

PART 2: READING

MULTIPLE-CHOICE, CHOOSE SINGLE ANSWER

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

So far, we have been looking at the work of humanist historians in the Renaissance and the new way in which they approached their subject. Not only did they use close reading of ancient texts, as you would expect, but they also did a lot of research in the archives. That is, they didn't just read the historians that came before them, they looked for real documents. For example, they studied the records of cases that went to court, official letters that had survived, and so on to get a fuller picture of how people really lived and went about their business.

These same techniques of historical research were used in what we can call "legal humanism". The idea here was to get as accurate a picture as possible of the law and its practice in ancient, especially Roman, times. Legal historians did this with a view to refining the laws and applying them to the present historical situation. Legal scholarship's original desire to recover and purify the heritage of the ancient world later came to be distorted by political views, but even here, in the 16th century, such intense study could lead to unexpected conclusions. For example, in France, inquiries meant to uncover and apply the legal wisdom of the Romans ended by uncovering a Roman law so pure that it was totally alien. This law, in fact, belonged to the past and to a different society, and was therefore unusable.

What was the ultimate aim of legal scholarship?

- 1 To purify the ancient legal system.
- 2 To promote humanism in general.
- 3 To apply Roman law to their own society.
- 4 To perfect techniques of historical research.

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

When it comes to an organ of such complexity as the eye, it is not difficult to understand why some people cannot accept that such perfection was arrived at by the trial and error, or gradual development, of natural selection. Yet people thought the Earth stood still until Copernicus told them otherwise. In the same way, it shouldn't be hard to believe that a complex eye could be formed by natural selection if it can be shown that there were numerous stages from a simple and imperfect eye to a complex and perfect one, with each development being useful to its possessor and the variations being inherited.

However, the search for the stages through which an organ in any one species has come to perfection, which ideally would mean looking exclusively at its past generations, is rarely possible. Therefore, researchers are forced to examine species and genera of the same group to discover what stages or gradual developments are possible. Even the state of development of the same organ in a different class of creature may throw light on the steps taken towards perfection.

Some people object that in order for the eye to modify and still remain a useful instrument to its owner, many changes would have had to take place simultaneously. However, it is not necessary to suppose this if the modifications were extremely slight and gradual.

Why are researchers forced to look outside a specific species for clues to gradual development?

- 1 Because the eye is so complex and perfect already.
- 2 Because evidence of its ancestors is almost impossible to find.
- 3 Because the eye cannot change without losing its usefulness.
- 4 Because other species have more complex eyes.

MULTIPLE-CHOICE, CHOOSE MULTIPLE ANSWERS

- A** Read the text and answer the question by selecting all the correct responses.
More than one response is correct.

A Xhosa bride in southern Africa, in contrast to her western counterpart, is expected to show both reluctance and sadness during her wedding – any signs of joy are considered inappropriate. She may even cry, and not without reason, because she is leaving her own family and relatives to live among a group of strangers where she will have to be careful of what she says and does.

For example, a new bride is not allowed to walk across the central meeting place in the middle of the *kraal*, or village, nor the cattle pen. And when she wishes to go from house to house, she must take the back way. To show respect for her husband's senior relatives, she has to avoid using the names of senior male relatives or even words similar to them, which can lead to some complex paraphrases. Furthermore, she is not allowed to use the personal names of her mother-in-law, nor those of her husband's aunts and elder sisters. Her first priority is the care of her husband, which means doing most of the heavy domestic work. Further constraints are having to wear a handkerchief low over her forehead, never showing her bare head to her husband's relatives, not being allowed to drink milk from the homestead herd, and not touching the drinking utensils.

However, these rules become less strict as time passes. The handkerchief is eventually removed, gifts are exchanged, and family relationships become a bit more relaxed. Finally, there is a ritual killing of a cow and the bride is allowed to drink the milk of the homestead. However, once she has done this, she can no longer drink the milk of her father's house, symbolizing her final separation from her family.

According to the text, which of the following behaviors are expected of a new Xhosa bride?

- 1** She is not allowed to drink milk from her father's cows.
- 2** She cannot use the name of any of her husband's male relatives.
- 3** At her wedding she is meant to appear unwilling.
- 4** She is not allowed to enter her new home by the front entrance.
- 5** She must wear a head scarf when meeting her husband's relatives.
- 6** She is not allowed to touch plates in the family home.
- 7** She must avoid using the names of some of her husband's female relatives.

- B** Read the text and answer the question by selecting all the correct responses.
More than one response is correct.

There are perhaps three ways of looking at furniture: some people see it as purely functional and useful, and don't bother themselves with aesthetics; others see it as essential to civilized living and concern themselves with design and how the furniture will look in a room – in other words, function combined with aesthetics; and yet others see furniture as a form of art.

In the past, designers of furniture usually worked for royalty, the nobility, landowners and rich merchants and so were not constrained by the limits of space, economy, or even practicality that inhibit the contemporary designer. Indeed, function was not the first consideration and interiors did not always have to be practical. In the Renaissance, for example, fine furniture and interiors were designed to show off not only the riches of the owners, but their learning, wisdom and good taste as well. No doubt, this attitude still exists among a number of the wealthy.

Apart from a brief period in the 20th century when furniture designers mistook themselves for artists and sculptors, producing, say, chairs that were nice to look at, but impossible to sit on comfortably, modern designers have, for the most part, come to terms with the functional aspect of furniture. These days, a well-designed interior must be practical and exclude what is unnecessary. Limited space must be used imaginatively, and a sense of space and clarity is needed as a setting for efficient living. Therefore, in the modern home, furniture should fulfil a specific purpose, and need as little care and attention as possible. In addition to this, costs must be kept to a minimum because, these days, there are many luxuries competing for our attention. Function and economy, therefore, are of the utmost importance.

According to the text, how does modern furniture design differ from that of the past?

- 1** Practicality and economy are the most important considerations.
- 2** Designers are only employed by the wealthy.
- 3** Designers are primarily concerned with aesthetic appeal.
- 4** Modern furniture should need little looking after.
- 5** Making the best use of available space is important.
- 6** Furniture should be as decorative as possible.

For Further Guidance, see page 63.

MULTIPLE-CHOICE, CHOOSE MULTIPLE ANSWERS

WHAT'S TESTED

The purpose of this task is to assess your ability to read an academic text for a variety of purposes, including reading for the main idea, reading for specific details, reading for the writer's purpose, analyzing discourse, making inferences, assessing the quality and usefulness of the text, and assessing the writer's style. The texts are up to 300 words long and cover a variety of academic topics drawn from the humanities, natural sciences, and social sciences. Each text has one multiple-choice question; there will be between five and seven options to choose from, more than one of which will be correct. You will have either two or three items in this part. The individual questions are not timed; you will have a fixed time of between 32 and 41 minutes to complete the entire Reading part, depending on which form of the PTE Academic you receive.

TIPS

- Read the question before you read the text. This will tell you what information you will be reading for.
- Scan the answer options to further help you focus on the information you will be reading for.
- Skim the text to get an idea of its general content and the main idea. You should be able to answer the question “*What is the passage mainly about?*” in your own words.
- Read the entire text again carefully. Pay attention to details that support the main idea.
- Read the question and the answer options again. Select any correct answers if you know them – remember, there is more than one correct choice. If you are not sure about the answers, eliminate any options that are obviously incorrect and choose from those that remain.
- If you do not know the answers, and are unable to eliminate any choices, guess. Never leave the question unanswered. If you leave the question unanswered, it will be marked as incorrect. By guessing, you have the possibility of answering correctly.

A DETAILED STUDY

The exercise below will help you to practice answering multiple-answer multiple-choice questions. Read Text B on page 61 again and answer the following questions.

- 1 What does the writer say about economy and practicality in the second paragraph?
 - a It constrains modern furniture designers.
 - b It was more important for furniture designers in the past.
- 2 What is implied about the wealthy in the second paragraph?
 - a They are willing to pay extra for custom-designed furniture.
 - b In the past, only they could afford well-designed furniture.
- 3 In the third paragraph, what does the writer say is of utmost importance to modern furniture designers?
 - a Function and economy.
 - b Aesthetics and craftsmanship.

- 4 According to the writer, what should modern furniture need little of?
- a Function and practicality.
 - b Care and attention.
- 5 What is suggested about space in modern homes?
- a It is limited.
 - b It is greater than in the past.
- 6 What is implied about the decorative aspect of modern furniture?
- a It is less important than function.
 - b It is more important than practicality.

Now check your answers.

RE-ORDER PARAGRAPHS**ON-SCREEN**

Remember that in the exam, you will re-order the paragraphs by dragging and dropping them with your mouse.

- A** The paragraphs have been placed in a random order. Restore the original order.

Jumbled paragraphs	Correct paragraph order (1–4)
a <i>Habeas corpus</i> , a law by which a prisoner could demand to be brought before the courts and have his case heard, was a well-established right in England, but the authorities had found a number of ways of getting round its use where political prisoners were concerned.	
b The new act put a stop to such abuses and deprived the executive of powers it might have used to support oppressive and arbitrary government.	
c In 1679, what became known as the first Exclusionist Parliament passed at least one useful piece of legislation: on the day parliament was suspended, the King gave his assent to a <i>Habeas Corpus</i> Act.	
d James Harrington, the philosopher, is a good example. When his sisters applied for <i>habeas corpus</i> , he was taken from the Tower of London to a barren island where <i>habeas corpus</i> could not be imposed.	

- B** The paragraphs have been placed in a random order. Restore the original order.

Jumbled paragraphs	Correct paragraph order (1–4)
a However, the potential for crime is enormous. Some experts believe that American financial systems are losing up to \$5 billion a year to computer fraud. Once a hacker has got into the bank's system, he or she can order it to transfer large sums of money to a foreign account.	
b Any computer network connected to the telephone system is vulnerable because the hacker needs only to discover the coded password in order to gain entry to the network. All it takes is intelligent guesswork, trial and error, and perseverance.	

c	At first, this appeared to be a perfect example of electronic spying, but it turned out to be a bunch of talented computer buffs doing it for fun. If they had wanted to create real problems, they could have altered files or deleted them altogether.	
d	A German student sitting at home at a computer terminal connected to the telephone system managed to hack into NASA's computers and read top secret files. He and a group of other students in Hamburg had also got into about thirty other restricted computer networks.	

C The paragraphs have been placed in a random order. Restore the original order.

Jumbled paragraphs	Correct paragraph order (1–4)
a At the turn of the 19 th century, however, only a relatively small sector of the British economy had been directly affected by the Industrial Revolution.	
b For each of the three major countries of western Europe – Britain, France, and Germany – the closing decades of the 18 th century were years of increasing economic prosperity, and the pace of economic development in Britain far outdid that of the others.	
c It would be a mistake to call the other two countries underdeveloped – in terms of cultural achievement, especially literature, art, and philosophy, they outstripped Britain – but they lagged behind in terms of economic development.	
d Even two decades later, the picture was little different, except that cotton had become the country's leading manufacturing industry. It was not until the middle of the century that it could be properly described as an industrial society.	

READING: FILL IN THE BLANKS**ON-SCREEN**

Remember that in the exam, you will fill the blanks by dragging and dropping the words with your mouse.

- A** In the text below some words are missing. Choose the correct word to fill each blank from the box below. There are more words than you need to complete the exercise.

This MPhil (1) students from a wide variety of academic, business and political (2) to the traditions, methods, and state-of-the-art research that shape an advanced analysis of human society. The MPhil is an eleven-month course designed for those who wish to go on to do doctoral research or (3) for those who (4) want to improve their understanding of methodology and analysis, and attain an independent postgraduate degree in its own right.

backgrounds plainly equally professions introduces presents simply

- B** In the text below some words are missing. Choose the correct word to fill each blank from the box below. There are more words than you need to complete the exercise.

The main (1) of advertising is to sell (2) by getting them known and, here, brash, sensational ideas may often serve the (3) But by no means is all advertising aimed at promoting a new product or even a product at all. One of the most famous posters of the 20th century (4) Lord Kitchener early in the 1914–18 war pointing a finger, perhaps accusingly, at the entire male military-age population of Britain.

aim illustrates products purpose point shows produces

For Further Guidance, see page 69.

- C** In the text below some words are missing. Choose the correct word to fill each blank from the box below. There are more words than you need to complete the exercise.

Universities are, of course, the primary centers of intellectual life in modern society. Therefore, they are a (1) center of criticism: criticism of society and of the dominant (2) in it, especially its politics, by sections of both the (3) and the student bodies. This critical (4) of the university, as the place where ideas are born and where support for criticism is (5) among students, who form the mass base for many protest movements, has been true for a long time and in many countries.

semester revealed key found staff trends participation role

- D In the text below some words are missing. Choose the correct word to fill each blank from the box below. There are more words than you need to complete the exercise.

