



From the June 2007 session, as part of CIE's continual commitment to maintaining best practice in assessment, CIE has begun to use different variants of some question papers for our most popular assessments with extremely large and widespread candidature. The question papers are closely related and the relationships between them have been thoroughly established using our assessment expertise. All versions of the paper give assessment of equal standard.

The content assessed by the examination papers and the type of questions are unchanged.

This change means that for this component there are now two variant Question Papers, Mark Schemes and Principal Examiner's Reports where previously there was only one. For any individual country, it is intended that only one variant is used. This document contains both variants which will give all Centres access to even more past examination material than is usually the case.

The diagram shows the relationship between the Question Papers, Mark Schemes and Principal Examiner's Reports.

| Question Paper                | Mark Scheme                | Principal Examiner's Report                |
|-------------------------------|----------------------------|--|
| Introduction                  | Introduction               | Introduction                               |
| First variant Question Paper  | First variant Mark Scheme  | First variant Principal Examiner's Report  |
| Second variant Question Paper | Second variant Mark Scheme | Second variant Principal Examiner's Report |

**Who can I contact for further information on these changes?**

Please direct any questions about this to CIE's Customer Services team at: [international@cie.org.uk](mailto:international@cie.org.uk)



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

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**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**

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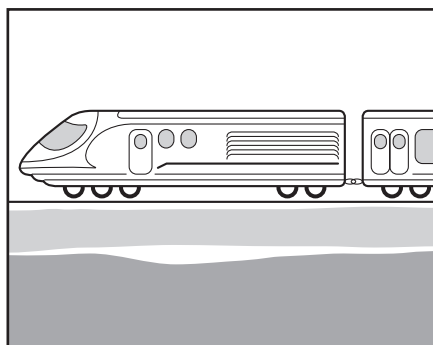


**Exercise 1**

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](http://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**

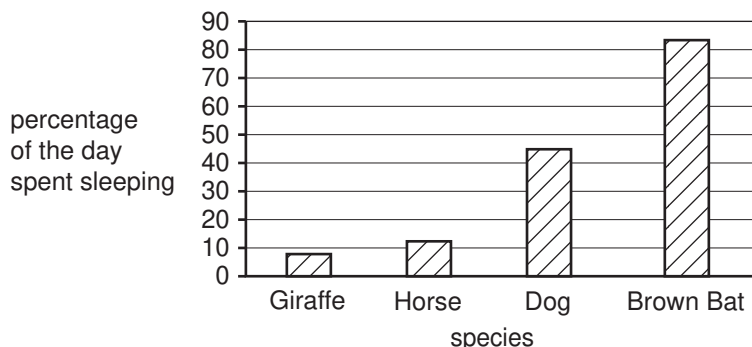
Read the following article about the importance of sleep, and then answer the questions opposite page.

## 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.



**Exercise 4**

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

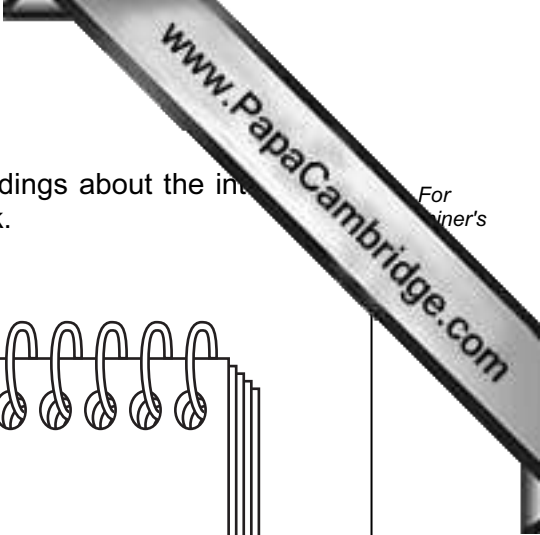
Research has shown that birds can understand each other's intentions, use tools more efficiently than chimpanzees and have an understanding of cause and effect. Even though some birds have tiny brains, their mental abilities can surpass those of chimps, whose brains are larger and weigh about 400 grams.

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."



