

## Location Entry Codes

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As part of CIE's continual commitment to maintaining best practice in assessment, CIE uses different variants of some question papers for our most popular assessments with large and widespread candidature. The question papers are closely related and the relationships between them have been thoroughly established using our assessment expertise. All versions of the paper give assessment of equal standard.

The content assessed by the examination papers and the type of questions is unchanged.

This change means that for this component there are now two variant Question Papers, Mark Schemes and Principal Examiner's Reports where previously there was only one. For any individual country, it is intended that only one variant is used. This document contains both variants which will give all Centres access to even more past examination material than is usually the case.

The diagram shows the relationship between the Question Papers, Mark Schemes and Principal Examiners' Reports that are available.

<b>Question Paper</b>	<b>Mark Scheme</b>	<b>Principal Examiner's Report</b>
Introduction	Introduction	Introduction
First variant Question Paper	First variant Mark Scheme	First variant Principal Examiner's Report
Second variant Question Paper	Second variant Mark Scheme	Second variant Principal Examiner's Report

### **Who can I contact for further information on these changes?**

Please direct any questions about this to CIE's Customer Services team at:

[international@cie.org.uk](mailto:international@cie.org.uk)

The titles for the variant items should correspond with the table above, so that at the top of the first page of the relevant part of the document and on the header, it has the words:

- First variant Question Paper / Mark Scheme / Principal Examiner's Report

or

- Second variant Question Paper / Mark Scheme / Principal Examiner's Report

as appropriate.



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

CANDIDATE  
NAME

CENTRE  
NUMBER

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CANDIDATE  
NUMBER

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

**ENGLISH AS A SECOND LANGUAGE**

**0510/21**

Paper 2 Reading and Writing (Extended)

**May/June 2009**

**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	
<b>Total</b>	

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



**Exercise 1**

Read the following article about banana leaves, and then answer the questions on the opposite page.

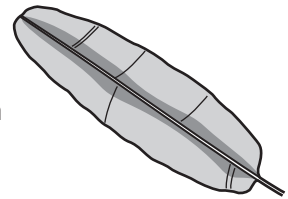
## Fantastic Leaves

We all know about bananas. They are rich in vitamin A, B6, C and potassium, and humans eat large numbers of them. Only rice, wheat and maize are consumed in greater quantities. Bananas are grown in about 130 countries, which is more than any other fruit crop.

But what about the banana leaf itself? It is valued in many parts of the world for its beauty and fragrance and it has many additional uses.

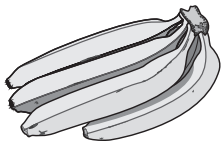
### Eating Naturally

The banana leaf may have been the original equivalent of the modern paper plate. Eating food served on a banana leaf is more hygienic than eating food off plastic, steel or ceramic plates. Also, when the meal is finished, the leaf can be disposed of in an environmentally-friendly way.



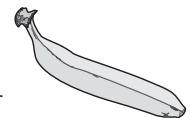
### Non-stick

A banana leaf can also serve as a non-stick frying pan. This means that you don't have to use oil and it is a healthy way of cooking food. The many uses of banana leaves make them a vital part of traditional life in countries such as Sri Lanka and they are a perfect example of the human ability to find a purpose for even the most ordinary items. When banana leaves are used to wrap packets of rice and curry, they add a distinct flavour to the food.



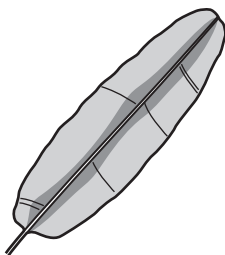
### And When It Rains...

On rainy days, villagers in many parts of the world hold banana leaves over their heads to keep them from getting wet! In addition, not only people but also plants such as cocoa, coffee and black pepper benefit from the leaf as a means of shade.



### Get Packing

In Sri Lanka, when delicate fruits are being transported by lorry, banana leaves serve as packing materials to prevent them from getting squashed. In this way they are far more eco-friendly than plastic wrapping material. Another benefit is that when banana leaves are used, they help to retain the freshness of the fruits.



### Decorative Uses

Banana leaves are sometimes used as wedding decorations, where they are thought to bring good luck and prosperity to the couple getting married. In places such as Haiti, when the leaves are dried, they are woven to make attractive hampers and salad bowls.



The banana and its leaf together form one of nature's truly versatile creations.



(a) Which three foods do people eat most in the world?  
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(b) What advantages are there in using banana leaves instead of plates?  
(i)..... [1]

(ii)..... [1]

(c) Which ingredient is not required if you use banana leaves when frying food?  
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(d) What is one benefit of wrapping rice and curry in banana leaves?  
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(e) How do the leaves help other crops when they are growing?  
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(f) What are the advantages of using banana leaves as packaging? Give **two** details.  
.....  
..... [1]

(g) Why are banana leaves popular as wedding decorations?  
..... [1]

[Total: 8]

