

Integrated Skills in English

ISE III



Reading & Writing exam

Sample paper 6

Your full name:.....
(BLOCK CAPITALS)

Candidate number:.....

Centre number:.....

Exam date:.....

Time allowed: 2 hours

Instructions to candidates

1. Write your name, candidate number, centre number and exam date on the front of this exam paper.
2. You must not open this exam paper until instructed to do so.
3. This exam paper has **four** tasks. Complete **all** tasks.
4. You may highlight parts of the texts or questions with a highlighter pen.
5. Use only blue or black pen for your answers.
6. Write your answers on the exam paper.
7. Do all rough work on the exam paper. Cross through any work you do not want marked.
8. You must not use a dictionary in this exam.
9. You must not use correction fluid on the exam paper.

Information for candidates

You are advised to spend about:

- ▶ 20 minutes on task 1
- ▶ 20 minutes on task 2
- ▶ 40 minutes on task 3
- ▶ 40 minutes on task 4

For examiner use only

| Examiner initials | Examiner number |
|-------------------|-----------------|
| | |

Integrated Skills in English III

Time allowed: 2 hours

This exam paper has four tasks. Complete all tasks.

Task 1 – Long reading

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

Paragraph 1

Twenty-two kilometres south west of Plymouth in the UK, lies a group of dangerous rocks named the Eddystone Reef. These rocks were the cause of many shipwrecks until the end of the 17th century, as up to that point it was believed impossible to build a lighthouse so far from the mainland on such an unsound base. At low tide, less than one metre of rock is visible, and at high tide the rocks are completely underwater. Indeed, were it not for a very determined man called Henry Winstanley, who had reportedly had two of his five ships destroyed by the reef, there may never have been a lighthouse at all.

Paragraph 2

Winstanley had already established himself as an entrepreneur. He had developed 'Winstanley's Waterworks', a water amusement park near Hyde Park in London which was extremely popular with visitors. Its construction had required a lot of mechanical engineering skills to create. When King William III launched an appeal in the early 1690s for architects to create a lighthouse on the infamous Eddystone Reef in order to save ships and, more importantly, lives, Winstanley began working on the idea. His friends believed he was wasting his time – he was not trained as an architect, and they felt that even the finest architect of the day could never succeed in building on the reef. However, in 1696 Winstanley approached the king with his plans. Although many of the royal advisers were convinced that the venture was destined to fail, the king agreed and Winstanley set to work.

Paragraph 3

The undertaking was indeed challenging. Initial attempts at landing on the small area of rock, which is completely submerged several times a day, proved the trickiest aspect of all. Simply taking supplies across to the rocks was risky. Furthermore, at one point during the long operation to build the lighthouse, Winstanley was kidnapped by French sailors. However, when the French King, Louis XIV (not well-known for his compassion), heard of Winstanley's capture, he ordered his immediate release. Having discovered the nature of Henry's project to provide safety from the rocks at sea, he believed the construction to be of vital importance.

Paragraph 4

Despite the many setbacks, the team eventually managed to build a 20-metre high wooden structure. Winstanley placed 50 candles and an oil lamp at the top on 14 November 1698. News of this great achievement spread quickly and celebrations were held all over England. The building itself was very ornate, containing a luxurious room with several expensive works of art, as Winstanley expected the king to visit. Sadly, he did not have a chance. The terrible storms in the area smashed the new lighthouse to pieces within a few short months. Undeterred, Winstanley immediately began rebuilding it, this time using a much stronger steel frame. By spring 1699 a new, much more robust lighthouse had been built, which Winstanley boasted would last forever.

