The non-interactive practice material is intended to help you to practise answering questions and become familiar with navigational features used in the live, computer-based tests; they are not necessarily identical in structure to the actual test, nor to the paper-based tests which are available for those candidates requiring special arrangements. Additional commentary notes are provided in each section of this practice test which will not feature in the live test.

Please note that the spelling section included in this practice paper is a multiple choice version, which is only available in the live test for candidates with hearing impairments. No options are available in the spelling section of the standard test.

In the actual test you will have 36 minutes to complete all 3 sections: spelling, grammar and comprehension (unless special arrangements have been granted). There are 10 marks available in the spelling section; 8 – 12 in the grammar sections and 8 – 12 in the comprehension sections.

In the live test you will be provided with on screen test rules before you start the test and instructions for each section which can be accessed throughout the test. The instruction pages are included within the practice material in order for you to familiarise yourself with them.

**Instructions - Spelling section (standard test)**

Before you start the test, put headphones on or connect speakers to your computer.

To listen to a word, click on the audio icon. You may listen to each word as many times as you like. Answers can be corrected at any time before leaving the spelling section.

Unlike the live test you will be able to return to the spelling section in the practice test.

**Instructions - Spelling section (with multiple choice spelling options)**

Only use this section to practise for the test if you are eligible for, and intend to book a test for candidates with hearing impairments.

To answer a question, click and drag your preferred option to the appropriate space in the text. Answers can be corrected at any time before leaving the spelling section.

Unlike the live test you will be able to return to the spelling section in the practice test.

**Instructions – Grammar and Comprehension sections**

The ‘back’ and ‘next’ buttons allow you to move between questions in these sections. You may answer questions in any order.

A question may require you to:

- drag and drop the word, phrase or symbol to a particular place;
- scroll in order to see all the text.

When you have finished the test select the ‘quit’ button.

Do not ‘quit’ the test unless you are sure that you have completed all sections of the test.
There were no remarks at the parents’ evening.

Even after the Rugby World Cup victory, pupils still football.

For pupils to do well in school, their goals must be .

A attention to detail developed in the group’s work.

The graffiti is to the good name of the school.

After moving to a new group, both pupils worked much harder.
The children were particularly enthusiastic about the after-school music club.

Apart from the administrative details, the art lesson was truly inspired.

There was no sign of the existence of bullying within the school.

Commentary

Complimentary

The main difficulty here is the possible confusion between ‘complimentary’ and ‘complementary’.

- **Complementary** comes from Latin completum meaning “complete”. When one thing complements another it completes it e.g. in Mathematics ‘complementary angles are two angles that add together to complete an angle of 90 degrees’. ‘Complement’ can describe a number completing a full group e.g. : ‘This ship has a complement of 35’. Complementary can also be used to describe a wine that ‘goes well with’ or ‘completes’ a particular meal.

- **Complimentary** is derived from the French ‘complimenter’. It has two meanings: a remark of praise or admiration about someone, or a courtesy gift or token. It would be important not to confuse a complimentary bottle of wine (a free gift) with a complementary bottle of wine (one that goes well with the meal but has to be paid for). In this context the ‘comments that worked wonders for the team’s confidence’ would have been ‘complimentary’. A second difficulty here is the possibility of using the wrong ending ‘complimentary’ or ‘complimentary’. However, there are many irregularities with the suffix ‘–ery’ or ‘–ary’ and the spellings of these words are best learnt by heart.

Disapproving

Firstly it is important to know how to spell ‘approve’. Although taken from the Old French ‘aprover’ the modern day English spelling is ‘approve’. Although taken from the Old French ‘aprover’ the modern day English spelling is ‘approve’. Secondly, when changing ‘approve’ to ‘approving’ follow the rule: ‘drop the ‘e’ when you add ‘ing’, e.g. hope – hoping; dive – diving etc. Finally, when adding the prefix ‘dis’ remember that it will not change the spelling of the word to which it is being attached.

