

# **Integrated Skills in English I (B1)**

## **Reading & Writing practice papers**

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# Integrated Skills in English

## ISE I

### Reading & Writing exam

#### Sample paper 1

'Integrated Skills' means skills which work together. This exam tests reading and writing.

The ISE I exam is level B1 on the Common European Framework of Reference (CEFR) for languages.

Your full name: .....  
(BLOCK CAPITALS)

Candidate number: .....

Centre: .....

Time allowed: 2 hours

#### Instructions to candidates

1. Write your name, candidate number, centre number and exam date on the front of this exam paper.
2. You must not open this exam paper until instructed to do so.
3. This exam paper has **four** tasks. Complete **all** tasks.
4. You may highlight parts of the texts or questions with a highlighter pen.
5. Use only blue or black pen for your answers.
6. Write your answers on the exam paper.
7. Do all rough work on the exam paper. Cross through any work you do not want marked.
8. You must not use a dictionary in this exam.
9. You must not use correction fluid on the exam paper.

#### Information for candidates

You are advised to spend about:

- ▶ 20 minutes on task 1
- ▶ 20 minutes on task 2
- ▶ 40 minutes on task 3
- ▶ 40 minutes on task 4

Do not write anything here.

*For examiner use only*

Examiner initials	Examiner number

# Integrated Skills in English I

Time allowed: 2 hours

This exam paper has four tasks. Complete all tasks.

There are 15 questions on this text. Questions 1-5 test your general understanding of the paragraphs. Read the text first before you look at the questions. Don't worry about any words you don't understand. The questions will help you understand the text better.

## Task 1 – Long reading

Read the following text about sleep and answer the 15 questions on page 3.

### Paragraph 1

Sleep is essential for human life. We can actually live longer without food than without sleep. Most people spend about a third of their life sleeping. That means during our life we will spend about twenty-five years asleep. While the average person sleeps about seven hours a night, some people can manage with as little as four hours. We don't all need the same amount of sleep.

### Paragraph 2

So what happens when we are asleep? There are five stages in a cycle of sleep. Each cycle lasts about 90 minutes and we often repeat this cycle five times a night. In the first two stages, we fall into a light sleep. In stages three and four, we are in a deep sleep and our heart rate and breathing slows down. In stage five, our brain becomes active and our eyes move around quickly. This stage of sleep is called REM, which stands for rapid eye movement. It is during REM sleep that we do all our dreaming.

### Paragraph 3

We all know that sleep is good for us, but what are the benefits? One benefit is that it helps us to resist illness. Without enough sleep, our body cannot fight off colds and the flu as easily. Your sleep pattern can also affect your diet. Researchers at the University of Chicago discovered that poor sleep increased a hormone in the body that makes us hungry. This means that people who sleep badly often eat more high calorie foods and gain more weight.

### Paragraph 4

Sleep also plays a part in our performance at school and at work. A number of reports have shown that children who get a good night's sleep do better in school. Obviously, one reason for this is that if you are very tired you cannot focus. However, there is another important reason. Scientists believe that sleep is important for our memory. While we are asleep our brain deals with information we have learnt and sleep helps strengthen our memories.

### Paragraph 5

Another essential part of sleep to understand is our circadian rhythm, or 'body clock'. This is our body's natural rhythm of sleep. Generally, our body clock tells us to sleep when it is dark and wake when it is light. However, studies now suggest that young people's body clocks change when they become teenagers. Some scientists believe that teenagers are not lazy, but biologically programmed to go to bed later and wake up later.

### Questions 1-5

The text on page 2 has five paragraphs (1-5). Choose the best title for each paragraph from A-F below and write the letter (A-F) on the lines below. There is one title you don't need.

1. Paragraph 1 .....
2. Paragraph 2 .....
3. Paragraph 3 .....
4. Paragraph 4 .....
5. Paragraph 5 .....

Write the letter of the correct sentence. Don't write the whole sentence. This task helps you to understand the text better.

- A The reason we dream
- B Changes in sleep routine
- C Sleep and learning
- D How much we sleep
- E Different types of sleep
- F Sleep and good health

### Questions 6-10

Choose the five statements from A-H below that are TRUE according to the information given in the text on page 2. Write the letters of the TRUE statements on the lines below (in any order).

6. You will find the information you need in the text on page 2. The language in the text is a little different to the language in these statements. For example, 'We don't all need the same amount of sleep' means 'Everyone's need for sleep is different.' Therefore statement A is true. Remember that the statements must be true in the text. You might think that the statement 'You sleep more when you have a cold' is true, but does it say that in the text? Always check the text before you decide.
- 7.
- 8.
- 9.
- 10.

- A Everyone's need for sleep is different.
- B We are usually in a deep sleep for about seven hours.
- C We dream during stage five of the sleep cycle.
- D You sleep more when you have a cold.
- E People who sleep badly often have poor diets.
- F It is important to sleep well after you learn something.
- G Our body clock generally follows changes in light.
- H Teenagers don't get tired very easily.

### Questions 11-15

Complete sentences 11-15 with an exact word, phrase or number from the text (maximum three words). Write the exact word, phrase or number on the lines below.

11. During a lifetime, the average person will be asleep for .....
12. Your ..... and heart rate get slower in deep sleep.
13. A poor ..... can cause you to eat more high calorie foods.
14. Our ..... get stronger when we're sleeping.
15. Teenagers' body clocks are different and so they need to go to bed and wake up ..... than young children.

You will find the exact words you need in the text on page 2. You don't need to change the words. The sentences are different so you have to understand the general meaning of questions 11-15. For example, look at question 11. In the text it says 'That means during our life we will spend about twenty-five years asleep.' That means the same as 'During a lifetime the average person will be asleep for **twenty-five years.**'

There are four texts in this task. Texts A and B are on page 4 and texts C and D are on page 5.

## Task 2 – Multi-text reading

In this section there are four short texts for you to read and some questions for you to answer.

### Questions 16-20

Questions 16-20 test your general understanding of the four texts.

Read questions 16-20 first and then read texts A, B, C and D below the questions.

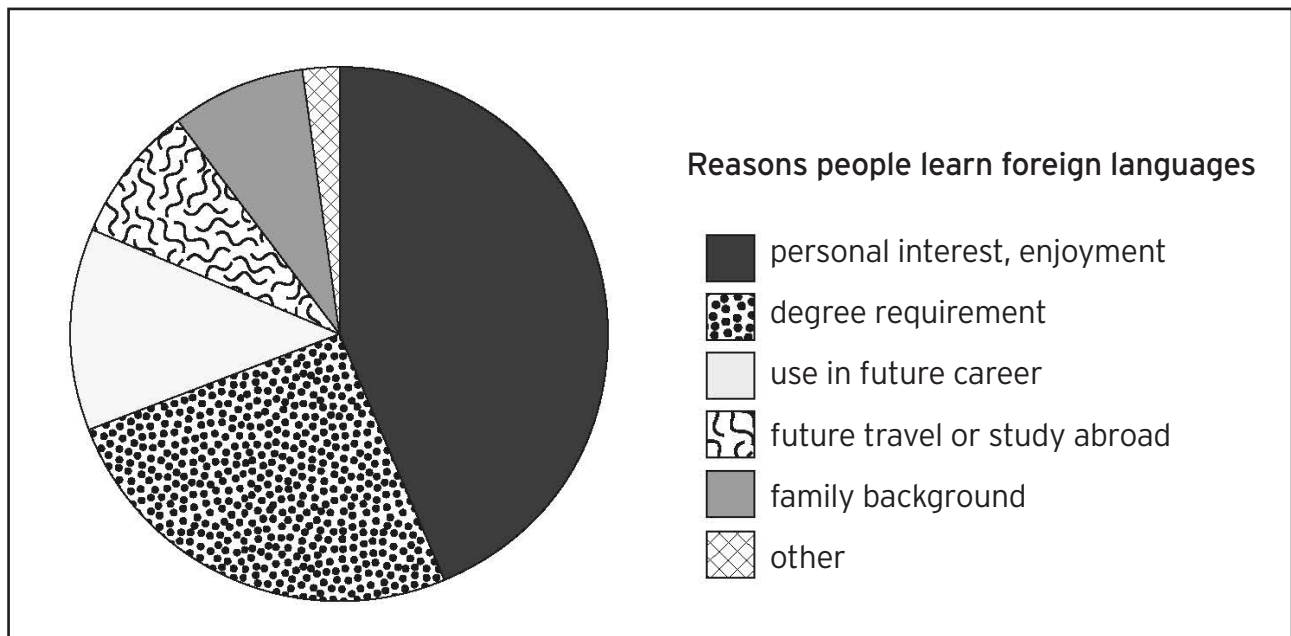
As you read each text, decide which text each question refers to. Choose one letter – A, B, C or D – and write it on the lines below. You can use any letter more than once.

Which text

16. explains that learning languages can help you learn other skills?
17. advises language learners to travel?
18. says that music helps us learn?
19. shows that more people choose to learn a language for pleasure than work?
20. suggests that people who learn more than one language do better at school?

Read the questions carefully. Here it asks which text **advises** language learners to travel. In text A, travel is mentioned. But the text **does not advise** learners to travel. In text D, it says 'You should definitely go and live abroad.' So the correct answer here is D.

### Text A



### Text B


Scientists believe learning a second language increases brainpower. Researchers from University College London studied the brains of 105 people. 80 of these people were bilingual. They found learning other languages changed the part of the brain which processes information. They compared this change to the way in which exercise builds

muscles. Studies show that people who regularly speak more than one language are better at problem solving. In addition students who study foreign languages often score better in tests than students who only speak one language. This is particularly true in maths, music, reading and understanding vocabulary.


## Text C

STUDENT NAME: Maria Coates
CLASS: 4A
LANGUAGE EXPERIMENT
Today our class conducted an experiment based on research about learning languages. Researchers at the University of Edinburgh's Reid School of Music have discovered that learners' memory skills are much better when learning language to music.
Our class decided to test whether music helped us learn languages. In our school experiment, we tried to remember phrases in Greek, and repeat them fifteen minutes later. It was of course important to choose a language no one knew. We were divided into three groups. Each group listened to the Greek phrases and repeated them but each group did this in a different way. The first group heard the phrases spoken, the second group heard phrases set to a rhythm, and the third group heard phrases in a song. The singing group was able to remember far more Greek than the other two groups. Our conclusion was that learning language in a song does help you remember language more easily.


## Text D




### What is the best way to learn a foreign language?



**Iksung, South Korea:** You should definitely go and live abroad. The best way to learn a language is to be with native speakers and not speak your own language.



