for a limited time. Various studies have been carried out, however. Scientists established that the walls had been cleaned before they were painted, meaning that the background colour is lighter than in other caves. They also identified the materials the artists used: pieces of iron, brushes created from horsehair and pointed stones for scratching lines. Experts also noted that the images seem more alive than cave paintings anywhere else.

Soon after the cave was found, the authorities named it Chauvet. People often assume this is the name of the local town, but in fact it's the surname of one of its discoverers. In 2007, the French government decided to show the world what Chauvet was like by building an exact copy of it a few kilometres away from the real cave. This reconstruction, named Caverne du Pont D'Arc, finally opened in 2015, and I visited it one summer's day. The group I was with walked down a concrete tunnel towards a large door. I knew it was a new building, but as I went through the door, I had the sense of going into a genuine cave. The temperature was suddenly very cool, so I was glad I had brought a jacket. Also, I immediately noticed that the atmosphere was damper than outside.

As we went further inside, our guide pointed out different features of the 'cave'. The images, exactly like the originals, include rhinos, panthers, hyenas, lions and birds, as well as other now extinct species, and are stunning. The Chauvet cave paintings also show animals like deer and bison, which humans hunted for food. However, unlike in other caves, many of the Chauvet animals are much more aggressive. There are also some scenes of animals interacting – something not found elsewhere. Like all the other images, the lions are beautifully painted, but the thing that stood out for me was the fact that their faces are human-like.

At one point during the visit, I asked the guide why people didn't feature in the paintings on the walls. She said this wasn't uncommon in ancient cave art and it revealed what the world was like when the artists were alive: dominated by large and dangerous animals. Very different from today.

- 1 What did the climbers notice on the floor of the cave?  
..... [1]
- 2 How many years ago was most of the art in the cave made?  
..... [1]
- 3 Why were people unable to enter the cave for thousands of years?  
..... [1]
- 4 What material did the cave artists use to make their brushes?  
..... [1]
- 5 Why was the cave named Chauvet?  
..... [1]
- 6 What gave the writer the impression that he was in a real cave when he entered the Caverne du Pont D'Arc? Give two details.  
.....  
..... [2]
- 7 What did the writer particularly admire about the lion paintings?  
..... [1]
- 8 What images was the writer unable to see in the cave?  
..... [1]
- 9 How are the Chauvet paintings different from other examples of ancient cave art? Give four details.  
.....  
.....  
.....  
..... [4]

[Total: 13]

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[Turn over

## Exercise 2

Read the article about four people (A–D) who are the children of top sports people. Then answer Question 10 (a)–(j).

### SPORT IN THE FAMILY

#### Four sports people talk about having a famous parent

##### A Ben Givens

I must have been about six when I heard someone call Dad a champion. I didn't understand it fully, but it made me happy to know I was the son of someone special. Dad retired from motor racing when I was eleven and started a business. He never encouraged me to do motor sports, but when I got into motorbikes and started to enter competitions, he didn't stand in the way. At some point, the newspapers found out I was John Givens' son and published lots of stories about me. To be honest, the publicity was useful. Teams invited me to race for them because of who I was rather than my motorbike skills. I've been racing professionally for five years now and my results have been fine, but I often hear racing fans make comments like: 'He's not like his father'. Dad tells me to ignore them, which makes sense, but I do think it's unfair. How many people achieve what he did?

##### B Yvonne Taylor

At school I loved doing gymnastics and swimming. Now that I'm a full-time long-distance runner, however, I can't do them, which is a great pity. I decided to focus on running when I was fifteen. My mum, having been a top athlete herself, made it absolutely clear to me what I'd have to go through to compete with the best. It was almost as if she was trying to stop me doing athletics, though I think she just wanted me to understand how tough it would be. I appreciate what she did, but it only made me more determined. I remember thinking: 'Maybe you don't believe I can be as good as you. I'll show you I can.' I still have that attitude. Apart from that, my mum being an Olympic athlete hasn't made much difference to my own career. TV commentators sometimes mention I'm her daughter, but that's understandable. Right now, my focus is on the future: getting myself ready for next year's world championships.

##### C Charles Fournier

When I was growing up, my dad was always away from home, training or racing. He was a top-class cyclist, which can be a tough life. He wanted me to do something different: study and do other sports like badminton and basketball – anything but cycling. Though once I'd decided I wanted to be a cyclist, he couldn't stop me. I may not be as good as he was, but I'm strong-minded. My dad's fame does sometimes put pressure on me, however. When my races are on television, reporters always refer to my father and suggest that I get the best bikes because I'm a Fournier, which is untrue. I've learned not to let it upset me, but I can't avoid thinking about certain things. I'm still young enough to continue cycling professionally for a few years, but my wife and I recently had a baby and the idea that I might not spend much time with my little girl as she grows up makes me very uncomfortable.

##### D Heidi Schulz

My mum was a champion horse-jumper, and I grew up riding horses. I saw Mum win a gold medal when I was about five, though I didn't understand what it meant. She always pushed herself to improve, but never pushed me into horse-jumping. She was very supportive when I played netball and hockey seriously for a few years. But I came back to horses and started jumping. I hate losing – it's obvious to me where I got that from! This sport isn't just about the rider, though. As Mum says, you need a great horse to compete with the best, and I hope to find the right one before too long. Horse-jumping isn't like football or tennis, which are on TV a lot more. That's good because I don't have to worry about privacy, even though my name is well-known. There's no doubt, however, that the sport would be more popular and I'd earn more if there were more opportunities for people to watch it.

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

Which person ...

- (a) mentions rebelling against their parent's wishes? ..... [1]
- (b) has mixed feelings about how much the media report on their sport? ..... [1]
- (c) regrets having to give up certain sports? ..... [1]
- (d) expresses concern about the future? ..... [1]
- (e) admits their family name was an advantage? ..... [1]
- (f) aims to match their parent's level of success? ..... [1]
- (g) believes that they are similar in character to their parent? ..... [1]
- (h) gets annoyed when people compare them with their parent? ..... [1]
- (i) is grateful for a warning they were given? ..... [1]
- (j) remembers feeling proud of their parent? ..... [1]

[Total: 10]

**Exercise 3**

Read the article about migrating birds, which fly between different parts of the world, and then complete the notes.

**Bird migration**

With their green-brown backs and pale yellow chests, willow warblers are fairly ordinary-looking birds. Yet every year they do something extraordinary. Between August and October, they leave northern Europe and fly over 8000 kilometres to the central, tropical regions of Africa. Then, between March and May they fly all the way back to where they came from in order to breed, and, at the same time, to feed on the insects that are available during the summer months in northern Europe.

Like all birds which migrate over long distances, willow warblers are born knowing which route they need to take, but the journeys they make are often extremely difficult. Getting from Europe to central Africa, for example, involves flying across deserts, in particular the Sahara. Many other birds that migrate face similar problems. They also have to deal with crossing seas: the Mediterranean, in the case of the willow warbler.

Scientists estimate that about 40 per cent of all bird species in the world migrate annually. There are many different migration routes in different parts of the world. In the Americas, for example, many birds fly from Canada and the USA in the north to the tropical regions of Central and South America. Other birds move between the southernmost part of South America and the warmer countries further north like Colombia, Venezuela and Costa Rica. These birds in the Americas, like birds in other parts of the world, often follow coastlines to help them reach their destinations.

In some ways, migrating birds are incredibly sophisticated. They are able to judge the direction they should be travelling in from the position of the sun during daylight hours; at night, they use the stars to do the same. They also have an amazing ability to save energy by making use of winds which blow them along. However, migrating birds still have a lot of problems to overcome. One of the most serious of these is that, on the routes they follow, many natural feeding places have been destroyed because humans have built on them.

In northern Europe, when autumn comes and the days get shorter and temperatures drop, many birds like the willow warbler move south to places where there is plenty of food for them. Food is available for birds in the tropical regions of Africa all year round. But if Africa is so good for birds, wouldn't it make sense for them to stay there all the time?

The fact is that fewer birds live in northern Europe generally. Therefore, in spring and summer, it is easier for migrating birds to find good places for building nests for their babies. This is important when birds have their young. Europe is also safer for young birds than it would be in Africa, where there are lots of other animals that might attack them. The problem with northern Europe for many birds like the willow warbler is that they can't survive there in winter. The long days during the summer are very good for them, however.

