Cambridge IGCSE

Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER			

ENGLISH AS A SECOND LANGUAGE **0510/13**

Paper 1 Reading and Writing (Core) **May/June 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.

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Exercise 1

Read the information sheet about scuba diving, and then answer the following questions.

SCUBA DIVING



Scuba diving is one of the fastest growing adventure sports. Every year, millions of people go scuba diving in locations all over the world. Scuba is short for self-contained underwater breathing apparatus, which means carrying a tank of air on your back, connected to a mouthpiece so that you can breathe.

Where can you dive?

If you enjoy scuba diving, you may like to try diving near reefs, where you can see many colourful fish, or around shipwrecks, which can be found at the bottom of the sea. One of the most popular sites is the wreck of the Yongala, in the warm waters off the coast of Queensland, Australia. Another is the wreck of the SMS Coln, which can be found in the cold waters of Scotland. Many divers enjoy searching for objects from shipwrecks, such as coins, old plates and even gold. One ship frequently explored is from Sweden. It was transporting vehicles when it sank, and many of these can still be seen on board.

Scuba diving safety

- Never go diving on your own, and don't be tempted to simply get into the water without proper training.

- Take a diving course. As scuba diving is very popular, diving schools can be found all over the world, especially at diving resorts. It's a good idea to research courses before you go, or to ask friends for recommendations. The first part of the course is academic study. The second part is training in shallow water, usually in a pool. Finally, you'll do some training in open water. You'll have to learn a range of skills. Most people think that breathing only through your mouth will be the most challenging, but actually, clearing water out of your mask is more problematic.

- Once you have completed the course, you'll receive a diving certificate, often called a C-card. Keep it in a safe place, as you'll usually be asked to show it when hiring scuba diving equipment or booking a dive. It has your photo, name and other details on it, so you won't need an ID card as well.

- Consider the possibility of decompression sickness. This is known as 'the bends' among scuba divers, although the correct name for the illness is Caisson's disease. It can lead to serious health problems when the diver returns to the surface. This is why going back up to the surface too quickly is something divers must never do. Diving in very cold water or eating before diving aren't connected with decompression sickness; however, going too deep or diving for too long are well-known risks.

The main things with scuba diving are to stay safe and enjoy it!

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(a) What do the letters SCUBA stand for?

.....[1]

(b) If you prefer to dive in warmer water, which shipwreck should you visit?

.....[1]

(c) What can divers see on the Swedish shipwreck?

.....[1]

(d) On a diving course, what type of learning takes place before students get into the water?

.....[1]

(e) Which is the most difficult skill to learn on a diving course?

.....[1]

(f) What should you take with you when you book a dive?

.....[1]

(g) What is the medical name for decompression sickness?

.....[1]

[Total: 7]

View solution
View solution
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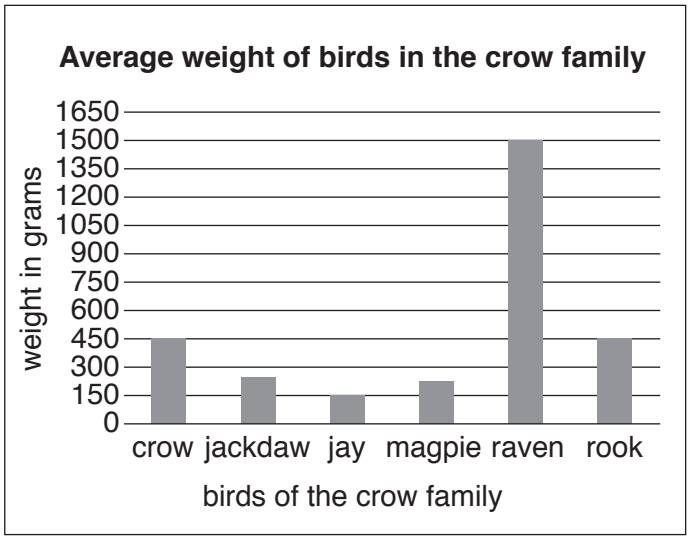
Exercise 2

Read the article about a woman who has a pet bird, and then answer the following questions.

