

# HOW TO TEACH WITH **GOLD** NEW EDITION



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# Overview of *Gold* *New Edition*



## A trusted, four-level Cambridge Exam preparation course

*Gold New Edition* is a trusted exam-focused course that prepares students for the Cambridge English exams, whilst building language and real-world skills.

The course provides a smooth progression through the four levels: **B1 Preliminary**, **B1+ Pre-First**, **B2 First** and **C1 Advanced**.

With the **exam-focused content** skillfully built into a motivating lesson flow, students gradually build their language, exam skills and confidence to succeed in the **Cambridge Exams**, and in their future lives.

The new edition of *Gold* offers discussion-rich lessons with lots of personalisation. There is a strong emphasis on communicative practice and the development of natural speaking skills to build students' confidence.

Teachers will benefit from all course resources available in one place on the **Pearson English Portal**.



# Build your students' confidence

Core lessons are designed for students to develop their natural English while learning the language and skills they need to excel in their Cambridge exams.

Thorough exam preparation is combined with a strong emphasis on vocabulary learning, allowing students to become more confident in the lead-up to their exams.

**The Exam Maximiser complements and consolidates the Coursebook material: activities follow on but are not dependent on the Coursebook.**

It provides comprehensive revision, practice and extension of skills, exam tasks and language points. Also, it features a complete practice test, six additional Use of English spreads and Listening test material.



# Help your students develop their skills

**Skills-based sections** help learners develop and practise listening, speaking, reading and writing, as well as focus on vocabulary, grammar and exam tasks.

Tasks setting the context introduce the unit topic and develop reading skills.


The **Exam Focus** reference section contains all the information a candidate needs to complete each exam task type successfully.

**Exam Tips** give guidance on how to approach the exam and deal with different question types.

Students are systematically trained in the sub-skills needed to tackle exam tasks. **Exam tasks** are carefully graded and developed throughout the course.

READING FOCUS
4

## 4 Forces of nature



**X-MEN: THE REAL-LIFE SUPERHUMANS**

Disappointingly for comic-book fans, there is no equivalent to X-Men in the real world. But there are a surprising number of people who – by way of genetic mutation – have acquired abilities that could comfortably be classed as superhuman.

**A Liam Hoekstra**  
Born prematurely, it was feared that Liam Hoekstra would be in poor health as he grew up. If anything, the opposite was true and despite initial problems with his heart and kidneys, it was apparent by the age of only five months that Liam was developing superhuman strength. He was diagnosed with a rare condition characterised by an absence of myostatin. This is a protein which regulates muscle development, a lack of which leads to the kind of physical attributes that athletes can only dream about: 40 percent more muscle than normal, breathtaking strength and speed and almost no body fat. It is possible that the myths about the Greek hero Hercules were based on individuals with this condition. There are no negative side-effects; the only possible drawback was that without adequate body fat, brain growth in childhood could be restricted. Thankfully, Liam seems unaffected. His condition is more than a medical rarity; it could help scientists unlock the secrets of muscle growth and deterioration and lead to new treatments for diseases which cause weakness, such as osteoporosis.

**B Wim Hof**  
One of the original characters in the X-Men was Bobby Drake, otherwise known as Iceman. As far-fetched as it sounds, in the real world there is a real-life Iceman, called Wim Hof. He may not be able to turn everyday objects into ice, as Bobby Drake did, but he holds 20 world records related to resisting the cold, which he says is the result of meditation practices. Among Hof's achievements are standing submerged in an ice bath for one hour and 44 minutes and running a marathon in the Arctic Circle wearing only shorts. Over a period of 20 minutes in the ice bath his temperature and heart rate remained completely normal.

**C Dean Karnazes**  
Dean Karnazes's muscles have extraordinary properties. Most people suffer intense fatigue and are forced to give up when too much exercising causes lactic acid to build up in their muscles. Not so Karnazes: his body clears the acid with such extraordinary efficiency that he can remain hydrated and functional for remarkably long periods during feats of endurance. His 22-year career includes running 350 miles in 80 hours and 44 minutes without sleep, completing a 135-mile ultra-marathon in Death Valley, California, in temperatures of 49°C and a marathon in each of the USA's 50 states on 50 consecutive days. Unaware of his 'gift' until he took part in a scientific study at the age of 30, he is convinced that there are people like him everywhere who have no idea they have this ability.

**D Isoo Machii**  
The scientific world is totally confused by Isoo Machii, a Japanese practitioner of Iaido, the art of the samurai sword, who is the holder of several world records involving fast sword cuts. For one title he had to cut through a tennis ball travelling at 440 miles per hour. His most impressive feat was when an organ fired a 5mm plastic pellet at Machii at a speed of 20,000mph. At this speed it is not likely that the human eye could track an object of this size and unimaginable that human reflexes could respond. Yet he was able to draw his sword and slice it in two when it was in mid-air. A psychologist who observed the experiment said "He was expecting it before it happened" – a unique form of anticipatory awareness, sort of like Spiderman."

**1** You are going to read an article about superhumans. Look at the photo on the left and read the title and introduction to the article. Work in pairs and discuss the questions.

- Why do you think many people are so keen on films about people with special powers, like X-Men?
- What are some of the special powers often shown in films and comic books?

**Multiple matching (Part 7)**  
▶ EXAM FOCUS p.187

**2** Read the article quickly. Which 'superpowers' are mentioned?

**3** Read the questions in Activity 4. Then underline the key words and scan the article to find ideas which have the same meaning.

**4** For questions 1–10, choose from the sections A–D. The sections may be chosen more than once.

<p>Which person's superpower may be shared by other people who don't realise they have it?</p> <p>is beneficial for the person's mental and physical health?</p> <p>could potentially affect a person's mental development?</p> <p>requires theoretically impossible quick reactions?</p> <p>may have inspired the story of a legendary character?</p> <p>may help give an insight into curing certain illnesses?</p> <p>was eventually discovered by chance?</p> <p>is believed by the person to be a question of mind over body?</p> <p>could be acquired by whoever is prepared to believe in it?</p> <p>cannot be explained by scientists?</p>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10
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**5** Work in pairs and discuss the questions.

- Which of these superpowers do you find most fascinating? Why?
- What are the potential dangers of having one of these 'gifts'?
- If you could choose any superpower, what would it be? Why?

**Vocabulary compound words**

**6** Read the sentences and think of another way of expressing the words in *italics*.

- She was wearing *ordinary* clothes when I saw her.
- The *disadvantage* of going by train is the time it takes.
- The view from my window was absolutely *incredible*.
- The story was so *unlikely* that everyone just laughed.
- Taking the pills had a *negative impact* so I stopped taking them.

