Section 1 READING

*Choose the most suitable heading from the list **1-8** for each part **A—G**. There is one extra heading which you do not need to use. You can use each number only **once**. Fill in the table below. **Transfer your answers to the answer sheet.***

1. Exercise the brain
2. Keep on learning
3. All together
4. Useful subdivision
5. To improve results
6. Minuses of hard studies
7. Strong agreement
8. Building good habits

A. There is a lot of controversy in academic circles concerning the pros and cons of mixed ability classes. As for me I think that streaming makes sense. I was in the weakest group for maths, for example. I didn't find it demotivating. I accepted that I found maths hard and needed to learn more slowly. I got better at it and was occasionally top (of the bottom) class!

B. SEN or "special educational needs" covers children who face barriers in their ability to learn like dyslexia and autism and it also refers to children with moderate learning and physical disabilities. The UK policy of inclusive education requires SEN students to spend most or all of their time with non-disabled students. Inclusion rejects the use of special schools to separate students out of respect for their social, civil, and educational rights.

C. Lifelong learning, also known as LLL, is a broad, generic term. It has been defined as the "lifelong, life wide, voluntary, and self-motivated pursuit of knowledge for either personal or professional reasons". And of course it makes sense, in a constantly changing world, that our education should not end on the last day of school.

D. I am rather proud of my mum. She decided to start learning Italian at the age of 76. She didn't give a particular reason — other than she likes Italy. But really it is because she understands that any and all mental exercise is as important for our wellbeing as physical. A good daily workout is a recipe for a long and healthy life.

E. In our local primary school, the little children have to get their own books out from the cupboard. They are required to take out and put away their projects and encouraged to mark and grade their own work with the teacher. The idea is that they begin training early to take responsibility for their own education and that in time they will be independent learners.

F. No more libraries, no more exams. An end to homework and revision. No more deadlines and no more research. No more lectures, timetables and days and nights of pressure and anxiety. So the last day of university passes and we cheer and scream with joy. Our lives can go on without this terrible inconvenience of learning. But isn't it sad that somehow intensive study can put us off from continuing to feed our minds?

G. The specialist schools programme is a UK government initiative which encourages secondary schools in England to specialise in certain areas of the curriculum to boost achievement.
Currently there are nearly 3,000 specialist schools, or 88% of the state-funded secondary schools in England. The government plans that eventually all schools in England will specialise.

A	B	C	D	E	F	G

*Read the text carefully and complete the gaps **A—F** with the parts of sentences **1—7**. There is 1 extra part. Fill in the table below. **Transfer your answers to the answer sheet.***

Robbie

Robbie did not believe it was stealing. Like his father and uncles, he believed **[…….A]** Atlantic salmon: A fish born in a barren rocky highland stream **[…….B]** in the high seas — seas unclaimed even by nations. So how could Lord Cavat decide the fish were his simply because they returned to the river to breed?

It was the same with the deer on the hill and no different with the game birds. Who **[…….C]** these wild creatures? And did not God give nature equally, for all to enjoy?

Neither Robbie, nor any of his family, **[…….D]**. They were actually ardent conservationists and would take neither fish nor fowl out of their natural seasons. They all had jobs. Robbie worked in his father's garage. Gregor and Rab, his uncles, both worked in the mustard factory. They didn't poach deer or grouse or salmon for money: They had a far more important reason. To them, the taking of a salmon was an almost spiritual experience. It connected them somehow **[…….E]** who took fish to avoid starvation. They

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couldn't put it easily into words — but somehow they understood that the need [**.....F**] makeup. It was about who they really were in a ceaselessly changing and chaotic modern world.

1) were not to blame for the crime
2) that nobody owned a wild
3) but God could claim to "own"
4) but growing fat
5) were professional poachers
6) to long lost and forgotten ancestors
7) to hunt was part of their genetic

*Read the text and do tasks **3—9**. For each question choose the answer A-D which you think fits best. Fill in the table below with corresponding letters.* ***Transfer your answers to the answer sheet.***

The School Council

In the Lower Sixth form (year 12) my school announced the formation of a School Council. This was a type of parliament comprising teachers, school governors and elected pupils representing each of the four school houses. Little did I believe when I got elected to represent the kids in my house that I would get into the deepest trouble of my whole school life: trouble, I believe, that affected the course of my whole life!

