

# HOW TO USE *FORMULA* FOR AROUND 80 HOURS

## EXAM FOCUSED WITH LANGUAGE DEVELOPMENT Around 80 hours

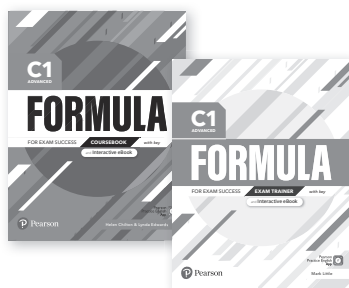
Use the **Coursebook** in class and the **Exam Trainer** for homework

FORMULA C1 ADVANCED Coursebook and Exam Trainer can be used in different ways depending on the overall length of your exam preparation course and how much class contact time and homework time you have available. If you have a course of around 80–100 hours, you might decide to use the Coursebook main lessons and the additional bank of material (Grammar, Vocabulary, Writing and Exam file) in class and use the Exam Trainer page references from the Coursebook to consolidate and extend lessons for homework. Here we are providing an example for around **80 hours**.

### Building block 1 COMPONENTS

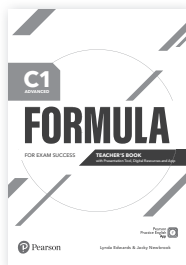
#### Students

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



#### Teachers

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



The notes for each lesson provide:

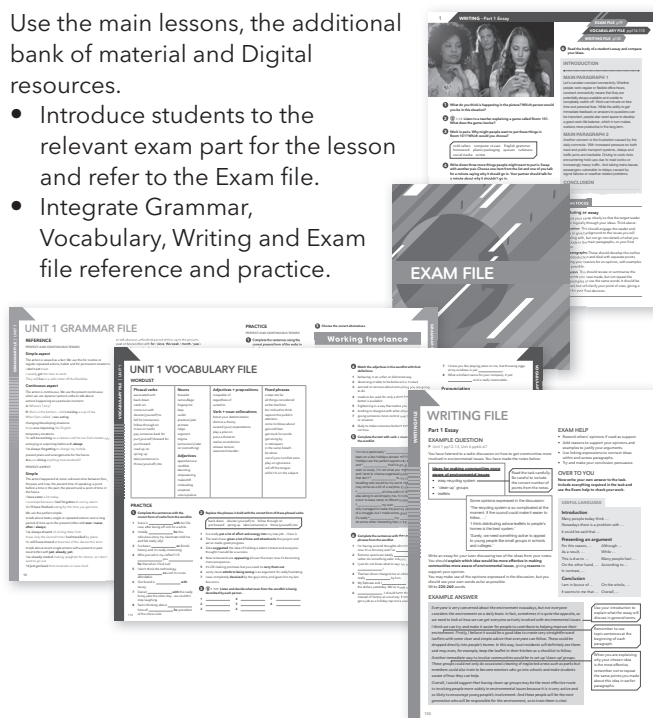
- a **Unit overview** which summarises the content in each unit
- a **list of extra Formula Digital resources**
- a **dyslexia focus** which highlights tasks which dyslexic students might find challenging and provides ideas for making suitable adjustments
- a **warmer** task to focus students' attention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

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

### Building block 2 SECTIONS IN CLASS

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

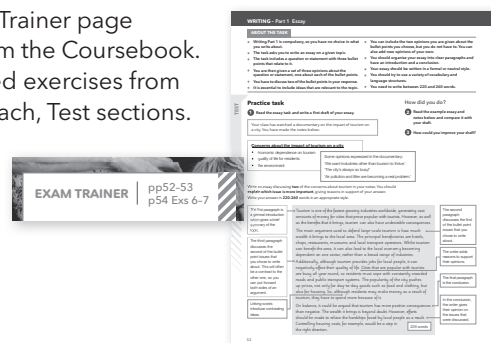
- Introduce students to the relevant exam part for the lesson and refer to the Exam file.
- Integrate Grammar, Vocabulary, Writing and Exam file reference and practice.



