

Advanced Matters

Marta Rosińska
for
Macmillan Education



Globolution

- **ACCURACY** → **FLUENCY**
- **THE TERROR OF ERROR** → **THE MÓWTA, CO CHCETA** MOVEMENT
- **SPEECH ACTS** → **SPEECH EVENTS**
- **LINGUISTIC COMPETENCE** → **SOCIOLINGUISTIC COMPETENCE**
- **THEMATIC VOCABULARY** → **THE SHADES OF MEANING, COLLOCATION/COLLIGATION**
- **STUDY ALL** → **HIGH FREQUENCY WORDS**
- **LOCAL** → **GLOBAL**



THE C1 GREAT DEPRESSION

As easy as ABC...

- A co to to **A i B i C**?

A to analfabeci,

C cyborgi?

A B?

- B1 to **b**yle jak, ale mówię; B2
bredzę nadal!

Transfer



**On average,
C1 students encounter
between 70–90
words/expressions
per teaching unit.**

Easily transferable or complicatedly untransferable



"SIR, IS THE STUFF WE LEARN IN THIS
EXPERIMENT SUPPOSED TO GO INTO OUR
LONG OR SHORT TERM MEMORY?"

In real-life communication ...

**...it's not what you know.
It's what you remember.**

(Jan Cox)

**It is in their hands and ...
in the teacher's head !**



dreamstime.com

1

The Supermemo Model

(dr Piotr Woźniak)

1, 10, 30, 60

retrievability and stability

- **Which one determines how easily we remember something ?**
- **Which is connected with how deeply information is anchored in our brains?**

**You should be reminded
of the word precisely
when you are beginning
to forget it!**

CUMULATIVE REVISION

Make **word/expression cards** for all the relevant lexis/grammar you want your students to remember

PINPOINT

EAVESDROP

BLINDFOLD

DEBUNK

COMPRISE

CUMULATIVE REVISION

Make **a list of speaking tasks** with a list of relevant lexis/grammar

Speaking

Look at the following new words in English that are connected to technology. Which words or phrases do you know? Which ones do you think will become obsolete in 30 years? Discuss with a partner.

app blog hot spot LOL to google to unfriend
twitter



CUMULATIVE REVISION

Get your students to **record vocabulary** regularly and then to test each other frequently