When it comes to low-cost housing, architects are hardly ever (1) About 98% of the market is built without architects and the result is usually rows of clones of a building, regardless of whether they are (2) for an area or not. Developers alone, without the (3) of an architect, do not see the big picture needed to make housing part of a safe, vibrant community. A little more thought could instantly improve community (4) as well as lead to building houses that are both comfortable and cheap.

useful safety relations involved input practical consultation

- E In the text below some words are missing. Choose the correct word to fill each blank from the box below. There are more words than you need to complete the exercise.

During the 19th century, the enormous expansion of world production and trade was (1) mainly by gold. Even the (2) issued by the banks were fully convertible to gold on demand, and this was the basis of their acceptance. However, production and trade were expanding at a faster (3) than new (4) of gold were being discovered. If trade was to continue growing at this rate, some commodity other than gold also had to be used as a (5) of exchange.

cash amounts notes supplies way means rate financed

FILL IN THE BLANKS

WHAT'S TESTED

The purpose of this task is to assess your ability to analyze lexical, contextual, and grammatical cues to correctly complete incomplete sentences in an academic reading text. The texts are up to 300 words long and cover a variety of academic topics. There are three to five blanks in each text. The options appear in a separate box; there are always three more options than the number of blanks in the text. There will be a minimum of six and a maximum of eight. The number of blanks and options depends on the nature of the text. For each blank, you have to choose the option that best completes the sentence and drag it to the text with your mouse. You will read either four or five texts. The individual texts are not timed; you will have a fixed time of between 32 and 41 minutes to complete the entire Reading part, depending on which form of the PTE Academic you receive.

TIPS

- Skim the text, skipping over the blanks, to get an idea of its general content and the main idea. You should be able to answer the question “*What is the passage mainly about?*” in your own words.
- Read the first sentence containing a blank carefully. Using vocabulary and grammatical cues provided by the words surrounding the blank, determine what kind of word is needed – that is, what part of speech is required (e.g., adjective, adverb, plural noun, preposition). Check the options and eliminate any that are clearly the wrong part of speech. Choose from among what remains.
- Look for any obvious clues to the logical order or chronology of events, such as *first*, *second*, *lastly*, *finally*, *next*, *then*, *after*, and so on, and eliminate any answer options that are illogical. Choose from among what remains.
- Some items test your knowledge of idioms and collocations. Check whether any of the options form a common expression, and if so, whether this makes sense in the given context.
- If you do not know the answer, and are unable to eliminate any options, guess. Never leave the question unanswered. If you leave the question unanswered, it will be marked as incorrect. By guessing, you have the possibility of answering correctly.
- Keep track of your time using the on-screen timer.

A DETAILED STUDY

The exercise below will help you to use contextual clues to eliminate answer options. Read Text B on page 67 again and answer the following questions.

1 What part of speech must the word in the first blank be?

.....

2 Based on your answer to Question 1, which of the answer options cannot go in the first blank?

.....

3 What part of speech must the word in the second blank be?

.....

4 Based on your answer to Question 3, which of the answer options cannot go in the second blank?

.....

5 What word collocates with *sell*?

.....

6 What part of speech must the word in the third blank be?

.....

7 Based on your answer to Question 6, which of the answer options cannot go in the third blank?

.....
8 Is the word that goes in the third blank part of an idiomatic expression? If so, what is the expression?

.....
9 What part of speech must the word in the fourth blank be?

.....
10 Based on your answer to Question 9, which of the answer options cannot go in the fourth blank?

Now check your answers.

READING AND WRITING: FILL IN THE BLANKS**ON-SCREEN**

Remember that in the exam, a drop-down menu will appear when you click on each blank with your mouse. You will select an answer from each menu.

A Below is a text with blanks. Select the appropriate answer choice for each blank.

The first printed books began to (1) during the second quarter of the 15th century. The earliest examples were put together in a number of different ways, sometimes leaving space for decorations and ornate capitals to be (2) by miniaturist painters, and sometimes containing handwritten text alongside printed illustrations. Most of them had texts and pictures printed (3) from woodblocks, which is how they got the name “block-books”. Printing was normally done on separate leaves which were then bound together in book form.

The obvious advantage of having printed text and visual images together on one sheet was quickly grasped by monks, who saw its (4) as a means of spreading knowledge, and as an economic and effective way to get their message across to a wide audience. The monasteries, however, by no means had a monopoly on the production and sale of woodcut printing; in fact, probably the most profitable area of European printmaking was the production of playing cards.

Nonetheless, the content of most surviving block-books is essentially biblical. The purpose of the illustrations was functional: to make the meaning of the stories as clear and as understandable as possible to those who were unable to read the often difficult text. It was also a result of the need to (5) the stories that the characters were presented in contemporary clothes and the illustrations contained details of ordinary life in the late Middle Ages.

1 occur	publish	appear	seem
2 made	printed	copied	added
3 early	entirely	singly	only
4 potential	possibility	advantage	ability
5 simplify	popularize	modernize	improve

B Below is a text with blanks. Select the appropriate answer choice for each blank.

For copyright purposes, a literary, dramatic, musical or artistic work must be original and it must be set down in some (1) form, for example, on paper, computer disk, or on audio or video tape. It is not unusual for people to have the same idea at roughly the same time, but copyright applies in the way an idea is expressed, not in the idea itself. This is because ideas can encompass a wide range of concepts: for example, thousands of books and films have the same basic (2) – boy meets girl, loses girl, gets girl back, good triumphs over evil, and so on. So ideas, as opposed to the way in which they are expressed, cannot be protected under copyright law. Perhaps oddly, statistical lists and computer programs are also (3) as literary works and therefore come under copyright law.

You are breaking the law when you reproduce the whole or a significant part of someone else's creation without their permission. This would include, for example, recording a CD or a video, putting on a public (4) of a play, making photocopies, or copying onto a computer disk. It is also a breach of the law to key copyright material into a computer without consent, as is storing it on the computer memory. This can even apply to a small part of a work if the (5) is considered to be essential.

Infringement of copyright can be both a criminal act and a civil wrong. However, consumers who buy illegally copied materials, such as music CDs and films on DVD, for private use cannot be prosecuted, even if they know its origin.

1 solid	complete	actual	permanent
2 histories	plots	scenes	genres
3 thought	presented	regarded	given
4 acting	show	performance	display
5 content	substance	subtext	matter

C Below is a text with blanks. Select the appropriate answer choice for each blank.

In prehistoric times, Europe was (1) with vast primeval woods and forests, which must have deeply influenced the minds as well as the lives of our ancestors. In places where they had not made clearings, they must have lived in a constant half-light. As far as we know, the oak was the commonest and most (2) tree. We get our evidence partly from the statements of some classical writers, but more convincingly from the (3) of ancient villages built on wooden piles in lakes and from the oak forests which have been found embedded in peat bogs.

These bogs, which are most evident in northern Europe, but which are also found in some central and southern parts of the continent, have (4) the plants and trees which flourished after the end of the Ice Age. The great peat bogs of Ireland reveal that there was a time when vast woods of oak and yew covered the country, the oak growing on hills that were up to a height of four hundred feet or so above the sea, while the yew grew at higher (5) Ancient roadways made of oak have been found, as have, more famously, human relics.

1 smothered	covered	overgrown	flourishing
2 useful	productive	practical	varied
3 rest	remains	leftovers	lack
4 kept	maintained	conserved	preserved
5 levels	piles	degrees	points

D Below is a text with blanks. Select the appropriate answer choice for each blank.

A rule of thumb for distinguishing butterflies from moths in this country is to examine the antennae or feelers, although, when comparing Lepidoptera worldwide, this technique is not to be relied on. Generally, especially among those native to the UK, butterflies have clubbed feelers, (1) moths can have feelers of various kinds other than clubbed. There are moths that fly by day and the more brightly colored of them are sometimes (2) for butterflies, but their feelers will distinguish them.

Variations within a single species of butterfly often occur, and all kinds are (3) to vary in their tint or markings, or sometimes both. These variations may at times be so (4) as to be hardly noticeable, but in a fair proportion, the variation is quite striking. In such cases, unless the difference is extreme, it is possible to track all the intermediate stages between the ordinary form of a species and its most extreme variety. The coloring on the underside of a butterfly differs from that of the upper side and matches, or (5) in with, its natural habitat to a remarkable degree. This is why, when they settle, you can see them with their wings positioned together upright over their back.

The number of known species of butterflies throughout the world has been put at about thirteen thousand or more, but some believe there are several thousand more species as yet undiscovered.

1 nevertheless	however	whereas	nonetheless
2 mistaken	misplaced	misled	misunderstood
3 bound	probable	liable	susceptible
4 invisible	slight	marginal	unimportant
5 colors	shades	blends	moves

E Below is a text with blanks. Select the appropriate answer choice for each blank.

Every day, on television, on the radio, and in the newspapers, we see, hear, and read about leaders and politicians making decisions that are clearly wrong-headed and that seem to us, the horrified watchers, listeners, and readers, counter-productive. To be reasonably impartial about such blunders, we must try to put (1) for the moment how the decision might affect us as individuals; what we are looking for are decisions that are contrary to the interests of their makers. A glaring historical example of such stupidity would be the respective attempts of Charles XII, Napoleon Bonaparte, and Hitler to invade Russia (2) the disasters it brought each of their predecessors.

Now, when investigating these matters we must tread carefully and remember that it is wrong to judge the past by the ideas of the present. Therefore, the disastrous (3) made in the past must have been seen at the time by contemporaries to be counterproductive, not just with the (4) of experience. Again, we must check to see if there were any other (5) of action that could have been taken and, if so, why they were not.

1 away	aback	aside	behind
2 although	despite	regardless	whatever
3 actions	decisions	practices	effects
4 benefit	aim	interest	clarity
5 ways	means	possibilities	courses

F Below is a text with blanks. Select the appropriate answer choice for each blank.

Light is usually (1) as a form of energy and it is indeed a kind of electromagnetic energy, not much different from radio waves, television signals, heat, and X-rays. All of these are made up of waves that spread, bend, interfere with one another, and (2) with obstacles in their path, rather like waves in water. A physicist might tell you that light, along with all its electromagnetic relatives, is really a form of matter, little different from more substantial matter such as houses and, like them, it is made up of individual particles. Light particles, called photons, (3) in streams, similar to the way in which water pours through a hose.

To most people, this might sound paradoxical or illogical, as many things to do with physics seem to these days. How can light be both energy and matter, wave and particle? The reason it can be is, in fact, not at all (4) : all energy is a form of matter. Almost everybody recognizes – even if they do not understand – Einstein's famous equation, $E=mc^2$, which spells it out: E refers to energy and m to the mass of matter. Furthermore, all matter has some of the (5) of waves and some of particles, but the waves of such solid-seeming things as houses are not discernable and can generally be ignored because ordinary matter acts as if it were made up of particles.

1 illustrated	pictured	described	referred
2 crash	encounter	collide	react
3 journey	travel	pour	voyage
4 complicated	sophisticated	unknowable	incomprehensible
5 particulars	characteristics	character	actions

PART 3: LISTENING

SECTION 1: SUMMARIZE SPOKEN TEXT

- A 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.

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.



2.1 Play the CD to listen to the recording that goes with this item.

- B 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.

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.



2.2 Play the CD to listen to the recording that goes with this item.

- C 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.

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.



2.3 Play the CD to listen to the recording that goes with this item.

SECTION 2: MULTIPLE-CHOICE, CHOOSE MULTIPLE ANSWERS

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

Which of the following were the presses adapted for printing originally used for?

- 1** crushing beans
- 2** flattening out boards
- 3** pressing clothes
- 4** crushing seeds and herbs
- 5** pressing grapes
- 6** pressing olives for their oil



2.4 Play the CD to listen to the recording that goes with this item.

For Further Guidance, see page 76.

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

Which of the following technological advances have had an effect on the economics and distribution of music?

- 1** piano sales
- 2** electronic recording systems
- 3** the Internet
- 4** the introduction of the valve trumpet
- 5** the popularity of pianolas
- 6** the ability to download music



2.5 Play the CD to listen to the recording that goes with this item.

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

Which of the following statements is true of Rousseau's beliefs in *The Social Contract*?

- 1** Men form societies to better cope with the dangers in life.
- 2** Society has a corrupting influence on people.
- 3** People were far happier in a "state of nature" before civilization.
- 4** By forming societies, law and morality come into force.
- 5** Children's emotions should be educated before their intellect.



2.6 Play the CD to listen to the recording that goes with this item.

MULTIPLE-CHOICE, CHOOSE MULTIPLE ANSWERS

WHAT'S TESTED

The purpose of this task is to assess your ability to listen to an academic text for a variety of purposes, including listening for the main idea, listening for specific details, listening for the speaker's purpose, making connections among pieces of information, analyzing discourse, making inferences, making generalizations, drawing conclusions, and gauging the speaker's attitude or feelings. You will hear a recording, which may be accompanied by video or an image on-screen in the actual PTE Academic. Each recording is between 40 and 90 seconds long and will be played only once. Each recording has one multiple-choice question. There will be between five and seven answer options to choose from, more than one of which will be correct. You will have either two or three recordings in this part. The individual tasks in Section 2 of the Listening part are not timed; you will have between 23 and 28 minutes to complete all of Section 2 of the Listening part, depending on which form of the PTE Academic you receive.

