

NOON

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Student's Book



EXAM PREPARATION & PRACTICE TESTS

C1



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Preparation tasks

Listening **Part 1**

In the first part of the listening section, candidates hear a question or a statement that does not appear in the test book. Candidates must choose the best response from three possible answers. There are 10 items which candidates hear twice. Total marks: 10

Preparing for the task: predicting the question or statement

STUDY SKILLS

Before the recording is played, you have two minutes to read the possible answers and prepare for what you will hear. While reading, focus on key words and try to predict the question or statement that might be heard. Note the time frame of the question; is it referring to the past, present or future? Also think about the function of the statement that would match each option (i.e. offering/requesting information, opinions, instructions and making/responding to invitations, complaints or requests for assistance). These things will help you focus on what to listen for.

1 a) Read the three answer options and underline the key words. Which option refers to: *a holiday/free time activity, holiday plans that have already been made, where/when a future holiday will be?*

- a I'm hoping to visit a lot of museums.
- b We'll be visiting Barcelona in July.
- c We have already purchased our tickets.

b) Read the three answer options in Ex. 1a again. Write a question or statement that each option could be a response to.

c) The question for the options in Ex. 1a is: 'What do you want to do while you're here?' Which is the correct response? Why?

2 a) Read the options below. Which is a response to a statement: *offering information, requesting information, making a complaint?*

- a That will change the neighbourhood.
- b What is the problem with it?
- c I'm not sure when they will finish.

b) Read the statement: 'They are making a new park across the street'. What is its function? Which option from Ex. 2a is the correct answer?

Preparing for the task: understanding the grammatical features of an exchange

STUDY SKILLS

Some items will test knowledge of grammar. Sometimes the correct answer is the only grammatically correct choice, but other times this will depend on context. Keep an eye out for incorrect verb tense, subject/verb agreement, modals verbs, personal pronouns and determiners.

3 a) Which option could be a possible beginning of an answer to the statement? Why?

'They're forecasting thunder storms but I'm going sailing anyway'.

- a I couldn't...
- b You shouldn't...
- c I wouldn't...

b) Now read the full answer options for the statement in Ex. 3a. Which is now the correct answer? Why are the other options wrong?

- a I couldn't if I were you.
- b You shouldn't if I were you.
- c I wouldn't if I were you.

Preparation tasks

Preparing for the task: choosing vocabulary in context

STUDY SKILLS

Some items will test the correct usage of vocabulary in context. This may include similar words only one of which forms a correct collocation, phrasal verbs, colloquial expressions or idioms. Often, you will be able to eliminate incorrect options before you hear the audioscript. In this case, when you listen, check that your answer choice makes sense.

4 Read the three options and underline the words that are different. What idiom is being tested? What do you think it means? What do you think is the correct answer? Listen and check if your choice is correct.

- a I can't today; I'm a bit pressed for time.
- b I can today; I'm quite stamped for time.
- c I can't today; I'm really crushed for time.

5 a) All three options (a, b and c) below contain a phrasal verb formed with the verb *lay*, but only one is correct according to the context of the sentence. Choose the correct sentence. Why are the others wrong?

- a I have laid off the plan in detail in this document.
- b I have laid out the plan in detail in this document.
- c I have laid on the plan in detail in this document.

b) The correct option in Ex. 5a could be a reply to a question/statement with what function: giving news, requesting information or responding to an opinion? Write down a suitable question/statement.

6 You will hear 10 sentences twice. Choose the best answer in each situation. Now look at the answers. You have two minutes to read the answers. Now listen to the sentences and select the best answer.

- 1 a Well, the plot needs evaluating and the acting needs summarising.
b Well, the plot needs summarising and the acting needs evaluating.
c Well, the plot needs analysing and the acting needs summarising.
- 2 a Yes, they're two aisles to your left.
b Yes, there two aisles to your left.
c Yes, their two aisles to your left.
- 3 a As long as you have a side salad with it.
b As long as you like tuna with it.
c As long as you put some tuna in it.
- 4 a That's great! How do you celebrate it?
b That's great! What are you celebrating?
c That's great! How will you celebrate?
- 5 a I think so, but we should probably check.
b Certainly, but maybe we should leave.
c I believe he's already left.
- 6 a What's wrong with those?
b That's an interesting hobby to have.
c I'm not sure how to do it.
- 7 a We shall be booking a table at a restaurant.
b We've been wanting to eat in a restaurant.
c We've booked a table at a restaurant.
- 8 a I know; it kept distracting me too.
b I know; I was very concentrated also.
c I know; I was working in construction too.
- 9 a I made sandwiches this morning.
b I believe it had all been eaten.
c Are you sure? I bought some yesterday.
- 10 a His car ought to have broken down.
b His car may have broken down.
c His car would have broken down.