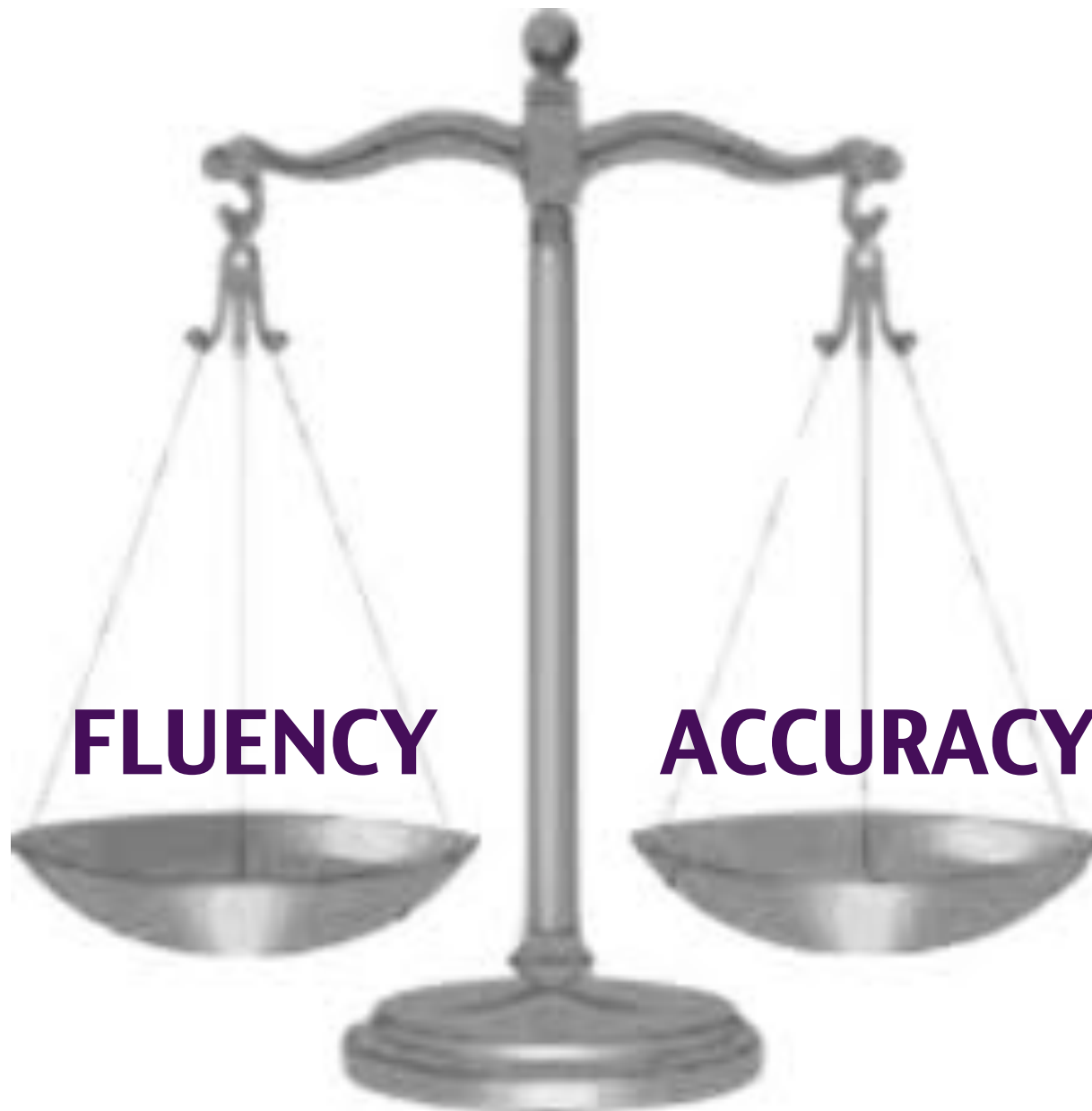


CUMULATIVE REVISION

Organize short **in-class writing tasks** for your students to use vocabulary previously studied

TWO





ACCURACY TIME





Extend your vocabulary – *great*

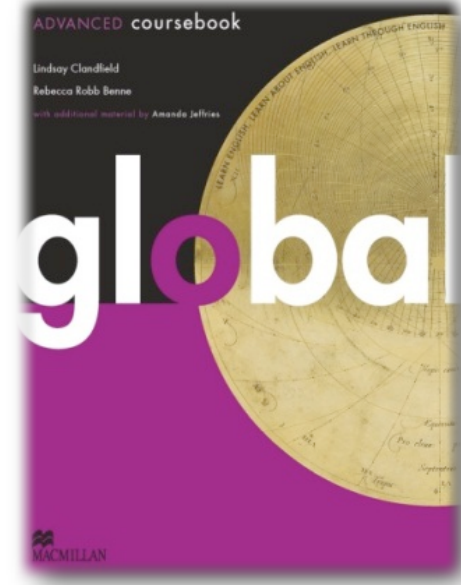
Great is a very common word, and can have the following main meanings:

- important
- enjoyable
- enthusiastic
- bigger than usual

1 Match each sentence to the correct meaning of *great*.

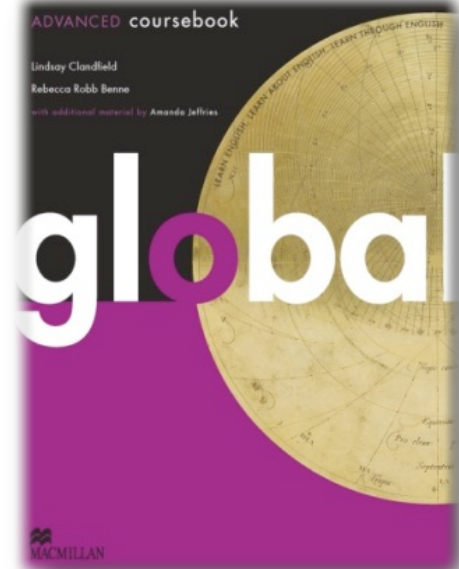
- 1 One of Junko Tabei's many great achievements was her solo ascent of Mount Everest.
- 2 Many of the world's ancient forests are in great danger of disappearing.
- 3 It's a great day out for both children and adults.
- 4 My brother is a great fan of camping and the outdoors.

2 Write two true sentences, using the word *great* in a different way each time.



Extend your vocabulary – *small or little*

- 1 Complete the sentences with *small* or *little*.
 - 1 Just a _____, please. That's great.
 - 2 Wow. It's a _____ world.
 - 3 Oh, it was late. The _____ hours, actually.
 - 4 That's because you didn't read the _____ print.
 - 5 Don't worry. We'll get there _____ by _____.
 - 6 Exactly. _____ do they know.
 - 7 It just makes me feel _____ when you do that.
 - 8 What a sweet _____ baby!
 - 9 I'm afraid these jeans are too _____.
- 2 For each of the above sentences, think of a context and write the question or sentence that comes **before** it. Use a dictionary to help you.

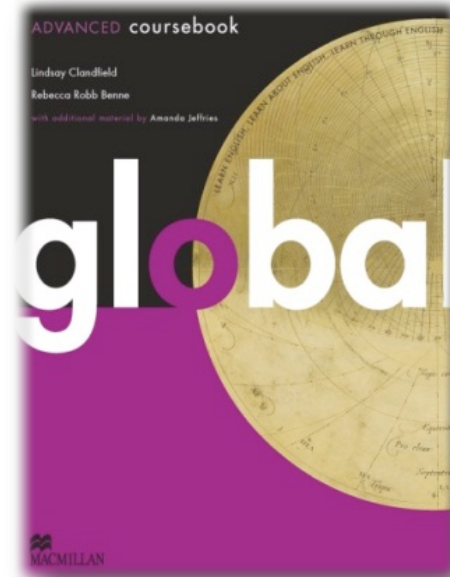


6 Work in small groups. Choose one of the statements in exercise 5 to discuss. What evidence do you have for your opinions?

Extend your vocabulary – ways of describing bad people

badly-behaved brutal corrupt
evil infamous mischievous
naughty notorious sinful
wicked

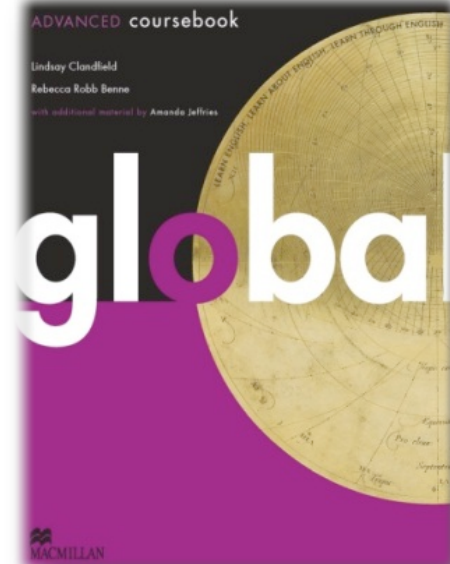
- 1 Which of the adjectives in the box ...
 - 1 are used mainly of children?
 - 2 mean extremely cruel, and are often used in fairy tales?
 - 3 describe famous bad people?
 - 4 has a connotation of dishonesty?
 - 5 has a connotation of violence?
 - 6 has a connotation of playfulness?
 - 7 has religious connotations?
- 2 Can you think of real or fictional examples of people with any of the above characteristics?



Extend your vocabulary – ways of describing fear

Which of the sentences refer to ...

