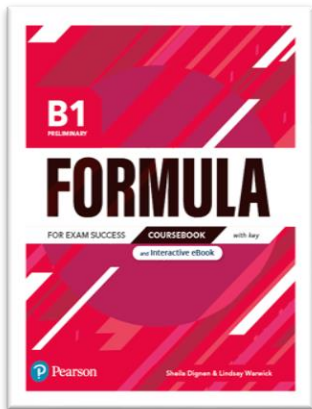


FORMULA

A new flexible course
preparing for Cambridge exams

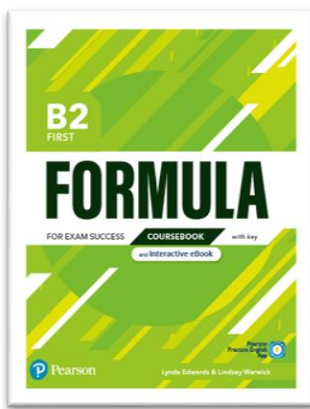
What is *Formula*?

Formula is a flexible, 3-level course preparing students for the Cambridge exams.



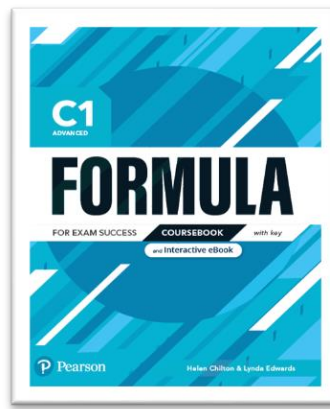
B1 Preliminary

Also suitable for the *For Schools* exam



B2 First

Also suitable for the *For Schools* exam



C1 Advanced

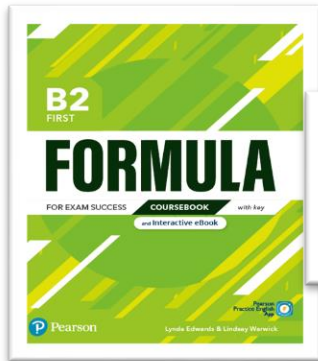
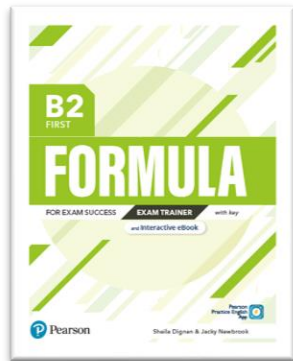
- ✓ Comprehensive, authentic and rigorous **exam preparation and practice for teenagers and young adults**
- ✓ **Works for both** shorter or more extensive courses with **truly flexible components (building blocks)**
- ✓ Easily adapted to suit **in-class, hybrid or fully digital learning scenario**
- ✓ **A fresh approach to units and topics**

Student Components

Student components

PRINT COMPONENTS

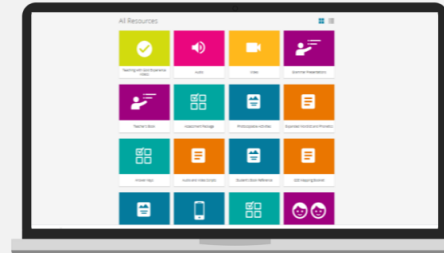
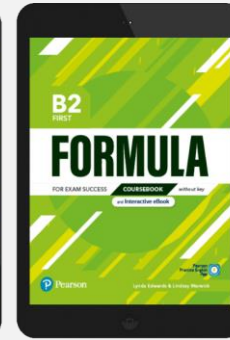
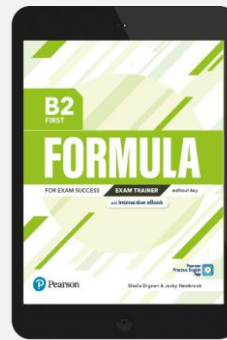
Two flexible core components



Exam Trainer
with and without key

Coursebook
with Exam File
with and without key

DIGITAL COMPONENTS



Interactive Exam Trainer eBook
with and without key

Interactive Coursebook eBook
with and without key

Digital Resources & App



What makes Formula unique?

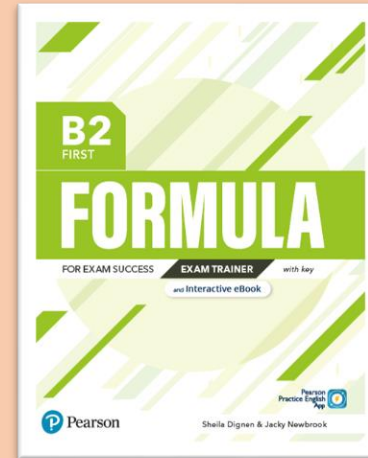
UNIQUE FLEXIBILITY: Two core components

For longer courses



Coursebook with fold-out Exam file

For shorter courses



Exam Trainer

Flexible exam paths: for 30 to 100+ hours

Extensive
(Academic full year)

Super-intensive
(1-2 months)

Exam-focused

Exam-focused with language revision and consolidation

Exam-focused with language development

Extensive-exam language development



Around 30-hours courses

Around 50-hours courses

Around 80-hours courses

Around 100-hours courses

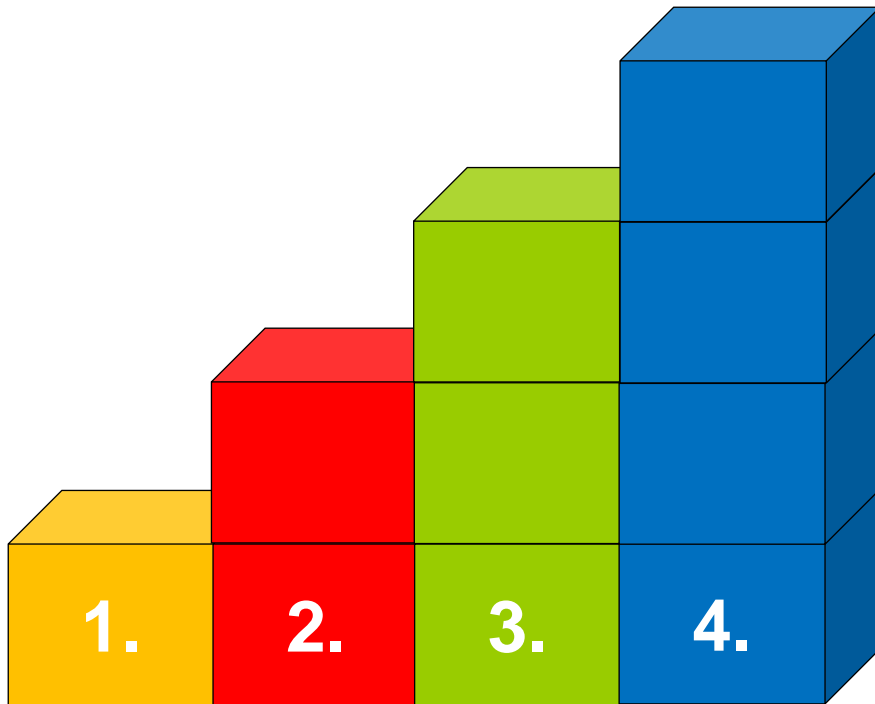
Exam Trainer

Coursebook + Exam File

Exam Trainer + Coursebook + Exam File

Exam Trainer + Coursebook + Exam File + Digital Resources

Create your own **FORMULA** for exam success



Formula BUILDING BLOCKS

BLOCK 4 – digital resources

BLOCK 3 – sections for homework

BLOCK 2 – sections in class

BLOCK 1 – choose your component(s)

