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CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

6209506339

ENGLISH AS A SECOND LANGUAGE **0510/11**

Paper 1 Reading and Writing **May/June 2026**

2 hours

You must answer on the question paper.

No additional materials are needed.

INSTRUCTIONS

- Answer **all** questions.
- Use a black or dark blue pen.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to each question in the space provided.
- Do **not** use an erasable pen. Do **not** use correction fluid or tape.
- Do **not** write on any bar codes.
- Dictionaries are **not** allowed.

INFORMATION

- The total mark for this paper is 60.
- The number of marks for each question or part question is shown in brackets [ ].

This document has **16** pages. Any blank pages are indicated.

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Exercise 1

Read the article about the world's longest windsurfing journey, made by a British man called Jono Dunnett, and then answer the questions.



The world's longest windsurfing journey

Jono Dunnett has been windsurfing since he was just ten years old. In 2015, he achieved his childhood ambition of windsurfing around Great Britain, his first long trip. Then on 20 May 2017, he left the safety of a beach in Norway, close to the border with Russia, hoping to complete the longest ever solo windsurfing journey, around almost the entire continent of Europe.

As with his earlier trip, Jono sailed for most of the day, sometimes windsurfing along the coast for as many as 14 hours before finding a beach where he spent the night. He aimed to raise lots of money for the World Wide Fund for Nature charity on the way, yet he claimed that the principal motivation for starting such a difficult journey was to challenge himself. He succeeded in achieving both of his goals.

The trip took longer than Jono intended. He knew he was highly likely to have technical difficulties with his windsurfing kit, so included additional time for fixing these problems when making estimates of how long the journey would take. What he hadn't predicted, however, was a period of illness while he was travelling along the coast of northern Spain in January 2018. It delayed him by two months but meant he avoided the worst of the winter weather. This must have been a relief as he had little protection from the cold at night when lying in a field under his windsurfing sail.

Two years and twenty-one days after starting his journey, Jono arrived at his destination in eastern Bulgaria. He had made many new friends along the way and was even offered accommodation in some local people's homes. This was a rare luxury, though, and must have been a pleasant and comfortable change, as were the few occasions he allowed himself to stay in cheap hotels at the end of a long day's windsurfing. On arrival in Bulgaria, Jono decided to get back to his original starting point on a bike, rather than travelling by plane as most people would surely have done!

Jono has since written two books about his most amazing journeys. The most popular of these, *In the Balance*, tells the story of windsurfing around almost the whole of Europe, while *Long Standing Ambition* describes his first adventure, when he travelled around the coast of his home country. Who knows what the title of Jono's next book will be if he completes his plan to windsurf around the four main islands of Japan? Perhaps *Diary of a Madman* would be worth considering!

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Question 1

From which country did Jono set off on his longest windsurfing journey?

..... [1]

Question 2

What was Jono's main reason for wanting to attempt the journey?

..... [1]

Question 3

What caused an unexpected delay to Jono's journey around Europe?

..... [1]

Question 4

How did Jono return to the place where he began his journey around Europe?

..... [1]

Question 5

What is the name of the book Jono wrote about his journey around the coast of Europe?

..... [1]

Question 6

Where did Jono sleep during his long windsurfing journey?

Give **three** details.

.....

.....

..... [3]

[Total: 8]

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Exercise 2

Read the article about four young people (**A–D**) who are all doing part-time courses at weekends. Then answer **Question 7(a)–(i)**.

Part-time weekend courses

A Vladimira

The computer-programming course I'm doing isn't everyone's idea of a fun weekend activity! Having said that, I'm sure the two friends I have who are also into programming would enjoy it as much as me, and I've told them so. The teachers have got the balance of theory and practical just about right and manage the differences in student ability extremely well. More advanced students like me are given more challenging tasks, for example. My coursemates are generally great, although some of the less mature ones chat with each other during some lessons. While it doesn't necessarily slow down the speed at which we get through the topics, it makes it harder for me to concentrate. I think I'd prefer to keep programming as a hobby rather than doing it as a job so will use my Saturday mornings for other things once I've finished.

