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UNITS	PASSAGES	CONTENT-BASED LANGUAGE SKILLS	TOPIC-RELATED KNOWLEDGE & SKILLS	REVIEWING & CONSOLIDATING
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UNIT 9 Technology in Education: Embrace It or Get Replaced by It? P144	Passage One Could artificial intelligence replace our teachers? Passage Two Technology in education: The complete guide	<ul style="list-style-type: none"> explain or describe functions or applications classify information with the help of a table, a diagram, etc. 	<ul style="list-style-type: none"> identify the impact of technology on education summarize the benefits and limitations of the mainstream educational technologies apply the TPACK framework to enhance a lesson 	<ul style="list-style-type: none"> integrate technologies into previous sample lesson plans

1

Teachers: Nature or Nurture?

In learning you will teach, and in teaching you will learn.

—Phil Collins

UNIT OBJECTIVES

At the end of this unit, you will be able to:

- elaborate on the aspects of being a good teacher;
- summarize the three stakeholders involved to ensure teachers' continual development;
- identify the functions of numbers in communication;
- differentiate the aspects of good teaching that can be made from those that are born;
- reflect on your own strengths and weaknesses of becoming a qualified teacher.

Awareness

Task 1 Work in groups of 4-6 to discuss the following questions. Then share your ideas in class.

1 What do you think each letter in the word "TEACHER" suggests?

T	tireless, theories
E	
A	
C	
H	
E	
R	responsible, rationale

2 Who is your favorite teacher? Why do you like him/her?

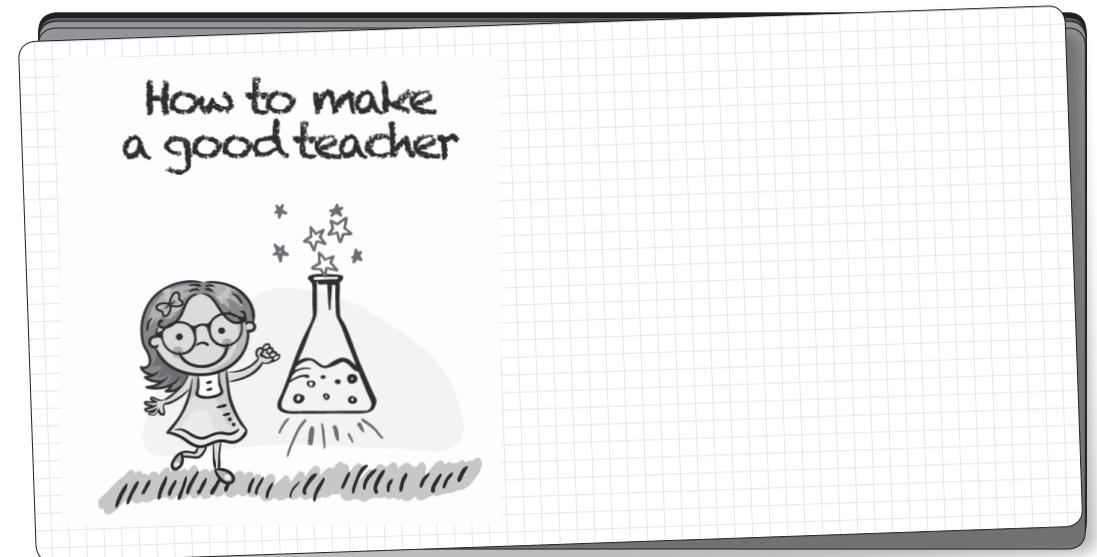
3 The aspects of being a good teacher can be summarized into ethic devotion, professional qualities and personal styles. Study the word cloud and categorize the words and expressions into the table. You may add other qualities if you like.



The aspects of being a good teacher

ethic devotion	professional qualities	personal styles
loves kids	fair	fun

Task 2 Work in pairs to describe the picture below. Then add your comments.



