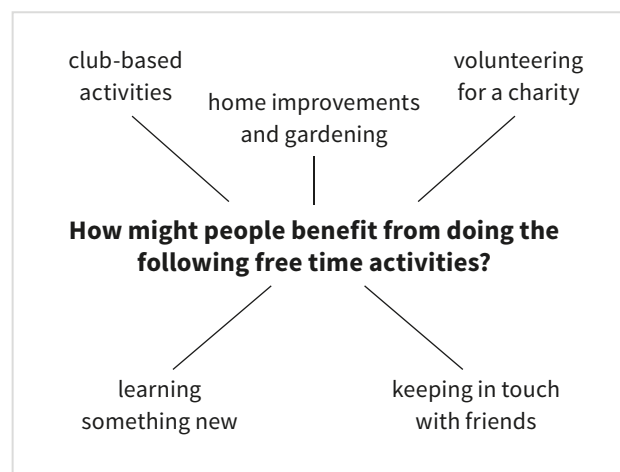


1 Read the statements about Speaking Part 3 and choose the correct options.

- 1 First, you and your partner are given a hypothetical situation *orally/in print format* with a question related to various options.
- 2 You have *15/30* seconds to read through the task before you begin speaking,
- 3 After *two/three* minutes, the examiner will interrupt and ask another question.
- 4 You then have a further *minute/two minutes* to discuss this second question.
- 5 This second question usually asks you to negotiate and agree on something which is *unrelated to/ follows on logically from* the first.
- 6 Part 3 is an interactive discussion between the *two candidates/two candidates and the examiner*.
- 7 You *will/won't* be penalised if you disagree with your partner.

2 Read and listen to Julia's answers to some Part 1 questions. Choose the question she answers that matches the description of her response. The questions can be used more than once.



3 Read and listen to the model answer. Do they manage to discuss all the prompts before the examiner interrupts them?

MODEL ANSWER

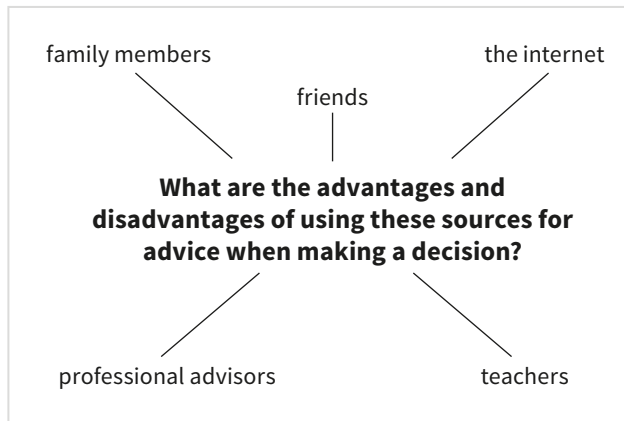
¹Ask your partner's opinion.	Naomi: OK, where shall we start? What about volunteering for a charity? Gabriel: Well, I suppose ²it might make them feel good, you know, to be doing something helpful for the community or a particular cause. What do you reckon, Naomi? Naomi: Yes, I'd go along with that. In addition, doing volunteer work can also be useful as a way of getting a paid job later on. It looks good on university applications, too. ³Shall we move on? Gabriel: Yes, let's talk about learning something new. ⁴What do you think about learning something new? Naomi: Well, it depends what it is, ⁴doesn't it? We all benefit in different ways from learning different things. Gabriel: ⁵Of course. I'm learning to drive at the moment and if I pass my test, I won't have to wait for the bus in the rain anymore! Naomi: Oh, good luck with that! But I was thinking of other benefits. It keeps your brain active, for one thing. Gabriel: Which is important for everyone. What about club-based activities? Naomi: Well, again, I'd say it depends on what kind of club but generally, you get to meet like-minded people and share ideas about whatever it is you're all interested in. Gabriel: Yes, ⁶and for younger people, like voluntary work, being a member of a club can look good on your CV, especially if you hold a position of responsibility. Naomi: Yes, I suppose that's true. ³Let's talk about home improvements and gardening. Obviously, the main benefit is living in a nice house and looking at a beautiful garden. Would you agree? Gabriel: ⁵Well, only to a limited extent. Where I come from, having a nice garden is more about showing off to the neighbours. Personally, I have never really understood that or why people care so much about their gardens. But I guess it makes them happy, right? Examiner: Thank you.	²Use language of speculation where appropriate. ³Move the discussion on and keep it on track. ⁵Use a variety of ways to show agreement, disagreement or partial agreement.
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⁴Use question tags to ask for agreement or confirm things.

