

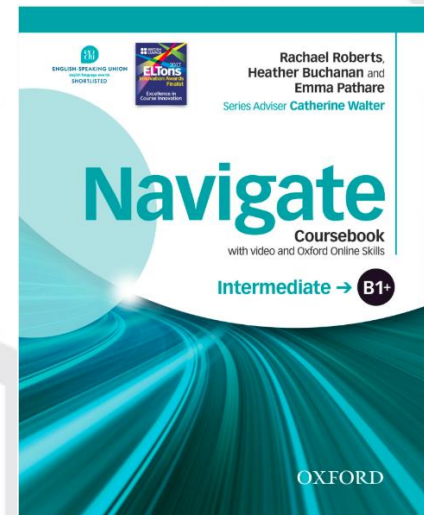
Navigate

Targeted, language-based activities

Paul Woodfall

Webinar Uzbekistan

June 11th 2020



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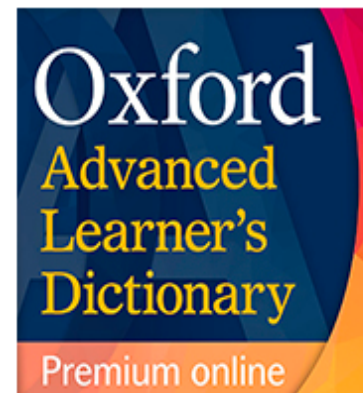
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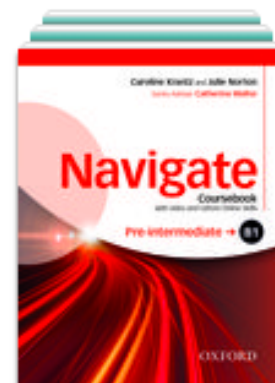
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Agenda

In this session we will

- look at vocabulary and skills development
- focus on targeted, language based activities
- bottom-up approach (complex noun phrases)
- watch a *Vox pops* video - authentic interview
- have time for reflection and questions

Unit 3 Life skills

3.1 Challenges and success

3

Life skills

3.1 Challenges

3.1 3.2 3.3 3.4 3.5

GOALS ■ Talk about challenges and success ■ Talk about ability

Vocabulary & Listening challenges and success

- 1 Work with a partner. What do you find difficult to resist? For example: buying clothes, spending too much time online, eating junk food.
- 2 Work with a partner. Look at the photo. The children are trying to resist the temptation to eat the marshmallow. Which child do you think is more likely to succeed? Why?
- 3 **3.1** Listen to the first part of a talk on the Marshmallow Test results. What was Mischel's experiment?
- 4 **3.2** Listen to the rest of the talk and answer the questions. Check your answers with a partner.
 - 1 How long did the children have to wait without eating the marshmallow?
 - 2 How many of them failed the test?
 - 3 In what ways were the children who didn't eat the marshmallows more successful in later life?
 - 4 How did the successful children manage not to eat the marshmallow?
 - 5 Why is it important to be able to wait for something you want?

The Marshmallow Test

In the Marshmallow Test, researchers left four-year-old children alone in a room with a marshmallow. If the children managed to resist temptation and not eat the marshmallow, the researcher promised them a reward of two marshmallows. However, most of the children found it difficult to resist eating it before the time was up. They to have something immediately rather than for what they really wanted. The researchers tested, as adults, those children who could to the challenge and were generally much more successful than the others.

The best technique was to thinking about the marshmallow at all. The successful children with the problem by looking away or covering their eyes. If they didn't think about the marshmallow, they didn't have to an effort not to eat it.

When Mischel taught a different set of children this technique, nearly all the children waiting the full time. Learning these techniques can help in adult life because being able to wait helps us to the right choices.

7 Work with a partner and discuss the questions.

- 1 What kind of things do children find hard to wait for?
- 2 What happens if children get everything they want immediately?
- 3 How can children learn to be patient?
- 4 What techniques do you use when you need to resist temptation? For example, avoid thinking about it, promise yourself a reward later, ...

Grammar & Speaking ability

8 Read the information in the Grammar focus box. Match sentences a-e to 1-5 in the box.

- a Some ate it straightaway, some **managed** to wait a while before giving in.
- b Only 30% of the kids were **able** to wait the full fifteen minutes.
- c The kids who **couldn't** resist temptation were generally less successful.
- d When he taught the children some simple techniques ... nearly all the children **succeeded** in waiting the full fifteen minutes.
- e ... you **will be able** to make better decisions about your future.

