Pearson
Test of English

PTE Academic

Test Tips
Speaking

This part of the test contains seven different question types. You will be tested on your Speaking skills, using English you might use in an academic environment.

Introduction to PTE Academic Test Tips for Speaking

This resource provides test tips for anyone preparing for the Speaking section of Pearson Test of English (PTE) Academic.

You can use the information to help develop useful strategies to answer the seven question types in this section.

The test tips are presented in the order in which they appear in the test.

You can use the PTE Academic Question Bank or Guided Practice Tests in conjunction with this resource for even more practice.

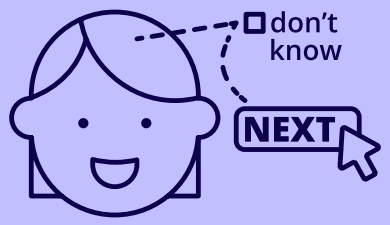
V4 JULY 2025

Speaking	
	Read Aloud
	Repeat Sentence
	Describe Image
	Retell Lecture
	Answer Short Question
	Summarize Group Discussion (Updated test only)
	Respond to a Situation (Updated test only)

Advice for speaking

Speak at a normal pace and volume as if talking on the phone. There is no need to shout or whisper.

Make sure the microphone is placed to the side of your face and a few centimeters away from your mouth.



If you don't know an answer, try to provide a response as best as you can, or say "I don't know" and move on to the next question.

Read Aloud

Instructions

- The text length of the prompt will be up to 60 words.
- You will have 30-40 seconds to look at the prompt and prepare.
- You will have 30-40 seconds to read the prompt aloud.

Practice prompt

Robots are typically built with inflexible materials, like metal. This means their adaptability and range of motion is limited. However, engineers have developed a new generation of soft robots based on animal anatomy. Inspired by the soft tissue which gives many creatures flexibility and mobility, engineers have designed soft robots that can move in ways their rigid robot counterparts cannot.

Read Aloud

Important Test Tips

Do

- Use the preparation time effectively. Practice reading the text quietly or in your head.
- In your preparation time, identify any tricky or long words and say them in your head a few times to get used to the pronunciation.
- Emphasize key syllables in the important text. Each sentence will have words with syllables that are more important than others (these are called stressed syllables). Emphasize these syllables by using greater stress (making these syllables sound higher, louder and longer, e.g., engineers).
- Use natural pronunciation and speak at a natural speed.
- Pay attention to punctuation. When reading use appropriate pausing within and between sentences when you come to a comma or full stop.
- Say all the words in the text/prompt.
- Finish speaking before the recording progress bar reaches the end.

Don't

- Pause for longer than three seconds. Remember that the microphone closes after detecting three seconds of silence.
- Skip or replace any words. Each replacement, omission, or insertion of a word counts as one error.
- Only say the sentences you are confident with. You need to say all the words.
- Slow down just to fill the time. It's ok to finish before the timer gets to zero.
- Repeat words or show a lot of hesitation as this will affect your score.

Read Aloud – Excellent sample answer

Answer A

"Robots are typically built with inflexible materials, like metal. This means their adaptability and range of motion is limited. However, engineers have developed a new generation of soft robots based on animal anatomy. Inspired by the soft tissue which gives many creatures flexibility and mobility, engineers have designed soft robots that can move in ways their rigid robot counterparts cannot."

ANSWER EXPLANATION:
This is an excellent answer for content for Read Aloud. All the words from the prompt are included in the response meaning the test taker receives the maximum mark for content for this question. The test taker has not inserted extra words and there are no replacement words.

Practice prompt

Robots are typically built with inflexible materials, like metal. This means their adaptability and range of motion is limited. However, engineers have developed a new generation of soft robots based on animal anatomy. Inspired by the soft tissue which gives many creatures flexibility and mobility, engineers have designed soft robots that can move in ways their rigid robot counterparts cannot.

Read Aloud – Good sample answer

Answer B

"Robots are typically built with inflexible materials, like metal. This means their adaptability and range of motion is limited. However, engineers have developed a new generation of robots based on animal anatomy. Inspired by the soft tissue which gives many creatures flexibility and mobility, engineers have designed soft robots that can move in . . ."

ANSWER EXPLANATION:
This is a good answer for content. The test taker has mentioned most of the words from the prompt. The test taker missed the word 'soft' before robots and also missed the final 6 words. There are no inserted words or replacements.

Practice prompt

Robots are typically built with inflexible materials, like metal. This means their adaptability and range of motion is limited. However, engineers have developed a new generation of soft robots based on animal anatomy. Inspired by the soft tissue which gives many creatures flexibility and mobility, engineers have designed soft robots that can move in ways their rigid robot counterparts cannot.

Read Aloud – Needs improvement sample answer

Answer C

"Robots are typically built with inflexible materials, like metal . . . that can move in ways their rigid robot counterparts cannot."

ANSWER EXPLANATION:
This answer needs significant improvement for content. The test taker has only said the first and final lines of the prompt, meaning they have only mentioned 22 of the 60 words in this prompt. This score will be very low. This test taker should try to read all the words in the prompt instead of skipping words.

Practice prompt

Robots are typically built with inflexible materials, like metal. This means their adaptability and range of motion is limited. However, engineers have developed a new generation of soft robots based on animal anatomy. Inspired by the soft tissue which gives many creatures flexibility and mobility, engineers have designed soft robots that can move in ways their rigid robot counterparts cannot.

Repeat Sentence

Instructions

- You will hear a sentence.
- Then the microphone will open.
- You will need to repeat the sentence you heard.

Practice prompt

Renewable resources provide only a small proportion of the world's energy requirements.

Important Test Tips

Do

- Listen carefully. Make sure you pay attention to every word on the recording.
- Do your best to repeat all the words you hear. Your content score depends on how many words from the audio you repeat.
- Speak at a normal volume. Speaking too quietly may mean that your voice cannot be understood. Speaking too loudly can lead to the recording being distorted.
- Practice this question to improve your short-term memory and your ability to remember English words in an order.

Don't

- Take notes because you have a limited amount of time. If note-taking works for you then write down only keywords or the first initial of each word.
- Worry about copying the speaker's accent. It is not necessary to copy the accent of the speakers in the recordings.
- Rush. Speaking too quickly will reduce your score, as you will not be speaking with natural fluency.
- Correct yourself or start again if you make a mistake.
- Add in phrases or sentences which were not in the audio.

Repeat Sentence

Listen to the phrasing of the sentence as it is read aloud

You will be scored on the correct word sequences that you produce for this question type, so **the more parts of the sentence you understand, the better your reproduction will be.** For example, there are three phrases in the sentence below, separated by /, and each one carries a separate message that has its own meaning. If you listen for meaningful phrases in the sentence, you will have a better chance of repeating what you hear accurately.

Next week's tutorial / on Tuesday / has been canceled.

Copy the stress and intonation patterns of the sentence you hear

Make a mental note of the way the speaker says the sentences, i.e. their use stress and intonation. These patterns help to convey the meaning. **Speak calmly and clearly, copying this stress and intonation.** Remember, you do not need to copy the accent of the speaker.

I'm going to attend the briefing ↑ for students ↓.

Repeat Sentence – Excellent sample answer

Answer A

"Renewable resources provide only a small proportion of the world's energy requirements."

ANSWER EXPLANATION:
This is an excellent answer for the content for Repeat Sentence. All the words from the audio response are repeated, meaning the test taker receives the maximum mark for content for this question. The test taker has not inserted extra words and there are no replacement words.

Practice prompt

Renewable resources provide only a small proportion of the world's energy requirements.

Repeat Sentence – Good sample answer

Answer B

"Renewable resources provide only a small proportion of the world's energy."

ANSWER EXPLANATION:
This is a good answer for the content for Repeat Sentence. All words in the audio response are repeated apart from the final word – 'requirements'. All the words are in the correct sequence, however because of the final missing word, the test taker does not receive the full content score.

Practice prompt

Renewable resources provide only a small proportion of the world's energy requirements.

Repeat Sentence – Needs improvement sample answer

Answer C

"Resources errr provide small of energy".

ANSWER EXPLANATION:
This answer for content requires improvement. The answer has the words in the correct sequence but only 5 of the 12 words from the audio response. The content score for this answer is low.

Practice prompt

Renewable resources provide only a small proportion of the world's energy requirements.

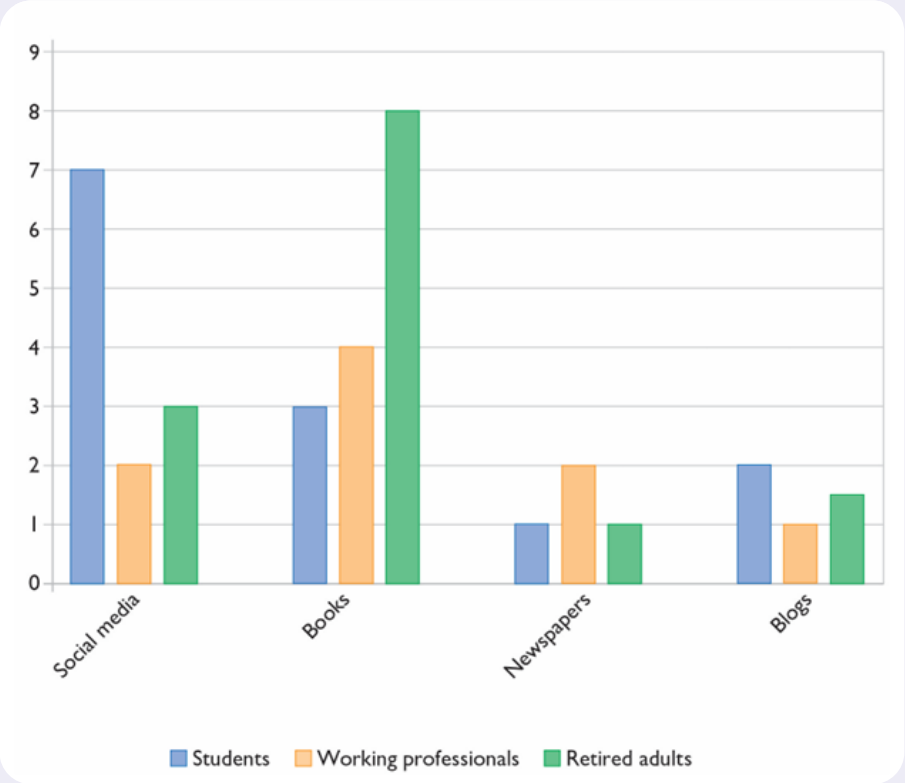
Describe Image

Instructions

- You will see an image.
- This will most likely be a graph, table or pie chart.
- You will have 25 seconds to study the image and 40 seconds to speak.
- You will need to describe the image.

Practice image

Reading habits in the city of Winstone, by average hours per week.



Describe Image

Organize your answer – option 1

By organizing what you say, it will be easier to tell the story of the image. You should organize your answer to cover the main information, any important additional details, and any conclusions.

IMPORTANT NOTE:
Your response should always be an original response created on test day. It should use your own words and only refer to information that is directly relevant to the image.

Sample response

INTRODUCTION	"The table shows the reading habits in Winstone, measured in hours per week. The data is categorized by type of reading material—social media, books, newspapers, and blogs—and divided into three groups: students, working professionals, and retired adults."
MAIN POINTS	"The data shows that books are most popular with retired adults, who read them for 8 hours per week. Students spend the most time on social media, at 7 hours per week, while working professionals have a mixed preference but spend the most time on books, at 4 hours per week."
OTHER DETAILS	"Newspapers have the lowest reading time across all groups, ranging from 1 to 2 hours per week for students, working professionals, and retired adults."
CONCLUSION	"Overall, books are the most popular reading format across all groups, followed by social media, while newspapers and blogs are least popular."

Describe Image

Organize your answer – option 2

By organizing what you say, it will be easier to tell the story of the image. You should organize your answer to cover the main information, any important additional details, and any conclusions.

IMPORTANT NOTE:
Your response should always be an original response created on test day. It should use your own words and only refer to information that is directly relevant to the image.

Sample response

INTRODUCTION	"The table presents the reading habits in Winstone, showing the weekly time spent on social media, books, newspapers, and blogs by students, working professionals, and retired adults."
KEY FEATURES	"Books are most popular among retired adults, with 8 hours per week, and least popular among students, with 3 hours. Social media is most read by students, at 7 hours per week, and least read by working professionals, at 2 hours. Blogs and newspapers are read for about 1-2 hours per week across all groups."
MOST SIGNIFICANT FEATURE AND CONCLUSION	"The most significant feature is that books are the most popular reading material across all three groups, followed by social media. Blogs and newspapers are less commonly read."

Important Test Tips

Do

- Use your preparation time before the recording starts to identify the key trends and the most significant trend.
- Include the type of image in your response (e.g., bar chart, pie chart, line graph . . .)
- Make sure you speak for 30-40 seconds. You are unlikely to mention the key features in 20 seconds or less.
- Use numbers from the image in your spoken response.
- Compare the data in the image - which is the highest/ lowest number or has anything changed over the period?
- Be specific with numbers, e.g., 257 minutes - not around 250 minutes.
- Use a variety of vocabulary and expressions – do not just repeat the same words many times (e.g., sightings).

Don't

- Use memorized responses or templated sentences. E.g., *The image is of a beautiful graph and shows various information.* If you use pre-memorized content, you are likely to get a score of 0 for your content. If your content score is 0, fluency and pronunciation will not be scored, so your overall score will be 0 for the task.
- Try to mention every feature. You need to identify the key features in the image and you only have 40 seconds to speak so you can't mention every feature.
- Spend too much time describing the labels.
- Add your own opinion when speaking. You should only describe elements you can see in the image.
- Include inaccurate details, for example books for retired adults is 5 hours per week when it's actually 8 hours per week.

