PRZYKŁADOWY TEST W FORMACIE CAMBRIDGE · B2 FIRST (FCE)

# B2 First — test 1 do druku

Reading and Use of English · Writing · Listening · 122 pkt · 195 min. Test napisała redakcja zdaj-angielski.pl w formacie egzaminu — to nie jest oficjalny materiał Cambridge. **Nagrania do części Listening i wynik w skali Cambridge: zdaj-angielski.pl/darmowy-arkusz/fce**

## Reading and Use of English

### Part 1 (8 pkt)

*Part 1. For questions 1.1–1.8, read the text below and decide which answer (A, B, C or D) best fits each gap.*

THE POET WHO INVENTED THE MEMORY PALACE

According to an ancient Greek story, the poet Simonides was once paid a large 1.1. _____ to perform at a banquet. Shortly after he had stepped outside, the roof of the hall collapsed, killing everyone inside. The victims were so badly injured that their families could not 1.2. _____ them apart.

Simonides, however, found that he could help. By picturing the room, he remembered exactly where each guest had been sitting and so identified them all. From this experience he 1.3. _____ to the conclusion that we remember places far more easily than lists.

This idea later 1.4. _____ the basis of a technique known as the 'memory palace'. To use it, you imagine walking through a building you know well and leave each thing you want to remember in a different spot. Later, you walk through it again in your mind and 1.5. _____ up each item as you pass it.

For centuries, speakers used the method to 1.6. _____ long speeches by heart. Today it is still popular with memory champions, who can recall the order of a whole pack of cards in less than a minute. 1.7. _____, most of them insist that they were not born with any special talent. Practice, they say, 1.8. _____ all the difference.

1.1 A. fee B. wage C. salary D. income

1.2 A. say B. tell C. know D. speak

1.3 A. arrived B. reached C. got D. came

1.4 A. created B. formed C. built D. founded

1.5 A. pick B. take C. bring D. hold

1.6 A. study B. revise C. teach D. learn

1.7 A. Despite B. Although C. However D. Even

1.8 A. does B. gives C. makes D. brings

**Part 2** (8 pkt)

*Part 2. For questions 2.1–2.8, read the text below and think of the word which best fits each gap. Use only ONE word in each gap.*

THE CURVE OF FORGETTING

In the 1880s, a German psychologist called Hermann Ebbinghaus carried out a series of unusual experiments 2.1. _____ himself. He wanted to find out how quickly we forget things, so he made 2.2. _____ thousands of nonsense syllables, such as 'DAX' and 'BOK', which had no meaning at all. Because they meant nothing, he could be sure that his memory would not be helped 2.3. _____ any previous knowledge.

Day after day, he learned lists of these syllables and then tested himself after different periods of time. The results were striking. Much of 2.4. _____ he had learned disappeared within the first hour, and after a day he had forgotten more than half. After that, 2.5. _____, the rate of forgetting slowed down considerably.

Ebbinghaus also discovered that each time he reviewed a list, he forgot it more slowly than 2.6. _____. In other words, information 2.7. _____ is repeated at increasing intervals stays in the memory far longer.

This principle, now known as 'spaced repetition', is used by many language-learning apps today. So if you want to remember new vocabulary, it is far better to study it a little every few days than to try to learn everything 2.8. _____ once.

**Part 3** (8 pkt)

*Part 3. For questions 3.1–3.8, read the text below. Use the word given in capitals in brackets to form a word that fits in the gap.*

WHY SMELLS TAKE US BACK IN TIME

Have you ever walked past a bakery and suddenly found yourself back in your grandmother's kitchen? Many people find that smells bring back memories with 3.1. _____ (SURPRISE) clarity, and scientists believe there is a simple 3.2. _____ (EXPLAIN). Unlike information from our eyes and ears, smells travel almost directly to the parts of the brain that deal with emotion and memory. That is why a smell can make us feel happy or sad before we have even 3.3. _____ (CONSCIOUS) recognised what it is.

Interestingly, these memories tend to come from early 3.4. _____ (CHILD), usually from before the age of ten, while memories triggered by words or pictures are more often from our teenage years. Researchers have also found that memories brought back by smells feel more emotional, although they are not necessarily more 3.5. _____ (ACCURACY).

Sadly, our sense of smell is often 3.6. _____ (VALUE). In surveys, many people say it is the sense they would be most willing to lose. Yet those who have lost it often describe the experience as deeply 3.7. _____ (PLEASE), and some say they feel strangely 3.8. _____ (CONNECT) from their own past.

