



Pearson
PTE GENERAL

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▶ Pearson Test of English General

Pearson English
International Certificate

Level 4 (C1)

Practice Tests **Plus**

no key with
Student's Resources

INTRODUCTION

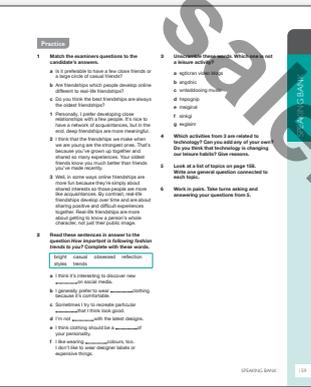
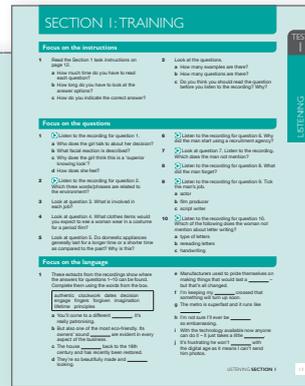
Print book

- 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.

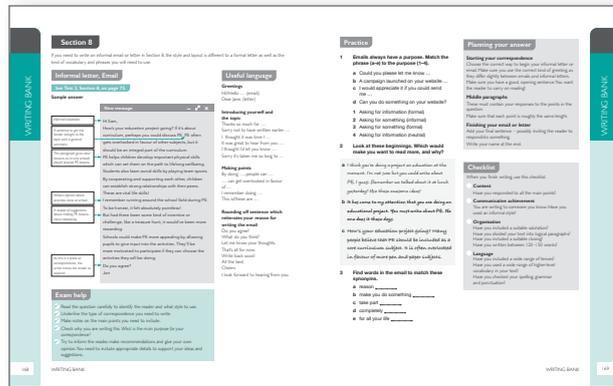
- **Test 2** provides tip strips, which give you detailed support with each task in the test. Tips are focused on specific questions and help you to learn about what you need to do to answer them.
- **Tests 3–5** are practice tests without support or tips. These are for you to practice with each task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

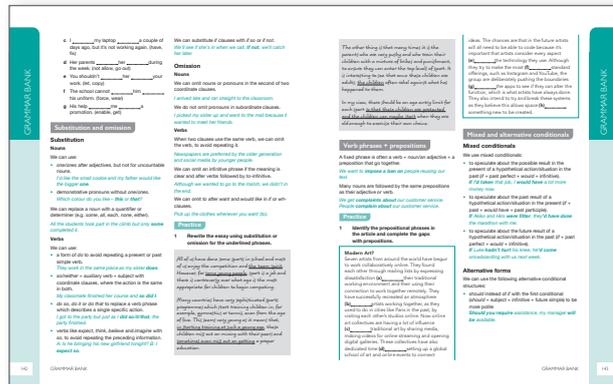
- **Speaking banks** at the back of the book, offer **detailed guidance** on Sections 10–13 of the test. These pages feature **speaking tasks from the tests**, give you helpful **Test Tips**, **Useful Language** and practice activities to help you prepare for the Speaking test.



- **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 C1 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!

OVERVIEW: LISTENING

About the Listening sections

The Listening sections are part of the written paper which is 2 hours and 30 minutes long at C1 level. There are three sections in this part of the test (Sections 1–3). You listen to long and short recordings and answer different types of questions. You are given time at the beginning of each section to read the questions.

Section 1

Section 1 tests your ability to understand the main details in short monologues and dialogues, which may include understanding the situation or the topic, the speaker's role or relationship with other speakers, implied meaning or feelings and attitudes.

There are ten questions and one example. You listen to a short recording of either a monologue or a dialogue for each question. Then you need to choose the correct answer or complete a sentence from three multiple-choice options.

You will hear a variety of short monologues or dialogues and with different accents. You have 10 seconds to read each question. Use this time to look at the words in the answers as you will hear paraphrasing in the recording. You hear each recording once only. You have 10 seconds after the recording to choose the correct answer. An example is always given.

Section 2

Section 2 tests your listening and writing skills. It tests your ability to understand and transcribe spoken text, using correct spelling.

You hear a dictation twice, read at normal pace. It might be a presentation, a news bulletin, announcement, broadcast features or factual information. The second time you listen, some pauses are added to the recording to allow you to write what you hear. The language is quite formal and you must add punctuation and use correct spelling, or you will lose marks. There is no example. You will write about 55 words.

Section 3

Section 3 tests your ability to identify and make notes about specific information from extended spoken texts.

You will have two tasks to do in this section. Each task has a recording and a set of incomplete notes or sentences, which you must complete. There are five gaps for each task. You listen to a conversation or a monologue based on real life situations and include conversations, public announcements or recorded messages. You must 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 for each task. Before you listen, you should read the notes carefully so that you know what sort of information you are listening for.



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 I

What does Section I test?

Section I tests your listening skills and ability to understand the main detail in short dialogues and monologues. You could be asked to identify a speaker's role or the relationship between two speakers in a conversation. You could also be asked to identify the topic or the situation. You might need to recognise the function of what is being said, or its implied meaning. You will need to understand idiomatic expressions and expressions of feeling or attitude.

In this section, you are being tested on:

Your overall listening skills

- If you can understand a wide range of idiomatic expressions and colloquial language.
- If you can appreciate differences in register.

Your understanding of audio and media recordings

- If you can understand a wide range of audio recordings and broadcasts, including those delivered in non-standard English.
- If you can identify precise points of detail including attitudes and relationships between speakers which are implied rather than stated.

Your understanding of announcements and instructions

- If you can understand complex technical information or detailed information about familiar products and services.
- If you can understand information which is distorted in some way (e.g. through a loudspeaker).

