Pearson English

Pearson Test of English General

Pearson English International Certificate

Level 3
Upper Intermediate
Paper Reference: 4063

Pearson Education Ltd
Practice paper written by Pearson English exam authors
© April 2020

SPOKEN PRACTICE TEST 1

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

<table>
<tr><th>Sections</th><th>Level A1</th><th>Level 1</th><th>Level 2</th><th>Level 3</th><th>Level 4</th><th>Level 5</th></tr>
<tr><td>10</td><td colspan="2">5 minutes</td><td colspan="2" rowspan="4">7 minutes</td><td colspan="2" rowspan="4">8 minutes</td></tr>
<tr><td>11</td><td colspan="2">Not at this level</td></tr>
<tr><td>12</td><td></td><td></td></tr>
<tr><td>13</td><td></td><td></td></tr>
</table>

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

Please note: The design of the practice tests is not identical to actual PTE General tests, however the content is equivalent.

Instructions for interlocutors

PTE General Level 3

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

The speaking test has 3 sections

Section 10 Personal Information: 1.5 minutes

Section 11 Discussion: 2 minutes

Section 12 Picture: 2 minutes

Section 13 Role Play: 1.5 minutes

Please note: Sections 12 and 13 have two sets of tasks: A and B. Students with odd test taker numbers should do 12A and 13A; students with even test take numbers should do 12B and 13B.

Please use the relevant enclosed picture card and test taker role card when administering Section 12 and Section 13 of the test.

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

Please ensure that you record the speaking test as instructed. Test takers must take all the relevant sections of the test.

When you record a test, please state clearly at the beginning of the test:

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

Start test with the following:

Good morning/afternoon. My name's _____

- Check test takers name against attendance sheet.
- Start timer.
- Begin test.

Standard Question: Can you tell me your name please?

SECTION 10 PERSONAL INFORMATION (1.5 MINUTES)

Now I'd like you to speak on your own for about one minute.

1

Main prompt

- Tell me about something you've read recently

Follow-up prompts

- Do you read a lot of books? Why/why not?
- Do you prefer to read paper or electronic books?
- What about newspapers? Do you read a real newspaper or do you check the news online?
- How do you see the future of the printed word?

2

Main prompt

- What would your ideal job be?

Follow-up prompts

- Are there any jobs you would NOT like to do? Why?
- Do you think everyone should receive the same salary, whatever work they do? Why/why not?
- Do you think dangerous jobs should be better paid than safe ones?
- Should experience and time in employment be rewarded by higher salaries

---

3

Main prompt

- Do you think recycling is a good idea? Why/why not?

Follow-up prompts

- Do you recycle at home?
- What things in the home can and can't we recycle?
- How could people be encouraged to recycle more?
- Apart from recycling, what others ways are there to reduce how much we waste?

4

Main prompt

- Do you like cooking? Why/why not?

Follow-up prompts

- Tell me about your favourite foods?
- Tell me about a meal you once made?
- What kind of meal would you like to eat for your next birthday?
- Can you think of a meal that didn't work, or that you didn't like?

SECTION 11 DISCUSSION (2 MINUTES)

Now we are going to discuss something together. The topic is: "Zoos belong to another age, and there is no place for them today". What do you think?

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

For

- Help to educate people
- Help with conservation of endangered species
- Offer breeding programs when animals in the wild can't find a mate
- Help with rehabilitation of abandoned wild animals that have been kept as pets

Against

- Animals have rights and we shouldn't interfere with these
- Animals in captivity suffer from stress and boredom when confined
- Removing animals from the wild reduces genetic diversity and thus further endangers survival of species
- Animals can escape, causing environmental hazards and threatening lives of people who live nearby.

SECTION 12A PICTURE (1.5 MINUTES)

Now, here are two pictures showing children at school. Please tell me what you can see in the pictures.

[Hand the pictures to the test taker]

Alright? Begin now please.

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

Do you think the changes that have taken place in the classroom and teaching today are producing better educated children than in 1936, when the earlier photo was taken?

[Retrieve the pictures]

SECTION 12B PICTURE (1.5 MINUTES)

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

[Hand the pictures to the test taker]

Alright? Begin now please.

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

Which kind of holiday would you prefer, and why?

[Retrieve the pictures]

SECTION 13A ROLE PLAY (2 MINUTES)

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

[Hand the card to the test taker. Allow up to 15 seconds to study the card]

Test taker's card

The situation: **You are a student. You are talking about your work at school. The examiner is your teacher.**

Your goal: **You want to persuade the teacher to give you less handwritten work and to let you use computers more for researching on the Internet**

Interlocutor's script

You are a student at a school. You are talking about changes you want to make at school. I am your teacher.

Alright? You start.

Suggested prompts

- But it's important that you get practice in handwriting
- Does everyone have access to a computer?
- There is a good school library, you know
- I suppose we have to move with the times

[Retrieve the card]

Thank you. That is the end of the test.

SECTION 13B ROLE PLAY (2 MINUTES)

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

[Hand the card to the test taker. Allow up to 15 seconds to study the card]

Test taker's card

The situation: **The examiner is your friend. You are going camping together. You are preparing your holiday.**

Your goal: **You don't know what to take with you, but you have to carry everything on your back. Discuss with your friend what you need to take.**

Interlocutor's script

You are with a friend. You are talking about what things you want to carry in your backpack on a camping holiday. I am your friend.

Alright? You start.

Suggested prompts

- We have to have the right clothes and footwear.
- Remember it might be cold and wet as well as hot and sunny
- We have to eat and drink, and hot food is better than cold
- We have to sleep, and stay warm and dry at night

[Retrieve the card]

Thank you. That is the end of the test.

MATERIALS FOR TEST TAKERS

SECTION A (12A and 13A)

Picture – 12A

SECTION A (12A and 13A)

Card – 13A

Test taker's card

The situation: You are a student. You are talking about your work at school. The examiner is your teacher.

Your goal: You want to persuade the teacher to give you less handwritten work and to let you use computers more for researching on the Internet

SECTION B (12B and 13B)

Picture – 12B

SECTION B (12B and 13B)

Card – 13B

Test taker's card

The situation: The examiner is your friend. You are going camping together. You are preparing your holiday.

Your goal: You don't know what to take with you, but you have to carry everything on your back. Discuss with your friend what you need to take.