



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE
NAME

CENTRE
NUMBER

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ENGLISH AS A SECOND LANGUAGE

0511/22

Paper 2 Reading and Writing (Extended)

May/June 2014

2 hours

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.

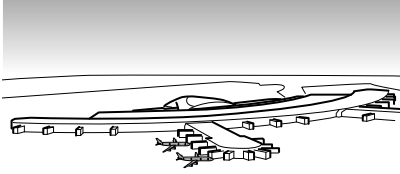
The number of marks is given in brackets [] at the end of each question or part question.

This document consists of **15** printed pages and **1** blank page.

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) What unexpected items can be found at the South Korean terminal?
.....[1]
- (d) When is the Jeddah terminal open?
.....[1]
- (e) What makes passengers feel relaxed at Madrid’s airport? Give **two** details.
.....
.....[2]
- (f) Why is Singapore’s terminal called ‘action-packed’? Give **two** details.
.....
.....[1]
- (g) How are the skylights at Changi effective when it is dark outside?
.....[1]
- (h) What custom do Uruguayans still enjoy?
.....[1]

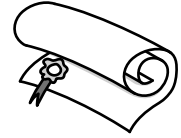
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Exercise 2

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

THE FUTURE OF UNIVERSITY EDUCATION

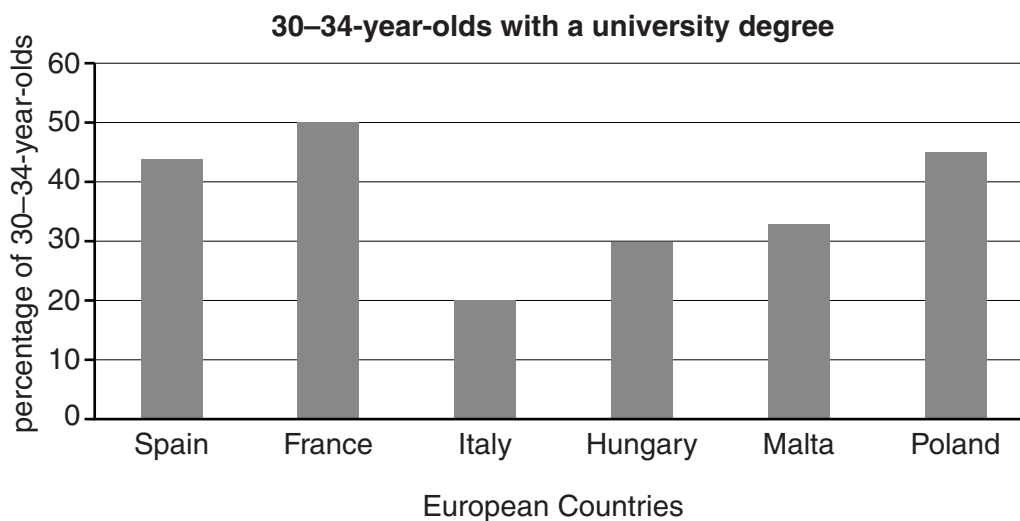
The world's higher education system must provide for 80 million more students by 2025. It has been calculated that this will require building three new universities every week for the next 13 years. Governments agree that it is impossible to build so many universities, and so the future of higher education 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]
- (k) What facts are given about a typical student of today which may be different for students in the future? Give **four** details.
.....
.....
.....
.....[4]

[Total: 15]

[Turn over

Exercise 3

Andrzej Nowak is Polish, and lives at 42 Aleje Nowe, 26-600 Radom in Poland. He is in his final year of studying for his A Levels at the English Medium Border Academy. Andrzej is the youngest of five children, and was born in 1996 on 16th December. Ever since he was a small child he knew that he wanted to be a veterinary surgeon. He is aware that he will probably have to study veterinary science for five years before he qualifies as a vet. Andrzej also knows that his parents will not be able to afford university fees for such a long course. There are no universities that offer this course close to his home, and so he would have to pay for accommodation as well. Andrzej understands that it would be difficult for his parents to pay for this.