Passage One

How to make a good teacher

- 1 Forget smart uniforms and small classes. The secret to stellar grades and thriving students is teachers. One American study found that in a single year's teaching the top 10% of teachers impart three times as much learning to their pupils as the worst 10% do.
- 2 But efforts to ensure that every teacher can teach are hobbled by the tenacious myth that good teachers are born, not made. Classroom heroes like Robin Williams in *Dead Poets Society* or Michelle Pfeiffer in *Dangerous Minds* are endowed with exceptional, innate inspirational powers. Government policies, which often start from the same assumption, seek to raise teaching standards by attracting high-flying graduates to join the profession and prodding bad teachers to leave. Teachers' unions, meanwhile, insist that if only their members were set free from central diktat, excellence would follow.
- 3 The premise that teaching ability is something you either have or don't is mistaken. A new breed of teacher trainers is founding a rigorous science of pedagogy. The aim is to make ordinary teachers great, just as sports coaches help athletes of all abilities to improve their personal best. Done right, this will revolutionize schools and change lives.
- 4 Education has a history of lurching from one miracle solution to the next. The best of them even do some good. Teach for America, and the dozens of organizations it has inspired in other countries, have brought ambitious, energetic new graduates into the profession. And dismissing teachers for bad performance has boosted results in Washington, DC, and elsewhere. But each approach has its limits. Teaching is a mass profession: It cannot grab all the top graduates, year after year. When poor teachers are fired, new ones are needed—and they will have been trained in the very same system that failed to make fine teachers out of their predecessors.
- 5 By contrast, the idea of improving the average teacher could revolutionize the entire profession. Around the world, few teachers are well enough prepared before being let loose on children. Teachers qualify following a long, specialized course. This will often involve airy discussions of theory—on ecopedagogy, possibly, or conscientization. Some of these courses, including master's degrees in education, have no effect on how well their graduates' pupils end up being taught.
- 6 What teachers fail to learn in universities and teacher-training colleges they rarely pick up on the job. They become better teachers in their first few years as they get to grips with real pupils in real classrooms, but after that improvements tail off. This is largely because schools neglect their most important pupils: teachers themselves. Across the OECD club of mostly rich countries, two-fifths of teachers say they have never had a chance to learn by sitting in on another teacher's lessons; nor have they been asked to give feedback on their peers.
- 7 If this is to change, teachers need to learn how to impart knowledge and prepare young minds to receive and retain it. Good teachers set clear goals, enforce high standards of behavior and manage their lesson time wisely. They use tried-and-tested instructional techniques to ensure that all the brains are working all of the time, for example asking questions in the classroom with "cold calling" rather than relying on the same eager pupils to put up their hands.
- 8 Instilling these techniques is easier said than done. With teaching as with other complex skills, the route to mastery is not abstruse theory but intense, guided practice grounded in subject-matter knowledge and pedagogical methods. Trainees should spend more time in the classroom. The places where pupils do best, for example Finland and Singapore, put novice teachers through a demanding apprenticeship.
- 9 It is essential that teacher-training colleges start to collect and publish data on how their graduates perform in the classroom. Courses that produce teachers who go on to do little or nothing to improve their pupils' learning should not receive subsidies or see their graduates become teachers. They would then have to improve to survive.
- 10 Big changes are needed in schools, too, to ensure that teachers improve throughout their careers. Instructors in the best ones hone their craft through observation and coaching. They accept critical feedback—which their unions should not resist, but welcome as only proper for people doing such an important job. The best head teachers hold novices' hands by, say, giving them high-quality lesson plans and arranging for more experienced teachers to cover for them when they need time for further study and practice.
- 11 Money is less important than you might think. Teachers in top-of-the-class Finland, for example, earn about the OECD average. But ensuring that the best stay in the classroom will probably, in most places, mean paying more. People who thrive in front of pupils should not have to become managers to get a pay rise. And more flexibility on salaries would make it easier to attract the best teachers to the worst schools.

12 Improving the quality of the average teacher would raise the profession's prestige, setting up a virtuous cycle which more talented graduates would clamor to join. But the biggest gains will come from preparing new teachers better, and upgrading the ones already in classrooms. The lesson is clear; it now just needs to be taught.

