Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

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

Paper 2 Reading and Writing (Extended) **October/November 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 article about the giraffe, and then answer the questions on the opposite page.

CREATURE FEATURE – THE GIRAFFE

The giraffe is the tallest living animal in the world, and is sometimes found in dense forests but mainly on the African grasslands. With its long neck, it can reach higher than any other browsing animal, even the elephant. Despite the length of its neck, the giraffe only has seven bones in that part of its body. Its back legs look shorter than its front legs, but in fact, they are about the same length.

The giraffe family

The giraffe's scientific name is *Giraffa camelopardalis.* People gave the animal this name because in ancient times, they thought it looked like a mixture of a camel and a leopard. However, the truth is that the giraffe is a hooved mammal and is a relative of cattle and antelopes. Its closest family member is the okapi, although this animal is much smaller and looks very different.

Feeding time

The giraffe likes to eat the spiky leaves from the acacia tree, and may chew up to 34 kilograms of leaves a day. The giraffe is not hurt when it eats the pointed spines on the acacia leaves because of the thick saliva and tough skin inside its mouth. It also chews old bones for calcium, and it eats soil to gain other essential minerals. Its long, narrow tongue is ideal for pulling leaves and twigs into its mouth.

Staying safe

There are about 12 giraffes in each herd. Male and female giraffes live in separate herds and the young ones live with the females. The members of the herd guard each other and they watch out for danger even while they are resting. In order to look out for enemies, each giraffe points its head in a different direction from its neighbour.

Male and female giraffes have two distinct hair-covered horns called ossicones. Young male giraffes use their horns for play fighting with one another. Mature males fight seriously by hitting their necks against each other when competing for dominance in the herd. If giraffes are threatened by lions, wild dogs or other predators, they kick their legs and large hooves to protect themselves and their young.

Body markings

Female giraffes give birth to a single baby, which can stand up almost immediately and run away from trouble when it is only a day old. Baby giraffes have the same body shape, colour and markings as adults. Each giraffe has its own individual pattern of markings. Just like a human fingerprint, no patterns are exactly the same. Some giraffes have spots that look like leaves, whereas others have a square-shaped pattern. These markings provide the giraffes with camouflage, making it difficult for predators to see them.

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(a) Where do giraffes usually live?

View solution

.....[1]

(b) In ancient times, which **two** animals did people think giraffes were similar to?

View solution

.....[1]

(c) What protects giraffes from injury when they eat sharp leaves? Give **two** details.

View solution

.....

.....[1]

(d) Why are bones and earth important in the diet of giraffes? Give **two** details.

View solution

.....

.....[1]

(e) Why do giraffes look in different directions when they rest?

View solution

.....[1]

(f) How do older male giraffes use their bodies for fighting?

View solution

.....[1]

(g) How do giraffes defend themselves if they are attacked by a predator?

View solution

.....[1]

(h) What can a young giraffe do straight after being born?

View solution

.....[1]

(i) What helps to camouflage giraffes?

.....[1]

[Total: 9]

View solution

Exercise 2

Read the following article about the discovery of eight ancient boats, and then answer the questions on the opposite page.

ANCIENT BOATS FOUND

A team of archaeologists in the UK have excavated eight boats from the river Nene, near Peterborough. These boats are thought to be about 3 000 years old and were found at the bottom of the river during an archaeological excavation in 2013. The mud and silt in the riverbed had preserved the boats and stopped the wood from drying out and rotting. The archaeologists are waiting for the results of carbon–dating tests, which will tell them the exact age of the boats.

About 4 000 years ago, rising sea levels flooded the dry land and the area became wetland. People living in the region learned how to adapt to this new and different environment. They altered their way of life from hunting and farming to this. The techniques they used for fishing and boat building are impressive.

"There was huge excitement when we found the first boat, and we could not believe it when we found seven others," said Daniel Samson, one of the archaeologists. "Although we have found objects in the area before, including a woven wooden path and some tools, this is a first because the team has never before discovered so many ancient boats at one time." One boat has handles for lifting it out of the water; others have decorative carvings on the outside. Another boat still floats after 3 000 years. The spears that fishermen used have recently been found in the area, and they are the same as those used in more modern times. One of the boats shows traces of the fires that the fishermen lit on deck to cook the fish they had caught.

