B2 First for Schools Practice Test

Reading and Use of English • Part 1

1 hour and 15 minutes for this paper

For questions **1–8**, read the text below and choose the correct answer that best fits each gap.

Japanese manga comics

Japanese manga comics are read around the world in translation. But unlike translating from Spanish into English, for example, **(1)** .....a Japanese story in English is no simple matter.

The English words must describe the picture and **(2)** .....in the balloons. Since Japanese uses fewer words than English to communicate the same meaning, it takes quite a(n) **(3)** .....for the translator to achieve this. There is nothing they can do **(4)** .....the word balloons – they already exist on the page and cannot be changed. The challenge for the translator is to **(5)** .....out the best way to deal with each scene. This **(6)** .....translators have to change the script. Sometimes they alter things only a little, but at other times they **(7)** .....up writing lots of new English scripts to match the existing artwork.

The best manga translators are **(8)** .....in writing as well. They need creativity and imagination to make the stories you read just as exciting as the original Japanese versions.

1	**A**	saying	**B**	speaking	**C**	telling	**D**	talking
2	**A**	stay	**B**	match	**C**	go	**D**	fit
3	**A**	work	**B**	effort	**C**	job	**D**	attempt
4	**A**	about	**B**	for	**C**	from	**D**	by
5	**A**	think	**B**	look	**C**	figure	**D**	consider
6	**A**	means	**B**	makes	**C**	forces	**D**	causes
7	**A**	work	**B**	end	**C**	bring	**D**	put
8	**A**	capable	**B**	good	**C**	responsible	**D**	experienced

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LIVEWORKSHEETS

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.

A clever solution

In 2016, South Africa was suffering its worst drought **(9)** ..... 1982. **(10)** ..... severe was the problem that farmers were **(11)** ..... danger of losing their crops and animals were dying.

When there isn't enough rainfall for crops to grow, farmers use man-made polymers to cover the soil. These look **(12)** ..... small plastic crystals. They absorb water and keep the soil wet by releasing the water into it. The only problem is, polymers are expensive and, like plastic water bottles, they cannot **(13)** ..... broken down and absorbed into the ground.

Kiara Nirghin, a 16-year-old high school student, wondered **(14)** ..... it was possible to create a low-cost, organic alternative. Using waste products from fruit juice manufacturing, she **(15)** ..... up with the idea for her 'orange peel mixture'. Not only **(16)** ..... her product retain water well, it costs less than polymers. She won a $50,000 scholarship for her invention at the annual Google Science Fair, a competition for teenagers aged 13 to 18.

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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**.

Space tourism

These days, we can enjoy all sorts of holidays because the choices we have are seemingly **(17)** _____. If you are concerned about the planet, you can stay in environmentally friendly accommodation in stunning **(18)** _____ around the world. If you're interested in helping less **(19)** _____ communities, you can look into volunteer tourism. **END** **SURROUND** **FORTUNE**

But for those who are feeling more than a little **(20)** _____, nothing can match space tourism. **ADVENTURE**

Until now, only a handful of very rich people have ridden Russian rockets on **(21)** _____ short trips to the International Space Station (ISS). **RELATIVE**

One person to take such an **(22)** _____ voyage was Guy Laliberté, the founder of Cirque de Soleil, in September 2009. Laliberté paid $35 million for the **(23)** _____ of visiting the ISS. **ORDINARY** **PLEASE**

Virgin Galactic hopes to **(24)** _____ travel by offering commercial spaceflights in the near future, though at a cost of $250,000 per flight, it would still be out of reach for most people. **REVOLUTION**

LIVEWORKSHEETS

Reading and Use of English • Part 5

You are going to read an extract from a novel about a teenager called Lucy. For questions **31–36**, choose the answer which you think fits best according to the text.

Lucy was trying to balance a chemical equation. Each time she thought she had the answer, the number of atoms and the symbols for the elements would change before her eyes – oxygen became carbon and hydrogen turned into nitrogen. 'This is crazy', she thought, and rubbed her eyes. 'Maybe I need reading glasses.' At that moment, a splash of water on her face woke her up. Shaking her head, she remembered – she wasn't in Mr Schnabel's class, but at the beach. To be exact, she was on an inflatable lilo in the sea and the shoreline was getting further away by the second!

