



Pearson
PTE GENERAL



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▶ Pearson Test of English General

Pearson English
International Certificate

Practice Tests **Plus**

Level 2 (B1)

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)**.

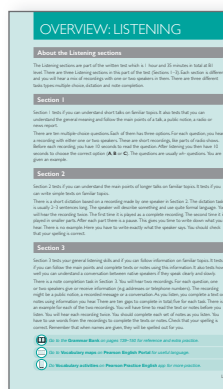
Test 1 provides specific guidance and tips for each section of the test and its tasks. This is done through an **Overview** of each skill section (listening, reading, writing and speaking), **How to** pages that give you tips and guidance on approaching each section task and **Training** pages where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

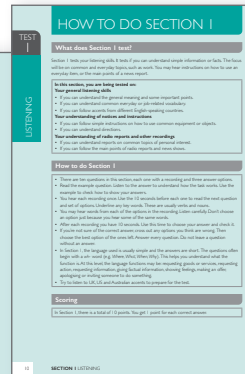


OVERVIEW: LISTENING

Section 1
You will hear a conversation between two people. You will hear the speaker talk about a topic. You will hear the speaker talk about a topic. You will hear the speaker talk about a topic.

Section 2
You will hear a monologue. You will hear the speaker talk about a topic. You will hear the speaker talk about a topic. You will hear the speaker talk about a topic.

Section 3
You will hear a monologue. You will hear the speaker talk about a topic. You will hear the speaker talk about a topic. You will hear the speaker talk about a topic.

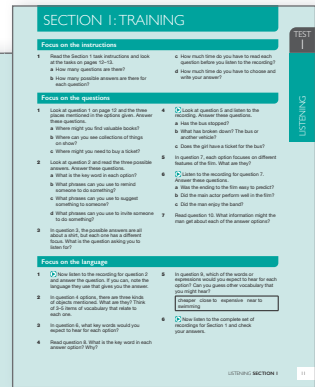


HOW TO DO SECTION 1

Section 1
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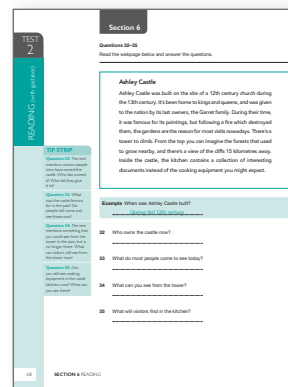


SECTION 1: TRAINING

Focus on the instructions

Focus on the questions

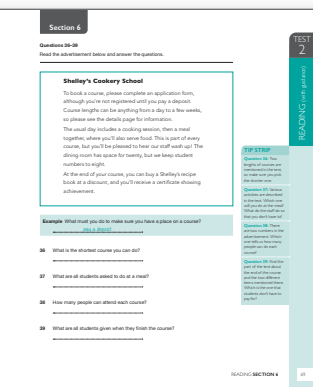
Focus on the language



Section 4

Ashley Castle

Section 5



Section 6

Shelley's Cocker Spaniel

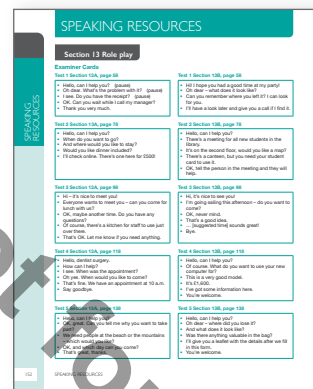
Section 7



VISUALS FOR SPEAKING TESTS

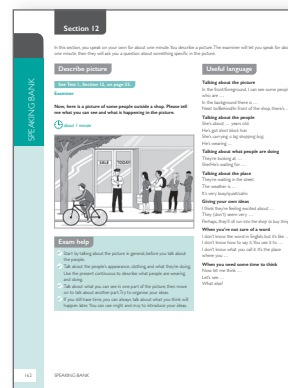
Section 12A

Section 12B



SPEAKING RESOURCES

Section 13 Role play

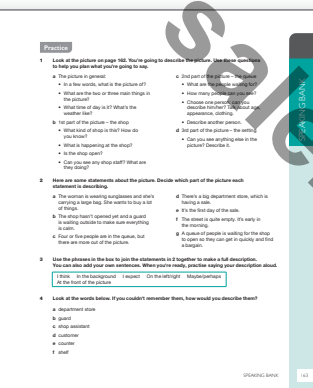


Section 12

Describe picture

Useful language

Exam help



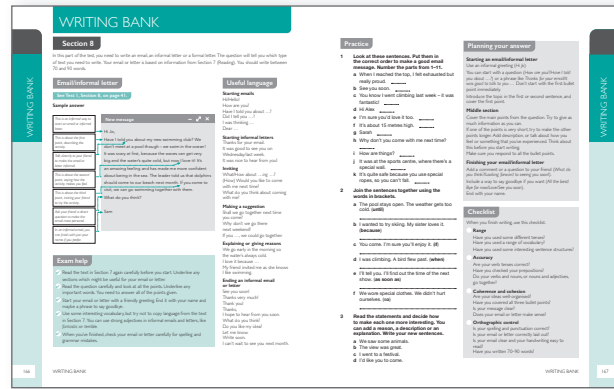
Section 13

Describe picture

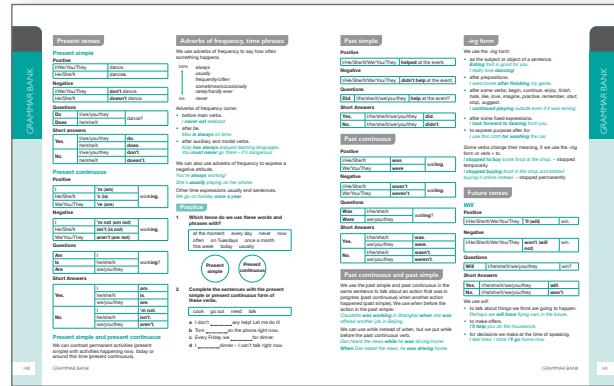
Useful language

Exam help

- **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 B1 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/readyytest and take a test to find out! The test will be launched in Autumn 2020!

PAPER AND COMPUTER BASED TESTS

The Computer-Based Test

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

Comparison of PTE General Tests

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

For more information on the computer-based test:



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

OVERVIEW: LISTENING

About the Listening sections

The Listening sections are part of the written paper, which is 1 hour and 35 minutes in total at B1 level. There are three Listening sections in this part of the test (Sections 1–3). Each section is different and you will hear a mix of recordings with one or two speakers in them. There are three different tasks types: multiple choice, dictation and note completion.

Section 1

Section 1 tests if you can understand short talks on familiar topics. It also tests that you can understand the general meaning and follow the main points of a talk, a public notice, a radio or news report.

There are ten multiple-choice questions. Each of them has three options. For each question, you hear a recording with either one or two speakers. These are short recordings, like parts of radio shows. Before each recording, you have 10 seconds to read the question. After listening you then have 10 seconds to choose the correct option (**A**, **B** or **C**). The questions are usually *wh-* questions. You are given an example.

Section 2

Section 2 tests if you can understand the main points of longer talks on familiar topics. It tests if you can write simple texts on familiar topics.