How to do Section I

- In this section you will only hear each recording once. This means you need to make very good use of the 10 seconds before and after each recording.
- Use the preparation time to read the questions and think about what type of information you need. Underline key content words, especially words which show you the focus of the questions.
- Read the options very carefully, and identify which elements the question seems to be focussing on. There are often two elements to each option, for example how someone feels, about a specific thing.
- If you see that the three options refer to similar things during your preparation time, think about the differences between those three things, even if they are similar. This should help you to identify the correct option, especially if the options are connected in some way.
- Remember that there will be some direct or indirect reference to all of the incorrect options in the recording. The fact that an option is mentioned in the recording doesn't mean that it's the correct answer.
- If you're not sure which option to choose, decide which option is definitely wrong first and then look at the other two. Even if you're still not sure which option is correct, always give an answer. Don't leave any questions unanswered.

Scoring

There is a total of 10 points available for Section I. You receive 1 point for each correct answer and 0 points for each incorrect answer.

SECTION I: TRAINING

Focus on the instructions

- 1 Read the Section 1 task instructions on page 12.
 - a How much time do you have to read each question?
 - b How long do you have to look at the answer options?
 - c How do you indicate the correct answer?
- 2 Look at the questions.
 - a How many examples are there?
 - b How many questions are there?
 - c Do you think you should read the question before you listen to the recording? Why?

Focus on the questions

- 1  Listen to the recording for question 1.
 - a Who does the girl talk to about her decision?
 - b What facial reaction is described?
 - c Why does the girl think this is a 'superior knowing look'?
 - d How does she feel?
- 2  Listen to the recording for question 2. Which three words/phrases are related to the environment?
- 3 Look at question 3. What is involved in each job?
- 4 Look at question 4. What clothes items would you expect to see a woman wear in a costume for a period film?
- 5 Look at question 5. Do domestic appliances generally last for a longer time or a shorter time as compared to the past? Why is this?
- 6  Listen to the recording for question 6. Why did the man start using a recruitment agency?
- 7  Look at question 7. Listen to the recording. Which does the man not mention?
- 8  Listen to the recording for question 8. What did the man forget?
- 9  Listen to the recording for question 9. Tick the man's job.
 - a actor
 - b film producer
 - c script writer
- 10  Listen to the recording for question 10. Which of the following does the woman not mention about letter writing?
 - a type of letters
 - b rereading letters
 - c handwriting

Focus on the language

- 1 These extracts from the recordings show where the answers for questions 1–10 can be found. Complete them using the words from the box.

authentic clockwork dates decision
engage fingers forgiven imagination
lifetime principles

 - a You'll come to a different _____. It's really patronising.
 - b But also one of the most eco-friendly. Its owners' sound _____ are evident in every aspect of the business.
 - c The house _____ back to the 18th century and has recently been restored.
 - d They're so beautifully made and _____ looking.
 - e Manufacturers used to pride themselves on making things that would last a _____ – but that's all changed.
 - f I'm keeping my _____ crossed that something will turn up soon.
 - g The metro is superfast and it runs like _____.
 - h I'm not sure I'll ever be _____ so embarrassing.
 - i With the technology available now anyone can do it – it just takes a little _____.
 - j It's frustrating he won't _____ with the digital age as it means I can't send him photos.

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 What is the girl's attitude to food?

- A** She likes to experiment.
B She thinks she has an unhealthy obsession.
C She prefers home-cooked meals.

- 1** What is the girl describing?
A her surprise at her own feelings about getting married
B her irritation with people's responses to her decision
C her doubts about becoming a wife
- 2** What impresses the man about the restaurant?
A the dedication to sustainability
B the originality of the décor
C the simplicity of the menu
- 3** What is the man's job?
A an estate agent
B an architect
C a tour guide
- 4** What are the speakers describing?
A the advantages of renting a fancy dress costume
B the numerous problems with the costumes in a period film
C the attention to detail in theatre costumes in an exhibition
- 5** What is the woman describing?
A the high cost of modern equipment
B the poor durability of modern gadgets
C the obsessive need to have the latest products

- 6 How does the woman feel about using a recruitment agency?
- A disappointed with the jobs on offer
- B surprised by the lengthy application process
- C hopeful about finding the right job
- 7 What impresses the man about the city he's just moved to?
- A the efficiency of the public transport system
- B the affordability of eating out
- C the quantity of green space
- 8 What is the man doing?
- A offering an apology
- B expressing regret
- C making an excuse
- 9 What is the woman doing?
- A providing encouragement
- B describing his inspiration
- C explaining a process
- 10 What problem does the man mention?
- A his grandfather's attitude to technology
- B the inconvenience of communicating by letter
- C losing touch with his grandfather

OVERVIEW: READING

About the Reading sections

The Reading sections are part of the written paper which is 2 hours and 30 minutes long at C1 level. There are four Reading sections in this part of the test (Sections 4–7). You read long and short passages, which cover a range of text types including labels, notices, announcements, articles and brochures.

Section 4

Section 4 tests your ability to understand the structure, purpose and the main idea of a short written text.

In this section, you read five short authentic texts, such as brief extracts from longer texts, or notices, adverts or instructions. Each text has a gap which is filled with a word or short phrase. You need to choose the correct answer to complete the text from a set of three options. There is one example and then five questions.

Section 5

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

Section 5 is a long passage on a factual topic. There is one example and then five multiple-choice questions with three options each. Here you have a longer text to read and you have to understand the main ideas, including the writer's opinion, attitude and implied meaning. The texts are authentic text types including magazine and newspaper articles, leaflets and brochures.

Section 6

Section 6 tests your understanding of the main points of a text, covering content, style, connotation, implication and inference.

In Section 6 there are two texts, each with four questions which you need to answer using short answers. There is an example for each text. The questions are open-ended and you answer them using a single word or a short answer, which will usually come from the text. The texts could be newspaper or magazine articles, leaflets, brochures, or website articles.

Section 7

Section 7 tests how well you can extract specific information from a text.

Section 7 is a note completion exercise. You read a longer source text and then complete seven gaps in an incomplete set of notes. For each gap, you should use no more than 3 words from the text. There is one example. You might read a newspaper or magazine article, a website article or an excerpt from a text book.



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 reading skills and ability to understand the purpose, structure and main idea of short authentic written text such as labels, instructions, signs, notices, menus, advertisements and announcements.

