



Pearson
PTE GENERAL

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▶ Pearson Test of English General

Pearson English
International Certificate

Practice Tests **Plus**

Level 3 (B2)

no key with
Student's Resources

INTRODUCTION

Print book

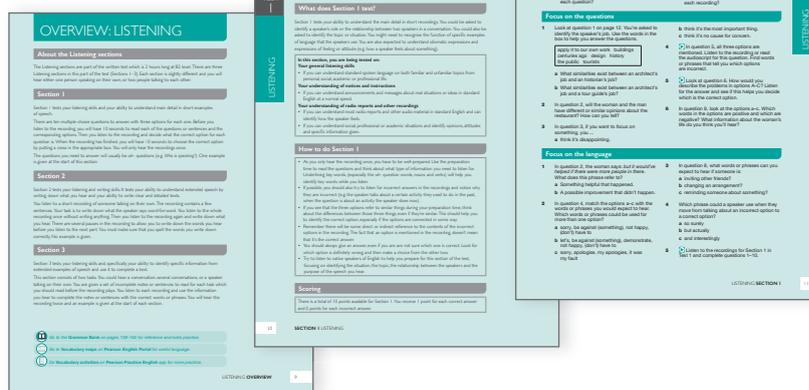
- This book contains five complete practice tests, which are modelled on the task types you will find in the **Pearson Test of English General (Pearson English International Certificate)**.

• **Test 1** provides specific guidance and tips for each section of the test and its tasks. This is done through an **Overview** of each skill section (listening, reading, writing and speaking), **How to** pages that give you tips and guidance on approaching each section task and **Training** pages where you can practice with the tasks in Test 1 with additional guidance and support.

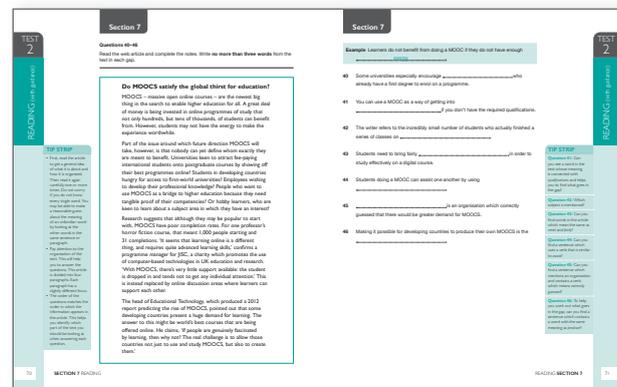
- **Test 2** provides tip strips, which give you detailed support with each task in the test. Tips are focused on specific questions and help you to learn about what you need to do to answer them.
- **Tests 3–5** are practice tests without support or tips. These are for you to practice with each task type on your own.

- **Visuals for the Speaking Test** pages, located at the back of the book, are where you can find all the visual aids and examiner role cards you will need to practice the speaking tasks. Use these to learn about the kinds of materials you will see in the speaking sections of the test or to practise doing the task types with a friend.

- **Speaking banks** at the back of the book, offer **detailed guidance** on Sections 10–13 of the test. These pages feature **speaking tasks from the tests**, give you helpful **Test Tips**, **Useful Language** and practice activities to help you prepare for the Speaking test.



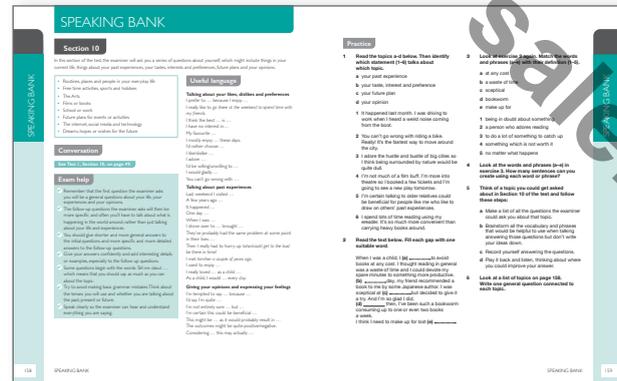
The image shows two pages from the book. The top page is titled 'HOW TO DO SECTION 1' and provides instructions on how to approach the listening section. It includes sections for 'What does Section 1 test?', 'How to do Section 1', and 'Section 1'. The bottom page is titled 'OVERVIEW: LISTENING' and provides a general overview of the listening section, including 'About the Listening sections', 'Section 1', 'Section 2', and 'Section 3'. It also includes a 'LISTENING OVERVIEW' section with icons for 'Section 1', 'Section 2', and 'Section 3'.



The image shows two pages from the book. The top page is titled 'Section 2' and contains a reading task. It includes a 'Section 2' header, a 'Section 2' sub-header, and a 'Section 2' body. The bottom page is titled 'Section 7' and contains a reading task. It includes a 'Section 7' header, a 'Section 7' sub-header, and a 'Section 7' body. Both pages include 'Section 2' and 'Section 7' headers and sub-headers.

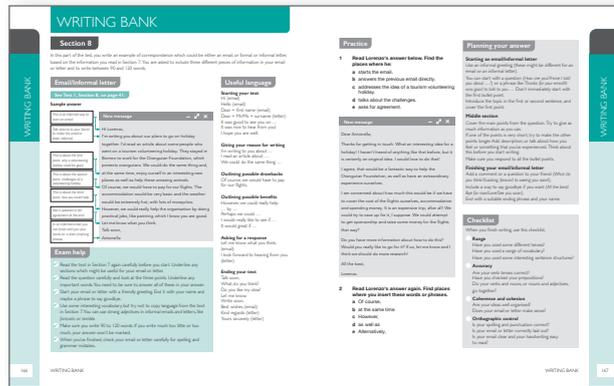


The image shows four pages from the book. The top two pages are titled 'Section 12A' and 'Section 12B' and contain visual aids for the speaking test. The bottom two pages are titled 'Section 13A' and 'Section 13B' and contain visual aids for the speaking test. Each page includes a 'Section' header and a 'Section' sub-header.

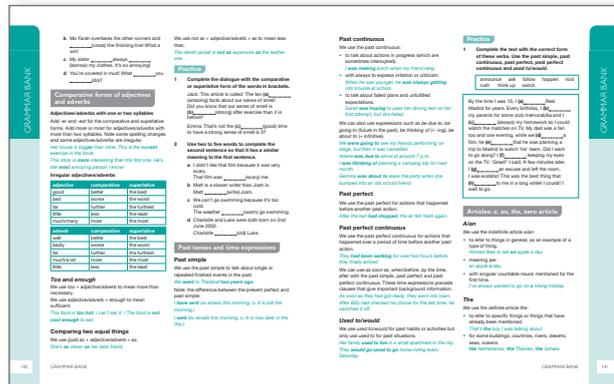


The image shows a page from the book titled 'SPEAKING BANK'. It includes a 'Section 10' header, a 'Section 10' sub-header, and a 'Section 10' body. It also includes a 'Section 11' header, a 'Section 11' sub-header, and a 'Section 11' body. The page contains detailed instructions and practice activities for the speaking test.

- **Writing banks** at the back of the book, offer **detailed guidance** on the tasks in Sections 8 and 9 of the written paper. These pages feature **writing tasks from the tests** and some **Sample Answers**. You can also find **Test Tips**, **Useful Language** and ideas for **Planning your writing**. The pages provide a writing **Checklist** for each type of text featured, as well as **Practice Activities** to help you prepare.



- A **Grammar bank** at the back of the book, has grammar explanations and practice activities at B2 level for extra revision.



Online Resources

The additional resources which support the book are available online on the **Pearson English Portal** at <https://pearson.com/english/portal.html>.

These resources include:

- **Audio** to accompany the tasks in the book and **audio scripts**.
- **Speaking video** of a student and an examiner doing the speaking sections of the test, as well as **worksheets** to use while watching.
- **Expert feedback** on the speaking videos and the student's performance.
- **Writing worksheets** focused on writing forms introduced in the book.
- **Vocabulary maps** with topics covered in the book.
- Information on **how to improve Speaking, Reading, Writing and Listening skills**.
- A **Student's Guide to the Computer Based Test**.