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

Make short notes under each heading.

**11** Reasons why some birds fly from Africa to northern Europe at certain times of the year:

*Example: to breed*

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

**12** How birds find their way when they are migrating:

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

**13** Challenges for birds when they are migrating:

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

[Total: 9]

### Exercise 4

14 Read the article about listening to music while studying.

**Write a summary about the advantages of listening to music while studying AND what this music should be like.**

**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.

### Listening to music while studying

Go into any college or university library, and you will see many students wearing headphones, clearly listening to music while they are studying. Why do they do this? Is it really possible to listen to music at the same time as doing the demanding reading and writing that academic studies require? Many students say that it definitely is, and that it helps them concentrate better. They go on to explain that music blocks out other background noises – like people talking – which are much worse. Interestingly, experiments carried out by psychologists indicate that the headphone-wearing students are right on both points.

Music itself is a form of noise, of course. So, doesn't it distract? Research suggests that music can indeed distract, and that it is only helpful if it has certain features. 'It's best if it isn't too loud,' says educational psychologist Miriam Granger. 'If the volume's high, students will work less efficiently. Another important thing is that words in a song can get in the way of your ability to read or write,' Granger says. 'So, for it to be effective, the music coming through the student's headphones needs to be without lyrics.'

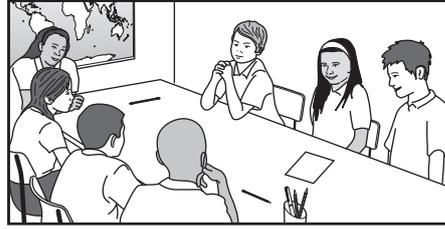
A number of research studies have looked at the effect that listening to different types of music might have on people's brains. One theory that became popular in the 1990s was that listening to classical music, such as the work of the 18th-century composer Mozart, could actually make people more intelligent. This idea was based on a misunderstanding of the research, however. What research findings do show, though, is that music can make people feel relaxed. 'That's better than feeling anxious when you're trying to learn something,' Granger points out. Other academic studies show that music can help people cope with complex ideas and tasks.

On the other hand, not every type of music is likely to have this effect. For there to be a benefit, the music needs to have a steady rhythm. 'If the beat changes a lot, then it draws your attention to the music, which is not what you want when you're studying,' says music specialist Louis Marlot. At the same time, the ideal music is neither too fast nor too slow. 'People taking part in controlled studies have reported that this aspect is very important,' says Marlot. 'When it's just right, they say it gives them energy to continue studying.'

Both Granger and Marlot emphasise that music can affect different people in different ways. Some people are not good at doing several things at the same time, and for such people, it probably makes sense not to listen to any music at all when they have to deal with a complex task. Also, one thing we all know is that tastes in music vary, even among people of similar backgrounds and ages. A sixteen-year-old boy might love listening to rap in his free time, whereas his seventeen-year-old brother might be deeply into electronic dance music. Granger says, however, that 'when it comes to listening to music while studying, it's advisable to avoid music that you're passionate about. You're likely to focus more on the music than on whatever it is you're reading or writing.'



## Exercise 5



15 You recently went on a school trip with your class.

**Write an email to a friend about the school trip.**

In your email, you should:

- describe where you went
- say why you enjoyed the trip
- explain what you did in your lesson to show what you learned on the trip.

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.**

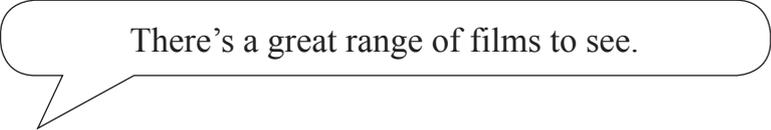
You will receive up to 8 marks for the content of your email, and up to 8 marks for the language used.



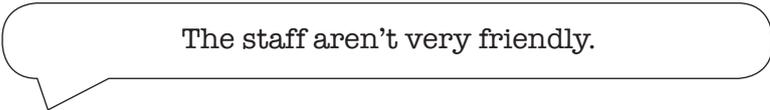
**Exercise 6**

- 16** A new cinema has recently opened in your town. You have decided to write a review of the cinema for your school magazine.

Here are two comments from other people who have been to the new cinema:



There's a great range of films to see.



The staff aren't very friendly.

**Write a review for the school magazine.**

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

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

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







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**ENGLISH AS A SECOND LANGUAGE**

**0991/31**

Paper 3 Listening (Core)

**October/November 2019**

**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 on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

Dictionaries are **not** permitted.

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

This 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**, or a **number**, for each answer.

You will hear each recording twice.

- 1 (a) What kind of festival is the girl going to?  
..... [1]
- (b) What work will the girl do at the festival?  
..... [1]
- 2 (a) What surprised the man about the exhibits?  
..... [1]
- (b) What did the man buy?  
..... [1]
- 3 (a) Which type of rubbish is most common on Hilton Island's beaches?  
..... [1]
- (b) How many pieces of rubbish were found on the island last year?  
..... [1]
- 4 (a) What do many people say they find hard to get enough of?  
..... [1]
- (b) What is the purpose of the exercises at the start of the new classes?  
..... [1]

[Total: 8]

### Exercise 2

- 5 You will hear a student talking about a science project she has done. Listen to the talk and complete the details below. Write **one word** only in each gap.

You will hear the talk twice.

#### Portable fridge

A fridge that someone can carry on their back like a backpack

Inventor: Will Broadway



The speaker first got to know about the invention from the .....

Will's aim was to keep ....., in particular, cool.

Will worked on the idea for his fridge when he was visiting .....

The invention works by combining ..... and a chemical called ammonia.

Will wanted to create something that was less ..... than another invention called the Icyball.

Will did research to discover the ideal ..... for his invention.

Will thinks his invention could be of great benefit to people working as

..... in remote places.

Will has no interest in .....

[8]

**Exercise 3**

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

You will hear the recordings twice.

- |           |                          |   |
|-----------|--------------------------|---|
| Speaker 1 | <input type="checkbox"/> | <b>A</b> I find the speed of city life exciting.                        |
| Speaker 2 | <input type="checkbox"/> | <b>B</b> It's great to have plenty of choice of entertainment.          |
| Speaker 3 | <input type="checkbox"/> | <b>C</b> It's annoying that a visit to friends can mean a long journey. |
| Speaker 4 | <input type="checkbox"/> | <b>D</b> Sometimes I miss the peace of the countryside.                 |
| Speaker 5 | <input type="checkbox"/> | <b>E</b> There are better educational opportunities in a city.          |
| Speaker 6 | <input type="checkbox"/> | <b>F</b> I love having contact with lots of very different people.      |
|           |                          | <b>G</b> It's very expensive to take advantage of what the city offers. |

[6]

**Please turn over for Exercise 4.**

### Exercise 4

- 7 You will hear an interview with a travel writer called Sandra Marshall. 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 interview twice.

- (a) Sandra first considered making a career out of writing when

- |   |                          |     |
|---|--------------------------|-----|
| <b>A</b> she realised she could write better articles than some she read. | <input type="checkbox"/> |     |
| <b>B</b> she received encouragement from another writer.                  | <input type="checkbox"/> |     |
| <b>C</b> she found she enjoyed writing assignments as a student.          | <input type="checkbox"/> | [1] |

- (b) What does Sandra say about her favourite destination?

- |   |                          |     |
|---|--------------------------|-----|
| <b>A</b> She finds it exceptionally beautiful.          | <input type="checkbox"/> |     |
| <b>B</b> She is particularly interested in its history. | <input type="checkbox"/> |     |
| <b>C</b> She cannot explain what attracts her to it.    | <input type="checkbox"/> | [1] |

- (c) What do many readers wrongly assume about travel writers?

- |  |                          |     |
|--|--------------------------|-----|
| <b>A</b> Their stories do not require planning.                      | <input type="checkbox"/> |     |
| <b>B</b> Their travel experiences are usually wonderful.             | <input type="checkbox"/> |     |
| <b>C</b> Magazine staff arrange the details of their trips for them. | <input type="checkbox"/> | [1] |

- (d) What does Sandra find hardest about her job?