In this section, you are being tested on:

Your ability to read for information and argument

- If you can understand in detail a wide range of long and complex texts which you're likely to come across in social, professional or academic life.
- If you can identify precise points of detail including attitudes and opinions, whether implied or stated.

How to do Section 4

- Start by looking at the example text, options and correct answer. Notice the information or words from the text which tell you why this is the correct answer.
- Read the whole text for one question without thinking about what the word or phrase in the gap could be. Aim for a clear general understanding of the topic and purpose of the text, and what its main message is, as this is what this section is designed to test.
- Then read the text again and think about the meaning of the missing words.
- Read the options carefully. In most cases, all three options will fit grammatically into the text, and they will all have a meaning that is close to the one required. Think about the precise meaning of each option. Does it fit the meaning of the text? Does it fit the register or tone of the text? What words does it collocate with? What context is it usually used in?
- If possible, eliminate one of the options. Then try the other two in the gap. Which one fits better? Trying the options in the context of the whole text can help you to recognise which is more appropriate.
- If necessary, look at the words that come directly before and after the gap. There may be a preposition, a verb or a noun from a verb noun collocation that can help you to identify the missing word. If none of the options fit grammatically with the words that come before or after the gap, you can eliminate them immediately.
- The options may include fixed expressions or colloquialisms. Learning examples of these will help you in this task.
- If the options are all words with very similar meanings, think of other words you know which collocate with each of them. This should help you to recognise the context in which each option is used.
- Once you've chosen your answer, read the whole sentence again to check if it makes sense in context.
- Always choose an answer for all the questions, even if you're not sure if it 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 page 23.
 - a How many texts are there?
 - b How many questions are there?
 - c How many options are there for each question?
 - d How do you indicate your choice?

Focus on the questions

- 1 Read the texts quickly. Match the text type to the text.

Text 22	advertisement
Text 23	instruction
Text 24	sign
Text 25	information notice
Text 26	notice on a menu

- 2 Look at question 22. Why is the company apologising? How might this affect the customers?
- 3 Look at question 23 How flexible is the restaurant with different food needs? Do they do it well?
- 4 Look at question 24. When roadworks need to be done due to wear and tear on the road, and these works are essentials, do you do *upkeep*, *preservation* or *maintenance*?
- 5 Look at question 25. Which verb collocates with *first aid*?
- 6 Look at question 26. Which of the three answers refers to the future?

Focus on the language

- 1 Look at these words from Section 4 on pages 24–25. For each word, think of three other words that they would normally collocate with.
 - a facilities
 - b concern
 - c preservation
 - d execute
 - e dream
- 2 Look at the example question. Which word in the last sentence of the text indicates the noun you need to choose to fill the gap?
- 3 Look at question 25. What is the meaning of the verbs in options a, b and c? Are they different in how they are used in language? Then think about first aid. Does one option fit better with the action of doing that?
 - a administer:

 - b conduct:

 - c execute:

Questions 22–26

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

Example

The value of old books is determined by many of the same criteria as modern books – condition, content, and edition. Many people think that just because a book is old, it is valuable, but a book has no collectable value by

- A age alone
 B normal standards
 C today's collectors

22

**CASH PAYMENTS ONLY**

Our payment facilities are not currently working and we are unable to accept credit card payments at this time. Please accept our apologies for any

- A irregularity experienced
 B inconvenience caused
 C incompetence acknowledged

23



At MANGO MANIA we catering for everyone. Should you have any allergies or concerns, please inform the waiting staff and they will ensure that our kitchen is made aware.

- A pride ourselves on
 B familiarise ourselves with
 C model ourselves on

24

ADVANCE NOTICE – ROAD CLOSURE

9–25 June.

This closure is necessary in order to carry out essential
to the road surface. For access to Wood Lane, please use
Meadow Drive.

- A upkeep
B preservation
C maintenance

25

**First Aid Guidelines**

In the event of a cardiac arrest, please follow the steps outlined
below in order to first aid. A person's survival depends
on a rapid first response.

- A administer
B conduct
C execute

26

Do you dream of

- getting a university degree?
- owning your own house?
- travelling the world?

By saving a minimum of £10 a month in the Gold Reward account
you canwhatever you dream of and make that dream
come true.

- A get under your belt
B set your sights on
C take stock of

OVERVIEW: WRITING

TEST

WRITING

About the Writing sections

The Writing sections are part of the written test which is 2 hours and 30 minutes long at C1 level. There are two writing sections in this part of the test (Sections 8–9). Each section is different and you will be asked to write a different type of text in each one.

Section 8

Section 8 tests your ability to write correspondence. You will be assessed on 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, your ability to express yourself clearly and precisely, and to address the recipient flexibly and effectively will be assessed.

In Section 8 you have to write an item of correspondence, which could be an email, an informal letter or a formal letter. Using information from the text you read in Section 7, the question gives you a context, an intended recipient, and gives you several points you must include in your email or letter. You must write between 120–150 words. You should use language flexibly and effectively to persuade, convince, amuse, impress or otherwise move the reader.

Section 9

You have a choice of two topics which both require you to write a short text from your own experience, knowledge or imagination. You must write between 200–250 words, in either an essay, an article or a review format and style. The questions in Section 9 provide a context for your writing and tell you who you are writing for. They may also include a short text to give you some ideas about the topic. This will include some questions to address or points to cover.

Section 9 of the written paper assesses the range of language you can use, the accuracy of your writing, how coherent your text is, how you have organised it and your spelling and punctuation. In addition, the examiner will also assess your ability to write a clear and well-structured text on a complex subject; whether you can highlight significant issues effectively; and whether you can expand and support your ideas with subsidiary points, reasons and examples.

At C1, your writing should demonstrate a degree of sophistication in its use of language as well as organisation and development of ideas. You need to show you understand the structure and features of the text type you're writing, and that you can adapt the tone, style and register of the text according to the target audience and theme. The structure of your text and the way in which you link your ideas should be sophisticated. You should be able to use a broad range of complex grammatical structures appropriately, and be able to select the most suitable language to meet your intended meaning.



