



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

CANDIDATE NAME

CENTRE NUMBER

CANDIDATE NUMBER

* 0 1 0 7 5 2 4 3 0 6 *

ENGLISH AS A SECOND LANGUAGE **0510/01**
 Paper 1 Reading and Writing (Core) **May/June 2007**
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	

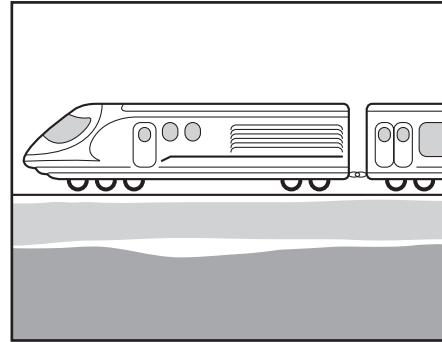
P This document consists of **13** printed pages and **3** blank pages.

Exercise 1

Read the following article about travel from London to Paris, and then answer the questions on the opposite page.

Train from London to Europe by Eurostar

With Eurostar, Paris is only three hours from London. It used to take three journeys – a trip to the airport, a flight, and then a third journey from airport to city centre. With Eurostar, it's one journey direct from city centre to city centre. It is one of the most technologically advanced trains in the world, speeding you effortlessly at 290 km per hour through the beautiful countryside of Europe. And on Eurostar not only do you save time, but your time belongs to you. You have space. You can read, relax and even enjoy a delicious meal.



Somewhere magical

Eurostar can carry you straight to the centre of Disneyland in Paris. During the school holidays and from April to September, the direct service operates daily. At other times of the year, it runs at weekends. You can spend your journey planning the fun, and, with over 50 attractions for both adults and children at the Disneyland Park, there is plenty of fun to choose from. It's a wonderful place where everybody is guaranteed an unforgettable experience.

Easy to book, easy to travel

Our friendly, multi-lingual staff are available at all times to help you, both at the terminal and on the train. To reserve your ticket, the telephone booking line is open from 08:00 to 21:00 Monday to Saturday and 09:00 to 17:00 on Sundays, or visit the website at www.eurostar.com where you will find some great ideas and useful information about destinations to help you plan your trip.

Eurostar tickets can be booked up to 90 days in advance. Whether you have booked on the telephone or the internet, we can send the tickets to your home address, or, for last-minute bookings, you can collect them at the Eurostar station just before your journey.

(a) How fast can the Eurostar train travel?

..... [1]

(b) Apart from relaxing, what else can you do on the train? Give **two** details.

(i)

(ii) [1]

(c) How often does the train travel to Disneyland in July?

..... [1]

(d) What does Disneyland offer for all the family?

..... [1]

(e) How can Eurostar staff help if you do not speak English?

..... [1]

(f) Give **two** ways of booking a ticket.

(i)

(ii) [1]

[Total: 6]

Exercise 2

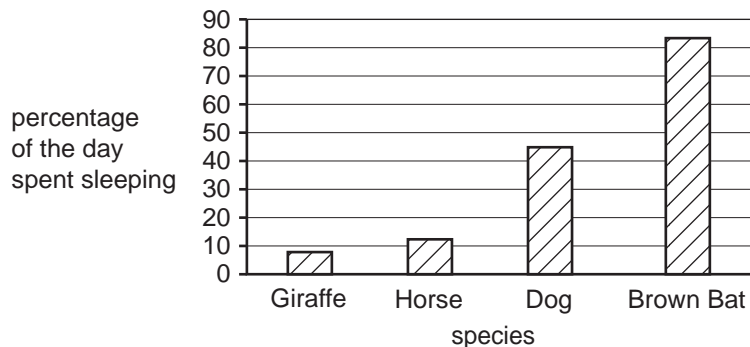
Read the following article about the importance of sleep, and then answer the questions on the opposite page.

Take sleep seriously!

Before the invention of the electric lightbulb, people used to get an average of ten hours of sleep a night. So is today's average of 6.6 hours of sleep sufficient for an adult?

Professor Tan, a senior consultant in Kuala Lumpur, Malaysia, says it depends on the individual. "We don't really know why some people require less or more sleep. If you wake up feeling tired or are sleepy during the day, you need to sleep more. Getting too little sleep creates a sleep debt, which is like being overdrawn at a bank. Eventually your body will demand that the debt is repaid."

