



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

CANDIDATE
NAME

CENTRE
NUMBER

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ENGLISH AS A SECOND LANGUAGE

0510/23

Paper 2 Reading and Writing (Extended)

May/June 2010

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	
Total	

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



Exercise 1

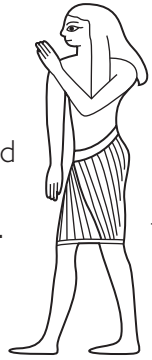
Read the following information from a tourist guide book, and then answer the questions on the opposite page.



TRAVELLING IN EGYPT

MUSEUM OF ART

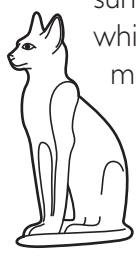
Badr is a very expressive artist who paints and sculpts works of village people in everyday life. His distinctive style has won him foreign admirers and he has had successful exhibitions throughout Europe as well as in Cairo. His museum is the showpiece of the town of Al Farafra and you should be sure to go there. His most recent addition to the museum is a desert garden.



landscape. Several families look after the crops here so you should seek someone out and ask permission before wandering around.

WHITE DESERT

The White Desert is a region of blinding white rock formations shaped by wind erosion. As you approach the rocks they take on strange forms; you can make out ostriches, camels, hawks and other unusual shapes. They are best viewed at sunrise or sunset, when the sun turns the chalk from white to pink and orange, or under a full moon, which gives the landscape a ghostly appearance.



WELL NUMBER SIX

A popular stop on most itineraries is Well Number Six, a sulphurous hot spring just six kilometres from Al Farafra. Hot water gushes from a pipe into a small concrete pool. This is a great place for a night time soak under the stars and you can also camp there. However, a hotel is under construction on the nearby hill and camping may soon no longer be possible.

About twenty kilometres from Al Farafra you can see the first rock formations on the south side of the road. There is a bus service which will take you as far as the small rock formations. If you have your own transport, you can drive a regular vehicle for the first kilometre or so off the road but only a four-wheel-drive vehicle if you want to advance deeper into the area.

ROMAN SPRING

This Roman spring, known as Ain Bishoi, bubbles forth on a small hill to the north west of the Al Farafra Tourist Rest House. The area has been developed into a grove of date palms together with citrus, olives, apricots and carob trees, and is a cool place in the middle of the dry



Some travellers leave the bus and walk off into the desert to explore. This is not advisable, but if you do so, be sure to take adequate supplies with you, and remember that traffic either way is not very heavy.



(a) What is worth visiting in the town of Al Farafra?

..... [1]

(b) What can you do at Well Number Six? Give **two** details.

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

(c) Why might it not be possible for travellers to camp near the hot spring in the future?

..... [1]

(d) What can be found north west of the Al Farafra Tourist Rest House?

..... [1]

(e) Why should you get permission before walking amongst the trees at Ain Bishoi?

..... [1]

(f) What is the ideal time to look at the rock formations of the White Desert? Give **two** details.

..... [1]

(g) What is unusual about the rock formations in the White Desert? Give **two** details.

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

(h) What vehicle should you travel in if you want to go deep into the White Desert?

..... [1]

[Total: 8]

Exercise 2

Read the following article about how human activity is threatening the natural world, and then answer the questions on the opposite page.



MAKE ROOM FOR ALL SPECIES



Humans have more than doubled in number in half a century and that is why there is less room for other species. People are taking other species' living space to grow their food and taking other species' food to feed themselves. People are exploiting nature, trading in it and squeezing it to the edge of existence and beyond. Often the choice is hard: should money be spent on saving species or on feeding people?



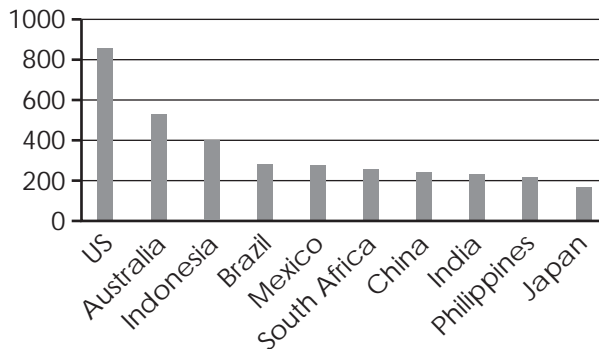
Recently the World Conservation Union said that more than 12,000 species faced the risk of extinction. This includes one bird in eight, 13% of the world's flowering plants and 25% of all mammals.



