

HOW TO TEACH

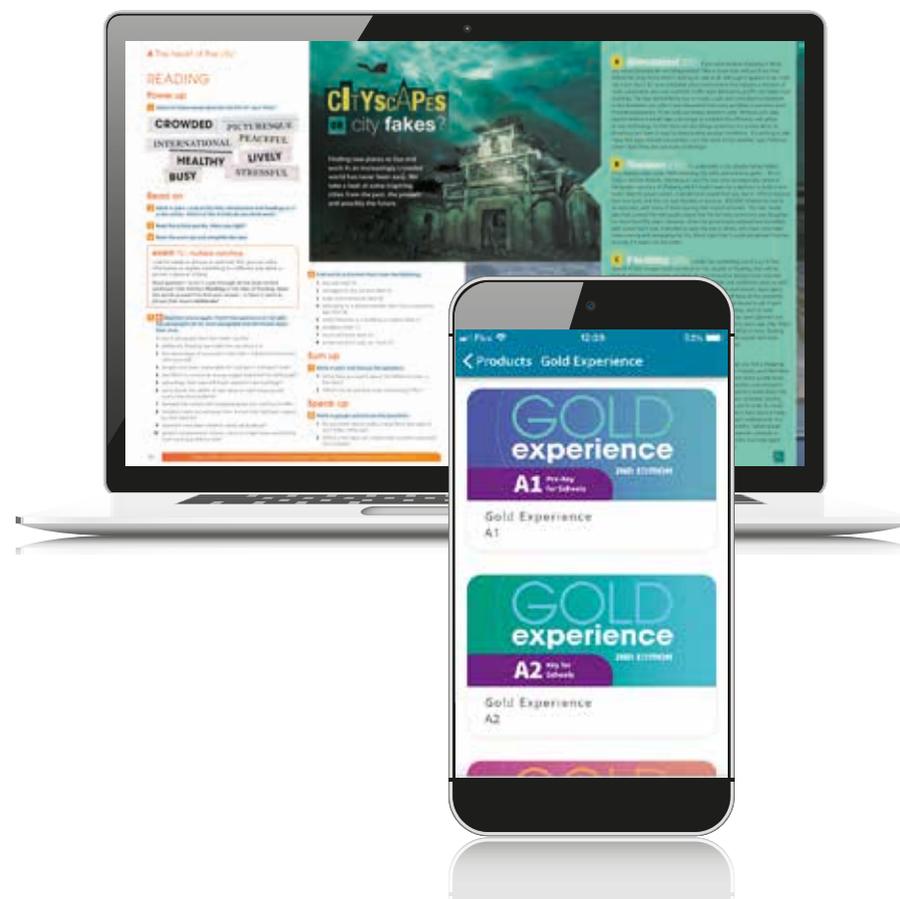
# GOLD experience

2ND EDITION



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A hand is shown from the bottom left, holding a small piece of food, feeding a large group of colorful fish in an aquarium. The fish are various species, including striped and spotted ones, swimming towards the hand. The background is a deep blue-green color.

# Overview of Gold Experience 2<sup>nd</sup> Edition

## A flexible eight-level Cambridge exam course

*Gold Experience 2<sup>nd</sup> Edition* is a flexible **eight-level exam** course that prepares teenage students for their exams while building their language and real-world skills.

The course provides a **smooth progression from A1 to C1 level**, following detailed objectives of the Global Scale of English. With the exam-focused content skillfully built into a motivating lesson flow, teenagers gradually build the language, exam skills and confidence to succeed in the Cambridge exams, and in their future lives.

The new edition of *Gold Experience* offers **cutting-edge digital solutions to both students and teachers**.

Teenagers will undoubtedly appreciate extra practice plus all the audio and video content they can access within the **Pearson Practice English App**; tutors will benefit from all course resources available in one place at the **Pearson English Portal**.

# Build your students' confidence

Core lessons are built around **specific learning outcomes**, and develop the language and skills students need to succeed and excel in their Cambridge exams.

“  
I love  
going out  
after dark.”  
”

Look at the photo and discuss the questions.

- 1 How does the place you live change from day to night?
- 2 When do you like it most? Why?
- 3 Do you prefer spending time in the city or the countryside? Give reasons.

# 4

## The heart of the city

### READING

topic: real or fake cities  
skill: scanning a text to find information  
task: multiple matching

### GRAMMAR

conditionals  
alternative conditional forms

### VOCABULARY

town and country;  
compound nouns  
as or like; prepositional phrases

### LISTENING

topic: public spaces for teens  
skill: recognising distractors  
task: multiple choice

### USE OF ENGLISH

open cloze  
multiple-choice cloze

### SPEAKING

topic: visiting cities  
skill: giving an opinion  
task: discussion

### WRITING

topic: a day in the city  
skill: giving the right information  
task: informal letter or email

### SWITCH ON ▶

video: design gone wrong  
project: analyse a building

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**Lead-in questions** introduce the unit theme and get students to use their existing topic vocabulary.

**Clear learning goals** based on exam requirements and the Global Scale of English.

# Help your students to develop their skills

Skills-based sections help learners develop and practise specific sub-skills in listening, speaking, reading and writing.

Language is contextualised in **authentic grammar vox pop video or audio interviews**, scripted conversations or short texts.

Active **Explore grammar boxes** engage students with the taught grammar.

Opportunities for **personalisation and discussion** using new language.

Exam skills and strategies are built up through activities and tips.

Exam tasks are easily identifiable by the **e** symbol.

**Speak up sections** develop critical thinking, asking students to think more deeply about the topic and provide extra speaking practice.

**4 The heart of the city**

**READING**

**Power up**

1 Which of these words describe city life for you? Why?

**CROWDED** **PICTURESQUE**  
**INTERNATIONAL** **PEACEFUL**  
**HEALTHY** **LIVELY**  
**BUSY** **STRESSFUL**

**Read on**

2 Work in pairs. Look at the title, introduction and headings A-D in the article. Which of the 4 cities do you think exist?

3 Read the article quickly. Were you right?

4 Read the exam tip and complete the task.

**exam tip** **multiple matching**

Look for words or phrases in each text that give you extra information or explain something in a different way about a person, a place or a thing.

Read question 1 in Ex 5. Look through all the texts to find sentences that mention flooding or the idea of flooding. Read the words around it to find your answer – is there a word or phrase that means deliberate?

5 Read the article again. Match the questions (2–10) with the paragraphs (A–D). Each paragraph may be chosen more than once.

in which paragraph does the writer say that

- deliberate flooding has made the city what it is?
- the advantages of successful cities didn't influence how towns were planned?
- people have been responsible for mishaps in transport trials?
- the effort to control an energy supply redefined the landscape?
- expanding cities have left fewer areas for new buildings?
- some doubt the ability of new ideas to solve housing and environmental problems?
- beneath the surface this shopping street has nothing to offer?
- residents were moved away from homes that had been owned by their families?
- attempts have been made to avoid tall buildings?
- greater consideration of past concerns might have avoided the town having problems now?

**Find words in the text that mean the following.**

- not real (text A)
- damaged on the surface (text A)
- large and impressive (text B)
- belonging to a family member who lived a long time ago (text B)
- useful features in a building or a place (text C)
- problems (text C)
- more and more (text D)
- protected from cold, etc. (text D)

**Sum up**

1 Work in pairs and discuss the questions.

- What have you learnt about the different cities in the texts?
- Which city do you find most interesting? Why?

**Speak up**

1 Work in groups and discuss the questions.

- Do you think there's really a need for a new type of city? Why? Why not?
- Which cities have you visited that could be improved? Give reasons.

50 One of the outdoor sites at the world's Olympics, Sochi, The temperature once fell to -11.2°C

**4 The heart of the city**

**GRAMMAR**

1 Read the grammar box. Read the sentences (1–5) and underline the conditional clauses. Match them with the explanations (A–E).

- If you went shopping in Molly, you'd be disappointed.
- If the roads are empty, testing is safer.
- If it hadn't been for a decision to build a new hydro-electric power station, it would have stayed that way.
- If water levels continue to rise, aquatic or floating cities will be in high demand sooner than we think.
- If they had paid more attention to their concerns years ago, they might have prevented the current housing crisis.

**explains grammar**

**conditionals**

**Zero conditional**

A for general truths or consequences of a situation  
If a town has clean air, the residents are healthier.

**First conditional**

B for possible future situations, suggestions, advice, threats and promises  
If more people use the new bus service, there will be fewer traffic jams.

**Second conditional**

C for unlikely/unreal situations in the present or future  
If I lived in a house near the sea, I'd be very happy.

**Third conditional** (if + past perfect + would/wouldn't have + past participle)

D for regrets, criticisms and unreal situations in the past  
If they hadn't built that block of flats, we would have had a nice view.

