

Pearson English International Certificate

Practice Paper Handbook

Paper
reference

4063/02

Speaking

Level 3

You must have:

Candidate Cards A and B (enclosed)
Timer

Instructions for interlocutors

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

The speaking test has 3 sections

Section 10: Discussion: 2 minutes

Section 11: Picture: 1.5 minutes

Section 12: Role Play: 2 minutes

Please note:

- **Sections 11 and 12 have two sets of tasks: A and B. Students with odd candidate numbers should do 11A and 12A, students with even candidate numbers should do 11B and 12B.**
- Please use the relevant enclosed picture card and role card when administering Section 11 and Section 12 of the test.
- Please ensure that you record the speaking test as instructed. Candidates must take all the relevant sections of the test.
- When you record a test, please state clearly at the beginning of the test:
 - Centre number
 - Level being tested
 - Name and number of the interlocutor
 - Full name and number of each candidate
- Check the candidate's name against the attendance sheet, start the timer and begin.

Turn over ►

P77137A

©2024 Pearson Education Ltd.
1/




Pearson

Introduction

Good morning/afternoon, my name is Can you tell me your name please?

Before we begin the test, would you like to do a warm-up with some non-test questions?

Give the candidate the option to participate or to begin the test questions right away.

Warm-up exercise:

- Ask some simple questions to establish rapport, such as:
 - How is your day going?
 - What do you think of the weather today?
 - Share something about yourself and ask them to tell you about themselves – where they work/go to school/how long they have been studying English.
- **Do not ask about any topics within the paper.**
- Smile and be encouraging.
- Keep the warm-up time under **one minute** so you do not get off schedule.

Clearly bring the warm-up to a close and state: ***'Thank you. Now we will begin the test.'***

SECTION 10

Discussion (2 minutes)

Now, we are going to discuss something together. The question is: 'Should young people be taught at school how to be sensible with money and save for the future?' What do you think?

[Use the following prompts as appropriate to take an opposing view to that of the candidate.]

For

- Dealing with money is a life skill that schools should be teaching children.
- Too many young people spend money without thinking about the future.
- Young people nowadays often expect to have everything they want immediately.
- If you don't save money when you're young, you may have financial problems later in life.

Against

- It isn't the job of schools to teach children how to live their lives.
- Life is expensive so most young people find it hard to save money.
- Young people should be free to have fun, not be sensible and serious.
- Nobody knows what might happen in the future, so young people should just enjoy the present.

SECTION 11A

Picture (1.5 minutes)

Now, here are two pictures related to the news. Please tell me what you can see in the pictures.

[Hand the pictures to the candidate.]



Alright? Begin now, please.

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

What do you think are the advantages and disadvantages of seeing news on television compared to reading newspapers?

[Retrieve the pictures.]

SECTION 12A

Role Play (2 minutes)

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

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

Candidate's card

The situation: You are a student. You help to produce a student newspaper in your school. The examiner is your teacher.

Your goal: You want to persuade your teacher to write a short article for your student newspaper

Interlocutor's script

You are a student and you help to produce a student newspaper in your school. I am your teacher, and you want me to write a short article for your newspaper.

Alright? You start.

- But I couldn't write anything interesting to the students.
- How long would the article have to be?
- What other articles will there be in the newspaper?
- OK, I'll see what I can do.

[Retrieve the card.]

Thank you. That is the end of the test.

SECTION 11B

Picture (1.5 minutes)

Now, here are two pictures showing different types of holiday accommodation. Please tell me what you can see in the pictures.

[Hand the pictures to the candidate.]



Alright? Begin now, please.

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

Which of these pictures would be suitable for a magazine article entitled 'Relaxing Breaks' and why?

[Retrieve the pictures.]

SECTION 12B

Role Play (2 minutes)

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

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

Candidate's card

The situation: The examiner is your friend. You want to go camping, but you don't want to go alone.

Your goal: Persuade your friend to go with you.

Interlocutor's script

I am your friend. You want to go camping, but you don't want to go alone

Alright? I'll start.

- I don't have a tent.
- The weather might not be good.
- We can't watch television in the evening.
- I don't know how to cook without a kitchen.

Conclude the conversation by agreeing to go.

[Retrieve the card.]

Thank you. That is the end of the test.



BLANK PAGE

