

VOCABULARY

LEARNING

- 1 Complete the sentences with the words and phrases in the box.

crucial element derided
engaged highly beneficial
make an educated guess
praised steer clear of
something of a perfectionist

- 1 Their method of teaching, once _____ by critics, has now become part of the mainstream education experience in many countries.
- 2 You may not know the answer, but if you _____, there's always the chance you'll get it right.
- 3 She's a very competent speaker, but there are some topics she tends to _____.
- Perhaps she feels uncomfortable with them.
- 4 There's a lot of evidence pointing towards learner independence being the _____ in successful language study.
- 5 It's so important that students remain as _____ as possible. They'll be more motivated that way.
- 6 Reading to a child from an early age is _____ to their educational development.
- 7 I was always _____ by my parents when I did well at school, but they supported me when I found things tough, too.
- 8 He's _____ – it takes him forever to finish redrafting essays.

LISTENING

- 2 A Look at the photos. What might people enjoy about learning to do these things?



- B 2.1 Listen and check.

- C Listen to the two extracts again. For questions 1–4, choose the answer a), b) or c) which fits best according to what you hear.

Extract 1

You hear a woman talking about a course that she attends.

- 1 What is the woman doing when she mentions the cost of classes?
a) highlighting their accessibility
b) criticising their exclusivity
c) justifying the expense
- 2 What advice does she give for prospective participants?
a) Don't expect instant results.
b) Avoid making mistakes.
c) Accept assistance wherever possible.

Extract 2

You hear a tutor talking about the value of learning to play an instrument.

- 3 He believes that people's opinion about arts subjects
a) is overly critical.
b) is too simplistic.
c) is informed by long-standing attitudes.
- 4 When talking about introducing the guitar to schoolchildren he reveals
a) his concern about their lack of enthusiasm.
b) his delight at their reactions.
c) his dismay that they have few opportunities to be creative.

- D Match the underlined words and phrases from the recording with definitions a)–f). Read the audio script on page 64 to help you.

- 1 ... over time numbers have dwindled.
2 I've had more opportunity to grill the instructor ...
3 Having said that, seniors and the unemployed are subsidised.
4 I wouldn't want to cast aspersions on head teachers ...
5 ... cutting back on itinerant teachers who offer art or music lessons.
6 All the attitude drops away, and they just start having fun.
- a) disappears
b) have costs reduced by helping pay for a service
c) ask lots of detailed questions
d) to make critical or unpleasant remarks
e) moving from place to place
f) become gradually less or smaller

GRAMMAR

IF AND RELATED EXPRESSIONS

3 Complete the article with the words in the box.

as long as but for if any if in doubt
 if so it seems as if otherwise
 provided that rarely, if ever unless
 whether or not without

Home News **Articles** Listings

A quick glance through any number of online forums will reveal that for the pedagogical community, learning styles are a fairly ubiquitous concept. While there's an abundance of research into the field,

1 _____ there is little consensus on what learning styles are. 2 _____ do two commentators seem to agree. In fact, some educational experts actually argue they don't exist. 3 _____, that would certainly contradict a good deal of official policy.

The traditional view is that each learner has a particular favoured style which enables them to pick up information more effectively than other forms of teaching and learning. Conventional wisdom would have it that 4 _____ children learn regularly in their chosen style, they will have a better chance of success.

5 _____, they may not fulfil their potential.

6 _____ recent studies by cognitive psychologists, this might be viewed as a given. However, they have shown that students don't perform any differently

7 _____ they are given tests in one learning style or another. What they may have, rather than a particular style, is a preference. So, what issues,

8 _____, does this raise? Well, the problem has been that over time, what began as a notion has become a theory of the mind which has been used to justify curricula.

9 _____, take a look at some of the materials rigorously imposed upon teachers and students.

Critics of more entrenched approaches to learning styles would argue that while people do learn differently, it's important to say how they learn differently and to focus on meaningful difference which can be observed. They would posit that 10 _____ learning contexts are addressed, styles are fairly meaningless. 11 _____ we think about a bigger picture, we can better address needs. 12 _____ looking at the learning environment, and factors which impact on it, we can't start to make real, measurable differences.

