

HOW TO USE *FORMULA* FOR AROUND 50 HOURS

EXAM FOCUSED WITH LANGUAGE REVISION AND CONSOLIDATION

Around 50 hours

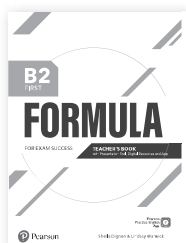
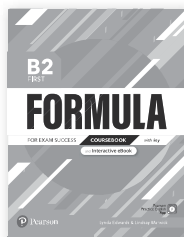
Use the **Coursebook** in class

FORMULA B2 FIRST Coursebook and Interactive eBook can be used in different ways depending on the overall length of your exam preparation course and how much class contact time you have available. If you have a course of around 50–60 hours, you might decide to use the main lessons in class and use the additional bank of material from the Grammar, Vocabulary, Writing and Exam file for homework. Here we are providing an example for around 50 hours.

Building block 1 COMPONENTS

Students

- Coursebook 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:

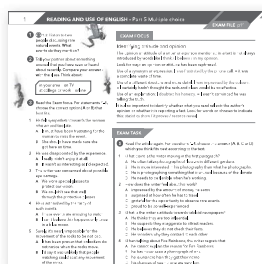
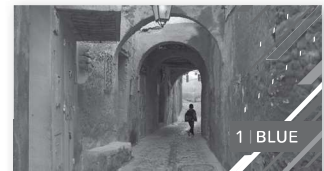
- a **Unit overview** which summarises the content in each unit
- a **list of extra Formula Digital resources**
- a **dyslexia focus** which highlights tasks which dyslexic students might find challenging and provides ideas for making suitable adjustments
- a **warmer** task to focus students' attention 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 the main lessons.

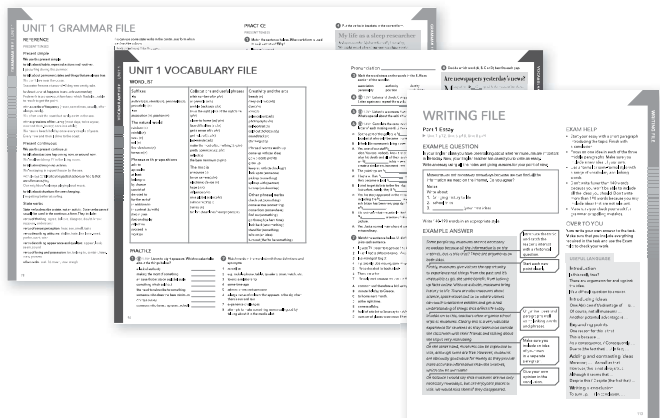
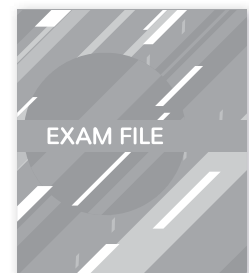
- Introduce students to the unit topic.
- Introduce students to the relevant exam part for the lesson and refer to the Exam file.



Building block 3 SECTIONS FOR HOMEWORK

Use some of the additional bank of material not completed in the lesson.

- Complete the relevant Grammar, Vocabulary, Writing file or Exam boost sections.
- 'Speaking or writing' from the main lesson – ask students to carry out the writing task.



Example teaching scenario

Depending on the number of classes within the 50-hour course, you could provide single skill or multiple skill lessons. For example, you may have around 60 × 45–60-minute classes.

A 60-minute class may consist of the following: **Unit opener** and **Reading and Use of English – Part 5 Multiple-choice**. A lesson of this type would enable a brief introduction to each part of the exam and some input and practice.

UNIT OPENER (15 mins)



VOCABULARY: Phrasal verbs

1 Work in groups. Think of things you have seen today that are blue and where you saw them.

2 What feelings or memories do you associate with the colour blue? Give details.

3 1.1 Work in pairs. Listen to two people talk about the colour blue. Take turns to choose one of the ideas below and tell your partner about it.

4 Why do people like blue?

5 Why do people dislike blue?

6 Why do people like blue for a job or career?

7 Why do people like blue for a hobby?

8 What are the associations of the colour blue?

9 Look at sentences 1-6 below which relate to the conversation in Ex 3. Match the phrasal verbs in bold with the meanings in the box.

