

Guide to

Pearson Test of English General

Level 2 (Intermediate)



Ofqual Accreditation

Pearson Test of English General (PTE General) tests are accredited as 'ESOL International' qualifications by the regulators of external qualifications in England, Wales and Northern Ireland (Ofqual, the Welsh Assembly Government and CEA respectively).

ESOL International qualifications are designed for candidates who are not native speakers of English and who wish to achieve a high quality, internationally recognised qualification in English that is available and recognised world-wide and, at the highest level (NQF level 3 / CEF C2), candidates who are preparing for entry to higher education or professional employment in the UK or elsewhere.

ESOL International qualifications are designed to reference the descriptions of language proficiency in the Common European Framework of Reference for Languages (CEF). The levels in the CEF have been mapped to the levels in the National Qualifications Framework for England Wales and Northern Ireland (see, Pathways to Proficiency: the alignment of language proficiency scales for assessing competence in English Language, DFES / QCA, 2003).

In the process of accreditation the six levels of PTE General have been allocated to levels of the National Qualifications Framework. PTE General tests are accredited under the following titles in the UK:

| PTE General level | Accredited title | Accreditation number |
|-------------------|---|----------------------|
| PTE General A1 | Edexcel Entry Level Certificate in ESOL International (Entry 1) | 500/1903/X |
| PTE General 1 | Edexcel Entry Level Certificate in ESOL International (Entry 2) | 500/1962/4 |
| PTE General 2 | Edexcel Entry Level Certificate in ESOL International (Entry 3) | 500/1961/2 |
| PTE General 3 | Edexcel Level 1 Certificate in ESOL International | 500/1926/0 |
| PTE General 4 | Edexcel Level 2 Certificate in ESOL International | 500/1964/8 |
| PTE General 5 | Edexcel Level 3 Certificate in ESOL International | 500/1963/6 |

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Introduction to the guide

Who is it for?

The Guide to Pearson Test of English General is designed for anyone preparing students for the test or who wants to learn more about it.

What is in the guide?

This guide contains five key parts:

An introduction to Pearson Test of English General including what it is, how it has been developed, who takes it and the skills tested. Key features of the test are outlined, including realistic themes, authentic sources and integrated skills. Information about test delivery and test results is also given.

The second part gives an outline of preparation resources that will be made available.

The third part provides general information about scoring within the test and the relationship between PTE General and the Common European Framework of Reference for Languages: Learning, Teaching and Assessment (CEF) (Council of Europe, 2001).

In the fourth part an overview is provided of the formats of the spoken and written tests.

The final part of the guide gives an explanation of each section within the written and spoken tests at Level 1. This includes a description of the item types, skills assessed, tasks, objectives, timings and stimulus information. In addition, details about scoring and the marking criteria are presented.

1. Introduction to Pearson Test of English General

Overview

What is Pearson Test of English General?

PTE General is an assessment solution at six different levels (A1, 1, 2, 3, 4 and 5) designed to assess and accredit general English language proficiency. The tests are provided in partnership with Edexcel Limited, the largest UK awarding body for academic and vocational qualifications. Edexcel Limited is the official awarding body for PTE General.

The tests are recognised globally and are accepted by universities, employers and national education authorities in many countries as evidence of a required standard of English.

Development of PTE General

PTE General is the revised suite of tests formerly known as the London Tests of English. The changes to the tests were based on extensive consultation with test centres, teachers and test takers in a number of countries. The revision process was monitored at every stage by an independent Technical Advisory Group (TAG) made up of some of the world's leading language testing experts (further information about the TAG is available within the research area of pearsonpte.com/research/Pages/home).

During the revision process, the descriptors within the Common European Framework of Reference for Languages (CEF) (Council of Europe, 2001) were used to guide the writing of the specification for each item type in the test and to describe the required performance of test takers at each CEF level (A1, A2, B1, B2, C1 and C2). In relating the test scores to the CEF, Pearson follows the procedures as recommended in the Council of Europe manual *Relating Language Examinations to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)*, available at http://www.coe.int/T/DG4/Linguistic/Manuel1_EN.asp.

Who takes PTE General?

PTE General is intended for learners of English who are speakers of other languages (ESOL). At the different levels the test items do not require any prior knowledge of the world beyond what people may need at a comparable level in their own language to function in their social, academic or professional life.

Children younger than 14 may prefer to sit tests from the suite of Pearson Test of English Young Learners, information for which is available by contacting pte.italy@pearson.com.

What skills are tested?

PTE General assesses the four skills: listening, reading, speaking and writing. Test takers are required to successfully complete real life tasks, such as writing messages, understanding talks and presentations, understanding newspaper articles or participating in conversations.

The skills are tested at the six levels matched to the descriptors in the Common European Framework of Reference for Languages, A1 to C2 (see part 3 Scoring, Common European Framework of Reference for Languages).

Key features

Realistic themes, authentic sources and tasks

The item types in each PTE General test are grouped together around topics referred to as themes. These are used in item types across language skills, for example listening and reading or reading and writing. Themes in levels A1-2 tend to relate to familiar and routine matters, such as home and shopping. At levels 3-5 they can be more abstract, such as global issues like pollution and conservation. The written component of the test contains three themes and the spoken part two. Sections 7 and 8 in the written part are thematically linked. Sections 12 and 13 in the spoken part are related by theme.

Most of the texts used to assess reading and listening, particularly at levels 3-5, are authentic. They are sourced, for example, from books, magazines, newspapers, websites, radio broadcasts, recorded messages and podcasts. Hence PTE General is a measure of real, practical English.

Test takers are asked to listen once to the recordings in Section 1 of the test. In sections 2 and 3 candidates listen twice.

Integrated skills

PTE General incorporates integrated skills. This is important because when communicating in English, students are often required to combine several language skills to perform a task, for example listening to information and writing about what is heard.

Test delivery

Scheduled test sessions are in May, June and December.

PTE General consists of a written paper-based test and a spoken test, which are delivered through a number of registered centres in over 30 territories globally.

