



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

CANDIDATE  
NAME

CENTRE  
NUMBER

--	--	--	--	--

CANDIDATE  
NUMBER

--	--	--	--

\* 0 1 3 2 5 5 1 9 0 2 \*

**ENGLISH AS A SECOND LANGUAGE**

**0510/22**

Paper 2 Reading and Writing (Extended)

**October/November 2011**

**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.

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.



## Exercise 1

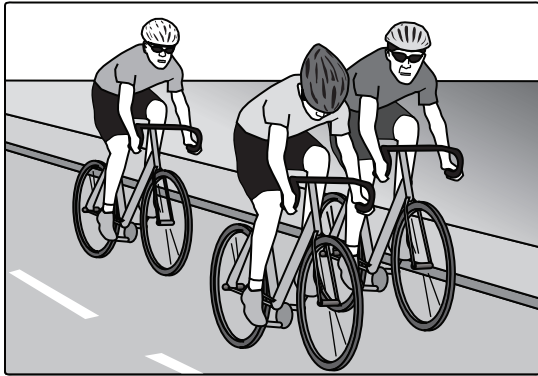
Read the following article about friendship, and then answer the questions on the opposite page.

# Advice For Students – Friendship

Friendship is important to everyone, and at any age. However, making friends can be quite complicated and confusing when you are a teenager. Here is some advice which may be helpful.

### How to start a friendship

Some people are naturally outgoing and don't find it difficult to make friends. However, people who are shy find it harder to get to know people. When you want to get to know someone it can be a good idea to think ahead and have a few ideas about things that you could talk about. You could decide to compliment them on something you have noticed about them, or you could ask them something about school.



### How to keep a friend

If you find that you and your friend seem to be growing apart, then you need to think about the reasons for this. It could be that as you get older you find that you don't share as many interests as you used to in the past. You can try talking to your friend, to show that the friendship is still

important to you. If there are one or two activities that you both still like to do, maybe you could plan to get together sometimes to enjoy them.



### What to do if your parents don't like your friends

Sometimes parents might think that a friend may be a bad influence on you. It is worth listening to their concerns. You may be able to reassure them about your friend, or you may realise that your parents are making some good points that you had not thought about before.

### Advice

Changes in friendship can be hard, but the good news is that there is always someone in school to whom you can go for help. If you would like more personal advice, contact the School Counsellor during school hours. There is no need to make an appointment. If you prefer, you can get more general information by visiting the school website [www.pinetreeshigh.sch.uk](http://www.pinetreeshigh.sch.uk) and then follow the link labelled 'Advice'.

(a) When can making friends seem complicated and confusing?

..... [1]

(b) What sort of people find it hard to make friends?

..... [1]

(c) What could you talk about when you first want to get to know someone?

..... [1]

(d) Why might young friends grow apart over time?

..... [1]

(e) What advice does the article give about trying to keep a friend? Give **two** details.

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

(f) Why do parents sometimes worry about the friends you have?

..... [1]

(g) Why is it worth listening to parents' advice about friends?

..... [1]

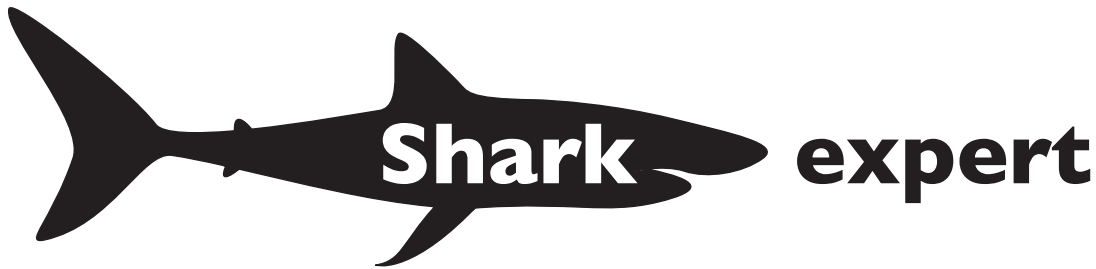
(h) How can you get more general guidance about friendship?