**Third conditional with modals**

E for imagined past results of an unreal past situation  
If you'd lived in the countryside as a child, you might not have moved away.

2 Listen to two people talking about a magazine article. Complete the sentences with the correct forms of the verbs in brackets.

- Eva \_\_\_\_\_ upset if her parents \_\_\_\_\_ the family to a farm. (get/move)
- Liam \_\_\_\_\_ really happy if he \_\_\_\_\_ on the farm. (be/grow up)
- Eva thinks that if a farm \_\_\_\_\_ isolated, it \_\_\_\_\_ family. (be/be)
- If Eva \_\_\_\_\_ nature every day, she \_\_\_\_\_ it. (enjoy/love)
- Eva \_\_\_\_\_ if Liam \_\_\_\_\_ (date/leave)

3 Complete the comments on the discussion board. Use these words. There are two extra words and phrases.

could have seen, might have given, had been, hasn't given, it got, it got, wouldn't have gone, it was

**CULTURE BONUS – GET PROUD TO HAVE FUN!**

How often have you said to yourself: if I had more money, I'd \_\_\_\_\_ to a concert or watch a show? Well, now you can. If you're Italian and it's your 18th birthday, you \_\_\_\_\_ a €500 voucher to spend on anything cultural from books to concerts. Cool idea? Here's what our readers think.

Sam \_\_\_\_\_ Add message | Report  
If the government had given me the voucher last summer, I'd \_\_\_\_\_ my favourite band perform.

Bella \_\_\_\_\_ Add message | Report  
Fab! If my parents hadn't paid for tickets in the past, I'd \_\_\_\_\_ to the theatre. Now I'll get the tickets myself!

Ella \_\_\_\_\_ Add message | Report  
I wouldn't have visited an amazing science exhibition if the government had \_\_\_\_\_ me the voucher.

Mia \_\_\_\_\_ Add message | Report  
If the voucher had \_\_\_\_\_ available before, I might have saved money because I've bought lots of music recently!

4 Complete the sentences so that they are true for you.

- If I hadn't come to school today, \_\_\_\_\_
- If you'd called me at 9 p.m. last night, we \_\_\_\_\_
- I would have invited you to my party if \_\_\_\_\_
- If I'd lived somewhere else, \_\_\_\_\_

**Speak up**

2 Work in pairs. If the government had given you a culture voucher, what would you have done with it?

**game on**

Play the chain game. Work in pairs or small groups.

**Student 1:** I got your text this morning. If I hadn't read your text, I might not have known about the party.

**Student 2:** If I hadn't known about the party, I would have gone to volleyball practice.

**Student 3:** If I'd gone to volleyball practice, ... etc.

Continue the story. Which group makes up the funniest story!

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# Further skills development

**SPEAKING**

**Power up**

1 Work in pairs. Look at the two photos and answer the questions.

- What type of transport is it?
- Is it a good way to see a city? Why? / Why not?
- What other ways are there to see a city?

2 Read the question. What sort of information does the teacher want to hear in the student's answer?  
Do you think the best way to see a city is on foot? Why? / Why not?

3 Work in pairs. Add your ideas.

Seeing a city on foot	
Pros ✓	Cons ✗
fun	living

4 Listen to three students discussing if the best way to see a city is on foot. Do they have the same ideas as you?

5 Read the useful language. Which phrases express a 'strong' opinion?

**useful language: giving your opinion**

As I see it, ... / If you ask me, ...	I believe/imagine that ...
In my opinion, ...	I haven't got much experience of this, but ...
I'd definitely say that ...	To be honest, I don't understand (why/how) ...
Frankly, I think that ...	I'm absolutely convinced that ...
I'm pretty sure that ...	
This is just my opinion but ...	

**Speaking extra**

1 Read the statement below. Divide the class into two groups and have a debate. One group must argue for school trips to cities and the other group must argue against them.

*City trips are really important. Schools should plan more of them!*

- In your groups, plan your arguments.
- Decide who will present which ideas.
- Each group presents to the rest of the class.
- Take a class vote.




Useful language boxes provide a wide range of language options for specific functions.

A step-by-step approach to exam tasks builds students confidence.

Students analyse the exam task, with tasks and tips to help them. They focus on appropriate language, and reflection tasks.

Students have plenty of opportunities to practise their oral English.

Switch On video lessons at the end of every unit provide authentic and engaging clips on a variety of thought-provoking topics. Students complete comprehension activities and work on projects involving research, collaboration, critical thinking and creativity.

**Plan on**

1 Read a letter from the editor of a school magazine. Read the exam tip and complete the task.



**exam tip: discussion**

In this part of the exam, it's important to give full answers. If you start your answer with 'I don't know...', make sure you go on to express an opinion. Even if you don't know much about the topic, you can use some great expressions to give your opinion and justify it.

Read the useful language. Which of these phrases would you use to give your opinion and support your ideas when talking about the question in Ex 2?

- Do you think it is important to see other cities? (Why? / Why not?)
- Is it better to see a city with your friends or with family?
- Why do you think some people don't like visiting new cities?
- What do you think tourists enjoy doing in famous cities?
- Is it a good idea to prepare before you visit a new city?
- How well can you get to know a city if you don't know people who live there (Why? / Why not?)

**explore language**

**an informal email**

A beginning the email  
Dear ... or Hi ...

B first paragraph  
Thanks for your message/email.  
It was great to hear about/see you ...  
I've just read about ...

C ending the email  
Love ...  
Thanks again ...  
All the best ...

Hope that helps!  
Take care!  
Bye for now!

**exam tip: informal letter or email**

When you read the question, underline the most important words. As you plan your answer, make sure you look back to these words so that you know you're giving the right information.

Read the letter again and underline the most important words. What words have you underlined?

1 Work in pairs and brainstorm ideas for your email. Add your ideas to the notes.

- A city day trip with a friend or family?
- Where was it? A city nearby/A town in another country
- What was it like? huge/busy/crowded/remote
- If I'd had more time? Take more photos/buy souvenirs/go shopping

**Write on**

2 Write your email in 140-190 words.

**improve it**

1 Make sure you take time to read your email. Then ask yourself the following questions.

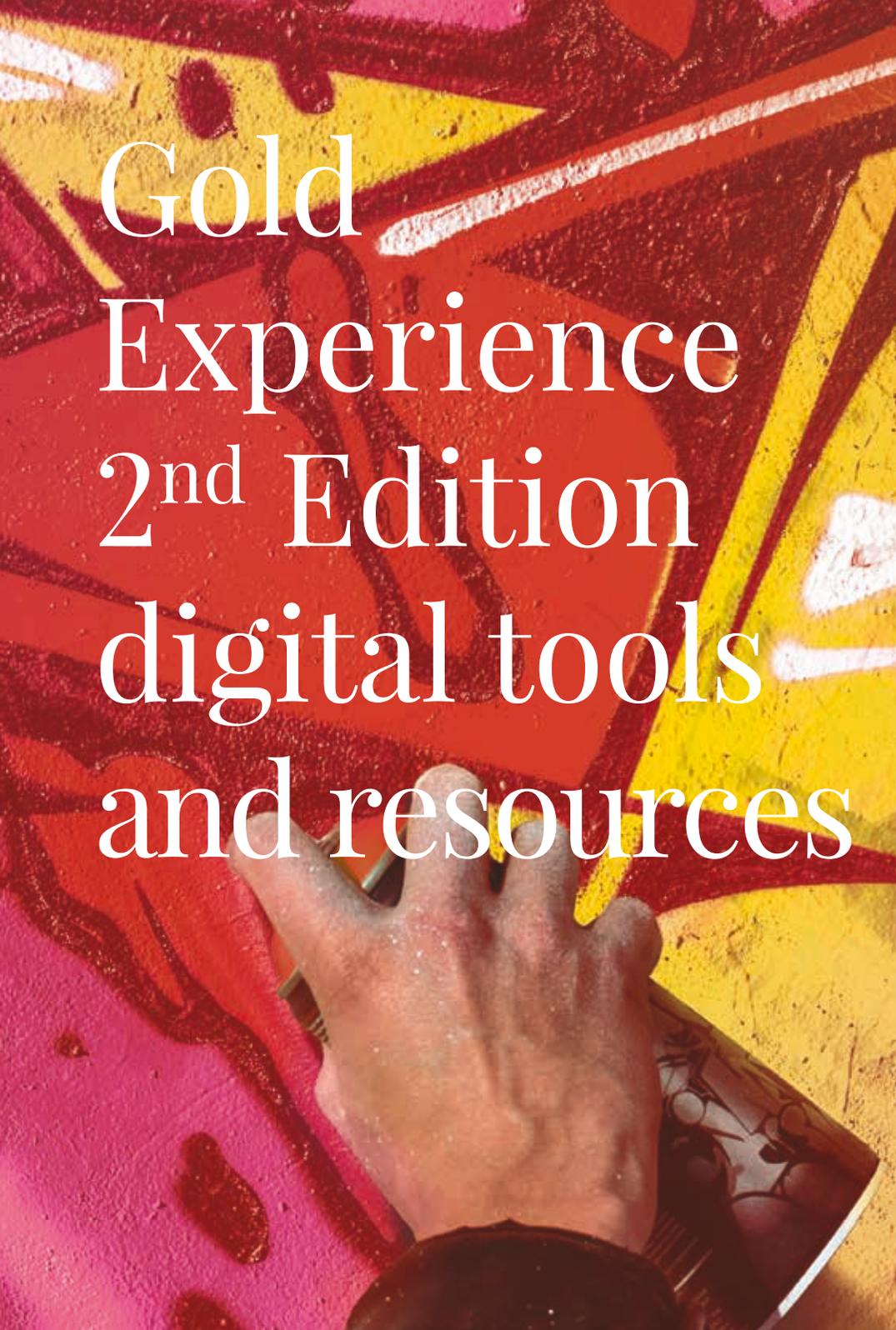
- Does your email begin and end in the right way?
- Have you written in a friendly 'informal' style?
- Have you given the correct information?
- Have you included any new language?

