



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

CANDIDATE
NAME

CENTRE
NUMBER

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CANDIDATE
NUMBER

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ENGLISH AS A SECOND LANGUAGE

0510/12

Paper 1 Reading and Writing (Core)

May/June 2010

1 hour 30 minutes

Candidates answer on the Question Paper.

No Additional Materials are required.

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.

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

DO NOT WRITE IN ANY BARCODES.

Answer **all** questions.

Dictionaries are **not** allowed.

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.

For Examiner's Use	
Exercise 1	
Exercise 2	
Exercise 3	
Exercise 4	
Exercise 5	
Exercise 6	
Exercise 7	
Total	

This document consists of **13** printed pages and **3** blank pages.



Exercise 1

Read the following information from a tourist guide book, and then answer the questions on the opposite page.

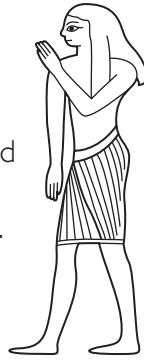


TRAVELLING IN EGYPT



MUSEUM OF ART

Badr is a very expressive artist who paints and sculpts works of village people in everyday life. His distinctive style has won him foreign admirers and he has had successful exhibitions throughout Europe as well as in Cairo. His museum is the showpiece of the town of Al Farafra and you should be sure to go there. His most recent addition to the museum is a desert garden.



landscape. Several families look after the crops here so you should seek someone out and ask permission before wandering around.

WHITE DESERT

The White Desert is a region of blinding white rock formations shaped by wind erosion. As you approach the rocks they take on strange forms; you can make out ostriches, camels, hawks and other unusual shapes. They are best viewed at sunrise or sunset, when the sun turns the chalk from white to pink and orange, or under a full moon, which gives the landscape a ghostly appearance.



About twenty kilometres from Al Farafra you can see the first rock formations on the south side of the road. There is a bus service which will take you as far as the small rock formations. If you have your own transport, you can drive a regular vehicle for the first kilometre or so off the road but only a four-wheel-drive vehicle if you want to advance deeper into the area.

Some travellers leave the bus and walk off into the desert to explore. This is not advisable, but if you do so, be sure to take adequate supplies with you, and remember that traffic either way is not very heavy.



WELL NUMBER SIX

A popular stop on most itineraries is Well Number Six, a sulphurous hot spring just six kilometres from Al Farafra. Hot water gushes from a pipe into a small concrete pool. This is a great place for a night time soak under the stars and you can also camp there. However, a hotel is under construction on the nearby hill and camping may soon no longer be possible.

ROMAN SPRING

This Roman spring, known as Ain Bishoi, bubbles forth on a small hill to the north west of the Al Farafra Tourist Rest House. The area has been developed into a grove of date palms together with citrus, olives, apricots and carob trees, and is a cool place in the middle of the dry

(a) What is worth visiting in the town of Al Farafra?

..... [1]

(b) What can you do at Well Number Six? Give **two** details.

.....
..... [1]

(c) What can be found north west of the Al Farafra Tourist Rest House?

..... [1]

(d) Why should you get permission before walking amongst the trees at Ain Bishoi?

..... [1]

(e) What is the ideal time to look at the rock formations of the White Desert? Give **two** details.

..... [1]

(f) What vehicle should you travel in if you want to go deep into the White Desert?

..... [1]

[Total: 6]

Exercise 2

Read the following article about how human activity is threatening the natural world, and then answer the questions on the opposite page.



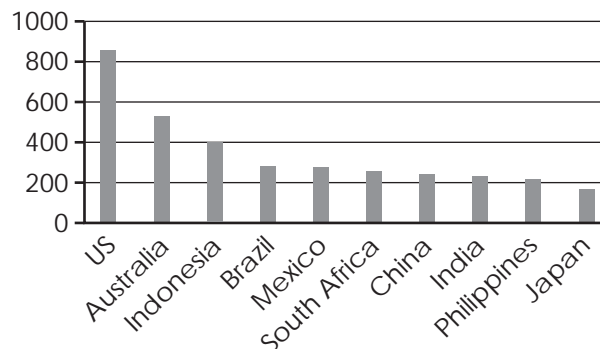
MAKE ROOM FOR ALL SPECIES

Humans have more than doubled in number in half a century and that is why there is less room for other species. People are taking other species' living space to grow their food and taking other species' food to feed themselves. People are exploiting nature, trading in it and squeezing it to the edge of existence and beyond. Often the choice is hard: should money be spent on saving species or on feeding people?

Recently the World Conservation Union said that more than 12,000 species faced the risk of extinction. This includes one bird in eight, 13% of the world's flowering plants and 25% of all mammals.

Trees help humans by absorbing carbon dioxide; this is the main greenhouse gas given off by human activity. Many other species help keep humans alive. They purify water, fix nitrogen, recycle nutrients and waste, and pollinate crops. Plants and bacteria carry out photosynthesis, which produces the oxygen we breathe.