**7** Match 1–5 to A–E to make compound words from the article.

<ol style="list-style-type: none"> <li>breath</li> <li>side</li> <li>draw</li> <li>far</li> <li>every</li> </ol>	<ol style="list-style-type: none"> <li>day</li> <li>fetched</li> <li>back</li> <li>taking</li> <li>effect</li> </ol>
--	--

**8** Match the compound words in Activity 7 to the words in *italics* in Activity 6.

**9** Work in groups and discuss the questions.

- What are the drawbacks to being a student?
- What is the most breathtaking view you have ever seen?
- Which everyday activities do you find most tedious?
- What is the most extraordinary thing that has ever happened to you?
- What is the most far-fetched story you have ever heard?

**Example:** One of the drawbacks to being a student is not having enough money to go out.

The vocabulary syllabus trains learners to focus on **lexical sets, collocations and chunks of language**.

Frequent opportunities for **personalisation and discussion** using new language.

# Further skills development

Students analyse the exam task, with tasks and tips to help them.

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

Language Tips give extra information on the teaching point.

The **Grammar Reference** in the back of the Coursebook provides a comprehensive explanation of each point taught plus an extra practice exercise.

The **inductive approach** to grammar encourages students to observe the language in use and work out the rules.

Students have plenty of opportunities to **practise their oral English** and build their confidence in using the language.

There is also a **writing reference** providing additional tasks with annotated example answers for each of the text types in the Cambridge exam.

4

GRAMMAR FOCUS

4

### Articles

definite, indefinite and zero articles

▶ GRAMMAR REFERENCE p.146


- In the article on page 39, Wim Hof showed an amazing ability to resist cold conditions. Complete the sentences about Wim Hof with *a/an, the or -* (zero article). Then check Text B.
  - [Hof] may not be able to turn ..... everyday objects into ice, ...
  - Among Hof's achievements are standing submerged in ..... ice bath for one hour and 44 minutes.
  - [He also ran] ..... marathon in ..... Arctic Circle wearing only ..... shorts.
  - Over ..... period of 20 minutes in ..... ice bath his temperature and heart rate remained completely normal.
  - Hof believes ..... skill is attainable by anyone who can convince themselves they can do it.
- Complete the rules about articles (1-3) with the uses (A-E). Some rules match more than one use.
  - We don't use an article
  - We use *a/an* (the indefinite article)
  - We use *the* (the definite article)
  - when there is only one of something.
  - when we want to talk about people or things in general.
  - when we want to talk about something which has been mentioned before.
  - when we mention something for the first time, or when it is not important which one.
  - when we use plural, uncountable and abstract nouns.
- Match the examples from Activity 1 with the uses in Activity 2. There may be more than one example of each use.
  - Think of any other examples or rules you know for articles and check the Grammar Reference.

- Discuss the kinds of weather conditions which pilots may experience. Then complete the gaps in the story with *a/an, the or -* (zero article).

PROFILE PHOTOS UPDATES

### A pilot's story

As pilots, we have to get used to (1) ..... storms and (2) ..... severe weather, and we are obviously prepared for (3) ..... emergencies. However, sometimes they can take you by (4) ..... surprise. A year ago, I was flying to (5) ..... USA and we were over (6) ..... Atlantic Ocean when a ball of lightning struck (7) ..... aircraft I was flying. Within seconds, (8) ..... bright blue ball of light with (9) ..... yellow tail filled (10) ..... windscreen and there was (11) ..... loud bang. My colleague said it felt as if (12) ..... cat had brushed against his leg as (13) ..... lightning struck. Fortunately, after a lot of violent shaking, (14) ..... things soon returned to (15) ..... normal.



- Work in pairs and compare your answers. Say why you chose them, referring to the rules in Activity 2.
- Work in groups. Discuss what types of weather conditions you like/dislike.
 

Example: *I'm quite scared of storms but I love snow.*

1 been afraid of a storm	5 skidded on a patch of ice
2 been snowed in	6 seen lightning strike
3 had heatstroke	7 lost their way in fog
4 been in a flood	8 been in or on a rough sea
- Tell the class about the experiences you found out about.

### Word formation (Part 3)

▶ EXAM FOCUS p.186


- Look at the photo and the title of the article below. What kind of place do you think Death Valley is? How do you think it got its name?
- Look at each gap and decide what part of speech is missing. Read the whole of the surrounding context before you make a choice.
- Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. Which word needs a negative prefix?

EXAM TIP

You may need to add a suffix (e.g. *-ness/-ous*) to change the word to another part of speech, (e.g. *-y luck - lucky*); or a prefix (e.g. *un-/dis-*) to change the meaning (e.g. *lucky - unlucky*).

### Death Valley

Death Valley got its name in 1849 when a group of (0) **unlucky** miners made the mistake of passing through it on their way to California. Temperatures can rise above 120 degrees Fahrenheit in Death Valley, but having no (1) ..... of conditions there, the miners nearly died of heatstroke. Despite its name, more than 1.3 million (2) ..... still go there every year. It is likely, however, that many of them have absolutely no idea how (3) ..... such a hot, dry climate can be. (4) ..... walkers often do not drink nearly enough water or wear the (5) ..... clothes that are required in this extreme heat. Heatstroke often occurs when the body is unable to control its temperature. (6) ..... signs of this are high body temperature, red dry skin, very bad headaches and feeling dizzy. All this is also often accompanied by (7) ..... If heatstroke is suspected, the person should get out of the sun at once and receive urgent medical (8) ..... otherwise they have only a 20 percent chance of surviving.



	<b>LUCK</b>
	<b>KNOW</b>
	<b>VISIT</b>
	<b>DANGER EXPERIENCE</b>
	<b>SENSE</b>
	<b>WARN</b>
	<b>SICK</b>
	<b>ASSIST</b>

### USE OF ENGLISH FOCUS

- What advice would you give to someone going to a very hot or cold climate?
 

Examples:  
*You should (drink) ... Make sure you (wear) ... Avoid (sitting in the sun). Don't (ignore) warning signs.*
- Choose the prefix in italics which makes the adjective negative.
  - The miners' trip through Death Valley was *in/un*successful.
  - Death Valley is a very *in/un*hospitable place.
  - The group on the expedition became *un/distrustful* of each other.
  - It's *im/impossible* to know how people can survive in such extreme conditions.
  - The instructions on how to get there were *il/un*logical.
  - Some people think it is *ir/in*responsible to risk getting heatstroke.

LANGUAGE TIP

The prefixes *un-*, *in-* and *dis-* can be used to make adjectives negative. (Note: *in-* becomes *im-* before 'm' or 'p', *ir-* before a word beginning with 'r' and *il-* before a word beginning with 'l'. *Un-* and *dis-* can also be used with verbs and nouns (*untie, disappear/disappearance*).