- moderate fear?
- extreme fear?
- a I'm *scared* / *frightened* / *afraid* of the dark.
- b I'm feeling *apprehensive* / *nervous* / *anxious* about the interview tomorrow.
- c I'm *petrified* / *terrified* / *scared stiff* of heights.
- d I'm feeling *somewhat daunted* / *intimidated* by the amount of work that needs doing.
- e Loud noises *startle me* / *make me jump*.
- f I have a *horror of* / *phobia* about snakes.



**Do we make students inaccurate
by any chance ?**

**There is a lot of forced
language output in our
teaching, ain't it?**

I observed a teacher once ...

Definition: suspension of consciousness

Synonyms: bedtime, catnap, coma, dormancy, doze, dream, dullness, few z's, forty winks, hibernation, lethargy, nap, nod, repose, rest, sack time, sandman, shuteye, siesta, slumber, slumberland, snooze, torpidity, torpor, trance

Antonyms: awakening, consciousness, wakefulness

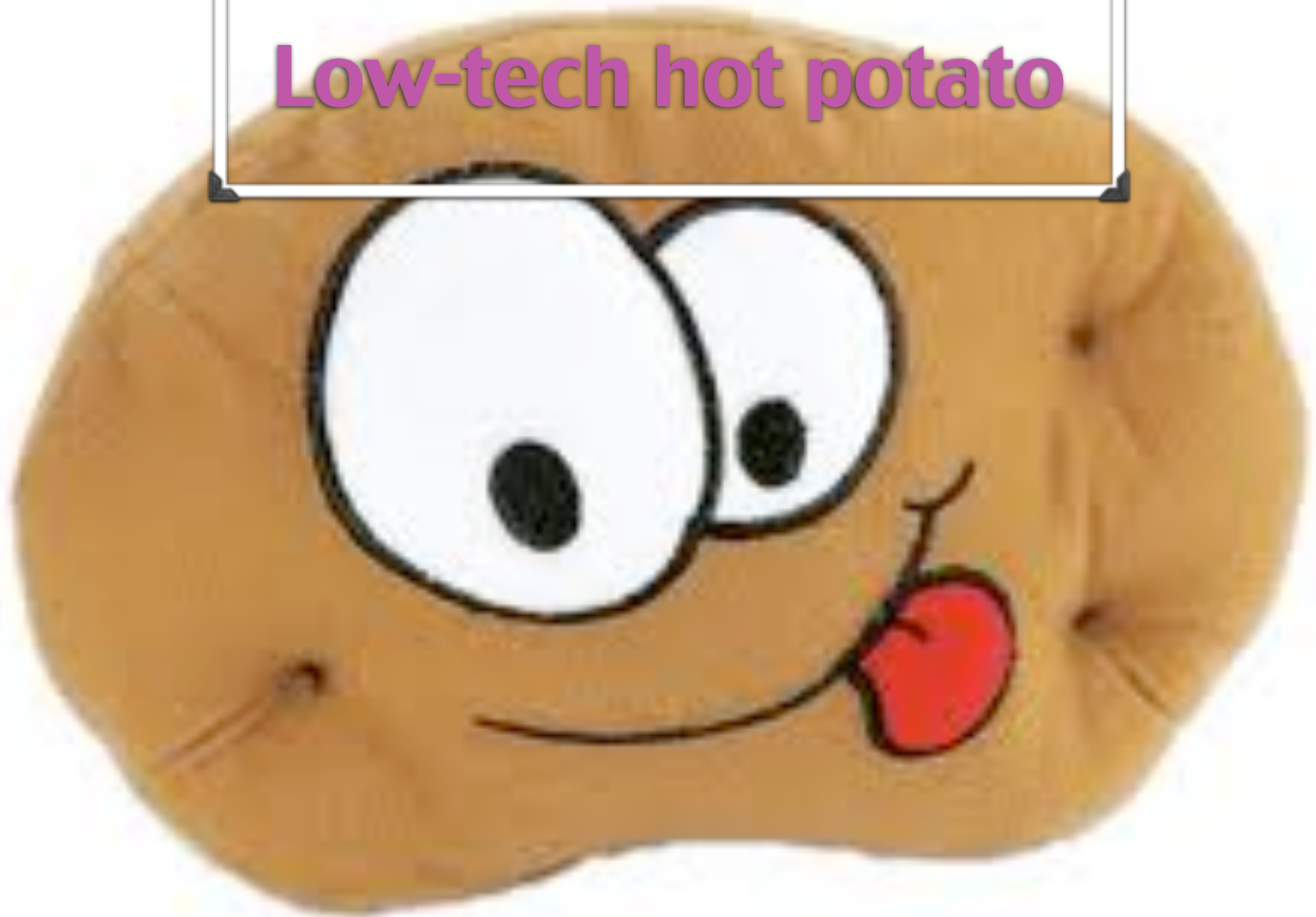
**Teaching accuracy is
like drilling for oil.
Close is not good
enough.**

