Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

ENGLISH AS A SECOND LANGUAGE **0510/21**

Paper 2 Reading and Writing (Extended) **May/June 2015**

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, 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 **15** printed pages and **1** blank page.

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CAMBRIDGE International Examinations

Exercise 1

Read the following visitor information leaflet about the Ulu Temburong National Park in Brunei Darussalam, and then answer the questions on the opposite page.

LEAVE NOTHING BUT FOOTPRINTS

Ulu Temburong was the first national park in Brunei Darussalam. Access to the park is not quick or direct, and you must take a riverboat through the mangrove tree forests, but it is a journey full of adventure.

Features of the park

The rivers which have carved their routes through the forest are one of the most exciting features of the park, as although they are dry much of the time, when there is heavy rain, they become deep and fast flowing.

High waterfalls are common throughout the forest, and you can also see the many places where landslides have occurred. They are a vital feature of the park, although it means that paths sometimes have to be repaired, because they create new habitats for plants and animal life.

Travelling quietly up the river gives you the chance to hear and watch exotic birds, many of which feed on the plentiful insects in the park. The most spectacular birds are the hornbills, which are the largest fruit-eating birds in the forest, and can be seen and heard everywhere.

In the forest

Your first stop is at the national park headquarters. Here, you register your name and age so that the authorities know exactly who is in the park. Then you start out on foot along the boardwalk and cross the main river on a suspension bridge. The dense forestation prevents sunlight from penetrating the forest floor. Light is very important to most life forms, and here in the dark rainforest plants have found unusual ways of finding it. Some plants are able to climb more than 30 metres off the forest floor, using the tall trees as support, in order to escape the darkness down below and reach the sunlight above.

What you should bring to the park

Shorts and T-shirts are the normal form of clothing but it is recommended that you also bring a cap and a shirt with long sleeves for protection against sunburn and insects. It is important to wear suitable shoes because the tracks in the forest can be very slippery after rain. A water bottle and a camera are also essential items.

Protecting the environment

There are many rules and regulations to protect the beauty of the forest. For example, nobody is allowed to remove plants or drop litter. A permit has to be obtained from the Forestry Department before entering the park to ensure that the number of visitors is strictly controlled. If you have any questions or would like to apply for a permit to visit the park, the department can be contacted by email on forestrybrunei@hotmail.com

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(a) How do you have to travel to reach Ulu Temburong?

View solution

.....[1]

(b) Why are the rivers one of the most exciting features of the park?

View solution

.....[1]

(c) Why are landslides important?

View solution

.....[1]

(d) What is the main diet of the hornbills?

View solution

.....[1]

(e) Where at the park entrance do you have to give details about yourself?

View solution

.....[1]

(f) What stops the sunlight reaching the ground in the forest?

View solution

.....[1]

(g) What items are visitors advised to carry with them? Give **two** details.

View solution

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.....[1]

(h) What is it forbidden to do in the park? Give **two** details.

View solution

.....

.....[1]

(i) How does the Forestry Department limit the number of people visiting the park?

.....[1]

[Total: 9]

View solution

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Exercise 2

Read the following article about Neil Armstrong, the American astronaut, and then answer the questions on the opposite page.

THE FOOTSTEPS OF AN ASTRONAUT

Neil Armstrong trained for years to go into space. On 21 July 1969, he became the first man to step onto the moon when he put his left boot on the surface and spoke the memorable words, "That's one small step for man, one giant leap for mankind."

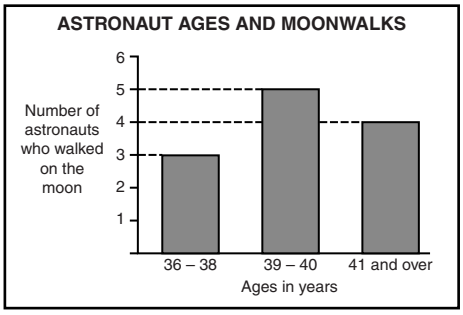
Neil Armstrong was the commander of the *Apollo 11* spacecraft on the most daring space mission of the twentieth century. The early stages of the flight were very stressful and incredibly noisy, and during the launch phase of *Apollo 11,* Armstrong's heart reached a top rate of 110 beats per minute.