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 an email, formal or informal letter in response to points you are given, which should be based on information in Section 7. The criteria against which your writing is assessed are range of language, accuracy of language, coherence and cohesion and orthographic control (layout, spelling and punctuation). In Section 8, you are also assessed on your written interaction.

In this section, you are being tested on:

Your overall writing skills

- If you can write clear well-structured texts on complex subjects.

Your ability to write correspondence

- If you can write letters and other personal correspondence in which you express yourself clearly and precisely while using language flexibly and effectively.
- If you can use language in allusive, joking and emotional ways.

How to do Section 8

- Start by looking carefully at the questions and identifying the genre and the recipient. Is your text going to be formal or informal, or colloquial?
- Next highlight the purpose of your correspondence. Make sure you identify all the key points that you need to cover.
- Look again more closely points you need to cover. Make some notes for each point. You may need to use some information from the text in Section 7, so refer back to that and identify anything that could be useful. You should avoid copying too much language from the reading text as you need to use your own words, so only make notes of the key information that you would like to incorporate into your text.
- Plan how you're going to organise your text. Are you going to follow the order in which the content points are given, or is there a better way to organise it? How much do you intend to write about each point?
- Remember you should write between 120–150 words and you must cover all three points adequately, so think about this before you start writing. If you write significantly below 120 words or above 150 words, you are unlikely to fulfill the task requirements effectively.
- Check the instructions again for the purpose of the text. You may be asked to persuade, convince, amuse, impress or otherwise move the reader to action. Think about language you can use to do this, both before you begin and as you are writing.
- Make sure you have some time to edit your text when you've finished writing it. Check that you've completed the three tasks in the bullet points, that your text is coherent, well-structured and that you've used an appropriate register throughout. Don't forget to check that you've used vocabulary and grammatical structures correctly, linked your ideas effectively, 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** Read the Section 8 task instructions on page 41.
 - a** What sort of correspondence are you going to write?
 - b** Who are you writing to?
 - c** Will it be formal or informal? Why?
 - d** What should the reader do after reading your correspondence?

Focus on the questions

- 1** Underline the key words in the question. What is the specific topic you are being asked to write about?
- 2** In Section 8, you are given several points that you must cover in your answer. Write some notes on the three points listed on page 41. Include ideas from the text in Section 7 on page 36 as well as your own ideas.

Focus on the language

- 1** Look at the following groups of sentences and phrases. Choose the most appropriate sentences or phrases for this task.
 - a** Hi! / Dear Sir/Madam / Dear Mr Smith
 - b** I am writing to enquire ... / I am writing to highlight ... / I am writing to ask you...
 - c** It is well-known that .../My friends and I think ... / Sleeping is the most important thing!
 - d** Research indicates a correlation ... / Everyone knows that when you ... / We need more sleep ...
 - e** Staying awake in class ... / With regards to educational impacts ... / My teachers say...
 - f** A campaign could be launched on your website ... / Would you be able to pop something up on your website ... / I reckon something on your website would be great.
 - g** Thanks a lot! / Yours sincerely / Yours faithfully
- 2** Look at these phrases from the text in Section 7. You would like to use these ideas in your text. How could you paraphrase them to use your own words?
 - a** Numerous studies have also identified a correlation between sleep deprivation and poor academic performance, concentration span and memory problems.
 - b** Sleep is the cornerstone of health and happiness for young children and not an optional extra.
 - c** Children aged six to 12 years old should sleep 10–11 hours a night, while teenagers need to get nine hours' sleep a night.
 - d** Schools which have experimented with later start times are reporting greater concentration levels in class, because pupils are arriving more refreshed and ready to study.

Question 47

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

You have read the article on sleep deprivation. Now write an email to an educational organisation asking them to promote the importance of sleep for young people on its website. Write **120–150 words** and include the following information:

- Why sleep is important for people’s physical wellbeing.
- How sleep may affect people’s cognitive skills.
- How people can improve their sleep habits.

OVERVIEW: SPEAKING

TEST

SPEAKING

About the Speaking sections

The Speaking test consists of four sections (Sections 10–13). Each section is different and you take part in different communicative speaking activities with an examiner. In some sections you talk on your own and in others you interact more with the examiner.

Section 10

 2 minutes

Section 10 tests your ability to speak continuously about matters of personal interest. This section is designed to get you talking and lets the examiner see how well you can talk about your experiences and the wider world around you, as well as how effectively you can give your opinion.

The examiner will ask you a question and you should talk for 1.5 minutes on the topic. The topics are about personal information and interest and you might have to give your opinion, speculate or speak in a persuasive manner. The examiner may ask follow-up questions to keep you talking.

Section 11

 2 minutes

Section 11 tests your ability to discuss a concrete or abstract issue. Through a discussion with the examiner, you will be assessed on your ability to give opposing feelings, opinions or ideas.

You are given a statement to discuss, and you must decide whether you agree or disagree with it. The examiner takes the opposing view so that you have to defend and justify your points of view. The topics might be concrete or abstract. As you debate with the examiner, it's important to listen carefully to what they say, so that you can disagree appropriately.

Section 12

 2 minutes

Section 12 tests your ability to speak continuously on a topic related to two photos.

In this section you are shown two photos on a similar topic. You are told why you are looking at the photos. You are then given one minute to talk about them. You should compare and contrast the photos as well as giving your own ideas, opinions and feelings. The examiner then asks you a question to encourage you to interpret an aspect of the pictures or to express a reaction to them.

Section 13

 2 minutes

Section 13 tests your ability to perform in a specific situation in English and respond to language functions appropriately.

You will perform a role play with the examiner, which lasts for two minutes. You have up to 15 seconds to read the information on your role, which usually involves discussing a problem, a situation and reaching some kind of resolution. The goal of your conversation is given (such as to persuade someone to do something for you). The situation might be a formal one, so you can demonstrate that you can speak with the correct register in a given situation.