GRAMMAR FOCUS ability

Present and past

- to talk about general ability, we use **can/can't** + infinitive or **is/are able to**
- to talk about doing or not doing something with some difficulty, we use **manage/managed** to + infinitive

Future

- to talk about future ability we use:
 - a. **will/won't be able to** + infinitive (general ability and on a specific future occasion)
 - b. **will/won't manage to** + infinitive (will/won't succeed or + ing with some difficulty on a specific future occasion)
 - c. **will/won't be able to** (on a specific past occasion)
 - d. **will/won't manage to** (succeeded or + ing with some difficulty on a specific past occasion)

→ Grammar Reference page 350

90 Work with a partner. Complete the tips in the blog using *can/can't*, *could/couldn't*, *(not) manage to*, *(not) succeed in*, and *(not) be able to* in the correct form.

How to succeed

- ▶ Remember that you choose to resist temptation if you want to, just because you stop yourself/you aren't, doesn't mean you never do it.
- ▶ Think about something else. If you turning your attention away from the chocolate for a while, you may forget about it altogether.
- ▶ Stop for a minute. Perhaps you felt you gave the time to get for a run yesterday? But if you stopped and really thought about it, you'd see it was much more important than many of the things you did for.
- ▶ Think ahead. Plan for the future and you will achieving your goals.
- ▶ Never buy things on impulse. Go home and think about it. If you really like it, you (exercise, or work) still) buy it.
- ▶ Spend time with people who are resist temptation themselves. Pick up some valuable lessons by observing someone whose patience you admire.

10 **Task** Work with a partner. Tell your partner about ...

- something you can do now that you couldn't do a few years ago.
- a time when you succeeded in resisting temptation.
- a time when you managed to deal with a problem successfully or make the right choice.
- something you hope you will be able to do in the future and how you plan to do it.

