

HOW TO USE *FORMULA* FOR AROUND 100+ HOURS

EXTENSIVE EXAM AND LANGUAGE DEVELOPMENT Around 100 hours

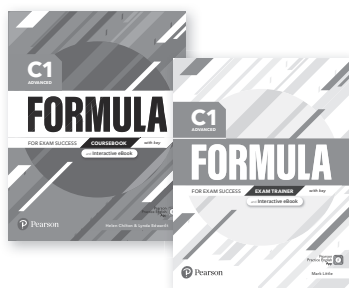
Use the **Coursebook** in class and the **Exam Trainer** for homework

FORMULA 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 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

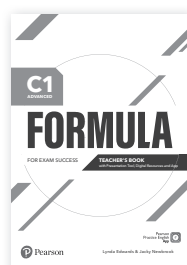
Students

- 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:

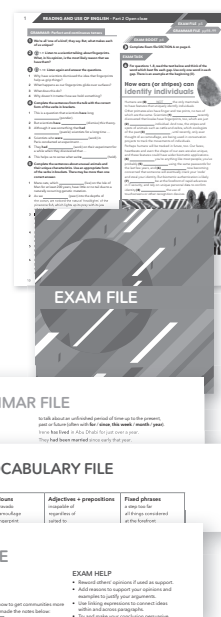
- a **Unit overview** which summarises the content in each unit
- a **list of extra Formula Digital resources**
- a **dyslexia focus** which highlights tasks which dyslexic students might find challenging and provides ideas for making suitable adjustments
- a **warmer** task to focus students' attention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

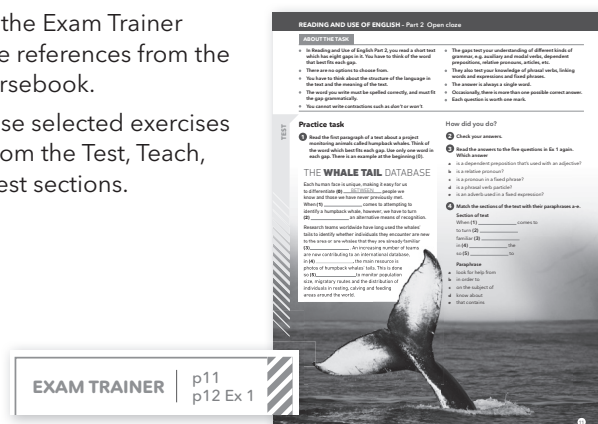
- Introduce students to the relevant exam part for the lesson and refer to the Exam file.
- Integrate Grammar, Vocabulary, Writing and Exam file reference and practice.
- Integrate photocopiable activities, grammar presentations, videos or unit/progress/practice tests as required.
- Use initial *Test*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



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 C1 ADVANCED

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

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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 which has eight gaps in it. 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.

THE WHALE TAIL DATABASE

Each human face is unique, making it easy for us to differentiate (1) _____ people we know and those we have never previously met. When (2) _____ comes to attempting to identify a humpback whale, however, we have to turn (3) _____ an alternative means of recognition.

Research teams worldwide have long used the whale's tail to identify whether individuals they encounter are new to the area or are whales that they are already familiar (4) _____. An increasing number of teams are now contributing to an international database, in (5) _____ the main resource is photos of humpback whale tails. This is done so (6) _____ to monitor population size, migratory routes and the distribution of individuals in resting, calving and feeding areas around the world.

1

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 1–5.

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

1 READING AND USE OF ENGLISH – Part 2 Open cloze

GRAMMAR: Perfect and continuous tenses

EXAM FILE p5

GRAMMAR FILE pp98–99

EXAM BOOST p4

EXAM TASK

4 For questions 1–4, 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).

How ears (or stripes) can identify individuals

Humans are (0) _____ NOT _____ the only mammals to have features that uniquely identify individuals. Other primates also have finger and toe prints, no two of which are the same. Scientists (1) _____ recently discovered that koalas have fingerprints, too, which are just (2) _____ individual. And now, the stripes and spots of animals such as cattle and zebra, which zoologists of the past (3) _____, and recently, only ever thought of as camouflage, are being used in conservation projects to track the movements of individuals. Perhaps humans will be tracked in future, too. Our faces, fingerprints and even the shape of our ears are also unique, and these features could have wider biometric applications. (4) _____ you're anything like most people, you've probably (5) _____ using the same passwords for the last few years, and (6) _____ new becoming concerned that someone will eventually crack your 'code' and steal your identity. But biometric authentication is likely (7) _____ be at the forefront of rapid advances in IT security, and rely on unique personal data to confirm identity (8) _____ the use of touchscreens or other recognition devices.

Speaking or writing

Go to page 92 for these exercises.

EXAM TRAINER p11 p12 Ex 1

10

1 READING AND USE OF ENGLISH - Part 2 Open cloze

GRAMMAR: Perfect and continuous tenses

EXAM FILE p15

EXAM BOOST p16

EXAM TASK: Complete Exam File SECTION A on page 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).

