

GOLD experience

2ND EDITION

TEACHER'S BOOK



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Look ahead, look back

1

READING

topic: memory and recall
skill: using content clues to establish coherence
task: gapped text

GRAMMAR

review of past tenses
participle adjectives and dependent prepositions

VOCABULARY

memory: verbs and collocations
affixation

LISTENING

topic: using social media
skill: understanding the main points
task: multiple matching

USE OF ENGLISH

open cloze
word formation

SPEAKING

topic: learning about the past
skill: collaborating in discussion
task: collaborative task

WRITING

topic: biopics
skill: writing persuasively
task: review

SWITCH ON

video: life through film
project: recording your life

Lead-in SB p7

The lead-in page is an opportunity for you to see what students know about the topic of the unit, both conceptually and linguistically.

Write the unit title *Look ahead, look back* on the board. Ask the class: *What do you associate with 'looking back'?* Elicit some ideas, such as remembering things that have happened, learning from your mistakes, finding out about history, etc. Ask: *What do you associate with 'looking ahead'?* Elicit more ideas, such as planning for the future, setting goals, or predicting what life might be like in the future.

Focus students' attention on the photo and quotation on page 7 (*My phone is the save button for my memories*). Ask students to discuss in pairs whether the quote is true for them.

Write *My phone is ...* on the board, and ask students to note down a few other ways they could complete the sentence that would be true for them. Ask students to share their ideas with their partner. Ask a few students to share something their partner said.

Organise pairs into small groups of three or four to discuss questions 1–3 on page 7. If it is appropriate at your school, invite students with smartphones to show a few pictures they have taken recently and to talk about them with their group. Ask someone from each group to report back to the class.

Circulate to listen during the discussion to get to know the learners and what they already know. This will help you to identify students who may require extension and any students who may require extra encouragement and support.

Point out that the unit summary at the bottom of page 7 gives an overview of the unit. For students focused on the exam, point out that the items labelled 'task' provide specific exam-style practice.

READING SB pp8-9

To start

Ask students to work in pairs to think of something good that happened to them yesterday, a week ago, a year ago, and ten years ago. Ask a few students to share a memory that is particularly vivid (or clear) with the class.

Elicit some answers to the following questions: *Why are some memories clearer than others? Are your most recent memories the most vivid? Have you watched any films or TV programmes which focus on memory?*

Tell students that the topic of this lesson is memory and the aim of the lesson is to complete an exam-style gapped text task.

Power up

- 1 Give students a couple of minutes to think about and choose a memory for A–D. Encourage weaker classes to make a few notes and/or look up any necessary vocabulary in a dictionary. Put students into pairs to take turns to share their memories. Encourage fast finishers to continue the conversation by asking their partner questions about their memories. Ask a few students to share a memory with the class.

Possible answers

- 1 A My earliest memory would probably be my first day at school. I was so proud to be able to write my name and was very excited to play on the jungle gym.
B My happiest memory? Well, maybe it would be my tenth birthday. I was allowed to have a party with ten friends and we made a sort of disco in the living room with coloured lights and loud music. It's funny to think about it now, but at the time, I was in heaven.
C One time, I got a huge fright when I was at home alone and I heard a strange tapping noise on my window. I looked up and found myself face to face with a huge man. I was convinced he was a burglar. As it turned out, he was actually my neighbour's brother who had got the wrong address.
D I guess the most exciting thing that has ever happened to me was when I travelled abroad last summer to visit my cousin in Scotland. As well as having a great time when I got over there, it was also my first time on a plane.

2 Students' own answers.

- 2 Share something you find easy and difficult to remember, for example: *I always remember faces, but I find names really difficult to recall, especially if I haven't seen someone for a while.* Ask students to discuss what they find easy and difficult to remember with their partner. Then elicit some responses from the class.

Ask students to read the quote. Elicit a few ideas about what it means.

Possible answers

- I think this quote means that our brain couldn't possibly remember absolutely everything, so it has to select and discard certain memories, making sure it doesn't forget anything too important.
- My guess is that this quote is about how forgetting is good for us. If you can't forget bad things that have happened, it could hold you back from enjoying life.

Read on

- 3 Point out that it is a good strategy to start by reading an article quickly for gist (to understand the main points). Give students a few minutes to read the article then elicit why the documentary is called *Memory Hackers*.

The documentary is about how memories can be changed or erased. It says that the way the brain stores memories is analogous to a computer system. A hacker is someone who breaks into a computer system to change or erase data.

exam task: gapped text

In the Cambridge exam no words, phrases or sentences in the texts for reading tasks are ever highlighted.

Remind students that the gapped text task is Part 7 of the Reading and Use of English Paper. Students will be given an article with numbered gaps and a list of paragraphs. Students will need to select the best paragraph for each gap. Ask a student to read the first sentence of the exam tip aloud. Point out that content clues could include discourse markers, demonstratives or vocabulary. Read the second part of the exam tip and give students time to find the clues/connections between the first paragraph of the article and paragraph G. Elicit the answers. Point out that the content clues have similar topics.

clues: science fiction, memory manipulation

- 4 e Give students about ten minutes to read the article again and decide which paragraphs (A–G) fit in the gaps (1–6). Students compare their answers in pairs, explaining to each other the clues they used. Go through the answers with the class, eliciting the clues for each one.

- 1 G (*according to recent research, the era of memory manipulation is not very far off at all* in paragraph i and *scientific breakthroughs* in paragraph ii link with *sweeping advances in technology, neurochemistry and cognitive science* in paragraph G)
- 2 D (*where and how long-term memories are formed, stored and recalled* in paragraph ii links with *It has always been thought that memory is a recording device* in paragraph D)
- 3 A (*The parallel would be more like bringing up a file on the computer, modifying it slightly and then saving it to the hard drive* in paragraph iii links with *This understanding has been crucial* in paragraph A)
- 4 F (*rodents that have been genetically modified for this purpose, and manipulate them with lasers* in paragraph iv links with *a mouse is put into a totally new, barren environment* in paragraph F)
- 5 C (*was to focus on the people behind some of the most provocative discoveries, both researchers and subjects* in paragraph v links with *Three people who feature in it are Jake Hausler Merel Kindt and Julia Shaw* in paragraph C)
- 6 B (*Merel, a professor from the University of Amsterdam, succeeded in* in paragraph vi links with *What is perhaps more unnerving is London South Bank professor Julia Shaw's study, in paragraph B; she persuaded them that they had committed crimes in the past* in paragraph B links with *Implanting false memories is clearly now possible* in paragraph vii)

1 Look ahead, look back

READING (Continued)

extra: fast finishers

Ask fast finishers to check their answers carefully and to underline the clues they used to work out each answer.

- 5 Write the word *flawed* on the board, which is from paragraph iii. Elicit which of the meanings 1–8 it has (3 imperfect). Students match the remaining words and phrases.

1 realm 2 current 3 flawed 4 modifying 5 advent
6 facilitating 7 paving the way for 8 cutting-edge

extra: whole class

Write the following questions on the board. Ask students to complete the questions with one of the words in bold from the article (they may need to change the form of the word). Put students into pairs or small groups to discuss their answers.

- 1 How has the of the smart phone changed how we remember things? (advent)
- 2 What other technology have you heard about? (cutting-edge)
- 3 What less invasive methods could someone try in order to someone's memory? (modify)

Sum up

- 6 In pairs, ask students to make notes on each topic, re-reading the article as required. If time allows, ask students to swap partners to compare their summaries.

