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CANDIDATE NAME

CENTRE NUMBER

CANDIDATE NUMBER

8565054145

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

Paper 1 Reading and Writing **October/November 2025**

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 or correction fluid.
- 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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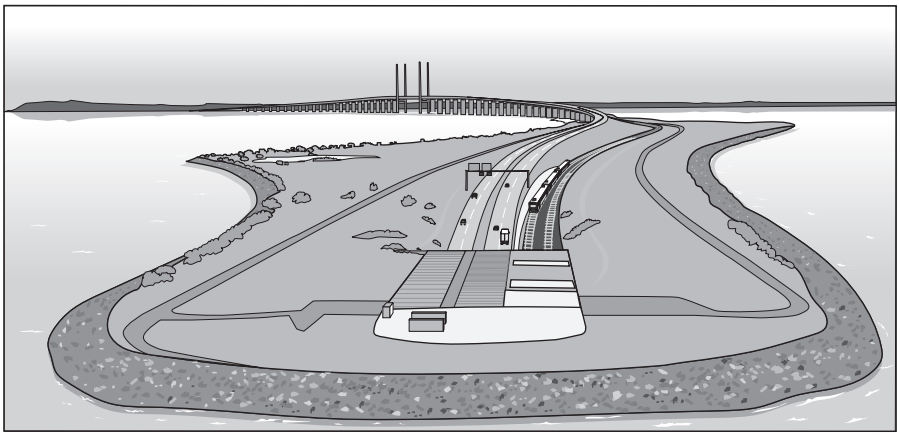
Exercise 1

Read the article about a tunnel and a bridge between two European countries, Denmark and Sweden, and then answer the questions.



The Øresund Link

Denmark and Sweden are connected by the Øresund Link, a tunnel and bridge crossing which goes under and over the sea between the two countries. As only having a bridge to join the two countries was simply not practical, this was seen as the best option. The idea of connecting the two countries was first discussed in the early twentieth century, but it wasn't until the 1990s that work started on the plans. The construction itself started in 1995, and the crossing was officially opened in 2000 by the Queen of Denmark and the King of Sweden.

The plans for the crossing had to allow both cars and trains to use it, and the result is impressive. The complete Øresund Link is made up of three sections. The first section is the tunnel which starts in Denmark. Cars and trains travel for 3.5 km under the sea and return to land on an island called Peberholm in the middle of the sea. The second section, consisting of 4 km of road and train track across this island, takes travellers to the start of the final section. They complete the final 7.7 km section of the crossing to Sweden by bridge.

As the design for the crossing involved both a tunnel and a bridge, an island was essential to connect the two. There was already an island called Saltholm in a potentially suitable location. However, in the end it was decided to create an artificial island nearby. It was named Peberholm Island, and although it does not have the range of wild birds that Saltholm Island is known for, it has now become a home for rare plant species. Scientists have regular access to the whole of Peberholm Island to carry out research, but travellers using the Øresund Link are not permitted to stop on the island or leave their vehicles. A vast amount of building material was needed for the complete project. The tunnel and bridge sections required steel and concrete, with the latter being transported from Denmark. Rock and soil, which were taken from the bottom of the sea, were used in the construction of the artificial island.

The Øresund Bridge is the final section of the connection between Denmark and Sweden and is probably the main reason why the Øresund Link has become something of a tourist attraction. Parts of the metal supports which hold the bridge are 204 metres high, but the height of the road and rail track was designed to be much lower, at only 57 metres above the sea. This was vital as while cars can handle difficult climbs, trains cannot run up a steep track.

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Question 1

When did building work on the Øresund Link begin?

..... [1]

Question 2

How long is the tunnel section of the crossing?

..... [1]

Question 3

What is Saltholm Island famous for?

..... [1]

Question 4

Which group of people are able to visit all parts of Peberholm Island?

..... [1]

Question 5

Where did the material used to build Peberholm Island come from?

..... [1]

Question 6

What was important in the design of the tunnel and bridge sections of the Øresund Link?
Give **three** details.

.....

.....