2 Work in pairs. Take it in turns to look at each other's writing and talk about how you could improve your work.

DEAR SHINDRA, I'M WRITING THIS EMAIL LIKE THIS BECAUSE I KNOW YOU CAN'T HEAR VERY WELL.

Students plan and write their own ideas.

Independent learning sections build through the units and help students reflect on their own learning.



# Gold Experience 2<sup>nd</sup> Edition digital tools and resources

## Digital tools and resources

*Gold Experience 2<sup>nd</sup> Edition* comes with **digital tools** available through the Pearson English Portal that you can use alongside your video conferencing platform to create **engaging online lessons**.

The course also come with tools and resources that can be used for self-directed study.

To access the digital tools:

1

Go to the Pearson English Portal  
([english.com/portal](http://english.com/portal))

2

Create an account

3

Type in the code inside your Teacher's Book/ Student's Book

### Digital tools for teachers

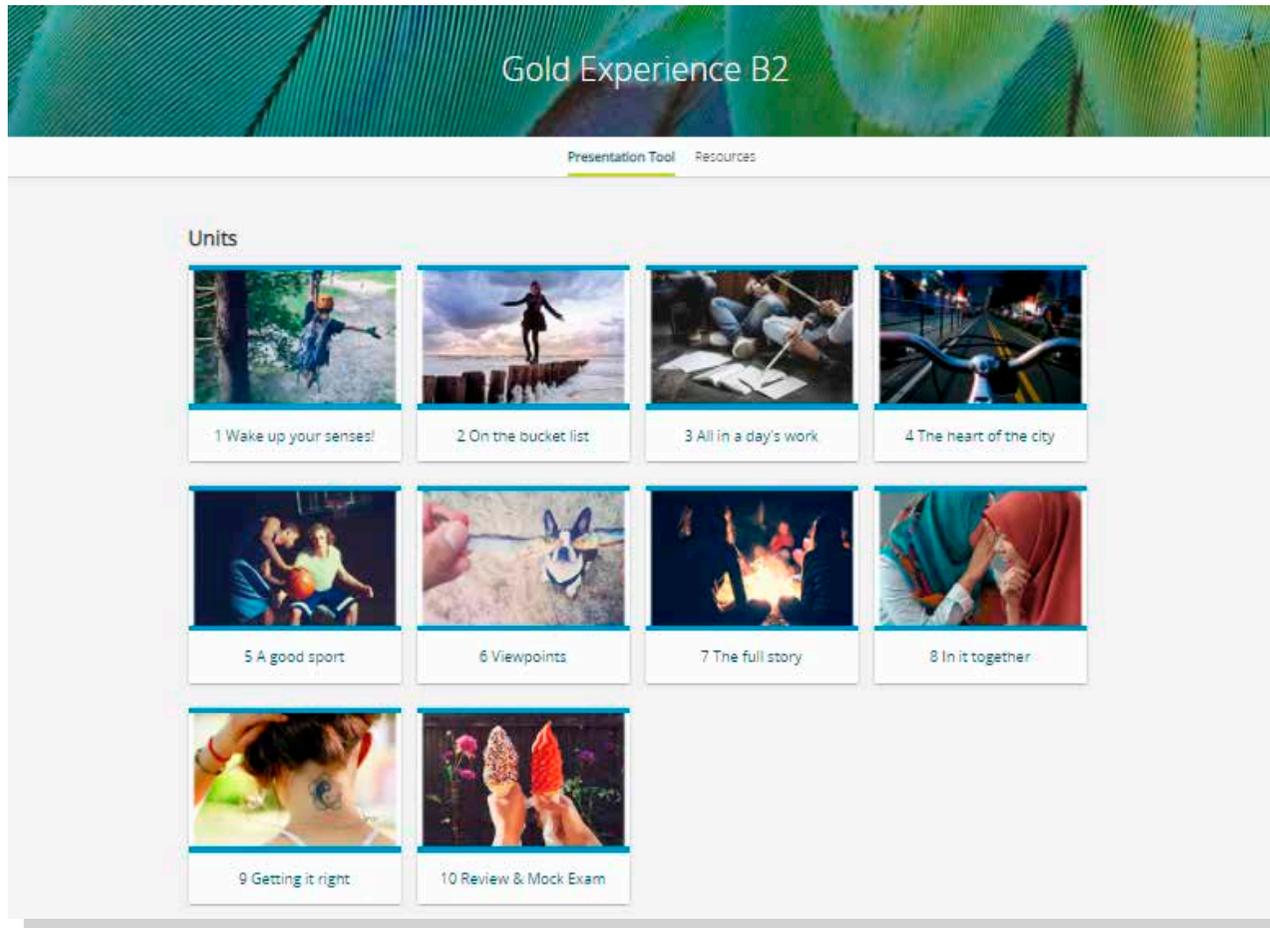
- ✓ Presentation Tool
- ✓ Teacher's Digital Resources
- ✓ Gradebook
- ✓ Test Generator

### Digital tools for students

- ✓ Interactive eBook
- ✓ Student's Digital Resources
- ✓ Pearson Practice English App
- ✓ Instantly graded activities and personal gradebook\*

\* Access available through the version of the Student's Book with Online Practice

# Presentation Tool



The Presentation Tool offers a fully interactive version of the Student's Book.

Using the Presentation Tool during online lessons:

- 1 Open your video conferencing platform.
- 2 Go to the Portal and open the Presentation Tool.
- 3 Go to the relevant lesson, share your screen with your students and they'll see each activity as you select it.

- ✓ You can play the audio recordings and videos at the click of a button, and display the audioscripts and add subtitles to the video too.
- ✓ Use the integrated tools to annotate the coursebook, time activities, keep score in team games, and get quick access to dictionary entries.
- ✓ The teacher's notes are accessible when planning and delivering your lesson.

# Digital Resources

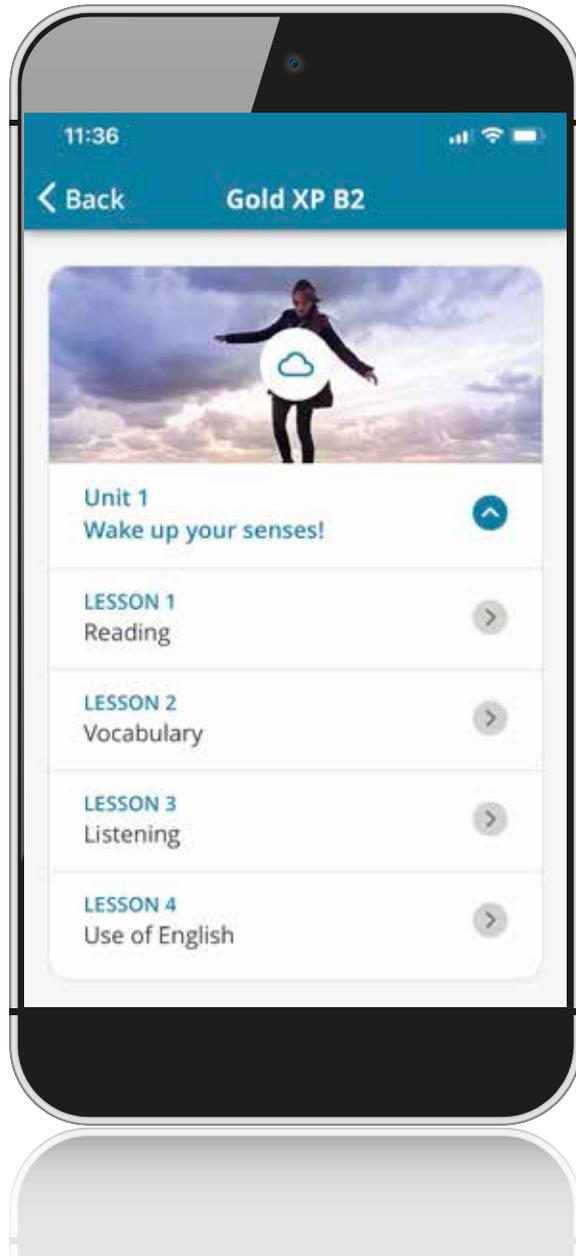
The pdf worksheets can be downloaded and shared with students before lessons if you want to use them in class, or after a lesson if you want learners to complete them for homework. The tests are also available in Word format so you can edit them to suit your class. You can display all these resources in your lesson too by sharing your screen in your video conferencing platform.

