

Official Sample Test 1

Pearson Test of English General

Speaking Test

Level 3

March 2011 (v1)

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;

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 on cassette or CD, please state clearly at the beginning of the test:

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

Start test with the following:

Good morning/afternoon. My name's _____.

- [1. Check test takers name against attendance sheet.
2. Start timer.
3. Begin test.]

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

Turn over ►

edexcel 



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 your favourite band or musician.*

Follow-up prompts:

- *What country are they from?*
- *What kind of music do they play?*
- *What makes them special?*
- *Tell me about a concert of theirs that you attended.*

Main prompt 2:

- *Tell me about your hobbies/pastimes.*

Follow-up prompts:

- *What's your favourite hobby/pastime?*
- *What made you take up this pastime?*
- *What does it involve?*
- *How often do you do it?*

Main prompt 3:

- *What do you like and dislike about your school?*

Follow-up prompts:

- *Why do you like/dislike your school?*
- *What are your favourite subjects? Why?*
- *Who is your favourite teacher? Why?*
- *What would you change about your school?*

Main prompt 4:

- *Tell me about your experiences of learning English.*

Follow-up prompts:

- *Why did you start to learn English?*
- *What do you find easiest and most difficult about learning English?*
- *In what ways is English different from your own language?*
- *How do you think English might be useful to you in the future?*

SECTION 11: DISCUSSION (2 MINUTES)

Now, we are going to discuss something together. The question is: "Communicating by text and email is not as effective as writing letters". What do you think?

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

For writing letters rather than emails/texts

- The language we use in texts and emails encourages bad grammar.
- It is easier to explain yourself clearly in a letter.
- Texts and emails can easily be misunderstood.
- Writing a letter is much more personal.

Against writing letters rather than emails/texts

- It's natural that as technology progresses, methods of communication will change.
- Young people are used to these methods, it's only older people who find it a problem.
- People have a choice as to how they word their texts and emails.
- Nowadays people don't have time to write letters.

SECTION 12: PICTURE (1.5 MINUTES)

Now, here are two pictures showing people studying. Please tell me what you can see in the pictures.

(Hand the pictures to the test taker)



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

Which situation do you think is better for learning, and why?

(Retrieve the pictures)

SECTION 13: ROLE PLAY (2 MINUTES)

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

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

Test taker's card

You want to go on a school trip to New York in the summer, but your teacher thinks you should study because you didn't pass your last maths exam. The examiner is your teacher.

Your goal: Persuade your teacher to allow you to go on the school trip.

Interlocutor's script

I am your teacher. You want to go on a school trip to New York, but I think you should study, because you didn't pass your last maths exam.

Ready? I'll start.

Suggested prompts:

- *What can I do for you?*
- *You failed your last maths exam, and you really need to study in the holidays.*
- *You didn't pay attention in class last term at all.*
- *But how will you improve your grades if you go to New York?*
- *Alright. I'll discuss this with your parents and they can make the final decision.*

(Retrieve the card)

Thank you. That is the end of the test.

PTE General Speaking Test

Level 3
March 2011

Level 3 – Section 12



PTE General Speaking Test

Level 3 – Section 13

Test taker's card

You want to go on a school trip to New York in the summer, but your teacher thinks you should study because you didn't pass your last maths exam. The examiner is your teacher.

Your goal: Persuade your teacher to allow you to go on the school trip.

BLANK PAGE