

# PTE ACADEMIC Testbuilder



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# INTRODUCTION

The PTE Academic Testbuilder is more than a book of practice tests; it offers students 'tests that teach'. This teaching function is achieved in part through sections of Further Practice and Guidance. These sections review the exam tasks and provide information about each exam section, tips on completing that section of the exam, and detailed study of various aspects of the tasks. The exam tasks are designed to reflect the actual PTE Academic exam as closely as possible. The PTE Academic is a computer-based exam, and so some adaptation has been made to some tasks for them to appear in printed form. The On-Screen feature which appears on some pages explains how the printed task differs from the computer-based version.

## Using the PTE Academic Testbuilder

**Either:**

- Do each part of the exam under 'exam conditions'. This means not allowing yourself to use a dictionary and making sure that you stick to any time limits. Then either check your answers, or look at the relevant Further Practice and Guidance section. When you have completed that section, you can go back and think about your answers again before checking your final answers against the key.

**Or:**

- Before doing an exam section, particularly for the first time, you may like to look at the Further Practice and Guidance section first. Read the What's Tested section and the Tips. They will help you understand what is required in that part of the exam. You might then do the A Detailed Study section before attempting the exam task. Then check your final answers against the key.

## PTE (Pearson Test of English) Academic

PTE Academic is a computer-based test of English. It is designed to measure the academic English abilities of candidates who wish to demonstrate their level of achievement to professional and government organizations and education institutions.

## Part 1: Speaking and Writing

(approximately 77–93 minutes)

### *Section 1: Personal introduction*

In this section, you are given a prompt and are asked to introduce yourself orally. You speak about yourself for up to 30 seconds. This is not assessed but is sent to institutions along with your score report.

### *Section 2: Read aloud*

In this section, you are given a text (up to 60 words) and are asked to read the text aloud. You do six to seven of these items, depending on the combination of items in your test.

### *Section 2: Repeat sentence*

In this section, you hear a sentence. You are asked to repeat the sentence exactly as you heard it. You do ten to twelve of these items, depending on the combination of items in your test.

### *Section 2: Describe image*

In this section, you are given an image (picture, graph, table, etc.). You are asked to describe in detail what the image is showing. You do six to seven of these items, depending on the combination of items in your test.

### *Section 2: Re-tell lecture*

In this section, you hear a lecture. You are asked to retell the lecture in your own words. You do three to four of these items, depending on the combination of items in your test.

### *Section 2: Answer short question*

In this section, you are asked a question, the answer to which is a word or short phrase. You do ten to twelve of these items, depending on the combination of items in your test.

### *Sections 3–4: Summarize written text*

In these sections, you read a text (up to 300 words). You are then asked to summarize the text in one sentence. You are given ten minutes to write each summary sentence.

### *Section 5: Summarize written text / Write essay*

This section is either a *Summarize written text* task or a *Write essay* task (see Section 6), depending on the combination of items in your test.

### *Section 6: Write essay*

In this section, you are given a prompt to read. You are then asked to write an essay (200–300 words). You are given twenty minutes to write your essay.

## Part 2: Reading

(approximately 32–41 minutes)

### *Multiple-choice, choose single answer*

In this section, you read a text (up to 300 words). You are then given a multiple-choice question with three to five answer options. You choose the one correct answer option. You do two to three of these items, depending on the combination of items in your test.

### *Multiple-choice, choose multiple answers*

In this section, you read a text (up to 300 words). You are then given a multiple-choice question with five to seven answer options. You choose all the correct answer options. You do two to three of these items, depending on the combination of items in your test.

### *Re-order paragraphs*

In this section, you are given a text (up to 150 words) divided into paragraphs. The paragraphs are in the wrong order. You have to drag and drop the paragraphs into the correct order. You do two to three of these items, depending on the combination of items in your test.

### *Reading: Fill in the blanks*

In this section, you read a text (up to 80 words) which has blanks in it. You drag words from a box and drop each word onto the correct blank to complete the text. You do four to five of these items, depending on the combination of items in your test.

### *Reading and Writing: Fill in the blanks*

In this section, you read a text (up to 300 words) which has blanks in it. You click on each blank and a drop down list appears. You choose the correct word from each list to complete the text. You do five to six of these items, depending on the combination of items in your test.

## Part 3: Listening

(approximately 45–57 minutes)

### *Section 1: Summarize spoken text*

In this section, you listen to a short lecture. You are then asked to write a summary of that lecture (50–70 words) for a fellow student who was not present at the lecture. You do two to three of these items, depending on the combination of items in your test.

### *Section 2: Multiple-choice, choose multiple answers*

In this section, you listen to a recording on an academic subject. You are then given a multiple-choice question with five to seven answer options. You choose all the correct answer options. You do two to three of these items, depending on the combination of items in your test.

### *Section 2: Fill in the blanks*

In this section, you listen to a recording while you read a transcription of that recording. The transcription has up to seven blanks in it. As you listen, you type in the missing words you hear. You do two to three of these items, depending on the combination of items in your test.

### *Section 2: Highlight correct summary*

In this section, you listen to a recording. You read three to five paragraphs and select the paragraph which is the best summary of the recording. You do two to three of these items, depending on the combination of items in your test.

### *Section 2: Multiple-choice, choose single answer*

In this section, you listen to a recording on an academic subject. You are then given a multiple-choice question with three to five answer options. You choose the one correct answer option. You do two to three of these items, depending on the combination of items in your test.

### *Section 2: Select missing word*

In this section, you listen to a recording. The final word or group of words has been replaced by a beep. You are given three to five answer options. You choose the correct answer option to complete the recording. You do two to three of these items, depending on the combination of items in your test.

### *Section 2: Highlight incorrect words*

In this section, you listen to a recording while you read a transcription of that recording. The transcription contains up to seven deliberate errors. You click on the words in the transcription which do not match the recording. You do two to three of these items, depending on the combination of items in your test.

### *Section 2: Write from dictation*

In this section, you hear a sentence. You are then asked to write the sentence exactly as you heard it, using correct spelling. You do three to four of these items, depending on the combination of items in your test.

### **Marking the Practice Tests**

Candidates for PTE Academic receive a score report, which includes an Overall Score, Communicative Skills scores and Enabling Skills scores. Communicative Skills consist of Listening, Reading, Speaking and Writing. Enabling Skills consist of Grammar, Oral Fluency, Pronunciation, Spelling, Vocabulary and Written discourse. Each item on the exam contributes to these scores in a complex way, depending on the particular skills being tested.

For classroom practice, it is recommended that you adopt a simplified scoring scheme. Scores on PTE Academic range up to 90. For those sections of the exam where there are clear right and wrong answers (e.g., *Part 1, Section 2: Answer short question*), calculate the number of correct answers as a percentage and then convert into a mark out of 90. For each section of the exam which judges performance in a more qualitative way (e.g., *Part 1, Section 6: Write essay*), award students a score based on their overall performance. A score of 43–58 indicates that a student should be able to perform language tasks at B1 level, 59–75 indicates B2 level, and 76–84 indicates C1 level. For example, a student whose performance on *Part 1, Section 2: Read Aloud* is what you would expect from someone capable of performing language tasks at a high B2 level may be given a score of 74 or 75. The average of these scores should give you an approximate indication of how a student is likely to perform on PTE Academic.

### **A note on language**

PTE Academic tests ability in international academic English. In this book, individual texts follow either British or American spelling conventions. The Further Practice and Guidance sections follow American spelling conventions. On the Audio CD, you will hear a range of native speaker voices, including British, American and Australian speakers.

# TEST 1

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

For Further Guidance, see page 9.

### 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 History rubs shoulders and often overlaps with many other areas of research, from myths and epics to the social sciences, including economics, politics, biography, demography, and much else besides. Some histories are almost pure narratives, while others go in for detailed, tightly-focused analyses of, for example, the parish records of a Cornish village in the 16<sup>th</sup> century.
- B There are many kinds of pond, but nearly all are small bodies of shallow, stagnant water in which plants with roots can grow. Water movement is slight and temperatures fluctuate widely. The wealth of plants ensures that during daylight hours oxygen is plentiful. However, at night, when photosynthesis no longer takes place, oxygen supplies can fall very low.
- C Before the time of Alexander the Great, the only eastern people who could be compared with the Greeks in the fields of science and philosophy were from the Indian sub-continent. However, because so little is known about Indian chronology, it is difficult to tell how much of their science was original and how much was the result of Greek influence.
- D While far fewer people these days write letters and therefore have less use for stamps, there are still a few categories of stamp which attract collectors. Stamps in common use for an indefinite period – until the price goes up – are called “definitive” issues, while a more collectible type of stamp is the “commemorative” issue, honoring people, events and anniversaries.
- E In the second quarter of the 19<sup>th</sup> century, a rapidly growing middle class created a great demand for furniture production. Yet at this stage, while machines were used for certain jobs, such as carved decoration, there was no real mass production. The extra demand was met by numerous woodworkers. Mass production came later and the quality of domestic furniture declined.
- F In the Middle Ages, the design and use of flags were considered a means of identifying social status. Flags were, therefore, the symbols not of nations, but of the nobility. The design of each flag resembled the “devices” on the noble’s Coat of Arms, and the size of the flag was an indication of how high the owner stood in the nobility.

You can hear model answers on the CD1, track 1.

### 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.



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

## PERSONAL INTRODUCTION

### WHAT'S TESTED

The Personal Introduction section is not scored. The purpose of this section is to give you an opportunity to show admissions officers a little about your personality. Additionally, it is used to verify your identity by the institutions that receive your scores.

First, you will be given 25 seconds to read the prompt. Then, you will have 30 seconds to respond. An on-screen status box will let you know when to begin recording, how much time remains, and when the recording time is up. You cannot re-record your Personal Introduction.

### TIPS

- Remember that your goal for this section is to make a positive impression on the admissions officers.
- Be prepared. You should know what you are going to say before you arrive at the testing center.
- Practice what you intend to say in front of a mirror. If you can, record yourself and listen to your delivery. Does it sound natural? Are you conveying the impression you want? Keep practicing until you feel completely confident about what you will say. You will not be able to read a prepared speech, but if you have practiced what you want to say, you will sound confident and natural. Relax, speak clearly, and avoid sounding as if you have memorized a speech. Your aim should be to sound naturally confident, not rehearsed.
- You will have 30 seconds to record your Personal Introduction. Be sure your speech lasts the required length of time. If it does not, then either you will run out of time while you are still speaking, or you will finish too soon, and have to sit in uncomfortable silence until the recording ends.

