

## Speaking | Part 3

## Exam information

In Speaking Part 3:

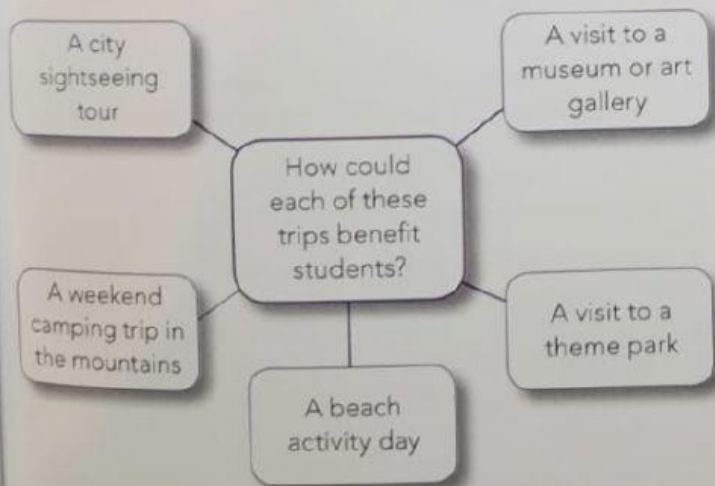
- you and the other candidate must discuss a situation or problem together and reach a decision.
- the examiner gives you a page with a task consisting of a question and five different word prompts.
- you have 15 seconds to read and think about the task and then you have two minutes to discuss your ideas.
- the examiner then asks you another question (which is not written down) so that you can summarise your thoughts. You will have one minute to do this.

This part tests your ability to interact by exchanging ideas, discussing opinions, suggesting, agreeing, disagreeing, etc.

- 1 Work in pairs. Read the examiner's instructions and look at the task. Which phrases in the box below could you use to talk about each option?



I'd like you to imagine that your college has won first prize in a competition – a trip for all the students. Here are some ideas for trips that students could do and a question for you to discuss. Talk to each other about how these different trips could benefit the students.



become more self-confident   become more independent  
 learn to work in a team   cope in another language  
 be educational   make a change from their everyday lives  
 get a real thrill   have new experiences  
 appreciate other cultures   learn teamwork  
 tough conditions   get away from their daily routine

- 2 10 Listen to two candidates, Miguel and Antonia, beginning this task. What benefits do they mention for three of the options?



- 3 In Speaking Part 3, it's important for candidates to react to each other's ideas and suggestions. You can do this by asking each other questions. Complete the students' questions below by writing a word or phrase from the box in the gaps. Then listen again to check your answers.


about that   don't you   shall   think   this one  
 what about

- 1 ..... we start with ..... ?
- 2 How do you ..... a sightseeing tour of a city might be good for students?
- 3 ..... this sort of activity holiday in the mountains?
- 4 Yes, and they learn to be more independent because they're away from home and their families, ..... think?
- 5 And the beach activity day: what ..... ?



#### 4 Pronunciation: intonation (1)

You can indicate that you have finished speaking, or that you have more to say by making your voice rise or fall. This is called **intonation**. A **falling intonation** shows that you have finished speaking, while a **rising intonation** often indicates that you still have more to say. The speaker's voice falls or rises most on words which are stressed.

- 1  **11** Listen to these extracts from the conversation. Decide if the speaker's voice rises or falls on the underlined words.

- How do you think a sightseeing tour might be good for students?
- I think you can learn a lot about architecture and history and things like that.
- Yes, and also you can visit somewhere very different and learn about other cultures.
- What about this sort of activity holiday in the mountains?
- I think it can give young people exciting experiences and adventures, things they don't get in their everyday lives.

- 2 Work in pairs. Take turns to read sentences 1–5 aloud.

- 3 Write two sentences of your own, explaining the benefits of two of the options in the speaking task. Decide which words you should stress and whether your voice should rise or fall on the stressed words. When you are ready, work in pairs and

- take turns to read your sentences aloud
- react to what your partner says with your own ideas.

- 5 Work in pairs. Do the first part of the task yourselves.

- Ask each other the questions from (Speaking) Exercise 3.
- Talk about each of the options from the speaking task in turn. Take two minutes to do this.
- Try to use the words and phrases from the box in (Speaking) Exercise 1.

Work in pairs. Look at the examiner's instruction for the second part of the task and the list of strategies (1–6) which follow. Then:


- decide together which strategies would be good for this part of the task. Write Y (yes) or N (no) next to each strategy
- give reasons for your answers.



Now you have a minute to decide which trip the school should choose.



- Talk about each of the options in turn again.
- Suggest which option you would choose, say why, and ask your partner if he/she agrees.
- Agree with the first option your partner suggests.
- Disagree with the first option your partner suggests, say why you disagree, then suggest another option and say why.
- Agree with the first option your partner suggests, but then suggest an alternative and say why.
- Disagree with everything your partner says in order to make the discussion longer.

- 7  **12** Listen to two pairs of candidates, Miguel and Antonia, and Irene and Nikolai, doing this part of the task. Which of the strategies from Exercise 6 (1–6) does each speaker use?


- |                 |                |
|-----------------|----------------|
| • Miguel: ..... | Antonia: ..... |
| • Irene: .....  | Nikolai: ..... |

- 8 Match each of these phrases (1–7) with their function (a–e). Some functions can be matched with more than one phrase.

- In my opinion, the best choice is ... because ...
- I think we should choose ... because ...
- What do you think?
- Yes, I think you're right, but ... because ...
- You might be right, but I think we should also consider ... because ...
- I think ... is a better option because ...
- I think your suggestion would be fine if ... , but ...

- suggest an option and say why
- ask your partner if they agree
- disagree with a suggestion and say why
- suggest a different option
- agree with a suggestion, but suggest a different option and say why

- 9 Now work in pairs and do the second part of the task using phrases from Exercise 8.

 page 197 Speaking reference: Speaking Part 3



## Writing | Part 2 A report

- 1 A report is a factual description of events or a situation. Read this writing task and underline the things you must deal with in your report.

You recently made a one-day excursion with your class to a local place of interest. Now the director of your college has asked you to write a report about it for senior teachers to read. You should explain what you did **and** say why you think the day was a success.

Write your **report**.

- 2 Work in pairs. Discuss these questions about the writing task above, then decide which ideas you would like to include in your answer.

- Where did you go, and what was the purpose of the excursion? (You may have to invent these details. These could be a visit to a theatre, museum, a day in the country, a visit to a sporting event, or something else.)
- When did you go, and what did you do and/or see?
- What reasons can you think of to explain why the day was a success?

- 3 Sandra is studying English near London. Read the report she wrote on the right and circle the correct form of the verb in *italics*.

- 4 Read the report again and answer these questions.

- 1 Does the report have a title?
- 2 How many sections does the report have? How do we know what each section is about?
- 3 How many purposes of the excursion does Sandra mention?
- 4 What reasons does Sandra give for the day being a success?

- 5 Work in pairs. Write a plan for the writing task in Exercise 1. Decide:

- what title you will give the report
- how many sections you need
- what section headings you want to use
- what each section will contain.

- 6 Write your report using the report in Exercise 3 as a model. You should write between 140 and 190 words.

## Excursion to London

### Purposes of trip

On 2nd April, our class (1) *took / was taking* a break from normal lessons and (2) *has gone / went* on a day trip to London. The purpose of our visit (3) *was / had been* to ride on the London Eye in the morning and then do a tour of the Globe Theatre, which (4) *was being / had been* Shakespeare's theatre, in the afternoon.

### What we did

We (5) *rode / were riding* for about half an hour on the London Eye, which is a giant wheel. Fortunately, the weather was good, so we (6) *were / have been* able to see views across the whole of London. After lunch and a walk along the South Bank, we (7) *took / have taken* a guided tour of Shakespeare's Globe Theatre, where the guide explained how the theatre (8) *was operating / had operated* in Shakespeare's time and how the theatre works nowadays.

### Comments

The excursion (9) *was / has been* excellent because the two activities (10) *were / had been* extremely interesting and very different, so everyone (11) *enjoyed / had enjoyed* something. Also, we (12) *learned / have learned* a lot. The day was well planned, and we (13) *had / have had* plenty of opportunities to practise our English outside the classroom, which I think the class (14) *found / was finding* very motivating.

### Exam information

When writing a report for Writing Part 2:

- you should give it a title.
- you can divide it into sections and give each section a heading (the first and last sections could be Introduction and Conclusion).
- make suggestions and recommendations (if required by the task).
- make sure that you answer all parts of the task.

This writing question tests your ability to organise and express information and make recommendations or suggestions.





## SURVIVING TEENAGERS

It might be difficult to accept, but a new approach to living happily with teenagers is for parents to look at their own behaviour.

"The key to getting teenagers to respect you is to respect them first," says Penny Palmano, who has written a best-selling book on teenagers. "You can't continue to treat them the same way that you have been treating them for the previous 12 years: they have opinions that count. **1** You'd be very upset. You'd never say that to an adult, because it shows a total lack of respect."

Palmano, who has a daughter aged 19 and a 16-year-old stepdaughter, has even allowed the children to hold several teenage parties at her home. They passed without problems. "I've found that if you have brought them up to do the right thing, and then trust them to do it, usually they'll behave well," she says. "I make them sandwiches and leave them alone. But I make it clear that they have to clear up any mess. **2** "

She agrees that teenagers can be irritating: enjoying a world that is free of responsibility, yet desperate for independence. She doesn't think, however, that they are trying to annoy you. Until recently, scientists assumed that the brain finished growing at about the age of 13 and that teenage problems were a result of rising hormones and a desire for independence. **3**

"This would explain why many teenagers can't make good decisions, control their emotions, prioritise or concentrate on several different things at the same time. **4** It means that they do not intentionally do the wrong thing just to annoy their parents," says Palmano.

The key to happiness for all, Palmano believes, is calm negotiation and compromise. If you want your teenagers to be home by 11 pm, explain why, but listen to their counter-arguments. If it's a Saturday, you might consider agreeing to midnight (rather than 1 am, which is what they had in mind). **5** Instead, ask if they've had a problem with public transport and let it pass; they've almost managed what you asked. She urges a bit of perspective about other things, too. "There have been times when my daughter's room has not been as tidy as I expected, but as she said once, I'm a teenager – what do you expect? I'm not turning into a criminal, it's just clothes on the floor."

