



MACMILLAN TESTBUILDERS

PTE Academic Testbuilder



Tests that Teach



PTE ACADEMIC Testbuilder



MACMILLAN

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CONTENTS

Introduction	5	TEST 2	
TEST 1		Part 1: Speaking and Writing	
Part 1: Speaking and Writing		Section 1: Personal introduction	48
Section 1: Personal introduction	8	Section 2:	
Section 2:		Read aloud	48
Read aloud	8	Repeat sentence	48
Repeat sentence	8	<i>Further guidance</i>	49
<i>Further guidance</i>	9	Describe image	51
Describe image	10	<i>Further guidance</i>	53
<i>Further guidance</i>	12	Re-tell lecture	54
Re-tell lecture	14	Answer short question	54
Answer short question	14	<i>Further guidance</i>	55
<i>Further guidance</i>	15	Section 3: Summarize written text	56
Section 3: Summarize written text	17	Section 4: Summarize written text	56
Section 4: Summarize written text	17	Section 5: Write essay	57
Section 5: Summarize written text	18	Section 6: Write essay	57
Section 6: Write essay	18	<i>Further guidance</i>	58
<i>Further guidance</i>	19	Part 2: Reading	
Part 2: Reading		Multiple-choice, choose single answer	60
Multiple-choice, choose single answer	21	Multiple-choice, choose multiple answers	61
<i>Further guidance</i>	23	<i>Further guidance</i>	63
Multiple-choice, choose multiple answers	25	Re-order paragraphs	65
Re-order paragraphs	26	Reading: Fill in the blanks	67
<i>Further guidance</i>	28	<i>Further guidance</i>	69
Reading: Fill in the blanks	29	Reading and Writing: Fill in the blanks	71
Reading and Writing: Fill in the blanks	31	Part 3: Listening	
<i>Further guidance</i>	34	Section 1: Summarize spoken text	74
Part 3: Listening		Section 2:	
Section 1: Summarize spoken text	36	Multiple-choice, choose multiple answers	75
<i>Further guidance</i>	37	<i>Further guidance</i>	76
Section 2:		Fill in the blanks	78
Multiple-choice, choose multiple answers	39	Highlight correct summary	79
Fill in the blanks	40	Multiple-choice, choose single answer	80
Highlight correct summary	41	Select missing word	81
<i>Further guidance</i>	42	<i>Further guidance</i>	82
Multiple-choice, choose single answer	44	Highlight incorrect words	84
Select missing word	45	Write from dictation	84
Highlight incorrect words	46	<i>Further guidance</i>	85
Write from dictation	46		
<i>Further guidance</i>	47		

CONTENTS

TEST 3

Part 1: Speaking and Writing	
Section 1: Personal introduction	86
Section 2:	
Read aloud	86
Repeat sentence	86
<i>Further guidance</i>	87
Describe image	88
<i>Further guidance</i>	90
Re-tell lecture	91
Answer short question	92
Section 3: Summarize written text	92
Section 4: Summarize written text	92
<i>Further guidance</i>	93
Section 5: Summarize written text	94
Section 6: Write essay	94

Part 2: Reading

Multiple-choice, choose single answer	95
<i>Further guidance</i>	96
Multiple-choice, choose multiple answers	97
Re-order paragraphs	98
<i>Further guidance</i>	100
Reading: Fill in the blanks	101
Reading and Writing: Fill in the blanks	103

Part 3: Listening

Section 1: Summarize spoken text	106
Section 2:	
Multiple-choice, choose multiple answers	107
Fill in the blanks	108
<i>Further guidance</i>	109
Highlight correct summary	110
<i>Further guidance</i>	111
Multiple-choice, choose single answer	112
Select missing word	113
Highlight incorrect words	114
Write from dictation	114
<i>Further guidance</i>	115

TEST 4

Part 1: Speaking and Writing	
Section 1: Personal introduction	116
Section 2:	
Read aloud	116
Repeat sentence	116
<i>Further guidance</i>	117
Describe image	118
<i>Further guidance</i>	120
Re-tell lecture	121
Answer short question	121
Section 3: Summarize written text	122
Section 4: Summarize written text	122
<i>Further guidance</i>	123
Section 5: Write essay	123
Section 6: Write essay	123
<i>Further guidance</i>	124