- |  |                          |     |
|--|--------------------------|-----|
| <b>A</b> never staying in one place for long           | <input type="checkbox"/> |     |
| <b>B</b> not having regular work colleagues            | <input type="checkbox"/> |     |
| <b>C</b> staying motivated when an article is rejected | <input type="checkbox"/> | [1] |

- (e) Which of her achievements is Sandra proudest of?

- |   |                          |     |
|---|--------------------------|-----|
| <b>A</b> getting a book published             | <input type="checkbox"/> |     |
| <b>B</b> graduating from university           | <input type="checkbox"/> |     |
| <b>C</b> having a TV film made about her work | <input type="checkbox"/> | [1] |

(f) Sandra wishes that when she was younger

**A** she had spent more time studying writing.

**B** she had been less influenced by other people's work.

**C** she had written only when she was in the right mood.

[1]

(g) Sandra recommends that someone who wants to be a travel writer should

**A** get to know travel magazine editors personally.

**B** write first about the place they grew up in.

**C** move to live in another country.

[1]

(h) What does Sandra plan to do in the coming year?

**A** take up a teaching position

**B** try a different kind of writing

**C** do a lot of household jobs

[1]

[Total: 8]

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

CANDIDATE  
NAME

CENTRE  
NUMBER

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CANDIDATE  
NUMBER

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**ENGLISH AS A SECOND LANGUAGE**

**0991/41**

Paper 4 Listening (Extended)

**October/November 2019**

**Approx. 50 minutes**

Candidates answer on the Question Paper.

No Additional Materials are required.

**READ THESE INSTRUCTIONS FIRST**

Write your centre number, candidate number and name on all the work you hand in.

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

**DO NOT WRITE IN ANY BARCODES.**

Answer **all** questions.

Dictionaries are **not** permitted.

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

This document consists of **9** printed pages and **3** blank pages.

**Exercise 1**

You will hear four short recordings. Answer each question on the line provided. Write no more than **three words**, or a **number**, for each answer.

You will hear each recording twice.

- 1 (a) What kind of festival is the girl going to?  
..... [1]
- (b) What work will the girl do at the festival?  
..... [1]
- 2 (a) What surprised the man about the exhibits?  
..... [1]
- (b) What did the man buy?  
..... [1]
- 3 (a) Which type of rubbish is most common on Hilton Island's beaches?  
..... [1]
- (b) How many pieces of rubbish were found on the island last year?  
..... [1]
- 4 (a) What do many people say they find hard to get enough of?  
..... [1]
- (b) What is the purpose of the exercises at the start of the new classes?  
..... [1]

[Total: 8]

### Exercise 2

- 5 You will hear a student talking about a science project she has done. Listen to the talk and complete the details below. Write **one word** only in each gap.

You will hear the talk twice.

#### Portable fridge

A fridge that someone can carry on their back like a backpack

Inventor: Will Broadway



The speaker first got to know about the invention from the .....

Will's aim was to keep ....., in particular, cool.

Will worked on the idea for his fridge when he was visiting .....

The invention works by combining ..... and a chemical called ammonia.

Will wanted to create something that was less ..... than another invention called the Icyball.

Will did research to discover the ideal ..... for his invention.

Will thinks his invention could be of great benefit to people working as

..... in remote places.

Will has no interest in .....

[8]

**Exercise 3**

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

You will hear the recordings twice.

- |           |                          |   |
|-----------|--------------------------|---|
| Speaker 1 | <input type="checkbox"/> | <b>A</b> I find the speed of city life exciting.                        |
| Speaker 2 | <input type="checkbox"/> | <b>B</b> It's great to have plenty of choice of entertainment.          |
| Speaker 3 | <input type="checkbox"/> | <b>C</b> It's annoying that a visit to friends can mean a long journey. |
| Speaker 4 | <input type="checkbox"/> | <b>D</b> Sometimes I miss the peace of the countryside.                 |
| Speaker 5 | <input type="checkbox"/> | <b>E</b> There are better educational opportunities in a city.          |
| Speaker 6 | <input type="checkbox"/> | <b>F</b> I love having contact with lots of very different people.      |
|           |                          | <b>G</b> It's very expensive to take advantage of what the city offers. |

[6]

**Please turn over for Exercise 4.**

### Exercise 4

- 7 You will hear an interview with a travel writer called Sandra Marshall. 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 interview twice.

- (a) Sandra first considered making a career out of writing when

- |   |                          |     |
|---|--------------------------|-----|
| <b>A</b> she realised she could write better articles than some she read. | <input type="checkbox"/> |     |
| <b>B</b> she received encouragement from another writer.                  | <input type="checkbox"/> |     |
| <b>C</b> she found she enjoyed writing assignments as a student.          | <input type="checkbox"/> | [1] |

- (b) What does Sandra say about her favourite destination?

- |   |                          |     |
|---|--------------------------|-----|
| <b>A</b> She finds it exceptionally beautiful.          | <input type="checkbox"/> |     |
| <b>B</b> She is particularly interested in its history. | <input type="checkbox"/> |     |
| <b>C</b> She cannot explain what attracts her to it.    | <input type="checkbox"/> | [1] |

- (c) What do many readers wrongly assume about travel writers?

- |  |                          |     |
|--|--------------------------|-----|
| <b>A</b> Their stories do not require planning.                      | <input type="checkbox"/> |     |
| <b>B</b> Their travel experiences are usually wonderful.             | <input type="checkbox"/> |     |
| <b>C</b> Magazine staff arrange the details of their trips for them. | <input type="checkbox"/> | [1] |

- (d) What does Sandra find hardest about her job?

- |  |                          |     |
|--|--------------------------|-----|
| <b>A</b> never staying in one place for long           | <input type="checkbox"/> |     |
| <b>B</b> not having regular work colleagues            | <input type="checkbox"/> |     |
| <b>C</b> staying motivated when an article is rejected | <input type="checkbox"/> | [1] |

- (e) Which of her achievements is Sandra proudest of?

- |   |                          |     |
|---|--------------------------|-----|
| <b>A</b> getting a book published             | <input type="checkbox"/> |     |
| <b>B</b> graduating from university           | <input type="checkbox"/> |     |
| <b>C</b> having a TV film made about her work | <input type="checkbox"/> | [1] |

(f) Sandra wishes that when she was younger

**A** she had spent more time studying writing.

**B** she had been less influenced by other people's work.

**C** she had written only when she was in the right mood.

[1]

(g) Sandra recommends that someone who wants to be a travel writer should

**A** get to know travel magazine editors personally.

**B** write first about the place they grew up in.

**C** move to live in another country.

[1]

(h) What does Sandra plan to do in the coming year?

**A** take up a teaching position

**B** try a different kind of writing

**C** do a lot of household jobs

[1]

[Total: 8]

## Exercise 5

- 8 (A) You will hear a man giving a talk about humpback whales. 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.

### Humpback whales

Baby humpbacks have a short time to increase their .....

As well as other species of whales, ..... are known to be the most significant threat to baby humpbacks.

The equipment that Australian scientists used to help them learn about the humpbacks included specially designed .....

The scientists did not expect to discover that baby humpbacks communicate with what seem like .....

To show what might be their ....., mother whales intentionally move against their babies when swimming.

[5]

- (B) Now listen to a conversation between two students about humpback whales and complete the sentences in Part B. Write **one word** only in each gap.

You will hear the conversation twice.

### Learning more about humpback whales

The woman was particularly interested in some research into the reasons for the ..... that the whales travel.

The research suggested that giving birth in certain types of sea is good for the baby whales' .....

The man read an article describing whale behaviour as looking like .....

A research report online investigates the ..... of the 'music' made by different types of whale.

Both students were surprised to learn that the songs of humpbacks in various ..... are different.

[5]

[Total: 10]





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**ENGLISH AS A SECOND LANGUAGE**

**0991/31**

Paper 3 Listening (Core)

**October/November 2019**

TRANSCRIPT

**Approx. 40 minutes**

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

## TRACK 1

R1 This is the Cambridge Assessment International Education, Cambridge IGCSE (9–1), November 2019 examination in English as a Second Language.

Paper 3, Listening.

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, or a number, for each answer.

You will hear each recording twice.

R1 Question 1

(a) What kind of festival is the girl going to?

(b) What work will the girl do at the festival?

*M & F, both late teens*

F: \* What are you doing this weekend?

M: I'm going to the flower festival with my parents. You're going to the music festival then, aren't you? I heard they've got some fantastic bands this year and are expecting thousands of visitors!

