

Integrated Skills in English II (B2)

Reading & Writing practice papers

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Integrated Skills in English

ISE II

Reading & Writing exam

Sample paper 1

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

The ISE II exam is level B2 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

For examiner use only

Examiner initials	Examiner number

Integrated Skills in English II

Time allowed: 2 hours

This exam paper has four tasks. Complete all tasks.

Task 1 – Long reading

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

Paragraph 1

When Swedish engineer Sten Gustaf Thulin invented the lightweight plastic shopping bag in the 1960s, he probably had no idea how controversial they would become, nor for how long the controversy would last. The fact that the bags proved so useful due to their low weight and resistance to degrading biologically made them widespread by the 1980s, but also led to environmental challenges. Millions of shopping bags end up as litter every year. This has resulted in land pollution, blocking of waterways and also to areas of sea being clogged up with plastic, harming wildlife.

Paragraph 2

Different measures have been carried out. A total ban was placed on non-biodegradable plastic bags in China, to save oil, and in some African countries like Rwanda, to reduce litter. In China this is said to have saved 4.8 million tonnes of oil and in Rwanda the ban has had a visible effect. As one visitor commented: 'The country is so much cleaner than it used to be.' The United Arab Emirates also banned all single-use bags in 2013, based on pollution caused – and danger to camels, who were eating them.

Paragraph 3

Other countries have introduced a 'bag tax', with supermarkets charging customers a small amount for each plastic bag they use. For example, Ireland introduced such a charge in 2002. Jill Burns of Plastic Bag Aware said 'Ireland's bag tax has been incredibly successful, mainly because the charge is quite high, and is increased the more plastic bags are used.' Despite fears to the contrary, customers accepted the charge, but in other countries this measure has been blocked, not by customers, but by manufacturers of plastic bags.

Paragraph 4

What's the alternative to the traditional plastic bag? I thought the answer was the bio-degradable plastic bag, but it seems not to be the case. Manufacturers and the major supermarkets claim that such bags degrade completely in under three years. However, research has shown that they do not degrade as efficiently as has been claimed. I was really taken aback by this! They need light and oxygen for the material to degrade, but in landfills both are in short supply. Another criticism has been that it is environmental madness to produce something requiring a lot of oil to make, only so that it can 'self-destruct'.

Paragraph 5

I'd always considered paper and cloth bags as an ethical alternative to plastic bags. Again, my ideas have been challenged. Both paper and cloth bags require much more energy to make, and are said to pollute air and water more in manufacture. I've used a cloth bag several times for shopping, and prided myself on protecting the environment. It seems I'm wrong. A cloth bag would have to be used 130 times before its ecological impact was as low as a plastic bag in terms of energy. I guess I have no choice but to do another 90 shopping trips or more with my cloth bag! One packaging manufacturer said 'Plastic bags are more environmentally friendly than cotton bags,' but I'm not convinced. How can something that causes so much damage be acceptable?

In questions 1-5, you are being tested on reading for gist (general understanding).

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 high energy use of producing alternative types of bags
- B How the positive features of plastic bags led to problems
- C Other forms of plastic bags may not be the solution
- D Benefits of forbidding the use of non-biodegradable plastic bags
- E Consumers must be encouraged to change their way of thinking
- F An effective measure is accepted by consumers

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 The inventor of the carrier bag realised his invention would cause disagreement.
- B One of the reasons behind a ban on plastic bags was to protect wildlife.
- C The more plastic bags shoppers in Ireland use, the more expensive they become.
- D In some countries customers don't agree with the charge being introduced.
- E The writer found it difficult to believe research on the breakdown of bio-degradable bags.
- F According to researchers, one of the elements needed to break down bio-degradable bags in landfills is missing.
- G The writer was incorrect in his belief that using a cloth bag had made him environmentally friendly.
- H The writer feels his only option is to re-use his cloth bag at least 90 more times.

In questions 6-10 you are being tested on more detailed understanding of the text. Remember that you must only find the statements which are true according to the text, not according to what you believe.

Read the gap-fill sentences carefully. The use of English in these sentences and in the text is different, but the meaning is the same. You will find the exact words or phrases you need in the text; you don't need to change them.

Questions 11-15

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

11. The lightness and durability of plastic bags meant that their use was twenty years after their invention.
12. Some countries responded directly to excessive oil use and rubbish caused by plastic bags with a on them.
13. Instead of objecting to paying for plastic bags, Irish shoppers
14. The researchers questioned the idea that bio-degradable bags take less than three years to
15. The writer did not believe the claim made by a that plastic bags are more ecological than cloth bags.

Turn over page

Remember that there are four texts to read – two of them are on the following 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. **suggests** people buy local food because it tastes better?
17. **criticises** the idea that people could return to producing food on small farms?
18. **suggests** that local food production can reduce illness and increase well-being?
19. **explains** that the different stages in the production of local food are connected?
20. compares farming in the last century with the popularity of farming nowadays?

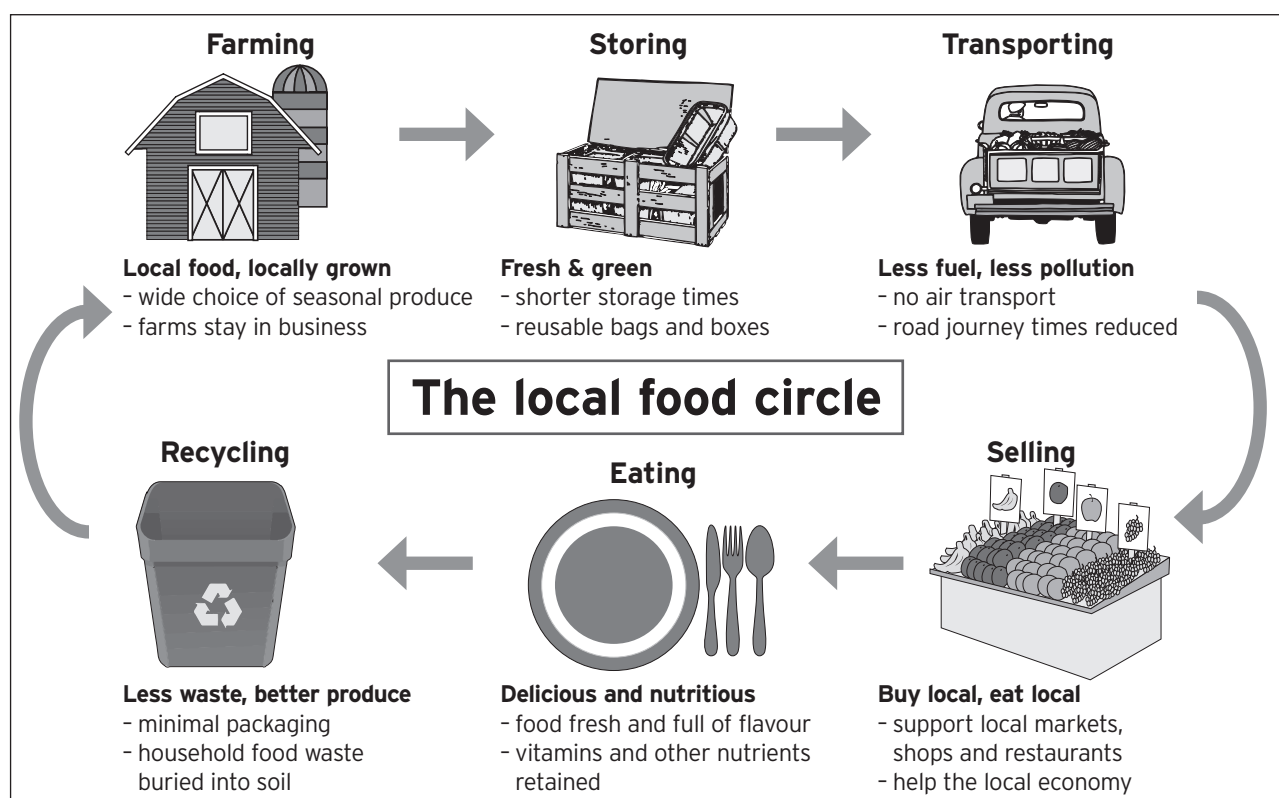
Pay attention to words such as 'suggests', 'criticises' and 'explains'. For example, in question 16, just because a text mentions local food, it doesn't necessarily mean that the text **suggests** local food tastes better.

Text A

Some countries are significant producers of local food, others less so. The local food movement is a campaign started in countries which import more food than in the past. In America, for example, in the 1900s over 40 per cent of the population lived on farms, whereas in 2000 the figure was 1 per cent. Nowadays, in such areas, the local food movement wants a shift back towards small-scale farming and locally-supplied food. This is an alternative to imported food, where producers are separated from consumers by 'food miles', resulting in long journey times.