Part 2: Reading

Multiple-choice, choose single answer	125
Multiple-choice, choose multiple answers	126
<i>Further guidance</i>	128
Re-order paragraphs	129
Reading: Fill in the blanks	131
<i>Further guidance</i>	133
Reading and Writing: Fill in the blanks	134

Part 3: Listening

Section 1: Summarize spoken text	137
Section 2:	
Multiple-choice, choose multiple answers	138
Fill in the blanks	139
<i>Further guidance</i>	140
Highlight correct summary	140
Multiple-choice, choose single answer	141
Select missing word	142
Highlight incorrect words	143
Write from dictation	143
<i>Further guidance</i>	144
Key and explanation	145
Listening scripts	168

KEY AND EXPLANATION

TEST 1

PART 1: SPEAKING AND WRITING

Page 8

SECTION 2: REPEAT SENTENCE

- 1 Please come to the next seminar properly prepared.
- 2 You'll find the economics section on the second floor of the library.
- 3 Next time, we'll discuss the influence of the media on public policy.
- 4 There is plenty of cheap accommodation off-campus.
- 5 The lecture on child psychology has been postponed until Friday.
- 6 The meeting will take place in the main auditorium.
- 7 You must establish a day and a time with your tutor.
- 8 There will be no extensions given for this project.
- 9 New timetables will be posted on the student noticeboard.
- 10 All students are encouraged to vote in the forthcoming elections.

Pages 10–11

SECTION 2: DESCRIBE IMAGE

(Model answers)

A

This pie chart shows where people get the news from. The largest number, forty percent, get the news from the television, but this is closely followed by newspapers, which are used by thirty six percent. It seems surprising that the Internet comes third with only fifteen percent of people getting the news from there. Finally, only nine percent get the news from other sources.

B

This graph shows the unemployment rate amongst people of different ages from 1992 to 2010. The rates for people aged 16–17 were the highest over the whole period, reaching 45% in 2009 and 2010. Between 1992 and

1995 the unemployment level for those aged 18–20 was about 25%, then dropped below 20% until 2008 when they continued to rise, reaching 27 to 28% in 2010. The levels of unemployment for those aged between 21–24 both with and without a degree followed a similar pattern, beginning at about 15% in 1992 and ending at about 12% and 14% respectively in 2010. But apart from a period from about 1993–6 the level of unemployment was higher for those without a degree.

C

This bar graph shows how many tonnes of carbon dioxide were emitted by residents in various places. The lowest figure is for London, where only about six tonnes were emitted by each resident. The North East was by far the worst, with about twelve tonnes of CO₂ emissions per resident. It was followed by Yorkshire and The Humber with approximately 9.5 tonnes per resident. Residents of all other regions emitted between about seven and eight tonnes of CO₂ in 2008.

D

This bar graph shows the growth in the number of households with Internet access over the four year period from 2006 to 2009. Growth has been fairly steady over the period shown at around four or five percent each year. According to the graph, about seventy percent of households had Internet access by 2009. This compares to only about 57 percent in 2006.

E

Two things are illustrated by this graph which covers a twenty-year period running from 1989 until 2009: the number of overseas visitors to the UK and the number of UK residents going abroad. Both show steady growth until about 2008, although there was a slight dip in the number of overseas visitors to the UK between 2001 and 2002. In 2008, both types of travel dropped, with a particularly sharp decrease in the number of UK residents going abroad. Generally, throughout this period, more people from the UK went abroad than there were visitors to the UK.

F

This demographic graph breaks down the estimated population of the UK in 2010 by age and gender. The largest age group consists of men and women in their early 40s. Other large age groups in both sexes are the 20 to 30 age group, and the early 60s. Up until the 70s, the numbers of men and women remain fairly equal, but then in old age, women outnumber men. It seems surprising that there are not more children and young people in the UK population today.

Page 12

FURTHER PRACTICE AND GUIDANCE: PART 1, SECTION 2: DESCRIBE IMAGE

(Suggested answers)

- 1 A line graph.
- 2 A comparison between the unemployment rates for different groups of young people.
- 3 The rates were significantly lower for the 16–17-year-old group but the rates for the other three groups a slight but erratic decline.
- 4 The rates rose quite significantly for all groups, the most significant increase being amongst young people aged under 21.
- 5 Although there have been dips, the overall general trend has been one of increasing unemployment, with the rates in 2010 being more than 10% higher than in 1992.

