



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE
NAME

CENTRE
NUMBER

--	--	--	--	--	--

CANDIDATE
NUMBER

--	--	--	--	--



ENGLISH AS A SECOND LANGUAGE

0511/13

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.

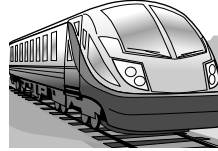
This document consists of **13** printed pages and **3** blank pages.

Exercise 1

Read the following advertisement for a railway company, and then answer the questions on the opposite page.

TAKE THE TRAIN

Welcome on board your train today. Travelling with us means that you're in for a real treat. Our trains are some of the most technically advanced in the country. The fastest they can travel is 200 kilometres per hour, and they are specially designed to lean into the curves of the track. This provides passengers with a smoother ride and gets them to their destination faster.



We also have a great range of onboard services, all designed to make your journey as pleasant as possible. If you have any problems or questions while travelling with us, be sure to speak to the train manager or to any other member of our onboard crew.

First Class

Travel in first class and you can relax and enjoy free food and drink from our menu (Mondays to Fridays only). There are reclining seats, allowing you to lie back and relax. You will also find newspapers and electric points at every table, and you will be guaranteed personal service throughout your journey.

The Kitchen

In Carriage K of every express train, there is a kitchen, in which we prepare all of our food for first class passengers. Did you know that these kitchens are actually bigger than those on any other trains in Europe?

Bicycles

Bicycles are welcome on all our trains. Just make sure you book a space for your bike in advance. Taking your bike costs nothing, and this can be booked at any station, on the internet or by phone. When you arrive at the station, look for the blue sign at the end of the platform. You can take your bike onto the train from this point.

Mobile Phones

We have a guaranteed mobile phone signal on our trains, so you can chat to your friends at any time. However, if you don't want to use your phone or be disturbed by others who do, make yourself comfortable in the quiet carriage for a peaceful journey.

Wi-Fi Internet

Fast and reliable Wi-Fi internet is available at your seat. The service is free for first class passengers. In standard class, simply log on to our Wi-Fi network, choose how you want to pay, then go online and start surfing.

The Shop

All our express trains have a shop onboard in one of the carriages. From sandwiches and cakes to drinks, magazines, sweets and chocolates, all are on display there and available for sale.

Safety Posters

Safety posters are located just inside the entrance doors to all the carriages. Please take a moment to read them carefully when you get onto the train. We can promise you a safe and enjoyable journey to your destination.

- (a) What is the maximum speed of these trains?
.....[1]
- (b) In case of difficulty, who can you ask for help or advice? Give **two** details.
.....
.....[1]
- (c) On which days would first class passengers be unable to obtain a free meal?
.....[1]
- (d) What special feature ensures that passengers can sit comfortably in first class?
.....[1]
- (e) What shows you where to get on the train with your bicycle?
.....[1]
- (f) Where should you go if you want to avoid the noise made by mobile phone users?
.....[1]
- (g) Which train passengers have to pay to use the Wi-Fi internet?
.....[1]

[Total: 7]

Exercise 2

Read the following article about a figure carved on the walls of old buildings, and then answer the questions on the opposite page.



On the walls of many old buildings throughout England, visitors may see carvings of a strange face, surrounded by leaves. This carving is called the face of the 'Green Man', although nobody knows his original name. The ancient craftsmen who carved these faces, in stone or wood, had only simple tools to work with. Nevertheless, they were skilful enough to show each one with a different expression on the face. Some look happy or peaceful, others appear threatening or terrified.

There are many differences of mood, but the carvings give a common impression of something, or someone, alive among the green buds of spring. Green Men can vary from the comic to the beautiful, but strangely enough, the most expertly carved ones are also the most frightening to look at. Most faces were carved directly onto walls, often by master craftsmen sitting on high wooden scaffolding. These craftsmen were usually assisted by their apprentices, who learnt their skills by watching their masters at work, and who then copied the same old designs of the Green Man many years later, when they were fully trained as master craftsmen themselves.