Number of endangered species



Tropical cone snails contain toxins which may well be able to treat some forms of cancer and heart problems. One toxin may be a thousand times more powerful for pain relief than the drug morphine. But millions of cone snails are now killed annually for their shells and their habitats are under threat. Most conservation effort aims at protecting birds and mammals, creatures like the panda. Yet it could be said that little species are just as important, like soil microbes, for example. They're the least known species of all.

Nature has its own design and human beings should respect this. In the Amazon Rainforest, for example, brazil nuts grow extremely well but an experiment to produce them in plantations failed because the trees only produce a good crop in the forest. Take them out of the forest and they will not produce nuts. Even worse, people are not just removing individual species from the region, they are destroying the entire forest. Researchers estimate that by 2020 less than 5% of it will remain untouched. By the same date it is thought that about 20% of central Africa's forests will have gone, and the forests of Indonesia are also disappearing fast.

Some species are not disappearing. In 1953 there were about 2.5 billion human beings, now there are more than 6 billion. However, humans must realise that ensuring other species keep their living space is essential; it is the only way that we too will ensure survival.



(a) What is the main reason why other species are under threat of extinction?
..... [1]

(b) What could money be spent on? Give **two** options.
.....
..... [1]

(c) What do plants and trees do that is essential to human life? Give **two** details.
.....
..... [2]

(d) Why might it be impossible to use cone snails to treat cancer patients? Give **two** reasons.
.....
..... [2]

(e) According to the diagram, in which country are there 400 endangered species?
..... [1]

(f) Why were no brazil nuts produced on plantations?
..... [1]

(g) How much of the Amazon Rainforest will still be unaffected by human activity in 2020?
..... [1]

(h) What evidence is there that at present humans are not facing extinction?
..... [1]

[Total: 10]

Exercise 3

Miss Thitu Ogola is a young teacher who got her first teaching job at the age of 21. She shares an apartment at 21 Rift Avenue, Bondo, Kenya, with another teacher. It is quite near to the school at which she now teaches and very convenient. Miss Ogola had to travel a long distance to Mount Pleasant School, and so after a year she applied for a post at Greenfields School. She has now nearly finished a year of teaching there.

Miss Ogola was very surprised to find that there was no drama club at Greenfields School and so she started one for pupils aged 15 to 16 years. It is now nearly time for their first production to be shown to parents and staff.

On Monday 16th April 2010 Miss Ogola was conducting a rehearsal in the school hall after lunch at about 1.00 pm when a very unfortunate accident occurred. Dafina Magembe, who has an important dancing role in the show, lost her balance and fell against a metal street lamp which was part of the scenery. Her friend, Busara Ndunyu, who was next to her when the accident happened, said that she saw Dafina's head hit the lamp and she fell to the floor. Miss Ogola ran to help Dafina who was rather shocked and upset.

Miss Ogola then called the school nurse who took Dafina to her room where she was able to treat her and check that no other harm had been done. The nurse called Dafina's mother on her mobile phone, number 00846342, and asked her to come and collect her daughter so that she could go home and rest. The nurse said that Dafina would be fine for the final rehearsal the following Wednesday.

Miss Ogola was then asked by the Headteacher to complete an Accident Report Form.

Imagine you are Miss Thitu Ogola. Fill in the Accident Report Form on the opposite page, using the information above.

Accident Report Form

Section A: General details

School name:

Name of person completing the form:

Position in school (please circle):

Caretaker Cleaner Cook Headteacher Teacher

Home address:

Section B: Details of accident

Name of pupil involved in accident:

Age of pupil (please circle): 11-12 13-14 15-16

Parent(s) telephone number:

Date of accident:

Time of accident:

Place of accident:

Brief description of accident:

.....

Name(s) of witness(es):

Section C

In the space below, write **one** sentence describing the pupil's condition after the accident, and **one** sentence explaining what action you took after the accident.

.....

.....

.....

.....

[Total: 10]

Exercise 4

Read the following speech to parents about children and music, and then complete the notes on the opposite page.



Whether it's dancing around the living room on a rainy day or singing along to the radio, school-age children love listening to, and participating in, music. There are many good reasons why you should encourage this enthusiasm.

Research has shown that children who are actively involved in music (who play it or sing it regularly) benefit in many ways. They appear to do better in reading and are more likely to do better in maths and science because music helps build reasoning skills and cognitive development. One study demonstrated that students who were given keyboard training while also using maths software scored higher on maths and fractions tests than students who used the software alone. There is even evidence that children who are involved in music are more likely to go to college.

But don't let the research cloud perhaps the best reason to encourage a love of music. It's just plain fun. There are few things that children (and many adults) enjoy more than singing, dancing, and listening to music.

Listening to a wide variety of music improves a child's ability to analyse and comprehend it. The early years of primary education are the perfect time to expose your child to everything from classical music to pop. Most very young children are open to experiencing a wide range of musical styles; at eight years old children start to prefer popular music. Studies have also shown that children aged nine and above prefer music with a faster tempo – so get ready to rock and roll if your child is approaching that age.

