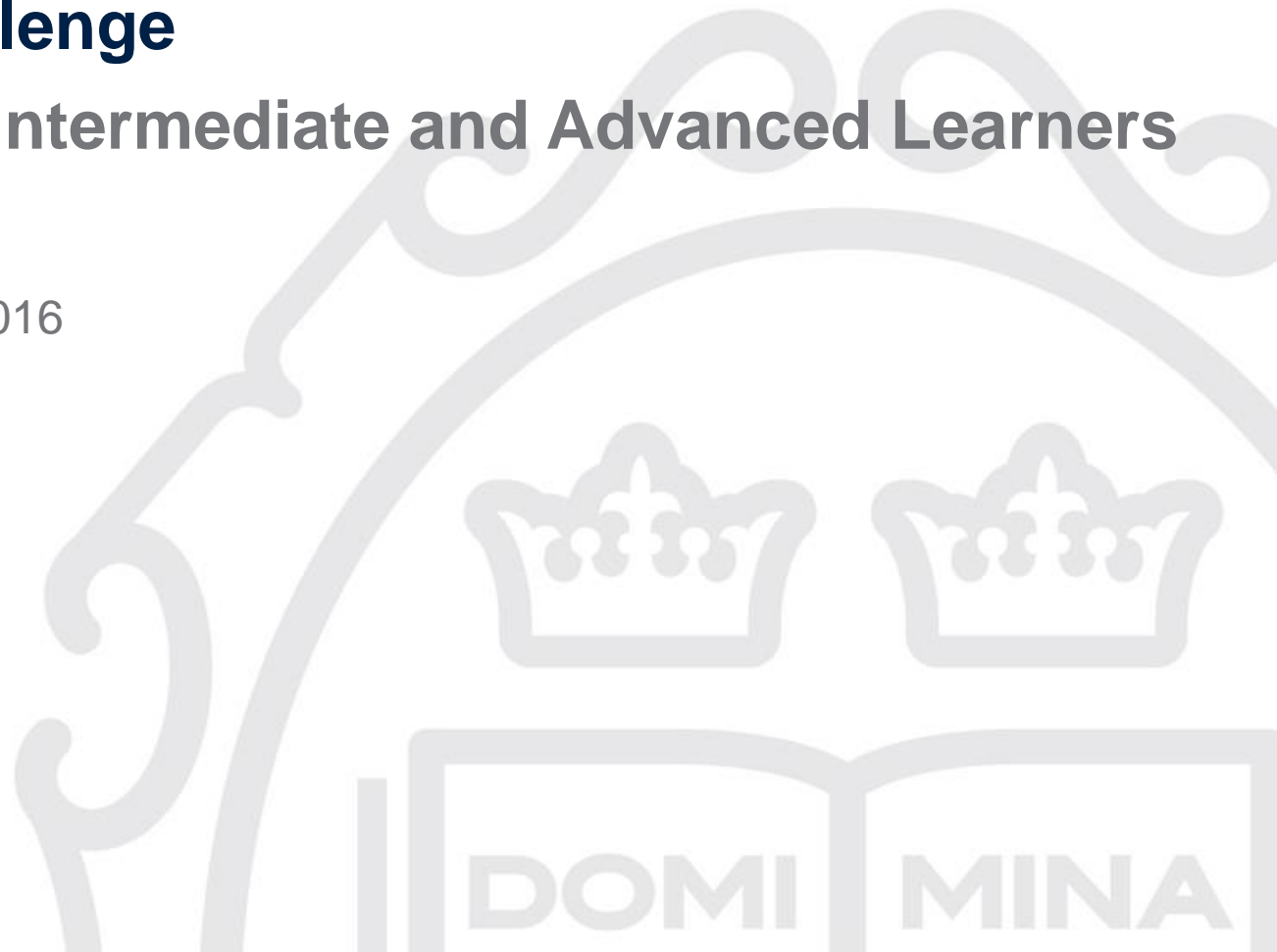


Meeting the Challenge

Teaching Upper-Intermediate and Advanced Learners

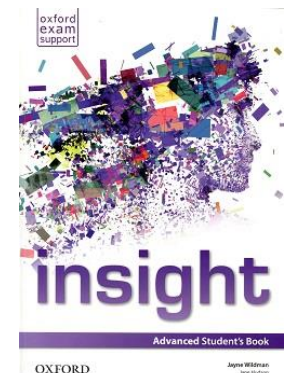
Edmund Dudley

18th and 23rd February 2016



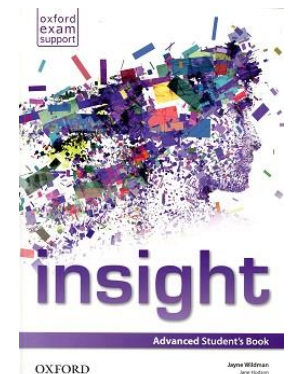
In this webinar

- Why focus on more advanced learners?
- What is an advanced learner?
- Teaching advanced learners: the challenges
- Tips for teaching advanced learners
- How insight can help



