

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 an architect who builds with paper and answer the 15 questions on page 3.

Paragraph 1

The architect Shigeru Ban uses recycled paper and cardboard to build. He explains that this is possible as it's the design, not the materials, that gives buildings strength. He insists that concrete causes numerous difficulties and is hard to replace or repair. If one of his paper tubes gets damaged, however, it is simple to replace. Paper buildings may seem to be a fire hazard but, he points out, you can spray them to protect them from fire. In the same way, there are many products available to protect paper from rain. When the buildings are pulled down, the materials are all recyclable for another project.

Paragraph 2

One of Shigeru's recent projects was a bridge in the south of France. He built it as a summer attraction for tourists. It was made of 281 cardboard tubes, each of which had a length of 11.5 centimetres. The steps were made of recycled paper and the base was constructed of wooden boxes filled with sand. It took 14 architecture students and Shigeru a month to construct it. Thousands of people came to see the bridge and even walk across it. It could take the weight of 20 people at a time. At the end of the summer, the bridge was demolished before the rainy season started. The tubes were, of course, kept for future projects.

Paragraph 3

Shigeru was born in Tokyo in 1957. He studied at the South California Institute of Architecture and then at Cooper Union's School of Architecture, which he graduated from in 1984. Soon after finishing his studies, he was asked to create a design for an exhibition for another architect. He realised that he couldn't afford the wood he needed for this project. During his search for an alternative, he noticed lots of paper tubes in the studio he was working in. He went to the factory where they were made and discovered that they could manufacture them in any size he wanted. So he ended up making his first paper tube creation – a ceiling of tubes for the exhibition.

Paragraph 4

Early on in his career, Shigeru began to understand that architects were for rich people who could afford to pay for the design of large houses. He was totally opposed to this and saw it as unfair. He thought that constructions could be inexpensive and for everyone to enjoy. He also started to think that buildings didn't need to take so long to build. After realising the possibilities offered by using paper tubes, he started experimenting. His aim was to see if paper could be a building material of the future. He loved the fact that paper was low-cost and recyclable.

Paragraph 5

Shigeru has recently accepted his first building project in London. Unlike the work he's most famous for, he will be building luxury flats out of wood. He has also designed and built a glass building, the Curtain Wall House in Tokyo. Inside the house, on each floor, there is a large room that can be made into separate rooms by sliding some glass walls across. It is called the Curtain Wall House because there are no external walls; there are curtains that you can close to give privacy and warmth.

Questions 1-5

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

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

- A Solutions to problems
- B How Shigeru first started working with paper
- C Other constructions
- D Shigeru Ban's beliefs
- E An unsuccessful project
- F A temporary construction

Questions 6-10

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

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

- A Shigeru thinks his paper tubes are good for building because they are simple to repair.
- B Shigeru chooses his materials because you can use them again.
- C More than 20 people walked on the bridge.
- D Shigeru started using paper tubes because he didn't have enough money for other building materials.
- E When he first became an architect, he only wanted to work for wealthy people.
- F Shigeru thought that building with paper would take too long.
- G The London building is unusual for Shigeru partly because of the material he's using to build it.
- H The outside walls of the Tokyo house are curtains, not solid walls.

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. Shigeru believes that it is simple to prevent fire and RAIN damaging his buildings.
12. The bridge in France WAS DEMOLISHED to avoid wet weather.
13. Shigeru realised the paper tubes were good for building as he could choose the SIZE.
14. Shigeru wanted to create buildings for EVERYONE TO ENJOY.
15. The house in Tokyo has several CURTAINS inside, which can move.

Turn over page

Task 2 – Multi-text reading

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

Questions 16-20

Read questions 16-20 first and then read texts A, B, C and D below the questions. As you read each text, decide which text each question refers to. Choose one letter – A, B, C or D – and write it on the lines below. You can use any letter more than once.

Which text

16. gives reasons for the lack of teenage interest in the problem of waste?
17. refers to the importance of developing links between the school and the wider population?
18. suggests how teachers can help increase awareness of recycling?
19. explains different ways of getting the message across in class?
20. describes the development of a practical recycling idea?