Words and Expressions

stellar /'stɛlə/ *adj.* 优秀的; 精彩的; 恒星的

impart /ɪm'pɑ:t/ *v.* 传授; 透露; 告知

hobble /'hɒbəl/ *v.* 阻碍; 妨碍; 跛行

tenacious /tɪ'neɪʃəs/ *adj.* 经久不变的; 坚持的; 顽强的

endow /ɪn'dəʊ/ *v.* 赋予; 给予

prod /prɒd/ *v.* 促使; 戳; 捅

diktat /dɪk'tæt/ *n.* 强制命令; 勒令

premise /'premɪs/ *n.* 前提; 假定

lurch /lɜ:tʃ/ *v.* 蹒跚; 摇晃

predecessor /'pri:dɪ'sesə/ *n.* 前任; 前身

airy /'eəri/ *adj.* 漫不经心的; 通风的

ecopedagogy /i:kəʊ,pedəgɒdʒi/ *n.* 生态教育学

conscientization /kɒnʃənta'zeɪʃən/ *n.* 意识觉醒; 觉悟启蒙

abstruse /əb'stru:s/ *adj.* 高深的; 深奥的

apprenticeship /ə'prentɪsʃɪp/ *n.* 学徒期; 学徒身份; 学徒制

hone /həʊn/ *v.* 磨炼; 提高

clamor /'klæmə/ *v.* 大声要求; 大声讲话

let sb. loose on 任由某人处理

get to grips with 了解并应对

tail off (又作 tail away) 变得越来越少 [小]; 逐渐消失

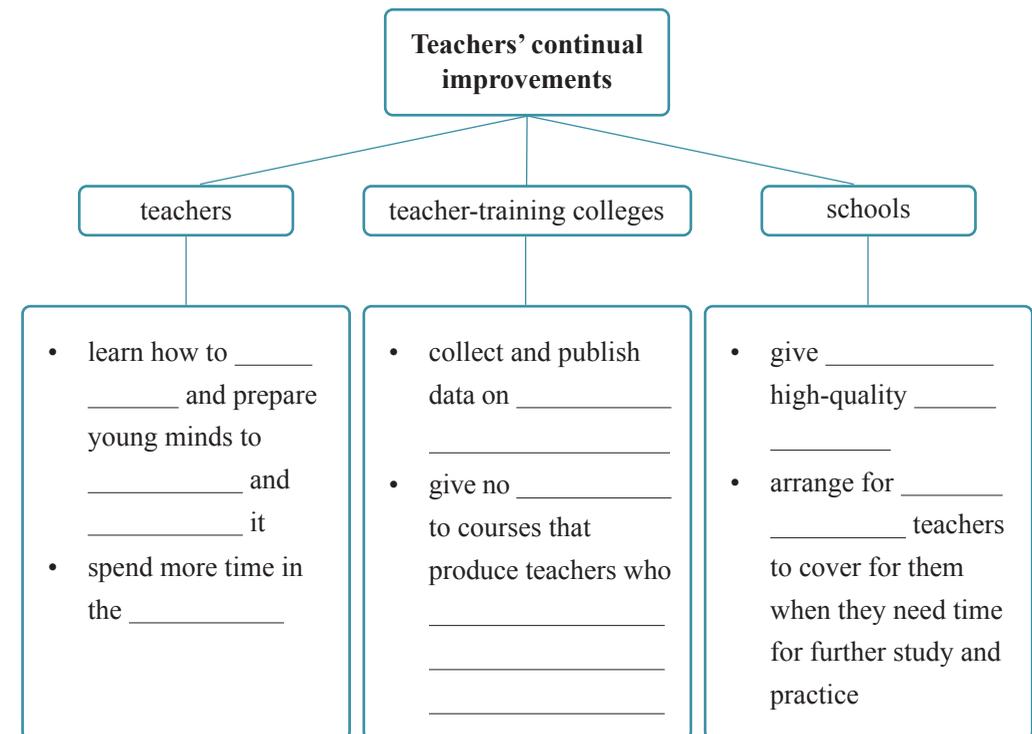
Notes

OECD (Organization for Economic Co-operation and Development) 经济合作与发展组织, 是由 38 个市场经济国家组成的政府间国际经济组织, 旨在共同应对全球化带来的经济、社会和政府治理等方面的挑战, 并把握全球化带来的机遇。

Task 3 Read the passage and answer the following questions.

1. How do you guess the meaning of “stellar” from the context if you are not familiar with the word?
2. What's the difference between the top 10% of teachers and the worst 10%?
3. According to the author, what do teacher trainers and sports coaches have in common?
4. Why does the author think dismissing teachers for bad performance has its limits?
5. Who are the most important pupils at school? Why?
6. Why does the author mention Finland and Singapore in Para. 8?
7. What would happen if the quality of the average teacher were improved?
8. In terms of whether good teachers are born or made, what is the author's opinion? Do you agree with that idea?

Task 4 What measures should be taken to ensure teachers' continual improvements throughout their careers? Read Paras. 7-12 again and fill in the diagram.



Teaching the teachers

- 1 Great teaching has long been seen as an innate skill. But reformers are showing that the best teachers are made, not born. And ways of teaching better—often much better—can be learned. Grit can become gold.
- 2 In 2014 Rob Coe of Durham University, in England, noted in a report on what makes great teaching that many commonly used classroom techniques do not work. Unearned praise, grouping by ability and accepting or encouraging children’s different “learning styles” are widely espoused but bad ideas. So too is the notion that pupils can discover complex ideas all by themselves. Teachers must impart knowledge and critical thinking.
- 3 Those who do so embody six aspects of great teaching, as identified by Mr. Coe. The first and second concern their motives and how they get on with their peers. The third and fourth involve using time well, fostering good behavior and high expectations. Most important, though, are the fifth and sixth aspects, high-quality instruction and so-called “pedagogical content knowledge”—a blend of subject knowledge and teaching craft. Its essence is defined by Charles Chew, one of Singapore’s “principal master teachers”, an elite group that guides the island’s schools: “I don’t teach physics; I teach my pupils how to learn physics.”
- 4 Teachers like Mr. Chew ask probing questions of all students. They assign short writing tasks that get children thinking and allow teachers to check for progress. Their classes are planned—with a clear sense of the goal and how to reach it—and teacher-led but interactive. They anticipate errors, such as the tendency to mix up remainders and decimals. They space out and vary ways in which children practice things, cognitive science having shown that this aids long-term retention.
- 5 These techniques work. In a report the OECD found a link between the use of such cognitive activation strategies and high test scores among its club of mostly rich countries. The use of memorization or pupil-led learning was common among laggards. A recent study by David Reynolds compared math teaching in Nanjing and Southampton, where he works. It found that in China, “whole class interaction” was used 72% of the time, compared with only 24% in England. Earlier studies by James Stigler, a psychologist at UCLA, found that American classrooms rang to the sound of “what” questions. In Japan teachers asked more “why” and “how” questions that check students understand what they are learning.
- 6 But a better awareness of how to teach will not on its own lead to great teaching. According to Marie Hamer, the head of initial teacher training at Ark, a group of English schools, “Too often teachers are told what to improve, but not given clear guidance on how to make that change.” The new types of training are intended to address that.
- 7 In America and Britain training has been heavy on theory and light on classroom practice. Rod Lucero of the American Association of Colleges for Teacher Education (AACTE), a body representing more than half of the country’s teacher-training providers, says that most courses have a classroom placement. But he concedes that it falls short of “clinical practice”. After finishing an undergraduate degree in education “I didn’t feel I was anywhere near ready,” says Jazmine Wheeler, now a first-year student at the Sposato Graduate School of Education, a college which grew out of the Match charter schools in Boston.
- 8 This fits with a pattern Mr. Thomas Kane’s research reveals to be “almost constant”: New teachers lack classroom management and instruction skills. As a result they struggle at first before improving over the subsequent three to five years. The new teaching schools believe that those skills which teachers now pick up haphazardly can be systematically imparted in advance. “Surgeons start on cadavers, not on live patients,” Mr. Kane notes.
- 9 The curriculum of the new schools is influenced by people like Doug Lemov. A former English teacher and the founder of a school in Boston, Mr. Lemov used test-score data to identify some of the best teachers in America. After visiting them and analyzing videos of their classes to find out precisely what they did, he created a list of 62 techniques. Many involve the basics of getting pupils’ attention. But most of Mr. Lemov’s techniques are meant to increase the number of pupils in a class who are thinking and the amount of time that they do so. Techniques such as his “cold call” and “turn and talk”, where pupils have to explain their thoughts quickly to a peer, give the kinds of cognitive workouts common in classrooms in Shanghai and Singapore, which regularly top international comparisons.
- 10 Trainees at Sposato undertake residencies at Match schools. They spend 20 hours per week studying and practicing, and 40-50 tutoring or assisting teachers. Mr. Orin Gutlerner, Sposato’s founding director, says that the most powerful predictor of residents’ success is how well they respond to the feedback they get after classes.
- 11 This new approach resembles in some ways the more collective ethos seen in the best Asian schools. Few other professionals are so isolated in their work, or get so little feedback, as Western teachers. Today 40% of teachers in the OECD have never taught alongside another teacher, observed another or given feedback. Simon Burgess of

