Cambridge Assessment International Education

Cambridge IGCSE™

CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER			

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

Paper 1 Reading and Writing (Core) **May/June 2020**

1 hour 30 minutes

You must answer on the question paper.

No additional materials are needed.

INSTRUCTIONS

- Answer **all** questions.
- Use a black or dark blue pen.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to each question in the space provided.
- Do **not** use an erasable pen or correction fluid.
- Do **not** write on any bar codes.
- Dictionaries are **not** allowed.

INFORMATION

- The total mark for this paper is 60.
- The number of marks for each question or part question is shown in brackets [ ].

This document has **16** pages. Blank pages are indicated.

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Exercise 1

Read the article about the Guinness World Records, and then answer the following questions.

Guinness World Records

The Guinness Book of Records began as a book of facts which people could refer to if they wanted to check a world record.

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However, they say it's to give students an unforgettable memory – which the 3875 students who achieved the record for the largest water pistol fight in 2013 will certainly have!

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1 What question led to the idea of producing the first Guinness Book of Records? View solution

..... [1]

2 Who wrote the first Guinness Book of Records? View solution

..... [1]

3 In which year was the first Guinness Book of Records published? View solution

..... [1]

4 Why are some proposals for setting new records rejected? Give **two** details. View solution

.....

..... [2]

5 What was the world's largest T-shirt made from? View solution

..... [1]

6 What do you receive if you break a record? View solution

..... [1]

7 What reasons does a Californian university give for attempting to break a world record every year? Give **two** details.

.....

..... [2]

[Total: 9]

View solution

Exercise 2

Read the article about three people (**A–C**) who decided to stop using their mobile phones for a week. Then answer Question **8 (a)–(h)**.

Could you live without your phone for a week?

Three students accept the challenge!

A Gina Freeman

I've had a smartphone since I was twelve, so I regard it as a really important part of my life. However, I'm also aware that I'm possibly too dependent on it, so when my friend read about a week-long challenge to stop using your phone, and suggested we give it a go, I thought it wouldn't be a bad idea. The rules for the week build up from simply leaving your phone outside your bedroom on the first night, to switching it off and putting it away completely for the final two days. If I'd had to do that on day one, I don't think I could've managed it! One thing I noticed during the week was that I started talking to my friend on the bus to college – usually I'd be on social media or trying out a new app. The other thing was that I didn't bother wearing make-up for the last two days, I guess because I wasn't posting any selfies!

B Karl Schultz

Some of my friends are on social media all the time, which doesn't bother me, but I'm not like that. Although there are a few websites and apps that I find really useful, I'm not permanently looking at my phone, and actually I don't always take it with me when I go out. So when my dad suggested this challenge, I did have my doubts about whether it'd be worth it, even though I didn't think I'd find it that hard to do. Anyway, I actually quite enjoyed the first couple of days. Waking up and not immediately looking at my phone let me think about the day ahead and decide what I wanted to do. Towards the end though, I kept reaching for where my phone would usually be, then realising it wasn't there – I found that hard to deal with. It's made me think about doing the whole thing again next month. Perhaps it'll be easier if I know what to expect?

C Deniz Osman

I didn't realise quite how much I used my mobile phone until I downloaded an app which measures the time you spend looking at your screen and how often you pick up your phone each day. That's when I decided I should try this challenge! I followed the rules for the week, and although it might sound easy, I actually found the whole experience quite hard to cope with. For example, knowing you can't check social media and find out what's going on makes you feel like you're missing something, even though I know I'd just be wasting time looking at pictures posted by people who I hardly even know. Having completed the challenge, I thought I'd be able to cut down on my phone use, even if it was only slightly. However, I discovered the opposite happened. One friend suggested I should do the challenge again, though once was enough for me!