Although some big supermarkets stock local food, this is not the main trend as customers still want a wide choice of foods all year round. With local growing, the buyer can purchase food from the farmer in person or online, or from local shops. The farmer retains more money, which has a positive impact on local economies as money is kept within a region.

Text B



Text C

I interviewed Jane Gold, a supporter of local food, for Green Magazine:










Why do you support the local food movement, Jane?

'Well, some countries rely too much on imported food. The effect of transporting food long distances obviously damages the environment, so eating local food is something we should all do to tackle the

problem of greenhouse gases. Locally grown food is also better for us.

That's another reason why people should buy it. Vitamin levels in food fall quite soon after picking, and large farms often use more chemicals than smaller ones. The change has been incredible. I always used to get colds and now I never do since I've been eating such good food – I feel fantastic!

Text D

	Robert: Going back to small-scale farming is incredibly unrealistic.
	Joseph: I disagree! I'm a farmer in Kenya, in Africa, and my family has always grown its own food.
	Robert: And do you export food, too?
	Joseph: Yes, I grow beans, corn and bananas for export. The money helps my family and the local and national economies.
	Robert: I'm sure. We'd have a very limited choice in Northern Scotland if we didn't import food. Local farmers couldn't produce enough for everyone in the area, so we couldn't do without food from abroad.
	Joseph: Aren't people worried about the effect transporting food has on the environment?
	Robert: Yes, but the environmental effect of transportation is actually not that high. In fact, the amount of greenhouse gases emitted in producing food locally is more than in the transportation of food. Apparently, cattle on open land produce more greenhouse gas than cows kept inside on large-scale farms.
	Joseph: Well, sending our produce abroad is great for us.
	Robert: And for us!

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).

Pay attention to the exact wording of the statements. For example, in statement B the word '**generally**' is important. If the statement was 'Some supermarkets support the local food movement', it would be true. But the word '**generally**' means most supermarkets support the local food movement. In text A it says 'Although some big supermarkets stock local food, this is not the main trend.' Therefore statement B is not true.

- A US local food supporters want a return to farming levels of the 1900s.
- B Supermarkets generally support the local food movement.
- C Local farmers may use technology to help sell their food directly.
- D Storage times and the amount of packaging decrease with local farming
- E Small farms sometimes use chemicals when producing their food.
- F Jane believes there's been a slight improvement in her health and mood.
- G The transportation of food damages the environment less than food production.
- H Both Robert and Joseph agree that exporting food to other countries is a good idea.

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

Aims of local food movement:

- to raise levels of production and sales of local food
- a return to **(26.)** and delivery of local food

Imported vs local food:

- Imported food: increased food miles between farmers and customers leads to **(27.)**
- Local food: bought direct from farmers
- Less time in storage after picking means higher **(28.)**

Local food:

- Fresher and tastier
- Fewer food miles by **(29.)** and road

But:

- Greenhouse gases emitted in food production
- Insufficient locally farmed food: people in remote areas are unable to **(30.)** imported food

When you have chosen the correct words or phrases, read the completed sentences again. Have you made the meaning correct? For example in question 26, the word 'farming' would be grammatically correct. But the meaning would be wrong. Here we need the phrase 'small-scale farming'.

Task 3 – Reading into writing

Use the information you read in texts A, B, C and D (pages 4 and 5) to write an essay (150-180 words) for your teacher, presenting the advantages and disadvantages of local food.

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)

In ISE II it is important that you use your own words and phrases and do not just copy from the texts. Use the ideas in the texts and then think of other ways of expressing them. For example, look at text D. You could express the ideas in the first piece of dialogue between Robert and Joseph by saying 'Although some people think that farming on a small-scale is not realistic, other people think differently.'

Now write your essay of 150-180 words on the lines below.

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A series of horizontal dotted lines spanning the width of the page, providing a template for writing.

When you have finished your essay, spend 2-3 minutes reading through what you have written. Make sure you have answered the task completely. 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 for your college magazine** with the title: ‘Someone I admire’. Choose a public figure from the past or present and write an article (150-180 words) about what **qualities** you admire in that person.

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:

Remember to write in an appropriate style. Here you are asked to write an article for your college magazine. Read the question carefully. Here you are asked to write about the **qualities you admire in a public figure from the past or present. So, in this case, you do not have to describe their physical appearance.**

Planning notes

(No marks are given for these planning notes)

Now write your article of 150-180 words on the lines below.

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Ruled lines for writing

Turn over page

Integrated Skills in English

ISE II

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.
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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.
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8. You must not use a dictionary in this exam.
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- ▶ 20 minutes on task 1
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- ▶ 40 minutes on task 3
- ▶ 40 minutes on task 4

For examiner use only

Examiner initials	Examiner number

Integrated Skills in English II

Time allowed: 2 hours

This exam paper has four tasks. Complete all tasks.

Task 1 – Long reading

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

Paragraph 1

When Swedish engineer Sten Gustaf Thulin invented the lightweight plastic shopping bag in the 1960s, he probably had no idea how controversial they would become, nor for how long the controversy would last. The fact that the bags proved so useful due to their low weight and resistance to degrading biologically made them widespread by the 1980s, but also led to environmental challenges. Millions of shopping bags end up as litter every year. This has resulted in land pollution, blocking of waterways and also to areas of sea being clogged up with plastic, harming wildlife.

Paragraph 2

Different measures have been carried out. A total ban was placed on non-biodegradable plastic bags in China, to save oil, and in some African countries like Rwanda, to reduce litter. In China this is said to have saved 4.8 million tonnes of oil and in Rwanda the ban has had a visible effect. As one visitor commented: 'The country is so much cleaner than it used to be.' The United Arab Emirates also banned all single-use bags in 2013, based on pollution caused – and danger to camels, who were eating them.

Paragraph 3

Other countries have introduced a 'bag tax', with supermarkets charging customers a small amount for each plastic bag they use. For example, Ireland introduced such a charge in 2002. Jill Burns of Plastic Bag Aware said 'Ireland's bag tax has been incredibly successful, mainly because the charge is quite high, and is increased the more plastic bags are used.' Despite fears to the contrary, customers accepted the charge, but in other countries this measure has been blocked, not by customers, but by manufacturers of plastic bags.

Paragraph 4

What's the alternative to the traditional plastic bag? I thought the answer was the bio-degradable plastic bag, but it seems not to be the case. Manufacturers and the major supermarkets claim that such bags degrade completely in under three years. However, research has shown that they do not degrade as efficiently as has been claimed. I was really taken aback by this! They need light and oxygen for the material to degrade, but in landfills both are in short supply. Another criticism has been that it is environmental madness to produce something requiring a lot of oil to make, only so that it can 'self-destruct'.

Paragraph 5

I'd always considered paper and cloth bags as an ethical alternative to plastic bags. Again, my ideas have been challenged. Both paper and cloth bags require much more energy to make, and are said to pollute air and water more in manufacture. I've used a cloth bag several times for shopping, and prided myself on protecting the environment. It seems I'm wrong. A cloth bag would have to be used 130 times before its ecological impact was as low as a plastic bag in terms of energy. I guess I have no choice but to do another 90 shopping trips or more with my cloth bag! One packaging manufacturer said 'Plastic bags are more environmentally friendly than cotton bags,' but I'm not convinced. How can something that causes so much damage be acceptable?

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

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| <p>A The high energy use of producing alternative types of bags</p> <p>B How the positive features of plastic bags led to problems</p> <p>C Other forms of plastic bags may not be the solution</p> <p>D Benefits of forbidding the use of non-biodegradable plastic bags</p> <p>E Consumers must be encouraged to change their way of thinking</p> <p>F An effective measure is accepted by consumers</p> |
|--|

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.

- | |
|--|
| <p>A The inventor of the carrier bag realised his invention would cause disagreement.</p> <p>B One of the reasons behind a ban on plastic bags was to protect wildlife.</p> <p>C The more plastic bags shoppers in Ireland use, the more expensive they become.</p> <p>D In some countries customers don't agree with the charge being introduced.</p> <p>E The writer found it difficult to believe research on the breakdown of bio-degradable bags.</p> <p>F According to researchers, one of the elements needed to break down bio-degradable bags in landfills is missing.</p> <p>G The writer was incorrect in his belief that using a cloth bag had made him environmentally friendly.</p> <p>H The writer feels his only option is to re-use his cloth bag at least 90 more times.</p> |
|--|

Questions 11-15

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

11. The lightness and durability of plastic bags meant that their use was twenty years after their invention.
12. Some countries responded directly to excessive oil use and rubbish caused by plastic bags with a on them.
13. Instead of objecting to paying for plastic bags, Irish shoppers
14. The researchers questioned the idea that bio-degradable bags take less than three years to
15. The writer did not believe the claim made by a that plastic bags are more ecological than cloth bags.

