



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

CANDIDATE  
NAME

CENTRE  
NUMBER

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CANDIDATE  
NUMBER

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**ENGLISH AS A SECOND LANGUAGE**

**0511/12**

Paper 1 Reading and Writing (Core)

**October/November 2012**

**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.

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.

For Examiner's Use	
Exercise 1	
Exercise 2	
Exercise 3	
Exercise 4	
Exercise 5	
Exercise 6	
Exercise 7	
<b>Total</b>	

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



## Exercise 1

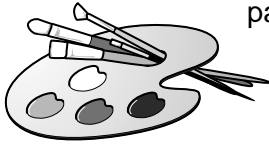
Read the following article about the equipment you need when learning to paint, and then answer the questions on the opposite page.

### *Starting to Paint*

Taking up a new hobby usually means that you have to buy some basic equipment to get started. If you have decided that you want to learn how to paint, then you will need to know a little bit about what you have to buy and how to choose what you need.

#### *Choosing the Paint*

Learning to paint is similar to learning a new language: both require practice and patience. First, you have to choose which paint you are going to use. Acrylic paints are good to start with as they are quick-drying. Acrylic paints are excellent for achieving smooth, plain colours and are quite easy to use on their own without the need to mix them. If you do want to mix the paints, however, there can be problems. By the time the mixture is made, the paint may be too dry to be used. Oil paint, on the other hand, provides a deeper colour, but is much more difficult to use. It takes a long time to dry, simply because the paint is oil-based rather than water-based. You should also remember that each colour has a different drying rate.



#### *Mixing the paint*

You need an easy-to-clean surface on which to mix the paint and you will find a wide variety of mixing surfaces available. These are called palettes. It's best to mix paint with a palette knife, as it is specially designed for this purpose. It is not a good idea to mix paint with brushes because they absorb some of it and you will not have enough paint left to work with.

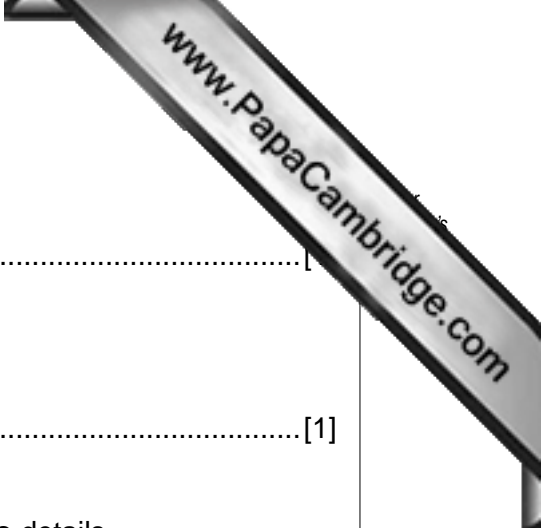
#### *Brushes*

There are four main shapes of brush to choose from. 'Rounds' have bristles which come to a point so that you can create precise lines. 'Flats' are good for applying areas of colour and for creating straight edges. 'Filberts' are tongue-shaped and allow you to create broad or narrow marks that can be curved. Finally, 'Brights' are short and useful for applying short strokes of thick colour.

#### *Painting surfaces*



Deciding what surface you want to paint on is important. At the beginning it is probably best to start with paper because it is cheap and easy to prepare. It's best to buy blocks of paper that have been specially prepared so that the paper doesn't change shape when wet and then cause the paint to crack. When you are more confident you can begin to consider painting on other surfaces such as canvas and wood.



(a) How is learning to paint like learning a new language?

.....

(b) What problem can occur if you want to mix acrylic paints?

..... [1]

(c) In which ways is oil paint different from acrylic paint? Give **two** details.

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

(d) Why are you advised not to use a brush to mix paint?

..... [1]

(e) Which type of brush would you use if you wanted to paint accurate lines?

..... [1]

(f) Why are you recommended to start by painting on paper? Give **two** details.

