



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

CANDIDATE NAME

CENTRE NUMBER

CANDIDATE NUMBER

\* 4 7 6 6 8 1 5 8 3 6 \*

**ENGLISH AS A SECOND LANGUAGE** **0510/11**  
Paper 1 Reading and Writing (Core) **October/November 2011**  
**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, highlighters, glue or correction fluid.  
**DO NOT WRITE IN ANY BARCODES.**

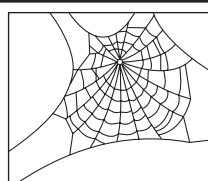
Answer **all** questions.  
Dictionaries are **not** allowed.

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 **3** blank pages.

**Exercise 1**

Read the following information about a real-life Spider-Man, and then answer the questions opposite page.



# Don't Look Down!

**A real-life "Spider-Man" has climbed some of the world's tallest buildings... with no ropes or safety equipment.**

French climber, Alain Robert, well known for his amazing ability to climb enormous buildings, has succeeded in reaching the top of one of the highest structures in the world. He climbed the 452-metre Tower Two of the Petronas Twin Towers in Kuala Lumpur, the capital of Malaysia. Robert took two hours to complete his climb and, as usual, he used no ropes or safety equipment. If he had slipped, there was nothing between him and the road far below.

For 15 years, Robert has fascinated spectators and angered security guards by climbing skyscrapers and monuments such as the Eiffel Tower in Paris and the Golden Gate Bridge in San Francisco, California.

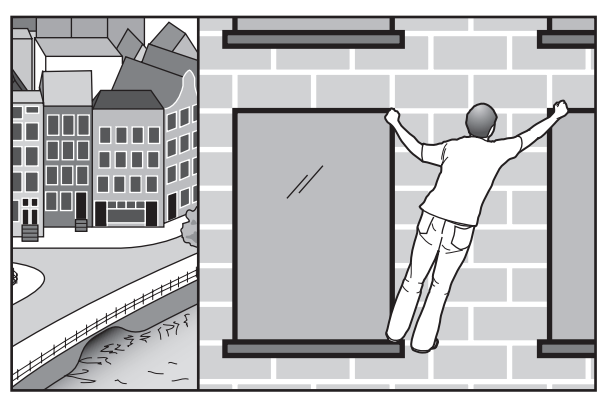
**How does he do it?**

He is an expert climber and makes his way slowly to the top by gripping window ledges and placing his fingers in cracks in the walls. He keeps a small bag of powder around his waist, to dry the sweat on his hands. Huge crowds gather to watch his terrifying climbs, but his activities have brought him a lot of trouble – he has been put into prison on four different continents. This is because he rarely gets permission for his climbs. He usually begins in darkness, appearing at dawn, already some distance up the side of his chosen building, and before anybody can stop him.

**Success at last**

This was Robert's third attempt to climb one of the Petronas Towers. On the two previous

occasions, he had been stopped by security guards halfway through the climb. In this latest attempt, after finally reaching the top, he was immediately arrested. Robert was not too worried, however. "Climbing the Petronas has always been one of my dreams," he said.



**Some problems on the way to the top**

The "Spider-Man" may have completed many successful climbs, but his attempts have not always been without problems. When he was climbing the 100-storey Willis Tower in Chicago, a thick fog descended and covered the glass walls of the building with moisture, making it very wet and dangerous. He reached the top, but only after slow and careful progress. In London, he was caught in a storm and had to be rescued by window cleaners.

**A recent fall...**

More recently, Robert fell and needed emergency surgery for a painful cut after climbing... a small tree! He was being photographed for a magazine interview at the time.

(a) In which country are the Petronas Towers?

.....

(b) Why is Robert's method of climbing so dangerous?

.....

[1]

(c) What does he carry to help him grip the sides of buildings?

.....

[1]

(d) When does Robert normally start his climbs?

.....

[1]

(e) How many times had Robert failed to climb the Petronas Towers?

.....

[1]

(f) What caused the glass walls of the Willis Tower to become wet?

