



Pearson

PTE GENERAL

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▶ Pearson Test of English General

Pearson English International Certificate

1

Level 1 (A2)

Practice Tests **Plus**

no key with
Student's Resources

INTRODUCTION

Print book 

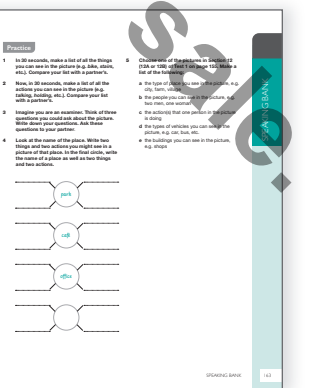
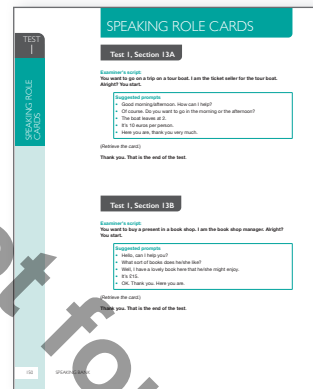
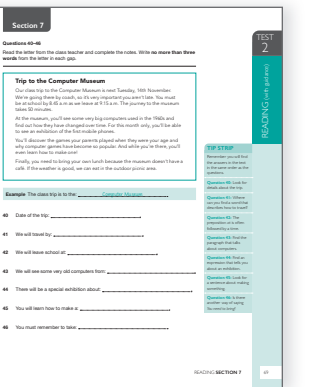
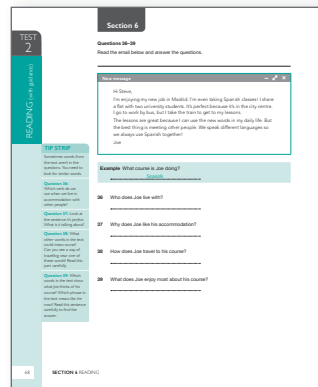
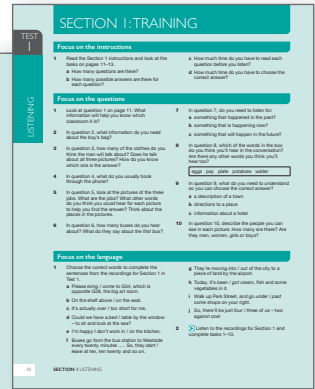
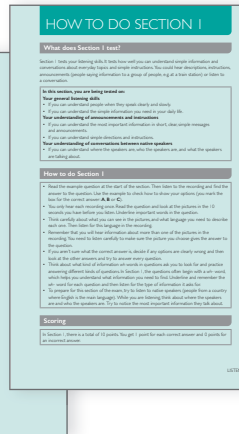
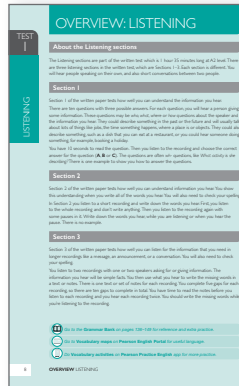
- This book contains five complete practice tests, which are modelled on the task types you will find in the **Pearson Test of English General (Pearson English International Certificate)**.

- **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.

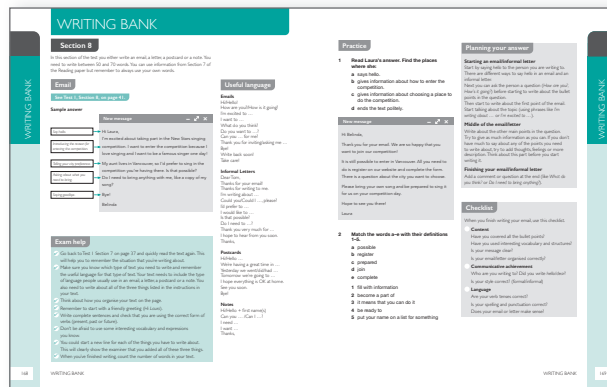
- **Test 2** provides tip strips, which give you detailed support with each task in the test. Tips are focused on specific questions and help you to learn about what you need to do to answer them.
- **Tests 3–5** are practice tests without support or tips. These are for you to practice with each task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

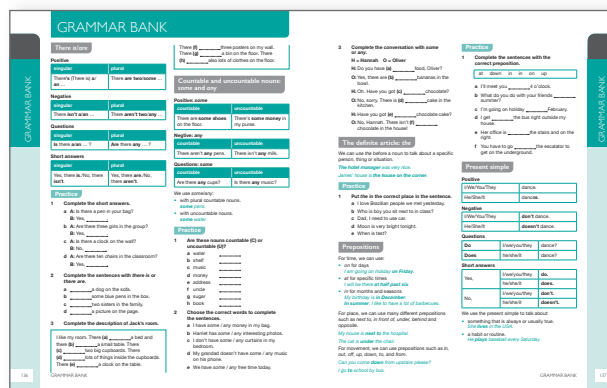
- **Speaking banks** at the back of the book, offer **detailed guidance** on Sections 10–13 of the test. These pages feature **speaking tasks from the tests**, give you helpful **Test Tips**, **Useful Language** and practice activities to help you prepare for the Speaking test.



- **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 A2 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**.
- Information on how to **improve Speaking Reading, Writing and Listening** skills.
- **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.
- Downloadable information on **how to improve each skill area**.
- A **Student's Guide to the Computer Based Test**.

Pearson Practice English App

On the PTE General specific version of the **Pearson Practice English App** you can find practice resources which include:

- **Audio** from the print 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 test which is 1 hour 35 minutes long at A2 level. There are three listening sections in the written test, which are Sections 1–3. Each section is different. You will hear people speaking on their own, and also short conversations between two people.

Section 1

Section 1 of the written paper tests how well you can understand the information you hear.

There are ten questions with three possible answers. For each question, you will hear a person giving some information. These questions may be *who*, *what*, *where* or *how* questions about the speaker and the information you hear. They could describe something in the past or the future and will usually talk about lots of things like jobs, the time something happens, where a place is or objects. They could also describe something, such as a dish that you can eat at a restaurant, or you could hear someone doing something, for example, booking a holiday.

You have 10 seconds to read the question. Then you listen to the recording and choose the correct answer for the question (**A**, **B** or **C**). The questions are often *wh-* questions, like *What activity is she describing?* There is one example to show you how to answer the questions.

Section 2

Section 2 of the written paper tests how well you can understand information you hear. You show this understanding when you write all of the words you hear. You will also need to check your spelling.

In Section 2 you listen to a short recording and write down the words you hear. First, you listen to the whole recording and don't write anything. Then you listen to the recording again with some pauses in it. Write down the words you hear, while you are listening or when you hear the pause. There is no example.

Section 3

Section 3 of the written paper tests how well you can listen for the information that you need in longer recordings like a message, an announcement, or a conversation. You will also need to check your spelling.

You listen to two recordings with one or two speakers asking for or giving information. The information you hear will be simple facts. You then use what you hear to write the missing words in a text or notes. There is one text or set of notes for each recording. You complete five gaps for each recording, so there are ten gaps to complete in total. You have time to read the notes before you listen to each recording and you hear each recording twice. You should write the missing words while you're listening to the recording.



Go to the **Grammar Bank** on pages 136–149 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. It tests how well you can understand simple information and conversations about everyday topics and simple instructions. You could hear descriptions, instructions, announcements (people saying information to a group of people, e.g. at a train station) or listen to a conversation.

In this section, you are being tested on:

Your general listening skills

- If you can understand people when they speak clearly and slowly.
- If you can understand the simple information you need in your daily life.

Your understanding of announcements and instructions

- If you can understand the most important information in short, clear, simple messages and announcements.
- If you can understand simple directions and instructions.

Your understanding of conversations between native speakers

- If you can understand where the speakers are, who the speakers are, and what the speakers are talking about.

How to do Section I

- Read the example question at the start of the section. Then listen to the recording and find the answer to the question. Use the example to check how to show your options (you mark the box for the correct answer: **A**, **B** or **C**).
- You only hear each recording once. Read the question and look at the pictures in the 10 seconds you have before you listen. Underline important words in the question.
- Think carefully about what you can see in the pictures, and what language you need to describe each one. Then listen for this language in the recording.
- Remember that you will hear information about more than one of the pictures in the recording. You need to listen carefully to make sure the picture you choose gives the answer to the question.
- If you aren't sure what the correct answer is, decide if any options are clearly wrong and then look at the other answers and try to answer every question.
- Think about what kind of information *wh* words in questions ask you to look for and practice answering different kinds of questions. In Section I, the questions often begin with a *wh*- word, which helps you understand what information you need to find. Underline and remember the *wh*- word for each question and then listen for the type of information it asks for.
- To prepare for this section of the exam, try to listen to native speakers (people from a country where English is the main language). While you are listening, think about where the speakers are and who the speakers are. Try to notice the most important information they talk about.

Scoring

In Section I, there is a total of 10 points. You get 1 point for each correct answer and 0 points for an incorrect answer.

SECTION 1: TRAINING

Focus on the instructions


- 1 Read the Section 1 instructions and look at the tasks on pages 11–13.
 - a How many questions are there?
 - b How many possible answers are there for each question?
 - c How much time do you have to read each question before you listen?
 - d How much time do you have to choose the correct answer?

