

**Complete the text with the suitable form of the words in capitals.**

**“There are few hours in life more agreeable than the hour dedicated to the ceremony known as afternoon tea.”**

*Henry James*

Afternoon tea, that most quintessential of English customs is, perhaps \_\_\_\_\_ a relatively new tradition. Whilst the custom of **SURPRISE** drinking tea dates back to the third millennium BC in China and was \_\_\_\_\_ in England during the 1660s **POPULAR** by King Charles II and his wife the Portuguese Infanta Catherine de Braganza, it was not until the mid 19th century that the concept of ‘afternoon tea’ first appeared.

Afternoon tea was \_\_\_\_\_ in England by Anna, the seventh **INTRODUCTION** Duchess of Bedford, in the year 1840. The Duchess would become hungry around four o’clock in the afternoon. The evening meal in her \_\_\_\_\_ was served fashionably late at eight o’clock, **HOLD** thus leaving a long period of time between lunch and dinner. The Duchess asked that a tray of tea, bread and butter (some time earlier, the

Earl of Sandwich had had the idea of putting a filling between two slices of bread) and cake be \_\_\_\_\_ to her room during the late afternoon. **BRING**

This became a habit of hers and she began inviting friends to join her.

This pause for tea became a \_\_\_\_\_ social event. During the **FASHION** 1880’s upper-class and society women would change into long gowns,

gloves and hats for their afternoon tea which was usually served

in the \_\_\_\_\_ room between four and five o'clock. **DRAW**

Traditional afternoon tea consists of a selection of dainty sandwiches

(including of course \_\_\_\_\_ sliced cucumber sandwiches), **THIN**

scones served with clotted cream and preserves. Cakes and pastries are

also served. Tea grown in India or Ceylon is poured from silver tea pots

into delicate bone china cups.

Nowadays however, in the average suburban home, afternoon tea

is likely to be just a biscuit or small cake and a mug of tea, usually

produced using a teabag. Sacrilege!

To experience the best of the afternoon tea tradition, indulge \_\_\_\_\_ **YOU**

with a trip to one of London's finest hotels or visit a quaint tearoom

in the west country. The Devonshire Cream Tea is famous world wide

and consists of scones, strawberry jam and the vital ingredient,

Devon clotted cream, as well as cups of hot sweet tea served in china teacups.

Many of the other counties in England's west country also claim

the best cream teas: Dorset, Cornwall and Somerset.

Of course, of all the \_\_\_\_\_ variations of how a cream tea should be **REGION**

served the titans in this battle always boil down to just two...

The Devonshire Cream Tea versus the Cornish Cream Tea. In terms

of this, once the warm scone has \_\_\_\_\_ split in two the all-important **BE**

question is in what order should the clotted cream and strawberry jam be added?

There are a wide selection of hotels in London offering the quintessential afternoon tea experience . Hotels offering \_\_\_\_\_ afternoon tea **TRADITION** include Claridges, the Dorchester, the Ritz and the Savoy, as well as Harrods and Fortnum and Mason.

**Complete the text with a suitable word.**

What do Margaret Thatcher, Harold Wilson, Edward Heath and Teresa May have \_\_\_\_\_ 1 common?

They were all educated at state grammar schools.

When you look at the list of Prime Ministers, you will find that the vast majority, including Tony Blair, David Cameron and Boris Johnson \_\_\_\_\_ 2 all educated privately. Indeed Boris Johnson is the 5th PM to have been schooled at Eton since 1945.

The exceptions are the prime ministers from Harold Wilson to John Major, all of whom were educated at grammar school. Grammar schools \_\_\_\_\_ 3 existed since the 16th century but the modern grammar school came into being after the 1944 Education Act, with the heyday of the grammars from the 1950s to the end of the 1960s.



In 1964 there were almost 1,300 grammar schools in England and Wales; from then on the number has declined to \_\_\_\_\_ 4 replaced by comprehensive education. Today in England there are 163.

In the 1950s and 1960s, if you passed the 11-plus examination, you went to either the boys' grammar or the girls' grammar: most grammar school education was single sex. Children did not generally prepare or swot \_\_\_\_\_ 5 the 11-plus: they might be given past papers in school for practice but that was all. Children were used \_\_\_\_\_ 6 being tested at school (exams and tests were often set) and so, as far as many were concerned, the 11-plus was just another test, or rather another series of tests. There was an English paper and a maths paper and an essay as well as an IQ test or non-verbal reasoning as well.

Grammar schools took children from a variety of backgrounds; some fairly well-to-do, some on average incomes and some on low wages or living on support. A question still debated today \_\_\_\_\_ 7 whether grammar schools facilitate social mobility. To some extent it can be said they do, although equally \_\_\_\_\_ 8 important as the education the grammars provided, was the family support regardless of social class. Many working class children had aspirational parents who helped their children to succeed, even sometimes working two jobs \_\_\_\_\_ 9 order to afford the school uniform.

Life at a girls' grammar school ran to a rigid routine. Each week there would be a full school assembly, with all the girls parading into the main school hall by class (and height!) order. The teachers \_\_\_\_\_ 10 be gathered on the stage, all wearing their black university gowns. The head teacher would address the school. The school song would be sung and notices would be read before the pupils filed \_\_\_\_\_ 11 again.

