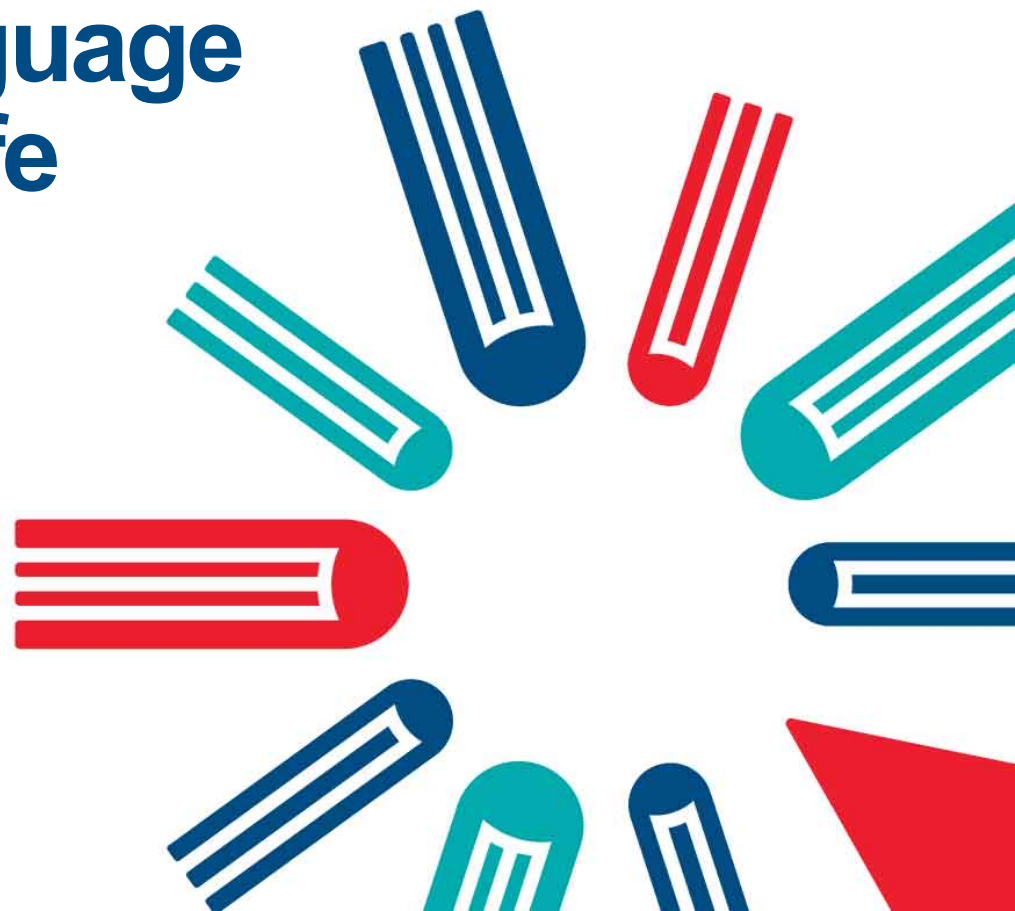


An Integrated Approach to Language Learning Means Learning for Life





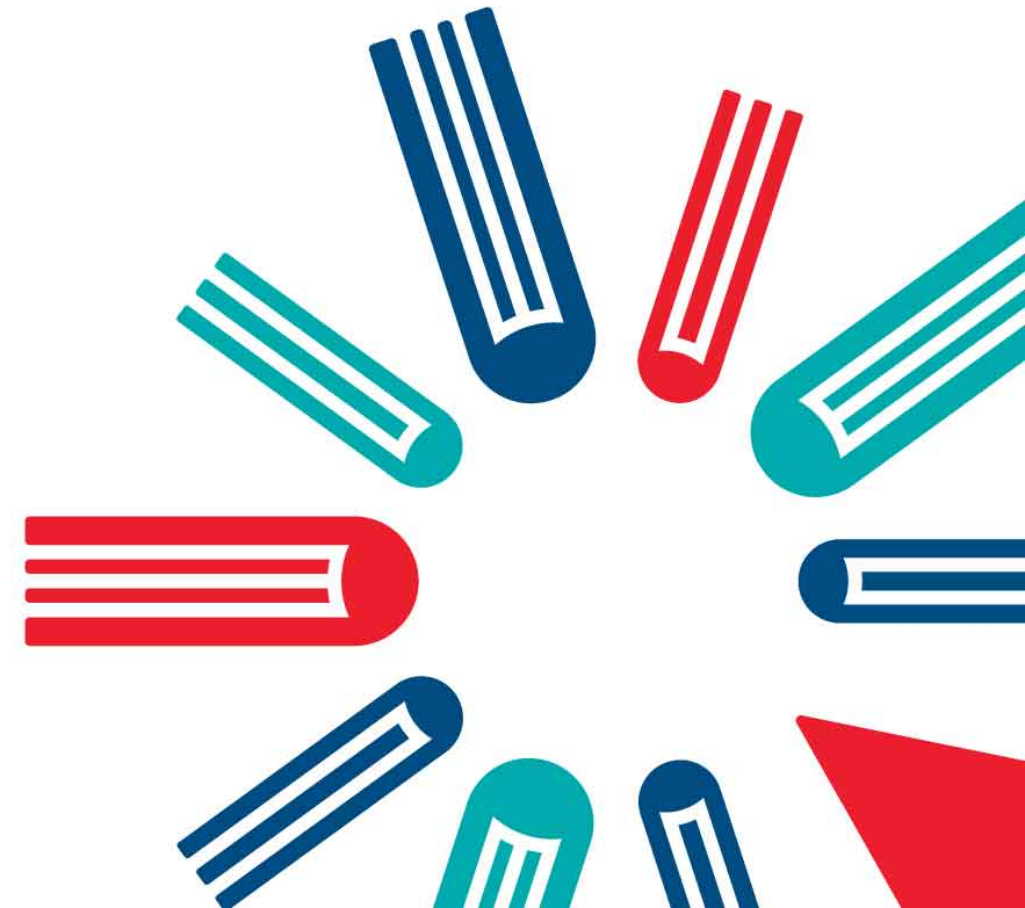
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01

How to develop receptive skills Fundamental methodology and terms



Receptive Skills (PTE General)

What is the difference between Skills and Strategies?



Sub-skills

- Listening/Reading for gist
- Listening/Reading for specific information
- Listening/Reading for inference

Strategies

- Thinking about the topic using background knowledge
- Identifying typical issues associated with the topic
- Predicting vocabulary
- Taking notes
- Identifying key words
- Identifying topic sentence

Receptive Skills

Extensive vs Intensive listening/reading

Extensive

Takes place when students are on their own, often for pleasure in a leisure way

- More engaging
- Develops fluency
- Develops word-recognition
- The more students practice the better they get at the skill

Intensive

More concentrated, less relaxed, dedicated to the achievement of a study goal

- Helps to understand the task in order to meet task requirements
- Helps to work out reading/listening strategies for the particular task
- Familiarizes with different sub-skills and approaches

Receptive Skills Listening

Top-down vs Bottom-up approaches

Top-down

Understanding the overall general meaning first

- Prediction and pre-teaching vocabulary
- Getting the general idea
- Maintaining attention
- Multiple listening
- Collaborative listening

Bottom-up

Understanding individual words and phrases in the connected speech

- Dictation
- Micro-listening
- Listening drill
- Narrow listening
- Using transcripts

Top-down processing at lower levels and with YL is hindered by bottom-up problems as they fail to understand individual words

Receptive Skills Reading

Top-down vs Bottom-up approaches

Top-down

Understanding the overall general meaning first

- Dealing with unknown words
- Skimming and scanning
- Looking for keywords
- Identifying topic sentence
- Collaborative reading (jigsaw)

Bottom-up

Understanding individual words and phrases and cohesion

- Cohesion and coherence (filling in the missing linkers, structuring the text, putting sentences/paragraphs in the correct order)
- Micro-reading
- Narrow reading

Bottom-up processing in reading does not exist without top-down, because understanding individual words and cohesion helps to guess or predict the general idea of the text

Receptive Skills

Top-down vs Bottom-up approaches

Top-down

*General view of the passage,
getting the general picture*

- In other words - looking at the “forest”



Bottom-up

*Understanding individual words and
phrases in the connected speech,
cohesive devices*

- In other words – looking at the individual “trees”



*It is most useful to see the acts of reading and listening as interaction
between top-down and bottom-up processing*

A general procedure for teaching receptive skills

1. Lead-in

Setting the context, predicting/pre-teaching vocabulary etc

2. Comprehension/response task

Listening/reading for gist

3. Reading/Listening

*Listening/reading for specific information /for details/ inference**

4. Text-related task

Follow-up activity e.g. more detailed response to the text or a focus on aspects of language

Types of tasks to develop Receptive Skills

Lead-in: predicting, reading/listening for gist, skimming

- ***Interrogating the text (What do you want to know about the topic)-***
- ***Picture-story (ordering events, predicting using the pictures)***
- ***Word-cloud story***

Text cohesion, Reading/Listening for specific information, scanning/reading for details

- ***Jumbled story (Ordering the text/sentences)***
- ***Transferring information (filling in tables/graphs/flow-charts)***
- ***Jig-saw reading***

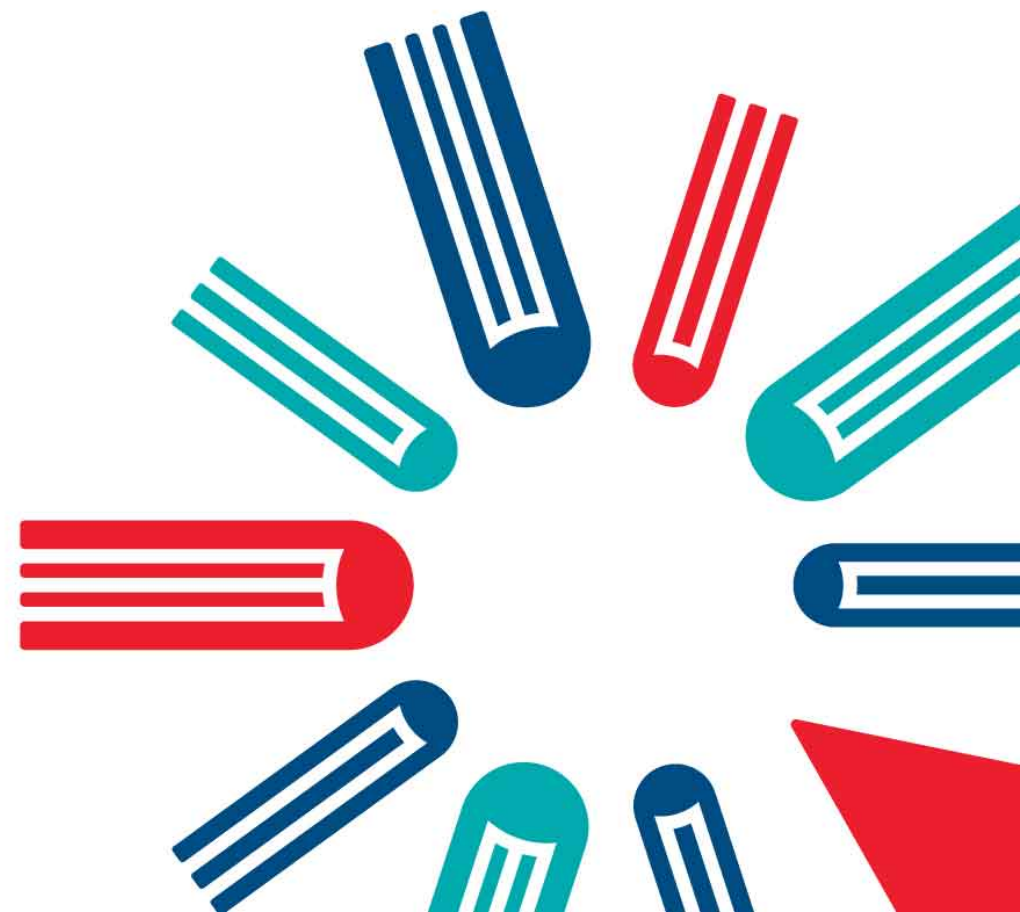
Follow-up activities

- ***Encouraging students' response to the text (agree/disagree, surprising/shocking etc)***

02

PTE General Written Part

Task Types





PTE General (13+)
6 Levels A1 - C2

Written part

1 h 15 min – 2 h 55 min

Listening– 3 tasks

Reading – 4 tasks


Writing– 2 tasks

Types of Listening Tasks


Section	Task	Skill tested
1	Multiple choice (3 options)	Listening for gist
2	Dictation	Listening for details, note-taking
3	Gap - filling/ note completion	Listening for specific information


Task types: multiple choice, note completion, dictation


SECTION 1

 You have 10 seconds to read each question. Listen and put a cross in the box next to the correct answer, as in the example. You have 10 seconds to choose the correct option.


Example: Which table does she want?



A



B


C


1. What is the man's job?


A


B



C

SECTION 2

 You will hear a recording about snow. Listen to the whole recording once. Then you will hear the recording again with pauses for you to write down what you hear.
Make sure you spell the words correctly.

11. _____

SECTION 3

 You will hear a phone message. First, read the notes below then listen and complete the notes with information from the message. You will hear the recording twice.

Example. Message for: *Mr Taylor*

12 Full Name:.....

13 Wants:.....

14 Bedrooms:.....

15 Cost per week:.....

16 Will phone again:.....

Task types: multiple choice, multiple matching, short answers

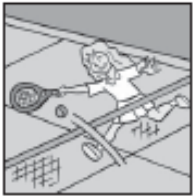
Hello kids, hello boys and girls. Today's test is Breakthrough. Tasks One and Two are listening. Good luck and have fun!!

Task One: My Hobby's Horse Riding (16 marks)

Anna talks to her friend Sandy about her hobby. Listen to their conversation and put a cross (☒) in the box under each correct answer. The first one is an example.

You will hear the conversation twice. Listen carefully!

Example: What is Anna doing on Saturday?



A



B



C

1. Who is Sandy going horse riding with?



A



B

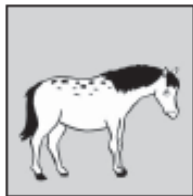


C

2. Which horse is Bess?



A



B



C

5. Task Five: Things in the Brown Family's House (16 marks)

Chantal sees many things in the Brown family's house. Draw a line from the pictures of the things to the words. The first one is an example.

Be careful. There are two extra words.



chicken



pencil



clock



window



duck



sweatshirt



table



rabbit



shorts

burger

money

Leave blank

2. Task Two: Talking to Mr Dale (16 marks)

Mr Dale is the music teacher at Anna's school. Mrs Brown is talking to him. Listen to their conversation. After each part of the conversation, write a short answer to the question.

You will hear the conversation twice. First, listen to the example.

Example: How does Anna feel about singing in the competition?

Nervous

1. When did Mrs Rose start the competition?

2. How many children were in the first competition?

3. Who is choosing the winner this year?

4. Which song did the winner sing last year?

5. Where is the competition going to be this year?

6. How much are the most expensive tickets?

7. Why do some of the children cry in the competition?

8. When is the special competition?

Leave blank

Task 5

(Total 16 marks)


Task 2

(Total 16 marks)

Reading Task Types

Section	Task	Skill tested
4	Gap fill (multiple-choice 3 options)	Reading for gist, skimming, scanning
5	Multiple-choice (3 options)	Reading for specific information
6	Answering questions	Reading for details
7	Gap fill (Table, summary)	Scanning, reading for specific information

Task types: multiple choice, notes completion, answering questions

 Read each text and put a cross (X) phrase, as in the example.

Example.
 Passenger announcement: All flights leaving the airport this morning due to fog.
 A delayed
 B flying
 C seen


22. Do not a loud noise. Your sister is sleeping.

A make
 B sound
 C take

23. The concert will be held on 12 September. Please buy your tickets from the

A website
 B phone
 C shop

SECTION 5




 For each question, put a cross (X) in the correct picture, as in the example.

