

TRINITY

Integrated Skills in English

ISE II - CEFR: B2

Reading & Writing Module

TESTS 1-6

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

Test 1

Task 1 – Long Reading

Trinity ISE II: THEME: Society and Living Standards

As part of your studies you are going to read about the Congo Pygmies, an African tribal group. Read the following text and answer the 15 questions on the next page.

Little people with big problems

Paragraph 1

No one knows exactly how many of them there are, but estimates suggest that between one quarter and half a million pygmies live in central Africa, in and around the Congo rainforest. Together the various groups of Congo Pygmies make up the largest population of traditional hunter-gatherers left on Earth. They survive off the wild products, the animals and plants, as nature puts in the environment around them. Or, at least, they used to before we interfered. Now the pygmy people are being forced out of the rainforest by both the Bantu and the men from the West.

Paragraph 2

The term 'pygmy' was originally used by the Ancient Greeks to describe a group of small people they believed lived in Ethiopia. Many hundreds of years later, when European explorers arrived in Central Africa, they used this same term to label the small forest people they found living there. These jungle people were not only very short in height (typically under five feet tall) but also very small in build. In contrast, the other native Africans, the Bantu, were similar in both build and height to the Europeans themselves.

Paragraph 3

It is not known exactly why the pygmies developed such small body frames. One theory suggests it was due to the lack of natural light in the rainforests. This meant the forest people did not get enough calcium for proper bone growth so they developed smaller skeletons. Another theory claims the pygmies are small because they have naturally adapted to forest life over hundreds of years. It is, after all, easier to travel through thick jungle if you are short and thin. One thing that's not small, however, is the pygmy love of music. In fact, this is enormous. Music is a huge part of daily life and not just for entertainment purposes; there are songs for specific events and for activities, such as hunting, too.

Paragraph 4

The Baka Pygmies of Cameroon, one of the largest pygmy groups, have little to sing about these days, though. They, like most of their people, are under attack. Deforestation is one big issue. For this, both the Bantu and the Europeans are to blame. Thousands of pygmies have been forced from their homes, only to see the forests and their way of life destroyed. And then there is war. The pygmies are often caught in the middle of fights between rival Bantu groups.

Paragraph 5

Struggling pygmies are forced to move into built-up areas. Here, in the larger villages and towns of Cameroon, they can only find the lowest-paid jobs. They live in poverty and are often the victims of unfair treatment by the locals. To make matters worse, the pygmies have been exposed to new diseases here too, causing the population further harm. And they have little access to medical assistance, which makes the situation even more serious. It is not just the Baka Pygmies that are in crisis either. Pygmies across Africa are facing these same issues. Their jungle home is being destroyed at an alarming rate and so is their culture and way of life.

Questions 1-5 (one mark per question)

The text on the previous page 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 **E**
2. Paragraph 2 **B**
3. Paragraph 3 **A**
4. Paragraph 4 **F**
5. Paragraph 5 **D**

- A** Suggestions for how the pygmy people developed and an important part of their culture
- B** How the pygmy people got their name and what they look like
- C** Important parts of pygmy culture and their different animal-hunting methods
- D** How the pygmy people are struggling to adapt to the threats they face
- E** Where in Africa the pygmy people live and their traditional way of life
- F** Serious threats facing one specific group of pygmies in Africa

Questions 6-10 (one mark per question)

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

6. **C/E/F/G/H**
7. **C/E/F/G/H**
8. **C/E/F/G/H**
9. **C/E/F/G/H**
10. **C/E/F/G/H**

- A** The Bantu people of Africa are much shorter than Europeans.
- B** The Baka Pygmies are different to other pygmy groups because they do not sing or like music.
- C** Pygmies in urban areas typically have low incomes and do not get proper healthcare.
- D** Fighting between different groups of pygmies has harmed their way of life.
- E** Pygmies are typically shorter and thinner than Bantu people.
- F** There is not an accurate figure for the number of pygmies living in Africa.
- G** The cutting down of forests where pygmies live is the fault of both local Africans and Europeans.
- H** One theory for why pygmies are short suggests it may be because there is not much sunshine in the forests where they live.

Questions 11-15 (one mark per question)

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. Some **estimates** put the figure of Congo Pygmies that live in central Africa as high as one quarter and half a million.
12. **European explorers** gave the pygmies their name when they first visited Africa.
13. A lack of calcium may have caused pygmies to develop **smaller skeletons**
14. Destruction of forests is a **big issue** for the Baka Pygmies.
15. Pygmies in built-up areas have suffered from **(new) diseases** they never had before, damaging their health and population numbers.

Task 2 – Multi-text Reading

Trinity ISE II: THEME: Pollution and Recycling

As part of your studies you are going to read about paper recycling. In this section there are four short texts for you to read and some questions for you to answer.

Questions 16-20 (one mark per question)

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 the letter – A, B, C or D – and write it on the lines below.** You can use any letter more than once.

Which text

- | | |
|---|----------------------|
| 16. explains what happens to paper when it's recycled? | C |
| 17. makes a lot of general points about our paper-using habits? | D |
| 18. uses an unusual form of measurement to emphasise a point about something? | D |
| 19. focuses on paper making in relation to a specific environmental issue? | B |
| 20. explains why something always has to be used in the paper-making process? | A |

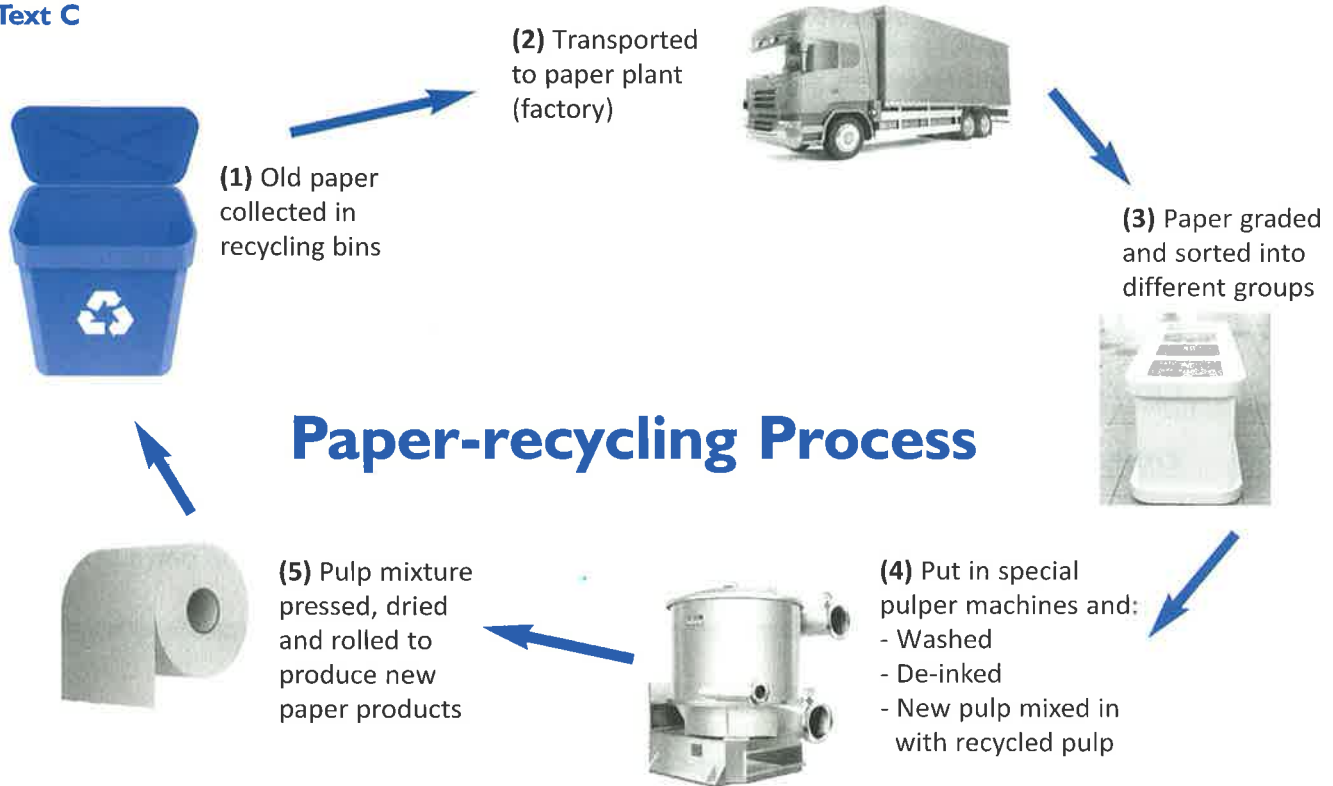
Text A

Although one of the main goals of recycling is to reuse as many existing materials as possible in order to limit the quantity of new raw materials it is necessary to introduce, harvesting trees is an unavoidable part of the paper-making process – no matter how much paper is recycled. This is because every time paper is reused, its fibres weaken. New paper, or virgin wood pulp, has to be added to the process, and that means using new wood. However, the wood used by the paper industry in Europe comes from sustainable supplies which are able to continue over a long period of time. Some of it, for example, comes from young trees that would have to be cut down anyway to let the forest mature; this process is called thinning the forest. Another source of wood pulp is sawmill waste; essentially the dust and small pieces of wood that are left after timber has been processed for other purposes, like furniture making. A lot of wood pulp also comes from fast-growing forests of species like spruce and eucalyptus. As from last March, all paper products sold in the EU (which Britain is part of) have to come from legally harvested, and that means sustainable, timber resources.

