PTE Academic | Intermediate

EWS-PTE-L2-01 | Guided learning and practice

Understand the current PTE Academic pathway

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PTE Academic is a computer-based English test with integrated tasks: one response can draw on more than one skill. Prepare for the exact test you intend to book. PTE Academic, PTE Core and PTE Home serve different purposes and must not be treated as interchangeable. The current Academic format includes Summarize Group Discussion and Respond to a Situation in Speaking and Writing. A preparation course that omits them is incomplete in task-family coverage.

Learn the task instructions before working on speed. Keep separate records for content, response form, pronunciation, fluency, spelling and grammar. A microphone task requires a relevant spoken response, not unrelated memorised sentences. Use official practice interfaces when rehearsing recording cues and navigation. EWS explanations and original unit activities teach the underlying skills, but they are not Pearson-scored tests. A numeric score needs an appropriate assessment process; a count of correct worksheet items cannot be converted directly into a PTE score.

Worked examples

Integrated skill example: listening to a lecture and then retelling its meaning.

Study record: the summary was relevant, but two important relationships were omitted.

Try it yourself: language control

1. Choose: The lecture focuses (on / at) urban transport.
2. Choose: The results (indicate / indication) a possible change.
3. Correct: Researchers was testing the device.
4. Choose: The image (illustrates / illustration) a process.
5. Choose: Students should submit (their / there) work online.

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Describe Image: select and relate key information

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Describe Image asks you to communicate the important information in a visual. First identify its type: a chart, table, map, process or other image needs a different approach. Locate the title, units and most obvious relationships. A useful response gives the overall subject, the main feature and a small number of supporting details. Reading every label mechanically can leave the listener without a clear message.

For a bar chart, compare the largest and smallest categories or a major contrast. For a process, follow stages; for a map, explain position or change. Keep numbers and units accurate. If a detail is unclear, describe what you can verify rather than inventing it. Practise selecting information during the preparation period and speaking in connected sentences. A flexible structure helps organisation, but a long memorised introduction consumes time and may not fit the image. The content must come from the visual in front of you.

Worked examples

Chart model: The chart compares three travel methods, with buses accounting for the largest share.

Process model: The material is first sorted, then cleaned and prepared for reuse.

Using campus refill stations

A campus installed refill stations beside its library and sports hall. The project aimed to reduce discarded plastic bottles and make drinking water easier to obtain. Students were asked to bring clean reusable bottles. During the first month, staff counted refills and collected comments about location and queues. A high refill count did not identify how many different students used the stations, because one person could refill several times. Maintenance staff checked cleaning and water supply daily. The campus would review the trial before deciding whether to install more stations near the lecture rooms.

Find evidence in the text

1. What two buildings are named as locations?
2. What should students bring?
3. Why does a refill count not equal a user count?
4. How often were maintenance checks made?
5. What decision remained for review?

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Summarize Group Discussion: keep perspectives distinct

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Summarize Group Discussion requires a coherent account of a conversation involving several perspectives. Listen for the shared topic, each speaker's important contribution and any agreement or disagreement. Do not merge different opinions into one claim. Notes can use short labels such as speaker A, B and C, with a few key ideas beneath each. The aim is meaning, not a complete transcript.

Organise the response around the discussion rather than mechanically listing every sentence. State the issue, explain the main positions and show how they relate. If the group reaches a decision, include it; if disagreement remains, preserve that instead of inventing consensus. Use your own words while retaining the content. For example, one student may value flexible online study, another stress feedback and a third propose a blended approach. A good summary captures both the alternatives and the suggested compromise without adding your personal opinion.

Worked examples

Relationship: One speaker supports flexibility, while another highlights the need for direct feedback.

Qualified conclusion: They consider a blended approach, but do not make a final decision.

Apply the skill

1. Describe this small table orally for 40 seconds: Bus journeys 2021 40, 2025 70; train journeys 2021 60, 2025 65.

2. Summarise the refill-station text in one sentence.

3. Respond to a situation: You need to leave a workshop ten minutes early for a scheduled appointment. Ask the tutor politely and explain how you will catch up.

Use separate paper or a device recording for longer responses. Keep your attempt for feedback. This is EWS skill practice, not an official score.

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