



Cambridge IGCSE™

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ENGLISH (AS AN ADDITIONAL LANGUAGE)

0472/22

Paper 2 Reading

May/June 2024

1 hour

You must answer on the question paper.

No additional materials are needed.

INSTRUCTIONS

- Answer **all** questions.
- Use a black or dark blue pen.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to each question in the space provided.
- Do **not** use an erasable pen or correction fluid.
- Do **not** write on any bar codes.
- Dictionaries are **not** allowed.

INFORMATION

- The total mark for this paper is 45.
- The number of marks for each question or part question is shown in brackets [].

This document has **16** pages. Any blank pages are indicated.





1 Read the texts. For each question, tick (✓) the correct box (A–D).

(a)



When Sam saw Tara, he was...

A getting on the bus.

B playing in the park.

C going to the library.

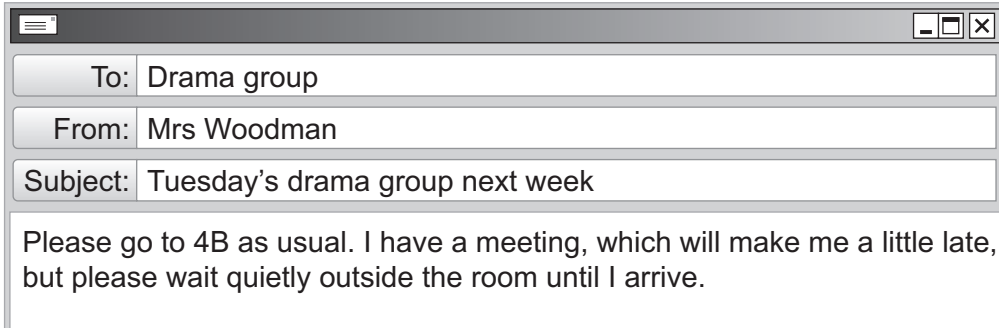
D eating an ice cream.

[1]





(b)

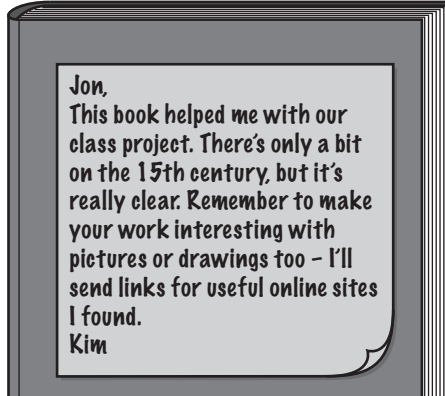


The drama group will...

- A end earlier than usual.
- B be on a different day.
- C be in a different room.
- D start later than usual.

[1]

(c)



Kim thinks the book is useful because it...

- A has information that's easy to understand.
- B gives addresses for some good websites.
- C includes everything Jon will need.
- D has some interesting photos.

[1]

[Total: 3]

DO NOT WRITE IN THIS MARGIN





2 Read the email. For each question, tick (✓) the correct box (A–C).

To:	Jessie
From:	Simona
Subject:	My holiday

Hi Jessie,

We arrived at our hotel a few days ago! There was a queue for taxis from the airport, but the train was cheaper, and also faster than the coach, so it was fine. It's cooler here in the mountains than at the beach, and the city's too hot! The pool is too busy for us, so my parents like relaxing under the trees. I think that's boring, but we all like the shows the staff put on.

The restaurant's good. Last night, Dad had pizza, but I wanted something new, so Mum suggested fish instead of my usual chicken! Later, everyone was taking pictures with someone there. We thought she was a musician or a film star, but she was an international footballer!

We're visiting museums today and a waterpark near a forest tomorrow. I found a great shop today, selling sweets and scarves. Mum got me one, and I bought you a bracelet – you'll love it!

Simona

(a) How did Simona get to the hotel from the airport?

- A by taxi
- B by coach
- C by train

[1]

(b) Where is the hotel?

- A in the city centre
- B in the mountains
- C on the beach

[1]

(c) At the hotel, Simona likes...

- A going swimming.
- B exploring the gardens.
- C watching the entertainment.

[1]





(d) What did Simona have to eat in the restaurant last night?

