



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE NAME

CENTRE NUMBER

CANDIDATE NUMBER



ENGLISH AS A SECOND LANGUAGE

0510/01

Paper 1 Reading and Writing (Core)

For Examination from 2019

SPECIMEN PAPER

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 in the spaces at the top of this page.

Write in dark blue or black pen.

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

DO NOT WRITE IN ANY BARCODES.

Answer **all** questions.

Dictionaries are **not** allowed.

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

This document consists of **13** printed pages and **1** blank page.

Exercise 1

Read the article about Neil Armstrong, the American astronaut, and then answer the following questions.

THE FOOTSTEPS OF AN ASTRONAUT

On 21 July 1969, Neil Armstrong became the first man to step onto the moon. As he did so, he spoke the memorable words: "That's one small step for man, one giant leap for mankind." An estimated 600 million people, which in 1969 was one fifth of the world's population, watched or listened to the moon landing.

Neil Armstrong was the commander of the *Apollo 11* spacecraft, on the most daring space mission of the twentieth century. The early stages of the flight were very stressful and incredibly noisy, and during the launch phase of *Apollo 11*, Armstrong's heart reached a top rate of 110 beats per minute.

Apollo 11 was larger than any previous spacecraft. It consisted of a command module, which the astronauts travelled in; a service module, which provided power; and a lunar landing module, for landing on the surface of the moon. An advantage of travelling in this spacecraft was that the astronauts could move around more easily. Armstrong was pleased about this because as a child he had suffered from motion sickness, and even during the training for the space flights he had sometimes felt ill after doing aerobatics.

During the final descent onto the moon, Armstrong noticed that they were heading towards a landing area which looked dangerous. He took over manual control of the lunar landing module, which enabled him to find a safer area to land. When questioned later about this, he said, in his typically modest way, that he was just doing what his training had taught him.

Armstrong and his co-pilot, Edwin 'Buzz' Aldrin, spent nearly three hours on the moon's

surface collecting samples of rock and moon dust. Armstrong said later, "The sights were magnificent, the most incredible that I had ever experienced." The two astronauts also conducted scientific experiments during their walk. Meanwhile, the third astronaut on the mission, Michael Collins, had an important role to play. He circled the moon in the command module as his two colleagues walked on the surface.

Aldrin later said that neither he nor Armstrong were emotional people. He did admit, however, that after the landing there was a brief moment when they looked at each other, slapped each other on the shoulder and said, "We made it!" Aldrin said that Armstrong was one of the most courageous men he had ever known.

In total, twelve American astronauts walked on the moon between 1969 and the final moon mission in 1972. Alan Shepard became the oldest man to walk there when, at the age of 47, he commanded the *Apollo 14* mission in 1971.

Neil Armstrong was born in 1930 and took his first aeroplane ride at the age of six. He used to build model aeroplanes and conduct experiments in the mechanics of flying. He joined the military as a pilot and then became an astronaut on the space programme before teaching aviation at a university. He finally bought a farm in the 1970s and raised cattle.

He preferred to avoid publicity, rarely giving interviews to the media. People who knew him, however, said that he had an enormous sense of pride in the achievements of the space programme.

- 1 What was Neil Armstrong's role in the space mission?
..... [1]
- 2 When did Armstrong's heart beat fastest?
..... [1]
- 3 What was a benefit of the bigger command module?
..... [1]
- 4 When did Armstrong notice a possible problem during the space mission?
..... [1]
- 5 How did Armstrong and Aldrin spend their time during the moonwalk? Give **two** details.
.....
..... [2]
- 6 What did Michael Collins do while Armstrong and Aldrin were on the moon?
..... [1]
- 7 When did the last trip to the moon take place?
..... [1]
- 8 What was Armstrong's last job connected to flying?
..... [1]

[Total: 9]

Exercise 2

Read the magazine article about three people (A–C) who write a diary. Then answer Question 9 (a)–(h).

KEEPING A DIARY**Three young people share their thoughts on diaries****A Ji-hu Yoon**

I started keeping a diary when I was eight years old, and have done it more or less continuously for almost ten years now. The first few entries were all about my first ever trip abroad – I went to New York with my family and remember that there was so much to take in, so many new experiences while we were there. I decided to write it all down each evening so that I wouldn't forget any of it – and I'm really glad I did! These days I try to spend around half an hour on my diary each evening, writing about the day, but also looking back over what I've written previously. Sometimes that can be quite amusing. But after I caught my brother trying to read my diary a few years ago, I wrote all sorts of horrible things about him. I can't quite believe I did that! After that, I kept my diary in a very safe place, though I'm sure my brother wouldn't be all that interested in reading it anymore.