B Serge

I started doing an art course on Saturday mornings about two months ago. I was slightly concerned before the course started that it would be too easy. I thought I might find it dull and want to stop doing it after several sessions, but that hasn't turned out to be the case. In fact, my artistic skills have been challenged far more than in my school art classes. There's very little focus on the history of art and that kind of thing, which means we spend most of the time experimenting with different kinds of paint and creating work in different styles, and so on. I originally thought I'd be too busy to do another course after this one's over, but it's so good, I'm going to make time for the advanced one next term. I'd strongly encourage anyone with an interest in art to do this course!

C Huyen

I've been doing an advanced poetry-writing course on Saturday mornings for the last few months, but I'm not sure if I'll manage to do many more classes, to be honest. It's not that what we're learning is far too easy or that I don't get on with the other students, just that I'm suddenly getting much more schoolwork, and I simply don't have time to do both. It'd be great if the teacher could speed up a bit so we could cover everything outlined in the course description in half the time! I don't suppose that'll happen, even if I ask, but I'm sure that what I've learned so far will play a part in me achieving my ambition to become a poet. I must remember to tell my cousins about the course as they love poetry too and would really enjoy it, I'm sure.

D Rashid

The photography course I've recently started doing at the weekend has been OK so far, although I wonder if I was a bit too ambitious when I applied for the advanced one. The other students seem to know far more about the subjects we're covering than me, and I'm too embarrassed to ask them for help all the time. Part of the problem is that the teacher tends to go through things too fast, so I'm going to tell her that in the next class. Up to now, we've been focusing on rather technical things like how cameras work, whereas I'd prefer to have spent more time actually taking loads of photos and discussing what we need to do to improve them. Anyway, it's not as though I'm at the point of dropping out of the course, as I'm definitely learning enough to make it worthwhile.

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For each statement, write the correct letter, **A**, **B**, **C** or **D**, on the line.

Question 7

Which young person …

(a) is unsure whether they're doing the course at the right level? ..... [1]

(b) sometimes gets frustrated with the other students? ..... [1]

(c) suggests that the course is better than they expected? ..... [1]

(d) thinks the course will help them in their future career? ..... [1]

(e) wishes they did more practical work on their course? ..... [1]

(f) wants to do a higher-level course after finishing the current one? ..... [1]

(g) would like to study the course content more quickly? ..... [1]

(h) has recommended their course to other people? ..... [1]

(i) thinks they might give up doing the course in the near future? ..... [1]

[Total: 9]

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Exercise 3

Read the article about music concerts where anyone can choose to play or sing, called open-mic nights, and then complete the notes.

Open-mic nights

Open-microphone nights, usually shortened to open-mic nights, are musical events which take place in bars, cafés and other such locations. They are becoming increasingly popular in many countries, and it's easy to see why, because they provide useful experience for musicians, especially those who are aiming to follow a career in music. But not everyone thinks they're such a good idea; many argue that the number of open-mic nights should be restricted, or that the way they're organised should be changed.

The variety of places where people can go to hear live music has decreased greatly in many towns and cities in recent years. Those in favour of open-mic nights believe that they help to keep small music venues open, so musicians still have somewhere to play live, and people who attend them generally spend money on food and drinks while watching the musicians. This is undoubtedly true in some locations, but critics of open-mic nights say that while the owners of the establishments that organise these events are making money, musicians aren't paid for playing at them. However, many places that hold open-mic events allow musicians to sell their recordings, so the more serious performers don't lose out entirely on some form of income.

Another factor frequently pointed out by supporters of open-mic nights is the fact that they enable individual musicians to form bands while attending and playing at them, some of these then become very successful. While this might be the case for skilful performers, some musicians haven't practised enough before playing at open-mic nights. Additionally, as open-mic nights tend to be staged weekly, many audience members complain that the same people play at them each time.

