

**LBRIS**

We know  
books

**B1**

PRELIMINARY

# FORMULA

FOR EXAM SUCCESS

**TEACHER'S BOOK**

with Presentation Tool, Digital Resources and App

## INTRODUCTION

<i>Formula</i>	3
The B1 Preliminary level	3
The principles and methodology	3
Course components	4–5

## HOW THE CORE COMPONENTS WORK

How the Coursebook works	6–9
How to use the Exam file	10–11
How the Exam Trainer works	12–13

## CREATE YOUR OWN FORMULA

<i>Formula's</i> building blocks	14
How to use <i>Formula</i> for around 30 hours	15–17
How to use <i>Formula</i> for around 50 hours	18–20
How to use <i>Formula</i> for around 80 hours	21–23
How to use <i>Formula</i> for around 100+ hours	24–27

## CLASSROOM TEACHING IDEAS

How to teach for exams	28–29
How to encourage independent learning	30–31
Well-being: mindfulness for exams	32–33

## TEACHING NOTES AND ANSWER KEYS

Unit 1	34–47
Unit 2	48–63
Unit 3	64–79
Unit 4	80–95
Unit 5	96–109
Unit 6	110–123
Unit 7	124–136
Unit 8	137–150

## B1 PRELIMINARY EXAM INFORMATION

Speaking success criteria	151–153
Writing success criteria	154–160

## 1 | SOUND

## UNIT OVERVIEW

## Opener

- Language focus: Verbs + prepositions
- Topic: Sound effects in film

## Reading

- Part 1 Multiple choice (short texts)
- Topic: Music

## Reading – Vocabulary

- Part 5 Multiple-choice cloze
- Language focus: Verb phrases
- Topic: Silent cafés

## Listening

- Part 1 Multiple choice (pictures)
- Topic: Noise pollution

## Reading – Grammar

- Language focus: Present tenses
- Topic: Whistling languages

## Speaking

- Part 1 Introduction
- Topic: Communication and social media

## Writing

- Part 1 Email
- Topic: Milford Sound

## Extra resources

(See lesson overviews for details)

- B1 Preliminary 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: B1 Preliminary About the exam
- Video: B1 Preliminary Speaking test
- Cambridge B1 Preliminary practice exam papers

## OPENER p5

## DYSLEXIA FOCUS

Learners with dyslexia benefit from being explicitly told the learning objective of the lesson so that they can mentally prepare for the lesson and better understand the purpose of each activity.

## Warmer

Ask students to sit in silence and listen to the sounds they can hear. Put them into pairs to discuss what they heard and whether they like those sounds or not. Invite students to share their ideas with the class.

## VOCABULARY: Verbs + prepositions

1 Focus students on the photo. Put students into pairs to discuss the questions. Then, invite each group to share their ideas.

## Answers

Students' own answers

2 Ask students if they know how sound effects in films are made (e.g. two halves of a coconut can be hit together to make the sound of a horse running). Elicit ideas for thunder to demonstrate the task, and then put students into pairs to discuss the other sounds. Elicit ideas from around the class, but don't confirm the answers at this point.

## Answers

Students' own answers

3 1.1 Check students understand what a *crisp packet* is (the bag that crisps are sold in). Play the recording so that students can check their ideas in Ex 2. Check answers as a class.

## Answers

**thunder** – moving a thin sheet of metal

**rain** – frying meat in a pan

**fire** – making a crisp packet into a ball with your hands and then releasing it

**a heart beating** – pushing the bottom of a metal bin

**flying animals** – waving a glove in front of a microphone

**a bone breaking** – breaking a carrot in half

## BACKGROUND INFORMATION

The presenter in the interview introduces the sound effects creator as a Foley artist, which is their official name. Foley artists are named after Jack Foley, one of the first people to create sound effects in films in the 1920s.

**4** Give students time to read the sentences first and predict what preposition should follow each verb in bold. Then, play the recording for students to check their ideas and complete the gaps. Check answers as a class.

**Answers**

- |               |             |                |             |
|---------------|-------------|----------------|-------------|
| <b>1</b> to   | <b>2</b> on | <b>3</b> to    | <b>4</b> of |
| <b>5</b> with | <b>6</b> on | <b>7</b> about | <b>8</b> on |

**5** Elicit the first question from the class to demonstrate the task. Note that question 4 is a subject question and therefore has no auxiliary verb. Deal with this in feedback or provide the prompt *What helps ...* in advance. Monitor and help students with accuracy. Check answers as a class.