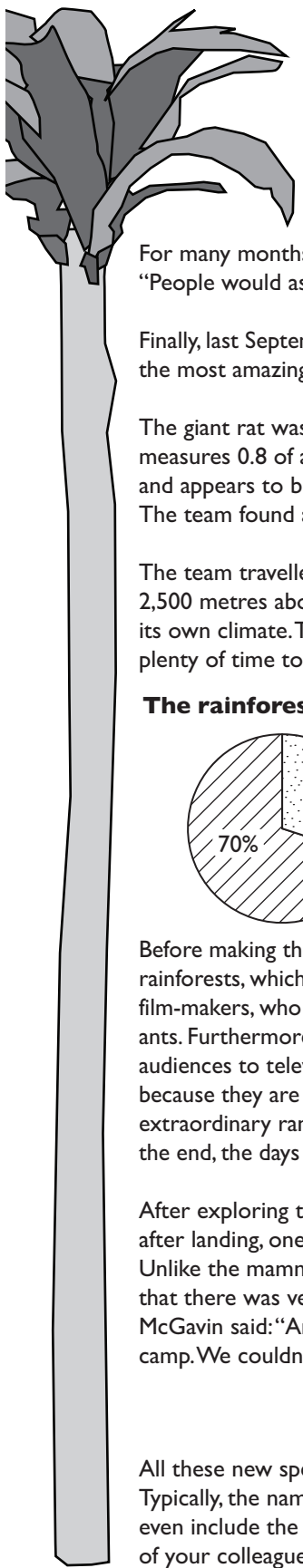
.....

[1]

[Total: 6]

Exercise 2

Read the following article about the discovery of strange animal species living around a volcano, and then answer the questions on the opposite page.



# Discoveries in Papua New Guinea



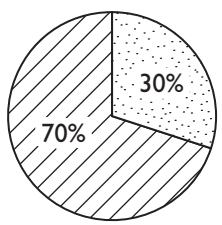
For many months George McGavin refused to describe the extraordinary creature he had discovered. "People would ask me if it had four legs, and if it had fur," he said. "I didn't tell anyone, not even my wife."

Finally, last September, McGavin revealed that he had observed a previously undiscovered giant rat. This was the most amazing discovery that his team had made on a journey to one of the most remote places on earth.

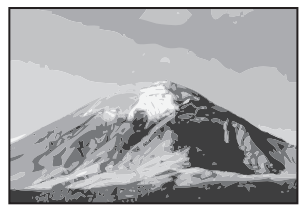
The giant rat was discovered in Bosavi in Papua New Guinea, an island in the Pacific Ocean. The rat measures 0.8 of a metre from nose to tail and weighs 1.5 kilos, about the size of a small cat. It has thick fur and appears to be vegetarian. The rat was not the only unusual animal they encountered on the expedition. The team found about 40 other species unknown to science, including some fish, frogs and beetles.

The team travelled to Mount Bosavi and stayed for about six weeks. This extinct volcano is isolated, rising 2,500 metres above the lowland rainforest. Its crater is an enclosed area full of unnamed life forms and with its own climate. The last eruption of Mount Bosavi was about 225,000 years ago, so new species have had plenty of time to develop.

### The rainforest in Papua New Guinea: home to many species

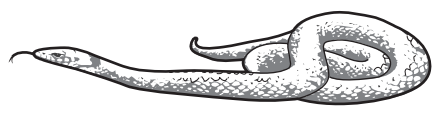


- species existing outside the rainforests
- species existing inside the rainforests



Before making the trip up to the top of the volcano, the team spent some time filming in the lowland rainforests, which are home to many types of species. This area presents considerable challenges for wildlife film-makers, who often spend long hours waiting for something to happen but in the end seeing nothing but ants. Furthermore, there were no spectacular creatures like monkeys or wild cats, which always attract big audiences to television programmes. In addition, most of the mammals were extremely afraid of humans because they are often hunted by the local tribesmen. Nevertheless, the television team managed to find an extraordinary range of creatures with fascinating lives, proving that it's not just wild cats that are interesting. In the end, the days spent filming proved worthwhile even though the team was constantly bitten by mosquitoes.

After exploring the rainforests, the team flew to the rim of the crater in a helicopter. Only thirty seconds after landing, one of the group noticed a different type of frog, almost certainly a species unknown to man. Unlike the mammals and birds in the lowland forests, these creatures were not nervous of humans – a sign that there was very little hunting up in the crater. One unexpected encounter was with a tree kangaroo. As McGavin said: "Animals like this are usually really shy and hard to film, but this one just wandered past our camp. We couldn't believe it!"



All these new species are now being studied at scientific institutions. Each one will have to be named. Typically, the name will refer to a characteristic of the creature or the place where it was found. It might even include the name of the scientist. However, as McGavin states: "It's fine to name something after one of your colleagues, but it's not considered correct procedure to name a new species after yourself."

