

Navigate



Your direct route to English success



Helping advanced students to *really* advance



“Advanced students feel cheated if they don’t feel they’ve learnt anything new in the class. They seem to forget that acquiring skill in a language isn’t always about ‘the new’ as much as using, expanding and refining ‘the old’.”

Laura, from Uruguay

<http://www.onestopenglish.com/support/ask-the-experts/methodology-questions/methodology-teaching-at-advanced-levels/146378.article>



“I teach students who are planning to take CAE or CELS Higher, and sometimes it is hard to get rid of their feeling that they know everything (when they don’t) and that we are always doing the same things.”

‘uwcgirl’

<http://www.onestopenglish.com/support/ask-the-experts/methodology-questions/methodology-teaching-at-advanced-levels/146378.article>



“Advanced students need to be motivated: finding out their interests early on, helps you focus on what they like discussing.”

Rachel Appleby

<http://oupeltglobalblog.com/2011/08/23/how-to-make-progress-with-advanced-students/>



“I don’t think I have ever taught or observed an advanced lesson that went seriously wrong. After all, advanced students have been in the game long enough and know enough English to ensure that most of our lessons run – at worst – relatively smoothly.

But I have often walked out of lively, fun, seemingly trouble – free C1 lessons, wondering deep down how much learning had really taken place.”

Luiz Otavio Barros

<http://www.luizotaviobarros.com/2014/03/teach-advanced-students-esl-efl.html>



- What problems do advanced students still typically have?
- What approaches, materials and activities can be used to help them?
- What pitfalls should we avoid?



Grammar



Grammar

- 1 a/an
- 2 verb and subject agreement
- 3 inversion (hardly had I etc)
- 4 -ing or infinitive (verb patterns)
- 5 Mixed conditionals
- 6 present simple or present continuous
- 7 comparatives
- 8 Relative clauses

Grammar

As it is a reality the advantages and disadvantages resemble two sides of one coin, which usually runs parallel. So like other things internet also have some downsides, like causing people health problems for example, poor eye-sight, back ache or migraines. Today's teenagers usually prefer to spend their time on the internet rather than to participating in other physical activities, which causing them to have a weaker physical health.

Extract from sample band 7 IELTS essay
www.ielts-blog.com

Grammar

Secondly, many nations in Africa and Asia are very poor. Famine, diseases, crime and illiteracy are killing the citizens of these countries. In the contrary, many nations in Europe and America are too rich. If there are no actions taken, this inequality will increase dramatically. Poor countries will become more and more poorer while rich countries will become more and more richer. As a result, the poorest countries will become slaves of the richest countries. So, sharing wealth is an useful way to prevent people from that bad future.

Extract from sample band 7 IELTS essay
www.ielts-blog.com

1 With a partner, try to explain what is happening in the photo.



Navigate C1

2 Read the book review. Then discuss the questions with a partner.

1 Describe the atmosphere at the fish market. How would you feel if you

FISH! BOOK REVIEW

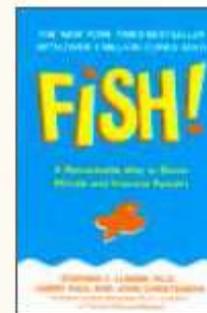
Lundin, Paul, Christensen

'Was that a fish flying through the air? One of the workers picked up a large fish, ¹ _____ (throw) it six metres to the raised counter, and shouted, "One salmon flying away to Minnesota." Then, all the workers repeated together, "One salmon flying away to Minnesota." The guy behind the counter made an unbelievable one-handed catch, then nodded to the people applauding his skill. The energy ² _____ (be) remarkable.

Another worker ³ _____ (tease) a small boy by making a large fish move its mouth as if it were talking. Two old people ⁴ _____ (laugh) uncontrollably. "We ⁵ _____ (watch) them work all morning – it's like watching a show!" one of them said.'

FISH! is a management training book with a difference. It ⁶ _____ (tell) the story of the Pike Place Fish Market in Seattle and how the workers revolutionized their business through four simple principles:

- **Choose your attitude** 'We can bring a moody attitude and have a depressing day ... or we can bring a sunny, cheerful attitude and have a great day.'
- **Play** '... we discovered that we could be serious about business and still have fun.'
- **Make their day** 'Focusing your attention on ways to make another person's day provides a constant flow of positive feelings.'