F: Yes, that's right. My friend's father is organising the event, so we've got free tickets.

M: Lucky you!

F: Yes but we've both got to help. My friend's got to check tickets, and he's asked me to take photos but I don't mind doing that. \*\*

PAUSE 00'10"

REPEAT FROM \* TO \*\*

PAUSE 00'05"

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R1 **Question 2**

(a) **What surprised the man about the exhibits?**

(b) **What did the man buy?**

*M & F, both mid-20s*

F: \* Was the exhibition interesting, Jack?

M: Sure. There were lots of paintings and sculptures – all created by local artists in the course of the last year.

F: Interesting!

M: Yes. The variety of exhibits was greater than I'd expected. The prices were very high, of course, but they always are in that gallery.

F: Were you tempted to buy anything?

M Well there was a beautiful statue of a little dog that I'd have loved, but it was quite expensive so I just got a poster in the end. I must show you some time. \*\*

PAUSE 00'10"

REPEAT FROM \* TO \*\*

PAUSE 00'05"

R1 **Question 3**

(a) **Which type of rubbish is most common on Hilton Island's beaches?**

(b) **How many pieces of rubbish were found on the island last year?**

*Male, 30s, light Australian accent [radio report]*

M: \* In this programme we'll be talking about Hilton Island. No one lives there and it is over 5000 kilometres from anywhere. Despite this remote location, the island's lovely beaches are covered with soft drink cans and other rubbish - most frequent of all are plastic bags, though bottles and tyres are also common. Researchers say that there are as many as 4500 pieces per square metre, and they discovered 38 million items of waste over the last twelve months. The rubbish has all been carried there by a powerful ocean current. This beautiful island has become one of the most polluted places on earth. \*\*

PAUSE 00'10"

REPEAT FROM \* TO \*\*

PAUSE 00'05"

R1 **Question 4**

- (a) **What do many people say they find hard to get enough of?**
- (b) **What is the purpose of the exercises at the start of the new classes?**

*M/F, both 20s, F, light US accent*

M: \* I heard an interesting thing on the news yesterday.

F: Oh, yes?

M: Apparently, more and more people complain that they lack sleep. Parents particularly say that, what with work and children, they can't possibly get the recommended eight hours. So a chain of fitness clubs has had the idea of offering special classes. These consist of fifteen minutes of exercises to relax people, followed by forty-five minutes lying on a mat covered by a blanket.

F: So is it available in all their clubs?

M: Well, they're trying it out in one place now, but will introduce it elsewhere if it's popular. \*\*

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 student talking about a science project she has done. Listen to the talk and complete the details below. Write one word only in each gap.**

**You will hear the talk twice.**

*F, late teens*

\* This term in science we've all had to choose an inventor or invention to do a project on. I decided to do mine about a prize-winning portable fridge that I'd heard mentioned on the radio. Then I went on the internet and discovered a lot more about the fridge and the person who invented it, 22-year-old Will Broadway.

You might think that Will was motivated by the desire to keep drinks cool on sunny summer picnics, but that wasn't the case. His intention was to find a way of preventing medicines from getting too warm when they had to be transported in hot climates. It's been claimed that, by making this possible, his invention could help to save the lives of 1.5 million people across the world.

Will had just finished a degree in industrial design and technology. A study trip to Cambodia had made him aware of the difficulties that the heat caused – he saw people having to carry so much ice to keep things fresh when they needed to travel somewhere and decided that there had to be a

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better solution to the problem. But it was only when he was on holiday in Mexico that he came up with the actual invention.

How does the device work? It is based on a process that was actually invented by Einstein in 1906. It involves heating a chemical called ammonia with water in one section of the fridge to create a gas which is then released into the main section when cooling is required. It can keep items at a steady temperature of between two and eight degrees for up to thirty days.

Will says he was also influenced by an invention called the Icyball that was actually first described in 1929. The Icyball used a similar chemical process but it was extremely heavy and Will's plan was to develop it into something that would be more comfortable to carry.

Part of Will's preliminary research involved finding out how much someone who's not particularly strong can carry without difficulty. He discovered this to be 8 kilos and so this was the weight he wanted his invention to have. The unit has a volume of 1.6 litres and it is small enough in size to fit easily into a backpack. It's capable of transporting, for example, two thousand doses of vaccine.

The unit can be used for six days without any need for recharging. It goes without saying that the invention meets international safety standards. Will hopes that it may have many possible uses across the world. He sees it as being potentially invaluable, for example, for the safe transportation of supplies for use by nurses working in isolated tropical regions without the regular support of doctors.

Will is so convinced of the need for his fridge that he is not motivated by any fame that might result from it and all profits go back into scientific research. He simply wants to do something that will have a positive effect on the lives of people who are living in difficult conditions. \*\*

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 a big city. For each of speakers 1 to 6, choose from the list, A to G, which opinion each speaker expresses. Write the letter in the appropriate box. Use each letter only once. There is one extra letter which you do not need to use.

You will hear the recordings twice.

## R1 Speaker 1

*Female, late teens/early 20s*

I've lived in a big city all my life so far. I suppose it's noisy and crowded but I'm so used to that that I don't really pay any attention to it. I go to a college just round the corner from our flat so I don't have problems using rush hour transport. My parents both complain about the horrors of commuting. But I think we all enjoy the fact that there's a wide variety of nationalities living in our neighbourhood. There are at least ten in our block of flats.

PAUSE 00'10"

## R1 Speaker 2

*Male, late teens/early 20s*

We moved here from a village a few months ago and life's certainly very different. I can't say I miss nature and the fresh air that much – there are plenty of green spaces here too and an exciting variety of birds. I go to a large college here but actually I don't think the education was any worse where I was before. What I miss is just being able to pop round to a mate's house. No-one I know lives anywhere near us. But I'm gradually getting used to things.

PAUSE 00'10"

## R1 Speaker 3

*Female, late teens light US accent*

I love city life. We have a roomy apartment looking across the river to the hills on the outskirts. There's so much you can do – something for every taste. And it's not true that you need to be rich to go out anywhere. There's lots of music and other shows you can enjoy without spending a fortune. OK some friends may live at the other end of a bus route but that's not really a problem as there's far better public transport than in the countryside. I certainly wouldn't want to live anywhere else.

PAUSE 00'10"

**R1 Speaker 4***Male, 30s light Australian accent*

Cities are noisy places with crowds of people hurrying along talking on their mobile phones rather than to the person next to them. I wouldn't say that aspect of city life appeals to me, but I know I'd never be able to take the courses I'm doing this year in a smaller place. That makes it well worth putting up with the less attractive bits of life here. And when it all gets too much, then I head to a lovely peaceful park five minutes' walk from our home.

PAUSE 00'10"

**R1 Speaker 5***Female, mid 20s*

I'm a law student at a university in the capital, and I share a house with five friends. Sharing saves us money and we have fun together. It's a long journey to the campus but I don't mind that too much. In fact, I get a lot of reading done when I'm travelling on the bus. Occasionally, though, I feel I just have to escape from the constant noise of city traffic. I'm just not used to that, having grown up in a small village.

