

Test centre

PTE General oral test guide

Please read this booklet thoroughly before commencing any oral tests as it contains very important information

1. Introduction

The PTE G Oral consists of a timed interaction between two test takers and an interviewer.

The interaction is recorded on an audio cassette or CD which is sent to Pearson Language Tests (PLT) at the end of the testing session.

The test takers' performance is marked by a trained assessor who listens to the interaction and assesses the speaking ability of each of the test takers according to the PTE G criteria. This is implemented in one of three ways:

- The assessor is a member of staff at the test centre (a local assessor), present at the interview. This is the most common arrangement
- No assessor is present and the interaction is assessed later by an PTE G marker who listens to the audio recording
- A visiting assessor, nominated by PLT and independent of the test centre, is present at the interview.

PLT will inform you as to which of these arrangements applies at your centre. These instructions cover all three types of arrangement. If no assessor is present at your test sessions you can disregard the sections that deal with assessment.

2. The form of the test

At all levels the interaction is in three phases:

- Phase 1 Introduction
The test takers exchange personal information with the interviewer and with each other.
- Phase 2: Theme/Scenario
In this phase the theme of the oral test is introduced. The test takers conduct a conversation based on a picture chosen by the interviewer from a selection included in the oral examination paper.
- Phase 3 Development
The test takers conduct a conversation in greater depth based on another picture and one or more further discussion points (Levels 2 to 5) chosen by the interviewer.

The time limit for each phase is given in the oral examination paper. The total time limit depends on level, as follows:

Level	Duration
A1	10 minutes
1	10 minutes
2	10 minutes
3	12 minutes
4	15 minutes
5	15 minutes

3. Nomination of Interviewers and Assessors

- For each level you must nominate one person to interview and another to act as assessor. If you are not using a local assessor then you need only nominate one person, to act as interviewer.

Assessors and interviewers must be approved by PLT. To apply for approval please complete an assessor/interviewer application form and email it to: PLTsupport@pearson.com.

- To be approved by PLT all assessors and interviewers must meet the following criteria:
 - They must be proficient in spoken English at PTE G Level 5 or equivalent. PLT may request a telephone interview with an applicant to verify their proficiency in spoken English.
 - They must have an EFL teaching qualification.
 - They must have at least two years experience of teaching English.
- Assessors and interviewers must be trained, unless otherwise specified by PLT. Training courses are held at certain locations in advance of examination sessions. Teachers must not act as assessor or interviewer for students from their own classes. **However, this may be possible if no alternative teacher is available. All requests for permission must be emailed in advance to: PLTsupport@pearson.com**
- Names and numbers of assessors and interviewers must be sent to PTE G together with the mark sheets and cassettes/CDs.

4. Preparing for the test

Test Materials

The oral test materials are confidential and you must keep them locked in a secure place.

Not more than 24 hours in advance of the oral test, an interviewer may consult the material in order to prepare for the oral test. Nothing may be removed from the premises and the materials must be locked away when s/he has finished.

Test Arrangements

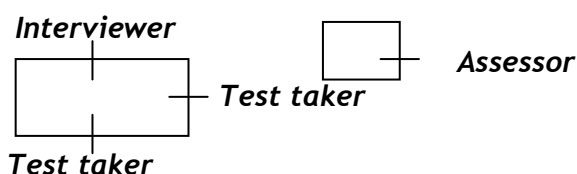
You may arrange oral tests up to two weeks before the written test.

- Test takers are interviewed in pairs. Pairs do not need to know each other or be of similar language ability.
- If there is an odd number of test takers then you should form one group of three. In this case you should add 50% to the time limit for each phase so that each test taker has the same total speaking time as those who are tested in pairs.
- Only the interviewer, the assessor (if present) and the test takers should be in the test room. Test takers waiting to take the test should do so outside. They should be prevented from making a noise that might disturb the conduct of the test.
- Test takers must not take any materials into the test room.
- Once they have finished the test the test takers should be conducted away from the test room as quickly as possible without having any opportunity to confer with test takers who are waiting.