**Wyrazy do przekształcenia**

3.1. SURPRISE
3.2. EXPLAIN
3.3. CONSCIOUS
3.4. CHILD
3.5. ACCURACY
3.6. VALUE
3.7. PLEASE
3.8. CONNECT

**Part 4** (6 pkt)

*Part 4. For questions 4.1–4.6, 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.*

4.1. 'I'll call you tomorrow,' Anna said to me. (PROMISED) Anna _____ me the following day.

4.2. People say that the method was invented in ancient Greece. (SAID) The method _____ invented in ancient Greece.

4.3. I didn't write her number down, so I forgot it. (IF) I wouldn't have forgotten her number _____ it down.

4.4. Tom has never been to a memory competition before. (FIRST) It's the _____ been to a memory competition.

4.5. I'd prefer you not to tell anyone about this. (RATHER) I'd _____ anyone about this.

4.6. She was so busy that she completely forgot about her dentist appointment. (SLIPPED) Her dentist appointment _____ she was so busy.

**Part 5** (6 pkt)

*Part 5. You are going to read an article by a journalist who trained for a memory competition. For questions 5.1–5.6, choose the answer (A, B, C or D) which you think fits best according to the text.*

THREE MONTHS TO A BETTER MEMORY

I have never had a good memory. I forget birthdays, I lose my keys at least twice a week, and I once introduced my own cousin at a party by the wrong name. So when my editor suggested that I spend three months training for the national memory championship and then write about it, I laughed. A moment later I realised she was serious.

My coach was a retired maths teacher called Graham, who had come fourth in the championship twice. At our first meeting he gave me a list of twenty words to learn in two minutes. I managed seven. Graham didn't seem in the least surprised. He simply nodded and wrote the number down. 'Everyone gets about seven,' he said. 'The trick isn't to try harder. It's to stop trying to remember words at all.'

What he meant, it turned out, was that our brains are very poor at holding on to abstract information but extraordinarily good at remembering pictures, especially strange or funny ones. So instead of repeating the word 'umbrella' to myself, I had to imagine a giant umbrella sitting on my sofa, eating crisps. The more ridiculous the image, the better it worked. Within a week I could remember forty words in order, and I was so pleased with myself that I tested my family at dinner every evening until my sister begged me to stop.

The next stage was much harder. Graham wanted me to learn the order of a shuffled pack of playing cards, which meant first inventing a person, an action and an object for every one of the fifty-two cards. This took me nearly a month, and there were evenings when I seriously considered giving up. My notebooks from that time are full of crossings-out and slightly desperate notes to myself, such as 'Why is the queen of hearts a footballer?'

Then, one Sunday morning, something changed. I was sitting on the train going through the cards as usual, and I realised that I was no longer translating them. I looked at the seven of clubs and simply saw my old music teacher riding a horse, without having to think about it. It felt a little like the moment when you suddenly notice that you have been dreaming in a foreign language.

The championship itself was held in a school hall, and I was by far the oldest beginner there. Before it started, I was so nervous that I could hardly hold my pen. The room was completely silent except for the sound of cards being turned over. In the end I finished eleventh out of twenty-three, which Graham described, rather generously, as 'a respectable start'. My time for the cards was a little over four minutes. The winner, a seventeen-year-old from Leeds, did it in thirty-one seconds.

So has my memory improved? In one sense, not at all. I still lose my keys, because, as Graham pointed out, I never actually try to remember where I put them. What has changed is my attitude. I used to think that people were simply born with good or bad memories, and that I had been unlucky. I now know that remembering is a skill, and like most skills, it depends far more on practice than on talent. I just have to decide what is worth the effort.

5.1. What do we learn about the writer in the first paragraph? A. She has always felt ashamed of her poor memory. B. She did not take her editor's idea seriously at first. C. She had already been thinking of entering the championship. D. Her family often complain about her forgetfulness.

5.2. What does Graham's reaction to the first test show? A. He was disappointed with the writer's result. B. He had expected the writer to remember more words. C. He felt the writer had not made enough effort. D. He saw the result as typical.

5.3. According to the third paragraph, the technique works best when the images are A. absurd. B. connected to places in the writer's own home. C. repeated aloud several times. D. based on objects the writer uses every day.

5.4. What does ‘This’ refer to in the fourth paragraph (‘This took me nearly a month’)? A. learning the order of a shuffled pack of cards B. filling her notebooks with notes to herself C. creating a picture for each card D. deciding whether to give up the training

5.5. The writer compares her experience on the train to dreaming in a foreign language in order to show that A. she was very tired after weeks of training. B. the method had started to work without conscious effort. C. learning the cards was as hard as learning a language. D. she still found some of the cards confusing.