Focus on the questions

- 1 Look at question 1 on page 11. What information will help you know which classroom it is?
- 2 In question 2, what information do you need about the boy's bag?
- 3 In question 3, how many of the clothes do you think the man will talk about? Does he talk about all three pictures? How do you know which one is the answer?
- 4 In question 4, what do you usually book through the phone?
- 5 In question 5, look at the pictures of the three jobs. What are the jobs? What other words do you think you could hear for each picture to help you find the answer? Think about the places in the pictures.
- 6 In question 6, how many buses do you hear about? What do they say about the *first* bus?
- 7 In question 7, do you need to listen for:
 - a something that happened in the past?
 - b something that is happening now?
 - c something that will happen in the future?
- 8 In question 8, which of the words in the box do you think you'll hear in the conversation? Are there any other words you think you'll hear too?


eggs pay plate potatoes waiter
- 9 In question 9, what do you need to understand so you can choose the correct answer?
 - a a description of a town
 - b directions to a place
 - c information about a hotel
- 10 In question 10, describe the people you can see in each picture. How many are there? Are they men, women, girls or boys?

Focus on the language

- 1 Choose the correct words to complete the sentences from the recordings for Section 1 in Test 1.
 - a Please *bring / come* to G34, which is opposite G28, the big art room.
 - b On the shelf *above / on* the seat.
 - c It's actually *over / too* short for me.
 - d Could we have a *bed / table* by the window – to sit and look at the sea?
 - e I'm happy I don't work *in / on* the kitchen.
 - f Buses go from the bus station to Westside every twenty minutes So, they *start / leave* at ten, ten twenty and so on.
 - g They're moving *into / out* of the city to a piece of land by the airport.
 - h Today, it's *been / got* cream, fish and some vegetables in it.
 - i Walk up Park Street, and go *under / past* some shops on your right.
 - j So, there'll be just *four / three* of us – two against one!
- 2  Listen to the recordings for Section 1 and complete tasks 1–10.

Section I

Questions 1-10

 You have 10 seconds to read each question. Listen and put a cross in the box next to the correct answer, as in the example. You have 10 seconds to choose the correct option.

Example What activity is she describing?



A



B



C

1 Which classroom will the lesson be in next week?



A



B



C

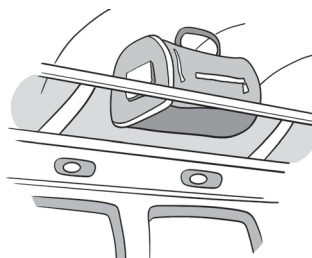
2 Where did the boy leave his bag?



A



B



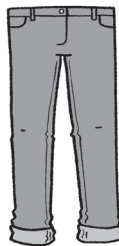
C

Section I

3 What does the man want to change?



A



B



C

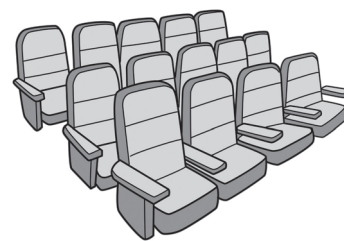
4 What is the woman booking?



A



B

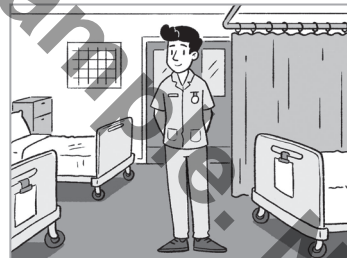


C

5 What is the man's new job?



A



B



C

6 What time is the first bus to Westside each day?



A



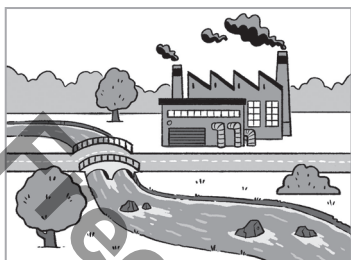
B



C

Section I

7 Where will Harrison's factory move to?



A

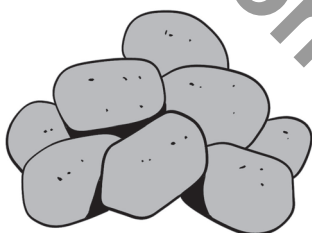


B

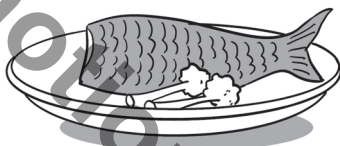


C

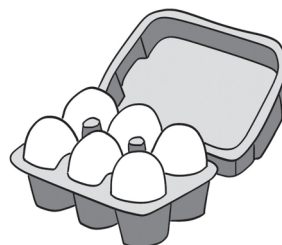
8 What is in the dish that the waiter describes?



A

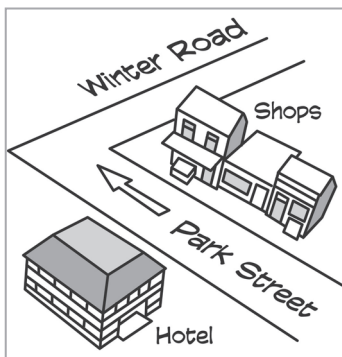


B



C

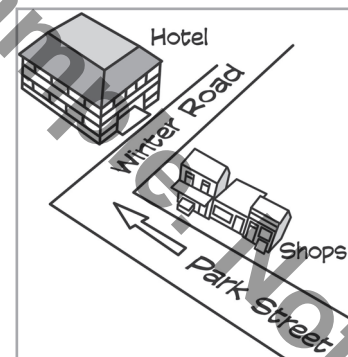
9 Where is Newgate Hotel?



A

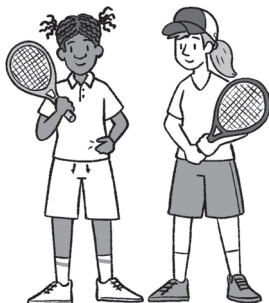


B



C

10 Who is going to play tennis tonight?



A



B



C

OVERVIEW: READING

About the Reading sections

The Reading sections are part of the written test which is 1 hour 35 minutes long at A2 level. There are four Reading sections in the written test, which are Sections 4–7. Each section is different. You will read short texts that describe things or give directions and instructions. You will also read other texts, including emails, letters or articles.

Section 4

Section 4 tests how well you can understand the main idea in a text and also specific information in a text.

You read five short texts. Each has a gap. There are three possible answers for each gap (**A, B** or **C**). You must choose the correct word or phrase for the gap. The texts can be labels (texts on things that you buy, like food), instructions, signs (texts that you see when you're travelling or walking around), notices (texts that give you information), menus, advertisements (texts that tell you to buy something) or announcements (information given to a group of people about something that's happening or is going to happen). There is one example to show you how to answer the questions.

Section 5

Section 5 of the written paper tests how well you can understand details in texts.

You read a short text and answer a question about it. The answer to the question is one of three pictures under the text. You choose the correct picture (**A, B** or **C**). The texts you read will, for example, describe something or give directions to a place. When you read the texts, you need to understand what this thing or place is. There is one example to show you how to answer the questions.

Section 6

Section 6 of the written paper tests how well you can understand the main ideas in texts.

You read two texts and answer four questions about each text. When you answer the questions, you should write phrases, not full sentences. The texts you read could be letters, emails, magazine articles or information about events or things you can buy. The questions you answer will often be *wh*-questions that test your understanding of the information in the text. There is one example to show you how to answer the questions.

Section 7

Section 7 tests how well you can find and understand detailed information in a text.

You read a longer text in Section 7. Then you use information in the text to write missing words in some notes. The missing information will be one one to three words. The text you read could be a letter, an email, an advertisement, a newspaper article, a magazine article or information from a website. There is one example to show you how to answer the questions.



Go to the **Grammar Bank** on pages 136–149 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 how well you can understand the main idea in a text. The texts you read in this section could be labels, instructions, signs, notices, menus, or advertisements. They could also be short notes, emails, semi-formal letters and announcements.

In this section, you are being tested on:

Your general reading skills

- If you can understand short, simple texts on general topics with simple, everyday language and vocabulary.

Your understanding of the main idea in a text

- If you can find the information you need in simple everyday texts like advertisements, menus, recipes and timetables.
- If you can find the information you need in lists (e.g. lists of people who do different jobs and their telephone numbers).
- If you can understand signs and notices (e.g. at the railway station; in a restaurant; or at work).

Your understanding of information in a text

- If you can find the information you need in simple texts like letters and short newspaper articles.

How to do Section 4

- First read the text and don't think about which words could go in the gaps. Try to get a general understanding of the text.
- Only one of the three words or phrases (**A**, **B** or **C**) which can go in the gap. Read the sentence and use the words before or after the gap to decide what type of word could go in it. Can it be a noun, a verb or an adjective? You could write *n* or *noun* for a noun near the gap to help you when you're reading the text.
- Look for links between the other words in the sentence and the three words you can choose. For example, if the sentence has the word *knife* in it, you can see a link between *knife* and *cut*.
- If you're not sure which answer is correct, decide which word or phrase you know is wrong and then look carefully at the others. Use the information in the text to help you choose one.
- If you still don't know the correct answer, it's better to choose any answer that's possible. Remember to give an answer for every question.
- Choose your answer for each gap and then read all of the sentences again to check if each one sounds correct.

Scoring

In Section 4, there is a total of 5 points. You get 1 point for each correct answer and 0 points for an incorrect answer.

SECTION 4: TRAINING

Focus on the instructions

- 1** Read the Section 4 instructions and look at the tasks on pages 24–25.
- a** How many texts do you read?
 - b** What do you write next to the correct answer?
 - c** How many possible answers are there for each gap?
 - d** How many answers can you choose for each gap?