Example: Which is a picture of the holiday?

correspondence this side only


POSTCARD
 address only this side

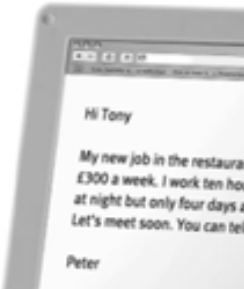
The weather is very hot.
 We go out in the morning
 but in the afternoon
 we sit under the trees
 and sleep.

A B C

SECTION 6

 Read the email below and answer the questions.



Example. Who is the email to? Tony


32. Where is Peter's new job?

33. How much money does Peter get per week?

34. What time does Peter finish work?

35. When does Peter want to see Tony?

SECTION 6 CONTINUED

 Read the leaflet below and answer the questions.

Harry's Takeaway - "The Restaurant in your House"
 In July Harry's Takeaway in Newtown is 25 years old.
 Special offers: 1st July to 31st July
 3 course meals from £15
 2 course meals from £12.50
 Free delivery (in 15 minutes for homes in Newtown)
 Phone: 0789-654-769

Example. What is the name of the restaurant? Harry's Takeaway

36. Where is the restaurant?

37. When do the special offers start?

38. How much does a person pay for 2 courses?

39. What does the restaurant do for free?

Task types: multiple matching, asking questions

3. Task Three: Chantal's School (10 marks)

In the garden, Sophie asks Chantal about her school in Paris. Draw a line from Sophie's questions to Chantal's answers. The first one is an example.

Be careful. There is one extra answer.



Example: Do you like your school, Chantal?

English of course. The teacher is very good.

1. Can you walk to school?

Three in the morning and three after lunch.

2. What's your favourite lesson?

Yes, it's great.

3. Are you good at maths?

There are lessons each day.

4. Is your school for boys and girls?

No, it's a long way from my house.

5. How many lessons are there in a school day?

No, it's just for girls.

Yes, but it's not my favourite subject.

(Total 10 marks)

Leave blank

3. Task Three: Anna Talks to Cindy Barr (15 marks)

Cindy Barr sings songs for her job. Anna asks her questions for the school magazine. Write the questions in the spaces. The first one is an example.

Anna: (example) Did you have a singing competition at your school?

Cindy: Yes. We had a singing competition every year.

Anna:

Cindy: I won the competition in 2007.

Anna:

Cindy: The song? It was called 'Lazy Princess'.

Anna:

Cindy: My first singing job? I was seventeen years old.

Anna:

Cindy: I'm travelling to the USA next.

Anna:

Cindy: I'm going to be there for two months.

(Total 15 marks)

Task 3

4. Task Four: At the Animal Park (10 marks)

Look at the pictures of Chantal and Sophie's visit to the animal park and draw a line from the pictures to the correct sentences. The first one is an example.

Be careful. There is one extra sentence.



Can you take a photo of me please?

It's five pounds for you and two pounds for a child.



There are lots of people here. Let's come back later.

Have some cake. I've got lots.



This is a photo of a snake.

Look. We can sit there.

They are here, next to the tigers.



(Total 10 marks)

Leave blank

Task 4

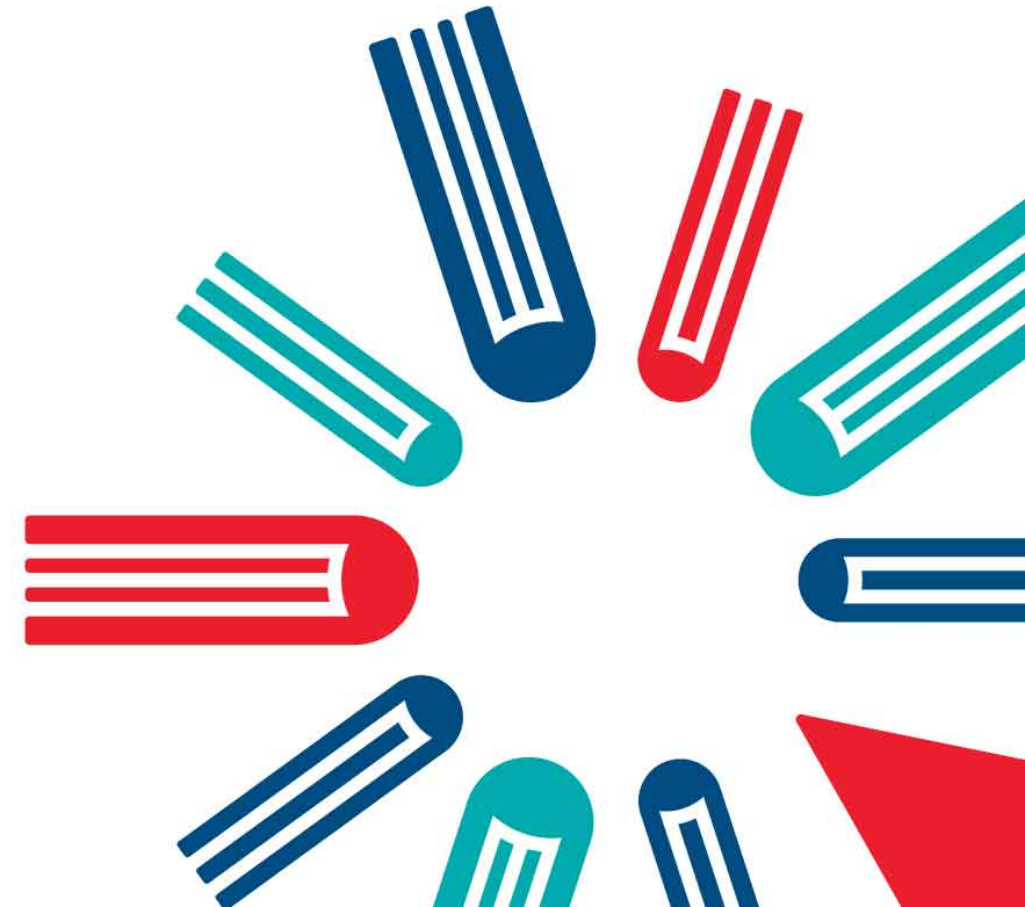
Types of writing tasks

Section	Task Type	Skill Tested
8	Letter	Ability to write formal and informal letter
9	Story	Ability to write a story based on pictures, personal experience and imagination
9	Essay	Ability to write an argumentative essay on a given issue

03

PTE General Written Part: Receptive Skills

Listening: Strategy and Preparation Tips



General Tips for all parts of the Exam

1. Learn test strategies:

teach your students: the format and test-taking strategies

- To identify and underline keywords and predict the topic and vocabulary of the recording.
- To recognize distractors.
- To highlight key words from the question and scan the text for these keywords.
- To be aware that the answer may be paraphrased or a synonym.

2. Build strong Grammar and Lexical Base

- Use the resources section of the website to check which language is needed for each level.
- Introduce students to a wide range of themes on social and current issues, as well personal and familiar topics.
- Encourage them to keep a note of useful vocabulary and phrases and test themselves on these regularly,
- In gapfill style tasks by reading around the gap, students predict the missing word
- Train your students to identify the part of speech , multi-part verbs, prepositional phrases, collocations and idioms
- Give them plenty of practice with word formation



Section 1 Listening 3 option multiple choice

What is tested:

Ability to understand the main idea of a short spoken text

What do you have to do:

Listen to 10 short recordings with 1 or 2 speakers and answer a multiple choice question containing 3 options for each recording. The recording is played only once

Strategy

- Read the question and the 3 options and highlight the key words
- Think what is different
- Make your choice
- If you are not sure about the answer, choose what is most likely
- You have 10 seconds to read and to answer

How to prepare

- Get used to hearing a range of voices and accents
- Practise listening and reading at the same time
- Practise underlining the keywords in the task and predicting the topic

Section 1 Listening 3 option multiple choice

The amount of time to read before you listen.

You will have **10 seconds** to read each question and the corresponding options. Then listen to the recording. After the recording you will have **10 seconds** to choose the correct option. **Put a cross (X) in the box** next to the correct answer, as in the example.

The amount of time to answer after you listen.

How you answer.

Pay attention to the question word.

Underline the key words.

Example: What is the speaker's job?

- A vet
- B doctor
- C nurse

She talks about "just a little cut on his paw", so she is referring to an animal.

to answer

What are the benefits of using authentic listening material?

- **accent and language used in EFL coursebook listening materials don't prepare students for real-world communication**
- **Authentic materials are more challenging but engaging**
- **Ability to understand speakers in real situations boosts student's confidence**
- **Authentic materials provide meaningful up-to-date context for communication and introduce your students to a number of different genres, topics and cultures**
- **Inspire them to take greater ownership of their learning**
- **Tests are based on authentic materials from different**



Where can teachers find authentic listening material?

- News websites BBC, CNN, and ABC
- YouTube
- Ted Talks and Vox Pops,
- podcasts
- radio programs from the BBC and NPR
- BBC World Service and Voice of America (VOA) (material for non-native English speakers)



How can they be tied to each part of the PTE General listening paper?

- Identify parts of the audio that you feel will be most difficult for your learners to understand.
- Provide your students with context,
- Provide learners with a transcript alongside the audio.
- Create activities that will prepare your students for each section of the PTE General listening exam



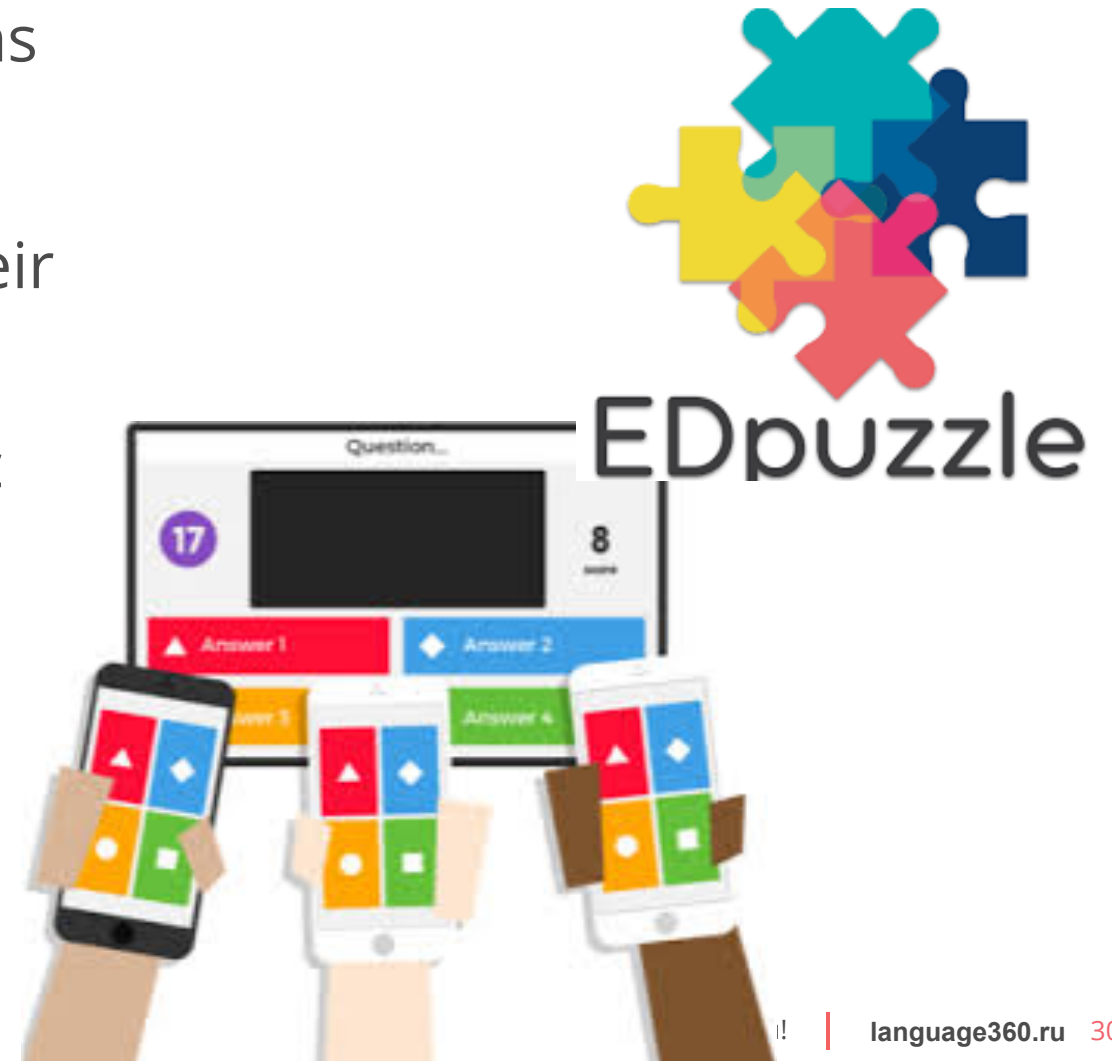
5 Best YouTube Channels to Prepare Students For the Real World

- [BBC Learning English – News Review](#)
- [Migrationology – Mark Wiens](#)
- [Met Office – Weather](#)
- [Middle Ground – Jubilee](#)
- [Learn English with TV Series](#)



Section 1 Multiple choice

- Create your own multiple choice quizzes using online learning platforms such as Kahoot! and Edpuzzle.
- encourage your students to create their own multiple-choice quizzes for their classmates to use, based on authentic listening material that they have discovered themselves.
- <https://edpuzzle.com/>
- <https://create.kahoot.it/>



Section 2 Listening+Writing Dictation

What is tested:

Ability to understand an extended spoken text by transcribing it

What do you have to do:

Listen to one person speaking and write exactly what you hear with correct spelling. You will hear the text twice – normal speed and with pauses

Strategy

- Pay attention to the topic
- Try to understand the overall recording and pick some keywords during the first listening
- Try to put everything down during the second listening
- If you miss something leave a space and keep writing
- Use your knowledge of grammar and vocabulary to guess the missing words
- Check spelling

How to prepare

- Improve your general listening skills
- Practise listening and taking notes at the same time
- Practise picking out the keywords (they are usually stressed)
- Learn homophones
- Practise proofreading using your knowledge of grammar and spelling rules

Section 2 Listening+Writing Dictation

What the recording is about.

What you need to do the first time you hear the recording.

How you hear the recording the second time.

11. You will hear a recording about **press freedom**. Listen to the whole recording once. Then **you will hear the recording again with pauses** for you to **write down what you hear**.

What you need to do the second time you hear the recording.

Section 2 Dictation

- Have your learners use the first play of the audio to adjust to the speakers' voices, without the need to focus on transcription.
- Have them transcribe short sections of the audio during the second play.
- Begin by having them transcribe short audio clips
- Slowly build it up so that they are able to transcribe longer clips more difficult to comprehend.



Section 3 Listening + Writing Text note completion



What is tested:

Ability to extract specific information from an extended spoken text

What do you have to do:

Listen to 2 recordings – monologues or dialogues and complete 10 gaps in the notes using information you have heard. Each recording is played twice

Strategy

- You have 30 seconds to read the notes
- Read the notes and use key words to see what kind of information is missing
- Keep track of the questions
- Try to take notes while listening
- Complete the notes and check if they make sense and are grammatically correct

How to prepare

- Improve your general listening skills
- Practise listening and taking notes at the same time
- Learn how to predict the missing information using words before and after the gap, content words.
- Learn how to identify the part of speech of a missing word
- Turn statements into questions^T

Section 3 Listening + Writing Text note completion

This is what the recording is.

What you need to do before you listen.

How you answer.

12–16 You will hear **part of an interview**. First, **read the notes** below, then **listen and complete the notes** with information from the interview. You **will hear the recording twice**.

