

PTE Practice Paper
PTE Writing Practice Paper 13

Summarize the written text

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

1. The co-evolutionary relationship between cows and grass is one of nature's underappreciated wonders; it also happens to be the key to understanding just about everything about modern meat. For the grasses, which have evolved to withstand the grazing of ruminants, the cow maintains and expands their habitat by preventing trees and shrubs from gaining a foothold and hogging the sunlight; the animal also spreads grass seed, plants it with his hooves, and then fertilizes it with his manure. In exchange for these services, the grasses offer ruminants a plentiful and exclusive supply of lunch. For cows (like sheep, bison, and other ruminants) have evolved the special ability to convert grass which single stomached creatures (like we can't digest into high-quality protein). They can do this because they possess what is surely the most highly evolved digestive organ in nature: the rumen. About the size of a medicine ball, the organ is essentially a forty-five-gallon fermentation tank in which a resident population of bacteria dines on grass.

The co-evolutionary relationship means cows can spread and fertilize grass, and grass can feed cows and make cows reproduce, and the possession of a large volume rumen enables cows to digest grass which cannot be digested for single stomached creatures.

2. Armed police have been brought into NSW schools to reduce crime rates and educate students. The 40 School Liaison Police (SLP) officers have been

allocated to public and private high schools across the state. Organizers say the officers, who began work last week, will build positive relationships between police and students. But parent groups warned of potential dangers of armed police working at schools in communities where police relations were already under strain.

Among their duties, the SLPs will conduct crime prevention workshops, talking to students about issues including shoplifting, offensive behaviour, graffiti and drugs and alcohol. They can also advise school principals. One SLP, Constable Ben Purvis, began work in the inner Sydney region last week, including at Alexandria Park Community School's senior campus. Previously stationed as a crime prevention officer at The Rocks, he now has 27 schools under his jurisdiction in areas including The Rocks, Redfern and Kings Cross. Constable Purvis said the full-time position would see him working on the broader issues of crime prevention. "I am not a security guard," he said. "I am not there to patrol the school.

We want to improve relationships between police and schoolchildren, to have a positive interaction. We are coming to the school and giving them the knowledge to improve their own safety."

The use of fake ID among older students is among the issues he has already discussed with principals.

Parents' groups responded to the program positively but said it may spark a range of community reactions." It is a good thing and an innovative idea and there could be some positive benefits," Council of Catholic School Parents executive officer Danielle Cronin said. "Different communities will respond to this kind of presence in different ways.

3. When Namibia gained independence in 1990, teenager Pasco Lena Flory was herding goats in the country's dry, desolate northern savannah. Her job, unpaid and dangerous, was to protect her parents' livestock from preying jackals and leopards. She saw wildlife as the enemy, and many of the other indigenous inhabitants of Namibia's rural communal lands shared her view.

Wildlife poaching was commonplace. Fifteen years later, 31-year-old Pasco Lena's life and outlook are very different. She has built a previously undreamed of a career in tourism and is the first black Namibian to be appointed a manager of a guest lodge. Her village and hundreds of others have directly benefited from government efforts to devolve management and tourism development on communal lands to conservancies run by indigenous peoples. "Now we see the wildlife as our way of creating jobs and opportunities as the tourism industry grows," she says. "The future is better with wildlife around, not only for jobs but also for the environment".

4. Working nine to five for a single employer bears little resemblance to the way a substantial share of the workforce makes a living today. Millions of people assemble various income streams and work independently, rather than in structured payroll jobs. This is hardly a new phenomenon, yet it has never been well measured in official statistics and the resulting data gaps prevent a clear view of a large share of labor-market activity. To better understand the independent workforce and what motivates the people who participate in it, the McKinsey Global Institute surveyed some 8,000 respondents across Europe and the United States. We asked about their income in the past 12 months-encompassing primary work, as well as any other income-generating activities, and about their professional satisfaction and aspirations for work in the future. The resulting report, *Independent work: Choice, necessity, and the gig economy*, finds that up to 162 million people in Europe and the United States-or 20 to 30 percent of the working-age population - engage in some form of independent work. While demographically diverse, independent workers largely fit into four segments (exhibit): free agents, who actively choose independent work and derive their primary income from it; casual earners, who use independent work for supplemental income and do so by choice; reluctants, who make their primary living from independent work but would prefer traditional jobs; and the financially strapped, who do supplemental independent work out of necessity.
5. As far as prediction is concerned, remember that the chairman of IBM predicted in the fifties that the world would need a maximum of around half

a dozen computers, that the British Department for Education seemed to think in the eighties that we would all need to be able to code in BASIC and that in the nineties Microsoft failed to foresee the rapid growth of the Internet. Who could have predicted that one major effect of the automobile would be to bankrupt small shops across the nation? Could the early developers of the telephone have foreseen its development as a medium for person to person communication, rather than as a form of the broadcasting medium? We all, including the 'experts', seem to be peculiarly inept at predicting the likely development of our technologies, even as far as the next year. We can, of course, try to extrapolate from the experience of previous technologies, as I do below by comparing the technology of the Internet with the development of other information and communication technologies and by examining the earlier development of radio and print. But how justified I might be in doing so remains an open question. You might conceivably find the history of the British and French videotext systems, Prestel and Minitel, instructive. However, I am not entirely convinced that they are very relevant, nor do I know where you can find information about them online, so, rather than take up space here, I've briefly described them in a separate article.

Write an 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.

- 1. Nowadays, people spend too much time at work to the extent that they hardly have time for their personal life. Discuss.**
- 2. Education is the biggest barrier in my learning – Einstein. What do you mean by this? And do you think Einstein was correct in saying that?**

- 3. Children in many countries are eating more fast food and convenience snacks. Why are children doing this and how serious are the consequences?**
- 4. Violence in the media promotes violence in the society. To what extent do you agree or disagree?**
- 5. Some effective people like repetitive routine such as eating the same food, do you like this way? Discuss your views.**