



**B1**

PRELIMINARY

# FORMULA

FOR EXAM SUCCESS

**TEACHER'S BOOK**

with Presentation Tool, Digital Resources and App



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## B1 PRELIMINARY EXAM INFORMATION

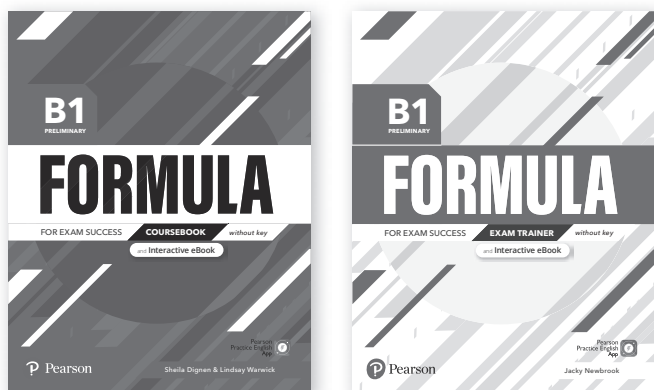
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# INTRODUCTION

## Formula

*Formula* is the flexible, unique and enjoyable route to Cambridge exam success. Using Pearson's trusted exam know-how, *Formula* B1 Preliminary takes a fresh approach to topics, units and components to create an exam-focused package whatever your teaching and learning scenario. Its truly flexible learning materials are designed to work independently for short and intensive preparation or in combination for longer exam courses. Adaptable for the classroom, independent study and blended learning to fully digital environments – create your own *Formula* for exam success.

Unlike most traditional exam preparation courses, *Formula* is distinctive in that it has two core components – the Coursebook and the Exam Trainer. By having two core components, there is a choice of starting points: the Coursebook or the Exam Trainer or a combination of both. This way, you can decide what to focus on in class and what to focus on for homework.



## The B1 Preliminary level

The B1 Preliminary level Coursebook is designed for classes where most students are preparing for the Cambridge B1 Preliminary exam. It is aimed at students who are already at the required language level. It provides thorough and targeted exam preparation, with each of its eight units covering at least one part of each exam paper in detail.

## The Coursebook

This component includes eight units with each unit linked to human senses. With senses as the broad theme, the topic changes lesson by lesson making learning more dynamic and maintaining students' interest throughout the course as well as providing a more authentic exam experience.

The main units focus on exam training and link to the Grammar file, the Vocabulary file, the Writing file and the fold-out Exam file in the back of the book for language development and further exam-focused information.

## The Exam Trainer

This component uses a Test, Teach, Test approach to exam preparation for each part of the exam. An introductory practice task tests students to see what they already know

and allows reflection on current performance. A teach section provides practice of strategies and skills to improve students' performance and allows them to approach the exam with confidence. The final exam-compliant exam task tests how well they can apply the strategies and skills they have practised.

## The principles and methodology

### Achieving exam success

First and foremost, *Formula* will enable students' core aim of passing the Cambridge B1 Preliminary exam at their desired grade. *Formula's* syllabus is based on the exam requirements and created by a team of authors and exam consultants to ensure comprehensive, authentic and rigorous exam preparation and practice.

### Keeping students engaged

*Formula* takes a completely different approach to organising topics to avoid that well-known feeling of 'topic fatigue'. Each level of the Coursebook is organised around a general theme – for B1 Preliminary, the theme is human senses – with each of its units based on a different sense. This theme becomes the prism through which a number of different topics are covered from different angles, ensuring the material remains fresh, giving a sense of momentum and maintaining everyone's interest throughout the course.

### Flexible exam preparation

The configuration and structure of *Formula's* two core components allows teachers to flex the course depending on the time available and different learning goals.

#### Exam focused

**Around 30 hours** – Use the **Exam Trainer** in class or for self-study.

#### Exam focused with language revision and consolidation

**Around 50 hours** – Use the **Coursebook** main lessons in class and the additional bank of material (Grammar, Vocabulary, Writing and Exam file) for homework.

#### Exam focused with language development

**Around 80 hours** – Use the **Coursebook** main lessons, the additional bank of material (Grammar, Vocabulary, Writing and Exam file) and Digital resources in class and the **Exam Trainer** for homework.

#### Extensive exam and language development

**Around 100+ hours** – Use all the **Coursebook** content and *Test* and *Teach* sections from the Exam Trainer and Digital resources in class and final *Test* sections at home.

See the *Create your own Formula* section for detailed information on how to use *Formula* for different course lengths.

# COURSE COMPONENTS

## Coursebook with Exam file, Digital resources and App

- Eight **units** with each lesson covering one part of each paper from the Cambridge B1 Preliminary exam and with an **exam focus** and **authentic practice task** in each.
- A **fold-out Exam file** booklet in the back of the Coursebook containing **Exam boost exercises** for improving exam performance.
- The **Grammar file** gives a full page of detailed grammar and language explanation, plus a full page of practice activities for every unit.
- The **Vocabulary file** provides a comprehensive wordlist for the whole unit as well as further practice activities.
- The **Writing file** provides both example exam questions and model answers for each Writing part, as well as extra help and practice.
- Each exam part lesson links to the **Exam Trainer** component for more focused skills and strategies building in that same exam part.
- Access to **Digital resources**, including course **audio** and **video**, as well as the **Pearson Practice English App** and the **Coursebook Interactive eBook**.

The image shows two sample pages from the coursebook. The left page is a reading exercise titled 'READING - Part 1 Multiple choice (short texts)'. It contains several short texts and multiple-choice questions. One text is about a person who likes music, and another is about a person who likes to travel. The right page is an 'EXAM TASK' section. It includes a 'LOOK AT THE NOTICES AND MESSAGE AGENTS' section with a notice about 'DIDDOS CLOSE AT 7:30' and a message about a music festival. Below that is a 'SPECIAL OFFER' section for a concert by 'MATTHEW BLUNT IN CONCERT'. The page also includes a 'SPEAKING OR WRITING' section with a task to work in groups and talk about a music event.

## Exam Trainer with Digital resources and App

- Works either as a standalone component or in combination with the *Formula B1 Preliminary Coursebook*.
- Its structure follows the Cambridge B1 Preliminary exam, working systematically through each paper and part, from Reading Part 1 to Speaking Part 4.
- Uses a **Test, Teach, Test** approach. Each section starts with a mini practice task (Test) that reflects the Cambridge B1 Preliminary exam, which is followed by extensive and focused strategies and skills exercises for improving performance in the exam (Teach) and ends with a full-length, authentic-style exam task (Test).
- Includes a **full, authentic-style Cambridge B1 Preliminary exam paper**, with audio.
- Access to **Digital resources**, including course **audio** and **video**, as well as the **Pearson Practice English App** and the **Exam Trainer Interactive eBook**.

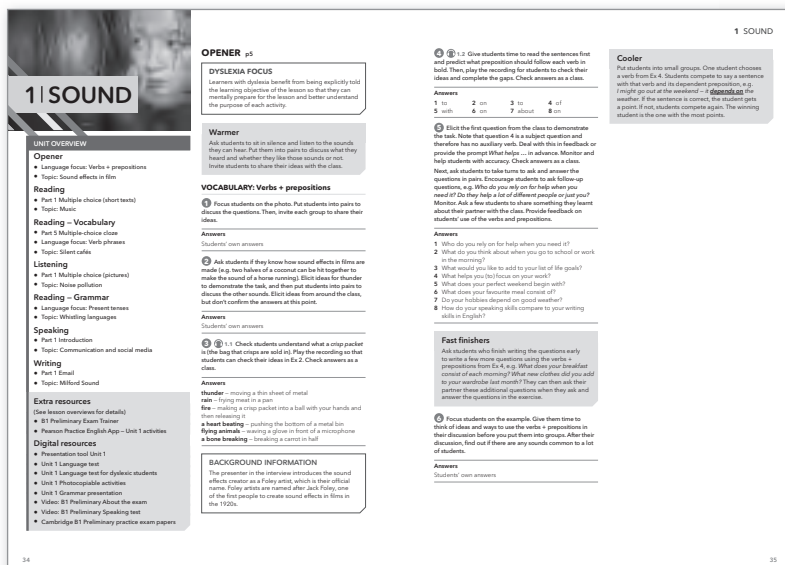
The image shows two sample pages from the Exam Trainer. The left page is a reading exercise titled 'READING - Part 2 Multiple matching'. It includes a 'PRACTICE TASK' section with a text about a person who likes to travel and a matching exercise. The right page is a 'TEACH' section titled 'Strategies and skills'. It includes a 'SPEAKING BOOST' section with a task to discuss a favourite place and why it's special. Below that is a 'MATCHING WORDS AND IDEAS' section with a text about a person who likes to travel and a matching exercise.

## Pearson Practice English App

The App gives access to **videos about the B1 Preliminary exam** as well as **Speaking test videos** and the extensive Coursebook and Exam Trainer **audio**. It also includes fun interactive practice of the course **grammar**. It can be accessed via the code in the Coursebook and Exam Trainer.

# Teacher's Book with Presentation tool, Digital resources and App

- Teaching notes with a wealth of **additional and alternative classroom ideas**, including warmer and cooler tasks, flexible follow-up tasks and ideas for fast finishers.
- **Dyslexia focus boxes** identify course resources and give ideas for alternative treatment of tasks.
- **Full answer key**, including **smart answers** for exam tasks.
- **'How to' sections** giving advice on using the Exam file, using *Formula* for different course lengths, teaching for exams, developing your students as independent learners and mindfulness for exams.
- **Speaking and writing success criteria** at the back of the book to help you and your students understand what a solid answer, a good answer and an 'acing it' answer in the B1 Preliminary exam looks like.
- Access to **Digital resources** and **Pearson Practice English App**.

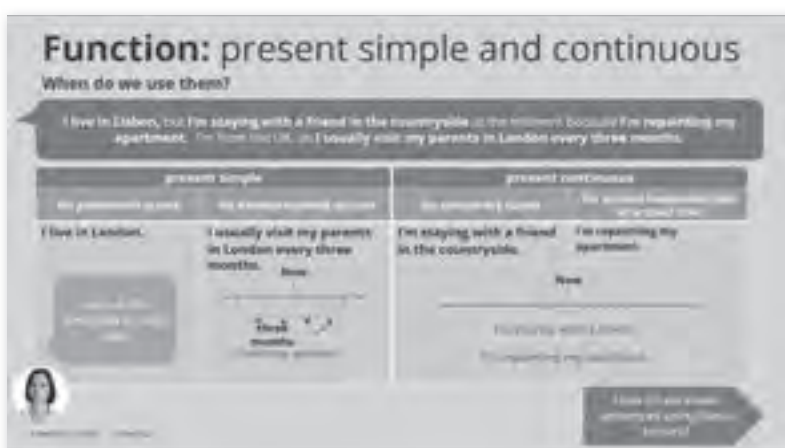


## Digital resources

- Teaching notes for the Exam Trainer.
- Detailed **grammar PowerPoint presentations** for use with each unit's grammar points.
- Four **photocopiable worksheets** (two for Vocabulary and two for Grammar) per Coursebook unit, with full teaching notes and answer key.
- Vocabulary maps.
- Coursebook and Exam Trainer **audio**.
- **Extensive test package** to use throughout the course, including Diagnostic, Unit, Progress and End of level tests.
- **Dyslexia-friendly versions** of each test.
- Both the standard and dyslexia-friendly versions of the test package available as editable Word documents or ready-to-print PDFs.
- Two full practice exams.
- Answer keys and audio files.

## Presentation tool

- **Front-of-class teacher's tool** with fully interactive version of the Coursebook (including the practice activities from the Grammar file, the Vocabulary file and the Exam file).
- Static activities from the Exam Trainer with embedded audio and answer key.
- The Coursebook is interleaved with the relevant sections of the Exam Trainer for an easy back-and-forth between the components.
- Provides a **planning mode**, including teaching notes, as well as a teaching mode.
- Provides time-coded scripts for audio embedded in the activities.
- Easy navigation via either the book page or lesson flow.
- Score and timer tools for teacher-led activities.






# HOW THE COURSEBOOK WORKS

Each unit is based around the overall theme of the B1 Preliminary Coursebook, **senses**. There are seven separate lessons in each unit: a general introductory lesson followed by six more, each of which is focused on an exam part from the B1 Preliminary paper. Each unit follows the structure of Opener page, Reading, Vocabulary, Listening, Grammar, Speaking and Writing.

Each unit starts with an **Opener page**, with a lead-in photo and discussion questions to get students thinking about the unit theme and introduce related vocabulary.

The six core lessons in each unit are based on a part from one of the Cambridge B1 Preliminary exam papers. There is an introduction via either listening or speaking with a partner before focusing in on the exam part and the skills required to complete it successfully.



## 1 SOUND

**VOCABULARY: Verbs + prepositions**

**1 Work in pairs.**

- What sounds can the girl in the photo hear?
- How do you think she feels? Why?
- What sounds make you feel this way?

**2 In five, sound effects are created using everyday objects. How do you think the sounds in the box are made?**

Thunder rain fire a heart beating flying animals a bone breaking

**3 @ 11 Listen to an interview with a sound effects creator and check your ideas.**

**4 @ 12 Listen again. Complete each sentence with a preposition.**

- I created the film here in my studio and someone **adds** there later.
- The film-makers **focus** \_\_\_\_\_ recording the actors' voices during a scene.
- If we **compare** \_\_\_\_\_ the sound I just made, it's not as easy to hear.
- So, why **isn't** your's toothbrush \_\_\_\_\_ a bit of different things.
- We **begin** \_\_\_\_\_ those and hope that they'll work.
- It **depends** \_\_\_\_\_ the sound we want to make.
- You **don't** just think \_\_\_\_\_ what to use, but also how to use it.
- We can't **rely** \_\_\_\_\_ something working the first time.

**5 Make questions from the prompts. Make sure you add a preposition. Then, ask and answer the questions with a partner.**

- Who / you / rely / for help / when / need it?
- What / you / think / when / you / go / school / work / morning?
- What / you / would like / add / your list of the goals?
- What / easy / you / focus / work?
- What / your perfect weekend / begin?
- What / your favourite meal / compare?
- Your hobbies / depend / good weather?
- How / your speaking skills / compare / your writing skills in English?

**6 Work in a group. Think of five important sounds in your life. Tell each other why they are significant.**

One sound I hear every day is an annoying 'beep' in my alarm clock waking me up at 6 a.m.

The texts for Reading Parts 1, 2, 3 and 4 have been recorded to offer additional support to dyslexic students. These recordings are indicated in the teaching notes.

### 2 READING - Part 2 Multiple matching

**1 Work in pairs. Talk about places you have visited, or places you have seen in films or online, using the ideas below.**

- far from towns and cities
- you can feel the power of the natural world
- you can see wild animals in their natural environment

**2 Match the words in the box to the meanings (1-8). Talk about examples of each thing that you have seen.**

cave cliff desert island lake rock material waterfall

- 1 a large natural hole in the side of a mountain
- 2 a large piece of stone
- 3 a large area of water that is surrounded by land
- 4 an area of land that is dry, with very little rain
- 5 an area of land that is surrounded by the sea
- 6 animals that live in the wild
- 7 a place where a river flows down over rocks
- 8 a very steep wall of rock close to the sea

**EXAM FOCUS**

**Understanding what someone wants, likes or needs**

Tests often give information about what people want, like or need. Writers can give this information in many different ways. Showing what someone wants, likes or needs

would like ... love/hate/enjoy ... is interested in ... wants to ...

Showing what someone doesn't want / isn't able to do

hates ... can't afford to ... is only for ... cannot ... doesn't want to ...

**3 Read the Exam focus. Then read the descriptions of two people and answer the questions.**

**JAMES** loves the coast and enjoys beautiful views of the sea and land. He likes hiking and is interested in wildlife. He has been surprised by large numbers of people.

**YULIA** is planning a diving holiday. She wants to visit some interesting spots, but she would prefer to avoid busy places.

### 2 READING - Part 2 Multiple matching

**1 Read about a place to visit. What would James like about it? What would Yulia like about it?**

The Giant's Causeway is an area of huge, strange looking rocks, between the open sea and basaltic mountains. It's well worth visiting at any time of year. It's easy to park nearby. There's just a short walk to the main viewing areas, and you'll see all kinds of sea birds. The crowds can be annoying at times.

**2 The people below all want to visit a place with an amazing view. What things does each person want or not want?**

- 1 **Matt** is looking for an adventure in July. He loves climbing and wants somewhere high up in the mountains with amazing views. He hates busy locations.
- 2 **Sally** is planning a trip with her two small children in January. They love wildlife, and the children would like some fun activities. She can't drive.
- 3 **Paul** wants to experience a beautiful landscape. He doesn't like noisy places. He loves walking and outdoor activities. He needs cheap accommodation because he doesn't have much money.
- 4 **Eve** wants to experience a beautiful, wild place that is by the sea. She loves hiking and enjoys organised activities. She enjoys hearing about the places she visits.
- 5 **Sam** loves hiking with unusual natural shapes or colours. He can only travel in October and wants to go somewhere hot. He hates travelling by sea.

**EXAM TASK**

**3 On the opposite page there are eight descriptions of places. Decide which place would be the most suitable for each person.**

**Speaking or writing**

**4 Choose the places in the descriptions that you would most like to see. Then work in groups. Tell your group about the places and why you would like to see them.**

short description of a place you know with an **EXAM** icon. Don't mention the name of the place, just in groups. Take turns to read out your **EXAM** icon. Can you guess where each other's places are?

**EXAM BOOST**

See Exam **SECTION A** on page 4.

**A HORSETAIL FALL, USA**  
This waterfall looks bright orange in the evening, when the sun shines on it. It only happens in February! Be prepared to walk 2 km to the waterfall and bring warm clothes because you have to walk back in the dark.

**B MOUNT NIMBUS, CANADA**  
Try Sky Walking at Mount Nimbus! A great way to get away from the crowds! Walk along narrow bridges, 2,600 metres up, with amazing views of the mountains. Transport there is by helicopter, and warm clothes are necessary. Not suitable for under-15s. Open June to August.

**C WIND CATHEDRAL, NAMIBIA**  
In this desert area of Namibia, wind has blown the sand into huge pink and orange structures that look like buildings. Visit September to January and be prepared for high temperatures. Either drive or book a plane ride. There are few visitors so there is no accommodation.

**D NINETY MILE BEACH, NEW ZEALAND**  
A beautiful beach, with miles of perfect sand! You can only get there by train. There are plenty of hotels, although prices are high. There are activities for all ages, and some unusual fish in the lake. If you don't mind walking, you can see loads of animals and birds in the forest. Visit November to February.

**E FINGAL'S CAVE, SCOTLAND**  
Discover the underground world of Fingal's Cave, on the coast of the island of Staffa. You have to travel there by boat, so book onto a day trip. The captain is also your guide and can tell you all about the island. There are no holes, but there are walking paths, and lots of wildlife.

**F MAVOIRA LAKES, NEW ZEALAND**  
A peaceful, silent area surrounded by lakes, mountains and forests. Great for swimming, walking and fishing. Stay at the campsite, which isn't expensive. It's perfect for kids! Visit in November or December, when the days are warm. There is a public transport so you can see a car.

**G ATLANTIC OCEAN ROAD, NORWAY**  
This unusual road takes you along the edge of the sea and across bridges to different islands, with views of the ocean and the mountains. It can be busy, and it's best to go for hot sun! There are plenty of good hotels.

**H CHOCOLATE HILLS, PHILIPPINES**  
The Chocolate Hills are over 1,200 small, perfectly round hills, surrounded by forest. There is no accommodation, so take a day trip with a map. The viewing points have amazing views, but lots of people! You may see monkeys. Hiking isn't allowed.

### READING - Part 2 Multiple matching

**ABOUT THE TASK**

- In Reading Part 2, there are eight short texts. These texts are all on the same topic and have similar information and ideas.
- Some examples of the topics for the short texts might be: holidays, concerts, movies or films and so on.
- You are given information about the different people who are all interested in the topic of the eight short texts.
- You match the information given in the texts with the appropriate person. There are three texts that don't match any of the people.
- There is a one mark for each correct answer.

**EXAM BOOST**

See Exam **SECTION A** on page 4.

**1 For each question, choose the correct answer.**

The people below want to visit a place near the sea. Decide which place would be most suitable for the people below.

- 1 **Crista** is keen on photography and would like to take photographic advice. She loves walking by the sea, and hopes to find cheap accommodation with sea views.
- 2 **Francesca** is planning to swim in the sea and says it's her favourite holiday activity. She's also interested in finding out about the local history of the place.
- 3 **Stevon** This is the place to come if you're a keen photographer of landscapes in the snow. One of the mountains behind the town is amazing. Why not stay in a house up there for a change? You can walk to shops and see the town. For a special meal, try one of the mountain restaurants with amazing views.
- 4 **Oldquay** Visitors love the views of boats from the cliffs, and if you're lucky you can see some dolphins! But, there are no bars or pubs on the coast so you can take that special glass of fruit. There are restaurants for walking or cycling. Anyone wanting to take money can stay on the campsite overlooking the sea and enjoy a barbecue. Why not have a swim, too?

How did you do?

**2 Check your answers.**

**3 Look at the highlighted parts in the text about Oldquay in Ex 1. Match them with one of the two people. Check the answer.**

**4 Look at the description of Francesca in Ex 1. Tick the three things she wants.**

- swimming
- a house with sea views
- fish restaurants
- local history
- hearing concerts

**5 Underline the shortest parts of the text about Mavroira that match the things Francesca wants.**

**A Freshwater**  
If you're looking for water sports, this is the perfect island, and it's perfectly walk to all sites. There are other sports available, too, including tennis and badminton. There's lots of entertainment in the local theatre every night and an excellent museum for anyone interested in history. Our good-quality house-ports have and the opportunity to relax.

**B Marineville**  
The water here is perfect for swimmers, so why not improve your diving skills with our excellent instructors? Our beaches have high standards, but are not expensive, and they're situated on the cliffs with breath-taking views. There's a beautiful holiday on the beach once a month, too. For historians, information on the area can be found in the museum.

Exam Trainer references at the end of each lesson take students to the relevant pages in the Exam Trainer where they can find further intensive practice of the exam part. (See pages 12–13 for more details of how the Exam Trainer works.)

**READING - Part 5 Multiple-choice cloze**

**VOCABULARY: Verb phrases**

1 Think about how much time you spend doing the activities below on a typical day. Add one more activity. Then add up your total silent time.

During breakfast	Evening meal
Travelling to work	Doing exercise
at work/college	Relaxing at home
Lunchtime	Total silent time
Travelling home	

2 Work in pairs. Compare your answers from Ex 1 and answer the questions.

- Do you enjoy silence? Why? / Why not?
- What do you think are the advantages of silence? Discuss the ideas below.
  - It can help you concentrate.
  - It can improve your memory.
  - It can help you sleep.
  - It can make you more creative.
  - It can help your relationships.
  - It can reduce stress.
  - It can help you make decisions.

3 1-4 Listen to a radio programme about silence. What advantages in Ex 2 does it mention?

4 Complete the phrases with the correct form of the verbs in the box.

concentrate disturb go have keep make play ring switch

- I hate it when people \_\_\_\_\_ a noise when I'm trying to work. I prefer to \_\_\_\_\_ quiet and think about what I'm doing.
- I often \_\_\_\_\_ music while I'm studying. I can't \_\_\_\_\_ on my work better.
- When I'm trying to sleep, even a small amount of noise \_\_\_\_\_ me.
- I hate it when car alarms \_\_\_\_\_ off in the street, and no one comes to turn them off!