..... [1]

[Total: 8]

## Exercise 2

Read the following article about an expert on sharks and their behaviour, and then answer the questions on the opposite page.

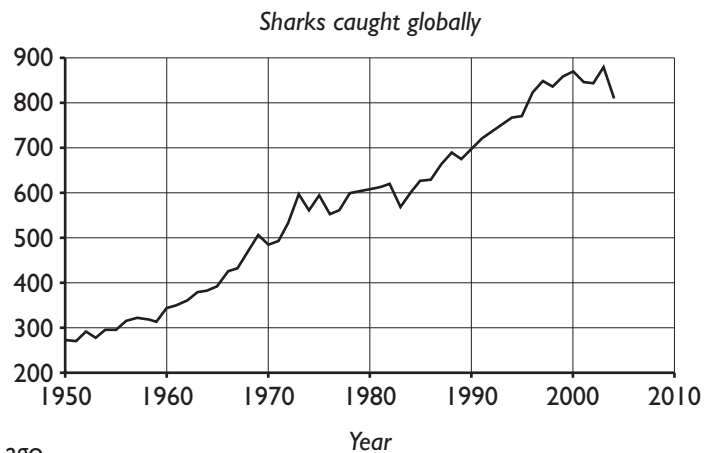


Andy Dehart is a shark expert and TV presenter who lives in the United States of America. He has had a lifelong interest in sharks and is always trying to look for ways to educate the public about them. Many people think that sharks have little or no intelligence, but Andy points out that recent studies have shown that many shark species possess powerful problem-solving abilities and social skills. "Sharks do not want to attack humans," he asserts. "There is no shark species that eats humans as part of its regular diet. In most shark attack cases, the shark leaves after realising that it has mistakenly bitten a human and not its intended prey."

Andy takes every opportunity to explain that sharks need our help to survive. Sharks are being killed at a rate of 2,500 each day. These great fish are particularly at risk from overfishing, and they have few young compared to other fish that are caught to be sold. They simply will not survive if this sort of fishing continues. In the last 20 years, 90 per cent of hammerhead sharks have disappeared. Many other shark species are also on the verge of extinction. Two species of shark which are endangered are fished for their fins. These are in great demand in certain parts of the world, where shark's fin soup is a favoured food. In Andy's personal opinion, all shark fishing should be stopped until the shark populations have had time to grow again. We then need to do a better job of managing the fishing of sharks. However, even if the direct fishing of sharks is stopped, many will still be killed when they are caught up in the nets of boats fishing for other species of fish.

When Andy was a boy, his father worked for a national oceanic organisation, and Andy travelled with him all over the Caribbean. He grew up by the coast and he has been connected with the sea for as long as he can remember. He also lived near one of the best aquariums in America. Andy then went on to build a career working with sharks in an aquarium environment. More recently, he has been involved with television and the making of programmes about sharks.

Quantity (in thousands)



Andy and his wife had their first child two years ago.

They were amused and amazed to see to what extent their work with animals has proved to be useful in bringing up their daughter. They know how to observe her behaviour and teach her how to do things by rewarding her.

Andy loves sharks and is very passionate about their survival and protection. He feels extremely lucky to have had opportunities working at the National Aquarium and the television station which presents the Nature Channel. He never wastes a moment in either place that could be spent educating people about sharks. He does admit that it is probably not possible to get everyone to love sharks as he does. However, he does hope to persuade people personally or through the media to respect sharks and the critical role they play in our environment. His main objective is to keep spreading awareness that sharks are not dangerous man-eaters but essential creatures in our oceans, as they provide ecological balance and help to control other species.