Paragraph 5

In 1703, a storm was predicted, but Winstanley was so sure of the strength of his lighthouse that he volunteered to man it. Unfortunately, the storm of 1703 turned out to be the worst in the whole of Britain's history, and no building could have survived such weather undamaged. The lighthouse was gone and with it, its brave architect. Nonetheless, his work inspired others to do the seemingly impossible. Since Winstanley's time there have been several more lighthouses, each version stronger than the last. The current lighthouse has stood its ground for over 130 years and has seen great changes in technology. In 1959 it was finally powered by electricity, and in 1980 a helicopter landing pad was built on the roof to allow maintenance crews to access the site more easily. In 1982 the last Eddystone lighthouse keeper moved out as the operation of the light became controlled automatically from a remote location. In 1999, the light became solar-powered, bringing it neatly into the 21st century with the latest technology.

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 The realisation of the dream</p> <p>B A hidden danger for shipping</p> <p>C Conditions become easier</p> <p>D Determined to succeed despite opposition</p> <p>E A lasting vision</p> <p>F Constructing in difficult circumstances</p> |
|--|

Questions 6-10

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

6.
7.
8.
9.
10.

- | |
|---|
| <p>A It was initially considered unfeasible to construct a lighthouse on the Eddystone Reef.</p> <p>B Winstanley was responsible for a well-known London attraction.</p> <p>C People who knew Winstanley were very supportive of his lighthouse project.</p> <p>D King Louis XIV treated Winstanley sympathetically.</p> <p>E The lighthouse was highly decorated because a royal visit was expected.</p> <p>F Winstanley was discouraged by the fact that his original lighthouse was destroyed.</p> <p>G Winstanley's work motivated future generations to keep the area safe.</p> <p>H The Eddystone lighthouse has always had a permanent resident.</p> |
|---|

Questions 11-15

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

11. One reason it was thought impossible to build a lighthouse at Eddystone Reef was that none of the reef was at high tide.
12. Winstanley responded to the for help.
13. The original lighthouse constructors had to make several to gain access to the reef while building.
14. The completion of the lighthouse led to nationwide
15. Nowadays, repair staff can fly to the lighthouse to carry out checks.

Turn over page

Task 2 – Multi-text reading

Read the four short texts about wearable technology and answer the 15 questions on pages 4-6.

Questions 16-20

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

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

Which text

16. describes the challenges that are faced when creating wearable devices?
17. focuses on the role of wearable technology in the collection of data?
18. explains how conventional and wearable technologies differ?
19. is intended for professional educators?
20. gives an overview of the range of wearable technology that is available?

Text A

The terms 'wearable technology', 'wearable devices', and 'wearables' all refer to electronic technologies or computers that are incorporated into items of clothing and accessories which can comfortably be worn on the body. These wearable devices can perform many of the same computing tasks as smartphones and tablets; however, in some cases, wearable technology can perform even better than these hand-held devices. Wearable technology tends to be more sophisticated than the hand-held technology available today because it can provide features not typically seen in smartphones, such as biofeedback, which can monitor the health and performance of the wearer's body. Most wearable technology has some form of communication capability and allows the wearer immediate access to information.

Examples of wearable devices include watches, virtual reality glasses, contact lenses, smart fabrics (which can be used to make headbands and caps) and jewellery such as rings and bracelets, as well as hearing aids which are designed to look like earrings.

While wearable technology tends to refer to items which are worn on the body, there are more invasive versions, such as microchips which are placed inside the body. Ultimately, whether a device is worn on or incorporated into the body, the purpose of wearable technology is to create constant, convenient, portable and mostly hands-free access to electronics and computers.

Text B

Jorge: I'm not convinced of the value of wearable technology in schools. But I've heard virtual reality (VR) glasses might be useful. They have built-in computers that give you a multi-media experience that's more lifelike than just watching a film.

Anna: Incredibly useful – particularly in geography and history. You must have heard about that school in Brazil that gave their students VR glasses to visit the Great Wall of China – something the children might never have the chance to experience otherwise.

Meena: What's even more exciting is the potential of VR glasses for ordinary excursions too. If your students use them on a visit to a national park, they could capture their experiences as they explore, discovering wildlife and making observations of nature. Later, the recordings could be shared with their families. This would really help to give the parents a better insight into what their children do at school.

