


A learning curve

9.1

Happy days?

LISTENING AND TOPIC VOCABULARY

A

 You'll hear three people remembering their schooldays. Fill the gaps in these notes:

- 1 **Ruth**, at her comprehensive school in Wales, hated lessons because the teacher, Mr James, seemed to She didn't like because at 14 she didn't appreciate the of science.
- 2 **Sarah's** favourite subject at her school in England was The teacher not only had a passion for her but also
- 3 **Christine** describes four phases in the way the girls viewed the boys at her school in Scotland:
 - a From the ages of 5 to 10 she thought the boys were
 - b From 10½ to 14 the girls thought the boys were
 - c At 14 or 15 they admired the older boys but their contemporaries were
 - d In the sixth form the boys and girls formed lovely
- 4 Christine remembers Miss Rae, who was a Pupils who made spelling mistakes were Anne Black was punished because she was and she spelt words in the way she them. Since that time Christine has always of teachers intimidating pupils.

B



Compare your reactions to the interviews:

- Did you have any similar experiences at school?
- What is the point of going to school? What should the aims of education be?
- Is it better to specialise or to have a broad education?
- What should be the balance between a theoretical, academic approach and a more practical, vocational education?

C



Discuss which of these words and phrases have similar meanings, or are used in similar situations. In some cases there are various ways of linking them. Underline one word in each list which seems to be the odd one out and is NOT connected with education or training.

- 1 award grant loan prize reward scholarship
award → grant → scholarship grant → loan prize → award
reward isn't connected with education, unless discussing its rewards or pleasures
- 2 certificate degree diploma doctorate licence recommendation
 reference testimonial
- 3 article assignment composition dissertation essay paper report thesis
- 4 comprehensive school grammar school gymnasium junior school kindergarten
 law school medical school nursery school primary school secondary school
- 5 BA bachelor BSc doctorate first degree MA master's MSc PhD
- 6 credits grades marks numbers scores
- 7 continuous assessment evaluation examination questionnaire study test
- 8 class conference lecture seminar study group
- 9 apprentice contestant freshman graduate
 participant post-graduate pupil schoolchild
 student trainee undergraduate
- 10 academic year financial year half-term holiday
 semester term vacation
- 11 correspondence course degree course distance learning course
 evening course part-time course race course sandwich course
- 12 associate professor business associate coach don instructor
 lecturer professor teacher trainer tutor







D Look at the photos and discuss these questions:


- What are the pros and cons of the kinds of schools shown?
- What do you remember most fondly about being in primary school?
- Describe your favourite primary school teacher.
- What did/do you enjoy most at secondary school? What did you dislike most?
- Which were/are your favourite subjects? Why?
- Describe a typical school day for a secondary school pupil in your country.
- How much do you think on-line learning is replacing classrooms?

9.2 Writing an application

COMPOSITION

A  Imagine that you are attending an interview for a job or for a place on a higher education course. Describe your own education to your partner, concentrating on your achievements and the qualifications you have attained. Take it in turns to be the interviewer.

B **1**  Imagine that you are keen to apply for the scholarship in this advertisement. Note down some reasons why YOU would benefit from learning Japanese.

2  Compare your notes with a partner.

(If you *are* Japanese, write an application for a similar scholarship, offered by the same organisation, to learn another language, such as Spanish or German, but not English.)

SAKURA SCHOLARSHIP SCHEME



Learn Japanese in Japan

Sakura Scholarships offer students the opportunity of taking part in a three-month Japanese language course in the historic city of Kyoto. The Scholarship covers free accommodation, meals and tuition. Return air fares between their country of residence and Osaka are paid, and \$1000 pocket money is also provided.

To apply for one of these Scholarships, you should write 300–350 words describing your own education so far, and giving reasons why you think you would benefit from participation in the Sakura Scholarship Scheme.

The closing date for applications is February 1. Applicants who have been selected for the short list will be notified by March 31. The final selection will be made on the basis of interviews held during May.

Applications are open to all students, regardless of age, sex or nationality, and are also welcome from people who are not currently full-time students.