Registered test centres delivering PTE General are typically schools, language schools and colleges. Each prospective centre is required to provide evidence to ensure that the tests will be conducted according to the regulations as part of registering to become a test centre. In some territories there are locally based agents or representatives.

Contact pte.italy@pearson.com for information about test session dates, test centre locations, registering to take PTE General or registering to become a test centre.

Test results

Test results are made available eight weeks after the date that the test was taken. Test centres can view results of test takers they have registered via Edexcel Online, our secure online results service. This service is made available to most test centres upon approval to deliver PTE General. Alternatively, results can be delivered by secure post if required.

Two to three weeks after receipt of results, test centres will receive test certificates.

Test structure

PTE General consists of a written and a spoken test.

The written test is made up of nine sections at all levels and assesses listening, reading and writing.

| Written test (all levels) | |
|---------------------------|-----------------------|
| Sections | Skills |
| 1 | Listening |
| 2 | Listening and writing |
| 3 | Listening |
| 4-7 | Reading |
| 8-9 | Writing |

The spoken test consists of three sections at levels A1 and 1, and four sections at levels 2-5. It assesses speaking.

| Spoken test (A1-1) | |
|--------------------|------------------------------|
| Sections | Skills |
| 10 | Speaking |
| 11 | Not featured at these levels |
| 12 | Speaking |
| 13 | Speaking |

| Spoken test (2-5) | |
|-------------------|----------|
| Sections | Skills |
| 10 | Speaking |
| 11 | Speaking |
| 12 | Speaking |
| 13 | Speaking |

2. Preparation

What resources can I use to prepare test takers for PTE General?

Please contact pte.italy@pearson.com for further information about the following test preparation resources.

Tutorial

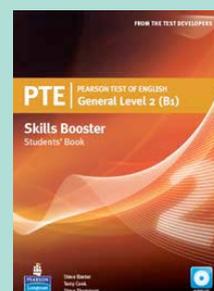
The PTE General Tutorial provides an interactive tour of the test to give you a detailed overview of the tasks and skills assessed at each of the six levels.



Skills Booster

The PTE General Skills Boosters offer guided practice of tasks within the test, grammar and vocabulary activities, a writing guide and five practice tests.

They can be purchased at levels 2–5 and consist of a Teachers' Book, Students' Book and audio CD.

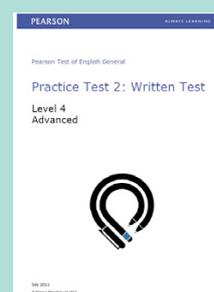


Recommended ELT courses and correlation charts

A list of recommended general ELT courses and correlation charts to the various exam levels that provide material for teachers to use with test takers to develop skills assessed within the test.

Practice Tests

Three practice tests at most levels with audio, transcripts and answer keys are available to download for free.



Test Tips

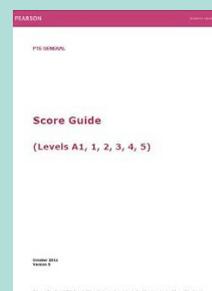
Over 50 test tips are provided for teachers preparing test takers for PTE General at all levels.



Other resources

Score Guide

The Score Guide gives detailed information about how sections of PTE General are scored and provides written and spoken samples of test taker performance with commentary for selected tasks.



Manuale per il Test Center PTE

The *Manuale per il Test Centre PTE* guides test centres through the process of registering for and administering the test.



3. Scoring

Overview of scoring

The PTE General written test is scored out of 75 and the spoken test out of 25.

Figure 1 shows the sections, skills tested and the maximum number of score points that can be achieved for the written paper at levels A1-5.

| Sections | Skills | Score points |
|--------------|-----------------------|-----------------------------|
| 1 | Listening | 10 |
| 2 | Listening and writing | 10 (5 listening, 5 writing) |
| 3 | Listening | 10 |
| 4 | Reading | 5 |
| 5 | Reading | 5 |
| 6 | Reading | 8 |
| 7 | Reading | 7 |
| 8 | Writing | 10 |
| 9 | Writing | 10 |
| Total | | 75 |

Figure 1. Distribution of score points: written test (all levels)

Figure 2, on the next page, shows the sections, skills tested and the maximum number of score points that can be achieved for the spoken test at levels A1 and 1, and levels 2-5.

Detailed information about scoring is available within the Score Guide which can be requested by contacting pte.italy@pearson.com

| Sections | Skills | Score points |
|----------------------|----------|---|
| Levels A1 - 1 | | |
| 10 | Speaking | 25 score points in total; distributed across the marking criteria |
| 12 | Speaking | |
| 13 | Speaking | |
| Total | | 25 |
| Levels 2-5 | | |
| 10 | Speaking | 25 score points in total; distributed across the marking criteria |
| 11 | Speaking | |
| 12 | Speaking | |
| 13 | Speaking | |
| Total | | 25 |

Figure 2. Distribution of score points: spoken test (A1-1; 2-5)

Common European Framework of Reference for Languages

The six levels of PTE General have been designed to be aligned to the Common European Framework of Reference for Languages (CEF), a widely recognised benchmark for language ability. The CEF includes a set of language levels defined by descriptors of language competencies. The alignment process as described in the manual (Council of Europe, 2009) distinguishes a number of activities (specification, familiarisation, standardisation training/benchmarking, standard setting and validation). Although Pearson has gone through these activities, continual validation work is carried out using the most recent administrations of the test.

The framework was developed by the Council of Europe (2001) to enable language learners, teachers, universities and potential employers to compare and relate language qualifications gained in different educational contexts.

The CEF describes language proficiency in listening, reading, speaking and writing on a six-level scale, grouped into three bands: A1–A2 (Basic User), B1–B2 (Independent User), C1–C2 (Proficient User). Figure 3 overleaf indicates what students should be able to do at different CEF levels relevant to PTE General.

| Students at this level: | Council of Europe levels | PTE General |
|--|---|----------------------------------|
| Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations | Proficient User C | Level 5 Proficient |
| Can understand a wide range of demanding, longer texts and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. | Effective Operational Proficiency Proficient User C1 | Level 4 Advanced |
| Can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. | Vantage Independent User B2 | Level 3 Upper Intermediate |
| Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. | Threshold Independent User B1 | Level 2 Intermediate |
| Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. | Waystage Basic User A2 | Level 1 Elementary |
| Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. | Breakthrough Basic User A1 | Level A1 Foundation |

Figure 3. CEF Descriptors relevant to PTE General © Council of Europe

4. Test format

Overview

The overall timing for the written test at Level 1 is 1 hour and 35 minutes. The information in Figure 4 indicates for sections of the written test at Level 1: the skills assessed, item types, objectives, and the maximum number of score points awarded.