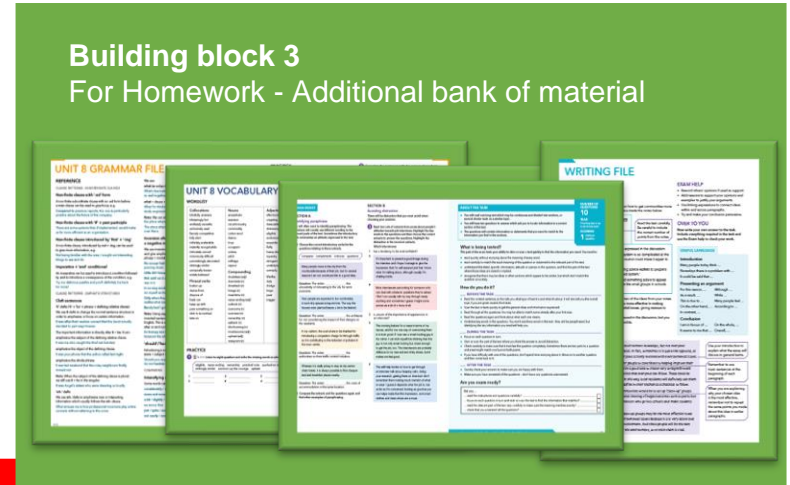
Exam focused with language revision and consolidation

– around 50 hours

Block 1 component – Use the **Coursebook**

Block 2 Sections in class – Use the main lessons

Block 3 Sections for homework – Use additional bank of material (Grammar/Vocabulary/Writing and Speaking file)



Building block 1
Component – COURSEBOOK



Building block 2
In class – Use the main lessons



HOW TO USE FORMULA FOR AROUND 50-HOUR COURSES

EXAM FOCUSED WITH LANGUAGE REVISION AND CONSOLIDATION

Around 50 hours

Use the Coursebook in class

FORMULA B2 FIRST 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 **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.

Create your own Formula

UNIT OPENER (15 mins)



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.

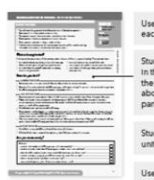
Or, books closed. Use activity 1 as the warmer.

Students carry out activities 2–4.

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

You might like to use activity 5 as the warmer for another class to recycle the phrasal verbs from this lesson.

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



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 1–3 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.

Create your own Formula



Students can complete 'Speaking or writing' activity 6 and do activity 7 for homework, along with the Exam boost activity.

Building block 4 DIGITAL RESOURCES

Before class

Video: About B2 First: Overview, About B2 First: Reading and Use of English, About B2 First: Reading and Use of English Part 5.



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



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



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.



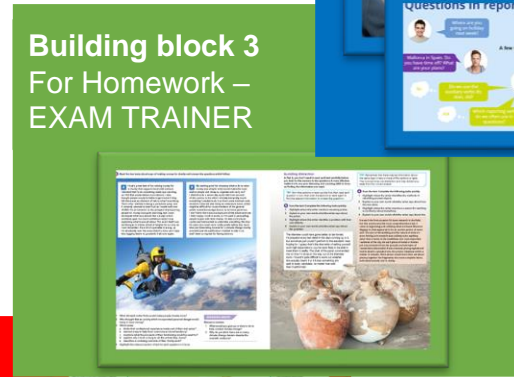
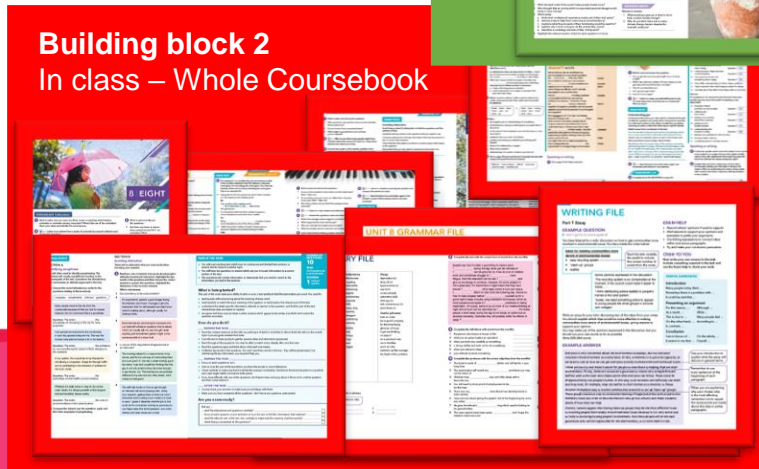
Exam-focused with language development – around 80 hours

Block 1 components – use the **Coursebook and Exam Trainer**

Block 2 Sections to use in class – Use the main lessons and the additional bank of material (Grammar/Vocabulary/Writing and Speaking file)

Block 3 Sections to use for homework – Follow the Exam Trainer page references from the Coursebook to consolidate and extend lessons.

Block 4 Digital resources - Use any of the following to extend your classes and courses depending on specific class needs.



HOW TO USE FORMULA FOR AROUND 80-HOUR COURSES

EXAM FOCUSED WITH LANGUAGE DEVELOPMENT Around 80 hours

Use the Coursebook in class and the Exam Trainer for homework

FORMULA B2 FIRST 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 course of around 80–100 hours, you might decide to use the Coursebook main lessons and the additional bank of material (Grammar, Vocabulary, Writing and Exam file) in class and use the Exam Trainer page references from the Coursebook to consolidate and extend lessons for homework. Here we are providing an example for around 80 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 **diyletsa focus** which highlights tasks which dyslexic students might find challenging and provides ideas for making suitable adjustments
 - a **warmers** 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 **trited** boxes.

Building block 2 SECTIONS IN CLASS

Use the main lessons, the additional bank of material 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.

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 80-hour course, you could provide single skill or multiple skill lessons. For example, you may have 60 × 90-minute classes. A 90-minute class may consist of the following: **Writing – Part 1 Essay**. 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.

Create your own Formula

WRITING – PART 1 ESSAY (90 mins)

UNIT 11		UNIT 12	
SECTION	TOPIC	SECTION	TOPIC
11.1	PRODUCTION	12.1	BEAUTY
11.2	SPORT	12.2	TRAVEL
11.3	TECHNOLOGY	12.3	ENVIRONMENT
11.4	INFLUENCE	12.4	HEALTH
11.5	ARTS	12.5	SPORTS
11.6	TELEVISION	12.6	TELEVISION
11.7	TOURISM	12.7	TOURISM

Use Photocopiable 18 to recycle language from earlier in the unit.

Watch the About B2 First: Writing Part 1 video in the Digital resources.



Use the Coursebook Presentation tool for each page. Use the Coursebook teacher's notes for Warmers.

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 1–5 in the main unit including reading the Exam focus.

Use the teacher's notes to give you some ideas on how to approach the activities.

Students go to the fold-out Exam file and carry out Exam boost Section A on page 14.

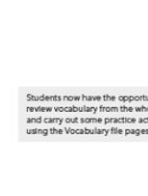
Create your own Formula



Refer students to the Writing file on page 113 and go through the content focusing on audience, structure and tone and highlighting key language they may want to use in their essay.

Students can then return to the main unit and work in pairs to plan their essay which they can do for homework.

For homework, students can write their essay using activity 7 and the Writing file p113 to help them.



Students now have the opportunity to review vocabulary from the whole unit and carry out some practice activities using the Vocabulary file pages 94–95.



Building block 4 DIGITAL RESOURCES

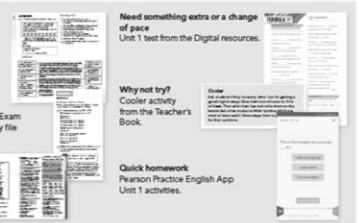
Before class
Exam Trainer Test section on p42.

Less time
Ask students to complete the Exam boost, Grammar or Vocabulary file at home.

Need something extra or a change of pace
Unit 1 test from the Digital resources.

Why not try?
Cooler activity from the Teacher's Book.

Quick homework
Pearson Practice English App Unit 1 activities.



