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**ENGLISH AS A SECOND LANGUAGE** **0510/23**

Paper 2 Reading and Writing (Extended) **May/June 2019**

**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 in the spaces at the top of this page.
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.

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.

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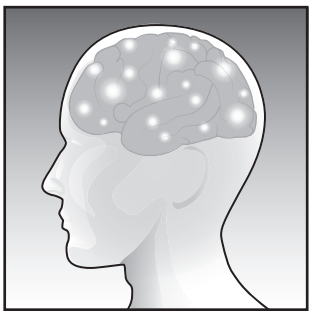
**Exercise 1**

Read the article about memory, and then answer the following questions.

## How good is your memory?



Some people can easily remember facts and figures. Others struggle to recall things, or need strategies to help them. One helpful strategy is using mental pictures. For example, if you regularly confuse Arctic and Antarctic, think of looking up at an arch and down at an ant, and you'll never confuse them again.

What many people don't realise is that memory isn't just an ability. It's also seen as a sport by some people. Although it doesn't require any physical activity, you have to learn techniques and do lots of practice – as you would if you were learning football or tennis, for example. One simple technique is applying the rule of five: if you review what you've learned five times, at specific intervals, you won't forget it.

There are many memory competitions that people can take part in. One of these, the World Memory Championships, has been held every year since 1991, with the exception of 1992. The competition format and regulations were first set out by Tony Buzan and Raymond Keene, who together came up with mind sport as a term. The first winner was Dominic O'Brien, from the UK, who went on to win seven more times. He has written several books on ways of developing memory, which anyone can do by trying out various techniques, such as using memorable sentences. For example, if you need to remember the four-digit PIN number 4626, the sentence 'This number is secret' could help you, as the number of letters in each word matches the digits in the PIN number.

The competition usually consists of ten separate memory tests. These test competitors' abilities to remember things like sequences of binary numbers – 10111001, for example – but they start with having to recall a set of names and faces. Other tests are on the order of abstract images, and a sequence of unconnected words. That's all before the final test in which competitors have to memorise the order of a pack of cards, in the space of only five minutes. Competitors all have their own methods for doing these tests at speed, some of which are fairly complex. But anyone could try what's known as the link method to remember a list of words. For the words torch, grapes, ring and milk, imagine a sequence of events which connects these objects. You could shine a torch on a bunch of grapes; inside one grape you see a diamond ring; you squeeze the grape, and the ring falls into a glass of milk. Or you could try a similar technique, the body system. This could involve imagining the torch on your head, grapes hanging from your fingers, a ring in your nose, and so on.

The mind sport of memory is governed by the World Memory Sports Council, which supervises competitions around the world, and issues awards. These include the title of World Memory Champion each year, and also International Grandmaster, which is the greatest achievement anyone in the sport can get. The council has a clear vision; part of this is to make the sport more popular in all continents. The sport began in the UK, and is particularly well-known in China, although people from over two dozen countries have received awards. Another target is to make memory an Olympic sport. After all, chess is already listed as one, meaning that it can (but not necessarily will) be included in future Olympic Games. Perhaps speed reading, which is one of five mind sports linked to education, might even be considered too.

So, what are you waiting for? Start improving your memory right now!

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**1** Why is memory considered to be a sport?

View solution

..... [1]

**2** When did the first World Memory Championships take place?

View solution

..... [1]

**3** Who first called memory a mind sport?

View solution

..... [1]

**4** What do people have to remember in the first and last tests in a World Memory Championship? Give **two** details.

.....

..... [2]

**5** What is the highest award given by the World Memory Sports Council?

View solution

..... [1]

**6** What does the World Memory Sports Council aim to achieve in the future? Give **two** details.

View solution

.....

..... [2]

**7** Which study skill apart from memory is recognised as a mind sport?

View solution

..... [1]

**8** What methods are recommended for improving your memory? Give **four** details.

View solution

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.....

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..... [4]

[Total: 13]

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## Exercise 2

Read the article about four people (**A**–**D**) who use digital technology to help them learn English. Then answer Question **9 (a)**–**(j)**.

# Using digital technology to learn English

**A Li Wong**

I love my English classes. My teacher is really good at varying what we do, so no two lessons are ever the same. We use lots of technology, in nearly every lesson, and for homework too. For example, last week he sent us a news article and we had to record a short summary of it, saying what we thought about it. We all posted our recordings, then had to comment on a few that other people had done. Everyone gets so much more involved doing that sort of thing than they would if we were just discussing an article in class. We all prefer writing on a computer as well. Writing by hand feels really awkward! Sometimes I'm tempted to write in my language then go online to get an English version, but I've learned the hard way that it's not always accurate. It's good to be able to check the meaning of individual words though.