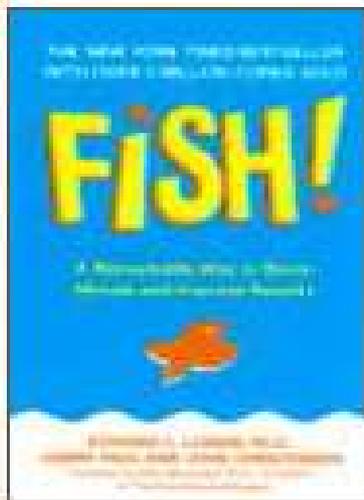


FISH! BOOK REVIEW

Lundin, Paul, Christensen

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Another worker ³ was teasing (tease) a small boy by making a large fish move its mouth as if it were talking. Two old people ⁴ was laughing (laugh) uncontrollably. "We ⁵ have been watching (watch) them work all morning – it's like watching a show!" one of them said.'



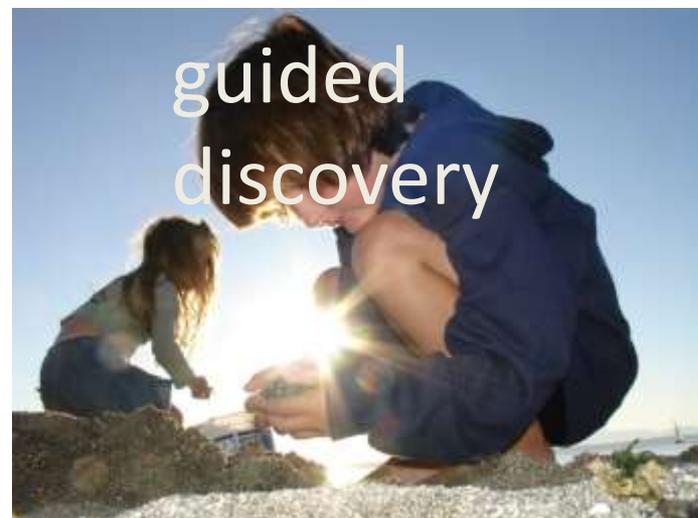
- 4 Read the Grammar focus box and match examples 1-5 to forms a-e.

GRAMMAR FOCUS continuous forms

- We use continuous forms to talk about actions or situations (past, present or future) which are incomplete, temporary or in progress.
 - 1 *Tomorrow afternoon, we'll be visiting an amazing fish market.*
 - 2 *The workplace had been struggling with a very negative work culture.*
 - 3 *Two old people were laughing uncontrollably.*
 - 4 *Everything is going on round you.*
 - 5 *We've been watching them work all morning.*
 - a to talk about actions/situations which continued up to, or stopped shortly before, the main past event ____
 - b to talk about something in progress around, or as background to, the main past event ____
 - c to talk about the length of time an action/situation which started in the past and is still going on ____
 - d to talk about temporary actions that are in progress around now ____
 - e to talk about what will be in progress at a particular time in the future ____
- We do not usually use the continuous form when we talk about states with verbs like *like*, *know*, *seem*, etc.

I like your new office. NOT ~~*I'm liking your new office.*~~
I know a dozen ways to cook salmon.
NOT ~~*I'm knowing a dozen ways to cook salmon.*~~

→ Grammar Reference page 143



Navigate C1

Grammar

- 5a** Choose the correct options to complete the questions.
- 1 According to the review writer, what *makes / is making* FISH! a management training book with a difference?
 - 2 What *did the market workers do / are the market workers doing* to make their customers feel better?
 - 3 What effect *do the market workers want / are the market workers wanting* this way of working to have on their customers?
 - 4 In the final paragraph, why *did the businesswoman apply / had the businesswoman been applying* the Pike Place principles to her workplace? What *happened / was happening* after she did?
 - 5 Can you think of a situation where you *have seen / have been seeing* some of these ideas in practice? If not, can you think of a situation where they could make a difference?
- b** Answer the questions in exercise 5a with a partner.

1.2 Student A Exercise 9

You work for a company that is becoming global. The company wants to expand into several markets. Your team has been tasked with finding out some important business information about the three countries where there is a possibility of building important markets.

- 1 Look at the information about your country.
- 2 Decide what you are going to tell the other members of your team. Be prepared to talk for at least a minute, and to answer questions.
- 3 When you have finished, listen to the two other presentations. Ask at least one question to get more detailed information.
- 4 Decide which country you think your company should go to first. Give reasons.