"It's vital to choose your battles carefully: don't criticise teenagers for having an untidy room, then suddenly criticise them for other things. **6** One minute, it's about an untidy room and the next, you're saying, 'And another thing ...' and criticising them for everything"

Adapted from *The Daily Telegraph*

A family affair

6. Six sentences have been removed from the article. Choose the correct sentence from A–G which fits each gap (1–6). There is one extra sentence which you do not need. Use the underlined words and phrases in the sentences and in the text to help you.

- A But it turns out that the region of the brain that controls common sense and emotions is not fully mature until the early twenties.
- B If they are up to 20 minutes late, don't react angrily.
- C For example, they may find it difficult to make the right decision between watching television, ringing a friend, or finishing their homework.
- D Parents often complain that teenagers can be charming to people outside the home but irritating to their family.
- E I've never had a problem; in fact, the kitchen was sometimes cleaner than I'd left it.
- F On these occasions, parents tend to mention all the other things that they may or may not have done wrong.
- G Imagine if you'd spent two hours getting ready to go out for the evening and someone said, 'You're not going out looking like that, are you?'

### Exam information

In Reading and Use of English Part 6, you read a text of 500–600 words with six gaps where sentences have been removed. You choose one sentence from a list of seven sentences A–G for each gap; there is one sentence you will not need.

This part tests your ability to understand the structure of the text, how the argument develops and how ideas in the sentences A–G refer and link to ideas in the text.



## Exam information

In Writing Part 1, you:

- write an essay in which you discuss a question or topic. After the essay title, there are some notes which you must use.
- must also include your own ideas.
- must write between 140 and 190 words.

This part tests your ability to develop an argument or discussion on a topic, express your opinion on the topic clearly and support your ideas with reasons and examples.

1 Read this writing task and underline the points you must deal with.

In your English class, you have been talking about how much teenagers and young people should help with the housework.

Now your English teacher has asked you to write an essay.

Write an essay using all the notes and give reasons for your point of view.

## Essay question

Teenagers and young people should share housework equally with their parents. Do you agree?

## Notes

Write about:

- 1 who has more time for housework
- 2 who does housework better
- 3 ..... (your own idea)

Write your essay.

Work in groups. Discuss the task and try to find two or three things you can say about each of the notes 1-3.

3 Read Violetta's answer to the task, ignoring the gaps. Which of her ideas do you agree with and which do you disagree with?

(1) ..... it is fashionable to say that everyone should share the housework equally, in many homes parents do most of it. (2) ..... I believe people of all ages should do their fair share.

It is true that young people spend most of the day at school or college and they also have large amounts of homework to do when they come home. (3) ..... parents go out to work and come home tired. In my view, family life is more pleasant when everyone shares the responsibility for cleaning and tidying because it takes less time.

People often argue that parents do the cooking and ironing better. (4) ..... in my opinion, young people should learn to do them as preparation for the future.

Finally, housework is boring if you do it alone. (5) ..... when families do it together, it gives parents and children a chance to talk to each other about the things that matter to them. This greatly improves family life and makes young people more cooperative and responsible.

For all these reasons, I think that family life is more pleasant when everyone shares the chores.

4 Complete this plan for Violetta's essay by matching the notes (a-e) with the paragraphs (1-5).

Para. 1: intro: .....  
Para. 2: .....  
Para. 3: .....  
Para. 4: .....  
Para. 5: conclusion: .....

- a life more enjoyable doing things together
- b time: young people studying, parents working, chores finished more quickly
- c get practice – you improve
- d sharing work together – better family life
- e parents do most of it + my opinion

5 It is important to express your opinions in an essay. Find four phrases which Violetta uses to introduce her personal opinions.

6 When you write an essay, you should try to present contrasting points of view. Complete Violetta's essay by writing *although*, *however*, *on the other hand* or *whereas* in each of the gaps 1-5. Then check your answers by reading the Language reference.

→ page 168 Language reference: Linking words for contrast

7 Complete these sentences by writing *although*, *however*, *on the other hand* or *whereas* in the gaps. In some cases, more than one answer may be possible.

- 1 Adults tend to worry more about their health, ..... young people are more concerned about money.
- 2 ..... I am happy to do some of the cooking, I don't want to do it all.
- 3 My mum and dad have similar tastes. ...., mine are completely different.
- 4 ..... my parents give me a lot of freedom, I would prefer to have even more independence.
- 5 Young people often spend many hours a week on their social life. ...., older people are often too busy.
- 6 I enjoy making beds. ...., I'm not at all keen on doing the ironing.

8 Write your own answer to the writing task in Exercise 1. Before you write, use the notes you made in Exercise 2 to write a plan. Write between 140 and 190 words.

- Use Violetta's answer in Exercise 3 as a model, but express your own ideas and the ideas which came up during your discussion.

→ page 186 Writing reference: Part 1 Essays