**B Hans Schneider**

I've just started an online course which is for people who need to use English in their job. The first unit was great, and I'm determined to finish it though nearly everyone I know who's tried learning English online says that it's easy to lose motivation and give up. The best thing about this online course is that it's totally free, like lots of other sites I use. Sometimes there's a fee to access part of a site, or if you progress to a certain level, but I can't understand why people would hand over money, as there's so much to choose from out there. Some sites are fun to use – if you need to learn a list of verbs, for example, you can copy them into various sites which then create matching activities for you, or let you make your own sample sentences to put the words in context. I tend to use a website to look up new words on my laptop – it's instant, always up-to-date, and you can check pronunciation too.

**C Elif Yildirim**

When I started learning English, we didn't use technology at all. Now we use it all the time! We can translate language really quickly, and there are all sorts of other sites and programs that are free to use. Some people definitely prefer doing everything with computers, but for some I think that stops them focusing on what they're supposed to be learning, especially if it all involves games or competitions. Having said that, our teacher got us to try one site when we were learning some new phrases, and it couldn't have been more effective. I told my sister how good it was and she's using it now too. Another site that I had initial doubts about helps you to correct mistakes in your written work. You type in a text or paragraph, then it highlights anything that needs changing – different colours for different types of mistakes. I regularly use it now.

**D Marc Durand**

I've got a few apps on my phone which I like using when I've got a few spare minutes. Most of them involve quizzes and games of some sort, which motivates me. Our teacher often gets us to use them for homework – we make up revision activities and have to send them to each other to work on in class. That's always fun to do! She also encouraged a few of us to sign up for a course delivered online to help us with academic writing. The first few lessons were really good, but I was too busy and kept on getting distracted by other things, so I just never quite got around to finishing it. Sometimes our teacher bans all technology from the classroom. I don't think that reflects real life, so I'm not so keen on those lessons. What's the point, for example, of looking up words in paper dictionaries?

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**9 For each person, write the correct letter A, B, C or D on the line.**

View solution

**Which person…**

**(a)** mentions various benefits of checking words online? ..... [1]

**(b)** mentions recommending a website to someone else? View solution ..... [1]

**(c)** says they enjoy creating tasks for classmates to do? View solution ..... [1]

**(d)** suggests that technology can distract learners? View solution ..... [1]

**(e)** thinks that group activities are more motivating online? View solution ..... [1]

**(f)** explains why they were unable to complete an online course? View solution ..... [1]

**(g)** says that a tool to improve writing was more useful than expected? View solution ..... [1]

**(h)** believes that every lesson should include some digital learning? View solution ..... [1]

**(i)** admits that translating online is less than ideal? View solution ..... [1]

**(j)** says that there's no need to pay for online resources? ..... [1]

[Total: 10]

View solution

## Exercise 3

Read the article about a woman who changed her career, and then complete the notes.

# All change!

### From sales and marketing to making objects from wood

Four years ago, 27-year-old Hannah Billen and three of her friends signed up for a weekend outdoor survival course – two days in the outdoors, learning survival skills such as making fires, building shelters, using tools like knives and axes, and finding food and water. When she got home and was telling her parents about the experience, she realised that she couldn't imagine spending the rest of her working life in an office. She told them how great the course was. 'I learned how to safely use an axe and a saw to remove branches from trees, and I spent a lot of time making things – mostly simple spoons.' Her parents were so impressed with what she had made that they suggested she could make money from working with wood. She immediately felt that this was a possibility.

Hannah had been working in sales and marketing for the past five years, and she was starting to find that her job was becoming more and more stressful. She began making up for her days in the office with relaxing evenings making spoons and various other objects out of wood: chopping boards, butter knives, coffee scoops, bowls and other kitchenware. Then, in 2014, she lost her job. 'This turned out to be the push I needed to turn my part-time craft into a full-time career,' she said.

She was accepted on to the Get Started Programme, a scheme to support young people who are planning to start their own business. She was given guidance to produce a business plan. Once this was in place, she approached her bank and was surprised that she was immediately given a low-cost start-up loan. Four months later, her new company, Wood For Life, was born.

Initially, she was given the use of her parents' garage, although she now has her very own studio. This is big enough for all her equipment, has a large work surface, and is very light and airy – a pleasant and inspiring place to work. Although it is not traditional to do so, she has started to use an electric saw rather than an axe to create the basic shape of an object. 'You can only use an axe if you're working with green wood – that's wood that has recently been cut from a tree – which is what I used when I started doing this as a hobby. But I didn't have a big enough supply of green wood,' she explains. Instead, she has switched to using recycled wood, from old buildings, factories and warehouses. 'That is much harder to carve, so I need to use the electric saw.'

Hannah has recently started organising workshops for people who want to try out her skill. These are very popular, and a good way of earning money, but she's happiest when she's working alone in the studio, when she aims to make around ten items a day. It's an exciting time for her growing business, and she has plans to write a book about getting back to nature.

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You are going to give a talk about Hannah Billen's change of career to your class at school.