..... [3]

[Total: 8]

Exercise 2

Read the article about four people (**A–D**) who are describing a place where they like to go to do their homework. Then answer **Questions 7(a)–(i)**.

My favourite place to do homework

A Pablo

Like many people, I have a favourite place to study. Of course, I do some studying in my bedroom, but it's not my first choice. It's often really hot there, so instead, I take my books and jump on the train to the airport. Sounds crazy, right? Well, the thing is, it's only about a ten-minute ride from my house, it's got great air conditioning, and there's a café with big tables and huge windows so people can watch the planes taking off and landing! When I first discovered this place, I got quite distracted by the planes, but not anymore. I've tried to persuade some of my friends to come too, but so far they haven't. I reckon once they try it, they'll see I'm right about it though!

B Marguerite

The place I like to study won't be very surprising as it's certainly not an uncommon choice! For me, the library has always been ideal. If I go early, I can get a good table – one on the second floor, by the window is nice as there's lots of natural light, and I'm away from the busy reception area on the ground floor. People are always chatting there, or doing work – the ones who can concentrate in those conditions, anyway! I prefer somewhere quiet, though. The library has everything I need, including a drinks machine by the entrance. It seems to be a popular place for people to hang around when they want a break from working, so that's another reason why I'm glad my favourite desk is out of the way in the quieter upstairs area!

C Emil

When I have homework, I go to the park, and set up my things on one of the tables there. Until last month there was a café, but they replaced it with a snack machine. It's fine for me – I know quite a few people have complained, saying it's not as good, but I don't mind. I like the park because I find being outside helps me be more creative, and the fresh air helps me concentrate. Sometimes, if I'm stuck on a maths problem, or I can't think of a line for a poem, I pack up my stuff and have a wander. There's no point in just sitting there; a really good study tip is that sometimes it's better to just move around, and the park's perfect for that! One of my favourite areas to go to is the greenhouse, full of strange and unusual plants from around the world. Being there really relaxes me!

D Sofia

Although there's space at home for me to study, I always go to my grandfather's house instead. He lives close by, and he has a spare room where he used to do his painting. He said it was really good to paint there in the morning as light came through the window, which he needed for his artwork. A few years ago, he had to stop painting because of his eyesight, and he took all his equipment out. When I next saw the room, it felt so calm and peaceful, and I realised it could be perfect to use when I had homework. Of course, my grandfather was very happy to let me and put in a big desk for me. The only thing is that the internet connection isn't always very strong. Because I need to use the internet for more of my assignments now, I'm going to recommend he updates his system – I hope he agrees!

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

Question 7

Which person …

(a) mentions that lots of other people also like to study at this place? ..... [1]

(b) describes the time when they decided the place was good for studying? ..... [1]

(c) explains that they have recommended the place to others? ..... [1]

(d) says they do **not** spend all the time at the place studying? ..... [1]

(e) suggests something that would improve the place? ..... [1]

(f) mentions when is the best time to study at this place? ..... [1]

(g) makes a comparison between two different places they use for study? ..... [1]

(h) describes how something recently changed at the place? ..... [1]

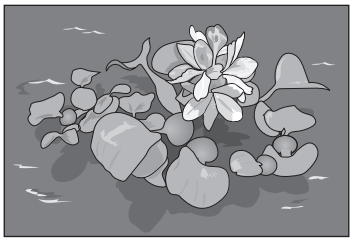
(i) suggests that the place is an unusual choice for study? ..... [1]

[Total: 9]

Exercise 3

Read the article about a plant called a water hyacinth, and then complete the notes.

Water hyacinths



Water hyacinths are water plants which have large shiny green leaves and purple flowers, and live in water. The leaves and flowers are visible on the surface with long roots growing down into the water.

Although originally from South America, water hyacinths are now found on every continent on Earth, with the exception of Antarctica. They are described as highly 'invasive', which means that they can damage the environment of a particular area where they are found.