Pearson Practice English App

You can also find **PTE General** resources for practice on the **Pearson Practice English** app. Create an account using your access code via the **Pearson English Portal** or directly on the app on a mobile device. The resources available include:

- **Audio** from the book
- **Speaking Test Videos**
- **Additional practice** with 280 vocabulary items, taken from the topics covered in the book.

Ready test

If you would like to see how you might perform in the Pearson Test of English General, go to the Ready Test at english.com/readystest and take a test to find out! The test will be launched in Autumn 2020!

PAPER AND COMPUTER BASED TESTS

The Computer-Based Test

The **Pearson English International Certificate** computer-based test, is built on the solid foundations of the paper-based test retaining many of the features that make **PTE General** a reliable and trusted English language test. However, it is also different to the paper-based test in several ways:

Comparison of PTE General Tests

Delivery	Computer-based Test	Paper-based Test
Length	Under 2 hours	1.5–3 hours
Levels	Standard format across six test levels in the test suite focused on CEFR levels (A1, A2, B1, B2, C1 and C2).	Standard format across six test levels in the test suite focused on CEFR levels (A1, A2, B1, B2, C1 and C2).
GSE and CEFR	All six levels test A1 to C2 on the Common European Framework. The tasks in the test have been created in line with the GSE scale, which will link into scoring in late 2021.	All four levels test A1 to C2 on the Common European Framework.
Language skills	Assesses all four skills (listening, reading, writing and speaking) through integrated digital tasks.	Assesses all four skills (listening, reading, writing and speaking) through tasks in a written paper and an oral test.
Task types	There are 12 task types in the test. All 12 task types integrate skills in English, across different kinds of digital tasks.	There are 13 task types in the test at B1 level. Three of the task types are part of the oral test.
Test delivery	The entire test is taken on a computer. Test will be available on demand based on test centre availability.	The test is split into a written paper (listening, reading and writing) and an oral speaking test). Tests are scheduled across seven sessions per year, at test centres.
Scoring	Computer-scored	Human marking
Score reports	Results will be available two weeks after taking the test. Score reports will show the level earned by the test taker as well as information on strengths, weaknesses and a recommended learning path.	Results are available five to eight weeks after taking the test. Score report shows the overall score and the skills scores.

For more information on the computer-based test:



Go to [Student's Guide to the Computer Based Test on the Pearson English Portal](#)

OVERVIEW: LISTENING

About the Listening sections

The Listening sections are part of the written test which is 2 hours long at B2 level. There are three Listening sections in this part of the test (Sections 1–3). Each section is slightly different and you will hear either one person speaking on their own, or two people talking to each other.

Section 1

Section 1 tests your listening skills and your ability to understand main detail in short examples of speech.

There are ten multiple-choice questions to answer, with three options for each one. Before you listen to the recording, you will have 10 seconds to read each of the questions or sentences and the corresponding options. Then you listen to the recording and decide what the correct option for each question is. When the recording has finished, you will have 10 seconds to choose the correct option by putting a cross in the appropriate box. You will only hear the recordings once.

The questions you need to answer will usually be *wh-* questions (e.g. *Who is speaking?*). One example is given at the start of this section.

Section 2

Section 2 tests your listening and writing skills. It tests your ability to understand extended speech by writing down what you hear and your ability to write clear and detailed texts.

You listen to a short recording of someone talking on their own. The recording contains a few sentences. Your task is to write down what the speaker says word-for-word. You listen to the whole recording once without writing anything. Then you listen to the recording again and write down what you hear. There are several pauses in the recording to allow you to write down the words you hear before you listen to the next part. You must make sure that you spell the words you write down correctly. No example is given.

Section 3

Section 3 tests your listening skills and, specifically, your ability to identify specific information from extended examples of speech and use it to complete a text.

This section consists of two tasks. You could hear a conversation, several conversations, or a speaker talking on their own. You are given a set of incomplete notes or sentences to read for each task which you should read before the recording plays. You listen to each recording and use the information you hear to complete the notes or sentences with the correct words or phrases. You will hear the recording twice and an example is given at the start of each section.



Go to the **Grammar Bank** on pages 139–150 for reference and extra practice.



Go to **Vocabulary maps** on **Pearson English Portal** for useful language.



Do **Vocabulary activities** on **Pearson Practice English** app for more practice.

HOW TO DO SECTION 2

What does Section 2 test?

Section 2 tests your listening and writing skills. You listen to an extended example of speech with pauses in it and write down what you hear word-for-word. The recording you hear could be instructions, a news bulletin, an announcement, a factual TV, radio, video program or podcast. The recordings are authentic, descriptive English and contain relatively formal language.

In this section, you are being tested on:

Your general listening skills

- If you can understand the main ideas in standard spoken language when the speaker is talking about complex topics in real situations using varied language.
- If you can understand standard spoken language on both familiar and unfamiliar topics from personal, social, academic or professional life.

Your general writing skills

- If you can write what you hear with good spelling and grammar.

How to do Section 2

- Read the instructions and underline the key words which tell you the topic of the recording you're going to hear. Think about possible parts of this topic that someone could talk about. This should make it easier for you to listen for and understand the words that you hear.
- Make sure that you don't write anything the first time you listen to the recording. Focus on really understanding what the speaker is saying about the topic and the words they are using. As you're doing this, concentrate most of your attention on understanding and remembering the key words.
- The second time you listen, focus on writing down the words you hear correctly. If you aren't sure about a word you hear, leave a space and try to guess the missing word based on your knowledge of grammar or the structure of English sentences. Improving your grammar and knowledge of conjunctions, prepositions and linking words before the test should make it easier for you to do this.
- At the end of the second recording, try to make sure that your text makes sense and is grammatically accurate. If you know, for example, that a verb you heard is often followed by a specific preposition, think about whether to write it, even if you didn't hear it clearly. You may be awarded a point for writing the word phonetically if you aren't sure, so it is always worth trying it, even if you are unsure.
- Don't forget to check your sentences, and, in particular, to check your spelling because the examiner will be looking closely to see whether the words in your sentences are spelled correctly.

Scoring

There is a total of 10 points available for Section 2. You can receive up to a maximum of 5 points for your listening and up to 5 points for your writing.

SECTION 2: TRAINING

Focus on the instructions

- 1 Read the instructions for question 11 on page 16.
 - a How many times will you hear the recording?
 - b What should you do the first time you hear the recording?
 - c How will the second time you hear the recording be different to the first time?
 - d What should you do the second time you hear the recording?
 - e What do you need to check when you've finished writing?

Focus on the questions

- 1  What is the topic of the recording? Brainstorm ideas for things a speaker could say about food. Then listen to the recording for question 11. Does the speaker talk about any of your ideas?
- 2 Cover the script in exercise 3. Read these key words and use them to write sentences.
 - a nutrition expert/understand/negative impact/foods/emotions
 - b enable/healthy choices/prepare meals/feel great
- 3  Listen to the recording for question 11. Where does the speaker pause in the recording? Write // to show where the pauses are.

Are you interested in how food can affect your mood? Our nutrition expert will help you understand the negative impact that some foods can have on your emotions. This will enable you to make healthy choices and prepare meals that make you feel great.

Focus on the language

- 1  Listen to the recording for question 11 again.
 - a Are there any words that you haven't read or heard before?
 - b Which words might you find difficult to spell?
 - c Can you think of any spelling patterns you know that could help you spell them correctly?
- 2  Choose the correct words to complete these sentences from the recording. Then listen to the recording and read the audioscript to check your answers.
 - a Are you interested in how food can *affect* / *effect* your mood?
 - b Our nutrition *expertise* / *expert* will help you understand the negative impact that some foods can have on your emotions.
 - c This will enable you to *measure* / *make* healthy choices and prepare meals that make you feel great.
- 3 Read the words a–g and decide if they are spelled correctly (✓) or incorrectly (✗). Write the correct spelling for the incorrect words.
 - a cooperation _____
 - b acheive _____
 - c maintainence _____
 - d noticeable _____
 - e pursuit _____
 - f refridgerator _____
 - g successful _____

OVERVIEW: READING

About the Reading sections

The Reading sections are part of the written test which is 2 hours long at B2 level. There are four Reading sections in this part of the test (Sections 4–7). Each section is slightly different and you will read various types of texts and complete reading comprehension tasks.