Nevertheless, Andrzej has already researched various universities in the UK. He wants to study in the UK because his level of spoken and written English is excellent. He has found out that the course at London University is good. Southampton University seems even better because of its focus on wild animals. He has visited the UK once, just after he took his IGCSEs. The trip was a very special one because he stayed with his eldest brother, who had moved there some years ago. During this holiday, Andrzej met someone who was studying at Bristol University. This neighbour invited Andrzej to go with him to the university on a few occasions. Andrzej was amazed by the facilities and he wished that he could go there himself. Bristol University would be his dream choice because it offers an interesting course, including practical experience with all sorts of animals, not just domestic ones.

Andrzej's mother and father are very concerned about their son as they know that he is clever and that his teachers are expecting him to get four grade As in his A Levels. They do not want him to be disappointed all his life if he is unable to achieve his ambition. Mr Nowak advised his son to search the internet for information about scholarships. Andrzej had not tried to find out if any universities offered a free course to exceptional students, but he immediately started researching the topic and he found a few possibilities. He narrowed his search to two organisations that offer scholarships specifically for people who want to study a science-related course at a university in the UK. Andrzej explained to his father that if the fees were covered by the scholarship, he could stay with his brother. This would be cheaper than studying in another town in his own country.

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

Science Scholarship: Application Form

Section A: Personal details

Full name:

Nationality:

Date of birth:

Home address:

Section B: Education

School name:

How would you describe your ability to speak English? (please circle)

advanced

intermediate

beginner

How many 'A' grades are you predicted?

Section C: Proposed course of study

What specific area of science do you want to study?

At which university would you like to study? (please state your order of preference):

1.....

2.....

3.....

How long is your preferred course?

Where did you find out about this scholarship?

Do you have any relatives living in the UK? (please delete) YES / NO

Section D

In the space below, write **one** sentence of between 12 and 20 words explaining why you want to study in the UK.

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.”

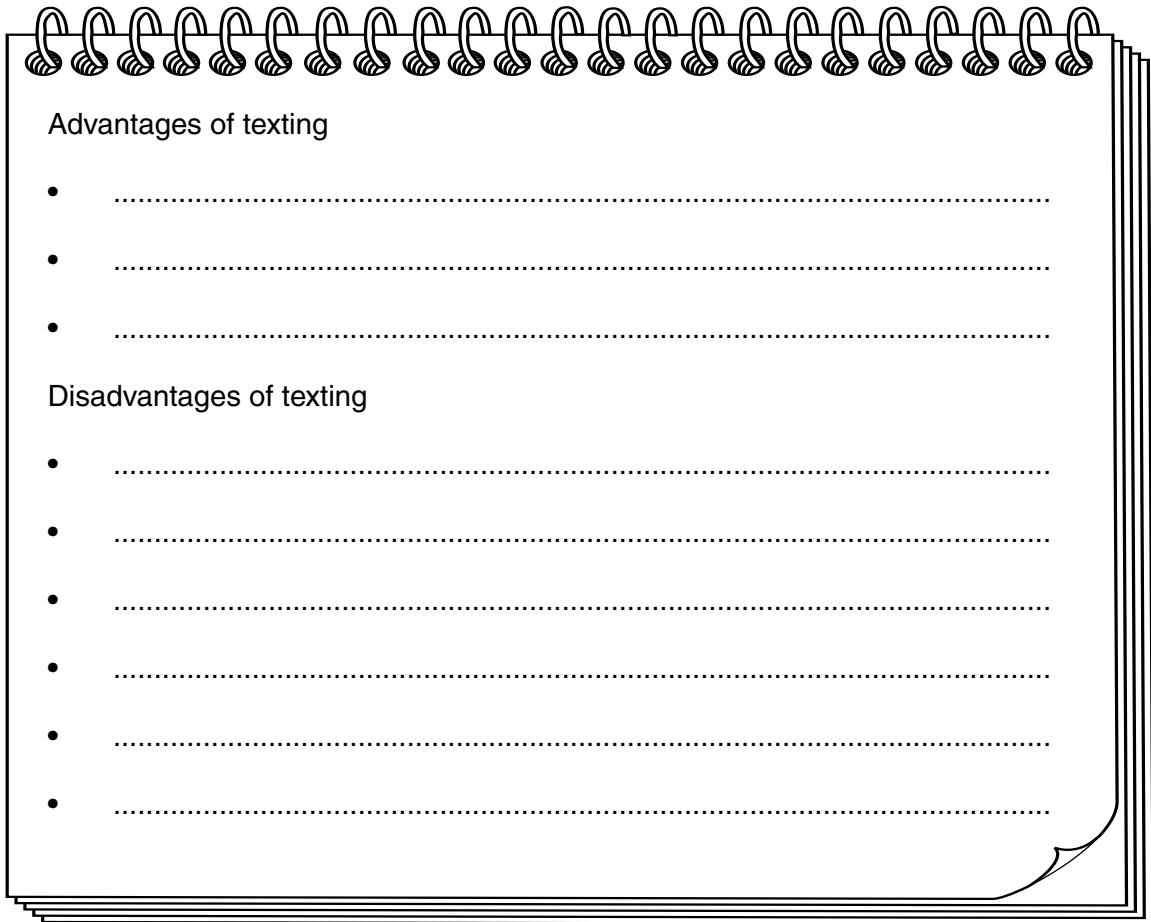
Texting may also have an effect on teenagers’ thumbs. Based on doctors’ experiences with computer users, it is known that intensive repetitive use of certain muscles in the hands and arms can lead to damage, causing pain. Doctors have good reason to be concerned that too much texting could lead to temporary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

