PTE ACADEMIC™

EXPERT

B2 TEACHER'S RESOURCE MATERIALS

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Contents

Introduction

Components

PTE Academic Expert B2 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 B2* 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-page 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.

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 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 Collocations 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 B2 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 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 the task at hand.

8 Throughout the teacher's online 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 parts of the test 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 Review page 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

- Test reference 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 speaking section, with additional practice of speaking tasks

- 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

- Expert grammar section, giving more detailed information about the main grammar points practised in each module

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 photocopiable activities at the back of the teacher's online 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, quotes 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 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 transferrable 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 strategies 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* exercise, which draws attention to the way the task has been constructed and should help students to 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 Collocations List, word 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 test context and in relation to their own lives.

Speaking 1
Each section provides practice of a pronunciation point which will help to improve scores in the Speaking part of 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 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.

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 transferrable 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 B2* 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.

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

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. Tasks will include *Write essay*, *Summarize written text* and *Summarize 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.

Academic vocabulary 2
As with the A unit, this section practises and extends language from the reading text in the previous section. Areas focused on include words from the Pearson Academic Collocations List, word 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.

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.

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 coursebook. 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 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 module in non-test formats. The exercises can be used as practice in the classroom, given as tests or set as homework.

MyEnglishLab

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

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

Teacher's online 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 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 at the end of the teacher's online resource materials 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 PTE Academic as much as possible.

1 Learning

The theme of the module is learning, particularly in relation to learning languages. It includes texts on learning languages, bilingualism, story telling and video-based instruction.

Photocopiable pre-course quiz

The photocopiable pre-course quiz (*How well do you know the PTE Academic?*) provides an introduction to the test. Students find out how much they know about the test by working in pairs to answer questions 1–13. If they have difficulties, tell them that they will find many of the answers in the Test reference section on pages 167–188.

After the quiz, you might like to show students other features of the book. This could be done as a quick quiz with questions such as *Where can you find the Grammar reference?* (pages 200–215) or *What can you find on pages 192–199?* (the Expert writing section, with example answers to PTE Academic writing tasks).

Photocopiable activity 1A

This activity aims to check students' understanding of some of the metalanguage needed to describe word grammar, some of which they may need in order to use a dictionary effectively. It could be used as a pre-course activity or as a follow up to Academic vocabulary 1.

Lead-in p. 7

Draw students' attention to the photos and ask for some suggestions as to where they might have been taken and which languages are displayed in the signs. Then, with books closed, ask students to discuss the rest of the questions in pairs or small groups.

1A Bilingualism

Reading 1 pp. 8–9

1 Ask students how they feel when speaking in English or a second language and if they are aware of thinking differently or even of a slight personality change. Then draw their attention to the colour spectrum, asking them to name the different colours in English and in other languages they know. This may throw up some differences in how different languages categorise colours

(Russian, for example, has different words for *dark blue* and *light blue*). If not, tell students that some languages may have different words for some of the colours, while others may use the same word so that, for example, they might call the orange rectangle 'dark yellow'. Then broaden the discussion out by asking them to think of other examples of words in their language which have no exact translation in English or vice versa.

Background

Colour words in languages evolve in a predictable order. *Black* and *white* come first, then *red*, followed by *green* or *yellow*. There are still some languages, like Dani, which is spoken in Western New Guinea, which have only two colour words, *black* and *white*, which are the same as the words for *light* and *dark*.

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2 Go over the information about skimming, emphasising the fact that this is a quick reading just to gain a general idea of the topic of the text. Students skim the first and last paragraphs of the text and answer question 1. They then skim the remaining paragraphs and answer question 2.

3a Go over the definition of *scanning* and ask students to scan the text to find the answers to questions 1–4. Emphasise that they are not actually reading at this point but just looking for one word or phrase. This means that they do not need to work through the text from the beginning. It will be quicker if they can look at the whole text and use the non-linguistic features like italic print and capital letters to help them pick out the answers. Point out that once they have found the word, they may have to read carefully around it to answer the question but that scanning will allow them to get where they need to go in the text more quickly.

3b Discuss with students how features (e.g. italic print) helped them find the answer and which were the easiest items to see.

4 Students turn to the text in 5 and look at option A. Point out that they need to read the sentence carefully and that both the subject (*Bilinguals and monolinguals*) and the action (*understand the world differently*) are key. Then ask them to identify which paragraph the answer is in. To do this, they can scan the text again or they may remember from the previous exercise. Students then follow the same procedure for the rest of the options and compare their results in pairs.

