



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

CANDIDATE  
NAME

CENTRE  
NUMBER

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**ENGLISH AS A SECOND LANGUAGE**

**0510/02**

Paper 2 Reading and Writing (Extended)

**October/November 2007**

**2 hours**

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.

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.

For Examiner's Use	
Exercise 1	
Exercise 2	
Exercise 3	
Exercise 4	
Exercise 5	
Exercise 6	
Exercise 7	
<b>Total</b>	

This document consists of **15** printed pages and **1** blank page.



## Exercise 1

Read the following article about The National Cycle Network, and then answer the questions on the opposite page.

# The National Cycle Network



## Nationwide Project for the 21st Century

Just imagine that it was made safe to cycle or walk through both cities and the countryside, on routes designed to be friendly and attractive.

Workers, shoppers, children going to school, families and tourists; everyone would benefit. Congestion and pollution would be reduced.

Already, hundreds of traffic-free miles have been completed with the help of the government and landowners, and more miles are on the way.

## Traffic Increase

Traffic is set to increase by at least 25% in the next ten years. There are more bicycles than cars in Britain but most bicycles are little used because people won't ride them along the dangerous roads which are found in many towns and cities.

## Time for Change

The National Cycle Network believes that if safe and attractive cycle routes are provided, then people will choose to use

them. The Network is working to give people that choice, and to help break the pattern of noise, congestion and accidents.

## The Vision

Amazingly, the National Cycle Network will pass through the middle of almost all the major towns and cities in Britain. It will serve homes, schools, shops and offices.

Over one third of the network will be entirely traffic-free and built along old railway lines, riversides and wasteland. These high quality routes will be open to cyclists and pedestrians, and, in the majority of cases, will be ideal for mums with young children and for disabled people in wheelchairs. The remainder of the network will be built alongside existing roads with special road crossings constructed for safety. When the network is completed, about 30 million people will be within a short cycle ride of their nearest route.

Building more roads is not sustainable for the future. The aim of the National Cycle Network is to bring about a society much less dependent on the car.



(a) Apart from cities and towns, where will it be safe to cycle?

..... [1]

(b) Who is helping to build the National Cycle Network? Give **two** details.

(i) .....

(ii) ..... [1]

(c) Why do most people avoid cycling at the moment?

..... [1]

(d) What does the National Cycle Network aim to reduce? Give **three** details.

(i) .....

(ii) .....

(iii) ..... [1]

(e) How much of the National Cycle Network will have no cars?

..... [1]

(f) Apart from cyclists, which members of the community will appreciate the traffic-free routes? Give **two** details.

(i) .....

(ii) ..... [1]

(g) How will safety be ensured where the National Cycle Network goes across existing roads?

..... [1]

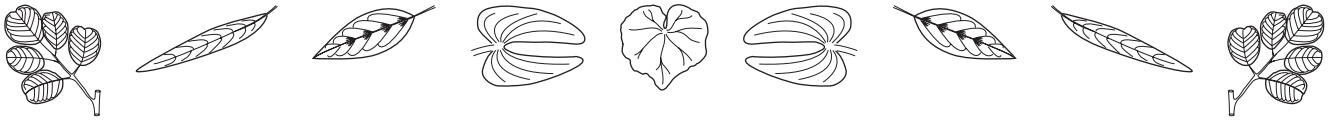
(h) How might society change as a result of the National Cycle Network?

..... [1]

[Total: 8]

## Exercise 2

Read the following article about prehistoric trees, and then answer the questions on the opposite page.



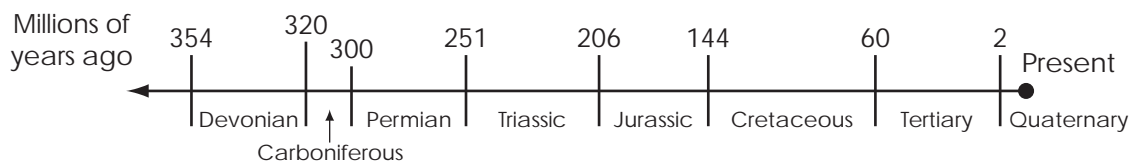
# JURASSIC BARK

Eleven years ago, three explorers went climbing down into a deep gorge in the Wollemi National Park in Sydney, Australia. Their expedition took them into an untouched, dangerous but beautiful landscape of rainforests and steep-sided valleys.