Check your notes the second time you hear the recording.

Example: Unfortunately, many people only like animals that have visual appeal.

Underline the key words.

Section 3 Note completion

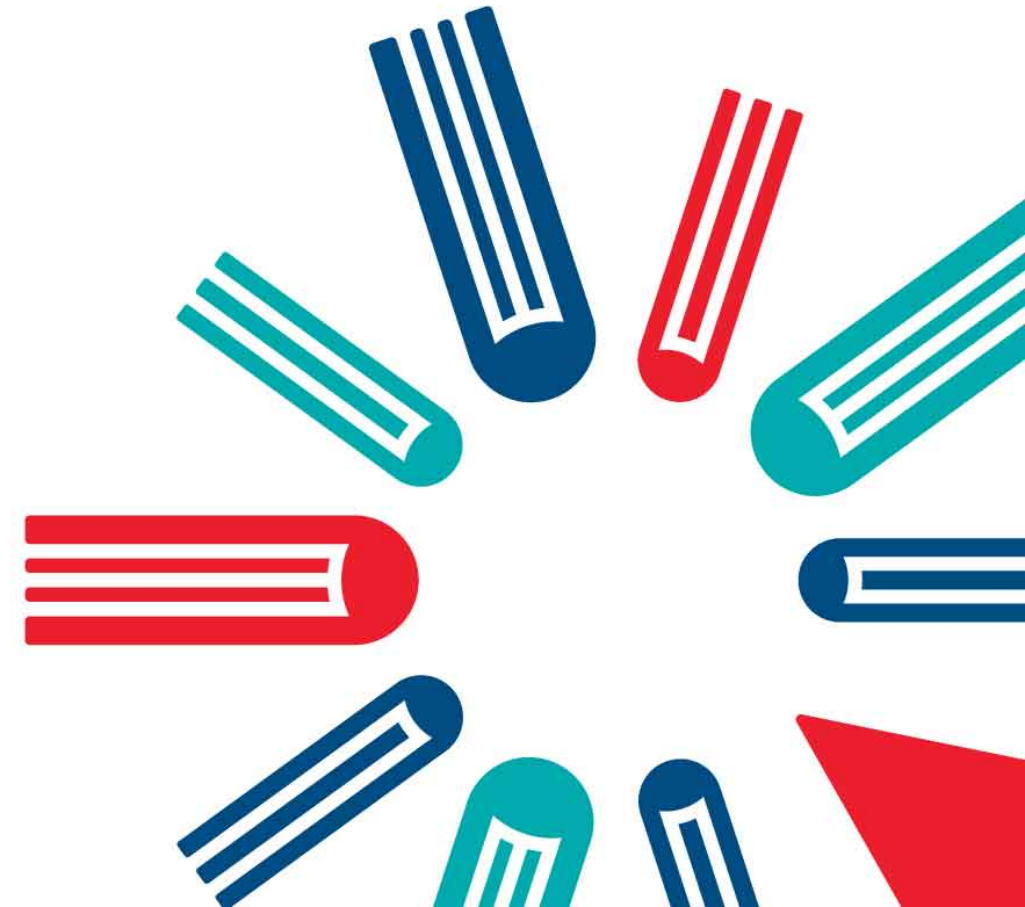
- Use the audio's transcript to create simple gap-fill activities for your learners, with the gaps focusing on more difficult elements of the audio.
- For lower levels, you can begin by first encouraging them to read-whilst-listening, before removing single words or simple phrases to listen for from sections of the audio that are easier for your students to understand.



04

PTE General Written Part: Receptive Skills

Reading: Strategy and Preparation Tips



Six reading strategies for PTE General

Strategy #1: Highlight key words in the questions

- Key words include question words, nouns and verbs
- use them to find the sections in the text with the correct answers.
- can be applied to the open-ended and the multiple-choice questions in the Reading Paper.

Strategy #2: Paraphrase ideas in the text

- at higher levels, answers are likely to be paraphrased versions of the question.
- train your students to be able to understand the ideas
- Have your students create summaries of reading texts, or by designing gap-fill activities



Six reading strategies for PTE General

Strategy #3: Analyze the text for implied meaning & purpose

- To identify explicit information and to look for implied ideas
- To identify the type of text explain its purpose
- to identify key details in the text, and discuss what these details all have in common.
- to find and underline evidence in the text that supports these ideas.

Strategy #4: Predict answers based on previous knowledge

- to predict answers to questions in the exam.
- to use their own vocabulary and grammar knowledge to review the options.
- to predict what type of word is missing before looking at the options.



Six reading strategies for PTE General

Strategy #5: Ensure answers are concise

- to save time in the Reading Paper by writing concise answers to the open-ended questions.
- have them change note prompts into questions, and use these questions to better understand the information they need to identify in the text.

Strategy #6: Double-check answers make sense

- To check the answers make sense, both in terms of meaning and grammar.
- To recognize grammatical patterns, use online platforms such as Kahoot! to create multiple-choice quizzes in which students have to look for the grammatically correct option.



Section 4 Gap-fill 3 option multiple choice

What is tested:

Ability to understand the purpose, structure and main idea of short written text

What do you have to do:

Read 5 short texts each containing a gap and choose the missing word out of 3 options

Strategy

- Read the question and the 3 options and highlight the key words
- Think what is different
- Make your choice
- Check other options
- Re-read to make sure that the text makes sense
- If not, review the options

How to prepare

- Learn how to analyze the text
- Practise highlighting key words
- Keep vocabulary notes
- Learn words in chunks

Section 4 Gap-fill 3 option multiple choice

How you answer.

Read each text and **put a cross (X) by the missing word or phrase**, as in the example.

Example:

UNFORTUNATELY, animal charities are reporting that they are having to take in more and more animals that have been bought as pets from unregulated sources. Many are from hot countries and are not our cooler climate.

- A suited to
B born in
C happy with

Think what is different in each option.

Underline the keywords.

Section 5 Gap-fill 3 option multiple choice

What is tested:

Ability to understand the main idea in an extended written text

What do you have to do:

Read a text answer 5 questions each containing 3 options

Strategy

- Read the question and highlight the key words
- Find the relevant part of the text for each question using key words
- Sometimes key words might be paraphrased
- Try to answer the question before reading the options it may help you to be more confident about your choice
- Don't panic if you don't understand a particular part of the text – try to get the main idea first

How to prepare

- Read extensively
- Learn to guess the meaning of unknown words from the context
- Learn synonyms and antonyms and how to paraphrase
- Learn to scan

Section 5 Gap-fill 3 option multiple choice

What you need to do after reading the questions.

What you need to do after reading the passage.

How you answer.

Read the passage and complete the sentences below. For each question, put a cross (X) in the box next to the correct answer, as in the example.

Example: According to the writer, tigers are

- A probably less frightening than they seem.
- B usually thought of as brave animals.
- C easier to domesticate than expected.

The text opens with the words "Tigers: they're big, brave and scary, right?", so B is the correct answer.

Read the questions first and underline the key words.

Section 6 Open-ended Questions

What is tested:

Ability to understand the main points of short written texts

What do you have to do:

Read 2 short texts and answer 8 questions using single words or short answer

Strategy

- Read the question and focus on the key words (Question words, nouns, verbs)
- Highlight the words in the text which you think answer the question
- Answer your question briefly using words from the text where possible
- Avoid writing long answers with unnecessary words

How to prepare

- Read extensively
- Practise skimming
- Learn to give short clear answers

Section 6 Open-ended Questions

What you do.

Read the music review below and answer the questions, as in the example.

Read the questions and underline the question words before you read the text.

Example: How do Grand Union Orchestra relate to the history of jazz?

They are part of a long tradition.

Section 7 Text Note Completion

What is tested:

Ability to extract specific information from an extended written text

What do you have to do:

Read a text and complete 7 incomplete sentences or notes using information from it. You must use no more than 3 words from the text

Strategy

- Read the question and highlight the key words
- Scan the text to find the missing information or detail
- Look for the key words or their synonyms in the text
- Use grammatical clues to decide what words are needed
- Re-read your answers to make sure that the completed sentences make sense

How to prepare

- Read extensively
- Learn to use the key words and their synonyms to find specific information
- Learn to scan for specific information or detail

Section 7 Text Note Completion

What you do.

What you do after
reading the text.

Read the magazine article about illegal file sharing and complete the notes that follow, as in the example.
Write no more than three words from the article in each gap.

How you answer.

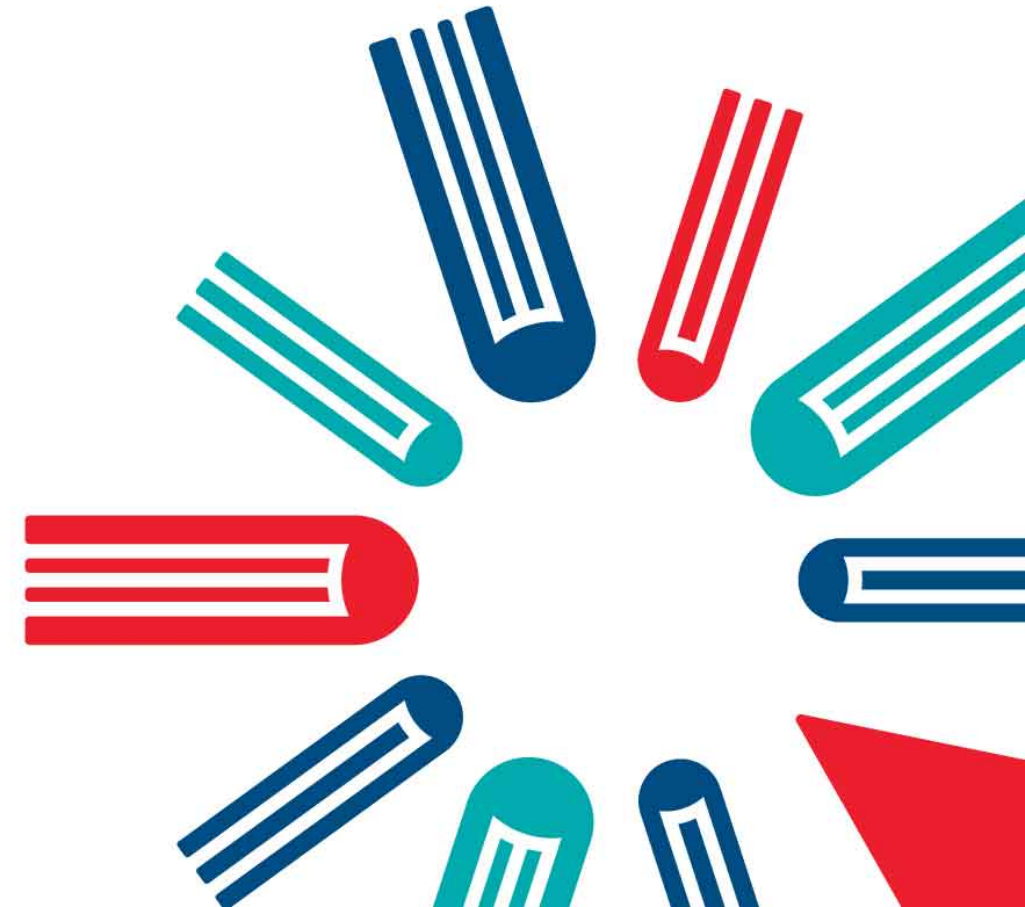
Example: First famous file sharing website: Napster .

Read the sentences and underline the
key words before you read the article.

05

PTE General Written Part: Productive Skills

Writing: Strategy and Tips



General Tips for Exam Success

1. Learn test strategies

- The format and test-taking strategies
- Assessment criteria for productive skills
- Planning is crucial for Writing
- Read the task to identify the type of writing and the audience
- Think about the style and register.

2. Build strong Grammar and Lexical Base

- Use the resources section of the website to check which language is needed for each level.
- Introduce students to a wide range of themes on social and current issues, as well personal and familiar topics.
- Encourage them to keep a note of useful vocabulary and phrases and test themselves on these regularly,
- Give them plenty of practice with word formation and spelling
- Provide learners with discourse markers and linkers, so they can connect and extend their ideas.
- Teach the language to express their opinions offer suggestions and to give reasons.



PTE General Writing Section 8

What is assessed?

- vocabulary on a range of topics
- accuracy
- coherence and cohesion
- spelling
- punctuation
- easy-to-follow layout



*Student success in section 8 of the exam depends on their comprehension of the task in section 7 and their abilities to express themselves clearly.
Use graded level appropriate authentic materials to achieve this*

PTE General Writing Section 9

Types of writing texts

- A factual piece:
a blog entry, article, or instructions
- A critical piece:
review, report, or essay
- An analytical text:
essay, analysis of issue or argument



*Students write a short text from their own experiences, knowledge or imagination.
Word length will vary according to level
A choice of two topics is given*

Section 8 Write correspondence

What is tested:

Ability to write a piece of correspondence

What do you have to do:

Write an email or a formal or informal letter 90-120 words for level 3 (+/- 10%)

Strategy

- **Read the task and focus on task requirements, the reader and the purpose of your correspondence**
- **Cover all the bullet points in your writing equally**
- **Highlight the information in Section 7 which you need to refer to in your writing by summarizing or commenting on it**
- **Use your own words wherever possible**
- **Check your writing for word number and accuracy**

How to prepare

- **Improve your vocabulary**
- **Learn how to plan your writing**
- **Practise using markers and linkers**
- **Practise checking your writing for grammar, spelling and punctuation mistakes**

Section 8 Write correspondence

How much you should write.

The form of communication you should use.

Who your reader is.

What the purpose of the writing is.

Use information from **Section 7** to help you write your answer.

47. You have read the article about illegal file sharing. Write a letter to the magazine giving your response to the article. Write 90–120 words and include the following information:

- your opinion of downloading free music from the Internet
- whether you think people who do this should be punished
- your own method of obtaining and listening to music

Use your own words.

How you write.

The information you should include.

Model answer

You have read an article about your town. Now write a blog entry about your town. Write **50–70 words** and include the following information:

- what your favourite place is in your town
- say what you can do there
- say what you like about it

Writing correspondence Blog entry

The first sentence should get straight to the point as you have a limit on the number of words you can write.

This and the following sentences list what you can do there in different ways: *You can ...*, *A lot of people ...*, *On Sundays ...*

The final sentence explains why you like it.

→ **My favourite place in my town is the park near my flat. It is called "Blue Water Park". You can do many things there – play basketball and football, or talk to your friends.** A lot of people go jogging and ride bicycles there. On Sundays it is always full of families giving food to the ducks and swans.

→ **I like this park because I love playing sports with my friends.**

[70 words]

This sentence gives some more information on what your favourite place in your town is.

The word total of 70 words is the maximum number that the instructions ask you to write. If your answer is a few words longer or shorter, there won't be a penalty. Check the Exam Guide section of the book for more information on the "tolerated" word count.

Writing correspondence Postcard

Model answer

You are on a class trip to London. Now write a postcard to your friend. Write **50–70 words** and include the following information:

- describe the city
- name one place you visited
- explain why you liked it

Writing correspondence Postcard

You have a limited number of words, so it's important to get straight to the point.

This sentence explains why you liked it.

Postcards usually end with an informal closing.

Hi Jim,

I'm on a school trip to London. It's really big and noisy. There are a lot of old buildings and interesting historic monuments, but there are some modern buildings, too. We visited the Science Museum today. It was fantastic!

You can touch everything and do amazing experiments. My friends loved it, too.

Wish you were here! Give my love to your family.

Cheers,

Mark

[66 words]

The next two sentences describe the city.

The writing now moves on to the second bullet by talking about one of the attractions visited.