5 Students now complete the test task.

6 Students compare their answers in pairs and discuss questions 1–3. Point out that answers can be ruled out either because the text contradicts them or because the information is not in the text.

7 Round off with a short discussion of questions 1 and 2. Another good area for discussion where there are likely to be differences between languages concerns names of family members (for example, is there a different word for *male* and *female cousin*, or *paternal* and *maternal uncle*?).

8 Students record the words from the Expert word check box in their vocabulary notebooks, using dictionaries if necessary. This is a good opportunity to discuss more generally how they should organise their vocabulary learning and what information they need to record. Point out the grammar information which it is useful to record for *resembled* (unlike in some other languages, it is not followed by a preposition) and for *tend* (followed by an infinitive).

Expert word check

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 book 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 the words are below.

- Use a dictionary to write up word families (*process* (v), *process* (n), *processed*, *processor*)
- Draw spidergrams with common collocations (*cognitive learning*, *cognitive processes*, *cognitive experts*)
- Hold a weekly spelling bee with these words and ask students to make a sentence using each one.
- Find synonyms and antonyms (*consequences*, *results*, *effects*, *causes*, *reasons*).

Notes from the test developers

When scanning for the answers to multiple-choice questions, remember that the options will probably use synonyms for the words in the text, not the exact same words.

1
Students' own answers

2
1 C This is mentioned in the topic sentence of the first paragraph (and the final part of the last paragraph). The other two options are not mentioned in any topic sentence.
2 A Para. 2: the topic sentence gives details, such as where the participants were from and what they were asked to do.   **B** Para. 4: this point is described in the topic sentence.
C Para. 3: the topic sentence begins 'Previous research ...'.

3a
1 mizuiro, ao   **2** Panos Athanasopoulos
3 Bilingualism: Language and Cognition
4 Japanese, English

3b
Students could mention things like capital letters for languages and italics for the non-English words.

4a
(*Key points are underlined.*)
Bilinguals and monolinguals understand the world differently from each other.

4b
(*Suggested answers; key points are underlined*)
B Perfect fluency is needed in order to experience the effect described.
C The professor's research disagrees with the results of earlier studies.
D The professor's research involved asking people about a number of colours.
E Different languages tend to describe each colour in a similar way.
F The researcher feels that the results of the experiment go beyond colours.

5–6
A correct: main point of text   B incorrect: 'it is language use, not proficiency, which makes the difference'   C incorrect: para. 3, the one about earlier research, contradicts this   D incorrect: para. 2, the one about how the research was carried out, specifies that participants were asked about one colour   E incorrect: 'huge variation', para. 2
F correct: confirmed by first and last paragraphs

7
Students' own answers

Academic vocabulary 1 p. 10

The Academic Word List

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

1 Students work in pairs to look at the dictionary entry and answer questions 1–6. Point out that as well as prepositions, the dictionary also gives examples of the most frequent collocations such as *fluent speech*.

2a Students turn back to Reading 1 and scan the text to find the words which match the meanings.

2b Students categorise the words into nouns, verbs and adjectives by putting them in the correct place in the notes. They then fill in the missing words using their knowledge of suffixes and a dictionary if necessary.

2c This provides some controlled practice of some of the words. Students should use a variety of nouns, verbs and adjectives in their questions.

3a Point out that as a very general rule, suffixes will change the word type, whereas prefixes will change the meaning. Draw attention to the use of the prefix *bi-* in *bilingual* and elicit that it means 'two'. Ask students to suggest other words with the same prefix. They should be able to suggest *bicycle* and possibly other words from particular areas of work or study such as *bisect*.

3b Students match the prefixes with the meanings.

3c Ask if students know any other number prefixes. Possible answers include *quin-* (= five), *oct-* (= eight) and *cent-* (= hundred). If necessary, prompt by suggesting they use their knowledge of geometrical shapes such as *octagon*.

4 Students work in pairs to work out the meanings of the underlined words, using their knowledge of prefixes and the context.

5a Students work in pairs to brainstorm further words with each of the prefixes in 3. Pairs then make groups of four and share words.

5b Students look back at the section and choose five words to put in a sentence. Alternatively, you could ask them to record the words in their vocabulary notes, with an example sentence for each one.

Photocopiable activity 1B

This activity aims to further extend students' knowledge of words containing number prefixes and can be used as a follow up to Academic vocabulary 1.

