



Pearson

Get Inside the Examiner's Head:

The Key to Exam Success

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Rob Dean

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Consultant and
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**26+ years
teaching
experience at
all levels**



UNITED KINGDOM





The Trouble with Exams...



The Trouble with Exams...

Fear of the unknown
Pressure to perform
A lot can depend on an exam



Question 1

**Correct the error in the sentence:
The girl were extremely intelligent.**

Question 1

**Correct the error in the sentence:
The girl were extremely intelligent.**

The boy were extremely intelligent

Question 2

What is one of the key themes running through *The Diary of Anne Frank*?

Question 2

What is one of the key themes running through *The Diary of Anne Frank*?

Anne Frank's Dairy had lots of cows running through it.

Question 3

Write the number 32545346 in words.

Question 3

Write the number 32545346 in words.

Three two five four
five three four six

Help!

**Ongoing language
and skills
development.**

Exam practice.

**Training in exam
strategy.**





Listening



Reading



Writing



Use of English

**Strategies
for common
exam tasks**



Speaking



Listening and Reading Tasks

Reading and Listening Tasks

Common Problem:

Choosing what appears to be the obvious answer... but it's the wrong one.

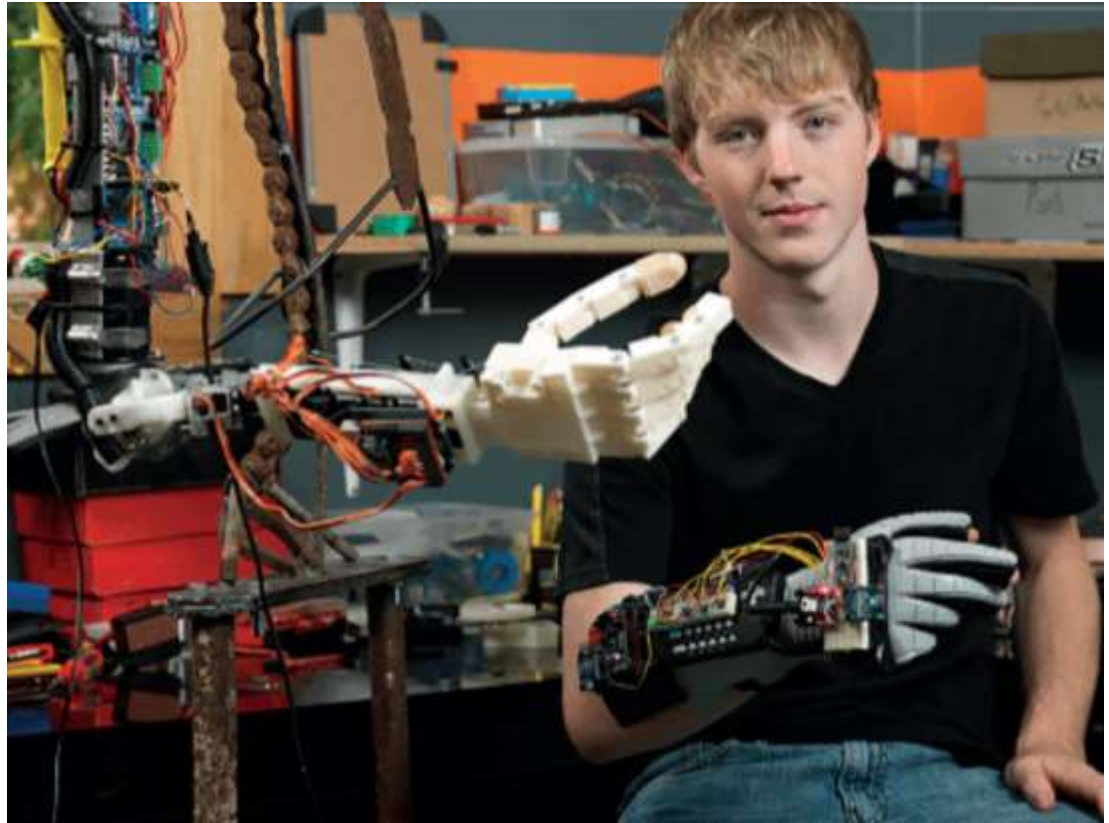
Lack of vocabulary to make the connections between the question and the text

Get inside the Examiner's Head...



**Before
Reading**

**Raise Interest:
Make learners
WANT to read!**



Before Reading

Raise Interest:

Make learners WANT to read!

Here are six words / expressions from the text.

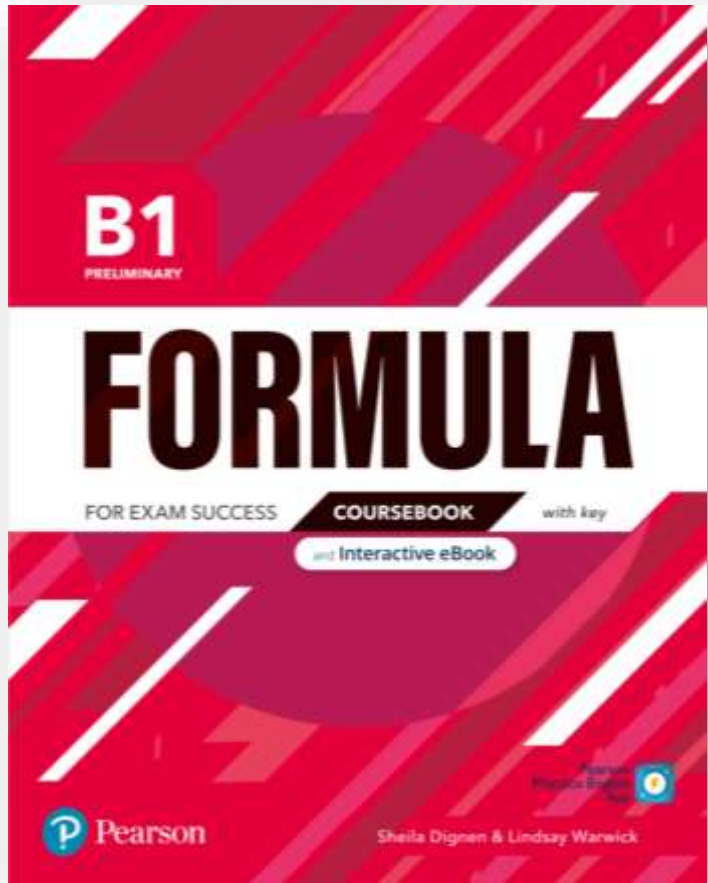
technology arm 3-d printing
design success legs

What's the text about?

Read

Listen

Listen and Read



Easton LaChappelle,

INVENTOR

Easton LaChappelle is a young American inventor whose inventions have touched a lot of people's lives.

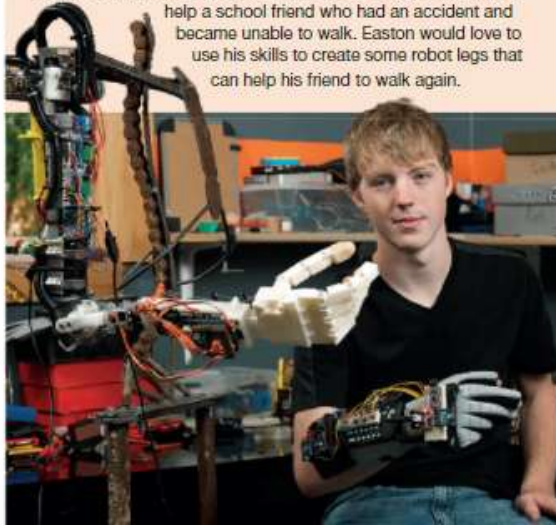
As a teenager, the subjects Easton learnt at school didn't interest him much. Instead, he was keen to learn about machines and technology. He decided to teach himself, and found there was a huge amount of information online about robots and technology. Although he didn't have much money to buy equipment, he managed to design and build a robot arm using everyday things he had at home, including toy plastic bricks.

Easton won a prize for his design, and while he was attending the Colorado Science Fair to collect it, he met a seven-year-old girl who had been born without an arm. He talked to her parents and couldn't believe it when they told him her false arm had cost over \$80,000. He knew immediately that he could produce something much more cheaply, and he decided to concentrate on making a better arm that everyone could afford. Luckily, the technology of 3D printing was becoming available at this time, and this provided him with the tools he needed to produce his robotic arms at low cost.

