



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

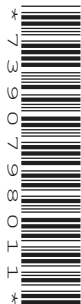
CANDIDATE
NAME

CENTRE
NUMBER

--	--	--	--	--

CANDIDATE
NUMBER

--	--	--	--



ENGLISH AS A SECOND LANGUAGE

0510/23

Paper 2 Reading and Writing (Extended)

May/June 2014

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.

Exercise 1

Read the following advertisement for a railway company, and then answer the questions on the opposite page.

TAKE THE TRAIN

Welcome on board your train today. Travelling with us means that you're in for a real treat. Our trains are some of the most technically advanced in the country. The fastest they can travel is 200 kilometres per hour, and they are specially designed to lean into the curves of the track. This provides passengers with a smoother ride and gets them to their destination faster.



We also have a great range of onboard services, all designed to make your journey as pleasant as possible. If you have any problems or questions while travelling with us, be sure to speak to the train manager or to any other member of our onboard crew.

First Class

Travel in first class and you can relax and enjoy free food and drink from our menu (Mondays to Fridays only). There are reclining seats, allowing you to lie back and relax. You will also find newspapers and electric points at every table, and you will be guaranteed personal service throughout your journey.

The Kitchen

In Carriage K of every express train, there is a kitchen, in which we prepare all of our food for first class passengers. Did you know that these kitchens are actually bigger than those on any other trains in Europe?

Bicycles

Bicycles are welcome on all our trains. Just make sure you book a space for your bike in advance. Taking your bike costs nothing, and this can be booked at any station, on the internet or by phone. When you arrive at the station, look for the blue sign at the end of the platform. You can take your bike onto the train from this point.

Mobile Phones

We have a guaranteed mobile phone signal on our trains, so you can chat to your friends at any time. However, if you don't want to use your phone or be disturbed by others who do, make yourself comfortable in the quiet carriage for a peaceful journey.

Wi-Fi Internet

Fast and reliable Wi-Fi internet is available at your seat. The service is free for first class passengers. In standard class, simply log on to our Wi-Fi network, choose how you want to pay, then go online and start surfing.

The Shop

All our express trains have a shop onboard in one of the carriages. From sandwiches and cakes to drinks, magazines, sweets and chocolates, all are on display there and available for sale.

Safety Posters

Safety posters are located just inside the entrance doors to all the carriages. Please take a moment to read them carefully when you get onto the train. We can promise you a safe and enjoyable journey to your destination.

- (a) What is the maximum speed of these trains?
.....[1]
- (b) In case of difficulty, who can you ask for help or advice? Give **two** details.
.....
.....[1]
- (c) On which days would first class passengers be unable to obtain a free meal?
.....[1]
- (d) What special feature ensures that passengers can sit comfortably in first class?
.....[1]
- (e) What shows you where to get on the train with your bicycle?
.....[1]
- (f) Where should you go if you want to avoid the noise made by mobile phone users?
.....[1]
- (g) Which train passengers have to pay to use the Wi-Fi internet?
.....[1]
- (h) Apart from food and drink, what can you buy at the shop?
.....[1]
- (i) What are all passengers advised to do at the beginning of their journey?
.....[1]

[Total: 9]

Exercise 2

Read the following article about a figure carved on the walls of old buildings, and then answer the questions on the opposite page.



On the walls of many old buildings throughout England, visitors may see carvings of a strange face, surrounded by leaves. This carving is called the face of the 'Green Man', although nobody knows his original name. The ancient craftsmen who carved these faces, in stone or wood, had only simple tools to work with. Nevertheless, they were skilful enough to show each one with a different expression on the face. Some look happy or peaceful, others appear threatening or terrified.

There are many differences of mood, but the carvings give a common impression of something, or someone, alive among the green buds of spring. Green Men can vary from the comic to the beautiful, but strangely enough, the most expertly carved ones are also the most frightening to look at. Most faces were carved directly onto walls, often by master craftsmen sitting on high wooden scaffolding. These craftsmen were usually assisted by their apprentices, who learnt their skills by watching their masters at work, and who then copied the same old designs of the Green Man many years later, when they were fully trained as master craftsmen themselves.

The original meaning of the Green Man was lost long ago, but he has continued to appear up to the present day. You can find him carved on the front doors of 19th century houses and on the huge pieces of furniture inside. Nowadays, he can still be seen in many different places, but always as a piece of carving, never painted on paper or glass.

THE GREEN MAN

Carvings of Green Men have a long history. During Roman times, heads covered with crowns formed from leaves were carved at the top of columns outside important buildings. Even earlier than Roman times, similar heads could be seen carved on Indian temples, long before they became common in Europe.