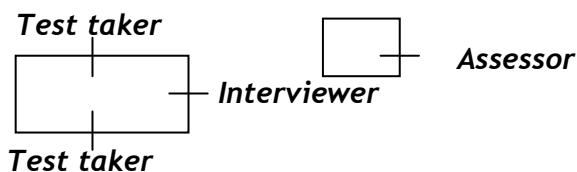
Arrangement of Test Room

- Arrange the room so that the interview situation is not too intimidating for the test taker. For example, the interviewer and test takers should sit around three sides of the table rather than at separate desks. Place the recording equipment on the same table and position the microphone(s) to ensure that each test taker can be heard clearly on the tape or CD.
- It is essential to have a rehearsal with the equipment in each room to be used before the tests take place.
- Where an assessor is present, s/he should sit apart from the main interview table, in a position where s/he can easily hear everything that is said. S/he will need a table or something similar to write on. S/he should intervene if s/he cannot hear the test takers and, if necessary, move as appropriate.

This is a good interview arrangement:



This is an alternative arrangement:



5. Recording Arrangements for Oral Tests

You must record all oral tests using tapes/CDs provided by your centre. Use separate tapes/CDs for each level.

If you wish to record onto CD, then it is acceptable to record in either CD Audio format (which can be played on a standard CD player) or mp3 format. If you are recording to mp3 format, then a maximum of 20 interviews may be recorded on each CD. Please make sure you indicate the recording format by writing on the CD (either CDA or mp3).

It is essential that both test takers can be heard clearly on the recording. It is the interviewer's responsibility to ensure that recordings are clear, audible and complete. We make the following recommendations:

- Use a good quality recorder with an external microphone mounted on a stand. Internal microphones invariably pick up motor noise which makes the recording difficult to listen to.
- If using cassette tapes, for best results use new tapes of good quality
- Stand the microphone on a felt or rubber pad.
- Position the microphone so as to pick up both test takers' voices, not just the interviewer's.

- Conduct a trial run with colleagues or student volunteers sitting in the place of test takers. Adjust the recording volume so that even a quiet-spoken test taker is clearly audible when the recording is played back.
- Make sure you press “Record” at the beginning of the interaction!
- **You must allow the recording to run continuously for the duration of the test.** If there is any evidence that the recording has been stopped or paused during the test the test takers’ results may be declared void.

The interviewer starts the recording of each interview by giving the centre number, the assessor’s name and number and the interviewer’s name and number. The interviewer must then begin each interview by asking for confirmation of test takers’ numbers and names.

When the session is finished, state that this is the last interview on the tape/CD. Wind the tape back to the beginning and mark it on the outside to identify the centre number, test date and the level(s) of the test.

Place inside each cassette/CD box a list detailing the interviews recorded on it. The information required is:

- Centre number
- Test date
- Level (e.g. 4063)
- Test taker numbers and names of interviewee pairs in order of interview and the corresponding assessor and interviewer details.

For example:

Centre: 80000

Date: 1st November 2009

Level: 4063

Test taker 1	Test taker 2	Interviewer	Assessor
0001 John Smith	0002 Ann Other	999999	999998

6. Marking and moderation

The assessor, if present, listens to the test takers and awards marks according to the PTE G criteria for the level being tested. The marks are entered onto the mark sheet which is signed by both interviewer and assessor and returned to PLT.

After the tapes/CDs have been returned to PLT, PTE G markers listen to a sample of the recordings in order to evaluate the accuracy of assessors’ marks. That is, they compare the marks with their own assessment of the test takers’ performance in order to ensure that similar standards are applied by all assessors. If necessary PLT will send feedback to the assessor to inform them that their marks are too harsh or too lenient, or in extreme cases will advise that the assessor should not be used in future.

In cases where there is no assessor present the test takers’ performance is marked and moderated centrally by PLT on the basis of the recordings.

7. After the Test

Please ensure that the cassettes/CDs and mark sheets are sent in together and that the cassettes/CDs are clearly labelled with the centre number, the test takers' information (name and test taker number), the syllabus code and the level.

All the oral materials, test booklets, cassettes/CDs and mark sheets should be returned in an envelope marked "PTE G" to the address on removable label provided on the corresponding 'Paper 02' attendance register.

8. Results and Certification

There is no separate result or certificate for the oral test. Test takers who are successful overall on the written and oral test will receive a certificate for a pass, merit or distinction grade for the exam as a whole.