**Next**, ask students to take turns to ask and answer the questions in pairs. Encourage students to ask follow-up questions, e.g. *Who do you rely on for help when you need it? Do they help a lot of different people or just you?*

**Monitor**. Ask a few students to share something they learnt about their partner with the class. Provide feedback on students' use of the verbs and prepositions.

**Answers**

- 1 Who do you rely on for help when you need it?
- 2 What do you think about when you go to school or work in the morning?
- 3 What would you like to add to your list of life goals?
- 4 What helps you (to) focus on your work?
- 5 What does your perfect weekend begin with?
- 6 What does your favourite meal consist of?
- 7 Do your hobbies depend on good weather?
- 8 How do your speaking skills compare to your writing skills in English?

**Fast finishers**

Ask students who finish writing the questions early to write a few more questions using the verbs + prepositions from Ex 4, e.g. *What does your breakfast consist of each morning? What new clothes did you add to your wardrobe last month?* They can then ask their partner these additional questions when they ask and answer the questions in the exercise.

**6** Focus students on the example. Give them time to think of ideas and ways to use the verbs + prepositions in their discussion before you put them into groups. After their discussion, find out if there are any sounds common to a lot of students.

**Answers**

Students' own answers

**Cooler**

Put students into small groups. One student chooses a verb from Ex 4. Students compete to say a sentence with that verb and its dependent preposition, e.g. *I might go out at the weekend – it **depends on** the weather.* If the sentence is correct, the student gets a point. If not, students compete again. The winning student is the one with the most points.

### READING – Part 1 Multiple choice (short texts) pp6–7

#### LESSON OVERVIEW

- Topic: Music

#### EXAM FILE p3

- **Learning objective:** Students will be better able to use time expressions to understand a short notice or message.

#### Extra resources

##### B1 Preliminary Exam Trainer

- Reading – Part 1 Multiple choice (short text) pp7–8

#### Digital resources

- Presentation tool, pp 6–7
- Video: *About B1 Preliminary: Overview*
- Video: *About B1 Preliminary: Reading*
- Video: *About B1 Preliminary: Reading 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

Dyslexic students may struggle with the Exam task reading texts on page 7. You can allow students to listen to the audio recording of the texts to help support them in this task.

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

#### Warmer

Ask students to close their eyes. Play a piece of music without words (e.g. from a film soundtrack) and ask them to think about a scene they imagine in their mind when they hear this music, like a film scene. Ask them to think about what they can see, hear, smell, taste and how they feel. Put students into pairs to compare their scenes.

- 1 Draw a scale on the board to show 1 (agree strongly) at one end and 4 (disagree strongly) at the other. Add in 2, 3, and label them as *agree / partly agree; partly disagree / disagree* respectively. Ask students to rate each sentence in the exercise. Then put them into pairs to compare and explain their reasons. Ask pairs to share any interesting similarities or differences.

#### Answers

Students' own answers

- 2 1.3 Put students into pairs and ask them to discuss what music means to them. When finished, explain that they will hear three speakers answering the same question. Give students time to read the statements. Check they understand the meaning of *discovered* (found) and *succeed* (be successful). Play the recording so that students can do the task. Check answers as a class.

#### Answers

1 B    2 C    3 A

- 3 Give students time to read the questions and think of reasons before putting them into pairs. As students do the task, monitor and make a note of any particularly interesting answers. Ask those students to share their ideas with the class.

#### Answers

Students' own answers

- 4 Give students time to read the text and answer the question. Check the answer as a class. Explain that in Part 1 of the Reading paper, they will see and will need to understand signs, notices and messages.

#### Answer

It's an advert.

- 5 Give students time to do the task. You could elicit the first one from the class to demonstrate the task. When finished, do a quick class vote for each statement and ask one or two students to explain their answers each time. Clarify the answers. Make sure that students understand the meaning of *by Friday* (not after Friday).