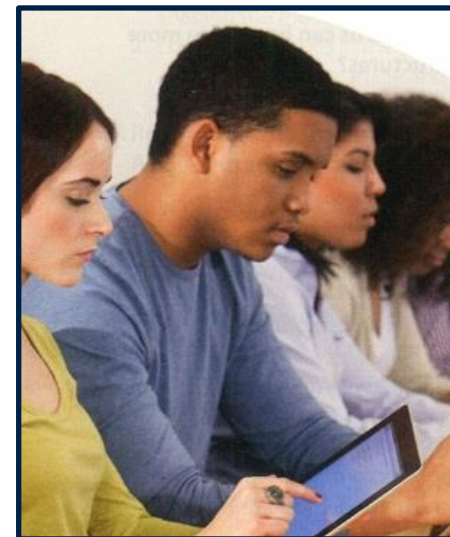
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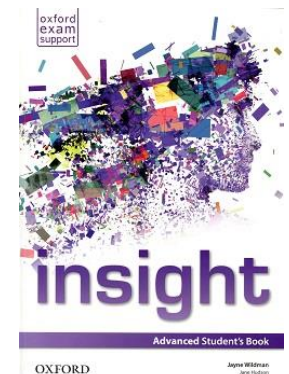
Why focus on more advanced learners?

- Growing **number** of students at this level
- Growing **demand** for higher-level proficiency
 - English-language university courses
 - English for the workplace
- Growing **prestige** of higher-level proficiency
 - Social status
 - Personal and professional self-esteem



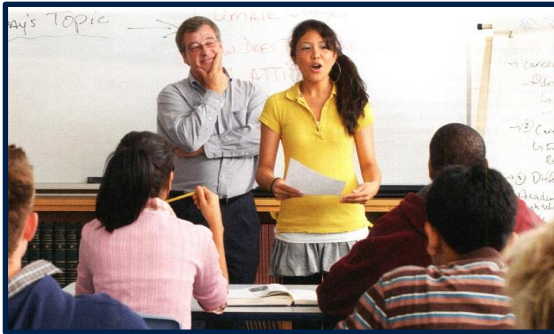
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What is an advanced learner?

Think about your advanced learners.
What qualities would you say they have?



What is an advanced learner?

Think about your advanced learners.
What positive qualities do they have?



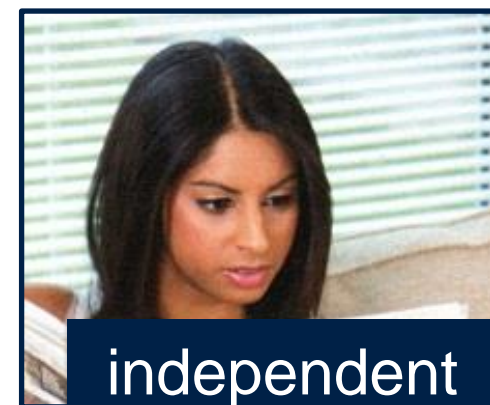
confident



curious



ambitious



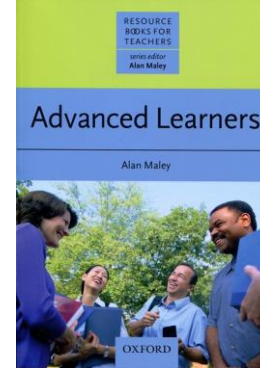
independent



determined

Advanced learners

Further characteristics

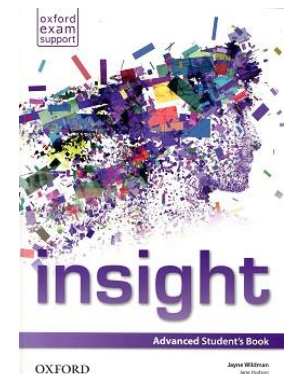


- confident in their ability to improve
- highly motivated
- willing to invest time and energy – to go the extra mile
- willing to take risks with the language
- independent as learners, with strong learning-style preferences
- aware of their weaknesses and areas for improvement
- have high aspirations

Alan Maley Advanced Learners

In this webinar

- Why focus on more advanced learners?
- What is an advanced learner?
- **Teaching advanced learners: the challenges**
- Tips for teaching advanced learners
- How insight can help



Teaching advanced learners

The challenges

Put yourself in your students' shoes...

What are the biggest challenges that advanced learners face?

Write your ideas in the chat area...



Teaching advanced learners

The challenges

- **the ‘plateau’ effect**
 - Why leave the comfort zone?
 - Identifying areas for development
- **learning modes**
 - Need for new skills and strategies
 - Can’t/won’t come to class



Teaching advanced learners

The challenges

Overall reading comprehension:

At this level students can...

...read with a large degree of independence, adapting speed and style of reading to different texts and purposes, and using appropriate reference sources selectively.

B2 or C1?

Teaching advanced learners

The challenges

Creative writing:

At this level students can...

...write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.

B2 or C1?

Teaching advanced learners

The challenges

Grammatical accuracy

At this level students can...

...consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot.

B2 or C1?

Teaching advanced learners

The challenges

Note taking

At this level students can...

...understand a clearly structured lecture on a familiar subject, and can take notes; they tend to concentrate on the words themselves and therefore miss some information.

B2 or C1?