Extra digital resources enable teachers to adapt the course to meet different students' needs, in class, during an online lesson and for self-directed study.

Resources available for *Gold Experience 2<sup>nd</sup> Edition* include:

- ✓ **Three photocopiable activities per lesson** (one vocabulary, one grammar, and a skill or exam focus).
- ✓ **Videos with worksheets** for each unit
- ✓ **Detailed grammar presentation**, available in PowerPoint
- ✓ **Online Practice** to assign tasks, with automatic grading and a performance area to see students' progress in the Gradebook.
- ✓ **An assessment package** with a diagnostic test, unit tests, achievement tests, and mid and end-of-course tests with answer keys and audio files.
- ✓ **Expanded wordlists and phonetics** for each unit and other useful teacher's materials.
- ✓ **Access to students' materials**, including the grammar and vocabulary banks.
- ✓ The Students' Book and Workbook **audio and video with scripts**.
- ✓ **Extra exam practice booklets** with activities for Pearson Tests of English and Cambridge Exams

# Pearson Practice English App



The Pearson Practice English App is available to every student using *Gold Experience 2<sup>nd</sup> Edition*, either using iOS or Android.

Students can access the App by registering the code available in their Student's Book.

The App gives students access to **additional grammar, vocabulary, listening and Use of English exercises** to help them consolidate language points covered in the Student's Book. It also provides access to **all the course audio and video**.

# Interactive eBook

The Student's Interactive eBook provides an online version of the Student's Book, enabling students to complete activities wherever they are.

It features **audio and video** at the point of use, and can be navigated easily using the index, history, and bookmarks.

Users can switch between spread and single page views for ease of reading.

Tools allow users to highlight, annotate, add text, and many more features.

Stars indicate interactive activities. Audio and video is included where relevant.

Play buttons indicate a video to play at the point of use.

**INDEPENDENT LEARNING**

**Self-assessment**

- 1 Work in pairs and read the three possible definitions of self-assessment. Which one is correct?  
Self-assessment is:  
A a way of assessing how well students can work by themselves.  
B the process of students evaluating their own progress and performance.  
C a formal way of testing a student's ability in a subject.
- 2 How do you think peer assessment is different from self-assessment? Discuss in pairs.
- 3 Complete the list of benefits of self- and peer assessment with the words and phrases.  
critical each others' feedback independent learners learn more reflect responsible strengths and weaknesses

**Self-assessment:**

- 1 helps students become \_\_\_\_\_
- 2 encourages students to \_\_\_\_\_ on their learning progress and performance.
- 3 encourages students to be more \_\_\_\_\_ for their own learning.
- 4 helps students develop their \_\_\_\_\_ skills.
- 5 helps students be more aware of their \_\_\_\_\_

**Peer assessment:**

- 6 encourages students to critically reflect on \_\_\_\_\_ work.
- 7 offers students additional \_\_\_\_\_
- 8 helps students \_\_\_\_\_ from each others' work.

4 Now look at one of the lessons from this unit and identify two things you have done well and two things you need to focus on more.

Things I have done well are:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

Things I should focus on are:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

**UNIT CHECK**

**Wordlist**

**Experiences and feelings**  
anxious (adj)  
delighted (adj)  
determined (adj)  
insulted (adj)  
moved (adj)  
offended (adj)  
petrified (adj)  
relieved (adj)  
strong-willed (adj)  
sympathetic (adj)  
tense (adj)  
terrified (adj)  
thrilled (adj)  
understanding (adj)

**Collocations**  
Feel a sense of achievement  
have a sense of adventure  
have a sense of direction  
have a sense of fun  
have a sense of freedom  
have a sense of humour  
have a sense of rhythm

**Adjective endings**  
achievable  
childish  
comfortable  
competitive  
dreadful  
energetic  
excitable  
fashionable  
foolish  
hopeful  
hopeless  
painless  
painful  
repetitive  
scientific  
visible

**Other**  
affect (v)  
apparently (adv)  
approve (v)  
conclude (v)  
cosy (adj)  
dismiss (v)  
dull (adj)  
gift (n)  
nerve-racking (adj)  
overwhelming (adj)  
pigeonhole (v) (n)  
pretty (adv)  
reluctantly (adv)  
seminar (n)  
willing (adj)  
worthwhile (adj)

**Noun endings**  
achievement  
confidence  
deafness  
difference  
excitement  
fitness  
happiness  
laziness  
tiredness

**Phrasal verbs**  
add to  
get sth across  
give sth away  
give sth up  
miss out on sth  
put sb off doing sth  
take off  
try sth out

**Phrases for recommendations**  
not really worth it  
perfect  
thoroughly  
won't regret  
worth trying  
wouldn't recommend