### A DETAILED STUDY

To help you focus on what you will say, practice answering the following questions orally to form a personal introduction. Use a timer and keep your response within the 30-second time limit.

- What is your name?
- How old are you?
- Where are you from?
- What year of school are you in now, or where do you work?
- What are you planning to study, and why?
- Why should the institutions you are applying to accept you? What qualities do you possess that will be of interest to them?

Think of any other points you would like the admissions officers to know about you. Practice your Personal Introduction until you are satisfied with it and feel confident about delivering it on test day. Be sure you have practiced with a timer and that your introduction is neither too long nor too short.

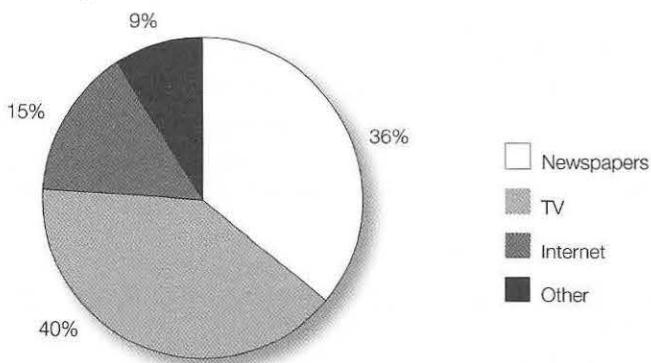
### Example Answer

*Hi, my name's Kim Jae-sun. I'm eighteen, I'm from Seoul, South Korea, and I'm in my final year of high school. I plan to study computer science in college, because it's an area I would like to work in after I graduate. One reason a school would be interested in me is that I belong to an electronics club. We build robots and remote-controlled toys. If the school I'm accepted at doesn't have a club like this, I could start one.*

**SECTION 2: DESCRIBE IMAGE**

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

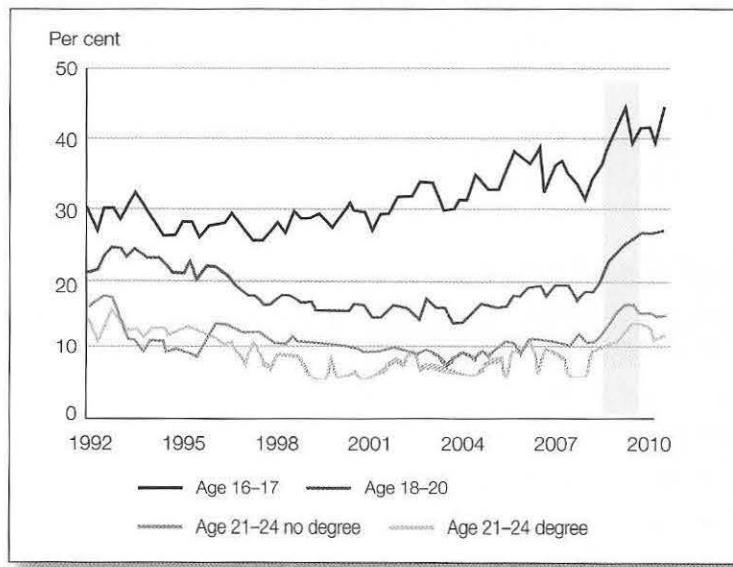
Where do you get the news?



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

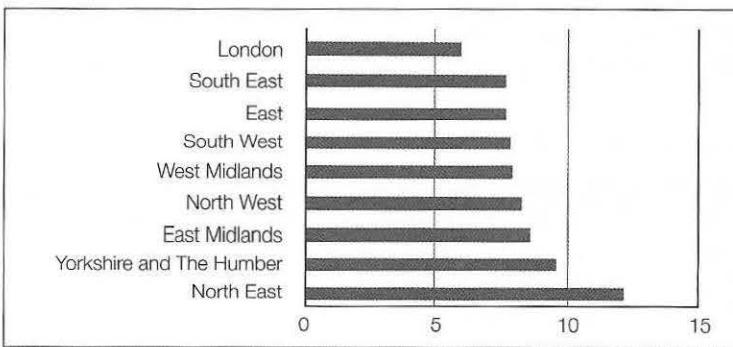
Unemployment rates by age and qualification

For Further Guidance, see page 12.



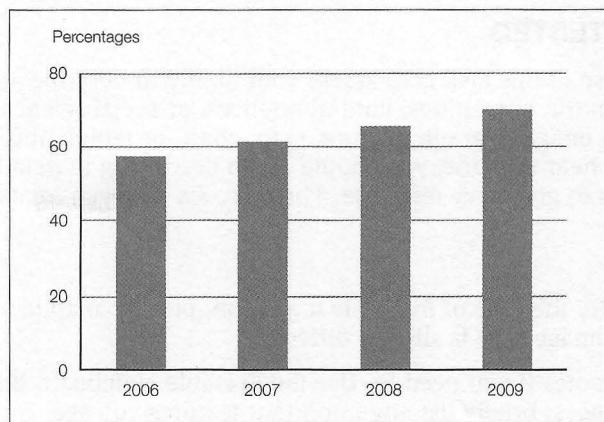
- C Look at the graph below. Describe in detail what the graph is showing. You will have 40 seconds to give your response.

Carbon dioxide emissions per resident, 2008 (Tonnes)



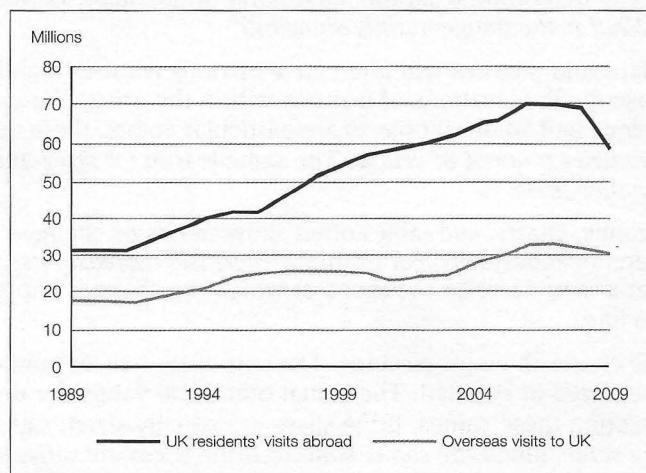
- D Look at the graph below. Describe in detail what the graph is showing. You will have 40 seconds to give your response.

Households with access to the Internet, UK



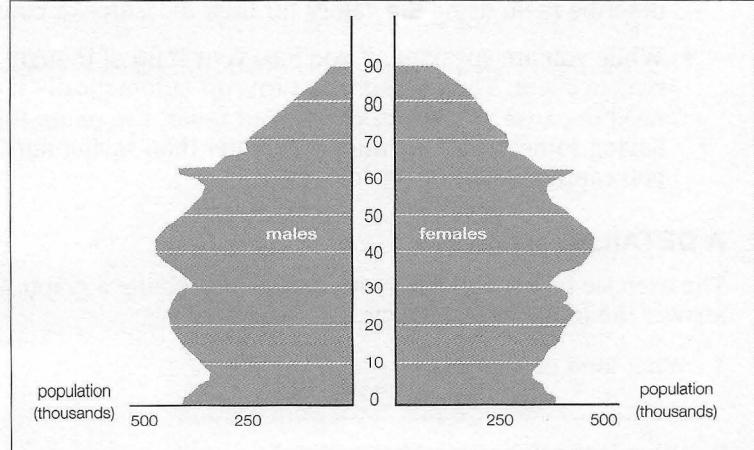
- E Look at the graph below. Describe in detail what the graph is showing. You will have 40 seconds to give your response.

Overseas residents' visits to the UK and UK residents' visits abroad



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

Population: by gender and age, mid-2010



You can hear model answers on the CD1, track 3.

## DESCRIBE IMAGE

### WHAT'S TESTED

The purpose of this task is to assess your ability to describe an image related to an academic theme drawn from the humanities, natural sciences, or social sciences. Only speaking skills are assessed. You will see an image (a graph, picture, map, chart, or table). You will have 25 seconds to study the image. When you hear the tone, you should begin describing in detail what is shown in the image. You will have 40 seconds to give your response. There are six or seven images.

### TIPS

- Identify the type of image. Is it a graph, picture, map, chart, or table? The approach for handling each image type is slightly different.
- Take notes if you need to. Use the Erasable Noteboard Booklet and pen provided. Do not write full sentences; briefly list any important features you see.
- For graphs, charts, and tables, be sure you understand what is being measured and in what units it is being reported.
- Try to determine what the main point of the image is. You should be able to answer the question, “*What is the image mainly showing?*”
- Maps and pictures will often have obvious features highlighted. Use words and phrases that describe the locations of features within the image, for example, *on the left/right, next to, above, below*, and so on. If objects are particular colors, these may help you identify them, for example, *the countries marked in yellow*. The same is true for sizes and shapes, for example, *the large square, the smaller circle*.
- Graphs, charts, and tables often show trends or changes. Use words and phrases that describe the trend or movement. For example, *increase, decrease, rise, fall, remain stable/steady*, and so on. Use phrases to describe the speed at which the changes happen, for example, *a sudden increase, a slow decline*.
- Pie charts show proportions. The size of the “slices” indicates the relative size of whatever is being measured or counted. The actual numerical values for the slices are usually provided. Be sure to mention these values. If the slices are equally sized, say so, using words and phrases such as *equal, the same, about the same, similar*. If the slices are different – the usual case – use comparatives and superlatives to describe them, for example, *the smaller of the two export categories, the largest group of people, the most popular option, the least common answer*, and so on.
- For all graphs, charts, and tables, look for a pair of extreme values – for example, the highest and lowest, the largest and smallest, the most expensive and cheapest – identify them by name and describe them using the values for their measures or counts.
- While you are speaking, if you lose your train of thought, or find yourself at a loss for words, do not remain silent. The microphone turns off automatically if there is no sound for three seconds. If you need to pause to think or check your notes, use pause fillers such as *um, uh, Let me see*, and so on. Saying something – anything – is better than saying nothing because once the microphone turns off, you cannot turn it on again.

### A DETAILED STUDY

The exercise below will help you practice describing a graph. Look at Graph B on page 10 again and answer the following questions.

1 What kind of image is it?

.....

2 What is the image mainly showing?

.....

**3** How did the unemployment rates in 1992 compare to those in 2007?

.....

**4** What happened to the unemployment rates in 2010?

.....