Preferred

The root word here is ‘prefer’. Remember that the final consonant of a word is often doubled when
adding the suffix ‘–ed’, as in rob – robbed; travel – travelled; prefer – preferred.

**Achievable**

The first problem here lies in the root of this word: ‘achieve’. This follows the ‘i’ before ‘e’ rule.
The second problem lies in the choice of suffix ‘-able’ or ‘-ible’.

It is worth noting that words ending ‘-able’ can usually be divided into separate words: able to accept = acceptable; able to adapt = adaptable; able to achieve = achievable. Remember, if there is a final ‘-e’, it is usually dropped when adding ‘-able’: value + able = valuable; desire + able = desirable. Words ending ‘-ible’ cannot usually be divided in this way: e.g. tangible; terrible; possible. Note that there are always exceptions: ‘accessible’, ‘contemptible’, ‘digestible’, ‘flexible’, ‘suggestible’ and that most words ending with ‘s’ or ‘z’ would use the ‘-ible’ suffix.

**Meticulous**

This word is from the Latin ‘meticulosus’. As in many words from Latin, the ‘oo’ sound in the middle of the word is nearly always spelled with a ‘u’. The Latin ending ‘-osus’ is often abbreviated by the suffix ‘-ous’ and means ‘abounding in’ or ‘full of’. This spelling is one best learnt by heart.

**Detrimental**

This adjective is formed from the noun ‘detriment’. The spelling follows no particular rule. Confusion could be caused by the frequent US pronunciation that might suggest the spelling: ‘detramental’, which is incorrect. This spelling is one best learnt by heart.

**Subsequently**

This adverb is formed from the adjective ‘subsequent’, which is formed from the noun ‘subsequence’, whose root is ‘sequence’, derived from the Latin ‘to follow’. There are some complex theories and rules about which Latin verbs take the suffix ‘-ent’ or ‘-ant’ in order to form ‘subsequent’ or ‘subsequent’; however there are also so many exceptions that this spelling is one best learnt by heart.

It is useful to note that when forming the adverb in most cases you can add the suffix ‘-ly’ without changing the base word, even if it means creating a double consonant e.g. final = finally. However there are exceptions, especially where the word ends in ‘-le’. Here the rule is ‘drop the ‘-le’ before adding ‘-ly’ e.g. reasonable = reasonab +ly = reasonably. NB not ‘reasonablly’.

**Particularly**

This adverb is formed from the word ‘particular’, which is derived from the Middle English / Old French ‘particuler’. It follows no particular spelling rule and is a spelling best learnt by heart. It is useful to note that when forming the adverb in most cases you can add the suffix ‘-ly’ without changing the base word, even if it means creating a double consonant e.g. final = finally. However there are exceptions, especially where the word ends in ‘-le’. Here the rule is ‘drop the ‘-le’ before adding ‘-ly’ e.g. reasonable = reasonab +ly = reasonably. NB not ‘reasonablly’.

**Administrative**

The root verb here is ‘to minister’ from the Middle English ‘ministrer’. This has evolved into
Spelling continued

Commentary continued

9 ‘administration’ and ‘administrative’. These words follow no particular spelling rules and are best learnt by heart.

Existence

The root of this word is ‘exist’ from the Latin ‘existere’. ‘Exist’ is an example of a spelling that follows no particular rule and is a word best learnt by heart. The use of the suffix ‘-ence’ as opposed to ‘-ance’ is open to complex theories and rules about which Latin verbs take the suffix ‘-ence’ or ‘-ance’ in order to form ‘existence’ or ‘existance’; however there are many exceptions and this spelling is also one probably best learnt by heart.
Dear Parent,

Thank you for supporting your child’s interest in their trip to France. I have now given the tour company (TravelBound) our final numbers.

Teachers will accompany and supervise the pupils, who have all been on the trip before and are familiar with the arrangements.

