

## Multiple-choice, choose single answer



In the test, there are 2–3 tasks. For each task, you read the text on the left of the screen and look at the options on the right of the screen. You click the button next to the answer you think is correct. The wording in the instructions below is the same as you will see in the actual test. See page 30 for help.

Read the text and answer the multiple-choice question by selecting the correct response. *Only one response is correct.*

1 Governments, business and many types of institutions collect, organise and record statistics. Statistics capture vital information about such things as the economy, population and the environment and therefore allow meaningful comparisons to be made. This can then inform decisions and plans made about such issues which in turn become public policies. While it may be the issues behind the statistics, rather than the statistics as such that command the public's attention, it must be recognised that it is the figures that inform these issues.

The author considers statistics to be important because

- A they are recorded by official organisations.
- B the general public have an interest in them.
- C they are affected by plans and policies.
- D they assist in driving public issues.

2 There are innumerable different species on the planet. Nobody really knows how many species there are, although many scientists have tried to estimate it. However, the complexity of trying to do this makes it impossible to establish a definitive number with any confidence. This is probably due to the fact that new species are continually appearing, while at the same time existing species evolve and some become extinct. In the past, the number of new species appearing exceeded the number of those dying out. Nowadays, however, due to human activity, this trend has reversed and as a result we are in danger of seriously disturbing our ecosystem.

Why is it difficult to establish the number of species globally?

- A There are too many species to count them all.
- B The number of species is constantly changing.
- C Currently, more species are appearing than are becoming extinct.
- D Human action has upset the balance of the natural environment.

## Multiple-choice, choose multiple answers



In the test, there are 2–3 tasks. For each task, you read the text on the left of the screen and look at the options on the right of the screen. You click the buttons next to all of the answers you think are correct. The wording in the instructions below is the same as you will see in the actual test. See page 32 for help.

- 1** Read the text and answer the question by selecting all the correct responses. *You will need to select more than one response.*

Snow is formed when temperatures are low and there is moisture – in the form of tiny ice crystals – in the atmosphere. When these tiny ice crystals collide they stick together in clouds to become snowflakes. If enough ice crystals stick together, they'll become heavy enough to fall to the ground.

Precipitation falls as snow when the air temperature is below 2°C. It is a myth that it needs to be below zero to snow. In fact the heaviest snow falls tend to occur when the air temperature is between zero and 2°C. The falling snow does begin to melt as soon as the temperature rises above freezing, but as the melting process begins, the air around the snowflake is cooled.

If the temperature is warmer than 2°C then the snowflake will melt and fall as sleet rather than snow, and if it's warmer still, it will be rain.

The size and make up of a snowflake depends on how many ice crystals group together, and this will be determined by air temperatures. Snowflakes that fall through dry, cool air will be small, powdery snowflakes that don't stick together. This 'dry' snow is ideal for snow sports but is more likely to drift in windy weather.

When the temperature is slightly warmer than 0°C, the snowflakes will melt around the edges and stick together to become big, heavy flakes. This creates 'wet' snow, which sticks together easily and is good for making snowmen.

Which of the following statements about snow match the information in the passage?

- A Snow is formed from ice.
- B Falling snow melts because of warm air around it.
- C Subzero temperatures are required for snow to fall.
- D Sleet develops at less than two degrees centigrade.
- E Dry snow falls in colder temperatures than wet snow.

- ② Read the text and answer the question by selecting all the correct responses. You will need to select more than one response.

Water for public supply can be obtained from underground sources by wells sunk into aquifers, or from surface sources, such as purpose-built reservoirs or lakes (collecting rainwater run-off or water from streams) and rivers. The safety of the water is of utmost concern – several million people die each year after consuming contaminated water. The primary aim in water treatment is the elimination of any pathogenic micro-organisms present. All the above-mentioned sources can be subject to pollution. In the case of underground water, polluted surface water can enter the saturation zone of an aquifer and so lead to its contamination. Pollution can come from waste containing heavy metals and organic compounds, farm run-off containing pesticides, and industrial wastes which may have been deliberately dumped down old coal mine shafts. River water can be affected by farm drainage, sewage works and industrial effluents, and also the run-off water from roads. Thus there is a need to maintain the quality of the aquatic environment to ensure that the water is suitable for treatment for public supply, and that the cost of treatment is kept as low as possible.

Raw water is usually abstracted from a river and pumped to a reservoir for storage and settlement. In the reservoir, the number of bacteria is reduced through natural processes, such as ultraviolet radiation from sunlight. Also, a large portion of the suspended solids settles out. The water is then conveyed from the reservoir to a treatment works.

Which of the following statements are true according to the information in the passage?

- A There are insufficient sources of fresh water for human consumption.
- B Industrial pollution can affect both underground and river water.
- C There are numerous means by which water can become impure.
- D Rain is a safer source of water for human consumption than aquifers.
- E Water in reservoirs is chemically treated to remove harmful bacteria.

## Re-order paragraphs



In the test, there are 2–3 tasks. For each task, you drag paragraphs from the left and drop them into the correct order on the right.

The wording in the instructions below is the same as you will see in the actual test. See page 35 for help.

The text boxes in the left panel have been placed in a random order.  
Restore the original order by dragging the text boxes from the left panel to the right panel.

1

- A One such example is a solar panel which could charge an LED lamp to create hours of light each day.
- B In addition to being fairly costly, these create smoke pollution and carbon emissions.
- C Therefore, alternatives are being investigated.
- D A result of not being connected to the electricity grid in rural areas of some countries means people light their homes using kerosene lamps.

2

- A The fear of criticism from colleagues, friends and family is the main factor that obstructs a change in their employment situation.
- B However, most of these workers would not consider career alternatives.
- C It seems that the lack of psychological reward is the reason for their dissatisfaction.
- D Despite the financial stability a high salary brings, research has shown that the majority of top earners are not happy in their jobs.
- E Interestingly, it is not the risk of a decrease in salary which prevents this move.

## Reading: Fill in the blanks



In the test, there are 4–5 tasks. For each task, you drag the words at the bottom of the text and drop them into the correct space in the text. The wording in the instructions below is the same as you will see in the actual test. See page 37 for help.

In the text below some words are missing. Drag words from the box below to the appropriate place in the text. To undo an answer choice, drag the word back to the box below the text.

- 1 Using questionnaires to gather information from people is a well-used quantitative research method. It is considered to be an easy <sup>1</sup> [ ] , but in reality it is actually very difficult to design a good questionnaire. Question type, clarity of language, length of questionnaire and layout are just some of the many <sup>2</sup> [ ] , which all need to be carefully considered when designing the questionnaire. Another issue, which <sup>3</sup> [ ] some deliberation, is how to ensure a high response <sup>4</sup> [ ] .

option opportunity selection influences requires factors rate

- 2 Psychology is a suitable course of study for those <sup>1</sup> [ ] in all aspects of human thought and behaviour. It can be <sup>2</sup> [ ] as the scientific study of how humans function on a biological, social and mental level. There are a range of influential approaches to the subject, which are <sup>3</sup> [ ] to such areas as child development, health, education and sports.

practised defined affected interested applied diagnosed

- 3 Migration could be described as the well-defined journey animals make to a familiar <sup>1</sup> [ ] at specific seasons or times of the year. All species that migrate do so for a common <sup>2</sup> [ ] , in order to survive. Migration allows them to spend their life in more than one area and thus <sup>3</sup> [ ] problems that can occur in one habitat, such as lack of food, shelter or exposure to harsh weather.

position purpose destination experience situation avoid

- 4 Multinational companies are often criticised for a number of reasons, but we cannot deny their <sup>1</sup> [ ] impact. Employment opportunities are generated for locals in the overseas country. When multinational companies set up manufacturing plants, there is often an increased <sup>2</sup> [ ] of products for local consumers, which profits the local economy. Training is also sometimes provided in the use of technology; moreover, the experience and knowledge that the employees <sup>3</sup> [ ] strengthens their skills and overall employability.

positive gain purchase negative availability benefit

## Reading & writing: Fill in the blanks



In the test, there are 5–6 tasks. For each task, you have a text with several gaps. You select the correct answer for each gap from the drop-down list on the screen. The wording in the instructions below is the same as you will see in the actual test. See page 40 for help.

Below is a text with blanks. Click on each blank, a list of choices will appear. Select the appropriate choice for each blank.

1 A well-known feature of the European landscape is the castle. Some types of fortifications <sup>1</sup> built thousands of years ago, but the first real castles only started to appear as recently as one thousand years ago. Construction of most of the larger castles in Europe was between around 1100 and 1500. Initially, the <sup>2</sup> of these castles was to lay claim to land won in battle and also for defence. <sup>3</sup>, the owners of the castles also realised that their castles were an effective <sup>4</sup> to intimidate local people. Therefore, castles became a symbol of wealth and authority for those owning them, and a useful tool to keep control of territory and the residents living on that territory.

- |   |                 |               |           |        |
|---|-----------------|---------------|-----------|--------|
| 1 | A have been     | B were        | C have    | D was  |
| 2 | A purpose       | B feature     | C aspect  | D plan |
| 3 | A Alternatively | B Fortunately | C However | D Thus |
| 4 | A process       | B form        | C way     | D use  |

2 A recent study reveals that the ability to walk quickly in old age is an indicator of a long life. The report examined results from recent research. The <sup>1</sup> in the research were tested on a regular <sup>2</sup> over an extended period of time. The researchers focused on the relationship between walking speed in the post sixty-five age group and longevity. They concluded that there was a direct correlation between walking speed and life span.

A key researcher gave the explanation that this link exists <sup>3</sup>. Walking involves the use of many bodily functions working in unison. The heart, lungs, skeletal system, joints, muscles, nerves and brain have to work together in order to ensure a consistent speed. Damage to any of these systems may mean a much slower walking speed <sup>4</sup> could signal medical problems.

- |   |                 |                 |              |                |
|---|-----------------|-----------------|--------------|----------------|
| 1 | A experimenters | B investigators | C performers | D participants |
| 2 | A circumstance  | B situation     | C condition  | D basis        |
| 3 | A therefore     | B instead of    | C because    | D so           |
| 4 | A which         | B also          | C this       | D it           |

Below is a text with blanks. Click on each blank, a list of choices will appear. Select the appropriate answer for each blank.

3 One of the questions we need to ask ourselves is: How much of the news is biased? Can we recognise bias? The fact is, despite the journalistic ideal of 'objectivity', every news story is <sup>1</sup> [ ] by the attitudes and background of its interviewers, writers, journalists, photographers and editors. That is not to say that all bias is <sup>2</sup> [ ], but it does exist.

So how can we, as readers or viewers, determine bias? Well, in the case of newspapers, it manifests itself in a number of ways, such as what events <sup>3</sup> [ ] for inclusion or omission. The <sup>4</sup> [ ] of the article, meaning its proximity to the front or back pages, is significant. The use of headlines, photographs and language are further examples.

- |   |                  |                 |                |            |
|---|------------------|-----------------|----------------|------------|
| 1 | A influenced     | B agreed        | C judged       | D fixed    |
| 2 | A considered     | B accidental    | C deliberate   | D balanced |
| 3 | A being selected | B have selected | C are selected | D selected |
| 4 | A placement      | B space         | C area         | D size     |

4 It is believed that the only purpose of advertising is to make people buy something. It is undeniable that this is the ultimate, overall goal, but there are <sup>1</sup> [ ] equally essential, yet more subtle, aims of an advert as well. For example, people may not buy something as a result of an advert, but that advert <sup>2</sup> [ ] awareness of that product and brand. Sufficient advertising will reinforce that awareness <sup>3</sup> [ ] when people purchase something, they may choose the heavily advertised brand that can be easily remembered over others; purely on the basis that they may have heard or seen that name and they are not as <sup>4</sup> [ ] with the other names or brands available.

- |   |                      |                    |                |               |
|---|----------------------|--------------------|----------------|---------------|
| 1 | A necessary          | B another          | C other        | D more        |
| 2 | A will have improved | B will be improved | C was improved | D is improved |
| 3 | A except             | B but              | C yet          | D so          |
| 4 | A memorable          | B familiar         | C common       | D known       |

Below is a text with blanks. Click on each blank, a list of choices will appear. Select the appropriate answer for each blank.

5 Sixty years ago an American sociologist made a distinction between 'private troubles' and 'public issues'. His theory was that <sup>1</sup> there being many 'troubles' or 'problems' that individuals may experience in their lives, not all of these always emerge as 'public issues' which attract general interest, or are seen as requiring public responses or even action. Personal troubles are seen as 'private' and are <sup>2</sup> within households, families or maybe even small communities. On the other hand, 'public issues' are dealt with publicly, through forms of social intervention or regulation, for example. One <sup>3</sup> that distinguishes whether issues or problems are perceived as private or public is number. <sup>4</sup> only a few people experience some form of trouble, then it is highly likely to remain a private matter; whereas when a large number of people begin to experience this same trouble it will quite possibly <sup>5</sup> a public issue.

- |   |                |            |           |           |
|---|----------------|------------|-----------|-----------|
| 1 | A otherwise    | B although | C besides | D despite |
| 2 | A handled      | B effected | C advised | D applied |
| 3 | A influence    | B reason   | C effect  | D factor  |
| 4 | A Consequently | B Whether  | C Either  | D If      |
| 5 | A become       | B involve  | C remain  | D stay    |

## Summarize spoken text



In the test, there are 2–3 tasks. For each task, you listen to the audio then type your summary into the box on the screen. The wording in the instructions below is the same as you will see in the actual test. See page 45 for help.

You will hear a short lecture. Write a summary for a fellow student who was not present at the lecture. You should write 50–70 words.



**10 min.** You will have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points presented in the lecture.

1 ➔ 105

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2 ➔ 106

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## Multiple-choice, choose multiple answers



In the test, there are 2–3 tasks. For each task, you listen to the audio then click the buttons next to all of the answers you think are correct. The wording in the instructions below is the same as you will see in the actual test. See page 47 for help.

Listen to the recording and answer the question by selecting all the correct responses. *You will need to select more than one response.*

1 ► 107 The purposes of this talk are to

- A explain how humans grade writing.
- B present different methods for grading writing.
- C criticize the use of technology in grading writing.
- D describe the findings of a research project.
- E suggest directions for future research.

2 ► 108 What does the speaker say about sharks?

- A They are hunted heavily because their price is high.
- B They are a more popular food source than other fish species.
- C They reproduce more slowly than other fish do.
- D They live for much longer than other species of fish.
- E They are more likely to become extinct than other fish.

## Fill in the blanks



In the test, there are 2–3 tasks. For each task, there is a text with several gaps. You type the correct answer for each gap into the box in the text. The wording in the instructions below is the same as you will see in the actual test. See page 49 for help.

You will hear a recording. Type the missing words in each blank.

1 ► 109

To be honest, the biggest problem for most undergraduate students, in terms of academic writing, is not only adapting to a far more <sup>1</sup> [ ] and formal style, but also learning how to ascertain the difference between important, <sup>2</sup> [ ] information and unnecessary, or even irrelevant <sup>3</sup> [ ]. In my experience, I would say it takes students their first year, if not longer, to <sup>4</sup> [ ] what is required and to start to implement those requirements in their writing. What they really should be doing, if they are struggling with written <sup>5</sup> [ ], is to seek help from the <sup>6</sup> [ ] support services which are available at the University.

2 ► 110

An important question about education is, then, why do some types of students achieve success easily and others struggle to do well? Well, one theory is that there is a <sup>1</sup> [ ] reason for academic achievement. What I mean by that is, a certain innate, measurable level of <sup>2</sup> [ ]. Another frequently discussed theory is environmental factors, such as the effect of home and family upbringing. A final reason is related to the teaching and learning <sup>3</sup> [ ] within educational institutions, and the way it is organized, administered and <sup>4</sup> [ ].

## Highlight correct summary



In the test, there are 2–3 tasks. For each task, you listen to the audio then click the button next to the summary you think is correct. The wording in the instructions below is the same as you will see in the actual test. See page 51 for help.

You will hear a recording. Click on the paragraph that best relates to the recording.



- A Research into family history by ordinary people only started to become far more widespread in the early nineteenth century. Prior to that time, it was chiefly rich, important and powerful families who had an interest and involvement in this type of activity.
- B The study of family history began hundreds of years ago in North Africa in order to establish such things as ownership of property. It rapidly became a common practice in many cultures because inheritance played such an important role in society and government.
- C Originally, tracing family history was only used in order to establish the origins of prosperous and powerful families. However, by the middle of the twentieth century, ordinary people were also starting to show an interest in researching their family background too.
- D All social classes of the general population have always been interested in recording their family history, but genealogy became really popular in the early nineteenth century due to the publication of a book concerned with methodology of determining family history.

You will hear a recording. Click on the paragraph that best relates to the recording.

2 ► 112

- A Anthropologists have disagreed for some time regarding when and how fire was first used in prehistoric times. Recent findings have now managed to finally persuade them that it was used before they thought and the principle use of fire was for cooking rather than any other purpose.
- B Scientists believe they are now nearer to finding an answer to the question of when humans first started to use fire, and it is much earlier than had been thought. Nevertheless, there is still some disagreement among researchers around what early humans actually used the fire for.
- C There has been much discussion by anthropologists about when humans started to use fires. As a result of a recent discovery it is thought that they started to make fires 300,000 years ago, but the reason they made them is still not clear.
- D Recent findings have convinced the anthropological community that previous conclusions from research done over many decades was correct in estimating when early humans started to use fire although this research was incorrect in its findings about what fire was used for.

## Multiple-choice, choose single answer



In the test, there are 2–3 tasks. For each task, you listen to the audio then click the button next to the answer you think is correct. The wording in the instructions below is the same as you will see in the actual test. See page 54 for help.

Listen to the recording and answer the multiple-choice question by selecting the correct response. *Only one response is correct.*

**1 ▶ 113** What does the speaker say about dissertations?

- A They are too difficult for students to do.
- B The subject area selected may not have sufficient focus.
- C There is a lack of understanding of how to conduct research.
- D Students will not be allowed to alter their proposed topic.

**2 ▶ 114** What is an important rationale for art therapy?

- A Patients are able to develop an artistic skill.
- B Therapists can diagnose problems more successfully.
- C It is the most effective psychological therapy.
- D It is suitable for less orally communicative patients.

## Select missing word



In the test, there are 2–3 tasks. For each task, you listen to the audio then click the button next to the words you think complete the audio. The wording in the instructions below is the same as you will see in the actual test. See page 56 for help.

- 1** ▶ 115 You will hear a recording about an archaeological discovery. At the end of the recording the last word or group of words has been replaced by a beep. Select the correct option to complete the recording.
- A are much older than expected
  - B could very possibly be fake
  - C belonged to that culture
- 2** ▶ 116 You will hear a recording about measuring time. At the end of the recording the last word or group of words has been replaced by a beep. Select the correct option to complete the recording.
- A ancient civilisations
  - B desert tribes
  - C historical periods
  - D current days

## Highlight incorrect words



In the test, there are 2–3 tasks. For each task, you listen to the audio and follow the words in the text on the screen. You click on the words that are different on the screen and the audio. The wording in the instructions below is the same as you will see in the actual test. See page 58 for help.

You will hear a recording. Below is a transcription of the recording. *Some words in the transcription differ from what the speaker said.* Please click on the words that are different.

### 1 ► 117 Transcription:

One of the most encouraging phenomena in recent years has been the development of lifelong learning in the education sector. Nowadays, students are embarking on courses at all ages. Higher education is no longer viewed as a place for the young. Mature students are appreciated and respected. Recent research has also indicated that older students are dedicated learners, able to contribute a number of skills and talents gained from work, family and other life experiences.

### 2 ► 118 Transcription:

Conducting a video conference is now a popular method of communication in the business world. This telecommunications technology allows two or more locations to communicate by simultaneous video and audio transmissions. It's designed to serve conferences or meetings in many locations.

The advantages are obvious: no more lengthy phone calls or complicated correspondence with business contacts, partners or offices abroad. This relatively low cost, fast, effective communication method has made significant inroads in not just a business environment, but also education, medicine and media.

## Write from dictation



In the test, there are 3–4 tasks. For each task, you listen and type the sentence you hear into the box on the screen. The wording in the instructions below is the same as you will see in the actual test. See page 60 for help.

You will hear a sentence. Type the sentence in the box below exactly as you hear it. Write as much of the sentence as you can. You will hear the sentence only once.

1 ► 119

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2 ► 120

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3 ► 121

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# TEST 4

TEST  
4

SPEAKING

## Read aloud



In the test, there are 6–7 tasks. For each task, you read the text aloud into the microphone. The wording in the instructions below is the same as you will see in the actual test. See page 12 for help.



**40 sec.** Look at the text below. In 40 seconds, you must read this text aloud as naturally and as clearly as possible. You have 40 seconds to read aloud.

- 1 The Italian alphabet has fewer letters in comparison with the English alphabet. Italian does not use the letters J, K, W, X or Y – except in borrowed words. However, young Italians are increasingly using the letter K in words that would be written with C or CH in standard Italian orthography.
- 2 Summerhill School was regarded with considerable suspicion by the educational establishment. Lessons were optional for pupils at the school, and the government of the school was carried out by a School Council, of which all the pupils and staff were members, with everyone having equal voting rights.
- 3 This term the University is running a series of workshops for final year students on how to do well in interviews. These sessions will help participants prepare effectively for – and perform at their best during – later job interviews. The workshop tutors have an excellent record of success in helping students acquire the positions they desire.
- 4 Tasmania is a large and relatively sparsely populated island off the south coast of Australia. The island is of particular interest to natural scientists, who go there to research the unique wildlife. Tasmania has, for example, twelve species of bird that are not found anywhere else in the world.
- 5 Honey has traditionally been credited with significant medical powers, and it has played a major part in many folk remedies. But it seems now its efficacy is not just an old wives' tale. Recent research has shown there is scientific evidence to prove that honey contains elements that prevent bacteria from growing.
- 6 The College has a fascinating museum dedicated to archaeology and anthropology. It contains information about many of the studies which have been carried out by members of the College over the five hundred years of its existence. There are many unique exhibits brought back from excavations and explorations in all the continents.

# TEST 4

TEST  
4

SPEAKING

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## Repeat sentence



In the test, there are 10–12 tasks. For each task, you listen and repeat the sentence you hear into the microphone. The wording in the instructions below is the same as you will see in the actual test. See page 14 for help.

▶ 122–131  15 sec. You will hear a sentence. Please repeat the sentence exactly as you hear it. You will hear the sentence only once.

Pearson Test of English Academic - Katherine Marie Garcia

Time Remaining 00:11:36

27 of 42

You will hear a sentence. Please repeat the sentence exactly as you hear it. You will hear the sentence only once.

Status: Beginning in 3 seconds.

Volume 

Recorded Answer

Current Status:

Beginning in 8 seconds.

Next

Repeat sentence: Each question is displayed on a new screen.

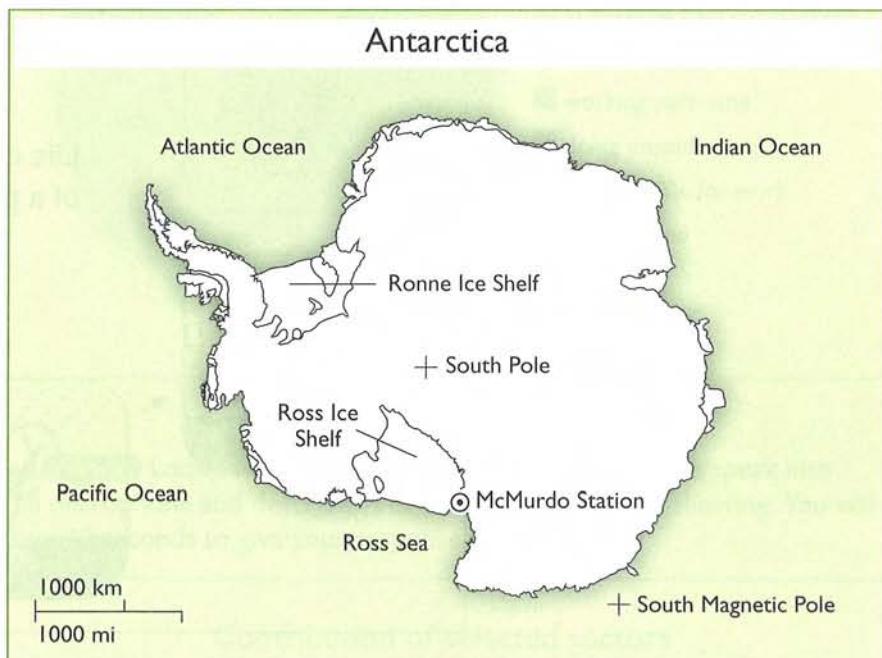
## Describe image



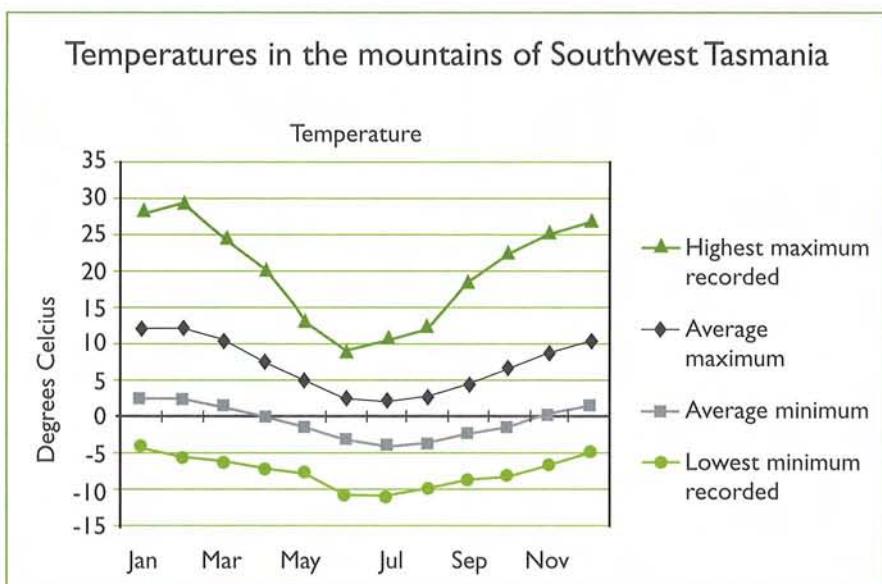
In the test, there are 6–7 tasks. For each task, you look at the image and describe it into the microphone. The wording in the instructions below is the same as you will see in the actual test. See page 16 for help.



- 1 **40 sec.** Look at the map below. In 25 seconds, please speak into the microphone and describe in detail what the map is showing. You will have 40 seconds to give your response.



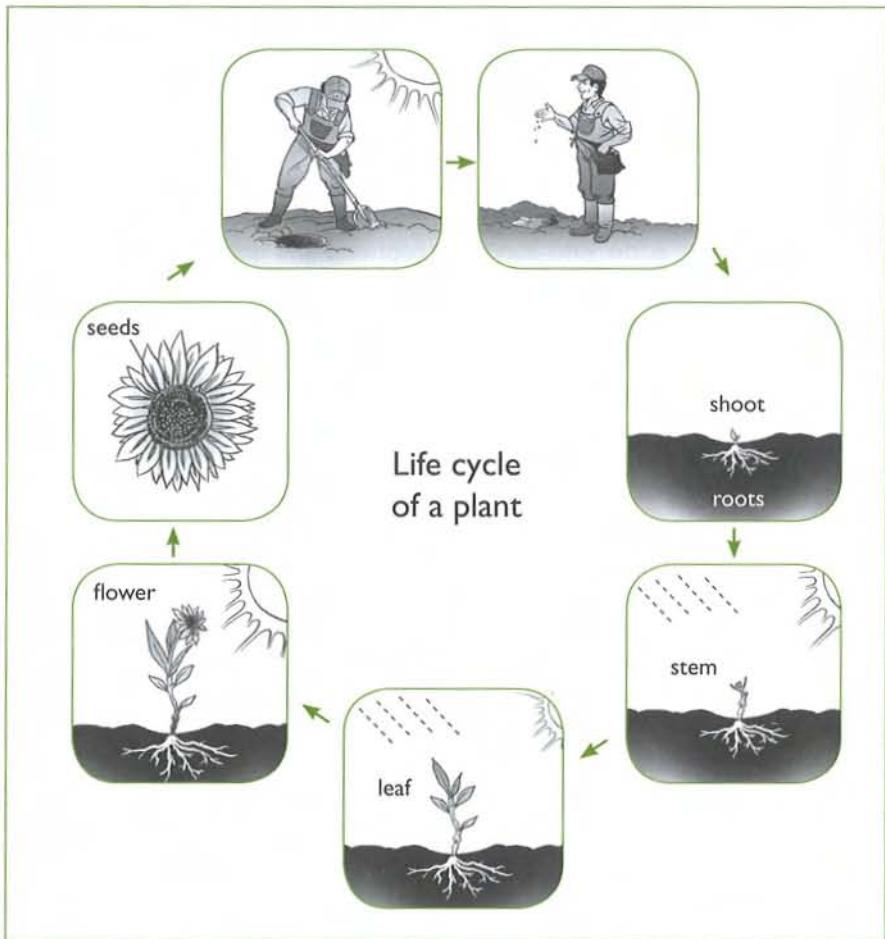
- 2 **40 sec.** Look at the graph below. In 25 seconds, please speak into the microphone and describe in detail what the graph is showing. You will have 40 seconds to give your response.



**TEST  
4**

**SPEAKING**

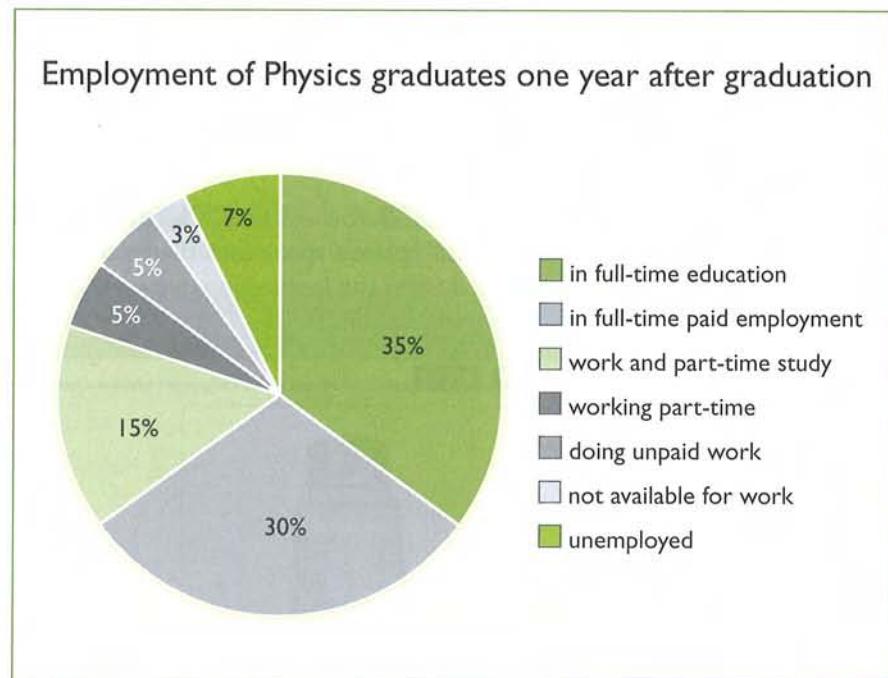
- 3  **40 sec.** Look at the diagram below. In 25 seconds, please speak into the microphone and describe in detail what the diagram is showing. You will have 40 seconds to give your response.