Life skills 1: Challenges and success

deal with a
problem

fail

give in

be patient

make an effort

avoid thinking
about

make the right
choices

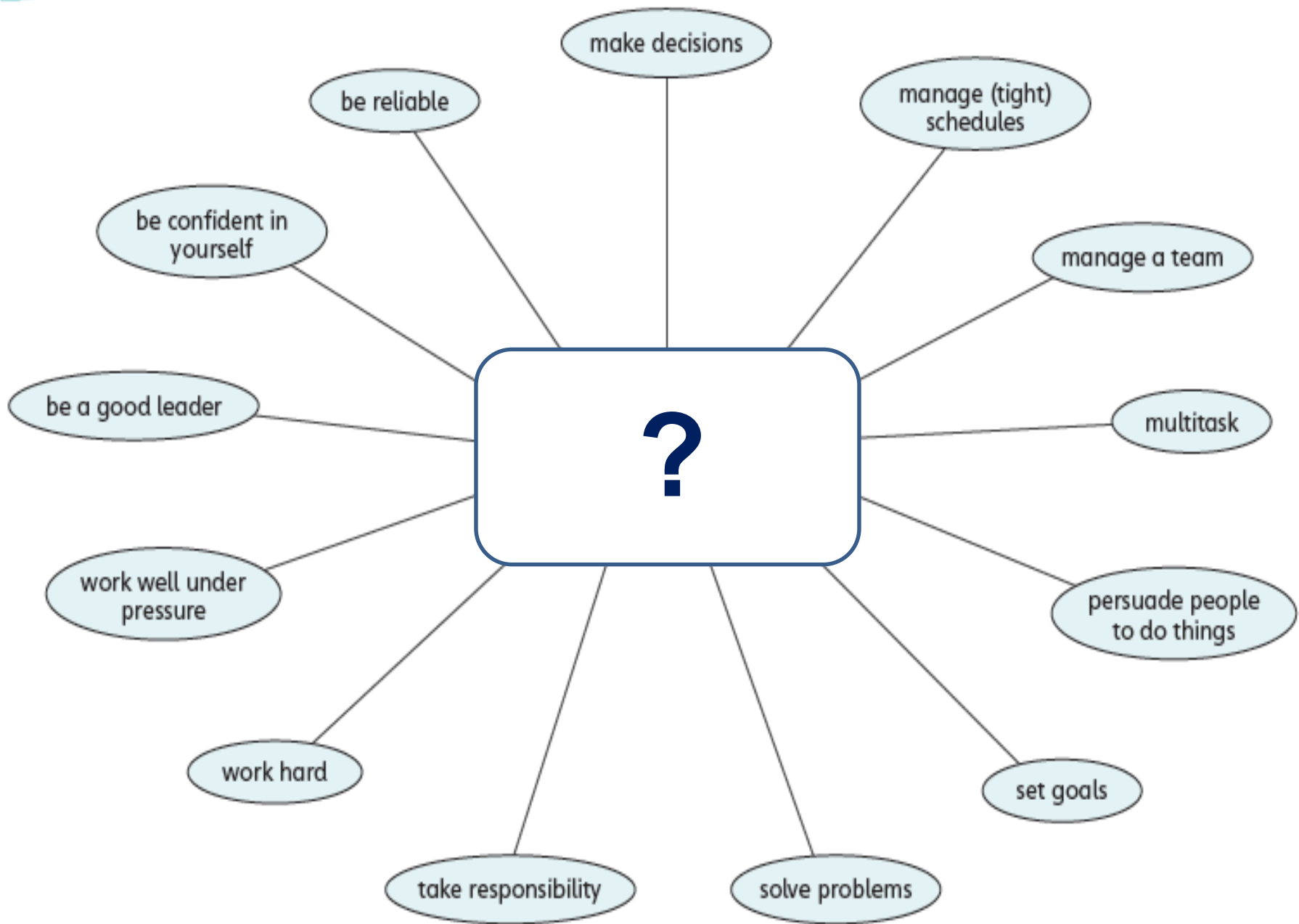
wait for

succeed in

prefer to have something
immediately

rise to the
challenge

resist temptation



Unit 3

3.2 Talk about work skills

3.2 Faking it?

GOALS ■ Talk about work skills ■ Talk about obligation, permission and possibility

Vocabulary & Reading work skills

1 Work with a partner. Look at the two jobs in the photos and decide what skills, apart from cooking skills, are needed for each job.



- 2 Work with a partner. Read the newspaper review of a recent television programme and discuss these questions.
- Did the participant succeed in his challenge?
 - What difficulties did he face?
- 3 Would you enjoy learning to do something completely new in four weeks? Why/Why not? Discuss with a partner.
- 4 Look at the list of skills below (1-13).

- | | |
|----------------------------------|--------------------|
| 1 being a good leader | 8 solving problems |
| 2 being confident in yourself | 9 being reliable |
| 3 making decisions | 10 managing a team |
| 4 managing (tight) schedules | 11 multitasking |
| 5 persuading people to do things | 12 setting goals |
| 6 taking responsibility | 13 working hard |
| 7 working well under pressure | |

Which skill(s) is/are about ...?

- working with other people
- managing limited time
- using your intelligence
- being a good boss
- being a good worker

Some skills can be in more than one category.

5 Work in small groups. Decide together which skills Ed needed for both jobs. Give reasons for your choices.

Stokes, M. April

Review

Last night's TV

The best thing on TV last night was *Faking It*. It takes someone with no experience in a particular job and sends them to live and train with an expert for four weeks. They then have to take part in a contest against professionals, and a panel of expert judges decides which participant is the 'winner'. At the beginning of the programme, we met Ed working in a fast-food van in all weathers, selling chips and burgers. In this job, he didn't need to do much apart from arrive at work on time and be reasonably pleasant to people. All this changed as he had to learn how not to be pleasant to people as a head chef in a top London restaurant.

According to Ed's teacher, one of London's top chefs, to succeed as a chef you must have a passion for food, the ability to run a team, confidence, work to very precise times, and be able to cook.

So, could Ed cook? He explained his technique was to 'wait until the burger went brown on both sides'. 'I he didn't have to do much more. To test his skills, the teacher asked him to cook the food in his fridge. 'I telling Ed he couldn't prepare if any way he wanted. The results were not good. Even the vegetables were overcooked, as Ed didn't realize that 'he didn't need to boil carrots for an hour or more.

But Ed's biggest problem was that he hated telling people what to do. As the top chef explained to Ed, 'he couldn't be a head chef and be nice'. Ed was shocked to realize that 'he couldn't say please and thank you all the time if he wanted the team to respect him. 'He also had to learn how to walk and stand more confidently.

