Introduction

This resource provides guidance for teachers preparing learners for PTE Academic. It maps each Unit of Language Leader Advanced 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:

- Each of the twelve units of Language Leader Advanced 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 filling in 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 Advanced 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 Advanced course book with supplementary activities and notes for teachers is available at the publisher’s website: www.pearson.com.au

Language Leader Advanced can be purchased at: www.amazon.com

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


Note: The indicated levels of the Language Leader Advanced 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 Speaking &amp; Writing</td>
<td></td>
<td>77 – 93 minutes</td>
</tr>
<tr>
<td>Part 2 Reading</td>
<td></td>
<td>32 – 41 minutes</td>
</tr>
<tr>
<td>Optional Break Break</td>
<td></td>
<td>10 minutes</td>
</tr>
<tr>
<td>Part 3 Listening</td>
<td></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></td>
<td>Reading: Fill in the blanks</td>
<td>Highlight correct summary</td>
</tr>
<tr>
<td>Answer short question</td>
<td></td>
<td>Reading and writing: Fill in the blanks</td>
<td>Multiple choice, choose single answer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></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 Advanced*. The PTE Academic subskills are:

<table>
<thead>
<tr>
<th>Speaking</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>The speaking skills tested in PTE Academic include the following:</td>
<td>The writing skills tested in PTE Academic include the following:</td>
</tr>
<tr>
<td>• speaking for a purpose (to repeat, to inform, to explain)</td>
<td>• writing for a purpose (to learn, to inform, to persuade)</td>
</tr>
<tr>
<td>• reading a text aloud</td>
<td>• supporting an opinion with details, examples and explanations</td>
</tr>
<tr>
<td>• supporting an opinion with details, examples and explanations</td>
<td>• organizing sentences and paragraphs in a logical way</td>
</tr>
<tr>
<td>• organizing an oral presentation in a logical way</td>
<td>• developing complex ideas within a complete essay</td>
</tr>
<tr>
<td>• developing complex ideas within a spoken discourse</td>
<td>• writing a summary</td>
</tr>
<tr>
<td>• using words and phrases appropriate to the context</td>
<td>• writing under timed conditions</td>
</tr>
<tr>
<td>• using correct grammar</td>
<td>• using words and phrases appropriate to the context</td>
</tr>
<tr>
<td>• speaking at a natural rate</td>
<td>• using correct grammar</td>
</tr>
<tr>
<td>• producing fluent speech</td>
<td>• using correct spelling</td>
</tr>
<tr>
<td>• using correct intonation</td>
<td>• using correct mechanics</td>
</tr>
<tr>
<td>• using correct pronunciation</td>
<td>• taking notes while reading a text</td>
</tr>
<tr>
<td>• using correct stress</td>
<td>• synthesizing information</td>
</tr>
<tr>
<td>• speaking under timed conditions</td>
<td>• communicating the main points of a reading passage in writing</td>
</tr>
<tr>
<td>• reading a text aloud</td>
<td>• taking notes while listening to a recording</td>
</tr>
<tr>
<td>• supporting an opinion with details, examples and explanations</td>
<td>• communicating the main points of a lecture in writing</td>
</tr>
<tr>
<td>• organizing an oral presentation in a logical way</td>
<td>• writing from dictation</td>
</tr>
<tr>
<td>• developing complex ideas within a spoken discourse</td>
<td>• communicating the main points of a reading passage in writing</td>
</tr>
<tr>
<td>• using words and phrases appropriate to the context</td>
<td>• writing to meet strict length requirements</td>
</tr>
<tr>
<td>• using correct grammar</td>
<td></td>
</tr>
</tbody>
</table>
## Language Leader and PTE Academic Map

### Advanced CEFR Level C1 to C2

<table>
<thead>
<tr>
<th>Unit 1 Education and employment</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>
| 6-7 Issues in education         | 6-7   | 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 |
| 6-7 Issues in education         | 6-7   | 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  
• Listening: Highlight incorrect words |
| 6-7 Issues in education         | 6-7   | 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 |
| 6-7 Issues in education         | 6-7   | 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 Issues in education         | 6-7   | 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 Issues in education         | 6-7   | 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 Issues in education         | 6-7   | 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 |
| 8-9 Issues in education         | 8-9   | 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</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>
| 8-9  | Success | 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 |
| 8-9  | Success | 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  | Success | using correct grammar (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
| 8-9  | Success | 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 | Job hunting | evaluating the quality and usefulness of texts (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Listening: Highlight correct summary |
| 10-11 | Job hunting | 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 |
| 10-11 | Job hunting | 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 | Job hunting | 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 |
| 10-11 | Job hunting | 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 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>
|        | 10-11 | Job hunting using correct grammar (Speaking) | • Speaking: Describe image  
|        |       |                                             | • Speaking: Re-tell lecture                   |
|        | 12-13 | Scenario 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 |
|        | 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: Multiple choice, choose single answer  
|        |       |                                             | • Listening: Select missing word                |
|        | 12-13 | Scenario taking notes while listening to a recording (Writing) | • Listening: Summarize spoken text              |
|        |       |                                             | • Listening: Fill in the blanks                  |
|        |       |                                             | • Listening: Select missing word                |
|        | 12-13 | Scenario identifying words and phrases appropriate to the context (Listening) | • Speaking: Re-tell lecture  
|        |       |                                             | • Listening: Summarize spoken text              |
|        |       |                                             | • Listening: Multiple choice, choose multiple answers  
|        |       |                                             | • Listening: Multiple choice, choose single answer  
|        |       |                                             | • Listening: Select missing word                |
|        | 12-13 | Scenario comprehending explicit and implicit 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                |
|        | 12-13 | 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           |
|        | 12-13 | Scenario evaluating the quality and usefulness of texts (Reading) | • Reading: Multiple choice, choose single answer  
|        |       |                                             | • Reading: Multiple choice, choose multiple answers  
|        |       |                                             | • Listening: Highlight correct summary           |
|        | 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 classifying and categorizing 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  

