

Paper Reference(s): 4063/02

# Pearson Test of English General

Speaking Test

Level 3

February 2019

## Instructions for interlocutors

### PTE General Level 3

The Interlocutor conducts the test in accordance with the test specifications, the general guidance for Interlocutors and the Interlocutor Script. Make sure you read these before you conduct the test.

### The speaking test has 4 sections

Section 10: Personal Information: 1.5 minutes

Section 11: Discussion: 2 minutes

Section 12: Picture: 1.5 minutes

Section 13: Role Play: 2 minutes

### Please note:

Sections 12 and 13 have two sets of tasks: A and B. Students with odd test taker numbers should do 12A and 13A, students with even test taker numbers should do 12B and 13B.

Please use the relevant enclosed picture card and test taker role card when administering Section 12 and Section 13 of the test.

Please ensure that you record the speaking test as instructed. Test takers must take all the relevant sections of the test.

When you record a test, please state clearly at the beginning of the test:

- Centre number
- Level being tested
- Name and examiner number of the Interlocutor
- Full names and numbers of each test taker

### Start test with the following:

Good morning/afternoon. My name's \_\_\_\_\_.

Standard Question: *Can you tell me your name please?*

[1. Check test taker's name against attendance sheet.

2. Start timer.

3. Begin test.]

Turn over ►

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## Marking Criteria Grid

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### Marking Scale for Levels A1–L4:

- 1 = A score of 'one' is given if the performance is below the level of the CEF descriptor.
- 2 = A score of 'two' is given if the performance is just at the level of the CEF descriptor.
- 3 = A score of 'three' is given if the performance clearly matches the CEF descriptor of the relevant level.
- 4 = A score of 'four' is given if the performance is almost at the level of the next CEF descriptor.
- 5 = A score of 'five' is given if the performance is above the level of the CEF descriptor.
- 0 = A score of 'zero' is used for SILENCE or IRRELEVANT or NON-ENGLISH material.



### Level 3 Total Score Points: Max 45

Sections of PTE G Speaking Test	Task Engagement Gatekeeper	Individual Traits	Score Points for Individual Traits		
<b>Section 10</b> Long turn	yes/no	<u>Sustained Monologue: (describing experience)</u> Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.  <b>or</b> <u>Sustained monologue (putting a case)</u> Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	1, 2, 3, 4, 5		
<b>Section 11</b> Discussion on a concrete issue	yes/no	<u>Turn taking</u> Can initiate, maintain and end discourse appropriately with effective turn taking. Can use stock phrases (e.g. "That's a difficult question to answer") to gain time and keep the turn whilst formulating what to say.	1, 2, 3, 4, 5		
<b>Section 12</b> Responding to a visual stimulus	yes/no	<u>Thematic Development</u> Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.	1, 2, 3, 4, 5		
<b>Section 13</b> Role play	yes/no	<u>Sociolinguistic Appropriateness</u> Can express him/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned. Can express him/herself appropriately in situations and avoid cross errors of formulation.	1, 2, 3, 4, 5		
Overall Qualitative Aspects (QA) of Spoken Language Use	<u>Fluency</u> Can produce stretches of language with a fairly even tempo; although s/he can be hesitant as s/he searches for patterns and expressions. There are few noticeably long pauses.	<u>Interaction</u> Can initiate discourse, take his/her turn when appropriate and end conversation when s/he needs to, though s/he may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	<u>Range</u> Has sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	<u>Accuracy</u> Shows a relatively high degree of grammatical and lexical* control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	<u>Phonological Control</u> Has acquired a clear, natural, pronunciation and intonation.
<b>Score Points for QA</b>	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5

\*The original wording of the CEF descriptor was altered in order to accommodate the specific skill tested in PTE General

**SECTION 10: PERSONAL INFORMATION (1.5 MINUTES)**

*Now I'd like you to speak on your own for about one minute.*

**Main prompt 1:**

- *Tell me about the weather where you live.*

**Follow-up prompts:**

- *What is the weather like in the summer?*
- *How different is the weather in winter?*
- *Is the weather one of the reasons people like living where you live? Why/Why not?*
- *How important to you is good weather?*

