FROM THE TEST DEVELOPERS

PTE ACADEMIC™
EXPERT

B1 ETEXT

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ALWAYS LEARNING

PEARSON

Contents

Exam overview

The PTEA is completed online in a Pearson test centre. It takes around three hours, including an optional ten-minute break. Score Reports are available within five working days of taking the test; they show your overall score on a scale from 10 to 90, as well as scores for communicative skills (reading, writing, speaking and listening) and enabling skills (grammar, oral fluency, pronunciation, spelling, vocabulary and written discourse). The overall score is mapped to the Common European Framework of Reference (CEFR).

Task type	Communicative skills assessed	Number of tasks	Time allowed
Part 1: Speaking and writing			
Personal introduction	n/a (unscored)	1	**1 minute**
Read aloud	reading and speaking	6–7	
Repeat sentence	listening and speaking	10–12	
Describe image	speaking	6–7	30–35 minutes
Re-tell lecture	listening and speaking	3–4	
Answer short question	listening and speaking	10–12	
Summarize written text	reading and writing	2–3	50–60 minutes
Write essay	writing	1–2	
Part 2: Reading			
Multiple-choice, choose single answer	reading	2–3	
Multiple-choice, choose multiple answers	reading	2–3	
Re-order paragraphs	reading	2–3	32–41 minutes
Reading: Fill in the blanks	reading	4–5	
Reading & writing: Fill in the blanks	reading and writing	5–6	
Part 3: Listening			
Summarize spoken text	listening and writing	2–3	20–30 minutes
Multiple-choice, choose multiple answers	listening	2–3	
Fill in the blanks	listening and writing	2–3	
Highlight correct summary	listening and reading	2–3	
Multiple-choice, choose single answer	listening	2–3	23–28 minutes
Select missing word	listening	2–3	
Highlight incorrect words	listening and reading	2–3	
Write from dictation	listening and writing	3–4	

1 A good influence

Overview

Lead-in

1 Discuss the questions in pairs.

    1 Describe a person you admire. Why do you admire that person?
    2 Read the quotes. Do you agree with what the people think?
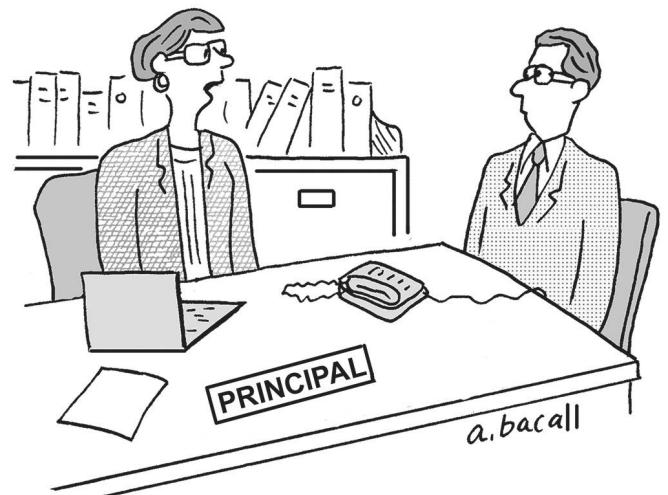
'Students are influenced by television, video games, advertising, music, fashion, and their teachers. I'm looking to hire teachers that can reverse that order.'

'The key to successful leadership is influence, not authority.'
Kenneth H. Blanchard, author and management expert

'You don't have to be a person of influence to be influential. In fact, the most influential people in my life are probably not even aware of the things they've taught me.'
Scott Adams, cartoonist

2 Work in pairs. Look at the list of influences in our lives and discuss the questions.

brothers and sisters   country of birth   famous people   friends   parents   teachers   television

    1 How do these people/things influence your life?
    2 Which of these has the greatest influence on a person's life?
    3 How might these sometimes have a negative influence?

Reading 1 (Multiple-choice, choose single answer)

Before you read

1 Discuss the questions in pairs. Check the meaning of the words in bold in a dictionary if you are unsure.
  1 Do you think all students have the same amount of **motivation**?
  2 Were you ever given a **reward** for doing well at school? What was it?
  3 Do you think **punishment** works with children who behave badly?

Identifying main points and text development

In *Multiple-choice, choose single answer*, you will need to identify the difference between the main point and the supporting information in a text.

2a A topic sentence is a sentence which summarises the main idea in a paragraph. Look at the underlined topic sentence in paragraph 1 of the text and answer the questions.
  1 Where do you usually find the topic sentence?
  2 Does the paragraph continue with a general discussion or with examples?

There are two types of motivation. Students with intrinsic motivation are fascinated by a subject or its usefulness in life and will frequently use phrases such as 'Speaking English allows me to meet new people.' Extrinsic motivation comes from outside consequences of actions. Students with extrinsic motivation will use phrases such as 'My dad will give me €50 if I pass this exam.'