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

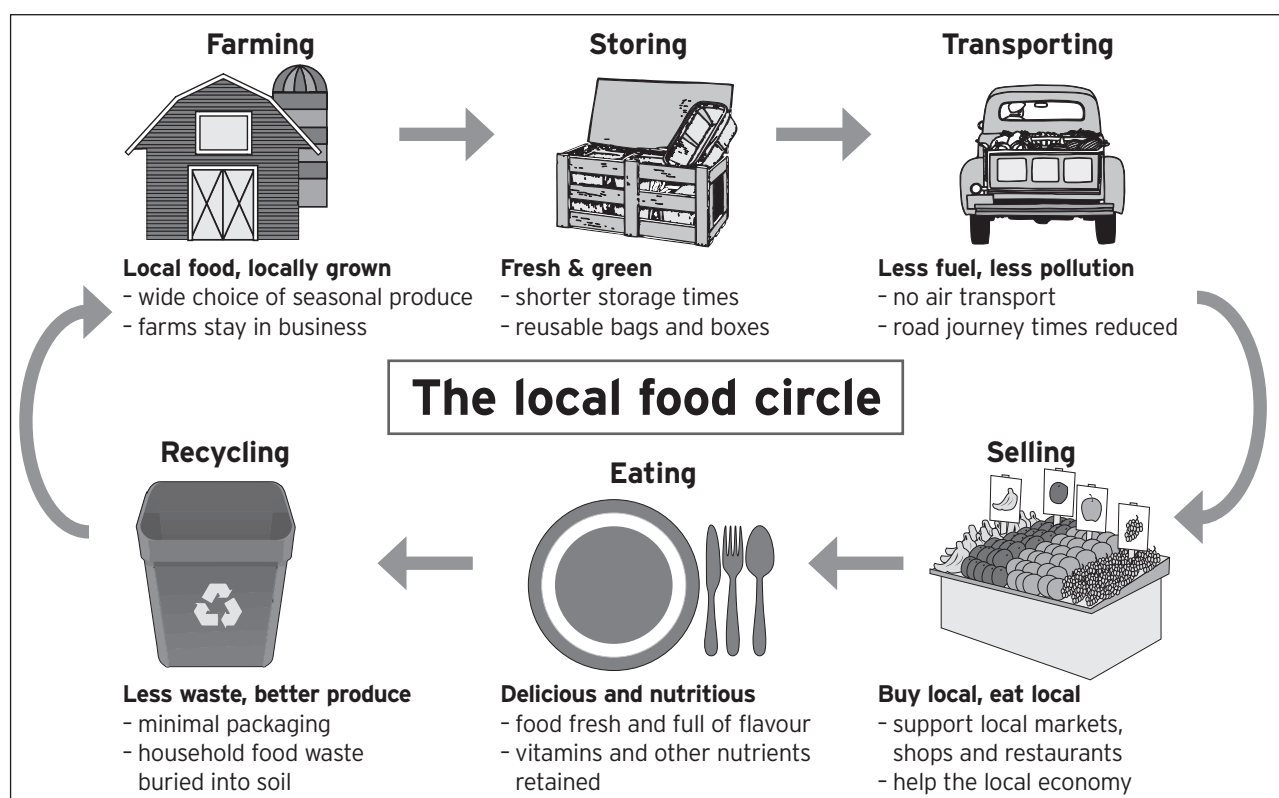
16. suggests people buy local food because it tastes better?
17. criticises the idea that people could return to producing food on small farms?
18. suggests that local food production can reduce illness and increase well-being?
19. explains that the different stages in the production of local food are connected?
20. compares farming in the last century with the popularity of farming nowadays?

Text A

Some countries are significant producers of local food, others less so. The local food movement is a campaign started in countries which import more food than in the past. In America, for example, in the 1900s over 40 per cent of the population lived on farms, whereas in 2000 the figure was 1 per cent. Nowadays, in such areas, the local food movement wants a shift back towards small-scale farming and locally-supplied food. This is an alternative to imported food, where producers are separated from consumers by 'food miles', resulting in long journey times.

Although some big supermarkets stock local food, this is not the main trend as customers still want a wide choice of foods all year round. With local growing, the buyer can purchase food from the farmer in person or online, or from local shops. The farmer retains more money, which has a positive impact on local economies as money is kept within a region.

Text B



Text C

I interviewed Jane Gold, a supporter of local food, for Green Magazine:

Why do you support the local food movement, Jane?

'Well, some countries rely too much on imported food. The effect of transporting food long distances obviously damages the environment, so eating local food is something we should all do to tackle the

problem of greenhouse gases. Locally grown food is also better for us.

That's another reason why people should buy it. Vitamin levels in food fall quite soon after picking, and large farms often use more chemicals than smaller ones. The change has been incredible. I always used to get colds and now I never do since I've been eating such good food – I feel fantastic!

Text D



Robert: Going back to small-scale farming is incredibly unrealistic.



Joseph: I disagree! I'm a farmer in Kenya, in Africa, and my family has always grown its own food.



Robert: And do you export food, too?



Joseph: Yes, I grow beans, corn and bananas for export. The money helps my family and the local and national economies.



Robert: I'm sure. We'd have a very limited choice in Northern Scotland if we didn't import food. Local farmers couldn't produce enough for everyone in the area, so we couldn't do without food from abroad.



Joseph: Aren't people worried about the effect transporting food has on the environment?



Robert: Yes, but the environmental effect of transportation is actually not that high. In fact, the amount of greenhouse gases emitted in producing food locally is more than in the transportation of food. Apparently, cattle on open land produce more greenhouse gas than cows kept inside on large-scale farms.



Joseph: Well, sending our produce abroad is great for us.



Robert: And for us!

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 US local food supporters want a return to farming levels of the 1900s.
 B Supermarkets generally support the local food movement.
 C Local farmers may use technology to help sell their food directly.
 D Storage times and the amount of packaging decrease with local farming
 E Small farms sometimes use chemicals when producing their food.
 F Jane believes there's been a slight improvement in her health and mood.
 G The transportation of food damages the environment less than food production.
 H Both Robert and Joseph agree that exporting food to other countries is a good idea.

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**Aims of local food movement:**

- to raise levels of production and sales of local food
- a return to **(26.)** and delivery of local food

Imported vs local food:

- Imported food: increased food miles between farmers and customers leads to **(27.)**
- Local food: bought direct from farmers
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Local food:

- Fresher and tastier
- Fewer food miles by **(29.)** and road

But:

- Greenhouse gases emitted in food production
- Insufficient locally farmed food: people in remote areas are unable to **(30.)** imported food

When you have finished your essay, spend 2-3 minutes reading through what you have written. Make sure you have answered the task completely. 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 for your college magazine with the title: 'Someone I admire'. Choose a public figure from the past or present and write an article (150-180 words) about what qualities you admire in that person.

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 150-180 words on the lines below.

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Ruled lines for writing.

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

End of exam

ISE II Sample paper 1

Answers

Task 1 – Long reading

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

6-10 can appear in any order

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

11. widespread
12. (total) ban
13. accepted the charge
14. degrade (completely)
15. (packaging) manufacturer

Task 2 – Multi-text reading

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

21-25 can appear in any order

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

26. small-scale farming
27. long journey times
28. vitamin levels
29. air
30. do without

Integrated Skills in English

ISE II

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.
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- ▶ 40 minutes on task 4

For examiner use only

Examiner initials	Examiner number

Integrated Skills in English II

Time allowed: 2 hours

This exam paper has four tasks. Complete all tasks.

Task 1 – Long reading

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

The importance of maths skills

Paragraph 1

A new charity called National Numeracy (NN) claims that millions of adults across the country have such poor mathematical skills that they are unable to carry out many of the basic numerical tasks in everyday life that many of us do naturally. These include understanding travel timetables, pay slips, household bills and even checking our change in shops. The charity is keen to argue against the myth that maths at school is boring and not really important to us once we get out of school and start to live in the real world. According to NN, nothing could be further from the truth. It is estimated that poor numeracy skills amongst adults cost the nation billions each year.

Paragraph 2

In addition, poor numeracy skills not only contribute to personal disadvantage to individuals who are unable to carry out the most basic tasks, but they can also be linked to a number of other social and personal ills. People without a basic understanding of maths are more likely to be unemployed, more likely to suffer from depression and more likely to suffer from a number of negative social circumstances we would all like to avoid, such as poor housing, poor health and related problems. In short, it pays to possess at least some basic numeracy skills in order to develop one's identity and wellbeing in a difficult world.

Paragraph 3

Whilst adult literacy has been improving, thanks to a number of government policies which have provided money for practical support and solutions, adult numeracy has at the same time got worse. The fact of the matter is that many people simply don't like maths and don't see any point to it. Furthermore, maths isn't cool. It's apparently OK to say 'I'm no good at maths' whilst there is much more reluctance to admitting to being unable to read. To many people, maths is simply another inconvenient school subject for which there is no need to make much of an effort because you won't need it once you leave school.

