

B2 First for Schools

Reading and Use of English

Sample Test 22

Time 1 hour 15 minutes

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheet if they are not already there.

Read the instructions for each part of the paper carefully.

Answer all the questions.

Read the instructions on the answer sheet.

Write your answers on the answer sheet. Use a pencil.

You **must** complete the answer sheet within the time limit.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are 52 questions in this paper.

Questions **1 – 24** and **43 – 52** carry one mark.

Questions **25 – 30** carry up to two marks.

Questions **31 – 42** carry two marks.

Reading and Use of English • Part 1

For questions **1 – 8**, read the text below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap. There is an example at the beginning (**0**).

Mark your answers **on the separate answer sheet**.

Example:

0 **A** confirm **B** declare **C** confess **D** reveal

0	<u> A </u>	<u> B </u>	<u> C </u>	<u> D </u>
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Video game characters

The hero of my favourite video game has been updated, and I have to **(0)** I feel a little upset. Like seeing the movie **(1)** of a book you love, it can be disturbing to discover how much someone else's vision of a character **(2)** from your own.

Video game art becomes more sophisticated every year, which means that not much is **(3)** to the imagination nowadays. It's a shame in a way that this is considered **(4)** The kind of cartoon images which used to be **(5)** were much more universal; their simplicity meant that they could be used to represent a wider variety of people.

Video games rely on players **(6)** with the characters in the game. **(7)** , more and more games are encouraging players to design their own characters. After all, if you **(8)** yourself as the hero of the game you're playing, there's nothing more troubling than looking at the screen and not recognising the face you see.

- | | | | | |
|----------|-----------------------|----------------------|-----------------------|-----------------------|
| 1 | A format | B episode | C edition | D version |
| 2 | A conflicts | B differs | C contrasts | D disagrees |
| 3 | A handed | B given | C provided | D left |
| 4 | A progress | B advance | C gain | D breakthrough |
| 5 | A general | B average | C common | D regular |
| 6 | A relating | B identifying | C associating | D responding |
| 7 | A Consequently | B Besides | C Nevertheless | D Anyway |
| 8 | A pretend | B dream | C suppose | D imagine |

Reading and Use of English • Part 2

For questions **9 – 16**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning **(0)**.

Write your answers **IN CAPITAL LETTERS on the separate answer sheet**.

Example:

0	A	R	E								
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The invention of multiplication tables

Multiplication tables **(0)** a fundamental aspect of elementary mathematics. The ancient Babylonians were probably the first civilisation **(9)** create multiplication tables, more than 4,000 years ago. They did their mathematics on clay tablets, some of which still survive today. As their civilisation grew, they were required to do more and more sophisticated mathematics to enable **(10)** to build and trade. In **(11)** to speed up calculations, merchants would carry around clay tablets **(12)** these multiplication tables on, much as modern-day engineers carry around electronic calculators.

Those who could remember these tables **(13)** heart were able to trade more successfully than those who **(14)** to pull out the clay tablets. But spare a thought for ancient Babylonian students. Because they counted in powers of 60 **(15)** than in the powers of 10 we use today, they were required to know their sums **(16)** the way up to the 59th multiplication table!

Reading and Use of English • Part 3

For questions **17 – 24**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning (**0**).

Write your answers **IN CAPITAL LETTERS on the separate answer sheet**.

Example:

0	W	O	R	L	D	W	I	D	E								
---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--

The solar cycle path in Krommenie

The Netherlands is famous **(0)** as a bike-friendly nation, and the Amsterdam suburb of Krommenie is no **(17)** The bike path that connects Krommenie with Wormerveer, another Amsterdam suburb, is used on a **(18)** basis by around 2,000 cyclists, mostly school pupils and commuters.

WORLD

EXCEPT

DAY

In **(19)** to providing a safe cycle route, the path became the focus of media attention in 2014, when, as part of an **(20)** project called SolaRoad, solar panels were embedded into the surface of the cycle path. **(21)** many solar panels, which can be adjusted to take advantage of the sun, these had to be fixed into position. Although tests indicated that the panels had sufficient **(22)** to take the weight of even heavy vehicles such as tractors, by 2020, SolaRoad was suffering **(23)** damage from ordinary cycle use and the decision was taken to **(24)** the solar panels with asphalt. However, the Netherlands has not abandoned this concept, and a new, longer solar cycle path has recently been opened near the city of Utrecht.

ADD

INNOVATE

LIKE

STRONG

EXTEND

PLACE

Reading and Use of English • Part 4

For questions **25 – 30**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (**0**).