Focus on the questions

- 1** Look at questions 22–26 on pages 24–25. Which text (or texts) is:
- a** a notice?
 - b** a recipe?
 - c** an advertisement?
- 2** What do all of the texts give the reader?
- a** good news
 - b** instructions
 - c** information
- 3** Read the text from question 24. Where can you find a text like this?
- 4** What does the text from question 24 say?
- a** Hotel guests can buy tickets for a city tour.
 - b** Hotel guests can go on a free city tour.
 - c** Hotel guests can walk around the city.
- 5** Read the text from question 24 again and choose the missing phrase for the gap.
- a** come back
 - b** carry on
 - c** check in
- 6** The correct answer to question 24 means:
- a** to arrive and get your key.
 - b** to return to a place.
 - c** to continue doing something.
- 7** Match the incorrect phrases from **5** with their definitions from **6**.

Focus on the language

- 1** Look at question 22. What does the text tell you?
- a** How to cut vegetables.
 - b** How to cook fish and vegetables.
 - c** How to choose the right fish.
- 2** The correct answer for question 22 is *Cut*. Underline the word in the text that tells you this is the correct answer.
- 3** Why are the other two answers in question 22 wrong?
- 4** Look at question 25. What does the notice say?
- a** An arts centre needs new actors.
 - b** An arts centre needs more money.
 - c** An arts centre needs new ideas.
- 5** The correct answer for question 25 is *show*. Underline the word in the text that tells you this is the correct answer.
- 6** Why are the other two answers in question 25 wrong?

Section 4

Questions 22–26

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

Example



**Summerhill Theatre Club presents
'Romeo and Juliet'**

Fri 15th June

Tickets £15 or £12 if you online.

- A buy
B make
C take

22



Put oil and salt on the fish.

..... up the vegetables with a knife.

Cook the fish and vegetables together for 12 minutes.

- A Cut
B Wash
C Mix

23

Parkview Restaurant

Come to Parkview for great food at low prices.

15% off for groups of ten or more – join us for your next!

- A service
B party
C bill

24

**Free Tour
for Hotel
Guests**

See the city with us on foot!
We meet here at 10.00 and at 11.30.
Wear comfortable shoes!

- A come back
B carry on
C check in

25

**Wanted: New Stars!**

Fordham Arts Centre is looking for child actors for its new
..... in June.

Call Jill Woodson for more information: 0753 986758.

- A painting club
B band
C show

26

Important notice!

Students must return all books before the end of because
the school will be closed during the holiday.

- A exam
B term
C library

OVERVIEW: WRITING

About the Writing sections

The Writing sections are part of the written test which is 1 hour 35 minutes long at A2 level. There are two Writing sections, which are Sections 8 and 9. Each section is different.

In Section 8, you will write a short text which is an example of correspondence. Correspondence is the activity of writing to communicate with other people and that could be in an email, a letter, a note, a postcard or a blog entry. You will use information from the article you read in Section 7 of the Reading section to write your text. For example, you could write an email to a friend to ask them to do an activity from the article in Section 7.

In Section 9, you will look at three pictures and use what you see to write a short text about them. In your text, you will either describe what is happening in the pictures or write a story about what you can see in the pictures.

Section 8

Section 8 shows the examiner if you can write simple sentences to give information in everyday situations; use simple grammar and vocabulary; use words like *and*, *but* and *because*; and use correct spelling. Your text also needs to have the correct organisation for an email, a letter, a postcard, a note or a blog entry. This should include a good opening and closing part, with 3–4 main things included in the text.

You write a short text, which could be an email, a letter, a postcard, a note or a blog entry. You can use the information you read in Section 7 in this text.

You have three things to include in your text, like saying why you want to do something, giving some information, or asking a question. You need to write between 50 and 70 words.

Section 9

Section 9 shows the examiner if you can write simple sentences to give information in everyday situations; use simple grammar and vocabulary; use words like *and*, *but* and *because*; and use correct spelling. Your text also needs to describe what you can see or what is happening in all three pictures.

You write a description or a narrative (e.g. diary entry, blog post, short story) based on what is happening in three pictures. Together these three pictures tell a story of something that happened.

You can choose from two topics, e.g. music or camping, and there are three pictures for each topic. You read a sentence about the situation that the three pictures show. Then you look at the pictures and write a piece of text on what is happening in the pictures. You need to write between 80 and 100 words.



Go to the **Grammar Bank** on pages 136–149 for reference and extra practice.



Go to the **Writing Bank** on pages 168–171 for useful language and practice.

HOW TO DO SECTION 8

What does Section 8 test?

Section 8 tests your writing skills. The examiner wants to see how well you can write texts that give other people information (correspondence).

In this section, you are being tested on:

Your general writing skills

- If you can write short and simple notes about things that are happening now or things you need now.

Writing emails and letters

- If you can write very simple personal letters saying *thank you* or *saying sorry*.

How to do Section 8

- If you write a more formal or official email or letter, you need to start it with *Dear Mr/Ms + surname*, and end it with a word or phrase, like *Regards* (email).
- If you write an informal email, an informal letter, a postcard or a note, you can use a more informal style. You can start your text with *Hi* or *Hello* and end it with *See you soon!* or *Thanks!*
- The question always tells you what kind of text to write and who you are writing to. Use this information to plan your answer.
- The question also gives you three points that you must include in your answer. Sometimes you need to think of your own ideas (e.g. 'Say why you want to sing in the competition'). Think about what you can say to answer each point. Think about interesting language you can use.
- If one of the points starts with a word like *ask*, *invite* or *suggest*, you must do this clearly in your letter or email. Think of a good phrase to ask, invite or suggest that you can use in your text.
- Remember that you can and should use information from Section 7 of the Reading section of the written test in your text. Take facts from the Section 7 text and write them in your own words if possible. Don't copy too many words or whole sentences from the Section 7 text.
- You should use simple vocabulary for everyday things, people and activities in your text. You should also use different grammar structures (e.g. The present simple, present continuous and past simple). Remember that your text doesn't need to be perfect, but you should always check your text carefully for mistakes when you've finished writing it.
- You need to use linking words, like *and*, *but* and *because* in your text to go from one idea to the next, instead of writing a list of different ideas.
- You should write between 50 and 70 words, but it's OK to only write 44 words or to write up to 77 words.

Scoring

In Section 8, there is a total of 10 points. You will get points for how well you can give information in a short text like an email and how well you can use grammar and vocabulary.

SECTION 8: TRAINING

Focus on the instructions

- 1 Read the Section 8 instructions and look at the task on page 41.
 - a Where do you get the information you need to write your text?
 - b What type of text do you need to write?
 - c Who are you writing to?
 - d How many words do you need to write?

Focus on the questions

- 1 Look at the text in Section 7 on page 37 again.
 - a What can you win if you enter the competition?
 - b Which cities can you sing in?
 - c Which contact information for Laura Duchamp is in the text?
- 2 Now look at Section 8 on page 41.
 - a How many things do you need to include in your text?
 - b What types of information do you need to give in your email? More than one answer is correct.
 - i Ask a question.
 - ii Say sorry for something.
 - iii Give a reason.
 - iv Explain something.
 - v Describe something.
 - c Put these things in the order you'll write them in your email.
 - i a place
 - ii a question about things
 - iii a reason