Section 4

Section 4 of the written paper tests your reading skills and, specifically, your ability to understand the purpose, structure and main idea of short written texts.

In this section, you read five short texts, each of which has a gap in it. You choose the correct word or phrase to fill the gap from three possible options (**A**, **B** or **C**). The texts you read in this section will be short, authentic texts such as labels, instructions, signs, notices, menus, advertisements and announcements. One example is given at the start.

Section 5

Section 5 of the written paper tests your reading skills and your ability to understand the main ideas in an extended written text.

In this section, you read an extended text and answer five multiple choice questions about it. For each question, there are three options to choose from. You may have to choose the correct answer to a question or choose the correct ending to an incomplete sentence. The texts will be longer authentic texts such as newspaper articles, magazine articles, leaflets, brochures and website articles. One example is given at the start.

Section 6

Section 6 of the written paper tests your reading skills and your ability to understand the main points of short and extended written texts.

In this section, you read two texts and answer questions with single words or short answers. There are four questions to answer for each of the two texts. You will read authentic texts such as newspaper articles, magazine articles, leaflets, brochures and website articles. One example is given at the start.

Section 7

Section 7 of the written paper tests your reading skills and your ability to take specific information from an extended written text and use it to complete a summary of it.

In this section, you read an extended written text and use the information from it to fill seven gaps in another incomplete text or set of notes. For each gap, you should use no more than three words taken from the text. The texts you read in this section will be authentic texts such as newspaper articles, magazine articles, website articles or textbooks. One example is given at the start.



Go to the **Grammar Bank** on pages 139–150 for reference and extra practice.



Go to **Vocabulary maps** on **Pearson English Portal** for useful language.



Do **Vocabulary activities** on **Pearson Practice English** app for more practice.

HOW TO DO SECTION 4

What does Section 4 test?

Section 4 tests your ability to understand the purpose, structure and main idea of authentic short written texts such as labels, instructions, signs, notices, menus, advertisements and announcements.

In this section, you are being tested on:

Your overall reading comprehension

- If you can read texts without support, and adapt your reading style or speed to the type of text you're reading and the reason why you're reading it.
- If you can understand a wide range of vocabulary when you're reading, even if you find it difficult to understand some idioms which aren't used very often.

Your ability to read for information and argument

- If you can find information, ideas and opinions in specialist texts.
- If you can understand articles and reports about current problems where the writer shares attitudes and opinions.

Your understanding of the relevance of texts from the media

- If you can quickly identify the content and relevance of news stories, articles and reports on a wide range of professional topics and decide if reading the whole text will be useful.

How to do Section 4

- When you're preparing to complete this text, start by reading it without thinking about the missing word or phrase. Try to get a general understanding of the topic and purpose of the text first.
- It may help to think about if the missing word needs to have a positive, negative or neutral meaning, in order to eliminate options. Start by looking at the example text, options and correct answer. Notice the information or words from the text near the gap that give you hints to the correct answer. For example, if a key word near the gap has a negative meaning, that might give you a clue to which answer is correct. In the Test 1 example, which options are positive and which are negative?
- Then, read the text again and focus on the words that come directly before and after the gap, as they can help you to identify the missing word (e.g. if one of these words is a preposition, a verb or noun from a verb noun collocation). Any of the options that don't fit with the words before or after the gap can be eliminated.
- If you're not sure which answer is correct use the purpose or contents of the text to eliminate one of the options and then guess which of the remaining words seems the best option. You can also work out whether the missing word is an example of something already stated and then eliminate the options which aren't an example of it.
- Once you've chosen an option, read the whole sentence again to check it makes sense.
- Always choose an answer for all the questions, even if you're not sure which is correct.

Scoring

You can score a maximum of 5 points for Section 4. You receive 1 point for each gap you complete correctly and 0 points for each gap you complete incorrectly.

SECTION 4: TRAINING

Focus on the instructions

- 1 Read the Section 4 task instructions on pages 24–25.
 - a How many texts do you have to read?
 - b How do you indicate the correct answer?
 - c Complete this sentence with the missing words: The options will be either a _____ or a _____.
 - d How many options are there for each question?

Focus on the questions

Look at questions 22–26 on pages 24–25.

- 1 Look at the example question.
 - a Which options could be used in the structure: *we ... that we are unable to ...?*
 - b Is there any reference in the text to an earlier time when this information was given? Which option can you eliminate when you know this?
- 2 Look at question 22. Is the problem a physical one or a psychological one?
- 3 Look at question 23.
 - a Why is it not possible to fill the space with the word *features*?
 - b What's the difference between *demands* and *requirements*?
- 4 Look at question 24.
 - a What is the purpose of the text?
 - b What information in the text tells us that the missing word must refer to something you do repeatedly?
 - c Which of the options can be used for a physical activity that you repeat with the intention of keeping fit?
- 5 Look at question 25. Look at the words at the end of the sentence. Do you need a negative, positive or neutral adjective for the gap?
- 6 Look at question 26.
 - a The main focus of the text is ...
 - i what participants will do in the course.
 - ii practical information about the course.
 - iii the ability level that the course is suitable for.
 - b In light of your answer to a), which option can be ruled out as incorrect?
 - c Which words or phrases in the text tell you that the other option must be incorrect?

Focus on the language

- 1 Look at the example question. Which word in the text indicates that the missing adjective is likely to have a negative meaning?
- 2 Look at question 22. Which word in the text has a similar meaning to the correct answer?
- 3 Look at question 23. Which option can be ruled out immediately because it can't come after the verb *meet*?
- 4 Look at question 24. Why is *energy* not the correct answer?
- 5 Look at question 25. It's impossible to *put a book down* if it ...
 - a is extremely boring
 - b is absolutely fascinating
 - c gives you a lot of facts
- 6 Match the verbs with the nouns to make collocations.

meet	advice
provide	relief
seek	demands

Section 4

Questions 22–26

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

Example

The preparation time for prescriptions is three full working days. Please make sure that you hand in your requests in plenty of time. We that we are unable to approve prescriptions over the telephone.

- A regret
B repeat
C remind

22

This traditional herbal medicine can be used for the temporary relief of the symptoms of psychological conditions such as or anxiety. People who think their symptoms may be more severe should seek medical advice.

- A cold
B fever
C stress

23

The filling materials and covering fabric on this sofa have been carefully selected to a very high standard in order to meet the for fire resistance according to 1988 fire safety regulations.

- A requirements
B demands
C features

24

Aim to do 150 minutes of moderate physical a week.

For example, you could do 30 minutes a day on at least five days a week, either at the same time or in 10-minute periods.

- A action
B exercise
C energy

25

STAY WITH ME

by Melanie Dixon

This novel tells the story of 92-year-old Helen, from her childhood in Ireland to her later years in India. A real page-turner, Helen's experiences make this book impossible to put down.

- A annoying
B familiar
C extraordinary

26

Aimed at and those who haven't picked up a pencil in years, this course will include the basic skills of drawing, as well as a range of simple techniques and skills.

- A beginners
B artists
C experts

OVERVIEW: WRITING

About the Writing sections

The Writing sections are part of the written test which is 2 hours long at B2 level. There are two Writing sections in this part of the test, which are Sections 8 and 9. Each section is different and you will be asked to write a different type of text in each one.

Section 8

Section 8 of the written paper tests your ability to write correspondence. More specifically, the examiner will be assessing the range of language you can use, the accuracy of your writing, how coherent your text is, how you have organised your text and your spelling and punctuation. In addition, the examiner will also assess your ability to express views effectively in writing, and relate to other people's views and opinions.

In this section, you write an example of correspondence which could be either an email, formal or informal letter, based on the information you read in Section 7 of the written paper. You are asked to include three different pieces of information in your email or letter and to write 90–120 words. While you're preparing for this section of the test, consider what phrases you could use to give your opinion, evaluate other people's opinions and compare and contrast views.