Example:

- 0** Prizes are given out when the school year finishes.

PLACE

Prize-giving end of the school year.

The gap can be filled by the words 'takes place at the', so you write:

Example: 0 TAKES PLACE AT THE

Write **only** the missing words **IN CAPITAL LETTERS on the separate answer sheet.**

- 25** When they told Barry that the concert was happening, he immediately phoned the ticket office.

SOON

Barry phoned the ticket office told that the concert was happening.

- 26** The play will be starting shortly, so please take your seats.

ABOUT

The play , so please take your seats.

- 27** Sarah says it isn't fun to go for a walk if the weather is bad.

ENJOY

Sarah says she for a walk if the weather is bad.

- 28** John was the one who suggested the idea of creating a new school magazine.

CAME

It was John the idea of creating a new school magazine.

- 29** 'Have you given me your maths homework yet?' the teacher asked Veronica.

HANDED

The teacher asked Veronica in her maths homework yet.

- 30** Steph went out to fly her kite even though there wasn't much wind.

DESPITE

Steph went out to fly her kite wasn't very windy.

Reading and Use of English • Part 5

Questions 31 – 36

You are going to read a review of a novel written by a teenager. For questions **31 – 36**, choose the answer (**A, B, C** or **D**) which you think fits best according to the text.

Mark your answers **on the separate answer sheet**.

An amazing talent

Anne-Marie Jolley reviews the debut novel of a teenage writer

I'm going to sacrifice my pride and be completely honest with you – I didn't want to like the novel *The Catalyst*. I'm ashamed to tell you that I wasn't expecting much when I heard that the author, Helena Coggan, is only fifteen and has already published a novel while others with much more life experience never manage to do that. But don't jump to conclusions like I did. With a gripping plot, likeable characters, action-packed suspense and amazingly vivid events, I realised that someone so young must be immensely talented to create this. The plot works astonishingly well. There's just the right amount of accessibility combined with unfamiliarity to keep the reader hooked at all times. The main character, Rose, is in possession of a secret, but this isn't one of those clichéd secrets you sometimes find in fantasy fiction – it actually enhances the story and has a purpose.

My overall impression of the book is that it has the assurance of a writer in mid-career, rather than the occasional mistakes and missteps of a first attempt. This would be unusual in most debut novels; in a 15-year-old's, it's nearly unparalleled. This isn't to say that teenagers can't or shouldn't write. Young writers can be both productive and self-critical – and story-sharing sites make it easy to invite outside comment. Many teenagers start out wearing a lifebelt – they produce 'fan-fiction', writing about characters or settings from their favourite fiction. It's work that's rarely commissioned or published and allows them to plunge into the creation of characters and settings from scratch. But few teen authors make the leap into the exposed format of the traditionally published book.

There's nothing more important in writing young-adult fiction, though, than creating authentic young-adult voices to tell the story. It's a hard balance to strike – an adult writer too far removed from the ever-changing emotions, technology and idioms that inform teenagers' existence may make errors that

jolt the reader; a teenage writer may not yet have the skill to transfer their recent experience and knowledge into book form. Having the ability to turn one's own life into compelling fiction is rare for teenage writers, who often prefer to let their imagination run free. However, it's not impossible to achieve. In her book *The Outsiders*, considered by many to be the first true young-adult novel, SE Hinton did just that. The book, written when she was only 16, is quite remarkable for the close, truthful feel of the characterisation.

Caitlin Moran, another young writer, published *The Chronicles of Narnia* when she was in her teens and it has recently been reissued in the wake of her other work. Moran's unique, laugh-out-loud style is already clearly there in *Narnia* – although, in contrast to *The Catalyst*, the book is rather short on plot. It still stands – just – as a book in itself, although it's more thought-provoking in light of the published work that was to come after. I think it has stood the test of time mainly because it was edited well. In her preface to the reissue, Moran credits her mother for teaching her the necessity of cutting out the bad or superfluous, before she sent her manuscript to a publisher.

It's a dream for many enthusiastic teenage writers to see their name on the cover of a traditionally published book – and for the majority, it should probably remain so. Writing improves enormously with age, experience and practice – and dealing with reviews, or no reviews at all, is especially dispiriting to the all-or-nothing adolescent. But the tiny few who do manage it, and do it well enough to leave a lasting mark, will act as inspiration to any teenager who overcomes the blank page. And the supportive, therapeutic presence of the story-sharing web means that it is easier than ever for young writers to publish their early work.