<table>
<thead>
<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>
| 14-15  | Study and Writing Skills | comprehending explicit and implicit 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* |
| 14-15  | Study and Writing Skills | 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 | 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 | taking notes while listening to a recording (Writing) | • Listening: *Summarize spoken text* |
| 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* |
| 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* |
## Unit 2

### Tourism and conservation

<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>
| 16-17 Wish you were here? | 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* |
| 16-17 Wish you were here? | identifying the topic, theme or main ideas (Reading) | • Reading: *Multiple choice, choose single answer*  
• Reading: *Multiple choice, choose multiple answers*  
• Reading: *Reading: Re-order paragraphs*  
• Reading: *Reading: Fill in the blanks*  
• Reading: *Reading & writing: Fill in the blanks* |
| 16-17 Wish you were here? | 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 Wish you were here? | using words and phrases appropriate to the context (Speaking) | • Speaking: *Describe image*  
• Speaking: *Re-tell lecture*  
• Speaking: *Answer short question* |
| 16-17 Wish you were here? | 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* |
| 18-19 The Galapagos Islands | identifying the topic, theme or main ideas (Reading) | • Reading: *Multiple choice, choose single answer*  
• Reading: *Multiple choice, choose multiple answers*  
• Reading: *Reading: Re-order paragraphs*  
• Reading: *Reading: Fill in the blanks*  
• Reading: *Reading & writing: Fill in the blanks* |
| 18-19 The Galapagos Islands | evaluating the quality and usefulness of texts (Reading) | • Reading: *Multiple choice, choose single answer*  
• Reading: *Multiple choice, choose multiple answers*  
• Listening: *Highlight correct summary* |
| 18-19 The Galapagos Islands | 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* |
| 18-19 The Galapagos Islands | predicting how a speaker may continue (Listening) | • Listening: *Multiple choice, choose multiple answers*  
• Listening: *Multiple choice, choose single answer*  
• Listening: *Select missing word* |
| 18-19 The Galapagos Islands | 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 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 | The Galapagos Islands 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 | The Galapagos Islands using correct grammar (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
|        | 20-21 | The perfect beach 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 | The perfect beach 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 | The perfect beach 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 |
|        | 20-21 | The perfect beach using correct grammar (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
|        | 20-21 | The perfect beach 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 |
|        | 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 |
|        | 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 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 |
<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>
<tbody>
<tr>
<td>22-23</td>
<td>Scenario</td>
<td>taking notes while listening to a recording (Writing)</td>
<td>• Listening: <em>Summarize spoken text</em></td>
</tr>
</tbody>
</table>
| 22-23  | Scenario | identifying supporting points or examples (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* |
| 22-23  | Scenario | identifying words and phrases appropriate to the context (Listening) | • Listening: *Fill in the blanks*  
• 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 | writing for a purpose (to learn, to inform, to persuade) (Writing) | • Writing: *Write essay* |
| 24-25  | Study and Writing Skills | supporting an opinion with details, examples and explanations (Writing) | • Writing: *Write essay* |
| 24-25  | Study and Writing Skills | organizing sentences and paragraphs in a logical way (Writing) | • Writing: *Write essay*  
• Listening: *Summarize spoken text* |
| 24-25  | Study and Writing Skills | developing complex ideas within a complete essay (Writing) | • Writing: *Write essay* |
| 24-25  | Study and Writing Skills | 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* |
| 24-25  | 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* |
<p>| 24-25  | Study and Writing Skills | taking notes while listening to a recording (Writing) | • Listening: <em>Summarize spoken text</em> |</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>
|         |               | 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 |
| International relations |               | 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 |
|         | 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 |
|         | 26-27         | using words and phrases appropriate to the context (Speaking)                    | • Speaking: Describe image  
• Speaking: Re-tell lecture  
• Speaking: Answer short question |
|         | 28-29         | 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 |
|         | 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 |
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|        | 28-29   | International cooperation using correct grammar (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
|        | 28-29   | International cooperation using words and phrases appropriate to the context (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture  
• Speaking: Answer short question |
|        | 30:31   | Ambassadors 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 |
|        | 30:31   | Ambassadors identifying the relationships between sentences and paragraphs (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Reading: Re-order paragraphs |
|        | 30:31   | Ambassadors 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 |
|        | 30:31   | Ambassadors 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 |
|        | 30:31   | Ambassadors using correct grammar (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
|        | 30:31   | Ambassadors 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 |
|        | 32-33   | 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 |
|        | 32-33   | 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 |
|        | 32-33   | Scenario identifying words and phrases appropriate to the context (Listening) | • Listening: Fill in the blanks  
• Listening: Select missing word |
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| 32-33 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* |
| 32-33 Scenario | using words and phrases appropriate to the context (Speaking) | • Speaking: *Describe image*  