In the early Middle Ages, the first European sculptors, whose carvings were still very simple, had the idea of making the leaves form the shape of a nose or mouth. This represented the growth of new vegetation at the start of spring. The faces shown were mostly flat and uninteresting; personal features were only introduced later.

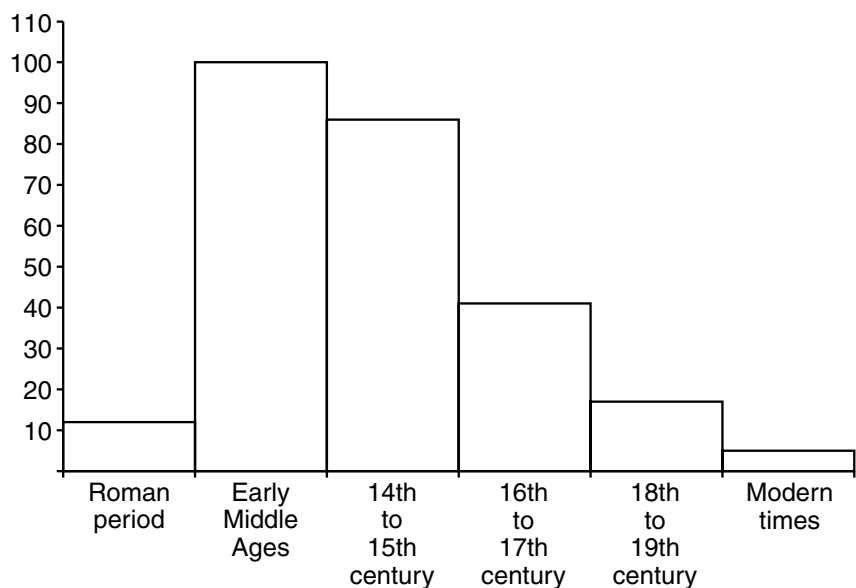
In the 14th and 15th centuries, people loved colour and so the different faces of the Green Man soon became surrounded by bright green leaves. They looked like the faces of handsome young men and their hairstyles were like those of the rich people who were alive at the time.

Not all Green Men appear friendly. Some look very fierce; others seem to smile, but with cold frightening eyes. These images of terror reflect the fears held by people over the years. During the 17th century, for example, children were frightened that they might see the Green Man in the forest looking out from behind the trees on a dark and moonless night. Local people thought of forests as unsafe places and were afraid that a face seen among the leaves might be that of a fierce animal.

Other Green Men are not shown as frightening, but old and afraid. Leaves grow under the eyes like wrinkles. It is hard to imagine that these faces were meant to show us the joy of nature in the spring.

Some people attach religious significance to the faces of the Green Man. Some think they represent the season of spring, and yet others say they are simply decorations. In modern times, environmentalists have adopted the Green Man as a symbol of the unity between humans and nature.

Number of Green Man Carvings on Buildings in England



- (a) What materials were the first carvings of the Green Man made from? Give **two** details.
.....[1]
- (b) What is surprising about the faces that are particularly well carved?
.....[1]
- (c) What did a craftsman’s apprentice do after becoming qualified?
.....[1]
- (d) Apart from on walls, where can you find 19th century carvings of the Green Man? Give **two** details.
.....
.....[2]
- (e) What natural event did early sculptors in Europe try to express with their carvings?
.....[1]
- (f) In the 15th century, what feature made Green Men look wealthy?
.....[1]
- (g) Why were forests considered dangerous places? Give **two** details.
.....
.....[2]
- (h) According to the chart, in which period of history were the greatest number of Green Man carvings found, **and** how many were there at that time?
.....[1]
- (i) How do environmentalists regard the Green Man today?
.....[1]
- (j) Describe the different ways in which the head or face of the Green Man is seen to be decorated with leaves. Give **four** details.
.....
.....
.....
.....[4]

[Total: 15]

Exercise 3

Ranvir Dasgupta is a final-year school student at the Queen's Academy in Amritsar, India. She lives with her family at 39 Hungerford Road, Amritsar 143 026, telephone number 183-630551. For the past nine months she has been using her own personal email address, **ranidas@telmail.in**, to correspond with her many friends and relatives.

Although Ranvir is not outstanding at her studies, she does take part in many different sports and is a member of her school teams for netball, hockey and tennis. Her main interest, however, is as a girl guide. She has been a guide since she was only 10, and for the past two years she has been leader of the Queen's Academy Girl Guide Troop. Her speciality is orienteering, a competitive sport in which runners have to find their way across the countryside with the aid of a map and compass.

