

# Take Advantage of your Students



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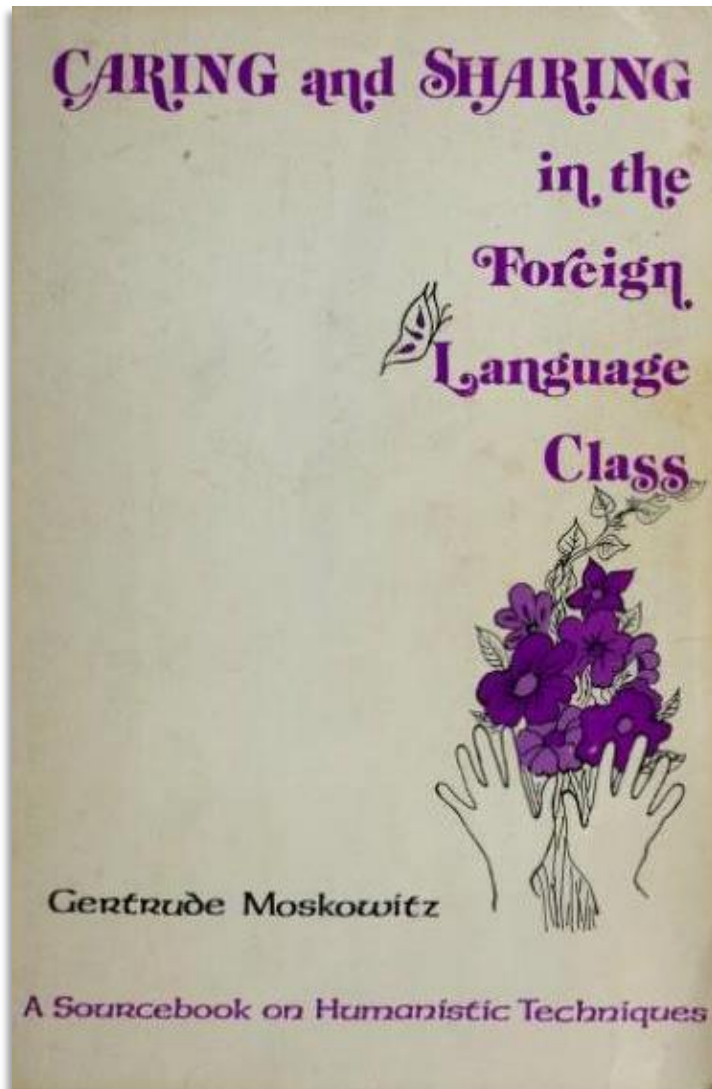
macmillan  
education

# Nearest and furthest?



## Three things:

- Engagement, Motivation and Personalisation
- Language Practice Exercises
- Considerations for Online



For learning to be significant, feelings must be recognised and put to use ....

By connecting the content with the students' lives, you are focusing on what students know ... From the learner's standpoint, there is quite a psychological difference in dealing with what is familiar rather than what is unknown.

*Gertrude Moskowitz, 1978*



Craik and Lockhart (1972) argue that our ability to remember is influenced by the way in which we process information, rather than where we store it. They suggest that information that is of particular importance to us will be processed at a deeper cognitive level than information of less importance. The deeper the cognitive level at which information has been processed, the better its chances of being remembered.

Craik, F. I. M., & Lockhart, R. S. (1972). Levels of processing: A framework for memory research. *Journal of Verbal Learning and Verbal Behavior*.

Language learning is most effective when students engage in meaningful activities on a personal level rather than just 'going through the motions'.

*Sue Kay & Vaughan Jones*

**D SPEAK** Complete the sentences with the correct relative pronouns and your own ideas. Miss out the relative pronoun if possible. Then, work in groups and share your ideas.

1 A famous person \_\_\_\_\_ I admire is ...

A famous person I admire is Michelle Obama.

2 A charity \_\_\_\_\_ does a lot of good is ...

3 Someone \_\_\_\_\_ has influenced me a lot is ...

4 A global issue \_\_\_\_\_ I think is important is ...

5 A person \_\_\_\_\_ has positively influenced society is ...

Language Hub B1



*Language Hub B1*



**C PRACTISE** There are two mistakes in each question. Correct the mistakes.

- 1 The smiley is a famous image all over world. Why do you think an image is so successful and popular?
- 2 Do you own or have you ever owned anything with smiley on it, such as the T-shirt? Where else do we see it?
- 3 Do you use an emojis or icons in your online messaging? Do you have a favourite emoji? Are there the emojis for your country or culture?