For  
iner's

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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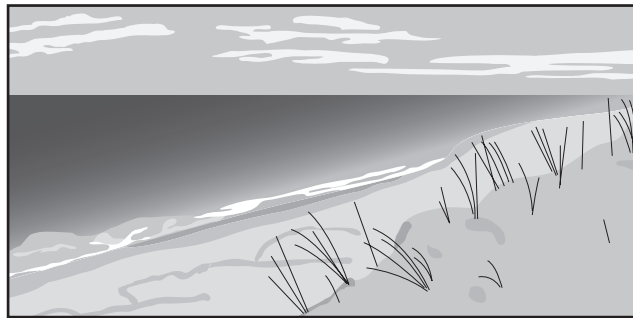
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[Total: 4]

## Exercise 6



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

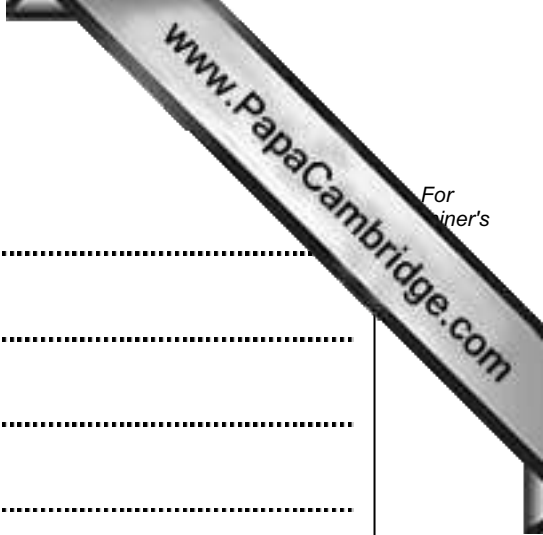
**After the visit, you decide to write a letter to a friend about your holiday.**

**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.



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inert's

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[10]

**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."

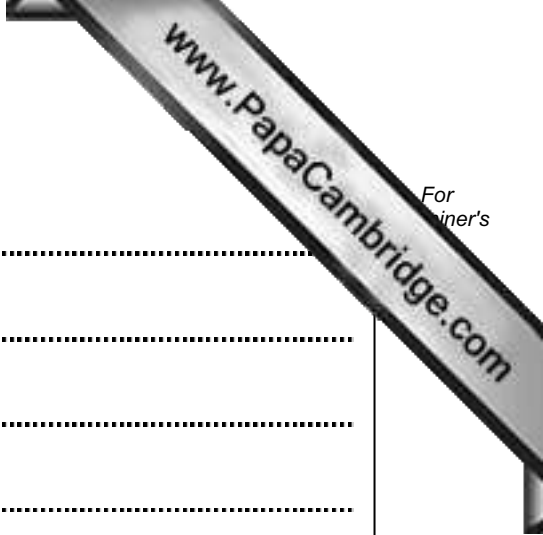
"No animals are happy in a cage."

**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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[10]











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**ENGLISH AS A SECOND LANGUAGE**

**0510/01**

Paper 1 Reading and Writing (Core)

**May/June 2007**

**1 hour 30 minutes**

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Answer **all** questions.

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| Exercise 5         |  |
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| Exercise 7         |  |
| <b>Total</b>       |  |

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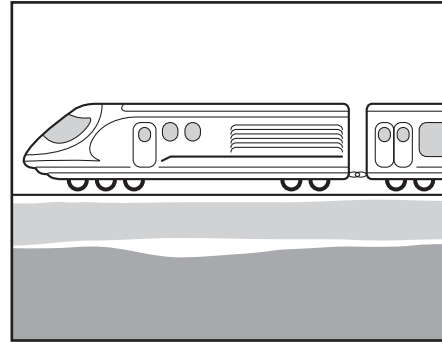


**Exercise 1**

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

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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.



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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]

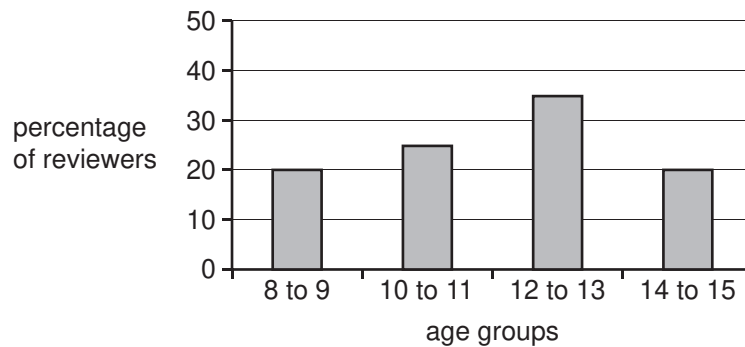
**Exercise 2**

Read the following article about book reviews, and then answer the questions on the opposite page.