Paragraph 4

Unfortunately, the problem seems to be passed down the generations. Parents who tell their children they were no good at maths at school are likely to find the same attitude amongst their own children and will be unable to help them with their maths homework. Even today, with interesting and practical new approaches to maths which have replaced simply learning things by heart, maths is still one of those subjects that many kids hate.

Paragraph 5

Perhaps it's the way it's taught in schools, or the way teachers are trained to teach it, or the failure of the teaching profession to attract gifted teachers of maths. There is obviously a need to present maths as a way of solving practical problems and working with others in a stimulating way and of making people see its practical uses in everyday life, rather than treating it as a waste of time and something one has to do until the end of school.

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 Why numeracy is not regarded as being as important as literacy
- B How attitudes towards maths are handed down
- C How maths skills are related to other skills
- D Possible causes of poor attitude to maths
- E The results of poor maths skills in daily life
- F Social and mental problems because of poor maths skills

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 The charity is trying to make maths at school more interesting.
- B The writer feels the government is trying to deal with the issue.
- C According to NN, adult numeracy is at its lowest ever point.
- D People with poor maths skills often have other problems too.
- E Maths is regarded as a subject which one has to put up with until the end of school.
- F There are now more interesting approaches to maths than there used to be.
- G Many people feel very bad about admitting their poor maths skills.
- H According to NN, poor adult numeracy is a financial burden on the country.

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. The common belief that maths is not useful is a
12. As well as practical problems, having difficulty with basic maths can also affect one's
13. People are more likely to say they can't add up than to say they can't
14. In the writer's view, poor numeracy may be due to the fact that it's difficult to recruit of maths.
15. The writer argues that people need to see the of maths in daily life.

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 an investigation into brain activity under different conditions?
17. describes how the brain computes external information in order to make memories?
18. recommends a specific technique for remembering vocabulary?
19. compares the impact of different activities on the process of remembering?
20. presents some surprising results with implications for teaching and learning?

Text A

Chris' blog - Study tips

December 10, 2014

Mnemonics are really cool tools to help you remember facts. They're techniques or strategies consciously used to improve your memory, and are especially useful if, like me, you often forget things. One of these strategies, which is specifically used for language learning, is called 'LinkWord Technique'. It uses a visualised image to link a word in one language with a word in another; for example, in Thai, the word khao means rice, so you would have to imagine a cow eating a bowl of rice! The funnier the image, the more memorable it is! But the system does have drawbacks – creating a scene for every new word you learn can take up a lot of time. You might also have problems finding similarities between the two languages. Still, give it a try!

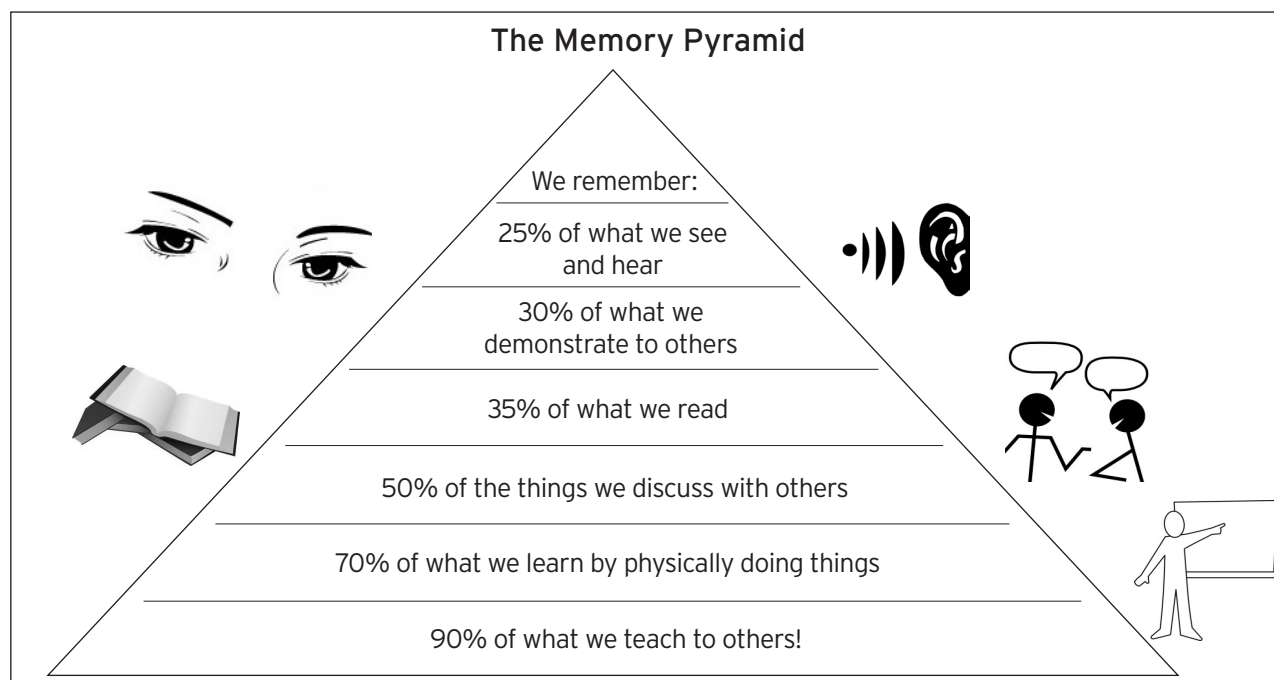
Text B

Memory

Our senses play an important part in memory creation, starting with a biological process known as encoding, which can involve all five. For example, when you first meet someone, your sense of sight will capture what they look like, while your ears will register the sound of their voice. Your sense of smell may pick up some perfume. Perhaps you shake hands, thus bringing in the sense of touch. Going for a coffee together could even mean that taste is involved.

Each of these separate sensations is immediately sent to a part of your brain called the hippocampus, which combines them into your experience, or memory, of that particular person. Whether or not that experience will be moved from your short-term to your long-term memory is also believed to depend on the hippocampus, which processes its importance and decides if it's worth remembering. Exactly how it does this is not yet understood, but its role is vital: if it did not discard most of our daily experiences, our memories would be too full to function.

Text C



Text D

New research from a leading US university has uncovered an unconscious form of memory which could mean that people are capable of learning while they're asleep. As researcher Vally Pugland told us: 'We've found evidence that the brain continues to process information without our knowing it, and this ability may aid our waking memory.'

Researchers played notes, then released certain scents, to sleeping participants. Later, the same notes were played to them without the accompanying

scents. The participants reacted by sniffing when they heard the notes, even though they couldn't have smelt anything this time. This happened both while they were asleep and awake. 'This would suggest that people can learn new information while they sleep', said Pugland, 'and that this can unconsciously affect their behaviour when they're awake. We now need to investigate whether this new "sleep memory" could improve classroom performance.'

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 Our memory would stop working if we remembered everything we saw and did.
- B Sight is the most important sense for the creation of memories.
- C The link between words is easier to recall if it is associated with an amusing scene.
- D The sniffing behaviour was only observed when the participants were sleeping.
- E There are both advantages and disadvantages to the LinkWord Technique.
- F Experiences that are important to us tend to generate long-term memories.
- G Research has shown that 'sleep memory' can lead to better exam results.
- H We generally remember more of what we do with others than what we do on our own.

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 power of memory**

- starts with a biological process: **(26.)**
- different senses can be involved
- area of the brain that processes physical sensations:
(27.)
- understanding of short-term memory versus long-term memory
- discovery of conscious versus unconscious forms of memory
- based on research recently undertaken at a **(28.)**
involving two particular senses: **(29.)** and
.....
- the memory pyramid – illustrates the relative effectiveness of different activities
- memory improvement strategies, eg **(30.)**

Task 3 – Reading into writing

Use the information you read in texts A, B, C and D (pages 4 and 5) to write an article (150-180 words) for a website giving advice for students on how to improve memory skills.

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 150-180 words on the lines below.

Turn over page

When you have finished your article, spend 2-3 minutes reading through what you have written. Make sure you have answered the task completely. 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 (150-180 words) for your teacher on whether or not sport should be a compulsory school subject. Give your opinion with reasons and arguments.

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 150-180 words on the lines below.

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

End of exam

ISE II Sample paper 2

Answers

Task 1 – Long reading

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

6-10 can appear in any order

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

11. myth
12. identity and wellbeing
13. read
14. gifted teachers
15. practical uses

Task 2 – Multi-text reading

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

21-25 can appear in any order

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

26. encoding
27. (the) hippocampus
28. (leading) US university
29. sound and smell
30. LinkWord technique OR mnemonics

Integrated Skills in English

ISE II

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 II

Time allowed: 2 hours

This exam paper has four tasks. Complete all tasks.