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 ability to speak continuously about matters of personal information and interest. You may have to choose between two alternatives; explain in detail reasons for an opinion or preference; speculate or respond to a hypothetical question; highlight or comment on a particular aspect of a topic; or speak in a way that is particularly vivid or persuasive.

In this section, you are being tested on:

Your overall spoken interaction

- If you can express yourself fluently and spontaneously and almost without effort.
- If you have a good command of a wide range of vocabulary and expressions, which means that any gaps in your knowledge are easily overcome with little obvious searching for expressions or obvious strategies to avoid specific words or phrases.
- If you can talk on most subjects with a smooth, natural flow, although conceptually difficult subjects may affect this.

Your overall spoken production

- If you can give clear, detailed descriptions and presentations on complex subjects which integrate different themes, develop particular points and round off with an appropriate conclusion.

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

- If you can give clear, detailed descriptions of complex subjects.
- If you can elaborate your descriptions and narratives, integrate sub-themes, develop particular points and round off with an appropriate conclusion.

How to do Section 10

- First, the examiner will greet you and ask for your name. Practise this in a clear, natural way and look at the examiner as you speak.
- After you have introduced yourself, you have to talk about or answer questions on a number of familiar topics. This should help you to relax at the beginning of the test.
- Remember to say why, explain and give reasons. The examiner is expecting you to respond in some detail, and to expand on your answers at some length, but always in a way that is coherent and relevant to the topic and question you've been asked.
- You can reformulate the question to give yourself some time to think. For example:
Examiner: *How important is friendship to you?*
You: *So to answer your question about the importance of friendship to me, I should ...*
- You need to speak on your own for as long as you can. Your aim in this section, and throughout the speaking test, is to show the examiner how well you can use English. Try to incorporate interesting language, idioms, and complex grammatical structures. Show that you can link your ideas effectively, and that you can use intonation and stress to give emphasis to your meaning.

Scoring

The three speaking sections are 25% of the total score for the whole test.

Timing

The spoken test lasts for 8 minutes in total. Section 10 lasts for 2 minutes.

SECTION 10: TRAINING

Focus on the instructions

- 1 Read the Section 10 task instructions on page 49.
 - a Will the examiner ask you where you're from?
 - b Will you speak on just one topic?
 - c How long do you have to speak for?
 - d How many questions could the examiner ask you?

Focus on the questions

- 1 Read these questions. Highlight the important words.
 - a How important is friendship to you?
 - b How important is following fashion trends to you?
 - c How do you usually spend your free time?
 - d What would you like to do in the future?
- 2 Now think of three points you could include in an answer to each of the questions in exercise 1.
- 3 Look at this extra question in Topic 1. What similarities and differences can you think of? How could you organise your answer to this question?

Are friendships which people develop online different to real-life friendships?
- 4 Look at this extra question in Topic 2. How would you extend your answer to this question?

Do you think schools should make their pupils wear a school uniform?
- 5 Look at this extra question in Topic 3. How could you make your answer to this question more interesting?

Describe some of the popular leisure activities in your country.
- 6 Look at this extra question in Topic 4. What is your opinion about this? How could you extend your answer to this question?

To what extent does success depend on hard work?

Focus on the language

- 1 Look at the following adjectives. Which are positive qualities for a friend? Tick.
 - courageous
 - honest
 - circumspect
 - helpful
 - cynical
- 2 Match the different ways of talking about people we know to the definitions.
 - 1 acquaintance a someone who will stand up for you
 - 2 colleague b a friend
 - 3 pal c a person you work with
 - 4 ally d someone you know but not very well
- 3 Now record yourself answering some of the questions on page 49. Listen back to your answers and see if you could improve them in any way.

Personal information

Examiner:

Now, I'd like you to speak on your own for about 1.5 minutes.

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: Friendship

- How important is friendship to you?

Extra questions

- What are the most important qualities you look for in a friend?
- Is it preferable to have a few close friends or a large circle of casual friends?
- Are friendships which people develop online different to real-life friendships?
- Do you think the best friendships are always the oldest friendships?

TOPIC 2: Fashion

- How important is following fashion trends to you?

Extra questions

- What kinds of clothes do you feel most comfortable in?
- Is it important to wear the same type of clothes as other people?
- Which factors influence people's fashion choices?
- Do you think schools should make their pupils wear a school uniform?

TOPIC 3: Free time

- How do you usually spend your free time?

Extra questions

- Describe some of the popular leisure activities in your country.
- In what ways is technology changing people's leisure habits?
- What leisure activities would you like to try if you had the opportunity?
- Do you think people spend too much time and money on entertainment?

TOPIC 4: Future

- What would you like to do in the future?

Extra questions

- Which factors influence people's career choices?
- Do you think it is more important to be successful in your career than to be happy in life?
- To what extent does success depend on hard work?
- How far do the skills people learn in school prepare them for working life?

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 What is the girl's attitude to food?

- A She likes to experiment.
- B She thinks she has an unhealthy obsession.
- C She prefers home-cooked meals.

1 Why does the girl especially like buying second hand clothes?

- A She enjoys hunting for a bargain.
- B She does it to save money.
- C She believes in sustainable shopping.

2 What is the man doing?

- A giving directions
- B making a criticism
- C giving advice

3 What is the woman talking about?

- A the need for good punctuation
- B the disadvantages of writing long sentences
- C the benefits of using simple words

4 What puts the man off cycling to work?

- A the unreliable weather
- B the amount of traffic
- C the quality of work facilities

5 What do the speakers disagree about?

- A the types of careers available in the future
- B the nature of future unemployment
- C the skills necessary for future careers

TIP STRIP

Choose the only option which specifically answers the question.

Question 1: It is important not to miss the word *especially* in the question. Finding unexpected rare items gives her a *thrill*. Does she like hunting for a bargain? Does she mention spending money?

Question 2: Sometimes you need to listen for the general gist. Is he advising her not to take her kids to the gardens?

Question 3: What is unnecessary and not a *key to good writing*?

Question 4: What does the man have to be prepared for each day?

Question 5: What will the problem be among *unskilled workers*?

TIP STRIP

Question 6: What did the man say about playing football? What did he say about his coach?