Trees help humans by absorbing carbon dioxide; this is the main greenhouse gas given off by human activity. Many other species help keep humans alive. They purify water, fix nitrogen, recycle nutrients and waste, and pollinate crops. Plants and bacteria carry out photosynthesis, which produces the oxygen we breathe.



Number of endangered species



Tropical cone snails contain toxins which may well be able to treat some forms of cancer and heart problems. One toxin may be a thousand times more powerful for pain relief than the drug morphine. But millions of cone snails are now killed annually for their shells and their habitats are under threat. Most conservation effort aims at protecting birds and mammals, creatures like the panda. Yet it could be said that little species are just as important, like soil microbes, for example. They're the least known species of all.



Nature has its own design and human beings should respect this. In the Amazon Rainforest, for example, brazil nuts grow extremely well but an experiment to produce them in plantations failed because the trees only produce a good crop in the forest. Take them out of the forest and they will not produce nuts. Even worse, people are not just removing individual species from the region, they are destroying the entire forest. Researchers estimate that by 2020 less than 5% of it will remain untouched. By the same date it is thought that about 20% of central Africa's forests will have gone, and the forests of Indonesia are also disappearing fast.



Some species are not disappearing. In 1953 there were about 2.5 billion human beings, now there are more than 6 billion. However, humans must realise that ensuring other species keep their living space is essential; it is the only way that we too will ensure survival.



(a) What is the main reason why other species are under threat of extinction?
..... [1]

(b) What could money be spent on? Give **two** options.
.....
..... [1]

(c) What do plants and trees do that is essential to human life? Give **two** details.
.....
..... [2]

(d) Why might it be impossible to use cone snails to treat cancer patients? Give **two** reasons.
.....
..... [2]

(e) According to the diagram, in which country are there 400 endangered species?
..... [1]

(f) Why were no brazil nuts produced on plantations?
..... [1]

(g) How much of the Amazon Rainforest will still be unaffected by human activity in 2020?
..... [1]

(h) What evidence is there that at present humans are not facing extinction?
..... [1]

(i) Give **four** examples of what humans could do to stop exploiting other species.
.....
.....
.....
..... [4]

[Total: 14]

Exercise 3

Pedro Silva is a fifteen-year-old pupil at the Seaview International School in Shenyang, China. Pedro has been at the school for only six months. His parents, Juan and Izabel Silva, work for an international company that has recently opened an office in Shenyang and they have been transferred there.

The family is quite used to moving around but this move has probably been the most exciting one so far. Pedro and his sister, Ana, really enjoy their new school, which is very modern with excellent facilities. When they were in Brazil, the family lived very close to the children's school. It was only two kilometres away and they used to walk to school every day. The family now lives at the Crystal Apartments, number 46, Beizhan Road, in the Shen He District, which is fifteen kilometres away from school. Mr and Mrs Silva were very worried about how their children were going to get to school, so for the first three weeks they took Pedro and Ana by car. However, this was extremely difficult because they had to make sure that the children arrived at school by 8.15, and this was making them late for work.

The family discussed how to resolve the problem of getting the children to school. Pedro was quite keen to cycle but his mother would not allow that because she was concerned about the heavy traffic on the roads. The family then considered the possibility of the children travelling by bus or train. The train was quite expensive and there was only one train per hour going in the direction they needed. The buses were the cheapest option, apart from cycling, and more frequent. Going by bus seemed to be the best solution. The bus route would take them on a very fast road and so the journey would be only 25 minutes, and get them to school at 8.05. They would then have ten minutes to spare before the start of school. The return journey was also very convenient; there was a bus they could catch very easily after leaving school at 4.10. The buses were modern and extremely comfortable and so everyone was satisfied with the decision.

Mr and Mrs Silva were a little anxious about Ana travelling such a long distance, but they were confident that Pedro would take good care of her. Mrs Silva gave Pedro a mobile phone so that she could contact her son at any time on 13808 488165.

The children now enjoy their journey to school. There are other Seaview pupils on the bus and so they have the opportunity to talk with their friends. Pedro always has his MP3 player with him so that he can listen to music. The views from the bus are also fascinating. Ana prefers to read on the bus, or sometimes she does some homework.

Pedro's school is carrying out a survey about how pupils travel to school.

Imagine you are Pedro. Fill in the survey form on the opposite page, using the information above.