PAUSE 00'10"

**R1 Speaker 6***Male, mid – late teens*

We moved to the city because my mum got a job in an engineering college here. I was sorry to change schools but I've made some good friends here now. We spend most of our spare time at each others' houses. My friends in the countryside wonder why we don't go to all the concerts, films and exhibitions that they think are available in the city, but the truth is that when you're at school you just can't afford to go to that sort of thing. \*\*

PAUSE 00'10"

**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 an interview with a travel writer called Sandra Marshall. 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 interview twice.**

*M, 40s; F, 30s, light US accent*

- M: \* Welcome to today's programme on unusual careers. I'm delighted to have with me Sandra Marshall, who writes travel articles for a range of newspapers, magazines and websites. Sandra, how did you get into this kind of work?
- F: By accident. I was in graduate school and an uncle, who was quite a successful author himself, proofread one of my assignments. It was on the history of railway development, I think. Afterwards he told me he'd found my writing much better than he'd expected. He said I should write stuff that would reach a wider audience than boring essays. I sent an article to a travel magazine about a trip I'd recently made to a national park. It wasn't published, but they replied suggesting I write about a more unusual place I'd visited.
- M: What's your favourite destination?
- F: This is the question I'm always asked by people sitting next to me on airplanes or at parties, and by my mother's friends. I'm very keen on Prague. It's a city with a fascinating history, of course. And it's incredibly lovely to look at too. But my standard answer is Vietnam. It's hard to give a reason why. I just like the place and keep wanting to go back again and again.
- M: Do you think people make false assumptions about travel writers?
- F: Absolutely. Particularly when they imagine that you can do a story for a travel magazine just like that. Sometimes, of course, things magically happen. But a good article tends to need a lot of preparation. As a writer, you have to research where exactly to head for, who to set up interviews with, and you have to decide what could be an unusual approach to take to your subject.
- M: What's the most difficult aspect of being a travel writer?
- F: Well, at first I missed not being part of a team. But I've got used to it now and accept that it's part of my life. But I'll never get accustomed to being turned down. It's really easy to let it bother you. I know – I've certainly done that. You just have to move on. You have to keep trying, to resist any temptation to give up.
- M: What would you say is your greatest achievement?
- F: I was always told at school that I'd have to work hard to get into college so I'd say managing to get a degree. Doing that even tops having a collection of my articles published by a major publishing house, which certainly was a personal accomplishment. That they were made into a television documentary was also quite special, of course.
- M: Is there anything you wish now that you'd done when you were younger?
- F: I certainly regret not taking more classes— one should never stop learning about writing. It can also help make you force yourself to write when perhaps you'd rather not bother. I think we can all learn from each other, and so putting yourself in any kind of learning environment is helpful.

M: What tips would you give someone who'd like to become a travel writer?

F: I realize this is a hard one, but it helps when you have a personal connection to the place. Editors love it when you offer them a story that's got that. It gives you an advantage over other people who are sending in stories about that place. So living abroad is really helpful. You end up with so much material and you gain a knowledge of the region that allows you to become an authority on the area, not as good as if you were born there, but almost.

M: So what are your plans for the coming year?

F: Well, sometimes I feel like locking my suitcase and my passport away and staying at home catching up on all the painting, repairing and other jobs that need doing there. And in fact, I've been offered a full-time job in the journalism department of a local college. What I've actually decided to do is go and stay in a friend's beach house and experiment with writing a novel. It's a new venture for me and I'm quite excited about the prospect.

M: Sandra, it's been fascinating talking to you. Thank you. \*\*

PAUSE 00'20"

R1 Now you will hear the interview again.

REPEAT FROM \* TO \*\*

PAUSE 00'30"

That is the end of the interview, 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.

PAUSE 00'30"

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**ENGLISH AS A SECOND LANGUAGE**

**0991/41**

Paper 4 Listening (Extended)

**October/November 2019**

TRANSCRIPT

**Approx. 50 minutes**

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This document consists of **11** printed pages and **1** blank page.

## TRACK 1

R1 This is the Cambridge Assessment International Education, Cambridge IGCSE (9–1), November 2019 examination in English as a Second Language.

Paper 4, Listening.

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.

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*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, or a number, for each answer.

You will hear each recording twice.

R1 Question 1

(a) What kind of festival is the girl going to?

(b) What work will the girl do at the festival?

*M & F, both late teens*

F: \* What are you doing this weekend?

M: I'm going to the flower festival with my parents. You're going to the music festival then, aren't you? I heard they've got some fantastic bands this year and are expecting thousands of visitors!

F: Yes, that's right. My friend's father is organising the event, so we've got free tickets.

M: Lucky you!

F: Yes but we've both got to help. My friend's got to check tickets, and he's asked me to take photos but I don't mind doing that. \*\*

PAUSE 00'10"

REPEAT FROM \* TO \*\*

PAUSE 00'05"

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R1 **Question 2**

(a) **What surprised the man about the exhibits?**

(b) **What did the man buy?**

*M & F, both mid-20s*

F: \* Was the exhibition interesting, Jack?

M: Sure. There were lots of paintings and sculptures – all created by local artists in the course of the last year.

F: Interesting!

M: Yes. The variety of exhibits was greater than I'd expected. The prices were very high, of course, but they always are in that gallery.

F: Were you tempted to buy anything?

M: Well there was a beautiful statue of a little dog that I'd have loved, but it was quite expensive so I just got a poster in the end. I must show you some time. \*\*

PAUSE 00'10"

REPEAT FROM \* TO \*\*

PAUSE 00'05"

R1 **Question 3**

(a) **Which type of rubbish is most common on Hilton Island's beaches?**

(b) **How many pieces of rubbish were found on the island last year?**

*Male, 30s, light Australian accent [radio report]*

M: \* In this programme we'll be talking about Hilton Island. No one lives there and it is over 5000 kilometres from anywhere. Despite this remote location, the island's lovely beaches are covered with soft drink cans and other rubbish - most frequent of all are plastic bags, though bottles and tyres are also common. Researchers say that there are as many as 4500 pieces per square metre, and they discovered 38 million items of waste over the last twelve months. The rubbish has all been carried there by a powerful ocean current. This beautiful island has become one of the most polluted places on earth. \*\*

PAUSE 00'10"

REPEAT FROM \* TO \*\*

PAUSE 00'05"

R1 **Question 4**

- (a) **What do many people say they find hard to get enough of?**
- (b) **What is the purpose of the exercises at the start of the new classes?**

*M/F, both 20s, F, light US accent*

M: \* I heard an interesting thing on the news yesterday.

F: Oh, yes?

M: Apparently, more and more people complain that they lack sleep. Parents particularly say that, what with work and children, they can't possibly get the recommended eight hours. So a chain of fitness clubs has had the idea of offering special classes. These consist of fifteen minutes of exercises to relax people, followed by forty-five minutes lying on a mat covered by a blanket.

F: So is it available in all their clubs?

M: Well, they're trying it out in one place now, but will introduce it elsewhere if it's popular. \*\*

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 student talking about a science project she has done. Listen to the talk and complete the details below. Write one word only in each gap.**

**You will hear the talk twice.**

*F, late teens*

\* This term in science we've all had to choose an inventor or invention to do a project on. I decided to do mine about a prize-winning portable fridge that I'd heard mentioned on the radio. Then I went on the internet and discovered a lot more about the fridge and the person who invented it, 22-year-old Will Broadway.

You might think that Will was motivated by the desire to keep drinks cool on sunny summer picnics, but that wasn't the case. His intention was to find a way of preventing medicines from getting too warm when they had to be transported in hot climates. It's been claimed that, by making this possible, his invention could help to save the lives of 1.5 million people across the world.

Will had just finished a degree in industrial design and technology. A study trip to Cambodia had made him aware of the difficulties that the heat caused – he saw people having to carry so much ice to keep things fresh when they needed to travel somewhere and decided that there had to be a

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better solution to the problem. But it was only when he was on holiday in Mexico that he came up with the actual invention.

How does the device work? It is based on a process that was actually invented by Einstein in 1906. It involves heating a chemical called ammonia with water in one section of the fridge to create a gas which is then released into the main section when cooling is required. It can keep items at a steady temperature of between two and eight degrees for up to thirty days.

Will says he was also influenced by an invention called the Icyball that was actually first described in 1929. The Icyball used a similar chemical process but it was extremely heavy and Will's plan was to develop it into something that would be more comfortable to carry.

Part of Will's preliminary research involved finding out how much someone who's not particularly strong can carry without difficulty. He discovered this to be 8 kilos and so this was the weight he wanted his invention to have. The unit has a volume of 1.6 litres and it is small enough in size to fit easily into a backpack. It's capable of transporting, for example, two thousand doses of vaccine.

The unit can be used for six days without any need for recharging. It goes without saying that the invention meets international safety standards. Will hopes that it may have many possible uses across the world. He sees it as being potentially invaluable, for example, for the safe transportation of supplies for use by nurses working in isolated tropical regions without the regular support of doctors.

Will is so convinced of the need for his fridge that he is not motivated by any fame that might result from it and all profits go back into scientific research. He simply wants to do something that will have a positive effect on the lives of people who are living in difficult conditions. \*\*

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 a big city. For each of speakers 1 to 6, choose from the list, A to G, which opinion each speaker expresses. Write the letter in the appropriate box. Use each letter only once. There is one extra letter which you do not need to use.

You will hear the recordings twice.

