

## B2 READING COMPREHENSION

### PART 1.

Read the following newspaper article and for questions 1 to 6 choose the option ( a, b or c) that best completes the statement, as in the example (0-c)

### *For Cosmetics, Let the Buyer Beware*

By JANE E. BRODY AUG. 7, 2017

When you wash your hair, clean or moisturize your skin, polish your nails, or put on makeup, deodorant or sunscreen, do you ever think about whether the products you're using may do more harm than good? ☐...☐. To be sure, these products are not nearly as worrisome as drugs, which require extensive testing and premarket approval by the Food and Drug Administration (F.D.A.).

In a recent editorial in JAMA Internal Medicine, Dr. Robert M. Califf, who served as F.D.A. chief under President Obama, noted, "The cosmetic industry remains largely self-regulated. History has repeatedly shown that when there is insufficient regulatory oversight, a few unscrupulous people or companies will exploit the vulnerable public for profit." Even when a hazard comes to light, a product can remain on the market for years until negotiations make their way through the legal system or the company decides to halt sales.

A current case is a classic example. When in 2013 the agency received 127 reports of adverse effects from a single line of hair-care products called WEN, it discovered that the manufacturer, Chaz Dean, Inc., had received more than 21,000 complaints of hair loss and scalp damage associated with the products' use. A lawsuit filed by more than 200 women against the company was settled last year for \$26.3 million. Yet the company claims that WEN hair care products are "totally safe" and continues to sell them.

Unlike drugs, cosmetics can be sold based solely on manufacturers' tests (or no tests at all) and claims for effectiveness and safety. Even the ingredients don't have to be filed with the government. (Only color additives require premarket approval.)

Asked in an interview whether more can be done to protect the public, Dr. Califf said, "It's highly unlikely in the current administration. There's a tiny work force at the F.D.A. to deal with an enormous industry that's currently self-policing. Voluntary reporting of adverse events linked to cosmetics and personal care products is a lot better than nothing, but it's way inadequate for the job. There's no legal requirement for manufacturers to submit reports of adverse events to the F.D.A."

Dr. Califf's editorial accompanied a rather startling report in the journal by Dr. Shuai Xu, a dermatologist. On the heels of the thousands of complaints uncovered about WEN products, the F.D.A. made publicly available its Center for Food Safety and Applied Nutrition's Adverse Event Reporting System, a repository of adverse events related to foods, dietary supplements and cosmetics.

This enabled Dr. Xu to analyze all the adverse events associated with cosmetics and personal care products voluntarily submitted from 2004 through 2016 by consumers and health care professionals. Through 2014, he averaged 396 a year. There was a 78 percent increase in reports in 2015 and a 300 percent rise in 2016, largely driven by complaints about WEN products.

Dr. Xu said, "As a dermatologist, I live and breathe personal care products day and night. Patients ask me about them all the time. I warn patients that labeling can be very tricky. One needs a Ph.D. in chemistry to be able to interpret all the terms. What does it mean for a product to be labeled 'natural'? That doesn't make it safe. Poison ivy is perfectly natural."

*Adapted from* <https://www.nytimes.com/2017/08/07/well/for-cosmetics-let-the-buyer-beware.html>

**Example:**

**0. The title of this article informs us that the writer is trying to ...**

- a) persuade us to use cosmetics.
  - b) tell us how to use cosmetics.
  - c) warn us about the use of cosmetics.
- 

**1. The F.D.A. keeps strict control of ...**

- a) consumer preferences.
- b) cosmetics and personal care products.
- c) drugs.

**2. A product considered to be harmful ...**

- a) continues being advertised.
- b) is soon removed from the shelves.
- c) may still be available in the shops.

**3. The use of WEN hair-care products allegedly harmed people's hair and the skin on their ...**

- a) fingers.
- b) heads.
- c) necks.

**4. When he was interviewed, Dr. Califf said that ...**

- a) manufacturers feel morally obliged to submit reports of adverse events.
- b) the F.D.A. is clearly understaffed.
- c) voluntary reports of adverse events could be enough.

**5. Dr. Shuai Xu's analysis proved that WEN products ...**

- a) accounted for the majority of complaints.
- b) caused the F.D.A. to publish its repository of adverse events.
- c) were among the most harmful on the market.

**6. According to Dr. Xu, the information on product labels can be ...**

- a) incomplete.
- b) misleading.
- c) too simple.

QUESTION	0	1	2	3	4	5	6
ANSWER	C						

**PART 2.**

**You are going to read a text about a family who adopted a grandparent. Match each extract (7-12) with the most suitable heading from the list provided (A-H), as in the example (0-X). There are TWO extra headings.**

**Society-Adopting a grandparent**

0.            X

Studies show that approximately 20 percent of nursing home residents have major depression (about 350,000 people in the U.S.), and an additional 30 percent have significant depressive symptoms. Depression among nursing home residents is largely caused by isolation and the lack of social interaction which is necessary to maintain a healthy lifestyle. Out of the residents who socialised with others, more than half saw a complete reversal of their depression. Anticipation of the times spent during these social interactions is also a factor in fighting against depression.