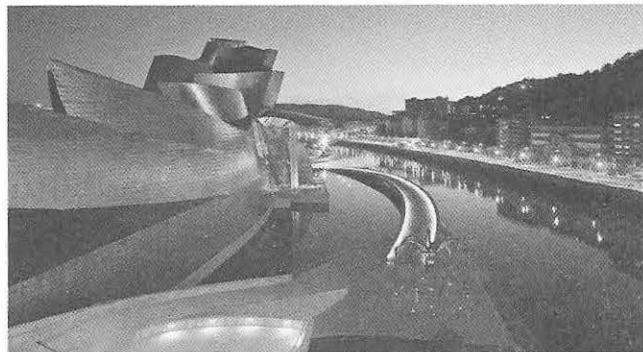
**5** What general trend is shown in the unemployment rate for 16–17 years olds?

.....

Now check your answers.

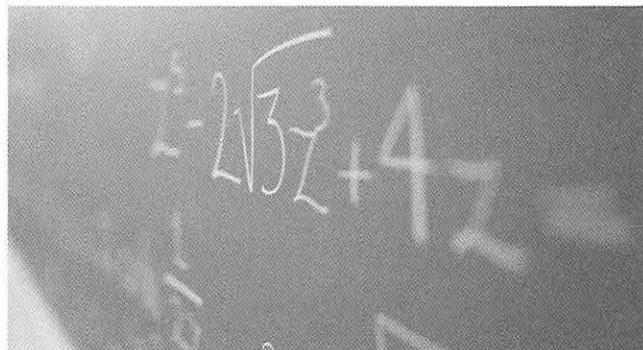
**SECTION 2: RE-TELL LECTURE**

- 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.



- 1.4** 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.



- 1.5** 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.



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

For Further Guidance, see page 15.

You can hear model answers on the CD1, track 7.

**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.

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

## RE-TELL LECTURE

### WHAT'S TESTED

The purpose of this section is to assess your ability to make an oral presentation based on information taken from an academic lecture. Both speaking and listening skills are assessed. You will listen to a lecture on an academic topic and then retell what you have heard in your own words. The lectures are each between 60 and 90 seconds long. There are either three or four lectures; the number will depend on which form of the PTE Academic you are given. There will always be at least three lectures. You will have 40 seconds to retell each lecture.

### TIPS

- Study the picture if there is one. It will give you a general idea about the context of the lecture. From the picture, try to predict what the lecture will be about. You will have three seconds to get ready for the start of the lecture.
- Take notes. Use the Erasable Noteboard Booklet and pen provided. Do not try to write down every word you hear. Unless you are able to write quickly and accurately, you will probably fall behind and miss important information. Instead, focus on key words.
- Writing quickly is a key skill to master. Use abbreviations whenever possible. Ignore articles (e.g., *a*, *an*, *the*) unless they are necessary. Omitting the vowels from words is one way to increase writing speed.
- 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 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, opinion, or stance. Be aware of the speaker's tone of voice and delivery, and try to detect any emotions that are being conveyed.
- When the lecture ends, you will have approximately 10 seconds to review your notes. Use this time to organize what you will say. When you hear the tone, begin speaking. You will have 40 seconds to complete the task.
- While you are speaking, if you lose your train of thought, or find yourself at a loss for words, do not remain silent. The microphone turns off automatically if there is no sound for three seconds. If you need to pause to think or to check your notes, use pause fillers such as *um*, *uh*, *Let me see*, and so on. Saying something – anything – is better than saying nothing because once the microphone turns off, you cannot turn it on again.

### A DETAILED STUDY

The exercise below will help you practice listening to identify key information. Listen to Lecture A from page 14 again and answer the following questions in your own words. If necessary, listen to the lecture a further time.

1 What is the lecture mainly about?

.....

2 Who is Frank O. Gehry?

.....

3 What does the speaker say about modern architects?

.....

4 What did Frank O. Gehry want to do?

.....

5 How did the computer help Frank O. Gehry?

.....

6 How did Frank O. Gehry feel about architecture?

.....

7 What will the speaker talk about next?

.....

8 How does the speaker probably feel about Frank O. Gehry?

.....

Now check your answers.

### 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.

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

For many governments, the way to turn inefficient national services into profitable businesses has been to sell off these services – and their responsibilities – to private enterprises. Cost, in terms of profit and loss, is of course an important factor, but other factors need to be considered when dealing with the livelihoods of whole communities, however small. Among these are the social, environmental, human and cultural costs incurred by cutting off more remote communities from greater opportunities, including economic activities that benefit society as a whole.

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

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### 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.

Is the purpose of history to promote a strong national identity and support national myths? Certainly, it has been used in this way for centuries, and this is often reflected in the history curriculum. We can all remember history at school as being a matter of learning lots of facts and dates, and long lists of kings and queens – a grand narrative of how we got from a not so civilized past to the great nation we are today. Putting aside the fact that national identity is a complex and divisive question – especially in countries like the UK, which is comprised of several nationalities – this approach to history emphasizes a broad understanding, rather than a detailed understanding.

Yet history is, or should be, a critical, skeptical discipline: some historians see their work as disproving myths, demolishing orthodoxies and exposing politically-motivated narratives which claim to be objective. What students need to develop are more critical and analytical skills; in other words, to think for themselves. They can do this by studying certain historical problems in depth. This involves being critical of the narratives presented by historians and skeptical of the myths preserved in the national memory.

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**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.

Tradition and commerce often clash in many cultures. In Trinidad, it is the Carnival that is the cause of current friction. The complaint, as you would expect, is that traditional skills and creativity are being lost in the rush to make profits. And the profits are large: the two-day festival, which attracts up to 40,000 tourists each year, is estimated to generate somewhere between \$27 million and \$100 million.

A particular problem for the traditionalists is that the extravagant colorful costumes people wear in the bands or processions are now largely being imported, especially from China. These costumes are cheaper and more revealing (another cause of complaint) than those made locally. Critics say these imports are a threat to traditional creations and, worse, mean sending work elsewhere. Others see turning the Carnival into a profitable and exportable industry as a progressive move, benefiting the country as a whole.

A large number of people are in two minds. On the one hand, the changes are a reflection of what people – mainly tourists – want, and bring in money. On the other, there is a desire to preserve traditions. The transformation of the bands and processions into businesses has disrupted the social order, which used to be made up of friends getting together to relax, eat and drink, and make costumes. Both sides agree, though, that the country needs to make better use of the skills of the people in the Carnival business and that the country's resources must appeal to a wider market.

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**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.

When computers first appeared on the scene, it was thought they would make us more productive in providing goods and services, smarter and possibly happier. Skeptics claim that the opposite is true as computers have proved disappointing in terms of productivity, and have made us less happy and more stupid because information is not knowledge.

Which of these points of view do you agree with most? Support your argument with reasons and/or examples from your own experience and observations.

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## SUMMARIZE WRITTEN TEXT

### WHAT'S TESTED

The purpose of these sections is to assess your ability to write a one-sentence summary of the key points from a reading passage. The passages are up to 300 words long and cover a variety of academic topics drawn from the humanities, natural sciences, and social sciences. You will summarize either two or three reading passages. You will have 10 minutes to summarize each passage. Each summary should be a single sentence of no more than 30 words.

### TIPS

- Skim the entire passage to get an idea of its general content. You should be able to answer the question “*What is the passage mainly about?*” Your answer should be a few words, at most. Write this down.
- Scan the entire passage for key words and phrases. Words and phrases that are repeated throughout the passage are usually important. Make a note of these.
- Read the entire passage carefully. Use context clues within the passage to work out any unknown vocabulary.
- Most academic writing has a logical structure. Passages are written in paragraphs. A passage can have a single paragraph, or several, depending on the nature of the topic and the specific focus of the passage. Each paragraph will usually present one main idea, which is supported with various arguments and evidence.
- If there are multiple paragraphs, the first paragraph will typically be an introduction to the topic, and will often include a brief description of what will be discussed. The last paragraph will typically close with a conclusion. Pay special attention to the introduction and the conclusion.
- Each paragraph will have its own topic sentence expressing the main idea. Typically, the topic sentence is the first sentence of the paragraph. The rest of the paragraph generally supports the main idea by presenting a number of arguments, details and other evidence.
- The task of summarizing a multi-paragraph passage is sometimes made easier by briefly summarizing each paragraph first, and then combining these summaries into a single summary. Make a brief summary of each paragraph as you finish reading it. You do not need full sentences at this point.
- Use your notes, as well as the information in the introductory and concluding paragraphs, to write your final summary.
- Keep your summary to a maximum of 30 words. The response box has an indicator that will tell you how many words you have written. If you are getting close to your word limit, but still need to write more, edit your sentence to remove unnecessary words, especially adjectives. These can often be omitted.

### A DETAILED STUDY

The exercise below will help you practice identifying topic sentences in a reading passage.

Read Section 3 on page 17 again and underline the topic sentences. Then, write a brief summary of each paragraph. Finally, summarize the entire text in a single sentence of 30 words or less.

Paragraph 1 summary sentence:

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Paragraph 2 summary sentence:

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Paragraph 3 summary sentence:

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One-sentence summary of entire text:

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Now check your answers.

## 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.

"Rightly is they called pigs," said Rowley, a farm laborer looking at the wallowing animals before passing on to the cow sheds, in Aldous Huxley's novel *Chrome Yellow*. Those who heard his words commented on his wisdom.

This raises all sorts of questions about language and how we perceive the world, questions that range from the philosophical to the politically correct (PC) use of language and the question of causing offence – for example, calling someone a pig.

Those who believed in being PC tried to adjust language to take into account people's sensitivities in the areas of race, sexuality and disability, and a theologian has recently written that we should do the same for the animal kingdom. To call them "wild" or "beasts" is, he says, "derogatory and offensive". I'm all in favor of animal welfare, but, in arguing his case, he says that language is the means by which we understand and conceptualize the world around us.

But is it? Isn't it the other way round? To put it another, very simple, way: do you believe that the language you use has made you think of the world in a certain way, or that you have an idea of the world as it is and your place in it, and you use language to understand and describe it?

Is Rowley's wisdom based on his many years working with farm animals, and what he has seen is just pigs being pigs and there's nothing more to be said? Or has he decided that the name "pig" suits these creatures because they behave piggishly? If we cleaned them up, taught them table manners and made them wear a tie, would we have to call them something else?

#### What is the main reason for the writer mentioning Rowley?

- 1 Because he is a farm laborer.
  - 2 To illustrate his view about the use of language.
  - 3 To support the idea that we should be politically correct when talking about animals.
  - 4 To bring some humor into his text.
- B Read the text and answer the multiple-choice question by selecting the correct response.  
Only one response is correct.

