

Centre Number	Candidate Number	Name
---------------	------------------	------

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

**ENGLISH AS A SECOND LANGUAGE**

**0510/02**

Paper 2 Reading and Writing

May/June 2004

**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 in the spaces provided on the Question Paper.  
Do not use staples, paper clips, glue or correction fluid.

Answer **all** questions.

The number of marks is given in brackets [ ] at the end of each question or part question.

At the end of the examination, fasten all your work securely together.

Dictionaries are **not** allowed.

If you have been given a label, look at the details. If any are incorrect or missing, please fill in your correct details in the space given at the top of this page.

Stick your personal label here, if provided.

FOR EXAMINER'S USE	
Part 1	
Part 2	
Part 3	
<b>TOTAL</b>	

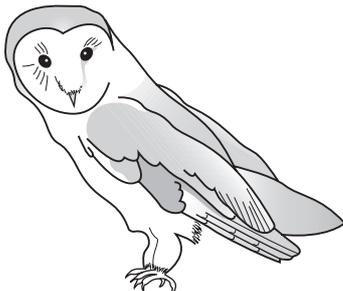
This document consists of **19** printed pages and **1** blank page.



## Part 1

## Part 1: Exercise 1

Read the following advertisement about an owl centre, and then answer the questions on the opposite page.

<p>You would be</p> <p><b>WISE</b></p> <p>to visit our</p> <p><b>Owl Sanctuary!</b></p> <p>Read on...</p>  <p><b>Opening times:</b></p> <p>March to November 10:00 to 17:30 daily</p> <p>December to February Weekends &amp; holidays only</p>	<p>Come and experience the wonderful and fascinating world of owls. Our owl collection is the largest in Europe – more than 350 of them.</p> <p>Our centre was founded in 1988 and has provided a resting place for many injured owls ever since. Indeed, most of the owls in our sanctuary have been nursed back from ill health or accidents, and those that make a full recovery are released back into the wild again – it is our way of helping the environment. They are cared for in our owl hospital unit, which is funded entirely by the generous donations of our visitors.</p> <p>Visit our lecture room to hear one or more of the daily talks by owl specialists, designed to educate and amaze you.</p> <p>Learn to handle and fly the owls yourself! Spectacular flying displays are held daily</p>	<p>at midday and 3 p.m., both indoors and out in the open air.</p> <p>The Owl Sanctuary will offer you the perfect day, filled with fun, excitement and learning. We have ample parking and picnic places, and we offer educational discounts (20% reduction on child entrance fee, age 5-16 inclusive). Access for disabled visitors is good throughout our centre. We have a gift shop, and refreshments are served throughout the day at our café.</p> <p>If you cannot visit us, then we can come to you. Our tour bus can bring our owls to your school, college, library or hall.</p> <p>Find out more on our interactive website about owls, which is packed with puzzles, information and project sheets to download: <a href="http://www.wiseasanowl.com">www.wiseasanowl.com</a>.</p>
--	---	---

(a) When did the work of the centre begin?

..... [1]

(b) Describe the centre's role in helping injured owls.

..... [1]

(c) How is the owl hospital financed?

..... [1]

(d) Why is it cheaper to visit the centre as a school group?

..... [1]

(e) Other than visiting the centre, how else could you see the owls?

..... [1]

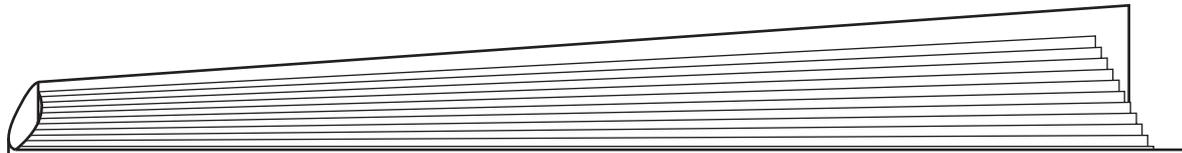
(f) What does the centre's website offer everyone?

..... [1]

[Total: 6]

**Part 1: Exercise 2**

Read the following article about the *Guinness World Records* book, which describes achievements every year. Then answer the questions on the opposite page.



## Record breakers

The *Guinness World Records* book is updated every year. This year sees the 50th edition of the famous, fact-filled book, which is printed in 23 different languages. It interests and delights readers all around the world – it's available in more than 100 countries. People send in claims for new records constantly to the *Guinness World Records* Headquarters, which then has to research and check each claim. Some claims are conventional but others are for extraordinary records. In 2002 and 2003, about 60,000 record claims were received. Some of these were new types of records, whilst others were updates on past records which have now been superseded. About 1,000 new types of record can appear in each new issue of the book.

