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Cambridge Assessment International Education

Cambridge IGCSE™ (9–1)

ENGLISH AS A SECOND LANGUAGE **0991/42**

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, or a number, for each answer.

You will hear each recording twice.

R1 Question 1

(a) How much does the tennis racket normally cost?

(b) What does the boy decide to buy?

M: brother, around 16 years old
F: sister, around 14 years old

F: * This shop is great!

M: Yes. Look at this tennis racket! It's a good one and there's £30 off the usual price of £80 this week. It's a shame I haven't got £50 though.

F: Oh well, you've probably got enough for some tennis balls ...

M: I've got plenty already, actually … These tennis shoes are really nice, and they're reduced.

F: They look like good ones. You've got enough to buy them, haven't you?

M: Just, but I like this T-shirt too and I haven't got enough for both.

F: But you've got loads of T-shirts already.

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M: True, and my old shoes are worn out so it'd be better to replace those. OK, I'll get them. **

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

R1 Question 2

(a) Who did the girl go to the cinema with?

(b) What did the girl like most about the film she saw?

M: male, teens
F: female, teens

M: * Did you go to the cinema at the weekend with your cousins like you'd planned?

F: They didn't come to visit us in the end because my aunt and uncle were both unwell, but my older sister took me because she knew how disappointed I'd be if I didn't go.

M: And how was the film?

F: It was great. The acting was just as brilliant as I'd expected, but the special effects if anything, were even more amazing. I didn't realise, but it's actually the first film this director has ever made.

M: I should go and see it soon then.

F: You won't regret it if you do! **

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

R1 Question 3

(a) Where does the boy suggest meeting his friend?

(b) What does the boy want his friend to bring with him?

M: male, late teens leaving a voicemail message [FX: distort]

M: * Hi Steve, I know we'd arranged to meet at the café near the park to start work on our homework project together, but I think it'll be too noisy in there to concentrate, so I was wondering if we could do it in the library instead. And you know that book you told me about, the really good one? Well, you don't need to worry about bringing it because I've managed to get a copy. Whatever you do, don't forget your memory stick as we'll need to save what we do. Anyway, give me a call and let me know if this is OK or not. **

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

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R1 Question 4

(a) Where is the woman going in the summer holiday?

(b) When will the woman return home?

M: male, mid-twenties
F: female, mid-twenties, light US

M: * Are you going away this summer?

F: There's been a change to the usual routine this year, actually. I usually go climbing in the mountains but I'm going to the coast instead this summer because I really want to learn how to windsurf.

M: Shame you can't do both!

F: It is, but I wouldn't be back home for ages and if I did that I'd lose my job! In fact, I've got a concert with the orchestra I'm in – it's coming up in two months. I'm due back in three weeks for the rehearsals and I'm looking forward to them – but not as much as my holiday! **

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 scientist giving a talk about small birds called hummingbirds. Listen to the talk and complete the details below. Write one or two words, or a number, in each gap. You will hear the talk twice.

F: female, early 20s

F: * I'm here to talk to you about the creatures I study for my research – hummingbirds! The tiniest of these small, brightly coloured birds, the bee hummingbird, weighs only two grams!

Hummingbirds live in North and South America, and get their name from the noise their wings make as they fly. This incredible noise is due to the speed at which hummingbirds beat their wings. Until recently, scientists thought that the species of hummingbird with the fastest wing beat flapped its wings an amazing 5400 times each minute. But more accurate measurement techniques have recalculated this at 4800 beats a minute. Larger species of hummingbirds can manage about 900 beats per minute, or fifteen times every second, which is still pretty impressive.

Like some other birds, hummingbirds have to be very precise at flying to keep still enough to feed. Many birds have clever flying tricks that suit their lifestyle, such as certain geese which can fly upside down for a short time, but even geese can't move backwards in their flight as hummingbirds can. In fact, they're the only birds capable of doing this.

Hummingbirds' bodies are as amazing as their flight. Due to their feeding habits, they need highly mobile heads, so have fourteen neck bones, double the number that humans have. In fact,

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almost all mammals, the group of animals including cats, monkeys and even giraffes, have seven. Because of their fast wing speed, around 30% of a hummingbird's body weight is taken up by the flight muscles.

There are some things that hummingbirds are not so good at, though. In common with lots of other species of birds, they can't smell what they eat, or indeed anything. Although they do have limited ability to taste their food, it's nothing like as sophisticated as ours.

Hummingbirds are clearly intelligent, though there are many other birds and animals that have larger brains in relation to their body size. Hummingbirds are real record breakers, however, when it comes to their hearts, because at 2.5% of their body weight, this organ is the biggest, relatively, of all living creatures.

Now – their food. Hummingbirds collect the sugary liquid that flowers produce, which is called nectar. Most birds have a varied diet, as otherwise they wouldn't survive when their primary food source, such as fruit and berries, was unavailable. Hummingbirds, therefore, add tiny insects to their diets when flowers are hard to find.

