Introduction

This resource provides guidance for teachers preparing learners for **PTE Academic**. It maps each Unit of **Language Leader Upper Intermediate** to subskills and communicative skills tested in PTE Academic. Using this guide, you can feel confident that you are providing targeted skills development and item type-focused practice for your test takers.

The map has the following features:

<table>
<thead>
<tr>
<th>Unit name and skill focus</th>
<th>Subskills and communicative skills tested in PTE Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Pages</td>
<td>PTE Academic subskill and communicative skill</td>
</tr>
<tr>
<td></td>
<td>PTE Academic items where this skill is tested</td>
</tr>
<tr>
<td>6-7</td>
<td>identifying words and phrases appropriate to the context (Listening)</td>
</tr>
<tr>
<td>Great communicators</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Listening: <em>Fill in the blanks</em></td>
</tr>
<tr>
<td></td>
<td>• Listening: <em>Select missing word</em></td>
</tr>
<tr>
<td>6-7</td>
<td>identifying the topic, theme or main ideas (Listening)</td>
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<td>Great communicators</td>
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</tr>
<tr>
<td></td>
<td>• Speaking: <em>Re-tell lecture</em></td>
</tr>
<tr>
<td></td>
<td>• Speaking: <em>Answer short question</em></td>
</tr>
<tr>
<td></td>
<td>• Listening: <em>Summarize spoken text</em></td>
</tr>
<tr>
<td></td>
<td>• Listening: <em>Multiple choice, choose multiple answers</em></td>
</tr>
<tr>
<td></td>
<td>• Listening: <em>Highlight correct summary</em></td>
</tr>
<tr>
<td></td>
<td>• Listening: <em>Multiple choice, choose single answer</em></td>
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<td>Great communicators</td>
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</tr>
<tr>
<td></td>
<td>• Speaking: <em>Repeat sentence</em></td>
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</tr>
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<td>• Listening: <em>Select missing word</em></td>
</tr>
</tbody>
</table>

Each of the twelve units of **Language Leader Upper Intermediate** has activities to develop and practice general English language skills around a core topic, with sections covering grammar, vocabulary, reading, listening, and speaking and pronunciation. In each unit there is a scenario focusing on extended speaking practice in a real-life situation, drawing together all the skills learned. There is also a section on study and writing skills that develops academic English skills, with a focus on the discourse features of written English. The activities develop the core English language skills without which academic English tasks cannot be completed. You will also find individual activities similar to **PTE Academic** tasks, such as re-constructing a talk from notes, filling in the gaps in sentences, transcribing missing words from a recording, correctly identifying facts in an audio recording, and answering multiple choice questions from reading and listening.

Each unit is divided into double-page lessons on a sub-topic, to allow flexibility and ease of use, and this map reflects this grouping of activities and input material. The subskills of **PTE Academic** and the item types where they are tested are therefore grouped according to the double-page lessons to assist you to use the double-page arrangement as part of effective test preparation. However, through each unit there is a carefully staged introduction of new language as well as recycling of previous language, so there is some advantage in a systematic approach to each unit as a whole. In order to keep this mapping manageable, only the core subskills of each activity relating to specific item types are mapped, so, for example, a reading activity may also practice understanding academic vocabulary although this may not be specifically listed here for those pages unless there is specific vocabulary work.

The **Language Leader Upper Intermediate** Teacher’s Book provides objectives for each unit and explains the rationale and plan of each unit and lesson. It also provides the answers to tasks in the Students’ Book, and has a Test Master CD-ROM for the creation of class tests. A Workbook with further practice is also available.
A full description of the Language Leader Upper Intermediate course book with supplementary activities and notes for teachers is available at the publisher’s website: www.pearson.com.au

**Language Leader Upper Intermediate** can be purchased at: www.amazon.com

To supplement the materials in Language Leader Upper Intermediate you will find helpful material in the following publications:

- **From Reading to Writing 3.** Linda Robinson Fellag, Pearson Longman, 2010.
- **From Reading to Writing 4.** Colin Ward, Pearson Longman, 2010.
- **How to teach listening.** JJ Wilson, Pearson Longman, 2008.
- **Inside Track to Successful Academic Writing.** Andy Gillett, Angela Hammond, Mary Martala, Pearson Longman, 2009.

Note: The indicated levels of the Language Leader Upper Intermediate course books follow the publisher’s suggested levels.
Overview of PTE Academic

PTE Academic is a computer-based test of academic English, designed to provide information about the English language level of test takers who wish to study or work in an English-speaking environment. It takes approximately three hours to complete, and is administered in a single session. Test takers respond to between 70 and 91 individual tasks, across 20 different item types, in the four communicative skills of speaking, writing, reading and listening.

Test takers register for a test and can view their results online. However, they must go to a test center to sit the test, under secure conditions. PTE Academic uses automated scoring, providing greater reliability. Scores are usually available within five days, and test takers indicate the programs that they wish their results to be sent to, after which the recognizing institutions securely download the PTE Academic scores.

PTE Academic has three parts, with an introduction and optional break:

<table>
<thead>
<tr>
<th>Part</th>
<th>Content</th>
<th>Time allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>Personal Introduction</td>
<td>Not scored</td>
</tr>
<tr>
<td>Part 1</td>
<td>Speaking &amp; Writing</td>
<td>77 – 93 minutes</td>
</tr>
<tr>
<td>Part 2</td>
<td>Reading</td>
<td>32 – 41 minutes</td>
</tr>
<tr>
<td>Optional Break</td>
<td>Break</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Part 3</td>
<td>Listening</td>
<td>45 – 57 minutes</td>
</tr>
</tbody>
</table>

The item types in PTE Academic are:

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

The score on each individual item contributes to the overall score as well as to scores on relevant communicative skills. For speaking and writing tasks, scores also contribute to the enabling skills scores (grammar, oral fluency, pronunciation, spelling, vocabulary, written discourse). A typical score report gives detailed information to test takers and recognizing institutions.
Each item type tests a range of language subskills, which are mapped in this guide to activities in *Language Leader Upper Intermediate*. The PTE Academic subskills are:

### Speaking

The speaking skills tested in PTE Academic include the following:

- speaking for a purpose (to repeat, to inform, to explain)
- reading a text aloud
- 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

### Writing

The writing skills tested in PTE Academic include the following:

- 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
- writing a summary
- writing under timed conditions
- using words and phrases appropriate to the context
- using correct grammar
- using correct spelling
- using correct mechanics
- taking notes while reading a text
- synthesizing information
- communicating the main points of a reading passage in writing
- taking notes while listening to a recording
- communicating the main points of a lecture in writing
- writing from dictation
- communicating the main points of a reading passage in writing
- writing to meet strict length requirements

### Reading

The reading skills tested in PTE Academic include the following:

- identifying the topic, theme or main ideas
- identifying supporting points or examples
- identifying a summary
- identifying words and phrases appropriate to the context
- identifying a writer’s purpose, style, tone or attitude
- 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
- evaluating the quality and usefulness of texts
- reading a text under timed conditions
- evaluating and synthesizing information
- reading for information to infer meanings or find relationships
- reading for overall organization and connections between pieces of information
- identifying specific details, facts, opinions, definitions or sequences of events
- matching written text to speech

### Listening

The listening skills tested in PTE Academic include the following:

- identifying the topic, theme or main ideas
- summarizing the main idea
- identifying supporting points or examples
- understanding academic vocabulary
- inferring the meaning of unfamiliar words
- identifying words and phrases appropriate to the context
- comprehending explicit and implicit information
- comprehending concrete and abstract information
- classifying and categorizing information
- following an oral sequencing of information
- forming a conclusion from what a speaker says
- predicting how a speaker may continue
- identifying errors in a transcription
- identifying a speaker’s purpose, style, tone or attitude
- inferring the context, purpose or tone
- comprehending variations in tone, speed, accent
- identifying specific details, facts, opinions and definitions or sequences of events
- identifying the overall organization and connections between pieces of information
- evaluating and synthesizing information
# Language Leader and PTE Academic Map

