ENGLISH LANGUAGE
Paper 2  Comprehension
INSERT

1 hour 50 minutes

READ THESE INSTRUCTIONS FIRST
This Insert contains Text 1, Text 2 and Text 3.

This document consists of 6 printed pages and 2 blank pages.
WHO IS JANE GOODALL?

Jane Goodall was born in 1934 and grew up with a great curiosity about nature. In 1957, Jane went to Africa, where she met Dr. Louis Leakey. Even though she had no qualifications, he offered her a job. While working for him, Jane discovered that chimpanzees use tools, previously thought to be a skill exclusive to humans. Because Dr. Goodall's work changed mankind's perception of primates, consequently our attitude towards all other animals has also changed.

JANE GOODALL INSTITUTE.

The Jane Goodall Institute (Singapore) aims to continue Dr. Goodall's work with animal welfare, the natural environment and human communities by helping to educate and support Singaporeans, particularly young people, in addressing local issues in these three areas through programmes such as Roots & Shoots.

ROOTS & SHOOTS

Roots & Shoots is a unique youth programme with members in 110 countries. Roots & Shoots offers individual students access to an international web of like-minded young people where they can build partnerships and make a difference.

"Shoots seem small, but... hundreds and thousands of roots and shoots - young people like you, - around the globe can break through and make the world a better place for all living things."

Jane Goodall

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In the text below, a mountain climber describes how two young boys faced a problem on a mountain, and how he and his friends behaved in a similar situation. Read the text carefully and answer Questions 5–13 in the Question Paper Booklet.

Mountain adventures

1 Two young rock climbers, Jim Deering and Ryan Angus, were stuck on a high ledge. They had been climbing in the Rocky Mountains when suddenly the fog rolled in. It was late – 6 pm – and the fog, thick as candy floss, muffled the fading sun as the world turned into absolute blackness. Deering and Angus kept their wits about them. Although they knew that they had fifteen hours of below-freezing temperatures ahead of them, and must have been tempted to descend in the darkness, they decided to stay where they were. That was the first of the things they did right.

2 Like Deering and Angus, I've felt it often enough myself, this urge to push on past the safety point rather than sleep in the open air in uncomfortable circumstances. Once, in Peru, four of us were climbing in the Andes Mountains. We were looking for a long ledge of rock, where we had been told there were interesting remains, but we couldn't find it. By evening, we were exhausted and angry, and we had left our tents and sleeping bags down in the river valley far below us. All we had with us was a little food and water and a climbing rope.

3 We were at the top of a sheer cliff face which dropped below us for what looked to be about twelve metres. It was hard to be sure because of all the vegetation and the gloom that was pooling up at the base of the cliff. We had twenty-four metres of rope: why not rappel down on the rope, continue through the dark jungle for another couple of hours, and sleep in a warm tent? It seemed like a very sensible idea.

4 As we were uncoiling the rope, something I'd read in some wilderness survival manual began snapping away at the edge of my decision. The book said that a smart hiker never jumps, ever. You might be standing on a fallen tree trunk, and the ground is just half a metre below, but how do you know there isn't some ankle-twisting vine hiding there? According to the manual, you should sit on the tree and lower yourself gently down that half metre to the ground. I had always tended to regard this advice as rather like the diet books that tell you to 'consult your doctor before beginning this or any weight-reduction programme'. Still, rappelling into inky blackness, without knowing precisely how long a drop it was, suddenly seemed stupid, if not suicidal. 'A smart hiker,' I told my companions, 'never jumps into the whirling darkness of terrible depths.' Or words to that effect.

5 So we spent a night in the rain, huddled around a weak fire which struggled to stay lit. In the morning, the sun rose on the face of the cliff; jungle rock glowed in pastel pinks and rose-petal reds. The drop was almost fifty metres. We all stood there, looking down, thinking how close we had come to disaster.