Focus on the language

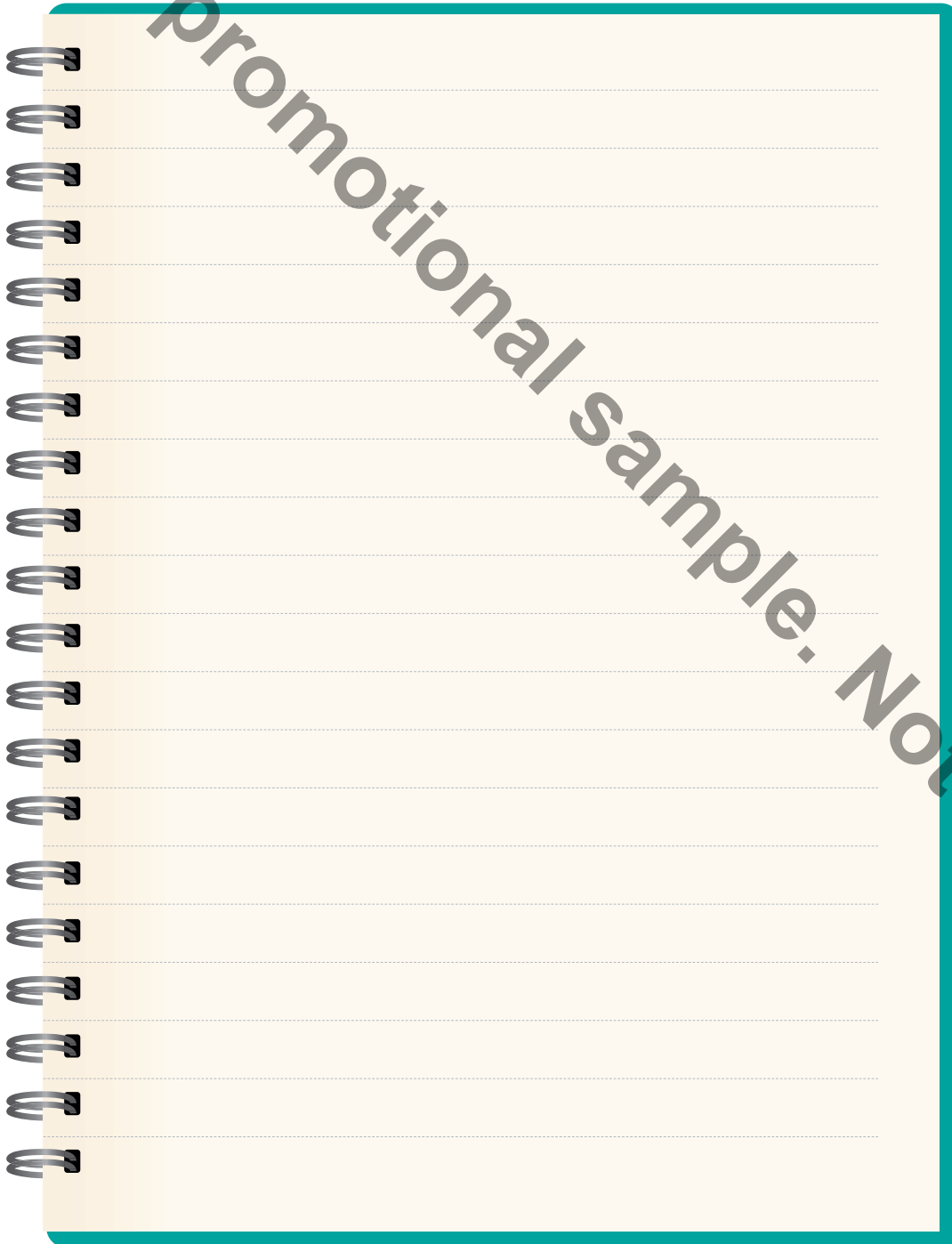
- 1 What would be the best way to start your text?
 - a Hi Laura
 - b Dear Laura
 - c Good morning
- 2 Which phrase means *be in the competition*?
 - a take off
 - b take place
 - c take part
- 3 Which word can you use to give a reason for joining the competition?
 - a because
 - b about
 - c and
- 4 What's the best phrase to say which place you want to sing in the most? Check the question.
 - a I'd prefer to ...
 - b I really want to ...
 - c I personally like ...
- 5 Which word can you use to say that this is your last sentence or question in your text?
 - a firstly
 - b after that
 - c finally
- 6 Which question can you ask to find out what you need to bring?
 - a What do people usually bring home with them?
 - b Can you tell me about bringing something?
 - c Do I need to bring anything with me?
- 7 What would be the best way to end your text?
 - a thanks
 - b bye
 - c regards

Question 47

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

You have read about the singing competition on the *Be a Star* website. Now write an email to Laura Duchamp. Write **50–70 words** and include the following information:

- Say why you want to sing in the competition.
- Tell Laura which city you would prefer to sing in.
- Ask Laura what you need to bring.



OVERVIEW: SPEAKING

TEST

SPEAKING

About the Speaking sections

There are three Speaking sections in the test, which are Sections 10, 12 and 13. Each section is different, and you will either talk on your own or have a conversation with the examiner. In Section 10, you will answer questions about yourself from the examiner. In Section 12, the examiner gives you a picture. You describe what is happening in the picture and answer questions about it. In Section 13, you read a card with a situation on it and then take part in a role play based on the situation with the examiner. There is no Section 11 in the A2 level test.


Section 10

 1.5 minutes

Section 10 opens the conversation at the start of the Speaking test and lets the examiner see how well you can talk about yourself and your everyday life.

The examiner will first ask you a short question about your everyday life or your opinions. You can give a short answer to this question. Then they will ask one or more questions to help you talk on your own for one minute. You should try to give longer answers to these questions.

Section 12

 2 minutes

Section 12 shows the examiner how well you can use vocabulary and grammar to describe situations from everyday life.

The examiner will first give you a picture to look at. The picture will show a real-life situation, (e.g. a family walking in the forest with their dog). You take a quick look at the picture and then they will ask you to describe what you can see and what is happening in it (e.g. Where the people are, and what they are doing). You should talk for about a minute. If you talk for less than one minute and then stop, the examiner will ask you some extra questions about the picture so you keep talking for one whole minute. The examiner will then take the picture away from you.

Section 13

 1.5 minutes

Section 13 shows the examiner how well you can use language to talk to another person in an everyday situation.

You will take part in a role play with the examiner. They will first give you a card which has information about the situation for your role play and the roles that you will both play. You have 15 seconds to read the card. The examiner tells you who should start the role play. You have a conversation to do the tasks on your card, but you might also need to think of your own answer to extra questions from the examiner. When you've done all the tasks on your card, the examiner takes the card away from you.



Go to the **Speaking Bank** on page 160–165 for useful language and practice.



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



Do **Vocabulary activities** on **Pearson Practice** app 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 ability. It tests how well you can answer questions about yourself and your everyday life and give your opinion (e.g. talking about what you like and don't like).

In this section, you are being tested on:

Your general speaking skills

- If you can describe your everyday life (e.g. people, places, your job or your studies, what you like and don't like).
- If you can join your ideas together in a simple way.

Describing your experiences

- If you can describe events and activities.
- If you can describe plans, routines or activities.
- If you can talk about what you like and don't like about something.
- If you can describe your family, where you live, what you've studied, the job you do now or your last job.
- If you can describe people, places and objects in a simple way.

How to do Section 10

- In this section, you talk about yourself. Remember that you know a lot about your life and what you like and don't like and this should help you to relax.
- Listen to the questions the examiner asks. Take a few seconds to think about your answer before you say anything. If you don't understand a question, ask the examiner to repeat it, by saying something like *Could you say that again, please?*
- One minute is not a lot of time, so make sure you show the examiner how much English you know in your minute. Give as much detail as you can to show the vocabulary you know. If you can, talk about things that happened in the past and things that will happen in the future. This shows the examiner what grammar you know.
- Remember that the first question is short and you only need to give a short answer. The examiner is planning to ask you two or more questions during this section of the exam. You should try to make your answers to these questions longer.
- If the examiner asks you what you like or don't like or what you think about something, use words like *because* or *so* to explain why you like or don't like it.

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

Timing

You have 1.5 minutes for this section of the test and you have to speak for 1 minute.

SECTION 10: TRAINING

Focus on the instructions

- 1 Read the Section 10 instructions and questions 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 do you speak for? Why is this shorter than the whole section?

Focus on the questions

- 1 Read all Section 10 questions on page 49. Which questions ask you about what you like or don't like?
- 2 Look at question 1 in the first topic. What do you need to say in your answer?
 - a Why you like a food.
 - b The food you like the most.
 - c Something you don't like to eat.
- 3 Look at question 2 in the first topic. Which food do you need to talk about?
 - a Only your favourite food.
 - b The food you never eat.
 - c Different kinds of food that you eat.
- 4 Look at the extra questions for Topic 1.
 - a Which question is about what you like to do?
 - b Which question is about the past?
 - c Which question is about what you normally do or when you do things?
- 5 Look at question 1 in the second topic. What is a phrase you could use in your answer?
 - a by car
 - b with my family
 - c almost every year
- 6 The examiner asks: *What is your favourite day of the week?* What's the best answer?
 - a I don't have a favourite day of the week.
 - b I really like Friday.
 - c Saturday is my favourite day because I have time to do sport.
- 7 Look at the two questions in the third topic. What differences are there between the first and second questions. Choose two answers.
 - a You can answer the first question with only a few words.
 - b You can answer the second question with only a few words.
 - c The first question asks for more details than the second question.
 - d The second question asks for more details than the first question.
- 8 Look at the extra questions for Topic 3.
 - a Which question(s) is about what you do at different times?
 - b Which question(s) is about the past?
 - c Which question(s) is about what you like and don't like?

Focus on the language

- 1 Which phrase could you use in your answer to the question: *How often do you travel to different places?*
 - a by train
 - b because it's fun
 - c almost every year
- 2 Find the questions on page 49 that are about the past. Underline the word(s) which tell you the question is about the past.
- 3 The examiner could ask you *Why?* or *Why not?* at the end of a question. What does the examiner want you to do?
 - a Give more detailed information.
 - b Give a reason for your answer.
 - c Give an example of something you dislike.
- 4 Which word could you use when you're answering the question *Why?*
 - a because
 - b but
 - c than

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: Food

Question 1

- What's your favourite food?

Question 2

- Tell me about the food you eat.

Extra questions

- Do you like cooking? Why/Why not?
- How often do you eat in restaurants or cafés?
- What did you eat yesterday?
- Who do you usually eat your meals with?

TOPIC 2: Travel

Question 1

- How often do you travel to different places?

Question 2

- What's your favourite way to travel?

Extra questions

- How did you get here today?
- How do you usually travel around?
- Do you enjoy travelling to new places? Why/Why not?
- What do you do on long journeys?

TOPIC 3: Habits and Routines

Question 1

- Do you always get up and go to bed at the same time?

Question 2

- What are some of the things you do every day?

Extra questions

- What is your favourite day of the week?
- What did you do yesterday?
- Do you like getting up early? Why/Why not?
- How are your weekends different from your weekdays?

TOPIC 4: Museums

Question 1

- Do you enjoy going to museums? Why/Why not?

Question 2

- Tell me about a museum that you know.

Extra questions

- How often do you visit museums?
- When do you usually go to a museum?
- Who do you usually go to a museum with?
- Do you think museums should be free to enter?

Section I

Questions 1-10

You have 10 seconds to read each question. Listen and put a cross in the box next to the correct answer, as in the example. You have 10 seconds to choose the correct option.