5 If my phone \_\_\_\_\_, I want to hear it straightaway. I never \_\_\_\_\_ it off.

6 I \_\_\_\_\_ quite a good memory for names. I never forget them!

7 Work in pairs. Which sentences in Ex 4 do you agree with?

**EXAM BOOST p10**

2 Complete Exam file SECTION A on page 10.

**EXAM TRAINER p30 p31 Ex 1**

The Exam boost refers students to the Exam file where they can find additional exercises to enhance their performance on the exam part in question.

References at the top of the lesson page to the Exam file booklet in the back of the Coursebook take you to a reference page which students can fold out alongside the main unit pages. This provides an overview of the exam part in question and explains what is being tested. There is also a checklist which students can go through to ensure they are exam ready. (See pages 10–11 for more information about how to use the Exam file with your classes.)

**READING - Part 5 Multiple-choice cloze**

**EXAM BOOST**

**SECTION A**  
Verb phrases

In this exam task, the missing word is often a verb. You need to know how verbs are used in fixed phrases.

1 Complete the sentences with the correct form of the verbs in the box.

do make pay take

- The concert will \_\_\_\_\_ place next Friday.
- They are planning to \_\_\_\_\_ more research to test their ideas.
- Please \_\_\_\_\_ attention and listen to the instructions carefully.
- We walked for three hours, and \_\_\_\_\_ good progress.

2 Choose the correct verbs.

The film lasts / keeps / holds for nearly three hours!  
I had to visit / attend / appear a meeting that day.  
Jens suddenly became / went / began angry.  
Why don't you give / take / make a break?  
We set off early to have / spend / make good use of the daylight.

**SECTION B**  
Prepositional phrases

In this exam task, think about the prepositions that nouns and adjectives are used with.

3 Choose the correct options.

I want to paint for \_\_\_\_\_ not for money.  
A need B wish C choice D pleasure  
We set off \_\_\_\_\_ of a good place to camp.  
A hurt B search C discovery D collection

4 Choose the word that is used with each underlined preposition.

1 He started to talk / say / inform \_\_\_\_\_ his experiences of travelling.  
2 I was interested / keen / fond \_\_\_\_\_ photography.  
3 I wasn't proud / satisfied / positive \_\_\_\_\_ my own performance.  
4 They gave / provided / responded \_\_\_\_\_ hot food.  
5 Most of the country consists / includes / contains \_\_\_\_\_ thick forests.

**SECTION C**  
Words with similar meanings

In this exam task, you need to think about the context, and which word works best.

5 Choose the correct words.

Bicycles are very common / general / usual in Amsterdam.  
It took a lot of strong / hard / brave work to convince everyone that he was right.  
Buses aren't usually the fastest method / style / way of transport.  
She missed the documents so they were out of display / scene / sight.  
The track was specially / exactly / properly built for racing.  
The fruit is in the fridge to stay / hold / keep it fresh.

**SECTION D**  
Easily confused words and verb phrases

In this exam task, look at the words around each gap for collocations or fixed phrases.

6 Choose the correct words to complete the sentences.

- My sister left home / house when she was 18.
- There wasn't enough place / room in the cupboard for all our stuff.
- We decided to live / stay in a hotel for the weekend.
- I'm tired. I think we should have / take a break.
- I was tired after the long travel / journey.
- A thought suddenly came / went to my mind.

7 Complete the sentences with the words in the box. There is one extra word in each box.

journey travel tip

- Goodbye! Enjoy your \_\_\_\_\_ to Paris at the weekend, and I'll see you soon.
- Do you agree that \_\_\_\_\_ helps you understand different cultures?  
countryside environment nature
- They dream of moving out of the city and living in the \_\_\_\_\_.
- She wants a job that allows her to work with \_\_\_\_\_ and wildlife.  
bring get take
- I decided to \_\_\_\_\_ my ticket online because it was cheaper.
- Don't forget to \_\_\_\_\_ your umbrella when you go out!

**EXAM BOOST p10**

2 Complete Exam file SECTION A on page 10.

**EXAM TRAINER p51-53 p54 Ex 4**

**READING - Part 5 Multiple-choice cloze**

**ABOUT THE TASK**

- You will read a short text with six gaps.
- You choose the word that best fits each gap from four multiple-choice options.
- Only one of the options will fit each gap.

**What is being tested?**

This part of the exam focuses on your knowledge of vocabulary. The questions may test your knowledge of:

- the correct meaning or use of a word, e.g. We need to pause some fish (catch goes with fish).
- words that are used together in fixed phrases, e.g. We need to make progress (make goes with progress).
- words that follow verbs or nouns, e.g. Most is an important part of their diet (part is followed by of).
- how different verbs are used in different structures, e.g. This will prevent you from getting cold (we use prevent + object + from + -ing).

**How do you do it?**

**BEFORE THE TASK**

- Read the title of the short text, and then read the whole text through quickly, ignoring the gaps, so you know what the text is about.
- Don't look at the options at this stage.

**DURING THE TASK**

- Read each text again carefully, stopping at each gap.
- If you think you know the answer, check your idea against the four options and choose the one that is closest.
- Check the words before and after each gap - look for clues such as words that are followed by particular prepositions, or words that form part of a fixed phrase.
- If you are not sure of an answer, cross out the options that are definitely wrong.
- If you are still not sure, choose the one that seems the most likely answer. You should always put an answer, as your guess may be right!

**AFTER THE TASK**

- Read through the text again quickly with the words in place. Does it make sense? Can you spot any mistakes?
- Make sure you have chosen an answer for each gap - there is no negative marking, so make a sensible guess.

**Are you exam-ready?**

Did you ...

- ... read the text through quickly so you know what it is about? \_\_\_\_\_
- ... stop at each gap and think about what words might be missing? \_\_\_\_\_
- ... check your idea against the four options? \_\_\_\_\_
- ... cross out options that are definitely wrong, if you're not sure? \_\_\_\_\_
- ... choose the most likely answer if you are still not sure? \_\_\_\_\_
- ... answer every question? \_\_\_\_\_
- ... remember to read the text again at the end, to make sure it makes sense? \_\_\_\_\_

**Are you ready for Reading Part 5? Identify an area to improve.**

**EXAM REFERENCE**

The Exam focus draws students' attention to the specific demands of the exam task in question and strategies to enhance their chances of success.

All audio tracks are clearly identified via the listening icon. Full audioscripts are available at the back of the Coursebook.

**LISTENING - Part 1 Multiple choice (pictures)**

**EXAM FILE p19**

1 Work in pairs. What do you think most people complain about in their local areas? Order them 1-5 (1 = most complaints).

air pollution noise litter traffic untidy homes and gardens

2 1-3 Listen to the first part of a conversation between Oilly and his friend Maisie. What order does Oilly give for the ideas in Ex 1?

3 You're going to listen to the second part of the talk. What advice do you think Oilly gives Maisie to help her with the noise in her area?

4 1-6 Listen and check.

**EXAM FOCUS**

**Predicting what you will hear**

When we listen in our first language, we naturally make predictions about what we are going to hear next. We use our understanding of the people, their relationship, the context, the topic and the speaker's intonation to help us do this. When learning a different language, it can be helpful to actively make predictions to prepare for what you are going to hear.

5 Read the Exam focus. Then look at question 1 in Ex 8. What do you think the conversation will be about? What words/phrases do you think you will hear?

6 1-7 Listen and check your ideas. How much did predicting help you to prepare? Why?

7 Look at questions 2-7 in Ex 8 quickly. Predict what the people will say and some words/phrases they might use.

**EXAM BOOST p18**

2 Complete Exam file SECTION A on page 18.

**EXAM TRAINER p51-53 p54 Ex 4**

Each lesson provides a full exam task. These are clearly indicated on the page and reflect the B1 Preliminary exam layout.

'Speaking or writing' questions in the Reading Parts 1-4 and the Listening lessons offer opportunities for personalisation and discussion using new language.

# How the Coursebook works

Every grammar lesson includes a reference to the **Grammar file** at the back of the Coursebook.

Each unit has one page of **reference** and one page of **practice**, which can be used for remediation or extra practice.

**GRAMMAR**

**GRAMMAR: Present tenses**

1 Look at the photo. What is the man doing?

2 Discuss the questions.

1 Can you whistle? How good are you?

2 How many different situations can you think of when people whistle?

3 What kinds of things can people communicate by whistling?

3 Read the article. Decide if the sentences are true or false.

1 It's possible that whistling languages existed before languages that use words.

2 Whistling languages can only communicate simple ideas.

3 Modern technology is replacing whistling languages in some places.

4 No young people in La Gomera are now learning Silbo Gomero.

**Saving Silbo Gomero**

Whistling languages have existed for thousands of years, mostly in mountain areas, where people need to communicate across valleys, over long distances. Whistling travels better than speech or calls. If you have whistled to a friend across the hills, you will know this is a lot easier than shouting! Some experts believe people have used these languages since the time of the first humans, before spoken languages developed. But this does not mean that they are simple. They are often complicated, with different sounds for different words, so people can have full conversations using just whistles. Unfortunately, many whistling languages are dying out. Fewer people now live in mountain areas, and the people who do use whistling but messages to communicate, rather than the traditional whistling language. But for people of La Gomera, one of the Canary Islands, **Silbo** is important to save Silbo Gomero, their traditional whistling language. They have decided to start teaching it to children in schools. Children in primary schools now study the language and they practise the traditional whistles every week. The community hopes that in this way they can keep their language and culture alive.

4 Look at the bold verbs in the text. Match them to the meanings A-F. Read the Grammar file on page 78 and check your ideas.

A regular actions or habits  
B things that are always true  
C things happening now  
D things that started in the past and continue in the present  
E experiences at an uncertain past time  
F options or feelings (state verbs)

**GRAMMAR FILE** p278-79

**UNIT 1 GRAMMAR FILE**

**REFERENCE**

**PRESENT TENSES**

**Present simple**

We use the present simple to talk about regular repeated actions, routines and habits in the present.

I meet my friends every weekend.  
It doesn't often rain here in the summer.  
I think it's amazing!  
She doesn't speak English.  
I don't own a bike.

Other state verbs include disagree, hate, hear, mind, need, prefer, promise, seem, smell, taste, understand, want.

1 I/You/We/They eat meat.  
2 He/She/It eats meat.  
3 You/We/They don't eat meat.  
4 He/She/It doesn't eat meat.

1 Do you/We/They eat meat?  
Yes, you/we/they do. / No, you/they don't.  
2 Does he/she/it eat meat?  
Yes, he/she/it does. / No, he/she/it doesn't.

**Present continuous**

We use the present continuous to talk about actions happening now, actions in progress, temporary situations happening now, temporary situations being for the summer.

1 I'm trying to work!  
You're ill! They're sitting in the kitchen.  
He/She/It's playing music.  
I'm not enjoying this party.  
You/We/They aren't sleeping well at the moment.  
He/She/It isn't looking for a new job.

2 Am I working with Aunt?  
Yes, I am. / No, I'm not.  
Are you/they travelling by train?  
Yes, you/they're. / No, you/they're not.  
Is he/she sleeping?  
Yes, he/she's. / No, he/she isn't.

**PRACTICE**

**PRESENT TENSES**

1 Match the sentence halves. What verb form is used in each sentence? Why?

1 I've seen.  
2 I play tennis.  
3 My sister lives.  
4 I think that's.  
5 Maria's eating.  
6 I've worked at the company for.  
7 My brother is studying.  
8 Have you ever?  
9 I live years.  
10 I'm in London.  
11 He's at the moment.  
12 What film before.  
13 I never weekend.  
14 a really interesting idea.  
15 I'm reading / thinking?  
16 medicine at university.

2 Choose the correct alternative.

1 I'm sorry, I don't agree / I'm not agreeing with you.  
2 I'm sure I'm seeing / I've seen that woman somewhere before.  
3 I know / I've known Sophie since we were at school.  
4 Oh, not to frame / I'm framing against.  
5 We often play / I'm playing tennis together at the weekend.  
6 I'm trying / I'm starting with my aunt until I can find my own flat.  
7 Have you ever got / been to New York?  
8 These plans grow / are growing best in dry conditions.  
9 I'm sorry, I don't agree / I'm not agreeing with you.  
10 I'm sure I'm seeing / I've seen that woman somewhere before.  
11 I know / I've known Sophie since we were at school.  
12 What film before.  
13 I never weekend.  
14 a really interesting idea.  
15 I'm reading / thinking?  
16 medicine at university.

3 Correct one error in each sentence.

1 Any they own their own home?  
2 Have you been over to Berlin?  
3 This food is starting delatious!  
4 Does Tom still sleeping?  
5 I'm having this cold for two weeks now!  
6 Jan don't like rap music.  
7 I never hear his music before.  
8 Mia isn't here - she travels to London with some friends.

4 Put the verbs in brackets in the correct form.

**A GREAT MUSIC APP**

'I've ever / hear' a song while you're out somewhere and wanted to know what it called and who sings it? I've now got an app on my phone that ...  
(help) me do this. I ... (have) for a few weeks now and I ... (think) it's amazing! You simply ... (hold) your phone up to the music and the app quickly ... (tell) you the name of the song and the singer. I ... (use) it a lot at the moment. In fact, right now I ... (play) in a cafe and a song ... (play) in the background. It's great to know that I can easily find out what it's ... (never / have) such a great app - you should definitely try it!

**Pronunciation**

1 Is each verb in bold stressed or unstressed? How is each unstressed verb pronounced?

1 These shows are starting to look old now.  
2 Paul doesn't like romantic films.  
3 My parents have bought a new car.  
4 They haven't decided where to go.  
5 Are you waiting for someone?  
6 Have you finished your pizza?

2 Listen. Listen and check. Then, listen and repeat the sentences.

3 Make questions using the prompts. Put the verbs in the correct present tense.

1 What songs / you / listen to / at the moment? /  
2 How long / you / been / your best friend? /  
3 You ever / try / burger jumping? /  
4 What / you / usually eat / for breakfast? /  
5 How often / you go to the gym? /  
6 Your watch / any good films / recently? /  
7 Why / you study / English? /  
8 Where / your parents / live? /

4 Write your answers to the questions in Ex 7.

Editable PowerPoint presentations for each grammar area save valuable preparation time, bring grammar to life and can aid dyslexic students through their explicit, scaffolded presentation.

Additional fun interactive practice of each unit's grammar is available on the App, accessed via the Coursebook.

Example answers for the Speaking lesson exam tasks are provided in the Answer key.

All Speaking lessons have accompanying Speaking test videos which are available to download from the Digital resources or via the App.



**1 WRITING - Part 1 Email**

**1 Work in pairs. What five words could you use to describe the place in the photo?**

**2 Read the email below. What suggestions does Alice make?**

**3 Read Isabel's reply. How does she respond to Alice's suggestions?**

**4 From Isabel**  
Subject: Your visit

Hi Alice,  
I'm really happy I'm coming, too. It looks awesome. A trip to the mountains sounds perfect. I'd love to take a cruise along Milford Sound to get a good view of the mountains and amazing waterfalls. Is that possible? We could go kayaking there, too, as I've never tried it. As for the rest of the trip, I think it's better to visit different places than stay in one place. I'd love to go to the coast, visit some lakes and see a few different towns. I'm not keen on going camping, though. I like hot water too much! I'd prefer to stay in a guest house where it'll be more comfortable.  
I can't wait!  
Isabel

**EXAM FOCUS**  
**EXAM FILE p15**  
**WRITING FILE pp112-113**  
**VOCABULARY FILE pp14-95**

**EXAM BOOST p14**

**1** Read the Exam focus. Then, underline the phrases Isabel uses to describe her likes, dislikes, wants and preferences.

**2** Complete Exam file SECTION A on page 14.

**3** Read the exam task in Ex 7. What four things do you need to include in your reply to James?

**4** Plan your reply. Include all four ideas in the notes, give reasons and use correct language for likes, etc.

**EXAM TASK**

**1** Read this email from your English-speaking friend James and the notes you have made. Write your email to James using all the notes in about 100 words.

**From: James**  
**Subject: Your visit**

Hi,  
I'm really looking forward to your visit!  
Would you prefer to take a car or hire a motorhome to go to the coast? We could explore the nearby forest, too. Let me know how long you'll be here so I can meet you.  
I can't wait!  
James

**2** Review your email. Check you've done all the things in Ex 6.

**EXAM TRAINER**  
p10 Exam 1-2

Every Writing lesson includes a reference to the **Vocabulary file** at the back of the Coursebook. Here students can find a comprehensive **wordlist** of all the vocabulary covered in the unit, as well as **additional exercises** to practise and extend their language for success in the exam. There is also a dedicated **focus on pronunciation**.

**UNIT 1 VOCABULARY FILE**

**WORDLIST**

**Verbs + prepositions**  
add to  
begin with  
compare to  
consist of  
depend on  
focus on  
rely on  
think about

**Verb phrases**  
concentrate on  
depend on someone  
go off (e.g. an alarm)  
have a (good/bad) memory  
keep quiet  
make a decision  
make a noise  
ring (e.g. a phone)  
switch (something) off  
think of (something)  
think (something) through

**Useful phrases**  
I (borefully) have no idea.  
I'm looking forward to it.  
I'll (be) back soon.  
It (sounds) good to me.

**Entertainment and media**  
audience (n)  
film-maker (n)  
horror (n)  
orchestra (n)  
perform (v)  
live a play (n)  
professional (single) (n)  
recording (n)  
score (n)  
silence (n)  
traveller (n)  
travels (n)  
travelling (v)  
visit (v)

**Travel and transport**  
distance (n)  
explore (v)  
go camping (v-ph)  
hire (n)  
(be) keen on (s + 1 prep)  
local (a)  
scenery (n)  
stay (v)  
take a cruise (v-ph)  
visit (v)

**Communications and technology**  
app (n)  
communicate (with) (v)  
messaging app (n)  
(be) going online (n-ph)  
sign up (v)  
social media (n)  
talk face-to-face (v-ph)  
voice (n)

**Places: Town and city**  
air pollution (n)  
car alarm (n)  
complaint (n)  
convenient (a)  
liter (n)  
mess (n)  
public transport (n)  
steak (n)  
unlucky (a)

**Pronunciation**

**1** Put a word in the first box together with a word in the second box to create a noun phrase.

air / actor a film a horror a liter a messaging public social

**2** Which syllable in each noun phrase in Ex 3 has the main stress?

**3** Listen and check. Then, listen and repeat.

**4** Listen to a talk about music in a film. Why does the presenter say music is important?

**5** Listen. Choose the correct alternatives. Then, listen and check.

1 Music plays an important part in film-making / film-making.

2 A soundtrack is music played by an orchestra which we hear between scenery / scenes.

3 This music is added to / began with the film because it helps to tell the story.

4 The music can make the audience / performers have certain feelings.

5 We don't always consist of / think about the music when we watch a film.

6 That's because we usually focus / rely on the actions of the actors.

7 There are times when it's better for the orchestra to keep / make quiet.

**6** Recording a scene in a film can make a moment more powerful.

**MOBILE PHONE DESIGN: ART AND SCIENCE**

The design of our mobile phones isn't just about art, it's also about science. Designers want us to use our phones as much as possible, so they create things that get our attention. For example, the noise our phones make when we get a message, or the three dots that appear when someone we're talking to is typing a message. When we see or hear those things, our brains produce a chemical that makes us feel excited. We might also feel some ... because we don't know if the message will give good news or bad news.

The success of a phone's design ... on our need to always know what's happening. When we hear a sound, we don't just ignore it, we need to know what the message says right now. Even if checking the message ... other people, we'll do it. Few of us will ... of our phones and wait until later.

A. a. telling B. saying C. making D. taking  
1. A. knowledge B. stress C. interest D. respect  
2. A. depends B. relies C. disturbs D. concentrates  
3. A. a. it B. take C. ring D. switch

**VOCABULARY BOOST**

**1** Complete each definition with the words/phrases in the box. Which category in the wordlist do they all come under?

access / connect to / delete / dial / hang up / install / password / ring up / video clip

1 When you ... a person, you add it to your phone so it's ready to use.  
2 ... is a short part of a film recording.  
3 When you ... something, you remove it from your phone or computer.  
4 When you ... we'll, you're able to use it.  
5 ... is the secret group of numbers/letters you type in to use a program or website.  
6 When you end a phone call, you ...  
7 When you ... a number, you type it into your phone to call it.  
8 When you ... a person, you call them.

**2** Write two or three sentences about how you use your mobile phone. Try to use words from Ex 1.

There is also a reference to the **Writing file** at the back of the Coursebook. This provides **example questions and answers** for all options in each exam part, as well as **additional exam help and useful language** to support students' writing.

**WRITING FILE**

**Part 1 Email**  
Unit 1 p12, Unit 4 p18, Unit 7 p46

**TASK OVERVIEW**

You must do the task in Part 1. You need an email with notes on it and write a reply. You have to include four main points in your email and write about 100 words.

**EXAMPLE QUESTION**

Read this email from your English teacher, Mrs James, and the notes you have made.

**From:** Mrs James  
**Subject:** End-of-course trip  
Dear Duhaan,  
I'd like to take our class on a weekend trip to celebrate the end of the course. We could either go to a town in our area or the countryside. Which would you prefer?  
What sort of activities should we do on the trip?  
What kind of accommodation do you think we should stay in on Saturday evening?  
Please reply soon!  
Mrs James

Write your email to Mrs James using all the notes. Write about 100 words.

**EXAMPLE ANSWER**

Dear Mrs James,  
Thank you for your email. It will be fantastic to go on a trip at the end of our course. I'm really looking forward to it.  
I think I'd prefer to go to a city like Madrid because there is more for us to do. The countryside can be fun, but not in bad weather.  
Why don't we spend the day at an amusement park? Everyone would love that! Or we could go to a museum.  
I think it would be good to stay in a youth hostel because that would be cheaper than a hotel.  
Best wishes,  
[Name]

**REVIEW | UNITS 1-2**

**1 Match the sentence halves.**

1 She's stop making such  
2 People often compare me  
3 Excuse me, my phone's  
4 What we have for dinner depends  
5 I'm trying to think  
6 The baby's asleep - we need to keep  
7 I have happy  
8 Lunch consists

A on which takeaway is open.  
B as quiet as possible.  
C to my eldest cousin.  
D of sandwiches and crisps.  
E ringing.  
F memories of cooking with grandma.  
G a noise!  
H of a good place to get pizza.

**2 For each question, choose the correct answer.**

**Earworms**  
An earworm is a song which repeats itself in our mind again and again. Most of us get them, but why? They (1) ... with part of a song that we hear. They're usually fast, simple songs that are easy to remember. Then, later, when we're daydreaming, the song suddenly comes into our minds. We might also (2) ... about this song when we're anxious, so our brains can (3) ... on something less stressful.  
Getting rid of an earworm isn't easy. If we try to (4) ... off our brain, the song often stays for longer. We can try listening to a completely different song from start to finish, or we can download a chess (5) ... to give our brain something else to do. Earworms (6) ... on our active memory to work, so if we use our active memory for something else, the song will hopefully disappear.

1 A consist B begin C create D prepare  
2 A think B consider C expect D disturb  
3 A depend B decide C focus D add  
4 A take B push C start D switch  
5 A recording B studio C scene D app  
6 A require B rely C use D need

**3 Complete the sentences with the correct present form of the verbs in the box.**

be believe never/drive get just/learn live never/bo not/think

1 My sister ... in Dubai at the moment.  
2 I ... a car because I don't have a licence.  
3 Sam and Laura ... married since 2016.  
4 Daniel ... a new phone every time a new version comes out.  
5 I ... Rachel's very nice. She can be very rude.  
6 My brother ... to surf.  
7 We ... abroad, but we'd like to.  
8 ... you ... in love at first sight?