TIPS

- There is a seven-second pause before the recording begins to play. Use this time to read the prompt carefully. This will help you identify what the topic of the recording will be and what you need to focus on listening for. Skim the answer options to get a further idea about the topic and the information you will be listening for.
- Take notes. Use the Erasable Noteboard Booklet and pen provided. Do not try to write down every word you hear. Instead, focus on key words.
- Use abbreviations whenever possible. Ignore articles (e.g., *a*, *an*, *the*) unless they are necessary.
- Key words include names, numbers, dates, times, and words and phrases that are stressed. Words and phrases that are repeated are usually central to the main idea.
- Focus on understanding the main idea of the lecture and on the key points that support it. If the speaker draws a conclusion, be sure you have identified it. Try to identify the overall purpose of the lecture.
- Listen for clues to the speaker's attitude or opinion. Be aware of the speaker's tone of voice and delivery, and notice whatever emotions are being conveyed.
- After the recording has finished, re-read the prompts and the answer options carefully. Eliminate any answer options that contain incorrect information or that contain information that was not mentioned in the recording.
- Do not choose an option simply because it uses words or phrases taken directly from the recording. Often, correct answers will be paraphrases of what was said – that is, they will say the same thing as the recording, but using different words.
- If you do not know the answer, and are unable to eliminate any choices, guess. Never leave the question unanswered. If you leave the question unanswered, it will be marked as incorrect. By guessing, you have the possibility of guessing correctly.

A DETAILED STUDY

The exercise below will help you to practice listening to identify key information. Listen to Recording A on page 75 again and answer the following questions in your own words.

1 What is the talk mainly about?

.....

2 What were the early screw presses used for?

.....

3 What were large presses used for?

.....

- 4 What were beam presses made out of?

.....

5 Why were beam presses unsuitable for printing?

.....

6 What were *platens* originally?

- 7 What were the older printing presses eventually replaced with?

Now check your answers.

SECTION 2: FILL IN THE BLANKS

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

Paper was first manufactured in Europe by the Spanish in the 12th century, although it had been (1) since the 10th century. Around the year 1276, a (2) was established at Fabriano in Italy. The town became a major center for paper making and throughout the 14th century (3) most of Europe with fine quality paper, which it has continued to produce ever since. By the 15th century, paper was also being manufactured in Germany and France, and it was not long before both countries became almost completely independent of material bought overseas. With the increasing (4) of paper in Europe, the (5) of identical printed pictures became almost inevitable.



2.7 Play the CD to listen to the recording that goes with this item.

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

The spinal cord – the link between the brain and the body – is a band of (1) tissue about the thickness of your little finger that runs through the backbone. Nerve cells called motor neurons (2) electric impulses that travel from the brain to the spinal cord, branching off at the appropriate point and passing to the various parts of the body. Similarly, (3) neurons transmit messages from organs and tissues via the spinal cord to the brain. But the spinal cord also (4) without the brain having to intervene; it alone controls those actions called spinal (5) that need to be carried out very fast in response to danger.



2.8 Play the CD to listen to the recording that goes with this item.

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

The growth of the modern (1) brought with it the development of mass political parties and the emergence of professional politicians. A man whose occupation is the (2) for political power may go about it in two ways. First, a person who relies on their political activities to supply their main (3) of income is said to *live off* politics, while a person who (4) in full-time political activities, but who doesn't receive an income from it, is said to *live for* politics. Now, a political system in which (5) to positions of power is filled by those who *live for* politics is necessarily drawn from a property-owning elite, who are not usually entrepreneurs. However, this is not to imply that such politicians will necessarily pursue policies which are wholly (6) towards the interests of the class they (7) from.



2.9 Play the CD to listen to the recording that goes with this item.

SECTION 2: HIGHLIGHT CORRECT SUMMARY

A You will hear a recording. Choose the paragraph that best relates to the recording.

1

The speaker talks about the use of memory in Proust's novel *In Search of Lost Time* and how memories are usually brought about by the taste or smell of something, in this case, a biscuit dipped in tea. So, it is the senses that provoke memories that can take us back to our childhood.

2

Using the writer Proust as an example, the speaker tells us how long-term memory works before going on to talk about short-term memory. Distant memories are usually involuntary and are brought to mind by something that stimulates one of the senses. Short-term memory also requires sensory input, but it lasts only a fraction of a second.

3

What we experience is processed by the brain into memories in three stages. First, there is the sensory input, which is momentary. This is then stored in the short-term memory. If this experience is important or meaningful to us, we will reinforce the memory, possibly by repetition, and it will then be stored in the long-term memory.



2.10 Play the CD to listen to the recording that goes with this item.

B You will hear a recording. Choose the paragraph that best relates to the recording.

1

There are three main interpretations of the English Revolution. The longest lasting interpretation was that the Revolution was the almost inevitable outcome of an age-old power struggle between parliament and crown. The second sees it as a class struggle, and a lead-up to the French and other revolutions. Finally, the third interpretation sees the other two as too fixed, not allowing for unpredictability, and that the outcome could have gone either way.

2

The speaker reminisces about his views of the English Revolution when he was a student and how it seemed quite clear which side he was on – the aristocrats', not the puritans'. Later he realised there was more to it than that and there were several ways of interpreting the Revolution: as a struggle between the king and parliament, as a class war or as an unpredictable situation without clear sides.

3

The English Revolution has been interpreted in several ways by historians: as a fight between the aristocratic Cavaliers, who were open to life, and the serious Puritans; as a battle for power between parliament and the monarchy over the rights of Englishmen that had been going on for centuries; and as a class war similar to the French Revolution, of which it was a forerunner.



2.11 Play the CD to listen to the recording that goes with this item.

SECTION 2: MULTIPLE-CHOICE, CHOOSE SINGLE ANSWER

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

Which of the following is true according to the speaker?

- 1** The concept of reasonable force is very clearly defined.
- 2** Your use of force may be judged on how strong you are compared to the other person.
- 3** If you hit someone first, you cannot then claim self-defence.
- 4** Courts do not expect ordinary people to react rationally.



2.12 Play the CD to listen to the recording that goes with this item.

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

In the speaker's opinion, which of the following is true of editors who are also novelists?

- 1** They are always able to see the novel from the author's point of view.
- 2** They are sympathetic to the difficult lives authors lead.
- 3** They may try to re-shape the novelist's work in their own way.
- 4** They find it difficult to see the author's real intentions.



2.13 Play the CD to listen to the recording that goes with this item.

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

According to the speaker, which of the following is true of people who speak two or more languages?

- 1** They are more intelligent than people who speak only one language.
- 2** They find it difficult to express their emotions.
- 3** They tend to lead healthier lives than other people.
- 4** They develop a more attractive personality than other people.
- 5** They are generally regarded as being clever.



2.14 Play the CD to listen to the recording that goes with this item.

SECTION 2: SELECT MISSING WORD

A You will hear a recording about photography. *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.

- 1 asking to take pictures
- 2 as they shot films
- 3 by taking holiday snaps
- 4 as they took pictures
- 5 as they take pictures



2.15 Play the CD to listen to the recording that goes with this item.

B You will hear a recording about career aspirations. *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.

- 1 hopeful
- 2 realistic
- 3 successful
- 4 fulfilling
- 5 obtained



2.16 Play the CD to listen to the recording that goes with this item.

For Further Guidance, see page 82.

SELECT MISSING WORD

WHAT'S TESTED

The purpose of this task is to assess your ability to use context to correctly predict how a speaker will finish a talk. Only listening skills are assessed. You will hear a short talk; the last word or group of words will be replaced with a “beep” tone. From a set of options, you must choose the one that best completes the talk. Each recording is between 20 and 70 seconds long. There will be between three and five options to choose from, depending on the nature of the recording. You will hear either two or three recordings. The individual tasks in Section 2 of the Listening part are not timed; you will have between 23 and 28 minutes to complete all of Section 2 of the Listening part, depending on which form of the PTE Academic you receive.

TIPS

- There is a seven-second pause before the recording begins to play. Use this time to read the instructions carefully. The topic is identified for you in the instructions. This will help you to focus on what you will be listening to.
- Skim the answer options to get a further idea about the topic and the information you will be listening for.
- Watch the on-screen progress indicator carefully. This will let you know when the end of each recording is near.
- Listen very carefully to the last few words that are spoken. These will be connected to one of the answer options in some way.
- If you do not know the answer, and are unable to eliminate any options, guess. Never leave the question unanswered. If you leave the question unanswered, it will be marked as incorrect. By guessing, you have the possibility of guessing correctly.

A DETAILED STUDY

The exercise below will help you to practice completing spoken sentences. You will listen to five speakers saying a sentence. For each speaker, choose the option that best completes their sentence.

A The speaker is talking about tours of a museum.

- 1 about an hour.
- 2 without charge.
- 3 the whole museum.

B The speaker is talking about natural disasters.

- 1 especially droughts.
- 2 parts of the world.
- 3 kinds of farmers.

C The speaker is talking about making presentations.

- 1 are appreciated.
- 2 a short break.
- 3 from the audience.

D The speaker is talking about funding a building project.

- 1 to the lender.
- 2 at low interest rates.
- 3 is in the budget.

E The speaker is talking about ~~going~~ courses on the Internet.

- 1 much cheaper.
- 2 travel further.
- 3 less enjoyable.



2.17 Play the CD to listen to the recording that goes with this item.

Now check your answers.

SECTION 2: HIGHLIGHT INCORRECT WORDS**ON-SCREEN**

Remember that in the exam, you will click on the words that are different with your mouse in order to highlight them in yellow.

- A** You will hear a recording. Below is a transcription of the recording. Some words in the transcription differ from what the speaker(s) said. As you listen, circle the words that are different.

In the 19th century, few people could afford to travel abroad; it was expensive and there weren't the massive transport systems that we have today. So curiosity about foreign lands had to be satisfied through books and drawings. With the advent of photography, a whole new version of "reality" became available. Publishers were not slow to realize that here was a large new market of people eager for travel photography and they soon had photographers out shooting the best known European cities, as well as more exotic places further afield. People bought the pictures by the millions, and magic lantern shows were presented in schools and leisure halls. Most popular of all, however, was the stereoscopic picture which pretended three-dimensional views and was considered a marvel of Victorian technology.



- 2.18** Play the CD to listen to the recording that goes with this item.

- B** You will hear a recording. Below is a transcription of the recording. Some words in the transcription differ from what the speaker(s) said. As you listen, circle the words that are different.

Classified advertisements placed by individuals in newsprint and magazines are not covered by the Advertising Standards Authority's "court of practice". If you happen to buy goods that have been wrongly described in such an advertisement, and have lost money as a result, the only thing you can do is bring a case against the person who placed the advertisement for misrepresentation or for breach of contract. In this case, you would use the small claims procedure, which is a relatively cheap way to sue for the recovery of a debt. If you want to pursue a claim, you should take into account whether the person you are suing will be able to pay damages, should any be awarded. Dishonest traders are wary of this and often pose as private sellers to expose the legal loopholes that exist: that is, they may claim they are not in a position to pay damages.



- 2.19** Play the CD to listen to the recording that goes with this item.

SECTION 2: WRITE FROM DICTATION

You will hear some sentences. Write each sentence exactly as you hear it. Write as much of each sentence as you can. You will hear each sentence only once.



- 2.20** Play the CD to listen to the recording that goes with this item.

- 1**
- 2**
- 3**
- 4**

For Further Guidance, see page 85.

WRITE FROM DICTATION

WHAT'S TESTED

The purpose of this task is to assess your ability to write down a sentence that you hear. Both listening and writing skills are assessed. You will hear a sentence spoken only once. You must type exactly what the speaker said. The recordings are between three and five seconds long. You will hear either three or four sentences.

TIPS

- There is a seven-second pause before the recording begins. Use this time to place the cursor at the beginning (i.e. top left) of the box where you will type, so that you are ready to begin typing as soon as the recording ends.
- Watch the on-screen progress indicator so that you will know when you can begin typing.
- Type the sentence as fast as you can so that you do not forget it.
- Once you have typed it, go back and check for any mistakes. Make sure you have not omitted any words, and that your grammar, spelling, and punctuation are all correct.
- If you hear unfamiliar words, and are unsure how to spell them, guess.
- If you are able to write by hand faster than you can type, take notes using the Erasable Noteboard Booklet and pen provided.

A DETAILED STUDY

The exercise below will help you to practice listening carefully and to write from dictation. Each sentence below has some words missing. You will hear the complete sentences. Listen and write the missing words.