4 For 1–8, complete the second sentence so it has a similar meaning to the first. Use no more than five words and the word given.

- 1 She'll be accepted at her first choice of university, but only if she passes the exams. PROVIDED
 Her first-choice university _____ she passes the exams.
- 2 Apparently, there are a few questions about the accuracy of last year's tests. SEEMS
 It _____ some inaccuracies in last year's tests.
- 3 It's not that clear if he learnt much during his degree. WHETHER
 I don't _____ he learnt anything during his degree.
- 4 If you're not sure what to do, send an email to your tutor. DOUBT
 I'd contact _____.
- 5 There's very little difference in the colleges, really. ANY
 There is little _____ the two colleges.
- 6 If you put in a bit more effort, I can't see you failing. AS
 You'll _____ you put in a bit more effort.
- 7 If it's true, we should tell somebody. SO
 _____ be told.
- 8 They almost never attended the lectures I was at. IF
 They _____ to the same lectures as me.

VOCABULARY PLUS

IDIOMS: FEELINGS

5 Match the sentence halves.

- 1 As soon as I walked into class, I got that sinking feeling;
 - 2 I'm sorry, I don't think I'll make it to today's lesson;
 - 3 If you ask me, he's got a bit of a chip on his shoulder;
 - 4 If you applied to study there, they'd welcome you with open arms;
 - 5 The teaching union has its back to the wall;
 - 6 When I got to university, I felt like a fish out of water;
 - 7 I've been on cloud nine since I received the news;
 - 8 The education policy looks to be coming apart at the seams;
- a) I really can't believe that they've accepted my application.
 - b) I think he feels inferior because of where he studied.
 - c) they are under pressure to negotiate with the government.
 - d) I'm feeling a bit under the weather.
 - e) everyone seemed so much more confident than me.
 - f) everyone's asking how the government intends to provide funding.
 - g) the desks were laid out for a test and I hadn't done any revision.
 - h) you're just the kind of student they want to enrol.

VOCABULARY

COLLOCATIONS: EDUCATION

1 Adjust the underlined words to make the correct collocations.

- The emphasis at our college is on finding _____ your potential.
- There is a new interactive space for learning, and many students are fulfilling _____ the initiative by recording their presentations.
- We have always had striving _____ standards, but that doesn't mean that in focus _____ for excellence we ignore what makes learners unique.
- While we encourage everyone to work as hard as possible, there is a nurturing _____ on individuality: students can set their own long-term goals and learning pathway.
- We're quite flexible as a school. Although we do offer a mutual _____ curriculum, we're not all that results-driven.
- We're interested in our students fostering quality _____ relationships. Once they have good _____ respect for one another, you're on your way to helping them attain what they need in life.

READING

2 Read the article. For questions 1–10, choose from the sections (A–D). The sections may be chosen more than once.

Which section ...

- gives reasons why forest schools help child development?
- cites a psychological term for a condition affecting some young people?
- warns of pursuing an education system without a focus on working together?
- mentions forest schools being used for children who may have behavioural issues?
- expresses concerns that some people have about the forest school system?
- highlights the dangers of limiting children's natural instincts?
- describes some beneficial life skills?
- criticises a view which it considers to be outmoded?
- mentions the potential for using forest schools more broadly?
- draws attention to a disadvantage of more traditional teaching environments?

A

There is a growing amount of concern from many academics in the study of education that children are suffering from a lack of engagement with nature and the outdoor environment. What has been dubbed 'nature deficit disorder' can be characterised by a sense of alienation from surroundings that results in a diminished use of the senses, attention difficulties and higher rates of physical or emotional illness. Furthermore, children who fail to engage with the natural world through play or outdoor learning are often seen to have an inability to assess risk. To address such concerns, forest schools have often been promoted as an educational alternative to more traditional classroom-based learning models. Currently, many forest school programmes tend to focus on early years, or disaffected pupils; however, there is evidence that such projects have noticeable benefits for children across the learning spectrum.