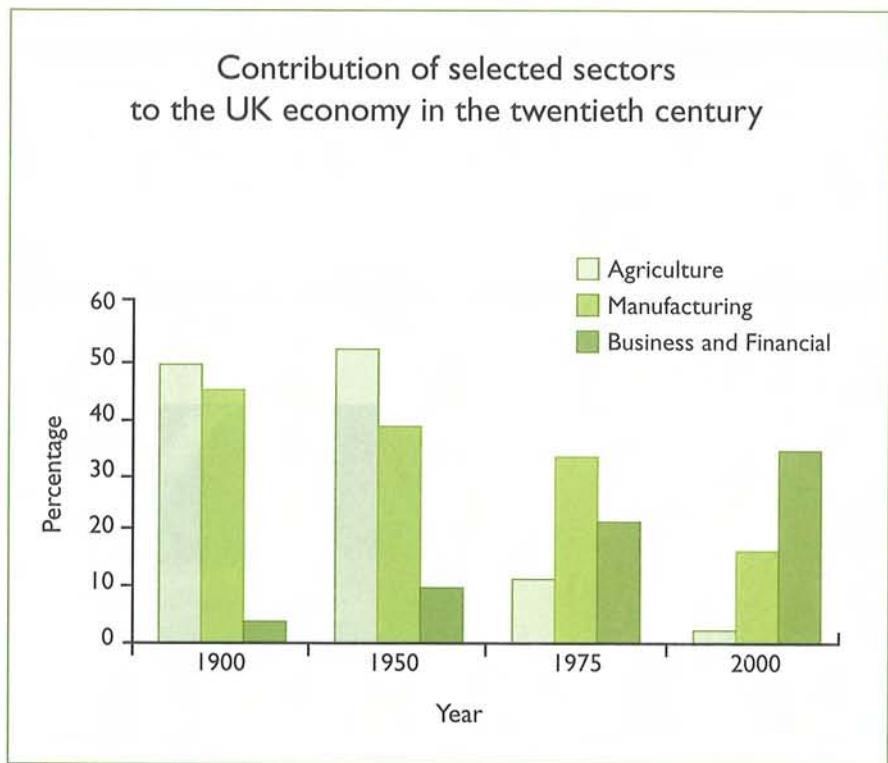
- 4  **40 sec.** Look at the table below. In 25 seconds, please speak into the microphone and describe in detail what the table is showing. You will have 40 seconds to give your response.

Export of motorcycles from Japan Last calendar year, by region (%)		
	Share (%)	% change on previous year
Asia	7.7	-4.7
Middle East	0.7	-2.9
Europe	34.5	-23.6
North America	35.5	+68.7
Central America	1.2	+11.6
South America	8.0	+19.9
Africa	4.2	-17.8
Oceania	8.2	-16.7
Total	100.0	+2.3

- 5  40 sec. Look at the chart below. In 25 seconds, please speak into the microphone and describe in detail what the chart is showing. You will have 40 seconds to give your response.



- 6  40 sec. Look at the chart below. In 25 seconds, please speak into the microphone and describe in detail what the chart is showing. You will have 40 seconds to give your response.



## Re-tell lecture



In the test, there are 3–4 tasks. For each task, you see an image on the screen. Listen to the lecture and then speak into the microphone. The wording in the instructions below is the same as you will see in the actual test. See page 20 for help.



**40 sec.** You will hear a lecture. After listening to the lecture, in 10 seconds, please speak into the microphone and retell what you have just heard from the lecture in your own words. You will have 40 seconds to give your response.

1 ► 132



2 ► 133



3 ► 134



## Answer short question



In the test, there are 10–12 tasks. For each task, you hear a question and speak your answer into the microphone. The wording in the instructions below is the same as you will see in the actual test. See page 22 for help.

▶ 135–144  **10 sec.** You will hear a question. Please give a simple and short answer. Often just one or a few words is enough.

Pearson Test of English Academic - Katherine Marie Garcia

Time Remaining 00:11:36  
27 of 42

You will hear a question. Please give a simple and short answer. Often just one or a few words is enough.

Status: Playing

Volume:

Recorded Answer

Current Status:  
Beginning in 8 seconds.

Next

Answer short question: Each question is displayed on a new screen.

## Summarize written text



In the test, there are 2–3 tasks. Each task has a text on the screen. You type your summary of the text into the box at the bottom of the screen. The wording in the instructions below is the same as you will see in the actual test. See page 24 for help.



1 **10 min.** Read the passage below and summarize it using one sentence. Type your response in the box at the bottom of the screen. You have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points in the passage.

Times are fraught, and overstretched executives are constantly on the lookout for a way to clear their minds so they can work in a calmer, more effective, and more responsive way. Cultivating a special state of consciousness called 'mindfulness' – an intense awareness of the here and now – is proving attractive to a growing number of senior managers, both in the US and elsewhere.

Mindfulness is achieved by meditation techniques, often involving sitting on a cushion, eyes closed, concentrating on the inflow and outflow of your breath. Or you might spend 10 minutes studying, sniffing, tasting and finally eating a piece of fruit. That might make it sound like a remnant of the navel-gazing 1960s and 1970s, but the evidence for mindfulness's effectiveness is good enough to have impressed hard-nosed companies such as Google (which has invited mindfulness gurus to speak at the Googleplex), General Mills, PricewaterhouseCoopers, Deutsche Bank, Procter & Gamble, AstraZeneca, Apple, Credit Suisse, KPMG, Innocent, Reuters and many more.

According to Don McCormick, assistant professor of management at California State University and a dedicated meditator, it 'can help individuals to manage workplace stress, perform tasks more effectively, enhance self-awareness and self-regulation, experience work as more meaningful, improve workplace relationships, increase ethical behavior, and make perception more accurate'. It is said to pay dividends for leaders and managers, by improving the quality of their listening and communicating.



② **10 min.** Read the passage below and summarize it using one sentence. Type your response in the box at the bottom of the screen. You have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points in the passage.

One of the many critiques of academic research that one runs across is that a lot of research done by a faculty at universities across America doesn't 'do' anything: it doesn't lead to some new product that can be marketed; it doesn't create jobs; it doesn't have an obvious social value. After all, people argue, do we really need studies that chart the maturation of catfish? Or that explore the nuances of a minor poet? What is all this for?

As a consequence of attitudes like these, many people – particularly politicians and business persons – argue that the research function should be stripped from academia, or at least those parts of academia that aren't the major research institutions. Then universities wouldn't need so many faculties, and costs could be contained.

Academics like me offer lots of standard objections to this line of thinking: that research keeps one fresh and up-to-date in the discipline; that the faculty often works with students on their research, thus providing students with invaluable training for their future careers and so on.

All of this is true, but I want to add a different point: the power of chance.

In 1990, I took an appointment at the University of Alabama-Huntsville. I had a police officer student who invited me for a ride along. I went – ultimately many times. The book that emerged from the research project I established from that first ride was later included on a list of 'must read' books on public administration by the Government of Canada.

I have no problem with accountability. But if you had asked me what my purpose was when I took my first ride along, and you had demanded to know what use the research could be put to, I would have told you, 'I have no idea'.

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③ 

**10 min.** Read the passage below and summarize it using one sentence. Type your response in the box at the bottom of the screen. You have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points in the passage.

Current research into the nature of the relationship between participation in physical activity/sport and educational performance has produced mixed, inconsistent and often non-comparable results. For example, some cross-sectional studies illustrate a positive correlation between participation in sport and physical activity and academic success (e.g. maths, reading, acuity, reaction times). However, critics point to a general failure to solve the issue of direction of cause – whether intelligence leads to success in sport, whether involvement in sport enhances academic performance, or whether a third factor (e.g. personality traits) explains both.

Longitudinal studies also generally support the suggestion that academic performance is enhanced, or at least maintained, by increased habitual physical activity. Yet such studies are criticized for not being definitive because some do not use randomised allocation of pupils to experimental and control groups (to control for pre-existing differences), others tend to use (subjective) teacher-assigned grades to assess academic achievement, rather than standardised and comparable tests; and some programmes include parallel interventions, making it difficult to isolate specific effects.

More generically, one key piece of research illustrates that both acute exercise and chronic training programmes have small, but beneficial, positive impacts on cognitive performance. However, this study concludes that as experimental rigour decreased, effect size increased. Further, generalisation is limited because effect size is influenced by the nature and type of exercise, the type of participants, the nature of the cognitive tests and the methodological quality of the study.

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## Write essay



In the test, there are 1–2 tasks. For each task, the essay question is on the screen. You type your essay into the box on the screen. The wording in the instructions below is the same as you will see in the actual test. See page 27 for help.



**20 min.** You will have 20 minutes to plan, write and revise an essay about the topic below. Your response will be judged on how well you develop a position, organize your ideas, present supporting details, and control the elements of standard written English. You should write 200–300 words.

'Computer technology has had more of a negative than a positive impact on society.'

How far do you agree with this statement? Support your views with reasons and/or examples from your own experience.

Pearson Test of English Academic - Katherine Marie Garcia

Time Remaining 00:11:36  
27 of 42

You will have 20 minutes to plan, write and revise an essay about the topic below. Your response will be judged on how well you develop a position, organize your ideas, present supporting details, and control the elements of standard written English. You should write 200–300 words.

"Education is a critical element of the prosperity of any nation. The more educated the people in a country are, the more successful their nation becomes." Discuss the extent to which you agree or disagree with this statement. Support your point of view with reasons and/or examples from your own experience or observations.

Cut Copy Paste

Total Word Count: 0

Next

Write essay: Each question is displayed on a new screen.

## Multiple-choice, choose single answer



In the test, there are 2–3 tasks. For each task, you read the text on the left of the screen and look at the options on the right of the screen. You click the button next to the answer you think is correct. The wording in the instructions below is the same as you will see in the actual test. See page 30 for help.

Read the text and answer the multiple-choice question by selecting the correct response. *Only one response is correct.*

**1** It is a curious tradition that the clock on the tower of Christ Church Cathedral in Oxford is always five minutes later than standard British time. The explanation for this lies in the conservative nature of the Cathedral's clergy. It was only when the railways arrived in the middle of the nineteenth century that it became important for clocks throughout the country to be synchronised, however difficult this might be. When the Cathedral was asked to come into line, the clergy discussed the request but decided that this was an idea that needed to prove its worth before being adopted.

Why does Christ Church Cathedral clock give a different time from other British churches?

- A Oxford likes to be different from other places.
- B It was initially a protest against the coming of the railway.
- C Cathedral staff were reluctant to act too quickly.
- D It was very difficult to alter the time on the clock.

**2** Zebras are members of the horse family. However, these 'stripey horses' are not used for riding. Keen riders have occasionally attempted to try. Although zebras have at times let someone sit on their back, the rider soon discovered that a zebra's neck is stiffer than a horse's, lacking the suppleness that enables riders to control the horse. The structure of a zebra's back also makes it less suitable for riding. It would undoubtedly be possible to breed zebras that would ride well, but with the arrival of the internal combustion engine there has not been much incentive to do so.

What is the writer's conclusion about zebras?

- A Zebras are not as similar to horses as they initially appear.
- B People have little motivation to develop a zebra that could be ridden.
- C It is unlikely that people could develop a zebra that would be good to ride.
- D Motorised vehicles are gradually reducing the numbers of zebras that are being bred.

## Multiple-choice, choose multiple answers



In the test, there are 2–3 tasks. For each task, you read the text on the left of the screen and look at the options on the right of the screen. You click the buttons next to all of the answers you think are correct. The wording in the instructions below is the same as you will see in the actual test. See page 32 for help.

- 1 Read the text and answer the question by selecting all the correct responses. *You will need to select more than one response.*

Much has been written on the wooden sculptures of West Africa, especially Nigeria, which was pre-eminent in the art, for unlike other crafts, wood-carving has long been acknowledged in the West as an art form. Yet, compared with stone or bronze, wood is not a very durable material in tropical conditions and the oldest carvings in Nigeria are probably no more than two hundred and fifty years old. Many of the earliest, maybe the finest of the wood carvings may also have been destroyed by termites. When one is attacked in this way, no attempt is made to preserve it; a new one is made to replace it, for the creativity of making it is valued above the object *per se*. The finest sculptures were made for religious or ceremonial purposes, and the art of creation was itself a religious act.

What has led to there being no very old wood carvings in West Africa?

- A the nature of the climate there
- B Western collectors' desire for such carvings
- C the fact that other materials were used previously
- D destruction of the carvings because of religion
- E problems caused by insects

- ② Read the text and answer the question by selecting all the correct responses. *You will need to select more than one response.*

It is possible to study the curriculum of an educational institution from a number of different perspectives. In the first instance, we can look at curriculum planning, that is at decision-making, in relation to identifying learners' needs and purposes; establishing goals and objectives; selecting and grading content; organising appropriate learning arrangements and learner groupings; selecting, adapting or developing appropriate materials, learning tasks and assessment and evaluation tools.

Alternatively, we can study the curriculum in action, as it were. This second perspective takes us into the classroom itself. Here, we can observe the teaching/learning process and study the ways in which the intentions of the curriculum planners, which were developed during the planning phase, are put into action.

Yet another perspective relates to assessment and evaluation. From this perspective we would try and find out what students had learned and what they had failed to learn, in relation to what had been planned. In addition we might want to find out if they had learned anything which had not been planned.

Which of these ways of looking at an institution's curriculum is outlined in the text?

- A observing what happens during lessons
- B evaluating the materials used
- C analysing the content of tests
- D considering what is taken into account when preparing the curriculum
- E comparing this curriculum with other choices that could have been made
- F reviewing actual learning compared to curriculum goals
- G assessing the effectiveness of teacher preparation for lessons

## Re-order paragraphs



In the test, there are 2–3 tasks. For each task, you drag paragraphs from the left and drop them into the correct order on the right.

The wording in the instructions below is the same as you will see in the actual test. See page 35 for help.

The text boxes in the left panel have been placed in a random order. Restore the original order by dragging the text boxes from the left panel to the right panel.

1

- A There you will see how women are consistently portrayed as weak and in need of male protection.
- B This acceptance that men were the superior gender had not developed by chance.
- C It had been the view that had been socialized into them from the moment of their birth.
- D This will become clear if you look at any girls' magazine or popular film of the period.
- E In the 1960s, the greatest obstacle for those who wanted to organize women was said to be women's conviction that they were actually inferior to men.

2

- A It is mainly due to the quality of the fabric which effectively resists salt water, direct sunshine and cold winds.
- B Traditionally they are navy blue and they are basically square in shape, without a curved armhole or inset sleeve.
- C Fishermen's knitted jerseys have always been recognizable in Britain by their colour and their shape.
- D This continuing popularity cannot just be put down to a fondness for tradition.
- E These navy jerseys are still a familiar sight on any quay or harbour in the land.

## Reading: Fill in the blanks



In the test, there are 4–5 tasks. For each task, you drag the words at the bottom of the text and drop them into the correct space in the text. The wording in the instructions below is the same as you will see in the actual test. See page 37 for help.

In the text below some words are missing. Drag words from the box below to the appropriate place in the text. To undo an answer choice, drag the word back to the box below the text.

- 1 There are two basic branches of the science of astronomy: observational and theoretical. Observational astronomy, as the name suggests, is concerned with observing the <sup>1</sup> [ ] and then analyzing the observations, using the <sup>2</sup> [ ] of physics. Theoretical astronomy focuses more on developing computer or analytical models to <sup>3</sup> [ ] astronomical phenomena. The two <sup>4</sup> [ ] complement each other, with observational astronomers attempting to <sup>5</sup> [ ] theoretical results, and theoreticians aiming to explain what has been observed.

angles confirm describe effects fields principles reason skies

- 2 Behanzin ruled the West African <sup>1</sup> [ ] of Dahomey at the end of the nineteenth century, a time when Europeans were doing their utmost to colonise Africa. Behanzin put up extremely <sup>2</sup> [ ] resistance. He did this with the <sup>3</sup> [ ] of an army, including five thousand female warriors. He is often called King Shark, a name suggesting <sup>4</sup> [ ] and wisdom. Famed for being a <sup>5</sup> [ ] as well as a warrior, he wrote some of the most beautiful songs ever produced in Dahomey.

aid battle kingdom light poet powerful monarch strength

- 3 An investigation into the study habits of undergraduates was carried out by a <sup>1</sup> [ ] of researchers at a number of different universities. In all the universities <sup>2</sup> [ ] in the study, it was found that there were the <sup>3</sup> [ ] significant differences between the habits of arts and science students. Not surprisingly perhaps, arts students read more <sup>4</sup> [ ], while science students tended to concentrate on a few <sup>5</sup> [ ] texts.

core heavily involving participating same staff team widely

- 4 Dolphins are marine mammals found all over the world. There are many <sup>1</sup> [ ] species. They are well-known as intelligent creatures and seem to <sup>2</sup> [ ] with one another in sophisticated ways. Dolphins are <sup>3</sup> [ ] animals in that they live in groups. These can <sup>4</sup> [ ] in size from five to several hundred. They often hunt in groups and work together to <sup>5</sup> [ ] the fish or squid they like to eat.

capture communicate different grow learn range sociable strange

## Reading & writing: Fill in the blanks



In the test, there are 5–6 tasks. For each task, you have a text with several gaps. You select the correct answer for each gap from the drop-down list on the screen. The wording in the instructions below is the same as you will see in the actual test. See page 40 for help.

Below is a text with blanks. Click on each blank, a list of choices will appear. Select the appropriate choice for each blank.

1 Excavations have recently been carried out on an interesting Mayan house in Central America. The house dates <sup>1</sup> [ ] the 9th century, and it has turned out to be of great interest to archaeologists. <sup>2</sup> [ ] is particularly remarkable about the house is that its walls are covered with tables <sup>3</sup> [ ] detailed astronomical calculations. These tables suggest that Mayan society had considerable understanding of astronomy at a much earlier time <sup>4</sup> [ ] was previously thought to be the case. The tables focus on lunar cycles. This was important to the Mayans because they believed that there were six different gods of the moon, <sup>5</sup> [ ] of which would take his turn to be in charge of the cycle at any given time.

- |             |          |         |        |
|-------------|----------|---------|--------|
| 1 A from    | B to     | C of    | D by   |
| 2 A Which   | B Where  | C What  | D Why  |
| 3 A showing | B showed | C shown | D show |
| 4 A there   | B that   | C then  | D than |
| 5 A every   | B most   | C each  | D all  |

2 Meteorologists are making increasing use of information provided on photo websites by ordinary people. There was a presentation dealing with <sup>1</sup> [ ] they do this at a recent conference in New York. Scientists based at a university in Indiana looked at thousands of photos of snow scenes <sup>2</sup> [ ] online. These provided them with information about snow falls in areas where, because of heavy cloud cover, <sup>3</sup> [ ] information from satellite photography was available. It is not necessary to make use of this source of information as far as urban weather is <sup>4</sup> [ ], as there is usually easy access to plenty of other data about towns. But photos taken by the public can be an excellent way of filling in the gaps in knowledge <sup>5</sup> [ ] weather events in more distant rural locations.

- |                |             |             |            |
|----------------|-------------|-------------|------------|
| 1 A whether    | B what      | C that      | D how      |
| 2 A posting    | B posted    | C posts     | D post     |
| 3 A some       | B much      | C any       | D no       |
| 4 A concerning | B regarding | C concerned | D regarded |
| 5 A about      | B with      | C for       | D on       |

Below is a text with blanks. Click on each blank, a list of choices will appear. Select the appropriate choice for each blank.

③ A manakin is an unusual type of bird found in the tropical forests of Colombia and Ecuador. Approximately twenty of the forty different types of manakin<sup>1</sup> [ ] a kind of music by moving their body parts. This is particularly done by the male bird when it is hoping to attract a female. Although ornithologists had<sup>2</sup> [ ] been aware that the bird somehow managed to make its characteristic noise with its wings, they were unable to work out exactly how the sound was produced.<sup>3</sup> [ ] , a post-graduate student has recently solved the puzzle. She did so by recording the bird's movements with a camera operating<sup>4</sup> [ ] a speed of a thousand frames per second. A standard camcorder records about 30 frames per second. On examining the footage she was able to see that the bird used one special feather to click against other feathers – in much the same way<sup>5</sup> [ ] guitarists use a plectrum to pluck the strings of their instrument.

- |   |           |               |            |           |
|---|-----------|---------------|------------|-----------|
| 1 | A make    | B have        | C get      | D do      |
| 2 | A once    | B ever        | C still    | D long    |
| 3 | A However | B Accordingly | C Moreover | D Whereas |
| 4 | A for     | B by          | C at       | D in      |
| 5 | A than    | B like        | C as       | D so      |

④ A team of young engineering students in Japan are working on the production of a robotic suit. This<sup>1</sup> [ ] been designed to help the elderly to move around and lift heavy objects<sup>2</sup> [ ] easily. The suit is like a kind of exoskeleton which goes over the top of your body from your shoulders to your calves. It is made of aluminium and has joints at the shoulder and elbow. It is also equipped with artificial muscles. The wearer<sup>3</sup> [ ] be helped to stand up, for example, by pressing controls which inject air into the suit<sup>4</sup> [ ] that the legs straighten and the person rises. The suit weighs almost ten kilos but users report that this does not seem heavy at all. They said that the increased strength that they got<sup>5</sup> [ ] wearing it gave them very positive feelings of empowerment.

- |   |            |           |        |       |
|---|------------|-----------|--------|-------|
| 1 | A was      | B has     | C had  | D is  |
| 2 | A much     | B more    | C too  | D far |
| 3 | A ought to | B used to | C must | D can |
| 4 | A until    | B on      | C so   | D by  |
| 5 | A after    | B from    | C with | D for |

Below is a text with blanks. Click on each blank, a list of choices will appear. Select the appropriate choice for each blank.

5 Throughout history poetry has often been created to celebrate a wedding. This article will examine the ways in <sup>1</sup> [ ] this has happened at different periods of time and in many <sup>2</sup> [ ] differing societies. It will look at some examples of wedding poems from a range of eras and cultures, and will <sup>3</sup> [ ] them in their specific context, drawing out the particular features that reflect that context. Other writers on this topic have tended to focus on more personal wedding poems, <sup>4</sup> [ ] dedicated to the bride or the groom. Here, however, the intention is to consider poems that were written with more of a social purpose <sup>5</sup> [ ] mind.

- |   |          |          |         |        |
|---|----------|----------|---------|--------|
| 1 | A where  | B which  | C that  | D how  |
| 2 | A widely | B widest | C wider | D wide |
| 3 | A take   | B get    | C see   | D set  |
| 4 | A those  | B these  | C them  | D they |
| 5 | A in     | B on     | C by    | D to   |

## Summarize spoken text



In the test, there are 2–3 tasks. For each task, you listen to the audio then type your summary into the box on the screen. The wording in the instructions below is the same as you will see in the actual test. See page 45 for help.

You will hear a short lecture. Write a summary for a fellow student who was not present at the lecture. You should write 50–70 words.



**10 min.** You will have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points presented in the lecture.

**1** ► 145

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**2** ► 146

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## Multiple-choice, choose multiple answers



In the test, there are 2–3 tasks. For each task, you listen to the audio then click the buttons next to all of the answers you think are correct. The wording in the instructions below is the same as you will see in the actual test. See page 47 for help.

Listen to the recording and answer the question by selecting all the correct responses. *You will need to select more than one response.*

1 ► 147 Which of these tips about doing a good translation does the speaker mention?

- A Always translate from a second language into your native language.
- B Ask a native speaker if you are not sure of the meaning of something.
- C Take care to choose the right meaning of a word if you use a dictionary.
- D Don't translate technical texts unless you are familiar with the subject.
- E Ask what your translation will be used for.

2 ► 148 Which of these qualities of a building does the speaker mention as being important?

- A how attractive the building is to look at
- B how original the design of the building is
- C how well the building fits in with surrounding buildings
- D how long the building is likely to last
- E how well the building suits its purpose

## Fill in the blanks



In the test, there are 2–3 tasks. For each task, there is a text with several gaps. You type the correct answer for each gap into the box in the text. The wording in the instructions below is the same as you will see in the actual test. See page 49 for help.

You will hear a recording. Type the missing words in each blank.

1 ► 149

I'd recommend that you all try to get hold of *English in the Southern Hemisphere* by Nolan and Watts, as this provides an excellent <sup>1</sup> [ ] of the topics that we're going to be covering in this module. It's really our <sup>2</sup> [ ] text. It has particularly strong sections on the history of English in Australia and New Zealand, examining in some depth how the language has <sup>3</sup> [ ] in these countries. The sections on phonology and on vocabulary will be <sup>4</sup> [ ] when you're doing the written assignment, which I'm going to be telling you about in a moment once I've given you the <sup>5</sup> [ ] of a couple of other essential references.

2 ► 150

This week we're going to be continuing our discussion of women in society. Last week we looked at a number of <sup>1</sup> [ ] relating to women in education. If you remember, we discussed women both at school and at university. Today we're going to be considering the <sup>2</sup> [ ] that women play in the workplace. Again, we'll start by taking a historical perspective, and inevitably you'll find that many of the same <sup>3</sup> [ ] that impacted on women in education also had a major influence on their working lives. In the second half of the lecture, I'll concentrate on the situation in <sup>4</sup> [ ] today, and I'll invite you to suggest how you think things are likely to develop over the next <sup>5</sup> [ ]. OK, so let's get started.

## Highlight correct summary



In the test, there are 2–3 tasks. For each task, you listen to the audio then click the button next to the summary you think is correct. The wording in the instructions below is the same as you will see in the actual test. See page 51 for help.

You will hear a recording. Click on the paragraph that best relates to the recording.

1 ▶ 151

- A What makes people unique compared to other creatures is their hands. Their flexibility has allowed us to develop the manual skills that have made society what it is today. People should become more aware of the complicated anatomy of each of their hands.
- B The thumb is the part of our hand which is most complicated in terms of the number of muscles which are required to control it. However, each of our fingers also depends on a set of nerves and muscles which enables it to carry out an extraordinary variety of different actions.
- C The amazing flexibility of the human hand is truly remarkable. It is the result of a complex anatomy lying under the skin of the hand, and it can be useful to study this anatomy if you want to learn how to use your hands more effectively for sporting or other purposes.
- D The human hand is extraordinarily flexible. It enables a person to do a remarkable variety of things, some demanding great precision and others requiring considerable strength. This is because of the complex structure of nerves, muscles and ligaments that makes up a hand.

You will hear a recording. Click on the paragraph that best relates to the recording.

2 ▶ 152

- A There are fewer Great White sharks in Australian waters than was once believed. This is because tagging has shown that sharks travel considerable distances, and a shark recorded east of Bass Strait one week is often recorded west of Bass Strait the next. However, sharks always return to their place of origin to breed.
- B A recent research study has shown that Australian Great White shark populations have remained surprisingly distinct as, despite travelling long distances, these sharks do not breed away from their original areas. This means that local shark habitats may have a greater effect on sharks than has been believed up to now.
- C There is a greater variety in the Great White shark populations in Australian waters than was previously thought to be the case. This means that some types of shark are actually more endangered than was believed. Scientists are therefore developing conservation programs which will help to protect these threatened species.
- D An investigation of Great White sharks in Australian waters has come up with some unexpected conclusions, as it found that the genetic make-up of sharks in one area was quite distinct from those found elsewhere. This made scientists realize that sharks do not swim as far away from their home areas as used to be thought.

## Multiple-choice, choose single answer



In the test, there are 2–3 tasks. For each task, you listen to the audio then click the button next to the answer you think is correct. The wording in the instructions below is the same as you will see in the actual test. See page 54 for help.

Listen to the recording and answer the multiple-choice question by selecting the correct response. *Only one response is correct.*

1 ▶ 153 What point does the lecturer make about whales and sound pollution?

- A Increased sound pollution means whales 'talk' more at night than during the day.
- B Research shows whales communicate to warn each other of sound pollution.
- C Whales may not survive in some situations where there is sound pollution.
- D Sound pollution from submarines has little impact on whales and other creatures.

2 ▶ 154 What must the students do before next Wednesday?

- A email the slides for their presentation to the tutor
- B make enough copies of their handouts
- C post an outline of their talk to the course website
- D practise giving their presentation

## Select missing word



In the test, there are 2–3 tasks. For each task, you listen to the audio then click the button next to the words you think complete the audio. The wording in the instructions below is the same as you will see in the actual test. See page 56 for help.

- 1** ▶ 155 You will hear a recording about student assignments. *At the end of the recording the last word or group of words has been replaced by a beep.* Select the correct option to complete the recording.

- A they made an inappropriate choice of topic
- B they used illustrations and evidence well
- C they showed they had grasped the content of the course
- D they did not speak as clearly as they should have done

- 2** ▶ 156 You will hear a recording about poverty. *At the end of the recording the last word or group of words has been replaced by a beep.* Select the correct option to complete the recording.

- A portraying those living conditions in a literary way
- B bringing the situation to the attention of the public
- C making use of their own experience of poverty
- D helping the poor to gain a good education

## Highlight incorrect words



In the test, there are 2–3 tasks. For each task, you listen to the audio and follow the words in the text on the screen. You click on the words that are different on the screen and the audio. The wording in the instructions below is the same as you will see in the actual test. See page 58 for help.

You will hear a recording. Below is a transcription of the recording. *Some words in the transcription differ from what the speaker said.* Please click on the words that are different.

**1** ► 157 Transcription:

English had barely established itself as a language in England when it began spreading to other countries to be used there as well. First it passed north to Scotland and then west to Wales. It then made its path across the sea to Ireland. That was in the Middle Ages. Over the course of the following centuries it has put down roots all over the earth, from the USA to South Africa, from India to New Zealand. Of course, in all these places it has developed in special ways to suit the new concepts in which it found itself.

**2** ► 158 Transcription:

Researchers at the University of California claim to have discovered that people who eat chocolate regularly tend to be lighter than those who hardly eat it. The findings may seem suspicious in that chocolate has a great many calories and, in general, the more calories people contain, the more likely they are to put on weight. The recent studies establish that it is more the regularity with which people eat chocolate that is important rather than the amount they consume. Whether they eat a little or a lot seems to make no difference, whereas eating it freely appears to reduce weight more than only having it occasionally.

## Write from dictation



In the test, there are 3–4 tasks. For each task, you listen and type the sentence you hear into the box on the screen. The wording in the instructions below is the same as you will see in the actual test. See page 60 for help.

You will hear a sentence. Type the sentence in the box below exactly as you hear it. Write as much of the sentence as you can. You will hear the sentence only once.

1 ► 159

.....  
.....

2 ► 160

.....  
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3 ► 161

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# SCORE GUIDE

## Reported scores: an overview

PTE Academic reports an overall score, communicative skills scores and enabling skills scores.

### Overall score

The overall score is based on performance on all test tasks. Each student does between 70 and 91 tasks in any given test and there are 20 different task types. For each task, the score given contributes to the overall score. The score range is 10–90 points.

### Communicative skills scores

The communicative skills measured are listening, reading, speaking and writing. Tasks testing these communicative skills also test specific subskills. For integrated skills tasks (i.e. those assessing reading and speaking, listening and speaking, reading and writing, listening and writing, or listening and reading), the task score contributes to the score for the communicative skills that the task assesses. The score range for each skill is 10–90 points.