A fresh approach to units and topics

Level 1: senses

Level 2: colours

Level 3: numbers

3 Discuss the questions in pairs. Give reasons for your answers.

- 1 Do you think that it's good for young people to learn music at school? Why? / Why not?
- 2 Is music a good way to meet and connect with people? Why? / Why not?
- 3 Would you like to become a famous singer or musician? Why? / Why not?

4 Read the text about a music event. What kind of text is it?

SINGERS WANTED FOR A MUSICAL!

No experience necessary.
Come and practise every Thursday evening.
Please apply by Friday.

5 Read the text or false.

- 1 It is asking...
- 2 You need to...
- 3 You have to...
- 4 The last day...



6 Read the Exam focus. Then read the sentences. Decide if they have the same (S) or a different meaning (D).

7 For each question, choose the correct answer.



1000 & 1 Signes looks like any other café in Paris, but it is a 'silent café' because all the waiters and cooks are deaf. Customers often go in and (1) _____ for a table as normal, but soon realise that the waiter can't hear them. The waiters are used to this. They (2) _____ their hands to tell customers where to sit, and give out menus with a smile. Customers can then relax and (3) _____ on enjoying the delicious food.

Silent cafés are opening around the world, and the idea is to teach people about deaf culture and sign language. The owners find that many customers are (4) _____ in learning some sign language while they eat. Others just enjoy the experience of (5) _____ quiet and escaping from all the noise outside. Some customers even decide to (6) _____ off their phones, to enjoy the full silent experience!

- | | | | |
|----------|----------|----------|----------|
| 1 A ask | B demand | C want | D insist |
| 2 A show | B use | C manage | D do |



VOCABULARY: Verbs + prepositions

1 Work in pairs.

- 1 What sounds can the girl in the photo hear?
- 2 How do you think she feels? Why?
- 3 What sounds make you feel this way?

2 In film, sound effects are created using everyday objects. How do you think the sounds in the box are made?

thunder rain fire a heart beating flying animals a bone breaking

5 Make questions from the prompts. Make sure you add a preposition. Then, ask and answer the questions with a partner.

- 1 Who / you / rely / for help / when / need it?
- 2 What / you / think / when / you / go / school or work / morning?
- 3 What / you / would like / add / your list of life goals?
- 4 What / help / you / focus / work?

ONCE IN A BLUE MOON?

Nature photographer David Smart reflects on his job and the rarity of some of the unusual natural phenomena he photographs.

I tread carefully, trying to crush as few of the beautiful flowers as possible. But I need to get in the best position to photograph this stunning display of blue, violet and yellow that fills the view. Where am I? In one of the royal London parks in spring? Maybe the famous Kawachi Fuji flower gardens of Japan? No, I'm in the driest place in the world, the Atacama Desert in Chile. And in front of me is the wonderful sight known as Desert Bloom. I angle my camera, focus and click. Job done, I can now stand back, breathe in the scent of millions of flowers and enjoy the moment.

Seeing a rare natural phenomenon like the Desert Bloom is not a one-off for me; I've photographed the Niagara Falls when they were partially frozen over; I've experienced the weird and wonderful rush of darkness during a total eclipse. I'm lucky that my work as a professional nature photographer takes me to some of the most beautiful places in the world and provides me with some of the most interesting subjects. However, it's the rare and unusual nature occasional fascinate me. As one of my friends says, 'It feels like you're on a roller coaster. But in reality, just these? Tabloid headlines and imply that the moon events. 'Niagara frozen over', shout

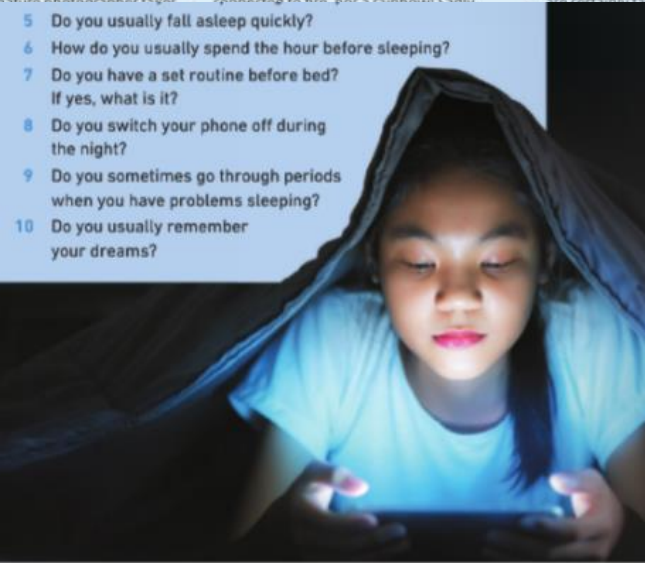
'The only total eclipse you'll see in your lifetime', shouts another and 'Miracle of flowers in the desert', says a third. In fact, these phenomena, although unusual, are not as unlikely as the hype suggests. Niagara Falls have partially frozen over several times - when winds from the North Pole brought arctic temperatures further south (a symptom of climate change). And although apparently inexplicable, those stunning flowers in the desert will flower again in another five or seven years. The seeds lie in the soil and will grow whenever there is a lot of rainfall.

Real, once-in-a-blue-moon events **do** happen, but it is only by chance that they are ever seen or recorded. For example, there's one spectacular event that I would desperately love to see. It's known as a Fire Rainbow, but is actually neither connected to fire, nor rain, but to lightning.

I got my wish once, and like the Desert Bloom it was in Chile. I was there to film a volcanic eruption at Volcan Calbuco, a very dangerous active volcano. While filming, I was treated to a rare display of volcanic lightning. This is a unique type of electrical reaction that happens inside a great cloud of ash, otherwise known as a 'dirty thunderstorm'. I say 'treated' but the experience was so terrifying that my instincts were to run like a rabbit. One of the things I love about photography is that it shows on earth was, however rare, and those pictures are among the most I have ever taken.

I think my obsession with these phenomena should be quite understandable. I'm very fortunate to have a chance to travel to record as many of these events as I can. The scientific reasons behind them are fascinating but I don't think their magic is ever lost. I'm surprised that people never cease to be fascinated by these just unusual experiences. I've spent a lot of time chasing them and it's one of the most rewarding things I do. I've met one more person who shares my passion...

- 5 Do you usually fall asleep quickly?
- 6 How do you usually spend the hour before sleeping?
- 7 Do you have a set routine before bed? If yes, what is it?
- 8 Do you switch your phone off during the night?
- 9 Do you sometimes go through periods when you have problems sleeping?
- 10 Do you usually remember your dreams?



EXAM TASK

- 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).

A cure for insomnia?

I've just read an article about blue light and I think I've discovered (0) THE most likely reason for my recent restless nights! You see, blue light, emitted by sunshine, some types (1) of lighting and electronic device screens, has both benefits and dangers for us. It helps improve mood, memory and concentration, but if we (2) use a lot of time

FORMULA

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



VOCABULARY: Phrases with prepositions

- 1 Work in pairs and discuss the questions.
- 1 Which artists do you like? Why?
 - 2 Who is the most well-known artist in your country? Why do people like their art?
 - 3 The photo shows artist Frida Kahlo's home. What do you know about Frida Kahlo?
- 2 1.3 Listen to a radio broadcast about Frida Kahlo and her home. What three things did the presenter notice about her home?
- 3 1.4 Listen again and choose the correct prepositions. What does the speaker refer to when she uses each verb + prepositional phrase?
- | | |
|-----------------------------|------------------------------------|
| 1 belonged from / to | 5 work at / on (a painting) |
| 2 moving at / to | 6 added for / to |
| 3 devoted for / to | 7 appeals at / to |
| 4 consists from / of | 8 succeeded from / in |

EXAM BOOST p2

Complete Exam file SECTION A

EXAM TASK

- 6 For questions 1-8, read the text below and choose the answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

What our homes say

A home is more than a building. It's a place that influences our identity and represents our environment. The environment makes us who we are, or who we want to be. For example, if we grow up in a city, the experience of moving to a quiet home alone might

It was bravado at first, born of a desire to put my friends' backs up. In retrospect, I don't believe there was any real intention of following through on my decision, but there 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'd 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 can't say that I didn't have second thoughts. Yes, I was apprehensive and the 'what-ifs' crowded in the more I thought about it. However, my friends' conviction that I would back down and a weird sense of elation combined to boost my determination to see it through. And determined I was, although

lacking the confidence to organise the whole trip myself. I booked on a group tour for solos, 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 baggage, 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 adventurous solo traveller might hoard away for future reference. My excitement grew.

