

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

**ENGLISH AS A
SECOND LANGUAGE**



Paper 1 Reading and Writing

0510/01

October/November 2004

Candidates answer on the Question Paper.
No Additional Materials required.

1 hour 30 minutes

Candidate
Name

Centre
Number

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Candidate
Number

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

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 in the spaces provided on the Question Paper.

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

DO **NOT** WRITE IN THE BARCODE.

DO **NOT** WRITE IN THE GREY AREAS BETWEEN THE PAGES.

Answer **all** questions.

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

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

Dictionaries are **not** allowed.

| FOR EXAMINER'S USE | |
|--------------------|--|
| Part 1 | |
| Part 2 | |
| Part 3 | |
| Total | |

This document consists of **17** printed pages and **3** blank pages.



Part 1

Part 1: Exercise 1

Read the leaflet below, and then answer the questions on the opposite page.



There is so much to experience at Bristol Zoo Gardens. Your day out is sure to be packed full of fun, facts and fantastic animals.

It's a great day out, whatever the weather, as most of the Zoo's exhibits are under cover.

As a charity, the money we receive goes towards the care of animals and plants. It is also put into projects to protect them for future generations:

- breeding endangered species in the Zoo as part of international conservation breeding programmes
- supporting conservation to protect species and habitats in the wild, both here and overseas.

Big and Small

A section of the zoo called *Bug World* is home to some of the strangest and rarest creatures. Many of these insects, worms and spiders may be small, but these invertebrates make up more than 90% of the Earth's animal species.

Animal Magic

There are over 300 exotic and endangered species to experience – everything from leeches to lions, mice to monkeys, snails to seals.

Good Evening

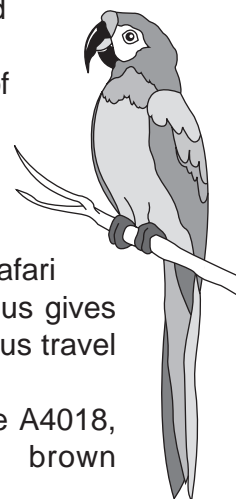
The secretive creatures of the dark live in *Twilight World*. The Zoo dims the light in *Twilight World* to encourage the nocturnal creatures, such as owl monkeys and sloths, to come out during the day.

Little Ones

Children, compare your abilities with those of the animal kingdom on the Zoolympics trail. Enjoy face painting or badge making and much more at the Activity Centre.

Gorilla Island

Gorilla Island is one of our most popular features. Visitors find themselves transfixed for hours by the uninterrupted views of endangered gorillas.



How to Find Us

By Bus: A Zoo Safari ticket on any First Bus gives a discount on both bus travel and Zoo entry.

By Road: Take the A4018, then follow the brown elephant signs.

(a) Give **one** project involving the work at Bristol Zoo.

..... [1]

(b) Where in the Zoo can you find interesting invertebrates?

..... [1]

(c) What play activities are there for children?

..... [1]

(d) Why is Gorilla Island so popular with visitors?

..... [1]

(e) How can you save money on entry to the Zoo?

..... [1]

[Total: 5]

Part 1: Exercise 2

Read the article below, and then answer the questions on the opposite page.

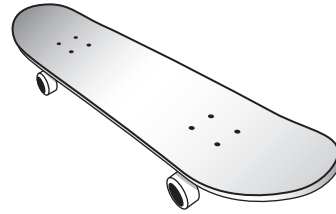
Nothing to do!

In the last few months, there have been some concerns in a large college in the south of the country. Students have been worried that there aren't enough places to spend their leisure time after college. There is nothing to do and nowhere to go. Students are so frustrated that there is nothing to do in their free time that they have decided to do something about this problem.

So more than 160 young people have signed a petition for a new skateboard park in their village, near to their local college. One student, who is studying history and sociology, has collected over 400 signatures from fellow students and parents to try to persuade the local builders to provide a skateboard park for young people.