### Enabling skills scores

The enabling skills are used to rate performance in the productive skills of speaking and writing. The enabling skills measured are: grammar, oral fluency, pronunciation, spelling, vocabulary and written discourse. The scores for enabling skills are based on performance on only those tasks that assess these skills specifically. The score range for each skill is 10–90 points.

The enabling skills reported are described as follows:

GRAMMAR	Correct use of language with respect to word form and word order at the sentence level.
ORAL FLUENCY	Smooth, effortless and natural-paced delivery of speech.
PRONUNCIATION	Production of speech sounds in a way that is easily understandable to most regular speakers of the language. Regional or national varieties of English pronunciation are considered correct to the degree that they are easily understandable to most regular speakers of the language.
SPELLING	Writing of words according to the spelling rules of the language. All national variations are considered correct, but one spelling convention should be used consistently in a given response.
VOCABULARY	Appropriate choice of words used to express meaning, as well as lexical range.
WRITTEN DISCOURSE	Correct and communicatively efficient production of written language at the textual level. Written discourse skills are represented in the structure of a written text, its internal coherence, logical development and the range of linguistic resources used to express meaning precisely.

## Part I SPEAKING AND WRITING

### Read aloud

COMMUNICATIVE SKILLS	Enabling skills and other traits scored
READING AND SPEAKING	<p><b>Content:</b> Each replacement, omission or insertion of a word counts as one error. Maximum score: depends on the length of the task prompt.</p> <p><b>Pronunciation and oral fluency:</b> (Detailed criteria on page 151.)</p>

### Repeat sentence

COMMUNICATIVE SKILLS	Enabling skills and other traits scored
LISTENING AND SPEAKING	<p><b>Content:</b> Errors = replacements, omissions and insertions only. Hesitations, filled or unfilled pauses, leading or trailing material are ignored in the scoring of content.</p> <p><b>3</b> All words in the response from the prompt in the correct sequence.</p> <p><b>2</b> At least 50 percent of words in the response from the prompt in the correct sequence.</p> <p><b>1</b> Less than 50 percent of words in the response from the prompt in the correct sequence.</p> <p><b>0</b> Almost nothing from the prompt in the response.</p> <p><b>Pronunciation and oral fluency:</b> (Detailed criteria on page 151.)</p>

## Task scoring: an overview

All tasks in PTE Academic are machine scored. Scores for some task types are based on correctness alone, while others are based on correctness, formal aspects and the quality of the response.

Formal aspects refer to the form of the response, e.g. whether it is over or under the word limit for a particular task type. The quality of the response is represented in the enabling skills, e.g. in the task type *Re-tell lecture* the response is scored on skills such as oral fluency and pronunciation.

Scores for task types assessing speaking and writing skills are generated by automated scoring systems. There are two types of scoring:

### Correct or incorrect

Some task types are scored as either correct or incorrect. If responses are correct, one score point will be given, but if they are incorrect, no score points will be awarded.

### Partial credit

Other task types are scored as correct, partially correct or incorrect. If responses to these tasks are correct, the maximum score points available will be received. If responses are partly correct, some score points will be given; but less than the maximum available. If responses are incorrect, no score points will be received.

### Task scoring

In this section, the scoring criteria used by human raters for PTE Academic are given. This serves to give an understanding of what students need to demonstrate in their responses. The automated scoring engines are trained on scores given by human raters. The scores indicated for each trait, or quality, undergo a number of complex calculations to produce the total task score.

## Part I SPEAKING AND WRITING

### Read aloud

COMMUNICATIVE SKILLS	Enabling skills and other traits scored
READING AND SPEAKING	<p><b>Content:</b> Each replacement, omission or insertion of a word counts as one error. Maximum score: depends on the length of the task prompt.</p> <p><b>Pronunciation and oral fluency:</b> (Detailed criteria on page 151.)</p>

### Repeat sentence

COMMUNICATIVE SKILLS	Enabling skills and other traits scored
LISTENING AND SPEAKING	<p><b>Content:</b> Errors = replacements, omissions and insertions only. Hesitations, filled or unfilled pauses, leading or trailing material are ignored in the scoring of content.</p> <p><b>3</b> All words in the response from the prompt in the correct sequence.</p> <p><b>2</b> At least 50 percent of words in the response from the prompt in the correct sequence.</p> <p><b>1</b> Less than 50 percent of words in the response from the prompt in the correct sequence.</p> <p><b>0</b> Almost nothing from the prompt in the response.</p> <p><b>Pronunciation and oral fluency:</b> (Detailed criteria on page 151.)</p>

## Describe image

COMMUNICATIVE SKILLS	Enabling skills and other traits scored
SPEAKING	<p>Content:</p> <p>5 Describes all elements of the image and their relationships, possible development and conclusion or implications.</p> <p>4 Describes all the key elements of the image and their relations, referring to their implications or conclusions.</p> <p>3 Deals with most key elements of the image and refers to their implications or conclusions.</p> <p>2 Deals with only one key element in the image and refers to an implication or conclusion. Shows basic understanding of several core elements of the image.</p> <p>1 Describes some basic elements of the image, but does not make clear their interrelations or implications.</p> <p>0 Mentions some disjointed elements of the presentation.</p> <p>Pronunciation and oral fluency: (Detailed criteria on page 151.)</p>

## Re-tell lecture

COMMUNICATIVE SKILLS	Enabling skills and other traits scored
LISTENING AND SPEAKING	<p>Content:</p> <p>5 Re-tells all points of the presentation and describes characters, aspects and actions, their relationships, the underlying development, implications and conclusions.</p> <p>4 Describes all key points of the presentation and their relations, referring to their implications and conclusions.</p> <p>3 Deals with most points in the presentation and refers to their implications and conclusions.</p> <p>2 Deals with only one key point and refers to an implication or conclusion. Shows basic understanding of several core elements of the presentation.</p> <p>1 Describes some basic elements of the presentation, but does not make clear their interrelations or implications.</p> <p>0 Mentions some disjointed elements of the presentation.</p> <p>Pronunciation and oral fluency: (Detailed criteria on page 151.)</p>

## Answer short question

COMMUNICATIVE SKILLS	
LISTENING AND SPEAKING	Correct/Incorrect: ② Appropriate word choice in response. ① Inappropriate word choice in response.

## Summarize written text

COMMUNICATIVE SKILLS	Enabling skills and other traits scored
READING AND WRITING	Content: ② Provides a good summary of the text. All relevant aspects mentioned. ① Provides a fair summary of the text, but misses one or two aspects. ③ Omits or misrepresents the main aspects of the text.  Form: ② Is written in one, single, complete sentence. ③ Not written in one, single, complete sentence or contains fewer than five or more than 75 words. Summary is written in capital letters.  Grammar: ② Has correct grammatical structure. ① Contains grammatical errors but with no hindrance to communication. ③ Has defective grammatical structure which could hinder communication.  Vocabulary: ② Has appropriate choice of words. ① Contains lexical errors, but with no hindrance to communication. ③ Has defective word choice which could hinder communication.

## Write essay

COMMUNICATIVE SKILLS	Enabling skills and other traits scored
WRITING	<p><b>Content:</b></p> <p>3 Adequately deals with the prompt.</p> <p>2 Deals with the prompt, but does not deal with one minor aspect.</p> <p>1 Deals with the prompt, but omits a major aspect or more than one minor aspect.</p> <p>0 Does not deal properly with the prompt.</p>
	<p><b>Form:</b></p> <p>2 Length is between 200 and 300 words.</p> <p>1 Length is between 120 and 199 or between 301 and 380 words.</p> <p>0 Length is less than 120 or more than 380 words. Essay is written in capital letters, contains no punctuation or only consists of bullet points or very short sentences.</p>
	<p><b>Development, structure and coherence:</b></p> <p>2 Shows good development and logical structure.</p> <p>1 Is incidentally less well structured, and some elements or paragraphs are poorly linked.</p> <p>0 Lacks coherence, and mainly consists of lists or loose elements.</p>
	<p><b>Grammar:</b></p> <p>2 Shows consistent grammatical control of complex language. Errors are rare and difficult to spot.</p> <p>1 Shows a relatively high degree of grammatical control. No mistakes which would lead to misunderstandings.</p> <p>0 Contains mainly simple structures and/or several basic mistakes.</p>
	<p><b>General linguistic range:</b></p> <p>2 Exhibits smooth mastery of a wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No sign that the test taker is restricted in what they want to communicate.</p> <p>1 Sufficient range of language to provide clear descriptions, express viewpoints and develop arguments.</p> <p>0 Contains mainly basic language and lacks precision.</p>
	<p><b>Vocabulary range:</b></p> <p>2 Good command of a broad lexical repertoire, idiomatic expressions and colloquialisms.</p> <p>1 Shows a good range of vocabulary for matters connected to general academic topics. Lexical shortcomings lead to circumlocution or some imprecision.</p> <p>0 Contains mainly basic vocabulary insufficient to deal with the topic at the required level.</p>
	<p><b>Spelling:</b></p> <p>2 Correct spelling, but there may be one typing error.</p> <p>1 One spelling error and/or more than one typing error.</p> <p>0 More than one spelling error and/or numerous typing errors.</p>

## Scoring criteria: Pronunciation and oral fluency

### PRONUNCIATION

#### 5 Native-like

All vowels and consonants are produced in a manner that is easily understood by regular speakers of the language. The speaker uses assimilation and deletions appropriate to continuous speech. Stress is placed correctly in all words and sentence-level stress is fully appropriate.

#### 4 Advanced

Vowels and consonants are pronounced clearly and unambiguously. A few minor consonant, vowel or stress distortions do not affect intelligibility. All words are easily understandable. A few consonants or consonant sequences may be distorted. Stress is placed correctly on all common words, and sentence level stress is reasonable.

#### 3 Good

Most vowels and consonants are pronounced correctly. Some consistent errors might make a few words unclear. A few consonants in certain contexts may be regularly distorted, omitted or mispronounced. Stress-dependent vowel reduction may occur on a few words.

#### 2 Intermediate

Some consonants and vowels are consistently mispronounced in a non-native-like manner. At least two-thirds of speech is intelligible, but listeners might need to adjust to the accent. Some consonants are regularly omitted, and consonant sequences may be simplified. Stress may be placed incorrectly on some words or be unclear.

#### 1 Intrusive

Many consonants and vowels are mispronounced, resulting in a strong intrusive foreign accent. Listeners may have difficulty understanding about one-third of the words. Many consonants may be distorted or omitted. Consonant sequences may be non-English. Stress is placed in a non-English manner; unstressed words may be reduced or omitted, and a few syllables added or missed.

#### 0 Non-English

Pronunciation seems completely characteristic of another language. Many consonants and vowels are mispronounced, misplaced or omitted. Listeners may find more than half of the speech unintelligible. Stressed and unstressed syllables are realized in a non-English manner. Several words may have the wrong number of syllables.

### ORAL FLUENCY

#### 5 Native-like

Speech shows smooth rhythm and phrasing. There are no hesitations, repetitions, false starts or non-native phonological simplifications.

#### 4 Advanced

Speech has an acceptable rhythm with appropriate phrasing and word emphasis. There is no more than one hesitation, one repetition or false start. There are no significant non-native phonological simplifications.

#### 3 Good

Speech is at an acceptable speed but may be uneven. There may be more than one hesitation, but most words are spoken in continuous phrases. There are few repetitions or false starts. There are no long pauses and speech does not sound staccato.

#### 2 Intermediate

Speech may be uneven or staccato. Speech (if more than 6 words) has at least one smooth three-word run, and no more than two or three hesitations, repetitions or false starts. There may be one long pause, but not two or more.

#### 1 Limited

Speech has irregular phrasing or sentence rhythm. Poor phrasing, staccato or syllabic timing, and/or multiple hesitations, repetitions, and/or false starts make spoken performance notably uneven or discontinuous. Long utterances may have one or two long pauses and inappropriate sentence-level word emphasis.

#### 0 Disfluent

Speech is slow and laboured with little discernable phrase grouping, multiple hesitations, pauses, false starts and/or major phonological simplifications. Most words are isolated, and there may be more than one long pause.

## Part 2 READING

### Multiple-choice, choose single answer

COMMUNICATIVE SKILLS	
READING	Correct/Incorrect: <input checked="" type="checkbox"/> Correct response <input type="checkbox"/> Incorrect response

### Multiple-choice, choose multiple answers

COMMUNICATIVE SKILLS	
READING	Partial credit, points deducted for incorrect options chosen: <input checked="" type="checkbox"/> Each correct response <input checked="" type="checkbox"/> Each incorrect response <input type="checkbox"/> Minimum score

### Re-order paragraphs

COMMUNICATIVE SKILLS	
READING	Partial credit: <input checked="" type="checkbox"/> Each pair of correct adjacent textboxes <input type="checkbox"/> Minimum score

### Reading: Fill in the blanks

COMMUNICATIVE SKILLS	
READING	Partial credit: <input checked="" type="checkbox"/> Each correctly completed blank <input type="checkbox"/> Minimum score

### Reading & writing: Fill in the blanks

COMMUNICATIVE SKILLS	
READING AND WRITING	Partial credit: <input checked="" type="checkbox"/> Each correctly completed blank <input type="checkbox"/> Minimum score

## Part 3 LISTENING

### Summarize spoken text

COMMUNICATIVE SKILLS	Enabling skills and other traits scored
LISTENING AND WRITING	<p><b>Content:</b></p> <p><b>2</b> Provides a good summary of the text. All relevant aspects are mentioned.</p> <p><b>1</b> Provides a fair summary of the text, but one or two aspects are missing.</p> <p><b>0</b> Omits or misrepresents the main aspects.</p>
	<p><b>Form:</b></p> <p><b>2</b> Contains 50–70 words.</p> <p><b>1</b> Contains 40–49 words or 71–100 words.</p> <p><b>0</b> Contains less than 40 words or more than 100 words. Summary is written in capital letters, contains no punctuation, or consists only of bullet points or very short sentences.</p>
	<p><b>Grammar:</b></p> <p><b>2</b> Correct grammatical structures.</p> <p><b>1</b> Contains grammatical errors with no hindrance to communication.</p> <p><b>0</b> Defective grammatical structures which could hinder communication.</p>
	<p><b>Vocabulary:</b></p> <p><b>2</b> Appropriate choice of words.</p> <p><b>1</b> Some lexical errors but with no hindrance to communication.</p> <p><b>0</b> Defective word choice which could hinder communication.</p>
	<p><b>Spelling:</b></p> <p><b>2</b> Correct spelling, but there may be one typing error.</p> <p><b>1</b> One spelling error and/or more than one typing error.</p> <p><b>0</b> More than one spelling error and/or numerous typing errors.</p>

## Multiple-choice, choose multiple answers

COMMUNICATIVE SKILLS	
LISTENING	Partial credit, points deducted for incorrect options chosen: Each correct response Each incorrect response Minimum score

## Fill in the blanks

COMMUNICATIVE SKILLS	
LISTENING AND WRITING	Partial credit: Each correct word spelled correctly Minimum score

## Highlight correct summary

COMMUNICATIVE SKILLS	
LISTENING AND READING	Correct/Incorrect: Correct response Incorrect response

## Multiple-choice, choose single answer

COMMUNICATIVE SKILLS	
LISTENING	Correct/Incorrect: Correct response Incorrect response

## Select missing word

COMMUNICATIVE SKILLS	
LISTENING	<p>Correct/Incorrect:</p> <ul style="list-style-type: none"> <li><b>1</b> Correct response</li> <li><b>0</b> Incorrect response</li> </ul>

## Highlight incorrect words

COMMUNICATIVE SKILLS	
LISTENING AND READING	<p>Partial credit, points deducted for incorrect options chosen:</p> <ul style="list-style-type: none"> <li><b>1</b> Each correct word</li> <li><b>-1</b> Each incorrect word</li> <li><b>0</b> Minimum score</li> </ul>

## Write from dictation

COMMUNICATIVE SKILLS	
LISTENING AND WRITING	<p>Partial credit:</p> <ul style="list-style-type: none"> <li><b>1</b> Each correct word spelled correctly</li> <li><b>0</b> Each incorrect or misspelled word</li> </ul>

## The PTE Academic Score Scale and the CEF

PTE Academic is aligned to the Common European Framework of Reference for Languages (CEF or CEFR), a widely recognized benchmark for language ability. The CEF includes a set of language levels defined by descriptors of language competencies.

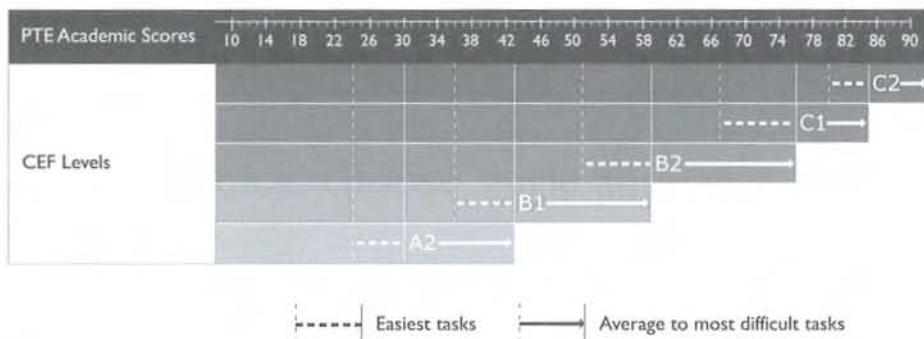
The six-level framework was developed by the Council of Europe (2001) to allow language learners, teachers, universities or potential employers to compare and relate language qualifications gained in different educational contexts.

The CEF describes language proficiency in listening, reading, speaking and writing on a six-level scale, grouped in three bands: A1–A2 (Basic User), B1–B2 (Independent User), C1–C2 (Proficient User).

To stand a reasonable chance at successfully performing any of the tasks described at a particular CEF level, you must be able to show that you can do the average tasks at that level.

As you grow in ability, for example within the B1 level, you will become successful at doing even the most difficult tasks at that level and will also find you can manage the easiest tasks at the next level. In other words, you are entering into the B2 level.

The table below shows PTE Academic scores aligned to the CEF levels A2 to C2. The dotted lines on the scale show the PTE Academic score ranges that predict that you are likely to perform successfully on the easiest tasks at the next level. For example, if you score 51 on PTE Academic, you can probably do the more difficult tasks in the CEF B1 level and the easier tasks at B2.



Alignment of PTE Academic scores to CEF levels

# AUDIO SCRIPTS

## Test 1, Repeat sentence (page 15)

▶ 2

- 1 Factors such as cost and function influence the design of a bridge.

▶ 3

- 2 It's important that humans dispose of their waste in appropriate ways.

▶ 4

- 3 If you are unable to complete the task in time please notify me by email.

▶ 5

- 4 The financial report for the last quarter will be available this afternoon.

▶ 6

- 5 Extra seminars will be scheduled to assist you with revision.

▶ 7

- 6 Please switch off all electronic devices when you are attending a conference session.

▶ 8

- 7 It is important that you work as a team on this project.

▶ 9

- 8 The study showed that people's mood can be affected by news and weather reports.

▶ 10

- 9 Detailed analysis of population growth has revealed some alarming predictions.

▶ 11

- 10 Please note that the college laboratories will be closed for cleaning next week.

## Test 1, Re-tell lecture (page 21)

▶ 12

- 1 In today's lecture I'm going to talk about changes in air pollution since the middle of the last century and what has created these changes.

So, um – by the 1950s, air pollution was very visible with frequent thick black fogs known as 'smogs' in many large cities around the world. The main source of this pollution was from factories and it caused severe health

problems. For example, a particularly severe smog in London in 1952 caused over four thousand deaths. Obviously something had to be done and in 1956 a Clean Air Act was introduced in Britain. This addressed the pollution from factories and the smogs soon disappeared.

However, as you know, these days air pollution is still a big issue. The main difference between now and the 1950s is that you can't see it – it's invisible. Also, the main source of pollution now is from cars and lorries, and although these don't produce visible signs, this air pollution is still a significant risk to health. And one of the key factors in the rise of this type of pollution is that we have all become much more vehicle-dependent. There are far more cars and lorries, trains and planes than in the 1950s and this is now the main source of air pollution around the world.

▶ 13

- 2 OK – to help you with your research, I just wanted to give you some tips today on using Focus Groups. These are groups of people that you get together to find out about their opinions and attitudes, for example, to review a piece of work or just basically provide some collective input to help you with whatever you're researching.

First of all, how large should a focus group be? Well, I would say that an ideal number of participants is around six or seven. If it's any bigger, what quite often happens is they break into side-conversations and the focus is lost. If it's any smaller, you may not get the range of views that you need to get a really good discussion.

Secondly, it's important that you have a moderator for the group, who's able to facilitate and guide the discussions. The moderator must ensure that everyone participates and stop anyone dominating. And also, the moderator needs to make sure that the discussions don't go off in the wrong direction.

And thirdly, in order to help the group focus on what's required, some basic materials should be used particularly to kick-start the discussions. This may be in the form of pictures, photos, diagrams, graphs, etc. and will help the group to understand the context of what needs to be discussed.

▶ 14

- 3 Hello everyone. Today's lecture is about setting up a website. I'm going to be focusing on things that you need to consider to ensure your website really adds value to the people using it.

So – there are three main areas you need to think about. The first and most important thing is who is your target audience? When you're creating a new website you really need to think about who the users are and what

information they'll be looking for. What we do when we set up websites is to group users based on their needs. So, for a website in the academic community, for example, we may have groups such as researchers and administrators, and this helps us design the site and add information that is relevant to each group.

The second point is accessibility. The main thing here is to ensure your website can be found. And you can do this by making sure it can be reached from areas on the web where your target audience are also active. So this may mean providing links on other websites or maybe using social media.

And thirdly – retention – making sure your target audience return to your website regularly. You do this by ensuring it gives them a reason to come back. So it's important to keep the site up-to-date and make sure it provides the latest news and interesting information and so on.

## Test 1, Answer short question (page 23)

▶ 15

- 1 Which section of a train timetable will tell you what time your train leaves?

▶ 16

- 2 What do we call the list of steps that tell you how to put something together?

▶ 17

- 3 What do we call the meeting where an employer asks a potential employee questions about their work experience?

▶ 18

- 4 What desk should you go to when you first arrive to stay at a hotel?

▶ 19

- 5 What is the job title of someone who designs buildings?

▶ 20

- 6 What term is used for the amount of money you pay a landlord for living in their house or apartment?

▶ 21

- 7 What do we call the first meal of the day?

▶ 22

- 8 What word is used for someone who watches a sports event?

▶ 23

- 9 What object would you use to climb up to the roof of a house?

▶ 24

- 10 If you don't feel like eating, what do we say you don't have?

## Test 1, Summarize spoken text (page 46)

▶ 25

- 1 'Technological nature' ... you may have heard this term ... it's a term used to describe a picture of a natural scene that's been produced using computer graphics so that basically it isn't a real view – say of a garden or field – it's a virtual one – it's a picture that looks like a real scene. Now, looking at scenes of nature is known to have an effect on people's health and well-being. So for someone who's ill, for a patient in a hospital, does a virtual view of a garden have the same impact as a real one? Does it have the same beneficial effects when you look at it? Because that would be good. Well, um, if you test this out, if you put a group of people in a room with a real view and another group of people in a room with a virtual view – an unreal view – you can see what happens when they get stressed. If you give both groups a task that is slightly stressful and increases their heart rate and, um, what you'll find is that the people who have the real garden scene outside their window to look at – their heart rate goes back to normal more quickly than those of the people in the other group who only have a virtual view to look at. So, yes, there is a difference – people's recovery from stress is faster in the room with the real view.

▶ 26

- 2 In criminal trials, memory's a basic ... a critical feature of proceedings. Both sides of the legal team – prosecution and defence – are likely to rely to some extent on witnesses and on what they can recall of events that led up to or indeed formed part of the criminal act. Now it's been well established in various circles that memory can be unreliable, particularly if new information is introduced in cross-examination that hasn't been presented up until that point – new facts that witnesses were unaware of. A lot of research has been done to test the effects of this and it can be very problematic. For example, if you show a group of subjects a video of a crime; then you get someone else to read them an account of the same crime, but adding in information, be it ideas or objects, that weren't present on the video. What researchers have found is that when the subjects are asked to re-tell what they saw on the video, they too include a number of things that were never there. In other words, the introduction of new information in a court of law is very likely to skew or distort a witness's memory of the event.

## Test 1, Multiple-choice, choose multiple answers (page 48)

▶ 27

- 1 Last week we looked at urban regeneration and some of the consequences of this, one of which was the relocation of people from urban to suburban areas, to, er, to largely allow them a better standard

of living – because housing is cheaper in the suburbs, so they have more disposable income. But they have to commute, and commuters need rapid transport to get them from A to B. So subway construction is, well, it's booming in some parts of the world – it's clearly being seen as the 'answer' to the type of migration that I've just mentioned. It often gets huge public support because – well – if a subway's going to help you have a better lifestyle, then what's there to argue about. Well, quite a lot actually. For a start, in order to go ahead with a major project of this kind you need to be absolutely sure that the ground, and more to the point, what lies beneath the ground can support underground transport. And to address questions like that, engineers have to be really experienced, really knowledgeable about the local area, water levels, land formation and so on. And those key issues are what I want to focus on today. Passengers don't think about construction, they trust other, better qualified people to do it for them, and governments have to choose these people very carefully.

► 28

- ② In places where there've been serious community tensions – I mean Brickendon's a good example of this. There were 250 reported incidents there in 2009 ... often to do with neighbours and arguments, but criminal activity too, um and the police will tell you that if you leave residents to sort things out for themselves the number of incidents rises – it doesn't fall. So the local council realized that they had to do something, so they went round to people's houses and met them and their neighbours and talked to everyone and got a general idea of what the local concerns were. If there were extended families involved, they looked at those particular families more closely and all the relatives and got some of the family intervention services to talk to them. And there were some very positive results. I mean, you can pick out the hotspots – you know, the main areas for crime but the hotspots don't tell you what causes the crime in the first place and so don't address the issues. So this proactive, more direct approach by the council worked well. And this was followed up with other quite practical solutions like cleaning up the area, getting rid of debris in alleyways and just making the place somewhere more agreeable – more liveable.

## Test 1, Fill in the blanks (page 50)

► 29

- ① Learning a language in the classroom is never easy and, quite frankly, it's not the way that most people would choose to learn if they had other options. Having said that, there are plenty of reasons for keeping languages on the school curriculum. For one thing, a fair number of students go on to take jobs in business and commerce that require a basic knowledge of a second language. When you talk to young employees in top companies, it seems that they had a career plan from the start; they were motivated to find additional things

to put on their CVs – and of course language is one of those added, but significant extras.

► 30

- ② The assignment that I'm going to set for the holiday period is one that we've given students for a number of years. It's quite practical and will allow you to get out and about – it's no good being shut up in your rooms all the time! It does have a written element, too. Um, basically it's a data gathering exercise and there are two choices with regard to how you collect the data. We'll go through those in a moment. I'm also going to give you a link to an internet site that is – well, it's critical that you review this before you do anything, as it provides a lot of guidance on data presentation, both in terms of how you plot it – its diagrammatic form and also its description, which has to be clear.

## Test 1, Highlight correct summary (page 52)

► 31

- ① It's been reported recently that some business schools have decided to make changes to students' grades by increasing them by ten percent. This means that a C grade automatically becomes a B, and a B grade automatically becomes an A – under the new grading system. And the change is retrospective, which means that it applies to all grades that have been achieved since the schools' current grading system – er, which was introduced in 2007 – has been in place. Now, there are at least eight business schools who've changed their grading levels, and they decided to award their graduates higher grades so they would be more attractive in the highly competitive job market.

However, changing grades like this has been criticized by the academic and business communities, because many people think the grades have been falsely exaggerated and don't reflect the true ability of the student. In fact, many employers realize when a school has made adjustments to students' grades and so there is no real benefit in doing this. Um, lifting the grades may even be damaging to the students because employers may believe that the graduates were given the high grades when they didn't deserve them.

► 32

- ② Urban development is the first thing I wanted to talk about here in Perth. Urban development is going on at a great pace and the standard approach here in Western Australia is for suburban development to happen at the outer edges of the city. You have suburbs slowly spreading out into areas that are cleared, and this is eating into both areas of native bushland and land that used to be used for farming, for agricultural purposes. The debate here is that on one side there's the idea that we need more housing. We have a housing shortage in Western Australia, and suburban expansion is essential. Suburban expansion on the edges of the city is cheaper

and easier to do than building more homes within the city even though it's recognized it creates lots of problems with infrastructure and so on. On the other side of the debate, people say that urban sprawl is destroying bush and consequently the natural wildlife that exists there, and that it's too easy for developers to ignore these facts.

### Test 1, Multiple-choice, choose single answer (page 55)

► 33

- 1 So it seems that – well – despite the fact that more couples are childless and more people are working in the cities, the pull to the suburbs has continued. Over 50 percent of Americans ... that's about 158 million – live in the suburbs now, while in 1990 that figure was around 48 percent. That's actually a difference of 40 million. Rural areas, on the other hand, have not seen the same pattern at all. Populations have declined over the past 20 years and now only 16 percent of our nation lives there.

► 34

- 2 A Actually, the word 'malaria' means 'bad air' in Italian and centuries ago that's what people thought caused this very infectious disease.  
 B And who can blame them really? Who can blame them for making that, hmm, false connection? Who'd have thought that a tiny insect, like a mosquito, could cause so much sickness?  
 A Mmm. Yes. More surprising perhaps is the fact that it's taken scientists so much time since then to come up with a cure.  
 B Ahah. Well that's what we're going to talk about now. Because it does seem that this is now becoming a real possibility.

### Test 1, Select missing word (page 57)

► 35

- 1 As I mentioned last week, we're going to look today at fiction writing, writing stories, and in particular at authors who have a reputation for creating characters in their books who are known as 'unreliable narrators'. Now what does that mean exactly? Well originally, in the nineteenth century, it tended to simply mean that – as a reader – you just couldn't trust what the narrator of a story was telling you. This might have been because they were not giving you important information, or because they themselves as a character in their own story lacked some kind of personal insight. In later works of literature, this 'unreliability' was used by authors more deliberately, um, with the direct intention of making a story more complicated for a reader to understand – perhaps a crime novel, or a thriller. Nowadays, there's a lot more humour in unreliable narration and it's often

used to make first-person characters enjoyable to read about. So, what all that tells us as a general starting point is that this type of narration \_\_\_\_\_.

► 36

- 2 When you first examine something under a microscope, say a leaf from a plant, you're amazed at how much detail there is and it's detail that you simply cannot see without magnification. And what you can see with the naked eye becomes suddenly huge under the lens. How big everything looks is astonishing but it's also amazingly intricate. Suddenly it's as if another world has opened up in front of your eyes and you think, hey, I hadn't realized that something so small, so tiny, could be so \_\_\_\_\_.

### Test 1, Highlight incorrect words (page 59)

► 37

- 1 It seems we now know more about outer space than we do about the Earth's core. This is because temperatures are so high at the centre of the Earth that human beings have not been able to take a close look at it. However, new methods of analysis may soon change all that. The seismic waves created by earthquakes and volcanic eruptions penetrate the Earth's layers at different speeds. It is now hoped that by studying these waves, scientists will be able to make new discoveries and solve some of the mysteries of the internal structure of the Earth.