#### Answers

1 true    2 false    3 false    4 true

#### EXAM FOCUS

- 6 Ask students to read the first three lines of the Exam focus. Put students into pairs to discuss the meaning of the time expressions in bold (*during* – at some point from the start of a time period to the end; *until* – up to; *from ... till / between ... and ...* – from one time to another time; *due* – expected; *at the latest / by* – no later than; *while* – at the same time). Check answers as a class.

**Focus** students on the pairs of sentences in Ex 6. Ask students to read the first pair and elicit the answer to demonstrate the task. Students then complete the rest of the exercise. Check answers as a class. Help students to understand the meaning of the time expressions in any sentences where they get the wrong answer.

**Answers**

1 S 2 S 3 D 4 D 5 D 6 S 7 S 8 D

**7** This task helps learners to recognise the types of text they might see in Part 1 of the Reading paper, as well as to understand the general meaning of the messages in Ex 8. Elicit the difference between an advert (intended to persuade people to buy/use something), a sign (intended to give warnings or instructions) and a notice (a written statement giving information). After students complete the task, check answers as a class.

**Answers**

1 D 2 B 3 A 4 C

**EXAM TASK**

**1.0** The reading texts have been recorded. To help support them in this task, you can allow dyslexic students to listen as they read.

**8** Note that in the actual exam, the signs, notices and messages would be on a variety of topics and not just music. In this lesson there are four questions. In the exam, there are five.

Focus students on the exam task and refer them to the Exam reference notes on page 3 of the Exam file which give 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.

Check students understand *interval* (the break in the middle of a concert). In the exam, students have around eight minutes to complete the task. When students have finished, check answers as a class. Ask students to explain their answers. Elicit why the other options are wrong.

**Answers**

- 1 B – People who arrive late will not be allowed in until the interval – If you are late for the start, you can only see the second half of the concert.
- 2 C – Can you ask Anna by Friday if she wants his ticket? – Lea wants Tony to invite Anna to the festival before Friday.
- 3 A – Up to four tickets per person – You cannot buy more than four tickets.
- 4 B – This weekend only – The offer only lasts for a short time.

**Fast finishers**

If fast finishers aren't always the strongest students, but students who rush, check their answers and ask them to look at incorrect answers again.

**Speaking or writing**

**9** Give students time to prepare first. You could demonstrate the task yourself by telling the group about an event you went to or would like to go to and encouraging students to ask you questions. Put students into groups to discuss their events. Ask one or two groups to share the most interesting event with the class.

**Answers**

Students' own answers

**10** Give some possible examples of events (e.g. a local concert or a music festival). You could open it out to non-music events, too (e.g. a food festival). Put students into pairs, but make sure they're not sitting next to each other. You could provide a writing frame for students on the board or on a handout, e.g.

Hi ...

There's a ... on at the ... next ... I'd love ... Would you like ... ?  
Let me know!

...

Students write their message to their partner, either on paper or electronically. When finished, ask students to share the message with their partner and reply to the one they receive. You could include a writing frame again, e.g.

Hi ...

Thanks for ... I'd love to ... / I'm sorry but I can't ... because ...  
Let me know how much ...

...

Look at the messages yourself, either as students write or after, and provide feedback.

**Answers**

Students' own answers

**EXAM BOOST**

**EXAM FILE** Section A p2

The exercises on page 2 in section A of the Exam boost provide more practice in understanding time expressions, as well as understanding instructions and rules. These could be done in class or for homework.

**Section A**

1 1 S 2 D 3 S 4 D 5 S 6 S  
2 1 B 2 A 3 B 4 B 5 A

### Cooler

Read out the first sentence below or write it on the board and ask students to work in pairs to rewrite it using a different time expression. Elicit possible answers. Repeat the process for the other two sentences. Suggested answers are in brackets.

- 1 *The concert starts at 7 and ends at 9.* (The concert is from 7 until 9.)
- 2 *The DJ is expected in five minutes.* (The DJ is due in five minutes.)
- 3 *Buy your tickets before 5 p.m.* (Buy your tickets no later than 5 p.m.)

### Extra practice

#### EXAM TRAINER | pp7–8

For further practice of the skills presented in this lesson for Reading Part 1, we recommend students complete the Practice task and How did you do? section on page 7 and Strategies and skills Exs 1–2 on page 8 of the B1 Preliminary Exam Trainer.

There is a full practice exam included on pages 88–110 of the B1 Preliminary Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading Part 1.