## Upper Intermediate CEFR Level B2 to C1

<table>
<thead>
<tr>
<th>Unit</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Unit 1** | 6-7 Great communicators | identifying words and phrases appropriate to the context (Listening)                                           | • Listening: *Fill in the blanks*  
• Listening: *Select missing word* |
|            | 6-7 Great communicators | identifying the topic, theme or main ideas (Listening)                                                           | • Speaking: *Re-tell lecture*  
• Speaking: *Answer short question*  
• Listening: *Summarize spoken text*  
• Listening: *Multiple choice, choose multiple answers*  
• Listening: *Highlight correct summary*  
• Listening: *Multiple choice, choose single answer*  
• Listening: *Select missing word* |
|            | 6-7 Great communicators | inferring the meaning of unfamiliar words (Listening)                                                             | • Speaking: *Repeat sentence*  
• Speaking: *Re-tell lecture*  
• Speaking: *Answer short question*  
• Listening: *Summarize spoken text*  
• Listening: *Highlight correct summary*  
• Listening: *Select missing word* |
|            | 6-7 Great communicators | identifying the topic, theme or main ideas (Reading)                                                             | • Reading: *Multiple choice, choose single answer*  
• Reading: *Multiple choice, choose multiple answers*  
• Reading: *Re-order paragraphs*  
• Reading: *Reading: Fill in the blanks*  
• Reading: *Reading & writing: Fill in the blanks* |
|            | 6-7 Great communicators | identifying a writer’s purpose, style, tone or attitude (Reading)                                                | • Speaking: *Read aloud*  
• Writing: *Summarize written text*  
• Reading: *Multiple choice, choose single answer*  
• Reading: *Multiple choice, choose multiple answers* |
|            | 6-7 Great communicators | identifying a speaker’s purpose, style, tone or attitude (Listening)                                             | • Speaking: *Re-tell lecture*  
• Listening: *Summarize spoken text*  
• Listening: *Multiple choice, choose multiple answers*  
• Listening: *Multiple choice, choose single answer*  
• Listening: *Multiple choice, choose multiple answers* |
|            | 6-7 Great communicators | reading a text aloud (Speaking)                                                                                | • Speaking: *Read aloud* |
|            | 8-9 Improving communication | identifying the topic, theme or main ideas (Reading)                                                           | • Reading: *Multiple choice, choose single answer*  
• Reading: *Multiple choice, choose multiple answers*  
• Reading: *Re-order paragraphs*  
• Reading: *Reading: Fill in the blanks*  
• Reading: *Reading & writing: Fill in the blanks* |
|            | 8-9 Improving communication | identifying words and phrases appropriate to the context (Listening)                                           | • Listening: *Fill in the blanks*  
• Listening: *Select missing word* |
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<th>Unit 1</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
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</thead>
</table>
| 8-9    | Improving communication | understanding academic vocabulary (Reading) | • Speaking: *Read aloud*  
• Reading: *Re-order paragraphs*  
• Reading: *Reading: Fill in the blanks*  
• Reading: *Reading & writing: Fill in the blanks*  
• Listening: *Highlight correct summary*  
• Listening: *Highlight incorrect words* |
| 8-9    | Improving communication | understanding academic vocabulary (Listening) | • Speaking: *Repeat sentence*  
• Speaking: *Re-tell lecture*  
• Speaking: *Answer short question*  
• Listening: *Summarize spoken text*  
• Listening: *Fill in the blanks*  
• Listening: *Highlight correct summary*  
• Listening: *Select missing word*  
• Listening: *Highlight incorrect words*  
• Listening: *Write from dictation* |
| 8-9    | Improving communication | using correct grammar (Speaking) | • Speaking: *Describe image*  
• Speaking: *Re-tell lecture* |
| 8-9    | Improving communication | using correct grammar (Writing) | • Writing: *Summarize written text*  
• Writing: *Write essay*  
• Reading: *Reading & writing: Fill in the blanks*  
• Listening: *Summarize spoken text*  
• Listening: *Fill in the blanks* |
| 10-11  | Who does the talking?   | identifying the topic, theme or main ideas (Listening) | • Speaking: *Re-tell lecture*  
• Speaking: *Answer short question*  
• Listening: *Summarize spoken text*  
• Listening: *Multiple choice, choose multiple answers*  
• Listening: *Highlight correct summary*  
• Listening: *Multiple choice, choose single answer*  
• Listening: *Select missing word* |
| 10-11  | Who does the talking?   | following an oral sequencing of information (Listening) | • Speaking: *Re-tell lecture*  
• Listening: *Summarize spoken text*  
• Listening: *Multiple choice, choose multiple answers*  
• Listening: *Fill in the blanks*  
• Listening: *Highlight correct summary*  
• Listening: *Multiple choice, choose single answer*  
• Listening: *Select missing word*  
• Listening: *Highlight incorrect words*  
• Listening: *Write from dictation* |
| 10-11  | Who does the talking?   | using correct grammar (Writing) | • Writing: *Summarize written text*  
• Writing: *Write essay*  
• Reading: *Reading & writing: Fill in the blanks*  
• Listening: *Summarize spoken text*  
• Listening: *Fill in the blanks* |
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<tr>
<th>Unit 1</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
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</thead>
</table>
| 10-11  | Who does the talking? | using correct grammar (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
| 10-11  | Who does the talking? | identifying the topic, theme or main ideas (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| 10-11  | Who does the talking? | inferring the meaning of unfamiliar words (Reading) | • Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Highlight correct summary |
| 10-11  | Who does the talking? | understanding academic vocabulary (Reading) | • Speaking: Read aloud  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Highlight correct summary  
• Listening: Highlight incorrect words |
| 10-11  | Who does the talking? | identifying words and phrases appropriate to the context (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| 12-13  | Scenario | identifying the topic, theme or main ideas (Listening) | • Speaking: Re-tell lecture  
• Speaking: Answer short question  
• Listening: Summarize spoken text  
• Listening: Multiple choice, choose multiple answers  
• Listening: Highlight correct summary  
• Listening: Multiple choice, choose single answer  
• Listening: Select missing word |
| 12-13  | Scenario | identifying words and phrases appropriate to the context (Listening) | • Listening: Fill in the blanks  
• Listening: Select missing word |
| 12-13  | Scenario | comprehending concrete and abstract information (Listening) | • Speaking: Re-tell lecture  
• Listening: Summarize spoken text  
• Listening: Multiple choice, choose multiple answers  
• Listening: Highlight correct summary  
• Listening: Multiple choice, choose single answer  
• Listening: Select missing word |
| 12-13  | Scenario | identifying the topic, theme or main ideas (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
<table>
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<tr>
<th>Unit 1</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
</table>
|        |       | classifying and categorizing information (Reading) | • Reading: *Multiple choice, choose single answer*  
• Reading: *Multiple choice, choose multiple answers*  
• Reading: *Re-order paragraphs*  
• Listening: *Highlight correct summary* |
| 12-13  | Scenario | taking notes while listening to a recording (Writing) | • Listening: *Summarize spoken text* |
| 12-13  | Scenario | using words and phrases appropriate to the context (Speaking) | • Speaking: *Describe image*  
• Speaking: *Re-tell lecture*  
• Speaking: *Answer short question* |
| 14-15  | Study and Writing Skills | taking notes while listening to a recording (Writing) | • Listening: *Summarize spoken text* |
| 14-15  | Study and Writing Skills | communicating the main points of a lecture in writing (Writing) | • Listening: *Summarize spoken text* |
| 14-15  | Study and Writing Skills | identifying a writer’s purpose, style, tone or attitude (Reading) | • Speaking: *Read aloud*  
• Writing: *Summarize written text*  
• Reading: *Multiple choice, choose single answer*  
• Reading: *Multiple choice, choose multiple answers* |
| 14-15  | Study and Writing Skills | identifying words and phrases appropriate to the context (Reading) | • Reading: *Multiple choice, choose single answer*  
• Reading: *Multiple choice, choose multiple answers*  
• Reading: *Reading: Fill in the blanks*  
• Reading: *Reading & writing: Fill in the blanks* |
| 14-15  | Study and Writing Skills | identifying the relationships between sentences and paragraphs (Reading) | • Reading: *Multiple choice, choose single answer*  
• Reading: *Multiple choice, choose multiple answers*  
• Reading: *Re-order paragraphs*  
• Writing: *Summarize written text*  
• Writing: *Write essay*  
• Reading: *Reading & writing: Fill in the blanks*  
• Listening: *Summarize spoken text*  
• Listening: *Fill in the blanks* |
| 14-15  | Study and Writing Skills | using words and phrases appropriate to the context (Writing) | • Writing: *Summarize written text*  
• Writing: *Write essay*  
• Reading: *Reading & writing: Fill in the blanks*  
• Listening: *Summarize spoken text*  
• Listening: *Fill in the blanks* |
<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
</table>
|       | 16-17       | identifying the topic, theme or main ideas (Listening) | • Speaking: *Re-tell lecture*  
• Speaking: *Answer short question*  
• Listening: *Summarize spoken text*  
• Listening: *Multiple choice, choose multiple answers*  
• Listening: *Highlight correct summary*  
• Listening: *Multiple choice, choose single answer*  
• Listening: *Select missing word* |
|       | 16-17       | taking notes while listening to a recording (Writing) | • Listening: *Summarize spoken text* |
|       | 16-17       | identifying words and phrases appropriate to the context (Listening) | • Listening: *Fill in the blanks*  
• Listening: *Select missing word* |
|       | 16-17       | identifying the topic, theme or main ideas (Reading) | • Reading: *Multiple choice, choose single answer*  
• Reading: *Multiple choice, choose multiple answers*  
• Reading: *Re-order paragraphs*  
• Reading: *Reading: Fill in the blanks*  
• Reading: *Reading & writing: Fill in the blanks*  
• Listening: *Highlight correct summary* |
|       | 16-17       | identifying words and phrases appropriate to the context (Reading) | • Reading: *Multiple choice, choose single answer*  
• Reading: *Multiple choice, choose multiple answers*  
• Reading: *Reading: Fill in the blanks*  
• Reading: *Reading & writing: Fill in the blanks*  
• Listening: *Highlight correct summary* |
|       | 16-17       | inferring the meaning of unfamiliar words (Reading) | • Reading: *Re-order paragraphs*  
• Reading: *Reading: Fill in the blanks*  
• Reading: *Reading & writing: Fill in the blanks*  
• Listening: *Highlight correct summary* |
|       | 16-17       | using words and phrases appropriate to the context (Speaking) | • Speaking: *Describe image*  
• Speaking: *Re-tell lecture*  
• Speaking: *Answer short question* |
|       | 18-19       | identifying words and phrases appropriate to the context (Reading) | • Reading: *Multiple choice, choose single answer*  
• Reading: *Multiple choice, choose multiple answers*  
• Reading: *Reading: Fill in the blanks*  
• Reading: *Reading & writing: Fill in the blanks* |
|       | 18-19       | identifying the topic, theme or main ideas (Reading) | • Reading: *Multiple choice, choose single answer*  
• Reading: *Multiple choice, choose multiple answers*  
• Reading: *Re-order paragraphs*  
• Reading: *Reading: Fill in the blanks*  
• Reading: *Reading & writing: Fill in the blanks* |
|       | 18-19       | understanding academic vocabulary (Reading) | • Speaking: *Read aloud*  
• Reading: *Re-order paragraphs*  
• Reading: *Reading: Fill in the blanks*  
• Reading: *Reading & writing: Fill in the blanks*  
• Listening: *Highlight correct summary*  
• Listening: *Highlight incorrect words* |
<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
</table>
| 18-19 | Changing environment | using correct grammar (Writing) | • Writing: Summarize written text  
• Writing: Write essay  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Summarize spoken text  
• Listening: Fill in the blanks |
| 18-19 | Changing environment | using correct grammar (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
| 20-21 | Extreme environment | identifying the topic, theme or main ideas (Listening) | • Speaking: Re-tell lecture  
• Speaking: Answer short question  
• Listening: Summarize spoken text  
• Listening: Multiple choice, choose multiple answers  
• Listening: Highlight correct summary  
• Listening: Multiple choice, choose single answer  
• Listening: Select missing word |
| 20-21 | Extreme environment | using correct grammar (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
| 20-21 | Extreme environment | using correct grammar (Writing) | • Writing: Summarize written text  
• Writing: Write essay  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Summarize spoken text  
• Listening: Fill in the blanks |
| 20-21 | Extreme environment | identifying the topic, theme or main ideas (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| 20-21 | Extreme environment | identifying words and phrases appropriate to the context (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| 20-21 | Extreme environment | inferring the meaning of unfamiliar words (Reading) | • Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Highlight correct summary |
| 22-23 | Scenario | identifying the topic, theme or main ideas (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
</table>
| 22-23  | Scenario | comprehending explicit and implicit information (Reading) | • Writing: Summarize written text  
• Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| 22-23  | Scenario | classifying and categorizing information (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Listening: Highlight correct summary |
| 22-23  | Scenario | identifying the topic, theme or main ideas (Listening) | • Speaking: Re-tell lecture  
• Speaking: Answer short question  
• Listening: Summarize spoken text  
• Listening: Multiple choice, choose multiple answers  
• Listening: Highlight correct summary  
• Listening: Multiple choice, choose single answer  
• Listening: Select missing word |
| 22-23  | Scenario | using words and phrases appropriate to the context (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture  
• Speaking: Answer short question |
| 24-25  | Study and Writing Skills | identifying the topic, theme or main ideas (Listening) | • Speaking: Re-tell lecture  
• Speaking: Answer short question  
• Listening: Summarize spoken text  
• Listening: Multiple choice, choose multiple answers  
• Listening: Highlight correct summary  
• Listening: Multiple choice, choose single answer  
• Listening: Select missing word |
| 24-25  | Study and Writing Skills | taking notes while listening to a recording (Writing) | • Listening: Summarize spoken text |
| 24-25  | Study and Writing Skills | identifying the topic, theme or main ideas (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| 24-25  | Study and Writing Skills | using correct grammar (Writing) | • Writing: Summarize written text  
• Writing: Write essay  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Summarize spoken text  
• Listening: Fill in the blanks |
<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
</table>
| Sport  | 26-27 | using words and phrases appropriate to the context (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture  
• Speaking: Answer short question |
|        | 26-27 | identifying the topic, theme or main ideas (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
|        | 26-27 | identifying words and phrases appropriate to the context (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
|        | 26-27 | inferring the meaning of unfamiliar words (Reading) | • Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Highlight correct summary |
|        | 28-29 | identifying the topic, theme or main ideas (Listening) | • Speaking: Re-tell lecture  
• Speaking: Answer short question  
• Listening: Summarize spoken text  
• Listening: Multiple choice, choose multiple answers  
• Listening: Highlight correct summary  
• Listening: Multiple choice, choose single answer  
• Listening: Select missing word |
|        | 28-29 | identifying the topic, theme or main ideas (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
|        | 28-29 | identifying words and phrases appropriate to the context (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
|        | 28-29 | understanding academic vocabulary (Reading) | • Speaking: Read aloud  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Highlight correct summary  
• Listening: Highlight incorrect words |
|        | 28-29 | comprehending concrete and abstract information (Reading) | • Writing: Summarize written text  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Highlight correct summary |
|        | 28-29 | using correct grammar (Writing) | • Writing: Summarize written text  
• Writing: Write essay  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Summarize spoken text  
• Listening: Fill in the blanks |
<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
</table>
|        | 28-29 | using correct grammar (Speaking)            | • Speaking: Describe image  
|        |       |                                             | • Speaking: Re-tell lecture                  |
|        | 30-31 | identifying the topic, theme or main ideas (Reading) | • Reading: Multiple choice, choose single answer  
|        | Babe  |                                             | • Reading: Multiple choice, choose multiple answers  
|        |       |                                             | • Reading: Re-order paragraphs                |
|        |       |                                             | • Reading: Reading: Fill in the blanks         |
|        |       |                                             | • Reading: Reading & writing: Fill in the blanks |
|        | 30-31 | following a logical or chronological sequence of events (Reading) | • Reading: Multiple choice, choose single answer  
|        | Babe  |                                             | • Reading: Multiple choice, choose multiple answers  
|        |       |                                             | • Reading: Re-order paragraphs                |
|        |       |                                             | • Reading: Reading: Fill in the blanks         |
|        |       |                                             | • Reading: Reading & writing: Fill in the blanks |
|        | 30-31 | inferring the meaning of unfamiliar words (Reading) | • Reading: Multiple choice, choose single answer  
|        | Babe  |                                             | • Reading: Multiple choice, choose multiple answers  
|        |       |                                             | • Reading: Reading: Fill in the blanks         |
|        |       |                                             | • Reading: Reading & writing: Fill in the blanks |
|        |       |                                             | • Listening: Highlight correct summary          |
|        |       |                                             | • Listening: Highlight incorrect words          |
|        | 30-31 | identifying words and phrases appropriate to the context (Reading) | • Reading: Multiple choice, choose single answer  
|        | Babe  |                                             | • Reading: Multiple choice, choose multiple answers  
|        |       |                                             | • Reading: Reading: Fill in the blanks         |
|        |       |                                             | • Reading: Reading & writing: Fill in the blanks |
|        |       |                                             | • Writing: Summarize written text               |
|        |       |                                             | • Writing: Write essay                          |
|        |       |                                             | • Reading: Reading & writing: Fill in the blanks |
|        |       |                                             | • Listening: Summarize spoken text              |
|        |       |                                             | • Listening: Fill in the blanks                 |
|        |       |                                             | • Speaking: Read aloud                          |
|        |       |                                             | • Speaking: Repeat sentence                     |
|        |       |                                             | • Speaking: Describe image                      |
|        |       |                                             | • Speaking: Re-tell lecture                     |
|        |       |                                             | • Speaking: Answer short question               |
|        | 32-33 | identifying the topic, theme or main ideas (Reading) | • Reading: Multiple choice, choose single answer  
|        | Scenario |                                             | • Reading: Multiple choice, choose multiple answers  
|        |       |                                             | • Reading: Re-order paragraphs                |
|        |       |                                             | • Reading: Reading: Fill in the blanks         |
|        |       |                                             | • Reading: Reading & writing: Fill in the blanks |
|        | 32-33 | using words and phrases appropriate to the context (Speaking) | • Speaking: Describe image                      |
|        | Scenario |                                             | • Speaking: Re-tell lecture                     |