Text B

Paper is biodegradable, which means it breaks down naturally over time. When it biodegrades, however, it creates methane, a powerful greenhouse gas that contributes to global warming. Similarly, when paper is burned in an incinerator, it produces another greenhouse gas – carbon dioxide. By recycling paper, therefore, we keep these gases out of the atmosphere for longer. Based on the results of a recent study by the Waste and Resources Action Programme (WRAP), as many as 10.8 million tonnes of carbon can be prevented from going into the atmosphere in this way each year. Not to mention the fact that recycling also means cutting down fewer trees to add to the paper-making process. This, in turn, keeps more greenhouse gases out of the atmosphere.

Text C



Text D

Skool Enviroblog

Hey guys!

Kev here from the team who brings you the school's environment blog. Today we're talking about paper recycling. Here are some facts I bet you didn't know:

- Around 87% of all paper used in the UK is recovered and recycled each year.
- Recycled paper makes up around 79% of the raw materials that go into making newspapers.
- There are over 1000 government recycling centres in the UK.
- Paper makes up about 5% of the recycled materials brought to these centres.
- On average, each person in the UK uses about 38kg of newspaper a year.
- There is enough wrapping paper used during the December holiday season to cover nearly 12,000 football pitches.
- If we didn't recycle paper, we'd need to cut down around 300 million trees each year for the UK alone.

OK, guys. That's about it for now. Remember the three Rs – Repair, Reuse, Recycle!

Kev

Questions 21-25 (one mark per question)

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

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

- A 79% of all recycled paper goes into making newspaper.
- B The recycled-paper-making process releases a lot of harmful gases into the atmosphere.
- C Recycled paper is cleaned and has any ink removed after it has been separated into different groups.
- D Paper recycling helps reduce the amount of carbon dioxide in the atmosphere.
- E Paper represents only a small amount of what is brought to UK recycling centres.
- F Methane is produced when paper is set on fire.
- G There are laws to control what timber is used to make paper in the UK.
- H Some of the trees used for paper making have to be cut down to help forests develop.

Questions 26-30 (one mark per question)

The summary notes below contain information from the texts on the previous pages. 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.

Summary notes

Paper Recycling

Why recycle:

- because this helps lower the atmospheric levels of certain greenhouse gases
- results in the chopping down of (26.)fewer trees.....

Why new paper is needed:

- because the (27.)fibres..... in paper become less strong with reuse
 - however, only (28.)sustainable..... sources of new wood are used
 - sometimes the wood is already being cut down or sawmill waste is used
 - other times, wood from fast-growing forests is used

Paper-recycling process:

- collect and transport paper to plant
- grade and sort paper
- use special machine to wash and de-ink recycled paper before adding in some (29.)new pulp..... to the mix
- press, dry and roll pulp to make new products

Paper facts:

- 87% of UK paper recovered and recycled
- newspapers mostly made out of (30.)recycled paper.....

Task 3 – Reading into writing

Trinity ISE II: THEME: Pollution and Recycling

Use the information from the four texts you read in Task 2 to write a short article (150-180 words) for a leaflet about paper recycling. You should plan your article **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 article in about 150-180 words. Try to use your own words as far as possible – don't just copy sentences from the reading texts.

.....

.....

.....

.....

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.

Task 4 – Extended writing

Trinity ISE II: THEME: Personal Values and Ideals

Your teacher has asked you to write an essay on the following topic: '*Salary is the most important factor to consider when choosing a career.*' Discuss and say whether you agree or disagree with the statement, explaining why. Write your essay (150-180 words).

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 in about 150-180 words.

.....

.....

.....

.....

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.

Test 2

Task 1 – Long Reading

Trinity ISE II: THEMES: Local produce & Society and living standards

As part of your studies you are going to read about gardening. Read the following text and answer the 15 questions on the next page.

Amateur gardening in the UK

Paragraph 1

Around half of all adults in the UK list gardening as one of their pastimes and over 90% of UK homes have a garden of some sort. Not surprisingly, the level of participation generally rises the older people get. Fewer than one in five people aged 16 to 24 claim to do any gardening, for example. But this is hardly surprising since the average age at which people can afford to buy their first home is nearly 40 - you are unlikely to start gardening until you own one, after all.

Paragraph 2

First-time gardeners may be getting slightly older, but there is no doubt the pastime's popularity is on the rise again. The comeback of gardening may have more to do with the present economic situation than with gardening becoming 'trendy', though. For instance, the percentage of home-grown fruit and vegetables eaten in the UK has been rising for a number of years. It is no coincidence that at the same time income levels have been falling. Growing more of our own food makes financial sense.

Paragraph 3

That said, why people are returning to their gardens hardly matters; the important fact is that they are. Gardeners enjoy increased levels of physical activity and a reduced risk of obesity and other weight-related health problems as a result. Research has also shown that gardening helps people decrease and manage their levels of stress, so not only is it good for our physical well-being, but gardening also helps our mental wellness. Indeed, there is growing evidence that it can even reduce the symptoms of dementia and other illnesses in the elderly.

Paragraph 4

However, there are some downsides to gardening's renewed popularity. For example, amateur gardeners are the largest consumers of peat* in the UK, but already 94% of the country's natural peat bogs**, which are home to many precious plants and animals, have been destroyed. Peat regrows at a rate of 1mm per year, meaning the damage cannot be reversed. And while many of the UK's remaining areas of peat bog are now protected, we continue to import peat products from other countries, such as the Republic of Ireland and Finland.

Paragraph 5

The good news is we can solve the problem. Gardening enthusiasts just need to educate themselves about the alternatives on offer. The most obvious of these is peat-free compost***. Over the years, such products have improved dramatically and are now arguably just as good for the plants in our gardens as peat itself. Another practical and money-saving solution is to make your own compost. It is estimated that around 30% of all household waste can be turned into compost. This includes some things you might not expect, such as paper, cardboard and natural clothing. With a few simple steps, therefore, we can make gardening good not just for us, but also for the environment.

* peat: soft brown substance formed from decaying plants just under the surface of the ground, found in cool wet areas

** peat bogs: wet soft ground, formed of decaying plants

***compost: decayed plants or food etc. added to soil to help plants grow

Questions 1-5 (one mark per question)

The text on the previous page 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 **B**
2. Paragraph 2 **C**
3. Paragraph 3 **E**
4. Paragraph 4 **A**
5. Paragraph 5 **D**

- A** Environmental impacts of gardening that should concern us
- B** How age and property factors influence gardener numbers
- C** How practical money reasons contribute to gardening's popularity
- D** How you can make your gardening more eco-friendly
- E** How gardening can help the body and the mind
- F** How gardening is damaging most of Britain's peat bogs today

Questions 6-10 (one mark per question)

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

6. **B/C/D/E/H**
7. **B/C/D/E/H**
8. **B/C/D/E/H**
9. **B/C/D/E/H**
10. **B/C/D/E/H**

- A** Gardening is the most popular hobby for around half of UK adults.
- B** Gardening could help improve life for older people with certain mental illnesses.
- C** More people are growing their own fruit and vegetables now than for some years.
- D** Peat-free compost did not use(d) to be as high in quality as it is today.
- E** UK gardening habits contribute to damaging the environment of other countries.
- F** Around 30% of household waste is recycled as compost.
- G** Peat-free compost sold in shops is less expensive than peat compost.
- H** In general, adults above the age of 24 are more likely to work in the garden than adults under 24.