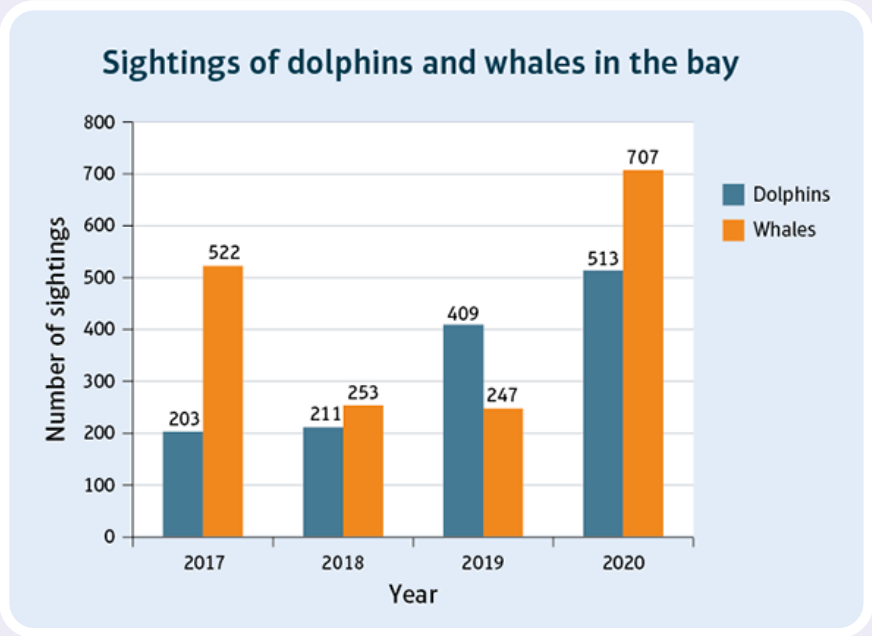
Describe Image – Excellent sample answer

Answer A

"The bar chart shows the sightings of dolphins and whales, in a bay, across the years 2017-2020. The data covers 4 years in total. We can see straightaway that the sightings of dolphins is actually increasing – from 203 to 513 across the four years. Whereas the sightings for whales has fluctuated, so it was 522 in 2017, then then the number decreased drastically to 253 and a further drop to 247 in 2019. In 2020, we saw a massive increase in sightings of dolphins to 707 (an increase of around 450 sightings). It seems that the sightings of these animals has increased over the period with 2020 being the year where there were the most sightings for both of these mammals."

ANSWER EXPLANATION:
This is an excellent response for content. The response describes the image fully and accurately and a variety of expressions and vocabulary are used appropriately with ease and precision. A listener could build a mental picture of the image from the response too.

Practice image



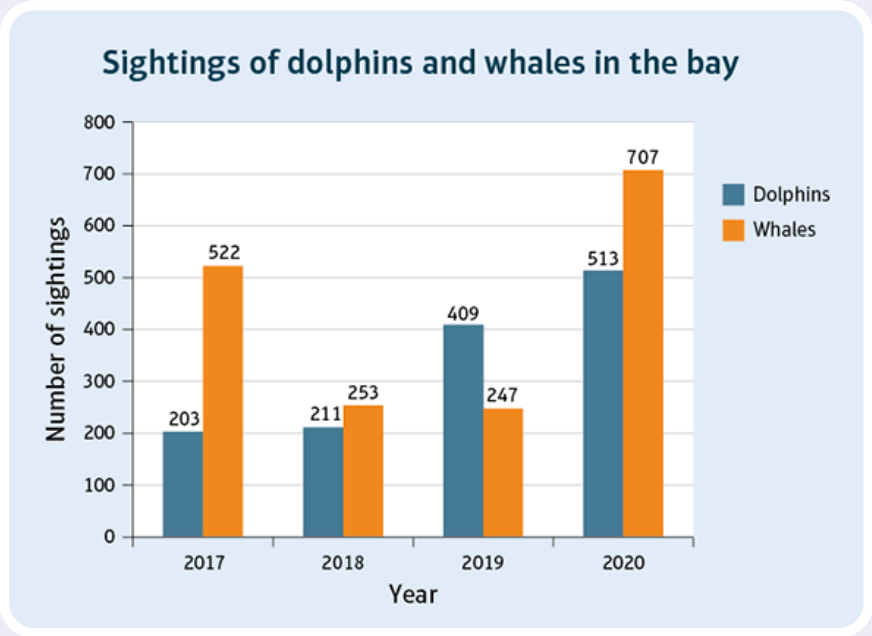
Describe Image – Excellent sample answer

Answer B

"The bar chart shows the number of sightings of dolphins and whales, in a bay from 2017-2020. There are 2 bars per year. An orange bar for whales and a blue bar for dolphins. For whales, there were 522 sightings in 2017 (the second highest) but this then dropped to 253 in 2018, 247 in 2019 (the lowest) before increasing dramatically to 707 sightings in 2020. For dolphins, there were 203 sightings in 2017, 211 in 2018 and then a significant rise in 2019 to 409 sightings and to 513 in 2020. In 3 of the 4 years, there are more whales sightings than dolphins with 2019 being the exception."

ANSWER EXPLANATION:
This is an excellent response for content. The response describes the image fully and accurately and a variety of expressions and vocabulary are used appropriately with ease and precision. A listener could build a mental picture of the image from the response too.

Practice image



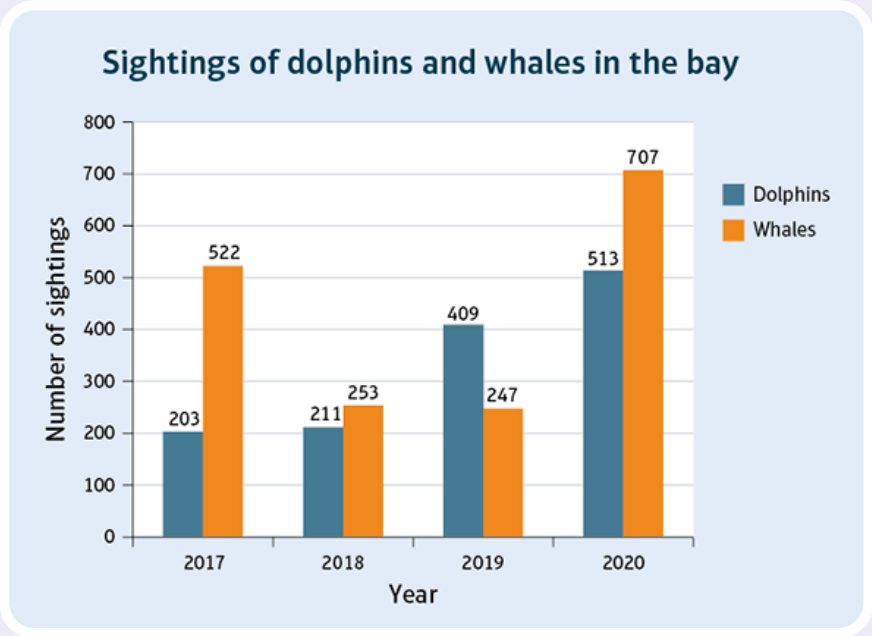
Describe Image – Good sample answer

Answer C

"So this graph shows us the sightings of dolphins and whales in the bay. So in for example, 2017, 522 whales were seen whereas in 2018, 253 whales were seen. However, in 2019 it was the opposite, there were more sightings of dolphins. And then in 2020 we can see that there were more sightings of whales again, with around 700 whales being seen and only 500 dolphins being seen. More whales were sighted than dolphins in 3 of the 4 years."

ANSWER EXPLANATION:
The response describes the main features of the image accurately and identifies some relationships without expanding on these in detail. The range of linguistic expression and vocabulary is sufficient but there is some repetition (sightings or sighted is mentioned four times). The listener could build an accurate mental picture from the response but minor details are missing.

Practice image



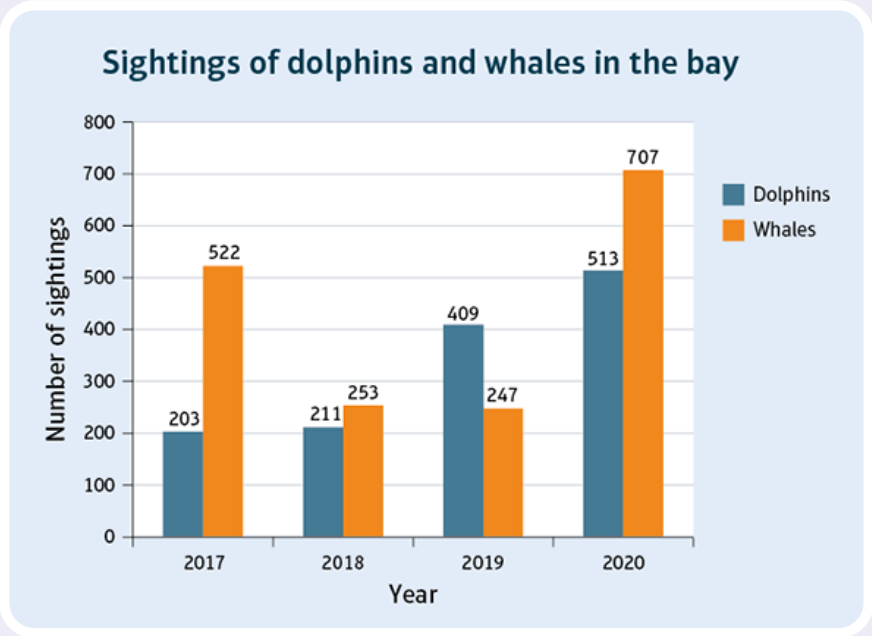
Describe Image – Average sample answer

Answer D

"So this graph describes sightings of dolphins and whales on the first year. On 2017 had a lot more whales, almost twice the amount 2018 less less whale, same amount of dolphins. On the year after that we saw an increase in the number of dolphins. The whales stayed the same and in 2020 there was a very large increase in both the sightings of dolphins and whales."

ANSWER EXPLANATION:
The response includes some accurate simple descriptions and basic relationships but does not cover all the main features of the image. The range of linguistic expressions and vocabulary is sufficient to give basic descriptions. A listener could build a basic mental picture from the response.

Practice image



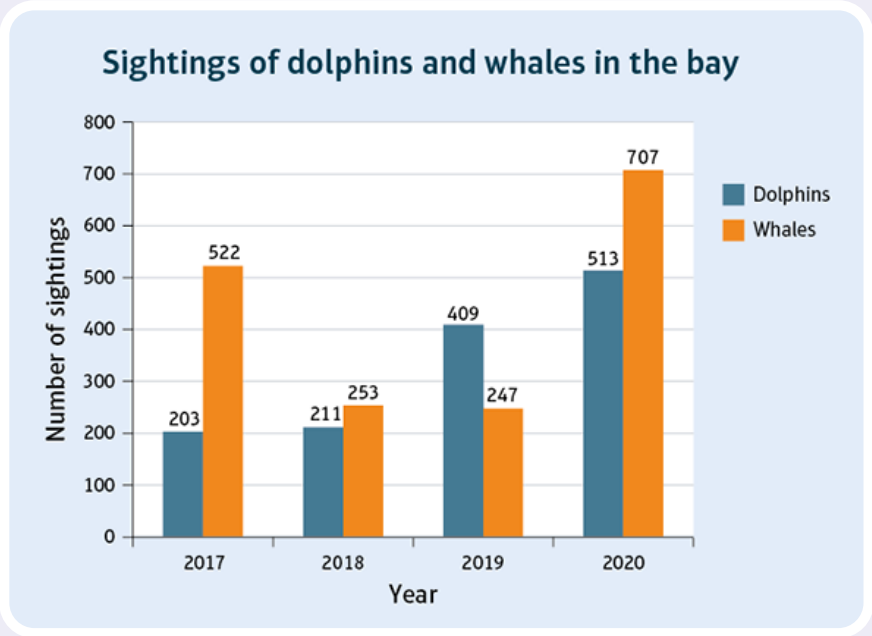
Describe Image – Needs improvement sample answer

Answer E

"It shows an increasing amount of spotting of dolphins throughout the the last years and the spottings of whales also."

ANSWER EXPLANATION:
The response includes minimal, superficial descriptions of the image. Vocabulary is limited and simple expressions dominate the response. A listener could visualise some elements of the image from the response with effort.

Practice image



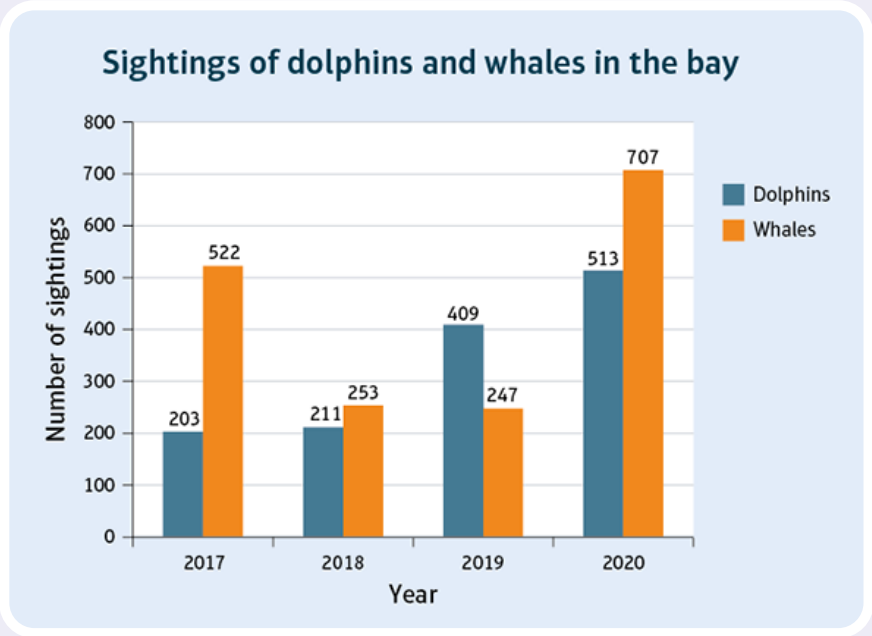
Describe Image – Needs significant improvement sample answer

Answer F

"This is a very informative and interesting picture. It shows 2017, it shows 2018, it shows 2019 and 2020. It shows number of sightings. It shows sightings of dolphins. It shows dolphins. It shows whales. It shows that the data is increasing and decreasing to different levels. That is the end of my task describing an image. Thank you very much for listening to me".

ANSWER EXPLANATION:
The response is composed of disconnected elements or a list of points identified on the image without description. Vocabulary and expressions are highly restricted. A listener would struggle to visualise the image.

Practice image

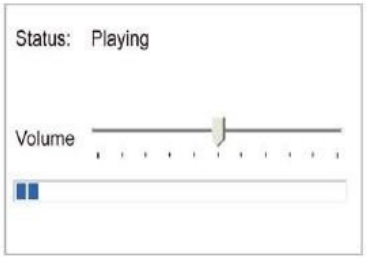


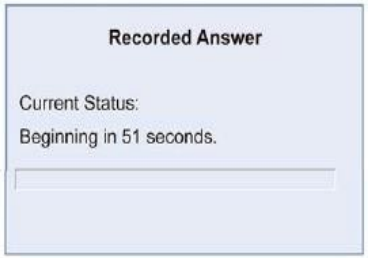
Retell Lecture

Instructions

- You will listen to an audio from an academic lecture.
- You will need to take notes as you listen to the lecture.
- After the audio ends, you have 10 seconds before the microphone opens.
- Retell the lecture in 40 seconds.

