

# PTE Academic Test Tips

Be fully prepared for PTE Academic with the best strategies and advice for test day success

V1 October 2023

# Introduction to PTE Academic Test Tips

This resource provides a wealth of test tips for anyone preparing for PTE Academic.

You can use the information to help develop useful strategies to answer the 20 question types in PTE Academic.

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

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

## Speaking

Read Aloud
Repeat Sentence
Describe Image
Retell Lecture
Answer Short Question

## Writing

Summarize Written Text
Write Essay

## Reading

Reading and Writing: Fill in the Blanks
Multiple Choice, Multiple Answers
Reorder Paragraph
Fill in the Blanks
Multiple Choice, Single Answer

## Listening

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

# Important Test Tips

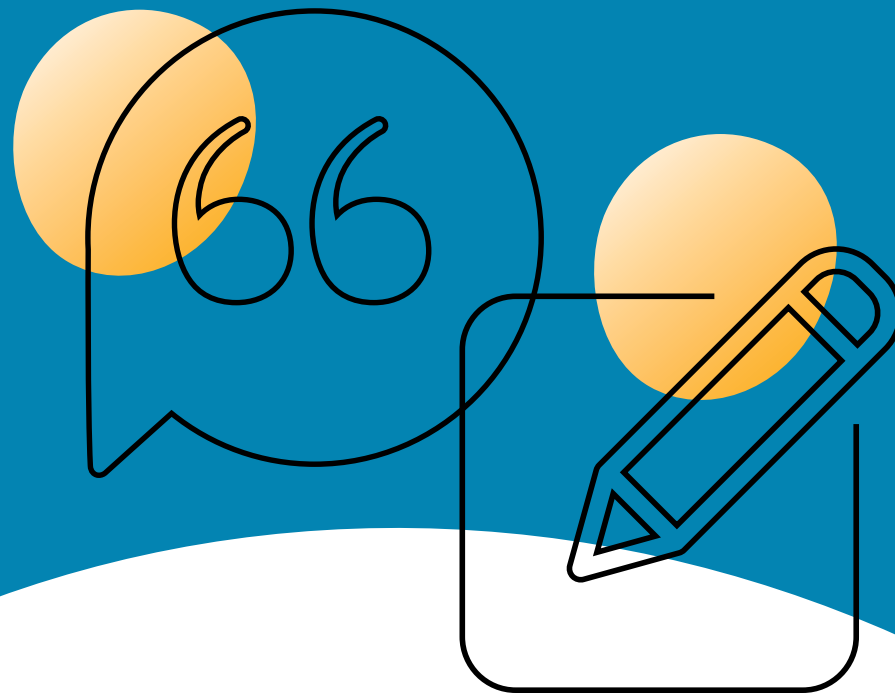
## Do

- ✔ Use correct punctuation for writing tasks: full stops, capital letters, commas, etc.
- ✔ Provide a relevant answer. If the question asks you to write or speak about sport, write or speak about 'sport' NOT 'science'.
- ✔ Keep strictly within the word limit given for writing tasks.
- ✔ Respond quickly and keep speaking during speaking tasks. The microphone will close after 3 seconds of silence and stop recording.

## Don't

- ✘ Write entirely in capital letters. Only use capitals when needed: at the beginning of sentences, names, etc.
- ✘ Create or memorize responses prior to test day. Responses should always be created on test day in response to the question presented.
- ✘ Click Next (N) before you have completed a task and are ready to move on. You cannot go back to incomplete questions.

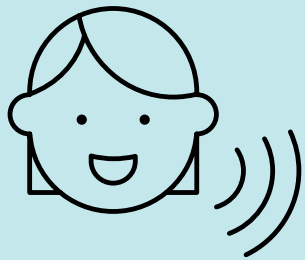
# Speaking and Writing



This part of the test contains seven different question types. It is the longest section of the test. You will be tested on your speaking and writing skills, using English you might hear in an academic environment.

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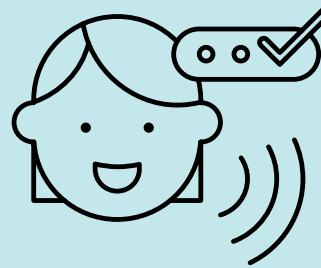
# Advice for speaking



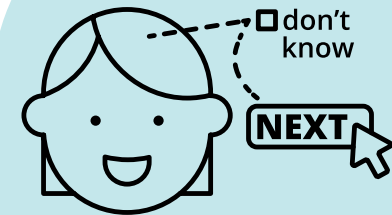
Speak at a normal pace and volume as if talking on the phone. There is no need to shout or whisper.



