

C. N. GRIVAS

PTE General

PREPARATION & 10 PRACTICE TESTS



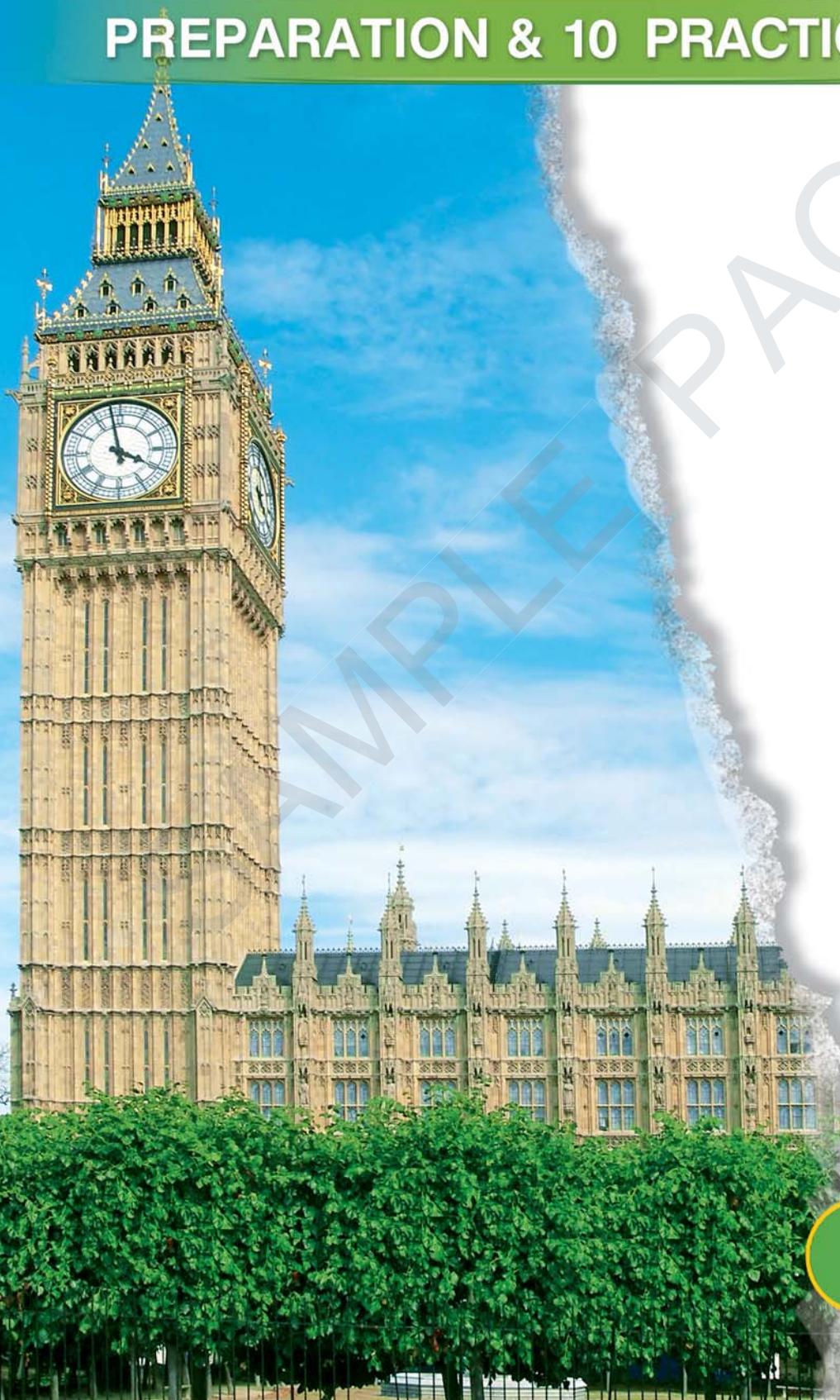
LEVEL

4

Advanced

PTE General

PREPARATION & 10 PRACTICE TESTS



LEVEL

4

Advanced

© GRIVAS PUBLICATIONS 2011

All rights reserved

No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of GRIVAS PUBLICATIONS.

Published and distributed by: GRIVAS PUBLICATIONS

HEAD OFFICE

3 Irodotou St. 193 00 - P.O.Box 72 Attiki, Greece

Tel.: +30-210.55.73.470

Fax: +30-210.55.73.076 , +30-210.55.74.086

e-mail: info@grivas.gr

<http://www.grivas.gr>

Printed January 2011

Editors: Claudia Milza
Karen Glover

Editorial Team: Chris Flynn
Effie Fragouli
Alexander Pickett
Marianna Preveziotis
Neill Treacy

