

Paper Reference(s): 4065/02

Pearson Test of English General

Speaking Test

Level 5

February 2019

Instructions for interlocutors

PTE General Level 5

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: 2 minutes

Section 11: Discussion: 2 minutes

Section 12: Picture: 2 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

2 Marking Scale for Level 5

- 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.
- 0 = A score of 'zero' is used for SILENCE or IRRELEVANT or NON-ENGLISH material.

Level 5 Total Score Points: Max 27

Sections of PTE G Speaking Test	Task Engagement Gatekeeper	Individual Traits	Score Points for Individual Traits		
Section 10 Long turn	yes/no	<u>Sustained Monologue</u> Can give clear, smoothly flowing, elaborate and often memorable descriptions. Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	1, 2, 3		
Section 11 Discussion on an abstract issue	yes/no	<u>Turn taking</u> Can if necessary manipulate a discussion. Can get and or keep the floor even in hostile, emotional or contentious situations. Appropriately balances politeness and determination.	1, 2, 3		
Section 12 Responding to a visual stimulus	yes/no	<u>Thematic Development</u> Can give extended and clearly structured descriptions and narratives, effectively using a variety of organisational patterns which help listeners to easily follow the line of argument and distinguish main and secondary points.	1, 2, 3		
Section 13 Role play	yes/no	<u>Sociolinguistic Appropriateness</u> Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly.	1, 2, 3		
Overall Qualitative Aspects of Spoken Language Use	<u>Fluency</u> Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	<u>Interaction</u> Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making, etc.	<u>Range</u> Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	<u>Accuracy</u> Maintains consistent grammatical and lexical* control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	<u>Phonological Control</u> Speech is immediately and certainly understood. Speaker uses assimilation, and deletions comparable to the continuous speech from a L1 speaker.
Score Points for QA	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3	1, 2, 3

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

SECTION 10: PERSONAL INFORMATION (2 MINUTES)

Now I'd like you to speak on your own for about two minutes.

Main prompt 1:

- *Why are fashionable clothes so important for some people?*

Follow-up prompts:

- *How often do you go shopping for clothes? Why/why not?*
- *What do you look for when buying clothes? Why?*
- *Why do you think some clothes are so expensive?*
- *How far can you judge people by the clothes they wear?*

Main prompt 2:

- *Why are domestic pets such as cats and dogs so important for some people?*

Follow-up prompts:

- *How popular are domestic pets in your country?*
- *What problems can arise from becoming emotionally attached to a pet? Why/Why not?*
- *How can people love animals and be meat eaters?*
- *What are your attitudes to animal rights activists?*

Main prompt 3:

- *Why do you think social networking sites such as Facebook have become so popular?*

Follow-up prompts:

- *How often do you or your friends use social networking sites? Why/why not?*
- *What effects does social networking have on traditional methods of socialising?*
- *Why are older people less likely to use social networking facilities?*
- *Do you think social networking sites should be more strictly regulated? Why/why not?*

Main prompt 4:

- *What has been the contribution of television to modern life?*

Follow-up prompts:

- *What are the strengths and weaknesses of television in your country?*
- *What types of programme do you watch on television? Why?*
- *In your view, what kinds of programmes should not be shown on television?*
- *Do you think television will be more or less popular in the future? Why/why not?*

SECTION 11: DISCUSSION (2 MINUTES)

Now, we are going to discuss something together. The question is: "Should we be using public transport more and cars less?" What do you think?

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

For

- *Public transport is better for the environment.*
- *Travelling by public transport is less stressful.*
- *The roads would be less crowded if people used public transport more.*
- *Some people use their cars even for very short journeys.*

Against

- *Public transport isn't always reliable.*
- *Cars are quicker than buses.*
- *You have greater independence with a car.*
- *Car travel is often cheaper than public transport.*

SECTION 12A: PICTURE (2 MINUTES)

Now, here are two pictures showing types of shopping. 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 put this secondary prompt)

Which of these pictures would you choose for an article called "Shopping: Holding on to tradition." And why?

(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 want yourself and your flatmate to contribute 50% each to a weekly food shopping budget. The examiner is your flatmate.

Your goal: Persuade your flatmate that it's a good idea.

Interlocutor's script

You want yourself and your flatmate to contribute 50% each to a weekly food shopping budget. I am your flatmate. You try to persuade me that it is a good idea.

Alright? I'll start.

I don't think a combined shopping budget is really necessary.

Suggested prompts

- *We've always bought our own food before.*
- *We don't always like the same kind of food.*
- *You often buy expensive food.*
- *Sometimes one of us is away from the flat for a few days.*

(Close the interaction by agreeing to think about the idea.)

(Retrieve the card)

Thank you. That is the end of the test.

SECTION 12B: PICTURE (2 MINUTES)

Now, here are two pictures showing different ways of learning. Please describe what you can see in the pictures and compare the effectiveness of each type of learning.

(Hand the pictures to the test taker)



Alright? Begin now please.

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

Which of these pictures would you choose for an advertisement for a university course, and 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: You have a place at a college for a course starting next month but you now want to put it off until next year. The examiner is your senior tutor.

Your goal: Persuade your senior tutor to let you start the course next year.

Interlocutor's script

You want to persuade your senior tutor to allow you to start your course next year. I am the senior tutor.

Alright? I'll start.

Why have you left it so late to make your decision?

Suggested prompts

- *What do you intend to do with the year?*
- *How do we know you'll start the course next year?*
- *You might forget your studies if you take a year off.*
- *What are you going to do if we refuse your request?*

(Retrieve the card)

Thank you. That is the end of the test.

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