

HOW TO USE *FORMULA* FOR AROUND 80 HOURS

EXAM FOCUSED WITH LANGUAGE DEVELOPMENT Around 80 hours

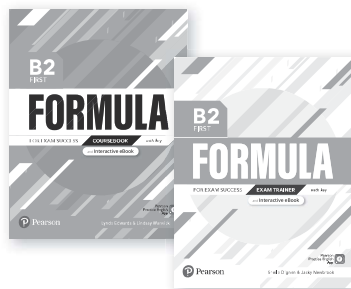
Use the **Coursebook** in class and the **Exam Trainer** for homework

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 course of around 80–100 hours, you might decide to use the Coursebook main lessons and the additional bank of material (Grammar, Vocabulary, Writing and Exam file) in class and use the Exam Trainer page references from the Coursebook to consolidate and extend lessons for homework. Here we are providing an example for around 80 hours.

Building block 1 COMPONENTS

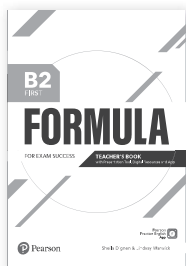
Students

- 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:

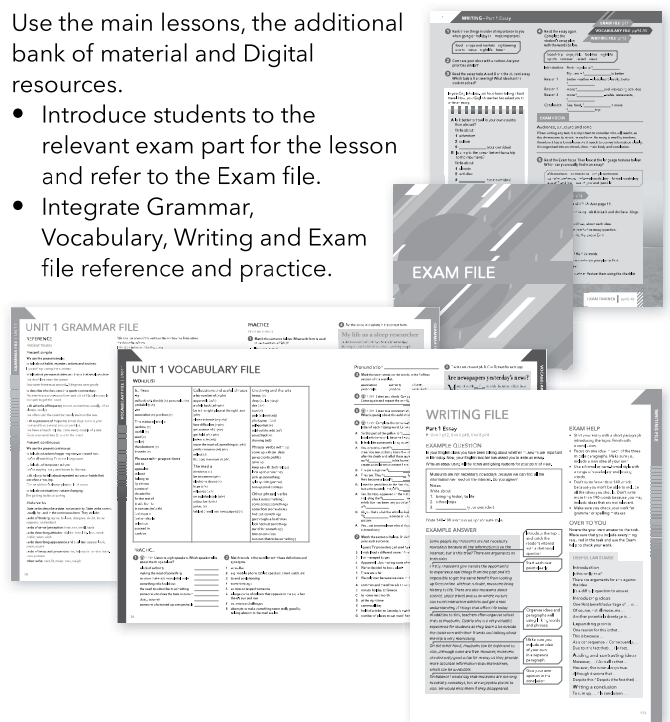
- a **Unit overview** which summarises the content in each unit
- a **list of extra Formula Digital resources**
- a **dyslexia focus** which highlights tasks which dyslexic students might find challenging and provides ideas for making suitable adjustments
- a **warmer** task to focus students' attention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

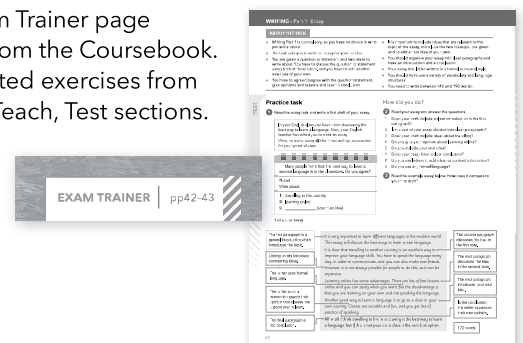
- Introduce students to the relevant exam part for the lesson and refer to the Exam file.
- Integrate Grammar, Vocabulary, Writing and Exam file reference and practice.



Building block 3 SECTIONS FOR HOMEWORK

Use the Exam Trainer page references from the Coursebook.

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



Building block 4 DIGITAL RESOURCES

Grammar presentations, photocopiable worksheets, tests, videos, app

Example teaching scenario

Depending on the number of classes within the 80-hour course, you could provide single skill or multiple skill lessons. For example, you may have 60 × 90-minute classes.

A 90-minute class may consist of the following:

Writing – Part 1 Essay. 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.

WRITING – PART 1 ESSAY (90 mins)

FORMULA B2 Vocabulary

1B Guess the word

SELF-PORTRAIT Don't use: • paint • yourself	PHOTOGRAPH Don't use: • take • picture	BEAUTY Don't use: • ugly • look
DISPLAY Don't use: • book • museum	DYE Don't use: • colour • change	SOUNDTRACK Don't use: • music • film
ELECTRONIC DEVICE Don't use: • gadget • phone	INFLUENCE Don't use: • impact • change	HEADLINE Don't use: • newspaper • interest
HYPE Don't use: • interesting • important	TABLOID Don't use: • newspaper • story	SURVEY Don't use: • people • opinion

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

Watch the *About B2 First: Writing Part 1* video in the Digital resources.



WRITING – Part 1 Essay

ABOUT THE TASK

- This task is compulsory.
- An essay is usually written for a teacher and uses formal language.
- In the task, you are given a question or statement to discuss and you have to write about. You should include both of these and also add a third idea of your own.
- The essay should agree or disagree with the statement, give reasons, compare and contrast ideas and reach a conclusion.

What is being tested?

