

PTE ACADEMIC™

EXPERT

B1 TEACHER'S RESOURCE MATERIALS

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Introduction

Components

PTE Academic Expert B1 consists of:

- a coursebook for classroom use.
- an online MyEnglishLab for homework, private study and/or classroom use.
- these teacher's online resource materials.

Eight key features

1 *PTE Academic Expert B1* is flexible. It is designed in a modular way so that teachers can either follow the order of the material in the book or choose their own route through the course to meet the needs of specific classes. Each page or double spread is free-standing, and almost always follows the same order in each module, making it easy to access and isolate separate elements of the course and integrate them in different ways.

So, a teacher might follow a linear route through each module and through the book. Alternatively, you might decide to follow different, tailored routes through each module, for example starting with Speaking or Listening rather than Reading. And you might choose to do the modules in a different sequence, depending on your students' needs and interests.

2 While each section can be taught independently, there are usually links between the sections to provide a coherent progression when the linear route is chosen. For example, the skills practice in the A units is practised again under test conditions in the B units. Language from the Reading and Listening sections is usually reviewed and developed further in the Language development and Vocabulary sections.

If students are new to Pearson Test of English Academic or to academic vocabulary, a linear route through the coursebook is recommended.

3 The course uses the Academic Word List in both the input materials and in the Academic vocabulary pages. Students are encouraged to learn the most frequent word families used in Academic English, and students are given the opportunity to manipulate the various forms of these words. The Academic Word List is constructed from a range of spoken and written texts taken from a cross-curricular selection of texts. Raising student awareness of these high-frequency words is the most efficient way of

preparing students for the vocabulary that is likely to appear in the test.

4 In addition, the Academic vocabulary pages fully exploit the Pearson Academic Collocation List, a list of pairs of words which frequently appear together and are pedagogically relevant in an EAP context. Promoting awareness and use of collocations encourages good language learning practice.

5 The Language development pages follow the Pearson ELT syllabus for the B1 level where relevant to academic study. The emphasis is on language that will aid students on the accurate construction of complex, cohesive sentences.

6 The sub-skills needed for the different parts of *PTE Academic* are systematically practised in the A and B units. These include:

- **Speaking:** Developing fluency and accurate pronunciation
- **Writing:** Writing complex sentences, academic tone, cohesion and coherence, and writing relevant responses
- **Reading:** Note-taking and reading at speed, and reading for a range of purposes
- **Listening:** Note-taking, understanding text structure and identifying key information and supporting points.

7 Most sections contain a Help feature, with clues which help students complete the task and often focus attention on how the task is constructed. It is very beneficial to point out to students throughout the course how the Help questions will help them with future tasks, as well as with the task at hand.

8 Throughout the Online Teacher's Resource Materials, and in the Expert strategies sections of the coursebook, *Notes from the test developers* boxes contain advice from the Pearson team on approaching the different tasks in the test.

Coursebook

The coursebook consists of ten modules, each divided into two units, A and B. Each module practises all the papers of the exam, and includes grammar and vocabulary consolidation and development.

Each module is designed around a theme. There is a lead-in page, with an overview listing what the module contains, which facilitates planning. Photos, quotes, recordings and questions prompt discussion aimed at getting students interested in the theme.

Then each of the two units in the module is based on a topic linked to the overall theme of the module.

At the end of each module, there is a Module review with revision and further practice of the language covered in the module.

Other elements of the coursebook are:

- Exam overview at the front of the book, giving an at-a-glance outline of what is included in each paper and what skills are tested in each section
- Expert strategies section at the end of the coursebook, giving more detailed information about what to expect in each part of the paper, plus a list of recommended strategies and tips from the test developers for each task type
- Expert grammar section, giving more detailed information about the main grammar points practised in each module
- Expert writing section, giving a sample question and answer for each type of Write essay and Summarize written text or Summarize spoken text task, with model answer and specific guidance
- Communication pages, with additional practice of speaking tasks.

Module and unit structure

Each module contains the following sections. For ease of use and flexibility the spreads are in the same order in each unit. The teaching notes indicate when photocopyable activities at the back of the Online Teacher's Resource Materials may be used to expand or supplement the lessons.

The coursebook reflects the multiple-skills approach of the tasks in PTE Academic, and therefore there may be some overlap between the skills.

Overview and lead-in questions

Use the overview to introduce the module contents. You could discuss with the class in what order they would like to cover the module.

Use the photos and lead-in questions, quotations or sounds to generate interest in the overall theme of the module.

A units

Reading 1

The texts have been chosen for their interest value as well as for their potential to provide a 'window on the world' and generate discussion. There is a three-stage approach.

Stage 1 – A *Before you read* exercise establishes the topic.