**READING - Part 6**

**4 For each question, write the correct answer. Write one word for each gap.**

**Being a good listener**  
Being a good listener isn't easy. I've (1) ... a communication skills trainer (2) ... about ten years and I know how hard it can be. People often ... me that when they are taking part in a conversation, they spend a lot of the time thinking (3) ... what to say next rather than actually listening to what the other person is saying. In order to be better listeners, we should first get rid of things which might distract us, like switching (4) ... the speaker. We should also avoid talking about ourselves, or giving advice. Often, the speaker just wants us to listen. If we keep quiet and show interest in them, they feel both important and cared for.

There is a **review section after every two units**. These provide two pages of additional practice of the language of the preceding units through Reading Part 5 & 6 grammar and vocabulary style tasks. Every review section is cumulative so that language is recycled throughout the course.

# HOW TO USE THE EXAM FILE

## What is the Exam file?

The Exam file is the fold-out booklet in the back of the Coursebook. It contains all the information you and your students need about each exam task in one place, making revision easy.

For each exam task, there's a reference page with information about what the task is, and the skills that are being tested in that task. There are also tips for completing the task successfully and a checklist to help students evaluate their skills in completing the task.

For each exam task, there's also an Exam boost page with additional exercises designed to help students prepare for that exam task. These exercises provide additional practice of what is taught in the main lessons, with some extension of language and skills work too. Where an exam task appears in the book four times, such as Reading Part 5 and 6, the Exam boost will have four sections (A, B, C and D). Where a task appears twice, e.g. Listening Parts 1–4, the Exam boost will have two sections (A and B), and so on. There is one dedicated Exam reference and Exam boost page for each part of the writing section.

**READING - Part 1 Multiple choice (short texts)**

**EXAM BOOST**

**SECTION A**  
Instructions, rules and time expressions  
In this exam task, notices and short messages often give instructions or say what is and isn't allowed.

**1 Read the notes and messages. Decide if they have the same (S) or a different meaning (D).**

1 A: Students cannot use the library without an ID card.  
B: Students must have an ID card to use the library.  
C: IDs are not permitted on the beach.  
2 A: You can take cars on the beach.  
3 A: Computers can only be used with permission from a member of staff.  
B: You must ask a member of staff before you use the computers.  
4 A: Please inform a member of staff if you feel unwell and have to leave early.  
B: You must leave early if you become ill.  
5 A: Please wear a safety helmet when on the climbing wall.  
B: You have to wear a safety helmet on the climbing wall.  
6 A: Visitors may take photos of the garden, but taking photos inside the house is forbidden.  
B: You are only allowed to take photos of the garden.

**2 Choose the meaning which matches each notice.**

1 Tickets to the latest concert **reach** every four hours.  
A You can only take three tickets with food.  
B You must leave four hours before you take another ticket.  
2 The pool can only be used between 10 a.m. and 4 p.m.  
A It isn't possible to go swimming between two tickets.  
B You mustn't use the pool until 4 p.m.  
3 Tickets can be booked up to three months in advance.  
A You must buy your tickets three months before you travel.  
B It isn't possible to buy tickets more than three months before you travel.  
4 Photos will be available for collection from 14 June.  
A You can collect your photos any time before 14 June.  
B You cannot collect your photos before 14 June.  
5 Free parking, maximum of two hours. £2 per hour after that time.  
A You cannot park here for more than two hours without paying.  
B You have to pay for parking unless you stay for more than two hours.

**SECTION B**  
Understanding the main message  
In this exam task, you read a note or message carefully and think about why the person has written it.

**3 Read each note or message. Then decide if each sentence below is true or false.**

A  
19:00  
John arrives at 2:30 today, but he is in a meeting all afternoon. Can you meet him and take him to the hotel?  
Amy

1 Amy is busy this afternoon.  
2 John is leaving this afternoon.  
3 Amy wants Sam to bring John to the meeting.

B  
14:00  
Sorry you couldn't come to Mabel's with us. I'm flying back to London tomorrow. Let me know your plans and maybe we can get together.  
Evelyn

1 Mabel and Ed will see each in Madrid.  
2 Ed is asking Mabel for some information.  
3 Ed wants to arrange to meet Mabel.

C  
Hello,  
The restaurant owner says they've repaired your heater. You can collect it on my way home if you want?  
Rafael

1 There was a message from Tom.  
2 The computer store has repaired Maria's laptop.  
3 You have to pay if you want the store to deliver.

D  
Hi, Jan  
From Ben  
Sorry going to book our tickets for the concert soon. She wants you to search for CDs on the car pay for them. Message her if that's a problem.

1 Ben is giving Jan a message from Tom.  
2 Jan, Ben and Tom are planning to go to a concert together.  
3 Jan needs to send some money to Ben.

**READING - Part 1 Multiple choice (short texts)**

**NUMBERS OF QUESTIONS**  
5

**TASK**  
Short-answer and multiple-choice questions

**SCORING**  
1 mark per question

**ABOUT THE TASK**

- You will read five short texts.
- The texts are a mix of real-world notices, messages and other short texts.
- For each text, there are three multiple-choice options.
- Sometimes there is a question or sentence beginning before the options, but sometimes there are just the options.
- You choose the option with the meaning that matches the text.

**What is being tested?**  
This part of the exam focuses on your understanding of the main message in a real-world notice, message or other short text. The questions test your knowledge of:

- Instructions and rules, e.g. All players must arrive by 2 p.m., ready for the match at 2:30.
- Functional language such as invitations, offers and requests, e.g. 'Why don't we meet outside the cinema?'

**How do you do it?**

**— BEFORE THE TASK**

- Look at the five texts and decide what kind of text each one is, e.g. a real-world notice, message or other short text.
- Read each text carefully and try to understand the main message.
- Don't look at the questions and options at the stage.

**— DURING THE TASK**

- Read each text again carefully.
- Read the question and three options for the text. Compare the meaning of each option with the meaning of the text.
- Choose the option where the meaning exactly matches the meaning in the text.
- If you are not sure of the correct answer, choose the one that seems the most likely answer. You should always give an answer, as your grade may be right.

**— AFTER THE TASK**

- Read through each text again and check that the option you have chosen matches the meaning exactly.
- Make sure you have chosen an answer for each text - there is no negative marking, so make a sensible guess.

**Are you exam-ready?**

- Look at the texts to identify the kind of text that each one is?
- Read each text carefully to understand the main message?
- Read the questions and options carefully?
- Choose the option that matches the meaning of the text exactly?
- Choose the most likely answer if you are still not sure?
- Answer every question?
- Remember to read the texts again at the end, to check your answers?

**Are you ready for Reading Part 1? Identify an area to improve.**

## How to use the Exam reference

### Encountering an exam task for the first time

It's a good idea to encourage students to use the Exam reference in the Exam file from the start of the course. When you first encounter each exam task in the Coursebook, you could ask students to look at the task and guess both what they have to do and what they are being tested on. You could then ask them to read the About the task and What is being tested? sections to check their ideas. Asking them to predict makes reading the reference information more attractive.

Before students do the exam task, you could ask them to predict what they think they should do before they do the task (e.g. read the text quickly), while they do the task and after they've done the task. Then, ask them to read the tips to check their ideas. When students do the exam task, encourage them to follow each tip to ensure they take the right approach.

On the other hand, you may want to ask students to complete the task and check answers, and then come up with a list of tips for *before*, *during* and *after* completing the task. This is more of a discovery approach which may be more meaningful for your class. It can also be easier to come up with tips after you've given a task a try. Once students have come up with their tips, they can compare them to those in the Exam reference.

The next step is to ask students to use the checklist to evaluate their skills – the checklist includes reference to both language skills needed to complete the task and exam skills. They can discuss the results in pairs, and you can use this to create a class discussion about what it is important to remember to do with this task and what in particular students feel they need to do better next time.

### Are you exam-ready?

#### Did you ...

- ... look at the texts to identify the kind of text that each one is?
- ... read each text carefully to understand the main message?
- ... read the questions and options carefully?
- ... choose the option that matches the meaning of the text exactly?
- ... choose the most likely answer if you are still not sure?
- ... answer every question?
- ... remember to read the texts again at the end, to check your answers?

You may want to wait until closer to the exam to use this checklist, so that students don't get exam-weary too early in the course. If so, it's probably best if you do it early in the second half of the book, to give students time to use the checklist to adjust their approach before the exam.

## Encountering an exam task after the first time

Each exam task appears at least twice in the book, with some appearing more often. When encountering an exam task for the second time, you might want to elicit from your class what tips they can remember from the Exam reference. They can then read the Exam reference again to check if necessary. After that, you may simply want to encourage them to use the tips to do the task. The more they use the tips, the more likely they are to adopt those strategies.

As you get closer to the actual exam, you may want students to do tasks without referring to the tips. You could then simply point out tips that students need to remember but often don't, for example reading quickly through a Part 6 Reading text when finished to check it makes sense with their answers and to spot any errors.

You might want to ask students to use the checklist to assess their skills and check that they're doing everything they should be doing during the course. It can help them to recognise progress, although you may not want to use it every time a task appears if it appears often, like Reading Part 5.

Just before the exam, students can use the Exam reference pages to review the exam tasks to remind themselves of what they should do.

## How to use the Exam boost

In each lesson, there's an Exam boost subheading with a reference to the correct section and page number in the Exam file.



➤ Complete Exam file SECTION A on page 2.

These subheadings may direct you to the Exam boost within a lesson or at the end. If you're directed there in the middle of a lesson, the additional exercise(s) in the Exam boost may well help students to complete the exam task at the end of that lesson more successfully. If it comes at the end, it may be that the exercise extends the focus in the book which is not necessarily tested in that particular exam task, but may be in others. In listening lessons, the reference to the Exam boost may come at the end as it may exploit audio from the exam task.

Wherever the Exam boost subheading appears in the lesson, you can either ask students to complete the exercise(s) in class or you can set them for homework. You could also set them as self-directed study, so students can select the exercises they feel would benefit them the most. They could choose them after reflecting on their performance in exam tasks.

If you ask students to complete the exercises in your lesson, then it's likely that you'll ask students to complete them individually, perhaps check answers with a partner, and then you'll check answers with the class. If students complete them at home, you can either check the answers in class the next day or supply the answers so that students can check their own. You can download the Answer key from the Digital resources found in the Presentation tool. Alternatively, you can copy the key in the Teacher's Book.

Students have access to the audio through the App and Digital resources.

If you're going to ask students to check their own answers at home, you might want to set aside two minutes of class time in their next lesson to find out how students got on with these exercises and if they have any questions or would like further practice in any particular area(s).

As you can see, the Exam file offers students the opportunity to understand the exam tasks better and develop their exam skills, leaving the main lessons for sub-skills and language development. By encouraging students to use the Exam file, you can help them build confidence and work towards a positive outcome in the exam.

# HOW THE EXAM TRAINER WORKS

The first page of each exam part begins with a section entitled ABOUT THE TASK. This provides information about the exam task and its key testing aims.

The first TEST section starts with a mini exam Practice task, which is a reduced version of what is found in the actual B1 Preliminary exam.

The TEACH section provides detailed practice of the strategies and skills required to perform well in the exam part. The exercises develop the strategies and skills in a systematic, step-by-step way.

## READING - Part 6 Open cloze

### ABOUT THE TASK

- In Reading Part 6, you read one short text. Six words are missing from the text.
- You have to decide on the correct word to fill each gap and you write this word in the gap.
- The gaps test your understanding of grammatical words such as prepositions, pronouns, articles, auxiliary verbs, question words and so on.
- You must spell the word you write correctly.
- There is one mark for each correct answer.

### Practice task

- 1 Read the first paragraph of a text about daydreaming. For each question, write the correct answer. Write one word for each gap.

## Daydreaming

— good or bad?

People often think daydreaming is a bad thing. They say that those (1) \_\_\_\_\_ do it are wasting time — that students daydreaming in class (2) \_\_\_\_\_ not interested in their studies and people daydreaming at work are doing their jobs badly.

But is this actually true? Sometimes people daydream in order to relax and give themselves (3) \_\_\_\_\_ break. Then, when they come back to their task, they can focus on it better. People usually know when they need to concentrate and how (4) \_\_\_\_\_ do this.

Some scientists say that if you have a difficult problem to think about carefully, daydreaming may be a positive thing. They suggest that our brains become (5) \_\_\_\_\_ active, not less, when we daydream and that we may find the answer to the problem by daydreaming.



### How did you do?

- 2 Check your answers.
- 3 Look at the answers you wrote in the gaps (1-5) in Ex 1 again. Which answer is
  - A part of a verb?
  - B a relative pronoun?
  - C part of a comparative?

## READING - Part 6 Open cloze

### Strategies and skills

#### Relative clauses

- 1 Complete the sentences with the relative pronouns in the box.

that what where when which who  
whose why

- 1 I live in a small village \_\_\_\_\_ everyone knows each other.
- 2 My sister is a person \_\_\_\_\_ loves to play tennis.
- 3 I have no idea \_\_\_\_\_ to do on Saturday now that my friend isn't coming to stay.
- 4 We were late so the show had already started \_\_\_\_\_ we arrived.
- 5 During the course I studied with Joe, a teacher \_\_\_\_\_ special interest is ancient history.
- 6 I wasn't sure \_\_\_\_\_ the tour was cancelled and no one could tell me the reason.
- 7 The hotel, \_\_\_\_\_ was located in the town centre, was fantastic.
- 8 The show \_\_\_\_\_ I had originally intended to see was sold out so I couldn't get tickets.

### SPEAKING BOOST

#### Discuss or answer.

- 1 What time do you usually go to bed? Is it the same in the week as at weekends?
- 2 In what situations do you find it difficult to get to sleep? What can you do to help?

#### Articles and quantifiers

- 2 Complete the paragraph with a, an or the.

### My country life

When I woke up it was very early in (1) \_\_\_\_\_ morning. I got out of bed, went to (2) \_\_\_\_\_ kitchen and made myself (3) \_\_\_\_\_ cup of coffee. It was going to be (4) \_\_\_\_\_ very hot day and I could hear birds singing in (5) \_\_\_\_\_ trees outside my window. I love living in (6) \_\_\_\_\_ countryside, even though I have fewer opportunities for entertainment. I used to enjoy (7) \_\_\_\_\_ evening out with friends, though now I think it's more of (8) \_\_\_\_\_ advantage to be able to do things like walking and cycling! I think I'm (9) \_\_\_\_\_ healthiest I've ever been and don't regret (10) \_\_\_\_\_ thing about moving here.

- 3 Choose the correct word to complete each sentence.

- 1 We had to run because we didn't have **many / much** time before the bus came.
- 2 I only have a **little / few** work to do this weekend so we can go to the beach.
- 3 I don't think that **many / few** people are coming to the party.
- 4 I need to get **some / any** bread next time I go to the supermarket - we don't have **any / many** in the cupboard.
- 5 Only a **few / little** students get the top grade.
- 6 The jewellery she buys can cost as **much / many** as £2,000, which is a **lot / lots** of money!
- 7 I've lost my purse so I haven't got **any / some** cash on me. Can you lend me **some / lots**?
- 8 I find grammar a **little / much** difficult so I try to do a **few / many** exercises every night.

#### Comparing

- 4 Rewrite each sentence with the word in brackets in the correct place.

- 1 Jodie wears smart clothes that she always looks elegant. (such)
- 2 Most sports cars are expensive for people like me to buy. (too)
- 3 I'm not hungry to eat a big meal at the moment. (enough)
- 4 The tram was crowded that I had to walk home. (so)
- 5 The second film was as good as the first one, in my opinion. (not)
- 6 The important thing for me is to do well at college. (most)
- 7 Some people think that dogs are friendly than cats. (more)
- 8 I haven't finished my project yet - it's harder I thought. (than)

- 5 Match the sentence beginnings (1-8) with the endings (A-H).

- |   |  |
|---|--|
| 1 I was so busy reading                   | A like my friend Elena.                  |
| 2 I didn't realise that there would be so | B that I missed my station.              |
| 3 The hotter the day,                     | C most popular actors.                   |
| 4 Jose is now one of the world's          | D such a snowy day.                      |
| 5 I love the film - I've seen it          | E the course would be.                   |
| 6 I didn't know how difficult             | F the more difficult it is to stay cool. |
| 7 I was cold walking home because it was  | G more than ten times.                   |
| 8 The job would be perfect for someone    | H many people at the concert.            |

The practice task is followed by a series of 'How did you do?' questions that encourage students to reflect on their performance

In Reading and Listening exam parts, there are optional Speaking boost tasks. These help develop students' communicative skills by prompting speaking practice in class. Alternatively, the questions can be answered individually at home for writing practice.

**READING - Part 6 Open cloze**

6 Complete the paragraph with the words in the box.  
as less like most same such than the

**Do people think like computers?**

Many studies have been done on whether computers can think in the (1) \_\_\_\_\_ way as people. But do people ever think like computers? Computers are obviously (2) \_\_\_\_\_ best at some things. (3) \_\_\_\_\_ as maths or remembering information, but they are (4) \_\_\_\_\_ skilful at identifying objects. The (5) \_\_\_\_\_ difficult thing for them is that they can only recognise what they have been programmed to see. So for example, if little changes are made to a picture of a car so that it looks (6) \_\_\_\_\_ something else, the computer can no longer recognise it.

It's easy to think that people would not make the same mistake and would do better (7) \_\_\_\_\_ the computer but strangely, when a group of people were shown the same picture they were as bad (8) \_\_\_\_\_ the computer.

**Linking words and expressions**

TIP: Read the whole sentence before you choose the linking word.

8 Choose the correct word (A, B or C) to complete each sentence.

- \_\_\_\_\_ travelling by bus can be slow, it's good for the environment.  
A Although B But C However
- I wasn't keen to go to the festival \_\_\_\_\_ the tickets were so expensive.  
A unless B because C whereas
- We took my friend to the castle \_\_\_\_\_ she could see the paintings there.  
A so that B since C where
- The winter is really cold here \_\_\_\_\_ the summers are hot.  
A if B when C but
- There is a weekly market where you can buy fruit and vegetables, \_\_\_\_\_ too.  
A after B and C too
- We chatted to each other \_\_\_\_\_ we were waiting in the queue.  
A while B unless C for

**SPEAKING BOOST**

Discuss or answer.

- In a typical day, what do you use a mobile phone, laptop and/or tablet for?
- Have you ever lost a mobile phone, laptop or other piece of technology? What happened?

Future forms

7 Find and correct the mistakes with future forms in the sentences. Two sentences are correct.

- Harry is going have his hair cut tomorrow.
- Violet has decided she won't doing the college course next year.
- I don't feel well so I think I'll go home now.
- I was going to cook but I think I'll to get a takeaway instead.
- I promise I'll being there on time tomorrow!
- I going to study tonight so I can't come to the cinema after all.
- The train leaves at ten o'clock so don't be late!
- I'll helping you with your computer problem if you like.

There are TIPS which give targeted advice on how to approach the particular exam part.

Each strategy, skill or language focus is clearly labelled and there is a variety of exercise types throughout.

All the exam tasks are clearly flagged like this for each exam paper and part.

The final TEST section is a full-length exam task. This provides students with an opportunity to put the strategies and skills they have studied into practice. It also gives students valuable experience of the kind of task they can expect to find in the Cambridge B1 Preliminary exam.

The audioscripts and answer key are provided at the back of the book and in the Digital resources.

**READING - Part 6 Open cloze**

**EXAM TASK**

TEST


For each question, write the correct answer. Write one word for each gap.

**Why are extreme sports popular?**

Extreme sports like free climbing or big wave surfing seem to be thrilling and, in comparison, more traditional sports (1) \_\_\_\_\_ as golf or tennis may seem rather boring. But why are they becoming so popular?

The reason seems obvious – people want excitement and some find this by doing extreme leisure activities like bungee jumping. But this explanation is not (2) \_\_\_\_\_ whole truth for people who take extreme sports very seriously. These people are real athletes (3) \_\_\_\_\_ train hard, prepare well and are experts in their chosen sport.

So (4) \_\_\_\_\_ is the explanation for the increasing interest in extreme sports? Solo rock climbers speak (5) \_\_\_\_\_ using all their senses as they climb – hearing every tiny sound and feeling every movement around them. They describe it as an unusual and positive experience. So it's (6) \_\_\_\_\_ the excitement or the danger that makes them do it but the feeling of being alive.



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# CREATE YOUR OWN FORMULA

## Formula's building blocks

You can customise *Formula* depending on the length of your course and the language and skills your students need to develop. In this section, we have a selection of 'How to' guides for around 30, 50, 80 and 100+ hours to help give you suggestions on how you might customise *Formula* for your classes.

*Formula* consists of four building blocks:

- **Block 1** – choose your component.
- **Block 2** – choose which section(s) of the component(s) you want to use in class.
- **Block 3** – choose which section(s) of the component you want to use for homework.
- **Block 4** – choose which digital resources will help you keep students engaged, help them best reach their goals and provide a change of pace during class or at home.

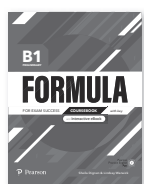
## How it works

Use the following steps to help you decide how you can meet the specific needs of your group. Read about each building block and create the Formula that is right for your class.

### Super (intensive 1–2 months)



**Exam-focused**  
Exam Trainer  
20–30 hours



**Exam-focused with language revision and consolidation**  
Coursebook  
40–80 hours



**Exam-focused with language development**  
Coursebook and Exam trainer  
80–100 hours



**Extensive exam focus and language development**  
Coursebook and Exam Trainer  
100+ hours

### Extensive (full academic year)

## Building block 1 COMPONENTS

Choose the most suitable component or combination of components for your course length.

Exam Trainer  
Coursebook  
Coursebook and Exam Trainer

## Building block 2 SECTIONS IN CLASS

Choose the most suitable sections to use in class.

Coursebook	Exam Trainer
Main units	Test
Reviews	Teach
Grammar file	Test
Vocabulary file	Full practice exam
Writing file	
Exam file	

## Building block 3 SECTIONS FOR HOMEWORK

Choose the most suitable sections to use for homework.

Coursebook	Exam Trainer
Main units	Test
Reviews	Teach
Grammar file	Test
Vocabulary file	Full practice exam
Writing file	
Exam file	

## Building block 4 DIGITAL RESOURCES

Choose the most suitable digital resources for the specific needs of your class.

Specific need	Digital resource
Recycling	Photocopiables
Language development	Grammar presentations
Checking progress	Unit test
	Progress test
	End of level test
	Dyslexia-friendly tests
Change of pace	About the exam videos
Writing development	Writing success criteria
Speaking development	Speaking test videos
	Speaking success criteria
Quick homework	App activities

# HOW TO USE *FORMULA* FOR AROUND 30 HOURS

## EXAM FOCUSED Around 30 hours

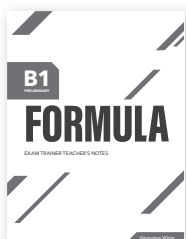
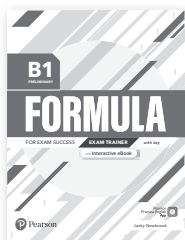
Use the **Exam Trainer** in class or for self-study

FORMULA B1 PRELIMINARY Exam Trainer and Interactive eBook are unique, full colour components which can be used independently or in combination with the Coursebook. The Exam Trainer uses a Test, Teach, Test approach to exam preparation for each part of the exam. There are different ways that you can teach from the Exam Trainer depending on the overall length of your exam preparation course and how much class contact time you have available. If you have longer courses (40–60 hours), you might decide to work through each complete exam part from the Exam Trainer in class. For shorter courses (20–40 hours), you can choose which elements of the Test, Teach, Test and full practice exam you use in class or for homework. Here we are providing an example for around 30 hours.