The main purpose of an essay is to present an argument, analyse options and reaching a conclusion. There should be a clear line of argument throughout. You are marked on a scale of 1-5 on four areas:

- Content:** How well you focus and develop ideas given the task. How clear your sentences and paragraphs are. How well you use your own ideas to support your argument.
- Communicative achievement:** How well you use language to achieve the task. How well you use a range of vocabulary and grammar.
- Organisation:** How well you structure your ideas. How well you use linking words to connect your ideas and sentences.
- Language:** How well you use a range of vocabulary and grammar.

How do you do it?

BEFORE THE TASK

Read the question and the question carefully. Think about:

- the topic – what is your own opinion about it?
- the internal organisation – how to include a contrast or comparison, or a point or a point of view.
- the structure – how to use a range of vocabulary and grammar to support your ideas.
- the language – how to use a range of vocabulary and grammar.

DURING THE TASK

Before you start writing, spend time planning your essay – don't begin writing the first sentence too quickly. Because it is difficult to organise your ideas later.

- Decide on your own idea.
- Think about the main points you need to make.
- Decide the three points into your chosen paragraphs.
- How do you use a range of vocabulary and grammar to support your ideas.
- How do you use a range of vocabulary and grammar to support your ideas.

AFTER THE TASK

- Read your essay to check for mistakes and to make sure you have written the right number of words.
- Make sure you have included all the information from the question and that you have written the right number of words.

Are you exam-ready?

Diary

- spent enough time planning?
- used all the information from the question?
- wrote a general introduction and a logical conclusion?
- used formal language?
- checked for grammar and spelling mistakes?
- wrote the right number of words?

Use the Coursebook Presentation tool for each page. Use the Coursebook teacher's notes for Warmer.

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 1–5 in the main unit including reading the Exam focus.

Use the teacher's notes to give you some ideas on how to approach the activities.

WRITING – Part 1 Essay

1 Look at the topic and think of an opinion to you when going on holiday. It is more important to:

- 1. food, shops and markets, a pleasant atmosphere – a little better
- 2. compare your ideas with a partner. Are you interested in it?

2 Read the essay task. A will read for a student essay. Which task is a warmer? What idea has the student added?

If you're English, how you have been talking about food. Now your English teacher has asked you to write an essay.

A It is better to travel in your own country than abroad?

Who would?

1. I don't know
2. I don't know
3. _____ (your own idea)

B It is better to travel in your own country than abroad? Take a trip to the mountains?

Who would?

1. I don't know
2. I don't know
3. _____ (your own idea)

Student essay

It is better to travel in your own country than abroad. I have been to many countries and I know that the food is better in my own country. I have been to many countries and I know that the food is better in my own country. I have been to many countries and I know that the food is better in my own country.

Exam Focus

Audience, structure and tone

What are the key points? It is important to consider who will read it as the determine the structure and tone. An essay needs to be written in a formal style. It needs to convey information clearly. It requires ideas in a structured, clear body and conclusion.

Exam Boost

Section A

1 Look at the essays on pages 12 and 113. Which structure has each writer used?

Structure 1

- Introduction
- Topic 1 discussion (pros/cons)
- Topic 2 discussion (pros/cons)
- Conclusion: a writer's opinion

Structure 2

- Introduction with opinion stated
- Reason for opinion 1
- Reason for opinion 2
- Reason for opinion 3
- Conclusion

2 Replace the words and phrases in bold in the essay extract with these words and phrases to make it more formal.

Formal alternatives:

- allow us to become distinct increases in support of is not offer significantly we are

One reason **for** a holiday in the mountains is the peace and quiet. They **give us** a place to **chill** and they **let us** breathe in fresh air. Unfortunately, the number of people at the seaside **goes up** a lot in the summer which means beaches **get** very crowded and **we're** always surrounded by people. This **isn't** very relaxing.

Students go to the fold-out Exam file and carry out Exam boost Section A on page 16.

WRITING – Part 1 Essay

EXAM BOOST

SECTION A

Audience, structure and tone

It's important to structure your essay clearly and use an appropriate tone for an academic audience.

1 Look at the essays on pages 12 and 113. Which structure has each writer used?

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Refer students to the Writing file on page 113 and go through the content focusing on audience, structure and tone and highlighting key language they may want to use in their essay.

Writing - Part 1 Essay. Includes sections for 'EXAM FILE', 'EXAM FOCUS', 'EXAM BOOST', and 'EXAM TRAINER'. Contains various tasks and exercises for students to practice writing skills.

Writing File. Includes sections for 'Part 1 Essay', 'EXAM QUESTION', 'EXAM ANSWER', and 'EXAM BOOST'. Provides a model answer and analysis for a writing task.

Students can then return to the main unit and work in pairs to plan their essay which they can do for homework.

For homework, students can write their essay using activity 7 and the Writing file p113 to help them.

Students now have the opportunity to review vocabulary from the whole unit and carry out some practice activities using the Vocabulary file pages 94-95.

Unit 1 Vocabulary File. Includes sections for 'VOCABULARY FILE', 'PRACTICE', 'Pronunciation', and 'VOCABULARY BOOST'. Contains various vocabulary exercises and practice questions.

Building block 4 DIGITAL RESOURCES

Before class Exam Trainer Test section on p42. Less time Ask students to complete the Exam boost, Grammar or Vocabulary file at home. Includes images of the Exam Trainer Test section and Vocabulary File pages.

Need something extra or a change of pace Unit 1 test from the Digital resources. Why not try? Cooler activity from the Teacher's Book. Cooler Ask students if they have any other tips for getting a good night's sleep. Quick homework Pearson Practice English App Unit 1 activities. Includes images of the Pearson Practice English App interface.