



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

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NAME

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NUMBER

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**ENGLISH AS A SECOND LANGUAGE**

**0511/11**

Paper 1 Reading and Writing (Core)

**May/June 2011**

**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, highlighters, glue or correction fluid.

**DO NOT WRITE IN ANY BARCODES.**

Answer **all** questions.

Dictionaries are **not** allowed.

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 the carnival in Rio de Janeiro, and then answer the questions on the opposite page.

# THE RIO CARNIVAL

*- the biggest show in the world?*

### What is it?

The Rio de Janeiro carnival, held annually in the month of February, is a spectacular celebration of life that attracts millions of people onto the streets of the Brazilian city. The whole country stops to watch, either in the city itself or on the television. It is estimated that each year 700,000 visitors come to watch from all over the world.

### “Samba” schools

The music played throughout the carnival procession is called the “samba”. Many participants belong to “samba” schools where they learn to dance and play the music which is so popular throughout Brazil. There are about 30 “samba” schools with thousands of members. They perform for four entire nights in a huge arena called the “Sambadrome”. The schools take part in an official competition and the best of them is awarded a prize. Each school is assessed on its costumes, the theme of its performance and the quality of the music. Some “samba” schools hold street parties and perform in their local areas because many people cannot afford to buy a ticket for the official competition.

### From year to year...

Because it is such a huge event, planning for the carnival begins many months in advance. In fact, it is true to say that as soon as one carnival finishes, rehearsals and preparations for the next one begin. Much of this work is done in “Samba City”, which consists of enormous buildings where most of the equipment and costumes are prepared.

### The stars of the show

Each school is led by a queen followed by hundreds of drummers and brightly decorated carnival vehicles. The Carnival Queens are the biggest stars and they are chosen from amongst the most beautiful women in each community. As well as beauty, the queen has to be very fit to lead her group of drummers on the slow procession through the streets of Rio.

### “Blocos” parades

“Blocos” parades have become an important feature of Rio’s carnival in addition to the “samba” schools. These parades are less formal and include groups of musicians from the same neighbourhood who just want to sing, dance and have a good time. Today, they number more than 100 and the groups increase each year. They all dress in costumes or T-shirts with special themes or logos. Before the show they gather in a square, then parade through sections of the city, before performing near to the beach. Some of them have a particular place such as a café where they play and dance to attract spectators.

(a) How often is the Rio carnival held?

..... [1]

(b) Apart from Brazil, where do the spectators come from?

..... [1]

(c) What is the “Sambadrome”?

..... [1]

(d) What is a “samba” school judged on when it enters the competition? Give **two** details.

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

(e) What are the essential qualities for a Carnival Queen? Give **two** details.

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

(f) Where are you likely to see the “blocos” perform? Give **two** details.

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

[Total: 6]

## Exercise 2

Read the following article about an unusual library service in Ethiopia, and then answer the questions on the opposite page.

# The donkey mobile library

It is a hot and bright morning in the Ethiopian countryside. Yohannes Gebregeorgis walks beside a pair of donkeys that are pulling a two-wheeled cart. They arrive at the agricultural town of Awassa where Yohannes unties the animals and opens the sides of the cart to display, not the usual vegetables or tools, but children's books. This is the Donkey Mobile Library, the first of its kind in Ethiopia and one of only a few in the world.



Yohannes was born in Ethiopia, North Africa, but trained to be a children's librarian in the USA. He returned to his home country some years ago after more than two decades in America. The yellow cart is full of picture books donated by American libraries, teachers and school children.

Yohannes arranges small painted benches in the shade of the trees, and suddenly Ethiopian children, many of them barefoot, come shouting and racing down every road and path. It's mobile library day! The children circle the bookshelves with great excitement. Until the Donkey Mobile Library began its regular two-monthly visits, many of these children had never seen a book. Now they wait for the library eagerly. Despite the heat, they all sit quietly and listen to Yohannes as he reads aloud to them.

"Without books, education is very dull, like food without salt. You can survive but you can't really come alive," says Yohannes. "The ability to read is the basis for greater productivity, better health and longer life. It is equally important in reading instructions on how to apply the correct amount of fertiliser to the crops in the fields and in how to vote in an election. Even though the children lack material goods, if they have the advantage of books they can imagine a world of possibilities."