B Hanan Bayraktar

I've always got a diary with me – a notebook and pen in my bag, or sometimes just my phone. It means that when there's something I want to note down, I don't have to worry about remembering it until later. That suits me much better than having a fixed time for diary writing each day – though I know some people say that's the best way to keep it up. I've always loved reading other people's diaries – famous actors or politicians, even. And there are two or three blogs that I look at quite regularly, though I've never been tempted to write one myself. I think that as soon as you know you've got an audience, it's very hard to avoid adding extra details, or changing bits here and there to make something sound more interesting or more shocking. It's funny because I'm quite happy to read all about someone else's private life, but if it was the other way round, I'd be really embarrassed about it.

C Ryan Earl

I've just started writing a diary again after a gap of a couple of years – I stopped when my schoolwork was taking up more and more of my time, and only recently realised I missed it. I think that putting everything down on paper gives you a chance to reflect on what's been going on, and to make sense of how you're feeling. If I look back at a page I can tell instantly how I was feeling that day – from the size and shape of my writing, or from how neat and tidy it looks. And sometimes I'm quite surprised by the detail of things I've written – who I met, who I talked to, what I ate even. Sometimes I write it all down, with clear headings, points one below the other. This helps me to remember all of the details – it's great for keeping a record of events for the future, even if none of it is all that remarkable.

9 The questions below are about the people (A–C) who write a diary.

For each question write the correct letter A, B or C on the line.

Which person ...

- (a) sees diary writing as a way of keeping a list? [1]
- (b) mentions an event that caused them to begin diary writing? [1]
- (c) feels uncomfortable if they think other people might read their diary? [1]
- (d) thinks that diary writing helps them to understand life? [1]
- (e) thinks that not everything you read in online diaries is true? [1]
- (f) admits to being shocked by a past diary entry? [1]
- (g) enjoys reading their diary entries from the past? [1]
- (h) suggests that their handwriting can give away as much as the actual words in the diary?
..... [1]
- [Total: 8]

Exercise 3

Read the article about areas of the world where living to 90 years of age is common, and then complete the notes on the following page.

THE SECRET OF LIVING LONGER

There is something really interesting about Ikaria, a Greek island in the Aegean sea, 50 kilometres off the coast of Turkey. It has the highest percentage of inhabitants over the age of 90 in the world. Among these inhabitants are a 95-year-old man who still plays the violin, a 98-year-old woman who runs a hotel, and a 102-year-old man who can beat almost anyone in an arm-wrestling competition.

Since 2008, Donald Brueckner, a writer and explorer, has been studying the island to discover its secrets. He has also tried to identify other areas of the world where there is a higher proportion of people who live considerably longer than is normal. He analysed the lifestyles of each place in order to find out if there were similarities which might explain such long lives, and named these places 'blue zones'.

In addition to Ikaria, there are other areas in the 'blue zone' category. They include Okinawa in Japan, where the population lives on average seven years longer than people in America. Another is the mountainous Barbagia region on the island of Sardinia, where a large number of people have reached 100 years of age. Finally, the Nicoya peninsula in Costa Rica in Central America has the lowest rate of middle-age death in the world.

So what is the secret?

Brueckner believes that long life is not all related to genetic factors. Scientific studies have suggested that only about 25 per cent of long life is determined by genes. The remaining 75 per cent is to do with lifestyle, and this is the aspect which particularly interests Brueckner.

Although these 'blue zones' are spread around the world, the daily routines of the oldest living people are in fact very similar, and there are several features which they have in common. These 'blue zones' are all places which preserve tradition and where modernisation is not so advanced. The people living there also appreciate and celebrate age, rather than youth. There is no single secret to a long and healthy life, but it is more a combination of factors. Brueckner has also found that in these communities there is a strong connection to the land and nature. They also have a healthy diet which includes a lot of beans.

