

# PTE Academic Test Tips

V2  
August 2011



## Important Test Tips

### Do

**Use correct punctuation** for writing tasks: full stops, capital letters, commas, etc.

**Answer the question.** 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.

**Click Next (N) before you have completed the task** and are ready to move on.

# Introduction to 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 item types in PTE Academic.

Two tips are included for most item types and they are presented in the order in which they appear in the test as follows:

<b>Speaking</b>	<b>Read aloud</b>
	<b>Repeat sentence</b>
	<b>Describe image</b>
	<b>Re-tell lecture</b>
	<b>Answer short question</b>
<b>Writing</b>	<b>Summarize written text</b>
	<b>Write essay</b>
<b>Reading</b>	<b>Multiple choice, choose single answer</b>
	<b>Multiple choice, choose multiple answers</b>
	<b>Re-order paragraphs</b>
	<b>Reading: Fill in the blanks</b>
	<b>Reading &amp; writing: Fill in the blanks</b>
<b>Listening</b>	<b>Summarize spoken text</b>
	<b>Multiple choice, choose multiple answers</b>
	<b>Fill in the blanks</b>
	<b>Highlight correct summary</b>
	<b>Multiple choice, choose single answer</b>
	<b>Select missing word</b>
	<b>Highlight incorrect words</b>
	<b>Write from dictation</b>

## SPEAKING: Read aloud

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

You have 30-40 seconds to look at the text before the microphone opens, so use this time to **break the text up into meaningful chunks, using the punctuation** as a guide. This will show 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. This will improve your score. Look at where the pauses / are indicated in the example:

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.

### Stress the words that carry important information

When you read the text, **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 this text; the stressed words are underlined, and the rising and falling intonation is marked by up ↑ and down ↓ arrows:

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 ↓.

## SPEAKING: 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 item type, so **the more phrases you understand, the better your reproduction of the sentence will be**. For example, there are three phrases in this sentence, separated by /, and each one carries a separate message that has its own meaning:

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

If you listen for meaningful phrases in the sentence, you will have a better chance of repeating what you hear accurately.

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

**Make a mental note of the way the speaker uses stress and intonation on the recording.** These patterns help to convey the meaning. **Speak calmly and clearly, copying this stress and intonation.** For example, look at the pattern in the example: the stressed words or syllables are underlined, and the falling intonation is marked by down ↓ arrows:

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

## SPEAKING: Describe image

### Focus on the main information in the image

When you look at the image ask yourself "What is the main idea being shown by the image?" and "What are the details relating to the main ideas?". Use your erasable noteboard booklet 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:

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



#### Recorded Answer

Current Status:  
Beginning in 23 seconds.

- Distribution of gorillas
- Only small areas - center continent
- West Lowl - large area - control western cost area
- Mtd and Eastn lowland - G - S smaller areas - central eastern region

## SPEAKING: Describe image

### Organize your description of the image

If you organize what you say, you will get a better score. This is because a well-organized answer is more likely to **cover the main information as well as the additional details, and also talk about implications or conclusions** based on the information. Look at how this sample description is organized:

General  
content

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

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

Main point

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.

Other  
details and  
conclusion

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."

## SPEAKING: Re-tell lecture

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

You have 3 seconds before you listen to the recording to 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:

*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.*



Status: Playing

Volume



#### Recorded Answer

Current Status:

Beginning in 51 seconds.

**Vocabulary**  
rocket  
launch  
sky

**Topic**  
space travel  
exploration



## SPEAKING: Re-tell lecture

### Make good use of the 40 seconds speaking time

You only have 40 seconds to speak and 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 and lose score points. 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 your response.*



Status: Playing

Volume



#### Recorded Answer

Current Status:

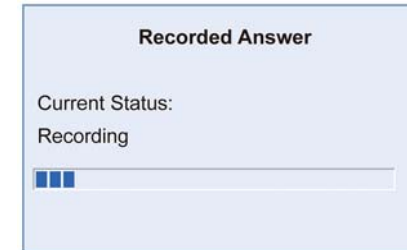
Beginning in 51 seconds.

