



B2
FIRST



FORMULA

FOR EXAM SUCCESS

TEACHER'S BOOK

with Presentation Tool, Digital Resources and App



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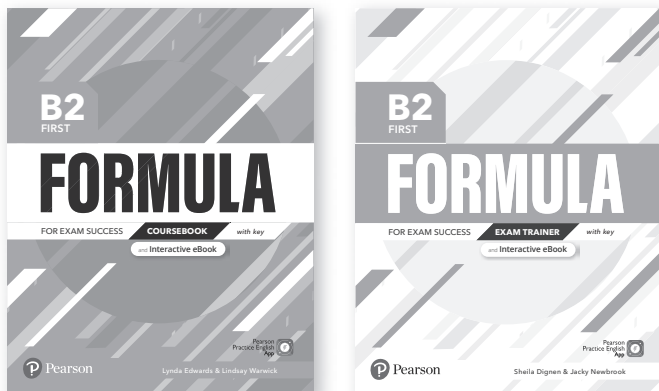
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INTRODUCTION

Formula

Formula is the flexible, unique and enjoyable route to Cambridge exam success. Using Pearson's trusted exam know-how, *Formula* B2 First 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 B2 First level

The B2 First level Coursebook is designed for classes where most students are preparing for the Cambridge B2 First 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 a different colour. With colour 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 B2 First 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 B2 First, the theme is colours – with each of its units based on a different colour. 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

FOR STUDENTS

Coursebook with Exam file, Digital resources and App

- Eight **units** with each lesson covering one part of each of the papers of the Cambridge B2 First 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**.

2 READING AND USE OF ENGLISH - Part 6 Gapped text

EXAM FOCUS

1 Read the text and choose the correct answer for each question.

2 Complete Exam file SECTION 6 on page 12.

3 You are going to read an article about happiness in the Netherlands. Match each paragraph heading (1-7) with a paragraph (A-G).

1 Sharing a caring 2 Too good to be true? 3 An outdoor scene 4 Not the only ones 5 Content with less 6 Less pressure 7 Think for yourself

4 Read sentences A-G. Six of them have been removed from the article. Work in pairs and discuss whether the sentences might be referring to or clarifying.

A Unusually, Dutch children do not appear to be overly affected by this concern.

B This is reinforced by the Dutch education system.

C Instead of this, the Dutch believe in raising their children to explore the world around them.

D Mum don't do this for their children though they are experts at doing themselves.

E Perhaps the climate is good or maybe the standard of living is exceptional.

F According to surveys it reflects the claim that the Netherlands is a very happy nation.

G They look after their kids on their days off and help put the little ones to bed.

EXAM TASK

1 Complete from the sentences A-G in Ex 1 the one which fits each gap (1-4). There is one extra sentence which you do not need to use.

Speaking or writing

1 Work in pairs. Look again at the points mentioned in the article and discuss your opinions.

1 Primary school children are not given homework.

2 Dads play an equal role in bringing up children.

3 School-age children play outside unimpeded.

Is it time we went DUTCH?

A Two toddlers have just chased each other the top of a climbing frame and are pushing to get down the slide first. Their mothers are chatting on a nearby park bench in the distance as their boy wobbles along on his bike, followed by his grandfather who is pushing a buggy. A group of children comes racing along the bike path, laughing and joking. They overtake a young man who is cycling more slowly, balancing a baby in a seat on the front of his bike and a toddler on his back. A group of girls playing on the grass and not far away some boys are perfecting their skateboarding moves. And one of the school-age children is accompanying an adult.

B This happy scene isn't from a movie. It's just a normal springtime afternoon in the Netherlands. Is it too perfect? Well, not! Unusually, Dutch children do not appear to be overly affected by this concern.

C This is reinforced by the Dutch education system.

D Instead of this, the Dutch believe in raising their children to explore the world around them.

E Mum don't do this for their children though they are experts at doing themselves.

F Perhaps the climate is good or maybe the standard of living is exceptional.

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Exam Trainer with Digital resources and App

- Works either as a standalone component or in combination with the *Formula B2* First Coursebook.
- Its structure follows the Cambridge B2 First exam, working systematically through each paper and part, from Reading and Use of English 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 B2 First 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 B2 First 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**.

READING AND USE OF ENGLISH - Part 6 Gapped text

ABOUT THE TASK

1 You have to decide which of the seven sentences fits each of the six gaps.

2 To do the task, you need to understand the flow of text, and understand how the highlighted sentences to words in the paragraph or the text and forward to the next ideas.

3 Each question is worth two marks.

TEACH

1 Read part of an article about education outdoors. Ten sentences have been removed from the article. Choose from the sentences A-G the one which fits each gap. There is one extra sentence which you do not need to use.

Getting out of the classroom

A group of excited children run along the beach, enthusiastically collecting pieces of wood and other rubbish. But that isn't the summer holiday, and the adults accompanying them aren't their parents, but their teachers. The kids are attending a beach school (1)..... Children learn about the beach environment and also do a range of fun activities like building fires and producing art from whatever the tide has washed onto the shore.

The idea of outdoor learning is not new. Forest schools have been popular since they were first introduced in the 1930s. And outdoor learning is about a lot more than just having fun in the fresh air. Parents and teachers have observed that children who learn outdoors become more confident and independent. They are able to solve their play problems and achieve good results academically. Forest and beach schools are so far limited to primary-age children. But there are many opportunities for teenagers to enjoy similar experiences and benefits at summer camps.

A They are also more likely to pay attention and achieve good results academically.

B There are, however, some disadvantages to attempting to conduct classes outside.

C The new kind of outdoor teaching establishment started recently in some parts of the UK and is already proving popular.

TEST

1 You have to decide which of the seven sentences fits each of the six gaps.

2 To do the task, you need to understand the flow of text, and understand how the highlighted sentences to words in the paragraph or the text and forward to the next ideas.

3 Each question is worth two marks.

How did you do?

1 Read part of an article about education outdoors. Ten sentences have been removed from the article. Choose from the sentences A-G the one which fits each gap. There is one extra sentence which you do not need to use.

2 Look at the article again with the missing sentences added. Match the gaps of the highlighted sentences to words and ideas they refer to in the previous sentence.

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READING AND USE OF ENGLISH - Part 6 Gapped text

Strategies and skills

Understanding reference devices

To decide whether a sentence fits a gap, you need to understand pronouns and other words that refer back to words or ideas earlier in the text.

1 Look at the bold words in the extracts. Match them to the words or ideas they refer back to in the previous sentence.

TIP: Some pronouns and reference words can refer back to a whole idea, not just a single word.

1 The population of urban areas in London is now estimated to have reached over 30,000. Although they are a familiar sight in all parts of the city centre, not everyone finds comfortable with their presence.

2 In 1788, Captain Cook set off on his first voyage of exploration. In the South Pacific island of Tahiti, if you have the right skills, designed to measure the distance of the Sun from the Earth.

3 There are many popular myths concerning their past ancestry. One of the most widely believed is that British blood is in the first half of the story only will build weight loss.

4 One useful tip for travellers is to keep in mind many outdoor activities are conducted in different places. Being aware that you reduce your risk of losing of them of the same time.

5 By this time, there were hundreds of tons of coals still covering the beach and the noise was so loud it got on. This was far too challenging a task for the small coastal community.

EXAM FOCUS

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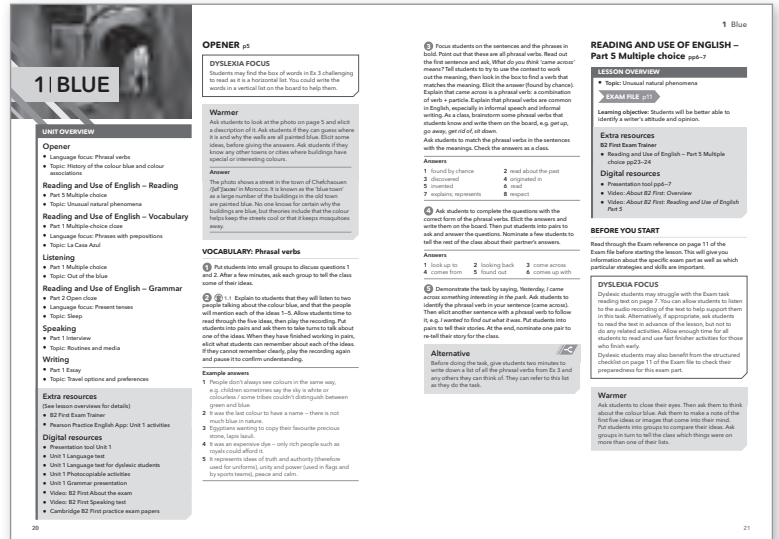
3 School-age children play outside unimpeded.

Pearson Practice English App

The App gives access to **videos about the B2 First 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 B2 First exam looks like.
- Access to **Digital resources and Pearson Practice English App**.

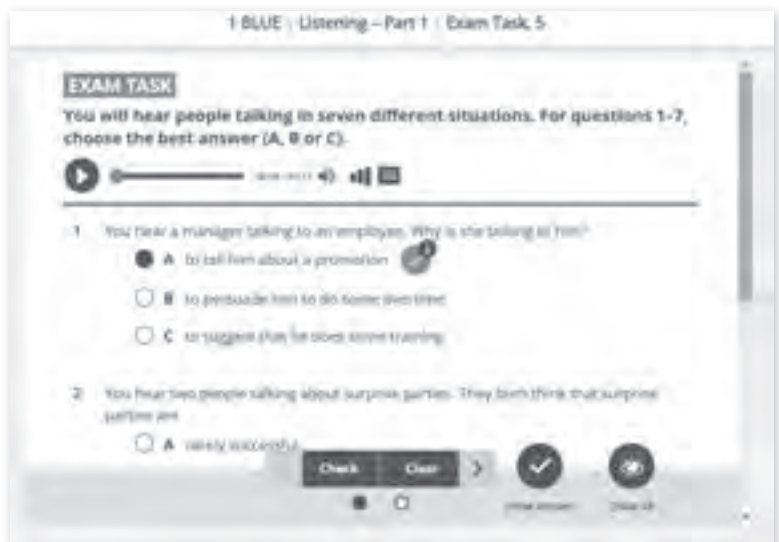


Digital resources

- Teaching notes for the Exam Trainer.
- Detailed **grammar PowerPoint presentations** for use with each unit's grammar points.
- Four **photocopiable worksheets** (two for Coursebook unit, with full teaching notes and answer key).
- 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 B2 First Coursebook, **colours**. 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 B2 First paper. Each unit follows the structure of Opener page, Reading and Use of English – Reading, Reading and Use of English – Vocabulary, Listening, Reading and Use of English – 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 B2 First 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 BLUE

VOCABULARY: Phrasal verbs

1 Work in groups:

- Name five things you have seen today that are blue and where you saw them.
- What feelings or memories do you associate with the colour blue? Give details.

2 (1) Listen to two people talking about the colour blue. Take turns to choose one of the blue below and tell your partner about it:

- 1** blue: very purple
- 2** why your colour didn't have a name for a long time
- 3** who first used the colour on stone and wood
- 4** why one shade of blue is called 'royal blue'
- 5** the associations of the colour blue

3 Look at sentences 1–8 below which relate to the conversation in Ex. 2. Match the phrasal verbs in bold with the meanings in the box.

1 I **came across** an article about the origins and associations of different colours.
2 If we **look back**, we can trace the history of colours.
3 The Ancient Egyptians **found out** how to create a blue paint.
4 The name 'royal blue' **came from** Egyptian times.
5 Designers **came up with** blue jeans in the 19th Century.
6 The woman wants to **check out** the article.
7 The article **gave** through some associations we have with the colour blue and what it **stands for**.
8 We **look up** to people in blue uniforms.

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

- Which famous person do you most **look up to**? (Why?)
- Do you spend more time **checking out** things you have done, or looking forward to the future?
- What's the most interesting news article you've **come across** this week?
- Do you have a friend who **came up with** a different country? Give details.
- What's the most interesting news fact about blue that you **found out** from the conversation in Ex. 2?
- Which of your friends **came up with** the best ideas for things to do?

5 Work in pairs. Take turns to tell a story together using phrasal verbs from Ex. 3 and others that you know. Your turn ends when you use a phrasal verb.

The texts for Reading and Use of English Parts 5, 6 and 7 have been recorded to offer additional support to dyslexic students. These recordings are indicated in the teaching notes.

READING AND USE OF ENGLISH – Part 5 Multiple choice

EXAM FILE | p11

1 (1) Listen to two people discussing new natural events. What events do they mention?

2 Tell your partner about something unusual that you have seen or heard about recently. Compare your answer with the class. Think about:

- in your area on TV
- in your area on social media
- I certainly hadn't thought the red and blue would be so impressive.
- Use of an exclamation!

3 Read the Exam Focus. For statements 1–5, choose the correct option (A or B) that best fits the text.

1 I felt sympathetic towards the woman who arrived too late.
A I think she was frustrating for the woman to miss the event.
B She should have made sure she got here on time.

2 He was disappointed by the experience.
A I really didn't enjoy it at all.
B I wasn't as interested as I'd expected.

3 The writer was concerned about possible eye damage.
A We were serious glasses to protect our vision.
B We couldn't see that well through the protective glasses.

4 He is astonished by the variety of such events.
A These events are amazing to watch.
B I can't believe this happens only once a blue moon.

5 Surely, it's nearly impossible for the movement of the rocks to be noticed.
A It has been proven that onlookers do not notice when the rocks move.
B If it was so unlikely that people watching could spot any movement of the rocks.

EXAM BOOST | p10

ABOUT THE TASK

- Read the first two paragraphs of an article about scientists in Antarctica. Ignore the highlighting for questions 1 and 2. Choose the answer (A, B or C) that you think fits best according to the text.
- The questions can be about the general meaning of the text or details in the text.

OPTIONAL TASK

- Questions can also be about the writer's attitude, opinion or preference.
- Some questions test your understanding of unfamiliar words and expressions in context and the use of reference words in the text.
- Each question is worth two marks.

ONCE IN A BLUE MOON?

Nature photographer David Smart reflects on his job and the rarity of some of the unusual natural phenomena he photographs.

I read carefully, trying to catch as few of the beautiful flowers as possible. But I needed to get in the best position to photograph this stunning display of blue, violet and yellow that fills the view. When an 18-year-old from the road ends up in my path, I have to be careful. The flowers are blue in the world, the Aztec desert in Chile. And in front of me, a new accident is taking place. I can't see it, but I know it's there. I can't see it, but I know it's there. I can't see it, but I know it's there.

Seeing a rare natural phenomenon like the Desert Blooms is not something you can do every day. I've spent years of my life photographing the Nagasaki Falls when they were partially frozen over. I've spent years of my life photographing the Nagasaki Falls when they were partially frozen over. I've spent years of my life photographing the Nagasaki Falls when they were partially frozen over.

EXAM TRAINING | p23–24

EXAM TRAINER | p23–24 | 7

Exam Trainer continues 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 AND USE OF ENGLISH - Part 1 Multiple-choice cloze

VOCABULARY: Phrases with prepositions

1 Work in pairs and discuss the questions.

- Which artists do you like? Why?
- Who is the most well-known artist in your country?
- Why do people like their art?
- The photo shows artist Frida Kahlo's home. What do you know about Frida Kahlo?

2 1-3 Listen to a radio broadcast about Frida Kahlo and her home. What three things did the presenter notice about her home?

3 1-4 Listen again and choose the correct prepositions. What does the speaker refer to when she uses each verb + prepositional phrase?

4 Match the sentence halves.

1 The deep blue colour of La Casa Azul is in contrast
2 Kahlo had 20 operations on her back and was in
3 This pain continued for the rest
4 Kahlo's own paintings are on
5 Kahlo used the garden to think about her art in addition
6 Kahlo often wore flowers from her garden in her hair - at
7 of her life.
8 to the white and yellow homes around it.

