

C. N. GRIVAS

PTE General

PREPARATION & 10 PRACTICE TESTS



LEVEL

2

Intermediate

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SAMPLE PAGES

INTRODUCTION

PTE General (Pearson Test of English General) Level 2 consists of a written test (75 marks) and a spoken test (25 marks), a total of 100 marks.

1 The WRITTEN TEST consists of **nine sections**, and assesses **Listening**, **Reading** and **Writing**.

DETAILED DESCRIPTION OF THE WRITTEN TEST

SECTIONS	ITEM TYPES - TASKS
SECTION 1 Listening	<ul style="list-style-type: none"> <input type="checkbox"/> Candidates listen once to ten short recordings, either monologues or dialogues, and answer a single 3-option multiple choice question for each. <input type="checkbox"/> 10 questions to answer.
SECTION 2 Listening and Writing	<ul style="list-style-type: none"> <input type="checkbox"/> It comprises a dictation item type. It assesses listening and writing skills. <input type="checkbox"/> Candidates listen to one person speaking, and write exactly what is heard with correct spelling. <input type="checkbox"/> The extract is played twice, the second time with pauses, giving time to write down word-for-word what is heard.
SECTION 3 Listening	<ul style="list-style-type: none"> <input type="checkbox"/> It comprises a text, note completion item type. <input type="checkbox"/> Candidates listen once to two recordings, either a monologue or a dialogue, and complete a text or notes for each using the information heard. <input type="checkbox"/> 10 gaps to complete
SECTION 4 Reading	<ul style="list-style-type: none"> <input type="checkbox"/> It comprises a gap fill 3-option multiple choice item type. <input type="checkbox"/> Candidates read five short texts, each containing a gap, and choose which of three answer options is the missing word or phrase. <input type="checkbox"/> 5 gaps to complete
SECTION 5 Reading	<ul style="list-style-type: none"> <input type="checkbox"/> It comprises a 3-option multiple choice item type. <input type="checkbox"/> Candidates read one text and answer five questions or complete five sentences from a choice of three answer options. <input type="checkbox"/> 5 questions or gaps
SECTION 6 Reading	<ul style="list-style-type: none"> <input type="checkbox"/> It comprises an open-ended question item type. <input type="checkbox"/> Candidates read two texts and answer eight questions about them using single words or short answers. <input type="checkbox"/> 8 questions to answer (four per text)
SECTION 7 Reading	<ul style="list-style-type: none"> <input type="checkbox"/> It comprises a text, note completion item type. <input type="checkbox"/> Candidates read a text and use information from it to fill in seven gaps in a second incomplete text or notes. <input type="checkbox"/> 7 gaps to complete
SECTION 8 Writing	<ul style="list-style-type: none"> <input type="checkbox"/> It comprises a write correspondence item type. <input type="checkbox"/> Candidates write a formal / informal letter or email based on information given in Section 7. <input type="checkbox"/> One text to write (70 - 90 words)
SECTION 9 Writing	<ul style="list-style-type: none"> <input type="checkbox"/> It comprises a write text item type. <input type="checkbox"/> Candidates write a piece of free writing from a choice of two given topics. <input type="checkbox"/> One text to write (100 - 150 words)

The **WRITTEN TEST** is scored out of **75**. The overall **timing** is **1 hour and 35 minutes**.

