

# HOW TO USE *FORMULA* FOR AROUND 50 HOURS

## EXAM FOCUSED WITH LANGUAGE REVISION AND CONSOLIDATION

**Around 50 hours**

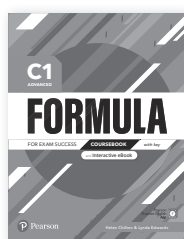
Use the **Coursebook** in class

FORMULA C1 ADVANCED 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

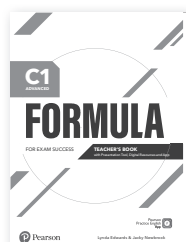
#### Students

- 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:

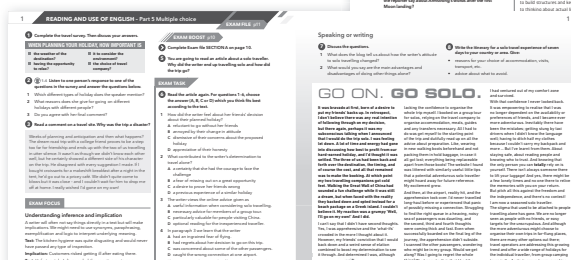
- a **Unit overview** which summarises the content in each unit
- a **list of extra Formula Digital resources**
- a **dyslexia focus** which highlights tasks which dyslexic students might find challenging and provides ideas for making suitable adjustments
- a **warmer** task to focus students' attention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

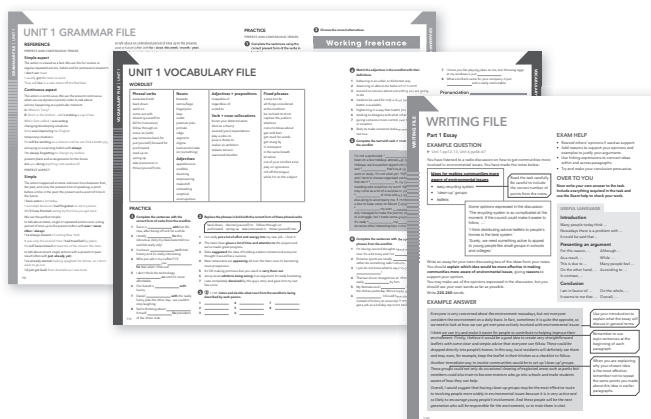
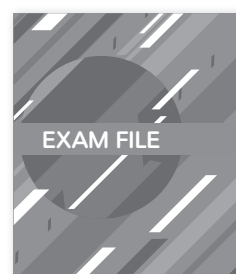
- Introduce students to the unit topic.
- Introduce students to the relevant exam part for the lesson and refer to the Exam file.



### 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.

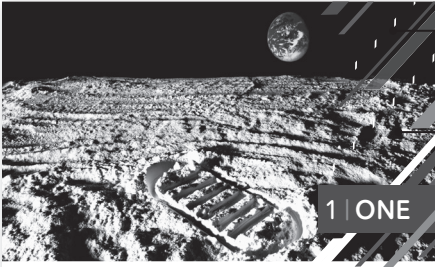


### Example teaching scenario

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.

UNIT OPENER (15 mins)



1 ONE

**VOCABULARY: Phrasal verbs**

“That’s one small step for man, one giant leap for mankind.”

1 Why do you think this line from the first Moon landing is so famous? What do you know about the first Moon landing?

2 1-1 Listen to an extract from a news report. What does the reporter say about Armstrong’s words after the first Moon landing?

3 How has space travel affected life on Earth since the first Moon landing?

4 1-2 Listen to the rest of the news report. How many of your ideas from Ex 3 does the reporter mention? What else does the reporter say?

5 1-3 Complete the phrasal verbs from the recordings with the correct preposition. Then listen again and check.

forward into on (2) to up with (2)

1 come out \_\_\_\_\_

2 associate \_\_\_\_\_

3 move \_\_\_\_\_

4 throw yourself \_\_\_\_\_

5 devote yourself \_\_\_\_\_

6 catch \_\_\_\_\_

7 put \_\_\_\_\_

8 spring \_\_\_\_\_

2 Complete the text about creativity in space with the correct form of phrasal verbs from Ex 5. There are two which you do not need to use.

While many have \_\_\_\_\_ into protecting our planet and the environment, some scientists say it’s inevitable that one day far in the future, we’ll have to move to another planet.

We’ve \_\_\_\_\_ from wondering about how to build structures and keep ourselves alive in space, to thinking about actual life in space. How would things like creative pursuits work without gravity?

The Space Exploration Initiative \_\_\_\_\_ the idea of zero-gravity experiments to see how we’d cope with the challenges. So far, the programme has recruited people who work in fields not traditionally \_\_\_\_\_ space, including life scientists, chefs and artists. One designer who’s already taken part was fascinated by how weightlessness affects not only the art itself but the artist, too. While creating a 3D “drawing” in the air using a hot glue gun, she realised that creative people will always find a way to express themselves, and will \_\_\_\_\_ the invention of new materials and techniques.