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



The test is designed to detect periods of silence. During speaking questions, your microphone will close if you are silent for 3 seconds or more.



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

# Read Aloud

## Use punctuation to help you decide where to pause when you read

In the Read Aloud tasks you have 30–40 seconds to look at the text before the microphone opens, so use this time to read the text quietly to yourself and review any unfamiliar words.

When reading the text aloud, try to **break the text up into meaningful chunks, using the punctuation** as a guide. Punctuation shows you the places where you can **make a tiny pause and alter your intonation** – going up when you begin reading a chunk and falling a little when you end a chunk.



Using appropriate pausing helps you to read more fluently and give the full meaning of the text. Look at where the pauses / are indicated in the example practice question.

## Practice Read Aloud text










Photography's gaze widened during the early years of the twentieth century / and, / as the snapshot camera became increasingly popular, / the making of photographs became increasingly available / to a wide cross-section of the public. / The British people grew accustomed to, / and were hungry for, / the photographic image.

# Read Aloud

## Emphasise words that carry important information

When you read the text, you should **stress the words** that help to convey meaning, by reading them in a slightly louder voice and adding emphasis to key syllables, e.g., development. Also **use rising and falling intonation patterns** to show how the ideas are linked or are coming to an end. Look at the patterns in the practice question below; the stressed words are **bolded**, and the rising and falling intonation is marked by up  and down  arrows.

## Practice Read Aloud text

The development of easy-to-use statistical software  has changed the way statistics is being taught and learned . Students can make transformations of variables , create graphs of distributions of variables , and select among statistical analyses  all at the click of a button . However , even with these advancements , students sometimes find statistics to be an arduous task .

# Repeat Sentence

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

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



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

## Copy the stress and intonation patterns of the sentence you hear

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



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



# Describe Image

## Focus on the main information

When you look at the image ask yourself “What is the main idea being shown by the image?”, “What are the details relating to the main ideas?”, “What does this mean?”.

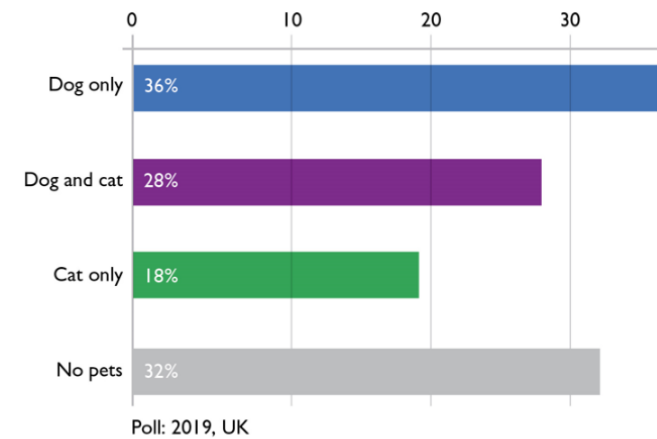
Before the microphone opens, use your erasable whiteboard to **note down key ideas and phrases that relate to the main information and the explanatory details**. These can be put into sentences when you start to speak:

### NOTES:

- ▶ Pet owners happy?
- ▶ UK 2019
- ▶ More dog owners happy 36%
- ▶ Followed by ppl no pets
- ▶ Ppl should buy a dog

## Practice image

Pet owners – are they happy with their pets?



# Describe Image

## Organize your description

By organizing what you say, it will be easier to tell the story of the image. A well-organized answer is more likely to cover the main information as well as the important additional details, and also provide any implications or conclusions based on the information.

Look at how this sample description is organized:

### Practice response

#### IMPORTANT NOTE:

Your response should always be one you created on test day, in your own words and describe information that is relevant to the image.

#### General content

“The graph errrr describes the main countries to which New Zealand exports goods.

#### Main points

Um, Australia is the largest single country. New Zealand exports 21% of its goods there and this is followed by the USA, which er receives 14% of New Zealand’s goods.

#### Conclusion & implications

The next largest markets in order are Japan (11%), China (6%) and the UK (5%); 43% of New Zealand’s exports go to countries other than these big markets.