Many of the youngsters think that this facility would be a good idea because they enjoy skateboarding. It is a healthy form of exercise, and there would be opportunities to have competitions with other students from other colleges and villages. Their parents also support the

idea because they would prefer their children to skateboard and spend their spare time in a safe environment.



There used to be a skateboard park in a nearby village, but it was destroyed by fire about ten years ago and has never been rebuilt. People have suggested that the new skateboard park should be built on the same site, as it is accessible to the local people. It is also quite near to the local shops and the college. The parents have also insisted that a controlled road crossing should be built near to the new skateboard park so that there is a safe way for pedestrians to get to the proposed site.

However, there are some problems. It is not clear where the money will come from to complete the project. There will have to be a delay of about six weeks until the decision to approve and finance the skateboard park is made.

(a) Why are students in a large college in the south of the country worried?

..... [1]

(b) What did the history student do?

..... [1]

(c) What did the students want the builders to do?

..... [1]

(d) How long ago did a neighbouring village have a similar leisure facility?

..... [1]

(e) What is required to make parents feel confident about the new facility?

..... [1]

[Total: 5]

Part 1: Exercise 3

Read the article below, and then answer the questions on the opposite page.

On the Rails in India

Jim Shekhdar, the celebrated adventurer and traveller, explains why he will never forget his first train journey...

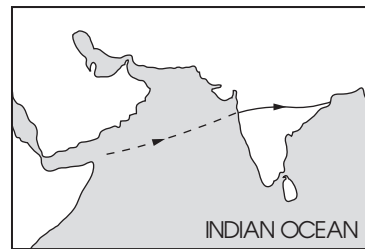
At the age of seven, in 1954, I travelled by train from Mumbai to Kolkata, and I remember it vividly. My family and I had set off for a five-year stay in Jamshedpur. My father, an electrical engineer, was already out there. We first had to travel by boat from England to Egypt. Then travelling through Egypt by jeep, I saw the famous pyramids, which was very exciting for me and my sister and brother. I suppose it was the start of my travelling life.

After seeing the pyramids and leaving the Suez Canal, we then sailed on to Mumbai. From there, we took the train across India, which took three days and two nights. On the journey from Mumbai to Kolkata, the thing I remember best about the journey was the lions running alongside the train as I looked out of my window. We were in our own compartment in a first-class carriage, but the rest of the train was full and people were everywhere.

Every carriage had a balcony at each end so you could jump from one to another. The train resembled one of those American steam trains I was used to seeing in comics and cowboy films. We had a compartment to ourselves and a comfortable sleeping berth for each member of the family. There were stations along the way that we stopped at for as long as an hour, where you could get off and buy things to eat, such as rice and chapattis.

My brother was ten and my sister was thirteen, and we played games for much of the time, but even so we often got bored.

I also felt upset because I lost my favourite pen, which I had been given by my best friend when I left school in England to travel to India.



My first impression of India was that it was teeming with people and the sheer numbers of them overwhelmed me: they seemed to be everywhere, and I was bewildered by the noise, the delicious smells and the bustle.

Mumbai, I remember, was quite lush. There were trees and bush for the first few hours and then it became brownish-grey desert leading across a vast, flat plain. There were no mountains, just one huge, flat landscape. I was disappointed because I had imagined that India would be all jungle.

I suppose the sheer excitement of that journey is why I have spent so much of my life travelling.

(a) Where exactly in India did Jim Shekhdar and his family go to live? And for how long?

..... [1]

(b) What is Jim's best memory of the train journey?

..... [1]

(c) What did the train make Jim Shekhdar think of?

..... [1]

(d) What made the train journey comfortable?

..... [1]

(e) How did Jim's first impressions of India affect him?

..... [1]

[Total: 5]

Part 2

Part 2: Exercise 1

Read the article below, and then answer the questions on the opposite page.