The original meaning of the Green Man was lost long ago, but he has continued to appear up to the present day. You can find him carved on the front doors of 19th century houses and on the huge pieces of furniture inside. Nowadays, he can still be seen in many different places, but always as a piece of carving, never painted on paper or glass.

THE GREEN MAN

Carvings of Green Men have a long history. During Roman times, heads covered with crowns formed from leaves were carved at the top of columns outside important buildings. Even earlier than Roman times, similar heads could be seen carved on Indian temples, long before they became common in Europe.

In the early Middle Ages, the first European sculptors, whose carvings were still very simple, had the idea of making the leaves form the shape of a nose or mouth. This represented the growth of new vegetation at the start of spring. The faces shown were mostly flat and uninteresting; personal features were only introduced later.

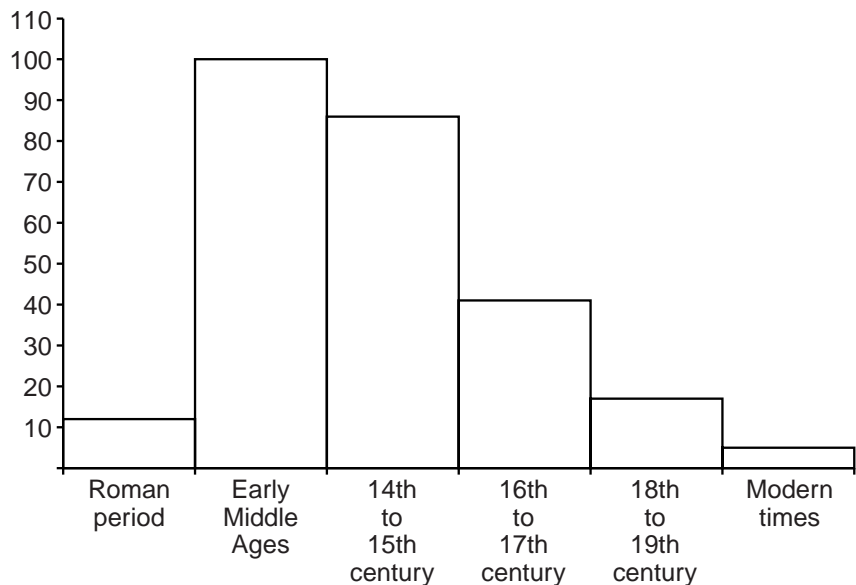
In the 14th and 15th centuries, people loved colour and so the different faces of the Green Man soon became surrounded by bright green leaves. They looked like the faces of handsome young men and their hairstyles were like those of the rich people who were alive at the time.

Not all Green Men appear friendly. Some look very fierce; others seem to smile, but with cold frightening eyes. These images of terror reflect the fears held by people over the years. During the 17th century, for example, children were frightened that they might see the Green Man in the forest looking out from behind the trees on a dark and moonless night. Local people thought of forests as unsafe places and were afraid that a face seen among the leaves might be that of a fierce animal.

Other Green Men are not shown as frightening, but old and afraid. Leaves grow under the eyes like wrinkles. It is hard to imagine that these faces were meant to show us the joy of nature in the spring.

Some people attach religious significance to the faces of the Green Man. Some think they represent the season of spring, and yet others say they are simply decorations. In modern times, environmentalists have adopted the Green Man as a symbol of the unity between humans and nature.

Number of Green Man Carvings on Buildings in England



- (a) What materials were the first carvings of the Green Man made from? Give **two** details.
.....[1]
- (b) What is surprising about the faces that are particularly well carved?
.....[1]
- (c) What did a craftsman’s apprentice do after becoming qualified?
.....[1]
- (d) Apart from on walls, where can you find 19th century carvings of the Green Man? Give **two** details.
.....
.....[2]
- (e) What natural event did early sculptors in Europe try to express with their carvings?
.....[1]
- (f) In the 15th century, what feature made Green Men look wealthy?
.....[1]
- (g) Why were forests considered dangerous places? Give **two** details.
.....
.....[2]
- (h) According to the chart, in which period of history were the greatest number of Green Man carvings found, **and** how many were there at that time?
.....[1]
- (i) How do environmentalists regard the Green Man today?
.....[1]

[Total: 11]

Exercise 3

Austin Boon, 16, attends Greenway High School in Northampton, England. Austin loves animals of all kinds and he would like to work with animals when he leaves school. Austin knows a lot about animals, because he has always helped look after the animals on his grandfather's farm during the school holidays. He particularly enjoys milking cows and grooming the horses, as well as doing other jobs on the farm. However, Austin has a very busy schedule, preparing for exams and playing football and basketball for the school teams. He also enjoys communicating online with his friends, and his email address is aboo22@livewire.co.uk. His parents do not want him to look for a part-time job with animals during term time, because he would have less time for his studies.