7.           

Everyone's heard of adopting a child or adopting a pet, but have you ever heard of adopting a grandparent? Don't worry, Mike and Brenda Loeschmann hadn't heard of such a thing either – at least not until they did it. It all started when the family moved from Canada to England because of Mike's work. They found themselves living in the same building as an older couple. The Loeschmanns were on a friendly basis with them but they didn't really have much to do with them.

8.           

One day Brenda realized her daughters needed hand-knit sweaters for school and she didn't have time to knit them. When the elderly woman heard of Brenda's problem, she quickly offered her services. "Any wool you send me, I'll knit," the woman said. Brenda was a little hesitant at first about accepting the woman's offer of help. However, necessity dictated it and she soon put the woman to work. Thus began a relationship that lasted throughout the time the Loeschmanns spent in England.

9.           

It started with weekly visits to the old couple's apartment to check on the knitting progress and soon extended to sitting together in the park, shopping together, and eventually having the couple stand in as grandparents for Mike and Brenda's children on special occasions. Bonds between the older couple and the Loeschmann family continued to grow until Mike was eventually transferred to the United States.

10.           

The children were sad to leave their adopted grandparents, but once in the States, the Loeschmanns soon developed a close relationship with an older couple that had lost contact with their own grandchildren through divorce. "Here were two people who loved their grandchildren dearly, but couldn't see them," Brenda says.

11.           

As the relationship grew, the couple came to "Grandparents Day" at the children's school, spent holidays with the Loeschmanns and helped out in emergencies. Of course, the Loeschmann children continued to visit their real grandparents but it was still nice to have some substitutes when their real grandparents couldn't be around. "When you don't have a family around you, you need somebody to fill in," says Brenda.

12.           

Now that they're back in Canada, the Loeschmanns still keep in contact with their adopted grandparents in the US and even visit them occasionally. "It wasn't just the children who benefited from the relationship," Brenda says. "It was the whole family. There were many things in our work and community that we couldn't have done without them."

X. **OVERCOMING A MAJOR HEALTH ISSUE**

- A. A NEW ROLE MODEL IN CASE OF NEED
- B. A REWARDING EXPERIENCE FOR ALL
- C. A REWARDING SECOND CHANCE FOR BOTH
- D. ASKING A NEIGHBOUR FOR HELP OUT OF NECESSITY
- E. FROM A HELPING HAND TO A LONG-LASTING BOND
- F. GRADUALLY COMING CLOSER
- G. STEPPING OUT OF YOUR COMFORT ZONE
- H. UNHEARD OF UNTIL THEN

<b>EXTRACT</b>	<i>0</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>
<b>HEADING</b>	<i>X</i>						

### PART 3.

Read the following text and complete the gaps (13-19) with the corresponding sentence (A - I) from the box, as in the example (0 - X). There are TWO extra sentences you do not need to use.

#### Why We Should Embrace Mistakes in School

by Amy I. Eva. November 28, 2017

When my daughter was a toddler, I regularly spilled milk in front of her during meal time. (0) "\_\_\_X\_\_\_" I would say in my high-pitched, goofy mom voice.

Before she could speak, I sensed that she was wired for perfectionism (something very familiar to me), so (13) \_\_\_\_\_ and to show her how easy it was to bounce back from them.

For many teens, perceived faults loom large as their self-consciousness grows. (14) \_\_\_\_\_ —judging, comparing, and evaluating—while mental health conditions like anxiety and depression are on the rise.

#### Mistakes help us to learn

In her 2017 paper "Learning from Errors," psychologist Janet Metcalfe claims that avoiding and ignoring mistakes at school appears to be the rule in American classrooms— and it may be holding back our education system. Drawing on research, she argues that students may actually benefit from making mistakes (and correcting them) (15) \_\_\_\_\_.

Focus on errors; don't ignore them: Only a few studies can shed light on how teachers respond to mistakes in the classroom. One famous study of mathematics classrooms in a variety of countries revealed a marked difference between the instructional strategies in Japan versus the United States. Videotapes showed that American teachers focused on the correct procedures for solving problems— (16) \_\_\_\_\_. Japanese teachers, on the other hand, rarely praised their students and asked them to solve problems on their own. Then, they led discussions of common errors as students explored a variety of pathways to both correct and incorrect solutions.

#### Helping students respond to perceived failure

When children worry that they are making too many mistakes or possibly failing at something, the emotional fallout can be difficult to manage. According to UC Berkeley professor Martin Covington, (17) \_\_\_\_\_, or the belief that you are valuable as a person. Covington found that students will put themselves through unbelievable psychological machinations in order to avoid failure and maintain the sense that they are worthy.

Here lies the larger challenge: How can we help kids to accept their errors and failures, particularly in school, so that they might translate this skill to the real world?

