



Pearson  
English

# International Certificate

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(PTE General)

**Level 5**  
**Proficient**

Paper Reference: 4065

Pearson Education Ltd

Practice paper written by Pearson English exam authors

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SPOKEN  
PRACTICE  
TEST

**2**

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 5

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 take 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 question is: "Should bottled water be banned in order to reduce the amount of plastic used for bottles?" What do you think?

*[Use the following arguments as appropriate to take an opposing view to that of the test taker.]*

### For

- Banning bottled water would reduce waste and protect the environment.
- Drinking water is usually available from taps in homes, restaurants and shops.
- There are usually drinking water foundations in public areas and offices already.
- Banning bottled water can protect local water supplies in the areas water is taken from

### Against

- It is better to drink water than sugary drinks, which are also sold in plastic bottles.
- Consumers should have the right to choose which products they buy.
- Bottled water bans are token gestures, not real solutions to the problem of plastic waste.
- Bottled water can provide an emergency water supply, so a total ban would be dangerous

## SECTION 11A PICTURE (2 MINUTES)

Now, here are two pictures showing different types of job. These pictures are being considered for the front cover of a children's book called 'People who help us'. 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.]*

**Which picture do you think would be best for the front cover of the children's book?**

*[Retrieve the pictures]*

## 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 attending a job interview for a position as a trainee firefighter. The examiner is the interviewer.

**Your goal:** Convince the interviewer that you are suitable for the role of trainee firefighter.

### Interlocutor's script

You are attending a job interview for a position as a trainee firefighter. I am the interviewer.

Alright? I'll start.

#### Suggested prompts

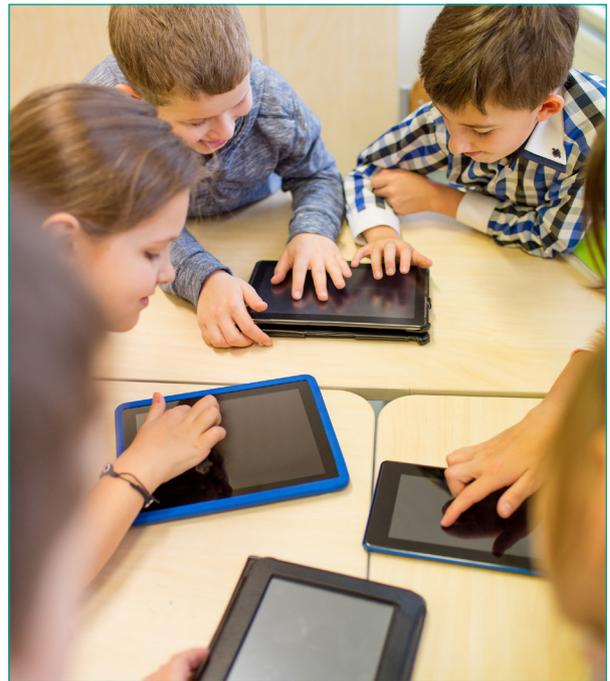
- Okay, welcome to this job interview. First, please tell me what attracts you to working as a firefighter.
- I see. What role do you think firefighters play within society?
- And what makes you think you are suitable for the role?
- Can you tell me about a time you have stayed calm under pressure?
- Tell me about your experience of working in a team.
- Okay, thank you. We'll be in touch with an outcome soon.

*[Retrieve the card]*

## SECTION 11B PICTURE (2 MINUTES)

Now, here are two pictures showing children learning. These pictures are being considered to illustrate a newspaper article about technology and learning. 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 the secondary prompt]*

**Tell me which of these photos would be better to illustrate the newspaper article about technology and learning?**

*[Retrieve the pictures]*

## 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 are a teacher at a school. You want the head teacher to buy more technology for you to use with children in your classroom. The examiner is the head teacher.

**Your goal:** Persuade the head teacher to buy more technology for your classroom.

### Interlocutor's script

You are a teacher and you work at a school where I am the head teacher. You want me to buy more technology for you to use with children in your classroom.

Alright? You start.

#### Suggested prompts

- I see. What kind of technology are we talking about exactly?
- How will you use this technology in your classes?
- Right. Can't the children learn the same things without technology?
- I was thinking about spending money on the playground. Why is classroom technology more important?
- Okay, I'll think about it.

*[Retrieve the card]*

Thank you. That is the end of the test.

SECTION 11A

Picture – 11A



## SECTION 12A

### Card – 12A

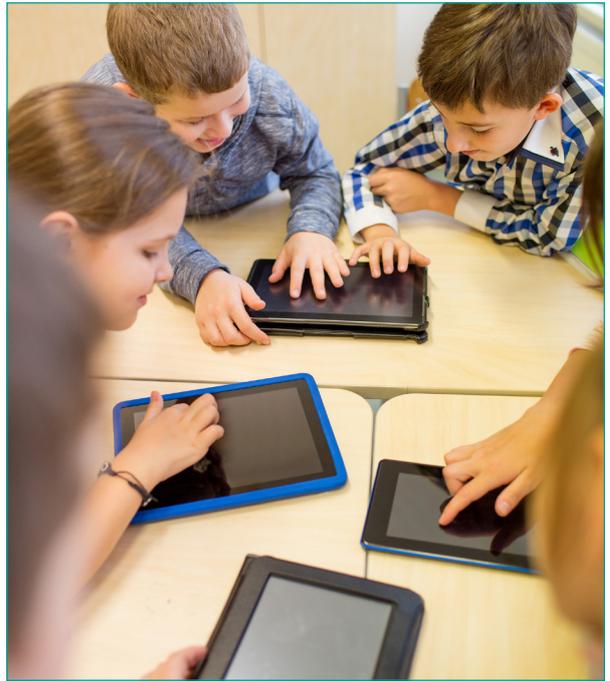
#### Test taker's card

**The situation:** You are attending a job interview for a position as a trainee firefighter. The examiner is the interviewer.

**Your goal:** Convince the interviewer that you are suitable for the role of trainee firefighter.

**SECTION 11B**

Picture – 11B



## SECTION 12B

### Card – 12B

#### Test taker's card

**The situation:** You are a teacher at a school. You want the head teacher to buy more technology for you to use with children in your classroom. The examiner is the head teacher.

**Your goal:** Persuade the head teacher to buy more technology for your classroom.