

HOW TO USE *FORMULA* FOR AROUND 30 HOURS

EXAM FOCUSED Around 30 hours

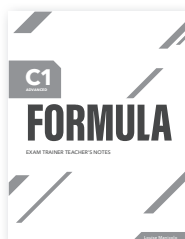
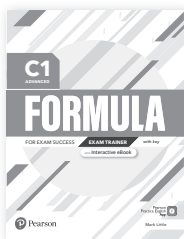
Use the **Exam Trainer** in class or for self-study

FORMULA C1 ADVANCED Exam Trainer and Interactive eBook are unique, full colour components which can be used independently or in combination with the Coursebook. The Exam Trainer uses a Test, Teach, Test approach to exam preparation for each part of the exam. There are different ways that you can teach from the Exam Trainer depending on the overall length of your exam preparation course and how much class contact time you have available. If you have longer courses (40–60 hours), you might decide to work through each complete exam part from the Exam Trainer in class. For shorter courses (20–40 hours), you can choose which elements of the Test, Teach, Test and full practice exam you use in class or for homework. Here we are providing an example for around 30 hours.

Building block 1 COMPONENTS

Students

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



Teachers

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

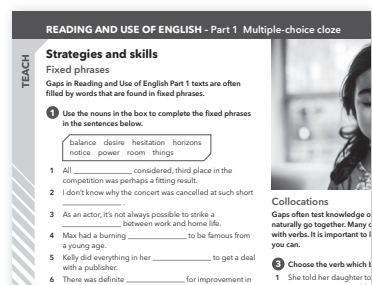
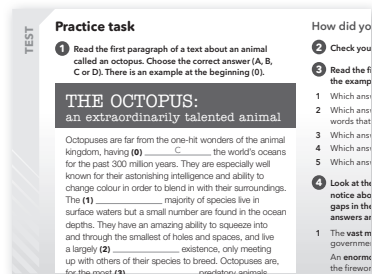
The notes for each exam part provide:

- an **Exam part overview** which summarises the content in each exam part section
- a **list of extra Formula Digital resources**
- a **dyslexia focus** which highlights tasks which dyslexic students might find challenging and provides ideas for making suitable adjustments
- a **warmer** task to focus students' attention and get them ready for the lesson ahead, and a **cooler** task to round off the exam part at the end
- **detailed teacher's notes** for each exercise as well as embedded **answer keys**
- **alternative approaches** to some exercises
- **ideas for using the Speaking boost** questions, as well as **extension ideas** if you wish to enhance the communicative aspect of your exam classes

Building block 2 SECTIONS IN CLASS

Use *Test* and *Teach* sections.

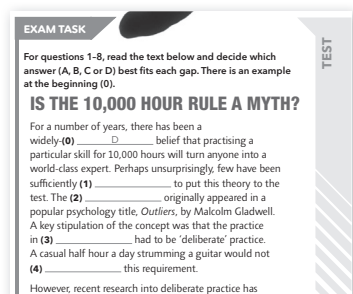
- **Test** – An introductory practice task tests learners to see what they already know and allows reflection on current performance.
- **Teach** – This section provides practice of strategies and skills to improve learner performance and enables them to approach the exam with confidence.



Building block 3 SECTIONS FOR HOMEWORK

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

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



Example teaching scenario

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

A 2-hour class may consist of the following: **Reading 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.

READING AND USE OF ENGLISH – Part 1

Multiple choice cloze (1 hour)

READING AND USE OF ENGLISH – Part 1 Multiple choice cloze

ABOUT THE TASK

- In this task you will use a text about an octopus. You will choose the correct answer (A, B, C or D) for each question.
- There are four multiple choice questions for each question.
- You choose the word or phrase that best fits each gap.
- The gaps are not in order of difficulty. Some are easier than others.
- Some gaps may test your knowledge of grammar and vocabulary.
- Each question is worth one mark.

Practice task

Read the first paragraph of a text about an octopus. Choose the correct answer (A, B, C or D). There is an example at the beginning (0).

THE OCTOPUS: an extraordinarily talented animal

Octopuses are from the ten-armed species of the animal kingdom known as cephalopods. They are especially well known for their extraordinary intelligence and ability to change colour in order to blend in with their surroundings. They have a long history of being used in the film industry. They have an amazing ability to squeeze into and through the smallest of holes and spaces, and are a threat to divers. Octopuses are also known for their ability to change colour in order to blend in with their surroundings. They are also known for their ability to change colour in order to blend in with their surroundings.