SAMPLE PAGES

Contents

Introduction	4	
1 Disabilities, Money in Sport, Dreams		
Preparation: Vocabulary Development	10	
Examination Skills – Exam-style Practice	13	
Practice Test 1	19	
2 Internet Issues, Traditional Lifestyles, Poverty		
Preparation: Vocabulary Development	30	
Examination Skills – Exam-style Practice	33	
Practice Test 2	39	
3 The Car, The Comic Book, Precious Stones		
Preparation: Vocabulary Development	50	
Examination Skills – Exam-style Practice	53	
Practice Test 3	59	
4 School Rules, The History of Medicine, Pollution		
Preparation: Vocabulary Development	70	
Examination Skills – Exam-style Practice	73	
Practice Test 4	79	
5 The Senses, Natural Disasters, Animal Traits		
Preparation: Vocabulary Development	90	
Examination Skills – Exam-style Practice	93	
Practice Test 5	99	
6 Organic Food, Communication, Reality TV		
Preparation: Vocabulary Development	110	
Examination Skills – Exam-style Practice	113	
Practice Test 6	119	
7 Trees, Eccentric Personalities, Myths & Legends		
Preparation: Vocabulary Development	130	
Examination Skills – Exam-style Practice	133	
Practice Test 7	139	
8 Graffiti, The Whale, Urbanisation		
Preparation: Vocabulary Development	150	
Examination Skills – Exam-style Practice	153	
Practice Test 8	159	
9 The Stock Market, Teleworking, Prisons		
Preparation: Vocabulary Development	170	
Examination Skills – Exam-style Practice	173	
Practice Test 9	179	
10 Classroom Management, Hiking, Nuclear Power		
Preparation: Vocabulary Development	190	
Examination Skills – Exam-style Practice	193	
Practice Test 10	199	
Writing Guides	209	
① Informal Letter / Email	⑥ Essay	⑪ News Advert
② Formal Letter / Email	⑦ Review	⑫ Leaflet
③ Contribution to a Blog	⑧ Report	⑬ Speech
④ Article	⑨ Comment	⑭ Instructions
⑤ Interview Article	⑩ Fact Sheet	
Functional Language	220	
Idiomatic Language	222	
Glossary	229	

INTRODUCTION

PTE General (Pearson Test of English General) **Level 4** 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 an email, formal or informal letter based on information given in Section 7. <input type="checkbox"/> One text to write (120 - 150 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 (200 - 250 words)

The **WRITTEN TEST** is scored out of **75**. The overall **timing** is **2 hours and 30 minutes**.

DETAILED DESCRIPTION OF THE WRITTEN TEST

THEMES / TOPICS	SCORE*
<ul style="list-style-type: none"> • transactional conversations • public announcements • social conversations • factual information <ul style="list-style-type: none"> • requests for goods or services • requests for action / information • expressing feelings / offers / invitations / apologies / excuses / criticism / dissatisfaction / suggestion / persuasion 	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. The items replicate real-life situations which require accurate comprehension and transcription of key information (e.g. taking messages or notes), 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>Authentic text types include:</p> <ul style="list-style-type: none"> – newspaper articles – magazine articles – leaflets, brochures <p>Questions address: content, style, connotation, implication and inference</p>	5
<p>Authentic text types include: newspaper articles, magazine articles, leaflets, brochures and website articles</p> <p>Questions address: content, style, connotation, implication and inference</p>	8
<p>Text types include:</p> <ul style="list-style-type: none"> – newspaper articles – textbooks – 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 use language flexibly and effectively, to persuade, convince, amuse, impress or otherwise move the reader.</p>	10
<p>The form of the response may be:</p> <p>factual: blog entry, article, instructions, leaflet, news advert, fact sheet, interview</p> <p>critical: review, report, essay, speech, comment</p> <p>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.]

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"/> Candidates speak uninterrupted in response to a main prompt posed by the interlocutor (up to 1.5 minutes). <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"/> Candidates give and support opinions on a topic in response to prompts given by the interlocutor.
SECTION 12 Speaking	<ul style="list-style-type: none"> <input type="checkbox"/> Section 12 is a describe picture item type. <input type="checkbox"/> Candidates speak without interruption about two pictures in response to a prompt posed by the interlocutor (1 minute). This is followed by a second instruction to interpret some aspect of the pictures. The visuals are designed to elicit language of comparison and contrast as well as expression of ideas, opinions and feelings.
SECTION 13 Speaking	<ul style="list-style-type: none"> <input type="checkbox"/> It comprises a role play item type. <input type="checkbox"/> Candidates take part in a role play with the interlocutor using a role card with information and instructions. The situation may involve some difference of status or social distance between participants. It may require the candidate to state a problem which then needs to be solved jointly, explain or justify a course of action or speculate about the possible consequences of future action.

The **SPOKEN TEST** is scored out of **25**. The overall **timing** is **8 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 require the candidate to: <ul style="list-style-type: none"> – choose between two alternatives. – explain in detail reasons for an opinion or preference. – speculate or respond to a hypothetical question. – highlight or comment on a particular aspect of a topic. – speak in a way that is particularly vivid or persuasive. 	2 minutes	The spoken test carries 25 score points in total, distributed across the marking criteria
<ul style="list-style-type: none"> • Discussion on a concrete or abstract issue about which it is feasible to have equally valid opposing opinions, feelings or ideas. The candidate will be invited to speculate or respond to a hypothesis. 	2 minutes	
<p>Two related pictures and two questions. The first prompt focuses on the pictures; ‘Please talk about the pictures’ or ‘Please tell me what you can see in the pictures’ in relation to a topic or imagined purpose, such as their inclusion in a publication. The second prompt is an instruction to the candidate to interpret some aspect of the pictures or to express a personal reaction to them. The pictures may include some unusual element that invites comment or explanation. They may illustrate two alternative options and may allude to a topical issue.</p>	2 minutes	
<p>The interlocutor gives the candidate up to 15 seconds to read a role card with:</p> <ul style="list-style-type: none"> – an explanation of the situation. – a specification of the roles to be taken by the candidate and the interlocutor. – a specification of the candidate’s goal (e.g. to reach an agreement, complete a transaction, etc.). – visual support where appropriate. 	2 minutes	

1

Disabilities Money in Sport Dreams

Preparation
and
Practice Test

Vocabulary Development

The **Vocabulary Development** section is designed to enrich your vocabulary as well as help you in the **Writing Section**.

