



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE
NAME

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ENGLISH AS A SECOND LANGUAGE

0510/12

Paper 1 Reading and Writing (Core)

February/March 2018

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, glue or correction fluid.

DO **NOT** WRITE IN ANY BARCODES.

Answer **all** questions.

Dictionaries are **not** allowed.

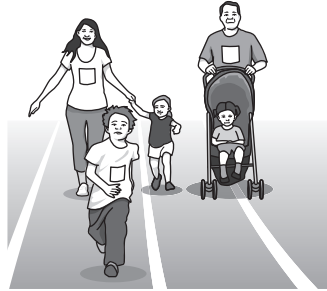
At the end of the examination, fasten all your work securely together.

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

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

Exercise 1

Read the leaflet about a fun race for families, and then answer the following questions.



Family Fun Run

Practical information

The Arrow Bay Family Fun Run is taking place on 1 July. Online registration starts from 3 April, and entry forms cannot be accepted after 15 May. It's important to apply early – last year's race was over-subscribed, so some people were disappointed not to get a place. The 2.4-kilometre route loops twice around the town centre, through the park and past local monuments. This year, the entry fee for the event is US\$8 per person, or US\$26 for a family of 4 and there is also a special price of US\$6 per person for groups of 10 or more. All runners will be sent an information pack one month before the event.

Who can enter

It's great for all ages. There's no minimum age for entry, but children under 11 need to have an adult running with them. Those aged 11 to 14 must be accompanied by an adult to the start and met at the Fun Run exit. All runners will be given a race number, and they need to make sure that this is securely attached to their clothes and can be clearly seen by the race officials. If this number isn't visible when runners cross the finish line, they will take home the memory of an amazing experience, but not an official race time!

A photographer will also be taking photos, so runners should check the website later to find a picture of themselves as they cross the finish line! On completion of the race, each runner will be given a medal, and special T-shirts will be on sale as a souvenir of the event. However, for many families and friends, the main idea is simply to enjoy the experience, and there is no pressure to record a fast time or even run all the way round.

On the day

On arrival, there will be volunteers on hand to direct runners to the warm-up area. Even if it's cloudy at the start, all those taking part should bring a hat because it might get hot later. Water is provided by the volunteers along the route to keep everyone cool and hydrated. The organisers recommend leaving valuables at home due to limited storage facilities.

Sponsorship

Every year, thousands of runners raise money for charity, and more than US\$500 000 has been donated to over 400 different charities over the years. This year, the event committee is aiming for a total of US\$20 000 for their chosen charity *Miles of Smiles*, which supports local youth projects. For more information about getting sponsored for this year's charity, email Katherine Jones at events@miles of smiles.com, or contact Steve Heston on steve@funrun.com for payment of current entry fees and the dates of future events.

- (a) What is the latest date to book a place on the run?
.....[1]
- (b) If twelve friends book together, how much will each person pay?
.....[1]
- (c) When will competitors be provided with details about the run?
.....[1]
- (d) What is the youngest age at which children can run on their own?
.....[1]
- (e) What does everyone who finishes the race receive?
.....[1]
- (f) Why are runners advised to wear a hat?
.....[1]
- (g) How much money are the organisers hoping to raise for charity?
.....[1]

[Total: 7]

Exercise 2

Read the article about sailing around the world, and then answer the following questions.

Round the world adventure

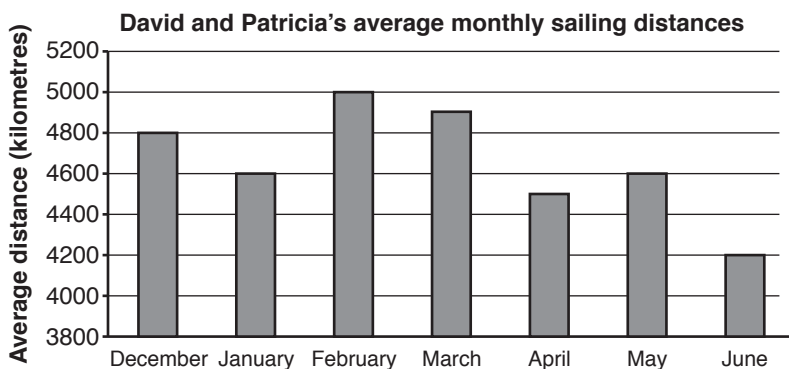
When David and Patricia Jones sailed off in a boat from the United Kingdom, they were intending to take their boat on a short trip for a couple of weeks. They wanted to sail to northern Spain. Amazingly, fourteen years later, they have just returned, after an adventure which took them 94 000 kilometres. During their journey, they visited 56 countries, swam with dolphins, and even survived running out of water for 20 days, by filtering seawater.



