

Hello everyone! Today's test is the London Tests of English Level 5. The theme of this test is Teaching and Learning. This test lasts two hours and forty-five minutes. There are five tasks. Tasks One and Two are listening. You must listen to the tape and write your answers in this booklet. Good luck!

Task One: A Prize-Winning Teacher (15 marks)

You are considering becoming a teacher. You hear a radio interview about a prize-winning teacher. Listen to the interview and answer the questions. Circle the right answer, A, B, C or D. The first one is an example.

You will hear the interview twice. Do as much as you can the first time and complete your work the second time.

You have one minute to study the questions.

Example: Who is talking to Robert Haycraft?

- A. a friend
- B. a colleague
- C. a journalist
- D. a former pupil

1. What do we learn about Robert Haycraft?

- A. he is a teacher with a very good reputation
- B. he got an award for a book about teaching
- C. he is a government official responsible for education
- D. he is a journalist with a special interest in teaching

2. How fierce was the competition for the award this year?

- A. there was surprisingly little competition
- B. there was more competition than usual
- C. there were one or two other strong candidates
- D. there were a lot of strong candidates

3. What is the point of the story about the fish?

- A. to show how important fish is for young brains
- B. to explain why fishmongers love Liddell too
- C. to illustrate how original Liddell's style is
- D. to suggest Liddell's closeness to his own parents

4. What is Liddell's main subject?
- A. maths
 - B. sport
 - C. biology
 - D. chemistry
5. What did Liddell use to teach children about catalysts?
- A. a sweet
 - B. a doll
 - C. a small child
 - D. a firework
6. What was the main reason why Liddell won the award?
- A. his ability to teach a range of different subjects
 - B. his memorable performances in the classroom
 - C. his focus on children as individuals
 - D. his involvement in other schools in his area
7. Why does Liddell require his pupils to learn the numbers in Japanese?
- A. to check pupils' learning ability
 - B. to compare how quickly each pupil can do it
 - C. to find out how pupils prefer to learn
 - D. to make an initial strong impression on the class
8. What influenced Liddell's distinctive approach?
- A. a difficult class he had to teach
 - B. something he read when training
 - C. a teacher from his own childhood
 - D. other teachers in his first school
9. What aspect of Liddell's style has particularly struck the head teacher?
- A. his popularity with former pupils
 - B. his interest in teaching theory
 - C. his determination to involve all pupils
 - D. his enthusiasm for his subject
10. What does Liddell say about teaching in his own school-days?
- A. it bored him
 - B. it was not appropriate for many of the pupils
 - C. it was suitable for pupils who would become miners
 - D. it was very advanced for its time

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Task Two: Making Plans (15 marks)

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You are interested in finding out more about students' learning preferences.

You decide to listen to a radio talk about a survey of students and their preferences. Listen to the talk and complete the notes below. Write **one to four words**. The first one is an example. This time you will hear the recording only ONCE. You have one minute to look at the notes.

Example: NSS: National Students' Survey

NSS designed to help students make better (1) _____

When survey is now being given to students: (2) _____

Survey won't give any information at (3) _____

A lot of questions in the survey are (4) _____

Not having to work hard all year round is a good aspect of a course for students

(5) _____

The survey sometimes conceals how students respond to

(6) _____

The survey had three statements relating to (7) _____

The only thing students will learn is that this aspect of the course is evaluated as

(8) _____

The Australian survey was intended to investigate

(9) _____

The proposed British survey is likely to (10) _____

That is the end of the listening tasks. The other tasks test your reading and writing of English. Now go on to Task Three.

Task Three: Learning Styles

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You are trying to find out more about different learning styles.

Task Three (a): (10 marks)

Read the introduction to an article about the learning styles of new students on the **Perforated Information Sheet 1 for Task Three (a)**. The first sentence of each paragraph has been removed from the text. Which of the sentences **A-H** fit in the gaps **1-6** in the text? The first one is as an example.

There are two more sentences than you need.

Please ensure that you write your answers in the Answer Box on this page.