And then, at the airport, reality hit, and the apprehension took over. I'd never travelled long-haul before or experienced that panic of possibly missing a connection. Struggling to find the right queue in a heaving, noisy sea of passengers was daunting, and the second, third and fourth thoughts were coming thick and fast. Even when

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 adventurous. Inevitably there have been the mistakes; getting stung by taxi 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 staying safe, 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 relive the memories with you on your return. But pitch all this against the freedom and the independence, and there's no contest! I am now a seasoned solo traveller. The stigma that used to be attached to people travelling alone has gone. We are no longer seen as people with no friends, or easy targets for the unscrupulous. And although the more adventurous might choose to

FIRST CONVERSATIONS

1 Do you often strike up conversations with strangers, for example when travelling?

- a) Yes, I think it's a great way to pass the time.
- b) No, I like to keep myself to myself because I'm a bit shy.
- c) It depends.

2 When you're introduced to someone for the first time, do you find it easy to maintain a conversation?

- a) Very easy. I'm never lost for words!
- b) Not really. It's OK if I find some common ground between us.
- c) It depends.

3 Would you say that you tend to dominate conversations in general?

- a) Perhaps. Once you get me started on something, it's sometimes hard to get me to stop!
- b) It's probably the opposite. It takes a while for me to come out of my shell – I think I come over as uninterested in people from time to time.
- c) It depends.

One-novel wonders

First-time novelists are often one-time novelists. They **(0)** B everyone's attention with a best-selling debut and shoot to literary fame – take *The Great Gatsby* by F. Scott Fitzgerald, for example. Having **(1)** _____ their expectations, many are either boosted by their success or struck by writer's block, **(2)** _____ that the public are expecting a follow-up to hit the shelves almost immediately. This perceived pressure can result in writers feeling **(3)** _____ of repeating their success, sometimes leaving fans waiting decades for their next book.

But there are also writers who have no intention of putting pen to paper – or fingers to keyboard – ever again after **(4)** _____ their ambition to become a published author. **(5)** _____ of their success, these writers are often happy enough to have got their 'own' story out there but do not **(6)** _____ to spending their lives writing. And then there are writers who _____ to produce something that **(8)** _____ with a new trend phy. Timing can be everything, but one thing's for certain: the _____ for having a one-hit wonder are as individual as the stories – _____ themselves.



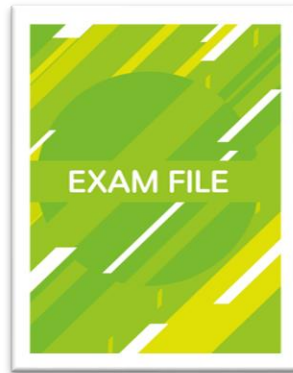
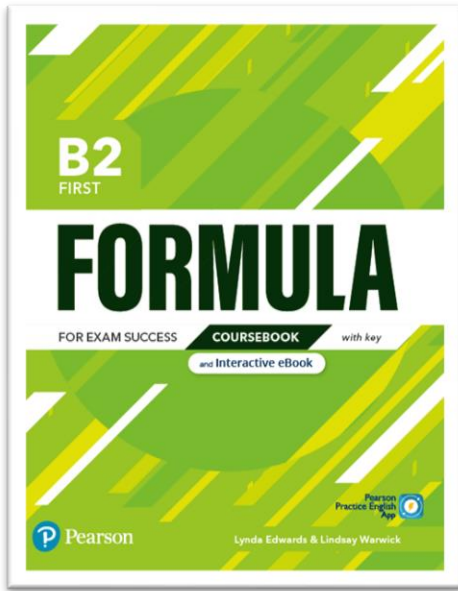
dominate B capture C excite D seize
 belated B beaten C exceeded D bettered

Formula is dyslexia-friendly

- ✓ Dyslexia-friendly fonts and formats
- ✓ Recordings of all main texts (in Presentation Tool and eBooks)
- ✓ Guide to teaching dyslexic students
- ✓ Dyslexia-friendly test package

Coursebook

Coursebook with fold-out Exam file



Coursebook

- 8 units with each lesson covering one part of exam (7 lessons)
- Link to Exam Trainer
- Unit reviews (1-2, 1-4, 1-6, 1-8)
- Additional bank of material: Grammar file, Vocabulary file, Writing file, Speaking file
- Audio scripts
- (answer key)
- Well-being: Mindfulness for exams

Exam file

- Exam boost exercises
- Exam reference
- Checklist

With access to:

- ✓ **Coursebook Interactive eBook**
- ✓ **Digital resources**
- ✓ **App**

FORMULA





VOCABULARY: Phrases with make and do

1 What do you know about salt?

2 3.1 Listen to a talk about the importance and history of salt and answer the questions.

- 1 Were your ideas mentioned?
- 2 What uses does the speaker talk about?
- 3 Where does salt come from?

3 3.2 Match the sentence halves. Then listen again and check.

- | | |
|--------------------------------------|--|
| 1 We can't do without | A make deals using salt. |
| 2 It does us good , although | B made into tourist attractions. |
| 3 It made the difference | C too much in our diets can also do us harm . |
| 4 People would trade and | D salt in our daily diet. |
| 5 The rich made a huge profit | E completely made of salt. |
| 6 Salt production was all | F done by hand then. |
| 7 These old salt mines have been | G between life and death. |
| 8 There is even a hotel | H from selling salt. |



4 Complete the sentences with the correct form of phrases with make and do from Ex 3.

- 1 Think of something we usually throw away that could be _____ something useful.
- 2 Name an activity that we should avoid because it _____.
- 3 Name three things in this room that are _____ different materials.
- 4 What can sometimes _____ between passing and failing an exam? Why?
- 5 Name something that you couldn't _____ for a week.
- 6 When did you last _____ with someone to do something in return for something else? What was it?

5 Answer the questions in Ex 4 and compare your answers with a partner. Find the most interesting answers in the class.

6 Work in pairs. Write three sentences using phrases with make and do from Ex 3. Two of your sentences are false and one is true. Can your partner guess the true sentence?

1 1.2 Listen to two people discussing rare natural events. What events do they mention?

2 Tell your partner about something unusual that you have seen or heard about recently. Compare your answers with the class. Think about:

in your area on TV
at college or work online

3 Read the Exam focus. For statements 1-5, choose the correct option (A or B) that best fits.

- He felt sympathetic towards the woman who arrived too late.
 - It must have been frustrating for the woman to miss the event.
 - She should have made sure she got here on time.
- He was disappointed by the experience.
 - I really didn't enjoy it at all.
 - It wasn't as interesting as I'd expected.
- The writer was concerned about possible eye damage.
 - We wore special glasses to protect our vision.
 - We couldn't see that well through the protective glasses.
- He is astonished by the rarity of such events.
 - These events are amazing to watch.
 - I can't believe this happens only once in a blue moon.
- Surely, it's nearly impossible for the movement of the rocks to be noticed.
 - It has been proven that onlookers do not notice when the rocks move.
 - I'd say it was unlikely that people watching could spot any movement of the rocks.

EXAM BOOST p10

Complete Exam file SECTION A on page 10.

4 Read the title of the article and look at the photos. Why do you think the title has a question mark? Read and check your ideas.