6 My thoughts wandered back to Deering and Angus, trapped on their ledge in the Rockies. They knew better than to consider seriously making a descent in the darkness. What they needed was a fire, to ward off hypothermia and to attract rescuers. There were some twigs on the ledge, but they were soaked through. The young climbers had a box of matches and a wilderness survival manual with them. When their first attempts to light the twigs failed, they made their second smart move. They settled back and consulted the manual. Carefully (following its instructions), they spent two hours trying to light the fire. It was now 8 pm. Rescue helicopters were clattering helplessly through the fog and darkness looking for them. Their lives depended on that fire.
They were both beginning to get annoyed with their survival manual, so they made their third smart decision of the night. They started ripping out the pages to use as fuel. Success at last! So the two were saved.
The article below is about modern sport. Read the text carefully and answer Questions 14–19 in the Question Paper Booklet.

The nature of sport in today's world

1 For many people, the single-minded pursuit of sporting achievement in today's world has moved too far away from the traditions on which sport was founded. Such people regard sport as an activity that should be based on notions of fair play and a balance between body and mind, rather than being driven by the players' desire to achieve ever-higher levels of performance. In essence, they believe that the sporting experience, regardless of whether at the elite, junior or casual level, should reflect a 'spirit' that values participation over winning. In their view, the benefit of sporting performance lies not in the results achieved but in the extent to which it develops the understanding and values of the players.

2 This discord between the traditional model of sport as character building and today's achievement-orientated view is evident in concerns about the increased use of technology in sport. Rather than being an activity that allows for freedom of movement and the expression of the individual's physical potential, under the shadow of technology, modern sport has become a highly disciplined endeavour in which performances are rewarded for their measurable outcomes (rather than for any kind of inherent virtues).

3 But despite the uneasiness it may provoke, technology is firmly embedded in contemporary sport. The production of improved equipment, such as larger tennis racquets and sprung floors in gymnastics, as well as clothing that variously decreases drag or regulates body temperature, has relied on complex innovation in engineering, as well as in product and material design. Technological advances have also been instrumental in improving the safety of many sports. The development of sophisticated helmets, mouthpieces and padding, for example, has ensured the health and well-being of participants. However, there is also some evidence to suggest that such complex protective equipment may have actually led to greater rates and degrees of injuries, as athletes feel invincible and thus are prepared to take more risks or may even use their safety equipment as weapons on the sports field.

4 Whilst technology is clearly central to the organisation and conduct of modern sport, perhaps the most important aspect of the sports/technology relationship is what is called exercise science, in which improved performance in sport is achieved through study of the scientific principles that underlie human movement. In the quest for outstanding performances, athletes, coaches and sports scientists now rigorously search for techniques that will deliver the elusive 'edge', whilst the public crave world records each time an athlete steps onto the track, dives into the pool or tumbles across the mat.

5 These new expectations have affected the whole nature of modern sport. Professional teams travel with almost as many technical staff as they do team members, and these assistants continually prod and test the athlete's body, trying to nudge it ever closer towards its limits. Video images are analysed to identify how a single movement could be performed more efficiently, saving a fraction of a second in a competition. The commercial benefits accompanying sporting success mean that securing the slightest advantage over a competitor is paramount. Not only the momentary glory of winning, but financial security and a post-sport career may rest on the split second or fraction of a centimetre resulting from developments outside the athlete's control, such as an improved running shoe or a nutritionally superior diet.
yet modifying the body through physical activity is not confined to the elite athlete. Even
casual participants are encouraged to submit their bodies to the tyranny of exercise
equipment. A brief wander through any fitness centre reveals a profusion of machinery to
adjust a body's size, shape or capacity. At home also people are increasingly able to access
and use the latest developments in food technology to follow diets which will help them
to achieve their desired body shape. The latest dietary fads blare out from the television
set or leap out of the pages of glossy magazines. Pedometers, heart monitors and iPods,
which accompany even the most ordinary athletes on their daily run, are further evidence
of the increasing use of electronic technology in everyday sport. In the twenty-first century,
exercise and sport are not simply amusing diversions, but are serious undertakings,
conducted with the expectation of physical modification achieved through discipline, hard
work and, in many cases, the body's capitulation to the rigours of the machine.
ENGLISH LANGUAGE
Paper 2  Comprehension

Candidates answer in the Question Booklet.
Additional Materials:  Insert

READ THESE INSTRUCTIONS FIRST

Write your Centre number, index 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.
Write your answers in the spaces provided in the Question Booklet.
The Insert contains the texts for all the sections.