- (a) How long has Andy been interested in sharks?  
..... [1]
- (b) What evidence is there that sharks may be intelligent? Give **two** details.  
..... [1]
- (c) Why does Andy believe that sharks only attack humans by mistake?  
..... [1]
- (d) What does Andy expect to happen if all shark fishing is stopped for a while?  
..... [1]
- (e) As a child, what influenced Andy's later choice of career? Give **two** details.  
.....  
..... [2]
- (f) How did Andy's work help him when bringing up his daughter?  
..... [1]
- (g) According to the graph, how many sharks were caught in 1990?  
..... [1]
- (h) How does Andy hope to educate people about sharks? Give **two** details.  
.....  
..... [1]
- (i) In which ways are sharks useful? Give **two** details.  
.....  
..... [1]
- (j) Why are many sharks at risk of extinction? Give **four** reasons.  
.....  
.....  
.....  
..... [4]

[Total: 14]

**Exercise 3**

Sarah Harman is a 16-year-old student who lives in England at 47 Mill Lane, Southampton. Her telephone number is 07922348911. Sarah is in her final year of school and in September 2012 hopes to go to the London Arts Academy, where she will continue her studies and receive specialist tuition in singing. The London Arts Academy has an excellent reputation and has produced many singers who have gone on to become famous.

Sarah has enjoyed singing since the age of 5, when her grandfather used to play the piano and encourage her to sing. Her grandparents then moved away to live in Canada. Sadly, Sarah has only seen them once since they left as the family has not been able to afford to visit them. However, Sarah has continued her singing and, by the age of 7, her parents had arranged a private teacher for her and she was performing at many music festivals. More recently, Sarah was asked to take the lead role in a pop musical show called 'Shout Aloud' which was being performed at school. This was a great success, and her 5 minute solo song, 'Summer Dreams', was well received and members of the audience stood up and applauded her. Sarah has spent most of her singing career to date performing classical songs, but she really enjoyed singing the more modern and popular songs required in the musical.

After the school performance, one of the parents who had watched the musical, Mr Lawrence, contacted Sarah's parents to inform them about a talent show which was going to be on television in the near future. Mr Lawrence was an employee of the local TV station and thought that the family might be interested in entering Sarah for the competition. Mr Lawrence gave the family his email address, **lawr@abinternet.co.uk**, so that they could write and ask him for the application form once they had considered it. Mr and Mrs Harman thought that this would be an excellent opportunity for their daughter and so made sure that they got the application form. They were all delighted to learn that the first prize was a family holiday for four in a country of their own choice. The choice of destination would be an easy one: they would want to visit Sarah's grandparents.

It did not take Sarah long to decide to use the solo song that she had sung at school as her entry for the talent show. She would need to make sure that the technicians at the TV station were able to provide a CD player for her backing music and coloured lights in order to create the right atmosphere. Sarah was very excited by the idea of appearing on television and even more excited by the possibility of winning the holiday for her family.

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

## TV Talent Show Application Form

### Section A Personal details and experience

Full name: .....

Age: .....

Address: .....

Telephone number: .....

What is your main talent? (please underline one)

singing      dancing      playing an instrument

How were you taught? (please circle)      by self      by teacher      by parents

Have you ever performed in public before? (please delete) YES/NO

### Section B Proposed performance details

Name of performance item: .....

Approximate length of performance: .....

Technical equipment required: .....

### Section C Additional information

If you are under 18 years of age please indicate whether or not you have your parents' permission to enter the talent show. (please delete) YES/NO

Where did you hear about the talent show? (please circle)

television      radio      magazine      personal contact

### Section D

In the space below, write **one** sentence of between 12 and 20 words, explaining where you would like to go on holiday and why you have chosen that destination.

[Total: 8]

## Exercise 4

Read the following speech given by a fashion designer about the ways in which technology and fashion are working together, and then complete the notes on the opposite page.

# Fashion and Wearable TECHNOLOGY

Fashion of the future will not just be about the length of skirts or the width of trousers. Fashion will team up with technology and the result will be something that we may find difficult to imagine at present.

Many companies are already putting fashion and technology together and calling the result 'wearable technology'. One company has produced a jacket with a built-in minidisc player and a remote control sewn into the sleeve. Another company has made jackets with built-in fans to help their customers to keep cool during the summer. The future of technology in fibre is only a few years away. One shoe manufacturing company has already designed a running shoe with an embedded microchip that checks the ground underfoot and accordingly adjusts the level of shock absorption provided by the shoe's heel.