Possible answers

- 1 People used to think there was a central memory bank where memories were filed away like a books in a library. It was also thought that memories were permanent and unchangeable.
- 2 Nowadays, we know that memories are stored in separate areas of the brain, that they are not always accurate, and that they can be altered.
- 3 Forgetting bad things that have happened to us helps us to get over the experiences and move on.

Speak up

- 7 Ask students to read the posts and discuss the questions in pairs.

Possible answer

I agree with Pushko3 that memory manipulation is quite frightening. What if these sorts of technologies were to fall into the wrong hands? I'm sceptical of what BaileyBoy says about it being a good application of science. In my view, there are far more important things that scientists could be dedicating their time to, like trying to tackle diseases or climate change.

extra: whole class

Ask students to write their own short post about the article. Invite students to take turns to read their post to the class or post in a private class online space.

If possible, set up a private online space for your class to use throughout the course, for example, on Google Docs, a Facebook group or within your school's online learning management system. Set some expectations of appropriate online behaviour. For example, discuss the importance of keeping comments positive. Make sure you moderate your class online area regularly.

If you have a large class, you could set up groups within the online area of about six to ten students for online discussion activities.

Fun footer

Read through the fun footer with the class and ask them to discuss it in pairs. Then elicit any interesting points from the students.

To finish

Ask students to close their books. Tell them that they are going to do a memory quiz on the vocabulary in the article. Ask students to write the numbers 1–8 on a new piece of paper. Say: *Number 1: can you remember the word in the article which meant 'a special area or field'?* Students should write down the word *realm*. Continue reading the remaining meanings from Ex 5. Then elicit the answers.

Ask and elicit answers to the following questions: *Did you find it easy or difficult to remember the new vocabulary? Do you have any system for recording new vocabulary? If so, what?*

Encourage students to adopt a system that works for them for recording new vocabulary, such as a vocabulary notebook, making lists on their smartphones, etc.

In preparation for the Grammar lesson, consider using the technique of flipping the classroom by asking students to complete Ex 1 of the Grammar lesson on page 10, then reading the Grammar file review of past tenses on page 142 or looking at the PowerPoint Grammar Presentation before class, allowing more time for discussion and questions during class.

Presentation tool:

Unit 1, Reading

Workbook / Online Practice:

pp4–5

Extra Practice App

GRAMMAR SB p10

To start

Use the start of this lesson to assess students' existing knowledge of the target grammar point. Write the following on the board:

- 1 something you remember from the previous lesson
- 2 something you hadn't heard of until recently
- 3 something you used to like but have changed your mind about
- 4 something you hadn't done before coming to the lesson today

Put students into pairs to think of something in each category. Circulate, listening to their use of past forms, and noting down any errors to spend more time on later. Ask a few students to share what they talked about.

explore grammar

→ SB p142

1 Go through the PowerPoint Grammar Presentation and give students time to read the review of past tenses in the explore grammar box. Ask students to discuss in pairs why each bolded past form has been used. Focus students' attention on each pair of sentences, eliciting the reason for the past form in each sentence. Elicit the names for each form (A: past simple, past continuous; B: past perfect, past perfect continuous; C: *used to/would*).

Read through the section on creating distance. Point out that the past forms to indicate politeness are widely used in the workplace and in social situations, especially in Britain. Point out the phrases *I was thinking*, *I was hoping* and add that another common one is *I was wondering*. Point out that tone of voice is also very important in conveying politeness in English.

For more detailed notes on past forms, ask students to read the Grammar file on page 142 for homework and complete practice activities 1–3 on page 143.

- A took = completed period; was touching = focus on experience/activity in progress
- B action before the simple past of 'remembered'
- C emphasis on something true in the past but not now; repetition of single action in the past; descriptive

watch out for

Would is only used for habits in the past, not states. We use *used to* to talk about states (or habits): *A few years ago, I used to belong to a film club* (NOT *A few years ago, I would belong to a film club*).

Would is often used after *used to* to avoid repetition: *I used to belong to a film club and we would watch a new film every week*.

- 2** Write an example on the board: *Can you give me a hand with this?* Elicit how it could be made more polite with the past tense (*Could you give me a hand ... ?*). Ask students to rewrite the sentences to show politeness. Elicit the answers. Ask students to practise asking the questions in pairs. Their partner can make up an answer.

Possible answers

- 1 Could you help me with this homework? / I was wondering if you could help me with this homework?
- 2 Did you want to tell me what's wrong? / I was wondering if you wanted to tell me what's wrong?
- 3 I was hoping you might have enough time to come shopping with me. / Did you have enough time to come shopping with me?
- 4 I was thinking we might put our heads together to brainstorm some ideas. / My idea was that we could put our heads together to brainstorm some ideas.
- 5 I was wondering if I could borrow ten pounds from you. / Could I (possibly) borrow ten pounds from you?

extra: fast finishers



Give fast finishers a few more questions to make more polite using the past. Write the following on the board.

- 6 Can you remind me what time the show starts?
- 7 Are you able to change the plan?
- 8 Do you want to come tomorrow?

- 3** 1.1 Tell students they are going to listen to an interview with a woman talking about some of her memories. Play the recording while students answer the questions. Then elicit the answers.

- 1 When she was younger, it was better.
- 2 She could remember all the details of their appearance.
- 3 She remembered a list of verbs (she has a photographic memory).

- 4** Ask students to choose the correct forms, then compare their answers in pairs. Go through the answers as a class. Point out that both alternatives are possible in 2 because *used to/would* can often be used interchangeably, although *used to* places more emphasis on something which is no longer true now. In 3, the continuous tense emphasises that the action was ongoing.

- 1 used to
- 2 would/used to
- 3 'd been following/'d followed
- 4 was watching
- 5 had been pouring
- 6 started
- 7 ordered
- 8 found
- 9 was actually staying

- 5** Ask students to read the text quickly to find out what happened to Ethan. Ask students to choose the correct forms. Students compare their answers in pairs.

- 1 would/used to check
- 2 faded
- 3 started
- 4 recorded
- 5 had never experienced
- 6 began
- 7 hadn't been watching
- 8 hadn't been drinking
- 9 had warned
- 10 arrived
- 11 used to start/started
- 12 was lying
- 13 woke up
- 14 had disturbed

- 6** Ask students to talk about their ideas for Ethan's recurring nightmare before writing their paragraph. Elicit and write on the board a list of narrative tenses for students to include: past simple, past perfect, past perfect continuous, *used to*, *would*.

Possible answer

In his dream, he was lying in bed and he woke up because some noise had disturbed him. When he looked up, he saw that his cat had transformed into a giant spider which was crawling up over his bedspread. It climbed over his face. He tried to scream but no sound came out ...

1 Look ahead, look back

GRAMMAR (Continued)

Speak up

7 Consider sharing the possible answers in the answer key or your own personal answer as a model. Give students a moment to think about their ideas before sharing in pairs. Remind students to think about using the appropriate narrative tense during the discussion. Ask a few students to share a response to one of the questions with the class. It may be helpful to keep a note of who you have called on to share to ensure every student gets invited to share regularly.