Unfortunately, owing to only 15 pupils wanting to take part in the trip, the cost has now risen to £250. However, those taking part are enthusiastic.
Now is the time to:

organise travel arrangements to the station; arrange currency for your son/daughter; check that the passport is valid; you should arrange insurance for your son/daughter.

organise travel arrangements to the station; arrange currency for your son/daughter; check that the passport is valid; arrange insurance for your son/daughter.

organise travel arrangements to the station; ordering currency for your son/daughter; check that the passport is valid; arrange insurance for your son/daughter.

arrange insurance for your son/daughter; arrange currency for your son/daughter; check that the passport is valid; organised travel arrangements to the station.

I will be writing to you again next week. By then I

heard back from TravelBound with a full itinerary for the trip.

should have

should of

may of

could have

Yours sincerely,

Commentary

General advice:

These questions will test your ability to recognise where writing fails to conform to the conventions of written Standard English.

In these grammar tasks you are required to complete a passage of text. You are asked to do this by selecting the best of the given alternatives at the points where there are blank lines. You will need to be sure that you have made the best overall set of choices. In each case your answer should:

• be grammatically acceptable according to the rules of written Standard English;
• make good sense within the context, i.e. it should connect coherently and logically with the surrounding text;
• be consistent with the style and the tone used in the text as a whole;
• express meaning clearly and concisely in line with the writer’s purpose and intended audience.
This question tests your ability to recognise sense, clarity and freedom from ambiguity when using related participles.

Correct answer: C. All the teachers who will accompany and supervise the pupils have been on the trip before and are familiar with the arrangements.

This sentence is unambiguous. It clearly states that all accompanying teachers have been on the trip before and know what to do.

Option A
In this sentence two participles are separated from the nouns to which they relate. As a result this implies that the pupils have all been on the trip before and are familiar with the arrangements.

Option B
In this sentence one participle has become wrongly attached; this implies that the teachers will supervise pupils that are familiar with the arrangements.

Option D
In this sentence one participle has been incorrectly attached to ‘pupils’; this suggests that only the pupils who have been on the trip before will be accompanied by teachers familiar with the arrangements.

This question tests your ability to recognise professional suitability and style with reference to word redundancy or tautology.

Correct answer: D. Unanimously.

In spoken form the same point can sometimes be repeated for emphasis. However, in the written form, especially where the idea is already expressed or understood in an existing word, this repetition suggests lack of clear thinking. In this case the word ‘unanimously’ does not need to be accompanied by a word of similar meaning.

Option A
As these words have the same function and meaning, both are not needed in the sentence.

Option B
As these words have the same function and meaning, both are not needed in the sentence.

Option C
As these words have the same function and meaning, both are not needed in the sentence.

This question tests your ability to recognise professional suitability and style with reference to non-parallelism in lists.

Correct answer: B. organise travel arrangements to the station; arrange currency for your son/daughter; check that his/her passport is valid; arrange insurance for your son/daughter.

Where a list is preceded by a stem such as ‘Now is the time to: … …’ every item in that list should be in grammatical agreement with the stem. This is the only option where all items on the list are in agreement with the stem.
Grammar A continued

Commentary continued

Option A
The final item on the list is not in agreement with the stem.

Option C
The second item on the list is not in agreement with the stem.

Option D
The fourth item on the list is not in agreement with the stem.

This question tests your ability to recognise correctly written Standard English.

Correct answer: A. Should have.

In spoken English, expressions using the modal verbs such as ‘should’ve’ (should have) or ‘might’ve’ (might have) are often written, in error, as they are pronounced: ‘should of’ or ‘might of’.

Option B
This should be written as ‘should have’.

Option C
This should be written as ‘may have’.

Option D
The verb ‘could’ is wrongly used in this context.
The verb ‘could’ is used to describe only a general possibility about something happening; ‘should’ is used to make a more positive assumption.
This is an extract from a note to parents of Year 11 pupils about consultation evenings.