Grammar activities for advanced learners



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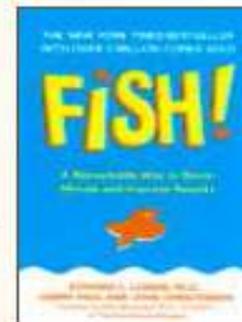
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Filling in the gaps



Dictogloss

³ The psychology of supporting a particular group or team seems mysterious and irrational. Why is it important for one team to beat another, when there is seemingly no discernible difference between them? And it's not just in sport: this ⁴ kind of attitude is common in all walks of life. We're happy when our country wins a gold medal at the Olympics, but we're even more pleased when our children's school is rated outstanding, or our project team does well and is picked out for special recognition ⁵ at work. But how can it be right that we value something so much just because we are in it? This is a question that interests philosophers and sociologists.

Reverse translation

- 1 Translate the text into L1
- 2 Wait
- 3 Translate the translation back into English
- 4 Compare this version and the original- what do you notice?

Grammaring

PSYCHOLOGY SUPPORT PARTICULAR
GROUP OR TEAM SEEM MYSTERIOUS AND
IRRATIONAL. WHY IMPORTANT ONE TEAM
BEAT ANOTHER WHEN SEEM NO
DISCERNABLE DIFFERENCE THEM?



Rarely have I
felt so
confused.....



Vocabulary





‘Mining’ texts

for vocabulary

We can....broaden our students' repertoire of language by actively “mining” reading or listening texts (as one mines for gold or precious gems) forsets of words and expressions that serve as models for student use.

Joan Saslow (A Process Approach to Discussion)

'Mining' texts



Game of Thrones

■ Use reported speech

Binge-watching:

how the hungry habit is transforming TV

Have you ever wasted a sunny day indoors with curtains closed, watching your favourite drama series for hours on end? Or gone to bed way too late because you *had* to watch 'just one more' episode? If so, you're not alone. 'Binge-watching' – watching several episodes of a show at a time – is on the rise. According to a recent **survey**, in which over 15,000 people were asked about their TV viewing habits, 91% said they frequently binge-watched and 40% said that they had binge-watched a show the previous week.

When asked why they binge-watched, respondents said it was because they felt social pressure to be up to date with the story. Some said watching several episodes **back-to-back** makes it easier to follow the sometimes very **complex** storylines. Dramas were the most binge-watched shows, followed by sitcoms, reality shows and news programmes.

‘The couch potato has woken up.’

New technologies, such as **DVR** (digital video recorders) and streaming, have **transformed** our viewing habits, **enabling** us to watch what we want, when and where we want, all of this without the annoying distraction of **commercial breaks**. Cost is also a factor, with a monthly subscription to Netflix costing just a fraction of a DVD box set.

The survey also **indicates** an interesting shift in opinion towards binge-watching. When respondents were asked whether they thought binge-viewing was a negative thing, only one-third said it was, whereas when asked the same question a year ago, the majority of people (two-thirds) considered it a bad thing.

This more positive attitude towards TV viewing may be because of the improved quality of the dramas. In the past, TV dramas were seen as culturally inferior to, say, the novel. This is no longer true. Social anthropologist Grant McCracken, who was involved in the research, says we watch TV differently now. In the past, binge viewers were known, disapprovingly, as 'couch potatoes' who spent hours and hours watching TV very passively. Now, however, since people are actively choosing what they watch, they watch with more purpose. He says that younger viewers, especially, watch more critically, frequently commenting on the quality of the acting, the casting, the camera angles. He believes the couch potato has woken up.

- **binge** to do too much of something you enjoy, especially eating; *binge-watch* first entered the Oxford Dictionary in 2014
- **couch** another word for *sofa*.

Navigate B2



'Mining' texts

3 Work with a partner. Look at the highlighted words in the article and guess what they mean. Then use them in the correct form to complete the sentences.

- 1 The internet has _____ our way of viewing TV.
- 2 I like dramas with _____ characters, not two-dimensional ones.
- 3 We watched three movies _____ on Saturday afternoon.
- 4 The figures _____ that fewer people watch live TV than before.
- 5 The company did a _____ to find out what customers wanted.
- 6 Most DVRs have a feature which _____ you to skip the _____.

survey
back-to-back
complex
transformed
enabling
commercial breaks
indicates

4 Discuss with a partner. Have your viewing habits changed in the last few years? How and why?

Navigate B2



'Mining' texts

one after the other

'Some said watching several episodes ~~back to back~~

understand *complicated*

makes it easier to ~~follow~~ the sometimes ~~complex~~

storylines.'

Which phrase is more frequent?

Type 2 keywords and click on the 'Fight !' button. The winner is the one which gets best visibility on Google. ⓘ

"stamp collecting"

VS

"collecting stamps"

FIGHT !