EXAM FOCUS

Identifying attitude and opinion

The opinion or attitude of a writer or a person mentioned in a text is not always introduced by words like I think / I believe / in my opinion.

Look for ways an opinion or attitude has been rephrased.

Use of a synonym or expression: I was frustrated by the phone call. = it was a complete waste of time.

Use of a different structure and more detail: I was impressed by the colours. = I certainly hadn't thought the reds and blues would be so effective.

Use of an explanation: I doubted his honesty. = I wasn't convinced he was telling the truth.

It is also important to identify whether what you read reflects the author's opinion or whether it is reporting a fact. Look for words or phrases to indicate this: statistics show / it proves / records reveal

EXAM TASK

5 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.

- What point is the writer making in the first paragraph?
 - He often takes photographs of flowers in different gardens.
 - He is more interested in his photography than what he photographs.
 - He is photographing something that is unusual because of the climate.
 - He needs to be flexible when he's working.
- How does the writer feel about his work?
 - impressed by the amount of money he earns
 - surprised at how often he has to travel
 - grateful for the opportunity to observe rare events
 - proud to be so well-experienced
- What is the writer's attitude towards tabloid newspapers?
 - He thinks they are too influential.
 - He suspects they exaggerate to attract readers.
 - He believes they do not check their facts.
 - He wonders why they contradict each other.
- When talking about Fire Rainbows, the writer regrets that
 - he cannot explain the reason for Fire Rainbows.
 - he has never seen a photograph of one.
 - he is unaware how they got their name.
 - his chances of seeing one are very low.
- The writer repeats the word 'treated' in paragraph 5
 - to indicate that the experience wasn't immediately enjoyable.
 - to show that the event had never happened before.
 - to emphasise how amazing the sight was.
 - to stress how special the event made him feel.
- What does the writer believe about the science behind rare natural events?
 - It's always important to know why an event occurs.
 - Science cannot always explain these types of events.
 - It's interesting but not as important as the visual effects.
 - Understanding the scientific reasons is not part of his job.

ONCE IN A BLUE MOON?

Nature photographer David Smart reflects on his job and the rarity of some of the unusual natural phenomena he photographs.

I tread carefully, trying to crush as few of the beautiful flowers as possible. But I need to get in the best position to photograph this stunning display of blue, violet and yellow that fills the view. Where am I? In one of the royal London parks in spring? Maybe the famous Kawachi Fuji flower gardens of Japan? No, I'm in the driest place in the world, the Atacama Desert in Chile. And in front of me is the wonderful sight known as Desert Bloom. I angle my camera, focus and click. Job done, I can now stand back, breathe in the scent of millions of flowers and enjoy the moment.

Seeing a rare natural phenomenon like the Desert Bloom is not a one-off for me; I've photographed the Niagara Falls when they were partially frozen over; I've experienced the weird and wonderful rush of darkness during a total eclipse. I'm lucky that my work as a professional nature photographer takes me to some of the most amazing places in the world and pays reasonably well. However, it's the really unusual sights which nature occasionally provides for us that really fascinate me. As one of my photographer friends says, 'It feels a real privilege.'

But in reality, just **how** rare are events like these? Tabloid headlines need to sell copies and imply that they are once-in-a-blue-moon events. 'Niagara Falls completely frozen over', shouts one newspaper,

'The only total eclipse you'll see in your lifetime', shouts another and 'Miracle of flowers in the desert', says a third. In fact, these phenomena, although unusual, are not as unlikely as the hype suggests. Niagara Falls have partially frozen over several times - when winds from the North Pole brought arctic temperatures further south (a symptom of climate change). And although apparently inexplicable, those stunning flowers in the desert will flower again in another five or seven years. The seeds lie in the soil and will grow whenever there is a lot of rainfall.

Real, once-in-a-blue-moon events **do** happen, but it is only by chance that they are ever seen or recorded. For example, there's one spectacular event that I would desperately love to see. It's known as a Fire Rainbow, but is actually neither connected to fire, nor a rainbow! Sadly, I'm never likely to see one anywhere apart from in a photograph. These incredible optical phenomena, which appear to be amazing combinations of colours in the sky, only occur when there is a very specific combination of atmospheric conditions. In addition to this, they are only visible from high altitudes.

Being in the right place at the right time is what a nature photographer like me longs for, but it doesn't happen very often.

I got my wish once, and like the Desert Bloom it was in Chile. I was there to film a volcanic eruption at Volcan Calbuco, a very dangerous active volcano. While filming, I was treated to a rare display of volcanic lightning. This is a unique type of electrical reaction that happens inside a great cloud of ash, otherwise known as a 'dirty thunderstorm'. I say 'treated' but the experience was so terrifying that my first instincts were to run like mad! The attraction of photographing one of the greatest light shows on earth was, however, very strong and those pictures are among the best I have ever taken.

I think my obsession with these rare natural phenomena should be quite clear by now! I'm very fortunate to have a job which allows me to travel to record as many as I can. The scientific reasons behind such events are certainly fascinating but for me it will always be about their magnificent beauty. The powerful surprises that nature continues to deliver will never cease to amaze me. Whether they are just unusual or truly once in a lifetime experiences, I can't see myself ever getting tired of chasing them. Now, maybe just one more photo of these incredible flowers ...



Speaking or writing

6 Work in pairs and discuss the questions.

- Which of the natural events in the article would you most like to experience? Why?
- Tell the class about the most memorable natural event you have seen.

7 Research another rare event and write a fact sheet about it. Present it to the class.

EXAM BOOST

You need to sound friendly with neutral or less formal language.

1 Complete the sentences with these words.

also forever love perfect
say seems way worth

- What I _____ about (giving gifts) is (seeing people's faces).
- It's really _____ giving (a gift service) a try.
- A _____ example of this was (my very first bike).
- One _____ to (succeed) is to (start with a plan).
- It's not just about (the gift), it's _____ about (how you present it).
- Do that and you'll be _____ (happy).
- It _____ to me that (no one really enjoys shopping for gifts).
- I'd _____ that it's much more fun to (buy a gift than receive one).

You also need to engage the reader. You can do this with questions and descriptive language.

2 Write the words in the correct order to make the beginning of questions you could use in an article.

- ever / considered / you / have / ...?
- try / you / ever / would / ...?
- do / when / do / what / you / ...?
- who / you / are / someone / ...?
- like / this / sound / does / ...?
- if / do / what / you / would / ...?
- you / tried / ever / have / ...?
- anyone / you / do / know / who / ...?

3 Complete five questions from Ex 2 with different endings to make questions on the topic of gift giving.

4 Match the more descriptive sentences A-H with sentences 1-8.

- It has a pleasant smell.
 - It has a unique taste.
 - The store's always crowded.
 - I was really excited.
 - It really annoyed me.
 - It's my favourite thing to buy people.
 - I'm not very confident in my choice of gifts.
 - I was very disappointed with what I got.
- A It's like nothing you've ever tried before.
 B I'm always totally unsure about what to get people.
 C It reminds me of breathing in air on a summer's day.
 D There's nothing I like better than getting my family and friends ...
 E I was buzzing with excitement.
 F You usually have to fight your way through people.
 G It was such a terrible let-down.
 H It really got on my nerves.

In addition, you need to use a range of phrases to connect ideas.

5 Complete the sentences with these words and phrases. More than one answer might be possible and a phrase might fit more than one sentence.

After all As well as that Having said that
 However I mean In actual fact
 In other words That's why

- Giving a gift can make someone feel loved. _____, the gift giver feels good too.
- Buying gifts is fun. _____, it can be stressful too.
- Buying gifts is awful for some people. _____, not everyone enjoys it.
- We shouldn't spend much on gifts. _____, the recipient doesn't always want them.
- I love buying people gifts. _____, I don't enjoy buying for my dad much.
- Buying gifts people don't want is a waste. _____, I don't bother!
- I always think my friends want what I buy them. _____, I want what I buy them!
- Gift giving should be for children. _____, receiving gifts is not really an activity for adults.