Stage 2 – The A unit introduces a transferable skill, which can be used in a variety of tasks, and introduces one of the task types from the Reading. Students will practise the skill, completing a test-style reading task. They should also be referred to the relevant Expert strategy points before attempting the task. These can be found at the back of the coursebook.

Stage 3 – Each task is followed by a *Task analysis*, which draws attention to the way the task has been constructed and should help students improve their performance the next time they face this task type.

Stage 4 – There may also be a discussion activity based on the text, but related to the students' own lives in order to encourage personalisation.

Academic vocabulary 1

This section practises and extends language from the reading text in the previous section. Areas focused on include words from the Pearson Academic Collocation List, words families from the Academic Word List, prepositions, word formation and easily confused words, as well as topic-themed vocabulary. Students are given opportunities to use the vocabulary both in a test context and in relation to their own lives.

Listening 1

Each Listening 1 section introduces a task type which will be practised again in Listening 2, with the exception of Modules 5 and 10, which cover different tasks in the A and B units.

Stage 1: A *Before you read* exercise establishes the context.

Stage 2: A transferable listening skill is introduced and practised in a test-style context. Each module introduces a different test task. Students should be referred to the relevant Exam strategies points before attempting the task for the first time. These can be found at the back of the coursebook.

Stage 3: A key feature of *PTE Academic Expert B1* is the *Task analysis* exercise which follows each task. The analysis focuses attention on how the test is constructed and will aid students in improving their

performance the next time they complete a similar task. It is helpful to point out to students why they are doing a *Task analysis* exercise (because analysing how the task is constructed will help them to answer more efficiently in future).

Stage 4 – Discussion activities based on the text. If this is not possible, there will be a recommended discussion activity in the teacher's online resource materials.

NB Detailed work on note-taking is covered in the Speaking 2 sections which teach *Re-tell lecture*.

Language development 1

These sections draw on the Pearson ELT Syllabus and focus on an aspect of Academic writing introduced in the Listening 1 text. They contain a range of controlled and less controlled practice activities, linked to the topic of the unit.

Each Language development section has a cross-reference to the Expert grammar section at the back of the coursebook, which contains a summary of the language point being practised.

Speaking 1

Each section provides practice of a pronunciation point which will help to improve scores in all the Speaking part of the PTE Academic.

Stage 1 – Students carry out controlled practice of a feature of pronunciation. This is then practised in a test-style context.

Stage 2 – Students complete either a Read aloud task or a Repeat sentence task. In these sections, they will be able to apply the pronunciation skills introduced in Stage 1.

Stage 3 – Each module contains practice of Answer a short question. The level of these tasks is consistent throughout the book, and students should be able to use these tasks to monitor their improvement as they progress through the book.

Stage 4 – A Task analysis exercise encourages students to reflect on how well they performed in each task and directs them towards more efficient ways to approach the task in future.

Writing 1

Each Writing 1 section practises a sub-skill required for the Writing tasks that students may be required to do in the exam.

Stage 1 – A lead-in to introduce the task.

Stage 2 – A controlled practice task. The task might consist of identifying content relevant to the task,

organising ideas or building arguments. The tasks will include *Write essay*, *Summarize from written text*, and *Summarize from spoken text*.

B units

Listening 2

This introduces the topic of the B unit and gives test practice of the task introduced in the Listening in the A unit.

Stage 1 – A *Before you listen* activity to introduce the context.

Stage 2 – Test practice of the task introduced in the A unit. In Modules 5 and 10, Listening 2 will cover a different but similar gap fill to the task in Listening 1 in those modules.

Stage 3 – Each module contains practice of *Write from dictation* to allow students to monitor their improvement in general listening recognition.

Stage 4 *Task analysis* and discussion.

Language development 2

As in Language development 1, these sections usually practise an aspect of the language which is likely to be tested in PTE Academic.

Reading 2

As with the Listening, the B unit gives test practice of the task type introduced in the A unit, with Help questions and a cross-reference to the Expert strategies to support students.

Academic vocabulary 2

As with the A unit, these sections practise and extend language from the reading text in the previous section. Areas focused on include words from the Pearson Academic Collocation List, words families from the Academic Word List, prepositions, word formation and easily confused words, as well as topic-themed vocabulary. Students are given opportunities to use the vocabulary both in a test context and in relation to their own lives.

Speaking 2

This section introduces a transferable skill and test-style practice. Each module will alternate between *Re-tell lecture* and *Describe image*. The *Re-tell lecture* pages will also give extensive practice of note-taking, which will help with all tasks in the test requiring an understanding of oral input.

There will be a cross-reference to additional practice of these two larger speaking tasks in the communication pages at the back of the book. Students should also refer to the Expert strategies for these tasks.

Writing 2

This extends the skills practised in the A unit.