## Reviewing the Fiction List

'You would read it and read it and you couldn't stop reading it.' This was how one totally captivated ten-year-old critic summed up her experience of reading a novel on the Children's New Fiction List.

The Children's New Fiction Prize has been running since 1967. Every year a prize is given to the writer of the best new book of fiction for children but in recent years the selection of the winning book has been a little different. For the past three years, young people have been invited to read any of the books on the List and then submit a 200 word review of a book they are interested in writing about. The best review also wins a prize.



This year's contest brought in hundreds of entries from both individuals and school or college groups. The reviewers were between eight and fifteen years old. All the reviewers got support from their head teachers and their form teachers but the work wasn't actually 'marked' in the way that ordinary school exercises might be. The entrants had to take responsibility for producing the work themselves, in a legible form, usually word processed or in very neat handwriting. Then the review had to be sent to the newspaper, either by e-mail or by post, and all they had to do was wait to see if they had won.

The reviewers were generally enthusiastic but some of them were not slow to mention the things that annoyed or irritated them as well as offering advice to the books' authors. The subject matter of many of the books touched on the real-life experiences of young people like them and many of the topics were quite sensitive.

The young reviewers were taught the rules of reviewing and they showed a real love of language and wrote unusual and interesting reviews. They demonstrated considerable expertise in understanding about the skills of writing and how different effects are achieved.

As all good writers should do, the young reviewers went well beyond simply outlining the plots or providing responses like, 'I do like this book' or 'I don't like this book.' They were much more analytical and got right to the heart of the story and their comments were interesting and perceptive. One reviewer wrote, 'This story is about the importance of friendship and helping others, putting their needs and happiness first and moving on in life.' Another commented, 'The end gives you the answers to the questions asked at the start which all good mystery books should do.'

It seems that the gloomy comments from teachers and parents that young people no longer read but watch television and videos or spend all their time listening to music just aren't true.

(a) What are the **two** prizes awarded?

(i) .....

(ii) ..... [1]

(b) How long has the review competition been running?

..... [1]

(c) What did reviewers have to do before they sent their review to the newspaper? Give **two** details.

(i) ..... [1]

(ii) ..... [1]

(d) What percentage of the reviewers were aged between 12 and 13?

..... [1]

(e) How did the review differ from writing the young people do in class?

..... [1]

(f) What negative aspects of the novels did some reviewers comment on?

..... [1]

(g) How were the young people prepared for the task?

..... [1]

(h) In what way was the content of some books close to the reviewers' lives?

..... [1]

(i) What has the quality of the reviews demonstrated about the children's lives?

..... [1]

[Total: 10]

**Exercise 3**

Gisele Soave has her 17th birthday in two months' time and lives at home with her parents Gloria 148 in Sao Paulo, Brazil. Her examinations have now finished and she is hoping to earn enough money during the long school holidays to finance a trip to Chile to visit Luis, her brother. He is five years older than she is, and works in a computer company in Santiago. Luis has told her that working with computers is very interesting, so she would like to find a holiday job with a company that specialises in IT.

She looked in various places such as the Internet for suitable work but finally found an interesting advertisement in a local newspaper for a job in an office as a receptionist. She has previously worked part-time cleaning cars for her father, who owns a garage, and as a waitress in a local café at the weekends. She would prefer to work part-time from Mondays to Thursdays but could be available from time to time on other days although, ideally, she would prefer to spend three days a week studying, windsurfing or playing volleyball for her local team.

Gisele's home does not have a telephone because each member of the family has a mobile phone. She can either be contacted by email [gisouza@adinet.com](mailto:gisouza@adinet.com) or on her mobile number 136729064.

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

## Application Form – Temporary Post

### Section A Personal Details

Please complete this section in BLOCK CAPITALS

Full name .....

Age .....

Address .....

### Section B Employment Details

Position applied for .....

Full time/Part time (please delete whichever is **not** applicable)

Previous work experience .....

.....

Preferred days of work:    Monday-Thursday    Monday-Friday    Tuesday-Saturday

(please underline one)

### Section C Other Details

Hobbies .....

Contact details .....

.....

Where did you find the information about this post? .....

.....

In the space below, write **one sentence** about why you need a job and **one sentence** explaining why you want to work in a computer company.

[Total: 10]



**Exercise 4**

Read the article below about recent research into apples, and then complete the notes opposite page.