DISABILITIES

1 Fill in the correct word.

inability • disability

- 1 Having a(n) shouldn't affect your quality of life.
- 2 The scheme is aimed at those who have the to get around unaided.
- 3 You may qualify for certain benefits on the grounds of

2 Fill in the correct adjective.

helpless • rewarding • practical • demanding • accessible

- 1 The free bus service will do away with the problem of your getting to the centre.
- 2 The good part is that you won't find the activities too
- 3 Getting involved in social activities will stop you from feeling depressed and
- 4 I'm sure that you'll find it extremely to know that you're doing something so useful.
- 5 Activities such as these should be made easily to all disabled people.

3 Fill in the correct verb.

overcome • interact • take • deserve • assist

- 1 I think you should advantage of this chance to develop a new skill.
- 2 You can rest assured that there will be trained carers on hand to you.
- 3 At least you know that the problem of how to get there has been
- 4 This will be a golden opportunity for you to with like-minded people.
- 5 I often feel sorry for the disabled. They to be treated like everyone else.

4 COMMON ERRORS

Choose the correct answer.

- 1 **In / To** my mind, you should try and make some more friends.
- 2 Confined **to / in** a wheelchair and unable to get out and about, you often sink into depression.
- 3 This will help you to feel more **motivated / motivating**.
- 4 A(n) **invalid / disabled** should be treated like a normal person.
- 5 I know you don't like people to **feel / take** pity on you.

STUDY

- ▶ I know that you are utterly fed up with staying in all the time.
- ▶ You don't want to be a burden on anyone.
- ▶ Society has a duty towards the disabled.
- ▶ It would give you something to look forward to.
- ▶ You can meet people who are in the same boat as you.
- ▶ The activities are geared to those who want more out of life.
- ▶ Apart from being exciting and fulfilling, you will be able to make new acquaintances.
- ▶ We all know how important it is to stay mentally alert.
- ▶ In this way, you won't have to rely on anyone to ferry you back and forth from your home to the centre.
- ▶ At least you'll be able to regain some of your independence.



MONEY IN SPORT

1 Fill in the correct suffix each time.

-ship • -ment • -ness

- 1a It's a known fact that a celebrity endorse..... can make consumers buy a particular product.
 b A lucrative modelling assign..... can entice a young player away from their career.
- 2a Competitive..... amongst the various clubs makes the players desperate to win at all costs.
 b When a huge financial reward is at stake, there is always a marked aggressive..... on the pitch.
- 3a Support, in the shape of commercial sponsor..... deals, points to a healthy future for sport.
 b It seems that in the world of sport today, the concept of sportsman..... has been lost.

2 Fill in the correct verb in the appropriate form.

face • resort • attend • have • focus

- 1 Aggressive behaviour on the pitch is a detrimental effect on the game.
 2 Sportspeople today seem to solely on the end result – that of winning.
 3 We all agree that young athletes much tougher competition these days.
 4 Unfortunately, many athletes are only interested in personal glory and don't think twice about to steroids in order to obtain it.
 5 Things have changed since the time when spectators would various sporting events to support their local teams and just have fun.

3 Fill in the correct word to complete the idiomatic expressions.

heart • fortune • bits • ambition

- 1 When I was younger, I had a **burning** to play for the national team.
 2 Once I had **set my** **on** getting the gold, nothing was going to stop me.
 3 As one of the top players, I was **worth a** to the club.
 4 Having signed such a lucrative contract, I was **thrilled to**

4 COMMON ERRORS

Choose the correct answer.

- 1 In my opinion, football players today do not deserve the **expensive** / **exorbitant** amounts they are paid.
 2 As we all know, taking certain drugs can **radically** / **fully** improve an athlete's performance.
 3 These days, young athletes are under **total** / **incredible** pressure to do well.
 4 We seem to have completely lost sight of the **principle** / **principal** of fair play.
 5 It has sadly become necessary to **expose** / **subject** athletes to blood tests, to detect traces of drugs.

STUDY

- ▶ fierce competition
- ▶ dramatic increase in the incidence of violence
- ▶ put people off
- ▶ overly competitive
- ▶ Players will go to any lengths to win.
- ▶ an unsportsmanlike attitude
- ▶ can't afford to lose
- ▶ fall short of the fans' expectations
- ▶ take part for financial rewards
- ▶ lost the true meaning of sport
- ▶ the situation looks set to worsen
- ▶ paid astronomically high transfer fees

DREAMS



1 Fill in the correct word to complete the phrasal verbs.

down • off • up • in

- Not even the loudest alarm clock could **wake** me
- As soon as I lie down, it doesn't take me long to **doze**
- I only get the chance to **sleep** on Sundays.
- Feeling particularly stressed that day, I **lay** on my bed and forced myself to relax.
- When I **stay** too late, I am less likely to remember my dreams the next morning.

2 Fill in the correct adjective.

plausible • fitful • inherent • vivid • recurring



- If you have a dream, it's one you see often.
- dreams are so clear they seem real.
- Your dreams are a(n) part of who you are.
- We can all think of cases where we have received an answer to a problem in our dream.
- When we have a problem that is troubling us, we usually have a sleep.