Extrinsic motivation can have an effect on intrinsic motivation. However, this is not always in ways we might expect. In one study, psychologists promised to give a group of children sweets if they completed a drawing. These children showed less intrinsic interest than the group who were invited to draw without the promise of rewards. In another study, children who were threatened with punishment if they played with a particular toy showed more intrinsic interest in that toy.

b Underline the topic sentence in paragraph 2. What information follows the topic sentence?

c The answer to multiple-choice questions often paraphrases a sentence in the text. Which two sentences (1–4) best paraphrase the topic sentences in paragraphs 1 and 2?
  1 Intrinsic motivation is more common than extrinsic motivation.
  2 People are motivated to work harder for two different kinds of reasons.
  3 There may be surprising effects of extrinsic motivation on intrinsic motivation.
  4 Children work better when they are offered something nice in the end.

3a Look at the text in Exercise 4. Which sentence (1–3) best paraphrases the topic sentence?

1 Students need to have goals to work towards.
2 Students will always put more effort into their social activities.
3 Students generally have something they are keen and willing to do.

b What information follows the topic sentence?

1 comparison and contrast of different types of motivation
2 examples of different kinds of motivation and reasons why they are important
3 identifying a problem with motivation and explaining why it exists

Test practice

➤ EXPERT STRATEGIES page 177

4 Complete the task.

Read the text and answer the multiple-choice question by selecting the correct response. Only one response is correct.

Almost all students are motivated in one way or another. One student may be keenly interested in classroom subjects and purposely look for information and challenging coursework. Another student may be more concerned with the social side of school, socialising with classmates frequently and attending after-school activities almost every day. Motivation is important in education because it has several effects on students' learning and behaviour. It encourages students to work towards a particular goal, increases the amount of effort and energy the student invests, makes students more likely to begin and continue with activities, affects cognitive processes and decides which consequences are rewarding or punishing. Because of these issues just identified, motivation produces improved performance.

By writing this article, the writer wants to show that

A ◯ students generally show less motivation than they should.

B ◯ ways of increasing student motivation have been used well.

C ◯ the effects of student motivation can be seen in positive results.

D ◯ some students use their motivation in ways that waste time.

➤ HELP

• Which option suggests a moral question about student behaviour? Is this in the text?

• Which option suggests a judgement on how students use their time? Is this in the text?

Task analysis

5 Work in pairs. Compare and discuss how you approached the task.

1 Which options were the opposite of what was said in the text?
2 Which options were not mentioned?
3 Did the correct option refer to one sentence or the general idea?

Discussion

6 Discuss the questions in pairs.

1 What are your reasons for taking this course?
2 Do you think that extrinsic motivation works?

7 Check the meaning of these key words from the text. Write them in your vocabulary notebook with an example sentence.

EXPERT WORD CHECK

cognitive processes   consequences   performance   psychologists
threaten

➤ See **Reading 2** for more practice of this task type.

Academic vocabulary 1 AWL ACL

Education

1a Work in pairs. Discuss the meaning of the words in bold.

1 There are some **benefits** of **homeschooling** but there is also a **negative** side.
2 Many countries see **single-sex education** as a **positive** thing.
3 Large **institutions** offer better **support** for students.
4 It's more effective to **reward** good behaviour than to **punish** poor behaviour.
5 The main **aims** of **higher education** should be to **carry out** research, not to teach.

b Complete the article with words from Exercise 1a.

🏠 ← → | search News | C

THE MOST SUCCESSFUL EDUCATION IN THE WORLD?

Experts regularly [1] _____ research to identify the best education system. Many institutions offering [2] _____ , particularly undergraduate programmes, compete internationally for students. So what system works the best?

Many people believe that [3] _____ , where boys go to one school and girls go to another, is better and has more [4] _____ than problems. These schools often have very [5] _____ results in end-of-school tests. However, with the internet and better communications, more children don't go to school but learn through [6] _____ . There have always been worries that not mixing with other children would have a(n) [7] _____ effect on their social skills when they are older but there has not been much research recently in [8] _____ of this argument.

Educational [9] _____ in different countries may have very different views on how to [10] _____ good behaviour and [11] _____ bad behaviour. There is one thing which all experts agree on: education systems in different countries, or even within different neighbourhoods, have different [12] _____ to suit their social needs and there is no one ideal system.

---

c Discuss the questions in small groups.

1 What do you think of the different systems of education mentioned in the article?
2 Which system of education do you think works best in your country?

Collocations related to education

2 Choose the correct options in *italics* to complete the sentences.

1 It can be helpful for children to *attend / make* after-school classes.
2 Schools often don't *notice / identify* issues until it's too late.
3 It's a good thing to specialise in a *certain / particular* area at a young age.
4 Hard work is the only way to improve *academic / study* performance in the long term.
5 You need to *use / invest* time in your interests as well as your studies.
6 A *completely-educated / well-educated* population is important for the economy.

Word patterns

3a Complete the questions with prepositions. Then find the words in *italics* in the text on page 9 and check your answers.

1 What kind of people are *concerned* _____ children's education?
2 What are the good things about *socialising* _____ students outside of class?
3 How does the school you go to *have an effect* _____ your life later?
4 Are university graduates more *likely* _____ find a job than school-leavers?
5 Do you want to *continue* _____ education after finishing this course?

b Decide if the words (1–6) are verbs, nouns or adjectives. Then match them with their meanings (A–F).