Preparation tasks

Listening

Part 2

Part 2 of the listening section focuses on listening for detail. Candidates listen to two conversations twice. They must answer 10 multiple choice questions (five items for each conversation) and choose the best answer from three options.

Total marks: 10

Preparing for the task: listening for specific information/details

STUDY SKILLS

While you are listening to the recording, be aware that the speaker will mention words or phrases related to all the options in order to confuse you. You may hear these distractors before or after the correct option, and both the distractors and the correct option may be mentioned multiple times, at any point in the conversation. Remember that the correct answer may be paraphrased, so it is important to listen for the meaning of what is being said and not just the key words.

1 a) Read the options below and underline the key words. Then listen to an extract from a conversation. Are all the options mentioned? Which are paraphrased? How?

- a humorous novels b tragic novels
c novels about the past

b) Now read the question for the options in Ex. 1a and underline the key words. Write down as many ways of paraphrasing 'not like' as you can.

What kind of novels does Ben's sister not like?

c) Listen to the extract again. Which of the options in Ex. 1a is the correct answer to the question in Ex. 1b? What words were used to paraphrase 'not like'?

Preparing for the task: identifying true/false statements

STUDY SKILLS

Some questions ask which of the three statements is true or not true according to what you hear. Something from each option will be mentioned in the conversation, but details in the distractors will be incorrect. Check that **everything** about an option is correct before you choose it.

2 a) Look at the question and the options a, b and c below. What information do you need to listen for to decide if each one is true or not?

Which is true?

- a Laura and Mike are going to London.
b Mike has been to London in the past.
c Mike works in London sometimes.

b) Listen to part of a conversation and choose the correct answer in Ex. 2a. Why are the other options false?

3 a) Read the question and options below and underline the key words. What two pieces of information are mentioned in each option?

Which of these sentences is not true?

- a There is a 25% discount on all tablets.
b There is 50% off everything in the store.
c Some laptops are half price.

b) Listen to an extract from a conversation. What is the correct answer to the question in Ex. 3a? Why are the other options wrong?

Preparation tasks

- 4** You will hear two conversations. You will hear them twice. You have two minutes to read the questions from both conversations.

Now listen to Conversation 1

- 1 What is the problem with Alma's order?**
 - a She ordered the wrong sizes.
 - b She received the wrong sizes.
 - c She received the wrong colours.
- 2 What does Alma want to return?**
 - a The navy T-shirt.
 - b The green T-shirt.
 - c Both T-shirts.
- 3 Tom suggests that Alma might:**
 - a find an item for herself.
 - b exchange them for another gift.
 - c request a refund on the site.
- 4 What does Tom offer Alma?**
 - a A refund of 25 percent.
 - b A discount on a new item.
 - c Only an apology.
- 5 What should Alma do first?**
 - a Make a new account.
 - b Use the discount code.
 - c Return the T-shirts.

Now listen to the conversation again and check your answers.

Now listen to Conversation 2

- 1 How does Nick feel about speaking Spanish?**
 - a Disappointed by his abilities.
 - b Unhappy with his course.
 - c Surprised by how easy it is.
- 2 What does Nick find most difficult?**
 - a Remembering words when speaking.
 - b Communicating with his teachers in class.
 - c Talking with people outside the classroom.
- 3 What does Gina think will happen?**
 - a Nick will stop speaking to people.
 - b Nick will soon speak more quickly.
 - c Nick's problem will go away by itself.
- 4 Which is true?**
 - a Nick doesn't mind making errors.
 - b Nick isn't aware of making errors.
 - c Nick realises when he makes errors.
- 5 Gina suggests that Nick should try:**
 - a to worry less about it.
 - b to study more seriously.
 - c to speak more to everyone.

Now listen to the conversation again and check your answers.

