



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

CANDIDATE
NAME

CENTRE
NUMBER

--	--	--	--	--

CANDIDATE
NUMBER

--	--	--	--



ENGLISH AS A SECOND LANGUAGE

0511/23

Paper 2 Reading and Writing (Extended)

October/November 2012

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.

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.

For Examiner's Use	
Exercise 1	
Exercise 2	
Exercise 3	
Exercise 4	
Exercise 5	
Exercise 6	
Exercise 7	
Total	

This document consists of **15** printed pages and **1** blank page.



Exercise 1

Read the following article about eating out in Kuala Lumpur, and then answer the questions on the opposite page.

Eating out in Kuala Lumpur

It is generally agreed that when it comes to eating out, no city in Asia can compare to Kuala Lumpur. It is famous for the variety of dishes on offer and the quality of the food. Malaysian food reflects the ethnic mix of the local population. Food seems to bring people together here. It seems that everywhere you look people are enjoying each other's company and their food. Here are a few places that you must visit if you are ever in Kuala Lumpur.



Hakka Restaurant

Hakka cooking from south-east China may not be as famous as Sichuan, Cantonese or Beijing food, but it is a firm favourite with Malaysians for its simple dishes full of flavour rather than sauces and chilli. Nowhere is Hakka food better presented than at this restaurant, which can serve an incredible 1,000 customers a night. Remarkably, the restaurant has been open for 54 years, and offers an extensive menu, including sizzling tofu with fermented beans, delicate potato leaves and herbal chicken slow-cooked in a clay pot. Dishes start at around \$3 each.

Precious Restaurant

You will find some of the most interesting dishes come from Nyonya cooking. This dates back centuries to the ports of Malacca and Penang, where intermarriage between Chinese and Malays created a unique way of cooking. Nyonya food takes a great deal of preparation, so this is not something you buy on street stalls. If you want to try this food then you should book a table at Precious, a very popular but small restaurant on the first floor of the Central Market building. The place is luxurious but not as expensive as it looks, and dinner should not be more than \$15.

Soo Kee's Restaurant

Soo Kee opened his first restaurant in the 1950s and his 13 children have all become cooks and restaurant owners. The father's original stall is now managed by his eldest daughter, but the best food is served across the road by his son, Stanley, who cooks over the hot ovens in the restaurant for 10 hours a day. The cooking at this restaurant is all about noodles, and there is one dish that has to be tried. It is called 'sang har mee'. This is a plate of giant freshwater prawns on a bed of crispy noodles. At about \$7 it is not cheap by local standards, but it is well worth the expense and you will never forget the special taste.

(a) What is Kuala Lumpur famous for?

..... [1]

(b) What evidence is there that food brings people together?

..... [1]

(c) Why is Hakka food popular with Malaysians?

..... [1]

(d) What is unusual about the Hakka restaurant? Give **two** details.

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

(e) How did Nyonya cooking originate?

..... [1]

(f) Why won't you find Nyonya food on street stalls?

..... [1]

(g) What does Soo Kee's eldest daughter do?

..... [1]

(h) What is the main ingredient of the food served by Stanley?

..... [1]

[Total: 8]

Exercise 2

Read the following article about the many uses of gold, and then answer the questions on the opposite page.

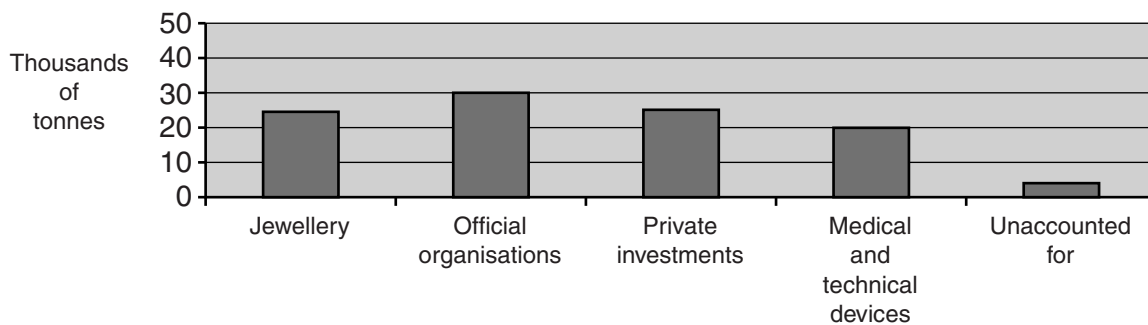
The Many Uses of Gold

In many parts of the world, when people think of gold they connect it with jewellery and wealth. Yet, for many poor people, gold coins, gold bars and gold jewellery are essential as financial security or insurance.