• Speaking: *Re-tell lecture*  
• Speaking: *Answer short question* |
| 34-35 Study and Writing Skills | 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* |
| 34-35 Study and Writing Skills | organizing an oral presentation in a logical way (Speaking) | • Speaking: *Describe image*  
• Speaking: *Re-tell lecture* |
| 34-35 Study and Writing Skills | developing complex ideas within a spoken discourse (Speaking) | • Speaking: *Describe image*  
• Speaking: *Re-tell lecture* |
| 34-35 Study and Writing Skills | supporting an opinion with details, examples and explanations (Speaking) | • Speaking: *Describe image*  
• Speaking: *Re-tell lecture* |
<p>| 34-35 Study and Writing Skills | taking notes while listening to a recording (Writing) | • Listening: <em>Summarize spoken text</em> |
| 34-35 Study and Writing Skills | taking notes while reading a text (Writing) | • Writing: <em>Summarize written text</em> |</p>
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| 36-37 Review     | 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     | 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     | Review| using correct grammar (Speaking) | • Speaking: **Describe image**  
• Speaking: **Re-tell lecture** |
| 36-37 Review     | 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     | 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     | Review| identifying words and phrases appropriate to the context (Listening) | • Listening: **Fill in the blanks**  
• Listening: **Select missing word** |
<p>| 36-37 Review     | Review| taking notes while listening to a recording (Writing) | • Listening: <strong>Summarize spoken text</strong> |</p>
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| Health and care | 38-39 | using words and phrases appropriate to the context (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture  
• Speaking: Answer short question |
| Health and care | 38-39 | 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 |
| Health and care | 38-39 | 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 |
| Health and care | 38-39 | 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 |
| Health and care | 38-39 | 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 |
| Health and care | 38-39 | evaluating the quality and usefulness of texts (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Listening: Highlight correct summary |
| Health of a nation | 40-41 | 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 |
| Health of a nation | 40-41 | taking notes while listening to a recording (Writing) | • Listening: Summarize spoken text |
| Health of a nation | 40-41 | 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 |
| Health of a nation | 40-41 | 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 |
| Health of a nation | 40-41 | 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 |
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|         | 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  
| 40-41   | **Health of a nation**                        |                                               |
|         | identifying the relationships between sentences and paragraphs (Reading) | • Reading: Multiple choice, choose single answer  
|         |                                               | • Reading: Multiple choice, choose multiple answers  
|         |                                               | • Reading: Re-order paragraphs  
| 40-41   | **Health of a nation**                        |                                               |
|         | organizing sentences and paragraphs in a logical way (Writing) | • Writing: Write essay  
|         |                                               | • Listening: Summarize spoken text  
| 40-41   | **Health of a nation**                        |                                               |
|         | using words and phrases appropriate to the context (Speaking) | • Speaking: Describe image  
|         |                                               | • Speaking: Re-tell lecture  
|         |                                               | • Speaking: Answer short question  
| 40-41   | **Health of a nation**                        |                                               |
|         | 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  
| 42-43   | **Angels of mercy**                           |                                               |
|         | 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 & writing: Fill in the blanks  
|         |                                               | • Listening:Highlight correct summary  
| 42-43   | **Angels of mercy**                           |                                               |
|         | identifying a writer’s purpose, style, tone or attitude (Reading) | • Reading: Multiple choice, choose single answer  
|         |                                               | • Reading: Multiple choice, choose multiple answers  
|         |                                               | • Reading: Re-order paragraphs  
|         |                                               | • Reading: Reading & writing: Fill in the blanks  
| 42-43   | **Angels of mercy**                           |                                               |
|         | identifying words and phrases appropriate to the context (Reading) | • Speaking: Read aloud  
|         |                                               | • Writing: Summarize written text  
|         |                                               | • Reading: Multiple choice, choose single answer  
|         |                                               | • Reading: Multiple choice, choose multiple answers  
| 42-43   | **Angels of mercy**                           |                                               |
|         | 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  
| 42-43   | **Angels of mercy**                           |                                               |
|         | using correct grammar (Speaking)              | • Speaking: Describe image  
|         |                                               | • Speaking: Re-tell lecture  
| 42-43   | **Angels of mercy**                           |                                               |
|         | 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  
| 42-43   | **Angels of mercy**                           |                                               |
|         | using words and phrases appropriate to the context (Speaking) | • Speaking: Describe image  
|         |                                               | • Speaking: Re-tell lecture  
|         |                                               | • Speaking: Answer short question  
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## Unit 4