- 31** Why does the reviewer say 'don't jump to conclusions' about *The Catalyst* in the first paragraph?
- A** She realises that fantasy fiction does not have universal appeal.
 - B** She advises not giving up on the complex plot in order to find out the secret.
 - C** She claims that the novel becomes much more absorbing as it progresses.
 - D** She suggests that the novel is likely to exceed expectations.
- 32** What does the reviewer say is unusual about Coggan?
- A** Her novel explores ideas that will interest older readers.
 - B** Her writing style could be that of someone with more experience.
 - C** Her age is only rarely evident in her approach to writing.
 - D** Her writing techniques are not seen in the work of older novelists.
- 33** The reviewer mentions teenage writers 'wearing a lifebelt' to emphasise that
- A** their research into what fans of teen fiction enjoy reading is worthwhile.
 - B** they may never get the opportunity to have their work published.
 - C** a project may be based around what another writer has done successfully.
 - D** any new ideas they come up with may already have been used.
- 34** What does 'SE Hinton did just that' in the third paragraph refer to?
- A** letting her imagination run free
 - B** turning her own life into compelling fiction
 - C** producing the first true young-adult novel
 - D** writing a novel when she was only sixteen
- 35** What is the reviewer's opinion of *The Chronicles of Narnia*?
- A** She thinks it is mainly of interest because of Moran's other books.
 - B** She finds little evidence to identify Moran as the author.
 - C** She thinks it is a shame that so much material was cut from it.
 - D** She finds it less fascinating now than when it first came out.
- 36** What does the reviewer suggest about teenage writers in the final paragraph?
- A** Story-sharing websites can give false hope to those who aren't very talented.
 - B** Those who are published should offer more help to others.
 - C** They are likely to react negatively to a lack of positive feedback.
 - D** They would benefit from consulting older, more experienced writers.

Reading and Use of English • Part 6

Questions 37 – 42

You are going to read an article about research on pigeons. Six sentences have been removed from the article. Choose from the sentences **A – G** the one which fits each gap (**37 – 42**). There is one extra sentence which you do not need to use.

Mark your answers **on the separate answer sheet**.

The pigeon: an intelligent creature or a nuisance?

From the piazzas of Venice to the streets of New York, there are notices telling people not to feed the pigeons. 'People regard pigeons as a nuisance,' explains Professor Michael Colombo, who has studied these birds for thirty years. But he argues it's high time this attitude changed.

Humans first domesticated pigeons about 5,000 years ago, breeding them for food and to use as messengers. The birds share certain characteristics with other species that have attached themselves to human civilisations, such as dogs and rats. They have also become versatile in order to cope with the challenges of urban environments. **37**

It is not surprising that pigeons have learnt to keep a close eye on humans and their behaviour. But to what extent have they developed this ability? This is a question explained by Professor Colombo in his research. In one of his experiments, two people, similar in age and stature but wearing different coloured coats, were asked to put food on the ground for a group of pigeons. One acted neutrally towards the birds, while the other repeatedly chased them away. **38** But this was not the discovery that most surprised the researchers. What they considered more notable was that the pigeons were not fooled when the people switched coats. This indicated that the birds could tell the people apart by their faces and not simply by their clothes.

Colombo's research also suggests that pigeons are capable of thinking about the future. In another experiment he trained two pigeons to peck on three objects in a specific order to get food: first a red circle, then a green leaf, and finally a blue dot. Next,

the same objects were presented to the birds, but after they had pecked the red circle, researchers switched the positions of the leaf and dot. If the pigeon had learnt the entire sequence, one would expect them to take longer to peck on the correct objects while they adapted to the new situation, and that is exactly what Colombo found. **39** Somewhere in their brains, they appear to be thinking things through.

There is now speculation about whether pigeons are capable of a sophisticated ability called metacognition, known as 'thinking about thinking'. This awareness of one's own knowledge allows us to judge whether we are certain of an answer to a question we're asked, or whether we need to look something up. **40** It is not, however, exclusive to humans. Some apes, for example, are thought to reach this level of awareness.

Researchers have also trained pigeons to peck symbols on a screen in a particular order. In one study, the birds were given the option to peck on a 'hint' icon for help. The researchers found they were more likely to do this when presented with new symbols. **41** A similar result was observed in a different study in which pigeons had to perform more difficult tasks. The implication in both is that pigeons realise what they do and do not know.

42 It is therefore unclear just how smart pigeons really are. In fact, it is unlikely that they have the same cognitive abilities as apes or elephants. Scientists are mostly of the opinion that various animals could perform the same mental feats as pigeons if they were trained systematically.