Example What activity is she describing?



A



B



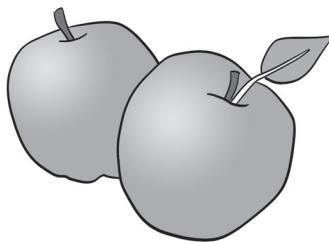
C

TIP STRIP

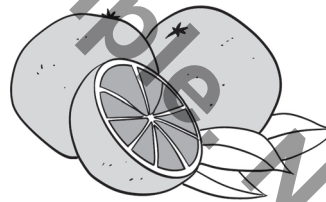
Be careful! Sometimes you will hear all of the answer options (A, B or C) in the recording, but only one is the correct answer.

Question 1: They say the names of three kinds of fruit in the answer options. Which fruit does the girl want at first? Is that the one the man buys? Why not?

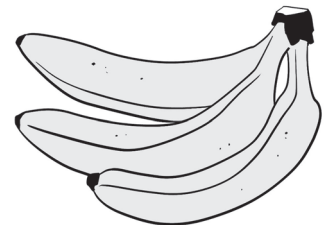
1 What kind of fruit will the man buy?



A



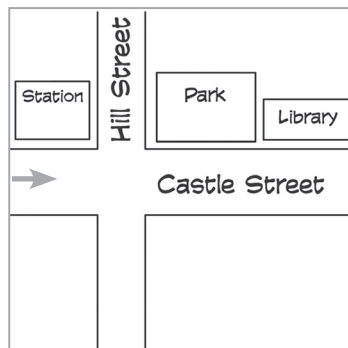
B



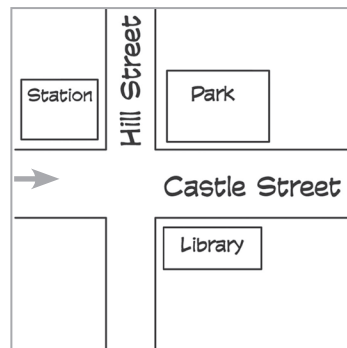
C

Question 2: The directions start from the station. Do you get to the park before or after you cross Hill Street? Is it next to or opposite the library?

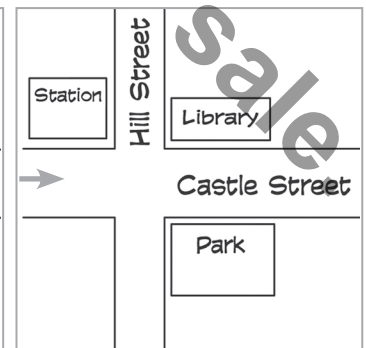
2 Where is the park?



A



B



C

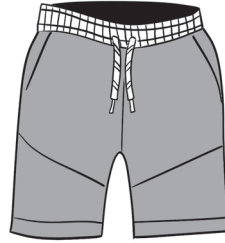
3 What do they need to take on the activity holiday?



A



B



C

4 What will they do in their next English lesson?



A



B



C

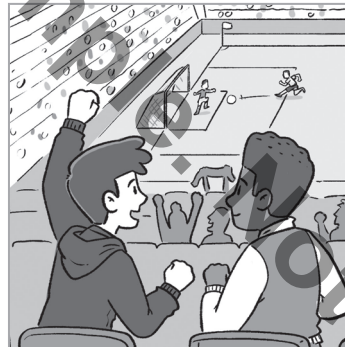
5 Where will the boy be on Saturday afternoon?



A



B



C

6 Who is the girl's neighbour?



A



B



C

TIP STRIP

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

Question 3: What sport will they do? Do they need to take things to wear for that? Why don't they need to take riding hats?

Question 4: Listen for *in our next lesson* ... What can you do to prepare for it? What will you do in class?

Question 5: Listen carefully for opposites to the answer. What can't the boy do? Why?

Question 6: Who lives near the girl?

Questions 32–35

Read the newspaper article below and answer the questions.

Schoolgirl **Darcy Dawson** is becoming a skiing star! It's her first international competition next month, just after her fourteenth birthday. The other skiers will be sixteen or older so it's a difficult competition. Darcy might not win, but she's excited about taking part to learn new skills.

Darcy's home town is in the south where there aren't any mountains, so she practises in the north. A local gym is paying for her travel costs so she can also practise abroad.

Example What sport does Darcy Dawson do?

..... skiing

32 How old will Darcy be when she takes part in an international competition?

.....

33 Why does Darcy want to do the competition?

.....

34 In which part of the country does Darcy live?

.....

35 Who is helping Darcy?

.....

TIP STRIP

Remember to underline the *wh* and *h* words in the questions to help you find the right information.

Question 32:

Which sentence gives information about Darcy's age?

Question 33: To find the answer, you need to look for a sentence that describes why she wants to do the competition. What does *excited* mean?

Question 34: Which word in the article means *a place where you come from*? What does the article say about this place? Where is it?

Question 35: Look at the last sentence in the article. What type of help is Darcy getting? Where is she getting this help from? How do you know?

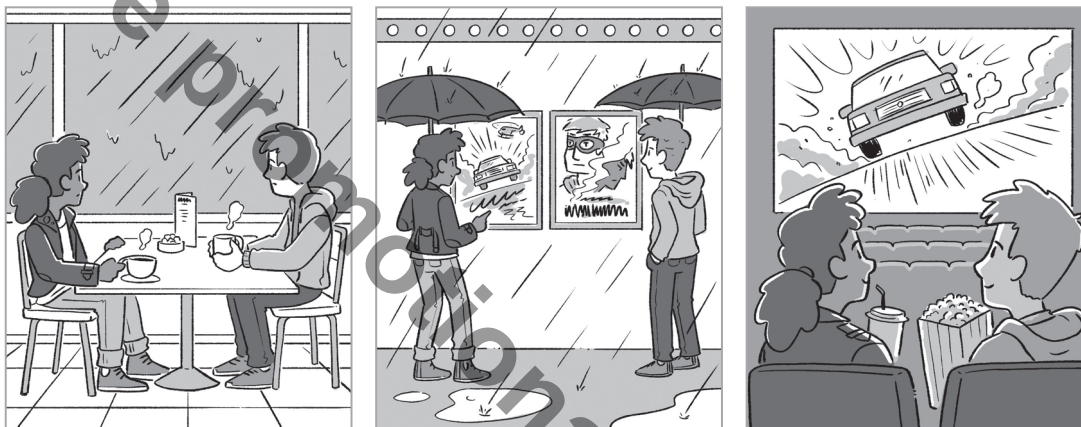
Question 48

Choose **one** of the topics below and write your answer in **80–100 words**.

Either:

A Films

You and your friend decided to go and see a film last Saturday. Look at the pictures and write a story about what happened.



Or:

B Work

Last week, a journalist came to your school to give a talk about her work. Look at the pictures and write a description about her job for your diary.



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

A B

TIP STRIP

- Read both questions carefully and look at each set of pictures.
- Do you have enough ideas to write about both options? Choose option A if you know some vocabulary about going to the cinema, or option B if you are more interested in writing about travel.

Option A: Imagine that you and a friend saw a film and describe what happened. Include information about what you did in each picture (e.g. we met for a coffee, we saw an interesting film poster, we bought some tickets).

Option B: For this question, you can use present tenses as well as past tenses because you are writing about a journalist's job, her trip to China and what happened afterwards. Look at each picture and make notes about some of the things she must do for her job.

Section 12A (2 minutes)

Picture

Examiner:

Now, here is a picture of people in a park. Please tell me what you can see and what is happening in the picture.

(Turn to page 156 for your picture.)

Alright? Begin now please.

 about 1 minute

Extra questions:

- Where are the people?
- What are the teenagers doing?
- What is the little girl doing?
- How many birds are there?
- What do they sell in the café?

 about 1 minute

TIP STRIP 12A

- Start by talking about the places, people or objects you can see. Which of these things can you see in the picture for 12A?
- Talk about how many people you can see and what they are doing in more detail. You should also describe what they are wearing, and about their feelings. Do they look happy, or sad, for example?
- You can talk about the relationships between the people. Could they be friends, or mother and daughter?
- You can talk about any extra information you find in the picture (e.g. times, prices, or even the weather).

Section 12B (2 minutes)

Picture

Examiner:

Now, here is a picture of some people relaxing. Please tell me what you can see and what is happening in the picture.

(Turn to page 156 for your picture.)

Alright? Begin now please.

 about 1 minute

Extra questions:

- Where are the people?
- What is the woman reading?
- What is the boy doing?
- What time is it?
- What is the man wearing?

 about 1 minute

TIP STRIP 12B

- Start by talking about the place, and the people or objects you can see. For example, a living room, with a man, a woman and a teenage boy. You should describe what they are each doing and what they are wearing.
- There is also furniture that you can describe (e.g. the sofa, and the TV, as well as things like the plate of biscuits, the computer tablet, and the woman's phone on the chair). Don't forget to talk about what you can see on the TV, and the time on the clock on the wall.

GRAMMAR BANK

There is/are

Positive

singular	plural
There's (There is) a/ an ...	There are two/some ...

Negative

singular	plural
There isn't a/an ...	There aren't two/any ...

Questions

singular	plural
Is there a/an ... ?	Are there any ... ?

Short answers

singular	plural
Yes, there is ./No, there isn't .	Yes, there are ./No, there aren't .