- Add a negative prefix to the underlined adjectives.
  - One advantage of winter is how much we spend on heating our homes.
  - I think it is legal to speak on a hands-free mobile while driving.
  - It's likely that we'll be able to have a barbecue unless it gets much warmer.
  - I've noticed that people get patient when they're driving during hot weather.
  - It was a great job despite the regular working hours.
  - I'd be capable of surviving in low temperatures even if I had the right equipment.
- Work in pairs. Discuss something
  - which is unusual about you.
  - which has made you indecisive.
  - which makes you impatient.

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Unit 4 Forces of nature

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# Gold New Edition digital tools and resources



## Digital Tools and Resources

*Gold New Edition* comes with **Teacher's Digital Tools and Resources** available through the **Pearson English Portal** that can be used alongside a video conferencing platform to create **engaging online lessons**.

The course also comes with **Student's Digital 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

- ✓ ActiveTeach
- ✓ Digital Resources
- ✓ Gradebook
- ✓ Test Generator
- ✓ Intergrated Zoom platform

### Digital tools for students

- ✓ Interactive Student's eBook
- ✓ Digital Resources
- ✓ Practice English App
- ✓ Online Practice (Interactive Workbook)

Access available with the Student's Book with Online Practice

**GOLD** NEW EDITION **B2 First**

Coursebook pages: 2-3

Contents	Unit 1 Bands and fans	Unit 2 Relative values	Unit 3 Things that matter
Unit 4 Forces of nature	Unit 5 Eat your heart out	Unit 6 In the spotlight	Unit 7 A place to live
Unit 8 Moving on	Unit 9 Lucky break?	Unit 10 Friends for life	Unit 11 Nothing to fear but fear
Unit 12 Crime scene	Visuals for Speaking	Communication Activities	Grammar Reference

Writing Reference   Exam Focus   Practice Test

Media bank ▲ Teacher's resources ▲ Extra activities ▲ Games ▲ Toolbox ▲ Dictionary ▲ Phonetic chart

**ActiveTeach offers an interactive version of the Coursebook for online and in-class presentation.**

It can be projected in front of the class or shared on-screen.

It can be accessed through the **Pearson English Portal**, to be downloaded and installed for offline use.

ActiveTeach features:

- ✓ **complete Coursebook** with embedded audio, video and interactive features of the toolbox
- ✓ **media bank** with Coursebook audio, Maximiser audio, speaking test videos with printable worksheets and scripts
- ✓ **Teacher resources** in printable format
- ✓ **extra interactive activities and games** for every unit,
- ✓ **dictionary**
- ✓ **phonetic chart**

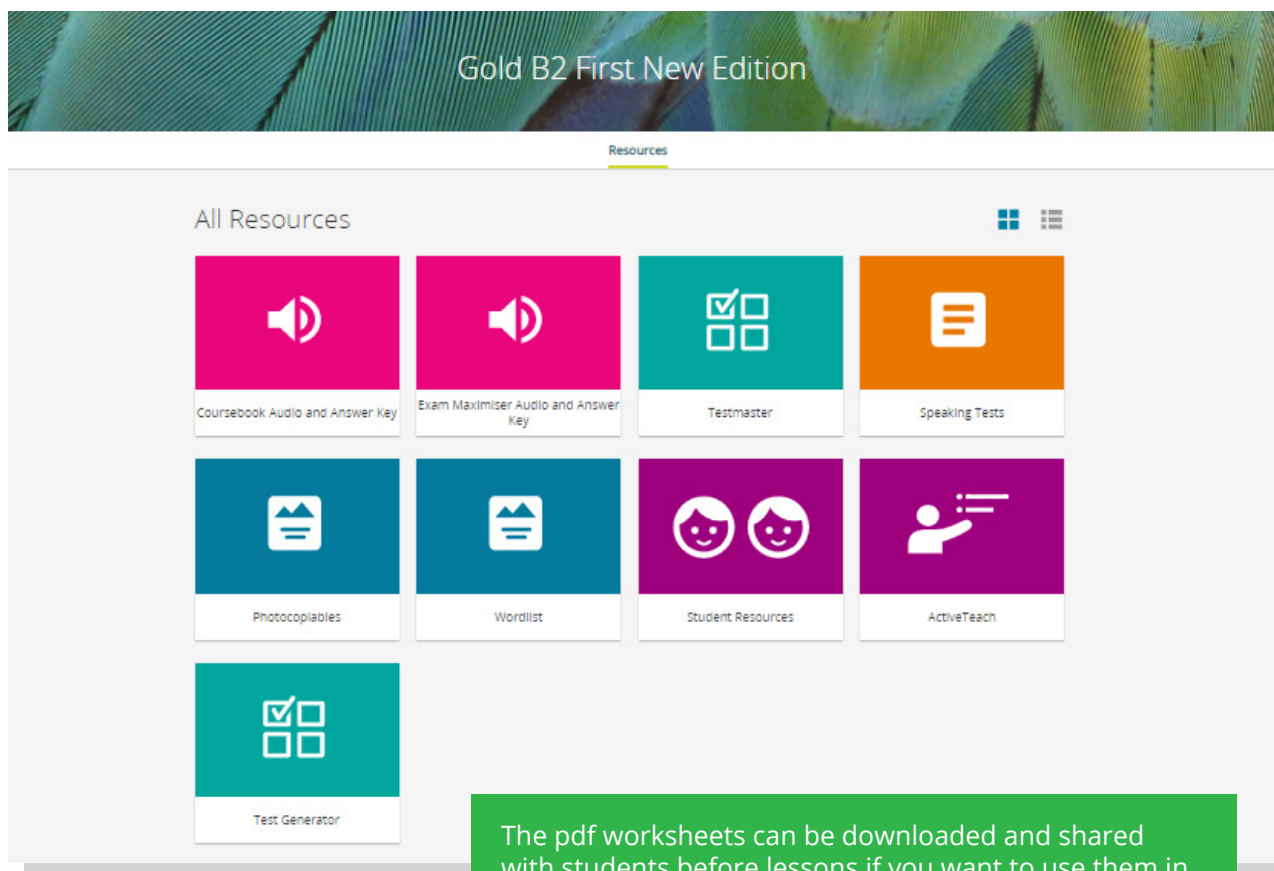
## Using ActiveTeach during online lessons:

- 1 Go to the Pearson English Portal and open your resources to find ActiveTeach.
- 2 Download the ActiveTeach and instal an offline version on your computer.
- 3 Open your video conferencing platform.
- 4 Share your screen to display the ActiveTeach content to your students.

- ✓ You can play the audio recordings and videos at the click of a button, 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.
- ✓ Find teachers resources and extra activities available in the printable format.