## R1 Speaker 1

*Female, late teens/early 20s*

I've lived in a big city all my life so far. I suppose it's noisy and crowded but I'm so used to that that I don't really pay any attention to it. I go to a college just round the corner from our flat so I don't have problems using rush hour transport. My parents both complain about the horrors of commuting. But I think we all enjoy the fact that there's a wide variety of nationalities living in our neighbourhood. There are at least ten in our block of flats.

PAUSE 00'10"

## R1 Speaker 2

*Male, late teens/early 20s*

We moved here from a village a few months ago and life's certainly very different. I can't say I miss nature and the fresh air that much – there are plenty of green spaces here too and an exciting variety of birds. I go to a large college here but actually I don't think the education was any worse where I was before. What I miss is just being able to pop round to a mate's house. No-one I know lives anywhere near us. But I'm gradually getting used to things.

PAUSE 00'10"

## R1 Speaker 3

*Female, late teens light US accent*

I love city life. We have a roomy apartment looking across the river to the hills on the outskirts. There's so much you can do – something for every taste. And it's not true that you need to be rich to go out anywhere. There's lots of music and other shows you can enjoy without spending a fortune. OK some friends may live at the other end of a bus route but that's not really a problem as there's far better public transport than in the countryside. I certainly wouldn't want to live anywhere else.

PAUSE 00'10"

**R1 Speaker 4***Male, 30s light Australian accent*

Cities are noisy places with crowds of people hurrying along talking on their mobile phones rather than to the person next to them. I wouldn't say that aspect of city life appeals to me, but I know I'd never be able to take the courses I'm doing this year in a smaller place. That makes it well worth putting up with the less attractive bits of life here. And when it all gets too much, then I head to a lovely peaceful park five minutes' walk from our home.

PAUSE 00'10"

**R1 Speaker 5***Female, mid 20s*

I'm a law student at a university in the capital, and I share a house with five friends. Sharing saves us money and we have fun together. It's a long journey to the campus but I don't mind that too much. In fact, I get a lot of reading done when I'm travelling on the bus. Occasionally, though, I feel I just have to escape from the constant noise of city traffic. I'm just not used to that, having grown up in a small village.

PAUSE 00'10"

**R1 Speaker 6***Male, mid – late teens*

We moved to the city because my mum got a job in an engineering college here. I was sorry to change schools but I've made some good friends here now. We spend most of our spare time at each others' houses. My friends in the countryside wonder why we don't go to all the concerts, films and exhibitions that they think are available in the city, but the truth is that when you're at school you just can't afford to go to that sort of thing. \*\*

PAUSE 00'10"

**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 an interview with a travel writer called Sandra Marshall. 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 interview twice.**

*M, 40s; F, 30s, light US accent*

- M: \* Welcome to today's programme on unusual careers. I'm delighted to have with me Sandra Marshall, who writes travel articles for a range of newspapers, magazines and websites. Sandra, how did you get into this kind of work?
- F: By accident. I was in graduate school and an uncle, who was quite a successful author himself, proofread one of my assignments. It was on the history of railway development, I think. Afterwards he told me he'd found my writing much better than he'd expected. He said I should write stuff that would reach a wider audience than boring essays. I sent an article to a travel magazine about a trip I'd recently made to a national park. It wasn't published, but they replied suggesting I write about a more unusual place I'd visited.
- M: What's your favourite destination?
- F: This is the question I'm always asked by people sitting next to me on airplanes or at parties, and by my mother's friends. I'm very keen on Prague. It's a city with a fascinating history, of course. And it's incredibly lovely to look at too. But my standard answer is Vietnam. It's hard to give a reason why. I just like the place and keep wanting to go back again and again.
- M: Do you think people make false assumptions about travel writers?
- F: Absolutely. Particularly when they imagine that you can do a story for a travel magazine just like that. Sometimes, of course, things magically happen. But a good article tends to need a lot of preparation. As a writer, you have to research where exactly to head for, who to set up interviews with, and you have to decide what could be an unusual approach to take to your subject.
- M: What's the most difficult aspect of being a travel writer?
- F: Well, at first I missed not being part of a team. But I've got used to it now and accept that it's part of my life. But I'll never get accustomed to being turned down. It's really easy to let it bother you. I know – I've certainly done that. You just have to move on. You have to keep trying, to resist any temptation to give up.
- M: What would you say is your greatest achievement?
- F: I was always told at school that I'd have to work hard to get into college so I'd say managing to get a degree. Doing that even tops having a collection of my articles published by a major publishing house, which certainly was a personal accomplishment. That they were made into a television documentary was also quite special, of course.
- M: Is there anything you wish now that you'd done when you were younger?
- F: I certainly regret not taking more classes— one should never stop learning about writing. It can also help make you force yourself to write when perhaps you'd rather not bother. I think we can all learn from each other, and so putting yourself in any kind of learning environment is helpful.

M: What tips would you give someone who'd like to become a travel writer?

F: I realize this is a hard one, but it helps when you have a personal connection to the place. Editors love it when you offer them a story that's got that. It gives you an advantage over other people who are sending in stories about that place. So living abroad is really helpful. You end up with so much material and you gain a knowledge of the region that allows you to become an authority on the area, not as good as if you were born there, but almost.

M: So what are your plans for the coming year?

F: Well, sometimes I feel like locking my suitcase and my passport away and staying at home catching up on all the painting, repairing and other jobs that need doing there. And in fact, I've been offered a full-time job in the journalism department of a local college. What I've actually decided to do is go and stay in a friend's beach house and experiment with writing a novel. It's a new venture for me and I'm quite excited about the prospect.

M: Sandra, it's been fascinating talking to you. Thank you. \*\*

PAUSE 00'20"

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

REPEAT FROM \* TO \*\*

PAUSE 00'30"

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

PAUSE 00'30"

TRACK 6

R1 **Exercise 5 Part A**

**You will hear a man giving a talk about humpback whales. 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.**

*M, mid 30s*

M: \* Humpback whales spend several months of each year in Arctic or Antarctic waters. However, every winter, hundreds of these whales migrate long distances to warmer tropical regions where they breed and give birth. The new born baby humpbacks rely on an incredible milk consumption of up to 239 litres every day. This enables them to gain the body fat that they need in only a few months, so that they'll be able to survive the long journey back to cooler waters in summer.

For a long time scientists have wanted to learn more about how vulnerable whale babies manage to stay safe from predators during the early months of their lives. Not surprisingly, humans are one source of danger with their use of fishing nets and ropes, not to mention the pollution they cause. It's becoming increasingly apparent though that other whales and sharks pose more of a risk to baby humpbacks. As well as this, scientists want to learn about the ways in which the babies communicate with their mothers. Up until now, it has proved hard to find out about the early life stages of wild whales because they're an aquatic animal, and it's virtually impossible to keep them under observation.

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Researchers from an Australian university have managed to complete some particularly fascinating work. They've found a clever way of tracking eight baby humpbacks and two mothers. Initially, they planned to use underwater cameras to monitor what the whales were doing, but it was decided that would be impractical. They eventually developed sound recorders which enabled them to collect some interesting information.

The researchers were unprepared for what their findings revealed. They found out that, unlike human babies who often cry or scream, baby humpbacks signal their hunger by making noises similar to whispers. While an adult whale song can be heard over an area covering several kilometres, the whales in the study could only hear each other within a distance of less than a hundred metres. As the water is often dark, the mothers and their young have to swim close together to ensure they are travelling in the same direction. Mothers often touch their young with what appear to be signs of affection, and they are often seen leaping right out of the water – though the reasons for this are still unknown. Understanding whale behaviour is essential to the future conservation projects aimed at protecting this fascinating species.\*\*

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 two students about humpback whales and complete the sentences in Part B. Write one word only in each gap. You will hear the conversation twice.**

*M & F, late 20s*

M: \* That talk about humpback whales was fascinating, wasn't it? It made me want to find out more.

F: Me too. I looked them up online and found out about some other bits of research that have been done on them recently.

M: So did I! What did you discover?

F: Well, the first website I found was discussing the speed at which they travel. But then I found a fascinating and more detailed report on a study done into the seasonal migration patterns of the whales. The researchers were curious to learn why humpback whales migrate such a long distance. They knew that this could be further than any other mammal.

M: And what was their conclusion?