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<td>• Speaking: Re-tell lecture&lt;br&gt;• Speaking: Answer short question&lt;br&gt;• Listening: Summarize spoken text&lt;br&gt;• Listening: Multiple choice, choose multiple answers&lt;br&gt;• Listening: Highlight correct summary&lt;br&gt;• Listening: Multiple choice, choose single answer&lt;br&gt;• Listening: Select missing word</td>
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<td>taking notes while listening to a recording (Writing)</td>
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<td>44-45</td>
<td>identifying words and phrases appropriate to the context (Listening)</td>
<td>• Listening: Fill in the blanks&lt;br&gt;• Listening: Select missing word</td>
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<td>• Speaking: Describe image&lt;br&gt;• Speaking: Re-tell lecture&lt;br&gt;• Speaking: Answer short question</td>
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<td>organizing sentences and paragraphs in a logical way (Writing)</td>
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<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>
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<td>inferring the meaning of unfamiliar words (Reading)</td>
<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>
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<td>• Listening: <em>Highlight correct summary</em></td>
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<td>identifying words and phrases appropriate to the context (Reading)</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>
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<td>• Speaking: <em>Re-tell lecture</em></td>
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<td>• Speaking: <em>Answer short question</em></td>
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<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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<td>• Listening: <em>Highlight correct summary</em></td>
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<td>• Listening: <em>Multiple choice, choose single answer</em></td>
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<td>• Listening: <em>Select missing word</em></td>
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<td>predicting how a speaker may continue (Listening)</td>
<td>• Listening: <em>Multiple choice, choose multiple answers</em></td>
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<td>• Listening: <em>Multiple choice, choose single answer</em></td>
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<td>• Listening: <em>Select missing word</em></td>
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<td>taking notes while listening to a recording (Writing)</td>
<td>• Listening: <em>Summarize spoken text</em></td>
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<td>using correct grammar (Writing)</td>
<td>• Writing: <em>Summarize written text</em></td>
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<td>• Writing: <em>Write essay</em></td>
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<td>• Reading: <em>Reading &amp; writing: Fill in the blanks</em></td>
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<td>• Listening: <em>Summarize spoken text</em></td>
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<td>• Listening: <em>Fill in the blanks</em></td>
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<td>using correct grammar (Speaking)</td>
<td>• Speaking: <em>Describe image</em></td>
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<td>• Speaking: <em>Re-tell lecture</em></td>
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| 54-55  | Scenario | using words and phrases appropriate to the context (Speaking) | • Speaking: *Describe image*  
• Speaking: *Re-tell lecture*  
• Speaking: *Answer short question* |
| 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 | taking notes while listening to a recording (Writing) | • Listening: *Summarize spoken text* |
| 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* |
| 56-57  | 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* |
| 56-57  | 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* |
| 56-57  | 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* |
| 56-57  | 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* |
| 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* |
## Unit 5

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| 56-57                  | following a logical or chronological sequence of events (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*  
• Listening: *Highlight incorrect words*                                                                                                                                 |
| Study and Writing Skills |                                                                                                                                                                           |                                                                                                                                                                                |
| 56-57                  | writing a summary (Writing)                                                                                       | • Writing: *Summarize written text*  
• Listening: *Summarize spoken text*                                                                                                                                              |
| Study and Writing Skills |                                                                                                                                                                           |                                                                                                                                                                                |
| 56-57                  | organizing sentences and paragraphs in a logical way (Writing)                                                    | • Writing: *Write essay*  
• Listening: *Summarize spoken text*                                                                                                                                              |
| Study and Writing Skills |                                                                                                                                                                           |                                                                                                                                                                                |