5 display throughout the house.
6 considerable pain
7 to teaching her students.
8 heart that appears to be the case in her self-portraits.

6 Work in pairs. Complete the questions with the correct form of prepositional phrases from Ex 3 and 4. Then ask your partner.

1 Does a visit to La Casa Azul _____ you?
2 In what career or hobby would you most like to _____?
3 What do you have _____ on the walls around your home?
4 Which place do you feel that you _____ the most?
5 Would you like to _____ a different area?

EXAM BOOST p2

2 Complete Exam file SECTION A on page 2.

EXAM TASK

3 For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

What our homes say about us

A home is more than a building. It is (0) _____, which both influences our identity and represents it. As children, our environment makes us who we are, or at (1) _____, contributes to it. For example, if we grew up in a crowded home, the thought of having to spend hours alone might seem (2) _____ to us. Instead, we may prefer to live in a house full of people for the (3) _____ of our lives.

As adults, every object that (4) _____ to us tells a story about who we are and where we came from. So (5) _____ how we present those objects in our homes says something about how we want others to see us. It may clearly combine with being creative. For example, we might put records on our wall (6) _____ for others to see. Or, if we believe that it's more important for a home to be relaxing than fashionable, our home might (7) _____ of warm colours and comfortable furniture. In (8) _____ to English readers, but perhaps more uncomfortable places.

0 A site B place C venue D position
1 A little B least C minimum D less
2 A appeal B inspire C attract D interest
3 A final B total C last D rest
4 A owns B possesses C occupies D belongs
5 A furthermore B addition C together D as well
6 A exhibition B gallery C display D public
7 A consist B include C contain D involve
8 A opposite B contrast C variety D difference

2 Work in groups. Use at least five phrases on this page to discuss these questions.

- What do you think your childhood home influences you? How?
- How do you think your childhood home influences you? How?

EXAM TRAINER p2

1 figure get live miss rely think

- I hoped I don't _____ the speech up.
- We can't _____ away with being late to work.
- My work never _____ up to my boss's standards.
- I can't _____ my boss out.
- I often rush work without _____ it through first.
- A good manager _____ on their staff.

2 Complete the sentences with one word in each gap.

- I've worked hard _____ learning English.
- All our hard work has finally paid _____.
- His apology made up _____ his mistake.
- I never think my actions _____.
- Flims never seems to live up _____ my expectations.
- The high salary made _____ for the heavy workload.
- I like to stand _____ from the crowd.

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 AND USE OF ENGLISH - Part 1 Multiple-choice cloze

EXAM BOOST

SECTION A
Phrases with prepositions
The missing word may be dependent on the preposition that follows it or comes before it.

1 Choose the correct verb.

- Sam devotes / spends all his time to his job.
- We've just left / moved to a new house.
- Who does this umbrella belong / own to?
- This style of building doesn't appeal / attract to me.
- What project are you doing / working on?
- The course consists / includes of eight modules.

2 Write the missing words. You are given the first letter.

- Are you OK? You look like you're in p_____.
- Jack's drawings are so d_____, on our fridge!
- Tim was pleased - at l_____ he said he was.
- Students gave a talk in a _____ to their essay.
- What are you doing for their _____ of the day?
- This building's modern in c_____ to that one.

SECTION B
Phrasal verbs
The missing word may form part of a phrasal verb.

3 Complete the sentences with the correct form of these verbs.

figure get live miss rely think

- I hoped I don't _____ the speech up.
- We can't _____ away with being late to work.
- My work never _____ up to my boss's standards.
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- I never think my actions _____.
- Flims never seems to live up _____ my expectations.
- The high salary made _____ for the heavy workload.
- I like to stand _____ from the crowd.

SECTION C
Verb patterns
You may be tested on reporting verbs. These follow different verb patterns.

5 Match these reporting verbs with definitions 1-6.

admit beg consider deny threaten warn

- I think about
- tell someone that something bad might happen
- say something is not true
- ask for something in an anxious/urgent way
- say something was your fault
- say you'll cause some harm/trouble

6 Complete the sentences with the correct form of the reporting verbs in Ex 5.

- Dan _____ me to get him a coffee.
- Tim _____ getting a coffee machine.
- I saw Ian take my coffee but he _____ it.
- My doctor _____ me not to drink too much coffee.
- Our boss _____ to take away our coffee break if we didn't work faster!
- Katy _____ spilling coffee on our sofa.

7 Is each verb in Ex 5 followed by a gerund or an infinitive? Which verbs need an object?

SECTION D
Easily confused words
You need to understand the precise meaning of words and select them according to their appropriacy.

8 Replace the inappropriate word in each sentence with one of these words.

shrilly damage declined eventually lie sympathetic

- He rejected the environment conference invitation.
- I'm kind towards people who live without clean water.
- The solar cooker wouldn't work at first but lastly it did.
- Lets lay on the grass and look up at the trees.
- We shrilly discussed the issues.
- The storm did a lot of harm to the area.

READING AND USE OF ENGLISH - Part 1 Multiple-choice cloze

ABOUT THE TASK

NUMBER OF QUESTIONS
8 (with questions to choose from)

TASK
Shortening text

SCORING
1 mark per question

What is being tested?
This part of the exam focuses on your knowledge of vocabulary and some grammar. The questions may test your knowledge of:

- the correct meaning/use of a word, e.g. The rabbit hopped along the road.
- collocations, e.g. She made a mistake.
- fixed phrases, e.g. first of all
- words or structures that follow verbs or nouns, e.g. The rain led to the cancellation of the match.
- phrasal verbs, e.g. The table broke down.
- linking words, e.g. He went out although it was raining.
- expressions, e.g. out of the blue

How do you do it?

BEFORE THE TASK

- Read the title, 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 the 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 - you are looking for clues such as words that are followed by a particular preposition or words that form part of a fixed phrase.
- If the gap is close to a linking word, make sure you read all the sentences around the gap.
- If you're 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 was about? _____
- ... stop at each gap and think about what word might be missing? _____
- ... check your idea against the four options? _____
- ... cross out options that were definitely wrong if you weren't sure? _____
- ... choose the most likely answer if you still weren't sure? _____
- ... answer every question? _____
- ... remember to read the text again at the end to make sure it made sense? _____

EXAM REFERENCE

Are you ready for Reading and Use of English Part 1? Identify an area to improve.

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.

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

Each lesson provides a full exam task. These are clearly indicated on the page and reflect the B2 First exam layout.

LISTENING - Part 1 Multiple choice

EXAM BOOST p28

2 Complete Exam file SECTION A on page 28.

EXAM TASK

3 1-8 You will hear people talking in seven different situations. For questions 1-7, choose the best answer (A, B or C).

1 You hear a manager talking to an employee. Why is she talking to him?

A to tell him about a promotion
B to persuade him to do some overtime
C to suggest that he does some training

2 You hear two people talking about surprise parties. They both think that surprise parties are

A rarely successful.
B hard to keep secret.
C time-consuming to organise.

3 You hear a voicemail message. Why is the speaker calling?

A to give an invitation
B to recommend a restaurant
C to ask for a favour

4 You hear two people talking about a film. What did they both think about it?

A The ending made no sense.
B One character acted strangely.
C The dialogue was too quiet.

5 You hear a man talking about someone. Who is he talking about?

A a close friend
B a colleague
C a neighbour

6 You hear two people talking about a news article. What do they both think about it?

A It's embarrassing to read.
B The time of publication was unfair.
C It could easily mislead readers.

7 You hear two people talking about some news they've heard about a friend. How does the woman feel about it?

A jealous of the plan
B worried about the timing
C shocked by the decision

Speaking or writing

8 Work in pairs. Think of a short story about an unexpected or surprising event.

9 Write your story. Read the stories aloud in class. Whose story is the most surprising?

EXAM TRAINER p2 p3 Ex 1

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

'Speaking or writing' questions in the Reading and Use of English 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.

READING AND USE OF ENGLISH - Part 2 Open cloze

GRAMMAR: Present tenses

- Complete the questionnaire about sleep on the right. Compare with your partner.
- Listen to two people talking about their sleep patterns and answer the questions.

1 Which question on the questionnaire are the speakers talking about at the beginning of their conversation?

2 How are the two speakers different regarding their sleep habits?

3 How does the boy annoy his parents?

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

5 What suggestions has she had?

EXAM TASK

For questions 1-6, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

A cure for insomnia?

I've just read an article about blue light and I think I've discovered the answer. I've been **(0)** most busy recently for my recent reading habit. You see, blue light, emitted by sunlight, some types of **(1)** lighting and electronic device screens, has both benefits and dangers for us. It helps improve mood, memory and concentration, but too much **(2)** a lot of time staring at screens, it can actually cause damage to our eyes. Interestingly, the article also points out **(3)** the blue light comes not only from devices and e-reading devices but also from **(4)** coming to bed on our mobile phones. It's quite **(5)** getting worse recently and I'm sure it's because I **(6)** just started reading on my tablet when I'm in bed. The expert **(7)** to avoid using bright screens for about two to three hours before sleep, but I don't think I can ever **(8)** that much. Hope, I'll watch **(9)** reading a printed book and give social media a miss after one o'clock!

EXAM BOOST

- Work in pairs and discuss the questions.
- Do you spend a lot of time looking at screens during the day and before bed? Do you think it affects you in any way?
- Would it be difficult to change your screen habits? Give reasons.

EXAM TRAINER p11 p12

UNIT 1 GRAMMAR FILE

REFERENCE

PRESENT TENSES

Present simple

We use the present simple to talk about habits, repeated actions and routines. I go surfing during the summer. to talk about permanent states and things that are always true. We don't live near the ocean. See some **features** at around 3 degrees centigrade. to describe what happens in a sports commentary. Federico Miki a cross-court forehand which Nadal is unable to reach to get the point. with adverbs of frequency (never, sometimes, usually, often, always, rarely). We often visit the coast but rarely swim in the sea. with expressions of frequency (most days, twice a year, now and then, (several) times a week). We have a beach holiday once every couple of years. Every now and then, I drive to the coast.

Present continuous

We use the present continuous to talk about actions happening now, or around now. I'm watching TV in the living room. to talk about temporary actions. We're staying in a guest house by the sea. with always to talk about repeated actions or habits that are often annoying. Our neighbour's always playing loud music. to talk about situations that are changing. I'm getting better at surfing.

State verbs

State verbs describe a state, not an activity. State verbs cannot usually be used in the continuous form. They include: verbs of thinking, agree, believe, disagree, doubt, know, suppose, understand; verbs of sense/perception: hear, see, smell, taste; verbs describing attitudes: dislike, hate, like, love, need, prefer, want, wish; verbs describing possession and qualities: appear, look, seem, sound; verbs of being and possession: be, belong to, contain, have, own, possess; other verbs: cost, fit, mean, owe, weigh.

EXAM FILE p15

GRAMMAR FILE p16-19

EXAM TASK

We can use some state verbs in the continuous form when we describe actions. I think I'm (suffering) from this song. I'm thinking about going to the beach this weekend. (= I'm considering it) I saw what you mean. (= I understand) I'm seeing Dr Brown in the morning. (= I'm meeting him) See/hear are state verbs, but look/listen describe actions. What can you see? I'm looking through this microscope. I can't hear anything. I'm listening to a podcast. We can use feel and look in the continuous form without any change in meaning. Feel hungry / I'm feeling hungry. She looks tired / She's looking tired.

Present perfect simple

We use the present perfect simple to talk about states that started in the past and continue now. We use since with a specific point in time and for with a period of time. I've been just for three years. I've had this same haircut since I was 16. recently finished actions or past actions with a present result. The box is on the wall. I'm covered in mud. I've just done some gardening. actions that happened at an unspecified past time. Jerry's moved to Rio. We also use the present perfect with always, yet, ever and never. I've always seen this film. Have you cleaned your room yet? I haven't started dinner yet. Has Sam ever met your sister? I've never seen you before. We use ever and never with the comparative and superlative. This is the best ice cream I've ever tasted. I've never seen a more boring film.

Present perfect continuous

We use the present perfect continuous to talk about actions that started in the past and continue now. I've been learning to drive since last year. to talk about continuous actions in the recent past that have a result in the present. The focus is on the action. I've been decorating our house. It's starting to look good. to emphasize the long duration of an activity. The boss has been trying to find you for the last hour.

PRACTICE

PRESENT TENSES

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

- I haven't started
- We're thinking about
- Ed's just
- I've been waiting for
- It's September and the leaves are
- I've never
- My parents have lived
- I wish my grandparents

A going to see a play
B for an hour.
C reading the book you lent me yet.
D this movie finished the report.
E since a week.
F going to Italy in July.
G in Sydney since 2002.
H seen anything as strange as that.

2 Choose the correct alternatives.

- Water is leaking / leaks when you don't turn the tap right enough.
- I never see / I've never seen a scarier sight
- It gets / I'm getting cold in here. Shall I turn up the heating?
- We've been walking / walk for hours. At least it feels like that!
- I have / I haven't spoken to Jason about next weekend yet.
- What are you thinking / do you think about the new film?
- I've been trying / tried to learn Spanish for years and refuse to give up!
- I've been trying / tried to learn French but just couldn't do it.

3 Correct one error in each sentence.

- How long have you live in your current home?
- You / ever ride on a motorbike?
- What is the best thing you do / do each morning?
- What TV series / you watch at the moment?
- How often do you see / a film / at the cinema?
- What's the most interesting place / you / ever / visit?
- you / eat / lunch / yet?

4 Write your answers to the questions in Ex 7.

GRAMMAR FILE | UNIT 1

Put the verbs in brackets in the correct form.

My life as a sleep researcher

A sleep researcher's job can be really interesting. We might spend a bit of our time watching people sleep, but we also **(1)** (interview) to collect some fascinating data. There's so much we still **(2)** (not / know) about who and how we sleep.

I **(3)** (job) this job for around three years now. My team and I **(4)** (test) hundreds of people in that time. We **(5)** (monitor) our patients' sleep in our clinic or at their home. We often **(6)** (analyse) the data and **(7)** (prepare) valuable information which can make a huge difference to their lives.

I **(8)** (normally / help) a woman who **(9)** (have) only about three to four hours' sleep a night on average for the last decade. I can't believe she **(10)** (be) able to hold down a full-time job and help bring up a family during that time.

Pronunciation

How is each verb in bold stressed or unstressed?

- I've just been waiting for ages.
- I've just seen Katie.
- Neither of my brothers have been abroad.
- I haven't done it yet.
- Has Lorenzo arrived yet?
- Has Lorenza been abroad yet?
- I've been trying / tried to learn French but just couldn't do it.

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

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

- What / you / do / all day today?
- How long / you / live / in your current home?
- you / ever / ride / on a motorbike?
- What is the best thing / you / do / each morning?
- What TV series / you / watch / at the moment?
- How often / you / see / a film / at the cinema?
- What's the most interesting place / you / ever / visit?
- you / eat / lunch / yet?

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.

Questions in reported speech

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.

SPEAKING - Part 1 Interview

EXAM FILE p37

- Work in pairs. Follow the instructions.
- Take two pieces of paper and write down your favourite colour on one and your favourite number on the other.
- Guess what your partner has written. Then reveal your choices.
- Can you explain why they are your favourite?
- Take a class survey to find the most popular colour and number.

2 Listen to people talking about colour surveys. What's the name of the phenomenon? What reasons are given for the choice?

3 Listen to three people responding to the question about colours. Which two speakers agree?

Do you prefer brighter or paler colours for a bedroom?

EXAM TASK

Work in pairs and take turns to ask and answer the questions below. Remember to:

- answer the question
- give a reason
- give an example and/or interesting detail.

Routines

How do you like to spend your weekends? (Why?)
Do you usually usually eat dinner together?
Why? / Why not?
What free-time activities do you do every week? (Why?)
Do you have regular hobbies? Why? / Why not?

Media

Do you prefer to stream films or watch them at the cinema? (Why?)
Tell us about an interesting TV programme you've seen recently.
How much time do you spend online during the day? (Why?)
How do you prefer to learn about the latest news? (Why?)