Page 14

SECTION 2: RE-TELL LECTURE

(Model answers)

A

The general topic of the lecture is modernism and architecture, but the speaker focuses on the work of modernist architect, Frank Gehry, in particular the Guggenheim Museum in Bilbao. Gehry wanted to break away from the usual straight line designs of other architects and experiment with other shapes – especially curves. He thought of architecture as an art like sculpture, and the museum is a brilliant example of his art.

B

The main point of the lecture is how various sciences can come together to enrich each other, in particular here mathematics and biology. The speaker talks first about their personal experience of school and choosing to study biology to avoid doing maths or subjects like it, but explains that maths has a lot to contribute to biology. The speaker then gives two examples. The first is the use of knot theory to analyse DNA. The second is using abstract geometry to study viruses.

C

The lecture is about daily life in ancient Rome. The speaker says that what we know is mostly about the aristocracy, but we know much less about the lives of ordinary people and how much say they had politically and socially. Most people lived very difficult lives. The speaker points out that it was the duty of the emperor to take care of ordinary people. He gives the examples of Claudius and Hadrian, both of whom had to be reminded of their duty.

SECTION 2: ANSWER SHORT QUESTION

- 1 editorial
- 2 microscope
- 3 a virus
- 4 mammals
- 5 democracy
- 6 a receipt
- 7 CV, curriculum vitae, résumé
- 8 agricultural, rural
- 9 astronomy
- 10 public relations

Page 15

FURTHER PRACTICE AND GUIDANCE: PART 1, SECTION 2: RE-TELL LECTURE

- 1 The work of Frank O. Gehry.
- 2 An architect associated with Modernism – a modernist architect.
- 3 They use basic shapes, such as rectangles and straight lines.
- 4 Use other kinds of shapes, such as curves.
- 5 It allowed him to experiment with complex shapes and to work on the whole design as one piece.

- 6 He felt it was like sculpture.
- 7 The Guggenheim Museum in Bilbao.
- 8 He was a talented architect.

Page 17

SECTION 3: SUMMARIZE WRITTEN TEXT

(Model answer)

Closure or privatization of inefficient national services may have short-term economic benefits, but can cause long-term damage both socially and culturally because some services are social provisions, not businesses.

SECTION 4: SUMMARIZE WRITTEN TEXT

(Model answer)

History should not be used to promote national myths by glorifying a country's great victories and figures, but rather it should be approached in an analytical and critical way.

Page 18

SECTION 5: SUMMARIZE WRITTEN TEXT

(Model answer)

In Trinidad, traditionalists think their Carnival is being destroyed by commerce, while others believe that opening the event up to foreign business will bring tourists and income to the country.

SECTION 6: WRITE ESSAY

(Model answer)

An important point to remember here is that these opinions were voiced when computers were in their infancy, and now, with the passage of time, we should have a clearer picture.

It is not simply a case of either/or. These days most of us find computers indispensable, whether at work or at home, and they do speed up certain daily routines – for example, doing your shopping online. On the other hand, a lot of time is wasted on such things as playing games and unnecessary personal communications – this time could be better spent. On a larger scale, in terms of big business and industry, computerized manufacturing and automated assembly lines have greatly increased production.

However, this too has its downside, as many jobs are lost as a result.

Whether computers make us smarter or happier is, again, not easy to answer definitively. It is claimed that playing computer games improves certain skills: this may be so, but there is no doubt that spending excessive amounts of time alone at the computer can damage your health and relationships, as well as take time away from other beneficial activities such as reading, socializing, playing sports, and so on. However, there is no denying that using computers does make at least some people happy.

While I find it hard to give a definite opinion on whether or not computers make us more productive, smarter and happier, I agree entirely with the opinion that information is not knowledge. Given that it is so easy to turn to the computer when we want to find something out, we no longer feel the need to learn things. This does seem to me a loss, both at an individual level and for society as a whole.

Page 19

FURTHER PRACTICE AND GUIDANCE: PART 1, SECTIONS 3–5: SUMMARIZE WRITTEN TEXT

Topic sentences underlined

How do we measure efficiency? To economists – or to a certain type of economist – it is simply a question of profitability, even when it concerns what most people consider a social provision such as public transport. What is lost when railway lines and bus routes to small, out-of-the-way communities are cut in the name of efficiency? After all, if a line or a route is only used occasionally by a few people, it would be much cheaper to rip up the lines and let everyone use their cars.