One break-time at school, Austin was reading the notices on the school noticeboard when he saw a poster advertising a scholarship with 'Animal Rescue Centre', a well-known organisation which cares for injured or abandoned animals. Apart from caring for small animals, it looks after retired horses and donkeys who are too old to be ridden, and whose owners cannot afford to keep them. The Centre is advertising a scholarship for school students who, like Austin, are interested in careers with animals. They are offering an Animal Studies Scholarship during the summer holidays. The successful applicants would live at the centre, free of charge. Austin is particularly keen on the scholarship because it combines theory with practical work. If he won the scholarship, he would spend mornings in the centre, learning the theory of animal care. The rest of the time he would be outside in the fresh air, observing the animals, talking to staff and carrying out hands-on activities with the animals. Austin has told his biology teacher, Mrs Redwood, and she thinks it is a brilliant idea and she will give him a reference if he needs one. His mobile is 07850210689.

Austin has discussed this opportunity at home. He lives with his parents at 121 Abington Avenue, Northampton, NN1 4QN England. They are happy for him to apply for the scholarship as long as it is in August, because they are on holiday in July. Working with the animals on his grandfather's farm means that Austin needs regular tetanus vaccinations, and he has had one recently. Doctor Arbide, who gave Austin the injection, told him that he does not suffer from any health problems that would make working with animals unsuitable for him.

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

Animal Rescue Centre
Scholarship Application Form

Section A: Personal details

Full name:

Address:

Email:

Cellphone number:

Age group: (please circle)

16–18

19–21

Over 21

Section B: Additional details

Do you suffer from any health problems which would make contact with animals unsuitable for you? (please delete)

YES/NO

We require all applicants to have a vaccination against tetanus. (please tick)

I am up to date with an injection against tetanus

I am not up to date with an injection against tetanus

Name and occupation of person willing to provide a reference:

.....
.....

Name of school:

.....

Section C

In the space below, write **one** sentence describing your experience with animals, and **one** sentence saying why you have applied for this scholarship.

Exercise 4

Read the following article about the use of new communications technology in Africa, and then complete the notes on the opposite page.

COMMUNICATIONS TECHNOLOGY IN AFRICA



Technology started to increase the pace of development in Africa with the introduction of the Global System for Mobile Communications (GSM) services in the late 1990s. Since then, a cellphone revolution has made this continent the fastest growing region on Earth for the telecoms industry. This change has caused governments and people to recognise that they have an opportunity to improve their economic and social conditions if they can use technology to solve the challenges facing their countries.

Two years ago, when a potato disease spread across Kenya, a farmer searched the internet for information about the problem. He discovered that ants were eating his potato stems, and that the cure for the disease was to sprinkle wood ash on the crop. Two months later, his potatoes were healthy again. The farmer realised that the time had come to make greater use of the internet, and by means of a further search he soon found a local buyer for his rescued crop. He now uses a cellphone linked to the internet to get the latest potato prices.

Life without new communications technology is now hard to imagine in countries throughout Africa. Whereas twenty years ago in Nigeria, a SIM card cost \$100 and local calls cost 33 cents per minute, you can now buy the card for almost nothing, and cellphone call charges have been reduced in proportion. Billions of dollars of foreign investment have flooded in, and cellphone subscriber numbers now already exceed 100 million.

This explosion in cellphone use has created a corresponding explosion in the number of Nigerians using the internet as a tool to communicate and to do business. It is estimated that more than 31 million Nigerians now access the internet, with 30% or more doing so on their cellphones. Cheap and instant text messaging services have removed the previously high cost of communicating with customers. Quick and easy access via the internet has presented many Nigerians with opportunities to start new businesses.