But the real high-tech designs of the future have yet to reach the shops. These will consist of materials and clothes that are now only being sketched out in designer studios and research laboratories around the world. Wearable technology will eventually become a basic product, much like blue jeans. Eventually, people will wonder why they wore ordinary trousers when future ones will be able to keep their legs warm with heating coils stitched into the lining. Students in laboratories in various universities are experimenting with cheap wearable technology. Using fabrics filled with various metals, such as copper and stainless steel, they are working on producing clothing that is soft to the touch and can change shape according to the temperature. With the application of a small amount of heat, a long sleeved shirt

can become short sleeved in seconds, while still being able to revert to its original shape.

Some ideas are even more amazing. One professor describes a proposed spray-on dress made from a chemical formula which will allow you to create a temporary dress from virtually nothing. The chemical will be sprayed directly onto the skin to form a cloud of non-woven cloth, which can then be styled in any way the customer wishes.



It is not just clothing that is becoming technical. Designers are also trying to find new ways to fit clothes. One fashion technology company has already created the world's first pair of perfectly fitted jeans. The customer stands in a pitch black changing room while a light flashes over the body for eight seconds. The exact body measurements are scanned and then recorded. A pair of perfectly fitted jeans arrives in the post within two weeks.

Some of the ideas being explored, such as wrinkle resistant sweaters, will probably be in the shops before long. But others, air conditioned jackets, for example, may never be available to buy, no matter how amazing they sound.



You have been asked by your technology teacher to listen to the speech and make brief notes about what you have heard.

Make your notes under each heading.

Technological clothes already produced

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

Technological clothes being worked on for the future

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

[Total: 8]

## Exercise 5

Read the following article about responsible travel. **On the opposite page, write a summary about what responsible travellers do when on holiday.**

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

# RESPONSIBLE TRAVEL

More people have the opportunity to travel now than at any other time in history. At one time, a journey of thirty kilometres from one village to another was difficult and unusual for almost everybody. It was when affordable air travel became available to many people that the idea of going abroad on holiday became a reality. Large numbers of people saved money to go on holidays organised by travel companies which took care of all of the arrangements and made the experience easy and trouble-free. It could be argued that very little thought was put into the effect that such mass tourism was having on the countries which were visited. Nowadays, people are aware of many different environmental issues and a movement which encourages responsible travel has grown up. Responsible travel places importance on respecting local people and the environment.



Most of what we do in our lives contributes to carbon dioxide (CO<sub>2</sub>) emissions and global warming. Air travel, although currently a relatively small contributor (less than 5%), is the fastest growing source of CO<sub>2</sub> emissions. We must all take action to reduce our CO<sub>2</sub> emissions across our entire lives, and this includes accepting that we must fly significantly less than we do now. When people do fly to their destination it's even more important that the holiday is a responsible one.

Responsible travel brings the traveller closer to local cultures and environments by involving local people in tourism. It does this in a fair way that helps to ensure that the local people will give visitors an even warmer welcome. For example, a local guide will be able to teach the traveller about the culture of the region far better than a

foreign guide could ever do. The local guide will also earn an income from the traveller.

Rather than being surrounded by hundreds of people from back home, responsible travellers prefer smaller groups. They don't like being herded in large crowds and they understand that travelling in smaller groups makes local people and cultures more accessible.

People who choose to travel responsibly want to get more out of their visits, and give something back to the special places and people that they encounter. They want deeper and more interesting travel experiences. They value seeing things as they are, rather than seeing things which have been created for the tourist. At the same time they understand that some cultural experiences are best kept private, and that their visit would be an intrusion. They believe that travelling with respect earns them respect.

Responsible travel is about rediscovering how to experience nature, to feel it, smell it and learn about it rather than just look at it. Travellers prefer to get out and walk rather than sit in a big bus, and they are determined to leave no negative physical evidence of their visit. They also understand that income from tourism can be a powerful incentive for conservation. They believe that their trips can make positive contributions towards conserving natural environments.