Parent/Pupil Consultations Appointments (Year 11)

Your son/daughter will shortly be receiving a progress report on his/her performance. The report is addressed to the pupils; we believe that in this way the pupils

became
has become
become
was becoming

more responsible for their own learning. However, we also know that parents play a key role, and therefore pupils are strongly encouraged to show you their report. You will have an opportunity to discuss its contents with subject teachers

what
who
which
whom

will be at one of the three consultation meetings listed overleaf.
In addition to subject teachers, will be available for consultation on any general issues.

- the year head and I
- me and the year head
- both the year head and me
- the year head and me

Due to the delayed Year 9 trip to France, Mrs Sutterby, who been at the consultation evening, will be unable to attend.

- would of
- should of
- could have
- should have

**Commentary**

**General advice:**

These questions will test your ability to recognise where writing fails to conform to the conventions of written Standard English.

In these grammar tasks you are required to complete a passage of text. You are asked to do this by selecting the best of the given alternatives at the points where there are blank lines. You will need to be sure that you have made the best overall set of choices. In each case your answer should:

- be grammatically acceptable according to the rules of written Standard English;
- make good sense within the context, i.e. it should connect coherently and logically with the surrounding text;
- be consistent with the style and the tone used in the text as a whole;
- express meaning clearly and concisely in line with the writer’s purpose and intended audience.

This question tests your ability to recognise correctly written Standard English with reference to a lack of agreement between subject and verb.

**Correct answer:** C. become.
Commentary continued

From the options given, this is the only correct tense and plural form possible within the meaning of this context.

Option A
This is the wrong tense for the context of this passage.

Option B
This is the singular form and is not in agreement with the plural subject ‘pupils’.

Option D
This is in the wrong tense (past) and is also a singular form of the verb, not in agreement with the plural subject ‘pupils’.

This question tests your ability to recognise correctly written Standard English with reference to the use of relative pronouns.

Correct answer: B. who

From the options given, this is the only correct relative pronoun that can be used in this context.

Option A
The pronoun ‘what’ cannot be used to introduce a subordinate clause about ‘teachers’; it is as an interrogative pronoun.

Option C
The pronoun ‘which’ cannot be used to introduce a subordinate clause about ‘teachers’; it is used to refer to objects.

Option D
The pronoun ‘whom’ cannot be used in this context to introduce a subordinate clause about ‘teachers’; it is used to indicate the object of a verb.

This question tests your ability to recognise correctly written Standard English with reference to noun/pronoun agreement.

Correct answer: A. the year head and I

The pronoun ‘I’ should only be used as the subject of a sentence (doing the action) and ‘me’ as the object (the one the action is being done to).

Option B
The pronoun ‘me’ should not be used as the subject.

Option C
The pronoun ‘me’ should not be used as the subject.

Option D
The pronoun ‘me’ should not be used as the subject.
This question tests your ability to recognise correctly written Standard English.

Correct answer: D. Should have.

In spoken English, expressions using the modal verbs such as ‘should've’ (should have) or ‘might've' (might have) are often written, in error, as they are pronounced: ‘should of’ or ‘might of’.

Option A
This should be written as ‘would have’.

Option B
This should be written as ‘should have’.

Option C
The verb ‘could’ is wrongly used in this context.
The verb ‘could’ is used to describe only a general possibility about something happening; ‘should’ is used to make a more decisive and positive assumption.
Complete the following passage. Select the best of the given alternatives at the points at which there are blank lines. Click on one of the choices and drag it to the relevant blank line.

To change your answer, click and drag the answer back to the box, then click and drag an alternative choice. You will need to check that you have made the best overall set of choices for completing the passage.

This is an extract from a note distributed to all Year 7 pupils.

FOR THE ATTENTION OF ALL YEAR 7 PUPILS

REFUNDABLE BOOK DEPOSIT

At the beginning of term, pupils are required to pay a refundable deposit. This year it will be £30.00, which will be refunded at the end of your time in school. You will be entitled to a complete refund of your deposit provided the condition of the returned books to be reasonable.