The principle behind the section is to establish 'good practice' through a clear set of procedures consistently applied which can be used in the main Writing tasks in the test.

The approach focuses on process more than on end product. Exercises encourage students to work through the key stages of writing which will help to improve the quality of the end result. Each spread is graded, and the aim is for students to build up gradually to complete the main task at the end of the section. In each section, there is considerable language support – in particular a range of functional expressions which are linked to the task.

In the Expert writing section, there is a model answer for each type of writing task, plus notes and guidance. The procedure is as follows:

- 1 lead-in
- 2 understanding the task
- 3 planning the task
- 4 thinking about the language and content
- 5 writing
- 6 improving and checking the writing output

Review pages

These revise the grammar and vocabulary of the previous module in non-test formats. The exercises can be used as practice in the classroom, given as tests or set as homework.

MyEnglishLab

The MyEnglishLab is an integral part of the course. It includes comprehensive exam information and aims to focus on the sub-skills and areas of language that underpin PTE Academic. It also comes complete with MyEnglishLab features such as a variety of interactive activity types, instant rich feedback, tips and hints, and a gradebook.

MyEnglishLab includes the following sections:

Skills practice

Further practice on the sub-skills and language needed for PTE Academic, including 20 interactive activities for each of the following sections: Speaking, Writing, Reading, Listening, Vocabulary and Grammar.

Practice tests

Two full tests written by PTE Academic item writers: one practice test (with tips, hints and feedback) and one mock test (with feedback only)

About folder

Contains more than 20 short informational videos about PTE Academic, the MyEnglishLab and tips for preparing for the test. Also contains video scripts, the Academic Word List and the Pearson Academic Collocations List.

Online Teacher's Resource Materials

As well as this introduction, the teacher's online resource materials contain:

Unit-by-unit teacher's notes

- guidance on how to use the coursebook material
- 'books closed' activities to get things going at the beginning of modules where appropriate
- background information on the texts
- ideas for additional activities; and answers to all exercises with explanations, where helpful.

Photocopiable activities

- A pre-course test quiz to see how much students already know about PTE Academic
- three photocopiable activities to supplement each coursebook module, providing communicative classroom practice for grammar, vocabulary and skills
- full teacher's notes and answer keys for each activity.
- placement tests, module review tests and progress tests through the Testmaster materials

Audio scripts

These are all together for ease of reference. In PTE Academic, many of the recordings are taken from authentic sources and feature native speakers using English in real academic contexts. Although the recordings in this book feature actors, we have taken care to ensure they simulate the recordings you will hear in the PTE Academic as much as possible.

1 A good influence

This module includes topics such as influences, learning experiences, education and work.

Before you begin the book, find out what students know about the PTE-A test: What are the three parts of the test? (Speaking and writing, Reading, Listening) How many task types are there in each paper? (Use the Test overview on page 167 as a guide.)

Draw students' attention to the features of the book. This can be done as a quick quiz. *Where are the Expert strategies? What information is in the Expert Strategies?, etc.*

Photocopiable activity

The pre-course photocopiable activity on page 110 provides an introduction to the PTE-A test. Students answer questions about the test, referring to the Test overview on page 167 or the Expert strategies on pages 170–189 of the coursebook where necessary.

Lead-in p.7

The purpose of the Lead-in is to introduce the general theme of the module. Keep the discussion brief, as the topic will be discussed in full in the unit.

Draw students' attention to the photos and ask them to describe and discuss how these might link to the title of the module. Ask students to discuss the questions and the quotations together. Encourage them to think of the less obvious people who might influence them (the kindness of a stranger, for example).

Reading 1 p.8

The Reading 1 sections introduce the skills which are tested in the Reading part of the test and guided practice of one task type.

- 1 Extend the initial discussion to what generally motivates people to work hard.
- 2 Exercise 2 introduces the skills tested in the Reading paper (identifying topic sentences and understanding paraphrase). Draw students' attention to the definition of a topic sentence. The topic sentence is generally at the beginning of the paragraph, but not always. Look together at the first paragraph, then let students work through the second paragraph on their own or in pairs.

Before you begin Exercise 2c, make sure students understand the word *paraphrase* (to express what someone says using different language).

3a and b This exercise introduces the test task. Draw attention to the sample task in Exercise 2. *Where are the instructions? Where is the question? How many options are there?*

4 Refer students to the Expert strategies for Multiple-choice, choose single answer, on page 177, even if they are generally familiar with multiple-choice questions.

Notes from the test developers

Students need to read the instructions each time they complete a multiple-choice activity to know if they need to give a single answer, or multiple answers, as these will be mixed up in the test.

5 In the Task analysis phase, ask: *How long do you think they will have for this type of task in the exam?* (approximately one minute) Give students the opportunity to discuss the questions as this will help them to rule out answers in future, a key skill for this task type.