Section 9

Section 9 of the written paper tests your ability to write a short text from own experience, knowledge or imagination. More specifically, the examiner will be assessing the range of language you can use (a wide range of vocabulary without basic mistakes) and the accuracy of your writing (how you use your grammar structures). They will also look at how coherent your text is and how you have organised it, your spelling and punctuation, as well as if you have used the correct style (formal or informal). The examiner will also assess your ability to bring together and evaluate information and arguments from several sources.

In this section, you write a short text from your own experience, knowledge or imagination. You are given two topics to choose from and you could be asked to write an essay, a review or an article.

The questions in this section provide a context for your writing and tell you who you are writing for. They may also include a short input text to give you some ideas about the topic. This may include some questions to address or points to cover. You should write 150–200 words.

While you're preparing for this section of the test, consider ways to organise texts to make them logical and so that your points are made clearly. Develop your use of interesting language, both in terms of structures and vocabulary, so your texts are enjoyable and engage the reader. Section 8 of the written paper tests your ability to write correspondence. More specifically, the examiner will be assessing the range of language you can use, the accuracy of your writing, how coherent your text is, how you have organised your text and your spelling and punctuation. In addition, the examiner will also assess your ability to express views effectively in writing, and relate to other people's views and opinions.



Go to the **Grammar Bank** on pages 139–150 for reference and extra practice.



Go to the **Writing Bank** on pages 166–175 for useful language and practice.

HOW TO DO SECTION 8

What does Section 8 test?

Section 8 tests your ability to write correspondence by asking you to write either an email, formal or informal letter, based on information given in Reading Section 7.

In this section, you are being tested on:

Your overall writing skills

- If you can express news and views effectively in writing and respond to other people's news and views.

Correspondence

- If you can write letters which show different amounts of emotion, draw attention to the importance of events and experiences and respond to the recipient's news and views.

How to do Section 8

- When you're planning your answer first you need to decide what is the most important information in the instructions and what information from the text in Section 7 of the written paper you will need to find and use. Remember to avoid copying text from Section 7 word-for-word. You can do this by paraphrasing the information in the text.
- Read the three points you're asked to include in your text carefully, ensure that you understand what they involve and remember to include all three points. Then decide which order you're going to do the tasks in the bullet points in your text – you don't have to do them in the same order in the instructions. Also consider how much you need to write to complete each task as some bullet point may only require one sentence, whereas other may need two or even three.
- You will be assessed on the different forms of language you can use, both in terms of grammatical structures and vocabulary choices. This includes how accurately you use structures and vocabulary and how the ideas in your text are organised and developed and whether or not you have used paragraphs.
- Remember to consider how formal the type of correspondence you have to write is. If you're writing an email, you should use a semi-formal style. You'll need to demonstrate that you're using the correct style by organising your text according to the conventions for your text type, choosing an appropriate greeting and an appropriate close, using appropriate vocabulary and fixed expressions and by using or not using contractions or idiomatic language.
- Remember that as well as assessing your use of language and text organisation, the examiner will also specifically be looking at how you can express news and relate to the views of others.
- You are asked to write between 90 and 120 words. Note that a shorter response might not include the range of structures required for this task.
- Make sure you have some time to edit your text when you've finished writing it. When you're editing, check that you've completed all the tasks in the bullet points. Then check that your text is organised in an appropriate way for the type of text you have to write, that it starts and ends appropriately, and that it uses the correct style (more formal or more informal). Don't forget to check that you've used vocabulary and grammatical structures correctly, used linking words and expressions, where appropriate, and used the correct spelling.

Scoring

The maximum score for this section is 10 points out of a total of 75 points for the whole written paper.

SECTION 8: TRAINING

Focus on the instructions

- 1 Look at the Section 8 task on page 41.
 - a Which section should you refer to when you're writing your answer?
 - b Which type of text do you have to write?
 - c Who do you have to write to?
 - d How many words should your answer be?
 - e How many content points do you need to include?

Focus on the questions

- 1 What are you going to suggest doing in your email?
- 2 How will the bullet points help you to persuade your friend to do this?
- 3 List three personal benefits of going on a holiday like the one you read about in Section 7.
- 4 What does a tourist volunteering holiday involve?
- 5 List three challenges of going on a holiday like the one you read about in Section 7.
- 6 Find four different activities that volunteers have done in Indonesian Borneo in the text in Section 7.
- 7 You're writing an email to a friend. What is a suitable greeting?
- 8 Which would be the best phrase to end your email to a friend?
 - a Hope to see you soon
 - b Kind regards
 - c Love you

Focus on the language

- 1 Which phrase could you use to explain to your friend why you're writing to him/her?
- 2 Complete the sentence to give your friend some background information about the project:
I read an article _____ some people who went _____ a volunteering holiday.
- 3 Which five words or phrases from the box could you use to add information about other benefits of a volunteering holiday?

alternatively and as a result as well at the same time consequently too whereas
- 4
 - a Which three words could you use to contrast the possible difficulties with the benefits?

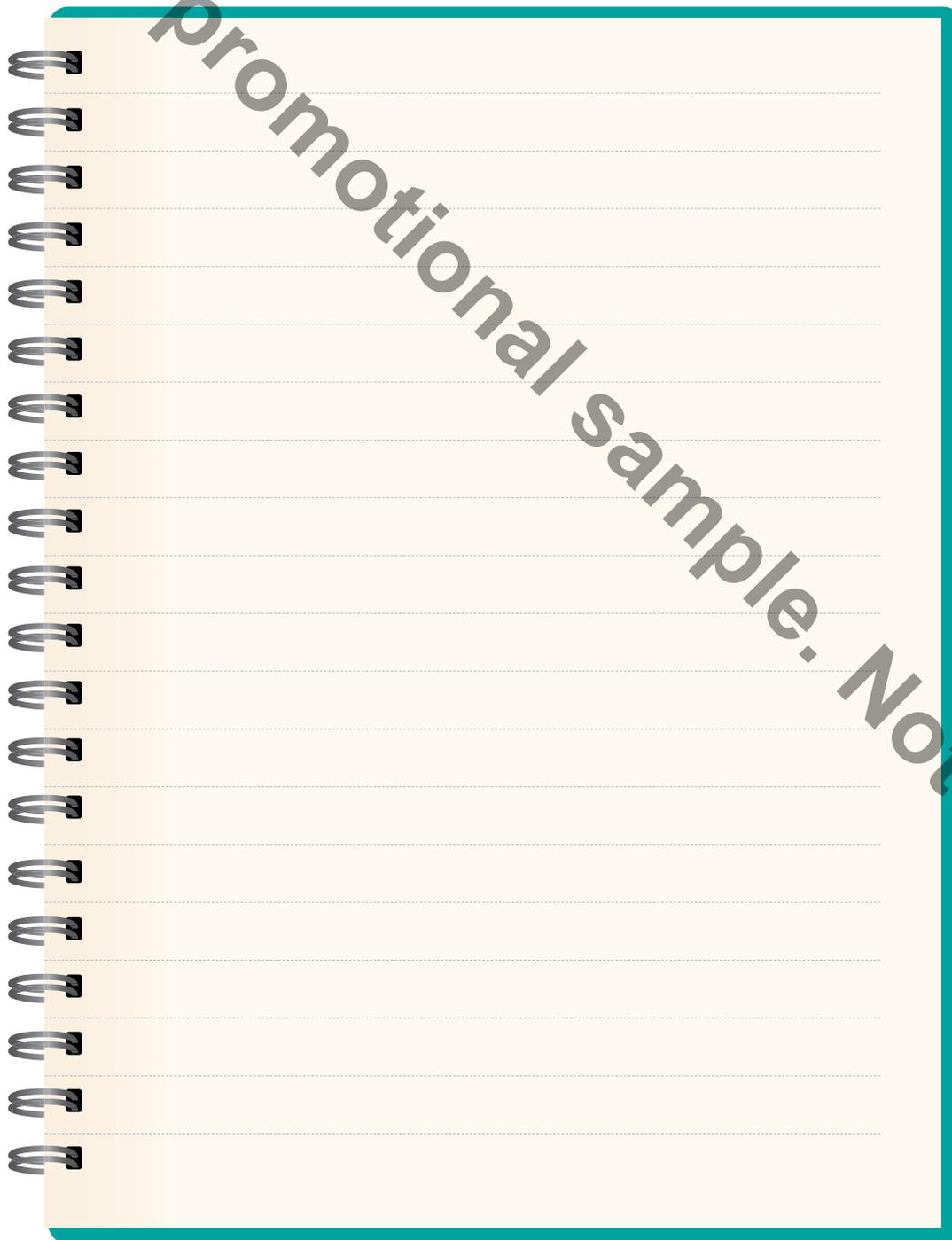
also but consequently however moreover nevertheless
 - b Which of the three words you chose in a) would be suitable for an email to a friend?
- 5 Match the sentences from the text in Section 7 (1–3) with the paraphrases (a–c).
 - 1 Not only can you discover an interesting new place, but you can also do your bit for the environment and help other people as well.
 - 2 I'm here because I want to do something for these endangered animals other than give money or avoid food and cosmetics containing palm oil.
 - 3 Every group of volunteers is different, but ours ranges from 18 to 60 years old, with eight women and four men when we begin.
 - a I want to do more to help animals under threat than just give money to charities or avoid certain products.
 - b Volunteer groups vary, but this one has men and women of all ages.
 - c You can visit an interesting place and help the environment and the people too.

