Synonyms

	A	B	C	D	E
1 rehearse	act	perform	habit	tradition	practise

	A	B	C	D	E
2 key	lock	solution	clue	hint	sign

	A	B	C	D	E
3 confine	confirm	affirm	limit	end	confer

	A	B	C	D	E
4 near	convenient	shut	detached	close	handy

	A	B	C	D	E
5 meaningful	explained	significant	exact	merciful	clear

	A	B	C	D	E
6 preference	alternative	assortment	choice	advance	blessing

	A	B	C	D	E
7 invade	inspect	survey	analyse	overview	attack

Antonyms

	A	B	C	D	E
1 secret	obscure	overt	outright	marked	extreme

	A	B	C	D	E
2 omit	reply	except	attend	allow	include

	A	B	C	D	E
3 meeting	breaking	parting	terminating	exiting	composing

	A	B	C	D	E
4 advocate	supporter	activist	villain	adversary	audience

	A	B	C	D	E
5 defence	defeat	claim	prosecution	protection	security

	A	B	C	D	E
6 precise	shadowy	vague	conclusive	concise	accurate

	A	B	C	D	E
7 future	conclusion	fortune	outcome	expectation	prior

Word Association

	A	B	C	D	E
1 ear	stabbing	shooting	piercing	breaking	wounding

	A	B	C	D	E
2 shell	snail	slug	worm	spider	fly

	A	B	C	D	E
3 adjective	supper	superfluous	supporter	supress	supervise

	A	B	C	D	E
4 menu	library	surgery	church	pharmacy	restaurant

	A	B	C	D	E
5 ancestor	grandfather	son	brother	sister	daughter

	A	B	C	D	E
6 nut	peach	pecan	plum	prune	pear

	A	B	C	D	E
7 peel	banana	strawberry	raspberry	blackcurrant	cranberry

Victorian Schools

At the start of Queen Victoria's reign, around two-thirds of Britain's population were illiterate; they couldn't read or write. Schooling cost money, which most parents couldn't afford, so many children just went without. For the children who did receive an education, their schooling varied enormously.

Boys from wealthy families were mostly sent to private grammar schools, where they were taught Latin and Greek before going on to elite universities. Their sisters' schooling was typically more limited; they were taught subjects such as needlework and music at home by a governess.

For many destitute children - especially in London - going to school every day wasn't an option. At the time London was a city struggling to cope with the effects of the industrial revolution. The population had risen dramatically and much of the increase was concentrated in the East End, where bad housing, unemployment, poverty and disease were rife. A catastrophic outbreak of cholera swept through the capital in the mid 19th century which killed over 3,000 people and left more than twice as many more children orphaned and homeless. These children were forced to beg or steal just in order to feed themselves. Punishments for such petty crimes were harsh at the time, with children as young as seven being sent to prison for stealing.

The philanthropist Anthony Cooper - Earl of Shaftesbury - founded a charity whose goal it was to establish schools that would provide a free education to these destitute children. These schools became known as 'ragged' schools as the children who attended only had very ragged clothes and no shoes. All the children in the ragged schools had already served prison sentences. As well as giving basic lessons in reading, writing and maths, many schools also provided hot meals for the children and some had beds where the children could sleep, especially when the weather was cold. By receiving a basic education, the children were able to lead a better life for themselves in the future. They were able to find work and could keep themselves and would not have to steal in order just to survive.

For destitute children who hadn't as yet committed any serious crimes, a different type of school was established; industrial schools. These schools gave children an education and also taught them a trade. The timetable was strict; the children rose at 6:00am and went to bed at 7:00pm. During the day there were set times for lessons and there was also time set aside for worship, meal times and playing outside three times a day. The boys learned trades such as gardening, tailoring and shoemaking and the girls learned knitting, sewing, housework and laundry. The volunteers at the industrial schools would help the children find employment and upon leaving, almost all of the boys found work as apprentices and the girls would enter domestic service as cooks, parlour maids or nursery nurses.

