



Pearson
English

Pearson Test of English General

**Pearson English
International Certificate**

**Level 2
Intermediate**

Paper Reference: 4062

Pearson Education Ltd

Practice paper written by Pearson English exam authors

© May 2020



SPOKEN
PRACTICE
TEST

2

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

Sections	Level A1	Level 1	Level 2	Level 3	Level 4	Level 5
10	5 minutes		7 minutes		8 minutes	
11	Not at this level					
12						
13						

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 2

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 4 sections

Section 10 Personal Information: 1.5 minutes

Section 11 Discussion: 2 minutes

Section 12 Picture: 1.5 minutes

Section 13 Role Play: 2 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 taker 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 taker's 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 a video you have watched online recently?

Follow-up prompts

- What do you think is the best website for watching videos, and why?
 - Do you usually watch videos on your phone or a computer?
 - Have you ever uploaded a video to the internet.
 - Do you prefer to watch videos alone or with other people? Why?
-

2

Main prompt 2

- Can you tell me about your favourite sport?

Follow-up prompts

- Do you prefer watching or playing sports? Why?
 - Have the sports you like changed as you've become older? How / why not?
 - Do you think all school children should play competitive sports? Why / why not?
 - How can people use sports to make friends?
-

3

Main prompt 3

- Tell me about a website that you use regularly

Follow-up prompts

- When Which websites are most useful for studying a foreign language?
- How much time do you think people should spend online each day?
- What kind of websites do you find boring? Why?
- How often do you discover a new website that you love?

4**Main prompt 4**

- What is your favourite kind of food?

Follow-up prompts

- Where do you prefer to eat, at home or at a restaurant? Why?
 - Which dish are you best at cooking?
 - What is the most disgusting food you have eaten?
 - Which country in the world do you think has the nicest food?
-

SECTION 11 DISCUSSION (2 MINUTES)

Now we are going to discuss something together. The question is: "Should children wear uniform to school?" What do you think?

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

For

- Uniforms make children feel part of a team with their classmates.
- Uniforms stop parents and children worrying about which clothes to wear.
- It is often cheaper to buy uniforms than other styles of clothing.
- Uniforms encourage children to care more about ideas than appearance.

Against

- Young people should be allowed to express themselves with different clothing.
- Uniforms are boring and sometimes uncomfortable.
- People are different, so they should be allowed to dress differently.
- When young people have to wear the same clothing, they worry more about physical size.

SECTION 12A PICTURE (1.5 MINUTES)

Now, here is a picture of people outside a shop. Please tell me what you can see in the picture.

[Hand the picture to the test taker]



Alright? Begin now please.

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

Tell me which products you think people most want to buy, and why?

[Retrieve the picture]

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: The examiner is one of your parents. You want your parent to give you money for a new smart phone.

Your goal: Get your parent to give you money for a new smart phone.

Interlocutor's script

I am your parent. You want me to give you money for a new smart phone.

Alright? You start.

Suggested prompts

- But you already have a phone. Why do you need a new one?
- How will the phone help with your studies?
- Why can't you pay for the phone yourself?
- If I give you the money, how will you help me?
- Okay, I'll give you the money, if you...

[Retrieve the card]

SECTION 12B PICTURE (1.5 MINUTES)

Now, here is a picture of people outside a second hand car dealer shop. Please tell me what you can see in the picture.

[Hand the picture to the test taker]



Alright? Begin now please.

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

Tell me what are some important features of a car that people are looking for and why

[Retrieve the picture]

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 one of your parents. You want your parent to help you buy a used car.

Your goal: Get your parent to give you money for a used car.

Interlocutor's script

I am your parent. You want me to give you money to buy a used car.

Alright? You begin.

Suggested prompts

- But why do you need a car?
- Can't you just use public transport?
- I'm concerned that you will drive in a dangerous way...
- If I give you the money, what will you do for me in return?
- Okay, I'll help you buy the car, but only if...

[Retrieve the card]

Thank you. That is the end of the test.

SECTION 12A

Picture - 12A



SECTION 13A

Card – 13A

Test taker's card

The situation: The examiner is one of your parents. You want your parent to give you money for a new smart phone.

Your goal: Get your parent to give you money for a new smart phone.

SECTION 12B

Picture – 12B



SECTION 13B

Card – 13B

Test taker's card

The situation: The examiner is one of your parents. You want your parent to help you buy a used car.

Your goal: Get your parent to give you money for a used car.