Written test

| Sections | Skills | Item types | Objectives | Score points |
|--------------|-----------------------|------------------------------------|---|--------------------------|
| 1 | Listening | 3-option graphical multiple choice | To assess ability to understand the gist of short spoken utterances | 10 |
| 2 | Listening and writing | Dictation | To assess ability to understand a short utterance by transcribing a spoken text | 5 listening 5 writing |
| 3 | Listening | Text, note completion | To assess ability to extract specific information from spoken texts | 10 |
| 4 | Reading | Gap fill 3-option multiple choice | To assess ability to understand the purpose, structure and main idea of short written texts | 5 |
| 5 | Reading | 3-option graphical multiple choice | To assess ability to understand the main detail in short written texts | 5 |
| 6 | Reading | Open-ended question | To assess ability to understand the main points of short written texts | 8 |
| 7 | Reading | Text, note completion | To assess ability to extract specific information from a written text | 7 |
| 8 | Writing | Write correspondence | To assess ability to write a short piece of correspondence (50–70 words) | 10 |
| 9 | Writing | Write text | To assess ability to write a short text based on a series of three pictures (80–100 words) | 10 |
| Total | | | | 75 |

Spoken test

| Sections | Skills | Item types | Objectives | Timing | Score points |
|--------------|----------------------------|---------------------|--|------------------|---|
| 10 | Speaking | Sustained monologue | To assess ability to speak about matters of personal information and interest | 1.5 minutes | 25 points in total; distributed across the marking criteria |
| 11 | Not featured at this level | | | | |
| 12 | Speaking | Describe picture | To assess ability to speak about a picture | | |
| 13 | Speaking | Role play | To assess ability to perform and respond to basic language functions appropriately | | |
| Total | | | | 5 minutes | |

5. Description of item types

Written test

This part of the guide presents a description of the item type within each section of the written test. This includes what it tests, what test takers have to do, the item type objective, stimulus information and details on scoring.

Section 1 Listening

3-option graphical multiple choice

Section 1 comprises a 3-option graphical multiple choice item type. It assesses listening skills. It tests ability to understand the gist of short spoken utterances.

| | |
|--|---|
| <p>This is the Pearson Test of English General Level 2. This test takes 1 hour and 35 minutes.</p> <p>Section 1</p> <p>You will have 10 seconds to read each question and the corresponding options. Then listen to the recording. After the recording you will have 10 seconds to choose the correct option. Put a cross (X) in the box next to the correct answer, as in the example.</p> <p>Example: What are the speakers discussing?</p> <p><input type="checkbox"/> A a book by a new author</p> <p><input type="checkbox"/> B a book they have both read</p> <p><input checked="" type="checkbox"/> C a book by an author they both know</p> <p>1. What do you learn about Miss Green?</p> <p><input type="checkbox"/> A She's often absent through illness.</p> <p><input type="checkbox"/> B She doesn't give much homework.</p> <p><input type="checkbox"/> C She hates going on courses.</p> <p>2. Which shop has the speaker just visited?</p> <p><input type="checkbox"/> A a clothes shop</p> <p><input type="checkbox"/> B a shoe shop</p> <p><input type="checkbox"/> C a music shop</p> <p>3. How is Tim going to school today?</p> <p><input type="checkbox"/> A by bus</p> <p><input type="checkbox"/> B by bike</p> <p><input type="checkbox"/> C by car</p> <p>4. Which subject is the speaker going to do next year?</p> <p><input type="checkbox"/> A extra sport</p> <p><input type="checkbox"/> B cookery</p> <p><input type="checkbox"/> C art</p> | <p>5. What does the speaker say about this year's school trip?</p> <p><input type="checkbox"/> A It will be more exciting than last year.</p> <p><input type="checkbox"/> B It's a long way to travel.</p> <p><input type="checkbox"/> C They have been there before.</p> <p>6. Why does Mick shop online?</p> <p><input type="checkbox"/> A It saves time.</p> <p><input type="checkbox"/> B It is cheaper.</p> <p><input type="checkbox"/> C It is enjoyable.</p> <p>7. Why would Ben prefer a holiday in the mountains?</p> <p><input type="checkbox"/> A The hotel there is better.</p> <p><input type="checkbox"/> B It will be cooler there.</p> <p><input type="checkbox"/> C There is more to do.</p> <p>8. Which change is going to happen in the school library?</p> <p><input type="checkbox"/> A Morning opening times will be later.</p> <p><input type="checkbox"/> B Students can borrow fewer books.</p> <p><input type="checkbox"/> C It will now close earlier in the afternoon.</p> <p>9. Which statement is true?</p> <p><input type="checkbox"/> A Martha lent Robert a book.</p> <p><input type="checkbox"/> B Robert borrowed a book from Paul.</p> <p><input type="checkbox"/> C Paul returned the book to Martha.</p> <p>10. Where are the speakers?</p> <p><input type="checkbox"/> A at a pizza restaurant</p> <p><input type="checkbox"/> B at a train station</p> <p><input type="checkbox"/> C at a bus-stop</p> <p style="text-align: right;">(Total 10 marks)</p> |
|--|---|

Task

Test takers listen once to ten short recordings, either monologues or dialogues, and answer a single 3-option multiple choice question (or complete a sentence) for each. There are ten questions to answer (or sentences to complete); one per recording. Objective, stimulus

| Objective | Stimulus |
|---|--|
| <p>To assess ability to understand the gist of short spoken utterances by:</p> <ul style="list-style-type: none"> - identifying the situation - identifying the speaker's role - identifying the speakers' relationship - identifying the topic - understanding spatial relations - understanding a description - recognising the function | <p>Short recordings, one or two speakers Including the following:</p> <ul style="list-style-type: none"> - transactional conversations - social conversations - public announcements <p>Including the following language functions:</p> <ul style="list-style-type: none"> - request for goods or services - request for action - request for information - factual information - expression of feelings - offer - invitation - apology |

Scores

This item type is marked as either correct or incorrect. Each correct answer has a weighting of one score point. A maximum of ten score points can be achieved in this section of the test.