Teaching advanced learners

The challenges

Presentation skills

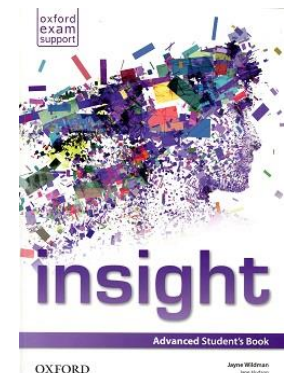
At this level students can...

...give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Can handle interjections well, responding spontaneously and almost effortlessly.

B2 or C1?

In this webinar

- Why focus on more advanced learners?
- What is an advanced learner?
- Teaching advanced learners: the challenges
- **Tips for teaching advanced learners**
- How insight can help



Tips for teaching advanced learners

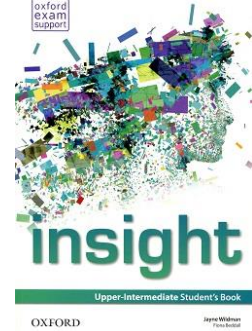
Five activities to try

1. Reading: anticipation and prediction
2. Story writing: Setting – problem – resolution
3. Ambiguous sentences
4. Triple dictation
5. Goldfish bowl discussion



Five activities to try

1. Reading: anticipation and prediction



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You are going to see a text.

It is about an environmental problem caused by holiday footwear.

Guess:

What kind of footwear?

What kind of problem?



Five activities to try

1. Reading: anticipation and prediction

Do you _____ flip-flops when you
_____ on holiday? Probably. In fact,
_____ any people _____ never
_____ flip-flops and many _____ us
go _____ several _____ every year.
But _____ the holiday's _____ ,
where _____ they _____ ? Some
flip-flops _____ up in rubbish _____ ,
but _____ too many of _____ float
_____ to _____ .



Five activities to try

1. Reading: anticipation and prediction



Do you **pack** flip-flops when you **go** on holiday? Probably. In fact, **hardly** any people **have** never **worn** flip-flops and many **of** us go **through** several **pairs** every year. But **once** the holiday's **over**, where **do** they **go**? Some flip-flops **end** up in rubbish **dumps**, but **far** too many of **them** float **out** to **sea**.



Meeting the challenge

Reading comprehension

The challenge at B2 level:

...read with a large degree of independence, adapting speed and style of reading to different texts and purposes, and using appropriate reference sources selectively.

Meeting the challenge

Reading comprehension

The challenge at B2 level:

...read with a large degree of independence, adapting speed and style of reading to different texts and purposes, and using appropriate reference sources selectively.

- Help students become faster and more autonomous readers;
- Use **prediction** as a way to increase understanding and boost confidence
- Use dictionaries; compare ideas

Five activities to try

2. Story writing: Setting – problem – resolution

■ **Task** Write a short crime story and include at least three of the following items. Think of title for your story.

- an opened letter ■ a charm bracelet ■ a rusty dagger
- a paper bag ■ a backpack ■ an old photograph ■ a tattoo
- a mask ■ a leather wallet ■ a broken mirror ■ a clock
- a notebook ■ a deck of cards

■ **Plan** Follow the plan:

Paragraph 1: Establish the setting; describe the main character and their goal.

Paragraph 2: Introduce the problem the character has to overcome.

Paragraph 3: Resolve the protagonist's problem; try to work in an unexpected ending.



Meeting the challenge

Story writing

The challenge at C1 level:

...write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.

Meeting the challenge

Story writing

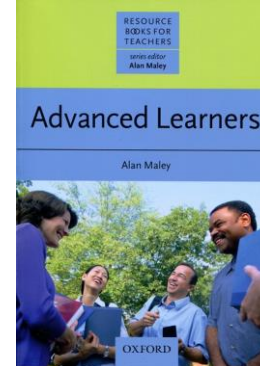
The challenge at C1 level:

...write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.

- Provide a clear paragraph structure to promote cohesion
- Incorporate an imaginative challenge
- Provide *freedom through constraint*
- Explore collaborative writing techniques for embellishment

Five activities to try

3. Ambiguous sentences



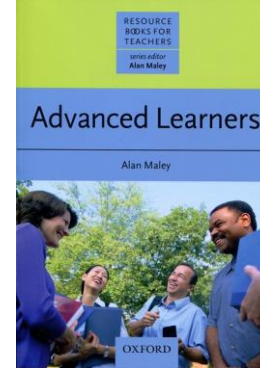
They hit the man with a bag.

What does it mean?

- a.) The man they hit was carrying a bag.
- b.) They used a bag to hit the man.

Five activities to try

3. Ambiguous sentences



Students hate annoying teachers.

I once shot an elephant in my pyjamas.

Woman without her man is nothing.

Meeting the challenge

Grammatical accuracy

The challenge at C1 level:

...consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot.

Meeting the challenge

Grammatical accuracy

The challenge at C1 level:

...consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot.

- Activate students' knowledge of grammar
- Highlight the importance of the need for accuracy in writing
- Promote freer discussion of language and grammar in class

Five activities to try

4. Triple dictation

Read the selected text at normal speed, three times.