Sentences:

- A. This approach may work for us but it may no longer work for the majority of today's students.
- B. Faculty nationwide are bewildered and frustrated with the students they see in their classrooms today.
- C. We cannot be sure why attitudes towards learning are changing in such unpredictable ways.
- D. As faculty, we have generally espoused the common belief that students learn and develop through exposure - that the content is all-important.
- E. The ways in which our students have not really changed - it just seems that way to faculty who have been in post for a long time and have rather lost touch with how they themselves were when they were students.
- ~~F.~~ The scene is the faculty club at a large American university.
- G. How can most faculty, who have chosen their careers for love of learning rather than for the extrinsic rewards, cope with students who do not recognise the same love?
- H. His young colleague counters that her students are often quite verbal.

Answer Box:

GAP NUMBER	SENTENCE
1	<i>F</i>
2	
3	
4	
5	
6	

PERFORATED INFORMATION SHEET 1 FOR TASK THREE (a)

New Students - New Learning Styles

By Charles C. Schroeder

(1) The scene is the faculty club at a large American university. Three faculty members are engaged in a lively discussion about contemporary college students. One visibly frustrated instructor describes the laborious three hours he devoted to preparing his most recent lecture, only to have his brilliant performance met by blank eyes and emotionless expressions.

(2) _____ They ask such profound questions as: How long should the paper be? Is this going to be on the test? How can there possibly be more than one answer to that question? And, Why do I have to take this English class? ... I'm a business major! She laments, "I really love my discipline and I want my students to love it too, often for the simple pleasure of exercising their minds - but they just don't seem to care about learning anything."

(3) _____ Unfamiliar with many of the new characteristics, they see contemporary students as hopelessly underprepared, or less bright or motivated than previous generations. Clearly, the way contemporary students view knowledge and derive meaning are vastly different from those of their instructors. These differences may be one of the causes of the low morale, sense of discouragement, and tendencies toward despair that are recounted across the country when faculty gather to discuss their roles as teachers.

(4) _____ Must we resign ourselves not only to declining compensations but also to the loss of the joy in teaching and learning? One of my colleagues, a chemist, commented that his senior students were like chipmunks or squirrels, storing away separate little chunks of knowledge; they had no idea why they gathered these nuggets and no understanding of how they related to each other. They were certain, however, that the more nuggets they gathered the greater their chances of being accepted to medical school.

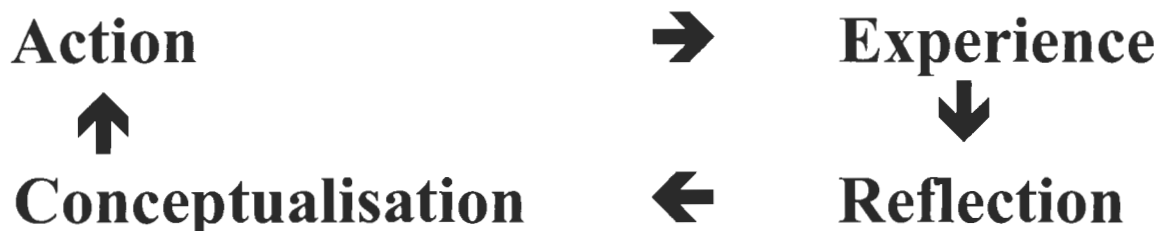
(5) _____ We have been accustomed to a traditional learning process where one who knows (the teacher) presents ideas to one who does not (the student). Many of us prospered under the traditional lecture system, where the focus was on coverage of material through teaching by telling.

(6) _____ Students are changing dramatically, and we need to respond to those changes. What happens, for example, when the learner is not on the same "wavelength" as the teacher - when the connections simply aren't there? If we believe that what we are teaching has real value, then we can benefit from understanding the effect of how we are presenting it and to whom.

Learning Cycle

Our learning can't be measured on a scale like a fuel gauge which runs from 'empty' to 'full'. We learn by 're-visiting' all that we have learned previously and re-thinking our ideas and plans for future learning. There is always more to learn.

The most quoted learning cycle is Kolb's Cycle (see Jarvis et al, 1998, p48) which identifies four phases of learning:



This model provides a way of thinking about how we can learn from experience through comparing our experiences with others', learning how to analyse them and planning new courses of action. 'Experiential learning', as this is known, need not be confined to our own narrow experiences, as long as we complete all phases of the cycle.