1 challenging *adjective, C*   4 effort _____
2 energy _____   5 goal _____
3 issue _____   6 encourage _____

A physical and mental strength
B something you hope to do in the future
C difficult in an enjoyable way
D give someone the confidence to do something
E the hard work needed to do something
F a subject or problem that people often discuss

c Complete the sentences with the correct form of words from Exercises 3a and b. Then discuss the statements in pairs.

1 It's important that classes are _____ but not too difficult.
2 Teamwork is easier when students _____ with each other outside class.
3 Some people can learn a language without putting in much _____ .
4 Rewards are not enough to _____ students to work hard.
5 Family background has a major _____ on student results.

Speaking 1 (Read aloud; Answer short question)
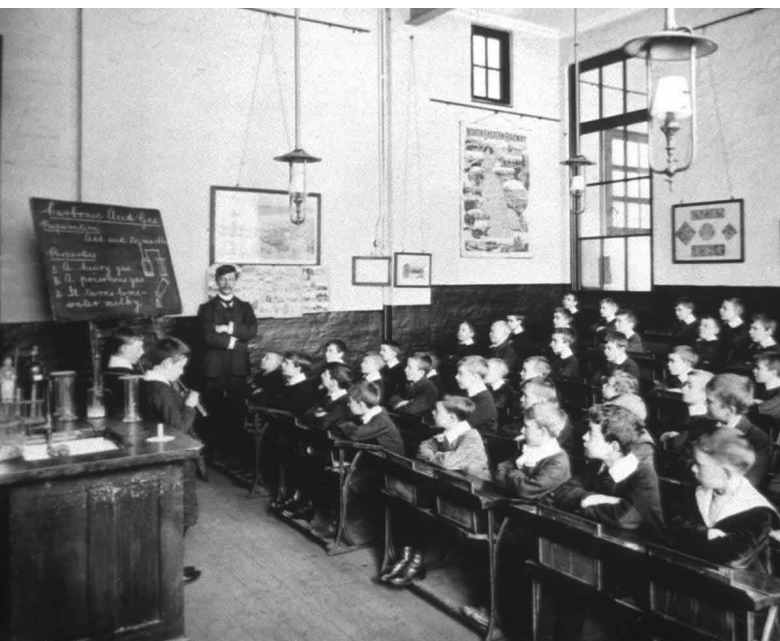
Pronunciation: Dividing text into sense groups

In *Read aloud* you are scored on pronunciation and oral fluency. To improve in these areas, you will need to be able to divide a sentence into sense groups as you speak, pausing slightly between each.

1a 🎧 **02** Listen to the sentence. The speaker makes a slight pause between sense groups. Slash marks (//) indicate the pauses. Work in pairs and take turns to read the sentence aloud.

> In most countries // education is not only a right // but an obligation. // Parents of children // who are found outside of school // can be punished under the law.

b 🎧 **03** Listen and mark // between each sense group in the sentences.

   1 Education, in its modern form, appeared at the same time as the industrial revolution.
   2 The invention of the printing press, which was necessary for schools to exist, changed the way knowledge could be reproduced forever.

c Compare answers in pairs. Then practise reading the sentences aloud.

2a Mark // between each sense group in the sentences. Use the commas to help you decide.

   1 With industrialisation, factories needed a population that could read and count, skills which were unnecessary for an economy which was based on farming.
   2 Teaching the population to respect rules was also a key goal, and even learning knowledge was secondary to this. No lesson was ever considered so important that it could continue after the bell.

b 🎧 **04** Listen and check your answers.

c Work in pairs. Practise reading the sentences aloud. Speak at natural speed, pausing slightly between sense groups.

Test practice 1: Read aloud

➤ EXPERT STRATEGIES page 170

3 Complete the task. Remember to think about sense groups as you read aloud.

> ⏱ **40 sec.** *Look at the text below. In 40 seconds, you must read this text aloud as naturally and clearly as possible. You have 40 seconds to read aloud.*

> The idea of emotional intelligence has become more popular, particularly since the idea of 'emotional literacy' was developed, which, as the name suggests, is something that can be taught in schools. Many believe children can be taught the emotional skills to deal with difficulties and to come through experiences like failing, feeling strong and being able to cope.

Task analysis

4a 🎧 **05** Listen to a model *Read aloud* answer. Did you pause in the same places in Exercise 3?

b Read the text in Exercise 3 again. Try reading in the same way as the model.

Test practice 2: Answer short question

➤ EXPERT STRATEGIES page 174

5 🎧 **06** Complete the task in pairs. You will hear six questions.

> ⏱ **10 sec.** *You will hear a question. Please give a simple and short answer. Often just one or a few words is enough.*

Listening 1 (Highlight correct summary)

Before you listen

1 Read the statements. Are they true or false, in your opinion?

1 Young people today should study harder.
2 Teachers need to think again about the way they teach.
3 Young people need the same job skills as their parents.

Identifying the main idea

In *Highlight correct summary* you need to identify the main idea and the points that support that idea.

2a 🎧 07 Listen to a talk about an expert's view on education and take notes.

b What is Dr Wagner's main point? Choose from statements 1–3 in Exercise 1. Use your notes to help you.