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

3 (Steps)

1) [foot-scrap paper - copy the thinking process -]

2) [Discuss/Respond to the thinking -]

3) [copy/write down the answers on your own -]

This document consists of 8 printed pages and 1 Insert.
Section A [5 marks]

Text 1

Refer to the webpage (Text 1) on page 2 of the Insert for Questions 1–4.

1. What idea is the photograph trying to establish?

The photograph shows how people can contribute in making the world a better place for all living things.

2. Why was Jane Goodall's discovery that chimpanzees use tools so important?

The discovery led to a change in mankind's perception and attitude towards chimpanzees and all other animals.

3. The Jane Goodall Institute (JGI) encourages people to support 'animal welfare, the natural environment and human communities'. How is each of these represented by the different icons in the JGI logo at the top of the webpage?

Animal welfare

The natural environment

Human communities (2 things!)

4. What does the name of the youth programme, 'Roots & Shoots', suggest about young people?

(i) 

(ii) 

Section B [20 marks]

Refer to Text 2 on pages 3–4 of the insert for Questions 5–13.

5 At the beginning of this text Deering and Angus are trapped on a mountain.

Explain how the language used in Paragraph 1 emphasises the lack of visibility on the mountain. Support your ideas with three details from the paragraph.

6 Give two reasons why the writer and his friends found it hard to be sure how far the cliff face extended below them (lines 15–16). Answer in your own words.

7 The writer says that something he had read in a wilderness survival manual ‘began snapping away at the edge of my decision’ (line 20).

(i) What was his ‘decision’?

(ii) What is suggested by ‘snapping away at the edge’?

8 In line 28 the writer says ‘Or words to that effect.’

What does this phrase suggest about the style of the language he actually used in the preceding sentence?

Formal? Preceding
Dramatic effect/Exaggerated style

Opposite: Casual / Informal
9. 'In the morning, the sun rose on the face of the cliff; jungle rock glowed in pastel pinks and rose petal reds. The drop was almost fifty metres.' (lines 29-31)

(i) Explain how the writer creates a contrast between these two sentences.

Think: Compare the first sentence, which describes a bright, colorful cliff face, and the second sentence, which describes the drop as almost fifty metres. The contrast is created through the vivid imagery and the height of the cliff drop.

(ii) What is the effect of this contrast?

To show us how deep the cliff was. It shows the height in the cliff face.

10. In Paragraph 8, why did Deering and Angus's first attempt at lighting a fire fail?

(a) Apart from their initial decision to stay where they were, what other two decisions did Deering and Angus make?

(i) They settled back and consulted the manual.

(ii) They followed the instructions in the manual.

(b) How did the rescuers find the climbers?

The rescuers saw the light from the fire started by the climbers.

12. There are two stories in this passage and each story features a survival manual. What was the effect of following the manual's advice in:

(i) the writer's story?

They followed the instructions and were saved by their rescuers. The作家和他们的同伴没有按照手册的建议，结果非常危险。

(ii) the story of Deering and Angus?

They did not help them to light a fire successfully. They made them annoyed. The instructions did not help.

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In this text, two different stories are combined. Complete the flow chart by choosing one phrase from the box to summarise the main focus of each stage of the two stories. There are some extra phrases in the box you do not need to use.

