

International General Certificate of Secondary Education
UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE
FIRST LANGUAGE ENGLISH **0500/2**
PAPER 2 Reading and Directed Writing
OCTOBER/NOVEMBER SESSION 2001 2 hours 15 minutes

Additional materials:
Answer paper

TIME 2 hours 15 minutes

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer paper/
answer booklet.

Answer **all** questions.

Write your answers on the separate answer paper provided.

If you use more than one sheet of paper, fasten the sheets together.

INFORMATION FOR CANDIDATES

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

Dictionaries are **not** permitted.

This question paper consists of 8 printed pages.

Part 1

The following passages describe encounters with rare and amazing animals. Read them carefully and then answer Questions 1 and 2.

Passage A

Eric, aged seven, his sister and his parents have come to live in a lonely part of Alaska. Eric is caught in a sudden snowstorm and runs for shelter to a hut made of grass turf. He only just manages to reach it.

He collapsed face down on the threshold, gasping for breath. The first thing he noticed was the smell and for a second he drew back, uncertain. Then the gravel beat stinging against his legs, and he squirmed quickly in.

The hut was small and dark; it had no window or chimney; its door was simply a couple of movable turves which Eric, from the inside, now hauled-to to keep out of the wind. As the turves were pulled in the moan of the storm faded, the last glimmer of light was snuffed out, and the smell – strong and piercing – rose pungently out of the dark. On the far side of the sod hut something moved.

The little boy peered into the darkness, suddenly afraid. Twin circles of fire swayed up from the floor; twin balls of red aglow like coals in the dark. And Eric shrank back, appalled. Something was in the sod hut: some wild and terrible animal – perhaps a great Kodiak bear with foot-long claws that could rip the guts from a caribou in a single slash. He spun around. He tore at the door turves. Then he remembered the storm.

He stood very still, teeth clenched, eyes screwed tight. Waiting. But the wild and terrible animal didn't spring at him. Everything was motionless and very quiet – everything except his heart which was pounding in frightened leaps between mouth and stomach, and after a while even the pound of his heart sank to a muffled uncertain throb. Hesitantly he unscrewed his eyes, ready to snap them shut the moment the animal moved. But the circles of red were motionless. The creature – whatever it was – kept to the farther side of the hut.

He peered into the blackness. At first he could see only the red of the eyes, but gradually as he became accustomed to the dark he could make out more: a shadowy mass, coiled and menacing, stretching almost a third of the way round the wall. The animal was large; but – to his unspeakable relief – it wasn't thickset and solid enough to be a bear. He began to breathe more easily.

After a while he became conscious of a faint persistent sound: a sound so low that it had been drowned up to now by the thud of his heart and the background moan of the storm. It was a sucky, slobbery sound: a sound he had heard before – years and years ago when he was very small; it wasn't a sound to be frightened of; he knew that; its associations were pleasant. His fear began to go away. Perhaps the creature was friendly; perhaps it would let him stay; perhaps the hut was a refuge they could both, in time of emergency, share.

His mind seized onto the idea, thankfully. He remembered a picture in one of his story books: a picture of a little boy (no older than he was) and all sorts of different animals lying together on a flood-ringed island; and he remembered his father reading the caption, 'Then the wolf shall dwell with the lamb, and the leopard shall lie down with the bird, and the young lion and the fatling together', and he remembered his father explaining that in times of great danger – fire or flood, tempest or drought – all living things reverted to their natural state and lived peacefully together until the danger was passed. This, he told himself, must be such a time.

He stared at the glowing eyes. And quite suddenly his fear was submerged in a great flood of curiosity. What *was* this strange red-eyed creature? It was too big for a fox or a hare, and not the right shape for a bear or a caribou. If only he could see it!

He remembered then that somewhere in every hut his father had placed matches and candles.

An older boy would have hesitated now. An older boy would have had second thoughts and a legacy of fear. But to Eric things were uncomplicated. He *had* been frightened, but that was in the past: *now* he was curious. For a little boy of seven it was as simple as that.

He felt round the wall till his hand struck a metal box. He prized off the lid. He found and lit one of the candles. A flickering light leapt round the hut. And the little boy's breath stuck in his throat and he could only stare and stare. For never in all his life had he seen anything so beautiful.

She lay curled up against the wall: a sinuous seven-foot golden seal, her fur like a field of sun-drenched corn; and clinging to her teats two soft-furred pups, their eyes still closed.

Holding the candle high, his fear quite lost in wonder, he walked towards her.

Passage B

The day I saw a yeti

For years scientists were unsure of what a yeti (or 'Abominable Snowman') was. Some thought it was a type of ape, but in this article its true identity is revealed.

Roger Boyes meets the man tracking the abominable snowman

The midsummer sun was setting and Reinhold Messner felt suddenly cold. In a gap between wild rhododendron bushes he saw a dark shape. 'A yak,* I thought, and I was looking forward to meeting some Tibetans, having a warm evening meal and a roof over my head.' Messner, one of the world's best climbers – perhaps the very best – had nothing but a sleeping bag, some hard bread and lard and a cape. No tent. A yak meant civilisation of sorts.

But this was no yak. There were no whistling herdsman, no grunting animals. Out into the clearing ran a giant animal on two legs. 'It was as if my own shadow had been projected ten yards onto the clearing.' As he moved on, unsettled, he came across a footprint in the mud. He could make out what seemed to be the traces of toes. Messner tried his weight on the mud. Even with his climbing boot, his foot made a lesser imprint. The creature was heavy, more than 100 kilograms.