Identifying supporting points

3a 🎧 07 Listen again and add to your notes.

b Tick (✓) the reasons Dr Wagner gives to support his main point. Use your notes to help you.

1 Teams do not meet in one place any more.
2 You need to be able to speak English.
3 You need to understand that people live differently.
4 Team leaders are usually managers.
5 Young people do not have the skills to be leaders.

Test practice

4 🎧 07 Underline the topic sentence in each paragraph. Then complete the task.

> *You will hear a recording. Choose the paragraph that best relates to the recording.*
>
> A ○ People who are involved in education need to think about the way they teach. It is important that young people leave school with the key skills they need to succeed in the workplace but they do not have these skills today.
>
> B ○ Schools must work harder to train students to become good managers so that they can lead and influence other people. This is the most important skill that young people need if they want to get – and keep – their dream job.
>
> C ○ Young people need to know how to talk to people around the world. Technology has changed the way business people meet; meetings are no longer held in one building but instead an international group of people meet online.
>
> D ○ Young people are being taught just seven key workplace skills and one expert believes they will find it difficult to get work in the future as a result. He therefore suggests that schools need to change the skills that they teach in the future.

Task analysis

5 Why is each of the other three paragraphs incorrect? Match the incorrect paragraphs with reasons 1–3. There may be more than one reason for each paragraph.

1 It gives information that is not on the recording.
2 It talks about a minor supporting idea and not the main idea.
3 It gives opposing information to the recording.

➤ See **Listening 2** for more practice of this task type.

Language development 1

Parts of speech

➤ **EXPERT GRAMMAR** page 203

1a Write the words in the sentence next to the correct part of speech.

> Educators do not always teach useful skills for the workplace but this must change.

1 noun (e.g. *teacher*) educators , _____ , _____
2 auxiliary verb (e.g. *is*) _____
3 modal verb (e.g. *can*) _____
4 verb (e.g. *create*) _____ , _____
5 adjective (e.g. *good*) _____
6 adverb (e.g. *carefully*) _____ , _____
7 preposition (e.g. *in*) _____
8 pronoun (e.g. *she*) _____
9 article (e.g. *a*) _____
10 conjunction (e.g. *and*) _____

b Find and correct the incorrect parts of speech in the sentences.

1 I work good first thing in the morning.
2 I try to write in English every daily.
3 I think I have a bad understand of English verb forms.
4 I enjoy meeting new people and speaking English with they.

Word formation

➤ **EXPERT GRAMMAR** page 203

2 Many words have different forms. Put the underlined words in the sentences in the correct place in the notes on the right. Then complete the rest of the notes.

1 Speaking fluently in English can be <u>challenging</u>.
2 Use an English–English dictionary to find the <u>definition</u> of this word.
3 I enjoy being <u>creative</u> with the English language.
4 I don't have a lot of <u>motivation</u> to write in English.
5 I want to be able to communicate in an English-speaking <u>society</u>.
6 It's a student's responsibility to <u>educate</u> themselves.
7 Vocabulary <u>development</u> is quite easy for me.
8 You need to be <u>intelligent</u> to learn a language.

	Noun	Verb	Adjective
1	challenge	challenge	challenging
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____
8	_____	–	_____

3a Tick (✓) the words in the box that are both verbs and nouns. Use a dictionary to help you.

affect   assess   benefit   challenge   comment   design   focus   process   punish   repeat   reward   solve   support   translate

b Write the noun forms of the words in Exercise 3a that you did not tick.

affect (v) – effect (n)

4a Choose the correct options in *italics* to complete the article.

How to learn vocabulary

English students are often [1] *challenge / challenged* by the number of words in the English language. So how can a student learn new words [2] *effect / effectively*? The first step is to record them in a notebook. Many students write down a word and then [3] *translate / translation* it into their own language. It is also important to write a [4] *define / definition* and example sentence so you can see it in context. Try to be [5] *creation / creative* and use pictures or diagrams. It is also [6] *beneficial / benefit* to write down common collocations as we often remember groups of words together.

After recording new words, you need to [7] *focus / focusing* on getting them into your long-term memory. You should also place [8] *importance / important* on [9] *repeat / repetition*. You need to see a word in context several times before you will remember it, so regular reading will have a big impact on your [10] *develop / development*. However, make sure you are [11] *motivate / motivated* by your reading material as this will [12] *affect / effect* how much attention you pay to it. If you are interested, you will remember more.
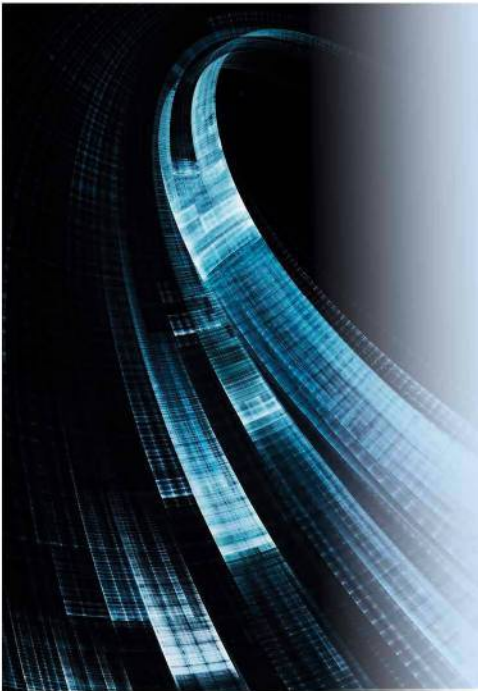
b How do you learn new vocabulary? Share your ideas with the class.