For his first job in America, Yohannes suddenly found himself working in the children's section of the main library. He was surrounded by books he had never seen before, and, for the first time in his life, he realised how joyful and imaginative children's literature is. He says, "I always thought of Ethiopia. But how could I bring children's books, with their fascinating characters, to my home country when it had almost no libraries to keep the books in?"

He contacted Jane Kurtz, a writer who was born in America but who had grown up in Ethiopia, and together they founded the organisation, "*Ethiopia Reads*". With gifts of books and money, they created two children's libraries and reading centres and, soon after, the Donkey Mobile Library. Since then, more school libraries have opened, some of them offering training for future librarians.

Inside the Awassa Reading Centre, groups of children, dressed in a variety of different clothes, study the bookshelves for their favourite story. Some of them read at tables or on old sofas. Most of the children say that the library has given them ideas about what they might do in the future. A child called Dareje wants to be a scientist and find a cure for life-threatening diseases. An eleven year-old girl, Fikerte, wants to do research about the moon and discover new facts about outer space. Tamrat, aged 10, lives with his parents and six brothers and sisters in a small house. He doesn't know what he will do with his life, but he loves the library and comes seven days a week.

"What brings you back here day after day?" the librarian asks him.

"The stories," Tamrat replies instantly. "It's the stories that bring me back."



- (a) How does the mobile library move from place to place?  
..... [1]
- (b) How many mobile donkey libraries are there in the world?  
..... [1]
- (c) How long did Yohannes spend in America?  
..... [1]
- (d) How do the children behave while Yohannes is storytelling?  
..... [1]
- (e) Apart from health factors, what advantages are there for these children in being able to read? Give **two** details.  
.....  
..... [2]
- (f) According to the diagram, which organisations donated the most money to the mobile library?  
..... [1]
- (g) What was the main problem about bringing books back to Ethiopia?  
..... [1]
- (h) Apart from books, what may be available at school libraries?  
..... [1]
- (i) Why does Tamrat visit the library every day?  
..... [1]

[Total: 10]

**Exercise 3**

A new arts centre will soon open in Paris, the capital city of France. Jacques Pascaud, a 16-year-old student at the International College of Montmartre, is very keen to become a member of the centre.

He lives in Apartment 12C, Rue Lazare in Paris, which is about 10 kilometres away from the arts centre. Public transport is very easy and convenient from his home to the centre, even in the evening. He has therefore decided to apply for membership, but not including the weekends because he has too much studying to do.

Jacques saw the advertisement for the new centre on the college noticeboard. The centre has produced an application form specifically for student members. The form includes the opportunity to offer suggestions as to what members would like to see on the artistic programme in the future. Jacques thinks that it is an excellent idea to try and influence the choice of the artistic directors. Firstly, he would like to see regular exhibitions of modern art in one of the three galleries. Secondly, he loves rock music and would welcome the chance to see concerts by world-famous performers at least twice a year. There is also an opera hall, a small theatre and a cinema, but he is not so keen on these artistic forms.

Jacques has some experience of both oil and watercolour painting. He has been a member of the college Art Society for the past five years and has had his paintings displayed on college open days. He has also worked part-time in the local art gallery near to his home. The new arts centre is very interested in inviting student members to become volunteer helpers. Jacques would very much like to help out with the organisation of the art exhibitions at the new centre. His art teacher, Claude Dubois, has agreed to be a referee for him and support his application. Claude can be contacted on the college telephone 75763209.

The arts centre is eager to send out a weekly newsletter to all its members by email. Jacques is very happy to receive as much information as possible about the centre on **jacko123@mtmt.fr** or on his mobile/cell phone 274083617.

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

## Arts centre – Student Membership form

### Section A Personal Details

Full name: .....

Address: .....

Age group:    7 to 11    12 to 16    17 to 21    21+    (please circle as appropriate)

Email address: ..... Mobile/cell phone number: .....

Name of college: .....

Membership of college club(s): .....

Type of membership required at the arts centre: (please tick one box)

Full-time membership (7 days a week)   

Part-time membership (excluding weekends)   

### Section B Comments and Suggestions

Your particular artistic interests (please underline as many as required):

art    cinema    concerts    opera    theatre

Please give ONE suggestion for a future event: .....