1. Listen but do not write. After the dictation, the students write down anything they can remember.
2. Listen again and try to fill in some of the gaps.
3. Listen again and try to complete the text.

Five activities to try

4. Triple dictation

Read the selected text at normal speed, three times.

1. Listen but do not write. After the dictation, the students write down anything they can remember.
2. Listen again and try to fill in some of the gaps.
3. Listen again and try to complete the text.
4. **Compare notes with classmates and discuss. Ask Qs.**
5. **Explain the text in your own words.**

Meeting the challenge

Note-taking

The challenge at B2 level:

...understand a clearly structured lecture on a familiar subject, and can take notes; they tend to concentrate on the words themselves and therefore miss some information.

Meeting the challenge

Note-taking

The challenge at B2 level:

...understand a clearly structured lecture on a familiar subject, and can take notes; they tend to concentrate on the words themselves and therefore miss some information.

- Develop ability to take notes from normal-speed language
- Go beyond the surface: explore meaning
- Check understanding by rephrasing

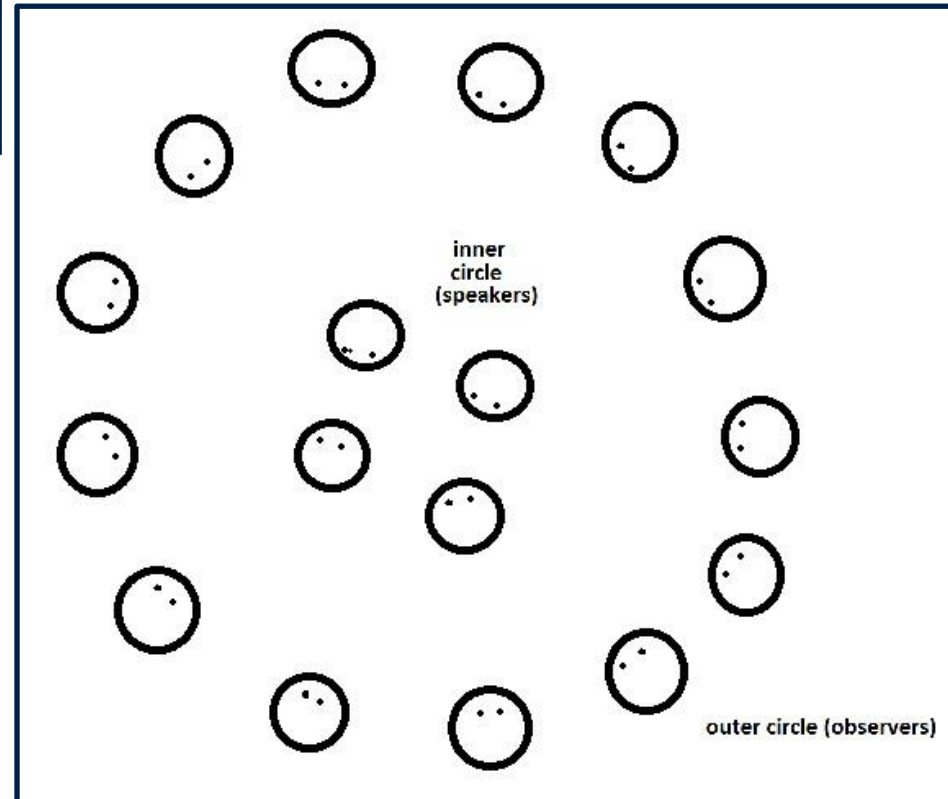
Five activities to try

5. Goldfish bowl discussion



11 SPEAKING Work in pairs. The case in exercise 9 is going to an appeals court with the prosecution pushing for a jail sentence. Choose your role, use your empathy skills and brainstorm more arguments in support of your position. Now get ready to prosecute or defend.

- Inner circle: speak
- Outer circle: observe and provide feedback
- Repeat



Meeting the challenge

Presentation skills

The challenge at C1 level:

...give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Can handle interjections well, responding spontaneously and almost effortlessly.

Meeting the challenge

Presentation skills

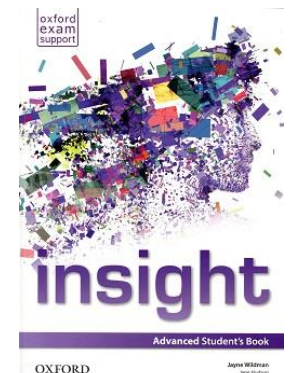
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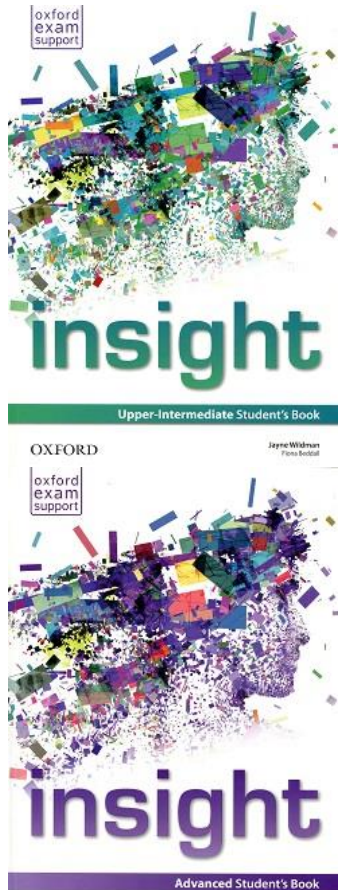
- develop critical awareness
- focus on coherence of both language and presentation
- promote co-operative learning
- provide meaningful practice situations