Model answer

You have read an email from your friend who is coming to stay with you for a holiday. Unfortunately, you cannot pick him/her up from the airport. Now write an email to your friend. Write **50–70 words** and include the following information:

- explain why you can't pick him/her up
- describe the person who will pick him/her up
- tell him/her where the person will be waiting

Section 9 Write Text

What is tested:

Ability to write a short text from your own experience, knowledge or imagination

What do you have to do:

Write a factual (blog entry, article), critical (report, review) or analytical (essay) piece of writing on 1 of 2 given topics Word-limit – 150-200 words for level 3

Strategy

- Choose 1 topic and use the prompts to decide what type of text you need to write, its format and style
- Highlight the words in the prompts what you need to cover and use them to organize your answer
- Rewrite the prompts as questions
- Use a wide range of vocabulary, linkers and grammar structures
- Leave a few minutes for proofreading

How to prepare

- Study the samples and models of different types of writing and see how they are organized
- Practise developing your argument, giving examples, expressing opinion and backing it up with reasons
- Practise writing to a required word limit

Section 9 Write Text

What you should do.

How much you should write.

48. Choose one of the topics below and write your answer in 150–200 words.

Either:

A Write an essay in answer to the following question:

How is the way people access the news changing and how important is it to keep up with national and international news?

What you are writing.

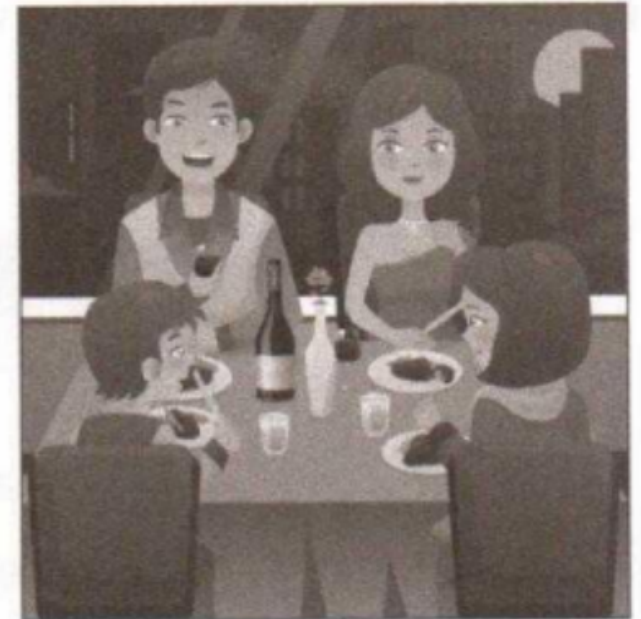
Think about the question and make a short plan of what you want to write.

Writing Text Short Story

Model answer

Last weekend you stayed with your Uncle Tom's family. Look at the pictures and write a description of what happened for your diary.

Write your answer in **80–100 words**.



Writing Text Short Story

The first sentence gives background information and introduces your story.

Use linking words, such as *and* or *but*, to connect your sentences.

Describe things.

Last weekend I stayed with my Uncle Tom. After breakfast, Josh and I helped him to wash his car. It was fun. In the afternoon, we all went to a park near their house. We took their dog Digger with us, too. The weather was very nice and we played football. I really enjoyed it.

In the evening, we went out for a meal in the city. He took us to a very nice restaurant. The meal was very delicious.

We talked about different things. I had a very good weekend. Next weekend, Josh is going to stay with us.

[100 words]

Describe the events in a logical order.

Describe people's feelings.

Finish off your story with an ending. Don't just stop writing when you reach the top of the word limit.

Writing Text Essay

Model answer

Write an essay in answer to the following question.

What are the advantages and disadvantages of learning English in your own country?

Write **150–200 words**.

Don't waste words by repeating the question. Give your main point first.

This phrase introduces the contrast with the first paragraph. It is especially useful when discussing advantages and disadvantages and it is not necessary to have used *On the one hand* for the previous point.

The main advantage is that it is cheap to do because you can live at home and continue to study at school or go to work. **Another point in favour** is that you won't miss your family or friends. **Also**, you will be able to eat the food you like and feel comfortable in your normal surroundings.

On the other hand, if you go to America or Britain to study English, it can be very expensive, depending on how far you must travel and how long you stay. **However**, in addition to the language, you will also learn about the culture and have to use English in everyday situations. You will have daily contacts with native speakers who may have strong accents, **whereas** at home you might not have many chances to practise your English outside the classroom.

Nowadays with the Internet, you can communicate in English easily from your own country. In my opinion, however, if you want first-hand experience of using English naturally, it is better to study English in an English-speaking country.

[176 words]

Back up your idea with an additional point (or two), using simple linking words or phrases rather than more formal ones like *Moreover*.

This shows you are changing from a negative point back to a positive one.

This word is useful for contrasting two statements in the same sentence.

Write a concluding paragraph that answers the question and gives your own opinion.

Model answer

You see this advertisement in an English language magazine and decide to write an article to enter the competition.

Summer Competition

Write an article about healthy eating. We'll publish the best 5.

Great Prizes!!!!

Write **150–200 words**.

The first sentence is important as you have to attract the reader's attention. You can do this in different ways, such as asking the reader a direct question or giving an interesting quotation.

The style of writing here is quite informal or even quite conversational. This is common in articles, which often address the reader personally, but it depends on the subject and where the article will be printed.

Unlike other pieces of writing, articles often contain headings, sub-headings, lists or bullet points.

Don't forget your fruit and veg!

Someone once said, "You are what you eat." I think this is true to some extent. Unfortunately, nowadays, many young people eat food which is not good for them, even though the taste may be delicious. We all love burgers and fries but, like most things, if we eat too much, it's not good for our health. The key is balance. According to experts, we should eat at least five portions of fruit and vegetables a day to help us stay healthy. They contain lots of minerals and vitamins and can help us lower the risk of getting some types of diseases and other health problems. They're also quite low in calories and there is so much variety to choose from. You might not like apples, so have a banana instead! Simple! You can still enjoy your burger, but maybe once a week rather than every day.

My top tips:

- Remember the five-a-day rule.
- Try to cut down on unhealthy foods.
- Have three good meals a day.
- You can snack, but snack on fruit rather than on chocolate.
- Do more exercise to burn off calories.
- Enjoy your food!

[194 words]

Articles usually have a title or a heading to grab the reader's attention. Including one will make your article look more realistic.

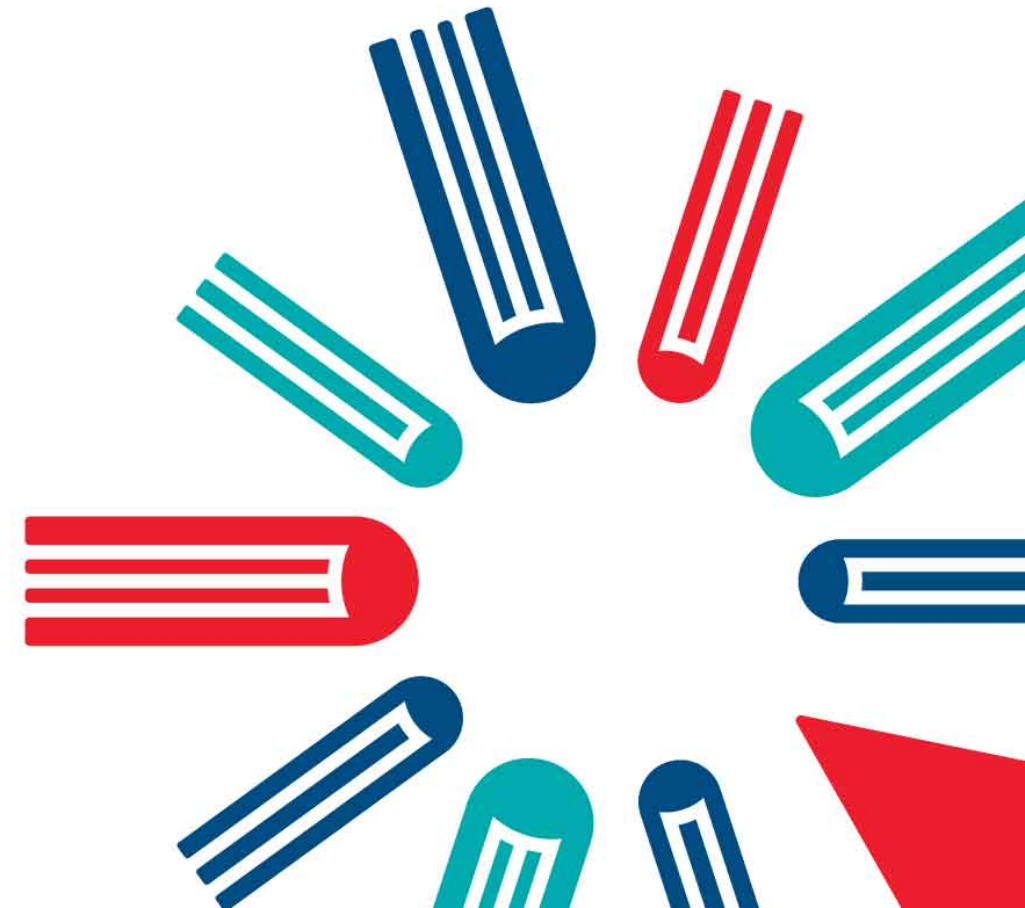
We can see clearly who the article is for. The writer is putting himself or herself in the same position as the readers.

This shows that the purpose of the article is to persuade as well as inform the readers (which follows from the title). It is important to decide what the aim of your article is – is it to explain, to describe, to inform?

06

PTE General Integrated approach

How to integrate the four skills



Integrated approach to language learning

What does *INTEGRATED APPROACH* mean?

- to use a combination (or all four) of these skills within a single activity (or series of activities) to create a situation which is much more similar to one they might come across in the real world.

What are the benefits of integrated approach for students and teachers?

- It allows students to transfer skills
- It helps teachers vary activities in class



How to Integrate the four skills?

1. Combine the receptive and productive skills across the same medium

- Oral medium – Listening and Speaking
(e.g. *Telephone*)
- Written medium – Reading and Writing
(e.g. *Group story writing, My last holiday*)

2. Combine all four skills within one task

(e.g. *All about me*)

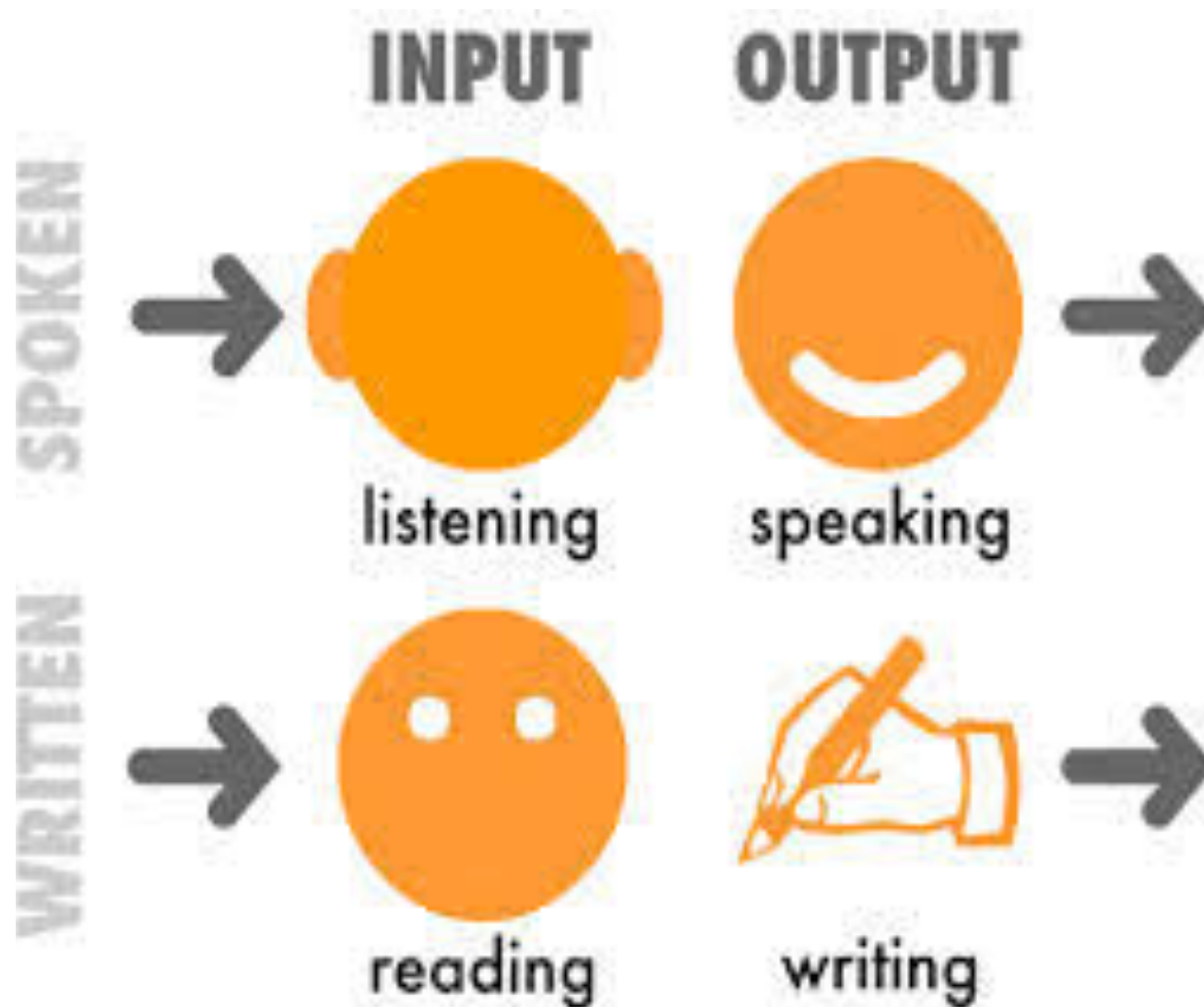
3. Cross-media combination

- Reading and Speaking

(e. g. *Reading club debate*)

- Listening and Writing

(e.g. *Taking notes, minutes keeping, dictation*)



Telephone

Level: Any Grammar: Any Vocabulary: Any Skills: Listening and Speaking

1. Put students into groups and tell them to sit in a circle.
2. Nominate a student to think of a sentence
3. Have them whisper their sentence to the next person in the circle,
4. They must listen and repeat what they heard to the person next to them.
5. This continues until they reach the final person in the group.
6. The last person has to say out loud what they thought they heard. Finally ask the first person what their original sentence was
7. Write both on the board and compare them.



Group story writing

Level: Any Grammar: Any Vocabulary: Any Skills: Reading and Writing

1. Put students into groups and hand out a piece of paper to each student.
2. Read a cue to the students and have them write a sentence at the top of the paper.
3. Have them fold the paper and pass the paper to the person on their right.
4. Continue until you've read all the cues.
5. At the end of the game each student reads (or retells) their story to the class.
6. Discuss the stories and choose the best.



*Level and Target Language depend
on the cues you give*

My last holiday (Variation of Group story writing)

Level: 1 (CEFR A2) Grammar: Past Simple Vocabulary: Holidays Skills: Writing and Reading



Example cues:

Where did you go? The more creative the better. (E.g. I went to the moon).

Who did you go with? (E.g. I went with the Queen of England).

How did you get there? (E.g. We travelled by hot air balloon).

How long did it take? (E.g. It took 5 hours).

Where did you stay? (E.g. We stayed in a tent).

What did you do during the day? (E.g. During the day we played volleyball).

What did you do at night? (E.g. At night we went dancing).

How was your trip? (E.g. We had a great time).

****After each cue fold the paper and pass it to your right and in the end read or retell their story***

All about me (That's Me! Or Unique Me)

Level: Any Grammar: Any Vocabulary: Any Skills: Writing, reading, listening, speaking



1. Students think of **1 UNIQUE** thing about themselves
2. They write it down on a piece paper – but don't identify themselves
3. Teacher collects the papers and distributes at random
4. Students prepare a brief personal intro: 2-3 personal bits of information
5. They include the information about some other student they got from the teacher
6. Students listen to everyone make their introductions.
7. If someone hears the information that they think is false about the speaker but true about them – this person calls out in the end of the presentation *"That's not ____, that's me!"*
8. **BUT THEY DON'T** say which part is about THEM.
9. The rest of the class tries to guess which bit of information is the "false" information.