There is a short dictation based on a recording made by one speaker in Section 2. The dictation task is usually 2–3 sentences long. The speaker will describe something and use quite formal language. You will hear the recording twice. The first time it is played as a complete recording. The second time it is played in smaller parts. After each part there is a pause. This gives you time to write down what you hear. There is no example. Here you have to write exactly what the speaker says. You should check that your spelling is correct.

Section 3

Section 3 tests your general listening skills and if you can follow information on familiar topics. It tests if you can follow the main points and complete texts or notes using this information. It also tests how well you can understand a conversation between native speakers if they speak clearly and slowly.

There is a note completion task in Section 3. You will hear two recordings. For each question, one or two speakers give or receive information (e.g. addresses or telephone numbers). The recording might be a public notice, a recorded message or a conversation. As you listen, you complete a text or notes using information you hear. There are ten gaps to complete in total; five for each task. There is an example for each of the two recordings. You will have time to read the text or notes before you listen. You will hear each recording twice. You should complete each set of notes as you listen. You have to use words from the recordings to complete the texts or notes. Check that your spelling is correct. Remember that when names are given, they will be spelled out for you.



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



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



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

HOW TO DO SECTION 2

What does Section 2 test?

Section 2 tests your listening and writing skills. You have to understand a short recording of up to 35 words and write exactly what the speaker says. You should use the correct spelling. The recording might be a notice, a set of instructions, some facts, or a radio or news report.

In this section, you are being tested on:

Your general listening skills

- If you can understand the general meaning and some important points.
- If you can follow a recording on familiar topics.
- If you can understand common vocabulary for things like work, school or leisure.
- If you can follow clear speech.

Your general writing skills

- If you can follow what someone else says and write it down.
- If you can write simple texts on familiar subjects.
- If you can write exactly what you hear.
- If you can use correct spelling.

How to do Section 2

- Read the instructions and underline the key subject. This will help you to focus on what you hear.
- The first time you hear the speaker talk, try to understand the topic and listen out for important words.
- Don't try to write anything the first time you listen. Focus on understanding the meaning of the text and on the important words.
- When you listen the second time, write down the words as you hear them. If you miss any words, leave space to write them down later. The main thing is to keep writing.
- You must write down what you hear. For example, if you hear contractions (e.g. *who's*, *there's*, *it's* or *don't*) and you write the full form of the word (e.g. *who is*, *there is*, *it is*, *do not*). This will affect your score.
- After listening, read through your notes. Try to guess any missing words. Use your knowledge of grammar and the topic vocabulary to help you.
- Check for spelling mistakes. Look for words that are easy to spell incorrectly. Also look for words which have different spellings (e.g. *tool/to*, *their/there*).
- Check for grammatical mistakes, for example, are you using the correct preposition after a verb?
- Try to improve your grammar knowledge. This will help you understand what you hear. This could be something like how a word ends (e.g. *-ed* if a regular verb is in the past simple) or if a noun is plural or not.

Scoring

In Section 2, there is a total of 10 points. A total of 5 points is given for listening and 5 for writing.

SECTION 2: TRAINING






Focus on the instructions

- 1 Read the Section 2 task instructions on page 16.
 - a What is the radio programme going to be about?
 - b How many times will you hear the whole recording played?
 - c How many times will you hear the recording played with pauses?
 - d What should you make sure is correct?


Focus on the questions

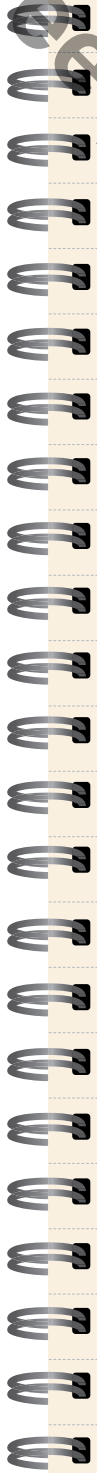
- 1 Look at the instructions for the task again. What vocabulary do you know that relates to the subject of mobile phones? Can you think of ten words or phrases on this topic? Write them down.
- 2 Why might a speaker be asked to talk about mobile phones on a radio show?

Focus on the language

- 1  Listen to the recording for the task and play it the whole way through. Write down any key words you hear. These are usually verbs and nouns.
- 2  Listen to the same recording a second time. Answer these questions as you listen. Then check your spelling. Add these answers to the notes you have from question 1. If it is easier, make a new set of notes. Make sure you leave space to add other words to them.
 - a What adjective is used to describe *expert*?
 - b What adjective is used to describe *phones*?
 - c Who does the expert want to help us stay in contact with?
 - d What kind of *deals* does the expert tell us about?
- 3  Listen to the recording again. Add any linking words or phrases you hear to your notes. Check they are in the correct place and check your punctuation.
- 4 Now read through your notes. What kind of words (for example, prepositions such as *on*, *for*, *to*) are still missing? Try to guess what the missing words might be and write them in using a different colour pen. Use your knowledge of grammar and topic vocabulary to help you. If possible, talk about your ideas with a partner.
- 5  Now listen to the recording with pauses again to check your ideas. Correct your notes as you listen. Don't forget to check your spelling and make sure you have the correct form of words (e.g. *to*, *two*, *too* or *four*, *for*).
- 6 Look at your notes. Did you make any mistakes? What spelling mistakes did you make? Make a list of ways you can do better at this task the next time you try it.
- 7  Now listen to the recording again and check your answers.

Question 11

 You will hear part of a radio programme about mobile phones. Listen to the whole recording once. Then you will hear the recording again with pauses for you to write down what you hear. Make sure you spell the words correctly.



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OVERVIEW: READING

About the Reading sections

The Reading sections are part of the written paper, which is 1 hour and 35 minutes in total at B1 level. There are four Reading sections in this part of this test, which are Sections 4–7. Each section is different and you will read a mix of short and long texts.

Section 4

Section 4 tests if you can understand simple texts on familiar topics and understand useful information in written material (e.g. instructions, signs, notices and menus). It also tests if you can follow key points in texts on familiar topics and understand the main opinions in texts.

There are five short written texts and five multiple-choice questions, with three answer options. For each question, you read a short text where a word or a short phrase is missing. Each text is usually one or two sentences long. After reading, you choose the correct option (**A**, **B** or **C**) to complete the gap in the text. There is one example.

Section 5

Section 5 tests your general reading skills. It tests if you can follow simple texts on familiar topics and can find key information in longer written texts. It also tests if you can follow the main points in newspaper articles on general topics and can understand the main opinions given.

There is a longer written text with five multiple-choice questions. For each question, you read the text to find the answer. The text could be a newspaper, magazine or website article, or a letter. You have to choose the correct option (**A**, **B** or **C**) for each question. There is one example.

Section 6

Section 6 tests your general reading skills and if you can understand simple texts on familiar topics. It tests if you can understand information on an event and feelings and wishes given in personal letters. It also tests if you can understand simple instructions and follow the main points in simple newspaper, magazine or web articles on familiar topics.

There are two open-ended question tasks. In each task you read a short text and answer four questions on it. The questions are usually *wh-* questions (e.g. *What*, *Why*). You write a single word or a short answer. There is one example.

Section 7

This is a note completion task. You will read a longer written text and have to complete seven sentences or a set of notes. To do this, you read the text and find the word or words to complete each gap in the notes. The text could be a letter, an email, a newspaper, magazine or website article, a notice or part of a textbook. You should write your answers carefully, using single words or short answers. There is one example.