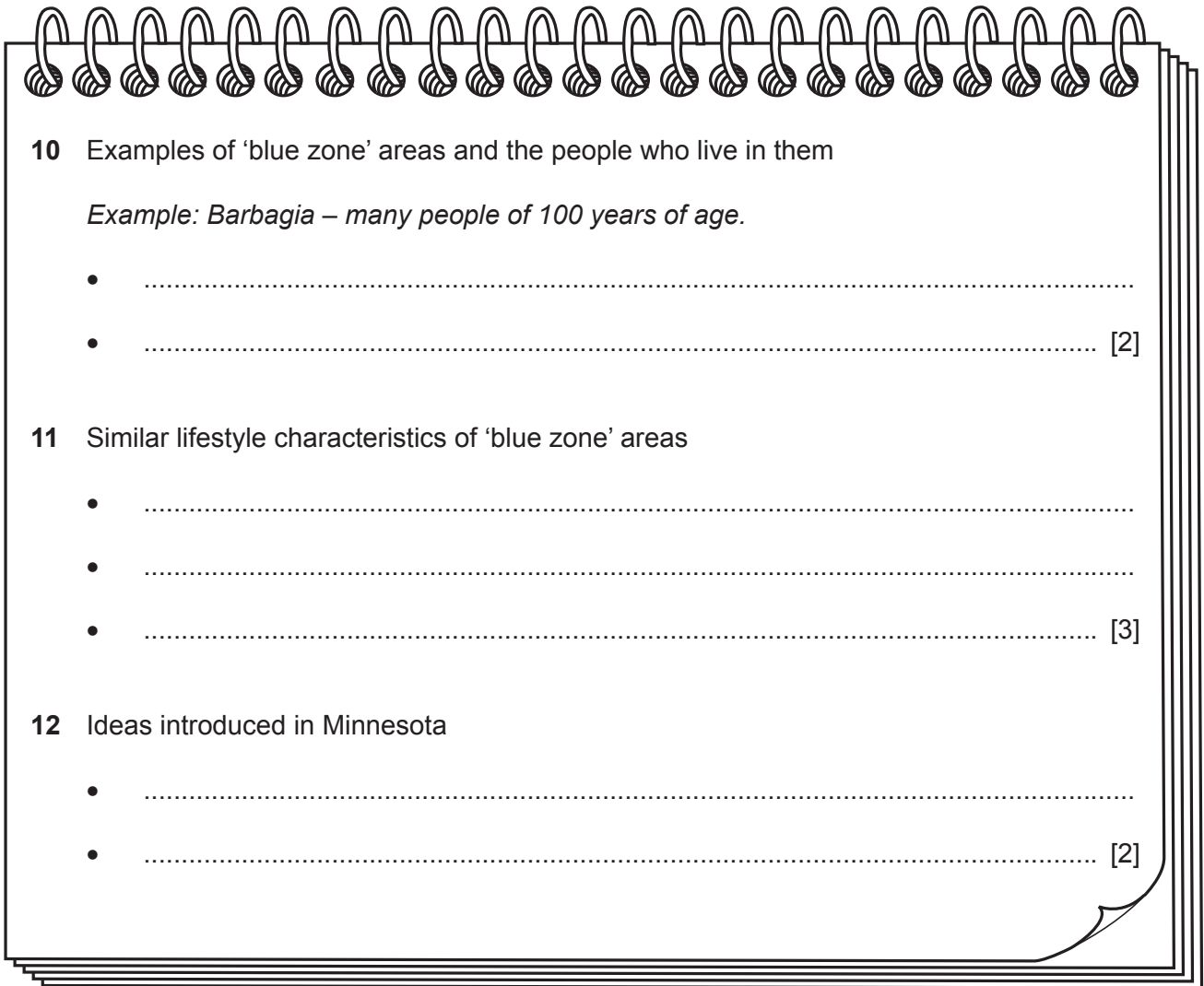
It is possible to try and encourage these habits and customs in other countries in the world. Brueckner has been working with the authorities in a city of 18 000 people in Minnesota, USA, where the average life expectancy was 78 years until 2009. The city now has public gardens and a nature trail around its lake, and people who were semi-isolated are coming together to start exercise programmes. The results of Brueckner's trial are impressive: life expectancy has increased by 3.1 years.

"We have encouraged them to become healthy citizens," says Brueckner. "We haven't forced it upon them."

Now, more and more city authorities are taking note of these findings and are trying to follow this example. The big problem is that inevitably, globalisation will reach all these 'blue zone' communities and start to change their centuries-old traditions. This will have huge implications for the lives of the inhabitants.

You are going to give a talk about 'blue zones' to your class at school. Prepare some notes to use as the basis for your talk.

Make short notes under each heading.



10 Examples of 'blue zone' areas and the people who live in them

Example: Barbagia – many people of 100 years of age.

-
- [2]

11 Similar lifestyle characteristics of 'blue zone' areas

-
-
- [3]

12 Ideas introduced in Minnesota

-
- [2]

[Total: 7]

Exercise 4

13 Read the following article by a cookery teacher.

Write a summary of the reasons why it is a good idea for children to learn how to cook.