DETAILED DESCRIPTION OF THE WRITTEN TEST

THEMES / TOPICS	SCORE*
<ul style="list-style-type: none"> • transactional conversations • public announcements • factual information • social conversations • requests for goods or services • requests for action / information • expressing feelings / offers / invitations / apologies, etc. 	10
<ul style="list-style-type: none"> • instructions, news bulletins • announcements, broadcast features and factual information <p>[The extracts are descriptive and contain relatively formal language.]</p>	10 (5 for writing and 5 for listening)
<p>One or two speakers giving or exchanging information which requires accurate listening and transcription (e.g. addresses and telephone numbers), including also:</p> <ul style="list-style-type: none"> – transactional conversations – public announcements – recorded messages 	10
<p>Short authentic-style texts presented with realistic layout. Text types include:</p> <ul style="list-style-type: none"> – labels, instructions – advertisements – signs, notices, menus – announcements 	5
<p>Text types:</p> <ul style="list-style-type: none"> – newspaper articles – website articles – leaflets, brochures – magazine articles 	5
<p>Text types include: extended informative texts as found in newspapers, magazines, leaflets, brochures and website articles</p>	8
<p>Text types include:</p> <ul style="list-style-type: none"> – letters, emails – newspaper articles – textbooks – advertisements – magazine articles – website articles 	7
<p>Instructions which include the purpose of the text, the intended content of the message and the recipient. The task gives candidates the opportunity to express thoughts, describe experiences, feelings and events.</p>	10
<p>The form of the response may be: factual: blog entry, article, instructions critical: review, report, essay analytical: essay, analysis of issue or argument, explanation</p>	10

[*1 score point is awarded for each question throughout the Sections 1-7.

The written responses for Sections 8 and 9 are scored according to how well candidates perform.]

The **SPOKEN TEST** consists of **four sections**, and assesses **Speaking**.

DETAILED DESCRIPTION OF THE SPOKEN TEST

SECTIONS	ITEM TYPES - TASKS
SECTION 10 Speaking	<ul style="list-style-type: none"> <input type="checkbox"/> It comprises a sustained monologue item type. <input type="checkbox"/> The candidate speaks uninterrupted in response to a main prompt posed by the interlocutor (up to 1 minute). <input type="checkbox"/> Follow-up questions are asked to encourage the candidate to continue talking.
SECTION 11 Speaking	<ul style="list-style-type: none"> <input type="checkbox"/> It comprises a discussion item type. <input type="checkbox"/> The candidate gives and supports opinions on a topic in response to prompts given by the interlocutor.
SECTION 12 Speaking	<ul style="list-style-type: none"> <input type="checkbox"/> It comprises a describe picture item type. <input type="checkbox"/> The candidate speaks without interruption about a picture in response to a prompt posed by the interlocutor (up to 45 seconds). This is followed by a second instruction to interpret some aspect of the picture.
SECTION 13 Speaking	<ul style="list-style-type: none"> <input type="checkbox"/> It comprises a role-play item type. <input type="checkbox"/> The candidate takes part in a role play with the interlocutor using a role card with information and instructions. The situation may require the candidate to negotiate a minor difficulty (e.g. declining an invitation or making a complaint about some routine matter that can be easily rectified). It could involve collaborating to solve a problem or make an arrangement.

The **SPOKEN TEST** is scored out of **25**. The overall **timing** is **7 minutes**.

DETAILED DESCRIPTION OF THE SPOKEN TEST

THEMES / TOPICS	TIMING	SCORE
<ul style="list-style-type: none"> • Prompts focus on present circumstances, regular and routine activities, past activities and experiences, future plans, tastes and preferences. • Questions may be about: <ul style="list-style-type: none"> – school or work – possessions (e.g. car, computer) – free time activities (e.g. hobbies, sport) – cultural pursuits (e.g. music, films, books) 	1.5 minutes	<p>The spoken test carries 25 score points in total, distributed across the marking criteria</p>
<ul style="list-style-type: none"> • Discussion on a concrete issue. The topic is chosen so it can have pros and cons, such as: <ul style="list-style-type: none"> – town vs. country – preference for types of movies or books – emails vs. letters – preferences for forms of transportation – beach holiday vs. holiday in the mountains – DVD vs. cinema 	2 minutes	
<ul style="list-style-type: none"> • A picture showing a scene or a sequence of events, and two questions. The first prompt is always 'Tell me what you can see in the picture.' The second prompt is an instruction to the candidate to interpret some aspect of the picture or to express a personal reaction to it. <p>The picture contains some element that invites comment or interpretation, e.g. a person engaged in an unusual activity or expressing some emotion. It may show alternative possibilities (such as different hobbies or sports) or the before and after states of some process or event.</p>	1.5 minutes	
<p>The interlocutor gives each candidate up to 15 seconds to read a role card with:</p> <ul style="list-style-type: none"> – an explanation of the situation and the roles – instructions and / or the objective – visual support where appropriate <p>Language functions:</p> <ul style="list-style-type: none"> – greeting and leave-taking – asking for information – asking for things – responding to requests / offers – offering, accepting, apologising – thanking – giving information / directions 	2 minutes	

