

HOW TO USE *FORMULA* FOR AROUND 100+ HOURS

EXTENSIVE EXAM AND LANGUAGE DEVELOPMENT Around 100 hours

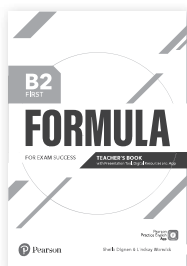
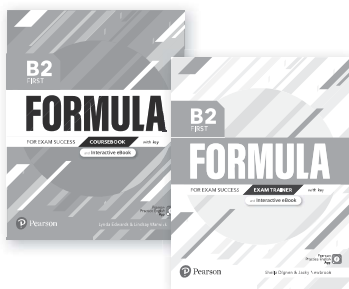
Use the **Coursebook** in class and the **Exam Trainer** for homework

FORMULA B2 FIRST Coursebook and Exam Trainer can be used in different ways depending on the overall length of your exam preparation course and how much class contact time and homework time you have available. If you have a 100–120-hour course, you might decide to use all parts of the Coursebook in class and use some sections from the Exam Trainer to consolidate exam skills for homework. Here we are providing an example for around **100–120 hours**.

Building block 1 COMPONENTS

Students

- Coursebook or the Interactive eBook with Digital resources and App
- Exam Trainer or the Interactive eBook with Digital resources and App



Teachers

- Presentation tool and/or Coursebook Teacher's Book and Digital resources

The notes for each lesson provide:

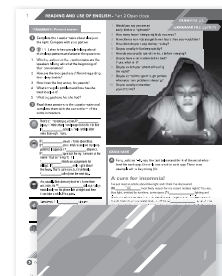
- a **Unit overview** which summarises the content in each unit
- a **list of extra Formula Digital resources**
- a **dyslexia focus** which highlights tasks which dyslexic students might find challenging and provides ideas for making suitable adjustments
- a **warmer** task to focus students' attention and get them ready for the lesson ahead, and a **cooler** task to round off the lesson
- **detailed teacher's notes** for each exercise as well as embedded **answer keys**
- **alternative approaches** to some exercises
- **flexible follow up** to extend the previous activity

For the **fastest path**, use the basic notes; to extend the lessons, use the activities in the tinted boxes.

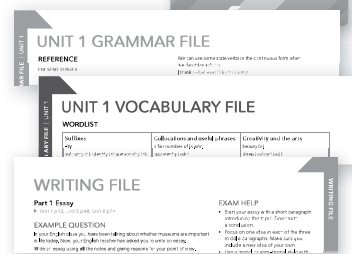
Building block 2 SECTIONS IN CLASS

Use all the Coursebook content, *Test* and *Teach* sections from the Exam Trainer and Digital resources.

- Introduce students to the relevant exam part for the lesson and refer to the Exam file.
- Integrate Grammar, Vocabulary, Writing and Exam file reference and practice.
- Integrate photocopiable activities, grammar presentations, videos or unit/progress/practice tests as required.
- Use initial *Test* and *Teach* sections from the Exam Trainer to develop exam awareness and provide exam training.



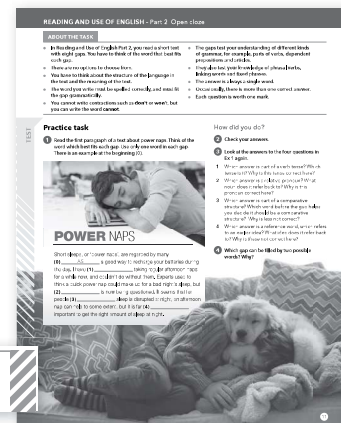
EXAM FILE



Building block 3 SECTIONS FOR HOMEWORK

Use the Exam Trainer page references from the Coursebook.

- Use selected exercises from the Test, Teach, Test sections.



EXAM TRAINER | p11
p12 Ex 1

Building block 4 DIGITAL RESOURCES

Grammar presentations, photocopiable worksheets, tests, videos, app

Example teaching scenario

Depending on the number of classes within the 100–120-hour course, you could provide single or multiple skill lessons. For example, you may have 60 × 2-hour classes.

A 2-hour class may consist of the following: **Reading and Use of English – Part 2 Open cloze**. A lesson of this type would enable recycling of language from previous lessons, a full introduction to this part of the exam and extensive language input and practice.

READING AND USE OF ENGLISH – PART 2 OPEN CLOZE

Use Photocopiable 1C to recycle language from earlier in the unit.

FORMULA 82 Grammar

1C Present tenses – Getting to know you

Do you often use electronic devices?	What's the most interesting thing you have done recently?
How long have you been studying English?	Is there anything that your friend does that always annoys you?
Do you have any unusual habits?	What activity do you do once in a blue moon?
What do you do every weekend?	What's your favourite way to spend your free time?
Do you often go abroad for holidays?	What activity have you been doing since you were young?
Do you often take up a new activity and then give it up quickly?	What's the most challenging thing you have done recently?
What have you been waiting to do for ages, but haven't tried yet?	Are you reading a good book or watching a good TV series at the moment?
What do you do to relax after a stressful day?	Have you seen an interesting film recently?