Section 3 Listening

Text, note completion

Section 3 comprises a Text, note completion item type. It assesses listening skills. It tests ability to extract specific information from spoken texts.

Section 3

12-16 You will hear a voicemail message. First, read the notes below then listen and complete the notes with information from the voicemail. You will hear the recording twice.

Example: Message is about a history project

12. The project is about their

13. Maximum number of words:

14. Final date for finishing project:

15. Project must not be presented in

16. Ben and Alex now both own

17-21 You will hear an answer-phone message. First, read the notes below then listen and complete the notes with information from the answer-phone message. You will hear the recording twice.

Example: Message from: Mum

17. Finn's mum will be home a bit

18. They have run out of

19. Finn has to send his Aunt Zoe's

20. Aunt Zoe's address:

21. Finn's dad needs to bring back

(Total 10 marks)

That is the end of the listening section of the test. Now go on to the other sections of the test.

Task

Test takers listen twice to two recordings, either a monologue or dialogue, and complete a text or notes for each using the information heard. There are ten gaps to complete; five per task.

Objective, stimulus

| Objective | Stimulus |
|---|---|
| <p>To assess ability to extract specific information from extended spoken texts</p> | <p>One or two speakers giving or exchanging information which requires accurate listening and transcription (e.g., addresses and telephone numbers):</p> <p>Including the following:</p> <ul style="list-style-type: none"> - transactional conversations - public announcements - recorded messages |

Scores

This item type is marked as either correct or incorrect. Each correctly completed gap has a weighting of one score point. A maximum of ten score points can be achieved in this section of the test.

Section 4 Reading

Gap fill 3-option multiple choice

Section 4 comprises a Gap fill 3-option multiple choice item type. It assesses reading skills. It tests ability to understand the purpose, structure and main idea of short written texts.

Section 4

Read each text and put a cross (X) by the missing word or phrase, as in the example.

Example:

Recycling Centre

Please do not put electrical or computer.....in this area.
Contact a member of staff who will be happy to help you.

A monitors

B machines

C equipment

22.

All college and school students can get a 25%.....in this store. Student card with photograph needed.

A profit

B discount

C products

23.

We are thinking of starting a school chess club....., your name below if you are interested in joining.

A Spell

B Notice

24.

Bicycles for hire. £25.00 per half day. A deposit of £50.00 is also required and will be.....at the end of the session, if the bike is in good order.

A given back

B paid to us

C taken out

25.

This.....is only for customers with ten items or fewer. Thank you for your co-operation.
Bill Davies (Manager)

A supermarket

B department

C checkout

26.

Put all hand luggage in the overhead lockers.....bags, etc in the aisles, where people may trip over them.

A There may be

B Be careful of

C Do not leave

(Total 5 marks)

Task

Test takers read five short texts, each containing a gap, and choose which of three answer options is the missing word or phrase. There are five gaps to complete; one per text.

Objective, stimulus

| Objective | Stimulus |
|---|---|
| To assess ability to understand the purpose, structure and main idea of short written texts | Text types include: labels, instructions, signs, notices, menus, advertisements and announcements |

Scores

This item type is marked as either correct or incorrect. Each correctly completed gap has a weighting of one score point. A maximum of five score points can be achieved in this section of the test.

Section 5 Reading

3-option graphical multiple choice

Section 5 comprises a 3-option multiple choice item type. It assesses reading skills. It tests ability to understand the main ideas in an extended written text.

Section 5

Read the advertisement for Camp Belmont and answer the questions below. Put a cross (X) in the box next to the correct answer, as in the example.

Camp Belmont is one of the oldest day camps in the UK. It was founded 25 years ago by British couple Michael and Margaret Martins. Michael and Margaret had been employed in the USA and thought the idea would work well in the UK too. Within 5 years of opening, Camp Belmont was operating on 10 sites in the London area. This has risen to 16.

Day camps are organized throughout the summer and are open to children and teenagers between 5 and 16. The day campers are placed in groups with others of the same age. The camps are hosted at schools and colleges which would normally be closed in the summer. This allows Camp Belmont to have its day camps on sites that have excellent grounds and facilities, particularly those for sport.

Young people can feel bored in the long summer holidays, especially if parents are working. By attending day camp, they can have fun-filled days in a safe environment and, unlike other summer camps, return home safely in the evening.

Campers usually arrive at about 8.30 am and spend the day doing a range of activities (usually up to 6) – sporting, artistic and adventurous. A special advantage for mum and dad is that pick-up is around 4.30 pm, so times are more or less the same as in a standard school day. Camp is based on a weekly programme, but it is possible to have 3 day programmes and even single day ‘taster programmes’ to see if young people like the experience.

All the sites have sports halls and indoor swimming pools, if it’s too wet or cold for the organized outdoor activities. Camps have their own directors who plan everything and are well-qualified and experienced staff. All camps are regularly inspected. Check out our website for full details.

Example: What do we learn about Camp Belmont?

- A It’s the oldest day camp in the United Kingdom.
- B It’s been operating for a quarter of a century.

28. Why is it easy for the company to find host sites?

A There are many schools in the London area.

B Schools aren't usually open in the summer.

C Excellent sporting facilities are available.

29. What's the main difference between Belmont Camp and other camps?

A There are more facilities.

B Day camp is much safer.

C You don't stay overnight.

30. Why do parents particularly like day camp?

A The hours are similar to those of school.

B The children can do 6 different activities.

C 'Taster Programmes' are always on offer.