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 if you can understand the main ideas, how they are ordered and the reason behind a text. The focus will be on common and everyday topics. You may read instructions on how to do something, or the main points of a letter or a news report.

In this section, you are being tested on:

Your general reading skills

- If you can read and understand simple texts on familiar topics.
- If you can understand everyday vocabulary.

Your understanding of short everyday texts

- If you can understand different types of texts such as letters, short official texts, labels, instructions, signs, notices, menus, and newspaper, magazine or website articles.
- If you can understand the reason why a text is written.
- If you can follow how ideas are linked in a short text.

Your ability to find information and understand opinions

- If you can find important information in simple texts on familiar topics.
- If you can understand the main opinion given in a short text.
- If you can follow the main points of short, everyday texts.
- If you can find (and generally understand) the reasons given to support opinions.

How to do Section 4

- Read the example short text and question. Try to understand how the task works and what the text is about. Use the example to check how to show your answers.
- Read each text first. Think about the type of text it is and why the writer wrote it. Are they giving information or asking for it? Ask yourself which answer best fits the reason why the text was written.
- Underline any key words in the text. These are usually verbs and nouns.
- Try to guess what part of speech the missing words are. For example, if the word before the gap is an article (e.g. *a, an, the*) or an adjective, then it is likely to be a noun. Think about the meaning of each of the options and what words they can be used with.
- Look at the words before and after each gap. Try to guess what information is missing. Use your knowledge of grammar and vocabulary. Try to understand the complete sentence. Can you guess what the answer might be? Are any of the options clearly wrong?
- Try to check your answers. Read the text again – this time with the answer you think is correct. Does the text read well? Can you understand it?

Scoring

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

SECTION 4: TRAINING

Focus on the instructions

- 1 Read the Section 4 task instructions on pages 24–25. How do you answer each question?
- 2 How many questions are there in Section 4?
- 3 Look at the texts in the example question and questions 22 to 26 again. How many different kinds of texts are there in these questions? What are they?
- 4 What other kinds of texts might you see in Section 4?

Focus on the questions

- 1 Look at question 23. Where might you see a text like this? Why?
- 2 Quickly read question 24. Which part of a recipe is it?
 - a how to get ready to make it
 - b the instructions for how to make it
 - c the list of what to put in it
- 3 Look at the text from question 24 again. What is the text trying to do? What does it tell you?
 - a how to make something
 - b what food to prepare
 - c when to put the flour and milk together
- 4 Look at question 25. Answer these questions.
 - a What kind of text is it?
 - b Which option means the same as *full meals*?
 - c Can you eat small bowls?
- 5 Look at question 26. Answer these questions.
 - a What kind of text is it?
 - b What is the main topic of the text? Houses, clothing or weddings?

Focus on the language

- 1 What do each of these words mean? Choose the correct answer for each word.
 - a drop: *increase / decrease / rise*
 - b arrange: *put on / put in order / put away*
 - c delay: *stop / cancel / wait*
 - d bowl: *deep round dish / flat round plate / full meal*
- 2 What do each of these words mean? Choose from the words given in the box below.
- 3 Look at the options for question 24. What do you think this recipe is for? What would you do with flour and milk in a bowl?
 - a arrange them
 - b prepare them
 - c mix them

design	get ready
line of people	lower price

- a prepare
- b discount
- c queue
- d style

Section 4

Questions 22–26

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

Example

Recycling Centre

Please do not put electrical or computer in this area.
Contact a member of staff who will be happy to help you.

- A monitors
- B machines
- C equipment

22

Customer card

Register today and you'll receive a 10 percent on
everything you buy in store or online.

- A sale
- B discount
- C drop

23



This office is currently closed. Train timetable information is
available on all platforms, and any will be shown on the
platform screens.

- A delays
- B queues
- C breaks

24



Add all the flour and milk to a bowl and well until smooth. Place in a tin and bake for twenty-five minutes at 180 degrees.

- A arrange
 B prepare
 C mix

25



Lottie's Café

We offer everything from to full meals, and look forward to welcoming you and your family soon.

- A light snacks
 B main dishes
 C small bowls

26

The Fashion House

Mid-season sale: great range of summer fashions at great prices.
 to buy or hire for weddings or other special events.

- A Quality styles
 B Formal clothing
 C Casual clothes

OVERVIEW: WRITING

About the Writing sections

The Writing sections are the last part of the written paper, which is 1 hour and 35 minutes in total at B1 level.

There are two Writing sections in the written test, which are Sections 8 and 9. Each section is different. For the first section you have to write an informal or formal email or letter and for the second you have to choose one task to write. Here you will be asked to write one of three tasks: a review, an essay or an article.

Section 8

Section 8 tests if you can write an email/letter. It gives you the chance to show how well you can write about your ideas, describe things that have happened, your feelings and events.

For Section 8 you have to write either an informal or formal email or letter. This piece of writing is based on information given in Reading Section 7. You are given a situation, told why you are writing and normally given three key points you have to include in your text. The instructions will tell who you are writing to. This will help you decide if your email or letter is informal (to a friend) or not. You have to write 70–90 words. Use your own words and ideas. No example is given for this task. How you order and link your ideas is important. It is important to try and use a range of grammar and vocabulary, and to use it correctly. You must also use correct punctuation and spelling.

Section 9

Section 9 tests if you can write different types of texts. It gives you the chance to show how well you can write a short text using your own ideas, experiences and knowledge. It also gives you the chance to give an opinion or give reasons to support an idea. How you order and link your ideas is important. You should also try and use a range of grammar and vocabulary, and to use it correctly. You must also use correct punctuation and spelling.

For Section 9, there are two different tasks on two different topics. You have to choose which one to write about. In this section, you may come across different writing forms (e.g. a set of instructions or a review) but these are only used as a way to present information. As a test taker you will only have to know how to write an essay, an article or a review.

For each task option, you are given information on a situation and told why you are writing. You have to write 100–150 words and use your own words and ideas.



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 how well you can connect with others through your writing. Here you have to understand instructions for dealing with a situation, who you are writing to and if you have to use formal or informal language. This piece of writing is based on information given in Reading Section 7.

In this section, you are being tested on:

Your general ability to write to someone

- If you can write personal emails, letters or notes of 70–90 words.
- If you can produce a piece of writing which can be generally understood by the reader.

Your general writing skills

- If you can write personal emails or letters to give news and say how you feel.
- If you can write about cultural subjects, such as music and films.
- If you can describe experiences, feelings and events in writing.
- If you can give, ask for or check information and ask about or describe problems.
- If you can use B1 level grammar and vocabulary, write clearly about simple and regular situations, familiar topics and events.
- If you can link ideas together and put them in an order that is easy to follow.

How to do Section 8

- Read the task. Underline the words that tell you what to write and who you are writing to. This will help you know how formal the language you use has to be.
- Then go back to the text in Section 7. Read it carefully and underline any parts which might include useful information for your letter or email. Remember that you can use information from Section 7, but you should try not to use language or phrases from the reading text. You include all the points listed in the instructions to get full marks for your piece of writing.
- Plan your answer. Think about the language and grammar you might need to use. Write down any useful words or phrases.
- Look at the three points in the task and underline the key words. These tell you what information you have to include in your letter.
- Do you need to describe an event and give information? Do you need to say how you feel and what you think? Think about how you can make your letter or email more interesting.
- Decide how you are going to start and end your letter. Use the right language.
- Check the instructions so you know how many words you have to write.
- Allow time to check your piece of writing. Check that you have linked your ideas, for grammar errors or any vocabulary you're not sure about and check your spelling, punctuation and that your writing is clear enough to read. Make a list of the types of errors you often make and use it to help you improve your writing.
- Work on improving your grammar and vocabulary. Your knowledge of tenses and grammatical forms, as well as vocabulary, will help you write better.
- Work on improving your use of linking words. Revise those that help you give a reason, add extra information or show when you agree or disagree with an idea.

Scoring

In Section 8, there is a total of 10 points.

SECTION 8: TRAINING

Focus on the instructions

- 1 Read the Section 8 task instructions on page 41.
 - a You will have to use information from another section of the test. Which one?
 - b What do you have to write? (e.g. an email or a letter?)
 - c Who are you going to write to?
 - d What kind of language are you going to try and use: formal or informal?
 - e What subject are you asked to write about?
 - f How many pieces of information do you have to write about?
 - g How many words do you have to write?

Focus on the questions

- 1 Write down a few ideas. Which idea might be easier to write about?
- 2 What ideas or information from the text in Section 7 could be useful? Remember you can't copy whole phrases, but you can use ideas from the reading text.
- 3 Read the instructions again and answer these questions to help you plan your answer.
 - a Why are you writing this email?
 - b How will you start it?
 - c What is the main subject you have to write about? Think about what you can say.
 - d Can you explain how doing this activity makes you feel? What kind of adjectives could you use?
 - e What is the last thing you have to do? What language can you use to do this?
- 4 After you have written your email, answer these questions. Then use them to help you make your email better.
 - a Have you answered the question?
 - b Have you included information on the three points given in the task?
 - c Have you written between 70–90 words? Do you need to write more? Can you add a few extra words or an extra piece of information? Or do need to make your email shorter?
 - d Does your email make sense?
 - e Is the language used informal?
 - f Have you checked your grammar and vocabulary? If you have a list of the errors you usually make, use this to help you.
 - g Have you checked punctuation and spelling are correct?

Focus on the language

- 1 Read a student's answer to question 47 on page 41. Choose the correct options to complete their email.

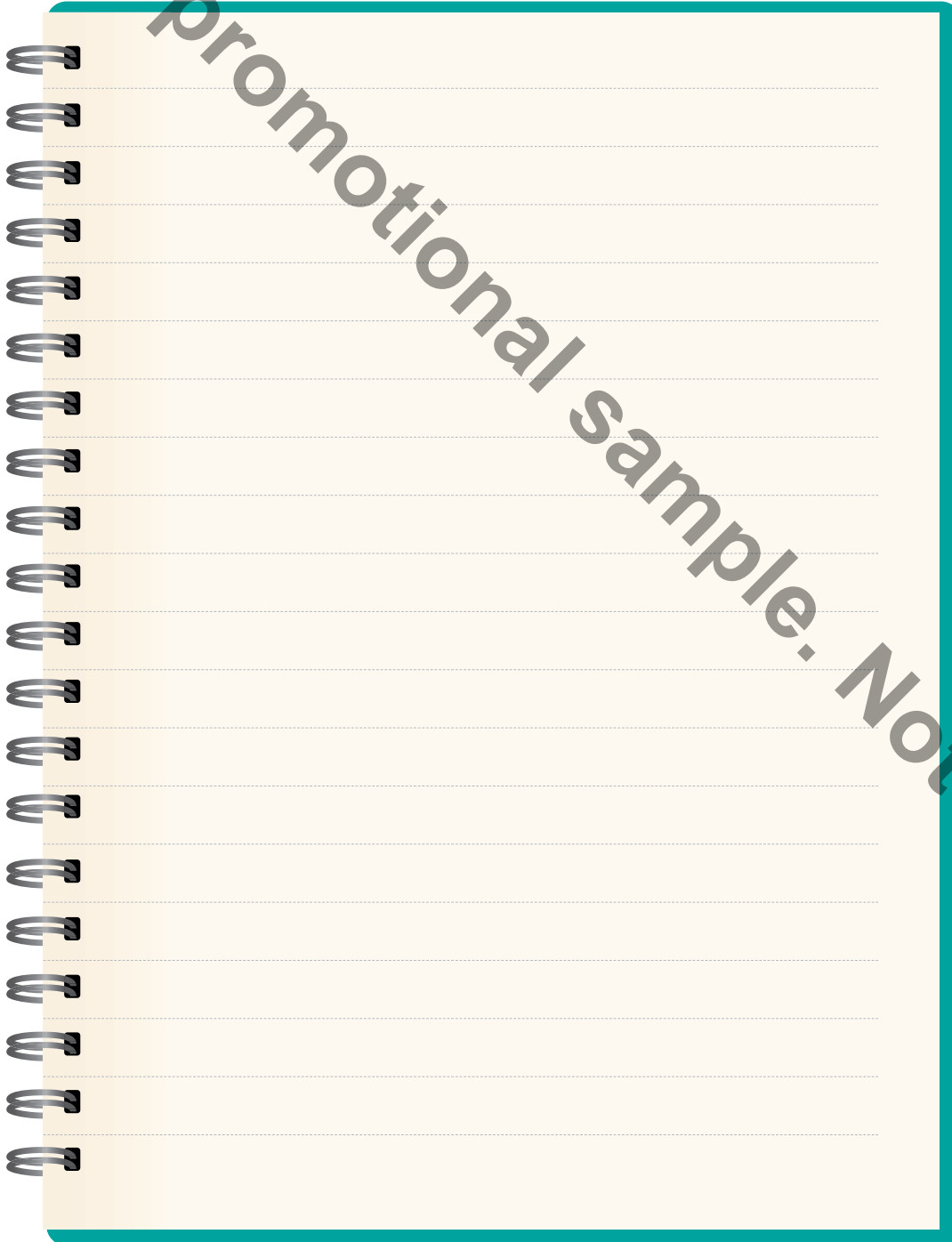
¹Hi / Bye Claire,
How are you? Have I ²said / told you about my favourite hobby? It's horse-riding. I really love it and I've ³made / done lots of friends at the club too. Last weekend was really fun. We ⁴took / gave the horses out on the beach. My horse ⁵loves / is loving going fast so it was really exciting and I felt fantastic.
⁶Could / Would you like to come horse-riding with me when you visit me next month? I think you'd enjoy it. We could ⁷going / go to the beach if you like!
⁸See / Look you soon,
Jacqui
- 2 Look at the sentences below. Choose the correct words to link ideas together.
 - a I am writing to give you some tips of where to visit *however / since / when* you are visiting my country next year.
 - b My family is visiting Canada in June *but / although / so* I wanted to ask you what the weather will be like then.
 - c We don't often have time to go to the beach, *although / but when / however* we do get the chance, I like going surfing with my brother.
 - d I have to go now, *while / but / then* don't forget to tell when you're planning to visit next month.

Question 47

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

You have read the blog post about a girl who has an exciting hobby. Now write an email to your friend about an exciting activity. Write **70–90 words** and include the following information:

- Describe the activity.
- Explain how it makes you feel.
- Invite your friend to try the hobby.