Amazingly, after four weeks of hard work and quite a few problems, none of the judges realized that Ed was a complete beginner. In fact, one offered him a job as a chef.



Grammar & Speaking obligation, permission and possibility

6 Read the information in the Grammar focus box. Look at phrases 1-6 in the review on page 28 and match them to rules a-f in the box.

GRAMMAR FOCUS (obligation, permission and possibility)

- Present**
- if something is necessary or obligatory, we use **must** when talking about the feelings and wishes of the speaker, and **have to** to talk about obligations that come from someone or somewhere else.
 - if it is necessary or obligatory NOT to do something, we use **mustn't**, and **don't have to/don't need to** if it isn't necessary or obligatory.

- Past**
- if something was necessary/obligatory, we use **had to**.
 - We can't use 'must' with this meaning in the past.
 - if something wasn't necessary, we use **didn't have to/didn't need to**.

- permission and possibility - could/couldn't**
- Present**
- We use **could/can't** if something isn't allowed or possible.
- Past**
- if something was/wasn't allowed or possible, we use **could/couldn't**.

► Grammar Reference page 141

7a Complete the text which compares Ed's old job with his new one, using the verbs from the Grammar focus box. Sometimes more than one answer is possible.

When he was working in the burger van, Ed for work on time. He also be polite to the customers. However, he take much responsibility as his boss dealt with the money. He get up early because the van started at 11 a.m. When he wanted to, he even take a day off work.

Now that he's training to be a chef, it's very different. He manage a team, even though he finds it difficult to tell people what to do. It's also a very high-pressure job, so he work to tight deadlines. However, he take home really nice food when the restaurant has closed.

- b 3.5 Listen and check your answers.
- 8 Work with a partner. Student A, turn to page 127. Student B, turn to page 133.
- 9a Make a list of six work skills you feel you possess.
- b How did you acquire these skills? For example:



- Make similar notes about each of the skills you chose.
- c 3.5 Work with a partner. Ask each other these questions.
- What are your three most important skills?
 - What three positive things would your last boss/team colleagues/friends say about you?
- Give full and convincing answers, with reasons and examples.

3 VOX POPS VIDEO 3

What skills are required for these jobs?



Context

Newspaper TV Review

Last night's TV

The best thing on TV last night was *Faking It*. It takes someone with no experience in a particular job and sends them to live and train with an expert for four weeks. They then have to take part in a contest against professionals, and a panel of expert judges decides which participant is the 'faker'. At the beginning of the programme, we met Ed working in a fast food van in all weathers, selling chips and burgers. In this job he didn't need to do much apart from arrive at work on time and be reasonably pleasant to people. All this changed as he had to learn how *not* to be pleasant to people as a head chef in a top London restaurant.

Evaluating and creating

4 Look at the list of skills below (1-13).

- | | |
|----------------------------------|--------------------|
| 1 being a good leader | 8 solving problems |
| 2 being confident in yourself | 9 being reliable |
| 3 making decisions | 10 managing a team |
| 4 managing (tight) schedules | 11 multitasking |
| 5 persuading people to do things | 12 setting goals |
| 6 taking responsibility | 13 working hard |
| 7 working well under pressure | |

Which skill(s) is/are about ...?

- | | |
|-----------------------------|-----------------------|
| • working with other people | • being a good boss |
| • managing limited time | • being a good worker |
| • using your intelligence | |

Some skills can be in more than one category.

Unit 3

Vocabulary and skills development

3.3 Vocabulary and skills development

GOALS ■ Recognize complex noun phrases (1) ■ Use compound adjectives

Reading & Speaking complex noun phrases (1)

- Work with a partner. Have you ever done any of these things? How did you feel?
 - taken a very important exam
 - made a speech or presentation to a large number of people
 - sung in public
 - had an interview for a job you really wanted
- Read the information in the Unlock the code box about recognizing complex noun phrases.

UNLOCK THE CODE

Recognizing complex noun phrases (1)

Sometimes the subject of a sentence can be very long or contain another verb.

Subject	Main verb	
Making a speech	is	sometimes hard to do.
Learning these new techniques	helps	in later life.
One of the test groups	experienced	symptoms of stress.
One group who took part in the experiment	were told	nothing.

When you read, it is important to be able to identify the subject and the main verb quickly.