- 1 The course non-science majors.
- 2 Many of the world's lakes are
- 3 Repetitive stress injuries nearly two-thirds
.....
- 4 that the human brain
..... the way it is used.



2.21 Play the CD to listen to the recording that goes with this item.

Now check your answers.

TEST 3

PART 1: SPEAKING AND WRITING

SECTION 1: PERSONAL INTRODUCTION

Read the prompt below. In 25 seconds, you must reply in your own words, as naturally and clearly as possible. You have 30 seconds to record your response. Your response will be sent together with your score report to the institutions selected by you.

Please introduce yourself. For example, you could talk about one or more of the following:

- Your interests
- Why you want to study abroad
- Your plans for future study
- Why you need to learn English
- Why you chose *this* test

SECTION 2: READ ALOUD

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

(Allow 40 seconds for each separate text.)

- A The Atlantic coast of the peninsula can be thought of as the cold side, and the sea on this coast tends to be clear and cold, with a variety of seaweeds growing along the rocky shoreline. On a hot day, however, this cold water can be very refreshing and is said to be less hospitable to sharks, which prefer warmer waters.
- B All the works of art shown in this exhibition were purchased on a shoestring budget. The criteria that the curators had to follow were that works must be acquired cheaply, appeal to a broad range of tastes, and fit with unusual environments. Thus, many of our better known modern artists are not represented.
- C Foam-filled furniture is very dangerous if it catches fire, and foam quickly produces a high temperature, thick smoke and poisonous gases – including carbon monoxide. Therefore, set levels of fire resistance have been established for new and second-hand upholstered furniture and other similar products.
- D The starting point of Bergson's theory is the experience of time and motion. Time is the reality we experience most directly, but this doesn't mean that we can capture this experience mentally. The past is gone and the future is yet to come. The only reality is the present, which is real through our experience.

For Further Guidance, see page 87.

- E It is important to note that saving is not the same as investment. Saving is about cash, while investment is about real product. The difference is important because money, being liquid, can leak out of the economic system – which it does when someone who is putting aside unspent income keeps it under the mattress.
- F Historically, the low level of political autonomy of the cities in China is partly a result of the early development of the state bureaucracy. The bureaucrats played a major role in the growth of urbanization, but were also able to control its subsequent development and they never completely gave up this control.

You can hear model answers on the CD2, track 22.

SECTION 2: REPEAT SENTENCE

You will hear some sentences. Please repeat each sentence exactly as you hear it. You will hear each sentence only once.



2.23 Play the CD to listen to the recording that goes with this item.

READ ALOUD

WHAT'S TESTED

The purpose of this task is to assess your ability to read a short text aloud. Both speaking and reading skills are assessed. The texts you will read aloud are up to 60 words long. You will have either six or seven texts to read. You will be presented with a text on your screen, which you will then read aloud. The amount of time you have for each text will depend on how long the text is, but will vary from 30 to 40 seconds. The on-screen instructions for each task will tell you how much time you have.

TIPS

- You will have from 30 to 40 seconds to read the text before the recording begins. Use this time to read the text. Read the text aloud softly to yourself. Be sure to sound out the words the way you will say them when you read. Quickly work out how you will pronounce any unknown words.
- You are being assessed, in part, on your ability to read naturally, which means reading with the correct pronunciation, rhythm, stress, and intonation.
- Pay special attention to the content words – nouns, verbs, adjectives, and adverbs. These are words that carry the content or the main meaning in a sentence. These words are usually stressed. Function (grammatical) words, such as articles, prepositions, auxiliary verbs, and pronouns are not usually stressed.
- Pay attention to punctuation. Make a slight pause when you see a comma. Take a slightly longer pause at the end of each sentence.
- While you are speaking, remember that the microphone turns off automatically if there is no sound for three seconds. Do not pause in the middle of the text for that long, because once the microphone turns off, you cannot turn it on again.

A DETAILED STUDY

The exercise below will help you to practice reading aloud with correct rhythm, stress, and intonation.

- A** The sentences that follow are from Text D on page 86. Listen to the sentences being read aloud. As you listen, underline the words that the speaker stresses.



2.24 Play the CD to listen to the recording that goes with this item.

- 1 The starting point of Bergson's theory is the experience of time and motion.
- 2 Time is the reality we experience most directly, but this doesn't mean that we can capture this experience mentally.
- 3 The past is gone and the future is yet to come.
- 4 The only reality is the present, which is real to us through our experience of it.

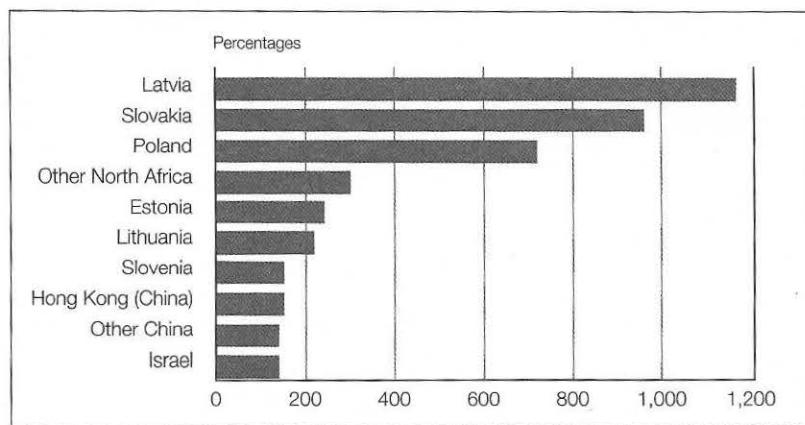
Now check your answers.

- B** Now listen to each sentence again. Read each sentence aloud and try to match the speaker's rhythm, stress, and intonation.

SECTION 2: DESCRIBE IMAGE

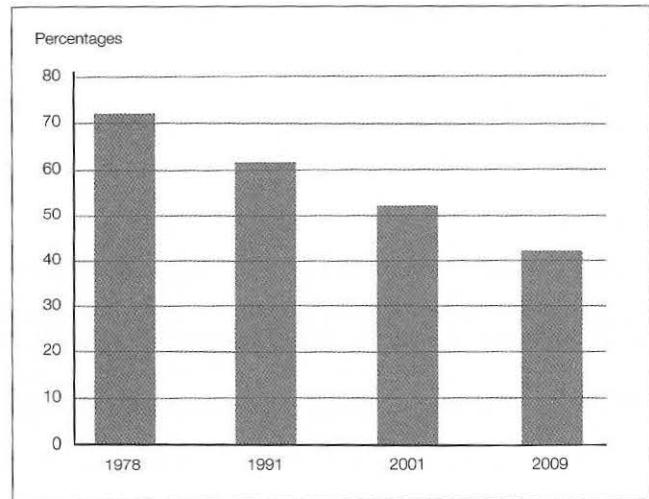
- A Look at the graph below. Describe in detail what the graph is showing. You will have 40 seconds to give your response.

Holiday destinations that have shown the largest percentage growth, 2003 to 2007, UK residents



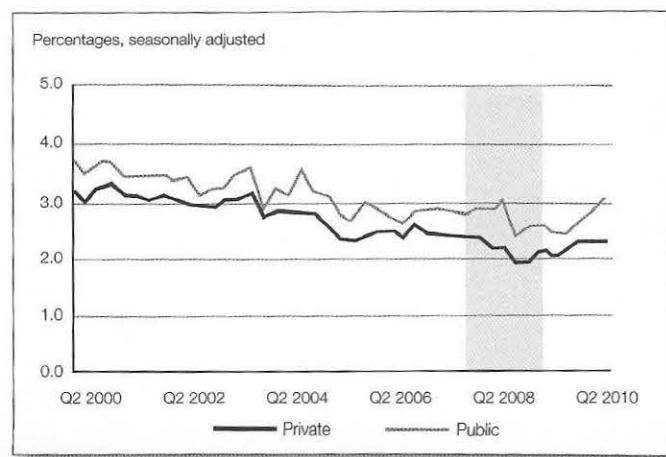
- B Look at the graph below. Describe in detail what the graph is showing. You will have 40 seconds to give your response.

Daily newspaper readership



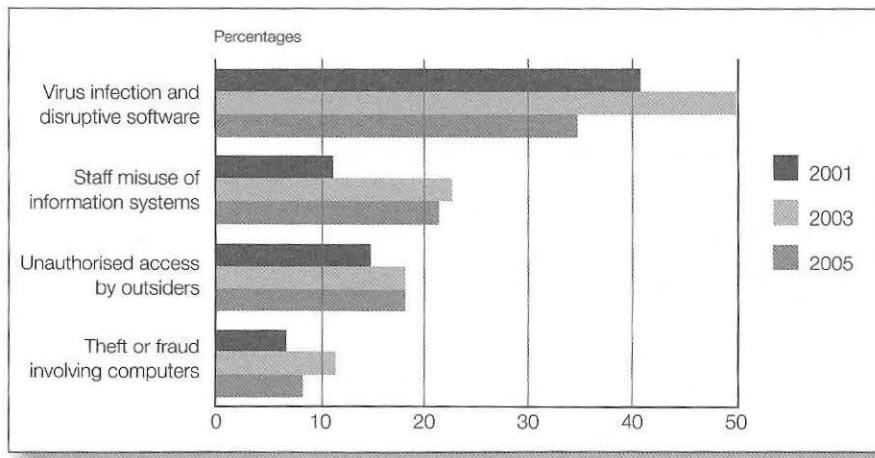
- C Look at the graph below. Describe in detail what the graph is showing. You will have 40 seconds to give your response.

Public and private sector sickness rates, 2000–2010, UK



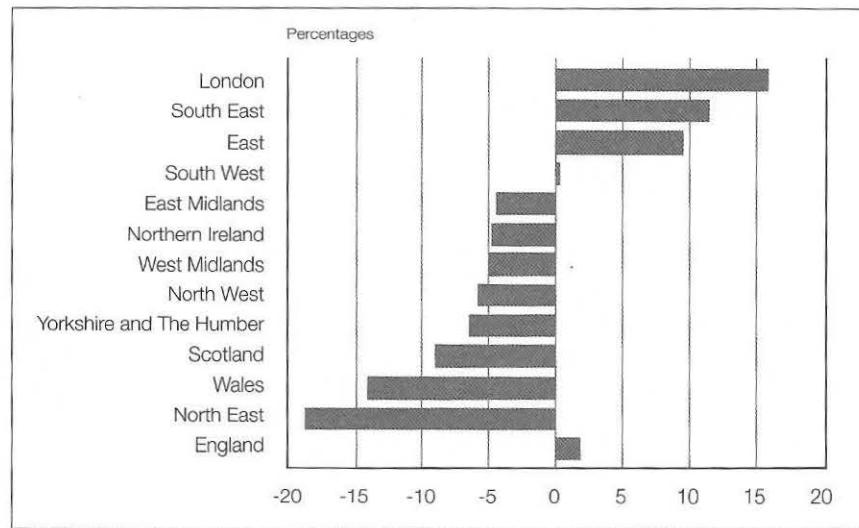
- D Look at the graph below. Describe in detail what the graph is showing. You will have 40 seconds to give your response.

Businesses suffering malicious e-security incident: by type of incident, UK



- E Look at the graph below. Describe in detail what the graph is showing. You will have 40 seconds to give your response.

Average weekly household expenditure in relation to the UK average, 2003/04 to 2005/06



- F Look at the picture below. Describe in detail what the picture is showing. You will have 40 seconds to give your response.



For Further Guidance, see page 90.

You can hear model answers on the CD2, track 25.

DESCRIBE IMAGE

A DETAILED STUDY

The exercises below will help you to practice describing a picture.

A Look at Image F on page 89 again and answer the following questions.

1 What is this a picture of?

This is a picture of

2 What can you see in the foreground?

.....

3 What can you see in the background?

.....

4 Where do you think the picture may have been taken?

.....

B The following is a transcript of a summary describing what Image F on page 89 shows. Choose the correct words to complete the summary. Refer to Image F if you need help.

This is a picture (1) **from** / **of** part of a city with different kinds of building. (2) **In** / **On** the foreground, (3) **here** / **there** is an area of poor housing. The buildings are badly built and it (4) **looks** / **seems** like a slum. (5) **In** / **For** contrast, in the background are modern skyscrapers and office buildings. Judging (6) **by** / **with** the style of the buildings, the picture may have been taken (7) **to** / **in** a large South American city, such as São Paulo.

Now check your answers.