The robotic arm that Easton made cost only \$400 to make, and was also light, strong and simple to use. His design was soon noticed by experts, who could see its advantages over older technologies. In 2013, Easton was invited to the White House, where he used his invention to shake hands with President Obama. He was also delighted to be invited to spend some time working at NASA, helping to develop new ways to control robots in space.

All Easton's designs are available for free online, so that people all over the world who have access to a 3D printer can print their own arms, at the right size for them. Although he has become famous and now has a successful business, he is keen to stay in his home town. For his next project, Easton wants to design something to

help a school friend who had an accident and became unable to walk. Easton would love to use his skills to create some robot legs that can help his friend to walk again.



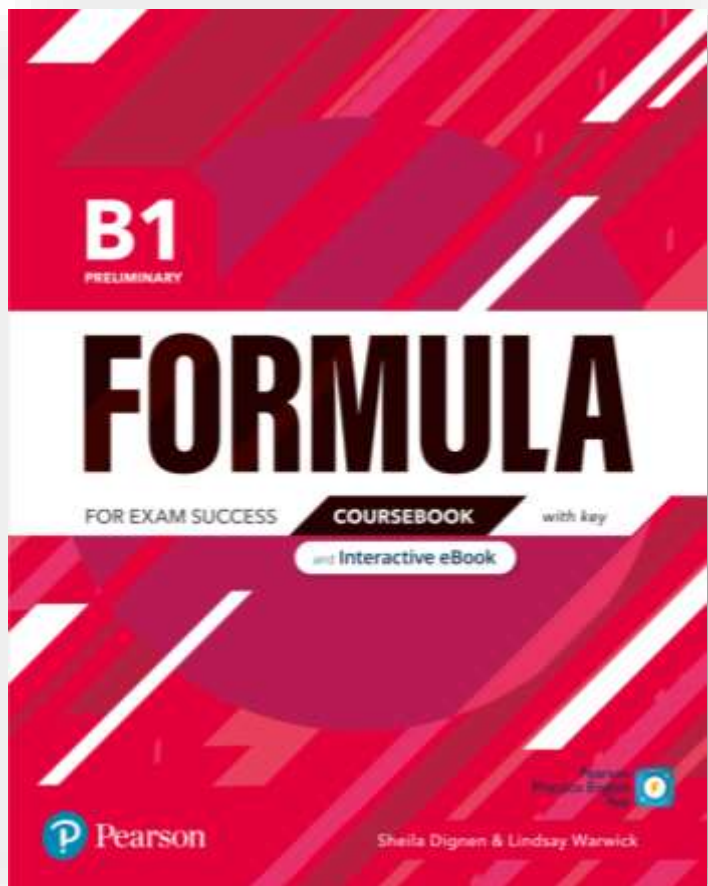
EXAM TASK

- 9 Read the text about Easton LaChappelle again. For each question, choose the correct answer. ★
- When Easton was a teenager,
 - he was bored by lessons at school.
 - he learnt about robots and technology at school.
 - he didn't enjoy spending a lot of time online.
 - he found a design for part of a robot online.
 - How did Easton feel at the Science Fair?
 - excited to buy a 3D printer.
 - nervous about collecting his prize.
 - shocked to learn the price of a girl's false arm.
 - disappointed that he couldn't solve the problem.
 - What do we learn about Easton's RoboArm in the third paragraph?
 - It was cheap, but quite difficult to use.
 - Experts thought that it was better than existing arms.
 - President Obama used it to greet some guests.
 - Scientists at NASA had noticed some problems with it.
 - In the last paragraph, we learn that Easton feels
 - hopeful that he can set up a successful business one day.
 - proud that he might become rich and famous.
 - keen to develop a new product to help a friend.
 - upset that he can't travel all over the world.
 - What might Easton say to other people who have good ideas?
 - It's important to work hard at school in order to achieve your dreams.
 - If you have a good idea, there's no limit to the amount of money you can make.
 - You should ask for advice from experts before setting up your own business.
 - The most important thing is to use your skills to improve people's lives.

Read

Listen

Listen and Read



▶ 01:03

▶ 02:58

INVENTOR

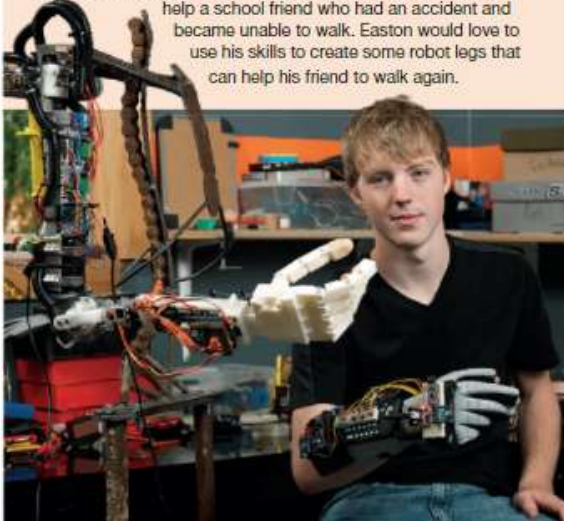
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 - B If you have a good idea, there's no limit to the amount of money you can make.
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Formula B1



Reading

Multiple Choice

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Types of Distractor

- 1. Not mentioned.** Answers the question plausibly but does not relate to the text or recording.
- 2. Repeated words.** Uses the same words but in a different context so they are not true.
- 3. New words.** Uses new words that by implication may be associated with the text or recording but are untrue.
- 4. Rephrase / Paraphrase.** Takes original language from the text / recording and rephrases it in a way that makes it untrue.

- 1** A correct – The subjects he learnt at school didn't interest him much.
- B not correct – He taught himself about machines and technology online.
- C not correct – We assume he enjoyed spending time online because he was learning about things he was interested in online.
- D not correct – He found information online, but he created his own design.

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The Clues are in the Synonyms and Antonyms



The Clues are in the Synonyms and Antonyms

cold

interesting

car

seldom / rarely

recently

remember

depart

buy



SEASONS COME AND SEASONS GO

... OR DO THEY?



Four readers give us their views on seasonal shift.

A It's a sad news story; groups of cows stranded on small islands of grass during floods; hundreds of sheep drowned.

his is only the most obvious rdship that farmers, both sing for decades because ts. Think about it. Farmers en to plant, when to harvest, n to bring them in. In parts ed to be guided by the ken from the weather; the y, for example. Now sadly, ntries we're getting longer eriods, with extreme rainfall crystal clear. You don't have understand that you can't ights mean smaller crops, ests and weeds that thrive in is grass to graze on and need



C So, what do kids know about the causes of the changing seasons? Actually, quite a lot! The environment has been an important topic for us in education for a long time now. Classroom walls have been decorated with posters about recycling, surveys have been conducted, trees have been planted. Now, with movements such as that spearheaded by climate activist Greta Thunberg, the urgency for action is touching young people all over the world. In my opinion, how teachers address the topic of climate change is all about balance. It's vital to give information but without instilling fear, instead showing how scientists are trying to find ways through the problems – such as Dr Leslie Field's research into sprinkling a particular type of sand over the Arctic ice to prevent the shrinking. The idea of using sand to reflect the sun links ideally to basic physics lessons, too – a real life-changing application of scientific theory! Knowing that there are people actively working on solutions may even encourage some children into scientific research careers themselves. And that will help us all.

D OK, my livelihood is at stake, so I can't be objective here, but believe me, the impact of climate change and seasonal shift on the tourist industry will be devastating. I'm a ski instructor and I'm seeing the results first hand. Snowfall used to be predictable, particularly at 'snow-reliable' resorts. To those not in the know, these are resorts providing a continuous 100-day ski season with at least 30 centimetres of snow on the slopes. But predictions now indicate that the Alps could lose up to 50 percent of these resorts by the 2070s and for some lower-altitude ski resorts it is already a thing of the past. Shorter seasons and the need to 'top-up' with artificial snow obviously involves higher costs, and smaller resorts have had to close; the business is just no longer viable. Those that remain open are looking to raise prices which will make winter sports holidays even more exclusive. Having said that, it's not all doom and gloom. Some resorts have refocused and are promoting activities less dependent on reliable snowfall such as hiking, mountain biking and snow shoeing. I guess I'll maybe have to refocus, too!