Please send your application to Ms Kyoko Matsumoto, Sakura Scholarship Scheme, Sakura Trading Co, 200 East Avenue, London E9 7PS

3  Write an appropriately dazzling application for the scholarship (300–350 words).

9.3 My lessons in the classroom READING AND WRITING SKILLS

A 1 Read this article, then look at the questions below and decide on your answers.

My lessons in the classroom

"You must be mad!" was the general comment of family, friends and colleagues. "Giving up a teaching post now, when there isn't much chance of finding another one, ever!"

"And what about all that lovely money you're earning, and all those long holidays!"

But I had already come to my lonely decision, after months of concealed suffering. I knew I could no longer continue in the teaching profession. To wake in the morning with a fear of the day ahead, to force a hasty breakfast down an unwilling throat, and then set off for work with pounding heart and frozen face had become habitual, and I had turned to tranquillizers to help me along.

It had not always been as bad as this. Ten years ago I managed well enough, and the holidays for rest and recuperation used to come round just in time.

But I, in common with most other teachers, am enormously self-critical, and I knew now that I was no longer "managing". My classes were noisy, the children were not learning very much, my attempts to cope with changing teaching methods were patchy, I had run out of enjoyment and enthusiasm. It was time to stop.

But was it all my own failure? In fairness to myself, I don't think it was. I had plenty of ideas, I loved my subject, and, by and large, I liked children.

I had been idealistic. But the reality I faced was bored children, over-stimulated by video-watching the night before and tired out by a late bedtime. They were children who were given the wrong food at the wrong time, who came breakfast-less to school and then stuffed themselves with gum, crisps and sweets bought on the way; who were "high" with hunger in the lesson before lunchtime and giggled restlessly as the smell of chips from the school kitchen came wafting to all floors.

There were children who absorbed all the smutty side of sex before they were 10, and were constantly teasing and titillating each other; bright, hard-working little girls who changed, under the pressures of peer group and advertising, into assertive, screeching empty-heads, with make-up in their pencil cases and a magazine concealed on their desks.

Then there were the ones from difficult homes, such as Simon, whose parents had split up after many years together and who was not wanted by either – his tired eyes flickered all round when I tried to remonstrate with him privately, and his pale face never stopped twitching. But he could bring chaos to my lessons with his sniggerings and mutterings.

The rudeness I had to put up with, and the bad language, appalled me. I had no redress, as the only form of punishment available was a detention, which meant keeping myself in too.

Sometimes parents could be contacted, and their help sought, but frequently they were as bewildered and incapacitated as we ourselves.

A frequent image came before me, as I lay in bed after an early waking – the maths room, after a "wet break", chairs turned over, books and orange peel on the floor.

The tenth year are due for their English lesson, so I come in and attempt to assert myself and restore order. Jeremy is telling jokes. Donna is cackling. Andrew is standing on a desk and yelling out of the window.

At one time my very presence in the doorway would have been enough to ensure a partial silence. Now they give a vague "Hello, Miss", and carry on.

I distribute the work sheets, expensively photocopied, and we try to start, but two slow girls are making noises: "Miss, I can't understand this!" And James is quietly reading his football magazine, Jeremy continues to tell jokes, more quietly now, and Michele bares her gum-filled teeth and urges Paul to shut his face.

I have been trying to create the basic conditions in which teaching becomes possible, but I have failed, and no longer have the stomach for the job. And that is why I'm giving up.

Anne Bonsall

2 Highlight the relevant information in the passage. Make notes on your answers to these questions:

- 1 Why were the writer's friends and family taken by surprise?
- 2 Why was the writer's heart pounding as she set off for work?
- 3 How well had she managed to adapt to new methods during her ten years' teaching?
- 4 Why did the hard-working little girls change?

- 5 Why was the writer unwilling to punish pupils who misbehaved?
- 6 Who are referred to as *we ourselves* in ¶11?
- 7 How do the tenth year English class react to the writer's entry into the room?
- 8 What is meant by *the stomach for the job* in the last line?