"STAMP COLLECTING" vs "COLLECTING STAMPS"

100



"STAMP COLLECTING"

20

"COLLECTING STAMPS"

Which phrase is more frequent?

Type 2 keywords and click on the 'Fight !' button. The winner is the one which gets best visibility on Google. ⓘ

"sticker collecting"

VS

"collecting stickers"

FIGHT !

"STICKER COLLECTING" vs "COLLECTING STICKERS"

100



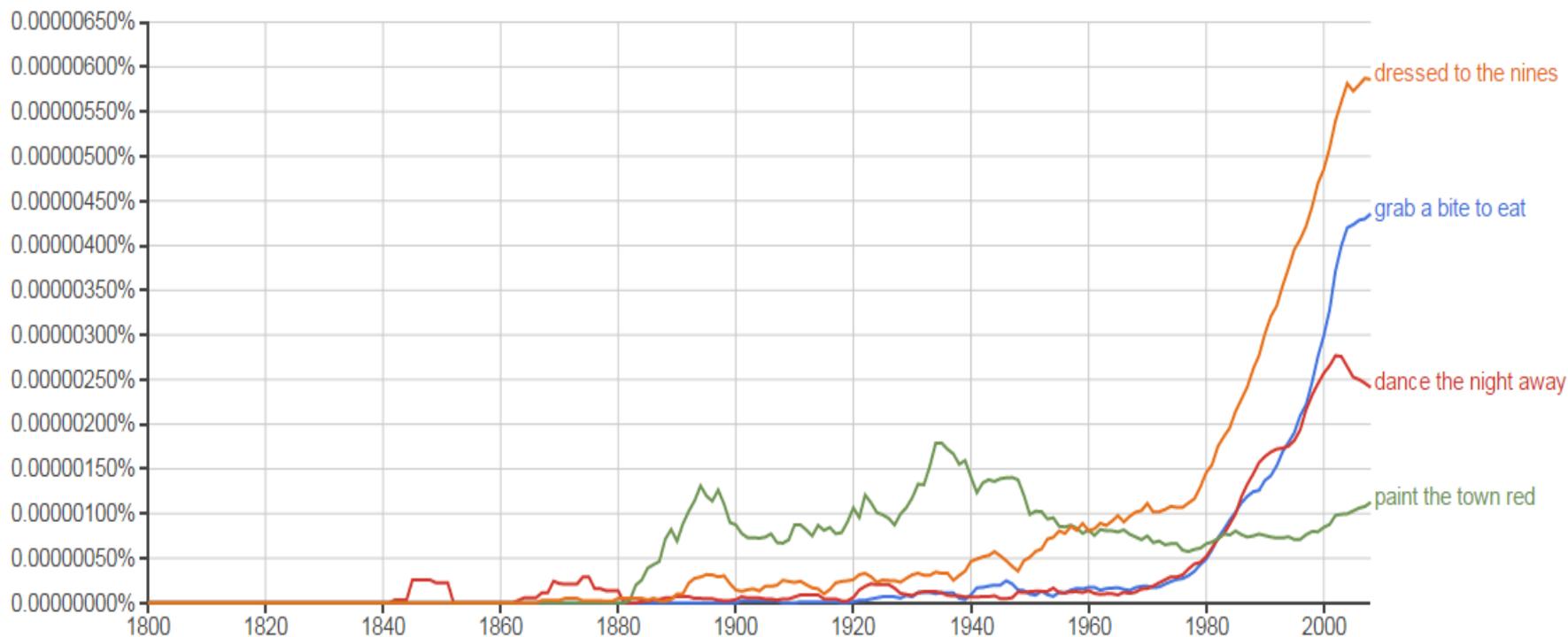
48

**"STICKER
COLLECTING"**

**"COLLECTING
STICKERS"**

How popular or current are these phrases?

grab a bite to eat, dressed to the nines, paint the town red, dance the night away,



Vocabulary systems



rare and useful.
No wonder gold
has captured
our imaginations
throughout
the ages.