Some of the boats were made from huge trees, including one from an oak tree which once stood up to 20 metres tall. The boats were designed for fishing, to carry passengers and to transport cargo. The largest boat is 8.5 metres long. Experts are not sure how the boats moved on the water, but they think that paddles were used, although none of them have been found.

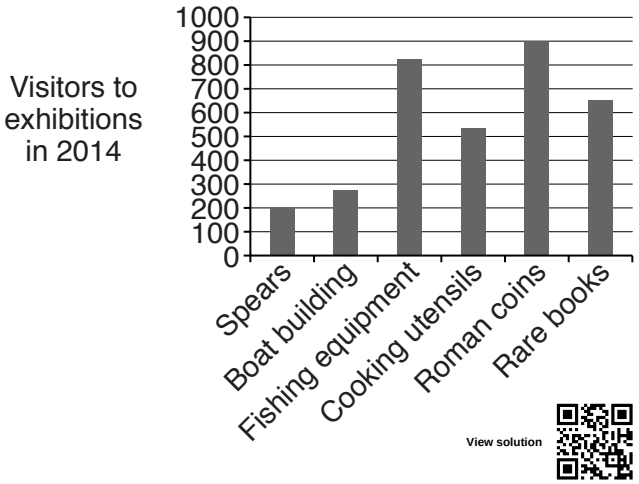
Several boats show signs of careful repairs, including extra wood to block holes. One boat had been patched up with a clay lining to keep it watertight. "The people who originally owned the boats took good care of them," says Daniel. "They did not let them rot."

Someone had removed a wooden board from one end of each boat, which made the boats sink. The archaeologists want to find out why people did this. Daniel says, "It may be that the boats were sunk as offerings to spirits or gods, but we do not know for sure." The team also wonders why the original owners left their boats at the bottom of the river. Daniel says, "Perhaps they made new boats and no longer needed the old ones."

The archaeologists are pleased about the good condition of the boats. Daniel says, "The boats were found during a professional archaeological dig, and we were able to excavate them with the minimum of damage." The boats were lifted intact and transported to the local Fen museum, where they will eventually be put on display beside other exhibitions there.

At present, the boats are being kept in a cold atmosphere to preserve them. Soon, they will be cleaned to remove any dirt or other impurities which could cause decay. Later, they will be sprayed with wax and gradually dried out. Finally, they will be displayed with other objects of the same age, including the oldest known wheel, which was found in the same locality.

Visitors to the Fen Museum



View solution

(a) When were the boats found?

.....[1]

(b) What effect did the mud and silt have on the boats? View solution

.....[1]

(c) What new skills did people learn when their traditional lifestyle changed? View solution

.....[1]

(d) What was unusual about the discovery of the boats? View solution

.....[1]

(e) What made some boats look attractive? View solution

.....[1]

(f) What did the original owners do to mend their boats? Give **two** details. View solution

.....

.....[1]

(g) What caused the boats to sink? View solution

.....[1]

(h) What possible reasons were there for sinking the boats? Give **two** details. View solution

.....

.....[2]

(i) According to the chart, which were the most and least popular exhibitions at the museum **and** how many people visited each one in 2014?

Most popular: .....

Least popular: .....[1]

(j) How will the boats be prepared before they are exhibited in the museum? Give **two** details.

.....

.....[1]

(k) Apart from the boats, what historical objects have been found in the area? Give **four** details. View solution

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.....[4]

[Total: 15]

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Exercise 3

Delia Namu, 16, lives at 114 Honking Road, Kuala Lumpur with her parents, two younger brothers and six-year-old sister. She attends a local high school and has recently joined the local public library. Delia goes there twice a week after school and uses her reference number DN126307 to access the internet. When she was younger, she used to study at home, but now she prefers to study at the library, because she can use the internet there and they do not have internet access at home. It has become essential for her to do this in order to complete her school work successfully. She usually arrives at the library at about 4.30pm and leaves at 6.30pm to go home for an evening meal with her family.