10 Learn a scene or an act about the origins and associations of different colours.

11 Use a book back to create the history of a colour.

12 The Ancient Egyptians found out how to create a blue paint.

13 Some people like to have blue in their homes.

14 Some people like to wear blue in the 19th century.

15 The woman wants to check out the artist.

16 The artist goes through some associations which have with the colour blue and what it stands for.

17 We look up to people in blue uniforms.

11 discovered **12** found by chance **13** named **14** originated in **15** took about the past **16** succeeded **17** respect

18 I have seen an act **19** about the origins and associations of different colours **20** I use a book back **21** we can trace the history of a colour **22** The Ancient Egyptians found out how to create a blue paint **23** Some people like to have blue in their homes **24** Some people like to wear blue in the 19th century **25** The woman wants to check out the artist **26** The artist goes through some associations which have with the colour blue and what it stands for **27** We look up to people in blue uniforms

28 Complete the questions with the correct form of phrasal verbs from Ex 3. Ask and answer with a partner.

29 Which film, a person do you most "like"?

30 Do you spend more time "looking forward to" things you have done or "looking forward to" the future?

31 What's the "most interesting news article" you "read"?

32 Do you "take a liking to" any country? Give details.

33 What's the "most interesting novel" you "read"?

34 Which "genre" do you "like" the most?

35 Work in pairs. Take turns to tell a story together using phrasal verbs from Ex 3 and others that you know. Note down which phrasal verbs you use.

Use the Coursebook Presentation tool for each page.

Use the Coursebook teacher's notes found in the Presentation tool for Warmers and alternative ways to approach the material.

Or, books closed. Use activity 1 as the warmer.

Students carry out activities 2-4.

Use the teacher's notes to go through each activity.

You might like to use activity 5 as the warmer for another class to recycle the phrasal verbs from this lesson.

READING AND USE OF ENGLISH – Part 5 Multiple-choice (45 mins)

READING AND USE OF ENGLISH – Part 5 Multiple-choice

READING TASK

1 Each question has four options to choose from.

2 The questions cover the main ideas and details of the text.

3 Some questions have more than one correct answer in the text.

4 Other questions ask about a writer's attitude and opinions.

5 In a dialogue, you should refer to the text and your own ideas.

What is being tested?

1 The main ideas and details of the text.

2 The writer's attitude and opinions.

3 The main ideas and details of the text.

4 The writer's attitude and opinions.

5 The main ideas and details of the text.

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Use the Coursebook Presentation tool for each page.

Students read through the Exam reference in the Exam file before starting this part of the lesson. This will give them information about the specific exam part as well as which particular strategies and skills are important.

Students carry out activities 1-3 in the main unit including reading the Exam focus box.

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

If time, go to the fold-out Exam file and complete Exam boost Section A on page 10 in class; alternatively, students can complete this section at home.

Students can now complete the Exam task in the main unit, using the guidance they have found in the fold-out Exam file and Exam focus to help them.

READING AND USE OF ENGLISH – Part 5 Multiple-choice

EXAM FOCUS

Identifying attitude and opinion

The writer's attitude and opinion are often indicated in a text and are important to understand the writer's purpose.

EXAM TASK

1 What is the writer's attitude to the topic?

2 What is the writer's opinion of the topic?

3 What is the writer's attitude to the topic?

4 What is the writer's opinion of the topic?

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EXAM BOOST

SECTION A

Present tenses

You will sometimes be required to add an auxiliary verb. Remember that this needs to be in the correct form, when appropriate.

1 Complete the sentences with the correct auxiliary verbs.

1 In the last five years, she _____ been a teacher, an artist and a taxi driver.

2 Smart phones _____ definitely getting smarter and smarter!

3 We _____ learned a lot about the way the brain works over the last century.

4 Where _____ honeybees go during the winter? You can find the answer in this documentary.

5 Why _____ timing so important in the exam? The experts say that ...

6 The writer _____ been working on his new novel since the beginning of the year.

Other words related to present tenses are also frequently tested, although they may not necessarily be part of the verb form.

2 Complete the sentences with one word in each gap.

1 It's _____ most expensive painting he has ever owned.

2 Although I've been all over Europe, I've _____ been to Rome. I would love to go one day.

3 There's been a museum in the town centre _____ ages and I hope it stays.

4 We _____ ever watch TV these days as it's more convenient to stream films.

5 We have never had _____ worse summer as far as the weather is concerned.

6 The musician has lived in this area _____ he returned from Paris in 2008.