### DO YOU KNOW THE WORLD RECORD FOR...

■ **the smallest hand-made teddy bear?**

It is 9 mm in length and consists of 6 main parts: head, body and four limbs, each of which is moveable and stuffed with cotton.

■ **the largest number of people inside a VW beetle car?**

In April 2000, 25 people were able to get into one of these cars in Austria.

■ **the youngest visitor to both geographical poles?**

Both North and South Pole have been reached by a young American boy who was 9 when he visited the North Pole and 11 years old when he reached the South Pole in January 2002.

■ **the heaviest car ever balanced on a man's head?**

A Mini, a small car weighing 159.6 kg, was balanced on a man's head for 33 seconds in 1999.

■ **the longest time spent pushing a car?**

In December 2001, two men pushed a Chevrolet along Texas streets between 6.20 in the morning and 11.17 that evening.

■ **the longest journey ever driven?**

Two Swiss colleagues travelled a distance of 509,674 km in 1984 in a Toyota Land cruiser vehicle.

Find out details of all the above records and many, many more in the new edition of this record-breaking book of records!

(a) How do we know that the record book is popular all around the world? Give **two** details.

..... [1]

(b) What is the role of the Headquarters of the *Guinness World Records*?

..... [1]

(c) What are the **two** sorts of records that the *Guinness World Records* book will accept?

..... [1]

(d) What is unusual about the young boy mentioned?

..... [1]

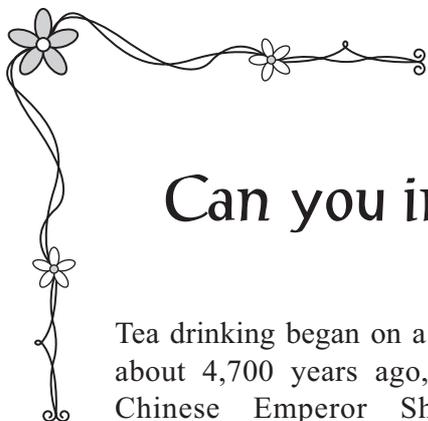
(e) One record is for filling up a car with people. What do **two** other car records involve?

..... [1]

[Total: 5]

**Part 1: Exercise 3**

Read the following article about the history of tea-drinking, and then answer the questions opposite page.



## Can you imagine life without tea?

Tea drinking began on a windy day about 4,700 years ago, when the Chinese Emperor Shen Nong commanded his servants to boil a pot of water for him to drink. Very wisely, he always insisted that water should be boiled prior to drinking. Dried leaves from a nearby tea bush were blown into his pot and turned the bubbling liquid a deep shade of brown. Rather than throw the water away and start afresh, as supplies were short, the emperor insisted on tasting the brew and immediately hailed it as a refreshing drink.

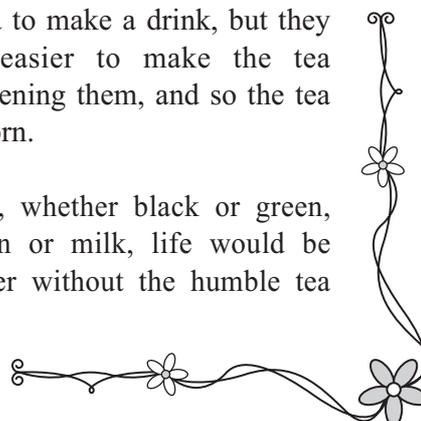
For nearly five more millennia, we have been drinking tea. The Japanese soon adopted Shen Nong's drink of tea, along with a ceremony in its preparation. Incredibly, it was not until 4,000 years later that tea-drinking reached Europe. Travelling merchants mentioned the properties of the tea bush, but no-one was sure how to use the leaf or how to serve it. In 1560, however, a Portuguese missionary in China sampled a cup of tea, and four years later Portugal opened up the first official trade route to China.

Gradually, tea drinking became

available around the world, but only to people who could afford it. By the end of the seventeenth century, it became a tradition to drink tea mid-afternoon in some countries, and one tea drinker even added milk to the formerly black drink. In London, tea became, surprisingly, the main drink in the coffee houses, where for just a penny customers could obtain a pot of tea and a newspaper.