Seaview International School – Pupil Travel Survey

SECTION A

Pupil's name:

Age (please circle): 11-13 14-16 17-19

Mobile/cell telephone number (if applicable):

Parent(s) name(s):

Home address:

Number of brothers/sisters:

SECTION B

How far is your home from school? (please tick)

- | | |
|--|--|
| <input type="checkbox"/> Less than 1 kilometre | <input type="checkbox"/> 6-10 kilometres |
| <input type="checkbox"/> 1-5 kilometres | <input type="checkbox"/> More than 10 kilometres |

How long does your journey from home to school usually take? (please tick)

- | | |
|---|---|
| <input type="checkbox"/> Less than 15 minutes | <input type="checkbox"/> 31-60 minutes |
| <input type="checkbox"/> 15-30 minutes | <input type="checkbox"/> More than one hour |

How do you travel to school? (please circle)

Bus Car Cycle Train Walk

Is the way you travel to school the cheapest option available? (please delete) YES/NO

What time do you usually arrive at school? (please circle)

before 7.00 between 7.00 and 8.00 between 8.00 and 9.00

Do you travel to school with another person? (please tick)

- | | | |
|--------------------------------------|------------------------------------|------------------------------------|
| <input type="checkbox"/> Yes, always | <input type="checkbox"/> Sometimes | <input type="checkbox"/> No, never |
|--------------------------------------|------------------------------------|------------------------------------|

SECTION C

In the space below, write **one** sentence of between 12 and 20 words, explaining how you spend the time during the journey to school.

.....

.....

.....

[Total: 8]

Exercise 4

Read the following speech to parents about children and music, and then complete the notes on the opposite page.



Whether it's dancing around the living room on a rainy day or singing along to the radio, school-age children love listening to, and participating in, music. There are many good reasons why you should encourage this enthusiasm.

Research has shown that children who are actively involved in music (who play it or sing it regularly) benefit in many ways. They appear to do better in reading and are more likely to do better in maths and science because music helps build reasoning skills and cognitive development. One study demonstrated that students who were given keyboard training while also using maths software scored higher on maths and fractions tests than students who used the software alone. There is even evidence that children who are involved in music are more likely to go to college.

But don't let the research cloud perhaps the best reason to encourage a love of music. It's just plain fun. There are few things that children (and many adults) enjoy more than singing, dancing, and listening to music.

Listening to a wide variety of music improves a child's ability to analyse and comprehend it. The early years of primary education are the perfect time to expose your child to everything from classical music to pop. Most very young children are open to experiencing a wide range of musical styles; at eight years old children start to prefer popular music. Studies have also shown that children aged nine and above prefer music with a faster tempo – so get ready to rock and roll if your child is approaching that age.

Fill your child's life with as much music as you can. If you are able to you could put a small stereo with a collection of CDs in your child's room. Giving your child a musical alarm clock or clock radio can help your child wake up musically. It is always fun to introduce your child to songs from your own childhood or music you particularly love. Cook to music, clean to music, and occasionally take time just to sit and listen as an activity.

You may be wondering if your music-loving child is ready for lessons. Most children are ready for formal music instruction between ages 5 and 7. The piano is a logical place to start. Children who learn keyboard skills also learn the fundamental musical concepts needed for other instruments or even for vocal music. String instruments are another good place to begin. Brass or wind instruments, on the other hand, can be more physically challenging and may not be appropriate until they are older.