B

So, why does a forest school ethos make a difference? Well, for one, there's that exploration of risk, which many development psychologists highlight as an essential stage in learning. Children have a natural need for risk-taking, and exposure to reasonable uncertainty in a controlled environment provides the opportunity to feed this. Without such opportunities, as can be offered in an outdoor learning space, a child may well pursue unmanaged risk in a non-educational environment. Dealing with hazardous situations helps to develop personality traits such as resilience and self-reliance. More conventional classroom spaces tend to limit the opportunity for risk-taking, thereby stifling a sense of learner independence.

C

As important as independence is, success in adulthood is most often aligned with collaboration and critical thinking. For forest schools to work, they also rely upon the communal approach. Individuals may interact with the natural world to engage interests and develop mental and physical well-being, but they do this as part of a broader team. It's not enough just to have pupils doing traditional lessons in a non-traditional environment. Or to only foster a sense of connection with nature. They also need to embrace the outdoor learning space as a locus of social interaction, too.

D

There are, of course, critics of any approach which goes against the norms. Having said that, these tend to either focus on the pro-environmental stance of forest schooling, or raise concerns regarding the prospective hygiene of outdoor learning. While the latter may be a valid point, it has been noted that children participating in forest schools tend to have better attendance records when illness is taken into account. It may be that pupils tend not to be in extremely close proximity, and so illness doesn't spread. General cleanliness may be an issue, depending on the location of the outdoor learning space, but on the whole this can be monitored as well as in a conventional school. The notion that a pro-environmental perspective is somehow a drawback is much more contentious. Given that young people will become the stewards of our environment, and involved in making the policy that shapes it, it seems remiss not to encourage any interest they may harbour.

GRAMMAR

NOMINAL RELATIVE CLAUSES

3 Complete the texts with the words in the box.

how what whatever whichever
whoever why

The secret to good learning?

A Learning is all about collaboration.

¹ _____ you work with, you can always glean some extra piece of knowledge. It might be technical know-how, or just a more streamlined approach to completing a more mundane task, but anything that you learn from colleagues is worthwhile. I also think it's essential to be open about any difficulties you're facing. If I'm not sure ² _____ to do, I'll ask – there's little point trying to conceal inadequacies, because they'll always come out in the end. ³ _____ mistakes you make, can always be turned into learning opportunities.

B The best ways to learn? I suppose a lot depends on ⁴ _____ learning style you prefer. Although I think you need to consider ⁵ _____ you are learning, too. So often we make educational demands where the outcomes are unclear. I think that lack of clarity obscures things. If teachers took more time to weigh up ⁶ _____ the knowledge that they were imparting would be of use to their pupils, it would be a good start.

4 For 1–6, write the second sentence so it has a similar meaning to the first. Use the words given.

- 1 Can you remember the subject of our discussion last week?
recall / what / was / talk

- 2 I always thought that life at university would be like this.
how / imagined / be

- 3 She thinks I'm always making mistakes.
According / whatever / do / wrong

- 4 If something happens, you'll be to blame.
Anything / that / wrong

- 5 He only gave me a very small amount of information.
told / what / little

- 6 There are so many good classes, choosing one is hard.
know / which / choose

WRITING

TAKING NOTES; WRITING A SUMMARY

5 A  2.2 Listen to an interview about the nature of teaching. Complete the notes.

	<i>Issues within teaching</i>
	<i>Workload = problematic</i>
	<i>Classroom focus vs ongoing intellectual development</i>
	<i>Classroom teaching hours:</i>
	<i>England – ¹ _____ OECD average ² _____</i>
	<i>Japan – 2ndry school Ts = 32 percent class time. But standards v. high.</i>
	<i>No time for ³ _____</i>
	<i>∴ less ⁴ _____</i>
	<i>Need – role to develop, opp to explore field, etc.</i>
	<i>Out-of-class time</i>
	<i>Currently – ⁵ _____ focused</i>
	<i>Ideal – more opps for collaboration with ⁶ _____</i>
	<i>Other concerns</i>
	<i>Pay ⁷ _____</i>

B Read the summary. Has the writer

- used paragraphs for each topic?
- included the relevant information based on the notes?
- used discourse markers or cohesive devices to link ideas?
- used their own words in a concise way?
- used any statistics to support information?
- a) summarised in an objective way or b) given an opinion?