Question 47

Use the information in **Section 7** to help you write your answer.

You have read the article about the Orangutan Foundation. Now write an email to a friend, suggesting you go together on this volunteering holiday. Write **90–120 words** and include the following information:

- Why going on a volunteering holiday would be good for you.
- What the challenges of going on a tourism volunteering holiday are.
- What useful activities you could do to help the charity.



OVERVIEW: SPEAKING

TEST

SPEAKING

About the Speaking sections

The Speaking test lasts 7 minutes in total at B2 level. There are four sections, (Sections 10–13). Each one is different and there are four different tasks you will complete with an examiner.

Section 10

 1.5 minutes

Section 10 tests your ability to talk continuously about topics of personal information and interest. In this section you will answer questions about yourself and your experiences.

In this section the examiner will ask you to speak on your own for about one minute. They will ask you about your experience in a specific area of life, and then follow up with more questions so you can give more detailed information. Section 10 is designed to get you talking and lets the examiner see how well you can speak about your experiences and the wider world around you.

Section 11

 2 minutes

Section 11 tests how well you can give opinions on a topic and support them.

In this section you will be given a statement and discuss your response to it with the examiner. They present a discussion question which you discuss together. You need to present arguments to either agree or disagree with the question and you will have to defend and justify your point of view when the examiner raises an opposing argument. You should continue the discussion until your time is up.

Section 12

 1.5 minutes

Section 12 tests how well you can speak without stopping when describing a picture.

In this section, you will be shown two photos and asked to talk about them without stopping. The photos will usually show people doing the same or a similar activity in two different contexts. You take a quick look at the photos and then describe what you can see or what is happening in them. You describe what is happening in the photos, including reasons why the people are doing what they're doing, where appropriate.

You should talk about the pictures for about one minute and then answer a question connected to the theme of the photos where you should answer by evaluating or comparing them.

Section 13

 2 minutes

Section 13 tests how well you can use appropriate language in a specific situation.

In this section, you receive a card with a situation on it and then take part in a role play with the examiner. The card has a summary of the situation, your goal and the role that you will play. You have 15 seconds to read the card. The examiner then tells you who should start the role play. It usually involves discussing a problem or a situation and reaching a resolution.

Section 13 shows the examiner how well you can use functional language to achieve a specific outcome while communicating with another person.



Go to the **Speaking Bank** on pages 158–165 for useful language and practice.



Go to **Vocabulary maps** on **Pearson English Portal** for useful language.



Do **Vocabulary activities** on **Pearson Practice English** for more practice.



Watch **Speaking videos** and do **worksheets** on **Pearson English Portal** to find out more.

HOW TO DO SECTION 10

What does Section 10 test?

Section 10 tests your speaking skills and assesses your ability to speak continuously about matters of personal information and interest.

In this section, you are being tested on:

Your overall speaking skills

- If you can give clear, detailed descriptions and presentations on a wide range of subjects. You can go into some detail in your descriptions, support your points with other ideas and relevant examples.

Your ability to speak on your own for a longer time: describing experience

- If you can give clear, detailed descriptions on a wide range of topics connected to an area that you are interested in.

Your ability to speak on your own for a longer time: making an argument

- If you can present the different stages of a clear argument, giving greater detail and relevant examples to support your point of view.
- If you can introduce an argument, develop an argument and bring it to a conclusion.
- If you can explain a point of view on an issue and give the advantages and disadvantages of it.

How to do Section 10

- This section gives you the chance to talk about yourself and your personal opinions. It should help you to relax at the beginning of the test.
- Remember that you don't have to share any personal information about yourself that you don't feel comfortable sharing, but you should definitely talk about things you have done, or plan to do in the future in as much detail as you can, and say what you think about the issue and give reasons for your opinions.
- The examiner knows that giving your opinion is relatively simple, so at this level, they will be more interested in the reasons for your opinions. Instead of waiting for the examiner to ask you to explain your opinions, give reasons for them when you express them.
- Remember that whenever you speak, your aim is to show the examiner how well you can use different tenses, appropriate vocabulary and functional language and link your ideas together, so focus on doing those three things while you're talking about yourself. Remember that you only have one minute to speak, so think about how you can highlight your English speaking skills most effectively in the time available.

Scoring

You will get marks for how well you can communicate, how you answer questions, for the grammar and vocabulary you use and your pronunciation. The four speaking sections are 25% of the total score for the whole test.

Timing

Section 10 takes 1.5 minutes of the total 7 minutes that the Speaking test lasts.

SECTION 10: TRAINING

Focus on the instructions

- 1 Look at Section 10 on page 49.
 - a How long does this section last?
 - b Do you speak on your own or is it a conversation with the examiner?
 - c What sorts of things will you talk about? Can you give some examples?
 - d How long will you speak for? Why is this shorter than the whole section?

Focus on the questions

Topic 1

- 1 Look at the first question. Choose two things that the examiner might expect you to include in your answer.
 - a The names of the different types of transport you use.
 - b The last time you used a specific type of transport.
 - c The reason(s) why you use each type of transport.
- 2 Match the Extra questions a–b with the type of explanation you could give in your answers 1–2.
 - a What is the best way to travel outside the area you live in? Why?
 - b Is good public transport important to you? Why/Why not?
 - 1 The benefits and drawbacks of different types of transport.
 - 2 The reason(s) why you need or don't need something.

Topic 2

- 3 Look at the Extra questions. Match them with the type of explanation (a–c) you could give in your answers.
 - a The benefits and drawbacks of different types of media.
 - b The reason(s) why you like or don't like doing something.
 - c The reason why you don't have much time to do something.

Topic 3

- 4 If a question starts with *What do you look for ...?* What should be the main thing you talk about?
 - a Your past experiences in an area.
 - b Your criteria for making a decision.
 - c Your opinion on something.

Topic 4

- 5 Look at Topic 4 on page 49. What information about your childhood will the examiner expect to hear?
 - a A history of everything that happened to you as a child.
 - b Your opinion on how good a childhood you had.

Focus on the language

- 1 What words or phrases could you use to introduce your opinion when you're answering a question that ends with: *Why/Why not?*
- 2 You're asked the question *How often do you go to the cinema?* What information can you add to your answer after saying how often you go to the cinema?
- 3 Rewrite this answer with a word or phrase for making a comparison.

I don't really enjoy reading stories. In my

opinion, stories that authors have invented are entertaining, but they aren't always interesting. Real-life stories tend to be much more fascinating.
- 4 Rewrite this answer so it includes a word or phrase for giving an example.

The best thing about being a child was having so much time to do fun things with your friends. I used to spend all summer climbing trees with my friends.

Personal information

Examiner:

Now, I'd like you to speak on your own for about 1 minute.

In the test, the examiner might ask you about any different topics. Here are four examples of topics they could ask you about.

TOPIC 1: Transport

- Tell me about the different types of transport that you use.