In this webinar

- Why focus on more advanced learners?
- What is an advanced learner?
- Teaching advanced learners: the challenges
- Tips for teaching advanced learners
- **How insight can help**



How insight can help



Upper-Intermediate and Advanced levels:

- longer and more authentic reading texts
- more focus on culture and literature
- word analysis feature
- learning strategies
- revision and consolidation

Longer and more authentic reading texts

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2 Saints and sinners

Reading and vocabulary The bystander effect

1 **SPEAKING** Do the quiz. Then see what your answers say about you in the key.

2 Quickly read the article. What is 'the bystander effect'?

3 Read the article again and choose the correct answers.

- The writer's opinion about the convenience store incident is that
 - it's impossible to explain the shoppers' reactions.
 - we can relate to the shoppers' point of view.
 - the shoppers were atypical in some ways.
 - people's reactions reflect the state of society.
- The writer confirms that in emergency situations most people
 - are able to react in an appropriate way.
 - are influenced by their moral compass.
 - are held back by the presence of other people.
 - don't like being put to the test.
- The writer uses the Stolen Generations as an example of
 - people taking action against wrongdoing.
 - people being influenced by the attitudes of others.
 - people overreacting to a situation.
 - people's lack of knowledge.
- People's reactions to those who need help are often determined by
 - a fear of looking foolish.
 - a desire to take the lead.
 - whether they feel calm or anxious.
 - the age of the victim.
- According to the writer, active bystanders
 - have a greater ability to sympathize with others.
 - are used to standing up for themselves.
 - rarely talk about things that worry them.
 - are less concerned about other people's opinions.

4 **SPEAKING** Work in pairs. Discuss the questions.

- Have you ever witnessed someone being an active bystander? How did people react, and why?
- Will your understanding of the bystander effect change how you react in future? Why / why not?

Vocabulary bank Describing reactions page 135

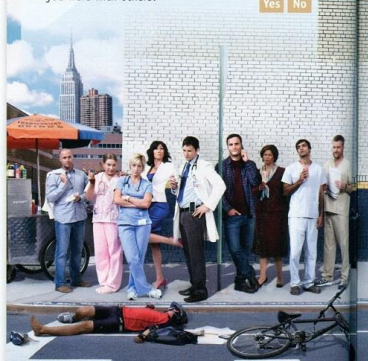
V insight Adjective patterns

5 Study the highlighted adjectives in the article and match them to patterns a–c. What is the most common pattern? Can any of the adjectives go in more than one position? Does the meaning change?

- adjective + noun
- noun / indefinite pronoun + adjective
- noun + verb + adjective

Are you a **bystander**?

- If you saw an adult in distress, would you stop to help? ☐ Yes ☐ No
- If a child was crying and alone, would you stop to help? ☐ Yes ☐ No
- Would you help someone in a busy area, such as a public street? ☐ Yes ☐ No
- Would you help someone in a secluded area, such as a quiet road? ☐ Yes ☐ No
- Have you ever not stopped to help because you were in the company of others? ☐ Yes ☐ No
- Would you be more likely to help if you were alone? ☐ Yes ☐ No
- Would you be less likely to help if you were with others? ☐ Yes ☐ No



Key

If you answered mostly 'yes' then you are an active bystander. If you answered positively only to the questions in regards to helping those who need assistance in a quiet place, you are not alone. In a US study, more than fifty per cent of people, in most cases, said they were unlikely to help in a busy area or when they were with other people. Studies have shown that people are not more likely to help a child rather than an adult, but women are more likely to help children than men are.

Vocabulary: adjective patterns; behaviour; conformity and non-conformity; verb and noun suffixes; narrative elements; adverbs: type and position
Grammar: narrative tenses; uses of would; talking about habitual behaviour

Speaking: defending a point of view
Writing: a story

2A

Someone else's problem

It must have been strange for customers at the Noori Convenience Store that day – strolling along the aisles, picking up the usual weekly shop – to suddenly stumble across twenty-seven-year-old LaShanda Calloway. LaShanda was lying unconscious on the floor, badly wounded and in desperate need of help, and yet the five people **present** in the store walked past her and carried on with their shopping. One woman stepped over LaShanda three times, even pausing to take a picture on her mobile phone. What, you may ask, was going through her mind? It's difficult to say, but the reactions of people that day were captured on the store's CCTV camera and the story was posted on the web.

The resulting public outcry was **understandable** – people 15 bemoaned the state of society, the lack of moral compass, the end of community and the rise of selfish unconcern for those around us ... Everyone was searching for a way to explain the apparent inhumanity of the shoppers **concerned**, for a way to comprehend their actions in this 20 unusual incident. But the truth of the matter was that this type of occurrence wasn't **remarkable**, and the shoppers' motivations weren't that difficult to understand.