**Alexei, Russia:** I use the internet all the time. It's a really cheap and easy way to learn. You have to be careful though as not all websites are good.



**Cara, Italy:** I think watching films with English subtitles is very helpful. My friends listen to English music but I don't think that's a very good way to learn.

## Questions 21-25

Choose the **five statements** from A-H below that are **TRUE** according to the information given in the texts above. Write the letters of the **TRUE** statements on the lines below (in any order).

In this task you can find the true statements in texts A-D but the language is not exactly the same. Read the statements very carefully. For example, look at statement E. In text C you will see the words **The University of Edinburgh** and **music**. But statement E is not true. The University of Edinburgh tested different ways of learning languages, **NOT** music.

- A The most common reason for learning a language is to understand films and music.
- B More people learn another language because of their studies rather than their family.
- C People who speak more than one language are often better at subjects with numbers.
- D Language learning boosts the brain when you speak the second language often.
- E The University of Edinburgh tested different ways of learning music.
- F It is easier to remember words when you sing them.
- G Reading words on a screen can help you learn a language.
- H Any website can be a good place for language learning.

Turn over page

## Questions 26-30

The notes below contain information from the texts on pages 4 and 5. Find an exact number, word or phrase (maximum three words) from texts A-D to complete the missing information in gaps 26-30.

Write the exact number, word or phrase on the lines below.

You will find the exact words or phrases you need in texts A-D. Read the Summary notes here carefully. The language in the notes is different from the language in the texts. For example, in text A we can see that some people learn languages as a 'degree requirement'. This means the same as 'The language is required in order to study for a **degree**.'

### Notes

#### The benefits of studying a second language:

- pleasure – something enjoyable and interesting to learn
- the language is required in order to study for a **(26.)** .....
- get a better job and progress in a career
- **(27.)** ..... is increased by learning languages
- foreign language students often get higher marks in **(28.)** .....

#### Effective ways of learning:

- listen to a **(29.)** ..... to help learn new language
- **(30.)** ..... and practise with native speakers
- use technology, eg language learning websites
- television, eg practise reading and listening with subtitled films



Use ideas from the texts in task 2 to help you with this writing. Try to use your own words and sentences.

Always check what sort of writing you must do. Here it asks for an article for a school magazine. Write in an appropriate style.

**Task 3 – Reading into writing**

Write an **article for your school magazine** (100-130 words) about why more students should learn languages.

Use the information you read in texts A, B, C and D (pages 4 and 5) to:

- explain how language learning will help students in the future
- suggest how learning a foreign language could help their performance at school **and**
- advise students on useful methods for learning foreign languages.

**Do not copy from the texts. Use your own words as far as possible.**

You should plan your article before you start writing. Think about what you are going to write and make some notes to help you in this box:

Planning notes

(No marks are given for these planning notes)

Now write your article of 100-130 words on the lines below.

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Lined writing area consisting of 25 horizontal dotted lines.

When you have finished your article, spend 2-3 minutes reading through what you have written. Make sure you have covered all three bullet points. Remember to check how you made use of the reading texts, as well as the language and organisation of your writing.

**Turn over page**

In this writing task you must think of your own ideas about the topic.

**Task 4 – Extended writing**

Write an essay (100-130 words) for your teacher about a festival in a country you know. You should:

- ▶ give examples of what happens at this festival and
- ▶ explain why this festival is important.

These are the two main themes of the writing task. They will help you to plan your essay.

You should plan your essay before you start writing. Think about what you are going to write and make some notes to help you in this box:

Planning notes

(No marks are given for these planning notes)

Now write your essay of 100-130 words on the lines below.

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# Integrated Skills in English

## ISE I

### Reading & Writing exam

### Sample paper 1

Your full name:.....  
(BLOCK CAPITALS)

Candidate number:.....

Centre number:.....

Exam date:.....

**Time allowed:** 2 hours

#### Instructions to candidates

1. Write your name, candidate number, centre number and exam date on the front of this exam paper.
2. You must not open this exam paper until instructed to do so.
3. This exam paper has **four** tasks. Complete **all** tasks.
4. You may highlight parts of the texts or questions with a highlighter pen.
5. Use only blue or black pen for your answers.
6. Write your answers on the exam paper.
7. Do all rough work on the exam paper. Cross through any work you do not want marked.
8. You must not use a dictionary in this exam.
9. You must not use correction fluid on the exam paper.

#### Information for candidates

You are advised to spend about:

- ▶ 20 minutes on task 1
- ▶ 20 minutes on task 2
- ▶ 40 minutes on task 3
- ▶ 40 minutes on task 4

#### *For examiner use only*

Examiner initials	Examiner number

## Integrated Skills in English I

Time allowed: 2 hours

This exam paper has four tasks. Complete all tasks.

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### Task 1 – Long reading

Read the following text about sleep and answer the 15 questions on page 3.

#### Paragraph 1

Sleep is essential for human life. We can actually live longer without food than without sleep. Most people spend about a third of their life sleeping. That means during our life we will spend about twenty-five years asleep. While the average person sleeps about seven hours a night, some people can manage with as little as four hours. We don't all need the same amount of sleep.

#### Paragraph 2

So what happens when we are asleep? There are five stages in a cycle of sleep. Each cycle lasts about 90 minutes and we often repeat this cycle five times a night. In the first two stages, we fall into a light sleep. In stages three and four, we are in a deep sleep and our heart rate and breathing slows down. In stage five, our brain becomes active and our eyes move around quickly. This stage of sleep is called REM, which stands for rapid eye movement. It is during REM sleep that we do all our dreaming.

#### Paragraph 3

We all know that sleep is good for us, but what are the benefits? One benefit is that it helps us to resist illness. Without enough sleep, our body cannot fight off colds and the flu as easily. Your sleep pattern can also affect your diet. Researchers at the University of Chicago discovered that poor sleep increased a hormone in the body that makes us hungry. This means that people who sleep badly often eat more high calorie foods and gain more weight.

#### Paragraph 4

Sleep also plays a part in our performance at school and at work. A number of reports have shown that children who get a good night's sleep do better in school. Obviously, one reason for this is that if you are very tired you cannot focus. However, there is another important reason. Scientists believe that sleep is important for our memory. While we are asleep our brain deals with information we have learnt and sleep helps strengthen our memories.

#### Paragraph 5

Another essential part of sleep to understand is our circadian rhythm, or 'body clock'. This is our body's natural rhythm of sleep. Generally, our body clock tells us to sleep when it is dark and wake when it is light. However, studies now suggest that young people's body clocks change when they become teenagers. Some scientists believe that teenagers are not lazy, but biologically programmed to go to bed later and wake up later.



**Questions 1-5**

The text on page 2 has five paragraphs (1-5). Choose the best title for each paragraph from A-F below and write the letter (A-F) on the lines below. There is one title you don't need.

1. Paragraph 1 .....
2. Paragraph 2 .....
3. Paragraph 3 .....
4. Paragraph 4 .....
5. Paragraph 5 .....

- A The reason we dream
- B Changes in sleep routine
- C Sleep and learning
- D How much we sleep
- E Different types of sleep
- F Sleep and good health

**Questions 6-10**

Choose the **five statements** from A-H below that are **TRUE** according to the information given in the text on page 2. Write the letters of the **TRUE** statements on the lines below (in any order).

6. ....
7. ....
8. ....
9. ....
10. ....

- A Everyone's need for sleep is different.
- B We are usually in a deep sleep for about seven hours.
- C We dream during stage five of the sleep cycle.
- D You sleep more when you have a cold.
- E People who sleep badly often have poor diets.
- F It is important to sleep well after you learn something.
- G Our body clock generally follows changes in light.
- H Teenagers don't get tired very easily.

**Questions 11-15**

Complete sentences 11-15 with an exact number, word or phrase (maximum three words) from the text. Write the exact number, word or phrase on the lines below.

11. During a lifetime, the average person will be asleep for .....
12. Your ..... and heart rate get slower in deep sleep.
13. A poor ..... can cause you to eat more high calorie foods.
14. Our ..... get stronger when we're sleeping.
15. Teenagers' body clocks are different and so they need to go to bed and wake up  
..... than young children.

## Task 2 – Multi-text reading

In this section there are four short texts for you to read and some questions for you to answer.

### Questions 16-20

Read questions 16-20 first and then read texts A, B, C and D below the questions.

As you read each text, decide which text each question refers to. Choose one letter – A, B, C or D – and write it on the lines below. You can use any letter more than once.

Which text

16. explains that learning languages can help you learn other skills? .....

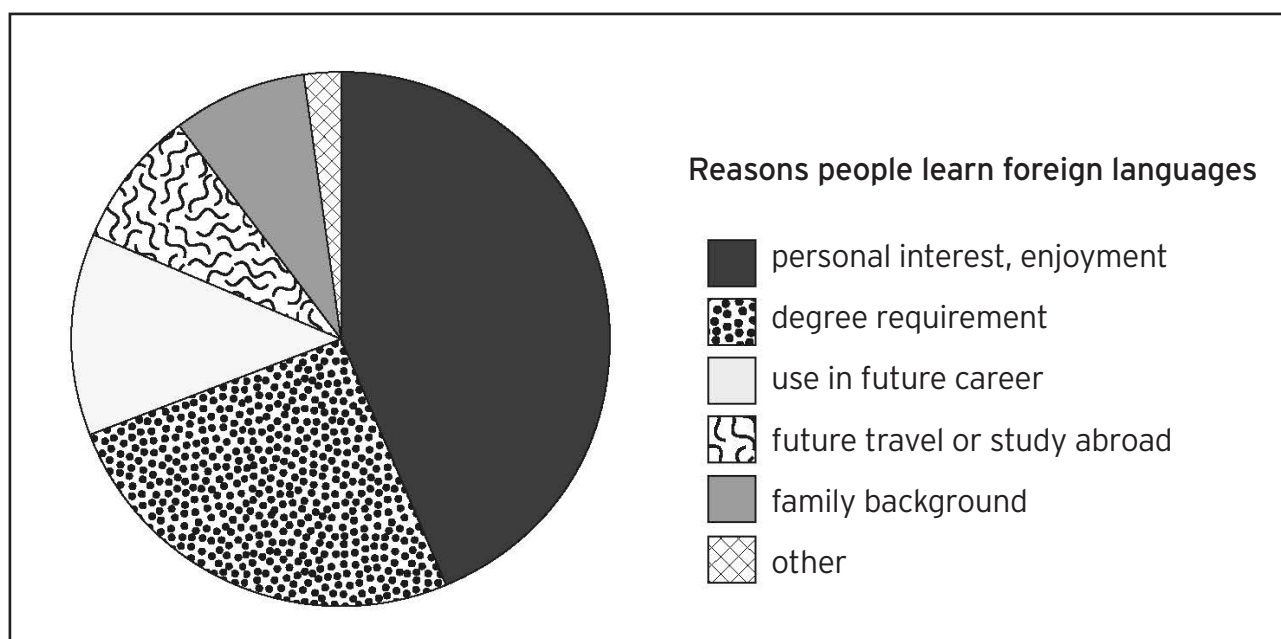
17. advises language learners to travel? .....