Both types of schools took in children who were 'apparently' under the age of fourteen. It was very difficult to be precise about a child's age at the time because children often lied about their age if it was advantageous for them to do so. Although some children genuinely did not know how old they were as it was not until 1875 that a law was passed making it compulsory for all parents to register births.

Comprehension

1 What percentage of the people of Britain could neither read nor write in the mid 1800s?

    A 33%.

    B 60%.

    C 66%.

    D 50%.

2 Aside from their attire, what did the children in the ragged schools all have in common?

    A   They had all previously been in jail.

    B   They were all boys.

    C   They were all from relatively affluent backgrounds.

    D   They were all chimney sweeps.

3 Which of the following statements is **true?**

    Option 1   The children at the industrial schools had to endure a thirteen hour day.

    Option 2   The youngest child sent to prison in the mid 1800s was just 10 years old.

    Option 3   The East End of London saw the most dramatic rise in population in the mid 19th century.

    Option 4   Amongst other skills, girls attending the industrial schools were taught how to wash clothing and bedding.

    A Options 1 and 3.

    B Option 1 only.

    C Options 2 and 4.

    D Options 1, 3 and 4..

Comprehension

4 The Earl of Shaftesbury is described as a 'philanthropist' in the text. Which of the following phrases best describes a philanthropic person?

    A   A person who devotes time to helping others.

    B   A fiercely ambitious person.

    C   An extremely wealthy person.

    D   A senior member of the British aristocracy.

5 What was the main difference between the ragged school children and the industrial school children?

    A   The children at the ragged schools were all aged over fourteen.

    B   The children attending the industrial schools had not been convicted of any serious crimes.

    C   The children at the ragged schools weren't orphans.

    D   The children at the industrial schools were all boys.

6 Which of the following statements is **not** true?

    Option 1   Generally, girls from wealthy families would be taught at home.

    Option 2   Children attending industrial schools were allowed to play outside twice a day.

    Option 3   Almost 3,000 children were orphaned after the cholera outbreak in the mid 1800s.

    Option 4   Staff at the industrial schools received no pay for their work.

    A   Options 1 and 3.

    B   Options 2 and 4.

    C   Options 2 and 3.

    D   Option 4 only.

Comprehension

7 'Boys from wealthy families were mostly sent to private grammar schools, where they were taught Latin and Greek before going on to elite universities.'

What does the word 'elite' mean in this context?

    A   Hugely expensive.

    B   Far away from home.

    C   Established many centuries ago.

    D   First-class.

8 'Punishments for such petty crimes were harsh at the time'. Which of the following words is a synonym for 'petty'?

    A   Cunning.

    B   Minor.

    C   Daring.

    D   Pointless.

9 'The boys learned trades such as gardening, tailoring and shoemaking'. Which of the following skills would have been necessary for 'tailoring'?

    A   Reading train timetables and carrying suitcases.

    B   Shovelling the correct amount of coal into machines in factories.

    C   Measuring and cutting fabrics.

    D   Collecting hay and feeding farm animals..

10 Which one of the following statements is true?

    A   Only girls born into the very wealthiest of families would go on to attend university.

    B   There were no opportunities for prayers and worship at the industrial schools.

    C   Children always knew their exact date of birth but sometimes chose to lie about their age.

    D   Changes brought about by the Industrial Revolution had a negative impact on the East End of London.

Cloze

Passage 1

A	B	C	D	E	F	G	H	I	J
prestigious	apply	tournament	inside	sought	played	expensive	consider	want	glass

First held in 1877, Wimbledon is the oldest tennis [Question __ 1] in the world.

The Championships are held once a year at the All England Club in Wimbledon, London. Many tennis fans [Question __ 2] it to be the most [Question __ 3] tennis tournament and it is now the only major tennis event to be [Question __ 4] on grass courts.