F: They discovered that the whales liked to end up in waters with a temperature of 21 to 29 degrees regardless of latitude. They believe that warmer waters have a positive impact on the development of the whales' young. But they're not sure yet whether this is because feeding there is easier, or for some quite different reason.

M: Interesting!

F: So what did you learn?

M: Well, I read a really interesting article where researchers had managed to do some underwater photography of a male and a female whale moving around each other in a particular way.

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F: Really?

M: Yes, they were doing something that resembled dancing. They were slapping each other from time to time with their tails, but it looked friendly rather than like fighting. The scientists think this may be something that the whales do before mating. They want to discover whether that is the case and, if so, then they will press for there to be restrictions on boat traffic in areas where this is occurring in order to allow mating to take place undisturbed.

F: Well, anything that helps the species to be preserved would be a good thing.

M: Absolutely. I saw another piece of research reported online about whales. It was focusing on the so-called 'music' that different whales make, analysing their patterns rather than measuring the levels or trying to work out the purpose of their songs. They discovered that, compared with other whales, the humpback produces the most complex songs.

F: How amazing!

M: Yes, I didn't see anything about whether their songs change each year but I was amazed to learn that they vary with where the creatures are. It seems that, although humpbacks everywhere construct their songs in a similar way, all oceans feature songs that differ from those recorded elsewhere.

F: Extraordinary! \*\*

PAUSE 00'25"

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

REPEAT FROM \* TO \*\*

PAUSE 00'30"

**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.**

**BLANK PAGE**

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## A Choosing a career

There are many things to consider when choosing the job you want to do.

Discuss this topic with the examiner.

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

- a career you would like to have, and why
- the best people to help you choose a career, and why
- why some people change their career as they go through life
- the opinion that we need more than qualifications to have a successful career
- the suggestion that choosing a career is the most important decision in life.

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

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**ENGLISH AS A SECOND LANGUAGE**

**0991/51**

Paper 5 Speaking Assessment B

**October/November 2019**

**Approx. 15 minutes**

No Additional Materials are required.

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This document consists of **2** printed pages.

## B Keeping fit

Many people try to stay fit and healthy by doing exercise.

Discuss this topic with the examiner.

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

- what you, or people you know, do to keep fit and healthy
- the challenges of trying to have a healthy lifestyle
- if becoming a fitness instructor is a good career choice
- the suggestion that you do not need to do a lot of sport to keep fit
- the view that international sports stars should do more to promote a healthy lifestyle.

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

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

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**ENGLISH AS A SECOND LANGUAGE**

**0991/51**

Paper 5 Speaking Assessment C

**October/November 2019**

**Approx. 15 minutes**

No Additional Materials are required.

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This document consists of **2** printed pages.

### C Day and night

Modern 24-hour lifestyles mean that people can choose to work, rest and play whenever they want.

Discuss this topic with the examiner.

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

- your favourite time of the day or night, and why
- things that you prefer to do during the day rather than at night, and why
- why some people find it difficult to sleep at night
- whether it is important for everyone to spend some time outdoors during daylight
- the idea that, in the future, the difference between day and night won't be important for people's lifestyles.

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

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**0991/51**

Paper 5 Speaking Assessment D

**October/November 2019**

**Approx. 15 minutes**

No Additional Materials are required.

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This document consists of **2** printed pages.

**D Made by hand**

In the past, people made most things, such as jewellery, clothes and furniture, by hand.

Discuss this topic with the examiner.

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

- a handmade object that you or someone you know owns, and what it is like
- why some people prefer things that are handmade
- whether young people should learn the skills of making things by hand
- the view that machine-made objects are always better quality than handmade objects
- the idea that, in the future, handmade objects will only be found in museums.

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

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**ENGLISH AS A SECOND LANGUAGE**

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Paper 5 Speaking Assessment E

**October/November 2019**

**Approx. 15 minutes**

No Additional Materials are required.

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This document consists of **2** printed pages.

## E Sightseeing

People often visit famous cities or places of interest on a day trip or holiday.

Discuss this topic with the examiner.

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

- whether you enjoy sightseeing, and why
- a famous city or place of interest you have visited, and what it was like
- places of interest in your country you would recommend to other people, and why
- the advantages and disadvantages of sightseeing in a group
- the suggestion that sightseeing is the best way to learn about a country.

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

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Paper 5 Speaking Assessment F

**October/November 2019**

**Approx. 15 minutes**

No Additional Materials are required.

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This document consists of **2** printed pages.

## F Robots

Robots are machines that can do things which are normally done by people.

Discuss this topic with the examiner.

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

- jobs that you would like a robot to do for you, and why
- whether you could have a robot as a friend
- the opinion that there are some jobs that people do better than robots
- the idea that robots should be treated in the same way as humans
- the view that, in the future, robots will control all of our lives.

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

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Paper 5 Speaking Assessment G

**October/November 2019**

**Approx. 15 minutes**

No Additional Materials are required.

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This document consists of **2** printed pages.

## G Supporting others

Sometimes people need help and encouragement from others to achieve their goals.

Discuss this topic with the examiner.

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

- how your friends and family help and encourage you to achieve your goals
- a time you supported someone, and what happened
- whether we need special qualities to support others
- the idea that we can't achieve anything without support
- the view that local businesses should support people in their neighbourhood.

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

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

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

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**ENGLISH AS A SECOND LANGUAGE**

**0991/51**

Paper 5 Speaking Assessment H

**October/November 2019**

**Approx. 15 minutes**

No Additional Materials are required.

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This document consists of **2** printed pages.

## H Being independent

Independent people make their own decisions and don't need help from others.

Discuss this topic with the examiner.

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

- times when you have to make your own decisions, and what happens
- whether you would like to be more independent, and why
- the advantages and disadvantages of young people being independent of their parents
- the opinion that nobody can achieve complete independence
- the view that world leaders should listen to the people before making any decisions.

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

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

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**ENGLISH AS A SECOND LANGUAGE**

**0991/51**

Paper 5 Speaking Assessment I

**October/November 2019**

**Approx. 15 minutes**

No Additional Materials are required.

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This document consists of **2** printed pages.

## I Information

Information comes from many different places, so it is sometimes hard to know what is true.

Discuss this topic with the examiner.

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

- where you like to find information, and why
- whether information in books is more reliable than online
- whether we should always believe the things we hear or see in the news media
- the opinion that politicians can't always share information with the public
- the view that people have become obsessed with checking for the latest news.

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

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

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**ENGLISH AS A SECOND LANGUAGE**

**0991/51**

Paper 5 Speaking Assessment J

**October/November 2019**

**Approx. 15 minutes**

No Additional Materials are required.

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This document consists of **2** printed pages.

**J Zoos**

Many people enjoy visiting zoos to look at animals.

Discuss this topic with the examiner.

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

- zoo animals you like, and why
- whether you would like to work in a zoo, and why
- the idea that animals can't have healthy lives in zoos
- the opinion that seeing videos of animals in the wild is better than seeing them in a zoo
- the view that only animals which need protecting should be kept in zoos.

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

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

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**ENGLISH AS A SECOND LANGUAGE**

**0991/51**

Paper 5 Speaking Assessment K

**October/November 2019**

**Approx. 15 minutes**

No Additional Materials are required.

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This document consists of **2** printed pages.

## K Games

Many games, such as chess, football and computer games, are played around the world.

Discuss this topic with the examiner.

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

- a game you, or your friends, enjoy playing, and why
- whether playing games brings people together, or causes arguments
- the idea that luck is more important than skills when trying to win games
- the suggestion that, in the future, people will only play computer games
- the idea that playing games teaches people important skills.

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

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

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**ENGLISH AS A SECOND LANGUAGE**

**0991/51**

Paper 5 Speaking Assessment L

**October/November 2019**

**Approx. 15 minutes**

No Additional Materials are required.

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This document consists of **2** printed pages.

## L Fashion

People like to keep up to date with the latest fashions in clothes and accessories.

Discuss this topic with the examiner.

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

- the clothes and accessories you like to wear, and why
- whether you, or people you know, are interested in fashion
- reasons why it might be difficult to keep up to date with the latest fashions
- the view that wearing a uniform at school or at work is beneficial
- the opinion that people spend too much time thinking about the way they look.

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

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

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**ENGLISH AS A SECOND LANGUAGE**

**0991/51**

Paper 5 Speaking Assessment M

**October/November 2019**

**Approx. 15 minutes**

No Additional Materials are required.