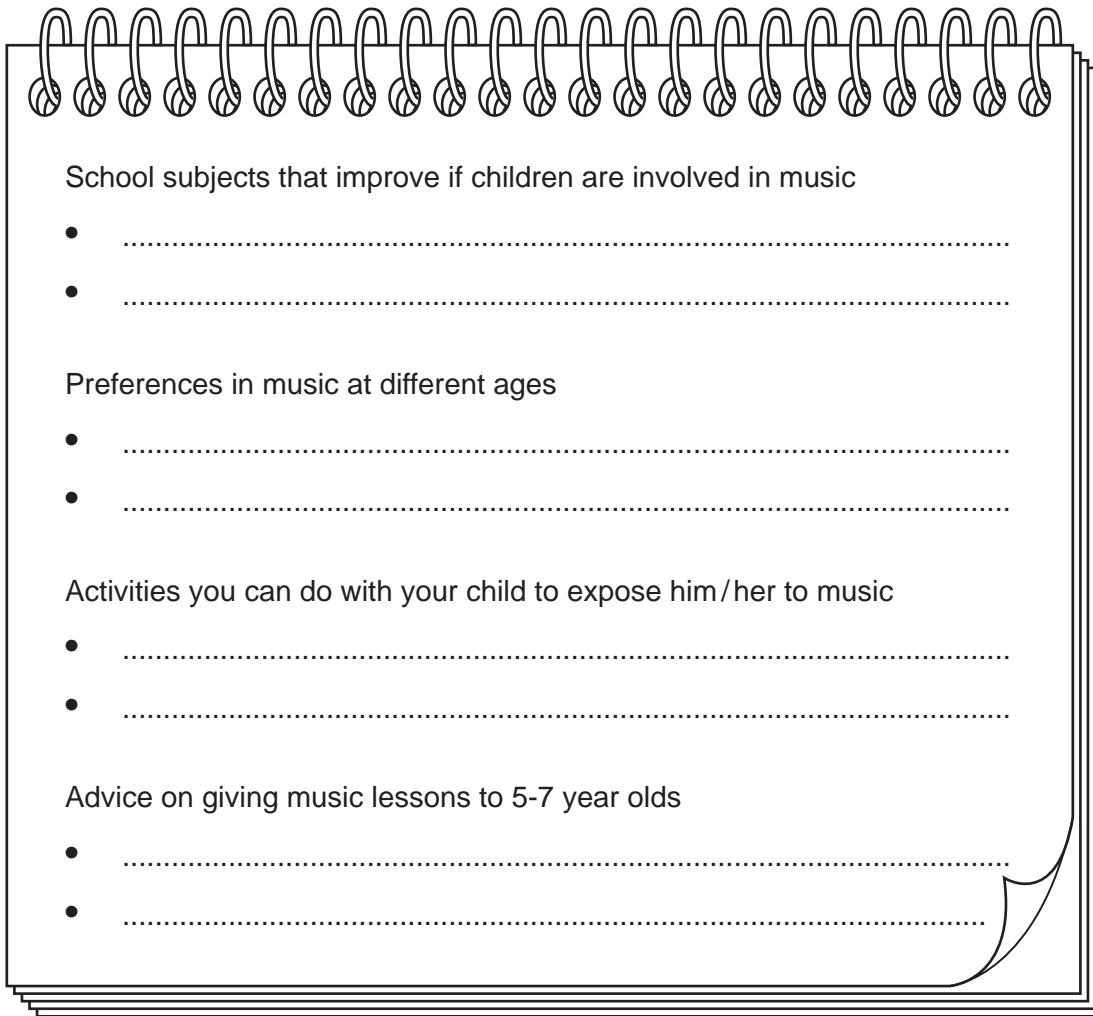
If you dreaded piano lessons when you were growing up, then your child might just feel the same. Likewise, if you force musical training, your child probably won't embrace it. But if your child expresses an interest in learning to play an instrument and seems consistently and genuinely enthusiastic, consider signing him or her up.

Music is part of us all. In fact, researchers now think it may come before language in human development. Whether your child becomes a concert pianist or simply enjoys singing in the shower, when you encourage the love of music, you are giving a gift that will last a lifetime.



Your parents were unable to attend the talk about children and music at your younger brother's school. They asked you to attend and make brief notes for them.

Make **two** notes under each heading.



School subjects that improve if children are involved in music

-
-

Preferences in music at different ages

-
-

Activities you can do with your child to expose him/her to music

-
-

Advice on giving music lessons to 5-7 year olds

-
-

[Total: 8]

Exercise 5

Read the following article in which a waiter describes his job in an expensive restaurant. **On the opposite page, write a summary explaining the skills the waiter must have.**

Your summary should be about 100 words (and no more than 120). 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.

You need many skills for the job I do as a waiter in an expensive restaurant. Certainly you have got to know how to deal with people. There are two types of service – discreet and entertaining – and you need to be able to work out which is required when the customer comes into the restaurant. If there is a group of people wearing formal suits and talking seriously on a weekday lunchtime, they're probably on business and you need to keep your distance. If they quickly ask you where you are from, they probably want some entertaining.

We get lots of regular customers. If you recognise someone and can't remember the name, then you go to the reception desk and check, so by the time you meet him at the table you can say: 'Good morning, Mr Panton, nice to see you again. Happy New Year.' We have certain greetings that change depending on the season.

In our restaurant people don't need to raise their hands to get served. The restaurant is well staffed, so waiting staff can pay special attention to every customer. If the guest is not eating his or her food, we approach the table and ask if things are OK or if we should bring something else. If someone orders coffee then goes to the toilet just after we've brought it out, we order a fresh pot to arrive in two or three minutes and replace the cold coffee just before the customer gets back to the table.

