



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE
NAME

CENTRE
NUMBER

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ENGLISH AS A SECOND LANGUAGE

0511/12

Paper 1 Reading and Writing (Core)

May/June 2014

1 hour 30 minutes

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, 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.

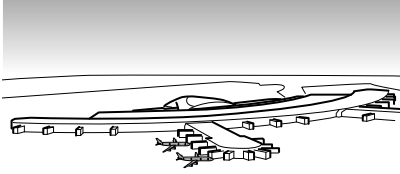
This document consists of **13** printed pages and **3** blank pages.



Exercise 1

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

AIRPORT TERMINALS



There was a time, not so long ago, when terminal buildings at airports in major international cities were very unattractive. Fortunately, famous architects are now transforming these terminals into works of art. Not everyone likes all the new designs, but the five featured here have certainly been admired, and have inspired many discussions.

INCHEON, SOUTH KOREA

The terminal building at Incheon airport shows the best of traditional Korean design, and at the same time it is a futuristic model of efficiency. Before starting work, the architect travelled throughout the country. He visited ancient places and studied the design of religious buildings. The roofline of the terminal is similar to that of a Korean temple, and unusually for an airport, there are precious objects on display inside that are thousands of years old.

JEDDAH, SAUDI ARABIA

Unlike the rest of the terminal buildings mentioned in this article, one of the terminals at Jeddah airport is only in operation during Hajj, the Muslim pilgrimage to Mecca, which takes place once a year. This temporary, open-air terminal is covered with 210 white fibreglass tents. These tents help to cool the desert air by as much as 10 degrees Celsius without the need for air conditioning.

MADRID, SPAIN

The terminal here was built to provide the 50 million passengers who pass through it each year with a spacious, stress-free zone, where they can begin or end their journeys. Glass-panelled walls allow in plenty of light which creates this calming effect. There is a gently rolling roofline constructed from long beams of pale bamboo, and there are pylons that change colour as you walk through the terminal.

SINGAPORE

Singapore's Changi airport has a cinema and a children's playground with a gigantic slide. There's no doubt that it is one of the world's most action-packed terminals. It is also one of the most beautiful. The 'butterfly' roof has 919 skylights, which adjust to allow just the right amount of daylight inside. At night, these same skylights glow with lighting carefully hidden below the panels. The terminal's most dramatic feature, however, is the vertical garden, also known as 'The Green Wall', which has four waterfalls and spans nearly 300 metres across the main building.

MONTEVIDEO, URUGUAY

The beauty of this new terminal is its simplicity. The entire structure is under a gently arching rooftop that sweeps 350 metres across the landscape. The building is designed to blend in with its environment, and it offers a wide-open, welcoming public space, which is enjoyed by passengers and the loved ones who come to greet them. In Uruguay, it is still a tradition, and it is still possible, to meet your family and friends as they come off the plane.



- (a) What are famous architects doing?
.....[1]
- (b) Where did the architect of Incheon airport go before beginning the project?
.....[1]
- (c) When is the Jeddah terminal open?
.....[1]
- (d) What makes passengers feel relaxed at Madrid's airport? Give **two** details.
.....
.....[2]
- (e) Why is Singapore's terminal called 'action-packed'? Give **two** details.
.....
.....[1]
- (f) What custom do Uruguayans still enjoy?
.....[1]

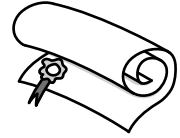
[Total: 7]

Exercise 2

Read the following article about the future of higher education, and then answer the questions on the opposite page.