All about me (Variation)

Level: A1+ Grammar: Present Simple Vocabulary: Likes and Dislikes

Skills: Writing, reading, listening, speaking

1. Students write a short introduction (50-70 words) about their likes and dislikes
2. Students don't include their names
3. Teacher collects the papers and distribute at random.
4. Students read out the information while the others listen.
5. The students should guess who they think it is about.
6. Once they've determined who it is, students mingle and ask further questions other based on what they heard.



Developing all four exam skills

Level: Any Grammar: Any Vocabulary: Any Skills: Writing, reading, listening, speaking



1. Choose two short texts similar to Section 7 interesting for your students
2. Split students into pairs (A B) Give one text to person A and the other to person B.
3. Have student A read the text to their partner who has to transcribe it.
4. Swap so that B reads their text to A who now has to write down what they hear.
5. Get students to check accuracy by comparing their transcriptions with the original texts.
6. Have them briefly discuss each text with their partner, giving their opinion on the content.
7. Finally, they write a correspondence like in Section 8 (an email to a friend or a letter of complaint to a hotel manager)

Classroom activity 2 – language maze writing

Procedure

1. choose a level appropriate article
2. print enough copies so there's one per student plus an extra one for each group.
3. cut extra articles into 5 or 6 sections
4. split your students into groups;
5. distribute one cut up article per group, each student receives one section of the article.
6. students read their section and paraphrase it in their own words.
7. students work together to assemble the paraphrased article in the right order.
8. redistribute the original article, so students have one copy each
9. students check the paraphrased article against the original text and correct the order if necessary.
10. read the article together in class and ask some basic comprehension questions.
11. have students write a piece of correspondence relating to the article

Examples of responses

- An email to a friend describing an experience.
- A letter of complaint or praise to a hotel manager.
- A letter to a newspaper offering an opinion on a recent story.

Classroom activity 3 – wandering writers

Procedure

1. Distribute a square white sticker (or post-it note) to each student and have them write a topic that they are interested in on it. (etc.)
2. Mind map ideas for questions about their topics. Come up with 5-10 questions and leave them on the board.
3. Have the students put on their stickers, mingle and ask the questions
4. When students have spoken to most people in class tell them to form a pair with someone they thought had an interesting topic.
5. The students work together to plan a blog entry based on their partner's topics
6. let students research their topics online
7. Students write about their partner's topic

Examples of topics

Travel
Environment
Politics
Sports
Photography
Films

Examples of questions

- What is your topic about?
- How long have you been interested in this?
- What should other people know about it?
- Name something surprising about your topic.
- How can I get involved in this?

Dictogloss What is it?

- a dictation activity where learners are required **to reconstruct** a short text by **listening** and noting down **key words**, used as a base for reconstruction.
- a **multiple** skills and systems activity
- a fun, **collaborative** and mingling activity
- develops learners' **autonomy** and is suitable for **mixed ability** classes
- the reconstruction of the text can be **both written and oral**



Dictogloss Procedure A

- Students **discuss** a topic
- **Listen** to a piece of text on the same topic for the **first** time without taking notes
- **Put down** the information they remember
- **Listen** again and **take notes**.
- Get in groups/pairs and try to **reconstruct** the text in their own words.
- **Mingle**, change groups and **compare** their versions
- **Compare** their versions to the **original**



Dictogloss Procedure B (for mixed ability and smaller groups)

- The teacher reads a short text on a familiar topic at **normal** speed.
- The learners listen and take notes.
- The teacher repeats the reading, **after writing new subject vocabulary** on the board to help weaker learners.
- The learners form **pairs** and share their notes.
- The teacher reads the text a final time at **normal** speed.
- The learner **pairs form fours** to produce a final written version of the text. The aim is to get as close to the original as possible.

How to use Podcasts for **Dictogloss** activities

1. **Introduce** the topic of the podcast
 2. Place your students in **small groups** (3-4 students)
 3. Tell your students to put everything away. **Play** the audio **once**.
 4. Invite your students to **listen again** and **take notes**.
 5. Tell your students to **jot down key words and chunks** rather than full sentences.
 6. **Explain the reconstruction** task to your students and **organize** them in groups and let them decide on their roles
 7. Students **work together to reconstruct** the text.
 8. Have your students **compare** their version to the **original**.
 9. (Optional: Have students record their own version of the text and create **their own podcast**.)
- <http://blog.eslibrary.com/2014/09/03/esl-library-dictogloss/>

Dictogloss Tips for Students

- Write down **key words** as you listen.
- Listen for **chunks** of language. Try to use these chunks to reconstruct the text
- Assign **roles** to each group member.
- Take **notes**, but do **not** attempt to write out **full sentences**.
- **Choose** someone who has **tidy handwriting** or quick typing skills to finalize the group work.
- Pick someone with a good eye to **proofread** the final copy.



Dictogloss Tips for Teachers



- The text should not be more than **a paragraph** at first but the language should be **more advanced** than the students' current level
- Encourage learners to **use new** vocabulary and sentence structures
- Support the activity with **key visuals**, pictures, graphs when appropriate
- This is a group activity, not a dictation exercise. **Beginners** can be paired with **more fluent** peers
- Highlight the importance of **paraphrasing**.
- **Monitor** to make sure that students are taking point form **notes**.
- Remind students that the point is **not** to reconstruct the text **perfectly**.
- Give your students the opportunity to **listen** to the podcast on **their own** via mobile devices.
- Experiment by doing this activity a few **different ways** assigning **different roles** to your students
- Experiment with **the length and level** of the text

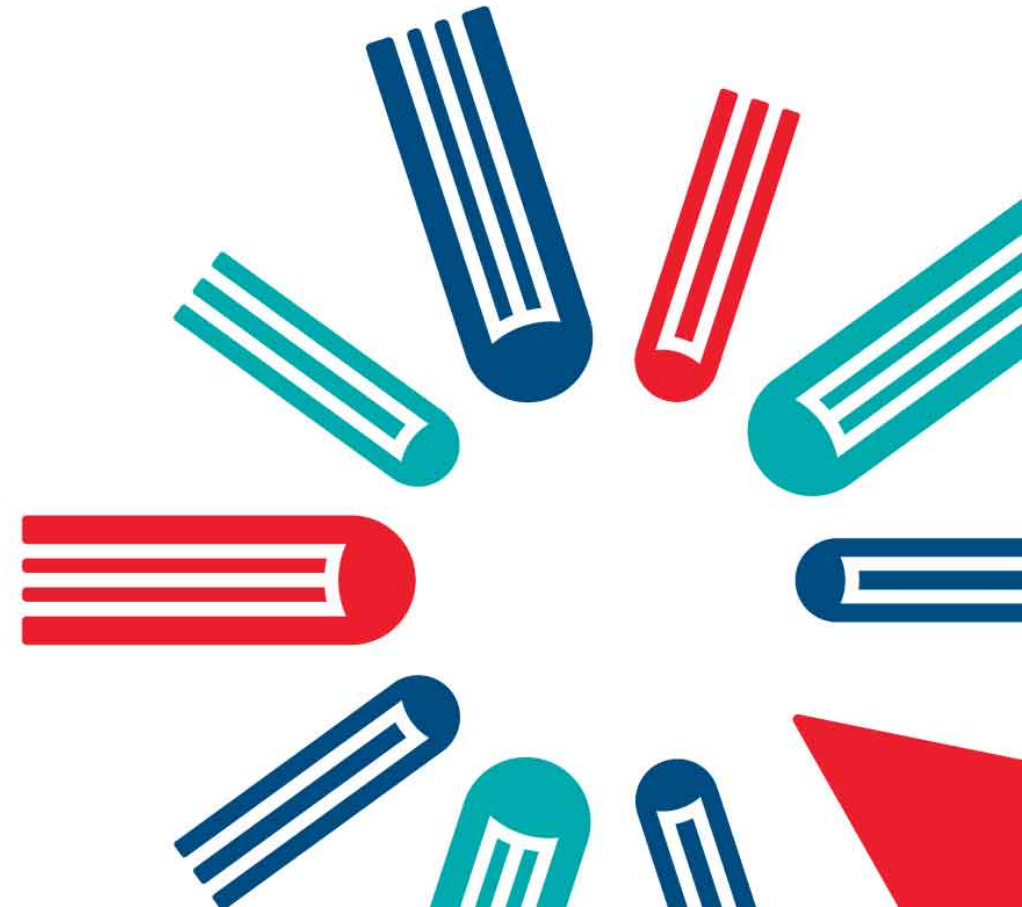
Dictogloss Speaking Activity Procedure

1. **Prepare a short story** which you'll read to your students.
2. Put students in **groups of two or three** and read the story to them.
3. Students try to **remember** the details of the story and **compare** with their group. Students don't take notes.
4. Read the story **again** and have students attempt to **recreate the story more closely**, again by speaking **in a different** group or with a different partner
5. If you find it appropriate, depending on the level of the group and story, **read the story again** and the students again attempt to recreate it, **even more closely**.
6. **Elicit** a couple of teams **to tell** their story to the class (in a small class). Or, put two teams together and they can tell their stories to each other (in a larger class).
7. **Read the story one final time** for students to compare with their own.

07

PTE General Written Part

Sample tasks from Pearson Course books



Sample Exam Format Tasks: Focus 3, Wider World 2

5 Complete the sentences with the Past Perfect Simple or Continuous form of the verbs in brackets.

- The roads were wet this morning. It had been raining (rain) all night.
- Yesterday I was tired. I _____ (not sleep) well the night before.
- I went to the doctor last week because I _____ (not feel) well.
- I _____ (have) the same phone for ages, so I got a new one last month.
- I didn't understand yesterday's homework because I _____ (not listen) to the teacher in class.
- By the time I arrived, the lesson _____ (already/start).

PRONUNCIATION FOCUS

8 CD-1.31 MP3-31 Listen and repeat the words in the box. Make pairs of words with the same consonant sound.

church confusion courage feature
Japan measure official pressure

church - feature

9 CD-1.32 MP3-32 Add the words from Exercise 8 to the table. Then listen, check and repeat.

Sound	Typical spelling	Example
/ʃ/	sh- ti- + vowel ci- + vowel ss-	shrine, worship attention, emotional ¹ official passionate, ² _____
/ɜ:/	s- + -ion s- + -ure	³ _____, decision ⁴ _____, pleasure
/ɪʃ/	-ch t- + -ure	⁵ _____, match ⁶ _____, picture
/dʒ/	j- g-	⁷ _____, journey ⁸ _____, marriage

EXAM FOCUS Multiple choice

5 Read text A again. For questions 1–5, choose the correct answer, A, B, C or D.

- When Mr Trentlake disappeared,
 - Sam wasn't paying attention to the lesson.
 - Quinn was daydreaming about the beach.
 - Mary was sure she saw him leaving the room.
 - he was writing on the blackboard.
- In line 16 the concept refers to
 - the fact that Edilio disagrees with Mary.
 - the way the teacher has disappeared.
 - the humour in the situation.
 - the students' lack of understanding.
- How does Sam feel about Astrid?
 - He envies her.
 - He is embarrassed by her.
 - He admires her.
 - He thinks she's bossy.
- So far, the following people have disappeared:
 - two teachers and a student
 - two teachers and three students
 - one teacher and one student
 - two teachers
- In lines 37–43, the author implies that
 - Astrid knows why people are disappearing.
 - Sam is scared by the situation.
 - the situation has become really serious.
 - somebody played a joke.

7 Read texts A and B again. Are the statements true (T) or false (F)?

Text A

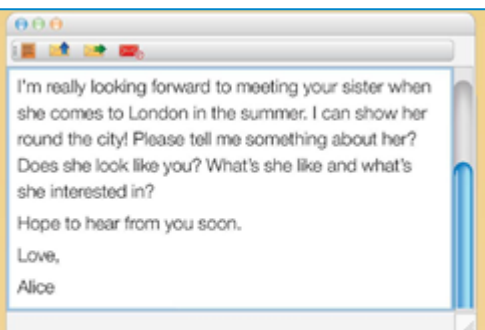
- Sam was on the beach, shouting and getting ready to dive into the sea.
- Mary was looking very intently at the spot where Mr Trentlake had been standing.
- The kids were trying to see what had happened and laughing nervously.
- The gesture of raising their shoulders showed that the class knew where Mr Trentlake was.
- On this occasion, Astrid's fixed look showed that she was afraid.

Text B

- Only small boats such as yachts disappear in the Bermuda Triangle.
- No remains of USS Cyclops were ever found and there was no sign of what had happened.
- Nobody believes that people are kidnapped by aliens in the Bermuda Triangle.

8 Find words meanings to 1 shouting 2 shouting 9 In pairs, discuss in texts A and students in

WORD STOCK



A Write your email in 140–190 words. Follow these steps.

EXAM FOCUS Sentence completion

3 CD-1.30 MP3-30 Listen again and complete the sentences with a word or short phrase.

- Ruby Niverton first wanted to be a _____.
- She refers to some new research that has been carried out in _____.
- Ruby compares the reasons we want love to the reasons we want a _____.
- According to Ruby, the need for us to love someone becomes an _____.
- When they put people in _____, Chinese scientists got interesting results.
- The area of the brain responsible for this function first developed about _____ years ago.
- Ruby mentions _____ as an example of something else that produces similar brain activity.
- There's a possibility that people could take a _____ to recover from a failed love affair.

SPEAKING FOCUS

Introducing the anecdote

(Right, so) I'm going to tell you about (a great day out).
(OK, so) this is a story about (a day I'll never forget).
This took ¹_____ about (a month ago).

Sequencing events in the anecdote

²_____ /When/Just after (we got there, the sun came out).
³_____ /To begin with, (we were the only people there).
As/While (we were sitting there) ...
Suddenly/⁴_____ of a sudden, (the weather changed).

Describing events vividly

Predictably/⁵_____ expected, (other people soon started) ...
Unexpectedly/Out of the ⁶_____, (it started pouring with rain).
Luckily/Fortunately, (after it stopped raining, the sun came out again).

Finishing the anecdote

Without a ⁷_____, it was (one of the best days I've had in ages).
When I look back (on that day) now, I feel ...
It turned out to be (an unforgettable day out).
Strangely/⁸_____ enough, (the best days are often the ones you don't really plan).

3 Complete the sentences with the correct form of the words in capitals. Could any of the sentences describe people you know?

- Donna is _____ shy in social situations. It's embarrassing for her. **PAIN**
 - Bill has an outgoing _____ and a great sense of humour. **PERSON**
 - Jane would never swallow her _____ and admit that she's wrong. **PROUD**
 - Tom is a _____ friend. He's always there for me. **FAITH**
- 4 Choose the correct answer, A, B, C or D. Then tick the sentences that are true for you.
- Dad says it's important to _____ high standards for yourself.
A aim B put C set D fix
 - My sister has a _____ imagination and draws incredible pictures.
A vivid B detailed C sharp D strong
 - The last film I saw was rubbish. I was _____ disappointed.
A totally B absolutely C bitterly D completely
 - Most of my Facebook friends are best described as _____ acquaintances.
A occasional B casual C nearby D relaxed

3.3 Listening

Multiple choice



EXAM FOCUS Multiple matching

4 **CD-2.22 MP3-65** Listen to four people talking about their diets. Choose from the list (A–G) what each speaker says about their diet. Use the letters only once. There are three extra letters.

- Speaker 1:
Speaker 2:
Speaker 3:
Speaker 4:

The speaker's diet:

- A is based on fresh local produce.
- B changed when he/she was thirteen.
- C doesn't include any desserts.
- D doesn't involve any cooking.
- E used to include a lot of sweet things.
- F is based on Mediterranean produce.
- G has never changed.