**A** Complete the questions with the prepositions in the box.

by for from in ~~on~~ out of to up

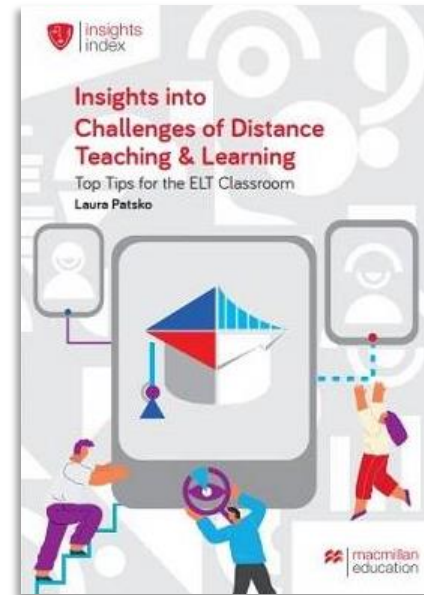
- 1 What do you **spend** most money on?
- 2 Do you ever **lend** money \_\_\_\_\_ your friends? Or **borrow** it \_\_\_\_\_ them?
- 3 How often do you **take** money \_\_\_\_\_ the ATM?
- 4 Do you **pay** \_\_\_\_\_ things mostly \_\_\_\_\_ **card**, cash or do you use your phone?
- 5 What kind of things do you pay for \_\_\_\_\_ **cash**?
- 6 What kind of things do you **save** \_\_\_\_\_ for?

# Considerations for Online

Online and blended language learning will endure after the pandemic.

*Gacs et al, 2020*

‘Keeping students motivated and engaged during online and hybrid lessons is far more difficult compared to face-to-face teaching.’



I always **focus on relationships** first - **building a team and a safe space**, so I use lots ice breakers and warmers and time-outs in groups/pairs and I often let them choose partners/team-mates.

Get the students **talking as early in the lesson as possible**, at the very beginning ideally. We often have general chit-chat - we call it 'What's up?'.

We always take **a total break** in the middle of the lesson for 5 minutes or so.

Make sure to give **clear and specific instructions** - that's very important, we teachers often forget about it cos we're usually chatty 😊 And the students needs to be an outcome or end point.

**Mediation is important** - reporting partner's answers/insights and not always talking about their own. It gives them a reason to listen and engage.

It's essentially **all about the activity**. If the activity or task itself is engaging, that's half the battle (at least). And they're more likely to be motivated when the activity depends on the student's involvement and contribution.

A lot of it is just common sense and being a bit creative and **adapting regular activities** to fit online and to make the most of online features.

At the end of the day, and more so than in f2f, it's about the students being **intrinsically motivated**. We need to create conditions for that.

# Intrinsic motivation - three key concepts:

- competence: tasks are achievable
- autonomy: learner has agency/ownership/say/voice/choice
- relatedness: learner needs to feel valued/connected/can relate to the task

*After Deci and Ryan*



# Extending and adapting the activity

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*A famous person I admire is Michelle Obama.*
- 2 A charity \_\_\_\_\_ does a lot of good is ...
- 3 Someone \_\_\_\_\_ has influenced me a lot is ...
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- 6 What kind of things do you **save** \_\_\_\_\_ for?

### Report it

*A famous person Daria admires is ...  
Bruno spends most money on ...*

*What do you think Bruno spends most money on?*

### Group survey

*Most of us think global warming is an important issue.  
Half of us use our phone to pay for things.*

### Chalk and cheese

*Ali has the most similar ideas to me.  
Joanna has the least similar.*

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- 3 Do you use an emojis or icons in your online messaging? Do you have a favourite emoji? Are there the emojis for your country or culture?

What emojis do you tend to use?

What are the most used emojis?

<http://www.emojistats.org/>







## 9.3 *make* and *do* expressions

Match the expressions (1–6) with the pictures (a–f).

1 make a mess

2 make a mistake

3 do some damage

4 make a decision

5 do your homework

6 make a complaint



➤ Go back to page 87.



