Pearson Test of English General

English Exams for Teens and Adults

Date: 17.10.2017
Speaker: David Booth
Motivation
What motivates students

The clue is in the word “test”. Whether externally or internally motivated, students wish to test their knowledge and their learning; they want to see how they are developing.

The best things that teachers and educators can do to support students are:

• Help students identify their motivation – who is their English for? Themselves? Parents? A job opportunity?
• Teach courses that develop communicative ability and knowledge, not just to pass a test
• Help them identify their dominant learning styles
• Give students the best understanding and confidence about the task types they will face
Why take PTE General?

PTE General offers a unified and consistent assessment solution at six levels of proficiency that gives test takers the opportunity to identify their strengths, and track improvement and success over time.

PTE General is widely used by test takers who are looking for a general English test that allows them to build a portfolio of their communicative language ability for travel, to improve their employment prospects or for further education. It’s Valid for Life.
Some details
The History of PTE General

- **1982**: ULEAC (the University of London Examinations and Assessment Council) begins development of suites of Graded Tests in ELT
- **1984**: ULEAC presents London Tests of English to British Council and gets their endorsement
- **1985**: First administration of the London Tests of English
- **1989**: Candidate numbers grow and tests are now used internationally
- **1996**: Pearson acquires Edexcel, the UK’s largest examination awarding body.
- **2003**: London Tests of English change name to Pearson Test of English General (PTE General)
- **2008**: Second Revision of PTE General
- **2009**: The Revised PTE General is launched
- **2010**: ULEAC and BTEC merge to form EDEXCEL. First revision of the London Tests of English, now awarded by EDEXCEL
# PTE General at a glance

<table>
<thead>
<tr>
<th>Type of test</th>
<th>General English graded assessment program at six levels of proficiency</th>
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<tbody>
<tr>
<td>Skills tested</td>
<td>Listening, Speaking, Reading and Writing</td>
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| Levels       | PTE G Level A1 – Foundation  
               PTE G Level 1 – Elementary  
               PTE G Level 2 – Intermediate  
               PTE G Level 3 – Upper Intermediate  
               PTE G Level 4 – Advanced  
               PTE G Level 5 – Proficient |
| CEFR alignment | PTE G Level A1 – CEF A1  
                  PTE G Level 1 – CEF A2  
                  PTE G Level 2 – CEF B1  
                  PTE G Level 3 – CEF B2  
                  PTE G Level 4 – CEF C1  
                  PTE G Level 5 – CEF C2 |
| Age          | Teenagers & young adults (12+ onwards) |
| Test format  | Part 1: written section (paper & pen)  
               Part 2: spoken paper (compulsory oral interview) |
| Test length  | PTE G A1 – 1 hour 15 minutes  
               PTE G L1 – 1 hour 35 minutes  
               PTE G L2 – 1 hour 35 minutes  
               PTE G L3 – 2 hours  
               PTE G L4 – 2 hours 30 minutes  
               PTE G L5 – 2 hours 55 minutes |
Consistency of a multi-level graded assessment program

Consistency from level to level and across all levels is paramount to institutions selecting and implementing an assessment programme across a number of grades or courses in a school or institution.

• No hidden surprises, no false starts, no sudden jumps in difficulty from one test to the other, no variations in the test format.

• PTE General offers a unified assessment program at six levels of proficiency from a very low level (A1) to a very high level (C2), offering something to all learners.
Easily integrated into a
general English curriculum

The types of tasks that candidates have to work on in the tests are similar to those found in most modern communicative course books. Most modern course books will provide practice relevant to the test. There is, therefore, no need to do a specific PTE General course prior to taking the test.

With an approach that matches that of most general English courses, fitting PTE General around a general English program could not be easier.
Assessment of communicative ability rather than test-taking skills

The purpose of PTE General is to assess learners ability to communicate and use English effectively.

The emphasis is on communicative skills; that is the ability that the test taker has to use the language for practical purposes.
The Student – a positive testing experience

PTE General delivers a relaxed and enjoyable testing experience that is a natural continuation of what happens in classroom.

Available in May, June and December to coincide with school years.

For all those who are interested in using assessment as a way of building students' confidence and motivation, and raising school standards.
Motivation again!
What do you do to motivate students before they take an examination?
Internal vs external motivation

Ideas to motivate students when preparing for exams – phew, we could be here all day!
Growth mindset learning

What can I say to myself?