Extra questions

- What other kinds of transport are available where you live?
- Which kinds of transport do people use most? Why?
- What is the best way to travel outside the area you live in? Why?
- Is good public transport important to you? Why/Why not?

TOPIC 2: Reading

- Tell me about the things that you enjoy reading.

Extra questions

- Do you spend a lot of time reading? Why/Why not?
- Do you enjoy reading stories? Why/Why not?
- Do you prefer reading things in print or online? Why?
- What was the last thing you spent time reading?

TOPIC 3: On screen entertainment

- What do you look for in a film or video when you're choosing something to watch?

Extra questions

- How often do you go to the cinema?
- Do you like watching videos on your phone? Why/Why not?
- What's the best film or video you've seen recently?
- What kind of films or videos do you dislike?

TOPIC 4: Childhood

- Tell me something about when you were a young child.

Extra questions

- Who was your best friend when you were a young child?
- Did you enjoy going to school when you were a young child? Why/Why not?
- What activities did you enjoy most when you were a young child?
- What was the best thing about being a young child?

Section 1

Questions 1–10

 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 in the box next to the correct answer, as in the example.

Example Who are the speakers?

- A boss and employee
- B teacher and student
- C employee and customer

- 1 What is the woman doing?
 - A checking existing arrangements
 - B suggesting an alternative venue
 - C delaying the meeting start time

- 2 What is the speaker's intention?
 - A to get feedback on a campaign
 - B to explain a promotion
 - C to come up with a slogan

- 3 Who is speaking?
 - A writer
 - B director
 - C researcher

- 4 Who is the speaker talking to?
 - A scientists
 - B journalists
 - C holidaymakers

- 5 Where are the speakers?
 - A boat
 - B plane
 - C car

TIP STRIP

Listening for key words is very important. They can give you clues to finding the correct answers.

Question 1: Which of the three options are mentioned: arrangement, venue or time? Which is the one that is most important in what she says?

Question 2: What is the speaker asking his audience to do? If you can understand this, you will know his intention.

Question 3: When does the speaker refer to himself? What does he say?

Question 4: What word does the speaker mention related to science, journalism or holidays?

Question 5: The female speaker says something that means that they could not be on two of the forms of transport. What does she say?

TIP STRIP

Question 6: What do the words in **A**, **B** and **C** mean? Which one does the boy describe?

Question 7: Which one do they say is not important? Discard that option and look at the other two? Which one fits?

Question 8: Can you sum up what the friends are focusing on in one word? You may find that the answer collocates with this word.

Question 9: Is the man's opinion positive or negative? Was there a problem?

Question 10: Think about the language you use to do **A**, **B** or **C**. What kinds of words does the chef use?

- 6 How does the boy feel?
- A** lonely
- B** unprepared
- C** exhausted
- 7 What makes the artist's work unique?
- A** the scale of it
- B** the materials he uses
- C** the combination of media
- 8 How do the friends feel about the next ride?
- A** impatient
- B** delighted
- C** concerned
- 9 What is the man's opinion of the activity holiday?
- A** There should be more activities.
- B** There wasn't enough training given.
- C** There needs to be time between activities.
- 10 What is the chef doing?
- A** clarifying part of a recipe
- B** warning people what not to do
- C** giving tips on how to prepare something

Questions 40–46

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

Do MOOCS satisfy the global thirst for education?

MOOCS – massive open online courses – are the newest big thing in the search to enable higher education for all. A great deal of money is being invested in online programmes of study that not only hundreds, but tens of thousands, of students can benefit from. However, students may not have the energy to make the experience worthwhile.

Part of the issue around which future direction MOOCS will take, however, is that nobody can yet define whom exactly they are meant to benefit. Universities keen to attract fee-paying international students onto postgraduate courses by showing off their best programmes online? Students in developing countries hungry for access to first-world universities? Employees wishing to develop their professional knowledge? People who want to use MOOCS as a bridge to higher education because they need tangible proof of their competencies? Or hobby learners, who are keen to learn about a subject area in which they have an interest?

Research suggests that although they may be popular to start with, MOOCS have poor completion rates. For one professor's horror fiction course, that meant 1,000 people starting and 31 completions. 'It seems that learning online is a different thing, and requires quite advanced learning skills,' confirms a programme manager for JISC, a charity which promotes the use of computer-based technologies in UK education and research. 'With MOOCS, there's very little support available: the student is dropped in and tends not to get any individual attention.' This is instead replaced by online discussion areas where learners can support each other.

The head of Educational Technology, which produced a 2012 report predicting the rise of MOOCS, pointed out that some developing countries present a huge demand for learning. The answer to this might be world's best courses that are being offered online. He claims, 'If people are genuinely fascinated by learning, then why not? The real challenge is to allow those countries not just to use and study MOOCS, but also to create them.'

TIP STRIP

- First, read the article to get a general idea of what it is about and how it is organised. Then read it again carefully one or more times. Do not worry if you do not know every single word. You may be able to make a reasonable guess about the meaning of an unfamiliar word by looking at the other words in the same sentence or paragraph.
- Pay attention to the organisation of the text. This will help you to answer the questions. This article is divided into four paragraphs. Each paragraph has a slightly different focus.
- The order of the questions matches the order in which the information appears in the article. This helps you identify which part of the text you should be looking at when answering each question.

Example Learners do not benefit from doing a MOOC if they do not have enough

.....*energy*.....

- 40 Some universities especially encourage who already have a first degree to enrol on a programme.
- 41 You can use a MOOC as a way of getting into if you don't have the required qualifications.
- 42 The writer refers to the incredibly small number of students who actually finished a series of classes on
- 43 Students need to bring fairly in order to study effectively on a digital course.
- 44 Students doing a MOOC can assist one another by using
- 45 is an organisation which correctly guessed that there would be greater demand for MOOCS.
- 46 Making it possible for developing countries to produce their own MOOCS is the

TIP STRIP

Question 41: Can you see a word in the text whose meaning is connected with *qualifications* and helps you to find what goes in the gap?

Question 42: Which subject is mentioned?

Question 43: Can you find words in the article which mean the same as *need* and *fairly*?

Question 44: Can you find a sentence which uses a verb that is similar to *assist*?

Question 45: Can you find a sentence which mentions an organisation and contains a verb which means *correctly guessed*?

Question 46: To help you work out what goes in the gap, can you find a sentence which contains a word with the same meaning as *produce*?

Question 47

Use the information in **Section 7** to help you write your answer.

You have read the article about MOOCS. Now write an email to a friend who is thinking about doing a Mooc. Write **90–120 words** and include the following information:

- The advantages of doing a MOOC.
- The challenges of doing a MOOC.
- How you think your friend could succeed.

TIP STRIP

- Make sure you cover all the points from the question: the advantages of doing a MOOC, the challenges, and how you think your friend could succeed. Dedicate one paragraph to each point.
- The instructions tell you to use the information in Section 7 to write your answer. This means that you must use some of the ideas which you have read about in the article. You must express those ideas in your own words though.
- The question asks you to write an email to a friend. How formal/informal should the language be?
- You will need a greeting and your friend's name at the beginning (*Hi Laura*) and a closing phrase and your name at the end (*Best wishes, Jason*).

Free promotional sample. Not for sale.

Question 48

Choose **one** of the topics below and write your answer in **150–200 words**.

Either:

A You see this notice on the website.

Is your college, workplace or local community organising an event in the near future? If so, make sure that everybody knows about it! Tell us when and where your event will take place and why everybody should join and we will publish it on our 'What's on?' website.

Write **an article** publicising the event.

TIP STRIP 9A

- If you're not sure which topic to choose, write down some ideas and then put them in order. Think about both the content and the organisation of your answer when you do this. Even if you are sure which topic to write about, you should always write a plan in note form before you start writing.
- Topic A asks you to write an article to promote an event. You only have a maximum of 200 words, so think carefully about who your event is aimed at and how to attract them. The example answer describes a student fair. Can you think of other events which would be suitable to write about?
- Remember who you are writing for and what kind of text is great for your audience. In this task, you are trying to persuade people to attend your event, so you need to address the reader directly and use positive language and questions. For this kind of text, is neutral or slightly informal language best?
- The question asks you to include three points of information in your answer. Make sure that you cover all three points and provide enough ideas for each of them. These three information types can help you organise your text.