► 38

- 2 Many species of birds cover long distances during their seasonal migration to warmer climates. But how successful are they, and do birds that get lost on their route ever manage to find their way back? Much research has been conducted into how birds navigate and the results show that age is a significant factor. Young birds usually just carry on, if they lose their migratory path, and thus fail to reach their destination, whereas older, more experienced birds will generally be able to find their original route and continue successfully on their journey.

### Test 1, Write from dictation (page 61)

► 39

- 1 You should draw your graph on a separate page.

► 40

- 2 Some young people find city life rather stressful.

► 41

- 3 Weather patterns have changed significantly over the past two hundred years.

## Test 2, Repeat sentence (page 63)

▶ 42

- 1 Students who wish to apply for an extension should approach their tutors.

▶ 43

- 2 The research looked at neighbourhood cooperative schemes such as community gardens.

▶ 44

- 3 Visual aids can make presentations clearer and more interesting.

▶ 45

- 4 Economy of scale is the increase in efficiency that occurs when more goods are produced.

▶ 46

- 5 The University is working towards being more environmentally sustainable.

▶ 47

- 6 Unlike applied arts, fine arts do not serve a practical function.

▶ 48

- 7 Modern poetry often tests the conventions of language and rhythm.

▶ 49

- 8 The Law Library is closed on Sundays and public holidays.

▶ 50

- 9 There are no places left in the morning tutorial.

▶ 51

- 10 The conference is predicted to draw greater numbers than last year.

## Test 2, Re-tell lecture (page 67)

▶ 52

- 1 I've been asked to speak today about the purpose of museums and I think that's something we often take for granted, that we have museums and we need museums. But with so much information available now online, people have access to whatever it is they want to know so I think we need to consider carefully just what it is that we expect of our museums today. What makes them relevant in the information age.

Clearly, we've got to move beyond the early twentieth century concept of a warehouse full of old, remarkable, untouchable objects. This warehouse idea does very little to inspire people. What museum professionals need to do – what they should be doing, is make their

collections and programs work towards the purpose of education. So whether that means having more hands-on exhibits, becoming involved with other community organisations, they should be doing whatever it takes to think about their visitors, to engage people, to educate them. And in that way, they can be instruments of social change. If they have knowledge and understanding of the people who visit, and the people they want to come and visit, they can take this as a starting point for providing exhibitions and services that are relevant to people's lives.

▶ 53

- 2 I suppose more and more, people are starting to see graffiti as a form of art. Now there are still many who would beg to differ – and they'd point to the destructive scribblings that we see on our bus shelters and our public buildings. These often take the form of tags which are fancy, scribble-like versions of someone's name or nick-name. Tags generally have no aesthetic appeal and they are the scourge of the high street shopkeeper in many a town. I can certainly see where the shopkeepers and property owners are coming from.

But the fact is, graffiti has been around for a very long time indeed. People left their mark on cave walls back in prehistoric times and it's been found too on ancient monuments in Egypt and Rome. But New York style graffiti – which is really the forerunner of a lot of the graffiti that's getting done now – New York graffiti took off in the late 1960s. That's when the advent of the spraycan allowed the humble tag to evolve into more complex styles. In the mid to late 70s, subway trains became the new forum for graffiti artists to display their skills. For many young people it became a medium to express their disillusionment with a system from which they felt excluded. Now of course, the art establishment embraces graffiti artists and some of these artists have actually taken on cult status.

▶ 54

- 3 We often think of technology and invention and research as being somehow more sophisticated a proposition than nature – but actually, when we think about it, there are lots of really useful concepts that technology can take from the natural world. People are beginning to remember that other organisms on earth are doing things in a very similar way to what we need to do. And they're looking closely at what we can learn from nature.

Take the bright screens on our mobile phones – now, this brightness, this effect that they've managed to achieve there, came partly as a result of research into the iridescence of the wings of butterflies and the antireflective coatings that moths have on their eyes. And it doesn't end there. They're looking at what makes a spider's web so strong, how glow worms produce light with almost zero energy. The list goes on. And this area of research is called biomimicry – that's 'bio', as in biology or life and 'mimicry', copying or imitating. It's a very interesting field of study.

## Test 2, Answer short question (page 68)

▶ 55

- 1 What do we call the organs in our chest that we use to breathe?

▶ 56

- 2 If someone lives in an urban area, where do they live?

▶ 57

- 3 What does a king or queen wear on their head at official ceremonies?

▶ 58

- 4 What do we call a book that contains lists of words with their meanings?

▶ 59

- 5 What is the source of solar energy?

▶ 60

- 6 When the writer of a book is unknown, what word is used for the author?

▶ 61

- 7 What do we call a company or organization that gives money to a sports or arts event in exchange for advertising?

▶ 62

- 8 What do we call the study of living things?

▶ 63

- 9 What are winter, spring, summer and autumn?

▶ 64

- 10 What is a collective term for cows and bulls, especially on a farm?

## Test 2, Summarize spoken text (page 81)

▶ 65

- 1 The Autumn term is in full swing now and deadlines are fast approaching. So, to help you with the final touches on your assignments, I wanted to say a few words about proofreading.

Most people find it easy to spot problems with grammar or punctuation when reading someone else's writing but it's always much harder to see these things when looking at your own. Since you won't always have the luxury of having someone else proofread for you, let's look at a few ways to effectively do it yourself.

When proofreading your own work it's important that you know what kind of errors you're looking for. Think about the kinds of things you've had trouble with in the past and try to eliminate them for a start. Now, most people know to look for things like grammar, spelling

and punctuation but don't forget that the big picture is just as important. Make sure your work is organized in a logical way and that each paragraph represents a clear, distinct idea. You might take yourself to a quiet spot and try reading your work aloud – as you do, make sure it flows. Don't forget to check your referencing and citations. If possible try to give yourself at least a day or two to complete the proofreading process. It's easier to spot mistakes if you've had a bit of a break from looking at the paper.

▶ 66

- 2 Well, our research team spent a year looking at the way local government is functioning, talking to the stakeholders, surveying the community and basically we identified three main issues – three main areas of concern when it comes to government at the local level of the town or city. One of them, and perhaps this is the most important one, is that we need to enable citizens, ordinary people, to take more responsibility, as co-authors of their civic lives. They need to be able to determine what kinds of services and facilities they need and also, think about how they can contribute in those areas, how they can become involved. A second area we looked at was how to create a public service – and public servants – who are able to actually support citizens in what they want and need. Now this should perhaps happen in a more down-to-earth and less bureaucratic way than we've seen in the past. I'm talking about moving towards a more customer-directed approach across the board. Finally, we need to look at the relationships between national government, local government, and citizens, because that has not been functioning as it should. We've had over-directive centralism, and a kind of mistrust has emerged between national and local bodies – and it's the citizens who bear the brunt of this.

## Test 2, Multiple-choice, choose multiple answers (page 82)

▶ 67

- 1 A Today we have Paul Witner, Head of Theatre Studies here to tell us a bit about the Theatre Studies program. Paul, what makes this course different?  
 B Well I think it's the environment we can offer students. We're a relatively small conservatoire and we offer superb courses in a number of subjects, with an opportunity for performance. We've built a reputation for producing both traditional and alternative performances. I guess the course would appeal to potential students for the level of support that's available, and I mean from the tutors as well as from the fellow students and alumni. There's a real sense of community.  
 A So, what are you looking for in prospective students?  
 B I guess we're looking for people who are able to cope with the high demands that the course will put on them. In that way, I think the program reflects the workplace we're preparing them for, so it's incredibly

intense and we cover a huge range of projects, and they will be introduced to areas of performance design which they might never have considered before. We need students with imagination and dedication, who are able to keep up when the going gets tough. It can be demanding but we have to remember that the college enjoys an excellent reputation for student retention, student satisfaction and student employment after graduation.

► 68

- ② For anthropologists and archaeologists, rock art is a kind of window into our ancestors' evolution, migration and lifestyle. These insights that we get from rock art are highly valued by archaeologists because they complement the often scant information provided by excavated objects.

It turns out that there are common themes in rock art between sites in Europe and caves where they have discovered rock art in China. In fact, some recurring motifs in rock art have been observed all over the world. It is truly remarkable that the hunter-gatherers of the Yunnan province in China left very similar creations to the Magdalenians, who lived nearly 9,000 km away in Western Europe and thousands of years prior. Both feature outline images of human predators and prey, from bears and lions to stags, horses and bulls.

Now, both regions were inhabited by hunter-gatherers, on similar terrain. But there's more to it than that. One thing that we think it might reflect, this similarity of rock art in these distant places, is that human beings are essentially the same in their thinking. So, whether it's the ancient people of Europe, or in Asia, they did things and drew things in very similar ways.

## Test 2, Fill in the blanks (page 83)

► 69

- ① Barred owls can be found in dense forests right across North America. They feed on small mammals, fish, birds and small reptiles – pretty much anything that comes their way. The barred owl grows up to half a metre tall and has emerged as a very adaptable nocturnal predator. Whereas they have been long-thought to live in old-growth forests, they are now building up quite an urban population. In Charlotte, North Carolina, barred owls tend to nest in the cavities of the numerous willow oak trees that line the city's streets. Far from being endangered, the owls have expanded their range; and now, in some places, conservationists are worried about the effects they might have on other native species.

► 70

- ② Before the beginning of the 1900s, the only way to obtain pearls was by collecting very large numbers of pearl oysters from the ocean floor by hand. The oysters – or sometimes mussels – were brought to the surface, opened, and searched. More than a ton of

these had to be checked in order to find just three or four quality pearls. Divers often descended to depths of over 100 feet on just one single breath. Now, of course this exposed them to hostile creatures and dangerous waves, not to mention drowning. In some areas, divers put grease on their bodies to conserve heat and they held a large object, like a rock, to descend so they didn't have to exert effort going down. Today, pearl diving has pretty much been supplanted by cultured pearl farms. Particles are implanted in the oyster to encourage the formation of pearls, and this allows for more predictable production. The divers who still work, do so mainly for the tourist industry.

## Test 2, Highlight correct summary (page 84)

► 71

- ① Now, one of the workplace models I want to look at today is telecommuting. Done properly, telecommuting makes good business sense and companies can make huge savings on their overheads.

It can also be a very effective lure to recruit quality employees, but companies need to plan ahead and create the right culture for it to work. It's not as simple as just giving everybody a laptop and sending them off to work from home. Management needs to look at training, security and communication issues before any kind of telecommuting agreement is entered into.

Now, a key part of making it work is ensuring that every employee – and that's whether they're at home or in the office – has equal access to resources and, of course, promotions. The last thing you want is to create a kind of 'us vs. them' scenario. The arrangement breaks down quickly if people start feeling isolated, or limited in their chances of moving up the ladder if they aren't physically in the office.

There has to be foresight, right from the start, in the hiring process. It's vital to screen employees carefully to determine who will be able to prosper working away from the office. Some companies give personality tests to prospective workers – and they do them online or over the phone to see if they're comfortable with that type of set up.

► 72

- ② There's no doubt that we have more consumer choices today than ever before. We all think we're good at making choices – some of us even enjoy making them. And you would think, that with all these consumer choices that people would be spending more money, because they can get exactly what they want. Well, actually, that's not always the case. Let me tell you about one study that has produced results about this that are really quite counterintuitive.

An experiment was done in an upmarket specialty grocery store in the US where a tasting booth was set up, first offering consumers 24 different varieties of jam to try and then at another time, they offered six varieties. Now when there were more varieties, more

customers stopped to try than when there were only six. But only about three percent of them actually went ahead and selected a product to buy. This is where it's interesting – when there were just six varieties, fewer people stopped to try but what the researchers noticed, and what they didn't expect, was that thirty percent of them bought a jar of jam.

What does this show? Well, it shows that we have choice overload, that up to a point choice is good but beyond that, it overwhelms consumers.

## Test 2, Multiple-choice, choose single answer (page 86)

► 73

- 1 The Beehive is the common name for the Executive Wing of the New Zealand Parliament Buildings, so-called because its shape is very much like a traditional woven beehive. It's ten storeys high with the levels becoming incrementally smaller, the higher up they are.

Scottish architect Sir Basil Spence did the original conceptual design in 1964 but the detailed design of the building was by the Ministry of Works and they carried it through to fruition – it was opened by the Queen in 1977. When it was built, it was supposed to embody the spirit of New Zealand as a nation but it's never really had that recognition in the way that buildings like, say, the Sydney Opera House have had. In a way, I suppose the Beehive was – for a long time – seen as an unfortunate hangover from the 1960s, but time has passed to the point where people's feelings about it have gone through a kind of ironic celebration to real appreciation now.

► 74

- 2 Group work is increasingly an important part of university study and students are likely to be asked to produce assignments with other group members. Some of the benefits of group work are that it prepares students for teamwork, something that they will probably encounter in the workplace. Also, work can be shared and it tends to produce more creative solutions to problems.

However, we should be aware that conflicts may occur as individuals negotiate their place in the group and different personalities try to work together. To help overcome potential conflicts, the group can define the major task they need to complete, and then break the larger group objective into smaller tasks. It's important to develop strategies to help the group achieve their short and longer term goals and to do this, individual roles (including leader) need to be assigned.

## Test 2, Select missing word (page 87)

► 75

- 1 It's been suggested that we get rid of the study of humanities altogether. Some say studying subjects like history, philosophy, politics, literature, anthropology,

and so on, has no intrinsic value and why should we waste time and energy on courses of study that won't lead directly to a cut and dried career. They say that what the world needs now is specialists, not generalists. Well, I have to say, I couldn't disagree more. Of course we want to produce well-informed, literate, highly functioning citizens who make solid contributions to society. That's an idea that still holds sway – but that's not the reason that I believe studying the humanities is valuable. People who study a breadth of topics, and who have a diverse range of interests, are actually better problem solvers. This broad education means they can approach an issue —— .

► 76

- 2 Surfing has been a central part of Hawaiian culture for hundreds of years. But surfing wasn't just a pastime for the Hawaiians in ancient times. It served as a kind of training exercise meant to keep chiefs in top physical condition. Chiefs demonstrated their mastery by their skill in the surf, and commoners gained popularity by the way they handled themselves in the ocean. As well as this, surfing served as a system for conflict resolution. Young males would test their surfing skills in fierce competitions, during which wealth, pride, and even romance —— .

## Test 2, Highlight incorrect words (page 88)

► 77

- 1 Well, there are many factors that can cause one species to divide into two. One of these is when populations get isolated from each other by something like a lake forming or forest being cleared. And there's another idea that as individuals adapt to their environment, this might have a knock-on effect on mate choice, a process called sensory drive speciation. Now this seems to occur in cichlid fish. They have shown that a female preference for either red or blue striped males only exists in clear water, where they are actually able to see.

► 78

- 2 Social capital is a concept that was introduced by sociologists, many years ago. It's actually the networks and resources that people use to deliver social outcomes. For instance, it might be holding a sporting event, running a community fête, being part of a club.

It is difficult to measure social capital and one way of looking at it is the extent that people volunteer in their local community. So you can consider the volunteering rate as an indicator for how healthy a community is. You can also look at something called a well-being index – the way people think about their lives and how trusting they are of others, their general perception of the value of their life.

## Test 2, Write from dictation (page 89)

▶ 79

- 1 The course has been updated to reflect the current situation.

▶ 80

- 2 Agenda items should be submitted by the end of the day.

▶ 81

- 3 Popular culture is now a serious subject of academic inquiry.

## Test 3, Repeat sentence (page 91)

▶ 82

- 1 This module develops our understanding of the theory behind advertising campaigns.

▶ 83

- 2 Computer software has changed a lot in the last year.

▶ 84

- 3 Exam results will be available next week from the course office.

▶ 85

- 4 The most modern agricultural equipment is now extremely expensive.

▶ 86

- 5 The number of students registering for postgraduate research has risen.

▶ 87

- 6 This semester we plan to specialize in educational psychology.

▶ 88

- 7 The new drug will be tested in North America.

▶ 89

- 8 Books which are overdue will incur a daily fine.

▶ 90

- 9 Distance learning has become far more popular these days.

▶ 91

- 10 You need to write a proposal for your research.

## Test 3, Re-tell lecture (page 95)

▶ 92

- 1 Now as we all know, it has long been the habit in many countries that teachers give homework to school children of all ages. Despite the fact that a minority of educators don't agree with this practice, it has never seriously been questioned or challenged before. However, it may be that the tide is turning. These days, more people are becoming convinced that homework is of virtually no benefit, particularly for children in the younger age group. So, why have teachers always given homework? Well, the answer seems to be because they are obliged to. Most teachers don't really believe it has any real value. And the latest research supports the teachers' feelings about this. Not only does homework have very little impact on children's learning but it also puts unnecessary obligations and responsibilities onto the parents. These days not all families have the time or the necessary knowledge to help their offspring. So it would seem that now, senior educators want to start a new initiative. Rather than giving homework, they plan to encourage reading books of any kind, just reading, and they claim that this is a far more effective method of consolidating learning than wading through piles of written homework.

▶ 93

- 2 Some years ago a group of academics from different disciplines recognized the necessity of studying conflict as a phenomenon. They were interested in the distinct properties of conflict as it occurred in international relations, national politics, industrial relations, communities or even in the domestic setting. These academics believed that approaches from different disciplines could be applied to the study of conflict with a view to better understanding its causes, effects and solutions.

As a result, research groups developed, and universities and academic journals began to publish papers on 'conflict theory', as it came to be called. Unfortunately many other academics didn't welcome this new discipline; they couldn't reconcile it with traditional scholarly practices because it had both a practical nature and an analytical approach.

Nevertheless, the new discipline continued to develop and the field grew and spread and conflict theory now has the same prestige as other academic areas of research and study, despite the early criticism it attracted.

▶ 94

- 3 Now as urban planners, what we really need to start considering is the amount of space allocated for residential areas within a city or town. And when I say 'space' I'm talking about space within a dwelling or

home rather than the actual size of residential areas. There's growing concern that the internal space of new homes is becoming far smaller. Too small, in fact.

Maybe you're thinking: Is it important for residents to have sufficient space? Is it merely a preference to have more space or are there more serious implications? Is there, in fact, any evidence to suggest cramped living conditions affect residents' physical or mental well-being or their day to day life?

Well, research from a number of sources indicates that this is an important issue which needs addressing. Cramped conditions can lead to aggressive behaviour, to family tensions, psychological anguish and, in the more extreme cases, physical illness as well. Not only this but there is a proven link between overcrowding and the social and emotional development of children as well as their educational attainment. So, the main issue here is that residents require enough individual space to be able to live and function together but with sufficient private space for personal time within the home.

### Test 3, Answer short question (page 96)

▶ 95

① If something is not expensive, what do we say it is?

▶ 96

② What do people wear if they can't see very well?

▶ 97

③ If something such as fabric or medicine is artificially made, not natural, what do we say it is?

▶ 98

④ What type of food is an apple?

▶ 99

⑤ How many months are in a year?

▶ 100

⑥ What is the opposite of east?

▶ 101

⑦ When ice is at room temperature, what does it become?

▶ 102

⑧ Which sweet food is produced by bees?

▶ 103

⑨ Where can people go to borrow books?

▶ 104

⑩ Who serves food in a restaurant?

### Test 3, Summarize spoken text (page 108)

▶ 105

① Well, nowadays there's an increasing trend towards eco-tourism holidays. So, what is eco-tourism? Well, it's a form of tourism which should not only protect but also actively improve our environment and its cultures. However, many forms of tourism which are presented as sustainable, nature-based and environmentally friendly are often not what they seem and this is rapidly becoming a somewhat thorny issue. Governments, as well as the tourism industry, promote eco-tourism but there are very well-founded concerns that in many instances it not only lacks adequate scientific foundations but is also not viable as a solution to the world's social and environmental problems, which of course is what eco-tourism is supposed to be about. Many eco-tourism holidays are really nothing more than a marketing ploy and indeed, in the worse cases, can be said to even threaten local cultures, economies and natural resource bases.

The issue is further confused by the multitude of terms to describe types of travel, which supposedly protect the environment. Other than eco-tourism we have adventure travel, sustainable tourism, responsible tourism, nature-based travel, green travel and cultural tourism to name just a few. So the problem we have here is whether a potential traveller who wants a legitimately environmentally friendly travel experience can make the right choice when confronted with this type of marketing.

▶ 106

② Well, what I want to focus on now is climate change, more specifically on the fact that climate change is a result of human activities. Now there has been some disagreement regarding the extent to which human activity can be blamed for climate change but I want to argue that there is evidence which clearly demonstrates that our own actions really are causing a genuine threat. The available evidence seems to indicate fairly conclusively that land and sea temperatures started to increase around 200 years ago.

So, what's the significance of this? Well, 200 years ago roughly coincides with the beginning of the industrial revolution in the northern hemisphere. In other words, this was when our production of harmful gases really got going as a result of increased industrialisation. Since that time our production of gases has accelerated due to the fact that not only has industry grown in size but it has also now spread to the southern hemisphere, indeed, most parts of the world. So, in the last 200 years, as industry has grown we can see a gradual rise in the temperatures which, to my mind is sufficient proof of the damaging effect of our actions and needless to say it's an issue which we need to address.

### Test 3, Multiple-choice, choose multiple answers (page 109)

► 107

- 1 I'd like to start this lecture on the use of technology in education by talking about a subject that's probably close to all your hearts, which is the way that student work is graded, and specifically I want to talk to you about some of the ways written assignments or essays are marked.

Well, as you all know, traditionally writing done by a student is checked, marked and graded by a teacher, a tutor or in some situations an examiner, in other words, a real person. Software to mark essays has been in development for some time and grading software on computers is already used by some universities to mark exams but it is still viewed with suspicion by some. How can a computer mark an essay they ask? Well, a recent study compared the human ability to give grades to student essays to the ability of a computer to do the same job. In the study, over 16,000 essays were used. These essays had already been previously marked by at least one trained human grader.

The study showed that the essay marks given by the computer software were almost the same as those from human graders – which I think you'll agree is a controversial result and it's likely to make us as teachers re-evaluate how we grade written work.

► 108

- 2 A further example of endangered species is the shark. Around 40 million sharks are killed each year. That's quite a lot. Consequently the number of sharks is decreasing. So let's take a closer look at the causes of this.

Firstly, in recent decades sharks have become important. This is largely due to the growing popularity in some parts of the world for the consumption of shark – it has become a very valuable food source.

OK, so maybe you're thinking 'Well, lots of other fish like cod, salmon or tuna are caught for human consumption and they aren't disappearing at the same rate as sharks.' Well, that's true. But the difference here is sharks are not able to repopulate or reproduce themselves quickly like the other types of fish that are commonly fished as a food source. Why? Because sharks are slow breeders. Sharks mature slowly and it takes them years to reach the age for egg production and then they produce only a few eggs so that means just a few new sharks. Humans have a nine month pregnancy or gestation period whereas some shark species are thought to have extremely long gestation periods, as long as three years. This makes them much more vulnerable and in danger of dying out than many other fish species.

### Test 3, Fill in the blanks (page 110)

► 109

- 1 To be honest, the biggest problem for most undergraduate students, in terms of academic writing, is not only adapting to a far more structured and formal style, but also learning how to ascertain the difference between important, valid information and unnecessary, or even irrelevant material. In my experience, I would say it takes students their first year, if not longer, to appreciate what is required and to start to implement those requirements in their writing. What they really should be doing, if they are struggling with written assignments, is to seek help from the excellent support services which are available at the University.

► 110

- 2 An important question about education is, then, why do some types of student achieve success easily and others struggle to do well? Well, one theory is that there is a genetic reason for academic achievement. What I mean by that is, a certain innate, measurable level of intelligence. Another frequently discussed theory is environmental factors, such as the effect of home and family upbringing. A final reason is related to the teaching and learning process within educational institutions, and the way it is organized, administered and assessed.

### Test 3, Highlight correct summary (page 111)

► 111

1

Genealogy can be defined as the compilation of information necessary to construct what is usually known as a family tree, our pedigree or our ancestry. It is a chart which shows the relationships between individual people in an extended family over a period of time.

The first records of genealogy can be traced back to the earliest civilisations in Northern Africa who recorded successions of dynasties and wealthy families reaching back hundreds of years. This was usually done to establish rights to title, land and property. There is evidence that this happened in many places in the world. However, it was the domain of the wealthy and few people outside those circles were even aware that family ancestry could be recorded and traced. This situation changed in the early nineteenth century when genealogy became more generally well-known after the first practical guide to research was published. But it was not until the mid twentieth century that family history was no longer solely devoted to tracing the genealogies of the great, the wealthy, or the famous and it became a more common activity among the general population.

## ▶ 112

- ② As you know there has been an unresolved debate as to when and why early humans first started to use fire. However, recent new findings from a study in South Africa have been the talk of the anthropological community. So what are these findings? Well, prehistoric ash and the remains of burnt bones are evidence that early humans used fire much longer ago than previously envisaged, 300,000 years earlier than believed, in fact. Scientists have found evidence of multiple fires, ash and bones deep inside a cave which means it is highly improbable the fires were started naturally. One question that still remains unanswered is why they were using fire. Some researchers are citing the burnt bones as proof that our ancestors cooked the meat, but it has also been suggested they ate the meat raw and then tossed the bones into the fire.

**Test 3, Multiple-choice, choose single answer (page 113)**

## ▶ 113

- ① So, I want to discuss dissertations now. Our experience is that final year undergraduates and Masters students can struggle to find a suitable topic for their dissertation. Often they're not able to come up with a viable or suitable area to research. Another problem may be that the topic they choose is too broad and needs to be refined.

So, anyway, eventually their proposal is submitted and approved but then, after some background reading or a deeper consideration of research methods they may well want to modify their original proposal, to some extent. Well, that's fine. We expect modifications as the work progresses. This is normal. What we don't want to happen is that the student repeatedly wants to completely change the whole approved topic or original proposal to something completely new, and that does happen at times.

## ▶ 114

- ② Art therapy can be defined as a form of psychotherapy which uses art as its main means of communication. Patients needn't have any particular talent in art, since the art therapist is not concerned with making an assessment of what the patient produces. The principle aim of this kind of therapy is to facilitate the patient's well-being in order to bring change and growth on a personal level through the use of art materials. Obviously, as always, the relationship between the therapist and the patient is important but art therapy differs from other psychological therapies because it's a process between the patient, the therapist and the art. So, what we've found is, the expressive nature of this therapy is particularly successful with those who have difficulty expressing themselves verbally.

**Test 3, Select missing word (page 114)**

## ▶ 115

- ① So, just a few weeks ago excavators of a remote archeological site in southeastern Asia reported an exciting find under the ground. They found evidence of a writing system which dates back thousands of years. Three blocks of flat rock with odd symbols which look like ancient forms of writing were discovered. Well, this find could reveal much about an advanced, independent urban culture which historians believe may have lived in that area. However, many scholars are sceptical about the authenticity of the blocks, which they suspect \_\_\_\_\_.

## ▶ 116

- ② OK, so the date of the invention of the first clock is disputed among historians but it's agreed that the first method for telling the time was the movement of the sun across the sky. When the sun was directly ahead, it was midday and when it was on the horizon, it was early morning or early evening, according to whether it was in the east or the west. However, this method was problematic in terms of accuracy; but nevertheless, it's been used for countless years, from early humanity to \_\_\_\_\_.

**Test 3, Highlight incorrect words (page 115)**

## ▶ 117

- ① One of the most encouraging phenomena in recent years has been the growth of lifelong learning in the education sector. Nowadays, students are embarking on courses at all ages. Higher education is no longer seen as a place for the young. Mature students are appreciated and valued. Recent research has also indicated that older students are enthusiastic learners, able to contribute a number of skills and attributes gained from work, family and other life experiences.

## ▶ 118

- ② Conducting a video conference is now a popular means of communication in the business world. This telecommunications technology allows two or more locations to communicate by simultaneous video and audio transmissions. It's designed to serve conferences or meetings in multiple locations.

The advantages are obvious: no more lengthy phone calls or complex correspondence with business contacts, partners or offices overseas. This relatively low cost, fast, effective communication method has made significant inroads in not just a business context, but also education, medicine and media.

## Test 3, Write from dictation (page 116)

▶ 119

- 1 You can request library books by using the electronic catalogue.

▶ 120

- 2 Course work and exams will form part of the annual assessment.

▶ 121

- 3 There are new innovations in the field of digital architecture.

## Test 4, Repeat sentence (page 118)

▶ 122

- 1 Studies suggest there may be a correlation between educational achievement and family size.

▶ 123

- 2 Tomorrow's lunchtime seminar on nuclear engineering has been postponed.

▶ 124

- 3 During that period heavy industry grew rapidly in the north of the country.

▶ 125

- 4 Students must hand in their assignments by Friday.

▶ 126

- 5 Most students on last year's course did well in this module.

▶ 127

- 6 Tuesday's lecture on social psychology will now take place in the Central Hall.

▶ 128

- 7 Anyone who has a problem with their accommodation should speak to the Welfare Officer.

▶ 129

- 8 The fertile plains in the east of the region provide excellent land for farming.

▶ 130

- 9 Opposition to the government's tax policies was widespread across business sectors.

▶ 131

- 10 Students with queries about this term's timetables must speak to their tutor immediately.

## Test 4, Re-tell lecture (page 122)

▶ 132

- 1 So today we're continuing to talk about the social history of foodstuffs, and we're going on to consider next the importance of salt and the significant role it has played.

Salt was a highly valued commodity in ancient times. Not because it made food taste nicer, but because of the way it could be used to preserve food. This meant that people were not so dependent on seasonal variations in what was available for them to eat – they could preserve what they produced and consume it as required. It also meant that food could be transported long distances.

Salt was not easy to obtain and so prices for it were high. It was often necessary to transport it long distances and it is believed that one of the reasons for building some of the roads that led to the ancient city of Rome was to make it easier to bring salt to the city from various parts of the Roman empire. Roman rulers took financial advantage of the population's need for salt. When they wanted to raise money for some war or another, they raised the price of salt.

Elsewhere salt was important too. In Africa, for example, caravans consisting of up to forty thousand camels are said to have travelled four hundred miles across the Sahara to transport salt to the inland markets of places like Timbuktu.

▶ 133

- 2 So today we're going to talk about children's literature and the role it plays in society. Throughout history adults have used the power of stories to entertain and amuse their children. But stories are not used merely to entertain youngsters, they have a significant educational purpose. They serve to teach the moral values of their society. In sociological terms, stories are one of the means by which children are socialized.

How does this work in practice? Well, it often makes use of heroes, the characters in the stories who the children will admire and want to be like. The heroes of children's stories, therefore, exemplify the qualities valued by that society – they will typically demonstrate courage in the face of difficulty, honesty, consideration for others, loyalty to their family and friends, a respect for work and so on. You can see this happening from the fables of ancient societies through fairy tales and folk tales right up to modern day children's stories.

For example, the hard-working ant in Aesop's fable is shown to succeed in comparison with the grasshopper who spends the summer singing and has nothing to eat when winter comes. Similarly, it is Cinderella, the honest, hard-working sister, who wins the Prince rather than her cruel, lazy step-sisters. However, there is still usually something to entertain children, even in the most morally instructive of stories.

## ▶ 134

③ This week I'd like to start by talking a bit about electric vehicles. Although we tend to think of electric cars as being something completely modern, they were in fact some of the earliest types of motorized vehicle. At the beginning of the twentieth century electric cars were actually more popular than cars with an internal combustion engine as they were more comfortable to ride in. However, as cars fuelled by petrol increased in importance, electric cars declined. The situation became such that electric vehicles were only used for certain specific purposes – as fork-lift trucks, ambulances and urban delivery vehicles, for example.