A further claim made against open-mic nights concerns both the audience and the musicians or singers. Their performances are often negatively affected because the equipment is generally of a poor standard. Organisers usually resist hiring or buying expensive sound systems, microphones, instruments and so on. However, musicians who take part often comment that open-mic events provide a sympathetic atmosphere, perhaps because the audience realise just how difficult it is to be on stage. What performers object to, though, is that the time musicians can sing or play for is strictly limited as there are many musicians who want to sing or play at each event.

As we can see, there is a certain amount of tension in keeping all of those involved in open-mic nights happy – the organisers, musicians and audience. They have, however, become a regular feature of the entertainment on offer in a lot of towns and cities around the world. So what we can be sure of is that open-mic nights will be around for many years to come.

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Imagine you are going to give a talk to your classmates about open-mic nights.

Use words from the article to help you write some notes.

Make short notes under each heading.

Question 8

The benefits provided to musicians by open-mic nights:

Example: useful experience

- .....
- .....
- ..... [3]

Question 9

Reasons why audience members or performers are unhappy with open-mic nights:

- .....
- .....
- .....
- ..... [4]

[Total: 7]

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Exercise 4

Read the article about Laura van Aart, an expert who demolishes, or destroys, unwanted buildings, and then answer the questions.

The building demolition expert

Laura van Aart writes about her job, destroying unwanted buildings

I spend my working life demolishing buildings! I'm pretty sure the pleasure I get from knocking down old, unsafe or unwanted houses, flats and factories has been a part of my personality since I was a child. Taking remote-controlled cars to pieces to find out how they moved was more my brother's approach, whereas I'd just wait until I'd grown tired of playing with them, then smash them up. I can't really explain why, but putting together houses made from the plastic bricks that I'd received for my birthday somehow gave me far less satisfaction than demolishing them.

I identified building demolition as my most probable career path in my mid-teens, so doing Building Studies at university seemed a logical step. The course was one of several options for achieving my ambition, and there appeared to be little difference between them in terms of getting me to where I wanted to be. Anyway, I ended up going for the most general one, Building Studies. While there was lots of useful input on building design and construction, there was almost no mention of how to safely remove buildings once they'd come to the end of their useful lives.

When I tell people what I do for a living, they immediately make some comment about how dangerous it must be. Although it'll never be a particularly safe profession, we take every possible measure to keep danger to a minimum. People also think we use tons of explosive – material that explodes – to destroy buildings, but we use as little as possible. We let gravity, the force that pulls everything down to the ground, do most of the work. Although demolishing a building may look like a relatively simple procedure, it actually involves weeks of careful planning.

In order to become a highly successful demolition expert, no one can be without outstanding teamwork skills. It's also pretty important to be good at thinking of everything that can possibly go wrong when a building comes down. However, you're never alone on a project, so if you fail to spot something, someone else will probably notice. As long as they tell everyone who needs to know about the issue, then all will end well.

Some parts of my job are much less fun than blowing up buildings! There has to be lots of communication between my company and local councils and residents' associations, for example, when a building needs to be demolished. I found this tough at first, but I've made plenty of useful contacts, which makes things run more smoothly. The endless forms I have to complete for each project drive me absolutely mad, though. It would be great if I could fill them in during the long time it takes to hear if we can go ahead with work we've submitted proposals for. They all have to be done before that period even begins, though.

Some projects I work on are rather unusual. For example, my team is in the final stages of removing a bridge that crosses a deep river. We've had to hire specialist divers to help us as none of us is trained to work underwater. Once that's done, we're moving on to knocking down an old high-rise building on the edge of the city where we're based. A movie producer requested it as he needs to film a collapsing building for a production he is involved with. Following that, we'll be pulling down a large house just outside the city – the owner didn't get permission to build it, apparently. Life's certainly never dull in demolition!

