

### What are the adjectival forms of the following nouns?

1. institution	
2. Trauma	
3. academia	
4. awareness	
5. context	
6. effect	
7. caution	
8. flexibility	
9. criticality	
10. response	

### Work in pairs and look at these sentences from the field report. Explain the meaning of the underlined bold words.

1. It's not just in the teaching itself, that we're trying to **mitigate** the effects of trauma.
2. One of the **core** things that we've been trying to **bear in mind** when designing the materials is the level of personalisation.
3. They're already **discriminating** against people who don't have the money.
4. We have had to be very responsive and **flexible** and understanding.
5. We're trying to help them develop our awareness of what it would be like to study in a UK HE context, how to study **independently**.
6. One of the **schemes** that encourages this is the Universities of Sanctuary Award Scheme.
7. I think a lot of refugees spend a lot of time, years sometimes, basically in **limbo**, waiting for someone else to make a decision about something.
8. [Students gain] **insight** in how decisions are made rather than just **imposing** things on them.
9. So for example, topics like home, we're a bit **cautious** of that and giving students a choice as to the level of **personalisation** that they want to bring into the classroom.
10. We also tried to be very inclusive so there's an **element** of social **justice**.

**Now write a paragraph in which you use at least five of these words / phrases correctly.**

mitigate      discriminating      schemes      Imposing      justice  
core      flexible      in limbo      cautious      element  
bear in mind      independently      insight      personalisation

**Listen to the following extract from the podcast, and answer these questions.**

1. What is one area that Tracey believes is a difficulty for students when it comes to academic language?
2. How does Tracey suggest approaching the use of academic language in the classroom?
3. According to Tracey, what is the relationship between academic language and general language?
4. Why does Tracey believe it is important to understand where students are coming from in terms of their language use?
5. How does Tracey suggest approaching the task of using academic language in terms of assessment or external requirements?