## Exercise 2

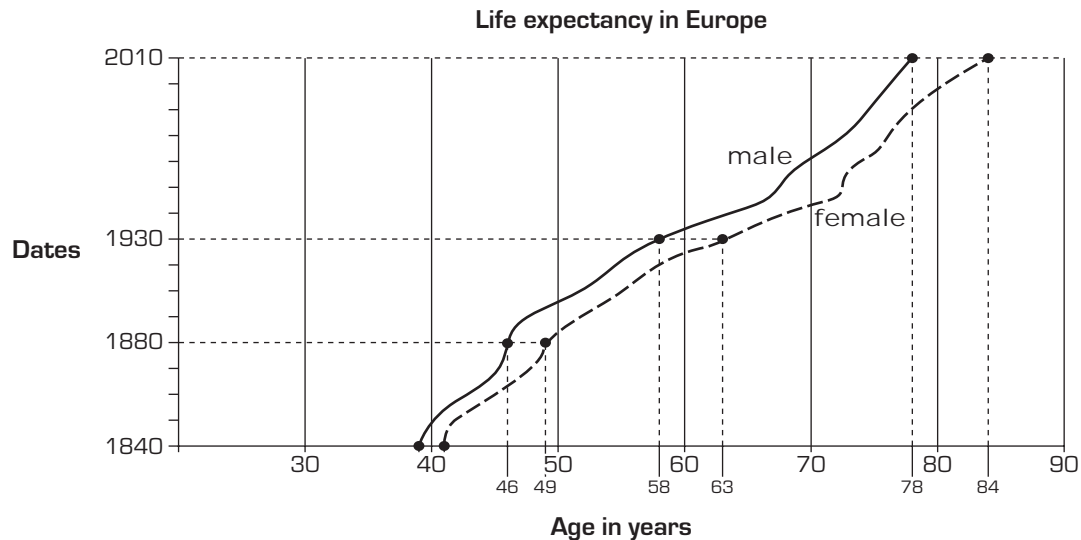
Read the following article about research into people living longer, and then answer the questions on the opposite page.

# SOON WE MAY LIVE FOR 200 YEARS

The day may come when people will celebrate the start of middle age on their 100th birthday. Some of the world's most eminent experts on ageing have made predictions about average life expectancy – that is the age that you can hope to live to. Those experts say that by the end of this century in some parts of the world people may live to 200 years of age.

From the late 1800s to the present day, the average life span has almost doubled. Some scientists predict a jump of even greater proportions over the next 100 years, thanks to advances in medical science.

Scientists are researching many interesting possibilities at the present time. For example, within the next ten years, they may be able to grow new teeth from stem cells in the laboratory. They are also hoping to develop drugs which can imitate the effects of eating less so that people reduce their calorie intake. This means that people should stay healthier because fewer will be overweight. These scientists are attempting to increase life span by up to 50 per cent. If such changes happen, the world will be dominated by people over 100 years old.



At the present time, the longest recorded human lifespan is of a Frenchwoman, Jeanne-Louise Calment, who was born in 1875 and died in 1997 at the age of 122 years and 164 days. This is, of course, a real exception, but who knows whether it will be so rare in the future?

In the last century, cleaner living conditions and the discovery of life-saving medicines led to longer life expectancy. A Professor of Medicine at an American University stated: "People haven't realised it but with the developments in medical science, we are in a similar position now to increase life expectancy dramatically. At present, as you get older, your cells slowly stop repairing themselves, but with new medical discoveries I think we are going to be able to reverse that process."

However, other scientists are less convinced. They believe that the human body has a fixed limit on life span that it will not be possible to exceed. One of this group said: "Living for 200 years is unrealistic. To do that we would have to wipe out things like cancer, heart disease and other major health problems. Despite the huge amount of money being spent on research into these diseases, their complete removal is frustratingly slow."

Many scientists, however, are excited by the possibilities of a longer life. One expert said: "How many of us have wanted to do something else with our lives, such as be a novelist, but have not had the time? So much human potential is undiscovered. Perhaps with longer lives, we could start to achieve more of our dreams."

(a) How has the average life span changed from the late 1800s to the present day?  
..... [1]

(b) What areas of research are scientists undertaking at the moment? Give **two** examples.  
(i) ..... [1]  
(ii) ..... [1]

(c) What was unusual about Jeanne-Louise Calment?  
..... [1]

(d) What contributed to longer life expectancy in the last century? Give **two** details.  
(i) ..... [1]  
(ii) ..... [1]

(e) What is the effect of ageing on our body cells?  
..... [1]

(f) According to the graph, what was the difference in life expectancy between men and women in 1930?  
..... [1]

(g) Why do some scientists believe that the human body has a fixed age limit?  
..... [1]

(h) What benefit could we receive from living longer?  
..... [1]

(j) What exactly are some experts predicting about living longer AND how is a change of eating habits important in achieving this? Give **two** details for each.

Predictions:

(i) .....  
(ii) .....

Effects of changes in eating habits:

(i) .....  
(ii) ..... [4]

[Total: 14]

### Exercise 3

Julian Smithson is a student at Bristol University in the west of England. He is in his second year, studying for a Diploma in Education, and he has two more years to complete. In his first year, which began in September 2008, he lived in a hall of residence. His room was very comfortable and close to the main buildings at the University. The best part, however, was that the rent for his room was subsidised by the University and he only had to pay 50 per cent of the total amount.

Unfortunately, this arrangement only lasted for one year and now, in 2009, Julian can no longer have the reduction. There is a great deal of demand for this type of student accommodation and University rules only allow each student to stay in a hall of residence for one year.

Julian had to move out and find himself a room in a house in the city. Two of his friends were in the same situation so they decided to find a house together and share the accommodation. They rejected a large house in a popular student street called The Avenue because it was too expensive. Instead they found a smaller but well-decorated house which is near to the city centre in Bristol at 75, Grangeholme Road. The house has no telephone or internet connection but Julian has a mobile phone and can be contacted on 037652912.

