



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

CANDIDATE  
NAME

CENTRE  
NUMBER

--	--	--	--	--

CANDIDATE  
NUMBER

--	--	--	--

\* 2 0 1 2 7 5 8 3 9 8 \*

**ENGLISH AS A SECOND LANGUAGE**

**0511/22**

Paper 2 Reading and Writing (Extended)

**May/June 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 a group of office workers who ride their bicycles in Copenhagen, and then answer the questions on the opposite page.

### Life in the Cycle Lane

#### Staff cyclists

There are fifteen people in the office and fourteen of them regularly cycle to work. Only the Director regularly drives his car to work and keeps his bike for the weekend.

#### Why so popular?

The workers thoroughly enjoy cycling, and it is the quickest way of getting through the city. In addition, cycling is good, healthy exercise, it is cheap and excellent for carrying shopping. To top it all, cycling is very environmentally friendly.

#### Some unusual bikes

Elke, the accounts clerk, says her bike is big, black and beautiful. It is the latest model which, unlike most cycles, doesn't need a chain. No more rattling chains for her, ever! Jan, who works in marketing, claims that a trailer is an extremely convenient way of transporting his children, aged three and five, around town. He even has an additional front wheel which can be attached to make the trailer more stable.

#### Cycling in Copenhagen

Copenhagen has always been a cyclist's paradise. It is very flat and there are cycle lanes almost everywhere. The amount of motor traffic in Copenhagen has increased enormously within the last few years, resulting in congestion everywhere.



Consequently, more and more people have decided to get on their bikes. At some traffic lights you may see as many as fifty cyclists waiting for the next green light so that they can ride over the crossroads.

#### Parking facilities

Unfortunately, there is a great shortage of bicycle parking spaces behind the office. Cyclists can spend quite a lot of time rushing around trying to find somewhere safe to leave their bikes. The Director says that it is always important to lock your bike securely; a lot of them are stolen.

#### Office services

Many people cycle to work even if this means arriving hot, sweaty and exhausted. Office staff have asked for showers to be installed in the building, but so far their request has not been accepted. Up until now, they have also been unsuccessful in their demand for separate rooms for males and females, where all of them can change into their everyday work clothes.

(a) When does the Director go cycling in Copenhagen?

..... [1]

(b) Apart from speed, what are the advantages of cycling in Copenhagen? Give **two** details.

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

(c) What is unusual about the design of Elke's bicycle?

..... [1]

(d) What does Jan use his trailer for?

..... [1]

(e) Why have so many people recently started cycling in the city?

..... [1]

(f) What causes cyclists to waste their time on arrival at the office?

..... [1]

(g) What improvements to working conditions would cyclists like to see? Give **two** details.

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

[Total: 8]

## Exercise 2

Read the following article about a gardener who plants trees in his home town, and then answer the questions on the opposite page.

# We can all make a difference

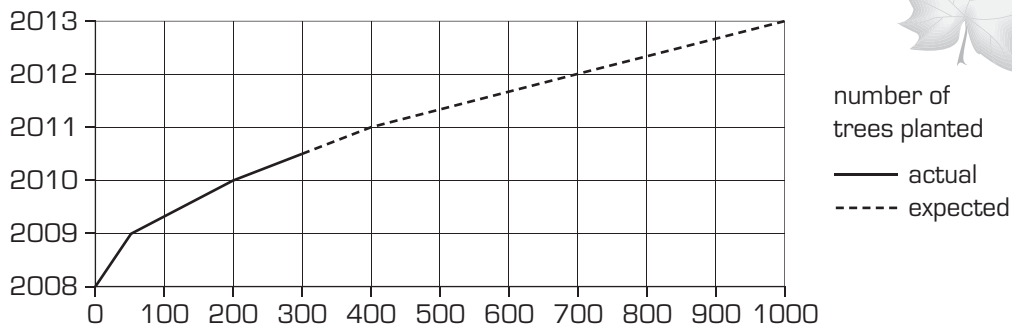
**W**ho really cares about the community? For some people, brightening up their environment or helping and supporting others is all in a day's work.

Adam Johnson is a gardener. He has always loved trees and says that his ambition is to plant a thousand trees within a period of five years. He asks us to imagine what it would be like if all the gardeners in the world were to work together: they could plant a rain forest.