Questions 11-15 (one mark per question)

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. People typically cannot purchase a home of their own until they are **nearly 40**
12. The writer suggests gardening's popularity is partly due to people having less **income**
13. Research suggests that people who garden can better control their **levels of stress**
14. The vast majority of the UK's **peat bogs** no longer exist.
15. Almost one third of all **household waste** can be made into compost.

Task 2 – Multi-text Reading

Trinity ISE II: THEME: Society and Living Standards

As part of your studies you are going to read about the Maasai tribal people of Kenya. In this section there are four short texts for you to read and some questions for you to answer.

Questions 16-20 (one mark per question)

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 the letter – A, B, C or D – and write it on the lines below.** You can use any letter more than once.

Which text

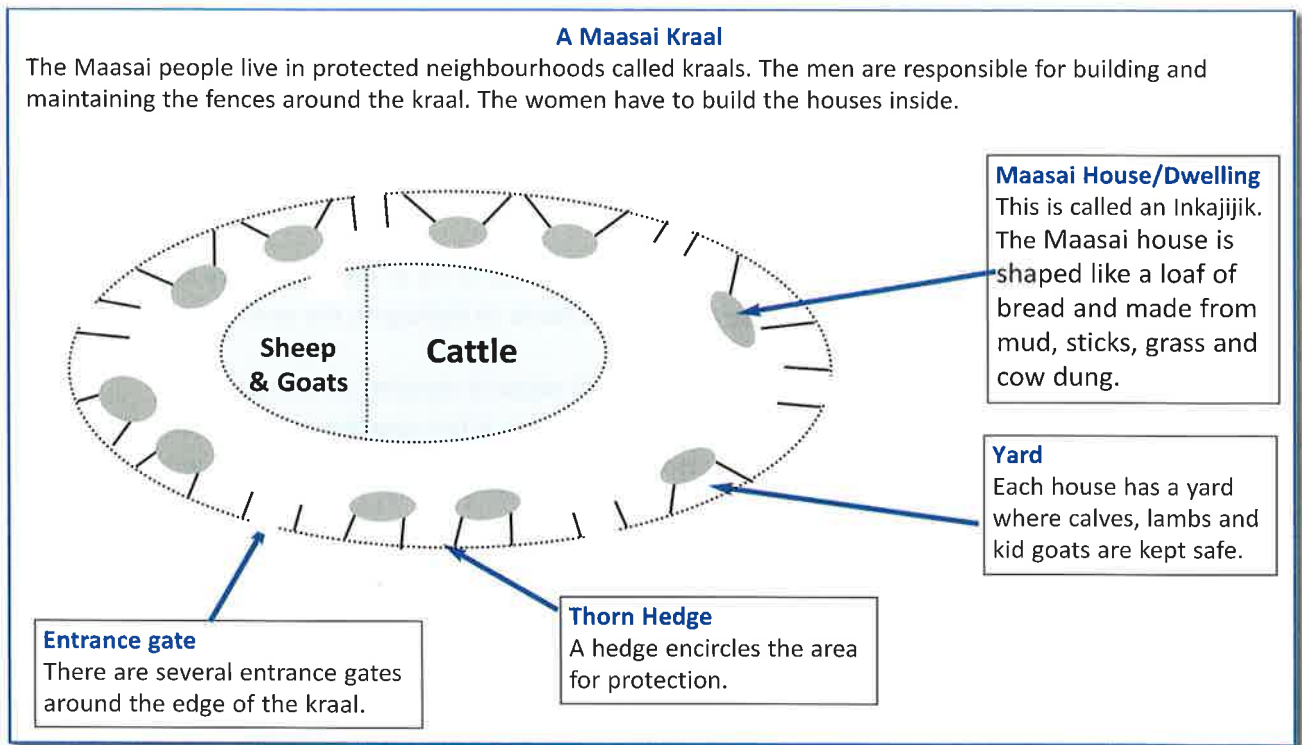
16. describes the materials used to make the buildings Maasai people live in?
17. compares Maasai life with that of the writer?
18. encourages people to do something the writer has already done?
19. suggests a type of animal is used as a form of money by the Maasai?
20. has information about what is in the private yards of Maasai houses?

A
.....
C
.....
B
.....
D
.....
A
.....

Text A

Sara: Jackie, about our school project, I can't find a diagram of a kraal – any help?

Jackie: Here you go.



Sara: Thanks! What's the fence made of?

Jackie: Acacia tree branches – they have really sharp thorns to keep wild animals out.

Sara: And who lives there again?

Jackie: It's often one big extended family – aunts, uncles, etc. Each individual family unit has its own section of the kraal.

Sara: OK. That makes sense. Uh, what are 'calves', 'lambs' and 'kids', though?

Jackie: They're babies: calf = baby cow; lamb = baby sheep, etc.

Sara: Ah! OK. Understood. So the adult cows, etc. stay in the middle but the young ones stay near the houses, right?

Jackie: Right!

Text B

Warrior Farmers ★★★★★

This documentary aired on Channel 5 last night. There's a repeat next Thursday at 8pm. Fascinating stuff so don't miss it!

It follows the story of a young Maasai boy named Meikuaya on his journey towards adulthood. Meikuaya is taught from a young age by his father and the other elder males. Aged 6, he is given his own small herd of farm animals to look after. When he turns 9, his herd and his responsibilities within the family grow. There is no time for school. Instead, he learns how to use a spear, a type of weapon for protecting the family and its livestock from wild animals and other tribes (groups of Maasai). At the age of 13, Meikuaya goes through a special ceremony to become a man or a warrior. He now carries his weapon all the time and is expected to protect his family and its animals from danger. Aged 21, Meikuaya is married to a woman chosen by his family. This is very typical for the Maasai. Within three years, he is a father. Aged 30, Meikuaya is now considered an elder. He is a wise and brave father, not just to his own family now, but to the rest of the tribe.

Text C

Jackie's Blog**Phew – that's hard work!**

I just can't believe how hard Maasai women work. Traditionally, girls are taught by their mothers and other female elders from a very young age about the functional roles they will have to do when they get older. They learn how to build houses, make jewellery, cook and clean their homes. I'm fourteen and I'm looking forward to another few years enjoying my childhood, but Maasai girls become women at this age. Their parents pick husbands for them and they get married. That's very young to get married, right? And just look at the daily chores they have to do. Here's a list of some:

- build and maintain houses
- milk the cows
- prepare food
- collect water
- collect firewood
- keep the fire burning
- wash clothes
- make decorative jewellery for the family
- look after the children

Text D

Cattle – the centre of everything

The Maasai are an African tribe of semi-nomadic farmers. That means they don't stay in one place but sometimes move home to find good feeding areas for their animals. Animals, especially cattle, are key to Maasai life. Cows provide food, drink, bedding and clothing. They are also used as a type of currency. Different groups of Maasai even go to war with one another over cows. Cattle raids, where one group of Maasai warriors tries to steal cows from another, are common and very dangerous. Wild animals are also a huge danger. Maasai warriors must protect their animals from lion and other big cat attacks.

Questions 21-25 (one mark per question)

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

- 21. C/D/E/F/G
- 22. C/D/E/F/G
- 23. C/D/E/F/G
- 24. C/D/E/F/G
- 25. C/D/E/F/G

- A Maasai women are allowed to pick who they want to marry themselves.
- B Maasai males carry weapons around with them all the time from the age of 9 onwards.
- C As well as protecting their family from big cats, Maasai warriors also have to defend against attacks by other groups of Maasai.
- D Maasai women make things that look nice for the rest of their family to wear.
- E Maasai farmers will sometimes move their homes to areas with a better supply of food.
- F Maasai boys work from a very young age and do not attend school.
- G Maasai women have to construct their homes, while Maasai men make the hedges that protect them.
- H Kraals are houses made of mud, grass and other materials.

Questions 26-30 (one mark per question)

The summary notes below contain information from the texts on the previous pages. 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.

Summary notes

The Maasai People

Life of a Maasai male:

- starts working at the age of 6 and gets a bigger (26.) herd of animals to take care of at the age of 9
- learns to use a (27.) spear as a weapon from a young age
- becomes a man at 13, marries when 21 and is usually a father within three more years
- an elder of his tribe by 30 and responsible for protecting the family and farm

Life of a Maasai female:

- taught the (28.) functional roles / daily chores of a female member of the family, including house-building, jewellery-making etc., from a young age
- considered to be woman when she is (29.) fourteen
- marries young
- does a huge number of household chores every day

The Maasai neighbourhood:

- called a kraal (= a round area of land)
- a fence or hedge of acacia thorn branches is made by men to protect the farm
- women build inkajjik homes in the shape of (30.) bread loaves inside
- farm animals also kept inside kraal for protection

Task 3 – Reading into writing

Trinity ISE II: THEME: Society and Living Standards

Use the information from the four texts you read in Task 2 to write a short article (150-180 words) for your school magazine about the Maasai people of Kenya.