On the whole I didn't get into very much trouble at school. I wasn't exactly a "goody two shoes" but on the other hand I managed to successfully avoid getting caught for most of my misdemeanors. When I did get caught — the punishment was either detention or "units". Detention involved staying behind after school to write a punishment essay of utter meaninglessness. For example, "in no less than 1000 words, describe the inside of a table tennis ball". "Units" were blocks of 30 times hand written "Junior members of this school ought always to be seen and not heard". But my brief appearance before the School Council was to bring much worse punishment — and I suppose it was my fault. Here's what happened so you can decide.

The school houses traditionally took part in fund raising activities with the money going to charity — famine relief and the like. The Council voted on a suggestion that in the future all money raised would go towards building a new classroom needed by the school. Encouraged by my voters and supporters, and with all the grace of a bull in a china shop, I said that this decision was an "utter disgrace". I banged on about social justice and the uncaring nature of the privileged classes. In my debut speech (actually my ONLY speech — I was promptly sacked) instead of politely offering an opinion, I managed to insult everyone in the room. This included the chair of the governors and the Head Master!

The next day I was called to the Head's office and given a thorough dressing down. I was, he told me, rude, arrogant, a disgrace and disloyal to the school. He also told me that he was writing my school reference for University applications and dismissed me — my ears red with shame.

Sometime later I applied to university. I wanted to go to study in London. I did two interviews (with charm and aplomb I thought), completed their entrance exam and offered my A Level results: 3 A's - the highest possible. But I was turned down! I couldn't understand it so I reapplied and was turned down again. Why? It didn't make sense. I was (so I thought) a perfect applicant. And then I remembered.

The result was I didn't go to London as I had hoped and dreamed but ended up studying on the south coast — in Brighton! I had no proof (the references were confidential) but I had my suspicions. I still do. But I can honestly say I am so glad it turned out the way it did. I loved university and have lived in Brighton ever since. In Brighton I met my wife and brought up my family and I can honestly say there is no other place I'd rather live. Thank God — for The School Council.

3 Who was to be elected to the School Council?
A) School governors.
B) Teachers.
C) Students.
D) Parliamentarians.

4 According to the author when he was at school he was
A) neither too naughty nor perfect.
B) an obedient student.
C) a real troublemaker.
D) notorious for getting into trouble.

5 The author's speech at the School Council was promoted by
A) the chair of the governors.
B) his sense of justice.

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C) his classmates.
D) his hatred to the privileged.

6 The author's speech was against
A) the Head Master.
B) a Council's decision.
C) the School Council.
D) fund raising activities.

7 A "thorough dressing down" in paragraph 4 means
A) a warning.
B) a physical punishment.
C) an instruction.
D) an angry speech.

8 What, according to the author, could have been the reason of his admittance failure in London?
A) His A level grades.
B) The result of the entrance exam.
C) The Head Master's reference letter.
D) His interviews.

9 The author thinks that because of the School Council
A) he found the place where he is happy.
B) his reputation was ruined.
C) he became suspicious of the Head Master.
D) he never got the education he wanted.

Section 2
GRAMMAR AND VOCABULARY

Read the text below. Use the words given in capitals at the end of each line to form a word that fits in the same line. Fill in the table below with these words. ***Transfer your answers to the answer sheet.***

A Typical School Day (Tuesdays)