(a) What was George McGavin's major discovery and when did he first tell everyone about it?  
..... [1]

(b) What is the length and weight of the new discovery?  
..... [1]

(c) Why is the extinct volcano favourable to the development of new species? Give **two** details.  
.....  
..... [2]

(d) According to the chart, what percentage of species live in the rainforests of Papua New Guinea?  
..... [1]

(e) Which **two** animals are most popular with television viewers?  
..... [1]

(f) What first indicated that the team might find new species in the crater?  
..... [1]

(g) How did the volcano animals behave differently towards humans compared to the lowland forest animals?  
..... [1]

(h) How do scientists usually name new species? Give **two** details.  
.....  
..... [2]

[Total: 10]

### Exercise 3

Peter Wheaton is a student in his final year at the Grangethorpe School in Balmoral Park, Glasgow, Scotland. About two weeks ago, his teacher, Gordon Key, asked him to find out what his class would like to go as a special visit at the end of term. Peter made enquiries and found out that the most popular choice amongst his friends was a day trip to Edinburgh to see the famous castle there. All the students commented that the main attraction for them would be to walk around the top of the walls for the magnificent view of the city and the countryside.

Mr Key was happy with this choice and asked Peter to complete the booking form for the day. Because the number in the group is 30 students and 5 teachers, the school minibus is too small, and so Peter has to book a coach. This adds to the cost of the whole trip because they will also have to pay to park the coach at the castle. However, in order to keep the price as low as possible, the group has decided that they will bring their own food and drink and have a picnic lunch in a nearby park.

There will be a special exhibition in the castle at that time, featuring important aspects of the life and history of Scotland. All the students have expressed a wish to visit the exhibition in the afternoon of 21<sup>st</sup> June 2012, so tickets will need to be reserved. In addition, they want to attend one of the talks given by the guides at the castle. There is a list of topics to choose from and, after class discussion, they have voted to attend the talk on 'Scotland in the Twentieth Century', because they have been doing a project on that period of history at school.

All the students in the group are between 16 and 18 years old. They will not have to pay the full price of ten pounds per person because they will receive special ticket prices, and this reduces the entrance fee to seven pounds per student.

Mr Key has agreed to be the teacher leading the group and he will have overall responsibility. The booking manager at the castle can contact him either by phone on 077366845 or by email [grathorduc@scotnet.org.uk](mailto:grathorduc@scotnet.org.uk).

**Imagine you are Peter. Fill in the form on the opposite page, using the information above.**

# Edinburgh Castle School Booking Form

### Section A School details

Name and address of school: .....

Name of teacher in charge: .....

Contact details: i) ..... ii) .....

### Section B Visit details

Date of visit: .....

Number of students: (please circle one)    less than 20    21-30    31-40    more than 40

Age group of students: (please circle one)    under 12    12-18    19 or older

Number of adult places required: .....

Method of transport to the castle: .....

Will you require a car park ticket? (please delete as appropriate) YES/NO

I would like to book the following talk: (please tick one only)

*Tales of the Loch Ness Monster*        *Towns and Cities*   

*Scotland in the Twentieth Century*        *The Islands of Scotland*   

Preferred time of talk: (please underline one)

morning    afternoon    evening

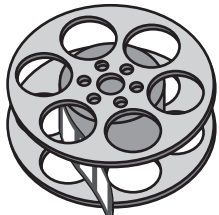
Will you require lunch in the cafeteria? (please delete as appropriate) YES / NO

### Section C

In the space below, write **one** sentence about why you have chosen Edinburgh Castle for your visit and **one** sentence about the reason for your choice of topic for the talk.

## Exercise 4

Read the following article about a museum in Tokyo, the capital of Japan, and then complete the notes on the opposite page.



# A world of wonders



It's an early spring morning in Tokyo and you are walking along Kichijoji Avenue, in Inokashira Park. After a while, you come to a small, black iron gate. You push it open, step through the gateway, and stare. Staring right back at you is a huge, furry, grey-faced, black-whiskered creature, sitting upright in a tall, glass box. This strange guard is called a Totoro, and you are about to enter the world of its creator, Hayao Miyazaki.

Since the 1960s, Miyazaki has worked on several television series and directed nine major feature films. He is known internationally for his imaginative fantasy film, "Spirited Away". This is the story of a ten-year-old girl who, by chance, finds an abandoned adventure park, which is in fact another world. The film is aimed equally at adults and children, and like many of Miyazaki's stories it is a mixture of Japanese tradition and ideas from world literature.