- 1 From ancient times, gold has been of great importance to mankind. Many languages reflect this, using gold as a way of describing anything which is beautiful or valuable. In English, kind people 'have a heart of gold', particularly well-behaved children are 'as good as gold' and a 'golden opportunity' is one not to be missed.
- 2 The Ancient Greeks believed that gold was a combination of water and sunshine due to its brightness, and the Inca Kingdom called it the 'tears of the sun'. Gold may not have come from the sun, but it probably did come from another planet. The fact that it is always found on or near the surface of the Earth is possible evidence that it may have been brought here by asteroids.
- 3 Although it is found on every continent, gold is extremely rare. It is estimated that if all the gold in the world was put together, it would make a block of only twenty square metres. Its rarity adds to its value.
- 4 Gold is particularly treasured in the Middle East, China and India, where more than three billion people prefer to keep their wealth in gold, rather than as money in the bank. As well as being an investment, gold jewellery also has an important cultural role. Half the gold that Indians buy each year is bought for a wedding or other celebration.
- 5 Gold also has a multitude of less traditional uses in industry. It is not affected by air or water, making it an excellent protective coating for machinery. It is also well suited for conducting heat or electricity.

Work with a partner. Find at least one noun in the article in exercise 3 with each of the following suffixes.

- | | |
|---------------|---------------|
| 1 -ance _____ | 5 -ence _____ |
| 2 -ity _____ | 6 -ery _____ |
| 3 -ment _____ | 7 -dom _____ |
| 4 -tion _____ | |

Complete the sentences using the correct form of the words in brackets.

- 1 Winning a gold medal is quite an _____ (achieve).
- 2 All her gold jewellery was taken in the _____ (rob).
- 3 The gold necklace was part of her _____ (inherit).
- 4 The Incas were an ancient _____ (civilize).
- 5 Thank you for your _____ (generous).
- 6 The whole village received an _____ (invite) to the wedding.
- 7 Having enough money gives you the _____ (free) to do what you want.
- 8 Gold has a special _____ (signify) in some countries.
- 9 I have a _____ (prefer) for silver jewellery, rather than gold.
- 10 I get a lot of _____ (enjoy) from shopping.

3.6))) Listen and check your answers.



The biggest issue with vocabulary at advanced levels?



The biggest issue with vocabulary at advanced levels?



Not enough recycling!



How do we remember new words?

- 1 Repetition of encounters with a word- at least seven times over spaced intervals.
- 2 Retrieval
- 3 Use it or lose it
- 4 Cognitive depth
- 5 Personalisation