Although electricity declined in use in road vehicles, it steadily grew in importance as a means of powering trains. Switzerland, for example, was quick to develop an electrified train system, encouraged in this no doubt by the fact that it had no coal or oil resources of its own.

Nowadays there is renewed interest in electricity as a means of powering road vehicles. Why is this the case? Well, undoubtedly economic reasons are of considerable importance. The cost of oil has risen so sharply that there is a strong financial imperative to look for an alternative. However, there are also environmental motivations. Emissions from cars are blamed in large part for – among other things – the destruction of the ozone layer and the resultant rise in temperatures in the polar regions. A desire not to let things get any worse is also encouraging research into designing effective electric transport.

#### Test 4, Answer short question (page 123)

## ▶ 135

① What is the word in geometry for a shape that has three sides?

## ▶ 136

② What do you call the alphabetical list at the end of a textbook that tells you where to find specific information?

## ▶ 137

③ What is the word for the place where a river starts?

## ▶ 138

④ Who is the main journalist responsible for producing a newspaper or magazine?

## ▶ 139

⑤ A business doesn't want to make a loss – what does it want to make?

## ▶ 140

⑥ What is the economic sector that deals with farming?

## ▶ 141

⑦ What do you call the very long essay that students have to write for a doctoral degree?

## ▶ 142

⑧ What is the word for a period of one hundred years?

## ▶ 143

⑨ At what ceremony do students receive their degree or diploma at the end of their period of study?

## ▶ 144

⑩ What do we call the date that a piece of work must be finished by?

#### Test 4, Summarize spoken text (page 136)

## ▶ 145

① People these days increasingly complain of suffering from allergies – to pollen, to cats, to dust, to certain foods like peanuts or shellfish, for example. But what exactly are allergies and why do we develop them? Well, an allergy is the body reacting to something that is trying to harm it. Sometimes the reaction is mild – sneezing or a rash, perhaps – but in extreme cases it can be life-threatening.

In an allergic reaction the body is stimulated to produce histamines, which help to get rid of what is harmful. So, your eyes and nose may stream as a way of losing irritating particles or your skin may itch in order to make you scratch it and so remove any harmful parasites. In some societies these days allergic reactions occur without the person being in a harmful situation. However, in situations where, say, hygiene is less developed, then the body's immune system spends its early years fighting off genuine problems and so does not tend to over-react to harmless irritants at a later stage.

So, how to deal with an allergy? The first step has to be to ascertain what triggers the allergic reaction and then to avoid contact with that allergen as far as is possible. If avoidance is impossible, anti-histamines can be prescribed to minimize the symptoms experienced by the sufferer.

## ▶ 146

② Travelling in the mind's eye, through reading and, more recently, through electronic media, is a European habit of long standing. Ever since the age of discoveries in the Renaissance, Europeans have been interested in reports of life in faraway places. Of all the places in which Europeans were interested, America has received more attention than others for a variety of reasons, the most important of which is that many Europeans themselves emigrated there. The report about America from the person who has been there is a literary genre that Europeans have devoured.

As Europeans watched the United States grow from a British colony to one of the dominant nations of the world, a pattern of conversation developed among them about the meaning of this emerging Colossus of the New World. There emerged a question, aptly stated by Richard Rose: Is America inevitable or inimitable? The question is easier to ask than to answer and both sides of the question are amply represented in American and European writing about America. The one stresses the uniqueness of America, that no nation or people can be compared with the experience of Americans. The other stresses that America is the forerunner of what European, even world, society will be tomorrow.

## Test 4, Multiple-choice, choose multiple answers (page 137)

► 147

1 So today I'm going to talk about the key things you need to remember when you go out into the world as translators. The first thing is to be choosy about what commissions you accept. It's not advisable to agree to do every job you're offered even if you're in need of work. You should refuse to do something if you don't know anything about the topic as it would be impossible for you to produce a good piece of writing. And it could be serious – a mistranslation that's going to be used for medical or legal purposes could have disastrous consequences. Having decided you can reasonably take on a commission, if you have the slightest doubt about what something means, then consult a dictionary or someone whose mother tongue is the language you're translating from. It's much better to devote a bit of time and effort to checking something than to risk making a potentially serious error.

► 148

2 Today we are going to talk some more about architecture and what makes for a good design. There are of course a whole range of qualities that most architects would like their buildings to possess. One of these is the durability of the building. Architects must consider how well the building will stand up to the ravages of climate and time. Will it remain robust and in good condition? Clearly, requirements will vary according to the surroundings of the building in question. A design that is suitable for Dubai will have different needs from one for Moscow. Then of course it's essential to consider the appearance of the building. Regardless of what its purpose may be, will people find pleasure in looking at it? An original and still respected writer on architecture, the Roman Vitruvius, wrote in the first century that a building should delight people and should raise their spirits. Again, tastes may vary from one society to the next, but the principle remains the same.

## Test 4, Fill in the blanks (page 138)

► 149

1 I'd recommend that you all try to get hold of *English in the Southern Hemisphere* by Nolan and Watts, as this provides an excellent overview of the topics that we're going to be covering in this module. It's really our primary text. It has particularly strong sections on the history of English in Australia and New Zealand, examining in some depth how the language has developed in these countries. The sections on phonology and on vocabulary will be invaluable when you're doing the written assignment, which I'm going to be telling you about in a moment, once I've given you the details of a couple of other essential references.

► 150

2 This week we're going to be continuing our discussion of women in society. Last week we looked at a number of issues relating to women in education. If you remember, we discussed women both at school and at university. Today we're going to be considering the roles that women play in the workplace. Again, we'll start by taking a historical perspective, and inevitably you'll find that many of the same events that impacted on women in education also had a major influence on their working lives. In the second half of the lecture, I'll concentrate on the situation in Europe today, and I'll invite you to suggest how you think things are likely to develop over the next decade. OK, so let's get started.

## Test 4, Highlight correct summary (page 139)

► 151

1 I'd like you to think for a moment about your hands and all the things you can do with them. You can use them to write or to drive. You can thread a needle, play the drums, build a wall and so on and so forth. They can be careful and precise – think of someone doing eye surgery, for example. But they can also generate huge forces. And here you might think of the sportsperson throwing a discus or lifting a heavy weight. How is it possible for our hands to be so incredibly flexible? Well, it's all down to the extraordinary complexity of the bones, ligaments, nerves and muscles that lie beneath the skin of our hands. There are, for example, nine muscles alone controlling just one thumb. Some of these are anchored to bones within the hand, while others link to the arm.

► 152

2 A new investigation into shark populations in the waters off Australia has discovered that there are two distinct species of Great White shark, one to the east and one to the west of Bass Strait. This was discovered by

tagging large numbers of sharks in the coastal waters all round Australia. Rather to the investigators' surprise, they found that while sharks from the east side certainly travelled to the west side of the continent and vice versa, they always returned to their home areas to breed. The two types of shark were found to have a distinct genetic make-up, indicating that interbreeding has not taken place. The implication of these research findings is that sharks may be more susceptible to changes in local marine environments than had previously been thought.

#### Test 4, Multiple-choice, choose single answer (page 141)

##### ► 153

- 1 Animals as well as humans are affected by noise. There is evidence to show that some whales, for example, died when they beached themselves after being exposed to excessive sonar – the noise produced by submarines as they navigate underwater. It's been shown that whales produced louder sounds when communicating with each other when sonar equipment was on in their vicinity. This was doubtless because they needed to make themselves heard by their fellows, perhaps to warn each other of danger, or tell one another about a food source. Another example of how noise can affect animal behaviour is given by the European robin. In urban areas this small bird sings at night rather than during the day.

##### ► 154

- 2 So next Wednesday you're all going to be doing your presentations. We'll have to be very strict about timing. Fifteen minutes each – not a minute more. It might make sense to do a practice run-through at home but that's up to you. I'm going to ask you to put an abstract of your presentation on our course website but I'd like you to do that after you've given your talk. Come with your slides on a memory stick – that's the most straightforward way of dealing with things, I think. Oh, and don't forget to bring handouts for everyone. There won't be time to do photocopying that morning. So, any questions?

#### Test 4, Select missing word (page 142)

##### ► 155

- 1 This year we're planning to use a different type of assessment on this module. In the past students were required to complete two long written assignments and also to do a presentation on a subject of their own choice. We have decided to ask you to write four shorter pieces of written coursework this year. We are also going to be more prescriptive about what you focus on in your presentation. This is because previously many students lost marks unnecessarily simply because —— .

##### ► 156

- 2 In nineteenth century Britain – and indeed in the first half of the twentieth century – many of the urban poor lived in extremely cramped conditions. Over-crowding, damp, and poor sanitation affected the daily lives of the majority of the population, with serious implications for their own and their children's health. Novelists have a major role to play in reflecting their times to their readers who may otherwise ignore social problems, and the portrayal of the wretched living conditions of the impoverished by such writers as Charles Dickens in the nineteenth century and George Orwell in the twentieth was instrumental in —— .

#### Test 4, Highlight incorrect words (page 143)

##### ► 157

- 1 English had barely established itself as a language in England when it began moving to other countries to be used there as well. First it headed north to Scotland and then west to Wales. It then made its way across the sea to Ireland. That was in the Middle Ages. Over the course of the following centuries it has put down roots all over the world, from the USA to South Africa, from India to New Zealand. Of course, in all these countries it has developed in special ways to suit the new contexts in which it found itself.

##### ► 158

- 2 Researchers at the University of California claim to have discovered that people who eat chocolate regularly tend to be lighter than those who rarely eat it. The findings may seem surprising in that chocolate has a great many calories and, in general, the more calories people consume, the more likely they are to put on weight. The recent studies emphasize that it is more the regularity with which people eat chocolate that is significant rather than the amount they consume. Whether they eat a little or a lot seems to make no difference, whereas eating it frequently appears to reduce weight more than only having it occasionally.

#### Test 4, Write from dictation (page 144)

##### ► 159

- 1 The new theory takes all the latest research results into account.

##### ► 160

- 2 The period was a golden age of English literature.

##### ► 161

- 3 Essential textbooks can be purchased from the campus bookshop.

# ANSWER KEY

## Test 1, Read aloud (page 13)

See text on page 13.

## Test 1, Repeat sentence (page 15)

See audio script on page 157.

## Test 1, Describe image (pages 17–19)

### 1 (Model answer)

The graph shows population trends in Europe and Asia as a percentage of world population between 1750 and 2000 (overview). Asia had a much bigger percentage of the world population during this period than Europe (point 1). Asia's proportion dropped from 65 to 55 percent between 1750 and 1950 but reached 60 percent in 2000 (point 2). Europe's population was fairly stable from 1750 to 1850 at just over 20 percent of world population (point 3). Then it rose slightly in 1900 before falling by more than half to just over ten percent in 2000.

### 2 (Model answer)

The charts show why males and females stopped going to school (overview). In both cases the main reason was that they had completed their studies (point 1). This applied to 65 percent of females and 60 percent of males (point 1a). The second reason was that they had got a job, but 25 percent of males had work compared with 12 percent of females (point 2). Almost the same percentage of females also left school for personal or family reasons, while only four percent of males did (point 3). A very small percentage of students left due to illness – three percent of males and five percent of females (point 4), and a slightly bigger percentage left for other, non-specified reasons (point 5).

### 3 (Model answer)

The chart shows the future trends in the percentage of American citizens over 65 years old (overview). In 2010, about 13 percent of US citizens were over 65 (point 1). This figure is predicted to rise steadily so that by 2035, it will be 20 percent (point 2). Between 2010 and 2030, the rise will be quite steady, whereas between 2030 and 2035, the rise is less significant (point 3) – suggesting that the increase in the ageing population may peak shortly after 2035 (point 4). However, the rise will have serious implications in areas such as the provision of government services (implication).

### 4 (Model answer)

The graph shows revenue growth in millions of dollars for two companies between 2006 and 2024 (overview). The revenue of Company X is forecast to rise steadily from \$300 m to \$1,800 m in 2024 (point 1). Company Y's revenue started at zero in 2006 and is likely to increase slowly to about \$400 m in 2019 (point 2). After that, however, predictions are that the company's growth will surge between 2019 and 2024 to just overtake Company X at \$1,900 m (point 3).

### 5 (Model answer)

The graph shows reading achievement over three years for two groups of students: successful and struggling readers, measured in words per minute (overview). Successful readers make faster overall progress than struggling readers (point 1: overall trend). Over three years, they go quite steadily from 20 words per minute to 120 words per minute (point 1a: support). Struggling readers make smaller gains and seem to regress a little in the fall (point 2), perhaps because they don't read much during the summer break (point 2a: possible reason). Overall, they go from about eight words per minute to about 50 in the same period of time (point 2b: support).

### 6 (Model answer)

The diagram shows a Shadouf which is a method of collecting water (overview). It consists of a raised walkway, that is attached to a post by a pivot, to form a lever (object description part 1). On the end of the lever is a rope and a bucket (object description part 2). The operator climbs up to the walkway and uses his weight to balance the lever (process description part 1). He moves forward so that the lever falls and the bucket tips into the water and then he moves backward again so that his weight raises the lever and the bucket of water rises for collection (process description part 2).

## Test 1, Re-tell lecture (page 21)

### 1 (Model answer)

The lecture was about air pollution and the changes since the middle of the last century (main topic). Air pollution in the 1950s was very visible with thick black smogs causing severe health issues (point 1). This air pollution came from factories (point 2). A smog in London in 1952 caused a large number of deaths and resulted in a Clean Air Act being introduced (point 3). These days, air pollution is invisible but is still a major health risk (point 4). It is now largely caused by cars and lorries and is due to the significant increase in vehicles since the 1950s (point 5).

**2 (Model answer)**

The lecture provided some tips on using Focus Groups to provide help with research (*main topic*). Focus Groups are groups of people who can provide input for your work (*definition of main topic*). She said that ideally there should be six or seven people in a focus group (*point 1*). If it was bigger than that, then it could lose focus and if it was smaller than that, there wouldn't be a big enough range of views (*explanation of point 1*). She recommended having a moderator to guide the discussion and to make sure everyone takes part and keeps focused (*point 2*). And she also recommended having some basic materials to get the discussion going such as pictures and graphs to help understand what the context was (*point 3*).

**3 (Model answer)**

The lecturer gave some practical tips on setting up a website. You need to ensure that the website adds value to the users and there are three things to consider (*main topic*). Firstly, who is the target audience and what information are they looking for? (*point 1*) And what you can do is to group users according to their needs and then design the site based on this (*explanation of point 1*). Secondly, it's important that the website can be reached by your target audience (*point 2*) – so you may need to use social media or provide links on other sites (*examples for point 2*). And thirdly, you need to make sure your users have a reason to return to the site (*point 3*) so you need to ensure the information is interesting and up-to-date (*explanation of point 3*).

## Test 1, Answer short question (page 23)

- 1** departures
- 2** instructions
- 3** interview
- 4** reception/check-in
- 5** architect
- 6** rent
- 7** breakfast
- 8** spectator
- 9** ladder
- 10** appetite

## Test 1, Summarize written text (pages 25–26)

**1 (Model answer)**

Tea, the second most popular drink in the world (*point 1*), is grown in over 50 countries now (*point 2*), but these countries have to have the right climate and geographical features if they are going to produce sufficient high-quality plants (*point 3*) to manufacture into the wide range of teas that are exported around the world for general consumption (*point 4*).

**2 (Model answer)**

The increasing demand for fish, particularly in developed countries (*point 1*), and the rapidly declining fish stocks in the world's oceans because of overfishing to meet demand (*point 2*), should be of concern to governments (*point 3*), who need to do more to protect the earth and its ecosystems, and avoid unnecessary species extinction (*point 4*).

## Test 1, Write essay (page 28)

**1 (Model answer)**

As medical care improves and the life expectancy of men and women increases, there are a number of consequences that will arise for future generations. Some of these will be beneficial, but some could cause issues (*introduction to topic*).

Most people would like to live longer, provided they can maintain a good quality of life (*positive development – main idea*). This requires good health, money and the desire to participate in an active lifestyle (*explanation of main idea*). Some elderly people have had the opportunity through their working life to save for their retirement, while others may be fit, healthy and enthusiastic about working well into their sixties or seventies (*support for main idea*). For all these people, living longer is likely to be a positive experience (*summing up of positive development*).

However, there are other elderly people who have not been able to provide for their old age or who, despite improved medical care, struggle to lead a healthy life (*disadvantage for individual – main idea*). My grandfather, for example, was a builder all his life. He never managed to save for his retirement and, despite medication to stabilize his health problems, he is unable to continue working (*example – main idea*). For him, old age is a constant worry.

As far as society is concerned, another negative consequence of people living longer is the effect this could have on the workplace (*disadvantage for society – main idea*). Currently, most people retire in their sixties and this allows the younger generation to move into the jobs they have left. As people stay on at work, the turnover of jobs declines making it more difficult for younger people to get work (*explanation of disadvantage for society*).

On balance, I believe that improving medical care in order to extend life expectancy is a good thing (*point of view*). However, governments must ensure that young people are not deprived of jobs and that old people who cannot support themselves are well looked after (*summary of main ideas*).

**1** (Model essay outline)

Will people see this as positive?

- Most people want to live longer, as long as they are healthy. If healthy and no money worries: more time to be active, or work.

Disadvantages:

- Individuals: People are living longer but they are not always healthy or wealthy/need medical care and this costs money.
- Society: People retire later and fewer jobs are available for young people.

Conclusion:

- Longer life expectancy good but governments must support aged and also ensure employment for all.

**2** (Model answer)

Over the last few decades, there has been a drive to encourage students to continue their studies at university. Efforts have been made to increase the capacity of universities and schools often believe that the more students they prepare for university, the better (*introduction to topic*).

I don't believe this is necessarily a good thing (*point of view*). For some students, university is a stepping stone to the ultimate goal of a career. For others, the choice will be work that requires practical expertise rather than academic abilities and they will not need to go to university to achieve this (*reasons for point of view*). The challenge for schools is to strike the right balance between academic study and preparing young people for employment (*main idea – role of schools*).

The ultimate aim of education is to ensure the population has an adequate level of skill sets and that individuals are capable of being effective in the workplace (*main idea – aim of education*). Schools should be focusing on making sure students are able to communicate well, are numerate, have a foundation of general knowledge and an ability to find things out for themselves (*examples to support main idea*).

In my view, communication is the most important of these skills (*main idea – communication*). Being able to write an essay, report or email, and being able to speak clearly and coherently are essential both for employment and for university study (*examples to support main idea*). At my university, students who cannot express themselves well in writing find it hard to do their assignments and this causes them a lot of anxiety (*personal experience*).

To conclude, I believe schools should keep to their primary function of teaching the core skills I have outlined above (*point of view*). If they do this, they should succeed in preparing their students for life after school – whether it be at university or in the world of work (*summing up of point of view*).

**2** (Model essay outline)

Arguments against:

- Only some students want to go to university. Many students prefer practical work – university not needed.

Schools should provide balance:

- Aim of education: prepare people for workplace – directly or after study.
- Should focus on: communication, numeracy, basic general knowledge and how to find things out.

Communication most important: needed for both university and work.

Conclusion:

- Schools should prepare students for both outcomes by teaching core skills.

### Test 1, Multiple-choice, choose single answer (page 31)

**1** C (to highlight the potential benefits of geothermal power for Britain): focus is on future possibilities (*could, would be, would keep*), and problems are not the main point.

**2** B (New products are not always based on new ideas.): *innovations were often already 'out there' in the public domain* (the remainder develops this idea).

### Test 1, Multiple-choice, choose multiple answers (pages 33–34)

**1** B (It is a drifting piece of wood.): *bobbing vertically, the floating tree, buoyant, travels quite extensively.*

E (It can quickly move about the lake.): *travels ... with surprising rapidity.*

F (It can be a danger to boat users.): *boat pilots commonly communicate its position to each other as a general matter of safety.*

**2** C (It has resulted from agricultural activity.): *people living in rainforests farmed in a way that enhanced rather than destroyed soils; rainforest is ... farmland, enriched by the waste created by ancient humans.*

E (It is being found near where humans have lived.): *I go looking for dark earth round the edge of villages and ancient towns, and in traditionally farmed areas. It's usually there.*

## Test 1, Re-order paragraphs (page 36)

- 1** D Anyone who has ever visited the Grand Canyon will agree that it is one of the most incredible sights in the world (introduces central idea and stands alone).
- A Clearly, a number of factors have contributed to its remarkable appearance (*its* = the Grand Canyon, *remarkable appearance* links to *incredible sights*).
- C Experts who have analysed the rock formations say that, historically, it goes back nearly two billion years (*it* = the Grand Canyon; *rock formations* links to *remarkable appearance*).
- E The geological processes that have taken place since then are exposed for everyone to see, not hidden beneath vegetation or a fast-flowing water course (*since then* = *two billion years*).
- B The result is a unique story of land collisions and erosions, and of rising and falling water levels (*the result* – of the geological processes).
- 2** E Over the last half-century, organic farming has become a driving force in the world's food market (introduces topic of organic farming; broadest time scale).
- C In the late 1900s, food manufacturers were challenged by the organic community to ensure they were using ingredients that had been produced in natural, healthy ways (narrows time reference; develops idea of how organic farming became a driving force).
- A It was a time when managers had to take a critical look at every aspect of their production process and make improvements where necessary (*It was a time* = *late 1900s*; *critical look* continues idea of *challenged*).
- D Whether these systems have been maintained seems questionable, particularly as contracts depend so heavily on efficiency and quick sales (*these systems* = *improvements*).
- B As a result, some people believe it is now time to re-assess many companies in terms of the standards they agreed to some years ago (*as a result* links to the query raised in D).
- 3** 1 complex: adjective required; the other words don't create meaning in context
- 2 family: collocation with *close* and *bonds*; the other words don't create meaning in context
- 3 variety: singular noun required; collocation with *wide*
- 4 apart: adverb required; collocation with *move further*
- 5 sounds: plural noun required; matches meaning of *rumbling* and *heard*
- 4** 1 effects: the other nouns don't create meaning in context (the plural *sources* suggests a plural)
- 2 answer: the other nouns don't create meaning in context
- 3 machines: plural noun required that substitutes for *wind farms*; the other nouns don't create meaning in context
- 4 regions: the other nouns don't create meaning in context
- 5 feature: collocation with *landscape* (*sight* would require *in the landscape*)
- 5** 1 unlike: contrastive word needed meaning *different from*
- 2 matters: the other verbs don't create meaning in context (cannot be *concerns* because of *to*)
- 3 make: collocation with *contribution*
- 4 collection: collocation with *data*; the other nouns don't create meaning in context
- 5 use: verb required; present tense for general statement

## Test 1, Reading & writing: Fill in the blanks (pages 41–43)

### Test 1, Reading: Fill in the blanks (pages 38–39)

- 1** 1 practices: collocation with *work*; agrees with grammar of verb phrase
- 2 focus: collocation with *shifted*
- 3 output: the other words don't create meaning in context
- 4 extent: collocation in phrase *to some extent*; forms phrase meaning *partly*

- 1** 1 B (helps to improve): singular with uncountable *equipment* and followed by infinitive
- 2 A (levels): collocation with *global poverty*
- 3 C (since): time word used with Present Perfect tense in this context
- 4 A (means): followed by *of + -ing* and collocates with *producing*
- 5 D (figure): referring to 40 percent, which is a proportion (so not *sum*, *total*, *volume*)
- 2** 1 B (precise): refers ahead to *there are now more age groups to target ... a sales pitch can be re-worked a number of times to more exactly fit each one*.
- 2 D (involved): in this context none of the others are used with *in*
- 3 A (rather than): a contrast is being presented
- 4 B (Similarly): introduces another example of the same thing
- 5 C (bonus): the others don't create meaning in context

- 3** 1 D (material): the others don't create meaning in context  
 2 B (assist): the others require to or don't create meaning in context  
 3 C (you can sense): it and he have no reference; one sense is ungrammatical  
 4 A (highlighting): the others don't create meaning in context or require a preposition  
 5 C (Every): determiner used with singular noun (*all* used with plural; *the other* contrasts; *any one of* comes before an article or pronoun)
- 4** 1 C (of becoming): the others are grammatically incorrect  
 2 A (prefer): used with to (infinitive form)  
 3 D (has had): *anyone* is singular; need Present Perfect in clause that refers to past and present time  
 4 B (deal): collocation *a great deal of* + noun  
 5 C (argue): the others don't create meaning in context
- 5** 1 D (refers): the only one followed by to  
 2 B (qualities): reference indicates this as the only group noun  
 3 D (height): the others are not appropriate in the context  
 4 A (has cultivated): Present Perfect to refer to a period of time that is still continuing  
 5 C (who): relative pronoun is needed to complete relative clause; for people it must be who or that

### Test 1, Summarize spoken text (page 46)

- 1** (Model answer) Technological nature refers to a computerized picture of a natural scene (*point 1: topic*). To find out if this has the same beneficial effect as a real scene, put a group of people in a room with a real view and another group in a room with a virtual view (*point 2: research*). The group in the room with the real view will recover more quickly from stress than the other group (*point 3: results*).  
**2** (Model answer) Lawyers rely on what their witnesses can remember of an event in a criminal trial (*point 1*). If new information is introduced to a witness, it may make their memory unreliable (*point 2*). This has been illustrated in research. If subjects watch a video of a crime and then hear an account that includes new information not shown on the video, their memory of the video can also include new and unreliable information (*point 3*).

### Test 1, Multiple-choice, choose multiple answers (page 48)

- 1** C (geological conditions): you need to be absolutely sure that the ground, and more to the point, what lies beneath the ground can support underground transport  
 D (employing professionals): engineers have to be really experienced, really knowledgeable ... And those key issues are what I want to focus on today.

- 2** B (interviewing residents about the problems): they went round to people's houses and met them ... and talked to everyone and got a general idea of what the local concerns were.  
 F (removing litter from the streets): this was followed up with other quite practical solutions like cleaning up the area, getting rid of debris in alleyways

### Test 1, Fill in the blanks (page 50)

- 1** 1 frankly 2 options 3 basic 4 employees 5 significant  
**2** 1 practical 2 element 3 collect 4 review 5 description

### Test 1, Highlight correct summary (pages 52–53)

- 1** B they decided to award their graduates higher grades so they would be more attractive in the highly competitive job market ... lifting the grades may even be damaging to the students because employers may believe that the graduates were given the high grades when they didn't deserve them.  
**2** C Urban development is ... going on at a great pace and the standard approach here in Western Australia is for suburban development to happen at the outer edges of the city ... Suburban expansion on the edges of the city is cheaper and easier to do than building more homes within the city ... urban sprawl is destroying bush and consequently the natural wildlife that exists there

### Test 1, Multiple-choice, choose single answer (pages 55)

- 1** D (trends in where Americans live): the pull to the suburbs has continued ... Rural areas ... have not seen the same pattern at all.  
**2** A (They were understandable at the time.): who can blame them really? ... Mmm. Yes.

### Test 1, Select missing word (page 57)

- 1** C (has changed over time): originally, in the nineteenth century, it tended to simply mean ... In later works of literature, this 'unreliability' was used by authors more deliberately ... Nowadays, there's a lot more humour in unreliable narration  
**2** A (complex): you're amazed at how much detail there is ... it's also amazingly intricate.

## Test 1, Highlight incorrect words (page 59)

- 1** It seems we now know more about outer space than we do about the Earth's core. This is because temperatures are so great (high) at the centre of the Earth that human beings have not been able to take a close look at it. However, new techniques (methods) of analysis may soon change all that. The seismic waves formed (created) by earthquakes and volcanic eruptions penetrate the Earth's layers at different speeds. It is now hoped that by studying these waves, scientists will be able to make new findings (discoveries) and solve some of the mysteries of the inside (internal) structure of the Earth.
- 2** Many species of birds cover long miles (distances) during their seasonal migration to warmer climates. But how successful are they, and do birds that get lost on their route ever survive (manage) to find their way back? Much research has been done (conducted) into how birds navigate and the results show that age is a significant reason (factor). Young birds usually just carry on, if they lose their migratory path, and thus fail to achieve (reach) their destination, whereas older, more experienced birds will generally be able to find their first (original) route and continue successfully on their journey.

## Test 1, Write from dictation (page 61)

See audio script on page 160.

## Test 2, Read aloud (page 62)

See text on page 62.

## Test 2, Repeat sentence (page 63)

See audio script on page 161.

## Test 2, Describe image (pages 64–66)

### **1** (Model answer)

The plan shows the layout of a student apartment (overview). There is one large living area with a table and chairs, and an armchair (point 1) with a small kitchen and small bathroom to one side (point 2). There is a separate bedroom with a bed and wardrobe and two windows (point 3). The study area is on the right of the entrance and is part of the living area. It has a desk near the window and would probably also have bookshelves (point 4). The apartment seems quite convenient for a student living on their own (*drawing a conclusion*).

### **2** (Model answer)

The graph shows the rainfall and temperature over the period of a year in the Great Lakes area of the USA (overview). We can see that the two seem to broadly correspond, in that the rainfall gets heavier as the temperature increases (point 1). Both the temperature and the rainfall are at their height in July – the rainfall is heaviest at over 90 mm and the temperature at about eighteen degrees (point 2). Both decrease towards the end of the year, although rainfall rises slightly in December and January (point 3). The temperature drops below zero around October and the rainfall is at its lowest in October and November with under 20 mm (point 4).

### **3** (Model answer)

The bar graph compares energy consumption in North and South America in 2007 (overview) and shows that in both regions, oil was the main source of energy at 45 percent of the total for South America and 41 percent for North America (point 1). Both areas used a lot of natural gas, nearly a quarter of their total consumption (point 2). Of the other sources of energy, the main differences were that South America used a lot more hydroelectric energy than North America, 28 percent compared to five percent (point 3), but in North America 20 percent of its energy came from coal compared to only five percent in South America (point 4). Neither region depended much on nuclear energy, less than ten percent (point 5).

### **4** (Model answer)

This is a language college timetable for a week, and it shows a balance of classes and social activities (overview). After a tour of the college and a welcome morning tea on Day 1, there are English language classes on Days 1 to 4, and the classes are from 9–12, except on Monday, when they have a lesson after lunch (point 1). In the afternoons usually they have social activities on site or visits to a local attraction or a Junior School classroom (point 2). On Day 5, there are activities for the whole day. Some things they might do include tennis, films, games and surfing lessons (point 3). At the weekend, the students spend time with their homestay families (point 4, 5).

### **5** (Model answer)

The graph shows how the proportions of overseas-born people in Australia have changed from 2000 to 2010 (overview). The largest proportion of immigrants is from the UK at between five and six percent followed by New Zealand with between two and three percent (point 1), but UK numbers have decreased whereas New Zealand numbers have increased (point 2). The proportions of people born in China and India have both noticeably increased over the period to almost two percent (point 3). There has been little change in the proportions of people born in Vietnam, the Philippines, South Africa, Malaysia and Germany, which all stayed around or below one percent (point 4).

**6** (Model answer)

This is a diagram of the life cycle of a Painted Lady Butterfly as it transforms from an egg to an adult butterfly (overview). It starts off as an egg, the same size as a pin head (*point 1*). After that it turns into larva and becomes a black to purple caterpillar with yellow-green stripes (*point 2*). This caterpillar eats and grows until it enters the pupa or chrysalis stage. At this point it is reddish brown in colour (*point 3*). In the last stage of the process it emerges from the chrysalis as an adult butterfly, which lays an egg, beginning the cycle again (*point 4*).