New cultures and ways of doing things would undoubtedly start \_\_\_\_\_ if we lived in a weightless environment. Things like “Space Art” perhaps \_\_\_\_\_.

3 Work in pairs. If you could be the first person to do something, what would it be?

Use the Coursebook Presentation tool for each page.

Use the Coursebook teacher’s notes found in the Presentation tool for Warmers and alternative ways to approach the material.

Or, books closed. Use activity 1 as the warmer.

Students carry out activities 2–7.

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

READING AND USE OF ENGLISH – Part 5 Multiple-choice (45 mins)

READING AND USE OF ENGLISH – Part 5 Multiple-choice

**ABOUT THE TASK**

- You will read a long text which is followed by six multiple-choice questions.
- Each question has four options to choose from.
- The questions come in the same order as the information in the text.
- Some questions focus on a sentence or phrase in the text.
- Other questions ask about a longer section of text.
- It is always clear which part of the text the question refers to. You should not bring information from other parts of the text into your answers.

**What is being tested?**

In the part of the exam, the multiple-choice questions focus on different aspects of reading. They may ask about:

- the writer’s attitude or opinion, or the writer’s message
- the writer’s purpose in part or all of the text
- your detailed understanding of one part of the text
- some features of text organisation, such as reference or comparison
- the writer’s use of a particular expression or phrase, or its meaning in context

**How do you do it?**

— **BEFORE THE TASK** —

- Read the context sentence, as this tells you what type of text it is and what it’s about.
- Read the title and subtitle to get a general understanding of the content and how the text is organised.
- Read the questions to identify what you’re looking for: underline key words. First the paragraph is the text that each question refers to.
- Read the paragraphs one by one, looking for the answers before necessarily looking at the options.

— **DURING THE TASK** —

- Read the options for each question and underline key words.
- Read each relevant paragraph again and discuss the options if you are unsure of the answer. Remember that you may not use the same words in the text and the options, as they may be paraphrased.
- Check that the other options are definitely wrong.
- If a question asks about the meaning of a particular vocabulary item in a sentence, make sure that you read the sentence before and after carefully, as there will be clues to help you find the answer.
- If you’re not sure of an answer, leave it and move on – you can go back to it later. If you are still not sure, check the options that are definitely wrong and choose from the others before the one that seems most likely.

— **AFTER THE TASK** —

- Check your answers quickly to make sure you are happy with them.
- Make sure you have answered all the questions, even if you are not sure of the answers.

**Are you exam-ready?**

Read the text and answer the questions. Find clues in the text for your answers.

1 read the first sentence to get a general understanding?

2 read the questions and identify the paragraph where each answer will be?

3 underline key words in the questions to help you find the correct information?

4 read the relevant paragraph carefully to find the information you need?

5 choose the option that is closest to the meaning?

6 answer all the questions, even if you are unsure of the answers?

Are you ready for Reading and Use of English Part 5? Identify an area to improve.

Use the Coursebook Presentation tool for each page.

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

Students carry out activities 1–4 in the main unit including reading the Exam focus box.

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

If time, go to the fold-out Exam file and complete Exam boost Section A on page 10 in class; alternatively, students can complete this section at home.

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

READING AND USE OF ENGLISH – Part 5 Multiple-choice

**1 Complete the travel survey. Then discuss your answers.**

1 Which different types of holiday does the speaker mention?

2 What reasons does she give for going on different holidays with different people?

3 Do you agree with her last comment?

**2 Read a comment on a travel site. Why was the trip a disaster?**

Weeks of planning and anticipation and then what happens? The chosen last trip with a college friend proves to be a trip too far for friendship and ends up with the loss of an amazing holiday experience. It wasn’t as though we didn’t know each other well, but he certainly showed a different side of his character on the trip and it was a real disappointment. He’s right in the end, but he goes out to a party only. We didn’t give him a chance to see the city – and couldn’t bear to let him stop me off at home. I really wished I’d gone on my own!

**EXAM FOCUS**

**Understanding inference and implication**

A writer will often not say things directly in a text but will make implications. We might need to use context, paraphrasing, rewording and logic to interpret underlying meaning.

**Text:** The holiday began as quite disappointing and would never have passed any type of inspection.

**Implication:** Customers should get angry if they were taking them.

**Text:** Unfortunately, I disappointed the negative customer comments. I assumed the website had it in for the hotel.

**Implication:** I was my own fault that we’d chosen a hotel that had a bad rating with it.

**3 Read the Exam focus. Choose which statements A–C are implied in the comments (A, B, C).**

A The writer had doubts about travelling with her friend before the trip.