SAMPLE PAGES

1

Jobs
Pets
Family

Preparation
and
Practice Test

Vocabulary Development

JOBS

1 Match the people with their job descriptions.



waiter



sales assistant



babysitter



receptionist



grape picker

1 I spend a lot of time answering the phone and booking rooms. I'm also the first person guests see.

2 I'd say that about half of my time is spent arranging the products on the shelves, and the rest helping customers make their choices.

3 It can be difficult getting them to sleep, but after that it's just a matter of waiting for the parents to get back.

4 At lunchtimes and in the evenings we get really busy. Our customers seem pleased with our new menu.

5 The money isn't great and the weather can ruin your day, but it is easy to find work on farms in the summer.

2 Match the opposites.

- | | | |
|----------------|--------------------------|------------|
| 1 interested | <input type="checkbox"/> | a quiet |
| 2 disappointed | <input type="checkbox"/> | b hopeful |
| 3 stressful | <input type="checkbox"/> | c bored |
| 4 busy | <input type="checkbox"/> | d relaxing |

3 Match the columns to form collocations.

- | | | | |
|---|---------------|--------------------------|--------------|
| a | 1 application | <input type="checkbox"/> | a job |
| | 2 summer | <input type="checkbox"/> | b form |
| | 3 work | <input type="checkbox"/> | c experience |
| b | 1 seasonal | <input type="checkbox"/> | a hours |
| | 2 weekly | <input type="checkbox"/> | b wage |
| | 3 flexible | <input type="checkbox"/> | c work |

PETS

1 Fill in a word from each box to complete the sentences.

canary • puppy • goldfish • kitten • rabbit

hutch • bowl • cage • kennel • basket

- 1 A  lives in a  and swims around all day.
- 2 The  is a small bird which likes to sit in its  and sing.
- 3 A  can be great fun. It plays all day and then sleeps in its  at night.
- 4 A  is nice to stroke. It is really cute when it goes to sleep in its little round 
- 5 A  is happiest when it is eating grass in the garden. When it is tired, it likes to hop back into its  and go to sleep.

2 Choose the correct meaning.

- 1 An **intelligent** animal learns things
 a quickly
 b slowly
- 2 If your pet is **obedient**, it
 a doesn't do what you tell it to
 b does what you tell it to
- 3 A **good-natured** dog is very
 a friendly
 b naughty
- 4 If your pet is **cute**, it is
 a attractive
 b ugly



3 Fill in the correct verb in the appropriate form.

keep • bark • require • feed • chase • suit

1 How often do you [1] your dog?

Twice a day. Big dogs [2] more food than little puppies.

2 Why is your dog [3] ?

He can see a cat and he wants to [4] it.

3 I'd like to get a pet to [5] me company.

Since you're out all day, make sure you pick one which [6] your lifestyle.

FAMILY

1 Fill in the correct word.

nuclear • single • extended • only

- As a(n) **mother**, she finds it hard bringing up her baby daughter on her own.
- I like living with my **family** because I can play with my cousins.
- The **family** is the term used for a father, mother and one or two children.
- She's a(n) **child**, and is very lonely without brothers or sisters.



2 Fill in the correct preposition.

after • up (x2) • of • on

- Can you **look** the kids while I go shopping?
- I **grew** in a small town in Scotland.
- She doesn't **get** **with** her brother.
- Jane **takes care** her mother, who can't leave her bed anymore.
- How did you **bring** four children on so little money?