New Zealand is very dependent on the Australian market as a destination for exports; perhaps it needs to diversify and seek other markets, such as building up exports to China.”

# Retell Lecture

## Make good use of the image to predict the topic of the lecture

Retell Lecture often includes an image with the audio recording. In the 3 seconds before you listen to the recording quickly look at the image on the screen.

Use this time **to think about the vocabulary you might hear**. This will give you an idea of the topic of the lecture and **help you predict what you will hear** when the recording begins.

### VOCABULARY:

- ▶ cave
- ▶ painting
- ▶ animals

## Practice image



# Retell Lecture

## Make good use of the 40 seconds speaking time

You only have 40 seconds to speak so make sure that you **include all the main points** of the lecture. If you repeat ideas, correct yourself or hesitate, you will use up valuable time, so **keep talking and ignore any mistakes that you make.**

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



Status: Playing

Volume

**Recorded Answer**

Current Status:  
Beginning in 51 seconds.

# Answer Short Question

## Do not try to give a long answer

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

### Example instructions

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

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

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

### Example question

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

### Answer

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

# Summarize Written Text

## Practice using compound and complex sentences

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

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

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

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

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

# Summarize Written Text

## Make sure your response is in the correct form

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

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

Cut Copy Paste

Total Word Count: 0

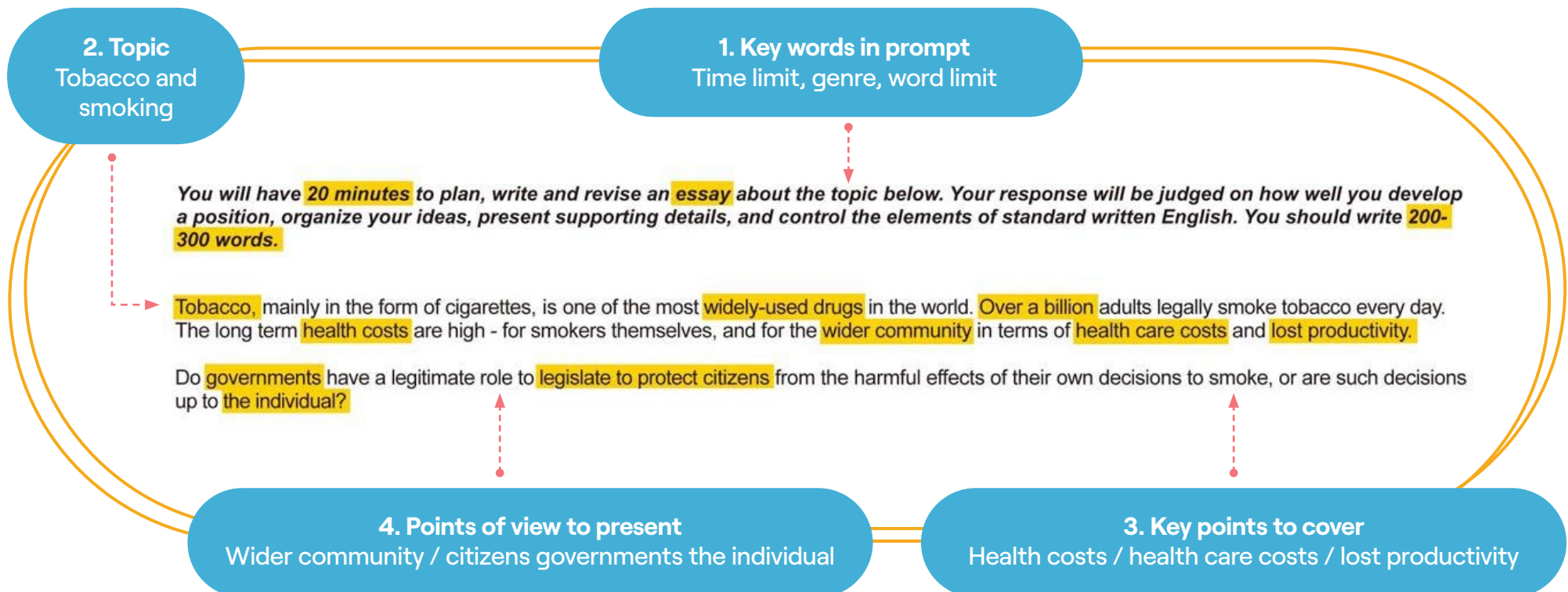
Check the word count after you have types in your response.