## Unit 6

### Technology and change

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| 58-59                  | 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*  
• 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*                                                                                                                                 |
| Attitudes to technology |                                                                                                                                                                           |                                                                                                                                                                                |
| 58-59                  | understanding academic vocabulary (Reading)                                                                      |                                                                                                                                                                                |
| Attitudes to technology |                                                                                                                                                                           |                                                                                                                                                                                |
| 58-59                  | 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*  
• Speaking: *Read aloud*  
• Writing: *Summarize written text*  
• Reading: *Multiple choice, choose single answer*  
• Reading: *Multiple choice, choose multiple answers*  
• Writing: *Write essay*  
• Reading: *Reading & writing: Fill in the blanks*  
• Listening: *Summarize spoken text*  
• Listening: *Highlight incorrect words*  
• Listening: *Highlight correct summary*  
• Listening: *Highlight incorrect words*                                                                                                                                 |
| Attitudes to technology |                                                                                                                                                                           |                                                                                                                                                                                |
| 58-59                  | identifying a writer’s purpose, style, tone or attitude (Reading)                                                |                                                                                                                                                                                |
| Attitudes to technology |                                                                                                                                                                           |                                                                                                                                                                                |
| 58-59                  | writing for a purpose (to learn, to inform, to persuade) (Writing)                                               | • Writing: *Write essay*  
• Writing: *Summarize written text*  
• Writing: *Write essay*  
• Reading: *Reading & writing: Fill in the blanks*  
• Listening: *Summarize spoken text*  
• Listening: *Highlight incorrect words*  
• Listening: *Highlight correct summary*  
• Listening: *Highlight incorrect words*                                                                                                                                 |
<p>| Attitudes to technology |                                                                                                                                                                           |                                                                                                                                                                                |
| 58-59                  | using words and phrases appropriate to the context (Writing)                                                     |                                                                                                                                                                                |
| Attitudes to technology |                                                                                                                                                                           |                                                                                                                                                                                |</p>
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| 60-61  | Changing the world | 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  | Changing the world | 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  | Changing the world | 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 |
| 60-61  | Changing the world | 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 |
| 60-61  | Changing the world | 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  | Changing the world | using correct grammar (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
| 60-61  | Changing the world | 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 |
| 60-61  | Changing the world | writing for a purpose (to learn, to inform, to persuade) (Writing) | • Writing: Write essay |
| 62-63  | Successful change | 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  | Successful change | 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 |
| 62-63  | Successful change | 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 |
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| 62-63  | Successful change | 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 |
| 62-63  | Successful change | identifying words and phrases appropriate to the context (Listening) | • Listening: Fill in the blanks  
• Listening: Select missing word |
| 62-63  | Successful change | using correct grammar (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
| 62-63  | Successful change | 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 |
| 64-65  | 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 |
| 64-65  | Scenario | identifying words and phrases appropriate to the context (Listening) | • Listening: Fill in the blanks  
• Listening: Select missing word |
| 64-65  | Scenario | 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 |
| 64-65  | Scenario | using words and phrases appropriate to the context (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture  
• Speaking: Answer short question |
| 66-67  | 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 |
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| 66-67  | 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 |
| 66-67  | 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 |
| 66-67  | Study and Writing Skills | identifying words and phrases appropriate to the context (Listening) | • Listening: Fill in the blanks  
• Listening: Select missing word |
| 66-67  | 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 |
| 66-67  | Study and Writing Skills | taking notes while listening to a recording (Writing) | • Listening: Summarize spoken text |
| 66-67  | 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 |
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<td>68-69 Review</td>
<td>identifying the topic, theme or main ideas (Reading)</td>
<td>• Reading: Multiple choice, choose single answer&lt;br&gt;• Reading: Multiple choice, choose multiple answers&lt;br&gt;• Reading: Re-order paragraphs&lt;br&gt;• Reading: Reading: Fill in the blanks&lt;br&gt;• Reading: Reading &amp; writing: Fill in the blanks</td>
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<td>68-69 Review</td>
<td>identifying supporting points or examples (Reading)</td>
<td>• Reading: Multiple choice, choose single answer&lt;br&gt;• Reading: Multiple choice, choose multiple answers&lt;br&gt;• Reading: Re-order paragraphs&lt;br&gt;• Listening: Highlight correct summary</td>
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<td>68-69 Review</td>
<td>using correct grammar (Writing)</td>
<td>• Writing: Summarize written text&lt;br&gt;• Writing: Write essay&lt;br&gt;• Reading: Reading &amp; writing: Fill in the blanks&lt;br&gt;• Listening: Summarize spoken text&lt;br&gt;• Listening: Fill in the blanks</td>
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<td>68-69 Review</td>
<td>using correct grammar (Speaking)</td>
<td>• Speaking: Describe image&lt;br&gt;• Speaking: Re-tell lecture</td>
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<td>68-69 Review</td>
<td>identifying words and phrases appropriate to the context (Reading)</td>
<td>• Reading: Multiple choice, choose single answer&lt;br&gt;• Reading: Multiple choice, choose multiple answers&lt;br&gt;• Reading: Reading: Fill in the blanks&lt;br&gt;• Reading: Reading &amp; writing: Fill in the blanks</td>
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<td>68-69 Review</td>
<td>identifying the topic, theme or main ideas (Listening)</td>
<td>• Speaking: Re-tell lecture&lt;br&gt;• Speaking: Answer short question&lt;br&gt;• Listening: Summarize spoken text&lt;br&gt;• Listening: Multiple choice, choose multiple answers&lt;br&gt;• Listening: Highlight correct summary&lt;br&gt;• Listening: Multiple choice, choose single answer&lt;br&gt;• Listening: Select missing word</td>
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<tr>
<td>68-69 Review</td>
<td>identifying words and phrases appropriate to the context (Listening)</td>
<td>• Listening: Fill in the blanks&lt;br&gt;• Listening: Select missing word</td>
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| People and ideas | 70-71 Creativity | identifying words and phrases appropriate to the context (Listening) | • Listening: *Fill in the blanks*  
• Listening: *Select missing word* |
| | 70-71 Creativity | 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* |
| | 70-71 Creativity | 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* |
| | 70-71 Creativity | 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* |
| | 70-71 Creativity | 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* |
| | 70-71 Creativity | using words and phrases appropriate to the context (Speaking) | • Speaking: *Describe image*  
• Speaking: *Re-tell lecture*  
• Speaking: *Answer short question* |
| | 72-73 Rediscovered | 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 Rediscovered | taking notes while listening to a recording (Writing) | • Listening: *Summarize spoken text* |