Currently, Delia is researching the subject of land development for her geography project. She particularly wants to use the book 'Future Earth' by Brian Jong. This book has been recommended to her by her teacher, Mrs Dhandum, because it has information about the way cities may grow in the future. The book is too expensive for Delia to buy, so she was hoping to borrow a copy from the public library. Unfortunately, the library does not have it in stock. The books that she has found on the topic are only suitable for children under the age of 12. There was an excellent one called 'Changing Land' by Eric Zhou. Although it has some beautiful photographs, it lacks the detailed information that she needs for her project.

Staff at the library have made lots of useful suggestions and they have given her the address of an interesting website – www.earthrocks.com – which is up to date and has valuable links to other informative sites. It has provided her with exactly the kind of statistical information about changes in land use that she was looking for. She has given this web address to her friends at school who are researching similar projects.

The public library has computers with fast internet access, but at busy times users are limited to 30 minutes' internet time, which Delia finds frustrating. Delia thinks 30 minutes is enough time for sending emails or shopping online, but it is not long enough for students like herself, who have to do large amounts of internet research. Delia loves the opportunity to work undisturbed and to have the chance to work at a large desk. It is pleasant to have space to spread out all her books and materials, and to know that no-one will interrupt her concentration.

There are several magazines at the library for people with different interests and hobbies, such as 'Modern Home Decorating' and 'Computer Wizard'. When she has time, Delia enjoys reading the magazine 'Star Fashion', which has articles about celebrities and fashion photos. Delia is also delighted that the library has recently acquired a wide selection of music CDs and films on DVD. She particularly enjoys comedies and she sometimes borrows a DVD to watch at home with her family. She's heard there is a good café there and is planning to try it out soon.

She has given the library her email address – delnam2@happymail.com – so that she can receive regular updates on new resources at the library.

Imagine you are Delia. Fill in the library questionnaire on the opposite page, using the information above.



View solution

LIBRARY QUESTIONNAIRE

Section A: Personal details

Full name: .....

Address: .....

Email: .....

Library reference number: .....

Section B: Library facilities

How often do you use the library?

.....

What time of day do you usually arrive at and leave the library?

.....

Main reason for joining the library:

.....

Do you find the library staff helpful? (please delete) YES/NO

Which library resources do you use? (please tick as many as apply)

DVD collection [ ] coffee shop [ ] magazines [ ] music CDs [ ]

Please give information about any new books you would like added to the library's stock.

Title of book .....

Author .....

Please give the address of any websites you would recommend.

.....

Section C

In the space below write **one** sentence of between 12 and 20 words, stating what you like about the library and how it could be improved.

[Total: 8]

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Exercise 4

Read the following article about running groups, and then complete the notes on the opposite page.

ROAD RUNNER

Running as a form of exercise is enjoyable and easy to do, because it does not require gym membership or expensive equipment. It is also good for you, and people who run regularly have a longer life expectancy. In addition, runners often benefit from improved heart function. If you are thinking of taking up running, however, you should check with your doctor first, especially if you suffer from any health problems.

Pedro Mendoza, a computer programmer, started running two years ago and now runs twice a week before work. He believes that running has helped him to lose the weight he gained when he was sitting in an office all day. Pedro runs alone. He says, "I prefer to run alone, because then I can get away from everyone and everything, and go where I want."

Despite the advantages, some people find that running by themselves can be a lonely experience. If you are not already a member of a running group, you might like to consider starting your own. Good groups bring people together, and chatting as they run helps them to overcome the isolation of running. These groups also create a safer way of running, which reduces the risk of accidents.

The City Runners Club, which has 30 members, was founded by a musician, Jonathan Davies. He has always loved running and he has learned the skills necessary to be a successful group leader. In order to maintain members' enthusiasm for running, a group leader needs to plan and organise a range of fitness training activities. "Without variety, people will get bored quickly," says Jonathan. A group leader needs to be a good communicator so that everyone knows exactly where they are going and why they are taking a particular route. Jonathan adds, "Some of the members had dropped out of their previous groups because the leader had not explained clearly where they were going on each run."