- | | |
|--|---|
| <p>A Scientists often consider this to represent the peak of mental ability.</p> | <p>E This slow response may not sound impressive, yet the study suggests pigeons aren't just responding in an unconscious way.</p> |
| <p>B They concluded that both pigeons were capable of telling the difference.</p> | <p>F Yet other research on pigeon intelligence has not had such positive results.</p> |
| <p>C It didn't take long for the pigeons to tell them apart.</p> | <p>G This ability to adapt suggests they are capable of complex mental processes and behaviour.</p> |
| <p>D This tendency suggests they were able to assess what they already knew and tried to obtain more information when required.</p> | |

Reading and Use of English • Part 7

Questions 43 – 52

You are going to read an article about teenagers who decide to stop using social media. For questions **43 – 52**, choose from the sections (**A – D**). The sections may be chosen more than once.

Mark your answers **on the separate answer sheet**.

Which section contains

a criticism of other people's refusal to compromise?	43 <input type="text"/>
a mention of the pressures involved in living up to the image created on social media?	44 <input type="text"/>
a claim that people may be surprised by the extent to which teenagers are rejecting social media?	45 <input type="text"/>
a mention of the admiration that not using social media can bring?	46 <input type="text"/>
a description of a negative reaction to something that a person said?	47 <input type="text"/>
the view that there is little truth in what people post about themselves online?	48 <input type="text"/>
someone's claim that their social skills have improved?	49 <input type="text"/>
a mention of someone's doubt about whether they've done the right thing?	50 <input type="text"/>
a description of the effect that social media had on someone's mood?	51 <input type="text"/>
someone's belief that a trend will spread?	52 <input type="text"/>

Teenagers who stop using social media

- A** It's widely believed that young people are devoted to social media. But for every teenager hunched over a screen, there are others for whom social media no longer holds such an attraction. They're turning their backs on it – and there are more of them than you might think. According to a study by one US marketing firm, half of all under-20s are considering quitting at least one social media platform. Social media analyst Lee Marks thinks we will definitely see an increase in teenagers quitting or substantially reducing their use. He points out that as younger teens notice this behaviour among their older siblings and friends, they too will start to cut their use of social media. 16-year-old Mary explains why she decided to quit: 'I realised I was presenting this dishonest version of myself, on a platform where most other users were doing exactly the same.'
- B** After being nagged by his friends to get Instagram, 14-year-old Jake eventually decided to join, but lasted just six months. 'If I was having a bad day and scrolling through it, I'd keep seeing pictures of people enjoying themselves. It became depressing, so I stopped using it,' he explains. According to Lee Marks, teenagers are becoming overwhelmed with the responsibility of maintaining their social sites and upholding the persona they've created on them – of constantly seeking approval via the amount of likes they get for any given post. At school, social media is an indicator of popularity. 'If you ask for someone's Instagram and they only have 80 followers, you're going to think they're not that popular, but if someone else has 2,000 followers you're going to think they're the most sought-after person in school,' says Jake.
- C** A desire to build authentic, offline friendships motivates some young people to quit. 'I'm so much better at talking to people face-to-face now,' says Mary. 'I have real friends, not just those people you accept on a friend request who are friends of a friend.' But when you're from a digitally-native generation, quitting social media isn't always easy. Mary recalls how she was asked at a party if she had Snapchat. 'When I said no, I heard gasps. It was as if I'd mentioned something shocking.' When she went on to explain that she did have a Snapchat account, but never used it, she says there was 'relief in their eyes!' Jake's friends say that his quitting social media has made it hard for them to keep in contact with him, however. They tell him that it'd be easier if he had this or that platform. But Jake says he can't see why it's so hard to type in his number and send a text. He feels they're just not willing to use anything other than social media.
- D** Jake now struggles with the fear of missing out. 'It's like everyone's gone to a party without telling you,' he says. At times, he questions his decision. 'There are days I'm really convinced I want to reinstall Instagram, not for myself, but because I want to appear "normal".' Still, rebels like him may not be outsiders for ever. 'Sometimes friends come to me and say: "I don't have social media any more, thanks to you and the things you said." It's quite cool.' Mary, too, has received a similar reaction and says that some people tell her they wish they were able to do what she's done. She explains that young people feel as if social media is part of their identity, but she thinks she's no less of a teenager because she doesn't use it.

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THIS IS THE END OF THE TEST
THE TEXT BELOW IS NOT EXAM MATERIAL

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