Adjust the learning environment: "Let's try this another way." In the same study of fourth to sixth graders' mistakes, emotions, and coping strategies, (18) \_\_\_\_\_. Students may find it more emotionally challenging to work in a small group when they're having difficulty, and may be better served by working privately. So, consider providing options to kids who may need a little space to flounder.

Encourage persistence: "Keep trying. Don't give up!" A 2017 study demonstrates that when adults model persistence in working toward a goal, (19) \_\_\_\_\_. Persistence can be learned. As teachers, we have a lot of power to influence our students' efforts by sharing our own vulnerability and identifying our own self-conscious emotions, our stops and starts during problem solving, and our commitment to keep going.

[https://greatergood.berkeley.edu/article/item/why\\_we\\_should\\_embrace\\_mistakes\\_in\\_school](https://greatergood.berkeley.edu/article/item/why_we_should_embrace_mistakes_in_school)

X. **OOPS, OH WELL, NO BIG DEAL, LET'S CLEAN IT UP!!**

- A. INFANTS AS YOUNG AS 15 MONTHS TEND TO MIMIC THAT BEHAVIOR
- B. KIDS ARE WATCHING EACH OTHER CLOSELY BOTH IN SCHOOL AND ONLINE
- C. PRAISING STUDENTS FOR EACH MISTAKE SO AS TO ENCOURAGE PARTICIPATION
- D. PRIMARILY IGNORING ERRORS AND COMPLIMENTING STUDENTS ON CORRECT ANSWERS ONLY
- E. RATHER THAN AVOIDING THEM AT ALL COSTS
- F. I ATTEMPTED TO NORMALIZE DAY-TO-DAY MISTAKES
- G. RESEARCHERS SUGGESTED THAT THE CONTEXT FOR LEARNING MAY BE IMPORTANT
- H. THE FEAR OF FAILURE IS DIRECTLY LINKED TO SELF-WORTH
- I. THEY SET A POOR EXAMPLE FOR THEIR CHILDREN

<b>GAP</b>	<b>0</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>
<b>ANSWER</b>	<b>X</b>							

**PART 4.**

**You are going to read an article about Hidden homeless: an increasing social problem in the UK. There are seven gaps. For questions 20 - 26, choose the option (a, b or c) which best fits in each statement, as in the example (0 – b).**

**Hidden homeless**

Mark, a 35-year-old (0) \_\_\_\_\_ b \_\_\_\_\_ soldier from Kent, has spent the past seven years sofa-surfing. It's a term that perhaps sounds daring, but is nothing like that. "I've slept on a sofa, a mattress in a corner, in a spare room. I have no stability any more – you don't (20) \_\_\_\_\_ like you belong anywhere," he says. "You're begging favours so you're always living by someone else's rules. You want your own place (...) your own bed. After a while, complacency kicks in, then your mates begin to get irritated with the situation. The friendship breaks down... I don't talk to many of them anymore."

Mark is one of the "hidden homeless" – people who have no place of their own but who avoid sleeping rough by finding a (21) \_\_\_\_\_ solution, such as staying with family members or friends. Others live illegally in squats or other insecure accommodation such as cars, or they get into inappropriate relationships to keep a roof over their heads.

(...) But the hidden homeless don't appear in counts. Shelter magazine estimates the true figure for homeless people in Britain to be at least 320,000 – more than the (22) \_\_\_\_\_ of Hull.

Part of the problem is defining what hidden homeless are. At its core, these are people who are not registered by local authorities as being in need of housing (23) \_\_\_\_\_. Often, like Mark, they may not even (24) \_\_\_\_\_ themselves homeless, just as we often say we are "between jobs".

"I had a job as a train driver for eight years and a two-bed flat, but because of some bad decisions it all fell away," explains Mark. "I left my job and my relationship collapsed, so I went travelling and thought of myself as a carefree hippy. I came back and began sofa surfing with mates. It was (25) \_\_\_\_\_ to be a short-term thing but it went on for years".

It's a (26) \_\_\_\_\_ situation that offers no promise of long-term security or peace of mind. Lack of stability can cause huge damage on a person, making the journey back to independence extremely difficult.

*Source: various Internet sources*

- |           |               |               |                |
|-----------|---------------|---------------|----------------|
| <b>0.</b> | a. antique    | b. former     | c. old         |
| 20.       | a. bear       | b. feel       | c. sense       |
| 21.       | a. casual     | b. short      | c. temporary   |
| 22.       | a. number     | b. population | c. resident    |
| 23.       | a. assistance | b. attendance | c. cooperation |
| 24.       | a. consider   | b. define     | c. think       |
| 25.       | a. accepted   | b. meant      | c. regarded    |
| 26.       | a. precarious | b. thrilling  | c. worthwhile  |

<b>QUESTIONS</b>	<b>0</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>
<b>ANSWERS</b>	<b>B</b>							