Studies have found that adults who sleep less than six hours may be at higher risk of diabetes, and that sleep deprivation can cause road accidents through lack of concentration. There may also be problems of obesity in later life. But there is some controversy about whether sleeping more really does make you live longer. In a recent issue of the journal *Sleep*, three major studies showed that people who sleep longest each night live the longest. However, a Japanese research article claimed that there is no proof that sleep length prolongs life: "Sleep need is partly genetic, that is, it comes from your parents, but may also be determined by other factors that influence the length of your life."



Whether you sleep during the night or the day is a matter of choice. In ancient times, night was the time to rest as it was dark and people couldn't work. However, in the modern world, night can be made into day – we have electric lighting and everything else we need to continue our day-time activities.

There is important research into irregular sleep patterns; for example, with solo yacht racers, the aim is to determine the best way for these sleep-deprived competitors to get some rest. For workers in hospitals and in the airline industry, the aim is to work at maximum efficiency. It may be that for people who are sleep-deprived, short "naps" of twenty minutes could be more adaptable to an irregular working day. Taking naps might be better than one long sleep because naps restore our energy levels more frequently.

And what about animals? Dogs sleep on average 10.8 hours a day, while the brown bat sleeps for 19.9 hours or 83% of the time. A horse gets 2.9 hours, while the champion of the insomniacs is the giraffe – only 1.9 hours of sleep or 8% of the day.

Whether we are getting enough sleep is debatable. The most important thing is that we need to feel well-rested and fresh in order to lead a more fulfilling life.

- (a) What **two** factors would indicate that a person has not slept enough?
- (i)
- (ii) [1]
- (b) How could lack of sleep cause dangers to other people?
- [1]
- (c) What was the main area of disagreement between the journal *Sleep* and the Japanese article?
- [1]
- (d) In what way has electric lighting changed our working habits?
- [1]
- (e) What might hospital staff do to avoid tiredness?
- [1]
- (f) According to the diagram, what percentage of the day do dogs sleep?
- [1]
- (g) Give **two** long-term effects of lack of sleep on your personal health.
- (i)
- (ii) [2]
- (h) Give **two** advantages of taking short naps.
- (i)
- (ii) [2]

[Total: 10]

Exercise 3

Mona Sadiq is 16 years old and attends school in Jakarta, Indonesia, where she has just finished her IGCSE examinations. In addition to her studies, she acts in her school theatre group. Each year her drama teacher organises a visit to a school in another region of the island of Java after the examinations to give performances and raise money for charity.

Mona recently returned from her trip where she stayed with her hosts, the Presatiya family, at their home at Mahakam 6, Block M, in the town of Surabaya. During her stay she attended school from 08.00 to midday, and at 14.00 each day her group set off to visit some of the interesting sites of the area. She visited the local museum, the sports centre (where she loved swimming in the modern pool) and two or three historical sites. Some of the sites were fascinating but she found the coach journeys particularly boring. She had to be back at school at 18.00 because her host family picked her up to return home for the evening. She was always very tired at the end of the day, so the family stayed at home and watched television or listened to music.

There were four people in the host family - the father, mother, son Kusma and daughter Riani. The father was often away on business, so Mona had most contact with Kusma, who was 12 months older than her and Riani, who was 2 years younger than her.

On her return, Mona was asked to provide feedback to her drama teacher on the visit.

Imagine you are Mona. Fill in the form on the opposite page, using the information above.

School Exchange Visit – feedback form

Section A Personal Details

Please complete this section in BLOCK CAPITALS

Full name

Age

Section B Host Family Details

Name of host family

Address of host family

.....

Details of children: Name Age

Name Age

Name Age

Name Age

Section C Visit Details

Reasons for visit:

.....

Daily programme: **Morning**

Activity

Time: from to

Afternoon

Activity

Time: from to

In the space below, write **one sentence** about your most enjoyable experience of the visit and **one sentence** about your least enjoyable experience.

[Total: 10]

Exercise 4

Read the article below about research into bird intelligence, and then complete the notes on the opposite page.

Birds are the high-flyers



Birds have emerged as rivals to chimpanzees and dolphins for the title of the most intelligent non-human animals.

Research has shown that birds can understand each other's intentions, use tools more efficiently than chimpanzees and have an understanding of cause and effect. Even though some birds have tiny brains, their mental abilities can surpass those of chimps, whose brains are larger and weigh about 400 grams.

Even finches, tiny garden birds, which have long been regarded as the least intelligent of birds, can solve problems. In an experiment, researchers took a clear tube with a hole halfway along it and laid it flat. They put food in the tube, next to the hole. The birds used a stick to pull the food out so that it would not fall through the hole. "Chimps, on the other hand, push the food so that it falls through the hole and is lost," observed a researcher. At the other end of the scale, crows and ravens, regarded as the most intelligent of the bird world because of their large brain in relation to their body size, are able to make hooks out of garden wire. They shape the hooks for a particular job.