3 Fill in the correct verb in the appropriate form.

support • criticise • argue • punish

- Those two sisters are again – I wish they'd be quiet.
- My parents are always me – I can't do anything right.
- Did she her son for breaking those dishes?
- You're my best friend – in an argument I expect you to me.



Language Awareness

1 Tick (✓) the correct sentence.

- a My grandmother is good company.

b My grandmother is a good company.
- a His parents won't let him to do what he likes.

b His parents won't let him do what he likes.
- a She's proud of her daughter.

b She's proud for her daughter.
- a The dogs are very clever animals.

b Dogs are very clever animals.

2 Fill in on, as or for.

- I want to **work** **an island** this summer.
- If we get you a puppy, you are **responsible** its happiness.
- Young children are **dependent** their parents for everything.
- My father has been **looking** a job for months.
- I know I can **rely** you to help me.
- My brother **works** **a waiter** in an Italian restaurant.

Examination Skills – Exam-style Practice

Section 1: Exam Skills

In Section 1 of the exam, you are often expected to understand who or what people are talking about in short monologues or dialogues.

Match the pictures with their descriptions.



- 1 She gets tired from walking around all night with a tray. The money's good, though.
- 2 She goes out all night and when she comes back she's very dirty. Instead of black and white, she's just black!
- 3 She's bored most of the time. No one comes in to buy anything, so she just stands around.
- 4 She's so lovely and friendly, and I get some exercise every day by taking her out.

Section 1: Exam-style Practice

Now listen to your teacher read out four texts. Then put a cross (X) in the box next to the correct answer to show what is being described.

- 1 A a supermarket B a bookshop C a street market
- 2 A a restaurant B an office C a house
- 3 A a dog B a cat C a rabbit
- 4 A a mother B a teacher C a nurse

Section 2: Exam Skills

In Section 2 of the exam, you are expected to write down exactly what you hear with the correct spelling. Correct the following spelling mistakes.

- 1 interveiw
- 2 attension
- 3 seperately
- 4 reletive
- 5 playfull
- 6 waitor

Section 2: Exam-style Practice

Now your teacher is going to read out five statements. Listen to them once. Then your teacher will read them a second time with pauses for you to write down exactly what you hear. Make sure you spell the words correctly.

- 1
- 2
- 3
- 4
- 5

Section 3: Exam Skills

In Section 3 of the exam, you are expected to listen to and accurately write down specific information from what you hear.

First, your teacher is going to read out some names, then spell them to you, and you must write them down. Remember, instead of saying 'R-R', in English we often say 'double-R'.



- 1 4
- 2 5
- 3 6

Section 3: Exam-style Practice

Now your teacher is going to read out a short passage. Listen and complete the notes.



Her name is Jane

She's from the

She's going to the

She wants to bring her dog,



Section 4: Exam Skills

In Section 4 of the exam, you are expected to choose the correct word to fill in the gap. To help you, you should think about where the short pieces of information would be found.

Fill in **leaflet**, **application form** or **sign**.



- 1 *Warning*: Do not feed the animals.
- 2 Fill in your personal details and enclose a copy of your CV.
- 3 Contact 'Parentline' at any time of the day or night to ask for advice.

Section 4: Exam-style Practice

Now read each text and put a cross (X) by the missing word.

- 1 John Clark and Liz Archer would like to you and your family to join them at their wedding on May 19th.
 A tell B enjoy C invite
- 2 Please keep your dog on a lead at all times when in the Children play here.
 A park B road C house
- 3 At interviews, candidates are often asked why they left their old Make sure you have an answer ready.
 A work B job C home

Section 5: Exam Skills

In Section 5 of the exam, you are expected to identify the main idea in the text.

Put a cross (X) to show which sentence best gives the main idea of the paragraph below.

Understanding how to make a good first impression is critical if an individual wants to do well in a job interview. Formal dress, a polite manner and being on time are all significant parts of this. Of course, qualifications and experience are technically the most important concerns for the interviewer. However, when there is little difference between the candidates, personal details count.

- A Most candidates are late to job interviews.
 B To succeed in a job interview, a person's manner is very important.
 C Qualifications and experience are no longer so important to interviewers.