The tea-drinking tradition then travelled across the Atlantic. Until then, tea had been drunk steaming hot. In 1904, however, a heatwave in St. Louis, USA, meant that people were searching for a cooling drink. One plantation grower poured buckets of ice into his brew of tea - the birth of iced tea. Four years later, a tea merchant sent some samples of tea in aerated bags to restaurants. The chefs should have opened the bags of tea to make a drink, but they found it easier to make the tea without opening them, and so the tea bag was born.

And today, whether black or green, with lemon or milk, life would be much duller without the humble tea leaf.



(a) How was tea as a drink first discovered?

..... [1]

(b) What did the Japanese add to the tea-drinking tradition?

..... [1]

(c) Why did the tradition of tea-drinking take so long to reach Europe?

..... [1]

(d) What helped tea-drinking to become popular in the seventeenth century?

..... [1]

(e) How did the very hot weather change the way in which people drink tea?

..... [1]

(f) How was the tea bag invented?

.....  
..... [2]

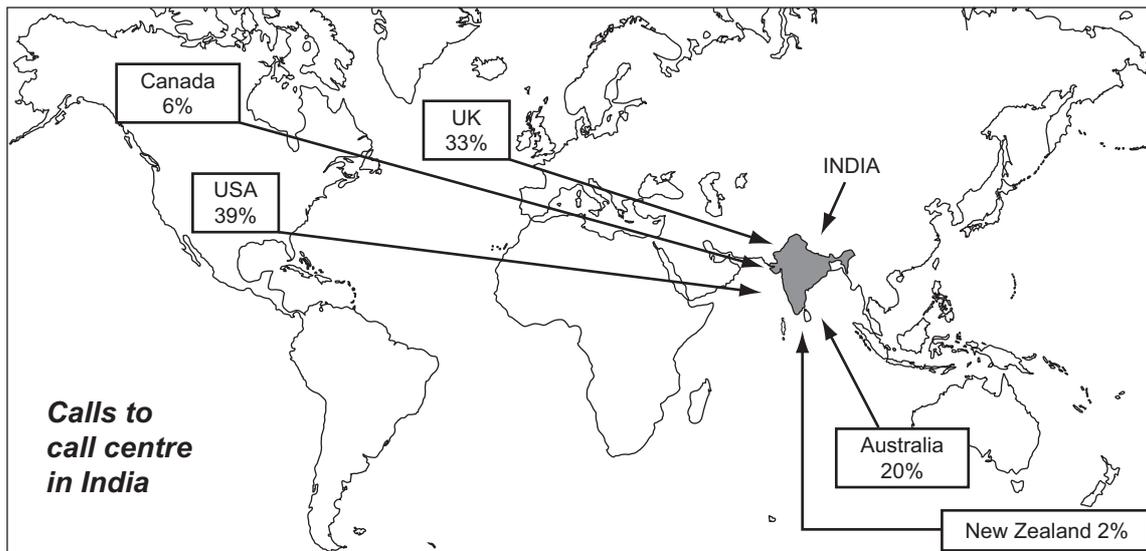
[Total: 7]

## Part 2

## Part 2: Exercise 1

Read the following article about company telephone centres (or 'call centres') in India, and then answer the questions on the opposite page.

# India calling



If you live in Australasia, Canada, North America or the UK, the next time you speak to your insurance company for information or you book an air ticket by telephone or even deal with your bank, don't assume that their representatives are in an office in your own country – they could be in India! It sounds incredible but many companies have already moved their telephone sales and enquiry departments all the way to 'call centres' in India...

Unbelievable? Many people think it is a sensible decision: costs in India are lower and the workforce is young and keen. For example, in one particular call centre office in Delhi, it can be 25 degrees Celsius outside and night time, but inside the cool, air-conditioned office it is still very busy. This company employs

3,000 telephonists, and over 1,000 young graduates apply for every job vacancy.

The working conditions in this attractive office are good — there's a doctor and a huge, subsidised canteen on site — it's like being at college again and so many people want to work there. Each day, staff have a meeting before beginning their shift on the telephone. They discuss the weather across the world — the most favoured topic discussed with their customers is typically the rain in the West. Foreign newspapers are on-line, ready for employees to be up-to-date with current affairs to help them when talking to their customers. Clocks on the walls show the time all round the world at a glance.