Looking towards the shore, Lucy realised the enormity of her problem. Although she could see the brightly coloured beach umbrellas and towels on the sand, she knew they weren't really close. She'd learnt to swim properly when she was younger, but despite her excellent technique all she could manage at the local Olympic-size pool were a couple of lengths. She didn't have the strength for anything further, plus, she had a phobia of deep water.

line 24 'You idiot!' she thought as she mentally kicked herself for getting into this mess. If only she'd gone on a walk with Bethany and the others. School had recently broken up for the summer holidays and her friend Bethany had suggested a day at the beach. They'd called some friends and that morning, a laughing, carefree group had got on the bus to the coast. They did the usual things – swam, splashed each other, looked for seashells, had lunch. Later, Bethany and the others had decided to go for a walk and explore some caves further along the coast. But Lucy wanted to stay where she was and listen to music.

After a while, she got bored. Seeing Bethany's plastic lilo, she grabbed it and headed into the water. 'Now I can really relax', she thought. The pressure of the last few weeks with exams had worn her out and, within minutes, she was fast asleep. Because of this, she was unaware that a strong current had taken her far from shore. Now, she was on her own and no-one knew where she was. As if that wasn't bad enough, from the look of the dark clouds gathering behind her, wild weather was on the way!

'Surely the others will realise what's happened when they get back', she reasoned. The absence of both Lucy and the lilo would lead them to the right conclusion. For a brief moment, she was hopeful. However, Lucy had learnt at summer camp how to tell the time by the sun. Checking it now, it was only two o'clock; she realised they wouldn't be back for a while and time was running out. She looked down at her dark-blue swimsuit and clear plastic lilo – no-one would be able to see her in the water, there was no contrast. She wished she had stayed at home! There was only one choice – she would have to save herself.

Swimming was out of the question – it was simply too far and the thought of what might be lurking beneath terrified her. 'What's my plan? Think!' she told herself. She had nothing with her other than the lilo. 'I'll have to paddle', she decided. Positioning herself the length of the lilo on her front, Lucy started paddling as she'd seen surfers do on their boards. One big swing of her right arm followed by the left, strong, steady and even. Lucy focused on the shore and paddled for all she was worth.

LIVEWORKSHEETS

31 What is the writer's purpose in the first paragraph?

A to explain why Lucy was facing a challenge

B to show that Lucy had something on her mind

C to describe how Lucy was going to deal with a problem

D to introduce the fact that Lucy was in a difficult situation

32 What does the writer suggest about Lucy's swimming ability?

A She could only swim short distances.

B They think everyone uses the same language.

C She was as good as an Olympic swimmer.

D She only swam well in swimming pools.

33 The writer says that Lucy 'mentally kicked herself' in line 24 to show that she was

A thinking too hard.

B angry with herself.

C upset with Bethany.

D hurt that the others had left her.

34 What made Lucy's immediate problem worse?

A The sun was burning her.

B Her exams had tired her out.

C A storm was approaching.

D The current was too strong.

35 Why would Lucy's friends not be able to help her?

A They would have no idea where to look for her.

B They would be away for too long.

C They would assume she was safe on the lilo because she knew how to swim.

D They would think she had gone home.

36 What do we learn about Lucy in the final paragraph?

A She changed her mind about swimming to shore.

B She overcame her fear of deep water.

C She imitated a surfing technique.

D She used the strong current to get to the shore.

LIVEWORKSHEETS

Reading and Use of English • Part 6

You are going to read an article about a special kind of Olympics. 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.

Young Maths Experts

What does it take to become an Olympic champion? Is it hours and hours of training and preparation every day over many years? Could it be the willpower to push a body that has reached its limits just one step further? Is it the determination to fight through the physical pain to beat other talented opponents? **37** But did you know it's possible to become an Olympian without a single minute of gruelling training and no crack-of-dawn practice sessions? All you need are some pretty sophisticated mental gymnastics.

The International Mathematical Olympiad (IMO) is the world championship of mathematics for pre-university students. Unlike the better-known sporting event, it is not held once every four years, but annually. **38** First held in 1959 in Romania with seven countries participating, its popularity has grown rapidly. These days, over 100 countries from five continents send their best and brightest teen mathematicians to compete.

While the IMO is definitely a competitive event with every country vying for the top honours, it has a number of important aims. **39** Another is to stimulate interest in maths in the participating countries, where teenagers make every effort to be selected for their national team. Of course, another objective of the IMO is to identify young people with astonishing mathematical abilities.