**Section 5: Exam-style Practice**

Now read the passage and answer the questions below. Put a cross (X) in the box next to the correct answer.



A few weeks ago, the Smith family acquired a new dog, which was treated like a member of the family and given the name Doughnut. The family soon realised that the dog was almost uncontrollable and needed to learn obedience, so they signed up for some classes.

They were lucky enough to be accepted by Annabel Melvin, one of London's most expensive but best dog trainers. 'You can imagine how grateful I was,' said Mr Smith. 'I was going to be the proud owner of the best-trained dog in London.'

- 1 What was the problem with the new pet?
 A It wasn't liked by the family. B It was badly behaved. C It didn't like its name.
- 2 Why was Mr Smith happy about being helped by Annabel?
 A She is a top dog trainer. B She gave him a good price. C She told him he had the best dog in London.

Preparation 1

Section 6: Exam Skills

In Section 6 of the exam, the words used in the questions are often synonyms of words used in the text. Identifying these will often help you find the answer. Match the following synonyms.

1 choose 2 learn 3 try 4 get 5 begin
a find out b start c receive d select e attempt

Section 6: Exam-style Practice

Now read the leaflet and answer the questions.

As the job market is very competitive, you must attempt to make a good impression in your interview. To prepare for this, remember to learn about the company's operations. The perfect place to begin your research is on the Internet. Do not expect to receive an answer immediately, but after a few days it is worth calling the company.

- 1 What does the leaflet say candidates should try to do?
2 What should somebody find out about before an interview?
3 Where should a candidate start looking for information?

Section 7: Exam Skills

In Section 7 of the exam, you are expected to read a text and use the information to fill in some gaps. The following exercise will enable you to practise the required skills.

Read the short text and choose the correct answer to complete the notes.

Are you a teenager looking to spend your summer earning some extra cash? We at Cool Jobs aim to help you find a job that is both enjoyable and rewarding. Whether you would like to work in an amusement park, a camp, a restaurant or a hotel, with our current list of over 60,000 positions, we have something for you.



- 1 The text states that teenagers can be given help to find some cash / a job.
2 Apart from amusement parks and camps, Cool Jobs can also find an opening for you in a hotel / list.

Section 7: Exam-style Practice

Now read the short text and complete the notes. Write no more than three words in each gap from the text.

According to statistics, the present job market has never been so bad for teenagers, since today's employers prefer to hire older, more experienced workers. Cool Jobs will give you some valuable tips on how to write an eye-catching CV, what to wear to interviews, what kinds of questions to ask, and generally how to succeed in job applications.

- 1 Employers today prefer to take on people who are and have more experience.
2 Cool Jobs will help young people by guiding them on what to say

Sections 8&9: Writing Skills

1 JUSTIFYING AN OPINION

When expressing an opinion, it is important to develop it by giving a reason. Match the following viewpoints with their reasons.

VIEWPOINTS

- 1 It seems to me that more and more young people have part-time jobs these days.
- 2 Personally, I believe children should be brought up with the help of their grandparents.
- 3 I feel that it is good for children to have pets.

REASONS

- a This is because grandparents usually have more time and patience to help them with their problems.
- b One reason for this is that looking after another living creature teaches them to be responsible.
- c This is owing to the fact that many parents can no longer afford to give them pocket money.

2 INVITING SOMEONE

Tick (✓) the sentences which show invitation.

- 1 Would you like to come and stay with us sometime soon?
- 2 If I were you, I wouldn't discuss it any further.
- 3 What about coming to my house on Saturday?
- 4 Come and join us for an enjoyable weekend.
- 5 Do you think I ought to turn up uninvited?

3 COMMON ERRORS

Tick (✓) the correct sentences.