- Look at the statements. Underline the subjects and circle the verbs.
 - Stress can actually be good for you.
 - Taking an important exam often causes people to lose sleep.
 - Speaking in front of a large group of people can be very stressful.
 - People who are most under stress show physical signs such as shaking or sweating.
- Look at the photos and the title of the article. What do you think the article will say? Discuss with a partner.
- Read the article. Were your ideas in the article?

- Look at the numbered sentences in the article. Underline the subject and circle the verb.
 - It's difficult to find information on the internet about how to reduce your stress.
 - The Social Stress Test is a way of measuring stress.
 - The signs of stress show that you are ready for a difficult experience.
 - Only one group had some damage to their body.
 - Some people think these results are difficult to prove.
- Work with a partner and discuss the questions.
 - How would you feel in the situations in the Social Stress Test?
 - Do you agree that stress can sometimes be good for you?
 - How do you feel after a challenging experience?

Health and Fitness > Stress



And most people believe that stress is bad for you. ¹ Putting 'reduce your stress levels' into Google gets you 34 million hits. Articles in the newspapers or on health websites are always telling us how to reduce our stress levels. ² Titles like '202 scientifically proven ways to reduce stress right now' are common. But what if it isn't actually true? ³ Experiments with a technique called the Social Stress Test suggest that stress is only harmful if you believe that it is. In the experiment, two groups of people were asked to perform a series of stress-producing actions, such as doing a maths test while the 'instructor' shouted, 'Faster! Faster! That's not very good!' Or giving a five-minute talk to a group of 'experts' who were pretending to be bored. But the two groups had been treated differently before they took the test. The first group had not been told anything, whereas the second group were told that stress is good for you, and that ⁴ the dry mouth and beating heart are the body's way of preparing you for a challenge. Amazingly, the results were quite different. ⁵ The people who had been told nothing showed signs of damage to the blood vessels around the heart, while those of the other group were normal – as if they were not under stress at all. ⁶ These results have been confirmed by other tests. It seems that the effects of stress depend on what you believe about stress!

Stress could be good for you – if you believe it is

Have you ever given a talk or speech to a large group of people? If so, you'll probably remember it as a very stressful experience ... you sweat, your mouth goes dry, your heart starts beating fast.

Vocabulary & Speaking compound adjectives

- Look at these compound adjectives from the article. Which nouns do they describe?
 - stress-producing _____
 - fire-minute _____
- Can you think of compound adjectives which match definitions 1-6?

- | | |
|--|-------------|
| 1 describes somebody who uses their left hand to write. | _____handed |
| 2 another word for beautiful or handsome. | good _____ |
| 3 the opposite of part-time. | _____time |
| 4 an adjective which means that something lasts two minutes. | two _____ |
| 5 describes a shirt which has short sleeves. | short _____ |
| 6 describes a person who works hard. | hard _____ |

- Read the information in the Vocabulary focus box about compound adjectives and check your answers.

VOCABULARY FOCUS compound adjectives

Compound adjectives are generally made up of two words, usually either becoming a single word or joined by a hyphen. Here are some of the most common forms they can take.

- ending in a past participle: left-handed, short-circuited
- ending in -ing: good-looking, hard-working
- ending in a noun: two-hour, full-time

- Add a word from the box to make a compound adjective.

going hard known made page priced
speaking star

- easy _____ 5 500 _____
- known _____ 6 second _____
- five _____ 7 English _____
- ever _____ 8 well _____

- Work with a partner. What do you think the compound adjectives mean?

- 3A5 Listen and mark the main stress in each one.

- 3A2 Listen again and practise saying the words.

- Complete the questions with the compound adjectives in exercise 7a. Sometimes more than one answer is possible.

- Have you ever brought a _____ cat?
- When you were young, did you ever wear _____ clothes?
- Would you rather read a _____ novel or watch a six-hour film?
- When was the last time you thought something was _____ in a shop?
- Who is the most _____ musician in your country? Do you like him/her? Why/Why not?
- Do you prefer a very strict or a very _____ teacher? Why?
- Have you ever stayed in a _____ hotel? Where? When?
- Can you name five _____ countries?

- 3A8 Work with a partner. Ask and answer the questions in exercise 8. Report the most interesting answers to the class.

Unit 3

Vocabulary and skills development

- 1 Work with a partner. Have you ever done any of these things? How did you feel?
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 - b made a speech or presentation to a large number of people
 - c sung in public
 - d had an interview for a job you really wanted

2a Read the information in the Unlock the code box about recognizing complex noun phrases.