Why Fat is a Young Person's Issue

Recent reports have shown how the population of the United Kingdom is getting fatter – so fat that the nation's health is suffering.

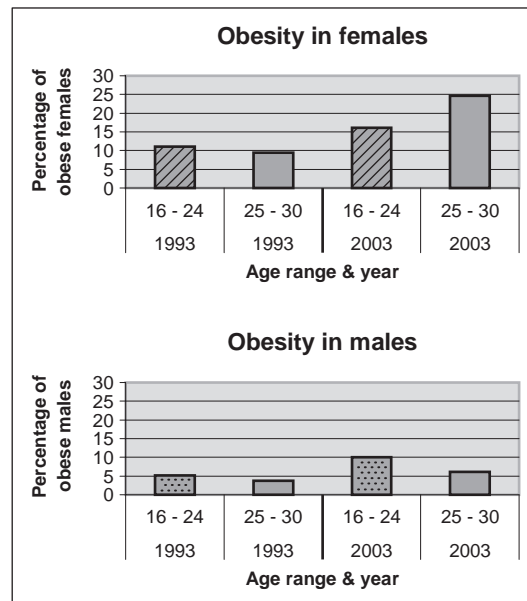
What is even more disturbing is the evidence that since the 1990s the number of young people and children classified as being obese* has increased enormously.

Worse still is the recent finding that one in five children aged four is obese. As a result, later when they go to school, they are likely to feel less confident and may suffer from bullying. They are also storing up huge health problems for later in life.

What is even sadder is that recently it has been suggested that obese children may not outlive their parents because of the greater chance they have of developing early heart disease or certain cancers.

Young obese people have also been found with a disease affecting the body's ability to absorb sugar into its cells. This disease is called diabetes type II. Up to now, it has only been detected in older people.

People in Europe and America should eat less and exercise more, but altering the way that people behave and eat is not easy. Food experts have pointed out that in many schools a lot of energy has gone into improving academic results. This has led to less time being spent on subjects such as sport and nutrition, and so the students fail to fully understand how their bodies work.



Blame and criticism have also been directed at the food industry. The industry spends millions of dollars and pounds promoting unhealthy snacks and junk food directly at children in between their TV programmes. There are even machines selling fizzy drinks and sweets in the schools.

Ideally, people should eat what they need according to the kind of work they do. For example, very physically active people, such as those who work on building sites or road constructors, need about 4000 to 5000 calories each day, while office workers require only about 1500 calories. If people develop a habit of overeating in childhood, then they may not be able to stop when they get older.

* *obese* - this means *unhealthily fat*.

(a) What do the recent findings about young people in the UK show?

..... [1]

(b) What can happen to obese children at school? Give **two** examples.

(i) [1]

(ii) [1]

(c) According to the diagram, how has obesity in 16 to 24 year-old men changed between 1993 and 2003?

..... [1]

(d) According to the article, why have schools in the UK failed to encourage and help children to eat healthily?

..... [1]

(e) Why should an office worker eat less than a builder?

..... [1]

[Total: 6]

Part 2: Exercise 2

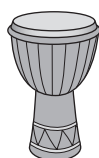
Read the following article about African music.

Write a summary on the opposite page, explaining the way in which traditional African music and African instruments are being preserved.

Your summary should be about 100 words long, and you should use your own words as far as possible.

Globalisation drowns out African music

Globalisation is a big threat to traditional African music. According to one of the continent's greatest music experts, radio, television, computers and tape players are drowning out the complex rhythms of many of the instruments common to Zimbabwe, South Africa and Uganda. There is a real fear that traditional African music is being lost, although in a few places, such as Mozambique, this music is still going strong.



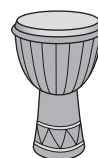
Traditional instruments are becoming less popular in many African countries, and the musical heritage of Africa is in danger of disappearing. An example is the small, five-stringed Ugandan harp, which was the origin of the modern harp used today. The original was probably used in Egypt by labourers who worked on the pyramids over three thousand years ago.