1
1 adjective; it says 'adj'   **2** adverb (*fluently*) and noun (*fluency*)   **3** uncountable   **4** look at the symbols in square brackets after the headword   **5** *in*; it's in square brackets   **6** they're usually in order, with most common/frequent first

2a
1 proficiency   **2** perception   **3** concept   **4** rate   **5** linguistic   **6** cognition   **7** norm   **8** focus

2b
1   proficiency (n); — (v); proficient (adj)
2   perception (n); perceive (v); perceptive (adj)
3   concept (n); conceive (v); conceptual (adj)
4   rating (n); rate (v); — (adj)
5   linguistics/linguist (n); — (v); linguistic (adj)
6   cognition (n); — (v); cognitive (adj)
7   norm (n); normalise (v); normal (adj)
8   focus (n); focus (v); focused (adj)

2c
Students' own answers

3a
bi- = two

3b
A uni-, mono-   **B** bi-   **C** tri-   **D** quad-   **E** penta-   **F** hex-   **G** deca-   **H** semi-   **I** multi-

3c
(*Possible answers*)
5: quin-   8: octo-   100: cent-   1,000: mill-/kilo-

4
1 bicycle with one wheel   **2** square area, like a courtyard, with buildings around it – usually in universities   **3** six-sided shape   **4** representing or consisting of many cultures   **5** once every two years; ten-year period   **6** one person speaking; flat voice with no variation in tone

5a/b
Students' own answers

Speaking 1 p. 11

Background

Apart from Emil Krebs, another well-known polyglot was Noah Webster, who published the first American dictionary of the English Language in 1828. He learnt to speak 26 languages, including Arabic, Sanskrit and Anglo-Saxon.

1 Use the question to conduct a short class discussion. You could also ask students if they know anyone who speaks many different languages and how they learnt them.

2a ► 02 Students listen and follow the script with a pen or pencil.

2b Students will probably find that they will jump from main word to main word. This is because of the stress-timed nature of English. The stressed syllables have roughly the same time between them and if there are many words in between, they tend to be spoken quite quickly.

3a ► 02 Students listen again and underline the words they feel are stressed.

3b Go over the answers and point out that the stressed words are mainly content words; that is, nouns, verbs other than *be*, often adjectives and sometimes adverbs and modifiers. They are not usually prepositions, auxiliary verbs, articles or possessive adjectives (unless there is a reason why these contribute heavily to meaning).

3c Model an extract from the text such as *He was a German translator and interpreter* and ask students how the non-content words like *and* are spoken. They should agree that they are spoken quickly and the vowel sounds are often weakened. You could extend the exercise by asking students to mark where they think they hear the weak vowel sound /ə/ (schwa) in the text. You might also point out the linking of consonant and vowel sounds at the beginning and end of words, as in *translator and*, as this will help them say the words quickly.

4 Students read the text aloud to each other, focusing on stressing the correct syllables.

5 Ask students if they believe the text and if so, if they think Krebs was born with this special ability.

6 Students now complete the speaking task in pairs. They should listen to their partner and check that he/she stresses the correct words.

7a ► 03 Students underline the stressed words in the text and then compare their answers with the audio script.

7b Conduct a short feedback session on how easy or difficult students found the speaking task and how they might improve their performance next time. Ask for some suggestions as to how they should use the 35 seconds of preparation time. Possible techniques are to mark the stresses, mark the linking and pauses, and mouth the text to yourself.

Notes from the test developers

In the *Read aloud* question in the speaking test, stress the content words which carry the important information. Use the punctuation and grammar to decide where you should pause.

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8 Round off by asking students' opinions on whether language learning changes the brain or whether talented language learners are born with different brains (of course, both could be partly true). You could also extend the discussion to other talents and skills such as playing a musical instrument.

9 ► 04 Students listen to the questions and give short answers of just one or two words. You could nominate particular students to answer or ask pairs to take turns in answering.

1
Students' own answers

2b
The speaker is likely to jump from main (stressed) word to main word. This is because of the stress-timed nature of English – the stressed syllables have roughly the same time between them and if there are a lot of words in between, they tend to get spoken very quickly.

3a
Emil Krebs was a German translator and interpreter who worked in the early twentieth century. It has been said that he knew sixty to sixty-five languages, many of which he taught himself. Many scientists have wondered whether his brain was wired differently from other people's.

3b
Most of the words underlined in **3a** are nouns, verbs and adjectives. They are all content words.