These days you can fit hundreds of books into one e-book reader or smartphone, and this has led publishers, writers and readers alike to ask whether this means the death of the printed book and a drastic change in how we read. Or, as some hope and believe, will the electronic book format simply complement traditional book publishing?

The fact that a book can be downloaded from almost anywhere in the world has blurred the lines between author, reader, format and distribution, and this has caused some head-scratching at some of the world's biggest publishing companies. Such companies must adapt, and quickly, to the new market; but many are nervous of the risks and often shareholders are not willing to break new ground.

For many writers, however, e-publishing provides new freedoms and opportunities. Many e-books are published by writers who do not have a readership through mainstream publishers, and this allows them to deal with material that mainstream publishers would consider too controversial or otherwise unmarketable.

The market is very much driven by the consumer, and publishing companies are going to have to deal with this new situation sooner or later. It is quite a complicated situation, but it doesn't have to be either/or. The book as we know it has been around for about 500 years and, once things settle down, there is no reason why the e-book and the traditional printed book should not exist happily side by side.

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

- 1 E-publishing has created new possibilities for writers.
- 2 Publishing companies have been unable to adapt to the new market.
- 3 E-books will radically alter our reading habits.
- 4 Most e-books are not by conventionally-published writers.
- 5 Sales of e-books are likely to overtake sales of traditional books.

For Further Guidance, see page 23.

## MULTIPLE-CHOICE, CHOOSE SINGLE ANSWER

### 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, and assessing the quality and usefulness of a text. 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 three and five answer options to choose from, only 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 choices 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 the correct answer if you know it. If you are not sure about the answer, eliminate any options that are obviously incorrect, and choose from those that remain.
- 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.

### A DETAILED STUDY

Read Text B on page 21 again and answer the following questions.

- 1 Where is the idea of new possibilities for writers mentioned?
  - a Paragraph 1
  - b Paragraph 2
  - c Paragraph 3
  - d Paragraph 4
- 2 Where does the author discuss how publishers have adapted to new conditions?
  - a Paragraph 1
  - b Paragraph 2
  - c Paragraph 3
  - d Paragraph 4
- 3 Where does the author first describe how e-books might affect reading habits?
  - a Paragraph 1
  - b Paragraph 2
  - c Paragraph 3
  - d Paragraph 4

- 4 Where is the relationship between authors of e-books and their publishers discussed?
- a Paragraph 1
  - b Paragraph 2
  - c Paragraph 3
  - d Paragraph 4
- 5 Where does the author make a prediction about the sales of e-books and traditional books?
- a Paragraph 1
  - b Paragraph 2
  - c Paragraph 3
  - d Paragraph 4

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.

The *flaneur* is almost extinct now. It is not just that men – and they usually were men – no longer have the time or the inclination to idly stroll the city streets, taking in the sights and sounds at a leisurely pace while the crowd hurries to and fro about its business. Cities have changed their nature too and, for the most part, people today walk as little as possible.

Baudelaire, the 19<sup>th</sup> century French poet, was probably the first to describe the *flaneur* in his essay *The Painter of Modern Life*, and he himself would often saunter and loiter in the arcades of Paris absorbing the frantic bustle going on around him. The *flaneur* is the detached, ironic observer in the midst of the crowd, rambling through the city seeing where the streets take him. There is no specific aim in mind; it is not like the evening promenade that still occurs in many Mediterranean towns, where the purpose is to see and be seen. Besides, promenaders usually amble arm in arm with a chaperone. The *flaneur* is a solitary walker.

As mentioned above, cities have changed and are far less congenial for walking nowadays. Baudelaire's Paris of arcades and narrow, crooked streets disappeared with Baron Haussmann's wholesale redevelopment of the city. These days, despite the provision of public spaces such as parks, city dwellers would rather go to the countryside, and hike up and down hills and valleys where the air is fresh and there are no crowds.

**Which of the following words have the same meaning in the passage as "walk"?**

- |                |                  |                    |                 |
|----------------|------------------|--------------------|-----------------|
| <b>1</b> pace  | <b>3</b> saunter | <b>5</b> promenade | <b>7</b> loiter |
| <b>2</b> amble | <b>4</b> bustle  | <b>6</b> stroll    |                 |

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

What do we mean by the term "intellectual", and what is a "public intellectual"? It is an odd fact of English culture that it is largely a term of abuse and, when asked to name one, we almost always turn to the continent, particularly France. A typical intellectual in France, we think, will hold down a job as a professor – preferably of philosophy – have a column in a mass circulation daily newspaper, be involved in politics and appear on the cover of *Vogue*.

Our aversion to intellectuals, or to the term, may go back to when we were at school where nobody likes a "swot". In fact, almost any kind of braininess is disparaged: scientists are mad-haired "boffins", tech-savvy kids are "nerds", and people can be "too clever by half". Indeed, we would claim that we are naturally practical thinkers and too full of common sense to produce such highbrows – a situation not helped by many of the people who we consider to be intellectuals denying the fact.

One problem is that of definition: what qualifications are required and what sort of activities does someone have to engage in before they can be called an intellectual? One possible definition is that public intellectuals should be independent of those in power and critical of received ideas. Furthermore, he or she must be someone who raises embarrassing questions in public, contests dogma, and who cannot be persuaded to join governments or corporations.

Let's take a thinker from last century whose theories still have an impact today and see if the definition fits: John Maynard Keynes was an economist who worked for the Treasury and wrote influential books on monetary policy, an art collector, and a member of the Bloomsbury group of writers, artists and intellectuals. Perhaps we need to adjust our definition slightly!

**According to the text, which of the following are true of English attitudes towards intellectuals?**

- 1** They never join forces with those in authority.
- 2** Most people would not be able to name an intellectual.
- 3** In general, the English do not admire/respect intellectuals.
- 4** Even some English intellectuals do not like to be called intellectuals.
- 5** They are not clear about what an intellectual is or does.

## 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 The construction of new houses came to a standstill during the war, and this, together with growing demand, led to an estimated shortage of close to a million houses when the war was over.	
b In the absence of housing regulations, including the availability of loans to the less well-off, poor-quality housing was built by private enterprise to meet the growing demand at rents that people could afford.	
c Before the First World War, most housing in Britain was provided on a rental basis as the cost of housing was beyond the means of the average family and mortgages were hard to come by.	
d This created a dilemma, since wartime inflation had pushed up wages and the cost of building materials with the result that private enterprise was no longer able to provide the houses needed at rents which people could afford.	

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

Jumbled paragraphs	Correct paragraph order (1–4)
a Others, however, believe that the fossil evidence suggests that, at various stages in the history of life, evolution progressed rapidly, in spurts, and that major changes occurred at these points.	
b An evolving group may have reached a stage at which it had an advantage over other groups and was able to exploit new niches in nature. Climate change may also have produced a “spurt”, as might the extinction of other groups or species, leaving many niches vacant.	

<b>c</b>	Today, many years later, many believe that evolution has progressed at the same steady rate and that the absence of transitional forms can be explained by Darwin's argument that there are huge gaps in the fossil record and that transition usually occurred in one restricted locality.	
<b>d</b>	Paleontologists still argue about the origins of major groups, though new fossil finds since Darwin's time have cleared up many of the disparities in the fossil record. Even during Darwin's lifetime, some transitional forms were found.	

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

Jumbled paragraphs	Correct paragraph order (1–4)
<b>a</b> One of the Tibetan names for this mountain translates as “Mountain So High That No Bird Can Fly Over It”. It was first measured in 1852 and was called Peak XV until 1865, when it was named after the British Surveyor of India, Sir George Everest.	
<b>b</b> About 200 million years ago, the Indian subcontinent broke away from a vast southern super-continent called Gondwanaland. It drifted north-east across the sea and collided with the Asian landmass. These two huge landmasses buckled, rather like cars in a head-on collision, and rose up to form the world’s tallest mountain.	
<b>c</b> Mapping the Himalayas and Everest wasn’t easy. Foreigners were not welcome, so Himalayan traders were recruited to infiltrate the area and gather enough information to allow accurate maps to be made.	
<b>d</b> Fossilized fish remains have been found high up on the slopes of Everest proving that the world’s highest mountain once lay at the bottom of the sea. How did this happen?	

For Further Guidance, see page 28.

## RE-ORDER PARAGRAPHS

### WHAT'S TESTED

The purpose of this task is to assess your ability to understand the organization and cohesion of an academic text. The texts are up to 150 words long and are divided into either four or five paragraphs that have been placed in random order. You will arrange the paragraphs in the correct order by dragging them on-screen. There are either two or three 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 each of the paragraphs to get a general idea of the topic.
- Identify the paragraph that is the topic paragraph or main idea. This probably goes first.
- Note any paragraphs that begin with conjunctions such as *However*, *Nevertheless*, *But*, *Also*, *Furthermore*, and so on. Such sentences cannot go first.
- Paragraphs that contain pronouns such as *he*, *she*, *it*, *they*, *them* are probably referring to something mentioned in an earlier paragraph.
- Look for any obvious clues to the logical order or chronology of events, for example, sequencing words such as *first*, *second*, *lastly*, *finally*, *next*, *then*, *after*, and so on.
- Keep track of your time using the on-screen timer.

### A DETAILED STUDY

The exercise below will help you focus on how to place jumbled paragraphs of text in the correct order. Look at Text A on page 26 again and answer the following questions.

1 Which paragraph definitely cannot go first? Why?

.....

2 Which paragraph probably goes first? Why?

.....

3 Which paragraph most logically goes second? Why?

.....

4 Which paragraph most logically goes third? Why?

.....

5 Which paragraph most logically goes last? Why?

.....

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.

This exciting new M.A. in Creative Writing is designed for graduates who wish to examine and expand their work. Through workshops, seminars, and (1) ..... tutorials, students will discover new writing strategies and refine their writing. The course (2) ..... students the practical expertise needed for researching and structuring texts, and (3) ..... traditions and genres, as well as the critical and creative proficiencies (4) ..... to develop a career in creative writing or in a related (5) .....

single    understanding    field    individual    offers    necessary    wanted

- 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.

As we know from tsunamis, when water is moving at 50 or 60 kilometers an hour it becomes deadly. Even if a wave only (1) ..... up to the knees, the (2) ..... can knock a person down. Water flows around some obstacles, while slamming into large (3) ..... , such as walls, which stand in its way. It also gathers (4) ..... , like rocks and trees, as it flows, causing even more destruction when it crashes into buildings.

energy    materials    objects    force    rise    debris    comes    rubbish

- 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.