**Main focus**
- a different approach
- not knowing when to stop
- giving in to temptation
- trying to put theory into practice
- wise advice
- unnecessary preparations
- breaking the rules

**Flow chart**:

1. Paragraph 1: Decision to be cautious
   - Between cautiousness and choices

2. Paragraph 2: Not knowing when to stop
   - Leads to two choices

3. Paragraph 3: Two choices
   - Wise advice
   - Awareness

4. Paragraph 4: Wise advice
   - To make choices

5. Paragraph 5: Awareness of a narrow escape
   - Difficult decision

6. Paragraph 6: Trying to put theory into practice
   - Different advice

7. Paragraph 7: Breaking the rules

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*13 1: not knowing when to stop
2: trying to put theory into practice
3: breaking the rules
4: wise advice
5: different advice*

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[Turn over]
Section C [25 marks]

Refer to Text 3 on pages 5–6 of the Insert for Questions 14–19.

14. The writer summarises the traditional benefit of sport as 'the extent to which it develops the understanding and values of the players' (line 8). Which three examples of such values are given in Paragraph 1?

(ii) (Line 3): Sports should be based on notions of ope of.

(iii) (Line 4): There should be a .

(a) How does the phrase 'under the shadow of technology' (line 12) suggest the writer disapproves of technology? (What is under the shadow = meaning? Read lines 11–14. The phrase suggests that is being hindered.

(b) Study under the influence.

16. Here is part of a conversation between two students, Jenny and Lee, who have read the article.

- Jenny: I think technology has made a lot of sports safer.
- Lee: But athletes seem to be injured more.

(i) Identify any two examples from Paragraph 3 that Jenny can give to support her view.

(ii) How would Lee explain his position with reference to lines 23–25? Ans must show help Lee convince! As with complex protective equipment, athletes feel more secure and are prepared to take more risks or use their safety equipment as weapons on sports field.

|Skill| Establish clear-cut answer with simplicity.
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Step</td>
<td>1. Feel invincible.</td>
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<td></td>
<td>2. Take more risks.</td>
</tr>
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<td></td>
<td>3. Athletes would...</td>
</tr>
<tr>
<td></td>
<td>1. Think they are injury-proof,</td>
</tr>
<tr>
<td></td>
<td>2. Exhibit risky behaviour,</td>
</tr>
<tr>
<td></td>
<td>3. By harming others with their (and to injury) safety gear.</td>
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</tbody>
</table>

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What does the writer mean by the phrase 'the elusive edge' (line 31)? Answer in your own words.

'elusive' means 'hidden'?? 'hard to get'?? 'not possible to find'??

=edge' means 'side'??

What tone is the writer creating in the phrase 'The latest dietary fads blaze out' (line 48)?

Q: 'Harsh? Yes, harsh... but what does he want to tell us about the food?'

A: 'He dislikes the food. He feels the food is not good. Focus: Technology affect/change.'

Using your own words as far as possible, summarise the ways in which modern sport for both elite athletes and ordinary people has been affected by technology.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin).

'It is clear that technology has changed modern sport because...'
Simplifying main ideas/key points:

1. Poke, prod and test the athlete's body... nudges a ever closer towards
   experiment, with the athlete's body to measure its potential...

2. Video images are analysed... single movement... more efficiently.
   Each movement is captured and studied to be improved/improved.

3. Financial security... post-sport careers... from development outside
   athletes' contracts.
   Income and job stability depend on progress made by technological
   intervention.

4. Casual participants... to submit their bodies... tyranny of exercise equipment.
   A recreational sportsman was influenced to give in to demands of machinery.

5. ...to adjust a body's size, shape or capacity...
   (3-M-1)
   (previous pt) in altering their physique/physical traits.

6. Latest developments in food technology... follow diets... achieve desired body
   slope.
   Newest food technology and eating habits are adopted for ideal body.

7. Pedometers, heart monitors and in pods... most ordinary abode in everyday life
   by ordinary people.
   Widespread use of fitness monitoring devices joining exercise activities.

8. Expectation of physical modification, body's adaptation to machine... hard work
   Below all commitment is required... adjustments to the requirement of the body to meet [15]

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