B An experience like this tests the strength of a relationship. The trip was decided on after the trouble.

C The traveller had different opinions and didn’t compromise.

D The writer thought their friend’s attitude was unreasonable.

E The traveller used camp other than hotels.

F The writer regrets their decision to go on this road trip.

**EXAM BOOST**

**SECTION A**

**Understanding inference and implication**

The multiple-choice questions and options usually target implied but not stated meaning in the text.

1 Read the paragraph and answer the questions. Find clues in the text for your answers.

A

The following morning the ground was damp underfoot and Joe needed to wear boots to collect water from the stream. The clouds were hurting across the sky and he nearly got hit by a broken branch as he stumbled in his hand-me-down boots that were too big for him along the track back up to the tent, clutching his tin jacket to his chest with one hand and swinging the bucket of water in the other. He hoped the weather forecast of torrential rain later that morning would prove to be wrong, as his parents had promised him a trip to the local fairground and the attraction of riding the big wheel had kept him awake through much of the noisy night.

1 What is implied about

a the weather when Joe went to the stream?

b the weather the previous night?

Create your own Formula

Students can complete ‘Speaking or writing’ activity 7 and do activity 8 for homework along with the Exam boost activity.

Speaking or writing

1 Discuss the questions.

- 1 What does the long tail tell us about how the writer's attitude to solo travelling changed?
- 2 What would you say are the main advantages and disadvantages of doing other things alone?

1 Write the itinerary for a solo travel experience of seven days to your country or area. Give:

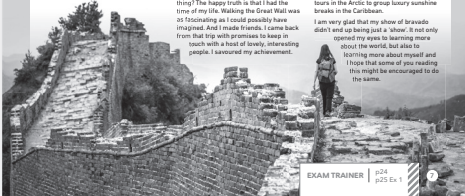
- reasons for your choice of accommodation, visits, transport, etc.
- advice about what to avoid.

GO ON. GO SOLO.

It was brave at first, born of a desire to put my friends back on my respect. I didn't believe there was any real intention of following through on my decision, but then again, perhaps it was my subconscious talking when I announced that I would do the trip solo. I was feeling let down. A lot of time and energy had gone into discussing how best to profit from our hard-earned holiday, and I thought it was settled. The three of us had been back and forth over the destination, the timing, and of course the cost, and all that remained was to make the booking. At which point my two travelling companions got cold feet. Walking the Great Wall of China had sounded a fun challenge while it was still a dream, but when faced with the reality they backed down and opted instead for a beach package on a Greek island. I couldn't believe it. My reaction was a grumpy 'Well, I'll go on my own' And I did.

I lack the confidence to organise the whole trip myself. I looked on a group tour for solo, relying on the travel company to organise accommodation, meals, guides and any transfers necessary. All I had to do was get myself to the starting point of the trip and dutifully read up on all the advice about preparation. Like, wearing in new walking boots beforehand and not packing them in hold luggage, in case it all got lost; everything being replaceable apart from those boots. The website I found was littered with similarly useful little tips that a potential adventures solo traveller might find away for future reference. My excitement grew.

I had ventured out of my comfort zone and survived. With that confidence I never looked back. It was empowering to realise that I was no longer dependent on the availability or preferences of friends, and I became ever more adventuresome. Inevitably there have been the mistakes, getting stuck by lost drivers when I didn't know the language well, having to ditch half my clothes because I couldn't carry my backpack and more... But I've learnt from them. About starting with, about reading people and knowing who to trust. And knowing that the only person you can totally rely on is yourself. There isn't always someone there to lift your luggage! And yes, there might be a few lonely times and no one there to relieve the memories with you on your return. But pick all this against the freedom and the independence, and there's no contest! I am now a seasoned solo traveller.



EXAM TRAINER | p24 p25 Ex 1

Building block 4 DIGITAL RESOURCES

**Before class**  
Video: About C1  
Advanced: Overview,  
About C1 Advanced:  
Reading, About C1  
Advanced: Reading and  
Use of English Part 5.



**EXAM TASK**

1 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.

1 How did the writer feel about her friends' decision about their planned holiday?

A reluctant to go without her friends  
B annoyed by their change in attitude  
C dismissive of their concerns about the proposed holiday  
D appreciative of their honesty

2 What contributed to the writer's determination to travel alone?

A a certainty that she had the courage to face the challenge  
B a fear of missing out on a great opportunity  
C a desire to prove her friends wrong  
D a previous experience of a similar holiday

3 The writer views the online advice given as

A useful information when considering solo travelling.  
B necessary advice for members of a group tour.  
C particularly valuable for people visiting China.  
D optional reading for the inexperienced traveller.

4 In paragraph 3 we learn that the writer

A had an ingrained fear of flying.  
B had regrets about her decision to go on this trip.  
C was concerned about some of the other passengers.  
D caught the wrong connection at one airport.

