

Integrated Skills in English II

Time allowed: 2 hours

This exam paper has four tasks. Complete all tasks.

Task 1 – Long reading

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

The importance of maths skills

Paragraph 1

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

Paragraph 2

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

Paragraph 3

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

Paragraph 4

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

Paragraph 5

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

Questions 1-5

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

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

- | |
|--|
| <p>A Why numeracy is not regarded as being as important as literacy</p> <p>B How attitudes towards maths are handed down</p> <p>C How maths skills are related to other skills</p> <p>D Possible causes of poor attitude to maths</p> <p>E The results of poor maths skills in daily life</p> <p>F Social and mental problems because of poor maths skills</p> |
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Questions 6-10

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

6.
7.
8.
9.
10.

- | |
|--|
| <p>A The charity is trying to make maths at school more interesting.</p> <p>B The writer feels the government is trying to deal with the issue.</p> <p>C According to NN, adult numeracy is at its lowest ever point.</p> <p>D People with poor maths skills often have other problems too.</p> <p>E Maths is regarded as a subject which one has to put up with until the end of school.</p> <p>F There are now more interesting approaches to maths than there used to be.</p> <p>G Many people feel very bad about admitting their poor maths skills.</p> <p>H According to NN, poor adult numeracy is a financial burden on the country.</p> |
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Questions 11-15

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

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

Turn over page

Task 2 – Multi-text reading

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

Questions 16-20

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

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

Which text

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

Text A

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

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

Text B

To: jake@email.net
Subject: Recycling

Hi Jake

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

Mark

Text C

Say 'NO' to Audley

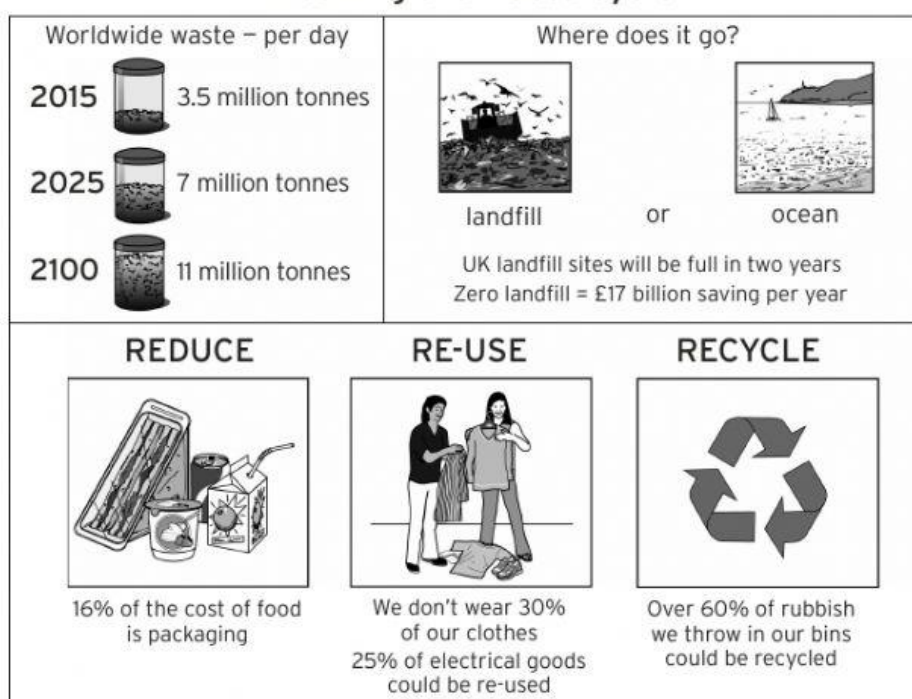
The news that the operators of Audley landfill site have submitted an application to extend the life of the site by ten years is a serious threat to the area. The operators say the site is needed, but none of the waste is from our area. We say to the authorities that we have had twenty years of noisy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

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

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

Text D

Breaking the waste cycle



Questions 21-25

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

21.
22.
23.
24.
25.

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

Turn over page

Questions 26-30

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

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

Notes**Community effort**

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

Waste management

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

Problems of landfill sites

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

The future

- 7 million tonnes of rubbish by 2025

Task 3 – Reading into writing

Use the information you read in texts A, B, C and D (pages 4 and 5) to write an essay (150-180 words) about the problem of waste and how to solve it.

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

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

Planning notes

(No marks are given for these planning notes)

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

[illegible]

Turn over page