### Building block 1 COMPONENTS

#### Students

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



#### Teachers

- Presentation tool and/or Exam Trainer Teacher's Notes and Digital resources

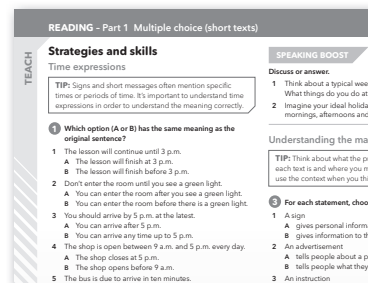
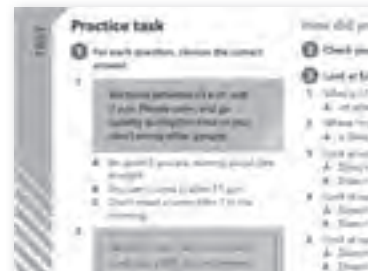
The notes for each exam part provide:

- an **Exam part overview** which summarises the content in each exam part section
- 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 exam part at the end
- **detailed teacher's notes** for each exercise as well as embedded **answer keys**
- **alternative approaches** to some exercises
- **ideas for using the Speaking boost** questions, as well as **extension ideas** if you wish to enhance the communicative aspect of your exam classes

### Building block 2 SECTIONS IN CLASS

Use *Test* and *Teach* sections.

- *Test* – An introductory practice task tests learners to see what they already know and allows reflection on current performance.
- *Teach* – This section provides practice of strategies and skills to improve learner performance and enables them to approach the exam with confidence.



### Building block 3 SECTIONS FOR HOMEWORK

Use the final *Test* sections with some exam tasks carried out under exam conditions.

- *Test* – The final exam-compliant exam task tests how well they can apply the strategies and skills they have practiced.



### Example teaching scenario

Depending on the number of classes within the 30-hour course, you could provide single skill or multiple skill lessons. For example, you may have 15 × 2-hour classes.

A 2-hour class may consist of the following: **Reading – Part 1 Multiple choice (short texts)** (1 hour) and **Speaking – Part 1 Introduction** (1 hour). A lesson of this type would enable a brief introduction to each part of the exam and some input and practice.

# READING – Part 1 Multiple choice (short texts) (1 hour)



Use the Exam Trainer Presentation tool for each page.

Use Exam Trainer Teacher's Notes for Warmer and ABOUT THE TASK to start the lesson.

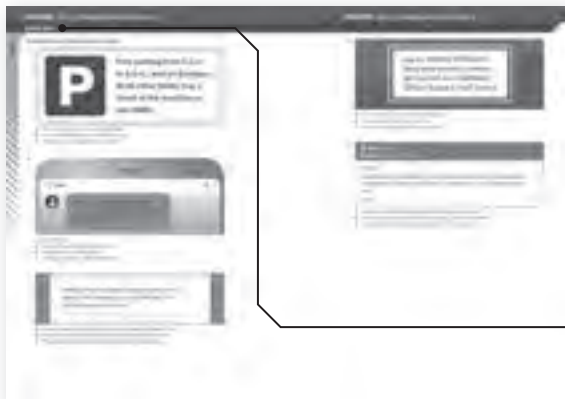
Students carry out the Practice task and try the reduced length task to become familiar with the task type.

Students carry out How did you do? activities and reflect on the task they have just completed.

Use Exam Trainer Teacher's Notes to go through the How did you do? activities.

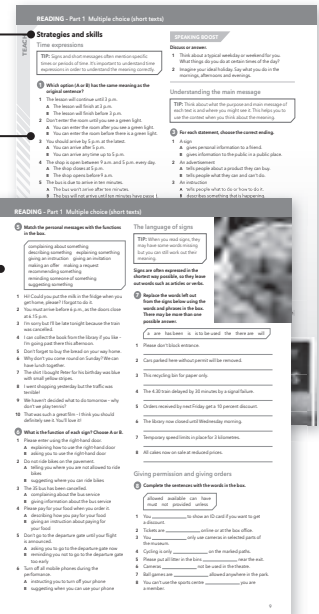
Students carry out the Strategies and skills activities.

Use Exam Trainer Teacher's Notes to provide guidance on how to approach each task.



Pick and choose which sections to focus on in class depending on the strengths and weaknesses of the group. Students can complete the sections they are familiar with at home.

Students can complete the Exam task at home using what they have covered in class to help them.



## Building block 4 DIGITAL RESOURCES

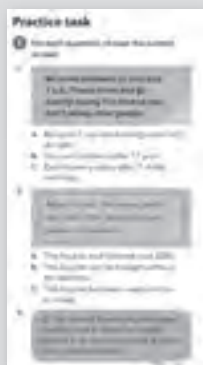
### Before class

Video: *About B1 Preliminary: Overview, About B1 Preliminary: Reading, About B1 Preliminary: Reading Part 1.*



### Less time

Ask students to complete the first practice task at home and do How did you do? activities in class.

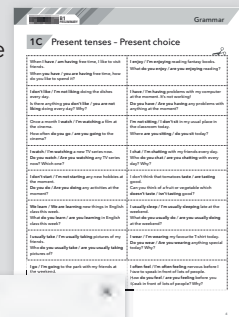


### Need something extra or a change of pace

Video: *About B1 Preliminary: Overview, About B1 Preliminary: Reading, About B1 Preliminary: Reading Part 1.*

### Why not try?

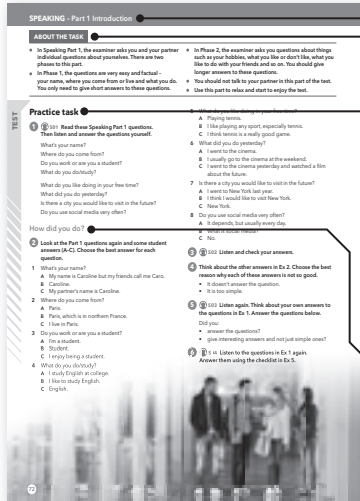
A photocopiable activity from the Digital resources.



Quick homework  
Pearson Practice English App activities.



# SPEAKING – Part 1 Introduction (1 hour)

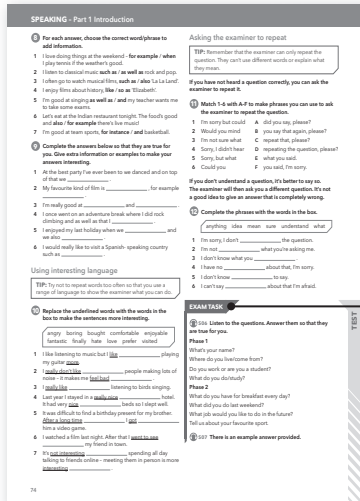


Use the Exam Trainer Presentation tool for each page.

Use Exam Trainer Teacher's Notes for Warmer and ABOUT THE TASK to start the lesson.

Students carry out the Practice task and get familiar with the types of questions asked in the interview.

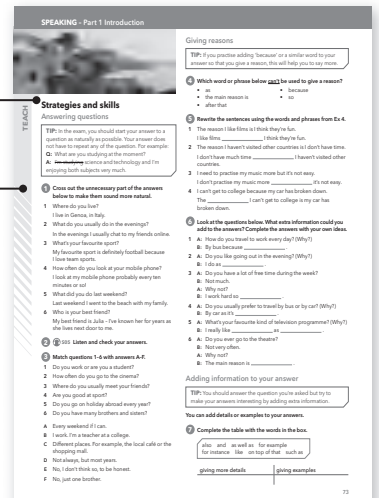
Use Exam Trainer Teacher's Notes to follow the process through the How did you do? activity.



Students carry out the Strategies and skills tasks.

Use Exam Trainer Teacher's Notes to provide guidance on how to approach each task. Pick and choose which sections to focus on in class depending on the strengths and weaknesses of the group.

Students can either complete the Exam task in class or record their responses at home using what they have covered in class to help them give the most comprehensive answers.



## Building block 4 DIGITAL RESOURCES

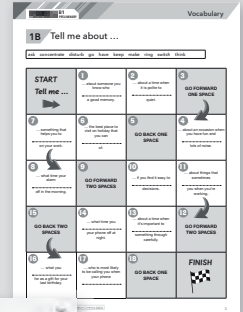
### Before class

Video: About B1 Preliminary: Speaking, About B1 Preliminary: Speaking Part 1, B1 Preliminary Speaking Test 1, Part 1.



### Why not try?

A photocopyable activity from the Digital resources.

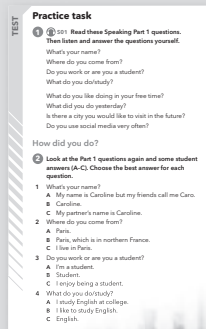


### Less time

Ask students to complete the first practice task at home and do How did you do? activities in class.

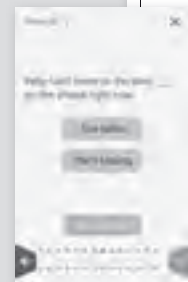
### Need something extra or a change of pace

Video: About B1 Preliminary: Speaking, About B1 Preliminary: Speaking Part 1, B1 Preliminary Speaking Test 1, Part 1.



### Quick homework

Pearson Practice English App grammar activity.



# HOW TO USE *FORMULA* FOR AROUND 50 HOURS

## EXAM FOCUSED WITH LANGUAGE REVISION AND CONSOLIDATION

Around 50 hours

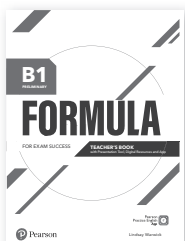
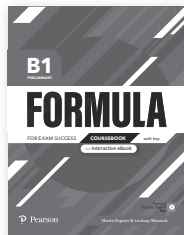
Use the **Coursebook** in class

FORMULA B1 PRELIMINARY 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:

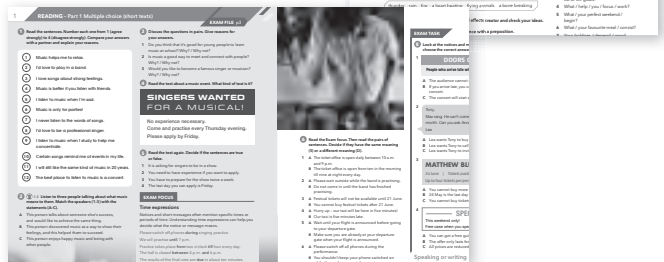
- a **Unit overview** which summarises the content in each unit
- a **list of extra Formula Digital resources**
- a **dyslexia focus** which highlights tasks which dyslexic students might find challenging and provides ideas for making suitable adjustments
- a **warmer** task to focus students' attention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

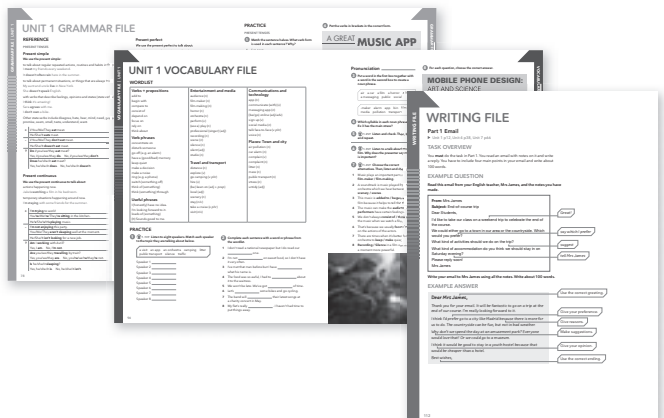
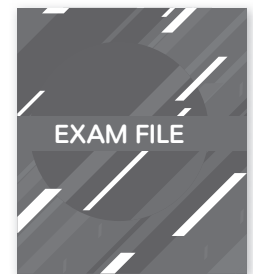
- Introduce students to the unit topic.
- Introduce students to the relevant exam part for the lesson and refer to the Exam file.



### 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 – Part 1 Multiple choice (short texts)**. 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)



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 2-6.

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

**1 SOUND**

**VOCABULARY: Verbs + prepositions**

**1 Work in pairs.**

- What sounds can the girl in the photo hear?
- How do you think she feels? Why?
- What sounds make you feel this way?

**2 In film, sound effects are created using everyday objects. How do you think the sounds in the box are made?**

thunder rain fire a heart beating flying animals a bone breaking

**3 1.1 Listen to an interview with a sound effects creator and check your ideas.**

**4 1.2 Listen again. Complete each sentence with a preposition.**

- I create the films here in my studio and someone **adds** them later \_\_\_\_\_ a film scene.
- The film-makers **focus** \_\_\_\_\_ recording the actors' voices during a scene.
- If we **compare** it \_\_\_\_\_ the sound I just made, it's not as easy to hear.
- So, a Foley artist's toolkit **consists** \_\_\_\_\_ a lot of different things.
- We **begin** \_\_\_\_\_ those and hope that they'll work.
- It **depends** \_\_\_\_\_ the sound we want to make.
- You don't just **think** \_\_\_\_\_ what to use, but also how to use it.
- We can't **rely** \_\_\_\_\_ something working the first time.

**5 Make questions from the prompts. Make sure you add a preposition. Then, ask and answer the questions with a partner.**

- Who / you / rely / for help / when / need it?
- What / you / think / when / you / go / school or work / morning?
- What / you / would like / add / your list of life goals?
- What / help / you / focus / work?
- What / your perfect weekend / begin?
- What / your favourite meal / consist?
- Your hobbies / depend / good weather?
- How / your speaking skills / compare / your writing skills in English?

**6 Work in a group. Think of six important sounds in your life. Tell each other why they are significant.**

One sound I hear every day is an annoying 'beep'. It's my alarm clock waking me up at 6 a.m.

# READING – Part 1 Multiple choice (short texts) (45 mins)

**READING – Part 1 Multiple choice (short texts)**

**ABOUT THE TASK**

- You will read five short texts.
- The texts are a mix of real-world notices, messages and other short texts.
- For each text, there are three multiple-choice options.
- Sometimes there is a question or sentence beginning before the options, but sometimes there are just the options.
- You choose the option with the meaning that matches the text.

**NUMBER OF QUESTIONS**  
5

**TASK**  
Short text, notices, messages and other documents

**SCORING**  
1 mark per question

**EXAM REFERENCE**

**What is being tested?**

This part of the exam focuses on your understanding of the main message in a real-world notice, message or other short text. The questions may test your knowledge of:

- instructions and rules, e.g. All players must arrive by 2 p.m., ready for the match at 2:30.
- functional language such as invitations, offers and requests, e.g. Why don't we meet outside the cinema?

**How do you do it?**

**BEFORE THE TASK**

- Look at the five texts and decide what kind of text each one is, e.g. a real-world notice, message or other short text.
- Read each text carefully and try to understand the main message.
- Don't look at the questions and options at this stage.

**DURING THE TASK**

- Read each text again carefully.
- Read the question and three options for the text. Compare the meaning of each option with the meaning of the text.
- Choose the option where the meaning exactly matches the meaning in the text.
- If you are not sure of the correct answer, choose the one that seems the most likely answer. You should always give an answer, as your guess may be right!

**AFTER THE TASK**

- Read through each text again and check that the option you have chosen matches the meaning exactly.
- Make sure you have chosen an answer for each text - there is no negative marking, so make a sensible guess.

**Are you exam-ready?**

Did you ...

- ... look at the texts to identify the kind of text that each one is?
- ... read each text carefully to understand the main message?
- ... read the questions and options carefully?
- ... choose the option that matches the meaning of the text exactly?
- ... choose the most likely answer if you are still not sure?
- ... answer every question?
- ... remember to read the texts again at the end, to check your answers?

Are you ready for Reading Part 1? Identify an area to improve.

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 1-5 in the main unit.

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

Students read the Exam focus box highlighting key language to look out for.

**READING – Part 1 Multiple choice (short texts)**

**EXAM FILE p3**

**1 Read the sentences. Number each one from 1 (agree strongly) to 4 (disagree strongly). Compare your answers with a partner and explain your reasons.**

- MUSIC helps me to relax.
- I'd love to play in a band.
- I love songs about strong feelings.
- MUSIC is better if you listen with friends.
- I listen to music when I'm sad.
- MUSIC is only for parties!
- I never listen to the words of songs.
- I'd love to be a professional singer.
- I listen to music when I study to help me concentrate.
- Certain songs remind me of events in my life.
- I will still like the same kind of music in 20 years.
- The best place to listen to music is a concert.

**2 1.3 Listen to three people talking about what music means to them. Match the speakers (1-3) with the statements (A-C).**

A This person talks about someone else's success, and would like to achieve the same thing.  
B This person discovered music as a way to show their feelings, and this helped them to succeed.  
C This person enjoys happy music and being with other people.

**3 Discuss the questions in pairs. Give reasons for your answers.**

- Do you think that it's good for young people to learn music at school? Why? / Why not?
- Is music a good way to meet and connect with people? Why? / Why not?
- Would you like to become a famous singer or musician? Why? / Why not?

**4 Read the text about a music event. What kind of text is it?**

**SINGERS WANTED FOR A MUSICAL!**

No experience necessary. Come and practise every Thursday evening. Please apply by Friday.

**5 Read the text again. Decide if the sentences are true or false.**

- It is asking for singers to be in a show.
- You need to have experience if you want to apply.
- You have to prepare for the show twice a week.
- The last day you can apply is Friday.

**EXAM FOCUS**

**Time expressions**

Notices and short messages often mention specific times or periods of time. Understanding time expressions can help you decide what the notice or message means.

Please switch off phones during singing practice.

We will practise until 7 p.m.

Practice takes place from two o'clock till four every day.

The hall is closed between 6 p.m. and 6 p.m.

The results of the final vote are due in about ten minutes.

You need to sign up for classes by Wednesday at the latest.

Please help yourselves to tea and coffee while we wait.

Please return the books by Friday.

# Create your own Formula

**EXAM TASK**

8 Look at the notices and messages again. For each question, choose the correct answer.

1 **DOORS CLOSE AT 7:30.**  
People who arrive late will not be allowed in until the interval.

A The audience cannot go to their seats before 7:30.  
B If you arrive late, you can only see the second half of the concert.  
C The concert will start at a later time tonight.

2 Tony:  
Max rang. He can't come to the music festival with us next month. Can you ask Anna by Friday if she wants his ticket?  
Lea:

A Lea wants Tony to buy tickets for a music festival on Friday.  
B Lea wants Tony to call Max about the music festival.  
C Lea wants Tony to invite Anna to the festival before Friday.

3 **MATTHEW BLUNT IN CONCERT**  
24 June | Tickets available from 24 May  
Up to four tickets per person | Online booking only

A You cannot buy more than four tickets.  
B 24 May is the last day for buying tickets.  
C You cannot buy tickets on the internet.

4 **SPECIAL OFFER**  
This weekend only!  
Free case when you spend £100 or more on a guitar.

A You can get a free guitar bag worth £100.  
B The offer only lasts for a short time.  
C All prices are reduced this weekend.

5 **Speaking or writing**

9 Work in groups. Talk about a music event you went to, or an event you would like to go to. Talk about these things.

the event (where, when) the type of music  
the people you went with the best things about the event

10 Write a short message to a friend about a music event you would like to go to. Invite your friend to come with you.

**EXAM BOOST p2**

Complete Exam file SECTION A on page 2.

**EXAM TRAINER** | p7 p8 Exs 1-2 | 7

Students carry out activities 6 and 7, then complete the exam task.

Students can complete 'Speaking or writing' activity 9 and do activity 10 for homework.

**READING - Part 1 Multiple choice (short text)**

**EXAM BOOST**

**SECTION A**  
Instructions, rules and time expressions  
In this exam task, notices and short messages often give instructions or say what is and isn't allowed.

1 Read the pairs of sentences. Decide if they have the same (S) or a different meaning (D).

1 A: Students cannot use the library without an ID card.  
B: Students must have an ID card to use the library.

2 A: Pets are not permitted on the beach.  
B: You can take pets on the beach.

3 A: Computers can only be used with permission from a member of staff.  
B: You must ask a member of staff before you use the computers.

4 A: Please inform a member of staff if you feel unwell and have to leave early.  
B: You must leave early if you become ill.

5 A: Please wear a safety helmet when on the climbing wall.  
B: You have to wear a safety helmet on the climbing wall.

6 A: Visitors may take photos of the garden, but taking photos inside the house is forbidden.  
B: You are only allowed to take photos of the garden.

If time, go to the fold-out Exam file and complete Exam boost Section A on page 2 in class; alternatively, students can complete this section at home.

## Building block 4 DIGITAL RESOURCES

**Before class**  
Video: *About B1 Preliminary: Overview, About B1 Preliminary: Reading, About B1 Preliminary: Reading Part 1.*



**Need something extra or a change of pace**  
A photocopiable activity from the Digital resources.

**1C Present tenses - Present choice**

When I have / am having free time, I like to sit / sit down / sit down down. I'm not having free time. How do you like to spend it?

I don't like / I'm not liking doing the dishes every day.  
I love anything you don't like / you are not liking doing every day!

Choose a correct month / I'm watching it at the cinema.  
Have often do you go / are you going to the cinema?

I watch / I'm watching a new TV series every day.  
Do you watch / Are you watching any TV series every week?

I don't eat / I'm not eating any new food at the moment.  
Do you eat / Are you eating any new food at the moment?

The house / We are having new things in English.

Leah / I'm enjoying reading funny books. What do you enjoy / are you enjoying reading?

Shane / I'm having problems with my computer at the moment. Is it working?

Do you have / Are you having any problems with anything at the moment?

I'm not doing / I don't do it in my usual place in the cinema.  
When are you doing / do you do it today?

I chat / I'm chatting with my friends every day.  
Who do you chat / are you chatting with every day?

I don't think that tomatoes taste / are tasting good.  
Can you think of a fruit or vegetable which doesn't taste / isn't tasting good?

I usually sleep / I'm usually sleeping in a bed.  
I usually sleep / I'm usually sleeping in a bed.

**Less time**  
Ask students to complete the exam task at home.

**EXAM TASK**

8 Look at the notices and messages again. For each question, choose the correct answer.

1 **DOORS CLOSE AT 7:30.**  
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B The offer only lasts for a short time.  
C All prices are reduced this weekend.

**Why not try?**  
The quick placement test to find out the group's strengths and areas to improve.

**Quick diagnostic test**

**GRAMMAR AND VOCABULARY**

Choose the correct option (A, B or C) to complete the sentences.

1 I need to register now. I ... about.  
A don't see B don't see C do not see

2 The water ... after the lecture last time.  
A has worked B is working C worked

3 The answer ... gave me the book from last year.  
A have B has C had

4 My car ... only brought me to the garage.  
A has B had C had

5 ... my car, I had to leave the park.  
A do B do C do

6 ... to ask when I can see you.  
A don't ask B don't ask C don't ask

7 I've read ... an easy book. I prefer outside books.  
A have B had C had

8 ... first of all, I'm glad to see you.  
A have B had C had

9 ... to see you again. I'll be back in a week.  
A have B had C had

10 ... to see you again. I'll be back in a week.  
A have B had C had

11 ... to see you again. I'll be back in a week.  
A have B had C had

12 ... to see you again. I'll be back in a week.  
A have B had C had

**Quick homework**  
Read about Mindfulness for exams and carry out the Practice activity.

**WELL-BEING: MINDFULNESS FOR EXAMS**

**What is mindfulness?**  
Mindfulness is a mental training technique that involves paying attention to the present moment. It is a form of meditation that helps you to focus on the present and not get distracted by thoughts, feelings, or sensations. Mindfulness is a form of meditation that helps you to focus on the present and not get distracted by thoughts, feelings, or sensations.