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





Retell Lecture tips

Be prepared

When it comes to practicing Retell Lecture, the tips below will help you to be prepared and ready to retell the lecture as soon as the microphone opens.

Practice tips

1. Have your pen and erasable notepad ready for this question.
2. As soon as the listening begins start making notes about what you hear in the lecture. Don't just focus on single words, try to write phrases and make connections between the ideas.
3. Make notes that are clear for you to read.
4. Once the microphone opens, start retelling what you heard in the lecture. Focus on the key elements from the lecture and try to speak for 40 seconds as you can mention more points.

What to include in your response?

Key areas

When retelling the lecture, strong answers include the topic, the key points, characters, actions, show connections between these points and make a conclusion at the end.

Look at how these areas are included in the sample response below:

IMPORTANT NOTE:
Your response should always be an original response created on test day. It should use your own words and summarise the lecture using relevant language.

Sample response

TOPIC	"The talk was about a scientific process of making new recipes. So for chefs making cookery books or making recipes for other chefs."
KEY POINTS	"They said attention to detail is really important and that chefs normally use a test kitchen where every single step is recorded.
CHARACTERS AND ACTIONS	"Everything needs to be carefully and precisely measured out as they go through these steps to make a recipe. Once, they've done it – they've checked everything many times like the ingredients. Then they trial the recipe, it's trialled by someone else. Normally a competent cook, not necessarily a chef. And then that competent cook gives feedback on instructions."
CONCLUSIONS AND RELATIONSHIPS	"Chefs said they don't like creating recipes like this because they are not spontaneous."

Important Test Tips

Do

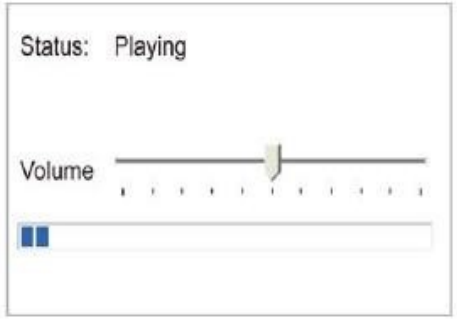
- Take notes as you listen. Write down key words and phrases in a way that you can easily read. Use punctuation such as -, =, &, +, arrows and bullet points to show connections between your ideas.
- Talk about the key points but also characters, actions, aspects and relationships between the information.
- Try to speak for up to 40 seconds. The longer you speak, the more chance you have of covering the content requirements for this question.
- Use linking words (e.g., so, then) and relative clauses (e.g., which, who, that) to connect your ideas and show relationships between them.
- Use a variety of expressions and vocabulary to retell the lecture.
- Retell the main ideas from the lecture but expand on them with detail.

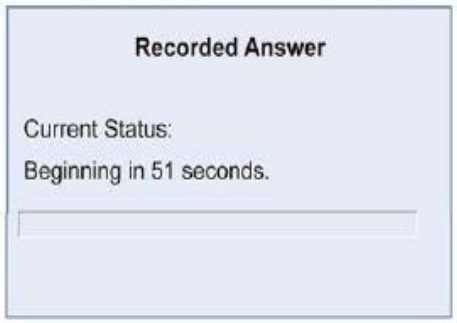
Don't

- Use memorized responses or templated sentences (e.g., there is an informative picture on the screen). If there is a 'significant amount' of pre-memorized content (like the previous sentence), a score of 0 will be given and fluency and pronunciation will not be scored.
- Just mention key words from the lecture (e.g., recipe, food, cook) in a disconnected way. You need to describe characters, aspects, actions, and their relationships.
- Try to mention everything the lecture mentioned. This is not possible as the lecture is longer than the 40 seconds you have to retell the lecture.
- Add in filler words which do not connect to the lecture. (e.g.,That is my answer to this question and final conclusions have been mentioned).
- Use mechanical linking words which do not connect sentences effectively (e.g., moreover, in addition, to add).
- Include inaccurate information which was not heard in the lecture.

Retell Lecture sample

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





Retell Lecture transcript

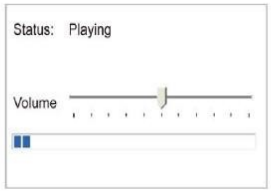
IMPORTANT NOTE:
This is a transcript of the listening. In the actual question, you will not see the transcript. You will hear the audio once.

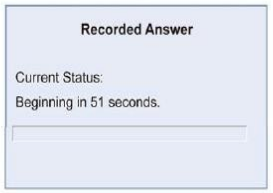
Transcript

In today's lecture we'll consider another scientific process. That is the creation of new recipes. If a chef is aiming to produce a collection of recipes for a cookery book, or devising a recipe that needs to be followed carefully by other chefs, attention to detail is essential. Many chefs have a test kitchen, which is more like a laboratory than a kitchen. During the test procedure, everything is carefully recorded and each ingredient must be precisely measured. The process or method will need to be repeated many times to ensure aspects such as the balance of ingredients, cooking temperature and cooking times are correct. After the recipe has been developed in the test kitchen, it is then likely to be trialled by someone who is a competent cook, but not a chef, in their home kitchen. This person will then give feedback to the chef on issues such as the outcome of the recipe and whether the instructions are easy to follow. Many chefs don't enjoy the process of developing recipes as they say they are unable to be spontaneous and creative while working in the test kitchen.

Practice question

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





Retell Lecture – Excellent sample answer

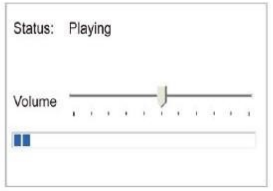
Answer A

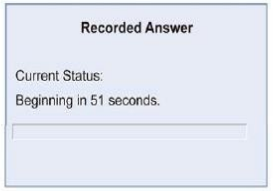
In this lecture, the scientific process of creating new recipes was examined. Chefs aiming to produce recipes for a cookery book or for other chefs must pay meticulous attention to detail. They often use a test kitchen, similar to a laboratory, where each ingredient is precisely measured, and the procedure is carefully documented. This method is repeated multiple times to ensure the accuracy of ingredient balance, cooking temperature, and times. Once developed, the recipe is tested by a competent cook at home, who provides feedback on the outcome and clarity of instructions. Many chefs find this process challenging as it restricts their spontaneity and creativity.

ANSWER EXPLANATION:
The response is clear, accurate and demonstrates full comprehension of the lecture by paraphrasing the main ideas seamlessly into their own words. A variety of expressions and vocabulary are used appropriately with ease and precision. The ideas in the response are well connected and organized in a logical sequence. The response flows well and is easy to follow.

Practice question

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





Retell Lecture – Good sample answer

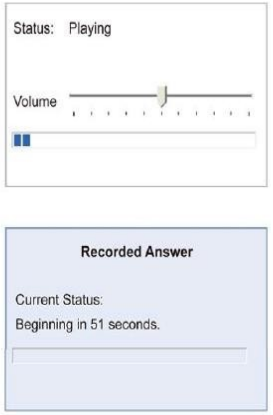
Answer B

"When chefs want to develop a recipe, they do it in a special kitchen that works more like a lab, where they try to reproduce the same recipe over and over, looking for the exact same outcome of flavour and whatever. So after they they produce a recipe, usually though they go test it with someone who isn't a chef but just a good cook and then those people can give some feedback about the recipe. Chefs usually don't like the process of the lab recipe thing because they can't be as creative or spontaneous."

ANSWER EXPLANATION:
The response captures some main ideas of the lecture and some details. The range of expressions and vocabulary is sufficient to give basic descriptions. The ideas in the answer are not well connected with the overall response requiring some effort to follow.

Practice question

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



Retell Lecture – Average sample answer

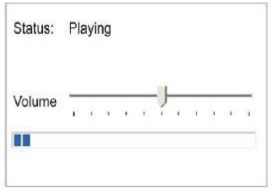
Answer C

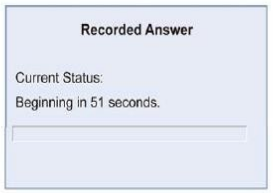
"Chefs need to create a new recipe, they often do that process like laboratory investigation. So they develop the the recipe very carefully and record all the aspects such as quantities of ingredients, cooking time or or temperature. In addition to this, they may repeat the that process many times in order to produce the that recipe and so that other people can do that process. Because after that, the that recipe is tested by staff of the kitchen. And yes, that's all!"

ANSWER EXPLANATION:
The response captures some ideas from the lecture but not fully accurately. The answer includes irrelevant information ("And yes, that's all!"). The range of vocabulary is narrow and the response mainly consists of unconnected ideas.

Practice question

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





Retell Lecture – Needs Improvement sample answer

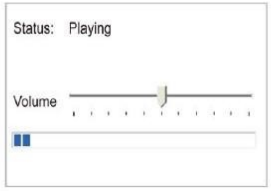
Answer D

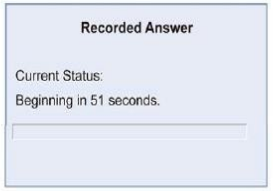
"So this is about the process of chef creating your recipe. So they basically have to repeat the process many different times to perfect it until it can be given to everyone to try out the recipe. So it's almost and then before they put out the recipe, there's someone who tries it and it gives feedback. So it's almost like a scientific experiment rather than just cooking."

ANSWER EXPLANATION:
The response captures some ideas from the lecture but with inaccuracies. The vocabulary is limited and simple expressions dominate. The response lacks coherence and is difficult to follow.

Practice question

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





Retell Lecture – Needs Improvement sample answer

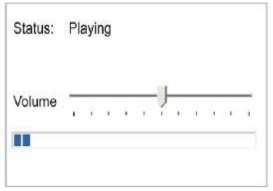
Answer E

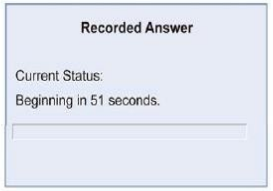
"Chefs and how they create new recipes was the main topic of the lecture. Cookery books and attention to detail was told. Test kitchens and laboratories was discussed. Test procedures and cooking time was also mentioned. Trialled and home kitchen was also highlighted. Feedback and outcome was also given. To conclude, the lecture was very informative."

ANSWER EXPLANATION:
The response repeats isolated words and phrases from the lecture. The response does not provide adequate context or meaning. Vocabulary and expressions are highly restricted and there is no coherence among points.

Practice question

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





Answer Short Question

Do not try to give a long answer

The instructions for this question type tell you how to answer the question.

There is no point in saying more than you need to say. **Marks are awarded for a short, accurate answer.** There are no extra marks for additional words so simply provide the one response. Once you have provided your answer, you can move on to the next question.

For example, for the below question, both of the answers would score the same marks.

Example instructions

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

Example question

'What do you call a person who comes first in a race or competition?'

Answer

- Winner
- A winner is a person who comes first in a race or competition.

Important Test Tips

Do

- Start speaking straight after the question is finished.
- Guess if you are not sure. The answer is likely to be a noun or an adjective. There is no penalty for saying something incorrect.
- Listen carefully to the question.
- Keep answers short. It is not necessary or helpful to give long answers to the questions – usually just a few words is enough.

Don't

- Take notes. There is no time for note-taking in this question type.
- Speak too quietly, loudly, or slowly. Your answer must be clear for the system to recognize your voice.
- Think too much about your answer. The microphone closes after detecting three seconds of silence.
- Skip this question. It's worth having a guess.

Summarize Group Discussion (For the Updated Test)

Instructions

- You will listen to a group discussion between 3 people.
- You should take notes while listening.
- The topic will be academic.
- Once the listening is over, you will have 2 minutes to speak and summarize the discussion.

Practice prompt

You will hear three people having a discussion. When you hear the beep, summarize the whole discussion. You will have 10 seconds to prepare and 2 minutes to give your response.

Summarize Group Discussion transcript

IMPORTANT NOTE:
Here is the transcript of a Summarize Group Discussion audio.
You will not see this in your actual test. You will hear the audio once.

Transcript

Speaker 1: There are a lot of challenges for us at university. It's not just doing well in the courses; we have to be able to balance the academic work with a personal life and also find time to join some extracurricular activities. I mean I don't want my years at university to be only studying and writing papers.

Speaker 2: I know. There's just so much to do. I have to get to the lectures, do all the readings and assignments, complete several projects and get ready for exams. I hardly have time to breathe.

Speaker 3: You know it's true. My biggest challenge since I started university is managing my time. I can't seem to get myself organized and I always feel stressed and exhausted and the worst thing is that I just seem to get organized and the term ends and I have to get used to a whole new schedule.

Speaker 1: I agree. That is really difficult. Each course has its own schedule, deadlines and requirements. It's so difficult to create a consistent routine so I can allocate my time effectively and everything seems to take longer than I thought.

Speaker 2: The worst part is that I often procrastinate and put off tasks until the last minute. I think to myself, oh I have lots of time for that. I have a whole week before it's due. Then all of a sudden, the due date is in two days and I'm rushed and don't do a very good job.

S1 = Speaker 1, S2 = Speaker 2, S3 = Speaker 3

Please continue transcript on following page.

Summarize Group Discussion transcript

IMPORTANT NOTE:
Here is the transcript of a Summarize Group Discussion audio.
You will not see this in your actual test. You will hear the audio once.

Transcript (cont.)

Speaker 3: That's happened to me so many times. The deadlines are weeks or months away and I have trouble with long-term planning. It's hard to plan so far ahead but you have to or you end up rushed. The problem is that you have to learn to multi-task and I was never very good at that. I like to finish one project and start on another. But that's impossible when all the projects and essays are due at the same time at the end of the term. You really have to be able to multi-task at university. You have to be able to jump from one topic to another and one type of assignment to another.

Speaker 1: Then, just when you think everything's under control, the computer crashes!

Speaker 2: If I could manage my time better, I probably wouldn't be so stressed and exhausted. I've never had to discipline myself like this before. In high school, the teachers told you what to do and when to do it. If you just did what they said, you were fine. But in university, it's up to you to prioritize what tasks are the most important and should be done first. It seems I spend too much time on less important tasks because I like them or they are easier. Then I don't have time for the more important ones.

Speaker 3: I guess not managing your time effectively means that you end up working more than you really need to and you feel so tired and sort of burnt out. I think the university offers a seminar on time management. Maybe we should all go.

S1 = Speaker 1, S2 = Speaker 2, S3 = Speaker 3

Important Test Tips

Do

- Take effective notes. Write the topic, main ideas, S1, S2 and S3 and what they say (supporting details).
- Start with a short summary of the listening.
- Introduce main ideas from the conversation and add supporting details.
- Mention which speaker said which point.
- Use linking words to connect topics.
- Say in your response where speakers agree or disagree or hold the same or different opinions.

