TEST 1

Overview: Speaking and writing

Part 1 of the PTE Academic test is Speaking and writing. This part tests your ability to produce spoken and written English in an academic environment.

The table shows what you will see in the test, which you will take on a computer. When practising with this book, you will have to write your written answers in the book, your notebook or on your own computer, and you could record your spoken answers on your own computer or mobile phone.

Part 1: Speaking and writing					
Speaking (total time 30–35 minutes)					
Task type	Number of tasks	Task description	Skills assessed	Text/ Recording length	Time to answer
Read aloud	6–7	A text appears on screen. Read the text aloud into your microphone.	reading and speaking	text up to 60 words	varies by task, depending on the length of text
Repeat sentence	10–12	After listening to a sentence, repeat the sentence into your microphone.	listening and speaking	3–9 seconds	15 seconds
Describe image	6–7	An image appears on screen. Describe the image in detail into your microphone.	speaking	n/a	40 seconds
Re-tell lecture	3–4	After listening to or watching a lecture, re-tell the lecture in your own words into your microphone.	listening and speaking	up to 90 seconds	40 seconds
Answer short question	10–12	After listening to a question, answer with a single word or a few words into your microphone.	listening and speaking	3–9 seconds	10 seconds
Writing (total time 50–60 minutes)					
Task type	Number of tasks	Task description	Skills assessed	Text/ Recording length	Time to answer
Summarize written text	2–3	After reading a passage, write a one-sentence summary of the passage.	reading and writing	text up to 300 words	10 minutes
Write essay	1–2	Write an essay of 200–300 words on a given topic.	writing	up to 4 sentences	20 minutes

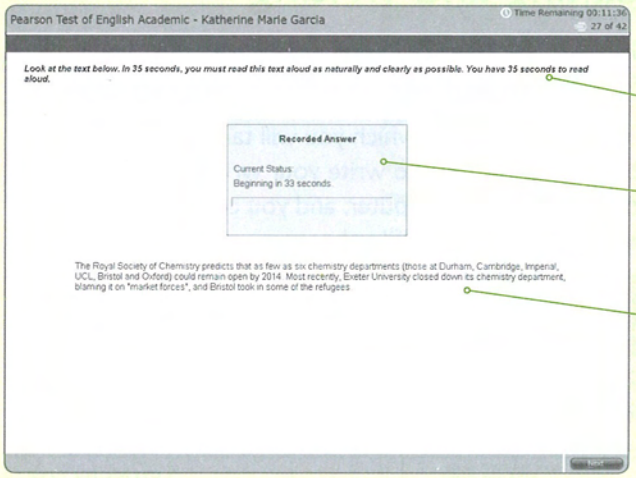
Each recording is played only once. You may take notes using the Erasable Noteboard Booklet and pen, and use these notes as a guide when answering the tasks.

Speaking task types are not timed individually, but writing task types are. In both sections you can refer to the timer in the upper right-hand corner of the computer screen, *Time Remaining*, which counts down the time remaining for the Speaking section.

Read aloud

About the task type

This is a long-answer speaking task type that tests reading and speaking skills. You have to read aloud a short text, with correct pronunciation and intonation. You will do 6–7 *Read aloud* tasks.



Instructions

Recording Status box that tells you when the microphone opens and when it closes

Text that you have to read aloud

Strategies

Read the text through first

- Use the 30–40 seconds before the microphone opens to skim the text and understand the topic.
- Use the punctuation and grammar to identify where pauses will be needed between meaning groups.
- Identify any words that may be less familiar to you and think how they might be pronounced.
- Read the first part aloud before the microphone opens. This will help you to begin speaking when you hear the tone.

While you read

- Begin reading as soon as the tone sounds and the recording status changes to a blue bar. As you read, stress the words that carry important information. Use pausing to group the text into meaningful chunks.
- Use rising intonation to show a contrast, and falling intonation to show that you have finished a point or sentence, or come to the end of what you are saying.

Take your time

- You have plenty of time so do not rush. Read with meaning, at a normal volume. Do not leave out any words.
- If you make a mistake, correct it and continue. Do not stop reading, and do not begin again at the beginning. Click 'Next' when you are ready to go on to the next task.

Testing focus Scoring ➤ page 147

Subskills tested

Reading: identifying a writer's purpose, style, tone or attitude; understanding academic vocabulary; reading a text under timed conditions.

Speaking: speaking for a purpose (to repeat, to inform, to explain); reading a text aloud; speaking at a natural rate; producing fluent speech; using correct intonation; using correct pronunciation; using correct stress; speaking under timed conditions.

Preparation

- Practise reading sentences out loud, grouping the words into meaningful chunks. Practise putting short pauses at commas and between meaning groups, and longer pauses at full stops.
- Select 6 or 7 short texts of 2 or 3 sentences (up to 60 words) from a magazine or online. Look at the punctuation and grammar and mark the chunks with a slash /. Time yourself reading each one. After 40 seconds, go on to the next text.
- Listen to the way the final sound in one word links to the first sound in the next when people speak. Try to do this when you read aloud.
- You will score higher if your fluency shows a natural rhythm, which is given by chunking and stress. Read a sentence and clap your hands on each stressed word. Be aware of the weak forms between stressed words.
- When practising reading aloud, read on smoothly even if you make a mistake as hesitations, false starts and repetitions can lower your score.
- Practise using rising intonation in lists and falling intonation at the end of sentences.
- When you learn a new word, use a dictionary that has the words recorded so you can check both the pronunciation of the sounds and where the word stress falls.
- You will read more fluently if you understand what you are reading, so work on your reading and vocabulary skills as well as your speaking skills.

Read aloud

TIP STRIP

1. Break the text up into chunks and pause slightly between each one as you read. Before the recording begins, use the punctuation to help you decide where to pause and where each new chunk will begin.
2. As you read, stress the words that carry important information. This makes it easier to understand what you are saying.
3. Use rising intonation patterns to show a contrast. For example, here you need to contrast the *buildings* with *trees*.
4. Try to get the word stress right on multi-syllable words. In Text 4, there are words that end in '*ion*'. Usually, the stress falls on the syllable before this – *pollution*, *combustion*, *stations*.
5. Look for sense groups, as well as the grammatical structure, to notice which groups of words should be said in one chunk: */ to provide individuals with an income / once they stop working /*.
6. Use falling intonation patterns to show that you have finished a point, or come to the end of what you are saying: *on our moods, about our lives*.

In the test, there are 6–7 tasks. For each task, you read the text aloud into the microphone. The wording in the instructions below is the same as you will see in the actual test. See page 12 for help.

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

1. Market research is a vital part of the planning of any business. However experienced you or your staff may be in a particular field, if you are thinking of introducing a service to a new area, it is important to find out what the local population thinks about it first.

2. Not a lot is known about how the transportation of goods by water first began. Large cargo boats were being used in some parts of the world up to five thousand years ago. However, sea trade became more widespread when large sailing boats travelled between ports, carrying spices, perfumes and objects made by hand.

3. When the young artist was asked about his drawing, he explained that he had started by taking a photograph of himself sitting by a window at home. He then drew his face from the photograph and replaced the buildings which were outside the window with trees. This gave the picture a softer, more artistic background.

4. Humans need to use energy in order to exist. So it is unsurprising that the way people have been producing energy is largely responsible for current environmental problems. Pollution comes in many forms, but those that are most concerning, because of their impact on health, result from the combustion of fuels in power stations and cars.

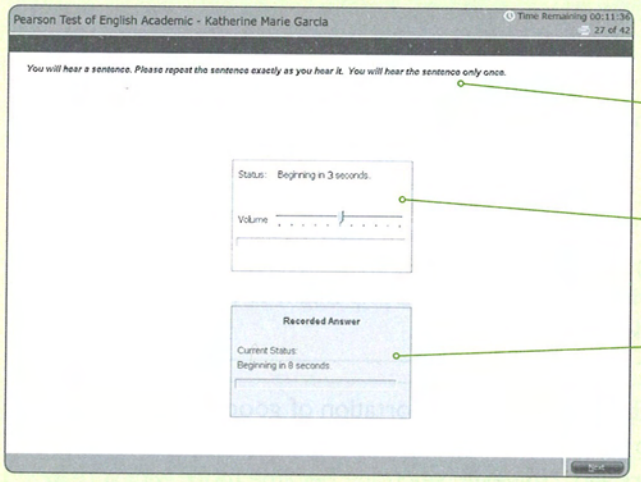
5. Clearly, times are changing and while many people are saving for their retirement, many more still need to do so. Most countries have a range of pension schemes that are designed to provide individuals with an income once they stop working. People need to take advantage of these if they are to have sufficient money throughout their retirement years.

6. According to recent research, sunshine and warm weather have a positive effect on our moods. The British Journal of Psychology has published a report in which it claims that anxiety levels fall when temperatures rise, while increased exposure to sunshine makes us think more positively about our lives.

Repeat sentence

About the task type

This is a short-answer speaking task type that tests listening and speaking skills. You have to repeat a sentence that you hear, with correct pronunciation. You will do 10–12 *Repeat sentence* tasks.



Instructions

Audio Status box and volume control

Recording Status box that tells you when the microphone opens and when it closes

Strategies

Be ready

- The Audio Status box will count down from 3 seconds and then the recording will play.
- Be ready to hear, understand and repeat the short sentence (3 to 9 seconds). Stay focused.

Focus on the meaning

- Listen to the way the speaker groups words into meaningful phrases, and copy this phrasing.
- Listen for the speaker's intonation and try to copy it.
- Listen for the grammatical structure to help you to reconstruct what you have heard.
- There isn't time to write the words.

Speak clearly

- Wait until the blue bar that shows the microphone is open, then speak; there is no tone. Remember, the microphone will close after 3 seconds of silence.
- Take a breath before you speak; this will help you speak clearly.
- Say every word you hear, but if you don't know a word, say what you think you heard.
- Pronounce the vowels and consonants clearly, and link words together as the speaker did.
- Speak at a normal speed and volume, and don't rush – you have plenty of time.
- Don't try to copy the speaker's accent; just speak normally.
- Click 'Next' to move on.

Testing focus Scoring ➤ page 147

Subskills tested

Listening: understanding academic vocabulary; inferring the meaning of unfamiliar words; comprehending variations in tone, speed and accent.

Speaking: speaking for a purpose (to repeat, to inform, to explain); speaking at a natural rate; producing fluent speech; using correct intonation; using correct pronunciation; using correct stress; speaking under timed conditions.

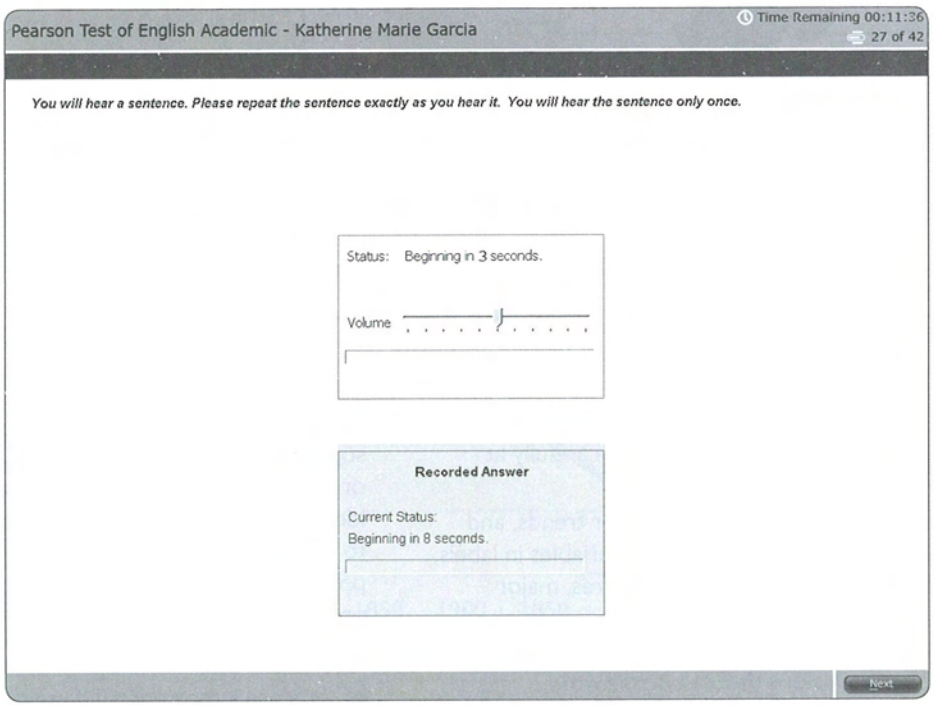
Preparation

- Train your short-term memory by repeating short announcements or advertisements that you hear; ask a friend to read aloud 10–12 short sentences from a magazine for you to repeat each one.
- Develop your understanding of English grammar so that you recognize verb phrases and clause structure. When you hear someone speaking, repeat the words to yourself and think of the structures they used.
- Your score will be higher if you say the correct words in the right sequence, so practise saying phrases with correct word order.
- Use a dictionary where you can listen to the words pronounced in different accents so that when you learn a new word you also know what it sounds like.
- Practise saying new words with the correct syllable stress. Check the dictionary if you are not sure.
- Notice where people put the stress in sentences – the important words are stressed and the other words are weak or unstressed. Try to do this when you speak; your score will be higher if your rhythm, phrasing and stress are smooth and effective.
- Listen to someone giving a talk in a podcast and stop the recording regularly so you can repeat the words you heard. Begin by stopping after 3 or 4 words, then gradually expand until you stop about every 7–9 seconds.
- Listen to podcasts by speakers with different English accents to become familiar with them.

Repeat sentence

In the test, there are 10–12 tasks. For each task, you listen and repeat the sentence you hear into the microphone. The wording in the instructions below is the same as you will see in the actual test. See page 14 for help.

▸2–11 15 sec. You will hear a sentence. Please repeat the sentence exactly as you hear it. You will hear the sentence only once.



Repeat sentence: Each question is displayed on a new screen.

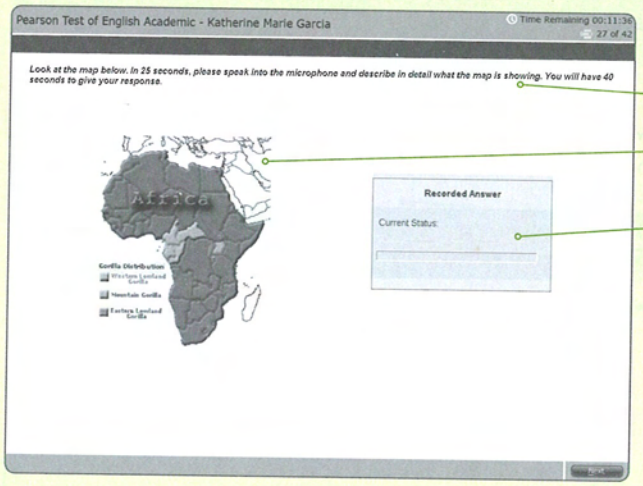
TIP STRIP

1. Listen to the way the speaker groups the words into meaningful phrases, e.g. *such as cost and function, the design of a bridge*.
2. Speak as clearly as you can. If you mumble, your words may not be recognized.
3. Listen to the speaker's intonation and aim to copy this.
4. Listen to the syllable stress on long words, such as *financial* and *available* and say the words the same way.
5. Note how the speaker uses word stress to highlight the important information, for example, *Extra seminars*. Try to do the same.
6. Your score will be improved if you produce correct word sequences including phrasal verbs such as *switch off* and noun phrases such as *electronic devices*.
7. Many words in a sentence are unstressed or 'weak forms', for example in the phrase *as a team, as a* is unstressed. You will not hear weak forms clearly but the grammar tells you they are present.
8. Remember there is no tone before the microphone opens in this task, so start to speak as soon as the Status box changes to 'Recording'.
9. Be prepared for long noun phrases before the verb in some tasks, as in *Detailed analysis of population growth*.
10. You will hear a range of accents in this task, but don't try to copy the accent. Just speak naturally.

Describe image

About the task type

This is a long-answer speaking task type that tests speaking skills. You have 40 seconds to describe the information in a graph, chart, map, picture or table. You will do 6–7 *Describe image* tasks.



