

ACERT B2 Oral Exam – Description

The ACERT B2 oral exam consists of two parts. The first part focuses on a data visualisation, such as a bar chart or a pie chart. You will be asked to describe the chart and answer more general questions related to the data presented.

For example, you may be given a pie chart showing minority populations in a particular country. The follow-up questions concern topics connected with the data shown, in this case, cultural differences, global migration, or related topics.

It is crucial to talk about the data shown first, describing it in as much detail as possible. Once you have done that, you can move on to answering the additional questions. This part is completed individually.

The second part of the ACERT exam is based on real-life situations. In this part, you will work with a partner. Each student is assigned a role and must role-play the given situation with their partner. The scenario may involve a teacher–student interaction, a problem with a roommate, etc.

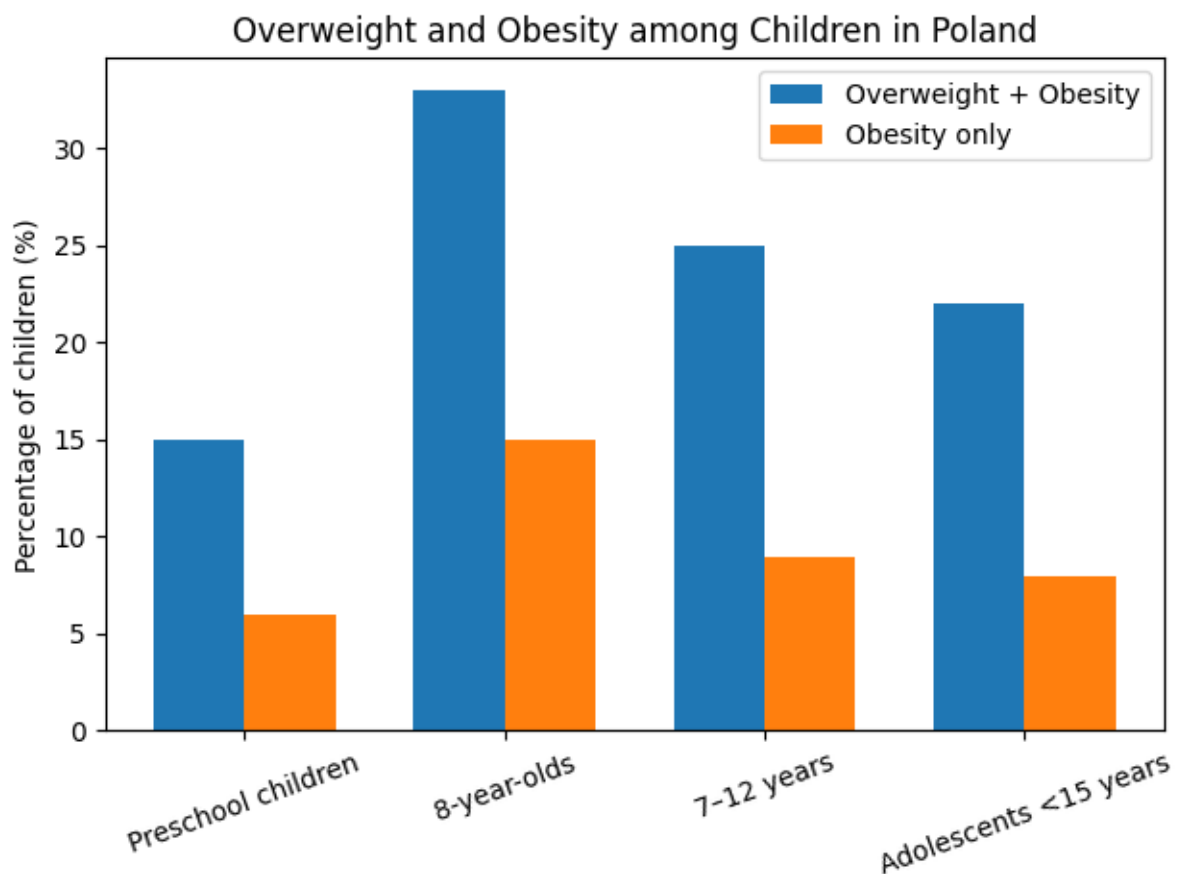
It is important to remember that a conversation is never one-sided, so you should allow your partner to speak as well.

