

Colour key:

**Yellow** = names and key words in text/question

**Blue** = part of text where answer can be found (usually synonyms)

**Green** = gap fill answers (actual words used, not synonyms)

**Yellow** & **blue** = definition match answers (paragraph 7, Qs 30 & 31)

**Blue** = (Qs 32 & 33)

**Read the article below and attempt the questions that follow.**

**Questions 22–26: Choose the correct answer and tick (✓) one box.**  
**(Refer to paragraphs 1-5)**

1. The Swedish teenager Greta Thunberg has been **missing school** once a week in order to protest outside her country's parliament because not enough is being done to combat global warming. **Initially**, she **lacked supporters**. Her **solo effort** has since grown and spread to countries around the world including Germany and Australia, as thousands of teenagers join the **school strike**. This issue is proving a difficult one for educators.

**Q 22.** The **school climate strike began** with

**A mass action.**

**B individual action.**

**C small-group action.**

**D international action.**

2. **School leaders** are facing tough choices over pupils joining the next nationwide climate strike, caught between their **duties as teachers enforcing discipline on the one hand and their instincts as educators on the other (hand).**\* Thousands of school pupils in the UK are

expected to walk out of lessons to show their concern about the threat of escalating climate change.

**Q 23.** The writer implies that **school leaders' 'instincts as educators'** should motivate them to

**A allow pupils to strike.\***

**B force pupils to attend school.**

**C join the strike themselves.**

**D take action on climate change.**

\*'enforcing discipline' is the opposite of 'allowing pupils to strike' ('instincts as educators'); on the one hand... on the other (hand)'.

3. **Layla Moran**, the education spokesperson for the Liberal Democrat Party and a former science teacher, said she will be joining a rally in Oxford and urged school leaders to allow pupils to join the protests. "I absolutely understand the frustrations that teachers and schools may have with these strikes. **However, I would describe this as a teachable moment,**" said Moran, the MP for Oxford West. "I hope educators see this in the **positive light** it is meant and equally hope those students act sensibly by making sure adults know where they are and making up the missed work."

**Q 24.** **For Layla Moran, the most important thing** about the strike is that

**A people should join the rally in Oxford.**

**B teachers will be frustrated by pupils' absences.**

**C it gives a chance for real learning to take place.**

**D students should make up the missed work.**

**Be careful!** 'rally in Oxford' (A), 'frustrations' (B), 'making up missed work' (D) are all mentioned in the text but **for Layla Moran, the most important thing (positive light) is it gives a chance for real learning to take place (a teachable moment).**

4. But the National Association of Head Teachers (NAHT), which last week offered some support for those joining the strike, gave a more hard-headed assessment to its members as the day of the action approached. "Pupils should only be out of school in exceptional circumstances. Whilst **headteachers** support the right of young people to express themselves, pupils should be in school during term time," the union said. "While a **school leader's** role is to ensure children attend school, it is right that individual **school leaders can decide how best to respond** to any proposed protest by students in their school on Friday."

**Q 25. The NAHT**

**A has kept its position unchanged in the run-up to the strike.**

**B says there are many reasons for pupils to be out of school.**

**C supports pupils' right to express themselves by striking.**

**D leaves the final decision about the strike to headteachers.**

**Look for synonyms: headteachers = school leaders**

5. **Geoff Barton**, who heads the Association of School and College Leaders, said: "While we understand the strength of feeling over the very important issue of climate change, **we would urge pupils against walking out of school. Crucially, it is extremely disruptive for a school to have to deal with unauthorised absences.**\* There's also the fact that pupils will be missing out on important learning time."

**Q 26. Geoff Barton's priority is**

A respecting pupils' strength of feeling.

**B keeping schools running smoothly.**\*

C recording unauthorised absences.

D maintaining children's learning time.

\*'Disruptive' is the opposite of 'running smoothly'. Geoff Barton is arguing against schools being disrupted (by having to deal with unrecorded absences).

**Be careful!** 'strength of feeling' (A), 'unauthorised absences' (C), 'learning time' (D) are all mentioned in the text but they are not Geoff Barton's priority (the word 'crucially' tells us what is a priority (most important thing) for Geoff Barton).

**Questions 27–29: Complete each gap with ONE WORD ONLY from the text. (Refer to paragraph 6)**

6. Chris Keates, general secretary of a union representing almost 300,000 classroom teachers, said young people were right to be concerned about climate change but warned that teachers had genuine safeguarding issues to consider. (Q.27) "It's not appropriate for pupils to just walk out of school. The young people organising this are potentially putting themselves and others at risk by simply walking out of school," Keates said. "Teachers take their responsibility for pupils' welfare\* (Q.27) seriously and while they may have sympathy for the cause they will not be able to condone pupils just leaving. (Q.28) A well-planned, accessible demonstration (Q.29) of young people at a weekend or during a holiday would enable thousands to participate meaningfully."

**Q 27.** Chris Keates is worried about schools' roles in the **safeguarding/welfare**\* of pupils. \*'safeguarding' is the most obvious answer, but 'welfare' is also acceptable.

**Q 28.** Keates does not think that teachers will **condone** random walkouts.

**Q 29.** Keates suggests it would be better to **organise a protest that is accessible** to everyone.

7. Government guidance says unauthorised absences must be recorded as a matter of law but gives room for headteachers to approve absences in "exceptional circumstances". With the strike taking place on the final day before half-term holidays in many parts of England, some schools may adopt a relaxed attitude. But others have already informed their students any absence will be noted as unauthorised. In a letter to the Guardian, however, a group of academics said they offered "full support" to the school strikers. "When politicians **repudiate** their **responsibility** to secure the future for generations to come, they have failed in their most essential **duty** of **stewardship** of our environment. The 'social contract' is not working, and it is therefore our moral duty to bypass the government's inaction and to rebel to defend life itself." it said.

**Q 30.** Which word in paragraph 7 means 'refuse to accept'?  
**repudiate**

**Q 31.** Which word in paragraph 7 means 'the job of taking care of something'?

**stewardship/responsibility/duty** \*all are acceptable but remember to write ONE WORD ONLY!

Questions 32–33: Choose the correct answer and tick (✓) one box.  
(Refer to **the whole text** for your answer).

**Q 32. The text tells us that**

A schools will use the strike as a learning opportunity. (No, only Layla Moran suggests that they should)

B pupils are concerned about safety and disruption. (No, the pupils are concerned about climate change not safety and disruption)

**C concerns are shared by both Heads and teachers. (Correct!)**

D the government has given clear guidance on the strike. (No, 'Government guidance says unauthorised absences must be recorded as a matter of law but gives room for headteachers to approve absences...' 1<sup>st</sup> sentence, paragraph 7)

**Q 33. This text mainly focuses on**

**A educators' attitudes to the strikes.** (all opinions quoted are from teachers, headteachers, educators) **Correct!**

B school pupils' views of the strikes. (No, the main focus is not on the pupils' opinions)

C reasons in favour of the strikes. (No, reasons in favour of the strikes are mentioned but this is not the main focus)

D reasons against the strikes. (No, reasons against the strikes are mentioned but this is not the main focus)

**Hint:** Reading the highlighted parts of the whole text will help you answer questions 32 & 33.