# Teacher's Digital Resources



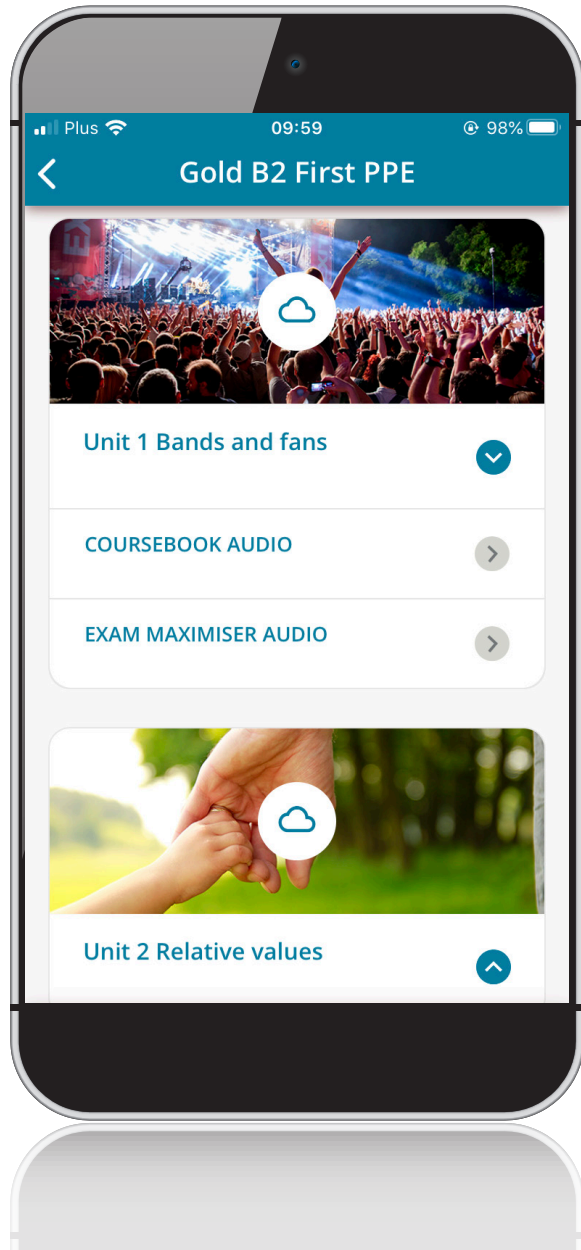
The pdf worksheets can be downloaded and shared with students before lessons if you want to use them in class, or after a lesson if you want learners to complete them for homework. The tests are also available in Word format so you can edit them to suit your class. You can display all these resources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

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

**Gold New Edition resources for teachers include:**

- ✓ Coursebook and Maximizer audio and answers keys.
- ✓ **Testmaster** with editable placement tests, unit tests, progress tests and an exit test with answer keys and audio files.
- ✓ **Speaking Test video clips** with worksheets, answer keys and scripts.
- ✓ **Three photocopiable activities per lesson** (one vocabulary, one grammar, and a skill or exam focus).
- ✓ **Wordlists** including pronunciation, definition and example for each lexical item.
- ✓ **ActiveTeach** offline, downloadable version.
- ✓ **Test Generator** including full assessment package in online, easily adjustable format.

# Practice English App



**The Practice English App is available to every student using *Gold New Edition*, either using iOS or Android.**

The students access the App by:

- using the code available in their Coursebook or Exam Maximiser
- registering to the Pearson English Portal

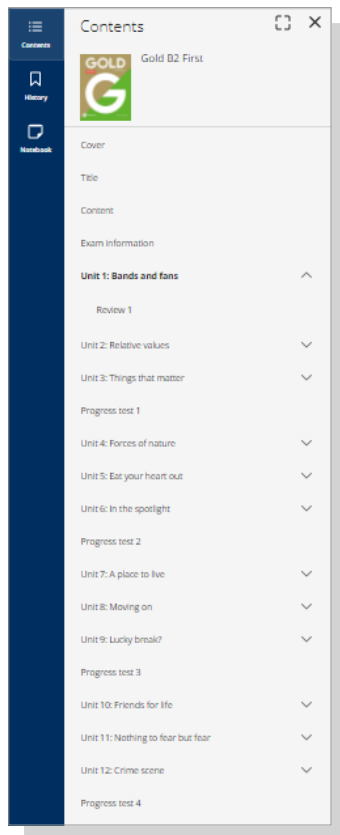
The App gives students access to **additional grammar, vocabulary, listening and Use of English exercises** to help them consolidate language points covered in the Students' Book. It also provides access to **all the course audio and video**.

# Interactive Student's eBook

The Interactive Student's eBook provides a digital version of the Coursebook with integrated audio at the point of use and interactive activities throughout.

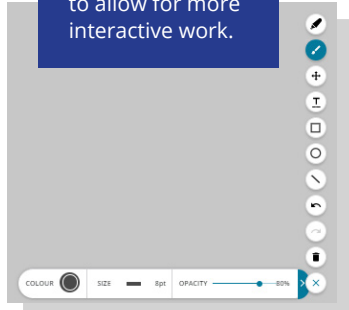
Interactive Student's eBook can be navigated easily using the table of contents and bookmarks.

Play buttons indicate audio to be played at the point of use.



The symbol indicate an interactive activity.

Toolkit available to allow for more interactive work.



# Online Practice

## Online Practice for Gold New Edition is delivered in the form of MyEnglishLab

MyEnglishLab is an interactive workbook that provides all Exam Maximiser activities in a digital format with a large bank of extra practice activities and comprehensive training in the sub-skills and areas of language that underpin the exam.