You should plan your article **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 article in about 150-180 words. Try to use your own words as far as possible – don't just copy sentences from the reading texts.

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.

Task 4 – Extended writing

Trinity ISE II: THEME: National Customs

Your school magazine is inviting readers to choose their favourite national customs. Write a letter to the editor of the school magazine about your favourite local custom. Write your letter (150-180 words) and say what it is, how you celebrate and why it is your favourite one.

You should plan your letter **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 letter in about 150-180 words.

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.

Test 3

Task 1 – Long Reading

As part of your studies you are going to read about Saint Patrick's Day. Read the following text and answer the 15 questions on the next page.

Saint Patrick's Day

Paragraph 1

Saint Patrick is Ireland's national saint. Every year, on March 17th, a celebration is held in his honour. It is said that Patrick introduced a new type of religion to Ireland. He was born in the UK in around 385 AD. When he was 14, he was captured by Irish pirates, brought back to Ireland and made a slave there. He spent six years working as a shepherd herding sheep before he managed to escape. Despite this awful childhood experience, Patrick returned to Ireland in his 30s to spread his religious faith.

Paragraph 2

So is Saint Patrick's Day a religious celebration? Perhaps it was mainly this originally, but it has changed a lot over the years. The celebration we are familiar with today is very different to how it used to be. It did start as a quiet, religious event: a day of prayer for Irish people. Indeed, up until the 1970s, all pubs, bars and shops were closed on March 17th, and there was an official parade of army members through the streets of Dublin. It was quite a serious affair.

Paragraph 3

What changed? Well, the Irish celebration we recognise today was actually inspired by events in America. For several hundred years, Irish people have moved abroad in vast numbers to look for work and a better life. Many of these emigrants settled in the USA and Canada. Today, millions of Americans proudly claim to be of Irish origin. In the 1700s-1800s, though, the Irish people who went abroad were poor and not well educated. They were quite unpopular in their new home in America, so they decided to organise something they could be proud of: a day to celebrate being Irish.

Paragraph 4

One of the first American parades took place in Boston in 1737, and, by the end of the 19th century, Saint Patrick's Day parades had spread to most major American cities, including Chicago, New York and New Orleans. March 17th gradually became a day where the focus was on having fun and celebrating the best things about Irish American culture. Parades became more colourful and were full of music and dance. Irish Americans wanted to celebrate both their pride in being American and their Irish roots. Many Americans could relate to this idea of celebrating their background and their love of America at the same time, so, in time, this day of fun was embraced not just by Irish Americans, but Americans in general.

Paragraph 5

Meanwhile, back in Ireland, from the 1970s onwards, the focus of the celebration also began to change. Parades there became equally colourful and fun-filled, and something about the day began to have a wider appeal. Celebrations started being organised in more and more countries. In Japan, for example, the first parade was not organised by Irish people at all, but by locals who found the day interesting. In Moscow, Russia, the Saint Patrick's Day parade was the first public march through Red Square. Today, famous landmarks throughout the world, from the pyramids of Giza in Egypt to the Statue of Liberty in the USA turn green on March 17th, and people celebrate the idea of having fun and being proud of their identity, whether Irish or not.

Questions 1-5 (one mark per question)

The text on the previous page 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 **C**
- 2. Paragraph 2 **E**
- 3. Paragraph 3 **F**
- 4. Paragraph 4 **D**
- 5. Paragraph 5 **B**

- A** How the Irish were the first nation to create a new fun way of celebrating Saint Patrick's Day
- B** The international appeal of Saint Patrick's Day
- C** The story of the man behind the Saint Patrick's Day celebration
- D** How Saint Patrick's Day in America became popular across all groups in society
- E** How Saint Patrick's Day was traditionally celebrated in Ireland
- F** A way for poor emigrants to celebrate their identity

Questions 6-10 (one mark per question)

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

- 6. **C/D/E/F/H**
- 7. **C/D/E/F/H**
- 8. **C/D/E/F/H**
- 9. **C/D/E/F/H**
- 10. **C/D/E/F/H**

- A** The religious importance of the Saint Patrick's Day festival in Ireland is greater today than in the past.
- B** Although Saint Patrick's Day is popular with Irish Americans, it is not very popular with the general population of the US.
- C** Before 1970, Saint Patrick's Day in Ireland was quite a formal event.
- D** A Saint Patrick's Day celebration in an Asian country was introduced by locals not Irish people.
- E** Although Saint Patrick is Ireland's national saint, he was not born there.
- F** Americans did not particularly like early Irish emigrants to the USA.
- G** Before he became religious, Patrick was a pirate in Ireland.
- H** In the late 1800s, there were Saint Patrick's Day parades in many big American cities.

Questions 11-15 (one mark per question)

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. Patrick spent six years of his early life **herding sheep** in Ireland before he escaped back to the UK.
- 12. The traditional Dublin parade involved **army members** walking through the city's streets.
- 13. A huge number of modern Americans suggest they are of **Irish origin**
- 14. The **focus** of American parades changed over time and became about having fun and celebrating the Irish identity.
- 15. **(Famous) Landmarks** globally are lit up with the colour green to celebrate Saint Patrick's Day.

Task 2 – Multi-text Reading

As part of your studies you are going to read about the game of darts. In this section there are four short texts for you to read and some questions for you to answer.

Questions 16-20 (one mark per question)

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

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

Which text

- | | |
|--|------------|
| 16. mentions a darts player that helped change the law on something? |
B |
| 17. gives an example of how darts has become a popular game internationally? |
D |
| 18. explains the consequences of hitting different areas of a target? |
C |
| 19. suggests a link between a game and military activity? |
B |
| 20. highlights an exception to a British gaming trend? |
A |

Text A

British Pub Games

A pub is a place where people can go for a drink and something to eat. Usually the food is relatively inexpensive and the atmosphere is informal. No more than 30 years ago, traditional pub games like darts, skittles and cribbage were incredibly popular in British pubs. Today, however, pub games are a dying feature of British culture. Games like knur and spell, lawn billiards and billets have disappeared altogether, and others, like *Toad in the Hole*, enjoy only localised popularity. There is one, however, darts, which has gone from strength to strength.

Text B

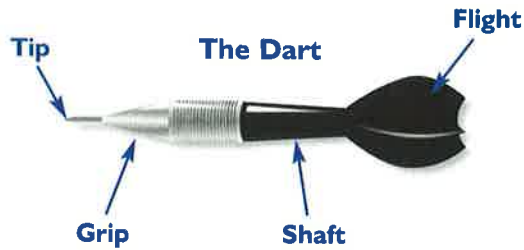
I interviewed Gary Anderson, one of the world's specialists in Darts.

So, Gary, tell us a bit about the history of Darts...

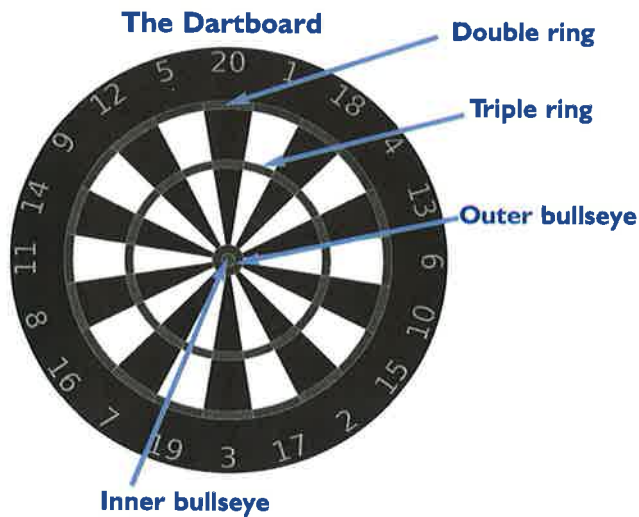
Darts is a type of throwing game in which small missiles (darts) are thrown at a circular target (dartboard) on a wall. The game as we know it today was first played in the late 1800s. It is believed that it developed far earlier than this, however. Darts were historically used as weapons of war and it is thought that at some point the practice of this skill developed into a game of skill. The game took a long time to become popular in Britain, though. This is largely because until the early 1900s it was illegal to play games of chance in pubs and darts was viewed as one of these games. However, in 1908, a great darts player called William Big Foot proved to a British court that darts was in fact a game of skill. From then on, darts was played in pubs and formal rules were established. But it was not until the 1970s that the game really took off. The BDO or British Darts Organisation took control of the game and attracted a lot of television coverage and sponsorship. Darts soon became a professional sport. Today, it is extremely popular in the UK, Ireland, Scandinavia, Holland, the USA and elsewhere.