Tickets to spectate at Wimbledon are extremely [Question __ 5] after and recent figures suggest that there are four times the number of people who apply for tickets than are available.

Passage 2

A	B	C	D	E	F	G	H	I	J
serving	daily	eating	traditions	events	however	average	balls	but	trophies

There are many [Question __ 6] upheld at Wimbledon. The traditional Wimbledon colours are dark green and purple. All players at Wimbledon, [Question __ 7] , must wear white when competing, including socks, hats and shoes. Wimbledon is also famous for [Question __ 8] huge amounts of strawberries and cream. On [Question __ 9] they sell 140,000 portions of strawberries each year. Every year since 1907, there have been various members of the Royal Family present at the Championships and all the [Question __ 10] are presented by the Duke and Duchess of Kent.

Shuffled Sentences

A	B	C	D	E	F	G	H
cancelled	day	compete	rain	due	sports	to	was

1

_____

A	B	C	D	E	F	G	H
arranged	books	order	manner	the	in	were	alphabetical

2

_____

A	B	C	D	E	F	G	H
make	had	get	to	barely	time	we	dressed

3

_____

A	B	C	D	E	F	G	H
to	fiercely	bark	guard	began	dog	the	friendly

4

_____

A	B	C	D	E	F	G	H
faced	of	the	barrage	questions	a	crowd	politician

5

_____

A	B	C	D	E	F	G	H
a	an	Tom	with	water	filled	soapy	basin

6

_____

A	B	C	D	E	F	G	H
batch	made	pancakes	fresh	pack	of	mum	a

7

_____

A	B	C	D	E	F	G	H
class	joined	for	Amy	swimming	dive	a	beginners

8

Maths 1

1 Laura earns £600 per week. She spends $\frac{1}{5}$ of it on food and $\frac{1}{4}$ of it on rent.

How much money does she have left to spend on other things?

A	B	C	D	E
£310	£270	£400	£330	£280

2 Sam and Ella share a job. Sam works for 24 hours per week and Ella works for 16 hours.

For what fraction of the week does Ella work?

A	B	C	D	E
⅖	⅝	⅜	⅓	⅕

3 Petra earns £300 per week from her job at the library. She is given a pay rise of 15%.

By how much does her weekly wage increase?

A	B	C	D	E
£32	£40	£45	£60	£52

4 Martin and Emily share a job. They are paid according to the amount of time they work and the total pay for the job is £400. Martin works 25 hours and Emily works 15 hours.

How much per week does Martin get paid?

A	B	C	D	E
£150	£220	£250	£275	£200

5 Stella earns £1600 per month from her job at the local primary school. She receives a pay increase of £200 per month.

What is Stella's pay rise as a fraction of her old pay?

A	B	C	D	E
⅓	⅔	⅕	⅖	⅛

1 In a field, there are forty trees.

60% of them are coniferous.

How many trees are not coniferous?

Mark your answer on the answer sheet.

2 In a fish tank there are 40 Platies.

In a second fish tank, there are twice as many Platies as in the first tank.

In a third fish tank, there are 20% less Platies than in the second tank.

How many Platies are there in the third tank?

Mark your answer on the answer sheet.

Maths 2

3   Julian completes an end of term spelling test.

There are sixty questions and he gets 1 mark for each spelling that he gets correct.

The maximum mark he can get is 60, however, Julian is told that his score is 55%

How many questions did Julian get right?

Mark your answer on the answer sheet.