D

A

A

D

B

Text A

To: colleagues@email.com
Subject: Waste management

Dear colleagues

I've been thinking about how to raise student awareness about waste management at our school. If we held a recycling week, that might do. Students could bring in unwanted items from home. The items could be exchanged for use by someone else and this activity turned into a history lesson on the development of trade and monetary systems.

We used to have a group of students that met regularly to discuss effective recycling at school. We ought to re-introduce that idea. Once a week, the group could go out into public areas and pick up rubbish from around the school. They might also examine the type of rubbish generated and decide what can be recycled. Students could interview people in their neighbourhood about their recycling habits and discuss common findings with the class. This will help give students a broader view on environmental concerns.

Let me know your thoughts.

Nick

Text B

Struck by the observation that young people weren't doing enough to protect the environment, some ambitious students in Italy wanted to find a way to encourage young people to have a different approach to waste. So these teenagers courageously took on the challenge of creating a product that could show their friends what could be done with an otherwise useless piece of rubbish. The result is a machine that could inspire young people to recycle and participate actively in the circular economy, which is an economy where all waste products are reused.

Picture yourself in a park. There are lots of empty plastic bottles lying around and, instead of placing them in a bin, you're able to bring them to a recycling machine.

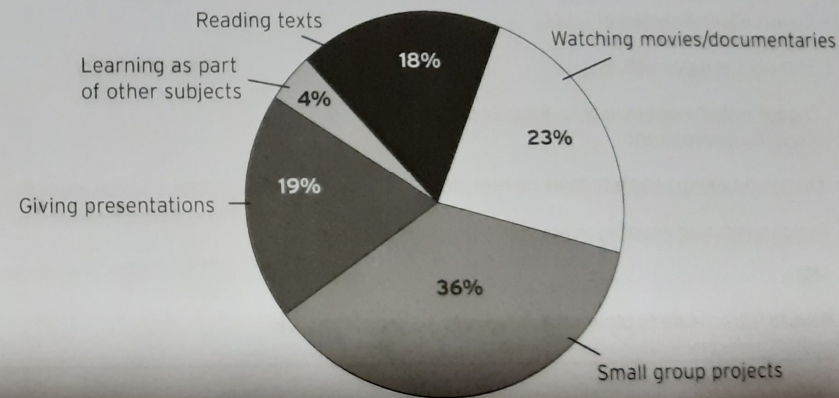
So, you place the bottles into the machine and watch them being melted down into plastic string inside the machine. The plastic is then transformed into a new phone case which you can take away. Amazing! In this way, the students believe they will be able to exploit the market of environmentally concerned 'digital natives', and inspire people to make a difference to their environment.

Text C

- A survey was carried out in 2018 with the aim of improving attitudes towards recycling. It found that:
- Young people are simply not involved with recycling, and it is seen as unimportant.
 - 97% of surveyed students at the school have learned about the consequences of not recycling, but they do not act on them.
 - They only recycle when it is convenient for them to do so, for example if there is a rubbish bin nearby.
 - The overall attitude is that their small amount of rubbish is not going to make a difference, which seems to indicate they are not seeing the bigger picture.
 - There are not any visible recycling campaigns, especially online, to increase excitement among teenagers.
 - The minority of students who do recycle are seen as being rather arrogant.

Text D

Students' Preferred Methods of Environmental Education



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. B
22. C
23. D
24. G
25. H

- A Nick's school continues to have an active recycling club.
B Recycling can help students to learn about how people did business in the past.
C The Italian teenagers noticed that young people lacked the desire to recycle.
D The recycling machine introduces young people to the idea of production with no waste.
E The majority of students in the 2018 survey think their own recycling has no effect.
F Students who take part in recycling are admired.
G Including environmental information in other subjects is a popular choice.
H Students enjoy working with others more than reading individually.

Turn over page

Task 4 – Extended writing

There are plans to build a large factory in your local area. Write a letter (150-180 words) to your local newspaper discussing the advantages and disadvantages of these plans and giving your opinion.

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.

Lined writing area on the right page of the notebook.