Read Aloud

PTE Academic - selected task types

Name: _____ Date: _____

Understand the idea

Read in meaningful groups. Keep words and endings clear, and use pauses that match the meaning.

Example: Our class / planned a visit / to the museum.

Read the short text silently first. Mark meaningful pauses. Then say the complete text clearly in one continuous attempt. Use an optional local recording app if you want to compare attempts; no recording is submitted here.

මුලින් ඔබම ක්‍රියාකාරකම් කරන්න. පසුව වෙනම පිළිතුරු පත්‍රය බලන්න.

A shared study space can help students work without interruption. However, useful access depends on more than a quiet room. Opening hours, transport and the availability of suitable materials all affect who can benefit. Asking learners about these practical barriers can help a community design a more inclusive service.

නිහඬ ඉගෙනුම් ස්ථානයකින් ප්‍රයෝජන ගැනීමට වේලාව, ගමනාගමනය සහ සම්පත් වැනි පහසුකම්ද වැදගත්ය.

Try it yourself

1. Read the text above aloud. Keep a steady pace and pronounce word endings clearly.
2. Mark three sensible phrase boundaries in the text.

3. Say these contrasts clearly: study/studies; plan/planned; useful/useless.

4. After two attempts, write one improvement you can hear.

Summarize Written Text

PTE Academic - selected task types

Understand the idea

Read once for the main idea. Read again to find the detail or evidence needed for each answer.
Example: A question beginning Why needs a reason supported by the text.
Use 10 minutes. Write ONE complete sentence of 5-75 words. Include the main idea and key supporting information, using your own words.
දී ඇති උපදෙස් අනුව ඔබේම පිළිතුර ලියන්න.

A university library introduced short appointments to help new students plan research. Previously, many students asked for help only when an assignment deadline was close. During the appointments, librarians demonstrated how to identify key terms, compare sources and keep a record of useful references. The programme did not promise to write assignments or choose an argument for a student. Its aim was to build habits that students could use independently.
After the first month, participants reported that starting a search felt less confusing. However, the library did not treat these comments as proof that examination results had improved. Students who booked appointments may already have been more motivated than those who did not. The next review would therefore include feedback from non-users and information about appointment availability.
The librarians also noticed an access problem. Some students worked during the usual appointment hours. In response, the library planned a small number of evening sessions before expanding the programme. The experience suggested that useful learning support depends on both clear guidance and practical access. A service can be well designed in principle while remaining unavailable to the people who need it most.
පර්යේෂණ උපදෙස් දෙන හමුවීම්වල ප්‍රයෝජනය සහ ඒවාට සහභාගි වීමේ ප්‍රායෝගික බාධා පුස්තකාලය විමසයි.

Try it yourself

1. Write one sentence summarising the text above.

2. Check: Is your response one grammatical sentence, within 5-75 words, with no invented claim?