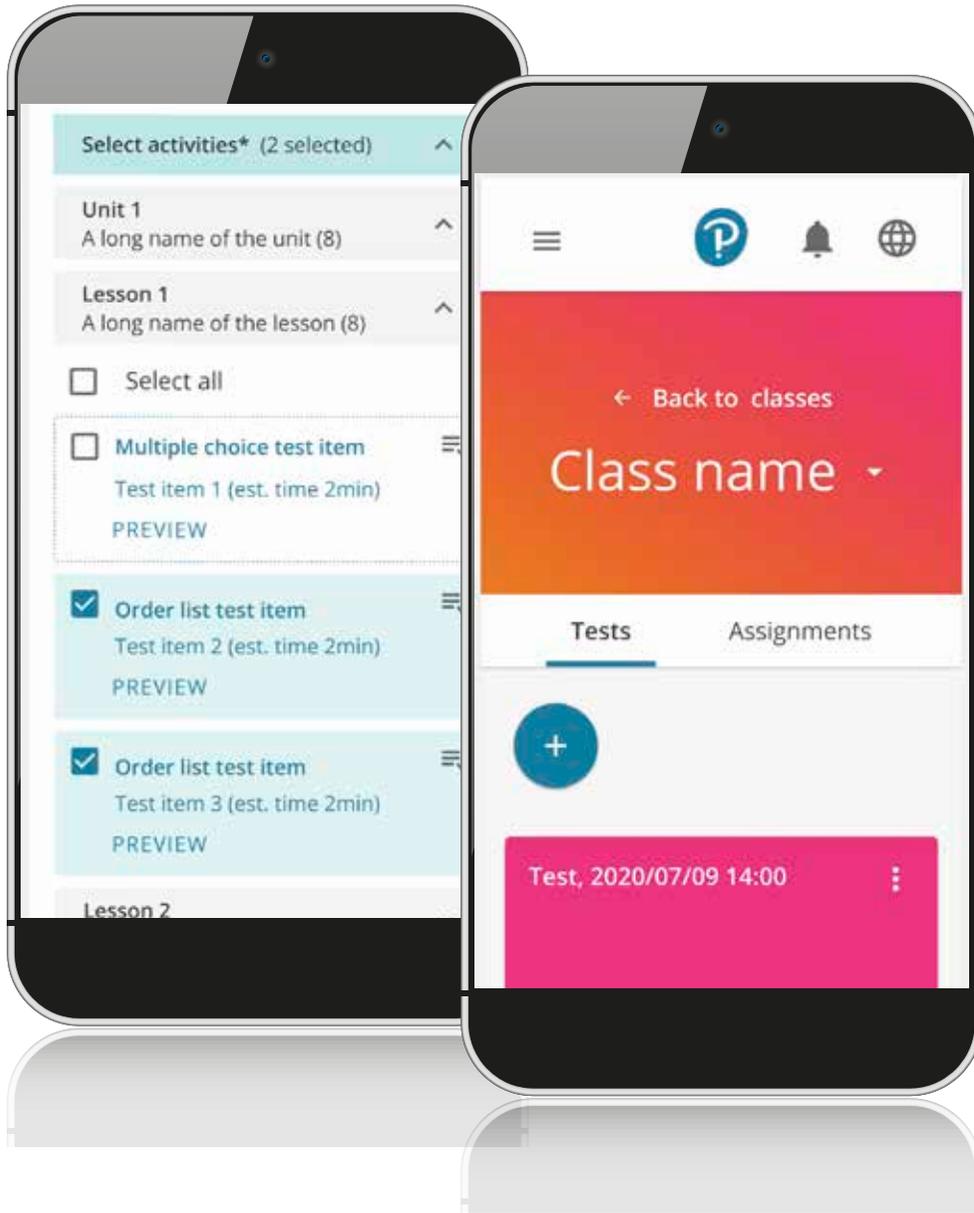
**Practice**

- 1 Complete each sentence with a word or phrase from the wordlist.  
1 Karen never tries anything new, she's got no \_\_\_\_\_.  
2 Don't be \_\_\_\_\_ by how the food looks, it's actually really tasty.  
3 The weather on the camping trip was \_\_\_\_\_. It rained continuously for four days!  
4 My cousin is so \_\_\_\_\_ - he's always doing some kind of sport, he never stops!  
5 I'm very \_\_\_\_\_ - once I get an idea in my head, I'm determined to do it whatever the cost.  
6 The house was barely \_\_\_\_\_ in the thick fog.  
7 Lara used to be very shy, but now she has lots of \_\_\_\_\_.  
8 The school is easily \_\_\_\_\_ by bus or train.
- 2 Listen and write the missing word. Use words from the Other section of the wordlist.  
1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_  
6 \_\_\_\_\_
- 3 Listen and check your answers.
- 4 Work in pairs. Describe three words from Ex 2 and see if your partner can guess which words they are.

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COLOUR SIZE 14pt OPACITY 80%

# Test Generator



The new Test Generator enables teachers to generate a test based on the content from the assessment package that comes with *Gold Experience 2<sup>nd</sup> Edition*.

Teachers can randomise the test questions to give each student a different test. Tests are available online and in pdf, for printing out and use in class.

**Students receive a notification** when they have an online test assigned to them.

Teachers can see the automatic test results from the online tests, and grade the printed tests manually.

# Gradebook upgrades

In the Gradebook on the Pearson English Portal, teachers can compare grades of the students in their class.

Teachers can see practice activities not yet assigned, and customise how they see their **student's scores, attempts, and the time spent on each task.**

New shortcuts allow teachers to **select students easily based on their grades** to assign new tasks or move class.

Teachers can also see the **overall course structure.**

The screenshot shows the 'Performance' tab of the Gradebook. It features a table with columns for 'Student', 'Assignment First Attempt', 'Practice First Attempt', 'Assignment Time spent', 'Assignment Attempts', 'Assignment Last Attempt', 'Assignment Highest Score', 'Assignment Average Score', 'Practice Last Attempt', and 'Practice Highest Score'. The table lists 10 example students and one real student, Grzmiel, Slawek. Each row shows percentage scores and letter grades (A+, B, C) for both assignment and practice attempts, along with time spent and number of attempts. A 'GIVE FEEDBACK' button is visible on the right side of the table.

Student	Assignment First Attempt	Practice First Attempt	Assignment Time spent	Assignment Attempts	Assignment Last Attempt	Assignment Highest Score	Assignment Average Score	Practice Last Attempt	Practice Highest Score
Example, Student 1	83% A+	-	7hr 58m	99	87% A+	88% A+	73% A+	-	-
Example, Student 2	74% A+	11% C	3hr 0m	88	68% B	74% A+	47% B	11% C	11% C
Example, Student 3	65% B	42% B	43m 52s	22	71% A+	77% A+	68% B	42% B	42% B
Example, Student 4	41% B	-	37m 10s	20	53% B	60% B	30% C	-	-
Example, Student 6	70% B	-	25m 14s	6	70% B	70% B	70% B	-	-
Example, Student 7	71% A+	53% B	0m 24s	1	71% A+	71% A+	71% A+	78% A+	78% A+
Example, Student 8	64% B	-	43m 20s	17	64% B	64% B	64% B	-	-
Example, Student 9	-	-	-	-	-	-	-	-	-
Example, Student 10	68% B	-	2hr 6m	28	71% A+	72% A+	62% B	-	-
Grzmiel, Slawek	-	-	-	-	-	-	-	-	-



# Teaching online

## Teaching online following the **ESAP** framework

As any virtual teacher quickly discovers, teaching online is different to teaching face-to-face. The remote nature of online learning can affect engagement, make it harder to see whether learners are on task and, depending on your video conferencing tools, make speaking tasks more challenging to implement.

The good news is that all the teaching techniques that you use in a face-to-face classroom are all still vital for online learning. To help you adapt to an online environment, we suggest following our online teaching methodology – **ESAP**, which stands for **Engage, Study, Activate** and **Practise**. This approach is very similar to what you do in the face-to-face classroom, but with different tools.

The table on the next page explains how the *ESAP* approach differs in an online and a face-to-face environment, and the digital tools you might use for each stage.

# ESAP – Engage, Study, Activate, Practise

## Distance teaching methodology



Face-to-face lesson	Online lesson	Differences
 <b>Homework</b> (paper workbook)	 <b>Practise</b> in an interactive environment on Pearson English Portal	<ul style="list-style-type: none"> <li>● interactive online exercises</li> <li>● instant feedback for students</li> <li>● automated scoring and reporting</li> <li>● checking students' performance online</li> <li>● tailoring the next lesson to target students' weak areas</li> <li>● saving time on marking</li> </ul>
 <b>Warm-up and Revision</b>	 <b>Engage</b> (warm-up, retrieval practice, prior knowledge activation)	<ul style="list-style-type: none"> <li>● engaging students with lesson content from the very first minute</li> <li>● doing retrieval practice based on common error report from the Gradebook</li> <li>● creating more personalised learning experience for students</li> </ul>
 <b>Presentation and Practice</b>	 <b>Study</b> (new language introduction followed by controlled practice)	<ul style="list-style-type: none"> <li>● using the Presentation Tool and sharing screen with students</li> <li>● using Zoom through the Pearson English Portal</li> <li>● avoiding lengthy teacher talking time</li> <li>● varying the pace of the lesson and type of activities</li> <li>● keeping students as active as possible</li> <li>● giving students enough time to practise new language (using peer teaching if possible)</li> <li>● giving students enough time to think of an answer before nominating a student to respond</li> <li>● using the whiteboard to give whole class feedback and the chat box to give personalised feedback to individual learners directly</li> <li>● using the Gradebook to assign activities and see students' individual progress</li> </ul>
 <b>Production</b>	 <b>Activate</b> (free language production)	<ul style="list-style-type: none"> <li>● organising speaking tasks by managing microphones</li> <li>● pairing or grouping students in breakout rooms</li> <li>● nominating students to answer verbally</li> <li>● inviting learners to type an answer into the chat box</li> </ul>
 <b>Homework</b> (paper workbook)	 <b>Practise</b> in an interactive environment on Pearson English Portal	<ul style="list-style-type: none"> <li>● interactive online exercises</li> <li>● instant feedback for students</li> <li>● automated scoring and reporting</li> <li>● monitoring students' performance online</li> <li>● checking if the lesson objectives have been achieved</li> <li>● saving time on marking</li> </ul>

# Exploiting online tools

When planning online lessons, you need to consider the tools available in your video conferencing platform, alongside the *Gold Experience 2<sup>nd</sup> Edition* digital tools and the methodological approach. These determine how you can implement activities and give feedback.

## Zoom on the Portal

**Zoom is now integrated into the Portal\***, so you can schedule classes from your dashboard.

You can schedule lessons and invite participants from your classes. The lesson is automatically added to your and your students' schedule in the Portal.

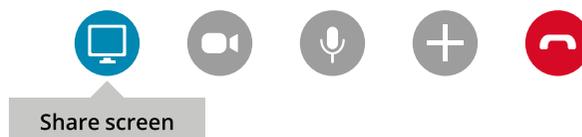
You can launch the lessons directly from the Portal; they last up to 40 minutes or longer if you have a paid Zoom account.

\*Due in October 2020

## Key video conferencing features

### Share screen

Share screen allows you to show learners your screen. So, when you bring up the *Gold Experience* Presentation Tool on your screen, for example, your students will be able to see exactly what you see.



### You can also use screen share to:

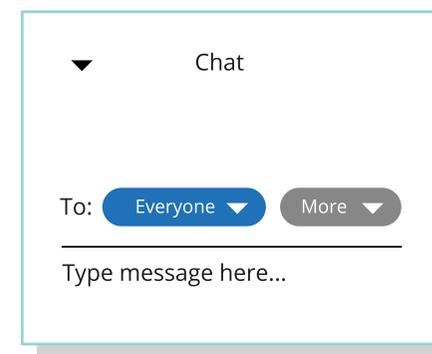
- ✓ show presentation slides to present new language
- ✓ show images to explain vocabulary
- ✓ play a video on a video channel
- ✓ show a student's written work and elicit corrections (one-to-one)

### Audio

Playing audio in some platforms might require you to tick a box or change a setting before students can hear it. If you can't play the audio, you may need to share the audio file with your students, give them time to listen to it on their own and then come back to the lesson.