Several students have represented their countries more than once and won multiple gold medals. Other winners have gone on to become notable mathematicians, teaching at prestigious universities around the world. **40** Several former participants have won other awards, including the Fields Medal, which is considered to be the mathematician's Nobel Prize ®.

But who are these gifted teens? The most successful to date is Chinese-born Canadian Alex Song, who won his first medal – a bronze – in 2010 at the age of 13. **41** It's not surprising that apart from maths, he's into brain games and puzzles like chess and solving the Rubik's Cube.

Maryam Mirzakhani, the first woman to win the Fields Medal, also got her start in the IMO, where she became the first female Iranian student to win gold. However, as a child, mathematics was not where her passion lay and her dream was to become a writer of novels. It was during her final year in high school that she began to apply herself to mathematics, after her brother got her interested in the subject. **42** Her advice to students is to give mathematics a chance and to realise that it isn't a boring, pointless subject – that there is a beauty in numbers that only patience can reveal.

LIVEWORKSHEETS

A Thereafter followed a string of gold medal wins for the next five years in a row.

B Undoubtedly, all of these contribute to success at the highest international level of competition.

C Her preferred pastime was reading novels; in fact, she would read anything she could find.

D Some have used their impressive knowledge of mathematics to contribute to related fields such as physics and economics.

E It does, however, like its namesake, take place in a different location each time.

F Until that point, she had done poorly in maths, as many young people do.

G One is to bring young people together in an environment of friendship and mutual respect.

LIVEWORKSHEETS

Reading and Use of English • Part 7

You are going to read an article about four teenagers and the apps they use.
For questions **43–52**, choose from the teenagers (**A–D**). The teenagers may be chosen more than once.

Which teenager

says the app brings out their artistic personality?	43
has been in contact with more than one celebrity?	44
believes the app offers users something very original?	45
thinks others use the app to present themselves unrealistically?	46
would be happy to upgrade to a different version of the app?	47
says there is a mistaken belief about a feature of the app?	48
met someone famous in person because of the app?	49
appreciates the opportunity to express their views publicly?	50
has expanded their knowledge of a subject through using the app?	51
can access the app from a number of different devices?	52

LIVEWORKSHEETS

What's your favourite app?

Four young people talk about their favourite apps.

A Evan



I've got dozens of apps on my phone. I do use them all, though some more frequently than others. The app I have the most fun with is Snapchat ®. There's nothing else like it. I can easily share information about my life in a totally unique way. Being able to add text or doodles to my photos makes them a lot more fun and personal. I send about 10 snaps a day and receive around 30! They say the photo you send disappears forever after a few seconds, but that's a myth. Data is data: whenever you send an image, it never truly goes away. Plus, the person on the receiving end can take a screenshot of it before it disappears. My friends and I often save each other's goofy photos that way, so we can laugh about them later.

B Faye



Music is my thing, so I think Spotify ® is easily the best app on my phone. I use it to share music, to see what my friends are listening to and to find new music. At first, I used it to stream music that I was already familiar with and I made playlists with all of my favourite songs and bands. Once I'd done that, I started exploring and discovered music from other eras, like punk, disco and soul from the 1970s. In addition to the huge library of songs, it's easy to use and I can link my account to my laptop and tablet as well. I use the free version, but if I had the spare cash, I wouldn't mind paying for the premium service because there are no ads on that.

C George



Apps come and go, but Instagram ® is my current favourite. When I edit my photos on Instagram, I feel like a professional photographer; the filters, the cropping tool and focus options mean I can create something really special. I don't use the tools to make myself more attractive – why would I? My friends know what I really look like anyway! If I had to pick one drawback of the app, that would be it. People use it to improve their photos and they sometimes no longer look anything like themselves. On the plus side, I can see what my friends and celebrities are up to through live updates. Last year, when my favourite tennis player was in town, he posted the name of the hotel he was staying at – so I rushed over there and got a selfie with him!

D Harley



It's probably not among most teens' favourite apps, but I love Twitter ®. I think it's great because you can voice your opinion on anything you want to. I know Twitter may be like shouting into an empty room at times, but at least I'm heard sometimes and acknowledged by my peers. It's also exciting because you can interact with celebrities, who love the free publicity. I've had a few exchanges with some and a well-known actor once retweeted a tweet of mine. I suppose I became famous myself because it went viral and my friends teased me endlessly about that! I'm still using Facebook ®, but not as much as I used to for daily contact with friends. It's good for group events, though, so I do use it for that.