18. says that music helps us learn? .....

19. shows that more people choose to learn a language for pleasure than work? .....

20. suggests that people who learn more than one language do better at school? .....

### Text A



### Text B





Scientists believe learning a second language increases brainpower. Researchers from University College London studied the brains of 105 people. 80 of these people were bilingual. They found learning other languages changed the part of the brain which processes information. They compared this change to the way in which exercise builds

muscles. Studies show that people who regularly speak more than one language are better at problem solving. In addition students who study foreign languages often score better in tests than students who only speak one language. This is particularly true in maths, music, reading and understanding vocabulary.

## Text C

STUDENT NAME: Maria Coates
CLASS: 4A
LANGUAGE EXPERIMENT
Today our class conducted an experiment based on research about learning languages. Researchers at the University of Edinburgh's Reid School of Music have discovered that learners' memory skills are much better when learning language to music.
Our class decided to test whether music helped us learn languages. In our school experiment, we tried to remember phrases in Greek, and repeat them fifteen minutes later. It was of course important to choose a language no one knew. We were divided into three groups. Each group listened to the Greek phrases and repeated them but each group did this in a different way. The first group heard the phrases spoken, the second group heard phrases set to a rhythm, and the third group heard phrases in a song. The singing group was able to remember far more Greek than the other two groups. Our conclusion was that learning language in a song does help you remember language more easily.

## Text D

	<b>What is the best way to learn a foreign language?</b>
	<b>Iksung, South Korea:</b> You should definitely go and live abroad. The best way to learn a language is to be with native speakers and not speak your own language.
	<b>Alexei, Russia:</b> I use the internet all the time. It's a really cheap and easy way to learn. You have to be careful though as not all websites are good.
	<b>Cara, Italy:</b> I think watching films with English subtitles is very helpful. My friends listen to English music but I don't think that's a very good way to learn.

## Questions 21-25

Choose the **five statements** from A-H below that are **TRUE** according to the information given in the texts above. Write the letters of the **TRUE** statements on the lines below (in any order).

21. ....
22. ....
23. ....
24. ....
25. ....

- A The most common reason for learning a language is to understand films and music.
- B More people learn another language because of their studies rather than their family.
- C People who speak more than one language are often better at subjects with numbers.
- D Language learning boosts the brain when you speak the second language often.
- E The University of Edinburgh tested different ways of learning music.
- F It is easier to remember words when you sing them.
- G Reading words on a screen can help you learn a language.
- H Any website can be a good place for language learning.

Turn over page

**Questions 26-30**

The notes below contain information from the texts on pages 4 and 5. Find an exact number, word or phrase (maximum three words) from texts A-D to complete the missing information in gaps 26-30.

Write the exact number, word or phrase on the lines below.

**Notes****The benefits of studying a second language:**

- pleasure – something enjoyable and interesting to learn
- the language is required in order to study for a **(26.)** .....
- get a better job and progress in a career
- **(27.)** ..... is increased by learning languages
- foreign language students often get higher marks in **(28.)** .....

**Effective ways of learning:**

- listen to a **(29.)** ..... to help learn new language
- **(30.)** ..... and practise with native speakers
- use technology, eg language learning websites
- television, eg practise reading and listening with subtitled films





When you have finished your article, spend 2-3 minutes reading through what you have written. Make sure you have covered all three bullet points. Remember to check how you made use of the reading texts, as well as the language and organisation of your writing.

**Turn over page**

**Task 4 – Extended writing**

Write an essay (100-130 words) for your teacher about a festival in a country you know. You should:

- ▮ give examples of what happens at this festival **and**
- ▮ explain why this festival is important.

You should plan your essay before you start writing. Think about what you are going to write and make some notes to help you in this box:

Planning notes

(No marks are given for these planning notes)

**Now write your essay of 100-130 words on the lines below.**

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**Turn over page**

Lined writing area for the essay.

When you have finished your essay, spend 2-3 minutes reading through what you have written. Make sure you have covered both bullet points and remember to check the language and organisation of your writing.

**End of exam**

# ISE I Sample paper 1

## Answers

### Task 1 – Long reading

1. D
2. E
3. F
4. C
5. B

6-10 can appear in any order

6. A
7. C
8. E
9. F
10. G
11. (about) 25/twenty-five years

12. breathing
13. sleep pattern
14. memories
15. later

### Task 2 – Multi-text reading

16. B
17. D
18. C
19. A
20. B

21-25 can appear in any order

21. B
22. C
23. D
24. F
25. G

26. degree
27. brainpower
28. tests
29. song
30. live abroad



# Integrated Skills in English

## ISE I

### Reading & Writing exam

### Sample paper 2

Your full name:.....  
(BLOCK CAPITALS)

Candidate number:.....

Centre number:.....

Exam date:.....

**Time allowed:** 2 hours

#### Instructions to candidates

1. Write your name, candidate number, centre number and exam date on the front of this exam paper.
2. You must not open this exam paper until instructed to do so.
3. This exam paper has **four** tasks. Complete **all** tasks.
4. You may highlight parts of the texts or questions with a highlighter pen.
5. Use only blue or black pen for your answers.
6. Write your answers on the exam paper.
7. Do all rough work on the exam paper. Cross through any work you do not want marked.
8. You must not use a dictionary in this exam.
9. You must not use correction fluid on the exam paper.

#### Information for candidates

You are advised to spend about:

- ▶ 20 minutes on task 1
- ▶ 20 minutes on task 2
- ▶ 40 minutes on task 3
- ▶ 40 minutes on task 4

#### *For examiner use only*

Examiner initials	Examiner number

## Integrated Skills in English I

Time allowed: 2 hours

This exam paper has four tasks. Complete all tasks.

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### Task 1 – Long reading

Read the following text about transport and answer the 15 questions on page 3.

#### The first underground train

##### Paragraph 1

Today there are underground train systems in over 40 countries. For example, you can take underground trains in Paris, New York and Tokyo. Modern underground systems use electric trains, and they are clean, safe and quiet. They usually arrive on time. There are no traffic jams. Most people are happy to use them. But the first underground train systems were quite different from the modern systems we see in big cities all around the world.

##### Paragraph 2

The first underground trains ran in London in 1863. It was a very busy city and the streets were full of traffic. There were too many people, horse carriages, houses and buildings. There just wasn't enough space above ground, and so people decided to put the trains underground. But unlike today, there were no electric trains in 1863 and all of the trains used steam engines – which made power from fire and water.

##### Paragraph 3

In 1863, all of the trains used steam engines. Because these engines were powered by very hot water and fire, the tunnels were smoky, steamy, and noisy. People wanted some fresh air, but it was difficult to get it into the tunnels and stations. The tunnels were dark, too. The train cars and stations were made of wood, and lighted with gas. Sometimes there were accidents because of fires.

##### Paragraph 4

Before the London Underground opened, people were very scared about the idea of going into underground tunnels. Many were afraid of the tunnels full of the smoke, the steam and the noise from the train engines. And indeed, travelling in the tunnels of the first underground system was a very noisy, dark, and smelly experience. But on the first day, the new London Underground carried 40,000 passengers. It was very quick, and the trains ran every 10 minutes. The people of London fell in love with their new train system.

##### Paragraph 5

The London Underground had three classes of travel. First class was the most expensive and most comfortable. Second class was less expensive but still comfortable. Third class was the opposite of first class. When the London Underground opened, the third class tickets were the most popular. About 70% of the tickets sold were these cheap tickets for ordinary working people. Nowadays the prices have gone up, but the underground experience around the world is definitely cleaner and quieter!

**Questions 1-5**

The text on page 2 has five paragraphs (1-5). Choose the best title for each paragraph from A-F below and write the letter (A-F) on the lines below. There is one title you don't need.

- |                      |  |
|----------------------|--|
| 1. Paragraph 1 ..... | A Why the first underground train system was built           |
| 2. Paragraph 2 ..... | B Tickets for the first underground system                   |
| 3. Paragraph 3 ..... | C People's feelings about the first underground train system |
| 4. Paragraph 4 ..... | D What the first underground system was like                 |
| 5. Paragraph 5 ..... | E Railroads of the first underground system                  |
|                      | F Modern underground train systems                           |

**Questions 6-10**

Choose the **five statements** from A-H below that are **TRUE** according to the information given in the text on page 2. Write the letters of the **TRUE** statements on the lines below (in any order).

- |          |   |
|----------|---|
| 6. ....  | A The stations and tunnels of the first underground system were smoky.    |
| 7. ....  | B The first underground trains were late because of traffic jams.         |
| 8. ....  | C There were three types of tickets for the first underground trains.     |
| 9. ....  | D The first underground trains were built in Paris.                       |
| 10. .... | E At first, people were worried about using the first underground trains. |
|          | F The first underground train stations were made of wood.                 |
|          | G Ordinary working people could not buy first class underground tickets.  |
|          | H The ticket prices today are still cheap for ordinary working people.    |

**Questions 11-15**

Complete sentences 11-15 with an exact number, word or phrase (maximum three words) from the text. Write the exact number, word or phrase on the lines below.

11. In 1863, there weren't any ..... trains.
12. Steam engines used the power of .....
13. Thousands of people used the London Underground on .....
14. The old London Underground used ..... lights.
15. When the London Underground opened, most of the tickets sold were the .....

**Task 2 – Multi-text reading**

In this section there are four short texts for you to read and some questions for you to answer.

**Questions 16-20**

Read questions 16-20 first and then read texts A, B, C and D below the questions.

As you read each text, decide which text each question refers to. Choose one letter – A, B, C or D – and write it on the lines below. You can use any letter more than once.

Which text

- 16. makes negative comments about the activities of local people and businesses? .....
- 17. reports a good news story about recent improvements to a river environment? .....
- 18. shares lots of practical ideas from different people about how to improve a local river? .....
- 19. calls for more political action and public education to protect a nearby river? .....
- 20. shows some changing patterns in the state of health of a particular river? .....