Adapted from How to teach
Vocabulary- Scott Thornbury

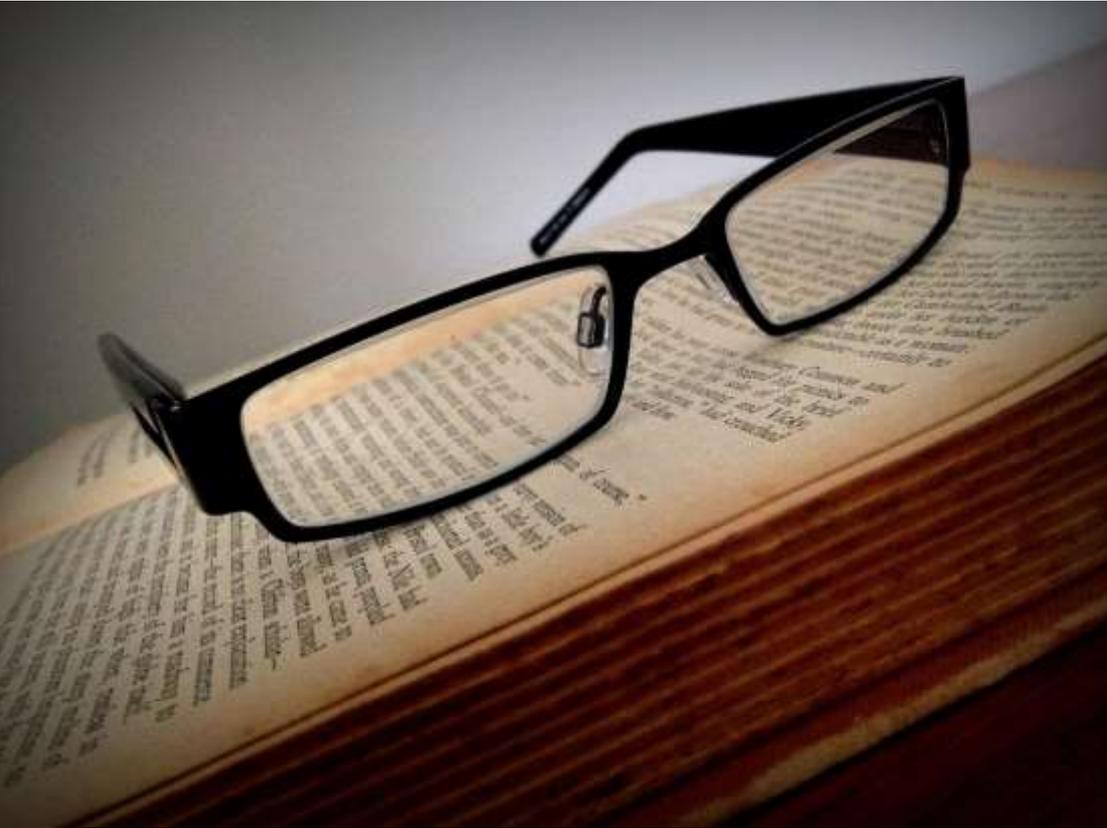
The word box



- hot seat
- botticelli
- trading cards
- sentence building
- categorisation



Reading and listening







Pinker on oronyms

"All speech is an illusion. In the speech sound wave, one word runs into the next seamlessly; there are no little silences between spoken words the way there are white spaces between written words. We simply hallucinate word boundaries when we reach the edge of a stretch of sound that matches some entry in our mental dictionary. . . . The seamlessness of speech is also apparent in **oronyms**, strings of sound that can be carved into words in two different ways:

The stuffy nose can lead to problems.

The stuff he knows can lead to problems.





Listening

- 1 Work with a partner. Look at the photos of 'yarn-bombing' and discuss the following questions.
 - 1 Have you ever seen anything similar before?
 - 2 Do you find it attractive or amusing? Why/Why not?
 - 3 What do you think the point of it is?
- 2 4.5))) You are going to listen to a podcast about yarn-bombing. But first, read and listen to the information in the Unlock the code box.



UNLOCK THE CODE

omitting consonant sounds

When people are speaking fluently some consonant sounds tend to be left out. This can make it difficult to understand what the speaker is saying.

/t/ and /d/

- When a word ends with a consonant cluster (two or three consonant sounds together) ending in the sound /t/ or /d/ and the next word begins with a consonant sound, the final /t/ or /d/ tends to disappear.

I'm not going sounds like 'I'm noh going' /'lɪm,nɒ'gəʊɪŋ/.

He stopped kicking the ball sounds like 'He stop kicking the ball' /hi,stɒp'kɪkɪŋðə'bɔ:l/.

- We **don't** usually leave out /t/ or /d/ before a vowel sound or /h/.

First of all /'fɜ:st(ə)vɔ:l/

She seemed happy /ʃi:si:m'd'hæpi/

- We **don't** usually leave out /d/ before the sounds /r/, /w/, /l/ and /s/.

She seemed relieved /ʃi:'si:md,rɪ'li:vɪd/

- 3a 4.6))) Listen to the following sentences and cross out the /d/ or /t/ in bold if you don't hear it pronounced.

- 1 It looks a bit weird to me.
- 2 What does it mean?
- 3 What does it mean?
- 4 I'd like to knit something like that.
- 5 I'd like to knit something like that.
- 6 It looks amazing!
- 7 I'd rather see this than graffiti.
- 8 They shouldn't put it on statues.
- 9 It doesn't do any harm.

- b Compare your answers with a partner, and check your findings against the rules in the Unlock the code box.

- 4 4.7))) Listen to a short podcast about yarn-bombing and answer the following questions.

- 1 What is the first example the speaker gives of yarn-bombing?
- 2 What has a yarn-bomber done in Paris?
- 3 At what time of day is yarn-bombing often carried out?
- 4 What do the yarn-bombers do with the photos they take?
- 5 What three reasons does the speaker give for why people yarn-bomb?

- 5 Work with a partner. Choose a public building or statue that might look good if someone covered it in knitting. Explain to another pair why you chose it.



Reading & Speaking understanding ellipsis

- 1a Look at the illustration and the title of the article, which is an idiom. What does it mean? Discuss with a partner.
 - b Read the first paragraph of the article and compare with your ideas.
- 2 Before you read the rest of the article, read the information in the Unlock the code box about understanding ellipsis.

UNLOCK THE CODE understanding ellipsis

Ellipsis is when one or more words are left out of a phrase or sentence because the writer assumes that they aren't necessary for understanding.

- In **noun ellipsis** we often don't repeat a noun (or pronoun or noun group) which has already been mentioned.
Julia has six years' experience, but Mike (has) only two (years' experience).
She bought a ticket but (she) didn't use it.
- In **verb ellipsis** we either don't repeat a verb form, or use only the auxiliary.
The weather has been excellent and the food (has been) delicious.
They are not working as hard as I feel they should (work).

Understanding ellipsis will help you understand the flow of a text.

