

Time: 10 minutes

You will hear the education officer of a Dinosaur Museum giving information to some teachers who are planning a school visit. You will hear the text twice.

For questions 1-5, complete the sentences below. Write NO MORE THAN TWO WORDS AND/OR NUMBER for each answer

The Dinosaur Museum

1. The museum closes at _____ p.m. on Mondays.
2. The museum is not open on _____.
3. School groups are met by tour guides in the _____.
4. The whole visit takes 90 minutes, including _____ minutes for the guided tour.
5. There are _____ behind the museum where students can have lunch.

For questions 6-8, choose THREE letters, A-G.

Which **THREE** things can students have with them in the museum?

6. _____ **A** food
7. _____ **B** water
8. _____ **C** cameras
- D** books
- E** bags
- F** pens
- G** worksheets

For questions 9 and 10 Choose TWO letters, A-E.

Which **TWO** activities can students do after the tour at present?

9. _____ **A** build model dinosaurs
10. _____ **B** watch films
- C** draw dinosaurs
- D** find dinosaur eggs
- E** play computer games

TRANSFER YOUR ANSWERS TO THE ANSWER SHEET!

READING

Time: 30 minutes

Task 1

You are going to read an article about a scheme to help educate students who do not attend regular lessons at school. Eight sentences have been removed from the article. Choose from the sentences A-I the one which fits each gap (11-17). There is one extra sentence which you do not need to use. There is an example at the beginning (0).

Technology and learning

Each term, an increasing number of young people are excluded from school in Britain for a range of reasons including truancy, expulsion, or because their parents' work involves travelling. Some academics now believe that the 'virtual classroom', using computer networks, could be the best way to lure these young people back to some form of learning.

0 _____ **G**

Currently, in most local authorities, the availability of 'home tuition' ranges from sparse to non-existent. The results of this are predictable.

11 _____

By the time he is 20, he will be living on state benefits or on the proceeds of pickpocketing or burglaries.

The tragedy is that John knows all this very well. He is perfectly aware that the successful pupils he makes fun of and bullies are likely to be the winners in the end. The bus in the distance, though visible and brightly lit, has left him behind.

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Suppose, though, that someone brought him a computer with software that set him interesting work to do at home, at his own pace, without fear of failure or ridicule, where he could pick and choose from different subjects. He could contact a tutor when he needed help and chat to other pupils in his group from the peace and quiet of his home.

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Treated seriously by adults, he might regain some pride and belief in himself. He might eventually sit a few exams and get some qualifications and actually do quite well.

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The point is that nobody will know until someone gives the idea a proper trial, with good equipment and software, high-quality teachers and adequate funding. This autumn, a team led by Stephen Heppell of Anglia University's Ultralab is going to do just that.

The plan is to start with a pilot group of 30 teenagers who are not in full-time education for a variety of reasons.

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Much has to be worked out, which is why this is a pilot project. 'We need to put together a toolkit for what works – methodology and pedagogy,' says Heppell.

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Exactly what will on-screen tasks look like? What about pupils with literacy problems? Who will be the tutors? How will targets be set, and what about the pupils who drop out – as some, presumably, will? 'There will be failure for some,' says Heppell, 'and we have to think how to manage that.'

In a sense, all of these problems, though they demand attention, add up to theoretical detail. The real issues, however, concern a change in the willingness and positive attitudes in the government and educational bodies. If this is to be achieved, then all those involved will be acknowledging that school is not the only answer and that there are other routes to learning.

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The Ultralab scheme has influential support from those who see it as a means of attacking truancy and exclusion. Arguably, though, it will also question some of the assumptions about formal schooling.

- A** They will be given state-of-the-art hardware, video and audio facilities, and they will be grouped into fours, each group sharing a tutor.
- B** Similarly, it will become apparent that if a participative approach to learning works better for marginalised pupils, then it will work for others too.
- C** So, he makes his mark in the only way he can and, in doing so, he feels worthless and miserable.
- D** Take John, for example; he is permanently excluded, too far behind to be successful in another school and drifting into criminal circles.
- E** Or, of course, it might all end in tears and failure yet again.
- F** Theoretically, this sounds fine but the number of still unanswered questions is almost bewildering.
- G** Such a scheme would provide the pupils with access to education while they are at home.
- H** This is an example of how not to use a potentially powerful resource.
- I** Were this to happen, he might stay in and work and begin to feel part of a learning community.

Task 2

You are going to read a magazine article about learning when you are older. For questions 18-25, choose the answer (A, B, C or D) which you think fits best according to the text.

Learning later in life

It's often said that we learn things at the wrong time. University students frequently do the minimum amount of work because they're crazy for a good social life instead. Children often scream before their piano practice because it's so boring, have to be given gold stars and medals to be persuaded to swim, or have to be bribed to take exams. But when you're older? Ah, now that's a different story.

Over the years, I've done my share of adult learning. At 30 I went to a college and did courses in History and English. It was an amazing experience. For starters, I was paying, so there was no reason to be late – I was the one frowning and drumming my fingers if the tutor was delayed, not the other way round. Indeed, if I could persuade him to linger for an extra five minutes, it was a bonus, not a nuisance. I wasn't frightened to ask questions and homework was a pleasure not a pain. When I passed, I had passed for me and me alone, not my parents or my teachers. The satisfaction I got was entirely personal.

Some people fear going back to school because they worry that their brains have got rusty. But the joy is that, although some parts have rusted up, your brain has learnt all kinds of other things since you were young. It's learnt to

think independently and flexibly and is much better at relating one thing to another. What you lose in the rust department, you gain in the .maturity department.