| | 72-73 Rediscovered | 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* |
| | 72-73 Rediscovered | 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* |
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|        | 72-73 Rediscovered | 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 |
|        | 72-73 Rediscovered | using correct grammar (Writing) | • Writing: Summarize written text  
• Writing: Write essay  
• Reading: Reading & writing: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Summarize spoken text  
• Listening: Fill in the blanks |
|        | 72-73 Rediscovered | using correct grammar (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
|        | 74-75 Good ideas | 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: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Highlight correct summary  
• Listening: Highlight incorrect words |
|        | 74-75 Good ideas | understanding academic vocabulary (Reading) | • Speaking: Read aloud  
• Reading: Re-order paragraphs  
• Reading: Reading: Fill in the blanks  
• Reading: Reading: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks  
• Reading: Reading & writing: Fill in the blanks  
• Listening: Highlight correct summary  
• Listening: Highlight incorrect words |
|        | 74-75 Good ideas | 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  
• Listening: Highlight correct summary  
• Listening: Highlight correct summary |
|        | 74-75 Good ideas | using correct grammar (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
|        | 74-75 Good ideas | using correct grammar (Writing) | • Writing: Summarize written text  
• Writing: Write essay  
• Reading: Reading & writing: Fill in the blanks  
• 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 (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>|        | 76-77 Scenario | taking notes while listening to a recording (Writing) | • Listening: Summarize spoken text |</p>
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| 76-77      | using words and phrases appropriate to the context (Speaking)                                                  | • Speaking: *Describe image*  
• Speaking: *Re-tell lecture*  
• Speaking: *Answer short question* |
| Scenario   |                                                                                                               |                                                                                                               |
| 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*  
• Listening: *Highlight correct summary* |
| Study and  |                                                                                                               |                                                                                                               |
| Writing    | writing a summary (Writing)                                                                                   | • Writing: *Summarize written text*  
• Listening: *Summarize spoken text* |
| Skills     |                                                                                                               |                                                                                                               |
| 78-79      | writing for a purpose (to learn, to inform, to persuade) (Writing)                                            | • Writing: *Write essay* |
| Study and  |                                                                                                               |                                                                                                               |
| Writing    | supporting an opinion with details, examples and explanations (Writing)                                       | • Writing: *Write essay* |
| Skills     |                                                                                                               |                                                                                                               |
| 78-79      | organizing sentences and paragraphs in a logical way (Writing)                                                | • Writing: *Write essay*  
• Listening: *Summarize spoken text* |
<p>| Study and  |                                                                                                               |                                                                                                               |
| Writing    | developing complex ideas within a complete essay (Writing)                                                   | • Writing: <em>Write essay</em> |
| Skills     |                                                                                                               |                                                                                                               |</p>
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|        | 80-81 | 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 | 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 | identifying words and phrases appropriate to the context (Listening) | • Listening: *Fill in the blanks*  
• Listening: *Select missing word* |
|        | 80-81 | 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* |
|        | 80-81 | 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* |
|        | 80-81 | using words and phrases appropriate to the context (Speaking) | • Speaking: *Describe image*  
• Speaking: *Re-tell lecture*  
• Speaking: *Answer short question* |
|        | 82-83 | 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 | 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 | 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* |
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| 82-83  | Hot off the press | 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 |
| 82-83  | Hot off the press | identifying words and phrases appropriate to the context (Listening)               | • Listening: Fill in the blanks  
• Listening: Select missing word |
| 82-83  | Hot off the press | 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  | Hot off the press | using correct grammar (Speaking)                                                   | • Speaking: Describe image  
• Speaking: Re-tell lecture |
| 84-85  | New media    | 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  
• Listening: Highlight incorrect words |
| 84-85  | New media    | 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  | New media    | 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  |
| 84-85  | New media    | 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  | New media    | using correct grammar (Speaking)                                                   | • Speaking: Describe image  
• Speaking: Re-tell lecture |
| 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  
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• Listening: Select missing word |
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|        | 86-87          | identifying words and phrases appropriate to the context (Listening)                                           | • Listening: *Fill in the blanks*  
| Scenario|                |                                                                                                               | • Listening: *Select missing word*  
|        | 86-87          | identifying the topic, theme or main ideas (Reading)                                                          | • Reading: *Multiple choice, choose single answer*  
| Scenario|                |                                                                                                               | • Reading: *Multiple choice, choose multiple answers*  
|        | 86-87          | using words and phrases appropriate to the context (Speaking)                                                 | • Speaking: *Describe image*  
| Scenario|                |                                                                                                               | • Speaking: *Re-tell lecture*  
|        |                |                                                                                                               | • Speaking: *Answer short question*  
|        | 88-89          | identifying the topic, theme or main ideas (Listening)                                                        | • Speaking: *Re-tell lecture*  
| Study and Writing Skills |                |                                                                                                               | • Speaking: *Answer short question*  
|        | 88-89          | taking notes while listening to a recording (Writing)                                                         | • Listening: *Summarize spoken text*  
| Study and Writing Skills |                |                                                                                                               |  
|        | 88-89          | evaluating the quality and usefulness of texts (Reading)                                                     | • Reading: *Multiple choice, choose single answer*  
| Study and Writing Skills |                |                                                                                                               | • Reading: *Multiple choice, choose multiple answers*  
|        | 88-89          | writing for a purpose (to learn, to inform, to persuade) (Writing)                                          | • Writing: *Write essay*  
| Study and Writing Skills |                |                                                                                                               |  
|        | 88-89          | using words and phrases appropriate to the context (Writing)                                                 | • Writing: *Summarize written text*  
| Study and Writing Skills |                |                                                                                                               | • Writing: *Write essay*  
|        | 88-89          | organizing sentences and paragraphs in a logical way (Writing)                                               | • Reading: *Reading & writing: Fill in the blanks*  
| Study and Writing Skills |                |                                                                                                               | • Listening: *Summarize spoken text*  
|        | 88-89          |                                                                                                               | • Listening: *Fill in the blanks*  
| Study and Writing Skills |                |                                                                                                               |  