OVERVIEW: SPEAKING

TEST

SPEAKING

About the Speaking sections

The Speaking test lasts seven minutes in total at B1 level. There are four sections (Sections 10–13). Each section is different and there are four different task types: a longer talk about yourself and your opinions, a discussion between yourself and the examiner, a description of a picture and a role play.


Section 10

 1.5 minutes

Section 10 tests how well you can talk without stopping about subjects of personal information and interest, for example, your last holidays, clothes and fashion, sport, your town or city, etc.

In this section, you are given a main topic to talk about and you have to speak for about one minute. If you stop talking or run out of things to say, the examiner will ask you more questions on the same topic to help you keep talking. These questions help you to give further information but also ask you for your opinion on more general information, for example, about why people like something. They focus on present situations, regular activities, past activities and experiences, future plans and likes and dislikes.

Section 11

 2 minutes

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

In this section, you have a discussion with the examiner on a specific topic. The topics here are similar to those you might see in an essay question. They are more factual and it is possible to have opposing opinions, feeling or ideas about them. The topic is always something that you can talk about easily using the language you know.

Section 12

 1.5 minutes

Section 12 tests how well you can speak about what you see in a picture.

In this section, you will be shown a picture of a scene or an event, hobbies or sports and asked to talk about it for 45 seconds without stopping. The examiner will say *Tell me what you can see in the picture.* You will then be asked another question about the picture. You may be asked how you feel about it. This section lasts a total of 1.5 minutes.

Section 13

 2 minutes

Section 13 tests how good you are at general and routine actions in spoken English. For example, saying hello and introducing yourself, asking for things or information, giving information, making or accepting offers, thanking someone, saying sorry or asking for directions.

This final section involves a role play. You are given 15 seconds to read a card which tells you about a situation and gives you a part to play. The topic will always be connected to the topic in Section 12. The card also gives you information about what you have to do. For the task, you may have to sort out a small problem. The examiner will tell you what their part is, you may have to work with them to solve the problem or make a plan.



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 if you can speak for a longer period of time and give your opinion on different subjects. You may be asked about school or work, things you own (e.g. a car, a computer), free-time activities (e.g. sports, hobbies) or cultural interests (e.g. music, films, books). You may have to talk about the present, past or future, likes and dislikes. You should try to give longer answers.

In this section, you are being tested on:

Your general speaking skills

- If you can speak quite easily on a variety of subjects of interest.
- If you can put your ideas together and put them in an order that is easy to follow.

Your ability to describe an experience and speak without stopping

- If you can talk about an experience and give a simple description.
- If you can talk quite easily tell a simple story or give an ordered description.
- If you can add more information and talk about feelings and reactions.
- If you can speak about unplanned events (e.g. an accident).
- If you can talk about what happens in a book or film and say how you felt about it.
- If you can describe dreams, hopes and wishes for the future and real or unreal events.

Your ability to support your ideas

- If you can briefly give reasons for opinions, plans and actions.

How to do Section 10

- The examiner gives their name and then asks you for yours. Practise doing this in a clear and natural way. Look at the examiner when speaking.
- Be prepared for what you have to do in this section and what type of language you have to use. At the beginning of the Speaking test you may feel nervous. Section 10 should help you feel more relaxed as here you are talking about familiar topics.
- Listen carefully to the examiner's questions. Think about the topic and what you're being asked before giving an answer. Try to pick out some key words to help you.
- If you don't understand the examiner's question, ask them to repeat it (e.g. *Could you repeat that, please?*).
- Add ideas and reasons to support your answers. Don't just give short answers. This will show how well you can use the language and link ideas.
- You can also give examples to make your answers longer. Think of details about *where, who, why, when* and *what* to give you more idea of what to say.
- The examiner will help you to keep talking for a minute. Don't worry if they ask you more questions; answer them as fully as you can.
- Work on improving your topic-based vocabulary. Note down useful vocabulary under topics.
- Working on improving your grammar, vocabulary, pronunciation and how you link ideas.
- Practice speaking on familiar subjects on your own for 1–1.5 minutes. Use practice tasks.

Scoring

There is a total of 25 for the complete Speaking test. This total is based on how well you manage each of the four Speaking sections (10–13).

Timing

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

SECTION 10: TRAINING

TEST

SPEAKING

Focus on the instructions

- 1 Read the Section 10 task instructions on page 49.
 - a How many topics are given and what do they focus on?
 - b How many questions are there in each set?
 - c What kind of questions are these generally?
 - d What other type of questions are there?

Focus on the questions

- 1 Look at the first question in Topic 1 on page 49. Then read the students' answers below. Choose the best answer and give a reason.
 - a I love eating fish and chips. There's a really nice café near my home where I go to eat it.
 - b I think my perfect meal would be noodles with chicken and vegetables. I really enjoy how my Dad cooks it – it always tastes fantastic. He cooks it most weekends. I hope he'll show me how to cook it one day!
 - c I really enjoy eating chicken and rice. My Mum cooks it really well.
- 2 Look at the extra questions from Topic 1 on page 49. Match two of them to the student's answers (a–b).
 - a I think people eat more fast food and street food. I think that's because everyone is so busy. I think it's sad though as less people are cooking food at home and eating with their families.
 - b A lot of people like eating pasta and seafood. We have it with different sauces and everyone has their favourite dish.
- 3 Look at the extra questions from Topic 2 on page 49. Match the questions with their functions.
 - a give ideas on what people can do
 - b describe positive points about something
 - c give a preference and a reason
 - d give a reason
- 4 Look at Topic 3 on page 49. Give yourself 30 seconds and make a list of different events people celebrate. Choose your favourite celebration. Then answer these questions.
 - a What does it celebrate?
 - b When does it take place?
 - c Who do you celebrate it with?
 - d What happens at this celebration?
- 5 Look at the Topic 4 question on page 49. Make a list of jobs which you think should receive the highest salaries. Explain why you feel these jobs should be paid so well.
- 6 Look at the first question in the extra questions in Topic 4. Which word should you underline and try to use in your answer?
- 7 Look at the other three extra questions in Topic 4. Think of possible answers and record yourself. Listen back to the recording and think about how to improve your answers.

Focus on the language

- 1 The following sentences are possible answers to some of the questions given in Section 10 on page 49. Complete each gap with one word. The first letter of each word is given to help you.
 - a I think w _____ nice clothes is important. But I p _____ to wear comfortable clothing.
 - b If you can make your own clothes, it's great b _____ you can have them exactly how you want them.
 - c In my country, people celebrate birthdays, weddings and other s _____ occasions together.
 - d If I won a lot of money, I w _____ take my parents on a cruise.
 - e If you want to s _____ money, the best way is to open a savings account and put a set amount, for example, £50, in it each month.

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

• What would be your perfect meal?

Extra questions

- What food is popular with people your age?
- Do you think you have a healthy diet? Why/Why not?
- What food is traditional where you live?
- How are eating habits changing in your country?

TOPIC 2: Clothes

• How important is having nice clothes for you?

Extra questions

- What can people do with their old clothes?
- Do you think it's better to buy cheap or expensive clothes? Why?
- What are the advantages of making your own clothes?
- Why do you think people like to have fashionable clothes?

TOPIC 3: Celebrations

• What sort of things do people celebrate together?

Extra questions

- What happens at your favourite celebration?
- Why do you think people like celebrating together?
- Do you prefer to celebrate with a large crowd of people or a few close friends?
- Do people celebrate differently now than they did in the past?