5 **CD-2.22 MP3-65** Match the speakers (1–4) with the questions. Then listen again and check.

- a Who couldn't become a vegetarian?
- b Who has a lot of energy?
- c Who supports animal rights?
- d Who rarely eats with his/her family?
- e Who doesn't use animal products?

Listening Section 1

Task Types:

Multiple choice and Multiple Matching

EXAM FOCUS Multiple matching

3 **CD-3.24 MP3-113** Listen to four people talking about online videos. Choose from the list (A–G) what is true about each speaker. Use the letters only once. There are three extra letters.

- Speaker 1: Speaker 3:
Speaker 2: Speaker 4:

The speaker:

- A talks about a video he/she would like to make.
- B describes how an online video can help your career.
- C talks about his/her own experience of producing a viral video.
- D has become famous because of a video.
- E suggests a few reasons why some videos go viral.
- F has to watch online videos as part of his/her job.
- G enjoys watching videos of people doing silly things.

3 Listening comprehension

Listen to six speakers talking about different events and experiences and choose the correct answer.



Example:

1 Speaker 1 is talking about a

- reception
- wedding
- funeral

2 Speaker 2 is talking about a

- promotion
- victory parade
- protest

3 Speaker 3 is talking about a

- miracle
- publicity stunt
- practical joke

4 Speaker 4 is talking about a

- talent show
- soap opera
- reality TV show

5 Speaker 5 is talking about (a)

- mass media
- broadsheet
- tabloid

6 Speaker 6 is talking about a/an

- nuclear bomb
- earthquake
- volcanic eruption

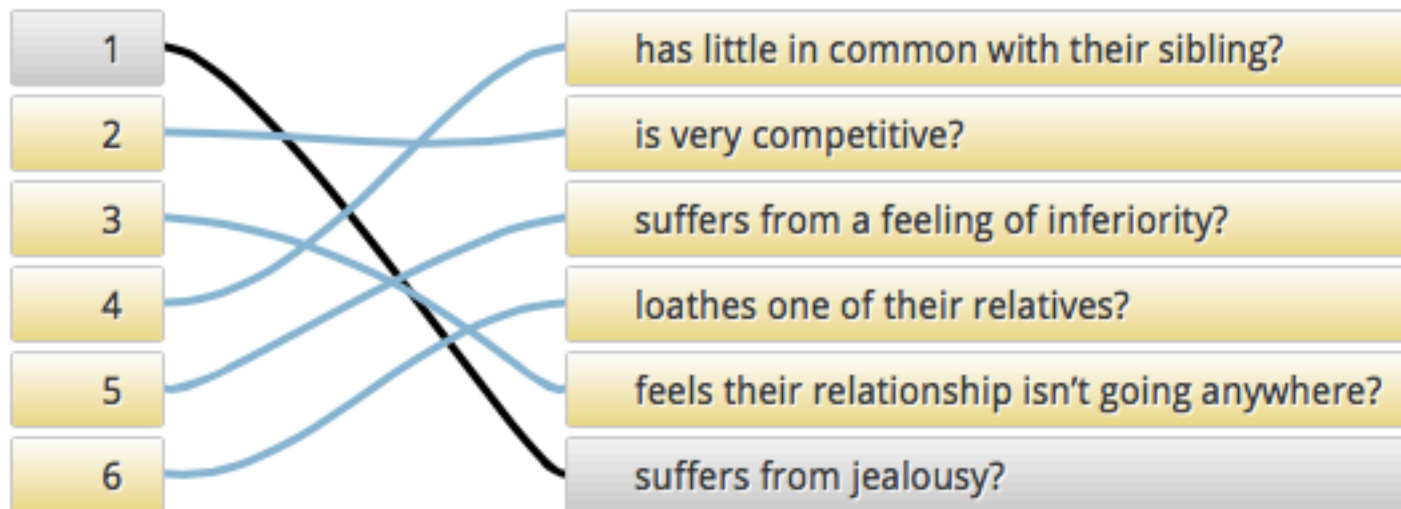
Listening Section 1

Task Types:

Multiple choice and Multiple Matching

3 Listening comprehension

Listen to six speakers talking about relationships. Match the speakers with what they say.




Listening Section 1


Task Types:

Multiple choice and Multiple Matching



5  **1.53** Listen to five dialogues. Choose the correct answers.

- 1 How much is the blue skirt?
a £15 **b** £20 c £25
- 2 The speakers are in a
a park. **b** shopping centre.
c restaurant.
- 3 What time does the concert start?
a 6.45 **b** 7.15 c 7.45
- 4 What's the weather like?
a It's sunny. **b** It's raining. c It's cold.
- 5 What are the speakers doing?
a eating lunch **b** studying
c playing a game

7  **2.50** Listen again and match statements a–e with speakers 1–4. There is one extra statement.

- 1 Declan 2 Louise 3 Annie 4 Brett
- a doesn't ride a bike in town any more.
 - b enjoys riding a bike.
 - c lived in another town when he/she was younger.
 - d is planning to live in a different place.
 - e lives outside the town.

Listening Section 2

Task Type: Dictation

DICTATION



8



2.37 Listen, then listen again and write down what you hear.

Any reading text or listening script or a part of them from the course books can be used for **dictogloss activity** (mentioned above)

2.3 Listening

Listening Section 3

Task Type:

Sentence/Note Completion

EXAM FOCUS

6 CD-1.34

the se

1 Jacki

inter

2 Whe

part

3 Jacki

about

4 Altho

alway

5 Jacki

of a

6 Jacki

took

7 In Ja

fnishe

8 Jacki

her

EXAM FOCUS Sentence completion

6 CD-3.10 MP3-99 Listen to someone talking and complete the sentences with a word or phrase.

- 1 The speaker mentions an illness which started from in _____.
- 2 Unfortunately, we don't have the resources to cure this illness yet.
- 3 This illness isn't passed to other people.
- 4 The school previously organised a _____ for children's _____.
- 5 The school hopes to get at least _____.
- 6 The event involves a very long _____.
- 7 The event should be finished by _____.

EXAM FOCUS Sentence completion


3 CD-1.30 MP3-30 Listen again and complete the sentences with a word or short phrase.

- 1 Ruby Niverton first wanted to be a _____.
- 2 She refers to some new research that has been carried out in _____.
- 3 Ruby compares the reasons we want love to the reasons we want a _____.
- 4 According to Ruby, the need for us to love someone becomes an _____.
- 5 When they put people in _____, Chinese scientists got interesting results.
- 6 The area of the brain responsible for this function first developed about _____ years ago.
- 7 Ruby mentions _____ as an example of something else that produces similar brain activity.
- 8 There's a possibility that people could take a _____ to recover from a failed love affair.

Listening Section 3


Task Type: Sentence/Note Completion



- 4  2.49 Listen to the telephone information line. Complete the gaps with a word or phrase.

Trip to Kes


- For maps, open every
- Top attract pencil mak
- Small 4 _____
5 _____

- 8  1.42 Listen to six people talking about what they wear.

Complete what they say

- 1 When I go to bed, I wear ...
- 2 When I go to a wedding, I wear ...
- 3 When I play my favourite sport, I wear ...
- 4 When I'm at home, I wear ...
- 5 When I go out with friends, I wear ...
- 6 When I go to a party, I wear ...



- 5  1.59 Listen to the recorded message and complete the notes about the arts centre.

Arts centre courses

- Salsa class - Monday evenings at ¹ _____
- Fashion course on ² _____
- Theatre group - call Kevin on ³ _____
- Computer programming starts on ⁴ _____ - costs ⁵£ _____ a month.

Reading Section 4

Task Type: Gap fill Multiple Choice

1 My cousin prefers -haired men, but she can't explain why.

2 Tom is -sighted. He can see things that are close to him but for me when I need someone to talk to.

3 In most Asian countries, it's not -dressed.

4 You don't necessarily have to buy expensive clothes to be well-

5 Many women say it's quite common for -aged men to stop

6 In the past people in some countries used to think that -hand

7 At Oddfaces Modelling Agency, you don't need to be -looking

4 Dean thinks Tim is arrogant. They don't get very well.

5 Leah and Sophie met on a long bus journey. discovered they

6 Dan and John started hanging together after they met a

5 Read text A again. For questions 1–5, choose the correct answer, A, B, C or D.

- When Mr Trentlake disappeared,
 - Sam wasn't paying attention to the lesson.
 - Quinn was daydreaming about the beach.
 - Mary was sure she saw him leaving the room.
 - he was writing on the blackboard.
- In line 16 the concept refers to
 - the fact that Edilio disagrees with Mary.
 - the way the teacher has disappeared.
 - the humour in the situation.
 - the students' lack of understanding.
- How does Sam feel about Astrid?
 - He envies her.
 - He is embarrassed by her.
 - He admires her.
 - He thinks she's bossy.
- So far, the following people have disappeared:
 - two teachers and a student
 - two teachers and three students
 - one teacher and one student
 - two teachers
- In lines 37–43, the author implies that
 - Astrid knows why people are disappearing.
 - Sam is scared by the situation.
 - the situation has become really serious.
 - somebody played a joke.

7 Read texts A and B again. Are the statements true (T) or false (F)?

Text A

- Sam was on the beach, shouting and getting ready to dive into the sea.
- Mary was looking very intently at the spot where Mr Trentlake had been standing.
- The kids were trying to see what had happened and laughing nervously.
- The gesture of raising their shoulders showed that the class knew where Mr Trentlake was.
- On this occasion, Astrid's fixed look showed that she was afraid.

Text B

- Only small boats such as yachts disappear in the Bermuda Triangle.
- No remains of USS Cyclops were ever found and there was no sign of what had happened.
- Nobody believes that people are kidnapped by aliens in the Bermuda Triangle.

8 Find words in blue in the texts that have similar meanings to the underlined words in Exercise 7.

1 shouting = yelling, dive = plunge

9 In pairs, discuss possible explanations for the mysteries in texts A and B. Compare your ideas with other students in the class.

Reading Section 5

Task Type: Multiple Choice, True/False

around the world.

John Hendricks and the Discovery Channel

After a successful career in university education, John S. Hendricks entered the TV business and launched the Discovery Channel – ³ ___ – in June 1985. Today, the company's programmes reach over 150 million subscribers in more than a hundred countries. In a competition for TV audiences has never Discovery Channel's high-quality, educational continues to defy those who believe that about mindless entertainment. The BBC *Walking with Dinosaurs* became the most documentary in TV history when it was Discovery Channel in 2000.

Reading Section 6

Task Type: Answering Questions

Example:

1 who first had the idea of teaching shorthand by correspondence?

Sir Isaac Pitman

2 who took the idea of correspondence courses to the United States?

Benn Pitman

3 what three methods were originally used for coursework by the Open University?

mail , TV and radio programmes

4 what entry qualifications are required to do a course at the Open University?

none

A) Under a canoe

I was in the Lake District with my family for our summer holiday. There were four of us: Dad, Mum, my grumpy twelve-year-old sister and me. On the first day it was raining, but we decided to hire some canoes.



Mum and I set off in our canoe while Dad had to share with my sister and put up with her bad mood. The lake was calm. It stopped raining and I felt the warmth of the sun on my shoulders. All around us were dense forest and steep hills. On the other side, a waterfall cascaded down the hillside into the lake. 'This is all right,' I thought.

Seconds later, I was less happy. While he was admiring the view, Dad crashed into our canoe and knocked us into the water. It was cold – extremely cold. And wet.

Fortunately, we survived (the cold and the embarrassment).

Complex tasks/ "Text mining" Gapped sentences, answering questions, vocabulary work

5 Complete the sentences with words from the stories that have a similar meaning to the words in brackets.

Story A

- 1 Does the writer suggest that her sister is usually grumpy? (bad-tempered)
- 2 Does the father have to _____ his daughter's bad mood? (tolerate)
- 3 What happened as the father was _____? (enjoying the scenery)

Story B

- 4 What did the writer _____ to get ideas for things to do? (read quickly)
- 5 Did they find a place to _____ at the stunning view? (look for a long time)
- 6 Did they sit on a bench _____ Tibidabo? (with a view over)

Writing correspondence Notes

Writing

Notes (making arrangements)

- 1 The information you want the other person to know**
 - I'm having a party.
 - I'm going into town.
 - Help! I don't understand my homework.
 - I'm really ill – I can't come.
 - The bus is really late 😞
- 2 A request, offer or invitation (optional)**
 - Would you like to come?
 - Can you help?
 - Perhaps we could meet tomorrow?
 - Please wait for me.
- 3 Arrangements**
 - I should be outside the shop at 2.30.
 - Let's meet in front of the cinema at 8.00.
 - The party's starting at 10.00.
 - I'm planning to be online at 9.00.
- 4 Ending**
 - See you there! /See you soon!
 - Let me know!
 - I hope you can come/help.

Writing Time

5 Write a note to a friend:

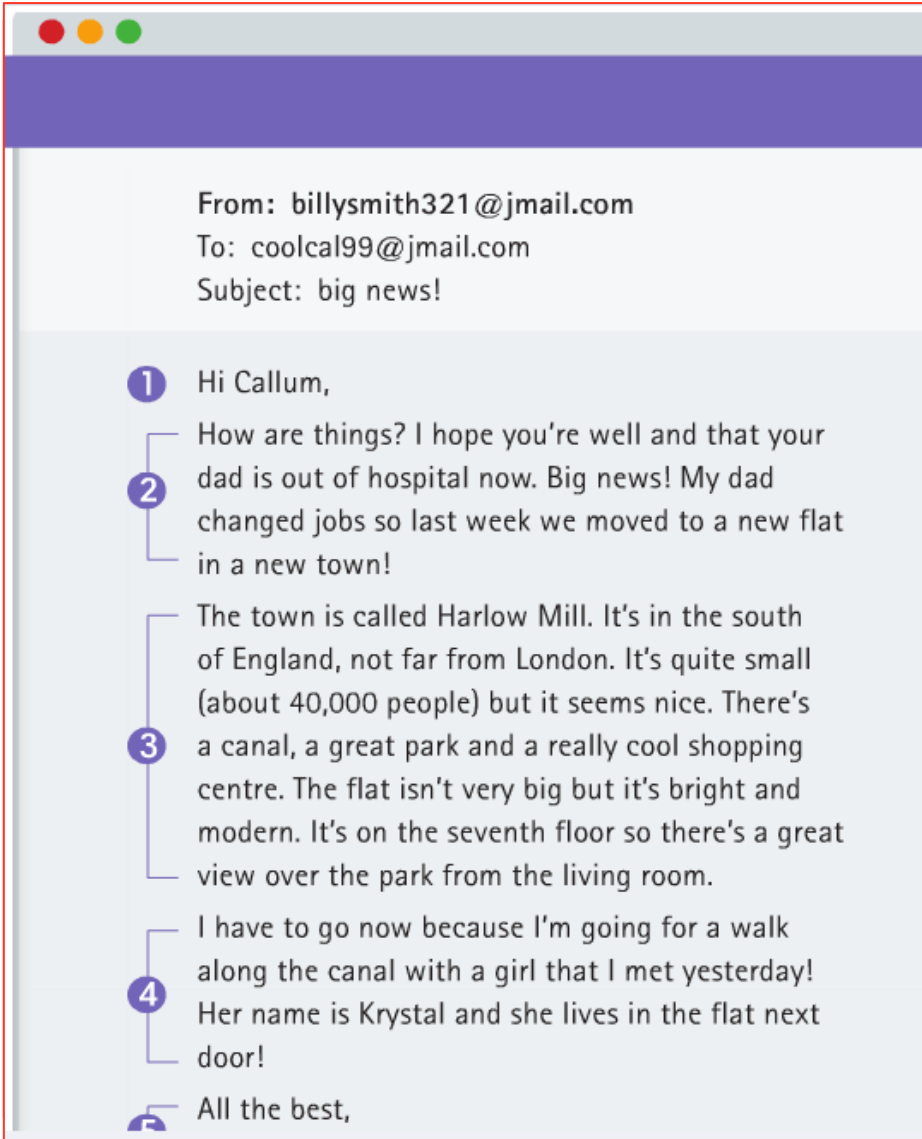
- 1** **2** say you want to see a film at the cinema this weekend and ask your friend if he/she would like to come
- 3** suggest a time/place to meet
- 4** close your message

We often use imperatives (e.g. *Don't call at .../Please come/wait ...*) in notes.