A graphic of a spiral-bound notebook with a white page and a silver spiral binding on the left. The page contains two sections for notes. The first section is titled 'Advantages of texting' and has three bullet points, each followed by a horizontal dotted line for writing. The second section is titled 'Disadvantages of texting' and has seven bullet points, each followed by a horizontal dotted line for writing. The bottom right corner of the page is curled up, and the edges of several other pages are visible underneath.

Advantages of texting

-
-
-

Disadvantages of texting

-
-
-
-
-
-
-

[Total: 9]

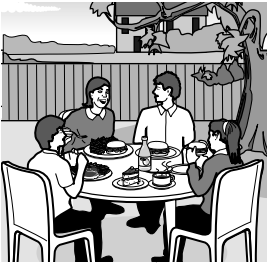
Exercise 5

Read the following article about eating outdoors. **On the opposite page, write a summary about the benefits of eating outdoors.**

Your summary should be about 100 words long (and no more than 120 words long). You should use your own words as far as possible.

You will receive up to 6 marks for the content of your summary, and up to 5 marks for the style and accuracy of your language.

EATING OUTDOORS



As soon as someone says “let’s eat outdoors”, most people feel happy. There is the promise of feeling at one with nature. The reality, however, is all too often very different from the experience you

had hoped for. You are often too hot or too cold, there’s a fly in your drink, and all of your energy goes into avoiding the wasps and ants.

The taste of food can improve in the warmth of the sun because of chemical reactions that occur in the food. If you’ve ever made ice cream, for instance, you’ll know it tastes best just before it’s completely frozen. This is because the sucrose molecules in the mixture change when heated, which makes it seem sweeter. Heat also increases the concentration of volatiles — gaseous molecules that give food its smell — and smell plays a vital role in our enjoyment of eating. One chef even recommends putting salad dressing in the sun for a few minutes to improve the flavour. This works really well, as long as the breeze does not blow away the volatiles.