Possible answers

- 1 Once, I had this awful nightmare about sitting an exam I had been studying for. In the dream, I got to the exam room, but then I found that I had forgotten a pen. I kept rummaging in my bag, trying to find one, but it was empty. I tried to get the attention of the examiner and the other candidates, but everyone just ignored me, I was waving my hands and even called out but no one did anything. It was like I was completely invisible! I was so relieved when I woke up and discovered it was all only a dream! When I sat the real exam, I took at least a dozen pens. A few people looked at me strangely, but I wasn't taking any chances after my bad dream!
- 2 When I was four, I got separated from my dad at an open market. Apparently, I had wandered off while he was buying something from a stall. Anyway, after a few minutes, I was getting pretty upset, so one of the other stallholders asked if I was OK. Here's where the memory bit comes in: even though I was only four, I had memorised my dad's mobile number. He had been looking for me everywhere and was very relieved to get a call saying I was all right. It's just lucky that I was able to remember the number when it mattered, I guess!

Fun footer

Ask students to read the footer. Ask students to think of three things they would like to know about dreaming. If students have the internet, they can research this information, then share it with the class. Otherwise, ask students to find out for homework.

To finish

Ask students to work in pairs and discuss the following question: *Do you think the content of our dreams comes from memories of recent events, events from a long time ago or just our imagination?* Elicit some ideas.

Presentation tool:	Unit 1, Grammar
Workbook / Online Practice:	p6
Photocopiable activities:	1A, 1B
Grammar reference and practice:	SB p142
Audioscript:	SB p175

VOCABULARY SB p11

memory: verbs and collocations

To start

Tell students that the aim of this lesson is to revise and learn verbs and collocations (words that go together) related to memory.

Put students into groups of three and give them two minutes to write down as many verbs or phrases related to memory as they can. Elicit the words and write them on the board.

Write these topics on the board: *memorise song lyrics, remind yourself what you have to do, remember birthdays and special events.* Ask students to discuss the best strategies they could use to do these things. Ask each group to report back with a couple of strategies, especially any unusual ideas.

1 Ask students to look at the photograph for eight seconds and then cover it or close their books. Elicit any people that students can remember and what they looked like.


Possible answers

- young man at the front with light brown hair and two thumbs up
- tanned man with short hair, smiling
- young man with blue hair and a painted face
- blond young man with black t-shirt, arm in air
- four slightly older men in fluorescent orange tops, two with wigs
- young man with heart-shaped sunglasses
- woman with dark hair and dark glasses with two arms raised, dark glasses, fringe

2 Put students into pairs to discuss the questions. They might consider looks or personality for question 1. Ask a few pairs to share their ideas.

Possible answers

- 1 I'm really into fashion, so I tend to notice and remember what people wear. / I tend to notice how people are feeling, did they have a happy vibe or were they stressed? / I often remember faces or hair.
- 2 People always seem to remember my name because it's unique. / People probably remember my glasses and that I'm quite tall. / I've been told that people remember my sense of humour because I make so many jokes.

3  1.2 Ask students to predict what a 'super recogniser' might be and what kind of work they could do for the police. Play the recording for students to check their ideas. Elicit the answers.

- 1 someone with an extraordinary memory for faces (*it's what we call people who have an extraordinary memory for faces*)
- 2 They can spot criminals in crowd scenes. (*The police use people like me to scan photos of individuals and groups to spot people, like petty criminals in potential riot situations and so on.*)

- 4 Ask students to turn to audioscript 1.2 on page 175 of the Student's Book. Ask students to find and underline the verbs listed in Ex 4. Then discuss their meaning and use. Elicit answers as a class.

memorise: used to actively remember things like lists for examinations

realise: used when we become aware of something and understand clearly

recall and remember: used in the same way because they have similar meanings. *Remember* is more common than *recall*, and we tend to use *recall* more for bringing back experiences rather than specific facts e.g. phone numbers.

recognise: used when we see something or someone and remember that we have seen this before

remind: used to make someone remember something that they must do

extra: fast finishers



Ask students to underline the stress in each verb: memorise, realise, recall (note that the noun has its stress on the first syllable), remember, recognise, remind.

explore language

Read through the explore language box with the class. In the example sentences, compare the difference in meaning of *remind* (remind someone to) = help someone to remember something that needs to be done; (remind someone of) = trigger a memory.

Point out that using collocations correctly will help students sound more natural and help them get a higher mark in the exam.

- 5 Students match the phrases in bold with their meanings. Elicit the answers. Point out the stress on the second syllable in *commit*.

1 C 2 E 3 D 4 A 5 F 6 B

- 6 Students complete the sentences, then compare answers in pairs.

1 commit 2 blocked 3 jog 4 word for word 5 triggers
6 selective

- 7 Create a challenge for your class of how many gaps in the blog they can complete in two minutes. Allow some extra time if needed.

1 selective 2 remembers/recalls 3 remember/recall
4 remind 5 word for word 6 trigger

Speak up

- 8 Give students a few minutes to think about who they will talk about and how they might incorporate the collocations from the lesson.

Possible answers

- My elder sister has a really good memory. She's able to remember things she's read almost word for word.
- My brother has a selective memory. He never lets me forget about times when I've embarrassed myself but he seems to have blocked out all of his!
- I have a couple of friends who are lovely people, but have poor memories, especially for plans, which has led to a few issues. Now, if we're meeting somewhere, I always send a quick text to jog their memory beforehand!

extra: whole class



Students work in pairs or groups of three. Students use a timer (they can use their phones for this). Ask students to take turns to give their partner a word from the lesson. He/She must make a sentence relating to memory and containing the word given in as short a time as possible. Students can set the timer for five or ten seconds depending on the ability of the class. Suggested words: *block, commit, jog, memorise, realise, recall, recognise, remind, selective, trigger*.

extra: mixed-ability classes



For stronger classes, refer students to the Extend vocabulary list on page 160. Assign pairs one of the phrases from the list of Memory idioms. Ask them to look the phrase up in a dictionary, write an example and then teach the phrase to the rest of the class.

To finish

Write the following activity on the board then ask students to work in pairs. Finish by asking each student to share their answer from one of the categories.

Tell your partner about:

- 1 a person you recognised or didn't recognise.
- 2 some information you have memorised in the last week.
- 3 someone that reminded you of someone else you know.
- 4 a story you recall your parents reading to you when you were a child.

Presentation tool:	Unit 1, Vocabulary
Workbook / Online Practice:	p7
Photocopiable activity:	1C
Extend vocabulary:	SB p160
Audioscript:	SB p175
Extra Practice App	

LISTENING SB p12

To start

Write the following questions on the board for students to discuss in pairs: *How do you like to record memories? How does the way we record memories differ from previous generations?* Elicit a few ideas.

Power up

- 1 Put students into groups of three or four for the discussion. Ask a volunteer from one group to share their ideas about one type of record they came up with. Ask a volunteer from the next group to share their ideas about another type of record they came up with. Rotate around the groups until all the types of records have been shared (or until all the groups have had a turn).

Possible answers

Types of records: social media, photo sharing sites, blog, vlog, paper diary, scrapbook

- social media/photo sharing sites/blog/vlog: can get comments/likes from other users; may be permanent, i.e. by uploading to the internet you create digital footprint, which may be hard to delete later if you wanted to; on the other hand, there may be a risk of losing content depending on the website and whether you have backed up content; sharing can be done publicly or with a select group.
- diary/scrapbook: it could last a long time, and be easy to get rid of if you wanted to; it may also be easy to lose and no back up, usually private to you, or to people you physically share it with.

- 2 Focus students' attention on the listening tasks in Ex 4. Put students into pairs to discuss questions 1–3 in relation to Tasks 1 and 2 in Ex 4. Elicit some ideas.