Instructions

Image that you have to describe

Recording Status box that tells you when the microphone opens and when it closes

Strategies

Look carefully at the image

- You have 25 seconds before the microphone opens to look carefully at the image.
- Identify the main features or trends, and the names of features or variables in labels. Identify the significant features, major contrasts or changes over time. Think of any implications of the information, or any conclusions that can be drawn.
- Make notes of the main points on your Erasable Noteboard Booklet, and decide the order in which you will describe the information.

Focus on the main points

- After the tone, start with a general statement of what the image is about. Then describe the most important features or trends or contrasts.
- Don't try to describe every detail; use relevant data to illustrate the main points of the information.
- Use your notes to make sure your description is clearly organized.
- Conclude with a comment on any implications or conclusions.

Keep speaking

- Keep speaking. The more you say, the more thorough your description will be.
- If you make an error in the information, don't worry; correct yourself and move on. When the microphone closes, click 'Next'.

Testing focus Scoring ➤ page 148

Subskills tested

Speaking: speaking for a purpose (to repeat, to inform, to explain); supporting an opinion with details, examples and explanations; organizing an oral presentation in a logical way; developing complex ideas within a spoken discourse; using words and phrases appropriate to the context; using correct grammar; speaking at a natural rate; producing fluent speech; using correct intonation; using correct pronunciation; using correct stress; speaking under timed conditions.

Preparation

- Practise interpreting different types of image, including line, bar and pie graphs, process diagrams and maps, that you see in news stories.
- Find an image that interests you. Take brief notes of the main points using key words, with arrows to indicate the order of what you will say. Practise using your notes to organize your description.
- Practise giving an overview by summarizing the information in an image in one sentence. Set a timer so that you are ready to give the overview after 25 seconds.
- You will score higher if you include, as well as all the main points, any developments or implications, or any conclusions that can be drawn.
- Set a timer for 40 seconds and practise describing a picture or graph so you are familiar with the time you have to speak in this task. Then find 6 or 7 images to describe, and practise describing all of them, with 25 seconds to look at each image and 40 seconds to describe it.
- Record yourself describing an image then compare your response with the image to check how complete your description was.
- Practise using words and phrases used to describe amounts (*more than, less than, approximately*) and trends (*rose, fell, fluctuated, remained stable*), as well as comparatives and superlatives (*greatest, highest, lowest, higher than, lower than*).

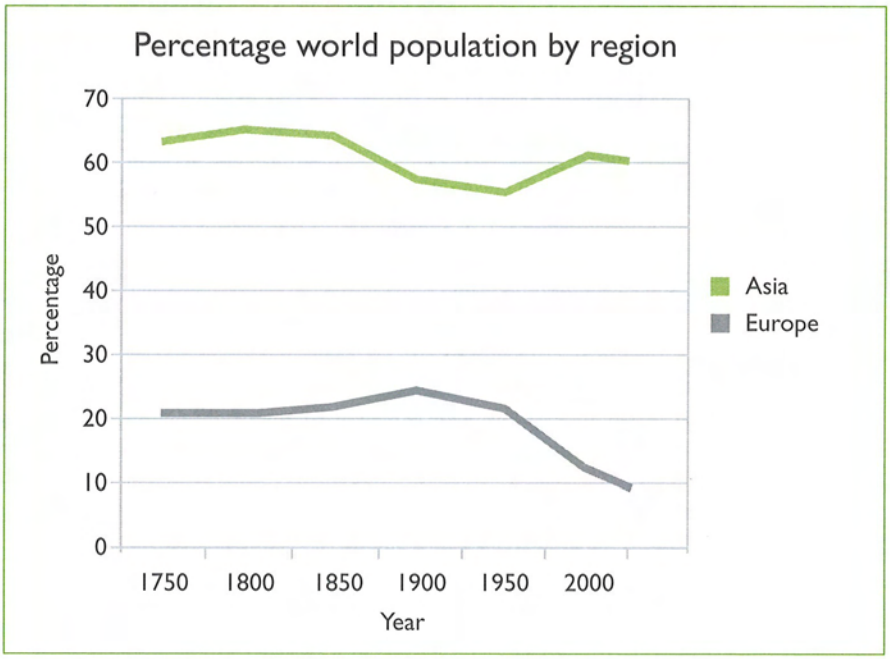
Describe image

TIP STRIP

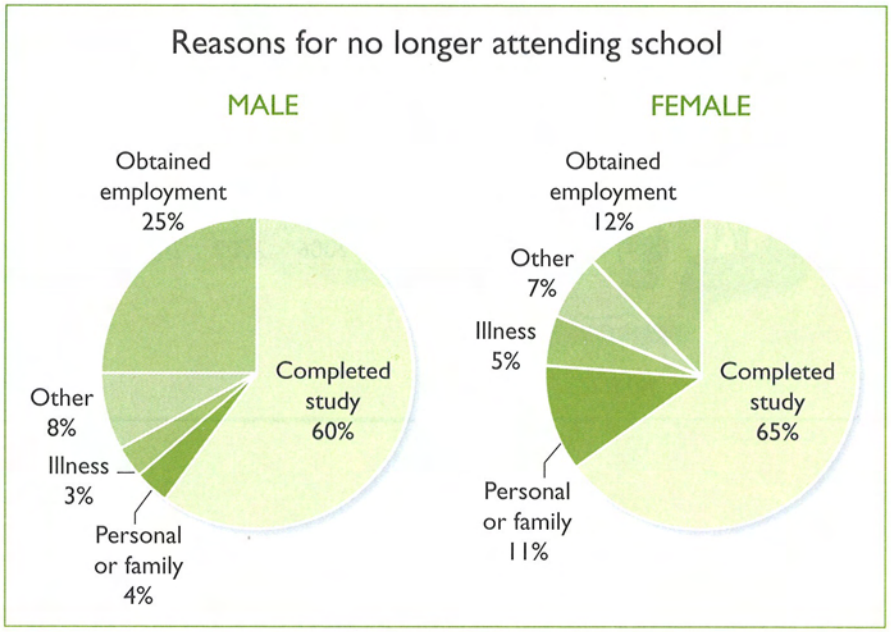
1. Look at the image carefully and make sure you understand what it shows. If you have a graph, look closely at both axes. In this graph, the vertical axis shows the percentage of the world population NOT the population figures.
2. If there are two graphs or charts, this means you have to make comparisons. Look for the most significant similarities and differences.

In the test, there are 6–7 tasks. For each task, you look at the image and describe it into the microphone. The wording in the instructions below is the same as you will see in the actual test. See page 16 for help.

1 40 sec. Look at the graph below. In 25 seconds, please speak into the microphone and describe in detail what the graph is showing. You will have 40 seconds to give your response.



2 40 sec. Look at the charts below. In 25 seconds, please speak into the microphone and describe in detail what the charts are showing. You will have 40 seconds to give your response.

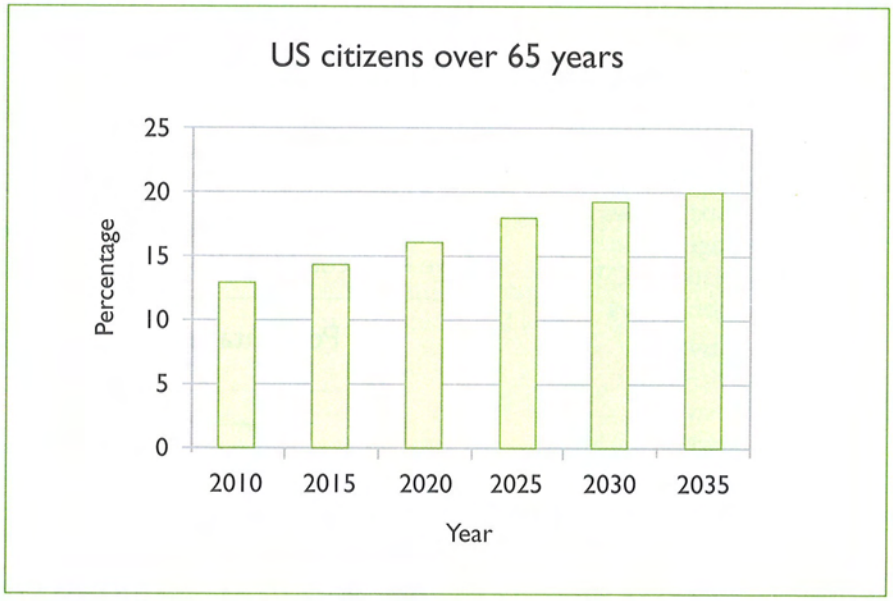


TIP STRIP

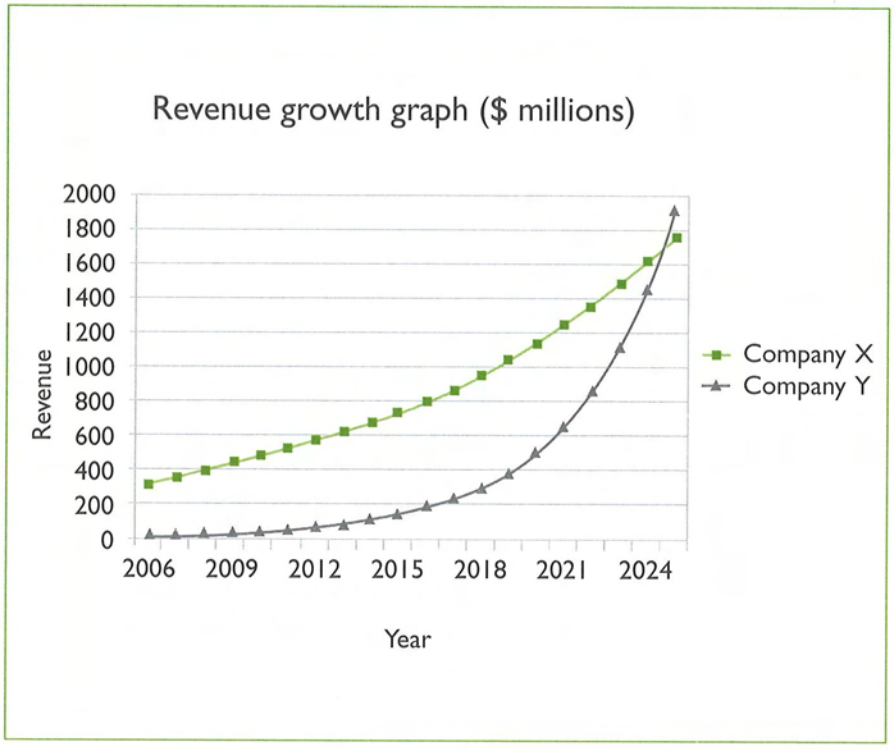
3 Look at the overall idea or pattern and make sure you describe that. Don't just focus on the details. You will score higher if you include possible developments, conclusions or implications.

4 When a graph gives information on large numbers or quantities, make sure you say these correctly. In this case, the graph title tells you that it shows figures in millions of dollars, not hundreds.

3 40 sec. Look at the chart below. In 25 seconds, please speak into the microphone and describe in detail what the chart is showing. You will have 40 seconds to give your response.



4 40 sec. Look at the graph below. In 25 seconds, please speak into the microphone and describe in detail what the graph is showing. You will have 40 seconds to give your response.

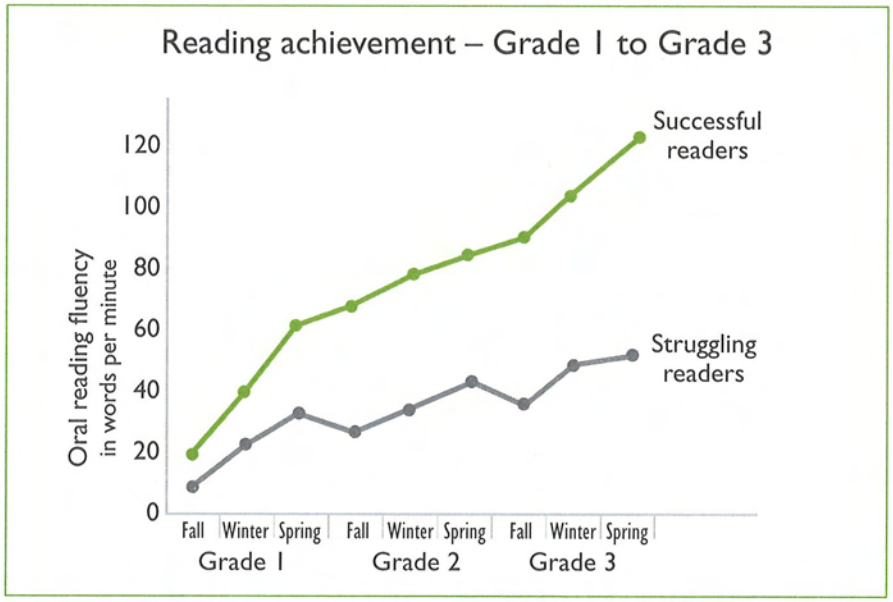


TIP STRIP

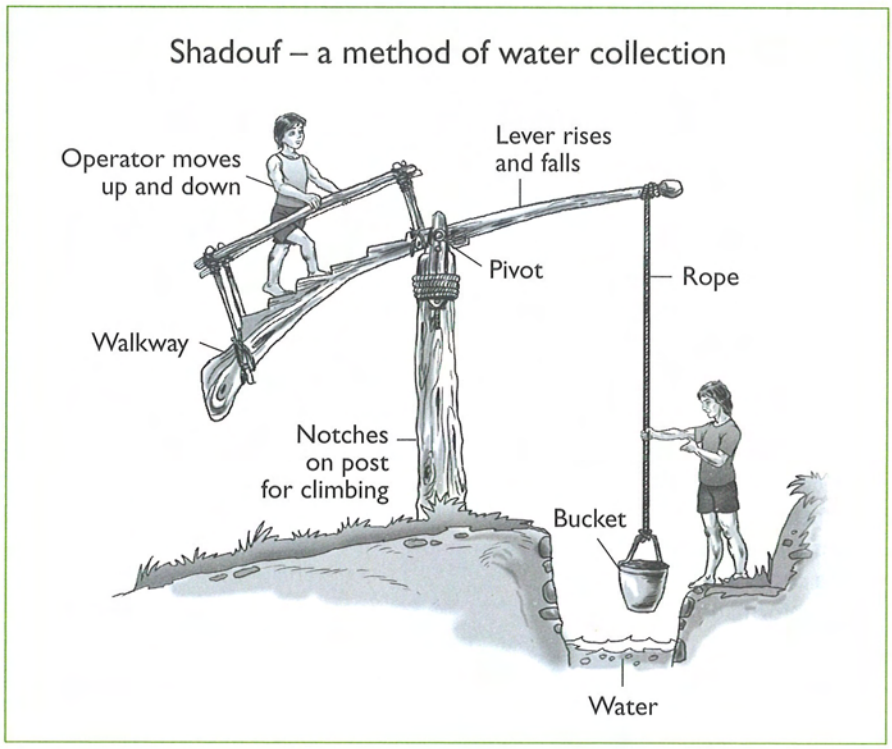
5 You cannot always describe every point on a graph. Look at the trend. If it is quite steady, describe what it shows overall and only highlight significant differences.

6 If you have a diagram of a process, start by describing the different parts or elements of the process and then move on to describing the process itself.

5 **40 sec.** Look at the graph below. In 25 seconds, please speak into the microphone and describe in detail what the graph is showing. You will have 40 seconds to give your response.



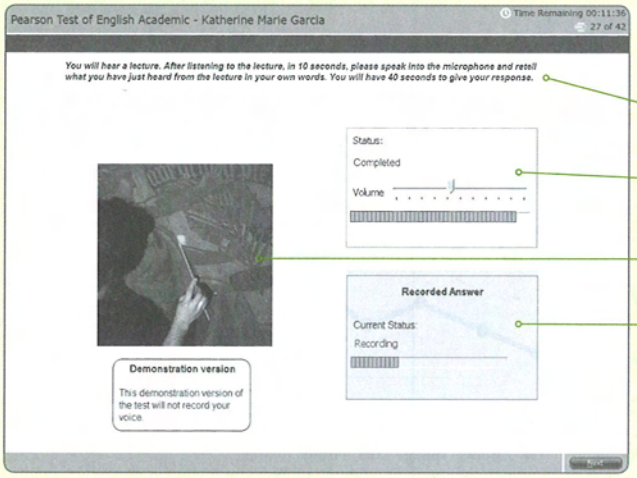
6 **40 sec.** Look at the diagram below. In 25 seconds, please speak into the microphone and describe in detail what the diagram is showing. You will have 40 seconds to give your response.