Summary writing 1 (Summarize written text)

Taking notes when reading a text

In *Summarize written text* it is important to recognise and note down key points in the reading text to help you understand it better. You can then use these points to form your summary.

1   Read paragraph 1 of the article. Then look at a student's notes and answer the questions.

   1   The words in the notes are key words. What are key words?
   2   Are there individual words or groups of words in the notes? Why?
   3   Are there any grammar words (e.g. articles, prepositions) in the notes? Why/Why not?
   4   Has the student copied words exactly from the text or has he/she re-organised them?

Online learning is becoming more popular but, according to a new study, students still believe it's easier to learn in a traditional classroom. Researchers recently asked 1,345 college students in the US about their views on the future of education. The study found that 53 percent of students agree that online colleges are reliable. However, only 43 percent think that online classrooms are better quality than traditional ones.

About <u>36 percent</u> of <u>students</u> said <u>that</u> <u>online learning</u> gives you <u>time to work</u> and <u>study</u> and <u>half</u> <u>of</u> <u>the</u> students questioned think <u>technology</u> is <u>necessary</u> to <u>education</u>. However, almost <u>78 percent</u> think it's <u>easier</u> to <u>learn</u> <u>in</u> <u>a</u> <u>traditional classroom</u> than <u>through</u> online courses.

Despite their preference for traditional classrooms, students still believe that education will become more virtual in the future. 19 percent predict that social media will be used to interest students in the classroom.

study: 1,345 college students, only 43% – online classroom better

2a   Read paragraph 2 of the article and look at the underlined words. Which six words are not key words?

 b   Look at the notes for paragraph 2. Rewrite them to make them more effective.

36% students online learning time to work study
half technology necessary education
78% easier learn traditional classroom

3a   Read paragraph 3 of the article. Find the key words and use them to help you write short, simple notes on the main point.

 b   Compare your notes in pairs. Have you included the same key information as your partner?

➤ See **Summary writing 2** for more practice of this task type.

Listening 2 (Highlight correct summary; Write from dictation)

Before you listen

1 Read the question and check the meaning of the words in bold in a dictionary. Then discuss the question.

> How does **social** media have a positive and negative impact on a company's **brand**, **recruitment**, **sales** and the amount of work produced?

Test practice 1: Highlight correct summary

➤ EXPERT STRATEGIES page 185

2 🎧 08 Complete the task. Remember to identify the main idea and supporting points.

You will hear a recording. Click on the paragraph that best relates to the recording.

A ○ There are both advantages and disadvantages of social media in the workplace. On one side, a company's brand can become stronger. On the other side, there is a chance that the company's brand will become weaker if an employee says something negative about the company.

B ○ Because social media can stop employees working, some employers prevent them from using social media. However, these employers do not enjoy the benefits that social media can bring, such as an increase in customer demand for their product or a stronger brand.

C ○ Social media can help employers to develop their businesses and find new staff. However, it is a problem when an employee criticises the company online or spends too much time using social media. To stop employees spending time on social media, employers must develop and challenge their staff.

D ○ Employers only see the negative side of social media because they have too many problems with employees being rude or spending too much time using social media instead of working. Because this situation is challenging, it is easier for companies to stop the use of social media.

➤ HELP

Do any of the summaries
• include incorrect information or information not in the recording?
• fail to include the main idea and supporting points?

Test practice 2: Write from dictation

➤ EXPERT STRATEGIES page 189

3 🎧 09 Complete the task. You will hear three sentences. Then compare answers in pairs.

You will hear a sentence. Type the sentence in the box below exactly as you hear it. Write as much of the sentence as you can. You will hear the sentence only once.

Task analysis

4 Answer the questions.

1 *Highlight correct summary*: Did you ignore summaries in Exercise 2 that gave incorrect information or information not in the recording?
2 *Write from dictation*: Did you guess words you could not remember in Exercise 3 by looking at the words around it?

Language development 2

Present tenses

➤ **EXPERT GRAMMAR** page 203

1a Choose the correct options in *italics* to complete the sentences from Listening 1.

> Employers [1] *currently experience / are currently experiencing* a love-hate relationship with social media. Some [2] *use / are using* it to their advantage: they [3] *reach / are reaching* more customers and [4] *improve / improving* their brand image through social networking sites. They [5] *also use / are also using* them for recruitment.

b Complete the sentences with the correct form of the verbs in brackets so they are true for you.
1 I _____ (study) in a language school at the moment.
2 I _____ (like) reading articles in other languages.
3 I _____ (feel) confident that I have the right answers.
4 I _____ (go) to work before I start studying.
5 I _____ (have) a lot of free time these days.