India is the world's largest market for gold jewellery, accounting for about one fifth of the global total. In much of Asia, the Middle East and India, around two-thirds of the jewellery purchased is used as a way of saving money as well as being worn as a decorative item. The use of jewellery as a way of saving money is often important in rural areas where finding a bank is difficult or even impossible. People buy gold because its value stays strong even when the value of money goes down.

Gold jewellery has often been a woman's only valuable possession, and in some families this is still true. A woman's gold can therefore be her only protection against personal misfortune. Today, all around the world, sales of gold jewellery have grown by over 20% per year, because everyone is confident that gold won't lose its value. Demand for gold is so high that gold mines cannot supply enough.

Global Distribution of Gold



Gold's function as a decoration, as jewellery, has been evident for thousands of years. Since the earliest times, the beauty and richness of gold, along with the fact that it does not change its colour, has meant that it has always been the favourite metal of jewellers. The earliest gold jewellery dates from the Sumerian civilisation that was at its most powerful around 6,000 years ago. In the Middle Ages, alchemists attempted to make gold from other metals. They believed that gold was a source of eternal life and so it was used in medicines designed to fight old age and prolong life.

Gold also performs important functions in many aspects of everyday life. It does not react when it comes into contact with other substances and this, along with other unique properties, makes it useful in medicine and many other areas that we consider essential to our modern lives.

During heart surgery, gold-covered 'stents' are put into blocked arteries to help the flow of blood. These gadgets need to be carefully positioned. Gold is ideal for this because it shows up clearly on X-rays and can easily be located by doctors. A pacemaker, a device inserted in the body to keep the heartbeat regular, also contains gold. Gold is used in all of these applications because of its high level of reliability. Gold also helps doctors to deliver precise doses of powerful drugs to the parts of the body where they are required.

Gold has many other applications in modern life as it conducts electricity very efficiently. The standard touch-tone telephone contains 33 contacts made from gold. Air-bag systems fitted in more than 30 million cars around the world rely on gold-coated electrical contacts. And every time you touch a key on your computer it strikes a gold circuit that sends your command to the computer's microprocessor. In fact, you have probably never realised how much gold there is in your everyday life.

(a) Why is gold important to poor people?

..... [1]

(b) Why do many people in Asia, the Middle East and India use gold as a way of saving?
Give **two** reasons.

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

(c) Why is gold particularly important to many women?

..... [1]

(d) Why can't mines produce enough gold for everyone who wants it?

..... [1]

(e) According to the bar chart, how much gold is used in the manufacture of medical and technical devices?

..... [1]

(f) What did people in the past use gold for? Give **two** examples.

..... [1]

(g) How is gold used in modern healthcare? Give **two** examples.

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

(h) How does gold help to protect drivers?

..... [1]

(i) Apart from its value, what qualities does gold have that make it preferable to other metals? Give **four** details.

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

[Total: 14]

[Turn over

Exercise 3

At the end of last term Luke left Forest End School, which is situated in Pine Street in Wellington, New Zealand. He has decided that he wants to work for a year before he goes to university. Luke's ambition is to become an English Literature teacher because he has always loved reading and he believes that it can help people to understand the world.

Luke still lives with his parents, Mr and Mrs Sellers, at 290 Northland Terrace, Wellington 6012. Luke has his own mobile phone, 0220769753, and his email address is **luke@netco.nz**. His friends can't believe how many books he has; it is quite a large collection for someone who is only 18 years old. Luke likes to go on social networking sites to discuss books that he has read and find out about new ones that have been published recently. He is particularly interested in reading foreign novels, although he does wonder sometimes whether he loses any of the meaning by reading them in translation.

Luke's parents have been looking in local magazines and newspapers to see if there are any suitable jobs for their son. Recently, they showed him an advertisement that they had seen in the newspaper for a part-time job in the local library. This would be convenient as he would be able to walk there in five minutes. At first, he was very excited about the idea of working in a library for his gap year as he imagined he could sit and read all day, and get paid for it! He sent away for the job information pack and was surprised to discover how many duties there were. He realised that if appointed he would be expected to carry out a wide variety of administrative tasks and that his dream of reading all day was quite unrealistic. However, at school he had been in charge of the reading club so had some experience in filing, ordering books and organising events. Luke had also been a captain of the school cycling team and had been responsible for sending emails giving information to club members. He was quite confident that he could carry out the tasks at the library.

However, there is one problem; Luke has already booked to go away on a short cycling holiday with his friends and the start date of the job coincides with the holiday. The job is due to start on 18th January. Unfortunately, he is not expected back from holiday until 20th January, and would not be able to start until the next day. Luke is not sure whether the library will be flexible about this, but he has decided to apply anyway. He feels that this would be the perfect job for him and he really hopes that he will get it.

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

Library Assistant: Application Form

SECTION A: Personal details

Full name:

Age:

Address:

Phone no:

Email address:

Your present status: (please circle)

in full-time education on a gap year in full-time employment

SECTION B: Additional details

Have you worked in a library before? (please delete) YES/NO

Do you have experience of the following? (please tick as many as applicable)

using email filing cataloguing research

Positions of responsibility which you have held:

.....
.....