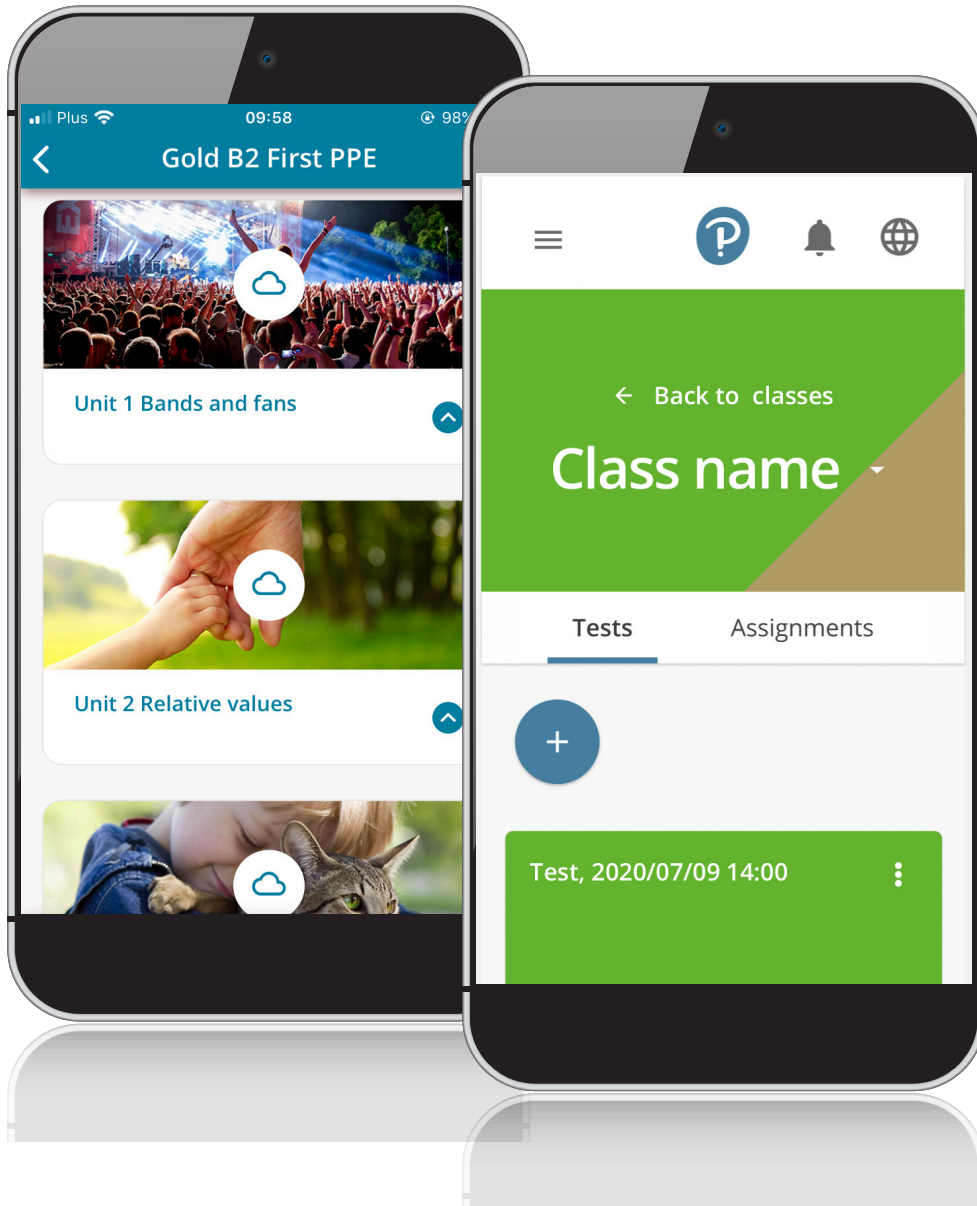
Teachers can use automatic grading and instant feedback tool, a **Gradebook** to track and compare students' progress or a **Common Error Report** to identify the areas for improvement.

MyEnglishLab also features video presentations explaining each part of the exam, as well as two full practice tests and students' digital resources such as audio, wordlists and speaking test videos.

The screenshot shows the MyEnglishLab interface. On the left is a vertical navigation menu with units 1 through 12, 'EXTRA PRACTICE', 'ABOUT', and 'Student Resources'. The main content area is titled 'UNIT 1: Bands and fans' and contains a list of sub-activities: 'Vocabulary: free time activities', 'Speaking: listening to and answering questions (Part 1)', 'Reading: Gapped text (Part 6)', 'Grammar: simple and continuous forms in the present and present habit', 'Use of English: Multiple-choice cloze (Part 1)', 'Listening', 'Grammar: used to and would for past habit', 'Use of English', and 'Writing'. A 'Switch to Teacher view' button is located in the top right of the main content area. The footer includes copyright information and the Pearson logo.

The screenshot shows the MyEnglishLab interface for 'Activity 2'. The header includes 'MyEnglishLab', 'GOLD', and 'B2 First'. The activity title is 'Activity 2' and the instruction is 'Find and correct the mistakes with collocations and rewrite the sentences correctly.' There are eight numbered sentences, each followed by a text input box for correction. The sentences are: 1. 'I really think listening music is relaxing.' (input: 'I really think listening to music is relaxing.'), 2. 'Can you play at a musical instrument?' (input: '?'), 3. 'I try to go as many live concerts as possible - they're great!' (input: '!'), 4. 'I watch at television in the evenings after work.' (input: '.'), 5. 'It's much easier if I can make the shopping at the weekends.' (input: '.'), 6. 'I tend stay at home on Sundays.' (input: '.'), 7. 'Making yoga helps me switch off from problems at work.' (input: '.'), 8. 'I'm really in rock music - I love the strong beat.' (input: '.'). At the bottom are 'Exit', 'Save', and 'Submit' buttons. The footer includes copyright information and the Pearson logo.

# Test Generator

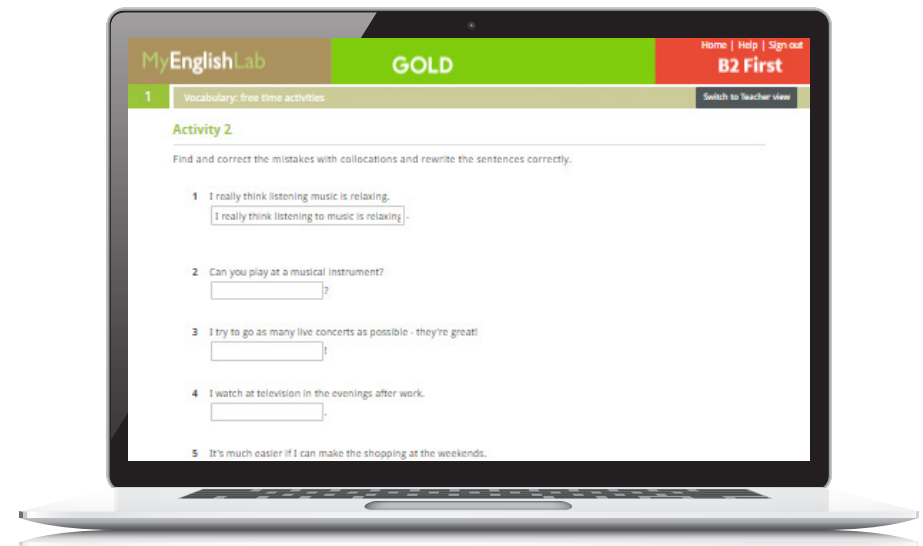


The new Test Generator enables teachers to generate a test based on the content from the Assessment Package that comes with *Gold Second Edition*.

Teachers can randomise the test questions to give each student a different test. Tests are available online as well as in Word and pdf formats, 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.



# Teaching online

## Teaching Online following ESAP framework

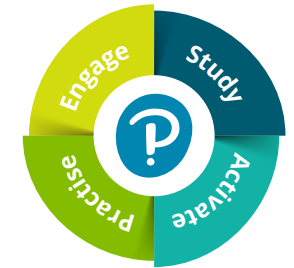
As any virtual teacher quickly discovers, teaching online is different to teaching face-to-face. The remote nature of online learning can affect engagement, make it harder to see whether learners are on task and, depending on your video conferencing tools, make speaking tasks more challenging to implement.