We all like to think that we can step up to the mark when the situation requires it, our moral compass 25 prompting us to react in a **proper** and acceptable way. But what really happens when we're put to the test is something quite different. The **vast** majority of people do nothing, or look the other way: something is holding them back. The LaShanda Calloway case is a **classic** example of this: it's 30 what social psychologists call 'the bystander effect'.

Studies have shown that the bystander effect is caused by several different assumptions made by people at the scene of an emergency, crime or other **distressing** event. Firstly, having other people around is one of the main 35 causes of inaction. The reason for this is people tend to assume that someone else is either already helping or more qualified to offer aid, or that another bystander knows the person **involved** and therefore has a greater obligation to help. This is referred to as the 'diffusion of responsibility'. In the 1960s, psychologists John Darley and Bibb Latané carried out a series of experiments to 40 illustrate this concept. In one study, different numbers of students were placed in a situation where they thought they heard a fellow student in the cubicle next to them having a seizure. The results were **fascinating**: when there were two people in the group, 85% of the students came to the person's aid; in a three-person situation only 62% 45 reacted; and when there were six people, only 31% of students tried to help.

We also make sense of situations through 'social proof' 50 or the information we gather from others. We look for these **visible** cues and prompts to help us understand what is happening and determine an appropriate course of action. If other people are not responding, perhaps 55 there is no emergency or wrongdoing. We don't want to make an embarrassing mistake, so we go with the flow and

do nothing. This results in 'pluralistic ignorance' where everyone assumes that others have more knowledge, and people bow down to what they perceive as the majority opinion. There is evidence of this in societies throughout 60 history, from the oppression of black people in the USA prior to the civil rights movement, to the **Stolen** Generations of Australian aboriginal children, who were still being taken from their parents up until the 1960s.

Fear of personal risk also plays a part. If someone is 65 attacked or in **deep** trouble and you intervene, there is a risk of you becoming a new target for the aggressor. On one level, this may explain why people don't stand up to bullies in the playground; on another, why many citizens in Rwanda failed to defend people from terrible persecution 70 in the 1990s. Are these people evil? It's an ethical conundrum: they most probably had an **overwhelming** fear for their personal safety or the safety of their families. Taking the initiative in dangerous situations is not for the faint-hearted; to go against the grain and reject accepted 75 norms takes a real effort. And yet studies have also shown that if one **responsible** person takes action, others will follow their lead – often with positive results. History again gives many examples, such as Rosa Parks and the African-American civil rights movement, or Jean Henri Dunant, who founded the International Red Cross in some of the 80 worst conditions **imaginable**. Rosa Parks said that what she did was nothing **special**, but people like Parks and Dunant started chain reactions.

So how do people manage to buck the trend and 85 intervene? What spurs them into action? And what induces other people to bury their heads in the sand? Studies have shown that active bystanders have generally had a more tolerant and empathetic upbringing, which stimulates greater concern for the welfare of others. For these people, turning a blind eye isn't an option; they feel 90 compelled to step in and get involved. It's also a question of conditioning: children, for example, are more likely to be active bystanders than adults, as they are more able to talk openly about their fears. This naturally results in collaboration to find solutions.

That said, the bystander effect tends to influence every 95 aspect of our lives. It manifests itself in smaller, everyday scenarios such as witnessing bullying and not intervening, not picking up litter in the street, or not stopping when we see a car stranded by the side of the road. There's also evidence of it in our attitude to bigger challenges, such as 100 global warming, and other social, environmental and political problems. The irony is, the bigger the problem and the more people it affects, the less likely we are to respond. Perhaps the first step towards a more proactive stance is recognizing that we are all bystanders. Being 105 aware of the causes could help us overcome them. Ultimately, it's in our power to make a difference, from changing people's attitudes to saving someone's dignity – or maybe, as in the case of LaShanda Calloway, even saving someone's life.

More focus on culture and literature

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4D ■ Culture, vocabulary and grammar Mind your Ps and Qs

1 SPEAKING Study the photos and answer the questions. Then read the introduction and the extract from the play *Pygmalion* by G.B. Shaw, and compare your answers.

- Where are the three characters in the first photo? What do you think is the relationship between them?
- How has the appearance of the woman changed in the second photo? What may have happened to cause this transformation?

2 Read the extract again. Are the sentences true (T) or false (F)? Correct the false ones.

- The note taker is rather modest about his talents.
- His profession is a lucrative one.
- Park Lane is a more prestigious neighbourhood than Kentish Town.
- The note taker is respectful towards the flower girl.
- The flower girl finds the note taker's English incomprehensible at times.
- The note taker believes that he could change the flower girl's destiny.
- The gentleman finds the note taker's claim implausible.
- They arrange to meet at Professor Higgins's house.