3c
shorter, quieter, faster, less clear

5
Students' own answers

7
(*Suggested answer*)
When they examined the brain of someone who understood many languages, scientists found that the area that governed speech did not have the same form as in most monolingual speakers' brains. What scientists don't know is whether language learning changes the brain or whether some people are born with this quality.

8
Students' own answers

9
1 English   2 (the) ears   3 (the) brain
4 (only) one   5 concept   6 written

Listening 1 p. 12

1 Use the two questions to introduce the topic of multilingualism. In a class where students are of different nationalities, they could compare answers to 1a in pairs or groups. In a class where students are the same nationality, you may prefer just to focus on 1b.

2 Students skim the text to identify the main topic. You may wish to give them a seven-second time limit for this. They then compare answers in pairs.

3 ▶ 05 Students listen to the recording and write in the missing words.

4 Students check their answers using the checklist. They may find it easier to read through the text more than once, focusing on spelling and grammar (the first two points on the list) on one reading and overall meaning (the second two points on the list) on another, rather than trying to check everything at once. They could then compare answers in pairs.

5 Round off the activity by asking students if they were surprised by the results of the study and if they know of any similar studies.

1
Students' own answers

2
2 is correct. Reasons: results are mentioned throughout. There's little discussion of the importance of the project. Who took part and where the research was done is important but these are details that aren't emphasised.

3
1 study   **2** nine   **3** vocabulary   **4** arithmetic
5 patterns   **6** significantly

4–5
Students' own answers

Language development 1 p. 13

1a Students turn back to the text in Reading 1 and identify the different tenses. Warn students that they may not find examples of all of them (the past continuous is not found).

1b Ask students to count the examples and tell you which type of tense is the most common (simple). You may want to point out that students often overuse continuous tenses. Emphasise that academic English tends to use mostly simple tenses, with perfect tenses also being relatively frequent but continuous tenses relatively rare. The passive is also relatively common in academic English, especially when describing processes

such as research projects, and is used frequently in the audio script for Listening 1.

2 Students read the extracts from the listening, which demonstrate the difference between the active and passive. Go through the questions either as a class or ask students to work in pairs.

3 Students complete the exercise either individually or in pairs. Draw attention to the position of the adverbs in 1, 9 and 10 (after the verb *be*).

4a Ask students to read the extract from the listening and elicit that the two sentences are in contrast (half of the children versus the other half). This is signalled by *however*.

4b Students work individually or in pairs to match the discourse markers with the functions.

4c Students work in pairs to brainstorm other possible words and expressions with the same functions.

5 Students work individually or in pairs to complete the lecture transcript. Some students may ask about the punctuation, so you may need to tell them that some discourse markers join two ideas in the same sentence (conjunctions) and others show the relationship between two separate sentences (adverbs). However, the main focus of this exercise is meaning.

1a
present simple: changes, see, think, use, don't need, makes, is, is, place, are, (are not found), covers, are, belong, speak, (is published), tend, learn
present continuous: you're (also unconsciously) learning
present perfect: has found, has shown
past simple: showed, looked, matched, perceived, found, distinguished, resembled, depended, used
The past continuous is not used.

1b
Simple tenses are most common; continuous tenses are least common (only one example).
The frequency with which perfect tenses are used is somewhere between simple and continuous tenses.

2
1 A was carried out; B were given   **2** A researcher did the action in A. The preposition *by* begins the phrase.   **3** We don't know who did the action in B.
4 The action is more important than the person who did the action in these sentences.

3
1 was often   **2** caused   **3** was thought   **4** had
5 were given   **6** was realised   **7** tested   **8** were tested   **9** was generally found   **10** are

---

4a

The idea in the second sentence is different from the idea in the first sentence. The word 'however' signals this relationship.

4b
1 and, further   **2** however   **3** first   **4** for instance
5 during   **6** consequently   **7** because
8 in summary   **9** so that   **10** an important point

4c
(*Suggested answers*)
1 furthermore   **2** on the other hand, on the contrary   **3** next, then, finally   **4** for example
5 when, while, first, in the end, eventually, to begin with   **6** as a consequence, as a result   **7** for this reason, as a result   **8** in conclusion, to summarise, to conclude   **9** to, in order to   **10** most importantly

5
2 During   **3** Consequently   **4** However   **5** but
6 An important point   **7** because   **8** and
9 In summary   **10** but