# Write Essay

## Start by analyzing the task

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

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





# Write Essay

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

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

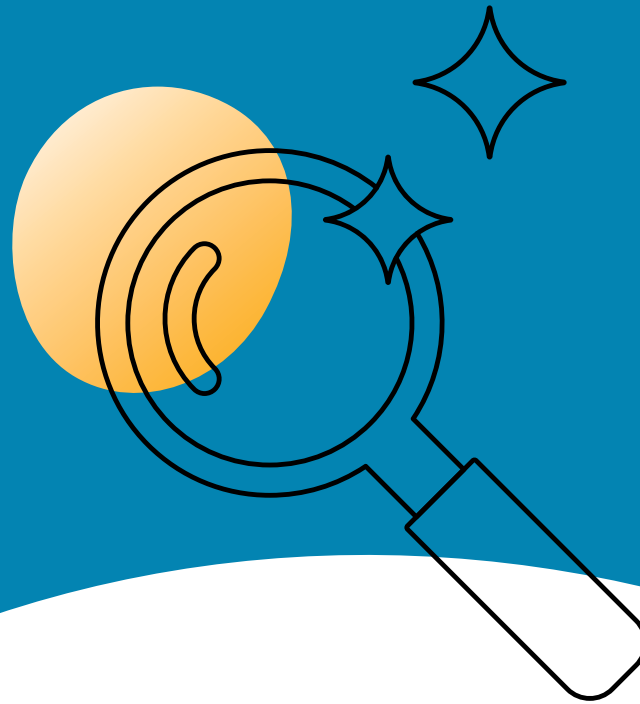
You may have to consider how different groups of people might feel about a particular situation:

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

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

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

# Reading



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

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# Reading and Writing: Fill in the Blanks

## Skim for overall meaning to help you choose the correct word

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

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

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

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

- transgression
- transformation**
- translation
- transmission

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

- revolutionized**
- institutionalized
- compartmentalized
- emphasized

# Reading and Writing: Fill in the Blanks

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

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

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

people from Pekin, Illinois, to Peking, China, saw their lives change. A large percentage of the world's population **gained**  **to technologies** that I, in setting out on my long career in 1948, could not have imagined, except in the context of science fiction.

# Multiple Choice, Multiple Answers

## Note any repeated words in the options

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

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

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

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

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

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

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

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

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

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

# Multiple Choice, Multiple Answers

## Make sure you know how the task is scored

Read the instructions carefully.

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

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

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

This applies to Multiple choice, choose multiple answers question types for reading and listening.

# Reorder Paragraph

## Read all the text boxes quickly before you start re-ordering them

Read the text boxes in order to **understand the main idea** of each one. You can do this **by noting the key words**.

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

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

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

Unordered Options	Correct Answer
He convinced Professor Fitzgerald of the University of Hull to set up a study into this matter.	
Professor Fitzgerald and his team studied more than 47000 women.	
The women were asked to fill in a questionnaire about their diet and about their suffering from acne.	
No link was found between acne and traditionally suspect food such as chocolate and chips.	
Doctor Byron has long held that there is a link between diet and acne.	

← →

Key

↑

↓

# Reorder Paragraph

## Find the topic sentence first

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

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

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

Unordered Options

Correct Answer

He convinced Professor Fitzgerald of the University of Hull to set up a study into this matter.

Professor Fitzgerald and his team studied more than 47000 women.

The women were asked to fill in a questionnaire about their diet and about their suffering from acne.

No link was found between acne and traditionally suspect food such as chocolate and chips.

Doctor Byron has long held that there is a link between diet and acne.