- | | |
|---|---|
| 1 a I write to tell you my news. <input type="checkbox"/> | 5 a This is why I think that you should find a job that you enjoy. <input type="checkbox"/> |
| b I am writing to tell you my news. <input type="checkbox"/> | b For this I think you should find a job that you enjoy. <input type="checkbox"/> |
| 2 a I take the dog for a walk every day. <input type="checkbox"/> | 6 a Many children get very exciting about stroking small animals. <input type="checkbox"/> |
| b I go the dog for a walk every day. <input type="checkbox"/> | b Many children get very excited about stroking small animals. <input type="checkbox"/> |
| 3 a I enjoy working in an office. <input type="checkbox"/> | |
| b I enjoy to work in an office. <input type="checkbox"/> | |
| 4 a I am very happy for my new job. <input type="checkbox"/> | |
| b I am very happy about my new job. <input type="checkbox"/> | |

Task Helpline for Section 9 (page 26).

- A)**
- ... build self-confidence
 - ... become independent
 - ... learn to work with other people
 - ... gain valuable experience in dealing with ...
 - ... help with your future career
- B)**
- ... help out with the chores
 - ... have a lack of privacy
 - ... in need of help and support
 - ... get on well together
 - ... always willing to listen



Section 8: Exam-style Practice

Use the information in Section 7: Exam Skills / Exam-style Practice to help you write your answer.

You have read the short text on jobs. You decide to write to your friend about your new job. Write an email to your friend. Write about 60 words and include the following information:

- how you found the job
- which job you chose to do and what you did on your first day

Preparation 1

Section 10

Work with a partner. Tell your partner about a film you have seen recently. Mention the following:

- the name of the film
• what it was about
• what type of film it was
• what you liked about it
• who starred in it
• how it made you feel

Helpline
• The main characters are played by ...
• ... stars in the leading role.
• What I liked most about this film was ...
• ... made me feel really happy / sad.

Section 11

In Section 11, you will be required to give your opinion on a topic. You will need to present either the advantages or disadvantages of the topic.

1 Which of the following are advantages and which are disadvantages of living in the city? Write A (for Advantage) or D (for Disadvantage) next to each one.

- 1 plenty of exciting nightlife
2 too much traffic
3 more job opportunities
4 a lot of pollution
5 a busy, stressful lifestyle
6 better and more efficient transport
7 more schools and higher education facilities
8 a very high crime rate

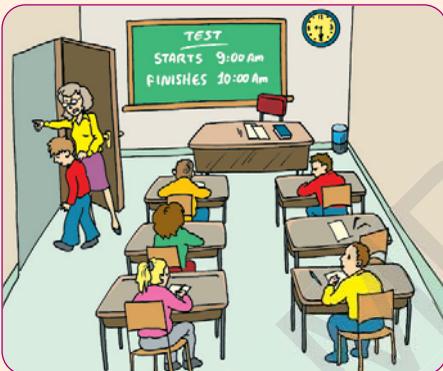
2 Would you prefer to live in the city or the country? Why?

Section 12

1 Fill in on or in.

- 1 the wall
2 the corner (of the room)
3 the desk
4 the board
5 the background
6 the middle

2 Look at the picture and then answer the questions.



- 1 What can you see in the picture?
2 What do you think the boy has done?
3 Where do you think the teacher is sending him?
4 How do you think the boy is feeling?
5 What do you think is going to happen next?

Section 13 (role play)

Student A, explain to your teacher why you didn't hand in your homework. Student B, you are the teacher. Use the prompts below to act out a dialogue.

Student B
1 Ask Student A why he / she didn't do their homework.
3 { Agree with Student A's suggestion.
Ask when it can be finished by.
5 Thank Student A and tell him / her to go to their next lesson.

Student A
2 { Apologise and explain what the problem was.
Offer to do the homework you missed.
4 { Suggest a time.
Apologise again, and say it won't happen again.

FUNCTIONAL LANGUAGE

Look at the following and write A (for Apologising), O (for Offering) and S (for Suggesting).

- 1 Would ... be OK?
2 Perhaps I could ...
3 I'm really sorry ...
4 Would you like me to ... ?
5 I could always ...
6 What about ... ?

Section 1 Listening



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.

Example: What happened to the woman?

- A She hurt herself.
B She had a hard day at work.
C She broke something.