Don't

- Don't just list in order who said what. Remember this is a summary.
- Add information that is incorrect (every few weeks, she has a whole new schedule when it says the term ends and she needs to get used to a whole new schedule).
- Get speakers confused and say speaker 2 said something when it was speaker 1.
- Don't try to mention every single point. Summarize the main points.
- Speak for too little time. You need to summarize the entire audio.
- Jump between ideas without any flow or connection.
- Introduce each topic in a mechanical way (topic 1 is, topic 2 is, topic 3 . . .).

Effective notes – example 1

Separate your notes into topic (T), main ideas (MI), who said what and the supporting details. This will help you organize your response.

To the right is an example. S1 means Speaker 1, S2 means Speaker 2 and S3 means Speaker 3.

To the right are just some of the notes. More notes are needed on the entire audio.

My notes:

T: 3 students – time management problems at uni

MI: Balance academic work, personal and extra curricular

S1 - wants to experience more than just studying/writing

S2 -

S3 -

MI: Juggling college schedules and time

S1 - each course – own schedules, requirements – difficult to create a consistent routine

S2 - juggling reading, assignments and projects –

S3 - managing time – can't get organized – feels stressed

MI: Long-term planning

S1 -

S2 - procrastinates till the last minute. Due date creeps up on him.

S3 - Similar struggle – can't long-term plan. Must multi-task – . . .

Effective notes – example 2

Make notes on each speaker as you listen with the supporting details. In your summary, you will still need to introduce the topic, and then the main ideas with supporting details.

Topic: challenges managing time at uni

Speaker 1:
concerns about load
no consistency - complain
length
computer crash

Speaker 2:
lectures, project, exam
no time!
procrastinate – deadline rush
also tired
discipline – different to high sch., comparison/autonomy
interest-driven

Speaker 3
mang. time
stress/exhaustion
restarting school
agrees
long-term planning, multi-tasking - challenging
seminar? Tomo?

Summarize Group Discussion – Excellent sample answer

Answer A

"The three speakers were talking about the various challenges they face at university especially with respect to time management.

So, the first speaker talked about his concerns about his workload; he seemed very concerned and somewhat stressed. He mentioned that he had no consistency in what he does. Ah, and he had a particular concern about the length of the course and some of the workload. He also mentioned something interesting, which was around, ah, challenges with his computer crashing. That was kind of said, ah, in relation to, ah, his time management issues.

The second speaker also talked about the number of lectures and projects and exams that they have and said that they're not very good with time management as well, especially because of procrastination. And this speaker mentioned that they have lots of… or that they rush when there's a deadline because they tend to find themselves focusing on things that interest them rather than things that are important. This person also mentioned an issue with discipline and made a comparison with high school where teachers sort of tell you what to do, or provide your schedule, whereas at university you have greater autonomy over what you're supposed to do.

The third speaker agreed with much of what was said. Ah, and also had an issue with procrastination – the same as speaker two. The third speaker talked about time management issues and stress, and also, ah, exhaustion – being tired. The third speaker talked about, ah, long-term planning as key, and also multi-tasking as an important attribute, but said that this is sort of challenging to, ah, achieve. In the end, the third speaker mentioned something about a seminar on time management and suggested they attend that because it might help them out."

ANSWER EXPLANATION:
The response is clear, accurate, and demonstrates full comprehension of the discussion by paraphrasing the main ideas in their own words. They expand on the details of each speaker's contribution with specificity, ensuring that the nuances of each perspective are captured effectively. The ideas are well connected and organized in a logical sequence, with connective devices used effectively and consistently to ensure the response flows well and is easy to follow.

Summarize Group Discussion – Good sample answer

Answer B

"The students in the conversation agree that their biggest challenge at university is managing their time. They feel overwhelmed by the many tasks they have to complete, and with each new term bringing a different schedule, it's difficult to stay organized. One student mentions struggling to establish a consistent routine for tackling his assignments, adding that technical issues, like computer freezing make things even worse. He also talks about procrastinating. The second student points out that self-discipline is a challenge; in primary school, teachers told him what to do and when to do it, but now, he has to figure out how to prioritize tasks on his own. The third students shares that long-term planning is a major hurdle for her, and she finds it hard to juggle multiple tasks at once, a skill she feels she's not very good at. By the end of the conversation, they all agree that attending the university's time management seminar could help them improve their ability to manage their work more effectively."

ANSWER EXPLANATION:
The response captures the main ideas of the discussion and some details of each speaker's contributions. There are a few inaccurate ideas however, for example: this response says, 'Primary School' instead of 'High School' and 'computer freezing' when it should be 'computer crashing'.

Summarize Group Discussion – Average sample answer

Answer C

"These students say that their biggest challenge at university is time management. They think there is so much to do and the schedule keeps changing each term so it's hard to get organized. One student says he can't find a routine to follow for doing the work and sometimes has computer problems too. Another student says she also has trouble with long term planning and she thinks another problem is that she has to multitask and she isn't very good at that. The other student says that he can't discipline himself to do the work and that he used to rely on his teachers to plan his work. Now he has to do it himself."

ANSWER EXPLANATION:
This response captures some ideas from the discussion but it does not capture them fully accurately. The response needs to differentiate between important points and details.

Summarize Group Discussion – Needs improvement sample answer

Answer D

"The conversation spoke about studying and projects. Also mentioned was getting organized, stress and new schedule. Another interesting point was putting off tests and routines. As well as this, deadlines and long-term planning was mentioned. They mentioned multi-tasking, computer crashing, discipline and attending seminars. Thank you for listening to my summary of this interesting group discussion task."

ANSWER EXPLANATION:
This response is very short and it does not include the main information. The test taker is using sentence stems and just adding in key words. This response repeats isolated words from the discussion and much of the response is not relevant to the prompt.

Respond to a Situation (For the Updated Test)

Instructions

- You will read and listen to a prompt giving you instructions for the situation.
- You can take notes as you listen to the prompt but you have limited time to do this.
- After the audio ends, you will need to respond to the situation in 40 seconds.

Practice prompt

You are doing a group project for a class. The other members of your group have asked you to prepare the slides for the presentation. You are willing to do the slides but need them to give you all the information that you have to include before the weekend. What would you say to them?

Important Test Tips

Do

- Speak like you are talking to the person or people – use the first person (I . . .) not the third person (e.g., he).
- Start with an opening depending on who you are talking to (e.g., Hi..., Excuse me...).
- Cover the main points of the prompt without missing out or changing any important information.
- Understand the formality and tone of the situation. If you are talking to a colleague, friend or your professor, Are you being assertive or persuasive in what you are saying?
- Use contractions (e.g., they'll..., I'll...) because it's a spoken situation and you want to be fluent.
- Use polite language effectively depending on the context and the person/people you are talking to.

Don't

- Forget to mention all the key points from the prompt.
- Change the information (e.g., if the prompt says by the end of this week but you say Saturday, this is a content error).
- Just copy the words from the prompt.
- Use limited expressions and repetition to respond to the situation (e.g., I'd like . . . , I'd like . . . , I'd like . . .).
- Pre-memorize an answer. This will not cover the main points from the situation and this will be scored very low.
- Summarize the situation – this is not a summarize task.
- Be too polite if you have a strong request (e.g., would you possibly . . . vs I need . . .). Choose the right language for the right context to complete the task.
- Give your opinion on whether the task is reasonable or not, or make suggestions on how the situation could be improved/ resolved or changed.

Respond to a Situation – Excellent sample answer

Answer A

"Hi everyone! I'm happy to create the slides for this presentation we're giving. To be successful though, I'll need you to each send me all the information and content you've gathered for our group project before this coming weekend so I'll have enough time to complete the slides. Please send the information to my email by end of day this Friday – does that work for everyone?"

ANSWER EXPLANATION:
This is an excellent answer for the content. It covers the main information including: 1) you are willing to design the slides, 2) you need more information and 3) you need this information before this weekend. This means the primary communication goal has been fully met. The test taker has communicated with ease and the response is fully developed. The response is polite, in the first person and also has the correct tone (being persuasive and strong enough) to request the slides.

Practice prompt

You are doing a group project for a class. The other members of your group have asked you to prepare the slides for the presentation. You are willing to do the slides but need them to give you all the information that you have to include before the weekend. What would you say to them?

Respond to a Situation – Average sample answer

Answer B

"Hi everyone. So for this presentation, I can definitely create the slides as long you each provide me with the information that I can put into the slides. Can you make sure you send me the information by Saturday latest?"

ANSWER EXPLANATION:
This partially achieves the primary goal of the situation because there is one error with the response saying 'by Saturday' – when in fact the prompt says before the weekend. The response could also be more persuasive to achieve a higher mark – 'Can you . . .' is overly polite considering the importance of the request.

Practice prompt

You are doing a group project for a class. The other members of your group have asked you to prepare the slides for the presentation. You are willing to do the slides but need them to give you all the information that you have to include before the weekend. What would you say to them?

Respond to a Situation – Needs improvement sample answer

Answer C

"Hello, I am doing a group project for my class. I have been asked to prepare slides for the presentation and I am willing to do the slides but you need to give me all the information that you have before this weekend. Thank you."

ANSWER EXPLANATION:
The response copies the prompt too heavily and the test taker has not changed the language to meet the primary communication goal of the context. The test taker has just changed the pronouns from the prompt (you for I) and copied the information from the prompt. This response would score very low for content.

Practice prompt

You are doing a group project for a class. The other members of your group have asked you to prepare the slides for the presentation. You are willing to do the slides but need them to give you all the information that you have to include before the weekend. What would you say to them?

Respond to a Situation – Needs improvement sample answer

Answer D

"The situation is about a person and that person is doing a group project for class. They are doing some slides and they want all the information from their teammates so they can do the slides. They want the information before the weekend."

ANSWER EXPLANATION:
The test taker does not understand the requirements of the task and is summarizing the situation. No primary communication goal is achieved because the test taker is not responding to the situation. This response would receive a very low score for content.

Practice prompt

You are doing a group project for a class. The other members of your group have asked you to prepare the slides for the presentation. You are willing to do the slides but need them to give you all the information that you have to include before the weekend. What would you say to them?

Respond to a Situation – Needs improvement sample answer

Answer E

"Thank you so much to explain the situation that I have in this response. In this task I will explain the situation at length and provide some polite language to respond to the situation. I want to start by saying that this response is about doing a group project for the class. I want to also say that it's about slides for a presentation and it's also about giving you all the information before the weekend. Overall the situation is very informative and interesting."

ANSWER EXPLANATION:
This is a very poor answer for this question. This is a pre-memorised response with large chunks of language not specific to the prompt.

Practice prompt

You are doing a group project for a class. The other members of your group have asked you to prepare the slides for the presentation. You are willing to do the slides but need them to give you all the information that you have to include before the weekend. What would you say to them?

Pearson
Test of English

PTE Academic

Test Tips
Writing

This part of the test contains two different question types. You will be tested on your Writing skills, using English you might use in an academic environment.

Introduction to PTE Academic Test Tips for Writing

This resource provides test tips for anyone preparing for the Writing section of Pearson Test of English (PTE) Academic.

You can use the information to help develop useful strategies to answer the two question types in this section.

The test tips are presented in the order in which they appear in the test.

You can use the PTE Academic Question Bank or Guided Practice Tests in conjunction with this resource for even more practice.

V4 JULY 2025

Reading

Summarize Written Text

Write Essay

Summarize Written Text

Practice using compound and complex sentences

Your response must be expressed within one sentence, so you will need to **use a complex or compound sentence to be able to summarize the main point** of the passage and **also briefly mention the supporting detail.** For example, look at the clause structures used in these summaries to link supporting ideas to the main point:

Legal rights and safeguards lead to long-loved investments by individuals, which have a far higher impact on raising living standards of countries than these countries' natural resources.

'which' introduces a relative clause, creating a complex sentence.

'and' is a conjunction joining two simple sentences together to produce a compound sentence.

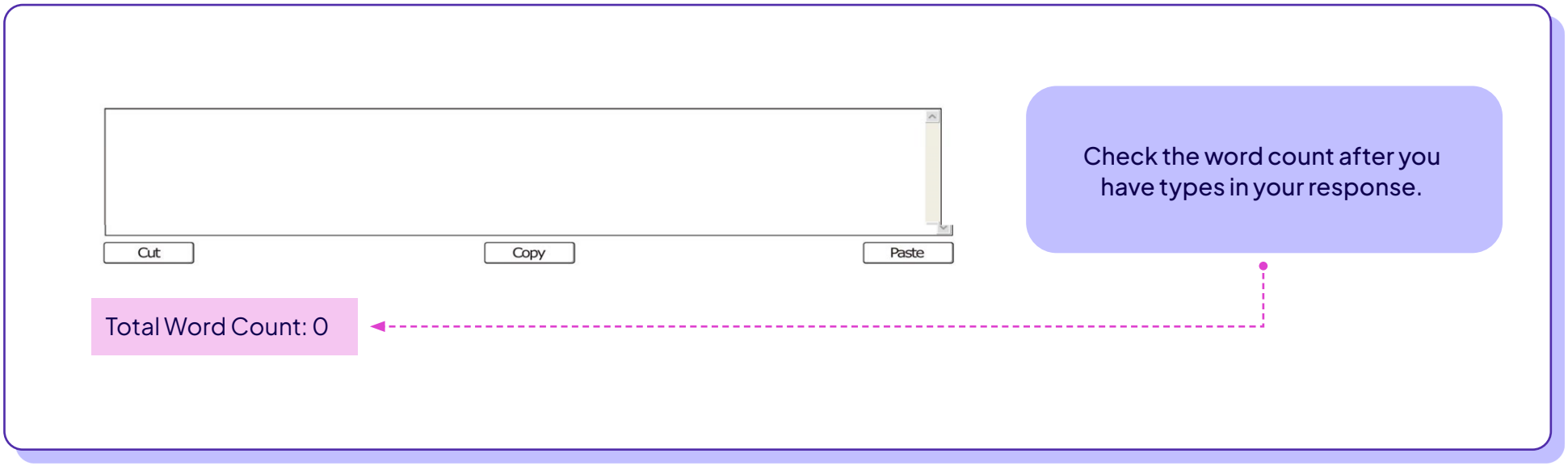
Just-in-time production synchronizes goods produced with demand, and many companies employ this method to control costs.

Summarize Written Text

Make sure your response is in the correct form

When you have written your response, **check to make sure that it is only one sentence,** with a capital letter at the beginning and only one full stop at the end.

Your response must be between 5 and 75 words so check the word count using the 'Total Word Count' counter below the response box. If you write fewer than 5 words or more than 75 words, your response will not be scored.