On entering one of these deep valleys they discovered, quite by accident, some unfamiliar trees with an outer covering of bark which was unusually bubbled and raised. The trees also had distinctive fern-like leaves.

Without realising it, the explorers had made the botanical discovery of the century. The trees turned out to be a previously unknown and undiscovered prehistoric species. They date back to the Jurassic period.

Timeline

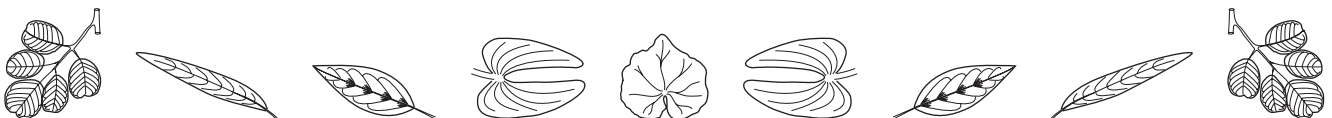


Botanists have named the trees the Wollemi pines, and described them as being the equivalent of living dinosaurs. Originally, it was thought that these few trees were all that existed, but, since the first discovery, two other small areas of trees have been found. At the present time, there are thought to be only about a hundred of the prehistoric trees alive in the world.

Soon after their discovery, two environment agencies implemented a plan to make sure the trees survive. One way of protecting the Wollemi pines was to keep their exact location secret and to limit access to authorised scientists only. This is because there is a risk from people who might try to steal the young trees or cut branches, harming the few that do exist. There is also the risk of people spreading disease to the trees.

The second way of protecting the pines was to take seeds and young trees and plant them in botanic gardens all around the world to ensure their survival. Yet another idea was to try to grow them commercially, and this has been successful. At the moment, the trees are very expensive to buy because they are quite large and well-developed. It is hoped that, in the future, smaller and younger trees will be available and affordable for almost anyone who may be interested in buying and caring for them.

Despite these methods of protection, the trees in the wild are seriously endangered. Although the Wollemi pines have become one of the most intensively studied plant species, eleven years of research have yet to uncover all of their mysteries. It is known that they are tough survivors and can withstand a wide range of temperatures – perhaps not surprising when you consider that they have been around for seventeen ice ages!



(a) When **and** where were the trees discovered?

..... [1]

(b) What is different about their appearance? Give **two** details.

(i) .....

(ii) ..... [1]

(c) According to the chart, what were the dates of the Jurassic period?

..... [1]

(d) Who will be allowed to see and study the trees?

..... [1]

(e) Why is it important to keep the location of the trees a secret? Give **two** reasons.

(i) .....

(ii) ..... [2]

(f) Where can young trees be transplanted for their safety?

..... [1]

(g) How will Wollemi pines become more attractive to future buyers? Give **two** details.

(i) .....

(ii) ..... [1]

(h) How might the characteristics and history of the trees help to ensure their survival?  
Give **two** details.

(i) .....

(ii) ..... [2]

(j) Why were scientists and experts so excited about the discovery of the Wollemi pines?  
Give **four** reasons.

.....

.....

.....

..... [4]

[Total: 14]

**Exercise 3**

On Monday June 5 2006, Gabriella Sierra was walking from her home at 3806, Paseo del Prado, Buenos Aires, to go to school. She often walked to school and it normally took her 35 minutes. Usually, there was not much traffic on the streets but that morning, because it was raining hard, there were many more cars on the road.

When she arrived at the traffic-lights at the intersection of two roads, Calle del Museo and Avenida Alfonso, she stopped and waited for the green signal to cross the road. She looked at her watch and was relieved to see that there were still another 15 minutes until the start of school at 8.30 a.m. At that moment, she looked to the right and saw a small blue sports car approaching the traffic-lights. Gabriella's first impression was that the vehicle was going too fast when the lights changed from green to red. She was right because the car was unable to stop quickly on the wet road and skidded into the back of another car, a large silver 4-wheel drive vehicle.

Gabriella had a clear view of the accident. Immediately, both drivers got out of their cars and started to examine the extent of the damage. They both seemed unhurt, although the driver of the blue car, a man of about 45 with grey hair and a beard, looked a little shocked. His car had a lot of damage to the front and the headlights were smashed. The young woman who had been driving the silver car started writing down details of the accident and also appeared to be a little dazed. There was no obvious damage to her car except a small dent at the back.

