FCE Reading Quiz

Social Inequality • Parts 6 & 7

Name: _____

PART 6 | Gapped Text

Task: *Six sentences have been removed from the article. Choose from sentences A–G the one which best fits each gap. There is one extra sentence you do not need to use.*

Same School, Different Lives

Imagine two students who go to the same school, sit in the same classroom, and have the same teacher. They are the same age. They study the same subjects. From the outside, everything looks equal. But their lives outside the classroom are very different.

Leila wakes up at 6am every day. She helps her younger sisters get ready because her mum has already left for work. Last night, the internet stopped working, so she couldn't finish her homework. [1] _____ She arrives at school feeling tired and worried.

Tom had a very different evening. His mum helped him with his homework after dinner. He went to bed at a reasonable time and slept well. This morning, he had breakfast and his dad gave him a lift to school. He arrives feeling calm and ready to learn.

These two students will sit the same test today. Their teacher will mark it in exactly the same way. But are they really being treated fairly? [2] _____ One of them had a quiet space, support, and enough sleep. The other had none of those things.

This is something many people don't think about. We often believe that if everyone gets the same opportunity, the system is fair. But equal opportunities don't always lead to fair results. [3] _____ By the time the race starts, one runner is already exhausted.

Things like having a quiet place to study, access to the internet, and a parent who can help with homework are not small advantages. Over months and years, they add up. Students who have these things consistently do better — not necessarily because they are more intelligent, but because their situation makes it easier to succeed. [4] _____

Some people say it is not the school's job to fix problems that begin at home. Others disagree strongly. They argue that schools should offer extra support to students who need it most — longer library hours, homework clubs, free meals, and one-to-one help. [5] _____

At the end of the school day, Leila and Tom walk out of the same building. They both worked hard today. But Leila carried something extra with her all day — a weight that had nothing to do with her ability. [6] _____ And that is something worth thinking about.

A	From this point of view, directing extra resources towards those with fewer advantages is not a matter of favouritism — it is simply reasonable.
B	The good news is that when schools do offer this kind of support, the difference it makes can be enormous.
C	She also had no time to eat anything before leaving the house.
D	Tom carried nothing but his schoolbag.
E	After all, they both sat in the same room and read the same questions.
F	Students who don't have them are not less capable — they are just less supported.
G	Think of it like a race where some runners have to carry a heavy bag.

LIVEWORKSHEETS

PART 7 | Multiple Matching

Task: *Read the four texts below. For questions 1–10, choose from the teenagers (A–D). Some teenagers may be chosen more than once.*

A
Maya
14,
London

I love tennis, but it feels like a sport that wasn't made for people like me. My local courts closed two years ago because the council had no money. The nearest ones now belong to a private club. It costs £50 a month just to join, and that doesn't include lessons or equipment. My school only offers football.

My friend goes to a private school and has four courts, a coach, and all the equipment she needs — all included. I don't blame her for that. But it doesn't feel fair. I'm fast, I have good coordination, and I've watched tennis for years, so I understand the game well. I know I could improve quickly if I had somewhere to practise. But without access to courts, no one will ever find out. I used to think that if you worked hard, you could achieve anything in sport. I'm less sure about that now.

B
Carlos
13,
Madrid

Everyone says football is the sport where it doesn't matter how much money you have. The pitch near my house is free and always open. In that way, yes, it seems fair.

But getting into an academy — which is the real path to a career — is a different story. You need parents who can drive you to trials, take days off work, and buy the right kit. My dad works nights and has never watched me play a competitive match. He wants to, but he can't. A coach once told me I had real talent after a training session. I waited for a call back for three weeks. It never came. I don't know if it was about my ability or my family situation. But I think the system looks for more than just good players. It looks for players whose families can be involved too.

C
Priya
14,
Mumbai

Cricket is huge in India. And it's one of the few sports where a child from a poor family can genuinely become famous and successful. There are real stories of boys from small villages becoming national heroes. Those stories give a lot of children hope.

But I think about those stories carefully. To follow that path, you usually have to leave home very young, stop going to school, and take a big risk. Only a very small number of players actually make it to the top. What about all the others — the ones who gave up their education and their family life, and then didn't quite make it? We hear a lot about the ones who succeeded. We don't hear much about the rest. I have a lot of respect for the players who made it. But I also think young people deserve to hear the full story, not just the exciting parts.

D
Jordan
15,
Chicago

My school cut the swim team three years ago to save money. I understood why — the school had serious budget problems. But the decision still bothers me.

In the US, Black children are much less likely to know how to swim than white children. This isn't just about sport — it's connected to safety and drowning rates. When a school like mine, in a mostly Black, lower-income area, cuts swimming, it makes that gap even bigger. I joined a community group that worked hard to keep a local pool open on weekends. We organised fundraisers and wrote to local politicians. It took months of effort. Schools in richer areas don't have to do any of that — they just have pools. The fact that some communities have to fight hard for basic things that other communities get automatically doesn't feel like bad luck to me. It feels like an unfair system.

LIVEWORKSHEETS

Which teenager (A, B, C or D)…

#	Question	Answer
1	had to work as part of a group to keep a sporting facility available?	____
2	feels they have the right abilities for a sport but no place to use them?	____
3	received a positive comment from a coach but never heard from them again?	____
4	understood the reason behind a decision but still felt it was wrong?	____
5	thinks that a story presented as hopeful may not show the complete picture?	____
6	says that losing access to a sport can affect people's safety, not just their free time?	____
7	believes the route to success in sport depends partly on family availability?	____
8	directly compares their situation to someone who has much better access to sport?	____
9	feels respect for people who succeeded, but also worries about those who didn't?	____
10	suggests that inequality between communities is the result of an unfair system, not just chance?	____

LIVEWORKSHEETS