31. What sometimes changes a day camp programme?

A a camp inspection

B the weather

C the director's plans

(Total 5 marks)

Task

Test takers read a text and answer five questions (or complete five sentences) from a choice of three answer options. There are five answers to choose and one text.

Objective, stimulus

| Objective | Stimulus |
|--|--|
| To assess ability to understand the main ideas in an extended written text | Text types include: newspaper articles, magazine articles, leaflets, brochures or website articles |

Scores

This item type is marked as either correct or incorrect. Each correct answer has a weighting of one score point. A maximum of five score points can be achieved in this section of the test.

Section 6 Reading

Open-ended question

Section 6 comprises an Open-ended question item type. It assesses reading skills. It tests ability to understand the main points of short written texts.

Section 6

Read the report below and answer the questions.

Weston Wins Again!

For the third year running, Weston College has won the annual Williams Trophy Cup. The silver cup was given by Peter Williams when he retired as Head of Physical Education at Weston College after ten years of service. Before this, however, he spent five years teaching sport at Minett Academy. The two colleges, only two kilometers apart, have traditionally been sports rivals. With this in mind, Mr Williams decided to celebrate his career with an annual football match. This year Weston won 3-2 in a closely-fought game. Sadly, Mr Williams was unable to present the Cup in person, as he was unwell.

Example: How often is the Williams Cup Match played?
..... go-karting

32. What is the trophy made of?
.....

33. Which college did Mr Williams first work at?
.....

34. How close are the two colleges to each other?
.....

35. What prevented Mr Williams from attending this year's match?
.....

Read the review below and answer the questions.

'City Action 3' in Stores Soon.

Kayco's new 'City Action 3' comes onto the market next month. And it has been well worth waiting for, considering how poor 'City Action 2' was. When the original 'City Action' came out five years ago and won the Computer Games Award, fans were optimistic that future versions would continue to impress. However, 'City Action 2' was a disaster. There were so few changes to the original that fans did not buy it. It ended up in sales and second-hand bins. New improved 'City Action 3' has better graphics and faster speeds. Not an award-winner this year, but it's fun and exciting. Buy it!

Example: When is 'City Action 3' going to be released?

..... next month

36. Which game won a prize?

.....

37. Why didn't gamers want the second version?

.....

38. Where were copies of 'City Action 2' put?

.....

39. How has the newest version changed?

.....

(Total 8 marks)

Task

Test takers read two texts and answer eight questions about them using single words or short answers. There are eight questions to answer; four per text.

Objective, stimulus

| Objective | Stimulus |
|--|--|
| To assess ability to understand the main points of short written texts | Text types include: extended informative text found in newspapers, magazines, leaflets, brochures and website articles |

Scores

This item type is marked as either correct or incorrect. Each correct answer has a weighting of one score point. A maximum of eight score points can be achieved in this section of the test.

Section 7 Reading

Text, note completion

Section 7 comprises a Text, note completion item type. It assesses reading skills. It tests ability to extract specific information from a written text.

Section 7

Read the article and complete the notes. Write no more than three words from the article in each gap.

Life in the Fast Lane

Have you ever wondered how world champion racing drivers like Lewis Hamilton and Jensen Button started? Well, both began their racing careers in go-karting. One of the best go-kart circuits is Dayside Park Circuit. You are sorted into categories according to age. I was amazed to learn that really young children can drive go-karts. Then they can experience the thrill as a cadet (8-11) or, if older, as a Junior (12-15). And if there are children younger than 8, there is a mini-circuit for 4-7 year olds using electric go-karts and a maximum speed of 7kph. Children get friendly instruction about how to drive and the rules of the circuit, which is built to the highest safety standard. No more than six karts are on the track at one time. The mini-circuit is perfect for families where there is a younger brother or sister, not old enough to be a cadet or a Junior.

Many people go in groups to celebrate birthday parties with their friends. The maximum number in a group is 12, so this breaks down into two 15-minute sessions each and nobody else is allowed on the track when there is a party. You get the use of a protective suit, helmet and gloves. Safety is key and track officials explain the rules and regulations of driving on the track. In addition to parties and advance reservations, you can just go on the day as 'arrive and drive' customers. However, be warned that, doing this, you may face long queues.

Example: Lewis Hamilton and Jensen Button both used to go every year / annually.

40. The writer expressed surprise that go-karts were driven by.....

41. Go-karters are classified by their.....

42. The youngest go-karters can't go faster than.....

43. Having a mini-circuit is especially helpful for.....

44. Dayside Park is used for special occasions, like.....

45. All go-karters are given special.....

46. The problem with not booking beforehand is the possibility of.....

(Total 7 marks)

Task

Test takers read a text and use information from it to fill seven gaps in a second incomplete text or notes. There are seven gaps to complete; one source text and a second incomplete text or notes.

Objective, stimulus

| Objective | Stimulus |
|---|---|
| To assess ability to extract specific information from an extended written text | Text types include: letters, emails, advertisements, newspaper articles, magazine articles, websites or textbooks |

Scores

This item type is marked as either correct or incorrect. Each correctly completed gap has a weighting of one score point. A maximum of seven score points can be achieved in this section of the test.

Objective, stimulus

| Objective | Stimulus |
|--|---|
| To assess ability to write a short piece of correspondence | Instructions which include the purpose of the text, the intended content of the message and the recipient. The task gives the test taker the opportunity to express thoughts, describe experiences, feelings and events |

Scores

This item type has a weighting of ten score points.

Written responses (sections 8 and 9) are scored according to **how well** test takers perform against the following criteria:

| | |
|-------------------------------|---|
| Range | Has enough language to get by, with sufficient vocabulary to express him/herself with some circumlocutions on topics such as family, hobbies and interests, work, travel and current events |
| Accuracy | Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations |
| Coherence and cohesion | Can link a series of shorter, discrete simple elements into a connected, linear sequence of points |
| Orthographic control | Can produce continuous writing which is generally intelligible throughout |
| | Spelling, punctuation and layout are accurate enough to be followed most of the time |

In addition, performance in this section is scored according to **what** the test taker can do against the following criteria:

| | |
|----------------------------|--|
| Written interaction | <p>Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision</p> <p>Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important</p> |
|----------------------------|--|

Task

Test takers write a piece of free writing from a choice of two given topics. The form of the response may be:

- factual: blog entry, article, instructions
- critical: review, report, essay
- analytical: essay, analysis of issue or argument, explanation

There is one text to write (100-150 words). There is a 'tolerated' word limit of 60-165 words for Section 9. If the response is below or over this, test takers will automatically score 0 for the section.