Other leadership skills are important in enabling a running group to function well. A good leader should give the right kind of encouragement and motivation to the members. Amina, a student at a local college, says, "My neighbour told me about Jonathan's group because she knew that I wanted to improve my fitness. At first, I was very nervous about joining, because last year I tried a running group for students but I did not stay very long. The group leader didn't make me feel welcome and I didn't know anyone. When I joined the City Runners Club, Jonathan supported me and I soon made friends."

Groups which are led by skilled leaders are successful and easily attract new members. Listening to members' suggestions and opinions is important. "I believe that everyone deserves to be heard," says Jonathan. "I also make sure that I learn everyone's names quickly so that they feel valued."

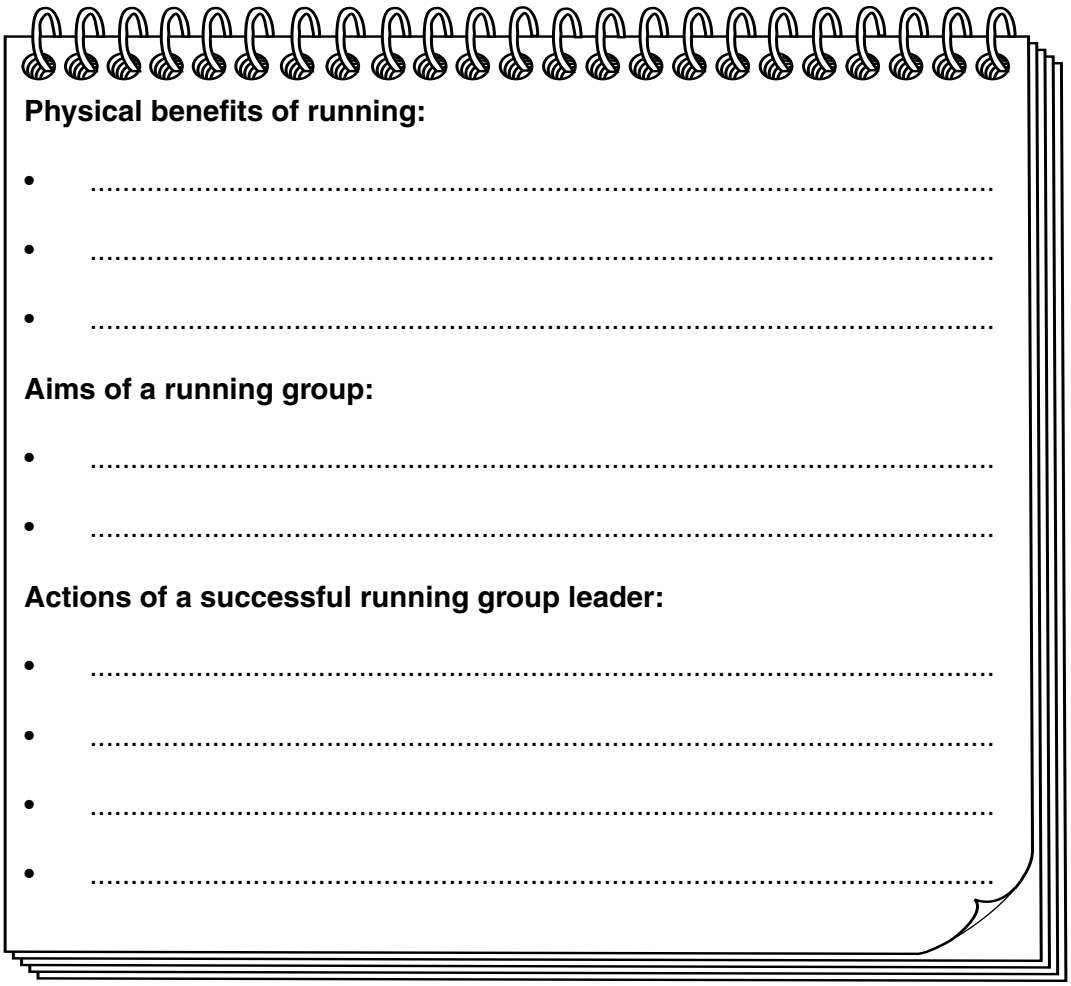
If you would like to start a running group, the website www.groupleader.com offers free advice and training packs for those who are interested.