3 Write down your answers to the questions. Compare your answers.

B Find words or phrases in the passage that mean the same as these:

beating loudly incomplete hungry tell off laughing disrespectfully
way of putting things right unable to take action exercise control laughing shrilly

C Why doesn't the writer blame her lack of success as a teacher on her own shortcomings? Summarise the reasons in 50–70 words.

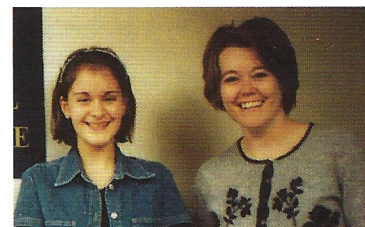
MAKE NOTES on the reasons. Compare your notes with another pair, and make sure you have only noted down the relevant information. Then write your summary.

In Part 5 of the Use of English Paper, when writing a summary, remember that you should try to use your own words and not quote directly from the passage. Make sure that you only select the required information – you'll lose marks if you write more than 70 words.

9.4 'It's just the most wonderful thing'

LISTENING

A You'll hear interviews with Sarah Wilson, a teacher at St Mary's School in Cambridge, and Claudine Kouzel, a sixth-former. Tick the boxes in Question 1 and write a word or short phrase in the boxes for Questions 2 to 8.



- 1 Sarah explains why she enjoys being a teacher. Tick the things she mentions:

the long holidays	<input type="checkbox"/>	helping students to manage their work	<input type="checkbox"/>
a good lesson	<input type="checkbox"/>	working with people	<input type="checkbox"/>
helping students to pass exams	<input type="checkbox"/>	making a contribution to students' lives	<input type="checkbox"/>
the funny things that happen	<input type="checkbox"/>	finding quick solutions to students' problems	<input type="checkbox"/>
communicating her love of English literature	<input type="checkbox"/>		

- 2 She says she needs the holidays to **2** who she is.

- 3 She doesn't like having to balance the needs of the **3a** with the needs of the **3b**.

- 4 She recommends teaching as a profession to someone who not only loves their **4a** but also likes **4b**.

- 5 Claudine is hoping to study **5a** at university, but she doesn't know if she'll do a **5b** before starting university.

- 6 Claudine enjoys school because she has her **6a** around, and she has the **6b** of her teachers.


- 7 It's hard for her to balance **7a** activities with her heavy **7b**.

- 8 She prefers a single-sex school because there are fewer **8a**, which helps her to **8b** on her work.

B Discuss these ideas:

- Would you like to be a teacher? Why (not)?
- What are the differences between St Mary's School and Anne Bonsall's school in 9.3?
- Is it usual for students to do a 'gap year' in your country? Why (not)?
- What are the qualities of a 'good student' or a 'good pupil'?

9.5 Question tags and negative questions GRAMMAR REVIEW

A  Discuss the differences in meaning or emphasis (if any) between the sentences.


- | | |
|---|--|
| 1 He didn't use to play squash, did he? | Didn't he use to play squash? |
| He used to play squash, didn't he? | Did he use to play squash? |
| He used to play squash, did he? | |
| 2 Isn't this a great party! | This is a great party, isn't it? |
| This is a great party! | What a great party! |
| 3 So you enjoyed my talk, did you? | So didn't you enjoy my talk? |
| So you didn't enjoy my talk? | So did you enjoy my talk? |
| 4 Isn't it strange that everyone thinks they are experts on education? | |
| It's strange that everyone thinks they are experts on education. | |
| 5 Didn't she do well in her exam! | Didn't she do well in her exam? |
| She did very well in her exam. | Did she do well in her exam? |
| How did she do in her exam? | |



B Add question tags to these sentences. Then rewrite the first four sentences as negative questions.

Apart from rhetorical questions, question tags and negative questions are rare in writing, except in personal letters.

- We'd better stop work soon, ?
- I'm right about this, ?
- You'd rather stay in bed than get up early, ?
- Anyone can apply for the scholarship, ?
- If we don't get a move on, there won't be much time left, ?
- Let's have a rest, ?
- Nobody anticipated what would happen, ?
- Do try to relax, ?
- He never used to study so hard, ?
- They ought to work much harder, ?