## SPEAKING: Answer short question

### Do not pause for too long when you answer the question

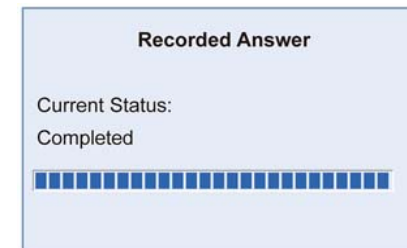
You hear a short question and then the recording status box will change to recording.

Start your answer as soon as this happens. **If you wait for more than 3 seconds**, recording will stop and the item status will change to 'completed', which means that **you have lost your chance to give your answer**.



When you have started talking, don't stop for more than a second or two until you have finished. **If you stop for 3 seconds** whilst speaking, the recording status will change to 'completed' even if you haven't finished, and **you won't be able to continue answering**.

If the status changes to 'completed', you have to click 'Next' to move on to the next item. This also applies to speaking item types *Read aloud*, *Repeat sentence*, *Describe image* and *Re-tell lecture*.



## SPEAKING: Answer short question

### Do not try to give a long answer

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

*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.

For example, for this question: 'What type of periodical is published on a daily basis?', both these answers would score the same marks:

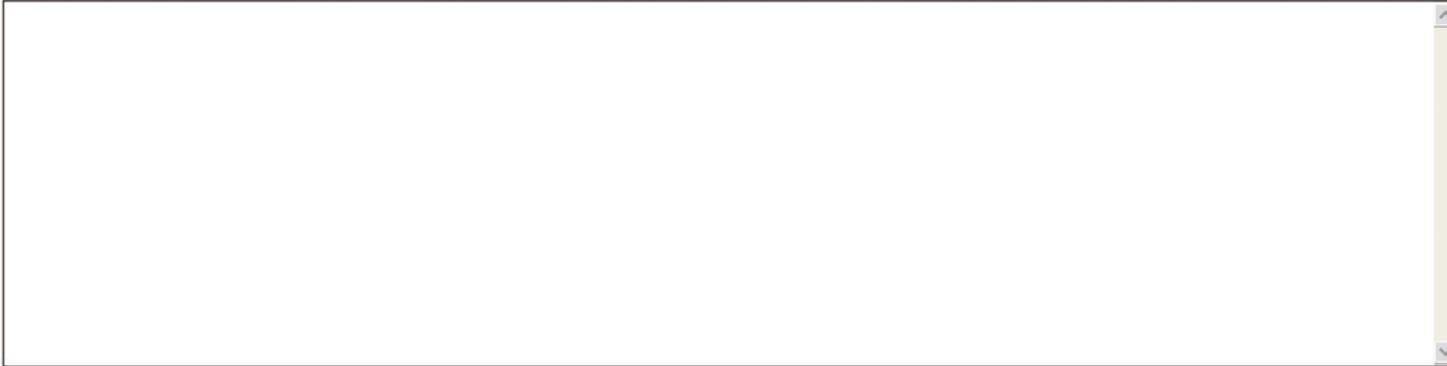
newspapers  
It's newspapers that are published every day.

## WRITING: 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 typed in your response

## WRITING: 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-lived investments by individuals, **which have** a far higher impact on raising living standards of countries than these countries' natural resources.

Just-in-time production relates goods produced to demand for goods **and** reduces the amount of wasted time, costs and materials.