You'll always get people who have had a bad day, who will manage to complain about something. For example, sometimes customers claim the food is under-cooked or over-cooked. People often change their minds when they see someone else's order. They see their neighbour's salmon and when their duck arrives they say: 'Oh, I ordered salmon,' and make a fuss. But the customer is always right. Even if there is nothing you can do about it yourself, you listen to him/her. When you give customers attention calmly and sympathetically they stop being so agitated. Then you call the manager and he again listens to the customer. Now the customer is relaxed and you can change whatever is wrong. It can work in your favour – often these customers come back.

We do give special treatment to celebrities. We acknowledge them discreetly but we try not to get too excited. We've had famous actors, singers and football players in the restaurant.

As a waiter it's important to look your best. You have to shave every day. You can grow facial hair when you're on holiday, and keep it if it's a full beard or moustache when you return, but it's not encouraged. If your hair is long you need to tie it back.

The waiters all share the service charge. Then there are competitions where, for example, the waiter who sells the most of a particular drink gets a bonus the next month. Cash tips are divided equally among the staff, including the kitchen workers. On New Year's Eve a Spanish guest left a tip of £200. This was because I spoke Spanish to him and that made him happy.

I come from a family of hoteliers and my father now owns four restaurants in my home country. My earliest memories are of helping him. During the three years I've been in Britain, I've worked for three top restaurants. I want to work in Dubai, the Far East and the United States before I go back home and help my parents. I've learned a huge amount from the general manager here and from the chef. I like people who believe in continuous training. Quite often we have motivational speakers and we get frequent briefings and courses on food and drink. Training makes us more skilled and more confident.

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[Total: 10]

Exercise 6

You have just had your birthday and a relative who lives in another country has sent you some money as a present.

Write a letter thanking your relative for the present.

In your letter you should:

- thank your relative and describe how happy you were to receive the money;
- tell your relative how you plan to spend the money;
- give your relative some news about yourself.

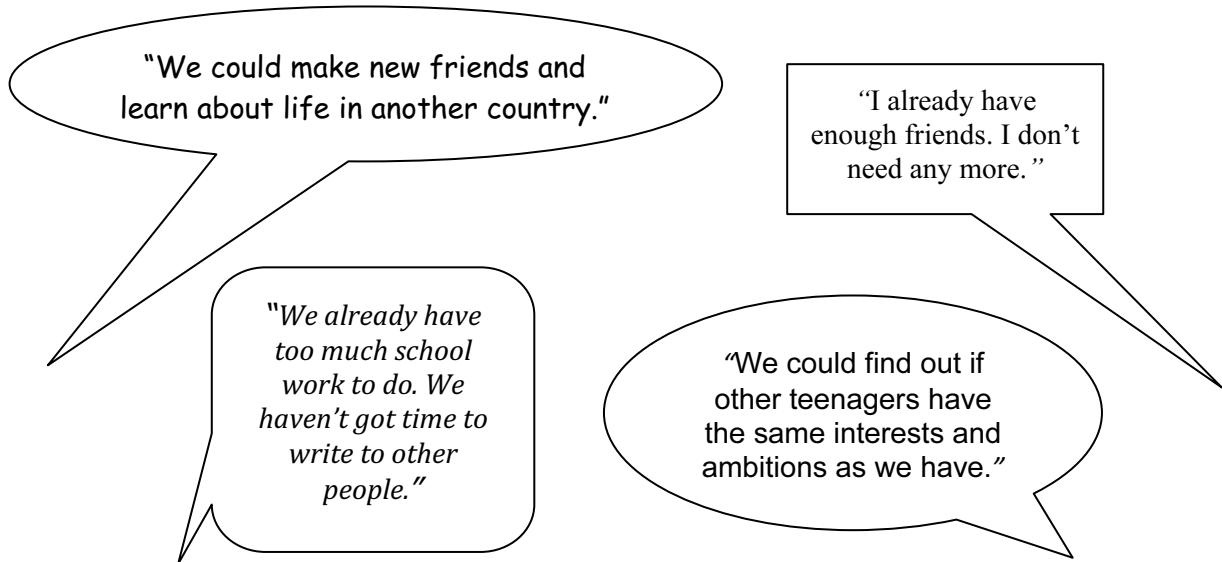
Your letter should be between 150 and 200 words long. Do not write an address.

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

Your Headteacher is considering using the internet to make a link with a school in another country.

Here are some comments from your friends about this suggestion:



Write an article for your school magazine giving *your* views.

Your article should be between 150 and 200 words long.

The comments 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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