|        |       |                                             | • Speaking: Answer short question               |
|        |       |                                             | • Speaking: Answer short question               |
|        |       |                                             | • Listening: Summarize spoken text              |
|        |       |                                             | • Listening: Multiple choice, choose multiple answers  
|        |       |                                             | • Listening: Highlight correct summary          |
|        |       |                                             | • Listening: Multiple choice, choose single answer  
<p>|        |       |                                             | • Listening: Select missing word               |</p>
<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
</table>
|        | 32-33 | identifying words and phrases appropriate to the context (Listening) | • Listening: *Fill in the blanks*  
• Listening: *Select missing word* |
|        | 32-33 | speaking for a purpose (to repeat, to inform, to explain) (Speaking) | • Speaking: *Read aloud*  
• Speaking: *Repeat sentence*  
• Speaking: *Describe image*  
• Speaking: *Re-tell lecture*  
• Speaking: *Answer short question* |
|        | 32-33 | organizing an oral presentation in a logical way (Speaking) | • Speaking: *Describe image*  
• Speaking: *Re-tell lecture* |
|        | 34-35 | writing for a purpose (to learn, to inform, to persuade) (Writing) | • Writing: *Write essay* |
|        | 34-35 | supporting an opinion with details, examples and explanations (Writing) | • Writing: *Write essay* |
|        | 34-35 | organizing sentences and paragraphs in a logical way (Writing) | • Writing: *Write essay*  
• Listening: *Summarize spoken text* |
|        | 34-35 | developing complex ideas within a complete essay (Writing) | • Writing: *Write essay* |
|        | 34-35 | identifying the topic, theme or main ideas (Listening) | • Speaking: *Re-tell lecture*  
• Speaking: *Answer short question*  
• Listening: *Summarize spoken text*  
• Listening: *Multiple choice, choose multiple answers*  
• Listening: *Highlight correct summary*  
• Listening: *Multiple choice, choose single answer*  
• Listening: *Select missing word* |
|        | 34-35 | taking notes while listening to a recording (Writing) | • Listening: *Summarize spoken text* |
|        | 34-35 | identifying the relationships between sentences and paragraphs (Reading) | • Reading: *Multiple choice, choose single answer*  
• Reading: *Multiple choice, choose multiple answers*  
• Reading: *Re-order paragraphs* |
|        | 34-35 | identifying words and phrases appropriate to the context (Reading) | • Reading: *Multiple choice, choose single answer*  
• Reading: *Multiple choice, choose multiple answers*  
• Reading: *Reading: Fill in the blanks*  
• Reading: *Reading & writing: Fill in the blanks* |
<table>
<thead>
<tr>
<th>Review Units 1-3</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
</table>
| 36-37 Review     | using correct grammar (Writing) | • Writing: Summarize written text  
• Writing: Write essay  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Summarize spoken text  
• Listening: Fill in the blanks |
| 36-37 Review     | using correct grammar (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
| 36-37 Review     | identifying the topic, theme or main ideas (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| 36-37 Review     | identifying words and phrases appropriate to the context (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| 36-37 Review     | identifying the topic, theme or main ideas (Listening) | • Speaking: Re-tell lecture  
• Speaking: Answer short question  
• Listening: Summarize spoken text  
• Listening: Multiple choice, choose multiple answers  
• Listening: Highlight correct summary  
• Listening: Multiple choice, choose single answer  
• Listening: Select missing word |
| 36-37 Review     | identifying words and phrases appropriate to the context (Listening) | • Listening: Fill in the blanks  
• Listening: Select missing word |
<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
</table>
| **Medical** | 38-39 | Medical breakthroughs | using words and phrases appropriate to the context (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture  
• Speaking: Answer short question |
| **Medical** | 38-39 | Medical breakthroughs | identifying words and phrases appropriate to the context (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| **Medical** | 38-39 | Medical breakthroughs | understanding academic vocabulary (Reading) | • Speaking: Read aloud  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Highlight correct summary  
• Listening: Highlight incorrect words |
| **Medical** | 38-39 | Medical breakthroughs | using correct stress (Speaking) | • Speaking: Read aloud  
• Speaking: Repeat sentence  
• Speaking: Describe image  
• Speaking: Re-tell lecture |
| **Medical** | 38-39 | Medical breakthroughs | identifying the topic, theme or main ideas (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| **Medical** | 38-39 | Medical breakthroughs | taking notes while reading a text (Writing) | • Writing: Summarize written text |
| **Malaria** | 40-41 | Malaria | identifying the topic, theme or main ideas (Listening) | • Speaking: Re-tell lecture  
• Speaking: Answer short question  
• Listening: Summarize spoken text  
• Listening: Multiple choice, choose multiple answers  
• Listening: Highlight correct summary  
• Listening: Multiple choice, choose single answer  
• Listening: Select missing word |
| **Malaria** | 40-41 | Malaria | identifying the topic, theme or main ideas (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| **Malaria** | 40-41 | Malaria | identifying words and phrases appropriate to the context (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| **Malaria** | 40-41 | Malaria | understanding academic vocabulary (Reading) | • Speaking: Read aloud  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Highlight correct summary  
• Listening: Highlight incorrect words |
<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
</table>
|        | 40-41 | using correct grammar (Speaking)            | • Speaking: *Describe* image  
|        | Malaria |                                              | • Speaking: *Re-tell* lecture               |
|        | 40-41 | using correct grammar (Writing)             | • Writing: *Summarize* written text  
|        | Malaria |                                              | • Writing: *Write* essay  
|        |        |                                              | • Reading: *Reading & writing: Fill in the blanks*  
|        |        |                                              | • Listening: *Summarize* spoken text  
|        |        |                                              | • Listening: *Fill in the blanks*               |
|        | 40-41 | using words and phrases appropriate to the context (Speaking) | • Speaking: *Describe* image  
|        | Malaria |                                              | • Speaking: *Re-tell* lecture  
|        |        |                                              | • Speaking: *Answer short question*         |
|        | 40-41 | using words and phrases appropriate to the context (Writing) | • Writing: *Summarize* written text  
|        | Malaria |                                              | • Writing: *Write* essay  
|        |        |                                              | • Reading: *Reading & writing: Fill in the blanks*  
|        |        |                                              | • Listening: *Summarize* spoken text  
|        |        |                                              | • Listening: *Fill in the blanks*               |
|        | 42-43 | identifying the topic, theme or main ideas (Reading) | • Reading: *Multiple choice, choose single answer*  
|        | A new face |                                              | • Reading: *Multiple choice, choose multiple answers*  
|        |        |                                              | • Reading: *Re-order paragraphs*  
|        |        |                                              | • Reading: *Reading: Fill in the blanks*  
|        |        |                                              | • Reading: *Reading & writing: Fill in the blanks*               |
|        | 42-43 | using correct grammar (Speaking)            | • Speaking: *Describe* image  
|        | A new face |                                              | • Speaking: *Re-tell* lecture               |
|        | 42-43 | using correct grammar (Writing)             | • Writing: *Summarize* written text  
|        | A new face |                                              | • Writing: *Write* essay  
|        |        |                                              | • Reading: *Reading & writing: Fill in the blanks*  
|        |        |                                              | • Listening: *Summarize* spoken text  
|        |        |                                              | • Listening: *Fill in the blanks*               |
|        | 42-43 | using words and phrases appropriate to the context (Speaking) | • Speaking: *Describe* image  
|        | A new face |                                              | • Speaking: *Re-tell* lecture  
|        |        |                                              | • Speaking: *Answer short question*         |
|        | 44-45 | identifying the topic, theme or main ideas (Reading) | • Reading: *Multiple choice, choose single answer*  
|        | Scenario |                                              | • Reading: *Multiple choice, choose multiple answers*  
|        |        |                                              | • Reading: *Re-order paragraphs*  
|        |        |                                              | • Reading: *Reading: Fill in the blanks*  
|        |        |                                              | • Reading: *Reading & writing: Fill in the blanks*               |
|        | 44-45 | identifying the topic, theme or main ideas (Listening) | • Speaking: *Re-tell* lecture  
|        | Scenario |                                              | • Speaking: *Answer short question*         
|        |        |                                              | • Listening: *Summarize* spoken text  
|        |        |                                              | • Listening: *Multiple choice, choose multiple answers*  
|        |        |                                              | • Listening: *Highlight correct summary*  
|        |        |                                              | • Listening: *Multiple choice, choose single answer*  
|        |        |                                              | • Listening: *Select missing word*               |
|        | 44-45 | identifying words and phrases appropriate to the context (Listening) | • Listening: *Fill in the blanks*               
<p>|        | Scenario |                                              | • Listening: <em>Select missing word</em>               |</p>
<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
</table>
| 44-45  | Scenario | understanding academic vocabulary (Listening) | • Speaking: Repeat sentence  
• Speaking: Re-tell lecture  
• Speaking: Answer short question  
• Listening: Summarize spoken text  
• Listening: Fill in the blanks  
• Listening: Highlight correct summary  
• Listening: Select missing word  
• Listening: Highlight incorrect words  
• Listening: Write from dictation |
| 44-45  | Scenario | using words and phrases appropriate to the context (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture  
• Speaking: Answer short question |
| 44-45  | Scenario | speaking for a purpose (to repeat, to inform, to explain) (Speaking) | • Speaking: Read aloud  
• Speaking: Repeat sentence  
• Speaking: Describe image  
• Speaking: Re-tell lecture  
• Speaking: Answer short question |
| 46-47  | Study and Writing Skills | evaluating the quality and usefulness of texts (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Listening: Highlight correct summary |
| 46-47  | Study and Writing Skills | identifying the topic, theme or main ideas (Listening) | • Speaking: Re-tell lecture  
• Speaking: Answer short question  
• Listening: Summarize spoken text  
• Listening: Multiple choice, choose multiple answers  
• Listening: Highlight correct summary  
• Listening: Multiple choice, choose single answer  
• Listening: Select missing word |
| 46-47  | Study and Writing Skills | identifying the topic, theme or main ideas (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| 46-47  | Study and Writing Skills | identifying the relationships between sentences and paragraphs (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs |
| 46-47  | Study and Writing Skills | identifying a writer’s purpose, style, tone or attitude (Reading) | • Speaking: Read aloud  
• Writing: Summarize written text  
• Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers |
| 46-47  | Study and Writing Skills | identifying words and phrases appropriate to the context (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>46-47</td>
<td>Study and Writing Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>understanding academic vocabulary (Reading)</td>
<td>• Speaking: Read aloud</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reading: Re-order paragraphs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reading: Reading: Fill in the blanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reading: Reading &amp; writing: Fill in the blanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Listening: Highlight correct summary</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Listening: Highlight incorrect words</td>
</tr>
<tr>
<td></td>
<td>46-47</td>
<td>Study and Writing Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>using words and phrases appropriate to the context (Writing)</td>
<td>• Writing: Summarize written text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Writing: Write essay</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reading: Reading &amp; writing: Fill in the blanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Listening: Summarize spoken text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Listening: Fill in the blanks</td>
</tr>
<tr>
<td></td>
<td>46-47</td>
<td>Study and Writing Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>organizing sentences and paragraphs in a logical way (Writing)</td>
<td>• Writing: Write essay</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Listening: Summarize spoken text</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 5</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transport</td>
<td>48-49</td>
<td>Getting from A to B</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>using words and phrases appropriate to the context (Speaking)</td>
<td>• Speaking: Describe image</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Speaking: Re-tell lecture</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Speaking: Answer short question</td>
</tr>
<tr>
<td></td>
<td>48-49</td>
<td>Getting from A to B</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>identifying the topic, theme or main ideas (Reading)</td>
<td>• Reading: Multiple choice, choose single answer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reading: Multiple choice, choose multiple answers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reading: Re-order paragraphs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reading: Reading: Fill in the blanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reading: Reading &amp; writing: Fill in the blanks</td>
</tr>
<tr>
<td></td>
<td>48-49</td>
<td>Getting from A to B</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>identifying supporting points or examples (Reading)</td>
<td>• Reading: Multiple choice, choose single answer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reading: Multiple choice, choose multiple answers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Reading: Re-order paragraphs</td>
</tr>
<tr>
<td></td>
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<td>• Listening: Highlight correct summary</td>
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<td></td>
<td>48-49</td>
<td>Getting from A to B</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>identifying words and phrases appropriate to the context (Reading)</td>
<td>• Reading: Multiple choice, choose single answer</td>
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<td>• Reading: Multiple choice, choose multiple answers</td>
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<td>• Reading: Reading: Fill in the blanks</td>
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<td>• Reading: Reading &amp; writing: Fill in the blanks</td>
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<td>50-51</td>
<td>Transport in the future</td>
<td></td>
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<td>identifying the topic, theme or main ideas (Listening)</td>
<td>• Speaking: Re-tell lecture</td>
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<td></td>
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<td></td>
<td>• Speaking: Answer short question</td>
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<td>• Listening: Summarize spoken text</td>
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<td>• Listening: Highlight correct summary</td>
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<td>• Listening: Multiple choice, choose multiple answers</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>• Listening: Select missing word</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Pages</td>
<td>PTE Academic subskill and communicative skill</td>
<td>PTE Academic items where this skill is tested</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
</tbody>
</table>
| 50-51  | Transport in the future | identifying the topic, theme or main ideas (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| 50-51  | Transport in the future | taking notes while reading a text (Writing) | • Writing: Summarize written text |
| 50-51  | Transport in the future | inferring the meaning of unfamiliar words (Reading) | • Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Highlight correct summary |
| 50-51  | Transport in the future | identifying words and phrases appropriate to the context (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| 50-51  | Transport in the future | using correct grammar (Writing) | • Writing: Summarize written text  
• Writing: Write essay  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Summarize spoken text  
• Listening: Fill in the blanks |
| 50-51  | Transport in the future | using correct grammar (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
| 52-53  | Great railway journeys | identifying the topic, theme or main ideas (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| 52-53  | Great railway journeys | inferring the meaning of unfamiliar words (Reading) | • Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Highlight correct summary |
| 52-53  | Great railway journeys | identifying words and phrases appropriate to the context (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| 52-53  | Great railway journeys | using correct grammar (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
| 52-53  | Great railway journeys | using correct grammar (Writing) | • Writing: Summarize written text  
• Writing: Write essay  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Summarize spoken text  
• Listening: Fill in the blanks |
<table>
<thead>
<tr>
<th>Unit 5</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
</table>
| 54-55  | Scenario | identifying the topic, theme or main ideas (Listening) | • Speaking: Re-tell lecture  
• Speaking: Answer short question  
• Listening: Summarize spoken text  
• Listening: Multiple choice, choose multiple answers  
• Listening: Highlight correct summary  
• Listening: Multiple choice, choose single answer  
• Listening: Select missing word |
| 54-55  | Scenario | supporting an opinion with details, examples and explanations (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
| 54-55  | Scenario | classifying and categorizing information (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Listening: Highlight correct summary |
| 54-55  | Scenario | identifying words and phrases appropriate to the context (Listening) | • Listening: Fill in the blanks  
• Listening: Select missing word |
| 54-55  | Scenario | speaking for a purpose (to repeat, to inform, to explain) (Speaking) | • Speaking: Read aloud  
• Speaking: Repeat sentence  
• Speaking: Describe image  
• Speaking: Re-tell lecture  
• Speaking: Answer short question |
| 54-55  | Scenario | using words and phrases appropriate to the context (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture  
• Speaking: Answer short question |
| 56-57  | Study and Writing Skills | identifying words and phrases appropriate to the context (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| 56-57  | Study and Writing Skills | understanding academic vocabulary (Reading) | • Speaking: Read aloud  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Highlight correct summary  
• Listening: Highlight incorrect words |
| 56-57  | Study and Writing Skills | using words and phrases appropriate to the context (Writing) | • Writing: Summarize written text  
• Writing: Write essay  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Summarize spoken text  
• Listening: Fill in the blanks |
| 56-57  | Study and Writing Skills | organizing sentences and paragraphs in a logical way (Writing) | • Writing: Write essay  
• Listening: Summarize spoken text |
<table>
<thead>
<tr>
<th>Unit 5</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
</table>
|       | 56-57 | Study and Writing Skills                       | • Speaking: Describe image
|       |       | using words and phrases appropriate to the context (Speaking) | • Speaking: Re-tell lecture
|       |       |                                               | • Speaking: Answer short question |
|       | 56-57 | Study and Writing Skills                       | • Speaking: Describe image
|       |       | developing complex ideas within a spoken discourse (Speaking) | • Speaking: Re-tell lecture |