The latest edition of the Guiding Magazine contains an announcement for an International Girl Guide Tournament, to be held later this year in Brisbane, Australia, from 19th to 23rd November 2014. Ranvir is determined to take most of her troop to the tournament so that they can compete as a team in the orienteering race. She will have her 18th birthday before she goes, and for a birthday present her father has promised to pay her return airfare and accommodation as well as the tournament entry fee for the whole troop, consisting of herself and five other girls. While attending the tournament, the troop will live together in a hall of residence belonging to Brisbane University. Ranvir has chosen this location because it is nearer to the sites of all the competitions than any of the hotels or guest houses recommended by the organisers of the tournament, the Australian Girl Guide Association.

All the other girls will travel to Australia ten days before the tournament opens in order to do some sightseeing first. Ranvir must stay behind in India to wait for her final exam results. She will arrange to fly out on 17th November 2014 on flight QA 225, which is scheduled to land in Brisbane at 6.10pm. An official tournament minibus will meet that flight and take the participants, who will be arriving from all over the world, to their individual places of accommodation.

Ranvir has recently renewed her passport, number ST8224073, and she must now go to the Australian Consulate in Delhi to get an application form for a visa to stay in the country for three weeks. She has been advised to state on the form that she will be visiting the country for tourism and sport. This is because, after the tournament, she would like to visit the Great Barrier Reef off the coast of Queensland. She also intends to spend a week in Melbourne, staying with her aunt, Dr Gayatri Bhaskaram, who lives there with her family. Her aunt has kindly agreed to act as her personal sponsor.

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

COMMONWEALTH OF AUSTRALIA VISA APPLICATION FORM

SECTION A – Personal details

Full name:

Address:

Telephone number: Email address:

Age at date of entry to Australia: Passport number:

Do you have any other person(s) travelling with you? (please delete) YES / NO

SECTION B – Details of visit to Australia

Date and year of entry:

Place of entry: Flight number:

Purpose(s) of visit:

Length of stay (please tick box):

up to 1 month

1 to 6 months

more than six months

Name and date(s) of any event(s) you plan to participate in:

.....
.....

Type of organisation that you will represent at the above event (please circle):

school

university

company

Name of one personal sponsor in Australia:

SECTION C

In the space below, write **one sentence** of between 12 and 20 words, describing any places you intend to visit in Australia.

[Total: 8]

Exercise 4

Read the following article about the use of new communications technology in Africa, and then complete the notes on the opposite page.

COMMUNICATIONS TECHNOLOGY IN AFRICA



Technology started to increase the pace of development in Africa with the introduction of the Global System for Mobile Communications (GSM) services in the late 1990s. Since then, a cellphone revolution has made this continent the fastest growing region on Earth for the telecoms industry. This change has caused governments and people to recognise that they have an opportunity to improve their economic and social conditions if they can use technology to solve the challenges facing their countries.

Two years ago, when a potato disease spread across Kenya, a farmer searched the internet for information about the problem. He discovered that ants were eating his potato stems, and that the cure for the disease was to sprinkle wood ash on the crop. Two months later, his potatoes were healthy again. The farmer realised that the time had come to make greater use of the internet, and by means of a further search he soon found a local buyer for his rescued crop. He now uses a cellphone linked to the internet to get the latest potato prices.

Life without new communications technology is now hard to imagine in countries throughout Africa. Whereas twenty years ago in Nigeria, a SIM card cost \$100 and local calls cost 33 cents per minute, you can now buy the card for almost nothing, and cellphone call charges have been reduced in proportion. Billions of dollars of foreign investment have flooded in, and cellphone subscriber numbers now already exceed 100 million.

This explosion in cellphone use has created a corresponding explosion in the number of Nigerians using the internet as a tool to communicate and to do business. It is estimated that more than 31 million Nigerians now access the internet, with 30% or more doing so on their cellphones. Cheap and instant text messaging services have removed the previously high cost of communicating with customers. Quick and easy access via the internet has presented many Nigerians with opportunities to start new businesses.