## *Make, do, take* mime game

a noise

a mess

my homework

an aspirin

some washing

some ironing

a coffee

an effort

a mistake

the washing up

lunch

some damage

the bed

a decision

precautions

a phone call

nothing

a photo

a speech

an exam

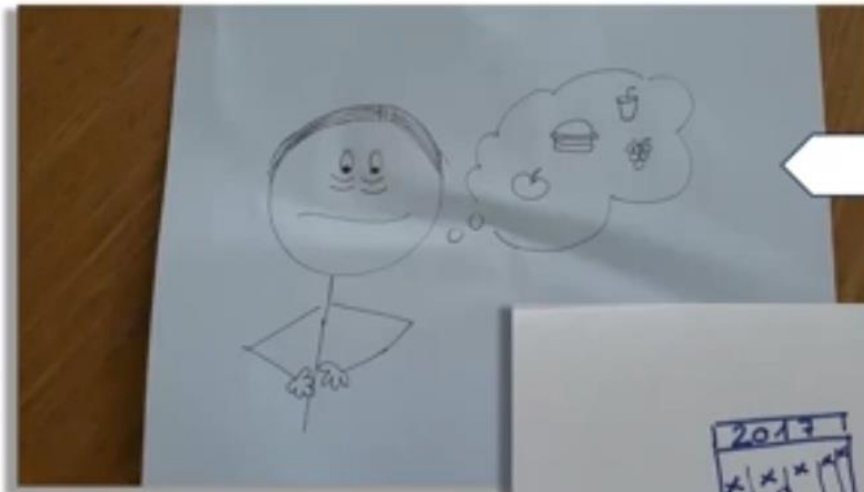
a break

your time

some work

some exercise

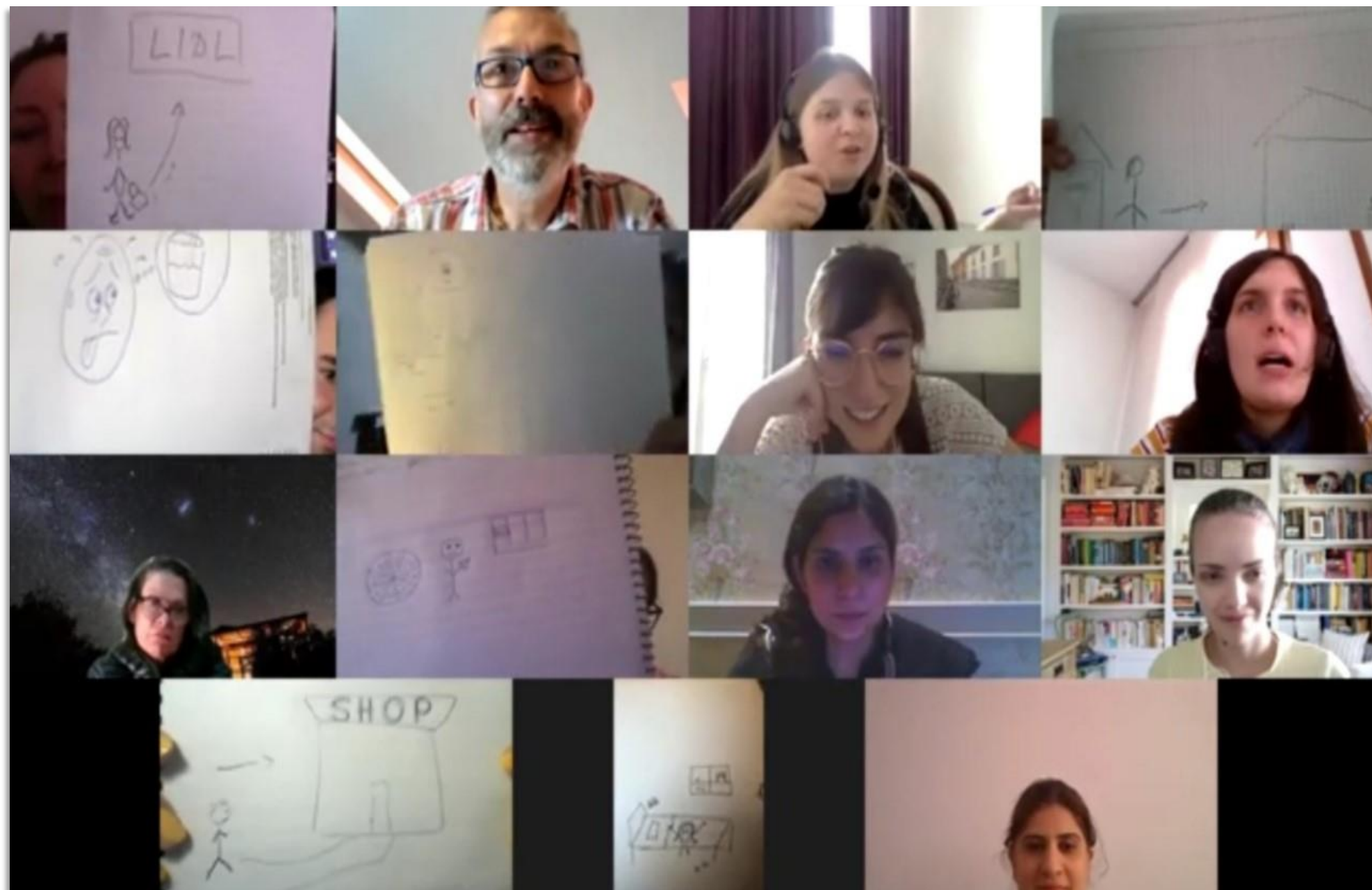
## Draw the sentence/Picasso dictation



I'm tired and hungry.