The school has the right to withhold money from the deposit to meet the cost of any damage to the books.
Commentary

General advice:

These questions will test your ability to recognise where writing fails to conform to the conventions of written Standard English.

In these grammar tasks you are required to complete a passage of text. You are asked to do this by selecting the best of the given alternatives at the points where there are blank lines. You will need to be sure that you have made the best overall set of choices. In each case your answer should:

- be grammatically acceptable according to the rules of written Standard English;
- make good sense within the context, i.e. it should connect coherently and logically with the surrounding text;
- be consistent with the style and the tone used in the text as a whole;
- express meaning clearly and concisely in line with the writer’s purpose and intended audience.

1 This question tests your ability to recognise correctly written Standard English with reference to the agreement between subject and verb.

Correct answer: B. is considered.

In this sentence ‘the condition’ is the subject of the verb. From the options available and in this context, this is the only correct answer.

Option A
This is incorrect as it implies that the condition will be considered acceptable.

Option C
This is incorrect as the verb is plural but ‘condition’ is singular.

Option D
The pronoun ‘they’ is ambiguous; it implies that the books are doing the considering.

2 This question tests your ability to recognise correctly written Standard English with reference to inappropriate or incomplete verb forms.

Correct answer: B. to withhold.

Sometimes part of a verb can be omitted, or the wrong form of the verb can be used. From the options given, this is the only correct answer.

Option A
Within this context, the school has the right ‘to’ something, rather than the right ‘of’ something. The ‘right of withholding’ is a more awkward way of saying ‘the right to withhold’.

Option C
The use of the preposition ‘over’ with this form of the verb is a more confusing way of saying ‘the right to withhold’.

Option D
The phrase ‘the right of withhold’ does not make as much sense as ‘the right to withhold’.
Advanced skills teachers have significantly improved the quality of teaching and learning, says Ofsted

Advanced Skills Teachers (ASTs) have helped significantly to improve teaching and learning in more than three quarters of the secondary schools and two thirds of the primary schools inspected as part of an Ofsted survey into the government scheme, according to a report launched by Ofsted today.

Advanced Skills Teachers were introduced by the government in 1998 to help schools attract and retain excellent classroom teachers, increase staff motivation, raise pupils’ achievement levels and broaden the skills and knowledge base of schools. The survey found ASTs are generally skilled teachers who promote high standards in their home schools as well as in their outreach work.

The report reveals that the management and deployment of ASTs have improved recently, largely as a result of more active management by Local Education Authorities (LEAs) of their outreach work. It also showed that ASTs lead good training sessions for other teachers and are effective in improving teaching and learning. Secondary ASTs, in particular, often provide very good support for newly qualified and trainee teachers.

Ofsted’s Director of Inspection, David Taylor, said:
“This report shows that the AST programme has become more and more effective in the majority of schools. It is gratifying to note the direct and positive impact on the quality of teaching and learning.”

Areas for improvement in the AST scheme were also highlighted by inspectors, who found:
• procedures are rarely in place for schools to make clear judgements about the value for money ASTs are providing;
• the training needs of the teachers and the schools with which the ASTs work, and the criteria for measuring their success in meeting these needs, are not always sufficiently clearly identified;
• performance management is generally not used effectively to channel and support the ASTs’ work or their development needs;
• primary ASTs find it difficult to plan their outreach commitments as the time they can give to their support role is frequently unspecified by their headteachers;
• LEAs’ support and management of ASTs’ outreach activities is essential;
• a few primary school headteachers struggle to cover lessons effectively when the ASTs work away from their own classrooms, relying on daily supply cover;
• schools in ‘special measures’ or having ‘serious weaknesses’ have particular difficulties in attracting suitable applicants for AST posts.