In one respect the accommodation is better than last year because he is closer to all the facilities in the city. Julian enjoys going to the cafés and the cinema with his friends so this is much more convenient. However, he has to pay a much larger amount of money each month for rent and it is more expensive to travel to the University. The faculty buildings are 4 miles away, so he needs to take a bus every day.

Julian knew he was going to find it hard to manage financially. During the holidays, before he started his second year, he worked approximately 20 hours per week in an office at a local factory. Unfortunately he found that his second year at University was very demanding and he had to devote more time to his studies. He therefore had to change his job and reduce his working hours to 10 per week. He now works as a cashier on Friday evenings and Saturday mornings at the Saveright supermarket. His parents help him financially, but it is not enough to cover the increase in rent and all his other living expenses. His parents give him about £220 per month and he earns £60 per week at his job.

Julian was talking recently to Margaret Thomson, his personal tutor at the University, and mentioned the financial problems he was having. Margaret advised him to contact the University Finance Department which can sometimes provide financial assistance to students. She also agreed to provide him with a reference if needed; [marthom@planet.co.uk](mailto:marthom@planet.co.uk) is her email address.

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

# Financial Assistance Scheme Application Form

## SECTION A: PERSONAL DETAILS

Family name: ..... First name: .....

Address: .....

Contact details: .....

## SECTION B: UNIVERSITY AND ACCOMMODATION DETAILS

Course title and start date: .....

### First year accommodation:

1 Where did you live? .....

2 Details of financial assistance .....

## SECTION C: EMPLOYMENT DETAILS

Do you work at the present time? YES/NO (please delete as appropriate)

Place and type of work: .....

Number of hours per week: (please circle one)    0-8 hours    9-16 hours    17-24 hours

Salary per week: .....

## SECTION D: FINANCIAL SCHEME

Where did you first hear about the financial assistance scheme? (please tick)

Student handbook     University personnel     Finance office     Other

Name and contact details of referee: .....

.....

## SECTION E

Write **one** sentence of between 12 and 20 words giving your reason for seeking financial help.

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[Total: 8]

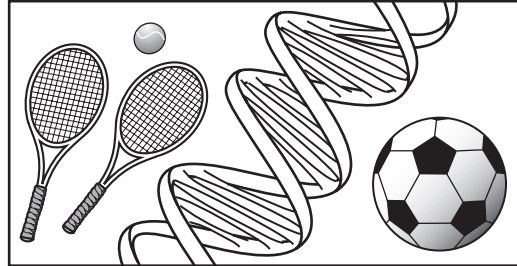


## Exercise 4

Read the article below about research into the performance of sportsmen and sportswomen, and then complete the notes on the opposite page.

### ***SPORTS STARS HAVE A NATURAL ADVANTAGE***

Scientists have identified the clear biological advantages that give the world's sporting champions a head start in life before they have even begun their rigorous training programmes.



Scientists working with official sports organisations have begun to examine hundreds of teenagers to see if they have any genetic advantages that could be vital in a range of sporting events. Those young people who match up will be fast-tracked into training programmes designed to make them future champions.

The coach for the French Olympic team says: "We measure special attributes between the ages of 16 and 18. But only one in 10,000 people has the physical aspects needed to compete at the very top level in sporting events. The biological make-up of an individual is now a huge factor in determining our choice of an athlete. We take into account the height, strength and endurance of a person. We also regard mental application as important, how an individual reacts when the competition gets really tough."

Scientists say that medical evidence is playing an increasingly important role in the selection of athletes. A study of the 40-year dominance of Kenyan runners in long distance athletic events has revealed that 45 per cent of them come from the Nandi tribe. What is remarkable is that this tribe makes up only 3 per cent of the Kenyan population. There must be something in their genes which gives them such endurance. Athletic organisations consider these genetic factors a good indicator when selecting athletes to produce superior running performances.