- 1 Task 1 – reason; Task 2 – challenge
- 2 There are three extra options per task; this makes finding the key harder because three options are 'distractors'.
- 3 It helps you focus on what to listen for.


Task 1: the reason each speaker gives for using their chosen media

- A to build better relationships
- B to create something unique
- C to replicate face-to-face communication
- D to compare experiences
- E to make funny stories
- F to engage a wide audience
- G to remember special moments
- H to be the same as friends

Task 2: the problem each speaker experienced

- A keeping information private
- B understanding software
- C technical challenges
- D lack of exposure
- E criticism from others
- F inappropriate postings
- G missing real life
- H losing data


exam tip

- 3  1.3 Read the exam tip aloud and the exam tip questions. Play the recording while students make a note of things that may help. Elicit the answer to the exam tip questions.

Speaker 2 mentions the movies, witty captions. He likes the fact that it's something his parents aren't on, it's immediate and can share banter as if he is with his friends.

exam task: multiple matching

- 4  1.4 Play the recording again while students complete both tasks.

- 5  1.5 Play the recording, pausing after each speaker to elicit the relevant answer.

Task 1

- 1 A (*sharing visuals of what I'm doing actually makes me closer to my friends ... we actually communicate more*)
- 2 C (*I can share the same kind of banter I have when I'm actually with my friends*)
- 3 F (*I'm inspired by the likes and comments I get ... my real interest is in building followers*)
- 4 D (*I enjoy looking back at what I was doing at the same time last year*)
- 5 B (*I enjoy making something that is a complete one-off*)

Task 2

- 6 B (*too many people could see my posts but it was because I didn't understand how to set it up*)
- 7 H (*I was upset by having no record of a school trip because it disappeared*)
- 8 F (*then regretted it as it was too personal*)
- 9 A (*I was angry about one of my friends reading it once*)
- 10 C (*I used to get very frustrated with how to draw properly*)

extra: whole class

Ask students to look at audioscript 1.3 on page 175 and find and underline the following words:

witty, banter, mundane, therapeutic, hang around, got into. Ask students to try to deduce the meaning of these words from context and then use a dictionary to check.

Speak up

- 6 Organise students into groups of three or four. Students could present their ideas orally, by writing a paragraph or creating a poster. Giving students options may help them to engage with the learning exercise. This could be set for homework with students presenting their work at the beginning of the next lesson.

extra: whole class



In your online private class area, make a forum or area for students to share a record of something they have done recently or an aspect of their lives outside class, for example, a photo of an interest they have and a few sentences. Start by posting an aspect of your life (even a photo of you doing work after class or doing a hobby or on holiday) and a model short paragraph. As this is one of the first online activities in the course, write a short comment on each person's post, responding to content rather than accuracy, for example: *Thanks for sharing this, Jasmine. It looks like a beautiful place to visit.* This activity is a useful online icebreaker and a good opportunity for you to learn more about your students' interests, and for them to learn about each other and build rapport.

To finish

Put students into small groups. Write some of the following scenarios on separate piece of paper – one scenario per group. Distribute a scenario to each group. Give groups two minutes to discuss the advantages and disadvantages of posting their photos to social media based on their given scenario. After the allocated time, ask each group to pass their piece of paper to the next group.

Scenario suggestions:

You are on holiday on a tropical island.

You are feeling really down at the moment.

You have a new haircut.

You have bought a cutting-edge tablet.

You can't stand your boss.

You want to show your support for a political party.

You and a friend have had a falling out.

You think an article a friend has posted is a load of rubbish.

In preparation for the Grammar lesson, ask students to read the notes and examples on participle adjectives and dependent prepositions in the Grammar file on page 142 or look at the PowerPoint Grammar Presentation.

Presentation tool:	Unit 1, Listening
Workbook / Online Practice:	p8
Audioscript:	SB p175
Extra Practice App	

USE OF ENGLISH 1

SB p13

To start

Write *What are you inspired by?* on the board. Tell students about some things that inspire you, such as: *I am inspired by reading autobiographies of famous people who have overcome significant adversity to achieve great things. I'm also very inspired by entrepreneurs who create a successful business from scratch.* Ask students to discuss the question in pairs, expanding their answers with reasons to show how the inspiration has played out in their lives. Then ask each student to share something that inspires them with the class.

After the discussion, point out that *inspired by* is an example of a participle adjective + a dependent preposition. Tell students that the aim of this lesson is to use a range of these kinds of participle adjectives + dependent prepositions accurately and to practise an exam-style open cloze task.

- 1 Nominate a student to read sentence 1 aloud. Ask: *Is the main focus on an action, how someone is affected by an action, or the cause of an action?* (how someone is affected by an action). Put students into pairs to decide what the main focus is in sentences 2 and 3. Elicit the answers.

All are 'how someone is affected by an action or event'.

explore language

↪ SB p142

Give students a few minutes to read the explore language box. For part C (1–3), give the following examples: *I get encouraged by people liking my post.* (noun phrase)

I get encouraged by listening to uplifting podcasts. (-ing clause).

I get encouraged by what other people share. (a *wh*- clause).
Note: *how* counts as a *wh*- word.

- 2 Elicit the participle adjectives in Ex 1 (*upset, angry, frustrated*). Go through each participle adjective in turn, eliciting which explanations A–C apply, and eliciting which prepositions pair with each adjective and what they mean.

- 1 upset
A *by*
B also pairs with *at/with/about*
C 2
- 2 angry
A *about*
B also pairs with *with/at/over*
C 1
- 3 frustrated
A *with*
B also pairs with *at/by*
C 3

1 Look ahead, look back

USE OF ENGLISH 1 (Continued)

- 3** Write *about* on the board, and elicit participle adjectives which can be used before *about*. Then ask students to work in pairs to add at least four participle adjectives to each list. Elicit student ideas, writing these on the board.

Possible answers

- 1 pleased, undecided, excited, worried
- 2 encouraged, impressed, influenced, overwhelmed
- 3 alienated, separated, exhausted, prevented
- 4 dedicated, committed, devoted, accustomed
- 5 delighted, frustrated, satisfied, disappointed
- 6 annoyed, astonished, alarmed, accomplished

watch out for



Participle adjectives that take *by* and *from* often have a change in meaning depending on the preposition.

- *protected by* (a person/thing); *protected from* (something harmful/doing something)
- *alienated by* (a person/thing); *alienated from* (a group)
- *prevented by* (a person/thing); *prevented from* (doing something)

However, there are exceptions where either preposition may be used without a meaning change, e.g. *I was exhausted from/by the journey.*

- 4** Share a personal example. For example, say: *I used to be accomplished at writing poetry.* Encourage stronger students to extend their answers by using a range of noun phrases, *-ing* clauses and *wh*-clauses in their sentences. Give students a few minutes to complete the sentences individually. Then ask students to share their sentences with a partner.

2 from 3 about 4 with 5 by 6 by

extra: fast finishers



Ask students to write some additional sentences which are true for them using some of the participle adjectives that were brainstormed in Ex 3. Challenge stronger students to include a coordinating expression (see the bottom of the Grammar file on page 142 for notes and examples).

- 5** Focus students' attention on the picture at the top of the page and elicit some ideas about what visual note-taking is. Ask for a show of hands for if anyone has ever tried visual note-taking. Ask: *What might the benefits be of taking notes visually?*

It's a way of taking notes that involves drawing and diagrams, as well as words.

exam task: open cloze

In the Cambridge exam items will test a variety of grammatical words. Here the focus is on dependent prepositions which reflects the focus of the lesson. This exercise is practice for the open cloze task in the Reading and Use of English paper.