New technology has the power to influence economic development in many ways. In Ethiopia, a website has been designed to provide the latest information about global food prices to the country's smallholding farmers. Before this, although farmers represented 80% of the country's population, they only had information about the value of their produce at local markets. An automated free telephone service now provides details of updated worldwide prices every minute.

At the same time, cellphone technology is also enabling ordinary people to voice their concerns. One initiative allows citizens in Mozambique to report local issues via the internet. Problems reported include broken water pipes in villages, inefficiencies in the legal system and transport delays. Similarly, in Uganda, university students are able to use their cellphones to register their complaints by reporting any incidents of poor teaching.

Technology also serves to improve people's knowledge of the world. Social networks such as Twitter play a major role in spreading information about important global events. Technology enables African people to gain a greater share of news coverage and create a worldwide awareness of what is happening on their continent.

You have been asked to give a short talk to the International group at your school about the use of communications technology in Africa. Prepare some notes to use as the basis for your talk.

Make your notes under each heading.

How technology helped a farmer in Kenya

-
-
-

Financial benefits of new technology to Nigerians

-
-
-
-

[Total: 7]

Exercise 5

Imagine that you have given your talk to the International group. Now your teacher wants you to follow this up with a written summary to give to the other students.

Look at your notes in Exercise 4 above. Using the ideas in your notes, write a summary about communications technology in Africa.

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.

.....

.....

.....

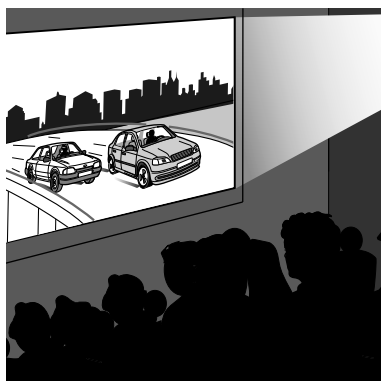
.....

.....

.....

.....

[Total: 5]

Exercise 6

You have recently seen a new film at the cinema or a play at the theatre.

Write a letter to a friend, describing the occasion.

In your letter, you should:

- say who you went with and why you went to see it
- describe what you enjoyed the most
- explain why you would or would not recommend it.

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.

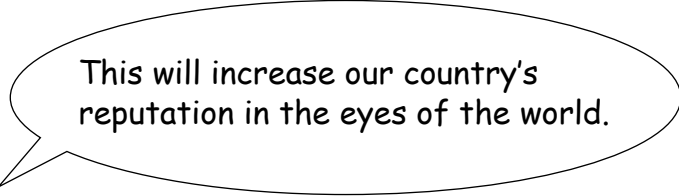
A series of 25 horizontal dotted lines spanning the width of the page, intended for writing answers.

[Total: 13]

Exercise 7

The government would like to hold the 2024 Olympic Games in your country's capital city. A national newspaper has invited its readers to express their views.

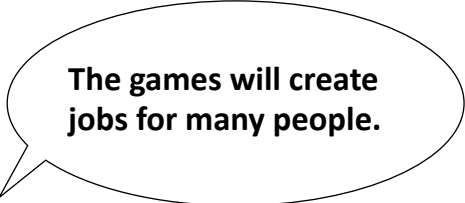
Here are some comments from readers on the subject:



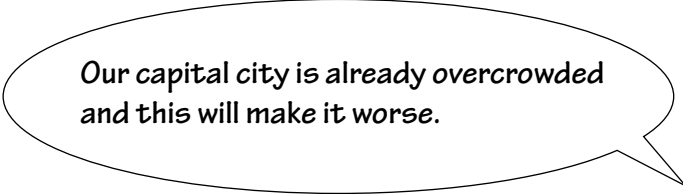
This will increase our country's reputation in the eyes of the world.



Prices will go up and local people will suffer.



The games will create jobs for many people.



Our capital city is already overcrowded and this will make it worse.

Write an article for the newspaper, giving your opinion about the proposal.

The comments above may give you some ideas, and you should try to use some 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.

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.