Practice

- Complete the short answers.
 - A:** Is there a pen in your bag?
B: Yes,
 - A:** Are there three girls in the group?
B: Yes,
 - A:** Is there a clock on the wall?
B: No,
 - A:** Are there ten chairs in the classroom?
B: Yes,
- Complete the sentences with *there is* or *there are*.
 - a dog on the sofa.
 - some blue pens in the box.
 - two sisters in the family.
 - a picture on the page.
- Complete the description of Jack's room.

I like my room. There (a) a bed and there (b) a small table. There (c) two big cupboards. There (d) lots of things inside the cupboards. There (e) a clock on the table.

There (f) three posters on my wall.
There (g) a bin on the floor. There (h) also lots of clothes on the floor.

Countable and uncountable nouns: some and any

Positive: some

countable	uncountable
There are some shoes on the floor.	There's some money in my purse.

Negative: any

countable	uncountable
There aren't any pens .	There isn't any milk .

Questions: some

countable	uncountable
Are there any cups ?	Is there any music ?

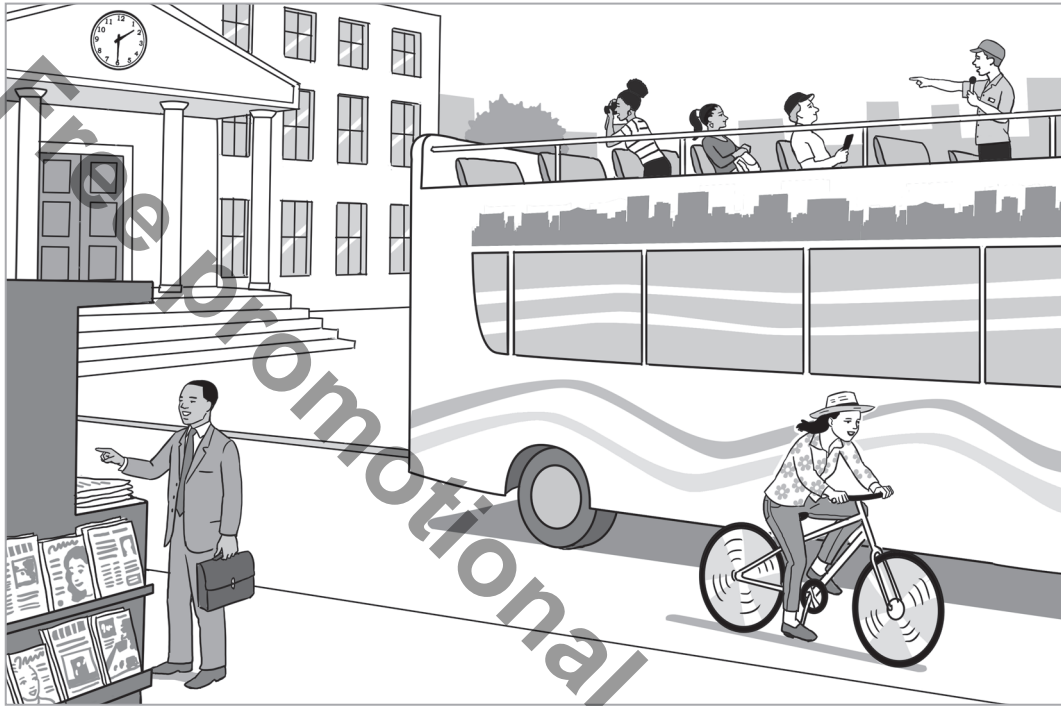
We use *some/any*:

- with plural countable nouns.
some pens
- with uncountable nouns.
some water

Practice

- Are these nouns countable (C) or uncountable (U)?
 - water
 - shelf
 - music
 - money
 - address
 - uncle
 - sugar
- Choose the correct words to complete the sentences.
 - I have *some* / *any* money in my bag.
 - Harriet has *some* / *any* interesting photos.
 - I don't have *some* / *any* curtains in my bedroom.
 - My grandad doesn't have *some* / *any* music on his phone.
 - We have *some* / *any* free time today.