- A chicken
- B fish
- C pizza

[1]

(e) Yesterday, Simona saw a famous...

- A sports star.
- B singer.
- C actor.

[1]

(f) Where will Simona go tomorrow?

- A to a museum
- B to a forest
- C to a waterpark

[1]

(g) What did Simona buy for Jessie?

- A some food
- B some jewellery
- C some clothes

[1]

[Total: 7]

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3 Read the text and choose the correct word to fill the gaps (a) to (g). For each question, tick (✓) the correct box (A–D).

Baseball

The game of baseball is played in many countries around the world. In the United States, it is one of the most ...(a)... sports for people of all ages. Many children and adults ...(b)... to spend their weekends enjoying it in some way, by either playing or watching a game. Baseball is important in the history and culture of the United States. As a ...(c)..., there have been a number of films made about the sport, and some are also ...(d)... on some of its greatest stars. In ...(e)... to doing something they love, the game's ...(f)... players earn a lot of money. They are also ...(g)... as celebrities.

- (a) **A** normal
- B** usual
- C** popular
- D** likely

[1]

- (b) **A** accept
- B** confirm
- C** offer
- D** choose

[1]

- (c) **A** result
- B** meaning
- C** reason
- D** purpose

[1]

DO NOT WRITE IN THIS MARGIN





- (d) **A** based
- B** set
- C** made
- D** produced

[1]

- (e) **A** conclusion
- B** addition
- C** occasion
- D** common

[1]

- (f) **A** top
- B** highest
- C** exact
- D** perfect

[1]

- (g) **A** informed
- B** taken
- C** seen
- D** called

[1]

[Total: 7]

DO NOT WRITE IN THIS MARGIN





4 Read the blog and answer the questions (a–k).

My music camp experience: Davide Laurant

Last summer, I spent a week at a music camp called Greenfields. I wanted to go there because my cousin enjoyed it the previous year, but it was the excellent reviews that convinced my parents to let me and my sister go. Although I wanted to take my drums, the boot wasn't large enough; luckily, my guitar fitted.

When we arrived, I immediately felt relaxed, despite feeling a little nervous on the way. I couldn't wait to start. All the students went into a hall, and our teachers explained how to play a clapping game in teams – much more fun than a board game! After that, we were shown the wooden huts where we would sleep. That might sound basic, but they were surprisingly modern inside.

In the afternoon, after unpacking, we were asked to prepare a song with a few other people to perform that evening. The performances were judged, with the winners getting a cake! It was fun. During the rest of the week, we learned about different musical styles: pop, which everyone enjoyed, classical, which wasn't so popular, and rock, my personal favourite.

We also practised for the final concert. Our families were coming, of course, along with friends, but we were really excited to find out that a well-known singer would attend. Our teachers told us to remember to look at the audience, which was good as I normally close my eyes when I'm performing. They also reminded everyone to enjoy themselves!

Try Greenfields! It's great!

(a) Why did Davide's parents choose Greenfields Music Camp?

..... [1]

(b) Who did Davide attend the music camp with?

..... [1]

(c) Which instrument did Davide take to the camp?

..... [1]

(d) How did Davide feel before he arrived?

..... [1]

(e) What was the first group activity the music students did?

..... [1]

DO NOT WRITE IN THIS MARGIN





(f) What did Davide **not** expect about the accommodation?
..... [1]

(g) What did the students do in small groups in the afternoon?
..... [1]

(h) What prize was offered in the music competition?
..... [1]

(i) Which type of music does Davide like best?
..... [1]

(j) Who was the special guest at the final performance?
..... [1]

(k) What advice did the teachers at the music camp give the students? Give **two** details.
(i)
(ii) [2]

[Total: 12]

DO NOT WRITE IN THIS MARGIN





5 Read the information about five people (a–e) and the eight advertisements for writing courses (1–8).

Which writing course should each person choose?

For each person (a–e), write the correct number (1–8) on the line.

Writing Courses

a		Zaneb wants to learn about writing children’s books from someone who is a successful author. She’s also interested in adding drawings to her stories.
b		Brendon hopes to get help planning his story and tips for avoiding language mistakes. He’d like to know what others on the course think about his stories.
c		Nala wants to write funny stories and get advice about putting her finished stories online. She thinks it would be good to spend time working on her own with the teacher.
d		Dinesh hopes to get ideas for interesting stories and to learn how to create cartoons. He wants to know about the best software to use when he’s writing.
e		Eva wants to write a story together with other students and get suggestions for different authors to read. She’s interested in hearing about how someone became a well-known writer.