the University of Bristol says teaching is still “a closed-door profession”, adding that teaching unions have made it hard for observers to take notes in classes. Pupils suffer as a result, says Pasi Sahlberg, a former senior official at Finland’s education department. He attributes much of his country’s success to Finnish teachers’ culture of collaboration.

- 12 As well as being isolated, teachers lack well defined ways of getting better. In 2011 a study in England found that only 1% of training courses enabled teachers to turn bad practice into good teaching. The story in America is similar. This is not for want of cash. The New Teacher Project, a group that helps cities recruit teachers, estimates that in some parts of America schools shell out about \$18,000 per teacher per year on professional development, 4-15 times as much as is spent in other sectors.
- 13 The New Teacher Project suggests that after the burst of improvement at the start of their careers teachers rarely get a great deal better. This may, in part, be because they do not know they need to get better. Three out of five low-performing teachers in America think they are doing a great job. Overconfidence is common elsewhere: Nine out of ten teachers in the OECD say they are well prepared. Teachers in England congratulate themselves on their use of cognitive activation strategies, despite the fact that pupil surveys suggest they rely more on rote learning than teachers almost everywhere else.
- 14 It need not be this way. In a vast study Roland Fryer of Harvard University found that “managed professional development”, where teachers receive precise instruction together with specific, regular feedback under the mentorship of a lead teacher, had large positive effects.
- 15 Such environments are present in schools such as Match and North Star. In these schools teachers will not be promoted unless they can prove they are collaborative. Their mentors will not be promoted unless they can show that their student teachers improve. It helps to have time. Teachers in these schools teach for only 10-12 hours a week, less than half the American average of 27 hours.
- 16 In many countries the way to get ahead in a school is to move into management. Mr. Fryer says that American school districts “pay people in inverse proportion to the value they add”. District superintendents make more money than teachers although their impact on pupils’ lives is less. Singapore has a separate career track for teachers, so that the best do not leave the classroom. Australia may soon follow suit.
- 17 Reformers hope that they can finally improve education on a large scale. Until now, the job of the teacher has been comparatively neglected, with all the focus on structural changes. But disruptions to school systems are irrelevant if they do not change how and what children learn. For that, what matters is what teachers do and think. The answer, after all, is in the classroom.

Words and Expressions

innate /ɪˈneɪt/ *adj.* 天生的; 内在的

espouse /ɪˈspəʊz/ *v.* 支持, 拥护

elite /eɪˈli:t/ *adj.* 出类拔萃的, 精锐的

probing /ˈprəʊbɪŋ/ *adj.* 探究的; 追根究底的

anticipate /ænˈtɪsɪˈpeɪt/ *v.* 预料, 预期

retention /rɪˈtenʃən/ *n.* 保留, 保持; 记忆力

laggard /ˈlæɡəd/ *n.* 落后者

placement /ˈpleɪsmənt/ *n.* 实习工作; 放置; 安排

concede /kənˈsiːd/ *v.* 承认; 让步

haphazardly /ˌhæpˈhæzədli/ *adv.* 无计划地, 杂乱无章地, 随意地

cadaver /kəˈdævə/ *n.* 尸体

curriculum /kəˈrɪkjʊləm/ *n.* (复数为 curricula 或 curriculums) 课程

residency /ˈrezɪdənsi/ *n.* 驻留时间, 驻留期

resemble /rɪˈzembəl/ *v.* 像; 与…类似, 与…相似

ethos /ˈiːθɒs/ *n.* 精神特质, 道德意识

rote /rəʊt/ *n.* 死记硬背

collaborative /kəˈlæbərətɪv/ *adj.* 合作的; 协力完成的

superintendent /ˌsuːpərɪnˈtendənt/ *n.* 地区教育主管; 负责人; 主管人

disruption /dɪsˈrʌpʃən/ *n.* 中断, 打乱

Task 5 Read Paras. 1-9 of the passage and answer the following questions by choosing A, B, C or D.