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For each question, choose the correct answer, **A**, **B** or **C**, and put a tick (✓) in the appropriate box.

Question 10

Laura says that during her childhood, she often

A asked for toys that you needed to build. ☐

B broke toys once she'd got bored with them. ☐

C took toys apart to see how they worked. ☐

[1]

Question 11

What does Laura suggest about the degree course she chose?

A She felt as though there was something missing from it. ☐

B She knew it provided the best route into her current profession. ☐

C She has used very little of what she learned on it in her job. ☐

[1]

Question 12

Due to an issue with Question 12, the question has been removed from the question paper.

Question 13

Laura suggests the most important quality required for her job is to be able to

A analyse situations thoroughly. ☐

B work with others effectively. ☐

C follow instructions carefully. ☐

[1]

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Question 14

What does Laura say is the most challenging aspect of her work?

A ensuring that all the paperwork is done ☐

B waiting for projects to be given approval ☐

C dealing with external organisations ☐

[1]

Question 15

The next project Laura will be working on involves

A demolishing an illegally built house. ☐

B helping to create a scene in a film. ☐

C spending lots of time underwater. ☐

[1]

[Total: 6]

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Turn over

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Exercise 5

Question 16



You went on holiday with your family recently but had a problem with transport.

Write an email to a friend about what happened.

In your email, you should:

- describe what the transport problem was
- explain what your family did to solve the problem
- say how the transport problem affected you and your family.

Write about **120 to 160** words.

You will receive up to 6 marks for the content of your email and up to 9 marks for the language used.

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.....

.....

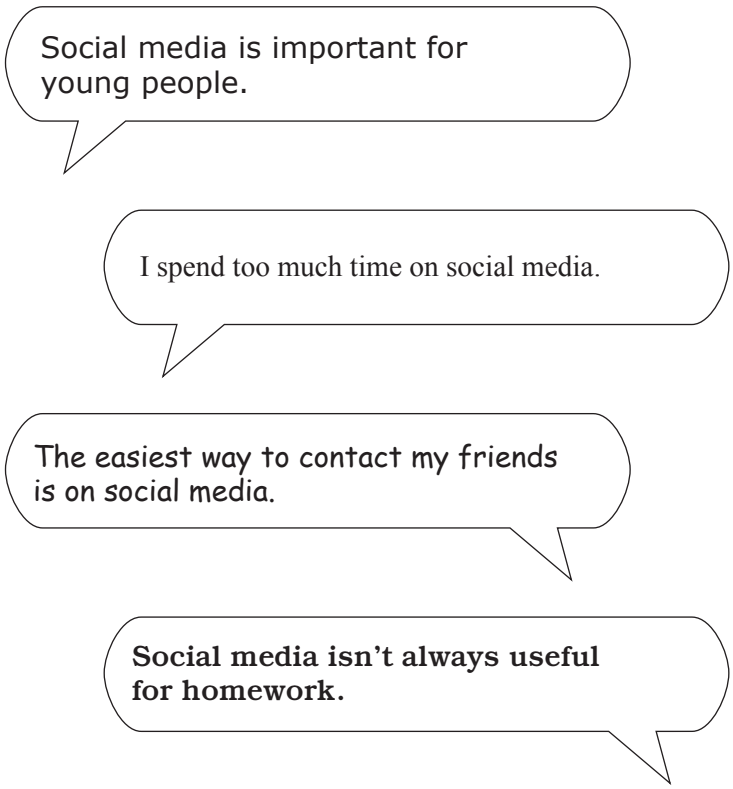
.....

Exercise 6

Question 17

Your class has recently been discussing the topic of teenagers using social media. Your English teacher has asked you to write an essay on the topic, giving your opinions.

Here are some comments:



Now write an essay for your English teacher.

The comments may give you some ideas, and you should also use some ideas of your own.

Write about **120 to 160** words.

You will receive up to 6 marks for the content of your essay and up to 9 marks for the language used.

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[15]

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