When you walk past the Totoro at the gates, you are inside the Ghibli Museum – an art gallery and adventure playground in one place. If you are used to long queues and boring exhibits at museums, then you will be pleasantly surprised. The building is a castle, painted in amazing shades of yellow, green and purple.

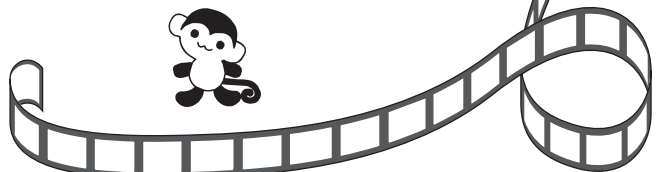


Upstairs, a series of rooms shows how a film is made. The main attraction is Miyazaki's study, overflowing with models and books. All of these have been created or written by Miyazaki himself. Pinned to the walls are colourful sketches, which show the first ideas for his film plots. It is astonishing how much time is needed to create the final version of a film from these first ideas. The many photographs and drawings on his workdesk give an indication of the patience that he shows when making animated films. On his desk there are clues to his interests: he has an obsession with flying, from small aircraft to modern glider planes, from garden birds to powerful birds of prey.

Miyazaki himself is a white-haired 68-year-old with a neat beard. He is an intensely private person, who rarely gives interviews or appears in public. Totally dedicated to his work, he will happily spend fourteen hours a day concentrating on his various projects.

When you have spent long enough inside the building, there is still the rooftop garden to explore. There stands the bronze statue of a robot-soldier. Red pine trees provide shade from the hot sun on the rooftop café, which serves good tasty food, including enormous slices of strawberry cake.

Tokyo has many places where you can spend your time and your money. But Ghibli is unique; if you are ever in the neighbourhood, make sure that you walk down Kichijoji Avenue, say "hello" to the Totoro, and step inside.





You are going to give a presentation to your school's Film Club about the Ghibli Museum. Prepare some notes to use as the basis of your talk.

Make **three** notes under each heading.

Details of Miyazaki's study

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

What you can see or visit outside

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

[Total: 6]

**Exercise 5**

Imagine that you have made your presentation to your school's Film Club in Exercise 4. Now your teacher wants you to follow this up with a summary for the school magazine.

Look at your notes in Exercise 4 above. Using the ideas in your notes, write a summary about the Ghibli Museum.

**Your summary should be no more than 70 words. You should use your own words as far as possible.**

.....

.....

.....

.....

.....

.....

.....

[Total: 4]

## Exercise 6



**You recently had an unexpected day's holiday from school.**

**Write a letter to a friend explaining:**

- why the school was closed for the day;
- what you did during the day;
- why it was better or worse than a day at school.

The pictures above may give you some ideas, but you are free to use any ideas of your own.

**Your letter should be between 100 and 150 words long. Do not write an address.**

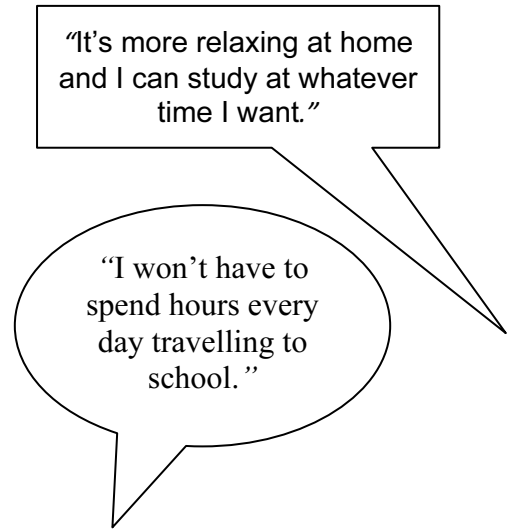
You will receive up to 5 marks for the content of your letter, and up to 5 marks for the style and accuracy of your language.



**Exercise 7**

Some people say that in the future there will be no schools and students will learn online at home.

Here are some comments from young people about this idea:



**Write an article for your local newspaper giving your views about the issue.**

The comments above may give you some ideas, but you are free to use any ideas of your own.

**Your article should be between 100 and 150 words long.**

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.

Dotted lines for writing.





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*Copyright Acknowledgements:*

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