6 To extend the discussion, ask students to describe a time when they felt really motivated.

Photocopiable activity

Activity 1A could be used here. Students match topic sentences with paragraphs to consolidate and practise identifying the topic sentence.

Expert word check p.9

The Expert word check boxes contain vocabulary words from the reading text which are not tested or otherwise exploited in the book. They will not be tested in the review sections, but may be helpful as part of general vocabulary expansion. Students should be encouraged to discuss definitions of these words and add them to their notebook. Further ideas for exploitation of these words are below.

Expert word check

- Use a dictionary to write up word families (*process, process, processed, processor*).
- Draw spidergrams with common collocations (*cognitive learning, processes, experts*).
- Hold a weekly spelling bee with these words and ask students to make a sentence too.

- Find synonyms and antonyms (*consequences, results, effects, causes, reasons*). **2a**

1 Generally at the beginning, although some writers put it later (as in paragraph 2, where it appears second). **2** examples

2b

However, this is not always in ways we might expect.' (The first introduces an idea, but the key point is made in the second sentence.)

2c

2 and 3

3a

3

3b

2

4

C – 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, ... motivation produces improved performance.'

5

1 A was the opposite.

2 B and D, which suggest a value judgement, aren't mentioned.

3 the general idea

Academic vocabulary 1 p.10

The Academic vocabulary sections pick up on the theme and some of the words introduced in the Reading, and expand this. Two important features of the academic reading pages are the Academic word list and the Academic collocations. These pages also introduce topic-related vocabulary from an area in the Pearson syllabus.

Academic word list

The Academic word list is a list of 570 word families that are commonly found in academic texts, regardless of the discipline. The list was selected by examining a large collection of written academic texts. Each Academic vocabulary page introduces words from this list appropriate to this level.

- 1** Ask students: What do you need to know about a new word to be able to use it correctly? (meaning, pronunciation, part of speech, words which often appear with it). Ask: What's the difference between 'hanging out with friends' and 'socialising'? (informal and formal) Explain what the Academic word list is, and how this, and the exercises using these words, can help them identify the most useful words to learn.

Academic collocations list

Collocations are words which frequently appear together. The Pearson Academic collocations list contains words which frequently appear together in an academic context and are pedagogically useful in an EAP context. Research suggests that by focusing on grammar and learning of isolated words, language is neither adequately understood nor fluently produced. A knowledge of collocations plays a central role in efficient language acquisition. Each Academic vocabulary page introduces collocations appropriate to this level.

- 2** Check that students know what a collocation is. Ask them to match the words below:
1 very a delicious
2 highly b nice
3 absolutely c qualified
Ask: Is there a difference in meaning between the words (1–3)? (No) Why do we put them together? (because those words frequently appear together – they 'collocate')
Explain that the collocations exercises give practice in these pairings. Natural use of collocations is one of the indicators of fluency and accuracy in the writing part of the test.
To extend the activity, ask students if they agree with the views expressed in the statements.
- 3** These exercises target language specifically on a theme (education). Check pronunciation of the target words while students discuss the questions in Exercise 3a. There are several *Fill in the blanks* task types in the exam. Although this activity is not direct practice, encourage good practice by asking students to read through once for gist before they fill in the blanks, and again after they have finished.

Photocopiable activity

Activity 1B is designed to be used here. Students identify all the information they need to know to be able to use a new word accurately in their own writing and speaking. It could serve as a model for record keeping.

1a

benefit (n.) – an advantage or improvement that you get from something

homeschooling (n.) – the practice of teaching your own children at home instead of sending them to school

negative (adj.) – bad or harmful

single-sex education (n. phr.) – a school with only boys or only girls

positive (adj.) – hopeful and confident

institution (n.) – a large important organisation, such as a university, religious faith or bank

support (n.) – emotional and practical Help

reward (v.) – if you are rewarded for something you have done, something good happens to you or is given to you

punish (v.) – to do something unpleasant to someone because they have done something wrong

aim (n.) – something you want to achieve

higher education (n. phr.) – education at a college or university, rather than at a school

carry out (phr. v.) – to do something that has been planned or discussed, or that someone has told you to do

1b

1 carry out 2 higher education

3 single-sex education 4 benefits 5 positive

6 homeschooling 7 negative 8 support

9 institutions 10 reward 11 punish

12 aims

2

1 attend 2 identify 3 particular

4 academic 5 invest 6 well-educated

3a

1 with 2 with 3 on 4 to 5 in

3b

2 noun, A 3 noun, F

4 noun, E 5 noun, B 6 verb, D

3c

1 challenging 2 socialise 3 effort

4 encourage 5 effect

Speaking 1 p.11

The Speaking 1 sections cover a pronunciation skill to improve student performance in general in all speaking activities, and give exam practice in Answer a short question and either Read aloud or Repeat sentence.