EXAM BOOST p36

- Complete the Exam File exercises on page 36.
- Listen to the Exam File exercises on page 36.
- Work in pairs. Tell your partner about the films you've watched down. Extend your answers by using the advice in the Exam Focus.
- In pairs choose one of these categories. Write down some questions you might ask related to the category. Use these question starters: Tell me about... Do you prefer to... Films books food clothing music weather Books Tell me about a book you've read recently. Do you prefer to read printed books or on an electronic device? Why?
- Change partners and ask your questions.

EXAM TRAINER p11 p12

EXAM FILE p37

EXAM TASK

Work in pairs and take turns to ask and answer the questions below. Remember to:

- answer the question
- give a reason
- give an example and/or interesting detail.

Routines

How do you like to spend your weekends? (Why?)
Do you usually usually eat dinner together?
Why? / Why not?
What free-time activities do you do every week? (Why?)
Do you have regular hobbies? Why? / Why not?

Media

Do you prefer to stream films or watch them at the cinema? (Why?)
Tell us about an interesting TV programme you've seen recently.
How much time do you spend online during the day? (Why?)
How do you prefer to learn about the latest news? (Why?)

EXAM BOOST p36

- Complete the Exam File exercises on page 36.
- Listen to the Exam File exercises on page 36.
- Work in pairs. Tell your partner about the films you've watched down. Extend your answers by using the advice in the Exam Focus.
- In pairs choose one of these categories. Write down some questions you might ask related to the category. Use these question starters: Tell me about... Do you prefer to... Films books food clothing music weather Books Tell me about a book you've read recently. Do you prefer to read printed books or on an electronic device? Why?
- Change partners and ask your questions.

EXAM TRAINER p11 p12

8

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 too. Where an exam task appears in the book four times, such as Reading and Use of English Parts 1–4, 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 possible writing text type.

READING AND USE OF ENGLISH - Part 1 Multiple-choice cloze

EXAM BOOST

SECTION A
Phrases with prepositions
The missing word may be dependent on the preposition that follows it. Complete before it.

1 Choose the correct verb.

- Sam **devotes** / spends all his time to his job.
- We've just **left** / moved to a new house.
- Jack **disregards** / is on / **is** on his budget?
- This style of building doesn't **appeal** / attract to me.
- What **preparations** / are you doing / **looking** for?
- The course **contains** / includes of eight modules.

2 Write the missing words. You are given the first letter.

- Are you OK? You look like you're in _____.
- Jack **disregards** / is on / **is** on his budget?
- Tina was **pleased** / at / _____ he said he was.
- Students gave **talks** / in / _____ to their essay.
- What are you doing for the _____ of the day?
- The building's modern in _____ to that one.

SECTION B
Physical verbs
The missing word may form part of a phrasal verb.

1 Complete the sentences with the correct form of these verbs.

(**ignore** get low miss rely think)

- I hope I don't _____ the speech up.
- We can't _____ away with being late to work.
- My work never _____ up to my boss's standards.
- I can't _____ my boss out.
- Other team work without _____ it through first.
- A good manager _____ on their staff.

2 Complete the sentences with one word in each gap.

- I've worked hard _____ learning English.
- All our hard work has finally paid _____ his mistake.
- The sleeping mask up _____ his mistake.
- I never think my actions _____ my expectations.
- Firm never seem to live up _____ my expectations.
- The high relay made _____ for the heavy workload.
- I like to stand _____ from the crowd.

SECTION C
Verb patterns
You may be tested on reporting verbs. These follow different verb patterns.

1 Match these reporting verbs with definitions 1-4.

(**admire** **bring** **consider** **deny** **dismiss** **warn**)

- think about
- tell someone that something bad might happen
- say something is not true
- ask for something in an anxious/urgent way

2 I have to take my coffee but he _____ it.

3 My doctor _____ me not to drink too much coffee.

4 Our boss _____ to take away our coffee break if we didn't work faster!

5 Katy _____ spilling coffee on our sofa.

6 I've _____ the environment conference invitation.

SECTION D
Easily confused words
You need to understand the precise meaning of words and select them according to their appropriacy.

1 Replace the inappropriate word in each sentence with one of these words.

(**clarify** **damage** **declined** **eventually** **he** **improvements**)

- He **regretted** the environment conference invitation.
- I've **kind** to write people who live without clean water.
- The solar cooker **wouldn't** work at first but **finally** it did.
- Let's **lie** on the grass and look up at the trees.
- We **shortly** discussed the issues.
- The storm did a lot of **harm** to the area.

READING AND USE OF ENGLISH - Part 1 Multiple-choice cloze

ABOUT THE TASK

- You will read a short text with eight gaps.
- You choose the word or phrase 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 and some grammar. The questions may test your knowledge of:

- the correct meaning of a word, e.g. The rabbit **hopped** along the road.
- collocations, e.g. She **made** a mistake.
- fixed phrases, e.g. He'll be **off**.
- words or structures that follow verbs or nouns, e.g. The rain **led** to the cancellation of the match.
- phrasal verbs, e.g. The table **blew** down.
- linking words, e.g. He went out **although** it was raining.
- expressions, e.g. out of the blue.

How do you do it?

BEFORE THE TASK

- Read the title 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 the 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 - you are looking for clues such as words that are followed by a particular preposition or words that form part of a fixed phrase.
- If the gap is close to a linking word, make sure you read all the sentences around the gap.
- If you're 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 knew what it was about?
- ... stop at each gap and think about what word might be missing?
- ... check your idea against the four options?
- ... cross out options that were definitely wrong if you weren't sure?
- ... choose the most likely answer if you still weren't sure?
- ... answer every question?
- ... remember to read the text again at the end to make sure it made sense?

Are you ready for Reading and Use of English 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. select answers), while they do the task and after they've done the task. Then, ask them to read the tips to confirm 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 ...

- ... read the text through quickly so you knew what it was about?
- ... stop at each gap and think about what word might be missing?
- ... check your idea against the four options?
- ... cross out options that were definitely wrong if you weren't sure?
- ... choose the most likely answer if you still weren't sure?
- ... answer every question?
- ... remember to read the text again at the end to make sure it made sense?

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

Most exam tasks appear at least twice in the book (Speaking Part 1 appears once), 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 1 Reading and Use of English 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 and Use of English Part 1.

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 in the middle of 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 B2 First 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 AND USE OF ENGLISH - Part 3 Word formation

ABOUT THE TASK

- In Reading and Use of English Part 3, you read a short text with eight gaps. The missing words are shown in capital letters at the end of the sentence containing the gap, but are in the base form. You have to change the form of the word so that it fits correctly into each gap.
- You can change the form by adding a prefix or suffix, for example by changing **art** to **artist**, or by changing **able** to **unable**.
- Sometimes you need to make more significant changes to the word, for example by changing **deep** to **depth** or by changing **choose** to **choice**.
- You might have to make a compound word, for example by changing **note** to **notebook**.
- It may be necessary to make a noun plural after you have changed it.
- Each question is worth one mark.

Practice task

- Read the first paragraph of a text about beauty. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

SIMPLE BEAUTY

The (0) manufacturers of beauty products would like us to believe that we can only look good if we spend money on expensive creams, gels and lotions. However, (1) _____ research provides some much simpler solutions. Experiments suggest that diet, exercise and sleep can have a huge effect on our (2) _____. In one experiment, people who had slept well the previous week were judged as more attractive than those whose sleep was limited. Other studies have shown that people who eat (3) _____ get higher scores for attractiveness than those who don't. Of course, these findings are (4) _____ to prove conclusively. But following a healthy lifestyle is certainly a cheaper way to look good!

- MANUFACTURE
- SCIENCE
- APPEAR
- HEALTHY
- POSSIBLE

How did you do?

- Check your answers.
- Look at the four answers again.
 - In which answer do you need to form an adjective from a noun?
 - In which answer do you need to form an adverb from an adjective?
 - In which answer do you need to form a noun from a verb?
 - In which answer do you need to add a prefix to give a negative meaning?

READING AND USE OF ENGLISH - Part 3 Word formation

Strategies and skills

Negative prefixes

Sometimes the word in capitals is an adjective, and you have to add a prefix to give an opposite meaning.

- Make negative adjectives from the words in the box and add them to the table.

accurate certain formal legal
organised patient pleasant precise
regular relevant satisfied

un- in- im- ir- il- dis-

SPEAKING BOOST

Discuss or answer.

- What kinds of health and beauty products or services are worth spending money on? Why?
- "Beauty is in the eye of the beholder." What does this mean? Do you think it's true?

Noun suffixes

We often use suffixes to form nouns from verbs and adjectives.

- Form nouns from the words in the box by adding the correct suffix and add them to the table. Can you add any more nouns?

TIP: Remember, sometimes other spelling changes may be necessary.

agree appear assist collect decide
destroy employ encourage explain
happy ill improve independent
kind nervous perform popular safe
similar vary

-ance/-ence -ment -ness -ion -y/-ity

- Write the nouns for people from these words. What suffixes can we use to form nouns for people?

- | | | |
|-----------|------------|------------|
| 1 music | 5 economy | 8 science |
| 2 assist | 6 employ | 9 politics |
| 3 consume | 7 instruct | 10 tour |
| 4 comedy | | |

- Some nouns are irregular and aren't formed using a suffix. Match the verbs and adjectives (1-10) with the related nouns (a-j).

TIP: There is no rule for these nouns - you need to learn them!

- | | | | |
|----------|------------|------------|------------|
| 1 choose | 6 deep | a depth | f pride |
| 2 high | 7 please | b success | g weight |
| 3 short | 8 lose | c choice | h loss |
| 4 weigh | 9 proud | d pleasure | i shortage |
| 5 grow | 10 succeed | e height | j growth |

- Read the text about the Silver Snipers. Complete it with nouns formed from the words given in capitals at the end of some of the lines.

TIP: When you are completing gaps with nouns, remember to think about whether they should be singular or plural.

We tend to associate computer games with young people, and it is true the majority of (0) _____ gamers are young. However, a group from Sweden is showing that reaching the age of (1) _____ doesn't mean that you stop having fun. With an average age over 60, the Silver Snipers are the oldest team to take part in professional gaming (2) _____. And don't be put off by their elderly (3) _____. They take their playing very seriously! Although they don't enjoy much (4) _____ in terms of winning trophies, they get enormous (5) _____ from taking part. They have a website, and many loyal (6) _____ who cheer them on. They even have a professional coach to help improve their (7) _____. But their man (8) _____ is to show that gaming is for everyone, old and young!

- GAME
- RETIRE
- COMPETE
- APPEAR
- SUCCEED
- SATISFY
- SUPPORT
- PERFORM
- AMBITIOUS



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 Use of English 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 AND USE OF ENGLISH - Part 3 Word formation

Adjective suffixes 1

We often use suffixes to form adjectives from nouns and verbs.

6 Form adjectives from the words in the box and add them to the table. You can use some words more than once. Can you add any more adjectives for each suffix?

TIP: Think about the spelling carefully. Sometimes you need to make small spelling changes. Your answer is only correct if you have spelled the word correctly.

ambition care create danger dare effect embarrass excite help impress nature stress success tradition wonder

-al	-ful	-ing	-ive	-less	-ous
-----	------	------	------	-------	------

We form some adjectives with less common suffixes. With some other adjectives, we need to change the form of the word slightly when we add a suffix.

7 Complete the sentences with adjectives formed from the word in capitals.

- 1 She came from a very _____ family. ART
- 2 There is no _____ proof for this. SCIENCE
- 3 The product became a huge _____ success. COMMERCE
- 4 I'm an _____ football supporter. ENTHUSIASM
- 5 The fireworks were really _____ . SPECTACLE
- 6 He was one of the most famous athletes of the _____ century. TWENTY

Sometimes, you need to decide whether to use an adjective ending in -ed or -ing.

8 Complete the sentences with the correct -ed or -ing adjectives formed from the word in capitals.

TIP: An -ed adjective describes how you feel; an -ing adjective describes a thing that gives you this feeling.

- 1 It was a _____ exhibition. FASCINATE
- 2 I was _____ to be accepted onto the course. DELIGHT
- 3 We were _____ at his speed. AMAZE
- 4 The show was lively and _____. ENTERTAIN
- 5 We were _____ by the score. DISAPPOINT
- 6 The first few exercises were very _____. CHALLENGE
- 7 The children were _____ to see their cousins after so long. EXCITE
- 8 The book was not as _____ as I expected it to be. INTEREST
- 9 I no longer feel _____ about the same kinds of things as when I was a teenager. EMBARRASS
- 10 The article about the actor was extremely _____. REVEAL

SPEAKING BOOST

Discuss or answer.

- 1 If you could go to any major sports event, which would it be?
- 2 Are you a competitive person? In what ways?

Adjective suffixes 2

Adjectives can be formed in a variety of ways using suffixes. It's important that you remember the different suffixes and the rules you need to apply when you use them.

9 Form adjectives from the words in the box and add them to the table. Can you add any more adjectives for each suffix?

TIP: Remember to think about whether you need to make any spelling changes.

comfort confidence employ health noise patience please profit rely taste

-able/-ible	-ant/-ent	-y
-------------	-----------	----

10 Complete the sentences with the correct positive or negative adjectives formed from the word in capitals.

TIP: Sometimes you have to form an adjective AND add a negative prefix. Think about how to form the adjective first, then decide if the meaning is positive or negative.

- 1 I enjoyed the film, despite the _____ seat. COMFORT
- 2 The trip didn't go as planned, and there were some _____ difficulties. EXPECT
- 3 It was _____ that the train was a few minutes late, so we managed to catch it. FORTUNE
- 4 I try not to eat _____ foods like cakes and chocolate. HEALTH
- 5 Emojis are not an _____ way to communicate how we feel. EFFECT
- 6 We were very _____ that we didn't win the game. LUCK

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 B2 First exam.

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

READING AND USE OF ENGLISH - Part 3 Word formation

Adverbs

Some gaps require an adverb. You may have to form an adverb from an adjective, or you may have to form it from a noun or verb.

11 Complete the table with the adjectives and adverbs formed from each noun or verb.

TIP: When you have to form an adverb from a noun or a verb, it can help to think about the adjective first, then make this into an adverb.

noun or verb	adjective	adverb
1 increase		
2 comfort		
3 despair		
4 occasion		
5 tradition		
6 accident		
7 origin		
8 person		
9 success		
10 imagine		

12 Complete the sentences with adjectives or adverbs formed from the word in capitals.

- 1 Only a few people held him _____ responsible. PERSON
- 2 The _____ documents no longer exist. ORIGIN
- 3 Very few people have _____ completed this challenge. SUCCESS
- 4 I realised that I had _____ deleted the file on my computer. ACCIDENT
- 5 There was a _____ end to the race. DRAMA
- 6 These sweets are _____ eaten at special occasions. TRADITION
- 7 Online shops such as this one are becoming _____ popular. INCREASE
- 8 She was praised for her _____ designs. IMAGINE

Verb suffixes and prefixes

Most gaps in Reading and Use of English Part 3 tasks are nouns, adjectives or adverbs. BUT sometimes the missing word is a verb.

13 Complete the sentences with verbs formed from the word in capitals.

TIP: Where the gap is a verb, remember to think about the correct form and tense.

- 1 They decided to _____ the event online, to encourage more people to come. ADVERT
- 2 I knew they were just trying to _____ us. FRIGHT
- 3 No one enjoys being _____ when they are doing their best. CRITICISM
- 4 The financial support they received _____ them to continue with the research. ABLE
- 5 We soon _____ that we had made a mistake. REAL
- 6 The handle was a bit loose, so we had to _____ it. TIGHT

EXAM TASK

Read the text about coral reefs. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

CORAL REEFS

We are all familiar with images of coral reefs, with their colourful rock (0) _____ formations _____ created from the shells of sea creatures. Maya Beach in Thailand became famous after it was used as the (1) _____ for the Hollywood movie *The Beach*. Its (2) _____ as a tourist destination increased dramatically and, as a result, the coral began to suffer (3) _____ amounts of damage. The Thai authorities responded by closing the beach. (4) _____ now think they have found a solution. They have found it is possible to collect up broken pieces of reef and (5) _____ fix them back in place, using normal household glue! Specialist (6) _____ swim down to carry out the repairs. The technique has so far proved extremely (7) _____, and the coral has started to regrow. It is hoped that the beach will be reopened one day, but the number of visitors will be (8) _____ controlled to protect the coral.