9. The role of the interviewer

The principal function of the interviewer is to ensure that the test takers have the opportunity to speak to the best of their ability and without undue stress, so that the assessor has a representative sample of their production on which to base a judgment. This is an important responsibility. It entails

- Managing the interaction according to the instructions set out in the Oral test paper
- Giving the test takers the opportunity to speak freely
- Keeping to the time limits.

The interviewer must also ensure that the interaction is recorded properly.

This guide will cover the interviewer's responsibilities in the order in which they arise.

Be prepared

Read through the exam paper before you start. Decide which pictures you are going to use in phases two and three and which questions or prompts you are going to start with. Make sure you know what the time limits are for the three phases of the exam.

Managing the interaction

- Always address the test takers by name. This is very important as it helps the markers or moderators to distinguish between the two test takers when listening to the tape/CD.
- Tune your language to the level of the exam. Speak clearly with natural intonation. Adjust the speed of your delivery to the level being tested. Use vocabulary and expressions that you expect the test takers to understand.
- Let the test takers do the talking as much as possible. The less you intervene the more test taker talking time there will be. When test takers are talking to each other don't interrupt. Don't correct test takers. Don't cut them off or finish their sentences. When you ask a question, give the test taker time to reply. Maintain a relaxed posture so that test takers don't feel rushed. If they don't understand, repeat your question more slowly, then if necessary reformulate it in simpler language.

- Be encouraging in your manner, but avoid saying anything (such as “very good!”) that the test takers might interpret as assessment of their performance.
- Be even-handed towards the two test takers. Alternate between them when prompting them; that is, ask a question of test taker A, then turn to test taker B and ask “...and what about you?” (or similar). OR prompt test taker A to ask test taker B a question and give test taker B a chance to reply. Then address the next prompt first to test taker B. When the test takers talk to each other, try to ensure that each asks the same number of questions. If one test taker is more talkative than the other, try to elicit more responses from the more reticent test taker in order to equalise the amount of talking time.

Keep to the time limits

It is important to provide the assessor with a sufficient sample of the test takers’ production to enable him or her to make a judgment. If necessary continue to prompt the test takers until the time is up. On the other hand try not to overrun. If you take too much time then your tests will get behind schedule and there will be pressure to rush later test takers. If you have difficulty keeping an eye on the clock while you are interviewing then ask the assessor to do this and to give you a signal at the end of each phase.

Points relating to the three phases of the test

Phase one: Introduction

One aim of this phase is to put the test takers at ease.

- Smile
- Make eye contact
- Be polite
- Use a friendly tone of voice.

If you don’t already know the test takers, introduce yourself before asking them to introduce themselves or each other.

Phase two: Theme/scenario

Be very clear when you state the theme of the test. Only use one of the three possible pictures - the same one for both test takers. Let the test takers study the picture before you start asking questions.

Phase three: Development

The aim of this phase is to stimulate test takers to speak at greater length and, especially at higher levels, to develop their discourse beyond the straightforward description or discussion of what is in the picture. Only use one of the three possible pictures - the same one for both test takers. Ask some general additional questions on the theme of the test, some of which may relate the theme to the test takers’ personal experience.

Where possible induce test takers to continue speaking by my means of encouraging nods and gestures. If a test taker does dry up, ask a question which requires the test taker to give an opinion (“What do you think...?”), to justify an opinion (“What makes you think ...?”) or to speculate (“what would happen if...?”) rather than simply to supply more information.

At the end of the interaction

- Thank the test takers and tell them that this is the end of the test.
- Stop the tape/CD.
- The assessor, if present, will need time to record the marks for the test takers. He or she may ask your opinion about these.
- Choose different pictures for the next pair of test takers.
- Before asking the next pair of test takers to come in, make sure there is enough space left for their complete test on the tape/CD you have just used.
- If not, record “That was the last interview on this side” and turn over or change the tape/CD.

10. The role of the assessor

The assessor takes no part in the interview. His/her role is to listen to both test takers' performance and to allocate marks in accordance with the marking criteria on the following pages. Before the testing session the assessor should become very familiar with the five criteria and their performance descriptors for the level at which they are testing.

Using the Marking Criteria

It should always be remembered that the criteria relate only to the level in question and that flawed expression of features of language above the level should not be penalised.