1a ▶ 02 Ask students to describe the classroom in the photo and compare the similarities or contrast the differences with a modern classroom, then draw their attention to the introduction to the Read aloud task.

Notes from the test developers

Organising words into sense groups is one of the indicators of accurate pronunciation.

1b and c ▶ 03 Ask students to work through the pronunciation activities and encourage them to record their answers on mobile phone devices, so that they can listen and assess their own performance.

2a, b and c ▶ 04 Before completing the tasks, ask students: *What features of punctuation help you to organise sentences into sense groups?* (commas, full stops, semi colons)

3 Refer students to the Expert strategies for Read aloud on page 170 before they complete the activity. Students need to read the instructions carefully for this task type, as the time limit can vary.

4a and b ▶ 05 Try to focus on one pronunciation skill at a time in the Task analysis to begin with. Students will have a lot of practice on pronunciation throughout the book.

5 ▶ 06 In this task type, students listen to a question (usually on vocabulary, although a little general knowledge or logical thinking might be involved), and they have to give a one- or two-word answer. Students are probably new to this task type. Write this question on the board: *What money do you pay to a landlord?* (cash, cheque, rent) Ask students: *Which are ways of paying? Which actually describes the money?* Students should not worry too much about their answer, but usually only one or two words are necessary – *rent, the rent, it's the rent, it's called rent* would all be correct answers to this question, as the key word is *rent*.

Refer students to the Expert strategies on page 174, then complete the task. You might like to give students the opportunity to discuss possible answers in pairs the first time they complete the activity.

1b

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.

2a

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.

5

1 (natural) sciences 2 degree/bachelor's degree 3 head teacher/head master/head mistress/principal 4 single-sex (education) 5 higher/tertiary (education) 6 psychologist

Listening 1 p.12

This section introduces students to the skill of note-taking and Highlight correct summary.

Notes from the test developers

Effective note-taking is essential to get a high score in the PTE-A test.

NB Students will return to note-taking throughout this coursebook, so there is no need to teach this in any further detail at this stage.

1 Draw students' attention to the photo. Ask students: Do you think your experience of work meetings will be like this? What might be the benefits and difficulties of holding meetings online?

Keep the discussion of these questions brief, because this will be covered in the exercises.

2a and b ▶07 Allow students to make notes in their preferred style. However, it is a good idea to discourage students from writing their notes in their own language as the listening gives them the language they need, particularly for repeating tasks.

3a and b ▶07 Identifying main points and supporting points is a key EAP task, and students who have only studied general English may find this challenging. Students will not have time in the test to read the summaries before or while they listen, so they need to develop good habits of note-taking while they listen.

4 ▶07 Refer students to the Expert strategies on page 185.

5 Ask students: How long do you think you have to complete this task, including listening, in the test? (approximately 2 minutes)

2b

2

3b

Dr Wagner mentions 1, 3 and 5.

4

The main ideas in each paragraph are:

A People who are involved in education need to think about the way they teach.

B Schools must work harder to train students to become good managers so that they can lead and influence other people.

C Young people need to know how to talk to people around the world.

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.
Answer – A

5

1 B 2 C 3 D

Language development 1 p. 13

The Language development 1 sections teach and practise a feature of grammar from the Pearson syllabus for this level.

EAP requires complex sentence construction and students will need to fully understand all of the terms here before they go on to look at things like noun or adjective phrases. Speakers of certain languages (such as Mandarin Chinese) may not have different forms of words for different parts of speech in their language and might need more practice.

1a and b Give students time to check the meaning of any of these words in a dictionary.

2 It might be a good idea to allow students to explore these words in their dictionaries at this early stage to complete Exercise 2. Point out that not all words have all the forms.

Students may find more than one form of the adjective in each family (such as *social* and *sociable*). Explain that there are small differences in use between the two words (i.e. *social* = generally relating to human society and the way it is organised / *sociable* = someone who is sociable is friendly and enjoys being with other people).

3a The concept that sometimes the noun and verb are different, but not always, may be confusing for students from some language backgrounds. As an extension, ask students to provide both the verb and the noun for words that differ.

3b Again, a dictionary can be helpful. You could remind students at this point that all the entries in the Academic Word List tend to be word families, rather than individual words.

4a Ask students to read the text for general understanding before they complete the activity. Ask them to underline the other words in the sentence/rules that helped them to choose (adjective after *is*, adverb after subject + verb + object).

4b You might like to agree on some class methods for learning new vocabulary (revision at the beginning of the lessons, putting words around the room, etc.).