Wind-blown (1) ..... of sand from dunes may carry far inland, covering fields and diverting streams. More seriously, drifting sands can bury whole buildings and transform (2) ..... land into desert. However, dunes can be made more stable by the artificial (3) ..... of marram grass, a plant so robust that it can find (4) ..... even in sand. The grass spreads over the (5) ..... of the dune, protecting it against wind, while its roots bind the sand together.

summit    grains    rich    fertile    surface    nourishment    clouds    planting

- 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.

Employers often offer employees perks in addition to cash wages, for example, membership of a health insurance or company pension (1) ..... . If they do, they must (2) ..... that they are fair in providing these benefits in order to (3) ..... discrimination. For instance, if an employer (4) ..... an entitlement to low-interest loans in male, but not female, employees' contracts, the female employees could take the employer to court on the basis of unequal (5) .....

consideration avoid allowance scheme treatment includes allows ensure

- 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.

Thomas De Quincey once said that there is no such thing as forgetting – a rather frightening (1) ..... . If we could remember everything all the time, not to (2) ..... those things we feel (3) ..... or guilty about, life would be unbearable. Naturally, we remember shocking and dramatic events better than any (4) ..... . The things we most often forget are names, numbers, dates, (5) ..... learned by cramming for exams, and things we don't understand.

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## 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.

Most of us (1) ..... to have, or like to think we have, a sense of humor. It makes us better company and is an effective way of dealing with the various annoyances and frustrations that life brings, whether (2) ..... by people or by circumstances. We assume that it gives us the ability to laugh at ourselves, even when others make (3) ..... of us. Now, what is the difference between humor and satire, and is it true, as many people seem to think, that humorists are on the whole optimistic and sympathetic, while satirists are cynical and negative? I will be taking two writers – Henry Fielding, a writer of comedy, and Jonathan Swift, a satirist – to examine what the differences might be and how much a comic or satiric view of things is a matter of character and temperament, and to see how much the lives these two men led coincided with their respective visions. However, first I'd like to put (4) ..... a theory of sorts that would seem to reverse the general idea that humor is a positive and satire a negative view of the world. Humor is a way of accepting things as they are. Confronted with human stupidity, greed, vice, and so on, you shrug your shoulders, laugh, and carry on. After all, there is nothing to be done. Human nature is unchanging and we will never reform and improve ourselves. Satirists, on the other hand, begin with the idea that making fun of the follies of man is a very (5) ..... way of reforming them. Surely, in believing this they, rather than the humorists, are the optimists, however angry they may be.

1 demand	look	claim	deserve
2 caused	brought	made	effected
3 joke	conversation	fun	entertainment
4 up	in	down	forward
5 handy	effective	decent	logical

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

It's a risky, not to say foolhardy, business predicting the future, but some (1) ..... trends are so large they are impossible to ignore and the future becomes a little less difficult to see.

(2) ..... of what the future might be like for the natural environment include population (3) ..... , acts of environmental vandalism such as deforestation, global warming, and pollution.

Since the 1960s, the human population has roughly doubled and it is likely to rise by another third by 2030. This will of course lead to increased demands for food, water, energy, and space to live, necessarily putting us in competition with other species – and, if the past is anything to go by – with obvious results. Humans already use 40% of the world's primary production (energy) and this is bound to increase, with serious consequences for nature. We are fast losing overall biodiversity, including micro-organisms in the soil and sea, not to mention both tropical and temperate forests, which are (4) ..... to maintaining productive soils, clean water, climate regulation, and resistance to disease. It seems we take these things for granted and governments do not appear to factor them in when making decisions that affect the environment.

One prediction that has been made is that, in the UK at least, warming and the loss of (5) ..... habitats could lead to more continental species coming to live here, and that in towns and cities, we will have more species that have adapted to urban life and living alongside humans.

1 local	new	typical	global
2 Pointers	Indicators	Signposts	Premonition
3 development	growth	rises	explosion
4 crucial	favorable	decisive	effective
5 unusual	rare	uncommon	human

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

In any given population, about ten percent of the people are left-handed and this figure remains relatively (1) ..... over time. So-called “handedness” (2) ..... in families, but what causes it and why the proportion of left-handed to right-handed people is a constant are still a mystery.

One thing we do know is that hand dominance is related to brain asymmetry; and it seems to be generally agreed that the human brain is profoundly asymmetric, and that understanding how this works will tell us much about who we are and how our brains work. Brain (3) ..... is distributed into the left and right hemispheres, and this is crucial for understanding language, thought, memory, and perhaps even creativity. For right-handed people, language activity is mainly on the left side. Many left-handers also have left-side language dominance, but a (4) ..... number may have language either more evenly distributed in both hemispheres or else predominantly on the right side of the brain.

Because left-handedness is seen as a key to the complex anatomy of the brain, scientists are (5) ..... for links to other conditions, including immune disorders, learning disabilities, and reduced life expectancy.

1 even	continual	similar	stable
2 happens	is	runs	occurs
3 function	memory	size	capacity
4 maximum	suggestive	significant	countable
5 researching	searching	detecting	inquiring

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

Computer viruses have been a (1) ..... of life at least since the 1980s, if not before. They can cause companies to lose hours of working time and they can also spread panic among computer users everywhere. There are, however, several (2) ..... types of computer infection – all loosely referred to as viruses – and they each work in a slightly different way. A particularly nasty one is the *worm*, which is a program designed to sneak its way into an entire computer network, and reproduce itself over and over again. Then there is the *Trojan*, which strictly (3) ..... isn’t a virus, but a piece of software that appears to do one thing, but actually does something malicious instead. When the (4) ..... operator introduces it into the computer, the alien program will take over the machine. With *Trojans* you have to be particularly careful because they can often be introduced by way of a message advertising an anti-virus product.

So what motivates someone to introduce a virus into the computer systems of innocent victims? Perhaps it’s simply the desire to prove that it can be done. Or because it gives the kind of pleasure you get from solving a difficult problem – nowadays people protect their computers with all sorts of security software, so it takes considerable (5) ..... to break through all the defences and introduce a virus.

1 fact	threat	reality	theory
2 distinct	precise	distinguished	isolated
3 saying	telling	talking	speaking
4 incredulous	unsuspecting	sceptical	ignorant
5 qualifications	courage	skill	gift

For Further Guidance, see page 34.

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

Many Utopias have been dreamed up through the ages. From Plato's *Republic* to Thomas More's *Utopia* and beyond, serious thinkers have (1) ..... societies where people live in peace and harmony. Most of these imaginary worlds have things in common: everybody is equal and plays a part in the running of the society; nobody goes without the (2) ..... of life; people live mostly off the land; often there is no money, and so on. Another thing they have in common is that, to the average person, they appear distasteful or unworkable since they do not take into account ordinary human nature or feelings.

Architects have got in on the act, too. After the Great Fire of London, Christopher Wren drew up plans for a (3) ..... of the whole city, including precise street widths. And in the 20<sup>th</sup> century there was Le Corbusier's *Radiant City* in which, if you weren't in a car or didn't have one, life would have been a nightmare.

Also in the 20<sup>th</sup> century, another famous architect, Frank Lloyd Wright, dreamed up a perfect city that got no further than the drawing-board. Wright believed that what was wrong with modern cities was, in his words, *rent*. Ideas, land, even money itself, had to be paid for. He saw this as a form of slavery and believed that modern city dwellers had no sense of themselves as productive individuals. Thus, Wright's city was to be made up of numerous individual homesteads, and the houses themselves were to be simple, functional and in (4) ..... with the environment. Everyone would own enough land to grow food for himself and his family. No outsiders would be allowed to come between the citizen and what he produced, or to (5) ..... both for money. Goods and services would all be exchanged, not bought and sold for profit.

1 seen	dreamt	envisioned	idealised
2 needs	wants	ingredients	essentials
3 redecoration	rearrangement	reconstruction	recomposition
4 contact	harmony	peace	community
5 usurp	rob	exploit	corrupt

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

It is surprising how many people still believe that advertising has little or no influence on what they buy. It is more surprising still when these same people (1) ..... to using a particular brand of, say, washing powder, toothpaste or cigarettes, and say they wouldn't change if you paid them – even after they've been shown that another brand is either just the same, better or cheaper. The fact is, people (2) ..... themselves that they have never *consciously* made a deliberate decision to buy a product based on an advertisement they have seen. They may, however, own up to doing so when they come to buy a product they have never owned before and shop around for the best (3) .....

But there's no (4) ..... away from ads. They're everywhere, and they're designed very cleverly and carefully to play on your emotions. And it works: you remember the ads that make you laugh, or feel sad, or simply annoy you. Often you find yourself buying something simply – you tell yourself – to try it out, but how did this brand of this product get into your head? Another reason for supposing advertising works is the question: why would so many hard-headed business people spend so much money on something that didn't?

1 divulge	reveal	admit	declare
2 believe	persuade	confess	credit
3 money	saving	package	deal
4 escaping	getting	breaking	going

## FILL IN THE BLANKS

### WHAT'S TESTED

The purpose of this task is to assess your ability to analyze contextual 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. Each text has up to six blanks; each blank can have up to five options. For each blank, you have to choose the option that best completes the sentence. You will read either five or six texts. The individual texts are not timed; you will have a fixed amount of 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 from 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 understand all of the answer options for Text D on page 32. For each group of sentences, select the appropriate word from the box for each blank. If you are unsure about which word to choose, refer to the text before and after the blank for clues.

fact    threat    reality    theory

1 The authorities said the

chemicals didn't pose a ..... to life.

2 We have to take into account the ..... of the situation.

3 I know that what you say is true in ..... , but will it work in practice?

4 Sadly, it seems that crime is just a ..... of life these days.

distinct    precise    distinguished    isolated

- 5 Dr. Cho's team reports that they have successfully ..... the gene that causes the disease.
- 6 English essayist Joseph Addison famously wrote, "Man is ..... from all other creatures by the faculty of laughter."
- 7 He was ..... with his language, choosing his words carefully.
- 8 While there are two types of camels, both are quite .....

saying    telling    talking    speaking

- 9 Mr. Harris is not an employee here, strictly ....., but we do hire him quite often on a freelance basis.
- 10 I keep ..... them my answer is no!
- 11 Maria was ..... she might go to UCLA next semester.
- 12 Our professor is quite strict and there's definitely no ..... during his classes.

incredulous    unsuspecting    sceptical    ignorant

- 13 Credit card information is captured from ..... customers who swipe their cards in what they believe to be an ordinary machine.
- 14 When Jack said he'd seen an alien, I was absolutely .....
- 15 It's not that he's unintelligent – he's simply ..... in that particular area.
- 16 Mark offered his version of the events, but I have to say I'm ..... about it.

qualifications    courage    skill    gift

- 17 I thought you showed a lot of ..... when you told the boss she was wrong.
- 18 It takes considerable ..... to ride a unicycle while juggling four balls!
- 19 You've got a real ..... for explaining things in a simple way.
- 20 My dad left school at 16 and doesn't have any .....