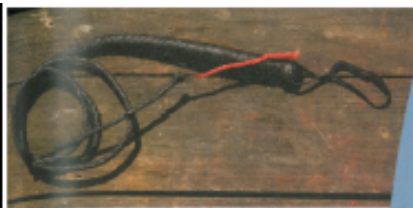
Word	What I think the word means/how it is used	Revised definition/ sentence
pinpoint		
debunk		
blindfold		
eavesdrop		



- **Recall** three things from the lesson.
- Write down two **insights** or ideas received during the lesson.
- Write one **question** that you still have.

Low-tech hot potato





The Long Song

Vocabulary

1 Read two sentences from the text. Which of the verbs in bold has a literal meaning, and which could have both a literal and a metaphorical meaning?

Godfrey **stared at** the sack, the small trunk and the cloth **valise** ...

And Godfrey, **looking down on** the missus, sucked loudly on his teeth ...

2 Work in pairs. Decide whether each of these multi-word verbs has a literal meaning, a metaphorical meaning or both.

look after look away look back on
look forward to look into look on
look out for look round look up
look up to

3 Work in pairs. Read texts 1 and 2 below. Guess the meaning of the underlined words. Then check your ideas with a dictionary.

1 Lucy opened the kitchen door and **peered** inside the room. In the darkness, she could just **make out** a figure standing next to the fridge. She switched on the light and **glimpsed** James just about to eat a slice of the chocolate cake she had baked earlier in the day. When James **caught sight of** her standing in the doorway, he refused to **look her in the eye**. She **glared** at him. 'What on earth were you doing?' she snapped.

2 David sat **gazing** at the bill in disbelief, and frowning. 'There must be some mistake', he gasped and tried to **catch the waiter's eye**. Charles **glanced** at his watch. 'I'd better be going,' he mumbled, and quickly made his way out of the restaurant.

4 Write a few sentences describing a scene in which two people meet and there is some conflict. Include ...

- a description of the way they looked at each other.
- their facial expressions.
- what they said.

5 Read your scenes to other students, paying attention to the past tense endings. Which scene do you like best, and why?

'Hurry along, Godfrey. Pick up these things', Caroline said. Godfrey stared at the sack, the small trunk and the cloth **valise** that stood between him and the **missus**. His missus, with an exasperated sigh, indicated again the items she wished Godfrey to transport.

But Godfrey, still **scratching** his head, said, 'You wan' me put these on the cart and take you into town?'

'Of course, into the **gig**. And I am in a hurry to be gone'. 'So you wan' me lift them into the gig and then drive you into town?'

'Godfrey, do not play the fool with me. You know I must go to town for my own safety until all this trouble is past. Now, let us be gone'.

And Godfrey, looking down on the missus, sucked loudly on his teeth before saying, 'Then you must pay me, missus'.

July cupped her hands over her mouth so her **gasp** and **giggle** would not escape. While all Caroline managed to utter was, 'What did you say?'

'Me said', Godfrey began, 'that me will need payment if me is to take you into town'.

'Payment?', the missus repeated. She **frowned** upon Godfrey, then looked quizzically to July for some explanation of his behaviour. But July was silent – her mouth fixed with a **grimace** of a child in the thrill of a game.

