PTE Academic | Beginner

EWS-PTE-L1-01 | Guided learning and practice

Read meaningful phrases aloud

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Reading aloud begins with understanding. Read a short sentence silently and identify the main message before you speak. Group words that belong together: The new library / opens next Monday. A short pause at a natural boundary makes the message easier to follow. Pausing after every word can break the meaning, while speaking too fast can hide endings and small grammatical words. Aim for steady, understandable speech rather than copying another person's accent.

Check common problems one at a time. Say the final sounds in words such as books, worked and students when they belong in the sentence. Notice word stress in familiar vocabulary and let punctuation guide your pace. Record a short attempt if your device permits it, then listen for one specific feature. Do not restart every sentence because of a small slip. First develop accurate short phrases; later extend the passage and practise the actual Read Aloud instructions. A device recording is a learning aid, not a Pearson score or a substitute for its test microphone.

Worked examples

The students / submitted their reports / before Friday. Each group has a useful meaning; the final -s in students and reports still matters.

Clear meaning: The library is closed today. A change in speed should not make is closed sound like is open.

Try it yourself: language control

1. Choose: The students (is / are) waiting outside.
2. Choose: Please (return / returns) the book tomorrow.
3. Correct: The class begin at ten.
4. Choose: She is interested (in / on) science.
5. Choose: The room is (quiet / quietly).

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Remember meaning before repeating a sentence

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When you hear a sentence once, first identify its meaning: who is involved, what happened and any important time or place. Store it in short meaningful groups rather than as separate letters. For example, Please return / the borrowed books / by Friday has three useful chunks. Repeat the whole message with the original word order as accurately as possible. Do not replace a negative instruction with a positive one simply because the positive phrase is more familiar.

Start practice with five or six words, then gradually use longer sentences. Listen without looking at a transcript, repeat, and only then compare your version with the original. Record omissions, changed words and word-order errors separately. If you remember only part, practise recovering a complete meaningful group rather than inventing unrelated material. For dictation, the same meaning-first approach can help, but you must also check spelling and grammar in the written result. A written transcript used during an attempt turns the activity into reading; it is not evidence of listening ability.

Worked examples

Original: The workshop has been moved to Friday. Changed version: The workshop was cancelled. This changes the message and is not an accurate repeat.

Original: Please submit the form before noon. Meaning chunks: submit the form / before noon. The deadline must stay in the response.

A study-room booking

Mina wants to reserve a quiet room for three students. The library has a small room for two people and a larger room for six. The small room is available at ten, but the larger room is free only after eleven. Mina chooses the larger room for eleven thirty and books it for one hour. Each student must show a library card on arrival. Food is not permitted, although water bottles are allowed. A member of staff will check the room at the end. Mina must cancel by nine on the booking day if the group cannot attend.

Find evidence in the text

1. How many students need the room?
2. Which room does Mina choose?
3. What time is booked?
4. What must each student show?
5. Are water bottles allowed?

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Summarise a small text without copying everything

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A summary keeps the main message and the most useful support. Read the text, identify its topic and ask what the writer wants the reader to understand. Separate that point from an example, a minor number or an extra description. If a paragraph explains both a benefit and a limitation, a fair summary should not report only the benefit. Do not invent a conclusion that sounds stronger than the source.

Build a short accurate sentence before trying a complex one. You can connect a contrast with but or although, and a cause with because when the source supports that relationship. Check that your sentence has a subject and a main verb. In later PTE Summarize Written Text practice, follow the official one-sentence and word-limit rules; foundation activities may use shorter texts to teach the underlying skill. For spoken summaries, explain the content clearly rather than reciting a general template. Your own words should preserve the source meaning, not simply exchange every word for an unfamiliar synonym.

Worked examples

Source: A trial saved water, but some taps needed repair. Summary: The trial reduced water use, although repairs were still necessary.

Weak summary: Technology solves all problems. This is too general when the source describes only one limited trial.

Apply the skill

1. Read aloud: The new study room opens next Monday. Students should bring a notebook and arrive before nine.

2. Practise repeating with a helper: Please return the borrowed books before Friday. Listen without reading, repeat, then compare.

3. Write one sentence summarising: The centre added evening classes. They help learners who work during the day.

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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