5.6. What is the writer's main point in the final paragraph? A. Her experiment was largely a failure. B. Some people are naturally gifted at remembering things. C. She intends to take part in the championship again. D. A good memory is mainly a result of practice.

**Part 6** (6 pkt)

*Part 6. You are going to read an article about the test that London taxi drivers have to pass. Six sentences have been removed from the article. Choose from the sentences A–G the one which fits each gap (6.1–6.6). There is one extra sentence which you do not need to use.*

THE KNOWLEDGE

Anyone who wants to drive one of London's famous black taxis must first pass what is often described as one of the hardest tests in the world. Known simply as 'the Knowledge', it requires drivers to learn around 25,000 streets within six miles of Charing Cross station, along with thousands of landmarks, from hospitals and theatres to restaurants and police stations. 6.1. _____

Learning is done not from books but on the road. Candidates, known as 'Knowledge boys' and 'Knowledge girls', travel around the city on small motorbikes in all weathers, following set routes and memorising every turn. 6.2. _____ Many say that their family life suffers, and a large number give up long before the end.

Those who keep going face a series of one-to-one interviews with an examiner, known as 'appearances'. The examiner names two places, and the candidate has to describe, without a map, the shortest legal route between them, naming every street and junction along the way. 6.3. _____

In the late 1990s, this unusual test attracted the attention of scientists at University College London. They wanted to know whether learning such a huge amount of information could actually change the brain. 6.4. _____ The results were remarkable. A part of the brain called the hippocampus, which plays an important role in memory and in finding our way around, was larger at the back in the taxi drivers. What is more, the longer someone had been driving a taxi, the bigger this area tended to be.

At first, some people suggested that these drivers might simply have been born with a larger hippocampus, and that this was what had made them choose the job in the first place. 6.5. _____ It seems that the brain really can change in response to hard mental work, even in adults.

Today, of course, any driver with a smartphone can find their way across London in seconds. Some people therefore argue that the Knowledge is an expensive tradition which no longer serves any real purpose. 6.6. _____ They also say that black cab drivers can react instantly when a passenger changes their mind, without waiting for a machine to recalculate the route.

Whether or not the test survives, it has already taught us something valuable. Our memories are far more powerful, and our brains far more flexible, than most of us imagine.

**Fragmenty do wyboru**

A. However, a later study, which followed trainees from the very start of their training, found that this area grew only in those who went on to pass the test.

B. A single wrong turn can mean being sent away to try again several weeks later.

C. Supporters of the test disagree, pointing out that a satnav cannot tell you which roads are blocked by a street market on Tuesdays or which hotel has its entrance round the back.

D. Most candidates spend between three and four years studying before they are ready to be examined.

E. Many passengers, on the other hand, now prefer cheaper taxis booked through an app.

F. To find out, they used scanners to compare the brains of taxi drivers with those of people who did not drive for a living.

G. In the evenings they go home and practise reciting these routes aloud, often for hours at a time.

**Part 7** (10 pkt)

*Part 7. You are going to read an article in which four people describe what they do to hold on to their memories. For questions 7.1–7.10, choose from the people (A–D). The people may be chosen more than once.*

**Tekst A**

Marta

Twelve years ago I bought a notebook with a page for every day of the year and decided to write one line in it each night before bed. Just one line – that's my rule, and I've never broken it, even on the day my son was born. The beauty of it is that each page has room for five years, so when I write today's line I can see what I was doing on the same date in previous years. Some entries make me smile, others make me cringe. Reading what I wrote about an argument with my sister in 2016, for instance, is quite uncomfortable – I was so certain I was right. My partner thought it would be a passing phase, but even he has to admit it's become part of who I am. It takes less than a minute.

**Tekst B**

Joe

At the end of every December I go through all the photos on my phone and choose about a hundred to put into a printed photo book. It sounds like a lot of work, and the first year it took me an entire weekend, but I've got quicker since. On New Year's Day the whole family sits down together and goes through the new book, and then usually through all the old ones as well. My kids, who are teenagers now, pretend to find it boring, but they're always the last to leave the table. My only real regret is that I didn't start until I was nearly forty. Most of the pictures from my twenties were on a phone that was stolen in Barcelona, and I'd never backed them up. They're simply gone.

**Tekst C**

Helen

When my grandfather turned ninety, I started recording conversations with him about his life. I was quite nervous about asking him at first, because he's always been a very private man, and I thought he might find it intrusive. In fact, he seemed delighted that someone was interested. Over about twenty sessions, he told me things that none of us had known – that he'd worked on a fishing boat in Iceland as a teenager, for example, and that he'd been engaged to someone else before he met my grandmother. My mother was amazed when she heard the recordings. I've given copies to everyone in the family, and next spring I'm planning to do the same thing with my grandmother, who has already started making a list of the stories she wants to tell.