Learning Styles

We don't all learn in the same way. We tend to adopt those styles we feel most comfortable with at the expense of other styles with which we are not so comfortable. It is important that we become aware of our learning styles and preferences so that we can:

- Use our learning styles to suit the particular learning that we are undertaking.
- Improve our learning in our 'weaker' styles.

It is important to realise that learning styles are not 'personality traits' and we all adopt different styles in different contexts. However, we usually favour one or two styles above the others. According to Honey and Mumford (1986), we need to adopt four styles in order to complete any cycle of learning. A weakness or reluctance to adopt any single style will 'block' our ability to learn effectively.

The four styles necessary for completing the cycle of learning are:

Activists

You learn by doing, rather than going to the instruction manual. You like to immerse yourself in as many experiences and activities as possible and often like to work in groups so that you can bounce ideas around and try out

as many ideas as possible. Your strength is in being open-minded and enthusiastic.

Reflectors

You will stand back and observe because you like to gather as much information as possible before deciding how to proceed. You would rather get the bigger picture, which will include past experiences and other people's perspectives, rather than jumping in. Your strength is the meticulous collection of data and its analysis in order to reach a conclusion.

Theorists

You like to adapt and integrate all your observations into theories or frameworks so that you can see how one observation links to all the others. You attempt to insert new learning into your theories and frameworks by asking 'how does this fit in?' Your strength is that when you attempt to solve problems, you use the links to take a step-by-step approach.

Pragmatists

You are always on the lookout for new ideas so that you can put them into operation. Your main criterion for judging a theory is whether it has any practical implications. Your strength is that you can confidently use new thinking and incorporate it into your work.

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Task Four: The Learning Game

A friend gives you a book about learning by an experienced teacher. Read the extract from *The Learning Game* on the attached **Perforated Information Sheet 2 for Task Four** and complete the tasks that follow.

Task Four (a): (8 marks)

The main ideas in the text:

1. What are the three main points that the writer is making in the text?

- a. _____

- b. _____

- c. _____

2. Explain the point the writer wants to make when he uses the following statements.

Example: (paragraph 1) In term-time you married the school.

School had to be the main focus of your life leaving no time for anything else.

- a. (paragraph 2) It might as well have been Beirut.

- b. (paragraph 2) I could find myself in tears.

- c. (paragraph 7) You're told you're very kind if you're willing to take on x, y and z.

- d. (paragraph 10) You start off doing the job and the job ends up doing you.

- e. (paragraph 11) However many ticks you have in other boxes, you have failed in your central purpose.

PERFORATED INFORMATION SHEET 2 FOR TASK FOUR

The Learning Game

1 For a teacher it all starts at the very beginning. When I went into the profession (I started in Scotland in 1964), the unspoken rule in most schools was that in term-time you devoted your whole life to the job and that you recovered your health and your sanity in the holidays. In term-time you married the school and in the holidays you had a brief affair with The Real World.

2 It was only after I had left my first post that I realised I had met almost no one outside the school grounds, that I had buried myself in my job and - most culpably - had seen almost nothing of Edinburgh, a great city not five miles away. It might as well have been five thousand miles. It might as well have been Beirut. True, I sometimes dashed into a restaurant or a film or art gallery or rugby international, but I was only dashing in, never really absorbed or fully enjoying myself. In no time I was working too hard; within a year, despite a most helpful head of department, I had lost my sense of balance. I was 100 per cent for the school and in the school and thinking school. Sometimes, and for no obvious reason, I could find myself in tears.

3 It was during my first year as a teacher that I first encountered the following: a boy was hovering near the door at the end of a lesson, waiting for everyone to go before he spoke to me. Usually this means the pupil is unhappy or lonely or being bullied. In that case, not so. He walked to my desk, with a shy, embarrassed smile.

'Do you mind if I ask you something?'

'Of course not, fire away.'

'Well, the thing is, I've been wondering, why are you doing this?'

'I'm sorry.'

'Doing what you're doing.'

'Doing what?'

'Teaching. Why are you teaching? What are you doing here?'

'Do you mean I shouldn't be teaching, that I'm no good, because if so I find that a bit - --'

'No, no, sir, I don't mean that. I mean, why have you come into teaching? I mean, the thing is, you could be doing something with your life.'

'Something worth doing, you mean?'

'Yes.'