3 Fill in the correct verb in the appropriate form.

play • recharge • enter • recall • tackle

- People who fail to the dream phase usually wake up feeling irritable.
- No one can deny that sleep an important role in our general well-being.
- It is said that dreams help us stressful situations.
- Not everyone is able to their dreams once they've woken up.
- Dreams are thought to be nature's way of the mind.

4 COMMON ERRORS

Choose the correct word.

- Since / Due to** our dreams can help us solve problems, we should try and write them down.
- I wasn't sleeping well so I just felt constantly **exhausting / exhausted**.
- It's good to wake up after a long **resting / restful** sleep.
- We have so much **on / in** our minds that we are unable to relax.
- It took me ages to **fall asleep / sleep** last night.

STUDY

- ▶ Our dreams can stimulate us.
- ▶ Dreams can enable us to work our problems out.
- ▶ enjoy a good night's sleep
- ▶ Good sleep consists of several stages.
- ▶ Dreams give us the chance to explore various options.
- ▶ Knowing how to interpret a dream is important.
- ▶ Dreams can help us come up with a solution.
- ▶ tossing and turning all night
- ▶ A solution to a problem may present itself in a dream.
- ▶ As soon as I opened my eyes, I knew what I had to do.
- ▶ I was ready to jump into action.

Examination Skills – Exam-style Practice

Section 1: Exam Skills

A common question found in the first section of the exam is about the subject of the extract. Look at the sentences below and match them with the subjects from A-E.

A nightmare

B trainers

C company

D wheelchair

E pill

- 1 If you can get the top player in the league to wear a pair, kids all over the country will be running around in them a week later.
- 2 Of course you can't play the sport in an electric one. You'd have an unfair advantage over those with normal ones.
- 3 The problem for me is that you take one and you practically fall into a coma. No dreams, nothing.
- 4 It may relate to an old, unsolved problem that is so frightening to face that we are unable to continue, and the emotional terror wakes us in distress without offering a solution.
- 5 It spends millions on sponsorship every year, not to mention the amount it puts into TV and magazine advertising.

Section 1: Exam-style Practice

Now listen to your teacher read out three texts and put a cross (X) in the box next to the correct answer.

- 1 Who are the speakers talking about?
A tourists B wheelchair users C motorists
- 2 What is being advertised?
A a sports equipment company B a teacher training course C an athletics camp
- 3 What is the speaker talking about?
A REM sleep B waking C a book

Section 2: Exam Skills

In Section 2 of the exam, there are 5 marks available for listening and 5 for writing. This means it is very important to write what you hear correctly. Below are eight common misspellings. Write the correct spelling.

- | | | |
|---|---------------|-------|
| 1 | athlet | |
| 2 | guidence | |
| 3 | commersialism | |
| 4 | insentive | |

- | | | |
|---|---------------|-------|
| 5 | enviroment | |
| 6 | eficiency | |
| 7 | consious | |
| 8 | partisipation | |

Section 2: Exam-style Practice

Now your teacher is going to read out a short text about dreams. Listen to it once. Then, your teacher is going to read it a second time with pauses for you to write down exactly what you hear. Make sure you spell the words correctly.

.....
.....
.....

Section 3: Exam Skills

In this section, you may have to write down a specific number. Below are six pairs of numbers that are often confused. Listen to your teacher say a number and decide which of the pair it is.

1 15 / 50

4 1,000,000 / 1,000,000,000

7 1915 / 1950

2 150 / 1500

5 22 / 20.2

8 66.6 / 1666

3 13th / 30th

6 £4,999 / £49.99

Section 3: Exam-style Practice

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



REM Sleep (Dream Sleep)

- 1 First noted:
- 2 % of total sleep time:
- 3 Average time it lasts:

Section 4: Exam Skills

In Section 4 of the exam, you are expected to choose the correct word or words to fill in each gap. To help you find the answer, it is often worth thinking about the **purpose** of the text. Look at the sentences below and fill in: **warning, promotion, advice.**

- 1 Even if you are the best athlete of your generation, you should still look after your education before turning professional.
- 2 Be careful when choosing your wheelchair. Only ours have MP3 sockets fitted to every model.
- 3 By all means keep a journal of your dreams, but don't attempt self-analysis unless you are a trained professional, as psychic injury is quite possible.

Section 4: Exam-style Practice

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

- It is the job of the committee to ensure all competitors are amateur. Professional athletes take part.
 A must B oughtn't C cannot
- According to experts, you should not attempt to wake up a person who is sleepwalking, as it can cause
 A unpleasant disturbance B emotional stress C sudden awakening
- Many areas of the city are not accessible to wheelchairs, unfortunately. Disabled visitors are to click **here** for more information.
 A advised B forbidden C unable

Section 5: Exam Skills

In Section 5 of the exam, being able to identify the important details within a text is a useful skill to learn. Read the paragraph below and tick which point is mentioned.

Daydreaming can take many different forms, but generally consists of vivid images or pleasant thoughts that drift through our minds when we are awake. They tend to involve future scenarios, hopes and ambitions. While they are often connected with some type of emotion, psychologists have still to reach a consensus on a precise definition of what constitutes a daydream.

- Daydreams are believed to be predictions of future events.
- Experts are divided on how daydreaming should be defined exactly.
- Psychologists disagree on the emotional content of daydreams.