Text C

The dart, dartboard and the basics of scoring.



There are four main parts to a dart. The flight helps keep the dart pointing the right way when thrown. The shaft connects the flight to the grip, which is where the player holds the dart and the tip sticks into the dartboard.



In darts, you score the number of points shown for the area of the board you hit with your dart. If you hit the triple ring, you score three times the number. Similarly, hit the double ring and you score twice the number. The inner bullseye is worth 50 points and the outer is worth 25 points.

Text D**Exciting end to brilliant fortnight of darts**

The 2015 Professional Darts Corporation World Championship final took place last night at the Alexandra Palace in London. In the final were Phil Taylor and Gary Anderson. Taylor, darts' greatest ever professional player and 14-time winner of the competition, began as favourite. However, in a thrilling match that finished 7-6, it was Gary Anderson who secured his first world final victory, taking home a prize of a quarter of a million pounds. Players from 21 different countries competed this year and the final was screened live to an audience of millions of fans around the world. Darts' popularity continues its incredible rise.

Task 3 – Reading into writing

Use the information from the four texts you read in Task 2 to write an essay about the game of darts (150-180 words) for your PE teacher.

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 in about 150-180 words. Try to use your own words as far as possible – don't just copy sentences from the reading texts.

.....

.....

.....

.....

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.

Task 4 – Extended writing

Write an article for your college magazine with the title: 'An environmental issue that concerns me'. Choose a local or global environmental problem, or an issue to do with wildlife, or similar. Write an article (150-180 words) about why the issue is important and what can be done about it.

You should plan your article **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 article in about 150-180 words.

.....

.....

.....

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.

Test 4

Task 1 – Long Reading

As part of your studies you are going to read about identity fraud. Read the following text and answer the 15 questions on the next page.

Identity Crime

Paragraph 1

Put simply, identity crime means criminals using your personal information, such as your date of birth, passwords and so on, to steal your money or to buy products or services. However, it can extend to opening bank accounts in your name or even applying for a passport using your details. There are three main forms of identity crime today. First, is 'identity theft' (or impersonation fraud). This is when a criminal uses a real person's details to pretend to be them. Second, is 'identity fraud', when a criminal makes up an identity, often involving false documents. Lastly, there is 'account takeover fraud' as it is otherwise known. This is when a criminal has enough details to get past security checks on your bank accounts and take control of them.

Paragraph 2

Your identity is valuable. Without it, many of the things we may not even think about would be impossible to get. Bank accounts, passports, driving licences, mobile phone contracts, all of these and many more depend on being able to prove who you are. So, what if someone else was claiming to be you and was using your identity to get products and services? Sadly, more and more criminals are stealing identities. If you, or someone you know, has had that sinking feeling on finding a credit card you did not know about has been taken out in your name, or that someone has withdrawn money from your account, then you already know how vital your identity is.

Paragraph 3

There are a number of signs that you might be a victim of identity crime that you can watch out for. Important documents, like your driving licence, might have been lost or stolen. Mail from your bank or an energy company does not arrive. Items that you do not recognise appear on your bank or credit card statement. You receive bills or receipts for goods that you have not bought. Any of these should make you suspicious.

Paragraph 4

Prevention is the important message here. There are measures you can take to reduce your likelihood of falling victim to identity crime. Be alert on the phone. If you receive a call from someone requesting personal information, it is always best to take a name and number and call the organisation they say they are calling from. Be alert online. 'Phishing', where criminals pretending to be a trusted company, email you asking for sensitive information, such as usernames, passwords and credit card details, is a growing problem. Check your bank statements regularly and destroy any paperwork that has personal information on it before throwing it away.

Paragraph 5

If you suspect that you are a victim of identity crime, act quickly to ensure you don't lose money. Report all lost or stolen documents, such as credit cards or cheque books, to the organisation that issued them. Get in touch with companies you have an account with even if they have not been affected so they can check your accounts. Your bank, for example, is now responsible for making investigations and where necessary will report suspicious activities to the police.

Questions 1-5 (one mark per question)

The text on the previous page 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 **F**
- 2. Paragraph 2 **B**
- 3. Paragraph 3 **E**
- 4. Paragraph 4 **C**
- 5. Paragraph 5 **A**

- A** What can I do if I become a victim?
- B** Why identity is important?
- C** How can I protect myself?
- D** How to get your money back?
- E** How will I know?
- F** What is identity fraud?

Questions 6-10 (one mark per question)

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

- 6. **B/D/E/G/H**
- 7. **B/D/E/G/H**
- 8. **B/D/E/G/H**
- 9. **B/D/E/G/H**
- 10. **B/D/E/G/H**

- A** Criminals need your signature in order to steal your identity.
- B** Someone can get you into debt without you knowing it.
- C** You can legally use different names to get an identity card.
- D** Unexplained spending is often a sign of identity crime.
- E** Not receiving a letter that you expected may be suspicious.
- F** You shouldn't give confidential information to your bank.
- G** 'Phishing' is an online crime that is increasing.
- H** The faster you deal with identity theft, the less it is likely to cost you.

Questions 11-15 (one mark per question)

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. There are many everyday activities that **depend on** proving your identity.
- 12. There are several ways to tell if you have been the **victim of** identity crime.
- 13. Everyone ought to **be alert** to make it more difficult for criminals to steal their identity.
- 14. Never give personal information by email even if it seems to be to a **trusted** company.
- 15. If you lose your passport or driving licence you should **report** it as soon as you can.

Task 2 – Multi-text Reading

As part of your studies you are going to read about the US logging industry. In this section there are four short texts for you to read and some questions for you to answer.

Questions 16-20 (one mark per question)

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 the letter – A, B, C or D – and write it on the lines below.** You can use any letter more than once.

Which text

- | | |
|---|----------------------|
| 16. compares the price of wood in two different countries? | D |
| 17. gives information about workplace risks for loggers? | A |
| 18. includes a personal opinion about lumberjack salaries? | B |
| 19. indicates where US timber is sold around the world? | C |
| 20. provides figures for the number of people working in the US logging industry? | D |

Text A

Risky business

Being a lumberjack or logger is officially the most dangerous profession in the USA, with the highest fatality rate of any job. One of the biggest dangers is the so-called widowmakers: these are loose branches that fall from trees as they are being cut down. The logging equipment itself is also a cause of frequent and serious injury. Saws, for example, can be deadly. However, recent technological advances have improved the situation. Mechanical tree fellers (or cutters) have replaced manual chainsaws for most tasks, making tree-cutting much less dangerous than it used to be.

FAST FACTS:

- There are 3.2 deaths per 100,000 workers in the US overall.
- There are 127.8 deaths per 100,000 people working in the US logging industry.
- 81 loggers died last year.
- Around 3.6% of loggers suffer some form of workplace injury or illness each year.
- This compares with a 3.2% rate of illness or injury overall amongst US employees.