When are you available to start?

Do you require a car parking space? (please delete) YES/NO

Where did you see the job advertised? (please underline)

internet newspaper noticeboard job agency

SECTION C

In the space below, write **one** sentence of between 12 and 20 words, explaining what sort of books you enjoy reading and why you think reading is important.

[Total: 8]

Exercise 4

Read the following talk given by a teacher of English at a careers evening, and then complete the notes on the opposite page.

Teaching English Abroad

My teaching career has taken me to many countries and in each one I have heard a different variety of English. The English language exists in many forms, with regional variations and many different accents. This is wonderful, and as an English teacher I will always be motivated by the beauty of our language.



People often ask me what keeps me motivated. I don't find it difficult to answer that question. The real motivation for teaching English in different countries is the opportunity it gives you to discover other cultures and to find common ground through language.

One of the greatest joys of teaching English is when a student is able to say something to you that is not a simple repetition of a learnt phrase. For many months, a student has been in my class, unable to speak to me in any meaningful way, just repeating what I say. However, one day, the same student will say something of her own, in English, and that is a fantastic moment. It is also a great pleasure when a student passes an exam. The sense of shared achievement is priceless. All of the hard work seems to have been worth it.

Of course, there can be difficult times as well. A teacher always has to be organised. I remember once doing a warm-up exercise that I had used many times with classes and the students simply didn't respond – there was complete silence. The worst fear that a teacher can have in a speaking class is silence. You have to be able to switch quickly to another activity, which I did. That also failed. I was terrified. I tried for fifteen minutes to get one single word from this intermediate group. Then a member of staff appeared at the door. It was the correct teacher and I was in the wrong class. Eight absolute beginners had been looking at me for fifteen minutes in total confusion.

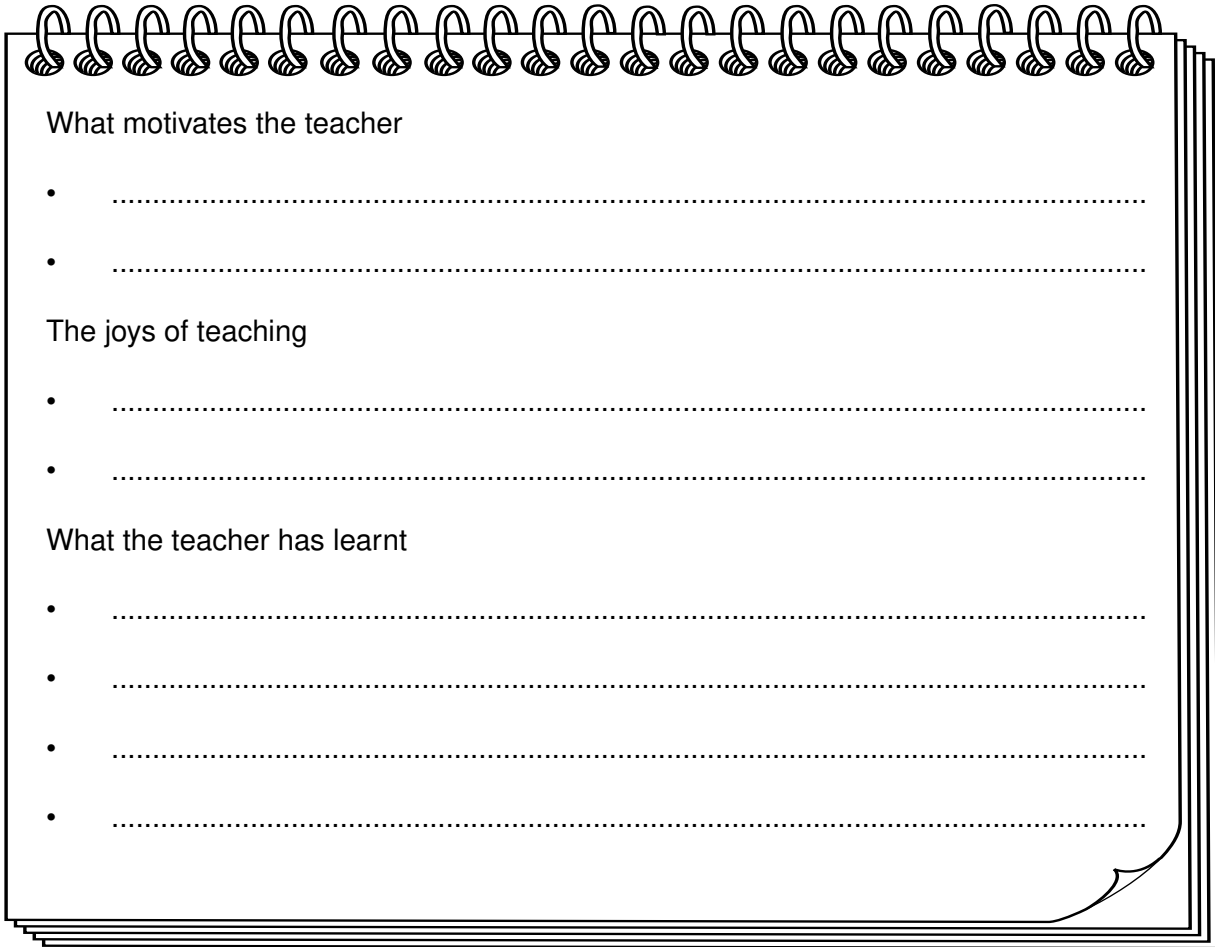
My experiences as an English teacher have taught me many things. I certainly appreciate how difficult it is to learn another language. I have realised that students need structure and goals to work towards. I have also found that it helps to have a good sense of humour!