**Test 2, Re-tell lecture**

(page 67)

**1** (Model answer)

The speaker is asking what the purpose of a museum is and whether we really need museums today when there is so much information available online (*point 1*). He suggests that museums are not just places to store things but they have to develop an educational purpose (*point 2*). This means they have to engage people and do things like get involved with community organisations (*point 3*) and in this way they may become relevant and involved in social change (*point 4*).

**2** (Model answer)

The lecture is about graffiti (*topic*) and how some people don't see it as art and some people hate it (*point 1*) but it has been around for a very long time (*point 2*). There are examples of graffiti from ancient Egypt and Rome (*support for point 2*). Modern graffiti really began in New York after the invention of the paint spraycan (*point 3*) and a lot of young people see it as an expression of how they feel (*point 4*). These days, graffiti is accepted as an important art form (*point 5*).

**3** (Model answer)

Nature can teach us a lot and technology especially has taken a lot of ideas from nature (*point 1*). This kind of research is called biomimicry, and it means copying or imitating something in nature but using it in a modern piece of technology (*details for point 1*). For example, the bright screens on mobile phones are copied from butterfly wings and moths' eyes (*example of point 1*). There is also research looking at what makes spider webs so strong (*point 2*).

**Test 2, Answer short question**

(page 68)

**1** lungs**2** a city/a town**3** a crown**4** a dictionary**5** the sun**6** anonymous**7** a sponsor**8** biology/ecology**9** seasons**10** cattle**Test 2, Summarize written text**

(pages 69–70)

**1** (Model answer)

Many ocean creatures are dependent on underwater sound to live and breed (*point 1*), but in the last 50 years noises made by humans from ship engines, seismic research and military activity have increased background ocean noise levels by about 15 decibels (*point 2*), which may have a very negative and disruptive effect on sealife when its impact is considered altogether (*point 3*).

**2** (Model answer)

Scientists are beginning to understand why chillies evolved to be so hot when eaten (*point 1*), and although many scientists still believe the hotness is to deter mammals from eating the plant (*point 2*), recent research suggests it also developed as a defence against harmful microbes (*point 3*).

**Test 2, Write essay**

(page 71)

**1** (Model answer)

Raising the school leaving age to 18 would mean that high school graduates would be more well-rounded as individuals and more employable (*opening statement agreeing*). While it may be true that some people are destined to do jobs that do not require a high level of education, the fact is that in today's competitive world, it is becoming more and more difficult to get opportunities without a solid education. As a lot of unskilled work can be done by machines, it is not easy for young, unqualified people to gain employment. As far as skilled work is concerned, employers are less likely than in the past to give young people a chance (*first argument agreeing*).

Although young people are maturing earlier than before and are therefore better equipped to make their own decisions, the world has also become more complicated. People change jobs more often than they did in the past so a good general education is needed. One role of school is to provide a social and moral foundation and this is certainly important in the crucial teenage years as young people face situations that their parents never had to deal with (*second argument agreeing*).

There will always be examples of high school dropouts who have become very successful in their chosen fields but it is important to remember that these individuals are a very small minority. They are generally talented, entrepreneurial and know what they want to do from a very young age. The majority of students would benefit from a longer time at school and society as a whole would benefit if the general level of education were raised (*conclusion agreeing*).

**1** (Model essay outline)

Agree:

- employers won't give chances to unqualified people = competitive world
- social and moral education in crucial teenage years
- raises general level of education in society

Disagree:

- some people not academic = don't need more education
- young people maturing early = can make own decisions
- some successful people = high school dropouts

**2** (Model answer)

Pollution, global warming and the resulting threats to plant and animal species are a modern reality and are occurring on a world scale. While it is true that the environment is a matter of concern for governments all over the world, that does not absolve individual citizens from taking responsibility for finding solutions to the problems (*introduction*).

Local, national and international authorities and governments certainly need to play a part in dealing with problems relating to the environment. This can be done in many ways, whether it is regulating waste management, providing incentives to environmentally friendly companies or funding research into possible solutions. To a great extent, it is up to governments to set the scene for citizens to do the right thing as far as the environment is concerned (*argument for government responsibility*).

However, individuals also have an influence and can do their bit to bring about change, not least by voting for a government that will safeguard the environment. There are many things that people can do, for instance saving electricity in the home, reusing and recycling whatever we can and cutting down on carbon dioxide emissions by limiting the use of private vehicles. Those actions are the very least that individuals should do. To take it a step further, individuals can create innovations that will help manage our resources and minimize our waste. They can lobby politicians to take a strict stand against companies that pollute the environment (*argument for individual responsibility*).

Besides having a moral obligation to fellow human beings and other species to look after our habitat, on a practical level individuals are the ones who will make government policies a reality (*conclusion*).

**2** (Model essay outline)

Responsibility: both government and individual Government:

- waste management
- encouraging companies to change
- funding solutions

Individual:

- vote for government that cares
- cut energy use
- re-use, re-cycle
- don't drive cars
- be active politically

Conclusion: joint responsibility – individuals make government policies work

**Test 2, Multiple-choice, choose single answer (page 72)**

- 1** B (Sea snails are being carried by submarines to places where they harm other species.): *latch on to the submarines ... potentially spreading disease in pristine ecosystems.*
- 2** C (teachers who have practical experience in a creative field): *The academic staff are former working artists, theorists and designers*

**Test 2, Multiple-choice, choose multiple answers (pages 73–74)**

- 1** A (special clothing): *ceremonial cloaks*  
 C (equipment for boats): *canoes ... rigging, sails and lengthy anchor warps for them*
- 2** C (artwork on top of the building): *the podium roof plaza is an open air gallery for public sculpture.*  
 E (helpful guides to give information about the art): *specially trained, very personable staff who field questions, explain the exhibits*

**Test 2, Re-order paragraphs (page 75)**

- 1** D The University will host its second annual Arts and Commerce Career Readiness Conference on campus next month (*conference introduced*).  
 B The conference is part of the career counselling centre's campaign, which has been designed to assist final year students transitioning out of university and getting their careers off to a good start (*the conference*).  
 C Students will be able to speak with industry professionals and graduates who had the benefit of this assistance last year (*to assist – this assistance*).  
 A It is important to register for sessions with the industry professionals as numbers are limited (*the industry professionals*).  
**2** B Historically, in Europe and many other parts of the world, settlements were built on higher ground for the purposes of defence and to be close to fresh water sources (*building cities on higher ground introduced*).  
 D Cities have often spread down from these locations onto coastal plains, putting them at risk of floods and storm surges (*these locations = higher ground*).  
 A Urban planners must consider these threats and work to allay them (*these threats = floods and storm surges*).  
 C If the dangers are only in specific areas then they can make the affected regions into parkland or a green belt, often providing the added advantage of open space (*they = urban planners*).

## Test 2, Reading: Fill in the blanks (pages 76–77)

- 1** 1 hard: *despite* suggests a contrast (so not *favourable*)  
 2 creative: relates to families having less money (final sentence shows not *generous*)  
 3 sums: collocation with *lump* (you cannot say *lump money*)
- 2** 1 care: the others don't create meaning in context  
 2 potential: collocation with *to + infinitive*, future indicated by *will allow*  
 3 combination: examples given of many techniques  
 4 information: collocation with *reveal* (research will answer *fundamental questions*)
- 3** 1 known: adjective needed (*academic* does not collocate, *unique* is the same as *only*)  
 2 contains: sentence describes contents  
 3 academic: collocation with *consensus* (scholars agree)  
 4 led: verb showing causal relationship and must be used with *to*
- 4** 1 researcher: *working as a ...* requires a job (*leader* not possible)  
 2 division: *chief* suggests a section of the Department of Agriculture  
 3 inspection: suggested by *toxins* and *diseases*  
 4 serum: *it = hog cholera*, which the serum will prevent

## Test 2, Reading & writing: Fill in the blanks (pages 78–80)

- 1** 1 D (received): needs Past Simple (finished event in the past)  
 2 A (played): collocation with *role*  
 3 B (which): relative pronoun refers to *galaxy clusters* and begins the relative clause  
 4 A (In addition to): Couch's own research added to work he has done for others
- 2** 1 B (drawn): an example of ellipsis (graffiti *that was drawn*)  
 2 D (prolific): a lot of work (*up to 40 drawings a day*)  
 3 B (at least): restricts *art* to mean *his art*  
 4 C (whom): part of a relative clause referring to *street artists*
- 3** 1 D (While): indicates contrast  
 2 C (are falling): Present Continuous for current situation (indicated by *have grown*)  
 3 A (must have decreased): a stipulation or condition for the 'vulnerable' classification  
 4 B (For this reason): preceded by a reason and followed by a consequence

- 4** 1 B (collaborative): the faculty is working with museums, galleries and art organisations  
 2 D (active): adjective is needed to describe *mentors*  
 3 B (growth): noun is needed, collocation with *personal*  
 4 C (facilitate): verb needed, to agree with plural noun *studios*  
 5 B (opportunities): collocation with *travel*; the others don't create meaning in context
- 5** 1 A (have been known): Present Perfect, Passive (others require *how* or are ungrammatical)  
 2 C (mates): the 'partners' of animals  
 3 D (take part): *simply* indicates the females do not do something themselves  
 4 B (still): to indicate a surprising fact – that something has continued long after it should have stopped

## Test 2, Summarize spoken text (page 81)

### 1 (Model answer)

It is difficult to proofread your own work (*topic*), but it helps if you think about the problems you have had before (*point 1*). You have to remember to look for how the ideas flow (*point 2*) and to check the paragraphing and also the references (*point 3*). It might help if you read your essay aloud, and you should do this after a break so you will see the errors more easily (*point 4*).

### 2 (Model answer)

The lecture is reporting on research into local government that found there were three main issues (*overview*). Firstly, people need to be more involved as citizens and find out what they can do (*point 1*). Secondly, public servants need to be more customer-focused (*point 2*). Finally, the way the different levels of government interact with each other and with citizens needs to be looked at, because there are problems of over-centralization there (*point 3*).

## Test 2, Multiple-choice, choose multiple answers (page 82)

- 1** B (Past students offer them help.): *the level of support that's available ... from ... alumni.*  
 E (A high percentage complete the degree and get jobs in their field.): *the college enjoys an excellent reputation for ... student employment after graduation.*
- 2** C (Rock art in both places depicted animals of interest to humans.): *Both feature outline images of human predators and prey, from bears and lions to stags, horses and bulls.*  
 E (It shows that people in widely separated places thought the same way.): *human beings are essentially the same in their thinking. So, whether it's the ancient people of Europe, or in Asia, ...*

## Test 2, Fill in the blanks (page 83)

- 1 1 mammals 2 adaptable 3 urban 4 native  
2 1 searched 2 hostile 3 object 4 farms 5 tourist

## Test 2, Highlight correct summary (pages 84–85)

- 1 B *makes good business sense ... Management needs to look at training, security and communication issues ... equal access to resources and, of course, promotions ... It's vital to screen employees carefully* (other options focus on just one part or have ideas not in the recording)  
2 D *you would think, that with all these consumer choices that people would be spending more money ... when there were more varieties, more customers stopped to try ... only about three percent of them actually ... selected a product to buy ... when there were just six varieties, fewer people stopped to try ... but ... 30 percent of them bought a jar of jam* (other options have ideas not mentioned)

## Test 2, Multiple-choice, choose single answer (page 86)

- 1 D (It has come back into favour in recent years.):  
*... seen as an unfortunate hangover from the 1960s, but ... people's feelings about it have gone ... to real appreciation now.*  
2 C (The main task should be divided into parts.): *To help overcome potential conflicts, the group can ... break the larger group objective into smaller tasks.*

## Test 2, Select missing word (page 87)

- 1 A (from a number of angles): *People who study a breadth of topics, and who have a diverse range of interests, are actually better problem solvers* (ending suggests a reference to different ways of looking at a problem).  
2 C (were at stake): the text mentions the different ways people proved or achieved something by surfing, and collocation of *competition* and *at stake*

## Test 2, Highlight incorrect words (page 88)

- 1 Well, there are many factors that can cause one species to *diverge* (divide) into two. One of these is when populations get isolated from each other by something like a *lagoon* (lake) forming or forest being cleared. And there's another idea that as individuals adapt to their environment, this might have a knock-on *impact* (effect) on mate choice, a process called *sensitive* (sensory) drive speciation. Now this seems to occur in cichlid fish. They have shown that a female preference for either red or blue striped males only exists in *clean* (clear) water, where they are actually able to see.  
2 Social capital is a concept that was introduced by sociologists, many years ago. It's actually the networks and *reserves* (resources) that people use to deliver social outcomes. For instance, it might be holding a sporting event, running a community *fair* (fête), being part of a club.  
It is difficult to measure social capital and one way of looking at it is the *amount* (extent) that people volunteer in their local community. So you can consider the volunteering rate as an *index* (indicator) for how healthy a community is. You can also look at something called a well-being index – the way people think about their lives and how *accepting* (trusting) they are of others, their general perception of the value of their life.

## Test 2, Write from dictation (page 89)

See audio script on page 165.

## Test 3, Read aloud (page 90)

See text on page 90.

## Test 3, Repeat sentence (page 91)

See audio script on page 165.

## Test 3, Describe image (pages 92–94)

- 1 (Model answer)  
The chart shows the population by age group for Australia (overview). The highest number of people are in the age groups 0–19, 20–39 and 40–59 (point 1) with slightly more males than females for each group (point 2). The two older age groups 60–79 and 80 plus are much smaller than the former three age groups (point 3), but the number of women in these age groups is higher than the number of men (point 4).

**2 (Model answer)**

The diagram shows the process of recycling cans (overview). First of all empty cans are put in a recycling bin (stage 1). A lorry then picks up the cans and takes them for recycling (stage 2). Next, the cans are broken down into small pieces (stage 3). Then, they are heated (stage 4) and made into new cans (stage 5). Finally, they are taken to the supermarket where the whole process starts again (stage 6).

**3 (Model answer)**

The bar chart shows the comparison of energy consumption by fuel type in the USA and China in 2010 (overview). With regard to the USA the majority of energy consumed came from three sources: oil, natural gas and coal (point 1) and less than 15 percent was from nuclear, hydro and non-hydro renewable energy (point 2). In the case of China the situation was different in that 70 percent of its energy came from only one source, coal (point 3). Oil was China's second main source of energy at about 35 percent, followed by hydro, then gas (point 4). Very little nuclear power was consumed and like the USA, China used very little non-hydro renewable energy (point 5).

**4 (Model answer)**

The diagram shows the features that whales and fish have in common and the features where they are different (overview). Both of them live in water and can swim (point 1). However, whales and fish are quite different in some things. Unlike fish, whales give birth to live young, they have horizontal tail fins and they are able to breathe air (point 2). Fish don't do any of these things. Instead of giving birth to live young they lay eggs, their tail fins are vertical, and they get oxygen from water not air (point 3).

**5 (Model answer)**

The pie chart shows the distribution of internet users around the world (overview). The highest number can be found in Asia where 38.7 percent of the world's internet users are located (point 1). Both Europe and North America have high numbers of internet users at 26.4 and 18 percent respectively (point 2), but in several areas the numbers of internet users are below 10 percent of the population, namely Latin America at 9.6 percent, Africa at 3.4 percent and the Middle East at 2.5 percent (point 3). The lowest number of users is in Oceania and Australia with only 1.5 percent (point 4).

**6 (Model answer)**

The diagram shows how solar panels work to make electricity in the home from the light of the sun (overview). First of all sunlight is caught by the solar panels which are situated on the roof of the house (point 1). When the sun shines, the solar panels create electricity as direct current which travels to the inverter which is inside the house, where the direct current is changed to alternating current (point 2). The electricity then travels to the fuse box (point 3). From the fuse box the electricity can power appliances in the home such as TVs and lights (point 4).

## Test 3, Re-tell lecture (page 95)

**1 (Model answer)**

There is a new way of thinking about homework among educators (overview). Recent thinking and research suggests that homework is of little value especially to younger children (point 1). It also puts a lot of pressure on the parents because they are not able to help their children (point 2). Because of this, education officials are going to promote reading which they consider to be far more valuable than doing homework (point 3).

**2 (Model answer)**

The lecture is about the development of conflict theory as a subject (overview). It began as a means to better understand conflict in society (point 1). It was started by a group of academics who believed that studying conflict as a phenomenon using approaches from different disciplines would be useful (point 2). It was initially rejected by some academics (point 3) but it continued to thrive as a discipline and is now as important as other academic fields (point 4).

**3 (Model answer)**

The lecturer points out that the space within homes has become smaller (point 1) so we need to ask if there is any evidence that this is having effects on people's well-being (point 2). Research has shown that having smaller homes is having a negative effect on all the inhabitants of the home in terms of behaviour and even health (point 3). Therefore, it is vital for residents to have adequate private space within their home for their psychological health (point 4).

## Test 3, Answer short question (page 96)

**1** cheap**2** glasses/contact lenses**3** synthetic**4** fruit**5** twelve**6** west**7** water/liquid**8** honey**9** library**10** waiter/waitress

## Test 3, Summarize written text (pages 97–98)

### 1 (Model answer)

New research reveals that location, rather than class, is now the main factor in determining global inequality (*point 1*) and economic migration is the only solution for individuals from developing countries to improve their standard of living (*point 2*) until policy makers prioritize support for developing countries (*point 3*).

### 2 (Model answer)

Due to the widespread use of English in many fields, it is one of the most spoken languages (*point 1*) and this probably accounts for the fact that very few native speakers of English can speak another language (*point 2*), whereas in non-English-speaking countries in Europe over 50 percent of people are bilingual (*point 3*).

## Test 3, Write essay (page 99)

### 1 (Model answer)

In the past it was more common for men to work than women but this situation has changed and nowadays both sexes work. However, it would seem that there are still some differences between the sexes as some professions seem to attract more men than women and vice versa (*introduction*).

It is quite common for men, rather than women, to be employed in jobs such as building and construction. This is probably due to the effort and strength needed for such kind of labour and many women may not have sufficient physical power for this (*point 1 regarding male suitability*). However, there are many other careers in which far more men work than women such as engineering. Additionally, there are far more senior male managers than female. This may have less to do with suitability and more to do with other factors such as education, expectations of family or social beliefs (*point 2 regarding male suitability*).

On the other hand there are other professions where mainly female employees can be found such as child care. This may be attributed to the fact that women are generally the child rearers at home and feel familiar and comfortable doing this type of work (*point 1 regarding female suitability*). Other jobs which have fewer males than females are caring professions such as teaching and nursing. It is believed that this could be due to the fact that women are seen to be good communicators with the ability to empathize (*point 2 regarding female suitability*).

In my opinion I believe that it is not a question of suitability based on sex but suitability based on personality. Each person should do the type of job they personally feel most suited to, regardless of their sex (*conclusion*).

### 1 (Model essay outline)

Some differences in jobs done by men and by women:

- Jobs suitable for men: strength
- Some jobs could be either but still more men
- Jobs dominated by women
- Women's characters determine jobs?

Opinion: Choice should be dependent on suitability not gender.

### 2 (Model answer)

It has become quite common for young people to leave home either for study or work purposes. This affords numerous advantages for those who do this but it is not without its difficulties either (*introduction*).

Living independently at a young age gives young people many opportunities to learn. For example learning how to budget money, manage time, complete paperwork or forms, work or live with new people and in some cases learn how to cook and look after a home (*point 1 advantage*). Without having parental guidance on every single issue or problem encountered young people can also learn about how to solve problems and make decisions independently (*point 2 advantage*).

However, living away from home is not without its drawbacks. For one thing youngsters may feel isolated, lonely and homesick living in a new place without their family for the first time (*point 1 disadvantage*). They may not be sufficiently mature to adapt and could fall into debt through not managing their money, or fail to keep up with their studies, or be late or absent from work due to lack of time management skills (*point 2 disadvantage*). In the worst scenario, without parental guidance, they may become friendly with, or influenced by, unsuitable people and get involved in criminal activities (*point 3 disadvantage*).

On the whole, however, I still believe it is a positive development for most young people to have independence at an early age, as long as they are made aware of the possible problems of living away from home. They should also be given advice prior to leaving home and continuing support, albeit from a distance, once they have left home (*conclusion*).

### 2 (Model essay outline)

Leaving home: advantages and disadvantages

Advantages:

- learn to manage money, cook, live independently
- solve problems, make decisions

Disadvantages:

- loneliness
- immaturity leading to problems
- get involved in crime

Opinion: positive outweighs negative but they need good advice

### Test 3, Multiple-choice, choose single answer (page 100)

- 1 D (They assist in driving public issues.): *it is the figures that inform these issues.*
- 2 B (The number of species is constantly changing.): *new species are continually appearing, while at the same time existing species evolve and some become extinct.*

### Test 3, Multiple-choice, choose multiple answers (pages 101–102)

- 1 A (Snow is formed from ice.): *tiny ice crystals collide ... become snowflakes*  
E (Dry snow falls in colder temperatures than wet snow.): *dry, cool air ... This 'dry' snow ... warmer than 0°C ... This creates 'wet' snow ...*
- 2 B (Industrial pollution can affect both underground and river water.): *industrial wastes ... down old coal mine shafts. River water ... industrial effluents*  
C (There are numerous means by which water can become impure.): *... polluted surface water can enter the saturation zone of an aquifer ... waste ... River water can be affected by ...*

### Test 3, Re-order paragraphs (page 103)

- 1 D A result of not being connected to the electricity grid in rural areas of some countries means people light their homes using kerosene lamps (*a result* = first mention of topic).  
B In addition to being fairly costly, these create smoke pollution and carbon emissions (*these* = kerosene lamps)  
C Therefore, alternatives are being investigated (*alternatives to kerosene lamps*)  
A One such example is a solar panel which could charge an LED lamp to create hours of light each day (*such example* = example of an *alternative* to kerosene lamps)
- 2 D Despite the financial stability a high salary brings, research has shown that the majority of top earners are not happy in their jobs (*earners* and *not happy* = first mention of topic)  
C It seems that the lack of psychological reward is the reason for their dissatisfaction (*their* = top earners)  
B However, most of these workers would not consider career alternatives (*these workers* = *top earners*, *However* indicates contrasting idea to *dissatisfaction*)  
E Interestingly, it is not the risk of a decrease in salary which prevents this move (*this move* = career alternatives)  
A The fear of criticism from colleagues, friends and family is the main factor that obstructs a change in their employment situation (*the fear of criticism* completes the idea in *it is not the risk of a decrease in salary*)

### Test 3, Reading: Fill in the blanks (page 104)

- 1 1 option: collocation with *easy*  
2 factors: the other words don't create meaning in context  
3 requires: the other words don't create meaning in context  
4 rate: collocation with *response*
- 2 1 interested: the other words don't create meaning in context  
2 defined: definition follows  
3 applied: must be used with *to*, and the other words don't create meaning in context
- 3 1 destination: collocation with *journey*, and the other words don't create meaning in context  
2 purpose: collocation with *common*, and the other words don't create meaning in context  
3 avoid: verb needed, and *experience* doesn't create meaning in context
- 4 1 positive: adjective needed, and *negative* doesn't create meaning in context  
2 availability: noun needed, and the other words don't create meaning in context  
3 gain: collocation with *experience and knowledge*, and *purchase* doesn't create meaning in context

### Test 3, Reading & writing: Fill in the blanks (pages 105–107)

- 1 1 B (were): Past Simple Passive (finished time, *thousands of years ago*) third person plural (*some types*)  
2 A (purpose): the other words don't create meaning in context, and *plan* would be followed by *for*  
3 C (However): the other words don't create meaning in context  
4 C (way): the other words don't create meaning in context
- 2 1 D (participants): the other words don't create meaning in context  
2 D (basis): collocation with *regular*, and the other words don't create meaning in context  
3 C (because): giving justification/reason for the link  
4 A (which): relative pronoun introducing a defining relative clause
- 3 1 A (influenced): the other words don't create meaning in context  
2 C (deliberate): the other words don't create meaning in context  
3 C (are selected): Present Simple Passive  
4 A (placement): the other words don't create meaning in context

- 4** 1 C (other): the other words don't create meaning in context  
 2 A (will have improved): the only one that is grammatically correct  
 3 D (so): giving the result/effect of action (the others would indicate a contrasting action)  
 4 B (familiar): the other words don't create meaning in context
- 5** 1 D (despite): fits grammatically (gerund *being*) and contextually  
 2 A (handled): the other words don't create meaning in context  
 3 D (factor): collocation with *distinguishes*, and the other words don't create meaning in context  
 4 D (If): conditional construction continued in *then*  
 5 A (become): refers to future possibility (so not *stay* or *remain*), and *involve* doesn't create meaning in context

### Test 3, Summarize spoken text (page 108)

**1** (Model answer)

Travel companies now market holidays as environmentally friendly under a variety of names such as eco-tourism (*point 1*). However, many of these increasingly popular holidays are actually often damaging to the environment and may also harm local cultures and economies (*point 2*). This presents an issue to those who are concerned about protecting and improving the environment and want a genuinely environmentally friendly holiday (*point 3*).

**2** (Model answer)

In the last two hundred years the industrial revolution has led to the growth of industry worldwide (*point 1*). The result of this growth means that more and more harmful gases are released into the atmosphere (*point 2*). In the same period, sea and land temperatures have risen noticeably (*point 3*). Therefore, according to the speaker climate change is the result of human activity (*point 4*).

### Test 3, Multiple-choice, choose multiple answers (page 109)

- 1** B (present different methods for grading writing): *talk to you about some of the ways written assignments or essays are marked.*  
 D (describe the findings of a research project): *The study showed that ... a controversial result*

- 2** C (They reproduce more slowly than other fish do.): *sharks are not able to repopulate or reproduce themselves quickly and sharks are slow breeders.*  
 E (They are more likely to become extinct than other fish.): *This makes them much more vulnerable and in danger of dying out than many other fish species.*

### Test 3, Fill in the blanks (page 110)

- 1** 1 structured 2 valid 3 material 4 appreciate  
 5 assignments 6 excellent
- 2** 1 genetic 2 intelligence 3 process 4 assessed

### Test 3, Highlight correct summary (pages 111–112)

- 1** C *it was the domain of the wealthy and few people outside those circles were even aware that family ancestry could be recorded ... But it was not until the mid twentieth century ... became a more common activity among the general population.*
- 2** B *evidence that early humans used fire much longer ago than previously envisaged ... One question ... unanswered is why they were using fire.*

### Test 3, Multiple-choice, choose single answer (page 113)

- 1** B (The subject area selected may not have sufficient focus.): *Another problem ... topic ... too broad and needs to be refined.*
- 2** D (It is suitable for less orally communicative patients.): *... this therapy is particularly successful with those who have difficulty expressing themselves verbally.*

### Test 3, Select missing word (page 114)

- 1** B (could very possibly be fake): indicated by *sceptical about the authenticity, suspect*
- 2** D (current days): indicated by *it's been used ... from ... to (must be a point in time)*

## Test 3, Highlight incorrect words (page 115)

- 1 One of the most encouraging phenomena in recent years has been the **development** (growth) of lifelong learning in the education sector. Nowadays, students are embarking on courses at all ages. Higher education is no longer **viewed** (seen) as a place for the young. Mature students are appreciated and **respected** (valued). Recent research has also indicated that older students are **dedicated** (enthusiastic) learners, able to contribute a number of skills and **talents** (attributes) gained from work, family and other life experiences.
- 2 Conducting a video conference is now a popular **method** (means) of communication in the business world. This telecommunications technology allows two or more locations to communicate by simultaneous video and audio transmissions. It's designed to serve conferences or meetings in **many** (multiple) locations. The advantages are obvious: no more lengthy phone calls or **complicated** (complex) correspondence with business contacts, partners or offices **abroad** (overseas). This relatively low cost, fast, effective communication method has made significant inroads in not just a business **environment** (context), but also education, medicine and media.

## Test 3, Write from dictation (page 116)

See audio script on page 169.

## Test 4, Read aloud (page 117)

See text on page 117.

## Test 4, Repeat sentence (page 118)

See audio script on page 169.

## Test 4, Describe image (pages 119–121)

- 1 (Model answer) The map shows the continent of Antarctica (overview). It is roughly circular in shape with a diameter of approximately four thousand kilometres or two and a half thousand miles (point 1). Three different oceans touch its shores – the Atlantic, the Indian and the Pacific (point 2). The South Pole is more or less in the centre of Antarctica although the magnetic South Pole is several thousand kilometres away from that (point 3). There is a station there called the McMurdo Station and this is on the shores of the Ross Sea, near one of the two marked ice shelves, the Ross Ice Shelf (point 4).

### 2 (Model answer)

The graph shows the monthly temperatures in the southwest part of Tasmania and gives the average maximum and minimum daily temperatures for each month as well as showing what the recorded highest and lowest temperatures have been (overview). June and July are the coldest months and January and February the hottest (point 1). Temperatures in February can rise to as high as thirty degrees Celsius whereas those of July can fall to lower than minus ten (point 2). But overall, on average the temperatures are between two and 12 degrees Celsius in summer and minus five to two degrees in winter, so usually it is a cold area (point 3).

### 3 (Model answer)

The diagram shows the lifecycle of a plant, specifically a sunflower (overview). It shows someone digging the soil in order to sow the seed (stage 1). Then it shows how the roots grow under the ground and the stem begins to poke out of the earth (stage 2). Helped by rain and sunshine the stem grows taller and taller (stage 3). Eventually leaves sprout and then, when the plant is tall and strong enough, a flower comes out (stage 4). In the centre of the sunflower there are lots of small seeds and these then provide the potential for new plants (stage 5). And so the cycle begins again (stage 6).

### 4 (Model answer)

The table shows last year's export sales from Japan of motorcycles in terms of the region which imported the bikes (overview). North America was the largest customer and both it and Europe each accounted for slightly over one-third of sales (point 1). Asia, South America and Oceania were a long way behind, each taking approximately eight percent of the exported bikes (point 2). Africa, Central America, and the Middle East took fewest bikes at under five percent of sales (point 3). The table also shows that sales to North, South and Central America all increased while all other regions have declined, especially Europe (point 4), but overall there was a 2.3 percent increase in exports of motorcycles from Japan last year (point 5).

### 5 (Model answer)

The pie chart shows the employment situation of Physics graduates one year after they graduate from university (overview). Many graduates continue to study, with the largest single group, 35 percent, in full-time education, and 15 percent combine part-time study with work (point 1). 30 percent of graduates are in full-time paid work and five percent are in part-time work, with another five percent doing unpaid work (point 2). The percentage of unemployed graduates was quite low at seven percent but another three percent said they were not available for work (point 3). So overall 90 percent of physics graduates were either working or still studying or both (point 4).

**6** (Model answer)

The bar chart shows how three different economic sectors contributed to the UK economy over the course of the twentieth century (*overview*). In 1900 agriculture was the largest sector contributing almost half, with manufacturing just behind at about 45 percent but the business and financial sector was far behind, contributing less than five percent (*point 1*). Agriculture continued to grow, reaching a peak of around 53 percent in 1950, but in the second half of the century, its importance fell very rapidly contributing only about two percent by the year 2000 (*point 2*). Manufacturing also declined but at a more regular pace (*point 3*). Business and finance, on the other hand, grew rapidly and steadily to the point where it was responsible for over one-third of the economy by 2000 (*point 4*).