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, Active** and **Practice**. 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 online to a face-to-face environment, and the digital tools you might use for each stage.

# ESAP – Engage, Study, Active, Practise

## Distance teaching methodology



Face-to-face lesson	Online lesson	Differences
 <b>Homework</b> (paper workbook)	 <b>Practise</b> in 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 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 ActiveTeach and sharing screen with students</li> <li>● using the Zoom integration on your 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 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 New Edition* digital tools and the methodological approach. These determine how you can implement activities and give feedback.**

## Zoom on the Pearson English Portal

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

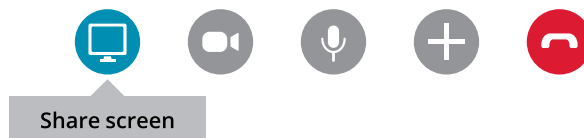
You can schedule lessons and invite participants from your classes. The lesson is automatically added to your and your students' schedule in the Portal.

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

## Key video conferencing features

### Share screen

Share screen allows you to show learners your screen. So, when you bring up the *Focus Second Edition* 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:

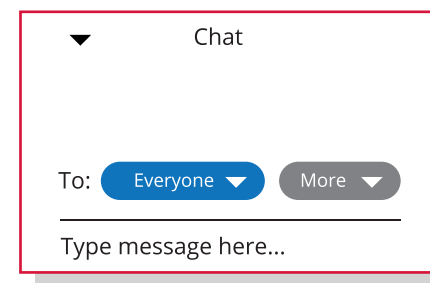
- ✓ show presentation slides to present new language
- ✓ show images to explain vocabulary
- ✓ play a video on a video channel
- ✓ show a student's written work and elicit corrections (one-to-one)
- ✓ display texts for students to complete comprehension tasks

### 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. Students could also be given the audio before the lesson to listen to for homework.

### 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
- ✓ allow students to ask questions

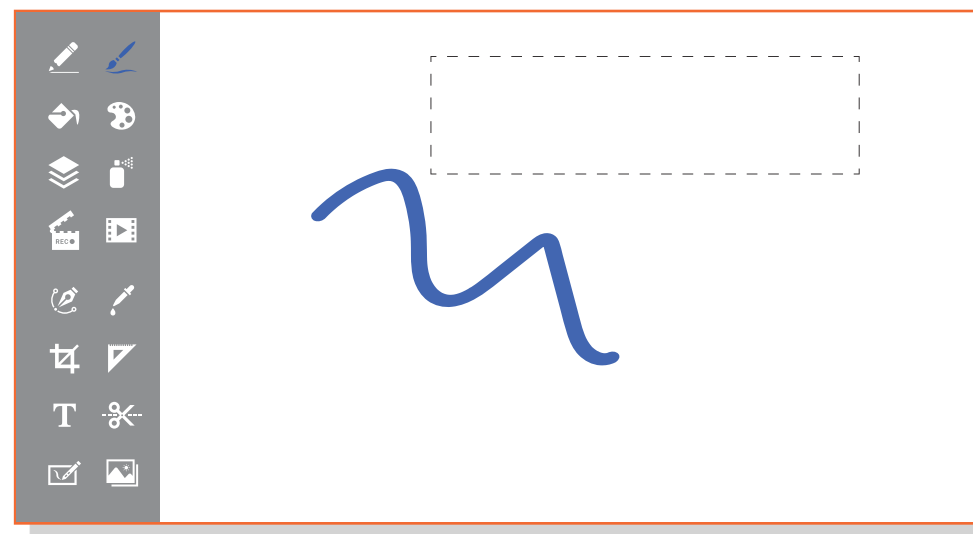
Once you've gathered information via the chat box, you can follow up by nominating students to say more, e.g. explain an answer, give a reason for their opinion or select an interesting answer to comment on.

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 grammar form, 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, Edmodo, or Dropbox.

## 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:

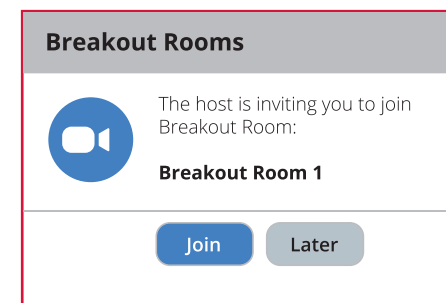
- ✓ understanding student needs and helping learners set goals (e.g. 'which of these goals is most important for you today?')
- ✓ engaging students and getting them curious about a topic (e.g. 'which of these places would you most like to visit?')
- ✓ checking student understanding – before, during or 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 the Pearson English 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

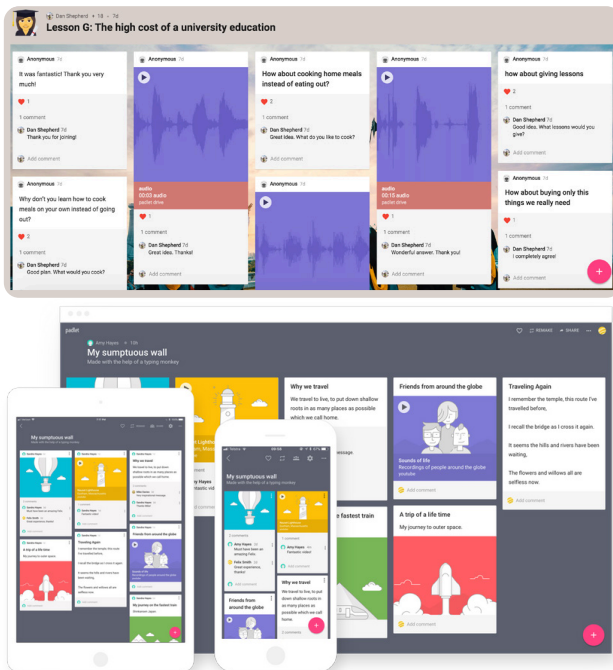
Recording a session allows you to make the lesson available to your students after the class for review and to send to any students who missed the lesson to catch up. Do remember to tell your students before you hit 'record' to warn them.

# Online tools for the virtual teenage classroom

There are many asynchronous tools you can use to facilitate independent learning with your teenage students. Using online tools can also make your virtual classes more dynamic and ensure that students feel part of a group of learners, even if they are studying online at home.