### Chat box

The chat box can make online lessons better than face-to-face lessons. It's a place where you can ask all learners to respond and share answers, ideas etc., all at the same time. This means that all learners are busy thinking and using English, and you can assess the learning of all your learners in the class.



### Some ways to use the chat box:

- ✓ elicit answers to questions
- ✓ get answers to an exercise
- ✓ ask students to produce an example sentence
- ✓ brainstorm and share ideas and opinions
- ✓ provide corrections to errors

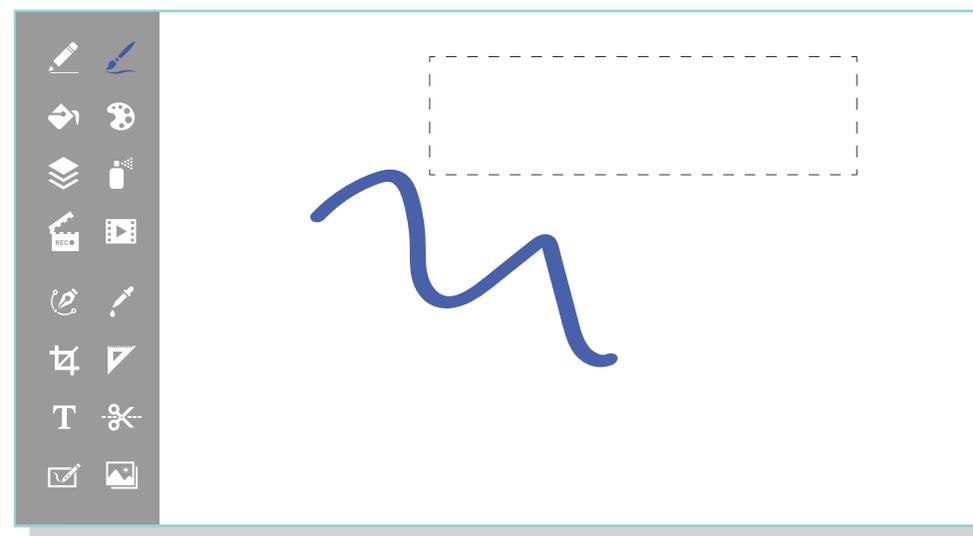
Once you've gathered information via the chat box, you can follow up by nominating students to say more e.g. explain an answer, give a reason for their opinion or select an interesting answer to comment on.

You can usually chat privately with a student so you can offer individual support by answering their questions, checking they're okay, offering technical support, giving prompts if less confident or giving an additional task if they finish quickly.

On many platforms you can allow students to chat together privately, so students can do pair work if you don't have access to breakout rooms. Give them a time limit and, when finished, invite a few students to share a summary of their discussions with the class. Students might write rather than speak while chatting, but this type of synchronous, informal communication is how many of us communicate these days. It requires a quick response – as speaking does – but provides slightly more thinking time, which can be good for accuracy of language.

Note that you can usually save the chat and share it with students after the class.

### Interactive whiteboard



Some video conferencing platforms have an interactive whiteboard. This allows you to record vocabulary, highlight the form of grammar, mark pronunciation features, note down learner errors etc. just as you might on a board in the face-to-face classroom. The whiteboard is interactive (unless you change the settings), which means learners can type on it too. You can usually save it as a pdf, and share it with your class after a lesson.

If your platform doesn't have this tool, you can use a Word document instead, and share your screen so your class can see it. If you want students to collaborate you could use a tool such as Google docs.

## Polls

A polling tool allows you to ask a multiple choice question that your students answer, where you see the results in real time. Polls are great for student engagement and a wonderful formative assessment tool.

### Polls can be used in many ways in the online classroom including:

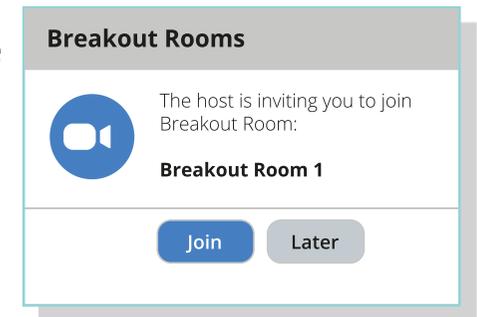
- ✓ understanding student needs and helping learners set goals (e.g. 'which of these goals is most important for you today?')
- ✓ engaging students and getting them curious about a topic (e.g. 'which of these places would you most like to visit?')
- ✓ checking student understanding – before, during or after a teaching cycle (e.g. 'which sentence is incorrect?')
- ✓ sparking discussion (e.g. 'which of these do you find funniest?')
- ✓ reflecting on learning (e.g. 'how confident do you feel about today's learning goal?')

If your platform doesn't have this tool, you can ask the same questions in the chat box and monitor responses. Alternatively, you can find third party polling tools online.

## Breakout rooms

Breakout rooms are virtual rooms where learners can be split into pairs or groups. While you can't usually monitor them all at the same time, you can drop into one room at a time to monitor each pair or group.

Breakout rooms are fantastic for speaking activities, as it means pair and group work can be conducted as it is in the face-to-face classroom. You can also use them for peer assessment, collaborative writing tasks, brainstorming activities, jigsaw reading tasks, games and so on. You can access this via your Zoom Integration on your teacher's portal.

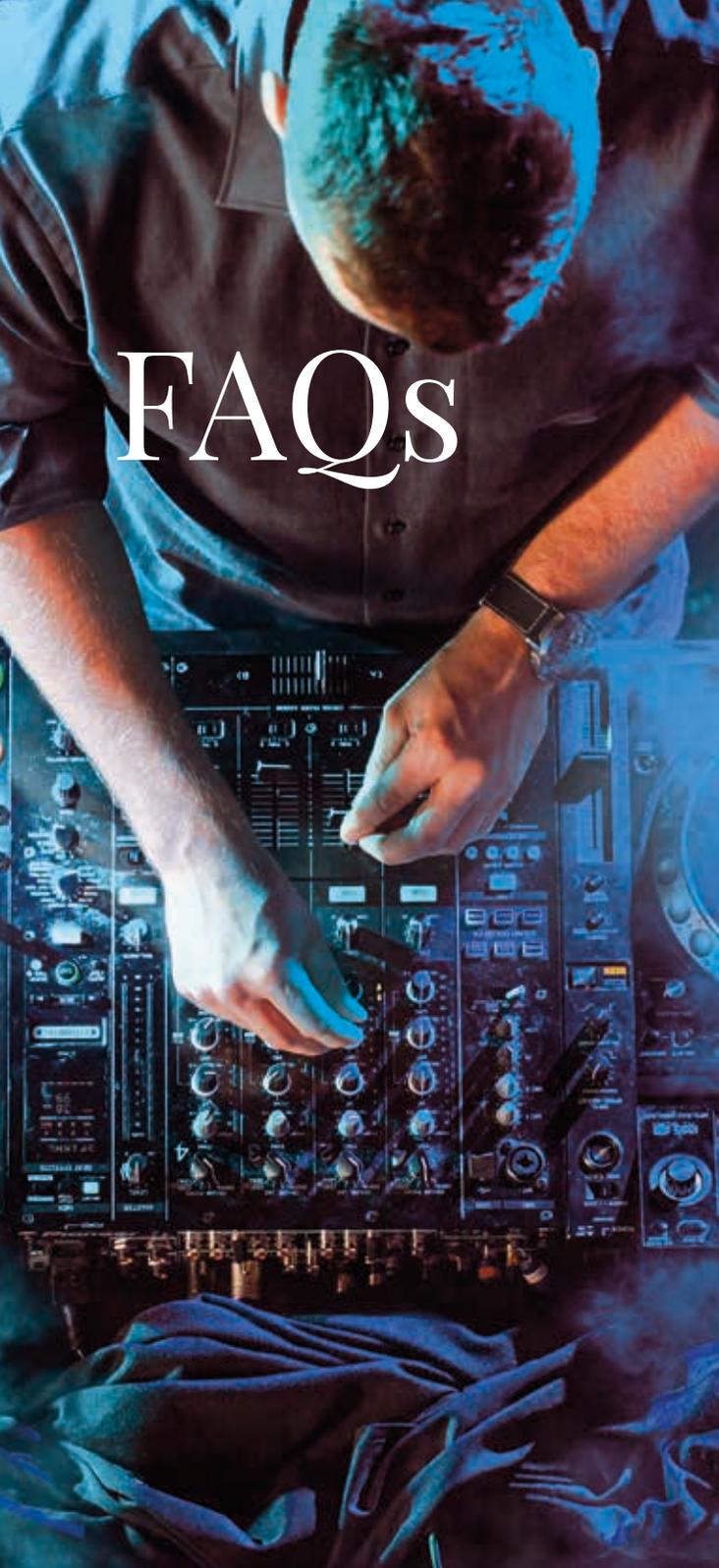


### Raise hand icon

In many platforms, your students can click on a raise hand icon to get your attention, show that they want to answer a question, ask a question, or that they've finished a task so you know to move on.