(that is – a large region ge of living things) has no one everyone who said the 'formed than I was before rise, conditions do change s a result of changing ir the living organisms in ate change that is having s that the oceans have been carbon dioxide, which y, and this has, in effect, . However, it's reaching a ow showing a 25 percent warmer waters and the more els, is affecting practically all , fish are moving towards the g 'drowned'. We are on the ster, and it isn't showing up

EXAM TASK

- 5** You are going to read the contributions to an online magazine. For questions 1–10, choose from the contributors (A–D). The contributors may be chosen more than once.

Which contributor

explains how economic reasons have enforced certain changes? **1** rephrases terminology readers may not understand? **2** suggests that the public are unaware of the full extent of a problem? **3** describes a potential solution to a global problem? **4** refers to terminology which is no longer appropriate? **5** indicates that nature has helped reduce the rate of climate change? **6** mentions an unwanted positive effect of climate change on certain wildlife? **7** exemplifies a phrase by giving a measurement? **8** points out a change in emphasis on how to address a topic? **9** refers to information only recently acquired? **10** 

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mentions an unwanted positive effect of climate change on certain wildlife?

A

mentions an unwanted positive effect of climate change on certain wildlife?

A It's a sad news story; groups of cows stranded on small islands of grass during floods; hundreds of sheep drowned. But it's even sadder to realise that this is only the most obvious and well-known indication of the hardship that farmers, both agricultural and dairy, have been facing for decades because of increasingly unpredictable seasons. Think about it. Farmers depend on the seasons to know when to plant, when to harvest, when to let livestock graze and when to bring them in. In parts of Rwanda, for example, farmers used to be guided by the names of the months which were taken from the weather; the name for March meaning hot and dry, for example. Now sadly, that correlation is gone. In many countries we're getting longer and wetter, and longer and hotter periods, with extreme rainfall and drought. The knock-on effect is crystal clear. You don't have to be a former farmer like myself to understand that you can't plant when it's too wet, and that droughts mean smaller crops, ravaged by increased numbers of pests and weeds that thrive in the hot conditions. Animals have less grass to graze on and need to be fed – and that costs money!

A

SEASONS COME AND SEASONS GO ... OR DO THEY?

EXAM TASK

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Views on seasonal shift

of cows changed or else
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So, what do kids know about the causes of the
shrinking seasons? Actually, some don't! The
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New.org (in the row). Classroom walls have been decorated
with posters about recycling, business have been conducted

'... obviously involves higher costs, and smaller resorts have had to close; ... resorts have refocused and are promoting activities less dependent on reliable snowfall ...'

Which contributor



- 1 explains how economic reasons have enforced certain changes?
- 2 rephrases terminology readers may not understand?
- 3 suggests that the public are unaware of the full extent of
a problem?
- 4 describes a potential solution to a global problem?
- 5 refers to terminology which is no longer appropriate?

D



B



A



C



A



Smart Answer Key with e-Book

The clues are in the lexical links

Synonyms

Antonyms

**Super-ordinates and hyponyms
(categories and examples)**

The clues are in the lexical links!

A piece of technology	An effect of climate change	A means of transport	A way of saving money

The clues are in the lexical links!

A piece of technology	An effect of climate change	A means of transport	A way of saving money
microwave	melting icecaps	motorbike	making your own clothes

The Reading and Listening Papers

Problem:

Choosing what appears to be the obvious answer... but it's the wrong one

Solution:

Train learners to become aware of the different kinds of distractors



The Reading and Listening Papers

Problem:

Lack of vocabulary to make connections between the question and the text

Solution:

Make learners aware of:

Synonyms / antonyms (Multiple Choice)

Lexical links (Multiple matching)





Writing Tasks

Writing Tasks

Common Problems

Not fully answering the question.

Writing too much

Inaccurate grammar, vocabulary, punctuation

Get inside the Examiner's Head...



Practice task: formal letter

- ★ 1 Read the task and write a first draft of your letter. Write 140-190 words.

You see this advertisement in an English-language newspaper.

We need a part-time waiter/waitress in our international restaurant

Can you speak a foreign language? Are you good with people? Have you got experience of working in a restaurant? Can you work two evenings a week and start immediately?

Send us a letter with your details, telling us why you would be suitable for the job.

Mrs Margaret Jones, Euro-restaurant

Write your letter.



Formal Letter or E-Mail

ABOUT THE TASK

- You write an email or letter in response to a given situation or in response to an email or letter from another person.
- In the task, you are given the context telling you who you are writing the email or letter to and why.
- The style will depend on whether you are writing to a friend (informal) or whether the situation is more formal (a potential employer, colleagues, a magazine editor, etc.).
- You should think about who your email or letter is for and aim to make it interesting and engaging.

TASK

Writing an email or letter in 140-190 words.

TIMING

Approximately 40 minutes

SCORING

Half available marks on Writing paper

What is being tested?

The main purpose of an email or letter is to respond to a given situation and to inform the reader. The email or letter should be structured in paragraphs with suitable ideas grouped together. 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, depending on formality.
- **Communicative achievement:** Use a formal, semi-formal or informal style, depending on the situation. Your email or letter must have a clear structure and the reader must be able to understand all the information you have included and why.
- **Organisation:** Start appropriately for the person you are writing to, have clear paragraphs including an introduction and a conclusion, and finish using suitable phrases. You should link ideas using a variety of linking devices. Your email or letter should be easy to read and coherent.
- **Language:** Use a variety of vocabulary and structures (including complex structures) accurately. If your email or letter is to a friend, you can use idioms and informal expressions.

How do you do it?

BEFORE THE TASK

Read the instructions and the question carefully. Think about:

- who you are writing to. This will tell you the style of language to use.
- what information you have to include. Have you been given an email or letter to respond to? Do you have to answer any questions?

DURING THE TASK

Before you start writing, spend time planning your email or letter.

- Think about how many paragraphs you need.
- Start with an appropriate greeting, include a paragraph introducing the topic and finish with a concluding paragraph.
- Think about ways of linking your ideas and any language you can use.

When you are happy with your plan, write your email or letter.

AFTER THE TASK

- Read your email or letter to check that it is coherent and logical, and that there are no grammar or spelling mistakes.
- Make sure you have included all 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? | <input type="checkbox"/> | ... link your paragraphs clearly? | <input type="checkbox"/> |
| ... started and ended using appropriate language? | <input type="checkbox"/> | ... check for grammar and spelling mistakes? | <input type="checkbox"/> |
| ... include all the information required? | <input type="checkbox"/> | ... write the right number of words? | <input type="checkbox"/> |
| ... responded to any questions? | <input type="checkbox"/> | | |



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| ... responded to any questions? | <input type="checkbox"/> | | |

Hi Mrs Jones!!!!

Providing a Model

I seen the advertisement in the local newspaper and I really fancy apply for the job of waiter in your restaurant. I am study languages at the local college. I am sociable person and am good at dealing with people as I run a social club at weekends. I am team player and the best person to join your staff. Although I not worked in a restaurant before, I am very interested for cooking and food and travelling and I would like to learn more about international food. I am able to work two or three evenings a week and this schedule would fit in well with my study programme as my lectures take place during the day. I would like to start next Monday. Please give me a call in the evenings between 5pm and 8pm.....

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Providing a Model

Dear Mrs Jones,

I have seen the advertisement in the local newspaper and would like to apply for the job of waitress in your restaurant.

I am currently studying languages at the local college. My French is very good, and I also speak a little Italian.

I am a very sociable person, and I'm good at dealing with people, as I run a social club at college at weekends. I am a team-player, and so I feel that I would be a good person to join your current staff.

Although I have not worked in a restaurant before, I am very interested in cooking and food, and I would like to learn more about international cuisine.

I am able to work two or three evenings every week, and this schedule would fit in very well with my study programme as my lectures take place during the day. I would be able to start next Monday.

I would be grateful if you could contact me during the evenings from 5 p.m. to 8 p.m.. My telephone number is 07994466773.

I look forward to hearing from you.

Yours sincerely,

- 1 Say when and how you can be contacted.
- 2 End your letter appropriately.
- 3 Use linkers to connect your ideas.
- 4 Say why you are writing.
- 5 Link your points clearly to the given task.
- 6 Use the full name of the person you are writing to.
- 7 Answer the points in the task clearly.
- 8 Give reasons for why you would be suitable for the job.