- 1 Which of the following sentences is closest in meaning to Charles Chew's remark that "I don't teach physics; I teach my pupils how to learn physics."?
 - A. Give someone a fish and you feed him for only one day; teach him how to fish and you feed him for a lifetime.
 - B. Learning without thinking is labor lost; thinking without learning is perilous.
 - C. It takes a decade to grow trees but a hundred years to nurture talents.
 - D. Practice makes perfect.
- 2 According to the OECD report, what might be the scores of students in a class where memorization or pupil-led learning was common?
 - A. They are higher than those of the students who are familiar with cognitive activation strategies.
 - B. They are as high as those of the students who are familiar with cognitive activation strategies.
 - C. They are lower than those of the students who are familiar with cognitive activation strategies.
 - D. They are not clear in the report.
- 3 Why does Mr. Kane note that "Surgeons start on cadavers, not on live patients."?
 - A. To emphasize the importance of both theory and practice in training a doctor.
 - B. To illustrate the necessity and possibility of imparting classroom management and instruction skills to those pre-service teachers.
 - C. To support the notion that it is more demanding to be a surgeon than to be a teacher.
 - D. To explain the steps of training a surgeon.
- 4 Which of the following statements is TRUE about Mr. Lemov?
 - A. He went to Shanghai and Singapore to visit those top teachers.
 - B. He created 62 techniques to increase the number of pupils at school.
 - C. He didn't encourage teachers to organize peer-tutoring activities in the classroom.
 - D. His ideas inspired some teacher-training schools to reform their curriculum.

Task 6 Read the rest of the passage and discuss the following questions with your partner.

1. Why does Simon Burgess of the University of Bristol say teaching is still "a closed-door profession" for Western teachers?
2. According to Pasi Sahlberg, what is considered as the main factor that could account for Finland's success in education?
3. What might be the reason for 99% of training courses' failure to enable teachers to turn bad practice into good teaching?
4. Are cognitive activation strategies popular among pupils in England? Why?
5. Why does Mr. Fryer say that American school districts "pay people in inverse proportion to the value they add"?
6. What do you think is the author's attitude toward reformers' efforts to improve education on a large scale with the current focus on structural changes?

Task 7 Follow the steps to understand how numbers could be used in communication.

- 1 Locate the expressions about numbers below in Passages One & Two and put them in the blanks to match their corresponding functions in the context.

Language in Use			
three times	two-fifths	40%	1%
three out of five & nine out of ten			

- _____ To illustrate the difference in teaching effectiveness between the best and the worst teachers
- _____ To emphasize the scarcity of in-service teachers' chances of making further improvements
- _____ To reveal the ineffectiveness of those teacher training courses in improving teachers' practice
- _____ To expose the common overconfidence among teachers
- _____ To illustrate the lack of collaboration among teachers in the OECD

- 2 What is the status quo of teacher education of your major/university? Conduct a survey among your group members and then report your findings in class by using numbers. You may refer to the elements below or add more if necessary.

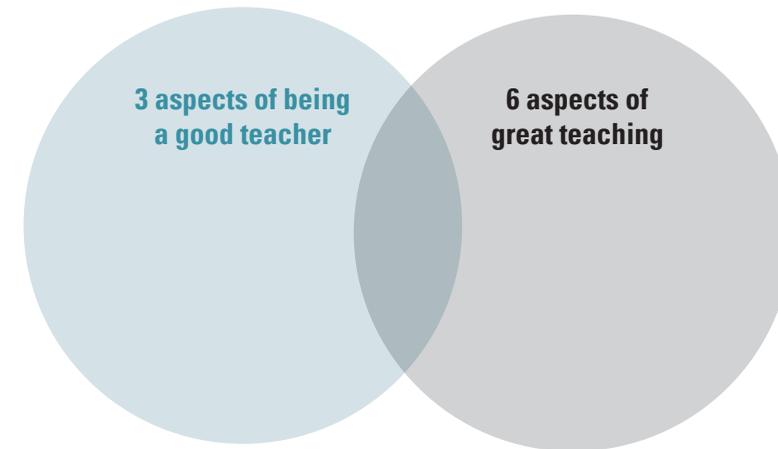
A survey on the status quo of teacher education of my major/university