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This document consists of **2** printed pages.

**M Respect**

We show respect for people and things in many different ways.

Discuss this topic with the examiner.

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

- people you respect, and why
- ways in which people show respect to each other
- the challenges of persuading people to respect the natural environment
- the suggestion that celebrities receive too much admiration
- the opinion that young people are not interested in respecting traditions.

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

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

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**ENGLISH AS A SECOND LANGUAGE**

**0991/51**

Paper 5 Speaking Assessment N

**October/November 2019**

**Approx. 15 minutes**

No Additional Materials are required.

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This document consists of **2** printed pages.

## N Our brains

The human brain is an amazing thing.

Discuss this topic with the examiner.

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

- some ways you use your brain every day
- some things you can do to improve your memory
- jobs where having a good imagination is important
- the view that it is possible for a robot to think like a human
- the opinion that, in the future, we will be able to read other people's minds.

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

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

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**ENGLISH AS A SECOND LANGUAGE**

**0991/51**

Paper 5 Speaking Assessment O

**October/November 2019**

**Approx. 15 minutes**

No Additional Materials are required.

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This document consists of **2** printed pages.

**O Beauty**

People have different ideas about when someone or something, such as music or a place, is beautiful.

Discuss this topic with the examiner.

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

- what you think is beautiful, and why
- a place you think is ugly, and how it could be made beautiful
- whether people should spend money on beauty treatments
- the view that beauty is always an important factor in being successful
- the idea that our view of what we think is beautiful changes over time.

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

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

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**ENGLISH AS A SECOND LANGUAGE**

**0991/51**

Paper 5 Speaking Assessments A–O

**October/November 2019**

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.**

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**READ THESE INSTRUCTIONS FIRST**

This booklet contains:

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



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This document consists of **23** printed pages and **1** blank page.

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## 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 International 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 International 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 International the following: (a) recorded sample on a 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 a CD or 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 International 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 International 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 International in the separate envelope provided.
- The middle sheet (which is for the external moderator's use) must be sent separately to Cambridge International, 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, on 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.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples). The database will ask you for the syllabus code (i.e. 0991) 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 International 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 one of the assessment card pages 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 International.
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/USB stick should begin with a clear statement by the examiner as follows:**

Centre number:	[e.g.]	AZ 999
Centre name:	[e.g.]	Abcxyz Academy
Examination:	0991	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.

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**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.

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Do you have any questions?

**Then start the test.**

**A Choosing a career****Candidate's Card**

There are many things to consider when choosing the job you want to do.

Discuss this topic with the examiner.

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

- a career you would like to have, and why
- the best people to help you choose a career, and why
- why some people change their career as they go through life
- the opinion that we need more than qualifications to have a successful career
- the suggestion that choosing a career is the most important decision in life.

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

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Do you have any questions?

**Then start the test.**

**B Keeping fit****Candidate's Card**

Many people try to stay fit and healthy by doing exercise.

Discuss this topic with the examiner.

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

- what you, or people you know, do to keep fit and healthy
- the challenges of trying to have a healthy lifestyle
- if becoming a fitness instructor is a good career choice
- the suggestion that you do not need to do a lot of sport to keep fit
- the view that international sports stars should do more to promote a healthy lifestyle.

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

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Do you have any questions?

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**C Day and night****Candidate's Card**

Modern 24-hour lifestyles mean that people can choose to work, rest and play whenever they want.

Discuss this topic with the examiner.

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

- your favourite time of the day or night, and why
- things that you prefer to do during the day rather than at night, and why
- why some people find it difficult to sleep at night
- whether it is important for everyone to spend some time outdoors during daylight
- the idea that, in the future, the difference between day and night won't be important for people's lifestyles.

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

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## D Made by hand

### Candidate's Card

In the past, people made most things, such as jewellery, clothes and furniture, by hand.

Discuss this topic with the examiner.

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

- a handmade object that you or someone you know owns, and what it is like
- why some people prefer things that are handmade
- whether young people should learn the skills of making things by hand
- the view that machine-made objects are always better quality than handmade objects
- the idea that, in the future, handmade objects will only be found in museums.

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

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Do you have any questions?

**Then start the test.**

**E Sightseeing****Candidate's Card**

People often visit famous cities or places of interest on a day trip or holiday.

Discuss this topic with the examiner.

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

- whether you enjoy sightseeing, and why
- a famous city or place of interest you have visited, and what it was like
- places of interest in your country you would recommend to other people, and why
- the advantages and disadvantages of sightseeing in a group
- the suggestion that sightseeing is the best way to learn about a country.

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

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**Then start the test.**

## F Robots

### Candidate's Card

Robots are machines that can do things which are normally done by people.

Discuss this topic with the examiner.

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

- jobs that you would like a robot to do for you, and why
- whether you could have a robot as a friend
- the opinion that there are some jobs that people do better than robots
- the idea that robots should be treated in the same way as humans
- the view that, in the future, robots will control all of our lives.

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

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**G Supporting others****Candidate's Card**

Sometimes people need help and encouragement from others to achieve their goals.

Discuss this topic with the examiner.

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

- how your friends and family help and encourage you to achieve your goals
- a time you supported someone, and what happened
- whether we need special qualities to support others
- the idea that we can't achieve anything without support
- the view that local businesses should support people in their neighbourhood.

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

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

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## H Being independent

### Candidate's Card

Independent people make their own decisions and don't need help from others.

Discuss this topic with the examiner.

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

- times when you have to make your own decisions, and what happens
- whether you would like to be more independent, and why
- the advantages and disadvantages of young people being independent of their parents
- the opinion that nobody can achieve complete independence
- the view that world leaders should listen to the people before making any decisions.

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

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## I Information

### Candidate's Card

Information comes from many different places, so it is sometimes hard to know what is true.

Discuss this topic with the examiner.

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

- where you like to find information, and why
- whether information in books is more reliable than online
- whether we should always believe the things we hear or see in the news media
- the opinion that politicians can't always share information with the public
- the view that people have become obsessed with checking for the latest news.

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

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**J Zoos****Candidate's Card**

Many people enjoy visiting zoos to look at animals.

Discuss this topic with the examiner.

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

- zoo animals you like, and why
- whether you would like to work in a zoo, and why
- the idea that animals can't have healthy lives in zoos
- the opinion that seeing videos of animals in the wild is better than seeing them in a zoo
- the view that only animals which need protecting should be kept in zoos.

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

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## K Games

### Candidate's Card

Many games, such as chess, football and computer games, are played around the world.

Discuss this topic with the examiner.

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

- a game you, or your friends, enjoy playing, and why
- whether playing games brings people together, or causes arguments
- the idea that luck is more important than skills when trying to win games
- the suggestion that, in the future, people will only play computer games
- the idea that playing games teaches people important skills.

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

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Do you have any questions?

**Then start the test.**

**L Fashion****Candidate's Card**

People like to keep up to date with the latest fashions in clothes and accessories.

Discuss this topic with the examiner.

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

- the clothes and accessories you like to wear, and why
- whether you, or people you know, are interested in fashion
- reasons why it might be difficult to keep up to date with the latest fashions
- the view that wearing a uniform at school or at work is beneficial
- the opinion that people spend too much time thinking about the way they look.

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

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## M Respect

### Candidate's Card

We show respect for people and things in many different ways.

Discuss this topic with the examiner.

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

- people you respect, and why
- ways in which people show respect to each other
- the challenges of persuading people to respect the natural environment
- the suggestion that celebrities receive too much admiration
- the opinion that young people are not interested in respecting traditions.

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

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**N Our brains****Candidate's Card**

The human brain is an amazing thing.

Discuss this topic with the examiner.

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

- some ways you use your brain every day
- some things you can do to improve your memory
- jobs where having a good imagination is important
- the view that it is possible for a robot to think like a human
- the opinion that, in the future, we will be able to read other people's minds.

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

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**O Beauty****Candidate's Card**

People have different ideas about when someone or something, such as music or a place, is beautiful.

Discuss this topic with the examiner.

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

- what you think is beautiful, and why
- a place you think is ugly, and how it could be made beautiful
- whether people should spend money on beauty treatments
- the view that beauty is always an important factor in being successful
- the idea that our view of what we think is beautiful changes over time.

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

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