'Don't be ridiculous, Godfrey', Caroline said, 'Now, pick up the things or I will see you punished for this'.

Godfrey sighed. He then walked past the missus into the hall and sat himself down upon one of the **missus's** wooden chairs. 'Then punish me, missus', he said as he lifted first one leg, and then the other, over the arms of the planter's seat and sat as if waiting for someone to remove his boots ...

'Get up, get up!' Caroline jumped twice in her fury. 'Do as you are **bid**', then made to strike Godfrey with her closed fist. But Godfrey seized both her wrists with so tight a grip that the missus's face contorted into a **wince**. Her mouth fell in wordless agony as Godfrey raised himself from the chair. As he stood higher, he bore down upon the missus's wrists until the pressure of the pain impelled her to **knée** in front of him. As the missus, overwhelmed by him, went limp upon the ground, Godfrey let go of her wrists.

July made a move towards the missus, but Godfrey shouted, 'Stop!'.

He sat once more and began playing with his fingernail, while Caroline Mortimer, quivering at his feet like a fish newly landed from the water, slowly lifted her head, wiped her snivelling nose upon the back of her hand, and quietly asked him, 'How much?'



Andrea Levy is a novelist who was born in London in 1956 after her parents immigrated there from Jamaica. She has written a number of widely acclaimed novels, including the prize-winning *Small Island*. *The Long Song*, published in 2010, is set in a Jamaican sugar plantation around the time of the abolition of slavery and tells the story of Godfrey and July who are slaves of Caroline Mortimer, the plantation owner.

global

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BARRON'S

Developing questions

WHAT

SHOULD

WHICH

WILL

HOW

MIGHT

WHY

MAY

The verb story

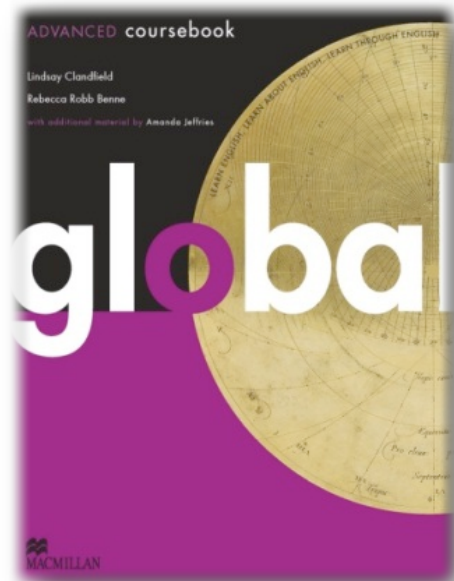
- **had hardly met**
- **wasn't expecting**
- **if only she'd known**
- **he should have known**

Language awareness movement

One of the most recent trends in oral skills pedagogy is the emphasis on having students analyze and evaluate the language they or others produce.

(Lazaraton, 2001)

- **get your students to record sentences with the newly acquired vocabulary on their mobile phones**
- **make your students experiment with the newly acquired language**
- **make your students read and listen to audioscripts/audiobooks**



UNIT 2 Function globally agreeing and disagreeing

UNIT 3 Function globally narrating and responding



Fluency time



The AI Model

- **The Fault-finder**
- **The Dictator**
- **The Schoolteacher**
- **The AI thinker**

- **The Fault-finder**

“The idea is good, but ...”