Re-tell lecture

About the task type

This is a long-answer speaking task type that tests both listening and speaking skills. You have to re-tell in your own words the information in a 60–90 second lecture. You will do 3–4 *Re-tell lecture* tasks.



Instructions

Audio Status box and volume control

Image related to the topic of the lecture

Recording Status box that tells you when the microphone opens and when it closes

Strategies

Be ready

- Before the recording begins, look at the image to help you to anticipate the topic of the lecture.
- Be ready to take notes on the Erasable Noteboard Booklet.
- Remember you can change the volume using the slider in the Audio Status box.

Take notes as you listen

- As you listen, take notes of the main and supporting ideas.
- Don't try to write down everything you hear. Use key words, abbreviations, symbols and arrows to capture the most important ideas and organize them so you can use your notes to speak.
- When the recording stops, you have 10 seconds before a tone indicates that the microphone is open and the blue bar appears in the Recording Status box. Use this time to plan how you will begin, and the order in which you will present the information.

Summarize

- Use your notes to summarize all the main points and add as many supporting details or examples as you can, as well as any implications or conclusions.
- Speak clearly and at a natural pace. You have 40 seconds to re-tell the information so you do not need to rush. When the microphone closes, click 'Next'.

Testing focus Scoring ➤ page 148

Subskills tested

Listening: identifying the topic, theme or main ideas; identifying supporting points or examples; identifying a speaker's purpose, style, tone or attitude; understanding academic vocabulary; inferring the meaning of unfamiliar words; comprehending explicit and implicit information; comprehending concrete and abstract information; classifying and categorizing information; following an oral sequencing of information; comprehending variations in tone, speed and accent.

Speaking: speaking for a purpose (to repeat, to inform, to explain); supporting an opinion with details, examples and explanations; organizing an oral presentation in a logical way; developing complex ideas within a spoken discourse; using words and phrases appropriate to the context; using correct grammar; speaking at a natural rate; producing fluent speech; using correct intonation; using correct pronunciation; using correct stress; speaking under timed conditions.

Preparation

- Develop your own techniques for rapid note-taking. Decide on your own abbreviations and symbols and practise using them so they become automatic.
- Practise starting your response with a topic sentence that introduces the topic and main idea.
- The best responses will include any conclusions or implications, so always consider the significance of the information.
- Listen to 30 seconds of a lecture, noting the key words, then stop the audio and state the main point. Repeat this, extending the time to 90 seconds.
- Find podcasts of lectures with a transcript. Highlight the signal words that indicate the main points and the examples, or evidence, or opposing arguments, then listen for them in the audio. Use the signal words in your own re-telling of the lecture.
- Find 3 or 4 podcasts of lectures and listen to the first 90 seconds, taking notes. Time yourself for 40 seconds re-telling the extract from the lecture using your notes, then move on to the next one.

Re-tell lecture

In the test, there are 3–4 tasks. For each task, you see an image on the screen. Listen to the lecture and then speak into the microphone. The wording in the instructions below is the same as you will see in the actual test. See page 20 for help.

40 sec. 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 your response.

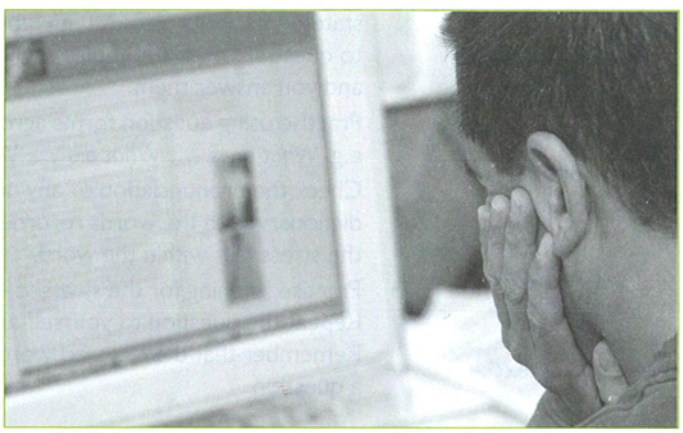
1 ▸ 12



2 ▸ 13



3 ▸ 14



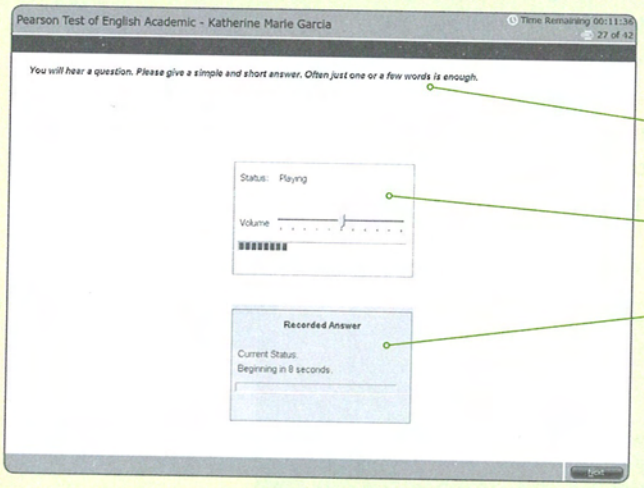
TIP STRIP

1. Use the image to anticipate the vocabulary you might hear. For example, the picture of a polluted city means you are likely to hear *air pollution*, *industrial pollution*, *smog*, *source of pollution*, *health problems*, *motor vehicles*, and so on.
2. Be ready to take notes. Don't try to write every word. Use key words, symbols and arrows to note the main and supporting ideas. Stay focused and keep taking notes until the lecture stops. You will improve your score if you include relevant detail with the main points.
3. Listen and take note of any signposts to help you recognize the main points. Phrases such as *There are three main areas* can guide your note taking. If your notes follow the speaker's sequencing, you can use this to organize your own response. Remember, after the audio stops you only have ten seconds before the tone sounds to tell you to begin speaking, so well-organized notes are important.

Answer short question

About the task type

This is a short-answer speaking task type that tests listening and speaking skills. You have to respond to a short question, in one or a few words. You will do 10–12 *Answer short question* tasks.



Instructions

Audio Status box and volume control

Recording Status box that tells you when the microphone opens and when it closes

Strategies

Stay focused

- In the 3 seconds before the audio begins for each task, focus on the task so you are ready to understand the question.
- The questions are short, and you must answer as soon as the microphone opens, so keep your concentration through all the tasks.
- Don't let your mind wander as there is no time to 'tune in' to what you will hear.

Understand the question

- Listen for the question word (*who, what, when, how, why*) that will help you to understand the question.
- Do not be afraid that you will not have the specific knowledge needed; all the questions are about topics that every educated person knows.
- There is one correct answer that is usually one word or a short phrase.

Speak clearly

- Speak when the blue recording bar appears in the Recording Status box (there is no tone). The microphone will close if there is silence for more than 3 seconds.
- If you realize you have made a mistake, correct yourself, as the score depends on the correct word or words only. Once you have answered, click 'Next'.

Testing focus Scoring ➤ page 149

Subskills tested

Listening: identifying the topic, theme or main ideas; understanding academic vocabulary; inferring the meaning of unfamiliar words.

Speaking: speaking for a purpose (to repeat, to inform, to explain); using words and phrases appropriate to the context; speaking under timed conditions.

Preparation

- To practise giving quick responses to short questions, work with a friend to write a set of short questions on cards on general knowledge topics you know well, then exchange cards and ask each other the questions (*What satellite of the earth lights the sky at night? Where would you find whales? What part of their body do birds use to fly?* etc.). Answer with one or a few words only.
- Expand your vocabulary by developing association balloons: take a common word, put it inside a circle, then add any words you associate with that word. Use a dictionary and a thesaurus to add to the words in your circle, for example, for *medicine*, you might put *hospital, doctor, nurse, disease, illness, x-ray, health, exercise, bones, veins, surgery*.
- Practise understanding question forms by writing a series of short statements about a topic you know well, then converting them all to questions. Ask a friend to ask you the questions in random order, and you answer them.
- Practise using question forms across as many tenses as you can, e.g. *What does …, What did …, What will …, What would … .*
- Check the pronunciation of any new words you learn by using a dictionary with the words recorded. Make sure you know where the stress falls within the word.
- Practise listening for the stressed words in questions you hear. Repeat the question to yourself and clap on the stressed words. Remember that the stressed words carry the main meaning in a question.

Answer short question

In the test, there are 10–12 tasks. For each task, you hear a question and speak your answer into the microphone. The wording in the instructions below is the same as you will see in the actual test. See page 22 for help.

▸ 15-24 10 sec. You will hear a question. Please give a simple and short answer. Often just one or a few words is enough.

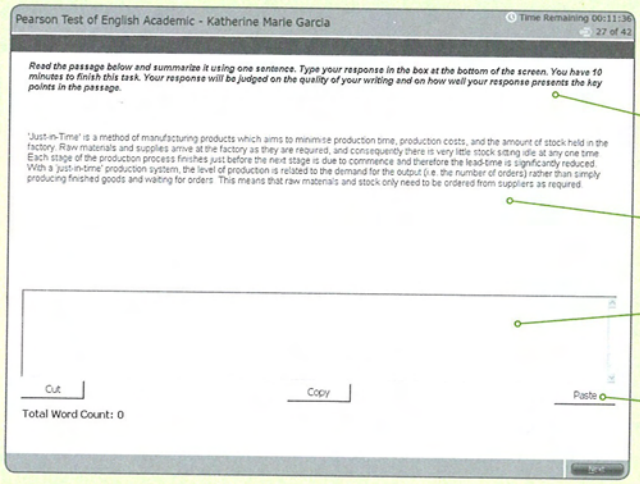
TIP STRIP

1. Start your answer as soon as the Recording Status box changes to 'Recording'. If you wait longer than three seconds, you will lose your opportunity to answer and the recording will move on to the next question.
2. This task type is not individually timed. You must click 'Next' to move to the next task after you have given your response. The timer for the Speaking section will continue running, so once the microphone closes, click 'Next' and move on.
3. Follow the instructions and only give a short answer. For example, if the answer is *stage*, then *stage*, *a stage*, *the stage*, *it's called a stage*, *It's a stage* will all be correct and will score the same marks. The important word is *stage*.
4. Sometimes you can use words in the question to help you answer, e.g. the word *desk* is often used with the answer to form a well-known phrase.
5. The answer will usually not include words in the question. For example, *designer* or *building designer* is not the correct answer for this question because it's too general; it's not the specific job title.
6. Listen carefully to the whole question. For this question, you might pay a cheque or cash to a landlord; but these are ways of paying for something, not the term used for the amount of money you pay.
7. Listen for the question word, e.g. *who*, *what*, *how*. In this question, *What do we call* tells you the answer is the name of something, and *meal* tells you the 'something' is to do with food.
8. Remember that you will do 10–12 tasks of this type. Keep your concentration as you move through the questions.
9. Once the microphone closes, you cannot change your answer. If you realize your first answer was not correct, keep speaking and give the correct answer. You have ten seconds to give your response, but the microphone will close if there are more than three seconds of silence.
10. Don't pause in the middle of your answer for more than three seconds. If you do so, the recording will move on to the next question and your answer will be incomplete.

Summarize written text

About the task type

This is a short-answer writing task type that tests reading and writing skills. You have 10 minutes to write a one-sentence summary of a reading passage. You will do 2–3 *Summarize written text* tasks.



Strategies

Use your reading skills

- Take the time to read the passage calmly. First, skim for the general topic, then read carefully for the main ideas.
- Note the main idea and supporting ideas using key words, and arrows and symbols to indicate how the ideas are organized. Effective note-taking will ensure that your summary has all the main points.

Construct your summary

- Type the main point of the passage in the box, then add the supporting or other details.
- Remember, your response must be one sentence only, between 5 and 75 words, so you must use grammatical structures and punctuation that allow you to include all your points within one sentence.
- Use the 'Cut', 'Copy', and 'Paste' buttons to move text around. There is a word counter below the writing box, and a timer running at the top of the screen.

Check your writing

- Take a few minutes to check your grammar and vocabulary. Does your sentence begin with a capital letter and end with a full stop?
- Your response will not be scored if it is more than one sentence, or if it is written all in capital letters.
- At the end of 10 minutes, the screen will stop responding.

Testing focus Scoring ➤ page 149

Subskills tested

Reading: reading a passage under timed conditions; identifying a writer's purpose, style, tone or attitude; comprehending explicit and implicit information; comprehending concrete and abstract information.

Writing: writing a summary; writing under timed conditions; taking notes while reading a text; synthesizing information; writing to meet strict length requirements; communicating the main points of a reading passage in writing; using words and phrases appropriate to the context; using correct grammar and spelling.

Preparation

- Practise skimming short texts quickly (up to 300 words) to identify the main points. In a longer article, stop reading after each paragraph and summarize the main point in one sentence.
- Work with a friend to agree on what are the main ideas and supporting ideas in texts.
- Develop your own techniques for rapid note-taking. Decide on your own abbreviations and symbols and practise using them so they become automatic.
- Revise complex structures such as subordinate clauses and the use of conjunctions that will allow you to include more ideas within one sentence. Analyze long sentences in texts to identify how the writer has constructed each one.
- Find a short text (up to 300 words) and time yourself reading and summarizing it. Take one minute to skim for the main idea, then 2 minutes to read carefully and take notes. Spend 5 minutes writing a one sentence summary, and 2 minutes checking your work.
- Compare your summary to the original text. The best response will clearly summarize the main idea and condense essential supporting ideas.
- Find a set of 2 or 3 short texts and time yourself summarizing them, one after the other. Make sure you only spend 10 minutes on each text.

Summarize written text

TIP STRIP

In order to get the main points into one sentence, you will need to use grammatical features, such as conjunctions (*and, but,* etc.), conditional clauses (*if, when*, etc.) and relative clauses (*who, which, that*, etc.).

In the test, there are 2–3 tasks. Each task has a text on the screen. You type your summary of the text into the box at the bottom of the screen. The wording in the instructions below is the same as you will see in the actual test. See page 24 for help.

1 10 min. Read the passage below and summarize it using one sentence. Type your response in the box at the bottom of the screen. You have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points in the passage.

> By far the most popular and most consumed drink in the world is water, but it may come as no surprise that the second most popular beverage is tea. Although tea was originally grown only in certain parts of Asia – in countries such as China, Burma and India – it is now a key export product in more than 50 countries around the globe. Countries that grow tea, however, need to have the right tropical climate, which includes up to 200 centimetres of rainfall per year to encourage fast growth, and temperatures that range from ten to 35 degrees centigrade. They also need to have quite specific geographical features, such as high altitudes to promote the flavour and taste of the tea, and land that can offer plenty of shade in the form of other trees and vegetation to keep the plants cool and fresh. Together these conditions contribute to the production of the wide range of high-quality teas that are in such huge demand among the world's consumers. There is green tea, jasmine tea, earl grey tea, peppermint tea, tea to help you sleep, tea to promote healing and tea to relieve stress; but above all, tea is a social drink that seems to suit the palates and consumption habits of human beings in general.

TIP STRIP

Remember to only write one sentence. Make sure your answer has a capital letter at the start and ends with a full stop. Also, check that you have used commas appropriately within your sentence.

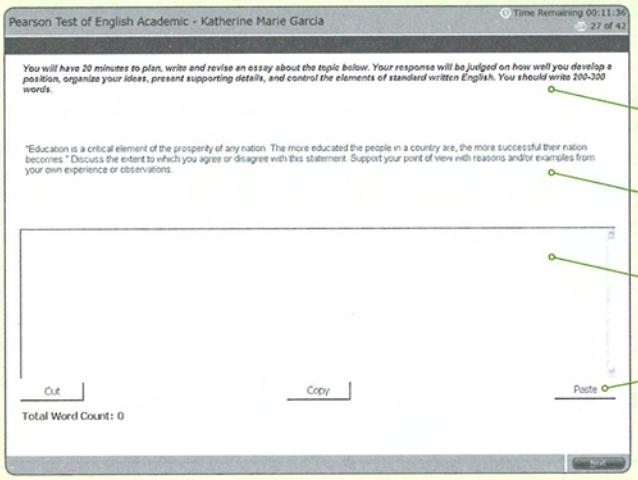
2 **10 min.** Read the passage below and summarize it using one sentence. Type your response in the box at the bottom of the screen. You have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points in the passage.