LIVEWORKSHEETS

Listening • Part 1

After completing Parts 1–4, allow 5 mins transfer time

1 You will hear people talking in eight different situations. For questions **1–8**, choose the correct answer (**A**, **B** or **C**). You will hear the recording twice.

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1 You hear a music teacher talking about reading music. What does she say about learning to read music?

A It can be learnt very quickly.

B It won't be easy to do at the start.

C Students often make mistakes when they read it.

2 You hear a girl talking to a friend about a chess tournament. Why did she sign up for the tournament?

A to get more practice by playing with children

B to improve at the game

C to show her natural talent

3 You hear two friends talking in a shop. What do they agree about?

A that the man should try on the T-shirt

B how much money to spend

C what item of clothing to buy first

4 You hear a boy talking about going to the cinema. What does he enjoy the most about it?

A being with friends

B seeing an exciting film

C discussing the film later

5 You hear a headteacher talking to a group of students. What is he talking about?

A the end of classroom tests

B what work students will do

C how students will be assessed

6 You hear a radio show presenter talking about a band. What is true about the band?

A The band's success has been sudden.

B The band has been around for a while.

C The band has been playing concerts all week.

7 You hear two people talking in a restaurant. Why can't the woman eat the food?

A She's on a diet.

B She might feel unwell.

C She doesn't like the food.

8 You hear two friends talking about a weekend job. What is the woman doing?

A giving the man advice

B providing information

C encouraging the man

LIVEWORKSHEETS

Listening • Part 2

2 You will hear a student called Louise Parsons talking about acting. For questions **9–18**, complete the sentences with a word or short phrase. You will hear the recording twice.

Working in the film industry

Louise says that you can't learn the **(9)** ..... of the film industry from a book.

Louise explains that some people offering seminars are just trying to sell a **(10)** .....

Louise says there are **(11)** ..... of people who won't find success in film, publishing or music.

It's important to get a **(12)** ..... because it can take ages to build up an acting career.

If Louise doesn't make it as an actress, she can become **(13)** .....

Louise says a benefit of acting classes is that they can **(14)** ..... your skills.

Louise advises people to **(15)** ..... agents who want money before they do any work.

Louise explains that her agent receives **(16)** ..... of her own fee when she works.

Louise points out that **(17)** ..... prefer to use actors who have an agent.

Louise says that her own agent **(18)** ..... to find roles for her.

LIVEWORKSHEETS

Listening • Part 3

3 You will hear five short extracts in which teenagers are talking about their achievements. For questions **19–23**, choose from the list (**A–H**) what each speaker says about their achievement. Use the letters only once. There are three extra letters which you do not need to use. You will hear the recording twice.

A It made someone very proud.

B It should have been better.

C Few people knew about it.

D I kept going and improved.

E I'm often asked about it.

F It made me very popular.

G I started a campaign.

H What I do is selfless.

Speaker 1 [ ] **19**

Speaker 2 [ ] **20**

Speaker 3 [ ] **21**

Speaker 4 [ ] **22**

Speaker 5 [ ] **23**

LIVEWORKSHEETS

Listening • Part 4

4 You will hear an interview with a teenager called Ingrid Mason, who's talking about fashion. For questions **24–30**, choose the correct answer. You will hear the recording twice.

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24 Ingrid's website is popular because

A it won an award for the designer.

B shoppers can order the clothes online.

C you can see how the clothes look on you.

25 Ingrid initially became interested in fashion when

A she attended classes at an art school.

B she studied older works of art.

C she began to sew theatre costumes.

26 Which job would not have been suitable for Ingrid?

A artist

B fiction writer

C car mechanic

27 What is implied about older people who don't buy Ingrid's clothes?

A They are put off by bright colours.

B Some patterns are a problem for them.

C They are more confident than younger shoppers.

28 Ingrid describes her clothes as

A good for special occasions.

B stylish, but casual.

C too fashionable for everyday wear.

29 What does Ingrid say about sport and fashion?

A The sporty look is very popular with consumers.

B Designers created their own basketball jerseys.

C All sportswear can be worn as street fashion.

30 Ingrid says that the polo shirt that originated in the 1920s

A was replaced 50 years later.

B was worn for greater comfort.

C was adopted by polo players.

LIVEWORKSHEETS