Because the two cars were in the middle of the road, Gabriella decided to ring the police on her mobile phone and explain what had happened. She considered calling the ambulance service but felt that this was a matter for the police. They told her to wait for them at the crossroads because she was an important witness to the accident and they needed to talk to her urgently. She gave them her mobile phone number 0307658972.

In just over five minutes, a police car with two policemen arrived and they took control of the situation. After checking the condition of the two drivers, they decided it would be sensible to call an ambulance to take them to hospital for tests. The police quickly moved the cars to the side of the road so that the traffic could start to move normally again.

Later that day, Gabriella had to complete an accident report form.

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

# Accident Report Form

SECTION ONE (Please complete this section in BLOCK CAPITALS)

## Personal Details

Name: .....

Address: .....

Telephone number: .....

## SECTION TWO

### Details of Accident

Date and time of accident: .....

Place of accident: .....

Description of vehicle(s) involved: .....

.....

Weather conditions: .....

In your opinion, did the weather conditions contribute to the accident? If so, why?

.....

Did you contact any of the following? (please underline)

Police

Fire Brigade

Ambulance

Police response time (please tick ONE) :

less than 5 minutes

5-10 minutes

10-15 minutes

more than 15 minutes

## SECTION THREE

Write one sentence of between 12 and 20 words stating who, in your opinion, was responsible for the accident.

.....

.....

.....

[Total: 8]

## Exercise 4

Read the following article about kite surfing, a fast growing sport, and then complete the notes on the opposite page.

# Kite Surfing

The extreme sport of kite surfing is something most people haven't even heard of. It is thought to have started in the early 20th century, when a brave and possibly foolish man (who was obsessed with kites) used a giant kite and a rowing boat to pull himself across the English Channel. Much later on, in 1986, two brothers, Bruno and Dominique Legaignoux, from France, developed the first 'Wipika' water-sports kite. They used this to pull themselves along in specially designed canoes in the sea in Southern France. By 1998, another surfer had successfully replaced the canoe with a surfboard and obtained the licence to make the newly-formed 'kite surf board'.

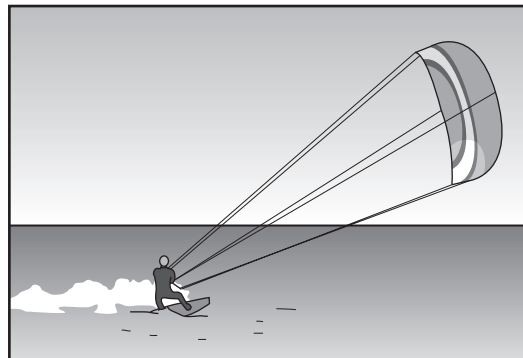
The water-sports kite is different from traditional kites which are usually small, delicate objects made from colourful cotton and flimsy pieces of wood and string. Nowadays, modern sporting kites are made from super-tough indestructible nylon with sail areas of 25 square metres or more. There are no frames to be damaged and they are controlled by many strings and lines.

Kite surfing has taken almost a century to become one of the world's fastest growing sports. It appeals mainly to younger people who enjoy active lives with a hint of danger.

To master the sport, you really need to learn how to control the kite. If you don't know what you are doing, the kite could easily take control over you. There are several stages; first of all you need to know how to use the control bar. Then you will get dragged through the water: this is known as 'body dragging'. When you can control the kite with the direction of the winds, you have 'powered up'. A lot of practice is necessary. You need to co-ordinate kite, body and board until you can 'fly' across the water at speeds of up to 45 mph and be lifted more than 7 metres into the sky.

Nowadays, there are an estimated 200,000 kite-surfers worldwide; they belong to the Professional Riders' Association which organises events in places from the Canary Islands to the Dominican Republic and Brazil.