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| Law and society | 90-91 Hidden rules | 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* |
| | 90-91 Hidden rules | 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 |
| | 90-91 Hidden rules | 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 |
| | 90-91 Hidden rules | 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* |
| | 90-91 Hidden rules | 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* |
| | 90-91 Hidden rules | using words and phrases appropriate to the context (Speaking) | • Speaking: *Describe image*  
• Speaking: *Re-tell lecture*  
• Speaking: *Answer short question* |
| | 92-93 Juvenile justice | using words and phrases appropriate to the context (Speaking) | • Speaking: *Describe image*  
• Speaking: *Re-tell lecture*  
• Speaking: *Answer short question* |
| | 92-93 Juvenile justice | 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* |
| | 92-93 Juvenile justice | 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* |
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| 92-93  | Juvenile justice | 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 |
| 92-93  | Juvenile justice | taking notes while listening to a recording (Writing) | • Listening: Summarize spoken text |
| 92-93  | Juvenile justice | 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  | Juvenile justice | using correct grammar (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
| 94-95  | Lands of hope | 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 |
| 94-95  | Lands of hope | taking notes while listening to a recording (Writing) | • Listening: Summarize spoken text |
| 94-95  | Lands of hope | 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  | Lands of hope | using correct grammar (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
| 94-95  | Lands of hope | 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 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 |
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| 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 |
| 96-97 Scenario | taking notes while listening to a recording (Writing) | • Listening: Summarize spoken text |
| 96-97 Scenario | identifying words and phrases appropriate to the context (Listening) | • Listening: Fill in the blanks  
• Listening: Select missing word |
| 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 | 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 | identifying a summary (Reading) | • Reading: Multiple choice, choose single answer  
• Reading: Multiple choice, choose multiple answers  
• Listening: Highlight correct summary |
| 98-99 Study and Writing Skills | synthesizing information (Writing) | • Writing: Summarize written text |
| 98-99 Study and Writing Skills | writing a summary (Writing) | • Writing: Summarize written text  
• Listening: Summarize spoken text |
| 98-99 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 |
| 98-99 Study and Writing Skills | taking notes while listening to a recording (Writing) | • Listening: Summarize spoken text |
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<td>writing for a purpose (to learn, to inform, to persuade) (Writing)</td>
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<td>organizing sentences and paragraphs in a logical way (Writing)</td>
<td>• Writing: Write essay</td>
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<td>identifying words and phrases appropriate to the context (Reading)</td>
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<td>• Listening: Multiple choice, choose single answer</td>
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<td>• Listening: Select missing word</td>
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<td>100-101</td>
<td>identifying words and phrases appropriate to the context (Listening)</td>
<td>• Listening: Fill in the blanks</td>
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<td>Review</td>
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| 102-103 | Performance | 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 | Performance | identifying the topic, theme or main ideas (Reading) | Reading: Multiple choice, choose single answer  
Reading: Multiple choice, choose multiple answers  
Reading: Reading: Re-order paragraphs  
Reading: Reading: Fill in the blanks  
Reading: Reading & writing: Fill in the blanks |
| 102-103 | Performance | 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 | Performance | 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 |
| 102-103 | Performance | identifying words and phrases appropriate to the context (Listening) | Listening: Fill in the blanks  
Listening: Select missing word |
| 104-105 | The power of music | 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 |
| 104-105 | The power of music | identifying the topic, theme or main ideas (Reading) | Reading: Multiple choice, choose single answer  
Reading: Multiple choice, choose multiple answers  
Reading: Reading: Re-order paragraphs  
Reading: Reading: Fill in the blanks  
Reading: Reading & writing: Fill in the blanks |
| 104-105 | The power of music | 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 |
| 104-105 | The power of music | 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 |
| 104-105 | The power of music | using correct grammar (Speaking) | Speaking: Describe image  
Speaking: Re-tell lecture |
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|         | 106-107 | 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 |
|         | 106-107 | 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 |
|         | 106-107 | 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 |
|         | 106-107 | 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 |
|         | 106-107 | 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 |
|         | 106-107 | using correct grammar (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
|         | 106-107 | using words and phrases appropriate to the context (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture  
• Speaking: Answer short question |
|         | 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 | 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 |
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| 108-109 Scenario | 108-109 Scenario | identifying words and phrases appropriate to the context (Listening) | • Listening: Fill in the blanks  
• Listening: Select missing word |
| 108-109 Scenario | 108-109 Scenario | using words and phrases appropriate to the context (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture  
• Speaking: Answer short question |
| 108-109 Scenario | 108-109 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 |
| 108-109 Scenario | 108-109 Scenario | organizing an oral presentation in a logical way (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
| 108-109 Scenario | 108-109 Scenario | developing complex ideas within a spoken discourse (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
| 110-111 Study and Writing Skills | 110-111 Study and Writing Skills | 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 |