2a Read the article below and answer the questions.
1 What did the researchers look at in this study?
2 Which has a stronger influence on work: positive experiences or negative experiences?
3 What affects mood more: events at home or events in the workplace?

b Read the article again and underline the subject in each sentence. Then choose the correct options in *italics* to complete the article.

3a Look at the flowchart on the recruitment process and answer the questions.
1 Who writes the job description?
2 Who does the candidate send the CV to?
3 Who reviews the CVs?
4 Who does the department head interview?
5 Who checks the documents are correct?
6 Who sends the offer letter?

b Work in pairs and take it in turns to describe the recruitment process to your partner.

Write job description
↓
Send CVs
↓
Review CVs and invite to interview
↓
Technical interview
↓
Document checks
↓
Offer letter

◼ Candidate
◼ Human Resources staff
◼ Department head
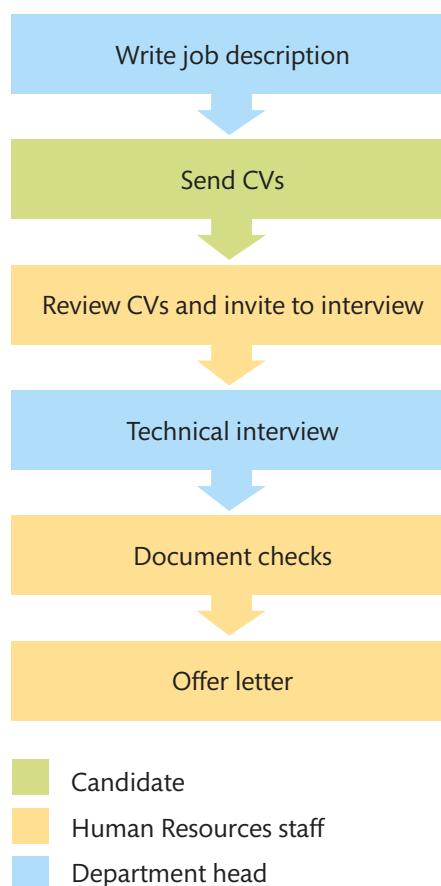
Waking up on the wrong side of the desk

You know how it goes. A traffic jam [1] *block / blocks* your way and you [2] *arrive / arrives* late in a bad mood. From there the day just [3] *go / goes* downhill.

Or does it? [4] *Do / Does* a bad mood really colour your whole day? A large amount of work from the past 20 years [5] *is / are* available on work-family conflicts but very few studies actually [6] *look / looks* at the effect of mood on performance in the workplace. Two scientists [7] *is / are* studying this at the moment. So far, the results of their research [8] *suggest / suggests* that positive and negative moods [9] *affect / affects* employees but that the effects of a positive mood [10] *is / are* more powerful. It seems that the mood people [11] *bring / brings* with them to work [12] *have / has* a stronger effect on the day's mood and on work performance than the mood changes which [13] *is / are* caused by events in the workplace. These findings [14] *mean / means* that performance might improve if businesses [15] *help / helps* employees to deal with mood-affecting influences in their private lives.

Academic vocabulary 2 AWL ACL

Compound nouns related to work

1a Match the beginnings of the sentences (1–6) with the endings (A–F). Then note the compound nouns in *italics*.

1 Normal *working*
2 Some companies use *social*
3 Many *development*
4 Employees use *networking*
5 Employers take an *active*
6 Negative comments may stop a *potential*

A *customer* from buying a company's products.
B *hours* for office workers are 9–5.
C *sites* to make new business contacts.
D *role* in making sure their staff are happy.
E *opportunities* are available for staff.
F *media* to recruit new staff.

b Which compound nouns in Exercise 1a are made up of adjective + noun? Which are made up of noun + noun?

adjective + noun: social media   noun + noun: working hours

Verb + noun collocations related to work

2a Complete the text with the words in the box.

address   affect   complete   establish   give   make
offer   providing   see   setting

Employers want to get the best work out of their employees, so they need to help them find some job satisfaction. Employers can challenge staff members by ¹ _____ them new <u>goals</u>. They can also ² _____ development opportunities so staff can learn new skills. It's a good idea to ³ _____ positive feedback to staff when they ⁴ _____ tasks effectively. This will make them feel valued.

If a staff member is worried about an aspect of their job, the employer should ⁵ _____ arrangements for that person to speak privately to a manager outside their team. This manager should try to ⁶ _____ a good relationship with the staff member. Many employers ⁷ _____ the positive side of this system: by listening to the employee's concerns and ⁸ _____ support, they can quickly ⁹ _____ an issue before it becomes too big and starts to ¹⁰ _____ their work.

b 🎧 10 Listen and check your answers.

c Read the text again and underline the nouns that follow the verbs in the blanks.

d What do employers in your country do to help motivate employees to work hard? Think about the things in the box.

colleagues   facilities   other financial benefits
responsibility   salary   training
working environment   working hours

Easily confused words related to work

3 Complete the sentences with the words in *italics*.

1 *career, job, work*
   A When you start a new _____ , it's important to look motivated.
   B Many young people want to follow a _____ in the media.
   C It is difficult for young people to find _____ in some countries these days.