Now check your answers.

## 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.



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

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- 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.



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

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- 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.



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

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## SUMMARIZE SPOKEN TEXT

### WHAT'S TESTED

The purpose of this task is to assess your ability to write a summary of a spoken academic lecture. Both listening and writing skills are assessed. There are either two or three lectures; the number depends on which form of the PTE Academic you are given. There will always be at least two. The lectures are between 60 and 90 seconds long. After each lecture ends, you will have 10 minutes to write a summary of what you have heard. Your summary must be between 50 and 70 words. The test automatically advances to the next lecture after 10 minutes.

### TIPS

- The aim of the task is to write a summary for a fellow student who was absent from the lecture. Your summary should convey the key points.
- Pay careful attention to the on-screen word counter. Write between 50 and 70 words only. If you write either fewer or more, your score will be decreased. If you write fewer than 40 or more than 100, your score will be zero.
- Take notes. Use the Erasable Noteboard Booklet and pen provided. Do not try to write down every word you hear. Unless you are able to write quickly and accurately, you will probably fall behind and miss important information. Instead, focus on key words.
- Writing quickly is a key skill to master. Use abbreviations whenever possible. Ignore articles (e.g., *a*, *an*, *the*) unless they are necessary. Omitting the vowels from words is one way to increase writing speed.
- 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 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.
- Begin to review your notes and organize your summary as soon as the lecture ends. You will have 10 minutes to complete your summary. Pay attention to the on-screen timer, and manage your time wisely.
- Because you are limited to no more than 70 words, your summary must focus on key concepts and their supporting points. Avoid adding irrelevant details.
- Use standard spelling and punctuation. Do not use Internet or texting abbreviations (e.g., **LOL**) or emoticons (;-)) in your summary. Do not write everything in capital letters.

### A DETAILED STUDY

The exercise below will help you take notes and summarize spoken text. Listen to each of the following extracts from a lecture in turn. Make notes as you listen. At the end of each extract, pause the CD and use your notes to summarize the extract in your own words.



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

Extract 1:

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Extract 2:

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Extract 3:

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Now check your answers.

**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 are mentioned as influences on the English landscape garden?

- 1 The poet Alexander Pope
- 2 The Romantic Movement
- 3 A person's political affiliations
- 4 Italian classical painting
- 5 Gardens from classical Greece and Rome



1.13 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.

Which of these countries still use woodblock printing on fabrics?

- 1 Japan
- 2 Peru
- 3 India
- 4 Egypt
- 5 China
- 6 Mexico



1.14 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 countries listed below continue to enforce punishments for failure to vote?

- 1 France
- 2 Bolivia
- 3 the UK
- 4 Australia
- 5 Austria
- 6 Greece



1.15 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.

Almost everyone has heard of the London Stock Exchange, but (1) ..... few know anything about the London Metal and Commodity Exchanges – yet these markets have a greater (2) ..... on world economies because they set global prices for some of the essential raw materials for industry and food (3) .....

The LME provides three basic services to the world's non-ferrous metal trade. First, it is a market where large or small (4) ..... of metal of a guaranteed minimum standard can be bought and sold on specific trading days. Second, it acts as a barometer of world metal prices. And third, it is a “hedging” medium: that is, it can help traders get some protection from price fluctuations that occur for economic, political or (5) ..... reasons.

 **1.16** 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.

It isn't necessary to have a (1) ..... knowledge of, say, the intricacies of counterpoint, or even to be able to read music to understand it. Usually, getting the point of a piece of music, its emotional and dramatic (2) ....., is immediate or simply requires you to become more (3) ..... with it. Of course, prolonged study of music and its (4) ....., as in any other field, will increase your understanding, but not necessarily your enjoyment. Now, I realize that it can require a good deal of willingness on our part to risk new sensations, and there is a lot of music that will seem unfamiliar and alien to you on a first (5) .....

 **1.17** 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.

Before farming was introduced into Scotland, people lived by hunting, fishing, and (1) ..... wild foodstuffs. This way of life meant that they usually didn't settle (2) ..... in one place, but were to an extent nomadic, moving about in search of a livelihood, perhaps returning to the same places at certain times of the year. It is believed that the islands of Orkney were known to these people, but, so far, only a few flint (3) ..... have been found to verify this. This is because coastal (4) ..... has destroyed many ancient sites and these may have contained relics of some of these earliest pioneering (5) .....

 **1.18** 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 tells us that clichés are the enemy of literature and art. They are words, phrases and images that have become stale through overuse and therefore have nothing new to say to us. They are an enemy to clear and original thinking, although they are sometimes useful in advertising to get a simple message across.

**2**

While clichés in writing reveal lazy thinking and are to be avoided at all costs, in the graphic arts they become essential, helping to get the message across quickly, clearly and with emotional force. This is especially true of advertising and propaganda where the impact must be immediate.

**3**

Clichés are worn out, overused and over-familiar phrases, and the etymology of the word helps to explain this. Originally, a cliché or stereotype was a printer's term for a pre-set block of type with phrases used frequently in the newspapers. The word has since adopted a negative meaning and careful writers avoid them where they can.



**1.19** 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**

Dolphins, whales and porpoises are all social animals, but some species are more sociable than others. This depends on the environment because a species adopts the lifestyle most suitable for this. Among dolphins, forming groups makes it easier for them to find food, reproduce and gain knowledge. They are safer, too, because dolphins can communicate danger when there are threats around.

**2**

The speaker explains that whales, dolphins, and porpoises have evolved differently and face different threats. River dolphin numbers are declining, while ocean dolphins are doing well in spite of the threats they face. The reason for this is that ocean dolphins are better adapted for finding food and avoiding predators.

**3**

Dolphins have adopted group living as a response to living in close contact with other animals in the ocean, some of which kill dolphins for food. Living in social groups makes it easier to hunt for food and, in a dangerous environment, it makes sense in terms of safety to move about in large numbers.



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

For Further Guidance, see page 42.

## HIGHLIGHT CORRECT SUMMARY

### WHAT'S TESTED

The purpose of this task is to assess your ability to correctly identify a written summary of a recording. Both listening and reading skills are assessed. There are either two or three recordings. The recordings are between 30 and 90 seconds long. As the recording is playing, you will be able to read between three and five paragraphs relating to the recording (the number of paragraphs will depend on the specific content of the recording). When the recording has finished, you will choose the paragraph that correctly summarizes the recording you have heard. 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 10-second pause before the recording begins. Use this time to skim the paragraphs. You will not have enough time to read them in detail, but by skimming them, you will have a better idea of what the recording will be about.
- Take notes. Use the Erasable Noteboard Booklet and pen provided. Do not try to write down every word you hear. 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 recording 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.
- After the recording has finished, read each paragraph carefully. Eliminate any paragraphs that contain incorrect information or that contain information that was not mentioned in the recording. Eliminate paragraphs that do not contain the main points.
- If you do not know the answer, and are unable to eliminate any of the paragraphs, 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.
- Keep track of your time using the on-screen timer.

### A DETAILED STUDY

The exercise below will help you identify the correct summary by focusing on information presented in the recording. Listen to Lecture B from page 41 again and answer the following multiple-choice questions. Then compare the information in each of the summary paragraphs on page 41 with your answers.



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

- 1 The speaker describes whales, dolphins, and porpoises as .....
  - social animals
  - related to each other
- 2 An animal's group size is said to be related to .....
  - its proximity to other species
  - the environment it lives in

- 3** River dolphins have ..... .  
**a** complex social networks  
**b** groups of about 10 individuals
- 4** Oceanic dolphins form ..... .  
**a** groups of thousands  
**b** lifelong pair bonds
- 5** Sperm whales form groups based on their ..... .  
**a** sex and age  
**b** location
- 6** The speaker does not mention ..... as a reason for forming groups.  
**a** gaining information  
**b** shared caring of young
- 7** The speaker mentions the discovery of a shoal of fish as an example of something that can be ..... .  
**a** communicated to a group  
**b** a sign of an impending attack
- 8** The speaker mentions a shark as an example of ..... .  
**a** an animal that lives alone  
**b** a predator

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.

**What made the speaker take up geology as a profession?**

- 1 The fact that he can travel to interesting places.
- 2 Because he sees geologists as detectives.
- 3 His childhood interest in fossils.
- 4 He regards building a picture of an unknown country as exciting work.

 **1.21 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.

**What is the speaker's view of creative writing classes?**

- 1 In the end they can teach you to write well.
- 2 There are certain important aspects of writing they can teach.
- 3 It is better to read well than take writing classes.
- 4 They aim to develop a love of language in students.

 **1.22 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.

**What is the speaker's attitude to the report on narcissism?**

- 1 He is amused by it.
- 2 He doesn't believe any of it is true.
- 3 He is angered by it.
- 4 He is skeptical of it.

 **1.23 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 the brain. *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 ignored people speaking
- 2 participated in conversations
- 3 understood spoken language
- 4 understood foreign languages
- 5 used language



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

**B** You will hear a recording about money. *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 notes
- 2 accounts
- 3 drafts
- 4 paper
- 5 charges



**1.25** 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.

When the European Economic Community was established in 1957, its aim was, in broad terms, to move towards closer political and economic co-operation. Today, the much bigger European Union has a far-reaching importance on many aspects of our lives, from the conditions we work under, to the safety standards we must adhere to, and the environment in which we live.

In order to achieve the free flow of goods and services, work and capital between the member countries, they needed to establish mutual politics in areas as diverse as agriculture, transport, and working conditions. When they had agreed on these policies, they became legal. Now, though, the EU is concerned with a far wider range of issues.



- 1.26** 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.

Stem cells are the body's master cells, the rare material from which we are built. Unlike normal body cells, they can reproduce an indefinite number of times and, when manipulated in the right way, can turn themselves into any sort of cell in the body. The most versatile stem cells are those found in the embryo at just a few days old. This ball of a few dozen stem cells eventually goes on to form everything that makes up a human.