So why don't these employees admit they might be 4,000

miles away from their customers? Customers might be worried if they thought they were dialling India. They might be visualising huge bills, perhaps, or they might be anxious if they thought their company was trading so far away from home. The staff don't say that they are calling from India unless asked. Then their standard reply is, "Guess". If customers do find out where they are calling from, they are usually fascinated by the time difference and how late the employees in India are working. However, customers are more concerned with the high level of service provided rather than where the call is coming from.

When the employees leave the call centre to go home, they suddenly go from a global view back into the local Indian night.



**Part 2: Exercise 2**

Read the following passage, which is about the tradition of Flamenco.

Then **write a summary** of the method of performing Flamenco.

**Your summary should be about 100 words.**

Try to use your own words as much as possible.

## Spanish fire

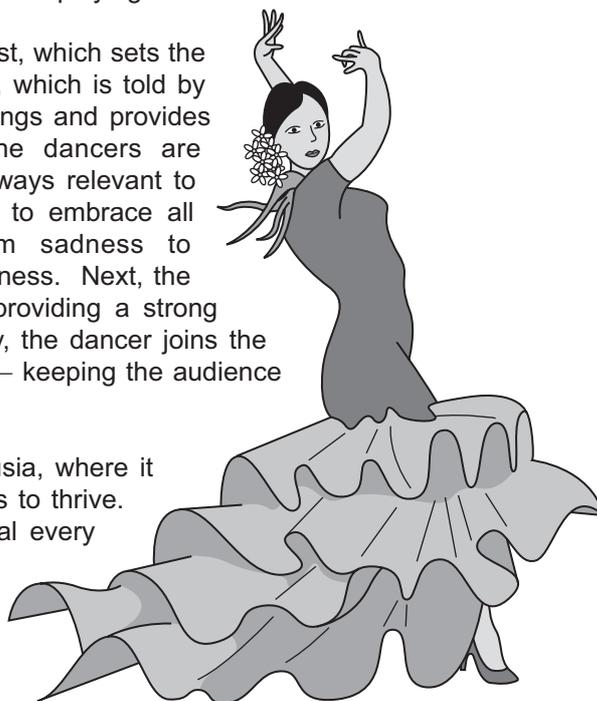
Flamenco dancing is one of Spain's most famous and most romantic traditions, known throughout the world for its vibrancy and for its fluid movements. Flamenco is only really 200 years old as we know the tradition today, but its origins stretch back much further in time. It is thought to have arrived in southern Spain in the 15th century with gypsies coming from India. Certainly, Flamenco's complex rhythms, syncopated clapping and vigorous stamping of the feet are all part of the rich gypsy folk tradition. The popular songs and dances of this region of Spain itself were also important in the early development of Flamenco. The first Flamenco was vocal, accompanied only by the clapping of hands. Soon guitar playing was added, and finally Flamenco dancing completed this colourful tradition.

All over Spain there are Flamenco sessions – in the large cities famous dancers perform, while even in the smallest village there is some sort of Flamenco festival in celebration of the country's dancing tradition. Young children often learn Flamenco, too, and join in children's dance festivals.

A typical setting for Flamenco dancing is late at night, accompanied by wine and a meal. The moon silhouettes the mountains creating just the right atmosphere for the three parts of the Flamenco – the song, the dance and the guitar playing.

A sombre, slow guitar melody is played first, which sets the scene for the drama to come – the story, which is told by the actual Flamenco dance. A baritone sings and provides the background to the story which the dancers are portraying. The stories are varied and always relevant to the audience. Indeed, Flamenco is said to embrace all human emotions in its dances, from sadness to passionate laughter and feelings of happiness. Next, the percussion joins the scene with drums providing a strong and regular beat to the occasion. Finally, the dancer joins the action – heels clicking, costume swirling – keeping the audience involved in the unfolding story.

Flamenco is most often staged in Andalusia, where it originated and where the dance continues to thrive. Seville, for example, hosts a huge festival every two years in September. Flamenco also plays a significant role in the Granada music festival in June and July every year. For exact venues and dates, visit the Flamenco website at [www.flamenco.com](http://www.flamenco.com).



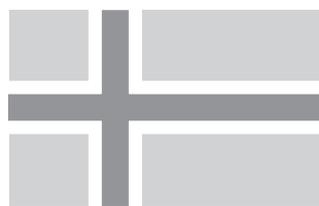


**Part 2: Exercise 3**

Read the following article about Bergen, a city in Norway.

Then complete the task on the opposite page.