- 3 Work with a partner. Use the words and phrases in the box that replace what you think has been left out through ellipsis.

do well he I member of staff say was

- 1 He tried several times, but failed.
- 2 I knew he would do well, but I wouldn't.
- 3 He fired two members of staff and promoted a third.
- 4 What you *don't* say is as important as what you do.
- 5 His ideas were imaginative and his work excellent.
- 6 I applied for promotion, but didn't get it.



Opinion

The carrot or the stick?

What motivates you more? The carrot (incentive or promise of reward) or the stick (threat of punishment)? Or maybe something else altogether?

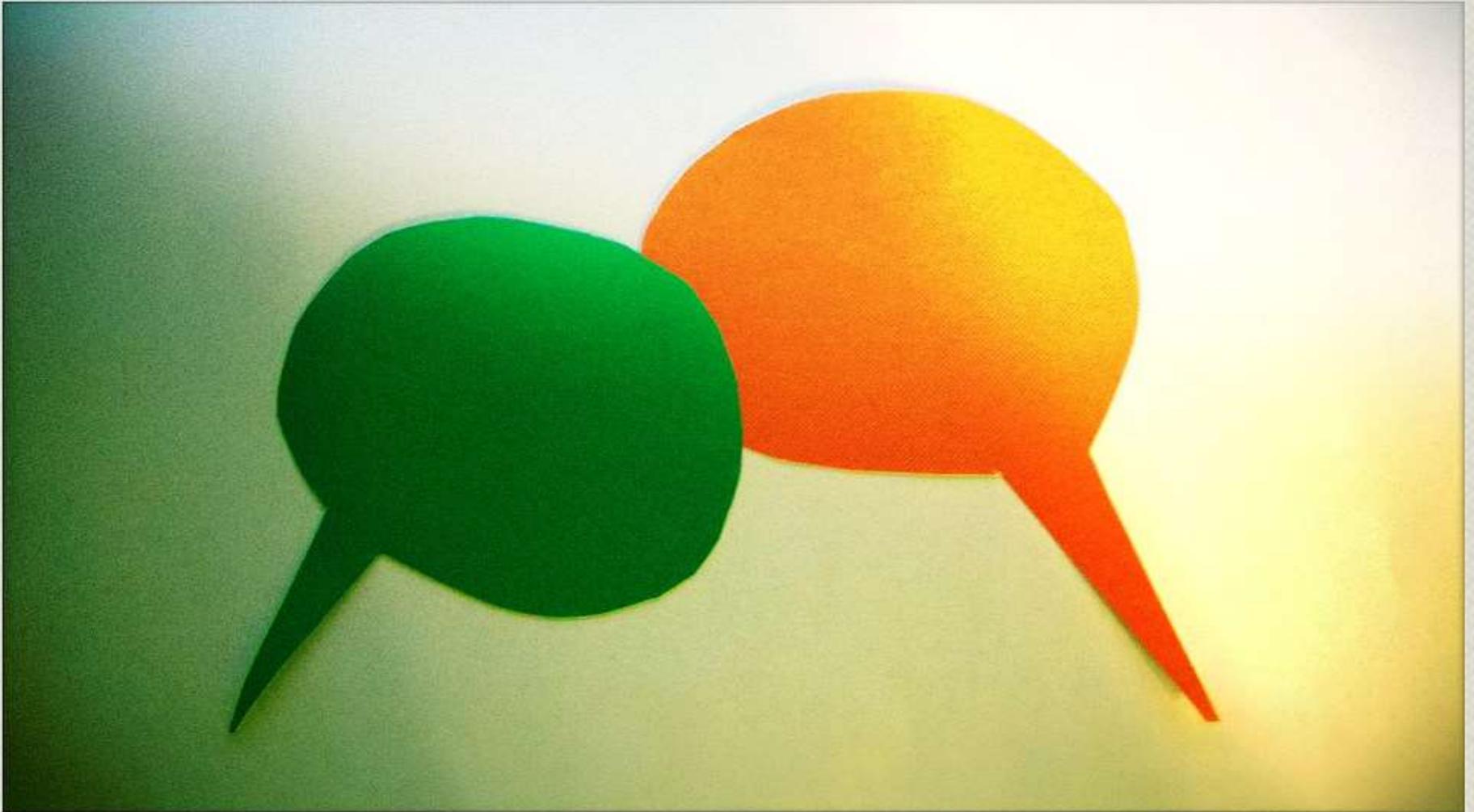
When we try to make things better, whether a workplace, an organization or a whole system, like the banking system, or the health service, we usually try to either reward people by giving them incentives or control them through making rules.