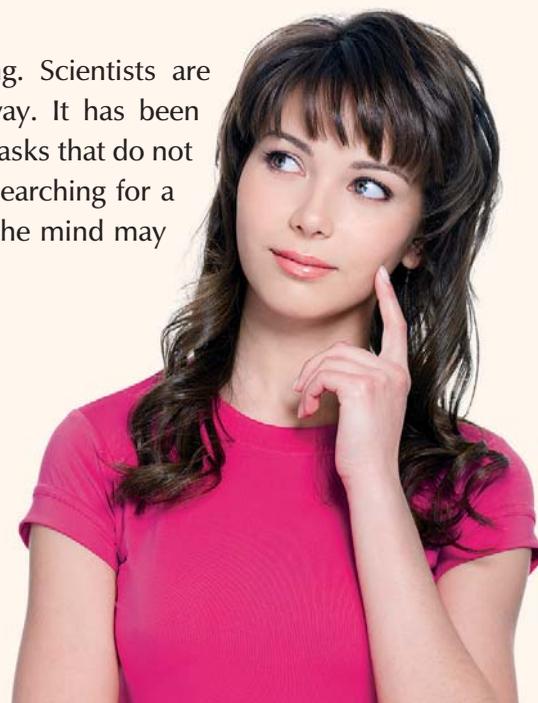
Section 5: Exam-style Practice

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

Daydreaming was often dismissed as a meaningless distraction or an indication of laziness. However, a new study published in the magazine, *Science*, claims that our minds wander because it is their natural state. Researchers found that daydreams could result from the brain pondering over important issues on occasions when a person's immediate surroundings are no longer interesting or engaging.

The study has also given rise to other questions about daydreaming. Scientists are interested in why our minds evolved the ability to wander in this way. It has been suggested that daydreaming keeps our brains stimulated during routine tasks that do not require great concentration. However, it may be the case that we are searching for a scientific explanation that does not exist, as it is also a possibility that the mind may just wander simply because it can.

- What is mentioned about daydreams in the first paragraph?
 A Some scientists believe they have no importance.
 B Further research into them is necessary.
 C They may be a normal brain function.
- What is stated about daydreaming in the second paragraph?
 A It is essential to the brain's evolution.
 B It may help us stay mentally alert.
 C Scientists will never be able to explain it.



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, and identifying these will help you find the answer. Read the text and match the words in bold with their synonyms.

Personally, I don't 1) **approve of** sportsmen and sportswomen making television commercials to 2) **promote** various products. I recently read about a professional golfer being paid a small fortune just to 3) **show up** at the launch of a new range of golfing equipment. How ridiculous! The only people I really 4) **respect** in the world of sports are the amateur athletes, those who 5) **devote** their lives to training just so they can 6) **better** their own personal performance.

a appear

c agree with

e endorse

b dedicate

d improve

f admire

Section 6: Exam-style Practice

Now read the article below and answer the questions.

Formula One racing is extremely lucrative, even since cigarette advertising was banned. TV stations make profits from broadcasting advertisements during the races, and the teams get a slice of the money from the sale of broadcasting rights and from the sponsors' logos which cover almost every square inch of their cars. Most important of all, Grand Prix circuits bring in much-needed revenue to the local economy by attracting racing fans from around the world. Admittedly, without sponsorship such events as Formula One would not be possible.

- 1 What is now prohibited in Formula One?
- 2 What do the race tracks generate for businesses in the area?
- 3 According to the writer, what is the sport of motor racing dependent on?

Section 7: Exam Skills

Read the text and write T (for True) or F (for False) next to the statements below. Then, correct the false statement.

The Special Olympics is an international programme of year-round athletic competition for both children and adults with intellectual disabilities. Its aim is to encourage them to develop self-confidence and social skills. The idea was conceived by Eunice Shriver, whose sister suffered from mental disabilities and probably gave Eunice the motivation to establish this programme.

- 1 Disabled people of all ages can take part in the Special Olympics.
- 2 Eunice and her sister suffered from mental disabilities.

Section 7: Exam-style Practice

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

Shriver's realisation that people with intellectual disabilities were far more accomplished in physical activities than what was generally perceived came about when she set up a day camp for them in her own backyard. Her argument was that these people were entitled to the same opportunities as others and should be treated as valued members of the community. Her belief led her to organise the First Special Olympic Games in 1968. Today, the Special Olympics movement is global, with almost 1.4 million athletes involved in numerous sporting programmes in 150 countries.

- 1 There was a that disabled people were not very good at physical activities.
- 2 Shriver believed that the disabled should play an active role in society and have equal

Sections 8 & 9: Writing Skills

1 FUNCTIONS

EXPRESSING YOUR OPINION

Fill in the correct form of the word in capitals. Then match them with their corresponding supporting sentence below.

- 1 It is my firm that dreams are nature's way of helping us cope with life. **BELIEVE**
- 2 I am totally that money is the ruin of many a good footballer. **CONVINCE**
- 3 As far as I am , the idea of sport has taken on a new meaning. **CONCERN**

- a For instance, experiences that we have lived through during the day are often replayed in our sleep.
- b This is owing to the fact that it is no longer just about winning but rather what the athletes and the sponsors hope to get out of it.
- c This is in view of the fact that sportsmanship and team loyalty mean nothing in the professional leagues.