### Building block 3 SECTIONS FOR HOMEWORK

Use the Exam Trainer page references from the Coursebook.

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



### Building block 4 DIGITAL RESOURCES

Grammar presentations, photocopiable worksheets, tests, videos, app

## Example teaching scenario

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

A 90-minute class may consist of the following:

**Writing – Part 1 Essay.** A lesson of this type would enable recycling of language from previous lessons, a full introduction to this part of the exam and extensive language input and practice.

WRITING – Part 1 Essay (90 mins)

FORMULA 51 resource

Grammar

1C Perfect and continuous tenses – Match Dash!

a They (travel) around the country ...	b Currently, I (work) double shifts ...	c Recently, I (reading) a novel ...	d At the moment I (read) ...
e This month I (start) going to the gym ...	f At half past twelve tomorrow I (prepare) lunch ...	g At this time on Saturday we (already arrived) ...	h I (finish) this work project ...
i I (sit) on a beach in the Caribbean ...	j I (study) extra hard over the last few weeks ...	k I (sleep) really badly lately ...	l Before I turn 60 ...
1 ... for my whole family – I hope they like it!	2 ... in a van right now.	3 ... to get fit.	4 ... (bought) my own home.
5 ... to earn some extra cash for the holidays.	6 ... but I haven't finished it yet.	7 ... a book about dinosaurs.	8 ... because I have an exam coming up.
9 ... so I'm exhausted today!	10 ... at the holiday house in Crete.	11 ... by this time next week – hopefully relaxing in the sunshine!	12 ... for my boss by next week.

a

b

c

d

e

f

g

h

i

j

k

l

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

Watch the *About C1 Advanced: Writing Part 1* video in the Digital resources.



WRITING – Part 1 Essay

Timing: Approximately 40 minutes

ABOUT THE TASK

- This task is compulsory.
- An essay is usually written for a teacher, and uses formal or semi-formal language.
- In this task you read an input text which gives a discussion situation, a question, three points to consider and three opinions expressed in the discussion.
- You are required to write a discussion essay based on two of the points given, explaining which of the points are more important and why.
- You can use some of the opinions expressed in the discussion.

What is being tested?

The main purpose of the essay is to write about relevant issues related to the stated topic and to support an argument with reasons and examples. You are marked on a scale of 1-5 in the following areas:

- Content:** You must be relevant, and use the ideas given. Address all parts of the task.
- Communicative achievement:** Your essay must have a clear structure leading to a logical conclusion, and deal effectively with the arguments and complex ideas. The reader must be able to understand the argument.
- Organisation:** Organise your ideas into clear paragraphs including an introduction and conclusion, and use linking words to connect your ideas.
- Language:** Use formal or semi-formal language in your essay. Use a range of vocabulary and grammatical forms.

How do you do it?

**BEFORE THE TASK**

- Read the task carefully so that you know what you need to include.
- Think about your own opinion about the topic.
- Decide which two points you will consider.
- Plan how you will develop your ideas into paragraphs. Think about what will go in the introduction, main body and the conclusion.

**DURING THE TASK**

- It is sometimes a good idea to note down points in a rough plan before starting to write the first version.
- Make the introduction engaging for the reader and present some background to the issue.
- Develop your main points with reasons and examples.
- Write a conclusion that reviews and summarises what you have written and clarifies your point of view.

**AFTER THE TASK**

- Read through the essay again and make sure that:
- it is coherent and logical, uses formal or semi-formal language, and check for any mistakes.
- you have done everything the task requires and rephrased any information from the input text in your own words.

Are you exam-ready?

Did you ...

- spend enough time planning?
- include all the information required?
- use the right words?
- check for mistakes in grammar, spelling and punctuation?
- write the correct 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 particular strategies and skills are important.

Students carry out activities 1–7 in the main unit including reading the Exam focus.