ABOUT THE TASK

- An article should inform and entertain the reader.
- It may be written for an English-language magazine or newspaper.
- In the task, there is a context sentence telling you who you are writing the article for and why.
- There are also ideas or questions to help you with what to write about.
- You should write your article in an interesting and lively way.

TASK
Write an article in 140-190 words.

TIMING
Approximately 40 minutes

SCORING
Half available marks on Writing paper

What is being tested?

An article should engage and entertain the reader. After reading it, the reader should understand your opinion and your reasons. You are marked on a scale of 1-5 in four areas.

- Content:** This must all be relevant. You should engage the reader and write in an interesting way, e.g. by including anecdotes or amusing examples.
- Communicative achievement:** Use a semi-formal or informal style. The reader must be able to understand your main points.
- Organisation:** Use clear paragraphs, including an introduction and a conclusion. Your article should be easy to read and coherent.
- Language:** Use a variety of simple and complex structures. In an article, you should include a range of interesting vocabulary, and rhetorical questions.

How do you do it?

BEFORE THE TASK

Read the instructions and the question carefully. Think about:

- the topic - what information do you have to include or what questions do you have to answer?
- what title you could give your article. This is a good way to interest the reader, but it also helps you think about the main focus of your article.

DURING THE TASK

Before you start writing, spend time planning your article.

- Note down what you think about the topic, including your own opinion.
- Think about interesting information or details you can include. Are there amusing anecdotes you could write about?
- Think about how many paragraphs you will need. The first paragraph should introduce the topic in a way that will catch the reader's interest.
- Think about ways of linking your ideas so that your article is easy to follow.
- Think about the last paragraph. This could be a short summary of your article or something amusing.

When you are happy with your plan, write your article.

AFTER THE TASK

- Read your article to check that it makes sense and is interesting, and that there are no grammar or spelling mistakes.
- Make sure you have included all of the information from your plan and that you have written the right number of words.

Are you exam-ready?

Did you ...

... spend enough time planning?

... include all the information required?

... include an introduction and a conclusion?

... link your paragraphs clearly?

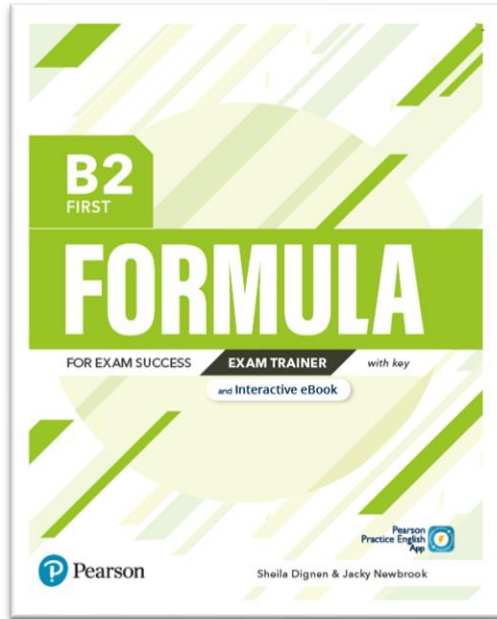
... use appropriate language and devices to interest the reader such as rhetorical questions?

... check for grammar and spelling mistakes?

... write the right number of words?

Are you ready for Writing Part 2 Article? Identify an area to improve.

Exam Trainer



Exam Trainer

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- ✓ **Test, Teach, Test approach**
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With access to:

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- ✓ **App**

ABOUT THE TASK

- In Reading and Use of English Part 1, you read a short text with eight gaps.
- There are four multiple-choice options for each gap.
- You choose the word or phrase that best fits each gap.
- The gaps can test your understanding of differences in meaning between similar words, for example, **found**, **invent** and **discover**. They can also test your knowledge of words that collocate with particular prepositions, or words that occur in fixed phrases.
- They also test your knowledge of verb patterns, for example whether a verb is followed by an infinitive or a clause.
- Some gaps test your knowledge of phrasal verbs and linking words.
- Each question is worth one mark.

TEST

Practice task

- 1 Read the first paragraph of a text about micro homes and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Micro homes

Most people (0) _____ B _____ of owning their own home, but for many young people this is not a realistic possibility. House prices are (1) _____, and renting is also expensive, which (2) _____ that saving enough money for a deposit is often out of reach. In recent years, (3) _____, the micro house movement has started to grow. Micro homes are small, compact homes that are cheap to build and need very little space. If the idea (4) _____ off, it could offer an alternative to more traditional homes.



- | | | | | |
|---|------------|-----------|-----------|-----------|
| 0 | A hope | B dream | C intend | D wish |
| 1 | A great | B big | C severe | D high |
| 2 | A causes | B demands | C means | D allows |
| 3 | A although | B however | C despite | D instead |
| 4 | A takes | B gets | C puts | D makes |

How did you do?

- 2 Check your answers.
- 3 Look at the four answers again.
 - 1 Which answer needs you to use linking words correctly?
 - 2 Which answer needs you to understand typical collocations?
 - 3 Which answer needs you to know the meaning of a phrasal verb?
 - 4 Which answer needs you to understand differences in meaning between words with similar meanings?
- 4 Look at the four sets of words from the options (1-4) in Ex 1 in context. What do you notice about how each one is used? Then look at the gaps in the Ex 1 text again. Can you see why the answers are correct?
 - 1 The film was a **great success**.
The new TV arrived in a **big box**.
We were delayed by the **severe weather**.
They charge very **high prices**.
 - 2 Pollution in cities **causes** a lot of health problems.
Working with children **demands** a lot of patience.
He has no job, and this **means** that he has very little money.
Living in a micro home would **allow** us to save more money.
 - 3 **Although** he's only young, he's a brilliant player. / He's a brilliant player, **although** he's only young.
Her sister, **however**, isn't interested in sport at all. / **However**, her sister isn't interested in sport at all.
Despite her young age, she is determined to go to the USA.
You should study more **instead of** chatting to friends online.
 - 4 I'm sure the idea will **take off**.
I can't **get** the lid **off**.
You can't **put off** the decision any longer.
A thief **made off** with the money.

ABOUT THE T

- In Reading an with eight gap
- There are four
- You choose th
- The gaps can meaning betw invent and di words that co that occur in f

TEST

Practice ta

- 1 Read the first and decide v gap. There is

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Most people (C) home, but for n possibility. Hou renting is also e saving enough. In recent years, movement has compact home space. If the id alternative to m



- 0 A hope
- 1 A great
- 2 A causes
- 3 A although
- 4 A takes

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FORMULA

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Strategies and skills

Phrases with prepositions

The correct choice for a gap often depends on matching the correct option with the preposition after the gap.

- 1a** Read the sentences and look at the highlighted prepositions. Choose the word that is followed by each preposition and fits the context.
- I'm very **interested / curious / keen / attracted** in music.
 - I wasn't sure how to **arrive / find / reach / get** to the restaurant.
 - I'm not **informed / interested / familiar / knowledgeable** with his books.
 - James is still **mending / recovering / improving / gaining** from his operation.
 - I felt very **pleased / satisfied / proud / content** of myself.
 - It wasn't clear whether she **approved / liked / agreed / accepted** of what we had done.
 - The wet weather had a very **damaging result / solution / effect / end** on tourism.
 - I hadn't **recognised / noticed / realised / heard** of this artist before.

- 1b** What prepositions are the other words followed by? Which words are not usually followed by a preposition?

Prepositions are also used before nouns, in fixed phrases or collocations. It is important to learn and recognise these. Sometimes the preposition may be the gap.

