



Cambridge Assessment International Education
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 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 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.

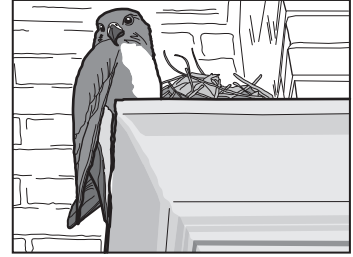
At the end of the examination, fasten all your work securely together.

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

This document consists of **13** printed pages and **3** blank pages.

Exercise 1

Read the article about birds called peregrines, and then answer the following questions.

Peregrines: finding a home in the city

If people stare upwards at New York's famous Empire State Building, they can occasionally spot a bird that is becoming an icon of New York – the peregrine.

Content removed due to copyright restrictions.

they're right.

Let's hope

- 1 Which world record do peregrines hold?
..... [1]
- 2 When did peregrine numbers decrease most quickly in the USA?
..... [1]
- 3 What was the main cause of the decrease in numbers of peregrines?
..... [1]
- 4 When did The Peregrine Fund release its first birds?
..... [1]
- 5 Why are cities good places for peregrines to live? Give **two** details.
.....
..... [2]
- 6 How does having peregrines in New York City benefit its residents? Give **two** details.
.....
..... [2]
- 7 What prediction does the writer make about peregrines living in New York City?
..... [1]
- 8 What are the risks that peregrines face nowadays from living in big cities? Give **four** details.
.....
.....
.....
..... [4]

[Total: 13]

Exercise 2

Read the article about four young people (A–D) who have busy lives. Then answer Question 9(a)–(j).

MANAGING BUSY LIVES***Four young people share their thoughts on managing their busy lives*****A Azar Hakimi**

I think teenagers these days have so many more activities to choose from than previous generations did. My parents often had very little to do on their days off school and say that those days seemed to pass too slowly, but I never have time to feel like that and prefer it this way. It's a similar story in the evening after school. I want to go to university, so I take my school studies seriously and I do a couple of hours of homework every day. I'm really into kickboxing too, so I have training twice a week for that. I don't think anyone my age could survive without planning their time well – I'd certainly be lost without my weekly planner. Ideally, I'd like to get a weekend job to help pay for my future college studies. With the amount of free time I have, though, there's more chance of me finding the money in the street than that happening!

B Dylan Pope

I think if you have any interests at all other than school, you're going to be running from one thing to the next! I sometimes find it quite hard to believe how busy I am on a typical weekday. My parents reckon they had fewer opportunities when they were my age, but it's different now. I'd much rather have too much to do than too little, but the amount of time that school work takes up each evening is getting ridiculous. I love football and cricket, and other games too, but I've had to limit myself to playing just one of them because I haven't got sufficient time to do more. Some of my classmates keep detailed written planners to help them organise their weeks more effectively. I've always managed to be in the right place at the right time up to now, but I may well need to start writing everything down if I get any busier.

C Morio Hamasaki

Most of my free time is taken up by sport. I play baseball for the school team and play for the local football and basketball club too. My mum and dad made me cut down on how much sport I was playing at one point. They could see how upset this made me, so they soon changed their minds and are very supportive now. It's not that I don't do the school work I'm given – I spend an hour on it every evening, which isn't a huge amount of time. When I'm working on it in my bedroom every night, though, I lose motivation as soon as I start. I want to be a professional baseball player, not a scientist! My parents say that it's much harder to become what you want to be these days and that kids are under much more pressure. There's no use wishing I'd been born thirty years earlier, but I can't help agreeing with them.

D Rokia Mokama

I tend to divide up my weekly activities into the things I have to do and the things I want to do, and I'm often surprised by how short the first of those lists is. The second list, though, is usually quite lengthy, so although my friends can't quite believe it, I'm actually quite relieved to let my mum and dad decide whether I have time for hockey practice or chess club. They started doing this when I took on too many voluntary work commitments for a few months, which didn't leave enough time for everything else. That's changed for the better now, though. I'm hoping to be the first person in my family ever to go to university so it's important for me to get my priorities right. It's great to do things for other people, as I was doing with the voluntary work, but it shouldn't be more important than seeing friends or doing well at school. It's good to have a nice balance between work and play.

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

Which person ...

- (a) feels that they get far too much homework? [1]
- (b) allows their parents to organise their free-time activities? [1]
- (c) suggests that they are unlikely to work part-time while still at school? [1]
- (d) would like to have time to play some other sports? [1]
- (e) feels that teenage life was better for previous generations? [1]
- (f) never gets bored at the weekend? [1]
- (g) is surprised that they have so many things to do during the school week? [1]
- (h) is pleased to have time for their social life? [1]
- (i) mentions how they feel when they are doing homework? [1]
- (j) believes that good organisational skills are essential for all teenagers? [1]

[Total: 10]

Exercise 3

Read the article about nature conservation in the Galapagos Islands, and then complete the notes.

Nature conservation in the Galapagos Islands

The volcanic Galapagos Islands lie far out in the Pacific Ocean, 1000 kilometres off the coast of Ecuador, in South America. They consist of fourteen main islands and more than 120 smaller rocky ones. They are a truly unique environment and, in 1978, the Galapagos Islands became a UNESCO World Heritage Site. Because of this status, they attract many thousands of visitors from all over the world, and scientists are now raising awareness of the need to protect this environment.

Although first inhabited by people relatively recently, the Galapagos Islands now have a permanent population of around 30 000. In addition to the residents, the islands also welcome at least 200 000 tourists each year. The balance between preserving the environment and allowing people to see its astonishing natural beauty is one which is never easy to achieve, wherever it is in the world. For example, the large numbers of visitors to the islands all need to be fed, and the sea around the islands is an obvious source of food. This has resulted in the creation of many jobs in the fishing industry, but the increase in fishing is harming marine life.