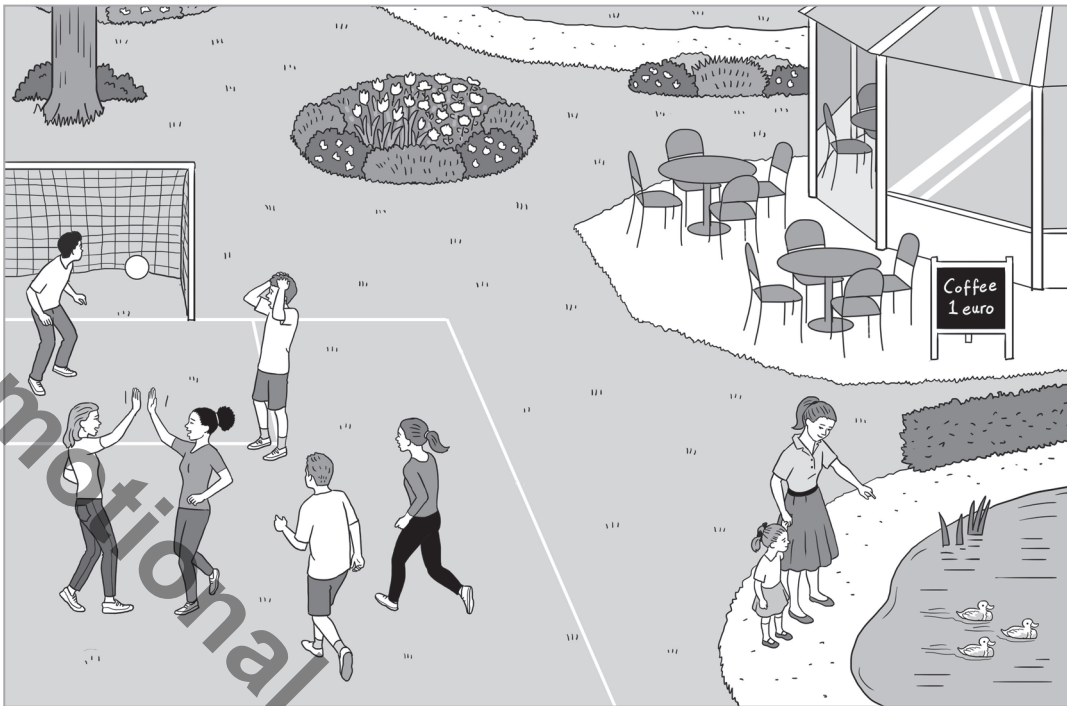
Section 12A



Section 12B



Section 12A



Section 12B



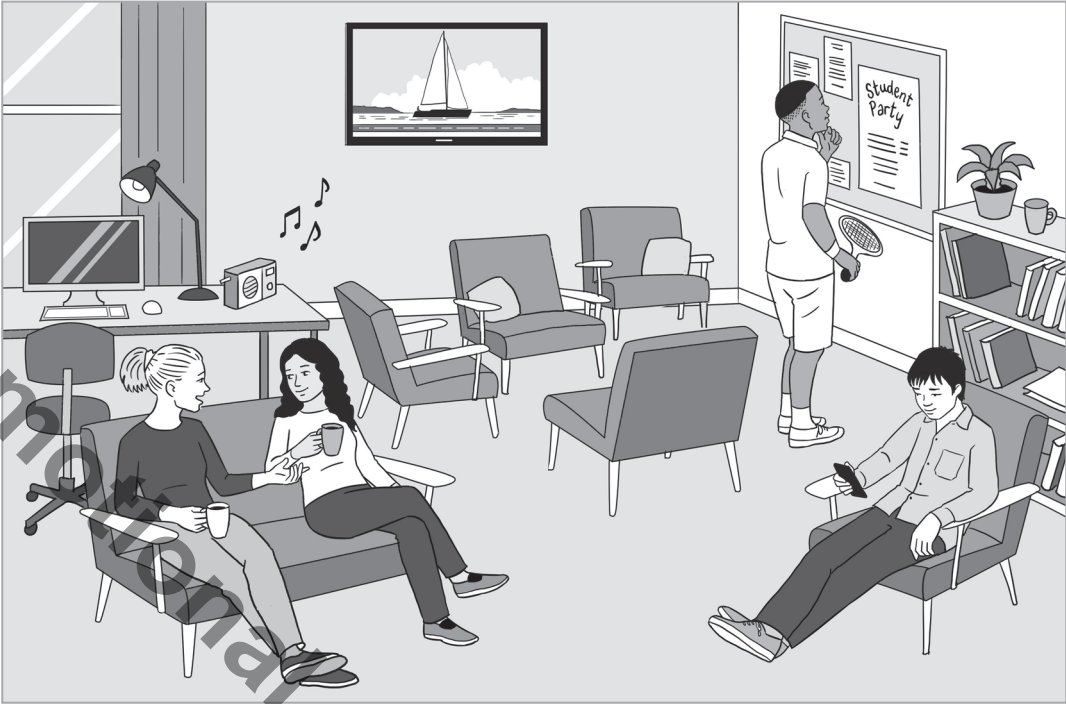
Section 12A



Section 12B



Section 12A



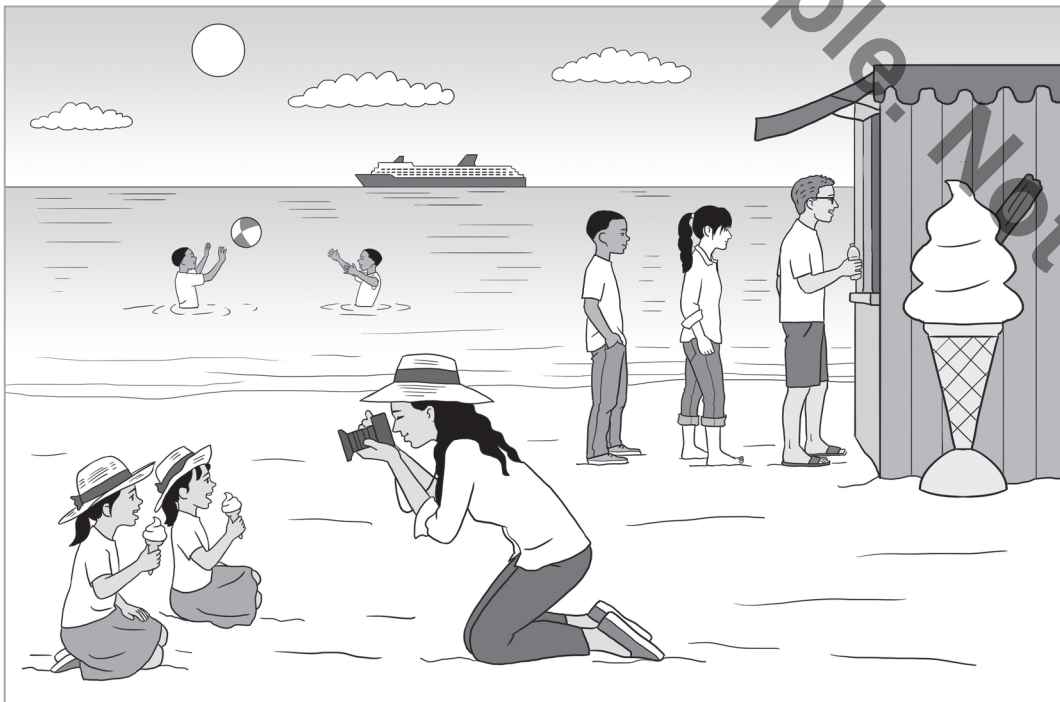
Section 12B



Section 12A



Section 12B



Section 10

In this section of the test the examiner will ask you to introduce yourself and then ask you lots of questions. They might ask you questions to make you talk about some of these kinds of topics:

- Activities, routines, places and people in your everyday life
- Describing something you do, did in the past or might do in the future
- Hobbies and pastimes
- Routines
- Things you do or don't do, would like to do or wouldn't like to do
- Travel, holidays and places you have visited
- Your friendships or family
- Your likes, dislikes and reasons why

If you stop talking before the time is finished, the examiner may ask you extra questions to invite you to keep talking.

See Test 1, Section 10, on page 49.

Exam help

- ✓ When you answer the questions, use the same tense you hear in the examiner's questions. So, for example, if the examiner asks you *How often do you ...?* You need to use the same tense (the present simple) and the right adverb of frequency or frequency expression in your answer.
- ✓ You could then follow that by saying something about the past with the past simple tense, e.g. how you did something differently in the past: *But when I was a child, I ...* This will show the examiner that you can use more than one different tense correctly.
- ✓ If the examiner asks: *What would you (really) like to do ...?* You should use the expression *I'd (really) like to ...* in your answer. If the examiner asks a question like *Tell me about ...* You have to choose the correct tense to use yourself: present simple, present continuous, past simple or possibly a future tense.
- ✓ In all of your answers you need to use vocabulary for the things, people and places in your everyday life and language for giving your opinion, e.g. *I think ... In my opinion ...*, etc.

Useful language

Have you got a ...?

Yes, I have./No, I haven't.
He/She's called .../It's a/an ...
He/She's older/younger than me.
It's big/beautiful/interesting.

How often do you ...?

... every day/once a week/twice a year.

Do you ...?

Yes, I do. I like ...
No, I don't. I don't like ... But when I was younger I ...

Did you ...?

Yes, I ... last year/two years ago ...
No I didn't because I ...

What do you think ...?

Is it good to ...?
I think/believe ... / In my opinion .../
For me, ...

What/Who is your favourite ...?
My favourite ... is ... because ...

What would you really like to do ...?
I'd (really) like to ... because ...

Tell me about ...?
I usually eat/go/have ... I like/
don't like ... because ...

Practice

1 Look at the examiner's questions (a-h). Write whether each question asks you to talk about *everyday life, the past, the future, things a person likes, or a person/place/thing*. Sometimes more than one topic will be correct.

- a Tell me about the last time you had fun.
..... *the past*
- b What's your favourite type of music?
.....
- c Tell me something about your weekend plans.
.....
- d What is your dream job?
.....
- e Tell me about your favourite way to travel.
.....
- f Tell me about your best friend.
.....
- g What is your morning routine?
.....
- h What does your room look like?
.....

2 Now write a new question for each category.

- everyday life
a *What is your evening routine?*
- the past
b
- the future
c
- things a person likes
d
- a person/place/thing
e

3 Match the questions with possible follow-up questions you might be asked.

- 1 Describe a place you've visited.
- 2 Tell me about a good teacher you've had.
- 3 What do you think of online classes?
- 4 What things do you have in your kitchen?
- a Did you get a lot of homework?
- b How do you ask questions online?
- c How long were you there?
- d Do you like to cook?

4 Look at questions in exercise 1. Finish the sentences.

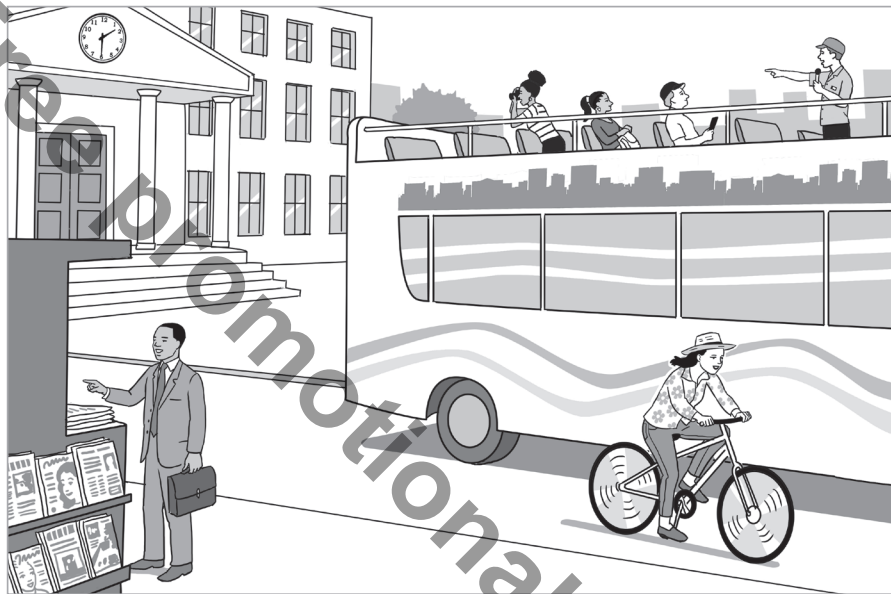
- a It was last weekend. We went with my friends to ...
- b I think my favourite type of music is ... because ...
- c At the weekend, I'm going to ...
- d In the future, I would like to ...
- e My favourite way of travel is definitely ...
- f My best friend's name is ...
- g After I wake up, I like to ...
- h My room is ...

5 Now record yourself answering the questions from 1 and 2. Then listen to your answers. Make notes about other words or phrases you could have used. If your answer was too short, think about follow-up questions you might have been asked. Finally, try recording yourself answering the questions again.

Section 12

In this section of the test, the examiner will give you a picture to describe. You will have one minute to describe the picture. If you finish before your time is up, the examiner will ask you some more questions.

See Test 1, Section 12, on page 52.



Useful language

Describing the picture

I can see a city, with ...
There are two women who are ...
They are all listening to ...
One of the women/men is wearing a ...
It has some ...
On the road there's a ...
He/She's going to buy ...
They are about to ...
In front of the ... there's a ...
He/She looks like ...

Answering questions

How many people can you see?

I can see four people.

Where are they?

They are in the middle of a big city.

What is he/she wearing?

She is wearing a white shirt, black trousers and a hat.

What is he/she doing?

He is running to the bus stop.

What is he/she going to buy?

He is going to buy a bottle of water.

Exam help

- ✓ When you start speaking, it's helpful to think of and say your answers to the questions the examiner could ask you about the picture. These will be questions that start with words like: *What? How? Where? What is ... like?* For example, *What are the children doing? What is the man wearing?*
- ✓ Remember that you're describing what is happening in the picture. That means you need to use the present continuous tense, e.g. *the children are walking on the beach, the woman is wearing a long coat*. But you will also need to use the present simple tense to say facts about the people in the picture or the place where they are, e.g. *The park is ...; The boy has ...*, etc.
- ✓ Use vocabulary for everyday situations and things, such as places, types of people, popular activities. It would also be useful to link the different parts of your description with linking words. You could use words like *then, too, as well* or *also* when you move from describing one thing to describing another thing.