With all the discussions about protecting the earth and saving the planet, it is easy to forget that we also need to preserve the many species of fish that live in the oceans. In developed countries, much larger quantities of fish are consumed than was the case a century ago when fish only featured on the menu once a week. These days, fish has become a popular healthy alternative to meat and this has created a demand for species such as cod, mackerel and tuna that far outstrips the demands of the previous generation. Throughout the world too, increasing consumption during the past 30 years has meant that the shallow parts of the ocean have been overfished in an effort to supply homes, shops and restaurants with the quantities of fish that they require. Yet despite the sophisticated fishing techniques of today, catches are smaller than they were a century or more ago. What is more, boats are having to drop their nets much deeper into the oceans and the fish they are coming up with are smaller and weigh less than they used to. While government controls have had some effect on fish stocks, the future does not offer a promising picture. Experts predict large-scale extinctions and an irreversibly damaging effect on entire ecosystems, unless greater efforts are made to conserve fish stocks and prevent overfishing in the world's waters.

Write essay

About the task type

This is a long-answer writing task type that tests writing skills. You have 20 minutes to write a 200–300 word persuasive or argumentative essay on a given topic. You will do 1–2 *Write essay* tasks.



Instructions

The essay topic that you have to answer

Type your answer here

Word processing tools

Strategies

Analyze and plan

- First, analyze the essay task. Identify the key words that tell you the general topic, then look for the particular aspect of the topic you are being asked about (often in the form of a statement of a position).
- Look closely at the task to see exactly what you have to do – agree/disagree, answer specific questions, etc.
- Use your Erasable Noteboard Booklet to plan your essay. Note the ideas you want to include, and decide how you will order them.

Write your essay

- Use your outline notes to present your position on the task, and support your opinion with evidence and examples. Remember that it doesn't matter what your opinion is as long as you argue it clearly and with support.
- Make sure you cover all the required aspects of the question.
- Make sure your essay is well organized, with a new paragraph for each new idea, to develop your argument.

Check your writing

- Save a few minutes to check your writing. You will lose marks for poor grammar and for spelling mistakes.
- After 20 minutes the screen will stop responding, so click 'Next' and move on.

Testing focus Scoring ➤ page 150

Subskills tested

Writing: writing for a purpose (to learn, to inform, to persuade); supporting an opinion with details, examples and explanations; organizing sentences and paragraphs in a logical way; developing complex ideas within a complete essay; using words and phrases appropriate to the context; using correct grammar; using correct spelling; using correct mechanics; writing under timed conditions.

Preparation

- Look at the *Write essay* tasks in this book and in *The Official Guide to PTE Academic*. Circle the topic in each one, then underline the particular aspect of the topic you must write about. Identify the instruction that tells you exactly what you must do – agree/disagree, answer specific questions, etc.
- Practise developing outlines for essay topics. Look again at the essay topics in this book and in *The Official Guide to PTE Academic*, and prepare quick outlines for each one. Remember that a response that does not address the topic will be scored zero.
- Practise writing introductory paragraphs, with one sentence that makes a general statement on the topic and a second sentence that introduces your opinion.
- Practise writing conclusions that re-state or summarize your argument in one sentence.
- Make a list of signpost words you can use to show how an argument is organized, such as *Firstly, Secondly, However, In addition, On the other hand*, etc. Write paragraphs that use these signpost words.
- Write 250 words on one essay topic on your computer and time how long it takes you to do this. Decide how much time you can spend planning your essay, how much time writing, and how much time checking.
- Practise writing without using the spell-checker and grammar checker on your computer so that you learn to recognize wrong spellings. You cannot use a spell-checker or grammar checker in the actual test.

Write essay

TIP STRIP

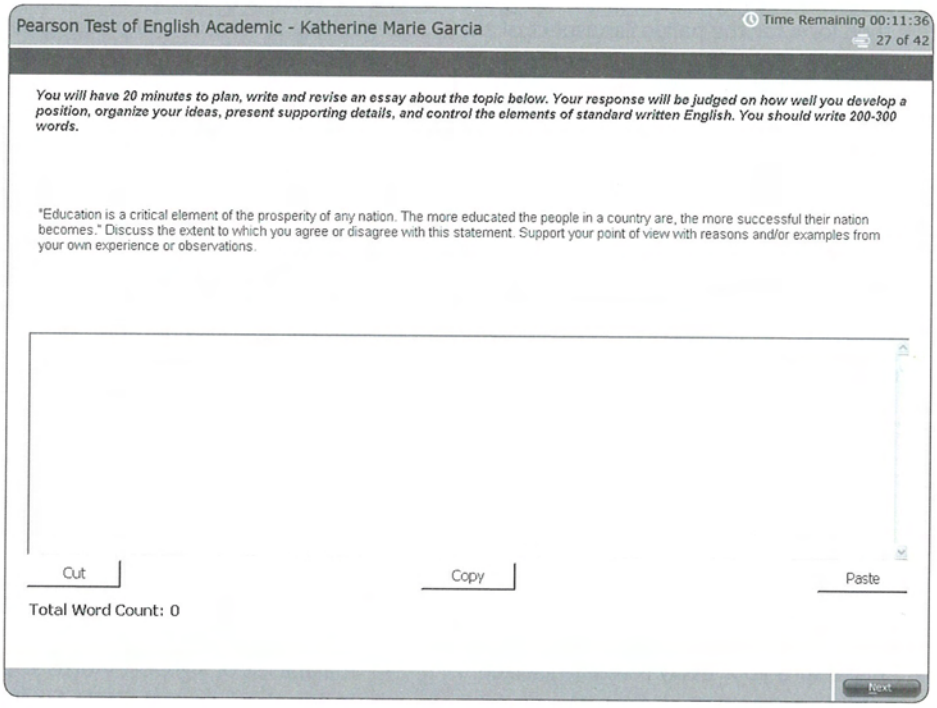
1. In this type of essay, you need to write about the questions you are asked. In Topic 1, there are two questions, so you must answer both of them. Read the questions carefully. Make sure you know what any pronouns refer to. For example, in Topic 1 what does *this* refer to in the second sentence?
2. Think carefully about the question before you start. Sometimes it helps to re-word a statement as a question, e.g. for Topic 2: *Should schools prepare students for university, rather than work?*

In the test, there are 1–2 tasks. For each task, the essay question is on the screen. You type your essay into the box on the screen. The wording in the instructions below is the same as you will see in the actual test. See page 27 for help.

20 min. You will have 20 minutes to plan, write and revise an essay about the topic below. Your response will be judged on how well you develop a position, organize your ideas, present supporting details, and control the elements of standard written English. You should write 200–300 words.

1. As a result of advances in medical care, average life expectancy is increasing for men and women. Do you think most people will see this as a positive development? What are the disadvantages of an ageing population for individuals and society? Support your point of view with reasons and/or examples from your own experience or observations.

2. 'Schools should prepare students for university, rather than for work.' How far do you agree with this statement? Support your point of view with reasons and/or examples from your own experience or observations.



Write essay: Each question is displayed on a new screen.

Overview: Reading

Part 2 of the PTE Academic test is Reading. This part tests your ability to understand written English in an academic environment.

The table shows what you will see in the test, which you will take on a computer. When practising with this book, you will have to write your written answers in the book, your notebook or on your own computer.

Part 2: Reading				
Reading (total time 32–41 minutes)				
Task type	Number of tasks	Task description	Skills assessed	Text/ Recording length
Multiple-choice, choose single answer	2–3	After reading a text, answer a multiple-choice question on the content or tone of the text by selecting one response.	reading	text up to 300 words
Multiple-choice, choose multiple answers	2–3	After reading a text, answer a multiple-choice question on the content or tone of the text by selecting more than one response.	reading	text up to 300 words
Re-order paragraphs	2–3	Several text boxes appear on screen in random order. Put the text boxes in the correct order.	reading	text up to 150 words
Reading: Fill in the blanks	4–5	A text appears on screen with several blanks. Drag words or phrases from the blue box to fill in the blanks.	reading	text up to 80 words
Reading & writing: Fill in the blanks	5–6	A text appears on screen with several blanks. Fill in the blanks by selecting words from several drop-down lists of response options.	reading and writing	text up to 300 words

You may take notes using the Erasable Noteboard Booklet and pen, and use these notes as a guide when answering the tasks.

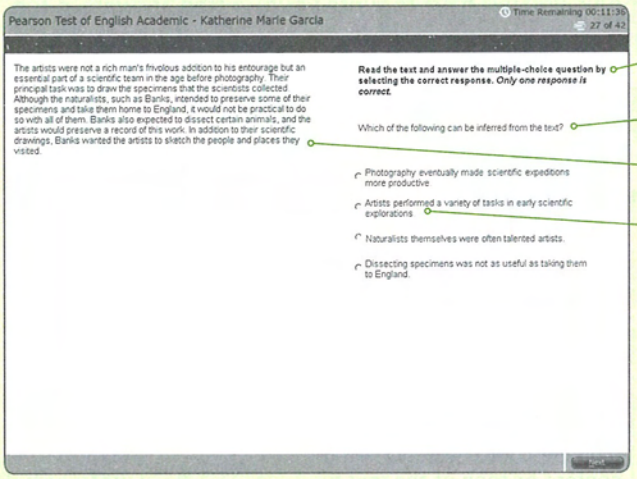
Authentic texts about academic subjects in the humanities, natural sciences or social sciences are presented. Although you may not be familiar with the topics presented, all the information you need to answer the tasks is contained in the texts.

Reading task types are not timed individually. You can refer to the timer in the upper right-hand corner of the computer screen, *Time Remaining*, which counts down the time remaining for the Reading part.

Multiple-choice, choose single answer

About the task type

This is a multiple-choice reading task type that tests reading skills. You have to select a single answer to a question about information in a text. You will do 2–3 *Multiple-choice, choose single answer* tasks.



Instructions

The question

The reading passage

You have to click on one option to answer the question

Strategies

Read with purpose

- Read the question before you read the passage. This will tell you what information you are looking for in the text. It could be the main idea, the writer's purpose or attitude, some detailed information, or inferences.
- Next, skim the text to get an idea of the general content and the development of the ideas. Don't worry if you don't understand every word.

Select the option

- From the prompt, identify whether the answer you need is located in the whole text or in part of it, then read carefully the whole text or the relevant part.
- Remember, the options may use synonyms for words in the passage, not the exact words.
- If you don't know an important word in the text, try to guess its meaning from the context.
- Answer the question by clicking on one option or on its radio button ○ .

Confirm your choice

- After you have chosen an option, compare each of the other options to the text to eliminate each one. If you change your mind, click on the option again to de-select it, then click on the correct option.
- Be aware of the time and don't spend too much time on one task. Click 'Next' and move on.

Testing focus Scoring ➤ page 152

Subskills tested

Reading: any of the following depending on the task: identifying the topic, theme or main ideas; identifying the relationships between sentences and paragraphs; evaluating the quality and usefulness of texts; identifying a writer's purpose, style, tone or attitude; identifying supporting points or examples; reading for overall organization and connections between pieces of information; reading for information to infer meanings or find relationships; identifying specific details, facts, opinions, definitions or sequences of events; inferring the meaning of unfamiliar words.

Preparation

- Practise skimming short texts of about one paragraph to answer this question: *What is the writer's main point?* Summarize the main point in a short sentence.
- Practise skimming short texts to answer this question: *What is the writer's purpose in this passage?* (to criticize, to argue, to persuade the reader, to describe, to explain, etc.).
- Practise identifying the topic sentences in paragraphs; this helps to identify the main theme.
- Take notes of the information in a text and use arrows to show how the writer's ideas develop.
- Highlight the cohesive devices used in a text, such as pronoun use, article use, substitution, etc.
- Highlight any words you don't know in a text and practise guessing what they mean from the context. Check your guess in a dictionary.
- Work with a friend to see if you agree on what is the main point and what are the supporting points in a text. Identify the signpost words that indicate evidence, support, details, examples, or opposing arguments.
- Expand your vocabulary by creating lists of words with their synonyms. Use a thesaurus to find new words with the same or similar meanings. When you learn a new word, find an example of how it's used in context, for example in a learner's dictionary.

Multiple-choice, choose single answer

TIP STRIP

1. Read the question before the options and decide what you need to read for. If you are looking for the 'writer's main purpose', you are reading for the overall idea or argument.
2. If you do not understand a word in the question, check to see whether it has been explained in the passage. In this passage, *innovation* refers back to *any new technology or device*.



In the test, there are 2–3 tasks. For each task, you read the text on the left of the screen and look at the options on the right of the screen. You click the button next to the answer you think is correct. The wording in the instructions below is the same as you will see in the actual test. See page 30 for help.

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

1 Huge reserves of energy have been found in rocks far below the surface of the ground in Britain. It is estimated that the north and southwest regions could hold enough energy in the form of heat to provide power for millions of homes. In fact, up to a fifth of Britain's energy could be provided by this geothermal source. Extracting the heat and converting it into electricity is difficult and expensive. Thousands of bore holes would be needed; but once they were in place, the heat would keep regenerating indefinitely.

What is the writer's main purpose in this paragraph?

- ○ A to show how common the use of geothermal power is in Britain
- ○ B to describe the problems related to using geothermal power in Britain
- ○ C to highlight the potential benefits of geothermal power for Britain
- ○ D to give a detailed description of how geothermal energy is produced in Britain

2 People tend to think that any new technology or device is an act of genius; something that has required vision and insight to create and then develop into a marketable product. The fact is that innovations were often already 'out there' in the public domain in some form or another. They tend to evolve from notions that have been around for years but that had not, until that point, been suitably adapted. One expert calls this the 'long nose' approach to innovation, whereby new concepts come into the world slowly, gradually revealing all they have to offer.

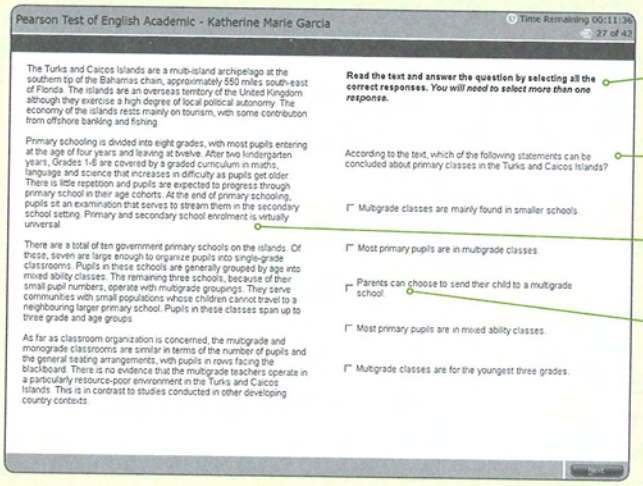
What is the writer's main point about innovation?

- ○ A Many new products fail to interest consumers.
- ○ B New products are not always based on new ideas.
- ○ C Creators of new products require a unique set of skills.
- ○ D New products are easy to distinguish from old ones.

Multiple-choice, choose multiple answers

About the task type

This is a multiple-choice reading task type that tests reading skills. More than one response is correct in answer to a question about a text. You will do 2–3 *Multiple-choice, choose multiple answers* tasks.



Strategies

Read the question first

- Read the question before you read the passage. This will tell you what information you are looking for in the text. It could be the main ideas, the writer's purpose or attitude, some detailed information, or inferences.
- Next, skim the text to get an idea of the general content and the development of the ideas. Don't worry if you don't understand every word.

Read for a purpose

- From the prompt, identify whether the answers you need are located in the whole text or in parts of it, then read carefully the whole text or the relevant parts.
- Remember, the options may use synonyms for words in the passage, not the exact words.
- If you don't know an important word in the text, try to guess its meaning from the context.
- Answer the question by clicking on more than one option or on their checkboxes.

Confirm your choices

- After you have chosen the options, compare each of the other options to the text to eliminate each one. If you change your mind, click on the option again to de-select it then click on the correct option.
- Be aware of the time and don't spend too much time on one task.

Testing focus Scoring ➤ page 152

Subskills tested

Reading: any of the following depending on the task: identifying the topic, theme or main ideas; identifying the relationships between sentences and paragraphs; evaluating the quality and usefulness of texts; identifying a writer's purpose, style, tone or attitude; identifying supporting points or examples; reading for overall organization and connections between pieces of information; reading for information to infer meanings or find relationships; identifying specific details, facts, opinions, definitions or sequences of events; inferring the meaning of unfamiliar words.