Fill your child's life with as much music as you can. If you are able to you could put a small stereo with a collection of CDs in your child's room. Giving your child a musical alarm clock or clock radio can help your child wake up musically. It is always fun to introduce your child to songs from your own childhood or music you particularly love. Cook to music, clean to music, and occasionally take time just to sit and listen as an activity.

You may be wondering if your music-loving child is ready for lessons. Most children are ready for formal music instruction between ages 5 and 7. The piano is a logical place to start. Children who learn keyboard skills also learn the fundamental musical concepts needed for other instruments or even for vocal music. String instruments are another good place to begin. Brass or wind instruments, on the other hand, can be more physically challenging and may not be appropriate until they are older.

If you dreaded piano lessons when you were growing up, then your child might just feel the same. Likewise, if you force musical training, your child probably won't embrace it. But if your child expresses an interest in learning to play an instrument and seems consistently and genuinely enthusiastic, consider signing him or her up.

Music is part of us all. In fact, researchers now think it may come before language in human development. Whether your child becomes a concert pianist or simply enjoys singing in the shower, when you encourage the love of music, you are giving a gift that will last a lifetime.



Your parents were unable to attend the talk about children and music at your younger brother's school. They asked you to attend and make brief notes for them.

Make **two** notes under each heading.

School subjects that improve if children are involved in music

-
-

Preferences in music at different ages

-
-

Activities you can do with your child to expose him/her to music

-
-

[Total: 6]

Exercise 5

Your teacher has asked you to use your notes to write a short summary of the talk for the School Magazine.

Look at your notes in Exercise 4 above. Using the ideas in your notes, write a summary about the benefits to children of experiencing music.

Your summary should be no more than 70 words. You should use your own words as far as possible.

.....

.....

.....

.....

.....

.....

.....

.....

[Total: 4]

Exercise 6

You have just had your birthday and a relative who lives in another country has sent you some money as a present.

Write a letter thanking your relative for the present.

In your letter you should:

- thank your relative and describe how happy you were to receive the money;
- tell your relative how you plan to spend the money;
- give your relative some news about yourself.

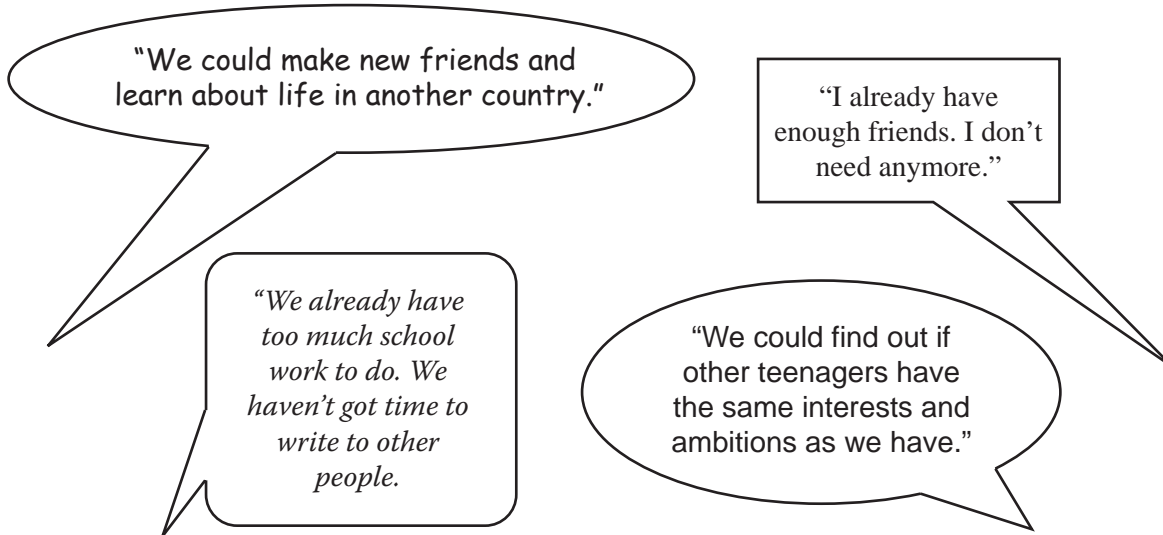
Your letter should be between 100 and 150 words long. Do not write an address.

You will receive up to 5 marks for the content of your letter, and up to 5 marks for the style and accuracy of your language.

Exercise 7

Your Headteacher is considering using the internet to make a link with a school in another country.

Here are some comments from your friends about this suggestion:



Write an article for your school magazine giving *your* views.

Your article should be between 100 and 150 words long.

The comments above may give you some ideas, but you are free to use any ideas of your own.

You will receive up to 5 marks for the content of your article, and up to 5 marks for the style and accuracy of your language.

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