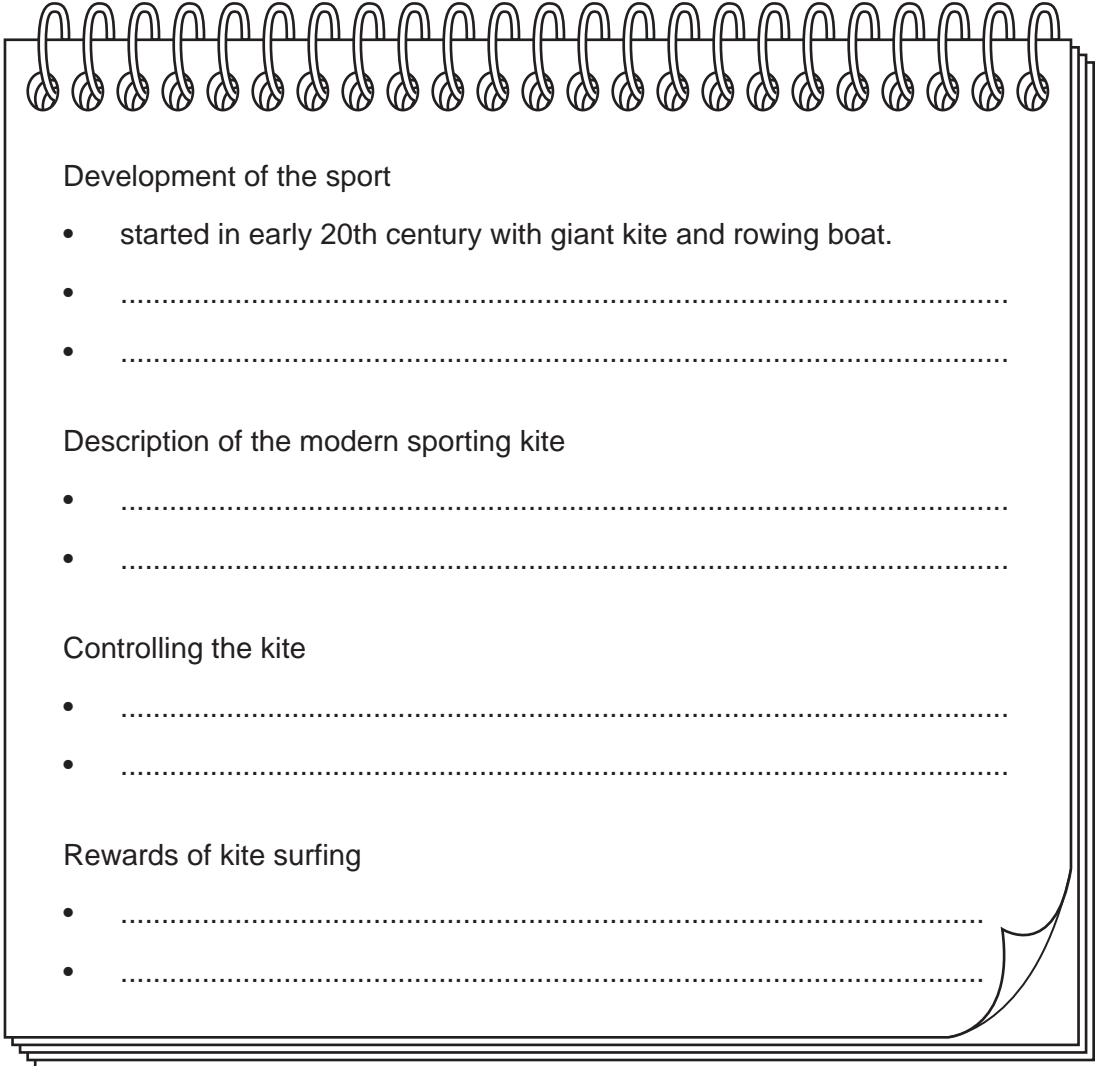
The main thrill of the sport is not just the prospect of winning the prize money (up to \$25,000 for every event) but the ability to defy gravity and soar up into the air doing acrobatic moves. High speed twists and stunts complete the excitement. The enjoyment from travelling the world, inventing new tricks and winning competitions makes this sport the new 'must do' for youngsters.





You are going to give a talk to your youth club about kite surfing. Prepare some notes to use as the basis for your talk.

Make **two** short notes under each heading.



Development of the sport

- started in early 20th century with giant kite and rowing boat.
- .....
- .....

Description of the modern sporting kite

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

Controlling the kite

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

Rewards of kite surfing

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

[Total: 8]

**Exercise 5**

Read the following article. Write a summary on the opposite page about the link between physical abilities and learning difficulties **and** the ways special physical exercises can help children.