189 words

Strategies and skills

Common expressions - formal language

You should use formal expressions in a formal letter.

- 1 Replace the bold informal words and phrases in the sentences (1-8) with formal words and phrases from the box.

am looking forward to seeing can I ask for your opinion of
how are you I'd like to request increase inform you of
one possibility is to put forward

- 1 I would like to **make** a suggestion. _____
- 2 **One thing we could do is** change the plan. _____
- 3 **What do you think about** the idea? _____
- 4 **Could you please send me** some information. _____
- 5 Holiday prices **go up** every year. _____
- 6 I'm writing to **tell you about** my plans. _____
- 7 I **can't wait to see** you. _____
- 8 **How are things going with you?** _____

Language Development

What do you think about the idea?

How are things going with you?

...am looking forward to seeing...

Increase

Holiday prices go up every year

how are you

I'd like to request

I can't wait to see you

Can I ask for your opinion of

I'm writing to tell you about my plans

I would like to make a suggestion

one possibility is to

One thing we could do is change the plan

Could you please send me some information.

put forward

inform you of

Holiday prices
go up every
year

increase

Things Students Write

Things Students Write

- 1. (at the start of a letter) 'Expensive Maria, ...'**
- 2. I spent Christmas in the Turkey.**
- 3. My sister is having three cats.**
- 4. You must sing your name on the form.**
- 5. I like my coffee cremated.**
- 6. In the holidays I tripped on the mountain.**
- 7. Scottish people speak English with a funny accent.**
- 8. (at the end of a formal letter) 'With best regards...'**

A reactive approach to written work

Well done!!

I am an effective team player.

I consider myself reliable and responsible.

I would welcome the opportunity to attend an interview at your convenience.

????!!

I very like work with others.

I actually study languages.

Please write me back

A reactive approach to written work

Well done!!

I am an effective team player.

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Please write me back

**Praising /
Encouraging**



**Differential
Feedback**



Challenging

After Writing:

What next?



FINISHED!!!!

Not quite...



Check! Check! Check!

AFTER THE TASK

- Read your email or letter to check that it is coherent and logical, and that there are no grammar or spelling mistakes.
- Make sure you have included all 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?

... started and ended using appropriate language?

... include all the information required?

... responded to any questions?

... link your paragraphs clearly?

... check for grammar and spelling mistakes?

... write the right number of words?

How did you do?

 **2** Read your letter and answer the questions.

Have you:

- 1 used formal language?
- 2 answered all the questions and provided all the required information?
- 3 included an appropriate introduction and a conclusion?
- 4 divided your letter into clear paragraphs?
- 5 used linkers to connect your ideas?
- 6 used the conventions of opening and closing the letter?

**Read the following sentence only once.
How many letter Fs are there?**

**FINISHED FILES ARE THE RESULT OF YEARS
OF SCIENTIFIC STUDY COMBINED WITH THE
EXPERIENCE OF YEARS.**

**Read the following sentence only once.
How many letter Fs are there?**

**Read the following sentence only once.
How many letter Fs are there?**

**FINISHED FILES ARE THE RESULT OF YEARS
OF SCIENTIFIC STUDY COMBINED WITH THE
EXPERIENCE OF YEARS.**

There are 6

Read the following sentence only once. How many letter Fs are there?

FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF YEARS.

There are 6

The Writing Paper

Get inside the examiner's head...

Planning is everything

More does not mean better! Stick to the word limit

Address all parts of the question

Keep an organised file of model texts and language feedback from previous tasks.





Use of English Tasks

How many collocations?

Easton LaChappelle is a young American inventor whose inventions have touched a lot of people's lives.

As a teenager, the subjects Easton learnt at school didn't interest him much. Instead, he was keen to learn about machines and technology. He decided to teach himself, and found there was a huge amount of information online about robots and technology. Although he didn't have much money to buy equipment, he managed to design and build a robot arm using everyday things he had at home, including toy plastic bricks.

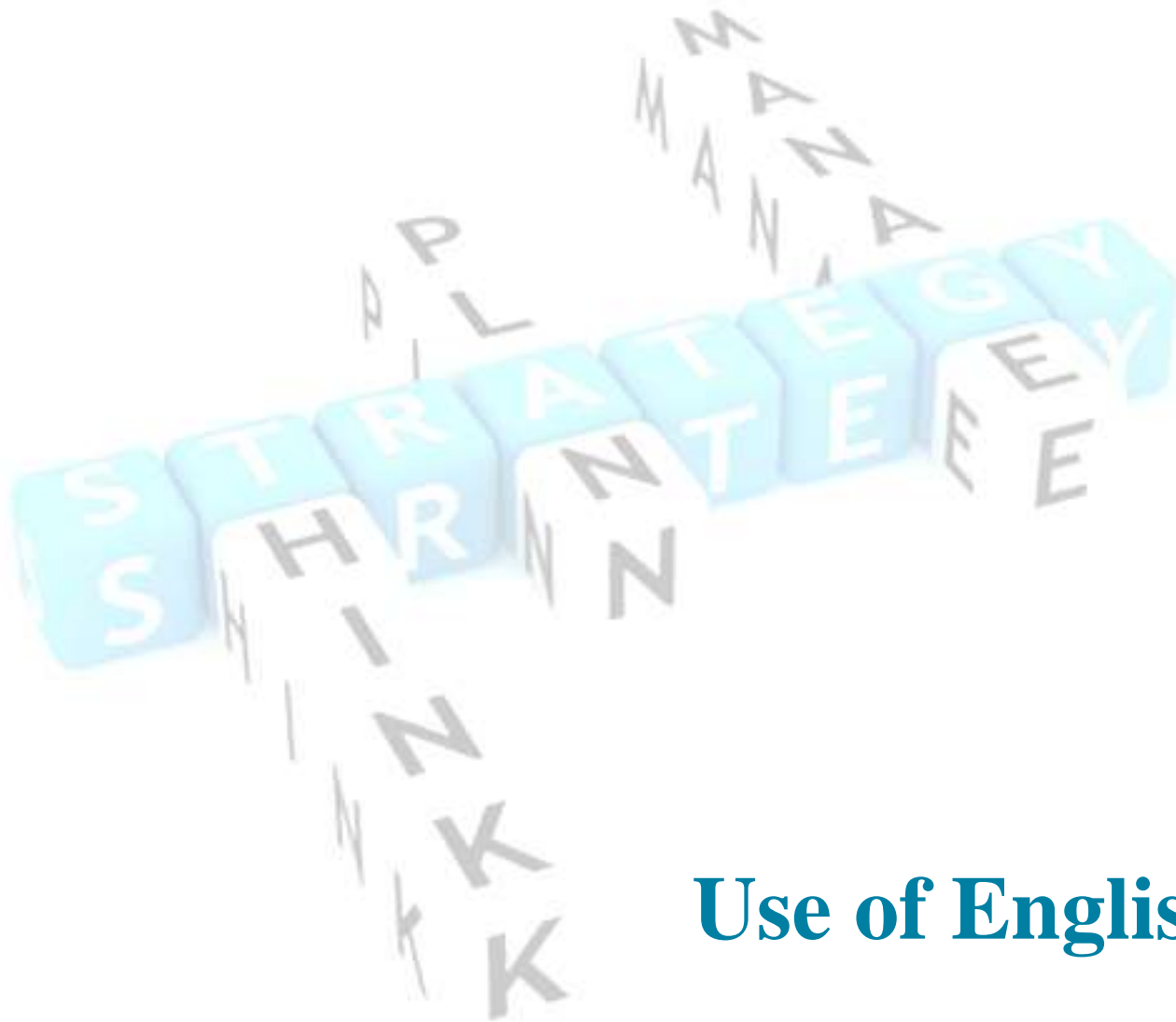
Easton won a prize for his design, and while he was attending the Colorado Science Fair to collect it, he met a seven-year-old girl who had been born without an arm. He talked to her parents and couldn't believe it when they told him her false arm had cost over \$80,000. He knew immediately that he could produce something much more cheaply, and he decided to concentrate on making a better arm that everyone could afford. Luckily, the technology of

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Use of English

Gap Filling (Cloze) Tasks

Use of English Tasks

Problem:

Translation from L1

Shortage of collocations

Get inside the Examiner's Head...