Experienced responsible travellers know how difficult it can be to do the right thing. Whether they travel independently, or through a leading travel operator, the responsible traveller is quite different from the tourist who just wants to sit on a sunny beach in a country with a warm climate.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

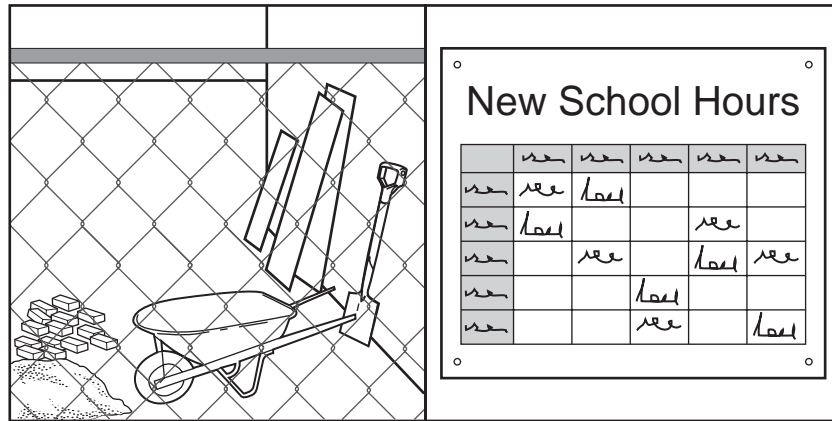
---

---

---

[Total: 10]

**Exercise 6**



The new headteacher at your school is making some important changes which will affect school life.

**Write a letter to a friend who left school last year explaining the changes.**

In your letter you should:

- describe the new headteacher;
- outline the changes that are being made;
- explain how you feel about the changes.

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

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

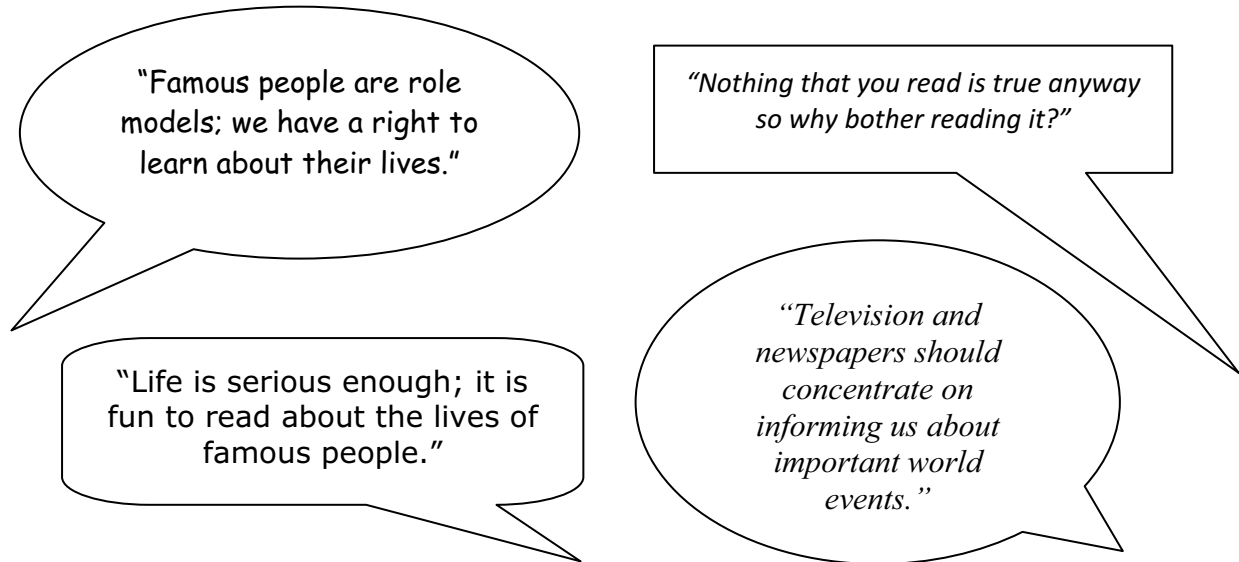
You will receive up to 9 marks for the content of your letter, and up to 9 marks for the style and accuracy of your language.



**Exercise 7**

Your school magazine is inviting students to write an article about whether they think that television and newspapers spend too much time reporting on famous people.

Here are some comments from your friends on this subject:



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

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

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

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.



**BLANK PAGE**

---

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

University of Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.