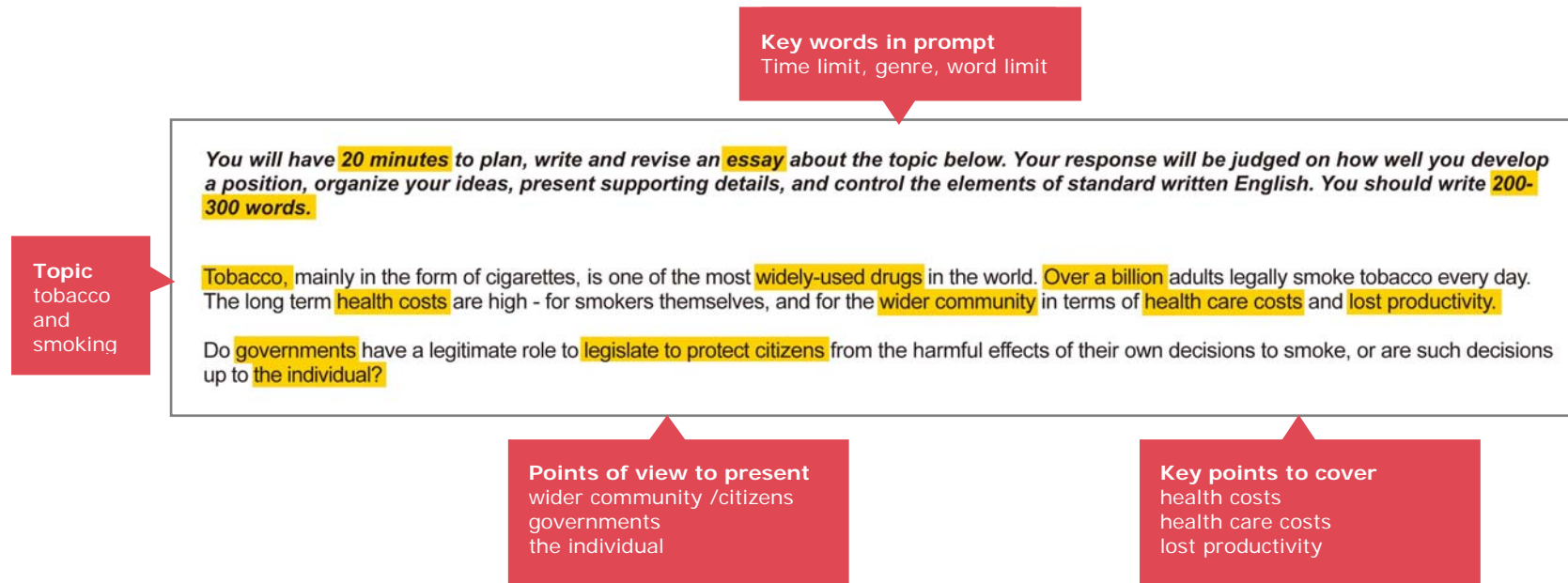
**Pronoun 'which'**  
Introduces a relative clause, creating a complex sentence

**Conjunction 'and'**  
joins two simple sentences together to produce a compound

## WRITING: 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 you do not write about the topic in the prompt, you will receive no score points** at all for this item type.

## WRITING: Write essay

### Analyze the essay prompt so you know how to answer

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: Multiple choice, choose single answer

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

The prompt for this item 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 is here



## READING: Multiple choice, choose 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**. This strategy also applies to multiple-choice questions with more than one answer.

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.

**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**

**Answer is most likely option**

## READING: Multiple choice, choose 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 item. 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 and options that are correct but that you have not clicked on. 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* item types for reading and listening.

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.

## READING: Multiple choice, choose 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 is probably related to this phrase.

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

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 for a national examination. The final two paragraphs are about **multigrade** and **mixed ability classes**.

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.



## READING: Re-order paragraphs

### 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**.

Next, **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 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 <b>study</b> into this matter.		<p>The text is about a <b>study</b> on the <b>link</b> between <b>diet</b> and <b>acne</b> in <b>women</b></p>
Professor Fitzgerald and his team studied more than 47000 <b>women</b> .		
The women were asked to fill in a questionnaire about their diet and about their suffering from <b>acne</b> .		
<b>No link</b> was found between <b>acne</b> and traditionally suspect <b>food</b> such as chocolate and chips.		
Doctor Byron has long held that there is a <b>link</b> between <b>diet</b> and <b>acne</b> .		

← →

Key

↑ ↓

## READING: Re-order paragraphs

### 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.	<b>Pronoun</b> refers back to someone
Professor Fitzgerald and his team studied more than 47000 women.	No mention of the topic
The women were asked to fill in a questionnaire about their diet and about their suffering from acne.	<b>Definite article</b> means women have been mentioned before
No link was found between acne and traditionally suspect food such as chocolate and chips.	<b>Passive</b> refers back to a study
Doctor Byron has long held that there is a link between diet and acne.	This is the only sentence that states the <b>topic</b> and stands alone

Key

## READING: 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

## READING: 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:

An infinitive verb form is missing here

scientific papers are now beginning to  blogs as references.