**Main prompt 2:**

- *What are the qualities you look for in a friend?*

**Follow-up prompts:**

- *What is the most important quality that a friend of yours must possess?*
- *Do you think you will look for different qualities in friends when you get older? Why/Why not?*
- *Do you consider yourself to have qualities that make you a good friend to others? Why/Why not?*
- *If a friend has some bad qualities, what could be a reason for staying friends with that person?*

**Main prompt 3:**

- *What kind of food do you like to cook?*

**Follow-up prompts:**

- *How often do you cook meals?*
- *How did you learn to cook?*
- *What kind of meals would you like to be able to cook?*
- *How could you improve your cooking skills?*

**Main prompt 4:**

- *What does it mean to have a pet?*

**Follow-up prompts:**

- *If you have a pet, what are the benefits? If not, what are the benefits of having a pet?*
- *What are the responsibilities that go with having a pet?*
- *Are some pets better to have than others? Why/Why not?*
- *Are there some people who should not have pets? Why/Why not?*

## SECTION 11: DISCUSSION (2 MINUTES)

Now, we are going to discuss something together. The question is: "Should young people be taught at school how to be sensible with money and save for the future?" What do you think?

(Use the following arguments as appropriate to take an opposing view to that of the test taker.)

### For

- *Dealing with money is a life skill that schools should be teaching children.*
- *Too many young people spend money without thinking about the future.*
- *Young people nowadays often expect to have everything they want immediately.*
- *If you don't save money when you're young, you may have financial problems later in life.*

### Against

- *It isn't the job of schools to teach children how to live their lives.*
- *Life is expensive so most young people find it hard to save money.*
- *Young people should be free to have fun, not be sensible and serious.*
- *Nobody knows what might happen in the future, so young people should just enjoy the present.*

## SECTION 12A: PICTURE (1.5 MINUTES)

Now, here are two pictures showing scenes related to the news. Please tell me what you can see in the pictures.

(Hand the pictures to the test taker)



Alright? Begin now please.

(Allow the test taker to speak for about one minute, then ask this secondary prompt)

What do you think are the advantages and disadvantages of seeing news on television compared to reading newspapers?

(Retrieve the pictures)

### SECTION 13A: ROLE PLAY (2 MINUTES)

*Now we are going to take part in a role play. Here is a card with the situation on it. Please read it to yourself.*

(Hand the card to the test taker. Allow up to 15 seconds to study the card)

#### Test taker's card

The situation: You are a student. You help to produce a student newspaper in your school.  
The examiner is your teacher.

Your goal: You want to persuade your teacher to write a short article for your student newspaper.

#### Interlocutor's script

*You are a student and you help to produce a student newspaper in your school. I am your teacher, and you want me to write a short article for your newspaper.*

*Alright? You start.*

#### Suggested prompts

- *But I couldn't write anything interesting to the students.*
- *How long would the article have to be?*
- *What other articles will there be in the newspaper?*
- *OK, I'll see what I can do?*

(Retrieve the card)

*Thank you. That is the end of the test.*



## SECTION 12B: PICTURE (1.5 MINUTES)

Now, here are two pictures showing different types of holiday accommodation. Please tell me what you can see in the pictures.

(Hand the pictures to the test taker)



Alright? Begin now please.

(Allow the test taker to speak for about one minute, then ask this secondary prompt)

What kind of people would each place appeal to? Why?

(Retrieve the pictures)

### SECTION 13B: ROLE PLAY (2 MINUTES)

*Now we are going to take part in a role play. Here is a card with the situation on it. Please read it to yourself.*

(Hand the card to the test taker. Allow up to 15 seconds to study the card)

#### **Test taker's card**

The situation: The examiner is your friend. You want to go camping, but you don't want to go alone.

Your goal: Persuade your friend to go with you.

#### **Interlocutor's script**

*I am your friend. You want to go camping, but you don't want to go alone.*

*Alright? You start.*

#### **Suggested prompts**

- *I don't have a tent.*
- *The weather might not be good.*
- *We can't watch television in the evening.*
- *I don't know how to cook without a kitchen.*

Close the conversation by agreeing to go.

(Retrieve the card)

*Thank you. That is the end of the test.*

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