1 How does the man feel at the end of the conversation?

- A interested
B hopeful
C disappointed

2 What does the woman say about dogs?

- A Children love them.
B They are less independent than cats.
C They don't need to be fed much.

3 What is being advertised?

- A a job
B an opportunity for training
C a place that helps people find jobs

4 Where does the man work now?

- A in a bookshop
B at a market
C nowhere

5 What animal is the woman describing?

- A a cat
B a canary
C a parrot

6 Whose bank account is it?

- A Mr Smith's
B Mrs Smith's
C Mr and Mrs Smith's

7 What are the women doing?

- A looking at photos
B making introductions
C describing their children

8 What colour is the puppy the woman likes best?

- A black
B white
C black and white

9 What is the man trying to do?

- A encourage
B explain
C disagree

10 What is the cake for?

- A someone's birthday
B a wedding
C a wedding anniversary

(10 marks)

Section 4 Reading



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

Example: Please complete this form so we can put your contact details, education and previous online for employers to see.

- A work
- B skills
- C experience

22 Many people now rely on technology to stay in with friends and relatives who live far away. Relationships over the Internet are now a part of everyday life.

- A sight
- B touch
- C fashion

23 Welcome to 'Pet Land'. Please do not touch the animals or remove them from their Ask a member of staff for assistance.

- A environment
- B cages
- C owners

24 Superpet dog food will keep man's best friend healthy and happy. High in vitamins and protein, but in fat, Superpet is a must for your dog.

- A low
- B little
- C poor

25 Mothers Guidance is a local charity which aims to help mothers. It provides an invaluable service to women in the area.

- A alone
- B single
- C volunteer

26 Holden City Hospital is looking for nurses for its emergency department. To apply, please send your CV to Holden@hchosp.org

- A permanently employed
- B fully occupied
- C fully qualified

(5 marks)



Read the passage and answer the questions below. Put a cross (X) in the box next to the correct answer, as in the example.

Students looking for summer jobs will have a tougher time than ever this summer because of the state of the country's economy, recruitment agencies warn. There are 2.4 million university students in the UK, and more than half of them look for paid work in the summer to make some extra money. But this year, companies have been firing workers, and for the fewer seasonal jobs that are available, students are having to compete with unemployed adults. 'We are turning down a lot of people,' says Andrea Hawkins from the Holy Mackerel restaurant. 'There are too many applications for the number of positions available.'

Lack of money could be disastrous for students, who are already finding it hard to get by, and rely on summer earnings to help pay for their studies. 'It's really difficult to find summer jobs at the moment,' says Shane Templeton, 22, who is studying physics at Brighton University. 'I've applied for 20 jobs and I haven't received a single reply – let alone been called for an interview.'

Typical summer jobs include working as a waiter or waitress, hotel receptionist, cook, cashier, shop assistant and sports camp helper. However, students who really want a job for the summer period need to start looking early. Most opportunities are snapped up in April and May.

Example: Who warns that the situation is the worst it has ever been?

- A restaurant owners
B recruitment agencies
C companies

27 Why is it difficult for students to find summer jobs at the moment?

- A More adults are out of work.
B Recruitment agencies refuse to help them.
C Students are harder to find.

28 Why has one restaurant turned down a lot of people?

- A It doesn't want to employ students.
B It can't afford to employ any new staff.
C Too many people have applied.

29 Why do most students want to find paid work?

- A so that they won't have to study
B to be able to afford a holiday
C to pay for university fees

30 Where would a student be most likely to work during the summer?

- A in the tourist industry
B at their university
C in a factory

31 What should students wanting to work during the summer do?

- A start their own business
B apply for jobs early
C apply for jobs at the end of spring

(5 marks)



Read the Internet article below and answer the questions.

The nuclear family is typical of many western cultures today. However, the extended family, all living in the same building, is still a common feature in many other parts of the world. This family structure generally consists of three different generations all living together.

People living together as an extended family often feel a greater sense of security and belonging. After all, there are more people to support each other when family members are going through problems.