In 1998, James Thompson pronounced that he had isolated human embryonic stem cells in the laboratory. At last, these powerful cells were within the grip of scientists to experiment with, understand, and develop into fixes for the things that go wrong.



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

For Further Guidance, see page 47.

**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.



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

- 1 .....
- 2 .....
- 3 .....
- 4 .....

## HIGHLIGHT INCORRECT WORDS

### WHAT'S TESTED

The purpose of this task is to assess your ability to find the differences between a recording and a transcription of the recording. Both listening and reading skills are assessed. There are either two or three recordings. The recordings are between 15 and 50 seconds long. As the recording is playing, you will read a transcription of the recording that contains up to seven words that do not match what the speaker says. You must identify the words that do not match by clicking on them with your mouse to highlight them.

### TIPS

- There is a 10-second pause before the recording begins. Use this time to skim the transcription. 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 transcription so that you are ready to follow the text and click on words that do not match as you listen.
- 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 transcription with the cursor. Click on any words that do not match what you hear. Be sure you click ONLY on the words that you are sure are different.
- 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 on-screen.
- If you fall behind, do your best to find where the speaker is in the transcription. If you hear a slight pause, this often – but not always – indicates the speaker has finished one sentence and is about to start the next. In English, sentences always begin with capital letters. Scan the transcription for capitals during the pause.

### A DETAILED STUDY

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

- 1 One way to think about voltage is to imagine it as the pressure that pushes charges along a conductor.
- 2 The electrical resistance of a conductor would then become a measure of the difficulty of pushing those charges along.
- 3 Now, if we use an analogy of water flowing in a pipe, a long narrow pipe resists flow more than a short fat one does – a long narrow one has more resistance.
- 4 Currents work in the similar way: long thin wires have more resistance than do short thick wires.
- 5 Conversely, short fat wires have least resistance.



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

Now check your answers.

# TEST 2

## 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 ritual of the state opening of parliament still illustrates the basis of the British constitution. The sovereignty of the Royal Family has passed to the sovereignty of parliament, leaving the monarchy with the trappings of power, while prime ministers are still denied the kind of status that is given to American and French presidents.
- B Most peasants remained self-sufficient and sceptical about money – and with good reason: the triumph of capitalism probably made them worse off. They now had to deal with a centralized imperial state that was collecting tax more efficiently, giving more power to landlords, and slowly reducing customary peasant rights to land and produce.
- C Another method governments use to try and influence the private sector is economic planning. For a long time now, socialist and communist states have used planning as an alternative to the price mechanism, organizing production and distributing their resources according to social and strategic needs, rather than based on purely economic considerations.
- D Most succulent plants are found in regions where there is little rainfall, dry air, plenty of sunshine, porous soils and high temperatures during part of the year. These conditions have caused changes in plant structures, which have resulted in greatly increased thickness of stems, leaves and sometimes roots, enabling them to store moisture from the infrequent rains.
- E Line engraving on metal, which, to a great extent, was a development of the goldsmith's craft of ornamenting armour and precious metals, did not emerge as a print-making technique until well into the 15<sup>th</sup> century. Copper, the metal mainly used for engraving, was expensive, and engraving itself was laborious and took a long time.
- F For the first two or three years after the Second World War, a new title would often sell out within a few months of publication. However, unless public demand for the book was unusually high, they were rarely able to reprint it. With paper stocks strictly rationed, they could not afford to use up precious paper or tie up their limited capital with a reprint.

You can hear model answers on the CD1, track 30.

### 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.

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

For Further Guidance, see page 49.

## REPEAT SENTENCE

### WHAT'S TESTED

The purpose of this task is to assess your ability to repeat a sentence exactly as you hear it. Both speaking and listening skills are assessed. You will hear a sentence and must then repeat it. You will hear each sentence only once. You will have 15 seconds to record your response. You will hear 10 to 12 sentences.

### TIPS

- Try to imagine who the speaker is and to whom he or she is speaking. What is the context in which the sentence might be spoken?
- Focus on the meaning of the sentence. What is the main point of the message? What are the important words?
- Listen for “chunks” of language, phrases or groups of words that commonly go together.
- If you cannot repeat the entire sentence, repeat as much of it as you can. It is better to repeat part of the sentence than to remain silent. If all you hear are isolated words, say those. Try to connect them grammatically as best you can.

### 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.



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

**1**

- a** The courses you choose can also have a great effect on you.
- b** Of course, you can also choose to have your grades e-mailed to you.

**2**

- a** Does the professor keep them or are they ours?
- b** Does the professor keep regular office hours?

**3**

- a** I'll check again, but I'm pretty sure we were supposed to read that chapter, too.
- b** I'll check again, but I'm pretty sure we're supposed to read Chapter Two.

**4**

- a** I think the university's main campus is closed.
- b** I think the university's main campus is close.

5

- a If your parents come to visit you this semester, where will they stay?
- b If your parents came to visit you this semester, where would they stay?

6

- a When I was in school, I had many of the same problems you do now.
- b When I was in school, I had many of the same professors you do now.

7

- a I thought the mid-term exam would cover only the first half of the course.
- b I thought the mid-term exam was worth only half our course grade.

8

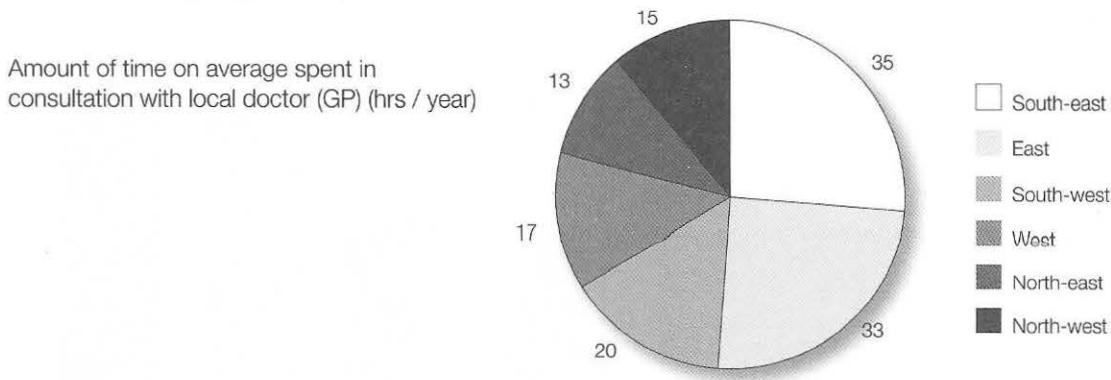
- a Many of the most popular courses are available online.
- b Many of the most popular courses aren't available online.

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.

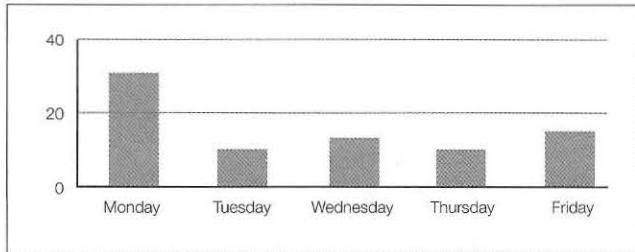
## SECTION 2: DESCRIBE IMAGE

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



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

Average number of students late for college



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

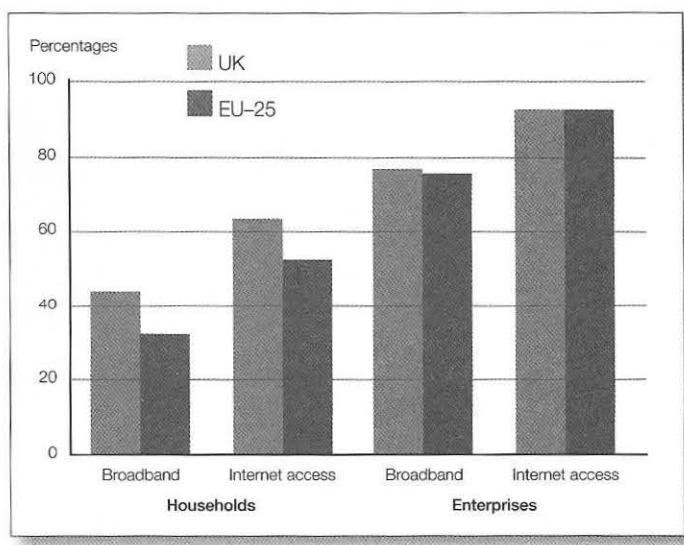
Time spent on main activities:  
by sex, 2005, GB

	Hours and minutes per day	
	Males	Females
Sleep	8.04	8.18
Resting	0.43	0.48
Personal care	0.40	0.48
Eating and drinking	1.25	1.19
Leisure		
Watching TV/DVD and listen to radio/music	2.50	2.25
Social life and entertainment/culture	1.22	1.32
Hobbies and games	0.37	0.23
Sport	0.13	0.07
Reading	0.23	0.26
All leisure	5.25	4.53
Employment and study	3.45	2.26
Housework	1.41	3.00
Childcare	0.15	0.32
Voluntary work and meetings	0.15	0.20
Travel	1.32	1.22
Other	0.13	0.15
Notes		
People aged 16 and over		

For Further Guidance, see page 53.

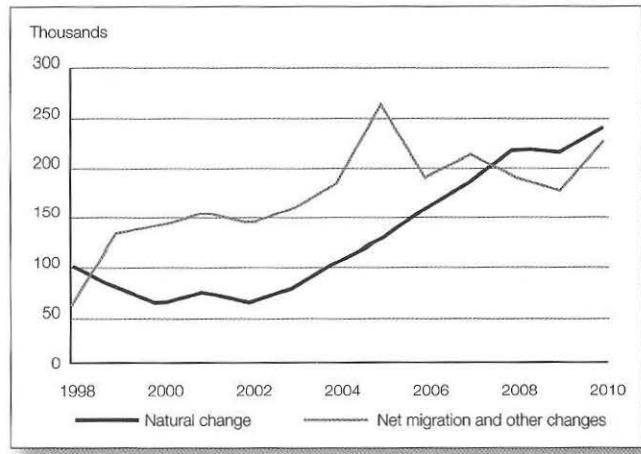
- D Look at the graph below. Describe in detail what the graph is showing. You will have 40 seconds to give your response.