Preparation tasks

Listening **Part 3**

Part 3 of the listening section focuses on extracting key information. Candidates listen to two broadcasts; a debate and a discussion, twice. They must answer 11 multiple choice questions (six items for the debate and five items for the discussion) based on what they hear. There are three options to choose from for each question. Total marks: 11

Preparing for the task: identifying the main idea

STUDY SKILLS

In this task you will often be asked to identify the main points of the debate and/or discussion. This will usually be stated clearly at the beginning of the broadcast, so pay close attention to what the first speaker says as they introduce the topic. Be aware that the distractors will commonly include information that is mentioned as supporting details of the main point.

- 1 a) Read the questions and the options below and underline the key words. Listen to the introduction of a debate. What do you think is the correct answer?

What is the main point of the debate?

- a Who is responsible for reducing plastic use.
- b How laws could be used to limit plastic waste.
- c Why picking up rubbish on beaches is essential.

b) Now listen to the next part of the debate. Are the other options from Ex. 1a mentioned? Why are they not the correct answer?

Note

Occasionally the main point may only be implied, or stated later in the broadcast.

Preparing for the task: identifying key arguments

STUDY SKILLS

You may be asked to choose which of several arguments is the most important. Listen for comparatives, superlatives and words that indicate importance: *crucial, significant, essential, largest, biggest*, etc.

- 2 Read the question and options and underline the key words. Then listen to an extract from a discussion. Are all the advantages mentioned? Which is the biggest advantage? Why?

The biggest advantage of getting enough sleep is:

- a Improving mental states.
- b Reducing obesity.
- c Preventing illnesses.

Preparing for the task: listening for meaning

STUDY SKILLS

You may also be asked what something is, or what a phrase means. Listen for the exact word or phrase. Either before or after it, you will hear a direct explanation of what it is or you will be given information that allows you to infer what it means.

- 3 Read the question and answer choices and underline the key words. Listen to an extract from a discussion. What is the correct answer? Why are the other choices wrong? Was the meaning of the phrase directly explained or implied?

What is a calculated risk?

- a A choice made in spite of known risks.
- b A change made when it is safe to do so.
- c A risk that makes something impossible.

Preparation tasks

4 You will now hear a debate and a discussion. Read the questions and answers for both the debate and discussion.

Now listen to the debate.

- 1 **What is the main point of this debate?**
 - a What is the most important result of daylight saving time.
 - b Whether daylight saving time is beneficial or not.
 - c What is the effect of daylight saving time on accidents.
- 2 **According to the recording, which is false?**
 - a People do less activities when it is dark.
 - b Daylight saving time encourages spending.
 - c Time changes are challenging for businesses.
- 3 **What are circadian rhythms?**
 - a A health issue that causes headaches.
 - b Patterns that occur during sleep.
 - c Cycles that take place in our bodies.
- 4 **What happens when the clocks change in the spring?**
 - a People get headaches more often.
 - b People experience fewer health issues.
 - c Heart attacks become more common.
- 5 **What is the main argument that daylight saving time improves health?**
 - a It boosts exercise.
 - b It increases visibility.
 - c It decreases fatigue.
- 6 **What do Sara and Nathan agree about regarding the extra hour of daylight?**
 - a Its effect on exercise.
 - b Its effect on road safety.
 - c The dangers of fatigue.

Listen to the debate again and check your answers.

Now listen to the discussion.

- 1 **What is the main point of the discussion?**
 - a The quality of school meals at the moment.
 - b What foods children choose to eat at school.
 - c Whether children should eat at school or not.
- 2 **According to the discussion, which is true?**
 - a Nothing is being done to improve school meals.
 - b Most problems with school meals have been solved.
 - c In some places, meals are getting better.
- 3 **What does Mark consider the biggest problem with school meals?**
 - a Students do not want to eat healthy food.
 - b The meals are processed rather than fresh.
 - c There are high levels of fat in all the meals.
- 4 **Who decides what foods to serve students?**
 - a The government.
 - b Each school.
 - c Parents and teachers.
- 5 **What change does Mark propose?**
 - a The government guidelines should be modified.
 - b Vegetables should be grown at the schools.
 - c A wider variety of meals should be offered.

Listen to the discussion again and check your answers.

Preparation tasks

Reading

The reading section is made up of 31 multiple choice questions divided between 4 texts. The texts may be a range of types, including texts that are complex, abstract, technical or specialist and may be concerned with contemporary issues. The questions will test a variety of functions including purpose, main idea, opinion, detail, vocabulary and recognising errors in spelling, punctuation and grammar.