Important Test Tips

Do

- Skim the text to understand the general topic, then read carefully for the main ideas and key supporting ideas.
- Write a full, single sentence of no more than 75 words.
- Use complex and compound sentences so that you can summarize the main point of the passage and also briefly mention the supporting details.
- Check the form, grammar, spelling, and punctuation once you have finished writing the sentence.

Don't

- Try to fit everything from the reading passage into the summary. A good summary doesn't have to contain a lot of words.
- Add any of your knowledge, opinion, ideas, or evaluation.
- Write the summary in more than one sentence.
- Copy the sentences from the text and simply add 'and' between the ideas.
- Give a response you memorized before the test. If you do, will be providing information that is not relevant to the question prompt and will receive a low score.

Summarize Written Text

Practice Question

Text to summarize:

It might not be common knowledge but actually small businesses make up the majority of businesses in many countries. In the USA, for example, only 0.3 percent of companies are not classed as small businesses. Of course, this does not mean that all small businesses are successful. In fact, the opposite is true and in the USA two thirds of small businesses registered will close within two years. Only half of those that remain will make it to five years. However, there are a number of things business owners can do to help them get past that five-year mark.

The first is that they should do detailed research before opening their business in order to make sure there is a market for what they are planning, and to check that they can actually make a profit. They also need to understand what the competition is, who is offering similar products or services, and whether the new business can exist alongside those already operating. Only when all this has been considered, should a more detailed business plan be written. This plan will need to include concrete steps indicating how the business will start and how it can be grown over the first years. It will also need to show where the finance will come from to fund the company in its early stages. The legal questions will also need to be answered so that the company can be registered in the correct way.

There is a great deal of research now to show that business directors who followed these important steps before creating their company tend to be more successful than those who did not. Of course, this planning stage is only the beginning as the real hard work comes afterwards in developing the company and trying to keep it going.

Summarize Written Text – Excellent sample answer

Answer A

Small businesses, which constitute the majority of businesses in the US, often fail within the first 2 years and the advice to those considering opening a small business is to conduct detailed research and specifically: understand the competition, develop a business plan, secure finance, have a growth plan and answer any legal questions – should these steps be taken, small businesses have a better chance of being successful.

ANSWER EXPLANATION:
This response excellently summarizes the text. Paraphrasing is used effectively and the main ideas are identified and included. The summary flows smoothly and the response is within the word count.

Summarize Written Text – Excellent sample answer

Answer B

Small businesses make up the majority of businesses in many countries, yet most fail within the first 2 years, but through market research, understanding competition, creating a solid business plan, securing financing, and handling legal requirements - they can significantly improve their chances of success, with studies showing that business owners who take these steps before launching, are more likely to survive and grow beyond the critical five-year mark.

ANSWER EXPLANATION:
This is an excellent summary which is within the word count (5–75 words). All the main ideas are identified and included and the summary flows smoothly.

Summarize Written Text – Good sample answer

Answer C

Although small businesses dominate many economies, most fail within a few years, but conducting market research, analyzing competitors, answering legal questions and developing a strong business plan can greatly increase their chances of long-term success.

ANSWER EXPLANATION:
The response adequately summarizes the text. The main ideas are included but there are some minor details left out (specifically having a business plan). The summary can be easily followed.

Summarize Written Text – Average sample answer

Answer D

Many of the businesses in the US are small businesses and they tend to fail. Furthermore, if businesses conduct market research, creating a business plan and secure finance – they are more likely to survive as a company. Also they will have more success.

ANSWER EXPLANATION:
This response mentions a number of the main ideas but many ideas from the text are not included. Many details are also left out. The response flows adequately but there is some repetition at the end with the final sentence repeating the previous sentence.

Summarize Written Text – Needs improvement sample answer

Answer E

Business in the US are small and they often fail and they can conduct market research and secure finance and survive as a company and they will be better in the long run.

ANSWER EXPLANATION:
The response is relevant and written as one sentence but it does not summarize the text and it is very short. The summary includes some information from the text but then simply connects the sentences with the word 'and'. Many main ideas are not included and there is inaccurate information (business in the US are small).

Write Essay

Start by analyzing the task

Before you write anything, note key words in the prompt. Find out the topic, what key points you should focus on to answer the question and any points of view to present and discuss. Analyzing these four areas will help you to approach the task, structure your essay and decide on your main ideas.

The content of your answer is very important. **If your response does not address the topic in the prompt or includes a significant amount of pre-prepared scripted material, you will receive no score** at all for this question type.

2. Topic
Tobacco and smoking

1. Key words in prompt
Time limit, genre, word limit

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.

Tobacco, mainly in the form of cigarettes, is one of the most widely-used drugs in the world. Over a billion adults legally smoke tobacco every day. The long term health costs are high - for smokers themselves, and for the wider community in terms of health care costs and lost productivity.

Do governments have a legitimate role to legislate to protect citizens from the harmful effects of their own decisions to smoke, or are such decisions up to the individual?

4. Points of view to present
Wider community / citizens / governments / the individual

3. Key points to cover
Health costs / health care costs / lost productivity

Write Essay

Essay prompts can be written in a number of ways. For example, you may need to discuss whether you agree or disagree with a statement:

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

You may have to consider how different groups of people might feel about a particular situation:

> Tobacco, mainly in the form of cigarettes, is one of the most widely-used drugs in the world. Over a billion adults legally smoke tobacco every day. The long term health costs are high - for smokers themselves, and for the wider community in terms of health care costs and lost productivity.
>
> Do governments have a legitimate role to legislate to protect citizens from the harmful effects of their own decisions to smoke, or are such decisions up to the individual?

You may need to **argue for or against** an opinion or **discuss advantages and disadvantages** of a situation. If there is a statement followed by a question, read the question very carefully and note key words. Make sure you know what to do.

Important Test Tips

Do

- Plan before you start writing by identifying 3 main ideas and supporting details.
- Write your response with 4-5 paragraphs.
- Ensure each paragraph has a main idea and supporting details.
- Write between 200-300 words.
- Use a variety of language and expressions.
- Use connecting devices effectively in your writing.
- Check your writing carefully after you have finished. Leave yourself 2-3 minutes to proofread and correct any errors.

Don't

- Write down all the ideas you can think of which are related to the topic.
- Write less than 200 or more than 300 words.
- Write sentences which could belong in any essay (e.g., This is a highly interesting and debatable topic and in this essay I will discuss the main ideas). Make each sentence specific to the topic you are writing about.
- Go into the test with sentences you are ready to use. Apply the language you know flexibly to meet the needs of the question.
- Write up to the 20 minute mark and then press next. You need time to check your writing.

Write Essay

Practice Question

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 ideas, and control the elements of standard written English. You should write 200–300 words.

Some people say maths and science are more important school subjects than arts subjects such as literature and history. Do you agree with this opinion? Support your point of view with reasons and/or examples from your own experience.

Write Essay – Excellent sample answer

Answer A

I strongly agree that maths and science are more important than arts subjects.

The first reason why I agree with this statement is to do with the improved salary you receive through having a maths or science degree rather than an arts or literature one. Those with a science or maths qualification can be hired in professions such as medicine, accountancy, statistics, banking and these jobs tend to be higher paid. Through focussing on maths and science skills and working in one of these fields, one's lifetime earnings would be higher than those with an art degree and as a result that person would live a more comfortable life with more opportunities.

The second reason why maths and science skills are more important that arts skills is related to job prospects. It is easier to obtain employment with these degrees as they lend themselves to specific jobs or careers and there are a wider range of jobs available. For example, a maths graduate can become a banker, an accountant, a statistician and many other jobs. History graduates have limited options related to history, for example they can become a history teacher, a librarian or work in a museum, but there are generally fewer vacancies available to those graduating with an arts degree.

Finally, and an argument semi-related to previous one, people cannot be recruited for certain professions if they do not have a maths qualification. Without a maths qualification, you cannot become a primary school teacher. This example again shows why maths is more important than arts.

Maths and science provide people with more job opportunities, better pay and today maths skills are a pre-requirement to be hired into certain fields. With this mind, I feel strongly that maths and science are more essential than arts subjects.

ANSWER EXPLANATION:
This is an excellent answer. The writer provides a clear position and develops topic ideas with supporting details. The essay is logical and flows very well using connecting devices effectively. A variety of expressions and vocabulary are used.

Write Essay – Good sample answer

Answer B

I mostly agree that maths and science are more important than arts subjects like history and literature.

Subjects help people get good jobs. Many companies look for workers with science and maths skills, and these jobs usually pay well. For example, engineers and doctors earn a lot of money, and there is always demand for them. As well as this, it can be harder to find a job with a degree in history or literature. Also, maths and science help people think logically and solve problems, which is useful in many situations.

Art subjects are still important. It help us learn about history and culture, and they can also be interesting. Studying literature, for example, can improve communication skill. But I am of the opinion, they are not as necessarily as maths and science. At my school, we studied both, but my parents focused more on my science and maths grades. I think this is because they believed these subjects will help me more in the future.

To sum up, I think it is good to study all subjects, but maths and science are more useful because they lead to better jobs and are more practical in daily life.

ANSWER EXPLANATION:
The essay is adequate and develops a convincing argument. It introduces topics well, but examples are not always given and ideas are not always developed. The essay could flow more logically with better use of connective devices.

Write Essay – Average sample answer

Answer C

Maths is a very important subject and so is science but I think art is important too. It's difficult to say whether one is more important than the other.

Maths skills can help people get jobs. Also you can make more money if you do maths. A final reason is maths is not only an exciting subject but also interesting. People who are good at maths can do many skills like calculations but also rubix cubes.

Science is also important. science can help people become more interesting and science magazines are fascinating. Science also can help you get jobs.

Art is creative. People who do art have many skills. I think AI can now make better art than people. One reason people should study art is because it's interesting and fun. Also people have fun visiting art galleries and there are many famous and beautiful pictures.

I think maths, science and art are important but I think AI developments mean we don't need art skills so much any more. Also art, in my opinion is more difficult than maths or science.

ANSWER EXPLANATION:
The essay only partially answers the prompt. Arguments and ideas are presented but there is no clear position and many ideas lack supporting detail or clear explanation. The range of language is quite narrow and the response is under 200 words. Although there is some good use of connecting devices (e.g., 'one reason') there is an over-reliance on simple connecting devices (e.g., 'also' is used four times).

Write Essay – Needs improvement answer

Answer D

The topic of whether maths and science are more important than arts subjects like literature and history is a highly debated issue. Some people believe that science and maths provide good jobs, while others argue that arts subjects are important for creativity. In my opinion, maths and science are more important. This essay will discuss both perspectives and explain why I believe science and maths play a greater role in this area.

To commence with, there are many arguments that are in favour of my belief. The most prominent one is that maths leads to advantages. According to research conducted by Victoria University, more than 90% of participants acknowledged the benefits showed by maths. In addition, maths also has the merit of better jobs.

However, critics may point out that one of the most significant disadvantages of art is not getting good jobs. For instance a survey conducted in the United States of America agreed with this point of view and found that there are negative impacts related to art.

To conclude, even when there are numerous demerits associated with maths, the advantages of studying outweigh the disadvantages. I am of the opinion that maths is important and many people agree with me.

ANSWER EXPLANATION:
This response receives a very poor score. The response is mainly pre-memorized sentences which have no connection to the essay question. Many sentences do not mention the topic at all (e.g., To commence with) whereas others simply put the key words from the prompt into the pre-memorized sentences.

Pearson
Test of English

PTE Academic

Test Tips
Reading

This part of the test contains five different question types. You will be tested on your Reading skills, using English you might come across in an academic environment.

Introduction to PTE Academic Test Tips for Reading

This resource provides test tips for anyone preparing for the Reading section of Pearson Test of English (PTE) Academic.

You can use the information to help develop useful strategies to answer the five question types in this section.

The test tips are presented in the order in which they appear in the test.

You can use the PTE Academic Question Bank or Guided Practice Tests in conjunction with this resource for even more practice.

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Reading	Fill in the Blanks (Dropdown) *(Or Reading & Writing: Fill in the Blanks)*
	Multiple Choice, Multiple Answers
	Reorder Paragraph
	Fill in the Blanks (Drag and Drop) *(Or Fill in the Blanks)*
	Multiple Choice, Single Answer

Fill in the Blanks (Dropdown)

Skim for overall meaning to help you choose the correct word

Understanding the meaning of the whole text helps you choose the correct word for each blank. For example, if you skim the passage below, you will find key ideas and words which point to a main topic of 'change'.

A number of global forces have gradually, sometimes almost clandestinely, altered the world as we know it. The most visible to most of us has been the increasing [ ] of everyday life by cell phones, personal computers, e-mail. BlackBerries, and the Internet. The exploration after World War II of the electronic [ ] of silicon led to the development of the microprocessor, and when fiber optics combined with lasers and satellites [ ] communication capacities, people from Pekin, Illinois, to Peking, China, saw their lives change. A large percentage of the world's population gained

When you click on the dropdown arrows, you may find options that are also related to the main topic. You can then check grammar and overall meaning to see whether the words fit the blanks:

'transformation' is a noun that means 'complete change'

transgression
transformation
translation
transmission

'revolutionized' is a past participle that means improved through 'complete change'

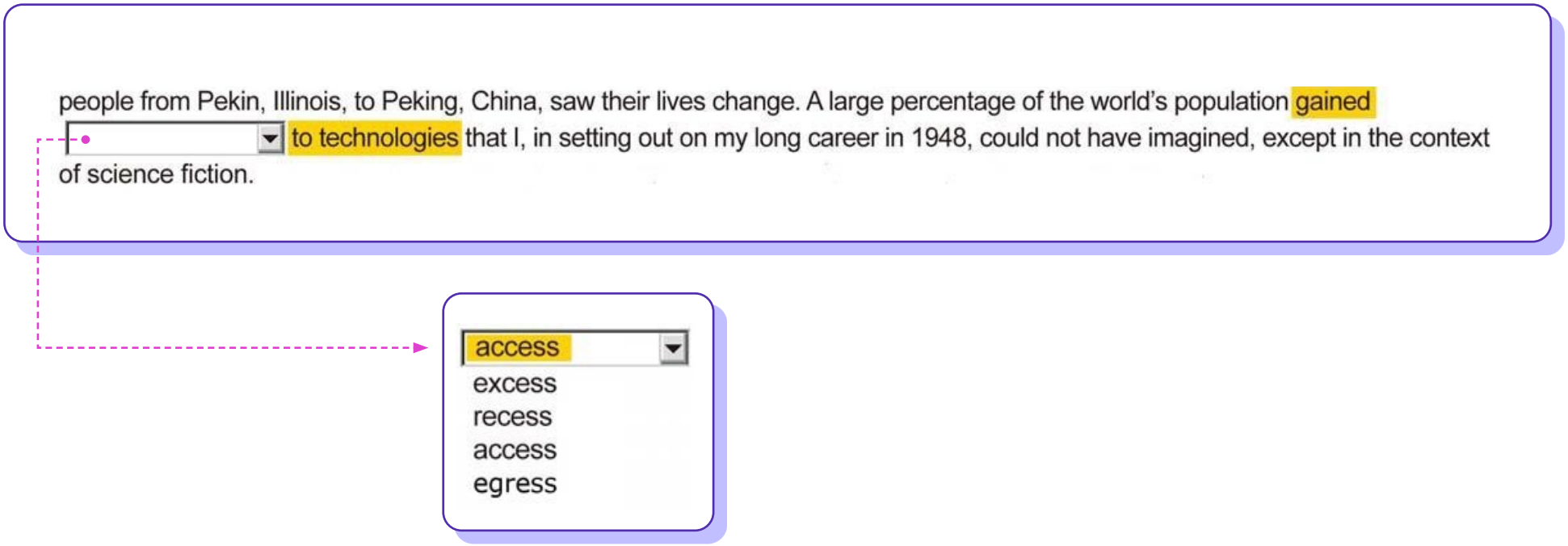
revolutionized
institutionalized
compartmentalized
emphasized

Fill in the Blanks (Dropdown)

Read before and after the blank to help you identify the correct word

The choices in the dropdown menus may look quite similar but will have different meanings and usage. **Looking at the surrounding context will help you choose the appropriate word.** In the example below, only 'access' fits in the phrase 'gained _____to technologies'; **pick words that match the meaning** (gain access) and **grammar** ('access to').