<table>
<thead>
<tr>
<th>Unit 6</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
</table>
| Literature | 58-59 | The Nobel Prize                              | • Reading: Multiple choice, choose single answer
|       |       | identifying words and phrases appropriate to the context (Reading) | • Reading: Multiple choice, choose multiple answers
|       |       |                                               | • Reading: Reading: Fill in the blanks
|       |       |                                               | • Reading: Reading & writing: Fill in the blanks |
|       | 58-59 | The Nobel Prize                              | • Speaking: Read aloud
|       |       | understanding academic vocabulary (Reading)   | • Reading: Re-order paragraphs
|       |       |                                               | • Reading: Reading: Fill in the blanks
|       |       |                                               | • Reading: Reading & writing: Fill in the blanks
|       |       |                                               | • Listening: Highlight correct summary
|       |       |                                               | • Listening: Highlight incorrect words |
|       | 58-59 | The Nobel Prize                              | • Reading: Multiple choice, choose single answer
|       |       | identifying the topic, theme or main ideas (Reading) | • Reading: Multiple choice, choose multiple answers
|       |       |                                               | • Reading: Re-order paragraphs
|       |       |                                               | • Reading: Reading: Fill in the blanks
|       |       |                                               | • Reading: Reading & writing: Fill in the blanks |
|       | 58-59 | The Nobel Prize                              | • Speaking: Re-tell lecture
|       |       | identifying the topic, theme or main ideas (Listening) | • Speaking: Answer short question
|       |       |                                               | • Listening: Summarize spoken text
|       |       |                                               | • Listening: Multiple choice, choose multiple answers
|       |       |                                               | • Listening: Highlight correct summary
|       |       |                                               | • Listening: Multiple choice, choose single answer
|       |       |                                               | • Listening: Select missing word |
|       | 58-59 | The Nobel Prize                              | • Listening: Fill in the blanks
|       |       | identifying words and phrases appropriate to the context (Listening) | • Listening: Select missing word |
|       | 58-59 | The Nobel Prize                              | • Speaking: Describe image
|       |       | using words and phrases appropriate to the context (Speaking) | • Speaking: Re-tell lecture
<p>|       |       |                                               | • Speaking: Answer short question |</p>
<table>
<thead>
<tr>
<th>Unit 6</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
</table>
| 60-61 Characters in danger | identifying the topic, theme or main ideas (Listening) | • Speaking: Re-tell lecture  
• Speaking: Answer short question  
• Listening: Summarize spoken text  
• Listening: Multiple choice, choose multiple answers  
• Listening: Highlight correct summary  
• Listening: Multiple choice, choose single answer  
• Listening: Select missing word |
| 60-61 Characters in danger | identifying words and phrases appropriate to the context (Listening) | • Listening: Fill in the blanks  
• Listening: Select missing word |
| 60-61 Characters in danger | identifying the topic, theme or main ideas (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| 60-61 Characters in danger | identifying words and phrases appropriate to the context (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| 60-61 Characters in danger | using correct grammar (Writing) | • Writing: Summarize written text  
• Writing: Write essay  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Summarize spoken text  
• Listening: Fill in the blanks |
| 60-61 Characters in danger | using correct grammar (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
| 60-61 Characters in danger | using words and phrases appropriate to the context (Writing) | • Writing: Summarize written text  
• Writing: Write essay  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Summarize spoken text  
• Listening: Fill in the blanks |
| 62-63 Evil characters | identifying the topic, theme or main ideas (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| 62-63 Evil characters | evaluating the quality and usefulness of texts (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Listening: Highlight correct summary |
| 62-63 Evil characters | understanding academic vocabulary (Reading) | • Speaking: Read aloud  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Highlight correct summary  
• Listening: Highlight incorrect words |
<table>
<thead>
<tr>
<th>Unit 6</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>62-63</td>
<td>Evil</td>
<td>using correct grammar (Speaking)</td>
<td>• Speaking: <em>Describe image</em></td>
</tr>
<tr>
<td></td>
<td>characters</td>
<td></td>
<td>• Speaking: <em>Re-tell lecture</em></td>
</tr>
<tr>
<td>62-63</td>
<td>Evil</td>
<td>using correct grammar (Writing)</td>
<td>• Writing: <em>Summarize written text</em></td>
</tr>
<tr>
<td></td>
<td>characters</td>
<td></td>
<td>• Writing: <em>Write essay</em></td>
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<td></td>
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<td>• Reading: <em>Reading &amp; writing: Fill in the blanks</em></td>
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<td></td>
<td>• Listening: <em>Summarize spoken text</em></td>
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<td>• Listening: <em>Fill in the blanks</em></td>
</tr>
<tr>
<td>62-63</td>
<td>Evil</td>
<td>using correct pronunciation (Speaking)</td>
<td>• Speaking: <em>Read aloud</em></td>
</tr>
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<td></td>
<td>characters</td>
<td></td>
<td>• Speaking: <em>Repeat sentence</em></td>
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<td>• Speaking: <em>Describe image</em></td>
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<tr>
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<td></td>
<td></td>
<td>• Speaking: <em>Re-tell lecture</em></td>
</tr>
<tr>
<td>64-65</td>
<td>Scenario</td>
<td>identifying the topic, theme or main ideas (Reading)</td>
<td>• Reading: <em>Multiple choice, choose single answer</em></td>
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<td>• Reading: <em>Multiple choice, choose multiple answers</em></td>
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<td>• Reading: <em>Re-order paragraphs</em></td>
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<td>• Reading: <em>Reading: Fill in the blanks</em></td>
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<td>• Reading: <em>Reading &amp; writing: Fill in the blanks</em></td>
</tr>
<tr>
<td>64-65</td>
<td>Scenario</td>
<td>comprehending explicit and implicit information (Reading)</td>
<td>• Writing: <em>Summarize written text</em></td>
</tr>
<tr>
<td></td>
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<td>• Reading: <em>Multiple choice, choose single answer</em></td>
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<td>• Reading: <em>Re-order paragraphs</em></td>
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<td>• Reading: <em>Reading: Fill in the blanks</em></td>
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<td></td>
<td>• Reading: <em>Reading &amp; writing: Fill in the blanks</em></td>
</tr>
<tr>
<td>64-65</td>
<td>Scenario</td>
<td>identifying the topic, theme or main ideas (Listening)</td>
<td>• Speaking: <em>Re-tell lecture</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Speaking: <em>Answer short question</em></td>
</tr>
<tr>
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<td></td>
<td></td>
<td>• Listening: <em>Summarize spoken text</em></td>
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<td>• Listening: <em>Multiple choice, choose multiple answers</em></td>
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<tr>
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<td></td>
<td></td>
<td>• Listening: <em>Highlight correct summary</em></td>
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<td></td>
<td>• Listening: <em>Multiple choice, choose single answer</em></td>
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<td></td>
<td>• Listening: <em>Select missing word</em></td>
</tr>
<tr>
<td>64-65</td>
<td>Scenario</td>
<td>identifying words and phrases appropriate to the context (Listening)</td>
<td>• Listening: <em>Fill in the blanks</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Listening: <em>Select missing word</em></td>
</tr>
<tr>
<td>64-65</td>
<td>Scenario</td>
<td>using words and phrases appropriate to the context (Speaking)</td>
<td>• Speaking: <em>Describe image</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Speaking: <em>Re-tell lecture</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Speaking: <em>Answer short question</em></td>
</tr>
<tr>
<td>66-67</td>
<td>Study and</td>
<td>predicting how a speaker may continue (Listening)</td>
<td>• Listening: <em>Multiple choice, choose multiple answers</em></td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td></td>
<td>• Listening: <em>Multiple choice, choose single answer</em></td>
</tr>
<tr>
<td></td>
<td>Skills</td>
<td></td>
<td>• Listening: <em>Select missing word</em></td>
</tr>
<tr>
<td>66-67</td>
<td>Study and</td>
<td>inferring the meaning of unfamiliar words (Listening)</td>
<td>• Speaking: <em>Repeat sentence</em></td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td></td>
<td>• Speaking: <em>Re-tell lecture</em></td>
</tr>
<tr>
<td></td>
<td>Skills</td>
<td></td>
<td>• Speaking: <em>Answer short question</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Listening: <em>Summarize spoken text</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Listening: <em>Highlight correct summary</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Listening: <em>Select missing word</em></td>
</tr>
</tbody>
</table>
### Unit 6