- FORM
- LOCATE POPULAR
- SUBSTANCE
- SCIENCE
- CARE DIVE
- EFFECT
- STRICT

TEST

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

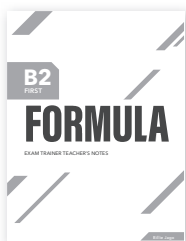
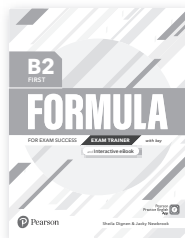
FORMULA B2 FIRST Exam Trainer and Interactive eBook are unique, full colour components which can be used independently or in combination with the Coursebook. The Exam Trainer uses a Test, Teach, Test approach to exam preparation for each part of the exam.

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.

TEST

Practice task

1 Read the first paragraph of a text about micro homes and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Micro homes

Most people (0) _____ of owning their own home, but for many young people this is not a realistic possibility. House prices are (1) _____, and renting is also expensive, which (2) _____ that saving enough money for a deposit is often out of reach. In recent years, (3) _____, the micro house movement has started to grow. Micro homes are small, compact homes that are cheap to build and need very little space. If the idea (4) _____, it could offer an alternative to more traditional homes.

How did you do?

2 Check your answers.

3 Look at the questions and decide which answer (A, B, C or D) best fits each gap.

4 Which answer is the best? Why?

5 Can you see any other ways of using the word 'micro'?

- *Teach* – This section provides practice of strategies and skills to improve learner performance and enables them to approach the exam with confidence.

TEACH

READING AND USE OF ENGLISH – Part 1 Multiple-choice cloze

Strategies and skills

Phrases with prepositions

The correct choice for a gap often depends on matching the correct option with the preposition after the gap.

1 Read the sentences and look at the highlighted prepositions. Choose the word that is followed by each preposition and fits the context.

1 I'm very interested / curious / keen / attracted to music.

2 I wasn't sure how to arrive / find / reach / get to the restaurant.

3 I'm not informed / interested / familiar / knowledgeable with his books.

4 James is still wanting / recovering / improving / gaining from his operation.

5 I felt very pleased / satisfied / proud / content of myself.

6 It wasn't clear whether she approved / liked / agreed / accepted of what we had done.

7 The wet weather had a very damaging result / solution / effect / and on tourism.

SPEAKING BOOST

Discuss or answer:

1 Describe your perfect home location?

2 What are the challenges of living in a city?

Phrasal verbs

Some questions test your knowledge of phrasal verbs. Sometimes the whole phrasal verb is used, or sometimes just the verb or the particle.

TIP: Make sure you learn as many phrasal verbs as you can. It's important to remember which phrasal verb is separated and which have a particle.

3 Choose the correct words or phrases.

1 The book was popular and it was easy to read.

2 There were fears that robots would take over our lives.

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.

TEST

READING AND USE OF ENGLISH – Part 1 Multiple-choice cloze

EXAM TASK

Read the text about preparing for a possible emergency and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Preparing for the worst

We all depend on supermarkets for food and we (0) _____ if for granted that the shelves will always be full. But some people believe it's best to be prepared (1) _____ there's an emergency and normal life is disrupted for a while. They say there is a risk from extreme weather or an outbreak of flu, (2) _____ more serious natural disasters. People who prepare in this way are informally (3) _____ as 'preppers', and more and more people are now listening to their (4) _____. Alison Jones from Cambridge, UK, is a typical example. She keeps a month's (5) _____ of food in a cupboard, along with bottled water and medicines that her family needs. She is aware that

Example teaching scenario

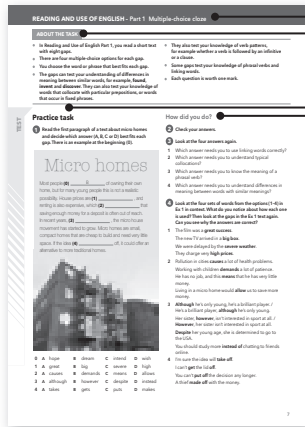
Depending on the number of classes within the 30-hour course, you could provide single skill or multiple skill lessons. For example, you may have 15 × 2-hour classes.

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

Create your own Formula

READING AND USE OF ENGLISH – Part 1

Multiple choice cloze (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.

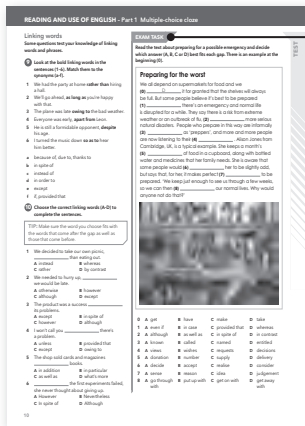
Students carry out the Practice task and try the reduced length task to become familiar with the task type.

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.

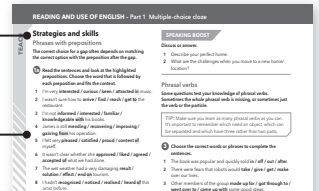
Students carry out the Strategies and skills activities.

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 B2 First: Overview, About B2 First: Reading and Use of English, About B2 First: Reading and Use of English Part 1.*

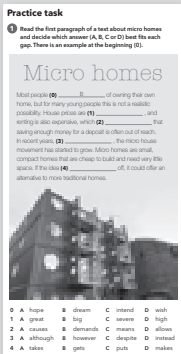


Less time

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

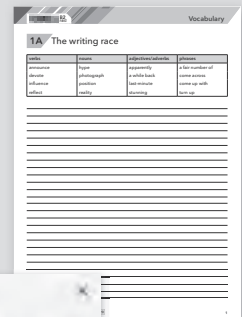
Need something extra or a change of pace

Video: *About B2 First: Overview, About B2 First: Reading and Use of English, About B2 First: Reading and Use of English Part 1.*



Why not try?

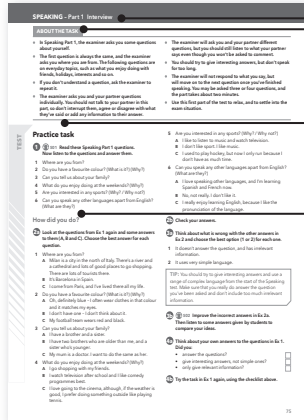
A photocopiable activity from the Digital resources.



Quick homework
Pearson Practice English App activities.



SPEAKING – Part 1 Interview (1 Hour)

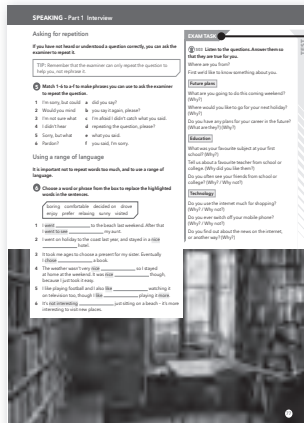


Use the Exam Trainer Presentation tool for each page.

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.

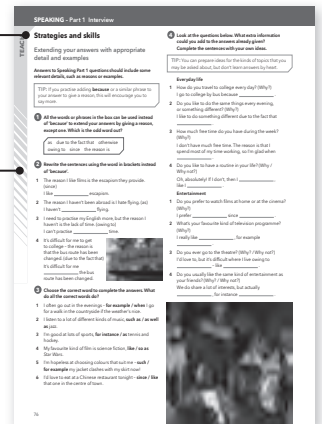
Use Exam Trainer Teacher's Notes to follow the process through the How did you do? activity.



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 B2 First: Speaking, About B2 First: Speaking Part 1, B2 First Speaking Test 1, Part 1.*



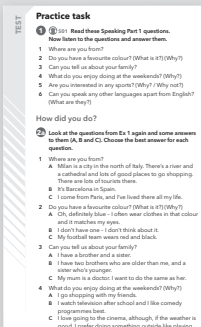
Why not try?

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 B2 First: Speaking, About B2 First: Speaking Part 1, B2 First Speaking Test 1, Part 1.*

Quick homework
Pearson Practice English App practice activity.



HOW TO USE *FORMULA* FOR AROUND 50 HOURS

EXAM FOCUSED WITH LANGUAGE REVISION AND CONSOLIDATION

Around 50 hours

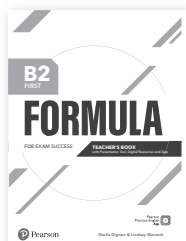
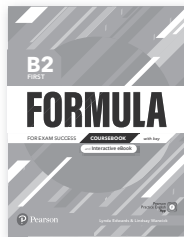
Use the **Coursebook** in class

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

Building block 1 COMPONENTS

Students

- Coursebook or the Interactive eBook with Digital resources and App



Teachers

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

The notes for each lesson provide:

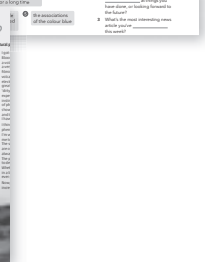
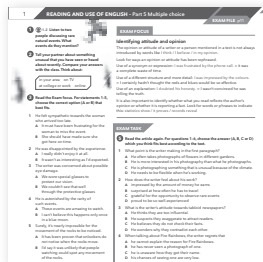
- a **Unit overview** which summarises the content in each unit
- a **list of extra Formula Digital resources**
- a **dyslexia focus** which highlights tasks which dyslexic students might find challenging and provides ideas for making suitable adjustments
- a **warmer** task to focus students' attention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

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

Building block 2 SECTIONS IN CLASS

Use the main lessons.

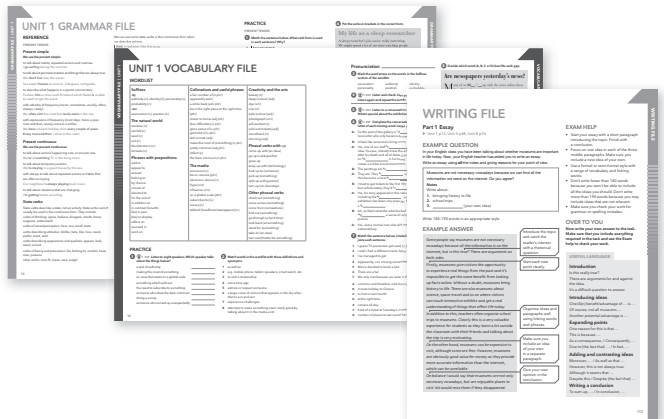
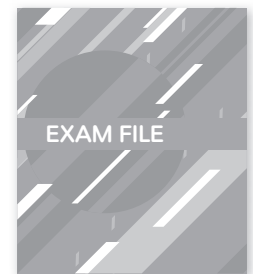
- Introduce students to the unit topic.
- Introduce students to the relevant exam part for the lesson and refer to the Exam file.



Building block 3 SECTIONS FOR HOMEWORK

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

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



Example teaching scenario

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

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

ONCE IN A BLUE MOON?

Nature photographer David Smart reflects on his job and the rarity of some of the unusual natural phenomena he photographs.

I must confess, trying to catch as few of the beautiful flowers as possible. But I need to get in the best position to photograph this stunning display of blue, violet and yellow that fills the view whenever I'm in one of the royal London parks in spring. Maybe the famous Kwachō Fuji flower gardens of Japan? No, I'm in the finest place in the world, the Atacama Desert in Chile. And in front of me is the wonderful sight known as Desert Bloom. I angle my camera, focus and click, job done. I sit now stand back, breathe in the scent of millions of flowers and enjoy the moment.

Seeing a rare natural phenomenon like the Desert Bloom is not a one-off for me. The photographer the Magar Falls when they were partially frozen over. I've experienced the weird and wonderful rush of darkness during a total eclipse. I'm lucky that my work as a professional nature photographer takes me to some of the most amazing places in the world and pays reasonably well. However, it's the truly unusual sights which nature occasionally provides for us that really fascinate me. It feels a real privilege. But in reality just how rare are events like these? Tabloid headlines need to sell space and imply that they are once-in-a-blue-moon events. Magar Falls completely frozen over, should one newspaper.

The only total eclipse you'll see in your lifetime, should another and 'Miracle of Flowers' in the desert. Say, a third. In fact, these phenomena, although unusual, are not as unlikely as the hype suggests. Magar Falls have partially frozen over several times - when winds from the North Pole brought Arctic temperatures further south (a symptom of climate change). And although apparently unpredictable, these stunning flowers in the desert will flower again in another five or seven years. The seeds lie in the soil and will grow whenever there is a lot of rainfall.

Real, once-in-a-blue-moon events do happen, but it's only by chance that they are even seen or recorded. For example, there's one spectacular event that I would desperately love to see. It's known as a fire rainbow, but is actually neither connected to fire, nor a rainbow. Sadly, I'll never likely to see one anywhere apart from in a photograph. These incredible optical phenomena, which appear to be amazing combinations of colours in the sky, only occur when there is a very specific combination of atmospheric conditions. In addition to this, they are only visible from high altitudes. Being in the right place at the right time is what a nature photographer like me lives for, but it doesn't happen very often.

I got my well-earned, and like the Desert Bloom flower in Chile. I was there to film a volcanic eruption of Volcan Calbuco, a very dangerous active volcano. While filming, I was treated to a rare display of volcanic lightning. This is a unique type of electrical reaction that happens inside a great cloud of ash, otherwise known as a 'dirty thunderstorm'. I say 'treated' but the experience was so terrifying that my first instincts were to run like mad! The attraction of photographing one of the greatest sights shown on earth was, however, very strong and those pictures are among the best I have ever taken.

I think my obsession with rare natural phenomena should be quite clear by now. I'm very fortunate to have a job which allows me to travel to record as many as I can. The scientific reasons behind such events are certainly fascinating but for me it will always be about their magnificent beauty. The powerful surges that nature continues to deliver will never cease to amaze me. Whether they are just unusual or truly once in a lifetime experiences, I can't see myself ever getting tired of chasing them. Now, maybe just one more photo of these incredible flowers.

Students can complete 'Speaking or writing' activity 6 and do activity 7 for homework along with the Exam boost activity.

- Speaking or writing**
- Work in pairs and discuss the questions.**
 - Which of the natural events in the article would you most like to experience? Why?
 - Tell the class about the most memorable natural event you have seen.
 - Research another rare event and write a factfile about it. Present it to the class.**

Building block 4 DIGITAL RESOURCES

Before class

Video: *About B2 First: Overview, About B2 First: Reading and Use of English, About B2 First: Reading and Use of English Part 5.*



Less time

Ask students to complete the exam task at home.

EXAM TASK

5 Read the article again. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

- What point is the writer making in the first paragraph?
 - A He often takes photographs of flowers in different gardens.
 - B He is more interested in his photography than what he photographs.
 - C He is photographing something that is unusual because of the climate.
 - D He needs to be flexible when he's working.
- How does the writer feel about his work?
 - A impressed by the amount of money he earns
 - B surprised at how often he has to travel
 - C grateful for the opportunity to observe rare events
 - D proud to be so well-experienced
- What is the writer's attitude towards tabloid newspapers?
 - A He thinks they are too influential.
 - B He suspects they exaggerate to attract readers.
 - C He believes they do not check their facts.
 - D He wonders why they contradict each other.
- When talking about Fire Rainbows, the writer regrets that
 - A he cannot explain the reason for Fire Rainbows.
 - B he has never seen a photograph of one.
 - C he is unaware how they got their name.
 - D his chances of seeing one are very low.
- The writer repeats the word 'treated' in paragraph 5
 - A to indicate that the experience wasn't immediately enjoyable.
 - B to show that the event had never happened before.
 - C to emphasise how amazing the sight was.
 - D to stress how special the event made him feel.
- What does the writer believe about the science behind rare natural events?
 - A It's always important to know why an event occurs.
 - B Science cannot always explain these types of events.
 - C It's interesting but not as important as the visual effects.
 - D Understanding the scientific reasons is not part of his job.