**Test 4, Re-tell lecture**

(page 122)

**1** (Model answer)

The lecturer is talking about the history of salt and its value (*overview*). In the ancient world salt was valuable because it was used to preserve food (*point 1*) and it also meant food could be carried over long distances without going bad (*point 2*). In fact the need to transport salt is possibly one reason why the Romans built roads (*addition to point 2*). Salt was so expensive because it was hard to produce (*point 3*) and it could be used to raise money by raising its price (*point 4*). In the ancient world salt was also important in other places such as Africa (*point 5*).

**2** (Model answer)

The speaker makes the point that children's literature has an important social role in that it helps to teach children the moral values of their society (*overview*). One of the ways it does this is through heroes, the characters who the young readers will want to be like (*point 1*). So these heroes have the qualities that society values – typically courage, honesty, consideration, a love of hard work and so on (*point 2*). All societies use children's literature in this way (*point 3*) but it can still be entertaining and enjoyable even though it also aims to be instructive (*point 4*).

**3** (Model answer)

Electric vehicles have been around since the beginning of the twentieth century (*point 1*), but petrol-driven cars became more important so electric power was only used in certain kinds of vehicle such as delivery vehicles and fork-lifts (*point 2*). However, in one area of transport electric power came to dominate, namely trains, especially in countries that had no oil or coal resources such as Switzerland (*point 3*). Today there is a lot of interest in electric cars for road travel because of the pollution caused by petrol-driven cars (*point 4*).

**Test 4, Answer short question**

(page 123)

**1** triangle**2** index**3** source**4** editor**5** profit/profits**6** agricultural (sector)/agriculture**7** thesis/dissertation**8** century**9** graduation**10** deadline/due date**Test 4, Summarize written text**

(pages 124–126)

**1** (Model answer)

A number of major internationally-recognized companies are encouraging staff to use meditation to become more 'mindful' (*point 1*) as they believe that this may have a very positive impact on performance and relationships at the workplace (*point 2*).

**2** (Model answer)

Academics have some standard answers to criticisms from politicians and business people that their research is frequently pointless and a waste of money (*point 1*) and the writer adds to these answers as a justification for this kind of academic research some evidence that it is impossible to know exactly how valuable a piece of research may ultimately turn out to be (*point 2*).

**3** (Model answer)

Although there is some research that suggests a correlation between physical activity and educational success (*point 1*), studies in this area are inconsistent (*point 2*) and have been criticized for various reasons including their research methodology (*point 3*) and a failure to establish whether sport leads to better academic performance or vice versa, or whether it depends on personality (*point 4*).

## Test 4, Write essay (page 127)

### 1 (Model answer)

It is undoubtedly the case that computer technology has had a major impact on society. But the statement that this impact been mainly negative seems to me a gross exaggeration (*introduction*).

Of course, the widespread use of computers has had negative consequences. Children, for example, are more likely to sit indoors playing computer games than be outside running around in the open air. It has yet to be seen what the long-term impact on their health may be but it is clearly unlikely to be positive. Reliance on computers also opens us up to risks. If all our precious personal data is stored on computers – our diaries, photos, music – then we stand to lose a great deal that matters to us if our computer crashes or is stolen (*argument for negative impact*).

However, despite these serious issues, I maintain that computer technology has had more positive than negative effects. Computers have opened up access to knowledge to anyone regardless of where they are in the world, as long as they can get on the internet. Increasingly, for example, library and other resources are available on the web and you can do an online course in any subject whatever your geographical location or personal circumstances may be (*first counter argument*).

Computer technology has also made communication between people easier. I have kept in touch with friends much more than I would have done had I had to write letters, find stamps and wait days, even weeks, for responses. I'm in regular email contact with friends and relatives worldwide; indeed, we can even see each other when we talk on Skype. In this way relationships are not only maintained but also strengthened (*second counter argument*).

In conclusion, although the potentially negative impact that computers occasionally have must be taken seriously, I believe that computer technology has in many ways enormously enriched people's lives (*conclusion*).

### 1 (Model essay outline)

Impact of computer technology not entirely negative  
Risks and dangers of computer technology:

- health
- losing data and records

Positive impact:

- access to knowledge
- distance education
- easy communication

Conclusion: computer technology has enriched our lives despite risks

## Test 4, Multiple-choice, choose single answer (page 128)

### 1 C (Cathedral staff were reluctant to act too quickly.): *conservative nature ... an idea that would need to prove its worth*

- 2 B (People have little motivation to develop a zebra that could be ridden.): *It would undoubtedly be possible to breed a zebra that would ride well but ... there has not been much incentive to do so.*

## Test 4, Multiple-choice, choose multiple answers (pages 129–130)

- 1 A (the nature of the climate there): *wood is not a very durable material in tropical conditions*  
E (problems caused by insects): *may also have been destroyed by termites*
- 2 A (observing what happens during lessons): *we can study the curriculum in action ... into the classroom itself*  
D (considering what is taken into account when preparing the curriculum): first paragraph  
F (reviewing actual learning compared to curriculum goals): final paragraph

## Test 4, Re-order paragraphs (page 131)

- 1 E In the 1960s, the greatest obstacle for those who wanted to organize women was said to be women's conviction that they were actually inferior to men (*introduction of topic women's conviction that ... in standalone sentence*).  
B This acceptance that men were the superior gender had not developed by chance (*This acceptance that ... = women's conviction that ...*).  
C It had been the view that had been socialized into them from the moment of their birth (*It = This acceptance = women's conviction; them, their = women in Sentence 1*).  
D This will become clear if you look at any girls' magazine or popular film of the period (*This = that the view of women's inferiority had been socialized into women from birth*).  
A There you will see how women are consistently portrayed as weak and in need of male protection (*There = any girls' magazine or popular film of the period*).

- 2 C Fishermen's knitted jerseys have always been recognizable in Britain by their colour and their shape (*introduces topic in a standalone sentence; concepts of colour and shape are mentioned*).  
B Traditionally they are navy blue and they are basically square in shape, without a curved armhole or inset sleeve (*they = Fishermen's knitted jerseys; colour and shape are both described*).  
E These navy jerseys are still a familiar sight on any quay or harbour in the land (*These navy jerseys = those whose colour is described in sentence B*).  
D This continuing popularity cannot just be put down to a fondness for tradition (*This continuing popularity = whole of sentence E*).  
A It is mainly due to the quality of the fabric which effectively resists salt water, direct sunshine and cold winds (*It = This continuing popularity*).

## Test 4, Reading: Fill in the blanks (page 132)

- 1** 1 skies: noun required (the other words don't create meaning in context)  
 2 principles: noun required (the other words don't create meaning in context)  
 3 describe: verb required (*models* can describe but not *confirm*)  
 4 fields: plural required (*fields* suggested by text describing two kinds of astronomy)  
 5 confirm: verb required (the other words don't create meaning in context)
- 2** 1 kingdom: collocation with *ruled*  
 2 powerful: adjective required (suggested by extremely)  
 3 aid: collocation in the phrase *with the aid of*  
 4 strength: noun required (*strength* is a quality of a shark)  
 5 poet: suggested by *wrote songs*
- 3** 1 team: collocation with *researchers*  
 2 participating: participle required (*involving* would require a direct object)  
 3 same: adjective required (suggested by *in all the universities*)  
 4 widely: adverb required; collocation with *read* (we don't say *read heavily*)  
 5 core: adjective required (suggested by *concentrate on a few*)
- 4** 1 different: collocation with *many*  
 2 communicate: must match *with one another* (the other words don't create meaning in context)  
 3 sociable: suggested by *they live in groups*  
 4 range: suggested by comparison of numbers  
 5 capture: the other words don't create meaning in context

## Test 4, Reading & writing: Fill in the blanks (pages 133–135)

- 1** 1 A (from): collocation with *dates*  
 2 C (What): noun phrase as subject (not starting a relative clause)  
 3 A (showing): participle required  
 4 D (than): comparative with *earlier*  
 5 C (each): suggested by *take his turn* (*all of which* would be followed by *their turn*)

- 2** 1 D (how): suggested by rest of passage and grammar  
 2 B (posted): past participle required  
 3 D (no): the other words don't make meaning in context  
 4 C (concerned): collocation with *as far as*  
 5 A (about): knowledge is usually followed by *of or about + a topic*
- 3** 1 A (make): collocation with *music*  
 2 D (long): the other words don't make meaning in context  
 3 A (However): introduces an opposing idea (to the scientists' inability to explain the sound)  
 4 C (at): used with *a speed of*  
 5 C (as): collocation with *the same way*
- 4** 1 B (has): Present Perfect Passive (for an event that began in the past and is still continuing)  
 2 B (more): modifier for *easily* (too does not make meaning in context)  
 3 D (can): Present Passive (for a present event)  
 4 C (so): to indicate effect  
 5 B (from): to indicate an effect while wearing the suit (not after)
- 5** 1 B (which): relative clause introduced by *in which*  
 2 A (widely): adverb to modify the adjective *differing*  
 3 D (set): the other words don't create meaning in context  
 4 A (those): meaning *the ones*  
 5 A (in): collocation with *mind*

## Test 4, Summarize spoken text (page 136)

- 1** (Model answer)  
 Allergies seem to be increasing these days (*point 1*) especially in more hygienic societies where children are less exposed to harmful situations at an early age (*point 2*). They are a result of the body's immune system reacting to something it believes is harmful and producing histamines to rid the body of this (*point 3*). Sufferers are advised to avoid the trigger for their allergy (*point 4*) and, when this is impossible, are prescribed anti-histamines (*point 5*).
- 2** (Model answer)  
 Europeans have always enjoyed reading about other countries (*point 1*), and particularly about travellers' experiences of America, (*point 2*) possibly due to the number of Europeans who emigrated to America (*point 3*). Two differing views about American society have emerged (*point 4*). One is that America is unique, different from anywhere else in the world, and cannot be imitated (*point 4a*). The other says simply that what America does today, the rest of the world does tomorrow (*point 4b*).

## Test 4, Multiple-choice, choose multiple answers (page 137)

- 1 B (Ask a native speaker if you are not sure of the meaning of something): *consult ... someone whose mother tongue is the language you're translating from.*
- D (Don't translate technical texts unless you are familiar with the subject): *You should refuse to do something if you don't know anything about the topic*
- 2 A (how attractive the building is to look at): *it's essential to consider the appearance of the building ... should delight people and should raise their spirits.*
- D (how long the building is likely to last): *the durability of the building ... how well the building will stand up to the ravages of climate and time. Will it remain robust and in good condition?*

## Test 4, Fill in the blanks (page 138)

- 1 1 overview 2 primary 3 developed 4 invaluable 5 details
- 2 1 issues 2 roles 3 events 4 Europe 5 decade

## Test 4, Highlight correct summary (pages 139–140)

- 1 D *They can be careful and precise ... they can also generate huge forces ... How is it possible for our hands to be so incredibly flexible? ... the extraordinary complexity of the bones, ligaments, nerves and muscles that lie beneath the skin (the others include ideas not mentioned)*
- 2 B *there are two distinct species ... while sharks from the east side certainly travelled to the west side of the continent and vice versa, they always returned to their home areas to breed ... sharks may be more susceptible to changes in local marine environments than had been previously thought (the other summaries contain inaccurate information)*

## Test 4, Multiple-choice, choose single answer (page 141)

- 1 C (Whales may not survive in some situations where there is sound pollution.): *some whales, for example, died when they beached themselves after being exposed to excessive sonar*
- 2 B (make enough copies of their handouts): *don't forget to bring handouts for everyone. There won't be time to do photocopying that morning.*

## Test 4, Select missing word (page 142)

- 1 A (they made an inappropriate choice of topic): must be a negative action to lose marks, and indicated by *be more prescriptive about what you focus on in your presentation.*
- 2 B (bringing the situation to the attention of the public): indicated by *Novelists have a major role to play in reflecting their time to their readers who may otherwise ignore social problems (Dickens and Orwell are given as examples to show this)*

## Test 4, Highlight incorrect words (page 143)

- 1 English had barely established itself as a language in England when it began spreading (moving) to other countries to be used there as well. First it passed (headed) north to Scotland and then west to Wales. It then made its path (way) across the sea to Ireland. That was in the Middle Ages. Over the course of the following centuries it has put down roots all over the earth (world), from the USA to South Africa, from India to New Zealand. Of course, in all these places (countries) it has developed in special ways to suit the new concepts (contexts) in which it found itself.
- 2 Researchers at the University of California claim to have discovered that people who eat chocolate regularly tend to be lighter than those who hardly (rarely) eat it. The findings may seem suspicious (surprising) in that chocolate has a great many calories and, in general, the more calories people contain (consume), the more likely they are to put on weight. The recent studies establish (emphasize) that it is more the regularity with which people eat chocolate that is important (significant) rather than the amount they consume. Whether they eat a little or a lot seems to make no difference, whereas eating it freely (frequently) appears to reduce weight more than only having it occasionally.

## Test 4, Write from dictation (page 144)

See audio script on page 172.

# STUDENT ANSWERS

## Introduction

There are three sample student answers for each of the tasks with spoken or written answers in the Speaking and Writing, and Listening sections. Each answer has a comment from a PTE examiner explaining what is good about the answer and what the student could have done better. The answer itself is not scored, but you can see the student's overall score in the actual PTE Academic test.

Student answers for Test 1 are in the book, and for Tests 2–4 are on the CD-ROM. You'll find MP3 audio of all the student spoken answers on the CD-ROM.

## Test 1, Speaking

### Read aloud

#### 1 Topic: Market research

Student's overall PTE Academic score: 55

► 162 Market research is a vital part of the planning ... of any business. However ... experienced ... you or your staff may be in particular field, if you are thinking of introducing a service to a new area. It is important to find out what the local population thinks about it first.

Examiner's comments: This student has read the whole text, but the pronunciation of the word 'particular' is very unclear. Fluency is also very poor because there are pauses between every word.

Student's overall PTE Academic score: 74

► 163 Market research is a vital part of the planning of any business. However experienced you and your staff may be in a particular field, if you are thinking of introducing a service to a new area, it is important to find out what the local population thinks about it first.

Examiner's comments: This student's response contains all but one word from the text and is delivered with good, though not native-like, fluency. However, the student suffers from many pronunciation problems, such as pronouncing 'of' like 'off'; 'of' should be pronounced with a 'v' sound at the end. The student would also lose points for saying 'and' rather than 'or'.

Student's overall PTE Academic score: 89

► 164 Market research is a vital part of the planning of any business. However experienced you or your staff may be in a particular field, if you are thinking of introducing a new service to a new area, it is important to find out what the local population thinks about it first.

Examiner's comments: This student has read the text completely, using natural pronunciation and fluency. The strong use of stress on the appropriate words would lead him to achieve a very high score.

#### 2 Topic: Transportation of goods by water

Student's overall PTE Academic score: 55

► 165 Not a lot– not a lot is known about how the transportation of goods by water first began. Large cargo boats were being used in some parts of the world up to five thousand years ago. However, sea trade become more widespread when large sailing boats travelled between port carrying species, perfumes and objects made by hand.

Examiner's comments: Although this student says every word from the text, the score would be reduced because he has poor fluency and repeats 'Not a lot'. In addition, the pronunciation is weak; for example, the student pronounces 'goods' like 'goats'.

**Student's overall PTE Academic score: 74**

► 166 Not a lot is known about how the transportation of goods by water first began. Large cargo boats were being used in some parts of the world up to five thousand years ago. However, sea trade became more widespread when large sailing boats travelled between ports carrying, spices, perfumes and objects made by hand.

Examiner's comments: This student's fluency is quite natural, and every word from the text is included. However, the pronunciation is poor, and some words such as 'spices' are very hard for the listener to understand.

**Student's overall PTE Academic score: 77**

► 167 Not a lot is known about how the transportation of goods by water first began. Large cargo boats were being used in some parts of the world up to five thousand years ago. However, sea trade became more widespread when large sailing boats travelled between ports, carrying spices, perfumes and objects made by hand.

Examiner's comments: This student pronounces every word in a native-like way. Fluency is very natural, and pauses are suitably placed between each sentence of the text.

**3 Topic: Young artist****Student's overall PTE Academic score: 55**

► 168 When the young artist ha– was asked about his drawing, he explained, that he had started by– by taking a photograph of himself sitting by a window at home. He then drew his face from the photograph and replaced the buildings which were outside the window with trees. This gave the picture a softer, more artistic background.

Examiner's comments: This student's pronunciation is adequate and understandable but there are frequent unnatural pauses, such as between 'He then drew' and 'his face'. Every word from the text is included, but he would lose points because there are extra words, such as between 'When the young artist' and 'was asked'.

**Student's overall PTE Academic score: 67**

► 169 When the young artist was asked about his drawing, he explained that he had started by taking a photograph of himself sitting down a window at home. He then drew his face from the photograph and replaced the buildings which were outside the window with trees. This gave the picture a softer, more artistic background.

Examiner's comments: This student's pronunciation is clear and he pauses appropriately between sentences. However, his speech is slow and the use of the word 'down' instead of 'by' would reduce the score.

**Student's overall PTE Academic score: 89**

► 170 When the young artist was asked about his drawing, he explained that he had started by taking a photograph of himself sitting by a window at home. He then drew his face from the photograph and replaced the buildings which were outside the window with trees. This gave the picture a softer, more artistic background.

Examiner's comments: This student's speech is clear and each word is pronounced in a native-like way. Every word from the text has been included, there is no repetition and the speech would achieve the maximum score.

**4 Topic: Energy and pollution****Student's overall PTE Academic score: 45**

► 171 Humans need to use energy in order to exist. So it is unsurprising that the way people have been producing energy, is largely responsible for current environmental problems. Pollution comes in many forms, but those that are most concerning because of their impact of health, result from the combu– combustion of fills in power stations and cars.

Examiner's comments: This student's speech is staccato; in other words, there are pauses between different parts of words. For example, in the word 'unsurprising' there are three long, unnatural pauses ('un-sur-pris-ing'), and this would reduce the score for fluency and pronunciation.

**Student's overall PTE Academic score: 74**

► 172 Humans needs to use energy in order to exist. So it is unsurprising that the way people have been producing energy is largely responsible for current environmental problems. Pollution comes in many forms, but those that are most concerning because of their impact on health, result from the combustion of fuels in power stations and cars.

Examiner's comments: This student's speech is also staccato, and his fluency is very poor. Instead of reading 'Humans need', he says 'Humans needs', and this would reduce the score because the text has not been read accurately.

Student's overall PTE Academic score: 77

► 173 Humans need to use energy in order to exist. So it is unsurprising that the way people have been producing energy is largely responsible for current environmental problems. Pollution comes in many forms, but those that are most concerning, because of their impact on health, result from the combustion of fuels in power stations and cars.

Examiner's comments: This student reads every word from the text accurately, using appropriate stress and pronunciation.

## 5 Topic 5: Retirement

Student's overall PTE Academic score: 45

► 174 Clearly, times are changing and while many people are saving for theirs retirement, many more still need to do so. Most countries have a range of pensions shemes that are design-ed to provide individuals with an income once they stop working. People need to take advantage of this if they are to have sufficient money throughout their retirement years.

Examiner's comments: This student frequently mispronounces words, such as 'their', 'pension' and 'schemes', in a way that makes it impossible to understand what is being said. Although she reads every word from the text, her fluency is also very poor.

Student's overall PTE Academic score: 67

► 175 Clearly, times are changing and while many people are saving for their retirement, many, more still need to do so. Most countries have a range of pension schemes that are designed to provide individuals with an income once they stop working. People need to take advantage of these if they are, to have sufficient money throughout their retirement years.

Examiner's comments: This student's pronunciation is adequately clear and every word from the text is included. However, the speech would not score highly for fluency, as there are unnatural pauses within sentences, for example between 'many' and 'more'.

Student's overall PTE Academic score: 77

► 176 Clearly, times are changing and the while many people are saving for their retirement, many more still need to do so. Most countries have a range of pension schemes that are designed to provide individuals with an income once they stop working. People need to take advantage of this if they are to have sufficient money throughout their retirement years.

Examiner's comments: This student's speech is too slow for the first sentence, but her fluency becomes more natural later in the text. Her pronunciation is not native-like for some words, but it is always clear.

## 6 Topic: Good weather and mood

Student's overall PTE Academic score: 56

► 177 According to recent research, sunshine and warm weather have a positive effect on our moods. The British Journal of Psychology has published a report in which it claims that anxiety levels fall when temperature rise, while increased exposure to sunri- sunshine makes us think more positively about our lives.

Examiner's comments: This student mispronounces certain words in a way that makes the speech hard to understand; for example, he says 'worm', not 'warm'. He reads every word, but would lose points for saying 'sunri' which is not in the text.

Student's overall PTE Academic score: 74

► 178 According to recent research, sunshine and warm weather have a positive effect on our moods. The British Journal of Psychology has published a report, in which it claims that anxiety levels fall when temperatures rise, while increase exposure to sunshine make us think more positively about our lives.

Examiner's comments: This student mispronounces words such as 'warm' and 'of', but fluency is good throughout the response. He reads every word without hesitation or repetition.

Student's overall PTE Academic score: 89

► 179 According to recent research, sunshine and warm weather have a positive effect on our moods. The British Journal of Psychology has published a report in which it claims that anxiety- anxiety levels fall when temperatures rise, while increase exposure to sunshine makes us think more positively about our lives.

Examiner's comments: This student's speech is naturally fluent and every word from the text is said in a native-like way, but his score would be reduced due to mistakenly saying 'axiety' before the word 'anxiety'.

# Test I, Speaking

## Repeat sentence

### 1 Topic: Design of a bridge

Student's overall PTE Academic score: 55

► 180 Factors [unclear] no.

Examiner's comments: This student only accurately repeats one word from the sentence. Three other words are incomprehensible due to poor pronunciation.

Student's overall PTE Academic score: 74

► 181 Factors such as cost and ... influence the – the design of the building.

Examiner's comments: This student omits 'and function' from the sentence and there is a long hesitation in the middle of the response.

Student's overall PTE Academic score: 89

► 182 Factors such as cost and function influence the design of a bridge.

Examiner's comments: This student accurately repeats every word, with appropriate fluency and pronunciation.

### 2 Topic: Waste disposal

Student's overall PTE Academic score: 45

► 183 It is important for humans ... proper ways.

Examiner's comments: This student repeats less than 50 percent of the sentence; the response would receive a low score. It also lacks fluency due to a long pause in the middle.

Student's overall PTE Academic score: 74

► 184 It's important that ... er ... the humans dispose their waste in appropriate ways.

Examiner's comments: This student omits the word 'of' but otherwise repeats every word. Fluency is poor, but the pronunciation is adequate.

Student's overall PTE Academic score: 89

► 185 It's important that humans dispose of their waste ... in appropriate ways.

Examiner's comments: This student accurately repeats every word, with appropriate fluency and pronunciation.

### 3 Topic: Unable to complete

Student's overall PTE Academic score: 45

► 186 If you are not er ... allowed to complete all the exams ... er... me– noticed me by email.

Examiner's comments: This student replaces 'unable to' and 'the task' with 'not allowed to' and 'all the exams', and the response would lose points for these inaccuracies. In addition, the speech is too slow and hesitant.

Student's overall PTE Academic score: 74

► 187 If you're unable ... to complete the task in time ... please notify me by email.

Examiner's comments: This student repeats every word from the sentence, but his speech is slow and hesitant.

Student's overall PTE Academic score: 77

► 188 If you are unable to complete the task in time please contact me by email.

Examiner's comments: This student repeats most of the sentence accurately with good fluency and pronunciation. The response would not score maximum points because 'notify' is replaced with 'contact' and there is an unnaturally strong stress on the word 'me'.

**4 Topic:** Financial report**Student's overall PTE Academic score:** 55

► 189 The financial report of the last quarter will be available this afternoon.

Examiner's comments: This student does not repeat the sentence accurately – 'for' is replaced with 'of'. In addition, pronunciation is poor and the word 'quarter' is incomprehensible.

**Student's overall PTE Academic score:** 74

► 190 The financial report for the last quarter will be an a– available this afternoon.

Examiner's comments: This student repeats every word, but would lose points for hesitations before the words 'will' and 'available'. His pronunciation is understandable but it is definitely not native-like.

**Student's overall PTE Academic score:** 89

► 191 The financial report for this last quarter will be available after noon– this afternoon.

Examiner's comments: This student accurately repeats most words, with appropriate fluency and pronunciation, but would lose points for saying 'this' rather than 'the', and for repeating the word 'afternoon'.

**5 Topic:** Extra seminars**Student's overall PTE Academic score:** 45

► 192 Next year's schedules should be assisted by ...

Examiner's comments: This student only repeats two words accurately and pronunciation and fluency are poor.

**Student's overall PTE Academic score:** 74

► 193 Extra seminars will be available to assist you in revision.

Examiner's comments: This student repeats every word apart from 'scheduled' and 'with', which are replaced with 'available' and 'in'. His pronunciation is of an intermediate level, but his fluency is relatively strong.

**Student's overall PTE Academic score:** 77

► 194 Extra seminar will be scheduled to assist you with revision.

Examiner's comments: This student speaks with appropriate fluency and good pronunciation, but she says 'seminar' not 'seminars' and, therefore, the response would not receive the maximum score.

**6 Topic:** Switch off electronic devices**Student's overall PTE Academic score:** 56

► 195 Please switch off all electronic devices when you are attending the conferen– conference.

Examiner's comments: This student speaks with suitable fluency until the end of the sentence where the repetition of the word 'conference' and the omission of the word 'session' would reduce the response's score.

**Student's overall PTE Academic score:** 67

► 196 Please switch off all electronic devices when you are ... attending a conference session.

Examiner's comments: This student repeats every word accurately and the pronunciation is adequate, but the hesitation before the word 'attending' is unnatural and this would reduce the score.

**Student's overall PTE Academic score:** 89

► 197 Please switch of all electronic devices while you are attending a conference session.

Examiner's comments: This student accurately repeats every word, with appropriate fluency and pronunciation.

**7 Topic:** Team work**Student's overall PTE Academic score:** 55**► 198** It is important that you work ... as a team in this project.

**Examiner's comments:** This student accurately repeats every word, apart from saying 'in' instead of 'on'. However, his speech is too slow for a good fluency score and the pronunciation of the word 'project' is poor.

**Student's overall PTE Academic score:** 74**► 199** It is important that you work as a team in this project.

**Examiner's comments:** This student accurately repeats almost every word, with adequate fluency and pronunciation. The response would lose points because the student says 'in' rather than 'on'.

**Student's overall PTE Academic score:** 89**► 200** It's important that you work as a team on this project.

**Examiner's comments:** This student accurately repeats every word, with appropriate fluency and pronunciation.

**8 Topic:** People's mood**Student's overall PTE Academic score:** 55**► 201** The study by moods ... are affected by ...

**Examiner's comments:** This student only repeats four words from the sentence correctly, and therefore the response would receive a very low score. Pronunciation is unclear and fluency is very poor.

**Student's overall PTE Academic score:** 67**► 202** The study shows how people's move can be affected with weather change.

**Examiner's comments:** This student's speech has good fluency, but he would lose points for replacing words, such as 'that' with 'how', and for mispronouncing 'mood' as 'move'.

**Student's overall PTE Academic score:** 77**► 203** The study shows that people's mood can be affected by news and the weather.

**Examiner's comments:** This student would lose points for omitting the word 'reports', adding the word 'the', changing 'showed' to 'shows', and for mispronouncing 'mood'. However, pronunciation and fluency are generally good.

**9 Topic:** Population growth**Student's overall PTE Academic score:** 45**► 204** Details about population growth ... will be attaining ...

**Examiner's comments:** This student repeats less than 50 percent of the sentence, so the response would receive a relatively low score. Fluency is adequate, but the second vowel sound in the final word is mispronounced as 'attaining' rather than 'attending'.

**Student's overall PTE Academic score:** 67**► 205** Detail analysis of population growth has revealed some alarming ... predictions.

**Examiner's comments:** This student accurately repeats every word, with adequate pronunciation. There is an unnaturally long pause before the word 'predictions', which would prevent the response from achieving a maximum score for fluency.

**Student's overall PTE Academic score:** 89**► 206** Detailed analysis of population growth has –vealed some alarming predictions.

**Examiner's comments:** This student accurately repeats most words, with appropriate fluency. However, he says 'revealed' in an unclear way so would not achieve a maximum score for pronunciation.

**10** Topic: College laboratories**Student's overall PTE Academic score: 45****► 207** Please note that the laboratory will be closed next week.

Examiner's comments: This student repeats most of the sentence correctly and clearly. Her fluency is adequate but the omissions of the words 'college', 'for' and 'cleaning' would reduce the response's score.

**Student's overall PTE Academic score: 74****► 208** Please note that the laboratories will be ... closed during the cleaning.

Examiner's comments: This student replaces 'for cleaning next week' with 'during the cleaning', which would reduce the score. However, fluency is good and pronunciation is adequate.

**Student's overall PTE Academic score: 89****► 209** Please note that the college laboratories will be closed for maintenance next week.

Examiner's comments: This student accurately repeats most words, with appropriate fluency and pronunciation. The student says 'maintenance' rather than 'cleaning' and therefore would not achieve a maximum score.

**Test 1, Speaking****Describe image****1 Topic: Percentage world population by region****Student's overall PTE Academic score: 55****► 210** The graph illustrate ... the world population of Asia and Europe, since 1950 to 2000. Ah, so, Asia ... have a population of 60 percent, and remains the same. Um Europe have a ... slightly decrease from 20 percent to, little over 10 percent little under- under 10 percent.

Examiner's comments: This student's response does mention some key information, including the main topic of the graph and the continents featured. However, the response would receive a low score because a key feature is severely misrepresented when he says that the dates range from '1950 until 2000', as the data actually begins in 1750. The speech is hesitant and sometimes unclear, so the student would not achieve a high score for fluency or pronunciation.

**Student's overall PTE Academic score: 67****► 211** The graph shows the percentage of world population by region, namely for um Asia and Europe from 1950 up to the year 2000. From the graph it can be seen that the world population ... um for Asia has constantly, decreased from 19- from 1750 to 1850. And then as from 1950 up to 2000- the year 2000 it has increased. For Europe there has been a constant increase from 1750 to 1900, and then its shows a slight decrease. Um ... [cut]

Examiner's comments: This student misreads the data and says '1950' rather than '1750'. This misrepresentation of a key feature would significantly reduce the score. In addition, by merely reading the graph's title 'World population by region', he does not demonstrate complete understanding of the data. The score would have been improved by paraphrasing the graph's title. Despite problems with the description, the student's fluency is relatively good, and the pronunciation is clear.

**Student's overall PTE Academic score: 89****► 212** Er the graph shows the world population by region. When you look at Europe, um up until the late 1800s, the world population, er I mean the European population was on the rise. From 1900 till about 2000 it's been steadily declining. However, when you look at Asia, the percentage of the world population is much, much larger, and, even though it is on the decline it's not as rapid as, the European population.

Examiner's comments: This student describes all key features of the graph, and also refers to implications when he says 'until the 1800s the European population was on the rise'. The student shows a strong understanding of the relationships between the graph's different elements through the comparison between Asian and European populations. In addition, the speech is natural and native-like in terms of fluency and pronunciation.