Below, you will find examples of Part 1 and Part 2 of the ACERT exam, along with model answers. Phrases and vocabulary that could be used to describe any graph are in bold for your future reference. In the discussion part, you will find useful functional language.

SET 1.

Part 1.

Describe the graph and answer the questions below.



1. What might be the causes of the growing number of overweight and obese children?
2. Who should be responsible for promoting healthy lifestyles in children: parents, teachers, or the government?
3. What is a healthy lifestyle? What can people do to be generally healthier and fitter?

Model Description

The bar chart **illustrates** the prevalence of overweight and obesity among children in Poland **across** four **age groups**: preschool children, 8-year-olds, children aged 7–12 years, and adolescents under 15 years of age.

Overall, the highest combined rate of overweight and obesity is observed among 8-year-olds, where **approximately** 33% of children are affected. In this group, obesity alone **accounts for** around 15%, which is also the highest proportion of obesity among all age categories presented.

Among children aged 7–12 years, approximately 25% are classified as overweight or obese, while **around** 9% are affected by obesity alone. Slightly lower **rates** are observed in adolescents under 15 years of age, with 22% experiencing excess body weight and 8% classified as obese.

Preschool children show the lowest prevalence overall, with about 15% affected by overweight or obesity and approximately 6% suffering from obesity alone.

In general, the chart indicates that excess body weight is a significant public health concern among children in Poland, particularly in early school-age groups.

Possible model answers for monologue questions

1. What might be the causes of the growing number of overweight and obese children?

There are several possible causes of the increasing number of overweight children. **First of all**, many children eat too much fast food and processed snacks, which contain a lot of sugar and fat. **In addition**, they often spend a lot of time using electronic devices instead of playing outside or doing sports. As a result, they burn fewer calories and become less physically active.

2. Who should be responsible for promoting healthy lifestyles in children: parents, teachers, or the government?

In my opinion, parents should have the main responsibility because they decide what their children eat and how they spend their free time. One problem here is that a lot of parents themselves are already experiencing similar problems, so they would need to reevaluate the lifestyles of their whole families, which is not so easy.

However, schools also play an important role by providing physical education classes and teaching students about healthy habits. The government can support families by introducing health campaigns and improving the quality of school meals. **Therefore**, I believe it should be a shared responsibility. Only then could it possibly work.

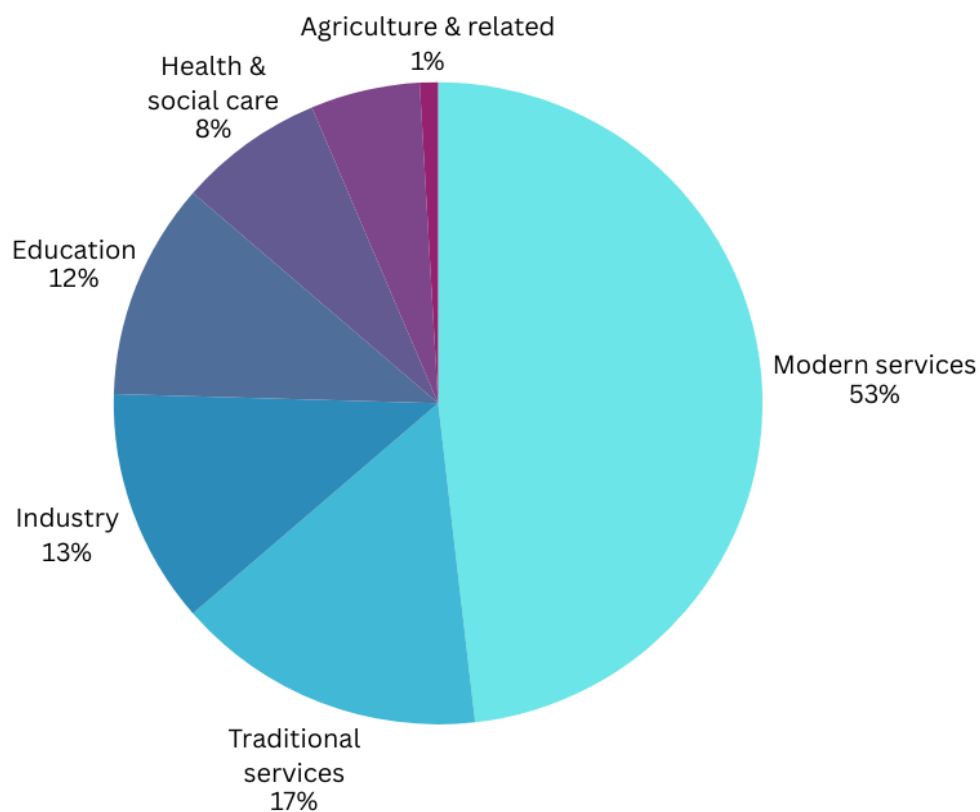
3. What is a healthy lifestyle? What can people do to be generally healthier and fitter?