To address this problem, hundreds of African instruments and different types of music are being collected by an enthusiast at Rhodes University in Grahamstown, South Africa. This collection started in 1953 with instruments made using traditional skills. It is these skills which need to be revived today. There are also thousands of songs on tape and on records in the same collection.

In another part of South Africa, there is a musical instruments factory which preserves

the sounds and musical skills of Africa. The aim of the factory is to make a range of traditional instruments for local musicians trying to revive the sounds of their African heritage. These instruments need to be better marketed because people in Africa would play them if only they could manage to buy them somewhere locally. Unfortunately, the factory-made instruments are often exported to raise money to keep the factory going. But it seems that many African countries are growing more interested in their origins, and music is a big part of this.

Teatime at the factory is a time for music. The whine of machinery and the sound of tuners adjusting the metal keys on 'kalimbas' going to Japan fade away as the factory manager and a group of four other workers play on a set of 'marimbas' ready for export to Britain.



Over the last two years, production has doubled at the factory. One of the reasons for the success is its use of a special, locally produced 'sneezewood'. More usually used by farmers for fencing, this produces a wonderful musical sound.

The attitude is that music transcends cultural and political boundaries. It can be enjoyed by everyone, so the factory wants to export these special sounds all over the world.

Part 2: Exercise 3

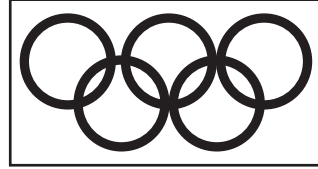
Anna Stravolopoulos is a 17-year-old student at Athens Academy for Sport and Technology. She is hoping to become a volunteer for the next World Games, to be held in Beijing in 2008.

She is taking courses in Leisure Studies and Business Technology, but her exams will have finished so they won't interfere with any volunteer work. Her special interests are in table tennis and squash, and she has had experience as a referee for both sports. She was also the female squash team captain for the Academy last year.

Anna lives with her mother, Fidelmia Stravolopoulos, outside Athens, at 14 Iolku Street, Piraeus, Greece. Her e-mail address is annastrav@piraeus.com. Her home phone number is 0244 873 45. She is willing to do anything, but would like to be involved with helping the competitors to get to the correct venues for their sports.

Fill in the form on the opposite page as if you are Anna, using the information above.

Olympic Volunteers Form



For
Examiner's
Use

Fill in SECTION 1 in CAPITAL letters.

SECTION 1

NAME

AGE

ADDRESS

.....

SECTION 2

e-mail address

SECTION 3

NAME OF COLLEGE

SUBJECTS STUDIED

.....

SPECIAL INTERESTS

RELEVANT EXPERIENCE

.....

SECTION 4

PREFERRED VOLUNTEER WORK

.....

NEAREST RELATIVE

CONTACT PHONE NUMBER

[6]

