



Pearson
English

Interational Certificate

(PTE General)

Level 2
Intermediate

Paper Reference: 4062

Pearson Education Ltd

Practice paper written by Pearson English exam authors

© May 2021



SPOKEN
PRACTICE
TEST

2

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

Sections	Level A1	Level 1	Level 2	Level 3	Level 4	Level 5
10	Not tested at this level		5.5 minutes		6 minutes	
11	3.5 minutes					
12						

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

Please note: The design of the practice tests are not identical to actual International Certificate tests, however the content is equivalent.

Instructions for interlocutors

Pearson English International Certificate (PTE General) Level 2

The interlocutor conducts the test in accordance with the test specifications, the general guide for interlocutors and the interlocutor Script. Make sure you read these before you conduct the test.

The speaking test has 3 sections

Section 10 Discussion: 2 minutes

Section 11 Picture: 1.5 minutes

Section 12 Role Play: 2 minutes

Please note: Sections 11 and 12 have two sets of tasks: A and B. Students with odd test taker numbers should do 11A and 12A; students with even test taker numbers should do 11B and 12B.

Please use the relevant enclosed picture card and test taker role card when administering Section 11 and Section 12 of the test.

In an actual exam please note the following instructions are used:

Please ensure that you record the speaking test as instructed. Test takers must take all the relevant sections of the test.

When you record a test, please state clearly at the beginning of the test:

- Centre number
- Level being tested
- Name and examiner of the Interlocutor
- Full names and numbers of each test taker

Start test with the following:

Good morning/afternoon. My name's _____

- Check test taker's name against attendance sheet.
- Start timer.
- Begin test.

Standard Question: Can you tell me your name please?

SECTION 10 DISCUSSION (2 MINUTES)

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

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

For

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

Against

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

SECTION 11A PICTURE (1.5 MINUTES)

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

[Hand the picture to the test taker]



Alright? Begin now please.

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

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

[Retrieve the picture]

SECTION 12A ROLE PLAY (2 MINUTES)

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

[Hand the card to the test taker. Allow up to 15 seconds to study the card.]

Test taker's card

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

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

Interlocutor's script

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

Alright? You start.

Suggested prompts

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

[Retrieve the card]

SECTION 11B PICTURE (1.5 MINUTES)

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

[Hand the picture to the test taker]



Alright? Begin now please.

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

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

[Retrieve the picture]

SECTION 12B ROLE PLAY (2 MINUTES)

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

[Hand the card to the test taker. Allow up to 15 seconds to study the card.]

Test taker's card

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

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

Interlocutor's script

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

Alright? You begin.

Suggested prompts

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

[Retrieve the card]

Thank you. That is the end of the test.

SECTION 11A

Picture - 11A



SECTION 12A

Card – 12A

Test taker's card

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

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

SECTION 11B

Picture – 11B



SECTION 12B

Card – 12B

Test taker's card

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

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