Mr Taylor concluded:
“I hope that schools will note the clear pointers to areas for the future development of the scheme, especially its ‘outreach’ functions. However, this is an encouraging report, which underlines just how crucial good teachers are in school improvement.”
This report is based on a survey of the work carried out by ASTs in primary, secondary and special schools by HMI in 2002/03. The report provides examples of good practice along with suggested action points for LEAs and schools.


Select three phrases from the list below to complete the bulleted list. Click on your choices one at a time and drag them to the bullet points. The last bullet point has been completed for you.

- ASTs have managed to attract and retain excellent students;
- ASTs have been able to benefit from first-rate training sessions that have improved their teaching;
- LEAs have concentrated their work on raising the standards in all ASTs' home schools;
- ASTs have provided good support for newly qualified teachers;
- ASTs have become more effective by taking on board the improvements recommended by Ofsted inspectors;
- The programme has become increasingly successful in the majority of schools;
- ASTs have dramatically raised the quality of teaching and learning especially in their home schools;
- ASTs are accomplished teachers who have promoted high standards in both their home and their outreach schools;

The AST (Advanced Skills Teachers) programme has been praised in the Ofsted report because:

- ASTs have helped to improve the quality of teaching and learning.
Commentary

This task is about completing a bulleted list of Ofsted’s reasons for praising the AST programme.

General advice: Study the example (fourth bullet point) and see how it relates to both the stem (The AST programme has been praised in the Ofsted report because:) and the extract. Next, study the list of eight possible reasons why the AST programme has been praised. Now select three statements, in addition to the one that has already been provided, which give clear and accurate reasons for Ofsted’s praise. Finally, when you have selected your answers, check them against the text for accuracy.

Answer 1: The programme has become increasingly successful in the majority of schools;

Advice: Look at the first paragraph. This is very close in meaning to the answer and explicitly states that ‘ASTs have significantly helped to improve learning and teaching in more than three quarters of the secondary schools and two thirds of the primary schools inspected…’.

Answer 2: ASTs are accomplished teachers who have promoted high standards in both their home and their outreach schools;

Advice: Look at the last sentence in the second paragraph. This is very close in meaning to the answer and explicitly states that ‘The survey found ASTs are generally skilled teachers who promote high standards in their home schools as well as in their outreach work.’

Answer 3: ASTs have provided good support for newly qualified teachers;

Advice: Look at the last sentence in the third paragraph. This is very close in meaning to the answer and explicitly states that ‘Secondary ASTs, in particular, often provide very good support for newly qualified and trainee teachers.’

Remaining distracters include statements that summarise the aims of the AST programme rather than the results as praised by Ofsted.
Read the statements below and decide which refer to:

The Local Education Authority (LEA)
Advanced Skills Teachers (AST)
Ofsted (O)

Click on your answer choice, and drag it to the box beside each statement.

- LEA
- AST
- O

- Their support of outreach activities is vital.
- They are impressed with the direct and positive impact on the quality of teaching and learning.
- They improved teaching and learning in more than three-quarters of secondary and two thirds of primary schools inspected.
- They suggest action points for teachers and schools in the future.
- Their purpose is to increase staff motivation, raise pupils’ achievement levels and improve skills of schools.

Commentary

General advice: Each of the five statements links to only one of the three categories. Read the extract carefully and look for a link to the three categories that matches up to any of the five statements.

Statement 1: Their support of outreach work is vital.
Answer: LEA
Advice: Look at the fifth bullet point in the second half of the extract. ‘LEAs’ support and management of ASTs’ outreach activities is essential.’ This is very close in meaning to statement 1, which clearly refers to the LEA.

Statement 2: They are impressed with the direct and positive impact on the quality of teaching and learning.
Answer: O
Advice: Look at the last sentence in paragraph four. This is a statement from Ofsted that says: ‘It is gratifying to note the direct and positive impact on the quality of teaching and learning.’ This is very close in meaning to statement 2, which clearly refers to the quote from Ofsted.