Reading either side of the blank will help you narrow down the choices you have to make.



Fill in the Blanks (Dropdown)

Important Test Tips

Do

- Read the whole text quickly to understand the overall meaning.
- Pay attention to meaning, word choice, collocations, and grammar. Read before and after the blank to help you find the correct word.
- Guess if you are not sure of the correct option because there is no negative marking.
- Check that your completed text makes sense, once you've selected all the blanks.
- Keep an eye on the timer. Aim to spend 1-2 minutes on each question.

Don't

- Make a final choice without considering all the options. Another one might be a better fit.
- Finish before reading the whole text, including the words in the blank.
- Spend too much time on one question.
- Select a word without considering whether it fits grammatically.

Multiple Choice, Multiple Answers

Note any repeated words in the options

Quickly read through the response options and **note any words that are repeated**, particularly adjectives (e.g., 'multigrade') or nouns (e.g., 'classes'). If the same noun phrase occurs in a lot of the options, the answer could be related to this phrase.

Scan the text for the repeated words. Then read around them to find the answer more quickly.

The final two paragraphs are about **multigrade** and **mixed ability** classes.

The Turks and Caicos Islands are a multi-island archipelago at the southern tip of the Bahamas chain, approximately 550 miles south-east of Florida. The islands are an overseas territory of the United Kingdom although they exercise a high degree of local political autonomy. The economy of the islands rests mainly on tourism, with some contribution from offshore banking and fishing.

Primary schooling is divided into eight grades, with most pupils entering at the age of four years and leaving at twelve. After two kindergarten years, Grades 1-6 are covered by a graded curriculum in maths, language and science that increases in difficulty as pupils get older. There is little repetition and pupils are expected to progress through primary school in their age cohorts. At the end of primary schooling, pupils sit an examination that serves to stream them in the secondary school setting. Primary and secondary school enrolment is virtually universal.

There are a total of ten government primary schools on the islands. Of these, seven are large enough to organize pupils into single-grade classrooms. Pupils in these schools are generally grouped by age into mixed ability classes. The remaining three schools, because of their small pupil numbers, operate with multigrade groupings. They serve communities with small populations whose children cannot travel to a neighbouring larger primary school. Pupils in these classes span up to three grade and age groups.

As far as classroom organization is concerned, the multigrade and monograde classrooms are similar in terms of the number of pupils and the general seating arrangements, with pupils in rows facing the blackboard. There is no evidence that the multigrade teachers operate in a particularly resource-poor environment in the Turks and Caicos Islands. This is in contrast to studies conducted in other developing country contexts.

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

According to the text, which of the following statements can be concluded about primary classes in the Turks and Caicos Islands?

- ☐ Multigrade classes are mainly found in smaller schools.
- ☐ Most primary pupils are in multigrade classes.
- ☐ Parents can choose to send their child to a multigrade school.
- ☐ Most primary pupils are in mixed ability classes.
- ☐ Multigrade classes are for the youngest three grades.

Multiple Choice, Multiple Answers

Make sure you know how the task is scored

Read the instructions carefully.

Remember that **more than one option is correct** in this type of multiple choice question.

You will score marks for any correct options but **you will lose score points for any incorrect options.**
These include: options that you have clicked on as correct but which are wrong.

If you click on all the options, because you do not know the answer, you will lose score points.

This applies to Multiple Choice, Multiple Answers question types for reading and listening.

Important Test Tips

Do

- Read the question carefully. It will tell you what to look for in the text.
- Read the options to identify keywords and differences between them.
- Skim the text to get a general idea.
- Choose the options you are sure about.
- Pay attention to distractors: some options are partially correct.
- Keep an eye on the timer. This question type should take you around 2-3 minutes.

Don't

- Select every option. You lose points for choosing incorrect options.
- Decide based on your personal knowledge. The correct answer is in the text.
- Choose an option because it has the same words as in the text. Both correct and incorrect options can use the same words.
- Ignore context. Interpret words and phrases within the context of the passage.
- Move on without making sure that the options you have selected are correct.

Reorder Paragraph

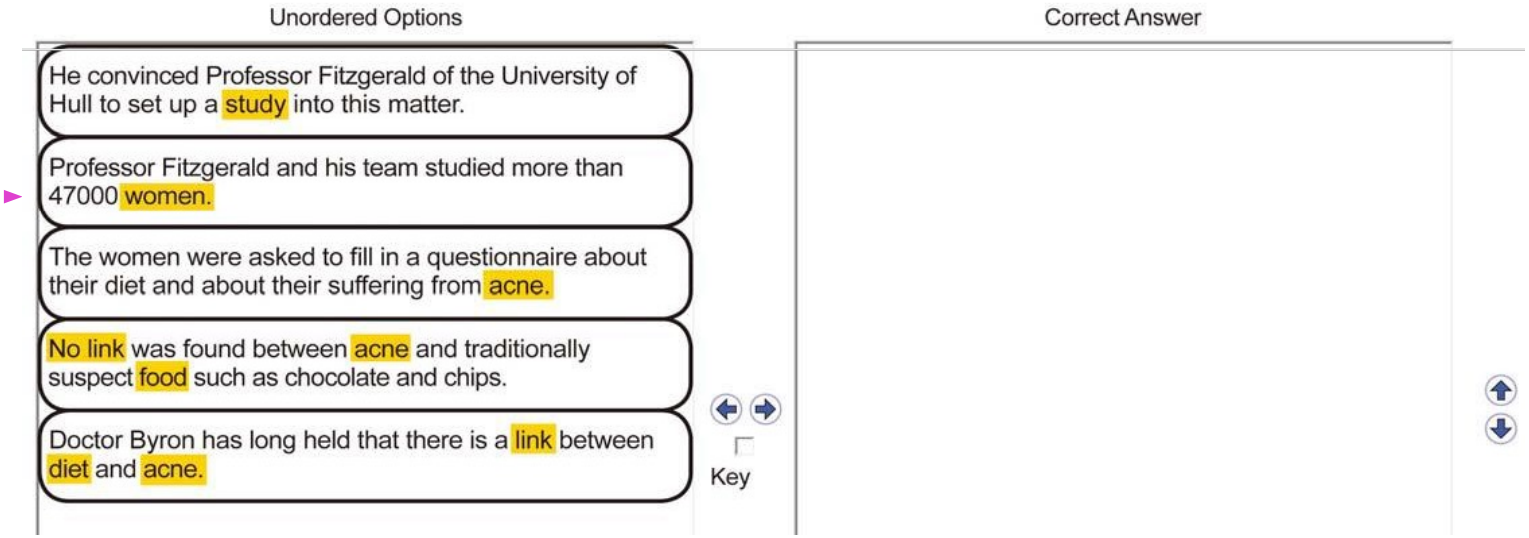
Read all the text boxes quickly before you start reordering them

Read the text boxes in order to **understand the main idea** of each one.

Use the key words to form an overall idea of what the original text is about. This will help you find the logical order for the ideas in the text boxes:

The text is about a **study** on the **link** between **diet** and **acne** in **women**.

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



Reorder Paragraph

Find the topic sentence first

Every well-written paragraph has a topic sentence. It is usually a clear statement about the topic, and all the other sentences are related in some way to this sentence.

The topic sentence can stand alone; it does not begin with a linker or a pronoun that refers back to something or someone (e.g., 'he' or 'this'), **nor does it does refer back to information or actions previously mentioned** through the use of things like passive verb tenses ('No link was found'):

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

Unordered Options	Correct Answer
He convinced Professor Fitzgerald of the University of Hull to set up a study into this matter.	**Pronoun** refers back to someone
Professor Fitzgerald and his team studied more than 47000 women.	No mention of the topic
The women were asked to fill in a questionnaire about their diet and about their suffering from acne.	**Definite** article means women have been mentioned before
No link was found between acne and traditionally suspect food such as chocolate and chips.	**Passive** refers back to a study
Doctor Byron has long held that there is a link between diet and acne.	**This is the only sentence that the topic and stands alone**

Important Test Tips

Do

- Skim all the sentences in the text boxes to understand the topic.
- Read the sentences carefully to identify the topic sentence, which is usually a general statement about the topic.
- Identify the logical order for the remaining sentences using pronouns like this, these, he, they.
- Look for pairs of sentences as this is how you are scored.
- Look for nouns (e.g., 'a man' would come before 'the man').
- Focus on sequence clues like chronological order (times and dates) or cause-and-effect patterns.
- Read the whole text to check if it makes sense before moving on.

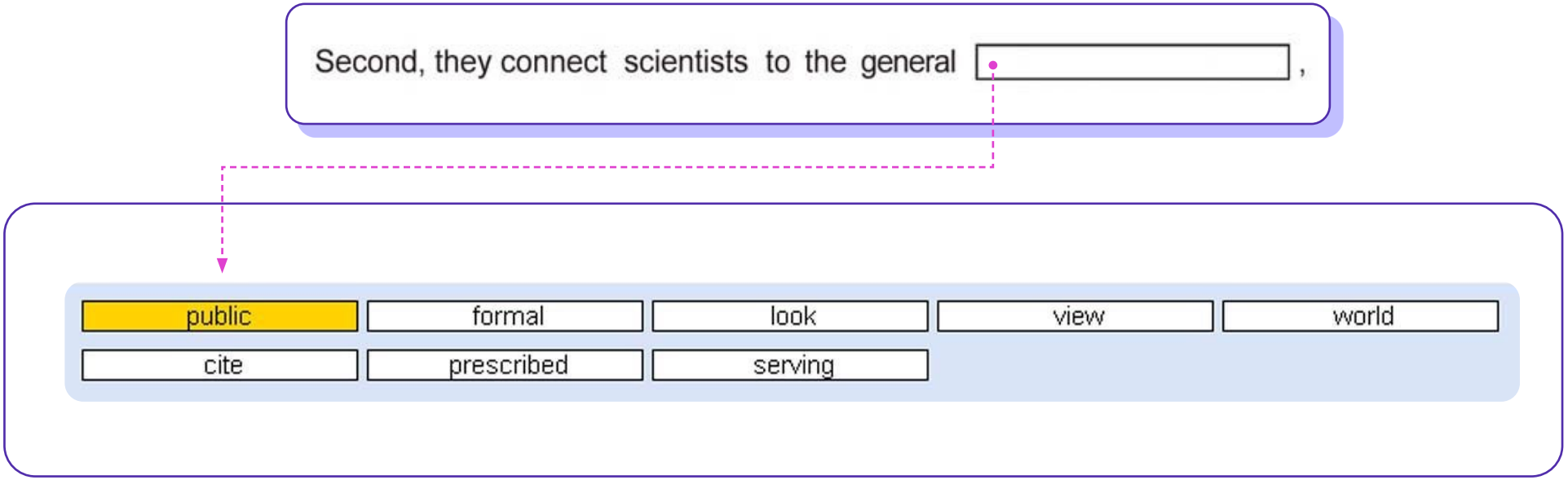
Don't

- Rearrange the information based on your personal preference. Stick to the clues in the text.
- Overlook the topic sentence. Starting with the wrong sentence can disrupt the flow.
- Assume that just because two paragraphs look like they are a pair, they work. Check all paragraphs as all need to flow.
- Just focus on grammar; also focus on the topic. Does it introduce a problem and then a solution? Is it telling a story?
- Worry if some words are unfamiliar. You can infer their meanings from the context.

Fill in the Blanks (Drag and Drop)

Think about words that you often see or hear together

Remember that some words often go together to form a familiar phrase. This is called 'collocation'. **Using collocation can help you recognize the correct word for each blank.** For example, the phrase 'the general public' is a common collocation, so you can quickly see that 'public' might be a good choice for the first blank in the sentence below:



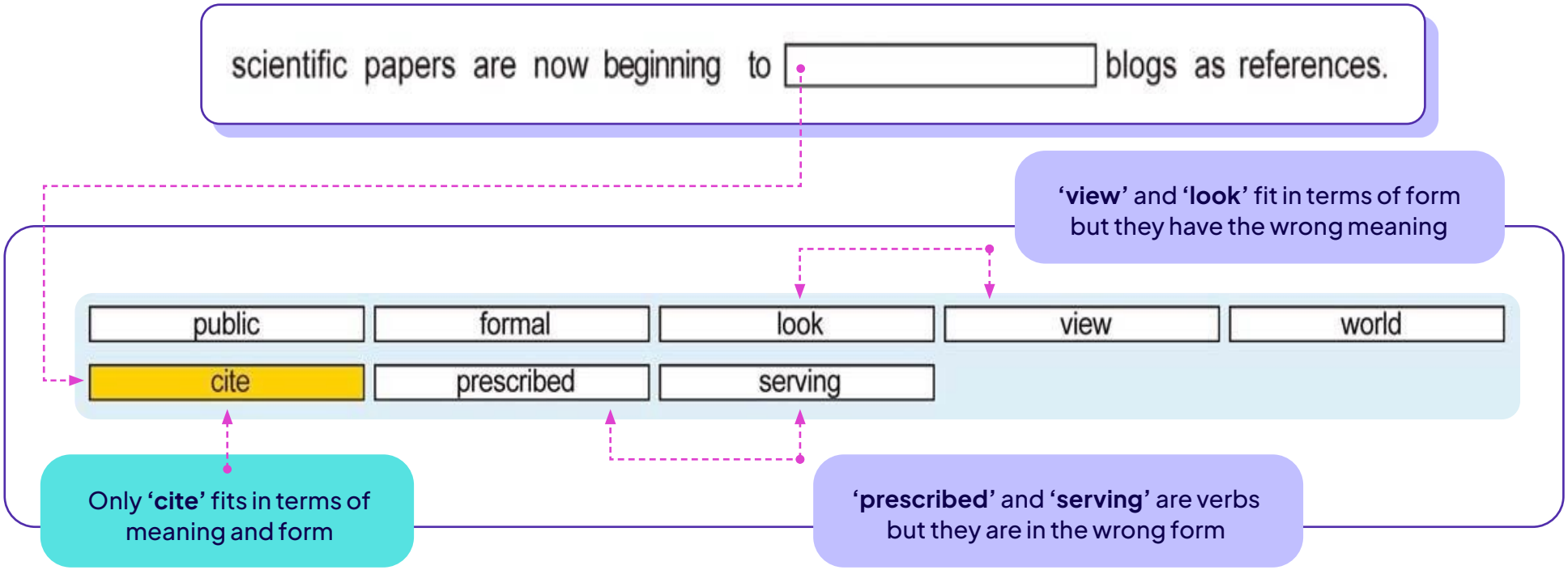
Fill in the Blanks (Drag and Drop)

Use your knowledge of grammar to help you select the correct word

Read around the blank in the text and decide what part of speech the missing word is. In the example below, 'beginning to' tells you that an infinitive verb form is missing 'to + verb'.