Adam has always been interested in the environment. As a child, he used to visit his grandfather, who grew vegetables, and that was what inspired him to love gardening. He grew up at a time when a number of children's television programmes were encouraging young people to cultivate their gardens and recycle their rubbish. He started gardening about three years ago.

To start with, he planted a tree in his own garden. Then he suddenly thought it would be a good idea to put a few more around the neighbourhood. So he started planting them in his friends' gardens and began to look around to see if there were any local areas that would benefit from the presence of a few trees. There were, and since then he has planted trees all over the town.

Adam Johnson's tree planting programme



Adam usually plants fruit trees, apples, pears and plums, because they are the easiest trees to plant. When they produce their fruit, he says he can pick some for himself, and other people can do the same.

The public parks are well looked after by the local authorities and Adam does not want to interfere with their efforts. At the moment, he is working on a hospital garden and he is always on the lookout for new places, but he no longer goes into private gardens. He has his eye on a local government compound which he would like to brighten up, but he is not sure if he will be given permission.

As well as his gardening activities, Adam also does whatever paid work he can so that he can earn money to buy more trees. He lives a simple life. He grows his own vegetables and what he cannot grow himself he buys from his local co-operative food store. He likes this shop because it supports local farmers. At home, he uses a wood fire and puts the ash from it on the garden. He uses low-energy light bulbs and does not have a car or computer. If he needs to use the internet, he goes to the library as that is another way to support the community. The one thing he does own is an MP3 player because, after gardening, music is the love of his life.

Adam says that when it comes to the environment, we must constantly look for solutions. "You've got to keep positive and give people answers. Let's see if we can save what we can and do what we can. My ambitions are simple; I like to care for my local community and improve the environment. We can all do something towards that. We could all plant a fruit tree or a native tree. I wish I could plant more myself. But if any people in my community want to buy trees, I'll happily plant them."

(a) What is Adam Johnson hoping to do?

..... [1]

(b) When Adam was young, what advice did he hear on children's television?  
Give **two** details.

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

(c) After his own garden, where did Adam plant the next few trees?

..... [1]

(d) According to the graph, how many trees does Adam hope to have planted by 2012?

..... [1]

(e) Why does he particularly like to plant fruit trees? Give **two** details.

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

(f) Which **two** places is Adam now careful to avoid?

..... [1]

(g) In addition to his planting activities, why does Adam have to take paid work?

..... [1]

(h) How do we know that Adam likes music almost as much as gardening?

..... [1]

(i) What does Adam offer to do for other people to make the neighbourhood better?

..... [1]

(j) What evidence is there that in his home life Adam does his best to conserve the  
environment? Give **four** details.

.....  
.....  
.....  
..... [4]

[Total: 14]

### Exercise 3

At the age of 21, Alphonse Gaillard is the youngest member of the Mont Blanc Mountain Rescue Team, based at Chamonix in France, close to the borders with Switzerland and Italy. Alphonse is now in his final year studying English and German at Grenoble University. In the vacations he always returns to Chamonix, and he is then able to play a full part in the rescue team's operations.

Members of the Mont Blanc Mountain Rescue Team have their storeroom, where they keep all the equipment, at 74 Rue Bobigny, on the outskirts of Chamonix. There is also a small office in the building, with its own telephone, but as the room is not regularly used the team members prefer to use the email address **sauvevie-montblanc@alice.net.fr** to contact the outside world. The leader of the team is Jacques Carpentier, an orthopaedic surgeon at the local hospital.

On 2 April 2011, during the Easter holidays, a pair of climbers were caught in an avalanche on the upper slopes of Mont Blanc. One of them managed to take shelter beneath an overhanging rock, but the other was swept off the ledge on which he had been standing and fell fifty metres down the mountain side, severely injuring his leg. When his companion discovered him, he was unable to dig him out completely from under the snow. He therefore called the Mountain Rescue Team on his mobile phone.

Alphonse accompanied the team in the rescue expedition. Weather conditions were terrible; it was snowing heavily, and a thick fog had descended over the mountain sides so that the party had to use powerful lamps to guide them. Fortunately, the uninjured climber had been able to give them a map reference, and, with the aid of a compass, they eventually reached the scene of the accident.