- **The Dictator**

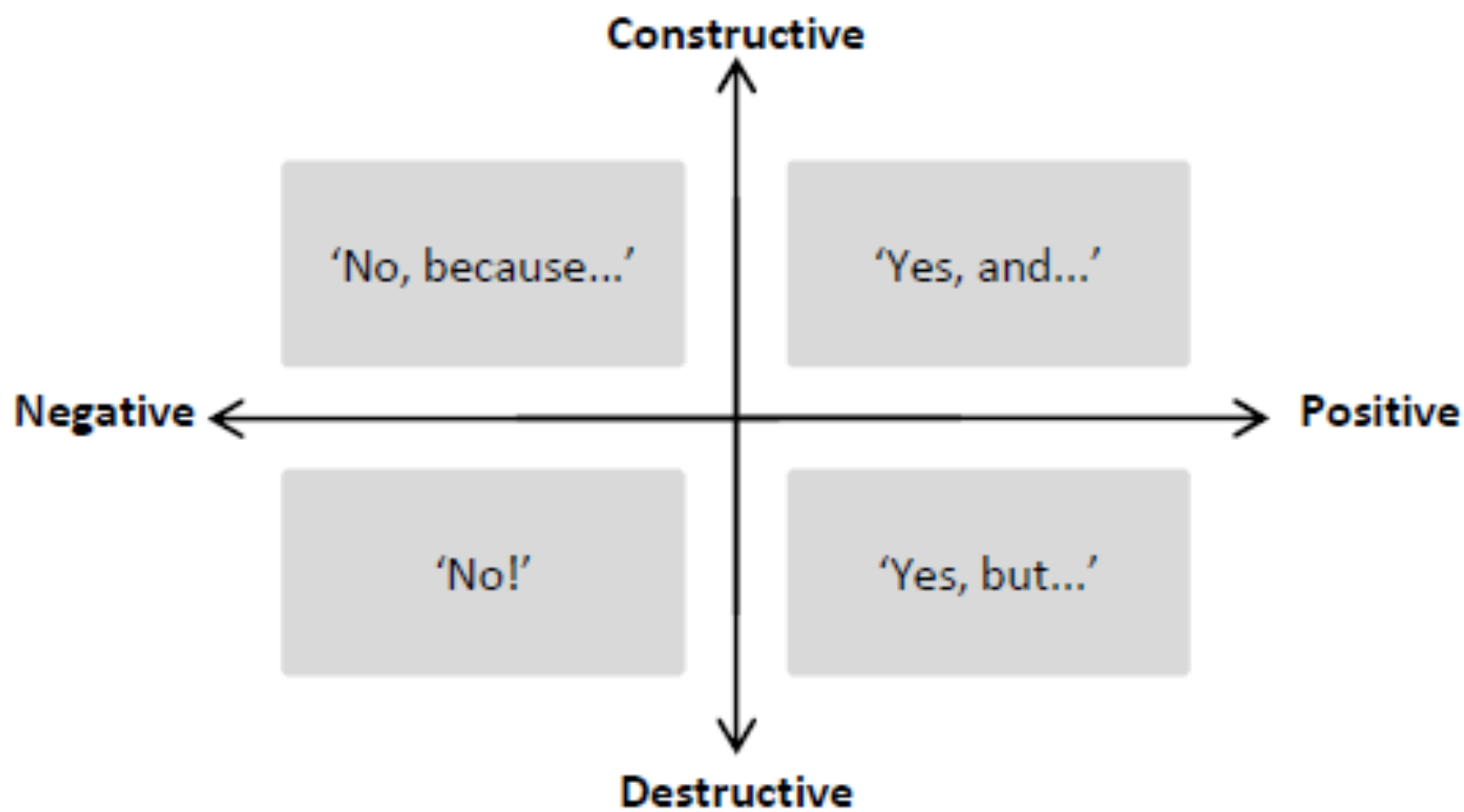
“No!”

- **The Schoolteacher**

“No, the idea isn’t good because ...”

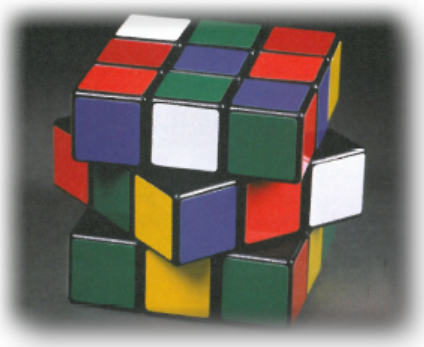
- **The AI thinker**

“Yes, and we could also ...”