Need something extra or a change of pace

A photocopiable activity from the Digital resources.

1C Present tenses – Getting to know you	
Do you often use electronic devices?	What's the most interesting thing you have done recently?
How long have you been studying English?	Is there anything that your friend does that always annoys you?
Do you have any unusual habits?	What activity do you do once in a blue moon?
What do you do every weekend?	What's your favourite way to spend your free time?
Do you often go abroad for holidays?	What activity have you been doing since you were young?

Why not try?

The quick placement test to find out the group's strengths and areas to improve.

Quick homework

Fast finishers activity from the Teacher's Book.

Fast finishers

Ask students who finish early to find three new words or expressions in the text that made it difficult for them to complete the task. Encourage them to read the words or expressions again in context and try to work out the meanings, then use a dictionary to check. Ask students to read their words in context to the class and explain the meanings. Remind students that written texts are a useful source of new vocabulary.

HOW TO USE *FORMULA* FOR AROUND 80 HOURS

EXAM FOCUSED WITH LANGUAGE DEVELOPMENT Around 80 hours

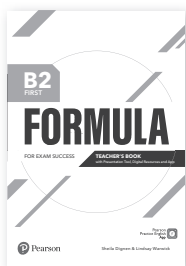
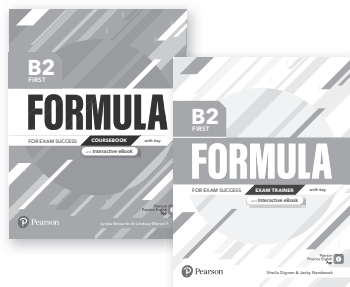
Use the **Coursebook** in class and the **Exam Trainer** for homework

FORMULA B2 FIRST Coursebook and Exam Trainer can be used in different ways depending on the overall length of your exam preparation course and how much class contact time and homework time you have available. If you have a course of around 80–100 hours, you might decide to use the Coursebook main lessons and the additional bank of material (Grammar, Vocabulary, Writing and Exam file) in class and use the Exam Trainer page references from the Coursebook to consolidate and extend lessons for homework. Here we are providing an example for around 80 hours.

Building block 1 COMPONENTS

Students

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



Teachers

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

The notes for each lesson provide:

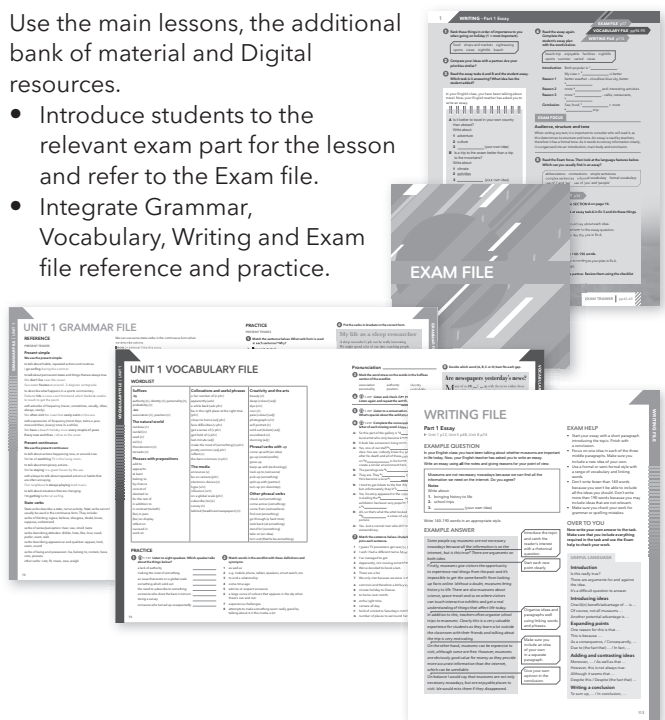
- a **Unit overview** which summarises the content in each unit
- a **list of extra Formula Digital resources**
- a **dyslexia focus** which highlights tasks which dyslexic students might find challenging and provides ideas for making suitable adjustments
- a **warmer** task to focus students' attention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

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

Building block 2 SECTIONS IN CLASS

Use the main lessons, the additional bank of material and Digital resources.

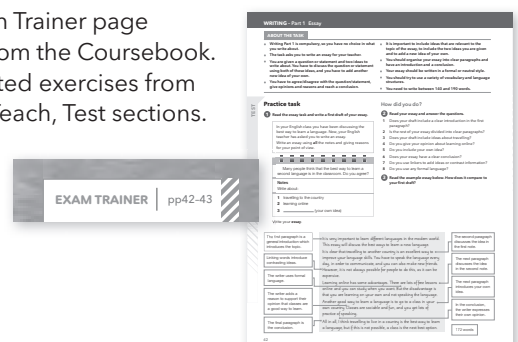
- Introduce students to the relevant exam part for the lesson and refer to the Exam file.
- Integrate Grammar, Vocabulary, Writing and Exam file reference and practice.



Building block 3 SECTIONS FOR HOMEWORK

Use the Exam Trainer page references from the Coursebook.

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



Building block 4 DIGITAL RESOURCES

Grammar presentations, photocopiable worksheets, tests, videos, app

Example teaching scenario

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

A 90-minute class may consist of the following:
Writing – Part 1 Essay. A lesson of this type would enable recycling of language from previous lessons, a full introduction to this part of the exam and extensive language input and practice.

WRITING – PART 1 ESSAY (90 mins)

1B Guess the word

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

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

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



WRITING - Part 1 Essay

ABOUT THE TASK

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

What is being tested?

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

- Content:** This must be relevant and use the ideas given plus a third idea of your own that adds something new to the argument.
- Communicative achievement:** Your essay must have a clear structure leading to a logical conclusion. The reader must be able to understand the argument.
- Organization:** Organize your ideas into clear paragraphs including an introduction and a conclusion, and use linking words to connect your ideas.
- Language:** Use formal language in your essay.

How do you do it?

BEFORE THE TASK

Read the instructions and the question carefully. Think about:

- the topic - what is your own opinion about it?
- the information you have to include
- what extra information you could include as your third point - it should be different from the two given points, not just an extension of them.

DURING THE TASK

Before you start writing, spend time planning your essay - don't begin writing the final version too quickly because it is difficult to reorganize your ideas later.

- Decide on your conclusion.
- Think about how many paragraphs you need.
- Divide the three points into your chosen paragraphs.
- Note down any extra details or reasons you could include to support the three points.
- Plan ways of linking your ideas and decide on the formal language to use.

When you are happy with your plan, write your essay.

AFTER THE TASK

- Read your essay to check that it is coherent and logical and that there are no grammar or spelling mistakes.
- Make sure you have included all the information from your plan and that you have written the right number of words.

Are you exam-ready?

Did you ...

- ... spend enough time planning?
- ... include both the prompts?
- ... add a third idea of your own?
- ... write a general introduction and a logical conclusion?
- ... use formal language?
- ... check for grammar and spelling mistakes?
- ... write the right number of words?

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

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

Students carry out activities 1-5 in the main unit including reading the Exam focus.

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

WRITING - Part 1 Essay

1 Rank these things in order of importance to you when going on holiday (1 = most important).

food shops and markets, sightseeing spots, views, nightlife, beach

2 Compare your ideas with a partner. Are your choices similar?

3 Read the essay tasks A and B and the student essay. Which task is it answering? What idea has the student added?

In your English class, you have been talking about travel. Now, your English teacher has asked you to write an essay.

A Is it better to travel in your own country than abroad?

Write about:

- adventure
- culture
- _____ (your own idea)

B Is it a tip to the ocean better than a tip to the mountains?

Write about:

- climate
- activities
- _____ (your own idea)

Student essay

In the summer months, it is common for people to visit the beach or the mountains. While both can be enjoyable, the essay will argue that a holiday at the beach is preferable.

The first reason is the weather. You are much more likely to see a beautiful, cloudless blue sky at the seaside. Moreover, even right in the middle of cloudy days, the sun often breaks through.

Another reason in support of beach holidays is the activities available there. Water sports tend to be more varied and interesting than quieter mountain activities like hiking.

Finally, there are far more facilities at the seaside than there are at the mountains. Along the coast, you will find a large variety of cafes and restaurants to try, as well as engaging nightlife. All in all, the beach provides a beautiful environment in which you can take in the sun, the food and the sports. All of these things make it more enjoyable than a trip to the mountains.

Exam Focus

Read the essay again. Complete the student essay plan with the words below.

Search tip: enjoyable, facilities, nightlife, scenic, summer, visited, views

Introduction: both popular in _____, _____ is better

Reason 1: more _____ and interesting activities

Reason 2: more _____ cafes, restaurants, _____

Conclusion: Sea food, _____ more _____

Exam Boost

Complete Exam File SECTION A on page 16.

Work in pairs. Look at essay task A in Ex 3 and do these things.

- Add a third idea.
- Decide what you could say about each idea.
- Discuss your own answer to the essay question.
- Make an essay plan like the one in Ex 4.

Exam Task

Write your essay in 140-190 words.

- Structure your essay according to your plan in Ex 4.
- Use formal language.

Swap essays with a partner. Review them using the checklist in Ex 7.

WRITING - Part 1 Essay

EXAM BOOST

SECTION A

Audience, structure and tone

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

1 Look at the essays on pages 112 and 113. Which structure has each writer used?

Structure 1

Introduction
Topic 1 discussion (pros/cons)
Topic 2 discussion (pros/cons)
Topic 3 discussion (pros/cons)
Conclusion = writer's opinion

Structure 2

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

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

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

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

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

HOW TO USE *FORMULA* FOR AROUND 100+ HOURS

EXTENSIVE EXAM AND LANGUAGE DEVELOPMENT Around 100 hours

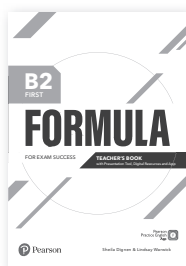
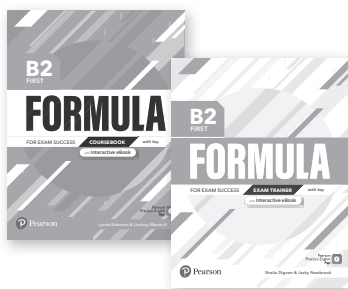
Use the **Coursebook** in class and the **Exam Trainer** for homework

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

Building block 1 COMPONENTS

Students

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



Teachers

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

The notes for each lesson provide:

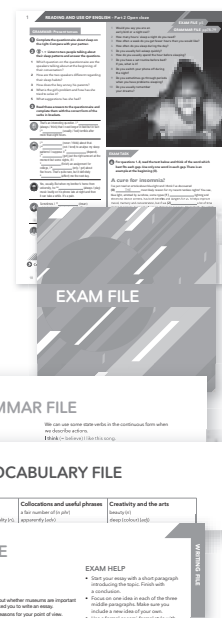
- a **Unit overview** which summarises the content in each unit
- a **list of extra Formula Digital resources**
- a **dyslexia focus** which highlights tasks which dyslexic students might find challenging and provides ideas for making suitable adjustments
- a **warmer** task to focus students' attention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

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

Building block 2 SECTIONS IN CLASS

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

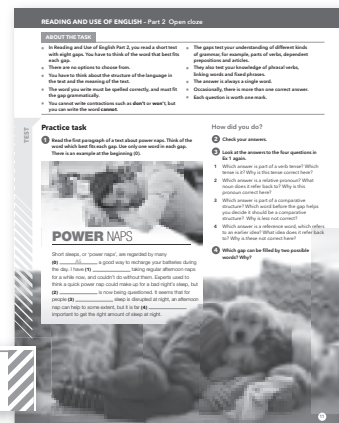
- Introduce students to the relevant exam part for the lesson and refer to the Exam file.
- Integrate Grammar, Vocabulary, Writing and Exam file reference and practice.
- Integrate photocopiable activities, grammar presentations, videos or unit/progress/practice tests as required.
- Use initial *Test*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



Building block 3 SECTIONS FOR HOMEWORK

Use the Exam Trainer page references from the Coursebook.

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



EXAM TRAINER | p11
p12 Ex 1

Building block 4 DIGITAL RESOURCES

Grammar presentations, photocopiable worksheets, tests, videos, app

Example teaching scenario

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

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

READING AND USE OF ENGLISH – PART 2 OPEN CLOZE

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

FORMULA B2 PREP Grammar

1C Present tenses – Getting to know you

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

PHOTOCOPIABLE © Pearson Education Limited 2020 3

READING AND USE OF ENGLISH – Part 2 Open cloze

ABOUT THE TASK

- In Reading and Use of English Part 2, you read a short text with eight gaps. You have to think of the word that best fits each gap.
- There are no options to choose from.
- You have to think about the structure of the language in the text and the meaning of the text.
- The word you write must be spelled correctly, and must fit the gap grammatically.
- You cannot write contractions such as don't or won't, but you can write the word cannot.

Practice task

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

2 Check your answers.

3 Look at the answers to the four questions in Ex 1 again.

4 Which answer is part of a verb tense? Which tense is it? Why is this tense correct here?

5 Which answer is a relative pronoun? What noun does it refer back to? Why is this pronoun correct here?

6 Which answer is part of a comparative structure? Which word before the gap helps you decide it should be a comparative structure? Why is this not correct?

7 Which answer is a reference word, which refers to an earlier idea? Which idea does it refer back to? Why is this not correct here?

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

POWER NAPS

Short sleeps, or 'power naps', are regarded by many (0) AS a good way to recharge your batteries during the day. I have (1) _____ taking regular afternoon naps for a while now, and couldn't do without them. Experts used to think a quick power nap could make up for a bad night's sleep, but (2) _____ is now being questioned. It seems that for people (3) _____ sleep is disrupted at night, an afternoon nap can help to some extent, but it is for (4) _____ important to get the right amount of sleep at night.

Use the Exam Trainer Presentation tool for the page.

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

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

Use the Coursebook Presentation tool for the page.

Students carry out activities 1–3.

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

READING AND USE OF ENGLISH – Part 2 Open cloze

GRAMMAR: Present tenses

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

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

1 Which question on the questionnaire are the speakers talking about at the beginning of their conversation?

2 How are the two speakers different regarding their sleep habits?

3 How does the boy annoy his parents?

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

5 What suggestions has she had?

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

4 That's an interesting question. I always think that I need longer in bed but in fact I usually feel terrible more than eight hours.

5 I never think about that. I just have to analyse my sleep patterns. I suppose I've always got just the right amount of the amount but some nights, if I'm (1) (tired) an assignment for college, I usually get about five hours. That's quite rare, but it definitely (2) (affect) me the next day.

6 Yes, usually. But when my brother's home from university he'll (3) (listen) (play) music loudly on his phone late at night and then it can take a while to get to sleep.

7 Sometimes I've (4) (dream) a lot about my old school recently. They (5) (build) a block of flats on the site and I suppose that'll (6) (help) us some old memories.

8 Not enough! Too much late night TV (7) (mean) only the best moments. But I'm (8) (get) better at switching off earlier. Also, I've (9) (get) back on coffee before bed so I've (10) (try) that, but it's a good thing!

EXAM BOOST 24

2 Complete Exam file SECTION A on page 4.

10

Would you say you are an early bird or a night owl? How many hours' sleep a night do you need? How often do you get fewer hours than you would like? How often do you sleep during the day? Do you usually fall asleep quickly? How do you usually spend the hour before sleeping? Do you have a set routine before bed? If yes, what is it? Do you switch your phone off during the night? Do you sometimes go through periods when you have problems sleeping? Do you usually remember your dreams?