TOPIC 4: Money


• What jobs do you think should get the highest salaries?

Extra questions

- What would you do if you suddenly won a lot of money?
- What can people do if they want to save money?
- What do you like spending money on?
- Is it good for parents to give their children money each week? Why/Why not?

Section 1

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 are the speakers discussing?

- A A book by a new writer.
- B A book they are reading.
- C A book by a writer they know.

- 1 Who is the woman calling?
 - A a hairdresser
 - B a dentist
 - C a car mechanic

- 2 Where does the man think he left his phone?
 - A at the cinema
 - B on the bus
 - C in a taxi

- 3 Why did the man miss the start of the match?
 - A He forgot his money.
 - B The traffic was bad.
 - C His train was late.

- 4 What didn't the woman like about the chicken?
 - A the cost
 - B the taste
 - C the amount

- 5 What was one way the man travelled around the city?
 - A by boat
 - B by bike
 - C by bus

TIP STRIP

Remember that all the options might be mentioned and even be linked. But only one answer is correct.

Question 1: Who would want to know that the woman doesn't have any pain? Is she asking to make an appointment to have her hair done or to have her car repaired?

Question 2: What was the man doing the last time he remembers having his phone? Did he have it after he got off the bus?

Question 3: Why did the man go home? Did he travel to the match by car?

Question 4: What does the woman say about the taste of the food, and about the cost? What wasn't she pleased with?

Question 5: What tickets did the man buy? Did he hire a bike to travel around the city?

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 6: What does the speaker think about the assistant's offer? What had she heard about the shop, and what did she think of that?

Question 7: When does the man suggest they eat? When do they agree to go to the sports centre?

Question 8: Where had the man already looked for soap? What is next to the pharmacy where he bought the soap?

Question 9: What is ready today that the woman is excited to see? Has she already bought a present for Ravi?

Question 10: What does the boy describe as being *great*? What does he say about the ending?

- 6 What does the woman think about the shop?
- A There was a good choice of clothes.
- B The shop was very crowded.
- C The assistant was helpful.
- 7 Where are the friends going to meet?
- A at work
- B in a sports centre
- C in a café
- 8 Which of these shops did the man go to first?
- A the supermarket
- B the pharmacy
- C the bookshop
- 9 What is the woman going to do when she is in town?
- A return a book to a shop
- B collect some food
- C meet a friend
- 10 What did the boy think about the story?
- A It had interesting characters.
- B It was hard to understand.
- C He didn't expect the end.

Questions 40–46

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

The adventure of a lifetime

Have you ever dreamed of diving in the ocean, leading an expedition or climbing up a mountain? If the answer is 'yes', Adventure Trips are for you! We offer group camps for school classes and young people's organisations in amazing locations.

Seaside

Our seaside camp is very popular with groups who are keen to explore a variety of water sports. The accommodation is just 50 metres from a two-kilometre long sandy beach – this is why you can hear the waves! As the camp is located on the West Coast, the wind and waves make this a perfect place for surfing. A few kilometres to the north of our camp is a bay with calmer water where you can try out fishing. Children over the age of 15 can take sailing classes and achieve a certificate in open water sailing.

Country

Are you ready to go wild? Join us at our country camp. We sleep in tents in the centre of Nyla National Park. You'll have to survive without electricity or Wi-Fi – but you'll see deer, bats and foxes. You'll learn how to find plants you can eat and how to use the sun and the stars to find your way. The shower is a natural waterfall and we cook over a fire.

Mountains

Are you aiming high? Climb with us to the peak of Mount Hinds. The trip takes five days and is only for people aged 13 and older. We will walk at least 10 kilometres a day, though on one day we will have to cover 14 kilometres. It's a good idea to train before you join this trip, so you can complete the challenge.

TIP STRIP

Remember to only use words from the text in your answers. The maximum number of words you need is three.

Question 40: Look for a word with the same meaning as *wonderful*.

Question 41: Find a phrase which means *interested in*. Make sure your answer fits the grammar of the sentence.

Example The company offering group camps is called

Adventure Trips

40 The camps are in wonderful

.....

41 You should go to the seaside camp if you are interested in

.....

42 At the seaside camp, you will sleep close to a

.....

43 At the country camp, you won't have

.....

44 If you need to wash yourself at the country camp, you will have to go to

.....

45 To go to the mountain camp, you have to be at least

.....

46 If you want to go on the Mount Hinds trip, you should

.....

TIP STRIP

Question 42: Be careful – some different places are given. Which one is closest to the camp?

Question 43: Look for a phrase with a negative meaning – it doesn't use *not!*

Question 44: Find a word that is a place where you can wash. Make sure your answer fits the grammar of the sentence.

Question 45: You need a number for this question, but be careful – four numbers are given. You need the one connected to age.

Question 46: What does the text recommend you do before the Mount Hinds trip?

Question 47

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

You have read some information about adventure camps. Now write a letter to your teacher about the trips. Write **70–90 words** and include the following information:

- Explain what the company does.
- Explain why your class should go on one of the trips.
- Suggest which trip you think is best and why.

TIP STRIP

- Use the information in Section 7 to help you, but use your own words as much as you can.
- What kind of text do you have to write? Think about the layout and how to start and end the message. Is your message going to be formal or informal?
- Try to write one or two sentences which explain what *Adventure Trips* does. You'll need to give the name of the company as well.
- What are the advantages of going on a trip like this? What could you and your friends learn? How could it help you? Make a list of some advantages and then write them into sentences.
- Make sure you give at least one reason for the camp you choose. It doesn't matter which camp it is; there are no right or wrong answers.

Free promotional sample. Not for sale.

Question 48

Choose **one** of the topics below and write your answer in **100–150 words**.

Either:

A You see this information on a blog.

Julie's blog: Articles wanted!

Last week, I wrote about the different places we get advice from, and I got a lot of positive feedback from you! This time, I want to know about some good advice someone has given you! Who gave you the advice and did you take it? What happened as a result? I'll include the best article in next week's blog!

Write your **article**.

Or:

B Your teacher has given you this essay for homework.

We know a lot about celebrities these days. This is because the internet and social media encourage them to tell us about their lives and what they're doing every day. But some celebrities are unhappy with this situation.

Write an **essay** in response to the following question:

Should celebrities be allowed to have a private life?

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

A **B**

TIP STRIP

Look at both questions carefully. What kind of text do you have to write? Which topic are you more confident about? Do you have more ideas for option A or option B?

A: Remember that you are supposed to write an article. Think about its title and layout. You are allowed to use your own examples.

A: Who usually gives you advice? Do you usually follow the advice you're given? What is the best advice you've ever been given? What was the result of the advice?

B: Think what the essay type is. Write the list of arguments *for* and *against* the topic.

B: Would you like to be a celebrity? Why/Why not? What would be the advantages and disadvantages of being famous? Why do people find celebrities' lives interesting?

Discussion

Examiner:**Now, we are going to discuss something together.****The question is: *Is it better to learn online or in a traditional 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

- It's good being able to study when you want.
- You can have teachers from all over the world.
- There's no need to travel to class.
- It's easy to find the most recent information online.

Against studying online

- It's good to get out and have face-to-face contact with people.
- It can be hard to motivate yourself to work.
- Some people don't like looking at a screen.
- It's more interesting to go and do things in real life.