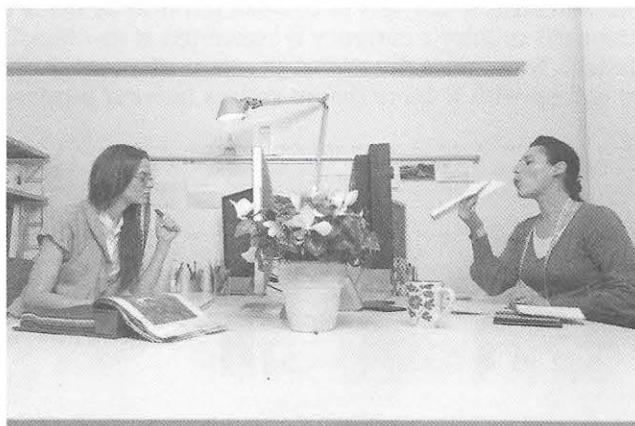
SECTION 2: RE-TELL LECTURE

- A You will hear a lecture. After listening to the lecture, please retell what you have just heard from the lecture in your own words. You will have 40 seconds to give your response.



2.26 Play the CD to listen to the recording that goes with this item.

- B You will hear a lecture. After listening to the lecture, please retell what you have just heard from the lecture in your own words. You will have 40 seconds to give your response.



2.27 Play the CD to listen to the recording that goes with this item.

- C You will hear a lecture. After listening to the lecture, please retell what you have just heard from the lecture in your own words. You will have 40 seconds to give your response.



2.28 Play the CD to listen to the recording that goes with this item.

You can hear model answers on the CD2, track 29.

SECTION 2: ANSWER SHORT QUESTION

You will hear some questions. Please give a simple and short answer to each one. Often just one or a few words is enough.



2.30 Play the CD to listen to the recording that goes with this item.

SECTION 3: SUMMARIZE WRITTEN TEXT

Read the passage below and summarize it using one sentence. 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.

A country's standard of living generally depends on the size of its national income. Standards of living are measured by such things as the number of cars, televisions, telephones, computers, washing machines, and so on, for every one thousand people. There is, however, no standard international index, which is why national income figures are used as a substitute. But the use of these figures to compare the standard of living between countries needs to be done carefully, because they are, at best, only a rough guide which can be misleading. The main problem here is that it is necessary to have a common unit of measurement if any sort of comparison is to be made at all. It has become the custom to use the dollar, and each country's currency is converted at its official exchange rate into a national income figure in dollars. Now, since the exchange rate is often set at an artificial level in relation to dollars, you are likely to end up with a figure that is useless for your purposes.

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

For Further Guidance, see page 93.

SECTION 4: SUMMARIZE WRITTEN TEXT

Read the passage below and summarize it using one sentence. 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.

The saying "The camera never lies." has been with us almost since the beginning of photography – yet we all now know that it can, and does lie, and very convincingly. Yet most of us still seem to trust the truth of a photographic image – especially in our newspapers or on TV news reports – even though we may question its message. We think of photographs as an accurate reflection of unaltered reality. We're convinced of this when we take unposed snaps on our family holidays or of colleagues the worse for wear at the office party. It is this property of photography that makes it hard to question the evidence before our eyes.

Our holiday snaps, though, like photographs showing life ten, fifty, a hundred years ago, tend only to bring about at most a feeling of nostalgia – not always a negative emotion. Many people keep albums to relive the better moments of their lives – and their impact is reduced by the fact that what they show is over, part of history. News photos, on the other hand, in presenting moments of an event that is probably still going on somewhere, must provoke a more vivid, emotional response.

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

SUMMARIZE WRITTEN TEXT

A DETAILED STUDY

The exercise below will help you to practice identifying correct summary sentences for a reading passage. Read the text in Section 3 on page 92. Then read the summaries below. Match each summary (1–4) to a statement (a–e). You will not use all of the statements.

- 1 To compare standards of living using national income, each country's currency is converted to dollars at an official exchange rate, but because the exchange rate is often set at an artificial level, you can end up with a figure that is useless.
-

- 2 A country's standard of living is often expressed as the number of cars, televisions, computers, and washing machines per 1,000 people; however, income in dollars is a better measure.
-

- 3 Comparing the standard of living among countries using national income in dollars as a measure can be misleading, because official exchange rates are often set artificially.
-

- 4 Because there is no standard international index, national income figures are used to measure the standard of living, as expressed in each nation's own currency.
-

This summary

- a correctly summarizes the text.
- b omits important information.
- c focuses on irrelevant details.
- d misstates information in the text.
- e exceeds the allowable word count.

Now check your answers.

SECTION 5: SUMMARIZE WRITTEN TEXT

Read the passage below and summarize it using one sentence. 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.

We know that Shakespeare took whole chunks of Plutarch word for word to use in his Roman plays – though, of course, in doing so he turned them into great poetry. Does this make Shakespeare a plagiarist? Was he a word thief?

In its legal definition, plagiarism includes “both the theft or misrepresentation of intellectual property and the substantial textual copying of another’s work”. But it is also considered to be a factor of a particular culture or time – that is, in some cultures and in some periods the idea was undefined – which makes it harder to identify precisely. However, the main problem these days is plagiarism in academic writing, which is becoming increasingly common, due to the vast amount of material that has been published which can be accessed via the Internet. This easy access, coupled with the increasing pressure put on students, has led to a rapid rise in incidents of plagiarism. It comes down to who owns the intellectual property in question, and with the advent of the Internet this has become less clearly defined.

SECTION 6: WRITE ESSAY

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.

Some people prefer to spend their holidays in resorts where everything is organized for them and they take little interest in the country they are visiting. Others prefer to travel around the country and to see how the people live, to get to know their customs and traditions and cuisine.

Write an essay on which type of foreign travel you think is best for both the tourist and the local community.

PART 2: READING

MULTIPLE-CHOICE, CHOOSE SINGLE ANSWER

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

By the 15th century, the various Zulu chiefdoms had reached the south-eastern part of Southern Africa. They were largely cattle farmers and cultivators who lived in scattered villages across the land. Like other African peoples at this time, they lived within a system of clans and tribes under independent chiefs until, in the latter part of the 18th century, the system changed, possibly due to land shortage, and a number of larger political groupings were formed. The most powerful among these were the Mthethwa under the leadership of Dingiswayo, who radically changed some aspects of traditional life during his reign.

Formerly, military activity was based on local recruitment; men from a district would fight together under their chief. So, in order to create a large unified fighting force and control the fierce rivalry between supporters of different groups, Dingiswayo reorganized his army along the lines of age rather than old local allegiances. Thus, men of a particular age group, regardless of clan or residence, formed a regiment whose loyalty was to the king alone. Fathers and sons fought in different regiments and men from the same district found themselves in completely different groups, and as a result local rivalry was prevented. This was the basic military system that Shaka, the most famous Zulu chief, inherited and built on.

Which of the following is mentioned as one of the changes made to the Zulus' traditional life?

- 1 They no longer farmed or cultivated the land.
- 2 Fathers and sons fought against each other.
- 3 The army was arranged in a new way.
- 4 Rivalry between villages was encouraged.

For Further Guidance, see page 96.

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

The Second World War brought a period of austerity and tough rationing in Britain, especially for food: before the war Britain had imported about 55 million tons of food, but, only a month after the war began, this had dropped to 12 million. Strangely enough, this period also saw a general improvement in health standards across the country. Rationing began at the beginning of 1940 and lasted until July 1954 when the last restrictions on meat were lifted.

Everyone was issued with an identity card and each household had a ration book. Then they had to register with a local supplier of food whose name was stamped in the ration book so that you could only buy your ration from that supplier, and only the amount you were allowed. The books contained coupons which the shopkeepers cut out every time you made a purchase, and the amount you were allowed depended, to a certain extent, on the color of your ration book. The majority of adults had a buff or brownish book. Then there was the green book for pregnant women, nursing mothers and children under five, and this allowed them first choice of fruit, a daily pint of milk and a double supply of eggs. Children between the ages of 5 and 16 had a blue book, which allowed them fruit, a full meat ration and half a pint of milk a day.

The idea was to make as sure as possible that everybody got a fair share of the food available, the worry being that as food and other consumer goods became scarcer, prices would rise and the less well-off might not be able to pay. However, some thought it unfair, as people living in rural areas could get hold of eggs, butter and milk fairly easily without coupons.

According to the text, which of the following statements is true?

- 1 Teenagers were allotted more milk than other age groups.
- 2 People who lived in the country didn't have to pay for eggs and butter.
- 3 People had a healthier diet under rationing.
- 4 Pregnant women were allowed twice as many eggs as other adults.

MULTIPLE-CHOICE, CHOOSE SINGLE ANSWER**A DETAILED STUDY**

The exercise below will help you practice answering single-answer multiple-choice items. Read each extract from Text A on page 95 and the statement that follows. Write T if the statement is true or F if the statement is false.

- 1 By the 15th century, the various Zulu chiefdoms had reached the south-eastern part of Southern Africa. They were largely cattle farmers and cultivators who lived in scattered villages across the land.
Zulus are described as farmers and cultivators.
- 2 Like other African peoples at this time, they lived within a system of clans and tribes under independent chiefs until, in the latter part of the 18th century, the system changed, possibly due to land shortage, and a number of larger political groupings were formed.
The Zulus stopped being farmers.
- 3 The most powerful among these were the Mthethwa under the leadership of Dingiswayo, who radically changed some aspects of traditional life during his reign. Formerly, military activity was based on local recruitment; men from a district would fight together under their chief.
Men from the same area were part of the same unit in the army.
- 4 So, in order to create a large unified fighting force and control the fierce rivalry between supporters of different groups, Dingiswayo reorganized his army along the lines of age rather than old local allegiances.
Dingiswayo wanted to encourage rivalry between villages.
- 5 Thus, men of a particular age group, regardless of clan or residence, formed a regiment whose loyalty was to the king alone. Fathers and sons fought in different regiments and men from the same district found themselves in completely different groups, and as a result local rivalry was prevented.
Fathers and sons fought against each other.
- 6 This was the basic military system that Shaka, the most famous Zulu chief, inherited and built on.
Shaka developed the army structure created by Dingiswayo.

Now check your answers.

MULTIPLE-CHOICE, CHOOSE MULTIPLE ANSWERS

A Read the text and answer the question by selecting all the correct responses.

More than one response is correct.

Why do some countries drive on the left, while others – the majority – drive on the right? In fact, those that drive on the left make up about twenty-five per cent of the world's countries and are, apart from the UK itself, mostly countries that were British colonies: India, South Africa, Singapore, Jamaica, and so on. Japan does too, although it wasn't a colony, and as late as 2009, Samoa switched from driving on the right largely because they wanted to buy right-hand drive cars made in Japan and New Zealand.

The Romans introduced the custom of keeping to the left, a habit that was reinforced in medieval times when riders throughout Europe passed oncoming strangers sword arm to sword arm – this idea is based on the fact that the majority of people are right-handed. An increase in horse traffic towards the end of the 18th century meant that the convention gained strength, but it was not put into law until 1835. Legend has it that Napoleon is responsible for making the European countries which he conquered keep to the right, for the simple reason either that he was left-handed himself, or that he wanted to be different from his enemy, England. This is most probably nonsense, but an Emperor's whims can go a long way. So France, obviously, and Spain, the Netherlands and other countries Napoleon overran used this system, and over the years other countries adopted the practice to make crossing borders easier and safer. The latest European country to convert was Sweden, in 1967.

According to the text, which of the countries listed below drive on the left?

- 1 Japan
- 2 Scotland
- 3 Spain
- 4 Samoa
- 5 South Africa
- 6 Germany

B Read the text and answer the question by selecting all the correct responses.

More than one response is correct.

In 1861, Matthew Brady, a well-known portrait photographer, approached President Lincoln requesting permission to move freely about the country photographing the Civil War. Lincoln granted him permission to travel anywhere with the Union armies, and his record of this conflict brought home to millions the horrors of war.

Brady wasn't the first official war photographer. Six years earlier, Roger Fenton, a lawyer and amateur photographer, had returned from the Crimea, having been personally chosen by Queen Victoria and Prince Albert. However, his instructions were more likely to have been to send back work that boosted morale back home rather than the terrible realities of war.

Brady's coverage of the war made him a household name, but he had hundreds of assistants, and it's even possible that he didn't take any of the 7,000 pictures that were marketed under his name. But no one else could have organized the large army of photographers needed to cover the broad sweep of the war and provided access to many leading generals and politicians.

Which of the following statements are true of Matthew Brady?

- 1 He was given permission to travel anywhere in the US.
- 2 He was able to give his photographers introductions to politicians.
- 3 He took as many as seven thousand pictures of the war.
- 4 He was responsible for organizing a large number of photographers.
- 5 Before the war he had been an amateur photographer.

RE-ORDER PARAGRAPHS**ON-SCREEN**

Remember that in the exam, you will re-order the paragraphs by dragging and dropping them with your mouse.

A The paragraphs have been placed in a random order. Restore the original order.