In the right conditions, water hyacinths can grow up to five metres a day, and as a result, they can quickly prevent sunlight from reaching other plants growing on the bottom of a pond or a lake. These plants growing deeper underwater provide places for fish to lay their eggs, so the lack of sunlight can mean that fish breeding cycles can often be disrupted in those areas of water. Water hyacinths therefore need to be controlled. This is not simple. Of course, any potential solution very much depends on the size of the area the water hyacinths are covering. If this is a small pond, the advice given is to empty the pond water away. Once this has been done, it is essential to chop the plants into tiny pieces so that new water hyacinths are unable to grow.

In a large lake, this is not practical. In places like Lake Victoria in Africa, which has suffered greatly from the growth of water hyacinths, alternative solutions are required. One idea has been to introduce insects which eat the plants. Although this has had some success, the spread of the water hyacinths in the lake has been so extensive that at times it even stops fishing boats from moving. As fishing is a major industry on the lake, this is very serious. In addition to other measures, therefore, the decision to add chemicals to the water to destroy the plants has sometimes been taken. These must obviously be used under tight control as otherwise the intended solution could turn out to be as bad as the initial problem.

The effects of the water hyacinth plants can also be felt in the wider area. Water from lakes is taken through pipes to surrounding farmland. However, the spread of these plants can block the water pipes. This means that less water is available for use on farmland. So while water hyacinths might look attractive – in fact, this is one of the reasons why they were originally brought to many other countries from South America in the first place – they are not something that people are generally pleased to see.

Looking to the future, water hyacinths may become useful. Researchers in Europe, Asia and Africa are investigating how water hyacinths can be used to produce biogas, a form of clean energy.

These projects are taking vital steps towards a cleaner environment, improved health and greater employment opportunities.

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Imagine you are going to give a talk to your classmates about water hyacinths.

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

Make short notes under each heading.

Question 8

Problems water hyacinths cause:

Example: can damage the environment

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

Question 9

Methods of controlling water hyacinths:

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

[Total: 7]

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Exercise 4

Read the article about a young canoeist called Adele, and then answer the questions.

My sport: canoeing

by Adele Roberts



I've been canoeing for ten years now. I joined a local club when I was twelve. At the time, I never imagined doing it for years! Like many of my friends, when I wasn't studying I was online a lot, and I thought I needed some fresh air. Some friends thought it sounded fun too, so we went together. I'll always remember the first session; we spent ages in the water, learning how to get back into the canoe!

I go canoeing with the club twice a week. In bad weather, we have training sessions at the swimming pool, but we go out on the river whenever possible. We practise canoeing 'up river' – that means going against the flow of the water, which can be quite fast. There's no time to admire the surroundings as you have to concentrate a lot. In the pool, it's easy to make progress in terms of technical ability, but I always finish river sessions with aching muscles. That's a good sign I've been working hard – it's just not the same in the pool.

I started competing as soon as I could canoe properly in a straight line. My coaches organised competitions, and they were very patient. They knew that being on the water was so exciting for everyone that any last-minute advice they gave on the day was unlikely to make a difference to our performances. For us, it was more about gaining competition skills: the result didn't really matter, but working out why someone had beaten me was useful. I was fortunate because I went on to win quite often as I got older. To be fair, I worked hard, so I know I deserved it.

When I was 17, I moved from the Junior level to competing in Senior races. Although the race locations were new, I was glad to see the same faces I'd seen in previous competitions. The routes were longer and technically more complicated, as you'd imagine, so when we were given specific practice exercises I was enthusiastic to get started. You need to learn extra skills to have a chance of getting to the end of the race, and I often thought I'd never make it. I'm glad I didn't give up though!

People sometimes ask for tips about starting canoeing. What I always say is that you need to be safe. By joining a club, you'll have access to life-jackets, wetsuits, and of course, canoes. You can spend a lot, so borrowing the equipment at a club helps you work out what's essential. You can also follow blogs by other canoeists; it's not a sport you can learn by watching though – you have to get out there and do it yourself. That's because sea canoeing, for example, is completely different to being on a lake, so experiencing different environments is a great way to find your favourite.

