Writing: three flexible structures

PTE Academic only. Plan from the actual passage, lecture or essay question; use your own wording and check the result against its source.

Task / checker	Academic response	Structure
Summarize Written Text	10 min; 5–75 words	Main idea + essential supporting point + contrast or consequence, joined into one grammatical sentence.
Write Essay	20 min; 200–300 words	Position → one relevant reason with an example → a contrasting reason or limitation → conclusion that answers the question.
Summarize Spoken Text	10 min; 50–70 words	Introduce the lecture topic, connect its key ideas, then state the speaker's conclusion or purpose.

Response-length rules

Summarize Written Text: Write one sentence of 5–75 words; fewer than 5 or more than 75 words scores zero.

Write Essay: Full Form credit at 200–300 words; under 120 or over 380 words scores zero.

Summarize Spoken Text: Full Form credit at 50–70 words; under 40 or over 100 words scores zero.

Plan before drafting

Central message / position:

Supporting point and its connection:

Conclusion / implication:

The following pages reuse saved authored answers and their actual rubric output. Open each checker to read or hear the source; no bank passage is reproduced in this pack.

Summarize Written Text: saved worked example

Fill-in sentence framework

Contrast and linked effects

> Although [contrasting fact], [central claim] by [effect one] while [effect two], with [qualification].

Relative clause and result

> [Topic] [main development], which [effect or explanation], so [overall consequence].

Choose one structure, not both together. Supply the central meaning and its links; a connector alone cannot earn content points. The saved answer below fills the contrast frame with the population-ageing example.

Read the source and saved feedback online

Saved authored answer

Although Japan aged more rapidly than Australia, population ageing challenges Australian policy makers by reducing labour supply and consumer demand while increasing pension, health and aged care needs, with the pace of adjustment depending on fertility, mortality and migration.

Frame slot	Filled from the saved answer
Contrast	Japan aged more rapidly than Australia
Central claim	Population ageing challenges Australian policy makers
Linked effects	Less labour supply and demand; greater pension, health and care needs
Qualification	Adjustment depends on fertility, mortality and migration

Saved marking output

39 words; 1 sentence(s); practice estimate 81 / 90.

Content: 3 / 4; Form: 1 / 1; Grammar: 2 / 2; Vocabulary: 2 / 2

Saved missed-point feedback: comparative historical context (50-year reversal); environmental/social perspectives on population decline.

Credit: form, grammar and vocabulary reach their saved rubric maxima; content loses one point and the missed details are listed above.

Scored 2026-10-18. RealPTE display values are practice estimates, not a Pearson conversion or a prediction of your Writing result.

My revision focus:

Write Essay: saved worked example

Fill-in sentence framework

Opening

> [Topic] is often presented as [common view]. However, [qualification]. I believe [clear position].

Body (repeat for a second reason if needed)

> One reason is [reason]. This matters because [explanation]. For example, [relevant illustration]. Therefore, [link to position].

Conclusion

> In conclusion, [position in fresh words]. [Main reason or condition] matters more than [less decisive factor].

Use the opening, body and conclusion as three paragraph roles. Repeat the body role when you need another developed reason: the unchanged saved example below has two body paragraphs.

Read the source and saved feedback online

Saved authored answer

Travelling abroad is often presented as an essential part of university education. However, excellent scholars have also developed their knowledge without leaving their home countries. I believe that overseas study can be valuable, but it is not necessary for every student to receive a strong tertiary education.

One advantage of studying abroad is exposure to different ways of thinking. Students may encounter research facilities, teaching methods or specialist courses that are unavailable locally. Living in another culture can also encourage independence. For example, a student working on an international research project may learn to explain ideas to colleagues with very different backgrounds. These experiences can support both academic and personal development.

Nevertheless, travelling does not automatically improve learning. A student still needs effective teaching, reliable resources and the motivation to study. Many local universities provide these conditions, while international journals and online seminars allow students to engage with overseas research. Remaining at home can also reduce financial pressure and help students maintain important support networks. For a student with limited funds, choosing a suitable local course may therefore be more useful than paying to travel simply for the experience.

In conclusion, travel can enrich higher education when it gives a student access to relevant opportunities. It should be regarded as one possible route rather than a requirement for academic success. The quality of the course and the student's engagement matter more than the distance between the university and home.

Saved marking output

239 words; 16 sentence(s); practice estimate 81 / 90.

Content: 5 / 6; Form: 2 / 2; Development: 5 / 6; Grammar: 2 / 2; Linguistic Range: 5 / 6; Vocabulary: 2 / 2; Spelling: 2 / 2

Credit: form, grammar, vocabulary and spelling reach their saved maxima; content, development and linguistic range each fall one point short. The saved notes give no more specific explanation.

Scored 2026-10-18. RealPTE display values are practice estimates, not a Pearson conversion or a prediction of your Writing result.

Summarize Spoken Text: saved worked example

Fill-in sentence framework

Lecture summary

> The lecturer explains [central topic]. [Main point one] because [supporting reason]. The speaker also describes [main point two]. Overall, [conclusion or implication from the lecture].

Use one paragraph. Keep the lecturer’s central topic and connected points; add a conclusion only when the source supports it.

Read the source and saved feedback online

Saved authored answer

The lecturer explains why readers should explore Plato's Republic. Written as a lively conversation, the book is accessible despite addressing difficult philosophical questions. It explores why people should act morally even when injustice appears to bring rewards. Rather than simply presenting answers, the speaker encourages readers to engage with these fundamental questions and discover the book's ideas for themselves.

Frame slot	Filled from the saved answer
Central topic	Why readers should explore Plato’s Republic
First point and support	A conversational form makes difficult questions accessible
Second point	The book asks why people should act morally
Closing message	Readers are encouraged to engage with the questions themselves

Saved marking output

59 words; 4 sentence(s); practice estimate 90 / 90.

Content: 4 / 4; Form: 2 / 2; Grammar: 2 / 2; Vocabulary: 2 / 2; Spelling: 2 / 2

Credit: every saved rubric trait reaches its maximum; no loss is recorded. This describes this answer only.

Scored 2026-10-18. RealPTE display values are practice estimates, not a Pearson conversion or a prediction of your Writing result.

My revision focus: