RA, RS and ASQ: ready-to-use practice

RA and RS reproduce the supplied words; ASQ needs a short factual answer. Use these original teaching examples to practise delivery, without adding an introduction.

Read Aloud: phrase boundaries and stress

The neighbourhood repair cafe welcomes visitors who want to mend small household items. Volunteers demonstrate safe techniques, while visitors bring their own replacement parts.

> The neighbourhood **REPAIR CAFE** / welcomes visitors / who want to **MEND** small household items. / Volunteers demonstrate **SAFE TECHNIQUES**, / while visitors bring their **OWN REPLACEMENT PARTS**.

/ marks a meaning boundary; bold capitals mark words to stress, not words to shout. Keep the words within each group connected and pause more fully at the sentence end.

Repeat Sentence: hold meaning groups

Please leave the delivery trolley beside the entrance to the craft room.

> Please leave / the delivery trolley / beside the entrance / to the craft room.

Hold the action, object and location together. Say the complete sentence in its original order; the slashes are memory cues, not extra pauses to insert mechanically.

Answer Short Question: five short answers

Original question	Direct answer
What do you call the printed list that shows when each bus leaves?	A timetable
How many hours are there in two days?	Forty-eight
Which piece of kitchen equipment keeps food cold?	A fridge / A refrigerator
Which tradesperson repairs a broken door lock?	A locksmith.
Which part of a book lists its chapters and their page numbers?	The contents page.

Cover the answer column, answer aloud, then check whether you supplied the requested fact. For a missed item, identify whether the difficulty was the question word or the vocabulary.

DI and RL: sentence frames with examples

Replace each bracket with a detail actually visible or heard. The examples below are authored teaching material, not scored responses.

Describe Image: fill the slots

Prompt: An image · Prep: 25 seconds · Answer: 40 seconds

Topic → main feature → one or two details → conclusion

> The [chart type] shows [topic]. The highest is [item] at [value], while the lowest is [item] at [value]. Another feature is [comparison or trend]. Overall, [main pattern].

Original chart and complete example

Describe this imaginary chart: Community centre room bookings: Monday 12, Tuesday 18, Wednesday 9, Thursday 21.

The bar chart shows community centre room bookings from Monday to Thursday. The highest is Thursday at 21 bookings, while the lowest is Wednesday at 9. Tuesday has 18 bookings compared with 12 on Monday. Overall, bookings vary across the four days, with the busiest day immediately after the quietest.

For a process image, replace the highest/lowest sentence with “The process begins with [step] and ends with [result].” Do not invent a trend or a cause.

Retell Lecture: fill the slots

Prompt: Recording up to 90 seconds · Prep: 10 seconds · Answer: 40 seconds

Topic → key points and how they connect → conclusion

> The lecture focused on [topic]. The speaker explained that [point one], because [reason]. Another point was [point two]. However, [qualification]. Overall, [conclusion linked to the topic].

Original mini-lecture and complete example

A speaker explains that city trees lower street temperatures, reduce flooding by absorbing rain, and are cheaper to plant than to replace drainage, but young trees need water for three years.

The lecture focused on the benefits of trees in cities. The speaker explained that trees reduce flooding because they absorb rain. Another point was that trees make streets cooler and can cost less than replacing drainage. However, young trees need regular watering for three years. Overall, city trees bring benefits when their early care is planned.

Before recording, reduce the lecture to topic → benefits → qualification. Afterwards, check whether your “because” link is supported by what the speaker actually said.

SGD and RTS: sentence frames with examples

Use speaker-specific details for SGD and address the listener directly for RTS. These original examples have no score attached; saved scores on different material appear on the next page.

Summarize Group Discussion

Prompt: Recording up to 3 minutes · Prep: 10 seconds · Answer: 2 minutes

Topic → each speaker's view → where they agree or disagree → outcome

> The discussion was about [topic]. The first speaker favoured [view and reason]. The second speaker raised [different view and reason], while the third proposed [suggestion]. They agreed on [shared point], but differed over [remaining issue]. The outcome was [decision or unresolved question].