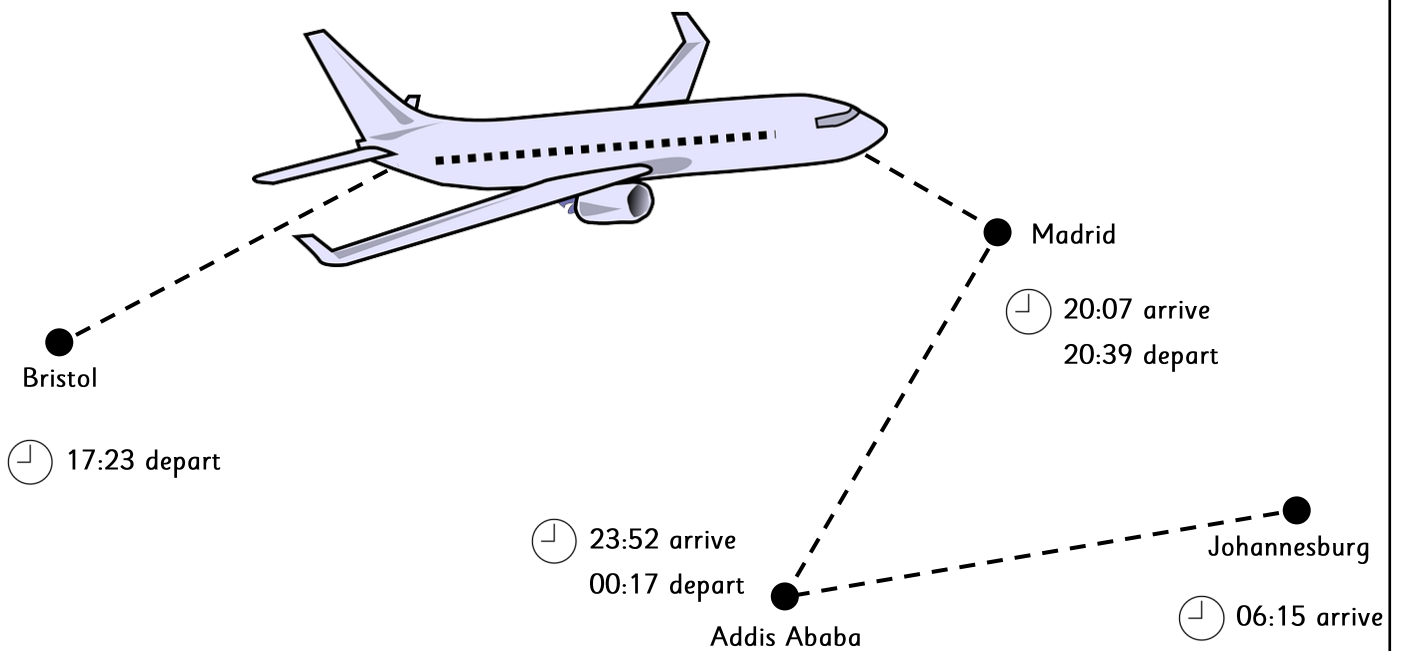4   Jenny buys some cupcakes for her birthday party.

There are eight cakes in each packet.

How many packets would Jenny need to buy in ensure that all of her
14 guests at her party and herself could have two cupcakes each?

Mark your answer on the answer sheet.

Maths 3

A	B	C	D	E	F	G	H	I	J
16mins	298mins	184mins	386mins	25mins	284mins	198mins	358mins	164mins	32mins

A family are catching a flight from Bristol to Johannesburg in South Africa. Unfortunately, they have opted for a rather cheap airline, which means they have to stop in several other places along the way. <u>Don't worry about any time differences between countries.</u>

Madrid

20:07 arrive
20:39 depart

Bristol

17:23 depart

23:52 arrive
00:17 depart

Johannesburg

06:15 arrive

Addis Ababa

_____

1 How long is the journey time from Bristol to Madrid?

_____

2 How long do they have to wait at Addis Ababa?

_____

3 How long is the journey time from Addis Ababa to Johannesburg?

_____

4 How long do the family have to wait in Madrid?

Synonyms:

1	[A]	[B]	[C]	[D]	[E]
2	[A]	[B]	[C]	[D]	[E]
3	[A]	[B]	[C]	[D]	[E]
4	[A]	[B]	[C]	[D]	[E]
5	[A]	[B]	[C]	[D]	[E]
6	[A]	[B]	[C]	[D]	[E]
7	[A]	[B]	[C]	[D]	[E]

