

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

**ENGLISH AS A  
SECOND LANGUAGE**



Paper 1 Reading and Writing (Core)

**0510/01**

October/November 2006

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

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.

Dictionaries are **not** allowed.

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

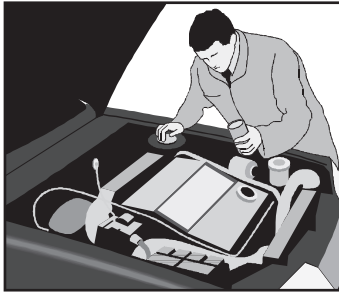
The number of marks is given in brackets [ ] at the end of each question or part question.

For Examiner's Use	
Exercise 1	
Exercise 2	
Exercise 3	
Exercise 4	
Exercise 5	
Exercise 6	
Exercise 7	
<b>Total</b>	

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

### Exercise 1

Read the following advice leaflet about how to maintain a car, and then answer the questions on the opposite page.



# Keep your car Alive



✓ **DO** consider buying a pressure washer to get that salt and dirt off the underside of the car before it starts to eat away your metal. Cars are more at risk underneath than on top.

✓ **DO** wax your car regularly – not only does it make your car shine, it also forms a strong barrier between the paintwork and elements that can destroy it.

✓ **DO** look out for areas where water can collect and keep them clear, especially if your car is left standing outside for any length of time. This will help prevent rust forming.

✓ **DO** brake gently when you are driving your car, and use the gears to slow the car down. This will help look after the engine and will extend the life of your brake pads and discs.

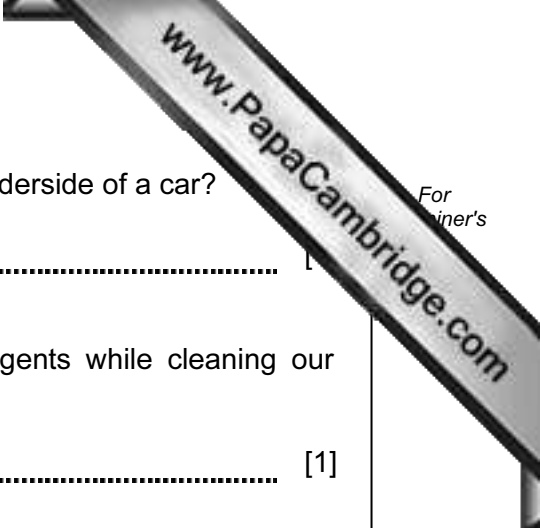


✗ **DON'T** just look after the outside. Repair holes in the seats before they grow and split. If your car has leather seats, you'll need to treat the leather with a moisturiser to prevent it cracking.

✗ **DON'T** use strong household detergents when cleaning paintwork, as these will actually eat into the layers you are trying to protect.

✗ **DON'T** forget to check your tyres regularly. Tyres in bad condition can be dangerous and can cost you money by increasing fuel usage.

✗ **DON'T** leave your car standing for a long time without starting the engine. While the oil is sitting at the bottom of the engine, it isn't doing much to protect it. So start your car once a week and get it warm to make sure that all its moving parts are oiled.



(a) What would be useful to help remove salt and dirt from the underside of a car?

..... [1]

(b) Why are we advised never to use strong household detergents while cleaning our cars?

..... [1]

(c) Why is it important to repair holes in seats and leather at an early stage?

..... [1]

(d) Give one example of how to make your brake pads and discs last longer.

..... [1]

(e) Why is it a good idea to start a car once a week?

..... [1]

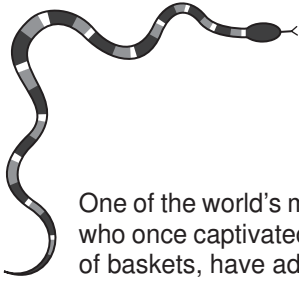
(f) What may happen if your car is left standing outside for long periods?