# Visiting Bergen



Bergen is a harbour city situated halfway up the coast of Norway. In winter, when the snow settles over its streets, the visitor is left in no doubt of its location — Bergen is situated only a few hundred miles south of the Arctic Circle.

Originally, Bergen was established as a Viking trading post for the fishing settlements of the far north. From here, they traded wind-dried fish as far away as the coast of Africa and even to Newfoundland 500 years before Columbus set sail to discover it. Their legacy remains in Bergen - the fishing boats, the yachts and the large ferries, which still provide a route to the far north. Indeed, a visit to Bergen should include the four-hour tour of the northern fjords by ferry boat from the harbour.

The houses around the harbour are made of wood, their walls painted bright red and saffron-yellow - they stand just like tall ships moored by the waterside.



Often, the houses are linked by covered walkways or passageways, and

the roofs overhang the walls in order to offer protection against the storms of spring and the icy darkness of the winter months. Light is crucial here; the seasons are clearly defined by its presence or its absence: in the winter it is virtually dark all day, but in the summer months the only darkness at night is a sort of violet twilight which lasts until morning.

Bergen houses a huge fish market and is also famous for its meat and cheese markets. People who live here are used to wearing national costume at weddings and celebrations - a lovely tradition and a beautiful reminder of Bergen's culture. Items of clothing make good souvenirs, but then so do the trolls, model reindeer and thick oiled-wool fisherman's sweaters, which are on sale everywhere.

The latitude and setting of this city so near to the Arctic Circle make it unique. There is always something new to do - try the ocean bathing pool, perhaps, which is surrounded by a rocky promontory in the harbour, and has a diving board. For more information on what to see and do in Bergen, contact the Norwegian Tourist Board on 0906 302 2003, or look at [www.visitbergen.com](http://www.visitbergen.com).

Each member of your class has been asked to give a talk about one city anywhere in the world. You decide to base your talk on the Bergen article. Make **two** short notes under each heading as a basis for your talk.

BERGEN

**(a)** Situation:

.....  
.....

**(b)** Origins:

.....  
.....

**(c)** Houses:

.....  
.....

**(d)** Places to visit:

.....  
.....

[Total: 8]

**Part 3: Exercise 1**

The poster below is displayed in your town.

Read the poster and **write a letter to the town council**.

**Your letter should be about 150 words long.**

## Save our swimming pool!

Did you know that our local, open-air pool is to be filled in to make way for a new block of flats?

Don't let this happen. Write to the town council and:

- explain how important the pool is to local families and visitors to your area
- describe the pool's many other functions – for example, canoeing, diving, snorkelling tuition
- suggest an alternative place for a building site.



**Your voice counts - write to your town council now!**

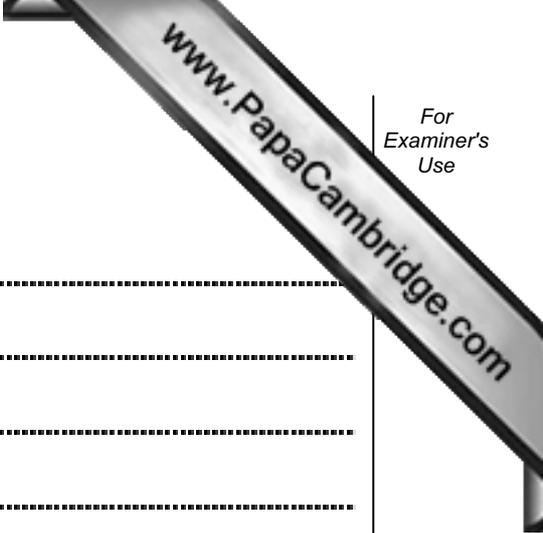


**Part 3: Exercise 2**

Your friend has just come out of hospital and must recover quietly for a long period of time.

**Write a letter of encouragement to her/him**, suggesting ways of filling her/his time while she/he gets better.

**Your letter should be about 200 words long.**



Dear Friend,

A series of horizontal dotted lines providing a writing area for the student's response.