For me, canoeing is more than just a sport. Through joining a club, as you might expect, I've expanded my social circle. I'm spending time with people from diverse backgrounds but who I share a common interest with. I think it's only in clubs that you get that opportunity. It's also shown me that actually, I'm the sort of person who others look up to when the going gets tough. It's not something I'd realised before. And it's even had a positive impact on my job. If there's a particular issue with a project, an hour's canoeing after work helps me think things through, and my colleagues are amazed how often I'll come up with solutions at work, or new options to consider!

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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

Why did Adele decide to join a canoe club?

A She thought it would teach her useful skills. ☐

B She wanted to spend more time outdoors. ☐

C She saw how much a friend enjoyed it. ☐

[1]

Question 11

Adele likes canoeing on rivers because

A she can canoe more quickly there. ☐

B it offers more of a challenge. ☐

C there are lots of things to look at. ☐

[1]

Question 12

What point does Adele make about competing in the third paragraph?

A Learning things was more important than winning. ☐

B Luck played a big part in her early achievements. ☐

C Listening to her teachers was the key to her success. ☐

[1]

Question 13

How did Adele feel about moving to a higher level of competition?

A confident that she could cope with more difficult routes ☐

B excited about competing against different people ☐

C pleased about beginning a new race-training routine ☐

[1]

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Question 14

What advice does Adele have for other young canoeists?

A buy high-quality safety equipment ☐

B try out a variety of locations ☐

C follow professional canoeists online for tips ☐

[1]

Question 15

What does Adele say has been a surprising benefit of canoeing?

A She's discovered a personal quality she didn't know she had. ☐

B She's made friends from a wide range of backgrounds. ☐

C She's managed to make a decision regarding a future career. ☐

[1]

[Total: 6]

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Please turn over for Exercise 5.

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Exercise 5

Question 16



You have seen an expensive item that you want to buy. You don't have enough money at the moment, but you have a plan to get the money to buy it.

Write an email to a friend about your plan to buy the item.

In your email you should:

- describe the item that you want to buy
- tell your friend why you want to buy the item
- explain how you are going to get the money to buy the item.

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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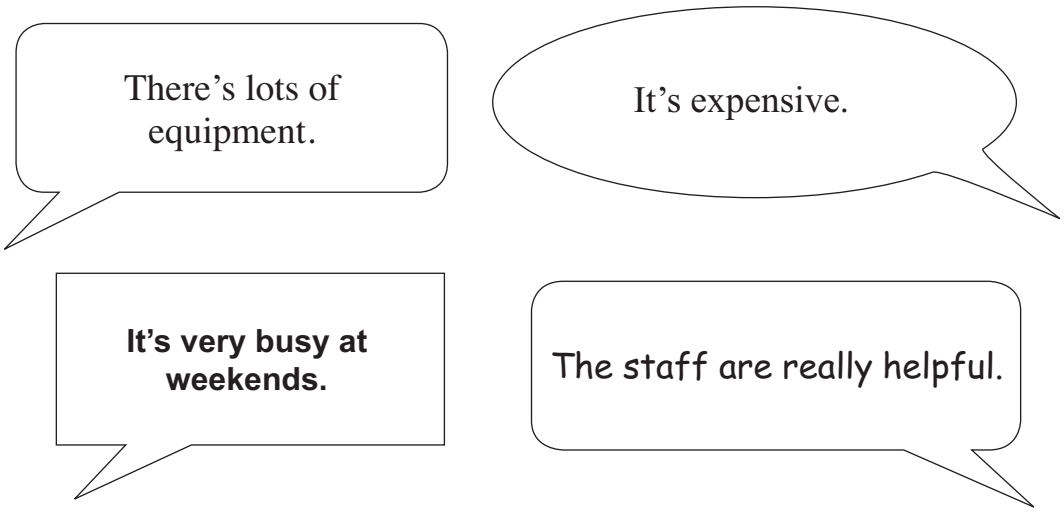
Exercise 6

Question 17

A new sports centre has recently opened in your town. Your teacher has asked you to write a review of the sports centre for your school magazine.

Here are some comments about the sports centre:



Now write a review of the new sports centre.

The comments above 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 review and up to 9 marks for the language used.

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