<table>
<thead>
<tr>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>66-67</td>
<td>identifying words and phrases appropriate to the context (Listening)</td>
<td>• Listening: <em>Fill in the blanks</em></td>
</tr>
<tr>
<td>Study and Writing Skills</td>
<td></td>
<td>• Listening: <em>Select missing word</em></td>
</tr>
<tr>
<td>66-67</td>
<td>identifying the topic, theme or main ideas (Reading)</td>
<td>• Reading: <em>Multiple choice, choose single answer</em></td>
</tr>
<tr>
<td>Study and Writing Skills</td>
<td></td>
<td>• Reading: <em>Multiple choice, choose multiple answers</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reading: <em>Re-order paragraphs</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reading: <em>Reading: Fill in the blanks</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reading: <em>Reading &amp; writing: Fill in the blanks</em></td>
</tr>
<tr>
<td>66-67</td>
<td>inferring the meaning of unfamiliar words (Reading)</td>
<td>• Reading: <em>Re-order paragraphs</em></td>
</tr>
<tr>
<td>Study and Writing Skills</td>
<td></td>
<td>• Reading: <em>Reading: Fill in the blanks</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reading: <em>Reading &amp; writing: Fill in the blanks</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Listening: <em>Highlight correct summary</em></td>
</tr>
<tr>
<td>66-67</td>
<td>using words and phrases appropriate to the context (Writing)</td>
<td>• Writing: <em>Summarize written text</em></td>
</tr>
<tr>
<td>Study and Writing Skills</td>
<td></td>
<td>• Writing: <em>Write essay</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reading: <em>Reading &amp; writing: Fill in the blanks</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Listening: <em>Summarize spoken text</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Listening: <em>Fill in the blanks</em></td>
</tr>
</tbody>
</table>