Statement 3: They improved teaching and learning in more than three quarters of secondary and two thirds of primary schools inspected.

Answer: AST

Advice: Look at the first paragraph. ‘ASTs have helped significantly to improve teaching and learning in more than three quarters of the secondary schools and two thirds of primary schools.’ This clearly links statement 3 to ASTs.

Statement 4: They suggest action points for teachers and schools in the future.

Answer: O

Advice: The statement refers to what should happen in the future. Look at the last but one paragraph. This is a concluding statement from Ofsted’s Director of Inspection. He states, “I hope that schools will note the clear pointers to areas for the future development of the scheme”. This is very close in meaning to statement 4; in the extract it is Ofsted who are suggesting pointers i.e. action points for schools (and by implication, teachers) for the future. It might be tempting to assume that this statement refers to ASTs in paragraph four. However, that action in the training sessions provided by ASTs is already happening.

Statement 5: Their purpose is to increase staff motivation, raise pupils’ achievement levels and improve skills in schools.

Answer: AST

Advice: Look at the second paragraph. ‘ASTs were introduced by the government in 1998 to help schools attract and retain excellent classroom teachers, increase staff motivation, raise pupils’ achievement levels and broaden the skills and knowledge base of schools.’ This clearly links statement 5 to ASTs.
Read each of the statements about the AST (Advanced Skills Teachers) programme and decide whether:

- the statement is supported by the text (S);
- the statement is implied to be the case or is implicitly supported by the text (I);
- the text provides no evidence or information concerning the statement (NE);
- the statement is implicitly contradicted or implicitly refuted by the text (IC);
- the statement is explicitly contradicted or refuted by the text (C).

Drag the appropriate category letter(s) to the box besides each statement.

- S
- I
- NE
- IC
- C

1. **Up to now the deployment of ASTs has left room for improvement.**
   - Answer: I (implied to be the case)
   - Advice: The statement is about the deployment or strategic use of ASTs. Look at the first sentence in paragraph three. ‘The report reveals that the management and deployment of ASTs have improved recently, largely as a result of more active management by LEAs of their outreach work.’ This clearly implies that up to now (i.e. until recently) the deployment of Advanced Skills Teachers has not been entirely satisfactory.
Statement 2: The AST programme has been very helpful to newly qualified teachers.
Answer: S (supported by the text)
Advice: Look at the last sentence in the second paragraph: ‘Secondary ASTs, in particular, often provide very good support for newly qualified and trainee teachers.’ This is very close in meaning to statement 2; it is supported in the text.

Statement 3: Successful applicants for AST posts receive a higher salary and are good value for money.
Answer: NE (no evidence)
Advice: Look at the first bullet point, ‘procedures are rarely in place for schools to make clear judgements about the value for money ASTs are providing.’ If, as the report states, there are no mechanisms in place to make these conclusions, then there can be no evidence to support statement 3. Further, there is no evidence of any mention in the extract about the salaries of ASTs.
Spelling

1. Complimentary
2. Disapproving
3. Preferred
4. Achievable
5. Meticulous
6. Detrimental
7. Subsequently
8. Particularly
9. Administrative
10. Existence
Grammar A
1. C. All the teachers who will accompany and supervise the pupils have been on the trip before and are familiar with the arrangements.
2. D. unanimously
3. B. organise travel arrangements to the station; arrange currency for your son/daughter; check that his/her passport is valid; arrange insurance for your son/daughter.
4. A. should have

Grammar B
1. C. become
2. B. who
3. A. The year head and I
4. D. Should have

Grammar C
1. B. Is considered
2. B. To withhold
Comprehension A

A  The programme has become increasingly successful in the majority of schools;
B  ASTs are accomplished teachers who have promoted high standards in both their home and their outreach schools;
C  ASTs have provided good support for newly qualified teachers;
D  ASTs have helped to improve the quality of teaching and learning.

Comprehension B

LEA
O
AST
O
AST

Comprehension C

I
S
NE