How did you do?

0. Choose the correct answer (A, B, C or D) for each question.

1. Which word best describes the octopus's appearance? A. beautiful B. ugly C. strange D. weird

2. Which word best describes the octopus's intelligence? A. high B. low C. average D. normal

3. Which word best describes the octopus's ability to change colour? A. good B. bad C. poor D. none

4. Which word best describes the octopus's history in the film industry? A. long B. short C. recent D. old

5. Which word best describes the octopus's ability to squeeze into and through the smallest of holes and spaces? A. good B. bad C. poor D. none

6. Which word best describes the octopus's threat to divers? A. high B. low C. average D. normal

7. Which word best describes the octopus's ability to change colour in order to blend in with their surroundings? A. good B. bad C. poor D. none

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.

READING AND USE OF ENGLISH – Part 1 Multiple choice cloze

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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 C1
Advanced: Overview, About C1 Advanced: Use of English, About C1 Advanced: 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 C1 Advanced: Overview, About C1 Advanced: Use of English, About C1 Advanced: Reading and Use of English Part 1.



Practice task

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Why not try?
A photocopiable activity from the Digital resources.

Quick homework
Pearson Practice English App activities.

FORMULA C1 Grammar

1D Perfect and continuous tenses – This is me

1. Look at the use of the perfect and continuous tenses in the text. Choose the correct answer (A, B, C or D) for each question.

2. Look at the use of the perfect and continuous tenses in the text. Choose the correct answer (A, B, C or D) for each question.

3. Look at the use of the perfect and continuous tenses in the text. Choose the correct answer (A, B, C or D) for each question.

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9. Look at the use of the perfect and continuous tenses in the text. Choose the correct answer (A, B, C or D) for each question.

10. Look at the use of the perfect and continuous tenses in the text. Choose the correct answer (A, B, C or D) for each question.

Score: 1 / 1

Bob _____ on a short-term contract in Bahrain at the moment.

works
has worked
's working

SPEAKING – Part 1 Interview (1 hour)

SPREADING: Part 3: Interview

ANSWERING QUESTIONS

- 1 Is Spreading? Yes or No? Write down your question and answer.
- 2 How often you spread? Write down the question and answer.
- 3 From what age to what age? Write down the question and answer.
- 4 From what age to what age? Write down the question and answer.
- 5 The following question is for your question and answer.
- 6 The question is for your question and answer.
- 7 The question is for your question and answer.

- 8 The question is for your question and answer.
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- 13 The question is for your question and answer.
- 14 The question is for your question and answer.
- 15 The question is for your question and answer.

Practice Task

- 1 Read the text and answer the questions.
- 2 Write the answer to the question.

- 3 Write the answer to the question.
- 4 Write the answer to the question.

How did you do?

- 1 Read the text and answer the questions.
- 2 Write the answer to the question.

- 3 Write the answer to the question.
- 4 Write the answer to the question.

- 5 Write the answer to the question.
- 6 Write the answer to the question.

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- 67 Write the answer to the question.
- 68 Write the answer to the question.

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.

[illegible]

Building block 4 DIGITAL RESOURCES

Before class

Video: About C1 Advanced:
Speaking, About C1
Advanced: Speaking Part 1,
C1 Advanced Speaking
Test 1, 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 C1 Advanced:
Speaking, About C1 Advanced:
Speaking Part 1, C1 Advanced
Speaking Test 1, Part 1.

Why not try?

A photocopyable activity from the Digital resources.

Quick homework
Pearson Practice English
App grammar activity.

FORMULA 1		Vocabulary	
1B Sneaky speeches			
a trap too far	all things considered	at the forefront	to be inclined to
capture the public's attention	comes to blows about	get cold feet	get stuck for words
get along by	in retrospect	is the same breath	let alone
out of your comfort zone	play on ignorance	call off the tongue	ask for the subject
point a finger to	release tension	realise an ambition	swear my respectation

Score: 4 / 4

The house was built entirely of reclaimed materials. Clearly the architect ___ it with ecology in mind.

had designed

is designing

CHECK ANSWER