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B2
FIRST

FORMULA

FOR EXAM SUCCESS

TEACHER'S BOOK

with Presentation Tool, Digital Resources and App

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1 | BLUE

UNIT OVERVIEW

Opener

- Language focus: Phrasal verbs
- Topic: History of the colour blue and colour associations

Reading and Use of English – Reading

- Part 5 Multiple choice
- Topic: Unusual natural phenomena

Reading and Use of English – Vocabulary

- Part 1 Multiple-choice cloze
- Language focus: Phrases with prepositions
- Topic: La Casa Azul

Listening

- Part 1 Multiple choice
- Topic: Out of the blue

Reading and Use of English – Grammar

- Part 2 Open cloze
- Language focus: Present tenses
- Topic: Sleep

Speaking

- Part 1 Interview
- Topic: Routines and media

Writing

- Part 1 Essay
- Topic: Travel options and preferences

Extra resources

(See lesson overviews for details)

- B2 First 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: B2 First About the exam
- Video: B2 First Speaking test
- Cambridge B2 First practice exam papers

OPENER p5

DYSLEXIA FOCUS

Students may find the box of words in Ex 3 challenging to read as it is a horizontal list. You could write the words in a vertical list on the board to help them.

Warmer

Ask students to look at the photo on page 5 and elicit a description of it. Ask students if they can guess where it is and why the walls are all painted blue. Elicit some ideas, before giving the answers. Ask students if they know any other towns or cities where buildings have special or interesting colours.

Answer

The photo shows a street in the town of Chefchaouen /ʃef'ʃaʊən/ in Morocco. It is known as the 'blue town' as a large number of the buildings in the old town are painted blue. No one knows for certain why the buildings are blue, but theories include that the colour helps keep the streets cool or that it keeps mosquitoes away.

VOCABULARY: Phrasal verbs

1 Put students into small groups to discuss questions 1 and 2. After a few minutes, ask each group to tell the class some of their ideas.

2 1.1 Explain to students that they will listen to two people talking about the colour blue, and that the people will mention each of the ideas 1–5. Allow students time to read through the five ideas, then play the recording. Put students into pairs and ask them to take turns to talk about one of the ideas. When they have finished working in pairs, elicit what students can remember about each of the ideas. If they cannot remember clearly, play the recording again and pause it to confirm understanding.

Example answers

- 1 People don't always see colours in the same way, e.g. children sometimes say the sky is white or colourless / some tribes couldn't distinguish between green and blue.
- 2 It was the last colour to have a name – there is not much blue in nature.
- 3 Egyptians wanting to copy their favourite precious stone, lapis lazuli.
- 4 It was an expensive dye – only rich people such as royals could afford it.
- 5 It represents ideas of truth and authority (therefore used for uniforms), unity and power (used in flags and by sports teams), peace and calm.

3 Focus students on the sentences and the phrases in bold. Point out that these are all phrasal verbs. Read out the first sentence and ask, *What do you think 'came across' means?* Tell students to try to use the context to work out the meaning, then look in the box to find a verb that matches the meaning. Elicit the answer (found by chance). Explain that *came across* is a phrasal verb: a combination of verb + particle. Explain that phrasal verbs are common in English, especially in informal speech and informal writing. As a class, brainstorm some phrasal verbs that students know and write them on the board, e.g. *get up, go away, get rid of, sit down*.

Ask students to match the phrasal verbs in the sentences with the meanings. Check the answers as a class.

Answers

- | | |
|------------------------|-----------------------|
| 1 found by chance | 2 read about the past |
| 3 discovered | 4 originated in |
| 5 invented | 6 read |
| 7 explains; represents | 8 respect |

4 Ask students to complete the questions with the correct form of the phrasal verbs. Elicit the answers and write them on the board. Then put students into pairs to ask and answer the questions. Nominate a few students to tell the rest of the class about their partner's answers.

Answers

- | | | |
|--------------|----------------|-----------------|
| 1 look up to | 2 looking back | 3 come across |
| 4 comes from | 5 found out | 6 comes up with |

5 Demonstrate the task by saying, *Yesterday, I came across something interesting in the park*. Ask students to identify the phrasal verb in your sentence (*came across*). Then elicit another sentence with a phrasal verb to follow it, e.g. *I wanted to find out what it was*. Put students into pairs to tell their stories. At the end, nominate one pair to re-tell their story for the class.

Alternative

Before doing the task, give students two minutes to write down a list of all the phrasal verbs from Ex 3 and any others they can think of. They can refer to this list as they do the task.