THE FUTURE OF UNIVERSITY EDUCATION

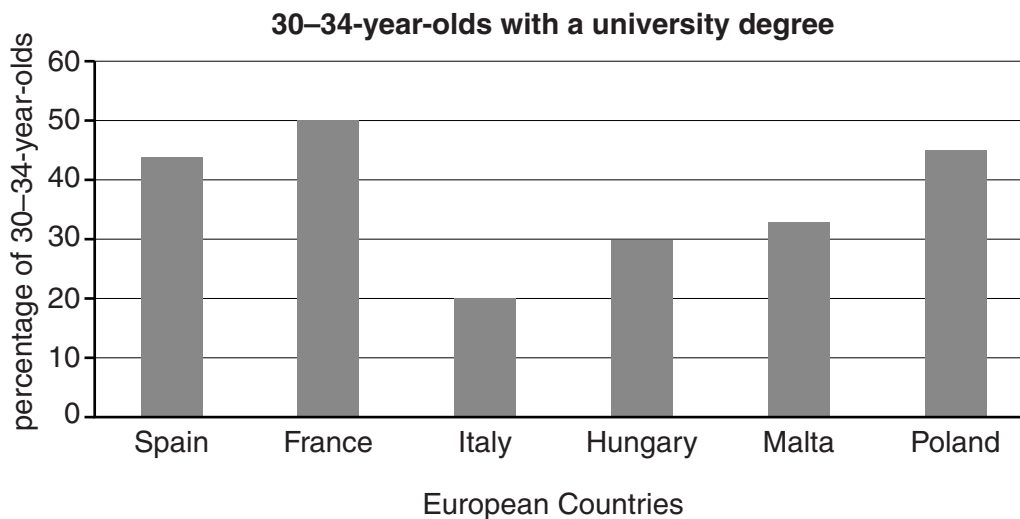
The world's higher education system must provide for 80 million more students by 2025. It has been calculated that this will require building three new universities every week for the next 13 years. Governments agree that it is impossible to build so many universities, and so the future of higher education will definitely be online.



The potential benefits of online learning are enormous. At the moment a typical university student needs a large amount of money to cover the cost of tuition and living expenses. The aim of online learning is to cut these costs. Learning will be cheaper and all students will be able to afford it.

However, in order for online learning to become widely accepted, universities must be prepared to change and co-operate closely. This is the only way to improve the quality of online education resources. The idea of a student as someone who goes to a classroom to learn from a teacher will disappear. We have already changed the way in which we shop. We no longer have to go out to buy products and services because shopping can be done from home. We now have to adapt to the idea that we might not need to go to lecture halls and classrooms to study for a degree.

This should not be a threat to universities and colleges. Most countries in the world want to increase the percentage of the population with a degree. Online learning offers the opportunity to teach many more students than we do now. One university could potentially have a million students. Young students nowadays like to spend time in groups with their friends; but in future, communication with fellow students will all be virtual. Older learners currently find it difficult to take part in on-campus courses because of work and home responsibilities. These people will find learning online very convenient as they will be able to study at home in their own time.



Some universities are concerned that, by making knowledge freely available online, they will become little more than providers of certificates. The worry is that students will study material online free of charge, after which they will search for universities or colleges that are willing to test them, and if they pass, provide them with an appropriate certificate. Universities say that if this happens, they will not be able to survive financially.

Others argue that it can be an advantage for universities to offer online resources, as long as they have a thorough system of testing, and provide recognised qualifications. They may find that their staff have more time for other work, such as medical research, which could eventually benefit all of us.

People may not be happy to pay for tuition at a university with a poor reputation, preferring to attend a free, virtual one. Students will continue to pay, however, for a qualification from one of the top universities. These diplomas, certificates and degrees will be evidence of the quality of their learning, and universities will have to find ways of charging for these. Some say that it will be sad to lose the picture of today's students all gathered together on graduation day to receive their certificates. In the future, graduation day may be a quiet individual celebration at home.

- (a) How many more students will want to enter higher education by 2025?
.....[1]
- (b) Why do the authorities think that there will be more university courses delivered via the internet?
.....[1]
- (c) Why will online education be more easily available to students?
.....[1]
- (d) What will be the benefit of universities working together?
.....[1]
- (e) What evidence is there that people can change their habits?
.....[1]
- (f) Why is it challenging for mature students to attend courses at university?
.....[1]
- (g) According to the graph, which country has the lowest percentage of 30- to 34-year-olds with a degree **and** what is the percentage?
.....[1]
- (h) What worries universities about the future? Give **two** details.
.....
.....[2]
- (i) How might university lecturers use their extra free time?
.....[1]
- (j) What would students pay fees for in the future?
.....[1]

[Total: 11]

Exercise 3

Deborah Harrison lives on the south coast of England at 94 Broadhurst Avenue, Portsmouth, PO7 2AR. She has always lived by the sea and she learnt to swim when she was only about two years old. Her family call her 'the fish' because she loves swimming so much. She has competed in many swimming events and has won awards for 200-metre freestyle competitions, although she can swim one kilometre without any difficulty. Her mother, Mrs Rachel Harrison, has always supported her and encouraged her in all her activities. She is available on the phone at any time to help Deborah if she needs anything. She certainly knows her daughter's cellphone number, 07073264387, without needing to look it up.