Part 3

Part 3: Exercise 1

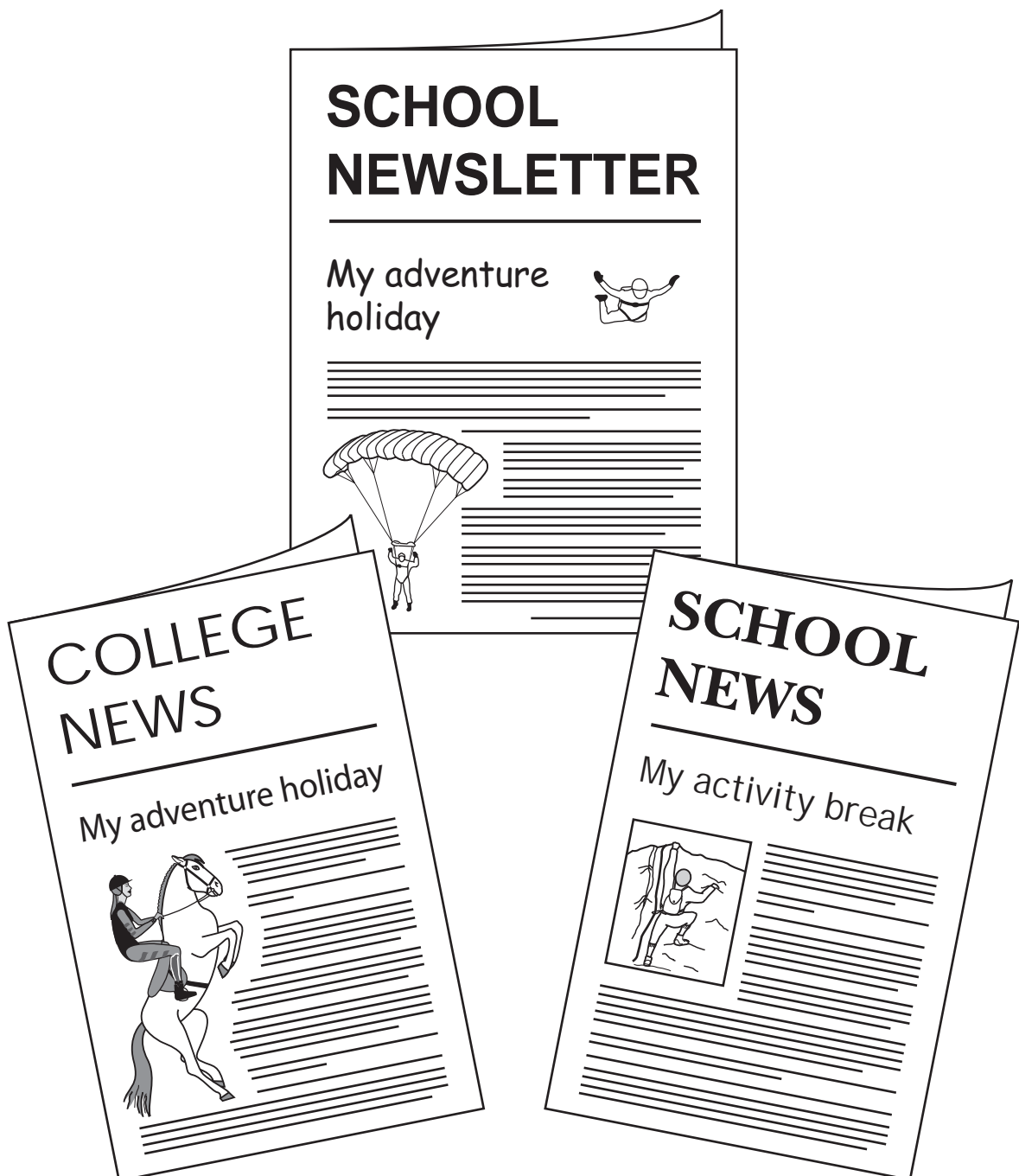
During your last school/college break you went on an adventure/activity holiday.

Write a short article for your school/college newsletter about the exciting time you had.

In your article you should explain:

- what the adventure/activity was
- who was with you
- why you found it exciting.

Your article should be about 100 words long.



Part 3: Exercise 2

Your school has been encouraged to enter a competition giving an opportunity to win a trip abroad as the first prize.

You are the Headteacher of the school. **Write a letter** to your students telling them:

- what the competition is all about – for example, it might be a sports competition or connected with study or community service
- what they have to do to enter (either alone or in a group)
- why you think they should enter.

Your letter should be about 150 words long.

Every reasonable effort has been made to trace all copyright holders where the publishers (i.e. UCLES) are aware that third-party material has been reproduced. The publishers would be pleased to hear from anyone whose rights they have unwittingly infringed.

University of Cambridge International Examinations is part of the University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.