Your summary should be about 80 words long (and no more than 90 words long). You should use your own words as far as possible.

You will receive up to 6 marks for the content of your summary and up to 6 marks for the style and accuracy of your language.

TEACHING CHILDREN HOW TO COOK

I grew up in a family where cooking was an important part of life. I was lucky that I always had plenty of fish and seafood in my diet. Although I didn't like vegetables when I was younger, they eventually became an important part of each meal when I went to college and spent more time cooking for myself.

Children need a regular intake of calcium and iron for their bones and muscles to grow properly. Therefore, encouraging our children to eat food with high calcium and iron content is vital. We should also encourage children to start cooking. Children like to eat food they have prepared for themselves. I have taught many children who don't like certain foods, and then gradually after some cookery classes they begin to enjoy dishes that previously they would not have eaten.

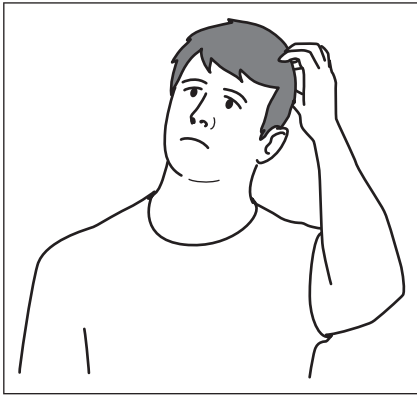
Teaching children how to cook has been a great experience for me. I love watching children being able to produce tasty dishes, then setting the table and serving the food. It is also lovely to see friendships established between the children, as they are cooking together in a fun environment.

The children I have taught are all different. However, in the kitchen, they are equal: it doesn't matter if they are tall or short, male or female, athletic or academic; cooking is for everyone. In the kitchen, children learn useful skills that they will keep forever. For example, they develop team skills and learn to appreciate each other's contributions.

If children cook, there is no doubt that they will have a better diet, which will benefit their health for the rest of their lives. Some may decide to follow a career related to cooking. This is an industry which is growing all over the world, and well-trained cooks are needed everywhere.

Children enjoy cooking, so why not encourage them? Preparing breakfast together at the weekend is a great way to get them started, and to spend quality time together as a family.

Exercise 5



14 You recently helped someone in trouble.

Write an email to a friend explaining what happened.

In your email, you should:

- describe where you were and what happened
- explain what you did to help
- say what you learnt from this experience.

The pictures above may give you some ideas, and you can also use some ideas of your own.

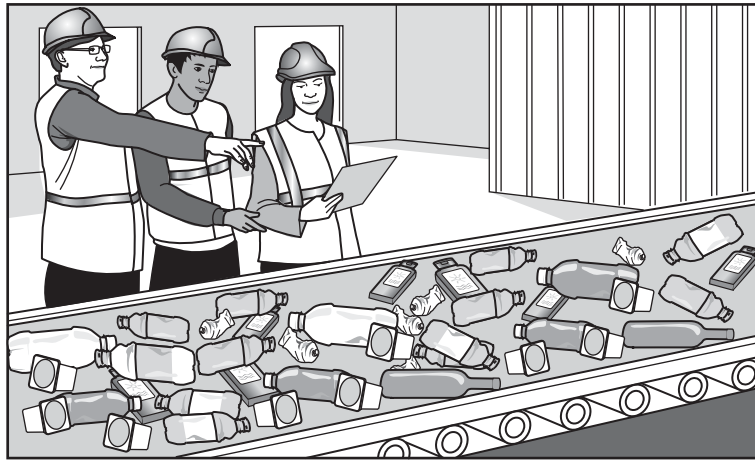
Your email should be between 100 and 150 words long.

You will receive up to 6 marks for the content of your email, and up to 6 marks for the language used.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

..... [Total: 12]

Exercise 6



- 15** Your class recently went on a trip to a large recycling centre. Your teacher has asked you to write a report on the trip. In your report say what you learned from the trip **and** suggest how it could be improved if it is repeated next year.

Here are some comments from other students in your class:

The trip was too short – we didn't manage to visit every part of the centre.

It made me much more aware of the importance of recycling.

It was great to see what new products can be made out of the things we throw away.

We could have learned just as much in the classroom.

Write a report for your teacher.

The comments above may give you some ideas, and you can also use some ideas of your own.

Your report should be between 100 and 150 words long.

You will receive up to 6 marks for the content of your report, and up to 6 marks for the language used.

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.