



Pearson
English

International Certificate

(PTE General)

Level 4
Advanced

Paper Reference: 4064

Pearson Education Ltd

Practice paper written by Pearson English exam authors

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SPOKEN
PRACTICE
TEST

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Please check the table below for the total time given to complete the spoken test at this level. Instructions and materials for interlocutors and test takers are provided in this document.

Sections	Level A1	Level 1	Level 2	Level 3	Level 4	Level 5
10	Not tested at this level		5.5 minutes		6 minutes	
11	3.5 minutes					
12						

The spoken test is scored out of 25 points in total at all levels. Please see the Guide to International Certificate at this level for further information.

Please note: The design of the practice tests are not identical to actual International Certificate tests, however the content is equivalent.

Instructions for interlocutors

Pearson English International Certificate (PTE General) Level 4

The interlocutor conducts the test in accordance with the test specifications, the general guide for interlocutors and the interlocutor Script. Make sure you read these before you conduct the test.

The speaking test has 3 sections

Section 10 Discussion: 2 minutes

Section 11 Picture: 2 minutes

Section 12 Role Play: 2 minutes

Please note: Sections 11 and 12 have two sets of tasks: A and B. Students with odd test taker numbers should do 11A and 12A; students with even test taker numbers should do 11B and 12B.

Please use the relevant enclosed picture card and test taker role card when administering Section 11 and Section 12 of the test.

In an actual exam please note the following instructions are used:

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 of the Interlocutor
- Full names and numbers of each test taker

Start test with the following:

Good morning/afternoon. My name's _____

- Check test taker's name against attendance sheet.
- Start timer.
- Begin test.

Standard Question: Can you tell me your name please?

SECTION 10 DISCUSSION (2 MINUTES)

Now we are going to discuss something together. The topic is: "Social Media should be banned. Young people today have become so obsessed with online communications that they have forgotten how to interact face to face." What do you think?

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

For

- Social Media is largely unmoderated, and thus can be harmful to young people.
- With Social Media we tend to live in an isolated bubble of people who think like us.
- Social Media often encourages people to adopt a 'persona' which is not what they really are.
- Social Media can sometimes be extremely 'antisocial', with exposure to bullying and threatening behaviour that young people find hard to handle

Against

- It is wrong to try to overprotect young people from a world they will have to live in.
- You have choice: to log on, to post, to share and to answer are all choices.
- Social Media provides an important way for people separated by distance to communicate with each other. Think of a mother and her children in different places.
- Social Media allows people with similar if minority interests to communicate with each other.

SECTION 11A PICTURE (2 MINUTES)

Now, here are two pictures showing sporting activities. These pictures are being considered for a book about 'Ball Sports Today'. Please describe what you can see in the pictures.

[Hand the picture to the test taker]



Alright? Begin now please.

[Allow the test taker to speak for about one minute, then ask this secondary prompt.]

These pictures represent the extremes in sport between physical exertion and measured technique. Why are they both considered 'sports', and how useful is the term 'sports' as a definition of all the games it covers?

[Retrieve the picture]

SECTION 11B PICTURE (2 MINUTES)

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

[Hand the picture to the test taker]



Alright? Begin now please.

[Allow the test taker to speak for about one minute, then ask this secondary prompt.]

Which of these two kinds of music do you like most, and why?

[Retrieve the pictures (Retrieve the card)]

Thank you. That is the end of the test.

SECTION 12A 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 sports teacher at a club. You are talking to your Head of School. The examiner is your Head of School.

Your goal: You want to persuade the teacher to make more space on the school timetable for sports and to introduce a greater variety of both team and individual sports.

Interlocutor's script

I am the Head of a school. I am talking to my sports teacher. You are my sports teacher.

Alright? I'll start.

So, tell me what changes you would like to make for sports in the school's timetable.

Suggested prompts

- What sports would you like to include?
- Don't you think the children can play sports outside school?
- If we give more time to sports, what should we take it away from?
- How would you make a balance between team sports and individual sports? Why?

[Retrieve the card]

Thank you. That is the end of the test.

SECTION 12B 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 to start a musical group at your school or college.

The examiner is the principal of the school.

Your goal: You want to persuade the principal to make some funds available for the purchase of instruments, and to let you use the school's premises and facilities to practice.

Interlocutor's script

You are a student at a school or college. You want funds to help set up a musical group and you want the school to let you use the premises and facilities. I am the principal of the school.

Alright? I'll start.

So, Tell me your idea, and how do you think the school can help you

Suggested prompts

- What kind of music will you play?
- What instruments would you need?.
- How much money would you need?
- When and where would you want to practice?
- Who else have you spoken to about this, and what did they say?

[Retrieve the card]

Thank you. That is the end of the test.

MATERIALS FOR TEST TAKERS

SECTION A (11A and 12A)

Picture – 11A



SECTION B (11B and 12B)

Picture – 11B



SECTION A (11A and 12A)

Card – 12A

Test taker's card

The situation: You are a sports teacher at a club. You are talking to your Head of School. The examiner is your Head of School.

Your goal: You want to persuade the teacher to make more space on the school timetable for sports and to introduce a greater variety of both team and individual sports.

SECTION B (11B and 12B)

Card – 12B

Test taker's card

The situation: You want to start a musical group at your school or college.
The examiner is the principal of the school.

Your goal: You want to persuade the principal to make some funds available for the purchase of instruments, and to let you use the school's premises and facilities to practice.