Preparation

- Practise skimming longer texts of several paragraphs to answer this question: *What are the writer's main points?* Summarize the main points.
- Practise skimming longer texts to answer this question: *What were the writer's goals in writing this passage?* (to criticize, to argue, to persuade the reader, to describe, to explain, etc.).
- Practise identifying the topic sentences in paragraphs; this helps to identify the main themes.
- Take notes of the information in a text and use arrows to show how the writer's ideas develop.
- Highlight the cohesive devices used in a text, such as pronoun use, article use, substitution, etc.
- Highlight any words you don't know in a text and practise guessing what they mean from the context. Check your guess in a dictionary.
- Work with a friend to see if you agree on what are the main points and the supporting points in a text. Identify the signpost words that indicate evidence, support, details, examples, or opposing arguments.
- Expand your vocabulary by creating lists of words with their synonyms. Use a thesaurus to find new words with the same or similar meanings. When you learn a new word, find an example of how it is used in context, for example in a learner's dictionary.

TIP STRIP

Read the question before the options and decide what you need to read for; the words *Which of the following are true* indicate that you are reading for detailed information.

Multiple-choice, choose multiple answers

In the test, there are 2–3 tasks. For each task, you read the text on the left of the screen and look at the options on the right of the screen. You click the buttons next to all of the answers you think are correct. The wording in the instructions below is the same as you will see in the actual test. See page 32 for help.

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

Small, localised enterprises are becoming ever-more imaginative in identifying opportunities to boost tourism for their areas. A more unusual attraction is the Old Man of the Lake, which is the name given to a 9-metre-tall tree stump that has been bobbing vertically in Oregon's Crater Lake since at least 1896. For over one hundred years, it has been largely ignored but recently it has become a must-see item on the list of lake attractions. Since January 2012, tour boats regularly include the Old Man on their sightseeing trips around the lake.

At the waterline, the stump is about 60 centimetres in diameter, and the exposed part stands approximately 120 centimetres above the surface of the water. Over the years, the stump has been bleached white by the elements. The exposed end of the floating tree is splintered and worn but wide and buoyant enough to support a person's weight.

Observations indicated that the Old Man of Crater Lake travels quite extensively, and sometimes with surprising rapidity. Since it can be seen virtually anywhere on the lake, boat pilots commonly communicate its position to each other as a general matter of safety.

Which of the following are true of the Old Man of the Lake according to the passage?

- ○ A It has been a tourist attraction for decades.
- ○ B It is a drifting piece of wood.
- ○ C It is close to the edge of Crater Lake.
- ○ D It is owned by a local businessman.
- ○ E It can quickly move about the lake.
- ○ F It can be a danger to boat users.
- ○ G It is too small for someone to stand on.

TIP STRIP

Use key words in the options to help you find the answers in the text. Key words like *indicates*, *presence*, *good soil* point to the information to be confirmed or contradicted in the text.

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

To find it, you have to go digging in rainforests, and to the untrained eye, it does not seem special at all – just a thick layer of dark earth that would not look out of place in many gardens. But these fertile, dark soils are in fact very special, because despite the lushness of tropical rainforests, the soils beneath them are usually very poor and thin. Even more surprising is where this dark soil comes from.

'You might expect this precious fertile resource to be found in the deep jungle, far from human settlements or farmers,' says James Fraser, who has been hunting for it in Africa's rainforests. 'But I go looking for dark earth round the edge of villages and ancient towns, and in traditionally farmed areas. It's usually there. And the older and larger the settlement, the more dark earth there is.'

Such findings are overturning some long-held ideas. Jungle farmers are usually blamed not just for cutting down trees but also for exhausting the soils. And yet the discovery of these rich soils – first in South America and now in Africa, too – suggest that, whether by chance or design, many people living in rainforests farmed in a way that enhanced rather than destroyed soils. In fact, it is becoming clear that part of what we think of as lush pure rainforest is actually long-abandoned farmland, enriched by the waste created by ancient humans.

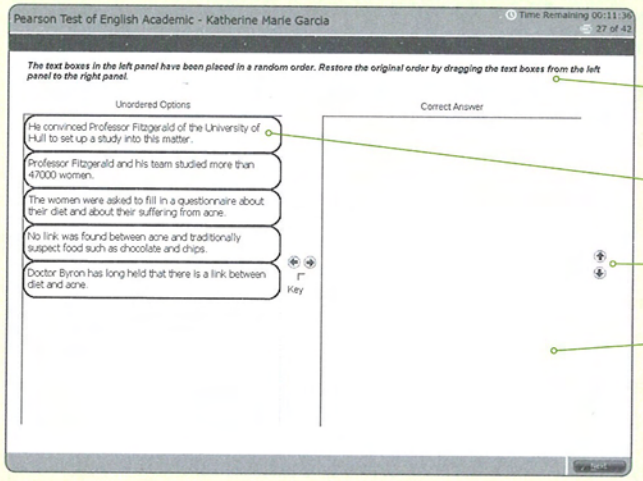
What is significant about the 'dark soil' that the writer is referring to?

- ○ A It indicates the presence of good soil below it.
- ○ B It is not present in rainforests.
- ○ C It has resulted from agricultural activity.
- ○ D It is more common in South America than Africa.
- ○ E It is being found near where humans have lived.
- ○ F It has confirmed what people have believed for a long time.
- ○ G It is less productive than people once thought.

Re-order paragraphs

About the task type

This is a reading task type that tests reading skills. You have to select the single correct order for a set of sentences presented in incorrect order. You have to do 2–3 *Re-order paragraphs* tasks.



Instructions

Sentences in incorrect order in the left panel

Arrow keys you may choose to use

Move the boxes from the left panel to this right panel, in the correct order

Strategies

Find the topic sentence

- Skim the sentences in the left panel. Look for a sentence that introduces the topic.
- Check that your selected topic sentence 'stands alone', containing no references to any information that must be stated before it.
- Move your topic sentence to the right panel by dragging-and-dropping or using the left/right arrow keys.

Look for the links

- Look for linking words and structures in the other sentences. Look for signal words like *However* or *In addition*, or referencing pronouns replacing nouns already mentioned such as *he* or *it*, or demonstratives such as *this* or *these*. Think about article usage (*a* for first mention, *the* afterwards).
- Use these cohesive markers to put the information in the correct order. Move each sentence to its place in the right panel by dragging-and-dropping or using the arrow keys.

Confirm the order

- Check each sentence. If you change your mind, use the up/down arrow keys or dragging-and-dropping to put the sentence in a different position.
- Read through the sentences in order for one last check, then click 'Next' and move on.

Testing focus Scoring ➤ page 152

Subskills tested

Reading: identifying the topic, theme or main ideas; identifying supporting points or examples; identifying the relationships between sentences and paragraphs; understanding academic vocabulary; understanding the difference between connotation and denotation; inferring the meaning of unfamiliar words; comprehending explicit and implicit information; comprehending concrete and abstract information; classifying and categorizing information; following a logical or chronological sequence of events.

Preparation

- Write a short sentence about a topic. Replace all the nouns with pronouns such as *he*, *she*, *it*, *they*, *them*, etc. Look at the sentence again. Can you see why it is no longer a 'standalone' sentence?
- Look at groups of sentences in magazines or online passages. Highlight the articles *a/an*, *the*. Identify the pattern in article use of first mention/subsequent mention.
- Find short passages of 4–5 sentences in magazines or online. Then:
- Look at the first sentence and ask: *Why is this sentence before the others?*
- Highlight all the words that indicate the cohesion (linking words, pronouns, articles, demonstratives).
- Work with a friend to cut up or re-write the text, moving the sentences into a different order. Exchange texts. Look at each sentence and highlight all the cohesive devices. Use them to re-create the correct order.
- Delete all the referencing pronouns that indicate cohesion. Put the passage aside for a few days, then look at it again and put in the missing words.
- Make a list of signpost words used to show how a text is organized, such as *Firstly, Secondly, However, In addition, On the other hand*, etc.

TIP STRIP

1. Read through all the text boxes before you begin. As you do this, note the important words – often nouns that express important ideas, e.g. *collisions*, *erosions*, *rock formations*, *Grand Canyon*, *geological processes*. Use these to help you decide on the main topic of the text; in this case, the formation of the Grand Canyon. Then, you can look for the standalone sentence that will be the first sentence.
2. Use pronouns and linkers to make connections between sentences and help you work out the correct order, e.g. *It was a time when …*, *As a result, …*, *these … .*

Re-order paragraphs



In the test, there are 2–3 tasks. For each task, you drag paragraphs from the left and drop them into the correct order on the right. The wording in the instructions below is the same as you will see in the actual test. See page 35 for help.

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.

1

A Clearly, a number of factors have contributed to its remarkable appearance.

B The result is a unique story of land collisions and erosions, and of rising and falling water levels.

C Experts who have analysed the rock formations say that, historically, it goes back nearly two billion years.

D Anyone who has ever visited the Grand Canyon will agree that it is one of the most incredible sights in the world.

E The geological processes that have taken place since then are exposed for everyone to see, not hidden beneath vegetation or a fast-flowing water course.

2

A It was a time when managers had to take a critical look at every aspect of their production process and make improvements where necessary.

B As a result, some people believe it is now time to re-assess many companies in terms of the standards they agreed to some years ago.

C In the late 1900s, food manufacturers were challenged by the organic community to ensure they were using ingredients that had been produced in natural, healthy ways.

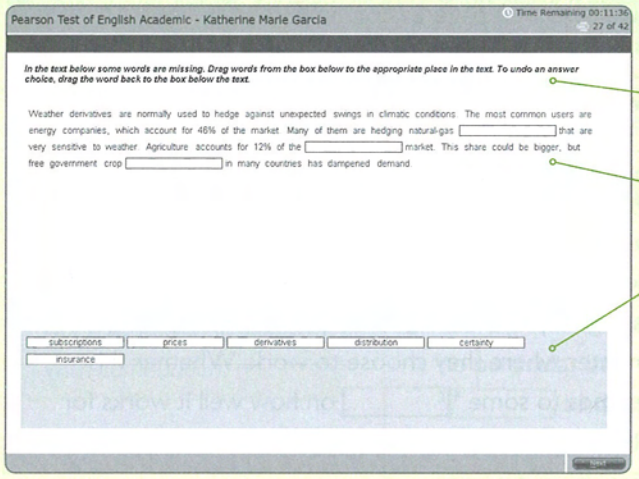
D Whether these systems have been maintained seems questionable, particularly as contracts depend so heavily on efficiency and quick sales.

E Over the last half-century, organic farming has become a driving force in the world's food market.

Reading: Fill in the blanks

About the task type

This is a reading task type that tests reading skills. From the box below a text, you have to select a single correct answer for each gap in the text. You will do 4–5 *Reading: Fill in the blanks* tasks.



Strategies

Skim the text first

- Skim the gapped text to get an idea of the topic. Ignore the blanks at this point. Look for the key words that carry the meaning.
- If there are words you don't know, read around them to try to guess the meaning from the context.

Identify the correct words

- Look at the words around the first blank and its place in the sentence. Identify the idea being expressed in the sentence, and think what word will create meaning in the context. Use grammar clues to help you decide between possible options.
- Think about collocation: what word often appears with the word before or after the blank?
- Look for possible words in the box at the bottom of the screen, and try each one by dragging it up to the blank in the text. If it fits the meaning and grammar, leave it there. If not, move it back.
- Once you have filled one blank, move to the next. If you cannot do one, don't worry; just move to the next. The more blanks you fill in, the easier the missing ones will be.

Check one last time

- Check each of the 3 unused words to confirm your choices.
- Read through one last time to check the meaning is consistent.

Testing focus Scoring ➤ page 152

Subskills tested

Reading: identifying the topic, theme or main ideas; identifying words and phrases appropriate to the context; understanding academic vocabulary; understanding the difference between connotation and denotation; inferring the meaning of unfamiliar words; comprehending explicit and implicit information; comprehending concrete and abstract information; following a logical or chronological sequence of events.

Preparation

- Improve your general reading skills by reading short texts and summarizing the main ideas. Stop after 2 or 3 sentences and put the ideas you have read into your own words.
- Try to guess the meaning of words you don't know from the context, then check their meaning in a dictionary. Use a thesaurus to expand your vocabulary with synonyms for the word, and look for examples of how to use the new words, for example in a learner's dictionary.
- Expand your knowledge of collocation (words that frequently occur together, such as *difficult decision*). Keep a diary of collocations you find in your reading and revise them regularly. This will help you to recognize the best word for a blank.
- Make your own collocation lists. Take a common word such as *pollution* and add to it any words you would expect to see it used with, such as *water pollution*, *air pollution*, *urban pollution*. Expand this list by taking the words you have found and adding different collocations, for example, with *water* you can put *water pollution, water sports, water supply, water shortage, clean water, fresh water,* etc.
- Work with a friend to delete some of the words that carry meaning from short texts. Exchange texts and try to guess the missing word, with and without having a list to choose from.

Reading: Fill in the blanks

TIP STRIP

1. Quickly read the paragraph first. Then use grammar clues to help you. For example, *have had* tells you that a plural noun is needed in the first gap.
2. Some gaps will be in common phrases where collocations, such as between adjectives and nouns like *a wide* [ ], can help you find the answer.



In the test, there are 4–5 tasks. For each task, you drag the words at the bottom of the text and drop them into the correct space in the text. The wording in the instructions below is the same as you will see in the actual test. See page 37 for help.

In the text below some words are missing. Drag words from the box below to the appropriate place in the text. To undo an answer choice, drag the word back to the box below the text.

1. Technology and flexible work [1] [ ] have had a significant impact on today's busy companies. In terms of productivity, it seems the [2] [ ] has shifted from managing employees in the workplace to monitoring their total [3] [ ], no matter where they choose to work. Whether this trend will continue depends to some [4] [ ] on how well it works for everyone concerned.

focus | deals | way | practices | selling | output | extent

2. Elephants have a very [1] [ ] communication system, which helps them maintain their close [2] [ ] bonds. When they are near each other, they use verbal and visual signals to express a wide [3] [ ] of emotions. As they move further [4] [ ], they use less common, rumbling [5] [ ] that can be heard over two kilometres away.

distant | variety | family | ranging | apart | sounds | complex | round

TIP STRIP

3 Use pronoun references to help you complete the gap. For example, *these huge* refers back to *wind farms*. Select a word from the box that completes the description.

4 You can use your knowledge of grammar and collocation. For example, in Gap 3, choose the verb from the box that collocates with *contribution*.

In the text below some words are missing. Drag words from the box below to the appropriate place in the text. To undo an answer choice, drag the word back to the box below the text.

3 People are naturally concerned about the polluting [1] _____ of energy sources such as oil or coal. But are wind farms the [2] _____? With their enormous rotating blades, these huge [3] _____ are becoming more commonplace in certain [4] _____ of the world. Yet for some people, they are an unwelcome [5] _____ of the landscape.

machines product sight feature answer regions damages effects

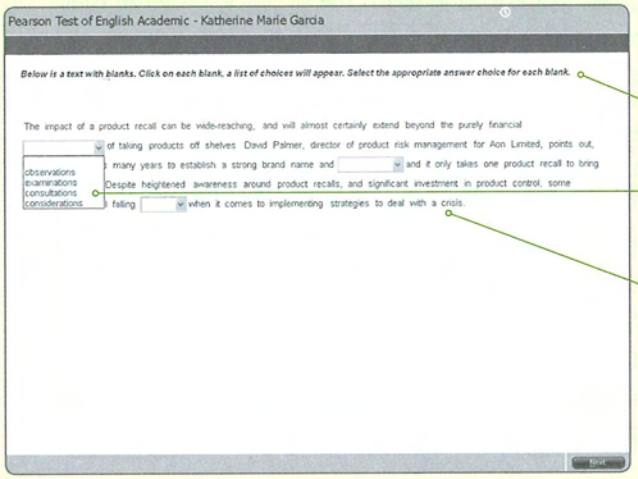
4 Professional astronomers, [1] _____ their amateur counterparts, have no particular interest in the aesthetic quality of their photographs. What [2] _____ to them is the contribution their images can [3] _____ to research, and to the [4] _____ of data scientists in their field [5] _____ for research purposes.

make equipped unlike matters use collection put concerns

Reading & writing: Fill in the blanks

About the task type

This is a multiple-choice reading task type that tests reading and writing skills. You select one correct word from a list to fill each blank in a text. You will do 5–6 *Reading & writing: Fill in the blanks* tasks.