Question 7: What rules does the woman have about borrowing money? What does *unavoidable* mean?

Question 8: What did the woman realise about herself?

Question 9: What does the speaker say about the Japanese word?

Question 10: What does *master* mean?

- 6 How did the man benefit from playing a team sport?
- A by developing leadership skills
- B by developing a competitive spirit
- C by developing a support network
- 7 What is the woman's attitude to borrowing money?
- A It's acceptable to borrow from friends.
- B It's an unfortunate necessity.
- C It's worth the risks involved.
- 8 What quality do the speakers appreciate about their teacher?
- A giving pupils support
- B insisting on high standards
- C delivering inspiring classes
- 9 What is the woman describing?
- A social differences
- B things that can't be translated
- C inventing new words
- 10 What advantage of Italian food does the man mention?
- A the basic cooking concepts involved
- B the quality of the ingredients
- C the simplicity of the recipes

Questions 32–35

Read the article below and answer the questions.

Clothes Rental

Renting clothes is going to replace fast-fashion, the founder of a new start-up has said as millennials turn their backs on throwaway items.

Victoria Prew launched her website HURR to the public this year. It allows customers to rent sought-after dresses that usually retail at £150 and up. For the most part, these dresses would be in vogue for only one season. By using the service, wasteful habits are prevented as one dress can be rented by dozens of people.

Around 300,000 tonnes of clothing end up in household bins every year with around 80 per cent of this incinerated and 20 per cent sent to landfill.

Ms Prew said: 'Renting is the future of fashion, but the UK has been quite slow to pick it up. Rent the Runway in the States is worth a billion dollars for example.'

There are currently 2,000 people on the waiting list on her website, which is expanding as they find more sources of fashionable clothes to lend.

TIP STRIP

In this task, each answer is a word or phrase from the text. There may be some information in the text that is tempting as an answer, but is not correct.

Question 32: What does *in vogue* mean?

Question 33: Look for a paraphrase of *eradicate* to help you find the answer.

Question 34: The word *majority* is important in this question as unwanted clothes that are disposed of are processed in two different ways.

Question 35: What does the number 2,000 refer to?

Example What are millennials starting to avoid?

throwaway items/fast fashion

- 32 Why doesn't buying an expensive dress provide value for money?
.....
- 33 What is this business attempting to eradicate?
.....
- 34 What happens to the majority of clothes that people dispose of?
.....
- 35 What is a sign that Victoria Prew's business is increasing in popularity?
.....

Questions 36–39

Read the article below and answer the questions.

Video game winner

Lisa Dallman, the mother of British schoolboy Jaden Ashman, who won almost £1 million in the Fortnite World Cup, has said that she attempted to ban her son from playing the game as she saw it as a frivolous waste of time. However, Lisa was fortunate enough to see Jaden reap his share of the oversized prize pot at the esports tournament in New York.

Fortnite has over 250 million users across the globe; however, it is an unlikely candidate for an esport. Most video games that are played competitively are set up in a fundamentally similar way to traditional sports. Teams go head to head and this allows the audience to follow the action. *Fortnite* is much harder to keep track of with the only score being the countdown of players from 100 to one winner. Surprisingly, this has done nothing to hamper its popularity. In fact, *Fortnite's* acclaim has made it more than just a game: today it's a social media platform in its own right and it drives pop culture among teenagers.

TIP STRIP

Question 36: What does the author say about *the prize pot*?

Question 37: It is important to know what pronouns are referring to. In this question, the demonstrative pronoun *this* in the text refers to the part of text that is the answer.

Question 38: What does *hamper* mean?

Question 39: Why is *Fortnite* more than just a game?

Example What was Lisa Dallman's initial impression of *Fortnite*?

a frivolous waste of time

36 What is the writer's opinion of the winnings on offer?

.....

37 According to the article, what aspect of traditional sports make them interesting for the viewer?

.....

38 What has not been affected by the fact that *Fortnite* is difficult to follow?

.....

39 How does *Fortnite* feed into the lives of one section of society?

.....

Question 48

Choose **one** of the topics below and write your answer in **200–250 words**.

Either:

A You have been asked to outline the pros and cons of banning cars from the city centre. Use the factsheet below to help you write **an essay** outlining the arguments for and against the ban, and provide your opinion.

Cars in City Centre

- Private cars account for 75% of traffic congestion.
- Private cars are used primarily by shoppers and office workers.
- The public transport system has been under-resourced for decades.

TIP STRIP 9A

In this task you need to choose one of the options so think carefully when you make your choice. Quickly brainstorming ideas for both options will help you see which task might work better for you.

A: The factsheet provides information which can be used to support both sides of the issue. Include all this information in your essay by expanding on how and why each point is evidence for or against banning cars from the city centre.

Or:

B You see this on a travel website.

Articles wanted!

We are looking for contributions to our website praising the joys of local tourism. Have you had a unique or memorable travel experience in your own country? Tell us about it and why you would recommend local to other travels. We will publish the best contributions on our site.

Write your **article**.

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

A **B**

TIP STRIP 9B

Remember to think about the writing text type and language you will need to use for each option!

B: This task is asking you to describe a personal travel experience, so don't focus just on factual information. Include persuasive language and focus on what made the experience unique or special.

Discussion

Examiner:

Now, we are going to discuss something together.

The question is: *Is it better to study online instead of face-to-face in a classroom?*
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 studying online

- Studying online is more convenient (e.g. whenever, wherever you want).
- Studying online means everyone can contribute to the class (i.e. not just dominant students).
- Studying online develops students' IT skills.
- Studying online encourages students to be more independent (i.e. not just rely on a teacher).

For studying in a face-to-face classroom

- You can get instant help or feedback (e.g. from teachers).
- Face-to-face doesn't require access to computers or the internet.
- Face-to-face study develops better oral communication skills.
- Face-to-face study is more sociable and therefore more enjoyable.