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?'



Multiple-Choice Cloze

- | | | | | |
|---|-------------------|---------------|-----------------|-----------------|
| 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 |

Multiple-Choice Cloze

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,

- 7 **A** sense **B** reason **C** idea **D** judgement

Multiple-Choice Cloze

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,

- 7 **A** sense **B** reason **C** idea **D** judgement

Multiple-Choice Cloze

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

Multiple-Choice Cloze

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

- 5 **A** donation **B** number **C** supply **D** delivery

What are the 5 most frequent words in English?

1.

2.

3.

4.

5.

What are the 5 most frequent words in English?

1. the

2. to

3. of

4. and

5. a

It's the little words that count...

EXAM TASK

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).

The world's remotest hotel?

Winterlake Lodge lies in excess (0) OF 300 km north west of Anchorage, the largest city in the USA's most sparsely populated state, Alaska.

Getting to the hotel is (1) an easy task. Guests are obliged to take a picturesque one-hour light-aircraft ride from Anchorage. The aircraft is equipped (2) with floats in summer, allowing it to land on the adjacent lake, and skis in the winter for landing on snow. As (3) a rule, the first thing that guests notice after being dropped off at the hotel is the sense of isolation. There aren't any other properties (4) in sight and there is zero noise pollution thanks to the absence of traffic, industry and neighbours.

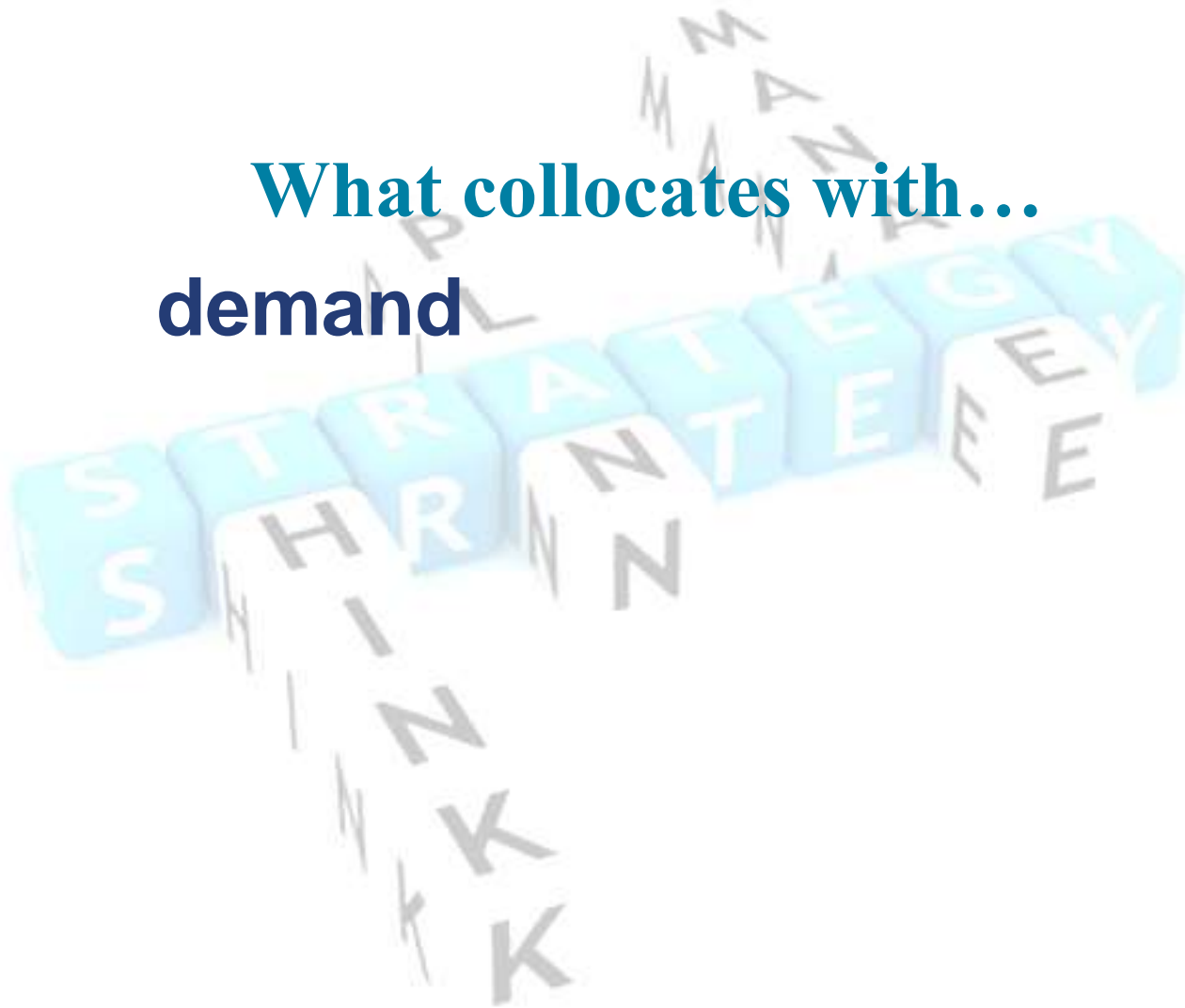
As guests settle (5) in they can choose from the many activities (6) on offer, such as hiking, fishing, dogsledding or yoga. Co-owner Kirsten Dixon is a Cordon Bleu trained chef. Guests can enjoy her high-quality meals made from the finest ingredients, many of (7) which come from the hotel's gardens. Others have (8) them flown in from high-class speciality stores in New York.

Staying at Winterlake Lodge is undoubtedly a unique experience.



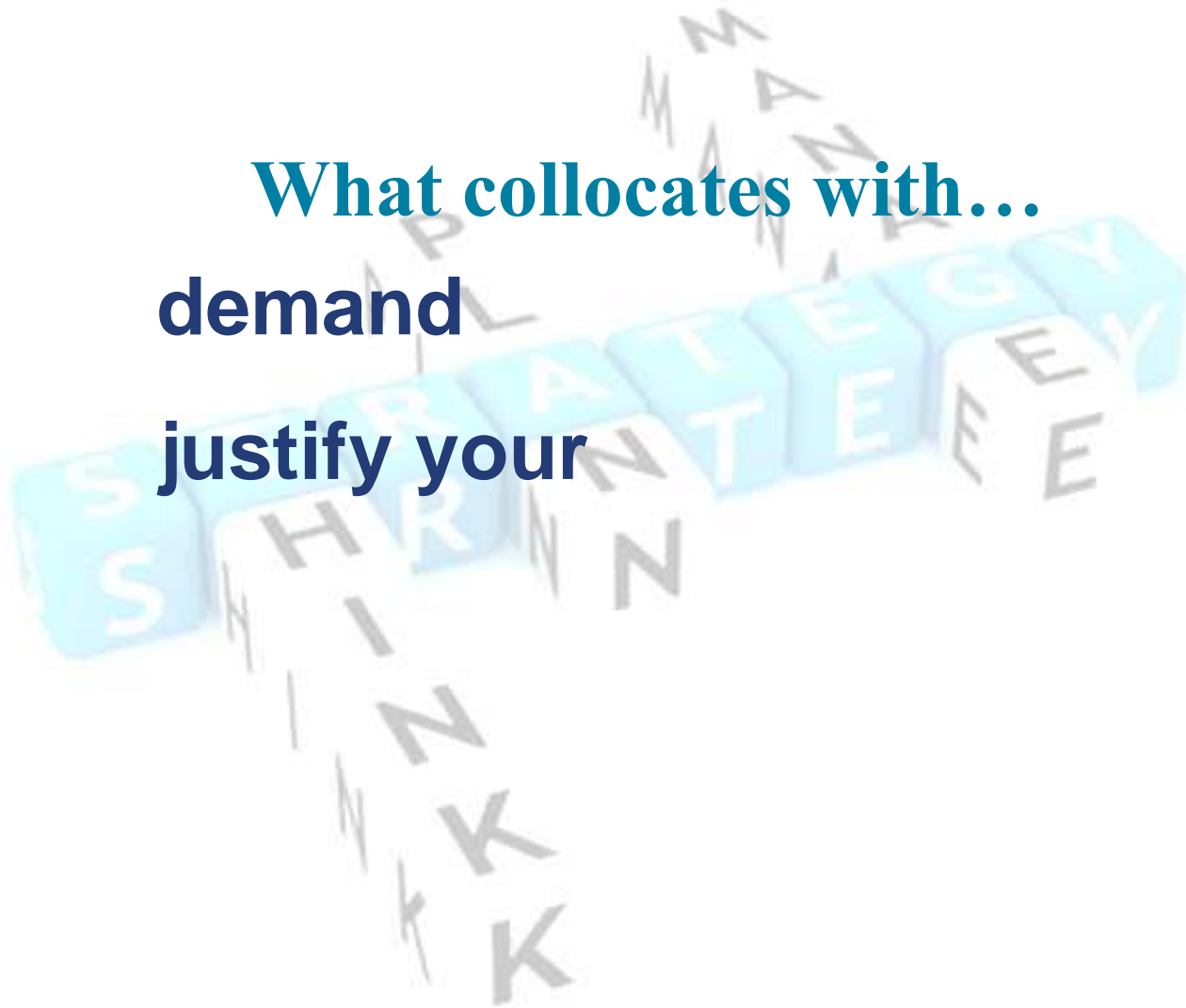
The clues are in the collocations:

**What collocates with...
demand**



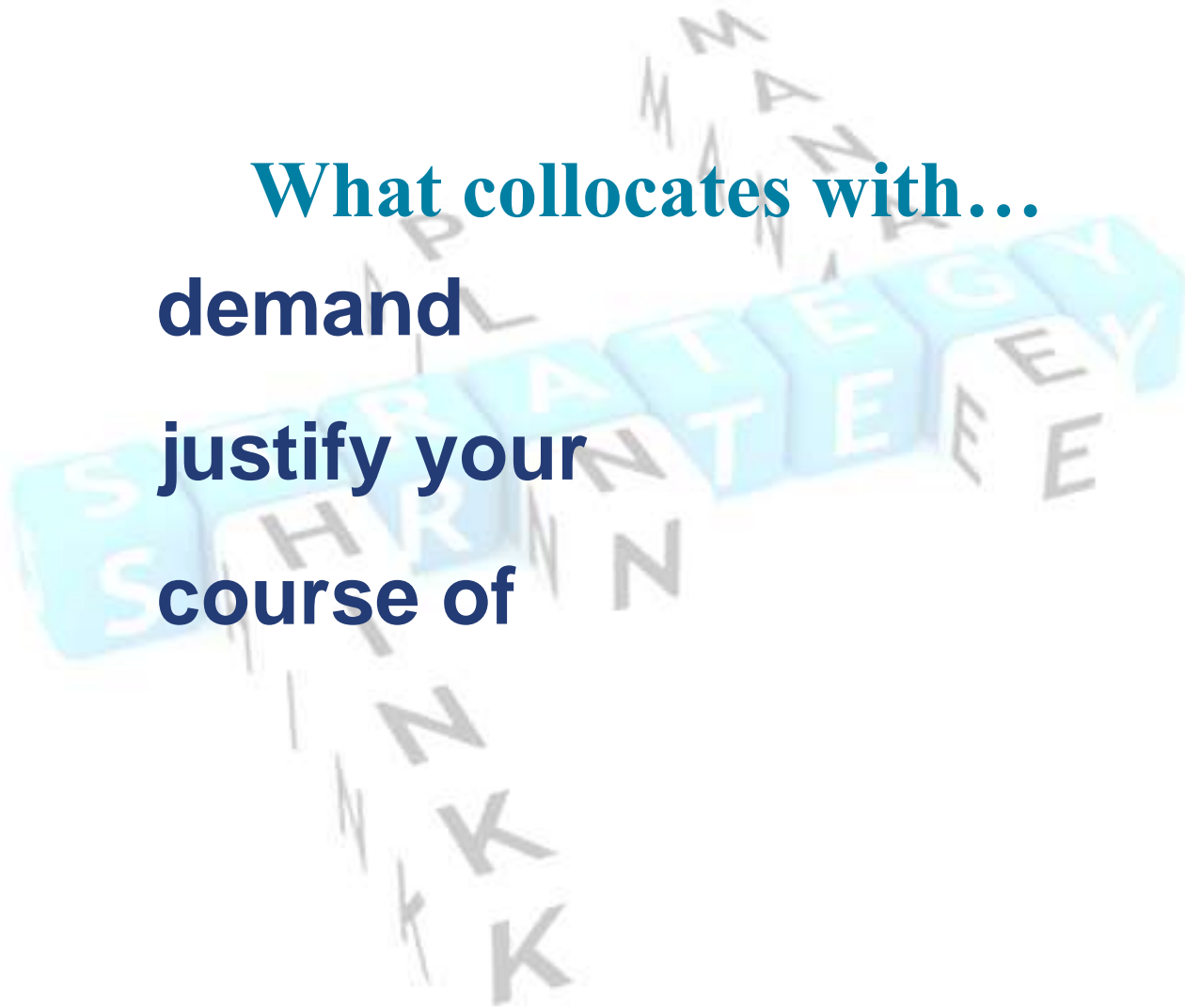
The clues are in the collocations:

What collocates with...
demand
justify your



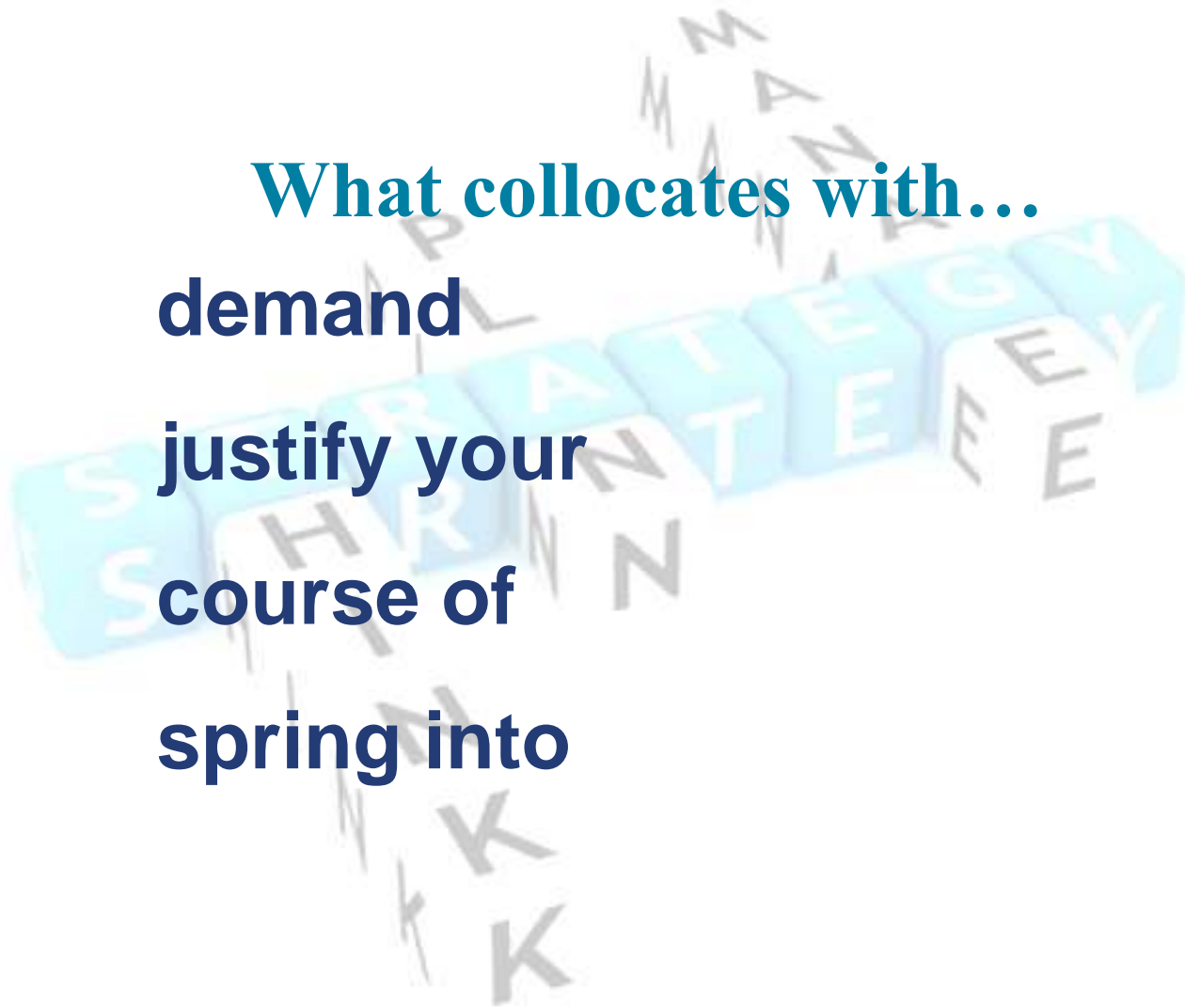
The clues are in the collocations:

What collocates with...
demand
justify your
course of



The clues are in the collocations:

What collocates with...
demand
justify your
course of
spring into



The clues are in the collocations:

What collocates with...
demand
justify your
course of
spring into
plan of

The clues are in the collocations:

What collocates with...

demand

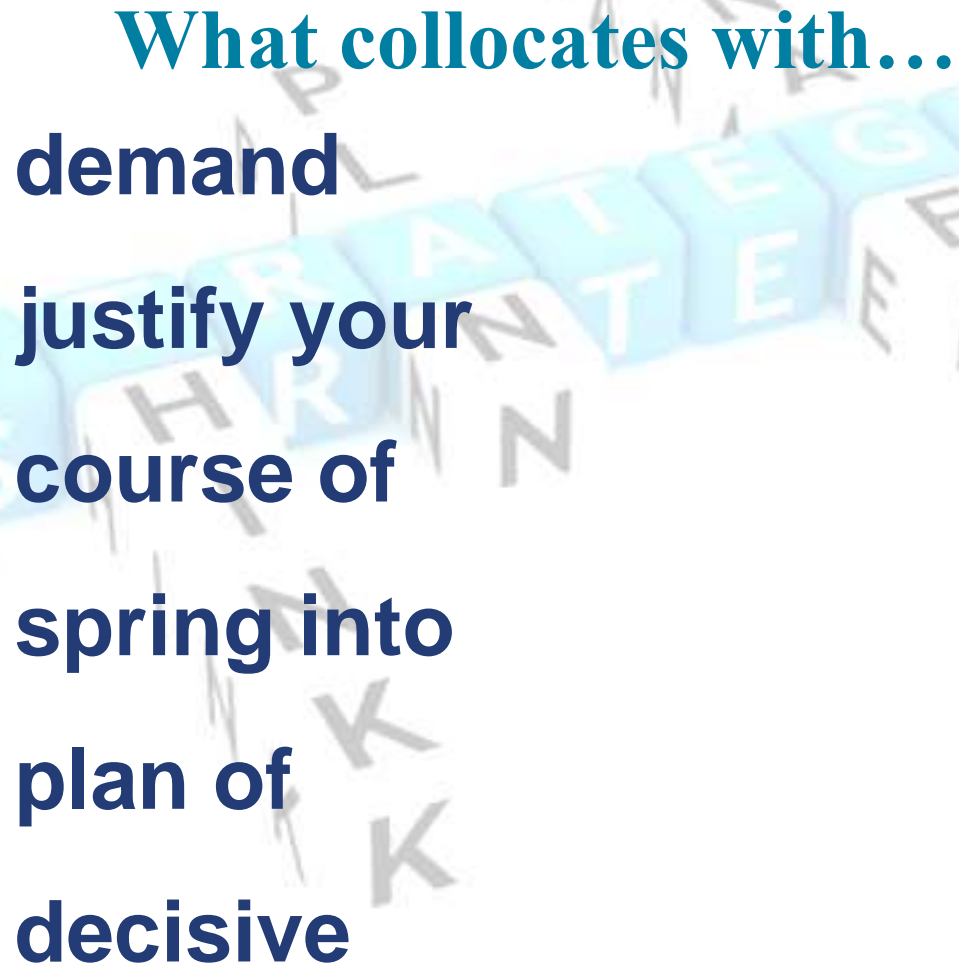
justify your

course of

spring into

plan of

decisive



The clues are in the collocations:

What collocates with...

demand

justify your

course of

spring into

plan of

decisive

action

Games in the classroom?

**Provide natural
opportunities for
repetition of language**

**Develop strategy / critical
thinking skills**

Can be motivating

**Can contribute to the
linguistic aims of the
lesson**



Use of English Paper (Gapfilling)

Problem:

Translation from L1

Shortage of collocations

Solution:

Avoid Translation. It rarely works (collocations, etc)

Note common English collocations





Speaking Tasks

Speaking Tasks

Common Problems:

‘What do I talk about??’

Drying Up – lack of vocabulary

Get inside the Examiner’s Head...



Sharing Personal Information

EXAM TASK

7

9 Work in pairs and take turns to ask and answer the questions below. Remember to:

- answer the question
- give a reason
- give an example and/or interesting detail.

Routines

How do you like to spend your weekends? (Why?)

Does your family usually eat dinner together?
Why? / Why not?

What free-time activities do you do every week? (Why?)

Do you have regular holidays? Why? / Why not?

Media

Do you prefer to stream films or watch them at the cinema? (Why?)

Tell us about an interesting TV programme you've seen recently.

How much time do you spend online during the day? (Why?)

How do you prefer to learn about the latest news? (Why?)

Sharing Personal Information

What will learners need in order to complete the task?

Language

Content ideas and preparation time

EXAM TASK

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Test

1 Work in pairs. Follow the instructions.

- 1 Take two pieces of paper and write down your favourite colour on one and your favourite number on the other.
- 2 Guess what your partner has written, then reveal your choices.
- 3 Can you explain why they are your favourites?
- 4 Take a class survey to find the most popular colour and number.

★ 2 1.10 Listen to people talking about colour surveys. What's the name of the phenomenon? What reasons are given for the choices?

★ 3 1.11 Listen to three people responding to this question about colours. Which two speakers agree?
Do you prefer bright or pale colours for a bedroom?

★ EXAM FOCUS

Extending answers with appropriate detail and examples

Giving short one- or two-word answers to a personal question can appear abrupt. Look to extend your answers in these ways:

- Give a reason for your answer.
- Give an example to illustrate your answer.
- Give an interesting detail if possible.
- Do not give a long, detailed answer and don't give irrelevant information. This can bore your listener.

★ 4 1.12 Read the Exam focus. Listen again and decide which speaker's response is the most appropriate. Why?

★ EXAM BOOST p36

▶ Complete the Exam file exercises on page 36.

★ 5 1.13 You will hear a list of things candidates are often asked about in the speaking test. After each item there will be a six-second pause for you to write down some ideas. You are going to be asked about things you like. Write the first thing you think of!

6 Work in pairs. Tell your partner about the items you have written down. Extend your answers by using the advice in the Exam focus.

7 In pairs choose one of these categories. Write down some questions you might ask related to the category. Use these question starters:

Tell me about ...

Do you prefer to ...

films books food clothing music weather

Books

Tell me about a book you've read recently.

Do you prefer to read printed books or on an electronic device? Why?

8 Change partners and ask your questions.



EXAM TASK

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Test

Teach

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5

2

6

8

0

7

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2 6 8

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Developing the Speaking Skill

What will learners need in order to complete the task?

Language

Content ideas and preparation time

EXAM TASK

7

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Listening Task

Which topics feature in the recording of part 1 of the speaking test?