Jumbled paragraphs	Correct paragraph order (1–4)
a Now, Polybius, if we forget Aristotle for the moment, was to become the main authority on the three types of constitution and the cycles through which they pass, becoming more corrupt as they do so: kingship turns into tyranny, aristocracy to oligarchy, and democracy into mob rule.	
b The constitution was then at its healthiest, while that of the Carthaginians was already in decline because, in Polybius' opinion it was becoming more democratic.	
c Polybius believed that this progression could be halted at least temporarily by keeping the three elements held in some kind of balance, and the Romans achieved this not by abstract reasoning but by trial and error.	
d The Roman state was tested almost to destruction by the defeat at Cannae by the Carthaginians led by Hannibal – and according to the historian Polybius it was only what he called the “peculiar virtues” of the Roman constitution that allowed it to survive this crisis.	

B The paragraphs have been placed in a random order. Restore the original order.

Jumbled paragraphs	Correct paragraph order (1–4)
a In the late 18 th century, groups of skilled workers began to control the hiring of apprentices, and bargained with employers for better working conditions, but, as the movement grew, these trade unions tried to find ways of creating an alliance among themselves.	
b The first meeting of the Trades Union Congress took place in Manchester, at which thirty-four delegates represented well over a hundred thousand trade union members.	

c	Trade unions were legalized in an Act of 1871, and by the end of the century more than one and a half million workers were members. Conditions for workers slowly improved over the years, but it wasn't until 1974 that legislation covering the health and safety of all employees was introduced.	
d	Until the 19 th century, workers were given little or no protection. Child labor was common, as were long hours worked in unsafe conditions for minimal pay.	

For Further Guidance, see page 100.

C The paragraphs have been placed in a random order. Restore the original order.

Jumbled paragraphs	Correct paragraph order (1–4)
a It is not as easy to estimate the influence of German literature on English as it is French, because it didn't begin to have any measureable impact until quite recent times. That is, not much before the Romantic Movement.	
b It was perhaps the “storm and stress” movement of the late 18 th century that had the first and most widespread effect on the rest of Europe, and chief among those who were affiliated with this movement was Goethe.	
c Goethe was a polymath, a man whose interests ranged across the whole spectrum of human knowledge. As well as writing enduring plays and fiction, he was involved in politics, and made important contributions to scientific thought.	
d It was the epistolary novel <i>The Sorrows of Young Werther</i> that had the greatest impact, which, despite upsetting many people, was the first German novel to gain recognition throughout Europe and was translated into many languages.	

RE-ORDER PARAGRAPHS

A DETAILED STUDY

The exercise below will help you focus on how to place pieces of text in their correct order. Look at Text B on page 98 again and answer the following questions.

- 1 Which of these best describes the topic of the whole text?
 - a the history of trade unions
 - b the history of Manchester
 - c the dangers of working life
- 2 Which paragraph (a-d) describes the background situation before trade unions developed?
.....

- 3 Which paragraph (a-d) describes the beginning of the trade union movement?
.....

- 4 Which paragraph (a-d) describes the formation of a large association of trade unions?
.....

- 5 Which paragraph (a-d) describes development of the trade union movement up to modern times?
.....

Now check your answers.

READING: FILL IN THE BLANKS**ON-SCREEN**

Remember that in the exam, you will fill the blanks by dragging and dropping the words with your mouse.

- A** In the text below some words are missing. Choose the correct word to fill each blank from the box below. There are more words than you need to complete the exercise.

Today we (1) Aesop's fables with childhood, and the Victorians are largely (2) for that. There were at least seven separate (3) or retellings in the 19th century, all targeted at children. Rewritten as parables, they were seen as an effective way of communicating Victorian morality. Yet, in antiquity, Aesop wasn't read by children: (4) the talking animals and the sometimes childlike atmosphere of the tales, the setting was perceived at the time as being political.

relate translations stories blamed responsible associate despite though

- B** In the text below some words are missing. Choose the correct word to fill each blank from the box below. There are more words than you need to complete the exercise.

Very intelligent people often make the (1) of assuming that other people's minds work in the same way as theirs do. Economists, for example, create mathematically-based models on the (2) that people act rationally as far as their own economic (3) are concerned. You don't have to look much further than family and friends to see how off the (4) this idea is. The problem with a lot of such scientifically-based theories is that they are not friendly to facts that don't (5) the case.

make fit mistake fact interests business mark notion

- C** In the text below some words are missing. Choose the correct word to fill each blank from the box below. There are more words than you need to complete the exercise.

With today's incredible (1) of technological change a lot of age-old human skills may be getting left behind or (2) out. It's not just that if you buy a laptop today it's obsolete within (3) than a year and the rest of the world has moved on; it's more that, as workers get more expensive and equipment gets cheaper, companies are spending more on machines rather than people. Fewer people, therefore, are being (4) in necessary skills.

losing trained under less rate taught dying speed

- D In the text below some words are missing. Choose the correct word to fill each blank from the box below. There are more words than you need to complete the exercise.

Twelve hundred miles east of Australia (1) the islands of New Zealand. Long before they were (2) by Europeans, a Polynesian race of warriors, the Maoris, had sailed across the Pacific from the northeast and established a civilization (3) for the brilliance of its art and the strength of its military (4) When Captain Cook visited these islands towards the end of the 18th century, he (5) that the population numbered about a hundred thousand.

discovered counted notable lie estimated found army system

- E In the text below some words are missing. Choose the correct word to fill each blank from the box below. There are more words than you need to complete the exercise.

The most common (1) for carrying out a detailed medical examination of a dead person – a post-mortem or autopsy – is when it is necessary to (2) the cause of death. In some circumstances, a doctor may be allowed to perform a post-mortem in pursuit of medical (3) The examination is usually performed by a pathologist, and (4) dissection of the body, and tests done on blood, tissues and internal organs, but sometimes it is performed by a doctor.

purpose reason means establish specimens knowledge involves

READING AND WRITING: FILL IN THE BLANKS**ON-SCREEN**

Remember that in the exam, a drop-down menu will appear when you click on each blank with your mouse. You will select an answer from each menu.

A Below is a text with blanks. Select the appropriate answer choice for each blank.

Of all those whose names are associated with the (1) of photography, Louis Daguerre is perhaps the most famous. He started out as a student of architecture, but by the age of sixteen was working as a stage designer and his work in this field, especially his handling of lighting effects, (2) him to fame. His (3) in photography grew out of his use of the *camera obscura* to help with perspective in painting and his desire to freeze the image. To this end, he formed a partnership with the photographer Nicephore Niepce – but this was short-lived as Niepce died not long after.

Daguerre continued to experiment and made, it seems by (4) , an important discovery: he had put an exposed photographic plate – this was, of course, before the age of film – in his chemical cupboard and some days later found that the latent image had developed. There was also a broken thermometer in the cupboard, and he assumed that the vapour from the mercury had caused it. This meant it was now possible to reduce the time the plate was exposed from eight hours to thirty minutes.

This produced an image. The next step was to fix it, which he managed to do in 1837. He called this new process the Daguerreotype, then advertised and looked for sponsors, but initially very few people were interested. The discovery was made (5) in January 1839, but details of the process were not given until August the same year, the French government in the meantime having bought the rights to the process.

1 creation	discovery	invention	manufacture
2 gave	won	brought	gained
3 interest	curiosity	desire	concern
4 mistake	accident	default	purpose
5 open	general	official	public

B Below is a text with blanks. Select the appropriate answer choice for each blank.

The term “trencherman” means a good hearty eater. It could be assumed, therefore, that a “trencher” was something people used to eat off, such as a wooden (1) , or the like, which (2) as a plate – as the dictionary confirms. In fact, it was originally a large chunk or slice of stale bread used to soak up the juices, which would later be fed to the domestic animals or the poor. (3) , those who had a very strong stomach or large appetite could eat it themselves.

Before the invention of cutlery, our ancestors usually ate with their hands. It is quite surprising to realize how (4) in the day it was before cutlery – knives, forks and spoons, even drinking cups – became commonly used for eating. It is not a question of being slow to (5) the concept of such tools and their possible uses – they had been around for ages, though it was usually only the wealthier people who had them at the dinner table. So the reason for this late development or fashion must be looked for elsewhere.

1 plank	table	board	box
2 tried	used	worked	served
3 Also	Furthermore	Whereas	Alternatively
4 long	late	far	early
5 grab	grasp	grip	hold

C Below is a text with blanks. Select the appropriate answer choice for each blank.

Woodcuts, as printed illustrations, went well with type, which is why this form of printing was the only (1) used to print pictures together with moveable type until late in the 16th century. Woodblocks and type are both relief surfaces – that is, raised from the flat surface of the block – and are (2) the same height on the bed of the printing press; furthermore, the same oil-based ink can be used on both surfaces so that they can be printed simultaneously. As with cutting the woodblocks and setting the type, the ink was applied by hand, using what was (3) an “ink ball” – a pad made of leather stuffed with wool or hair and tied around a wooden handle. The ink was like a thick black oil paint and it usually (4) of a mixture of linseed oil that had been boiled until it was free of fats, and various pigments. Varnishes were then added to get the ink to the right consistency or thickness, and also as an aid to drying.

Book illustration, then, was to be one of the major factors in the development of the woodcut, and its influence lasted until the 19th century. The aesthetic side of book making – the arrangement of the text, ornamentation and pictures together on the page – required an inventive and subtle (5) to the problems of pictorial composition.

1	form	means	method	system
2	roughly	hardly	closely	evenly
3	known	called	said	told
4	combined	composed	consisted	comprised
5	approach	mixture	manner	technique

D Below is a text with blanks. Select the appropriate answer choice for each blank.

Whenever you see a film set in ancient Greece or Rome – or anywhere for that matter – the men are all wearing togas or kilts or are (1) in a cloak. How much closer to our own age do we have to come to see men wearing trousers? In fact they, or something very much like them, were worn in ancient times: the Chinese dressed in trousers tied at the waist and often at the ankles to protect them against the cold, while Asian nomads wore something similar for riding. In Persia too, they were (2) for both men and women. This was a form of dress that found its (3) to central Europe by 400 BC. In the following century, Celtic people began wearing similar garments, while the English wore ankle-length britches until about the 1100s, when they (4) knee-length britches – whether as a matter of fashion or practicality it's difficult to say. What became known as bell-bottoms, which were fashionable in the late 1960s and early 1970s, and (5) a comeback in the 21st century, were worn by English sailors from about the 1730s, but trousers only really became fashionable in the first quarter of the 19th century, and usually only for informal day wear.

1	layered	wrapped	surrounded	fitted
2	convenient	traditional	conventional	commonplace
3	way	path	route	acceptance
4	adapted	altered	changed	adopted
5	took	made	had	showed

E Below is a text with blanks. Select the appropriate answer choice for each blank.

It is thought that around 12,000 years ago the Earth's climate became relatively (1) or more temperate, allowing for a greater variety of plant life. Those early humans leading a nomadic life, who hunted and gathered food where they happened to find it, began to supplement their diet with wild grasses such as wheat and barley.

Noticing how discarded seeds and roots later germinated and sprouted may have been what (2) the first farmers to settle down and cultivate crops. We know that farmers in the Stone Age had discovered pulses – beans, peas, lentils, and so on – which they (3) up and ate as a kind of porridge. Later they learnt to domesticate sheep and goats, developing tamer and manageable (4) of these and other animals. In addition to that, they also discovered how to use the process of fermentation for brewing and making bread.

It was some time later that farmers noticed that the amount of crops produced declined if they were always grown in the same ground and, by the 1st century, the Romans were (5) crops with pasture for grazing animals to restore the soil's fertility. This practice was followed in medieval England where the fields were divided into strips, planting cereals and vegetables, and the land left uncultivated one year in three.

1	harsher	easier	milder	colder
2	made	forced	convinced	decided
3	mashed	squashed	squeezed	broke
4	types	breeds	species	sorts
5	changing	alternating	swapping	revolving

F Below is a text with blanks. Select the appropriate answer choice for each blank.

In the late 1700s, Franz Joseph Gall founded what came to be known (1) phrenology – though it was originally called ‘organology’ – that ‘science’ of the size and shape of a person’s cranium being a way to estimate character and mental abilities. It was a curious mixture of early psychology and neuroscience and as such (2) towards later research into those fields of human enquiry. Most people, however, think of it as simply a question of feeling the bumps on a person’s head and have seen one of those (3) of the head that map out the various mental faculties, and consider it no more a valid science than astrology. Yet it was intended as a science of the mental faculties in general, and was on to something with its theory that each mental faculty is (4) by an organ in a particular part of the brain. That is to say he correctly guessed that there were many parts to the brain and that there was specialization in terms of the functions by those parts. Brain specialization is now a well-established fact. What Gall did not (5) , though – and he couldn’t reasonably be expected to – was that the function of each separate brain part is not independent but contributes to the workings of larger systems composed of those separate parts.

1	as	to	for	about
2	directed	signaled	gestured	pointed
3	models	sculptures	shapes	impressions
4	acted	controlled	radiated	chosen
5	discover	find	realize	show

PART 3: LISTENING

SECTION 1: SUMMARIZE SPOKEN TEXT

- A** 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.