TIP STRIP

- Start by outlining your point of view and presenting two or three arguments to support it. The examiner will then respond by taking the opposite point of view and presenting counter arguments.
- Remember that the examiner will take an opposing point of view to yours, so don't interpret their challenges to your opinion as evidence that you're doing something wrong. The examiner wants to see how well you can defend your point of view.
- You can defend your arguments by pointing out where the examiner's counter argument doesn't apply or that the problem they highlighted isn't always an issue. Do this by giving examples which show the opposite of what the examiner said to be true.
- When making your counter arguments remember to refer back to the point the examiner made and demonstrate why you don't agree with it, rather than just making another argument of your own which isn't connected.
- Acknowledge the examiner's point of view politely, (e.g. by saying *I see where you're coming from, but ...*) and then present a counter argument which shows that the issue the examiner mentioned isn't such a big problem or that it isn't always the case.
- Your arguments will probably be more convincing and easier to defend if you can support them with examples from your own experiences. Use these experiences to bring in examples of things that worked or didn't work in the situation you're focusing on and the factors which contributed to that success or failure.
- You will have personal experience of as someone who's studied a foreign language, so think about what helps you to study and what makes it harder for you to study – what has worked and what hasn't worked, and why?

Participle adjectives and dependent prepositions

We use participle adjectives and dependent prepositions to express a feeling or attitude in response to an action or event.

Participles usually end in *-ed* and can give additional information introduced through a prepositional phrase.

They were interested in the way he had constructed the video.

Participle adjectives are usually paired with specific prepositions (e.g. *accomplished at*, *dedicated to*). Some can take more than one preposition (e.g. *alarmed at/by*, *annoyed about/with*) but this can sometimes change the meaning.

I was annoyed about the meeting being postponed. (an event)

I was annoyed with their attitude. (a person or behaviour)

Participle adjectives and dependent prepositions can be followed by:

- a noun phrase.
The spectators were pleased with the judge's response.
- an *-ing* clause.
My brothers were entertained by watching the game.
- a *wh-* clause.
The guests were impressed with how talented the pianist was.

Participle adjectives with dependent prepositions can be joined by *and* into co-ordinating expressions. We can omit the preposition after the first participle adjective when it is the same as the second one.

I was fascinated (by) and delighted by her talent.

When the prepositions are different, both must be used.

We were addicted to and worried about the new Snapchat feature.

Practice

- 1 Write sentences from the prompts. Use **participle adjectives and prepositions**. Omit the preposition where it is not necessary.

I am / excite / concern / his plans

I am excited and concerned about his plans.

- I was / worry / annoy / the email
- we were / interest / amuse / the video she posted
- my sister was / interest / please / her new laptop
- my classmate was / devote / connect / all his followers
- my parents were / horrify / shock / my friend's Instagram post
- the audience was / amaze / engage / the fascinating movie they saw

Determiners, pronouns and quantifiers

Determiners and pronouns

We use determiners before nouns to indicate which thing we are referring to or to talk about quantities or amounts:

- with a countable or uncountable noun: *some, any, (not) enough, half (of), all (of), a lot/lots of, more, most, no, plenty of, none, other.*
- with a countable noun: *a few (= some), few (= almost none), (not) many, one (of), both (of), each (of), every, either (of), neither (of), several, another.*
- with an uncountable noun: *a little (= at least some), little (= almost none), more, much, less, the whole.*

Many determiners can also be used as pronouns to replace nouns.

Doing some homework is better than doing no homework. (determiner)

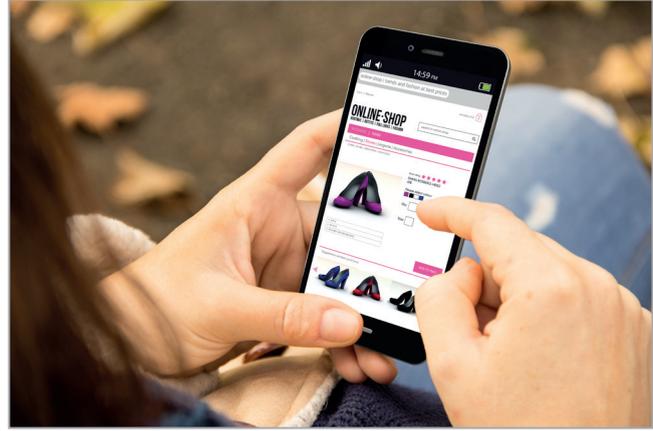
Doing some homework is better than doing none. (pronoun)

We need to sell more copies of the book. We haven't sold enough. (pronoun)

VISUALS FOR SPEAKING TESTS

TEST
—

Section 12A



VISUALS FOR
SPEAKING TESTS

Section 12B



Section 10

In this section of the test, the examiner will ask you a series of questions about your personal opinions or preferences, a hypothetical question, or to comment or highlight on a particular aspect of a topic. The examiner will ask one question and then one or more further questions.

- Routines, places and people in your everyday life
- Free time activities, sports and hobbies
- Patterns, trends or recurring issues
- Academic studies, work, careers and success
- The arts
- Learning languages
- Television, film and music
- The internet, social media and technology
- Health and wellbeing
- Dreams, hopes or wishes for the future

Conversation

See Test 1, Section 10, on page 49.

Exam help

- ✓ The examiner will ask your name. Reply confidently. The next question will be the first question.
- ✓ The examiner will ask you a question and then a couple of follow-up questions on the same topic.
- ✓ You might be asked questions on two or three different topics.
- ✓ These topics are wide, and you will be able to draw on personal experience but also talk more generally about the topic.
- ✓ Don't just answer *yes* or *no* – always give a reason for your answer.
- ✓ This part of the test should put you at ease. Imagine you're in a social situation and meeting someone for the first time. Think about how you might answer general social questions.

Useful language

Responding to a question

I really enjoy ... because ...

I'm afraid I don't really like ... because ...

I rarely ... because ...

My family consists of ...

My favourite ... is ... as ...

I choose to ... whenever I can.

That suits me best.

In the future, I'd really like to ...,

... since ...

Giving your opinion

I think/reckon/believe ...

In my opinion, ...

To be honest with you/Frankly speaking, ...

Personally, ...