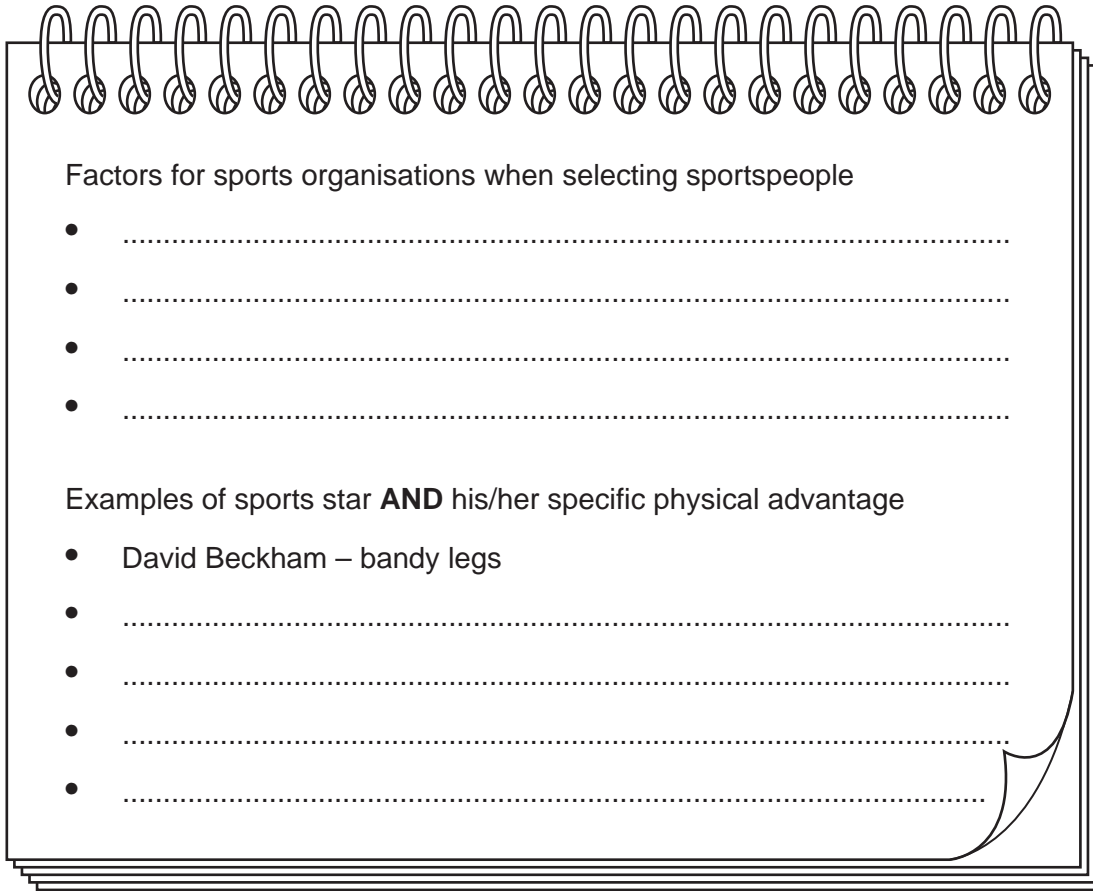
Scientists say that in order to be dominant in a sport, an athlete now needs to possess at least one unusual physical quality. For example, David Beckham's bandy legs have been partly credited with helping to put a spin on the football when he takes a free kick for England. Other biological characteristics are more measurable. The American tennis player, Andy Roddick, has the fastest serve in the game. He is able to arch his back so much that it increases the rotation of his arm to 130 degrees. This is 44 per cent better than the average professional player and this allows him to drive the ball over the net at 240 kilometres per hour. Michael Phelps, the fourteen-times Olympic swimming champion, has over-size feet which act like flippers to propel him through the water.

These special biological features are not restricted to men. Mia Hamm, probably the best all-round woman footballer in the world, produces less than one litre of sweat an hour when doing vigorous exercise, which is half the human average. When it comes to speed, take the example of woman racing driver, Liz Halliday. A normal person would take 300 milliseconds to make a reactive decision. She can do it in 260 milliseconds. It may not sound much quicker but at top race speeds this makes a difference of three car lengths.

The difference between success and failure is very small and all these biological factors are crucial in finding future champions.

You are preparing to give a presentation to your year group about the recent research into sporting performance. Prepare some notes to use as the basis of your talk.

Make **four** points under each heading.



Factors for sports organisations when selecting sportspeople

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

Examples of sports star **AND** his/her specific physical advantage

- David Beckham – bandy legs
- .....
- .....
- .....
- .....

[Total: 8]

### Exercise 5

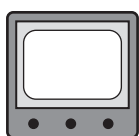
Read the following article about young people and television. **Write a summary on the opposite page of the negative effects on children who watch too much television.**

**Your summary should be about 100 words and no more than 120 words.**

**You should use your own words as far as possible.**

Up to 6 marks are available for the content of your summary, and up to 4 marks for the style and accuracy of your language.

## TELEVISION - A BIG TURN-OFF?



We have been told that too much television is bad for young people and now it looks as if it might be true. A recent survey has suggested that the amount of television children watch should be considered a major health issue because it has a really bad effect on the development of the brain.

In addition, television is thought to be a cause of depression. Children spend so long sitting and watching TV, it has also been blamed for other health issues such as being overweight.

If very young children watch an excess of television, this appears to set a pattern for life. There is a feeling amongst certain researchers that children should not watch any television until they are at least three years of age. If they watch too much, they may well grow up finding it difficult to concentrate on things that require sustained attention - such as books.



Television provides unnatural levels of excitement and sensory stimulation. Nothing in real life is comparable. One result of this is that children expect their teachers, for example, to be singing and dancing in the classroom to constantly entertain them.

Many researchers say that some children have lost the ability to entertain themselves. But as one expert said: "The advice is quite simple.

There is no need for teachers or parents to turn themselves into clowns. They do not always have to become actors to keep the young ones amused. It is fine for children to experience some boredom from time to time." Without experiencing boredom, it is believed that children lose the ability to use their imagination and find things to do.



So what is the best way to approach the difficult problem of television watching? It might be too extreme to ban TV programmes completely since this may cause real problems in families that have become dependent on television. A better approach would be the gradual reduction of viewing time and a pattern of no more than one hour of television a day.

There is an argument that many programmes are educational and therefore helpful to children's understanding of the world. This is possibly true, but even the best wildlife documentary is a poor substitute for real-life experience and talking to other children and adults.



In the end, it is a matter of compromise. The worst situation is when parents sit their children down in front of the television for hours at a time or fail to restrict their children's viewing because they don't want to upset them.

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### Exercise 6



**Your school has been invited to send a team of students to take part in the Association of World Youth Groups.**

**Write a letter to your year group, inviting students to become part of the team.**

In the letter you need to tell them:

- for which activity you are sending a team
- what kind of experience or special skills are needed
- how members of the team will be selected.