2 WRITING AN ARTICLE

To make your article interesting you should use descriptive language. Tick (✓) the most appropriate sentence each time.

- 1a Though physically demanding, John's career choice was still personally fulfilling.
- b Although it was hard work, John was really happy with his choice of career.
- 2a My dream was so real that when I woke up I felt like it was true.
- b My dream was so vivid that when I opened my eyes I felt as though it had actually happened.
- 3a Then he went on so make a revealing statement about the widespread corruption within the sport.
- b Then he told me about the dishonesty that went on within the sport.

3 WRITING AN INTERVIEW ARTICLE

When writing an interview article, you will need to use direct and indirect speech. Tick (✓) if the sentence is correct or correct the mistake.

- 1 I asked whether he had been offered any modelling contracts recently.
- 2 The gymnast said, 'I wish we weren't under so much pressure.'
- 3 I wanted to know what did he do in his free time.



Key Points for Section 9 page 26

- 48 A)** different kinds of dreams / the role they play / foresee outcome / find a solution
- 48 B)** high transfer fees / aggression / fair play / fans' expectations

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 texts on the Special Olympics. Write an email to a friend who has a disabled child interested in sport. Write about 120 words and include the following information:

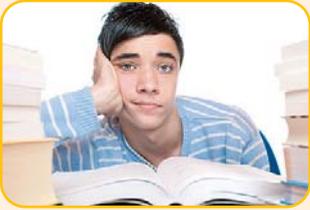
- what you liked about the two texts
- your thoughts on why disabled people should be involved in sports
- what you think your friend should do

Preparation 1

Speaking Skills

Section 10 (work with a partner)

Imagine you are the parent of a teenage boy. Look at the pictures and discuss how they might affect your son.



Helpline

- Peer pressure makes many teenagers ...
- ... try to impress others by drinking ...
- ... start to rebel
- Dangerous to experiment with ...
- ... illegal substances can cause serious health problems ...
- ... need to get good marks ...
- Exam stress can cause ...
- ... join a gang ...
- Violence is becoming more common ...

Section 11

1 Look at the pictures. In which of the following places do you think people should be allowed to smoke? Explain why.



Helpline

- ... many people associate drinking and smoking with ...
- ... unwise on aeroplanes in case of fire ...
- ... in enclosed spaces it annoys non-smokers ...
- ... dangers of passive smoking ...
- ... if smoke is released into the open air ...
- ... there should be special smoking areas at work ...

Section 12

Look at the pictures and then answer the questions.



- 1 Describe what you can see in the pictures.
- 2 Which disaster do you think is the most dangerous? Why?
- 3 Which is worse in the long term? Why?
- 4 What can be done to help victims of such disasters?

Section 13 (role play)

Student A, you are a student. Because your normal route to school was flooded, you have arrived late for class. Explain to your teacher what happened. Student B, you are Student A's teacher. Student A, you start.

Student A

- apologise
- explain the problem
- say why your case is special
- apologise again and say you'll leave yourself more time next time

Student B

- ask why he / she was late
- say everyone else arrived on time
- tell student not to let it happen again
- accept student's apology

FUNCTIONAL LANGUAGE

Read the sentences below and write A (for Apologising) and R (for Replying to an apology) after each one.

- 1 I'm afraid that's not good enough.
- 2 I can't tell you how sorry I am.
- 3 Please forgive my lateness.
- 4 Don't give it another thought.
- 5 It's nothing, really.
- 6 I'm afraid I didn't manage to do it.
- 7 I can't apologise enough.
- 8 I'll excuse you this once.

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 is the speaker talking about?

- A studying
 B jogging
 C swimming

1 Who are the speakers talking about?

- A a manager
 B a player
 C a sports journalist

2 What is the speaker recommending?

- A a book
 B a TV series
 C a course

3 What is the woman making fun of?

- A the man's ambition
 B the man's income
 C the man's fitness

4 What is implied about dreams?

- A We need to look deeper to find the real meaning.
 B They become nightmares when changes occur in our lives.
 C They indicate our deep fear of criminals.

5 How does the woman feel about working with the disabled?

- A The rewards outweigh the difficulties.
 B It's not for her.
 C The emotional involvement is positive.

6 What is the speaker doing?

- A asking for donations
 B promoting a product
 C describing an aim

7 What is the woman trying to say?

- A Athletics equipment is too expensive.
 B The money in athletics is not evenly distributed.
 C More money needs to be invested in athletics.

8 What do the two men agree upon?

- A The new striker was too expensive.
 B The team should have bought the striker for £5 million.
 C The new striker has proved his worth.

9 What is the speaker talking about?

- A the types of schools disabled children should attend
 B society's attitude to the disabled
 C the problems the disabled face in everyday life

10 Who are the speakers?

- A psychiatrist and patient
 B husband and wife
 C brother and sister

(10 marks)



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

Example:

This new pub doesn't sell the usual mass-produced lagers. , it offers specialist real ales from all over the country.

- A In addition
- B Instead
- C However

22

Mencap is a non-profit organisation that works with people with learning disabilities, their families and carers. You can support us by taking part in a Mencap event, which could be cycling the length of the Nile or running the New York marathon. You can while raising money for a truly deserving cause!

- A visit a great city
- B make a huge difference
- C go on a real adventure

23

A common complaint about sport is that it is too heavily involved in promotional activities for corporations and their goods and services. The financial incentives are now believed to be the driving force, as good old-fashioned sportsmanship and its values.

