



Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education (9–1)

CANDIDATE
NAME

CENTRE
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FIRST LANGUAGE ENGLISH

0627/01

Paper 1 Reading Passages

May/June 2019

2 hours 10 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 in the space provided. If additional space is required, you should use the lined pages at the end of this booklet. The question number(s) must be clearly shown.

Dictionaries are **not** permitted.

The Insert contains the reading passages for use with **all** the questions on the Question Paper. This Insert is **not** assessed by the Examiner.

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

This syllabus is regulated for use in England as a Cambridge International Level 1/Level 2 (9–1) Certificate.

This document consists of **13** printed pages, **3** blank pages and **1** Insert.

Read carefully **Passage A**, *The unveiling of the stranger*, in the Insert and then answer **Questions 1(a)–1(f)**.

Answer all questions **using your own words** as far as possible.

Question 1

(a) Re-read lines 1–8, ‘Inside the parlour ... the better of him.’

(i) What question does the stranger ask Mrs Hall?

.....
 [1]

(ii) Why does Mrs Hall feel she has a right to keep the stranger waiting?

.....
 [1]

(b) Give **two** things which the stranger has done to disguise his identity.

-
 -
- [2]

(c) **Using your own words**, explain the meaning of the following phrases as they are used in the passage.

(i) ‘appeared after an interval’ (line 4)

.....
 [2]

(ii) ‘universally felt that Mrs Hall had the better of him.’ (line 8)

.....
 [2]

(d) Re-read lines 9–16:

‘Look here,’ he began. ‘I daresay in my pocket ...’
‘You told me yesterday you hadn’t any money,’ said Mrs Hall.
‘Well, I’ve found some more ...’
‘Hel-lo!’ from the bar.
‘I wonder where you found it,’ said Mrs Hall.
That seemed to annoy the stranger.
‘Before any breakfasts,’ said Mrs Hall, ‘you tell me what everybody is very anxious to understand: how ’tis your room was empty, how you got in again, and ...’

Using your own words, explain how the underlined phrases are used by the writer to suggest what Mrs Hall and her customers in the bar think about the stranger.

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

(e) Re-read lines 17–19:

The stranger raised his gloved hands and said, ‘Stop!’ with such extraordinary violence that he silenced her instantly. ‘You don’t understand. I’ll show you.’ He removed his spectacles. Everyone gasped. He took off his hat, and tore at his whiskers and bandages.

Explain how the writer uses language here to make this moment dramatic.

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

Read carefully **Passage B**, *The world needs invisible people: why fame-seekers and attention-cravers have it all wrong*, and **Passage C**, *Our invisible poor*, in the Insert and then answer Questions 3(a), 3(b) and 3(c).

Passage B *The world needs invisible people: why fame-seekers and attention-cravers have it all wrong*

Question 3(a)

Re-read paragraphs 1 and 2, 'Everyone wants ... behind the scenes.'

(i) What does the writer think of reality TV contestants?

.....
..... [1]

(ii) Give **one** phrase which shows that the people the writer calls 'Invisibles' should be valued.

..... [1]

Passage C *Our invisible poor*

Question 3(b)

Re-read paragraphs 1 and 2, 'In the last year we seem ... as it is now lived.'

(i) What does the writer mean by the phrase 'we seem to have awakened, rubbing our eyes'?

.....
..... [1]

(ii) From paragraphs 1 and 2 give **two** different language features which make this an effective opening to the article. For **each** feature give an example from these paragraphs.

•
.....
•
..... [2]

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