Caroline's pet rook

Caroline Allen, a teacher from England, isn't unusual in having a pet. However, hers isn't the usual cat or rabbit, but a rook called Spike. Rooks are black birds, about forty-five centimetres tall, which can be found all over Europe, America and western Asia. Spike came to Caroline's family by accident. Her children found the baby bird alone, and they thought its parents had abandoned it. In fact, it was simply learning to fly. However, by the time the children had taken the bird home, it was too late for Caroline to try to return it to its parents. She considered taking it to a wildlife organisation once it was grown up, but when she researched this option, she discovered that returning them to the wild often isn't successful, so she decided to keep the bird instead. The children named the bird Spike, and made a cage out of wire and wood, with branches to perch on. Despite all the effort that went into making the cage, Caroline says Spike is in it very rarely, choosing instead to sit under her chair in the study.

Spike has lived with Caroline for fifteen years now. On average, rooks survive for twenty years, although one rook is known to have lived to be twenty-two. Rooks and crows are both members of the crow family. Although they can be seen in towns, they are mainly found in the countryside. I sometimes see crows in my local park, and when I was invited to meet Spike recently, I noticed he looked very similar to them. When I mentioned this to Caroline, she admitted it was only after Spike arrived that she found out rooks can be distinguished by the greyish-white skin around their beaks. I'd always assumed that rooks' feathers were entirely black, but once I was close to Spike, I noticed something unexpected: they actually have a purple shine to them.



Rooks are sociable by nature, and Caroline thinks this is why Spike adapted so well to living with her family. Her children have left home now, but whenever they visit their mother's house, Spike greets them enthusiastically – whereas he completely ignored me! Rooks make a wide range of noises, which can be divided into two main groups – companion calls and context calls. An example of the first is the noise a rook makes in order to be sociable, and the second includes expressing alarm. Caroline didn't realise that rooks can be taught to say words, although she knew that other birds such as parrots can do so.

One thing Caroline has found out about rooks is that they like hiding food. In Spike's case, this means under rugs, and even between the pages of books. Although Spike prefers human food such as bread with butter, and cheese biscuits, generally a rook's diet consists of insects and seeds. Remarkably for a bird, Spike doesn't seem to like being outside much, and he now spends even less time outside than he used to. Even when the door to the garden is open, he doesn't try to escape.

These days, Spike wakes up later than when he was younger. He still starts his morning calls earlier in the spring than in the darker winter days though, and Caroline says that is one of the few things she likes about winter. She once tried covering his cage at night to stop him waking the family, but he panicked, flapping his wings and jumping up and down. She consulted the internet, and discovered that rooks like to be on constant look-out. Caroline never covered him up again.

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(a) What did Caroline's children believe had happened to the young rook? View solution

.....[1]

(b) Where in the house does Spike prefer to spend his time? View solution

.....[1]

(c) How long do rooks usually live for? View solution

.....[1]

(d) In what type of environment do rooks and crows most commonly live? View solution

.....[1]

(e) What colour was the writer surprised to see when he looked at the rook's feathers? View solution

.....[1]

(f) According to the chart, how much does the lightest member of the crow family usually weigh?

.....[1]

(g) What evidence is there that Spike recognises people? View solution

.....[1]

(h) What is the term for the type of calls which includes those made by rooks when they sense danger?

.....[1]

(i) What do wild rooks usually eat? View solution

.....[1]

(j) How is Spike's routine different now that he's older? Give **two** details. View solution

.....

.....[2]

[Total: 11]

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Exercise 3

Elsa Hansson is a high school student in Year 11. She goes to the International School in Stockholm with her sister Lise, who is in Year 9. Elsa loves dancing in her free time, and attends a local dance academy twice a week after school. In November this year, her class from the dance academy is going to take part in a national dance competition, and Elsa is very excited about it. Unfortunately, the competition is during school time, so she will have to get permission to miss school from her head teacher, Mrs. Everton. She has already collected an absence form from the school office.