Apollo 11 was larger than any spacecraft that had gone before. It consisted of a command module, which the astronauts travelled in; a service module, which provided power; and a lunar landing module, for landing on the surface of the moon. An advantage of travelling in this space module was that the astronauts could move around more easily, and this was probably one reason why none of the *Apollo 11* crew suffered injuries. Armstrong was especially pleased about this because as a child he had suffered from motion sickness, and even during the training for the space flights he had sometimes felt ill after doing aerobatics.

During the final descent onto the moon, Armstrong noticed that they were heading towards a landing area which he believed to be unsafe. He took over manual control of the lunar landing module, which enabled him to find an area to land that was less dangerous. When questioned later about his decision, he said, in his own typically modest way, that he was just doing what his training had taught him.

Armstrong and his co-pilot, Edwin 'Buzz' Aldrin, spent nearly three hours on the moon surface collecting samples of rock and moon dust. Armstrong said later, "The sights were simply magnificent, the most incredible that I had ever experienced." The two astronauts also conducted scientific experiments during their walk. The third astronaut on the mission, Michael Collins, circled the moon in the command module, while Armstrong and Aldrin walked on the surface.

Aldrin later said that neither he nor Armstrong were emotional people. He did admit, however, that after the landing there was a brief moment when they looked at each other, slapped each other on the shoulder and said, "We made it!" Aldrin later said that Armstrong was one of the bravest men that he had ever known.



An estimated 600 million people, which in 1969 was one fifth of the world's population, watched or listened to the moon landing.

In total, twelve American astronauts walked on the moon between 1969 and the final moon mission in 1972. Alan Shepard became the oldest man to walk there when, at the age of 47, he commanded the *Apollo 14* mission in 1971. Despite his age, he was a strong man and when he played golf on the moon, he joked that, because of the lack of gravity, he could hit the ball "miles and miles and miles".

Neil Armstrong was born in 1930 and took his first aeroplane ride at the age of six. He became fascinated with aviation and he built model aeroplanes and conducted experiments in the mechanics of flying. He joined the military as a pilot and then became an astronaut on the space programme before teaching aviation at university. He finally bought a farm in the 1970s and raised cattle.

He was a private person, rarely making speeches or giving interviews to the media. People who knew him and worked with him, however, said that he was enormously proud of the achievements of the space programme. He was happiest when flying and said in one rare interview, "Now and then I miss the excitement of being in the cockpit of an aeroplane and doing new things."

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(a) What was Neil Armstrong's role in the space mission? View solution

.....[1]

(b) When did Armstrong's heart beat fastest? View solution

.....[1]

(c) What was a benefit of the bigger command module? View solution

.....[1]

(d) What health problem did Armstrong have when he was young? View solution

.....[1]

(e) When did Armstrong notice a possible problem during the space mission? View solution

.....[1]

(f) How did the two astronauts spend their time during the moonwalk? Give **two** details.

.....

.....[1]

(g) What was the task of Michael Collins? View solution

.....[1]

(h) According to the graph, which age group had fewest astronauts walking on the moon **and** how many astronauts were in it?

.....[1]

(i) When did the last lunar mission take place? View solution

.....[1]

(j) Why was Alan Shepard able to hit a golf ball a long way on the moon? View solution

.....[1]

(k) What was Armstrong's last job connected to flying? View solution

.....[1]

(l) What do we know from the article about the character of Neil Armstrong? Give **four** details.

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.....[4]

[Total: 15]

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Exercise 3

Once a year, a group of schools and colleges in London organises an event called Careers Forum for local students. The main aim of the event is to inform them about how to apply for employment in the region when they finish their studies. There is always a very good response to the event and anyone who is interested in attending needs to reserve a place early.

Charlotte Davies is planning to leave school next year when she is 18. She does not want to go to university, but would prefer to stay and find a job near where she lives in south London. She has many friends and relatives living in the area and does not want to move away.