C  Listen to the recording and decide whether the speakers sound SURE or UNSURE about the information they're giving. You'll hear these examples first:

This is a great party, **isn't it!** ↘

= I'm sure – but I want you to agree

He used to play squash, **didn't he?** ↗

= I'm unsure – but I think you know

sure or unsure?

sure or unsure?

1	
2	
3	
4	
5	

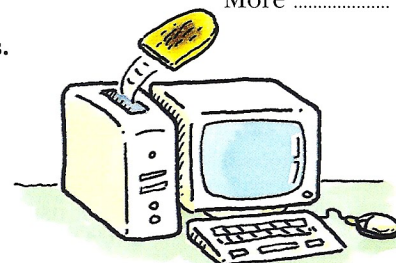
6	
7	
8	
9	
10	


D 1 Rewrite each sentence so that its meaning remains unchanged, using a question tag at the end, as in the example. The passive is required in each one.

- | | |
|--|--------------------------|
| 1 Experts are finding new ways of using computers all the time. | New uses |
| <i>New uses for computers are being found all the time, aren't they?</i> | |
| 2 One day robots and computers will do all our work for us. | All our work |
| 3 I don't think that computers could be installed in every classroom. | Computers |
| 4 No one has yet invented a robot teacher. | No robot teachers |
| 5 The government should pay teachers on results. | Teachers |
| 6 Students' parents often support them. | Students |
| 7 The government might raise the school-leaving age to 19. | The school-leaving |
| 8 Schools would have to employ more teachers in that case. | More |

2 Rewrite each of your passive sentences as negative questions.

Aren't new uses for computers being found all the time?




- A** 1  Look at the examples. What is the equivalent verb for each of the abstract nouns?

-ation	evaluation	evaluate	recuperation	recuperate	cooperation	administration
-ion	detention	detain	destruction	satisfaction	suspicion	
-ment	accomplishment	astonishment	enjoyment	punishment		


- 2  Form abstract nouns from these verbs, adding them to the appropriate list above.

apply	achieve	acknowledge	amuse	concentrate
contribute	describe	embarrass	encourage	explain
invent	isolate	justify	manage	negotiate
oppose	pronounce	receive	recommend	represent
				vary

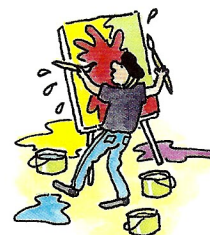




- B** 1  Look at the examples. What is the equivalent adjective or noun for each of the abstract nouns?

-ty	anxiety	anxious	reality	real	humility	seniority
-ance	brilliance	brilliant	insignificance	intolerance		
-ence	absence	presence	intelligence	reference		
-ism	realism	absenteeism	nationalism	optimism		
-ness	clumsiness	fairness	happiness	rudeness		
-ship	apprenticeship	relationship	scholarship	sponsorship		

- 2  Form abstract nouns from these adjectives and nouns, adding them to the appropriate list above.

authentic	available	careless	companion	creative	diffident	equal
extravagant	familiar	favourite	friend	generous	half-hearted	
honest	incompetent	inconvenient	independent	insolent	leader	
loyal	mischievous	narrow-minded	productive	professional		
relevant	reliable	self-confident	selfish	stable	symbolic	



- C**  →  Add two more nouns to each group in A and B, then compare your ideas with another pair.

- D**  What adjective is each of these nouns associated with, or derived from?

-dom	wisdom	wise	boredom	freedom					
-th	breadth	filth	health	length	stealth	strength	warmth	wealth	width
-cy	democracy	bureaucracy	delicacy	efficiency	fluency	frequency			
	inadequacy	inefficiency	redundancy	urgency					
and ...	delight	delighted	enthusiasm	hysteria	hunger	pride	sarcasm	success	

- E** Fill the gaps in these sentences with suitable nouns from A, B and D:

- 1 They apologized for the we had been caused.
- 2 We were sceptical about the of the statistics he had quoted.
- 3 She was full of for her job and her talk included a fascinating of a typical day's work.
- 4 Contending with in government offices leads to and delays.
- 5 Teachers should not show to individual pupils – their motto should be to each child and they should encourage among their pupils.
- 6 I didn't quite see the of the answer he gave and I asked him to give us some for it. His was totally convincing.
- 7 I have all the right for the job but I don't know what the salary will be, because the advertisement says that it's 'subject to'.
- 8 They want me to supply them with three character, as they are particularly interested in my qualities of
- 9 Two things I disapprove of are and
- 10 Two qualities I appreciate in a person are and



9.7 Managing your study time

READING



Read this article and then answer the multiple-choice questions opposite:

Managing your study time

I was in a student coffee bar during my first week at university soaking in the atmosphere when a lad from Oldham, of conspicuously cool and languid manner, announced calmly that he intended to get a first in classics. He would work 25 hours a week, study five hours a day on weekdays and leave the weekends free. That would be sufficient.

I was vaguely committed to endless hours of work. I imagined that at some point I would spend weeks of intensive study. The vice-chancellor had told us in his address to freshers to look at the person on either side and note that in all probability one of us would not be around the following year. The message struck home: I would turn myself into a paragon of academic virtue. I could see that the classicist in the coffee bar had got it all wrong, or was bluffing.

Three years later he sailed to his first whilst other friends struggled to very modest achievements. As I discovered when sharing his lodgings, he worked more or less to the plan he had outlined. He slept late in the mornings, only stirring himself if there was a lecture to attend. He played cards with the rest of us after lunch. Then he moved to his desk and stayed there till around seven. The evenings he spent more wildly than most – hence the late mornings. Nevertheless, when I came to look back I realised he had studied more than anyone else I knew. Through sticking assiduously to a modest but well-defined, realistic plan, he had achieved a great deal. He had enjoyed work much more, too. He argued that it was not possible to work productively at intensive intellectual tasks for more than a few hours at a time. I aimed to do much more. But I was easily distracted. By the time it was apparent that stretches of a day had slipped away, I felt so guilty that I blotted studies out of my mind, comforting myself with the thought of all the days which lay ahead.

I was too inexperienced at looking after my own affairs to realise I was already failing one of the major tests of studenthood, the organisation of time. I thought that success in studying was to do with how brilliantly clever and original you were; I had yet to discover that one of the central challenges of adult life is time management.

At school the work timetable was defined for us and teachers made sure we fitted all that was required into the school year. At university I was at sea. Time came in great undifferentiated swathes. What to do with it all? With 168 hours in a week — or 105, allowing nine a day for sleeping and eating — how many was it reasonable to spend on study? Individuals vary and different subjects make different demands. Nevertheless with a target you can plan your studies, not just stumble ahead in hope. The sketchiest of weekly timetables, setting aside 40 hours to

cover all study, is an invaluable aid in defining time. Then you can divide it into segments and use it strategically, rather than let it dribble away.

Defining what to do is harder. Take the booklists. How many books are students expected to read? How long should a book take? It took me so long to read just a few pages that I felt defeated when I looked ahead. Should I take notes? How many? What would I need them for?

I would sit in the library for a whole day, dipping into one book after another, often with glazed over eyes. What was my purpose? How would I know when I had achieved it? By comparison I went to lectures gratefully – at least I knew when they started and finished. Although my lecture notes weren't up to much, I could tell myself I had accomplished something, which would bring down my anxiety level.

Much later I discovered I could learn a great deal from a close reading of selected sections; that taking notes could sometimes be very satisfying and at other times was not necessary. The trick was to take control; to decide what I wanted to find out – something specific – and then work at it until I had taken in enough to think about for the time being.

Dividing big jobs into smaller sub-tasks helps to bring work under control, allows you to set targets and check your progress. There is so much pressure to be ambitious – to go for the long dissertation, to read the huge tomes. Yet achievement arises out of quite modest activities undertaken on a small scale. The trouble with the big tasks is that you keep putting them off. Their scope and shape is unclear and we all flee from uncertainty. The more you can define your work as small, discrete, concrete tasks, the more control you have over it.