**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 answer.

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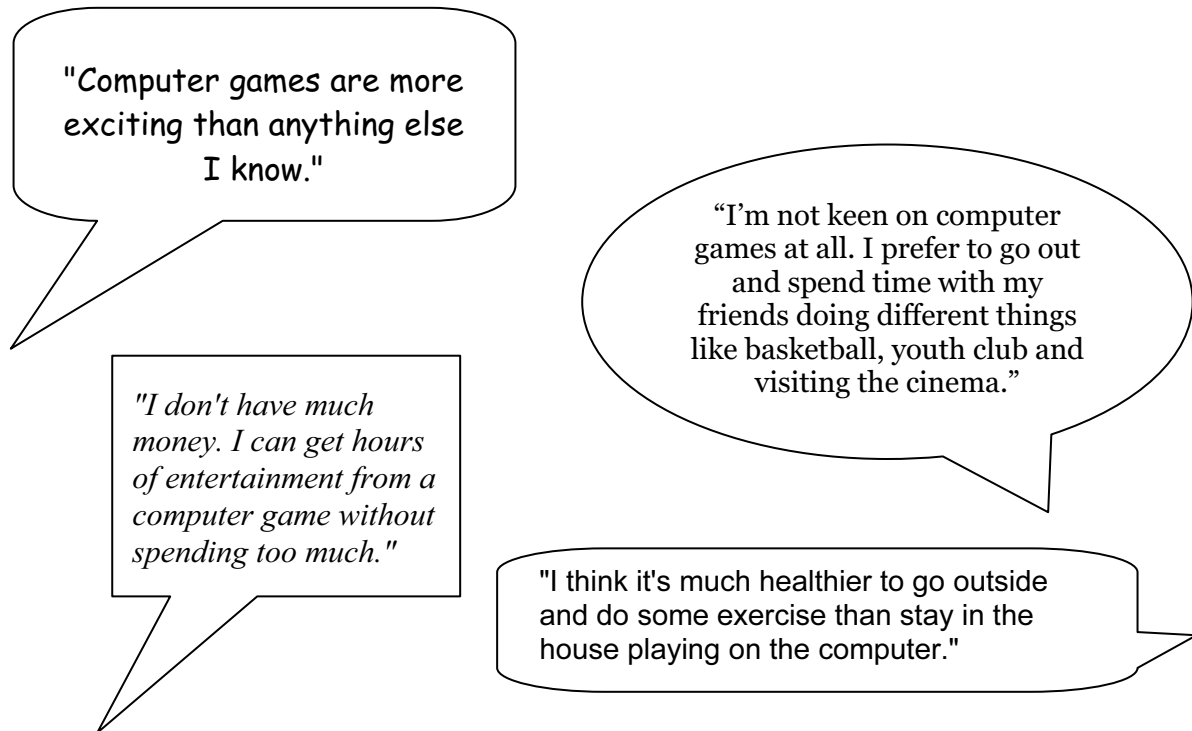
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[Total: 18]

**Exercise 7**

Many people believe that young people spend too much time playing computer games. Others view computer games as just another form of relaxation or hobby.

Here are some comments from your friends on this topic:



**Your teacher has asked you to write an article for the school magazine giving your views about the issue.**

**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.





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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

CANDIDATE  
NAME

CENTRE  
NUMBER

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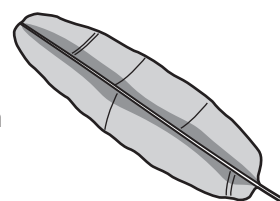
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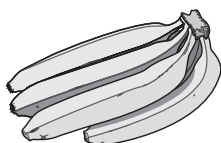
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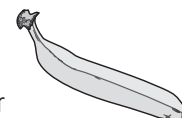
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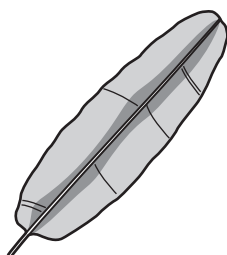
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[Total: 8]

## Exercise 2

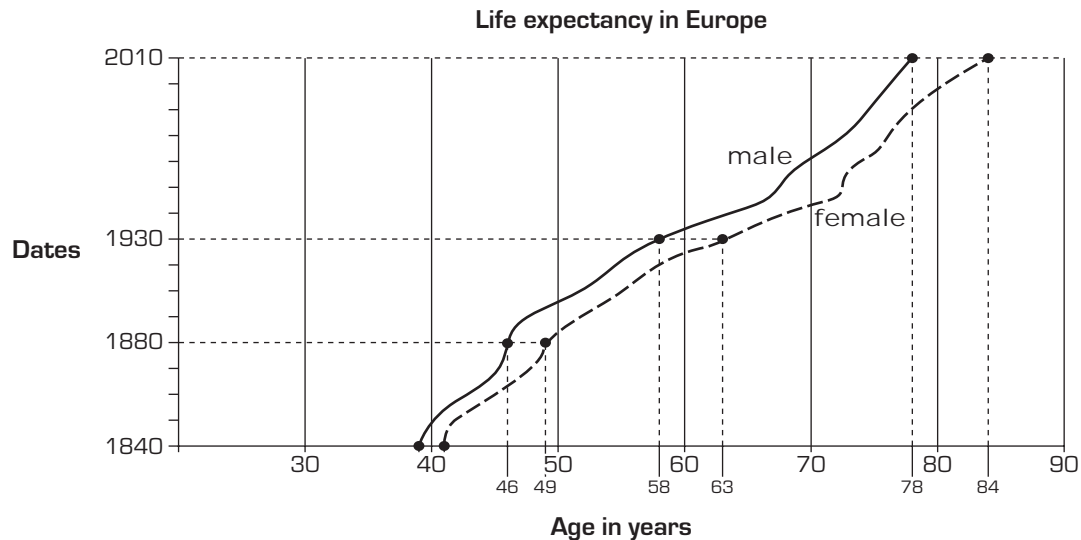
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..... [1]