## READING – Part 5 Multiple-choice cloze p8

### LESSON OVERVIEW

- Topic: Silent cafés

#### EXAM FILE p11

- Learning objective: Students will be better able to use a set of verb phrases.

#### Extra resources

##### B1 Preliminary Exam Trainer

- Reading – Part 5 Multiple-choice cloze pp30–31

#### Digital resources

- Presentation tool p8
- Video: *About B1 Preliminary: Reading 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

Students may find the format of Ex 4 challenging, as the words are in a horizontal list. To help them, you could write the words in the word box in a vertical list on the board.

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

### Warmer

Welcome everyone to the class as if to start the lesson, and then stay silent for 20–30 seconds (or even up to a minute). If a student starts speaking, don't respond, just smile at them. When finished, ask students to work in pairs and say if they felt comfortable or uncomfortable during the silence and why. Elicit a few ideas from around the class. Tell them how you felt, too.

### VOCABULARY: Verb phrases

- 1 Give students time to complete the task individually. Monitor and check that students are doing the task appropriately.

#### Answers

Students' own answers

**2** Put students into pairs to do the task. You might want to check students understand the meaning of *creative* (able to use your imagination to make new things or think of new ideas) first. Invite a few pairs to share something interesting they found out in their discussion.

#### Answers

Students' own answers

**3** **1.4** Ask students to read the question, then play the recording. Check answers as a class. If students haven't heard all of the advantages, play the recording a second time.

#### Answers

Silence can: help you concentrate, improve your memory, help you sleep, make you more creative, reduce stress (and relax), help you make decisions.

**4** Focus students on the words in bold. Explain that they all form verb phrases with a verb which is missing. Check students understand the meaning of *concentrate* (think very carefully about) and *disturb* (interrupt someone so that they cannot continue what they are doing). Elicit the missing verb in the first sentence to demonstrate the task. After students complete the task, check answers as a class. Help students to understand phrases they are unsure of.

#### Answers

- 1 make, keep
- 2 play, concentrate
- 3 disturbs
- 4 go
- 5 rings, switch
- 6 have

**5** Give students time to read the sentences in Ex 4 again and tick the ones they agree with. They should think about why they don't agree with the others. Put students into pairs to discuss the sentences in Ex 4 and give reasons for their opinions.

#### Answers

Students' own answers

**6** Tell students that they are going to complete an exam task. This task helps them to understand the general meaning of the text. They should ignore gaps for now. You could also set a time limit, e.g. one minute. When finished, check answers as a class. Elicit what students think the word *deaf* means (unable to hear) and what *sign language* is (a silent language that uses hand movements).

#### Answer

It is silent because all the waiters and cooks are deaf, so they use sign language. People enjoy the silence, and the delicious food.

### EXAM TASK

**7** 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.

Remind students that they have already read the text quickly, ignoring the gaps. Focus on gap number 1. Point out that the word after the gap is *for*. Elicit the missing word. Students complete the task. In the exam, they have around six minutes to skim, complete and check their answers to this task. Check answers as a class, discussing why the other options are wrong in each case.

#### Answers

- 1 A – 'ask' + 'for'. The other verbs are not followed by 'for'.
- 2 B – 'use your hands' is the normal collocation.
- 3 D – 'concentrate' + 'on'. The other verbs are not followed by 'on'.
- 4 D – 'interested' + 'in'. We use 'fond' + 'of', 'curious' + 'about', 'happy' + 'about'.
- 5 B – The collocation is 'keep' + 'quiet'.
- 6 C – We say 'switch' + 'off'.

### Fast finishers

Ask fast finishers to check their answers and think about which answers are correct because of the meaning and which are correct because they are part of a phrase. Encourage them to share their ideas when you check answers.

**8** 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. Nominate one or two groups to share an interesting point of discussion with the class.

#### Answers

Students' own answers

### EXAM BOOST EXAM FILE Section A p10

The exercises on page 10 in section A of the Exam boost provide more practice of using verb phrases. These could be done in class or for homework.

#### Section A

- |           |          |          |               |
|-----------|----------|----------|---------------|
| 1 1 take  | 2 do     | 3 pay    | 4 made        |
| 2 1 lasts | 2 attend | 3 became | 4 take 5 make |