In some ways, age is a positive plus. For instance, when you're older, you get less frustrated. Experience has told you that, if you're calm and simply do something carefully again and again, eventually you'll get the hang of it. The confidence you have in other areas – from being able to drive a car, perhaps – means that if you can't, say, build a chair instantly, you don't, like a child, want to destroy your first pathetic attempts. Maturity tells you that you will, with application, eventually get there.

Learning late doesn't mean having to go back to school. Recently, I learnt how to swim. I thought I could swim before, but I could always get across the pool quicker by walking than swimming. Wearing my glasses to see the other side didn't help, because I never put my face in the water. True, I thought I looked silly wearing goggles with lenses over my eyes and a nose clip, and picking up coloured rings from the bottom of the pool to conquer fear of water, but the sense of achievement when I finally managed to swim speedily from one side of the pool to the other was huge. I only wished my family had been there to congratulate me, as I felt I deserved.

Then there was the skating. Inspired by seeing ice-dancers on TV, I staggered on to the ice quite recently and, unlike the younger students, was tense with terror in case I fell over! I was the worst in the class, but I did eventually get a piece of paper that said I had now achieved the art of skating forwards. And, although I'll never do ice-dancing, I feel pretty courageous for braving the ice.

Finally, there was the piano. I hated piano lessons at school, but I was good at music. And coming back to it, with a teacher who could explain why certain exercises were useful and with musical concepts that, at the age of ten, I could never grasp, was magical. Initially I did feel a bit strange, thumping out a piece that I'd played for my school exams, with just as little comprehension of what the composer intended as I'd had all those years before. But soon, complex emotions that I never knew existed poured from my fingers, and suddenly I could understand why practice makes perfect.

- 18 The writer uses piano practice as an example of something that
- A people should not be forced to do.
 - B children often refuse to do unless they are rewarded.
 - C older people may be more willing to do than children.
 - D children do not gain much benefit from.
- 19 What surprised the writer when she did her first adult learning course?
- A She was able to learn more quickly than she had expected.
 - B She found learning more enjoyable than she had expected.
 - C She got on better with her tutor than she had expected.
 - D She had a more relaxed attitude to it than she had expected.
- 20 The writer says that when you learn later in life, you
- A find that you can remember a lot of things you learnt when younger.
 - B should expect to take longer to learn than when you were younger.
 - C do not find it more difficult to learn than when you were younger.
 - D are not able to concentrate as well as when you were younger.
- 21 What gives adult learners an advantage, according to the writer?
- A They are able to organize themselves better than younger people.
 - B They are less worried about succeeding than younger people.
 - C They pay more attention to detail than younger people.
 - D They have more patience than younger people.
- 22 The writer says that when she took swimming lessons,
- A she did so mainly to impress her family.
 - B she had to overcome feeling foolish.
 - C she made surprisingly quick progress.
 - D she was confident that she would succeed.
- 23 When the writer took up skating, she was
- A proud of the little progress that she did make.
 - B embarrassed by the way the others treated her.
 - C sorry that she had decided to try doing it.
 - D determined not to remain the worst in the class.
- 24 What pleased the writer when she took piano lessons?
- A She could remember a piece she learned at school.
 - B She could see the point of what she was doing.
 - C She succeeded in impressing her music teacher.
 - D She discovered that she had some musical ability.
- 25 What is the writer's main purpose in the article?
- A to emphasize the pleasures of adult learning
 - B to point out how easy adult learning can be
 - C to explain her reasons for doing adult learning

D to describe the teaching methods used in adult learning

TRANSFER YOUR ANSWERS TO THE ANSWER SHEET

USE OF ENGLISH

Time: 20 minutes

For questions 26 – 35 fill the gaps with *one* word. There is an example (0).

The Symphonic Interiors

After Matisse returned (0) to Issy in early 1911, a carpet, a folding screen, and a piece of cloth (26)_____ their way into *The Pink Studio*, the first of four so-called symphonic interiors painted that year. The palpable presence of the patterned textiles contrasts (27)_____ the evanescent studio setting, as (28)_____ decorativeness had begun to empty naturalistic space of everything realistic (29) _____ the inclusion of Matisse's own sculpture in the painting.

(30)_____ after completing *The Pink Studio* that spring, he began work (31)_____ the next great interior, *The Painter's Family*. Now floral motifs spread (32)_____ the entire picture surface, (33)_____ its human subjects into the adjuncts of a commanding decor. It is (34)_____ who are the painting's symbolic correlatives. In this first-ever depiction of Matisse's immediate family, the subjects are (35)_____ detached from one another as the pieces on the checkerboard that has riveted the gaze of his identically dressed two sons.

For questions 36-45, match the items from columns A and B to make idioms and then use them, in their correct form, to complete the sentences below. There is an example (0).

A

to go to
to take somebody
to walk
to swim against
to be in the
to let
to rock
to be of the
to know something like
to pass with
to make

B

things ride
old school
the grade
the boat
great lengths
for a ride
the back of one's hand
the tide
same boat
on air
flying colours

0. The hotel staff went to great lengths to ensure that every customer was completely satisfied.
36. Don't mind your father. He _____ and believes that some jobs are just not meant to be done by a man.
37. Everybody here is fine and Steve has just finished his finals which he _____.
38. If you don't study harder there is no way that you will _____.
39. I'm enjoying myself so much on this holiday. I'm _____.
40. Running a business nowadays without using computers is really _____.
41. You'll only make things worse if you try and confront the problem now. Just _____ for a week or two and see what happens.
42. I'm convinced that the travel agent _____ when he sold us those tickets at such an outrageous price.
43. My sister and I _____; neither of us has the money to go on holiday.
44. I've been studying this list of historical dates for hours and I _____.