**Watch
OUT!**

Personal informal letter or email

Focus 3 Wider World 2



From: billysmith321@gmail.com
To: coolcal99@gmail.com
Subject: big news!

1 Hi Callum,
2 How are things? I hope you're well and that your dad is out of hospital now. Big news! My dad changed jobs so last week we moved to a new flat in a new town!
3 The town is called Harlow Mill. It's in the south of England, not far from London. It's quite small (about 40,000 people) but it seems nice. There's a canal, a great park and a really cool shopping centre. The flat isn't very big but it's bright and modern. It's on the seventh floor so there's a great view over the park from the living room.
4 I have to go now because I'm going for a walk along the canal with a girl that I met yesterday! Her name is Krystal and she lives in the flat next door!
All the best,

3 Underline the phrases which are in the email.

Writing

A personal email describing a place

1 Greeting

Hello/Hi

Ask for/Give news

How are you?/How are things?

2

I hope you're well.

Everything's fine here./We're all well.

Guess what!/Big news!

Describe the place

The town is called ...

It's in the south of England/near .../not far from ...

It's very big/quite small.

3

It seems nice/isn't very interesting.

There's a great park./There are some cool shops.

The flat/house isn't very big/modern.

It's on the seventh floor.

It's in a quiet street.

Close your email

4

It's time to finish.

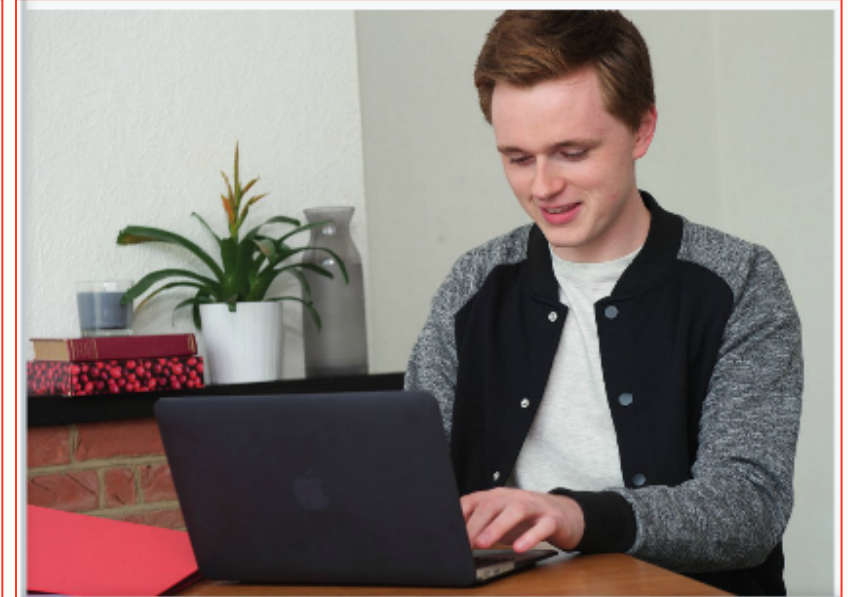
I have to go now because ...

Closing phrase

5

See you!/Cheers!/Best wishes,/Love,/

All the best,/Take care!



Writing Time

5 Imagine you moved to your home town last week. Write an email to tell your friend about the town:

1 2 greet your friend, ask for and give news

3 describe the place

4 5 close the email

Use Billy's email and the Writing box to help you.

Connect your ideas with linking words (*and, but, because, so*).

**Watch
OUT!**

Writing factual text Blog entry

Lee Marshall

Harlow Mill, near London,
England

alternative/lo-fi

About me

- 1 My name is Lee Marshall and I'm fifteen. I'm English. I live with my parents and my sister, Ruby, in Harlow Mill, near Harlow Mill High School. My favourite subjects are Music, Art and English.
- 2 I like books and movies but my big favourite band is Arcade Fire – they're awesome. In my free time, I make music on my laptop every day and write songs. Click on the media and tell me what you think!
- 3

Writing

A personal introduction

Personal details

My name is ...
I'm ... years old.
1 I come from ... [place]/ I'm ... [nationality]
I live with my family in/My home is ...
I'm in Year ... at ... School.

Interests/Hobbies

I like/I'm into/I'm mad about ...
2 I'm interested in/My big passion is ...
My favourite ... is ...
In my free time,/Outside school I ...
I often ...

Routines

3 I often/sometimes/usually ...
I ... once a week/every day.

- 3 In pairs, read Lee's introduction and write about the things he writes about.

School Nationality

- 5 Look at the Writing box. Complete the sentences to make them true for you. Look at Lee's text to help you.

Writing Time

- 6 Write a personal introduction for a webpage. Use the Writing box and Lee's text to help you.

Write about:

- 1 personal details
- 2 interests and hobbies
- 3 routines

Writing factual text Article

An article

I can write an article about a past event.

Snowboarding for the first time!

Last month **my friend and I** went to Austria and tried snowboarding. We'd both skied before, but snowboarding was a completely new sport for us.

We'd booked some lessons **before** we arrived and on the first morning we hired our helmets, boots and boards. We were both feeling quite nervous, but very excited as we took the lift up the mountain. The first lesson was really challenging and we fell over A LOT! **By the end of** the first day, we were exhausted.

The **following** morning, our legs were aching and tired, but we didn't give up. After three days of lessons, we felt more confident and we were really starting to enjoy ourselves. On the fourth day, we tried a more difficult slope and I'm proud to say I got all the way to the bottom without falling over.

5 Read the WRITING FOCUS. Then complete words and phrases in pink in the article.

WRITING FOCUS

An article about a past event

Opening

- In the first paragraph, say where and when took place and who was involved.

7 Choose the correct option.

Last weekend, ¹ *after / the* my friends and I completed the race. ² *Finally / On the first* met at the start and at 8 hours. ³ *At first, our group* ⁴ *Finally / By the end of the* three kilometres. ⁵ *The following* we started walking again. ⁶ *By the end of the day* we reached the finish after ⁷ *By the end of the day* were extremely tired, but

Writing task

You have seen this announcement on an international students' website.

Have you had a new experience or tried a new activity for the first time?

Write an article about it for our website and other people can read about it.

A Write your article in 100–120 words. Follow these steps.

- Say when and where the experience took place and who was involved.
- Describe what happened in terms of hours or days.
- Say how you and/or the other people involved felt.
- Say what happened in the end.
- Say how you and/or the other people felt at the end.
- Conclude with a general point and a personal recommendation.

Useful language

- Last summer I went ...
- It was a completely new experience for me.
- The first day was ...
- I was feeling really ...
- By the end of the day we were/had ...
- I would definitely recommend it.

B Use the ideas in the WRITING FOCUS and the model to help you.

Writing narrative text Story

A story

I can write a story.

What a nightmare!

We were completely unprepared for the journey! A family holiday for Christmas in Sweden, in a cabin in the middle of a forest. Sounds amazing, doesn't it? The problem was, Mum and Dad hadn't really thought about it.

'Snow tyres?' said my dad when someone on the ferry asked him. 'I didn't know we needed them!'

Oh yes, we did! It was the middle of the night and there was a snowstorm when we started driving from the port to the cabin. It was a nightmare! It was easily the scariest journey I've ever been on.

On the long road to the forest it was completely dark, apart from a few lights, hardly any other cars and the snow made it nearly impossible. In addition to this, the car kept sliding from one side of the road to the other.

My little brother, Mike, thought it was great fun and a BIG adventure. Finally, we reached the cabin, we all got out of the car. Dad's face was brilliant, but dad bought some snow tyres for the return journey.



3 Read the **WRITING FOCUS**. Then complete it with examples from the story.

WRITING FOCUS

A story

Introduction

- Use an opening sentence that makes the reader want to read on.
- Set the scene for the story so the reader can imagine what might happen next.
- Finish with a problem or at a point which is exciting or interesting.

Main paragraphs

- Use a range of different narrative tenses to tell the story.

- Use strong adjectives to make the story exciting.

- Use sequencers so the reader can follow the story.

- Use short sentences for dramatic effect.

- Use some direct speech to make the story come alive.

- Use adverbs to make adjectives stronger.

- Use a comparative structure to emphasise a point.

Concluding paragraph

- Think of an exciting, interesting or fun ending to the story to make the reader remember it.

You have seen this announcement in an international magazine for schools, asking for contributions of stories about journeys for a future issue.

Stories about journeys

We are looking for stories about journeys for our magazine. Write a story that begins with this sentence: *It had come at last – the morning I had waited for, for so long.*

Your story must include:

- a train
- a passenger.

A Write your story in 140–190 words. Follow these steps.

- Start with the sentence given.
- Explain why you had waited for so long.
- Say what happened next.
- Include the two items given in the story.
- Give your story an interesting ending.

Useful language

- It was Sunday morning/my birthday/the first day of my holidays.
- I was sitting/lying/talking/waiting ...
- Suddenly/At first/After that/When/Finally/At last
- It was horrible/wonderful/amazing/a nightmare!
- She said, '...'
- It was so exciting./I was so excited.
- I shall never forget/always remember ...
- It was the best/worst journey I've ever ...

Writing critical text Review

- 4 Read the **WRITING FOCUS** and check your answers to **Exercise 3**.

WRITING FOCUS

A review of an event

Opening

- Begin with an interesting, funny or unusual title to catch the reader's attention.
- Hold the reader's attention with an introduction which asks a question or gives interesting facts.

Body

- Describe the event using a variety of adjectives and modifiers.
- Make your descriptions interesting by saying what you saw, heard, smelled and tasted.
- Include personal opinions and suggestions.

Closing

- Finish with a recommendation for the reader.

- 5 Find examples in the review of descriptions of what the writer saw, heard or smelled.

Writing task

You have seen this announcement on an international students' website.

Reviews wanted: Charity events

Have you recently been to or helped organise a charity event? Write a review of the event for our website, explaining what happened during the day, how successful it was and what changes you would suggest for the next time this event is held.

- A Write your review in 140–190 words. Follow these steps.

- Begin with something to attract the reader's attention.
- Describe and give your opinion on the various events of the day.
- Make the descriptions interesting by including things you saw, heard, tasted, etc.
- Make some suggestions for next year's event.
- Conclude with a personal recommendation.

Useful language

- My school friends and I were able to ... in this year's ...
- During the day I heard various ...
- The sun was shining and everybody was ...
- This year there were many ...
- I was expecting ... , but there wasn't ...
- I'd suggest they change ... for next year's event.
- If you are looking for a ... , then I would definitely recommend the ...

Writing analytical text Essay For and Against

5.7 Writing

A 'for and against' essay

I can present and support arguments in a 'for and against' essay.

opening

Nowadays, many of us live in a world of high technology and instant communication. For most people, it is hard to believe that, in places like the Amazonian rainforest, there are still tribes who have never had contact with the outside world. Some people think that we should make contact with these tribes, but others believe they should be left alone.

body

On the one hand, there are several arguments for making contact. First of all, the people in these tribes could enjoy a better standard of living. For example, they could get access to electricity and running water. Furthermore, the young people of these tribes could go to school and benefit from a modern education. They would probably be amazed to learn about modern technology and life in other parts of the world.

On the other hand, there are also many arguments against making contact. Firstly, after contact, many tribal people suffer and die from diseases that do not exist in the forests where they live. Next, history shows that tribal people often join larger societies at the lowest level. For instance, many tribal people

3 Complete the box with the linkers in pink the essay.

Use linkers to:

- list arguments: 1 _____, firstly, secondly, 2 _____, finally
- give examples: for example, 3 _____
- show contrast: however, 4 _____, on the other hand
- give a personal opinion: in my opinion, 5 _____
- introduce a conclusion: in conclusion, 6 _____

4 Read the essay again. In which paragraph (1–4) does the writer:

- a give a personal opinion?
- b present arguments against the topic?
- c introduce both sides of the issue?
- d present arguments for the topic?
- e make some general or factual comments about the topic?
- f make a statement summarising the main arguments?
- g support arguments with examples?

Writing task

In your English class you have been talking about keeping animals in zoos. Now your teacher has asked you to write an essay. Write your essay using all the notes and give reasons for your point of view.

Is it a good idea to keep animals in zoos?

Notes

- research
- animal suffering
- _____ (your own idea)

A Write your essay in 140–190 words. Follow these steps.

- Write four clear paragraphs.
- Put the 'for' and 'against' arguments in separate paragraphs.
- Give examples using *for instance* or *for example*.
- Use ideas from Exercises 6 and 7.
- Conclude with a summarising statement and a personal opinion.

Useful language

- Some people think that we should/shouldn't ...
- On the one hand, there are several arguments for keeping ...
- For example, we could ...
- On the other hand, there are many arguments against keeping ...
- To sum up, there are clearly arguments for and against ...

Writing analytical text Essay Opinion

- 5 Read the **WRITING FOCUS** and complete it with the words in the box.

[linkers point of view reader
summary support]

WRITING FOCUS

An opinion essay

Opening

- Introduce the topic and give a clear statement of your main ¹ _____

Body

- Include two or three paragraphs with more detailed personal opinions and ² _____ these with reasons and examples.

Closing

- Include a ³ _____ of your main point of view. Use different words to the statement in the introduction.
- Include a final comment which leaves the ⁴ _____ with something to think about.
- Remember to use ⁵ _____ to make your essay easier to follow.

Writing task

In your English class you have been talking about politeness and manners. Now your teacher has asked you to write an essay. Write your essay using all the notes below and give reasons for your point of view.

Young people today are unfriendly and selfish because their parents and schools don't teach them manners. Do you agree?

Notes

- only a minority
- influence of TV and films
- _____ (your own idea)

- A Write your essay in 140–190 words. Follow these steps.

- Start by stating your opinion on the comment.
- Write about all the notes in the question.
- Support your reasons with examples.
- Use linkers to help the reader follow your essay.
- In the last paragraph, include a summary of your view with different words to your opening opinion statement.
- End with a final comment to give the reader something to consider.

Useful language

- It is not unusual for young people to ...
- To begin with, I'd like to point out ...
- Next, as far as I am concerned, most ...
- For example, many of my friends like to ...

Activity 12a

Read the essay below and match the purposes in the checklist with each paragraph.

TOO YOUNG TO CHANGE?

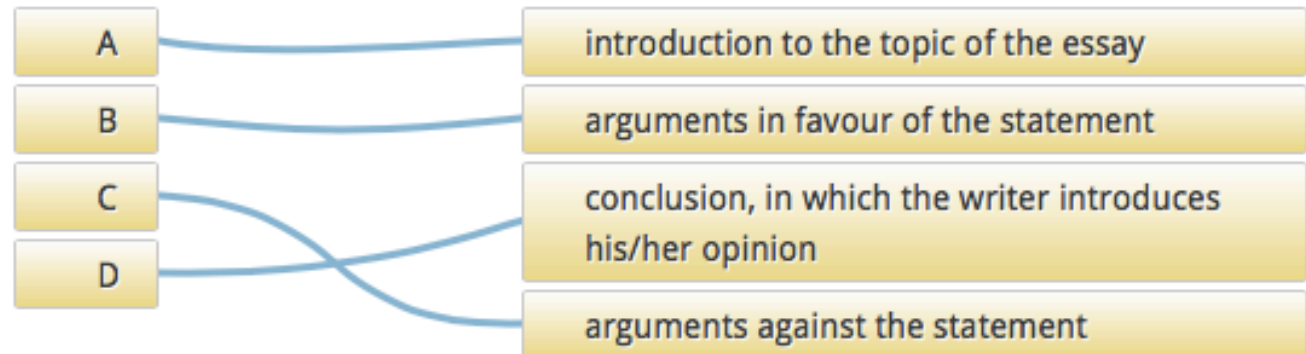
A In today's society, image is more important than ever before. With a growing online presence for most young people comes the importance of 'looking good', and as a consequence of this, many young people turn to cosmetic surgery in order to maintain the 'perfect' image. This essay will explore the arguments for and against the statement: People should be allowed to have cosmetic surgery before the age of eighteen.