Next look at the answer options provided and rule out any words that are not the right part of speech, e.g., 'world' is a noun and 'formal' is an adjective. Also rule out any verbs that are not in the infinitive form.

Finally, choose from the words that are left, the one that has the correct meaning: 'view' and 'look' mean 'see', but we 'quote' or 'cite' references, so only 'cite' fits the blank:



Important Test Tips

Do

- Read the whole text quickly to understand the overall meaning.
- Move to the next blank if you are stuck. The more blanks you fill, the easier it will be to complete the others.
- Guess if you're totally at a loss. It is better than leaving blanks empty.
- Re-read the text quickly, with all the blanks filled, to check if the whole text makes sense.
- Pay attention to meaning, word choice/form, collocations, and grammar. Read before and after the blank to help you find the correct word.

Don't

- Ignore grammatical rules (e.g., if a subject is singular, then the verb should be too) and don't ignore the surrounding words.
- Spend too much time on one task. It should take you around 1-2 minutes to complete one task.
- Choose the first word that comes to your mind.
- Get stuck on a word you don't know. Try to understand the meaning of the word from context.

Multiple Choice, Single Answer

Note the key words in the prompt before you read the text

The prompt for this question type may be a question or a sentence that you have to complete.

Whatever type of prompt you get, read it carefully because it will tell you what information you need to find in the text.

If you focus on the key words in the prompt, you will find the answer more quickly and spend less time reading the text.

Parts of Australia's biggest city, Sydney, plunged into near darkness for an hour to raise awareness of global warming. The local government, environmental groups and businesses united in support of "Earth Hour" - when the city turned off the lights to save power and cut emissions that contribute to global warming. Lights on the city's iconic Harbor Bridge were switched off for the hour along with most of those on the famous Sydney Opera House. Tens of thousands of suburban homes joined in. So did hundreds of businesses.

"It's massive [climate change]. It's very difficult to grasp in all its magnitude and complexities," said Australian actress Cate Blanchett. "So I think that the potency of tonight is that it's about a very simple beginning, you know, turning off a switch." Every day millions of lights and computers are left on in deserted offices, apartments and houses. Environmental activists say that simply switching them off could cut Sydney's greenhouse gas emissions by five percent over the next year.

Per capita, Australia is one of the world's largest producers of carbon dioxide and other gases that many scientists believe are helping to warm the Earth's atmosphere, causing climate upset. Prime Minister John Howard has refused to sign the international Kyoto Protocol to halt global warming, saying it does not address key issues between developed and developing nations and hurts Australia's coal-driven economy. But he argues Australia is meeting its international emissions obligations in other ways.

A long-standing drought and serious water shortages in Australia have focused much attention on climate change in this election year. Some experts warn higher temperatures could leave this nation of 20 million people at the mercy of more severe droughts and devastating tropical cyclones.

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

One present indicator of climate change in Australia is _____

- tropical cyclones.
- darkness.
- gas emissions.
- carbon dioxide.
- drought.

Prompt – with **key words** that tell you to look for something that is an **'indicator'** of **'climate change'** in **'Australia'**

Answer most likely

Multiple Choice, Single Answer

Evaluate the response options

The response options may be words, phrases or sentences.

Use your own knowledge to **decide whether any of them are unlikely to be correct, or likely to be correct.**
You can do this before you read the text.

If you read the text but cannot answer the question, **choose the option that you think is most likely to be correct.**

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

One present indicator of climate change in Australia is _____

- tropical cyclones. ← **Could be** correct
- darkness. ← **Unlikely** to be correct
- gas emissions. ← **Unlikely** to be correct – NOT an indicator of climate change
- carbon dioxide. ← **Not sure**
- drought. ← **Most likely** to be correct – has been in news recently

Important Test Tips

Do

- Read the question carefully. It will tell you what to look for in the text.
- Read the text quickly to get the general idea.
- Choose an option that seems most likely to be correct.
- Try to decide why one option is correct and the others are incorrect.
- Guess if you are not sure of the correct option.

Don't

- Rush. Double-check your answer before moving on.
- Choose an option just because the language is very similar to the text.
- Worry if some words are unfamiliar. Try to infer their meaning from the context.
- Overthink simple questions. Sometimes the most straightforward answer is correct.

Pearson
Test of English

PTE Academic

Test Tips
Listening

This part of the test contains eight different question types. The questions are based on audio or video clips, which play automatically during the test. You hear each audio or video clip once. You are allowed to take notes.

Introduction to PTE Academic Test Tips for Listening

This resource provides test tips for anyone preparing for the Listening section of Pearson Test of English (PTE) Academic.

You can use the information to help develop useful strategies to answer the eight question types in this section.

The test tips are presented in the order in which they appear in the test.

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V4 JULY 2025

Listening

- Summarize Spoken Text
- Multiple Choice, Multiple Answers
- Fill in the Blanks (Type In)
- Highlight Correct Summary
- Multiple Choice, Single Answer
- Select Missing Word
- Highlight Incorrect Words
- Write from Dictation

Summarize Spoken Text

Make sure you summarize the main point and include the supporting points

In your real test, you will be given an erasable whiteboard you can use to take notes. While you listen to the recording, make sure you note down the supporting points as well as the main idea. From your notes, you can then **summarize the main point and refer briefly to the essential supporting points**, which will gain you good marks for content.

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 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.

Summarize Spoken Text

Remember to check grammar, spelling, and punctuation

In your summary, you will be scored on the skills of grammar, spelling, and vocabulary. So leave yourself 1-2 minutes after you have written your summary to **check your sentences for things like subject/verb agreement, tenses, and word order.**

Use grammatical structures that you can use confidently, and words that you are sure you have spelled correctly. Finally, check your punctuation: check full stops and commas, and make sure you have begun each sentence with a capital letter.

ERROR IN VERB FORM

FULL STOP MISSING

Incorrect

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SPELLING MISTAKE

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WRONG WORD ORDER

Correct

The Disney CEO is responding to a question about the value of locally produced content in a global world. He answers by pointing out that his product is well known and will continue to grow. However, he feels it is still important to have his staff working in the local situation and to use local creativity.

Summarize Spoken Text

Important Test Tips

Do

- Take concise notes (focus on keywords and relations) while listening. Remember to use symbols and abbreviations (e.g.,= and &) to help you write notes more quickly.
- Write clearly using grammar you are familiar with.
- Write a single paragraph with appropriate punctuation.
- Summarize all the key points from the audio.
- Keep editing your summary until you are happy with it.
- Write between 50-70 words for your summary.

Don't

- Focus on minor or irrelevant information instead of the main idea. Identify the core message and key supporting points.
- Write fewer than 50 or more than 70 words.
- Use bullet points, all capitals, or other unusual formatting.
- Use informal language – maintain an academic tone and avoid slang or overly casual expressions.
- Spend too much time writing, leaving no room for reviewing or revising.
- Miss important information or include inaccurate information.

Summarize Spoken Text transcript

IMPORTANT NOTE:
This is a transcript of the listening question. In the real test, you will not see the transcript. You will hear the audio once.

Transcript

Can you imagine a world without the numerals zero to nine to represent numbers? We use them every day, and don't really think about what we would do without them, or even where they came from. In fact, it's almost impossible to imagine life without these numbers and the system of organising them in different ways to represent different values. Without them we wouldn't have computers, there would be no travel to space, and very little in fields such as medicine or engineering. But here's something to make you stop and think. Would it surprise you to know that these numerals were almost unknown in Europe until the twelfth century?

The numerals that were generally used before then were those introduced by the ancient Romans, and they were complicated and not very easy to use.

The new system was first introduced into Europe in Spain, from the Middle East, by way of India and China. However, it was another 300 years before they were generally accepted. What's clear is that using zero to nine opened the way for the world we live in today, which is built on those numerals, or digits.

Summarize Spoken Text – Excellent sample answer

Answer A

The numerals zero to nine, essential for modern life, were almost unknown in Europe until the twelfth century. Before then, the complex Roman numerals were used. The new system, introduced from the Middle East via India and China, took 300 years to be widely accepted. These digits revolutionized fields like computing, space travel, medicine, and engineering, shaping the world we live in today.

ANSWER EXPLANATION:
This response receives an excellent answer for content. It summarizes comprehensively and paraphrases effectively. All the main ideas are identified and presented in a concise and understandable way.

Summarize Spoken Text – Good sample answer

Answer B

Firstly numerals (to represent numbers) were first used by the ancient Romans but they were overly complex and it took over 300 years also they were accepted in other places (in Europe and the Middle East). Numerals representing 0-9 were unknown until the 12th century in Europe and since then they have become an indispensable part of everyday life and without them, we would not have had: computers, space travel, medicine or engineering.

ANSWER EXPLANATION:
This summarizes the text really well and all the main ideas are correctly identified. The use of connecting words and how the summary flows could be improved with the connecting words being simple (firstly, but, and, also, and, and). As well as this, this summary is above 70 words so it loses a mark for form.

Summarize Spoken Text – Average sample answer

Answer C

It took until the 12th century for numerals (1-9) to be accepted by Europeans but they have been of great importance ever since and they have paved the way for developments in computing, space travel, medicine and engineering. Nowadays these numerals are part of our everyday lives.

ANSWER EXPLANATION:
The audio was summarized partly well but there were key points which were not included, e.g., that numerals used were introduced by the Ancient Romans or that the system took 300 years to be accepted. As well as this, there is an error with the response. The response mentions numerals 1–9 when it should be 0–9.

Summarize Spoken Text - Needs improvement sample answer

Answer D

The audio was mainly about numerals zero to nine. The speaker stated such words as every day lives, space travel, medicine, engineering. In addition to this, the audio talked of ancient Romans, Europe in Spain and the Middle East and 300 years. Finally, the speaker concluded the lecture by stating interesting points regarding the topic.

ANSWER EXPLANATION:
This response scores a very low score for content. The response uses pre-memorized sentence stems and simply adds key words to the summary. The final sentence is completely standalone and has no relevance to the audio.

Multiple Choice, Multiple Answers

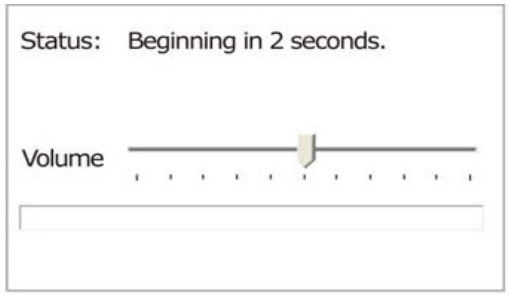
Take notes of the main points and supporting details

In the 7 seconds before the recording begins, read the question and get ready to **take notes to help you answer**. Taking notes is likely to be more helpful than trying to select options while you listen because you may not hear the information in exactly the same order as the options.

Note down details (e.g., times, places, things that happened) **as well as the main points**, because you will need to select more than one option.

Answer options 1, 3, and 5 are about areas of land, so you need to note down anything that happened to land to help get the right answers.

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



What happened as a result of the arrival of colonists?

- ☐ Huge areas were deforested.
- ☐ Old farming methods were abandoned.
- ☐ Large expanses were planted with new species.
- ☐ Stone quarries were depleted.
- ☐ Sections of land were delineated with stones.

Multiple Choice, Multiple Answers

Select for meaning, not just to match the words you hear

Select the options that best match the meaning of what you have heard. Don't just choose an option because it has the same words or phrases as the recording. Several options may use words from the recording but may not match the meaning of what you have heard.

Which of the following most closely represent the ideas expressed by the speaker?

- ☐ Even if consciousness could be explained, scientists are unlikely to ever be able to build an artificial entity with consciousness.
- ☐ Consciousness can already be clearly explained in scientific terms.
- ☐ For the most part humans do not think about the fact that they are conscious beings.
- ☐ Thinking about the "conflict" between the part of the self which is acting and the part of the self which is conscious raises intriguing questions.
- ☐ We should never take it for granted that we are seeing what we are seeing.
- ☐ The structure of the human nervous system is unusual.

Important Test Tips

Do

- Quickly read the options before the listening starts.
- Take concise notes (focus on keywords and relations) while listening. Remember to use symbols and abbreviations.
- Keep listening until the end, even if you think you have already heard the information you need.
- Read the options again after listening to eliminate any option that seems clearly wrong.
- Listen for meaning, not just individual words.
- Refer to your notes to check if the options you have selected are correct.

Don't

- Select options you are unsure about. You lose points for choosing incorrect options.
- Focus on vocabulary only. In this task, you may need to identify the attitude or purpose of the talk.
- Get distracted by unfamiliar words as it may lead to missing important details of the talk.
- Decide based on your personal knowledge.
- Guess, because there is negative marking for this question.

Fill in the Blanks (Type In)

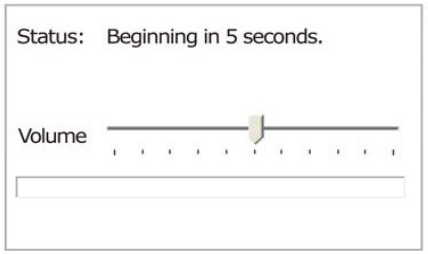
Skim the text before the recording begins

In the 7 seconds before the recording begins, you only have time to skim the text. As you do this, ignore the gaps and try to get an overall idea of what the text is about. This will help you recognize the words that fit the gaps, as you hear them.