Pronoun refers back to someone

No mention of the topic

Definite article means women have been mentioned before

Passive refers back to a study

This is the only sentence that the topic and stands alone



# Fill in the Blanks

## Think about words that you often see or hear together

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

Second, they connect scientists to the general ,

public

formal

look

view

world

cite

prescribed

serving

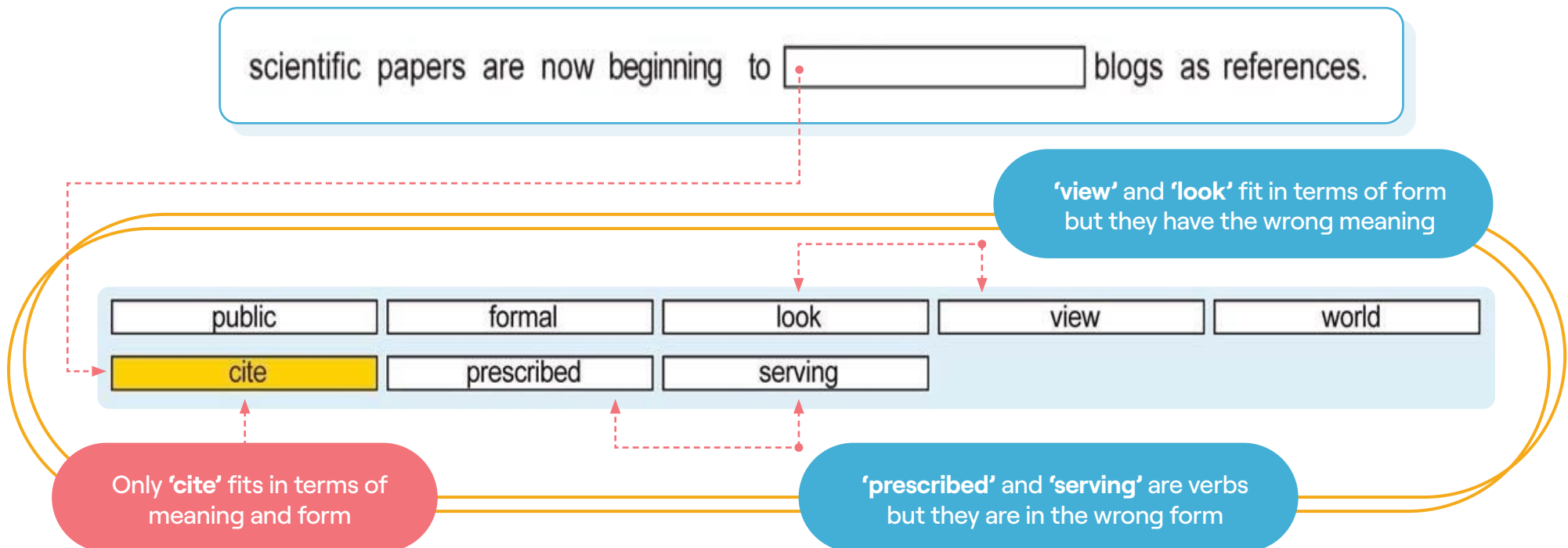
# Fill in the Blanks

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

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

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

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



# Multiple Choice, Single Answer

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

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

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

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

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

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

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

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

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

One **present indicator** of **climate change** in **Australia** is \_\_\_\_\_

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

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

**Answer most likely**

# Multiple Choice, Single Answer

## Evaluate the response options

The response options may be words, phrases or sentences.

Use your own knowledge to **decide whether any of them are unlikely to be correct, or likely to be correct.**

You can do this before you read the text.

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

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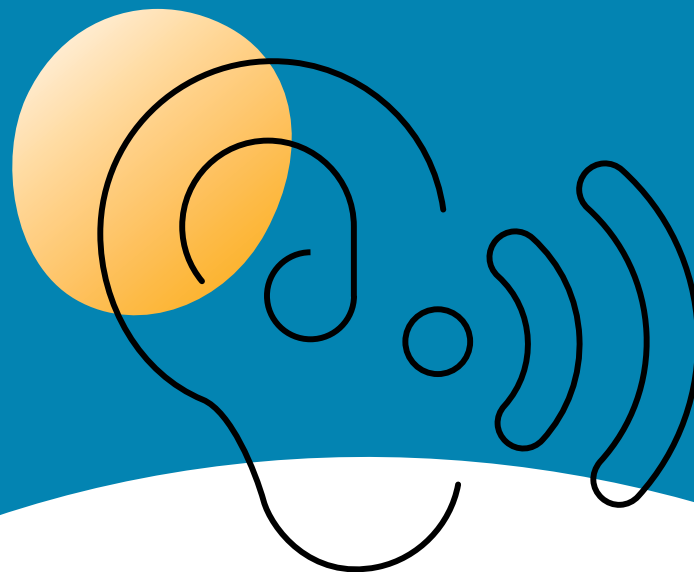
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**Read the text and answer the multiple-choice question by selecting the correct response. Only one response is correct.**

