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Cambridge Assessment International Education

Cambridge IGCSE™ (9–1)

ENGLISH AS A SECOND LANGUAGE **0991/41**

Paper 4 Listening (Extended) **May/June 2020**

TRANSCRIPT **Approximately 50 minutes**

This document has **12** pages. Blank pages are indicated.

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TRACK 1

R1 This is the Cambridge Assessment International Education, Cambridge IGCSE (9–1), June 2020 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 for each answer.

You will hear each recording twice.

R1 Question 1

(a) Where would the girl like to work in the summer?

(b) When is the girl able to start work?

F: female, late teens, answerphone (fx distort)

F: * Hi Ben, it's Marta here. Are you still interested in doing a holiday job together this summer? I've got a couple of adverts. One's for a cleaning job in a hotel, and the other's in a café serving food. I don't know what you think, but I'd rather not spend my summer sweeping floors. I wouldn't mind waitressing though. They want people to start around the end of June. I'm not actually available until early July – we don't get back from our holiday until then. I think you said you're back in mid-June, aren't you? Anyway, call me when you have a chance. Bye! **

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

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R1 Question 2

(a) How did the man prefer to travel into New York City?

(b) What was the name of the exhibition that the man visited?

M: male colleague, 30s
F: female colleague, 30s

F: * How was your trip to New York?

M: Amazing! We had a wonderful time. We actually stayed a little way out of the city, in an area called Astoria, but it's easy to get into town on the subway, or to catch a bus. I also discovered you can go by ferry, and although that was slower, it was my favourite – you can't beat it for the views of the skyscrapers.

F: Was there much to do in Astoria, where you stayed?

M: Loads. The Museum of the Moving Image is there. I really enjoyed looking around their permanent display called Behind the Screen. They also show films, and we saw a short one called 24 Frames. **

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

R1 Question 3

(a) Which topic do the two students agree to give a presentation about?

(b) What is the girl going to do this evening?

M: male, late teens
F: female, late teens, mild US

F: * You know we have to give a presentation together next week in our science class? Have you had any ideas?

M: Well, my first thought was to do one on air quality, but then I thought you might prefer global warming instead.

F: Actually, I'd go for your original idea.

M: OK! I think we should have something to show everyone while we're talking.

F: We could find some photos, though it might be hard to get good ones. I think we should produce a chart instead. I'll do that tonight.

M: And I'll look for some information. Shall we meet again tomorrow lunchtime?

F: Fine! **

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

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R1 Question 4

(a) What is the name of the organisation that the school concert is raising money for?

(b) What does the teacher still need one student to do?

M: male, 40s, teacher

M: * Listen everyone. This is a reminder about the school concert next month. If you haven't got tickets yet, please go to the office. All profits are going towards a new charity which we've now chosen. Animal Rescue was a popular suggestion, though it didn't get quite as many votes as The Children's Society. Last year we raised £750 for Water Aid, and we hope to get even more money this year! Thanks to all of you who've offered to put up adverts and set up the hall. I now have someone to organise refreshments, though I'm looking for another person to design the programme. See me later if you can help. Thank you. **

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 to his class about his project on guide dogs. Listen to the talk and complete the details below. Write one or two words only in each gap.

You will hear the talk twice.

M: male, late teens

M: *For my project on working animals, I decided to study guide dogs. These are dogs which are trained to lead people who have sight loss or who are visually impaired.

After they're born, young dogs stay with their mother until they're about eight weeks old. During the first few weeks of their lives, they sleep most of the time, but their physical development is really fast – for example, their weight doubles in the first week! After about four weeks, their senses start working and they play with each other a lot – this is how their social development starts, so being with other young dogs is really important during this time.

The young dogs can leave their mother and start their basic training when they're about eight or nine weeks old. Each dog goes to live with a puppy walker – that's the term used for a person who looks after a young dog that will hopefully become a guide dog when it's older. My aunt is one of these volunteers. She says it's a bit like being a temporary parent, and because she used to be a teacher, she finds it easy to handle them. When they first arrive at her house, they're really curious about their surroundings. It's a good time to let them go outside for short amounts of time, and also to get them used to car journeys, but certainly not long ones! After trying out anything new like this, which can be stressful, they need to return to an area that they're familiar with as quickly as possible.

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During this period, their behaviour can get out of control if you don't start to teach them various commands and let them know what they can and can't do. And it's much harder to train them when they're older!

When they're about three months old, the young dogs start to explore much more. At this time, everything's an adventure. Whatever gets their attention will only last for a brief moment, because anything and everything can be a distraction! The dog's appearance also changes – their fur might become paler or darker, and they start to lose their sharp teeth and larger adult ones grow in their place. Young dogs tend to chew a lot, which can cause problems if they find something like a shoe lying around! Cardboard is a great alternative, but I found out you should avoid giving them bones to chew on until they're much older, as these can damage their mouths.