**2 Topic:** Reasons for no longer attending school

**Student's overall PTE Academic score: 45**

►213 This graph illustrates, the ... the amount of employment between er two groups, male and female and it can be see that er female complete study five percent more than male. And the ... personal of- or family is the the 30 percentage er, about female, the second is of- about obtain employment.

**Examiner's comments:** Most elements of the data are described in this response. However, because the student only reads the different labels, an understanding of the charts is not clearly demonstrated. No implications of the data or the relationship between the two charts are mentioned. In addition, the student's mispronunciation of the word 'female' sometimes makes the description impossible to understand. The student's speech is hesitant and lacks natural stress and intonation, so it would receive a low score for fluency.

**Student's overall PTE Academic score: 74**

►214 This two charts compare a both a female and male, in er terms of the studies er economic studies, and probably in terms of the, University studies and you can see that while 65 percent of female has completed the studies, only 60 percent of male did it, however, more men, 25 percent obtain employment compare to 12 percent of er female that obtain that employment.

**Examiner's comments:** This student describes most key features of the charts and effectively contrasts some elements; for example, he says 'and you can see that, while 65 percent of female has completed their studies, only 60 percent of male did it'. His pronunciation is not native-like, but it is generally clear. However, fluency is poor, due to the slow speed of the speech. This slow speed prevents the student from describing all key features of the data within the time limit.

**Student's overall PTE Academic score: 77**

►215 The graphic shows the comparison of er male and female, in terms of er, the status I think. We can see the percentage of completed study is quite similar between male and female, while male, 60 percent of the male complete their study and 65 percent of the female complete their study. However, when we look at obtain employment, the percentage of male reach as high as 25 percent while the percentage of obtain employment for female, is er quite low at 12 percent only, and the, if we look at the percentage of personal ... [cut]

**Examiner's comments:** This response would receive a good score because it describes differences and similarities between the two charts accurately. The student intelligently selects the most important features of the data – the difference between rates of 'completed study' and 'obtained employment' for males and females. However, the speech is slow and she does not have time to talk about all key features. Despite relatively poor fluency, pronunciation is quite native-like so this response would receive a good score for this.

**3 Topic:** US citizens over 65 years

**Student's overall PTE Academic score: 56**

►216 The graph showing a prediction of how US citizen, will be over the next 65 years, and we can see the growth is um, very slight, from 2010 to 2035 and we can see, there will be only um, seven percent peep- um population, more than now in 65 years, so we can see how they will control the birth.

**Examiner's comments:** This student misrepresents the key feature of the chart. He incorrectly says the chart shows 'a prediction of how US citizens will be over the next 65 years', whereas the chart actually shows a prediction of how many US citizens who are over 65 years old there will be within a 25-year period. The student also says 'the growth is very slight' but actually it is significant (over 60 percent). Despite poor fluency, his pronunciation is adequate.

**Student's overall PTE Academic score: 67**

►217 The graph shows the percentage of US citizens over 65 years from the year 2010 until 2035. Basically it is a prediction, um as from the year 2012 and it can be seen that, the um population of over 65 is gonna constantly increase over the years. In the US.

**Examiner's comments:** This student mentions one key element of the data which is that the population of US citizens over 65 'will constantly increase'. However, there is no mention of any figures. The score would have been higher if the student had said 'will constantly increase from 12.5 percent to 20 percent of the population'. In addition, he misrepresents a key feature when he says '2012', as this year is not included in the data. Fluency and pronunciation are of an intermediate level, but the answer is too short.

**Student's overall PTE Academic score: 77**

► 218 The graphic shows the percentage of US citizens aged over 65 years old, across the year 2010 to 2035, so it's an estimative, number I think. We see that the percentage of citizens over 65 years old, er will be expected to grow steadily over the years, in 2010 it reach about 13 percent, while in 2035 is expected to reach as high as 20 percent.

**Examiner's comments:** This student clearly states all of the key features of the chart. There is statistical information in the response and it shows that she understands that the figures are predictions. Although the answer would receive a good score, it would not get maximum points as the student fails to develop the answer by mentioning possible causes for the changes in population. Fluency and pronunciation are both strong.

**4 Topic: Revenue growth****Student's overall PTE Academic score: 56**

► 219 The graph showing the revenue will generate by two companies X and Y and as you can see, both of the company will start from 0 and in 18 years, the position that Y company will exit X revenue. From the beginning to the end X company's revenue was growing slowly as er Y, but from 2018, Y company has got boom in their revenue.

**Examiner's comments:** This student mentions some key features, such as the speed of growth, and compares the two companies. However, the comparison is limited to the speed of growth, and the amount of revenue is not mentioned. In addition, there is a misrepresentation of some basic features of the graph; for example, the student says 'both companies will start from 0', whereas, in fact, Company X starts with \$300 million revenue. His pronunciation is of an intermediate level, but his fluency is relatively poor.

**Student's overall PTE Academic score: 67**

► 220 The graph shows the revenue growth in terms of millions for two companies, namely company X and company Y, from the year 2006 until 2024. It can be seen that company X has a more steady growth over the years when compared to company Y. ... Although both of them seem to attain the same amount of growth, um by the year 2024.

**Examiner's comments:** This student clearly describes some key features of the graph and compares Company X's and Company Y's growth and revenue accurately. However, the description does not mention the amount of revenue in millions of dollars, which is another key feature. The speed of speech is usually very good, but the student would fail to achieve a maximum fluency score because of a long pause between 'Company Y' and 'although both of them'.

**Student's overall PTE Academic score: 89**

► 221 Um this graph shows the revenue growth for two different companies. Company Y starting in about 2006 – it's starting at the bottom, so that's probably a new company, and it, well it rises quite a lot up until 2024, where it's at 2,000 million dollars. Company X started about 300 million dollars and rises to 1,800 million dollars. However Company Y, it seems to rise exponentially and Company X is a bit more constant.

**Examiner's comments:** This student would receive a maximum score for his answer. Every key feature of the graph is mentioned, and implications of the data, such as saying Company Y 'is probably a new company' because of its low revenue at the start of the period, are also clearly described. The student's speech is native-like in terms of fluency and pronunciation.

**5 Topic: Reading achievement****Student's overall PTE Academic score: 45**

► 222 This graph illustrates the ... reading achievement through the Grade 1 to Grade 3. Er ... this success– successful readers, the highest point is 120, and, that– that means that er ... they– they know 120 words per minute. This is about the oral reading fluency, and ... [cut]

**Examiner's comments:** This student does not mention many key features of the graph, such as the struggling readers and Grades 1 to 3. In addition, this response would receive a low score because the student misrepresents another key point by saying that successful readers 'know' 120 words per minute. In fact, successful readers 'can read' 120 words per minute. Her answer is slow and she frequently pauses in a way which is not native-like. Pronunciation is adequate.

**Student's overall PTE Academic score: 67**

► 223 The graph shows the reading achievement for three different Grades, over three different seasons, namely Grade 1 2 3 over fall, winter and spring. It can be seen that, struggling the— Grades for struggling rea— readers has um, been quite um constant, whereas the Grade for successful readers has increased constantly.

**Examiner's comments:** This student describes some but not all the key features of the graph. The number of words per minute that struggling and successful readers can read is not mentioned, so the difference between these two groups is not shown. However, the response does successfully describe the changes in these groups' ability from Grade 1 to 2. The student's fluency is poor and pronunciation is clear, but it is not native-like.

**Student's overall PTE Academic score: 89**

► 224 And this graph shows the oral reading fluency in words per minute for successful readers and struggling readers. Starting with the successful readers, they can read 20 words per minute in Grade 1, and then two years later they can read up to 120 words a minute, which is about six times as much. Struggling readers can only read about seven to eight words a minute when they start and two years later they are stuck on about 40 words per minute.

**Examiner's comments:** This student describes all key features of the graph, with native-like fluency and pronunciation. This answer would receive a very high score, but not a maximum score because it does not develop beyond description. In order to obtain a maximum score, some implications of the data on the graph should be mentioned, such as reasons why successful Grade 1 readers improve more rapidly.

**6 Topic: Shadouf****Student's overall PTE Academic score: 45**

► 225 OK just, er flow chart illustrates the ... er method of water collection. At the beginning of the process, the operator moves er, the ... pivot up and down and the other person, collect the water, and ... the level rise and dow, to collect the water, and ... so it can be see that, needs two— two... [unclear]

**Examiner's comments:** This student would receive a high score for describing most key features of the diagram. However, poor pronunciation of important words, such as 'operator', sometimes makes the description difficult to understand. This would reduce the score for pronunciation and the overall score. As the student frequently hesitates at unnatural times, the score for fluency would also be low.

**Student's overall PTE Academic score: 67**

► 226 The graph shows a method of water collection. The operator moves up and down um the— moves up the walk way so as to pivot the walkway and ... and make the level fall, and ... following which the bucket um drops into the water, with the suspending rope ... Once the water is collected the operator moves down and the bucket comes up and, the um other operator at the other end of the rope ... [cut]

**Examiner's comments:** This student's speech has many hesitations and repetitions, which would reduce the score for fluency. In addition, he mispronounces many key words such as 'pivot', which makes the description of the diagram's features unclear at times. However, the answer does successfully mention most basic features of the diagram.

**Student's overall PTE Academic score: 89**

► 227 The diagram shows a method of water collection called, I think, shadouf. Um there's a climbing post with notches which you climb up on, and then there's a walkway with stairs on it. As the operator moves up and down the stairs, a lever rises and falls, causing a bucket to drop in the water or to rise from the water. Someone else erm, can just get the bucket and the water on the other side.

**Examiner's comments:** This student describes all key features of the graph, with native-like fluency and pronunciation. The answer would receive a very high score, but not a maximum score because it does not develop beyond description. In order to obtain a maximum score, the student should comment on the implications of the diagram; for example, they could say the diagram shows that shadouf was a simple and effective way to get water.

# Test 1, Speaking

## Re-tell lecture

### 1 Topic: Air pollution

#### Student's overall PTE Academic score: 5

► 228 The speaker was talking about er, the change in air pollution and he was talking a 99, 1950s, there was air pollution called Black Fog, which normally called by the factories, and caused to the, lots of health problem which leads, to 4,000 deaths in London. In 1956, they, made a legislation, to clean the air, but most, still it is a big issue, to the environment, but now the difference is we can't see the pollution, um we use lots of cars and lorries and which ... [cut]

Examiner's comments: This student's description of the first half of the lecture is very good. However, because his speech is slow and hesitant, he does not complete the description and fails to mention many key points from the second half of the lecture. Pronunciation is relatively good, but the score for fluency and the overall score would be low.

#### Student's overall PTE Academic score: 7

► 229 Er the issue for air pollution is analysed by the speaker and he mentioned that it was an issue since 1950. Er at the time in the 50s, pollution was too many too factories, and those factories were actually causing severe health problems er in— Britain. The—the Clean Act was introduced to resolve these problems. Today it is still an issue, however, we cannot see the pollution, the pollution is not visible. Still has ... [cut]

Examiner's comments: This student effectively describes most key points of the lecture. However, the answer fails to mention examples, such as 4,000 deaths in 1952, so it would not achieve a maximum score for content. The student's pronunciation and fluency are both slightly above intermediate level.

#### Student's overall PTE Academic score: 77

► 230 Um this, this lecture compares the changes of air pollution in 1950s and the twenty-first century. In about 1950s, er the air pollution was visible; people could see a black fogs or clouds in the sky. And the sources of air pollution come, majorly come from the factories and it caused the severe er health problem, and they caused something like 4,000 death in London. And in 1950, there is a Clean Air Act introduced to the UK and it improved the conditions, however nowadays ... [cut]

Examiner's comments: This student mentions some key points from the lecture, but fails to describe the situation nowadays, so the overall score would be relatively low. In addition, she does not develop her answer or mention any implications or conclusions of the lecture. However, the student would receive a good score for fluency and pronunciation.

### 2 Topic: Focus groups

#### Student's overall PTE Academic score: 45

► 231 The speaker talk about the researcher and how do the focus group, how, er find out the, the information that you need with er, through focus group. So, the first, er important information is how large is the group, the ideal is, er six to seven people. And bigger than, bigger than seven could be break the conversation and change the focus. The second erm ... [cut]

Examiner's comments: This lecture contains three main points about focus groups, and this student only mentions one of them, namely the importance of the size of the focus group. For this reason, the overall score would be very low. The student's speech is slow and there are frequent pauses in a way which is not native-like. In order to improve the score, the test taker should give an overview of all the key points of the lecture at the start of the response.

#### Student's overall PTE Academic score: 67

► 232 The lecture is about tips or how to use a focus group. It is mainly about what the focus group is about, how large er the focus group should be and also the minimum number of people in the focus group. Um also the focus group needs to have a moderator, so as to ensure that um, everybody in the focus group is actually participating and that nobody is actually going away from the subject matter of the lecture.

Examiner's comments: This student's response mentions some but not all of the lecture's main points. Although the response mentions the importance of size and moderators for focus groups, it does not mention the lecturer's third point regarding materials, such as photos and diagrams. Therefore, the answer would not achieve a high score for content. However, pronunciation is clear and the speech contains very few long hesitations.

**Student's overall PTE Academic score: 74**

► 233 This er lecture talks about, what, a focus group is and what major areas need to be pay attention to when you are planning to use a focus group, so first of all what is the perfect size of a ... focus group. Ideally it should be somewhere between six and seven. If it's too small, then you may not be able to get all the er, opinions you like. If the group is too large then the people might start to have some side conversation. And the second, key point is you need to have a moderator to facilitate and guide the discussion, and to make sure that the discussion is, well on– on the track.

**Examiner's comments:** This student gives a good overview of the first two of the lecture's three main points, the size of the focus groups, and the role of the moderator. Speech is very fluent and the answer would therefore receive a good score for this and for pronunciation. However, the answer does not mention the lecture's third main point, the need for materials such as photos and diagrams, and it does not develop further, so it would not receive maximum points.

**③ Topic: Setting up a website****Student's overall PTE Academic score: 45**

► 234 So it is important if you want to, err start a website, err to understand the really value to, to do this. So the first one is, who is your target and what, what he need, and the second is accessibility, and the third one is retention. About accessibility, make sure that your site, should be finded in the last one [*unclear word*], make sure that information's exactly what the people need.

**Examiner's comments:** This student presents a good overview of the lecture's three main points about setting up a website – target audience, accessibility, and retention. However, the student does not fluently develop the answer and does not mention the implications of the lecture. In addition, pronunciation is very poor and it is often very difficult to understand what it is being said; for example, the student says that websites must be 'finded', instead of correctly saying 'found'.

**Student's overall PTE Academic score: 67**

► 235 The lecture is about setting up a website, and the, um, author is giving three main points that people need to focus about. First being who the target audience is, that is, um, group the people by what the people need, second being the accessibility of the website, that is, to make sure that the website can be found either by, links via other websites or the social media. And the third point would be, um retention. That is, to make sure that the target audience returns to the website and this can be achieved by um, keeping the website up-to-date, and having more interesting news so as ... [cut]

**Examiner's comments:** This student's response effectively describes all three main points of the lecture, and gives details about the first two main points. It would not receive a maximum score for content because it does not describe details about 'retention', the lecturer's third main point. Pronunciation and fluency are good, but the speech is clearly not native-like, so the student would not score maximum points for either skill.

**Student's overall PTE Academic score: 77**

► 236 This er lecture talks about how to set out, a website and, add value to your website. So the most important thing is you need to know who your target audience is, what information that your audience might want to find on your website and the design, the content of the website need to be based on their needs. And the second thing need to consider, you need to consider is the accessibility. How your website can be found. Maybe the, the, you can provide links on other website or you can use a social media. And the third point is the retention, how you make sure that the, your user will be re– returning to your website.

**Examiner's comments:** This answer would receive a high score because it clearly describes the key points of the lecture, and provides details about each point – target audience, accessibility, and retention. Although all the key points are included accurately, it does not describe the implications of the lecture; for example, it does not mention that setting up a website requires lots of time. For this reason, the response would not achieve a maximum score. However, fluency and pronunciation are both very strong.

# Test 1, Writing

## Summarize written text

### 1 Topic: Tea

#### Student's overall PTE Academic score: 55

The second most popular drink in the world after water is tea which mostly came from Asia because it requires particular weather factors to grow up such as temperature, rainfall, different altitudes, and other kind of trees and vegetation around necessities to give the tea the best quality.

Examiner's comments: Appropriately, this answer is one sentence and this student's response provides a fair summary of the passage's content. However, it does not include one key aspect – the fact that, after being originally grown in three countries, tea is now a major export for over 50 countries. In addition, this student's response has poor grammar ('to grow up') and spelling ('requires', 'different', 'trees', and 'quality'), which would reduce their score.

#### Student's overall PTE Academic score: 74

Producing a good quality tea that is highly demanded by world's consumers requires certain growing conditions, such as a suitable weather environment and specific geographical features.

Examiner's comments: This response does not include one key aspect – the fact that, after being originally grown in three countries, tea is now a major export for over 50 countries. Although the answer is appropriately one sentence in length, it does not contain sufficient information to be an effective summary. On the other hand, the student has used a correct grammatical structure and a suitable choice of words.

#### Student's overall PTE Academic score: 89

Having originally been grown in three countries, Tea is now produced in over fifty and behind only water it is one of the most popular drinks in the world, as it is used in social settings and appeals to a wide variety of tastes.

Examiner's comments: This student's summary of the passage has the appropriate length and contains accurate grammatical structure. The response also has appropriate choice of words and provides a strong summary of the passage's main points.

### 2 Topic: Over-fishing

#### Student's overall PTE Academic score: 55

Currently people are trying to help the environment in order to preserve a balance in the ecosystem, and fishing is an activity that is every day is increasing since the demand of healthy meat rise around the world.

Examiner's comments: This answer's good points are its length (just one sentence), and the fact that it provides a fair summary of the passage. However, the summary does not make the link between fishing and protecting the earth clear. In addition, the student has made grammatical errors ('is every day' is and 'the demand of healthy meat rise') which could make his response difficult to understand. As there are no spelling mistakes, this student would receive the maximum spelling score.

#### Student's overall PTE Academic score: 67

Along with preserving the planet, we should also be preserving fish as nowadays it considered as healthy compared to meat and its consumption has increased which can result to extinction because of overfishing and hence a negative effect on the ecosystems.

Examiner's comments: This answer provides a good summary of the passage's main points in one sentence and it makes the link between preserving fish and the environment reasonably clear. However, there are grammatical errors ('nowadays it considered') and mistakes with word choice ('can result to extinction') which would reduce the student's score.

#### Student's overall PTE Academic score: 89

The consumption of fish has skyrocketed in the developed world, leading to overfishing and ultimately extinction and destruction of entire ecosystems.

Examiner's comments: This student's response provides a good summary of the main points of the passage in one sentence. In addition, it contains no grammatical errors or mistakes with vocabulary.

# Test 1, Writing

## Write essay

### 1 Topic: Increasing life expectancy

#### Student's overall PTE Academic score: 45

Can you imagine a world without any disease? In large part of the world the life expectancy are becoming increasingly concern and tought. Some people believe that the advances in medical care are the solution of the problems with ageing for men and women. In stark contrast, othesbelieve that it is just a excuse to make money as well as could bring some unkowndemagde to body. I firmly believe that the increase of life expantancy is a positive develop of human being. This issue warrants further discussion.

An obvious starting point is that with more years to live, all people will have more chance and time to do what they really what to do in their lifes. This is particularly relevant when you consider that is to unfair when in the past young people died before fulfill their dreams. A clear example of this is case of people who died just because the medicine do not know how to solve their desease.

It is often cited that if people live more, people just will suffer for more years. Whist, if all human being could live longer, they could take care more properly of health and do ...

**Examiner's comments:** This student's essay is incomplete and, therefore, would receive a low score for development, structure and coherence. As the last paragraph in the body of the essay is not finished, the student's last point is not easy to understand. There are frequent grammatical errors, such as 'the life expectancy are becoming' and 'when you consider that is to unfair when ...', and these errors prevent effective communication. The student would also lose points for frequent spelling mistakes and for the inadequate length of the essay (198 words).

#### Student's overall PTE Academic score: 67

Nowadays, medical science is well advanced and this has eventually led to the average life expectancy of human beings to increase. This of course has both its advantages and disadvantages. Let's talk about the latter.

The first disadvantage with an ageing population is that the society has to provide more for the old people in terms of benefits. Secondly the young people of nowadays can find it as a burden to look after the aged ones; and the longer they live, the longer they will have to be looked after. Also aged people tend to have health issues and as a matter of fact, that means that they need to be looked after. In the busy world that we live nowadays, this might not be always possible. Therefore aged people will end up being sent to homes and they might not like it. Also, more hospitals will be needed.

One personal example is my grandfather who passed away when I was a kid. He was quite old and due to a mixture of diseases he was suffering from, he needed someone to look after him all the time. He was quite fortunate to have someone by his side all the time.

As a conclusion, I would like to say that there is no point in increasing the life expectancy of human beings if they will end up suffering. I'd rather people die younger without having to suffer rather than living donkey years and having to suffer.

**Examiner's comments:** This student has dealt with the question quite well. The response clearly describes some disadvantages of an increasing life expectancy, and supports this point of view well with reasons and examples. However, the response does not deal directly with the question 'Do you think most people will see this as a positive development?' Although the essay mentions that young people find looking after old people a burden, this part of the essay could have been improved by stating that 'Most people think that this development is (not) a positive one'.

The student's choice of vocabulary is sufficient to provide a clear description, but the term 'donkey years' is inappropriately casual and vague. In order to achieve a maximum vocabulary score, the test taker would need to use more precise language. The essay has appropriate development, structure and cohesion. With 246 words, it has appropriate length.

**Student's overall PTE Academic score: 89**

The average life expectancy has gone up, due to medical advances. This brings many issues with it, mostly financial and will continue to do so for the foreseeable future.

As birth rates all over the world have gone up and death rates have been steadily declining, an imbalance has been created, leaving the world overpopulated. Many ailments that simply didn't exist in the last century have now suddenly cropped up due to our increased lifespan. Contributions towards social health care will have to increase to accommodate this phenomenon. I've noticed over the past 10 years that medication for more and more illnesses aren't included in the "free" part of the public health system any more, and personal contributions have gone up.

In addition, the stereotype is that the elderly can't work, and this thinking will almost certainly be perpetuated in the workplace; this has (and will) put an enormous strain on benefits systems, as the work force will once again have to pay up. This has made the current recession very difficult to manage, as the majority of people have little disposable income left, and cannot afford to contribute more to the welfare state, myself included.

Lastly, housing will become an even bigger problem than it is, as younger people generally don't mind living in shared accommodation, whereas the elderly prefer not to. The only exception is when they live in care homes, due to physical restraints. This has effected me personally: when I wanted my own space, it was almost impossible to receive a house from the council as most of them were earmarked for the retired.

In conclusion, the increased life expectancy is creating massive problems globally.

**Examiner's comments:** The essay answers the questions effectively and supports the student's opinion with strong explanations and a wide variety of examples. There is good development and a logical structure. The essay also shows consistent control of complex language. The student's range of vocabulary is good enough to clearly express arguments and points of view. With 277 words, the essay is appropriate in length. However, the student would lose points for spelling mistakes ('effected' and 'accommodation') and a typing error ('ompossible').

**② Topic: Preparation for university or work****Student's overall PTE Academic score: 45**

In Brazil you bargaing for this common statement: "Is better have your own business instead of do nothing at university". Some believe that it is extremely important that schools prepared pupils for university. I am of the opinion that it is relevant teach students how university works but also more important is prepare young people for a real life, for work. What are the consequences of take this instance?

In some countries it is often cited that is better to prepare young people for academic life rather than for professional life when they were just at school. However, it is extremely relevant consider that student needs to know about work to be more prepared for the university as well. A clear illustration of this is students who do not know what they want to do for the rest of their lives as well as spend years to finally find what they really like and are happy doing it.

On the other hand, it is not correct the student start in the university without any preparation.

**Examiner's comments:** This student's response contains defective choices of words and spelling mistakes which make the response very difficult to understand from the first sentence onwards. The essay has no conclusion and, therefore, the student would receive a low score for development, structure and coherence. In addition, the essay is only 175 words, so it would not receive full points for length, which should be between 200 and 300 words.

**Student's overall PTE Academic score: 67**

The following statement 'schools should prepare students for university, rather than for work' can be argued both ways. I personally think that schools should actually prepare students for both university and work.

The reasons why I believe that schools should prepare students for university are as follows. First of all, university is the next level after school and therefore, there is every reason for its preparation. As there is a big gap between school level and university level, the preparation will help to breach that gap. Also, at university level, there is less spoon feeding and more self study. So, if school children are prepared for that, it will help and this can lead to better results.

Schools should on the other hand, also prepare students for work. The gap between school and work is even bigger than the gap between school and university. As a matter of fact, preparing children for work at school level will help to shorten the gap between university and work. If students are at a young age being inbuilt with work values, this will help to develop better and more responsible students.

In a nutshell, I would say that school should be encouraged to prepare students for both university and work. This will have a positive impact on the individuals, thus helping them for the future.

**Examiner's comments:** This is a good essay which clearly shows the student's opinion and supports it with reasons and examples. The answer is appropriately divided into paragraphs and the introduction and conclusion are both written in a suitable style. With 222 words, the essay is also appropriate in length. The student has also used a wide range of language and grammatical structures, yet one or two points are slightly unclear, particularly in the second paragraph.

**Student's overall PTE Academic score: 89**

I think that schools should prepare for work, rather than university as they are two completely different worlds, and often mutually exclusive.

School is meant to give you a solid grounding in life, from where you can flourish, whether it be further studies or work. It is a fact that most people will only spend a small part of their lives in university, and a larger proportion in the workforce. For instance, I spent roughly 6 years in university, and have spent many more years as a worker. Surely it makes more sense to pour resources into what will effect people for greater periods of time?

Also, a university does not guarantee a job; I know many people with impressive degrees, who simply cannot find any work due to lack of work experience. A lot of employers are also struggling due to what I call the "bitesize culture": Schools create unrealistic expectations for students because everything is being spoon fed. Managers simply have neither the time, nor the patience to spoon feed new recruits. This is especially noticeably when it comes to spelling and appropriate social behaviour

University is but one way to nurturing a successful life, and should be treated as such; in the current recession we see a lot less young people opting for university

**Examiner's comments:** This essay answers the questions effectively and supports the student's opinion with strong explanations and a wide variety of examples. There is good development and a logical structure. The essay also shows consistent control of complex language. The student's range of vocabulary is good enough to clearly express arguments and points of view. With 217 words, the essay is appropriate in length. However, the student would lose points for spelling mistakes ('will effect' and 'noticably') and a grammar error ('one way to nurturing').

**Test 1, Listening****Summarize spoken text****1 Topic: Technological nature****Student's overall PTE Academic score: 45**

Nature's picture is real view of life. People who appretiate pictures of nature recover of stress. Exist two groups of people and both groups agree that nature picture is recovering.

**Examiner's comments:** This student's response is too short (only 30 words) and it omits the main aspect of the short lecture; it does not mention the comparison between real nature and a virtual picture of nature. The answer does mention one relevant aspect, the fact that the two groups agreed, but it contains very poor choices of vocabulary, such as 'recovering', which prevent effective communication. In addition, there is a spelling mistake, 'appretiate'. Therefore, this response would receive a very low score.

**Student's overall PTE Academic score: 74**

The speaker talks about technological nature, which is used to produce a picture that seems real using computer graphics. A scene of nature for example could be beneficial for an ill person. However, when doing an experiment with two groups (one with a real view and another one with a virtual view), it is demonstrated that the recovery from stress is faster with the real view.

**Examiner's comments:** The student's response contains all of the main points from the short lecture and it is of appropriate length (66 words). However, some of the word choices are poor and unnatural; for example, the meaning of 'technological nature' could be explained more effectively. The answer contains appropriate grammatical structure.

**Student's overall PTE Academic score: 77**

This lecture describes new technology using computer graphics to create virtual natural scenes and discusses to what extent such virtual images would have the same beneficial impact as the real natural scene. One study shows that the group with an authentic natural garden scene recovers much faster than the other group presented with a virtual one, which concludes that the virtual image cannot re-create the same effect as the real nature.

**Examiner's comments:** This student has summarised all the key points from the lecture. The grammatical structure used is appropriate and does not lead to problems in communication. The student has also selected suitable vocabulary for the summary. With 71 words, it is appropriate in length, and there are no spelling mistakes.

**2 Topic: Memories in criminal trials****Student's overall PTE Academic score: 55**

In criminal crimes there are various ways to investigate and look for details about the crime. Researchers found that if different people watch a video of the situation everybody describes different things and see other type of evidence. These is useful to obtain more details and information on a crime with the aim of solving it faster developing the process.

**Examiner's comments:** This student's answer provides a fair summary of the lecture. It correctly mentions that people who watch a video describe different things, but because of poor choice of vocabulary, it does not make the link of this fact to memory clear. The summary is also weak because it does not describe the importance of memory to criminal trials, which is one of the lecturer's main points. The length of the response is suitable, but it would also lose points for grammatical errors which hinder communication, such as 'These is useful'.

**Student's overall PTE Academic score: 74**

In criminal trials, memory becomes an important factor, as witnesses are often used to prove evidence. However, memory can be unreliable if witnesses need to recall events that happen some time in the past. It has been demonstrated that when retelling events, witnesses may include objects that were never there in real. They may therefore distort reality.

**Examiner's comments:** This student's answer contains all the key points from the lecture, however, some mistakes with vocabulary would reduce the score. For example, the summary says that witnesses 'prove' evidence, whereas actually witnesses 'provide' evidence. It also says 'events that happen some time in the past', but this should be written in the past tense as 'happened'. With 57 words, the answer is a suitable length, and the choice of vocabulary is also appropriate.

**Student's overall PTE Academic score: 77**

In criminal courts, the prosecution or the defence usually have witnesses to testify for them. However, research has shown that human's memories are not as reliable as expected when new information is added. For example, the subjects are asked to re-tell what they see in a video, and they would describe something that is never included in the video when new idea or object is presented.

**Examiner's comments:** This student's summary has an appropriate number of words (66) and it describes all the main points from the short lecture, including the importance of memory in criminal courts and the results of the research. The choice of vocabulary and the use of grammar are both accurate, and the summary has no spelling mistakes.

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PEARSON TEST OF ENGLISH ACADEMIC

## FROM THE TEST DEVELOPERS

PTE Academic (Pearson Test of English Academic) is a computer-based English language test developed by Pearson that accurately measures your reading, writing, listening and speaking skills. Practice Tests Plus offers everything you need to prepare for the test: authentic practice, comprehensive guidance and strategies for dealing with every task in the test.

PTE Academic Practice Tests Plus with key includes:

- four complete practice tests with authentic test questions by PTE Academic test writers
- detailed guidance, strategies and tips to teach you how to do each task type
- annotated answer key and score guide to help you assess your answers
- real candidate answers with comments on each spoken and written task
- MP3 recordings for all of the listening and speaking tasks

Visit [www.pearsonpte.com/resources](http://www.pearsonpte.com/resources) for information about additional PTE Academic preparation resources:

- *The Official Guide to PTE Academic*, with detailed information about the tasks in the test, scoring and over 200 practice tasks
- Brand new online practice tests enable you to focus on specific questions, develop your skills and time management, as well as gain feedback and tips along the way. You can also take a complete practice test which gives you a real-life PTE Academic score
- Find your nearest test centre at [www.pearsonpte.com/centres](http://www.pearsonpte.com/centres)