### Review Units 4-6

<table>
<thead>
<tr>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>68-69</td>
<td>using correct grammar (Writing)</td>
<td>• Writing: <em>Summarize written text</em></td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td>• Writing: <em>Write essay</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reading: <em>Reading &amp; writing: Fill in the blanks</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Listening: <em>Summarize spoken text</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Listening: <em>Fill in the blanks</em></td>
</tr>
<tr>
<td>68-69</td>
<td>using correct grammar (Speaking)</td>
<td>• Speaking: <em>Describe image</em></td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td>• Speaking: <em>Re-tell lecture</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reading: <em>Multiple choice, choose single answer</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reading: <em>Multiple choice, choose multiple answers</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Listening: <em>Highlight correct summary</em></td>
</tr>
<tr>
<td>68-69</td>
<td>identifying a summary (Reading)</td>
<td>• Speaking: <em>Read aloud</em></td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td>• Reading: <em>Re-order paragraphs</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reading: <em>Reading: Fill in the blanks</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reading: <em>Reading &amp; writing: Fill in the blanks</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Listening: <em>Highlight correct summary</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Listening: <em>Highlight incorrect words</em></td>
</tr>
<tr>
<td>68-69</td>
<td>understanding academic vocabulary (Reading)</td>
<td>• Speaking: <em>Re-tell lecture</em></td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td>• Speaking: <em>Answer short question</em></td>
</tr>
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<td></td>
<td></td>
<td>• Listening: <em>Summarize spoken text</em></td>
</tr>
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<td></td>
<td></td>
<td>• Listening: <em>Multiple choice, choose multiple answers</em></td>
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<td></td>
<td></td>
<td>• Listening: <em>Highlight correct summary</em></td>
</tr>
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<td></td>
<td>• Listening: <em>Multiple choice, choose single answer</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Listening: <em>Select missing word</em></td>
</tr>
<tr>
<td>68-69</td>
<td>identifying the topic, theme or main ideas (Listening)</td>
<td>• Listening: <em>Fill in the blanks</em></td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td>• Listening: <em>Select missing word</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Listening: <em>Select missing word</em></td>
</tr>
<tr>
<td>Unit 7</td>
<td>Pages</td>
<td>PTE Academic subskill and communicative skill</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
<td>-----------------------------------------------</td>
</tr>
</tbody>
</table>
| Architecture | 70-71 Favourite buildings | identifying words and phrases appropriate to the context (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| Architecture | 70-71 Favourite buildings | understanding academic vocabulary (Reading) | • Speaking: Read aloud  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Highlight correct summary  
• Listening: Highlight incorrect words |
| Architecture | 70-71 Favourite buildings | using correct stress (Speaking) | • Speaking: Read aloud  
• Speaking: Repeat sentence  
• Speaking: Describe image  
• Speaking: Re-tell lecture |
| Architecture | 70-71 Favourite buildings | identifying the topic, theme or main ideas (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| Architecture | 72-73 Hotels in space | identifying the topic, theme or main ideas (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| Architecture | 72-73 Hotels in space | identifying words and phrases appropriate to the context (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| Architecture | 72-73 Hotels in space | understanding academic vocabulary (Reading) | • Speaking: Read aloud  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Highlight correct summary  
• Listening: Highlight incorrect words |
| Architecture | 72-73 Hotels in space | using correct grammar (Writing) | • Writing: Summarize written text  
• Writing: Write essay  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Summarize spoken text  
• Listening: Fill in the blanks |
| Architecture | 72-73 Hotels in space | using correct grammar (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
<table>
<thead>
<tr>
<th>Unit 7</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
</table>
| 72-73 | Hotels in space | identifying the topic, theme or main ideas (Listening) | • Speaking: *Re-tell lecture*  
• Speaking: *Answer short question*  
• Listening: *Summarize spoken text*  
• Listening: *Multiple choice, choose multiple answers*  
• Listening: *Highlight correct summary*  
• Listening: *Multiple choice, choose single answer*  
• Listening: *Select missing word* |
| 72-73 | Hotels in space | taking notes while listening to a recording (Writing) | • Listening: *Summarize spoken text* |
| 74-75 | Building bridges | identifying the topic, theme or main ideas (Reading) | • Reading: *Multiple choice, choose single answer*  
• Reading: *Multiple choice, choose multiple answers*  
• Reading: *Re-order paragraphs*  
• Reading: *Reading: Fill in the blanks*  
• Reading: *Reading & writing: Fill in the blanks* |
| 74-75 | Building bridges | understanding academic vocabulary (Reading) | • Speaking: *Read aloud*  
• Reading: *Re-order paragraphs*  
• Reading: *Reading: Fill in the blanks*  
• Reading: *Reading & writing: Fill in the blanks*  
• Listening: *Highlight correct summary*  
• Listening: *Highlight incorrect words* |
| 74-75 | Building bridges | using correct grammar (Speaking) | • Speaking: *Describe image*  
• Speaking: *Re-tell lecture* |
| 74-75 | Building bridges | using correct grammar (Writing) | • Writing: *Summarize written text*  
• Writing: *Write essay*  
• Reading: *Reading & writing: Fill in the blanks*  
• Listening: *Summarize spoken text*  
• Listening: *Fill in the blanks* |
| 76-77 | Scenario | identifying the topic, theme or main ideas (Reading) | • Reading: *Multiple choice, choose single answer*  
• Reading: *Multiple choice, choose multiple answers*  
• Reading: *Re-order paragraphs*  
• Reading: *Reading: Fill in the blanks*  
• Reading: *Reading & writing: Fill in the blanks* |
| 76-77 | Scenario | identifying the topic, theme or main ideas (Listening) | • Speaking: *Re-tell lecture*  
• Speaking: *Answer short question*  
• Listening: *Summarize spoken text*  
• Listening: *Multiple choice, choose multiple answers*  
• Listening: *Highlight correct summary*  
• Listening: *Multiple choice, choose single answer*  
• Listening: *Select missing word* |
| 76-77 | Scenario | identifying words and phrases appropriate to the context (Listening) | • Listening: *Fill in the blanks*  
• Listening: *Select missing word* |
<table>
<thead>
<tr>
<th>Unit 7</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
</table>
|        | 76-77 | using words and phrases appropriate to the context (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture  
• Speaking: Answer short question |
|        | 78-79 | identifying a writer’s purpose, style, tone or attitude (Reading) | • Speaking: Read aloud  
• Writing: Summarize written text  
• Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers |
|        | 78-79 | identifying words and phrases appropriate to the context (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
|        | 78-79 | organizing sentences and paragraphs in a logical way (Writing) | • Writing: Write essay  
• Listening: Summarize spoken text |
|        | 78-79 | identifying the relationships between sentences and paragraphs (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs |
|        | 78-79 | writing for a purpose (to learn, to inform, to persuade) (Writing) | • Writing: Write essay |
|        | 78-79 | using words and phrases appropriate to the context (Writing) | • Writing: Summarize written text  
• Writing: Write essay  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Summarize spoken text  
• Listening: Fill in the blanks |
<table>
<thead>
<tr>
<th>Unit 8</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
</table>
| Globalisation | 80-81 Globalisation – good or bad? | identifying words and phrases appropriate to the context (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| | 80-81 Globalisation – good or bad? | understanding academic vocabulary (Reading) | • Speaking: Read aloud  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Highlight correct summary  
• Listening: Highlight incorrect words |
| | 80-81 Globalisation – good or bad? | identifying a writer’s purpose, style, tone or attitude (Reading) | • Speaking: Read aloud  
• Writing: Summarize written text  
• Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers |
| | 80-81 Globalisation – good or bad? | identifying a speaker’s purpose, style, tone or attitude (Listening) | • Speaking: Re-tell lecture  
• Listening: Summarize spoken text  
• Listening: Multiple choice, choose multiple answers  
• Listening: Multiple choice, choose single answer |
| | 80-81 Globalisation – good or bad? | using words and phrases appropriate to the context (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture  
• Speaking: Answer short question |
| | 82-83 The power of the Internet | identifying the topic, theme or main ideas (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| | 82-83 The power of the Internet | understanding academic vocabulary (Reading) | • Speaking: Read aloud  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Highlight correct summary  
• Listening: Highlight incorrect words |
| | 82-83 The power of the Internet | comprehending concrete and abstract information (Reading) | • Writing: Summarize written text  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Highlight correct summary |
| | 82-83 The power of the Internet | using correct grammar (Writing) | • Writing: Summarize written text  
• Writing: Write essay  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Summarize spoken text  
• Listening: Fill in the blanks |
| | 82-83 The power of the Internet | using correct grammar (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
<table>
<thead>
<tr>
<th>Unit 8 Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
</table>
| 82-83       | The power of the Internet using words and phrases appropriate to the context (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture  
• Speaking: Answer short question |
| 84-85       | Global role models identifying the topic, theme or main ideas (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| 84-85       | Global role models identifying supporting points or examples (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Highlight correct summary |
| 84-85       | Global role models understanding academic vocabulary (Reading) | • Speaking: Read aloud  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Highlight correct summary  
• Listening: Highlight incorrect words |
| 84-85       | Global role models using correct grammar (Writing) | • Writing: Summarize written text  
• Writing: Write essay  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Summarize spoken text  
• Listening: Fill in the blanks |
| 84-85       | Global role models using correct grammar (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
| 84-85       | Global role models using words and phrases appropriate to the context (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture  
• Speaking: Answer short question |
| 86-87       | Scenario identifying the topic, theme or main ideas (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| 86-87       | Scenario identifying the topic, theme or main ideas (Listening) | • Speaking: Re-tell lecture  
• Speaking: Answer short question  
• Listening: Summarize spoken text  
• Listening: Multiple choice, choose multiple answers  
• Listening: Highlight correct summary  
• Listening: Multiple choice, choose single answer  
• Listening: Select missing word |
| 86-87       | Scenario identifying words and phrases appropriate to the context (Listening) | • Listening: Fill in the blanks  
• Listening: Select missing word |
<table>
<thead>
<tr>
<th>Unit 8</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
</table>
|                | 86-87     | speaking for a purpose (to repeat, to inform, to explain) (Speaking) | • Speaking: Read aloud  
• Speaking: Repeat sentence  
• Speaking: Describe image  
• Speaking: Re-tell lecture  
• Speaking: Answer short question |
| 86-87 Scenario | Scenario  | using words and phrases appropriate to the context (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture  
• Speaking: Answer short question |
| 88-89          | Study and Writing Skills | identifying the topic, theme or main ideas (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| 88-89          | Study and Writing Skills | identifying supporting points or examples (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Listening: Highlight correct summary |
| 88-89          | Study and Writing Skills | identifying a summary (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Listening: Highlight correct summary |
| 88-89          | Study and Writing Skills | writing a summary (Writing) | • Writing: Summarize written text  
• Listening: Summarize spoken text |
| 88-89          | Study and Writing Skills | using words and phrases appropriate to the context (Writing) | • Writing: Summarize written text  
• Writing: Write essay  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Summarize spoken text  
• Listening: Fill in the blanks |
| 88-89          | Study and Writing Skills | organizing sentences and paragraphs in a logical way (Writing) | • Writing: Write essay  
• Listening: Summarize spoken text |
<table>
<thead>
<tr>
<th>Unit 9</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
</table>
| Art    | 90-91 | identifying words and phrases appropriate to the context (Reading) | • Reading: *Multiple choice, choose single answer*  
• Reading: *Multiple choice, choose multiple answers*  
• Reading: *Reading: Fill in the blanks*  
• Reading: *Reading & writing: Fill in the blanks* |
| Art    | 90-91 | identifying the topic, theme or main ideas (Reading) | • Reading: *Multiple choice, choose single answer*  
• Reading: *Multiple choice, choose multiple answers*  
• Reading: *Re-order paragraphs*  
• Reading: *Reading: Fill in the blanks*  
• Reading: *Reading & writing: Fill in the blanks* |
| Art    | 90-91 | understanding academic vocabulary (Reading) | • Speaking: *Read aloud*  
• Reading: *Re-order paragraphs*  
• Reading: *Reading: Fill in the blanks*  
• Reading: *Reading & writing: Fill in the blanks*  
• Listening: *Highlight correct summary*  
• Listening: *Highlight incorrect words* |
| Art    | 90-91 | identifying the topic, theme or main ideas (Listening) | • Speaking: *Re-tell lecture*  
• Speaking: *Answer short question*  
• Listening: *Summarize spoken text*  
• Listening: *Multiple choice, choose multiple answers*  
• Listening: *Highlight correct summary*  
• Listening: *Multiple choice, choose single answer*  
• Listening: *Select missing word* |
| Art    | 90-91 | identifying words and phrases appropriate to the context (Listening) | • Listening: *Fill in the blanks*  
• Listening: *Select missing word* |
| Art    | 90-91 | using words and phrases appropriate to the context (Speaking) | • Speaking: *Describe image*  
• Speaking: *Re-tell lecture*  
• Speaking: *Answer short question* |
| Photography | 92-93 | identifying the topic, theme or main ideas (Reading) | • Reading: *Multiple choice, choose single answer*  
• Reading: *Multiple choice, choose multiple answers*  
• Reading: *Re-order paragraphs*  
• Reading: *Reading: Fill in the blanks*  
• Reading: *Reading & writing: Fill in the blanks* |
| Photography | 92-93 | identifying words and phrases appropriate to the context (Reading) | • Reading: *Multiple choice, choose single answer*  
• Reading: *Multiple choice, choose multiple answers*  
• Reading: *Reading: Fill in the blanks*  
• Reading: *Reading & writing: Fill in the blanks* |
| Photography | 92-93 | understanding academic vocabulary (Reading) | • Speaking: *Read aloud*  
• Reading: *Re-order paragraphs*  
• Reading: *Reading: Fill in the blanks*  
• Reading: *Reading & writing: Fill in the blanks*  
• Listening: *Highlight correct summary*  
• Listening: *Highlight incorrect words* |
<table>
<thead>
<tr>
<th>Unit 9</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
</table>
| 92-93  | Photography | using correct grammar (Writing) | • Writing: Summarize written text  
• Writing: Write essay  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Summarize spoken text  
• Listening: Fill in the blanks |
| 92-93  | Photography | using correct grammar (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
| 94-95  | Contemporary sculptors | identifying the topic, theme or main ideas (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| 94-95  | Contemporary sculptors | identifying words and phrases appropriate to the context (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| 94-95  | Contemporary sculptors | understanding academic vocabulary (Reading) | • Speaking: Read aloud  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Highlight correct summary  
• Listening: Highlight incorrect words |
| 94-95  | Contemporary sculptors | using correct grammar (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
| 94-95  | Contemporary sculptors | using correct grammar (Writing) | • Writing: Summarize written text  
• Writing: Write essay  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Summarize spoken text  
• Listening: Fill in the blanks |
| 96-97  | Scenario | identifying words and phrases appropriate to the context (Listening) | • Listening: Fill in the blanks  
• Listening: Select missing word |
| 96-97  | Scenario | identifying the topic, theme or main ideas (Listening) | • Speaking: Re-tell lecture  
• Speaking: Answer short question  
• Listening: Summarize spoken text  
• Listening: Multiple choice, choose multiple answers  
• Listening: Highlight correct summary  
• Listening: Multiple choice, choose single answer  
• Listening: Select missing word |
<p>| 96-97  | Scenario | taking notes while listening to a recording (Writing) | • Listening: Summarize spoken text |</p>
<table>
<thead>
<tr>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
</table>
| 96-97 Scenario | following an oral sequencing of information (Listening) | • Speaking: Re-tell lecture  
• Listening: Summarize spoken text  
• Listening: Multiple choice, choose multiple answers  
• Listening: Fill in the blanks  
• Listening: Highlight correct summary  
• Listening: Multiple choice, choose single answer  
• Listening: Select missing word  
• Listening: Highlight incorrect words  
• Listening: Write from dictation |
| 96-97 Scenario | speaking for a purpose (to repeat, to inform, to explain) (Speaking) | • Speaking: Read aloud  
• Speaking: Repeat sentence  
• Speaking: Describe image  
• Speaking: Re-tell lecture  
• Speaking: Answer short question |
| 96-97 Scenario | organizing an oral presentation in a logical way (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
| 96-97 Scenario | developing complex ideas within a spoken discourse (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
| 96-97 Scenario | using words and phrases appropriate to the context (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture  
• Speaking: Answer short question |
| 98-99 Study and Writing Skills | understanding academic vocabulary (Reading) | • Speaking: Read aloud  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Highlight correct summary  
• Listening: Highlight incorrect words |
| 98-99 Study and Writing Skills | understanding academic vocabulary (Listening) | • Speaking: Repeat sentence  
• Speaking: Re-tell lecture  
• Speaking: Answer short question  
• Listening: Summarize spoken text  
• Listening: Fill in the blanks  
• Listening: Highlight correct summary  
• Listening: Select missing word  
• Listening: Highlight incorrect words  
• Listening: Write from dictation |
| 98-99 Study and Writing Skills | identifying words and phrases appropriate to the context (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| 98-99 Study and Writing Skills | identifying words and phrases appropriate to the context (Listening) | • Listening: Fill in the blanks  
• Listening: Select missing word |
## Unit 9