Instructions

You have to select from a drop-down list of 4 options to fill each gap

Text with missing words

Strategies

Read the text through

- Read the whole text through once for the overall meaning. Then, re-read the sentence with the first blank and think what word would create meaning in the context. Look at the sentence grammar to decide what is needed, e.g. noun, past tense verb, adjective.
- Click on the first blank. From the drop-down list, select the one that will create meaning and is grammatically correct.
- Repeat for the other blanks.

Use your language knowledge

- Think about collocation: what word often appears with the word before or after the blank?
- Consider word form: should the word be the noun form, the verb form, or the adjective form? For example: *allocation, allocate, allocated, allocating*.
- Read the sentence with each word in turn: which one makes the best meaning in context?

Check for grammar and meaning

- Fill each blank in turn. If you cannot do one, leave it and return later. The more blanks you fill, the clearer the text will become.
- When you have finished, check each selection for correct grammar. If it is a verb, is the tense correct? Is it the right form of the word?
- Click 'Next' and move on.

Testing focus Scoring ➤ page 152

Subskills tested

Reading: identifying the topic, theme or main ideas; identifying words and phrases appropriate to the context; understanding academic vocabulary; understanding the difference between connotation and denotation; inferring the meaning of unfamiliar words; comprehending explicit and implicit information; comprehending concrete and abstract information; following a logical or chronological sequence of events.

Writing: using words and phrases appropriate to the context; using correct grammar.

Preparation

- Improve your general reading skills by reading short texts and summarizing the main ideas. Look at the sentence structure and trace the verb tense patterns and the clause structure.
- Revise your knowledge of grammar and word order. Use a grammar book with gap-fill quizzes to practise choosing the grammatically correct word for each gap.
- When reading texts, try to guess the meaning of words you don't know from the context, then check their meaning in a dictionary. Use a thesaurus to expand your vocabulary with synonyms for the word, and look for examples of how to use the new words, for example in a learner's dictionary.
- Expand your knowledge of collocation (words that frequently occur together, such as *difficult decision*). Keep a diary of collocations that you find in your reading and revise them regularly. This will help you to recognize the best word for a blank.
- Notice the discourse structure when you read, how the writers use cohesive devices to indicate the progression of what they are saying. This will help you to choose the correct option based on understanding the construction of a text.
- Work with a friend to delete words such as verbs and nouns from texts. Exchange texts and try to predict what the missing words should be.

Reading & writing: Fill in the blanks

TIP STRIP

1. Read the text quickly before you start to get an overall understanding of the content and decide on the main idea or topic. This will help you choose words with the right meaning.
2. Note any small words like prepositions that come after the gap. These will help you rule out some options, for example, in Gap 2, only one of the options has the correct meaning and can be followed by *in*.



In the test, there are 5–6 tasks. For each task, you have a text with several gaps. You select the correct answer for each gap from the drop-down list on the screen. The wording in the instructions below is the same as you will see in the actual test. See page 40 for help.

Below is a text with blanks. Click on each blank, a list of choices will appear. Select the appropriate choice for each blank.

1 It would be very hard to imagine life without electricity. Most of the appliances and machines that are used in homes, offices and factories are powered by electricity and this equipment [1] _____ people's overall quality of life. For that reason, the wider provision of electricity supplies is a critical factor in reducing global poverty [2] _____ . To meet the needs of users around the world, the global consumption of coal has risen more quickly [3] _____ 2000 than any other fuel. For countries that do not have their own supply of natural energy resources, coal has become an essential [4] _____ of producing power. On a global scale, coal is currently used to fire power stations and produces 40% of global electricity. This [5] _____ is very likely to increase, and predictions are that by 2030 coal will fuel 44% of the world's electricity.

1	A helps improving	B helps to improve	C help improve	D help improved
2	A levels	B ranks	C stages	D degrees
3	A for	B in	C since	D at
4	A means	B factor	C aspect	D course
5	A total	B sum	C volume	D figure

2 People are living longer and this longevity is good news for sales teams. It results in a much more [1] _____ customer base for them to work from. Why we are living longer is not the issue for anyone [2] _____ in drawing up plans to market a product. What they focus on is the fact that there are now more age groups to target, which means that a sales pitch can be re-worked a number of times to more exactly fit each one. For example, [3] _____ referring simply to 'adults', there are now 'starting adults', 'young adults' and 'established adults'. [4] _____ markets no longer talk about 'children', but tend to refer to a fuller range of categories that includes 'kids', 'tweens', 'pre-teens' and 'teenagers'. We now have a very diverse population in terms of age, and that can only be a [5] _____ for business.

1	A usual	B precise	C right	D honest
2	A linked	B mixed	C concerned	D involved
3	A rather than	B by	C even when	D while
4	A While	B Similarly	C Even	D Really
5	A desire	B favour	C bonus	D promise

Below is a text with blanks. Click on each blank, a list of choices will appear. Select the appropriate answer choice for each blank.

TIP STRIP

3 Think about whether you need a countable or uncountable noun. For example, there is no article before Gap 1 and, although all the options have similar meanings, only one is used with *reference* to form an uncountable noun phrase.

4 Look at what comes after the gap. For example, in Gap 2, only one option in this set can be followed by an infinitive verb form.

3 Experts have waited a considerable amount of time for this much-needed book. Now we have a new and very thorough survey of wetland plant species. The content is extensive and totally up-to-date and as reference [1] _____, it represents extremely good value. In addition to the editors, there are 35 well-chosen contributors who have put in a tremendous amount of work to [2] _____ the reader with maps and indexes, and colourful photographs. The plant descriptions are straightforward, yet scholarly, and flicking through the pages, [3] _____ the writers' passion for the subject. Each of the eight sections has an overview, [4] _____ current concerns and future conservation plans. Despite a few gaps and the occasional unsatisfactory illustration, this handbook will remind botanists and specialists of the importance of protecting the country's plant life. [5] _____ person interested in the topic, whether student or hardened expert, will find it indispensable.

1	A piece	B report	C book	D material
2	A manage	B assist	C contribute	D hand
3	A it can sense	B one sense	C you can sense	D he senses
4	A highlighting	B focusing	C bringing	D involving
5	A The other	B Any one of	C Every	D All

4 At the moment, there are between six and seven thousand languages in the world. According to linguists, fifty percent of these are in danger [1] _____ extinct. The speed of language loss has accelerated over the past few decades because businesses that need to communicate with a range of people from other cultures [2] _____ to employ more widely used languages, such as English, Chinese, or Spanish. This attitude is understandable, but it means that many local languages are dying out before anyone [3] _____ the opportunity to study them. According to linguists, some of these languages could reveal a great [4] _____ of useful information about language learning and cognitive development. In addition, a local language that has been built on the local culture contains words and phrases that express that culture; lose the language and you arguably may lose the culture, too. And finally, historians will [5] _____ that a language contains evidence of a region's history and should, for that reason alone, be preserved.

1	A have become	B to become	C of becoming	D became
2	A prefer	B fancy	C select	D must
3	A have	B would have	C having had	D has had
4	A size	B deal	C capacity	D load
5	A speak	B tell	C argue	D explore

TIP STRIP

5 Use reference words such as *this, these, it,* etc. to help you make the correct choice. For example, in Gap 2, *these* refers back to the idea of being *lighter* and *more flexible*. Only one option is the correct group noun.

Below is a text with blanks. Click on each blank, a list of choices will appear. Select the appropriate answer choice for each blank.

5 Bamboo is a favoured plant among architects and designers because of its incredible strength and durability. One Colombian architect [1] _____ to it as nature's steel, but in many respects it is even better than steel: it is lighter and more flexible, and these [2] _____ make it the ideal building material in areas that suffer earthquakes and severe weather patterns. Construction workers in places such as Hong Kong rely on bamboo scaffolding whatever the [3] _____ of the tower block they may be working on; over a billion people around the world live in a home that is made of bamboo; and China [4] _____ the plant for thousands of years. The only drawback to this remarkable product is the cost of transporting it. So for those [5] _____ live in cooler regions of the world, the enormous advantages of this natural building material are less accessible.

1	A implies	B mentions	C indicates	D refers
2	A abilities	B qualities	C talents	D values
3	A mass	B top	C summit	D height
4	A has cultivated	B cultivate	C cultivates	D had cultivated
5	A which	B may	C who	D are

Overview: Listening

Part 3 of the PTE Academic test is Listening. This part tests your ability to understand spoken English in an academic environment. It also tests your ability to understand a variety of accents, both native and non-native.

The table shows what you will see in the test, which you will take on a computer. When practising with this book, you will have to write your written answers in the book, your notebook or on your own device, and you could record your spoken answers on your own device, for example a mobile phone.

Part 2: Listening				
Listening (total time 45–57 minutes)				
Task type	Number of tasks	Task description	Skills assessed	Text/ Recording length
Summarize spoken text	2–3	After listening to a recording, write a summary of 50–70 words.	listening and writing	60–90 seconds
Multiple-choice, choose multiple answers	2–3	After listening to a recording, answer a multiple-choice question on the content or tone of the recording by selecting more than one response.	listening	40–90 seconds
Fill in the blanks	2–3	The transcription of a recording appears on screen with several blanks. While listening to the recording, type the missing words into the blanks.	listening and writing	30–60 seconds
Highlight correct summary	2–3	After listening to a recording, select the paragraph that best summarizes the recording.	listening and reading	30–90 seconds
Multiple-choice, choose single answer	2–3	After listening to a recording, answer a multiple-choice question on the content or tone of the recording by selecting one response.	listening	30–60 seconds
Select missing word	2–3	After listening to a recording, select the missing word or group of words that completes the recording.	listening	20–70 seconds
Highlight incorrect words	2–3	The transcription of a recording appears on screen. While listening to the recording, identify the words in the transcription that differ from what is said.	listening and reading	15–50 seconds
Write from dictation	3–4	After listening to a recording of a sentence, type the sentence.	listening and writing	3–5 seconds

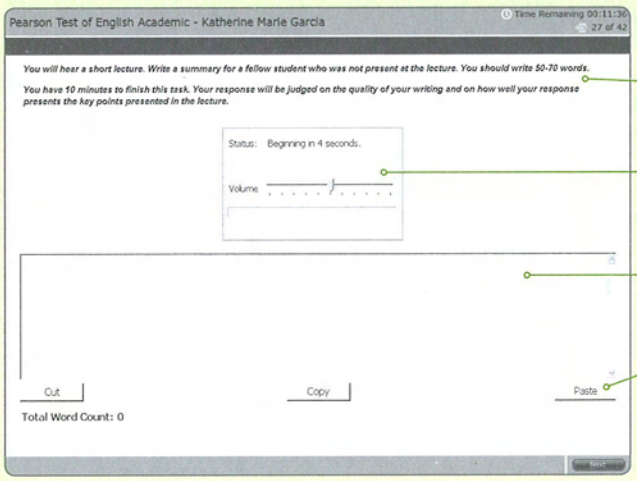
Each recording is played only once. You may take notes using the Erasable Noteboard Booklet and pen, and use these notes as a guide when answering the tasks.

With the exception of *Summarize spoken text*, listening task types are not timed individually. You can refer to the timer in the upper right-hand corner of the computer screen, *Time Remaining*, which counts down the time remaining for the Listening part.

Summarize spoken text

About the task type

This is a long-answer listening task type that tests listening and writing skills. You have to summarize the key points in a short lecture, in 50–70 words. You will do 2–3 *Summarize spoken text* tasks.



Instructions

Audio Status box and volume control

Type your answer here

Tools you can use to edit what you write

Strategies

Be ready

- The Audio Status box will count down from 12 seconds and the audio will begin.
- Be ready to take notes on the Erasable Noteboard Booklet.

Take notes as you listen

- As you listen, take notes of the main and supporting ideas.
- Don't try to write down everything you hear. Use key words, abbreviations, symbols and arrows to capture the most important ideas and to indicate how the ideas are organized. Effective note-taking will ensure that your summary has all the main points.
- When the recording stops, look at your notes while the audio is fresh in your mind. Plan how you will present the information.

Write your summary

- When the audio stops, you have 10 minutes to write your summary.
- Use your notes to summarize all the main points and add as many supporting details or examples as you can. Top marks will be gained if all relevant aspects of the audio are mentioned.
- Keep to the word limit of 50–70 words, or you will lose marks.
- Save 2 minutes at the end to check your work for grammar and spelling. Mistakes will lose marks.
- After 10 minutes, the screen will stop responding. Click 'Next'.

Testing focus Scoring ➤ page 153

Subskills tested

Listening: identifying the topic, theme or main ideas; summarizing the main idea; identifying supporting points or examples; identifying a speaker's purpose, style, tone or attitude; understanding academic vocabulary; inferring the meaning of unfamiliar words; comprehending explicit and implicit information; comprehending concrete and abstract information; classifying and categorizing information; following an oral sequencing of information; comprehending variations in tone, speed and accent.

Writing: writing a summary; writing under timed conditions; taking notes whilst listening to a recording; communicating the main points of a lecture in writing; organizing sentences and paragraphs in a logical way; using words and phrases appropriate to the context; using correct grammar; using correct spelling; using correct mechanics.

Preparation

- Develop your own techniques for rapid note-taking. Decide on your own abbreviations and symbols and practise using them so they become automatic.
- Find podcasts of lectures with a transcript. Highlight the signal words that indicate the main points and the examples, or evidence, or opposing arguments, then listen for them in the audio to help you understand.
- Find podcasts of lectures online. Listen to 30 seconds of a lecture, noting the key words, then stop the audio and write a sentence that summarizes the main points of what you heard. Repeat this twice until you have listened to 90 seconds. Then, join your sentences into a summary of 50–70 words. Practise until you can listen to 90 seconds without stopping the audio. Summarize 2 or 3 short lectures and time yourself at 10 minutes for each summary.
- Practise writing grammatically correct sentences. Simple sentences that communicate meaning will score better than complex sentences with errors. The best responses use concise, correct sentences that communicate meaning clearly.

TIP STRIP

1. Your grammar, vocabulary and spelling should be accurate. Leave one or two minutes at the end to check your summary. Have you used the right tenses? Have you started each sentence with a capital letter, used commas in lists and ended with a full stop?
2. Your summary should include the main point(s) and important supporting points. When you are summarizing research or an experiment, note down the key stages, paying less attention to examples or minor details.

Summarize spoken text

In the test, there are 2–3 tasks. For each task, you listen to the audio then type your summary into the box on the screen. The wording in the instructions below is the same as you will see in the actual test. See page 45 for help.

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.

10 min. You will have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points presented in the lecture.

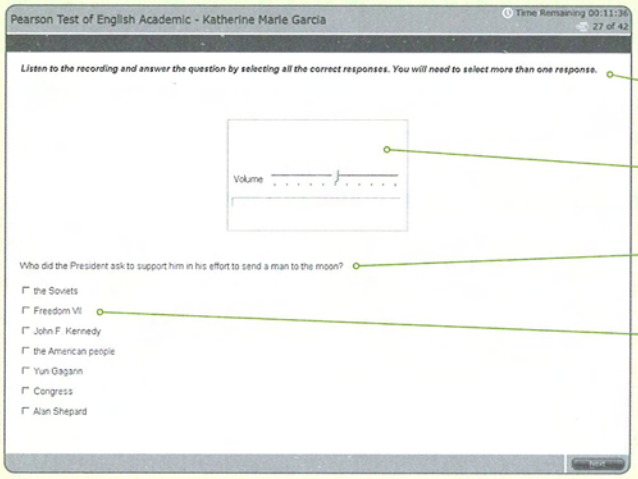
1 ▸ 25

2 ▸ 26

Multiple-choice, choose multiple answers

About the task type

This is a multiple-choice listening task type that tests listening skills. More than one response is correct in answer to a question about a lecture. You will do 2–3 *Multiple-choice, choose multiple answers* tasks.



Instructions

Audio Status box and volume control

The question

You have to click on more than one option to answer the question

Strategies

Read and think ahead

- Read the question and skim the options before the audio begins. This will tell you what the topic is as well as what information you are listening for. It could be the main ideas, the writer's goals or attitudes, some detailed information, or inferences.