2 *hear, listen*
   A Employees should always _____ to their managers.
   B Employers don't want potential employees to _____ negative comments about them.

3 *salary, wages*
   A Some of the employees have asked for an increase in their annual _____ .
   B Staff receive _____ each Friday for the hours they worked during the week.

4 *raise, rise*
   A All employees expect their salaries to _____ each year.
   B If employers _____ their employees' salaries, the employees will only be more motivated for a short time.

Reading 2 (Multiple-choice, choose single answer)

JOB INTERVIEWS

ANY OTHER STRENGTHS?

Before you read

1 Look at the two interview questions that companies often ask candidates. Discuss the questions in pairs.

   1 How would you answer these interview questions?
   2 Why are they 'trick' questions?
   3 Do you think these questions have any value in a job interview?

'If you could be any superhero, who would it be?'

'What colour best represents your personality?'

Test practice

➤ **EXPERT STRATEGIES** page 177

2 Complete the task. Think about the difference between the main point and the supporting information in the text.

Read the text and answer the multiple-choice question by selecting the correct response. Only one response is correct.

Trick interview questions are annoying. You would have to be a bit strange to feel comfortable with them. But ever since Microsoft decided to use 'brain teaser questions' in recruitment interviews back in the 1990s, they've been growing in popularity. They don't necessarily work though. They also actively discourage good candidates and have a long-term effect on a company's ability to attract talent, as reported in research that came out in October. After putting 360 participants through job interviews, the researchers found that the most qualified workers preferred not to attend interviews that use trick questions because they personally see them as unfair and are designed to make them fail.

According to the research, trick interview questions fail for which reason?

A ◯ Modern companies are not using them.

B ◯ Skilled people are not attracted to them.

C ◯ Ordinary people are not able to answer them.

D ◯ High levels of ability are needed to understand them.

➤ HELP

   • Read the first sentence. What is the writer's view of this topic?
   • Read the task question. Whose view do you need to identify?
   • Where in the text is this view reported?

Task analysis
3 Work in pairs. Compare and discuss how you approached the task.

   1 Which options were the easiest to locate in the text?
   2 Where was the correct option paraphrased in the text?

Discussion
4 Discuss the questions in pairs.

   1 Do you think that interviews are a good way of choosing new employees?
   2 How do people find a new job in your country?

Speaking 2 (Describe image)

Organising your description

To score well on *Describe image*, you need to be able to organise your description of a chart.

1a Look at the chart in Exercise 4 and complete the topic sentence.

The chart _____ the percentage of people who _____ in four countries in the year _____ .

b An overview sentence summarises the results of the research. Which is the correct overview sentence for the chart?

1 There was a large difference in the percentage of people working in these countries.
2 The country with the largest percentage of the population working was Qatar.
3 Some countries have a higher level of unemployment than others.

c What is the difference between a topic sentence and an overview sentence?

2a Complete the sentences with the words in the box.

clear   gap   highest   illustrates   much lower
over half   possible   70 percent

A The _____ percentage can be seen in Qatar, where around _____ of the population is in employment.
B It's _____ that some of these countries have high unemployment.
C China is the only other country with _____ the population in work. However, in Turkey and Iraq the numbers are _____ – around 25 percent and 35 percent respectively.
D It's _____ that there's quite a large _____ in the size of working populations.
E The chart _____ how many people are in the labour force in four countries.

b Match the stages of describing a chart (1–5) with the sentences in Exercise 2a (A–E). Then compare answers in pairs.

> *Stages of a description*
> *1 a topic sentence of what the chart shows*
> *2 an overview sentence about the results*
> *3 the country with the highest %*
> *4 the other statistics*
> *5 providing a conclusion*

Sample response

3 🎧 11 Listen to a student describing the chart and check your answers in Exercise 4. Then listen again. Does she finish within 40 seconds?

Test practice

➤ **EXPERT STRATEGIES** page 172

4 Complete the task in pairs. Take turns to describe the chart.

> ⏱ **40 sec.** *Look at the chart below. In 25 seconds, please speak into the microphone and describe in detail what the chart is showing. You will have 40 seconds to give your response.*
>
> **Percentage of total population in labour force in selected countries in 2012**
>
>
>
> Iraq: 34.2 Turkey: 23.8 China: 56.3 Qatar: 70.8
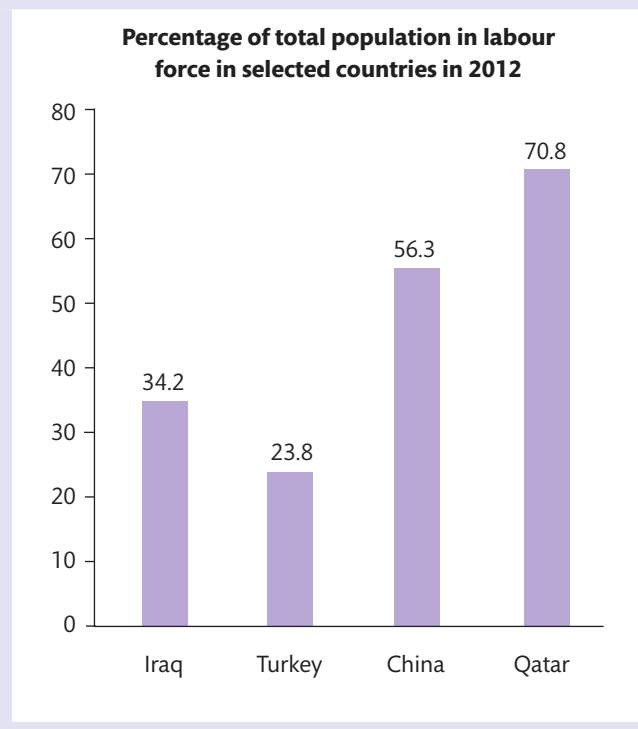
➤ **HELP**