Some of the things you can look for:

- **Proper nouns** (that begin with a capital letter). They can give you information about people and what they do (e.g., 'Mike Griffiths … conservationist'), places (e.g., 'Indonesian island of Sumatra') and organizations (e.g., 'conservation group The Leuser International Foundation'). Don't worry if you don't know where or who they are.
- **Nouns** that are repeated in the text. They may help you decide on the topic.

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



The Indonesian island of Sumatra is home to the country's fourth-largest city, Medan, a bustling [ ] hub that's also a jumping-off point for those who want to see one of the world's richest, yet least-known, forests, the Leuser [ ] in the north of the island, mostly in the province of Aceh; and the quickest way to see Leuser is by air. Mike Griffiths is a former oil company executive turned conservationist who sees Leuser as his second home, and he heads the conservation group. The Leuser International Foundation. He rattles off the names of volcanoes, rivers and other [ ] as our plane climbs from Medan over the [ ] green jungle below.

Fill in the Blanks (Type In)

As you listen, write the words you hear for the blanks on your erasable whiteboard

The recording is at normal speed and is only played once. When you are listening, you do not have time to think about how to spell the missing words. Use your erasable whiteboard to write down what you think you hear. Or type abbreviations directly into the text box.

After the recording has finished, you can read through the text, and decide on the words that are missing and how they are spelled.

OK, we're going to begin our lectures today on the [ ] basis of mental life. Psychology was defined at the very beginning of the [ ] of the science by William James as the science of mental life. As I [ ] last time, James argued that the whole purpose of psychology is to try to understand the [ ], emotional and motivational processes that [ ] human experience, thought and action. But because the brain is the [ ] basis of the mind, the mind is what the brain does, James began his famous [ ] on psychology with a discussion of brain function.

Remember, the next question does not start until you click Next (N) at the bottom of the screen, so you have a little time to think about your answers.

Fill in the Blanks (Type In)

Important Test Tips

Do

- Skim the text before listening to get a general idea of the topic.
- Read the text at the same speed as the speaker is talking. If you fail to keep up, it will mean you have difficulties in answering all the questions.
- Prepare the cursor by placing it in the first blank or get your pen and booklet ready.
- Use the tab key to quickly move from one answer to the next.
- Listen carefully. Everything you need is in the audio.
- Check the spelling of words you have typed in.

Don't

- Stop to read what you have typed as this will lead to losing track of the recording.
- Panic if you miss a word. Move on and focus on the next blank.
- Insert random words that are not in the audio.
- Leave empty blanks. If you are at a total loss, guessing is better than no answer at all.
- Forget to check that your answers make sense.

Highlight Correct Summary

Take notes and match them to the correct summary

Don't read the options before or while you are listening to the recording as there is too much to read, and this will distract you. Instead, **note down the key ideas** on your erasable whiteboard as you listen (e.g., key words and phrases, numbers, names and dates, and any information that is highlighted by the speaker through stress and intonation). Then read the options and **match the option that is closest in detail to your notes**.

- **models of motivation**
- **normal people**
- **two models**
- **main focus –**

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

Status: Playing

Volume

- (●) There have been previous lectures in this series covering aspects of abnormal behaviour. This lecture covers the models of motivation applied to normal people. Although there are numerous models of human motivation, two models will be described and compared: the homeostatic model and Maslow's model, with the main focus on the homeostatic model.
- ( ) The course has covered the motivation of abnormal people and will look at many different models of motivation and criticize them. This lecture is the first in a series of lectures on the motivation of normal people. Students need to have attended previous lectures to follow the arguments about the motivation of normal people.
- ( ) The lecture will pay equal attention to two well-known models of motivation: Maslow's model and the homeostatic model. These models are very similar both starting with basic needs like the need for food. The lecture will emphasise the importance of how the question 'Why?' is at the heart of all studies of motivation.
- ( ) The lecture will describe what drives people and scientifically describe the hunger drive. In particular, the homeostatic model of motivation will be examined in relation to the way this model is based on our perception of ourselves as individuals. Examples will be given of the lowest and highest levels of human motivation.

Important Test Tips

Do

- Skim the options quickly before the listening starts.
- Take notes as you listen.
- Remember to use abbreviations and symbols when note-taking as this saves time.
- Listen for meaning and context, not only individual words.
- Eliminate any incorrect options as you listen (e.g. It can't be . . . , It can't be . . . , therefore it must be . . .)
- Eliminate any wrong answers after the recording . . . e.g., they contain incorrect information, contain information that was not present in the recording.
- Guess if you are not sure as there is no negative marking for this question.

Don't

- Write everything you hear.
- Choose a summary because you heard some words in the recording.
- Decide based on your knowledge. Everything you need to know is in the recording.
- Be distracted by unfamiliar words. Try to focus on the broader meaning of the recording.
- Leave the tasks unanswered.

Multiple Choice, Single Answer

Focus on the kind of information you need

For listening multiple-choice questions, **the main part of the question tells you what to listen for**. Being aware of the focus of the question will help guide your listening.

For example, it will tell you whether you are listening for the main idea: **What was the main cause of the company's collapse?**

Or listening for some supporting information or details: **What aspect of past transport policy does the speaker mention?**

Or listening for an inference drawn by the speaker: **What does the speaker suggest that the factory may have to do?**

Or listening for the speaker's purpose: **Why does the speaker talk about the fall in car ownership?**

Multiple Choice, Single Answer

Skim the question and answer options before you listen to understand the topic

In the 5 seconds before the recording begins, **quickly read the question and answer options to make sure you understand the topic**.

For example, in the sample, the question shows that the speaker will talk about the future, and the options show you they all include the word 'media'. So you are listening to hear what the speaker thinks will happen to the media in the future.

What does the speaker believe is likely to happen in the future?

- The media will be owned by a small number of corporations.
- The public will eventually pay for the funding of the media.
- The media will be run primarily for the purpose of making profit.
- Most media analysts will continue to report what they see.

Multiple Choice, Single Answer

Important Test Tips

Do

- Read the question carefully. It will tell you what type of information to listen for.
- Look for differences in the options as this will help you confirm the correct answer.
- Take notes to support you to find the correct answer.
- Choose your answer based on the information you hear.
- Guess if you are at a loss because there is no negative marking.

Don't

- Choose an answer before the audio ends. The relevant detail might come late.
- Select an option just because you heard the same words. Often both correct and incorrect options use the same words as in the recording.
- Decide based on your knowledge. Everything you need to know is in the recording.
- Spend too much time on one task.

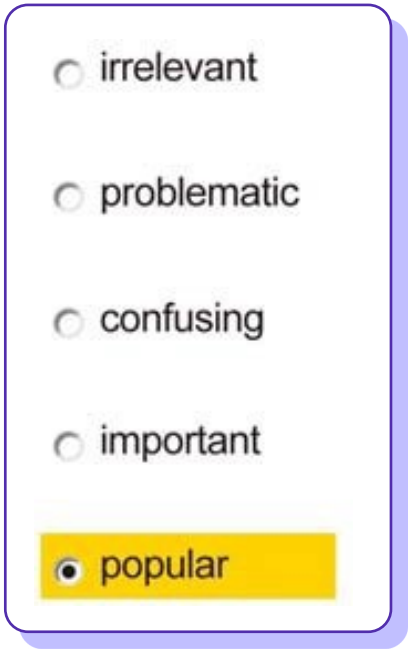
Select Missing Word

Listen carefully to the very end

For this task, you need to understand the topic being discussed in the audio and predict what word or words finish the speakers' talk. It's important to listen carefully throughout, but pay careful attention as the time counts down to the very end. Try to take note of the last sentence the speaker says before reviewing the answer options.

For each question in this task, there are three to five response options but only ONE option is correct. At the end of the recording, click on the option you think is correct.

The next recording does not begin playing until you click 'Next'. So you have a little time to think about your answer.



Select Missing Word

Important Test Tips

Do

- Listen carefully to the very end of the recording.
- Focus on meaning not grammar, as all the options fit grammatically.
- Focus as much as possible on the last part of the recording, so that you hear the words surrounding the beep.
- Pay attention to the tone. The speaker's tone can hint at the missing word's category (positive, negative, neutral).

Don't

- Leave the task unanswered. Guess if you are at a loss. There is no negative marking for this question.
- Make a final choice before checking all the options carefully.
- Focus on just one part of the audio. Consider the sentence as a whole.

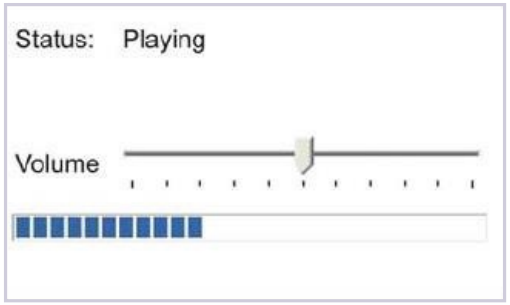
Highlight Incorrect Words

Follow the text with the cursor as you listen

In this question type, you have to **select the wrong words as the text is read**. Don't try to make notes as you listen.

Move the cursor along the screen as the words are spoken, and click on any words that sound different from the words on the screen.

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



When explorer Roald Amundsen set out to find the Northwest Passage, his official mission was scientific – a search for the magnetic north pole.

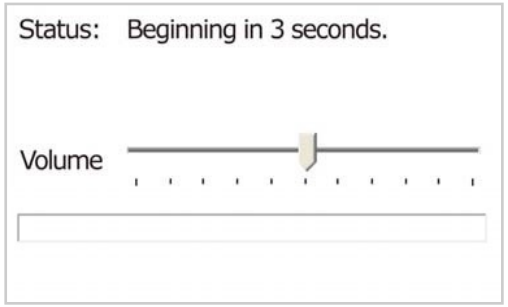
When explorer Roald Amundsen set out to find the Northwest Pasture, his official mission was scientific - a search for the magnetic south pole. But as historian Roland Huntford describes, the real drive behind the expedition came from a deep desire to colonize the unknown. "One of the reasons that Amundsen would have been challenged by the Northwest Passage is simply that it was one of the last great geographical goals accomplished. What you have to realize is that by the 1880s, most of the earth had been discovered."

Highlight Incorrect Words

As you listen, focus on key words

You cannot read word-for-word as you listen, but you can focus on the words that give you information: e.g., nouns ('economy'), adjectives ('industrial') and verbs ('manufactured'). The incorrect words may sound very similar to the words in the text.

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



The text compares present and past approaches to economic activity

I think the importance of creativity today really reflects a fundamental rift in the nature of the economy. You know, in the old days, wealth was created because in the industrial era, you manufactured everything, you got economies of scale, you had long production runs, you were really effective - you know, you could get a Model T, any color just so long as it was black. Right? So there was centralization. And there was a whole set of presumptions about how to manage, how to create an organization - you know, a typical kind of hierarchical organization - to make sure that things ran smoothly. Well, that may be great for a relatively stable era of history - relatively stable - but now things are functionally unstable - and so we need less economies of scale and more economies of recovery. Which means that the management approach, the organizational approach, has got to shift as well.

Important Test Tips

Do

- Skim the text to get a general idea of the text.
- Track the text with the cursor as the audio plays.
- Click immediately when you hear an incorrect word.
- Put an example after . . .
- Be ready to hear similar . . . same consonant. E.g., interesting, informative.
- Highlight 5-6 incorrect words only.

Don't

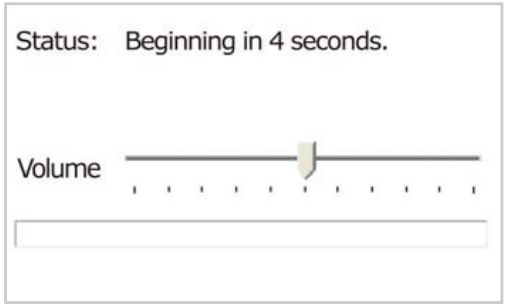
- Select words without hearing a mismatch. Incorrect guesses lower your score.
- Take notes because it will be distracting.
- Lose track of the speaker as it won't be easy to catch up.
- Select words just because they look odd in the transcript.
- Waste time checking your answers. Words have to be chosen while listening.
- Worry about the spelling of the replacement word, you are just highlighting the incorrect words.

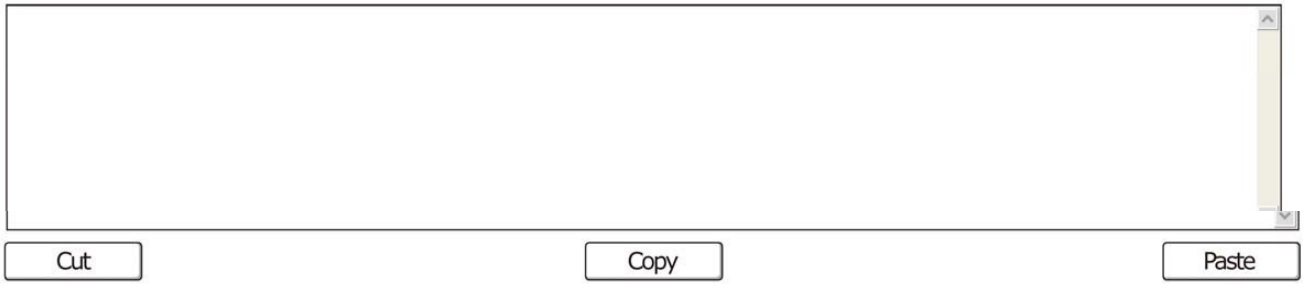
Write from Dictation

Type as many correct words as you can remember into the response box in the correct order

You will score points for every correct word that you write in the response box. If you can remember a word but you are not sure where it goes in the sentence, **use your knowledge of English grammar to help you decide**.

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





Total Word Count: 0

Question
I heard carries but where does it go?

Answer
Type it where it fits grammatically into the sentence. It's a verb so it will probably go after the subject.

Important Test Tips

Do

- Focus on meaning. Understand the sentence as a whole to improve recall.
- Stick with either typing or handwriting as you decided in your practice before taking the test.
- Spell the words correctly and in the correct order.
- Make sure you start with capital letter and end with a full stop.
- Write the words quickly and then review the spelling and order before pressing next.
- Aim for 8-11 words.

Don't

- Write a sentence you memorized before the test.
- Correct mistakes during the recording, because this will distract you.
- Forget to check that your sentence makes sense grammatically.
- Press next without checking the spelling carefully.

There’s so much more to learn

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