⁶Support ideas with examples.

4 Read the first question of another Part 3 task. Listen to Oliver and Ruby doing the task. Who:

- 1 disagrees impolitely?
- 2 doesn't directly invite their partner to speak?
- 3 doesn't really give reasons for their opinions?



5 Read the second question for the same task. Listen to two pairs of students (A and B) answer the question. Do they reach an agreement?

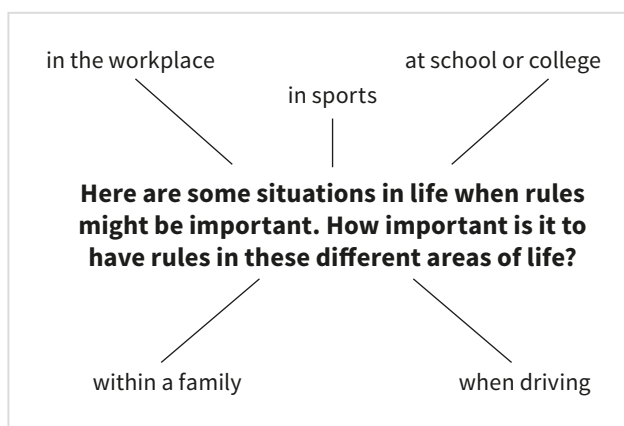
You now have a minute to decide which two of the sources of advice are likely to be the most useful.

Pair A: _____ Pair B: _____

6 Choose the correct options to complete the sentences. Tick (✓) the sentences if both options are possible.

- 1 I'm not/I don't agree about that.
- 2 I agree to some/a certain extent.
- 3 Let us/Let's move on to the next option.
- 4 I think we'll have to disagree/agree to disagree/agree on that.
- 5 Would/Shall we move onto the next one?
- 6 I suggest to choose/choosing this one.
- 7 You're absolutely/truly right about that.
- 8 I don't think that's true in all/at all.
- 9 Would you go along/in with that?
- 10 I don't think that is necessarily/definitely the case.

7 Read the first part of the Part 3 exam task and the conversation. Complete the gaps with a single word.



Ella: Right, shall we start with school and college?

Davide: Ok, well, I (1) say rules are essential in school and college even though most students don't like them. (2) take talking in lessons, for instance. No one will be able to learn if there are no rules about that.

Ella: (3), but some rules are quite unnecessary, aren't they? I mean, at my school, our socks had to be white and no other colour. What's the point of that?

Davide: I can see your (4), but sometimes at school it is about learning to follow rules so you can avoid trouble in the future.

Ella: I (5) so, but what about in the family? If there are rules everywhere else, shouldn't we have freedom when we're at home?

Davide: Well, we do have more freedom, but there still have to be some rules, (6) there? I'm glad that there is a rule in our family that you mustn't borrow something without asking or I'd be losing my stuff all the time.

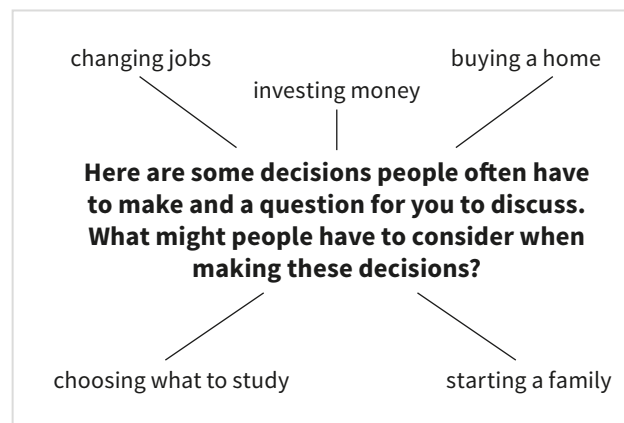
Ella: Well, possibly but in my (7) opinion, you should be able to do what you like in your own home. Now, driving, on the other hand, you really need a lot of rules and they need to be enforced.

Davide: Well, that's something we can (8) on. Without them, people could get hurt. How about sports?

Ella: In sports, it's about fairness, isn't it? But, still, I think professional sport goes (9) too far. The rules can be so detailed that nobody really understands them. For example, VAR in football is really controversial. Do we need that level of detail in following the rules?

Davide: Mm, I'm in two (10) about that. I agree that the rules can be complicated, but the stakes are high in professional sport, so maybe the detail is necessary. It can be the difference between being winning and losing ...

8 Read the Part 3 task below and practise doing both sections with a partner. Then listen to the model answer and compare your answers.



Now you have about one minute to say for which of the things it is most important to make the right decisions.