



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

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**ENGLISH AS A SECOND LANGUAGE**

**0510/11**

Paper 1 Reading and Writing (Core)

**May/June 2014**

**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

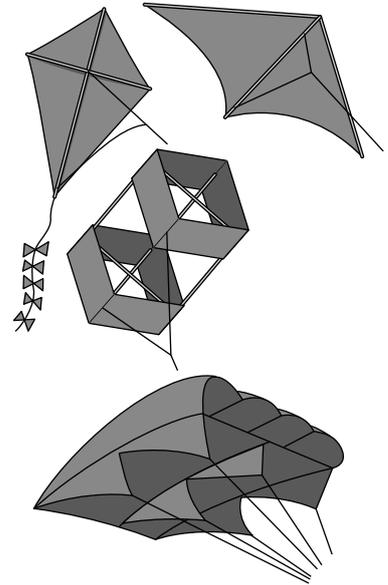
Read the following article about kite flying, and then answer the questions on the opposite page.

# THE WORLD OF KITE FLYING

Kite flying is a popular hobby for children and adults. Kites are named after a particular bird of prey, which is known for its graceful movement in flight and its sudden turns and dives to change direction. Kite flying has a long history and has been the subject of many poems and stories for thousands of years.

## SO MUCH VARIETY

Kites come in a huge variety of colours, shapes and sizes. The shape of the kite is vital because it affects the height and speed at which it flies. The flat kite is a traditional diamond shape and is probably the best known type of kite. The box kite is made with holes that trap the air, which means that it can fly at a greater height in the sky. The top altitude records for kite flying are usually held by large box kites. One of the newest designs, invented in 1963, is the 'parafoil' kite. It is shaped like a parachute, and is very popular with sailors and canoeists because it is fast and flexible when attached to the front of the boat.



## THE FIRST KITES

No one knows exactly when the first kites were invented. It is generally thought that their origin was in China about 2800 years ago. However, cave paintings found on Muna Island in Indonesia show that basic kites may have been in existence for much longer, maybe even for 30000 years. Early Chinese kites were used to measure distances, test the speed and direction of the wind, and as a form of communication. The explorer, Marco Polo, probably introduced kites to Europe around the end of the 13th century.

## KITES TODAY

Today, people fly kites mostly as a hobby or for sport and aerial displays, and kite competitions are taken very seriously by enthusiasts. Kites are also used to pull sledges across the snow and even skaters across the ice. They do have more serious purposes: they have contributed to scientific research into flight, and the way in which air and gravity affect planes and helicopters. They are also useful in the world of work. In the South Sea Islands, for example, kites are important as a fishing aid. Fishermen attach bait to the end of the kite to catch the fish.

## DID YOU KNOW?

In Korea, many parents write the names and birth dates of their children on kites. In Japan, kites are a traditional New Year's gift for children. In Australia, in 1893, the box kite was invented by Lawrence Hargrave. He joined several box kites together in an attempt to develop a flying machine, and was successful in flying about 5 metres off the ground.

- (a) Where do kites get their name from?  
.....[1]
- (b) Why is the shape of the kite so important?  
.....[1]
- (c) What makes the box kite fly higher?  
.....[1]
- (d) What discovery suggests that kites are much older than 2800 years?  
.....[1]
- (e) How were kites helpful in China? Give **two** details.  
.....  
.....[1]
- (f) In which country are kites commonly given as presents?  
.....[1]
- (g) How did Lawrence Hargrave manage to fly?  
.....[1]

[Total: 7]

## Exercise 2

Read the following article about the number of languages that have vanished over the years, and then answer the questions on the opposite page.

### LOST FOR WORDS – 500 000 LANGUAGES DISAPPEARED

New research suggests that about half a million languages have existed since the first humans walked the Earth, 160 000 to 200 000 years ago. However, this number has declined over the centuries because many of the world's languages have simply disappeared. The latest estimate is that there are 7 000 languages remaining in the world today, but many of these are under threat of dying out completely.

We now have the smallest number of different languages, with only about 20 recognised by the population of the world in general. The vast majority of the remaining languages are spoken by tribal groups containing only a few thousand people. One example of this is Papua New Guinea in South East Asia. It is a country where you can find over 800 languages, which is an incredible 12 per cent of the total number of the world's languages. There are places in that country where you can find a new language spoken every three or four kilometres.

One explanation for this extraordinary situation in Papua New Guinea is that the climate makes it easy for small groups to grow their own food and survive independently. This means that more languages will develop and remain. As a university professor says, "Different groups of people use language to mark out their territories and draw boundaries. They also use it to distinguish themselves from other groups. They can tell who is a member of the group and who isn't."