**Text A**

**From:** Eva  
**Sent:** 11 November 2014 19:37  
**To:** editor@eveningnews.co.uk  
**Subject:** River Mêle

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Dear Editor

The River Mêle causes health problems in the city, so we need to take action. Although the other local factories have stopped putting waste into the river, the paper factory is still breaking pollution laws, and should have to pay big fines.

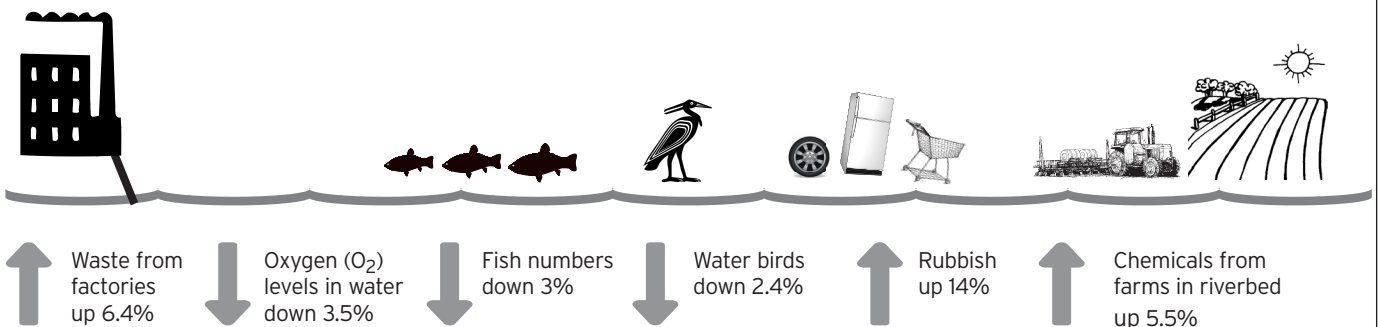
The mud of the riverbed needs to be taken away because it's polluted with chemicals. Politicians are scared to say this, because it brings jobs to the city, but it is obvious that the paper company should pay.

Also, people need to be educated: drinks bottles and plastic bags wouldn't be such a problem if people reused or recycled them.

Yours  
 Eva Strauss

**Text B**

**The River Tollen: Yearly report on the results of pollution**





## Text C

**The city is getting millions from the government to improve the River Lamm! How should it spend the money?**



**Paul:** I've always thought that the river would be great for kayaking so how about a watersports centre for people to do things like that?



**Marcus:** It would be great to see people using the river for transport, like in the old days.



**Divna:** Fear stops a lot of people going to the river! Even a little lighting along the riverbank would help people to feel safe.



**Alex:** I'd like to see one of the old factories become a museum of the city's industrial history.



**Inge:** @Alex And some quality waterside cafés would attract visitors too.



**Simone:** @Divna I agree – security cameras too, to protect people from criminals!



**Alex:** @Inge Hopefully they'll close that fast food place – that would mean less litter on the ground!

## Text D

## GREEN CITY – NEWS

In the yearly Big Clean-up on the River Vico, 50 students picked up rubbish from the banks of the river, and several local companies got together to clear the river of fridges, bikes and other large items! We criticise supermarkets on this site sometimes, but they let staff have time off work to plant trees along the river, so well done to them!

Science student Martina Keller took part in the Clean-up. She told us, 'In the five years since this started, you can see the change – the river's clear again now, not black, like it used to be! Plants are growing on the bottom of the river again, and we'll see a lot more fish and birds, I'm sure.'

## Questions 21-25

Choose the **five statements** from A-H below that are **TRUE** according to the information given in the texts above. Write the letters of the **TRUE** statements on the lines below (in any order).

21. ....  
 22. ....  
 23. ....  
 24. ....  
 25. ....

- A The Big Clean-up and tree-planting projects are improving the River Vico.  
 B Waste paper and cardboard are causing serious pollution in the River Mêle.  
 C Some people don't go to the River Lamm because they are worried about safety.  
 D The water quality on the River Tollen has continued to improve.  
 E The Big Clean-up Project on the River Vico takes place once a year.  
 F On the River Tollen rubbish has increased more than farm or factory pollution.  
 G Money needs to be raised for improvements to the River Lamm.  
 H The paper factory near the River Mêle is an important local employer.

**Questions 26-30**

The notes below contain information from the texts on pages 4 and 5. Find an exact number, word or phrase (maximum three words) from texts A-D to complete the missing information in gaps 26-30.

Write the exact number, word or phrase on the lines below.

**Notes****The main causes of river pollution:**

- industrial pollution, eg waste from factories
- agricultural pollution, eg (26.) .....
- dumping large domestic items, eg fridges, bikes
- household rubbish, eg (27.) .....

**Ideas for improving the riverside environment:**

- developing sporting facilities, eg (28.) .....
- encouraging transportation, eg pleasure boats, canal boats
- creating public eating places, eg (29.) .....
- designing visitor attractions , eg museum of industrial history
- making the riverside a safer place, eg (30.) .....
- getting local community involved, eg Big Clean-up, plant trees

**Task 3 – Reading into writing**

Write an essay for your teacher (100-130 words) about the problem of river pollution in a city or town.

Use the information you read in texts A, B, C and D (pages 4 and 5) to:

- ▶ describe some problems from river pollution in a town or city
- ▶ explain some steps that can be taken to help clean up a polluted river **and**
- ▶ suggest how you think people can be encouraged to look after their local river better.

**Do not copy from the texts. Use your own words as far as possible.**

You should plan your essay before you start writing. Think about what you are going to write and make some notes to help you in this box:

Planning notes

(No marks are given for these planning notes)

**Now write your essay of 100-130 words on the lines below.**

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When you have finished your essay, spend 2-3 minutes reading through what you have written. Make sure you have covered all three bullet points. Remember to check how you made use of the reading texts, as well as the language and organisation of your writing.

**Turn over page**

**Task 4 – Extended writing**

Write an article (100-130 words) for a website for students about different ways to study. You should:

- ▶ give examples of ways you prefer to study **and**
- ▶ explain why these ways work for you.

You should plan your article before you start writing. Think about what you are going to write and make some notes to help you in this box:

Planning notes

(No marks are given for these planning notes)

**Now write your article of 100-130 words on the lines below.**

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Turn over page





# ISE I Sample paper 2

## Answers

### Task 1 – Long reading

1. F
2. A
3. D
4. C
5. B

6-10 can appear in any order

6. A
7. C
8. E
9. F
10. G

11. electric
12. fire and water
13. the first day
14. gas
15. third class tickets / cheap tickets

### Task 2 – Multi-text reading

16. A
17. D
18. C
19. A
20. B

21-25 can appear in any order

21. A
22. C
23. E
24. F
25. H

26. chemicals from farms
27. drinks bottles OR plastic bags
28. kayaking OR a watersports centre
29. (quality) waterside cafes
30. lighting OR security cameras



# Integrated Skills in English

## ISE I

### Reading & Writing exam

### Sample paper 3

Your full name:.....  
(BLOCK CAPITALS)

Candidate number:.....

Centre number:.....

Exam date:.....

**Time allowed:** 2 hours

#### Instructions to candidates

1. Write your name, candidate number, centre number and exam date on the front of this exam paper.
2. You must not open this exam paper until instructed to do so.
3. This exam paper has **four** tasks. Complete **all** tasks.
4. You may highlight parts of the texts or questions with a highlighter pen.
5. Use only blue or black pen for your answers.
6. Write your answers on the exam paper.
7. Do all rough work on the exam paper. Cross through any work you do not want marked.
8. You must not use a dictionary in this exam.
9. You must not use correction fluid on the exam paper.

#### Information for candidates

You are advised to spend about:

- ▶ 20 minutes on task 1
- ▶ 20 minutes on task 2
- ▶ 40 minutes on task 3
- ▶ 40 minutes on task 4

#### *For examiner use only*

Examiner initials	Examiner number

## Integrated Skills in English I

Time allowed: 2 hours

This exam paper has four tasks. Complete all tasks.

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### Task 1 – Long reading

Read the following text about tour guides and answer the 15 questions on page 3.

#### Paragraph 1

For a lot of young people, being a tour guide seems to be an ideal way to make money. You visit wonderful places and meet interesting people – it's almost like a paid holiday with no expenses. In reality, of course, it can be tiring, boring and stressful having to solve all the problems and deal with the demands of the people who have paid money for your services.

#### Paragraph 2

And it seems that tourists these days demand more and more. This is partly because of the internet: before they go away on holiday, they do their research, so they already know a lot of the basic information that guides used to tell them. What they want is something different and special. It isn't enough any more just to take them round the famous buildings, monuments and tourist sites and tell them a few dates and interesting stories. In fact, tourists nowadays don't like to think they are tourists at all. Today's well-informed 'traveller' prefers culture, seeing something of people's real way of life in the place they're visiting.

#### Paragraph 3

This need has led to a new kind of tour guide becoming popular. These people, sometimes called 'step-on guides', live in the area and have local knowledge. They don't take the place of the normal guide; their job is just temporary, 'stepping onto' the tour bus and taking visitors to unusual places and providing the kind of information that regular tour guides can't offer.

#### Paragraph 4

Being a step-on guide can give you all the fun of being a tour guide without all the problems. 'I really enjoy it,' says Enrique, a university student who became a step-on guide in his home city of Valencia in Spain two years ago. 'It's best not to think of it as just a job. Of course the extra money is useful but mainly it's a great way to meet people and give them an introduction to your town or city.'

#### Paragraph 5

Being a successful step-on guide depends on getting to know what travellers really want. Enrique has learnt this from experience: 'To me, my customers are more like students than tourists. But I never lecture them. That's very important because they're normally very well-educated people. I don't want them just to take in whatever I say – I prefer them to have an active experience, meeting local people and asking questions.'

**Questions 1-5**

The text on page 2 has five paragraphs (1-5). Choose the best title for each paragraph from A-F below and **write the letter (A-F) on the lines below**. There is one title you don't need.

1. Paragraph 1 .....
2. Paragraph 2 .....
3. Paragraph 3 .....
4. Paragraph 4 .....
5. Paragraph 5 .....

- A Advantages of the job
- B A new type of tourist
- C The problems of tourism
- D The perfect job?
- E Becoming a better step-on guide
- F A guide with a difference

**Questions 6-10**

Choose the **five statements** from A-H below that are **TRUE** according to the information given in the text on page 2. **Write the letters of the TRUE statements on the lines below (in any order)**.