For the last two years, Deborah has been attending the school's scuba diving club, but she now wants to join the sailing club. She has never sailed alone before, even though her uncle has taken her out many times as a passenger in his sailing boat. Deborah is now very keen to learn how to sail because next summer she plans to work with disabled children on an activity holiday. She has agreed to teach swimming, which she will find very easy. However, the only other water-based activity is sailing, and so Deborah has decided to learn to sail so that she can help with this activity too.

Deborah has already passed the Level Two First Aid Award which she must have for the activity holiday, and so now she is able to give her attention to learning how to sail. The club fees are very cheap, and she will be able to pay them in cash with money that she has earned from babysitting. Someone who has more experience than she has will be in charge of the sailing boat, and her job will be as a member of the crew on the boat. The school club offers lessons in the theory of sailing and Deborah thinks that she should learn both the theory and the practical aspects of sailing. She hopes that this will enable her to deal confidently with any difficulties that may arise.

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

**School Sailing Club:
Application for Membership**

Section A: Personal details

Full name:

Address:

Contact telephone number:

Name of contact in case of emergency:

Section B: Further details

Other club memberships:

First Aid qualifications:

How far can you swim?

What is your level in sailing? (please tick ✓)

beginner intermediate expert

Do you wish to attend theory classes as well as practical sessions? (please delete) YES/NO

Method of payment:

Section C

In the space below, write **one** sentence about any previous experience of sailing, and **one** sentence explaining what you want to achieve by joining the club.

[Total: 14]

Exercise 4

Read the following article about teenagers and texting, and then complete the notes on the opposite page.

Teenagers and Texts

It seems that the most popular means of communication among teenagers these days is texting. Teenagers clearly enjoy keeping in contact in this way, but doctors and psychologists are beginning to worry about this behaviour. A doctor recently carried out a survey of students at two schools and found that many were regularly sending hundreds of texts every day.



“That’s one text every few minutes,” he said. “Also, these students are responding to texts late at night. This will cause sleep problems in an age group that hardly ever gets enough sleep anyway.”

One psychologist, who has studied texting among teenagers for three years, said that it might be having a negative effect on the way adolescents develop. Psychologists expect teenagers to break free from their parents as they become independent adults. However, technology makes staying in touch very easy, so it’s harder for teenagers to make decisions for themselves. Now some teenagers are texting their mothers many times a day, asking things like, ‘Should I get the red shoes or the blue shoes?’

All psychologists agree that teenagers need quiet time in which to reflect and think. A well-known child psychiatrist, Ms Prosser, comments, “If a phone vibrates every couple of minutes, it is very difficult to concentrate. All teenagers have a strong interest in knowing what’s going on in the lives of their friends and hate being left out.” For that reason, she suggests, the rapid rise in texting has the potential both for great benefit and great harm.

“Texting can be a really useful tool,” Ms Prosser says. “It offers an easy way of connecting with friends. It enables young people to make and change their arrangements easily. Texting can also make young people feel less nervous when they have to undertake new experiences. For example, it can be very comforting to receive a text offering encouragement before going for an interview.”

Texting may also have an effect on teenagers’ thumbs. Based on doctors’ experiences with computer users, it is known that intensive repetitive use of certain muscles in the hands and arms can lead to damage, causing pain. Doctors have good reason to be concerned that too much texting could lead to temporary or permanent injury to the thumbs.

One student said that although her school forbids cellphone use in class, she puts her phone under the desk so that she can still send texts. Teachers report that this is a huge problem, and that students are not listening to them in class because of texting. There is also some evidence that students’ spelling skills are getting worse because of the abbreviations used in texting.

Dr Khan, who works with many families, says that parents tend to be far less aware of the dangers associated with texting than of video-game playing or general computer use. Texting is often free and parents are just grateful that their children are not costing them too much by talking on the phone. “I always raise the issue of texting when I see parents,” he said. “I discuss it with them, but no one gives it a thought. Parents think that it’s harmless and underestimate the very real problems connected with texting. They need to be far more aware of the dangers.”