**Mindfully making a drink**  
To understand your attention to the concept of mindfulness, you can try to make a drink mindfully. This means you should pay attention to every step of the process, from the ingredients you use to the way you mix them. You should also pay attention to the way you taste the drink and how it feels in your mouth. This is a form of mindfulness that helps you to focus on the present and not get distracted by thoughts, feelings, or sensations.

What are you doing? For example, making a drink, could be a good way to practice mindfulness. What are you doing? For example, making a drink, could be a good way to practice mindfulness.

# HOW TO USE *FORMULA* FOR AROUND 80 HOURS

## EXAM FOCUSED WITH LANGUAGE DEVELOPMENT Around 80 hours

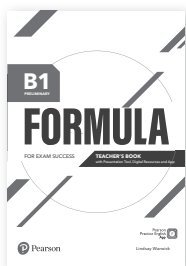
Use the **Coursebook** in class and the **Exam Trainer** for homework

FORMULA B1 PRELIMINARY 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:

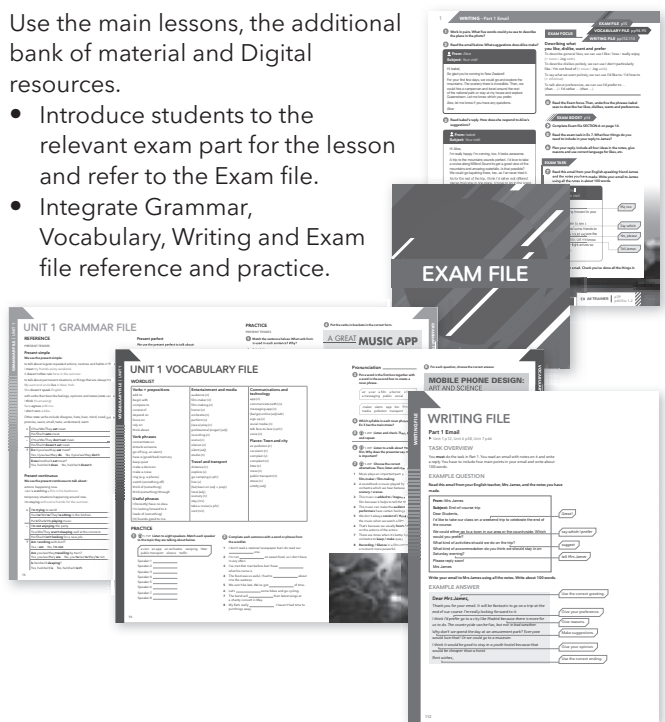
- a **Unit overview** which summarises the content in each unit
- a **list of extra Formula Digital resources**
- a **dyslexia focus** which highlights tasks which dyslexic students might find challenging and provides ideas for making suitable adjustments
- a **warmer** task to focus students' attention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

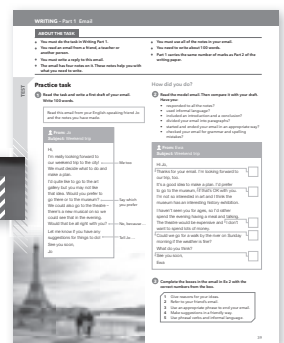
- Introduce students to the relevant exam part for the lesson and refer to the Exam file.
- Integrate Grammar, Vocabulary, Writing and Exam file reference and practice.



### 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 Email.** 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 Email (90 mins)

**1A In other words**

audience	film-maker	horror	perform
orchestra	play	professional	film-making
scene	silence	studio	sound effect

people who watch a performance	a person who creates films	a type of film which is scary	do something to entertain people
a large group of musicians who play music together	something that people go and see in a theatre	someone who is paid to do something	the action of creating a film
a short part of a film or play	no sound	a place where films are made	a sound which is added to a film

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

Watch the *About B1 Preliminary: Writing Part 1* video in the Digital resources.



**WRITING - Part 1 Email**

**ABOUT THE TASK**

- The writing paper has two parts. Part 1 is compulsory (A: you must do it).
- You are given an email from an English-speaking friend with notes you have written.
- You reply to the email, including all the information in the notes, in around 100 words.

**What is being tested?**

This part of the exam tests your ability to use functional phrases, e.g. to suggest, accept an invitation, agree, explain, etc. in everyday written communication. You are marked on a scale of 0-5 in the following areas:

- Content:** This must be relevant and use the ideas in the notes.
- Communicative achievement:** Your email should be laid out correctly, with a friendly tone as if it is to a friend.
- Organisation:** Organise your ideas into clear paragraphs, and use linking words to connect your ideas.
- Language:** Use a range of grammar and vocabulary accurately and appropriately.

**How do you do it?**

**BEFORE THE TASK**

- Read the email carefully.
- Read the notes carefully – these are prompts for your reply. You must include all of this information.
- Think about what you can use each time and how you can give for your response to extend your writing.
- Plan your email. Think about what you will say and in what order you'll say it.

**DURING THE TASK**

- Start to write with a greeting.
- Make sure you address each of the four prompts. Extend your answers with reasons or further explanations.
- Use friendly language to get the right tone.
- Link your ideas where appropriate.
- Divide your email into paragraphs – they may be short but that's all right.
- Sign off your email at the end.
- Write around 100 words. You don't need any loss marks for writing more or fewer than this. However, if you write fewer you might get a lower score for task achievement. If you write a lot more, you might lose marks for accuracy/appropriate use of language.
- Leave time to read through your email. Read it once and check that the information is clear and organised/linked well. Read it a second time to check your use of language, spelling and grammar.

**Are you exam-ready?**

Did you ...

- read the email carefully?
- read the notes carefully?
- include all the information in the notes in your reply?
- extend your writing by giving reasons or explanations?
- use a friendly tone in your email?
- organise and link your ideas appropriately, using paragraphs?
- write around 100 words?
- read through your email at the end and check it carefully?

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 1–4 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 Email**

**EXAM FOCUS**

Work in pairs. What few words could you use to describe the place in the photo?

**EXAM BOOST**

Describe what you like, dislike, want and prefer

To describe general likes, we can use I like / I love / really enjoy (to noun / ing verb)

To describe things we dislike, we can use I don't particularly like / I'm not fond of / I hate (to noun / ing verb)

To say what we want/prefer, we can use I'd like to / I'd love to (to infinitive)

To talk about preferences, we can use I'd prefer to ... (to noun / I'd rather ... (to verb ...)

**EXAM BOOST**

Complete Exam Focus SECTION A on page 14.

Read the exam task on Ex 7. What four things do you need to include in your reply to James?

**EXAM TASK**

Read this email from your English-speaking friend James and the notes you have made. Write your email to James using all the notes in about 100 words.

**From: James**  
**Subject: your visit**

Hi,  
I'm really looking forward to your visit.  
Would you consider staying in a youth hostel, or perhaps heading to my house? This would be the best of the national park or stay at my house and explore the mountains. Let me know which you prefer.  
Also, let me know if you have any questions.  
Alice

**From: Alice**  
**Subject: your visit**

Hi Alice,  
I'm really happy I'm coming, too. I took photos.  
As to the mountain sounds, I'd love to take a cruise along Milford Sound to get a good view of the mountains and enjoy the scenery. Is that possible?  
We could go kayaking there, too, as the water's so clear.  
As for the rest of the trip, I'd love to go to the coast, with some lakes and stay at different hotels. I'd not like to go camping, though. I'd love to water to visit. I'd prefer to stay in a youth hostel where it's more comfortable.  
I can't wait!  
Alice

**EXAM TRAINER**

1. Read the email from your English-speaking friend James and the notes you have made. Write your email to James using all the notes in about 100 words.

**From: James**  
**Subject: your visit**

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Also, let me know if you have any questions.  
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**Subject: your visit**

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I can't wait!  
Alice

**WRITING - Part 1 Email**

**EXAM BOOST**

**SECTION A**

Describing what you like, dislike, want and prefer

In this exam task, you often have to write about what you want or prefer to do.

1 Correct one error in each sentence.

- I'm not very fond on being outdoors.
- I'd love travel around the country.
- I'm not keen of camping.
- I'd rather stay in a campervan to a hotel.
- I don't particularly like stay in one place all the time.
- I'd prefer to renting a campervan than a car.

In this exam task, it's important to begin and end your email in a suitable and friendly way.

2 Complete the sentences with a word below. Then, decide if they begin (B) or end (E) an email.

happy hear know  
message seeing soon

- Looking forward to \_\_\_\_\_ you soon!
- Lovely to \_\_\_\_\_ from you!
- Thanks for your \_\_\_\_\_.
- Let me \_\_\_\_\_ what you think.
- Write again \_\_\_\_\_.
- I'm so \_\_\_\_\_ to hear about your new job.

Refer students to the Writing file on pages 112–113 and go through the content focusing on phrases describing what they like, dislike and prefer to highlight in their email.

Students go to the fold-out Exam file and carry out Exam boost Section A on page 14.

**WRITING FILE**

**Part 1 Email**

121

**TASK OVERVIEW**

You read the task in Part 1. You read an email with notes on it and write a reply. You have to include four main points in your email and write about 100 words.

**EXAMPLE QUESTION**

Read this email from your English-speaking friend Mrs James, and the notes you have made.

**From: Mrs James**  
**Subject: social-culture trip**

Dear Students,  
I'd like to take our class on a weekend trip to celebrate the end of the course.  
We could either go to a town in our area or the countryside. Which would you prefer?  
What kind of activities should we do on the trip?  
What kind of accommodation do you think we should stay in on Saturday evening?  
Please reply soon!  
Mrs James

Write your email to Mrs James using all the notes. Write about 100 words.

**EXAMPLE ANSWER**

Dear Mrs James,  
Thank you for your email. It will be fantastic to go on a trip at the end of our course. I'm really looking forward to it.  
I think it'd be better to go to a city. The Museum there is more for us to do. The countryside can be fun, but not so good weather.  
Why don't we spend the day at an amusement park? Everyone would love that! Or we could go to the museum.  
I think it would be good to stay in a youth hostel because that would be cheaper than a hotel.  
Best wishes,  
[Name]

**EXAM HELP**

Read the task, including the notes, carefully so that you understand what you need to write. Think about what you are going to read your email. Organise and end the email with the correct phrase. Make sure that you include all four points from the notes. Write about 100 words. Check your work for grammar or spelling mistakes.

**OVER TO YOU**

Read this email from your English-speaking friend Billie and the notes you have made.

**From: Billie**  
**Subject: Our summer holiday**

Hi there,  
I'm really excited that we're going on holiday for a week in the summer.  
On the first weekend of the campsite, there's an activity day with games and competitions. Would you like to go to that or would you prefer to go to the beach?  
Also, what are you cycling by the river while we're away?  
Let me know if you have any questions.  
Write back soon!  
Billie

Write your email to Billie using all the notes. Write about 100 words.

**USEFUL LANGUAGE**

**Greetings and endings**

Dear (Mrs, James), Hi (Sam), Hi there,  
Best wishes, / Write back soon, / Please reply soon, / Bye for now, / See you soon.

**Describing what you like, dislike, want and prefer**

I like / love / really enjoy the countryside / going to the beach.  
I don't particularly like / I'm not fond of / I hate (to noun / ing verb).  
I'd like to / I'd love to go to a museum.  
I'd prefer (staying in a youth hostel) than (staying in a hotel).  
I'd rather (stay / see / do) than (play / football).

**Making suggestions**

Why don't we (go to the beach)?  
How about (going to the beach)?  
What about (going to the beach)?  
I think we should (stay in a youth hostel).  
I don't think you should (stay in a hotel).  
It's a good idea to (go to the beach).

**Accepting the invitation**

Thanks for the message. I'd love to go.  
I'd love to (come).

**Apologising**

I'd love to go, but unfortunately I can't because I'm really sorry but I won't be able to come. I'll see you in granddad's car.





# HOW TO USE *FORMULA* FOR AROUND 100+ HOURS

## EXTENSIVE EXAM AND LANGUAGE DEVELOPMENT Around 100 hours

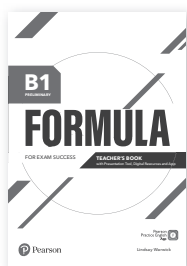
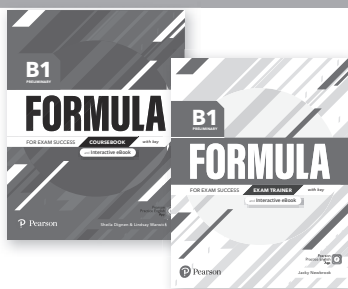
Use the **Coursebook** in class and the **Exam Trainer** for homework

FORMULA B1 PRELIMINARY 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:

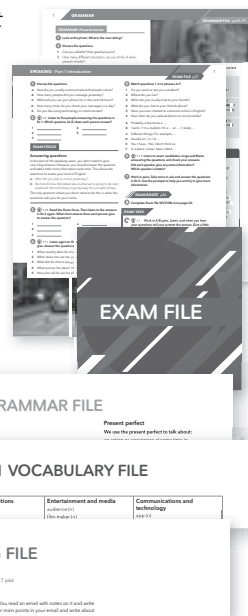
- a **Unit overview** which summarises the content in each unit
- a **list of extra Formula Digital resources**
- a **dyslexia focus** which highlights tasks which dyslexic students might find challenging and provides ideas for making suitable adjustments
- a **warmer** task to focus students' attention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

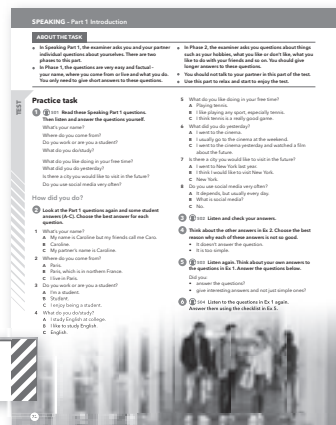


### Building block 3 SECTIONS FOR HOMEWORK

Use the Exam Trainer page references from the Coursebook.

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

EXAM TRAINER | p72  
p73 Exs 1-3



### 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: **Grammar** and **Speaking – Part 1 Introduction**. 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.

**GRAMMAR** (45 mins)

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

**FORMULA 81** B1 ELEMENTARY Vocabulary

**1B Tell me about ...**

ask concentrate disturb go have keep make ring switch think

<b>START</b> Tell me ...	<b>1</b> ... about someone you know who ...	<b>2</b> ... about a time when it is polite to ...	<b>3</b> <b>GO FORWARD ONE SPACE</b>
<b>7</b> ... something that helps you to ...	<b>6</b> the best place to visit on holiday that you can ...	<b>5</b> <b>GO BACK ONE SPACE</b>	<b>4</b> ... about an occasion when you have fun and ...
<b>8</b> ... what time your alarm ...	<b>9</b> <b>GO FORWARD TWO SPACES</b>	<b>10</b> ... if you find it easy to ...	<b>11</b> ... about things that sometimes ...
<b>15</b> <b>GO BACK TWO SPACES</b>	<b>14</b> ... what time you ...	<b>13</b> ... about a time when it's important to ...	<b>12</b> <b>GO FORWARD TWO SPACES</b>
<b>16</b> ... what you ...	<b>17</b> ... who is most likely to be calling you when your phone ...	<b>18</b> <b>GO BACK ONE SPACE</b>	<b>FINISH</b>

PHOTOCOPIABLE © Pearson Education Limited 2003

Use the Coursebook Presentation tool for each page.

**GRAMMAR**

**GRAMMAR: Present tenses**

1 **Look at the photo. What is the man doing?**

2 **Discuss the questions.**

1 Can you whistle? How good are you?  
2 How many different situations can you think of when people whistle?  
3 What kinds of things can people communicate by whistling?

3 **Read the article. Decide if the sentences are true or false.**

1 It is possible that all whistling languages existed before languages that use words.  
2 Whistling languages can only communicate simple ideas.  
3 Modern technology is replacing whistling languages in some places.  
4 No young people in La Gomera are now learning Silbo Gomero.

**Saving Silbo Gomero**

Whistling languages have existed for thousands of years, usually in mountain areas, where people need to communicate across valleys, over long distances. Whistles travel better than shouts or calls. If you have whistled in a field across the street, you will know this takes a lot less effort than shouting! Some experts believe people have used these languages since the time of the first humans, before spoken languages developed. But this does not mean that they are simple. They are often complicated, with different sounds for different words, so people can have full conversations using just whistles. Unfortunately, many whistling languages are dying out. Fewer people now live in mountain areas, and the people who do are using text messages to communicate, often from the traditional whistling language. But the people of La Gomera, one of the Canary Islands, believe it is important to save Silbo Gomero, their traditional whistling language. They have decided to start teaching it to children in schools. Children in primary schools now study the language and they practise the traditional whistles every week. The community hopes that in this way they can keep their language and culture alive.

4 **Look at the bold verbs in the text. Match them to the meanings A-F. Read the Grammar file on page 78 and check your ideas.**

A regular actions or habits  
B things that are always true  
C things happening now  
D things that started in the past and continue in the present  
E experiences at an unknown past time  
F options or feelings (state verbs)

Students carry out activities 1-4.

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

**Form: present simple and continuous**

Form: present simple and continuous

Form: present simple and continuous

If students are struggling with the grammar, you might like to use the Grammar presentation 1: present tenses.

Students carry out activities 5-7.

If time, direct students to the Grammar file on page 78 and carry out the practice exercises on page 79.

**GRAMMAR FILE | UNIT 1**

**UNIT 1 GRAMMAR FILE**

**REFERENCE**

**PRESENT TENSES**

**Present simple**

We use the present simple to talk about regular repeated actions, routines and habits in the present.

I meet my friends every weekend.  
I don't often rain here in the summer.  
My aunt and uncle live in New York.  
She doesn't speak English.

**Present continuous**

We use the present continuous to talk about actions happening now.

I'm trying to work!  
I'm not enjoying this party.  
I'm sleeping with Auntie!  
I'm reading with Auntie!  
I'm watching a film in his bedroom.  
I'm staying with some friends for the summer.

**Present perfect**

We use the present perfect to talk about an action or experience at some time in the past, when the time is not known or not important. We often use it to talk about an action that happened at some time in our lives.

I've seen this film before.  
I've lived in this apartment since 2012.  
I've worked for the company for six months.  
I've never travelled outside Europe.

**Practice**

1 Match the sentence halves. What verb form is used in each sentence? Why?

1 I've seen  
2 I play tennis  
3 My sister lives  
4 I think that's  
5 I'm talking  
6 I've worked at the company for  
7 My brother is studying  
8 I've never

A few years.  
B in a flat in London.  
C to Ella at the moment.  
D that film before.  
E every weekend.  
F a really interesting idea.  
G tried rock climbing?  
H medicine at university.

2 Choose the correct alternatives.

1 I'm sorry I **don't agree / am not agreeing** with you.  
2 I'm sure I **was seeing /'ve seen** that woman somewhere before.  
3 I know / **'ve known** Steph since we were at school.  
4 Oh, not **it rains /'s raining** again!  
5 We often **play /'re playing** tennis together on the weekend.  
6 I **stay /'m staying** with my aunt until I can find my own flat.  
7 Have you ever **go / been to** New York?  
8 These plants **grow / are growing** best in dry conditions.

3 Correct one error in each sentence.

1 Are they there that often home?  
2 Have you been over to Berlin?  
3 The food is tasting delicious!  
4 Does Tom still sleeping?  
5 I'm having this cold for two weeks now!  
6 Jan don't like rap music.  
7 I never hear that music before.  
8 Mia isn't here - she travels to London with some friends.

4 Put the verbs in brackets in the correct form.

**A GREAT MUSIC APP**

1 I was in \_\_\_\_\_ (you / see) a song while you're out somewhere and wanted to know what it called and who sings it? I've now got an app on my phone that \_\_\_\_\_ (help) me do this. I \_\_\_\_\_ (save) it for a few weeks now and I \_\_\_\_\_ (think) it's amazing! You simply \_\_\_\_\_ (hold) your phone up to the music and the app quickly \_\_\_\_\_ (tell) you the name of the song and the singer. I \_\_\_\_\_ (use) it a lot at the moment. In fact, right now I \_\_\_\_\_ (listen) to a cafe and a song \_\_\_\_\_ (play) in the background. It's great to know that I can easily find out what it is. I \_\_\_\_\_ (never / have) such a great app - you should definitely try it!

**Pronunciation**

1 Is each verb in bold stressed or unstressed? How is each unstressed verb pronounced?

1 These shoes **are starting** to look odd now.  
2 Paul **doesn't like** romantic films.  
3 My parents **have bought** a new car.  
4 They **haven't decided** where to go.  
5 Are you **waiting** for someone?  
6 Have you **finished** your pizza?  
7 I'm **not listening** to the radio.

2 Make questions using the prompts. Put the verbs in the correct present tense.

1 What songs / you / listen to / at the moment / ?  
2 How long / you / know / your best friend / ?  
3 you / ever / try / bungee jumping / ?  
4 What / your usually eat / for breakfast / ?  
5 How often / you go / to the gym / ?  
6 you / watch / any good films / recently / ?  
7 What / your parents / / look / like / ?  
8 Where / your parents / / live / ?

3 Write your answers to the questions in Ex 7.

# SPEAKING – Part 1 Introduction (1 hour 15 mins)

**SPEAKING – Part 1 Introduction**

**ABOUT THE TASK**

- In **Speaking Part 1**, the examiner asks you and your partner individual questions about yourselves. There are two phases to this part.
- In **Phase 1**, the questions are very easy and factual – your name, where you come from or live and what you do. You only need to give short answers to these questions.
- In **Phase 2**, the examiner asks you questions about things such as your hobbies, what you like or don't like, what you like to do with your friends and so on. You should give longer answers to these questions.
- You should not talk to your partner in this part of the test.
- Use this part to relax and start to enjoy the test.

**TEST**

**Practice task**

1 Read these **Speaking Part 1** questions. Then listen and answer the questions yourself.

What's your name?  
Where do you come from?  
Do you work or are you a student?  
What do you do/ study?  
What do you like doing in your free time?  
What did you do yesterday?  
Do you use social media very often?

How did you do?

2 Look at the **Part 1** questions again and some student answers (A-C). Choose the best answer for each question.

1 What's your name?  
A My name is Caroline but my friends call me Caro.  
B Caroline.  
C My partner's name is Caroline.

2 Where do you come from?  
A Paris.  
B Paris, which is in northern France.  
C I live in Paris.

3 Do you work or are you a student?  
A I'm a student.  
B Student.  
C I'm going to be a student.

4 What do you do today?  
A I study English at college.  
B I like to study English.  
C English.

5 What do you like doing in your free time?  
A Playing tennis.  
B I like playing any sport, especially tennis.  
C Tennis is really good game.

6 What did you do yesterday?  
A I went to the cinema.  
B I usually go to the cinema at the weekend.  
C I went to the cinema yesterday and watched a film about the future.

7 Is there a city you would like to visit in the future?  
A I want to visit New York last year.  
B I think I would like to visit New York.  
C New York.