They released the injured man, whose leg had been fractured in two places. Jacques Carpentier took a pole from one of the two stretchers carried by the team and used it to secure the broken limb. They then gently lifted the patient onto the other stretcher and started down the slope. The slow, exhausting journey to the bottom took them nearly three hours, so that it was already dark by the time they reached the hospital. The whole rescue operation had lasted seven and a half hours.

The International Rescue Organisation required an accident report form to be completed because a serious injury had occurred. The form had to be completed in English, so the team leader asked Alphonse to perform the task.

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

## International Rescue Organisation – Accident Report Form

### Section A Details of Rescue Team

Full name of team: .....

Full address (including country): .....

Contact details: .....

Name of team leader: .....

Occupation of team leader: .....

Name of person completing report: .....

### Section B Details of Accident

Date of accident: .....

Where exactly did the accident take place? .....

What was the immediate cause of the accident? (please circle one)

snowstorm      avalanche      poor visibility      glacier      equipment failure

How many people were involved? ..... Was anyone injured? Yes / No (please delete)

If yes, give details of the injury: .....

How exactly was the injury caused? .....

How long did the rescue operation take? (please tick appropriate box)

Less than 1 hour       up to 3 hours       up to 6 hours       more than 6 hours

### Section C

In the space below, write **one** sentence of between 12 and 20 words, describing the action taken by your team after your arrival at the scene of the accident.

[Total: 8]

#### Exercise 4

Read the following article about the development of new “super robots”, and then complete the notes on the opposite page.

## WHERE AM I, ROBOT?

For some time now, scientists have been promising to introduce us to a new generation of mobile robots that can do almost everything to make our lives easier. We are told that they will be able to clean our houses, do all the weekly shopping at the supermarket, successfully steer our cars through the crowded city streets and guide us effortlessly to our holiday destinations.

So far, unfortunately, the promise has remained unfulfilled. This is mainly because the scientists have failed to programme their robots to distinguish between the permanent features of a typical street scene and those which are temporary and can move from place to place. Some things which are seen in a street – buildings, street lamps and so on – will always be in the same place. Other things, however, such as cars, trucks and buses, and even smaller objects, like bicycles or babies’ pushchairs, will almost certainly have been moved elsewhere.

We humans have no difficulty in accepting these minor changes when we observe familiar scenes, but for robots up to now it has been a serious problem. Earlier robots became confused by these insignificant changes and were consequently unable to function properly. Recently, however, it has been reported that members of the Robotics Research Group at the University of Oxford have given their robots a new kind of visual memory which makes them much more successful.

The new computer program, called *CleverMap*, trains the robot to recognise familiar objects as a whole and to accept the movement of some objects, such as cars, from one place to another. So when, for instance, a vehicle which the robot has formerly seen in a particular location is not in the same place again, it can dismiss the absence of the vehicle as unimportant. At the same time, the robot is no longer confused by the fact that identical features such as bricks, doors and windows may appear in different locations.