But there are problems with both approaches. If people have to follow the rules and can't use their own judgment, they will sometimes make decisions which we can clearly see are unfair or wrong. And if we rely on incentives, we end up with people who are only concerned about their own self-interest. The incentives encourage them to 'game' the system, rather than to make decisions based on everyone's best interests.

Rules and incentives are not enough. We also need what



Speaking



‘pushed output’



Adding to learners' repertoire

Listening & Speaking informal negotiations

- 1 When might the people in the photos negotiate? Think of some typical situations.



■ **negotiate** verb obtain or bring about by discussion

- 2 7.6 Listen to two negotiations. Who are the participants? What does each person want?

- 3a 7.6 Listen again. Complete the phrases from the negotiations.

Conversation 1

- 1 Is there a _____?
- 2 How _____ sound?
- 3 ... we might be able to make _____.

Conversation 2

- 4 Frankly, I'm not _____.
- 5 What if we _____ a bit?
- 6 How _____ feel _____?
- 7 I could go _____.

- b Write the phrases from exercise 3a in the Language for speaking box in the correct place.

LANGUAGE FOR SPEAKING negotiating in informal situations

Making suggestions and offers

If I/we could ... I/we might ...

Supposing I/you + present simple, I/we could/might ...

a _____

Clarifying

b _____

What do/did you have in mind?

It depends what you mean (when you say ...)

Making adjustments to an offer

Provided (we) + present simple

c _____

Accepting/Not accepting

That sounds (reasonable),/That sounds (a bit much).

d _____

I'm happy with that./e _____

Other

f _____

g _____

I'll have to ask (the others).

PRONUNCIATION intonation in negotiating phrases

- 4a 7.7 Listen to examples of the phrases in the box from the conversations. Listen to how the intonation goes up or down on the stressed words.

- b Compare your answers with a partner. Practise saying the phrases you think you would use.

- 5 **TASK** Student A, turn to page 130. Student B, turn to page 135.



Get out of
that comfort
zone!



Repetition



Photo Credit: visagency via Compfight cc



Public performance



Noticing and filling the gap



Helping advanced learners to *really* advance

‘Advanced students need to be motivated.’

‘I have often walked out of lively, fun, seemingly trouble – free C1 lessons, wondering deep down how much learning had really taken place.’

‘.....sometimes it is hard to get rid of their feeling that they know everything (when they don’t) and that we are always doing the same thing’

‘Advanced students feel cheated if they don’t feel they’ve learnt anything new in the class. ‘



elt-resourceful

HOME ABOUT DOWNLOADABLE LESSON MATERIALS EVENTS

PUBLICATIONS TEACHER TRAINING WEBINAR AND VIDEO



Full of tips and ideas for creating ELT and ESOL materials

MARCH 6, 2015 · 4:51 PM | EDIT

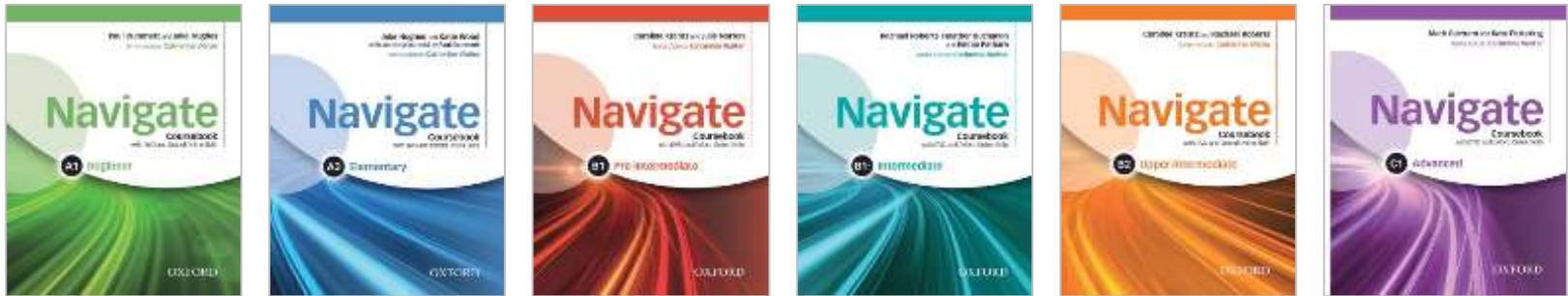
Learning vocabulary through reading



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Navigate



Your direct route to English success