A healthy lifestyle means taking care of both your body and your mind. It includes eating balanced meals, exercising regularly, and getting enough sleep. People can also improve their health by reducing stress, drinking enough water, and avoiding harmful habits such as smoking. Even small daily changes can make a big difference in the long term. **I think** it all starts with some small things, such as taking stairs instead of an elevator or making your own sandwiches instead of going to McDonald's.

SET 2.

Part 1.

Describe the graph and answer the questions below.



Distribution of employment for graduate university students in Poland, 2024.

1. Why do you think most graduates work in modern services rather than in other sectors?
2. How important is a university degree for getting a good job today?
3. What skills do young people need to succeed in the modern job market?

Model Description

The pie chart shows the percentage of graduates employed in different sectors. Overall, most graduates work in the services sector, while only a small number are employed in agriculture and related activities.

The largest share of graduate employment is in **modern services**, which accounts for **53%** of all graduates. This means that more than half of graduates work in areas such as business services, IT, or finance. The second largest sector is **traditional services**, employing **17%** of graduates.

Other important sectors include **industry** with **13%** and **education** with **12%**. These fields also provide a significant number of jobs for graduates, although their shares are much smaller than that of modern services. In addition, **health and social care** employs **8%** of graduates, while **public administration and defence** accounts for **6%**.

Finally, **agriculture and related sectors** employ the smallest proportion of graduates, at only **1%**. In conclusion, the chart clearly shows that most graduates work in service-based sectors, especially modern services, while very few choose careers in agriculture.

Possible model answers for monologue questions

1. Why do you think most graduates work in modern services rather than in other sectors?

I personally believe that most graduates work in modern services because this sector offers many job opportunities and usually requires higher education. **For example**, jobs in IT, finance, marketing, or business services often need university qualifications and specific skills. **In addition**, these jobs are usually located in large cities where many graduates live after finishing their studies. **Another reason may be that** modern service jobs often provide higher salaries and better working conditions than jobs in sectors such as agriculture or traditional industry. I am aiming for a position in modern services myself.

2. How important is a university degree for getting a good job today?

In my opinion, a university degree is still quite important for getting a good job, especially in highly-skilled professions such as law or medicine. A degree shows that a person has specialist knowledge and has spent several years developing their skills. **However**, I also think that practical experience and personal abilities are becoming more important nowadays. In some industries, especially in technology or creative fields, employers often value skills and experience more than formal education. **Therefore**, a degree can help, but it is not always the only factor that determines success.

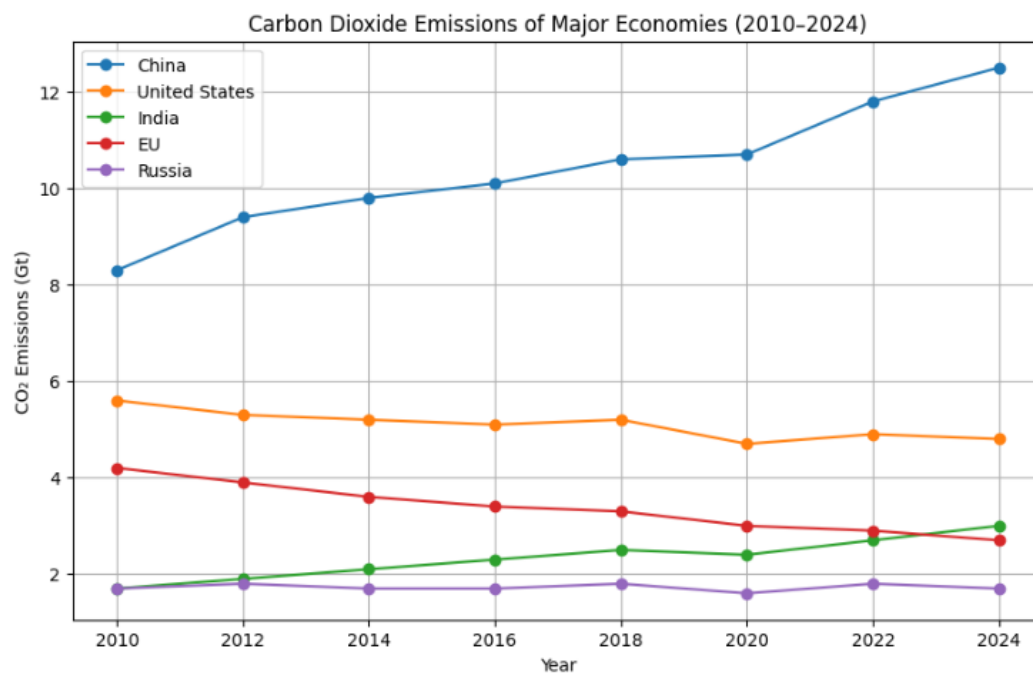
3. What skills do young people need to succeed in the modern job market?