WRITING – Part 1 Essay

Exam File p17

1

What do you think is happening in the picture? Which person would you be in this situation?

2

1-2 Listen to a teacher explaining a game called Room 101. What does the game involve?

3

Work in pairs. Why might people want to put these things in Room 101? Which would you choose?

4

Write down three more things people might want to put in. Swap with another pair. Choose one item from the list and one of you talk for a minute saying why it should go in. Your partner should talk for a minute about why it should not go in.

5

Read the essay task and discuss what you might include in it. Your class has had a discussion about aspects of working life today that concern many people. You have made the notes below.

Things that concern many people about working life today

- constant connectivity
- commuting
- not sleeping

Some opinions expressed in the discussion:

- "You can never get away from work these days!"
- "Sitting in traffic jams is so frustrating!"
- "Never knowing where you're working is really off-putting."

Write an essay discussing two of the concerns in your notes. You should explain which concern is the most serious, giving reasons to support your answer. You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

EXAM FOCUS

**Structuring an essay**

Structure your essay clearly so that the target reader is taken logically through your ideas. Think about **Introduction:** This should engage the reader and outline or give background to the issue you will be discussing, but not go into details of what you will include in the main paragraphs, or your final conclusion.

**Main paragraphs:** These should develop the outline in the introduction and deal with separate points, including your reasons for an opinion, with examples where possible.

**Conclusion:** This should review or summarise the main points you have made, but not repeat the same examples or use the same words. It should be balanced, but still clearly your point of view, giving a reason for your final decision.

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

WRITING – Part 1 Essay

Exam Boost

SECTION A

Structuring an essay  
You are required to address certain points.

1

Discuss the essay task below and say which sentences A-D would be relevant when writing it. Why are the other sentences irrelevant?

A 'I train at least twice a week at my tennis club and am looking forward to taking part in their annual competition at the end of June.'

B 'The cost of using the swimming pool has doubled over the last year.'

C 'It can be alarming to find out what is actually in much of the ready meals sold in supermarkets.'

D 'Another useful thing could be to introduce cookery classes at secondary schools so that students can cook cheap meals when they leave home.'

You have had a class discussion on what could be done by the council in your area to help improve people's health and fitness levels. You have made the notes below.

How to help improve local people's health and fitness levels

- Subsidise membership of leisure centre
- Distribute nutrition leaflets through the local surgery
- Organise fun runs and outdoor group exercise sessions in local park

Some opinions expressed in the discussion?

'A lot of people would like to use the centre but the fees are too high.'

'Many people aren't really aware of the nutrition values of different foods.'

'People often enjoy exercising with other people rather than on their own.'

Students go to the fold-out Exam file and carry out Exam boost Section A on page 18.

WRITING – Part 1 Essay

Exam Boost p18

2

Read the Exam focus and choose which would be a better introduction (A or B) and conclusion (C or D) for the essay.

Introductions

A A lot of people are not happy with aspects of their working lives. This is because of things like constant connectivity – always being at the end of a phone – and commuting to work, with all the delays there are today. I think both these things are concerning today, but the work, in my opinion, is constant connectivity. For the work, in my opinion, is constant connectivity. For the work, in my opinion, is constant connectivity.

B For me, the more serious concern is the operation of constant connectivity on people's work-life balance. Whereas commuting can be a seriously frustrating system, it can be improved with investment, and journey time can be engaged to spread the argument. Constant connectivity, on the other hand, seems to have become widely accepted as part and parcel of the working day and needs to be addressed and limited by those in authority before it dominates people's lives completely.

Conclusions

C For me, the more serious concern is the operation of constant connectivity on people's work-life balance. Whereas commuting can be a seriously frustrating system, it can be improved with investment, and journey time can be engaged to spread the argument. Constant connectivity, on the other hand, seems to have become widely accepted as part and parcel of the working day and needs to be addressed and limited by those in authority before it dominates people's lives completely.