(b) What areas of research are scientists undertaking at the moment? Give **two** examples.  
(i) ..... [1]  
(ii) ..... [1]

(c) What was unusual about Jeanne-Louise Calment?  
..... [1]

(d) What contributed to longer life expectancy in the last century? Give **two** details.  
(i) ..... [1]  
(ii) ..... [1]

(e) What is the effect of ageing on our body cells?  
..... [1]

(f) According to the graph, what was the difference in life expectancy between men and women in 1930?  
..... [1]

(g) Why do some scientists believe that the human body has a fixed age limit?  
..... [1]

(h) What benefit could we receive from living longer?  
..... [1]

(j) What exactly are some experts predicting about living longer AND how is a change of eating habits important in achieving this? Give **two** details for each.

Predictions:

(i) .....  
(ii) .....

Effects of changes in eating habits:

(i) .....  
(ii) ..... [4]

[Total: 14]

### Exercise 3

Julian Smithson is a student at Bristol University in the west of England. He is in his second year, studying for a Diploma in Education, and he has two more years to complete. In his first year, which began in September 2008, he lived in a hall of residence. His room was very comfortable and close to the main buildings at the University. The best part, however, was that the rent for his room was subsidised by the University and he only had to pay 50 per cent of the total amount.

Unfortunately, this arrangement only lasted for one year and now, in 2009, Julian can no longer have the reduction. There is a great deal of demand for this type of student accommodation and University rules only allow each student to stay in a hall of residence for one year.

Julian had to move out and find himself a room in a house in the city. Two of his friends were in the same situation so they decided to find a house together and share the accommodation. They rejected a large house in a popular student street called The Avenue because it was too expensive. Instead they found a smaller but well-decorated house which is near to the city centre in Bristol at 75, Grangeholme Road. The house has no telephone or internet connection but Julian has a mobile phone and can be contacted on 037652912.

In one respect the accommodation is better than last year because he is closer to all the facilities in the city. Julian enjoys going to the cafés and the cinema with his friends so this is much more convenient. However, he has to pay a much larger amount of money each month for rent and it is more expensive to travel to the University. The faculty buildings are 4 miles away, so he needs to take a bus every day.

Julian knew he was going to find it hard to manage financially. During the holidays, before he started his second year, he worked approximately 20 hours per week in an office at a local factory. Unfortunately he found that his second year at University was very demanding and he had to devote more time to his studies. He therefore had to change his job and reduce his working hours to 10 per week. He now works as a cashier on Friday evenings and Saturday mornings at the Saveright supermarket. His parents help him financially, but it is not enough to cover the increase in rent and all his other living expenses. His parents give him about £220 per month and he earns £60 per week at his job.

Julian was talking recently to Margaret Thomson, his personal tutor at the University, and mentioned the financial problems he was having. Margaret advised him to contact the University Finance Department which can sometimes provide financial assistance to students. She also agreed to provide him with a reference if needed; [marthom@planet.co.uk](mailto:marthom@planet.co.uk) is her email address.

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

# Financial Assistance Scheme Application Form

## SECTION A: PERSONAL DETAILS

Family name: ..... First name: .....

Address: .....

Contact details: .....

## SECTION B: UNIVERSITY AND ACCOMMODATION DETAILS

Course title and start date: .....

### First year accommodation:

1 Where did you live? .....

2 Details of financial assistance .....

## SECTION C: EMPLOYMENT DETAILS

Do you work at the present time? YES/NO (please delete as appropriate)

Place and type of work: .....

Number of hours per week: (please circle one)    0-8 hours    9-16 hours    17-24 hours

Salary per week: .....

## SECTION D: FINANCIAL SCHEME

Where did you first hear about the financial assistance scheme? (please tick)

Student handbook     University personnel     Finance office     Other

Name and contact details of referee: .....

.....

## SECTION E

Write **one** sentence of between 12 and 20 words giving your reason for seeking financial help.

.....

.....

.....

[Total: 8]

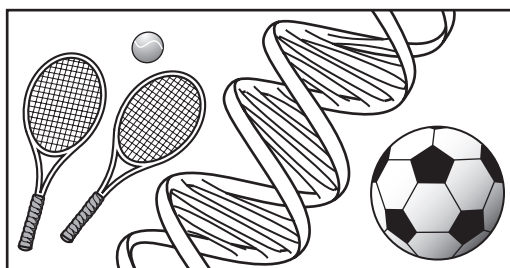


## Exercise 4

Read the article below about research into the performance of sportsmen and sportswomen, and then complete the notes on the opposite page.

### ***SPORTS STARS HAVE A NATURAL ADVANTAGE***

Scientists have identified the clear biological advantages that give the world's sporting champions a head start in life before they have even begun their rigorous training programmes.



Scientists working with official sports organisations have begun to examine hundreds of teenagers to see if they have any genetic advantages that could be vital in a range of sporting events. Those young people who match up will be fast-tracked into training programmes designed to make them future champions.