..... [1]

[Total: 6]

## Exercise 2

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



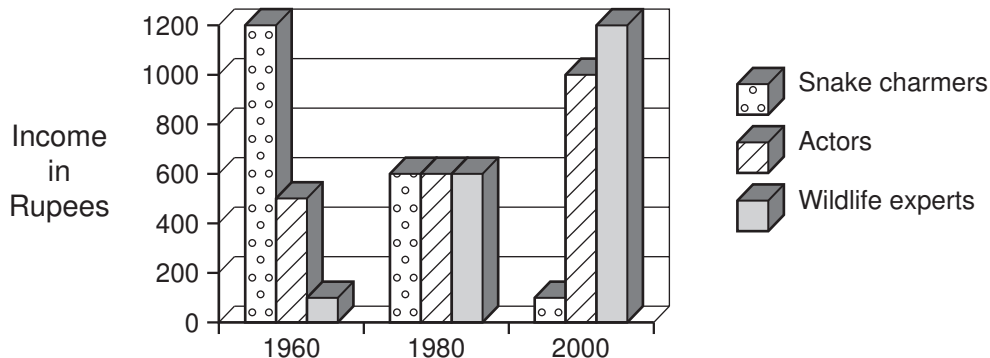
# India's Snake Charmers

One of the world's most fascinating and individual traditions is under threat. India's snake charmers, who once captivated generations of small children by playing music to cobras to make them rise out of baskets, have admitted that they have fallen on hard times.

The Sapera people, India's traditional snake charmers, no longer manage to attract big crowds and are finding it difficult to earn enough money to live. They fear that their community might disappear forever if their income from snake charming continues to go down or if they cannot find an alternative means of making a living.

Most of India's snake charmers come from one small northern village, Salenagar, about an hour from the ancient city of Lucknow. The villagers have been in the snake charming business ever since their ancestors migrated there from Bengal. Snake charming is one of the main things which characterise the Sapera and they have been working with snakes for hundreds of years.

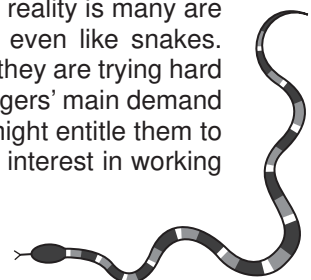
But now the Sapera's livelihood is being threatened. As the chart indicates, the income earned by snake charmers has decreased significantly over the last forty years. In 1960, a snake charmer earned 1200 rupees a day; actors were earning only 500 rupees and wildlife experts barely made 100 rupees for working for one day. Twenty years later, India's snake charmers were earning only 600 rupees daily.



Snake charmers are blaming the decline of their profession on the increasing popularity of wildlife television programmes and films, a particular attraction for younger people. The traditional snake charming act involves playing a traditional wailing tune on a *bean*, an instrument that sounds a bit like a pipe. "The new generation is not listening to the old songs and melodies, they only want modern songs or pop music, with its high tech' instruments. They are no longer interested in traditional *bean* music," says a representative of the village.

The world has changed and now younger people are more interested in the latest technology; their mobile phones, computers and DVD players. Many older people just do not understand these developments and regrettably the new generation takes no interest in many traditional ways of life.

While snake charmers may seem exotic to much of the rest of the world, the reality is many are suffering financially. Many snake charmers have admitted that they don't even like snakes. However, they are very proud of their ancestral profession, to the extent that they are trying hard to make sure that snake charming maintains a role in modern India. The villagers' main demand is that they are properly recognised by the government. Under the law this might entitle them to government aid and certain privileges. Any such help may even revive their interest in working with snakes.



(a) What did the Sapera do to captivate hundreds of small children?

..... [1]

(b) Give the **two** factors that the Sapera believe may lead to the loss of their community.

(i) .....

(ii) ..... [2]

(c) Where did India's snake charmers originally come from?

..... [1]

(d) Which profession doubled its income in the last twenty years of the twentieth century?

..... [1]

(e) Compare the earnings of a snake charmer in 1960 to those of a snake charmer in 1980.

..... [1]

(f) What does the musical part of a snake charmer's act involve?

..... [1]

(g) Give **two** reasons why the Sapera think that young people are responsible for the declining interest in snake charming.

(i) .....

(ii) ..... [2]

(h) How would proper government recognition help the Sapera people?