Task 1 – Long reading

Read the following text about celebrities and their privacy and answer the 15 questions on page 3.

Paragraph 1

Being famous is quite a new thing, and certainly not what it used to be. Since the rise of music and films, celebrities have become household names. This is largely because people from all over the country, or even the world, can hear their voices and see their images. In the early 20th century, although there were stars like Rudolph Valentino or Greta Garbo, their private lives and their careers were mainly separate. However, those days of mysterious distant celebrity have gone. Now, celebrities' professional lives and private lives are not so separate.

Paragraph 2

The rise of internet blogging sites, celebrity magazines and newspaper gossip pages mean that the public know every small detail about the private lives of celebrities. We can find out who they are dating, what they are eating and what gym they go to, and all kinds of everyday events. There are photographers permanently camped outside the houses of the most famous celebrities, ready to take a picture of any movements. Just look at the hundreds of celebrity gossip magazines in the press or the thousands of celebrity gossip websites and blogs; there are examples everywhere, and nobody knows how we should manage this situation.

Paragraph 3

But should celebrities have to put up with someone watching their every move from the moment they get up to the moment they go to bed? This is the subject of much debate. Many countries are looking at the current laws to protect the privacy of celebrities to see if they are strong enough in today's world. Many celebrities have taken legal action against people or newspapers who they think have not respected their private lives. And things have perhaps become rather extreme, with phone hackings, where journalists listen to people's private phone conversations, and wedding crashers. These are photographers who go to a celebrity wedding uninvited to take photos and sell them.

Paragraph 4

However, some people say that we should not only blame newspapers, magazines and photographers for this. Perhaps the celebrities themselves play a part in causing the problem. It is difficult to understand that we should feel sorry for celebrities who go out to get attention one minute and then ask for privacy the next. Photographers and reporters often say this is why their reporting of the private lives of celebrities is acceptable, and not immoral, as some people say.

Paragraph 5

Although a celebrity lifestyle may seem like a wonderful life, there is clearly a downside. Perhaps the negatives are now greater than the positives for today's celebrities. We may be able to think of celebrities who manage to keep their private lives to themselves, like George Clooney or Natalie Portman. Very little is known about their private lives. But how much effort does this take? Do stars have to change their lives to keep their privacy? Perhaps when people pick up a celebrity magazine, they should remember that these celebrities are human, not just public property.

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 Do journalists go too far?
- B Demand for the smallest detail
- C When fame ends
- D How fame has changed
- E Too high a price?
- F Their own worst enemy

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 knew a lot about the private lives of early 20th century stars.
- B The media claim that celebrities want the attention.
- C Overall, the writer feels that we should feel sorry for celebrities.
- D People don't know what to do about the growing interest in celebrities.
- E Countries will change the laws on privacy.
- F Celebrities are often complaining about the media.
- G The media are not the only group at fault.
- H The mystery has been removed from celebrities.

Questions 11-15

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

11. The private and professional lives of early stars were mostly
..... .
12. People want to read more and more in magazines and on websites.
13. In some cases, the bad behaviour of the media has led to celebrities taking
..... .
14. The media might not be the only ones to in creating this situation.
15. Not having a private life is definitely one of being famous.

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.** describes difficulties faced during migration?
- 17.** suggests that the movement of objects in space influences birds' flight?
- 18.** explains why some birds of the same species travel further south than others?
- 19.** gives an explanation that people do not realise is important?
- 20.** explains why there has been a disagreement?

Text A**WHY DO BIRDS MIGRATE?**

Many people believe, wrongly, that birds migrate mainly because of changes in temperatures in the winter months. It is certainly one of the factors, but there are many species of birds, some very small and delicate looking, which don't migrate. If temperatures were the main factor, wouldn't they migrate as well?

In fact, the main reason why birds migrate is to find the food they eat. Many birds feed mainly on particular insects, which are plentiful during the summer. But as summer turns to autumn and temperatures decrease, so does the number of insects. So birds have to fly south to find them. The same applies to birds such as ducks and geese, which rely on lakes, ponds, rivers etc. for their food. In winter, many of these areas freeze over, so it's necessary for them to move south in search of open water. Journeys for migrating birds can be thousands of kilometres for some species; for others it can be as little as an hour's journey.

Text B**Migrating birds of prey**

Birds of prey (hunting birds) show how far the physical geography of a region can be both a help and a problem for migrating birds. Mountains are no problem for birds of prey such as hawks. They can use their large wings in the warm air travelling up from the ground to keep them in the air and make their journey quite easy. This is in sharp contrast to small songbirds, which don't have the same physical features as hawks and are unable to use these air currents. For this reason they have to fly hundreds of extra kilometres around the mountains. On the other hand, when hawks reach large areas of water such as the Gulf of Mexico, where there are no air currents to support them, they similarly have to fly around them. Songbirds have no problem here. They just fly across them.

Text C



Peter: 25th March 21.45

I'm having an argument with one of my birdwatching friends. He says that Redshanks migrate to sub-tropical regions of Africa from Europe during the winter. I'm sure he's mistaken because I know for a fact that they migrate to the Mediterranean. Can anyone help me show him he's wrong?



Hanna: 27th March 14.22

Hi Peter,

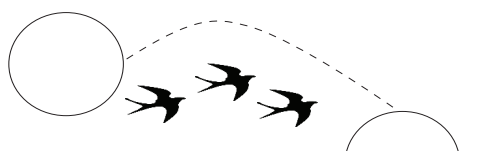
In summer, Redshanks live in northern Europe and central Europe. In winter, the ones that live in central Europe migrate only a short distance to the Mediterranean coast, so that becomes their territory for the winter. The ones that live further north can't land there because it's already occupied, so they have to fly on to parts of Africa. This happens to other birds too. It's called "Leap Frog Migration" because birds have to "jump" over occupied territories to find the next suitable places.

So you're both right. (Sorry!)

Text D

How birds find their way

SUN COMPASS

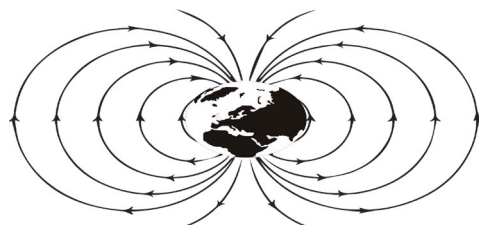


Birds change direction as the position of the sun changes throughout the day

STAR COMPASS



At night, birds seem to find the right direction by using the stars



MAGNETIC MAP

There may be something in a bird's eyes or mouth which can sense the Earth's magnetic field



ODOUR/SIGHT MAP

Birds recognise smells (wet areas, plants etc.) and landmarks (rivers, skyscrapers, bridges etc.)

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 Migrating birds have to change their diet.
- B Winter makes food difficult to reach.
- C Body type can make parts of some journeys easier.
- D Songbirds can tolerate the cold better than other birds.
- E Songbirds have to make longer journeys than other birds.
- F Birds of the same kind may spend the winter in different places.
- G It isn't clear how some factors help birds choose their route.
- H Birds can use man-made objects to find their way.

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**Bird Migration****Why?**

Fall in temperature leads to

- decrease in the (26.)
- ice forming on lakes and rivers

So birds move in search of food.

Routes taken can be affected by

- region's (27.)
- eg Hawk avoids open (28.), which lack air currents
- inability to land on other birds' (29.)

Navigation systems

Birds sensitive to:

- position of the sun or stars
- sights (eg rivers) and (30.) (eg plants)
- magnetic field of the Earth

Task 3 – Reading into writing

Use the information you read in texts A, B, C and D (pages 4 and 5) to write an article (150-180 words) for your college magazine on bird migration, explaining why it is such a fascinating topic.

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 150-180 words on the lines below.

Turn over page

Blank writing area with horizontal dotted lines for text entry.

When you have finished your article, spend 2-3 minutes reading through what you have written. Make sure you have answered the task completely. 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 (150-180 words) for your teacher about what advantages and disadvantages the internet has brought to young people.

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 150-180 words on the lines below.

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

End of exam

ISE II Sample paper 3

Answers

Task 1 – Long reading

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

6-10 can appear in any order

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

11. separate
12. (celebrity) gossip/detail
13. legal action
14. play a part/blame
15. downside

Task 2 – Multi-text reading

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

21-25 can appear in any order

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

26. number of insects
27. (physical) geography
28. water
29. (occupied) territories/territory
30. smells/odour

Integrated Skills in English

ISE II

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 II

Time allowed: 2 hours

This exam paper has four tasks. Complete all tasks.

Task 1 – Long reading

Read the following text about children's play and answer the 15 questions on page 3.

Paragraph 1

Play makes children very happy. When asked, they say they are happier when playing with friends than in any other situation. Yet the amount of time children play together without parents or teachers watching them or telling them what to do (what the experts call 'free play') is getting less and less. This trend has started to worry a number of senior psychologists and child experts. They argue that without adequate time for free play children cannot develop into confident and fully mature adults, which will eventually have a negative effect on society as a whole.