When the young dog's about one year old, it starts official guide dog training. It learns a variety of routes and how to cross roads safely. It also has to develop excellent manners because it has to travel on buses, and go into shops and other public places. When it can do all of this successfully, it's matched with its future owner. To do this, several points are considered, including the person's lifestyle, how fast they walk, and how tall they are. The dog continues training with this person for another few weeks before it officially starts working as a guide dog.

Has anyone got 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 how they like to organise their time. 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: male, teens

* During the school term there's so much to do every day – not just lessons, but after-school clubs, homework, sport, doing stuff at home. One thing's for sure though, I couldn't cope with all this if I didn't have a chance to just chill out for a bit on the sofa – usually after I get home from school. I don't often forget things so I don't bother with a diary, but maybe I will when I'm older and not living with my mum, who always manages to remind me about something if necessary.

Pause 00'10"

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R1 Speaker 2

F: female, late 20s, mild Australian

I used to love getting up early when I was a teenager – unlike most of my friends – so I'd get loads done in the mornings. These days I'm the opposite! But it's not as if I don't do anything before lunchtime – I actually like having things to do throughout the day, otherwise I think I'd get really bored. I still need to switch off my mind though. For me, one of the best ways of doing this is exercise, which really helps me feel much calmer.

Pause 00'10"

R1 Speaker 3

M: male, late 20s

I tend to say yes to everything then end up with more than I can fit into a day. People are always telling me that I should plan my time more carefully. I do have a diary, and I put important things like birthdays, conferences and travel details in it, but I wouldn't go as far as writing out a daily plan each morning. I prefer to be flexible, so I can decide as things happen what to do or where to go next.

Pause 00'10"

R1 Speaker 4

F: female, 30s

I set up my own company last year and it's been non-stop since then! I hardly get the chance to look at a weekly planner, let alone write things down in one. So I rely on my assistant to do that, and to make sure I'm in the right place at the right time each day. She's always telling me to take more time to plan ahead, and even to fit in some relaxation. I'd have to get up even earlier each morning to do that though!

Pause 00'10"

R1 Speaker 5

M: male, early 20s, mild US

I always used to think that you get more done if you don't waste time and just get on with it. However, it's taken me a while to realise that quality is more important than quantity, so I try really hard not to rush things now. It's tricky though, because I'm so busy. I'm at college during the week, and I've got a part-time job at the weekend, so I don't have much spare time at all. I'm looking forward to the holidays when I can relax properly!

Pause 00'10"

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R1 Speaker 6

F: female, late 20s, mild US

I've got a really good memory, and I don't actually need to write things down to remember them. So it's a bit strange that that's exactly what I do! I guess it's just a habit, and doing it feels like the right thing for me. I like to do it first thing – it doesn't take much time at all – and then I check it later, usually when I'm having lunch. This helps me focus in the afternoon, which is when I tend to get most of my work done.**

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 teacher called Bridget Hall about an organisation called TeenTech. 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: male, interviewer, 30s
F: female, teacher, 30s

M: * With me here in the studio is teacher Bridget Hall. Bridget, you recently got involved with an organisation called TeenTech. Tell us about it.

F: Well, I heard about TeenTech a couple of years ago but in fact it was set up in 2008. They run regular events, some of which are specifically for science teachers, but most are for students – often at least half of them are girls – from schools in the area. The idea is to give young people a better understanding of the ways in which science is part of everything we do.

M: And I understand you took a group from your school to an event run by TeenTech recently.

F: That's right. I took my Year 10 class, so they're about fourteen years old. I was expecting it to be rather noisy because there were almost 300 pupils there in total, but in fact it was the opposite! There was a bit of chaos when everyone was trying to get from one place to another, but overall it was a fantastic day.

M: What did the event consist of?

F: Well, generally the pupils worked in groups on a range of activities. Several of them were quite scientific, but mainly they involved problem-solving or finding creative solutions to other issues. There were a few really interesting speeches and presentations throughout the day too.

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M: Tell us about one of the activities.

F: My favourite was the Invention Workshop. It was led by a games developer, and everyone in each group was given a role, like they were part of a business that was just starting up and wanted to produce something they'd recently invented. Each group had to work together to come up with their own idea, and some were quite impressive.

M: What did your group do?

F: My group chose to design an app. We were all told that whatever we were working on, we should make sure there was a reason for producing it. For example, the reason could simply be to make something more enjoyable to do, or just to cost less. Ours was about food safety – keeping track of the use-by dates on packaged food which tell you when it has to be eaten by. It was quite a clever idea!

M: It all sounds interesting. TeenTech gives awards as well, doesn't it?

F: Yes, they have annual awards, one for 11 to 16 year-olds, and another for 17 to 18 year-olds. There are about twenty different awards, on a range of different topics, and teams select one that they're interested in. You'd think that the teams, which can consist of up to three students, would have to work alone. However, they're actually allowed to get in touch with companies to ask for support.