We actually experience smell in two ways. Firstly, through the nose, and secondly, when the molecules from the food that we are chewing go up the nose from the back of the throat. Unlike animals, which rely almost exclusively on their sense of smell, we expect food to appeal to us in other ways as well — touch, temperature and sight. As a species, we love a fire because it connects with something deep within us, providing protection, warmth and an opportunity to cook. Preparing food on a barbecue often makes it look more appealing. If you compare a piece of boiled chicken with the same piece

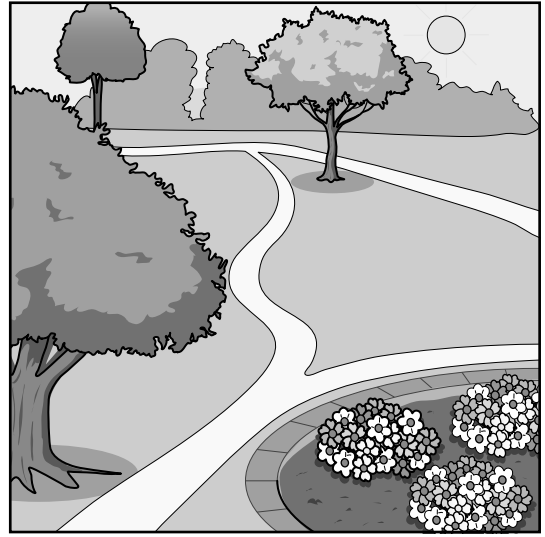
grilled on a barbecue, most of us would prefer our meat with charred stripes.

People’s attitude to eating outside depends upon their previous experiences. For some, the activity reminds them of holidays, but it is not the same for everyone. It depends on what seems special to you and what your childhood experiences were. Eating outside — or at least the idea of it — seems to bring out the child in us. It feels more playful than eating indoors. Although in some parts of the world barbecues and picnics might only take place at weekends, other people eat outside every day when they go to a café. Pavement tables have become far more common in the past decade, even in countries with unpredictable weather.

Jenny Wilson, the food historian and journalist, points out, “People in certain parts of the world still only eat outside occasionally. The food seems to taste better when they do because their senses are stimulated. Throughout history, most people have eaten outside, not through choice but because they had to. Farm workers have always carried their lunch to the fields. I’m not sure if they would have preferred to eat their food under the comfort of a roof, rather than in the middle of a field.”

If our experience of eating outside is affected by all these things — smell, anticipation, environment, childhood memories — whether or not it really tastes better is a matter of opinion. The truth is that although the prospect of an outdoor feast is clearly part of the fun, eating outside works best when it hasn’t been planned. The best food I’ve ever eaten was all eaten indoors. Some of the best experiences I’ve ever had, however, involved eating outdoors.

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.

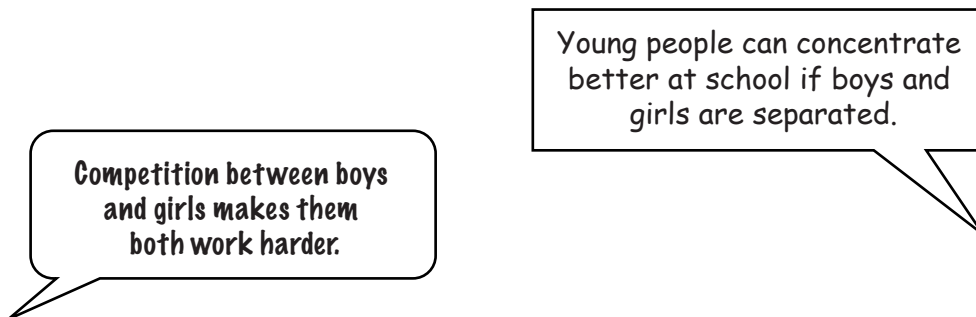
Your letter should be between 150 and 200 words long. Do not write an address.

You will receive up to 10 marks for the content of your letter, and up to 9 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 150 and 200 words long.

You will receive up to 10 marks for the content of your article, and up to 9 marks for the style and accuracy of your language.

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