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

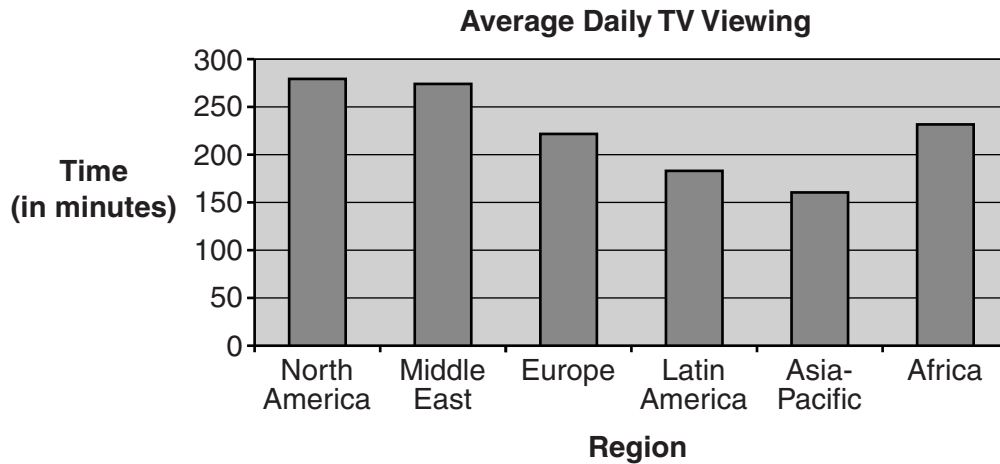
[Total: 6]

**Exercise 2**

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

## Television

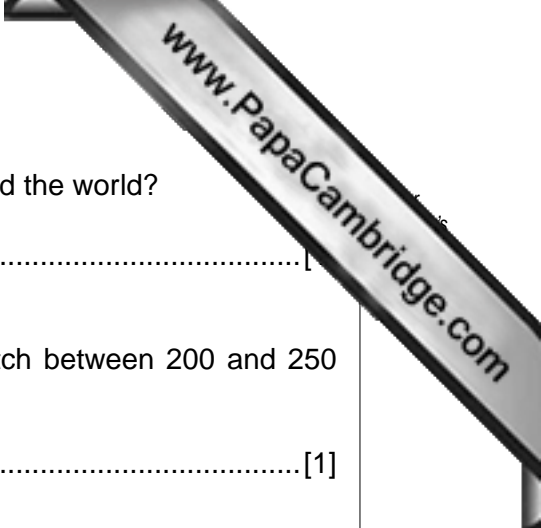
Television viewing continues to grow around the world, even though the internet is now widely used for entertainment. This may be because the number of ways of watching television has increased. High definition technology, digital television, the use of digital video recorders and now 3D technology all contribute to enjoyable viewing experiences. Research reveals that a typical person views almost 200 minutes of television a day. The chart below shows what the situation is in a variety of regions around the world.



We know that many people watch a lot of television so it is important to ask what effect this may have on children. Research suggests that having the TV on may have a bad effect on young children's language development by reducing the amount of conversation between child and adult. It was found that when the TV was audible, the number of words spoken by either adult or child reduced considerably. Surprisingly, even children who watched programmes that were described as educational and specifically aimed at them learnt fewer new words than children who did not watch the programmes. Unless further research shows that children under two years old might benefit from TV, parents should encourage language activities through imaginative play. While there is some evidence that a little TV viewing may be beneficial for the over twos, the evidence for those younger is less certain. It is argued that first words are learnt far more effectively from real people than from voices on the television. In the USA there is a formal recommendation that children under two years old should not be exposed to TV or computer screens, and a growing body of evidence is now causing governments and health authorities around the world to consider issuing similar guidelines. However, parents could choose to limit viewing to an hour a day for their three- to five-year-olds.

Childhood is a critical period for brain development and the formation of behaviour patterns. Parents have a responsibility to ensure that the right conditions exist for these developments. It is very helpful if parents can teach their children how to use their leisure time more effectively. They can introduce their children to sports, music or other hobbies. An expert in child behaviour said, "Children can easily be influenced by the programmes they watch and this can result in a wide variety of psychological problems. Often parents do not know what their children are watching on television, and it may be that they are being exposed to programmes which are unsuitable." Research also shows that television viewing leads to a decrease in physical activity and an increase in the consumption of sugary drinks and unhealthy snacks. In particular, children should not have televisions in their bedrooms as this encourages them to be inactive.

Researchers had expected that by the age of seven the influence of early television viewing on children would have disappeared. However, they were shocked to find that the early experience of television viewing continued to have long-term harmful effects on school performance and on health.



(a) How have new technologies affected television viewing around the world?

.....[1]

(b) According to the chart, in which two regions do people watch between 200 and 250 minutes of television a day?

.....[1]

(c) How does watching television affect children's language development?

.....[1]

(d) What unexpected effect did educational programmes have on young children's development?

.....[1]

(e) What guidelines are the governments of some countries considering issuing?

.....  
.....[2]

(f) Why is it important for parents to know which television programmes their children are watching?