6. ....
7. ....
8. ....
9. ....
10. ....

- A Many young people have jobs as tour guides.
- B Being a tour guide is less exciting than some people think.
- C Modern travellers are no longer satisfied with traditional tourist activities.
- D People now prefer to describe themselves as travellers rather than tourists.
- E In some countries, step-on guides are replacing regular tour guides.
- F For Enrique, pay is a less important part of the job than meeting people.
- G Enrique understands his clients better now than when he first started.
- H Enrique talks to his customers like a teacher.

**Questions 11-15**

Complete sentences 11-15 with an exact number, word or phrase (maximum three words) from the text. **Write the exact number, word or phrase on the lines below**.

11. Some young people think a tour guide's job is a kind of .....
12. Tourists nowadays often already know a lot because they have done  
.....
13. What makes step-on guides special is their .....
14. One reason Enrique works as a guide is to make some .....
15. Enrique wants to give visitors a more ..... instead of them just listening to him.

## Task 2 – Multi-text reading

In this section there are four short texts for you to read and some questions for you to answer.

### Questions 16-20

Read questions 16-20 first and then read texts A, B, C and D below the questions.

As you read each text, decide which text each question refers to. Choose one letter – A, B, C or D – and write it on the lines below. You can use any letter more than once.

Which text

16. describes a more relaxing activity? .....
17. mentions the importance of diet? .....
18. refers to all types of physical activity? .....
19. says that one activity is the best for your whole body? .....
20. talks about doing a variety of activities in the same place? .....

### Text A

**If you are looking for a new regular exercise routine perhaps you can try swimming? There are a lot of reasons why we think swimming is the best exercise.**

The four swimming styles exercise all of the muscles in your body. It is a great activity as there is more breath control compared to running, and this increases the oxygen in your body, causing your muscles to work harder. Unlike running, swimming doesn't cause so much damage to joints such as knees and ankles.

**You do not need any special equipment; you only need a swimming costume, cap and goggles. Why not go to your local swimming pool today?**

### Text B

#### What are your opinions on going to the gym?



**Pippa:** I try to get to the gym at least three times a week but if I'm busy I only go once a week. I listen to music while using the running machine for 40 minutes. I have a really good pair of trainers. Sometimes I do the aerobics classes too.



**Alex:** I go to the gym every day to lift weights as I want to make my upper body stronger, especially my arms.



**Chris:** I am too busy to do exercise. I'm careful with what I eat so I think it isn't necessary.



**Sunny:** @ Chris – It's important to exercise as well as taking care of what you eat. You feel much better after exercising.

**Text C**

To: gill@email.edu  
Subject: Walking

Hi Gill

I went walking in the countryside yesterday with a local walking group. There were many people of all different ages so I have already made a lot of new friends. We walked about 12 kilometres and we had a picnic lunch on top of West Hill. The view from there was great.

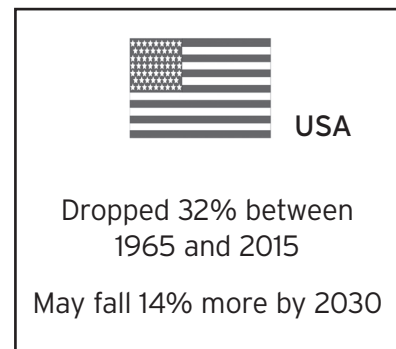
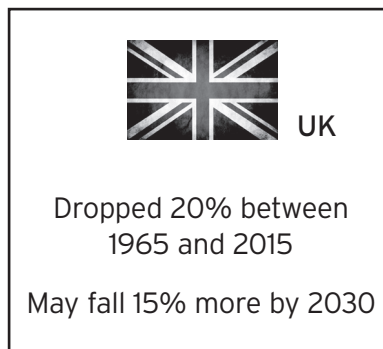
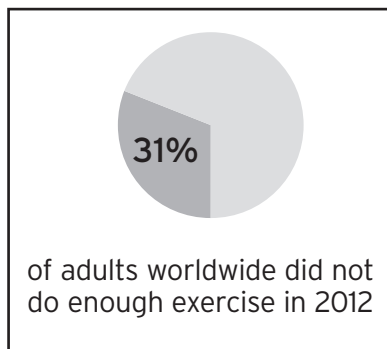
I recently read that walking in the countryside is healthier than more intense exercise, such as running, playing football or volleyball. If you walk for four hours a week, you might burn more calories than going to the gym twice a week. I think walking in the fresh air also helps people feel calmer than other forms of keeping fit.

Why don't you come with me for a long walk next Sunday? You just need a pair of walking boots.

Sally

**Text D**

## Physical Activity – People are doing less

**Questions 21-25**

Choose the **five statements** from A-H below that are **TRUE** according to the information given in the texts above. **Write the letters of the TRUE statements on the lines below (in any order).**

21. ....
22. ....
23. ....
24. ....
25. ....

- A Swimming is better than running because more oxygen reaches your muscles.
- B You need to control your breathing more in running than swimming.
- C Pippa doesn't go to the gym as often as she wants to.
- D Sunny thinks diet is less important than exercising.
- E Sally thinks walking is a good way to meet new people.
- F Sally says that going to the gym is better than walking in the countryside.
- G In 2012 most people did enough exercise.
- H The number of people not doing exercise will fall more in the UK than the USA by 2030.

**Questions 26-30**

The notes below contain information from the texts on pages 4 and 5. Find an exact number, word or phrase (maximum three words) from texts A-D to complete the missing information in gaps 26-30.

Write the exact number, word or phrase on the lines below.

**Notes****Activities to get fit:****Swimming**

- Gives all muscles in body a total workout
- Needs good **(26.)** ..... – this increases oxygen so muscles work harder
- Less **(27.)** ..... to knees and ankles
- No special equipment needed

**Gym**

- Can do different activities such as running, **(28.)** ..... or lifting weights
- Can focus on particular parts of the body
- Can listen to music at the same time

**Walking**

- Can be a very sociable/friendly activity
- Can **(29.)** ..... than more intense exercise
- Makes people feel calmer and more relaxed

**Worldwide trend**

- Fall in physical activity since 1965
- Fewer people will exercise in **(30.)** ..... than in 2015



**Task 3 – Reading into writing**

Write an article (100-130 words) for a school or college magazine saying what you think is the best way to get fit.

Use the information you read in texts A, B, C and D (pages 4 and 5) to:

- ▶ explain which types of exercise are best for getting fit
- ▶ say what equipment you need to have for each activity **and**
- ▶ talk about a recent trend in exercise.

**Do not copy from the texts. Use your own words as far as possible.**

You should plan your article before you start writing. Think about what you are going to write and make some notes to help you in this box:

Planning notes

(No marks are given for these planning notes)

**Now write your article of 100-130 words on the lines below.**

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**Turn over page**



When you have finished your article, spend 2-3 minutes reading through what you have written. Make sure you have covered all three bullet points. Remember to check how you made use of the reading texts, as well as the language and organisation of your writing.

**Turn over page**

**Task 4 – Extended writing**

Write a letter (100-130 words) to a friend about the rules at your college. You should:

- describe some of the rules at your college **and**
- explain what you think of these rules.

You should plan your letter before you start writing. Think about what you are going to write and make some notes to help you in this box:

Planning notes

(No marks are given for these planning notes)

**Now write your letter of 100-130 words on the lines below.**

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When you have finished your letter, spend 2-3 minutes reading through what you have written. Make sure you have covered both bullet points and remember to check the language and organisation of your writing.

**End of exam**

# ISE I Sample paper 3

## Answers

### Task 1 – Long reading

1. D
2. B
3. F
4. A
5. E

6-10 can appear in any order

6. B
7. C
8. D
9. F
10. G

11. paid holiday
12. (their) research
13. (local) knowledge
14. (extra) money
15. active experience

### Task 2 – Multi-text reading

16. C
17. B
18. D
19. A
20. B

21-25 can appear in any order

21. A
22. C
23. E
24. G
25. H

26. breath control
27. damage
28. aerobics (classes)
29. burn more calories
30. 2030





# Integrated Skills in English

## ISE I

### Reading & Writing exam

### Sample paper 4

Your full name:.....  
(BLOCK CAPITALS)

Candidate number:.....

Centre number:.....

Exam date:.....

**Time allowed:** 2 hours

#### Instructions to candidates

1. Write your name, candidate number, centre number and exam date on the front of this exam paper.
2. You must not open this exam paper until instructed to do so.
3. This exam paper has **four** tasks. Complete **all** tasks.
4. You may highlight parts of the texts or questions with a highlighter pen.
5. Use only blue or black pen for your answers.
6. Write your answers on the exam paper.
7. Do all rough work on the exam paper. Cross through any work you do not want marked.
8. You must not use a dictionary in this exam.
9. You must not use correction fluid on the exam paper.

#### Information for candidates

You are advised to spend about:

- ▶ 20 minutes on task 1
- ▶ 20 minutes on task 2
- ▶ 40 minutes on task 3
- ▶ 40 minutes on task 4

#### *For examiner use only*

Examiner initials	Examiner number

## Integrated Skills in English I

Time allowed: 2 hours

This exam paper has four tasks. Complete all tasks.

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### Task 1 – Long reading

Read the following text about film industries and answer the 15 questions on page 3.

#### Paragraph 1

Where is the world's biggest film industry? Most people would probably guess that it's the United States, or Hollywood. It's usual to think that the large American film companies, with all the money they have, have spread all over the world and destroyed local film industries. The fact is, though, that the real situation is quite different. Film industries around the world are very much alive.

#### Paragraph 2

The answer to the question depends partly on what we mean by 'biggest'. There are actually several possible answers, and some would surprise a lot of people. If we're talking about how many films different countries make, there is definitely one clear winner. The number of films made in India is far greater than any other country, and seems to rise every year. Most people have heard of Bollywood, which took its name from the centre of film-making, Bombay (now called Mumbai). But in fact there are nine different regions producing their own films in sixteen different languages.

#### Paragraph 3

America isn't even the country that makes the second highest number of films. In fact, it's Nigeria in West Africa, which produces nearly 50 films every week. Nigeria has made films since the 1960s, but the growth of cheaper technology has now made its film industry into the second biggest employer in the country after the government.

#### Paragraph 4

If we look at the amount of money that the films earn, however, the USA does come out on top, followed by China (which replaced Japan in second place in 2013). One reason for this is, of course, the very large audience for Chinese films, at home and internationally. There is also the fact that, to help their film industry, the Chinese government has put a limit of 20 per year on the number of new foreign films that cinemas can show.