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Unit 3

Recognizing complex noun phrases

- b** Look at the statements. Underline the subjects and circle the verbs.
- 1 Stress can actually be good for you.
 - 2 Taking an important exam often causes people to lose sleep.
 - 3 Speaking in front of a large group of people can be very stressful.
 - 4 People who are most under stress show physical signs such as shaking or sweating.

Unit 3

Recognizing complex noun phrases

- 1 Stress can actually be good for you.
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- 3 Speaking in front of a large group of people can be very stressful.
- 4 People who are most under stress show physical signs such as shaking or sweating.



Stress could be good for you – if you believe it is

Have you ever given a talk or speech to a large group of people? If so, you'll probably remember it as a very stressful experience ... you sweat, your mouth goes dry, your heart starts beating fast.

Unit 3 Social Stress Test

Health and Fitness > Stress

Like · Comment · Share



Stress could be good for you – if you believe it is

Have you ever given a talk or speech to a large group of people? If so, you'll probably remember it as a very stressful experience ... you sweat, your mouth goes dry, your heart starts beating fast.

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But the two groups had been treated differently before they took the test. The first group had not been told anything, whereas the second group were told that stress is good for you, and that ⁴ the dry mouth and beating heart are the body's way of preparing you for a challenge.

Amazingly, the results were quite different. ⁵ The people who had been told nothing showed signs of damage to the blood vessels around the heart, while those of the other group were normal – as if they were not under stress at all.

⁶ These results have been confirmed by other tests. It seems that the effects of stress depend on what you believe about stress!



Unit 3 Social Stress Test

Recognizing complex noun phrases

3 Experiments with a technique called the Social Stress Test suggest that stress is only harmful if you believe that it is. In the experiment, two groups of people were asked to perform a series of stress-producing actions, such as doing a maths test while the 'instructor' shouted, 'Faster! faster! That's not very good!' Or giving a five-minute talk to a group of 'experts' who were pretending to be bored.

3 Experiments with a technique called the Social Stress Test suggest that stress is only harmful if you believe that it is.

Unit 3 Social Stress Test

Recognizing complex noun phrases

But the two groups had been treated differently before they took the test. The first group had not been told anything, whereas the second group were told that stress is *good* for you, and that ⁴ *the dry mouth and beating heart are the body's way of preparing you for a challenge.*

4 ... the dry mouth and beating heart are the body's way of preparing you for a challenge.

Unit 3 Social Stress Test

Recognizing complex noun phrases

Amazingly, the results were quite different. ⁵ *The people who had been told nothing showed signs of damage to the blood vessels around the heart, while those of the other group were normal – as if they were not under stress at all.*

⁶ *These results have been confirmed by other tests. It seems that the effects of stress depend on what you believe about stress!*

Unit 3 Social Stress Test

Recognizing complex noun phrases

5 The people who had been told nothing showed signs of damage to the blood vessels around the heart ...

other group were normal – as if they were not under stress at all.

6 These results have been confirmed by other tests.

seems that the effects of stress depend on what you believe about stress!

The power of positivity!

Stress is good for you.

The other group were normal – as if they were not under stress at all.

It seems that the effects of stress depend on what you believe about stress!

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Choose a number!

Any number between 1 and 5

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Unit 3 | Life skills

Do you cope well under pressure?

1 Match each person to a statement.

I cope well, ...

- 1 and I often achieve more when there's a lot of pressure.
- 2 but only if I have some thinking time on my own first.
- 3 particularly if I have time to get things ready in advance.
- 4 but I can feel quite anxious if there's too much pressure.
- 5 even though my job involves managing a variety of tasks.



Stephanie L



Alba



Niall



Andy



Bella

Vox pops video clip

Worksheet

 2 Watch the video. Do sections 1 and 2.

Do you cope well under pressure?

1 Match each person to a statement.

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Stephanie L



Alba



Niall



Andy



Bella

1 Alba

2 Bella

3 Niall

4 Stephanie

5 Andy

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In this session we will

- look at vocabulary and skills development
- focus on targeted, language based activities
- bottom-up approach (complex noun phrases)
- watch a *Vox pops* video - authentic interview
- have time for reflection and questions

Navigate

Targeted, language-based activities

Paul Woodfall

Webinar Uzbekistan

June 11th 2020

Coming up after the break ...

Blended Learning and Ownership

Oxford EAP