INSTEAD OF:  TRY THINKING:

I'm not good at this.  1. What am I missing?
I'm awesome at this.
I give up.
This is too hard.
I can't make this any better.
I just can't do Math.
I made a mistake.
She's so smart. I will never be that smart.
It's good enough.
Plan "A" didn't work.
2. I'm on the right track.
3. I'll use some of the strategies we've learned.
4. This may take some time and effort.
5. I can always improve so I'll keep trying.
6. I'm going to train my brain in Math.
7. Mistakes help me to learn better.
8. I'm going to figure out how she does it.
9. Is it really my best work?
10. Good thing the alphabet has 25 more letters!

(Original source unknown)  @sylviaduckworth
Talking the Talk

Talk about what they have done in a positive way.

Don’t say “you are so smart,”. It is what you DO. Being smart implies that is what you are.

We want students doing smart things, behaving in wise ways. Here are some growth mindset statements. Think about others you can use.

• You worked really hard on that.

• I’m so proud of your progress!

• You kept going, even when it is hard.

• You have a tenacious attitude; I’m so proud that you never quit. And look at you,

• You work well with other students. I like how you _____ (include everyone, listen to everyone, really worked hard to help everyone be part of the process — a true compliment.)
Talking the Talk

• Wow! I can always count on you to come prepared to class.

• You really did ___ well because.

• You know, I appreciate how I can trust you to tell me the truth. We can work through this together.

• I can tell that you gave everything you had to this project

• You thought of a great idea. Wow.

• You know, that was a fascinating way to solve that problem. It showed real creativity. I’m proud of you.

• Fantastic! That is so awesome.
Some more details
**Example.** Aerobics aims to increase **fitness**.

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| **17** | People usually practise aerobics as part of a ..........................................
| **18** | You can join a class in a gym or ..................................................
| **19** | Kenneth Cooper and Pauline Potts invented aerobics in .................................. |
| **20** | Cooper’s book explored scientific approaches to ............................................ |
| **21** | Cooper’s book was probably popular because a lot of Americans were becoming ..........................................

You will hear a talk. First, read the notes below then listen and complete the notes with information from the talk. You will hear the recording twice.
Assessment of communicative ability: an example

Recycling is better than rubbish!

We cannot change the fact that people produce rubbish. However, we can change the amount of rubbish that we create, how we manage it, and what we do with it. We can protect and improve our environment by thinking about how we manage our waste, and what we can recycle. Because if we can reuse products, then we produce less, which conserves our planet’s energy.

Businesses produce six times as much rubbish as private households. New laws are in place to make sure that businesses look carefully at the rubbish they produce, and what they do with it. However, as householders, we also need to think about what happens to our rubbish, and how it is recycled.

Most of us take part in “kerbside” recycling schemes, where the local council collects our recycling (usually glass, paper, aluminium and plastic), and then takes it to a Materials Recovery Facility (MRF). At the MRF, workers sort the recycling and send it to manufacturers, who make it into new products.

Most of the paper recycled in the UK is made into newspapers (now made from 100% recycled paper) or other paper products. Over 80% of the glass collected from British households is recycled and reused in the UK, mostly to make new glass bottles and jars. Some of our recycling is also exported. For example, China pays high prices for British waste plastic because it doesn’t have the raw materials to make its own.

It is also possible to recycle some more unusual items, usually through charities rather than your local council: charities can make money from recycling your old mobile phone, people in developing countries can use your discarded spectacles and computers and you can even recycle CDs and DVDs. So, think before you throw anything away!
Assessment of communicative ability: an example

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<td><strong>Example.</strong> The article states that we are responsible for what we do with our <em>rubbish</em>.</td>
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<tr>
<td>40. If we re-use waste products we can save.</td>
<td></td>
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<tr>
<td>41. More rubbish is produced by companies than</td>
<td></td>
</tr>
<tr>
<td>42. Councils take household recycling to</td>
<td></td>
</tr>
<tr>
<td>43. British newspapers are made entirely of</td>
<td></td>
</tr>
<tr>
<td>44. China buys British waste plastic because it cannot</td>
<td></td>
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<tr>
<td>45. Charities will often recycle things that are more</td>
<td></td>
</tr>
<tr>
<td>46. People in poorer parts of the world can use things like your old</td>
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Assessment of communicative ability: integrated tasks

47. You have read the web article on recycling in Section 7. You decide to send the article to a friend. Write an email to your friend to go with the article. Write 70-90 words and include the following information:

- why the article is interesting
- what you or your family recycle and how
- ask your friend’s opinion on recycling

Use the information in Section 7 to help you write your answer.
Practical tips
Lesson plan