#### Paragraph 5

Local film industries, in fact, are growing almost everywhere, from Iran to South America and from Egypt to Vietnam. They may not be as large as, for example, Nigeria, but the same cheaper film-making technology now available makes it possible for them to keep going and do well. Everywhere you look, it seems, local film industries are managing to fight back against the spread of American-made 'international' film entertainment.

**Questions 1-5**

The text on page 2 has five paragraphs (1-5). Choose the best title for each paragraph from A-F below and write the letter (A-F) on the lines below. There is one title you don't need.

1. Paragraph 1 .....
2. Paragraph 2 .....
3. Paragraph 3 .....
4. Paragraph 4 .....
5. Paragraph 5 .....

- A An important provider of many jobs in film-making
- B A common idea, but wrong
- C The biggest money-makers
- D All over the world
- E Why Hollywood is so successful
- F Many more films than the rest

**Questions 6-10**

Choose the **five statements** from A-H below that are **TRUE** according to the information given in the text on page 2. Write the letters of the **TRUE** statements on the lines below (in any order).

6. ....
7. ....
8. ....
9. ....
10. ....

- A It is easy to say which country has the biggest film industry.
- B Film-making in India happens in more than one area.
- C Nigeria has made about 50 films a week since the 1960s.
- D Films are more expensive to make than they used to be.
- E Until recently, the Japanese film industry earned the second highest amount of money in the world.
- F The text gives two reasons for the success of Chinese films.
- G Many countries in the world have successful film industries.
- H New ways of film-making have helped local film-making to grow.

**Questions 11-15**

Complete sentences 11-15 with an exact number, word or phrase (maximum three words) from the text. Write the exact number, word or phrase on the lines below.

11. People who think America is the biggest film-making nation don't understand

.....

12. If someone asks where the biggest film industry is, there will be

.....

13. If you compare the number of films different nations make, India is the

.....

14. American films are the most successful if we're talking about the

..... they make.

15. Chinese movies have a ..... both in China and abroad.

**Turn over page**

## Task 2 – Multi-text reading

In this section there are four short texts for you to read and some questions for you to answer.

### Questions 16-20

Read questions 16-20 first and then read texts A, B, C and D below the questions.

As you read each text, decide which text each question refers to. **Choose one letter – A, B, C or D – and write it on the lines below.** You can use any letter more than once.

Which text

16. reports on the most common problems in language learning? .....
17. gives suggestions on language learning using technology? .....
18. gives the reasons for foreign language learning? .....
19. discusses the type of people who learn languages? .....
20. offers advice on improving speaking and listening skills? .....

### Text A

To: sara@email.com  
From: cathy@email.co.uk  
Subject: Languages

Hi Sara

You asked me for some advice about learning a new language. As you know I have learnt a couple of foreign languages so I am a good person to ask!






First of all I think you should try to attend a class rather than doing a course online. You need to try and use the language by talking to others. If you go to a class you can practise by chatting with other students.

I also think you can watch films or listen to music and songs in the language you're learning, then you will start to understand more when you hear the language.

Good luck!

Cathy

### Text B

Our language course	
	<b>Sara:</b> I'm finding our French language course really challenging. Is anybody else?
	<b>Pablo:</b> Me, too! The grammar is quite hard.
	<b>George:</b> @Sara & Pablo Why don't you use the internet to help you? I've found lots of websites with fun practice activities for both grammar and vocabulary.
	<b>Lori:</b> I agree with George. I also exchange emails with people who have French as their first language. It's a good way to improve. Why don't you try it?
	<b>Sara:</b> @Lori Good idea!

## Text C

Many people first experience learning a foreign language at school. In other words, they have no choice about learning a new language. This is when some people realise they enjoy language learning and may continue to learn that language, or other different languages, as a hobby when they are still at school or even after they leave.

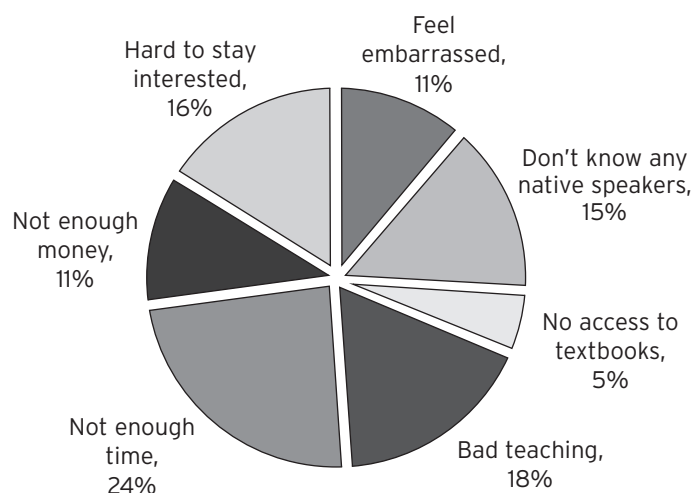
Nowadays, it is far more common for people to go abroad to work or study for a temporary period of time. In that case they may need to learn a new language. People who make a permanent move to other countries to live may also need to learn the language of that country.

The number of people travelling and taking holidays in other countries has also increased in the last fifty years. Many people want to be able to communicate, if only in a basic way with the local people they will meet when on international holidays.

Worldwide business has also made many people learn at least one new language, so they can communicate with other business people and customers abroad.

## Text D

## Main difficulty when learning a new language



## Questions 21-25

Choose the **five statements** from A-H below that are **TRUE** according to the information given in the texts above. Write the letters of the **TRUE** statements on the lines below (in any order).

21. ....
22. ....
23. ....
24. ....
25. ....

- A Cathy believes learning a language using the internet is necessary.
- B Cathy has already learnt two other new languages before.
- C Sara asks the others on her course for advice.
- D George and Lori make different suggestions on improving language skills online.
- E Pupils sometimes continue language learning in their leisure time.
- F People learn languages so they can communicate on vacation.
- G 15% of language learners are too embarrassed to use the language.
- H The main problem when studying a new language is lack of time.

**Questions 26-30**

The notes below contain information from the texts on pages 4 and 5. Find an exact number, word or phrase (maximum three words) from texts A-D to complete the missing information in gaps 26-30.

Write the exact number, word or phrase on the lines below.

**Notes****Why people learn languages**

- for work and business
- holidays
- (26.) .....
- The number of tourists going abroad has gone up in the (27.) .....

**Difficulties of learning languages**

- Not easy for everyone
- Way of (28.) ..... is bad
- Not enough (29.) ..... to good quality materials

**How to learn**

- Go to a (30.) ..... to practise with friends
- Watch films
- Online games and activities







A series of horizontal dotted lines for writing.

When you have finished your article, spend 2-3 minutes reading through what you have written. Make sure you have covered all three bullet points. Remember to check how you made use of the reading texts, as well as the language and organisation of your writing.

**Turn over page**



A series of horizontal dotted lines for writing.

When you have finished your email, spend 2-3 minutes reading through what you have written. Make sure you have covered both bullet points and remember to check the language and organisation of your writing.

**End of exam**

# ISE I Sample paper 4

## Answers

### Task 1 – Long reading

1. B
2. F
3. A
4. C
5. D

6-10 can appear in any order

6. B
7. E
8. F
9. G
10. H

11. the real situation
12. several (possible) answers
13. (one) (clear) winner
14. (amount of) money
15. (very) large audience

### Task 2 – Multi-text reading

16. D
17. B
18. C
19. C
20. A

21-25 can appear in any order

21. B
22. D
23. E
24. F
25. H

26. study/permanent move
27. last fifty years
28. teaching
29. access
30. (a) class



# Integrated Skills in English

## ISE I

### Reading & Writing exam

### Sample paper 5

Your full name:.....  
(BLOCK CAPITALS)

Candidate number:.....

Centre number:.....

Exam date:.....

**Time allowed:** 2 hours

#### Instructions to candidates

1. Write your name, candidate number, centre number and exam date on the front of this exam paper.
2. You must not open this exam paper until instructed to do so.
3. This exam paper has **four** tasks. Complete **all** tasks.
4. You may highlight parts of the texts or questions with a highlighter pen.
5. Use only blue or black pen for your answers.
6. Write your answers on the exam paper.
7. Do all rough work on the exam paper. Cross through any work you do not want marked.
8. You must not use a dictionary in this exam.
9. You must not use correction fluid on the exam paper.

#### Information for candidates

You are advised to spend about:

- ▶ 20 minutes on task 1
- ▶ 20 minutes on task 2
- ▶ 40 minutes on task 3
- ▶ 40 minutes on task 4

#### *For examiner use only*

Examiner initials	Examiner number

## Integrated Skills in English I

Time allowed: 2 hours

This exam paper has four tasks. Complete all tasks.

---

### Task 1 – Long reading

Read the following text about music and answer the 15 questions on page 3.

#### Paragraph 1

If you mention the phrase 'English folk music', you find that people either love it or hate it. Many people think it's too quiet with a lot of sad songs. They are partly right. But if they go to see the songwriter and folk musician Seth Lakeman, they might change their minds. It's true that Seth's songs are often about sad events in the past, but his musical style is dramatic and modern, a bit like pop. He plays in a very energetic way, often with a group, including a loud drummer!

#### Paragraph 2

Seth Lakeman's first album, called *Kitty Jay*, nearly won an important music prize and became very successful as a result. This was surprising, as he recorded it in his brother's kitchen at a very low cost. Seth is from a family of well-known folk musicians. His dad, Geoff, often plays in public and sings. Both of his brothers have also made albums. Seth himself plays the violin, viola, guitar and banjo.

#### Paragraph 3

Seth is not one of those musicians who makes an album and then wants to relax. He finds this difficult. He's been on long tours, made over ten albums and performed in many places. If you go to one of the many summer music festivals in Britain, you are very likely to see him. He has also performed in Europe, the US and Australia, but the best place he has ever played was Africa.

#### Paragraph 4

One of his most original albums was the 2014 album called 'Word of Mouth'. For this, he interviewed a number of different people and wrote songs using words from the interviews. People have been positive about the album, even many people who don't like folk music. He loves experimenting and his most recent album was also unlike previous ones. His later albums generally have a slower pace than the early ones, but are no less dramatic.

#### Paragraph 5

Seth loves writing songs. Writing the music comes easily to him, but finding the words is sometimes a challenge. If he is stuck for ideas, he goes for walks in the countryside, or he goes for a run and tries again the next day. Touring and performing may be a little more limited in the coming months, as Seth and his wife have just had twins. But he organises his time well and can't imagine giving up his musical career.



