

1. Listening comprehension

1.1 What did the little boy teach the speaker about his job as a teacher during the bushwalk? That every child has their own niche, forte or passion (the boy correctly identified the plane as a C-19 Globemaster III). The teacher's job is to **notice that passion, harness it and build the curriculum around the child**, putting the child — not the teacher — at the centre of their own learning.

1.2 What metaphor does the speaker use about policy makers? That when policy makers/politicians create rules about rankings and comparing students and schools, those policies **"end up as tears falling from a nine-year-old boy's eyes onto a test paper."** (The metaphor links their decisions to a child's tears — the human cost.)

1.3 The speaker uses Mr. Johnson as an example of which teaching method? The **traditional, teacher-centred method**: pupils sitting in rows in silence, the teacher at the front with a diagram (plate tectonics), highlighting key words and memorising everything by Friday for a grade A → rote learning / a transmission, content-focused approach.

1.4 Mention two examples of classroom practices the speaker refers to as a way of developing independence. Any two of: letting children **sit where they wish**; letting them **sit with whom they want**; letting them **represent their research in a way that suits them** (the "prepared environment" adaptations).

1.5 According to the speaker, what will students need in 12 years? Not specific content (we can't predict it), but **skills**: love, empathy, compassion, understanding and **resilience**.

Complete the sentences (one word each):

- 2.1 The NAPLAN test is the **standardised** test of Australia.

- 2.2 ...stop thinking about students as empty **vessels**.
- 2.3 ...the confidence to try but the **resilience** to fail.
- 2.4 ...it was time for their **science** lesson.
- 2.5 ...on the contrary, they **thrived**.

2. Reading comprehension and Use of English

3.1 Explain the underlined expressions in context.

- 3.1.1 "*may as well be English*" → it would make no real difference if she called herself English; she lives so close to the border / sounds so un-Welsh that she might as well be considered English.
- 3.1.2 "*was subjected to a number of jibes*" → she had to put up with / was the target of several mocking, teasing remarks.
- 3.1.3 "*the lion's share*" → the largest part / the great majority.
- 3.1.4 "*ignited a flame within*" → sparked a strong inner motivation or passion; it inspired/fired him up.

3.2 Word-formation process / linguistic device.

- 3.2.1 *question* (used as a verb) → **Conversion / zero-derivation**: a noun used as a verb with no change in form.
- 3.2.2 *Welshness* → **Suffixation (derivation)**: adjective *Welsh* + suffix *-ness* → abstract noun (the quality of being Welsh).
- 3.2.3 *north-east* → **Compounding**: two words (*north* + *east*) joined into one (hyphenated) lexical unit.
- 3.2.4 *belittled* → **Prefixation (derivation)**: prefix *be-* + *little* → verb *belittle* ("to make someone feel small"); here past participle.
- 3.2.5 *underrepresentation* → **Prefix + suffix (derivation)**: *under-* (insufficiently) + *represent* + *-ation* (noun-forming suffix).

3.3 Find synonyms in the text.

- 3.3.1 Take it for granted → **assume** (para 2)
- 3.3.2 Ignored → **overlooked** (para 3)
- 3.3.3 Jokes → **jibes** (para 4)
- 3.3.4 Talked down to → **patronised** (para 5)
- 3.3.5 Boundaries → **confines** (para 9)

3.4 Rephrasing.

- 3.4.1 (VARY): *Despite the fact that accents **vary** hugely when speaking Welsh, many people do assume that there is a single Welsh accent.*
- 3.4.2 (THAT): *Sarah added **that** they had had a few fairly big representatives over the years.*
- 3.4.3 (MORE): *The older I grow and the **more** I learn about our history, the more vocal I become.*
- 3.4.4 (BROUGHT): *Despite having been **brought** up in Ruthin, Sarah believes Rhys Ifans' portrayal of south Walian characters in Twin Town and Notting Hill helped influence accent perceptions.*

3.5 Pronunciation — match by vowel sound.

- grew /u:/ — **who** /u:/
- had /æ/ — **add** /æ/
- vocal /əʊ/ — **grow** /əʊ/

3.6 What do "it" and "which" refer to?

- 3.6.1 *which* → the jibe/idea that "you live so close to the border, you may as well just say you're English".
- 3.6.2 *it* → *someone's accent* (the accent being a big part of their identity).

3. Methodology

4.1 Key Competences (LOMLOE, Decreto 61/2022) that can be developed with this topic.

- **Competencia plurilingüe (CP):** the text deals directly with accents and varieties of English (and Welsh); it builds awareness that a language has many valid varieties and fosters respect for them.
- **Competencia en comunicación lingüística (CCL):** reading comprehension, oral/written expression, vocabulary and reflection on language.
- **Competencia ciudadana (CC):** identity, stereotypes and belonging are addressed, promoting respect for diversity, empathy and the rejection of prejudice.
- **Competencia en conciencia y expresión culturales (CCEC):** exposure to Welsh culture and to cultural/linguistic diversity within the UK.
- **Competencia personal, social y de aprender a aprender (CPSAA):** reflection on one's own identity, collaborative discussion and self-regulation.

4.2 Model activity (150–180 words): introducing accents/varieties of English.

"Accent Detectives" (5th–6th grade). To introduce different varieties of English, I would begin with a short warm-up: I would ask pupils whether everyone in our class speaks Spanish in exactly the same way, eliciting that people from different places sound different — and that this is completely normal and positive. Then pupils would listen to four very short audio clips of speakers using different accents of English (for example British, American, Australian and Irish), each saying the same simple sentence. Working in pairs with a picture worksheet showing flags, they would try to match each clip to a country and write down one word that sounded different to them. Afterwards, we would check answers as a whole class and discuss, in simple English, the idea that there is no single "correct" English and that all accents are equally valid. This activity develops listening skills and plurilingual awareness while connecting language learning with intercultural respect and the value of diversity."