The power of DVD / Video as a tool for listening practice

Realism

Motivation

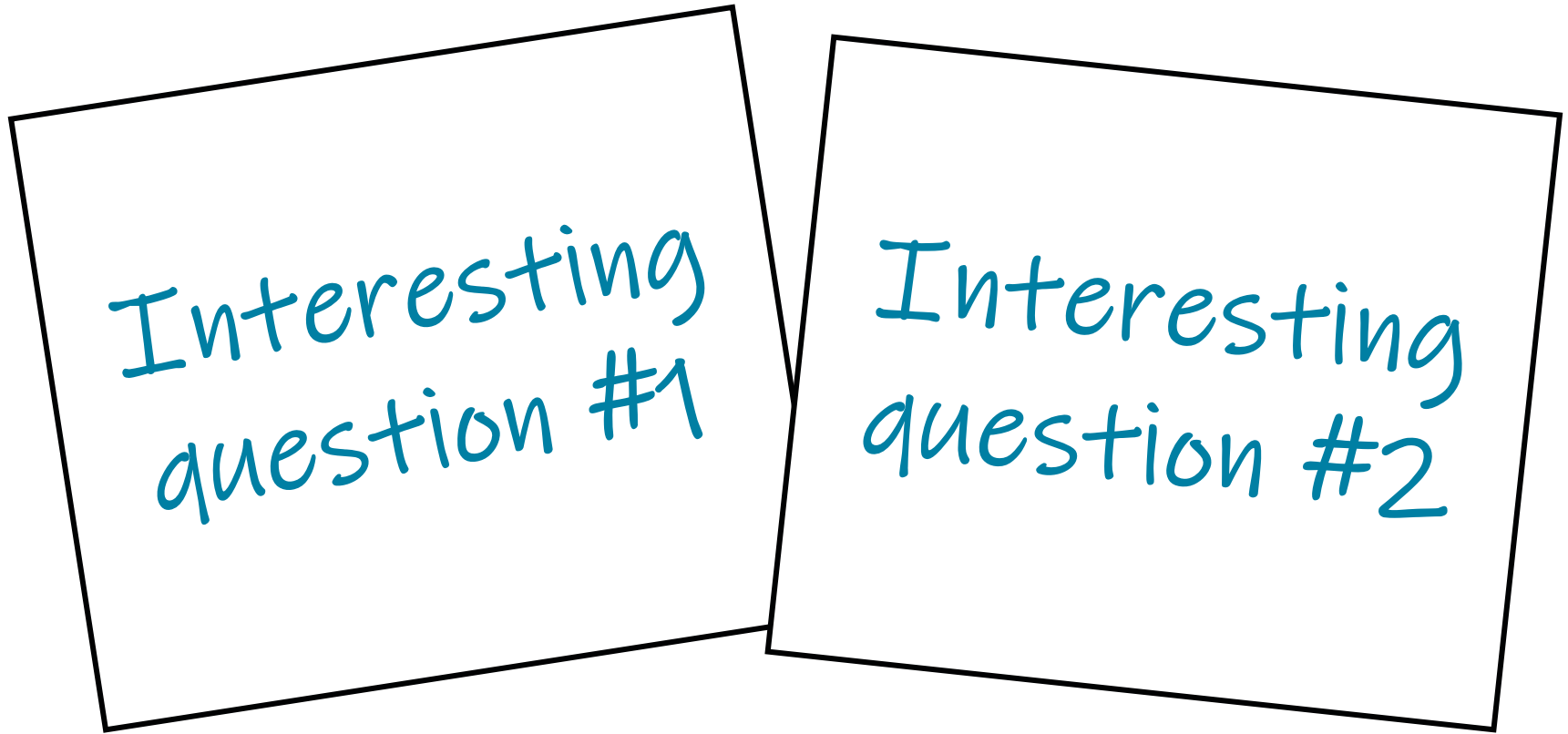
Visual channel helps with meaning

Confidence building

A valuable tool for mixed ability classes



2 scraps of paper – 1 question* on each



*** A question you could ask to anybody in the room**

Speaking Tasks

Get Inside the Examiner's Head...

Train students to define words they do not know

Maximise classroom opportunities for developing and practising fluency

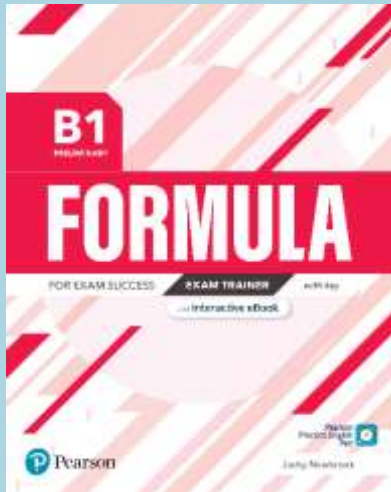
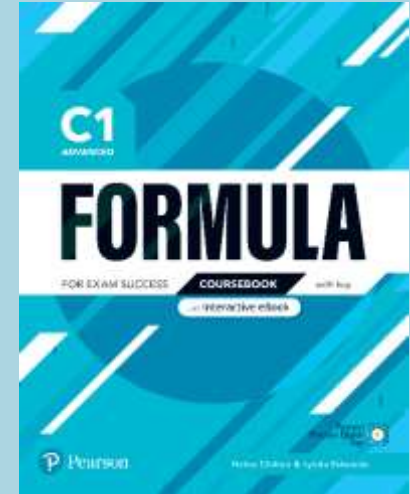
Adopt a reactive approach to speaking practice





The Materials

The Materials



**NEW 3 level Exam Preparation Course:
B1 Preliminary, B2 First, C1 Advanced**

Create your own Formula for Exam Success

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 82 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 starter 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:

- Unit overview which summarises the content in each unit
- Initial active Formula Digital resources
- Activities focus which highlights tasks which dyslexic students might find challenging and provides ideas for making suitable adjustments
- 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 attached 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 boxed boxes.

Create your own Formula

WRITING – PART 1 ESSAY (20 MARKS)

Building block 2: SECTIONS IN CLASS

Use the main lesson, 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

Use Photocopiable 18 to recycle language from earlier in the unit

Watch the About 82 First Writing Part 1 video in the Digital resources

Building block 3: SECTIONS FOR HOMEWORK

Use the Exam Trainer page references from the Coursebook

- Use selected exercises from the 'test', 'check', 'test' sections

Building block 4: DIGITAL RESOURCES

Online 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 six 15-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.

Students go to the fold-out Exam file and carry out Exam boost Section A on page 15.

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 text 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 Test 113 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 90–95.

Building block 6: 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.

The need for flexibility

← Back to products

Formula B1 Preliminary Coursebook and Exam Trainer ▾

Presentation Tool **Resources**

Resources

Search for a resource



Type of view

Grid view



FILTERS

☆ Course planners (9) 	☆ Audio (248) 	☆ Video (31) 	☆ Test package (76)
☆ Photocopiable activities (68) 	☆ Practice exams (23) 	☆ Teacher materials (41) 	☆ Student materials (6)
☆ Grammar presentations (9) 	☆ Well-being (2) 	☆ Accessibility (1) 	☆ Copyright information (6)

Everything in one place:

The Pearson English Portal

The Materials

Extra grammar and
vocabulary practice
anytime anywhere

Mobile Practice App



ABOUT THE TASK

- You will read five short texts.
- The texts are a mix of real-world notices, messages and other short texts.
- For each text, there are three multiple-choice options.
- Sometimes there is a question or sentence beginning before the options, but sometimes there are just the options.
- You choose the option with the meaning that matches the text.

NUMBER OF QUESTIONS

5

TASK

Short real-world notices, messages and other short texts

SCORING

1

mark per question

What is being tested?

This part of the exam focuses on your understanding of the main message in a real-world notice, message or other short text. The questions may test your knowledge of:

- instructions and rules, e.g. All players must arrive by 2 p.m., ready for the match at 2:30.
- functional language such as invitations, offers and requests, e.g. Why don't we meet outside the cinema?

How do you do it?

BEFORE THE TASK

- Look at the five texts and decide what kind of text each one is, e.g. a real-world notice, message or other short text.
- Read each text carefully and try to understand the main message.
- Don't look at the questions and options at this stage.

DURING THE TASK

- Read each text again carefully.
- Read the question and three options for the text. Compare the meaning of each option with the meaning of the text.
- Choose the option where the meaning exactly matches the meaning in the text.
- If you are not sure of the correct answer, choose the one that seems the most likely answer. You should always give an answer, as your guess may be right!

AFTER THE TASK

- Read through each text again and check that the option you have chosen matches the meaning exactly.
- Make sure you have chosen an answer for each text - there is no negative marking, so make a sensible guess.

Are you exam-ready?

Did you ...

- ... look at the texts to identify the kind of text that each one is?
- ... read each text carefully to understand the main message?
- ... read the questions and options carefully?
- ... choose the option that matches the meaning of the text exactly?
- ... choose the most likely answer if you are still not sure?
- ... answer every question?
- ... remember to read the texts again at the end, to check your answers?

EXAM REFERENCE

Strategy is Everything:

For EVERY Exam Task:

About the task
What is being tested

How do you do it?

Are you exam ready?



**Strategy is
Everything...**





Pearson

Thank You

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