



Pearson
English

Pearson Test of English General

**Pearson English
International Certificate**

**Level 3
Upper Intermediate**
Paper Reference: 4063

Pearson Education Ltd
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SPOKEN
PRACTICE
TEST

2

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

Sections	Level A1	Level 1	Level 2	Level 3	Level 4	Level 5
10	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 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 4 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 regret doing?

Follow-up prompts

- What do you regret not doing?
- Do you think people have more or less regrets as they get older? Why?
- If you could change one thing about your life at the moment, what would it be?
- How can people ensure that they learn from their mistakes?

2

Main prompt

- Tell me about a famous person you admire?

Follow-up prompts

- What characteristics do you think are necessary to become famous?
- In what way have the people you admire changed as you have got older?
- What do you think are the drawbacks of being famous?
- Do you think that people should copy the behavior of celebrities?

3

Main prompt

- How have the roles of men and women changed in your country over time?

Follow-up prompts

- Do you think gender influences what people can do in their lives?
- Is nature or nurture a more powerful factor in gender differences?
- Should men and be able to participate together in the same sports teams? Why / why not?
- Do you think men and women are naturally good at different things? What / why not?

4

Main prompt

- Tell me about your dream job?

Follow-up prompts

- Which skills do you think are most important for the modern workplace?
 - What is more important to you, salary level or type of job?
 - What is the maximum distance you would be willing to commute each day?
 - Are you more productive working on your own or in a team?
-

SECTION 11 DISCUSSION (2 MINUTES)

Now, we are going to discuss something together. The question is: "Should young people be allowed to choose what they study at school themselves?" What do you think?

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

For

- Students are more motivated when studying something they like.
- Teachers find it easier to work with students who have self-selected a subject.
- It is important for students to specialize in a subject area as early as possible.
- Students work harder when they make decisions for themselves.

Against

- Taste changes. Young people could regret their decisions.
- Young people make bad decisions without understanding the demands of the workplace.
- It is important to have a broad education, whatever subjects you particularly like.
- Young people may not see the value in important subjects, such as foreign languages.

SECTION 12A PICTURE (1.5 MINUTES)

Now, here are two pictures showing different types of vacation. 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]

Tell me about the advantages and disadvantages of each type of vacation?

[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: The examiner is one of your parents. You want your parent to give you money to go on a week-long vacation in a foreign country.

Your goal: You Get your parent to give you money for your vacation to a foreign country

Interlocutor's script

I am your parent. You want me to give you money for a vacation in a foreign country.

Alright? You start.

Suggested prompts

- I'm not sure I can give you the money. What will you do on the holiday?
- Will it be an educational experience?
- Can't you do something like that in your own country?
- I see. Well, if I do give you the money, what will you do in return?
- Okay, that's agreed. I'll give you the money, as long as you...

[Retrieve the card]

SECTION 12B PICTURE (1.5 MINUTES)

Now, here are two pictures showing different types of job. Please tell me what you can see in the pictures.

[Hand the pictures to the test taker]



Alright? Begin now please.

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

Which job do you think would be most interesting? Why?

[Retrieve the pictures]

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 to get a part-time job, but your parent wants you to focus on studies.

Your goal: Get your parent to allow you to get a part-time job.

Interlocutor's script

I am your parent. You want to get a part-time job, but I want you to focus on studies. Try to persuade me to let you.

Alright? You start.

Suggested prompts

- I don't think this is a good idea. You should spend all of your time studying.
- But why do you need the money at the moment?
- What kind of job do you want?
- What can you learn by doing that kind of job?
- I see. Well, how are you going to find the job?
- Okay, that sounds alright, as long as you don't lose focus on studies.

[Retrieve the card]

Thank you. That is the end of the test.

SECTION 12A

Picture – 12A



SECTION 13A

Card – 13A

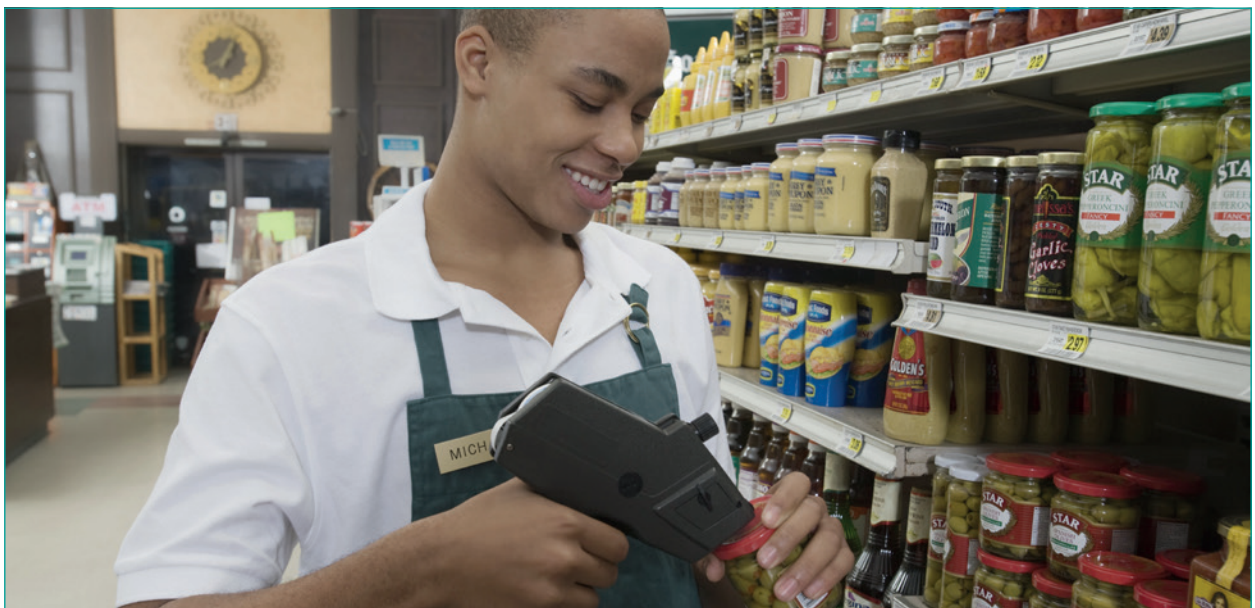
Test taker's card

The situation: The examiner is one of your parents. You want your parent to give you money to go on a week-long vacation in a foreign country.

Your goal: You Get your parent to give you money for your vacation to a foreign country

SECTION 12B

Picture – 12B



SECTION 13B

Card – 13B

Test taker's card

The situation: The examiner is one of your parents. You want to get a part-time job, but your parent wants you to focus on studies.

Your goal: Get your parent to allow you to get a part-time job.