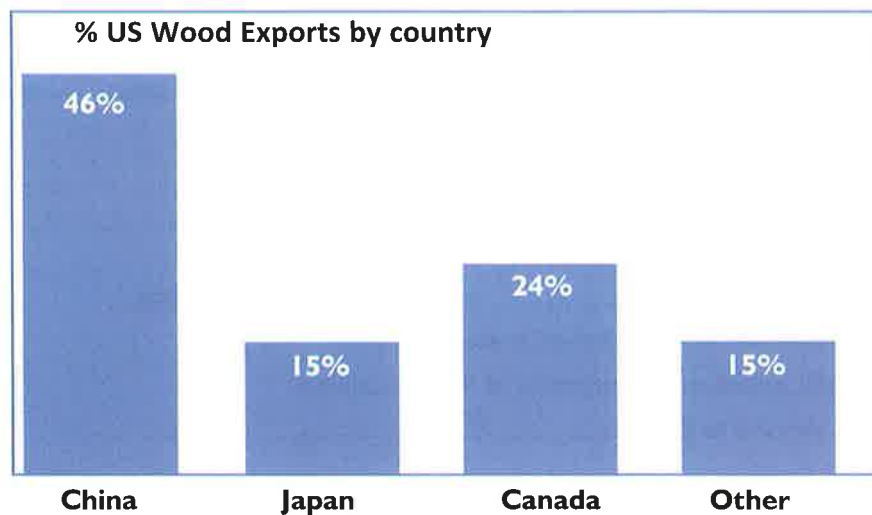
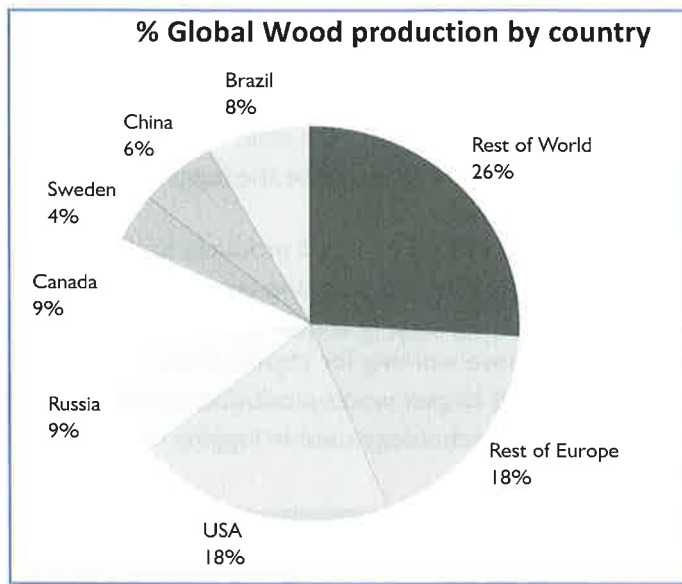
Text B

Tina's blog

I was watching this programme on Discovery last night about lumberjacks and why their work is so dangerous that I thought they must get paid really well, right? Well, not really. The average salary in the US is \$47,000, but the average in the lumberjack business is just \$32,900 – that's less than three quarters of what most people earn. Even the highest-paid lumberjacks can only expect to earn around \$43,000 per year, which is still less than the national average. But, if you do decide to become a lumberjack, it's definitely better to work for a big logging company. The bigger the company, the better they pay, apparently. Personally, I'm not sure if it's worth the risk. You'd earn more working as a US postman; nearly \$60,000 on average. Delivering the mail sounds a lot safer too!

Text C

Wood Production Statistics



Text D

Threats to US lumber industry

The lumber or logging industry employs more than 80,000 people across the United States, making it an important sector for job creation. The industry supports approximately a quarter of a million additional jobs in related sectors directly and about three quarters of a million indirectly.

The industry's biggest threat comes from across the border in neighbouring Canada. There, thanks to government aid, timber prices are lower. This makes it very difficult for US loggers to compete. Nevertheless, despite strong competition from Canada, the US remains the world's biggest producer and exporter of forest products. Last year alone, the industry generated over \$200 billion in sales.

Another issue causing difficulty for the lumber industry at the moment is the struggling economy. Over the past few years, activity in construction has dropped significantly and fewer houses have been built as a consequence. This has had a direct impact on logging as home building is one of the industry's biggest sources of income. 2012 and 2013 were particularly bad years. However, there have been signs of recovery recently and house-building activity rose by 10% last year.

Questions 21-25 (one mark per question)

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

- 21. B/C/E/F/H
- 22. B/C/E/F/H
- 23. B/C/E/F/H
- 24. B/C/E/F/H
- 25. B/C/E/F/H

- A The rate of home construction has not fallen since 2012.
- B An average of just over 3 people in every 100 get sick or hurt themselves in their job in the US each year.
- C In Canada, the government helps make the logging industry more competitive.
- D China exports around 46% of its wood products to the USA.
- E Well-paid lumberjacks earn less than the average US salary.
- F Loggers who work for big logging companies are supposed to earn more money than those working for smaller firms.
- G The USA is the second largest wood-producing country in the world.
- H Improvements to the technology used in logging have made the profession safer.

Questions 26-30 (one mark per question)

The summary notes below contain information from the texts on the previous pages. 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.

Summary notes

US Lumber Industry

Overview

- employs more than 80,000 people
- (26.) supports about another 1 million jobs
- generated more than two hundred billion in sales last year
- US = world's biggest producer and exporter of forest products
- sends most of its exports to (27.) China

Threats

- competition from Canada, where timber prices are lower than the US (reason for this: (28.) government aid)
- struggling economy
 - level of new-home construction has dropped
 - but there has been a recent (29.) recovery in activity levels

Employment in the lumber industry

Earnings

- (30.) average lumberjack salary = \$32,900 (compared to \$47,000 overall in US)
- best-paid lumberjacks earn approximately \$43,000 per year
- big companies = better pay

Task 3 – Reading into writing

Use the information from the four texts you read in Task 2 to write a short report on working in the US logging industry (150-180 words). Your report should include general information about the US industry, as well as information on employee pay and conditions.

You should plan your report **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 report in about 150-180 words. Try to use your own words as far as possible – don't just copy sentences from the reading texts.

.....

.....

.....

.....

When you have finished your report, 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.

Task 4 – Extended writing

Write an essay (150-180 words) for your teacher on some of the main reasons why people need to learn a foreign language.

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 in about 150-180 words.

.....

.....

.....

.....

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.

Test 5

Task 1 – Long Reading

As part of your studies you are going to read about a position of employment available on an Antarctic island. Read the following text and answer the 15 questions on the next page.

Is this the career change you've been looking for?

Paragraph 1

From November to February, there is no real darkness here, just twilight. At 9:30 pm, the sun still shines brightly in the sky. Welcome to the Austral summer in the largest desert in the world. And no, I'm not talking about the Sahara here. It's a little colder in these parts. 'Here' is Antarctica, where the average temperature in summer by the coast is a boiling zero degrees. Interested? Well, the good news is that the UKAHT (United Kingdom Antarctic Heritage Trust) has a position open for a postman or woman.

Paragraph 2

Not just anyone can apply for this role. You have to have the right skillset. Your duties will involve more than just delivering the 70,000-odd items of mail; you'll also have to run the shop, perform maintenance and curate the museum. The preferred candidate will have good physical and mental fitness, be able to use spreadsheets and work with computer formulae and be capable of carrying heavy loads. You also need to be very self-motivated and enjoy working alone. You see, you'll be one of a staff of just three people, so opportunities to interact with work colleagues will be limited.

Paragraph 3

While there are few other employees around, on the other hand, there are plenty of Gentoo penguins to keep you company – about two thousand in fact. And you'll really come to appreciate them because, unlike dogs, they don't chase after and bite you when you're trying to deliver the post. Although they do smell a bit... Other occasional visitors may include leopard seals (oh, and they do bite), fur seals, elephant seals – in fact, lots of different types of seals – and you may be lucky enough to see an orca or minke whale swimming off the coast, too. And what about those pesky polar bears? Don't worry; that's the Arctic you're thinking of. You won't find any of them here.

Paragraph 4

And, actually, if you do get lonely for some more human company, you may find the thousands of cruise ship passengers who visit Antarctica each year a welcome distraction. However, they might not be quite so happy to see you. There's no mains power, heat or water, so bring a strong perfume or you might end up smelling like your birdy neighbours! Also, don't expect to be able to watch the latest series of Sherlock. There's no TV either, I'm afraid, and your only source of communication with the rest of the world is a VHF radio.

Paragraph 5

The job of postmaster for the summer season on the tiny Antarctic island of Goudier at the Port Lockroy base is currently vacant. UKAHT promises to pay for all your travel expenses in getting there. You'll fly to South America and then travel by ship to the island port. Food and accommodation will also be provided free of charge. In addition to this, you'll receive a salary of £1,100 per month. And, actually, this position is likely to look very good on your CV. The job is offered for a fixed contract five-month period only.

Questions 1-5 (one mark per question)

The text on the previous page 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 **E**
2. Paragraph 2 **A**
3. Paragraph 3 **D**
4. Paragraph 4 **B**
5. Paragraph 5 **F**

- A** Qualities looked for in persons applying for the role
- B** Facilities available at the UKAHT island base
- C** Information on the land animals of Antarctica
- D** The wildlife of Antarctica
- E** The geography and weather of coastal Antarctica
- F** Details on pay and term of employment

Questions 6-10 (one mark per question)

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

6. **C/E/F/G/H**
7. **C/E/F/G/H**
8. **C/E/F/G/H**
9. **C/E/F/G/H**
10. **C/E/F/G/H**

- A** The postmaster job is a permanent position at the Antarctic base.
- B** The writer suggests the Sahara and Antarctic deserts are very similar.
- C** The new postmaster must be familiar with certain types of technology.
- D** The postmaster is unlikely to be able to interact with anyone except the other two staff at the base.
- E** While the base may get visits from seals, it won't be visited by any polar bears.
- F** While on the island, the number of ways of contacting people elsewhere is very limited.
- G** In the month of January, it is unlikely to be dark at the base for very long.
- H** As part of the employment contract, the new postmaster will not have to pay for their journey to Goudier.

