

Pearson Test of English General

# Practice Test 2: Spoken Test

Level 4  
Advanced



July 2011

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

Sections	Level A1	Level 1	Level 2	Level 3	Level 4	Level 5
<b>10</b>	5 minutes		7 minutes			8 minutes
<b>11</b>	not at this level					
<b>12</b>						
<b>13</b>						

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

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

## INSTRUCTIONS FOR INTERLOCUTORS

[Start the test with the following]

*Good morning/afternoon. My name's.....*

*Could you tell me your name, please?*

[Begin test]



## SECTION 10 (2 minutes)

[Put one of the main prompts to the test taker and allow them to speak continuously for up to 1.5 minutes. Use the related follow-up prompts to encourage them to continue talking]

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

**Main prompt 1:**

- What do you do in your life that your parents or grandparents couldn't do?

**Follow-up prompts:**

- In what ways do you think life was better for your grandparents?
- Are there things in your life that your parents can't understand?
- In what way do you think the generation gap is a modern thing?
- What makes life more challenging for young people today?

**Main prompt 2:**

- Does money rule your life in any way?

**Follow-up prompts:**

- What would be the disadvantage of winning a huge amount of money?
- If you suddenly had less money, what could you do without happily?
- Why do you think it is sometimes said that money is the root of all evil?
- How does money affect your plans in life?

**Main prompt 3:**

- How do you see your work life changing in the future?

**Follow-up prompts:**

- What is the most important thing for children to learn for future work?
- How can schools help pupils decide on what job would suit them?
- How are working conditions better now than in the past?
- What career advice would you have liked to receive?

**Main prompt 4:**

- What kinds of things do you do to relax?

**Follow-up prompts:**

- How easy is it in modern life for people to avoid stress?
- In what way do you think some level of stress may be good for you?
- How can employers help employees to have a work/life balance?
- How great a problem is stress in today's world?



**SECTION 11 (2 minutes)**

*Now, we are going to discuss something together. The question is:*

**“Has society gone too far in trying to eliminate risk from our lives?”**

*What do you think?*

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

**For risk**

- Without risk there's no excitement.
- Children need to learn about danger.
- People can assess risk for themselves.
- Without risk we can't live normal lives.

**Against risk**

- It's unfair not to protect people if we can.
- We have a duty to help our children to be safe.
- Not everyone has the knowledge to assess risk.
- With people's lives at stake, the subject is too important to ignore.



SECTION 12 (2 minutes)

Now, here are two pictures showing different kinds of buildings. These pictures are being considered for a book called 'Buildings Matter'. Please talk about the pictures and give your views on these buildings.

[Hand the pictures to the test taker]

[Allow the test taker to speak for about 1 minute, then put this secondary prompt]

Which of these pictures would you choose for the cover of the book 'Buildings Matter' and why?

[Retrieve the pictures]



**SECTION 13 (2 minutes)**

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

[Hand the card to the test taker]

[Allow up to 15 seconds to study the card]

**Test taker's card**

**The situation:** You are a student. The examiner is your tutor. You have been given a low mark for an essay.

**Your goal:** Find out what was wrong and persuade your tutor to allow you to rewrite the essay you've written. You thought it was a good piece of work.

**Interlocutor's script**

*I am your tutor. I gave you a poor mark for your essay. You think I've been unfair. You want to find out why you had a low mark.*

*Alright? I'll start.*

- *OK. What did you want to see me about?*
- *I don't think you answered the question properly.*
- *It was far too short.*
- *Did you do the reading I suggested?*
- *There were lots of spelling mistakes.*

[Agree to accept a rewrite in two weeks]

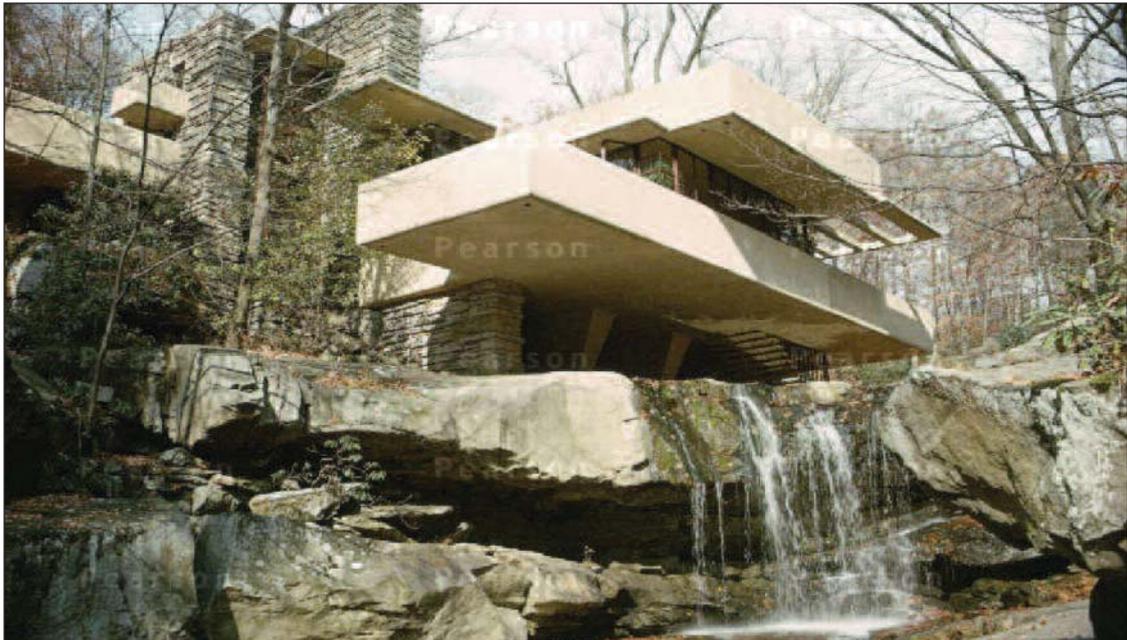
[Retrieve the card]

*Thank you. That is the end of the test.*



# MATERIALS FOR TEST TAKERS

## Pictures



## Card

### Test taker's card

**The situation:**

You are a student. The examiner is your tutor. You have been given a low mark for an essay.

**Your goal:**

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