..... [1]

Total: [10]

**Exercise 3**

Angela Higson is an athlete who is currently training for the next World Games which will be held in Canada next year. She is nearly 18 and lives with her mother and brother in France at 2561 Turquoise, Haute Provence. Their telephone number is 0345 668102. Her mother, Marie Higson, always encouraged her and her brother Alec to take part in sports. He is a 15 year old footballer.

She has practised gymnastics since she was 7 years old and is particularly good at the vault and ribbon work. During the years of competition she has won various medals and competitions including the 'Youngest Vaulter' when she was ten, and a joint team bronze medal in the Inter-France School competition last year. This win made her determined to aim for the World Games. This will take place next year when she is 18.

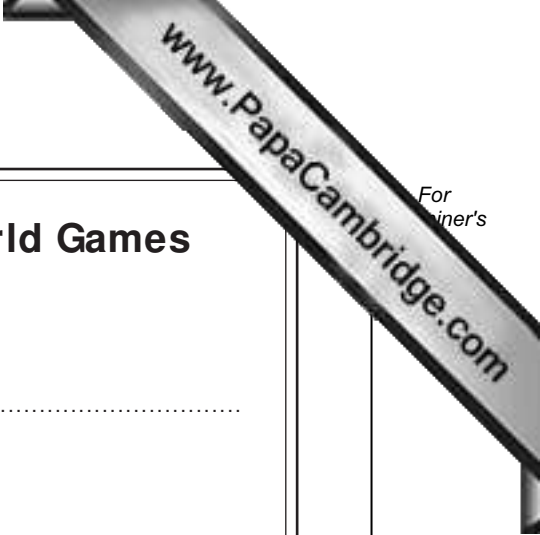
Since she has been attending the Fragonard School for the last six years she has been training from four to six hours a day. Her trainers are Jeanne Jordan and Charles Briaut. They help her with the day-to-day training techniques and accompany her to events outside school times. These events are usually at the weekends or in the school holidays.

She is part of the school sports team and the deputy captain of the gymnastics squad.

She has always done well in the school team and individual events and her trainers have told her that her unusual choreography in the ribbon work makes her noticed by the judges. She has been second or third in every one of her recent competitions.

Her first stage to enter the Games is to fill in an Initial Entry Form. If she manages to get through this first selection procedure, her school will raise the money for her flight. At the same time she is working at the local gym to save money for the accommodation and other expenses.

**Imagine that you are Angela. Fill in the form on the opposite page.**



# Initial Application for Entry to the World Games

## PERSONAL DETAILS (Please complete this section in capital letters)

Name: .....

Male / Female (delete as appropriate)

Age: .....

Address: .....

Telephone Number: .....

## EXPERIENCE

Total number of years training: .....

Types of event (please circle as many as needed) :

general gymnastics    ribbon work    dance and bounce    vault    floor work

## MEDALS AND ACHIEVEMENTS

Please give details of any **two** achievements/ medals gained:

.....  
.....

## CONTACTS

Name of Parent or Guardian: .....

Trainers: .....

In the box below, write **one sentence** giving your reasons why you feel you should be considered for entry to the games, and **one sentence** saying how you will pay for your travel and expenses if selected.

**Exercise 4**

Read the article below about a gorilla named Koko, and then complete the notes on the other page.



## Gorillas have a word for it

Koko is the first gorilla to have been taught sign language (a way of communicating by using hands and fingers rather than speech). With a vocabulary of more than 1000 words, she is the first to prove we share a world with other intelligent beings who feel emotions, look forward to celebrations and also have a sense of humour.

The 30-year study of Koko has redefined science's concept of gorilla intelligence. According to some scientists, genetically there is only a 2% physical difference between gorillas and humans: we share the same blood type, have the same number of hairs per square inch. But what had not been recognised by the scientific community was that gorillas have the ability to learn a language and have complex emotions.

Koko lives in the Santa Cruz mountains in North America, in a wooded spot overlooking a valley. She has her own home, with curtains, and a nest of blankets, which is her bed, in one corner. She has a barrel on which she likes to sit when 'talking' to humans – gorillas feel more secure when they can look down on others – while her toys are spread everywhere. In addition she has an outside enclosure where she spends her days when it is not raining.