## Record session

Recording a session allows you to make the lesson available to your students after the class for review and to send to any students who missed the lesson to catch up. Do remember to tell your students before you hit 'record' to warn them.



# FAQs

**'I don't feel the same connection with my students online as I do in the face-to-face classroom. How can I engage with them?'**

It's a good idea to start the lesson by greeting your students individually as they enter the room. Ask them how they are, how an event went, how their day was etc. You could also give students a question to answer in the chat box as they arrive and encourage them to respond to each other, for instance 'What was the highlight of your day today?'. If you do this every lesson, it's a good way for you to show you care, connect with your students and help your students to connect with each other. It's also likely to inspire some interesting discussion.

**'I feel my lessons have become very teacher-centred, with me directing everything and students just sitting and waiting for me to ask them to talk. How can I change that?'**

It's very easy for online lessons to become more teacher-led than face-to-face lessons, as students want to avoid talking over each other. It can mean that interaction tends to be between teacher and students, rather than between students. If you have access to breakout rooms, use these at least once a lesson so that students can collaborate with each other. In the main room, when asking a question, nominate a student to answer, then ask them to nominate someone to respond. Another idea is to pose a question and put a student in charge of managing a discussion within the class.

You can also get pairs or groups of students to prepare presentations to encourage a more student-led class and to practise speaking.

### **‘Not all of my students have a good internet connection. What can I do?’**

The first thing is to turn off video as that can take up quite a lot of bandwidth. You could start your lesson with video to say hello, and then ask students to turn off their videos, keeping yours on if possible. It's nice for learners to see their teacher. If connection issues continue, students can turn off their audio but still participate by listening to you, and responding via the chat box. If students keep losing their connection and disappearing from the platform, then you'll need to talk to the learner about ways to access a connection to help them learn e.g. a public library or a wifi hotspot on their phone.

### **‘How can I engage my learners in online lessons?’**

It's much easier to deliver an online lecture than it is to deliver a lesson with interactivity. However, it's important that we exploit tools such as the chat box and breakout rooms to allow for more interaction. These tools help to ensure students participate in tasks, think and learn, and are kept involved throughout the lesson. Students will find distractions if they're inactive, under-challenged and the pace is too slow. Maintain pace by not spending too long on one particular task, and by providing extra tasks for fast finishers via the chat box. You can also employ the same techniques for engagement as you would in a face-to-face classroom – use images etc. to engage learners with a topic, personalise learning, bring in competitive games using the tools on the teacher's portal, make the learning goal clear, highlight progress, and give learners choice.

### **‘I've got a big class. How can I help learners to develop speaking skills in an online lesson?’**

Use the breakout rooms by accessing Zoom via your teacher's portal. You might not be able to monitor every pair or group, so it's important to include self and peer reflection tasks. When you set a speaking task, agree what success looks like with your students. Give assessment criteria, and ask students to assess themselves and each other in breakout rooms before they return to the main room.

You could use another tool (e.g. Padlet, Flipgrid) where students can record themselves and share their recording with each other. You could ask them to leave the lesson for ten minutes, record a monologue using particular language and then return to the lesson. Alternatively, you could set it for homework. Students could listen to each other's contributions and comment on them in the next lesson.

## **'How can I assess my students in an online classroom?'**

In most adult classrooms, it's unlikely that students will be content with paying to sit a test in an online lesson. Testing, therefore, becomes more about formative than summative assessment. You can:

- ✓ set little quizzes in class as progress tests, with students answering in the chat box.
- ✓ monitor students' answers to reading and listening tasks, assess their speaking and writing in class and check their homework.
- ✓ encourage learners to take more control of assessment through self and peer assessment (see question above).
- ✓ use this assessment to identify strengths, weaknesses and progress made to inform future learning.
- ✓ provide students with tests to do at home for homework.

You can assign the tests in the Gold Experience assessment package as interactive activities in the Gradebook. If you want to set additional or alternative assessments, you can use a survey or quiz to gather the answers. You can't be sure they haven't looked an answer up, but if they have, they've hopefully gained greater understanding.

## **How can I support students who finish much more quickly than others?**

You could set an extra task via the chat box e.g. type three sentences about you using three of the words in the exercise. Or it could be a question about an opinion on a topic they've just read about. Alternatively, build differentiation into the original task e.g. write sentences about you using 'used to' in the chat box. Write as many sentences as you can until I stop you. That way, they're all occupied until the task ends.

## **How can I make sure that all of my students are actually doing the tasks when their cameras are off?**

Monitoring learning while learners are doing something individually is much harder online. If you're teaching adults, then there has to be a level of trust and the understanding that if they don't do the work then their progress will suffer. Agreeing what's expected of the class at the start of a course, and discussing the reasons behind those expectations, will help students to understand the importance of participation. Then, if you have concerns during a task you can ask students to share their answers with you via the chat box. They can do this privately, so that you're the only one that sees their answers and they can't copy from each other. It's also a good way of assessing their learning which is what you can tell students is the purpose of their sharing their answers in that way.



# Use of English 1

## Task as learners arrive

**Aim:** engage learners, show interest in learners, encourage interaction between learners, set the tone for the lesson

As students enter the room, they answer the question in the chat box and respond to each other's answers – What words can you think of ending in *,al'*, *,ent/ant'* or *,ous'*.

What are these types of endings called?

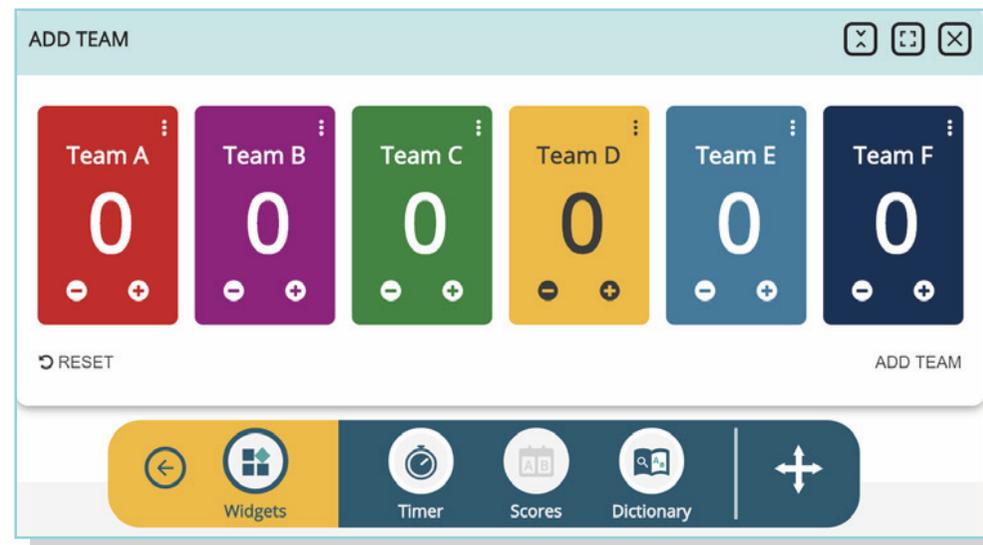


## Warmer

**Aim:** engage learners, prior knowledge activation

Say or write a suffix for the class to see, e.g. *-ing*, *-ally*. The first student to write a correct word with the given suffix gets a point. The winning student is the one with the most points.

In a small class you can keep score using the Scores widget in the Presentation Tool. If you have a large class and breakout rooms, you could ask students to do this in groups after giving a demonstration and giving example words with the whole class.



## Vocabulary

**Aim:** Elicit pre-existing knowledge of language, form words with suffixes

Put students into pairs or groups in breakout rooms to read the text and to complete it using the given words and a suffix from the box. Encourage students to discuss their ideas and come to a decision together. If you can't use breakout rooms, you can have students complete the text individually then nominate students to share their ideas and spell them aloud. Ask the class if they agree or disagree with the answers and why.

**explore vocabulary 1**

**word formation: suffixes**

**A Adjective:** -al/-ial, -ate, -ent/-ant, -ing, -ous, -ly  
behavioural, environmental, industrial, passionate, confident, exciting, poisonous, deadly

**B Noun:** -(a)cy, -age, -al, -ant, -asm/-ism, -(i)ety, -ist, -or, -ure  
accuracy, shortage, arrival, inhabitant, enthusiasm, variety, naturalist, educator, failure

**C Adverb:** -ally, -ically, -(i)ly  
occasionally, dramatically, daily

Make a note of the different suffixes you find and make lists you can learn.