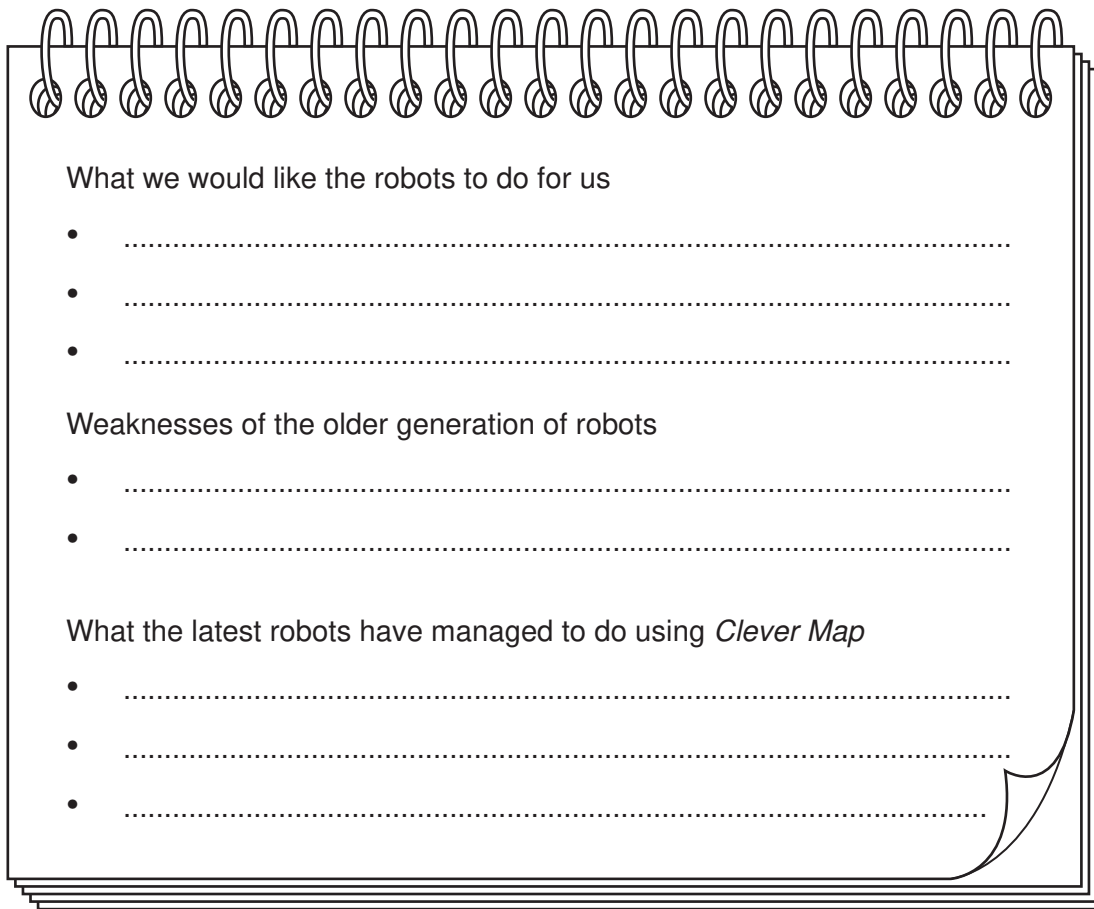
The researchers first took their robot for walks around the buildings and gardens of their university college. Once the robot managed to recognise the familiar surroundings, they took it out into the streets of the city of Oxford and it successfully produced maps of the whole city centre. The next step was to put a robot in the passenger seat of a car and to test it out on a thousand kilometre journey around the countryside. This has resulted in the production of the largest robot-created maps to date.

These latest “super robots” have the ability to learn the details of their surroundings and to use a set of rules in their computer programs to deal with changes. We have not yet reached a stage of development when we can employ a robot to serve all our domestic needs, but the time is now not so far distant.



Your teacher has asked you to tell your technology group about recent attempts to create a new generation of “super robots”. You need to make notes in order to prepare your talk.

Make your notes under each heading.



What we would like the robots to do for us

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

Weaknesses of the older generation of robots

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

What the latest robots have managed to do using *Clever Map*

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

[Total: 8]

Exercise 5

Read the following article about preparing for exams. On the opposite page write a summary of what advice students are given in order to stay happy and healthy at exam time.

Your summary should be about 100 words (and not 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.



## Stay happy and healthy at exam time

Feeling nervous before examinations is a healthy sign that you take your studies seriously and want all your hard work during the past two years to be recognised. On the other hand, it may be the case that you realise you have spent too much of your time doing far too little. Either way, the best method of overcoming nerves is to feel prepared. This means feeling confident that you have the skills and knowledge to face whatever the exams may demand of you.

Ideally, you will have been preparing throughout your time at school by attending all your classes, completing all your assignments and, possibly, keeping all your notes in order. All these things are important, but you also have to prepare for the exams more directly. This means thinking about the kind of topics that are likely to come up and the different ways they could be addressed. Look at the syllabus to see what it contains and what you are supposed to know by the time you have finished studying it.

Working your way through past exam papers will give you a better idea of what may occur, but make sure that the syllabus has not been altered since the papers were written. The other way you need to be prepared is to be sure in advance which exam you are taking at a particular time, and when and where you are taking it.

However, apart from your academic preparation, it is even more important to look after yourself both physically and emotionally. If you feel anxious, it is a good idea to talk to your teachers. They may be able to offer reassurance as well as suggesting revision techniques.

Spending too much time alone in the period before the exams is unwise because you can become unnecessarily worried. To avoid this, don't completely give up your social life. Of course, you can also be disturbed by what your school friends may say, so don't be concerned by other people's revision timetables or by their claims to know what will be in the exams. They don't know any more than you do.