Objective, stimulus

| Objective | Stimulus |
|---|--|
| To assess ability to write a short text from own experience, knowledge or imagination | A choice of two topics providing the test taker with the opportunity to give an opinion or reasons |

Scores

This item type has a weighting of ten score points.

Written responses (sections 8 and 9) are scored according to **how well** test takers perform against the following criteria:

| | |
|-------------------------------|--|
| Range | Has enough language to get by, with sufficient vocabulary to express him/herself with some circumlocution on topics such as family, hobbies and interests, work, travel and current events |
| Accuracy | Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations |
| Coherence and cohesion | Can link a series of shorter, discrete simple elements into a connected, linear sequence of points |
| Orthographic control | Can produce continuous writing, which is generally intelligible throughout |
| | Spelling, punctuation and layout are accurate enough to be followed most of the time |

In addition, performance in this section is scored according to **what** the test taker can do against the following criteria:

| | |
|---------------------------|---|
| Written production | Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence |
|---------------------------|---|

Summary: written test item type information

| Sections | Item types | Objectives | Tasks | Stimulus |
|-------------------------------------|--|--|---|---|
| Section 1: Listening | 3-option graphical multiple choice | To assess ability to understand the gist of short spoken utterances by: <ul style="list-style-type: none"> - identifying the situation - identifying the speaker's role - identifying the speakers' relationship - identifying the topic - understanding spatial relations - understanding a description - recognising the function | Listen once to ten short recordings, either monologues or dialogues, and answer a single 3-option multiple choice question or complete a sentence for each. Ten items | Short recordings, one or two speakers Including the following: <ul style="list-style-type: none"> - transactional conversations - social conversations - public announcements Including the following language functions: <ul style="list-style-type: none"> - request for goods or services - request for action - request for information - factual information - expression of feelings - offer - invitation - apology |
| Section 2: Listening and writing | Dictation | To assess ability to understand an extended utterance by transcribing a spoken text | Listen to one person speaking and write exactly what is heard with correct spellings. The extract is played twice, the second time with pauses, giving time to write down word-for-word what is heard. One dictation | Instructions, news bulletins, announcements, broadcast features and factual information. The extracts are descriptive and contain relatively formal language |
| Section 3: Listening | Text, note completion | To assess ability to extract specific information from | Listen twice to two recordings, either a monologue or dialogue, and complete a text or notes for each using the information heard. Ten gaps | One or two speakers, giving or exchanging information which requires accurate listening and transcription (e.g., addresses and telephone numbers) Including the following: <ul style="list-style-type: none"> - conversations - public announcements - recorded messages |
| Section 4: Reading | Gap fill 3-option multiple choice | To assess ability to understand the purpose, structure and main idea of short written texts | Read five short texts, each containing a gap, and choose which of three answer options is the missing word or phrase. Five gaps | Short authentic-style texts presented with realistic layout and typography. Texts types include: labels, instructions, signs, notices, menus, advertisements and announcements |
| Section 5: Reading | 3-option graphical multiple choice | To assess ability to understand the main ideas in an extended written text | Read a text and answer five questions or complete five sentences from a choice of three answer options. Five questions or gaps | Text types include: newspaper articles, magazine articles, leaflets, brochures or web articles |
| Section 6: Reading | Open-ended question | To assess ability to understand the main points of short written texts | Read two texts and answer eight questions about them using single words or short answers. Eight questions | Text types include: extended informative text found in newspapers, magazines, leaflets, brochures and website articles |
| Section 7: Reading | Text, note completion | To assess ability to extract specific information from an extended written text | Read a text and use information from it to fill seven gaps in a second incomplete text or notes. Seven gaps | Text types include: letters, emails, advertisements, newspaper articles, magazines, websites or textbooks |
| Section 8: Writing | Write correspondence | To assess ability to write a piece of correspondence | Write an email or formal or informal letter based on information given in Section 7. One text (70-90 words) | Instructions which include the purpose of the text, the intended content of the message and the recipient. The task gives the test taker the opportunity to express thoughts, describe experiences, feelings and events |
| Section 9: Writing | Write text | To assess ability to write a short text from own experience, knowledge or imagination | Write a piece of free writing from a choice of two given topics. The form of the response may be: <ul style="list-style-type: none"> - factual: blog entry, article, instructions - critical: review, report, essay - analytical: essay, analysis of issue or argument, explanation One text (100-150 words) | A choice of two topics which provides the test taker with the opportunity to give an opinion or reasons |

Figure 6 Level 2 (intermediate) Written Test item types

Spoken test

This part of the guide presents a detailed description of the item type within each section of the spoken test. This includes what it tests, what test takers have to do, timing, the item type objective, stimulus information and details on scoring.

Section 10 Speaking

Sustained monologue

Section 10 comprises a Sustained monologue item type. It assesses speaking skills. It tests ability to speak continuously about matters of personal information and interest.

PTE General Speaking Test: Level 2

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 last holiday.

Follow-up prompts:

- Where do people usually go for holidays in your country?
- Do you prefer to have an active or relaxing holiday? Why?
- What do you think about camping holidays?
- Where would you like to go on holiday in the future?

Main prompt 2:

- How interested are you in clothes and fashion?

Follow-up prompts:

- Which clothes are in fashion in your country now?
- When should young people be allowed to buy their own clothes? Why?
- Which clothes shops are most popular with people of your age? Why?
- What do you think about shopping online for clothes?

Main prompt 3:

- How important is sport in your life?

Follow-up prompts:

- Do you prefer playing or watching sport? Why?
- Which sports are most popular in your country?
- Is there a new sport which you would like to learn?
- What do you think about winter sports?