## Apples - Good or Bad?



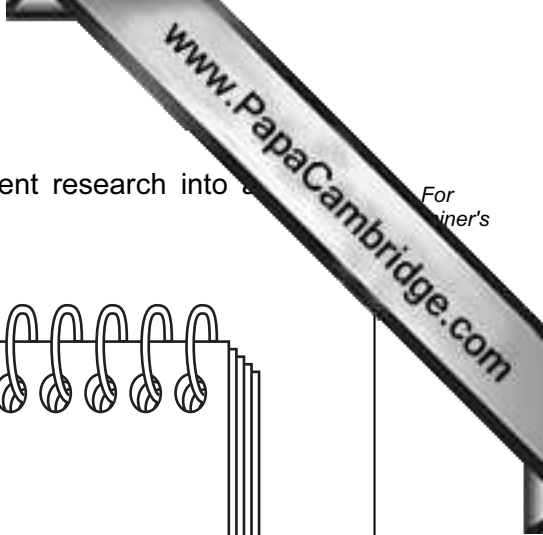
In recent research, apples have been put in the same category as sweets and fizzy drinks as a result of warnings that their acidity and increasing sugar content are damaging children's teeth. The findings show that many dentists are recommending that apples and also fruit juices should no longer be treated as snacks between meals. They suggest instead that the safest approach is to eat apples only with meals and to drink fruit juice only with breakfast, lunch or dinner - and then to wash your mouth out with water.

The research has shown that the typical modern apple has a sugar content of up to 15%. This means that an apple weighing about 100 grams now contains the equivalent of more than four teaspoons of sugar. The findings have also shown that sugar intake among children has risen to alarming levels compared to only ten years ago. They eat about as much sugar as adults, but, of course, adult consumption is far smaller relative to body size.

Researchers admit that most of the sugar intake comes from other sources - such as sweets and candy - but a study of tooth decay in children has revealed that those who came from families who do not eat any dairy products or families who eat large amounts of fruit often have the worst teeth. Fruit is certainly preferable to biscuits and sweets but the research recommends that snacking on fruit between meals is not a sensible option. The suggestion for those people seeking a snack between meals is to eat cheese - despite its high fat content - because it neutralises the acid content that can attack the outer layers of the teeth.

All these warnings are in complete contrast to traditional health advice on apples. For years people were told that eating an apple a day was as good as brushing your teeth. This was partly linked to the supposed high vitamin C content of apples - but even this is now questionable since apples are often stored for weeks or months before consumption. During this period, the vitamin C steadily declines.

On the other hand, a dietary expert claims, "Sugar in fruit and juices is a small price to pay for its many other health benefits. I would like to emphasise that the key message is that people should eat five portions of fruit and vegetables each day and that a bit of sugar in fruit is not harmful if it is part of a balanced diet."



You are preparing to give a short talk to your class about the recent research into eating habits and children's health. Prepare some notes to use as the basis of your talk.

Make **two** points under each heading.

Eating advice from dentists

- .....
- .....

Children's sugar consumption

- .....
- .....

Healthy food options

- .....
- .....

[Total: 6]

**Exercise 5**

Imagine that you have made your presentation to the class in Exercise 4. 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 recent research into apples.

**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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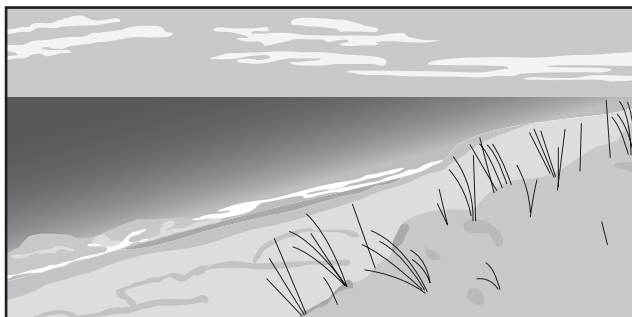
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[Total: 4]

## 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.”

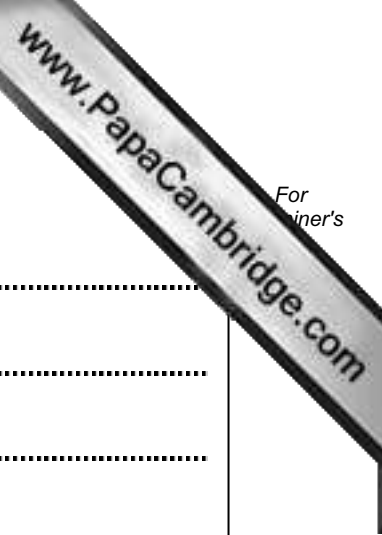
“No animals are happy in a cage.”

**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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