



# Cambridge IGCSE<sup>™</sup>

CANDIDATE NAME					
CENTRE NUMBER			CANDIDATE NUMBER		

#### FIRST LANGUAGE ENGLISH

0500/12

Paper 1 Reading May/June 2025

2 hours

You must answer on the question paper.

You will need: Insert (enclosed)

#### **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.
- If additional space is needed, you should use the lined pages at the end of this booklet; the question number or numbers must be clearly shown.
- Dictionaries are **not** allowed.

### **INFORMATION**

- The total mark for this paper is 80.
- The number of marks for each question or part question is shown in brackets [ ].
- The insert contains the reading texts.

This document has 12 pages.

DC (WW) 341859/4 © UCLES 2025

[Turn over



Read **Text A**, *Food trucks*, in the insert and then answer **Questions 1(a)–(e)** on this question paper.

2

•		4 .		- 4
u	ue	stı	on	۱1

(a)	Wha	at were the first food trucks called, according to the text?	
/ <b>L</b> \			[1]
(b)	USI	ng your own words, explain what the text means by:	
	(i)	'sample delicacies' (line 2)	
			[2]
	(ii)	'conventional options' (line 3).	
			[2]
<b>(</b> 0)	Dor	and paragraph 2 ('Uplika modern — journalista ')	
(c)	Kei	ead paragraph 2 ('Unlike modern journalists.').	
	Give	e <b>two</b> differences between modern food trucks and chuckwagons.	
	•		
	•		 [2]
			L-1
(d)	Rer	ead paragraph 3 ('The modern parked.').	
	(i)	Identify <b>two</b> reasons why food trucks are becoming more popular with customers.	
		•	
		•	
		•	
			[2]
	(ii)	Explain why many business people prefer operating mobile food trucks to runn	ing
		restaurants in permanent locations.	
			•••••
			[3]



(e) Reread paragraph 4 ('Successful food ... ready!').

business nowadays.	ords, explain why it mi	gnt be challenging	to establish a uniqu	e 1000 truck
				[2]

3

Read Text B, Clever uses for old buses, in the insert and answer Question 1(f) on this question paper.

(f) According to Text B, how and why are old buses being used?

You must use continuous writing (not note form) and use your own words as far as possible.

Your summary should not be more than 120 words.

Up to 10 marks are available for the content of your answer and up to 5 marks for the quality of your writing.

0000800000005 *	5	
		[Tot

Read Text C, Our big red bus ride, in the insert and then answer Questions 2(a)-(d) on this question paper.

# Question 2

(a)		ntify a word or phrase from the text which suggests the same idea as the words erlined:
	(i)	Any <u>interested person watching</u> might notice that this large bus was different from the buses they sometimes saw in their country.
		[1]
	(ii)	The bus company was still really helpful after the bus had been sold.
		[1]
	(iii)	The disastrous end to their journey was when the bus ended up in a river.
		[1]
	(iv)	The writer and their fellow travellers <u>showed incredible immaturity</u> to think that they could make such a journey without mishap.
		[1]
(b)	Usi	ng your own words, explain what the writer means by each of the words underlined:
	and To p	difficult to <u>envisage</u> how cut off from our previous lives we were back then. Mobile phones emails weren't yet invented. There was no internet <u>linking</u> different countries and cultures. bhone home was <u>expensive</u> and public phones weren't easy to find. I was away two years managed to phone home twice.
	(i)	envisage[1]
	(ii)	linking[1]
	(iii)	expensive [1]

(c) Use **one** example from the text below to explain how the writer suggests the attitude of the owner of the orange juice.

# Use your own words in your explanation.

reading it to children, they'll soon lose interest in the increasingly petty details of our daily life. In one early letter to my parents, I wrote: 'We had yet another meeting yesterday to sort out grievances.' This latest inquest had been into who'd drunk someone's orange juice from the fridge. The devastated owner knew some had been 'stolen' because he'd marked the level of the liquid in the bottle.

## (d) Reread paragraphs 5 and 6.

Paragraph 5 begins 'Our world ...' and describes the inside of the bus.

8

Paragraph 6 begins 'That bus ...' and describes where, when and how the bus travelled.

Explain how the writer uses language to convey meaning and to create effect in these paragraphs. Choose **three** examples of words or phrases from **each** paragraph to support your answer. Your choices should include the use of imagery.

Write about 200 to 300 words.

Up to 15 marks are available for the content of your answer.

* 00		9
•		
,		
		[15]
© UCLES 202	25 0500/	[Total: 25]

Reread Text C, Our big red bus ride, in the insert and then answer Question 3 on this question paper.

10

### Question 3

You are Vic. Shortly after the whole trip ends, you write a letter to a friend telling them about your experience.

In your letter you should:

- describe the preparations for the trip and how you came to be involved
- outline the different challenges faced once the journey began and how these were resolved
- explain what you think everyone learned through the experience and looking back what you all should have done differently and why.

#### Write the words of the letter.

Base your letter on what you have read in **Text C**, but be careful to use your own words. Address each of the three bullets.

Write about 250 to 350 words.

Up to 15 marks are available for the content of y of your writing.	our answer and up to 10 marks for the quality

* 000080000001	1 *	11	
			[25]
© UCLES 2025	270K2	0500/12/M/J/25	

## **Additional Page**

If you use the following lined page to complete the answer(s) to any question(s), the question number(s) must be clearly shown.
Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

Cambridge Assessment International Education is part of Cambridge Assessment. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which is a department of the University of Cambridge.



