

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

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 16th 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 19th 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.

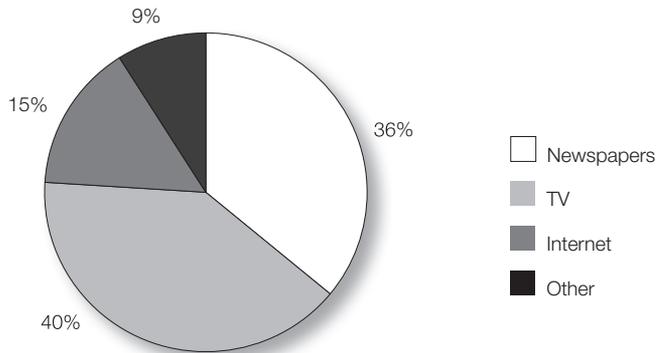
Example Answer

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

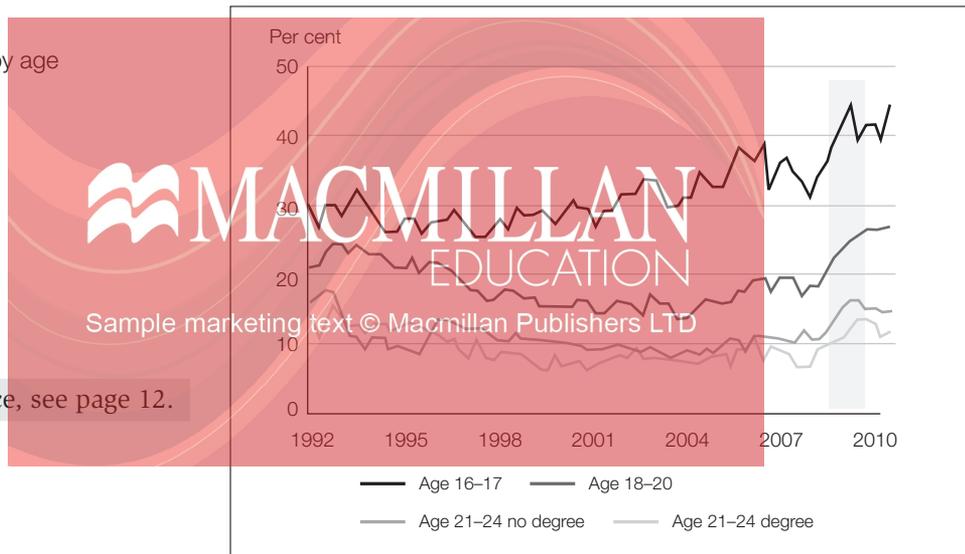
A Look at the pie chart below. Describe in detail what the pie chart is showing. You will have 40 seconds to give your response.

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.

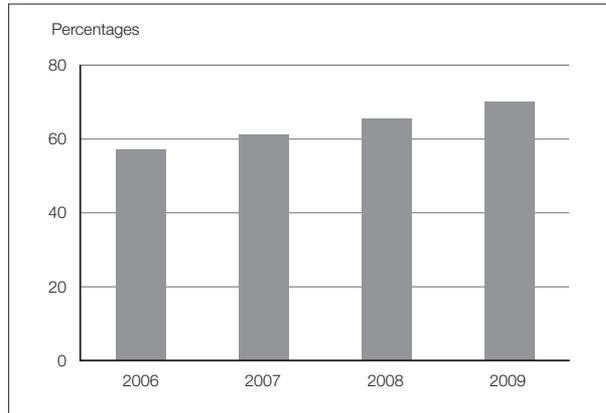
C Look at the graph below. Describe in detail what the graph is showing. You will have 40 seconds to give your response.

Carbon dioxide emissions per resident, 2008 (Tonnes)



