

Vocabulary Quiz: a Conference on Learning Strategies

This vocabulary quiz reviews new AWL words from *English Detective* issue 8, as well as a few from earlier issues. See how many words you can recognize!

Use the words above each section of the report to fill in the blanks. (Remember to use clues like position in the sentence and the surrounding words to help you choose the best answer. For example, a noun or adjective must follow 'the' or 'a.' Also use the context to decide what verb tense you need, or if you need a singular or plural.)

criteria, defining, elementary, inevitably, input, responses, strategies

The state Department of Education held a conference for selected _____, high school, and community college teachers. "We need your _____, they said. What are the best _____ for ensuring that students are prepared for high school and college?"

Teachers gave a variety of _____ to that question. Some felt they should begin by _____ the _____ for success. Others disagreed, saying that would _____ slow the discussion down so much that they would have no time to talk about teachers' actual options in the classroom.

abstract, clarify, commented, context, decades, environment, rely, topics

One teacher _____, "We can't just _____ on the educational strategies of the past century or even the past few _____. Too much has changed. The home _____ of students is often filled with distractions. We need to choose the most essential _____ to teach and then _____ exactly which of their aspects students should understand. Individual teachers can choose the _____ of the lesson based on their students' interests. For example, one class might learn research skills and the need for careful fact verification by studying the lives of the presidents. Another class might study the French Revolution. The most important point is to keep students actively engaged. Be sure to use lots of pictures and stories, so it's not just an _____ concept to them. They need to understand how events affected people's lives."

challenges, conference, crucial, guarantee, interact, networking, obvious, select, summed, task

Finally an older high school teacher _____ up the feelings of many by saying, "It's _____ that there is no way to _____ that students are prepared for the _____ of the next level. It's _____ for us, as teachers, to _____ with each other frequently. This _____ was a very good idea, because it provided us with opportunities for _____ with teachers of different levels. Our most important _____ is to teach our students to think critically and to evaluate sources of information. If they learn how to learn, they can _____ the best ways to find out what they don't yet know."

aid, categories, conference, indicated, mechanism, output, qualitative, reliability, tape

The conference organizers established a working committee to determine _____ measurements of success in three _____ for each grade: math skills, reading fluency, and the ability to evaluate the _____ of source materials. The committee would also agree on a _____ for testing student abilities in those areas. A computer data expert offered to run a program to research what other states had done and send the _____ to the committee. An expert on government grants promised to investigate possible sources of financial _____. An informal survey at the end of the conference _____ that most teachers would accept the committee's suggestions. The organizer sent _____ recordings of the _____ to teachers who could not attend it.

Answers

criteria, defining, elementary, inevitably, input, responses, strategies

The state Department of Education held a conference for selected elementary, high school, and community college teachers. "We need your input, they said. What are the best strategies for ensuring that students are prepared for high school and college?"

Teachers gave a variety of responses to that question. Some felt they should begin by defining the criteria for success. Others disagreed, saying that would inevitably slow the discussion down so much that they would have no time to talk about teachers' actual options in the classroom.

abstract, clarify, commented, context, decades, environment, rely, topics

One teacher commented, “We can’t just rely on the educational strategies of the past century or even the past few decades. Too much has changed. The home environment of students is often filled with distractions. We need to choose the most essential topics to teach and then clarify exactly which of their aspects students should understand. Individual teachers can choose the context of the lesson based on their students’ interests. For example, one class might learn research skills and the need for careful fact verification by studying the lives of the presidents. Another class might study the French Revolution. The most important point is to keep students actively engaged. Be sure to use lots of pictures and stories, so it’s not just an abstract concept to them. They need to understand how events affected people’s lives.”

challenges, conference, crucial, guarantee, interact, networking, obvious, select, summed, task

Finally an older high school teacher summed up the feelings of many by saying, “It’s obvious that there is no way to guarantee that students are prepared for the challenges of the next level. It’s crucial for us, as teachers, to interact with each other frequently. This conference was a very good idea, because it provided us with opportunities for networking with teachers of different levels. Our most important task is to teach our students to think critically and to evaluate sources of information. If they learn how to learn, they can select the best ways to find out what they don’t yet know.”

aid, categories, conference, indicated, mechanism, output, qualitative reliability, tape

The conference organizers established a working committee to determine qualitative measurements of success in three categories for each grade: math skills, reading fluency, and the ability to evaluate the reliability of source materials. The committee would also agree on a mechanism for testing student abilities in those areas. A computer data expert offered to run a program to research what other states had done and send the output to the committee. An expert on government grants promised to investigate possible sources of financial aid. An informal survey at the end of the conference indicated that most teachers would accept the committee’s suggestions. The organizer sent tape recordings of the conference to teachers who could not attend it.