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READING AND USE OF ENGLISH – Part 2 Open cloze

ABOUT THE TASK

- In Reading and Use of English Part 2, you need a short text with eight gaps. You have to think of the word that best fits each gap.
- There are no options to choose from.
- You have to think about the structure of the language in the text and the meaning of the text.
- The word you write must be spelled correctly, and must fit the gap grammatically.
- You cannot write contractions such as *don't* or *won't*, but you can write the word *cannot*.
- The gaps test your understanding of different kinds of grammar, for example, parts of verbs, dependent prepositions and articles.
- They also test your knowledge of phrases, linking words and fixed phrases.
- The answer is always a single word.
- Occasionally, there is more than one correct answer.
- Each question is worth one mark.

Practice task

1 Read the first paragraph of a text about power naps. Think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

2 Check your answers.

3 Look at the answers to the four questions in Dr Logan.

4 Which answer is best? Why is this answer correct here?

5 Which answer is a better preposition? What does it refer back to? Why is this answer correct here?

6 Which answer is best? Why is this answer correct here? Which word before the gap helps you decide? Should it be a comparative structure? Why is this answer correct here?

7 Which answer is a reference word, which refers to an earlier idea? What does it refer back to? Why is this answer correct here?

8 Which gap can be filled by two possible words? Why?

POWER NAPS

Short naps, or 'power naps', are recommended by many (0) _____ a good way to recharge your batteries during the day. However, _____ taking regular afternoon naps is a waste of time, and could do without them. Experts predict that a quick power nap could make up for a bad night's sleep, but (1) _____ it may be a good idea if it means that you could (2) _____ sleep at a distance, or at an afternoon nap, our health is more at risk. It is for (4) _____ important to get the right amount of sleep at night.

Use the Exam Trainer Presentation tool for the page.

Use Exam Trainer Teacher's Notes for Warmer, ABOUT THE TASK and activities 1–4.

Students carry out the Test activities 1–4 as a quick introduction to the exam task.

Use the Coursebook Presentation tool for the page.

Students carry out activities 1–3.

Use the teacher's notes to give you some ideas on how to check their understanding.

READING AND USE OF ENGLISH – Part 2 Open cloze

GRAMMAR: Present tenses

1 Complete the questions about sleep on the right. Compare with your partner.

2 Listen to two people talking about their sleep patterns and answer the questions.

3 How does the first speaker feel about the question she asks?

4 How does the boy answer his partner?

5 What is the girl's problem and how has she tried to solve it?

6 What suggestions has she had?

7 Read these answers to the questionnaire and complete them with the correct form of the verbs in brackets.

8 What are 'insomnia questions'? Why do you think that most people in our class feel that way about sleep?

9 What is the best thing about it? How often do you sleep? How long does it take you to get to sleep? How often do you wake up in the middle of the night? How often do you wake up in the middle of the night? How often do you wake up in the middle of the night?

10 What is the best thing about it? How often do you sleep? How long does it take you to get to sleep? How often do you wake up in the middle of the night? How often do you wake up in the middle of the night? How often do you wake up in the middle of the night?

EXAM BOOST

1 Complete Exam file SECTION A on page 4.

EXAM FILE p5 GRAMMAR FILE p57-579

1 Would you say you are in any better or not? What are the things that make it right or left? How often do you get to sleep? How long does it take you to get to sleep? How often do you wake up in the middle of the night? How often do you wake up in the middle of the night? How often do you wake up in the middle of the night?

EXAM TASK

1 For questions 1–5, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

A cure for insomnia?

I've just read an article about blue light and think I've discovered (0) _____ most likely reason for my recent restlessness? You see, blue light emitted by screens, some types of _____ lighting and devices, like smartphones, has been linked to changes in our body's mood, memory and concentration, but not (2) _____ a lot of time staring at screens. It can actually cause damage to our eyes. Interestingly, the article also notes (3) _____ that blue light controls our body clocks and using electronic devices too much in the evening (4) _____ going to bed can disrupt our sleep cycles. My nights have (5) _____ getting worse as a result. I'm a bit of a (6) _____ but started reading on my tablet when I'm in bed. The reports' advice (7) _____ to avoid using bright screens for about two or three hours before sleep, but I don't think I can resist my need quite that much. Maybe I'll switch (8) _____ reading a printed book and good news! It's a nice idea after a stressful day!

2 Work in pairs and discuss the questions.

1 Do you spend a lot of time looking at screens during the day and into the night? Do you think it affects you in any way?

2 Would it be difficult to change your 'habits' of use, however?