As the interview progresses, the assessor should listen for evidence to indicate how well each criterion is being met. It is advisable to consider first how the test taker's performance matches the descriptor for a mark of 3 as this indicates satisfactory performance. It can then be considered whether the test taker's performance is above or below that level and, if so, by how much and award the corresponding mark out of 5.

In the interview situation it is often the case that what a test taker cannot do well is more obvious than what he/she can do well. Poor pronunciation, misuse of grammar, choosing the wrong lexical item etc may all be more noticeable than, say, a test taker's ability to interact well with the interviewer and the other test taker. The assessor should always bear this in mind and judge the test taker on his/her overall communicative performance.

At the end of the interview, the marks for each criterion should be totalled and this provides the overall oral score. For example, a test taker who scored 3 for effective communication, 3 for interaction, 3 for vocabulary, 2 for grammar and 4 for pronunciation would get a total mark of 15 out of 25.

Marking Criteria for London Tests of English oral tests Levels A1 to 5

LEVEL A1

Marks awarded should take account of THE LINGUISTIC REQUIREMENTS OF LEVEL A1

	Effective communication	Interaction	Vocabulary	Grammar	Pronunciation
	Features: Communicates <ul style="list-style-type: none"> Information Questions clearly enough to be understood	Features: <ul style="list-style-type: none"> Responding relevantly Asking for repetition if needed 	Features: <ul style="list-style-type: none"> Adequate / appropriate word choice for conveying basic information Familiar/Level A1 themes 	Features: <ul style="list-style-type: none"> Present continuous Has / have got There is / are Simple sentences Use of possessives/basic adjectives/ prepositions Use of 'and' 	Features: <ul style="list-style-type: none"> Individual sounds Use of word / sentence stress Use of intonation features Natural flow: not too fast / slow
5	Excellent understanding and communication.	Excellent contribution to the interaction.	Excellent range and accurate use of vocabulary.	Excellent range and accurate use of grammar.	Excellent pronunciation, causing no strain on the listener.
4	Good understanding and communication, easily understood.	Good and balanced contribution to the interaction, including legitimate pauses.	Range of vocabulary is good and mostly accurate.	Good range of grammar; mostly accurate.	Pronunciation generally good; minor lapses do not impede communication.
3	Sufficient understanding of speakers and tasks to be able to communicate and complete the tasks.	Satisfactory and balanced contribution to the interaction, including legitimate pauses.	Range and accuracy of vocabulary sufficient to carry out the tasks.	Range and accuracy of grammar sufficient to carry out the tasks.	Pronunciation sufficiently clear, requiring only occasional need for repetition.
2	Limited understanding/ communication/task completion; not always understood.	Unsatisfactory contribution to the interaction. Significant prompting required.	Insufficient range and/or accuracy.	Grammatical range and/or accuracy inadequate.	Lack of clarity in pronunciation causes considerable strain on the listener.
1	Extremely limited understanding/communication /intelligibility.	Extremely limited/totally unsatisfactory contribution to the interaction.	Severely limited range and/or accuracy.	Severely limited range; very inaccurate use of grammar.	Pronunciation so flawed that only brief stretches of language are intelligible.
0	No assessment possible.	No assessment possible.	No assessment possible.	No assessment possible.	No assessment possible.

