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College, Cambridge. Peter Green and his friends Jack (big, dangerous) and Casey (small, sinister) face final examinations in English. Keen, they discuss their literary ideas. Peter, whose main study-aid is sexual pleasure, discards lissom Arabella, one of his two girlfriends. Competitive exams apparently subvert left-wing ideals. He alienates a don, Haggerty. Discoverer of literary 'covert plotting', Peter overlooks real-life covert plots. Part 2: 1969: Examining a campus. Sussex University. Jack, tricked by Haggerty, lectures there. Peter quarrels with radical students. Part 3: 2011: Examining a body. Hospitals in and around London. Peter undergoes intimate examinations. Death makes incursions. Now what use is the study of literature?

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This book is the sequel to 'THE LIFE OF A FAMILY IN THE BRITISH COLONIES 1915 - 1930's' It portrays the life of Diana after her marriage and that of her daughters, but primarily the life of her youngest daughter, Rebecca. The book has many descriptive scenes ranging from the desolate Canadian Arctic to graphic portrayals of the African bush, safaris and striking sunsets on the Zambezi River. There are strong bonds between Rebecca and her parents but not without traumatic incidents. She has a deep relationship with her sister whom she rescued from a raging river. There are moving and moral ramifications over their father's donation of his house to them. Reading this will most likely change your outlook on life and realize how ephemeral life really is. Never ever take your life, or your family, for granted. ...."Clearly you have put a lot of thought and creativity into it. ...." Senior editor of a major publishing house.

Teaching and Learning Foreign Languages provides a comprehensive history of language teaching and learning in the UK from its earliest beginnings to the year 2000. McLelland offers the first history of the social context of foreign language education in Britain, as well as an overview of changing approaches, methods and techniques in language teaching and learning. The important impact of classroom-external factors on developments in language teaching and learning is also taken into account, particularly regarding the policies and public examination requirements of the 20th century. Beginning with a chronological overview of language teaching and learning in Britain, McLelland explores which languages were learned when, why and by whom, before examining the social history of language teaching and learning in greater detail, addressing topics including the status that language learning and teaching have held in society. McLelland also provides a history of how languages have been taught, contrasting historical developments with current orthodoxies of language teaching. Experiences outside

school are discussed with reference to examples from adult education, teach-yourself courses and military language learning. Providing an accessible, authoritative history of language education in Britain, *Teaching and Learning Foreign Languages* will appeal to academics and postgraduate students engaged in the history of education and language learning across the world. The book will also be of interest to teacher educators, trainee and practising teachers, policymakers and curriculum developers.

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