1a

1 skills, workplace 2 do 3 must
4 teach, change 5 useful 6 always 7 for
8 this 9 the 10 but

1b

1 good → well
2 daily → day
3 understand → understanding
4 they → them

	Noun	Verb	Adjective
2	definition		define defining
3	creation	create	creative
4	motivation		motivate motivating
5	society	socialise	sociable/social
6	education		educate educational/educated
7	development		develop developing/developed
8	intelligence		intelligent

3a

benefit, challenge, comment, design, focus, process, reward, support

3b

assess (v) – assessment (n)
punish (v) – punishment (n)
repeat (v) – repetition (n) repeat (n)
solve (v) – solution (n)
translate (v) – translation (n)

4a

1 challenged 2 effectively 3 translate
4 definition 5 creative 6 beneficial
7 focus 8 importance 9 repetition
10 development 11 motivated 12 affect

Summary writing 1 p.14

There are two task types in the writing part of Speaking and writing Paper 1. The first is Summary writing, which tests either summarising lectures or summarising written text.

The Summary writing 1 sections practise the skills needed to complete this task successfully.

Notes from the test developers

Students will need to complete one OR two summaries, and one OR two essays depending on the mix in each individual test.

1 Give students time to read the first paragraph. Ask students: *What did the study look at?* Work through the questions.

2a and b Give students time to read paragraph 2. Ask students: *How did they carry out the study?* When students look at the notes, read the first line. Ask: *Which words could be written in numbers?* *What's a shorter way of writing 'universities'?*

3a and b Refer students to the Expert strategies on page 175 and the Expert writing on page 201. Give students time to complete the activity. It might be a good idea to feedback their suggestions on the board. You could give students the opportunity to write a one-sentence summary of the text as homework, although this skill will be more fully developed in Summary writing 2.

1

1 words which are important to communicate meaning
2 a mixture of both – If one word efficiently and clearly expresses meaning, then it's best to write just the one. At times, a phrase will be necessary to keep the clarity.
3 No, because these do not communicate meaning and would waste time.
4 The words are in the same order, but selected.

2a

that, of, the, in, a, through

2b

(Suggested answer)
36% st's – online learning → inc. time work/study
½ sts – tech nec. to educ.
But 78% st's → easier to learn in trad. clsm

3a and b

(Suggested answer)
St's pref trad clsrms – But think ed → more virt. n fut. 19% – soc med will be used int st's in clsrms

Listening 2 p.15

Listening 2 introduces the focus of the B unit and gives students practice of Write from dictation and the task that was introduced in the A unit (with the exception of Modules 5 and 10).

- 1 A good way into this topic is to show an example of a company's social media presence on an IWB, if you have one. Ask students: *How much time do you spend on social networking sites? Would you use those sites while you were meant to be working?*
Check that students understand the words in bold.

Notes from the test developers

Students do not have time to read all the summaries before the recording begins. They should scan quickly to get a general idea of the topic, then take notes while they listen to the talk. There will then be time afterwards to read and match their notes with the correct summary.

- 2 ▶08 Ask students to summarise what they learnt from completing the practice of Highlight correct summary in Listening 1. Refer students to the tips in the Expert strategies before they begin the task. Although much of the scaffolding for these tasks is removed in the B unit, help is there in the form of Help questions in the margin. Refer students to the Help questions before they begin.
- 3 ▶09 Students should be familiar with dictation. Students will hear a short sentence. They will only hear the sentence once.
Refer students to the Expert strategies on page 189, then ask students to complete the task.
- 4 Ask students what they found most difficult about the two tasks. Ask: *How can you overcome these problems?* (e.g. if timing is the problem in Highlight the correct summary, focus on key words rather than on the whole sentence, practise note-taking)

- 1
social media (n phr) – websites and other means of communication that are used by large groups of people to share information and to develop personal and business contacts (e.g. Facebook or LinkedIn)
brand (n.) a product that a particular company makes
recruitment (n.) – the process of finding new people to work in a company
sales (n.) – the total number of products that are sold at a particular time

2
C

Help

- A fails to mention the final point, that companies should find ways around this problem.
- B fails to include the main point and focuses on a supporting point.
- D suggests that employers only see the negative side.

3

- 1 Companies want to protect their brands from negative comments.
- 2 Some employees spend two hours a day on social networking sites.
- 3 Potential customers can see what employees say online.

Language development 2 p.16

Language development 2 gives more practice of features of language from the Pearson syllabus for this level.

In this section, students review the rules for present tenses.

- 1a and b To lead in to the topic, tell students: Jack works as a lawyer in London. But today, he's on holiday in Bali.

Ask: How do you think Jack usually spends his day? What do you think he's doing today?

Students do not need to produce question forms for the PTE-A test, so this is not practised here. Refer students to the Expert grammar, then work through the exercises. Check that students understand when to use each tense.

- 2a and b Ask: What mood were you in when you arrived at class today? What happened before you arrived to affect that mood?

