

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 and centre number 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. Use blue or black pen, not pencil.
5. Write your answers on the exam paper.
6. Do all rough work on the exam paper. Cross through any work you do not want marked.
7. You must not use a dictionary in this exam.
8. 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).

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.

- 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.

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 a word, phrase or number from the text (maximum three words). Write the word, phrase or number 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?

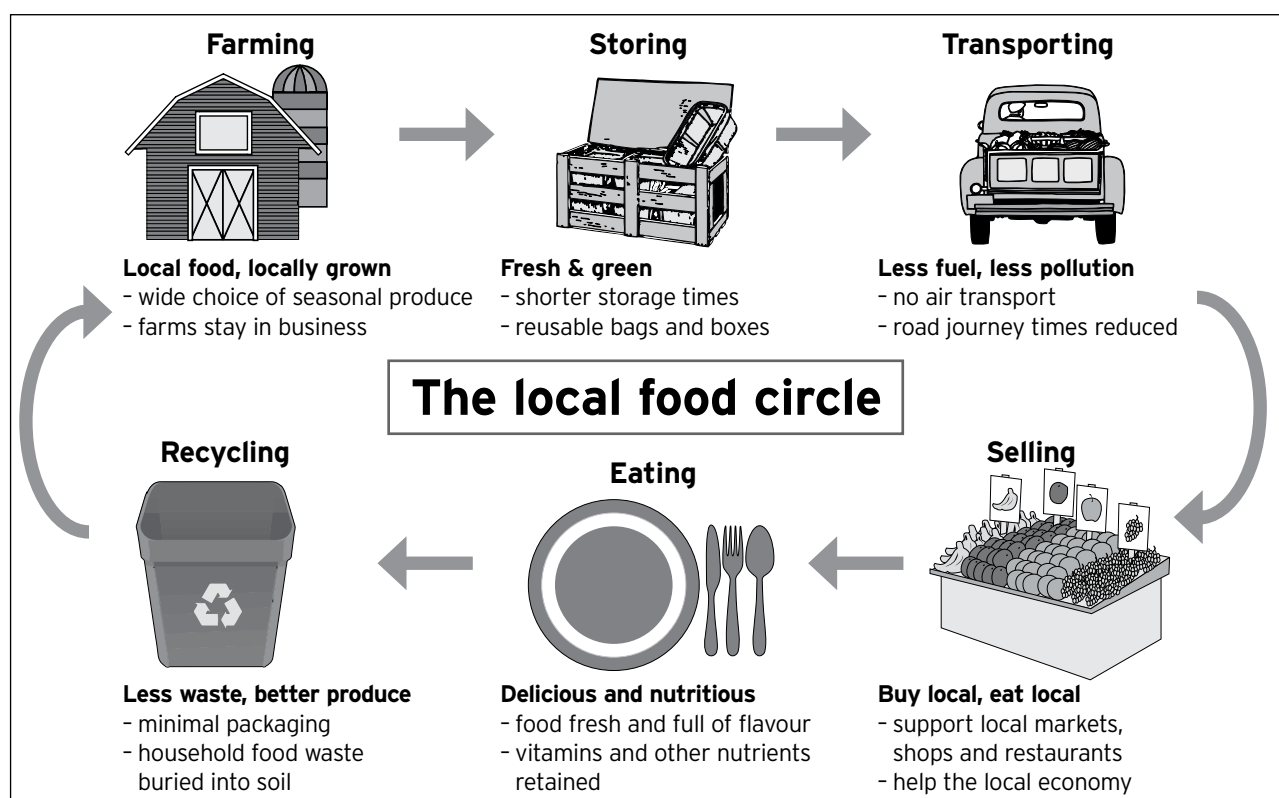
Pay attention to words such as 'suggests', 'criticises' and 'explains'. For example, in question 16, just because a text mentions local food, it doesn't necessarily mean that the text **suggests** local food tastes better.

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 summary notes below contain information from the texts on pages 4 and 5. Find a word or phrase from texts A-D to complete the missing information in gaps 26-30.

Write your answers on the lines below.

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'.

Summary 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

Task 3 – Reading into writing

Use the information from the four texts you read in Task 2 (pages 4-6) to write an essay (150-180 words) for your teacher, presenting the advantages and disadvantages of local food.

You should plan your essay **before** you start writing. Think about what you want to say 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. Try to use **your own words** as far as possible – don't just copy sentences from the reading texts.

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.'

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. Remember to check how you made use of the reading texts, as well as the language and organisation of your writing.

Turn over page