The disadvantages of living in an extended type of family include lack of individual space and, sometimes, communication problems between the different generations.

Example: What is the commonest structure of the Western family? **the nuclear family**

32 Who would be living together in an extended family home?
.....

33 What positive feelings do members of an extended family often experience?
.....

34 Why is living in an extended family advantageous in difficult times?
.....

35 What may somebody not have enough of in an extended family?
.....

Read the leaflet below and answer the questions.

New pet owners are usually surprised at how much an animal changes their life. Unfortunately, many pets that are received as gifts end up on the streets.

A pet is for life, and if you are thinking of buying one, you should first find out what the animal will need. You should also consider who will look after it. Small pets are often chosen as they require less work, but they can be surprisingly noisy!

Animals that are wild or exotic are difficult to take care of and are, therefore, poor choices – for both the pet and the owner.

Example: What often surprises new pet owners?
..... **how much an animal changes their life**

36 What often happens to pets that are given as presents?
.....

37 What should future pet owners learn about before choosing an animal?
.....

38 What don't some people realise about small pets?
.....

39 What types of pets are not recommended?
.....

(8 marks)



Read the letter and complete the notes. Write no more than three words in each gap from the letter.

Dear Reader,

When buying a pet it's very important that you choose one that suits your home and lifestyle – and not choose one just because it's cute. Here's what I recommend.

Firstly, you should get an affectionate pet. You mention in your letter that you live alone and are in need of some company, but a goldfish or bird wouldn't offer you that. Dogs, on the other hand, are ideal companions, but be careful because although a big dog might be able to provide you with companionship, loyalty and even protection, it could cause other problems. Just bear in mind that big dogs need lots of space, food and daily exercise. Since you say you have recently moved into a smaller house, you should consider buying a fairly small pet. Also, the pet you choose should be an independent creature; one that can easily occupy itself during the day while you're out. After all, some pets get lonely too; they might need your company as much as you need theirs.

To sum up, I'd advise you to get a cat as they're known to be independent and they're not that expensive to keep. But whatever choice you make, remember that all pets need love, care, attention and regular visits to the vet. Don't get a pet just for the sake of having one.

Example: When choosing a pet, you need to think about the kind of house you live in as well as your lifestyle

- 40 Don't buy a goldfish or a bird if you live and you would like to have some company.
- 41 As well as being good companions, dogs are useful because they are loyal and can you.
- 42 As well as plenty of space, big dogs require food and daily
- 43 If you don't have much room in your house, it would be better to get a
- 44 If you are out all day, you need to get a pet that is
- 45 Cats make good pets for people who don't have a lot of money because they aren't very
- 46 Most pets need to see a on a regular basis.

(7 marks)

Section 9 Writing



Choose **one** of the topics below and write your answer in 100 - 150 words.

48 **A)** You see this notice in your favourite magazine and you decide to write an answer.

Do you think it is a good idea for young people to work in the summer? Why? What kind of jobs do they usually do?

Write an article for your favourite magazine.

OR

48 **B)** Your teacher has been talking to you about family relationships. Write an essay on the following subject:

Why extended families are a good thing.

Write your answer here. Do not write outside the box.

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(10 marks)

**Section 10** (1.5 minutes)

Answer the teacher's questions.

Section 11 (2 minutes)

Answer the teacher's question.

Section 12 (1.5 minutes)

Answer the teacher's questions.

**Section 13** (2 minutes)

You are going to take part in a role play. Here is your card.

Test taker's card

You are in your classroom with your teacher. Your teacher wants to discuss your poor test results. The examiner is your teacher.

- 2 Say you understand why and apologise.
- 4 Explain what happened.
- 6 Apologise again. Offer to do some extra work at home.
- 8 Suggest a time.
- 10 End the conversation. (e.g. *Thank you, Sir / Miss.*)

SAMPLE PAGES

PREPARATION & 10 PRACTICE TESTS for **PTE General*** – **Level 2** includes:

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[* Formerly known as the *London Tests of English*.]

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