In my opinion, one of the current problems facing the teaching profession in the UK is that in recent years there has been a considerable increase in the workload. With newly-qualified teachers being asked to spend more time in the classroom teaching, there is less opportunity for them to develop the skills they need to become better teachers. In the UK, teachers can spend much longer than the OECD average in class. Contrastively, Japanese secondary school teachers spend a lot less time in class. Meanwhile, this hasn't affected standards, which remain very high.

However, the situation is very different in the UK, the profession is certainly less intellectually attractive to graduates. Where there is currently provision of out-of-class time, this tends to be allocated to administrative tasks. If teachers could spend more time working with colleagues and observing other teachers' classrooms while also preparing materials collectively, or even working with parents, then I believe that would make a tremendous difference to the role. This model is considered best practice in the highest performing education systems – Japan, South Korea, Finland.

C Write your own summary of the interview in Exercise 5A (200 words). Use the checklist in Exercise 5B to help you.

VOCABULARY

CREATIVITY

1 Complete the pairs of sentences with the correct word or phrase.

- 1 fertile / vivid
 - a) She has such a _____ imagination – so far, she's written more than ten novels.
 - b) He's always had a _____ imagination – he's forever making up stories about things.
- 2 heart / rote
 - a) Many students rely on _____ learning to pass their exams.
 - b) I remember spending hours at school having to learn poems by _____.
- 3 intuition / intellect
 - a) As the study was inconclusive we had to rely on _____ rather than detailed analysis.
 - b) He's fairly lazy, and often relies on _____ rather than hard work to achieve good grades.
- 4 tried and tested / think outside the box
 - a) I'd prefer to go with a _____ method. It's safer that way.
 - b) Sometimes you need to _____ – there might be an alternative approach.
- 5 rigid / versatile
 - a) They seem to have a particularly _____ mindset – they don't like to do anything out of the ordinary.
 - b) The course offers a _____ approach to learning, combining conversation, video lessons and exchange programmes.

FUNCTION

LEADING A DISCUSSION

2 A Read the extracts from discussions about education and creativity. Find and correct two mistakes in each extract.

- 1 **A:** So, our task today is to discuss creative approaches to educational improvement. Who'd like to kick this one out? Sally?

B: Yeah, sure. Well, I've been looking at some of the ways attainment is being addressed at primary levels. Rather than traditional testing forms, students are being offered the opportunity to prepare task-focused work which highlights their learning.

A: Could you illustrate on that?

B: Well, the idea is that they work together to make or develop something which can show teachers what they've picked up during the academic year.

- 2 **A:** Tony, you mentioned schools specialising in one particular medium. Could you explore that further?

B: Sure, there are situations where schools have developed partnerships with professionals in the creative industries to push a broader skills base. For instance, collaborating with a local radio station or gallery.

A: I can't imagine that works. Students could get a lot out of that.

B: Yeah, and it ties into a lot of subject areas – the arts, communication, ITC ...

B 2.3 Listen and check.

LEARN TO

MANAGE INTERACTION

3 A Put the words in the correct order to complete the conversations.

- 1 **A:** Kate / anything / to / want / add / you / did?

B: Yes, actually, I was wondering if you'd read the report on forest schools.
- 2 **A:** The main reason that the attainment gap is growing is lack of training.
B: make / that / about / comment / a / can / I?

- 3 **A:** Substantially less is spent on teacher training than in the past.
B: digressing / we / think / might / I / be ...

- 4 **A:** up / I / wrap / just / what / was / I / can / saying?

B: OK, but can you make it a quick point?
- 5 **A:** Well, I'm not convinced myself, I think ...
B: Paul / to / say / can / just / we / what / hear / wanted?

- 6 **A:** Look, there's a video about it online. I'll show you ...
B: move / on / we're / time / so / pressed / let's / for.

B 2.4 Listen and check.

C Listen again and repeat sentences 1–6 from Exercise 3A. Concentrate on the intonation to sound impatient, tentative or firm and polite.