8 Do you use social media very often?  
A It depends, but usually every day.  
B What is social media?  
C No.

3 Listen and check your answers.

4 Think about the other answers in Ex 2. Choose the best reason why each of these answers is not good. You don't need to answer the question.

- It's too simple.
- It's too long.

5 Listen again. Think about your own answers to the questions in Ex 1. Answer the questions below.

Did you:  
• answer the questions?  
• give interesting answers and not just simple ones?

6 Listen to the questions in Ex 1 again. Answer them using the checklist in Ex 5.

Use the Exam Trainer Presentation tool for the page.

Use Exam Trainer Teacher's Notes for Warmer, ABOUT THE TASK and activities 1–6.

Students carry out the Test activities 1–6 as a quick introduction to the exam task.

Use the Coursebook Presentation tool for the page.

Students carry out activities 1–7 including reading the Exam focus box.

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

**SPEAKING – Part 1 Introduction**

**EXAM BOOST**

**SECTION A**

**Answering questions**

In this exam task, you should answer the question and then give a little more information.

1 Complete each answer with a word below.

definitely depends get idea mostly not something to

1 'How often do you do sports?' '\_\_\_\_\_ very often.'

2 'Where do you usually buy your clothes?' 'I \_\_\_\_\_ get them online.'

3 'Who do you spend the most time with each day?' 'It \_\_\_\_\_ what day it is.'

4 'What's your perfect weekend activity?' '\_\_\_\_\_ fun but also relaxing.'

5 'Do you think you'll use English in your job in the future?' 'I \_\_\_\_\_ will.'

6 'How do you travel to college each day?' 'I \_\_\_\_\_ the bus.'

7 'Where did you go for your last holiday?' '\_\_\_\_\_ a little fishing village on the coast.'

8 'What are your plans for the weekend?' 'I have no \_\_\_\_\_!'

Students can go to the fold-out Exam file and carry out Exam boost Section A on page 26.

Watch the *B1 Preliminary Speaking Test 1, Part 1* video in the Digital resources.

**SPEAKING – Part 1 Introduction**

**EXAM FILE p27**

1 Discuss the questions.

A How do you usually communicate with people online?  
B How many people did you message yesterday?  
C What will you use your phone for in the next 24 hours?  
D How many times do you check your messages in a day?  
E Do you like using technology to communicate?

2 Listen to five people answering the questions in Ex 1. Which question (A-E) does each person answer?

1 \_\_\_\_\_ 4 \_\_\_\_\_  
2 \_\_\_\_\_ 5 \_\_\_\_\_  
3 \_\_\_\_\_

**EXAM FOCUS**

**Answering questions**

In this part of the speaking exam, you don't need to give very long answers. However, you should answer the question and add a little more information each time. This allows the examiner to assess your level of English.

A Who did you talk to online yesterday?  
B My friend Anna. We talked about what we're going to do next weekend. We're thinking of going away for a couple of days. The only question where you don't need to do this is the one the examiner asks you for your name.

3 Read the Exam focus. Then listen to the answers in Ex 2 again. What don't answer does each person give to answer the question?

1 \_\_\_\_\_ 4 \_\_\_\_\_  
2 \_\_\_\_\_ 5 \_\_\_\_\_  
3 \_\_\_\_\_

4 Listen to the extra information the speakers give. Answer the questions.

1 When exactly does he check his messages?  
2 When does she use her email?  
3 What did he chat to people about?  
4 What worries her about new technology?  
5 How else will he use his phone?

5 Match questions 1-6 to phrases A-F.

1 Do you work or are you a student?  
2 Where do you live?  
3 When do you usually chat to your friends?  
4 What do you chat to your friends about?  
5 Have you ever chatted to someone online in English?  
6 How often do you upload photos to social media?

A Probably a few times a ...  
B I work. I'm a student. I'm ... at ... / I study ...  
C Different things. For example, ...  
D Usually on / in / at ...  
E Yes, I have. / No, I don't think so.  
F In a friend's name / was called ...

6 Listen to exam candidates Jorge and Maria answering the questions and check your answers. Did each speaker give any extra information? Which speaker is better?

7 Work in pairs. Take turns to ask and answer the questions in Ex 5. Use the prompts to help you and try to give more information.

**EXAM BOOST p26**

Complete Exam file SECTION A on page 26.

**EXAM TASK**

8 Work in A-B pairs. Listen, and when you hear your questions, tell your partner the answer. Give a little more information each time.

9 Discuss the questions with your partner.

1 Did you each answer the questions correctly?  
2 Did you give a little more information each time?  
3 How could you both improve next time?

**EXAM TRAINER p27**  
p23 Ex 1.3



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.

**SPEAKING – Part 1 Introduction**

**ABOUT THE TASK**

- There are two examiners. One speaks to you, and the other one just listens.
- You and your partner answer personal questions in turn from the examiner.
- You will answer questions about personal details, daily routines, likes and dislikes, etc.
- You don't need to speak to your partner in this part. You just speak to the examiner.

**What is being tested?**

The part of the exam focuses on your ability to give basic information about yourself. The examiners mark you all through the test on your use of:

- Grammar and vocabulary.** Try to use a range of simple sentences accurately. Try to use more complex sentences as well, but don't worry about making mistakes.
- Discourse management.** This means answering the question by giving more than just a one- or two-word answer, even if you hesitate. It also means linking ideas using a range of linking words.
- Pronunciation.** This includes individual sounds, word stress and sentence stress, but the important thing is that you can be understood easily.
- Interactive communication.** This means responding to and interacting with another person. In Part 1, this means listening carefully to the examiner and answering their questions.

**How do you do it?**

**BEFORE THE TASK**

- Take a deep breath and try to relax.
- Get ready to listen carefully to the examiner.
- Remember that the examiner is interested in what you have to say. Imagine you're having a normal conversation with them.

**DURING THE TASK**

- Listen carefully to the question. If you don't hear it, ask them to repeat it.
- The first questions will always be about your name, where you're from and your work/studies. The examiner will then ask you further questions on different topics.
- Answer each question and give a little more information. You don't need to give very long answers, but make sure they're more than a few words.
- Try to speak without too much hesitation and with appropriate pronunciation.
- Try to use a range of everyday vocabulary, and grammar without too many errors.
- The examiner will ask you and the other candidate in the room questions separately. You don't need to talk to the other candidate.

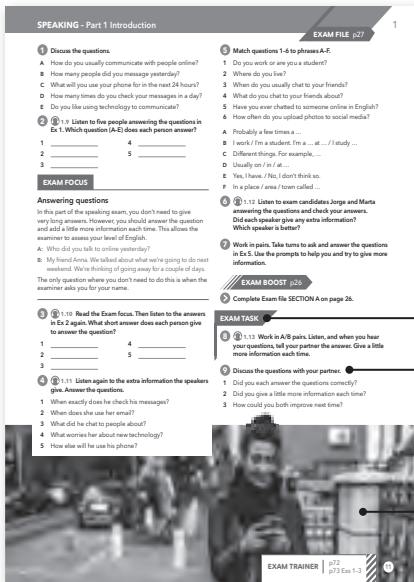
**Are you exam-ready?**

Did you ...

- listen carefully to the examiner's questions? \_\_\_\_\_
- answer the question? \_\_\_\_\_
- give more information to extend your answer? \_\_\_\_\_
- speak without too much hesitation? \_\_\_\_\_
- use a range of everyday vocabulary? \_\_\_\_\_
- create simple sentences with good accuracy, and try to create some complex sentences? \_\_\_\_\_
- pronounce words correctly, and use appropriate stress and intonation? \_\_\_\_\_

Are you ready for Speaking Part 1? Identify an area to improve.

**EXAM REFERENCE**



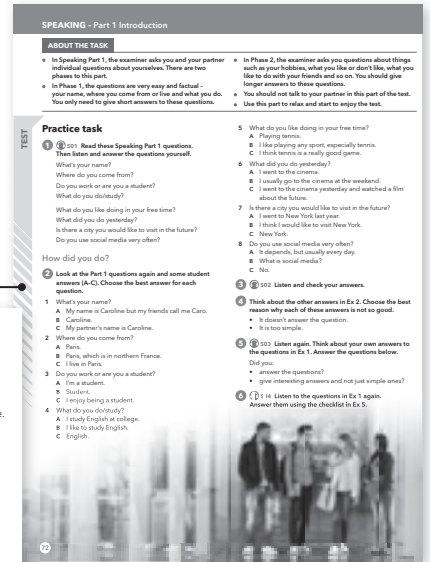
Students can now complete the Exam task in the main unit using the guidance they have found in the Exam file, the Exam focus and the video to help them.

Students can complete activity 9 with a partner.

Use the Coursebook teacher's notes for Cooler.

For homework, students can complete Speaking Part 1 – Introduction p72, p73 Exs 1–3 in the Exam Trainer.

- 1** Cross out the unnecessary part of the answers below to make them sound more natural.
- Where do you live?  
I live in Genoa, in Italy.
  - What do you usually do in the evenings?  
In the evenings I usually chat to my friends online.
  - What's your favourite sport?  
My favourite sport is definitely football because I love team sports.
  - How often do you look at your mobile phone?  
I look at my mobile phone probably every ten minutes or so!
  - What did you do last weekend?  
Last weekend I went to the beach with my family.
  - Who is your best friend?  
My best friend is Julia - I've known her for years as she lives next door to me.
- 2** **505** Listen and check your answers.
- 3** Match questions 1-6 with answers A-F.
- Do you work or are you a student?
  - How often do you go to the cinema?
  - Where do you usually meet your friends?
  - Are you good at sport?
  - Do you go on holiday abroad every year?
  - Do you have many brothers and sisters?
- A Every weekend if I can.  
B I work. I'm a teacher at a college.  
C Different places. For example, the local café or the shopping mall.  
D Not always, but most years.  
E No, I don't think so, to be honest.  
F No, just one brother.



Building block 4 DIGITAL RESOURCES

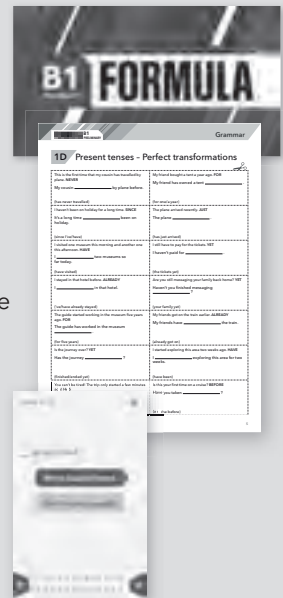
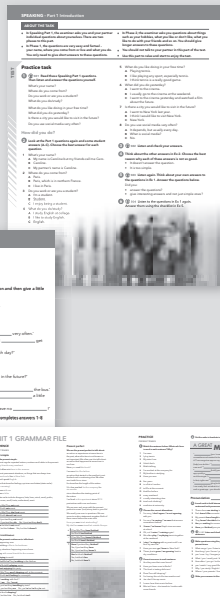
**Before class**  
Exam Trainer Test section on p72.

**Less time**  
Ask students to complete the Grammar file activities and the Exam boost at home.

**Need something extra or a change of pace**  
Video: About B1 Preliminary: Speaking, About B1 Preliminary: Speaking Part 1, B1 Preliminary Speaking Test 1, Part 1.

**Why not try?**  
A photocopyable activity from the Digital resources.

**Quick homework**  
Pearson Practice English App Unit 1 activities.



# HOW TO TEACH FOR EXAMS

## What do teachers need to consider?

### How is teaching for exams different from teaching general English classes?

- Exam classes often place more emphasis on reading, writing and grammar. General courses often include more speaking activities and general listening tasks that aim to develop communicative skills and fluency.
- An exam course is fixed, with an exam syllabus that must be completed. This means the teacher may feel there's little time to do many extension activities from the Coursebook that are either optional or not in exam format, even though these are clearly useful. When doing these activities, it's important that teachers explain their value clearly to the students so that they understand how they relate to the exam.
- Exam students may not be interested in learning English for its own sake – they may simply want to pass the exam. This means they may be keen to do exam practice but may not see the value of spending time on communicative or fluency activities. However, if there are non-exam students in your class, they may want to do fluency work that improves their communicative ability.
- Students may feel under pressure to succeed. This could be because they need to pass the exam to continue their studies or to succeed in the career of their choice. This pressure can lead to a feeling of frustration if students aren't doing well.
- There can be problems if students are not at the level of the exam they're studying for. Students can become demotivated and teachers can feel frustrated.
- There is a very clear end goal which creates a shared bond among exam students. Non-exam students may also see a clear progression through the course and gain a sense of progress and achievement in their overall ability.

### What do exam teachers need to know at the start of a course?

It's vital that teachers know about the exam before they start the course, so they can make crucial decisions about how much time to spend on the different aspects of the exam, when to start exam practice and so on. They also need to know the balance of exam and non-exam students.

Teachers should find out about students' priorities and how many students intend to take the exam. They should then find out about individual students' respective strengths and weaknesses in order to focus as much time as possible on those areas that students have trouble with. Information they need includes:

#### The format and content of the exam

- How many papers are there and what skills does each one test?
- How many different parts are there in each paper? Are they all compulsory or is there a choice?

- What is the grammar syllabus for the exam?
- How are the skills tested – multiple choice questions, gap-fill, ...? What techniques are required for dealing with each one?

#### The practicalities of taking the exam

- How much time is allowed for each part of the exam? How should students balance their time?
- Where do students write their answers? Is there transfer time?

#### How the exam is marked

- What is the weighting of different papers?
- How many marks are there for each question?
- What are the assessment criteria for each part where there is no 'right' answer, i.e. when testing the productive skills of writing and speaking?

#### What happens after the exam?

- How are the results presented? Do students receive feedback? Are the grades linked to the CEFR? What level are they linked to?
- What can your students do with the qualification? Is it recognised internationally?
- What is the next exam that your students should progress to?

### What makes a successful exam teacher?

Teaching for an exam is very rewarding, but it is also challenging. A good exam teacher:

- knows and understands the exam well, including the testing focus of each part and what techniques students need to deal with each one
- understands how to achieve a balance between developing skills and doing exam practice in lessons so as to engage all students in the work
- enjoys teaching towards a goal
- manages their own and their students' time effectively and efficiently
- listens to students' concerns and worries
- gives honest and direct feedback on students' performance
- motivates students and fosters confidence and independent learning

### How important is balancing teaching and testing?

Students enrolled on an exam course will expect to go through a lot of practice tests and exam practice. However, if this is all you do, you will produce excellent test takers but poor language users! You may also risk losing the interest of any non-exam students. When time is restricted you need to make the most of the time you choose to teach and the time you need to be testing. This balance is different with every class.



## How does *Formula* help with exam teaching?

Each lesson in *Formula* is designed to help learners develop the skills, language and strategies they need to communicate effectively in English and pass the Cambridge B1 Preliminary exam. They will learn about each part of the exam, what to expect and how to do it well.

### Development of skills

Exam tasks require students to demonstrate a range of language at the appropriate level. Reading Part 5 and 6 lessons with a grammar or vocabulary focus develop this range unit by unit, which makes it easy for students to apply them to exam tasks and to the real world. A Grammar file and Vocabulary file for each unit provides additional practice too, for use both in class and out.

### Development of language

Each skills lesson focuses on a sub-skill or strategy, with exercises to help students develop that sub-skill. Students then apply it in an exam task. In Reading Part 5 and 6 lessons with a grammar or vocabulary focus, students see the language in context and practise using it before they apply their knowledge of the language to an exam task.

### Building exam skills

#### Exam file with Exam reference

*Formula* comes with a fold-out Exam file in the back of the Coursebook which provides a reference page for each exam task. It gives information about what the exam task is and what it tests, and provides tips for students on what to do before the task, during the task and after the task to make sure they use the best strategies possible. As they work through the Coursebook and become familiar with the tips, the tasks will become easier.

#### Exam boost section

The Exam file includes an Exam boost page for every exam task. These pages provide additional practice of the skill or language being taught in the main lessons, with some language extension too. This extra practice helps learners to work towards greater success in exam tasks.

### Focus on the process

Learners are helped to understand not just the point of what they are doing but also how to complete each part well. Understanding what each task type is testing and the process they need to follow in order to complete it enables students to reach their overall goal.

### Focus on the process of writing

To help students identify good practice in writing tasks, lessons in the Coursebook provide model answers. There are also tasks that encourage students to analyse the model answers, giving them greater understanding of how to complete the tasks themselves. These analytical tasks focus on the approach, content and language required by the different writing genres. Students are also guided to review and improve their work, or another student's work, and helped to understand where improvement is required. The Writing file provides further tips on how to approach the tasks, with further models.

### Focus on speaking

Throughout the Coursebook there are discussion questions and tasks that encourage students to talk about ideas related to topics they have heard or read about. This helps students to prepare for the speaking exam and helps them develop real-world speaking skills. In sections specifically devoted to exam tasks, there are model answers for students to analyse. These answers give clear models for long turns and give examples of the best ways to interact with a partner.

### Explanatory answer keys

There are clear answer keys provided for the exam tasks. In the reading and listening tasks the lines where the answers can be found are quoted. In the Reading Part 5 and 6 tasks there are explanations for the answers.

### Practice exam

As well as working through regular unit tests, there are also two further practice exams in the Digital resources found in the Presentation tool as well as a full practice exam in the Exam Trainer, which they can check against the Answer key.

### Resources for self-study

There are a number of resources which provide opportunities for self-study and also give supplementary information and further practice. These can be used in class or at home. They include:

- The Grammar file at the back of the Coursebook
- A Wordlist and extended Vocabulary section in the Vocabulary file at the back of the Coursebook
- The Writing file at the back of the Coursebook
- A full practice exam in the Exam Trainer
- The Exam file booklet in the back of the Coursebook
- Audioscripts for the listening tasks
- The Exam Trainer

# HOW TO ENCOURAGE INDEPENDENT LEARNING

## What is it and why is it important?

Independent learning is 'a process, a method and a philosophy of education whereby a learner acquires knowledge by his or her own efforts and develops the ability for enquiry and critical evaluation' (Philip Candy, 1991). In a language learning context, independent learners are those who are able to recognise their learning needs, locate relevant information about language and develop relevant language skills on their own or with other learners. The responsibility for learning is no longer with the teacher but with the learner, who is more actively involved in decision-making.

Reviews of both literature and research suggest that independent learning can result in the following:

- increased recognition of strengths, weaknesses and progress
- increased levels of confidence
- increased motivation
- better management of learning
- improved performance.

It therefore appears that being an independent learner can be extremely beneficial for students, both at school and beyond. Learning is, of course, lifelong.

## Current best practices and methods

To help students become more independent, teachers can support them in a number of ways.

### Make intended learning goals clear to learners

Sharing intended learning goals with a class helps students to see what they are trying to achieve and then later assess whether they have achieved it. Sharing goals can be done at the beginning of a lesson or series of lessons, or as a lesson progresses. They can be given by the teacher or, if the latter, elicited from the students. Note that they are described as *intended* learning goals. This is because teachers cannot fully determine what students will actually learn in a lesson. However, an intended learning goal can help students to understand what desired goals should be.

### Help learners to personalise learning goals

This does not mean that every learner will be working on a different goal in each lesson but instead that they are given the opportunity to set goals relevant to their own needs before working outside the classroom or when doing tasks in the classroom. For example, before completing an exam task in a speaking lesson, students could set their own goal in relation to an area of weakness, e.g. *I want to give a reason for my answer / organise my ideas better / use more linkers.*

### Focus on the process as well as the goal

Learners understand not just what their learning goal is but also how to achieve it. Understanding what success looks like and the process they need to follow in order to be successful will facilitate achieving the goal.

### Provide opportunities for reflection on learning

Self- and peer-assessment of performance, as well as reflection on whether learning goals have been met, all help students to become more aware of their strengths, weaknesses and progress.

Recognition of progress helps to build confidence and motivation. Opportunities for assessment and reflection need not take too much time. Just two minutes after a task or at the end of a lesson answering the question *How has this lesson helped you?* can give students time to develop important meta-cognitive skills.

### Provide feedback on learning

'Feedback is one of the most powerful influences on learning and achievement' (Hattie & Timperley, 2007) and it is certainly something considered to be important in helping learners to develop the skills they need to become independent. Feedback does not only have to come from the teacher though. Peers can often provide useful feedback and suggestions when encouraged to do so in a supportive and sensitive manner. Hattie & Timperley suggest that for feedback to be effective, it must help learners to understand where they are now in their learning, where they are going and how to get there.

### Gradually transfer learning decisions to students

Students cannot become independent learners if all of their learning decisions are made for them. Allowing students in a class the opportunity to make some decisions about how they learn gives them a greater level of autonomy. Start with small decisions at first, for example asking students to decide whether to

- do a task alone or in pairs;
- use a set of useful phrases for support or not in a speaking task;
- discuss questions about one topic or a different topic.

This transfer of responsibility built up over time will help learners to become more independent.

Of course, as with any approach or strategy that you introduce, it is always beneficial to receive some feedback from learners during and at the end of a course to find out if they have been helpful.

You could ask your students to rate the following according to how useful they have been (1 = not useful, 5 = very useful) or rank them according to which they have found the most useful (1 = most helpful).

- Sharing the learning goal of the lesson
- Assessing my skills
- Setting my own goals
- Feedback from the teacher
- Helping to make decisions about lessons

Their ratings or rankings can then be a springboard for further discussion.

## How does *Formula* help me with that?

*Formula* provides a number of resources that will help you to develop more independent learners.

### Clear learning goals and models for success

Learning goals for each skill are outlined at the beginning of each unit in the Teacher's Book. These describe what the student will be able or better able to do at the end of the lesson. The language or skills focus of every lesson is clearly set out in the Contents page of the Coursebook.

UNIT	OPENER	READING	READING - VOCABULARY
<b>1</b> SOUND	Language focus: Verbs + prepositions p5 Topic: Sound effects in film	Part 1 Multiple choice (short texts) pp6-7 Skill focus: Time expressions Topic: Music	Part 5 Multiple-choice cloze p8 Language focus: Verb phrases Topic: Silent cafes Vocabulary file p94 Pronunciation: Word stress (noun phrases)

### A focus on process

To help students identify good practice in speaking and writing tasks, there are example answers for the Writing paper in the Writing file at the back of the Coursebook as well as further example answers for Speaking and Writing tasks in the Answer key. Furthermore, the Coursebook provides exercises throughout its lessons that encourage students to analyse the answers to better understand how to complete the tasks successfully. Analysis focuses on approach, content and language.

**5** Read the exam task in Ex 7. What four things do you need to include in your reply?

**6** Plan your reply.

- Decide how you'll start and finish your email.
- Decide what information to include.
- Decide what phrases you can include in your email.

### Review tasks in Writing lessons

In each Writing lesson, students are asked to review their own work or a partner's work and make improvements. Scaffolded tasks help students to develop the skills they need to do this effectively.

**9** Check your article includes all four things in the Exam focus. What are you the most pleased with? Why?

**10** Read other students' articles from the class. Whose do you enjoy the most? Why?

### Resources for self-study

There are a number of resources to help learners to achieve their goals. These can be used in class if the teacher wants to allocate part of a lesson to self-study or they can be used at home. They include:

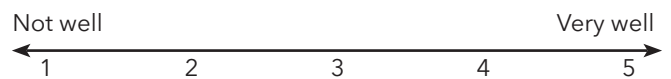
- The Vocabulary file at the back of the Coursebook which includes a wordlist for each unit
- The Writing and Grammar files at the back of the Coursebook
- The Exam file with an Exam reference and an Exam boost page for every exam task
- The Exam Trainer

## To take it further ...

Try these activities to help your students become independent learners.