Charlotte has seen details of the event on a local careers website, and there is a choice of two days. The Thursday would normally be better for Charlotte but on that particular day, February 9th, she has an important swimming competition at school, so she has to choose the alternative date, Tuesday 7th, to attend the event. Her mother, Jacqueline, and her father, Christopher, are not working during that week and want to go along with her. This would be possible because Charlotte is allowed to bring a maximum of two people as guests.

The Careers Forum is free but Charlotte needs to supply personal information so that the organisers of the event can contact her with her ticket allocation and other important details. If her application is successful, the organisers will either send Charlotte the tickets by post or electronically. She likes to do things online so she needs to supply her email address which is funmachine@speakeasy.co.uk together with her phone number.

Her father and mother do not like driving into the centre of London, which is where the event is taking place. They have all decided to travel by train so that they can relax and chat during the journey.

Charlotte is coming to the end of her time at school and she has been thinking hard about her future career. The careers department at her school, The Beacon International College, Stockwell Road, Dulwich, is very good and she has been taking advice from them. There are two areas that she is interested in, journalism and advertising. She has studied the Careers Forum website and found that at the event there are several presentations by experts on different career areas. One of them has the title 'Working with the Media' which she thought would be very relevant, and she should go to. Although another one called 'A Life in Films' sounds very interesting, she has decided that it would be more useful to go to the presentation on 'Opportunities in Market Research'.

Imagine you are Charlotte. Fill in the application form on the opposite page, using the information above.

View solution

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CAREERS DAY APPLICATION FORM

SECTION A: Personal details

Full name: .....

MALE ☐ FEMALE ☐ (please tick)

Email: .....

Number of guest tickets required: .....

Full name(s) of guest(s) if applicable: .....

.....

Name and address of school/college: .....

.....

SECTION B: Event details

Day and date of attendance: .....

How would you like to receive the tickets? .....

Presentation(s) you would like to attend (maximum of two permitted):

.....

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Car parking permit required (please delete): YES / NO

Where did you learn about the event?

.....

SECTION C: Future employment details

What are your career preferences (if known)? .....

.....

SECTION D

In the space below, write **one** sentence of between 12 and 20 words stating where you would prefer to work and why.

[Total: 8]

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Exercise 4

Read the following article about areas of the world where living to 90 years of age is common, and then complete the notes on the opposite page.

LIVING LONGER WITH LOVE AND BEANS

There is something really interesting about Ikaria, a Greek island in the Aegean sea, 50 kilometres off the coast of Turkey. It has the highest percentage of inhabitants over the age of 90 in the world. Among these inhabitants are a 95-year-old man who still plays the violin, a 98-year-old woman who runs a hotel, and a 102-year-old man who can beat almost anyone in an arm-wrestling competition.

Since 2008, Donald Brueckner, a writer and explorer, has been studying the island to discover its secrets. He has also tried to identify other areas of the world where there is a higher proportion of people who live considerably longer than is normal. He analysed the lifestyles of each place in order to find out if there were similarities which might explain such long lives, and named these places 'blue zones'.

In addition to Ikaria, there are other areas in the 'blue zone' category. They include Okinawa in Japan, where the population lives on average seven years longer than people in America. Another is the mountainous Barbagia region on the island of Sardinia, where a large number of people have reached 100 years of age. Finally, the Nicoya peninsula in Costa Rica in Central America has the lowest rate of middle age death in the world.

So what is the secret?

Brueckner believes that long life is not all related to genetic factors. Scientific studies have suggested that only about 25 per cent of long life is determined by genes. The remaining 75 per cent is to do with lifestyle, and this is the aspect which particularly interests Brueckner.

Although these 'blue zones' are spread around the world, the daily routines of the oldest living people are in fact very similar, and there are several features which they have in common. These 'blue zones' are all places which preserve tradition and where modernisation is not so advanced. The people living there also appreciate and celebrate age, rather than youth. There is no single secret to a long and healthy life, but it is more a combination of factors. Brueckner has also found that in these communities there is a strong connection to the land and nature. They also have a healthy diet which includes a lot of beans.

It is possible to try and encourage these habits and customs in other countries in the world. Brueckner has been working with the authorities in a city of 18 thousand people in Minnesota, USA, where the average life expectancy was 78 years until 2009. The city now has public gardens and a nature trail around its lake, and people who were semi-isolated are coming together to start exercise programmes. The results of Brueckner's trial are impressive: life expectancy has increased by 3.1 years.