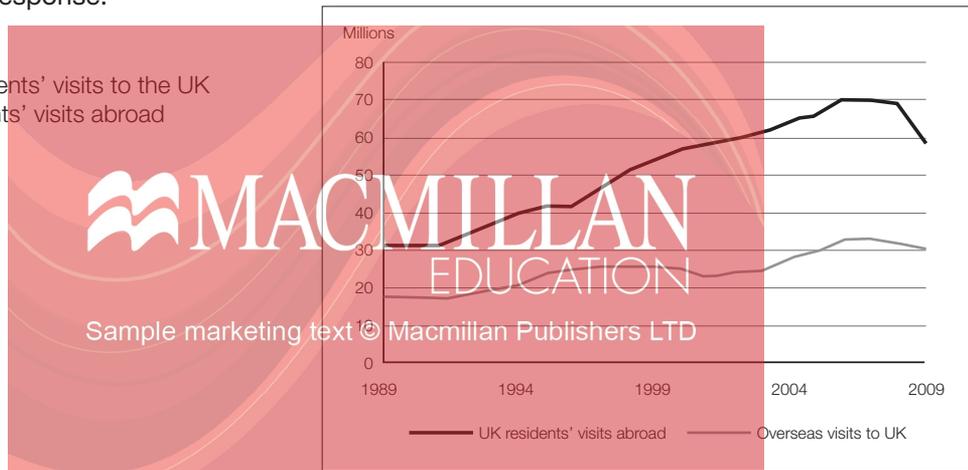
D Look at the graph below. Describe in detail what the graph is showing. You will have 40 seconds to give your response.

Households with access to the Internet, UK



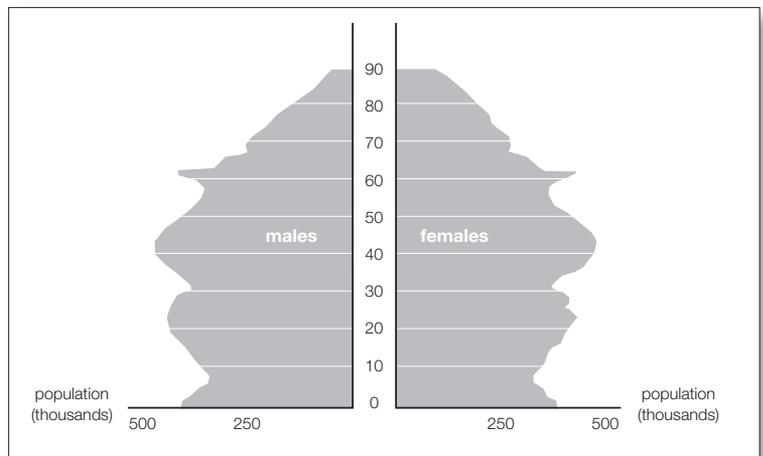
E Look at the graph below. Describe in detail what the graph is showing. You will have 40 seconds to give your response.

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.

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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?

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2 What is the image mainly showing?

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

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4 What happened to the unemployment rates in 2010?

.....

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

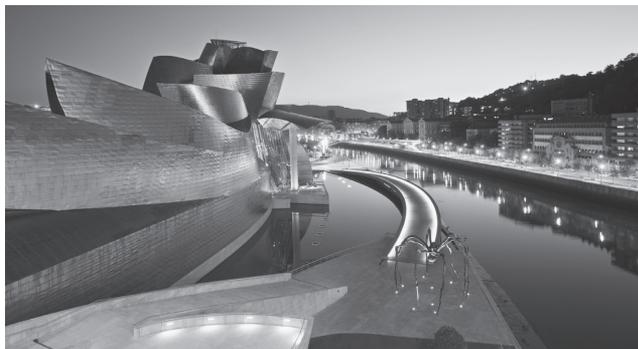
.....

Now check your answers.



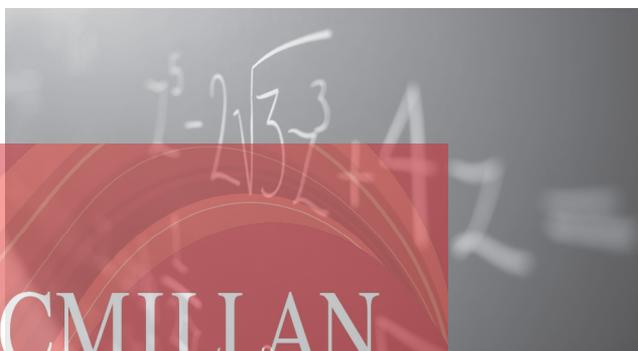
SECTION 2: RE-TELL LECTURE

- 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.

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- 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?

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- 2 Who is Frank O. Gehry?

.....

3 What does the speaker say about modern architects?

.....

4 What did Frank O. Gehry want to do?

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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

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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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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:

.....

.....

Paragraph 2 summary sentence:

.....
.....

Paragraph 3 summary sentence:

.....
.....

One-sentence summary of entire text:

.....
.....

Now check your answers.

