



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

**FIRST LANGUAGE ENGLISH**

**0500/02**

Paper 2 Reading Passages (Extended)

**May/June 2009**

**2 hours**

Additional Materials: Answer Booklet/Paper

**READ THESE INSTRUCTIONS FIRST**

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.

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, highlighters, glue or correction fluid.

Answer **all** questions.

Dictionaries are **not** permitted.

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 **5** printed pages and **3** blank pages.



**Part 1**

Read **Passage A** carefully, and then answer **Questions 1** and **2**.

**Passage A****Aunt Pegg**

Our parents were over-indulgent towards us, and we were happy but not particularly well-behaved children. Maybe they felt guilty because, on one occasion, they had to leave home for two weeks on business and invited our Aunt Pegg to look after us. She accepted the challenge eagerly.

Vile Aunt Pegg! Leering, sneering, peering Aunt Pegg! We would be enjoying a friendly fight or just sitting doing nothing when she would pounce on us like a cat, and savage retribution would follow. As we stood in the corner of the room with hands on heads, she would snarl, 'How dare you! Making my tidy room messy, wasting your time. I saw you!'

Aunt Pegg had eyes on sticks. How she saw us we never knew: one moment she wasn't there, the next she was on top of us. She was a wizened, tiny woman of great muscular strength and energy, and her mouth was like an upside-down new moon without the hint of a smile.

She constantly spoke of her 'philosophy of life' but we only experienced the superficial features of it. She kept us occupied at all times, sweeping the yard, tidying the house and learning to cook tasteless, crumbling cakes. On the first day she blew a whistle to order us downstairs to a breakfast of chewy, sugarless oat cereal. The sugary, salty foods we loved were locked away, and eating our morning bowlful was a lonely marathon. If we didn't eat it all up, we were given extra cleaning to do.

By day two we were very mournful children. Nostalgia set in as we remembered our happier past. We went about our daily tasks like little zombies. We became uncommunicative and even forgot (to our Aunt's extreme pleasure) to insult each other. Both of us longed for the day when our dear parents would return and unlock the barred doors of our prison.

On day three we were introduced to our educational programme. She set us impossible mental arithmetic sums at tremendous speed and always finished with 'And twenty-nine, add 'em all together and take away the number I first said'. Then there was 'Reading Improvement', which consisted of moral tales from the nineteenth century, and 'Practical Farmwork', which mostly involved the identification and eradication of weeds. We were not allowed to re-enter the house until we had successfully whispered the name of the plant into Aunt Pegg's good ear. If we did not use the official Latin name she would snap at us. 'You wicked child! It is certainly not Hairy Stinkweed. I'll not have swearing in my house!'

Of course we attempted to break free. It happened on a visit to town, while we were carrying the heavy bags with Aunt Pegg marching behind, tapping her walking stick like an officer in the army. At a mutual sign we dropped the bags and ran for it. Our Aunt seemed prepared for this. She blew her whistle and shouted 'Stop thief!' and we were painfully restrained by several burly members of the public.

When we reached home we were given a stern lecture on 'philosophy' and 'morals' and sent to bed with just a slice of bread, some cheese and a lettuce leaf. We hated lettuce. Apparently much of Aunt Pegg's philosophy was connected with diet.

She must have thought that we were lazy, naughty children who needed strong routine and discipline to prevent the rot from setting in. How we cried with joy when our smiling parents returned, bearing presents and hugging us tight.

- 1 Imagine you are Aunt Pegg. After one week of looking after the children, you write a letter to their parents in which you:

- give your impressions of the children;
- give an account of your progress with them so far;
- tell your plans for the next week.

Write your letter. Base it on what you have read in Passage A.

You should write between 1½ and 2 sides, allowing for the size of your handwriting.

**Up to fifteen marks will be available for the content of your answer, and up to five marks for the quality of your writing.**

**[Total: 20]**

- 2 Re-read the descriptions of:

- (a) Aunt Pegg in paragraphs 2 and 3;
- (b) the children in paragraph 5.

Select words and phrases from these descriptions, and explain how the writer has created effects by using this language.

**[Total: 10]**

**Part 2**

**Question 3** is based on both **Passage A** and **Passage B**.  
Read **Passage B** carefully, and re-read **Passage A**.

**Passage B****Uncles**

They come in all shapes and sizes, are young and old and may or may not have children of their own, but the only thing that matters about uncles is whether they are good or useless.

Good uncles show you love and attention, because they are part of your family but know that they do not have the long-term responsibility of parents. They probably only appear briefly for a week or two at a time and are unlikely to find you irritating. When they do come they bear presents, not necessarily expensive ones, but welcome presents that your parents avoid buying, such as noise-making objects.

Remember too that uncles are on holiday and are available to whisk you away to the places that you love to go. Not being responsible for your diet, they feed you on fatty foods and burgers that they call 'treats', knowing full well that your parents disapprove on health grounds. They encourage you to do risky things like climb up high walls, and they rescue you when you can't get down. Here now is a simple test by which you can identify a useless uncle. On such occasions, watch for a jittery blinking of the eye and listen for these telling words: 'I think that's enough. It might be dangerous.' These uncles have even less confidence than your parents and have failed at the first hurdle.

Useless uncles spend too much time sitting in chairs doing what they call 'holiday reading', usually of books called 'Lives of the Great Philosophers' or 'How to Solve the World's Economic Problems'. If you ask them for a game of football, they reply, 'Later! I'm too busy at the moment.' A real uncle shows no sign of being able to read at all. For example, he ignores all signs that say 'No Ball Games'. As soon as he sees a ball, you and he are away to the nearest open space. The reason for this enthusiasm is that most good uncles are keen to play games and they see you as an ideal opportunity for them to show off.

Because uncles are not your parents, they have lived separate and maybe exciting lives. You know all your parents' stories, at least those they are prepared to tell you. Useless uncles will have spent an unadventurous, sheltered life and anyway are unaware of anything that you might find interesting about them. An enterprising uncle will tell you about his life among the gorillas or how he saved his companion's life by driving off a charging rhinoceros.

Maybe these stories are not strictly true, but that is not the point. Good uncles have an imaginative, creative spirit and a talent for fiction, such as the adventures of a Mr Snodgrass who lives in an obscure corner of your house and who only emerges when you are asleep. No doubt a useless uncle will try to entertain you as follows: 'I once read about a chap called Proust who went on a journey to ...Oh dear, I've totally forgotten where.' It is clear that such uncles have no qualities that appeal to children and they should be locked up in a library surrounded by volumes written in Latin until they crumble amongst the dusty pages.

Sooner or later it is time for your uncles to depart. Bad uncles will shamle down the drive bearing two old suitcases full of extra underwear, old woollen garments and half-read books. Good uncles wave their arms, smile big smiles and wink at you to promise more wickedness next time.

When you turn back to the care of your parents, you will discover that your good uncles have left gentle hints which, if followed up, will be of at least a little advantage to you.

**3 Summarise:**

- (a)** what makes a good uncle, as described in **Passage B**;
- (b)** what the children disliked about their aunt, as described in **Passage A**.

Use your own words as far as possible.

You should write about 1 side in total, allowing for the size of your handwriting.

**Up to fifteen marks will be available for the content of your answer, and up to five marks for the quality of your writing.**

**[Total: 20]**

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