READING AND USE OF ENGLISH – Part 5 Multiple choice pp6–7

LESSON OVERVIEW

- Topic: Unusual natural phenomena

EXAM FILE p11

Learning objective: Students will be better able to identify a writer's attitude and opinion.

Extra resources

B2 First Exam Trainer

- Reading and Use of English – Part 5 Multiple choice pp23–24

Digital resources

- Presentation tool pp6–7
- Video: *About B2 First: Overview*
- Video: *About B2 First: Reading and Use of English 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

Dyslexic students may struggle with the Exam task reading text on page 7. You can allow students to listen to the audio recording of the text to help support them in this task. Alternatively, if appropriate, ask students to read the text in advance of the lesson, but not to do any related activities. Allow enough time for all students to read and use fast finisher activities for those who finish early.

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

Warmer

Ask students to close their eyes. Then ask them to think about the colour blue. Ask them to make a note of the first five ideas or images that come into their mind. Put students into groups to compare their ideas. Ask groups in turn to tell the class which things were on more than one of their lists.

1.2 Ask students to read the title of the text. Ask what they think the phrase *once in a blue moon* means. Elicit or explain that if something happens once in a blue moon, it happens very rarely. Ask students if there is a similar phrase in their language. Brainstorm any rare natural events that students know about (e.g. a solar eclipse). Then play the recording. Ask students to listen and make notes on the events the people mention. Discuss the answers with the class and elicit any information about the events that students can remember from the recording.

Answers

snow in the desert; raining animals (frogs, insects and fish); (brother bought the woman lunch)

2 Tell students about something unusual that you have seen or heard about recently. Allow students one minute to think about something they could talk about and make notes. Then put them into pairs to discuss their ideas. Nominate a few pairs to tell the class about one of the things they discussed.

Alternative

If students find it difficult to think of ideas, tell them they can either use a true story or they can make one up. When they discuss in pairs, their partner can guess whether their story is true or not.

EXAM FOCUS

3 Tell students they are going to do an exam reading task, but first, they are going to read about the task and practise one of the skills needed. Ask students to read through the Exam focus. Ask these questions to check that they understand the main points.

- 1 The meeting lasted two hours. Is this a fact or an opinion? (fact)
- 2 The meeting was a waste of time. Is this a fact or an opinion? (opinion)
- 3 Was I pleased with the meeting? (No. I didn't think it was useful.)
- 4 Do writers usually use words like 'I think' to express their opinions? (Not always. They can use synonyms or other structures.)

Read out the first sentence in the exercise and check that students understand *sympathetic* (= caring and feeling sorry about someone's problems). Explain that A and B are extracts from written texts. Ask students to read the two options and decide which one shows that the writer felt sympathetic (A). Ask, *What is the writer's opinion in B?* (it was the woman's own fault that she was late – the writer is expressing criticism, not sympathy).

Ask students to read through the rest of the task and choose the correct options. Check the answers and discuss why each answer is correct and why the other option is not correct.

Answers

- 1 A 'must have been' = sure it was + frustrating (B 'should have' implies criticism)
- 2 B he'd 'expected' it to be more interesting = disappointment (A simply tells us he didn't like it)
- 3 A vision needed protecting, therefore 'concerned' (B explains the fact that vision through the glasses wasn't clear / was limited)
- 4 B he is surprised that the events are only occasional (A says that they are 'amazing', nothing about frequency)
- 5 B 'unlikely ... spot any movement' (A gives a fact that has been shown to be true, not an opinion)

EXAM BOOST > EXAM FILE Section A p10

The exercises on page 10 in section A of the Exam boost provide more practice of the skill of identifying attitude and opinion. These could be done in class or for homework.

Answers

- 1 1 D 2 A 3 F 4 C 5 E 6 B
 2 1 regrets 2 doubts 3 suspects
 4 hopes 5 refuses 6 accepts

4 Put students into pairs to discuss the question. Elicit a few ideas, but don't confirm them. Ask students to read the article quickly to check their ideas.

Answers

Students' answers based on the fact that the author states that a lot of the 'once-in-a-blue-moon events ... although unusual, are not as unlikely as the hype suggests'.

EXAM TASK

1.0 This reading text has been recorded. To help support them in this task, you can allow dyslexic students to listen as they read the text.

5 If students do this exam task under timed conditions, allow them 12–15 minutes.

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.

When students have finished, check the answers with the class. Elicit the part of the text that confirms each answer and elicit or explain why it is the correct answer. Discuss why the other options are wrong.