LEVEL ONE

Marks awarded should take account of THE LINGUISTIC REQUIREMENTS OF LEVEL ONE

	Effective communication	Interaction	Vocabulary	Grammar	Pronunciation
	Features: Communicates <ul style="list-style-type: none"> Information Questions Clarification clearly enough to be understood	Features: <ul style="list-style-type: none"> Responding relevantly Asking questions when prompted Asking for repetition /clarification if needed 	Features: <ul style="list-style-type: none"> Adequate / appropriate word choice for conveying basic information Routine transactions Familiar/Level 1 themes 	Features: <ul style="list-style-type: none"> Tenses: present/future Affirmative + negative, question forms Basic modals (can, may) Use of possessives, basic adjectives, adverbs, prepositions Use of 'and' + 'but' 	Features: <ul style="list-style-type: none"> Individual sounds Use of word / sentence stress Use of intonation features Natural flow: not too fast / slow
5	Excellent understanding and communication.	Excellent contribution to the interaction.	Excellent range and accurate use of vocabulary.	Excellent range and accurate use of grammar.	Excellent pronunciation, causing no strain on the listener.
4	Good understanding and communication, easily understood.	Good and balanced contribution to the interaction, including legitimate pauses.	Range of vocabulary is good and mostly accurate.	Good range of grammar; mostly accurate.	Pronunciation generally good; minor lapses do not impede communication.
3	Sufficient understanding of speakers and tasks to be able to communicate and complete the tasks.	Satisfactory and balanced contribution to the interaction, including legitimate pauses.	Range and accuracy of vocabulary sufficient to carry out the tasks.	Range and accuracy of grammar sufficient to carry out the tasks.	Pronunciation sufficiently clear, requiring only occasional need for repetition.
2	Limited understanding/ communication/task completion; not always understood.	Unsatisfactory contribution to the interview. Significant prompting required.	Insufficient range and/or accuracy.	Grammatical range and/or accuracy inadequate.	Lack of clarity in pronunciation causes considerable strain on the listener.
1	Extremely limited understanding/communication /intelligibility.	Extremely limited/totally unsatisfactory contribution to the interaction.	Severely limited range and/or accuracy.	Severely limited range; very inaccurate use of grammar.	Pronunciation so flawed that only brief stretches of language intelligible.
0	No assessment possible.	No assessment possible.	No assessment possible.	No assessment possible.	No assessment possible.

LEVEL TWO

Marks awarded should take account of THE LINGUISTIC REQUIREMENTS OF LEVEL TWO

	Effective communication	Interaction	Vocabulary	Grammar	Pronunciation
	Features: Communicates <ul style="list-style-type: none"> • Information • Questions • Opinions • Clarification clearly enough to be understood.	Features: <ul style="list-style-type: none"> • Responding relevantly • Asking questions and commenting on opinions when prompted • Asking questions without prompting • Asking for repetition/ clarification if needed 	Features: <ul style="list-style-type: none"> • Adequate / appropriate word choice for producing simple connected speech • Vocabulary for describing experiences / giving reasons • Familiar / Personal interest /Level 2 themes 	Features: <ul style="list-style-type: none"> • Simple past / present perfect • Conditionals • Modals (should, must, have to) • Comparatives • Relative pronouns / clauses • Full range of adverbs 	Features: <ul style="list-style-type: none"> • Individual sounds • Use of word / sentence stress • Use of intonation features • Natural flow: not too fast / slow
5	Excellent understanding and communication.	Excellent contribution to the interaction.	Excellent range and accurate use of vocabulary.	Excellent range and accurate use of grammar.	Excellent pronunciation, causing no strain on the listener.
4	Good understanding and communication, easily understood.	Good and balanced contribution to the interaction, including legitimate pauses.	Range of vocabulary is good and mostly accurate.	Good range of grammar; mostly accurate.	Pronunciation generally good; minor lapses do not impede communication.
3	Sufficient understanding of speakers and tasks to be able to communicate and complete the tasks.	Satisfactory and balanced contribution to the interaction, including legitimate pauses.	Range and accuracy of vocabulary sufficient to carry out the tasks.	Range and accuracy of grammar sufficient to carry out the tasks.	Pronunciation sufficiently clear, requiring only occasional need for repetition.
2	Limited understanding/ communication/task completion; not always understood.	Unsatisfactory contribution to the interview. Significant prompting required.	Insufficient range and/or accuracy.	Grammatical range and/or accuracy inadequate.	Lack of clarity in pronunciation causes considerable strain on the listener.
1	Extremely limited understanding/communication/ intelligibility.	Extremely limited/totally unsatisfactory contribution to the interaction.	Severely limited range and/or accuracy..	Severely limited range; very inaccurate use of grammar.	Pronunciation so flawed that only brief stretches of language intelligible.
0	No assessment possible.	No assessment possible.	No assessment possible.	No assessment possible.	No assessment possible.