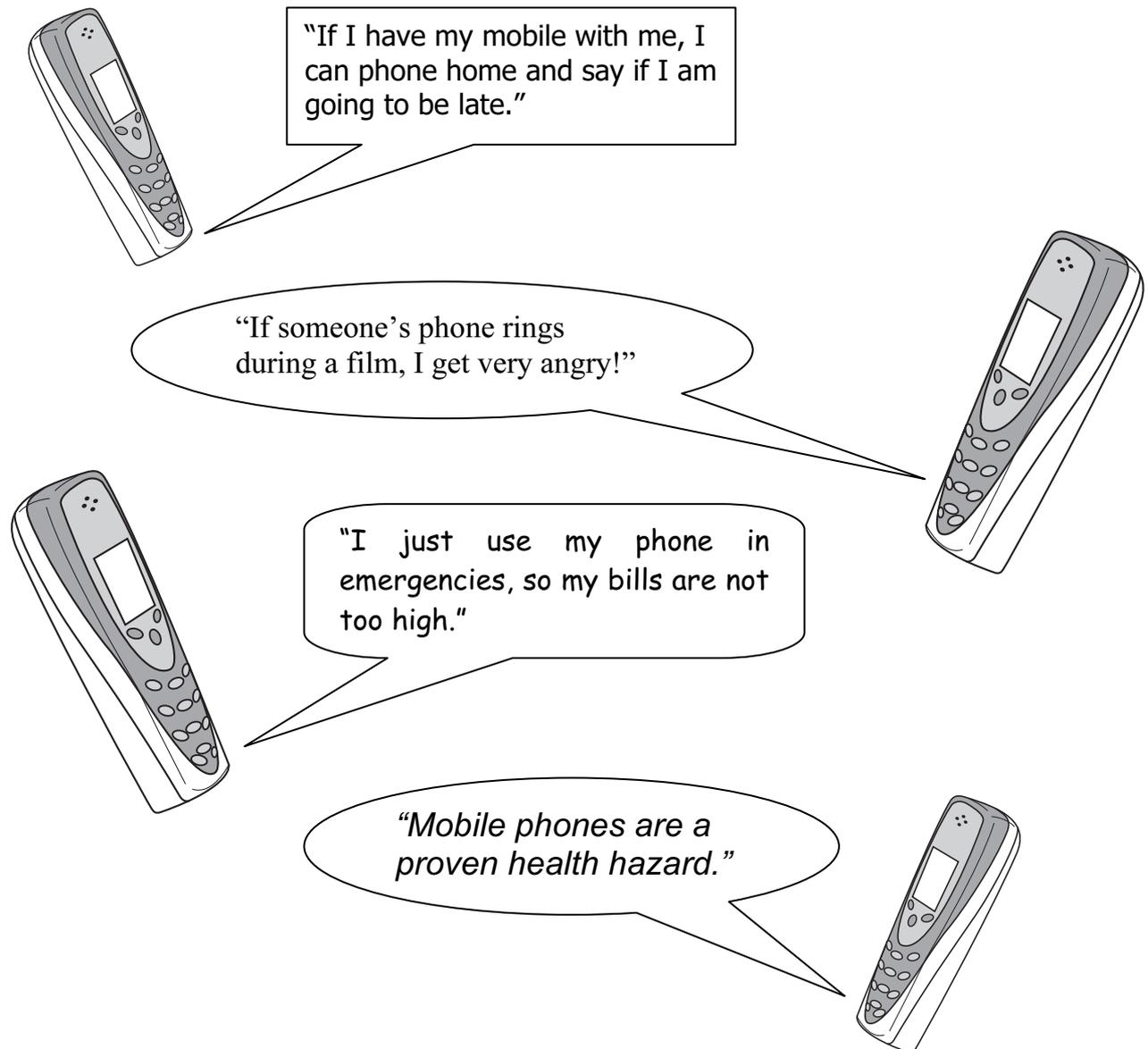
**Part 3: Exercise 3**

Below are some points of view about the advantages and disadvantages of using mobile phones.

**Write an article** for your school or college magazine expressing your own views about mobile phones.

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

**Your article should be about 200 words long.**





---

*Copyright Acknowledgements:*

Part 1. Exercise 1.      © New Forest Owl Sanctuary  
Part 1. Exercise 2.      © Guinness World Ltd., London  
Part 1. Exercise 3.      © John Lewis  
Part 2. Exercise 1.      © Daily Mirror  
Part 2. Exercise 2.      © Colin Barraclough. *Spanish Fire*. Published by RCI Europe  
Part 2. Exercise 3.      © John Lewis

Every reasonable effort has been made to trace all copyright holders where the publishers (i.e. UCLES) are aware that third-party material has been reproduced. The publishers would be pleased to hear from anyone whose rights they have unwittingly infringed.

University of Cambridge International Examinations is part of the University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department