Elsa enjoys school, and tries hard not to miss too many days. However, earlier this year, when she had toothache and had to go to the dentist, she took one day off. She was back at school the next day.

The dance competition is taking place over two days – 14 and 15 November – at the City Hall. Elsa's dance class will compete on the second day, which is a Wednesday. She has to meet her dance teacher and the other students from her academy outside the hall at 14:00. Her mother is going to collect her from school and take her to the hall by car, as it's quite far away. They will need to leave Elsa's school at 13:15 to get there in time. School finishes at 15:00, so she'll miss 1 hour and 45 minutes of lesson time.

Elsa studies biology and maths on Wednesday mornings, but she won't need to miss these. She has history on Wednesday afternoons, and always sits next to her friend, Britt. Britt has already agreed to email her notes to Elsa. Elsa has just changed her email address from elsa@hanssonhome.com to dancegirl99@net.sw and has reminded Britt about this. Their teacher, Mr. Halliwell, has also said he is happy to explain anything that Elsa doesn't understand. Elsa doesn't find the subject difficult, so she's not too worried about missing one lesson.

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

View solution

Absence from school

Permission form

Section A: Personal details

Full name: .....

Year group: .....

Email address: .....

Section B: Details of absence

Reason for absence: (please tick)

family occasion ☐ medical appointment ☐ performance ☐

Date of absence: .....

Start time of absence: .....

Length of absence: (please tick)

less than 1 hour ☐ 1–3 hours ☐ more than 3 hours ☐

Details of the lesson(s) you will miss

Subject(s): .....

Name of teacher(s): .....

Section C: Details of other absences this term

How many days have you been absent from school this year? .....

Reason(s) for previous absence(s): (please tick)

family occasion ☐ medical appointment ☐ performance ☐

Section D

In the space below, write **one sentence** about what you will be doing during this absence from school and **one sentence** explaining how you will catch up with the school work you will miss.

[Total: 14]

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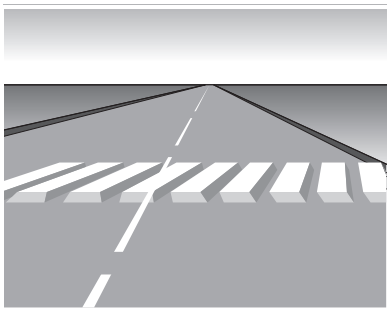
Exercise 4

View solution

Read the article about zebra crossings, and then complete the notes.

Using special effects to stop traffic

Zebra crossings can be found in most countries around the world. These are the alternating black and white stripes which are painted on the road surface, and are designed to warn drivers that pedestrians may be trying to cross the road. Unfortunately, research has shown that these crossings are not always very effective. A recent study by Sweden's Lund University revealed that in fact three out of four drivers maintain the same speed or even speed up as they approach a crossing, rather than stopping to allow pedestrians to cross. According to the study, only 5% of drivers stop even when they see someone trying to cross.



In an attempt to make zebra crossings safer, authorities in Taizhou and Xingsha in China asked a group of artists to redesign them. The artists came up with an imaginative solution. They painted clearly visible stripes on the road and in order to make these appear three dimensional (3D), the artists used brightly coloured paint. In some places, they made the stripes on the road resemble solid pieces of wood. So far, the new-style crossings have been a success. As one person explains, "Because of the 3D effect, drivers can't help slowing down." Traffic police have also noted that many pedestrians were reluctant to use the old-style zebra crossings because traffic rarely stopped. However, pedestrians are more confident in using the new-style crossings. This is because they realise that drivers are now more likely to give them a chance to cross.

In India, artists Saumya Pandya Thakkar and Shakuntala Pandya had seen images of some 3D zebra crossings. So when the two women were invited to find a new way to make road crossings safer in their home city of Ahmedabad, they decided to try out the same technique. Since new-style crossings were painted across four of Ahmedabad's most dangerous highways, the number of accidents has decreased significantly, and there are now plans to try the idea in other areas of India.