9.00 am is Assembly time. This involves our being counted, …….. (10) to be good and fifteen minutes of mind numbing boredom. On Tuesdays we begin with double biology. We have to learn about various species of tiny organisms wriggling on a microscope slide. But I have started to enjoy these double lessons or periods as we call ……..(11) . This means 90 minutes instead of 45. You feel as if you actually ……..(12) something as you have a bit more time to think it over. Then …….. (13) a 20 minute (too short) break and two single periods on History and French which leave my head spinning and the every part of me more than ready for the lunch break. Lunch lasts an hour. We spend about 10 minutes on ……..(14) and then have 50 minutes for football (actually kicking around a tennis ball). One time a tournament ……..(15) between two classes. We got so involved in the game we failed to notice the bell and got into terrible trouble for being late for class. Three more lessons (Chemistry, Geography and Maths) and our day finishes at 3.40 pm. It is generally not too bad and Tuesday is certainly not the most difficult day. The last period, Maths with Mr Corner, is the ……..(16) but at least when it is over we get to go home.

TELL
THEY
LEARN
FOLLOW
EAT
ORGANISE
TOUGH

Read the text below. Use the words given in capitals at the end of each line to form a word that fits in the same line. Fill in the table below with these words. ***Transfer your answers to the answer sheet.***

Boarding schools

A boarding school is when the pupils sleep, eat and work in or near the school grounds. A typical modern fee-charging boarding school has several separate ……..(17) houses. They are either within the school grounds or in the neighborhood of the school. Pupils generally need ……..(18) to go outside defined school boundaries; they may be allowed to venture further at certain times. A number of senior teachers are appointed as housemasters and housemistresses. They take quasi-parental responsibility for perhaps 50 pupils

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resident in their *house*, at all times but ……..(19) outside school hours. In some schools each house has pupils of all ages, in which case there is usually a *prefect* system, which gives older pupils limited authority and some privileges together with ……..(20) for the welfare of the younger ones.. In others, separate houses accommodate needs of different years or classes. Houses readily develop distinctive characters and ……..(21) a rivalry between houses is often encouraged in sport. Houses usually include study-bedrooms or dormitories, a dining room or refectory where pupils take meals at fixed times, and a library, hall or cubicles where pupils can do their homework. Houses may also have common rooms for television and ……..(22) , kitchens for snacks, and perhaps computer, ping-pong or billiards rooms. Some ……..(23) may be shared between several houses.	**PARTICULAR** **ACCOUNTABLE** **HEALTH** **RELAX** **FACILITATE**

For questions 24-30 read the text below and think of the word which best fits each space. Choose the correct answer from the options provided. Complete the table below with corresponding letters. ***Transfer your answers to the answer sheet.***

Times are Changing

I grew up in a tiny village in East Anglia with population around 210 people. Everybody knew everybody and seemed to know everyone else's business. What strikes me now, looking back **…(24)** 40 years ago, is that the village had several social groups and there were clear distinctions and unspoken (and certainly unwritten) rules of engagement.

We had two **…(25)** class families living in the village: The Brandings, who lived in the manor house, and the respected Archer family. The Brandings were well **…(26)** but certainly not rich. They were extremely posh and so were the Archers who, on the contrary, were fabulously wealthy. But socially the Brandings and Archers were **…(27)**. They could socialize with the vicar and my family (because my Dad was an RAF Officer) but their contact with the other villagers was **…(28)** to friendly but polite greetings. Then we had 8 or 10 middle class families: sellers, teachers, scientists, and so on. In such a small village we knew each other well and socialized a lot.

The **…(29)**|comprised of the true working class. They worked in shops, or on the farms. We had also had quite a few elderly couples who in their young days had been "in service". We didn't socialize but relations were friendly and we greeted on first name terms.

It's all changed now of course. Our village is a small town — far too large to be anything like the community of my youth. I may be wrong, but it seems like society has contracted into featureless **…(30)** and that nowadays people often don't even know their neighbours' names.

24	A) above	B) over	C) beyond	D) behind
25	A) upper	B) aristocratic	C) high	D) noble
26	A) allied	B) associated	C) linked	D) connected
27	A) commoners	B) equivalents	C) equal	D) parallels
28	A) restricted	B) framed	C) enclosed	D) narrowed
29	A) remnants	B) reminders	C) remain	D) remainder
30	A) likelihood	B) sameness	C) neutrality	D) equality

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