B There are several arguments in favour of the statement. ¹ First of all, if a child was disfigured in some way, and was being bullied at school, then cosmetic surgery would be justified. ² _____, surgery may sometimes be necessary for medical reasons. ³ _____, a person might not be able to breathe because of the shape of their nose. ⁴ _____, if someone is old enough to drive or get married at sixteen, then they should be able to decide for themselves about cosmetic surgery.

C ⁵ _____, it's important to ⁶ _____, that a decision because of peer pressure, then regret it later would not be able to cope with the risks and possible surgery. ⁸ _____, society should not encourage more important than anything else.

D ⁹ _____, there are strong arguments on both sides. The arguments against cosmetic surgery under the age of eighteen are those for, and so it should not be allowed.

Essay layout Paragraphing Linking



Activity 11a

The following text is a summary of the article, posted on a forum. Complete the summary with the phrases in the box.

This article is about

I recently read an article on the rise of ebooks which I found really interesting. **This article is about** how ebooks have become very popular. **According to the article**, one major online bookseller has reported that they are now selling more ebooks than traditional paperback and hardback novels.

Apparently, this has caused many people to suggest that the increase in popularity of ebooks means this might be the end of the traditional paper book. The writer disagrees with this though, and he argues that there will always be a demand for traditional books, and that people said similar things about television and radio when they appeared. In fact, **I was surprised to find that** although more ebooks are being sold than paperback and hardback books, sales of these are also rising.

The main point that comes out of it is that although ebooks are going to become very common in the coming years, it doesn't mean that traditional novels will disappear altogether.

What do you think? Do you like ebooks or do you still prefer the reassuring feel of a paper novel?

I'd be interested to hear what you think.

Signposting

Activity 8

Complete the second sentence so that it has a similar meaning to the first, using the correct form of the summarising verbs in the box.

Paraphrasing



A STORY OF HOPE

CD-3.13 MP3-102

Hope is a sixteen-year-old girl who got sick with malaria and **recovered**. Her classmate tells her story.

Hope was one of the best students in our class. She had been absent from school for several weeks. We were worried. We decided to go to her village. It turned out that our guess was wrong.

When we arrived, Hope's mother told us that she was sick with malaria. We were shocked – we had never heard that malaria could be. We asked how it had happened. Her mother explained, 'One evening, Hope was very ill. She had terrible headaches. She had no appetite and was vomiting for a few days. We thought that she had been absent for a long time. My husband gave Hope some herbs, but it didn't help. Her condition began to worsen. She **developed** new symptoms. The fever continued and she started vomiting. At this point, I was sure that she was dying, but I didn't know what to do.'

Fortunately, we had learnt about malaria at school. I told her mother that she needed medicine quickly.

5 Replace **get** in the sentences with the correct form of the verbs in blue in the article.

- 1 You can't **get/catch** malaria from other people.
- 2 You **get/_____** symptoms such as headaches, fever and vomiting.
- 3 If you **get/_____** ill with malaria, you need medicine immediately.
- 4 Doctors can give you an injection and **get/_____** you medicine that will cure you.
- 5 With the right medicine, you can **get better/_____**.

A narrative

Write a story entitled *A day I'll never forget*. You can use these prompts to help you:

- Where did the experience take place and what were the circumstances?
- Who were the main people involved?
- What were the main events?
- How did you feel?
- What happened in the end?

Write 120–180 words.

Writing

You are organising a concert to raise money for a local children's charity (choose name). Write an email to a local business owner (choose name of company and contact) asking him/her to pay for an advertisement in the concert programme.

Write 200–250 words.

A speculative covering letter

You are looking for a job at your local newspaper. Write a speculative letter to see if they have any opportunities.

Writing 17 An online review

Write a review of a restaurant you have recently eaten at. You should include:

- the location
- the positives
- the negatives
- your overall opinion

Write 200–250 words.

Activity 17: Writing an informal email

You lost touch with one of your best friends when you moved to a new area. After finding their profile on a social networking site, you have decided to send them an email. You should include the following:

- introduction
- questions for them
- your personal update
- reason for email

Write 120–150 words.

Wider World



3

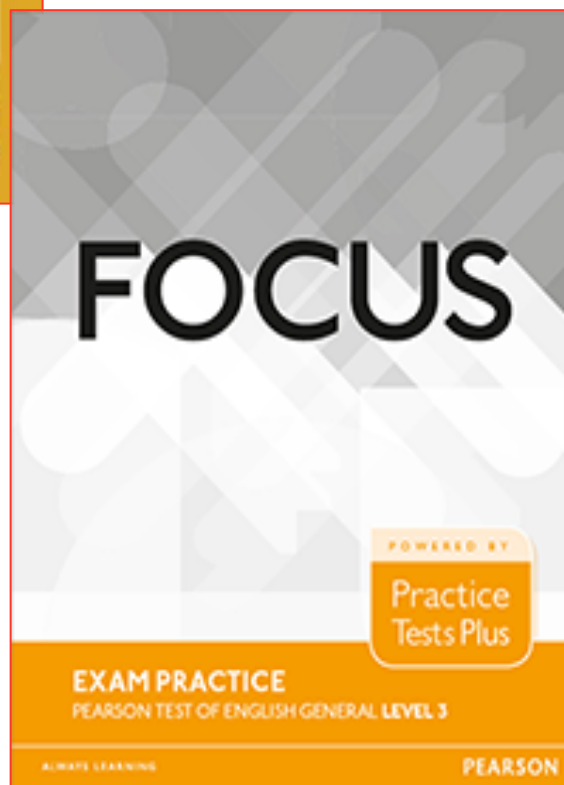
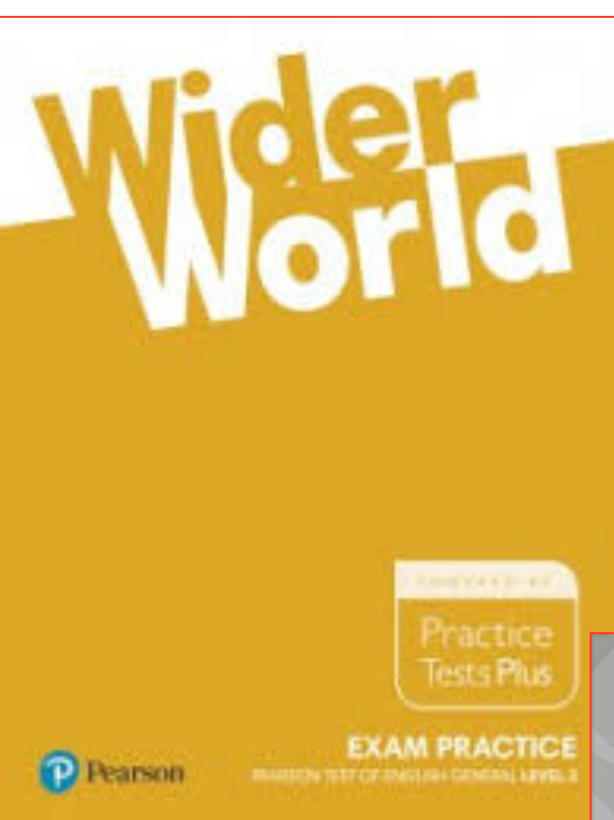
- ❑ Новый 5-уровневый курс для детей 11-16 лет , соответствующий уровням Starter – Intermediate
- ❑ Рассчитан на 72-120 часов, в зависимости от кол-во академических часов в неделю
- ❑ Самый полный курс английского языка в сочетании с лучшими технологиями, предоставляющий все необходимое для уроков, чтобы сосредоточиться на обучении.
- ❑ Содержит материалы CLIL, а также развивает важнейшие «навыки 21 века»
- ❑ Имеет доступ к онлайн образовательной платформе MyEnglishLab
- ❑ Содержит уникальный видео-контент BBC: мини-сериал о жизни подростков, аутентичные документальные видео BBC, интервью людей с улиц Лондона
- ❑ Направлен на подготовку к международным экзаменам Cambridge Exams, Pearson PTE Exams
- ❑ Дополнительные материалы доступны на сайте пособия www.pearsonELT.com/widerworld



- 5 уровней от A2 до C1
- Для подростков 14-18 лет
- Рассчитан на 100-120 часов
- Построен на принципе наращивания словарного запаса
- Учитывает интересы подростков и особенности экзаменационной подготовки (как международных, так и государственных экзаменов)
- Предлагает экзаменационные стратегии выполнения заданий любого раздела
- Имеет онлайн компонент MyEnglishLab и E-text
- Предлагает разнообразные видео материалы, в том числе и для объяснения грамматических аспектов
- Дополнительные материалы доступны на сайте пособия www.pearsonELT.com/focus

Wider World PTE Exam Practice Tests

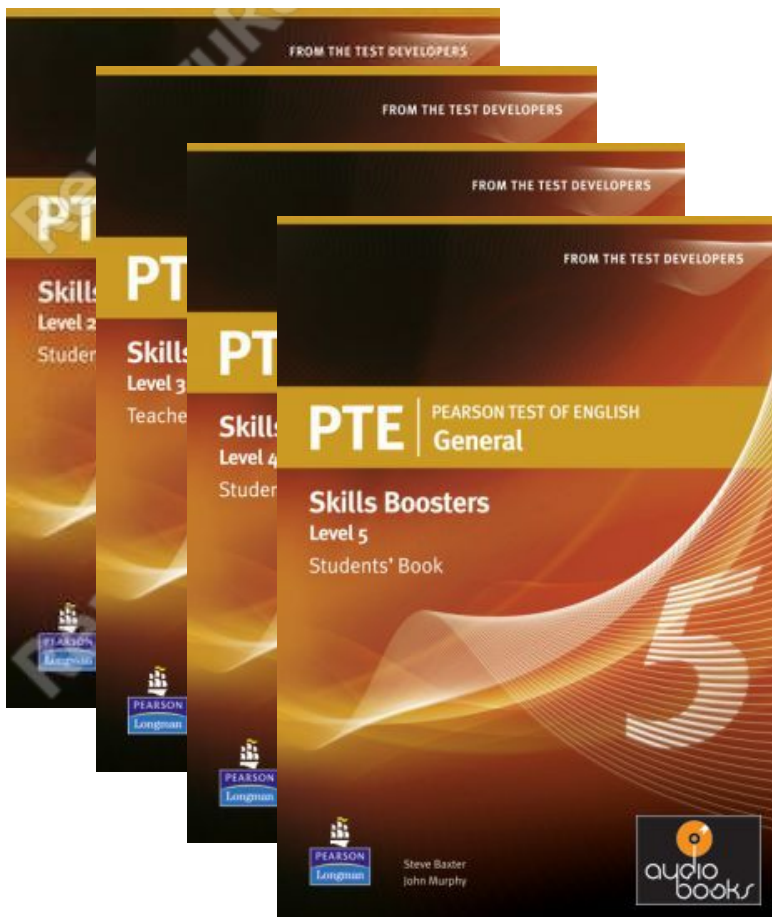
- 3 levels– A1, A2, B1
- Can be used separately
- Exam-format tasks
- Exam Strategy
- Preparation Tips
- Samples



Focus PTE Exam Practice Tests

- 4 levels– A2, B1, B2, C1
- Can be used separately
- Exam-format tasks
- Exam Strategy
- Preparation Tips
- Samples

PTE Skills Boosters – practice tests



4 levels A2-C1

























5 variants of tests

Suitable for the Revision for OGE

Past Papers

Resources for PTE Young Learners

On this page you will find guides and past papers for practice of PTE Young Learners

Level	Information	Past Papers
Firstwords	 Guide	 June 2011  November 2010  November 2009  Session 3 2006  Session 2 2006
Springboard	 Guide	 June 2011  November 2010  November 2009  Session 3 2006  Session 2 2006
Quickmarch	 Guide	 June 2011  November 2010  November 2009  Session 3 2006  Session 2 2006
Breakthrough	 Guide	 June 2011  November 2010  November 2009  Session 3 2006  Session 2 2006

Past papers

A number of official past papers with audio, transcripts and answer keys for all levels are available now to download for free.

The resources are available at www.pearsonpte.com.

New resources for PTE Young Learners are regularly added to this site.

Useful Links

www.pearsonpte.com

[https://qualifications.pearson.com/en/qualifications/pearson-test-of-english.html?
_ga=2.85137113.1933572266.1530692492-1122224752.1451382536](https://qualifications.pearson.com/en/qualifications/pearson-test-of-english.html?_ga=2.85137113.1933572266.1530692492-1122224752.1451382536)

<https://www.pearsonelt.com/sample/wider-world.html>

<https://www.pearsonelt.com/catalogue/secondary/focus/>

<https://www.english.com/focus/>

<https://edpuzzle.com/>

<https://create.kahoot.it/>

<http://blog.eslibrary.com/2014/09/03/esl-library-dictogloss/>

You have Questions?

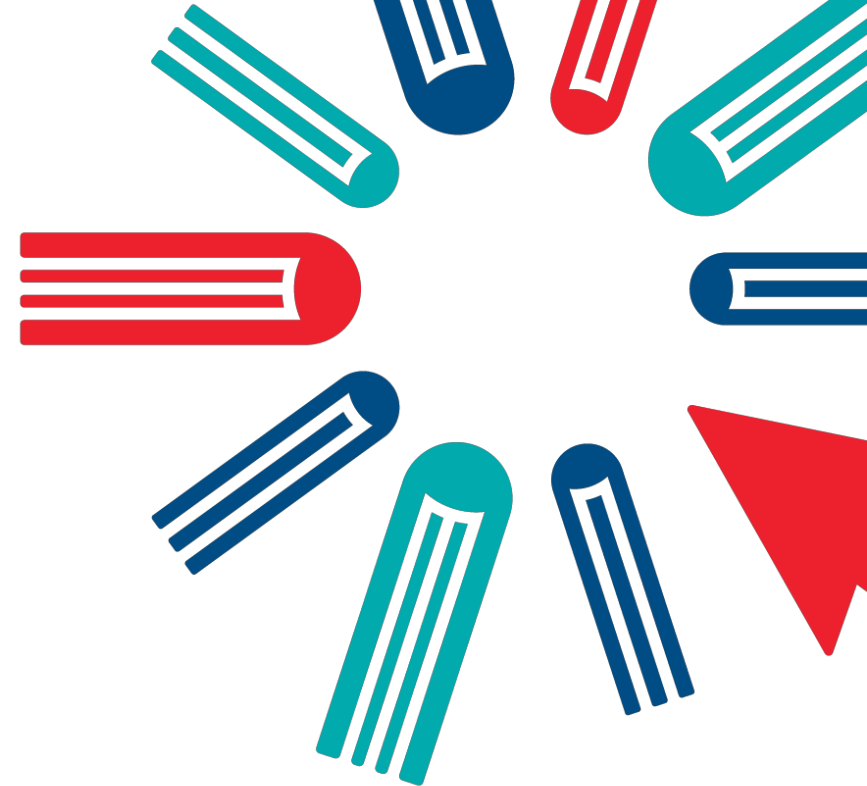


We have Answers!





ПРОСВЕЩАЕМ
ВДОХНОВЛЯЕМ
ОБУЧАЕМ



Thank you for being with us!



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