I watched TV yesterday evening.

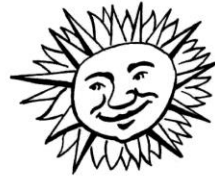
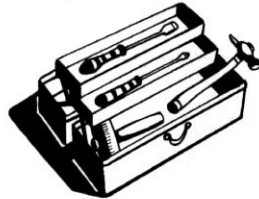




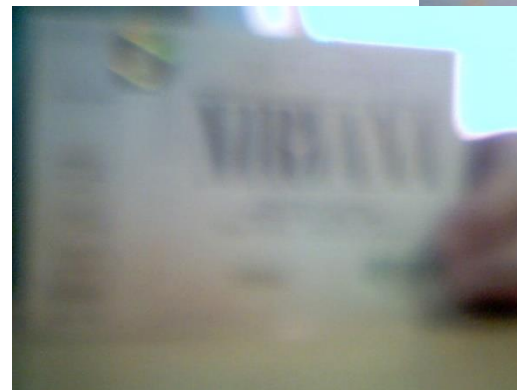
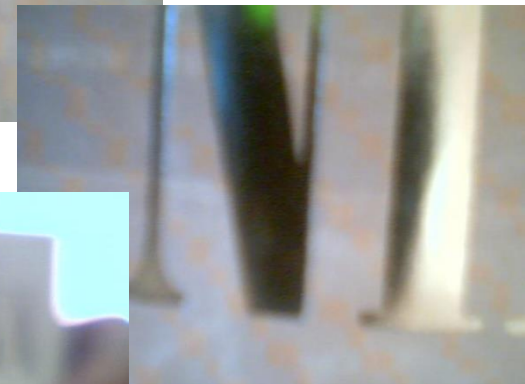
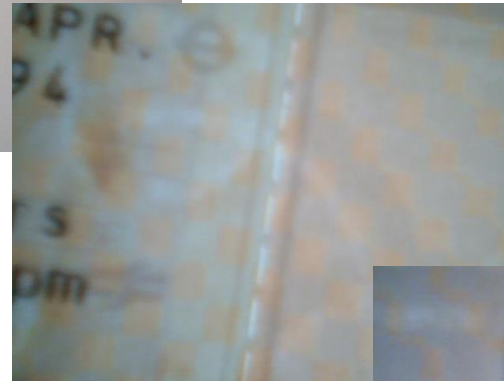
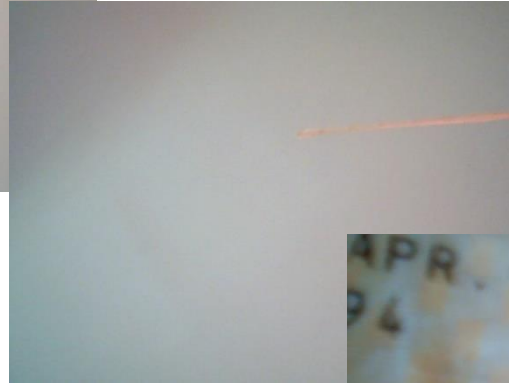
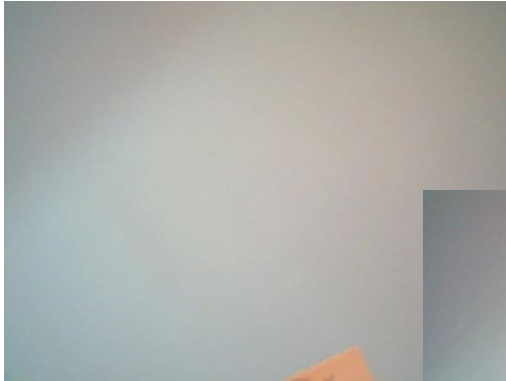
Ice-breakers, warmers,  
lead-ins, fillers and time-outs

# 1A *You in pictures*

Look at the pictures below. Choose the five that best represent you.