It was, in fact – or perhaps one should say 'in myth' – a yeti, the abominable snowman on a summer outing. That first encounter, in 1986, sent Messner on a 12-year mission to find the yeti: not to hunt it down and bring back its pelt but to find a way of separating the zoological facts from the sherpa legends of the Himalayas.

The climber's first discovery was that the yeti was almost certainly the same creature that Tibetan mountain people and monks call the *chemo*. In one sighting of the yeti, he was terrified by the high whistle that came from its mouth, a kind of piping noise channelled between its tongue and upper jaw. 'And the stench! It was like frozen garlic, rancid fat and yak dung. The skull was as big as that of a yak but without horns.'

He described the animal to mountain nomads, who said immediately: 'That is the *chemo*.' It lives in woodlands, but in high summer it follows the nomads up to the snowy peaks and crosses glaciers to reach distant valleys. 'They kill goats, sheep, even yaks,' the nomads told Messner. The *chemo* carries its offspring on its back. 'It is like a cross between a bear and a human. He eats what we eat – meat, fruit, berries, vegetables, roots and he lives where we live. When he stares into the sun, he blinks like we blink.'

There have been Chinese sightings of the yeti. In 1977 Yang Wanchun came face to face with a tall creature covered with hair. Only an irrigation ditch separated them. 'The hairy being let out 11 or 12 different sounds. He chirruped like a sparrow, barked like a dog, whinnied like a pony, growled like a leopard and whimpered like a child.' Yang pelted it with stones and it scurried for cover.

The description of the creature matches that of the nomads and sherpas. The footprints show clearly differentiated claws, like those seen by Messner.

'Yetis can kill 550-kilo yaks with a blow to the spine. They can cross fierce streams which would be unpassable for me,' says Messner, who has written a book about his quest: *Yeti – Legend and Reality*. The account of his quest is fascinating, but his conclusion is something of a letdown. The yeti is not a humanoid, not the missing link but merely a big bear, *Ursus arctus*, albeit a completely wild, often savage creature. It is still possible, concedes Messner, that there is, somewhere in the world, another yeti-like animal which will continue to excite our curiosity about the mysterious world of nature.

(The Times, 3 October 1998)

*yak: a large ox

- 1 Eric, Reinhold Messner and Yang Wanchun all have exciting encounters with unusual animals. Summarise the impressions and emotions that go through their minds.

Use your own words as far as possible.

Write 1–1½ sides, allowing for the size of your handwriting. [20]

- 2 Both the golden seal and the yeti are rare and remarkable animals adapted to their own wild and lonely habitats. Some people would wish to leave them there, some would want to shoot them and others would capture them and put them in zoos.

Write the words of a TV discussion in which **you** make a reasoned case for leaving the golden seal and the yeti alone in the wild. Also taking part in the discussion are a hunter and a zoo-keeper who have their points to make.

Write your answer in playscript form. Begin with these words:

Me: I don't suppose that seeing a golden seal or a yeti in captivity could ever compare with the amazing experience of meeting one face to face.

Hunter: ...

Write 1–1½ sides, allowing for the size of your handwriting. [20]

Part 2**3****A Year Out!**

Many people these days take a year out, doing something entirely different from studying, before they go on to the next stage in their lives.

You have a choice of one of the three options A, B, or C printed on the opposite page. Which do you think might suit you the most and which would you be least prepared to do? **Give your reasons.**

Make close reference to the material.

Write 1–1½ sides, allowing for the size of your handwriting.

[20]

A. Take risks and explore the world

'I went with friends,' says Maria. 'Luckily we got on really well together, and our old van hardly ever broke down.'

Stefan says, 'You can choose where you want to go and when. We climbed mountains, trekked through jungles, swam in warm water and ate the most unusual foods. What a life!'

'You need to take things sensibly,' says Olga. 'I mean you must be fit to walk in the Himalayas. You have to know the local customs and make a real attempt to learn the language of each country you visit.'

Advantages

meet all sorts of people
make lasting friendships
learn to survive/make decisions
control your own destiny

Disadvantages

health hazards
finance uncertain
difficulties in communication
out on your own

B. Join a project abroad

'I went to the Amazon,' says Gregor. 'The expedition was searching for a rare plant with medicinal properties. The experience was out of this world, but the work was unremitting. It's taken weeks to recover.'

Thandie worked in a field hospital for sick children in Botswana: 'It made me guilty when I realised how well off I am. It was so sad seeing the children suffering, but so good to feel I played a part in helping them. I still dream of their faces.'

Advantages

do really worthwhile work
remarkable experiences
belong to a team
your work is valued

Disadvantages

work physically and emotionally gruelling
pay very small or non-existent
living conditions may be hard
others may be unsympathetic to you

C. Live at home and take responsibility

'I worked as a helper in a local school,' says Aftab. 'Most of the time I shadowed two pupils who were severely disabled. I kept an eye on them during breaks and helped in lessons. It was a great school – the teachers treated me like a proper member of staff.'

Collette was taken on by a computer firm in her own town. 'I learned so much and they let me have real responsibility after a month or so. I worked on a new, top-secret project.'

Advantages

learn about the world of work
start at the bottom and progress a bit
meet others and make professional friendships
earn money and spend little

Disadvantages

work not always worthwhile
living at home limits experience
the boss might not like you
you may not last the whole year

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