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

View solution

Which person …

(a) suggests they may repeat the challenge another time? ..... [1]

View solution

(b) mentions an app that provided unexpected information? ..... [1]

View solution

(c) found the gradual introduction to the challenge helpful? ..... [1]

View solution

(d) was initially unsure about taking part in the challenge? ..... [1]

View solution

(e) was surprised they spent more time on their phone after the challenge? ..... [1]

View solution

(f) paid less attention to their appearance because of the challenge? ..... [1]

(g) mentions they struggled more with the challenge as it progressed? ..... [1]

(h) has mixed feelings about social media? ..... [1]

[Total: 8]

View solution

Exercise 3

Read the article about Beach Schools, and then complete the notes.

Teach on the beach

It is lunchtime, and a class of children from a local primary school are sitting on the beach, chatting happily and eating their sandwiches. There aren't any desks, blackboards or iPads in sight, but instead the children are surrounded by piles of shells, seaweed and sticks, and bags of what looks like rubbish. Welcome to a day's learning with Beach Schools, on Point Beach, for Fawcett Primary's Year 5 class.

For the past few years, a company called Beach Schools has been travelling to various parts of the country to enable children of all backgrounds to experience outdoor learning. The idea is based on that of the well-established Forest Schools, where children leave their classroom to visit woods and natural spaces. 'What we offer is different from normal daily school,' explains one of Beach Schools' teachers, Jane Strong. 'We are mobile, so we can take our programme to any beach. And the great thing about it is that children learn without realising it.'

That morning, the children found out more about pollution in the oceans. It's something they have been studying in class recently, but on the beach the children can see the problem of pollution for themselves. We are interrupted by ten-year-old Jeremy, who races over to show us the plastic bottle and bag he's just picked out from the sea. He looks very worried. 'It might have been eaten by a dolphin,' he says. Jane explains that the beach is one of the best learning environments. 'As well as teaching skills like how to make a fire, you can also focus on topics such as the effect of the moon on the sea. Being outdoors also has a really positive effect on children's behaviour. I never have any problems out here, whereas you'd expect that much more in a classroom situation.'

Today is rather cloudy and cool, and it looks like it might rain soon. But that doesn't seem to worry anyone here. Jane explains that it doesn't matter what the weather is like. 'Obviously we're more in demand in the summer months, but we run Beach Schools throughout the year. We've only had to cancel a day out two or three times in the past couple of years.' One popular activity this class is about to do is discover how to build an emergency shelter. Then, if it rains, the children can keep themselves dry while continuing to learn.

All of the Beach Schools' activities relate to the national curriculum, and they have adaptable lesson plans for children up to the age of 16. The older ones might spend time working out how to identify plants, whereas younger ones might discover why the sea is so important to us.

It isn't just Beach Schools who believe in outdoor learning – there's plenty of research on the issue to support them. It's also widely recognised by education experts that outdoor learning helps to increase children's confidence. In fact, I can't think of a single reason why these children shouldn't be here today, instead of sitting behind their desks in a classroom.

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

Make short notes under each heading.

9 Reasons why having lessons outdoors is better than learning in classes at school:

View solution

- .....
- .....
- ..... [3]

10 What children can learn about on a beach:

- .....
- .....
- .....
- ..... [4]

[Total: 7]

View solution

Exercise 4

View solution

11 Read the article about a person who wants to be a comedian.

Write a summary about how to be good at telling jokes.

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.

How to be funny!

I love comedy. In fact, I'd love to be a comedian – but I'm not sure I'd be funny enough. So, when I heard about a one-day course on comedy, I decided to go along.

We began by talking about comedians we liked, and what makes them funny. We all agreed they obviously believe in the jokes they are telling. We also shared a few of our favourite jokes. And while we were telling them, we realised that something we all did was to pause briefly before saying the final part of the joke. Our tutor confirmed that's a good technique.

Then came the real challenge. We had to go out into the town centre, in pairs, and take it in turns to tell jokes to strangers. While one of us told a joke, the other one filmed it. I walked up to a woman and began: 'Why do giraffes have such long necks?' She looked at me strangely and walked away. I then thought about our tutor's advice, that we should consider the audience when choosing which jokes to tell. Maybe a child would find this joke funnier?