<table>
<thead>
<tr>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>98-99</td>
<td>identifying the topic, theme or main ideas (Reading)</td>
<td>• Reading: Multiple choice, choose single answer</td>
</tr>
<tr>
<td>Study and</td>
<td></td>
<td>• Reading: Multiple choice, choose multiple answers</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td>• Reading: Re-order paragraphs</td>
</tr>
<tr>
<td>Skills</td>
<td></td>
<td>• Reading: Reading: Fill in the blanks</td>
</tr>
<tr>
<td>98-99</td>
<td>identifying a writer’s purpose, style, tone or attitude (Reading)</td>
<td>• Reading: Reading &amp; writing: Fill in the blanks</td>
</tr>
<tr>
<td>Study and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td>writing for a purpose (to learn, to inform, to persuade) (Writing)</td>
<td>• Writing: Write essay</td>
</tr>
<tr>
<td>98-99</td>
<td>organizing sentences and paragraphs in a logical way (Writing)</td>
<td>• Writing: Write essay</td>
</tr>
<tr>
<td>Study and</td>
<td></td>
<td>• Listening: Summarize spoken text</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Review

### Units 7-9

<table>
<thead>
<tr>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-101</td>
<td>using correct grammar (Writing)</td>
<td>• Writing: Summarize written text</td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td>• Writing: Write essay</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reading: Reading &amp; writing: Fill in the blanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Listening: Summarize spoken text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Listening: Fill in the blanks</td>
</tr>
<tr>
<td>100-101</td>
<td>using correct grammar (Speaking)</td>
<td>• Speaking: Describe image</td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td>• Speaking: Re-tell lecture</td>
</tr>
<tr>
<td>100-101</td>
<td>identifying the topic, theme or main ideas (Reading)</td>
<td>• Reading: Multiple choice, choose single answer</td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td>• Reading: Multiple choice, choose multiple answers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reading: Re-order paragraphs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reading: Reading: Fill in the blanks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reading: Reading &amp; writing: Fill in the blanks</td>
</tr>
<tr>
<td>100-101</td>
<td>identifying words and phrases appropriate to the context (Reading)</td>
<td>• Reading: Multiple choice, choose single answer</td>
</tr>
<tr>
<td>Review</td>
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<td>• Reading: Multiple choice, choose multiple answers</td>
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<td>• Reading: Reading: Fill in the blanks</td>
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<td>• Reading: Reading &amp; writing: Fill in the blanks</td>
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<tr>
<td>100-101</td>
<td>identifying the topic, theme or main ideas (Listening)</td>
<td>• Speaking: Re-tell lecture</td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td>• Speaking: Answer short question</td>
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<td>identifying words and phrases appropriate to the context (Listening)</td>
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<tr>
<td>Review</td>
<td></td>
<td>• Listening: Select missing word</td>
</tr>
<tr>
<td>Unit 10</td>
<td>Pages</td>
<td>PTE Academic subskill and communicative skill</td>
</tr>
<tr>
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<td><strong>Psychology</strong></td>
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</tbody>
</table>
| 102-103 | Group psychology | identifying words and phrases appropriate to the context (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| 102-103 | Group psychology | understanding academic vocabulary (Reading) | • Speaking: Read aloud  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Highlight correct summary  
• Listening: Highlight incorrect words |
| 102-103 | Group psychology | using correct stress (Speaking) | • Speaking: Read aloud  
• Speaking: Repeat sentence  
• Speaking: Describe image  
• Speaking: Re-tell lecture |
| 102-103 | Group psychology | identifying the topic, theme or main ideas (Listening) | • Speaking: Re-tell lecture  
• Speaking: Answer short question  
• Listening: Summarize spoken text  
• Listening: Multiple choice, choose multiple answers  
• Listening: Highlight correct summary  
• Listening: Multiple choice, choose single answer  
• Listening: Select missing word  
• Listening: Highlight incorrect words  
• Listening: Write from dictation |
| 102-103 | Group psychology | following an oral sequencing of information (Listening) | • Speaking: Re-tell lecture  
• Listening: Summarize spoken text  
• Listening: Multiple choice, choose multiple answers  
• Listening: Fill in the blanks  
• Listening: Highlight correct summary  
• Listening: Multiple choice, choose single answer  
• Listening: Select missing word  
• Listening: Highlight incorrect words  
• Listening: Write from dictation |
| 102-103 | Group psychology | identifying words and phrases appropriate to the context (Listening) | • Listening: Fill in the blanks  
• Listening: Select missing word |
| 102-103 | Group psychology | using words and phrases appropriate to the context (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture  
• Speaking: Answer short question |
| 104-105 | Peer pressure | identifying the topic, theme or main ideas (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| 104-105 | Peer pressure | identifying words and phrases appropriate to the context (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
<table>
<thead>
<tr>
<th>Unit 10</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
</table>
|         | 104-105   | Peer pressure                                | • Speaking: *Read aloud*  
|         |           |                                               | • Reading: *Re-order paragraphs*  
|         |           |                                               | • Reading: *Reading: Fill in the blanks*  
|         |           |                                               | • Reading: *Reading & writing: Fill in the blanks*  
|         |           |                                               | • Listening: *Highlight correct summary*  
|         |           |                                               | • Listening: *Highlight incorrect words*  
|         | 104-105   | Peer pressure                                | • Writing: *Summarize written text*  
|         |           |                                               | • Writing: *Write essay*  
|         |           |                                               | • Reading: *Reading & writing: Fill in the blanks*  
|         |           |                                               | • Listening: *Summarize spoken text*  
|         |           |                                               | • Listening: *Fill in the blanks*  
|         | 104-105   | Peer pressure                                | • Speaking: *Describe image*  
|         |           |                                               | • Speaking: *Re-tell lecture*  
|         | 106-107   | Psychology at work                            | • Reading: *Multiple choice, choose single answer*  
|         |           |                                               | • Reading: *Multiple choice, choose multiple answers*  
|         |           |                                               | • Reading: *Re-order paragraphs*  
|         |           |                                               | • Reading: *Reading: Fill in the blanks*  
|         |           |                                               | • Reading: *Reading & writing: Fill in the blanks*  
|         | 106-107   | Psychology at work                            | • Reading: *Multiple choice, choose single answer*  
|         |           |                                               | • Reading: *Multiple choice, choose multiple answers*  
|         |           |                                               | • Reading: *Reading: Fill in the blanks*  
|         |           |                                               | • Reading: *Reading & writing: Fill in the blanks*  
|         | 106-107   | Psychology at work                            | • Speaking: *Read aloud*  
|         |           |                                               | • Reading: *Re-order paragraphs*  
|         |           |                                               | • Reading: *Reading: Fill in the blanks*  
|         |           |                                               | • Reading: *Reading & writing: Fill in the blanks*  
|         |           |                                               | • Listening: *Highlight correct summary*  
|         |           |                                               | • Listening: *Highlight incorrect words*  
|         | 106-107   | Psychology at work                            | • Writing: *Summarize written text*  
|         |           |                                               | • Writing: *Write essay*  
|         |           |                                               | • Reading: *Reading & writing: Fill in the blanks*  
|         |           |                                               | • Listening: *Summarize spoken text*  
|         |           |                                               | • Listening: *Fill in the blanks*  
|         | 106-107   | Psychology at work                            | • Speaking: *Describe image*  
|         |           |                                               | • Speaking: *Re-tell lecture*  
|         | 108-109   | Scenario                                     | • Speaking: *Re-tell lecture*  
|         |           |                                               | • Speaking: *Answer short question*  
|         |           |                                               | • Listening: *Summarize spoken text*  
|         |           |                                               | • Listening: *Multiple choice, choose multiple answers*  
|         |           |                                               | • Listening: *Highlight correct summary*  
|         |           |                                               | • Listening: *Multiple choice, choose single answer*  
|         |           |                                               | • Listening: *Select missing word*  
|         | 108-109   | Scenario                                     | • Listening: *Summarize spoken text*  
|         |           |                                               | • Listening: *Multiple choice, choose multiple answers*  
|         |           |                                               | • Listening: *Multiple choice, choose single answer*  