**Questions 1-5**

The text on page 2 has five paragraphs (1-5). Choose the best title for each paragraph from A-F below and write the letter (A-F) on the lines below. There is one title you don't need.

1. Paragraph 1 .....
2. Paragraph 2 .....
3. Paragraph 3 .....
4. Paragraph 4 .....
5. Paragraph 5 .....

- A A very busy life in music
- B How Seth solves problems
- C Trying out different styles
- D A mixture of old and new
- E A traditional folk singer
- F A talented group of people

**Questions 6-10**

Choose the **five statements** from A-H below that are **TRUE** according to the information given in the text on page 2. Write the letters of the **TRUE** statements on the lines below (in any order).

6. ....
7. ....
8. ....
9. ....
10. ....

- A People have strong feelings about English folk music.
- B Seth Lakeman is more of a pop singer than a folk singer.
- C Seth's first album became successful because it won a prize.
- D Seth Lakeman's first album was very cheap to make.
- E Seth Lakeman plays at a lot of music festivals in Britain.
- F Seth used his own words in the album called 'Word of Mouth'.
- G A lot of people who dislike folk music enjoyed 'Word of Mouth'.
- H If Seth finds it difficult to write a song, he leaves it for a time.

**Questions 11-15**

Complete sentences 11-15 with an exact number, word or phrase (maximum three words) from the text. Write the exact number, word or phrase on the lines below.

11. It's possible that people will ..... about hating folk music if they watch Seth Lakeman.
12. Seth Lakeman's father and brothers are all ..... performers of folk music.
13. It is hard for Seth Lakeman to ..... after he has finished a new album.
14. Comments about the album 'Word of Mouth' have been .....
15. Seth may play in a more ..... number of concerts because of his new family.

**Turn over page**

## Task 2 – Multi-text reading

In this section there are four short texts for you to read and some questions for you to answer.

### Questions 16-20

Read questions 16-20 first and then read texts A, B, C and D below the questions.

As you read each text, decide which text each question refers to. Choose one letter – A, B, C or D – and write it on the lines below. You can use any letter more than once.

Which text

16. gives the opinions of a whole class of students? .....
17. includes an invitation to the students? .....
18. talks about some future job possibilities? .....
19. explains what students will do on the course? .....
20. introduces someone to a group of people? .....

### Text A

<b>Smart Fashion School — Design Course</b>	
A two-week summer course to introduce young people to the world of fashion. Students will learn to design and make their own clothes. It's the perfect course for people who want to work in fashion.	
Programme	
Week 1	
<ul style="list-style-type: none"> <li>• Visit to a fashion museum to research the history of clothes.</li> <li>• Use your drawings from the visit to design your own clothes.</li> <li>• T-shirt printing — draw your own design for the front of a T-shirt and print it.</li> <li>• Shopping trip — see the latest fashions.</li> </ul>	
Week 2	
<ul style="list-style-type: none"> <li>• Make clothes from your drawings.</li> <li>• Friday night — Fashion Show! Please come along and wear your own designs.</li> </ul>	

### Text B

<p><b>To:</b> student@smartfashion.com</p> <p><b>Subject:</b> Course joining instructions</p>
<p>Dear Students</p> <p>Welcome to the summer course. Carla Rossi will be your teacher on the fashion course. She has worked as a teacher of fashion for 6 years.</p> <p>Carla will meet you in reception at 10 o'clock on the first day. Your bedroom will be ready for you when you arrive, so you can take your bags to your room.</p> <p>Classes will start at 11 o'clock. These take place in the fashion studio. You'll need a drawing book, watercolour paints and paper for taking notes. Have your phone with you to take photos of your work. Don't forget the white T-shirt for the printing workshop.</p> <p>Kind regards</p> <p>Jeff Banks</p> <p>Student Services Manager</p>

## Text C

www.smartfashionschool.com

Smart Fashion School

HOME COURSES STAFF CONTACT

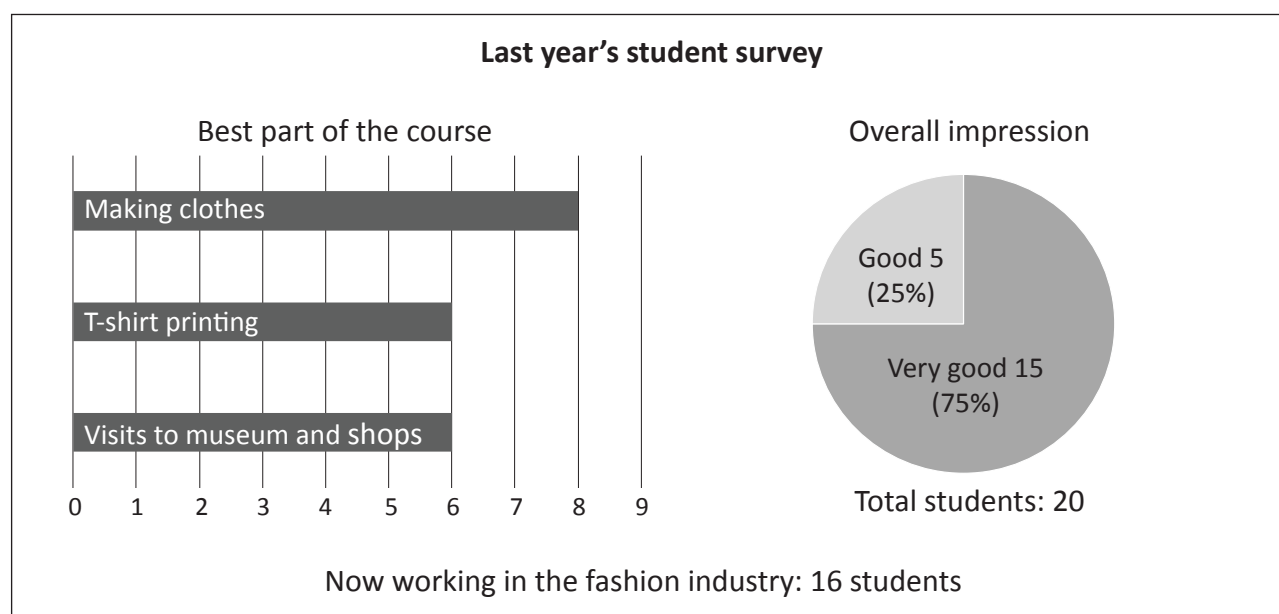
Last year's students said:

Mari Carmen: 'What a great course! Everything was really good! It helped me to decide on the best career for me. If I can, I'll be a fashion designer.'

Paul Bergen: 'I loved the T-shirt printing lesson. In fact, I have started printing T-shirts for my friends, and I may set up a business selling printed T-shirts.'

May Lee: 'It was a very practical course. The visits were helpful and gave you lots of ideas, but I enjoyed making my own clothes most. I might get a job with a fashion company.'

## Text D



## Questions 21-25

Choose the **five statements** from A-H below that are **TRUE** according to the information given in the texts above. Write the letters of the **TRUE** statements on the lines below (in any order).

21. ....
22. ....
23. ....
24. ....
25. ....

- A In the first week, students will do some drawing at the museum.
- B Students on the course will copy a design to print on their T-shirts.
- C The students have to arrange their own accommodation for the course.
- D Students must be in the fashion studio at 11 o'clock on the first day.
- E Paul Bergen started his own T-shirt business after he finished the course.
- F May Lee preferred making clothes to going to the museum and shops.
- G The students liked the T-shirt printing lesson as much as the visits.
- H Most students have got a job in fashion since the course ended.

**Questions 26-30**

The notes below contain information from the texts on pages 4 and 5. Find an exact number, word or phrase (maximum three words) from texts A-D to complete the missing information in gaps 26-30.

Write the exact number, word or phrase on the lines below.

**Notes****Smart Fashion School****Two-week course**

- The course will **(26.)** ..... students to the fashion industry
- Learn to design and make clothes

**The course**

- Museum visit
- Print a T-shirt
- See the **(27.)** ..... clothes in shops
- Make clothes

**The first day**

- Arrive at 10am
- Bring:
  - **(28.)** ..... for writing in class
  - a drawing book
  - paints
  - phone

**Opinions of the course**

- 100% good or very good
- Best activity: **(29.)** ..... to see clothes
- Helped students to choose a **(30.)** .....

**Task 3 – Reading into writing**

Write a letter (100-130 words) for new students about the fashion course.

Use the information you read in texts A, B, C and D (pages 4 and 5) to:

- ▶ describe what students will do on the course
- ▶ explain what they will have to do on the first day **and**
- ▶ say what students thought about the last course.

**Do not copy from the texts. Use your own words as far as possible.**

You should plan your letter before you start writing. Think about what you are going to write and make some notes to help you in this box:

Planning notes

(No marks are given for these planning notes)

**Now write your letter of 100-130 words on the lines below.**

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**Turn over page**



When you have finished your letter, spend 2-3 minutes reading through what you have written. Make sure you have covered all three bullet points. Remember to check how you made use of the reading texts, as well as the language and organisation of your writing.

**Turn over page**

**Task 4 – Extended writing**

Write an email (100-130 words) to a friend about a special occasion. You should:

- ▶ describe a special occasion you have celebrated recently (or a party you have been to recently) **and**
- ▶ explain why you enjoyed it.

You should plan your email before you start writing. Think about what you are going to write and make some notes to help you in this box:

Planning notes

(No marks are given for these planning notes)

**Now write your email of 100-130 words on the lines below.**

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When you have finished your email, spend 2-3 minutes reading through what you have written. Make sure you have covered both bullet points and remember to check the language and organisation of your writing.

**End of exam**

# ISE I Sample paper 5

## Answers

### Task 1 – Long reading

1. D
2. F
3. A
4. C
5. B

6-10 can appear in any order

6. A
7. D
8. E
9. G
10. H

11. change their minds
12. well-known
13. relax
14. positive
15. limited

### Task 2 – Multi-text reading

16. D
17. A
18. C
19. A
20. B

21-25 can appear in any order

21. A
22. D
23. F
24. G
25. H

26. introduce
27. latest
28. paper
29. visits
30. career/job



# Integrated Skills in English

## ISE I



### Reading & Writing exam

### Sample paper 6

Your full name:.....  
(BLOCK CAPITALS)

Candidate number:.....

Centre number:.....

Exam date:.....