### Section C Referee Details

Full name: ..... Position: .....

Contact telephone number: .....

Finally, where did you find out about the new arts centre? .....

### Section D

In the space below, write **one** sentence about how you would like to help at the arts centre and **one** sentence about any work experience you have in the arts.

[Total: 10]

## Exercise 4

Read the following article about the development of a flying car, and then complete the notes on the opposite page.

# PASSENGERS... YOUR CAR IS READY FOR TAKE-OFF

The flying car has been talked about for many years, but now it appears that the idea is about to become a reality.

An international company has built a two-seater plane that, at the touch of a button, converts into a car which is perfectly suitable for driving on public roads. It has been designed so that the wings fold up automatically, and it takes just 15 seconds to switch between flying and driving. With its wings fully open and the propeller spinning, the flying car can take off from any airfield. The hope is that it will eventually take off from roads, but at the moment that is still illegal.

New technology means that the inside of the plane's cockpit is quite similar to the inside of a car. Reaching your destination can be made easier by satellite navigation systems, and weather patterns can be displayed on a simple colour screen. The lightweight engine means that it can fly up to 500 miles without the need to refuel.

It would seem that cars which can fly make complete sense. They are quicker than conventional cars for travelling from city to city, and they can run on ordinary unleaded fuel. They have another big advantage. Flying cars are cool, like something you would see in an action film.

At the moment, however, the flying car's wheels have not left the ground. That is not because of technical reasons or problems with the design. It is because the various road and aircraft authorities simply cannot agree on whether it is a car or a plane.

"The Government and the authorities have never thought seriously about a flying car," says Alan Price, the president of the company that has developed it. "I wanted a car that could fly and drive, but it is difficult to find an organisation prepared to insure the vehicle against accidents."

Nevertheless, the company hopes to produce and deliver its first flying car soon. The company already has orders for 40 of them. The majority of the potential customers are older and some are retired. They have worked hard all their lives and now they can have a flying car... a form of technology that they have been promised in films and on television since they were children. There have even been orders from some people who have no pilot's licence, but are willing to learn to fly because of the excitement of owning such a vehicle.

The flying car will cost around \$200,000. "For an airplane, that's a very reasonable price, but for a car, it's quite expensive," explains Alan Price. "But it just is not possible to make a \$10,000 flying car yet."

This latest means of transport will not become a mass-market item at any time in the near future. But in the long term it has the potential to change the way you travel. It will become no more expensive than driving your car on the motorway. Journey times could be reduced by more than half.

So the next time you are told to fasten your seat belt, it may be to prepare for take-off.



You are going to give a presentation to your school's Technology Club about the flying car. Prepare some notes to use as the basis for your talk.

Make your notes under each heading.

Design features of the flying car

- *at the touch of a button plane converts into a car*
- .....
- .....
- .....
- .....

Problems faced by the potential buyer

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

[Total: 6]

**Exercise 5**

Imagine that you have made your presentation to your school's Technology Club in Exercise 4. Now your teacher wants you to follow this up with a summary for the school magazine.

Look at your notes in Exercise 4 above. Using the ideas in your notes, write a summary about the flying car.

**Your summary should be no more than 70 words. You should use your own words as far as possible.**

.....

.....

.....

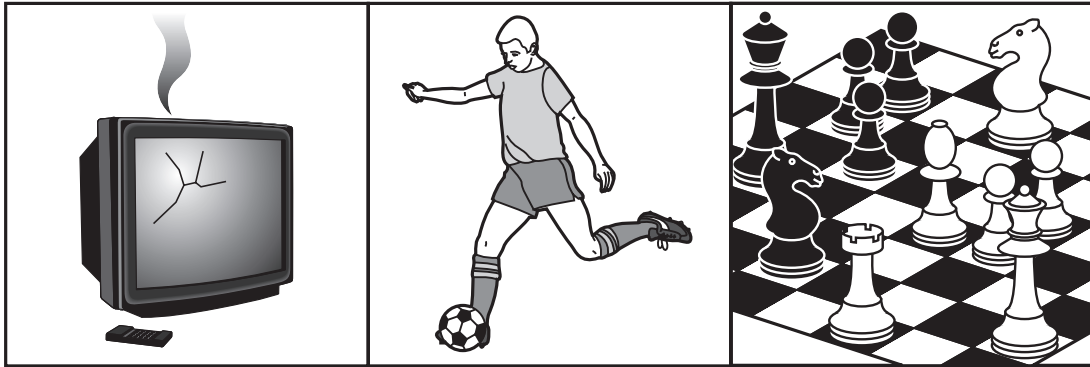
.....