Main prompt 4:

- What do you like about your town or city?

Follow-up prompts:

- How popular is your area with tourists? Why?
- What facilities are there for young people?
- How could your town / city be improved?
- Which town or city would you like to visit in the future? Why?

Task

Test takers speak uninterrupted in response to a main prompt posed by the interlocutor (up to 1 minute). Follow-up questions are asked to encourage the test taker to continue talking. Prompts focus on present circumstances, regular and routine activities, past activities and experiences, future plans, tastes and preferences. This section of the test is **1.5 minutes**.

Objective, stimulus

| Objective | Stimulus |
|---|--|
| To assess ability to speak about matters of personal information and interest | <p>Questions may be about:</p> <ul style="list-style-type: none"> - school or work - possessions (e.g., car, computer) - free time activities (e.g., hobbies, sport) - cultural pursuits (e.g., music, films, books) |

Scores

The score points for speaking are aggregated and contribute up to 25 marks towards the total score over the written and spoken tests of 100 marks.

The test taker is scored on **how well** they perform over the four speaking sections against the following criteria:

| | |
|-----------------------------|---|
| Fluency | |
| Interaction | <p>Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest</p> <p>Can repeat back what someone has said to confirm mutual understanding</p> |
| Range | <p>Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel and current events</p> |
| Accuracy | <p>Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations</p> |
| Phonological control | <p>Pronunciation is clearly intelligible even if occasional mispronunciations occur</p> |

In addition, performance in this section is scored according to **what** the test taker can do against the following criteria:

| | |
|--|---|
| <p>Sustained monologue describing experience OR Sustained monologue putting a case</p> | <p>Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest</p> <p>Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points</p> <p>Can give detailed accounts of experiences, describing feelings and reactions</p> <p>Can relate the plot of a book or film and describe his/her reactions</p> <p>Can describe dreams, hopes and ambitions</p> <p>Can describe events, real or imagined</p> <p>Can briefly give reasons and explanations for opinions, plans and actions</p> |
|--|---|

Section 11 Speaking

Describe picture

Section 11 is a Discussion item type. It assesses speaking skills. It tests ability to discuss a concrete issue.

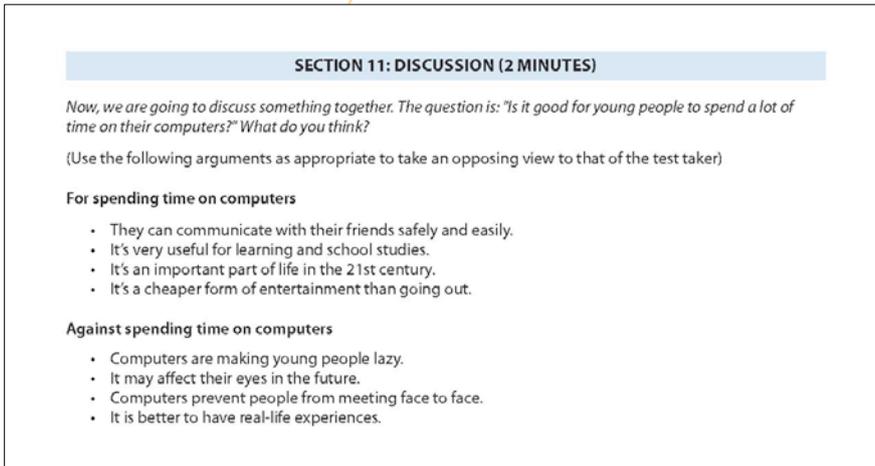


Image displaying interlocutor script and instructions.

Task

Test takers give and support opinions on a topic in response to prompts put by the interlocutor. This section of the test is 2 minutes.

Objective, stimulus

| Objective | Stimulus |
|---|--|
| To assess ability to discuss a concrete issue | Discussion on a concrete topic about which it is feasible to have equally valid opposing opinions, feelings or ideas. The topic is chosen so that its pros and cons can be expressed using relatively simple, high frequency language (e.g., "I prefer to travel by train because it is quicker.") Example topics include: <ul style="list-style-type: none"> - town vs. country - preference for types of movies or books - emails vs. letters - preferences for forms of transportation - advantages and disadvantages of mobile phones - DVD at home vs. movie theater - advantages and disadvantages of fast food - beach holiday vs. holiday in the mountains - advantages and disadvantages of the Internet |

Scores

The score points for speaking are aggregated and contribute up to 25 marks towards the total score over the written and spoken tests of 100 marks.

The test taker is scored on **how well** they perform over the three speaking sections against the following criteria:

| | |
|-----------------------------|---|
| Fluency | Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production |
| Interaction | Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest Can repeat back what someone has said to confirm mutual understanding |
| Range | Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation And circumlocutions on topics such as family, hobbies and interests, work, travel and current events |
| Accuracy | Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations |
| Phonological control | Pronunciation is clearly intelligible even if occasional mispronunciations occur |

In addition, performance in this section is scored according to **what** the test taker can do against the following criteria:

| | |
|--------------------|---|
| Turn taking | Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest |
|--------------------|---|

Section 12 Speaking

Describe picture

Section 12 is a Describe picture item type. It assesses speaking skills. It tests ability to speak continuously about a picture and interpret some aspect of it.

SECTION 12: PICTURE (1.5 MINUTES)

Now, here is a picture of the inside of a theatre. Please tell me what you can see in the picture.
(Hand the picture to the test taker)



(Allow the test taker to speak for about one minute, and then ask this secondary prompt)
Please tell me how the people are feeling and what is going to happen next.
(Retrieve the picture)

Image displaying interlocutor script and instructions.

Task

Test takers speak without interruption about a picture in response to a prompt posed by the interlocutor (up to 45 seconds). This is followed by a second instruction to interpret some aspect of the picture. This section of the test is 1.5 minutes.