They bought a second-hand boat, which needed US\$10 000 spent on repairs, in addition to the US\$25 000 purchase price. When the work on the boat was finished, they were ready to begin their first journey. The couple were both skilled sailors, and they thought that a short trip would allow them to see what living in a small space was like before attempting a longer ocean crossing in the future. They also wanted an idea of how much food and drink they would need to take to last the journey.

Sailing to Spain, however, was so successful that they decided to continue to the USA, stopping in New York for a two-day shopping trip. They didn't really feel like normal holidaymakers, because they spent their time buying safety equipment and medicine for the next stage of their journey. Surprisingly, Patricia's happiest memory of the city was when she saw a dentist, as she had complained of painful toothache on the boat for days! After the USA, they sailed via the Panama Canal and the Pacific Ocean towards Australia, before returning home.

Although using wind power most of the time meant there were fewer stops for refuelling, they still needed money to keep the boat running safely. On one occasion, the side of the boat was damaged when they hit an object floating in the sea. Because of these costs, in the middle of their trip, they decided they would have to use all their savings. Even with that money, they still preferred trading some of their possessions for the supplies they needed. On one island that they visited near Fiji, they handed over some tools that they were carrying in return for fresh fruit and vegetables. Patricia explains, "One of the villagers saw a rope we had with us. We had wanted to use it to climb the mountain there, but the weather wasn't good enough. In fact, the villagers needed the rope to repair a roof in the village that had been damaged by a recent storm. So we exchanged it for enough food for a month!"



During their trip, they had some incredible experiences – swimming with seals, and watching smoke from a distant volcano. They met a giant whale – even bigger than their 11-metre boat. Some people might have been frightened, but David described the encounter as magical. However, meeting other travellers was the highlight of their journey. They also found it useful to talk to locals and get ideas for new destinations.

The adventure taught them to rely on themselves, and they were generally quite lucky. While at sea, David fell and twisted his ankle, but otherwise they survived without injury. Their biggest scare was when they thought they were being chased by another boat. Fortunately this turned out to be a fishing-boat. One of the crew had cut his leg, and needed first aid. Patricia volunteered to help, and David watched anxiously as she put on her safety equipment and crossed over to the other boat. "I was so relieved when she came back safely," he said.

The couple are already planning another adventure, this time travelling through European canals.

- (a) How long were David and Patricia expecting their first trip to last?
.....[1]
- (b) How many US dollars did they pay to buy their boat?
.....[1]
- (c) What did they plan to check during their first trip? Give **two** details.
.....
.....[2]
- (d) What made them different from other tourists in a city they visited?
.....[1]
- (e) How did using the wind benefit them on their journey?
.....[1]
- (f) How did they finance the second half of their trip?
.....[1]
- (g) What did they use their climbing rope for when visiting an island near Fiji?
.....[1]
- (h) According to the chart, in which months did they travel the same average distance?
.....[1]
- (i) What did they enjoy most about the whole trip?
.....[1]
- (j) Why was David worried about Patricia's safety?
.....[1]

[Total: 11]

Exercise 3

In her hometown in Dorsley, Eliza Bolton has seen a poster advertising theatre courses run by a company called Theatre Direct, which she thought were particularly interesting. According to the poster, these courses take place at weekends, when she is not studying at school. She wrote down the Theatre Direct website and email address – td.educate@arts.com – and provided her contact details – elzbtn@online.com – so that they could email her a booking form.

Eliza is interested in everything connected with the theatre, and is involved in a local drama group. She recently acted in a play called *Downtown Story*, which received positive reviews. At the time, the local newspaper printed an article about her performance, with a photo, and because of this, she is sometimes recognised around town. Although she is rather surprised by this, she is pleased. She thinks that it is helpful for an actor to have a well-known face, and so she is happy for her picture to be used by Theatre Direct in any future publicity.

Eliza enjoys various styles of drama, and is a good musician. In addition to acting, Eliza has studied classical ballet and modern dance from the age of four. Now, twelve years later, at the age of sixteen, she would like the chance to find out how to write plays even more than to develop her acting ability. She recently saw a play on TV called *The Journey*, and was impressed by the story as much as the acting.

Theatre Direct runs courses during three weekends every month, and there are different courses to choose from. These are available in four towns including Dorsley, Marks Bridge, Jenborough, and Milltown, where Eliza's grandmother, Stella Morten, has a large house with plenty of room. Eliza would prefer the course in Milltown so she could spend some time with her grandmother and walk to the venue. Her grandmother's phone number is 03234 587647, in case anyone needs to contact Eliza during the weekends. Eliza's father, Martin, has agreed to drive her to the train station from their home in 34 Avenue Walk, Dorsley, and her grandmother will pick her up when she arrives. The next two courses, in June and July, have spaces available, but because her grandmother is on holiday in June, Eliza has chosen the later one.