**The secret life of your cat!**

Cats are creatures that like to add some 1. \_\_\_\_\_ (vary) to their lives. And this particular cat, Yollo, had developed some 2. \_\_\_\_\_ (mystery) 3. \_\_\_\_\_ (behaviour) patterns. He started disappearing every night from his home. That's nothing unusual but Yollo also began to get fatter, so his owner got rather 4. \_\_\_\_\_ (suspicion). In order to find out where his cat was 5. \_\_\_\_\_ (enthusiastic) rushing off to every night, he developed a lightweight GPS 6. \_\_\_\_\_ (track) device which was fixed to his collar. In this way, he was able to see what his cat was getting up to. It turned out that Yollo was being fed by a neighbour, who was 7. \_\_\_\_\_ (passion) about cats and he was also chasing the 8. \_\_\_\_\_ (inhabit) of a local chicken farm!

## Vocabulary

**Aim:** Review/learn how to form words with suffixes, recognise word class, give personalised practice

Ask students to work alone to complete the sentences. Check as a class, using the chat box or by nominating individual students.

Put students into pairs or groups in breakout rooms to discuss the questions and give their reasons why. If you don't have access to a breakout room, have students write their answers to the questions in the chatbox. Nominate students to elaborate on their answers.

**accident    confide    drama    environment    passion**

1 How ..... are you about speaking in public?

2 What things do you feel most ..... about?

3 Which ..... issues do you think are most important?

4 What would you do if you ..... texted the wrong person?

5 Has anything changed ..... in your life recently?

## Vocabulary

**Aim:** Further explore words with suffixes, practise pronunciation

Ask students to say what is different between this vocabulary box and the first (these are irregular changes). Nominate students to read the words aloud and have the class practise the pronunciation of the words. Alternatively, put groups of students into breakout rooms to discuss how they think the words are pronounced, then come back as a whole class to discuss.

### explore **vocabulary 2**

#### word formation: irregular changes

- A** Verb to noun: weigh → weight
- B** Adjective to noun: deep → depth, high → height, wide → width, long → length, strong → strength, wide → width
- C** Verb forms: deepen, heighten, lengthen, strengthen, widen

## Use of English

**Aim:** Reading for detail, forming suffixes

You can ask students to read the article and do the tasks before the lesson, so lesson time is spent checking answers and discussing ideas.

Alternatively, refer students to Ex 3 in the Student's Book. Give them time to read the text and complete the gaps with the given word plus a suffix. Ask students to type their answers into the chat box when they finish, or put students into groups to check their answers with each other before nominating students for feedback.



**An aerial view**  
Albatrosses are some of the world's largest birds. But what are we doing to ensure their survival?

The albatross is a <sup>1</sup>..... bird, but one that normally lives far away from civilisation. From an impressive <sup>2</sup>..... above the sea, it can survey things from a different perspective.

In recent years, albatross numbers have started declining, but GPS tagging of albatrosses has enabled researchers to find out more about the problems the species was facing. It was discovered that longline fishing, which used lines with a <sup>3</sup>..... of 65 kilometres and 1,500 baited hooks, was <sup>4</sup>..... killing off thousands of albatrosses. An <sup>5</sup>..... group called the Albatross Task Force got involved and <sup>6</sup>....., this has had a positive outcome. Fishing boats now use brightly coloured ribbons that scare the albatrosses away.

Clearly, any <sup>7</sup>..... to act on information from GPS tagging could lead to the unnecessary destruction of birds such as the albatross. But if sustainable fishing methods become more widespread, we can look on the future of the albatross more <sup>8</sup>......

FASCINATE
HIGH
LONG
ACCIDENT
ENVIRONMENT
HAPPY
FAIL
OPTIMISM

## Discussion

Put students into pairs or small groups in breakout rooms to discuss the questions. Encourage them to give reasons for their answers. If you can't access a breakout room, have students write their answers in the chat box, then ask them to give more details orally.

### Speak up

- 4** Work in groups and discuss how useful 'electronic tagging' is. What can we learn from it? Are there any disadvantages?

# Speaking

## Lead-in

**Aim:** To engage students in the topic, to revise suffixes

Give students time to think of ideas, then put them into pairs in breakout rooms. Encourage students to try and use some of the language from the Use of English lesson. Monitor and support/ assess the breakout rooms. If no breakout rooms are available, have students write their answers in the chat box.

**Power up**

- 1 What would you use the things in photos for? Have you ever been lost in a place you were visiting? What did you do to find your way?
- 2 Read the task and discuss the question.

```
graph TD; A[How can these items help people who are visiting a new place?] --- B[a city guide]; A --- C[a smartphone]; A --- D[a globe]; A --- E[a history book]; A --- F[Google Earth];
```

## Listening for gist

**Aim:** To understand the gist of the listening, to hear the 'useful language' in context

Play the audio and ask students to listen for the two items from the lead-in questions that they hear being discussed. Have students write their answers in the chatbox. Then, put students into groups or pairs in breakout rooms to discuss which item is the most helpful. Nominate students to share their ideas.

- 3  6.8 Listen to two students discussing which two items are the most helpful. What do they decide?
- 4 Work in pairs and take one minute to decide which items are the most helpful.

## Listening and vocabulary

**Aim:** To hear the 'useful language' in context, to analyse a model answer

Give students time to read the Useful Language on page 85 of their books. Play the audio and elicit answers to the questions via the chat box. Ask students what made the discussion successful and make a list of criteria, e.g. speakers engaged with each other, they used phrases to compare ideas and express opinions, they came to a conclusion etc. Ask learners to note them down.

**5**  **6.9 Read the useful language and listen again. Which phrases do the students use to a) evaluate the options, and b) come to an agreement?**

### useful language: evaluating options

In my opinion, X is more important than Y.  
I think Y is definitely less useful than X because ...  
I wouldn't really use Z (because/when/if) ...  
I think X would be better/more useful ...  
I don't think X is so useful, do you?  
Y is more useful than Z because we can't do without ...

### coming to an agreement

What do you think?  
So then, which do you think are the best?  
OK, so let's make a decision on this.  
So, let's make up our minds about this.  
Are we both in favour of X and Y?  
OK, so we'll go with X and Y.  
OK well, let's choose those two.

## Exam Task - Speaking

**Aim:** To practise collaborative speaking

Give students time to read the Exam Tip and prepare for the speaking task. Agree the time in advance as per the Exam Tip. They can mute themselves and switch off their video during this time. Put pairs into breakout rooms to discuss the topic. Monitor/assess groups. Alternatively, have students prepare a time outside of the lesson to discuss the topic with each other and feedback in the next lesson.

### Speak up

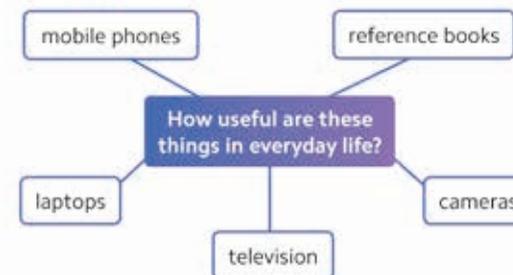
#### exam tip: collaborative task

→ p164

After discussing the task and the different options, you will need to evaluate the options and reach an agreement, according to the question. You will need to give brief reasons for your choices and a brief explanation why you reject the other ideas.

Time yourselves when you do the task. Two minutes for the mind map discussion and one minute to make your decision.

**6** Read the exam tip. Work in pairs and discuss this question, using phrases from the useful language.



**7** **e** Work in the same pairs. Decide which two items you think are the most useful.

## Speaking

**Aim:** Further speaking practice, reflection on the exam task

Put students into groups and assign them a point of view. Put them into breakout rooms to complete the task. If breakout rooms aren't available, put the class into two groups and ask them to make individual notes. Nominate students to share their ideas and arguments. Have students signal in the chat box if they want to express an opinion. Alternatively, ask students to record themselves giving a monologue on their perspective (e.g. using Padlet) for homework. Provide feedback.

### Speaking extra

#### 8 Have a debate on this topic.

Smartphones are taking over our lives.

- 1 Divide into two teams – one team will support the statement, the other team will oppose it.
- 2 Present good reasons for the opinion you are supporting.
- 3 At the end of the debate, vote on which team had the most convincing arguments.

## Homework/Self-study

**Aim:** to consolidate learning

You could ask learners to choose from these activities, or choose yourself:

✓ Use of English 2 on p62 of the Workbook

✓ Speaking p63 of the Workbook

✓ Exercise 4 p65 of the Workbook Unit Check

✓ Unit 6 activities in the Practice Homework section in the Teacher's Resources area of the Portal

✓ Unit 6 photocopiable worksheets in the Teacher's Resources

✓ Unit 6 activities on the Gold Experience mobile app



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