Back in the classroom, the tutor gave us some tips after she'd studied the recordings of our joke-telling. I was first. She pointed out that I looked nervous – it's important to relax. She also suggested that I vary my voice more, for example going from quiet to loud, or from high to low. I decided to try out both suggestions. One woman on the course was praised for the way she looked directly at her audience – in this case, a mother and father with two children. The tutor also mentioned that another person on the course started laughing as soon as he'd finished his joke. We all agreed it's better not to do this – people are less likely to laugh at a joke if the joke-teller starts laughing first.

We finished with some general advice – to practise a lot. So, if you'd like to practise telling the giraffe joke, you'll need to know the ending. Wait for it: 'Because they have really smelly feet.'

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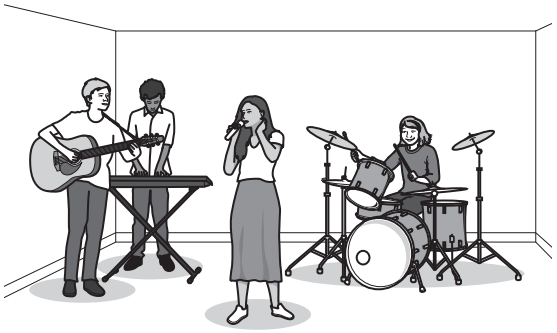
[Total: 12]

Exercise 5





View solution

12 You love music, and you have recently joined a band at school.

Write an email to a friend about the band.

In your email, you should:

- describe the other people in the band
- say why you have enjoyed playing in the band so far
- explain what plans the band has for the future.

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.

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[Total: 12]

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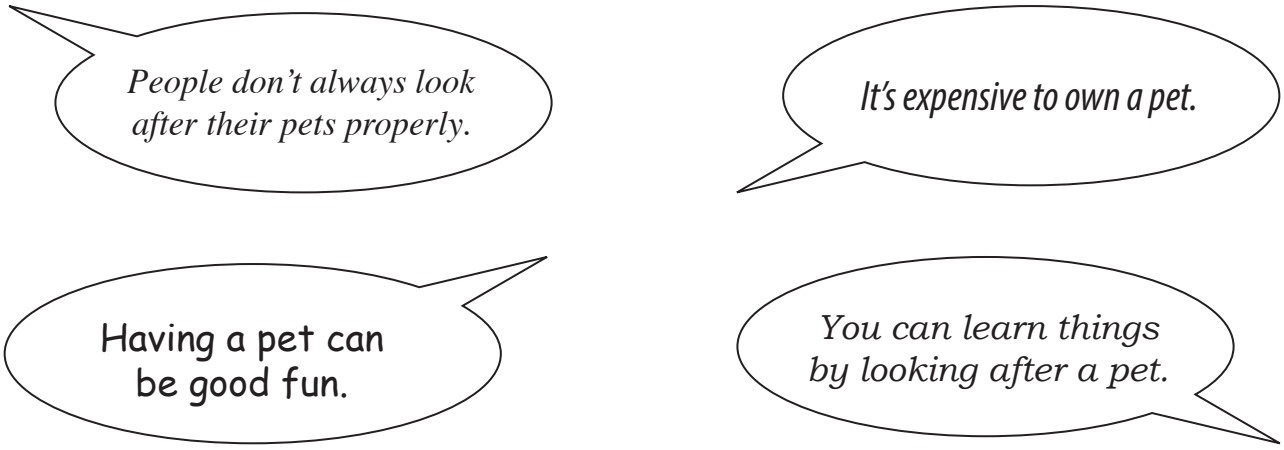
Exercise 6

View solution

13 In class, you have been discussing whether or not people should keep pets.

Here are some comments from your classmates:



Write an article for your teacher, giving your views.

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

Your article should be between 100 and 150 words long.

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

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