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.



- 2.31 Play the CD to listen to the recording that goes with this item.

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

- B** 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.

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.



- 2.32 Play the CD to listen to the recording that goes with this item.

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

- C** 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.

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.



- 2.33 Play the CD to listen to the recording that goes with this item.

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

SECTION 2: MULTIPLE-CHOICE, CHOOSE MULTIPLE ANSWERS

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

Which of the following conditions need to be met by parents who want to have their children educated at home?

- 1** They must provide lesson plans.
- 2** They must ensure their child plays a sport.
- 3** They must provide regular assessments.
- 4** They must provide book lists.
- 5** They must keep a record of attendance.



2.34 Play the CD to listen to the recording that goes with this item.

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

According to the text, who were originally responsible for popularizing rice in Europe?

- 1** the Chinese
- 2** the Greeks
- 3** the Spanish
- 4** the Indians
- 5** the Italians
- 6** the Arabs



2.35 Play the CD to listen to the recording that goes with this item.

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

Which of the following are suggested as reasons why contemporary writers on politics are less readable and relevant than the ancient writers?

- 1** They only write about institutions.
- 2** They tend to focus on only one aspect of political systems.
- 3** Being university-based forces them to specialize.
- 4** They ask largely irrelevant questions.
- 5** They follow the example of 19th century writers.



2.36 Play the CD to listen to the recording that goes with this item.

SECTION 2: FILL IN THE BLANKS

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

There have been many studies in America of the (1) and behavior of university lecturers and professors, and of well-known “free” or public thinkers who are not (2) to a university or other (3), which show that those who are recognized as being more successful or productive as scholars in their field, or are at the best universities, are much more likely to have critical opinions. That is to say that they are more likely to hold liberal views – in the American use of that word – than those of their (4) who are less creative or who have less of a (5) The better a university is, as measured by the test results of its students or by the prestige of its (6), the more likely it has been that there will be student unrest and a relatively left-of-center faculty.



2.37 Play the CD to listen to the recording that goes with this item.

For Further Guidance, see page 109.

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

However simple or complex the chain of events in any given situation, when looked into it usually reveals a train of (1) relationships – they are seen to be (2) in some way. The methods of analysis aim to establish these relationships and provide a solid background for useful (3) based on what at first appear to be separate events. The first step in this process is to collect facts and then see if any particular (4) emerge. If they do, it then becomes possible to form theories related to the facts, and this type of empirical theory forms a useful basis for (5) and prediction. However, on its own this theory is not enough; the essential second step is to test it by collecting more facts and by checking predictions against events. These new facts may mean you have to (6) the theory, bearing in mind that new facts can only either disprove or (7) a theory – they cannot prove it to be right.



2.38 Play the CD to listen to the recording that goes with this item.

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

It is difficult to know how to place Montesquieu – if you’re the kind of person who likes to (1) Historian, political philosopher, (2), jurist or, if you think the *Persian Letters* a novel, a novelist – he was all these things. Perhaps, as some have, he could be placed among that almost extinct species, the man of (3) The books that make up *The Spirit of the Laws* have had the most (4) on later thinkers, and in them, as in his equally great *Considerations on the Causes of the Grandeur and Decadence of the Romans*, he makes his underlying purpose clear. It is to make the random, apparently meaningless variety of events understandable; he wanted to find out what the historical truth was. His starting point then was this almost endless variety of morals, (5), ideas, laws and institutions and to make some sense out of them. He believed it was not chance that ruled the world, and that, beyond the chaos of accidents, there must be underlying causes that (6) for the apparent madness of things.



2.39 Play the CD to listen to the recording that goes with this item.

FILL IN THE BLANKS

WHAT'S TESTED

The purpose of this task is to assess your ability to identify missing words in a transcript as you listen to a recording. Only listening skills are assessed. You will hear a recording, and read a transcript that has up to seven blanks in it where words are missing. You have to type in the missing words that you hear. Each recording will be played only once. The recordings are from 30 to 60 seconds long. You will hear either two or three fill in the blanks items. The individual tasks in Listening Part 3 are not timed. You will have between 45 and 57 minutes to complete all of Listening Part 3, depending on which form of the PTE Academic you receive.

TIPS

- There is a seven-second pause before the recording begins. Use this time to skim the transcript. You will not have enough time to read it in detail, but by skimming it, you will have a better idea of what the recording will be about.
- Before the recording begins, place the cursor on the first word of the transcript so that you are ready to type when the speaker gets to the missing word.
- Watch the timer in the status box so that you will be ready to follow the text as soon as the recording begins. When the recording begins, follow the text with the cursor or your finger on the screen.
- It is important to read along at the same speed as the recording. If you fall behind do your best to find where the speaker is in the transcript. If you hear a slight pause, this often – but not always – signals that the speaker has finished one sentence and is about to start the next. In English, sentences always begin with capital letters. Scan the text for capitals during the pause.
- You can use the “tab” key to advance to the next blank after you have finished typing. This is quicker and more accurate than using the mouse.
- You will need to be able to read at the same speed that the recording is playing. If you are a naturally slow reader, you will need to practice reading more quickly.
- Be sure to check your answers when you have finished. Check that there are no typing errors or spelling mistakes. Quickly read the complete transcript with your words in it. Does it make sense? Only change words that you are sure are wrong.

A DETAILED STUDY

The exercise below will help you to practice listening for missing words. Listen to Recording A on page 108 again and read the transcript. The transcript has some words missing. The first syllable of each missing word has been provided. Listen to the recording and fill in the missing words.

There have been many studies in America of the opinions and (1) be..... of university lecturers and professors, and of well-known “free” or public thinkers who are not attached to a (2) un..... or other institution, which show that those who are (3) re..... as being more successful or (4) pro..... as scholars in their field, or are at the best universities, are much more likely to have (5) cri..... opinions. That is to say that they are more likely to hold liberal views – in the American use of that word – than those of their (6) col..... who are less creative or who have less of a reputation. The better a university is, as measured by the test results of its students or by the prestige of its staff, the more likely it has been that there will be student unrest and a (7) rel..... left-of-center faculty.

Now check your answers.

SECTION 2: HIGHLIGHT CORRECT SUMMARY

A You will hear a recording. Choose the paragraph that best relates to the recording.

1

The speaker is a trained marine biologist who became an anthropologist after hearing about an ancient people who lived on beaches and got their food from the sea. Because he was a keen fisherman, he identified with these people and began to study anthropology. They lived in a very simple way, catching fish with their hands and gathering shells, such as oysters.

2

The speaker is a marine biologist who became interested in the Strandlopers, an ancient people who lived on the coastline, because of their and his connection to the sea. Their way of life intrigued him – as a child he had spent a lot of time by the sea, exploring and collecting things – so he began to study them, and discovered some interesting information about their way of life, how they hunted, what tools they used, and so on.

3

The speaker is a marine biologist who became an archaeologist when he heard about a mythical people called the Strandlopers, or beach-walkers. He was interested in them because as a child he had lived by the sea and so he identified with them. His aim was to prove they were not a myth and set about finding evidence to prove they really existed, and in this he was successful.



2.40 Play the CD to listen to the recording that goes with this item.

B You will hear a recording. Choose the paragraph that best relates to the recording.

1

To understand the past you have to be able, as far as possible, to think as the people in the period you are studying thought. The example of what it must have been like to be a peasant in the Middle Ages is used. However, sensibilities change over time and we can't completely throw off the mentality of the present. Therefore, every age will have a slightly different perspective on the same period of the past, no matter what the facts are.

2

The text explains how, in order to understand people in the historical period they are studying, a historian must have the same ability the novelist has to get into the minds of characters. This is due to the fact that the world was different then, and the ways of thinking have changed, for example, between the Middle Ages and the 21st century. He explains this by saying historian's sensibilities change over time.

3

As a historian, if you really want to understand the sensibilities of those who lived in the past, you must be like a novelist and get into the skins of your characters and think and feel as they do. You are asked to imagine what it's like to be a peasant in medieval times, asking the sort of questions a peasant might ask. What the writer is saying is that a historian needs imaginative sympathy with ordinary people in the past.



2.41 Play the CD to listen to the recording that goes with this item.

For Further Guidance, see page 111.

HIGHLIGHT CORRECT SUMMARY**A DETAILED STUDY**

The exercise below will help you to identify the correct summary by focusing on information presented in the recording. Listen to Lecture B from page 110 again and answer the following multiple-choice questions.

- 1 The speaker says that to understand the past we must understand how people in that age

- a thought and acted
- b related to the natural environment

- 2 The Middle Ages are mentioned as an example of

- a a time of political troubles
- b a historical period

- 3 The peasant the speaker mentions is

- a a character in a novel
- b an ordinary person

- 4 The speaker emphasizes the need to

- a learn to see the world in a new way
- b have a strong, creative imagination

- 5 The speaker makes the point that

- a every age has a different view of history
- b history is a fascinating subject to study

Now read the paragraphs on page 110 again and choose the one that best summarizes the recording.

Now check your answers.

SECTION 2: MULTIPLE-CHOICE, CHOOSE SINGLE ANSWER

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

Which of the following statements is true about the use of contour lines in map-making?

- 1 They were first used on Ordnance Survey maps.
- 2 Before the 16th century they were used to show hills, valleys and rivers.
- 3 Land contour lines were first used on a map of France.
- 4 Contour lines originally had a military purpose.



3.1 Play the CD to listen to the recording that goes with this item.

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

According to the text, when did signs advertising businesses become compulsory?

- 1 In the Middle Ages
- 2 During the Roman occupation of Britain
- 3 In the 17th century
- 4 In the 14th century



3.2 Play the CD to listen to the recording that goes with this item.

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

Which of the following statements is true, according to the text?

- 1 There were no root crops in medieval times.
- 2 Potatoes and tomatoes were extremely popular.
- 3 In the 16th century people had a wider choice of food.
- 4 Spices were too expensive for the average person.



3.3 Play the CD to listen to the recording that goes with this item.

SECTION 2: SELECT MISSING WORD

A You will hear a recording about climate change. *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.

- 1 good production and wealth
- 2 food production and health
- 3 full production and wealth



3.4 Play the CD to listen to the recording that goes with this item.

B You will hear a recording about parental discipline. *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.

- 1 partners
- 2 parents
- 3 peers
- 4 punishment



3.5 Play the CD to listen to the recording that goes with this item.

SECTION 2: HIGHLIGHT INCORRECT WORDS**ON-SCREEN**

Remember that in the exam, you will click on the words that are different with your mouse in order to highlight them in yellow.

- A** You will hear a recording. Below is a transcription of the recording. Some words in the transcription differ from what the speaker(s) said. As you listen, circle the words that are different.

“No news is good news” may be true for most of us most of the time – after all, we don’t look forward to unpleasant things happening to us – but “Bad news is good news” is true for those who work in the news media, and, I suspect, for the rest of us, at least some of the time. It is tied up with stories and our seemingly unsatisfied need for stories. Have you ever been grasped by a story where nothing goes wrong for the characters? There’s an accident in a Kingsley Amis novel that nicely illuminates this: the main character Jake comes home to find his wife chatting to a friend about a hairdresser both women know who has moved with his family to somewhere in Africa. Jake listens in, expecting tales of cannibalism and such like, but no, the friend has just received a letter saying they love the place and are settling in nicely. Jake leaves the room in disgrace.

We demand to be entertained, and while we don’t object to a happy ending, the characters have to have experienced loss, pain and hardship in one form or another along the way to have earned it.



- 3.6 Play the CD to listen to the recording that goes with this item.**

- B** You will hear a recording. Below is a transcription of the recording. Some words in the transcription differ from what the speaker(s) said. As you listen, circle the words that are different.

Leisure travel was, in a sense, a British invention. This was mostly due to economic and social factors; Britain was the first country to become fully industrialized, and industrial society offered greater numbers of people time for leisure. This, coupled with improvements in transport, especially the railways, meant that large numbers of people could get to holiday resorts in a very short time.

Modern mass tourism of a sort we can easily recognize today began in 1841 when Thomas Cook organized the first packet tour, in which everything was included in the price – travel, hotel and entertainment. To cater for the large numbers of new holiday-makers, holiday camps were established, both on the coast and in the countryside, and they became immensely popular. Their popularity declined, however, with the rise of cheap overseas tours, which gave many people their first opportunity to travel about.



- 3.7 Play the CD to listen to the recording that goes with this item.**

For Further Guidance, see page 115.

SECTION 2: WRITE FROM DICTATION

You will hear some sentences. Write each sentence exactly as you hear it. Write as much of each sentence as you can. You will hear each sentence only once.



- 3.8 Play the CD to listen to the recording that goes with this item.**

- 1
- 2
- 3
- 4

HIGHLIGHT INCORRECT WORDS

A DETAILED STUDY

The exercise below will help you to practice matching a recording with a transcript. Listen to the recordings while reading the transcripts. Circle the words in the transcript that do not match the recording.