The ratio of courses on teaching theory to courses on classroom practice	
The hours of studying/practicing a week	
The percentage of students who are confident of becoming teachers	
...	

Application

Task 8

- 1 With the help of the following Venn diagram, compare the three aspects of being a good teacher mentioned in Awareness with the six aspects of great teaching mentioned in Passage Two. Then discuss with your partner whether these aspects are born or made.



Aspects that are BORN: _____

Aspects that can be MADE: _____

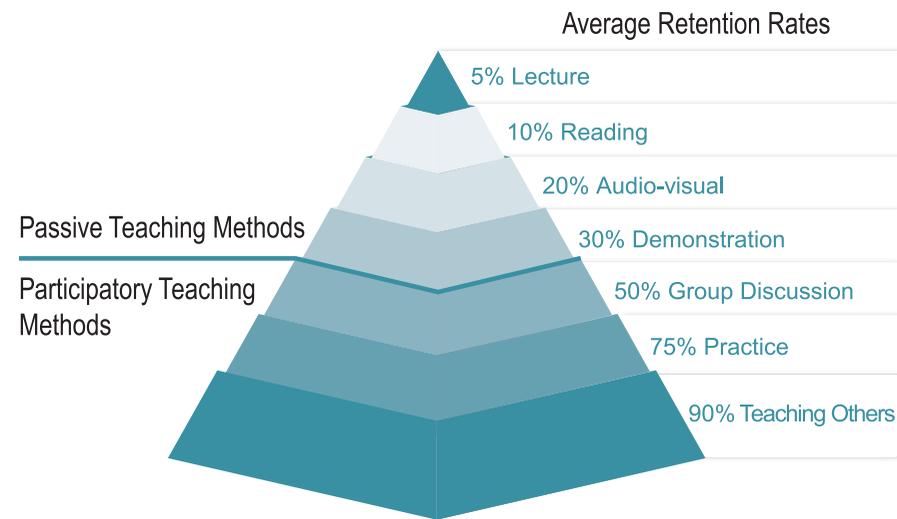
- 2 The following are some questions that have been regularly asked in teaching/training interviews. Role-play an interview by referring to the information you've gained from Passages One & Two.

- What makes a good teacher?
- How could you improve children's classroom and school experience?
- What did you learn from your school experiences?
- What will be the most challenging for you as a teacher?
- What knowledge, skills and abilities do you have to offer that will help you to become a successful teacher?
- Are you ready to receive constructive criticism of your teaching as part of the learning process? How would you react to it?

Task 9

- 1 Study the diagram and discuss with your partner the questions that follow.

THE LEARNING PYRAMID



- 1) What is the diagram mainly about?
- 2) In terms of facilitating students' knowledge retention, which teaching method is the most/least effective?
- 3) What might be the reasons that account for the different knowledge retention rates among the above teaching methods?
- 4) Which methods would involve students in active learning and which methods treat students as passive learners?
- 5) As learners, which teaching methods have you mostly been exposed to? How do they work?
- 6) As pre-service teachers, how is the Learning Pyramid related to the aspects of good teaching in your future career?

- 2 Write a short passage of no less than 120 words to summarize the information you get from the above diagram. You may refer to the answers to the above questions.

Reflection

Answer the following questions to reflect on your learning outcomes of this unit. Then work in pairs or groups to exchange opinions or suggestions.

1. Referring back to Task 1, what other words can you add to the tables upon completion of this unit?
2. How confident are you of becoming a qualified teacher? What are your strengths and weaknesses?
3. To be a qualified teacher, what do you expect from the university, the teaching staff, the course, and your classmates?
4. How are the Contents of this textbook helpful for you to grow into a qualified teacher?