Paragraph 2

Part of the problem lies with parents. They recognise that their children play by themselves less frequently than they did, but admit that they restrict the amount of outdoor play because they worry about their safety. But another part of the problem is that we now want school to start at a very early age. Preschools and nursery schools have introduced more academic activities and many schools have even reduced break times. This doesn't mean we are against the idea of play, but it does show that we don't value play enough as part of a child's development.

Paragraph 3

Play is important because it gives children a chance to find and develop their own interests without being instructed by adults. It is here that children first learn how to make decisions, solve problems, use self-control, and follow rules. Children who don't go through this stage are likely to grow up feeling that they are not in control of their own lives and are much more likely to feel anxious as a result.

Paragraph 4

As well as making decisions, children also learn how to deal with emotions such as anger or fear when they are playing. Things like role playing and climbing trees can be a little frightening but it is the children themselves who decide how far they want to go with each activity. People who do not have the opportunity to experience and cope with such feelings will be less able to manage when they are faced with emotionally challenging situations in adult life.

Paragraph 5

Finally, play is a natural means of making friends through learning to cooperate with other children and treating them fairly. Children must think about the needs and wishes of those they play with as well as their own. If they don't, they will not be allowed to stay in the group (largely because their behaviour will cause the game to fail). Those who miss this early form of social interaction are more likely to feel socially isolated in later life.

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

- | |
|--|
| <p>A Discovering yourself early in life</p> <p>B Thinking about others</p> <p>C What this means for all of us</p> <p>D Play leads to improved academic results</p> <p>E Being limited from two sides</p> <p>F Knowing when to stop</p> |
|--|

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.

- | |
|---|
| <p>A Free play requires no adult to supervise.</p> <p>B Adults feel they should supervise some play activities.</p> <p>C Parents base attitudes to play on their own childhood experience.</p> <p>D Opportunities for play in schools have become fewer.</p> <p>E Free play will help children to become more obedient.</p> <p>F Play should never be frightening.</p> <p>G Play makes children less selfish.</p> <p>H Children should not forget their own needs when playing.</p> |
|---|

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. Today, children's play is more likely to be watched by either
..... .
12. Parents allow children less free play because of
concerns.
13. There is less time for play because early schooling has become more
..... .
14. Children who don't play are less able to cope later with situations which are
..... .
15. Early social interaction will prevent people becoming

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. draws attention to the unpleasant effects of waste disposal?
17. predicts that waste will increase in the future?
18. explains how national waste management can be improved by working together?
19. shows why the world needs to take action on the problem of waste?
20. describes the different stages in getting the maximum benefit from waste products?

Text A

The Netherlands is a good example of a country which manages its waste effectively. It discovered that its landfill sites, areas of land where rubbish is put, were almost full. Since then a combination of government action, positive response from industry and the determination of ordinary people to minimise waste has made the Netherlands one of the cleanest countries in Europe.

As well as finding effective ways of dealing with waste once it is produced, the emphasis has also been on creating as little waste as possible in the first place. 90% of Dutch families separate their household waste, and many companies have developed their own recycling schemes, taking out any valuable raw materials from waste products, burning anything that is left over and disposing of what is left in an environmentally friendly way.

Text B

To: jake@email.net
Subject: Recycling

Hi Jake

We visited this waste management company yesterday as part of my school project. It's amazing what they're doing. First they take out all the stuff they can recycle from the waste; then they use a special process on the rest which produces a gas that generates electricity. The solid stuff that's left over they use to produce materials for the building industry. After that there's hardly any left to throw away. They told us how important this is as the country is running out of landfill space. They are even considering digging up old landfill sites and recovering waste material from years ago to do the same process. It all depends on the costs. Ideally, we could turn into a waste-free society within a few years.

Mark

Text C

Say 'NO' to Audley

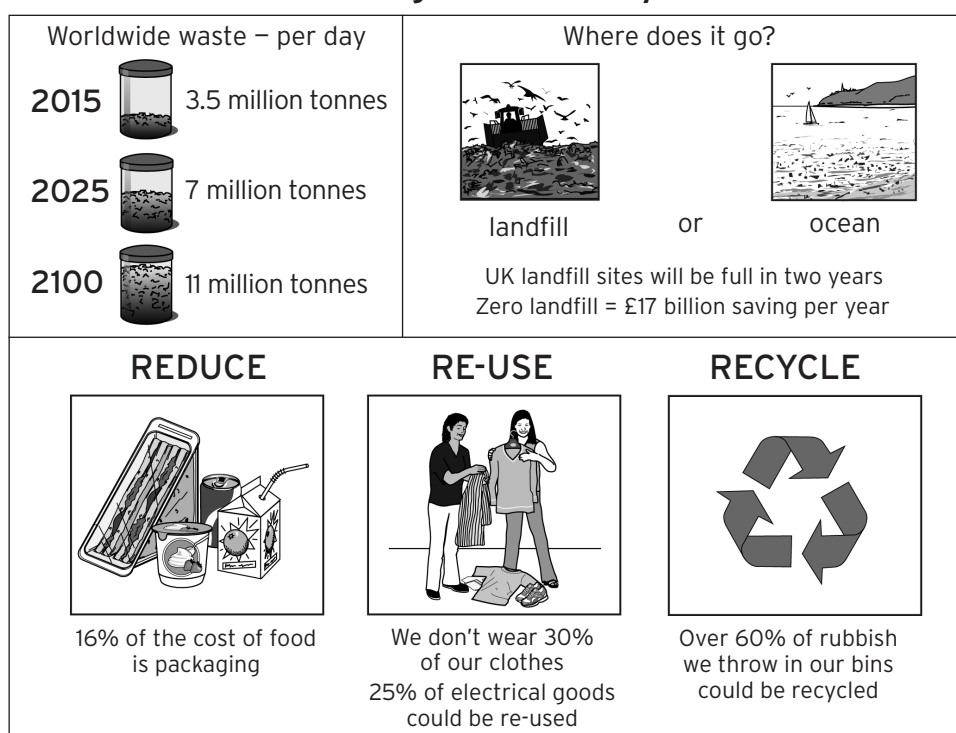
The news that the operators of Audley landfill site have submitted an application to extend the life of the site by ten years is a serious threat to the area. The operators say the site is needed, but none of the waste is from our area. We say to the authorities that we have had twenty years of noisy lorries entering and exiting the site all day and twenty years of smells and fumes, which damage our peaceful neighbourhood. So join us in a demonstration against the application this Friday. Bring cars, vans and bikes to block access to the site by rubbish trucks, and demand that our protest is heard.

For full details, see 'Action against Audley' on our website.

From the team at the 'No-To-Audley-Landfill' campaign

Text D

Breaking the waste cycle



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 Food packaging is expensive for the customer and the environment.
- B With modern methods it's possible to put almost all waste to good use.
- C It would be too expensive to take waste out of old landfill sites.
- D We should put as much effort into reducing waste as we do into managing it.
- E Commercial waste is more of a problem than domestic waste.
- F The most frequent protests are against landfill sites in residential areas.
- G We could recycle over half of the waste we currently put in our dustbins.
- H The demonstration aims to stop vehicles getting into the landfill site.

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**Community effort**

- Politicians, businesses and citizens can **(26.)**
- Households separate rubbish and companies have **(27.)**

Waste management

- Take out recyclable goods
- Produce electricity using **(28.)**
- Aim: to become a **(29.)** in a short time

Problems of landfill sites

- Running out
- Lorries cause:
 - noise
 - **(30.)**

The future

- 7 million tonnes of rubbish by 2025

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

Turn over page

When you have finished your article, spend 2-3 minutes reading through what you have written. Make sure you have answered the task completely and remember to check the language and organisation of your writing.

End of exam

ISE II Sample paper 4

Answers

Task 1 – Long reading

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

6-10 can appear in any order

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

11. parents or teachers
12. safety
13. academic
14. emotionally challenging
15. (socially) isolated

Task 2 – Multi-text reading

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

21-25 can appear in any order

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

26. minimise waste
27. recycling schemes
28. a special process / gas
29. waste-free society
30. smells and fumes

Integrated Skills in English

ISE II

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 II

Time allowed: 2 hours

This exam paper has four tasks. Complete all tasks.

Task 1 – Long reading

Read the following text about Hackney City Farm and answer the 15 questions on page 3.

Paragraph 1

The site of Hackney City Farm in East London has had many uses, from button making to furniture manufacture. But, early in the 1800s, the site was used as market gardens, and the fruit and vegetables that were produced were sold in the city. From 1940 onwards, the site was used as a base for a lorry transport company, but in 1982 local people started to keep some animals in the area, and in 1984 Hackney City Farm was born. Inspired by another city farm, not far away, its aim was to give adults and children the chance to experience farming in an urban area.