Questions 11-15 (one mark per question)

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. During the **Austral summer** from November to January, daytime is very long in Antarctica.
12. Candidates for the role must be able to lift **heavy loads**
13. Approximately 2,000 **(Gentoo) penguins** live on Goudier island.
14. A great many visitors travel to the island by **(cruise) ship** each year.
15. The postmaster will not be expected to pay for their **food and accommodation** while living on the island.

Task 2 – Multi-text Reading

As part of your studies you are going to read about crime in urban and rural areas. In this section there are four short texts for you to read and some questions for you to answer.

Questions 16-20 (one mark per question)

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 the letter – A, B, C or D – and write it on the lines below.** You can use any letter more than once.

Which text

- | | |
|---|-------------------------|
| 16. most likely comes from a crime prevention poster? |
D |
| 17. points out how rewarding a particular profession can be at times? |
A |
| 18. suggests that the majority of break-ins could be prevented? |
B |
| 19. offers practical advice if your home is going to be unlive in for a period of time? |
B |
| 20. compares different types of crime? |
C |

Text A

We interviewed police officer, Bob Parsons, from the local Police Force.

So, officer Parsons, tell us a few things about crime in our area.

Everybody round here has a burglary tale to tell. I've caught a few burglars in my time as a cop. Very few arrests were more satisfying for a uniformed officer than that rare capture of a burglar in the act. Most of the ones I caught had run away from the scene and were found hiding under cars, in gardens, and on one unforgettable occasion we arrested a man who became known as 'the man from Atlantis', because he hid from us for over an hour in a fishpond. It was January and he nearly froze to death. By day, they walk around the streets targeting houses that are not protected. These inexperienced thieves will attack a property in an instant. They climb through an open window or force the door, steal anything they can and then run away with their finds. Others are a bit more strategic and will plan their attack days, or even weeks, ahead.

Text B

A burglary at home is a distressing experience that can have a huge impact on your whole family. Despite this, many homes are insecure with doors and windows left open or unlocked, which provide easy access to a thief. Removing this kind of temptation would prevent an estimated 90% of burglaries. It therefore makes a lot of sense to have a home security system installed. Consider a system that sets off an alarm and also notifies the authorities of an invasion. You could also consider installing surveillance cameras which will act as a deterrent to burglars and give you peace of mind, especially when you are out or on holiday. It can also be used as evidence if you are unfortunate enough to become a victim of burglary. If you don't want or can't afford the expense of a surveillance camera system, you can have 'dummy' cameras put up that look just like the real thing. Of course, the downside to these is that if a burglary does occur, you will not be able to provide evidence.

Text C

Brian: It's by far safer to live in the country than in a town or city. I don't think anyone would argue with that.

John: I hear what you are saying, but statistically there is very little difference between the amount of crime committed in urban areas and rural areas. The thing is that the types of crime differ. For example, burglaries in remote communities are rife and farms are particularly vulnerable.

Brian: Really? I would never have thought that was the case as it seems so peaceful in the countryside and people are generally much friendlier from my experience.

John: Well, the thing is the vast majority of rural crime is not committed by people who live locally. It is often organised gangs who target more remote buildings and houses. Sometimes they operate hundreds of miles from wherever they are based. Urban crime tends to be far more opportunist or spontaneous.

Brian: I can see that makes sense. By the way, I have heard that agricultural equipment and fuel is a top target for gangs and easy to sell on of course because both of these are worth a lot of money.

Text D



Get a better door and strengthen it with good quality locks.



Have windows replaced with toughened glass and window locks.



Install cameras and security lights to deter burglars.



Keep bushes and trees neat and tidy so that intruders can't hide behind them easily.



Keep cash and valuables out of sight of windows.

Questions 21-25 (one mark per question)

Choose the five statements from A-H below that are TRUE according to the information given in the texts alone.

Write the letters of the TRUE statements on the lines below (in any order).

- 21. A/B/D/E/H
- 22. A/B/D/E/H
- 23. A/B/D/E/H
- 24. A/B/D/E/H
- 25. A/B/D/E/H

- A Most rural crime involves gangs targeting estates.
- B An unkept garden can aid a potential burglar.
- C A property may be chosen as a target a long time before the crime is actually committed.
- D You can take precautions that will help to ensure that a burglar is caught.
- E Surveillance equipment can be very valuable.
- F You can never make a door completely burglar-proof.
- G The police arrest very few burglars.
- H You don't have to go to great expense to protect your home.

Questions 26-30 (one mark per question)

The summary notes below contain information from the texts on the previous pages. **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.

Summary notes**Social problems in both urban and rural areas**

Protecting yourself from thieves:

- carefully thought out burglaries and thieves who are **(26.)** **inexperienced** or spontaneous.
- be more security aware.

Crime prevention equipment:

- **(27.)** **Toughened** glass in windows and doors will help to prevent burglars from smashing their way in.
- Some home alarms will alert the **(28.)** **authorities** so that the police reaction can be faster.
- Good external lighting is helpful.
- Install a **(29.)** **dummy** security system if you can't afford the real thing.

Comparison of urban and rural theft:

- Both are a serious problem.
- Farms are particularly vulnerable to the theft of **(30.)** **fuel** and agricultural equipment.

Task 3 – Reading into writing

Use the information from the four texts you read in Task 2 to write a short article (150-180 words) for a public information leaflet on how to protect your home and possessions.

You should plan your article **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 article in about 150-180 words. Try to use your own words as far as possible – don't just copy sentences from the reading texts.

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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.

Task 4 – Extended writing

Your pen friend has asked you to tell him/her about your favourite sport or game. Write a letter to your pen friend (150-180 words). Say what sports and games are popular in your country, then describe your favourite sport or game, saying how often you play it and why you like it.

You should plan your letter **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 letter in about 150-180 words.

.....

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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.

Test 6

Task 1 – Long Reading

As part of your studies you are going to read about Art Therapy. Read the following text and answer the 15 questions on the next page.

Art Therapy

Paragraph 1

Art therapy is a way of expressing specific emotional or physical issues through art. It is not about creating a fantastic piece of art. You don't even need to be able to draw or paint. It aims to help you express yourself in a safe environment. It may be very helpful for people who feel uncomfortable with touch or talk therapies. Art therapists believe that being creative helps the healing process. They believe that we have emotions and abilities beyond our everyday awareness and that these can be accessed through different forms of art therapy.

Paragraph 2

Although contemporary art therapy is a relatively new practice, art has been used since the beginning of human history. However, it wasn't until the 1940s that the therapeutic use of art developed into a distinct discipline. In England, the first person to refer to this specific use of art was Adrian Hill. While being treated for tuberculosis, this artist suggested participating in art projects to his fellow patients. Hill went on to develop art therapy programmes in hospitals and institutions until he retired in 1981.

Paragraph 3

You don't need experience in art to take part in or benefit from art therapy. It can take many forms including drawing, painting, sculpture work, dance, drama, poetry and photography. Art therapy sessions can last anywhere between half an hour or a whole morning or afternoon. Many people have regular therapy sessions for weeks or months. Some will be held as group sessions and some will be one to one sessions. The therapist encourages participants to use art to explore their feelings, develop their confidence and be more self-aware.

Paragraph 4

Your therapist is responsible for creating a safe and interesting setting for you to work in. This can mean that over time you're able to express powerful emotions. Therapy may bring up some very strong and at times uncomfortable feelings. But if this is done in a safe environment with the support of a professionally trained art therapist, it is usually a very positive process. Like all doctor/patient relationships, patient confidentiality is taken very seriously. There has to be absolute trust and a very strong bond can develop during the therapy sessions. A therapist has to possess excellent communication skills, be sensitive to the problems of others, be emotionally stable and have a deep understanding of art.

Paragraph 5

More and more, art therapy is being offered to people with physical illnesses, particularly to cancer patients. Studies have shown that it has shown benefits in helping people to express the physical and emotional effect on people with cancer who had many different symptoms, including pain and anxiety. Researchers have found that although many symptoms, such as tiredness and stress, were improved, the therapy did not seem to relieve physical sickness. However, it gave cancer victims a way to express their feelings about their illness. A recent study looked at using art therapy for children having painful procedures for leukaemia. They found that children who had art therapy were less distressed and more able to cooperate during the procedures.