Antonyms:

1	[A]	[B]	[C]	[D]	[E]
2	[A]	[B]	[C]	[D]	[E]
3	[A]	[B]	[C]	[D]	[E]
4	[A]	[B]	[C]	[D]	[E]
5	[A]	[B]	[C]	[D]	[E]
6	[A]	[B]	[C]	[D]	[E]
7	[A]	[B]	[C]	[D]	[E]

Word Association:

1	[A]	[B]	[C]	[D]	[E]
2	[A]	[B]	[C]	[D]	[E]
3	[A]	[B]	[C]	[D]	[E]
4	[A]	[B]	[C]	[D]	[E]
5	[A]	[B]	[C]	[D]	[E]
6	[A]	[B]	[C]	[D]	[E]
7	[A]	[B]	[C]	[D]	[E]

Comprehension:

1	[A]	[B]	[C]	[D]
2	[A]	[B]	[C]	[D]
3	[A]	[B]	[C]	[D]
4	[A]	[B]	[C]	[D]
5	[A]	[B]	[C]	[D]
6	[A]	[B]	[C]	[D]
7	[A]	[B]	[C]	[D]
8	[A]	[B]	[C]	[D]
9	[A]	[B]	[C]	[D]
10	[A]	[B]	[C]	[D]

Shuffled Sentences:

1	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]
2	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]
3	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]
4	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]
5	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]
6	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]
7	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]
8	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]

Cloze:

1	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]	[J]
2	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]	[J]
3	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]	[J]
4	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]	[J]
5	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]	[J]
6	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]	[J]
7	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]	[J]
8	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]	[J]
9	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]	[J]
10	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]	[J]

Maths 1:

1	[A]	[B]	[C]	[D]	[E]
2	[A]	[B]	[C]	[D]	[E]
3	[A]	[B]	[C]	[D]	[E]
4	[A]	[B]	[C]	[D]	[E]
5	[A]	[B]	[C]	[D]	[E]

Maths 2:

1		2		3		4	
[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]
[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]
[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]
[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]
[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]
[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]
[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]
[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]
[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]
[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]

Maths 3:

1	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]	[J]
2	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]	[J]
3	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]	[J]
4	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]	[J]

Synonym pairs to learn.

Syns 14 examine	Syns 14 analyse	Syns 14 ornate	Syns 14 decorative
Syns 14 lapsed	Syns 14 expired	Syns 14 urgent	Syns 14 pressing
Syns 14 mishap	Syns 14 accident	Syns 14 ignite	Syns 14 kindle
Syns 14 meandering	Syns 14 winding	Syns 14 variable	Syns 14 changeable
Syns 14 maimed	Syns 14 injured	Syns 14 wither	Syns 14 droop
Syns 14 loathing	Syns 14 hatred	Syns 14 evolve	Syns 14 adapt
Syns 14 immerse	Syns 14 submerge	Syns 14 whole	Syns 14 entire
Syns 14 calamity	Syns 14 misadventure	Syns 14 fragrant	Syns 14 perfumed
Syns 14 detailed	Syns 14 intricate	Syns 14 priceless	Syns 14 invaluable

Synonyms:

1. [A] [B] [C] [D] ■[E]
2. [A] ■[B] [C] [D] [E]
3. [A] [B] ■[C] [D] [E]
4. [A] [B] [C] ■[D] [E]
5. [A] ■[B] [C] [D] [E]
6. [A] [B] ■[C] [D] [E]
7. [A] [B] [C] [D] ■[E]

Antonyms:

1. [A] ■[B] [C] [D] [E]
2. [A] [B] [C] [D] ■[E]
3. [A] ■[B] [C] [D] [E]
4. [A] [B] [C] ■[D] [E]
5. [A] [B] ■[C] [D] [E]
6. [A] ■[B] [C] [D] [E]
7. [A] [B] [C] [D] ■[E]

