



### **Cambridge Assessment International Education**

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

CANDIDATE NAME				
CENTRE NUMBER		CANDIDATE NUMBER		

#### FIRST LANGUAGE ENGLISH

0990/11

Paper 1 Reading Passages (Core)

May/June 2019

1 hour 45 minutes

Candidates answer on the Question Paper.

Additional Materials:

Reading Booklet Insert

#### **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.

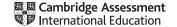
Answer all questions in the space provided. If additional space is required, you should use the lined pages at the end of the booklet. The question number(s) must be clearly shown.

Dictionaries are **not** permitted.

The Reading Booklet Insert contains the reading passages for use with all questions on this Question Paper. The Reading Booklet Insert is **not** assessed by the Examiner.

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

This document consists of **12** printed pages and **4** blank pages.



Read carefully **Passage A**, *Hang-gliding in Rio*, in the Reading Booklet Insert and then answer **Questions 1** and **2** on this Question Paper.

Answer all questions using your own words as far as possible.

Question 1	
------------	--

(a)		d the <b>second</b> sentence (lines 1–3). Give <b>one</b> word that suggests Rio de Janeiro is anding place to visit.	an
			[1]
(b)	_	your own words, explain why the writer did not feel confident about hang-gliding graph 2, 'Paulo was').	
			[2]
(c)		your own words, explain what the writer means when he says: 'I looked out over and saw nothing but a vast carpet of trees' (lines 12–13).	the
			[2]
(d)		he meaning of the <u>underlined</u> words in the following <b>three</b> phrases as the writer usen the passage. Then explain how the phrases help you understand the conditions at site.	
	(i)	'This seemed pretty logical: just run and jump off a sheer cliff.' (lines 15–16)	
		Meaning of the <u>underlined</u> word as the writer uses it:	F.4.7
	(ii)	Explanation of the <b>whole phrase</b> :	[1]
			[2]

	(iii)	'A savage wind <u>buffeted</u> us.' (line 19)	
		Meaning of the <u>underlined</u> word as the writer uses it:	[1]
	(iv)	Explanation of the <b>whole phrase</b> :	ניו
	(v)	'I found myself on the ramp ready to hurl myself off into a <u>perilous</u> abyss.' (lines 21–	[2] -22)
		Meaning of the <u>underlined</u> word as the writer uses it:	[1]
	(vi)	Explanation of the <b>whole phrase</b> :	
			[2]
(e)		your own words, explain why the writer asks himself: 'Why are you doing this, you (line 23)	u
			[2]
(f)		d paragraph 6 ('To this day'). <b>Using your own words</b> , explain <b>two</b> things that the enjoys about his experience of hang-gliding.	е
			[2]

Reread paragraph 7 ('Half an hour'). <b>Using your own words</b> , explain what happens who the writer reaches the end of his hang-gliding trip.	en
	[2]
[Total: 2	20]

#### Question 2

Imagine you are Paulo, the guide in **Passage A**. The day after these events you write a letter to a friend describing your experience taking the writer on their hang-gliding trip.

### Write your letter.

In the letter you should comment on:

- the place where you take people hang-gliding
- · your impression of the writer and what they thought about their hang-gliding experience
- · what happened after you landed.

Write about 200 to 300 words.

Base your letter on what you have read in Passage A, but do not copy from it. Be careful to use your own words. Address each of the three bullet points.

own words. Address saint of the ballet points.	
Begin your letter: 'Dear'	

of

Up to 10 marks are available for the content of your answer, and up to 5 marks for the qualityour writing.	ty

 •••••
[15
 [13

Read carefully **Passage B**, *Flying squirrels*, in the Reading Booklet Insert and then answer **Question 3(a)** and **3(b)** on this Question Paper.

## **Question 3**

Answer the questions in the order set.

### (a) Notes

What do you learn about the appearance of flying squirrels **and** how they fly (or glide), according to **Passage B**?

Write your answers using short notes. Write one point per line.

You do **not** need to use your own words.

Up to 10 marks are available for the content of your answer.

The appearance of flying squirrels and how they fly (or glide):

11	0	[40
9		
8		
7		
6		
4		
3		
2		
1		

# (b) Summary

Now use your notes to write a summary of what **Passage B** tells you about **the appearance of flying squirrels and how they fly (or glide)**.

You must use **continuous writing** (not note form) and **use your own words** as far as possible.

Your summary should not be more than 150 words.

Up to 5 marks are available for the quality of your writing.	
	[5]

If you use the following lined page to complete the answer(s) to any question(s), the question number(s) must be clearly shown.		

If you use the following lined page to complete the answer(s) to any question(s), the question number(s) must be clearly shown.		

must be clearly shown.	r(s)

If you use the following lined page to complete the answer(s) to any question(s), the question number(s) must be clearly shown.	

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

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