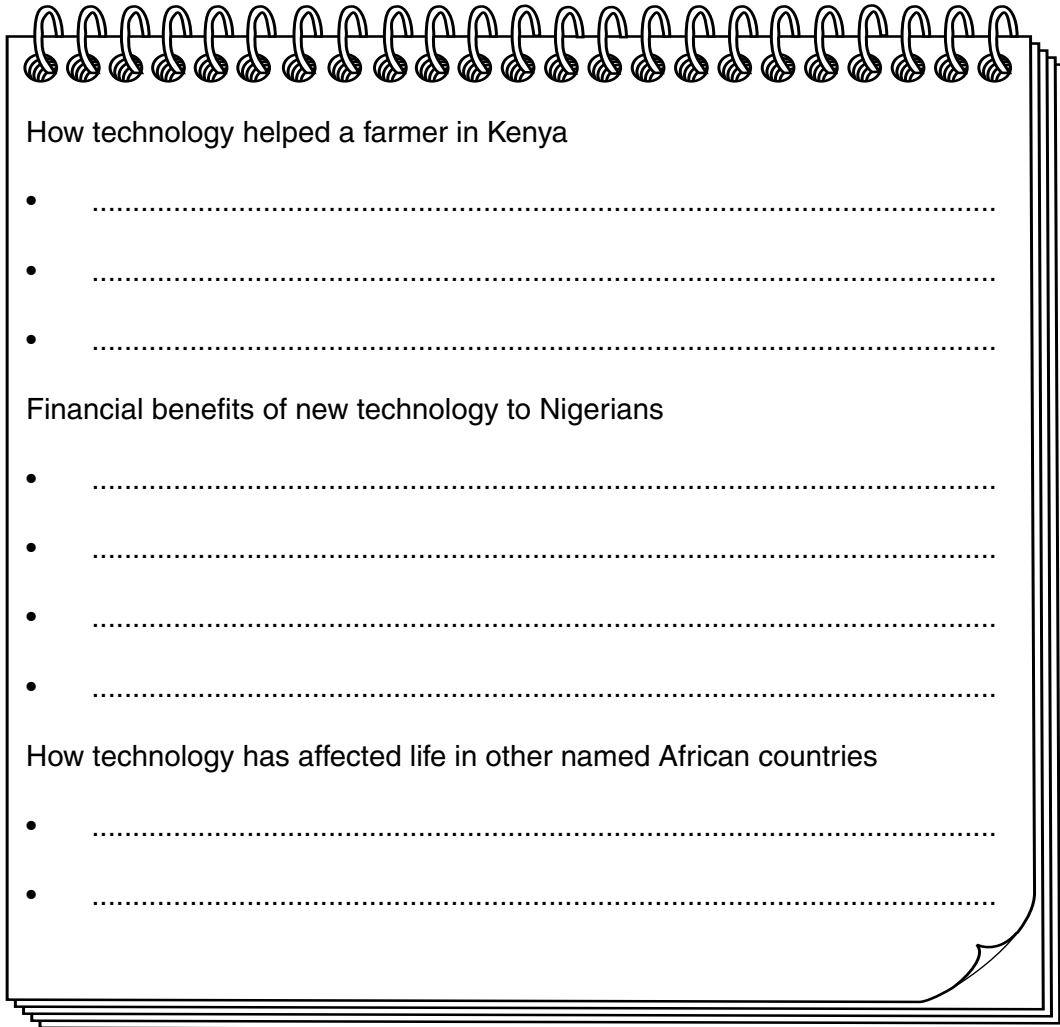
New technology has the power to influence economic development in many ways. In Ethiopia, a website has been designed to provide the latest information about global food prices to the country's smallholding farmers. Before this, although farmers represented 80% of the country's population, they only had information about the value of their produce at local markets. An automated free telephone service now provides details of updated worldwide prices every minute.

At the same time, cellphone technology is also enabling ordinary people to voice their concerns. One initiative allows citizens in Mozambique to report local issues via the internet. Problems reported include broken water pipes in villages, inefficiencies in the legal system and transport delays. Similarly, in Uganda, university students are able to use their cellphones to register their complaints by reporting any incidents of poor teaching.

Technology also serves to improve people's knowledge of the world. Social networks such as Twitter play a major role in spreading information about important global events. Technology enables African people to gain a greater share of news coverage and create a worldwide awareness of what is happening on their continent.

You have been asked to give a short talk to the International Group at your school about the use of communications technology in Africa. Prepare some notes to use as the basis for your talk.

Make your notes under each heading.



How technology helped a farmer in Kenya

-
-
-

Financial benefits of new technology to Nigerians

-
-
-
-

How technology has affected life in other named African countries

-
-

[Total: 9]

Exercise 5

Read the following article about red squirrels. **On the opposite page, write a summary of the reasons why their numbers have declined AND of the actions being taken to keep red squirrels safe.**

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.