Paragraph 2

When the city farm took over the site, it was dirty and run-down. The old buildings were converted into shelters for animals and now it is inhabited by a variety of animals and has a productive vegetable garden. Apart from an employed farm worker, local volunteers help look after the farm. There are regular visits from schoolchildren. The aim is to inform them about food and nature, with extra workshops on creating objects from recycled materials, and on growing plants. Visits are free for schoolchildren, and everyone else, in fact.

Paragraph 3

The farm also runs projects. One of these was what is known as an 'intergenerational project', in which children and older people worked together. The theme of the project was working life in the past and covered the businesses that have disappeared, like woodworking and clothing manufacture. The older people shared their work experiences and the children used these ideas to do role plays of the jobs people used to do, and write a poem about them. The older people were inspired by the children's energy, and the children appreciated the older people's knowledge.

Paragraph 4

If you visit the farm, apart from seeing the animals and the gardens, you might take part in a pottery workshop or visit the award-winning café. To remember your visit, you can buy farm produce, including eggs and honey. The farm shop, which is at the entrance to the farm, has recently been re-designed by a firm of architects who were sympathetic to the farm's aims. They decided not to build a structure there, but keep the space open – in fact they knocked down a small section of wall, so that visitors can immediately see the vegetable garden.

Paragraph 5

The farm may not be a key tourist attraction, as there isn't a huge amount for anyone over five to see there. However, if you go, you will appreciate what the farm has achieved. They have raised awareness of the advantages of eating local products and created a peaceful space in the middle of a city area. Peaceful, that is, apart from the animal noises! People moving into the area have to sign a document to say that they will not complain about the noise – and they have to keep this promise! If you're finding the stress of the city too much, you should try an afternoon at Hackney City Farm as an enjoyable alternative.

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 Creating a first impression
- B Teaching skills to the young
- C Bringing tourism to the city
- D Not as quiet as it seems
- E Going back to its roots
- F Remembering past industries

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 The farm site had been used for various industries.
- B The farm in Hackney was the first city farm in London.
- C The old buildings on the city farm site were re-used.
- D Local people work on the city farm for no payment.
- E The children wrote about the jobs the old people used to do.
- F The older people benefited the most from the project.
- G The architects only made minor changes to the shop area.
- H The farm has received complaints about the animal noise.

Questions 11-15

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

11. The most recent industrial use of the site before the farm was
by a
12. On the farm, schoolchildren also learn how to make things
from
13. In the project, the older people their memories of
their jobs.
14. The architects who worked on the shop area understood
the of Hackney City Farm.
15. The farm has managed to increase of the value of
local food.

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. aims to motivate people to use a facility?

17. explains why exercise is good for both staff and companies?

18. points out some problems of a system?

19. says that something is worth more money than it costs?

20. outlines a range of options available?

Text A

We all know that exercise is good for us, but most of us just don't have time for it in our busy lives. One man thinks he has a solution to this problem. Jim Overlord is the Managing Director of Lords, one of the biggest companies in this city. Lords employs 500 people in its factory and a further 300 administrative staff. Jim is so convinced of the benefits of exercise that he is giving all of his office staff time off during their working day to exercise. He sees this not as an expense for his company, but as a way of making it more profitable.

He may be right. A study by the University of Avon found that employees who exercise during the day are more focused and efficient when they return to work, and much better at problem solving. They are also healthier, which means that they take less time off. One study in Australia found that, in companies where staff were able to exercise regularly, employees took an average of 15% fewer days off for illness. Jim Overlord believes that the costs to the company of his exercise programme will be repaid by the improvement in productivity.

Text B

To: employees@lords.com
From: jim@lords.com
Subject: New gym

Dear Employee

The new Lords company gym is finally open! All the details are in the leaflet attached. To encourage you all to get into good habits, anybody who exercises 4 times a week for the next month will get an extra Friday afternoon off!


Family members can also use the gym for a small charge, but they must be accompanied by an employee. You can use it at any time, but if you go during normal working hours (9am to 5pm) there's a limit of 40 minutes per day. Make sure you check with your manager so you're not out of the office at an inconvenient time.


Of course, exercising is not compulsory, but I strongly encourage you to make use of the new facilities every day. It'll be good for you and good for the company!


Kind regards


Jim


Text C


 **Keith:** What does everyone think about this new exercise programme? Personally, I'm not keen.


 **Mick:** Why not?

 **Keith:** I don't like being told what to do. My health is my business. Next we'll be told what we should eat as well!


 **Marianne:** But it's not compulsory, is it? No-one's forcing you to exercise.

 **Keith:** Not really, but it's the boss's idea so I feel pressured to do it even though I don't want to.

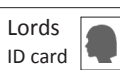
 **Angie:** Yes. And yesterday I needed my secretary to do something urgent and I had to wait nearly an hour for her to get back from the gym!

 **Marianne:** I like the running club. It's a way to make friends with other people in the company.

Text D



Prices




Employees: FREE
Family members:
Adults £5
Students 12-18 £2
No children under 12

Opening hours

07:00-21:00

Running group



Tuesday and Thursday
1230-1330
Maximum 20 people per day
Book online
Meeting place given when you book

5 minutes' walk





Table tennis



Only available via
online booking

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 All of the employees at Lords can take time off for exercise.
- B The Australian study showed that having an exercise programme for employees reduced staff absence by 15%.
- C Families of Lords employees can use the gym on their own.
- D Employees of Lords can use the gym for an hour from 9.00am.
- E Employees have to exercise every day.
- F Marianne enjoys the social benefits of the exercise programme.
- G Only a limited number of people can take part in each run.
- H You have to reserve the tennis table in advance.

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**Exercise programme at Lords**

- Gym, running club and table tennis
- Free
- Can use during work time
- Family member welcome, but not open to **(26.)**
- Need to **(27.)** for running club through website

Advantages

- Healthier staff
- Makes employees more **(28.)** during work time
- Can meet other people within the company
- Staff need **(29.)** for illness

Disadvantages

- Staff don't like company telling them what to do
- Can be **(30.)** for managers/colleagues if people absent from office
- Expensive for company

Task 3 – Reading into writing

Use the information you read in texts A, B, C and D (pages 4 and 5) to write an article (150-180 words) for a website about the exercise programme at Lords. Explain how it works and outline the advantages and disadvantages of the programme.

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 150-180 words on the lines below.

When you have finished your article, spend 2-3 minutes reading through what you have written. Make sure you have answered the task completely. 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

A friend wants to work in the same career as a relative of yours. Write a letter (150-180 words) to your friend about your relative's job. Say what you think is good about it and what the disadvantages are.

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 150-180 words on the lines below.

A series of horizontal dotted lines filling the page, intended for writing or drawing.

Turn over page

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

End of exam

ISE II Sample paper 5

Answers

Task 1 – Long reading

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

6-10 can appear in any order

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

11. (lorry) transport company

12. recycled materials

13. shared

14. aims

15. awareness

Task 2 – Multi-text reading

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

21-25 can appear in any order

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

26. children (under 12)

27. book

28. focused / efficient / focused and efficient

29. fewer days off / less time off

30. inconvenient

Integrated Skills in English

ISE II

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 II

Time allowed: 2 hours

This exam paper has four tasks. Complete all tasks.

Task 1 – Long reading

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

Paragraph 1

Santiago is the capital city of Chile, in South America. It is home to 7 million people, and there are over 4 million vehicles on its busy streets. In 2017, a study was done of 390 cities around the world to find which had the worst traffic jams, and Santiago was ranked 10th on the list. So you might not think it would be a great place for cycling. However, there has been an enormous increase in the popularity of cycling in the city. The number of cyclists has been rising by at least 15% every year recently. In 2006, only about 3% of journeys in the city were made by bike, but by 2016 that had doubled to 6%.

Paragraph 2

This increase is largely due to the efforts of one man. Gonzalo Stierling Aguayo is the founder of a project to get the people of Santiago cycling more. He persuaded the city's leaders to ban motor vehicles from the main roads of the city once a week. This means that every Sunday until 2pm the centre of the city becomes a 40-kilometre-long cycle path. About 40,000 people use the roads to cycle, roller skate, skateboard or just walk around the city, free from traffic.

Paragraph 3

Gonzalo got the idea from a similar project already in place in Bogota, Colombia. The Santiago city leaders refused to give any money to the project, so it relies completely on sponsorship from local businesses. At first just a few roads were closed, but now seven areas of the city participate. Despite some initial opposition from drivers, most people think the project has made an enormous improvement to the city. Many other South American countries, including Mexico, Venezuela and Peru, have been inspired by its success to start something similar.