"We have encouraged them to become healthy citizens," says Brueckner. "We haven't forced it upon them."

Now, more and more city authorities are taking note of these findings and are trying to follow this example. The big problem is that inevitably, globalisation will reach all these 'blue zone' communities and start to change their centuries-old traditions. This will have huge implications for the lives of the inhabitants.

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You are going to give a talk about 'blue zones' to your Global Studies group at school. Prepare some notes to use as the basis for your talk.

View solution

Make short notes under each heading.

Examples of 'blue zone' areas and the people who live in them

- *Barbagia – many people of 100 years of age.*
- .....
- .....
- .....

Similar lifestyle characteristics of 'blue zone' areas

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

Ideas introduced in Minnesota

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

[Total: 9]

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Exercise 5

View solution

Read the following article by a cookery teacher in Dubai.

Write a summary of the advantages for young people if they learn how to cook.

Your summary should be about 100 words long (and no more than 120 words long). 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 5 marks for the style and accuracy of your language.

COOKING IS FUN FOR YOUNG PEOPLE

"I grew up in a family where cooking was an important part of life. I have always been really choosy about my food. I never liked to see vegetables on my plate and if they did appear, I used to find naughty ways of making them disappear. I was lucky, however, that I always had plenty of fish and seafood in my diet. Vegetables eventually became an important part of each meal when I went to college and spent more time cooking for myself.

You might be interested to know that the human body has two periods of accelerated growth during our lives, and both happen when we are young. The first one is when we are born and during the first few months of our life. The second period is adolescence when we need to develop the muscles and bones for adulthood. A regular intake of calcium and iron is essential during this period.

With this in mind, encouraging our children to eat food with high calcium and iron content is the responsibility of the parents. It is during this period that we should encourage children to start cooking, to try different recipes and make nutritious food part of their daily routine. It is easier for children to eat something that has been prepared with their own hands, and discover how a simple vegetable changes when it becomes part of a delicious soup, stew or salad. This is what we have experienced at our cookery school. We have taught children who didn't like certain foods, and then gradually after some classes they began cooking for themselves and enjoyed dishes that they would not previously have eaten.

Teaching children at the school has been a great experience for me. I find it amazing to watch children being able to produce flavoursome meals using vegetables, eggs and fish, then setting the table and serving the food.

It is also lovely to see the friendships that are established between the children, enjoying their culinary masterpieces with one another in a fun and friendly environment.

In the kitchen, children who cook learn different skills that they will keep forever. They all have different backgrounds and habits. However, in a kitchen, everybody is important, and it doesn't matter if you are tall or short, male or female, athletic or academic; cooking is for all ages and levels. They develop team skills and learn to appreciate that each individual's contribution is vital for the group.

If children cook, there is no doubt that they have a better diet, which will benefit their health for the rest of their lives. My primary goal as a teacher is to encourage my students to develop these good habits from an early age. Maybe some of my students will take this further and decide to follow a career related to cooking. This is an industry which is growing all over the world and we need well-trained cooks everywhere.

If children enjoy cooking, it is really easy to encourage them. Why not take them for dinner or even buy them their own cooking utensils? Preparing breakfast together at the weekend is a good time to get them started and it's a great way to spend quality time as a family."

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[Total: 11]

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Exercise 6

View solution





You were recently on a school trip when something unusual happened.

Write an email to a friend about what happened.

In your email you should:

- explain where you were going and why
- describe what happened
- say how you felt about what happened

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

Your email should be between 150 and 200 words long.

You will receive up to 10 marks for the content of your email, and up to 9 marks for the style and accuracy of your language.

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[Total: 19]

Exercise 7

View solution

Your school magazine is looking for articles on the following topic:

'Your life can only be good if you have a lot of money.'

Here are two comments from your friends on the topic:



Write an article for the 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 150 and 200 words long.

You will receive up to 10 marks for the content of your article, and up to 9 marks for the style and accuracy of your language.

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[Total: 19]

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