Writing 1 p. 14

1a Introduce the topic by asking students when they first started learning a foreign language and how they found the experience.
1b Students read the essay prompt and discuss their opinion in pairs. Ask them to think of two reasons for their opinion.
2 Students read the sample essay on page 193 and compare the ideas with their own.
3 Go through the questions with the class as a whole. You may also want to check at this stage that students know how to lay out paragraphs.
4 Ask students to compare the first sentences of the two body paragraphs and establish that they support the writer's opinion.
5 Students look at the model essay and work in pairs to answer the questions.
6 Students read the essay prompt and work in pairs to brainstorm some reasons and examples to support their opinion. They then choose two reasons and write two paragraphs, working either individually or in pairs. Stronger students may be able to write three paragraphs but emphasise that each one should deal with a slightly different idea. When they have finished writing, they compare paragraphs with another student or pair and check them against the points on the checklist. Again, this is easier if they read the paragraphs more than once: once focusing on linguistic issues such as grammar and spelling and once focusing on the development of ideas. Finally, students make any

necessary adjustments to their paragraphs in the light of their partner's feedback. Although there is no time in the test to write a complete second draft, it is helpful for students to get into the habit of checking and improving their work.

1a–b
Students' own answers

2
The opinion expressed is: 'Learning a second language from an early age is beneficial and all children should be encouraged to do it.'

3a
1 para. 1   **2** paras 2 and 3   **3** para. 4

3b
1 B   **2** A   **3** C

4
Students' own answers

5
1 topic sentence   **2** the main idea of the paragraph
3 discourse marker   **4** between one paragraph and the next   **5** first and second body paragraphs consist of reasons

6
Students' own answers

1B Education

Listening 2 p. 15

1 Introduce the topic of story telling by using the questions as a basis for class discussion. If you have a multinational class, you could ask them what the most popular children's folk tales are in their countries and see if other students know the same ones or if the versions differ in any way. Elicit the following items of vocabulary if they do not come out in the discussion: *engaged*, *author*, *illustrator*, *illustration*, *audience*, *characters*.

> ### Background
> Ruth Sawyer, born in Boston, Massachusetts, was an American writer of fiction for both children and adults. Her first novel came out in 1915 and was called *The Primrose Ring*.

2 ▶ 06 Remind students of the technique for this type of exercise, i.e. that they should skim the text first and check through afterwards. Give students about 20 seconds to look through the text and then play the recording.

> ### Notes from the test developers
> In *Fill in the blanks*, type in the missing words quickly as you hear them so that you do not miss any. Then, after the audio stops, check that all your answers make sense and that you have spelt them correctly. An incorrectly spelt word will score zero.

3 Students compare their answers in pairs and agree on a correct version. Conduct a short feedback session on how they arrived at the answers, using questions 1–3.

4 Round off the activity with a short discussion. You could also ask students to name other types of story telling that they might do from memory, such as joke telling or passing on anecdotes they have heard or read in the news.

5 Students correct the mistakes in the sentences. Establish that the first mistake involves spelling and the second grammar. Point out that in the first example, the listener is entirely dependent on the context to get the right answer, as the pronunciation of the two words (*tales* and *tails*) is the same.

6 ▶ 07 Students listen to the sentences and write them down. Pause between each one to give them time to write and to check sense and grammar.

7 ▶ 07 Students compare answers in pairs before listening again to agree on a final version.

1
Students' own answers

2
1 pictures **2** words **3** differently **4** imaginations **5** restrict

3
Students' own answers

4
The speaker prefers stories to be told from memory, as it's more engaging for the audience and allows for more imagination.
For the other points, students give their own answers.

5
1 folk tails → folk tales
2 often tell → are often told

6
1 Story telling is a common teaching technique in many countries.
2 Folk tales are passed orally from generation to generation.
3 Books for children often contain many beautiful illustrations.
4 Generally, young children around the world enjoy listening to stories.

7
Students' own answers

Language development 2 p. 16

1a Students read the two sentences and name the tenses. Establish that the use of the present perfect emphasises the present relevance of the action.

1b Use the two sentences to establish that the present perfect refers to a time which includes the present (so, in sentence A, *this morning* is still here). If necessary, extend the exercise by asking students to suggest other time phrases that could fit in each of the sentences (e.g. *this term*, *today*, *so far* for sentence A and *yesterday*, *last week*, *last term* for sentence B).

2a Students work individually or in pairs to choose the correct forms. Go through the answers asking students to give reasons for their choices.