- 2** Look at the prepositions and nouns (A-D) carefully. Then choose the ones which form fixed phrases or collocations to complete the sentences.
- It was really exciting to finally meet her in _____.
A end B life C person D face
 - She was a doctor by _____.
A job B profession C work D employment
 - We soon found that we had a lot _____ common.
A as B for C between D in
 - _____ my surprise, they offered me the job as a photographer.
A For B In C To D Against
 - The police soon arrived on the _____.
A location B place C situation D scene
 - He could play the whole piece of music by _____.
A memory B mind C heart D feeling

SPEAKING BOOST

Discuss or answer.

- Describe your perfect home.
- What are the challenges when you move to a new home/location?

Phrasal verbs

Some questions test your knowledge of phrasal verbs. Sometimes the whole phrasal verb is missing, or sometimes just the verb or the particle.

TIP: Make sure you learn as many phrasal verbs as you can. It's important to remember which need an object, which can be separated and which have three rather than two parts.

- 3** Choose the correct words or phrases to complete the sentences.
- The book was popular and quickly sold in / off / out / after.
 - There were fears that robots would take / give / get / make over our lives.
 - Other members of the group made up for / got through to / went over to / came up with some good ideas.
 - I decided to take / get / make / put up his offer of a job with the company.
 - I hoped I might pick off / up / out / over some useful tips.
 - I always shut down / put off / take off / shut up my computer before I go home from work.
- 4** Choose the correct verb (A-D) to complete the sentences.
- We've decided to _____ ahead with our plans for a new office.
A take B go C put D bring
 - They've _____ the meeting off until next week.
A got B stopped C put D taken
 - Food prices have _____ up a lot recently.
A changed B got C taken D gone
 - Do you think we should _____ together for a meeting?
A get B bring C take D make
 - All the lights suddenly _____ off.
A moved B got C put D went
 - I was ill last week, so I _____ a bit behind with my work.
A went B came C got D turned
 - We don't like the temporary office location but we will have to _____ up with it until June.
A live B put C take D turn
 - Everyone says I _____ after my father because we look alike and both love jazz.
A look B go C take D do

Verb patterns

Sometimes you need to think about what kind of pattern follows a verb, for example an infinitive, a noun, an -ing form or a that clause.

- 5** Choose the correct verb pattern to complete the sentences.
- Finally, I managed **reserving / to reserve** a table at the popular new bistro.
 - It was very hard to accept **to lose / that we had lost** the game.
 - I had never considered **moving / that I move** to another country before.
 - I urged Sam **to be / Sam that he should be** careful.
 - Some of my friends agreed **helping / to help** us.
 - I couldn't imagine **working / me to work** in a busy restaurant kitchen all day.
- 6** Choose the correct verbs (A-D) to complete the sentences.
- We _____ to go ahead with the event despite the concerns.
A considered B thought C decided D insisted
 - I had always _____ studying very difficult.
A found B experienced C believed D realised
 - Our manager _____ that we should postpone the show for a few weeks.
A urged B suggested C told D persuaded
 - Natalie _____ to think of herself as an artist.
A insists B imagines C likes D stresses
 - I really _____ what everyone did for me.
A benefited B approved C agreed D appreciated
 - Some friends _____ me to apply to a TV baking show.
A suggested B proposed C said D encouraged

SPEAKING BOOST

Discuss or answer.

- Talk about what drinks you have in a typical day and where you have them.
- What do you think of fair trade products?



Easily confused words

Some words have very similar meanings and are easy to confuse. Think carefully about the particular meaning each word has, and also think about the prepositions, collocations and patterns each word is used with.

- 7** Choose the correct words (A-D) to complete the sentences.
- I've always taken loads of photos and _____ them online.
A sent B posted C mailed D delivered
 - She _____ her first album in 2016.
A brought B displayed C released D presented
 - The pack _____ posters and leaflets for the environmental campaign.
A contains B combines C composes D consists
 - You can see the _____ of the sun reflected on the solar panels.
A bars B rays C lights D flashes
 - Prague is an extremely popular _____ for tourists.
A visit B intention C aim D destination
 - From the hill, you can get a wonderful _____ of the whole city.
A scene B sight C view D glance

Verb collocations

A lot of common verbs such as get, have, make, put, take, etc. are used in collocations or fixed phrases. It is important to learn as many of these as you can.

- 8** Complete the sentences with the verbs from the box.

come do go get have keep
make play spend take

- I knew I needed to _____ this secret from everyone.
- I wondered how I could _____ advantage of the situation.
- A bit of string should _____ the job and hold everything together.
- What he said didn't _____ sense to me.
- I took Ewa to one side to _____ a quiet word with her.
- I hope your dreams will _____ true.
- I don't _____ a lot of time watching TV.
- We decided to _____ a trick on Jack.
- You should _____ rid of those old trainers - they are disgusting!
- I don't think anything will _____ wrong because you have prepared so carefully.

Linking words

Some questions test your knowledge of linking words and phrases.

- 9 Look at the bold linking words in the sentences (1-6). Match them to the synonyms (a-f).
- We had the party at home **rather than** hiring a hall.
 - We'll go ahead, **as long as** you're happy with that.
 - The plane was late **owing to** the bad weather.
 - Everyone was early, **apart from** Leon.
 - He is still a formidable opponent, **despite** his age.
 - I turned the music down **so as to** hear him better.
- a because of, due to, thanks to
 - b in spite of
 - c instead of
 - d in order to
 - e except
 - f if, provided that

- 10 Choose the correct linking words (A-D) to complete the sentences.

TIP: Make sure the word you choose fits with the words that come after the gap as well as those that come before.

- We decided to take our own picnic, _____ than eating out.
A instead B whereas
C rather D by contrast
- We needed to hurry up, _____ we would be late.
A otherwise B however
C although D except
- The product was a success _____ its problems.
A except B in spite of
C however D although
- I won't call you _____ there's a problem.
A unless B provided that
C except D owing to
- The shop sold cards and magazines _____ books.
A in addition B in particular
C as well as D what's more
- _____ the first experiments failed, she never thought about giving up.
A However B Nevertheless
C In spite of D Although

EXAM TASK

Read the text about preparing for a possible emergency and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Preparing for the worst

We all depend on supermarkets for food and we (0) D it for granted that the shelves will always be full. But some people believe it's best to be prepared (1) _____ there's an emergency and normal life is disrupted for a while. They say there is a risk from extreme weather or an outbreak of flu, (2) _____ more serious natural disasters. People who prepare in this way are informally (3) _____ as 'preppers', and more and more people are now listening to their (4) _____. Alison Jones from Cambridge, UK, is a typical example. She keeps a month's (5) _____ of food in a cupboard, along with bottled water and medicines that her family needs. She is aware that some people would (6) _____ her to be slightly odd, but says that, for her, it makes perfect (7) _____ to be prepared. 'We keep just enough to see us through a few weeks, so we can then (8) _____ our normal lives. Why would anyone not do that?'