**You should write about 100 words. 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 4 marks for the style and accuracy of your language.

## BALANCING ACT

Some children have great difficulties in learning to read no matter what their parents and teachers try to do to help them. A team of scientists has been trying to find out why it is so hard for some children to learn to read when others just seem to do it naturally. They have developed a series of physical exercises which they think might help with reading.

Bernard, Hasna and Kamal are doing their physical exercises in the gym at the local primary school for children aged seven to eleven. The exercises all have names – the Lizard, the Octopus, the Commander, the Tortoise and Windmills. The children are very enthusiastic about them and really enjoy doing them, especially the Tortoise. What the children do not know is that the stretches and balancing movements are part of an experiment. Scientists believe that children need to have balance and control over their head movements in order to read properly, and that these physical exercises will eventually help them to do this.



It may sound like a strange idea but scientists agree that exercise is definitely linked to learning. They even think that being able to stand on one leg directly helps reading ability. One scientist has been working on this for over twenty years and she believes that learning difficulties in children begin even before they are born. Some of the problems are concerned with the function of the inner ear and difficulties in hand/eye co-ordination – all things that are crucial for reading to be successful. These difficulties in infancy often continue as the babies develop.



One observation that teachers and scientists have made in school-age children is that if a child holds a pen with the fist instead of fingers, this might show that the child is unable to use his or her muscles properly. This lack of control could cause problems when the child begins to learn to read.

The experiment, which helps children to overcome reading difficulties, goes right back to letting the children move as if they were still babies. They are encouraged to crawl and stretch by doing the physical exercises like the Windmill and Octopus. This gives the children the opportunity to do all the movements again, but in the right way, which helps them to read better. A primary school teacher practised the exercises with her class of eight-year-olds for a full year. It was shown that the children made enormous progress compared to a group of children of the same age in a different school who had not done the exercises.

Teachers and scientists are very excited about the experiment because it means that all children can do exercises whether they have reading difficulties or not. It also means that children as young as five can be given help if they need it so that they don't experience reading failure as they get older. The big advantage of all the exercises is that they are simple and they work.

[Blank writing area with horizontal dashed lines]

[10]

## Exercise 6



**Write a letter to the students in your school, encouraging them to join the After School Sports Club.**

**Your letter should be about 150-200 words long.**

Don't forget to include

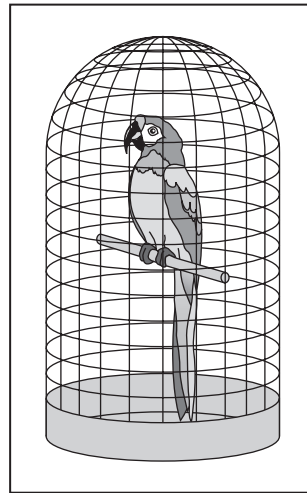
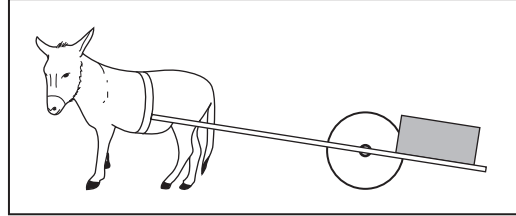
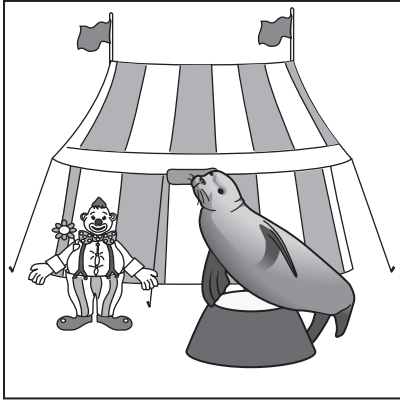
- where and when the club will be held
- information about the club's activities
- why students will enjoy being part of the club

You will receive up to 9 marks for the content of your letter, and up to 9 marks for the style and accuracy of your language.



**Exercise 7**

Here are four pictures showing some different relationships between people and animals.



**Write an article for your college magazine giving your views on the way animals should be treated.**

**Your article should be about 150-200 words long.**

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

You will receive up to 9 marks for the content of your article, and up to 9 marks for the style and accuracy of your language.



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