EXAM FILE 05-07-79

EXAM TASK

4 For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

A cure for insomnia?

I've just read an article about blue light and I think I've discovered (0) _____ most likely reason for my recent restlessness! You see, blue light, emitted by screens, has both benefits and dangers for us. It helps improve mood, memory and concentration, but if we (1) _____ a bit of time staring at screens, it can actually cause damage to our eyes. Interestingly, the article also points (2) _____ that blue light controls our body clocks and using electronic devices too much immediately (3) _____ going to bed can disrupt our sleep cycles. My night how (4) _____ getting some rest and I've seen it happen (5) _____ just started reading on my tablet when I'm in bed. The expert's advice (6) _____ to avoid using bright screens for about two to three hours before sleep, but I don't think I can resist my iPad that much. Perhaps I'll switch (7) _____ reading a printed book and give social media a miss after nine o'clock!

EXAM BOOST 24

2 Work in pairs and discuss the questions.

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

2 Would it be difficult to change your screen habits? Give reasons.

EXAM TRAINER p11 p12 Ex 1

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 B2 First 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. Use of English lessons with a grammar and 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, with exercises to help students develop that sub-skill. Students then apply it in an exam task. In Use of English 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 Use of English 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. *In this task, my goal is to speak more fluently/use a wider range of vocabulary/use the third conditional accurately.*

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 *What can you do better now that you couldn't at the start of the lesson?* 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).

- Clarity of learning goals
- Self-reflection opportunities
- Ability to personalise learning goals
- Feedback on learning from the teacher
- Ability to make some decisions about the learning process

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 and Use of English – Reading	Reading and Use of English – Vocabulary
1 BLUE	p5 Language focus: Phrasal verbs Topic: History of the colour blue and colour associations	pp6–7 Part 5 Multiple choice Skill focus: Identifying attitude and opinion Topic: Unusual natural phenomena	p8 Part 1 Multiple-choice cloze Language focus: Phrases with prepositions Topic: La Casa Azul pp94–95 Vocabulary file Pronunciation: Word stress (suffixes)

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.

- 4** **8.11** Look at the photographs again and read the task below. Work in pairs and discuss what you might say. Listen to a student doing the task. Did she mention the same things as you did?

Your photographs show people wearing yellow jackets in city streets. Compare the photographs and say why the people have decided to wear the yellow jackets. You have about one minute to do this.

- 5** **8.12** Listen to another student doing the task. Why is his answer not as good as the first speaker's? Read the Exam focus and check your ideas.

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.

- 7** Write your reply in 140–190 words. Then use this checklist to review and improve your email.

- I've started and ended my email appropriately.
- I've answered both questions in the exam task.
- I've organised my ideas into logical paragraphs.
- I've used informal phrases appropriately.

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. *understand implied meanings in an academic article*) and draw a confidence scale. Ask students to rate how confident they are that they can achieve that goal now (1 = not confident, 5 = very confident). Monitor and assess the confidence levels of the class. At the end of the lesson, ask students to assess their confidence levels again, writing the new number next to the old one. Again, monitor confidence levels. In some cases, they might go down! That's fine, as some students realise something is more challenging than they first thought. Ask students to work in pairs and discuss how they can gain further confidence. 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 write an essay that is structured effectively*. 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.

- A key strength
- An area of progress
- An area to work on
- How they can work on 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. These practices are designed to be done in a seated position. The Body Scan 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!

Practice 1: 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 Practice 1, please use the App.



Practice 2: The three-step breathing space

The benefits

Worrying about what has gone on in the past or what might happen in the future cannot change events and distracts you from the present – from what you are doing now. The present is something that you can change, so that is where your focus should be. For example, you can explain to your students that worrying about their exams in several months' time won't be as helpful as them revising now!

The three-step breathing space practice can help your students to fully ground themselves in the present and gives them a few moments to rest and recharge. The practice is structured a bit like an hourglass. The three-step breathing space is a very useful practice if ever your students start to feel stressed and want a pause to help them step back and get perspective.

Guidance on the practice

The great thing about this practice is that you can do it in three minutes or less. Use it with your students to take a break in class to 'recharge' themselves while revising. Or, your students might find it a useful exercise to help ground themselves just before or even during an exam.

- 1 Firstly, students do a 'weather check' of the mind, to see what's going on by observing their thoughts, giving them a more objective viewpoint of how busy or calm their mind is.
- 2 Then, students turn their attention to their breath, helping them to focus in the present moment.
- 3 Finally, students expand out that awareness to sensations in the rest of their body, becoming aware of where they may be holding any emotions in the body as stress or tension.

To access the audio file for Practice 2, please use the App.

1 | BLUE

UNIT OVERVIEW

Opener

- Language focus: Phrasal verbs
- Topic: History of the colour blue and colour associations

Reading and Use of English – Reading

- Part 5 Multiple choice
- Topic: Unusual natural phenomena

Reading and Use of English – Vocabulary

- Part 1 Multiple-choice cloze
- Language focus: Phrases with prepositions
- Topic: La Casa Azul

Listening

- Part 1 Multiple choice
- Topic: Out of the blue

Reading and Use of English – Grammar

- Part 2 Open cloze
- Language focus: Present tenses
- Topic: Sleep

Speaking

- Part 1 Interview
- Topic: Routines and media

Writing

- Part 1 Essay
- Topic: Travel options and preferences

Extra resources

(See lesson overviews for details)

- B2 First 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: B2 First About the exam
- Video: B2 First Speaking test
- Cambridge B2 First practice exam papers

OPENER p5

DYSLEXIA FOCUS

Students may find the box of words in Ex 3 challenging to read as it is a horizontal list. You could write the words in a vertical list on the board to help them.

Warmer


Ask students to look at the photo on page 5 and elicit a description of it. Ask students if they can guess where it is and why the walls are all painted blue. Elicit some ideas, before giving the answers. Ask students if they know any other towns or cities where buildings have special or interesting colours.

Answer

The photo shows a street in the town of Chefchaouen /ʃef'ʃəʊən/ in Morocco. It is known as the 'blue town' as a large number of the buildings in the old town are painted blue. No one knows for certain why the buildings are blue, but theories include that the colour helps keep the streets cool or that it keeps mosquitoes away.

VOCABULARY: Phrasal verbs

1 Put students into small groups to discuss questions 1 and 2. After a few minutes, ask each group to tell the class some of their ideas.

2  1.1 Explain to students that they will listen to two people talking about the colour blue, and that the people will mention each of the ideas 1–5. Allow students time to read through the five ideas, then play the recording. Put students into pairs and ask them to take turns to talk about one of the ideas. When they have finished working in pairs, elicit what students can remember about each of the ideas. If they cannot remember clearly, play the recording again and pause it to confirm understanding.

Example answers

- 1 People don't always see colours in the same way, e.g. children sometimes say the sky is white or colourless / some tribes couldn't distinguish between green and blue.
- 2 It was the last colour to have a name – there is not much blue in nature.
- 3 Egyptians wanting to copy their favourite precious stone, lapis lazuli.
- 4 It was an expensive dye – only rich people such as royals could afford it.
- 5 It represents ideas of truth and authority (therefore used for uniforms), unity and power (used in flags and by sports teams), peace and calm.

3 Focus students on the sentences and the phrases in bold. Point out that these are all phrasal verbs. Read out the first sentence and ask, *What do you think 'came across' means?* Tell students to try to use the context to work out the meaning, then look in the box to find a verb that matches the meaning. Elicit the answer (found by chance). Explain that *came across* is a phrasal verb: a combination of verb + particle. Explain that phrasal verbs are common in English, especially in informal speech and informal writing. As a class, brainstorm some phrasal verbs that students know and write them on the board, e.g. *get up, go away, get rid of, sit down*.

Ask students to match the phrasal verbs in the sentences with the meanings. Check the answers as a class.

Answers

- | | |
|------------------------|-----------------------|
| 1 found by chance | 2 read about the past |
| 3 discovered | 4 originated in |
| 5 invented | 6 read |
| 7 explains; represents | 8 respect |

4 Ask students to complete the questions with the correct form of the phrasal verbs. Elicit the answers and write them on the board. Then put students into pairs to ask and answer the questions. Nominate a few students to tell the rest of the class about their partner's answers.

Answers

- | | | |
|--------------|----------------|-----------------|
| 1 look up to | 2 looking back | 3 come across |
| 4 comes from | 5 found out | 6 comes up with |

5 Demonstrate the task by saying, *Yesterday, I came across something interesting in the park*. Ask students to identify the phrasal verb in your sentence (*came across*). Then elicit another sentence with a phrasal verb to follow it, e.g. *I wanted to find out what it was*. Put students into pairs to tell their stories. At the end, nominate one pair to re-tell their story for the class.

Alternative

Before doing the task, give students two minutes to write down a list of all the phrasal verbs from Ex 3 and any others they can think of. They can refer to this list as they do the task.

READING AND USE OF ENGLISH – Part 5 Multiple choice pp6–7

LESSON OVERVIEW

- Topic: Unusual natural phenomena

EXAM FILE p11

Learning objective: Students will be better able to identify a writer's attitude and opinion.

Extra resources

B2 First Exam Trainer

- Reading and Use of English – Part 5 Multiple choice pp23–24

Digital resources

- Presentation tool pp6–7
- Video: *About B2 First: Overview*
- Video: *About B2 First: Reading and Use of English 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


Dyslexic students may struggle with the Exam task reading text on page 7. You can allow students to listen to the audio recording of the text to help support them in this task. Alternatively, if appropriate, ask students to read the text in advance of the lesson, but not to do any related activities. Allow enough time for all students to read and use fast finisher activities for those who finish early.

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

Warmer

Ask students to close their eyes. Then ask them to think about the colour blue. Ask them to make a note of the first five ideas or images that come into their mind. Put students into groups to compare their ideas. Ask groups in turn to tell the class which things were on more than one of their lists.

1 Blue

1  **1.2** Ask students to read the title of the text. Ask what they think the phrase *once in a blue moon* means. Elicit or explain that if something happens once in a blue moon, it happens very rarely. Ask students if there is a similar phrase in their language. Brainstorm any rare natural events that students know about (e.g. a solar eclipse). Then play the recording. Ask students to listen and make notes on the events the people mention. Discuss the answers with the class and elicit any information about the events that students can remember from the recording.

Answers

snow in the desert; raining animals (frogs, insects and fish); (brother bought the woman lunch)

2 Tell students about something unusual that you have seen or heard about recently. Allow students one minute to think about something they could talk about and make notes. Then put them into pairs to discuss their ideas. Nominate a few pairs to tell the class about one of the things they discussed.

Alternative

If students find it difficult to think of ideas, tell them they can either use a true story or they can make one up. When they discuss in pairs, their partner can guess whether their story is true or not.

EXAM FOCUS

3 Tell students they are going to do an exam reading task, but first, they are going to read about the task and practise one of the skills needed. Ask students to read through the Exam focus. Ask these questions to check that they understand the main points.

- 1 The meeting lasted two hours. Is this a fact or an opinion? (fact)
- 2 The meeting was a waste of time. Is this a fact or an opinion? (opinion)
- 3 Was I pleased with the meeting? (No. I didn't think it was useful.)
- 4 Do writers usually use words like 'I think' to express their opinions? (Not always. They can use synonyms or other structures.)

Read out the first sentence in the exercise and check that students understand *sympathetic* (= caring and feeling sorry about someone's problems). Explain that A and B are extracts from written texts. Ask students to read the two options and decide which one shows that the writer felt sympathetic (A). Ask, *What is the writer's opinion in B?* (it was the woman's own fault that she was late – the writer is expressing criticism, not sympathy).

Ask students to read through the rest of the task and choose the correct options. Check the answers and discuss why each answer is correct and why the other option is not correct.

Answers

- 1 A 'must have been' = sure it was + frustrating (B 'should have' implies criticism)
- 2 B he'd 'expected' it to be more interesting = disappointment (A simply tells us he didn't like it)
- 3 A vision needed protecting, therefore 'concerned' (B explains the fact that vision through the glasses wasn't clear / was limited)
- 4 B he is surprised that the events are only occasional (A says that they are 'amazing', nothing about frequency)
- 5 B 'unlikely ... spot any movement' (A gives a fact that has been shown to be true, not an opinion)

EXAM BOOST > EXAM FILE Section A p10

The exercises on page 10 in section A of the Exam boost provide more practice of the skill of identifying attitude and opinion. These could be done in class or for homework.

Answers

- 1 1 D 2 A 3 F 4 C 5 E 6 B
2 1 regrets 2 doubts 3 suspects
4 hopes 5 refuses 6 accepts

4 Put students into pairs to discuss the question. Elicit a few ideas, but don't confirm them. Ask students to read the article quickly to check their ideas.

Answers

Students' answers based on the fact that the author states that a lot of the 'once-in-a-blue-moon events ... although unusual, are not as unlikely as the hype suggests'.

EXAM TASK

1.0 This reading text has been recorded. To help support them in this task, you can allow dyslexic students to listen as they read the text.

5 If students do this exam task under timed conditions, allow them 12–15 minutes.

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.

When students have finished, check the answers with the class. Elicit the part of the text that confirms each answer and elicit or explain why it is the correct answer. Discuss why the other options are wrong.

Answers

- 1 C implies that such flowers would be seen in spring gardens in London or Japan: 'I'm in the driest place in the world ...'
A is not stated.
B is wrong because he likes to stand back and enjoy the experience.
D is wrong because he moves carefully but not necessarily flexibly.
- 2 C The writer says, 'I'm lucky that my work ... takes me to some of the most amazing places ...' and that 'It feels a real privilege.'
A is wrong – 'pays reasonably well' does not indicate being impressed.
B is wrong because he states it as a fact, not a surprise.
D is wrong because although he mentions experiencing an event, he does not imply pride in this.
- 3 B The writer says they 'need to sell copies and imply that they are once-in-a-blue-moon events.'
A is not stated.
C is not stated.
D is not stated.
- 4 D The writer says 'I would desperately love to see [a Fire Rainbow]' and then says 'Sadly, I'm never likely to see one ...'
A is wrong because he does explain it.
B is not stated.
C is not the best fit because he mentions that the name is inappropriate.
- 5 A The writer says 'I say 'treated' but the experience was so terrifying that ...'
B is not true.
C is wrong – the sight was amazing but that is not why he repeated the word.
D is wrong – he doesn't say the event made him feel special.
- 6 C The writer states 'The scientific reasons behind such events are certainly fascinating but for me it will always be about their magnificent beauty.'
A is not stated.
B is not stated.
D is not stated.

Fast finishers

Ask students who finish early to find three new words or expressions in the text that made it difficult for them to complete the task. Encourage them to read the words or expressions again in context and try to work out the meanings, then use a dictionary to check. Ask students to read their words in context to the class and explain the meanings. Remind students that written texts are a useful source of new vocabulary.

Speaking or writing

6 Read out the two questions. Check that students understand *memorable* (= very good or unusual and worth remembering) and point out that the first question also asks students to explain their reasons. Tell students that they are going to discuss the questions in pairs, and they should try to speak in detail by giving reasons and justifying their opinions. Give students two or three minutes to prepare their answers, then put them into pairs to discuss the questions.

If some students have seen any interesting natural phenomena, encourage them to tell the class about their experiences.

7 Brainstorm some ideas for rare events that students could research in order to create a fact sheet. Suggest a few things if students cannot think of any, e.g. insects or animals falling from the sky, giant hailstones, ball lightning, crop circles, etc. Then, as a class, agree upon a list of facts that students should include in their fact sheets, e.g. the name of the rare event, what it is, how it is caused, how common it is, where it has been observed, etc.

If students have access to the internet in class, they could work in pairs to do the research now and write their fact sheet. If they do not have access to the internet in class, they could do the task individually, for homework. If possible, encourage them to download images to include in their presentation. Ask students to take turns to give their presentations. If students have done the preparation for homework, this can be in the next lesson. When all the presentations have been given, discuss as a class which events are the most amazing and why.