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Writing Courses for Teens

- 1 *Write Today* with Bev White
If it's hard to decide what's happening next in your story, Bev helps you organise ideas and has suggestions for checking spelling and grammar. Everyone gets to read out something they've written: get other students' opinions about your work!

- 2 *My Story!* with Yasmin Aksoy
Everyone has a story to tell, and a good story creates a picture for readers through words. It's important to choose those words carefully, and Yasmin is here to help all her students tell the best story they can.

- 3 *Writers' Day* with Sam Nelson
If you're looking to write something a bit different, then what about a comic? They're not just for kids! We'll look at topics that make people keen to keep reading and see how computer programs make writing simple!

- 4 *Writing's Fun* with Ali Aziz
Writing's usually done alone, but interesting ideas come from conversations, so we'll share thoughts about what makes great stories. Ali will offer useful tips for getting those ideas down, on either paper or computer.

- 5 *Telling a Story* with Kelly Talis
Join this friendly group where Kelly – who's written many popular books – shares her knowledge of writing books for younger readers. As well as creating an exciting story, you'll put in pictures readers will love!

- 6 *Write Time* with Wojtek Stach
Reading's a perfect way to improve your writing, so students start off by sharing their favourite writers before working in teams to write a story. To finish, Wojtek describes the experience of his first book winning an international competition!

- 7 *Writers Group* with Ed Buckley
Have you ever thought about *why* you love your favourite author? Ed's session focuses on deciding together what makes a story one that people want to read and finding your own style of writing – anything from horror to comedy!

- 8 *Tall Tales* with Jess Smith
This session starts with group activities before providing individual writing support. Jess is known for her amusing books, which she posts on the internet. Her tips will help you start to find readers in this way and understand what makes people laugh!

[5]





6 Read the article and answer the questions (a–i).

**‘Plogging’
by Kier Dawson**

I’ve always loved exercise, and I like running to keep fit. When a podcast I listen to talked about an activity called ‘plogging’, it sounded so interesting that I immediately mentioned it to my running group. ‘Plogging’ sounds weird, but basically, it’s the activity of picking up rubbish while you’re out for a run! The name comes partly from ‘plocka upp’, which means ‘picking up’ in Sweden (the country where the activity first took place), added to the English word ‘jogging’, used in many countries!

The next day, I took an empty bag with me on a run, and that was my first time plogging. I quickly began noticing all the bits of rubbish in the hedges and on the side of the roads. I’ll always remember how shocked I was that people are lazy enough to drop so much.

Although going in the early evening is best for me, I also go in my lunch break as there are various routes near my office. When my colleagues see me setting off with my bag, they say I’m mad! This is rather disappointing, to be honest.

There are many advantages. If you’re a regular runner, things can get really boring, so it adds variety to exercise. And as most people go running near where they live, going plogging helps improve local communities.

The places I usually go plogging are quite close to town, and there are always birds, and usually people walking their dogs, of course. But last time, I was lucky enough to see a rare type of deer, which was very unexpected so close to town.

I’m hoping more people want to get involved, so I’ve arranged to set up an information stall in the local library. When people ask me for advice, I tell them to choose a route where rubbish is a problem. They must always stay safe, of course. Something else I suggest people do is post photos online of rubbish they’ve collected. This is a great way of raising awareness of the problem – and of a solution!

(a) How did Kier first hear about the activity?

..... [1]

(b) Where did plogging start?

..... [1]

(c) How does Kier say he felt the first time he went plogging?

..... [1]

(d) When does Kier prefer to go plogging?

..... [1]

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(e) What does Kier think about how his colleagues react to the activity?

..... [1]

(f) What does Kier explain are the benefits of plogging? Give **two** details.

(i)

(ii) [2]

(g) What was Kier surprised to see recently while out plogging?

..... [1]

(h) How is Kier hoping to get people interested in plogging?

..... [1]

(i) What advice does Kier offer people wanting to take up plogging? Give **two** details.

(i)

(ii) [2]

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