4 He was, of course, meaning to be nice, even to be flattering. He wanted to know my answer. He wanted to encourage me. He was saying the big world was out there. Success was out there. Not just The Beatles, Bob Dylan and The Rolling Stones but other people doing Interesting Things with their lives. He saw me as one of those. He could not imagine that anyone could choose to be a teacher, could choose to do something so low in status, when he could have done something else. He could not know how much this would hurt me, much though I smile at this encounter now. Even so, far from making me ponder over any status I did not possess, this conversation made me wonder if perhaps I was becoming dull, not fulfilling my potential as a teacher and as a person, losing my edge, in fact, from overwork. More worrying still, losing touch with myself.

5 This happens all too easily. Within days of arriving, senior people move in on the new

teacher. It happened to me in Scotland. It still happens every day in schools. Not surprisingly, the new teacher is keen to please. Never again in his career will the new teacher be more idealistic, more apprehensive, more determined to win approval.

6 Whatever they may solicitously suggest to you face to face in the job interview about the need to keep a balance in your life, most heads and senior management teams encourage staff, especially young staff, to take on as much as they can and then to take on a little more. After all, all the jobs (whether carrying extra pay or - more likely - not) have to be done. Where are the willing hands, paid or unpaid, where are those who will say 'Give me more'? Try the young ones. The management dream scenario is for the staff to be at full stretch, or preferably just over full stretch, without actually snapping. This is sometimes called creative tension.

7 You are flattered, leant on, charmed, co-opted and thanked. You are told you're very kind if you are willing to take on x, y and z. I found myself not only teaching a full timetable but running the 1st XI in cricket, producing the school play and refereeing rugby matches. It's not compulsory, of course. Resist, though, and at best you could seem a touch uncommitted or prone to be a moaner or somewhat semi-detached or just a little offhand or, at worst, an idle so-and-so.

8 Selflessly take on everything, however, tolerate any tedium, say yes, of course, I will, and you are an impressive young person, a credit to the profession, the sort of person the school is proud to count amongst its own. This is the 'one of us' catch. Say yes and you are smiled upon and nodded about. You have satisfied your hunger for admiration. You are pointed out for future promotion. (If you are selfless but a bit of a plodder, a bit of a donkey, you will simply be used. Frankly you can forget the promotion. Sorry. But as you are a young teacher, you don't know that yet.)

9 This mindset affects many other professions where it is now sadly rife

among my friends and ex-pupils. Work is now so in, so esteemed, that nobody dares to question it. If there is another view, one does not hear it. The issue has moved way beyond ordinary ambition. Indeed in some of the higher-paid and higher-profile jobs, where money is king, it has become a macho madness, a world where you are encouraged to work all day and every day from dawn until midnight - even Sunday mornings at the office - for the team or profession or business.

10 The trouble with all this is that you start off doing the job, and the job ends up doing you. Your private life, if you ever had one, goes to pieces. Your interior, your other life, atrophies. You stop listening. Success is your new religion. You can't relax and you wonder if you even should. You couldn't possibly read a book (I'd love to have the time to read), and if you go to the theatre to see the latest Stoppard (and it is lovely, of course, to be able to afford the best seats) you're asleep well before the interval because you have noticed how hot the theatres are these days.

11 In the teaching profession, certainly not a profession associated with high pay or expensive theatre seats, slavish overwork is usually a disaster. There are exceptions, those teachers who do nothing but work and still teach each lesson in a highly professional if ashen-faced way, but they are rare and they are not good role models. If you turn up to class each day so exhausted and low that you cannot raise the game, you have fallen at the first fence. However many ticks you have in other boxes, you have failed in your central purpose. A banker or politician or solicitor or businessman may be able to work crippling long hours, and no doubt they have many pressures on them of which my profession knows little, but they do not have to keep acting, performing and transferring energy to an audience of young and demanding pupils who change every forty minutes. That is the daily challenge for a teacher and it must be met.

(from Jonathan Smith, The Learning Game, Abacus, 2000, ISBN number - 0 349 11388 2 pp. 94-100)

Task Four (b): (5 marks)

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blank*

The detail of the text.