Ask students to read the exam tip, and write the following strategies on the board: *1 Read for gist; 2 Look for clues before and after the gap; 3 Decide what kind of word goes in the gap; 4 Fill in the gap; 5 Check again.*

We know that the new way of note-taking was developed to address problems shown in the research, so it must have happened after the research.

- 6 e** Give students up to 10 minutes to complete the exercise. Setting a time limit can add an aspect of challenge and is good practice for the exam. Ask fast finishers to check their answers and make sure they will be able to explain why they chose each one. Elicit the answers and reasons for choosing the answer for each gap.

- 1 at (participle adjective and dependent preposition)
- 2 with (participle adjective and dependent preposition)
- 3 on (participle adjective and dependent preposition)
- 4 were (past form of *to be better at*)
- 5 after (time phrase)
- 6 of (participle adjective and dependent preposition)
- 7 in (participle adjective and dependent preposition)
- 8 to (participle adjective and dependent preposition)

Speak up

- 7** Ask students to discuss the questions in pairs.

extra: whole class



Ask students to find out about more about visual note-taking on the internet for homework. They should focus on the following questions.

- 1 *What are the important elements?*
- 2 *Decide which aspects of this type of note-taking are helpful for your studies and why.*

Fun footer

Read the fun footer with the class and ask them to discuss in pairs whether this has been their experience. Then elicit any interesting points from the students.

To finish

Give students a chance to try some visual note-taking. Select a short text to read aloud, e.g. a news article or blog post. Ask students to take notes in a visual way. Ask students to get together in a group to compare their notes and see how much they can remember. Ask students to rate how effective it was to take visual notes, what benefits and barriers there were and whether they would do so again in the future.

Presentation tool:

Unit 1, Use of English 1

Workbook / Online Practice:

p9

Grammar reference and practice: SB p142

Extra Practice App

USE OF ENGLISH 2 SB p14

To start

Tell students that the aim of this lesson is to practise changing the form of words (word formation) and to complete an exam-style word formation exercise.

Remind students that adding prefixes is one way to form a new word. Write on the board *in-* and brainstorm words that students know which this prefix can be added to, e.g. *expensive, animate, operable, attention/attentive*.

Divide your class into small groups and assign each group one of the following prefixes *im-, un-, mis- ir-, dis-*. If you have a small class, you could assign each group more than one prefix.

Give each group three minutes to brainstorm as many words beginning with their assigned prefix as possible. Students could use (online) dictionaries to help if necessary. Ask each group to read their list and see if anyone else can add any words.

- 1 Write *memory* on the board and ask: *Is this a noun, an adjective, verb or adverb?* (noun). Ask: *What is the adjective form of memory?* (*memorable*). Elicit the adverb (*memorably*) and verb (*memorise*). Ask students to work in pairs to name the part of speech and make as many words as they can from the other words in Ex 1. Elicit ideas, writing them on the board so that students can check their spelling.

explore language

Read through the explore language box as a class. For point A, elicit some other prefixes e.g. *un-, dis-, mis-*. For point B, elicit some other suffixes e.g. *-less, -ful, -ion*. For point D, point out that adding a suffix is likely to change the word class (and may change the meaning as well), whereas adding a prefix is likely to change only the meaning of the word, not the word class.

memory – noun (memorise, memorable, unmemorable, memorably)
recollection – noun (collection, collect, recollect)
repeatedly – adverb (repeat, repetition, repetitive)
substantial – adjective (insubstantial, substantially, insubstantially, substance)
temporary – adjective (temporarily)
transfer – noun or verb (transferable, transformation)

- 2 Focus students' attention on the logo (the heading) and ask what students think the website does. Ask students to read the text quickly for gist to check their predictions.

Possible answer

Perhaps Futureme allows you to upload photos and they will alter them to show what you might look like in the future. It might be some sort of advice website that helps you create plans to become the person you want to be.

- 3 Draw a table on the board with columns headed *noun, adjective, adverb* and *verb*. Place the bolded words in the relevant column. (If you have a very able class, do not fill in the bolded words). Ask students to copy and complete the table.

nouns: increase, difference, inspiration, advice, description, reassurance

adjectives: increasing, different, inspirational/inspiring, advisable, advisory, descriptive, reassuring

adverb: increasingly, differently, inspirationally, advisedly, descriptively, reassuringly

verb: increase, differ, inspire, advise, describe, reassure

- 4 Students complete the sentences then compare in pairs before you conduct a class check.

1 increase 2 inspirational/inspiring 3 differently

4 reassurance 5 advisable

exam task: word formation

- 5 **e** Read the exam tip aloud before students do the exercise. Encourage students to quickly read the email for gist before they attempt the gaps. Set a time limit of eight minutes. Fast finishers should check their answers carefully and think about reasons for their choice.

- 1 glorious (adjective – subject complement to *it*)
- 2 pleasure (noun – head of noun phrase *pleasure we got from walking across London in the early hours*)
- 3 inspiration (noun – following article *a*)
- 4 substantially (adverb – modifying verb *earning*)
- 5 reminder (noun – following article *a*)
- 6 disappointment (noun – following article/adjective *the big*, direct object of *get over*; negative form – collocation *get over a disappointment*)
- 7 sensible (adjective – part of comparative *more sensible*, subject complement of *you*)
- 8 advice (noun – subject required for *is*, follows possessive determiner *my*)

Speak up

- 6 Ask students to discuss the question in pairs. Then ask students to report their ideas back to the class. Giving students an opportunity to report back after a pair discussion means they are more likely to have something to say and answer fluently.

Fun footer

Ask students to read the footer. Ask students to work in pairs to explain this in their own words, e.g. *What this means is that the Earth would take 25 hours to spin rather than 24*. Ask students to discuss this question: *What would be the positive or negative aspects of a 25-hour day?*

1 Look ahead, look back

USE OF ENGLISH 2 (Continued)

To finish

Ask students to form pairs for a quiz. Ask them to listen to the following statements, one at a time, and write down the answer (pause for about 10 seconds for students to confer):

- 1 the verb form of 'description' (describe)
- 2 the noun form of 'inspire' (inspiration)
- 3 the adverb form of 'substance' (substantially)
- 4 the noun form of 'glorious' (glory)
- 5 the verb form of 'advise' (advise)
- 6 the noun form of 'reassure' (reassurance)
- 7 the adverb form of 'partial' (partially)
- 8 the adjective form of 'fortune' (fortunate)

Elicit the answers.

extra: whole class



Ask students to write a short email to their future self, but let them know they will be sharing it with a partner. Students could swap their email with a partner to read and provide feedback, or you could collect it to provide feedback on the correct use of affixation and appropriate word forms.

Presentation tool:	Unit 1, Use of English 2
Workbook / Online Practice:	p10
Extend vocabulary:	SB p160
Extra Practice App	

SPEAKING SB p15

To start

Elicit subjects which are (or were) offered at the students' high school(s). Put students into pairs. Write on the board: *Which subjects are the most/least effective preparation for the future?* Ask students to discuss the question. Ask a few students to share the subject they chose and whether they had any trouble agreeing with each other.

Tell students that the aims of this lesson are to use a wide range of language to agree/disagree and to complete an exam-style collaborative task.