• Homework: What is an “autonomous car”? What is “carbon credit”? Do Internet searches to find a short answer to each of these questions.
• Divide the class into two groups: A & B.
• Hand out copies of the text: “autonomous car” to group A, “carbon credit” to group B.
• Silent reading (OR could be homework)
• Group work: each group confers in order to prepare a list of the main points of their text. They should solve comprehension problems collaboratively as far as possible, using dictionaries or online sources, but can appeal to the teacher if stuck.
• Hand out the questions for the opposite text to each group.
• Group work: read the questions and discuss:
  – What sort of word or phrase will fit in the gap?
  – What question will you ask the members of the other group in order to fill the gap?
  – Can you guess what the answers will be?
• In each group, give each member a number depending on the size of the group (e.g. 1 to 6 with groups of 6)
• Form pairs of students with same number from each group (1 with 1, 2 with 2 etc.)
• Pair work: In each pair A asks B questions in order to fill the gaps. B answers from notes or from memory. Then B asks A.
• Group work: Groups A and B re-form and compare notes.
• Whole class: final check on answers.
• Follow up (homework): write a summary of the text that you didn’t read.
Graded progression

PTE General offers a pathway for graded progression from level to level and explicit opportunities to evaluate and accredit learning outcomes at each of the CEF levels.
Graded progression: the Speaking test

1 to 1 with an interlocutor: 3 or 4 parts

10. Talk about yourself (monologue)
11. Discussion (Levels 2 to 5 only)
12. Visual stimulus
13. Role play

Recorded and graded by a central team
Graded progression: the Speaking test at different levels

Level 2

Level 3
Lesson plan A1, L1, L2 class

- Homework: Find an image containing a number of people in a realistic scenario such as, “At a restaurant”. Find another image containing a contrasting view “At the park”. Do Internet searches to find an example for each of these.
- Divide the class into two groups: A & B.
- Hand out copies of the images: “At a restaurant” to group A, “At the park” to group B.
- Silent “reading / viewing” (OR could be homework)
- Group work: each group confers in order to prepare a list of questions about their image. They should solve comprehension problems collaboratively as far as possible, using dictionaries or online sources, but can appeal to the teacher if stuck.
- Hand out the questions for the opposite topic image to each group:
- Group work: read the questions and discuss:
  - What sort of words or phrases will fit for this topic?
  - What questions would you ask about the image?
- Form pairs of students with each pair having a group A and B student, and images
- Pair work: A asks B questions about their topic image. B answers from notes or from memory. Then B asks A about their topic image.
• Group work: Groups A and B re-form and compare notes.
• Whole class: final check on answers.
• Follow up (homework): write a description of the image that your group worked on
Lesson plan L3, L4, L5 class

• Homework: Find different images that link to the topic, “People playing sport”. Find and “Young people playing video games”. Do Internet searches to find examples for each of these.
• Divide the class into two groups: A & B.
• Hand out copies of the images: “People playing sport” images to group A, “Young people playing video games” images to group B.
• Silent “reading / viewing” (OR could be homework)
• Group work: each group works to prepare a list of questions about their images. The questions should focus on the pros and cons of each situation, and should include justification and reasons
• Hand out the questions for the opposite images to each group:
• Group work: read the questions and discuss:
  – What sort of words or phrases are suitable for discussing the images?
  – Which is the best arguments for and against? Why?
• Form pairs of students with each pair having a group A and B student, and images
• Pair work: A asks B questions about their topic images. B answers from notes or from memory. Then B asks A about their topic images.
• Group work: Groups A and B re-form and compare notes about the best answers.
• Whole class: final check on answers.
• Follow up (homework): write a summary of the discussion – useful for section 9
Learning Resources

There is a wealth of free learning resources available online offering something for everyone!

- Test Guides for each level
- Test Tutorials for each level
- Practice tests for each level
- Test Centre Handbook
- Test Tips
- Score Guide
- Learning material clearly linked to test outcomes
Those details in summary
To recap

• Consistency of a multi-level graded assessment program
• Aligned to the Common European Framework (CEF)
• Easily integrated into a general English curriculum
• Positive and motivating testing experience
• Assessment of communicative ability rather than test-taking skills
• Graded progression
• A wealth of learning resources
Questions
Useful info:
certificates, materials, archives, video tutorials, calendar of events
1. Informazioni e supporto

Per informazioni contatta il tuo consulente personale
vai su pearson.it/consulenti-personali

Per problemi tecnici contatta il nostro supporto
pearson.com/supporto
2. Attestati di partecipazione

Per ottenere l’attestato di partecipazione, valido ai fini della certificazione delle ore di formazione obbligatoria:

1. Vai su pearson.it/place e rispondi ad alcune semplici domande di controllo

2. In caso di esito positivo al questionario, scarica subito l’attestato.
2. All materials and video lessons are available in the Pearson Education Library:
3. Upcoming webinars on pearson.it/pearson-academy
Pearson Academy Facebook page

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