Young people need a combination of technical and soft skills to succeed in today's job market. **First of all**, digital skills are very important because many jobs require working with computers and online tools. Communication skills are also essential, as employees often need to work in teams and cooperate with people from different backgrounds. In addition, problem-solving and critical thinking are valuable because modern jobs often involve complex tasks. **Finally**, flexibility and the willingness to learn new things are very important, **since** the job market is constantly changing.

SET 3

Part 1.

Describe the graph and answer the questions below.



1. What impact do you think high carbon emissions have on the environment and society?
2. Should countries be legally required to reduce their emissions? Why or why not?
3. What role can individuals play in environmental protection? What do you personally do?

Model Description

The line graph illustrates the carbon dioxide emissions of five major economies — China, the United States, India, the EU, and Russia — **between 2010 and 2024**. The unit of measurement is gigatons of CO₂ per year.

Overall, it is clear that China is the largest emitter and shows a **steady upward trend**, while the European Union's emissions **decrease gradually**. India, on the other hand, displays **rapid growth**, and the United States and Russia **remain relatively stable** throughout the period.

In detail, China's emissions rose from 8.3 Gt in 2010 to 12.5 Gt in 2024, making it the dominant contributor globally. The United States **shows a slight decline**, falling from 5.6 Gt to 4.8 Gt over the same period. India's emissions **increase significantly**, from 1.7 Gt in 2010 to 3.0 Gt in 2024, reflecting rapid industrial growth. The EU **experiences a consistent decrease**, from 4.2 Gt to 2.7 Gt, while Russia **remains mostly unchanged, fluctuating slightly** between 1.6 and 1.8 Gt.

In conclusion, the graph highlights the growing impact of emerging economies like China and India on global emissions, alongside successful reduction efforts in the EU. The gap between high and low emitters **remains substantial**.

Possible model answers for monologue questions

1. What impact do you think high carbon emissions have on the environment and society?

High carbon emissions have a serious impact on both the environment and society. Environmentally, they contribute to global warming, which leads to rising temperatures, extreme weather events, and melting ice caps. This can affect ecosystems and cause the loss of biodiversity. For society, high emissions can lead to health problems, such as respiratory diseases, and can also cause economic damage from floods, storms, and droughts. **In my opinion**, if emissions continue to rise, future generations will face more serious environmental and social challenges.

2. Should countries be legally required to reduce their emissions? Why or why not?

Yes, I think countries should be legally required to reduce emissions because voluntary measures are often insufficient. Laws and regulations create clear targets and accountability, which encourages governments and businesses to take action. **For instance**, countries could be required to limit emissions per year or invest in renewable energy. **On the other hand**, some people argue that strict laws might slow economic growth, especially in developing countries. **However**, I believe that protecting the environment is more important in the long term than short-term economic gains.

3. What role can individuals play in environmental protection? What do you personally do?

Individuals can play a significant role in reducing environmental damage. Simple actions like recycling, using public transport, reducing energy consumption, and eating less meat can all help lower carbon emissions. **Personally**, I try to cycle to work instead of using a car, recycle all my plastic and paper, and use energy-efficient appliances at home. Even small actions, if done by many people, can make a big difference for the planet. I think it's important to remember that if you fail once, it's still okay to continue afterwards, so if you didn't throw your salad container into the correct bin at the uni, you shouldn't despair, but do it properly next time.