Power up


- 1 Write *History* on the board. Ask students for a show of hands of who likes studying history and who doesn't. Tell students that a blog has been written by someone who dislikes history and these are the responses. Ask students to read the blog responses individually. Say: *Choose the comment which is closest to your point of view then compare with your partner.*

Ask students to find and underline the informal phrases for agreeing and disagreeing in the posts (*Totally agree! Rubbish! You are joking!*) Emphasise that these are suitable for informal settings, such as between friends.

Speak up

- 2 Ask the question to the class and elicit some responses. Ask some follow-up questions, e.g. *What other ways are there to learn about history?*

exam tip

- 3  1.6 Remind students of what is expected in the collaborative task exercise as outlined in the Speaking File on page 163. Play the recording and elicit which pair students think performed best and why. Read the exam tip aloud.

Pair 2 are better because they interact, rather than giving a sequence of long turns.

useful language: asking for an opinion; showing agreement; partially agreeing/disagreeing

- 4 Ask students to read the useful language box and refer them to the audioscript on page 175 to find additional phrases. Point out that using a range of more sophisticated phrases will help them get a higher mark in the exam.

asking for an opinion: Got any thoughts on that?
showing agreement: You're so right.
partially agreeing/disagreeing: I agree up to a point.

- 5 Consider reversing the order of Exs 5 and 6 so that students practise intonation before using the phrases. Students discuss the statements in pairs, ensuring that they use the phrases.

extra: fast finishers

Write an additional statement on the board for extra practice: *3 Historical films should not be made entertaining at the expense of accuracy.*

extra: whole class

Put students into small groups to find and research a story or myth. Tell them to add in some information that is not true. Groups narrate the story to students in another group, who try to determine which facts are real and which are not.

- 6** Demonstrate the pronunciation of the phrases in Ex 5 for students to listen and notice the stress and intonation. Invite students (especially stronger students) to also listen for the way the words connect together rather than being pronounced as individual units.

Give students a few minutes to practise saying the phrases while you circulate and repeat any as necessary.

(Stressed syllables underlined. The suggested tone is in brackets, although this will depend on individual speakers and what they wish to convey.)

Don't you agree? (rising tone)

My thinking exactly. (falling tone)

That's an excellent way of putting it! (rising on *excellent*, falling on *putting it*)

That's true, but on the other hand ... (high on *that's true*, falling on *other hand*)

exam task: collaborative task SB p163

In the Speaking test Part 3 candidates also need to answer a decision question after the main discussion. Here there is no decision question as the focus of the lesson is on the main discussion.

- 7 e** Give students a couple of minutes to read the task and make notes. Set a time limit of two minutes for students to discuss each method, reminding students to try to include phrases from Exs 4 and 5. Then say: *You now have one minute to make a decision on which is the most effective method.*

When students have finished, ask them to look back at the phrases in Exs 4 and 5 and tick which ones they used. Ask them to repeat the task again with a new partner and try to use some of the phrases they didn't use. As well as practising the target language, repeating a speaking task with a new partner helps students gain confidence and fluency.

Possible answer

- A:** How do you feel about personal letters, diaries and memoirs? Are they effective?
- B:** I'd say they are excellent sources because you have the opportunity to really get inside someone's head and understand what life was like for them at that time.
- A:** That's true, but on the other hand, these sources are very subjective so might give quite a narrow view of a time period or event.
- B:** You could be right, but it probably depends why you want to learn about the past. For example, if it was to find out about ancestors, these sources would give you personal insight. Now, let's see, how about oral histories ...

Speaking extra

- 8** Ask students to discuss the questions in pairs. Remind students to use the phrases from the lesson. Ask for feedback from individual pairs.

To finish

Put students into pairs. Say: *I'm going to write two items on the board and I'd like you to discuss in your pairs which is better.*

Write on the board *kittens or puppies?* Allow students about one minute to discuss this, then without stopping the class, rub out *kittens or puppies* and write another pair of items from the suggested list: *Apple or Android? summer or winter? beach or snow? night owl or early bird?*

In preparation for the Writing lesson, consider asking students to complete Ex 4 on page 16 and think about a film, book, game or TV series they would like to review. In addition, you could ask students to research reviews of their chosen topic and bring examples in for analysis.

Presentation tool:	Unit 1, Speaking
Workbook / Online Practice:	p11
Speaking file:	SB p163
Audioscript:	SB p175

WRITING

SB pp16-17

To start

Write the following categories on the board: *film, TV programme, game, book.*

Say: *Write down one item from each category that you have watched, read or played recently. Give students a minute to do this. Say: Give each item you have written down a rating of between one and five stars, with five stars being the highest. Give students a minute to do this.*

Share an example, for example, e.g. *I recently binge-watched two seasons of Doctor Who. You've probably heard of it, it's a British TV show about a time traveller. I've opted to give it five stars because of its brilliant script, memorable characters and great special effects.*

Put students into pairs to compare their lists and explain their ratings. Ask a few students to share their rating for an item and their reasons.

Tell students that the aim of this lesson is to write a review which includes the conventions of the genre and uses emphatic adjective combinations.

Power up

1 Give students a few minutes to discuss the questions in pairs then elicit a few ideas for each question.

Possible answers

- 1 • Yes, I always look up online reviews before buying any of these things. It saves me both time and money, and helps me decide which product is most suitable for me.
 - I don't usually read reviews because I find they often contain spoilers even if they say they don't! I've also found that reviews aren't that helpful unless you find a reviewer that has very similar taste.
- 2 The purpose of a review is to evaluate something and make a recommendation.
- 3 • I definitely trust my friends because they know what my taste is and are more likely to recommend things I'll actually enjoy.
 - I prefer online reviews because they are convenient and quick to look up. That said, you do have to be careful of fake reviewers who aren't genuine.

Plan on

2 This is an opportunity to check and generate vocabulary. Ask students to form small groups. Give them ten minutes to follow the instructions. It may help students to start the task if you distribute a piece of paper for the list to each group.

Suggested answers

a film – title, brief description of plot, evaluation of key features e.g. acting, direction, photography, costumes, music, sets; how it compares to other films, etc.

a TV programme or series – title, brief description of plot, evaluation of key features e.g. acting, direction, storyline; how it compares to other series, etc.

a book – title, brief description of plot, evaluation of key features e.g. characters, storyline, style of writing; how it compares to other books, etc.

a performance in the theatre – title, brief description of plot, evaluation of key features e.g. acting, direction, script, costumes, music, sets; how it compares to other plays/operas, etc.

a video game – title, brief description, evaluation of key features, e.g. characters, challenges, graphics, levels, how it compares to other games, etc.

extra: fast finishers



Groups that finish early could choose another form of entertainment from Ex 2 to discuss.

3 Ask students to read the task, then elicit answers to the questions. Ask: *Have you seen any films or TV series about a real person recently?*

The audience would include other students in the college. They need to know the four points to include in the task (i.e. briefly describe the person, the aspects of their life or character, how authentic it seemed, whether it helped the audience understand the person better).

4 Focus students' attention on the photo and ask: *Has anyone seen this film about Steve Jobs? Ask students to read the review and answer the questions. Elicit the answers.*

- 1 Yes, it does.
- 2 The review mentions plot, actors, scenes and direction.
- 3 Informal – it's for a peer audience.
- 4 It mentions all of these – they make the writer's opinion more persuasive.
- 5 Students' own answers.

exam tip

You may want to save this box until Ex 9 when students are writing their review. Read through the exam tip with the class. Give students time to read the exam tip question, then elicit the answer. Direct students to the Writing file on page 169 for more information and useful language for reviews. Read through the phrases in the box and discuss the questions as a class.