## Padlet

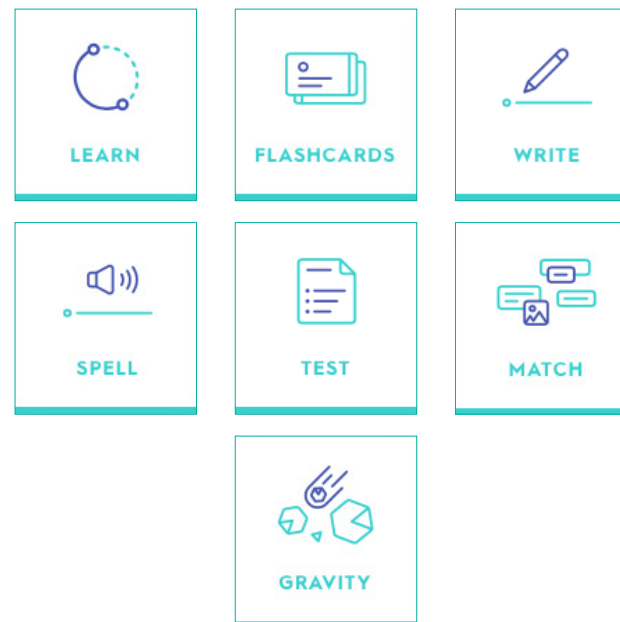
**Padlet** is an interactive noteboard, where learners can add photos, text, documents, links and audio recordings.



[padlet.com](http://padlet.com)

## Quizlet

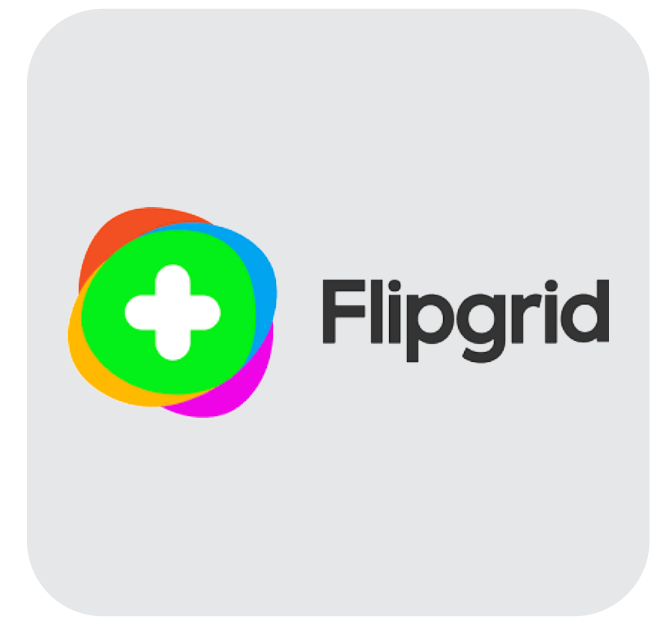
**Quizlet** allows you and your students to create self-study flashcards and interactive activities to help learn and revise new vocabulary.



[quizlet.com](http://quizlet.com)

## Flipgrid

**Flipgrid** is a video community where you record a video with a question or task and learners respond with their own video. They can watch each other's videos and respond.



[flipgrid.com](http://flipgrid.com)

## Actively Learn

**Actively Learn** allows you to add questions or notes in response to an article on a website. You can then share the link with students who can read and respond to each other.



**Actively Learn**

[activelylearn.com](https://activelylearn.com)

## Wordwall

**Wordwall** allows you to create custom activities for the classroom such as quizzes, word games and interactive matching tasks.



[wordwall.net](https://wordwall.net)

## Storybird

**Storybird** allows students to practise their creative writing skills by creating online books to share anonymously.



[storybird.com](https://storybird.com)

Decide which digital tools will be helpful and enjoyable for your learners to use in class, and encourage them to use these tools for independent learning outside of the teacher-led classroom.

# 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 has been 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 them 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.

Use some of the suggested digital tools to encourage students to participate and engage in the lesson, or have students explain how they've been using the tools to independently study outside of the online classroom.

### **‘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, breakout rooms and digital resources on the Pearson English Portal, as well as other online tools to allow for maximum 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, use the tools on the teacher's portal, make the learning goal clear, highlight progress, and give learners choice.

Sending students tasks to complete before the lesson will also encourage them to participate and engage, as you'll be able to nominate individual students to feedback on tasks.

### **‘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 virtual classrooms, it's unlikely that students will be content with sitting 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.
- ✓ 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 New Edition* Test Generator as interactive activities. 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 students 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 teenagers, 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.





# Engage



## 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 adjectives would you use to describe your own personality? Why?*

▼ Chat

*What adjectives would **you** use to describe your own personality?*

*Why?*

To: Everyone ▼ More ▼

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Type message here...

## Warmer

**Aim:** engage learners, review vocabulary, retrieval practice, personalise the lesson

Students are put into breakout rooms to discuss the questions in small groups. Monitor the discussion by moving from one breakout room to the next.

If you do not have access to breakout rooms, give students time to think about their answers then nominate a student to share their ideas. Then students nominate each other. Alternatively, students can write their answers in the chat box.

### 1 Discuss the questions.

- 1 How do you think your friends would describe your personality?
- 2 What personality characteristics do you share with other members of your family?



## Personalisation of the lesson

**Aim:** engage learners further in the topic, prior knowledge activation, personalisation

Students complete the quiz, then go into breakout rooms to share their ideas. You could give them a copy of the results on page 138 to discuss.

Alternatively, students complete the quiz and check their results before the lesson then nominate students in class time to share what they discovered.

Students can write their sentences using the stems in exercise 3 in the chat box, or discuss the sentences in small groups in breakout rooms.

When back in the main lesson, get feedback from students using the questions in exercise 4. Students can turn on their microphones and speak one at a time.

### 2 Do the personality quiz.

PERSONALITY QUIZ		Very likely	Quite likely	Neither likely nor unlikely	Quite unlikely	Very unlikely
1	spend most evenings on social media?					
2	get talking to people on a train or plane?					
3	always think you are right?					
4	make decisions quickly?					
5	organise a party?					
6	discuss a problem openly with friends or family?					

### 3 Turn to page 138 to get your results. Then complete sentences 1–6 so they are true for you.

- |                                 |                                       |
|---------------------------------|---------------------------------------|
| 1 I'm very likely to ...        | 4 I find it difficult to ...          |
| 2 I tend to ...                 | 5 There's no way I'd ...              |
| 3 I'm good at ... <i>-ing</i> . | 6 There's a slight chance I might ... |

### 4 Work in pairs. Compare your sentences and discuss the questions.

- How much do you have in common?
- What did you learn from your results?
- Do you think this is an accurate test of personality?



## Vocabulary

**Aim:** review/learn vocabulary related to characteristics, explore words with suffixes

Elicit what a suffix is (an ending to a word to change its form) and some examples commonly found with adjectives, e.g. *-able/-ible, -ful/-less, -ive, -ic*.

In breakout rooms, in small groups, students complete the table with the correct suffix on the correct root word. Bring students back to the main lesson and get feedback. Have students spell the words aloud, and drill any pronunciation as a class.

Alternatively, nominate students to write their answers in the chatbox.

Remind students to make a note of any new words in a notebook.

## Pronunciation

**Aim:** word stress - adjectives

You can ask students to practise the word stress after the lesson in their own time, then listen to the audio to check their ideas.