Or:

B Schools shouldn't only teach traditional academic subjects, such as maths and history. They should teach practical skills skills, such as cooking and driving a car.

Write **an essay** agreeing or disagreeing with this statement.

TIP STRIP 9B

- Topic B gives you a statement and asks you to write an essay agreeing or disagreeing with it. You must make it very clear whether you agree or disagree. This is different from writing a 'for and against' essay where you present both sides of an argument and come to a balanced conclusion. Here you must show very clearly which side you agree with.
- Remember who you are writing for and what kind of text is suitable. Here you are writing an essay, probably for a teacher. How formal should the language be? How can you organise your ideas in a logical way?
- Organise your ideas into paragraphs covering different points from the question.

Put a cross in the box next to the task you have chosen.

A **B**

Discussion

Examiner:

Now, we are going to discuss something together.

The question is: *Should people stop relying so much on their mobile phones?*
What do you think?

In this section of the test, the examiner gives you a question and you need to give arguments for or against the topic. You will have to come up with the ideas yourself and they won't give you any ideas to start with.

For practice in this test, you can choose one of the for and against arguments below to get some ideas of things you might say on this topic.

For

- Lots of people become obsessed with their mobile phones.
- People don't talk to each other face-to-face much because of mobile phones.
- If you lose your phone, you quickly get into a mess.
- People should try and spend some time phone-free each week.

Against

- Phones make it very convenient to communicate with people.
- There's so much you can do with a mobile phone these days.
- Having a phone makes people feel safer and happier.
- You never feel bored if you have a mobile phone.

TIP STRIP

- Look at the two *if*-sentences in the notes for arguments for and against: *If you lose your phone, you quickly get into a mess.* and *You never feel bored if you have a mobile phone.* These zero-conditional structures provide a simple, effective way of explaining the benefits.
- You could use the same structure to present an argument against (e.g. *If you become obsessed with your phone, you don't pay enough attention to the people around you.*).
- You could also use a more advanced second-conditional structure to talk about a hypothetical future possibility (e.g. *If I lost my phone, I would lose a lot of photos and all my apps.*).

Section 12A (1.5 minutes)

Comparing photos

Examiner:

Now, here are two photos showing people with animals. Please tell me what you can see in the photos.

(Turn to page 154 for your photos.)

Alright? Begin now please.

 about 1 minute

The examiner might ask you more questions to help you talk about the photos.

Extra question:

- Why do you think some people like to keep animals?

 about 30 seconds

TIP STRIP 12A

- When you're looking at the photos for this task, think about the *who*, the *what*, the *where* and the *why* of what you see. Think about, how the people are connected. What are they doing? Where are they doing it? Why are they doing it? Link your answers and the topic of this section, which is *people's relationship with animals*.
- You need to be able to add detail to your description and show that you've understood what is happening in the photo. You should speculate about how the people in the photo are thinking and feeling.
- Consider the differences and similarities between the photos and the contrast between the two situations you can see in them. When you're talking about the photos, you will need to use language for comparisons and linking words or phrases for contrast such as *whereas*, *however* and *in contrast*.

Section 12B (1.5 minutes)

Comparing photos

Examiner:

Now, here are two photos of people driving cars. Please tell me what you can see in the photos.

(Turn to page 154 for your photos.)

Alright? Begin now please.

 about 1 minute

The examiner might ask you more questions to help you talk about the photos.

Extra question:

- What are the advantages of having a car in each situation?

 about 30 seconds

TIP STRIP 12B

- Try to avoid sounding as if you are just listing ideas and think of words and phrases to link your ideas together. Phrases such as *which means* or *because* will help you to do this.
- You could also use adverb or adverbial phrases like *probably*, *interestingly*, *most likely* to include your ideas and opinions on what you can see.
- You could try practising with other photos like these and brainstorming the words you could use to describe them.

Present tenses

Present simple

We use the present simple:

- to talk about habits and routines.
*I **catch** the bus to college.*
- to talk about things that are always true.
*Water **freezes** at zero degrees Celsius.*
- to describe what happens in a sports commentary.
*Sterling **passes** to Lopez, who makes a run for it, shoots and scores!*

Present continuous

We use the present continuous:

- to talk about actions that are happening around now or that are temporary.
*I'm **staying** with my cousins during the holidays.*
- with *always* to talk about annoying actions or habits.
*My sister's **always borrowing** my clothes without asking.*
- to talk about changing situations.
*It's **getting** dark outside.*

State verbs

State verbs describe a state, not an activity. State verbs cannot usually be used in the continuous form. They include:

verbs of thinking: *agree, believe, disagree, doubt, know, suppose, understand*

verbs of sense/perception: *see, smell, taste, hear*

verbs describing attitudes: *dislike, hate, like, love, need, prefer, want, wish*

verbs describing appearance, qualities: *appear, look, seem, sound*

verbs of being and possession: *be, belong to, contain, have, own, possess*

other verbs: *cost, fit, mean, owe, weigh*

We can use some state verbs in the continuous form when we describe actions.

*I **think** (believe) you made the best decision.*

*I'm **thinking** about which one to choose. (I'm considering it)*

*I **see** what he means. (I understand)*

*I'm **seeing** Becky later. (I'm meeting her)*

See/hear are state verbs, but *look/listen* describe actions.

*What **can you see**? I'm **looking** at the sunset.*

*I **can't hear** anything. I'm **listening** to a podcast.*

We can use *feel* and *look* in the continuous form without any change in meaning.

*I **feel** tired./I'm **feeling** tired.*

*He **looks** well./He's **looking** well.*

Present perfect simple

We use the present perfect simple:

- to talk about current states that started in the past.
*I've **already been** at university for three years.*
*I've **been** to this holiday home every summer since I was 12.*
- to focus on the present result of past actions.
*My clothes are wet! I've **just walked** home in the rain.*

Present perfect continuous

We use the present perfect continuous:

- to talk about actions that started in the past and continue now.
*Sam's **been learning** Turkish since last June.*
- to talk about continuous actions in the recent past that have a result in the present.
*My brother's **been baking** cookies. The house smells lovely!*

Practice

1 Choose the correct verbs to complete the sentences.

- Jo can't go out because she *is finishing / hasn't finished* her school project yet.
- We *have been / are being* on holiday since the beginning of June.
- What do you think of my new haircut? *Is it looking / Does it look* OK?
- Megan *has saved up / 's saving up* for a new phone, she's nearly got enough money.

2 Complete the sentences with the correct form of the verbs in brackets.

- Jake (look forward) to watching this film since it first came out.

VISUALS FOR SPEAKING TESTS

Section 12A



Section 12B



TEST

—
VISUALS FOR
SPEAKING TESTS

Section 10

In this section of the test, the examiner will ask you a series of questions about yourself, which might include things in your current life, things about your past experiences, your tastes, interests and preferences, future plans and your opinions.

- Routines, places and people in your everyday life
- Free time activities, sports and hobbies
- The Arts
- Films or books
- School or work
- Future plans for events or activities
- The internet, social media and technology
- Dreams, hopes or wishes for the future

Conversation

See Test 1, Section 10, on page 49

Exam help

- ✓ Remember that the first question the examiner asks you will be a general question about your life, your experiences and your opinions.
- ✓ The follow-up questions the examiner asks will then be more specific and often you'll have to talk about what is happening in the world around, rather than just talking about your life and experiences.
- ✓ You should give shorter and more general answers to the initial questions and more specific and more detailed answers to the follow-up questions.
- ✓ Give your answers confidently and add interesting details or examples, especially to the follow-up questions.
- ✓ Some questions begin with the words *Tell me about ...* which means that you should say as much as you can about the topic.
- ✓ Try to avoid making basic grammar mistakes. Think about the tenses you will use and whether you are talking about the past, present or future.
- ✓ Speak clearly so the examiner can hear and understand everything you are saying.

Useful language

Talking about your likes, dislikes and preferences

I prefer to ... because I enjoy ...
 I really like to *go there at the weekend to spend time with my friends.*
 I think the best ... is ...
 I have no interest in ...
 My favourite ...
 I mostly enjoy ... these days.
 I'd rather choose ...
 I like/dislike ...
 I adore ...
 I'd be willing/unwilling to ...
 I would gladly ...
 You can't go wrong with ...