Stay focused

- Keep your attention on the audio. Take notes of key words if you wish, to help you remember the information you hear.
- As you listen, be aware of the development of the speaker's ideas so you can recognize the core information.
- Listen for the general flow of ideas and don't worry if you miss or don't know individual words.
- After the audio finishes, eliminate options that contain incorrect information or have information that was not mentioned.
- Answer the question by clicking on more than one option or on their checkboxes.

Confirm your choice

- After you have chosen the options, check again that each of the other options is incorrect. If you change your mind, click on the option again to de-select it then click on the correct option.
- Be aware of the time and don't spend too much time on one task.

Testing focus Scoring ➤ page 154

Subskills tested

Listening: any of the following depending on the task: identifying the topic, theme or main ideas; identifying supporting points or examples; identifying specific details, facts, opinions, definitions or sequences of events; identifying a speaker's purpose, style, tone or attitude; identifying the overall organization of information and connections between pieces of information; inferring the context, purpose or tone; inferring the meaning of unfamiliar words; predicting how a speaker may continue.

Preparation

- Listen to lectures you find on the web and stop the audio about every minute to answer this question: *What points has the speaker made?* Summarize the main points.
- Listen to lectures you find on the web and stop the audio about every minute to answer this question: *What is the speaker doing here?* (introducing, criticizing, summarizing, persuading, describing, etc.).
- Take notes of the information in a short extract from a lecture and use arrows to show how the speaker's ideas develop.
- Practise activating relevant vocabulary: listen to the opening sentence of a lecture, then stop the lecture and make a list of all the words on that topic that you expect to hear. Circle each one as you listen to the lecture and add other words to your list.
- Find podcasts of lectures with a transcript. Highlight the signal words that indicate the main points and the examples, or evidence, or opposing arguments, then listen for them in the audio. Highlight any words you don't know in the transcript and practise guessing what they mean from the context. Check your guess in a dictionary.
- Expand your vocabulary by creating lists of words with their synonyms. Use a thesaurus to find new words with the same or similar meanings. Look for the words in context, for example in a learner's dictionary.

Multiple-choice, choose multiple answers

TIP STRIP

1. Before you listen, decide on the main focus of the question and quickly read through the options. The question is about subway construction (not travel or relocation) so use those words to help you focus your listening.
2. Listen for the ideas, not just words or synonyms for words in the options. If you just match words without understanding the whole option, e.g. *residents*, *families*, *hotspots* you may choose the wrong answers.

In the test, there are 2–3 tasks. For each task, you listen to the audio then click the buttons next to all of the answers you think are correct. The wording in the instructions below is the same as you will see in the actual test. See page 47 for help.

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

1. ▸27 Which aspects of subway construction will the speaker talk about in this lecture?

- ○ A the funding of projects
- ○ B the speed of trains
- ○ C geological conditions
- ○ D employing professionals
- ○ E public approval
- ○ F passenger movement

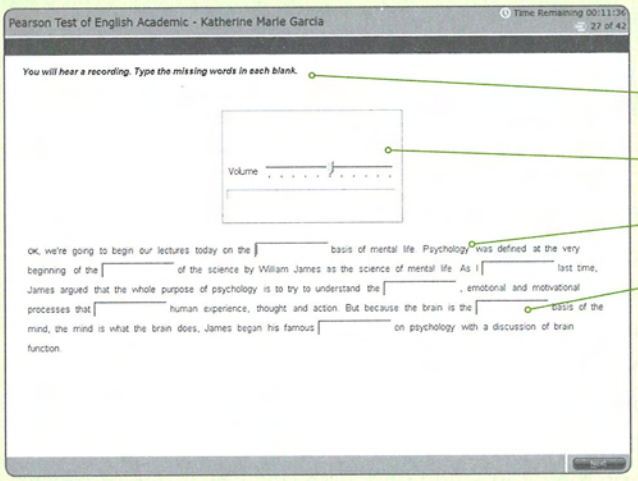
2. ▸28 According to the speaker, which of the following measures helped reduce community problems in Brickendon?

- ○ A allowing residents to patrol the area
- ○ B interviewing residents about the problems
- ○ C organizing regular community meetings
- ○ D giving families financial support
- ○ E identifying hotspots for crime
- ○ F removing litter from the streets

Fill in the blanks

About the task type

This is a listening task type that tests listening and writing skills. You have to listen to a recording and write the missing words in a transcription of the recording. You will do 2–3 *Fill in the blanks* tasks.



Instructions

Audio Status box and volume control

Transcription of the recording with missing words

Write the missing word you hear in each blank

Strategies

Be ready

- Quickly skim the text to gain a general idea of the topic.
- Be ready to write each missing word on your Erasable Noteboard Booklet as you hear each one, or type directly into each blank.
- The Audio Status box will count down from 7 seconds and the audio will then begin.

Write what you hear

- As you hear each missing word during the recording, write or type the word quickly and be ready for the next one. Do not check your spelling at this point.
- Follow the speaker in the transcription so you do not miss a word. Do not get behind.
- Keep writing or typing each missing word until the audio stops.

Check and type

- After the audio stops, read the sentence that has the first missing word and confirm that the word you wrote makes sense.
- Continue for each blank. Type carefully and check your spelling each time. Incorrect spelling will score zero for that blank.
- Use grammar clues to make sure you type the correct form of the word (noun, verb, adjective, etc.).
- Read through one last time for meaning to confirm each word and check your spelling. Click 'Next' to move on.

Testing focus Scoring ➤ page 154

Subskills tested

Listening: identifying words and phrases appropriate to the context; understanding academic vocabulary; comprehending explicit and implicit information; following an oral sequencing of information.

Writing: writing from dictation; using words and phrases appropriate to the context; using correct grammar; using correct spelling.

Preparation

- Practise matching the written form of a word to the sound. Listen to a podcast of a lecture and stop the audio every 10 seconds. Write down the last word you heard, then play that part again to check that the word you wrote makes sense in the sentence.
- Check the pronunciation of any new words you learn by using a dictionary with the words recorded. Make sure you know where the stress falls within the word.
- Confirm the spelling of new words as you learn them. Practise typing new words in lists; this will also help to familiarize you with a QWERTY keyboard (the type of English-language keyboard used in PTE Academic).
- Ask a friend to read short sentences to you from a magazine. Type the sentences you hear on your computer with the spell-checker turned off. Look at what you have written: are there any misspelled words? Run the spell-checker through the sentence to see if you were right.
- Create a word bank for new words with as many forms of the word listed as you can find, such as the noun, verb, adjective and adverb form of words, e.g. *education* (n), *educate* (v), *educated* (adj). You can add synonyms, antonyms and collocations to your word bank to expand your vocabulary. Add to your word bank every day.
- If you hear part of a word, you can work out what form the word must be and how to spell it using grammar and context clues. Use a grammar book with gap-fill quizzes to practise choosing the grammatically correct word for each gap.

TIP STRIP

1. Quickly read the text before the recording begins and decide what it is about. Use important nouns, such as *languages*, *school curriculum*, *business* and *CVs* to help you do this.
2. Note down the missing words as you hear them on the Erasable Noteboard Booklet provided. Write down every missing word you think you hear. When the recording is over, use your notes to help you decide on the correct spelling.

Fill in the blanks

In the test, there are 2–3 tasks. For each task, there is a text with several gaps. You type the correct answer for each gap into the box in the text. The wording in the instructions below is the same as you will see in the actual test. See page 49 for help.

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

1 ▸ 29

Learning a language in the classroom is never easy and, quite [1] ☐, it's not the way that most people would choose to learn if they had other [2] ☐. Having said that, there are plenty of reasons for keeping languages on the school curriculum. For one thing, a fair number of students go on to take jobs in business and commerce that require a [3] ☐ knowledge of a second language. When you talk to young [4] ☐ in top companies, it seems that they had a career plan from the start; they were motivated to find additional things to put on their CVs – and of course language is one of those added, but [5] ☐ extras.

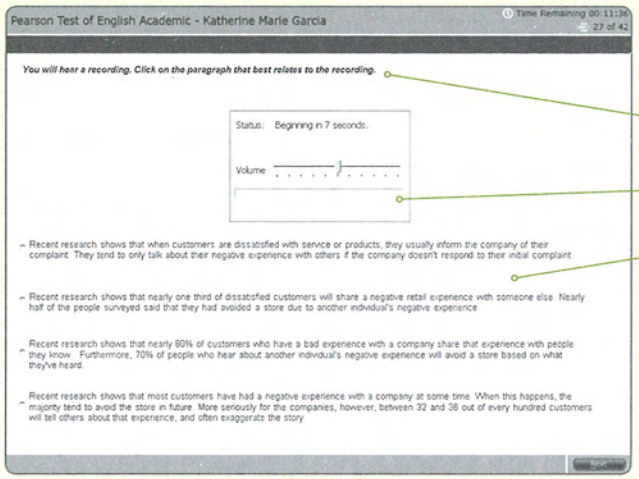
2 ▸ 30

The assignment that I'm going to set for the holiday period is one that we've given students for a number of years. It's quite [1] ☐ and will allow you to get out and about – it's no good being shut up in your rooms all the time! It does have a written [2] ☐, too. Um, basically it's a data gathering exercise and there are two choices with regard to how you [3] ☐ the data. We'll go through those in a moment. I'm also going to give you a link to an internet site that is – well it's critical that you [4] ☐ this before you do anything, as it provides a lot of guidance on data presentation, both in terms of how you plot it – its diagrammatic form and also its [5] ☐, which has to be clear.

Highlight correct summary

About the task type

This task type tests listening and reading skills. You will listen to a short lecture then identify the correct summary of the information you have heard. You will do 2–3 *Highlight correct summary* tasks.



Instructions

Audio Status box and volume control

Summaries of the recording. You must select one option that best relates to the recording.

Strategies

Be ready

- Use the 10 seconds as the audio counts down to skim the 4 summaries quickly to gain an idea of the topic. You will not have time to read thoroughly.
- Be ready to listen and take notes of key ideas using your Erasable Noteboard Booklet.

Listen and take notes

- As you listen, take notes of the main and supporting ideas.
- Don't try to write down everything you hear. Use key words, abbreviations, symbols and arrows to capture the most important ideas.
- Note any data given in support of an argument, or any implications suggested by the speaker.
- Do not try to read the summaries as you listen. Each one is 40–60 words, so there is too much information. Focus on listening.

Match notes and summary

- When the audio stops, use your notes to select the correct option.
- First, eliminate any options that contain incorrect information.
- Eliminate any options that focus on only one aspect of the information, or that contain information that was not mentioned at all.
- Check the remaining option against your notes to confirm that it covers all aspects of the lecture. Select that option and move on.

Testing focus Scoring ➤ page 154

Subskills tested

Listening: identifying the topic, theme or main ideas; identifying supporting points or examples; understanding academic vocabulary; inferring the meaning of unfamiliar words; comprehending explicit and implicit information; comprehending concrete and abstract information; classifying and categorizing information; following an oral sequencing of information; comprehending variations in tone, speed and accent.

Reading: identifying supporting points or examples; identifying the most accurate summary; understanding academic vocabulary; inferring the meaning of unfamiliar words; comprehending concrete and abstract information; classifying and categorizing information; following a logical or chronological sequence of events; evaluating the quality and usefulness of texts.

Preparation

- Develop your own techniques for rapid note-taking. Decide on your own abbreviations and symbols and practise using them so they become automatic.
- Practise skimming sets of summaries using the practice tests in this book. After 10 seconds, use the words you notice to predict the probable content of the lecture.
- Find podcasts of lectures with a transcript. Highlight the signal words that indicate the main points and the examples, or evidence, or opposing arguments, then listen for them in the audio. Underline words in the transcript that the speaker highlights with stress or intonation; these help to indicate the key points.
- Listen to 30 seconds of a lecture, noting the key points, then stop the audio and write a sentence that summarizes the main information you heard. Repeat this twice until you have listened to 90 seconds. Then, join your sentences into a summary; practice in *writing* summaries will help you to *recognize* a summary. Practise until you can listen to 90 seconds without stopping the audio, then produce a complete summary.

TIP STRIP

Use the ten seconds before the recording begins to skim through the options and get an idea of the main points in each.

Highlight correct summary

In the test, there are 2–3 tasks. For each task, you listen to the audio then click the button next to the summary you think is correct. The wording in the instructions below is the same as you will see in the actual test. See page 51 for help.

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

1 ▸31

- ○ A Business students are finding it increasingly difficult to get employment, as the standard of law courses has declined since 2007. Employers have criticized the schools for adopting unsatisfactory teaching methods, and have urged them to ensure students get higher grades.
- ○ B In order to improve the chances of their students obtaining jobs after they have finished their courses, some business schools are adjusting their grades. These adjustments are being made to all grades awarded since 2007 but instead of benefiting the students it is, in some instances, having the opposite effect.
- ○ C Some business schools have realized that their grading system has been inaccurate since 2007 and are currently making changes to correct the errors. Students' grades are being revised, and employers have welcomed this move as it means that they will be able to employ better qualified students.
- ○ D Since 2007, the education of business students has been improving but this has not been reflected in the grades that they are achieving. Business schools have been under pressure from employers to ensure that the grades that students are achieving match their abilities far better than in recent years.

TIP STRIP

Listen for the signposts that indicate the main ideas. Speakers use words and phrases like the first thing I wanted to talk about, on the one side, on the other side to help listeners understand the flow of their ideas.

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

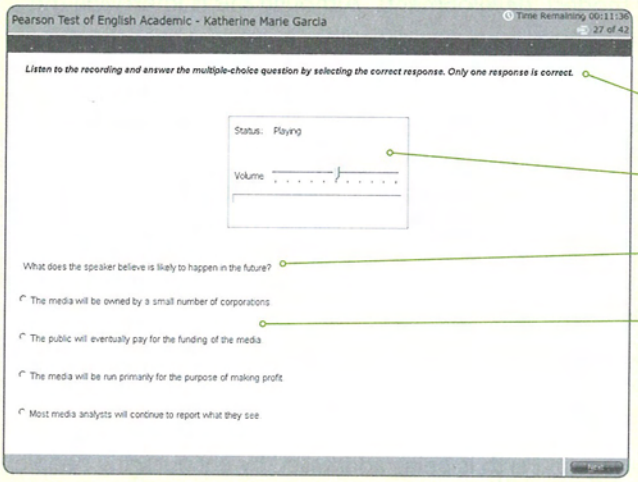
2 ▸ 32

- ○ A Many existing buildings in city centres, such as Perth are being cleared to make way for modern developments. Although this is improving the visual impact of the city, it is causing difficulties in areas where there is not enough space to accommodate the expanding population.
- ○ B Developers in Perth and other parts of Western Australia are suggesting that it would be better to build much-needed homes within the city centre, as this would be more affordable for local people. It would also make transportation to and from jobs and shops cheaper and quicker.
- ○ C Cities like Perth in Western Australia are experiencing a rapid growth in urban development, and the current trend is to expand into surrounding regions. Although some people think this is more cost effective than building within cities, others believe it's having a harmful effect on the environment in these areas.
- ○ D The housing shortage in Perth is being addressed by encouraging people to move to other cities in Western Australia where there is more space to develop new housing and infrastructure. This will benefit people struggling to find accommodation and also avoid having to develop on bushland.

Multiple-choice, choose single answer

About the task type

This is a multiple-choice listening task type that tests listening skills. You have to select a single answer to a question about a lecture. You will do 2–3 *Multiple-choice, choose single answer* tasks.



Instructions

Audio Status box and volume control

The question

You have to click on one option to answer the question

Strategies

Read and think ahead

- Read the question and skim the options before the audio begins. This will tell you what the topic is as well as what information you are listening for. It could be the main idea, the writer's goal or attitude, some detailed information, or an inference that can be drawn.

Stay focused

- Keep your attention on the audio. Take notes of key words if you wish, to help you remember the information you hear.
- As you listen, be aware of the development of the speaker's ideas so you can recognize the core information.
- Listen for the general flow of ideas and don't worry if you miss or don't know individual words.
- After the audio finishes, eliminate options that contain incorrect information or have information that was not mentioned.
- Answer the question by clicking on one option or on its radio button ◯ .

Confirm your choice

- After you have chosen the option, check again that each of the other options is incorrect. If you change your mind, click on the option again to de-select it then click on the correct option.
- Be aware of the time and don't spend too much time on one task. Click 'Next' and move on.