### 1 Confidence scale

Write the intended learning goal of the lesson on the board (e.g. *identify a speaker's attitude*) as a 'can do' statement, e.g. 'I can identify a speaker's attitude'. Check students understand what attitude is and give an example (e.g. annoyed, sad). Draw a scale like the one below. Ask students to write down the number that shows how well they can do this now. Monitor and look at their numbers. Ask students to do this again at the end of the lesson, writing their new number next to the old one. Again, monitor. Whether students' numbers have gone up or down in general, lead a short class discussion to find out why (what helped, what was difficult, what they feel they need to do next).



You might choose to leave this activity until the end of a unit. Write all the intended learning goals on the board and ask students to rate their confidence levels in each one. You can then lead a class discussion on how they can gain more confidence in certain areas and use this information to plan future lessons.

### 2 Selecting the feedback focus

Before students complete a writing task, ask them to identify a personal learning goal, e.g. *I'd like to use paragraphs*. Encourage them to look back at your feedback on previous written work to help them identify this. Tell them to write this goal at the top of their work when they submit it and that you will provide feedback specifically on that goal when you mark it.

### 3 Record and reflect

Ask students to use their mobile phones to record themselves completing a speaking task so they can listen back and compare their performance to a model answer. Recording apps are usually free to download or are pre-loaded onto a smartphone.

### 4 Written feedback

When marking students' work, provide one comment under each of the headings below to help learners identify where they are in their learning now, where they need to go next and how to get there, as well as recognise that they have made progress to boost students' confidence.

- What you did well
- What you've improved
- What you can improve
- How you can improve it

### 5 Regular reflection

Put aside regular time for reflection in your lessons.

For example:

- Ask students to predict how well they think they'll do in a task. Afterwards, they can discuss if they were right and why / why not.
- After speaking and/or writing tasks, ask students to make a list of common language errors for future reference.
- Ask students to share exam or writing task strategies so they can learn from each other.
- At the end of a lesson, ask students to say **3** words they want to review and remember, **2** things they felt they did well and **1** thing they'd like to improve next time.

# WELL-BEING: MINDFULNESS FOR EXAMS

## What is mindfulness?

Mindfulness is essentially awareness. It is about training the attention to notice our thoughts, feelings, emotions, sensations, physical reactions and anything around us that is happening right now, without judging them. This can help us to make better, more skilful decisions. The brain can be 'rewired' to work in more helpful or skilful ways. In many ways it's like brain training. Just as people go to the gym and lift weights regularly to build muscle, mindfulness helps train the brain by doing the practices daily.

## Preparing for exams

Neuroscientists are starting to understand more about how mindfulness practice can help. Studies indicate that it helps in two main ways, especially when it comes to exams.

- 1 It helps to increase the density in the front of your brain. This is the part of the brain associated with memory, our ability to solve problems and to manage distraction.
- 2 It helps us to manage strong or difficult emotions. Feeling some stress and anxiety around exams is natural and, indeed, can help boost performance. It's when this becomes too much that it becomes a problem.

Mindfulness helps to calm activity in the bit of the brain associated with worry.

## Doing and being

Very often, you might find that your students want to get straight into doing a task like revision just to get it finished and out of the way. This is called **doing** mode – it helps to get things done, but not always to consider the best way of tackling the task. Mindfulness helps by giving your students a moment to pause and enter **being** mode. This allows them time to ground themselves and to be fully focused on the present moment, so they experience things more fully. Usually this will help them to take a calmer and wiser approach to a task, which will mean they're more effective. The pressures of revision and exams may make them feel that taking 'time out' from revision to do these practices is not possible. However, regularly doing even short practices where they can drop into being mode can begin to give them greater mental space or clarity.



## Mindfully making a drink

To introduce your students to the concept of mindfulness, you might like to ask them to think about something they do several times every day, like making a drink. Rather than the very mechanical doing mode which they will typically use, ask them to try and 'experience' each element of the task and be fully present throughout and to think about some of the following:

- What can you hear? For example, when making a drink, notice the sound of pouring the drink or boiling water.
- What can you smell? For example, for tea, coffee or juice, notice how the smells change as you make the drink.
- What can you see? For example, notice the colours and how they change.
- What can you feel? For example, the warmth or coolness of the drink in your hands.
- What can you taste? For example, when taking a sip of the drink, notice how it first tastes and any changes in taste.
- Enjoy being in the moment as you consume your drink.

This simple exercise can have a big impact. Many people find they notice and taste far more. When you take time to slow down and live in a more moment-to-moment way, you are able to experience life more fully and appreciatively. This can then help to create a greater sense of calm.

## Being kind to yourself

Exam preparation can be a stressful time, so it's important to encourage your students to take some time out regularly to be kind to themselves: to recharge their batteries, give their brain some breathing space and acknowledge all the good preparatory work they're putting in. Remind your students to take regular breaks and enjoy some 'downtime' with friends and family to help recharge.

These mindfulness practices can help your students to stay calm and focused as they revise for their exams.

### Important

If you suspect that stress and anxiety are getting on top of your students, encourage them to speak to someone they trust. Opening up about how they feel can really help in dealing with what can be an intense time. If they have recently experienced the loss of a loved one, a traumatic event, have been diagnosed with a mental illness or have any ongoing physical pain, it's really important that they check in with someone (such as a parent, counsellor, doctor or you, their teacher) before doing these practices.

## Practising mindfulness

Just like learning any new skill, for example playing a sport or an instrument, mindfulness is something that has to be practised daily to have richer benefits. Doing daily practices of 10 minutes or so can really help your students to move their awareness to be fully in the present moment in a non-judgemental way, helping them to avoid overthinking, which can lead to worry, anxiety and stress.

### Good posture for practice

Getting your posture correct for doing mindfulness practice is really important. This practice is designed to be done in a seated position. It can also be done lying down. Tell students to try to find a chair they can sit in that allows their feet to rest fully on the ground with their ankles, knees and hips all at right angles and with their back slightly away from the back of the chair. The room you choose should be somewhere you won't be disturbed. Make sure that students put their phones into silent or flight mode. Let other teachers that you work with know that you'll be doing mindfulness practice so that they do not disturb you. Mindfulness can help your students to take a healthy, effective approach to revision. But ensure they remember they will still need to plan and revise!

## Mindfulness of breath and body

### The benefits

Very often our minds like to wander. In this practice, your students focus their attention on their breathing and on different parts of their body. It's a bit like shining a torchlight so that they focus on just one thing at a time, feeling the sensations that arise. Practising this regularly helps the mind wander less, which leads to less worrying and helps with concentration. Remind your students that it is normal for the mind to wander while you are meditating as that is what minds do! They are just trying to train it. The Mindfulness of breath and body practice will help your students to develop their awareness and focus, which can help with revision. In addition, focusing on breath also has a calming effect (great if they're worrying about exams). Moving the focus to the body can also help to identify physical feelings caused by stress. Examples of stress in the body might be 'butterflies' or cramps in the stomach, hands shaking, getting sweaty or the mouth going dry.



### Guidance on the practice

Explain to your students that if their mind wanders, they should try to bring it back with a sense of kindness. It doesn't matter how many times the mind wanders, it's bringing it back each time to the focus on the breath or the body that's important, as they are increasing their concentration and training their attention each time. Tell them not to get frustrated as it is just part of training the brain.

To access the audio file for this practice, please use the App.

Because the audio is above B1 level, we have provided a list of words that your students might find challenging when listening to the track. Encourage them to look up the words in advance and remind them not to worry if they don't understand every word they hear.

### Body parts

abdomen  
ankles  
calves  
chin  
diaphragm  
elbows  
lungs  
shoulders  
torso  
thoracic area  
throat  
windpipe  
wrists

### Other

acknowledge (v)  
anchor (v)  
anxiety (n)  
compassionate (adj)  
ensure (v)  
expand (v)  
hunched (adj)  
let go (phr. v)  
rhythm (n)



# 1 | SOUND

## UNIT OVERVIEW

### Opener

- Language focus: Verbs + prepositions
- Topic: Sound effects in film

### Reading

- Part 1 Multiple choice (short texts)
- Topic: Music

### Reading – Vocabulary

- Part 5 Multiple-choice cloze
- Language focus: Verb phrases
- Topic: Silent cafés

### Listening

- Part 1 Multiple choice (pictures)
- Topic: Noise pollution

### Reading – Grammar

- Language focus: Present tenses
- Topic: Whistling languages

### Speaking

- Part 1 Introduction
- Topic: Communication and social media

### Writing

- Part 1 Email
- Topic: Milford Sound

### Extra resources

(See lesson overviews for details)

- B1 Preliminary Exam Trainer
- Pearson Practice English App – Unit 1 activities

### Digital resources

- Presentation tool Unit 1
- Unit 1 Language test
- Unit 1 Language test for dyslexic students
- Unit 1 Photocopiable activities
- Unit 1 Grammar presentation
- Video: B1 Preliminary About the exam
- Video: B1 Preliminary Speaking test
- Cambridge B1 Preliminary practice exam papers

## OPENER p5

### DYSLEXIA FOCUS

Learners with dyslexia benefit from being explicitly told the learning objective of the lesson so that they can mentally prepare for the lesson and better understand the purpose of each activity.

### Warmer

Ask students to sit in silence and listen to the sounds they can hear. Put them into pairs to discuss what they heard and whether they like those sounds or not. Invite students to share their ideas with the class.

## VOCABULARY: Verbs + prepositions

1 Focus students on the photo. Put students into pairs to discuss the questions. Then, invite each group to share their ideas.


### Answers

Students' own answers

2 Ask students if they know how sound effects in films are made (e.g. two halves of a coconut can be hit together to make the sound of a horse running). Elicit ideas for thunder to demonstrate the task, and then put students into pairs to discuss the other sounds. Elicit ideas from around the class, but don't confirm the answers at this point.

### Answers

Students' own answers

3  1.1 Check students understand what a *crisp packet* is (the bag that crisps are sold in). Play the recording so that students can check their ideas in Ex 2. Check answers as a class.

### Answers

**thunder** – moving a thin sheet of metal

**rain** – frying meat in a pan

**fire** – making a crisp packet into a ball with your hands and then releasing it


**a heart beating** – pushing the bottom of a metal bin

**flying animals** – waving a glove in front of a microphone

**a bone breaking** – breaking a carrot in half

## BACKGROUND INFORMATION

The presenter in the interview introduces the sound effects creator as a Foley artist, which is their official name. Foley artists are named after Jack Foley, one of the first people to create sound effects in films in the 1920s.

**4**  1.2 Give students time to read the sentences first and predict what preposition should follow each verb in bold. Then, play the recording for students to check their ideas and complete the gaps. Check answers as a class.

---

**Answers**

- |        |      |         |      |
|--------|------|---------|------|
| 1 to   | 2 on | 3 to    | 4 of |
| 5 with | 6 on | 7 about | 8 on |
- 

**5** Elicit the first question from the class to demonstrate the task. Note that question 4 is a subject question and therefore has no auxiliary verb. Deal with this in feedback or provide the prompt *What helps ...* in advance. Monitor and help students with accuracy. Check answers as a class.

Next, ask students to take turns to ask and answer the questions in pairs. Encourage students to ask follow-up questions, e.g. *Who do you rely on for help when you need it? Do they help a lot of different people or just you?* Monitor. Ask a few students to share something they learnt about their partner with the class. Provide feedback on students' use of the verbs and prepositions.

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**Answers**

- 1 Who do you rely on for help when you need it?
  - 2 What do you think about when you go to school or work in the morning?
  - 3 What would you like to add to your list of life goals?
  - 4 What helps you (to) focus on your work?
  - 5 What does your perfect weekend begin with?
  - 6 What does your favourite meal consist of?
  - 7 Do your hobbies depend on good weather?
  - 8 How do your speaking skills compare to your writing skills in English?
- 

### Fast finishers

Ask students who finish writing the questions early to write a few more questions using the verbs + prepositions from Ex 4, e.g. *What does your breakfast consist of each morning? What new clothes did you add to your wardrobe last month?* They can then ask their partner these additional questions when they ask and answer the questions in the exercise.

**6** Focus students on the example. Give them time to think of ideas and ways to use the verbs + prepositions in their discussion before you put them into groups. After their discussion, find out if there are any sounds common to a lot of students.

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**Answers**

Students' own answers

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### Cooler

Put students into small groups. One student chooses a verb from Ex 4. Students compete to say a sentence with that verb and its dependent preposition, e.g. *I might go out at the weekend – it **depends on** the weather.* If the sentence is correct, the student gets a point. If not, students compete again. The winning student is the one with the most points.

## READING – Part 1 Multiple choice (short texts) pp6–7

### LESSON OVERVIEW

- Topic: Music

### EXAM FILE p3

- **Learning objective:** Students will be better able to use time expressions to understand a short notice or message.

### Extra resources

#### B1 Preliminary Exam Trainer

- Reading – Part 1 Multiple choice (short text) pp7–8

### Digital resources

- Presentation tool, pp 6–7
- Video: *About B1 Preliminary: Overview*
- Video: *About B1 Preliminary: Reading*
- Video: *About B1 Preliminary: Reading Part 1*

### BEFORE YOU START

Read through the Exam reference on page 3 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

### DYSLEXIA FOCUS

Dyslexic students may struggle with the Exam task reading texts on page 7. You can allow students to listen to the audio recording of the texts to help support them in this task.

Dyslexic students may also benefit from the structured checklist in the Exam file on page 3 to check their preparedness for this exam part.

### Warmer

Ask students to close their eyes. Play a piece of music without words (e.g. from a film soundtrack) and ask them to think about a scene they imagine in their mind when they hear this music, like a film scene. Ask them to think about what they can see, hear, smell, taste and how they feel. Put students into pairs to compare their scenes.

1 Draw a scale on the board to show 1 (agree strongly) at one end and 4 (disagree strongly) at the other. Add in 2, 3, and label them as *agree / partly agree; partly disagree / disagree* respectively. Ask students to rate each sentence in the exercise. Then put them into pairs to compare and explain their reasons. Ask pairs to share any interesting similarities or differences.

### Answers

Students' own answers

2 1.3 Put students into pairs and ask them to discuss what music means to them. When finished, explain that they will hear three speakers answering the same question. Give students time to read the statements. Check they understand the meaning of *discovered* (found) and *succeed* (be successful). Play the recording so that students can do the task. Check answers as a class.

### Answers

1 B    2 C    3 A

3 Give students time to read the questions and think of reasons before putting them into pairs. As students do the task, monitor and make a note of any particularly interesting answers. Ask those students to share their ideas with the class.

### Answers

Students' own answers

4 Give students time to read the text and answer the question. Check the answer as a class. Explain that in Part 1 of the Reading paper, they will see and will need to understand signs, notices and messages.

### Answer

It's an advert.

5 Give students time to do the task. You could elicit the first one from the class to demonstrate the task. When finished, do a quick class vote for each statement and ask one or two students to explain their answers each time. Clarify the answers. Make sure that students understand the meaning of *by Friday* (not after Friday).

### Answers

1 true    2 false    3 false    4 true

### EXAM FOCUS

6 Ask students to read the first three lines of the Exam focus. Put students into pairs to discuss the meaning of the time expressions in bold (*during* – at some point from the start of a time period to the end; *until* – up to; *from ... till / between ... and ...* – from one time to another time; *due* – expected; *at the latest / by* – no later than; *while* – at the same time). Check answers as a class.

Focus students on the pairs of sentences in Ex 6. Ask students to read the first pair and elicit the answer to demonstrate the task. Students then complete the rest of the exercise. Check answers as a class. Help students to understand the meaning of the time expressions in any sentences where they get the wrong answer.

#### Answers

1 S 2 S 3 D 4 D 5 D 6 S 7 S 8 D

7 This task helps learners to recognise the types of text they might see in Part 1 of the Reading paper, as well as to understand the general meaning of the messages in Ex 8. Elicit the difference between an advert (intended to persuade people to buy/use something), a sign (intended to give warnings or instructions) and a notice (a written statement giving information). After students complete the task, check answers as a class.

#### Answers

1 D 2 B 3 A 4 C

### EXAM TASK

1.0 The reading texts have been recorded. To help support them in this task, you can allow dyslexic students to listen as they read.

8 Note that in the actual exam, the signs, notices and messages would be on a variety of topics and not just music. In this lesson there are four questions. In the exam, there are five.

Focus students on the exam task and refer them to the Exam reference notes on page 3 of the Exam file which give information about how to do this task. You could read through the notes as a class or encourage students to read them and follow the steps as they do the task.

Check students understand *interval* (the break in the middle of a concert). In the exam, students have around eight minutes to complete the task. When students have finished, check answers as a class. Ask students to explain their answers. Elicit why the other options are wrong.

#### Answers

- 1 B – People who arrive late will not be allowed in until the interval – If you are late for the start, you can only see the second half of the concert.
- 2 C – Can you ask Anna by Friday if she wants his ticket? – Lea wants Tony to invite Anna to the festival before Friday.
- 3 A – Up to four tickets per person – You cannot buy more than four tickets.
- 4 B – This weekend only – The offer only lasts for a short time.

### Fast finishers

If fast finishers aren't always the strongest students, but students who rush, check their answers and ask them to look at incorrect answers again.

### Speaking or writing

9 Give students time to prepare first. You could demonstrate the task yourself by telling the group about an event you went to or would like to go to and encouraging students to ask you questions. Put students into groups to discuss their events. Ask one or two groups to share the most interesting event with the class.

#### Answers

Students' own answers

10 Give some possible examples of events (e.g. a local concert or a music festival). You could open it out to non-music events, too (e.g. a food festival). Put students into pairs, but make sure they're not sitting next to each other. You could provide a writing frame for students on the board or on a handout, e.g.

Hi ...

There's a ... on at the ... next ... I'd love ... Would you like ... ?  
Let me know!

...

Students write their message to their partner, either on paper or electronically. When finished, ask students to share the message with their partner and reply to the one they receive. You could include a writing frame again, e.g.

Hi ...

Thanks for ... I'd love to ... / I'm sorry but I can't ... because ...  
Let me know how much ...

...

Look at the messages yourself, either as students write or after, and provide feedback.

#### Answers

Students' own answers

### EXAM BOOST EXAM FILE Section A p2

The exercises on page 2 in section A of the Exam boost provide more practice in understanding time expressions, as well as understanding instructions and rules. These could be done in class or for homework.

#### Section A

1 1 S 2 D 3 S 4 D 5 S 6 S  
2 1 B 2 A 3 B 4 B 5 A

# 1 SOUND

## Cooler

Read out the first sentence below or write it on the board and ask students to work in pairs to rewrite it using a different time expression. Elicit possible answers. Repeat the process for the other two sentences. Suggested answers are in brackets.

- 1 *The concert starts at 7 and ends at 9.* (The concert is from 7 until 9.)
- 2 *The DJ is expected in five minutes.* (The DJ is due in five minutes.)
- 3 *Buy your tickets before 5 p.m.* (Buy your tickets no later than 5 p.m.)

## Extra practice

### EXAM TRAINER | pp7–8

For further practice of the skills presented in this lesson for Reading Part 1, we recommend students complete the Practice task and How did you do? section on page 7 and Strategies and skills Exs 1–2 on page 8 of the B1 Preliminary Exam Trainer.

There is a full practice exam included on pages 88–110 of the B1 Preliminary Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading Part 1.

## READING – Part 5 Multiple-choice cloze p8

### LESSON OVERVIEW

- **Topic:** Silent cafés

### EXAM FILE p11

- **Learning objective:** Students will be better able to use a set of verb phrases.

### Extra resources

#### B1 Preliminary Exam Trainer

- Reading – Part 5 Multiple-choice cloze pp30–31

### Digital resources

- Presentation tool p8
- Video: *About B1 Preliminary: Reading Part 5*

## BEFORE YOU START

Read through the Exam reference on page 11 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

### DYSLEXIA FOCUS

Students may find the format of Ex 4 challenging, as the words are in a horizontal list. To help them, you could write the words in the word box in a vertical list on the board.

Dyslexic students may also benefit from the structured checklist in the Exam file on page 11 to check their preparedness for this exam part.

### Warmer

Welcome everyone to the class as if to start the lesson, and then stay silent for 20–30 seconds (or even up to a minute). If a student starts speaking, don't respond, just smile at them. When finished, ask students to work in pairs and say if they felt comfortable or uncomfortable during the silence and why. Elicit a few ideas from around the class. Tell them how you felt, too.

## VOCABULARY: Verb phrases

- 1 Give students time to complete the task individually. Monitor and check that students are doing the task appropriately.

### Answers

Students' own answers



2 Put students into pairs to do the task. You might want to check students understand the meaning of *creative* (able to use your imagination to make new things or think of new ideas) first. Invite a few pairs to share something interesting they found out in their discussion.

### Answers

Students' own answers

3 1.4 Ask students to read the question, then play the recording. Check answers as a class. If students haven't heard all of the advantages, play the recording a second time.

### Answers

Silence can: help you concentrate, improve your memory, help you sleep, make you more creative, reduce stress (and relax), help you make decisions.

4 Focus students on the words in bold. Explain that they all form verb phrases with a verb which is missing. Check students understand the meaning of *concentrate* (think very carefully about) and *disturb* (interrupt someone so that they cannot continue what they are doing). Elicit the missing verb in the first sentence to demonstrate the task. After students complete the task, check answers as a class. Help students to understand phrases they are unsure of.

### Answers

- 1 make, keep
- 2 play, concentrate
- 3 disturbs
- 4 go
- 5 rings, switch
- 6 have

5 Give students time to read the sentences in Ex 4 again and tick the ones they agree with. They should think about why they don't agree with the others. Put students into pairs to discuss the sentences in Ex 4 and give reasons for their opinions.

### Answers

Students' own answers

6 Tell students that they are going to complete an exam task. This task helps them to understand the general meaning of the text. They should ignore gaps for now. You could also set a time limit, e.g. one minute. When finished, check answers as a class. Elicit what students think the word *deaf* means (unable to hear) and what *sign language* is (a silent language that uses hand movements).

### Answer

It is silent because all the waiters and cooks are deaf, so they use sign language. People enjoy the silence, and the delicious food.

## EXAM TASK

7 Focus students on the exam task and refer them to the Exam reference on page 11 of the Exam file which gives information about how to do this task. You could read through the notes as a class or encourage students to read them and follow the steps as they do the task.

Remind students that they have already read the text quickly, ignoring the gaps. Focus on gap number 1. Point out that the word after the gap is *for*. Elicit the missing word. Students complete the task. In the exam, they have around six minutes to skim, complete and check their answers to this task. Check answers as a class, discussing why the other options are wrong in each case.

### Answers

- 1 A – 'ask' + 'for'. The other verbs are not followed by 'for'.
- 2 B – 'use your hands' is the normal collocation.
- 3 D – 'concentrate' + 'on'. The other verbs are not followed by 'on'.
- 4 D – 'interested' + 'in'. We use 'fond' + 'of', 'curious' + 'about', 'happy' + 'about'.
- 5 B – The collocation is 'keep' + 'quiet'.
- 6 C – We say 'switch' + 'off'.

## Fast finishers

Ask fast finishers to check their answers and think about which answers are correct because of the meaning and which are correct because they are part of a phrase. Encourage them to share their ideas when you check answers.

8 Ask students to read the questions, allowing them a few minutes to think about their ideas individually. Put them into groups to discuss the questions. Nominate one or two groups to share an interesting point of discussion with the class.