D So, to conclude, I think constant connectivity is the worst issue because people can't switch off and this means they don't have a good work-life balance, which is very important. Commuting to work every day can be frustrating, too, and wastes a lot of time, but overall, it connects connectivity that is most concerning.

EXAM TASK

Read the essay task and choose which two points to write about. Note down ideas to include for the different paragraphs. Compare your choice and ideas with your partner's.

You have listened to a radio discussion about factors that people think are important for a happy life.

What is important for a happy life?

- close friends
- good level of health and fitness
- money

Some opinions expressed in the discussion:

- "Thanks are there to support you whenever you need them."
- "You feel good in yourself if you're fit and healthy."
- "If you haven't got enough money, you worry all the time."

Write an essay discussing two of the concerns in your notes. You should explain which factor is the most important, giving reasons to support your answer. You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

EXAM BOOST

Complete Exam Focus SECTION A on page 18.

EXAM TRAINER

pages 52-53  
pages 54-55

22

Refer students to the Writing file on page 130 and go through the content focusing on audience, structure and tone and highlighting key language they may want to use in their essay.

For homework, students can write their essay using activity 9 and the Writing file p130 to help them.

[illegible]

VOCABULARY LIST 1 UNIT 1

#### 4 Match the adjectives in the box with their definitions.

- 1 behaviour in an order or disorderly way
- 2 deserving or not to be believed or trusted
- 3 serious or nervous about something you are going to do
- 4 to be used for only a short time when nothing better is available
- 5 frightening in a way that makes you confident
- 6 trying to disagree with what other people say or trying to have more control over the office or situation
- 7 likely to make someone believe something that is untrue

#### 5 Complete the text with < + noun collocations from the wordlist.

I'm not a particularly \_\_\_\_\_, but I have been lucky to have holidays in the British and French Holidays are the perfect opportunity to relax, unwind and \_\_\_\_\_, but I've still got so much to do at school or at study. I'm sure you might get adventurous, and like to change organised group holidays for \_\_\_\_\_, but I don't think I'm adventurous enough to do that. I'm looking forward to my next winter holiday, so I've come as a list of a variety of \_\_\_\_\_ that I consider \_\_\_\_\_ of mine without actually going anywhere. I'm going to be staying in a hotel, but I'm not a tourist, so I'm going to accompany me on Mount Everest. I'd agree with you that \_\_\_\_\_ is a bit of a cliché, but I don't only manage to make the journey without too much of a struggle, but I made some great friends, too. It's really \_\_\_\_\_ to see some other interesting things in the future, too.

#### 6 Complete the sentences with the correct form of useful phrases from the wordlist.

- 1 I've having such good luck about moving to the USA for a bit more of \_\_\_\_\_.
- 2 Extreme sports are \_\_\_\_\_, but I'm much older than some of my friends.
- 3 I don't know what to say if I'm completely \_\_\_\_\_.
- 4 That must have changed on an absolute form. I've \_\_\_\_\_ by the bus.
- 5 My favourite and \_\_\_\_\_, who should claim the dishes every year. We made up our mind, though.
- 6 I've been \_\_\_\_\_ in my research, but instead of history or history you're brought me get a job as a history rep more easily.

- 7 I know you like playing pools a bit, but throwing rings at someone is just \_\_\_\_\_.
- 8 When a brilliant new toy company is kept \_\_\_\_\_ and really memorable.

#### Pronunciation

##### 1 < 1.20 Match the word and pattern to the words in the box. < 2 = wrong. Then listen and check.

word	one	two	three	word	
1	united	2	tenison	5	united
2	united	3	tenison	6	united
3	united	4	tenison	7	united
4	united	5	tenison	8	united
5	united	6	tenison	9	united
6	united	7	tenison	10	united
7	united	8	tenison	11	united
8	united	9	tenison	12	united
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54	united	55	tenison	58	united
55	united	56	tenison	59	united

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