Look at the numbers in the chart. Where do they start and end?

5 Turn to page 190 and complete another timed test practice.

➤ **EXPERT SPEAKING** page 190

Task analysis

6 Did you:

1 finish in the 40-second time limit?
2 include all five stages of the descriptions?

Summary writing 2 (Summarize written text)

Lead-in

1 Discuss the questions in pairs.

   1 What job would you like to do in the future? What has influenced your decision?
   2 What job do you think the identical twins in the photo do? Do you think their job choice was influenced by childhood experiences or by their genes (DNA)?

Understand the task

➤ **EXPERT STRATEGIES** page 175

2a Read the instructions for *Summarize written text* and answer the questions.

   1 How many sentences should your summary have?
   2 In the test, where do you type your summary?
   3 How much time do you have to complete the task?
   4 How is your summary scored?

   b Read the text quickly. Look at the first and last line of the text and the first line of each paragraph. What is the topic of the text?

ⓥ **10 min.** *Read the passage below and summarize it using one sentence. Type your response in the box at the bottom of the screen. You have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points in the passage.*

Twin studies have been very useful in giving us information about whether our genes or our environment makes us who we are. A surprising result is the way that genes influence our work. At a basic level, our genes affect how we look and so they influence whether we can become a basketball player or a supermodel, for example. However, there is evidence that genes influence our job choice in much greater ways.

Research shows that identical twins choose more similar jobs than non-identical twins. In fact, identical twins who have grown up apart choose more similar jobs than non-identical twins who have grown up together. Studies also show that identical twins are more likely to find the same kind of work satisfying. The research suggests that our genes affect both the satisfaction that comes from doing a job and the satisfaction that comes from working conditions such as a person's pay or their manager.

So what does this mean? It means that from birth, you are more likely to prefer one occupation to another and find certain jobs more satisfying than others. However, genes are not the only factor. Other things in your life, such as family background and education, will also be influential in your career choices.

Plan your summary sentence

3a Read the text more carefully. Find the key words and use them to help you write notes on the key information.

   b Compare your notes in pairs. Has your partner included any information that you haven't?

   c Look at the underlined sentences in paragraphs 1 and 2 of the text. Which one is the topic sentence of each paragraph? Can you find the topic sentence of paragraph 3?

d Look at your notes again. What is the main point of the text? Use these questions to help you.

1 What have twin studies shown?
2 What are the results of this?

Language and content

4a In a summary, a writer has to connect ideas within a text. Look at the summaries and underline the words or phrases that express cause (why something happens) and effect (the result of something).

1 Studies have shown that people decide on a job <u>because</u> their genes influence what they want to do.
2 Scientists have discovered that identical twins have the same genes, so they choose similar jobs.
3 A person gets their genes from their parents, with the result that they choose the same job as their mother or father.
4 Research suggests that genes decide how happy we are in our jobs, as we choose jobs based on our skills.
5 Scientists believe that we do not have a choice over our job for the reason that genes decide it for us.
6 Twins choose quite similar jobs and, therefore, it is likely that genes affect the work we choose.

b Write the words and phrases you underlined in Exercise 4a in the correct column.

Cause	Effect
because	_____
_____	_____
_____	_____

c Join each pair of sentences in two different ways using the words in brackets.

1 Non-identical twins do not have the same genes. They are less likely to choose the same job. (therefore, because)
2 Genes determine our height. They determine whether we can become basketball players or not. (as, so)
3 Identical twins choose more similar jobs than non-identical twins. They have the same genes. (reason, result)

d Look at the example phrases in the table. Choose one phrase to begin your summary sentence. Then choose one word or phrase to express cause or one to express effect to use in your summary sentence.

Beginning the summary	Twin studies show that … Research suggests that … Researchers believe that …
Cause	… **as** our genes affect these decisions … … **because** twins choose similar jobs … … **for the reason that** it affects job satisfaction …
Effect	… **therefore** our genes influence our job choice … … **are a result/consequence** of our genes … … **so** our genes help to decide on our career …

Write your summary sentence

5 Write your summary sentence. Use your notes from Exercise 3 and the language in Exercise 4 to help you.

Check your summary sentence

➤ **EXPERT WRITING** page 196

6 Check your summary sentence using the checklist on page 196.