Alternatively, students write the letters/cluster of letters the stressed sound is on in the chat box. Students then nominate each other to practise saying the words aloud.

**6** 06 Mark the stress on each adjective, then listen and check. Practise saying the words. Which adjectives have the stress on different syllables from the noun form?

## Vocabulary

Put students into pairs or small groups in breakout rooms to discuss the question. Encourage them to discuss any meaning changes. If you can't access a breakout room, have students write their answers in the chat box then choose students to explain orally.

**7** Which of the nouns in Activity 5 can be used with *-less* to form an adjective with a negative meaning? How does the meaning change?

Example: *hopeless*

### Vocabulary

#### formation of adjectives

**5** Copy and complete the table with the adjective forms of the nouns in the box.

care caution comfort drama emotion generosity harm help hope love  
meaning pessimist prediction reliability sympathy use

<i>-able</i>	<i>-ous</i>	<i>-ic</i>	<i>-al</i>	<i>-ful</i>
sociable	adventurous	realistic	practical	thoughtful



## Exam skills

**Aim:** to learn skills and strategies to tackle the exam task

Elicit what students know about this exam task by having them write their ideas in the chat box.

Display the Exam Focus on page 186 of the Coursebook. Give students time to read through it then ask questions to check understanding, *e.g. how many gaps will there be? (8), what things do you need to consider? (the word form, positive or negative, the spelling).*

Alternatively, students read the Exam Focus before the lesson then are given a short quiz on the skills and strategies in the online classroom.

### Part 3 (Word formation)

**What is being tested?**

Part 3 focuses on both vocabulary and grammar and tests your knowledge of how words are formed using prefixes and suffixes, etc. You'll have to understand what kind of word is required in each gap (e.g. noun, adjective, adverb), and be able to form it.

**What do you have to do?**

- Read a paragraph with eight gaps.
- Use the word in capital letters at the end of each line with a gap to form a word which fits each gap.
- Write your answers on your answer sheet.

**Strategy**

- 1 Read the title and the text quickly to get a general idea of what it is about.
- 2 Read the text again. This time stop at each gap. Think about whether the missing word is positive or negative, plural or singular, a noun, verb, adjective or adverb. Use the words before and after each gap to help you decide.
- 3 Write the correct form of the word in the gap.
- 4 Read the text again to make sure your answers make sense and the words are spelt correctly.
- 5 Transfer your answers to the answer sheet.

## Exam Task preparation

**Aim:** to read for gist, to predict language

Display the text on screen. Students skim the text to understand the meaning. Ask the question in exercise 8 and have students write their answers in the chat box.

In small groups in breakout rooms, students discuss the question in exercise 9 and then predict the word form in each gap, *e.g. 1 - adjective.*

When students come back to the lesson, nominate students to say the word form they predicted and why. Encourage them to think about the words around each gap and their existing knowledge of grammar to help them.

**8** Read the text quickly without worrying about the gaps. What problem with describing people's personalities is mentioned?

**How well do you know yourself?**

When trying to understand our own or other people's (0) *behaviour*, we tend to over-simplify things. We use one or two adjectives to sum each other up. We think of one friend as having a generally (1) ..... and positive outlook, while another friend is considered (2) ..... and negative. Of course, in (3) ....., none of us is so easily defined. The truth is that we are all made up of inconsistent and contradictory (4) .....; we can be serious and reliable with our colleagues at work but in our personal relationships at home we are more (5) ..... and emotional. With some friends we can be very cautious, while we are (6) ..... thrill-seekers with other friends.

So can people be neatly divided into personality types? Or do we alter our personality according to the (7) ..... in our changing moods and situations? Maybe we can never really get to know ourselves and the idea of a fixed personality is completely unrealistic and (8) .....

BEHAVE  
HOPE  
PESSIMIST  
REAL  
CHARACTER  
PREDICT  
ADVENTURE  
DIFFERENT  
MEANING

**9** Look at the missing word for question 1. Is it a noun or an adjective? Does it have a positive or negative meaning?



## Exam Practice

**Aim:** to use the skills, strategies and language from the lesson to complete the exam task

Students read the Exam Tip, then complete the exam task in pairs in breakout rooms. Nominate students to spell their words aloud back in the main lesson.

Alternatively, you could set this task for homework before the lesson, then see if students want to make any changes now they've read some of the skills and strategies. This is called a flipped-classroom approach, which is suitable for online lessons and lessons with long, individual-based activities.

### EXAM TIP

It's important to think about the meaning, not just the grammar, so always read the text before filling in the gaps. Sometimes you have to decide if a word is singular or plural or if it has a positive or negative meaning.

**8** Read the text quickly without worrying about the gaps. What problem with describing people's personalities is mentioned?

#### How well do you know yourself?

When trying to understand our own or other people's (0) *behaviour*, we tend to over-simplify things. We use one or two adjectives to sum each other up. We think of one friend as having a generally (1) ..... and positive outlook, while another friend is considered (2) ..... and negative. Of course, in (3) ....., none of us is so easily defined. The truth is that we are all made up of inconsistent and contradictory (4) .....; we can be serious and reliable with our colleagues at work but in our personal relationships at home we are more (5) ..... and emotional. With some friends we can be very cautious, while we are (6) ..... thrill-seekers with other friends.

So can people be neatly divided into personality types? Or do we alter our personality according to the (7) ..... in our changing moods and situations? Maybe we can never really get to know ourselves and the idea of a fixed personality is completely unrealistic and (8) .....

BEHAVE  
HOPE  
PESSIMIST  
REAL  
CHARACTER  
PREDICT  
ADVENTURE  
DIFFERENT  
MEANING

# Activate

## Discussion

**Aim:** To use the language from the lesson in a personalised way, to reflect on the exam task

Put students into groups in breakout rooms to discuss the questions. Alternatively, you could write them in the chatbox for students to write their answers.

Add extra questions to allow students to reflect on the exam task, e.g. *How did you find this exam task? How would you recommend someone to approach this task?*

Remind students to note down any tips, skills or strategies in their notebooks, to help them when they next come across this task type.

### 11 Work in pairs and discuss the questions.

- 1 How well do you know yourself?
- 2 Do you think your family knows you better than you do?

▼ Chat

*How did you find this exam task?*

*How would you recommend someone to approach this task?*

To: Everyone ▼ More ▼

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Type message here...

# Practise



## Homework/Self-study

**Aim:** to consolidate learning

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

✓ Unit 2 activities from the Exam Maximiser

✓ Video presentation of the Use of English part of the exam on MyEnglishLab

✓ Unit 2 activities on students' MyEnglishLab

✓ Unit 2 photocopiable worksheets in the Teacher's Resources

✓ Unit 2 activities on the Practice English App



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[pearsonenglish.com/gold](https://www.pearsonenglish.com/gold)