The coach for the French Olympic team says: "We measure special attributes between the ages of 16 and 18. But only one in 10,000 people has the physical aspects needed to compete at the very top level in sporting events. The biological make-up of an individual is now a huge factor in determining our choice of an athlete. We take into account the height, strength and endurance of a person. We also regard mental application as important, how an individual reacts when the competition gets really tough."

Scientists say that medical evidence is playing an increasingly important role in the selection of athletes. A study of the 40-year dominance of Kenyan runners in long distance athletic events has revealed that 45 per cent of them come from the Nandi tribe. What is remarkable is that this tribe makes up only 3 per cent of the Kenyan population. There must be something in their genes which gives them such endurance. Athletic organisations consider these genetic factors a good indicator when selecting athletes to produce superior running performances.

Scientists say that in order to be dominant in a sport, an athlete now needs to possess at least one unusual physical quality. For example, David Beckham's bandy legs have been partly credited with helping to put a spin on the football when he takes a free kick for England. Other biological characteristics are more measurable. The American tennis player, Andy Roddick, has the fastest serve in the game. He is able to arch his back so much that it increases the rotation of his arm to 130 degrees. This is 44 per cent better than the average professional player and this allows him to drive the ball over the net at 240 kilometres per hour. Michael Phelps, the fourteen-times Olympic swimming champion, has over-size feet which act like flippers to propel him through the water.

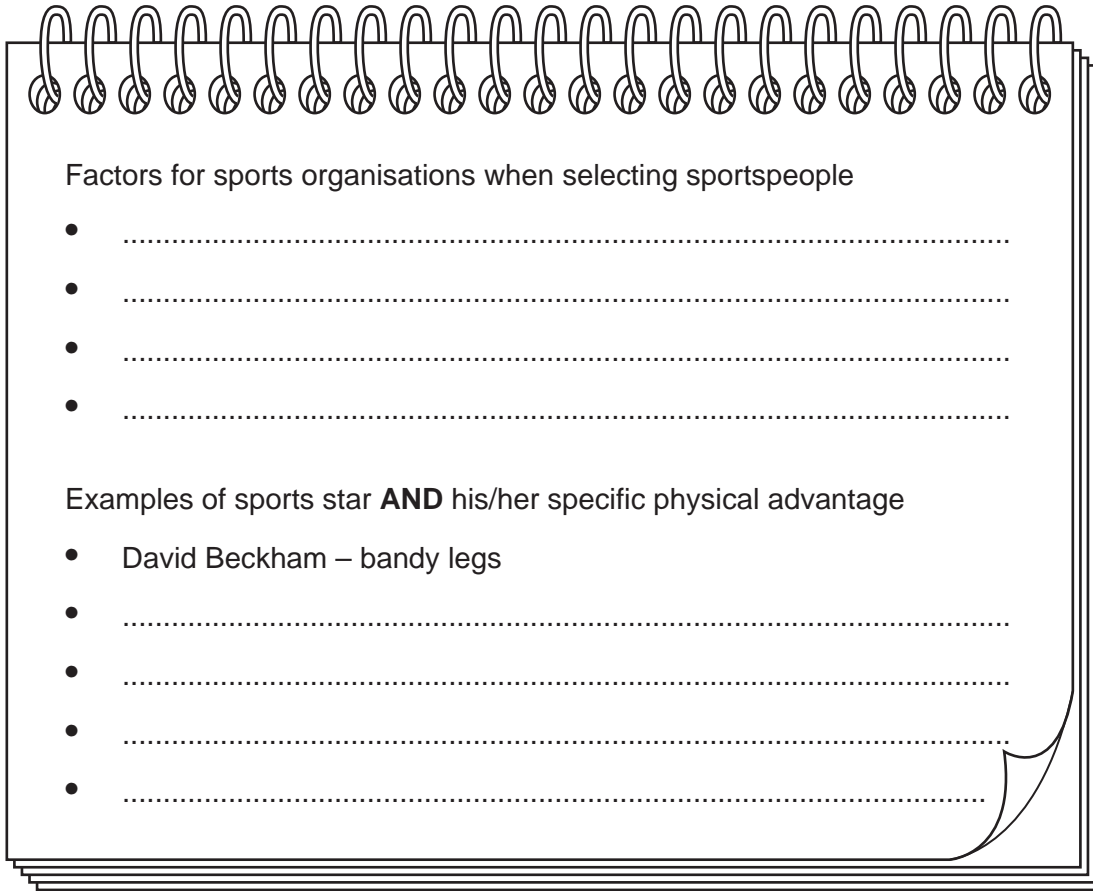
These special biological features are not restricted to men. Mia Hamm, probably the best all-round woman footballer in the world, produces less than one litre of sweat an hour when doing vigorous exercise, which is half the human average. When it comes to speed, take the example of woman racing driver, Liz Halliday. A normal person would take 300 milliseconds to make a reactive decision. She can do it in 260 milliseconds. It may not sound much quicker but at top race speeds this makes a difference of three car lengths.

The difference between success and failure is very small and all these biological factors are crucial in finding future champions.

You are preparing to give a presentation to your year group about the recent research into sporting performance. Prepare some notes to use as the basis of your talk.

For  
Examiner's  
Use

Make **four** points under each heading.



Factors for sports organisations when selecting sportspeople

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

Examples of sports star **AND** his/her specific physical advantage

- David Beckham – bandy legs
- .....
- .....
- .....
- .....