5 The writer uses the example of being 'stung by taxis' to

A warn people against travelling solo in certain countries.  
B describe an unavoidable occurrence when travelling.  
C show how she has profited from experience.  
D indicate why people should speak other languages.

6 What point is the writer making in the final paragraphs?

A Solo travellers need to be aware of their vulnerability.  
B Travelling solo is more rewarding than in organised groups.  
C More unusual travel experiences are the most exciting.  
D Attitudes to solo travellers have changed for the better.

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

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

**FORMULA C1** Vocabulary

**1A Phrasal verbs on the spot**

**Student A**

1 I'm so interested in \_\_\_\_\_ many types of food, such as pasta, pizza and ice cream.  
2 Everyone in the group had to put \_\_\_\_\_ some ideas for how to solve the problem.  
3 I've been given the chance to \_\_\_\_\_ writing her autobiography.  
4 This new type of wearable technology will never catch \_\_\_\_\_ everywhere in my field.  
5 Now that it's early spring, flowers have begun to \_\_\_\_\_ everywhere in my garden.  
6 When she got a promotion, she really threw herself \_\_\_\_\_ her work – she sometimes worked 14 hours a day!  
7 It's the same technique, so don't forget to read up \_\_\_\_\_ physical verbal.  
8 Don't forget to pay your brother back \_\_\_\_\_ the money, he paid for everything on his credit card!  
9 My father is so stubborn! Even when he knows he's wrong, he never backs it \_\_\_\_\_.  
10 The team was really taken \_\_\_\_\_ by the team and lost a lot of money as a result.  
11 My little sister is always coming out \_\_\_\_\_ such funny words – she's only four so she doesn't most of them!  
12 When I'm playing with my dog, sometimes I pretend to throw the ball but she really finds it out \_\_\_\_\_ I'm lying!

**Student B**

1 Many people associate studying architecture \_\_\_\_\_ a lot of hard work.  
2 He has got his \_\_\_\_\_ for a generation thanks to his business work.  
3 He devoted himself \_\_\_\_\_ his family and spent every possible moment with them.  
4 He worked hard on designing his new garage, but it never really caught \_\_\_\_\_.  
5 Have you noticed how many new coffee shops have sprung \_\_\_\_\_ in the town centre recently?  
6 Whenever I take up a new hobby, I always throw myself \_\_\_\_\_ it for a few months, but usually end up losing interest.  
7 Before playing Charles Darwin in a play, the actor decided to read up \_\_\_\_\_ the background story.  
8 My friend never puts his mind \_\_\_\_\_ anything when we go out together – I hate it! When he has decided he had made a mistake, he stubbornly insisted \_\_\_\_\_ and refused to think any more.  
9 Don't be taken \_\_\_\_\_ by his attitude – he exaggerates so much!  
10 I like sports very much, but I don't do any of them \_\_\_\_\_ come along ideas sometimes!  
11 It can be very difficult to avoid falling \_\_\_\_\_ an internet scam – they can be so convincing!

**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.

**FORMULA C1** Quick diagnostic test

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

1 The \_\_\_\_\_ connected the two parts and meant I could have the best of both worlds.  
A. link B. bridge C. span D. join

2 The house of selected shopping hours \_\_\_\_\_ (closed) in government, so we had no other choice but to go.  
A. will have been B. has already been C. is being D. was being

3 How are you? The state's response to the natural disaster \_\_\_\_\_ in a nightmare in the city.  
A. was built B. was built C. was built D. was built

4 After a series of meetings with a variety of other scientists, \_\_\_\_\_, several groups of scientists began to work together.  
A. as a result B. as a result C. as a result D. as a result

5 If you can come on the trip with us, \_\_\_\_\_ you don't start complaining about the distance!  
A. unless B. as long as C. if only D. if only

6 \_\_\_\_\_ the reporter mentioned the road closure, the police have had the accident last seen.  
A. unless B. as long as C. if only D. if only

7 Technical growth in other sectors means \_\_\_\_\_, a lot of jobs have been lost.  
A. consequently B. in contrast C. besides D. however

8 In order to be a successful company, it is essential to \_\_\_\_\_ think of your income and expenses.  
A. always B. never C. ever D. never

9 The judge asked \_\_\_\_\_ the witness had seen before the trial.  
A. whether B. if C. whether D. whether

10 The company had to spend \_\_\_\_\_ thousands on the safety of their product design.  
A. that they needed B. for increasing C. to increase D. to increase

11 They were asked to give the names of the people but they refused \_\_\_\_\_ it.  
A. to do B. doing C. to do D. to do

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**Fast finishers**  
Fast finishers should try to deduce the meanings of unfamiliar lexical items in paragraphs 1 and 2 from the context. If there is still time, they can check meanings in a dictionary.