- 1 A team of marine biologists studying whale carcasses – the dead bodies of whales – has found that they create a unique environment, one that is rich in animals and bacteria, including several new species.
- 2 When a whale dies, its body slowly sinks to the ocean floor, where it becomes food for a vast ecosystem.
- 3 One whale carcass contains more nutrients than would normally filter down through the water column in 2,000 years.
- 4 Using a submersible robot, the team collected collarbones of whales from the seafloor and raised them to the surface.
- 5 Back in the lab, the team found the bones were covered in bacteria and other organisms, more than 10 of which had never been catalogued before.



- 3.9 Play the CD to listen to the recording that goes with this item.

Now check your answers.

TEST 4

PART 1: SPEAKING AND WRITING

SECTION 1: PERSONAL INTRODUCTION

Read the prompt below. In 25 seconds, you must reply in your own words, as naturally and clearly as possible. You have 30 seconds to record your response. Your response will be sent together with your score report to the institutions selected by you.

Please introduce yourself. For example, you could talk about one or more of the following:

- Your interests
- Why you want to study abroad
- Your plans for future study
- Why you need to learn English
- Why you chose *this* test

SECTION 2: READ ALOUD

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

(Allow 40 seconds for each separate text.)

- A** Writers may make the mistake of making all their sentences too compact. Some have made this accusation against the prose of Gibbon. An occasional loose sentence prevents the style from becoming too formal and allows the reader to relax slightly. Loose sentences are common in easy, unforced writing, but it is a fault when there are too many of them.
- B** There is a long history of rulers and governments trying to legislate on men's hair – both the length of the hair on their heads and the style of facial hair. For practical reasons, Alexander the Great insisted his soldiers be clean-shaven, but Peter the Great of Russia went further, insisting no Russians had beards.
- C** Early in the 19th century, Wordsworth opposed the coming of the steam train to the Lake District, saying it would destroy its natural character. Meanwhile, Blake denounced the "dark satanic mills" of the Industrial Revolution. The conservation of the natural environment, however, did not become a major theme in politics until quite recently.
- D** In the distribution of wealth, America is more unequal than most European countries. The richest tenth of the population earns nearly six times more than the poorest tenth. In Germany and France, the ratio is just over three to one. The United States also has the largest proportion of its people in long-term poverty.
- E** Chaucer was probably the first English writer to see the English nation as a unity. This is the reason for his great appeal to his contemporaries. A long war with France had produced a wave of patriotism, with people no longer seeing each other as Saxon or Norman but as English.
- F** What can history tell us about contemporary society? Generally, in the past, even in Europe until the 18th century, it was assumed that it could tell how any society should work. The past was the model for the present and the future. It represented the key to the genetic code by which each generation produced its successors and ordered their relationships.

You can hear model answers on the CD3, track 10.

SECTION 2: REPEAT SENTENCE

You will hear some sentences. Please repeat each sentence exactly as you hear it. You will hear each sentence only once.



3.11 Play the CD to listen to the recording that goes with this item.

For Further Guidance, see page 117.

REPEAT SENTENCE

A DETAILED STUDY

The exercises below will help you to practice listening carefully to and accurately repeating spoken sentences.

- A** You will hear eight sentences. First, cover all the answer options below with a piece of paper. Then, after hearing each sentence, uncover the two answer options and circle the sentence you heard.



3.12 Play the CD to listen to the recording that goes with this item.

1

- a We're warming the climate, and the rate is increasing.
- b We're warning the client that the rates are increasing.

2

- a Much of his research objectives are driven by his natural curiosity and instincts.
- b Much of his research is objective and driven by his natural curiosity about insects.

3

- a They left the area almost immediately to avoid the devastation.
- b The fire left the area almost completely devoid of vegetation.

4

- a I'll now demonstrate how the reaction can be arrested by adding a dilute acid.
- b Now the demonstrators' reactions to the arrests are adding to the dilemma.

5

- a The initial results are intriguing; however, statistically speaking, they are insignificant.
- b The initial results are intriguing; however, statistically speaking, they're not significant.

6

- a The opposition has so far not responded to our proposal.
- b The opposition has so far been unresponsive to our proposal.

7

- a I believe the children should be allowed to read more.
- b I believe that children should read aloud more.

8

- a The majority of the hardware we're using was built for a customer.
- b The majority of the hardware we're using was billed to a customer.

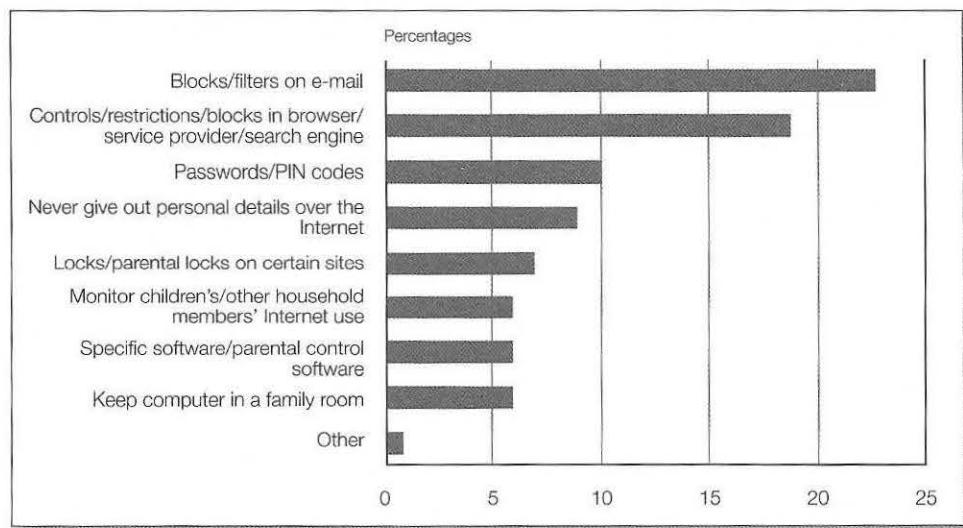
Now check your answers.

- B** Now listen to the sentences again. Repeat each sentence exactly as you hear it. Concentrate on imitating the speed, rhythm, and stress of the speaker.

SECTION 2: DESCRIBE IMAGE

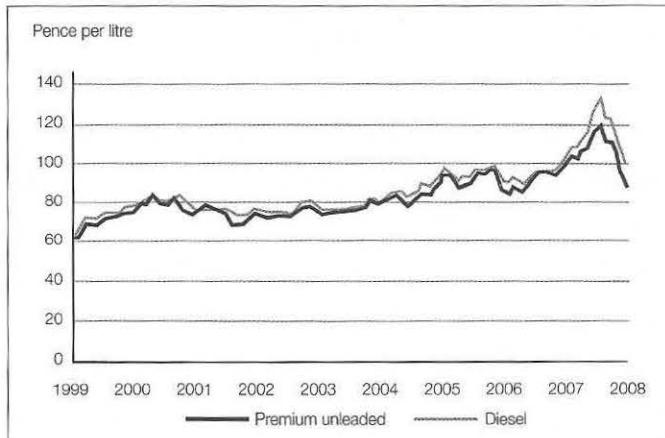
- A Look at the chart below. Describe in detail what the chart is showing. You will have 40 seconds to give your response.

Measures taken in households to, or receipt of, offensive Internet material, 2003/04, England & Wales



- B Look at the graph below. Describe in detail what the graph is showing. You will have 40 seconds to give your response.

Premium unleaded petrol and diesel pump prices, UK

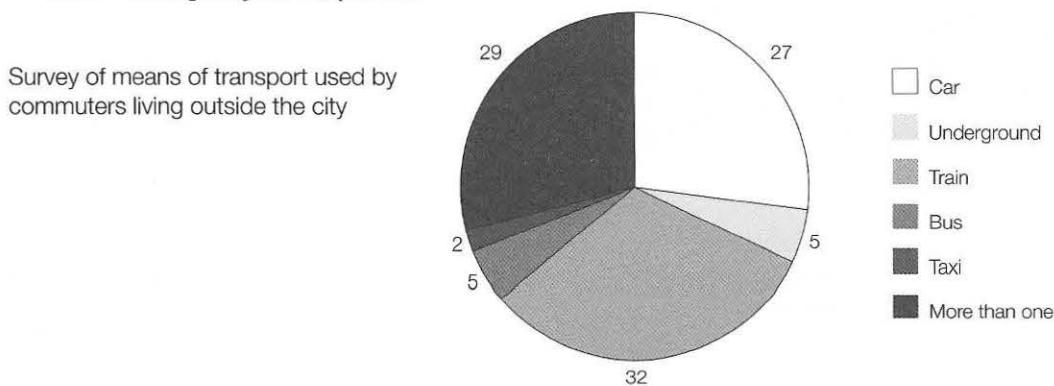


For Further Guidance, see page 120.

- C Look at the picture below. Describe in detail what the picture is showing. You will have 40 seconds to give your response.

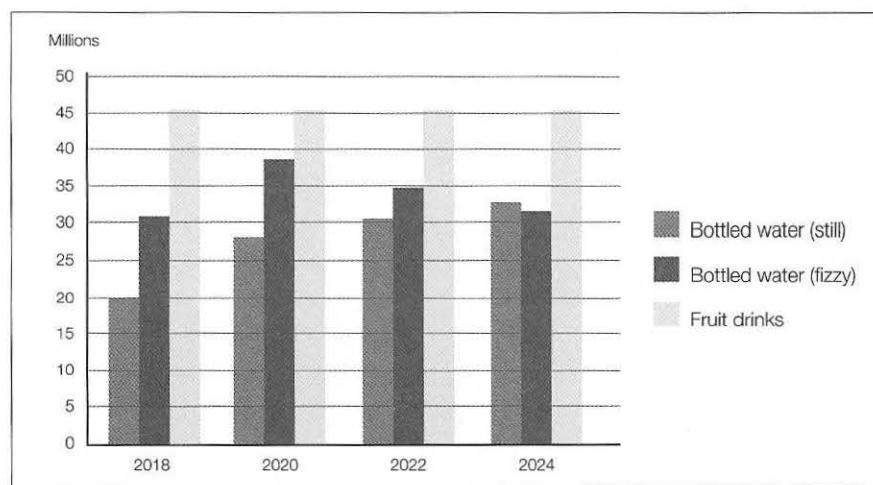


- D Look at the pie chart below. Describe in detail what the pie chart is showing. You will have 40 seconds to give your response.



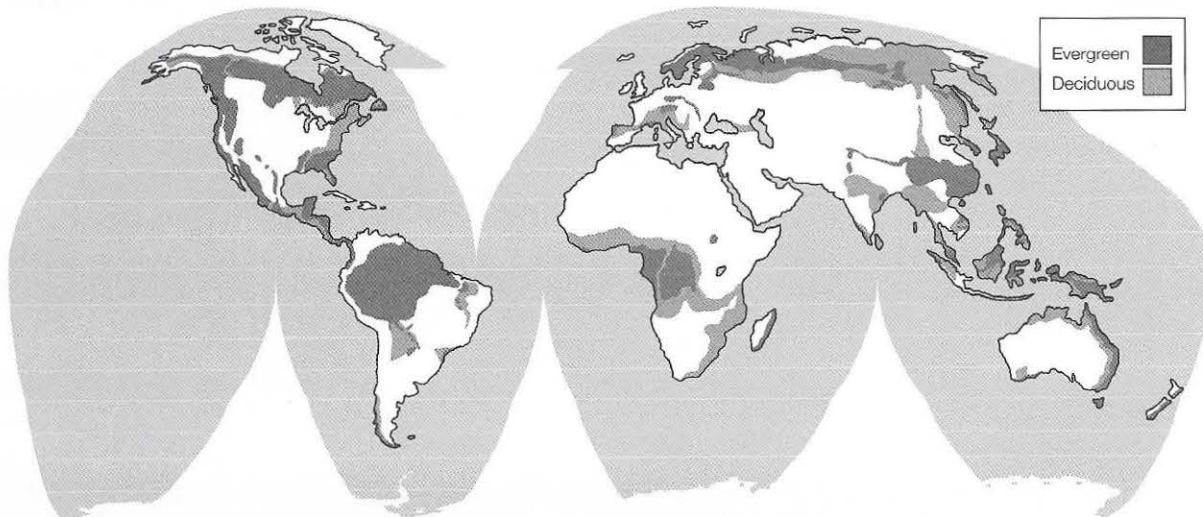
- E Look at the graph below. Describe in detail what the graph is showing. You will have 40 seconds to give your response.

Morgan Drinks Company, projected sales of soft drinks



- F Look at the map below. Describe in detail what the map is showing. You will have 40 seconds to give your response.

World forest distribution



You can hear model answers on the CD3, track 13.