2b Demonstrate the activity by asking students some questions about their education using the present perfect and past simple or ask them to interview you. Then they work in pairs to ask and answer

questions. At the end, ask a few students to tell the class one thing they learnt about their partner.

3 Students discuss the questions in pairs. If your teaching situation allows it and students are intending to carry out academic studies in an English-speaking context, you may be able to bring in some examples from academic papers and journals which illustrate these points.

Photocopiable activity 1C

This activity aims to give students further practice in the use of present, past and perfect tenses and the time phrases that can be used with them. It could be used to extend the work on tenses at this point, or in a follow-up lesson.

---

4 Students underline the descriptive words and phrases. This introduces the idea that nouns can be described not only by adjectives but by relative clauses. Point out the use of the relative clause and the fact that using relative clauses can allow more information to be introduced into the same sentence.

5 Students work individually or in pairs to find and correct the mistakes. Go over the rules for using defining relative clauses, pointing out the fact that there is no comma in a defining clause and that sentence 4 is wrong because the relative pronoun can only be omitted when it refers back to the object of the defining clause.

6 Students work individually or in pairs to combine the sentences.

7 Students work in pairs or groups to develop conversations beginning with a sentence with a relative clause.

1a
1 A past simple   B present perfect
2 present perfect (B)   3 past simple (A)

1b
In sentence A, 'this morning' has not finished yet; it's still the morning. In sentence B, 'this morning' has finished; it is now the afternoon or evening (of the same day).

2a
1 A I spent, haven't done; B I've spent
2 A has run; B ran
3 A have provided; B provided

2b
Students' own answers

3
1 No. The past simple is more likely to be used for procedures in previous research and those procedures would usually be completed/finished.
2 Yes. The present perfect is often used to show that past actions have a present relevance.
3 No. Generalisations, rules, etc. are usually expressed using the present simple.

4a
wonderful, award-winning, which is based on a folk tale

4b
Adjectives and relative clauses. Three ideas were combined in one sentence (She wrote a wonderful book. The book won an award. The book is based on a folk tale.).

4c
They help pack a lot of ideas into a single sentence.

5
1 take → takes (subject – verb agreement)
2 person which → person who/that (*Which* isn't usually used for people.)
3 no comma (Commas are used in non-defining relative clauses. This is defining.)
4 person speaks → person who speaks (You can't miss out the relative pronoun if it's a subject – defining relative clauses only.)

6
2 There's a good library where you can study peacefully.
3 Hungarian is a difficult language that/which has some very complex verb forms.
4 Young children often learn better through activities such as games and songs that/which involve doing things, not just reading or listening./Young children often learn better through activities that/which involve doing things, not just reading or listening, such as games and songs.
5 The university careers office has some very experienced staff, who can help you to find a job.
6 The class read a book that/which contained a lot of information about the history of their city.
7 J K Rowling is an author that/who has written some very influential children's books, which have sold in many countries around the world.

7
Students' own answers

Academic vocabulary 2 p. 17

1 Students discuss their strategies for dealing with words they do not know. Emphasise that all the strategies here can be useful and should often be used together (e.g. using both affixation and context to guess the meaning). It is unlikely that the accurate meaning of a completely unknown word will be found this way but this strategy is useful for arriving at an approximate meaning and understanding enough of the meaning to decide if it is relevant or not. In the test, as each test taker will be presented with test questions at a range of levels, students at B2 level will inevitably encounter words that they do not understand. If your students tend to be distracted by words which are unknown to them and need to develop confidence in dealing with them, the strategies in this section can help.

2a Students focus on the word *narrated* in the text and work in pairs to answer the questions. Some may know the word already or, if they speak a Latin language, may be able to guess it from a similar word in their language, but encourage them to go through the steps here in preparation for doing the further lexical guessing in 2b.

2b Students use the same strategy of working out the part of speech and then using the context to match the meanings of the underlined words with the clues. Again, they may know some of the words already or be able to guess them from a cognate in their language but point out that they are still practising a strategy that they can use in future with words they do not know.

2c Having worked on clues to the meanings, students match each of the words with an approximate synonym. Point out that the verbs are in the infinitive form and not in the same tense as in the text.

3a Student read the text and decide which of the words in bold are most important to know in order to understand it. Point out that they will often have to make decisions like this when dealing with a difficult or academic text where there may be a high percentage of unknown items and it will not be practical to look up all of them.