| 110-111 Study and Writing Skills | 110-111 Study and Writing Skills | using words and phrases appropriate to the context (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture  
• Speaking: Answer short question |
| 110-111 Study and Writing Skills | 110-111 Study and Writing Skills | 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 |
<p>| 110-111 Study and Writing Skills | 110-111 Study and Writing Skills | taking notes while listening to a recording (Writing) | • Listening: Summarize spoken text |</p>
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| 112-113    | Ups and downs          | using words and phrases appropriate to the context (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture  
• Speaking: Answer short question |
| 112-113    | Ups and downs          | 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    | Ups and downs          | 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    | Ups and downs          | 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  
• Reading: Reading & writing: Fill in the blanks |
| 112-113    | Ups and downs          | 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 |
| 114-115    | Financial crisis       | 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  
• Reading: Reading & writing: Fill in the blanks |
| 114-115    | Financial crisis       | 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 |
| 114-115    | Financial crisis       | 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  |
| 114-115    | Financial crisis       | 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  
• Reading: Reading & writing: Fill in the blanks |
| 114-115    | Financial crisis       | 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 |
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| 114-115 | Financial crisis | 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 |
| 114-115 | Financial crisis | 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 |
| 114-115 | Financial crisis | using correct grammar (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
| 116-117 | Negotiating | 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 |
| 116-117 | Negotiating | 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 |
| 116-117 | Negotiating | 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 |
| 116-117 | Negotiating | 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 |
| 116-117 | Negotiating | using correct grammar (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
| 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 |
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| 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 | taking notes while listening to a recording (Writing) | • Listening: Summarize spoken text |
| 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 | 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 | 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 |
| 120-121 | Study and Writing Skills | organizing an oral presentation in a logical way (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
| 120-121 | Study and Writing Skills | developing complex ideas within a spoken discourse (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
| 120-121 | Study and Writing Skills | supporting an opinion with details, examples and explanations (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
| 120-121 | Study and Writing Skills | writing for a purpose (to learn, to inform, to persuade) (Writing) | • Writing: Write essay |
| 120-121 | 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 |
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| Science and nature | 122-123 | 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 |
| Science fiction | 122-123 | 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 |
| Science fiction | 122-123 | 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 |
| Science fiction | 122-123 | 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 |
| Fantastic plastic | 124-125 | 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 |
| Fantastic plastic | 124-125 | taking notes while listening to a recording (Writing) | Listening: Summarize spoken text |
| Fantastic plastic | 124-125 | 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 |
| Fantastic plastic | 124-125 | 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 |
| Fantastic plastic | 124-125 | 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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| 124-125 | Fantastic plastic | using correct grammar (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
| 124-125 | Fantastic plastic | 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 |
| 126-127 | Busy bees | 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 | Busy bees | 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 | Busy bees | 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 |
| 126-127 | Busy bees | 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 |
| 126-127 | Busy bees | 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 | Busy bees | using correct grammar (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture |
| 126-127 | Busy bees | using words and phrases appropriate to the context (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture  
• Speaking: Answer short question |
| 128-129 | Scenario | identifying words and phrases appropriate to the context (Listening) | • Listening: Fill in the blanks  
• Listening: Select missing word |
| 128-129 | 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 |
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|         | 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 | using words and phrases appropriate to the context (Speaking) | • Speaking: Describe image  
• Speaking: Re-tell lecture  
• Speaking: Answer short question |
|         | 130-131 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 |
|         | 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 Study and Writing Skills | taking notes while listening to a recording (Writing) | • Listening: Summarize spoken text |
|         | 130-131 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 |
|         | 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 Study and Writing Skills | writing for a purpose (to learn, to inform, to persuade) (Writing) | • Writing: Write essay |
|         | 130-131 Study and Writing Skills | supporting an opinion with details, examples and explanations (Writing) | • Writing: Write essay |
|         | 130-131 Study and Writing Skills | developing complex ideas within a complete essay (Writing) | • Writing: Write essay |
|         | 130-131 Study and Writing Skills | organizing sentences and paragraphs in a logical way (Writing) | • Writing: Write essay  
• Listening: Summarize spoken text |
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| 132-133 Review    | 132-133 Review | 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 |
| 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 words and phrases appropriate to the context (Listening) | • Listening: Fill in the blanks  
• Listening: Select missing word |