You are going to give a talk about teenagers and texting at a parents' evening. Prepare some notes to use as the basis of your talk.

Make your notes under each heading.

Advantages of texting:

-
-

Disadvantages of texting:

-
-
-
-
-

[Total: 7]

Exercise 5

Imagine that you have given your talk at the parents' evening. Now your teacher wants you to follow this up with a summary for homework.

Look at your notes in Exercise 4 above. Using the ideas in your notes, write a summary about teenagers and texting.

Your summary should be about 70 words long (and no more than 80 words long). You should use your own words as far as possible.

.....

.....

.....

.....

.....

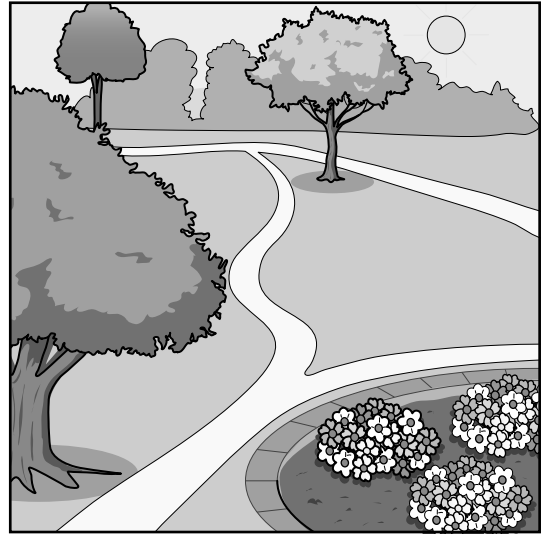
.....

.....

.....

[Total: 5]

Exercise 6



You have recently returned to live in your home country after being abroad for the last three years. You find that many things have changed.

Now that you are home, write a letter to a friend.

In your letter you should:

- describe how you are feeling now that you are back in your home country
- tell your friend about two or three things that have changed
- say what you plan to do now you are home.

The pictures above may give you some ideas, and you should try to use some ideas of your own.

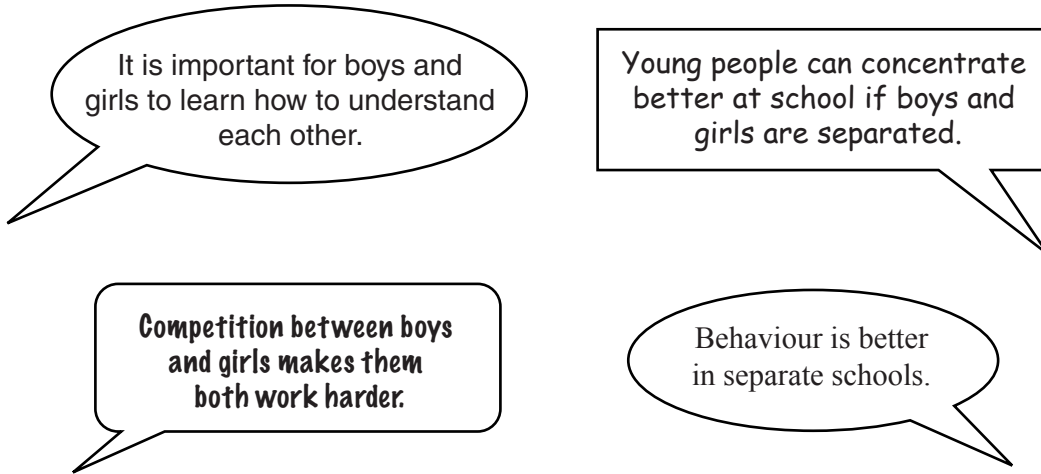
Your letter should be between 100 and 150 words long. Do not write an address.

You will receive up to 7 marks for the content of your letter, and up to 6 marks for the style and accuracy of your language.

Exercise 7

Some people think that boys and girls aged 14–18 should attend separate schools.

Here are some comments from young people about this idea:



Write an article for your school magazine, giving your views about this issue.

The comments above may give you some ideas, and you should try to include ideas of your own.

Your article should be between 100 and 150 words long.

You will receive up to 7 marks for the content of your article, and up to 6 marks for the style and accuracy of your language.

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