4/3/2





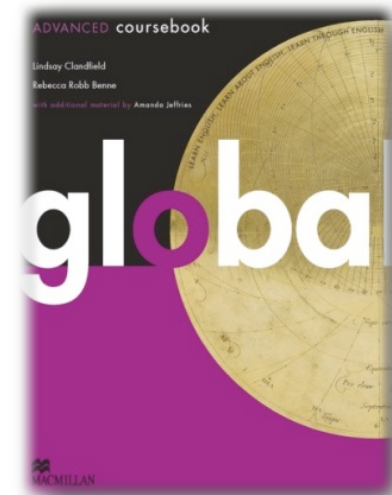
Writing

1 Write a short paragraph called *A small toy*. This could be about a toy you liked as a child, a toy your child or grandchild loves or a toy you like now.

2 Exchange your texts with a partner. Read your partner's text and write two questions about it. Give the text back to your partner with your questions.

3 Rewrite your paragraph, but answering your partner's questions. Then show your new text to your partner again.

4 In small groups, swap and read each other's texts. Did any of you choose the same toy?





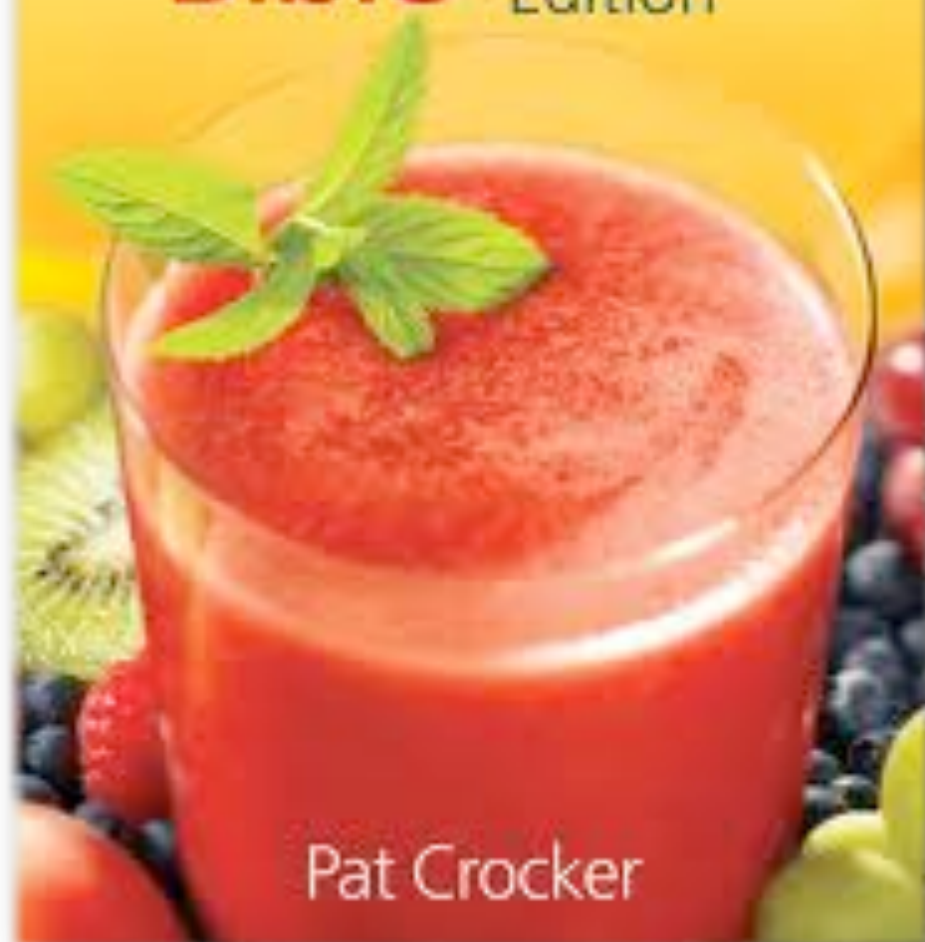
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marta@e-dos.org