Practice

- 1** In 30 seconds, make a list of all the things you can see in the picture (e.g. *bike, stairs, etc.*). Compare your list with a partner's.
- 2** Now, in 30 seconds, make a list of all the actions you can see in the picture (e.g. *talking, holding, etc.*). Compare your list with a partner's.
- 3** Imagine you are an examiner. Think of three questions you could ask about the picture. Write down your questions. Ask these questions to your partner.
- 4** Look at the name of the place. Write two things and two actions you might see in a picture of that place. In the final circle, write the name of a place as well as two things and two actions.
- 5** Choose one of the pictures in Section 12 (12A or 12B) of Test 1 on page 155. Make a list of the following:
 - a the type of place you see in the picture (e.g. city, farm, village)
 - b the people you can see in the picture (e.g. two men, one woman)
 - c the action(s) that one person in the picture is doing
 - d the types of vehicles you can see in the picture (e.g. car, bus, etc.)
 - e the buildings you can see in the picture (e.g. shops)

.....

(park)

.....

.....

(café)

.....

.....

(office)

.....

.....

()

.....

Section 13

In this section, you will get a card with a situation on it. Read it carefully and think about your role. The card will tell you who should start the conversation.

See Test 1, Section 13, Task 13A on page 55.

Test taker's card

You want to buy a ticket to go on a trip on a tour boat. The examiner is the ticket seller in the tour boat office.

- Greet the ticket seller.
- Say you want to buy a ticket for the tour boat.
- Find out the time of the afternoon boat.
- Ask about the ticket price.
- Agree to buy the ticket.

Exam help

- ✓ Whatever situation you have on your card, there are some phrases you can always use. For example, greeting the examiner. You can use phrases like *Hello*, *Good morning*, *Good afternoon* to do that.
- ✓ You will always have to ask the examiner something or find out some information from the examiner. When you need to ask the examiner something.
- ✓ You may need to make a request, which means using questions like: *Can/Could I ...?* if you want to do something, or *Can/Could you ...?* if you want the examiner to do something for you. When you need to get some information, you can use the *Wh-* question forms you should be able to use at A2 level such as: *What sorts of books does he like?* or *How long does it take?*
- ✓ You will often have to explain something, like what food someone can bring to a party, so knowing how to use words like *can*, *might* or *have to* is helpful, e.g. *You can bring sandwiches.* You may also have to say which thing would be right for someone or give advice to the examiner, so knowing how to use words like *might* and *should* or *shouldn't* is helpful, e.g. *Here is a book he might enjoy.*

Useful language

Greeting

Hello
Good morning
Good afternoon

Say what you want

I'd like a ..., please.
Can/Could I have a ..., please?

Ask the examiner something or for something

What/Where/When/Who/How ...?
Can/Could you ..., please?
What do you think ...?

Give your opinion or give advice

I think .../In my opinion ...
You should ...

Agree to do something

I'll take that, please.
Let's do that.

Thank the examiner and say goodbye

Thank you (very much)
Goodbye

Practice

1 Match the tasks from the situation card in Section 13A of Test 1 on page 150 with the phrases you can use for them.

- | | |
|---|--|
| a Greet the ticket seller. | 1 How much does the ticket cost? |
| b Say you want to buy a ticket for the tour boat. | 2 Good morning |
| c Find out the time of the boat in the afternoon. | 3 I'd like a ticket for the tour boat, please. |
| d Ask about the ticket price. | 4 OK, I'll get that ticket. |
| e Agree to buy the ticket. | 5 What time does the afternoon boat leave? |

2 Match the tasks from the situation card in Section 13B of Test 1 on page 150 with the phrases you can use for them.

- | | |
|---|--|
| a Greet the manager. | 1 I'd like to buy a book for a friend. |
| b Say who you want to buy a book for. | 2 They like reading crime novels. |
| c Explain what they like reading about. | 3 I'll take that, please. |
| d Ask the price of the book. | 4 Good afternoon. |
| e Say you'd like to buy it. | 5 How much does that book cost? |

3 Look at the cards. Fill in the blanks with possible instructions.

Card 1

You want to meet your friend for coffee on _____ instead Tuesday. The examiner is your friend.

- Greet your friend
- Tell your friend that you _____ on Tuesday.
- Apologise for cancelling the plan.
- Find out what time your friend is free on _____.
- _____.

Card 2

You are at a crowded theatre with a friend. You see a man sitting alone with empty seats to his left and right. You want him to move. The examiner is the stranger who you want to move.

- _____.
- Find out if the stranger is waiting for a friend.
- Ask the stranger to _____.
- Explain why you want the stranger to _____.
- _____.

4 Show your cards from (3) to a partner. Act out the role play with your partner. They should be the test taker and you should be the examiner. Then switch roles and do it again.

Section 8

In this section of the test you either write an email, a letter, a postcard or a note. You need to write between 50 and 70 words. You can use information from Section 7 of the Reading paper but remember to always use your own words.

Email

See Test 1, Section 8, on page 41.

Sample answer

New message [-] [↗] [✕]

Say hello. → Hi Laura,

Introducing the reason for entering the competition. → I'm excited about taking part in the New Stars singing competition. I want to enter the competition because I love singing and I want to be a famous singer one day!

Telling your city preference. → My aunt lives in Vancouver, so I'd prefer to sing in the competition you're having there. Is that possible?

Asking about what you need to bring. → Do I need to bring anything with me, like a copy of my song?

Saying goodbye. → Bye!

Belinda

Exam help

- ✓ Go back to Test 1 Section 7 on page 37 and quickly read the text again. This will help you to remember the situation that you're writing about.
- ✓ Make sure you know which type of text you need to write and remember the useful language for that type of text. Your text needs to include the type of language people usually use in an email, a letter, a postcard or a note. You also need to write about all of the three things listed in the instructions in your text.
- ✓ Think about how you organise your text on the page.
- ✓ Remember to start with a friendly greeting (*Hi Laura*).
- ✓ Write complete sentences and check that you are using the correct form of verbs (present, past or future).
- ✓ Don't be afraid to use some interesting vocabulary and expressions you know.
- ✓ You could start a new line for each of the things you have to write about. This will clearly show the examiner that you added all of these three things.
- ✓ When you've finished writing, count the number of words in your text.

Useful language

Emails

Hi/Hello!
 How are you?/How is it going?
 I'm excited to ...
 I want to ...
 What do you think?
 Do you want to ...?
 Can you ... for me?
 Thank you for inviting/asking me ...
 Bye!
 Write back soon!
 Take care!

Informal Letters

Dear Tom,
 Thanks for your email!
 Thanks for writing to me.
 I'm writing about ...
 Could you/Could I ..., please?
 I'd prefer to ...
 I would like to ...
 Is that possible?
 Do I need to ...?
 Thank you very much for ...
 I hope to hear from you soon.
 Thanks,

Postcards

Hi/Hello ...
 We're having a great time in ...
 Yesterday we went/did/had ...
 Tomorrow we're going to ...
 I hope everything is OK at home.
 See you soon.
 Bye!

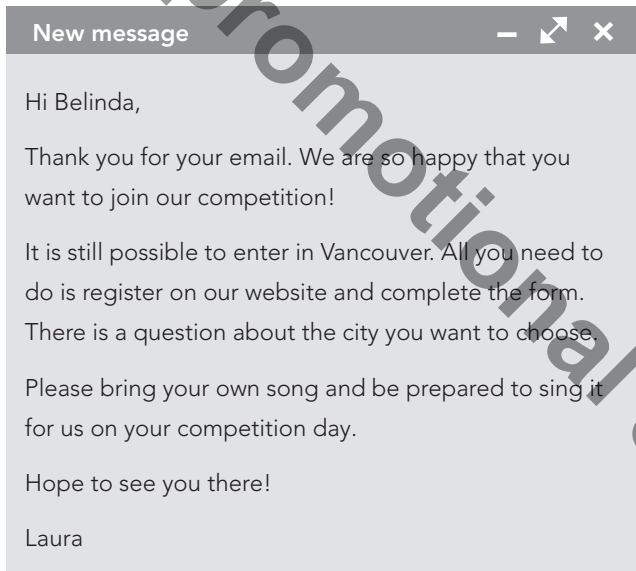
Notes

Hi/Hello + first name(s)
 Can you ... /Can I ...?
 I need ...
 I want ...
 Thanks,

Practice

1 Read Laura's answer. Find the places where she:

- a** says hello.
- b** gives information about how to enter the competition.
- c** gives information about choosing a place to do the competition.
- d** ends the text politely.



2 Match the words a–e with their definitions 1–5. Then write one sentence using each word.

- a** possible
 - b** register
 - c** prepared
 - d** join
 - e** complete
- 1** fill with information
 - 2** become a part of
 - 3** it means that you can do it
 - 4** be ready to
 - 5** put your name on a list for something

Planning your answer

Starting an email/informal letter

Start by saying *hello* to the person you are writing to. There are different ways to say *hello* in an email and an informal letter.

Next you can ask the person a question (*How are you?, How's it going?*) before starting to write about the bullet points in the question.

Then start to write about the first point of the email. Start talking about the topic (using phrases like *I'm writing about ...* or *I'm excited to ...*).

Middle of the email/letter

Write about the other main points in the question. Try to give as much information as you can. If you don't have much to say about any of the points you need to write about, try to add thoughts, feelings or more description. Think about this part before you start writing it.

Finishing your email/informal letter

Add a comment or question at the end (like *What do you think?* or *Do I need to bring anything?*).

Checklist

When you finish writing your email, use this checklist.

- **Content**
 - Have you covered all the bullet points?
 - Have you used interesting vocabulary and structures?
 - Is your message clear?
 - Is your email/letter organised correctly?
- **Communicative achievement**
 - Who are you writing to? Did you write *hello/dear*?
 - Is your style correct? (formal/informal)
- **Language**
 - Are your verb tenses correct?
 - Is your spelling and punctuation correct?
 - Does your email or letter make sense?