*PTE Academic Recommended Resources  
Language Leader Upper Intermediate*
<table>
<thead>
<tr>
<th>Unit 10</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
</table>
|         | 108-109 | identifying a speaker’s purpose, style, tone or attitude (Listening)               | • Speaking: Re-tell lecture  
• Listening: Summarize spoken text  
• Listening: Multiple choice, choose multiple answers  
• Listening: Multiple choice, choose single answer |
|         | 108-109 | identifying words and phrases appropriate to the context (Listening)               | • Listening: Fill in the blanks  
• Listening: Select missing word |
|         | 108-109 | identifying the topic, theme or main ideas (Reading)                               | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
|         | 108-109 | taking notes while reading a text (Writing)                                        | • Writing: Summarize written text |
|         | 108-109 | speaking for a purpose (to repeat, to inform, to explain) (Speaking)               | • Speaking: Read aloud  
• Speaking: Repeat sentence  
• Speaking: Describe image  
• Speaking: Re-tell lecture  
• Speaking: Answer short question |
|         | 108-109 | using words and phrases appropriate to the context (Speaking)                       | • Speaking: Describe image  
• Speaking: Re-tell lecture  
• Speaking: Answer short question |
| 110-111 | Study   | identifying a writer’s purpose, style, tone or attitude (Reading)                  | • Speaking: Read aloud  
• Writing: Summarize written text  
• Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers |
| 110-111 | Writing  | identifying the relationships between sentences and paragraphs (Reading)           | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs |
| 110-111 | Study    | writing for a purpose (to learn, to inform, to persuade) (Writing)                 | • Writing: Write essay |
| 110-111 | Writing  | supporting an opinion with details, examples and explanations (Writing)            | • Writing: Write essay |
| 110-111 | Study    | organizing sentences and paragraphs in a logical way (Writing)                     | • Writing: Write essay  
• Listening: Summarize spoken text |
<p>| 110-111 | Writing  | developing complex ideas within a complete essay (Writing)                         | • Writing: Write essay |</p>
<table>
<thead>
<tr>
<th>Unit 11</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
</table>
| Cultures | 112-113     | identifying words and phrases appropriate to the context (Reading)                                                 • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks                                                                 |
|         | 112-113     | understanding academic vocabulary (Reading)                                                                       • Speaking: Read aloud  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Highlight correct summary  
• Listening: Highlight incorrect words                                                                 |
|         | 112-113     | identifying the topic, theme or main ideas (Reading)                                                              • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks                                                                 |
|         | 112-113     | identifying the topic, theme or main ideas (Listening)                                                             • Speaking: Re-tell lecture  
• Speaking: Answer short question  
• Listening: Summarize spoken text  
• Listening: Multiple choice, choose multiple answers  
• Listening: Highlight correct summary  
• Listening: Multiple choice, choose single answer  
• Listening: Select missing word                                                                 |
|         | 112-113     | identifying words and phrases appropriate to the context (Listening)                                               • Listening: Fill in the blanks  
• Listening: Select missing word                                                                 |
|         | 112-113     | understanding academic vocabulary (Listening)                                                                     • Speaking: Repeat sentence  
• Speaking: Re-tell lecture  
• Speaking: Answer short question  
• Listening: Summarize spoken text  
• Listening: Fill in the blanks  
• Listening: Highlight correct summary  
• Listening: Select missing word  
• Listening: Highlight incorrect words  
• Listening: Write from dictation                                                                 |
|         | 112-113     | using words and phrases appropriate to the context (Speaking)                                                      • Speaking: Describe image  
• Speaking: Re-tell lecture  
• Speaking: Answer short question                                                                 |
|         | 114-115     | identifying the topic, theme or main ideas (Reading)                                                              • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks                                                                 |
|         | 114-115     | identifying words and phrases appropriate to the context (Reading)                                                 • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks                                                                 |
<table>
<thead>
<tr>
<th>Unit 11</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>114-115</td>
<td>Culture shock</td>
<td>inferring the meaning of unfamiliar words (Reading)</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>• Reading: Re-order paragraphs</td>
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<td>• Listening: Highlight correct summary</td>
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<td>Culture shock</td>
<td>identifying the topic, theme or main ideas (Listening)</td>
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<td>114-115</td>
<td>Culture shock</td>
<td>using correct grammar (Writing)</td>
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<td>• Writing: Summarize written text</td>
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<td>• Writing: Write essay</td>
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<td>• Reading: Reading &amp; writing: Fill in the blanks</td>
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<td>• Speaking: Re-tell lecture</td>
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<td>116-117</td>
<td>Understanding cultures</td>
<td>identifying the topic, theme or main ideas (Listening)</td>
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<td>116-117</td>
<td>Understanding cultures</td>
<td>using correct grammar (Writing)</td>
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<td></td>
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<td>• Writing: Summarize written text</td>
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<td>• Writing: Write essay</td>
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<td>• Reading: Reading &amp; writing: Fill in the blanks</td>
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<tr>
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<td>116-117</td>
<td>Understanding cultures</td>
<td>using correct grammar (Speaking)</td>
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<td></td>
<td>• Speaking: Describe image</td>
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<tr>
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<td></td>
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<td>• Speaking: Re-tell lecture</td>
</tr>
<tr>
<td></td>
<td>116-117</td>
<td>Understanding cultures</td>
<td>identifying the topic, theme or main ideas (Reading)</td>
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<td>• Reading: Multiple choice, choose single answer</td>
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<td>• Reading: Re-order paragraphs</td>
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<td></td>
<td></td>
<td>• Reading: Reading &amp; writing: Fill in the blanks</td>
</tr>
<tr>
<td></td>
<td>116-117</td>
<td>Understanding cultures</td>
<td>identifying a writer’s purpose, style, tone or attitude (Reading)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Speaking: Read aloud</td>
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<td></td>
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<td>• Writing: Summarize written text</td>
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<td></td>
<td>• Reading: Multiple choice, choose multiple answers</td>
</tr>
<tr>
<td>Unit 11</td>
<td>Pages</td>
<td>PTE Academic subskill and communicative skill</td>
<td>PTE Academic items where this skill is tested</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
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<td>-------------------------------------------</td>
</tr>
</tbody>
</table>
| 116-117 | Understanding cultures | identifying words and phrases appropriate to the context (Reading) | • Reading: *Multiple choice, choose single answer*  
• Reading: *Multiple choice, choose multiple answers*  
• Reading: *Reading: Fill in the blanks*  
• Reading: *Reading & writing: Fill in the blanks* |
| 118-119 | Scenario | identifying the topic, theme or main ideas (Reading) | • Reading: *Multiple choice, choose single answer*  
• Reading: *Multiple choice, choose multiple answers*  
• Reading: *Re-order paragraphs*  
• Reading: *Reading: Fill in the blanks*  
• Reading: *Reading & writing: Fill in the blanks* |
| 118-119 | Scenario | identifying the topic, theme or main ideas (Listening) | • Speaking: *Re-tell lecture*  
• Speaking: *Answer short question*  
• Listening: *Summarize spoken text*  
• Listening: *Multiple choice, choose multiple answers*  
• Listening: *Highlight correct summary*  
• Listening: *Multiple choice, choose single answer*  
• Listening: *Select missing word* |
| 118-119 | Scenario | identifying words and phrases appropriate to the context (Listening) | • Listening: *Fill in the blanks*  
• Listening: *Select missing word* |
| 118-119 | Scenario | speaking for a purpose (to repeat, to inform, to explain) (Speaking) | • Speaking: *Read aloud*  
• Speaking: *Repeat sentence*  
• Speaking: *Describe image*  
• Speaking: *Re-tell lecture*  
• Speaking: *Answer short question* |
| 118-119 | Scenario | organizing an oral presentation in a logical way (Speaking) | • Speaking: *Describe image*  
• Speaking: *Re-tell lecture* |
| 118-119 | Scenario | developing complex ideas within a spoken discourse (Speaking) | • Speaking: *Describe image*  
• Speaking: *Re-tell lecture* |
| 118-119 | Scenario | using words and phrases appropriate to the context (Speaking) | • Speaking: *Describe image*  
• Speaking: *Re-tell lecture*  
• Speaking: *Answer short question* |
| 120-121 | Study and Writing Skills | identifying the topic, theme or main ideas (Reading) | • Reading: *Multiple choice, choose single answer*  
• Reading: *Multiple choice, choose multiple answers*  
• Reading: *Re-order paragraphs*  
• Reading: *Reading: Fill in the blanks*  
• Reading: *Reading & writing: Fill in the blanks* |
| 120-121 | Study and Writing Skills | understanding academic vocabulary (Reading) | • Speaking: *Read aloud*  
• Reading: *Re-order paragraphs*  
• Reading: *Reading: Fill in the blanks*  
• Reading: *Reading & writing: Fill in the blanks*  
• Listening: *Highlight correct summary*  
• Listening: *Highlight incorrect words* |
| 120-121 | Study and Writing Skills | inferring the meaning of unfamiliar words (Reading) | • Reading: *Re-order paragraphs*  
• Reading: *Reading: Fill in the blanks*  
• Reading: *Reading & writing: Fill in the blanks*  
• Listening: *Highlight correct summary* |
<table>
<thead>
<tr>
<th>Unit 11</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
</table>
|         | 120-121     | identifying the relationships between sentences and paragraphs (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs |
|         | Study and Writing Skills | using words and phrases appropriate to the context (Writing) | • Writing: Summarize written text  
• Writing: Write essay  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Summarize spoken text  
• Listening: Fill in the blanks |

<table>
<thead>
<tr>
<th>Unit 12</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
</table>
| Technology | 122-123     | identifying words and phrases appropriate to the context (Listening) | • Listening: Fill in the blanks  
• Listening: Select missing word |
| Devices and gadgets | inferring the meaning of unfamiliar words (Listening) | • Speaking: Repeat sentence  
• Speaking: Re-tell lecture  
• Speaking: Answer short question  
• Listening: Summarize spoken text  
• Listening: Highlight correct summary  
• Listening: Select missing word |
| Devices and gadgets | identifying the topic, theme or main ideas (Listening) | • Speaking: Re-tell lecture  
• Speaking: Answer short question  
• Listening: Summarize spoken text  
• Listening: Multiple choice, choose multiple answers  
• Listening: Highlight correct summary  
• Listening: Multiple choice, choose single answer  
• Listening: Select missing word |
| Devices and gadgets | identifying the topic, theme or main ideas (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| Devices and gadgets | using words and phrases appropriate to the context (Writing) | • Writing: Summarize written text  
• Writing: Write essay  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Summarize spoken text  
• Listening: Fill in the blanks |
| Living without technology | identifying the topic, theme or main ideas (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
<table>
<thead>
<tr>
<th>Unit 12</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
</table>
| 124-125 | Living without technology | identifying words and phrases appropriate to the context (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Reading Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| 124-125 | Living without technology | using correct grammar (Writing) | • Writing: Summarize written text  
• Writing: Write essay  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Summarize spoken text  
• Listening: Fill in the blanks |
| 124-125 | Living without technology | using correct grammar (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
| 126-127 | Pro or anti? | identifying a writer’s purpose, style, tone or attitude (Reading) | • Speaking: Read aloud  
• Writing: Summarize written text  
• Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers |
| 126-127 | Pro or anti? | identifying the topic, theme or main ideas (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Reading Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| 126-127 | Pro or anti? | using correct grammar (Writing) | • Writing: Summarize written text  
• Writing: Write essay  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Summarize spoken text  
• Listening: Fill in the blanks |
| 126-127 | Pro or anti? | using correct grammar (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
| 126-127 | Pro or anti? | using words and phrases appropriate to the context (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture  
• Speaking: Answer short question |
| 128-129 | Scenario | identifying the topic, theme or main ideas (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs  
• Reading: Reading Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks |
| 128-129 | Scenario | identifying the topic, theme or main ideas (Listening) | • Speaking: Re-tell lecture  
• Speaking: Answer short question  
• Listening: Summarize spoken text  
• Listening: Multiple choice, choose multiple answers  
• Listening: Highlight correct summary  
• Listening: Multiple choice, choose single answer  
• Listening: Select missing word |
| 128-129 | Scenario | identifying words and phrases appropriate to the context (Listening) | • Listening: Fill in the blanks  
• Listening: Select missing word |
<table>
<thead>
<tr>
<th>Unit 12</th>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
</table>
| 128-129 | 128-129 | Scenario using words and phrases appropriate to the context (Speaking) | • Speaking: *Describe image*  
• Speaking: *Re-tell lecture*  
• Speaking: *Answer short question* |
| 130-131 | 130-131 | Study and Writing Skills identifying the topic, theme or main ideas (Listening) | • Speaking: *Re-tell lecture*  
• Speaking: *Answer short question*  
• Listening: *Summarize spoken text*  
• Listening: *Multiple choice, choose multiple answers*  
• Listening: *Highlight correct summary*  
• Listening: *Multiple choice, choose single answer*  
• Listening: *Select missing word* |
| 130-131 | 130-131 | Study and Writing Skills identifying a writer’s purpose, style, tone or attitude (Reading) | • Speaking: *Read aloud*  
• Writing: *Summarize written text*  
• Reading: *Multiple choice, choose single answer*  
• Reading: *Multiple choice, choose multiple answers* |
| 130-131 | 130-131 | Study and Writing Skills writing for a purpose (to learn, to inform, to persuade) (Writing) | • Writing: *Write essay* |
| 130-131 | 130-131 | Study and Writing Skills supporting an opinion with details, examples and explanations (Writing) | • Writing: *Write essay* |
| 130-131 | 130-131 | Study and Writing Skills developing complex ideas within a complete essay (Writing) | • Writing: *Write essay* |
| 130-131 | 130-131 | Study and Writing Skills organizing sentences and paragraphs in a logical way (Writing) | • Writing: *Write essay*  
• Listening: *Summarize spoken text* |
<table>
<thead>
<tr>
<th>Pages</th>
<th>PTE Academic subskill and communicative skill</th>
<th>PTE Academic items where this skill is tested</th>
</tr>
</thead>
</table>
| 132-133    | Review identifying the topic, theme or main ideas (Reading)                                                  | • Reading: *Multiple choice, choose single answer*  
• Reading: *Multiple choice, choose multiple answers*  
• Reading: *Re-order paragraphs*  
• Reading: *Reading: Fill in the blanks*  
• Reading: *Reading & writing: Fill in the blanks* |
| 132-133    | Review using correct grammar (Writing)                                                                     | • Writing: *Summarize written text*  
• Writing: *Write essay*  
• Reading: *Reading & writing: Fill in the blanks*  
• Listening: *Summarize spoken text*  
• Listening: *Fill in the blanks* |
| 132-133    | Review using correct grammar (Speaking)                                                                   | • Speaking: *Describe image*  
• Speaking: *Re-tell lecture* |
| 132-133    | Review identifying words and phrases appropriate to the context (Reading)                                 | • Reading: *Multiple choice, choose single answer*  
• Reading: *Multiple choice, choose multiple answers*  
• Reading: *Reading: Fill in the blanks*  
• Reading: *Reading & writing: Fill in the blanks* |
| 132-133    | Review identifying the topic, theme or main ideas (Listening)                                             | • Speaking: *Re-tell lecture*  
• Speaking: *Answer short question*  
• Listening: *Summarize spoken text*  
• Listening: *Multiple choice, choose multiple answers*  
• Listening: *Highlight correct summary*  
• Listening: *Multiple choice, choose single answer*  
• Listening: *Select missing word* |