Paragraph 4

The project transforms Santiago. It not only gives people more opportunity to exercise, but also encourages them to explore the city and mix more with their neighbours. According to Gonzalo, this is the greatest benefit of the project. Santiago is a city where people tend to stay in their own part of town and not have much contact with people in other areas, but cycling has changed this and helped to break down some of the social barriers. This is particularly noticeable in Parque Metropolitano, the largest urban park in South America. Previously, it was mostly used by people living near it in the city centre, but many now cycle there from the outskirts of the city.

Paragraph 5

Gonzalo and his team plan to continue expanding the project and eventually to have the whole of the city closed to motor vehicle traffic on Sunday mornings. His dream is that there will be a vehicle-free route from the far north of the city through to the south. He also hopes to have an impact on weekday traffic by encouraging people to use their cycles to get to work. He believes more people should use cycles, not just for recreation, but as an everyday form of transport.

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 Connecting people
- B No cars allowed!
- C Big ambitions
- D Opposition from drivers
- E The idea spreads
- F A growing means of transport

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 Santiago's traffic jams are the 10th worst in the world.
- B Cars are allowed back on the roads in Santiago after 2 o'clock on Sunday afternoons.
- C There is a separate path for cycles next to the main roads of the city.
- D Santiago was the first city in South America to do something like this.
- E Gonzalo's project depends on money from private companies.
- F Gonzalo thinks the best thing about cycling is that it encourages contact between neighbours.
- G Parque Metropolitano is on the edge of the city of Santiago.
- H Gonzalo wants people to be able to cycle the entire length of the city without meeting any cars.

Questions 11-15

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

11. The proportion of trips made by bike in Santiago in one decade.
12. Gonzalo convinced people that it would be a good idea cars on Sunday.
13. Aguayo's idea has people in other countries to do the same thing.
14. The traffic-free roads offer people a greater
15. At the moment, cycling in the city is mainly used as a form of, rather than for getting to work.

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. expresses agreement with a new development?


17. gives information about some places in the village?

18. considers if living in Plockton would be the best option?

19. recommends some activities to do in Plockton?

20. states the opinion of a young person about life in Plockton?

Text A

www.visitplockton.com	
<p>PLOCKTON, HIGHLANDS OF SCOTLAND</p> <p>Plockton, surrounded by dramatic mountains and with its lakeside position, is considered to be one of the most beautiful villages in the Highlands. It has around 380 inhabitants. Popular with walkers and sailors, it is the perfect place for a peaceful holiday. Facing away from the winds, Plockton has a mild climate, which has enabled palm trees to grow along the main street. If wildlife is your interest, you should go on the famous Plockton boat trip — you are guaranteed to see seals. If you did not, your money would be refunded, but this has never happened. As for food, seafood is a speciality.</p>	

Text B

<p>To: pablo@email.com From: maggie@email.com</p>
<p>Hi Pablo</p> <p>I've recently returned from Plockton, where I grew up. That was many years ago! Although it's just a small village and fewer than 300 kids went to school there, I got good qualifications. Only a few young people actually lived in the village, and nearly all of us had to leave to find work. That's why I ended up working with you in London!</p> <p>I haven't been back for years. But Plockton looked much the same, except for some new houses on the way in to the village. No bad thing, in my opinion, as villages need new life to survive. What was most disappointing was the number of houses in the village that are now just holiday homes – the owners make infrequent visits or rent out their houses to tourists. I can't afford to buy a house there now! And I'm afraid Plockton didn't quite feel the same as it did before.</p> <p>Oh, well, it's still beautiful.</p> <p>Kind regards Maggie</p>

Text C

Paradise village?

by Ben Jones

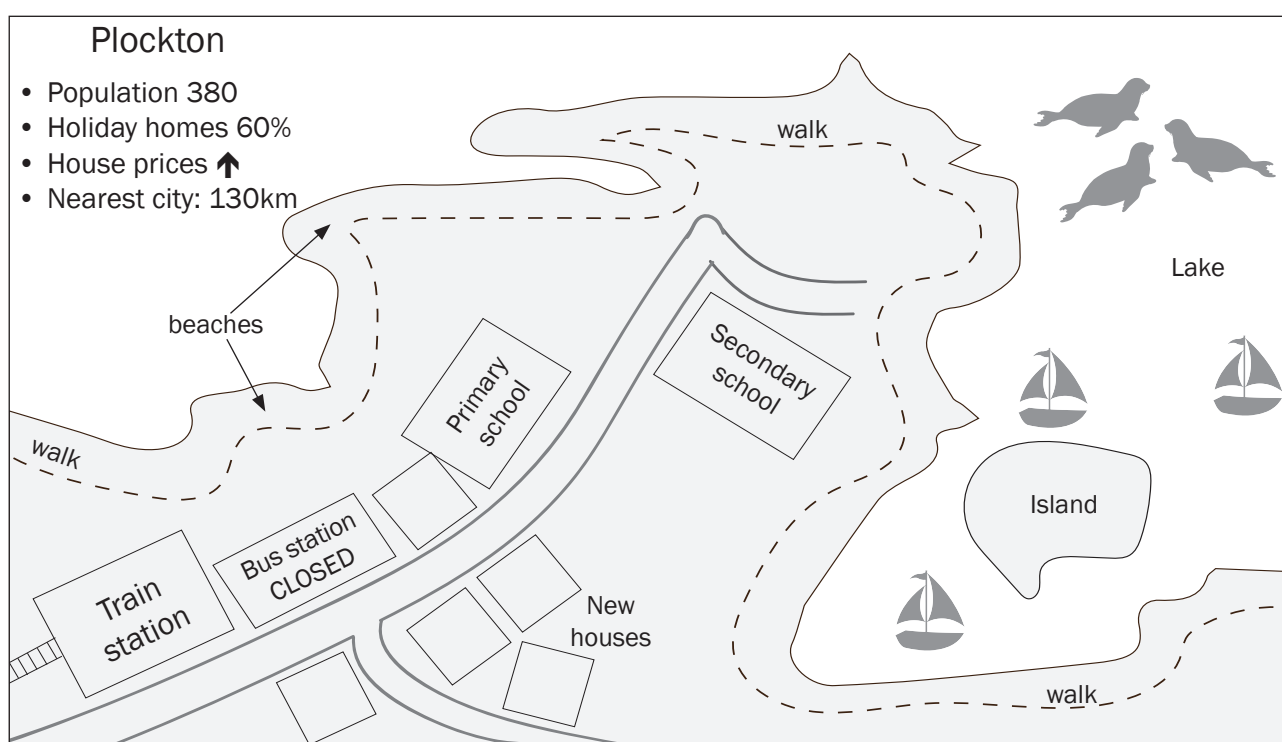
On a recent visit to the village of Plockton, I was stunned by its beauty. 'I could live here,' I thought. But could I? I decided to do some research to find out.

Donald Campbell told me, 'The locals are friendly but the community life isn't the same — it's not so much fun. There used to be great live music. If you'd seen me dancing, you'd have been impressed!'

Then I talked to Marie Mackenzie. 'I love being outdoors in Plockton with my friends,' she said. 'But life is easier for teenagers in other places — there are no activities for us here. If I want to buy some clothes with my friends, it's a 260-kilometre round trip. In fact, travelling in general is quite tricky. If I were you, I'd think twice about moving here if you have teenage children.'

So, would it be fair to bring my family to live here? I'm not sure. We may just have to come for holidays.

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 People who have gone on a boat trip have always seen seals.
 B Yachting is a popular pastime on the lake at Plockton.
 C Very few people of Maggie's age stayed in the village.
 D Maggie is planning to buy a house in the place where she grew up.
 E Donald Campbell used to be a good dancer.
 F Marie thinks it would be a good idea for Ben to move to Plockton.
 G It is advisable for tourists to travel to Plockton by bus.
 H Schoolchildren of different ages are educated in the village of Plockton.

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**Plockton****Advantages**

- Beautiful location
- (26.) means palm trees!
- Good for: walking, sailing, wildlife (eg seals)
- Schools
- Station
- Good food

Disadvantages

- Local people (27.) to buy houses
- 60% holiday homes
- Poor transport
- Long distance to get to (28.)
- (29.) for teenagers to do
- The (30.) is less lively now than in the past

Ruled lines for writing.

When you have finished your article, spend 2-3 minutes reading through what you have written. Make sure you have answered the task completely. 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 (150-180 words) for your teacher about a job you would like to do. Say what you would enjoy about the job and what you think you would need to do to get this job.

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 150-180 words on the lines below.

A series of horizontal dotted lines for writing.

Turn over page

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

End of exam

ISE II Sample paper 6

Answers

Task 1 – Long reading

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

6-10 can appear in any order

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

11. doubled
12. to ban
13. inspired
14. opportunity to exercise
15. recreation

Task 2 – Multi-text reading

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

21-25 can appear in any order

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

26. mild climate
27. can't afford
28. (nearest) city
29. no activities
30. community (life)