Anna: And don't forget safety issues. With VR, potentially hazardous science experiments might become a thing of the past – they could be observed by students in virtual reality without any risk.

Jorge: But aren't wearable devices still too expensive and awkward to use in schools? What about things like battery life?

Meena: Well, wearables are developing amazingly fast and becoming much more lightweight and practical. They're bound to become more affordable in the near future.

Text C

Wearable devices you can swallow

The days of having to wear gadgets for monitoring your health while in hospital or tracking your fitness when you work out at the gym may be over. Your next tracker could be ‘ingestible’ – in the form of a pill which is swallowed.

Researchers from Massachusetts Institute of Technology have developed an ‘ingestible sensor’ that monitors a patient’s heart rate and breathing from the inside. The sensor, (inside a small, almond-sized plastic pill), records and transmits sounds from within the

stomach, wirelessly relaying the information to a nearby computer. By processing the recordings, researchers can monitor the pulse and respiratory rate. The small, microphone-containing pills take between one and two days to travel through the body, at which point another pill must be swallowed to continue monitoring vital signs.

The ingestible sensor is still in the early stages of development, but a system for use outside of hospital environments is planned, to enable athletes, army personnel and others to be monitored.

Text D

Design points to consider for wearable technology

Eyes

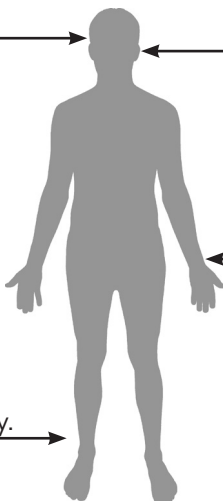
Our eyes communicate our thoughts and enable us to interpret those of others. Communication is difficult when our most expressive features are obstructed, eg VR glasses.

Hands

Hands are for moving, carrying, picking up and communicating. Technology worn on the hands should not restrict mobility or detract from our social interactions.

Ankles

The ankles are essential to our stability and mobility. Items worn on the ankle should not feel like a heavy weight or impede our movements.



Ears

Without full hearing we are isolated from those around us. Wearables on the ears can interfere with our ability to remain focused and involved.

Wrists

The wrists can carry objects which are beautiful or functional. A fashion electronic device for the wrist should ideally maintain a balance between these two qualities.

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 Some wearable devices can operate more efficiently than smartphones.
- B Wearables are designed to be removed quickly.
- C Meena thinks wearables could encourage parental involvement in education.
- D Anna is concerned about the safety implications of using wearable technology in schools.
- E Wearable devices are getting more expensive as the technology becomes more advanced.
- F An electronic pill is only useful for a limited time.
- G Ingestible sensors have applications beyond medicine.
- H Virtual reality glasses may prevent us from interacting effectively with other people.

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**Wearables vs hand-held devices:**

- Both types can carry out similar functions
- Wearables usually have some more specialised (26.) than traditional devices

Types of wearable technology:

- Electronic devices built into clothes and (27.) and worn on various parts of the body
- Electronic implants or devices that are ingested

How can wearable technology be used?

- Virtual reality glasses to replace or enhance school trips
- An alternative to school (28.) that might be dangerous
- To (29.) data from a patient's body

Wearable design:

- Items worn on the outside of the body should be easy to put on and remove
- Wearables becoming lighter and more comfortable

Drawbacks:

- Devices worn on the head that interfere with communication may make us feel (30.) others
- Items worn on ankles – potential loss of mobility

ISE III Sample paper 6

Answers

Task 1 – Long reading

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

6-10 can appear in any order

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

11. Visible
12. Appeal
13. Attempts
14. Celebrations
15. Maintenance

Task 2 – Multi-text reading

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

21-25 can appear in any order

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

26. features

27. Accessories /jewellery (accept contact lenses/ virtual reality glasses/ VR glasses/ watches/ hearing aids/ rings/ bracelets)

28. (science) experiments

29. Monitor/ record (accept monitors)

30. isolated from