Word Association:

1. [A] [B] ■[C] [D] [E]
2. ■[A] [B] [C] [D] [E]
3. [A] ■[B] [C] [D] [E]
4. [A] [B] [C] [D] ■[E]
5. ■[A] [B] [C] [D] [E]
6. [A] ■[B] [C] [D] [E]
7. ■[A] [B] [C] [D] [E]

Comprehension:

1. [A] [B] ■[C] [D]
2. ■[A] [B] [C] [D]
3. [A] [B] [C] ■[D]
4. ■[A] [B] [C] [D]
5. [A] ■[B] [C] [D]
6. [A] [B] ■[C] [D]
7. [A] [B] [C] ■[D]
8. [A] ■[B] [C] [D]
9. [A] [B] ■[C] [D]
10. [A] [B] [C] ■[D]

Shuffled Sentences:

1. [A] [B] ■[C] [D] [E] [F] [G] [H]
2. [A] [B] [C] ■[D] [E] [F] [G] [H]
3. ■[A] [B] [C] [D] [E] [F] [G] [H]
4. [A] [B] [C] [D] [E] [F] [G] ■[H]
5. [A] [B] [C] [D] [E] [F] ■[G] [H]
6. [A] ■[B] [C] [D] [E] [F] [G] [H]
7. [A] [B] [C] [D] ■[E] [F] [G] [H]
8. [A] [B] [C] [D] [E] ■[F] [G] [H]

Cloze:

1. [A] [B] ■[C] [D] [E] [F] [G] [H] [I] [J]
2. [A] [B] [C] [D] [E] [F] [G] ■[H] [I] [J]
3. ■[A] [B] [C] [D] [E] [F] [G] [H] [I] [J]
4. [A] [B] [C] [D] [E] ■[F] [G] [H] [I] [J]
5. [A] [B] [C] [D] ■[E] [F] [G] [H] [I] [J]
6. [A] [B] [C] ■[D] [E] [F] [G] [H] [I] [J]
7. [A] [B] [C] [D] [E] ■[F] [G] [H] [I] [J]
8. ■[A] [B] [C] [D] [E] [F] [G] [H] [I] [J]
9. [A] [B] [C] [D] [E] [F] ■[G] [H] [I] [J]
10. [A] [B] [C] [D] [E] [F] [G] [H] [I] ■[J]

Maths 1:

1. [A] [B] [C] ■[D] [E]
2. ■[A] [B] [C] [D] [E]
3. [A] [B] ■[C] [D] [E]
4. [A] [B] ■[C] [D] [E]
5. [A] [B] [C] [D] ■[E]

Maths 2:

1 (1 6)	2 (6 4)	3 (3 3)	4 (0 4)
[0] [0]	[0] [0]	[0] [0]	■[0] [0]
■[1] [1]	[1] [1]	[1] [1]	[1] [1]
[2] [2]	[2] [2]	[2] [2]	[2] [2]
[3] [3]	[3] [3]	■[3] ■[3]	[3] [3]
[4] [4]	[4] ■[4]	[4] [4]	[4] ■[4]
[5] [5]	[5] [5]	[5] [5]	[5] [5]
[6] ■[6]	■[6] [6]	[6] [6]	[6] [6]
[7] [7]	[7] [7]	[7] [7]	[7] [7]
[8] [8]	[8] [8]	[8] [8]	[8] [8]
[9] [9]	[9] [9]	[9] [9]	[9] [9]

Maths 3:

1. [A] [B] [C] [D] [E] [F] [G] [H] ■[I] [J]
2. [A] [B] [C] [D] ■[E] [F] [G] [H] [I] [J]
3. [A] [B] [C] [D] [E] [F] [G] ■[H] [I] [J]
4. [A] [B] [C] [D] [E] [F] [G] [H] [I] ■[J]