Answers

- 1 C implies that such flowers would be seen in spring gardens in London or Japan: 'I'm in the driest place in the world ...'
A is not stated.
B is wrong because he likes to stand back and enjoy the experience.
D is wrong because he moves carefully but not necessarily flexibly.
- 2 C The writer says, 'I'm lucky that my work ... takes me to some of the most amazing places ...' and that 'It feels a real privilege.'
A is wrong – 'pays reasonably well' does not indicate being impressed.
B is wrong because he states it as a fact, not a surprise.
D is wrong because although he mentions experiencing an event, he does not imply pride in this.
- 3 B The writer says they 'need to sell copies and imply that they are once-in-a-blue-moon events.'
A is not stated.
C is not stated.
D is not stated.
- 4 D The writer says 'I would desperately love to see [a Fire Rainbow]' and then says 'Sadly, I'm never likely to see one ...'
A is wrong because he does explain it.
B is not stated.
C is not the best fit because he mentions that the name is inappropriate.
- 5 A The writer says 'I say 'treated' but the experience was so terrifying that ...'
B is not true.
C is wrong – the sight was amazing but that is not why he repeated the word.
D is wrong – he doesn't say the event made him feel special.
- 6 C The writer states 'The scientific reasons behind such events are certainly fascinating but for me it will always be about their magnificent beauty.'
A is not stated.
B is not stated.
D is not stated.

Fast finishers

Ask students who finish early to find three new words or expressions in the text that made it difficult for them to complete the task. Encourage them to read the words or expressions again in context and try to work out the meanings, then use a dictionary to check. Ask students to read their words in context to the class and explain the meanings. Remind students that written texts are a useful source of new vocabulary.

Speaking or writing

6 Read out the two questions. Check that students understand *memorable* (= very good or unusual and worth remembering) and point out that the first question also asks students to explain their reasons. Tell students that they are going to discuss the questions in pairs, and they should try to speak in detail by giving reasons and justifying their opinions. Give students two or three minutes to prepare their answers, then put them into pairs to discuss the questions.

If some students have seen any interesting natural phenomena, encourage them to tell the class about their experiences.

7 Brainstorm some ideas for rare events that students could research in order to create a fact sheet. Suggest a few things if students cannot think of any, e.g. insects or animals falling from the sky, giant hailstones, ball lightning, crop circles, etc. Then, as a class, agree upon a list of facts that students should include in their fact sheets, e.g. the name of the rare event, what it is, how it is caused, how common it is, where it has been observed, etc.

If students have access to the internet in class, they could work in pairs to do the research now and write their fact sheet. If they do not have access to the internet in class, they could do the task individually, for homework. If possible, encourage them to download images to include in their presentation. Ask students to take turns to give their presentations. If students have done the preparation for homework, this can be in the next lesson. When all the presentations have been given, discuss as a class which events are the most amazing and why.

Cooler

Write these adjectives on the board: *anxious, astonished, bored, disappointed, excited, grateful, impressed, relieved*. Put students into teams. Read out the sentences below and tell students that the first team to say what attitude or opinion it is expressing wins a point. They should choose from the adjectives on the board. Explain that a team may only have one guess per sentence, so they should think carefully before they answer. The team with the most points at the end wins.

- 1 We had expected to win the game, so losing felt bad. (disappointed)
- 2 I sat there for over two hours, thinking the film would never end! (bored)
- 3 I didn't know she could act, but her performance showed a lot of natural talent. (impressed)
- 4 After all the stress, I was finally able to relax once everyone was safely home. (relieved)
- 5 I couldn't wait – I was so looking forward to the concert! (excited)
- 6 I couldn't believe it when she said she was leaving – it was completely unexpected. (astonished)
- 7 The storm was getting worse. I began to wonder what would happen to us. (anxious)
- 8 I knew I couldn't have made a success of my business without the help of my family and friends. (grateful)

Extra practice

EXAM TRAINER | pp23–24

For further practice of the skills presented in this lesson for Reading and Use of English Part 5, we recommend students complete the Practice task and How did you do? section on page 23 and Strategies and skills Exs 1 and 2 on page 24 of the B2 First Exam Trainer.

There is a full practice exam included on pages 92–113 of the B2 First Exam Trainer. There are also two full practice exams included in the Digital resources. For further practice, you can use Reading and Use of English Part 5.

READING AND USE OF ENGLISH – Part 1 Multiple-choice cloze p8

LESSON OVERVIEW

- **Topic:** La Casa Azul

EXAM FILE p3

- **Learning objective:** Students will be better able to use phrases with prepositions.