SEEING RED

The future is at last brighter for one of the most appealing and rarest of creatures. Only a few years ago, the chance of survival of red squirrels was poor. A disease known as the 'squirrel pox virus' reached the north-west corner of England. Although the red squirrels lived in a protected area near the coast, the disease killed more than three quarters of the population.



The disease was brought into the country by grey squirrels during the 19th century. The grey squirrels were larger, fitter and stronger, and soon expelled the reds from their age-old breeding grounds. The greys were able to steal the nuts and other food which the smaller red squirrels depended on for their survival. They also had a natural immunity to the squirrel pox virus. As a result of their contact with the reds, they soon passed on the disease but remained unaffected by the disease themselves.

The red squirrels suffered badly. The thick forests behind the sand hills where they lived provided them with some protection from the grey squirrels, but not against this deadly virus. A particularly hard winter one year reduced their number still further, until no more than about 100 survived. This was the reds' last habitat in the whole of England.

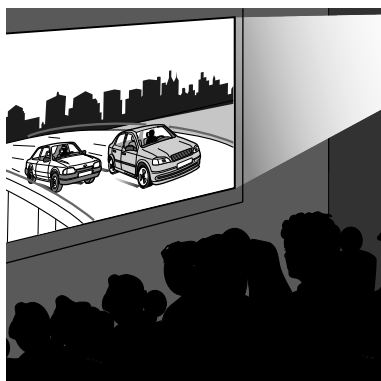
The future of these squirrels remained desperate for many months. Since then, however, the little reds have fought their way back. The latest figures reveal that their numbers are up to almost 60% of levels before the squirrel pox virus. Estimates vary between 500 and 1000. Even the winter, with its bitter cold and heavy snow, has not reduced the size of the population. Even more exciting is the news that they are leaving the coast and moving into new territory. There are reports that red squirrels have been sighted in woodlands some 80 kilometres away.

None of this would have been possible without the perseverance and dedication of the local Wildlife Trust, a group of volunteers devoted to the protection of the environment. They constantly monitor red squirrel movements and populations, check on the habitats of grey squirrels and prevent them from spreading into areas where reds are present. Now, the group's pioneering work has led to a new project designed to protect red squirrels across the North of England.

The project, named simply 'Red Squirrels Northern England' (RSNE), aims to establish areas where red squirrels can be kept safe. Over a five-year programme, volunteers are attempting to keep the reds in 17 safe areas, where 80% of their population will live. These are large forests of pine trees, where reds can safely feed on seeds and nuts.

It is estimated that there are now about 500 red squirrels across the region. At the same time, the number of greys also continues to rise, so that it remains necessary to control the spread of the squirrel pox virus. Volunteers tirelessly patrol all the woodlands in the region and ensure that the two populations are kept apart. Local landowners have cooperated with the Wildlife Trust, and have worked out ways to attract red squirrels to their woodlands and keep out the greys. The project has been successful so far, and it has managed to prevent any renewed outbreak of the deadly virus.

Exercise 6



You have recently seen a new film at the cinema or a play at the theatre.

Write a letter to a friend, describing the occasion.

In your letter you should:

- say who you went with and why you went to see it
- describe what you enjoyed the most
- explain why you would or would not recommend it.

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

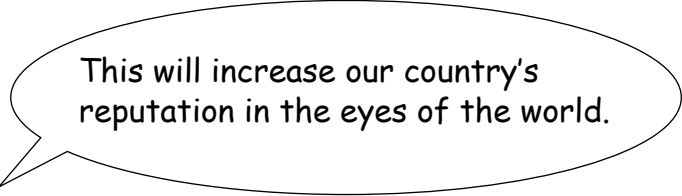
Your letter should be between 150 and 200 words long. Do not write an address.

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

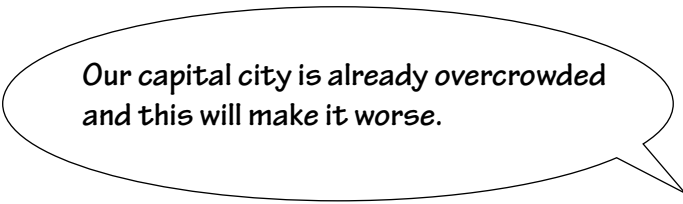
Exercise 7

The government would like to hold the 2024 Olympic Games in your country's capital city. A national newspaper has invited its readers to express their views.

Here are two of the comments already made:



This will increase our country's reputation in the eyes of the world.



Our capital city is already overcrowded and this will make it worse.

Write an article for the newspaper, giving your opinion about the proposal.

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.

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.

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.