V Insight Word analysis

3 Answer the questions referring closely to the extracts.

- Which noun does Professor Higgins use to describe a strong accent? Which places does he mention where people speak with this kind of accent?
- Which noun does he use to describe people who act as if they were superior to others? In which part of London does he imply these people can be found?
- How does Professor Higgins describe the building where the three characters are sheltering? What kind of place might he be referring to?
- Which creature does Professor Higgins compare the flower girl's annoying behaviour to? In the comparison he uses, which word describes the girl's bad temper and which describes the low sound she is making?
- How does Professor Higgins describe the flower girl's uneducated way of speaking? Which two parts of a street does this usually separate?
- Which phrase does Professor Higgins use to refer to the lowest level of society? What usually gathers in this part of the road and where is it taken?
- Which formal adjective does Professor Higgins use to imply the enormity of the insult caused by the flower girl's speech to the English language? What is the usual position of this adjective?
- Which informal phrase does Colonel Pickering use to suggest that he and Professor Higgins should talk together? How much do you think they will have to say to each other?

4 SPEAKING Work in pairs. Discuss the questions.

- Which aspects of British society does *Pygmalion* explore?
- What can you infer from the extract about the writer's opinion of British society?



Pygmalion

Act 1

It is 11.15 and a group of people are sheltering from the rain, as the English are wont to do. They have gathered in the driest spot in Covent Garden: the porch of a church. Among them are a poor flower girl who is still at work and a man behind a pillar taking notes in the dark. When a gentleman arrives, the flower girl tries to sell him a flower. He gives her some change, but a bystander warns that it looks as if a police informer is taking notes on her activities. The other bystanders protest, but every time somebody speaks up, the man taking notes responds by declaring where that person was born, distinguishing the rich from the poor by their accents. The rain clears, leaving the Flower Girl, the Note Taker and the Gentleman in the porch.

THE GENTLEMAN (returning to his former place on the note taker's left) How do you do it, if I may ask?

THE NOTE TAKER. Simply phonetics. The science of speech. 'That's' my profession; also my hobby. Happy is the man who can make a living by his hobby! You can spot an Irishman or a Yorkshireman by his brogue. I can place any man within six miles. I can place him within two miles of London. Sometimes within two streets.

THE FLOWER GIRL. Ought to be ashamed of himself, unmanly coward!

THE GENTLEMAN. But is there a living in that?

THE NOTE TAKER. Oh, yes. Quite a fat one. This is an age of upstarts. Men begin in Kentish Town with £80 a year, and end in Park Lane with a hundred thousand. They want to drop Kentish Town; but they give themselves away every time they open their mouths. Now I can teach them—

THE FLOWER GIRL. Let him mind his own business and leave a poor girl—

THE NOTE TAKER. (explainingly) Woman: cease this detestable boo-hooing instantly; or else seek the shelter of some other place of worship.

THE FLOWER GIRL. (with feeble defiance) I've a right to be here if I like, same as you.

THE NOTE TAKER. A woman who utters such depressing and disgusting sounds has no right to be anywhere—no right to live. Remember that you are a human being with a soul and the divine gift of articulate speech: that your native tongue is the language of Shakespeare and Milton and The Bible; and don't sit there crooning like a bilious pigeon.

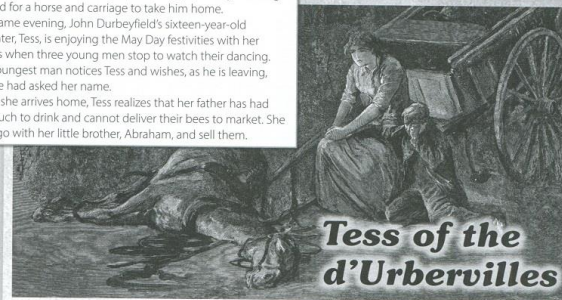
THE FLOWER GIRL. (quite overwhelmed, looking up at him in mingled wonder and deprecation without daring to raise her head) Ah-ab-ab-ab-ow-ow-ow-ow!

BACKGROUND TO THE STORY

One warm spring evening John Durbeyfield, a poor labourer, meets a priest on the road who greets him as 'Sir John'. The man asks the priest why he calls him Sir John whenever they meet and the priest explains that he recently came across some records which indicate that John Durbeyfield is descended from a noble family, called d'Urberville, dating back to William the Conqueror. The d'Urberville family died out long ago and there is no land or inheritance, but as the priest rides away John Durbeyfield, full of self-importance, gives a boy a shilling to send for a horse and carriage to take him home.

That same evening, John Durbeyfield's sixteen-year-old daughter, Tess, is enjoying the May Day festivities with her friends when three young men stop to watch their dancing. The youngest man notices Tess and wishes, as he is leaving, that he had asked her name.

When she arrives home, Tess realizes that her father has had too much to drink and cannot deliver their bees to market. She must go with her little brother, Abraham, and sell them.



Tess of the d'Urbervilles

'The poor man can't go,' she whispered. Tess sat up in bed.

'But it's late for the bees already. We must take them today.'

'Maybe a young man would go?' asked Mrs Durbeyfield doubtfully. 'One of the ones dancing with you yesterday?'

'Oh no, not for the world!' said Tess proudly. 'And let everybody know the reason? I'd be so ashamed! I think I could go if little Abraham came with me.'

Tess and Abraham dressed, led out the old horse Prince with the loaded waggon, and set off in the dark. They cheered themselves up with bread and butter and conversation.

'Tess' said Abraham, after a silence.

'Yes, Abraham.'