Internet access and broadband connections:  
by households and enterprises, 2006



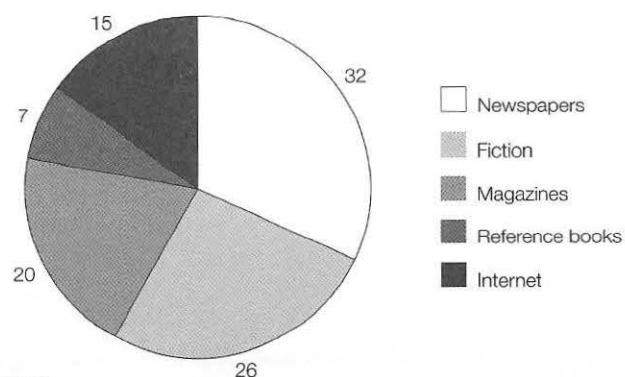
- E Look at the graph below. Describe in detail what the graph is showing. You will have 40 seconds to give your response.

Components of population change,  
United Kingdom, mid-1998 to mid-2010



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

How much of their reading time do students  
spend on different forms of reading?



You can hear model answers on the CD1, track 33.

## DESCRIBE IMAGE

### A DETAILED STUDY

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

- A** Look at Image C on page 51 again and answer the following questions.

- 1 What kind of image is it?

.....

- 2 What is the image mainly showing?

.....

- 3 What general trend does the image show?

.....

- 4 Which category shows the largest difference, and how large is the difference?

.....

- B** The following is a transcript of a summary describing what Image C on page 51 shows. Choose the correct word to fill each blank from the box below. There are more words than you need to complete the exercise. Refer to Image C if you need help.

The table (1) ..... how males and females over age sixteen spend their time doing various activities each day. For (2) ....., it shows how much time they spend sleeping, eating, watching TV, and so (3) ..... . For most activities, men and women spend (4) ..... the same amount of time. Men spend about 5.25 hours on leisure activities, while women spend 4.53. The biggest difference is (5) ..... for housework. Women spend three hours a day doing housework on (6) ....., whereas men spend just 1.41 hours.

explanation average compares near on seen

instance does provides there approximately

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.

Alexis de Tocqueville



- 1.34 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.



- 1.35 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.



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

You can hear model answers on the CD1, track 37.

**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.

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

For Further Guidance, see page 55.

## ANSWER SHORT QUESTION

### WHAT'S TESTED

The purpose of this task is to assess your ability to understand a spoken question and to give a brief response. Both listening and speaking skills are assessed. You will hear a brief question; some questions may also be accompanied by an image related to the question. After you hear the question, you will have 10 seconds to give your answer. There are 10 to 12 questions.

### TIPS

- Listen carefully to identify the topic of the question.
- Keep your answer brief. Often, just one or a few words are required to answer correctly.
- Listen carefully for question words (e.g., *who*, *what*, *where*, *why*, *when*, *how*). These will give you clues as to what kind of answer is expected. For example, the answer to a *who* question will involve a person, a *when* question will involve a timeframe, a *why* question will need a reason, a *where* question will involve a location, and so on.
- Some questions ask you to make a choice from among options that are given in the question. For example, if you hear a list of items (e.g., ... *X*, *Y*, and *Z* ...) you are probably being asked to choose one of them. Questions with *which* or *or* in them are also most likely asking you to make a choice from among the options mentioned.
- Some questions are posed as open-ended statements. For example: *There are two main types of sporting contest. One is for amateurs, the other is for ...* Your answer should complete the statement.

### A DETAILED STUDY

The exercise below will help you to practice answering short questions. First read the answer options below. Then listen to ten questions. Write each question number (1–10) next to the correct answer. You will not use all of the answer options.

A the top of a volcano	<input type="checkbox"/>	K a dry cleaner's	<input type="checkbox"/>
B a clothing store	<input type="checkbox"/>	L midday	<input type="checkbox"/>
C chicken	<input type="checkbox"/>	M a refrigerator	<input type="checkbox"/>
D crooks	<input type="checkbox"/>	N a tropical forest	<input type="checkbox"/>
E in the ocean	<input type="checkbox"/>	O farmers	<input type="checkbox"/>
F sunrise	<input type="checkbox"/>	P a microwave oven	<input type="checkbox"/>
G the police	<input type="checkbox"/>	Q a bridge	<input type="checkbox"/>
H eggs	<input type="checkbox"/>	R grocery stores	<input type="checkbox"/>
I an iron	<input type="checkbox"/>	S a needle and thread	<input type="checkbox"/>
J an island	<input type="checkbox"/>	T a stream	<input type="checkbox"/>



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

Now check your answers.

### 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.

It wasn't until the 19<sup>th</sup> century that Britain had a police force as we know it today. In medieval times, the maintenance of law and order was in the hands of local nobles and lords who were expected to keep the peace in their own land, and they would often appoint "constables" to police it. For a long time policing remained an unpaid activity or was paid for privately, either by individuals or organizations. There were also people who made a living as "thief takers". They were not paid wages, but were rewarded by a proportion of the value of the stolen possessions they recovered. Later, in London, where the population was rapidly increasing and crime was rising, night-watchmen – the first paid law enforcement body – were created and worked alongside the unpaid, part-time constables.

Britain, then, was slower to create and develop a police force than the rest of Europe: France had one long before – indeed, the word *police* is taken from the French. This fact was not unimportant, as the very idea of a police force was seen as foreign – that is, French – and particularly undesirable, and was generally regarded as a form of oppression.

It was not until Robert Peel set up his "new police" as a separate force in 1829 that policemen began to replace the old part-time constables. Sir Robert "Bobby" Peel's own name provided two common nicknames for the new force: "Peelers" or "Bobbies". These names seem mild, if not affectionate, and are possibly an interesting gauge of how the police were viewed by people at the time, in contrast with the kind of names they get called these days.

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.....

### 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.

Many people have problems with irony, both in their everyday lives and as it is used or deployed in literature. We learn early on at school about "dramatic irony", that is, we are told, when the audience of a play is aware of some situation or circumstance, or has information that one or more characters in the play do not. If you like, you are sharing a secret with the writer – you are in the know. Perhaps, as you go about your daily business, irony is not so clear-cut.

Here's an example: your neighbour draws your attention to how lovely the dandelions and daisies growing in your lawn are. Now, to someone not familiar with the care and attention many English people give to their gardens, this might need a bit of explanation. Lawns are grass, and are cut and rolled regularly so that a professional golfer could practice his putting on it. Daisies and dandelions are weeds. For a moment – but just for a moment – you wonder how serious your neighbour is being. Does he really think the weeds are lovely or is he telling you – in a rather superior way – that you're a lousy gardener?

Irony, however, usually needs an audience; and not only does it need some people to get the point, it also very much needs there to be people who don't. There is, it has to be said, a rather undemocratic air of superiority about it.

Irony is slippery, sometimes difficult to get a firm hold on, and can easily backfire, like a joke that falls flat. Those who don't like irony – usually those who don't get the point – argue that, in a world that is already difficult enough to deal with, why should we want to complicate things further? Why throw everything you say into doubt? Besides, there's an unpleasant air of intellectual snobbery about it, and that sort of thing doesn't go down well any more.

.....

.....

.....

## **SECTION 5: 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.

It has recently been suggested that the classical, or “dead”, languages Latin and Greek should be re-introduced into the school curriculum. Those that oppose the idea claim that the ancient languages are of no practical use and no help in getting a job. Those in favor of the idea say that education is more about training the mind than preparing for a career.

Which of these points of view do you most agree with? Support your argument, where possible, with reasons and/or examples from your own experience and observations.

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## **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.

More and more students are studying at universities abroad, either because it is cheaper, or because they feel they can receive a better education, or because it will provide them with greater professional opportunities.

Discuss the advantages and disadvantages of studying abroad. Support your arguments with reasons and/or examples from your own experience and observations.

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For Further Guidance, see page 58.

## WRITE ESSAY

### WHAT'S TESTED

The purpose of this task is to assess your ability to write a persuasive or argumentative essay in response to a prompt. Only writing skills are assessed. You will read an on-screen prompt. You will have 20 minutes to write your response. You will have either one or two essays to write. Your essay must be between 200 and 300 words.

### TIPS

- Read the essay prompt carefully. Be sure you understand what you are being asked to write about.
- Use the Erasable Noteboard Booklet and pen provided to make notes and help you plan the organization of your essay.
- Identify the type of essay you have been asked to write and plan accordingly. Common essay types on the PTE Academic include: agreeing or disagreeing with a statement; arguing for or against an opinion or position; describing a situation, occasion or experience; answering a question; and discussing the advantages or disadvantages of an issue.
- Use the on-screen timer to keep track of your remaining time. Remember that you have only 20 minutes to complete the task. Spend no more than 5 minutes planning your essay. Be sure to leave yourself a few minutes to check your essay when you have finished writing it.
- Your essay should be organized into paragraphs. Each paragraph will usually present one main idea which is supported with various arguments and evidence.
- Your first paragraph will typically be an introduction to the topic and will often include a brief description of what will be discussed in the rest of your essay. Your last paragraph will typically end with a conclusion.
- Each paragraph will usually have its own topic sentence. Typically, the topic sentence is the first sentence in the paragraph. The topic sentence usually expresses the paragraph's main idea. The rest of the paragraph generally supports the main idea by presenting a number of arguments, details and other evidence.
- Your essay must be between 200 and 300 words. The on-screen response box has a "Total Word Count" indicator that will tell you how many words you have written. If you are getting close to the word limit, but still need to write more, quickly re-read what you have written and edit out any unnecessary words or phrases.
- Use standard spelling and punctuation. Do not use Internet or texting abbreviations (e.g., LOL) or emoticons (:) ) in your essay. Do not write everything in capital letters.

### A DETAILED STUDY

The exercise below will help you to plan an essay. Read the prompt for the essay in Section 6 on page 57 again. Match each paragraph (1–4) to a summary of the possible content of that paragraph (a–g) to create an essay plan. You will not use all of the summaries.

Paragraph 1: .....

Paragraph 2: .....

Paragraph 3: .....

Paragraph 4: .....

- a Your own observations about why so many students are studying abroad these days.
- b A summary of the ways that students can receive a better education, with examples from your own experience.
- c The advantages of studying abroad, supported with reasons and/or examples.
- d Reasons and examples supporting the idea that education can provide students with greater professional opportunities.
- e The disadvantages of studying abroad, supported with reasons and/or examples.
- f A statement of the issue and an indication of what will be discussed in the next paragraph.
- g A summary of the advantages and disadvantages, as they have been described, and a conclusion indicating your own view.

Now check your answers.