Avoid coffee and fizzy drinks. Feeling alert is helpful, but feeling over-excited is not. Feeling hungry is not good either, so remember to eat breakfast even if you don't really want it. Above all, you don't want to feel sleepy, so go to bed early and stop revising at least an hour before bedtime so that you can close your eyes with a clear head.

Make the most of support offered by friends and family, and if you feel in need of extra support, by all means take along a favourite toy or object with you to the exam room. Don't be upset if your candidate number happens to be your unlucky one or if your favourite clothes happen to be in the wash. You should realise that although it is important to spend an hour or two filling pieces of paper with brilliantly relevant details, filling the rest of your life with interesting experiences is far more important.



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

[Total: 10]

## Exercise 6



**A friend is coming to your country for the first time and will be arriving just before a national celebration.**

**Write a letter to your friend.**

In your letter you should:

- describe what the celebration is;
- outline what you and your family do on the day of the celebration;
- explain what your friend may find particularly interesting.

Any one of 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.**

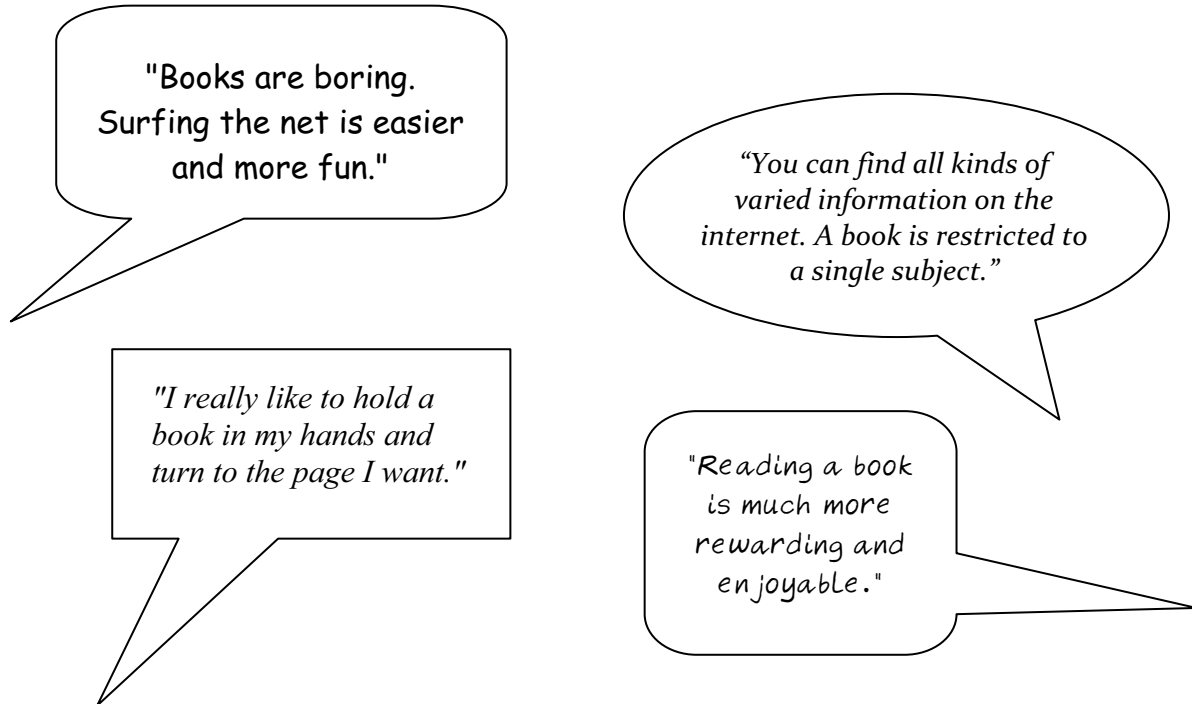
You will receive up to 9 marks for the content of your letter, and up to 9 marks for the style and accuracy of your language.



**Exercise 7**

Your Principal has suggested that all books should be removed from the school library and replaced by a larger suite of computers. He has asked for students' opinions to be published in the school magazine.

Here are some comments from your friends on the subject:



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

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

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

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.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

[Total: 18]

**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.