'Aren't you glad that we're a noble family?'

'Not particularly.'

'What?' said Tess, lifting her face.

'Our noble relations are going to help you marry a gentleman.'

'Me? Our noble relations? We haven't any. Whatever put that into your head?'

'I heard them talking about it at home. There's a rich lady of our family out at Trantridge, and mother said that if you claimed relationship with her, she'd help you marry a gentleman.'

His sister became suddenly silent. Abraham talked on, not noticing her lack of attention.

'Did you say the stars were worlds, Tess?'

'Yes.'

'All like ours?'

'2

'Which do we live on? A good one or a bad one?'

'A bad one.'

'We lived on a good one, how would things be different?'

'Well, father wouldn't be ill and cough as he does, and mother wouldn't always be washing.'

'And you would have been a ready-made rich lady, and not have to marry a gentleman.'

'Oh, Ab, don't—don't talk of that any more!'

Abraham finally went to sleep on the waggon. Tess drove the horse.

'She could see her father, foolish in his pride, and the rich gentleman of her mother's imagination laughing at the poor Durbeyfield family. Suddenly she awoke from her dream to noise and violent movement.'

'She jumped down and discovered that the post carriage, speeding along the dark road, had driven into her slow and unlighted waggon.'

'You were on the wrong side,' said the post driver. 'I must go on with the post, but I'll send somebody to help you as soon as I can. You'd better stay here with your waggon.'

'6 Daylight came. Prince lay there, unmoving, his eyes half open.'

'It's all my fault,' cried Tess. 'What will mother and father live on now? Ab, wake up! We can't go on with our bees—Prince is dead! When Ab realized what had happened, his face looked like an old man's.'

'It's because we live on a bad star, isn't it, Tess?' he said through his tears.

Word analysis feature

V insight Word analysis

3 Answer the questions referring closely to the extracts.

- 1 Which noun does Professor Higgins use to describe a strong accent? Which places does he mention where people speak with this kind of accent?
- 2 Which noun does he use to describe people who act as if they were superior to others? In which part of London does he imply these people can be found?
- 3 How does Professor Higgins describe the building where the three characters are sheltering? What kind of place might he be referring to?
- 4 Which creature does Professor Higgins compare the



Learning strategies

STRATEGY

Active listening (2)

When you listen to a radio programme or a lecture, or are having a discussion or debate, a good way to check understanding is to repeat or paraphrase what has been said.

- 3** Read the strategy. Work in pairs. Read the sentences from the radio programme, then summarize and paraphrase the ideas with your partner.

- 1 Their name-calling and nastiness was very upsetting ... and she
- 2 Like many people who suffer from a poor body image, she has p
it's her 'salvation', she thinks.
- 3 Jedlica is aware he is compromising his health, but he insists it's
- 4 He realizes that everyone has a different idea of perfection, and
allow us to thrive.
- 5 Jedlica claims it's impossible to stop – it would be 'like asking Pic

STRATEGY

Taking a view and supporting your ideas

When you are asked to react to an issue:

- a first decide on your point of view. What do you think is the solution to the problem? If a solution is offered, do you agree or disagree with it? What would you suggest instead?
- b note down two or three main ideas that illustrate your point of view. Support your ideas with arguments or examples that will convince the reader.

- 2** Read the strategy. Then read letter A and answer the questions.

- 1 How does the writer react to the issue?
- 2 What are their two main ideas?
- 3 What arguments and examples do they use to support these ideas?

- 3** Read ideas 1 and 2 from another letter. Match supporting arguments a–g to the ideas. Then read letter B and check your answers.

- 1 People are not always entirely responsible for their actions.
 - 2 Poorer people with unhealthy habits are unlikely to change their lifestyles.
- a Stress and poverty can result in people making bad choices.
 - b Younger people might be pressurized by friends.
 - c Genetics can result in an unhealthy lifestyle.
 - d When cigarette prices rose, demand stayed the same.
 - e Psychological illness can lead to bad choices.
 - f People will spend less on healthy food.
 - g Advertising influences us to buy certain products.

Revision and consolidation

Progress check Unit 7

Read 1–12 and evaluate your learning in Unit 7. Give yourself a mark from 1 to 3.
How can you improve?

1 I can't do this. 2 I have some problems with this. 3 I can do this well.

A The treachery of images

1 Give one example of a metaphor and one of a simile related to art.

I can understand analogies.

2 Write one synonym and one antonym for the adjectives below.

a dull – /

b intellectual – /

I can use synonyms and antonyms to describe art.

3 Complete the phrase.

You're wide of the

I can use phrases for doing the right or the wrong thing.

Mark (1–3)

How can I improve?

insight

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Exercise 3: The passive: verbs with two objects 1

The passive: verbs with two objects 1

3 Put the words in the correct order.

You need to use correct punctuation in this task.

which been have you the introduced to office people in ?

1

In this webinar

- Why focus on more advanced learners?
- What is an advanced learner?
- Teaching advanced learners: the challenges
- Tips for teaching advanced learners
- How insight can help



Meeting the Challenge

Teaching Upper-Intermediate and Advanced Learners

Edmund Dudley

18th and 23rd February 2016