Country	USA	NIGERIA	NORTH KOREA	PAPUA NEW GUINEA
Total number of languages	364	521	1	830
Percentage of indigenous languages	45%	95%	0%	100%

It is interesting to consider the reasons why some languages survive while others die out. It is not just a matter of how difficult the language is to learn – English, for example, is well known for its difficult spelling and pronunciation. Sometimes, the survival of a language is simply because the society that uses it is successful, and this helps to maintain and spread the language more and more. How well the language survives is also affected by the natural geographical features of a country, in particular, how easy it is to travel within a country and to neighbouring countries.

There are no languages that are superior to others. There are just lucky ones, and the luckiest of them all is English. The professor continues, "The most commonly spoken mother tongue is Mandarin. This is followed by Spanish and then Hindi / Urdu, but these are largely spoken within one country or continent. English is only the fourth most commonly spoken mother tongue, and yet it has become the leading international means of communication."

Although some animals use signs and sounds to communicate in a limited way with one another, only humans can learn to use a language independently. There are some mysteries about languages that scientists still have to solve. Humans are genetically programmed to learn languages, but no one knows exactly how it works. Another mystery is when exactly humans first learnt to communicate through speech. It is not possible to tell from fossil records when humans made the first sounds.

It is sad for the people who lose their language, because this leads to a loss of traditions and culture as well. The university professor states, "Just as hundreds of thousands of languages have died out, so many more will follow until we are left with just a few. English is most people's second language across the entire world, so English will probably be one of them, despite the fact that it is difficult to learn to pronounce."

However, many people believe that the world will be a poorer place without the rich diversity of a wide range of languages.

- (a) How many languages have there been since the first humans?  
.....[1]
- (b) Why is the number of existing languages likely to change?  
.....[1]
- (c) What is surprising about the languages in Papua New Guinea?  
.....[1]
- (d) In what ways are languages useful to different groups? Give **two** details.  
.....  
.....[1]
- (e) According to the diagram, which country has the second highest percentage of indigenous languages **and** what exactly is the percentage?  
.....[1]
- (f) Which factors are important in helping languages to survive? Give **two** details.  
.....  
.....[2]
- (g) Which mother tongue is the second most widely spoken?  
.....[1]
- (h) What are scientists still trying to discover about languages? Give **two** details.  
.....  
.....[2]
- (i) Why is it sad when a native language is lost?  
.....[1]

[Total: 11]

**Exercise 3**

Two months ago, Isabel Polo Gomez was asked by her headteacher to attend a course on first aid. The reason that he asked her to attend was to learn about how to help other students if they are injured or have an accident at school.

Isabel had just recently had her 17th birthday and so was old enough to take the course. It took place at the Chamberi Hospital in her home city of Barcelona. It was possible to attend the course either on a Wednesday or a Friday. Isabel played for the school sports team on Wednesday afternoons and so could not attend on Wednesday 26th March, but she was able to go on Friday 28th March 2014. There were 30 students there from different schools in the region.

The hospital offers a wide range of courses at different times and levels. Isabel's course was called 'Essential First Aid' and was for beginners. It started promptly and Isabel thought that the two trainers who led the course were very good and communicated the information well. The trainers also provided an excellent booklet, which students could take with them at the end of the course and which contained a summary of all the main details. Isabel's impression was that the course was a success.

The only problem was that the room at the Chamberi Hospital was too small, especially when the students had to do practical work in pairs. Apart from that, there was plenty of light and the temperature was perfect for the activities.

Isabel was very pleased to have had the chance to learn about first aid skills because she had once helped a student who had fallen over in the garden of the school and cut his head. She had bandaged the wound before calling the emergency services.

Isabel intends to meet the headteacher very soon to see if she can possibly attend the next level of the first aid programme later in the year.

At the end of the course, the hospital asked all the students to complete a feedback form about the course.

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

## First Aid Course Feedback form

### Section A Personal details

Full name: .....

Age: .....

Gender: (please circle one)            MALE            FEMALE

### Section B Course details

Title of course: .....

Date of course: .....

Venue of course: .....

How would you rate the trainers? (please underline one)

very good            satisfactory            poor

Was there anything about the course that could have been improved? Please give brief details.

.....

### Section C Additional information

Have you ever given first aid? (please delete) YES / NO

If 'yes', please give brief details .....

.....

### Section D

In the space below, write **one** sentence about your reason for attending the course, and **one** sentence about your plans for future first aid training.

[Total: 14]

## Exercise 4

Read the following article about Madame Tussauds, a museum which creates life-size figures made of wax, and then complete the notes on the opposite page.

### BEHIND THE SCENES AT MADAME TUSSAUDS

There are only two hours to opening time at the Madame Tussauds Wax Museum in London. The staff and the artistic team are busy examining the 200 wax models of famous people exhibited there. One of the tasks of the team is to check each model carefully every day for signs of damage. Most museums in the world have a strict 'no touch' rule when it comes to their exhibits. At Madame Tussauds, however, visitors don't just stare at the lifelike figures; they are allowed to touch and even hug all the wax celebrities on display.