3b Students compare their choices in pairs and agree on a list of four or five. Conduct a short feedback session with the class about which words they chose and point out that in general, adjectives and adverbs are the least likely to be needed because the word described is likely to be more important than the adjective/adverb.

3c Students repeat the same strategy they used in 2a to infer the meanings of the words they chose.

3d Students compare and discuss answers in pairs.

3e Students check their answers in a dictionary. They could use an English–English dictionary or, with a monolingual class, you could ask them to suggest a translation and then compare this with the one given in a bilingual dictionary.

4 Check answers as a class and emphasise that the questions can be answered correctly even without looking up all the unknown items.

5a For further practice, students work individually or in pairs to match the items from Listening 2 with the correct definition, using contextual clues.

5b Students use the same words in a new context by completing sentences 1–5.

1
Students' own answers

2a
1 verb **2** we **3** stories **4** each other
5 told (It's unlikely that people would shout or sing stories and you wouldn't write stories to each other.)

2b
1 discipline **2** incredibly **3** traverses
4 conveyed **5** vanishes

2c
1 convey **2** traverse **3** disappear **4** incredibly
5 discipline

3a
(*Suggested answers*)
motivating, aiding, Pre-adolescent, immediacy, mesmerised, squirming

3b
In general, for words in lists, adjectives and adverbs are least likely to be needed. In lists, the other items often help you to know what the list is about, and the word described by the adjective/adverb is usually more important than the adjective/adverb.

4a
1 No, it requires practice to do well. **2** They will squirm, talk to each other and look for other things to do.

4b
No, not at all.

5a
1 take in **2** rich **3** (be) based on **4** version
5 (be) aware of

5b
1 rich **2** take in **3** version **4** aware of
5 based on

Reading 2 p. 18

1 Students discuss in pairs or groups which methods they learn most effectively from. If they have different academic backgrounds, they could compare which methods are most commonly used in their areas of study and say whether this is changing.

2 Remind students of the strategy they used in Reading 1, as outlined in the rubric here. Then students work individually to complete the task.

3 Students work in pairs to compare any unknown lexical items that they found in the text and how they dealt with them. They then categorise the incorrect responses into ones which are contradicted in the text and ones which are not given. These two reasons why a response may be incorrect can be useful to bear in mind when answering questions of this type.

4 Students discuss the questions in pairs or as a class. If questions 2 and 3 were already covered in the pre-reading activity, you may just wish to deal with question 1 or ask if they know of any similar schemes to help students who have previously failed in a subject.

1
Students' own answers

2
A correct: 'a high failure rate'　B incorrect: perhaps surprisingly, this isn't mentioned here　C incorrect: first line says 'to help them to succeed in a subject which they have previously failed', i.e. they've studied it before　D correct: last sentence says 'It describes ... insights gained by the staff who were involved in this ... programme'　E incorrect: second sentence says the programme 'has been successful in similar contexts', meaning this is not the first time　F incorrect: 'pre-recorded lectures ... main VSI learning tool'

3–4
Students' own answers

Speaking 2 p. 19

1 Students work in pairs to brainstorm answers to questions 1–3.

2 Students look at the bar chart and answer questions 1–4. For question 4, point out that the large differences are likely to be the most important ones to focus on. Ask students to comment on the information in the chart and on what languages are becoming less popular or more popular to learn in their countries. You could also broaden the discussion out to cover some wider cultural issues relating to education systems; for example, in some countries school students do not have a choice over which subjects to study.

3 Students discuss which items are the most important to mention. To force them to prioritise, you may wish to ask them to limit this to a maximum of four items.

4 ▶ 08 Students listen and compare the points the speaker mentions with their choices.

5a ▶ 08 Students listen again and complete the sentences. Point out the use of the present perfect (*has fallen*) for the action with a present result (the number of students is smaller now). You could also use these sentences for some pronunciation practice, by asking students to mark the stressed syllables and the schwa sound, as they did in Speaking 1.

5b Students use the prompts to write further sentences using those in 5a as models.

6 Students now work in pairs to look at the bar chart and carry out the speaking task. Ask students to listen to their partner's answer and check that the information is correct, with the correct use of present perfect tense.