The Galapagos Islands were first made famous when Charles Darwin visited them in 1835, and not long afterwards he came up with his famous theory of evolution. The research he carried out there has given the islands a special place in the history of biology. Since Darwin's time, many species of animals and plants have been deliberately introduced to the islands from other countries, as a source of food or to control pests. However, some of these have done so well in their new home that they have increased greatly in number. Therefore, many volunteers now spend their time removing the unwanted species. This is crucial, because many of the original species on the islands are found nowhere else on Earth. Another problem is that, occasionally, harmful creatures such as insects can accidentally be brought in by holidaymakers from outside the islands. If they are allowed to spread, these creatures have the potential to damage the local ecosystem on the Galapagos Islands. For this reason, every visitor is now checked on arrival to the islands.

Having such a large number of visitors to the islands has led to an increase in the amount of rubbish produced. This can have a highly destructive effect on the native wildlife of the Galapagos Islands – for example, when rubbish is mistaken for food by creatures. Residents are attempting to recycle as much waste as possible. To prevent any more increase in the islands' resident population, the authorities have limited development over the past few years on all five inhabited islands.

The Galapagos Islands are recognised as one of the most perfect island ecosystems on Earth and so remain the focus of much interest to science. Biologists are completing research into new ways to protect the islands. It's up to all of us, scientists and tourists alike, to preserve this precious place.

You are going to give a talk about the Galapagos Islands to your class. Prepare some notes to use as the basis for your talk.

Make short notes under each heading.

<p>10 How tourism is negatively affecting the Galapagos Islands:</p> <ul style="list-style-type: none">•••• [4]
<p>11 What people are doing to preserve the Galapagos Islands:</p> <ul style="list-style-type: none">••••• [5]

[Total: 9]

Exercise 4

12 Read the article about becoming an astronaut.

Write a summary about the requirements for becoming an astronaut.

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.

How to become an astronaut

Becoming an astronaut is a dream that many people have had since childhood. It can be very difficult to meet even the basic requirements, which makes it a hard job to get, but it's also one of the most exciting and rewarding things that anyone can do.

If you decide to apply and happen to be rejected the first time, all is not lost. One astronaut applied fourteen times to the National Aeronautics and Space Administration (NASA) before he was accepted. The high level of motivation he showed by applying a fifteenth time was one of the key qualities NASA wanted, making him just the kind of person they were looking for!

Many people think that astronaut applicants must come from a military background, for example from the army or the air force. However, many successful applications now come from those with a non-military career. No matter what background applicants may have, they need at least a first degree in a relevant subject, like engineering. Many astronauts have a higher degree in their field of study, such as a master's or a doctorate, but this is not vital. However, space agencies will always look for someone who can demonstrate they have a love of learning.

It takes more than education to be selected as an astronaut, however. NASA, for example, wants at least three years of professional experience in a related field.

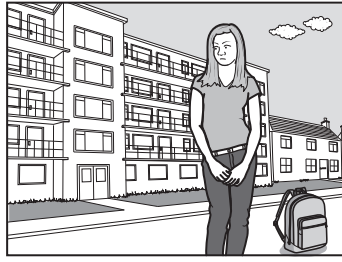
Candidates must also pass a series of demanding physical tests. Regular checks will be made on every potential astronaut's blood pressure, so this cannot be too high. Perfect eyesight, either naturally or with corrective lenses such as glasses, is hugely important – your own life, and the lives of other crew members will rely on your vision. Also, given that a lot of the tasks astronauts have to carry out when in space are manual in nature, anyone hoping to become one of the few people who make it into space will need to be very good with their hands.

There are no specific age restrictions and astronauts selected in the past have ranged between the ages of 25 and 46, with the average being in the mid-thirties. What is specified though is that you must be within the minimum and maximum heights, and these differ according to the space agency you wish to apply to.

A typical space mission on the International Space Station these days lasts for around six months. Some astronauts even stay for as long as a year. The ability to work as a team member is therefore of high importance as, during this time, astronauts live in close contact with a crew of up to five other people.

So if you still think you have everything you need to become an astronaut, what are you waiting for? After all, for an astronaut, the sky's the limit!

Exercise 5



- 13** When you were on your way home from school recently, you saw someone who needed some help. You decided to help.

Write an email to a friend about what happened.

In your email, you should:

- explain why the person needed some help
- describe how you helped them
- say what the person did later to thank you.

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

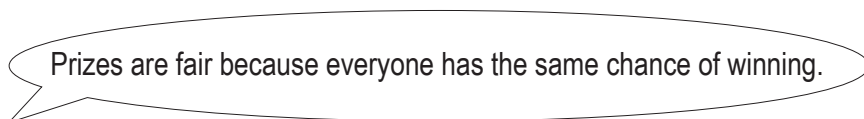
Your email should be between 150 and 200 words long.

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

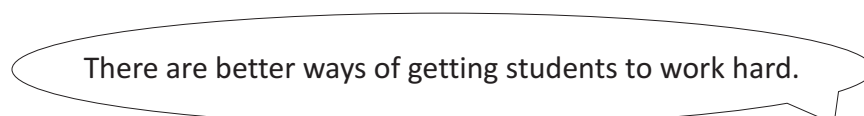
Exercise 6

- 14** Your class has been discussing whether receiving prizes for doing well at school is a good idea.

Here are two comments from your classmates:



Prizes are fair because everyone has the same chance of winning.



There are better ways of getting students to work hard.

Write an article 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 article should be between 150 and 200 words long.

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

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.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

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