Original discussion in brief

Three neighbours discuss a shared garden. Mina wants vegetables for shared meals. Owen prefers flowers because he can only help at weekends. Leila suggests separate beds and a shared watering rota. All support the rota and agree to trial both kinds of bed, but have not decided how much space each will receive.

Complete example

The discussion was about a shared neighbourhood garden. Mina favoured vegetables for shared meals. Owen preferred flowers because he was only available at weekends, while Leila proposed separate beds with a shared watering rota. They agreed on the rota but had not settled the space for each crop. The outcome was a trial of vegetable and flower beds before allocating the space permanently.

Respond to a Situation

Prompt: A situation you hear and read, up to 60 words · Prep: 10 seconds · Answer: 40 seconds

Greeting and context → the problem → your request or suggestion → polite close

> Hello [listener], I am speaking to you about [situation]. The problem is [specific difficulty], and I need [reason or purpose]. Could we [practical request]? If that is difficult, could we [alternative]? Thanks for your help.

Original situation

You booked a quiet meeting room, but a music rehearsal is taking place next door. Ask the receptionist for a practical solution.

Complete example

Hello, I have booked a meeting room for a recorded interview, but the rehearsal next door is quite loud. Could we move to a quieter room, or arrange a short pause while we record?

RTS variation: use “You might enjoy [activity] because [reason]” when advising a friend. A situation may need advice, an invitation or an explanation rather than a complaint. Match the request to the prompt.

Speaking: read the saved scores honestly

Saved RealPTE scoring output on authored demonstration answers and synthetic recordings. These practice estimates belong to the linked saved answers, not the new teaching examples on the preceding pages. They are not Pearson results.

Saved answer / recording	Actual saved rubric	Where it earned / lost points
Read Aloud #010001	89 / 90 Content: 0.965 / 1; Pronunciation: 5.0 / 5; Fluency: 5.0 / 5	Credit: steady pacing. Loss: recognised text missed “specific” and “recent”.
Repeat Sentence #020002	81 / 90 Content: 2 / 3; Pronunciation: 5.0 / 5; Fluency: 5.0 / 5	Credit: fluent delivery. Loss: recognised text missed “full” and “all”.
Describe Image #031008	82 / 90 Content: 4 / 5; Pronunciation: unavailable (not measured); Fluency: 5.0 / 5	Credit: topic and comparisons covered. Loss: the saved feedback flags the claim about the smallest item as inaccurate.
Retell Lecture #040042	82 / 90 Content: 4 / 5; Pronunciation: unavailable (not measured); Fluency: 5.0 / 5	Credit: main argument and supporting details covered. Loss: a benefit to both sides of migration was omitted.
Summarize Group Discussion #SGD1-001	90 / 90 Content: 5 / 5; Pronunciation: unavailable (not measured); Fluency: 5.0 / 5	Credit: each speaker’s view and the outcome covered; no loss recorded in the available rubric.
Respond to a Situation #RTS1-001	82 / 90 Content: 4 / 5; Pronunciation: unavailable (not measured); Fluency: 5.0 / 5	Credit: problem and request covered. Content is 4/5; the engine lists no specific missing point, so a cause for that deduction is not established.

Pronunciation: unavailable (not measured) means there is no measurement to report. RA and RS do have saved rubric values; a rubric value is still not an independent assessment of a student’s accent. Recognition can be wrong: replay before treating a missing word as a speaking error.

Use the feedback on your next recording

1. Open one saved answer and listen while reading its prompt. 2. Locate one credited detail and any recorded loss. 3. Compare your own recording with its prompt, then change one detail or phrase group before retrying.

ASQ: practise the five question-answer pairs on page one. It uses answer matching; no template score has been invented.

Return to the speaking template guide