7 Ask pairs to give feedback to each other using the questions as a guide or discuss them briefly with the class.

1
1 bar chart, graph, pie chart
2 a rise, growth, a fall, a drop
3 go up, rise, grow, go down, fall, drop

2
1 (*Suggested answer*) It shows the changes in percentages of pupils choosing to study some languages in high school.
2 Spanish
3 Polish, French
4 Polish and Portuguese: small difference; French and German: small difference; French and Polish: big difference

3
(*Suggested answers*)
French and German: decline; Polish and Portuguese: increase; Spanish: stays about the same; Chinese: moderate increase

4
French and German: decline; Spanish: stays about the same; Polish and Portuguese: increase

5a
1 shows, in　2 of

Writing 2 pp. 20–21

1 Students discuss and compare the activities to learn English in pairs. You could extend question 2 by asking students to rank the activities in order of effectiveness and then compare rankings.
2 Students compare the essay plan with the actual essay and discuss answers for questions 1–5. This is also an opportunity to introduce some basic techniques for abbreviating when making notes (e.g. missing out the vowels in words and using symbols).
For question 3, you may wish to introduce a few other abbreviations that may be useful in a plan, such as *i.e.* You could students them to think of symbols they might use in their own language or area of study and how they might adapt them to planning an essay in English. For example, the mathematical symbols $\therefore$ for *therefore* and = for *because* can be useful when planning a paragraph which describes a cause or an effect. You could also point out that it is fine to write the plan in their own language if they prefer, as the essay plan will not be marked.
3 Students read the task and estimate how many minutes out of a total of 20 they should spend on stages 1, 2 and 3.
4 Students brainstorm ideas for the essay in pairs by discussing questions 1–3. Point out that for questions 1 and 2 they are thinking of examples and for question 3 they are thinking of reasons. They should try to match the examples with the reasons they think of in 3.
5a Students work individually to write a plan.
5b Students can either evaluate their own ideas or ask a partner to give feedback on them.
5c Students can either decide on the order individually or with a partner.
6a Students read the two extracts and decide which one feels more natural.
6b Students decide if the phrases relate to information already given in the previous sentence or if they give new information. Point out the use of *this* to refer back to the previous sentence.

6c Go over the information at the end of the exercise, which points out that sentences typically move from information which refers back to what has been mentioned before to new information.
7 Students underline the information that refers back and then re-write each second sentence so that it follows the old information to new information paradigm.
8 Students write their essays following the plans that they created in 5. It is highly recommended that they type their essay to gain experience of typing under timed conditions, as they will have to do in the test.
9 Students can check their own essays or, if they are willing, they can give it to a classmate to check and edit. Introduce students to the checklist on page 192 but point out that some of the items on the list, such as names of stages within the introduction, should be ignored for now and will be dealt with later on.
10 Students turn to page 193 and complete the timed essay question. This might be better postponed to the next class or it could be done as homework (although students are unlikely to be so strict with themselves over the timing if they do it at home).

Notes from the test developers
In the essay writing question, make sure you keep to the given topic. First identify the key words in the question which tell you what the overall topic is and then look at the task to see exactly what you have to do (e.g. agree or disagree).

4–5

Students' own answers

6a
A

6b
single-underlining = related to information in the first sentence
double underlining = new information

6c
Putting new information at the end of the sentence creates a smoother flow.

7

2 When you practise a skill, you develop the habit of using the skill. Real-life activities are made easier because of <u>these habits</u>./These habits make real-life activities easier.

3 It's important to use a range of techniques when studying anything, including languages. Motivation is increased by <u>variety</u>./Variety increases motivation.

4 Several of my classmates in school only studied grammar and vocabulary for their English lessons. Soon, other subjects excited <u>them</u> more./Soon, they were more excited by other subjects.

8–10
Students' own answers

Review p. 22

1
1 have studied   **2** were made   **3** have shown
4 requires   **5** increased   **6** has improved
7 be gained   **8** is seen   **9** told   **10** learn

2
1 proficient   **2** aware   **3** memorisation
4 cognitive   **5** take in   **6** perception   **7** norm
8 rate

3
2 A pie chart is a type of chart that/which shows amounts as slices of a pie.   **3** A person that/who illustrates is (called) an illustrator.   **4** A primary school is a place where children under the age of 12 study.   **5** Learning three languages was the achievement (that/which) he was most proud of.
6 A bimonthly magazine is a magazine that/which is published every two months.   **7** Problem-solving is a skill that/which is useful in many jobs.   **8** Did you find the evidence (that/which) you wanted for your research?   **9** Maths is a school subject (that/which) many people enjoy.   **10** Folk tales are traditional stories that/which are passed from parents to children over many generations.

4
1 imitation   **2** orally   **3** memorised   **4** richly
5 increases   **6** problem   **7** creative
9 collaboratively