### Answers

Students' own answers

## EXAM BOOST EXAM FILE Section A p10

The exercises on page 10 in section A of the Exam boost provide more practice of using verb phrases. These could be done in class or for homework.

### Section A

- |   |         |          |          |        |
|---|---------|----------|----------|--------|
| 1 | 1 take  | 2 do     | 3 pay    | 4 made |
| 2 | 1 lasts | 2 attend | 3 became | 4 take |
|   |         |          |          | 5 make |

### Cooler

Ask students to record some of the verb phrases from Exs 4 or 7 by creating a personalised example sentence for each one. Encourage students to record just those they feel they need to record, as there may be some they are already familiar with. You could ask students to check each other's sentences in pairs.

### Extra practice

#### EXAM TRAINER | pp30–31

For further practice of the skills presented in this lesson for Reading Part 5, we recommend students complete the Practice task and How did you do? section on page 30 and Strategies and skills Ex 1 on page 31 of the B1 Preliminary Exam Trainer.

There is a full practice exam included on pages 88–110 of the B1 Preliminary Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading Part 5.

## LISTENING – Part 1 Multiple choice (pictures) p9

### LESSON OVERVIEW

- Topic: Noise pollution

#### EXAM FILE p19

- **Learning objective:** Students will be better able to actively predict what they will hear.

### Extra resources

#### B1 Preliminary Exam Trainer

- Listening – Part 1 Multiple choice pp51–54

### Digital resources

- Presentation tool p9
- Video: *About B1 Preliminary: Listening*
- Video: *About B1 Preliminary: Listening Part 1*

### BEFORE YOU START

Read through the Exam reference on page 19 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

### DYSLEXIA FOCUS

Although the questions in the exam task are read out in the recording, students have around 30 seconds to read them before they listen. Give dyslexic learners an extra ten seconds to read and prepare.

Dyslexic students may also benefit from the structured checklist in the Exam file on page 19 to check their preparedness for this exam part.


### Warmer

Put students into pairs. Ask them to tell each other five things they enjoy about the area where they live, and two things they dislike. You could give them time to think about these things first. When finished, nominate one or two pairs to share any likes and dislikes they have in common. Find out what students would most like to change about where they live.

- 1 Check students understand the meaning of *litter* (rubbish on the street). Give them time to order the complaints on their own first. After the pair discussion, elicit ideas from the class.

### Answers

Students' own answers

**2**  **1.5** Explain to students that they will listen to just the first part of a conversation between friends, who are discussing the issues in Ex 1. Play the recording for students. Check answers as a class. Ask students if people complain about similar ideas in their area.


#### Answer

- 1 noise      2 litter      3 untidy homes and gardens  
4 traffic      5 air pollution

**3** Ask students to read the question. Put them into pairs to discuss their ideas. You might want to elicit a few ideas from the class.

#### Answers

Students' own answers

**4**  **1.6** Play the second half of the conversation for students to check their answers to Ex 3. When finished, ask the class what advice they heard and whether or not they predicted it.

#### Answers

Try wearing ear plugs, put headphones on and play relaxing music or nature sounds, ask the landlord to put in new windows, speak to the manager of the place which plays loud music until late, and complain to the council about their noise if necessary.


### EXAM FOCUS

**5** Tell students that they are going to complete an exam task. Ask students if they sometimes predict what someone will say to them in their mother tongue and how they know. Students read the Exam focus box to compare their ideas. Ask students if they think they do this in English, too.

Focus students on question 1 in the exam task in Ex 8. Ask them to discuss the questions in pairs and then check ideas. Don't confirm the answer at this point, but guide students towards suggesting appropriate ideas.

#### Answers

Students' own answers

**6**  **1.7** Play the recording for question 1 of the exam task so that students can check their ideas. Check answers as a class. Then put them into pairs and ask them to discuss the question. Elicit answers from the class. Discuss how useful prediction is in the exam task.

#### Answer


The man is unhappy with the noise the neighbours create. We hear words like 'neighbours', 'annoying', 'noisy', 'complain', 'late-night parties', 'sleeping', 'problem', 'car alarm going off', 'pets', 'children', 'noise'.

**7** Ask students to repeat what they did in Ex 5 with questions 2–7 of the exam task in Ex 8. You might want to set a time limit for this as they will only have around 30 seconds to do this in the exam. However, as this is Unit 1, you may want to give them more time at this point to help them develop this skill.

#### Answers

Students' own answers

### EXAM TASK

**8**  **1.8** Focus students on the exam task and refer them to the Exam reference on page 19 of the Exam file which gives information about how to do this task. You could read through the notes as a class or encourage students to read them and follow the steps as they do the task.

Point out that all three options will be mentioned, but only one is the correct answer. Play the recording twice so that students can complete the task. Check answers as a class, playing specific sections of the recording if necessary to help students get the correct answer.

#### Answers

- 1 B – 'now they have a problem with their car alarm going off at all hours of the day and night'
- 2 A – 'so it's either a baking course or a furniture-making course. I love making cakes and things like that, but I've done it before. I really ought to choose something I've never done.'
- 3 C – 'I went there looking for a skirt ... in the end I just got what I went there for.'
- 4 C – 'If I were you though, I'd work in the staff café.'
- 5 B – 'So, I suggest we try and find each other outside the theatre at seven thirty.'
- 6 A – 'I was taking my backpack off and it hit the plant near the door'
- 7 A – 'Actually, it was Mike next door leaving the house... He shut the door a bit too hard.'

### Speaking or writing

**9** Ask students what verb describes the noise a dog makes (*bark*). Give students time to prepare before they work in pairs. Students should give reasons for their ideas. Find out if the situations in the box are normal or a serious problem according to the class, and why. Elicit other types of noise they don't like and why.

#### Answers

Students' own answers

# 1 SOUND

**10** You could ask students to do the task collaboratively in pairs. They could produce their messages on paper or digitally. You might want to provide a writing frame, e.g.

Dear ...

I am writing to you because ...

It's a problem because ...

Please could you ...

Best wishes,

...

When finished, take in the messages and provide feedback to the class on their strengths and any areas they need to develop.

## Answers

Students' own answers

## EXAM BOOST > EXAM FILE Section A p18

The exercises on page 18 in section A of the Exam boost provide more practice of predicting information and help students to think about why the incorrect answers in the exam task were incorrect. These could be done in class or for homework.

### Section A

1 1 E 2 A 3 G 4 D 5 C 6 B 7 F  
2 1 A 2 B 3 B 4 A 5 A 6 B

## Cooler

On the board, write these prompts:

- *an activity at home you hate doing*
- *a place you love spending time*
- *a shop you often visit*
- *a food you love*
- *how you spend your Sunday mornings*

Put students into pairs. Students predict their partner's answers and take notes. They then share their own answers with their partner and listen and check if their predictions were correct or not.

## Extra practice

### EXAM TRAINER | pp51–54

For further practice of the skills presented in this lesson for Listening Part 1, we recommend students complete the Practice task and How did you do? section on pages 51–52, and Strategies and skills Exs 1–4 on pages 53–54 of the B1 Preliminary Exam Trainer.

There is a full practice exam included on pages 88–110 of the B1 Preliminary Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Listening Part 1.

# GRAMMAR p10

## LESSON OVERVIEW

- **Topic:** Whistling languages
- **Language focus:** Present tenses
- **Learning objective:** Students will be better able to use present tenses correctly.

## Digital resources

- Presentation tool p10
- Grammar presentation 1: Present tenses
- Pearson Practice English App

The Grammar reference and exercises on pages 78–79 of the Grammar file provide more practice of the present tenses. This could be done in class or for homework.

## BEFORE YOU START

This lesson doesn't provide any specific exam practice. However, it focuses on language that may be tested in Reading – Part 6 Open cloze.

## DYSLEXIA FOCUS

Dyslexic students may benefit from the more explicit presentation of the grammar in this lesson in the PowerPoint presentation that can be found in the Digital resources.

## Warmer

Put students into pairs. Give them three minutes to think of as many world languages as possible and write them down. When finished, ask pairs to count up their lists. The pair with the most wins.

## GRAMMAR: Present tenses

**1** Focus students on the photo and elicit what the man is doing (whistling). Help them to say and spell this word correctly. Elicit why students think the man is whistling.

### Answers

Students' own answers

**2** Put students into pairs to discuss the questions. You might want to give the class some prompts to help them with ideas for question 2 (e.g. think about different jobs, sports, walking around, music, communication). Elicit ideas from around the class.

### Answers

Students' own answers

**3** Ask students to read the article title and predict who or what Silbo Gomero is (it's a language). Give students time to read the article and answer the questions. Put students into pairs to check their answers. Check answers as a class. There are videos online which show Silbo Gomero in action. You could play one of these if possible.

---

**Answers**

1 true    2 false    3 true    4 false

---

**4** Focus students on the verbs in bold in the article. Explain that these are all present tenses. Give them time to match the verbs individually. Then put them into pairs to discuss their answers. Check answers as a class. Use this time to clarify the meaning of each tense and how it is formed.

**WATCH OUT FOR**

Some students might think the present perfect is a past, not present, tense. Point out that it can be used to show a connection between the past and present in a period of time which isn't finished yet (i.e. thousands of years up to now, your life up to now).

---

**Answers**

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

---

**5** Explain that these are comments that readers made after reading the article in Ex 3. Elicit the first answer from the class and elicit why (it describes an opinion, which is a state). Once students are clear about the task, give them time to do it individually. Put students into pairs to check their answers. Check answers as a class, asking students to explain their reasons for each choice.

---

**Answers**

1 think    2 have disappeared    3 teach  
4 've read    5 go    6 'm looking

---

**6** Ask students if they'd like to go to La Gomera to hear the whistling language. Explain that the person who made the final comment in Ex 5 is now in La Gomera and has written the email in Ex 6. Ask students to read the email, ignoring the gaps, to find out if Jo is enjoying her trip to the island (yes, but it's raining). Focus students on the first gap and elicit the correct word and why (it's an action happening now; the subject is we). Note that this isn't an exam task, but it is similar to Part 6 of the Reading paper. Once students have completed the exercise, check answers as a class.

---

**Answers**

1 are    2 have    3 has    4 am    5 Have    6 not    7 do

---

**7** Give students time to think of ideas first. Put them into small groups to share and discuss their ideas. Invite one or two groups per question to share their ideas with the class.

---

**Answers**

Students' own answers

---

**Cooler**

Write the following prompts on the board. Put students into pairs to discuss them.

- *a friend you've known for a long time*
- *something you're spending a lot of time doing at the moment*
- *something you do that you believe is good for you*
- *a place you've never been to, but would like to visit*



## SPEAKING – Part 1 Introduction p11

### LESSON OVERVIEW

- **Topic:** Communication and social media

#### EXAM FILE p27

- **Learning objective:** Students will be better able to answer questions about themselves and their experiences.

### Extra resources

#### B1 Preliminary Exam Trainer

- Speaking – Part 1 Interview pp72–73

### Digital resources

- Presentation tool p11
- Video: *About B1 Preliminary: Speaking*
- Video: *About B1 Preliminary: Speaking Part 1*
- Video: *B1 Preliminary Speaking Test 1, Part 1*

### BEFORE YOU START

Read through the Exam reference on page 27 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

### DYSLEXIA FOCUS

In Ex 3, give dyslexic students the answers mixed up so that they only have to add the speaker number next to each one.

Dyslexic students may also benefit from the structured checklist in the Exam file on page 27 to check their preparedness for this exam part.

### Warmer

Ask students to imagine they have lost their mobile phone. Ask: *How would this affect you?* Put students into pairs to discuss the question. Elicit ideas from the class.

- 1 Put students into small groups to discuss the questions. When finished, ask students to share one or two interesting points of discussion with the class. You could extend these into a class discussion.

#### Answers

Students' own answers

- 2 1.9 Explain that students will hear five people answering the questions in Ex 1. Play the recording. You might want to pause between each speaker to give students time to think and write their answer. When finished, check answers as a class.

#### Answers

1 D 2 A 3 B 4 E 5 C

### EXAM FOCUS

- 3 1.10 Explain to students that they need to start by answering a question directly (e.g. *My friend Anna*) before adding more information (e.g. *We talked about ...*). Play the recording so that students can complete the task. Pause the recording between each speaker to give them time to do this. If you're using the Presentation tool, click on the first part of each answer in the transcript several times for students to hear it. Check answers as a class.

#### Answers

- 1 All the time!
- 2 I use messaging apps.
- 3 Around ten, maybe.
- 4 Yes and no.
- 5 To listen to music.

- 4 1.11 Give students time to read the questions. Then play the recording again so that students can focus on how the speakers extend their answers.

#### Answers

- 1 When he hears his phone make a sound.
- 2 Only for work.
- 3 He was trying to organise a surprise birthday dinner for his mum.
- 4 Her daughter talks to her phone all the time, which she thinks is unhealthy.
- 5 He will use a running app to track his run in the park.

- 5 Explain that there are more ways that students can answer questions before giving more information. Give them time to match the questions to the phrases. Check answers as a class. You could ask questions 1–6 to students around the class and ask them to respond using the phrases, although they might want to change them a little, e.g. *Probably every day*. Don't ask them to expand their answers yet.

#### Answers

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

- 6 1.12 Explain that Jorge and Marta are answering questions in Part 1 of the Speaking test. Give students time to read the questions and then play the recording. When finished, elicit ideas from the class. Note that in the exam, both candidates are always asked questions 1 and 2 from Ex 5 to start. If students produce long rehearsed answers for these, the examiner will stop them and move onto the next question. Note that in this recording, the subsequent questions are all on the theme of chatting and technology. In the actual exam, there would be a variety of topics.

#### Answer

Jorge answered the question and gave a little more information. Marta only answered the question, and would probably get a lower score in the exam because she didn't show that she knew a range of English.

**7** Demonstrate the task by asking a confident student one of the questions in Ex 5 and encouraging them to answer the question and then extend it. Give students time to think about how they can answer the questions (e.g. what, when, how, why). Put students into pairs to ask and answer the questions. Monitor and assess how well they extend their answers. When finished, provide feedback on what they did well and what they could improve and how. This will help them to perform better in the exam task.

### Answers

Students' own answers


## EXAM BOOST EXAM FILE Section A p26

The exercises on page 26 in section A of the Exam boost provide more practice of giving answers in Part 1 of the Speaking exam. These could be done in class or for homework.

### Section A

- 1 1 Not 2 mostly 3 depends 4 Something  
5 definitely 6 get 7 To 8 idea  
2 1 H 2 C 3 F 4 A 5 E 6 B 7 G 8 D  
3 Students' own answers

## EXAM TASK

**8**  1.13 Note that in order to provide more practice there are more questions in this task than there would be in the actual exam. Focus students on the exam task and refer them to the Exam reference notes on page 27 of the Exam file which give information about how to do this task. You could read through the notes as a class or encourage students to read them before doing the task.

Put students into pairs and tell each one whether they are Student A or Student B, or ask students to decide. Explain that they should tell their partner the answers to their questions. Play the recording. Pause between questions. Each student answers their questions.

### Example answers

**What's your name?** I'm Inma Sánchez.

**Where do you live?** I live here in Bilbao.

**Do you work or are you a student?** I study. I'm a student at the university.

**What do you do or study?** Engineering. I hope to be a civil engineer in the future.

**What do you enjoy doing in your free time?** I like hanging out with my friends. We often go round to someone's house and chat, or we sometimes go shopping. We usually go out in the evenings on a Friday or Saturday night.

**How often do you see your friends?** I see them most days because they're at the university, too. I see some of them in my classes and the others I see at lunch.

**When did you start learning English?** I don't remember the exact age, but it was eight or nine. We started studying it in elementary school although it was fairly simple English at first. It became more difficult in secondary school.

**How do you think you'll use English in the future?** I'll probably need it in my job to communicate with people who aren't from Spain, because engineering projects sometimes include people from different countries.

**Have you ever spoken in English outside the classroom?** I play computer games and sometimes talk to people online in English. I also visited Ireland one summer and used it all the time there.

**Tell us about your plans for this evening.** I'm going to go home and have dinner with my family. Then, I'll probably just hang out in my room and watch some videos online. I might watch a film or something like that.

**9** After discussing the questions, students could repeat the exam task with a new partner to try to make any improvements they want to make.

### Answers

Students' own answers

## Alternative

Organise pairs into groups of four. One pair of students takes turns to ask and answer the questions in pairs, while the other pair listens and notes down the extra information that is given for each answer. They can give feedback to the first pair before they swap roles.

## Cooler

On the board, write these topics: *family, free time, friends, music, work/studies*. Then add these prompts:

- How / When / Where / How often do you usually ... ?
- Have you ever ... ?
- Do you like ... ?

Put students into pairs and ask them to think of questions (each one on a different topic) using the prompts. Students then take turns to ask and answer their questions.

## Extra practice

### EXAM TRAINER | pp72–73

For further practice of the skills presented in this lesson for Speaking Part 1, we recommend students complete the Practice task and How did you do? section on page 72 and Strategies and skills Exs 1–3 on page 73 of the B1 Preliminary Exam Trainer.

There is a full practice exam included on pages 88–110 of the B1 Preliminary Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Speaking Part 1.

## WRITING – Part 1 Email p12

### LESSON OVERVIEW

- Topic: Milford Sound

#### EXAM FILE p15

- Writing file: p112–113
- Vocabulary file: pp94–95
- Learning objective: Students will be better able to write about likes, dislikes and preferences in an email.

### Extra resources

#### B1 Preliminary Exam Trainer

- Writing – Part 1 Email pp39–40

### Digital resources

- Presentation tool p12
- Video: *About B1 Preliminary: Writing*
- Video: *About B1 Preliminary: Writing Part 1*

The Writing File on pages 112–113 provides an example and exam help for Writing Part 1 Email.

The Wordlist on page 94 of the Vocabulary file is compiled from vocabulary from all the lessons covered in this unit. Once you have completed this Writing lesson, the exercises on pages 94–95 provide more practice of the vocabulary from this unit. These could be done in class or for homework.

### BEFORE YOU START

Read through the Exam reference on page 15 of the Exam file before starting the lesson. This will give you information about the specific exam part as well as which particular strategies and skills are important.

### DYSLEXIA FOCUS

Dyslexic students may also benefit from the structured checklist in the Exam file on page 15 to check their preparedness for this exam part.

### Warmer

Put students into pairs and ask them to tell each other about the last trip they had. They should say where it was, why they went there, who they went there with and what they did. Ask students to share information about any interesting trips with the class.

- 1 Focus students on the photo and ask them if they can guess where it is (New Zealand). Put students into pairs to agree on their words. Elicit ideas from around the class.

### Answers

Students' own answers

### BACKGROUND INFORMATION

Milford Sound is a fiord in the south west of New Zealand's South Island. It covers an area of around 25 km<sup>2</sup> in the Fiordland National Park and is known for its natural beauty.

- 2 Tell students that they are going to read an email from someone living in New Zealand (Alice) to a friend, Isabel, about a visit. Check they understand the meaning of *campervan* (a van which people sleep inside when they go camping). Students read the email. Check the answer as a class.

### Answers

To explore the mountains; to hire a campervan and travel around the national park; or to stay at her house and explore Queenstown.

- 3 Check students understand what *kayaking* is (one person travelling in a small, light boat). Give students time to read the reply. Check the answer to the question as a class.

### Answer

She wants to go to the mountains, take the cruise and also go kayaking; she wants to travel around but not in a campervan.

### EXAM FOCUS

- 4 Ask students to close their books or cover the Exam focus. On the board, write these categories.

- Describing general likes
- Describing dislikes politely
- Saying what we want politely
- Talking about preferences

Ask students to work in pairs and discuss different phrases for each category. You could elicit one or two first, e.g. *I really like ...*. Elicit ideas from around the class and then ask students to read the Exam focus to compare their ideas. Give students time to underline phrases in the emails and answer the questions. Check answers as a class.

### Answers

I'd love to take a cruise along Milford Sound  
I think I'd rather visit different places than stay in one place  
I'd love to go to the coast  
I'm not keen on going camping  
I'd prefer to stay in a guest house

### Flexible follow-up

Put students into pairs and ask them to tell each other their general likes, dislikes, wants and preferences when travelling, e.g. *I really enjoy going sightseeing. I'd love to go on a cruise. I'm fond of trying new food.*

**EXAM BOOST** **EXAM FILE** Section A p14

The exercises on page 14 in section A of the Exam boost provide more practice of describing what you like, dislike, want and prefer. These could be done in class or for homework.

**Section A**

- |   |   |                                      |   |  |   |             |
|---|---|--------------------------------------|---|--|---|-------------|
| 1 | 1 | fond <del>oʊ</del> of                | 2 | love <b>to</b> travel                                |   |             |
|   | 3 | keen <del>oʊ</del> on                | 4 | campervan <del>tə</del> than a hotel                 |   |             |
|   | 5 | like <b>staying</b> / <b>to</b> stay | 6 | prefer <del>tə</del> renting / prefer <b>to</b> rent |   |             |
| 2 | 1 | seeing (E)                           | 2 | hear (B)   | 3 | message (B) |
|   | 4 | know (E)                             | 5 | soon (E)   | 6 | happy (B)   |

**5** Ask students to read the exam task. Point out the four handwritten notes to help students answer the question. Check answers as a class.

**Answers**

You need to: say that you're looking forward to the trip, too; say which activity you'd prefer; say you'd like to go to the local forest; tell James what time your flight arrives.

**6** Elicit from the class why a plan is helpful before writing an exam task (the email will probably be better organised with fewer mistakes or corrections). Encourage students to write a paragraph plan, e.g.

*Hi James,*

*Paragraph 1: Thanks. Excited.*

*Paragraph 2: Friends – more sociable, not fond of big events.*

*Forest – great, love nature.*

*End email: Flight time. See you soon.*

**Answers**

Students' own answers

**EXAM TASK**

For guidance on marking Writing Part 1, please refer to the Writing success criteria on pages 154–156.

**7** Focus students on the exam task and refer them to the Exam reference on page 15 of the Exam file which gives information about how to do this task. You could read through the notes as a class or encourage students to read them and follow the steps as they do the task.

Students could write their email in class, or for homework. If students do this exam task under timed conditions, allow them 20 minutes.

**Example answer**

Hi James,

I can't wait for my visit either! We'll definitely have fun.

I think I'd prefer to invite some people round to your house one night, if that's OK. It's a bit easier to talk to each other than going to a concert, and it'll be nice to meet some of your friends, too. Maybe we could have a barbecue or something.

Going for a hike in the forest at the weekend sounds good. I'd enjoy getting some fresh air and exercise.

My flight arrives early – at 8:30 a.m. – so I can take a taxi to your house if it's easier. Let me know.

Looking forward to hearing from you soon!

Larry

**8** Students could do this alone or you could ask them to work in pairs to review each other's emails. If students review each other's work, provide them with some useful prompts for giving feedback, e.g. *I think you ... well. Perhaps next time you could ...*

**Answers**

Students' own answers

**Cooler**

Ask students to think about the feedback they received on their writing (or their own thoughts) and to set one learning objective for their next piece of writing, e.g. to check their spelling properly or to make sure they use correct verb forms.

**Extra practice**
**EXAM TRAINER** | pp39–40

For further practice of the skills presented in this lesson for Writing Part 1, we recommend students complete the Practice task and How did you do? section on page 39 and Strategies and skills Exs 1–2 on page 40 of the B1 Preliminary Exam Trainer.

There is a full practice exam included on pages 88–110 of the B1 Preliminary Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Writing Part 1.