## 8.1 Musical taste

— Talk about taste in music and your favourite songs

G reflexive pronouns

V music

P consonant clusters in words

### LISTENING

**8.1** **A** Listen to the music extracts (1–7) and match them with the different types of music (a–g).

- |         |   |             |   |
|---------|---|-------------|---|
| a rap   | — | e blues     | — |
| b jazz  | — | f reggae    | — |
| c rock  | — | g classical | — |
| d disco | — |             |   |

**B SPEAK** Work in pairs. Discuss the questions.

- 1 Can you think of any other types of music?
- 2 What types of music do you like? What don't you like? Why?
- 3 Who are your favourite bands or musicians?
- 4 Why do we like certain types of music? Think of three reasons.

**8.2** **C** **LISTEN FOR MAIN IDEA** Listen to the podcast *Music matters* with Professor Suzy Harrison. What are the three things which explain our taste in music?

#### Glossary

**comforting** (adj) making you feel less sad, worried or disappointed  
**energise** (v) to make someone feel excited and enthusiastic  
**influence** (v) to affect the way someone thinks or behaves, also be influenced by

**8.2** **D** **LISTEN FOR DETAIL** Choose the correct answer a, b or c, to complete the sentences. Then listen again and check your answers.

- 1 When we are older, the music from our childhood makes us feel ...  
 a old.  
 b sad.  
 c happy.
- 2 Our first big music influence is generally ...  
 a our younger brothers and sisters.  
 b our older brothers and sisters.  
 c our school friends.
- 3 Music brings people together because we can share ...  
 a music files and records.  
 b our opinions of the music.  
 c the mood it creates.
- 4 We sometimes choose a particular type of music ...  
 a to create the right conditions for an activity.  
 b to give us a break from an activity.  
 c to help us forget about an activity.
- 5 Compared with the past, people today generally like ...  
 a fewer kinds of music.  
 b more kinds of music.  
 c the same variety of music.

**E SPEAK** Work in groups. Discuss the questions.

- 1 Who has influenced your taste in music, your parents, brothers and sisters, friends or someone or something else?
- 2 Do you generally like the same kinds of music as your friends? Do you think music is an important part of your friendships?
- 3 Do you tend to play different kinds of music at different times and when you are in different moods? Give some examples.

### GRAMMAR

#### Reflexive pronouns



**8.3** **A** Complete the sentences from the podcast *Music matters* with the pronouns in the box. You need to use one of the pronouns more than once. Then listen and check.

ourselves (x2) themselves yourself

- 1 We don't choose this music \_\_\_\_\_, of course.
- 2 So, when we start to discover music by \_\_\_\_\_, it is influenced by what we listened to when we were growing up.
- 3 In contrast, for other people, musical taste is a way to make \_\_\_\_\_ different from other people.
- 4 And when you're preparing for a night out, you might want to energise \_\_\_\_\_ and play something loud and full of energy.



# Making the most of the home environment

- Go find something connected with music/sport/shopping/work ...
- Talk about it/ask about it/interview the object/20 questions (use  or )
- Treasure hunt - go find something red/round/old/brand new/alive ...
- Prepositions in the room – tell us something that is on/in/under/next to ...
- Describe what's outside your window – other students draw, compare with photo.
- Go for a walk - tell us three things you saw happening/that you heard/

# (Competitive) Games and Quizzes

## Remember, remember

### *What can you remember?*

- 1 Was the sun shining?
- 2 How many people were in the picture?
- 3 How many people were wearing a hat?
- 4 How many people were wearing a tie?
- 5 The man in the waistcoat, what colour was his shirt?
- 6 The woman on the right, what was she holding?



# Superlative Seconds

- 1 Which is the second most spoken language in the world?  
a English b Arabic c Spanish
- 2 Which is the second biggest country in the world?  
a USA b China c Canada
- 3 Which religion has the second most followers?  
a Buddhism b Islam c Hinduism
- 4 Which is the second most used letter in written English?  
a s b t c o
- 5 Which is the world's second most common phobia?  
a flying b the dark c snakes
- 6 Which is the second longest river in the world?  
a Yangtze b Amazon c Mississippi
- 7 Which is the second most spoken word in English?  
a it b you c I
- 8 Which is the second most visited country in the world?  
a Spain b USA c UK
- 9 Which is the second biggest country in Europe?  
a Spain b Germany c France
- 10 What is the second most common name in the world?  
a Ali b José c John



- 1 a (Mandarin)
- 2 c (Russia)
- 3 b (Christianity)
- 4 t (e)
- 5 a (spiders)
- 6 b (Nile)
- 7 c (the)
- 8 a (France)
- 9 a (Ukraine)
- 10 c (Mohammed)

For each question, which is the first, most common, most used, biggest etc?

# Thank you!



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