1. Explain what the underlined words in the text refer to:

- a. (paragraph 3) so _____
- b. (paragraph 4) those _____
- c. (paragraph 5) It _____
- d. (paragraph 6) This _____
- e. (paragraph 8) that _____
- f. (paragraph 11) That _____

2. Sometimes the writer of this text suggests that some of his words are actually being said by other people (without using quotation marks). Who is meant to be saying these words?

Example: (paragraph 6) Try the young ones.

the headmaster or another senior member of staff

- a. (paragraph 7) prone to be a moaner

- b. (paragraph 10) and it is lovely, of course, to be able to afford the best seats

Task Four (c): (7 marks)

Explain the meaning of these words and expressions as they are used in the text in your own words.

- a. (paragraph 1) had a brief affair with _____
- b. (paragraph 3) hovering _____
- c. (paragraph 4) ponder _____
- d. (paragraph 6) solicitously _____
- e. (paragraph 7) somewhat semi-detached _____
- f. (paragraph 8) a bit of a plodder _____
- g. (paragraph 11) raise the game _____

Task Five: The Learning Experience (20 marks)

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As part of the application process for the teacher training course you are required to submit another piece of written work on ONE of the following:

EITHER

Discuss the following question

“The most useful thing that children can be taught at school is how to learn independently”. To what extent do you agree with this statement?

OR

Write an article for a teachers' magazine in which you discuss a learning experience that has had a particularly strong effect on you. This effect could be either a positive or a negative one. Describe this experience and comment on what it taught you.

Remember to give your article a title.

Write 300-350 words in the space below.

Task One

- | | |
|-------|-----|
| 1. B | 1.5 |
| 2. D | 1.5 |
| 3. C | 1.5 |
| 4. D | 1.5 |
| 5. A | 1.5 |
| 6. C | 1.5 |
| 7. C | 1.5 |
| 8. A | 1.5 |
| 9. C | 1.5 |
| 10. B | 1.5 |

Total 15 marks**Task Two**

- | | |
|---|-----|
| 1. Course choices/selection | 1.5 |
| 2. During final year | 1.5 |
| 3. Course level | 1.5 |
| 4. Ambiguous | 1.5 |
| 5. With part-time jobs/who are part-time | 1.5 |
| 6. Response to individual items/statements/aspects organisation
(1 mark) | 1.5 |
| 7. Course organisation | 1.5 |
| 8. Average/3 | 1.5 |
| 9. Learning styles | 1.5 |
| 10. Obscure decisions | 1.5 |

Total 15 marks**Task Three (a)**

- | | |
|---------------|---|
| 1. Example: F | |
| 2. H | 2 |
| 3. B | 2 |
| 4. G | 2 |
| 5. D | 2 |
| 6. A | 2 |

Total 10 marks**Task Three (b)**

Refer to Writing Criteria, Question and bullet points in Question Paper.

Total 20 marks**Task Four (a)**

One mark for an essential truth from the text.

Half a mark for an incidental fact

No marks for straight lifting or for saying the same thing twice

Key facts are:

Teachers devote all their time to their jobs and don't see enough of the outside world.

The status of teachers/value of teaching is questioned

Young teachers are pressurised into taking on too many responsibilities.

Overwork affects the quality of teaching.

3 marks

Task Four (b)

- | | |
|--|-----|
| 1. | |
| a. The case that he was bullied/lonely/sad | 0.5 |
| b. People capable of doing Interesting Things with their lives | 0.5 |
| c. Senior staff exploiting younger teachers | 0.5 |
| d. People being over-stretched | 0.5 |
| e. You won't get promotion just by taking on extra jobs | 0.5 |
| f. Managing successful lessons in difficult circumstances | 0.5 |
| 2. | |
| a. Teaching colleagues/other teachers | 1 |
| b. Business men who work so hard they have lots of money | 1 |

Task Four (c)

- | | |
|--|----------------------|
| a. enjoyed | 1 |
| b. waiting | 1 |
| c. reflect on | 1 |
| d. anxiously, in a concerned fashion | 1 |
| e. not caring enough, not sufficiently committed | 1 |
| f. a hard worker but dull/uninspiring | 1 |
| g. get things going, create energy | 1 |
| | Total 7 marks |

Task Five

Refer to Writing Criteria, Question and bullet points in Question Paper.

Total 20 marks
Paper Total 100 marks