Part 2.

You will be given a role to talk through with your exam partner. One of you will draw Student A, and the other will draw Student B.

Remember to leave your partner space to talk, be an active listener and keep the conversation flowing. You will be assessed here not only on your language skills but also on your ability to keep an engaged, polite conversation on a B2 level.

Below you will find examples of situations you can be given to role-play at the Acert exam.

1. Flatmate Conflict

A: You are unhappy because your roommate often plays loud music late at night. Explain how this affects you and suggest a solution.

B: You enjoy listening to music to relax and didn't realise it was such a problem. Respond and try to find a compromise.

2. Group Project

A: You feel that one group member isn't contributing enough to a school project. Talk to them about sharing the work more fairly.

B: You have been busy with other subjects and feel stressed. Explain your situation and discuss how you can help more.

3. Part-Time Job Schedule

A: You want to change your work schedule because it conflicts with your studies. Talk to your manager.

B: You are the manager and need staff at certain times. Listen and try to find a solution.

4. Borrowed Item

A: Your friend borrowed something from you and returned it damaged. Explain how you feel and ask for an explanation.

B: You didn't mean to damage it and feel bad. Apologise and suggest how to solve the problem.

5. Holiday Plans

A: You want an active holiday with sightseeing and activities. Explain your ideas.

B: You prefer a relaxing holiday and don't want a busy schedule. Discuss and try to agree.

6. Neighbour Problem

A: You are annoyed because your neighbour's dog barks very early in the morning. Talk to your neighbour politely.

B: You didn't know the dog was causing a problem. Explain the situation and respond.

Below, you can see the first two topics with model answers. What is crucial here is using functional language, which is highlighted and explained below the conversations. The language does not have to be very formal, but make sure to try to use a variety of language structures and vocabulary on a B2 level.

1. Flatmate Conflict

A: Hey, can we talk for a minute? **I wanted to talk about something that's been bothering me.**

B: Sure, what's up?

A: Well, **I've been having trouble sleeping lately because of the loud music at night.** It's quite hard for me to concentrate the next day.

B: Oh wow, **I didn't realise it was such a problem.** I usually listen to music to relax before bed.

A: I understand that, and I'm not saying you should stop completely, but would it be possible to turn it down after, say, 11 pm?

B: Yeah, that sounds fair. I can definitely lower the volume.

A: Thanks, I really appreciate it. Another option could be using headphones.

B: That's a good idea, actually. I could use headphones at night so it doesn't disturb you.

A: That would be great. Thanks for being understanding.

B: No problem! Thanks for telling me.

Functional Language Used:

- **Raising a problem:** "I wanted to talk about something that's been bothering me."
- **Explaining impact:** "I've been having trouble sleeping..."
- **Making suggestions:** "Would it be possible to...?", "Another option could be..."
- **Softening language:** "I'm not saying you should stop completely..."
- **Responding & compromising:** "I didn't realise...", "That sounds fair", "I can definitely..."

2. Group Project

A: Hey, can we talk about the project for a moment? I feel like we need to organise the work a bit better.

B: Yeah, sure. What do you mean?

A: Well, I've noticed that you haven't been able to contribute much recently, and I'm a bit worried about finishing everything on time.

B: Yeah, I see what you mean. I've just been really busy with other subjects, and honestly, I've been feeling quite stressed.

A: I understand, that happens. **But we really need to share the work more evenly.**

B: You're right. **I should have communicated that earlier.**

A: Maybe we can find a solution. **Would it help if we divided the tasks more clearly?**

B: Yes, definitely. **If you can assign me specific parts, I'll make sure to complete them.**

A: Okay, great. **How about you take care of the presentation slides?**

B: That works for me. **I'll have them ready by Friday.**

A: Perfect. **Thanks for working this out with me.**

B: Thanks for understanding my situation.

Functional Language Used:

- **Starting a discussion:** "Can we talk about...?"
- **Expressing concern:** "I feel like...", "I'm a bit worried..."
- **Giving feedback politely:** "I've noticed that..."
- **Explaining situation:** "I've been really busy...", "I've been feeling stressed"
- **Finding solutions:** "Would it help if...?", "How about...?"
- **Taking responsibility:** "I should have communicated..."
- **Agreeing & committing:** "That works for me", "I'll make sure..."