I'm quite convinced that ...

As far as I'm concerned ...

Give examples

So that means, ...

For example/instance ...

That's because ...

... such as ...

Compare and contrast what you say

By contrast ...

On the other hand ...

On the contrary ...

In comparison ...

Alternatively ...

Practice

- 1 Match the examiners questions to the candidate's answers.**
- a Is it preferable to have a few close friends or a large circle of casual friends?
 - b Are friendships which people develop online different to real-life friendships?
 - c Do you think the best friendships are always the oldest friendships?
- 1** Personally, I prefer developing close relationships with a few people. It's nice to have a network of acquaintances, but in the end, deep friendships are more meaningful.
- 2** I think that the friendships we make when we are young are the strongest ones. That's because you've grown up together and shared so many experiences. Your oldest friends know you much better than friends you've made recently.
- 3** Well, in some ways online friendships are more fun because they're simply about shared interests so those people are more like acquaintances. By contrast, real-life friendships develop over time and are about sharing positive and difficult experiences together. Real-life friendships are more about getting to know a person's whole character, not just their public image.

- 2 Read these sentences in answer to the question *How important is following fashion trends to you?* Complete with these words.**

bright casual obsessed reflection
 styles trends

- a I think it's interesting to discover new on social media.
- b I generally prefer to wear clothing because it's comfortable.
- c Sometimes I try to recreate particular that I think look good.
- d I'm not with the latest designs.
- e I think clothing should be a of your personality.
- f I like wearing colours, too. I don't like to wear designer labels or expensive things.

- 3 Unscramble these words. Which one is not a leisure activity?**
- a egticran video blogs
 - b angdnic
 - c wnladdooing music
 - d hspognip
 - e meiginal
 - f sinkgi
 - g exglainr
- 4 Which activities from 3 are related to technology? Can you add any of your own? Do you think that technology is changing our leisure habits? Give reasons.**
- 5 Look at a list of topics on page 158. Write one general question connected to each topic.**
- 6 Work in pairs. Take turns asking and answering your questions from 5.**

WRITING BANK

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 text and to write between 120 and 150 words.

Formal letter

See Test 1, Section 8, on page 41.

Sample answer

You don't know the person's name. Use Dear Sir/Madam.

You are asking the organisation to promote the importance of sleep on their website.

Why sleep is important for physical wellbeing.

How sleep can affect people's cognitive skills.

How people can improve their sleep habits (and reiterating that you'd like a website presence).

You don't know the person's name: this is how you sign off.

Write your name.

New message

Dear Sir/Madam,

I am writing to highlight an issue which should be discussed on your website. Sleep deprivation is a widespread problem amongst children and teenagers, and one which has serious physical and educational implications. Research indicates a correlation between physical health and sleep. Lack of sleep has been linked to weight problems, which can in turn lead to other problems, including heart disease and high blood pressure. With regards to educational impacts, the link between poor academic performance and sleep deprivation is undeniable. Insufficient sleep impairs young people's cognitive function, including memory and concentration. Your organisation is ideally placed to promote better sleeping habits amongst young people. A campaign could be launched on your website to encourage teenagers to switch off electronic devices two hours before bedtime. This has been shown to enhance sleep quality. I hope your organisation will raise this important issue.

Regards,

A Student

Exam help

- ✓ Read the question carefully. Make sure you understand the purpose of your letter.
- ✓ Underline the main points you must include.
- ✓ Write a few notes with your own ideas, opinions and reasons.
- ✓ Check why you are writing this: to persuade, convince, impress.
- ✓ Think carefully about who you're writing to, and how well you know them. Use an appropriate tone.
- ✓ Organise your letter into clear paragraphs. Use appropriate opening and closing phrases, and give a reason for writing.

Useful language

Greetings

Dear Sir/Madam
Dear Mrs Paterson
Dear Jane

Introducing yourself and the topic

I am writing to you ...
It has come to my attention ...
I would like to ask you to ...
I've just read about ...
Regarding your letter/article ...
I am writing in response to ...
With reference to your ...
I am writing to apply for ...

Making points

I have read that ...
It seems that ...
... is a widespread problem/issue ...
With regards to ...
I'd like you to know ...
As a ..., I feel that ...
In addition, ...

Ending your formal letter

I hope that ...
I'm sure you will ...
Perhaps together we can ...
Sincerely,
Regards,
Best regards/wishes,
All the best,

Practice

1 Read the sentences and decide if they are true (T) or false (F) for formal letter writing.

- a A formal letter always begins *Dear Sir/ Madam*.
- b You must always include a sentence in the passive voice.
- c You can begin *How are you?*
- d Try to use high level vocabulary.
- e You can say why you are writing the letter.

2 Look at these informal words and phrases. Match them to their formal synonyms.

Informal

say when you say I heard that

Formal

with regards to highlight
It has come to my attention that

3 Read the letter again and find words that mean

- a underline
- b big, common
- c effects
- d a link
- e help

4 Match the words in the box with their definitions. Write the correct word next to the definition.

cognitive deprivation enhancement
impact insufficient undeniable

- a lack of something you need
- b true or certain
- c related to the process of knowing or understanding something
- d improvement
- e not enough of
- f the effect or influence on something

Planning your answer

Starting your formal letter

Choose the correct way to begin your letter.
Make sure you have a good, opening sentence. You want the reader to carry on reading!

Middle paragraphs

These must contain your responses to the points in the question.
Make sure that each point is roughly the same length.

Finishing your formal letter

Add your final sentence ... I hope that.
Make sure you have the correct ending.
Write your name at the end.

Checklist

When you finish writing, use this checklist.

- **Content**
Have you responded to all the main points?
- **Communicative achievement**
You are writing to someone you don't know. Have you used a neutral/formal style?
- **Organisation**
Have you included a suitable salutation?
Have you divided your formal letter into logical paragraphs?
Have you included a suitable closing.
Have you written between 120–150 words?
- **Language**
Have you included a wide range of tenses?
Have you used a wide range of higher-level vocabulary in your text?
Have you checked your spelling, grammar and punctuation?