For many governments, the way to turn inefficient national services into profitable businesses has been to sell off these services – and their responsibilities – to private enterprises. Cost, in terms of profit and loss, is of course an important factor, but other factors need to be considered when dealing with the livelihoods of whole communities, however small. Among these are the social, environmental, human and

cultural costs incurred by cutting off more remote communities from greater opportunities, including economic activities that benefit society as a whole.

Taking away such links – the usual result of privatization – may well lead to economic benefits in the short term, but, as the last twenty to thirty years have shown, also leads to long-term social and cultural damage. Of course, no business with its eye on profits is going to “waste” money supporting underused services. Only large collective bodies such as national and local governments can do that. These services are, after all, a social provision, not businesses.

(Model answers)

Paragraph 1

Summary sentence: To economists, efficiency is a question of profitability.

Paragraph 2

Summary sentence: Many governments have turned their inefficient national services into profitable businesses by selling them.

Paragraph 3

Summary sentence: Privatization may have short-term economic benefits, but it can cause long-term social and cultural damage.

Single-sentence summary

Privatization of inefficient national services may have short-term economic benefits, but it can cause long-term social and cultural damage because certain services are social provisions, not businesses.

PART 2: READING

Page 21

MULTIPLE-CHOICE, CHOOSE SINGLE ANSWER

A: 2

1 is incorrect because although Rowley is a farm laborer, that's not the main reason he is mentioned.

3 is incorrect because Rowley does not support that view. 4 is incorrect because although Rowley speaks in a slightly humorous way, that's not the main reason he is mentioned.

2 is correct because the writer says: “Rightly is they called pigs,” said Rowley, a farm laborer looking at the

wallowing animals before passing on to the cow sheds ... This raises all sorts of questions about language and how we perceive the world ...

B: 1

2 is incorrect because the writer says publishing companies must adapt, not that they have been unable to. 3 is incorrect because the writer raises this as a possibility in the first paragraph, rather than stating it will definitely happen. 4 is incorrect because the writer says that e-books provide opportunities to many writers, but does not say that most e-books are not by conventionally published writers. 5 is incorrect because the writer does not mention the number of sales of e-books and traditional books.

1 is correct because the writer says: ... For many writers, however, e-publishing provides new freedoms and opportunities.

Page 23

FURTHER PRACTICE AND GUIDANCE: PART 2: MULTIPLE-CHOICE, CHOOSE SINGLE ANSWER

1c

The writer says: For many writers, however, e-publishing provides new freedoms and opportunities.

2b

The writer says: Such companies must adapt ...

3a

The writer says: ... a drastic change in how we read.

4c

The writer says: Many e-books are published by writers who do not have a readership through mainstream publishers

5d

The writer says: ... there is no reason why the e-book and the traditional printed book should not exist happily side by side.

Page 25

MULTIPLE-CHOICE, CHOOSE MULTIPLE ANSWERS

A: 2, 3, 5, 6

1 is incorrect because *leisurely pace* in the text means “slow speed”.

4 is incorrect because *bustle* in the text means “excited activity”. 7 is incorrect because *loiter* in the text means “wait idly”.

2, 3, 5 and 6 are correct because they all mean “walk” in different ways.

B: 3, 4

1 is incorrect because the writer mentions the example of John Maynard Keynes, who worked for the Treasury. 2 is incorrect because the writer says that most people in England would think of France and be able to name a French intellectual. 5 is incorrect because in the first paragraph the writer describes English peoples’ idea of what a typical intellectual is and does.

3 is correct because the writer says: Our aversion to intellectuals, or to the term, may go back to when we were at school where nobody likes a “swot”. In fact, almost any kind of braininess is disparaged: scientists are mad-haired “boffins”, tech-savvy kids are “nerds”, and people can be “too clever by half”. 4 is correct because the writer says: ... a situation not helped by many of the people who we consider to be intellectuals denying the fact.

Page 26

RE-ORDER PARAGRAPHS

A

Correct order: 1c 2b 3a 4d

B

Correct order: 1d 2c 3a 4b

C

Correct order: 1d 2b 3a 4c

Page 28

FURTHER PRACTICE AND GUIDANCE: PART 2:

RE-ORDER PARAGRAPHS

1 Paragraph d cannot go first because *This* must refer to something that came before it.

2 Paragraph c probably goes first because it refers to the *First World War* specifically. All the other Paragraphs refer simply to “*the war*” or “*wartime*,” which implies that the specific war must have been defined earlier.