- A opposed to
- B far as
- C part of

24

Children may experience nightmares with particular intensity between the ages of three and four. This is a normal , and occurs when the child is trying to deal with separation anxiety. A common example of such a dream is being chased by wild animals.

- A course of treatment
- B time of life
- C stage of development

25

People are now inclined to consider dreams as messages not from the divine, but from our inner world. Psychiatrist Carl Jung argued that most problems in life occur because we with our deepest instincts. He felt that the best way to gain access to them was by learning to understand our dreams.

- A give up hope
- B lose touch
- C make contact

26

The causes of mental illness is a controversial subject; some doctors believe mental problems are hereditary, while others blame the individual's surroundings, particularly the Even if the latter is true, how feasible is it to interfere in the family unit in the name of prevention?

- A urban pollution
- B home environment
- C city streets

(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.

Living in a Dream World?

The content and purpose of dreams have always fascinated mankind and, throughout history, they have been subject to much speculation. Over the years, dreams have been interpreted as being messages from the gods, prophecies or communication from those who have passed away. Even today there is no universally accepted scientific explanation as to why we dream. However, in recent times, a number of interesting theories concerning the nature of our nightly visions have been put forward.

Psychologists have argued that dreams stem from the need to tackle emotional challenges, the world of dreams providing a safe haven where difficult or intense emotions can be experienced. To put it simply, dreams are equivalent to psychotherapy, since they help lessen the impact of serious issues that we face in our everyday lives. However, this explanation simply does not correspond to many people's experience of dreams.

Physiological theories are based on studies of the brain during the rapid eye movement (REM) phase of sleep. Scientific research using CAT scans indicates that both the 'fight or flight' part of the brain, which governs instinctive reaction, and the area of the brain responsible for motor activity (running, punching, etc.) become highly active during REM sleep. The study concludes that when we dream we rehearse survival skills, such as running and fighting, which will help us in our waking hours. This theory suggests that dreams are an evolutionary feature inherent in our nature. Other scientists have theorised that dreams enable us to reorganise and sort through the daily events stored in our minds. The process of dreaming has been likened to that of a hard disk undergoing defragmentation. Our thought process depends on a network of connections through which messages pass, and dreams occur when the brain is rearranging new and old information, and establishing more important neural pathways in order to achieve maximum cognitive efficiency.

Interesting though these suppositions may be, no single one of them has really stood up to scrutiny. My own pessimistic conviction is that dreams are merely random images without any conscious sense or purpose. After all, the brain may be at rest during sleep, but it is still functioning. Perhaps it is only human consciousness that seeks some deeper meaning.

Example: What did people use to believe about the nature of dreams?

- A They could not be explained.
B Only religious people dreamt.
C They were of divine origin.

27 What is true of our understanding of dreaming today?

- A It is still limited.
B It is more scientific than spiritual.
C Scientists are in agreement as to why we dream.

28 What is suggested about psychological theories?

- A They are satisfactory.
B They do not seem to fit the reality.
C They are too complex to be understood by most people.

- 29 What was observed through CAT scans?**
 A increased physical activity during sleep
 B which areas of the brain dreams appear in
 C which parts of the brain were active during dreaming
- 30 What is true about the way in which the brain functions?**
 A It sends information via a series of neural connections.
 B It is remarkably similar to a computer network.
 C It functions ineffectively during the dreaming process.
- 31 What is the writer's conclusion about dreams?**
 A Scientists will soon be able to explain them.
 B They probably have no meaning.
 C Their importance has not been fully recognised.

(5 marks)

Section 6 Reading

Read the article below and answer the questions.

There was a time when professional footballers did not earn huge sums of money, and their choice of career was associated with a passion for the game. Nowadays, the lure of huge transfer fees and lucrative contracts makes players desperate to win at all costs, and the increased tension means rougher play.

Football is big business, and major events such as Cup Finals have been reduced to mere marketing strategies, where the sponsors' names are displayed prominently or are even included in the name of the competition. Teams also wear company logos on their clothing, and advertisements around the stadium are seen not only by the fans attending the event, but also by the millions of viewers watching it on TV.

I am all for talented players receiving recognition and I realise that a football club has to make a profit for the company or person that owns it, but don't these teams also have a responsibility to the dedicated fans that turn up week after week to support them? It seems to me that the true spirit of sport has been lost to commercialism.

Example: Why is there more aggression in sport today?
 (professional) players are desperate to win

- 32** In the writer's view, what have major competitions become?

- 33** What are heavily promoted during important matches?

- 34** What does the writer accept about football teams?

- 35** What has been ruined by financial pressures?

Read the newspaper article below and answer the questions.

Software and hardware manufacturers are investing money in developing remote ways of operating a computer, enabling people with mobility problems to use information technology more easily. In fact, thanks to the use of advanced electroencephalography (EEG) technology – the recording of brainwaves through electrodes on the scalp – it is now possible for those with limited use of their limbs to operate a computer by thought alone. The user must wear a special headset which picks up signals from the brain, and the software programme uses Bluetooth technology to send these signals to a receiver on the computer.

Mind controlled technology is not exactly new. However, up until now the majority of companies in this expanding market have used it predominantly for gaming. Its application in the field of medicine is a relatively recent development, with enormous potential for making people’s lives much easier. It is anticipated that the technology will soon enable people with major physical impairments such as stroke victims, or just about anyone with limited use of their arms and legs, to control not only computers, but any device fitted with a receiver.

