

Reading Passage 3

You should spend about **20 minutes** on **Questions 27-40**, which are based on **Reading Passage 3**.

Questions 27-34

Reading paragraph 3 has eight paragraphs, **A-H**.

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number, *i-ix*, in boxes **27-34** on your answer sheet.

LIST OF HEADINGS

- i. Good teachers don't get angry
- ii. Good teachers pick their moments
- iii. A narrow interpretation of who teachers are
- iv. Good teachers are also good students
- v. The importance of mastering teaching skills
- vi. Good teachers can admit they aren't all-knowing
- vii. Good teachers are able to tolerate ignorant students
- viii. The good teacher never blames another person for not already knowing
- ix. Good teachers need to be aware of the significance of postponing teaching tasks

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|-----|-------------|-------|-----|-------------|-------|
| 27. | Paragraph A | | 31. | Paragraph E | |
| 28. | Paragraph B | | 32. | Paragraph F | |
| 29. | Paragraph C | | 33. | Paragraph G | |
| 30. | Paragraph D | | 34. | Paragraph H | |

HOW TO BE A GOOD TEACHER

A. A discussion of how to be a good teacher sounds a little narrow – and probably not very relevant to most of us. Few of us want to be in a school, instructing children in some narrow academic subjects, which is what we overwhelmingly associate with the word ‘teacher’, the person in a rather frayed jacket in front of the class, the type who bored us rigid for long stretches of our early years.

B. However, teaching is far from being something that we only need to learn if we’re contemplating a career in education. Considered properly, teaching – by which we mean, the vital business of getting an important idea from one mind into another – is one of the most crucial life skills that any of us ever require. Every one of us, whatever our occupation, needs to become a good teacher, for our lives constantly require us to deliver crucial information with effectiveness into the minds of others. We can admit – quite candidly – that most of us have probably started off by being quite bad teachers. This is nothing to be ashamed of, like most things, teaching can, and must be learnt. What, then, are some of the prerequisites of the good teacher?

C. It seems paradoxical – once it is pointed out. But the truth is we often get very annoyed by the fact that another person doesn’t know something yet – even though we have never actually told them what it might be. Certain ideas can seem so important to us, we simply can’t imagine that others don’t already know them. We suspect they may be deliberately upsetting us by pretending not to have a clue. This attitude makes it unlikely that what we actually have to teach will make its way successfully into the unfortunate other person’s head. Good teaching starts with the idea that ignorance is not a defect of the individual we’re instructing: it’s the consequence of never having been properly taught. So the fault, rightly, really only ever belongs with the people who haven’t done enough to get the needed ideas into others’ heads: in other words, with you.

D. The more we need other people to know something, the less we may be able to secure the calm frame of mind which is indispensable if we are to have a chance of conveying it to them effectively. The possibility that they won’t quickly understand something that matters immensely to us can drive us into an agitated fury, which is the very worst state in which to conduct any lesson. By the time we’ve started to insult our so-called pupil, to call them a blockhead or a fool, the lesson is quite plainly over. No one

has ever learnt anything under conditions of humiliation. Paradoxically, the best sort of teachers can bear the possibility that what they have to teach will not be understood. It is this slightly detached, slightly pessimistic approach that stands the best chance of generating the relaxed frame of mind essential to successful pedagogy.

E. It's pretty humiliating to be in the learning position. Someone else has information you don't. That can be so irritating, the person learning may shut their ears and hate the alleged superiority of the one in the teaching role. That's why another fundamental skill of the good teacher is to admit that they are, in most areas of life, pretty ignorant and stupid. This might seem to undermine their authority. Far from it; it creates an atmosphere of goodwill and modesty which puts the pupil at ease. They might not know this particular thing that's being taught but they are, overall, not inferior to the teacher – and so they can dare to face up to their ignorance in a given area and submit to the discipline of having it nicely corrected.

F. As bad teachers, we tend automatically to try to teach a lesson at the moment the problem arises, rather than selecting a time when it is most likely to be attended to properly. Crises aren't the best times for a lesson. We might have to wait a long time, three days after an argument for example, in order to pick just the opportune occasion to deal with those issues. When our partner is stacking the dishwasher and humming a song might be wisest moment cheerfully and innocently to refer back to something that truly maddened us a little while back, but over which we were – at the time – sagely silent.

G. As we're beginning to see, the more desperate we feel inside, the less likely we are to get through to others effectively. It is deeply unfortunate that we typically end up addressing the most delicate and complex teaching tasks just when we feel most irritated and distressed. We suffer from a panicked feeling that if we don't jump on this right now, an issue is going to go on and on unchecked forever. Precisely not. We should be more confident that not jumping on an issue is what is in fact going to allow us to fix it properly a little way down the line.

H. Good teachers know that everyone has a lot to learn and everyone has something important to impart to others. We should never get incensed if someone is trying to teach us something and snap back, 'I wanted you to like me just as I am'. Only a perfect being would be committed to staying just as they are. For all the rest of us, good learning and

teaching are the only ways we'll ever be able to progress and that's why we should welcome them as the gifts they truly are.

Questions 35-36

Choose the correct letter, **A, B, C** or **D**.

Write the correct letter in boxes **35-36** on your answer sheet.

35. In the fourth paragraph, the writer suggests that

- A. We are easily prone to anger if we cannot understand important things quickly.
- B. Good teachers are willing to accept chances of failing to impart lessons to other people.
- C. Learning process is heavily affected by indirect insults.
- D. Teachers have to bear the responsibility for not trying to convey understandable messages.

36. In the sixth paragraph, the writer refers to "*three days after an argument*" to make a point that

- A. People can tackle teaching tasks more effectively when they are no longer in desperation.
- B. It would be better for people to solve problems immediately without talking.
- C. Being skilled at timing in solving problems is necessary.
- D. Crises require bad teachers to conduct lessons at the right time.

Questions 37-40

Complete the summary below.

Choose **NO MORE THAN THREE WORDS** from the passage for each answer. Write your answers in the boxes **37-40** on your answer sheet.

Because we associate (37) _____ so strongly with schools, it's natural to assume somewhere in our minds that 'teaching' is something most people leave behind as they grow up. We tell ourselves that it takes a very special type of person to be a teacher – and assume that we're just not cut out for that kind of role. But in truth, being a teacher is one of the most (38) _____ of human life. There is no alternative but to master the art of teaching. Teaching happens every hour of every waking day. But we've fatally misconstrued teaching as a specific professional job, when it's in actuality a role that everyone has to dip into continually. Whether we like it or not, things in life frequently (39) _____ us to teach, which means getting an insight, emotion, state of mind or a skill from your head into the (40) _____ of others.