'view' and 'look' fit in terms of form but they have the wrong meaning

public	formal	look	view	world
cite	prescribed	serving		

Only 'cite' fits in terms of meaning and form

'prescribed' and 'serving' are verbs but they are in the wrong form

## READING & 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'.

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:

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

'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 & 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.

access  
excess  
recess  
access  
egress

## LISTENING: Summarize spoken text

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

When you take notes using an erasable noteboard booklet, 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.*

## LISTENING: Summarize spoken text

### Remember to check grammar, spelling and punctuation

In your 50-70 word summary, you will be scored on the enabling 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 **cretivty**.

Spelling mistakes

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**.

## LISTENING: Multiple choice, choose 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:

*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.

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

## LISTENING: Multiple choice, choose 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.

## LISTENING: 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 **Leuser** 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 **conservationist** who sees Leuser as his second home, and he heads the **conservation group**. **Leuser International Foundation**. Medan over the **plane** climbs from

**Name of island** (points to Sumatra)

**Name of city** (points to Medan)

**Name of forest** (points to Leuser)

**Name of person, followed by what he does** (points to Mike Griffiths)

**Name of conservation group + 'conservation' is mentioned twice. So text is about conservation in this area** (points to conservation group)

## LISTENING: Fill in the blanks

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

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 noteboard booklet to **write down what you think you hear**:

After the recording has finished, you can read through the text, and **use your notes to decide on the words that are missing** and how they are spelled. Then type them into the gaps:

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.

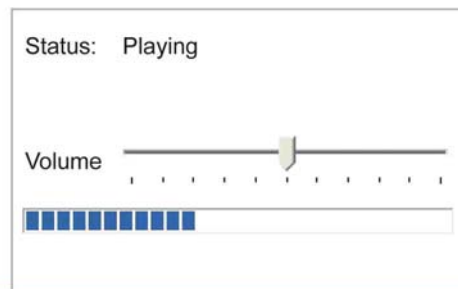
Remember, the next item does not start until you click Next (N) at the bottom of the screen, so you have a little time to think about your answers.

## LISTENING: 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 noteboard booklet 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**:

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



*models of motivation  
normal people  
two models  
main focus -  
homeostatic one*

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.



## LISTENING: Multiple choice, choose 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?

## LISTENING: Multiple choice, choose 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.

## LISTENING: Select missing word

### Know what to do if you change your mind about the answer

For each item 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. **If you want to change your answer, click on it again to 'de-select' it. Then click on the option you think is correct.**

- ☐ irrelevant
- ☐ problematic
- ☐ confusing
- ☐ important
- ☒ popular

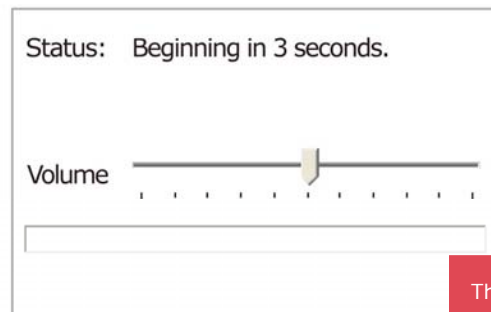
## LISTENING: Highlight incorrect words

### Quickly read the transcription before you listen to focus on key words

In the 10 seconds before the recording begins, you cannot read word-for-word, but you can **skim the transcription**.

Focus on the words that give you information: e.g., nouns ('economy'), adjectives ('industrial') and verbs ('manufactured'). **Decide what the general topic is.** This will help you pick out words that do not fit this topic area, as you read and listen:

*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.

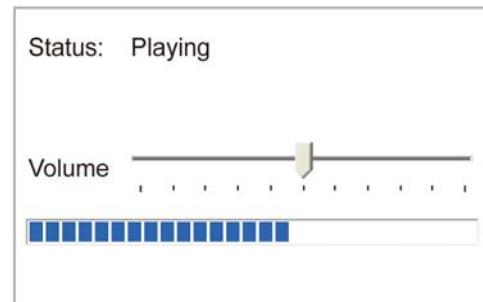
## LISTENING: Highlight incorrect words

### Follow the text with the cursor as you listen

In this item 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."

## LISTENING: 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 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.*

Status: Beginning in 4 seconds.

Volume   


A cart **carries** a single object.

Cut

Copy

Paste

Total Word Count: 0

### Question

I heard **carries** but where does it go?

### Answer

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