.....[1]

(g) How is television viewing bad for physical health? Give **two** details.

.....  
.....[2]

(h) What did researchers find particularly shocking as a result of their work?

.....[1]

[Total: 10]

**Exercise 3**

Pooja Robinson finished school in June. She completed her final examinations and then celebrated her eighteenth birthday. For the last two years she has been working twice a week in the evening in a cafe to save up enough money to go on a trip to India. She has always wanted to visit India because her grandparents live there, and although they have been to London many times she has never seen them in their home country. As she is a British citizen, she has to apply for a visa to visit India. Her mother, Malvika, was born in India, but when she married Paul Robinson they settled in London and Pooja was born there on 4<sup>th</sup> July 1994. She still lives in the same house where she was born, at 23 Balham Road, London SW12 9RT.

Pooja's grandparents, Pratiba and Deepak Kewlani, live in Mumbai, and they have told Pooja so many stories about the city that she can't wait to visit. She really wants to see the Bollywood film studios as she has always enjoyed watching Bollywood films and has even studied them as part of her Media Studies course at school. Her grandparents live very near to the sea at 27 Marine Drive, Nariman Point, Mumbai, and have told her many stories about the beach and the entertainment that can be found there. Pooja's grandparents wanted her to stay for two months with them but, unfortunately, she can only stay for a month because she is now studying at London University.

Pooja has already bought her ticket and she will be flying with Air India on flight number AI 396, which will arrive in Mumbai on 30<sup>th</sup> December at 4 o'clock in the morning. She tried to get a flight which would arrive at a more convenient time but she was unable to do that. She is sorry that her grandparents will have to get up so early to come and meet her at the airport, but she will call them at home on 22134333 as soon as she arrives. Pooja is a little nervous because it is the first time that she has travelled alone, but she is also very excited and is counting the days until her great adventure.

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

## Visa Application Form

### Section A: Personal details

Full name: .....

MALE/FEMALE (please delete)

Nationality: .....

Date of birth: .....

City/town of birth: .....

Home address: .....

### Section B: Travel details

Date and place of arrival: .....

Length of stay: (please tick)

less than a month       one to two months       more than two months

Address in India: .....

What is the purpose of your visit? (please circle)

business

holiday

study

Have you visited India before? (please delete) YES/NO

Are you travelling alone? (please delete) YES/NO

### Section C

In the space below, write **one** sentence giving details of any relatives you have in India, and **one** sentence identifying any particular place you plan to visit.

[Total: 10]

**Exercise 4**

Read the following article about a photographer who takes pictures of the oldest living things in the world, and then complete the notes on the opposite page.

## Photographing the Extraordinary

It all began with a trip to Japan. Sara Evans, a photographer from New York, had gone there to take pictures of different landscapes.

During her visit, people kept telling her to go and see an amazing cedar tree, which was said to be thousands of years old. Sara was so fascinated by her trip to see this ancient tree that she started a project to photograph the oldest living things in the world.



Sara only photographs living things which are at least 2,000 years old and have lived continuously for the whole of that period. So far, she has photographed more than 20 life forms. Some of these look alien, as if from another planet. However, they are here on Earth, and many have existed since mankind took the first steps.

Sara has travelled widely to find subjects to photograph. In the high Andes she photographed the 3,000-year-old Ilareta plant, which is an extraordinary relative of parsley and grows on smooth, round boulders. The shrub is a dense mass of thousands of branches, each ending in a bud with tiny green leaves. The shrub is so solid you can stand on top of it. On a road trip in Namibia, she managed to find a 2,000-year-old Welwitschia plant. This plant grows only two leaves, which then get shredded in sandstorms. Having overcome her fear of water, Sara took her

camera under water in the Caribbean, and there she took pictures of 2,000-year-old coral; she said that the sheer size of it took her breath away. In a Science Institute in Copenhagen, Sara found a 500,000-year-old bacterium that had been gathered from the Siberian permafrost.

The project is expected to take two more years to complete. In that time Sara plans to photograph 5,000-year-old moss in Antarctica, a 10,000-year-old shrub in Tasmania and a 23,000-year-old fig tree in Sri Lanka. Sara hopes to have visited every continent on earth by the time she finishes the project. She always works closely with biologists, and often visits scientists when they are doing research in their place of work. Sara is constantly worried about how to finance her travels but she uses a website which collects donations from anyone interested in supporting such projects.

