

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

Transcript:

The question “Why do students achieve so much with one teacher and so little under the guidance of another teacher?” is often asked. I believe, as a result of having done research in this area for some time, developing good classroom management is a determining factor. Respect is paramount. Students need to feel respected and in turn need to develop respect for the teacher. I’ve spoken to kids who delight in mucking up in class and I’ve talked to their teachers. A common non-verbal cue they both tend to give is rolling their eyes. “Oh, that class,” the teacher recoils. “Oh him!” the student groans. What’s clear here is a lack of respect. And don’t start to think as a teacher you’ll be able to fake it. Students are quick to smell a rat. Teachers who are not able to respect their students are in the wrong game.

- The question: “Why do students achieve so much with one teacher and so little under the guidance of another teacher?” is often asked. A common non-verbal cue they both tend to give is rolling their eyes. “Oh, that class,” the teacher recoils. “Oh him!” the student groans.
- Research indicates that students do better with one teacher than another as a result of good classroom management. A key feature of this is respect. Students quickly ascertain if a teacher lacks real respect.
- Why do students achieve so much more when they have teachers who show minimal respect for them and their classmates? There is no clear answer for this. However, at the moment there is little empirical data to draw meaningful conclusions. Often we fall back on anecdotal evidence.
- Non-verbal cues are key to developing respectful relationships in school environments. Rolling your eyes is a key indicator of a lack of respect, as are negative verbal responses. In order to promote effective learning both teachers and students need to show mutual admiration and respect.

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

Link of the audio: https://www.examenglish.com/PTE/pte_academic_listening_2.htm

Prof. Thanks for making the time to come and see me. As you know there are a couple of things I

Smith: think we need to discuss about your in the course.

Angelina: Yes, I know, I'm glad you could make the time.

Prof. Not a problem. It's really part of my job to make sure everyone in the course is

Smith: getting as much out of it as they can. If we just look at this spreadsheet which outlines your

assessment results so far, you can see that while your grades were fine -

certainly in the average for the year group as a whole - towards the end of Semester One they've started to drop off a bit.

Angelina: Yeah. Yes I see. I must admit that I had to take a fortnight off just after mid Semester break, and I really felt that the work I missed in those two lab have made it really hard for me to understand some of the underlying material required for the rest of the course.

Prof. Smith: Well, thanks for being so honest, Angelina... I think we're going to have to put some, think about putting some in place, so that by the end of year assessments you're going to have a fair chance of passing.

Angelina: Well, yeah, thanks Professor Smith, I couldn't agree more but I must admit I'm at the point I don't really know where to start to get on top of this.

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

Link of the audio: https://www.examenglish.com/PTE/pte_academic_listening_3.htm

Brad: As I was saying, Professor Mitchell...

Lisa: Oh, please call me Lisa.

Brad: Yes, well Lisa, well I'm still trying to get my head around the choice of for the optional part of the third year program. I was thinking of taking personal taxation law, and company tax, together with the extra five-credit-point course on goods and services and VAT type taxes, but I'm a bit that I'm going to pigeon-hole myself too early in the course.

Lisa: Yeah, hmmm.

Brad: As you know there are going to be for summer clerkships coming up and I really don't want to come across as too focused on certain areas that a lot of firms don't even do, you know, have a practice in?

Lisa: Well, don't forget, um, only about 25% of the course at this stage is elective-based and you'll still have that core of subjects — crim, legal institutions, , property law, general commercial and fed-con law all of which would be of interest to a lot of firms, so if I were you, which I'm not, I'd really just go with what my interests are, and enjoy the chance to undertake some work in an area that I'm to pursue. Don't you think? There's an awful lot of time in this profession where you'll be undertaking long, stressful hours on projects that don't really interest you as much.

You will hear a short lecture. Write a summary for a fellow student who was not present at the lecture. You should write 50–70 words. You have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points presented in the lecture.

*Type in words and click on 'Guess' or press ENTER. (Score +1 per correct word)
Click on any gap to see the word. (Score -1 per word)
You may want to see the summary before you start. (Score -10 to see the text)*

Link of the audio: https://www.examenglish.com/PTE/pte_academic_listening_4.htm

You will hear a short lecture. Write a summary for a fellow student who was not present at the lecture. You should write 50–70 words. You have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points presented in the lecture.

Type in words and click on 'Guess' or press **ENTER**. (Score +1 per correct word)
Click on any gap to see the word. (Score -1 per word)
You may want to **see the summary** before you start. (Score -10 to see the text)

Link of the audio: https://www.examenglish.com/PTE/pte_academic_listening_5.htm

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Listen to the recording and answer the question by selecting all the correct responses. More than one response is correct.

Link of the audio: https://www.examenglish.com/PTE/pte_academic_listening_6.htm

1 Which of the following statements concerning the operation of catalytic converters are correct?

- The inclusion of catcons on diesel engines is prohibited by law.
- Carbon and other engine deposits impede their efficient operation.
- Inappropriate use in mining equipment, trucks and buses renders them ineffective.
- They convert toxic substances to less harmful substances which are emitted from engines.
- The use of converters intended for use on petrol engines on diesel engines is a common problem.

There are 8 questions in this quiz. You will hear a sentence. Type the sentence in the box below exactly as you hear it. Write as much of the sentence as you can. You should listen to the sentence only once.

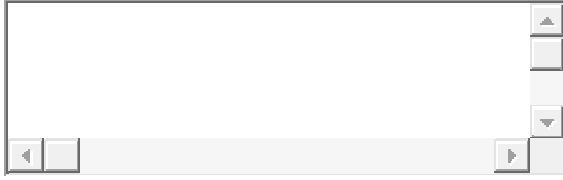
Link of the audio: https://www.examenglish.com/PTE/pte_academic_listening_dictation.htm

1.

There are 16 questions in this quiz. You will hear a sentence. Type the sentence in the box below exactly as you hear it. Write as much of the sentence as you can. You should listen to the sentence only once.

Link of the audio:

https://www.examenglish.com/PTE/pte_academic_listening_dictation2.htm 1.



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

Transcript

Teamwork can also lead to inconsistency – a common cause of poor sales. In the case of a smartphone that a certain company launched, one director wanted to target the business market, and another demanded it was aimed at consumers. The company wanted both directors to be involved, so gave the product a consumer-friendly name, but marketed it to companies. The result was that it met the needs of neither group. It would have been better to let one director or the other have his way, not both. Now industriousness or hard work. It's easy to mock people who say they work hard.

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

Transcript

The new biology course will be starting in February.

Instructions

1. You will hear a short report. Write a summary for a fellow student who was not present. You should write 50-70 words.

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

Audio: <http://pteacademy.in/wp-content/uploads/2018/09/arctic-ice.mp3>

2. You will hear a short report. Write a summary for a fellow student who was not present. You should write 50-70 words.

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

Audio: <http://pteacademy.in/wp-content/uploads/2018/09/university.mp3>

3. You will hear a short report. Write a summary for a fellow student who was not present. You should write 50-70 words.

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

Audio: <http://pteacademy.in/wp-content/uploads/2018/09/animals-2.mp3>

4. You will hear a short report. Write a summary for a fellow student who was not present. You should write 50-70 words.

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

Audio: <http://pteacademy.in/wp-content/uploads/2018/09/studyabroad.mp3>