It is her conversations with her teacher, Dr. Penny Patterson, that are inspiring. Penny explains: "The reality of my discovery is that our abilities as humans, our skills, sensibilities and emotions are very similar to the great apes. What we have learnt is that gorillas are more complex than we ever imagined."

When she began teaching Koko sign language, placing the little fingers of the one year old gorilla into the correct positions for 'drink', 'eat', 'more', and rewarding her with food, Dr. Patterson had no idea how quickly Koko would learn. "At first, it seemed Koko was using sign language as a tool to get something," says Patterson. "It became the kind of reward system that you could expect of a cat or a dog. But early in her training, she began to combine signs, that made me think she was capable of more." Now Koko is so proficient in sign language that if she doesn't know a word she invents one. For example, she didn't know the word for 'ring', so she combined the signs for 'finger' and 'bracelet' to express it.

Dr. Patterson continues: "Koko loves babies and young people. And when she is asked what gorillas like best, she always says 'Gorilla love eat, good.'" One of Patterson's favourite stories demonstrates Koko's sense of humour. When a visitor asked her to show him something scary, she held up a mirror to his face!

Dr. Patterson asked her if she was looking forward to moving to Hawaii, where Patterson is raising money to build a gorilla refuge. Koko signed 'Yes', but only if she could have curtains in her new home!



You are going to give a speech to a group about Koko the gorilla. Using the information in the article, write notes for your speech. Make **two** short notes under each heading.

PHYSICAL CHARACTERISTICS SHARED BY GORILLAS AND HUMANS

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

EQUIPMENT USED TO FURNISH KOKO'S ACCOMMODATION

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

HOW KOKO WAS FIRST TAUGHT SIGN LANGUAGE

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

[Total: 6]

**Exercise 5**

Imagine that you have made your speech to the group. Now your teacher wants you to follow this up with a written summary.

Look at your notes in Exercise 4. Using the ideas in your notes, write a summary about the similarities between humans and gorillas and how Koko communicates using sign language.

**Your summary should be one paragraph of not more than 70 words. You should use your own words as far as possible.**

.....

.....

.....

.....

.....

.....

.....

.....

.....

[4]

## Exercise 6



You are the President of your school's Social Club which organises various after-school activities and visits.

The club needs more members.

**Write an article for your school magazine about your club. Your article should be about 100-150 words long.**

In your article you should

- say what the club does
- describe a recent activity or visit and say why it was successful
- explain how students can join the club, and say why they should do so.

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.



**Exercise 7**

Your government recently announced that it plans to hold a major sporting event in your country, asking people's views about the plan.

Here are some comments from your friends and family:

"This event is going to make our country really famous throughout the world."

"I'm worried about the huge security problems."

"It's great because more of our young people will be encouraged to take up sport."

*"The money we spend on this could be better spent on providing new schools and hospitals for the people."*

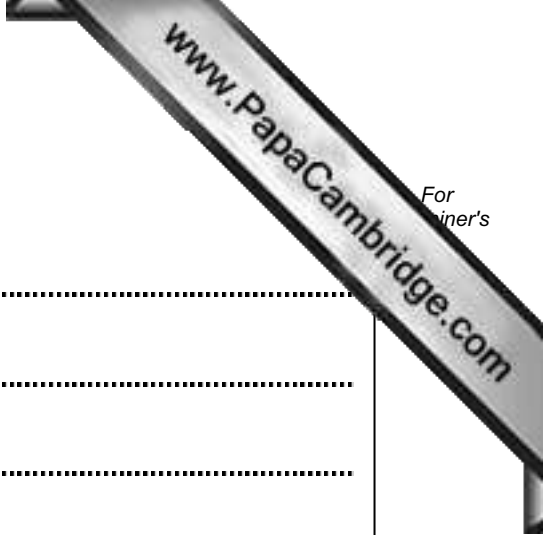
**Write a letter to the Minister for Sport giving *your* feelings about the plan.**

**Your letter should be about 100-150 words long.**

**Begin your letter 'Dear Minister' (do not write an address).**

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 letter, and up to 5 marks for the style and accuracy of your language.



Dear Minister,

A series of horizontal dotted lines providing space for writing a letter.