View solution

You are going to give a talk to your school sports club about running. Prepare some notes to use as the basis for your talk.

Make short notes under each heading.



Physical benefits of running:

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

Aims of a running group:

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

Actions of a successful running group leader:

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

[Total: 9]

Exercise 5

View solution

Read the following article written by a woman who overcame her difficulty in learning to read.

On the opposite page, write a summary about the negative effects of her inability to read AND how she learned to read.

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.

IT'S NEVER TOO LATE TO LEARN

Written words are all around us. Reading is a skill which most people use every day without thinking about it, at school, at work or at home.

Yet for some of us, reading is not so easy. I left school at the age of 16 without being able to read and for a long time, I thought that I would never manage it. When I was a child, my difficulties with reading made me feel ashamed. When I started school, my teachers tried to teach me to read but I could not make sense of the shapes of the letters on the page. The classes were large and although the teachers did their best, they did not have time to give me the individual help I needed. At home, no-one noticed that I was not reading. My parents were too busy looking after my six younger brothers and sisters to realise that I could not read.

When I was eleven years old, I could only recognise a few words. During lessons, I behaved badly to hide the fact that I was the only one in the class who could not read properly. But my classmates knew the truth. They teased me and made fun of me, which made me feel bad.

I left school without any qualifications. Despite that, I got a full time job working on a nearby farm, picking fruit and vegetables and packing them into boxes. I was earning my own money, and for the first time in many years, my problems with reading did not matter. I made friends with my co-workers, and began to enjoy life.

After a few years working on the farm, I got married and had my daughter, Lucy. I felt proud to be a mother and I loved taking care of her. When she started school, my worries about reading returned because I realised that I could not help Lucy with her homework. She also complained that I never read her a bedtime story and this made me feel sad. Then one day, when I was in the supermarket, I saw a book with an unusual design on the cover. I bought the book and made a promise to myself that somehow I would read it.

Every night, after Lucy had gone to sleep, I used to open the book and try to read the story. I followed the words with my finger and tried to say each word aloud. It was a slow process at first, but eventually I could read whole paragraphs and then whole pages. After three months, I finally finished the book. My success motivated me and from that moment, I practised reading anything which had print on it, including labels on tins, road signs and posters at the bus stop.

Lucy's school heard about my reading attempts, and we were both offered a place on a National Literacy Trust reading course. It is designed to encourage children and their parents to read together, and the course has been useful to us both. Lucy is very proud and happy that I have learned to read after all this time.

Being able to read is like unlocking a door into a world which has endless opportunities. I am thrilled that I have finally found the key to that world.

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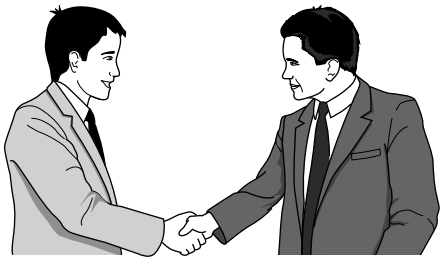
Exercise 6

View solution





Recently, your school gave you the opportunity to experience work in two different workplaces. You spent one day in each place.

Write an email to a friend about this experience.

In your email, you should:

- describe the work you did in each place
- explain which day you preferred and why
- say what you learned from the experience

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]

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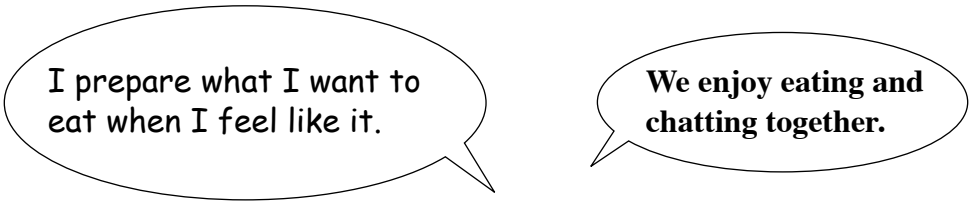
Exercise 7

Some people think that family meals are important. Other people think that eating together does not matter for the modern family.

View solution

Here are two comments on the subject:



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

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

The 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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