**Tekst D**

Sam

I used to take hundreds of photos on every holiday, like everybody else. Then I read an article about a study which found that people who photographed things in a museum remembered them less well than people who just looked. It made me think, because when I tried to remember my trip to Rome, all I could recall were the pictures, not the experience itself. So I stopped taking photos altogether. Instead, I carry a small sketchbook and draw one thing every day – a doorway, a café table, someone's dog. I'm not a good artist, and that isn't the point. Drawing forces me to look properly. My friends think I'm a bit odd, and on group holidays they sometimes get impatient waiting for me to finish a sketch, but I remember those places far better than I ever did before.

7.1. Which person changed their habits as a result of something they read?

7.2. Which person wishes they had begun their activity earlier in life?

7.3. Which person learned facts that came as a surprise to other relatives?

7.4. Which person follows a strict rule about how much they do?

7.5. Which person says that other people regard their habit as unusual?

7.6. Which person shares the results with others on a particular occasion each year?

7.7. Which person was worried about how someone would react to their request?

7.8. Which person sometimes feels uncomfortable when looking back at what they produced?

7.9. Which person admits that their activity is not about producing something of high quality?

7.10. Which person intends to repeat the activity with another person?

## Writing

**Part 1** (20 pkt)

*Part 1. In your English class you have been talking about memory and learning. Now your teacher has asked you to write an essay.*

*Write an essay using all the notes and giving reasons for your point of view. Write 140–190 words.*

*Do we depend too much on technology to remember things for us?*

Do we depend too much on technology to remember things for us? Write about:

- phone numbers, birthdays and appointments
- learning at school
- … (your own idea)

Długość: 140–190 wyrazów.

**Part 2** (20 pkt)

*Part 2. You see this announcement in an English-language magazine for young people.*

*ARTICLES WANTED: A DAY I WILL NEVER FORGET*
*Tell us about a day you will always remember. What happened? Why was the day so special? Why do you think it has stayed in your memory? The best articles will be published in next month's issue.*

*Write your article. Write 140–190 words.*

Write an article for an English-language magazine about a day you will never forget.

- describe what happened on the day
- explain why the day was so special
- say why you think it has stayed in your memory

Długość: 140–190 wyrazów.

## Listening

### Part 1 (8 pkt)

*Part 1. You will hear people talking in eight different situations. For questions 10.1–10.8, choose the best answer (A, B or C).*

10.1. You hear two friends talking about a quiz. Why didn't the woman's team win? A. Some of the questions were unfair. B. Their team was smaller than the others. C. They were weak in one subject.

10.2. You hear a man leaving a message for a hotel. Why is he calling? A. to ask the hotel to send something to him B. to arrange to collect something he forgot C. to complain about the room he stayed in

10.3. You hear a woman talking about her piano lessons. How does she feel about them? A. disappointed that she has not made more progress B. embarrassed about having such a young teacher C. pleased with the effect they have on her

10.4. You hear an announcement at a railway station. What is the announcement mainly about? A. a delay to a train B. a change of platform C. a cancelled service

10.5. You hear two students talking about a project. What is the man worried about? A. the others are not doing their share of the work B. they have too little time to prepare C. information on their topic is hard to find

10.6. You hear a woman talking about a podcast. What is she doing? A. recommending it B. explaining how an everyday object was invented C. complaining that it has become boring

10.7. You hear two colleagues talking about a course. What was the man unhappy about? A. how long it lasted B. the way it was taught C. the lack of practical work

10.8. You hear a man talking about losing his wallet. What effect has the experience had on him? A. He wants to be more helpful to other people. B. He has become more careful with his belongings. C. He has tried hard to find the girl.

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### Part 2 (10 pkt)

*Part 2. You will hear a student called Amy Walsh talking about an oral history project in her home town. For questions 11.1–11.10, complete the sentences with a word or short phrase.*

Usłyszysz studentkę Amy Walsh, która opowiada o projekcie historii mówionej — nagrywaniu wspomnień starszych mieszkańców jej rodzinnego miasta.