Cooler

Write these adjectives on the board: *anxious, astonished, bored, disappointed, excited, grateful, impressed, relieved*. Put students into teams. Read out the sentences below and tell students that the first team to say what attitude or opinion it is expressing wins a point. They should choose from the adjectives on the board. Explain that a team may only have one guess per sentence, so they should think carefully before they answer. The team with the most points at the end wins.

- 1 We had expected to win the game, so losing felt bad. (disappointed)
- 2 I sat there for over two hours, thinking the film would never end! (bored)
- 3 I didn't know she could act, but her performance showed a lot of natural talent. (impressed)
- 4 After all the stress, I was finally able to relax once everyone was safely home. (relieved)
- 5 I couldn't wait – I was so looking forward to the concert! (excited)
- 6 I couldn't believe it when she said she was leaving – it was completely unexpected. (astonished)
- 7 The storm was getting worse. I began to wonder what would happen to us. (anxious)
- 8 I knew I couldn't have made a success of my business without the help of my family and friends. (grateful)

Extra practice

EXAM TRAINER | pp23–24

For further practice of the skills presented in this lesson for Reading and Use of English Part 5, we recommend students complete the Practice task and How did you do? section on page 23 and Strategies and skills Exs 1 and 2 on page 24 of the B2 First Exam Trainer.

There is a full practice exam included on pages 92–113 of the B2 First Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading and Use of English Part 5.

READING AND USE OF ENGLISH – Part 1 Multiple-choice cloze p8

LESSON OVERVIEW

- Topic: La Casa Azul

EXAM FILE p3

- Learning objective: Students will be better able to use phrases with prepositions.

Extra resources

B2 First Exam Trainer

- Reading and Use of English – Part 1 Multiple-choice cloze p7 and p8 Exs 1–2

Digital resources

- Presentation tool p8
- Video: *About B2 First: Reading and Use of English*
- Video: *About B2 First: Reading and Use of English 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

Students may find the format of Ex 4 challenging. To help them, you could read out each of the sentence beginnings (1–6) so students only have to read the endings (A–F) to complete the exercise.

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

Warmer

Write these colours on the board: *black, blue, orange, pink, red, white, yellow*. Tell students that you want them to discuss colours which can be used for decorating their homes. Put students into pairs to discuss these questions and give reasons for their answers.

- 1 Which colours would be good to use for the outside of your home? Which would not be appropriate?
- 2 Which colours would be good for the inside of your home? Would different colours be appropriate in different rooms?

Nominate a few pairs to share their opinions with the rest of the class.

VOCABULARY: Phrases with prepositions

1 Put students into pairs to discuss the questions. After a few minutes, stop the activity and ask each group to tell the class some of their ideas. If students do not know anything about Frida Kahlo, share the background information below with the class, and tell students they will learn a lot more about her when they listen in the next exercise.

BACKGROUND INFORMATION

Frida Kahlo (1907–1954) was a Mexican painter. Her work was inspired by her country's popular culture and folk-art traditions, and she is known especially for her portraits, self-portraits and works inspired by the natural world. After a period living in the US, she returned to La Casa Azul (the Blue House), her family home in Coyoacán, Mexico. The house is now open to the public as a museum of her life and work.

Flexible follow-up

Ask these questions about art and artists to continue the discussion with the whole class.

- What kind of art interests you?
- Do you ever go to museums or art galleries?
- What kind of art do you have at home?
- What well-known piece of art do you like? Why?

2 1.3 Tell students that they will listen to a radio broadcast about Frida Kahlo and her home. Read out the question, then play the recording. Ask students to listen and note down the three things the presenter noticed about Frida Kahlo's home. Allow students to compare their answers in pairs, then check the answers with the class. Elicit what else they can remember from the broadcast. With weaker classes, if students struggled to understand the broadcast, play it again now, pausing to confirm the answers.

Answers

She noticed the furniture reflected Kahlo's health, the folk art and objects that influenced her clothes and her art, and her love of plants and flowers in the garden.

3 1.4 Allow students time to read through the phrases with prepositions. Explain to students that they should listen carefully to hear them in context. Play the recording for students to choose the correct prepositions. Then play the recording again to decide what the speaker was referring to in each case. You may need to pause after each phrase, to allow students time to write.

Check answers as a class and if necessary, explain the meaning of the phrases: *belonged to* = was the property of; *moving to* = going to live in a place; *devoted to* = focusing on; *consists of* = contains; *work on* = spend time producing something; *added to* = improved; *appeals to* = is interesting to; *succeeded in* = managed to do something.

Answers

- 1 to (La Casa Azul belonged to Frida Kahlo)
- 2 to (Despite moving to other places, Kahlo returned to La Casa Azul)
- 3 to (La Casa Azul is a museum devoted to Kahlo's life)
- 4 of (The house consists of ten rooms)
- 5 on (Kahlo had a mirror above her bed so she could work on self-portraits while in bed)
- 6 to (Kahlo and her husband added to the house and garden when they lived there)
- 7 to (La Casa Azul appeals to visitors who want to get a better sense of Kahlo)
- 8 in (Kahlo succeeded in becoming an artist despite difficulties)

4 Read through the task and point out that in order to match the sentence halves, students need to think about how the words in bold connect with each other to create phrases.

Answers

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

5 Put students into pairs to complete the questions. Check the answers, and that students understand all the questions. Then ask students to ask and answer the questions. Encourage them to give reasons for their answers and to ask their partner follow-up questions to find out more information. Get feedback on what students had in common.

Answers

- 1 appeal to 2 succeed in 3 on display
- 4 belong to 5 move to

EXAM BOOST EXAM FILE Section A p2

The exercises on page 2 in section A of the Exam boost provide more practice of phrases with prepositions. These could be done in class or for homework.

Answers

- 1 1 devotes 2 moved 3 belong
- 4 appeal 5 working 6 consists
- 2 1 pain 2 display 3 least
- 4 addition 5 rest 6 comparison

EXAM TASK

6 If students do this exam task under timed conditions, allow them 10–12 minutes.

Focus students on the exam task and refer them to the Exam reference on page 3 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.

Ask students to read through the text quickly first, ignoring the gaps. Focus on gap number 2. Elicit that the missing word is a verb, then point out that the word after the gap is a preposition. Point out that the missing verb must form a phrase with the preposition, in the same way as the phrases in Ex 3. Ask students to read the text again carefully and choose the correct answers. Check the answers as a class, discussing why the other options are not correct in each case.

Answers

- 1 B It is the only answer which collocates with 'at'.
- 2 A It is the only answer which collocates with 'to'.
- 3 D This is a fixed expression.
- 4 D It is the only answer which collocates with 'to'.
- 5 B It is the only answer which collocates with 'in'.
- 6 C It is the only answer which collocates with 'on'.
- 7 A It is the only answer which collocates with 'of'.
- 8 B It is the only answer which collocates with 'in'.

7 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.

Cooler

Put students into pairs. Tell them to take turns to close their book. The student who has their book open says three of the nouns or verbs from Exs 3 and 4, without the prepositions, e.g. *devoted*, *pain*. The other student has to try to remember the correct preposition and say the complete phrase, e.g. *devoted to*, *in pain*.

Extra practice

EXAM TRAINER | p7, p8 Exs 1–2

For further practice of the skills presented in this lesson for Reading and Use of English Part 1, we recommend students complete the Practice task and How did you do? section on page 7 and Strategies and skills Exs 1a, 1b and 2 on page 8 of the B2 First Exam Trainer.

There is a full practice exam included on pages 92–113 of the B2 First Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading and Use of English Part 1.

LISTENING – Part 1 Multiple choice p9

LESSON OVERVIEW

- Topic: Out of the blue

EXAM FILE p29

- Learning objective: Students will be better able to understand when people agree or disagree with each other.

Extra resources

B2 First Exam Trainer

- Listening – Part 1 Multiple choice p62, p63 Ex 1

Digital resources

- Presentation tool p9
- Video: *About B2 First: Listening*
- Video: *About B2 First: Listening Part 1*

BEFORE YOU START

Read through the Exam reference on page 29 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


Reading the questions and the options quickly in the exam task may be challenging. Before doing the exam task, ask students to highlight the following key words in question 1: *manager*, *talking*, *employee*. Encourage students to imagine the situation. Arouse their curiosity about what the people might be talking about. Then give time for students to do the same for the other questions (2 two people, surprise parties; 3 voicemail message; 4 two people, film; 5 a man talking about someone; 6 two people, a news article; 7 two people, news, about a friend).

Dyslexic students may also benefit from the structured checklist on page 29 of the Exam file to check their preparedness for this exam part.

Warmer

Say: *I got a letter telling me I had to leave my house. It was a real bolt from the blue.* Ask students if they can guess what 'a bolt from the blue' means. If they cannot guess from one example, give one or two more, e.g. *I wasn't expecting to lose my job – it was a complete bolt from the blue; I couldn't believe it when she said she was leaving – it really was a bolt from the blue!* Ask students if they can guess what *the blue* refers to in the phrases (the sky). Ask students if there is a similar expression in their language.


1 Put students into pairs to discuss the questions. You could revise a few expressions for reacting to a story and showing interest, e.g. *Really? That's amazing!* Encourage students to use these in their conversations, and to ask questions to find out more information. Invite one or two students to tell the class if they have interesting stories to tell.

2  1.5 Explain to students that they will listen to a conversation in which someone talks about something unexpected that happened. Read through the questions, then play the recording. Ask students to listen and note down the thing that happened. Elicit the answer, then ask students if something similar has ever happened to them.

Answer

An old school friend turned up unexpectedly (a real bolt from the blue).

EXAM FOCUS

3  1.6 Explain to students that they are going to do an exam listening task. Explain that in the Part 1 task, they listen to some short conversations and they often need to understand what the two people agree or disagree about. Explain to students that they will now listen to six short conversations and they should decide in each case whether the people agree or disagree.


Play the recording, pausing after each conversation to give students time to write. To check answers, play the recording again and pause to confirm the answers.

Answers

- 1 D – They disagree that messaging bad news is bad.
- 2 A – They agree that they've wasted time on the concert.
- 3 D – They disagree that it's hard to follow new music.
- 4 D – They disagree that we have nothing in common with old friends.
- 5 A – They agree that winning money can change your relationship with people.
- 6 D – They both feel differently about having their photo taken.

Alternative

You could pause the recording after each conversation in Ex 3 and allow students to compare their ideas in pairs and agree on an answer before you play the next conversation. This will help support weaker students.

4  1.7 Tell students that they will hear the conversation from Ex 2 again. Allow students time to read the question and the options, then play the recording. To check the answer, play the recording again and pause to confirm the answer.

Answer

C The man says that breaking the social rule about warning people before you visit is 'rude'. The woman says that she 'wasn't impressed by it'.


EXAM BOOST EXAM FILE Section A p28

The exercises on page 28 in section A of the Exam boost provide more practice of listening for agreement. There is an additional pronunciation exercise which focuses on predicting which words will not be stressed. Listening for sentence stress in fast speech can help students identify key and non-essential information. The Exam boost could be done in class or for homework.

Answers

- 1 1 E 2 A 3 G 4 B 5 F
6 H 7 D 8 C
- 2 1 agrees 2 disagrees 3 disagrees
4 agrees 5 agrees 6 disagrees
- 3 A: An (/ən/) old friend from (/frəm/) school turned up on my (/mɪ/) doorstep yesterday. No message, no phone call, nothing. She (/ʃi/) said she (/ʃi/) wanted to (/tə/) surprise me.
B: Wow, a (/ə/) real bolt from (/frəm/) the (/ðə/) blue then.

EXAM TASK

5  1.8 Focus students on the exam task and refer them to the Exam reference on page 29 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.

Explain to students that the real exam task has eight questions, rather than seven, but for practice purposes, they did the first question in Ex 4.

Allow students time to read the seven questions and possible answers. Ask them which ones ask about agreement or disagreement (2, 4, 6). Play the recording for students to listen and choose the correct answers.

Check the answers by playing the recording again and pausing after each section to confirm the answers. Discuss which parts of the recording confirm each correct answer.

Answers

- 1 A The manager says that she'd like to offer the employee a 'more senior position' in his team.
- 2 B The woman says it's not 'fun for guests' when they worry before the party about 'ruining the surprise'. The man agrees that it can be 'stressful'.
- 3 C The woman asks Lizzie if she'll babysit while she goes to the theatre and out for dinner.
- 4 B The woman 'didn't think the hero's actions matched his personality' and the man agreed that it was odd and unclear as to why he treated one person differently from others.
- 5 C The man mentions the fact that the woman has only lived next door for a few weeks.
- 6 B The man says that it was unfair of the newspaper to publish the story before the employees were told. The woman agrees that it was 'disgusting that the newspaper editors gave such little consideration to the employees'.
- 7 C The woman says that 'one minute he seems quite content' and the next minute 'he's booking flights'.

1 Blue

Speaking or writing

6 Put students into pairs to think of a short story about an unexpected or surprising event. Point out that the story does not have to be true, but it should sound like a proper story. Brainstorm a few ideas with the class first and make notes on the board. You could revise a few phrases for introducing interesting events in a story, e.g. *You'll never guess what happened ...*; *Guess what?*; *It seems crazy, but ...*. Nominate a few pairs to tell the rest of the class their stories.

7 Read out the task, then ask: *What makes a good story?* Elicit that a story needs to have a clear beginning, middle and end and it should include descriptive language to make it interesting. Students could work individually or in pairs to write their stories in class. Alternatively, if you are short of time, students could do the writing task for homework, then read their stories to the class in the next lesson. When students have listened to all the stories, discuss as a class which are the most surprising and why.

Cooler

Put students into groups. Tell them they should take turns to express an opinion on any subject. The person next to them must either agree or disagree, using a suitable phrase, e.g. *Me too, I completely agree, or I'm not sure that's true*. This person then expresses their own opinion on a different subject for the next student to respond to. Tell them that each time they express agreement or disagreement, they must use a phrase that no one in their group has used before. Ask groups to keep a count of the number of different ways they find to agree and disagree. In feedback, find out which group found the most different ways of agreeing and disagreeing.

Extra practice

EXAM TRAINER | p62, p63 Ex 1

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 page 62 and Strategies and skills Ex 1 on page 63 of the B2 First Exam Trainer.

There is a full practice exam included on pages 92–113 of the B2 First Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Listening Part 1.

READING AND USE OF ENGLISH – Part 2 Open cloze p10

LESSON OVERVIEW

- Topic: Sleep

EXAM FILE p5

- Learning objective: Students will be better able to use and understand present tenses.

Extra resources

B2 First Exam Trainer

- Reading and Use of English – Part 2 Open cloze p11, p12 Ex 1

Digital resources

- Presentation tool p10
- Grammar presentation 1: Present tenses
- Video: *About B2 First: Reading and Use of English Part 2*

The Grammar reference and exercises on pages 78–79 of the Grammar file provide more practice of present tenses. This could be done in class or for homework.

BEFORE YOU START

Read through the Exam reference on page 5 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

To reduce the amount of reading on the page, you could read out the questions in the questionnaire in Ex 1 one at a time. Students can listen and then discuss their answers before you move on to the next question.

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.

Dyslexic students may also benefit from the structured checklist on page 5 of the Exam file to check their preparedness for this exam part.


Warmer

Show students your phone and tell them you always have it with you, during the day and at night. Ask students who else this is true for. Ask: *Who keeps their phone close to their bed overnight?* Then tell students that you often find it difficult to get to sleep at night, and you don't always sleep well. Ask: *Do you think it could be to do with my phone? In what way?*

Put students into pairs to discuss the question and ways the two things could be connected. Elicit ideas from the class.

GRAMMAR: Present tenses

1 Teach the meaning of *early bird* (= someone who likes getting up early) and *night owl* (= someone who prefers going to bed and getting up late). Ask students to answer the questions in the questionnaire individually. Then put them into pairs to compare their answers, justifying their opinions with reasons and examples.