LEVEL THREE

Marks awarded should take account of THE LINGUISTIC REQUIREMENTS OF LEVEL THREE

	Effective communication	Interaction	Vocabulary	Grammar	Pronunciation
	Features: Communicates <ul style="list-style-type: none"> • Information • Some ideas • Opinions clearly enough to be understood.	Features: <ul style="list-style-type: none"> • Responding relevantly • Asking questions with and without prompting • Commenting on ideas and opinions with and without prompting • Developing ideas to sustain interaction 	Features: <ul style="list-style-type: none"> • Adequate / appropriate word choice for producing connected speech • Awareness of style (formal / informal) • Vocabulary for discussing topical issues (advantages + disadvantages, viewpoint) • Level 3 themes 	Features: <ul style="list-style-type: none"> • Use of all tenses (active + passive) • Full range of modals • Use of reported speech • Use of verb patterns (eg. Infinitives / ...ing forms) • Superlatives • Variety of clause types 	Features: <ul style="list-style-type: none"> • Individual sounds • Use of word / sentence stress • Use of intonation features • Natural flow: not too fast / slow
5	Excellent understanding and communication, keeps listener's attention.	Excellent contribution to the interaction.	Excellent range and accurate use of vocabulary.	Excellent range and accurate use of grammar.	Excellent pronunciation, causing no strain on the listener.
4	Good understanding and communication, easily understood.	Good and balanced contribution to the interaction, including legitimate pauses.	Range of vocabulary is good and mostly accurate.	Good range of grammar; mostly accurate.	Pronunciation generally good; minor lapses do not impede communication.
3	Sufficient understanding of speakers and tasks to be able to communicate and complete the tasks.	Satisfactory and balanced contribution to the interaction, including legitimate pauses.	Range and accuracy of vocabulary sufficient to carry out the tasks.	Range and accuracy of grammar sufficient to carry out the tasks.	Pronunciation sufficiently clear, requiring only occasional need for repetition.
2	Limited understanding/ communication/ task completion; not always understood.	Unsatisfactory contribution to the interview. Significant prompting required.	Insufficient range and/or accuracy.	Grammatical range and/or accuracy inadequate.	Lack of clarity in pronunciation causes considerable strain on the listener.
1	Extremely limited understanding/communication/ intelligibility.	Extremely limited/totally unsatisfactory contribution to the interaction.	Severely limited range and/or accuracy.	Severely limited range; very inaccurate use of grammar.	Pronunciation so flawed that only brief stretches of language intelligible.
0	No assessment possible.	No assessment possible.	No assessment possible.	No assessment possible.	No assessment possible.

LEVEL FOUR

Marks awarded should take account of THE LINGUISTIC REQUIREMENTS OF LEVEL FOUR

	Effective communication	Interaction	Vocabulary	Grammar	Pronunciation
	Features: Communicates <ul style="list-style-type: none"> • Information • Ideas • Opinions • Arguments in a sufficiently <ul style="list-style-type: none"> - organized - clear manner to be understood.	Features: <ul style="list-style-type: none"> • Initiating and responding relevantly and confidently • Questioning ideas, opinions, arguments • Sustaining interaction in a variety of ways • Taking responsibility for the direction of the interaction 	Features: <ul style="list-style-type: none"> • Flexible, effective word choice for producing fully extended speech / discussion • Use of idiomatic language • Vocabulary for discussing a wide range of issues • Ability to express attitudes + arguments • Level 4 themes 	Features: <ul style="list-style-type: none"> • Displays use of ALL major features of English grammar 	Features: <ul style="list-style-type: none"> • Individual sounds • Use of word / sentence stress • Use of intonation features • Natural flow: not too fast / slow • Use of stress and intonation to convey attitudes
5	Excellent understanding and communication, keeps listener's attention.	Excellent contribution to the interaction.	Excellent range and accurate use of vocabulary.	Excellent range and accurate use of grammar.	Excellent pronunciation, causing no strain on the listener.
4	Good understanding and communication, easily understood.	Good and balanced contribution to the interaction, including legitimate pauses.	Range of vocabulary is good and mostly accurate.	Good range of grammar; mostly accurate.	Pronunciation generally good; minor lapses do not impede communication.
3	Sufficient understanding of speakers and tasks to be able to communicate and complete the tasks.	Satisfactory and balanced contribution to the interaction, including legitimate pauses.	Range and accuracy of vocabulary sufficient to carry out the tasks.	Range and accuracy of grammar sufficient to carry out the tasks.	Pronunciation sufficiently clear, requiring only occasional need for repetition.
2	Limited understanding/ communication/ task completion; not always understood.	Largely unsatisfactory contribution to the interaction due to insufficient application of the features listed above.	Insufficient range and/or accuracy.	Grammatical range and/or accuracy inadequate.	Lack of clarity in pronunciation causes considerable strain on the listener.
1	Extremely limited understanding/communication / intelligibility.	Totally unsatisfactory contribution to the interaction for this level.	Severely limited range and/or accuracy.	Severely limited range; very inaccurate use of grammar.	Pronunciation features so flawed that only brief stretches of language intelligible.
0	No assessment possible.	No assessment possible.	No assessment possible.	No assessment possible.	No assessment possible.