"A traditional museum has ropes around the exhibits to protect what is on display, but this is not our policy," explains the general manager of Madame Tussauds. "This is the nearest that a lot of people are going to get to a real life celebrity. We allow our visitors to go up close as if they were personal friends."

This policy does create problems, however, when there are over one million visitors each year. The wax models become scratched, dirty and sometimes worse. It is the task of the artistic team to carry out all the necessary repairs to the figures. This needs to be done quickly because everything must be perfect every day at opening time. Most visitors probably don't know how much they are damaging the figures, each of which can cost over £100 000.



Charles Garossi, a wax artist, is examining the head of a famous film star. There are scratches on the face, but Charles quickly sets to work. He mixes the oil paints that he carries on a palette and brushes paint across the face. The problem is solved in seconds. Moments later, he inspects the back of the neck of a well-known sports star. There are some deep marks, caused by fingernails. It is a bigger job, and so he uses a knife-like tool and some skin-coloured wax from his pocket to repair the damage. One of the challenges for artists like Garossi is to work with a variety of tools.

Garossi can take a lump of wax and, within minutes, shape it into a human ear. Not just any ear, but the uniquely shaped ear of the celebrity who lost it. For more extensive repairs, like a head that has been knocked off onto the floor, the artists work in the laboratory. This is a massive room, filled with the smells of oil paint and hair spray. Wooden heads are lined up along a wall, some with wigs and others waiting for the hairdresser to arrive, to create the latest style. Workbenches are covered with a mixture of body parts – detached legs and arms – and torn clothes.

The artists at Madame Tussauds constantly have to study gossip magazines for the latest photos of the celebrities, so that they can keep the figures' clothes, hair and even tattoos up to date. Everything is carried out in a traditional manner; the museum's policy is not to allow digital technology. As the hairdresser says, "I grew up watching my mother styling my aunt's hair in the kitchen – times have changed, but the techniques are still the same."

You are going to give a talk about the Madame Tussauds museum to your school art club.

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

Make your notes under each heading.

Tasks of the artistic team

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

Details of the laboratory

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

[Total: 7]

**Exercise 5**

Imagine that you have given your talk to the art club. Now your teacher wants 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 Madame Tussauds museum.

**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.**

.....

.....

.....

.....

.....

.....

.....

[Total: 5]

**Exercise 6**

You recently received a ticket for free entrance to an event in your city. You went to the event.

**Write a letter to a friend about the event.**

In your letter you should:

- say how you got the ticket
- describe where you went and what happened at the event
- explain your feelings afterwards.

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

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

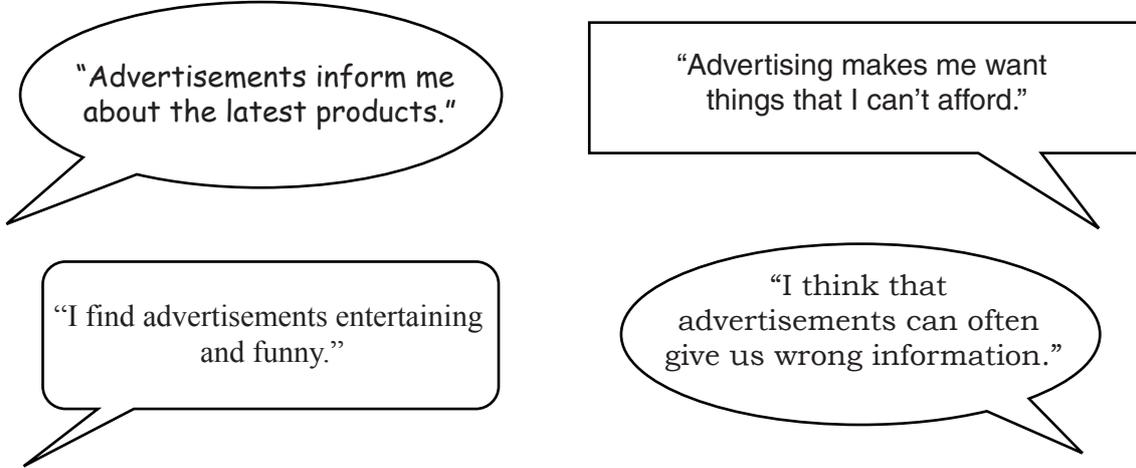
You will receive up to 7 marks for the content of your letter, and up to 6 marks for the style and accuracy of your language.



**Exercise 7**

**Advertisements are everywhere around us. Are they a benefit or not?**

Here are some comments from your friends on the subject:



**Write an article for your 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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