TIP STRIP

- You will have a discussion with the examiner about a question. Here, the question is about learning online or in a traditional classroom.
- Give your opinion about the topic. You might think that one way of learning is better, or you might think that there are benefits to both types of learning. For example, you might think that online study is better because students don't have to travel to school, or that traditional study is better because you meet more people.
- Develop and explain your ideas. There are no right or wrong answers, as you are giving your opinion.
- The examiner will ask you questions about what you think, and also give other ideas on the topic for you to talk about.

Section 12A (1.5 minutes)

Picture

Examiner:

Now, here is a picture of someone in his bedroom. Please tell me what you can see in the picture.

(Turn to page 154 for your picture.)

Alright? Begin now please.

 about 1 minute

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

Extra question:

- Please tell me how he is feeling and what kind of trip you think he might go on.

 about 30 seconds

TIP STRIP 12A

- Start by talking about the place you can see, and the people or objects you can see.
- Talk about the amount of clothes the man is trying to fit into a small bag.
- Talk about the man's hobbies.

Section 12B (1.5 minutes)

Picture

Examiner:

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

(Turn to page 154 for your picture.)

Alright? Begin now please.

 about 1 minute

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

Extra question:

- Who do you think the woman on the phone is talking to and what do you think the young people will do next?

 about 30 seconds

TIP STRIP 12B

- Talk about who you think the different people might be.
- Don't forget to describe what you can see on the walls.
- Remember, there's no right or wrong answer, so just say what you think!

Articles

We use the indefinite article (*a/an*):

- before the first mention of single countable nouns.
*Do you have **an** umbrella I could borrow?*
- before a noun that is one of many.
*Is there **a** bus **station** near here?*

We use the definite article, *the*:

- before single countable nouns that we have talked about before.
*There's a new job. **The** job involves travelling.*
- with uncountable nouns or plural nouns, when we are talking about a specific object or group.
***The** salt is on the table and so are **the** cups.*
- when there is only one of something.
***The** sun rose at 6:15 this morning.*

We don't use an article:

- before uncountable and abstract nouns.
***Happiness** is very important.*
- before plural nouns when we discuss something in general.
***My friends** are wonderful **people**.*

Comparative and superlative structures

We use *as + adjective + as* to compare two people or things that are equal.

*Your hair is **as long as** mine.*

We use comparatives with *than* to compare unequal things or actions.

*My brother is **older than** me.*

*He runs **more quickly than** you.*

We use superlatives to compare more than two things.

*It was **the most expensive** thing in the shop.*

We use *like better than* or *like more than* to compare things and express our preferences.

*I **like** sweet food **better than** savoury food.*

*I **like** dark chocolate **more than** milk chocolate.*

We can compare similar things using *like* or *as*.

*She looks **like** my older sister.*

*I work hard in the office **as** I do at home.*

type of adjective	comparative/superlative
most one syllable	+ <i>-er</i> → taller + <i>-est</i> → tallest
one syllable ending in -e	+ <i>-r</i> → nicer + <i>-st</i> → the nicest
type of adjective	comparative/superlative
one syllable ending in one vowel and one consonant	double the consonant + <i>-er</i> → bigger double the consonant + <i>-est</i> → biggest
one or two syllables ending in -y	change -y to -i + <i>-er</i> → happier change -y to -i + <i>-est</i> → happiest
two or more syllables	<i>more</i> + adjective → more beautiful <i>the most</i> + adjective → the most beautiful
irregular	<i>good</i> → <i>better</i> → best <i>bad</i> → <i>worse</i> → worst <i>far</i> → <i>further/farther</i> → furthest/the farthest

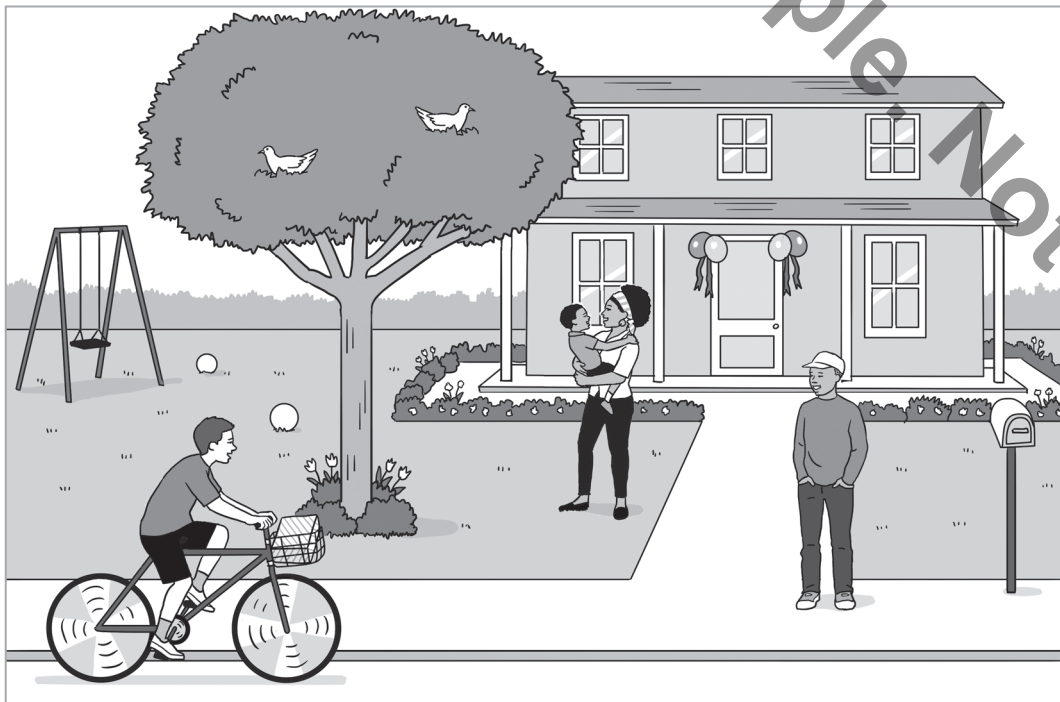
Practice

- 1 **Complete the sentences with the comparative or superlative form of the adjectives in brackets.**
 - a My sister is so much (tall) than me.
 - b That was the (nice) thing anyone ever did for me.
 - c My last holiday was much (good) than this one.
- 2 **Complete the second sentence so that it means the same as the first sentence. Use the words in brackets.**
 - a That tree is the same size as our house.
That tree (as) our house.
 - b London isn't as near to my home as Manchester.
London is (far) away from my home than Manchester.
 - c The way she dances is more beautiful than the way I do.
She dances (beautifully) I do.

Section 12A



Section 12B



Section 10

In this section of the test, the examiner will ask you to introduce yourself and then ask you some questions. The questions are built around personal information and interests, and they may ask you to give your opinion on some of these kinds of topics:

- Routines, places and people in your everyday life
- Free time activities, sports and hobbies
- Past activities or experiences
- School or work
- Future plans for events or activities
- Things you like or don't like
- Your feelings about a topic or reactions to certain things
- Dreams, hopes or wishes for the future
- A book you have read or a film you have watched

Conversation

See Test 1, Section 10, on page 49.

 about 1.5 minutes

See some examples of questions an examiner might ask you in Test 1 on page 49. Look at the useful language and find phrases that might be helpful for answering those questions.