M: I've heard there's an award for teachers too …

F: Yes, the Teacher of the Year award. Basically it's a way of appreciating the fact that when a group of students enters for a TeenTech award, a teacher has put in a lot of time and effort to organise this. It's different from other awards which focus on how good a teacher you are. But I like the fact that an award might help to attract people to the teaching profession, which can't be a bad thing.

M: And finally, another of your classes has entered a TeenTech competition, haven't they?

F: Yes, that's the City of Tomorrow competition. Each team has to produce a design for a building which will make life better in some way for the people living in it. My class has been so keen, and they've done lots of research online both at home and in lessons. I've found that I've really been looking into it too! They all want to win, of course, but I'll just be happy if they come up with some interesting ideas and enjoy the whole experience.

M: Well, good luck to them! And thank you, Bridget, for talking to us today.

F: 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"

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TRACK 6

R1 Exercise 5 Part A

You will hear a business studies tutor giving a talk about the length of the working week. 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: male, tutor, 40s, mild US

* In today's session, we're going to discuss the working week. For many people this is nine to five, five days a week, but it varies widely. In fact, a recent survey of countries around the world found that in Germany, employees work the fewest hours, followed by Denmark, Norway and the Netherlands. Luxembourg, which is one of the smallest countries in the world, and where workers spend an average of only 29 hours a week at work, is the most productive. That's in relation to the population, of course. Mexico and Costa Rica are where workers spend the most time at work.

Recently, researchers have been investigating whether there's a link between hours spent at work and the amount of work done. Do employees work more effectively if they have more time off, for example? And are there other advantages to consider? For the last two years, a care home in Sweden has trialled a six-hour working day. The results? Overall, their spending increased by 20%. However, there was a significant drop in time off because of sickness, and workers reported higher job satisfaction as well – the results are clearly mixed.

A well-known technology company is also experimenting with a shorter 30-hour working week for some employees. It decided not to distinguish between these workers and their full-time colleagues in terms of the benefits they're given, for example having a company car, but they earn 75% of the salary. It'll be interesting to see the results of this trial when they're published.

Another example is a New Zealand finance company which is trying out a four-day week. Although no statistics are available yet, workers were interviewed and have provided some interesting feedback. One frequent comment is that their offices are much quieter, and they can concentrate more easily. Many workers hadn't expected the amount of pressure that the reduced working week caused. However, some indicated they were reluctant about going back to the old routine, and had got used to having a three-day break each week. Another interesting point is what people are doing with their extra day off. Are they just catching up on sleep? In fact, one researcher notes that the opposite seems to be the case. People have been visiting the dentist, getting their cars fixed – doing what he refers to as life administration, in other words all those little things that need to be done but there never seemed to be time to fit them in before. **

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 university students about happiness at work, and complete the sentences in Part B. Write one or two words only in each gap. You will hear the conversation twice.

M: male, student, 20ish
F: female, student, 20ish

M: * Have you done any reading for tomorrow's lecture yet?

F: The one on employment?

M: Yeah.

F: Actually I read about a survey to find out which occupation makes people happiest. What would you guess?

M: I suppose jobs where people feel they're helping others, like teachers and nurses.

F: They were both in the top three. Behind engineers though, which surprised me. Also, there didn't seem to be a link between high salary and happiness, because gardeners were quite high on the list too.

M: Interesting! I'd've thought money was fairly important. I mean, so many people struggle to earn enough to pay for rent, food and bills these days.

F: I know. But in the UK, at least we have the minimum wage, which employers have to pay everyone by law.

M: Apparently even that's not really enough to survive on. There's a campaign here for more people to be paid what's called a living wage. That's supposed to be much more realistic.

F: Though I guess lots of employers say they can't afford it.

M: Well, there are other things employers can do – it's not just money that makes people happy. Some workers prefer having a sense of security in their job. But if they thought they'd be doing exactly the same thing for the next 30 years, their motivation would soon disappear. So, knowing there's the opportunity for growth is essential, whether that's in terms of the level of their job or what they are expected to do in their job.

F: I agree! Also, who you work with must affect things. You've got to get on with your colleagues, haven't you?

M: Of course!

F: I think employees need to feel they're part of a team, that their efforts are recognised. I read that lots of people decide to apply for a new job when they're not in a positive culture like that. And it's not hard to create one – simple things like the boss thanking someone for what they've done can be enough!

M: I can understand that.

F: And did you read anything about the working environment?

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M: Yes – I came across something online. There was some interesting information about the ideal amount of space each worker should have in an open-plan office – but it also reported that this doesn't necessarily make workers feel any more content – the level of natural light seems to have the most significant effect. Personally, I like to have a good view from my desk.

F: And I like having nice pictures to look at!**

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.

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