

Part 1

For questions 1–12, 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).

Girls and technology

If you want your daughter to succeed, buy her a toy construction set. That is the (0) from Britain's (1) female engineers and scientists. Marie-Noelle Barton, who heads an Engineering Council campaign to encourage girls into science and engineering, maintains that some of Britain's most successful women have had their careers (2) by the toys they played with as children. Even girls who end (3) nowhere near a microchip or microscope could benefit from a better (4) of science and technology.

'It's a (5) of giving them experience and confidence with technology so that when they are (6) with a situation requiring some technical know-how, they feel they can handle it and don't just (7) defeat immediately,' says Mrs Barton. 'I believe that lots of girls feel unsure of themselves when it comes (8) technology and therefore they might be losing out on jobs because they are reluctant even to apply for them.'

Research recently carried (9) suggests that scientific and constructional toys should be (10) to girls from an early age, otherwise the result is 'socialisation' into stereotypically female (11) , which may explain why relatively few girls study science and engineering at university in Britain. Only 14% of those who have gone for engineering (12) at university this year are women, although this figure does represent an improvement on the 7% recorded some years ago.

- | | | | |
|-----------------|----------------|---------------|---------------|
| 1 A foremost | B uppermost | C predominant | D surpassing |
| 2 A styled | B shaped | C built | D modelled |
| 3 A in | B by | C on | D up |
| 4 A hold | B grasp | C insight | D realisation |
| 5 A matter | B situation | C state | D cause |
| 6 A approached | B encountered | C presented | D offered |
| 7 A admit | B allow | C receive | D permit |
| 8 A for | B to | C from | D with |
| 9 A off | B through | C forward | D out |
| 10 A accessible | B feasible | C reachable | D obtainable |
| 11 A characters | B parts | C states | D roles |
| 12 A options | B alternatives | C selections | D preferences |

Part 2.

For questions 1–20, read the text below and think of the word that best fits each gap. Use only one word in each gap.

- 1** He was so _____ to learn he'd got a place on the course that he quite literally jumped for joy.
- 2** As a nurse in the local community centre, she got to meet people from all _____ of life.
- 3** She told me not to be upset by their comments and said I should try not to take things so _____.
- 4** They realised just what a _____ community they had moved into when everyone came to help them during the floods.
- 5** The way the tutor brought the subject to life so _____ the class that they all achieved high grades in their end-of-course exam.
- 6** By the time they'd arrived at the game, all the best seats had been _____ up and there were only a few left at the back of the stadium.
- 7** They wouldn't _____ no for an answer and insisted we joined them at their table.
- 8** Initially, they felt rather _____ when performing in front of large crowds. With experience they gained confidence.
- 9** I didn't want to let her down but I simply couldn't meet for lunch with the _____ workload I had that week.
- 10** He was very _____ on his first day and wasn't sure what to expect.
- 11** Take no _____ of Frank; he's only pulling your leg.
- 12** She has a very demanding job and always seems to be working to incredibly _____ deadlines.
- 13** Our boss reminded us that making a good first _____ was crucial when meeting new clients.
- 14** He said it felt rather strange _____ in his resignation after working for the company for so many years.
- 15** When we were told we had three assignments due in within a week of one another, I felt totally _____ by what was expected of me.
- 16** I'm sorry I didn't make it yesterday, something _____ up right at the last minute.
- 17** He remained _____ in class for the first few weeks but once his confidence grew, he started participating.
- 18** She always took pleasure _____ organising the annual works do.
- 19** It's perfectly normal to feel _____ when you attend an interview and are faced by a panel of interviewers.
- 20** Helping out at my dad's shop when I was young really stood me in good _____ later in my life when I started my own business.

Part 3

Read the article on how schools might be able to help failing students. Choose the most suitable heading (A–H) for each paragraph (1–6). There are two headings you will not need.

- A Growing from the inside
- B Group according to behaviour
- C Resisting imposed order
- D Positive peer pressure
- E No solution to the chaos
- F TV takes me back to school
- G Seeking peace across the battle lines
- H Praise not punish

Every year, hundreds of thousands of sixteen-year-olds in the UK leave school with few or no qualifications. What, if anything, can be done to stop schools failing young people?