Something I try to avoid is boredom. I have been teaching for twenty years and when you've used every textbook there is, it can become a little tedious. The challenge then is to find inspiration in other ways.

I am now planning to open a small language school in Slovakia. This has been an ambition of mine for many years. It will give me the opportunity to teach English courses in my own way. I will have the freedom to try new methods with new materials, and that is a really exciting thought.

You have been asked by your careers adviser to listen to the talk given by the teacher and make brief notes about it.

Make your notes under each heading.



What motivates the teacher

-
-

The joys of teaching

-
-

What the teacher has learnt

-
-
-
-

[Total: 8]

Exercise 5

Read the following article about sleep and teenagers. On the opposite page, write a summary of the reasons why teenagers do not get enough sleep.

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.

Sleepy Teenagers

Scientific research shows that teenagers are sleepier than younger children or older adults. Teenagers' sleep is shallower and does not refresh them as well as the sleep that younger children get. When allowed to sleep as much as they would like, teenagers average 9 to 10 hours per night, but few of them manage as much as this. Indeed, high school students often have to wake up as early as 6.30am to arrive at school on time. In order to get even nine hours of sleep with such a schedule, it would be necessary to go to bed at around 9.30pm, which is not likely.



Teenagers usually oversleep at weekends and during holidays. Teenagers also tend to have much more irregular sleep schedules. The times when they go to bed and wake up on weekdays are very different from the times at weekends. This constant changing of the number of hours spent sleeping can lead to a significant disruption of the sleep pattern.

It is estimated that up to 40% of high school and college students are short of sleep. This figure may be an underestimate. There are many reasons for the lack of sleep. It is at this age that academic work increases. Young people engage in many more social activities such as sports and school clubs. In addition to doing their homework, they may also have to work long hours to earn money for college. Many college students have to be full-time students and full-time workers due to financial difficulties. When young people are getting insufficient sleep, the motivation that is needed to do well in the classroom can be affected. Indeed students with below average grades typically report getting less sleep than students with better grades.

The adolescent years are filled with challenges. Teenagers take on more adult roles yet in many ways they still have the same needs they had when they were children. They experience the rapid physical and emotional changes of becoming young adults; they want independence and the freedom to come and go whenever they please but in reality they are still dependent on their parents. While living at home, they are still required to obey the rules of the house. Many have concerns about their future such as going to college, getting a job and having enough money to buy the latest clothes and mobile phones to impress their friends. All of these worries and concerns can interfere with their sleep.

Sleep is often a lower priority for adolescents. This is especially true during the school week when school, homework, sports, after-school activities, volunteer work, jobs and socialising seem much more important than sleep. Not many teenagers can appreciate that the brain works better with the right amount of sleep. If they did, then they might realise that the extra sleep was worth it.

There are a number of concerns related to insufficient sleep that go beyond the effects it has on the memory and the way in which the brain works. Over-tiredness results in a higher risk of accidents, especially motor vehicle accidents. Laboratory studies have shown that significant sleep loss results in careless driving – not a good thing for teenage drivers just learning the rules of the road.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

[Total: 10]

Exercise 6

Your penfriend has asked you to enclose two photos that are important to you when you next write.

Write a letter to your penfriend.

In your letter you should:

- describe what can be seen in each photo;
- explain why each photo is special to you;
- ask your friend to send you two of his/her favourite photos.

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.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

[Total: 18]

Exercise 7

'It is better to work long hours for a high salary than to work shorter hours for less money.'

Here are some comments from your friends on this subject:

"It is better to earn a high salary so that you can have a good lifestyle."

"I want to have time to spend with my family and friends. I do not want to spend all of my time at work."

"A high salary gives you so many benefits; it is worth giving up other things to earn more."

"People who work long hours for high salaries are wasting their lives."

Write an article for your school magazine giving 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.

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.