Exam help

- ✓ You will only be asked one set of questions. All the questions will be about the same topic.
- ✓ You need to speak for one minute in total, but the examiner can ask you up to five questions.
- ✓ Try to make your answers as long as you can. Explain why you like something, or give some information from your own experience.
- ✓ Think about the verb forms in the question. Questions can be about the present, past or future, or they can be *if* questions.
- ✓ If you don't understand a question, ask the examiner to repeat it.

Useful language

Explaining opinions

I think/believe my diet is quite healthy because ...
I don't think/believe that ...
People should/shouldn't ...

Talking about likes and dislikes

I like/prefer having ... because I like ...
The ... I like best is ... because ...
My favourite food is ... because ...
I don't really like ... because ...
I don't enjoy ... but I have to ...
I'm (not) keen on ...

Saying how sure you are

I'm (quite) certain/sure that ...
I know that ...
I'm not sure about ...

Talking about how likely or possible something is

It's likely/possible/impossible/unlikely that ...
It may be because ...
I'll certainly ...
I'll/I'd probably/possibly ...

Talking about future plans

I hope/I'm hoping to ...
I'll ...
I'm going to ...
I'm thinking of ...
I intend to ...

Talking about past habits

I used to ...
A few years ago ...
When I was younger, people used to ...

Talking about other people

Most people/A lot of people my age ...
Some people ...
Hardly anyone ...
A few people ...

Practice

1 Match the beginnings of the sentences (a-e) with their endings. There are two sentence endings you don't need.

- | | |
|---|--|
| <p>a Most people like fast food</p> <p>b I believe it's better to buy expensive clothes</p> <p>c I'm not keen on large parties</p> <p>d I'd certainly save some money</p> <p>e I'm not sure about making clothes</p> | <p>so I'd prefer to invite just a few friends.</p> <p>because I prefer to keep myself healthy.</p> <p>and I think I'd give it to my family.</p> <p>such as burgers and chips or fried chicken.</p> <p>as I intend to have a good job in the future.</p> <p>because I don't know how.</p> <p>but usually I can't afford them.</p> |
|---|--|

2 Complete the statements in box 1. Use a linking word from box 2 and an idea from box 3 (or use your own ideas). Make sure your statement is grammatically correct.

1	2	3
<p>a Having nice clothes is important for me</p> <p>.....</p>	<p>so</p> <p>because</p> <p>if</p> <p>unless</p>	<p>look smart</p> <p>be helpful</p> <p>have/be fun</p> <p>do tasks at home</p> <p>work hard</p> <p>in fashion</p> <p>show love</p> <p>save money</p>
<p>b I think doctors and teachers should get the highest salaries</p> <p>.....</p>		
<p>c I think it's better to buy cheap clothes</p> <p>.....</p>		
<p>d I think people prefer to celebrate together</p> <p>.....</p>		
<p>e I don't think parents should give their children money every week</p> <p>.....</p>		

3 Look at these questions and answers. There is something wrong with each of the answers. Can you improve them?

- | | |
|--|---|
| <p>a Q: How are eating habits changing in your country?</p> <p>A: Most people eat a big dinner, about 8 o'clock.</p> | <p>c Q: What are the advantages of making your own clothes?</p> <p>A: I don't like to do this; it takes too long.</p> |
| <p>b Q: What can people do with their old clothes?</p> <p>A: Throw them away.</p> | <p>d Q: What can people do if they want to save money?</p> <p>A: You can save money in the bank.</p> |

Section 8

In this part of the test, you need to write an email, an informal letter or a formal letter. The question will tell you which type of text you need to write. Your email or letter is based on information from Section 7. You should write between 70 and 90 words.

Email/informal letter

See Test 1, Section 8, on page 41.

Sample answer

This is an informal way to start an email or informal letter.

Hi Jo,

This is about the first point, describing the activity.

Have I told you about my new swimming club? We don't meet at a pool though – we swim in the ocean!

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

It was scary at first, because the waves can get very big and the water's quite cold, but now I love it! It's an amazing feeling and has made me more confident about being in the sea. The leader told us that dolphins should come to our beach next month. If you come to visit, we can go swimming together with them.

This is about the second point, saying how the activity makes you feel.

This is about the third point, inviting your friend to try the activity.

What do you think?

Ask your friend a direct question to make the email more personal.

Sam

In an informal email, you can finish with just your name if you prefer.

Exam help

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

Useful language

Starting emails

Hi/Hello!
 How are you?
 Have I told you about ...?
 Did I tell you ...?
 I was thinking ...
 Dear ...

Starting informal letters

Thanks for your email.
 It was good to see you on Wednesday/last week.
 It was nice to hear from you!

Inviting

What/How about ...ing ...?
 (How) Would you like to come with me next time?
 What do you think about coming with me?

Making a suggestion

Shall we go together next time you come?
 Why don't we go there next weekend?
 If you ..., we could go together.

Explaining or giving reasons

We go early in the morning so the water's always cold.
 I love it because ...
 My friend invited me as she knows I like swimming.

Ending an informal email or letter

See you soon!
 Thanks very much!
 Thank you!
 Thanks,
 I hope to hear from you soon.
 What do you think?
 Do you like my idea?
 Let me know.
 Write soon.
 I can't wait to see you next month.

Practice

- 1 Look at these sentences. Put them in the correct order to make a good email message. Number the parts from 1–11.**
- a When I reached the top, I felt exhausted but really proud.
 - b See you soon.
 - c You know I went climbing last week – it was fantastic!
 - d Hi Alex
 - e I'm sure you'd love it too.
 - f It's about 15 metres high.
 - g Sarah
 - h Why don't you come with me next time?
 - i How are things?
 - j It was at the sports centre, where there's a special wall.
 - k It's quite safe because you use special ropes, so you can't fall.
- 2 Join the sentences together using the words in brackets.**
- a The pool stays open. The weather gets too cold. (**until**)
.....
 - b I wanted to try skiing. My sister loves it. (**because**)
.....
 - c You come. I'm sure you'll enjoy it. (**if**)
.....
 - d I was climbing. A bird flew past. (**when**)
.....
 - e I'll tell you. I'll find out the time of the next show. (**as soon as**)
.....
 - f We wore special clothes. We didn't hurt ourselves. (**so**)
.....
- 3 Read the statements and decide how to make each one more interesting. You can add a reason, a description or an explanation. Write your new sentences.**
- a We saw some animals.
 - b The view was great.
 - c I went to a festival.
 - d I'd like you to come.

Planning your answer

Starting an email/informal letter

Use an informal greeting (*Hi Jo*)

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

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

Middle section

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

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

Make sure you respond to all the bullet points.

Finishing your email/informal letter

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

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

End with your name.

Checklist

When you finish writing, use this checklist.

- **Range**
 - Have you used some different tenses?
 - Have you used a range of vocabulary?
 - Have you used some interesting sentence structures?
- **Accuracy**
 - Are your verb tenses correct?
 - Have you checked your prepositions?
 - Do your verbs and nouns, or nouns and adjectives, go together?
- **Coherence and cohesion**
 - Are your ideas well-organised?
 - Have you covered all the bullet points?
 - Is your message clear?
 - Does your email or letter make sense?
- **Orthographic control**
 - Is your spelling and punctuation correct?
 - Is your email or letter correctly laid out?
 - Is your email or letter clear and easy to read?
 - Have you written 70–90 words?