The idea is also appealing to business people looking for new markets. In China, one manufacturer is already selling an alternative to the painted version of the 3D crossings – stick-on versions which are easier to install.

Naturally, there are some people who are critical of the new 3D crossings as a way of helping pedestrians to cross roads. Some claim that the bright colours on the road could distract drivers and stop them from concentrating on driving safely. Others point out that the 3D crossings could cause drivers to stop suddenly. This could potentially cause accidents with the vehicles behind. However, so far, there is very little evidence to support these criticisms.

In the past, the US city of Philadelphia has also tried using 3D shapes to slow down traffic, but critics of the experiment raised an objection that could equally apply to the 3D zebra crossings in China and India. Namely, won't they stop being effective once drivers get used to them? Only time will tell!

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You have been asked to give a talk to your class about the new 3D zebra crossings as part of a project on road safety.

Prepare some notes to use as the basis for your talk.

Make short notes under each heading.

Appearance of the new 3D zebra crossings:

- *3D stripes painted on the road*
- .....
- .....

Advantages of the new 3D zebra crossings:

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

What critics say about the new 3D zebra crossings:

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

[Total: 7]

View solution

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 the new 3D zebra crossings.

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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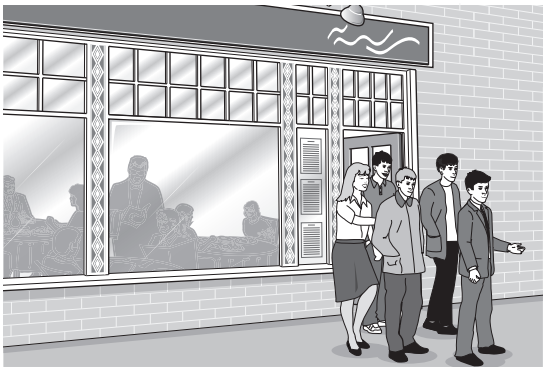
[Total: 5]

Exercise 6

View solution





Your family recently celebrated a special occasion. You helped to organise the celebration.

Write an email to a friend about it.

In your email, you should:

- say what your family was celebrating
- explain how you helped to organise the celebration
- describe what happened at the celebration.

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.

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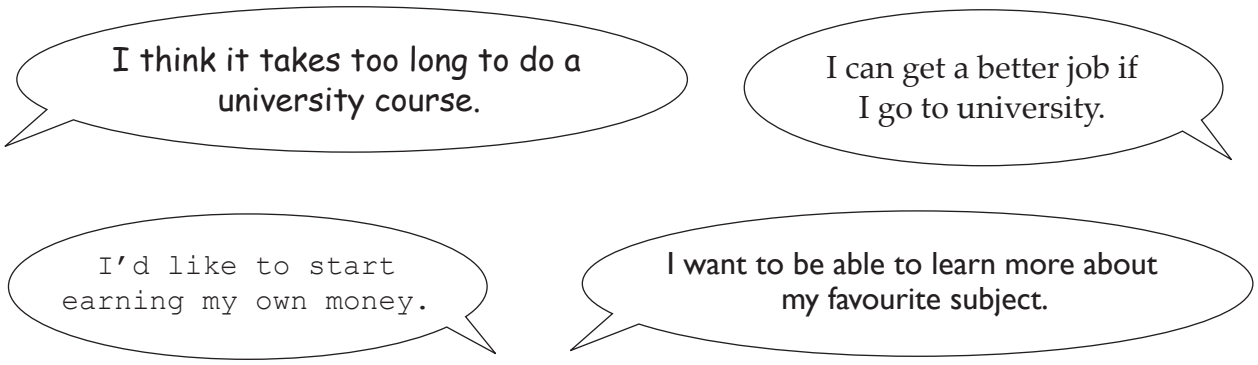
[Total: 13]

Exercise 7

In your English class, you have been discussing whether it is better to go to university when you finish school, or to get a job instead.

View solution

Here are some comments from other students:



Write an article for the school magazine, 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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[Total: 13]

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