Education

VOCABULARY PRACTICE

UPPER-INTERMEDIATE | B2

Name: _____ **Date:** _____

1 Match each teaching and assessment term with its meaning.

1 curriculum	____	a ability to use digital tools critically and effectively
2 syllabus	____	b final judgement of achievement
3 learning outcome	____	c broad planned content and experience of education
4 formative assessment	____	d comments intended to improve work
5 summative assessment	____	e expected knowledge or skill after learning
6 feedback	____	f adapting teaching to different learner needs
7 peer assessment	____	g honesty and responsibility in academic work
8 differentiated instruction	____	h detailed content of a particular course
9 academic integrity	____	i learners evaluating one another's work
10 digital literacy	____	j checks used during learning to guide improvement

2 Complete the education collocations.

criteria | **feedback** | **integrity** | **outcomes** | **progress** | **skills** | **support** | **workload**

1 meet the learning _____

2 apply transparent assessment _____

3 provide actionable _____

4 monitor learner _____

5 differentiate classroom _____

6 develop digital _____

7 maintain academic _____

8 manage the student _____

3 Choose the most precise term for the context.

1 A quick quiz used to decide what to reteach: *formative / summative assessment*.

2 A final examination contributing to the course grade: *summative / peer assessment*.

3 A statement of what learners should be able to do: *learning outcome / syllabus*.

4 Students commenting on classmates' drafts: *peer assessment / admission*.

5 Changing tasks to meet varied needs: *differentiated instruction / distance learning*.

6 Responsible use and acknowledgement of sources: *academic integrity / digital access*.

7 The detailed topics in one course: *syllabus / curriculum*.

8 Advice that identifies how to improve: *actionable feedback / final grade*.

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4 Complete the course review with expressions from the box.

academic integrity | actionable feedback | assessment criteria | digital literacy | differentiated support | formative assessment | learning outcomes | peer assessment | student workload | summative assessment

The module's **1** _____ are clear, but the **2** _____ is uneven across the term. Weekly quizzes provide useful **3** _____, while the final project serves as **4** _____. Students understand the **5** _____ before beginning each task. Draft workshops use **6** _____, followed by teacher **7** _____. Additional materials offer **8** _____. Source-use activities strengthen **9** _____, and online research develops **10** _____.

5 Read the text and answer the questions briefly.

Blended learning by design

A course does not become blended simply because files are uploaded online. Effective design decides which activities benefit from live interaction and which benefit from flexible access. Online discussion may give learners more time to formulate ideas, while classroom dialogue offers immediate clarification. Technology can widen participation, but poor access, unclear navigation and excessive notifications may create barriers. Teachers therefore align each tool with a learning outcome and provide alternatives when a platform is inaccessible or unreliable.

1 Why do uploaded files alone not create effective blended learning? _____

2 What advantage may online discussion offer? _____

3 What advantage does classroom dialogue offer? _____

4 Name three technology-related barriers. _____

5 What should determine the choice of tool? _____

6 When should teachers provide an alternative? _____

6 Rewrite using the expression in capitals.

1 The quiz helped the teacher adjust the next lesson. **FORMATIVE** _____

2 Students used the criteria to review each other's work. **PEER** _____

3 The comments gave clear next steps. **ACTIONABLE** _____

4 The teacher adapted tasks for different needs. **DIFFERENTIATED** _____

OVER TO YOU

Write a **120-150 word** evaluation of a course or learning unit. Discuss outcomes, assessment, feedback, workload, access and learner support.

[ ] Use at least ten target items. [ ] Link design choices to learning. [ ] Give a balanced recommendation.

ANSWER KEY

1 Teaching and assessment terms

1 **c** 2 **h** 3 **e** 4 **j** 5 **b** 6 **d** 7 **i** 8 **f** 9 **g** 10 **a**

2 Education collocations

1 **outcomes** 2 **criteria** 3 **feedback** 4 **progress** 5 **support** 6 **skills** 7 **integrity** 8 **workload**

3 Precise terms

1 **formative assessment** 2 **summative assessment** 3 **learning outcome** 4 **peer assessment** 5 **differentiated instruction** 6 **academic integrity** 7 **syllabus** 8 **actionable feedback**

4 Course review

1 **learning outcomes** 2 **student workload** 3 **formative assessment** 4 **summative assessment** 5 **assessment criteria**
6 **peer assessment** 7 **actionable feedback** 8 **differentiated support** 9 **academic integrity** 10 **digital literacy**

5 Reading - suggested answers

1 Design must decide which activities suit live or flexible formats. 2 More time to formulate ideas. 3 Immediate clarification.
4 Poor access, unclear navigation and excessive notifications. 5 The learning outcome. 6 When a platform is inaccessible or unreliable.

6 Rewriting - possible answers

1 The quiz was used for **formative assessment**. 2 Students used the criteria for **peer assessment**. 3 The comments provided **actionable feedback**. 4 The teacher provided **differentiated instruction**.

Over to you: Answers will vary. Check conceptual accuracy, balance and links between design and learning.