

Paper Reference(s)

**4181, 4182, 4183, 4184**

**PTE**

**Pearson Test of English**

**Young Learners**

**Instructions for PTE Young Learners**

**Oral Examiners**

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## Pearson Test of English Young Learners

### Instructions for the Oral Examiner

Before conducting the oral test the oral examiner must read the guidance notes inside the current version of the booklet “PTE Young Learners Oral Examination Guide”. This booklet will be sent to the test centre by email, three weeks before the date of the written examination. If you have any queries, please contact Pearson Language Tests by emailing [pltsupport@pearson.com](mailto:pltsupport@pearson.com)

### Oral Test

The oral test is a compulsory part of the Pearson Test of English Young Learners. Candidates are examined in groups of five by a trained oral examiner who acts as both interviewer and assessor. At each level the oral test lasts 20 minutes and consists of two 10-minute tasks which focus on the language of the level being tested. The oral accounts for 20 marks.

### Stages of the Exam

- The candidates do the board game.
- The candidates take turns picking a card from the pack of topic cards and talking about the topic written on it. After each mini-presentation the other candidates and, if needed, the examiner ask the speaker some questions about the topic.

### Task 1: The Board Game

- Required: the board game itself (please cut out the squares from the card provided), dice, five coloured counters.
- Lay out the cards in a circle, a line or S-shape.
- Establish the order of turn taking. (E.g. each candidate rolls the dice and the highest scorer goes first).
- The first candidate rolls the dice and moves the appropriate number of squares. The examiner directs the candidate to address the question to another candidate, referred to by name (eg “Ask Fatima”). The candidate then reads out the question and the designated candidate answers it. The square is then turned face down to remove it from the game. The turn passes to the next candidate.
- When moving their counters, candidates should count the squares **in English**.
- Each candidate should respond to at least two questions.

The test is over when each candidate has responded to at least two questions. The game should last no longer than 10 minutes for a group of five candidates.

### Task 2: Short Talks

The pack of topic cards is placed face down in the middle of the playing area. The first candidate turns over a card and reads the topic written on it. He or she then speaks about that topic for one minute. At the end of one minute the examiner asks the candidate to stop and invites the other candidates to ask follow-up questions, which the first candidate answers. This continues for one minute (giving the candidate a total turn of two minutes’ duration). If the other candidates cannot think of any questions, or if they dry up before the minute is up, the examiner should ask questions. The turn then passes to the next candidate.

PLEASE PHOTOCOPY ONE SHEET PER CANDIDATE

# Pearson Test of English Young Learners

## Speaking Assessment Sheet

Level: \_\_\_\_\_ Syllabus Code: \_\_\_\_\_

Exam Date: \_\_\_\_\_

Centre Number: \_\_\_\_\_

Candidate Number: \_\_\_\_\_

Candidate Surname: \_\_\_\_\_

Candidate Name: \_\_\_\_\_

Please fill in each space with a mark between 0 and 5.

Remember that 0 is the lowest possible mark and that 5 is the highest possible mark.

### Assessment of Test Performance

#### ***Board Game***

1. Student uses appropriate vocabulary and grammar sufficiently accurately for the level.  
(5 marks) \_\_\_\_\_
2. Student pronounces sounds and words acceptably well to achieve understanding.  
(5 marks) \_\_\_\_\_

#### ***Short Talk***

3. Student uses appropriate vocabulary and grammar sufficiently accurately for the level.  
(5 marks) \_\_\_\_\_
4. Student pronounces sounds and words acceptably well to achieve understanding.  
(5 marks) \_\_\_\_\_

**Total Mark (out of 20)** \_\_\_\_\_

**Examiner's Signature:** \_\_\_\_\_

**Completed forms and corresponding recordings should be returned to:  
PLT Operations Team, 80 Strand, London, WC2R 0RL.**

## CRITERIA FOR ASSESSMENT OF TEST PERFORMANCE

Award up to 5 marks for usage of grammar and vocabulary and up to 5 marks for pronunciation based on the criteria below. Award the number of marks given for the description which most closely fits the student in question. Always bear in mind the PTE Young Learners level at which the student is being tested and refer to the syllabus for information regarding grammar and expected vocabulary knowledge for the level.

Grammar and vocabulary usage	Pronunciation
<b>5 marks</b> Student has excellent range of both vocabulary and grammar used accurately and appropriately. Errors are rare and found only in low frequency lexis and when using more complex grammatical forms.	<b>5 marks</b> Student has excellent pronunciation demonstrating awareness of intonation patterns required for asking questions as well as of sentence and word stress and individual sounds.
<b>4 marks</b> Student has good lexical and grammatical range but there may be occasional errors. It may be that one of grammar or vocabulary is a little weak but that the other compensates for this. Errors do not impede understanding.	<b>4 marks</b> Student has good pronunciation which can be readily understood by listeners despite some lapses in pronouncing individual words and problems with stress and intonation.
<b>3 marks</b> Errors in both grammar and vocabulary are evident, but the student has enough knowledge in these areas to communicate and there is little need for clarification.	<b>3 marks</b> There are some mispronunciations at word and sentence levels but in general listeners do not have any great problems. It may be that repetition is needed on occasion.
<b>2 marks</b> Despite occasional good usage, grammar and vocabulary choice is frequently incorrect and this causes problems for the listeners as well as misunderstandings.	<b>2 marks</b> Frequent errors in various aspects of pronunciation result in misunderstanding and / or make it necessary for listeners to ask for repetition.
<b>1 mark</b> Although there is knowledge of individual items of vocabulary and some grammar, these are so limited that only rarely is real communication possible.	<b>1 mark</b> Although the student utterances can be recognised as English, they are so difficult to follow that communication breaks down.
<b>0 mark</b> No useful knowledge of grammar or vocabulary at the required level.	<b>0 mark</b> Pronunciation not recognised as English discourse.