LEVEL FIVE

Marks awarded should take account of THE LINGUISTIC REQUIREMENTS OF LEVEL FIVE

	Effective communication	Interaction	Vocabulary	Grammar	Pronunciation
	<p>Features: Communicates</p> <ul style="list-style-type: none"> • Information • Ideas • Opinions • Arguments • Attitudes <p>in a sufficiently - organized - clear manner to be understood.</p>	<p>Features:</p> <ul style="list-style-type: none"> • Initiating and responding relevantly and confidently • Questioning/defending ideas, opinions, arguments, attitudes in non-threatening way • Sustaining interaction in a variety of ways • Taking responsibility for the direction of the interaction 	<p>Features:</p> <ul style="list-style-type: none"> • Extensive, flexible, effective word choice for producing extended speech / discussion • Ability to express finer shades of meaning • Vocabulary for discussing a wide range of issues • Sophisticated ability to express full range of language functions • Level 5 themes 	<p>Features:</p> <ul style="list-style-type: none"> • Displays use of ALL features of English grammar • Appropriate grammatical choices to express finer shades of meaning 	<p>Features:</p> <ul style="list-style-type: none"> • Individual sounds • Use of word / sentence stress • Use of intonation features • Natural flow: not too fast / slow • Use of stress and intonation to convey attitudes
5	Excellent understanding and communication, keeps listener's attention.	Excellent contribution to the interaction.	Excellent range and accurate use of vocabulary.	Excellent range and accurate use of grammar.	Excellent pronunciation, causing no strain on the listener.
4	Good understanding and communication, easily understood.	Good and balanced contribution to the interaction, including legitimate pauses.	Range of vocabulary is good and mostly accurate.	Good range of grammar; mostly accurate.	Pronunciation generally good; minor lapses do not impede communication.
3	Sufficient understanding of speakers and tasks to be able to communicate and complete the tasks.	Satisfactory and balanced contribution to the interaction, including legitimate pauses.	Range and accuracy of vocabulary sufficient to carry out the tasks.	Range and accuracy of grammar sufficient to carry out the tasks.	Pronunciation sufficiently clear, requiring only occasional need for repetition.
2	Limited understanding/ communication/ task completion, not always understood.	Largely unsatisfactory contribution to the interaction due to insufficient application of the features listed above.	Insufficient range and/or accuracy.	Grammatical range and/or accuracy inadequate.	Lack of clarity in pronunciation causes considerable strain on the listener.
1	Extremely limited understanding/communication /intelligibility.	Totally unsatisfactory contribution to the interaction for this level.	Severely limited range and/or accuracy.	Severely limited range; very inaccurate use of grammar.	Pronunciation features so flawed that only brief stretches of language intelligible.
0	No assessment possible.	No assessment possible.	No assessment possible.	No assessment possible.	No assessment possible.

11. Summary

Conducting tests

- Test takers are tested in pairs.
- An assessor and an interviewer conduct the test.
- The interviewer asks the questions and prompts the test takers.
- The assessor acts as the marker using the marking criteria.
- The assessor and interviewer should not be the test takers' teacher.
- All assessors and interviewers must register with PLT using the assessor/interviewer application form.

Filling in mark sheets

- The assessor puts the test takers' marks onto the Oral Test Mark Sheet, which is signed by both assessor and interviewer.

Recording

- All tests should be recorded.

Returning the orals to Edexcel - London Tests of English

- The completed mark sheets and cassettes/CDs should be returned with "PTE G" marked on the envelope to the address on removable label provided on the corresponding 'Paper 02' attendance register.

12. Contact us

Pearson Language Tests can be contacted using the following details:

Address: Operations Team
Pearson Language Tests
80 Strand
London
WC2R 0RL
UK

Telephone: 00 44 845 543 0243

Email: PLTsupport@pearson.com

Web: www.pearsonpte.com