2  1.9 Explain to students that they are going to listen to a conversation about sleep. Allow them time to read through the questions, then play the recording. Give students time to compare their answers in pairs.

Answers

- 1 Question 1
- 2 One goes to bed late, the other early.
- 3 He keeps them awake going up and down the stairs for coffee.
- 4 She sometimes has restless nights – she follows a routine before bed, she's checked out some websites and she's been avoiding coffee and drinking herbal tea instead.
- 5 having a warm bath and doing exercise

3 Focus on the gapped sentences and explain that all the missing verbs are in one of the present tenses. You could elicit the names of the present tenses (present simple, present continuous, present perfect). Ask students to complete the sentences with the correct verb forms. Check answers as a class.

WATCH OUT FOR

Some students might be confused that the present perfect is used to talk about actions which were in the past (e.g. *What is the girl's problem and how has she tried to solve it?*) Point out that the present perfect is used to talk about things which happen in a time which is not finished yet (the girl's problem still exists).

Answers

- 1 always think
- 2 usually feel
- 3 have/'ve never thought
- 4 don't tend / tend not
- 5 depends
- 6 am/'m getting
- 7 finish / am finishing / 'm finishing
- 8 only get
- 9 affects
- 10 is/'s always playing ('always plays' is also possible but present continuous is better to indicate this is an annoying habit)
- 11 have/'ve been dreaming
- 12 are/'re building
- 13 has/'s been stirring
- 14 means
- 15 am/'m getting
- 16 am/'m cutting
- 17 hear

Alternative

If you think your students might struggle with Ex 3, you could ask them to turn to the Grammar reference on page 78 and read it through before they do the exercise.

EXAM BOOST EXAM FILE Section A p4

The exercises on page 4 in section A of the Exam boost provide more practice of using words commonly found with present tenses. These could be done in class or for homework.

Answers

- | | | |
|------------|---------|------------|
| 1 1 has/'s | 2 are | 3 have/'ve |
| 4 do | 5 is | 6 has |
| 2 1 the | 2 never | 3 for |
| 4 hardly | 5 a | 6 since |

EXAM TASK

4 Note that in the actual exam task, there would not be so many gaps which test the present tenses.

If students do this exam task under timed conditions, allow them 10–12 minutes.

Focus on the exam task and refer them to the Exam reference on page 5 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. Refer students back to the verb forms they used in Ex 3.

Explain that in this exam task, the gap may be an auxiliary verb. As an example, write a gapped sentence on the board with a present perfect verb, e.g. *I ___ never stayed up all night without sleeping.* Elicit the missing word (have).

Read out the title of the text and teach the meaning of *insomnia* if necessary (when you are not able to sleep).

Students then complete the exam task. Check the answers as a class, discussing how the correct answer for each gap completes the sentence correctly. Elicit which gaps are parts of verb forms (2, 5, 6, 7) and elicit what verb form each one is (2 present simple, 5 present perfect continuous, 6 present perfect simple, 7 present simple).

Answers

1 of 2 spend 3 out 4 before
5 been 6 have/ve 7 is 8 to

5 Put students into pairs to discuss the questions and give reasons for their answers. Open this up into a class discussion by nominating a few pairs to give their views and asking the rest of the class how much they agree.

Cooler

Ask students if they have any other tips for getting a good night's sleep. Give them two minutes to think of ideas. Then elicit their tips and write them on the board. Ask other students which tips they think are most or least useful. Encourage them to give reasons for their opinions.

Extra practice

EXAM TRAINER | p11, p12 Ex 1

For further practice of the skills presented in this lesson for Reading and Use of English Part 2, we recommend students complete the Practice task and How did you do? section on page 11 and Strategies and skills Ex 1 on page 12 of the B2 First Exam Trainer.

There is a full practice exam included on pages 92–113 of the B2 First Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading and Use of English Part 2.

SPEAKING – Part 1 Interview p11

LESSON OVERVIEW

- Topic: Routines and media

EXAM FILE p37

- Learning objective: Students will be better able to extend answers with appropriate detail and examples.

Extra resources

B2 First Exam Trainer

- Speaking – Part 1 Interview pp75–77

Digital resources

- Presentation tool p11
- Video: *About B2 First: Speaking*
- Video: *About B2 First: Speaking Part 1*
- Video: *B2 First Speaking Test 1, Part 1*

BEFORE YOU START

Read through the Exam reference on page 37 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 preparation for the exam task, give students time to use electronic online dictionaries and check the pronunciation of words seen in the questions.

Dyslexic students may also benefit from the structured checklist on page 37 of the Exam file to check their preparedness for this exam part.

Warmer

Ask individual students some simple questions about their home, family or likes and dislikes, e.g. *Where do you live? Do you come from a big family? What do you usually do at the weekend?*

As they answer, encourage other students to listen carefully and think of a second question to ask to get more information, e.g. *Is your flat big? How many cousins do you have?* Encourage the students to ask and answer these follow-up questions.

Point out to students that what they are doing is encouraging people to extend their answers to make them more interesting or informative.

1 Put students into pairs to follow instructions 1–3. Get feedback on who guessed their partner's number and colour correctly. You could also discuss who has the most unusual reason for their favourite colour or number. For the class survey, elicit a show of hands for each colour and number and find out which are the most popular in the class.

2 **1.10** Explain to students that they will hear two people talking about colour surveys. Read out the questions, then play the recording. Ask students to listen and note down the answers. Allow students to compare their answers in pairs, then check with the class, playing the recording again and pausing if necessary to confirm the answers.

Answers

The blue-seven phenomenon. Blue is not a taboo colour and represents beauty. Seven is not an unlucky number and represents happiness.

3 **1.11** Read out the task. Then ask students to read the question. Ask them what they think the people might say and what reasons they might give. Play the recording. Ask students to listen and note down which two speakers agree and what they agree about.

Answer

B and C

EXAM FOCUS

4 **1.12** Ask students to read through the notes in the Exam focus. To demonstrate the different ways of extending answers, tell students you will answer the question: *Do you prefer playing sport or watching it on TV?* Tell students that you are going to extend your answer in different ways and they should decide if you are giving a reason, an example or adding a detail. You could ask them to shout 'No' if you add irrelevant information.

Say these sentences and elicit what you are doing.

- *I prefer watching sport on TV because it's more exciting.* (giving a reason)
- *I'm no good at sport, so it isn't fun for me.* (giving a reason)
- *I've played football a few times, but I can never kick the ball!* (giving an example)
- *No one in my family is any good at sport.* (adding a detail)
- *A lot of people all over the world love playing football.* (irrelevant information).

Read through the task, then ask students to decide on the most appropriate response. Students should think about which speaker extends their answer following the advice in the Exam focus.

Play the recording. Allow students to compare their answers in pairs before checking answers as a class. Discuss with the class why the other two responses are less appropriate.

Answer

B – The speaker answers the question and gives a reason, an example and an interesting detail.

A – The response is too short and abrupt.

C – The response is much too long and too detailed.

EXAM BOOST EXAM FILE p36

The exercises in the Exam boost on page 36 provide more practice of giving answers in Part 1 of the Speaking exam. These could be done in class or for homework.

Answers

- | | | | |
|---|---------------------|---|-----------------------|
| 1 | 1 just outside | 2 | between |
| | 3 all my life | 4 | originally |
| | 5 the last 10 years | 6 | you might not know |
| | 7 was born | 8 | have dual nationality |
| | 9 these days | | |

- | | | | | | | | |
|---|-------|---|--------|---|----|---|-----------|
| 2 | 1 why | 2 | reason | 3 | so | 4 | basically |
| 3 | | | | | | | |

- | | | | | | |
|---|-------------|---|-------|---|---------|
| A | 1 generally | 2 | times | 3 | depends |
| | 4 tend | 5 | don't | 6 | by |
| | 7 until | 8 | in | 9 | though |

- | | | | | | |
|---|----------|---|-----------|---|--------|
| B | 1 What | 2 | is | 3 | really |
| | 4 prefer | 5 | favourite | 6 | love |
| | 7 thing | | | | |

- | | | | | | |
|---|---------|---|------|---|----------|
| C | 1 best | 2 | once | 3 | remember |
| | 4 never | | | | |

- | | | | | | |
|---|------------|---|----------|---|-----------------|
| D | 1 hoping | 2 | going | 3 | plans |
| | 4 include | 5 | definite | 6 | looking forward |
| | 7 unlikely | | | | |

5 **1.13** Read through the task. Explain to students that this activity will give them an idea about how quickly they will need to think in the exam. Ask them to think about each topic quickly as they listen and write down the first ideas that come into their heads. Play the recording for students to listen and make notes.

6 Put students into pairs to tell their partner about the things they have written and to extend their answers. You could write the five topics on the board for students to refer to while they speak: *your favourite film; your favourite book; your favourite meal; an item of clothing you've bought recently; a band or singer you like; your favourite type of weather.*

Students could give each other feedback on which topic they dealt with best and why.

7 Read out the task and the example questions. Students then work in pairs to write some questions for each of the categories. You could specify the number of questions they should write on each topic, depending on the ability of the class.

8 Put students into new pairs to ask and answer their questions. Remind them to extend their answers. For feedback, discuss with the class how easy or difficult they found it to answer fluently and extend their answers. Discuss how they think they could improve.

EXAM TASK

9 Focus students on the exam task and refer them to the Exam reference on page 37 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 before doing the task.

Put students into pairs to take turns to ask and answer the questions. You could ask them to listen to their partner's answers and make notes on how well they add reasons, examples and details. They could then give each other feedback. Alternatively, students could use their phones to record each other's answers, then listen to the recordings together and discuss how well they extended their answers.

Alternative

Put pairs together 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 reasons, examples and appropriate details that are given. They can give feedback to the first pair before they swap roles.

Cooler

Ask students to think about which topics they are confident talking about in English and which topics they are less confident about. Refer them back to the topics in Ex 7 and suggest some other topics that they may have to talk about in the exam, e.g. family, friends, studying, hobbies, etc.

Put students into groups to discuss why they feel less confident about certain topics. Discuss as a class which topics students feel less confident talking about and brainstorm some tips to help them improve, e.g. learn useful vocabulary, think about your opinions on different topics so you are ready to express them if necessary, etc.

Extra practice

EXAM TRAINER | pp75–77

For further practice of the skills presented in this lesson for Speaking Part 1 and additional strategies and skills to improve performance in the exam, we recommend students complete the Practice task and How did you do? section on page 75 and Strategies and skills Exs 1–6 on pages 76–77 of the B2 First Exam Trainer. Once completed, they can attempt the Exam task on page 77.

There is a full practice exam included on pages 92–113 of the B2 First 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 Essay p12

LESSON OVERVIEW

- Topic: Travel options and preferences

EXAM FILE p17

- Writing file: p113
- Vocabulary file: pp94–95
- Learning objective: Students will be better able to consider their audience, structure and tone when writing.

Extra resources

B2 First Exam Trainer

- Writing – Part 1 Essay pp42–43

Digital resources

- Presentation tool p12
- Video: *About B2 First: Writing*
- Video: *About B2 First: Writing Part 1*

The Writing file on page 113 provides an example and exam help for Writing Part 1.

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 17 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

Some students may tend to write sentences which are too long and run into each other. Encourage them to write shorter, less complex sentences at first, and gradually build up their confidence in writing longer sentences more accurately.

Dyslexic students may also benefit from the structured checklist on page 17 of the Exam file to check their preparedness for this exam part.

Warmer

Ask: *Where did you go for your last holiday?* Elicit a few ideas, then ask students to write down the top three places they would most like to visit. Put them into groups to compare their lists and explain their choices. Find out the most popular choices from the class and ask students to give their reasons.

- 1 Tell students the most important thing to you when going on holiday and the reason, then ask them individually to do the ranking task.
- 2 Put students into pairs to compare their ideas and discuss the similarities and differences between their choices. Ask pairs in turn to tell the class how similar or different their priorities are.
- 3 Ask students to read the two essay tasks. Point out that each essay asks a question and specifies two ideas to write about, and in each case there is also an instruction to add an extra idea. Ask students to read the student essay and discuss the questions.

Answers

Task B. The writer's own idea is facilities, e.g. restaurants and nightlife.

Alternative

For a more challenging alternative to Ex 3, you could focus on essay title B. As a class, brainstorm a possible third idea in addition to climate and activities. Students then read the student essay to see if it uses one of their ideas.

- 4 Point out that writing a good plan is key to writing a good essay. Students should spend at least five minutes planning their essay before writing anything. Ask students to read the essay again and complete the plan.

Answers

- | | | | |
|--------------|--------------|----------|-------------|
| 1 summer | 2 beach trip | 3 views | 4 varied |
| 5 facilities | 6 nightlife | 7 sports | 8 enjoyable |

EXAM FOCUS

- 5 Ask students to read the notes in the Exam focus. Check they understand the meaning of *audience* (= the people you are writing for), *structure* (= the way a piece of writing is organised) and *tone* (= the kind of language a piece of writing uses, e.g. formal or informal, and also how serious, friendly, chatty, etc. it is). Put students into pairs to discuss which of the language features in the box are suitable for an essay. Discuss their ideas as a class and elicit supporting reasons.

Answers

complex sentences, formal vocabulary, use of 'you' and 'people'.
NB essays tend to be objective and therefore avoid 'I' and 'we'.

EXAM BOOST EXAM FILE Section A p16

The exercises on page 16 in section A of the Exam boost provide more practice of thinking about audience, structure and tone when writing. These could be done in class or for homework.

Answers

- 1 The essay on page 12 (main lesson) follows Structure 2. The essay on page 113 (Writing file) follows Structure 1. Both structures are acceptable as long as the writer's opinion is given.
- 2 1 in support of 2 offer 3 distress
4 allow us to 5 increases 6 significantly
7 become 8 we are 9 is not

- 6 Put students into pairs to complete the task. With weaker classes, ask students to follow instructions 1–3 first. Check their ideas, then ask them to complete their essay plans. To check the answers, write the headings for the essay plan on the board (Introduction, Reason 1, Reason 2, Reason 3, Conclusion) and elicit ideas to complete it.

EXAM TASK

For guidance on marking Writing Part 1, please refer to the Writing success criteria on pages 161–163.

- 7 If students do this exam task under timed conditions, allow them 40 minutes.

Focus students on the exam task and refer students to the Exam reference on page 17 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 can also use the Writing file on page 113 as a resource for information and tips. Students could write their essay in class or for homework.

Example answer

When taking a holiday, people have the opportunity these days to either stay at home or travel to a foreign country. While both of these options are attractive, this essay will argue that travelling abroad is preferable. One reason is that travelling abroad creates a greater sense of adventure due to the differences you experience. This can help to satisfy our desire to see and do new things. In addition to this, when travelling abroad, it is possible to educate ourselves about the culture there. Learning about a different way of life, food and language helps us to understand others better. Finally, when we travel abroad, the scenery around us changes. This may be the same when travelling in our own country, but often the scenery is very different elsewhere. Beautiful and interesting views can help us to relax which is very important during a holiday. In conclusion, holidays abroad can provide new and exciting things that our own country may not offer. These may be daunting at first, but they can help us to see the world in a new light.

1 Blue

Fast finishers

Encourage students to go back and check their essays for errors in grammar, spelling and punctuation.

Alternatively, look quickly at their work and circle any errors you spot. Remind students that they should always leave a few minutes at the end of any writing task to check and edit their work.

- 8 Put students into pairs to swap essays and review them. Remind them that it is important to be positive and helpful when reviewing anyone else's work.

Cooler

Ask: *What is the best holiday experience you have ever had? Why was it so good?* Put students into groups to compare their best holiday experiences, reminding them to give reasons for their opinions. Invite one or two students to tell the class.

Extra practice

EXAM TRAINER | pp42–43

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 42 and Strategies and skills Exs 1–4 on page 43 of the B2 First Exam Trainer.



There is a full practice exam included on pages 92–113 of the B2 First Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Writing Part 1.