Example: What are computer companies investing in?
remote ways of operating a computer / EEG technology

36 How does the EEG headset record the user’s thoughts?

.....

37 What would a computer be fitted with in order for the mental remote control technology to work?

.....

38 What has mind controlled technology already been used for?

.....

39 Besides people with serious disabilities, who else could benefit from the technology?

.....

(8 marks)



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

Sunbeam is a non-profit organisation which was established in 1974 to make arts and crafts accessible to the disabled community in the Hornsby region. We currently support over 130 adults and children with a physical or intellectual disability, providing them with the opportunity to learn new skills in a caring environment. Participants are picked up from their homes and driven to the Hornsby Community Centre, where they learn arts and crafts under the guidance of qualified and experienced instructors.

The aim of our arts and crafts programme is twofold. Firstly, to offer disabled people an outlet for creative expression; and, secondly, to promote social inclusion and interaction. Acquiring new skills builds participants' self-esteem and helps them become more independent. We also encourage participation in art exhibitions, visitors to which are often surprised by the high level of artistic ability on display.

Sunbeam continues to extend its arts and crafts programme, as well as to develop new services. We organise shopping trips and outings to places of interest and have recently introduced a range of sporting activities, including wheelchair basketball.

Our various programmes have enabled participants to advance to greater levels of personal achievement and thus feel valued as contributing community members. However, without the generosity of the community, little can be accomplished. Approximately two-thirds of our income comes from the government. The rest is acquired through Sunbeam's fund-raising activities, such as our annual crafts fair, and donations from the public.

We are constantly in need of volunteers, so if you have a specialist skill you feel you would like to share, we would appreciate your help in offering a renewed sense of purpose to the disabled community.

Example: The Sunbeam organisation is run on a **non-profit** basis.

- 40 The organisation's arts and crafts programme is designed to support people with disabilities.
- 41 The classes are conducted at the under the direction of trained instructors.
- 42 As participants gain skills, they develop both confidence and
- 43 Those attending exhibitions are often amazed by the high standard of
- 44 The programmes on offer help disabled people to achieve their goals and gain a sense of belonging to the
- 45 About a third of Sunbeam's income is made through contributions and events.
- 46 Apart from donating money to the charity, members of the public can also their services.

(7 marks)

Section 8 Writing



Test 1

Use the information in Section 7 to help you write your answer.

47 You have read the article on the Sunbeam organisation. Write a letter to a disabled friend who is looking for ways to occupy their time. Write about 120 - 150 words and include the following information:

- why the article was interesting
- your thoughts on the importance of disabled people remaining active
- what you think your friend should do

(10 marks)

Section 9 Writing



Choose **one** of the topics below and write your answer in 200 - 250 words.

48 **A)** You are asked to write a short article for a science magazine on the following subject:

Dreams are said to help us tackle the problems we face in our everyday lives. Say what you think about this, using personal experience to support your viewpoint.

OR

48 **B)** You are a reporter for a local magazine and you have been asked to write an article about how money has changed people's attitudes towards sport. You have decided to interview a local sports person.

Write the interview article for the magazine.

(10 marks)



Section 10 (2 minutes)

Answer the teacher's questions.

Section 11 (2 minutes)

Answer the teacher's question.

Section 12 (2 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

The situation:

You are a university student. The examiner is your lecturer. Due to illness, you were unable to complete a project and hand it in before the deadline.

Your goal:

Convince your lecturer to give you more time to complete the project.

SAMPLE PAGES

PREPARATION & 10 PRACTICE TESTS for **PTE General*** – **Level 4** includes:

- a detailed overview of the new examination.
- extensive preparation for each section of the examination.
- ten complete practice tests.

Preparation Section:

- **Vocabulary development** based around and expanding on the three themes the students will encounter in each test as well as assisting them in the **writing section**.
- **Examination skills**, which develop students' ability to deal confidently with all sections of the new examination.
- **Exam-style practice**, giving students preparation for the practice test, in a miniature form.

Key Features:

- Extensive **listening practice** based on tasks similar to those used in the examination **sections 1 and 3**.
- **Dictation and spelling practice** to help candidates cope with the dictation task in **section 2**.
- **Reading skills and practice** to familiarise students with the demands of the various task types in **sections 4-7**.
- **Writing skills** for all the writing tasks encountered in **sections 8 and 9** of the examination.
- **Sample answers** for the writing tasks in **section 8**.
- A separate **Speaking skills** section, with vocabulary and structures for all topics likely to be encountered. This will enable students to gain the accuracy and fluency they need in **sections 10, 11, 12 and 13** of the examination.
- **Writing guides** for all task types at the back of the book.
- A **Functional Language** section, with ways of expressing opinions, feelings, suggestions, etc., to help students improve their **writing and speaking** skills.
- An **Idiomatic Language** section designed to enrich students' knowledge of everyday expressions.

PREPARATION & 10 PRACTICE TESTS for **PTE General** – **Level 4** has been designed to provide students with ample practice and thorough coverage of all the sections in the examination. It also includes a wide range of exercises which cover all possible weaknesses in students' knowledge, whether grammatical, lexical or structural, ensuring they will be well prepared to succeed at **Level 4**.

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

■ Student's Book ■ Teacher's Book ■ Listening Scripts ■ Audio CDs

ISBN 13: 978-960-409-589-6



9 789604 095896