[Total: 8]

### Exercise 5

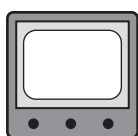
Read the following article about young people and television. **Write a summary on the opposite page of the negative effects on children who watch too much television.**

**Your summary should be about 100 words and no more than 120 words.**

**You should use your own words as far as possible.**

Up to 6 marks are available for the content of your summary, and up to 4 marks for the style and accuracy of your language.

## TELEVISION - A BIG TURN-OFF?



We have been told that too much television is bad for young people and now it looks as if it might be true. A recent survey has suggested that the amount of television children watch should be considered a major health issue because it has a really bad effect on the development of the brain.

In addition, television is thought to be a cause of depression. Children spend so long sitting and watching TV, it has also been blamed for other health issues such as being overweight.

If very young children watch an excess of television, this appears to set a pattern for life. There is a feeling amongst certain researchers that children should not watch any television until they are at least three years of age. If they watch too much, they may well grow up finding it difficult to concentrate on things that require sustained attention - such as books.



Television provides unnatural levels of excitement and sensory stimulation. Nothing in real life is comparable. One result of this is that children expect their teachers, for example, to be singing and dancing in the classroom to constantly entertain them.

Many researchers say that some children have lost the ability to entertain themselves. But as one expert said: "The advice is quite simple.

There is no need for teachers or parents to turn themselves into clowns. They do not always have to become actors to keep the young ones amused. It is fine for children to experience some boredom from time to time." Without experiencing boredom, it is believed that children lose the ability to use their imagination and find things to do.



So what is the best way to approach the difficult problem of television watching? It might be too extreme to ban TV programmes completely since this may cause real problems in families that have become dependent on television. A better approach would be the gradual reduction of viewing time and a pattern of no more than one hour of television a day.

There is an argument that many programmes are educational and therefore helpful to children's understanding of the world. This is possibly true, but even the best wildlife documentary is a poor substitute for real-life experience and talking to other children and adults.



In the end, it is a matter of compromise. The worst situation is when parents sit their children down in front of the television for hours at a time or fail to restrict their children's viewing because they don't want to upset them.



**Exercise 6**

**You have just organised and taken part in a school festival to celebrate an important day in your country's tradition.**

**Write an article for your local newspaper, explaining**

- what the festival was about
- what the highlight or main attraction of the festival was
- how the younger students who took part benefited from the experience.

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

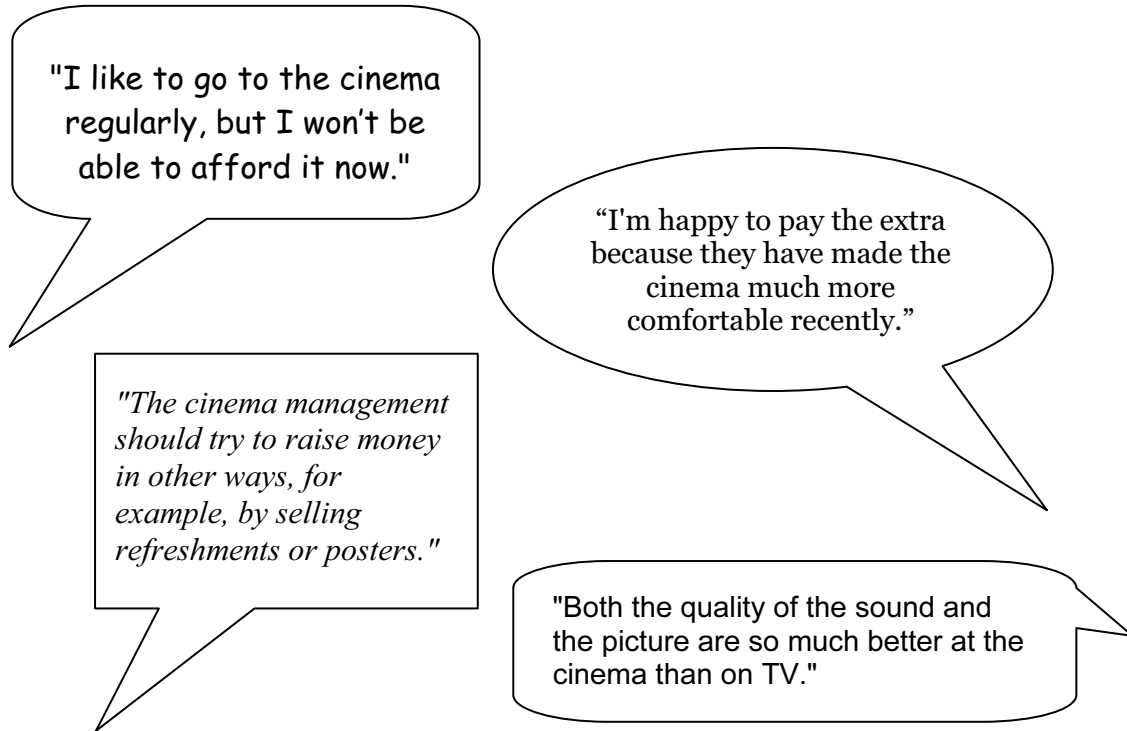
You will receive up to 9 marks for the content of your article, and up to 9 marks for the style and accuracy of your language.



**Exercise 7**

The manager of your favourite cinema wants to make a big increase in the price of an entry ticket.

Here are some comments from your friends on this proposal:



**Write a letter to the cinema manager giving your views on this proposal.**

**Your letter 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 letter, and up to 9 marks for the style and accuracy of your language.

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[Total: 18]



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