Extra resources

B2 First Exam Trainer

- Reading and Use of English – Part 1 Multiple-choice cloze p7 and p8 Exs 1–2

Digital resources

- Presentation tool p8
- Video: *About B2 First: Reading and Use of English*
- Video: *About B2 First: Reading and Use of English 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

Students may find the format of Ex 4 challenging. To help them, you could read out each of the sentence beginnings (1–6) so students only have to read the endings (A–F) to complete the exercise.

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

Warmer

Write these colours on the board: *black, blue, orange, pink, red, white, yellow*. Tell students that you want them to discuss colours which can be used for decorating their homes. Put students into pairs to discuss these questions and give reasons for their answers.

- 1 Which colours would be good to use for the outside of your home? Which would not be appropriate?
- 2 Which colours would be good for the inside of your home? Would different colours be appropriate in different rooms?

Nominate a few pairs to share their opinions with the rest of the class.

1 Put students into pairs to discuss the questions. After a few minutes, stop the activity and ask each group to tell the class some of their ideas. If students do not know anything about Frida Kahlo, share the background information below with the class, and tell students they will learn a lot more about her when they listen in the next exercise.

BACKGROUND INFORMATION

Frida Kahlo (1907–1954) was a Mexican painter. Her work was inspired by her country's popular culture and folk-art traditions, and she is known especially for her portraits, self-portraits and works inspired by the natural world. After a period living in the US, she returned to La Casa Azul (the Blue House), her family home in Coyoacán, Mexico. The house is now open to the public as a museum of her life and work.

Flexible follow-up

Ask these questions about art and artists to continue the discussion with the whole class.

- What kind of art interests you?
- Do you ever go to museums or art galleries?
- What kind of art do you have at home?
- What well-known piece of art do you like? Why?

2 **1.3** Tell students that they will listen to a radio broadcast about Frida Kahlo and her home. Read out the question, then play the recording. Ask students to listen and note down the three things the presenter noticed about Frida Kahlo's home. Allow students to compare their answers in pairs, then check the answers with the class. Elicit what else they can remember from the broadcast. With weaker classes, if students struggled to understand the broadcast, play it again now, pausing to confirm the answers.

Answers

She noticed the furniture reflected Kahlo's health, the folk art and objects that influenced her clothes and her art, and her love of plants and flowers in the garden.

3 **1.4** Allow students time to read through the phrases with prepositions. Explain to students that they should listen carefully to hear them in context. Play the recording for students to choose the correct prepositions. Then play the recording again to decide what the speaker was referring to in each case. You may need to pause after each phrase, to allow students time to write.

Check answers as a class and if necessary, explain the meaning of the phrases: *belonged to* = was the property of; *moving to* = going to live in a place; *devoted to* = focusing on; *consists of* = contains; *work on* = spend time producing something; *added to* = improved; *appeals to* = is interesting to; *succeeded in* = managed to do something.

Answers

- 1 to (La Casa Azul belonged to Frida Kahlo)
- 2 to (Despite moving to other places, Kahlo returned to La Casa Azul)
- 3 to (La Casa Azul is a museum devoted to Kahlo's life)
- 4 of (The house consists of ten rooms)
- 5 on (Kahlo had a mirror above her bed so she could work on self-portraits while in bed)
- 6 to (Kahlo and her husband added to the house and garden when they lived there)
- 7 to (La Casa Azul appeals to visitors who want to get a better sense of Kahlo)
- 8 in (Kahlo succeeded in becoming an artist despite difficulties)

4 Read through the task and point out that in order to match the sentence halves, students need to think about how the words in bold connect with each other to create phrases.

Answers

- 1 B 2 D 3 A 4 C 5 E 6 F

5 Put students into pairs to complete the questions. Check the answers, and that students understand all the questions. Then ask students to ask and answer the questions. Encourage them to give reasons for their answers and to ask their partner follow-up questions to find out more information. Get feedback on what students had in common.

Answers

- 1 appeal to 2 succeed in 3 on display
4 belong to 5 move to

EXAM BOOST EXAM FILE Section A p2

The exercises on page 2 in section A of the Exam boost provide more practice of phrases with prepositions. These could be done in class or for homework.

Answers

- | | | | | | |
|-----|----------|---|---------|---|------------|
| 1 1 | devotes | 2 | moved | 3 | belong |
| 4 | appeal | 5 | working | 6 | consists |
| 2 1 | pain | 2 | display | 3 | least |
| 4 | addition | 5 | rest | 6 | comparison |