Organising tasks into the time available can itself be divided into strategy and application. It is useful to think of yourself as “investing” time. Some tasks require intense concentration and need to be done at a prime time of day, when you are at your best and have time to spare. Others can be fitted in when you are tired, or as “warm-up” activities at the start of a session. Some, such as essay writing, may best be spread over several days. Some need to be done straight away.

There are few reliable guidelines. Essentially you have to keep circling round a self-monitoring loop: plan an approach to a task, try it out, reflect afterwards on your success in achieving what you intended and then revise your strategy.

Once you start to think strategically, you begin to take control of your studies rather than letting them swamp you.

Andrew Northedge

Choose the word or phrase which best completes each sentence:

- The vice-chancellor's speech the writer.
a amused b failed to convince c frightened d terrified
- The lad from Oldham's time at university was than the writer's.
a less successful b more fun c more intellectual d more strenuous
- While he was in the university library the writer
a couldn't concentrate c read books from cover to cover
b dozed off d worked hard
- Towards the end of his time at university the writer
a gave up hope c worked harder
b organised himself better d wrote a long dissertation
- The writer recommends
a studying for a short time every day c finishing one task before starting another
b studying only when you are alert d deciding when each kind of task is best done
- Circling round a self-monitoring loop* (§11) means
a approaching studies in a circuitous way c continuing to study for a long time
b planning your study methods d evaluating the success of your study methods

B

Highlight these words and phrases in the passage, and use a dictionary to look up the meanings of any you are unsure of. Make sure you look at the examples given as well as the definitions. Then look again at the words in context.

bluffing (§2) assiduously (§3) blotted out (§3) at sea (§5) segments (§5) strategically (§5)
dribble away (§5) dipping into (§7) glazed over (§7) prime (§10) swamp (§12)

C



Highlight FOUR phrases in the passage which you consider to be key phrases. Then compare your ideas with another pair and discuss these questions:

- Which of the advice given in the passage do you agree with?
- Which do you already follow? Which ought you to follow?
- How does a British university, as described in the passage, differ from a university in your country?

9.8

Reporting – 2

ADVANCED GRAMMAR

A



Each of the statements on the left is reported in two different ways. What is the difference in emphasis between the two reports on the right?

- | | |
|---|--|
| 1 "I'll be arriving tomorrow." | He told me that he would be arriving tomorrow .
He told me that he would be arriving the next day . |
| 2 "You should spend more time reading." | She advised me to spend more time reading.
She urged me to spend more time reading. |
| 3 "I don't think your plan will work." | He dismissed my plan as unrealistic.
He had doubts about the effectiveness of my plan. |
| 4 "I'll phone them soon." | He promised to make the call soon.
He said that he was going to make the call soon. |
| 5 "You're absolutely right." | She agreed .
She assured me that I was right. |

B

1 You'll hear the same words spoken in five different ways, each conveying a different attitude or mood. Select ONE adjective to describe each attitude:

1	
2	
3	
4	
5	

amazed angry depressed
diffident disappointed impressed
half-hearted heart-broken
hysterical sarcastic shocked

2 Write four sentences SUMMARISING what Speakers 2 to 5 said, imagining that you were the person addressed. For example:

1 The first speaker complained that my work hadn't improved and compared it unfavourably with everyone else's.



Use these verbs to report what the people said in as few words as possible. Then compare your sentences with a partner's.

assure claim congratulate disagree deny ✓ insist promise remind regret reproach suggest warn

- 1 "No, it wasn't me. I didn't borrow your bike." *She denied borrowing my bike.*
- 2 "I'll let you know as soon as they get here. OK?"
- 3 "Don't forget: you've got to hand in your work this evening."
- 4 "It's a shame you couldn't make it to the party last night."
- 5 "Well done! I always thought you'd pass."
- 6 "Don't worry, as long as you keep your head, you'll manage all right."
- 7 "You really must come and visit us next weekend!"
- 8 "I don't really think that what you said makes sense."
- 9 "If you park on this double yellow line, you'll get a ticket."
- 10 "You shouldn't have behaved like that. You should be ashamed of yourself."
- 11 "If I had more time, I'd help you with your work."
- 12 "Might it be a good idea if we all organised our time more efficiently?"