Sara is keen to explain that her project is not just about beautiful pictures. She is also very concerned about the destruction of the environment and says that all of the living things that she has photographed, which have survived for unimaginable amounts of time, are now in danger. "The Siberian bacteria are half a million years old and live in the permafrost. If the permafrost isn't permanent, then the oldest living things on the planet will die. Maybe my photographs will encourage people to think about looking after our planet."



Your school photography club has asked you to give a talk about Sara's project. Prepare notes to use as the basis of your talk.

Make **two** short notes under each heading.

Common features of the living things that Sara photographs

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

Places Sara has visited and what she found in each place

- *Japan, cedar tree*
- .....
- .....

The concerns that Sara has

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

[Total: 6]

**Exercise 5**

Imagine that your school photography club has asked you to follow up these notes with a short written report.

Look at your notes in Exercise 4 above. Using the ideas in your notes, write a summary about Sara's travels and her work.

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

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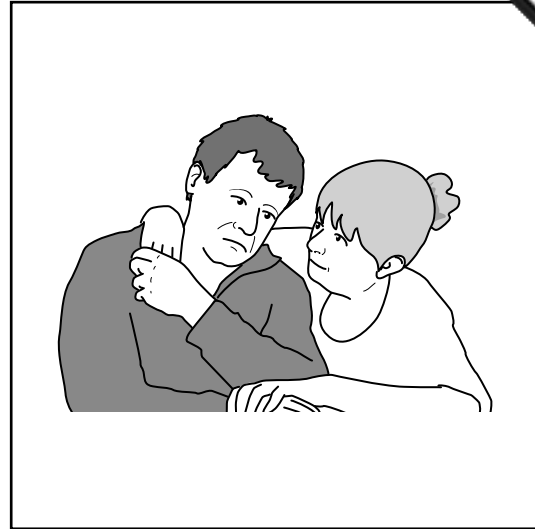
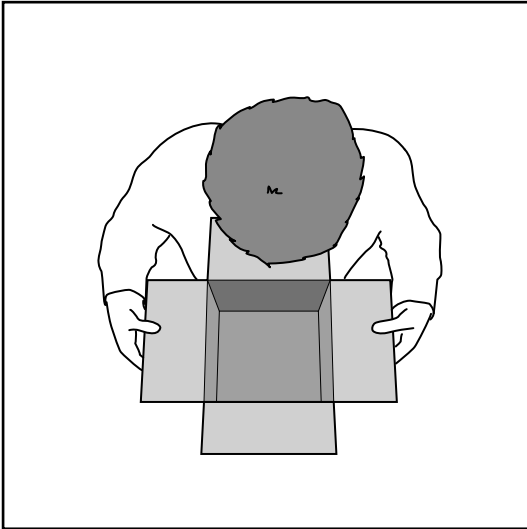
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**Exercise 6**

**You recently lost something quite small but very important.**

**Write a letter to your friend about the incident.**

In your letter you should:

- describe where you were and what you lost;
- describe how you felt as a result of this loss;
- explain how you dealt with the problem.

The pictures above may give you some 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.



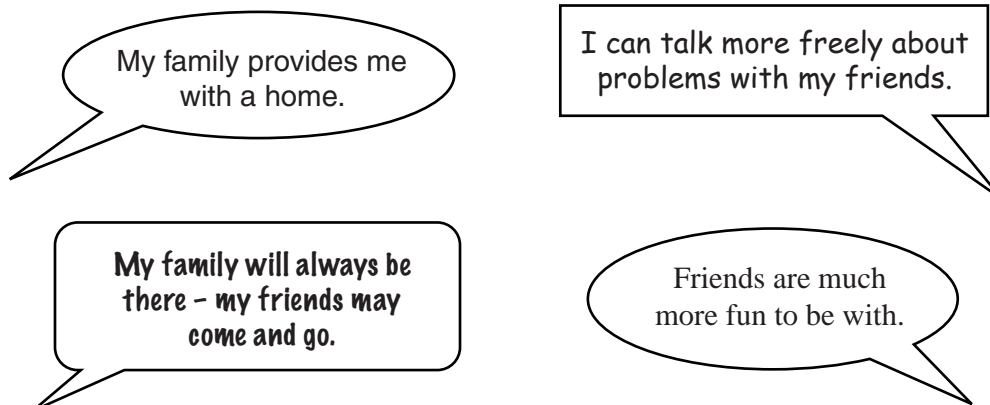
**Exercise 7**

You have seen the following headline in a local newspaper:

**“Your family and relatives are more important than your friends.”**

The editor is inviting readers of the newspaper to express their views.

Here are some comments from your friends on the subject:



**Write an article for the newspaper giving your views.**

**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.