These little birds face a lot of dangers and their numbers have been declining. In fact, of the roughly 330 varieties of hummingbird, 93% of which live in South America, approximately 15% are present in such small numbers, they may soon disappear altogether.

Some animals, such as large frogs, are a source of danger. They can hide in long grass and catch hummingbirds for food. Occasionally, these tiny birds have even been found in spiders' webs, which are strong enough to prevent the hummingbirds breaking free.

I do hope you've enjoyed my talk – does anyone 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 who they live with. 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.

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R1 Speaker 1

F: female, late teens, mild Australian

* I was twelve when my mum's friend, Lynn, came to live with us. Lynn didn't have a job, so she looked after my brothers, two of whom were babies, while my parents were at work. Our house is big and my grandparents live with us too. It's chaos sometimes, and we could do with a timetable for using the bathroom and things, but the fact the household is made up of such a wide range of ages makes it really enjoyable. And Lynn's almost like a family member now.

Pause 00'10"

R1 Speaker 2

M: male, late teens

I study at a university in a city that's far away from my family home. A cousin I get on well with lived here already, together with two of his friends, and they had a spare room, so I moved in. To be honest, I'd prefer to have a place of my own but I can't afford it. My cousin's friends are as easy to get on with as he is. Fortunately none of us are messy. Having to constantly ask people to clean up their stuff would be a nightmare!

Pause 00'10"

R1 Speaker 3

F: female, early 20s

A few months after starting my first job, I decided to look for a shared apartment with other young professionals. I saw loads of places and met the people already living there, including the three young women I eventually chose to share with. I knew immediately that I'd love living with them even though we'd never met before. I wasn't wrong, and it's worked out well. We don't even argue when we're making the list of who's doing the cooking or cleaning each week.

Pause 00'10"

R1 Speaker 4

M: male, late teens, mild US

I moved to Mexico eight months ago to study Spanish. It was weird at first to be living with other people who are all the same age as me. I have older sisters, so was always the youngest in the house. The college I'm studying at organised the accommodation, so you have no idea who you'll end up living with before you arrive. It's worked out as well as I'd hoped, because we get on pretty well and we're all too busy studying to let our apartment get too untidy.

Pause 00'10"

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R1 Speaker 5

F: female, early 20s

The bank I work for sent me here for a year to do some training. I didn't know anyone and couldn't imagine living by myself in a city I didn't know, so decided to share with two young women from the bank who I barely knew, who moved at the same time. Some people find it easy to share a home with someone they don't really know, but I don't think I'll ever be happy with it as a replacement for my parents and sisters, who I'm really close to.

Pause 00'10"

R1 Speaker 6

M: male, late teens

I'm doing some voluntary work for a few months. We're planting trees in some remote countryside, and all the volunteers live together in a shared house. I came with a friend and it's the first time both of us have lived away from our families. She's struggled, but I knew before we came that I was ready for it. I do seem to spend most of my free time picking up everyone else's clothes and things, which is rather annoying. Apart from that, though, we all get on really well. **

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 interviewing a teenage mountain climber called Trent. 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: female interviewer, late 20s
M: male, young mountaineer, late teens, mild US

F: * Welcome to the show, Trent.

M: Thanks.

F: You're already a successful mountain climber even though you're only eighteen. How did you get into mountain climbing?

M: Many people start climbing because they've watched a television documentary about an expedition up a mountain and a good friend I climb with enjoyed reading the biography of a famous climber so much, he wanted to have a go himself. My experience was more unusual, though. When I was

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nine, I started at a new school where there was an amazing artwork on the wall. It showed some snow-covered mountains and I thought, 'I want to climb those!'

F: You climbed your first big mountain when you were ten. How did you feel beforehand?

M: I was convinced I'd be really nervous before we set off, because climbing can be dangerous, but the opposite was actually true, which I couldn't quite believe. I went with very experienced climbers who I had confidence in, and I knew they'd turn back if there was any sign of danger, rather than taking risks just to get to the top.

F: You decided to climb the highest peak on each of the seven continents. Why was that?

M: My grandfather became ill and I wanted to do something to help him. There wasn't much financial support for scientists trying to find a cure, so I asked people to sponsor me to climb the seven peaks. All my relatives were delighted by my idea including my grandfather, who's fine now, thankfully. I became the youngest person ever to climb them, though that wasn't my reason for doing it.

F: The first of the seven peaks you climbed was Mount Kilimanjaro in Africa. How was that?

M: Amazing! The group I was with were all adults. I'm not sure how much preparation they'd done because I seemed to be able to climb for longer than they could, although I was still only fourteen. I was worried they might start ignoring me because I was just a kid, although they never did. In fact, the only thing they were negative about was having to go home!

F: You've climbed the seven highest peaks now. What do you find difficult about climbing really high mountains?

M: I've got used to having to spend a month or two in another country or continent – I think my family actually find that harder than me. You meet the occasional dangerous animal, like the rhinos we saw in the Himalayas, but they're generally easy to avoid. I've never been good at functioning on less than eight hours rest a night, though – you never get anything like that on an expedition.