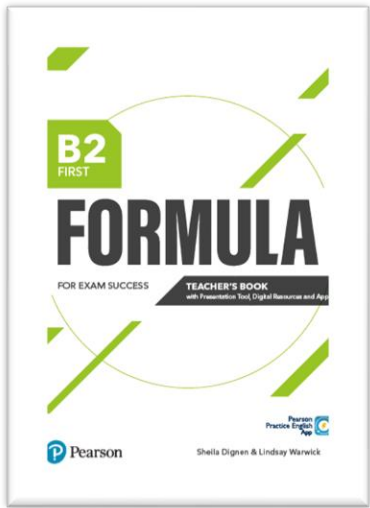
- | | | | |
|---------------------|---------------|-----------------|-----------------|
| 0 A get | B have | C make | D take |
| 1 A even if | B in case | C provided that | D whereas |
| 2 A although | B as well as | C in spite of | D in contrast |
| 3 A known | B called | C named | D entitled |
| 4 A views | B wishes | C requests | D decisions |
| 5 A donation | B number | C supply | D delivery |
| 6 A decide | B accept | C realise | D consider |
| 7 A sense | B reason | C idea | D judgement |
| 8 A go through with | B put up with | C get on with | D get away with |

TEST

Teacher Components

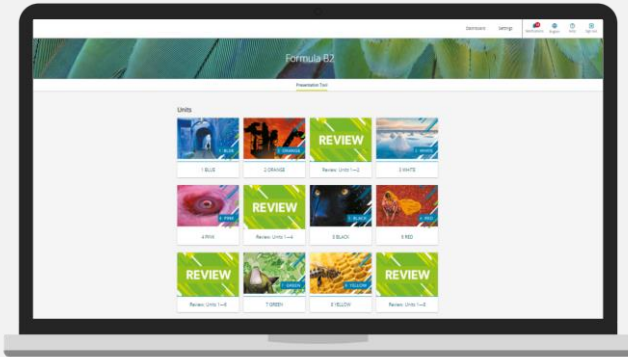
Teacher components

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1 BLUE



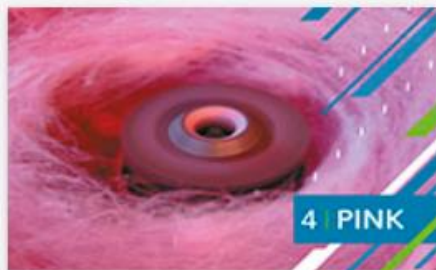
2 ORANGE



Review: Units 1—2



3 WHITE



4 PINK



Review: Units 1—4



5 BLACK



6 RED



Review: Units 1—6



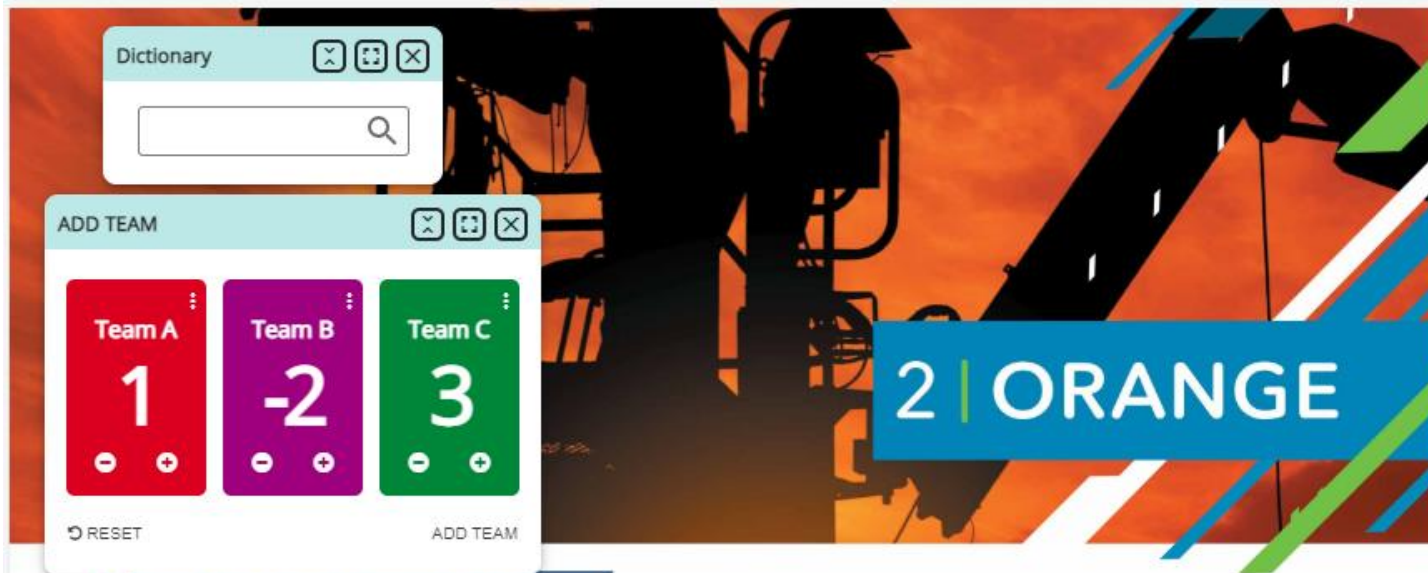
7 GREEN



8 YELLOW



Review: Units 1—8



★ VOCABULARY: Verb + noun collocations

- ★ 1 Work in pairs. What do you associate with the colour orange?
- ★ 2 🎧 2.1 Work in pairs. Listen to a lecture about the colour orange in films. Does it mention any of your ideas from Ex 1?
- ★ 3 🎧 2.2 Choose the correct alternatives to complete these extracts from the lecture in Ex 2. Listen again and check. Underline the whole phrase including the verb.
 - 1 ... it's not surprising that orange plays a significant **act / role** in film, ...
 - 2 ... blockbusters have a **habit / tendency** to use blue and orange to add depth to a scene ...
 - 3 ... the orange in the skin tone of the actors stands out and the actors become the **focus / target**.
 - 4 ... film critics have come to the **conclusion / consequence** that 'orange and blue' is overused.
 - 5 ... orange isn't only used in contrast to blue. It's also used to convey a particular **message / notice** without the need for ...
 - 6 He uses orange clothes and objects ... to give the audience a sense of there's warmth between characters.
 - 7 ... orange might appear in scenes where characters are about to face some kind of **danger / disadvantage**.
 - 8 This can provoke both a positive and a negative **answer / reaction** among viewers.

- ★ 4 Write questions using the prompts and the collocations in Ex 3.

- 1 What other collocations do you know?
- 2 you / ever / could / might / should / up / watching
- 3 What types of characters do you watch?
- 4 What / a role do you watch in cinema?
- 5 you / think / could / might / should / many films?
- 6 How scared / nervous / excited / danger / in a film do you watch?
- 7 What / strong / weak / interesting / you watch a film?



answer the questions in Ex 4.


- 6 Think of a well-known film and write four sentences to describe it using collocations from Ex 3. Share them with your partner.


Formula B1 Presentation Tool ▾


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VOCABULARY: Phrasal verbs

- 1** Work in groups.
- Name five things you have seen today that are blue and where you saw them.
 - What feelings or memories do you associate with the colour blue? Give details.
- 2** 1.1 Work in pairs. Listen to two people talking about the colour blue. Take turns to choose one of the ideas below and tell your partner about it.
- the way people see blue
 - why the colour didn't have a name for a long time
 - who first used the colour on stone and wood
 - why one shade of blue is called 'royal blue'
 - the associations of the colour blue
- 3** Look at sentences 1-8 below which relate to the conversation in Ex 2. Match the phrasal verbs in bold with the meanings in the box.
- ented originated in
ect
- sociations of different colours.
- rs.
- a blue paint.
- s.
- entury.
- have with the colour blue and
- 4** Complete the questions with the correct form of phrasal verbs from Ex 3. Ask and answer with a partner.
- Which famous person do you most _____? Why?
 - Do you spend more time _____ at things you have done, or looking forward to the future?
 - What's the most interesting news article you've _____ this week?
 - Do you have a friend who _____ a different country? Give details.
 - What's the most interesting new fact about blue that you _____ from the conversation in Ex 2?
 - Which of your friends _____ the best ideas for things to do?
- 5** Work in pairs. Take turns to tell a story together using phrasal verbs from Ex 3 and others that you know. Your turn ends when you use a phrasal verb.

Look at sentences 1-8 below which relate to the conversation from the previous activity. Match the phrasal verbs in bold with the meanings below.

- discovered
- found by chance
- originated in
- read about the past

- I **came across** an article about the origins and associations of different colours.
- If we **look back** we can trace the history of colours.
- The Ancient Egyptians **found out** how to create a blue paint.
- The name 'royal blue' **came from** Egyptian times.

Check Clear >



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