Five: Michael Fassbender, the scriptwriter, Winslet, Rogen, the director

useful language: emphatic adjectives

5 Tell students to underline the examples they find of words/phrases that connect ideas and positive, emotive language. Elicit the answers.

Ask students to read through the useful language box and see if any of the phrases could be used to describe the items they rated in the 'To start' exercise.

(Underlined = words/phrases which connect ideas; bold = examples of positive, emotive language)

It is always hard to make a film about a real person, especially one who is in living memory. Danny Boyle's film *Steve Jobs* is a **fantastic** character study which both dispels and reinforces some of the myths that have built up around someone who many consider to be a **genius**.

The film offers a new narrative framework – it has three separate sequences, each of which captures Jobs at public points in his career just before a product launch, with a few brief flashbacks to earlier episodes in his life. Michael Fassbender gives a **towering** performance as this difficult man who **famously** betrayed his friends, alienated his allies and mistreated his loved ones. The scriptwriter has worked on real life characters before, notably in *The Social Network*, and just like that, *Steve Jobs* doesn't pull any punches.

Winslet and Rogen provide a **superb** supporting cast as Job's right-hand woman and his more tedious co-founder Wozniak respectively. In fact, it may be Winslet's **best** performance to date. But how the events unfold is not necessarily representative of real life as the writer takes liberties with both facts and characters in order to create a movie that hurtles along at **breath-taking** speed. Having said that, film bios were never intended to be documentaries – they are allegories that illustrate meanings and morals we can apply to our everyday lives. The film is also driven by the director's kinetic pace, making it **fresh and absorbing**. For all the darker side we see of his personality, ultimately, the film showcases the **sheer brilliance** of the man at the heart of the film.

- 6** Talk through an example for Ex 6. You could use the possible answers in the key. Give students about five minutes to write their sentences.

Possible answer

- 1 The latest *Star Wars* film has a fast-moving plot and brilliant script which other recent blockbusters have lacked.
- 2 It has superb CGI, which is far superior to the original films.
- 3 I found it surprising and refreshing, to see diversity among the characters represented.
- 4 This is a must-see, especially for fans of the *Star Wars* franchise.

- 7** Students share their sentences in pairs. Ask students to reflect on how persuasive they have been. Ask: *Have you used emphatic adjectives?* Encourage students to work together to edit their sentences to make them more persuasive.

- 8** Tell students to find the bolded words in the review text to help deduce their meaning. Ask the class the questions and elicit answers.

- 1 biographies, psychological thrillers, etc.
- 2 A
- 3 they explain information that has happened in the past that may motivate current events/feelings, etc.
- 4 chapter, instalment, part
- 5 you don't tell the truth
- 6 A

Write on

- 9** Tell students that the review task is one of the options for Writing Part 2. Ask students to re-read the task and decide what to write about. Point out that they don't have to write about something they like, but it may make the task easier to show emphatic language if they choose an item they feel strongly about.
- 10** Students work through the steps independently while you circulate providing support as required. Early finishers may start writing their review.

exam task: review

↪ SB p169

- 11 12 e** Students do the writing task in class, or you can set it for homework. Remind students to check their work carefully.

Model answer

There is a certain fascination among many people around the world with the British royalty. If you want to indulge your passion and get a royal fix, the Netflix biographical drama series about the reign of Queen Elizabeth II, *The Crown*, is a must-see.

In Season 1, we follow the Queen in her early years, including her marriage to Prince Philip, Duke of Edinburgh and her coronation. It showcases the Queen in her duties, but also as a sister, daughter, wife and mother.

While there is no shortage of small-screen drama featuring kings and queens, I would rate this much better than previous series, with a brilliant script, incredibly good acting, and magnificent sets and costumes. What really sets it apart is how the royal family have been portrayed as human which helped me understand the incredible fortitude the Queen has shown during her reign.

It's hard to say exactly how historically accurate a drama like this is. Apparently, it is based on real events and even diaries. It seems that many of the scenes were painstakingly researched and recreated. However, I would definitely guess that liberties were taken around the detail in other areas to create extra tension and drama. But, who knows?

What I am sure of is that royal-watchers would be mad to miss this. Even if you're not a fan, I still suggest you give this drama about an extraordinary family a chance.

Improve it

- 13** Ask students to swap reviews with a partner. Point out that the 'Communicative achievement' checklist features all focus on and are part of the Cambridge Advanced Task Fulfilment criteria. Ask students to read each other's reviews and discuss what has been done well and what could be improved in relation to the criteria. Give students an opportunity to make changes to their review before you collect in for individualised feedback. Rather than commenting on every aspect of the review, concentrate on the items in the Communicative checklist. You may also want to discuss accuracy, range, etc., but be careful not to overwhelm or distract from the in-depth analysis of the main focus criteria in the checklist.

To finish

Put students into new pairs with someone they have not worked with yet in the lesson. Ask students to discuss the items they each reviewed, and decide whether they would enjoy the item their partner reviewed. Encourage stronger students to have this discussion without using notes, whereas weaker students could use their essay as a prompt.

Presentation tool:	Unit 1, Writing
Workbook / Online Practice:	p12
Writing file:	SB p169


SWITCH ON SB p18

Life through film

- 1** Put students into small groups to discuss the questions. Ask each group to summarise their discussion for questions 2 and 3 and share with the class.


Possible answers

- 1 Students' own answers.
- 2 Our group had mixed feelings about our childhoods being broadcast on television. On the one hand, there would be excitement and a feeling of being a bit special. On the other hand, there might be embarrassment and a feeling of invasion of privacy.
- 3 We thought that it would generally be fine as long as nothing too embarrassing or personal was shown, it isn't that different to parents posting things on the internet, is it? / I think it is unfair and unethical to film children's personal lives for a show, I'm not sure they can really understand consent anyway. Once information about your life is in the public domain, you can't erase it.

- 2**  Play the clip then elicit what the aim of the TV show was. Note, the video in the original programme was called *7UP* and aimed to film these children every seven years throughout their lives.

Suggested answer

To film a group of seven year olds as a social experiment, then film them at intervals throughout their lives.

- 3**  Play the video for students to make notes on what Nick and Suzy say about how their lives have been portrayed. Encourage them to consider using visual note-taking, as featured on page 13. Then play the clip. Students compare their notes.

Possible answers

Nick felt that the programme showed only tiny snippets selected from a lot of footage of his life. He expressed disappointment as he felt that the programme did not give a full representation of the essence of his character.

Nick felt that the footage didn't give an accurate picture of himself but just 'somebody'.

Suzy said that the time restraints of the programme didn't allow it to give a rounded picture or accurate image of the participants' true characters.

extra: whole class

Ask students to listen for the following words and phrases in the clip. They should discuss their meanings in pairs, and write personalised examples.

snippet: a small piece of news, information, or conversation, e.g. *I only heard a few snippets of the conversation.*

rounded: having a wide range of qualities that make someone or something pleasant, balanced, and complete, e.g. *The company is looking for candidates who have rounded interests.*

time constraints: the limited amount of time that is available, e.g. *Exams are always done under strict time constraints.*

walk of life: the position in society someone has, especially the type of job they have e.g. *Our volunteers include people from all walks of life.*

- 4** Students work in the same groups as Ex 1, and discuss the questions. Elicit a few ideas.