Talking about past experiences

Last weekend I visited ...
 A few years ago ...
 It happened ...
 One day ...
 When I was ...
 I drove over to ... brought ...
 They've probably had the same problem at some point in their lives ...
 Then I really had to hurry up *to/so/could get to the bus/ be there in time!*
 I met *him/her* a couple of years ago.
 I used to enjoy ...
 I really loved ... as a child ...
 As a child, I would ... every day.

Giving your opinions and expressing your feelings

I'm tempted to say ... because ...
 I'd say I'm quite ...
 I'm not entirely sure ... but ...
 I'm certain this could be beneficial ...
 This might be ... as it would probably result in ...
 The outcomes might be quite positive/negative.
 Considering ... this may actually ...

Practice

1 Read the topics a-d below. Then identify which statement (1-6) talks about which topic.

- a your past experience
- b your taste, interest and preference
- c your future plan
- d your opinion

- 1 It happened last month. I was driving to work when I heard a weird noise coming from the boot.
- 2 You can't go wrong with riding a bike. Really! It's the fastest way to move around the city.
- 3 I adore the hustle and bustle of big cities so I think being surrounded by nature would be quite dull.
- 4 I'm not much of a film buff. I'm more into theatre so I booked a few tickets and I'm going to see a new play tomorrow.
- 5 I'm certain talking to older relatives could be beneficial for people like me who like to draw on others' past experiences.
- 6 I spend lots of time reading using my ereader. It's so much more convenient than carrying heavy books around.

2 Read the text below. Fill each gap with one suitable word.

When I was a child, I **(a)** to avoid books at any cost. I thought reading in general was a waste of time and I could devote my spare minutes to something more productive. **(b)** day, my friend recommended a book to me by some Japanese author. I was sceptical at **(c)** but decided to give it a try. And I'm so glad I did. **(d)** then, I've been such a bookworm consuming up to one or even two books a week. I think I need to make up for lost **(e)**

3 Look at exercise 2 again. Match the words and phrases (a-e) with their definition (1-5).

- a at any cost
- b a waste of time
- c sceptical
- d bookworm
- e make up for

- 1 being in doubt about something
- 2 a person who adores reading
- 3 to do a lot of something to catch up
- 4 something which is not worth it
- 5 no matter what happens

4 Look at the words and phrases (a-e) in exercise 3. How many sentences can you create using each word or phrase?

5 Think of a topic you could get asked about in Section 10 of the test and follow these steps:

- a Make a list of all the questions the examiner could ask you about that topic.
- b Brainstorm all the vocabulary and phrases that would be helpful to use when talking answering those questions but don't write your ideas down.
- c Record yourself answering the questions.
- d Play it back and listen, thinking about where you could improve your answer.

6 Look at a list of topics on page 158. Write one general question connected to each topic.

Section 8

In this part of the test, you write an example of correspondence which could be either an email, or formal or informal letter, based on the information you read in Section 7. You are asked to include three different pieces of information in your email or letter and to write between 90 and 120 words.

Email/Informal letter

See Test 1, Section 8, on page 41.

Sample answer

This is an informal way to start an email.

Talk directly to your friend to make the email or letter informal.

This is about the first point, why a volunteering holiday could be good.

This is about the second point, challenges of a volunteering holiday.

This is about the third point, how you could help.

Ask a question or for agreement at the end.

In an informal email, you can finish with just your name or a short finishing phrase.

New message — ↗ ✕

Hi Lorenzo,

I'm writing you about our plans to go on holiday together. I'd read an article about some people who went on a tourism volunteering holiday. They stayed in Borneo to work for the Orangutan Foundation, which protects orangutans. We could do the same thing and, at the same time, enjoy ourself in an interesting new place as well as help these amazing animals.

Of course, we would have to pay for our flights. The accommodation would be very basic and the weather would be extremely hot, with lots of mosquitos.

However, we could really help the organisation by doing practical jobs, like painting, which I know you are good at.

Let me know what you think.

Talk soon,

Antonella

Exam help

- ✓ Read the text in Section 7 again carefully before you start. Underline any sections which might be useful for your email or letter.
- ✓ Read the question carefully and look at the three points. Underline any important words. You need to be sure to answer all of these in your answer.
- ✓ Start your email or letter with a friendly greeting. End it with your name and maybe a phrase to say goodbye.
- ✓ Use some interesting vocabulary, but try not to copy language from the text in Section 7. You can use strong adjectives in informal emails and letters, like *fantastic* or *terrible*.
- ✓ Make sure you write 90 to 120 words. If you write much too little or too much, your answer won't be marked.
- ✓ When you've finished, check your email or letter carefully for spelling and grammar mistakes.

Useful language

Starting your text

Hi (email)
 Hello (email)
 Dear + first name (email)
 Dear + Mr/Ms + surname (letter)
 It was good to see you on ...
 It was nice to hear from you!
 I hope you are well.

Giving your reason for writing

I'm writing to you about ...
 I read an article about ...
 We could do the same thing ...

Outlining possible drawbacks

Of course, we would have to pay for our flights.

Outlining possible benefits

However, we could really help ... by ...
 Perhaps we could ...
 I would really like to see if ...
 It would great if ...

Asking for a response

Let me know what you think.
 (email)
 I look forward to hearing from you.
 (letter)

Ending your text

Talk soon.
 What do you think?
 Do you like my idea?
 Let me know.
 Write soon.
 Best wishes (email)
 Kind regards (letter)
 Yours sincerely (letter)

Practice

- 1 Read Lorenzo's answer below. Find the places where he:**
- a** starts the email.
 - b** answers the previous email directly.
 - c** addresses the idea of a tourism volunteering holiday.
 - d** talks about the challenges.
 - e** asks for agreement.

New message - ↶ ✕

Dear Antonella,

Thanks for getting in touch. What an interesting idea for a holiday! I haven't heard of anything like that before, but it is certainly an original idea. I would love to do that!

I agree, that it would be a fantastic way to help the Orangutan Foundation, as well as have an extraordinary experience ourselves.

I am concerned about how much this would be if we have to cover the cost of the flights ourselves, accommodation and spending money. It is an expensive trip, after all! We could try to save up for it, I suppose. We could attempt to get sponsorship and raise some money for the flights that way?

Do you have more information about how to do this? Would you really like to go for it? If so, let me know and I think we should do more research!

All the best,

Lorenzo.

- 2 Read Lorenzo's answer again. Find places where you could insert these words or phrases.**
- a** Of course,
 - b** at the same time
 - c** However,
 - d** as well as
 - e** Alternatively,

Planning your answer

Starting an email/informal letter

Use an informal greeting (these might be different for an email or an informal letter).

You can start with a question (*How are you?/Have I told you about ...?*) or a phrase like *Thanks for your email/It was good to talk to you ...* Don't immediately start with the first bullet point.

Introduce the topic in the first or second sentence, and cover the first point.

Middle section

Cover the main points from the question. Try to give as much information as you can.

If one of the points is very short, try to make the other points longer. Add description, or talk about how you feel or something that you've experienced. Think about this before you start writing.

Make sure you respond to all the bullet points.

Finishing your email/informal letter

Add a comment or a question to your friend (*What do you think?/Looking forward to seeing you soon!*).

Include a way to say goodbye if you want (*All the best/ Bye for now/Love/See you soon!*).

End with a suitable ending phrase and your name.

Checklist

When you finish writing, use this checklist.

- **Range**
 - Have you used some different tenses?
 - Have you used a range of vocabulary?
 - Have you used some interesting sentence structures?
- **Accuracy**
 - Are your verb tenses correct?
 - Have you checked your prepositions?
 - Do your verbs and nouns, or nouns and adjectives, go together?
- **Coherence and cohesion**
 - Are your ideas well organised?
 - Does your email or letter make sense?
- **Orthographic control**
 - Is your spelling and punctuation correct?
 - Is your email or letter correctly laid out?
 - Is your email clear and your handwriting easy to read?