.....

.....

.....

[Total: 4]

**Exercise 6**

**You like to watch television every day. At the beginning of the school holidays your television suddenly broke down. It took two weeks to repair.**

**Write a letter to a friend, explaining:**

- how you first reacted to the breakdown of the television;
- how you spent your time instead of watching television;
- what you learnt from the experience.

Any one of the pictures above may give you ideas, but you are free to use any ideas of your own.

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

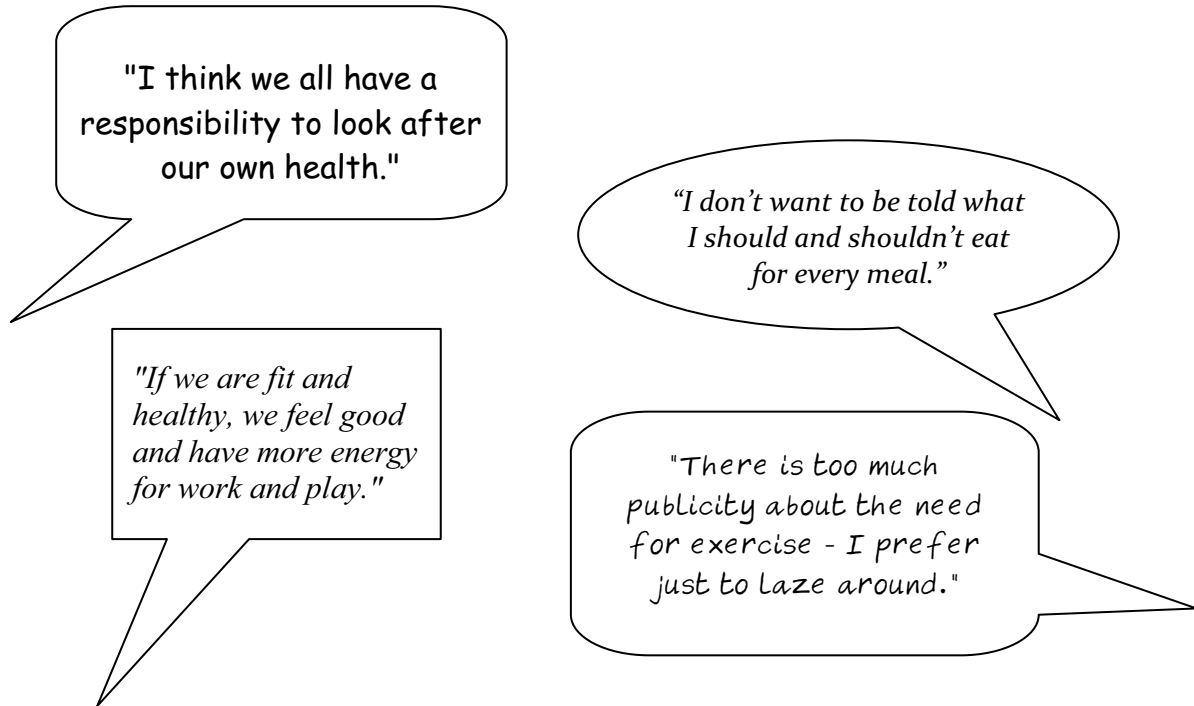
You will receive up to 5 marks for the content of your letter, and up to 5 marks for the style and accuracy of your language.



**Exercise 7**

Some people say that there is too much pressure on young people to lead a healthy life nowadays.

Here are some comments from your friends about the subject:



**Write an article for your school magazine giving your views about the issue.**

**Your article should be between 100 and 150 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 5 marks for the content of your article, and up to 5 marks for the style and accuracy of your language.







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