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

Make short notes under each heading.

**10** What made Hannah decide to change her career after doing an outdoor survival course:

- .....
- .....
- ..... [3]

View solution 

**11** What help Hannah was given to set up her company:

- .....
- .....
- ..... [3]

**12** How Hannah's business has changed since she started her company:

- .....
- .....
- ..... [3]

[Total: 9]


View solution

## Exercise 4

View solution

**13** Read the article about handwriting.

**Write a summary of the advice that a handwriting expert gave about how to improve your handwriting.**

**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 8 marks for the content of your summary and up to 8 marks for the style and accuracy of your language.

### Improve your handwriting

My handwriting had been getting worse for several years, until it got to the point that it felt as if my brain no longer connected to my pen. I was missing out letters and writing so badly that even I could barely read what I'd written. My hand started aching from the effort. It was time to do something about it, so I got in touch with Lucy Pidd, a handwriting expert who agreed to meet me.

The first thing Lucy asked me to do was to sit at a table and pick up a pen, and write. She observed me closely for a couple of minutes, then announced that I was doing it all wrong! After making me sit with my back straight, she then made sure that my feet were flat on the floor. We then moved on to consider the type of pen to use. She got out a box full of brightly-coloured pens – some slimmer, some thicker, some smooth, some with a texture to give you something to hold on to. We discovered that the best type for me is a fairly fat pen, which lets me loosen my tight grip. As I started writing, I noticed that it felt much more comfortable than my usual basic biro.

I had wondered whether the type of paper made any difference, for example if it was better to write on lined rather than plain paper, but Lucy only mentioned the importance of writing much larger than usual. Apparently this tends to have a very significant impact on the quality of your handwriting. She also told me to slow down – probably because I try to keep up with the speed that I can type.

Having written a few sentences, Lucy had a look at my handwriting. She pointed out that my letter 'o' looks like a 'q', my 'k' is too short, and the bottom of my 'g' and 'y' are invading the line below. Apparently, if the height of your letters is wrong, your handwriting is much harder to read. So the next thing for me was some basic exercises, which involved practising each letter again and again until I'd got it right. This reminded me of my four-year-old self at primary school.

We discussed if there was a particular style of handwriting that I admired or liked – as imitation is a useful technique, according to Lucy. It sounds simple, but it is a very effective strategy. And finally, she recommended starting to write a diary, explaining that this would give me a reason to practise my handwriting every day – if only for five minutes.

You might ask why I went to all this effort – after all, we use computers and smartphones so much that writing by hand seems unnecessary these days. But to me, handwriting is an aspect of personality. If I need to remember something, I write it down rather than type it. More importantly, I love sending and receiving handwritten letters and thank-you cards. And that is what I will be doing now, with my new and (slightly) improved handwriting.

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[Total: 16]

## Exercise 5





**14** You and your family are going on a day trip to a town that you have been to before. Your friend, who has never been there, is going with you.

View solution

**Write an email to your friend about the trip.**

In your email, you should:

- give details about the travel arrangements
- explain what you did in the town on your previous trip
- say what you think your friend will like about the town.

The pictures above may give you some ideas, and you can also use some ideas of your own.

**Your email should be between 150 and 200 words long.**

You will receive up to 8 marks for the content of your email, and up to 8 marks for the language used.

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[Total: 16]

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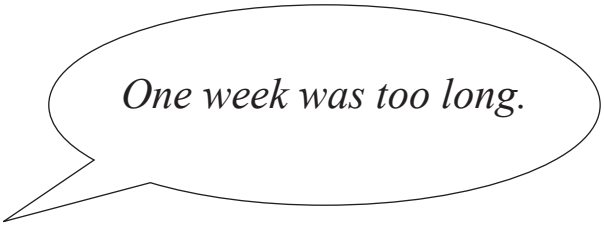
## Exercise 6

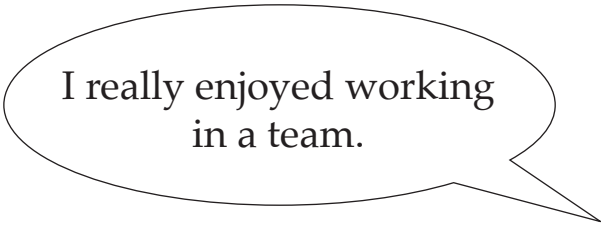
**15** Your school recently organised a 'work experience week', when each student spent one week working in a different local business. Your teacher has asked you to write a report about the work experience week.

In your report, say what you and your classmates learned during the week, and suggest how the experience could be improved if it is repeated next year.

View solution

Here are two comments from your classmates:




**Write a report for your teacher, giving your views.**

The comments above may give you some ideas, and you can also use some ideas of your own.

**Your report should be between 150 and 200 words long.**

You will receive up to 8 marks for the content of your report, and up to 8 marks for the language used.

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