F: What's the food like on a typical expedition?

M: There isn't much variety – it's all dried food because that's light so we can carry enough. You need a surprising amount to feed ten or twelve team members. The thing you notice most is that high up a mountain, water boils at a much lower temperature so you have to wait quite a while for anything to cook. I can't say it's my favourite food, but I still look forward to eating it after a few hard hours of climbing.

F: Is there an essential quality that every good climber should have?

M: There are loads, and your life depends on them! Something you must have if you want to lead a group of people on an expedition is the ability to wait for the right moment rather than rushing things. What's vital for all climbers, though, is being mentally tough enough to get up or down even the most difficult mountain.

F: You've climbed many of the world's highest mountains now… What's next?

M: Eventually, I can imagine doing scientific research somewhere like Antarctica, which I loved when I went there. It was so cold and beautiful! I'd need to get a degree in a relevant subject before I could do that though, which I might start doing after I've done some sessions with students in local schools. The aim of those is to encourage students to become more physically active.

F: Many thanks, Trent, and good luck! **

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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 the development of the bicycle. 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: female, early 30s

F: * Hello everyone. I'm here to talk about the development of what's been described as the most significant technological invention of the last two hundred years: the bicycle.

Many people think 15th-century Italian artist and inventor Leonardo da Vinci was the first to come up with the concept of a bicycle, but he was unable to construct anything from his design. A French designer built the first machine that could be said to resemble a bicycle in 1790. Its two wheels were attached to a long, four-piece wooden body, which resembled the form of a crocodile, in contrast to modern diamond-shaped bike frames. Having no pedals or means of steering, it was considered more a child's toy than a method of transport.

Steering was added by German inventor Karl Drais in 1817. Similar in style to the French machine, the rider would sit on the wooden frame and push themselves along the ground using their feet, as it still lacked pedals. These were added twenty years later, by a Scottish man Kirkpatrick MacMillan, whose invention looked relatively similar to the bikes of today.

The first mass-produced bicycle was developed in 1863 by French father and son, Pierre and Ernest Michaux. Called the Velocipede, even its wheels were made from wood. These were specially built to fit on train tracks, although it's not known how often Velocipedes were used in this way. The wooden wheels, however, made for an extremely uncomfortable ride on the uneven stone streets of this period, and the bicycle soon earned the nickname the 'Boneshaker'.

In 1879, chains were introduced as a way of powering the wheels. This allowed the rider to sit in the centre of the frame, rather than over one wheel, increasing the stability of the bicycle. Some machines had three wheels, rather like the tricycles used by children today, to accommodate the growing number of women who wanted to cycle, but whose long dresses made the two-wheeled version virtually impossible to ride.

In the late nineteenth century, in an effort to improve bicycle safety, John Dunlop developed rubber tyres that could be filled with air. This added to the comfort of bicycles, and their popularity began to grow. From the 1930s, the addition of gears to bicycles enabled even easier cycling, especially in hilly locations, turning the bicycle into perhaps the most widespread means of getting around worldwide.

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Does anyone have 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 two students about a famous bike race called the Tour de France, and complete the sentences in Part B. Write one or two words only in each gap. You will hear the conversation twice.

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

F: * That talk about the history of bikes was interesting, especially as we both want to be professional cyclists.

M: Yes, but imagine riding a wooden bike in the Tour de France!

F: The bikes actually had wooden wheels until the nineteen-thirties – the race has a fascinating history.

M: Yes, I'd heard it started as a way of settling an argument between two enthusiastic amateur cyclists. It was actually proposed by one of the two sports newspapers published in France at the time, which was desperate to gain publicity because its sales weren't as good as those of its rival.

F: And when the first Tour de France was announced in 1903, only 15 competitors initially entered because the winnings were so low. In the end, to attract more people, the organisers offered to pay each cyclist the same as they'd've got if they were a factory worker, and increased the prize money.

M: These days, cyclists receive closer to the salary of a professional footballer for taking part …

F: It's incredible, isn't it!

M: … yes, and before the 1930s, competitors could enter individually or as part of a team. Each rider was only allowed to use one bike throughout the whole race, and cyclists who weren't part of an organised team had to deal with finding accommodation at the end of each day.

F: And even the cyclists in teams were forced to fix mechanical problems themselves, as help from others was against the rules for everyone in the race.

M: But that rule eventually changed. The Tour became far more commercial, and there was much more sponsorship of the race. A bonus award of a special shirt called a jersey is given to the person who's best at certain things. So the one who's quickest at cycling up steep mountain roads, for example, gets a red and white jersey, which was initially provided by a chocolate producer, and these colours matched their logo.

F: Yes, and the green jersey for the cyclist who scores the most points was sponsored by an engineering company. The overall winner's the one who finishes in the shortest time, of course, and most of them were French or Belgian until 1986.

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M: Yes, which is when Greg Lemond, an American, became the first non-European champion. In fact, since 1986, there have been Spanish, Irish and British winners, amongst others.

F: Anyway, shall we go for a ride then?

M: Good idea!**

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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