Questions 1-5 (one mark per question)

The text on the previous page 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 **F**
2. Paragraph 2 **A**
3. Paragraph 3 **C**
4. Paragraph 4 **D**
5. Paragraph 5 **B**

- | | |
|----------|--|
| A | The history of art therapy |
| B | Art therapy for cancer patients |
| C | What art therapy involves |
| D | The relationship between therapist and patient |
| E | The financial costs of art therapy |
| F | What art therapy is |

Questions 6-10 (one mark per question)

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

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

- | | |
|----------|--|
| A | Art therapy gives you the chance to become a professional artist. |
| B | Some people cannot express themselves properly through words. |
| C | Adrian Hill was ill at the time that he thought up art as a therapy. |
| D | The more skilful you are at art, the more effective therapy will be for you. |
| E | Art therapy can be at times a difficult thing to go through. |
| F | Art therapists are sometimes doctors who do not know much about art. |
| G | Art therapy seems to have a limited effect on cancer patients. |
| H | Cancer affects people emotionally in many different ways. |

Questions 11-15 (one mark per question)

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. Art therapy provides a **safe environment** in which you can explore and communicate your feelings.
12. Adrian Hill encouraged his **fellow patients** to produce artworks while they were ill.
13. Some patients have individual art therapy in **one to one** sessions.
14. There is a strict policy of **patient confidentiality** so that patients can be sure that their privacy will be respected.
15. According to research, **many symptoms / tiredness and stress** were lessened by art therapy for cancer patients.

Task 2 – Multi-text Reading

As part of your studies you are going to read about food wastage. In this section there are four short texts for you to read and some questions for you to answer.

Questions 16-20 (one mark per question)

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 the 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 details about specific types of land being destroyed? | C |
| 17. discusses the financial costs of food wastage? | A |
| 18. presents practical ways of reducing food wastage? | B |
| 19. indicates that the majority of food waste takes place in the home? | D |
| 20. represents the views of a business? | B |

Text A

Global food production must increase by 60% by 2050 in order to meet the demands of the growing world population. Yet, more than one third of the food produced today is lost or wasted. Food loss refers to the decrease in edible food at the production and processing stages, mostly in developing countries. Food waste refers to the throwing away of edible foods at the selling and consumer levels, mostly in developed countries. The economic costs of food wastage are huge and food wastage also has serious environmental impacts. The global full costs of wastage have been estimated at around 2.6 trillion US dollars per year which included 700 billion dollars worth of environmental damage and 900 billion dollars worth of social costs. The studies demonstrated that reducing food wastage is a logical priority to establish more efficient methods and patterns of production and food use.

Text B

We all have a part to play in reducing the amount of food and drink we throw away. We are trying to raise awareness of the issues and benefits of reducing food waste along with easy everyday solutions. We are also trying to bring about changes to the way food is packaged, labelled and sold, which in turn makes it easier for us all to buy the right amount of food and use what we buy.

Here are some examples of what we are doing:

- smaller loaves of bread to prevent wastage or the risk of the bread going stale
- clear 'sell by' and 'use by' dates on packaging
- packaging that is resealable to help keep food fresher for longer
- information on freezing food on all packaging
- individual portions in many of our products

Food is a valuable resource and yet in the UK around 15 million tonnes of food is thrown away every year. We are determined to help consumers reverse this trend.

Text C

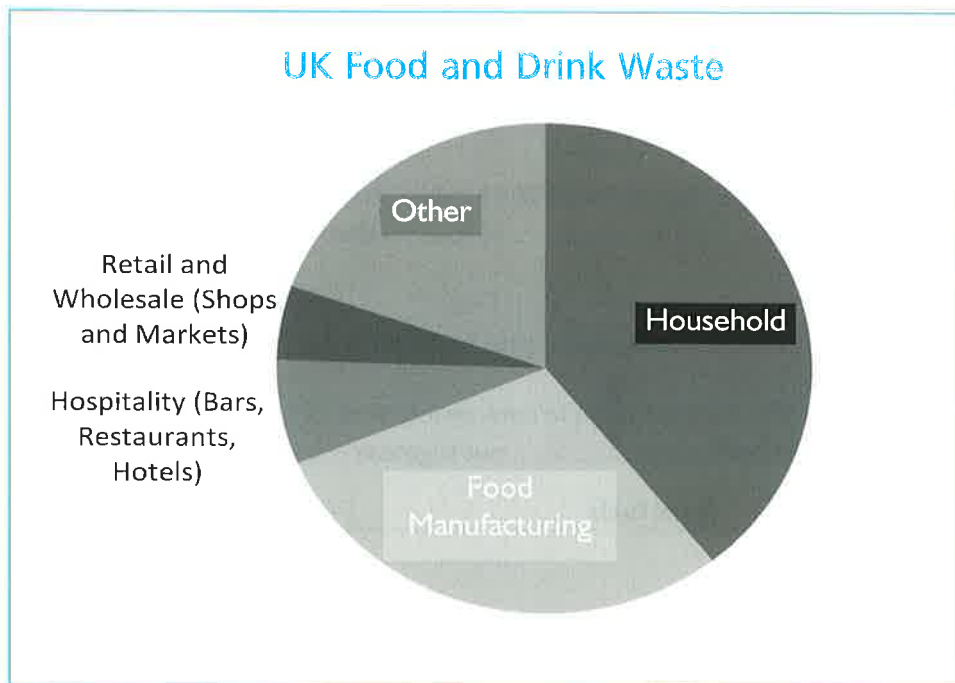
Blog post by Janice Browning:**Why does wasting food matter:**

Last year almost 1.4 billion hectares of land were used to produce food that was not eaten. This represents an area larger than Canada and India together. Worse still, food and farming systems heavily depend on fossil-fuel energy. Petroleum is used in nearly every aspect of food production, from creating fertilisers to mechanised planting and harvesting, keeping the crops watered, cooling, transportation and packaging. Furthermore, when food is thrown away in a landfill it gives off methane gas emissions which are 25 times more dangerous to the environment than carbon dioxide.

Your comments:**Paul C - London**

I was fascinated and shocked to read your blog, Janice. Those statistics are incredible. I have been reading about the destruction of forests worldwide and apparently 9.7 million hectares of land are deforested annually to grow food. This represents 74 percent of total annual deforestation. It seems to me that there needs to be an immediate global reduction in this crazy trend before it becomes impossible to repair the environmental damage that we are causing.

Text D



Questions 21-25 (one mark per question)

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

- 21. ...D/E/F/G/H.....
- 22. ...D/E/F/G/H.....
- 23. ...D/E/F/G/H.....
- 24. ...D/E/F/G/H.....
- 25. ...D/E/F/G/H.....

- A There has been a 40% reduction in food production so far.
- B Richer countries throw away a lot of food at the production stage.
- C Food loss in developing countries is not an issue.
- D One way to reduce food wastage is to package it in smaller amounts.
- E Places where you can eat and drink create food wastage, too.
- F Rotting food can pollute the atmosphere.
- G The food manufacturing process is the second biggest source of food waste.
- H The smallest percentage of food waste takes place at shops and markets.

Questions 26-30 (one mark per question)

The summary notes below contain information from the texts on the previous pages. 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.

Summary notes

Food wastage - a global problem:

- global food shortages are caused by both food wastage and food (26.) **loss**
- we need to be able to increase world food production by 60% in the future
- the overall cost of food wastage is thought to be about (27.) **2.6 trillion** US dollars
- with better packaging people can be helped to buy a more sensible (28.) **amount** of food so that they only buy what they actually need
- 15 million tonnes of food is thrown away every year in the UK
- the amount of wasted food is the equivalent in land area to that of both (29.) **Canada and India** put together
- a large amount of (30.) **fossil fuels** is used to produce food
- immediate action needed to reverse this trend of waste and destruction

Task 3 – Reading into writing

Use the information from the four texts you read in Task 2 to write a short article (150-180 words) for a college magazine about what governments could do to reduce the amount of food being wasted in the world and why it is important that this is acted upon now.

You should plan your article **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 article in about 150-180 words. Try to use your own words as far as possible – don't just copy sentences from the reading texts.

.....
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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.

Task 4 – Extended writing

Write an essay (150-180 words) for your teacher on how technology can both create opportunities for criminals and also help to prevent crime. Give examples to support your ideas.

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 in about 150-180 words.

.....
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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.