11.1. Amy's grandfather told her about a 11.1. _____ that was knocked down before she was born.
11.2. Most people heard about the project from an article in the local 11.2. _____ .
11.3. In the end, each interview lasted roughly 11.3. _____ .
11.4. Amy got the best stories by asking people what they had for 11.4. _____ as children.
11.5. Several people described the 11.5. _____ of 1953.
11.6. Amy borrowed a digital recorder from her 11.6. _____ .
11.7. Doris brought a 11.7. _____ full of letters to her interview.
11.8. Typing up one hour of recording took Amy about 11.8. _____ .
11.9. The recordings are now kept at the town 11.9. _____ .
11.10. This summer, extracts from the interviews will be used in a 11.10. _____ .

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**Part 3** (5 pkt)

*Part 3. You will hear five short extracts in which people are talking about their earliest childhood memory. For questions 12.1–12.5, choose from the list (A–H) what each speaker says about it. Use the letters only once. There are three extra letters which you do not need to use.*

Pięć osób opowiada o swoim najwcześniejszym wspomnieniu z dzieciństwa.

A. This speaker disagrees with a relative about what happened

B. This speaker met someone from the memory again as an adult

C. This speaker still feels embarrassed about what happened

D. This speaker took up something new because of the memory

E. This speaker found out that the memory was probably not their own

F. This speaker wrote the memory down when they were a child

G. This speaker now sees the event from a different point of view

H. This speaker was punished for what happened

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**Part 4** (7 pkt)

*Part 4. You will hear an interview with a man called Tom Fielding, who works for the police as a 'super-recogniser'. For questions 13.1–13.7, choose the best answer (A, B or C).*

13.1. How did Tom discover his ability? A. A colleague noticed it while they were working together. B. He did a test after his wife encouraged him to. C. He recognised a criminal he had seen on television.

13.2. What does Tom say about his everyday work? A. It is less exciting than people imagine. B. It is mainly done out on the streets. C. It rarely produces any useful results.

13.3. According to Tom, what is the main weakness of face-recognition software? A. It is too expensive for most police forces. B. It has trouble with unclear images. C. It is allowed to make decisions without human checks.

13.4. Why does Tom sometimes avoid greeting people he recognises? A. He worries that they might be criminals. B. He is not sure he has remembered them correctly. C. He knows they are unlikely to recognise him.

13.5. What does Tom say about his memory in general? A. It is not especially good. B. It has improved since he started the job. C. It is just as good for names as for faces.

13.6. Why was finding the elderly man important to Tom? A. It was his first success in the job. B. It was more rewarding than catching criminals. C. It had taken him several weeks of searching.

13.7. What advice does Tom give to listeners? A. They should contact the police if they get a high score. B. They should practise regularly to improve their ability. C. They should not take the result too seriously.

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## Klucz odpowiedzi

### Reading and Use of English

**Part 1:** 1.1 A, 1.2 B, 1.3 D, 1.4 B, 1.5 A, 1.6 D, 1.7 C, 1.8 C

**Part 2:** 2.1 on/upon, 2.2 up, 2.3 by, 2.4 what, 2.5 however/though, 2.6 before/previously, 2.7 that/which, 2.8 at

**Part 3:** 3.1 surprising, 3.2 explanation, 3.3 consciously, 3.4 childhood, 3.5 accurate, 3.6 undervalued, 3.7 unpleasant, 3.8 disconnected

**Part 4:** 4.1 promised to call; 4.2 is said to have been; 4.3 if I had written; 4.4 first time Tom has; 4.5 rather you didn't tell; 4.6 slipped her mind because

**Part 5:** 5.1 B, 5.2 D, 5.3 A, 5.4 C, 5.5 B, 5.6 D

**Part 6:** 6.1 D, 6.2 G, 6.3 B, 6.4 F, 6.5 A, 6.6 C (extra: E)

**Part 7:** 7.1 D, 7.2 B, 7.3 C, 7.4 A, 7.5 D, 7.6 B, 7.7 C, 7.8 A, 7.9 D, 7.10 C

### Writing

Writing oceniasz w 4 kryteriach Cambridge (Content, Communicative Achievement, Organisation, Language, po 0–5 pkt). Przykładowe odpowiedzi i samoocena — w teście online.

### Listening

**Part 1:** 10.1 C, 10.2 B, 10.3 C, 10.4 B, 10.5 C, 10.6 A, 10.7 A, 10.8 A

**Part 2:** 11.1 cinema, 11.2 newspaper, 11.3 ninety minutes, 11.4 breakfast, 11.5 flood, 11.6 college, 11.7 suitcase, 11.8 six hours, 11.9 museum, 11.10 play

**Part 3:** 12.1 E, 12.2 B, 12.3 G, 12.4 A, 12.5 D (extra: C, F, H)

**Part 4:** 13.1 B, 13.2 A, 13.3 B, 13.4 C, 13.5 A, 13.6 B, 13.7 C

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