School uniform was expensive and there was a lot of it. There was a blazer with school badge, a hat (often a felt hat or a straw boater with ribbon), coat, scarf

and satchel. There was a gymslip for lower school, skirt for upper school, blouse, tie and cardigan. Candy-stripe summer dresses \_\_\_\_\_ 12 white ankle socks for summer. School shoes were flat – no high heels! Then there was the sports kit: Aertex blouse, gym knickers and gym shoes.

**Complete the text with one of the words below. There are 2 extra words that you do not need to use.**

In the classroom, discipline was strict. When a teacher entered the room, all girls \_\_\_\_\_ 1 stand as a mark of respect. Mind you in class (behind the teacher's back) there was also a lot of giggling, note-passing and doodling, as in all schools!

\_\_\_\_\_ 2 the first term of the first year, at lunchtimes some girls were given handwriting lessons if it was felt their script was not neat or clear \_\_\_\_\_ 3. Others were given elocution lessons to level out regional accents. At the time received pronunciation was the accent associated \_\_\_\_\_ 4 power, influence, money and a good education.

The role of a girls' grammar school was not just to educate the brightest to go on to university. Pupils were also trained to \_\_\_\_\_ 5 the wives of the middle classes: the spouses of bank managers, lawyers, doctors, accountants, architects, civil servants and so on. Their education would enable them to host and \_\_\_\_\_ 6 their husband's colleagues with intelligent conversation. Bear in mind this was the 1950s and 1960s!

In Domestic Science girls were taught how to \_\_\_\_\_ 7 a man's shirt (collar and cuffs first, girls!), how to cook, sew and darn. They made their own aprons and learnt to embroider. They practised laying a table for a dinner party. Latin and

French (or German) \_\_\_\_\_ 8 taught, along with Geography, History, English and Maths as well as Music, Art and all the Sciences.

The science labs were situated along a corridor and \_\_\_\_\_ 9 by a fire door at either end. Behind the fire door lurked a strange smell: a mixture of sulphur, bromide and embalming fluid. The three sciences, Biology, Chemistry and Physics, were taught as separate subjects and involved a lot of hands-on \_\_\_\_\_ 10.

The biology lab was a little like a Victorian museum in that there would be a couple of glass cases with \_\_\_\_\_ 11 birds and some large bottles with various preserved (unidentified) animal body parts on display. One of the first exercises in \_\_\_\_\_ 12 was to dissect a preserved cow's eye. The stench that escaped as the scalpel sliced through the flesh was not easily forgotten! Another \_\_\_\_\_ 12 was to pin and dissect a preserved frog. All pupils soon became very familiar with the smell of preserving fluid. It was a relief to examine leaves under a microscope for botany.

- A) CHEMISTRY    B) ENOUGH    C) TASK    D) STUFFED**  
**E) OUT    F) WAS    G) BECOME    H) EXPERIMENTATION**  
**I) WOULD    J) BIOLOGY    K) ENTERTAIN    L) PROTECTED**  
**M) IN    N) IRON    O) WITH**



**Complete the text with the right form of the words in bold.**

Chemistry was a much more \_\_\_\_\_ 1 affair. There were no **DANGER**  
\_\_\_\_\_ 2 glasses or gloves worn during lessons. The long wooden **PROTECT**  
benches, fitted with gas taps for the fiery Bunsen burners, were  
often \_\_\_\_\_ 3 and pock-marked, the result of failed experiments and **PIT**  
run-ins with hydrochloric acid. Even the teacher's practical demonstrations  
sometimes ended in disaster, \_\_\_\_\_ 4 when gases were involved. **PARTICLE**

Physics was much less dangerous, at least in Lower School.

Experiments with magnetism, forces and electricity were nowhere  
near as life \_\_\_\_\_ 5 as those involving heating mixtures **THREAT**  
of chemicals over a naked flame.

As for sport, the grammar school system was based on the dictum  
'a healthy mind in a healthy body' (mens sana in corpore sano). And so  
a couple of hours a week and all Wednesday afternoon lessons were  
set aside for P.E. In winter it was hockey and netball (whatever the weather)  
and athletics and rounders in summer, with gym all year round.

There was a house system to encourage team building and also to  
promote a \_\_\_\_\_ 6 spirit which was deemed necessary **COMPETE**  
prepare the girls for later life. It taught how to be gracious winners

and how to lose \_\_\_\_\_ 7. There was a house points system, **GRACE**  
the houses being named after famous British authors, historic cities,  
philosophers and the like. Girls would earn points for their house  
by winning events at Sports Day and by doing well in end of year  
examinations.

The idea of single sex schools was that children would learn and  
concentrate better without the \_\_\_\_\_ 8 of the opposite sex. **DISTRACT**

The teachers were women; the school was a woman's world. If a girl  
was not \_\_\_\_\_ 9 enough to have a brother, being around just women **LUCK**  
all day long led to boys being thought of as almost alien beings;  
not exactly conducive to healthy \_\_\_\_\_ 10! **RELATION**

There was sex \_\_\_\_\_ 11 of a sort. One elderly biology **EDUCATE**  
teacher spent three lessons discussing, with diagrams, the anatomy of rabbits.

When at last it came to describing the sex act, she said abruptly

“And it's the same with men and women” and left the room!

So what was it like to go through school in a girls' grammar in the  
1950s and 1960s? Many 'old girls' would say it prepared them for life,  
whatever route that might take (Prime Minister perhaps!), and many left with a  
genuine \_\_\_\_\_ 12 for their 'alma mater'. **FOND**