Ask students to read the text once and answer the questions. As they work through the task in b, make sure that students identify the main noun, which is not necessarily the noun nearest to the verb.

Students often find the -s in the third person singular problematic again once they begin to study EAP because the main noun may be hidden in a much longer noun phrase. This activity practises locating the subject-verb agreement.

- 3a Students need to understand the difference between subject and object questions, but do not need to produce them. Ask students to look at the flow chart. What does it show? How many people are involved? If necessary, write this on the board:
Who works in a hospital? (doctors and nurses)
Who do they help? (patients and sick people)
Ask students to answer the questions, underline the use of the auxiliary and explain the difference (subject questions do not need the auxiliary, object questions need an auxiliary).

- b** In Speaking 2, students will look at the Describe image task. Get students to warm up for that activity by describing the flow chart.

1a

1 are currently experiencing 2 are using 3 are reaching 4 improving 5 are also using

1b

Students' own answers:

1 am/am not studying 2 like/don't like
3 feel/don't feel 4 go/don't go
5 have/don't have

2a

1 employee mood 2 positive experiences
3 events at home

2b

1 A traffic jam blocks 2 you arrive 3 the day goes
4 Does a bad mood 5 amount is 6 studies look
7 scientists are 8 the results suggest
9 moods affect 10 the effects are
11 people bring 12 the mood has
13 changes are 14 findings mean
15 businesses

3a

1 Department head 2 Human Resources staff
3 Human Resources staff 4 Candidate 5 Human Resources staff
6 Human Resources staff

Academic vocabulary 2 p.17

Academic vocabulary 2 focuses on words from the Academic Word List, the Academic collocations list and topic-related vocabulary from an area of the Pearson syllabus.

- 1a and b** Compound nouns are noun phrases made up of either an adjective + noun or a noun + noun. Noun phrases act like nouns. The second word is the main noun, and changes in the plural form of countable nouns. Students might not be familiar with these compound nouns, but should be able to use the other words in the sentences to help them match. Make sure students understand the compound nouns.

- 2a– d** ▶10 Write the following words on the board and ask students: *What verb can go before all these words?*

... an application form, a course, tasks (complete)
Remind students of the benefits of learning words in pairs (because this makes learning more efficient, and the computer which grades their written and spoken performance will be looking for collocations).

Students have already discussed general motivation in the A unit, so go straight into the text. Encourage students to record the words together in their chosen method of vocabulary storage.

- 3** Students should be familiar with the meanings of these words, but may not be able to use them correctly. It might be more efficient to ask students to complete the activity in pairs and discuss why the other answers are wrong.

1a

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

1b

adjective + noun: working hours, social media, active role, potential customer
noun + noun: development opportunities, networking sites

2a

1 setting 2 offer 3 give 4 complete
5 make 6 establish 7 see 8 providing
9 address 10 affect

2c

2 development opportunities
3 positive feedback 4 tasks 5 arrangements
6 relationship 7 positive side 8 support
9 issue 10 work

3

1 A job B career C work
2 A listen B hear
3 A salary B wages
4 A rise B raise

Reading 2 p.18

Reading 2 gives test practice of the task type introduced in Reading 1.

- 1** Work through the questions.
2 Draw students' attention to the cartoon. Ask: *What is the artist saying?*
Refer students to the Expert strategies on page 177. If students only complete the practice exercises in this book, they will only see each Reading task type four times, so it is important to maximise the strategies they use each time. There is no scaffolding for the reading test practice in Reading 2, but refer students to the Help questions for guidance on completing the task before they start.

Notes from the test developers

In the test, each task is on a completely different topic. Encourage students to scan the text quickly and locate the topic sentence to understand the main idea.

- 3 Extend the discussion to ask students how they completed the task. Did their strategies work for them?
- 4 Encourage students to consider modern methods of recruitment (checking someone's online presence, interviewing through conference calling, etc.) as well as the traditional methods. To extend the activity, ask students to think of three unusual questions to ask in a university course interview (e.g. *What do you think is the most exciting development in your field?*).

2
B

Help

- These questions are annoying
- Research results, not the writer's view.
after 'the researchers found that ...'

3

1 Students' own answers

2 'the most qualified workers preferred not to attend interviews that use trick questions'

Speaking 2 p.19


The Speaking 2 sections of this book focus on the skills needed for either the Describe image task or the Re-tell lecture task in the Speaking paper as these are the longer speaking tasks.

1a and b Depending on the age and experience of students, they may be completely new to interpreting the main message of visual images as well as the task of describing one in English. It is important that students know that they will be graded on the relevance and general quality of their description as well as on the language that they use. Students will have 25 seconds to understand the image and plan their answer. Students should always start their description of an image with what the image shows (the topic sentence), and with a summary of the main results or lesson learnt from the information (the overview).