Testing focus Scoring ➤ page 154

Subskills tested

Listening: any of the following depending on the task: identifying the topic, theme or main ideas; identifying supporting points or examples; identifying specific details, facts, opinions, definitions or sequences of events; identifying a speaker's purpose, style, tone or attitude; identifying the overall organization of information and connections between pieces of information; inferring the context, purpose or tone; inferring the meaning of unfamiliar words; predicting how a speaker may continue.

Preparation

- Listen to lectures you find on the web and stop the audio about every minute to answer this question: *What points has the speaker made?* Summarize the main points.
- Listen to lectures you find on the web and stop the audio about every minute to answer this question: *What is the speaker doing here?* (introducing, criticizing, summarizing, persuading, describing, etc.).
- Take notes of the information in a lecture and use arrows to show how the speaker's ideas develop.
- Practise activating relevant vocabulary: listen to the opening sentence of a lecture, then stop the lecture and make a list of all the words on that topic that you expect to hear. Circle each one as you listen to the lecture and add other words to your list.
- Find podcasts of lectures with a transcript. Highlight the signal words that indicate the main points and the examples, or evidence, or opposing arguments, then listen for them in the audio. Highlight any words you don't know in the transcript and practise guessing what they mean from the context. Check your guess in a dictionary.
- Expand your vocabulary by creating lists of words with their synonyms. Use a thesaurus to find new words with the same or similar meanings. When you learn a new word, find an example of how it is used in context, for example in a learner's dictionary.

Multiple-choice, choose single answer



In the test, there are 2–3 tasks. For each task, you listen to the audio then click the button next to the answer you think is correct. The wording in the instructions below is the same as you will see in the actual test. See page 54 for help.

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

1 ▶ 33 What is the speaker's main focus?

- ○ A reasons why Americans have relocated
- ○ B the growth in the American population
- ○ C the expansion of suburban towns
- ○ D trends in where Americans live

2 ▶ 34 What do the speakers feel about early views on malaria?

- ○ A They were understandable at the time.
- ○ B They resulted in unnecessary illness.
- ○ C They have contributed to current findings.
- ○ D They will be remembered in the future.

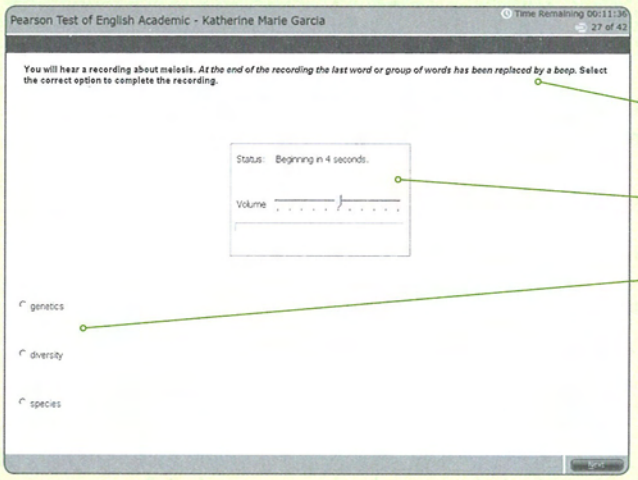
TIP STRIP

1. Read the question carefully before you read the options so that you know what you need to listen for. This question is about the main focus so you need to listen to the whole recording and decide which option best describes the overall idea.
2. The words *early views* are important in this question – they tell you that you are listening for opinions on something specific. Listen to what the speakers say about these.

Select missing word

About the task type

This task type tests listening skills. From a set of options, you have to predict what word(s) a speaker will say, based on contextual clues in a recording. You will do 2–3 *Select missing word* tasks.



Strategies

Be ready

- The instructions tell you the topic of the recording. As the Audio Status box counts down from 7 seconds, think what vocabulary you might hear.
- Skim the options quickly to gain an idea of the aspect of the topic the speaker might talk about.
- Be ready to focus on what you hear, and nothing else.

Listen attentively

- As you listen, make a mental map of what you are hearing. Do not take notes – it is more important to listen for the development of the speaker's ideas.
- Listen for any signal words the speaker might use to tell you the direction of the talk, e.g. presenting opposite arguments, describing something in detail, supporting a claim, etc.
- Don't worry about any words you don't understand. Focus on the overall ideas.

Predict the ending

- Be aware of the blue bar in the Audio Status box. This shows you when the recording is coming to an end so you will be ready to suggest the word or phrase that has been replaced by a beep.
- As soon as the recording stops, think what would come next and scan the options for the most similar word or phrase. Select it.

Testing focus Scoring ➤ page 155

Subskills tested

Listening: identifying the topic, theme or main idea; identifying words and phrases appropriate to the context; understanding academic vocabulary; inferring the meaning of unfamiliar words; comprehending explicit and implicit information; comprehending concrete and abstract information; following an oral sequencing of information; predicting how a speaker may continue; forming a conclusion from what a speaker says; comprehending variations in tone, speed and accent.

Preparation

- Work with a friend. Find 2 magazine articles and take turns to read out a short paragraph to each other, stopping before the final word or phrase. Try to guess what word or phrase will complete the paragraph.
- Develop your skills of predicting the ideas you will hear. Listen to 20 seconds of a lecture, then stop the audio and say what ideas you think the speaker will talk about next. Play on and check your prediction. Repeat this with longer recordings.
- Find podcasts of lectures with a transcript. Highlight the signal words that indicate the main points and the examples, or evidence, or opposing arguments, then listen for them in the audio. Look at the way these signal words will tell you the direction of the lecture and what the speaker is likely to say next.
- Find podcasts of lectures with a transcript. Play the lecture, stopping the audio about every 30 seconds. Predict what words the speaker will say next, then check the transcript. Compare the written form of the words with how they sound in the lecture.
- Practise predicting what vocabulary you will hear in lectures on different topics. Play the first sentence or two of a short lecture, then make a list of the words and phrases you expect to hear. Play the lecture to check how many words from your list you hear.
- Expand your vocabulary of academic words in context. Keep a record of new words you learn.

Select missing word

TIP STRIP

1. If the options are phrases, read each one quickly while the audio counts down from seven seconds, and decide what you need to listen for. If the answer is A, you should hear a comparison related to writers; B, an overview of how popular something has been; C, reference to how something has changed over time; and D, a description of something that facilitates reading.
2. If the options are single words, consider their meaning and whether they are linked in any way. These options all describe the quality of something. You will need to listen for which quality is discussed by the speaker.



In the test, there are 2–3 tasks. For each task, you listen to the audio then click the button next to the words you think complete the audio. The wording in the instructions below is the same as you will see in the actual test. See page 56 for help.

1. ▸35 You will hear a recording about fiction writing. *At the end of the recording the last word or group of words has been replaced by a beep.* Select the correct option to complete the recording.

   - ○ A suits some writers better than others
   - ○ B is becoming more popular
   - ○ C has changed over time
   - ○ D makes reading easier

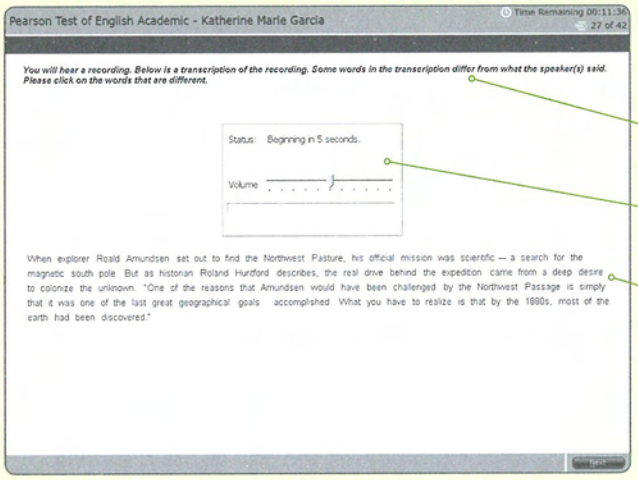
2. ▸36 You will hear a recording about biology. *At the end of the recording the last word or group of words has been replaced by a beep.* Select the correct option to complete the recording.

   - ○ A complex
   - ○ B unreal
   - ○ C confusing
   - ○ D invisible

Highlight incorrect words

About the task type

This task type tests listening and reading skills. As you listen to a recording, you have to identify words in a transcription that differ from what you hear. You will do 2–3 *Highlight incorrect words* tasks.



Instructions

Audio Status box and volume control

The transcription of the recording. You have to click on each incorrect word you hear.

Strategies

Be ready

- Use the 10 seconds before the recording begins to skim the transcription, to familiarize yourself with the topic.
- Move your cursor to the start of the transcription before the audio begins.

Follow the recording

- As soon as the recording begins, move your cursor along each line following the speaker's voice.
- Think how each word you are reading will sound and as soon as you hear a different word, click on the incorrect word. The word you have clicked on will be highlighted and will remain highlighted until you click on it again.
- Keep up with the speaker. Do not stop to think about whether your selection was correct or incorrect. If you lose your place it will be difficult for you to catch up and you may miss some words that you should have selected.

Try not to change your mind

- Do not change your mind unless you feel very sure you have made a mistake. Success in this task type depends on real-time decisions.
- Do not guess. You will lose marks for words you click on that were in fact the correct word that was in the recording. There are up to 7 'errors' in each transcription.

Testing focus Scoring ➤ page 155

Subskills tested

Listening: identifying errors in a transcription; understanding academic vocabulary; following an oral sequencing of information; comprehending variations in tone, speed and accent.

Reading: understanding academic vocabulary; following a logical or chronological sequence of events; reading a text under timed conditions; matching written text to speech.

Preparation

- When you learn a new word, use a dictionary that has the words recorded so you can check both the pronunciation of the sounds and where the word stress falls.
- Listen to the way the final sound in one word links to the first sound in the next when people speak. Be prepared for this when you follow the transcription.
- Remember that when people speak, they group the words into meaningful chunks. Be prepared to follow the rhythm of the recording as you read the transcription.
- Find podcasts of lectures with a transcript. In the transcript, highlight the words or phrases you think will be stressed and the words or phrases that will be unstressed or weak. Listen to the podcast in sections and check if you were right.
- In podcasts of lectures with a transcript, highlight in a short section of the transcript all the key words that carry the meaning and think how they are pronounced. Decide where the word stress falls within each word. Check in a dictionary. Then, play the lecture and listen to how the speaker pronounces each of the words you highlighted.
- Listen to podcasts by speakers with different English accents so that you become familiar with the way different speakers pronounce words, especially where they place the word stress, e.g. (UK): *research*/(US): *research*. Some consonants will also be different, such as in *schedule*.

Highlight incorrect words

TIP STRIP

1. You will not have time to read the transcription carefully before the recording begins, but you will have time to skim it quickly. As you do this, decide what the general topic of the paragraph is. This will help you follow the ideas as you listen.
2. As you listen, follow the words with the cursor on screen (or your pencil in this book) and click on (or mark) any words that sound different from the transcript.



In the test, there are 2–3 tasks. For each task, you listen to the audio and follow the words in the text on the screen. You click on the words that are different on the screen and the audio. The wording in the instructions below is the same as you will see in the actual test. See page 58 for help.

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

1. ▸37 Transcription:

   It seems we now know more about outer space than we do about the Earth's core. This is because temperatures are so great at the centre of the Earth that human beings have not been able to take a close look at it. However, new techniques of analysis may soon change all that. The seismic waves formed by earthquakes and volcanic eruptions penetrate the Earth's layers at different speeds. It is now hoped that by studying these waves, scientists will be able to make new findings and solve some of the mysteries of the inside structure of the Earth.

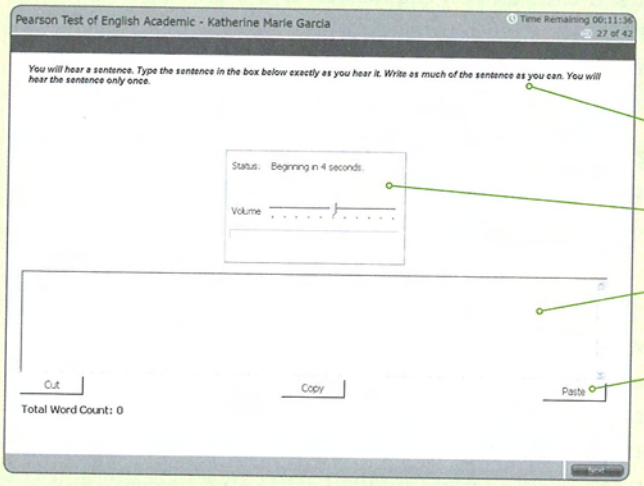
2. ▸38 Transcription:

   Many species of birds cover long miles during their seasonal migration to warmer climates. But how successful are they, and do birds that get lost on their route ever survive to find their way back? Much research has been done into how birds navigate and the results show that age is a significant reason. Young birds usually just carry on, if they lose their migratory path, and thus fail to achieve their destination, whereas older, more experienced birds will generally be able to find their first route and continue successfully on their journey.

Write from dictation

About the task type

This task type tests listening and writing skills. You have to write a sentence that you will hear once only, in a recording that lasts 3 to 5 seconds. You will do 3–4 *Write from dictation* tasks.



Strategies

Be ready

- The Audio Status box will count down from 7 seconds. Focus so that you do not miss any words.
- If you prefer to write the sentence by hand first, be ready to write on your Erasable Noteboard Booklet.
- If you prefer to type directly on the screen, place your cursor in the box on the screen.

Focus on meaning

- When the audio begins, focus on the meaning of the sentence. This will help you to remember it.
- Write or type the content words (nouns, verbs, adjectives and adverbs). Leave the minor words (prepositions, articles) for now.
- Write or type as quickly as you can. Don't worry about spelling at this point. Start writing as soon as the dictation begins and don't stop to check your writing yet.

Construct and check

- Immediately after the recording stops, write or type as much of the sentence as you can.
- Go over the sentence and use your knowledge of grammar, word form and word order to add any words you missed out (e.g. prepositions, articles).
- Check the spelling of every word. Check for verb endings and plurals. Marks are awarded for every correct word spelled correctly. Then click 'Next'.

Testing focus Scoring ➤ page 155

Subskills tested

Listening: understanding academic vocabulary; following an oral sequencing of information; comprehending variations in tone, speed and accent.

Writing: writing from dictation; using correct spelling.

Preparation

- Decide in advance whether you are going to write the sentence by hand or write directly on the screen. Once you have decided which method you prefer, practise dictations using it and don't change your mind on the test day.
- Practise guessing how to spell words you don't know. Write down words you hear in the media, in advertisements, the news, interviews. Try to confirm the spelling of the word you heard using a dictionary.
- Revise your knowledge of the normal spelling conventions. Make a list of words you have trouble spelling, especially words with *ie* or *ei*, or doubled consonants such as *mm*, *ll*, *pp*, *ss*.
- Make a list of words with similar pronunciation but different spelling and different meaning, such as *affect/effect*, *except/accept*, *no/know*, *fair/fare*. Check the meaning of each one.
- Create a word bank for new words with as many forms of the word listed as you can find, such as the noun, verb, adjective and adverb form of words, e.g. *evidence* (n), *evident* (adj), *evidently* (adv). In the test, you may miss part of a word so you may have to work out which form is needed and spell it correctly.
- Practise writing sentences with correct word endings, such as *-ed* endings on past tenses and *-s* endings on plurals and present tenses.
- Listen to podcasts by speakers with different English accents to become familiar with them.
- Remember that this is the final task type in the test. Be aware of the time remaining in Part 3 so that you have enough time to attempt every question. It is better to try every task than to spend too much time on a task you have finished.

Write from dictation

TIP STRIP

1. As you listen, write all the words that you hear on your Erasable Noteboard Booklet. After the recording, write the sentence in the response box.
2. When you write the sentence, write the words you hear and do not paraphrase. You will gain marks for each correct word spelled correctly.
3. Try to spell words correctly and check the grammar before you click on 'Next'. Don't miss endings, such as *-ed* on past verb forms, *-ly* on adverbs or *-s* on plurals.



In the test, there are 3–4 tasks. For each task, you listen and type the sentence you hear into the box on the screen. The wording in the instructions below is the same as you will see in the actual test. See page 60 for help.

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

1 ▸ 39

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2 ▸ 40

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3 ▸ 41

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