9.9 Progressive v. traditional methods

LISTENING AND COMPOSITION



1



Read this description of Summerhill School, then discuss these questions:

- What might you like and dislike about attending Summerhill?
- What do you think the drawbacks of Neill's approach might be?

HOME **INFORMATION** **NEWS**

Summerhill School is unique. It is a progressive, co-educational, residential school, founded by A. S. Neill in 1921; in his own words, it is a 'free school'. This does not mean, alas, that it is state funded. The freedom Neill was referring to was the personal freedom of the children in his charge. Summerhill is first and foremost a place where children can be free.


There are two features of the school which visitors usually single out as being particularly unusual. The first is that all lessons are optional. A school which compelled its pupils to go to lessons would be, at best, a travesty of freedom.

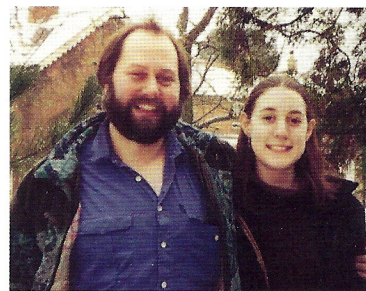
Many people suppose that no children would ever go to lessons if they were not forced to. How miserable their own school experience must have been, if lessons were so unpleasant as to inculcate this belief! At Summerhill, it is rare for a child to attend no lessons at all – at least, after the initial shock of freedom has worn off. But when it does happen, no pressure is applied to the child to start going to lessons.

The second particularly unusual feature of the school is the weekly Meeting, at which the school Laws are made or changed.

These Laws are the rules of the school, and the Meeting is attended by all members of the school. Changes to the Laws are made by democratic agreement; pupils and staff alike have exactly one vote each.

Internet zone

- 2  Beth Titchener is a pupil at Summerhill, Michael Newman is a teacher there. Listen to the interviews and choose the best answer for each of the questions.



Beth Titchener

- 1 Beth enjoys being a pupil at Summerhill because she can
 a skip lessons b make her own decisions c speak at the Meetings ☐ 1
- 2 She left her previous school because it
 a was boring b didn't give her enough freedom c made her unhappy ☐ 2
- 3 She attended all the Japanese lessons because
 a she wanted to understand her Japanese friends b the lessons were interesting
 c she thought Japanese lessons would be fun ☐ 3
- 4 Because pupils at Summerhill come from many different countries
 a British pupils are outnumbered b not everyone can speak English well
 c everyone is valued as an individual ☐ 4

Michael Newman

- 5 Michael enjoys teaching at Summerhill because
 a it's easy to control the classes b the teachers and kids are friends
 c everyone gets on really well with each other ☐ 5
- 6 To an outside observer his English lessons would
 a seem chaotic b appear disorganised c not seem unusual ☐ 6
- 7 Michael's previous job was teaching English
 a to Italians b in an English grammar school c in a community school ☐ 7
- 8 At the Meetings, Summerhill pupils learn how to
 a speak in public b value the opinions of younger pupils
 c make decisions about moral issues ☐ 8

3 Discuss these questions:

- What are your views on Summerhill and similar schools?
- Would you send your children to such a school? Give your reasons.
- What features of Summerhill ought to be a part of mainstream schools?
- What are your views on progressive v. traditional teaching methods?
- What are your views on comprehensive v. selective schools?

B In this section we'll concentrate on making and using notes when writing a composition with the clock running. Keep a record of how long each of the following steps takes you:

1 MAKE NOTES for an essay on this topic:

Give your views on progressive versus traditional methods of education (300–350 words).

2 EDIT your notes: eliminate the irrelevant points and the less important points. Decide on the best sequence of points.

3 Write your essay, timing yourself to see how long the whole process takes.

In the exam you'll have two hours to write two compositions, but this includes the time you need to decide which topics to choose, and time to check your work through for mistakes afterwards. Ideally, though, planning (including writing your notes) and actually writing each composition should take no longer than 50 minutes. It's not wise to allow a full hour for both.

*"I had all the right answers, but
I had them in the wrong order."*