2a and b Once students have given the topic sentence and the overview, they then need to go into the details, and end with a conclusion. The words in Exercise 2a are generally useful for image descriptions.

Notes from the test developers

In the PTE-A test, students can speculate on the causes or implications of the image.

- 3  11 While students listen, draw their attention to the speed, the timing and the importance of getting to the end of the description.
- 4 Refer students to the Expert strategies on page 172 before they start the task. Also draw their attention to the Help question, before they begin. It might be a good idea to encourage students to record their answers on a mobile device, so that they can listen to and assess their performance afterwards.

Photocopiable activities

Activity 1C could be used here. Individual sounds are not taught in the main coursebook, but the most important sounds are covered in several of the photocopiable activities. 1C is a pronunciation activity where students identify words with the individual sound /eɪ/.

1a

The chart **illustrates** the percentage of people who **are in the labour force** in four countries in the year 2012.

1b

1 is correct. 2 contains a detail, rather than an overview, and 3 focuses on unemployment, whereas the chart focuses on employment.

1c

A topic sentence describes what the researchers were studying. The overview describes the results they found.

2a

A highest, 70 percent **B** possible **C** over half, much lower **D** clear, gap **E** illustrates

2b

1 E 2 D 3 A 4 C 5 B

3

Yes

Summary writing 2 p.20

- 1 You could start putting a picture of two or three people with famous jobs on the IWB (a politician, a sports star and a business person). Ask students: *Why did they get that job? Could anyone else do it?* Students work through the questions in 1.

2a and b Questions 2 and 3 cover the comprehension side of summary writing. Elicit what students can remember about summary writing from Module 1A. Refer students back to the Expert strategies on page 175 to help answer the questions in Exercise 2a.

3a and b In the real test, students will be able to type their notes directly on to the screen as they work through the task, and can cut, paste or add words to build their notes into sentences. It may be a very different method of writing to any they have used in paper-based tests. If students have access to a screen during the lesson, it is a good idea to train them directly with an electronic format. However, make sure they still work collaboratively at this early stage, to get them challenging what they have written and allow them to be exposed to different ideas.

c Do not get students to write the sentence in full at this stage, as they will do this in questions 4d and 5.

4a–d Question 4 looks at a feature of language that will help with the task type (in this case Summary writing), but the language is also relevant to any of the writing tasks (e.g. Write essay, which will be covered in Module 2). Refer students to the Expert writing on page 201 before beginning the task. As you work through Exercise 4a, you might like to point out that *result* (question 2) and *reason* (question 4) are not conjunctions. It might be helpful to underline the words around them as students will need to produce these words, as well as understand them, in Exercise 4c. Encourage students to add the phrases to their notes from Exercise 3.

Notes from the test developers

Summarize written text tests your ability to link ideas to form a complex sentence of between 50 and 70 words.

5 and 6 Students should almost have their sentence complete at this stage, so make sure that they use this opportunity to check their use of connectors, and make sure that it summarises the main points of the text. There is a thorough checklist on page 196.

2a

1 Summarise from written text should have ONE sentence.

2 In the response box

3 10 minutes

4 On the quality of the writing and how well the response presents the key points.

2b

The effect of genes on job choice.

3a

Suggested answers: twin studies, genes, environment, similar jobs

3c

Twin studies have been very useful in giving us information about whether our genes or our environment makes us who we are.

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.

It means that from birth, you are more likely to prefer one occupation to another and find certain jobs more satisfying than others.

3d

1 and 2 Twin studies have shown that genes affect many aspects of life, and one of these is job choice.

4a

2 so **3** with the result **4** as

5 for the reason that **6** and, therefore

4b

Cause Effect

so

as with the result

for the reason that

therefore

4c

1 Non-identical twins do not have the same genes, therefore they are less likely to choose the same job.

Because non-identical twins do not have the same genes, they are less likely to choose the same job.

2 As genes determine our height, they determine whether we can become basketball players or not.

Genes determine our height, so they determine whether we can become basketball players or not.

3 Identical twins choose more similar jobs than non-identical twins for the reason that they have the same genes.

Identical twins have the same genes, with the result that they choose more similar jobs than non-identical twins.

Review p.22

The review section can be completed as homework, or done as a test in class.

1

1 educate 2 socialise 3 punish 4 support
5 beneficial 6 intelligence 7 influential
8 challenging

2

1 media 2 active 3 potential 4 affect
5 complete 6 negative 7 effect 8 likely

3a

1 encourages 2 likely 3 concerned 4 raise
5 reason 6 career 7 socialise 8 As

4

1 make 2 clean 3 take 4 have
5 are 6 are studying 7 exists
8 are choosing 9 are working 10 are training
11 stay 12 are doing 13 want