2 **Look at the sentences about a TV show. Read the text to decide if each sentence is correct (C) or incorrect (I).**

Tip: The sentences follow the same order as the text, but different words and expressions may be used in the sentences and the text.

1 ☐ Bethany learned about the TV show at school.
2 ☐ Bethany decided to apply after talking to Lou.
3 ☐ Bethany was disappointed because she didn't learn much on the interview day.
4 ☐ Bethany didn't expect to get onto the show because there was a limited number of places.
5 ☐ Staying quiet in classes was very difficult for Bethany.
6 ☐ In a Science lesson, Bethany learned about how people first landed on the moon.
7 ☐ Bethany didn't enjoy the 1950s homework, but she thinks it had some advantages.
8 ☐ It took Bethany longer than usual to write her essays.
9 ☐ Bethany loved the food in the 1950s school canteen.
10 ☐ Bethany thinks she will definitely continue to use the cooking skills she learned.

1950s School by Bethany Jones

Last year I saw an advert in a history magazine asking for young people to take part in a reality TV show called *1950s School*. The idea was to take a group of young people and transport them back to a 1950s school so they could experience what school life was like for teenagers at that time. At first, I wasn't particularly keen, but my friend Lou thought it was a great idea and she persuaded me to put my name forward.

To apply, we had to write about ourselves and why we were interested in the show, and then have an interview with the programme's director. The interview day was fun. They told us a lot about what our lives would be like for three months if we were accepted, although, unfortunately, we didn't get an opportunity to look round the school. I was really excited, but I didn't want to get my hopes up because there were loads of people there and I knew they only wanted fifteen. I was amazed a week later when I received a letter saying that they wanted me to take part.

I was surprised at how different the lessons were to our lessons nowadays. The teachers were all really strict, and in lessons we had to just listen and take notes and not talk at all. That was really hard for me because I love chatting! In Physics, we learned about space but not much was known at that time because this was ten years before people landed on the moon. And, of course, lessons like ICT didn't exist at all in the 1950s.

I found the homework quite boring. At my school we do a lot of projects, which I love. But at the 1950s school we had to just memorise a lot of facts. I really didn't enjoy that but actually, it's quite useful now because I can tell you all the capital cities of Europe! One of the hardest things was writing essays. I usually use my laptop for writing and I'm quite fast at typing, but it took me ages to write everything by hand.

One good thing was the school meals. I usually take sandwiches to eat at lunchtime, but in the 1950s all schools served hot meals at lunchtime. It was fun sitting eating with all the others in the canteen, although the food wasn't brilliant! The best part of the whole experience for me was the Cooking lessons. It was strange because only the girls learned Cooking, while the boys practised making things out of wood. But I loved learning how to make bread and cakes. That's one thing from the past that I'll definitely do more of in the future!

LIVEWORKSHEETS

3 These people are all working on a project about their ideal school. Below are descriptions of eight schools. Decide which school (A–H) would be the most suitable for each person (1–5).

Tip: Each person mentions two or three important points. Some of these points may be mentioned in more than one description, but only one description matches all the points.

1 ☐ Abbie wants to get good exam results so she can go to university. She would prefer small classes, with extra help for subjects she finds difficult. She is especially interested in History and would like to go to a boarding school.

2 ☐ Frank is very sporty and enjoys being physically active. He does very well in a teamwork environment. He sometimes finds it difficult to concentrate if lessons are too long.

3 ☐ Louise is very creative and enjoys lessons such as art and drama. She learns best through doing things, rather than through studying with books. She would like opportunities to be involved in performances at school.

4 ☐ Jamie doesn't like memorising lots of facts. He's interested in learning how to think for himself and learning skills that will be useful to him in his future working life. He doesn't want to go to a boarding school.

5 ☐ Paula is interested in lots of different subjects and enjoys exploring topics in a lot of detail. She's confident and hard-working and enjoys working alone. She enjoys helping younger children to learn.

Schools

A Grange Hill School

At Grange Hill School we believe in a modern approach to education, and our focus is on learning to learn rather than just taking in facts. We therefore offer lessons in critical thinking skills and problem solving, as well as practical subjects such as ICT, which will enable our students to succeed once they leave school and start their careers.

B King Edwards Academy

At King Edwards Academy we know that our traditional teaching methods work because our students achieve excellent exam results. Students are taught in large classes and there are regular tests to check their progress. At the same time, many of our students are creative, so we offer a range of after-school clubs where students can enjoy music and art activities.

C Mill Street School

We believe that it's important to educate the mind and body at the same time. Our school day starts with exercise and lessons are kept short to allow frequent breaks for students. Students are encouraged to work in groups and discuss their learning. The school has excellent sports facilities and all students are encouraged to take part.

D Helpton High School

Our belief is that students work best when they're studying things they're interested in. Our timetable allows plenty of free time for students, when they can work independently on projects they have chosen themselves. Older students have the opportunity to work with teachers and provide support for students just starting at the school.

E Queen Anne's School

Our students get great results, and over ninety percent continue their studies when they leave school. Teaching is done in small groups and, because students live at the school during term time, there is plenty of time for them to meet teachers in the evening if they need extra help. There are frequent trips to museums and other places of interest.

F Paston School

Paston School is a small community school with a friendly atmosphere. We specialise in teaching practical skills such as cooking and gardening, along with all the traditional school subjects. We believe that students learn best if they are calm and happy, so every day starts with a yoga and relaxation class.

G Bridgeport Academy

At Bridgeport Academy we believe that imagination, rather than memorising facts, is the key to successful learning. Our students do a lot of practical work and we encourage them to express themselves and use their own ideas. The school has its own art gallery and an excellent Drama department.

H Elmswood School

Elmswood School is a specialist science and technology school. Although lessons are taught in all subjects, there is a special emphasis on Maths, Science subjects and ICT. We are a boarding school with accommodation for about 800 students. Many of our students go on to become successful scientists or engineers.

LIVEWORKSHEETS