Possible answers

- 1** If Nick and Suzy had edited each episode, perhaps they would have chosen footage that gave a truer and more heartfelt representation of their experience of life, as opposed to what the producers thought should be filmed and addressed at certain ages. They might have avoided answering leading questions from producers that they did not want to answer or did not feel were relevant at the time.

Nick and Suzy might have chosen to avoid showing personal or extremely emotional situations out of respect for their privacy. Or they might have wanted to eliminate documentation of their professional life.

- 2** A common trend for our generation is to post and edit images of things we have purchased. This could be because society places a lot of value on material possessions, especially new clothes, but also other items. Thus, people start to express their personalities and identities through material possessions. The pictures they post become symbolic of a lifestyle choice that they are trying to convey.

I tend to pose in my photos for various reasons, from flattering my appearance to creating a comic effect. I think there is sometimes a competitive element to posting on social media. People like to give the impression that their lives are happy and successful and that they have a very large group of friends.

- 3** I would be interested to watch footage of myself taken from my childhood until now because it would be interesting to see the ways in which I've stayed the same and the ways in which I've changed. However, I wouldn't like it to be broadcast on television or the internet for the world to see. I think that's too intrusive and I would be worried that I would be unhappy about how I was presented.

extra: whole class

Say: *Nick says in the video that the programme is less about his specific life and more about the changes anybody goes through in their life. Ask students to work in pairs, and give each pair one of the following ages: 7, 14, 21, 28, 35, 49, 77. Students speculate about the kinds of things that might be happening at that age, what they might care about, and problems they might face. Each pair shares their ideas with the class. Alternatively, ask students to speculate about what they would like to be doing with their life at their allocated age.*

Project

- 5 For 1, if students do not have access to the internet for research, they could discuss what they already know about each of the methods listed with their partner. Encourage students to choose a method that involves English in some way. They should discuss the other questions. Ask each pair to briefly share with the class what they have decided.
- 6 This could be set as a homework activity over the course of a week. Give students the opportunity to share their entry by posting it to your online space or discussing in class.

extra: project

This project can be ongoing throughout the year. Decide how many times, or at what intervals you will catch up with the students' records and timetable a lesson or period during which students can present their projects to the class.

Ideas on how students can present their lives include the following.

- Set up a class online page onto which they can post photos, videos or pieces of writing.
- Encourage students (in teams of at least three) to take it in turns to be the subject, director or producer/ interviewer to create their own documentaries of their lives up to now, using the video function on their phones. Set a date when all those who wish to can present their documentaries.

Presentation tool:
Switch on videoscrypt:

Unit 1, Switch on
TB p179

INDEPENDENT LEARNING SB p18

Self-assessment

- 1 Say: *Self-assessment is the process of reflecting on your own performance and progress, and identifying ways you can improve.* Point out that educational research indicates that self-assessment is a helpful learning strategy. Ask students to answer the questions individually.

Possible answers

- 1 It can help you decide what to concentrate on; help you learn from mistakes; motivate you as you recognise areas of progress; it increases self-responsibility and independence; it's good practice for university/ the workplace.
- 2 Students should tick the first two points.

- 2 Organise students into pairs and ask them to first compare their answers to Ex 1, then discuss the questions. Elicit ideas from the class.

Possible answers

- 1 You can assess any.
- 2 Make a note of what you noticed and make a plan of what to do next, e.g. revise an area, ask for help, practise again.
- 3 Being self-aware can help you improve your performance. After a task, consider – what did I do well? What do I need to work on? Don't be too hard on yourself. Try to be a positive, encouraging voice rather than a self-critical one.

- 3 Tell students that completing these three questions is an example of self-assessment. When students have completed their answers, invite students to share their ideas. Encourage students to jot down any particularly good suggestions from their classmates.

Possible answers

- 1 ... I want to be the best I can ... it will help me know what to ask for help with ...
- 2 ... my speaking. For example, am I speaking at a good pace, clearly and fluently, using a range of language?
- 3 ... doing my homework and taking extra opportunities to practise English (e.g. using mobile apps, watching TV, joining a conversation club, identifying what I need to work on and making a plan.)

1 Look ahead, look back

UNIT CHECK SB p19

Note on core language: The Unit Check tests past tenses, adjectives and dependent prepositions and word formation.

If possible, complete listening Ex 1 in the Review section in class. Note that Ex 1 in the Practice section can be done as homework, then students can check their answers using the audio in class. The other activities may be completed in class or set for homework.

extra: using the wordlist

- Ask students to put an asterisk (*) next to words which were new to them before they had completed the Unit.
- Challenge students to choose several words to write sentences with.
- Ask students to work in pairs and to test each other's spelling.
- Make an online wordfind or crossword for students with some of these words.
- Create a glossary in your online space. Divide the words among the class and ask every student to find and post a definition and example for their allocated words.

Practice

- 1 1.7 1 remember/recall 2 charismatic/inspirational
3 commit 4 stick 5 recognise 6 inspirational
7 reassuring 8 marked 9 memorise 10 paved

2 Students' own answers.

- 3 1 reassuring 2 flashbacks 3 allegory 4 awareness
5 mundane

4 Students' own answers.

Review

- 1 1.8 1 F 2 D 3 A 4 B 5 G 6 E 7 C 8 H
Events happening at the same time: G and E.

- 2 1 was wondering if you would mind
2 was thinking we/you could
3 Would it be
4 was hoping you might/would have

- 3 1 had been studying 2 had deleted 3 were giving
4 had already been 5 had been filming 6 were all playing

4 The task here is very similar to the sentence transformation in the Cambridge exam apart from a few items not requiring candidates to make two changes.

- 1 had gone/been sold by the time
2 no sooner had he posted
3 after having told
4 realised my account had been hacked
5 did was close my account
6 am worried about

- 5 1 A about B with
2 A for B with
3 A by B for
4 A from B with

6 Suggested answer

Your review was really helpful, thanks. It was a good idea to introduce all the characters in the film and I was impressed by your descriptions of the sets and costumes. Also, I thought it was very good because you made it sound exciting but you did not give any of the critical parts of the story away. I was disappointed with what you said about the plot being boring, but I'd still like to see it based on your review. If you write any more reviews, it would be really useful if you could mention how the film compares to other similar films you've seen. Keep posting!

GRAMMAR FILE SB p143

- 1 1 did you spend 2 was doing, went 3 never used to enjoy
4 been playing, hadn't washed 5 Did you reply, got
6 caught up, hadn't seen

- 2 1 met, was working
2 came up, had never seen
3 called, realised, had been staring, had completely run out of
4 Did you want
5 was wondering
6 Were you thinking

- 3 1 he had been watching the
2 was wondering if/whether you could give
3 didn't use to drink as
4 the sandwiches had gone by the
5 took me four hours (to write)
6 after they had/they'd done

- 4 1 I was worried and annoyed about the phone call.
2 We were interested in and amused by the video she posted.
3 My sister was interested in and pleased with her new phone.
4 My classmate was devoted and connected to all his followers.
5 My parents were horrified and shocked by my friend's Facebook post.
6 The audience was amazed by and engaged with the brilliant movie they saw.

- 5 1 was 2 when 3 by 4 in 5 been 6 on 7 at 8 had

Presentation tool:

Unit 1, Unit check

Workbook / Online Practice:

p13

Audioscript:

SB p175