Objective, stimulus

| Objective | Stimulus |
|---|--|
| To assess ability to speak continuously about a picture and interpret some aspect of it | A picture showing a scene or a sequence of events, and two questions. The first prompt is always "Tell me what you can see in the picture." The second prompt is an instruction to the test taker to interpret some aspect of the picture or to express a personal reaction to it The picture contains some element that invites comment or interpretation, e.g., a person engaged in an unusual activity or expressing some emotion. It may show alternative possibilities (such as different hobbies or sports) or the before and after states of some process or event |

Scores

The score points for speaking are aggregated and contribute up to 25 marks towards the total score over the written and spoken tests of 100 marks.

The test taker is scored on **how well** they perform over the three speaking sections against the following criteria:

| | |
|-----------------------------|--|
| Fluency | Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production |
| Interaction | Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest Can repeat back what someone has said to confirm mutual understanding |
| Range | Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation And circumlocutions on topics such as family, hobbies and interests, work, travel and current events |
| Accuracy | Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations |
| Phonological control | Pronunciation is clearly intelligible even if occasional mispronunciations occur |

In addition, performance in this section is scored according to **what** the test taker can do against the following criteria:

| | |
|-----------------------------|--|
| Thematic Development | Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points |
|-----------------------------|--|

Section 13 Speaking

Role play

Section 13 comprises a Role play item type. It assesses speaking skills. It tests ability to perform and respond to basic language functions appropriately.

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 are going to the theatre with a friend. You are meeting your friend there but you are late. Phone your friend. The examiner is your friend.

- Apologise and say why you are late.
- Say when you'll get to the theatre.
- Ask your friend to collect the tickets.
- Thank your friend and ring off.

Interlocutor's script

Your friend is waiting for you outside the theatre. You are late. I am your friend.

Ready? I'll start.

Suggested prompts:

- *Hi! You're late. What's happened?*
- *Don't worry. What time will you be here?*
- *That's plenty of time. I'll wait in the coffee shop.*
- *Sure. I'll do it now.*
- *See you soon. Bye.*

(Retrieve the card)

Thank you. That is the end of the test.

Task

Test takers take part in a role play with the interlocutor using a role card with information and instructions. The situation may require the test taker to negotiate a minor difficulty, such as declining an invitation or making a complaint about some routine matter that can be easily rectified. It could involve collaborating to solve a problem or make an arrangement. This section of the test is **2 minutes**.

Objective, stimulus

| Objective | Stimulus |
|--|--|
| <p>To assess ability to perform and respond to language functions appropriately</p> <p>Including the following language functions:</p> <ul style="list-style-type: none"> - greeting and leave-taking - asking for things - asking for information - responding to requests - offering, accepting - responding to offers - thanking - giving information - apologising - asking for directions | <p>The interlocutor gives the test taker up to 15 seconds to read a role card with:</p> <ul style="list-style-type: none"> - an explanation of the situation and the roles - instructions and/or the objective - visual support where appropriate |

Scores

The score points for speaking are aggregated and contribute up to 25 marks towards the total score over the written and spoken tests of 100 marks.

The test taker is scored on **how well** they perform over the three speaking sections against the following criteria:

| | |
|-----------------------------|--|
| Fluency | Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production |
| Interaction | Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest Can repeat back what someone has said to confirm mutual understanding |
| Range | Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel and current events |
| Accuracy | Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations |
| Phonological control | Pronunciation is clearly intelligible even if occasional mispronunciations occur |

In addition, performance in this section is scored according to **what** the test taker can do against the following criteria:

| | |
|--|--|
| Sociolinguistic appropriateness | Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register |
|--|--|

Summary: spoken test item type information

| Sections | Item types | Objectives | Tasks | Stimulus |
|-----------------------------------|---------------------|--|---|---|
| Section 10: Listening | Sustained monologue | To assess ability to speak about matters of personal information and interest | (1.5 minutes) Speak uninterrupted in response to a main prompt posed by the interlocutor (up to 1 minute). Follow-up questions are asked to encourage the test taker to continue talking. Prompts focus on present circumstances, regular and routine activities, past activities and experiences, future plans, tastes and preferences | Questions may be about: - school or work - possessions (e.g., car, computer) - free time activities (e.g., hobbies, sport) - cultural pursuits (e.g., music, films, books) |
| Section 11: Listening and writing | Discussion | To assess ability to discuss a concrete issue | (2 minutes) Give and support opinions on a topic in response to prompts put by the interlocutor | Discussion on a concrete topic about which it is feasible to have equally valid opposing opinions, feelings or ideas. The topic is chosen so that its pros and cons can be expressed using relatively simple, high frequency language (e.g., "I prefer to travel by train because it is quicker.") Example topics include: - town vs. country - preference for types of movies or books - emails vs. letters - preferences for forms of transportation - advantages and disadvantages of mobile phones - DVD at home vs. movie theater - advantages and disadvantages of fast food - beach holiday vs. holiday in the mountains - advantages and disadvantages of the Internet |
| Section 12: Listening | Describe picture | To assess ability to speak continuously about a picture and interpret some aspect of it | (1.5 minutes) Speak without interruption about a picture in response to a prompt posed by the interlocutor (up to 45 seconds). This is followed by a second instruction to interpret some aspect of the picture | A picture showing a scene or a sequence of events, and two questions. The first prompt is always "Tell me what you can see in the picture." The second prompt is an instruction to the test taker to interpret some aspect of the picture or to express a personal reaction to it The picture contains some element that invites comment or interpretation, e.g., a person engaged in an unusual activity or expressing some emotion. It may show alternative possibilities (such as different hobbies or sports) or the before and after states of some process or event |
| Section 13: Reading | Role play | To assess ability to perform and respond to language functions appropriately Including the following language functions: - greeting and leave-taking - asking for things - asking for information - responding to requests - offering, accepting - responding to offers - thanking - giving information - apologising - asking for directions | (2 minutes) Take part in a role play with the interlocutor using a role card with information and instructions. The situation may require the test taker to negotiate a minor difficulty, such as declining an invitation or making a complaint about some routine matter that can be easily rectified. It could involve collaborating to solve a problem or make an arrangement | The interlocutor gives the test taker up to 15 seconds to read a role card with: - an explanation of the situation and the roles - instructions and/or the objective - visual support where appropriate |

Figure 7. Level 1 (Intermediate) spoken test item type information

Contact us

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