How ears (or stripes) can identify individuals

Humans and (0) NOT the only mammals to have features that uniquely identify individuals. Other primates also have finger and toe prints, not two of which are the same. Scientists (1) recently discovered that snakes have fingerprints, too, which are just (2) individual. And now, the stripes and spots of animals such as cattle and zebras, which scientists of the past (3) until recently only ever thought of as camouflage, are being used in conservation projects to track the movements of individuals. Perhaps humans will be tracked in future, too. Our faces, handprints and even the shape of our ears are also unique, and these features could have wider biometric applications. (4) you're anything the most people you've probably (5) using the same passwords for the last few years, and (6) now becoming concerned that someone will eventually crack your 'look and steal your identity. But biometric authentication is likely to be at the forefront of rapid advances in IT security, and rely on unique personal data to confirm identity (7) the use of touchscreens or other recognition devices.

Speaking or writing

Go to page 92 for these exercises.

EXAM TRAINER p11 p12 Ex 1

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

Students can complete 'Speaking or writing' activities with a partner.

Use the Coursebook teacher's notes for Cooler.

READING AND USE OF ENGLISH - PART 2 (page 10)

Speaking or writing

- 7 What makes you individual? Tell your partner.
- 8 In what ways do you like to be the same as other people? In which ways are you happy to differ? Think about:
- opinions and beliefs.
 - fashion sense.
 - musical taste.

For homework, students can complete Reading and Use of English – Part 2 Open cloze p11, p12 Ex 1 in the Exam Trainer.

- 1 Complete the sentences with one word in each gap.
- The team has _____ monitoring the group of whales for several years.
 - The waters there _____ believed to be where female whales give birth to their young.
 - The extent to which the whales' habits _____ been altered by human activity is unclear.
 - So what reason _____ researchers give for the whales returning to the area each year?
 - After _____ photographed, the whale's tail is uploaded to the database.
 - The database _____ been added to by research teams from all around the world.

READING AND USE OF ENGLISH - Part 2 Open cloze

ABOUT THE TASK

1. In Reading and Use of English Part 2, you need a short text which has eight gaps in it. You have to think of the word that best fits each gap.

2. There are no options to choose from.

3. You have to think about the structure of the language in the text and the meaning of the text.

4. The word you write must be spelled correctly, and must fit the gap grammatically.

5. You cannot write contractions such as don't or won't.

6. The gaps test your understanding of different kinds of grammar, e.g. auxiliary and modal verbs, dependent prepositions, relative pronouns, articles, etc.

7. They also test your knowledge of phrasal verbs, linking words and expressions and fixed phrases.

8. The answer is always a single word.

9. Occasionally there is more than one possible correct answer.

10. Each question is worth one mark.

PRACTICE TASK

1 Read the first paragraph of a text about a project monitoring animals called humpback whales. Think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

THE WHALE TAIL DATABASE

Each human face is unique, making it easy for us to differentiate (0) _____ people we know and those we have never previously met. When (1) _____, comes to attempting to identify a humpback whale, however, we have to turn (2) _____ an alternative means of recognition. Research teams worldwide have long used the whales' tails to identify whether individuals they encounter are new to the area or are whales that they are already familiar with. _____ An increasing number of teams now contributing to an international database, (3) _____ the main reason is that humpback whales' tails, this is done (4) _____ monitor migration (5) _____ (6) _____ (7) _____ (8) _____ (9) _____ (10) _____

How did you do?

1 Check your answers.

2 Read the answers to the five questions in Ex 1 again. Which answer:

- a is a dependent preposition that's used with an adjective?
- b is a relative pronoun?
- c is a preposition in a fixed phrase?
- d is a phrasal verb particle?
- e is an adverb used in a fixed expression?

3 Match the sections of the text with their paraphrases a-e.

Section of text

When (1) _____ comes to (2) _____ (3) _____ the (4) _____ the (5) _____ to (6) _____

Paraphrase

a look for help from

b in order to

c on the subject of

d know about

e that contains

Building block 4 DIGITAL RESOURCES

Before class
Exam Trainer Test section on p11.

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

READING AND USE OF ENGLISH - Part 2 Open cloze

EXAM BOOST

SECTION A

Perfect and continuous tenses

You may need to complete a verb form, such as an auxiliary verb used to form a particular tense. Think carefully about the time references in the text as a whole, which will help you determine which word you need.

1 Complete the sentences with an appropriate auxiliary verb or verb.

- I _____ expecting a phone call any minute now. Can I get back to you later?
- Just _____, never met anyone quite like Stephanie before and was intrigued to find out more.
- They _____ to the disco.
- Just _____ all afternoon in the day.
- She _____ hours before the

UNIT 1 GRAMMAR FILE

Working Instance

Need something extra or a change of pace
Use the Speaking boost from the Exam Trainer p12 and the Speaking boost extension from the Exam Trainer Teacher's Notes.

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

Quick homework
Pearson Practice English App Unit 1 activities.

REVIEW

Perfect and continuous tenses - Match Dash!

REVIEW

Perfect and continuous tenses - This is me

Score: 20 / 20

My best friend _____ twice already this morning asking about my exam results. I hope the letter comes soon.

phone

has phoned

had phoned