One present indicator of climate change in Australia is \_\_\_\_\_

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

# Listening



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

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# Summarize Spoken Text

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

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

*You will hear a short lecture. Write a summary for a fellow student who was not present at the lecture.  
You should write 50-70 words.*

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

# Summarize Spoken Text

## Remember to check grammar, spelling and punctuation

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

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

Error in verb form

Full stop missing

### Incorrect

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

Spelling mistake

Spelling mistake

Wrong word order

### Correct

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

# Multiple Choice, Multiple Answers

## Take notes of the main points and supporting details


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

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

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

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

Status: Beginning in 2 seconds.

Volume 

What happened as a result of the arrival of colonists?

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



# Multiple Choice, Multiple Answers

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

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

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

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

# Fill in the Blanks

## Skim the text before the recording begins


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

### Some of the things you can look for:

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

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

Status: Beginning in 5 seconds.

Volume 

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

# Fill in the Blanks

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

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

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

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

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

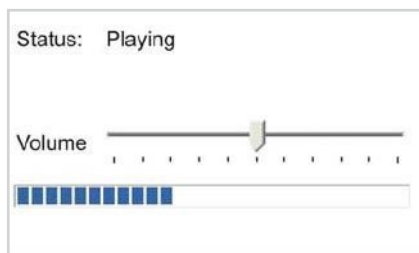
# Highlight Correct Summary

## Take notes and match them to the correct summary

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

- ▶ models of motivation
- ▶ normal people
- ▶ two models
- ▶ main focus –
- ▶ homeostatic one

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



There have been previous lectures in this series covering aspects of abnormal behaviour. This lecture covers the models of motivation applied to normal people. Although there are numerous models of human motivation, two models will be described and compared: the homeostatic model and Maslow's model, with the main focus on the homeostatic model.

The course has covered the motivation of abnormal people and will look at many different models of motivation and criticize them. This lecture is the first in a series of lectures on the motivation of normal people. Students need to have attended previous lectures to follow the arguments about the motivation of normal people.

The lecture will pay equal attention to two well-known models of motivation: Maslow's model and the homeostatic model. These models are very similar both starting with basic needs like the need for food. The lecture will emphasise the importance of how the question 'Why?' is at the heart of all studies of motivation.

The lecture will describe what drives people and scientifically describe the hunger drive. In particular, the homeostatic model of motivation will be examined in relation to the way this model is based on our perception of ourselves as individuals. Examples will be given of the lowest and highest levels of human motivation.

# Multiple Choice, Single Answer

## Focus on the kind of information you need

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

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

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

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

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

# Multiple Choice, Single Answer

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

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

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

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

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

# Select Missing Word

## Listen carefully to the very end

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

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

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

- irrelevant
- problematic
- confusing
- important
- popular

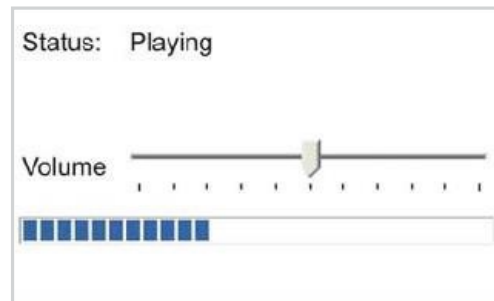
# Highlight Incorrect Words

## Follow the text with the cursor as you listen

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

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

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



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

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

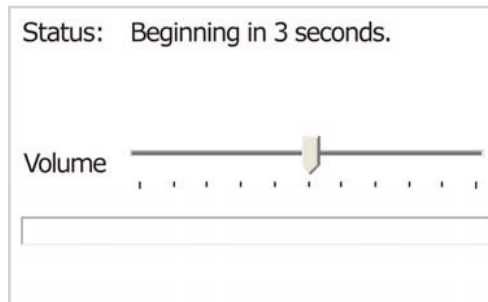


# Highlight Incorrect Words

## As you listen, focus on key words

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

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



The text compares present and past approaches to economic activity

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


# Write from Dictation

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

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

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

Status: Beginning in 4 seconds.

Volume 

## Question

I heard carries but where does it go?

## Answer

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

Cut Copy Paste

Total Word Count: 0

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