1 ____

I left school at the age of 16 and lost my sense of direction. Fifteen years later, this memory was triggered by a TV experiment called *Dream School* in which a celebrity gathers together 20 kids who hate school and asks some of Britain's smartest people – none of whom are trained teachers – to teach and inspire them. And in the faces of the kids – alternately bad-tempered, unable to listen and desperate to change – I can see my younger self. There are half a million such kids in Britain, and during this rough and ready attempt to turn a few of them round, some of the so-called 'teachers' try aggressive discipline, others try sympathetic indulgence and beneath this pedagogical chaos the ideal solution becomes clear.

2 ____

On the first day at my first secondary school, I remember thinking, 'How dare they tell me what I'll be doing every day?' I loved to learn – I was always reading – but my reaction to being ordered to do it made me come across as hostile. The teachers responded to me scornfully, which led to mutual hatred. So I was always skiving off school without permission, always on the brink of being expelled, until I dropped out as soon as I legally could. Although distressed by my behaviour, my parents were unable to convince me to stay on to do my 'Advanced' level exams. Since they had left school at 16 too, they didn't really have a leg to stand on. Anyway, I spent a year playing video games and having fantasies of being 'discovered'. (For some reason, I thought I was going to be an actor, even though I am utterly incapable of acting, in the same way that today's kids dream of achieving fame through reality shows like *The X Factor*.)

3 ____

Finally, I was persuaded to try out another school, although I didn't have high expectations. But something happened that I had never found in the education system before; there were teachers there who took the time to figure out why I was so resistant to their praise and to find a way of teaching that would nurture me. Outwardly indifferent and unimpressed, I was inwardly astonished. My sense of self began to change and I began to think, for the first time, that I might have ability. It was their encouragement and caring that turned my life around. Some were strict and some were soft, but it was the emotional connection that mattered.

4 ____

You can see the same process happening in *Dream School*. These kids associate education with being told they are useless. One of the 'teachers' tells them, in effect, to pull themselves together. But being looked down on sends them back into a same-old spiral of shame and rage. The 'teacher' then shifts strategy, instinctively sensing the need to get to know them individually. Suddenly, it works and the kids begin to react. There can be discipline – indeed, the kids want it, deep down – but first there has to be a bond. It's there when one of the 'teachers' tells a kid that his photo is brilliant and when another tells a boy he's great at maths. They then begin to work – like plants finally given water and sunshine. But can a principle like this be introduced into our education system?

5 _____

Recently, the US city of Raleigh passed a law to restrict the number of underachieving students in each school so that those who needed most help wouldn't all be lumped together. The idea was that if there are one or two disaffected young people in the class, the others create a group dynamic that discourages bad behaviour and, if that doesn't work, the school can give the troublemakers personal attention. If they make up the majority, it's impossible. Within a decade, Raleigh went from being one of the worst-performing districts to one of the best, with the added benefit that crime in the neighbourhood also fell substantially.

6 _____

However, my first school wasn't crammed full of chaotic students and yet it still let me down. What do you do then? The rap artist, Plan B, has talked about how his educational misery only ended when his school set up a Pupil Referral Unit – a calm place where he could be given one-to-one attention by sympathetic and consistent teachers. When a child is seriously misbehaving, it should be a flashing light that they need to establish a relationship with someone. Until the government is prepared to invest money in schemes like this, the principles uncovered in the experiment will be just that – dreams.

Part 4

Writing

For questions 1–10, underline the most suitable word or phrase in italics in the following letter.

A LETTER OF APPLICATION

Dear Sir or Madam,

(1) *I am writing in response to / I thought I'd drop you a line about* your advertisement for waitresses, which I recently saw in the Daily Herald. Attached to this letter is my CV, which (2) *provides further details on / shows you* my work experience and qualifications.

There are a number of reasons why I (3) *am the one you should employ / feel I would be the perfect candidate for this job*. To begin with, I have a bubbly personality and enjoy working with people. Moreover, I am a friendly and approachable person who (4) *people can have a laugh with / is quickly able to establish rapport and make people feel at ease*. In addition, I have previous experience of working in hospitality. In my last waitressing job at Ginelli's, many customers became regulars and my boss often (5) *commented on / told me* how well I managed peak periods of the day. (6) *I would like to point out / The thing is* that I particularly enjoy working in busy environments and thrive under pressure. I also enjoy fresh challenges, which is why (7) *I am applying for a position / I want a job* in your highly-esteemed restaurant.

I hope you will consider my application and look forward to hearing from you in the future. Should you require any further information, (8) *please get in touch / do not hesitate to contact me*. (9) *I can be reached / Call me* on 0798 400200 at any time from 9 a.m. to 6 p.m.

(10) *Yours faithfully / Bye for now*,