**Time allowed:** 2 hours

#### Instructions to candidates

1. Write your name, candidate number, centre number and exam date on the front of this exam paper.
2. You must not open this exam paper until instructed to do so.
3. This exam paper has **four** tasks. Complete **all** tasks.
4. You may highlight parts of the texts or questions with a highlighter pen.
5. Use only blue or black pen for your answers.
6. Write your answers on the exam paper.
7. Do all rough work on the exam paper. Cross through any work you do not want marked.
8. You must not use a dictionary in this exam.
9. You must not use correction fluid on the exam paper.

#### Information for candidates

You are advised to spend about:

- ▶ 20 minutes on task 1
- ▶ 20 minutes on task 2
- ▶ 40 minutes on task 3
- ▶ 40 minutes on task 4

#### *For examiner use only*

Examiner initials	Examiner number

## Integrated Skills in English I

Time allowed: 2 hours

This exam paper has four tasks. Complete all tasks.

---

### Task 1 – Long reading

Read the following text about Madeline Island and answer the 15 questions on page 3.

#### Paragraph 1

Madeline Island is in Lake Superior in America. Lake Superior is the biggest freshwater lake in the world, but Madeline Island is tiny. In 2007, the population of the island was 250 people. Since then it has gone up by about 50 people, as new people have moved there and families have had children. In summer, temperatures are high, but in winter it is freezing!

#### Paragraph 2

The people of Madeline Island have to use different forms of transport in different weather. There is a ferry that runs for most of the year and carries passengers and vehicles. In the winter the water freezes. Then people drive across the lake on a road of ice. This goes from the island to the town of Bayfield. When the ice road is closed, the islanders have to travel by something called an 'ice angel'. This means of transport looks like a boat, but it travels across the ice.

#### Paragraph 3

The people of the island have used the ice road for many years. When the ice in the lake is thickest, the road is wide and can take three cars in each direction. At either side of the road, there is a line of trees. This shows drivers where the road is in heavy snow. The road is only safe when the ice is thick enough. Drivers can call a special phone number and a message will tell them if cars can use the road to cross.

#### Paragraph 4

Over the years, the ice has started to get thinner. A local teenager, Forrest Howk, did a school project on this. He discovered that in the past 150 years the length of the ice season has reduced by 45 days. In both 1998 and 2012, the road did not open at all. At times like this, and at the beginning and end of winter, the ice is too thin to be safe. This is when the islanders have to travel by ice angel.

#### Paragraph 5

The ice angel cannot carry vehicles or heavy objects, but it does carry the post and food across from the mainland. Arnie Nelson drives the ice angel. He says, 'There are days when I don't want to do it, as the weather is so miserable out there.' But Arnie has driven the ice angel for 38 years. There have only been a few times when he hasn't made the journey because of bad weather. He continues, 'People travel to work or school on it and it is an essential service for the local people.'

**Questions 1-5**

The text on page 2 has five paragraphs (1-5). Choose the best title for each paragraph from A-F below and write the letter (A-F) on the lines below. There is one title you don't need.

1. Paragraph 1 .....
2. Paragraph 2 .....
3. Paragraph 3 .....
4. Paragraph 4 .....
5. Paragraph 5 .....

- A Finding out if the road is safe
- B The future of Madeline Island
- C Three ways to travel from the island
- D Cold winters are becoming shorter
- E The ice angel is usually reliable
- F Some facts about Madeline Island

**Questions 6-10**

Choose the **five statements** from A-H below that are **TRUE** according to the information given in the text on page 2. Write the letters of the **TRUE** statements on the lines below (in any order).

6. ....
7. ....
8. ....
9. ....
10. ....

- A More than 250 people live on the island.
- B People drive to Bayfield on the ice road.
- C The ice road is not always open in the winter.
- D The ice road is a new way of getting to the mainland.
- E There are forests on both sides of the ice road.
- F A scientist studied changes in the amount of ice.
- G The ice angel carries letters and parcels.
- H Sometimes Arnie Nelson isn't keen on driving the ice angel.

**Questions 11-15**

Complete sentences 11-15 with an exact number, word or phrase (maximum three words) from the text. Write the exact number, word or phrase on the lines below.

11. Both ..... can travel on the ferry.
12. The ice angel ..... the frozen water.
13. The drivers can see the trees at the edges of the road when there is  
..... .
14. The ice angel isn't able to take cars and .....
15. Arnie thinks that the ice angel is ..... for the people of the island.

## Task 2 – Multi-text reading

In this section there are four short texts for you to read and some questions for you to answer.

### Questions 16-20

Read questions 16-20 first and then read texts A, B, C and D below the questions.

As you read each text, decide which text each question refers to. Choose one letter – A, B, C or D – and write it on the lines below. You can use any letter more than once.

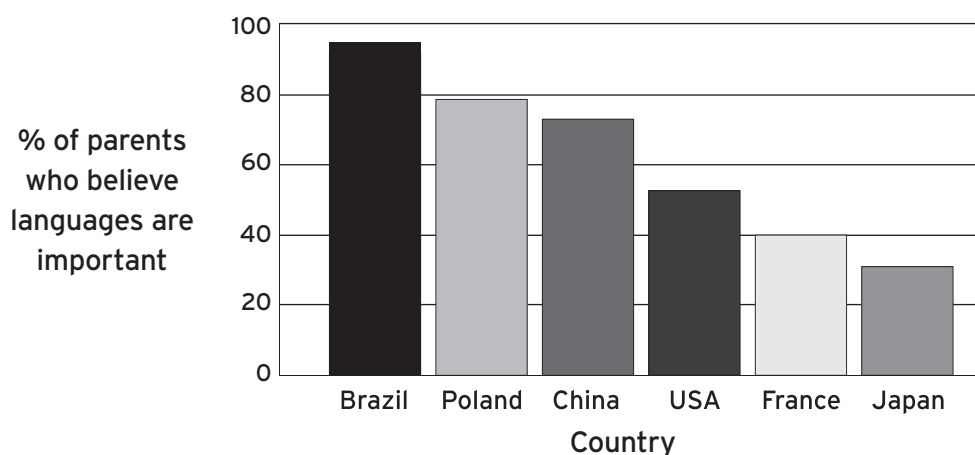
Which text

16. describes a fun way to learn a new language without paying for it? .....
17. talks about the lack of interest in learning another language? .....
18. shows that language learning is more effective when you use it regularly? .....
19. gives a negative view on a national system of learning languages at school? .....
20. shows the differences in attitudes to language learning around the world? .....

### Text A

#### Parents' thoughts about their children learning languages

A recent survey of six countries around the world has shown that most parents believe that after-school language classes are important for their child's success. However, they all insist that the classes should be fun for the child and many like the idea of children learning about other cultures and traditions from native language teachers.



### Text B

According to the National Centre for Languages in Wales, the lack of foreign language options is a big disadvantage for young people. Students in primary and secondary schools in Wales study English and Welsh but they don't have to study a third language. In fact, the number of students who choose another language has fallen for the past few years. For some businesses in Wales, this

is a problem. Many companies sell their products in other countries and so they need people who have the right language skills. They feel the education system is not working. Students lose interest or they just aren't confident in another language. What they would like to see are more conversation classes in foreign languages, especially in local colleges.



**Text C**

To: david@email.com  
From: max@email.com

Hi David

I'm having a fantastic time at the international summer camp. This is a great way to improve my English (not like language classes at school where we have to do lots of grammar). This is exciting and I'm getting more confident. At the moment, I'm teaching tennis to the younger students. The classes are all in English so I've learnt a lot in a short time. You don't forget new words and phrases when you have to use them every day. In the evenings, we usually watch films. I have to concentrate really hard because the dialogue is often too fast. I'm always really tired at the end of the day.

Max

**Text D**

## HomeLingo

### The only way to learn a language!

Would you like to learn a language? Try our online courses. Each course is free and you can study when or where you want. Also, you don't have to stop at one language. If you don't like the language you start with, try another! There are plenty to choose from.

If you have found other online courses are too fast, don't worry. With HomeLingo you decide how fast or how slowly you go. Learning a new language can be fun, so why not start today?

**Questions 21-25**

Choose the **five statements** from A-H below that are **TRUE** according to the information given in the texts above. Write the letters of the **TRUE** statements on the lines below (in any order).

- |          |   |
|----------|---|
| 21. .... | A An online course allows people to learn at the right speed for them.  |
| 22. .... | B Watching films in a foreign language is a good way to learn new vocabulary.                                   |
| 23. .... | C Learning a new language can be exciting but also very tiring.   |
| 24. .... | D It's an advantage to have good language skills if you work for a company that sells abroad.                   |
| 25. .... | E Most parents don't think that students need a native language teacher.  |
|          | F Online language courses are available in several different languages.   |
|          | G Students don't understand why foreign languages are important.  |
|          | H More parents in Brazil think after-school language classes are important for success than parents in the USA. |

**Questions 26-30**

The notes below contain information from the texts on pages 4 and 5. Find an exact number, word or phrase (maximum three words) from texts A-D to complete the missing information in gaps 26-30.

Write the exact number, word or phrase on the lines below.

**Notes****Different ways to learn a language**

- After-school language classes
- Conversation classes at **(26.)** .....
- International summer camp
- **(27.)** ..... : study when and where you want

**Reasons why students sometimes don't learn a language well**

- Education system doesn't work: students aren't confident or they **(28.)** .....
- School language classes: students don't like doing **(29.)** .....
- Online courses: some learners find they are **(30.)** .....

**Task 3 – Reading into writing**

Write an essay (100-130 words) for your teacher about the importance of learning another language.

Use the information you read in texts A, B, C and D (pages 4 and 5) to:

- ▶ explain what parents around the world think about learning a foreign language
- ▶ suggest the different ways you can learn another language **and**
- ▶ describe why learning a language is difficult for some students.

**Do not copy from the texts. Use your own words as far as possible.**

You should plan your essay before you start writing. Think about what you are going to write and make some notes to help you in this box:

Planning notes

(No marks are given for these planning notes)

Now write your essay of 100-130 words on the lines below.

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# ISE I Sample paper 6

## Answers

### Task 1 – Long reading

1. F
2. C
3. A
4. D
5. E

6-10 can appear in any order

6. A
7. B
8. C
9. G
10. H

11. passengers and vehicles
12. travels across
13. (heavy) snow
14. heavy objects
15. (an) essential (service)

### Task 2 – Multi-text reading

16. D
17. B
18. C
19. B
20. A

21-25 can appear in any order

21. A
22. C
23. D
24. F
25. H

26. (local) colleges
27. online (courses)
28. lose interest
29. (lots of) grammar
30. (too) fast