Imagine you are Eliza. Fill in the form, using the information above.

Theatre Direct Course Booking Form

Section A: Personal details

Full name:

Age:

Address:

Email:

Section B: Course details

Course selected: (please tick ✓)

<input type="checkbox"/>	modern theatre
<input type="checkbox"/>	acting for TV and film
<input type="checkbox"/>	write your own play
<input type="checkbox"/>	musical theatre and dance

Month of course:

Location: (please circle) Dorsley Marks Bridge Jenborough Milltown

Do you need a parking space at the venue? (please delete) YES/NO

Section C: Other details

How did you find out about our courses?

.....

Can we use photos of you taken during the course in future publicity? (please delete) YES/NO

Section D

In the space below, write **one** sentence telling us which plays you have appeared in, and **one** sentence describing your interests in addition to acting.

Exercise 4

Read the article about how students can use technology to learn about the environment, and then complete the following notes.

Technology and Environmental science

Environmental science includes subjects such as chemistry, geography and biology in the study of the environment. It is an important part of many education programmes, and developments in technology have greatly benefited the way the subject is taught and learnt.

One particularly successful use of technology is with special apps on smartphones. These use scientific facts to show students predictions about the future. For example, students might be studying the ecology of a nearby lake, and possible environmental damage. The app uses information collected by the student to explain how different pollution levels will affect that particular lake. Of course, many people agree that doing experiments outside the classroom is a great learning opportunity. However, not everyone is convinced that it is necessary to use the latest technology to do so, and some teachers worry that too much time is spent on electronic devices during science lessons. Most schools try to take a balanced approach, and limit how often electronic devices are used.

When students use the internet in their science lessons, they also benefit from being able to access the latest information about international environmental research that is relevant to their studies. However, not all students own smartphones, or have access to tablets at school. To address this issue, some mobile phone companies are offering schools special deals. They give free phones to schools for the students to use, with cheaper internet connection which the schools can afford more easily.

We all know how important it is to protect the environment, but the results of the damage that is caused by pollution often take time to appear. To help students see the long-term effects of different solutions to the problem, a virtual reality computer game called *TimeSpeed* has been created. It is set in a beautiful ocean, and students wear special glasses, which make the game look so real that people feel as if they are actually in the water. The game begins with a sea filled with creatures, then as pollution levels rise, the sea-life starts to vanish. Although some people have commented that educational games like *TimeSpeed* do not include enough detailed information for students, teachers have been pleased by how well students have responded to its message. Developers have released a new improved version of the game, which is even more relevant to study programmes.

Most students today learn through working together and sharing information. As well as work in the classroom, the same approach can now extend to the wider world. It is easier than ever to compare results of scientific investigations with students in other countries.

Teachers of other subjects are also exploring interesting ways of using technology to improve their students' learning experience.

You are going to give a talk to your class about using technology to learn about the environment. Prepare some notes to use as the basis for your talk.

Make short notes under each heading.

Benefits of using technology to learn about the environment

-
-
-

Problems identified when using technology to learn about the environment

-
-

Solutions to the problems

-
-

[Total: 7]

Exercise 5

Imagine that you have given your talk to your class. Now your teacher has asked you to follow this up with a summary for homework.

Look at your notes in Exercise 4. Using the ideas in your notes, write a summary about using technology to learn about the environment.

Your summary should be about 70 words long (and no more than 80 words long). You should use your own words as far as possible.

.....

.....

.....

.....

.....

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.....

.....

Exercise 6

You have just returned from a holiday.

Write an email to a friend about your holiday.

In your email, you should:

- describe the place where you went on holiday
- explain why you went there
- say what you bought when you were there.

The pictures above may give you some ideas, and you should try to use some ideas of your own.

Your email should be between 100 and 150 words long.

You will receive up to 7 marks for the content of your email, and up to 6 marks for the style and accuracy of your language.

Exercise 7

Some people say that all young people should do some unpaid work to help improve the lives of everyone in their local community.

Here are some comments from your friends:

I feel really proud to see the changes we've made.

I don't have any time to volunteer.

I like getting to know different people.

It's the government's responsibility to look after local areas, not mine.

Write an article for your school newspaper, giving your views.

The comments above may give you some ideas, and you should try to use some ideas of your own.

Your article should be between 100 and 150 words long.

You will receive up to 7 marks for the content of your article, and up to 6 marks for the style and accuracy of your language.

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