One explanation for this intelligent behaviour is that these birds live in communities where fighting and stealing are common. This environment seems to stimulate their intelligence. For example, when presented with food, crows hide any left-over food and eat it later. But if a bird has food stolen from its hiding place, it will return later, when unobserved, and hide the food somewhere else.

All these findings are likely to increase concern about animal welfare. Recently, scientists claimed to have demonstrated that fish feel pain - which caused many people to demand that fishing should be banned. Likewise, more people are campaigning for better living conditions for animals in zoos.

Scientists are now calling for research into animal intelligence to be increased. "We need to find out more about how animals feel. For years we have only looked at the great apes," said a researcher. "Now we are beginning to discover intelligent behaviour in animals which was previously unknown."

You are preparing to give a short talk to your class on the recent findings about the intelligent behaviour of birds. Prepare some notes to use as the basis of your talk.

Make **two** points under each heading.

Differences between birds and chimps

-
-

Examples of intelligent bird behaviour

-
-

Issues of animal welfare

-
-

[Total: 6]

Exercise 5

Imagine that you have presented your talk to the class. Now your teacher wants you to follow this up with a summary for homework.

Look at your notes in Exercise 4 above. Using the ideas in your notes, write a summary of the intelligent behaviour of birds.

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

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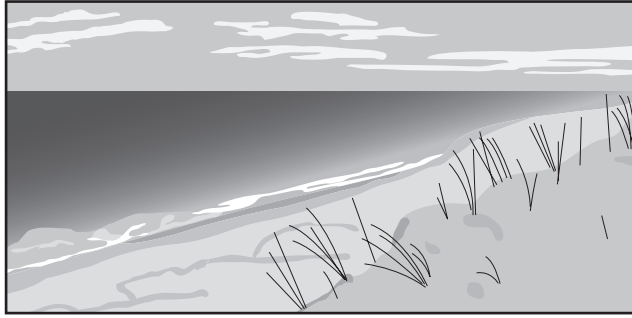
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[Total: 4]

Exercise 6

Recently you visited an elderly relative for a week's holiday.

After the visit, you decide to write a letter to a friend about your holiday.

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

In your letter you should:

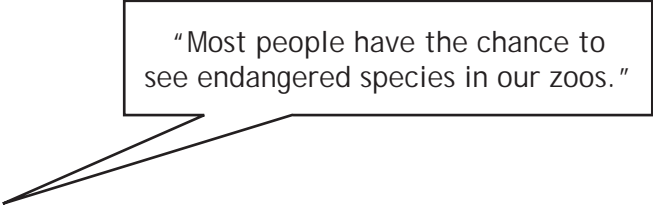
- explain one problem that occurred
- say what you did about it
- describe your feelings about the visit

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.

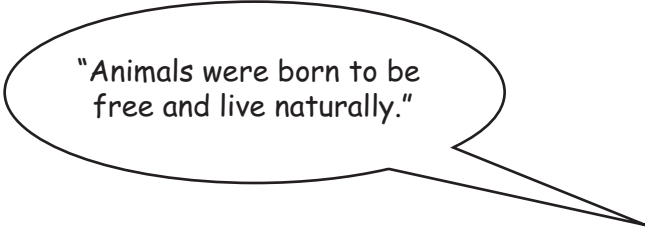
Exercise 7

Your school/college is preparing a project about keeping animals in zoos.

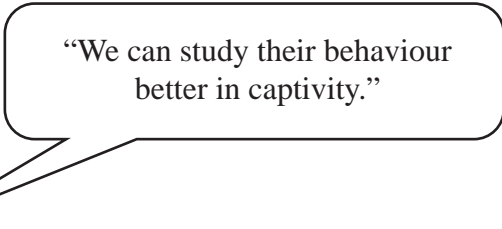
Here are some comments from your friends on this topic:



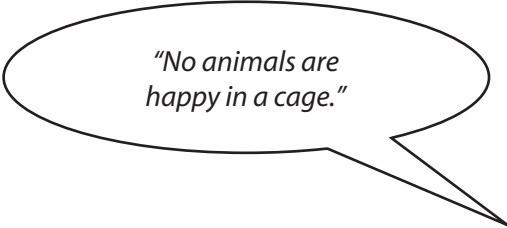
"Most people have the chance to see endangered species in our zoos."



"Animals were born to be free and live naturally."



"We can study their behaviour better in captivity."



"No animals are happy in a cage."

Your teacher has asked you to write an article giving *your* views about the issue.

Your article should be about 100-150 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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