Reading Texts 1 & 2

Texts 1 and 2 are usually factual, informative texts though other text types may also appear. Each has ten questions, approximately half of which test vocabulary, grammar, spelling and punctuation errors. The lines will be numbered, and many questions will refer to specific lines. There may also be questions that test detail, true statements, the purpose or the style of the text.

Preparation for the task: *identifying style*

STUDY SKILLS

You may sometimes be asked to determine the style of a text, or a paragraph within a text. Think about the register of the text (i.e. formal, informal) or the general effect created by the text (i.e. persuasive, informative, analytical, descriptive, confusing, misleading).

- 1 a) Read the extracts (a-b) below. Which is *formal* and which is *informal*? What language helped you decide?
 - a Here are some ways you can get a better night's sleep. You shouldn't use any devices with screens that release blue light for several hours before bedtime, because blue light can stop you from feeling sleepy. It's also a good idea to have a routine and sleep at the same time every day.

- b Good sleep is essential and there are a number of simple habits that can promote it. Blue light can interfere with the body's ability to sleep so screens that release blue light should be avoided in the evenings. Furthermore, a routine helps the body maintain its natural waking and sleeping cycles.
 - b) Read the extracts (a-c) below. Which is: *descriptive, informative, persuasive*? What language helped you decide?
 - a Dragonflies are known for their migrations, sometimes over long distances of open ocean. One species of dragonfly, the globe skimmer, migrates more than 6,000 km, and covers as much as 18,000 km over several generations.
 - b Blue Pond MUST BE SAVED! It is essential because our urban park and the wetland environment is home to many plants and animals, including an endangered species of dragonfly. TAKE ACTION: clean the pond, monitor wildlife, help educate people, donate. Visit: www.savebluepond
 - c The morning was warm and clear, with a strong tropical wind blowing. A crowd of people had gathered on the beach and were looking at the sky with amazement. A swarm of insects was being carried on the wind, and as the first ones reached the beach, it became clear that they were delicate blue dragonflies. No one knew where they had come from.

Preparation tasks

Preparing for the task: *identifying purpose*

STUDY SKILLS

You may be asked to identify the purpose of a text. To answer the question, consider what kind of text it is (e.g. narrative, instructions, article, advertisement, biography, discursive text, etc.) and also what the author is trying to achieve. Purposes might include: to advise, describe, discuss, explain, identify, inform, present, persuade or prevent. Be careful, some distractors may appear in the text but not be the main purpose.

2 a) Match the text types (1-4) to their purposes (a-d).

- 1 a biography of a famous person
- 2 an advertisement for a tourist attraction
- 3 guidelines for a healthy diet
- 4 a recipe for how to make bread

- a to advise
- b to inform
- c to persuade
- d to explain

b) Read the extract from the beginning of a text. What do you think the text is about?

The Oldest Woman in Japan

Kane Tanaka likes playing board games and drinks a lot of coffee and soda. Though these habits might not promote a long life, at 116 years of age, Tanaka is Japan's oldest woman. She is also the world's oldest verified living person. She has had an interesting life.

She was born in a village called Kazuki, in 1903. For most of her life, she worked in a shop selling rice cakes. During WW2 ...

c) Based on the information in the extract in Ex. 2b, answer the question.

The main purpose of this text is to:

- a Describe Kane Tanaka's life.
- b Explain how to verify a person's age.
- c Advise people about how to live to 100.

Preparing for the task: *reading for specific information/detail*

STUDY SKILLS

Read the text quickly and then read the question stems, underlining the key words. Read the text again carefully and underline the part which answers the question. Then read the three options and choose the one that best matches the underlined information from the text. Keep in mind that the information may appear anywhere in the text.

3 a) Read the question stem and underline the key words. Then read the paragraph and underline the part that best answers the question.

How many homes were supplied by wind energy in the first half of 2019?

The amount of wind energy produced in Scotland first exceeded demand on Sunday 7th August, 2016, for 24 hours. Since then, the capacity has increased. In the first six months of 2019, wind provided 9.8 million megawatt-hours of electricity; that's enough to power 4.47 million homes. This means that not only every one of the 2.6 million homes in Scotland but also many homes in Northern England were supplied completely by renewable energy.

b) Read the three options. Which is the correct answer to the question in Ex. 3a? Why are the other options wrong?

- a 9.8 million
- b 4.47 million
- c 2.6 million

Preparation tasks

Preparing for the task: *identifying true information or statements*

STUDY SKILLS

Reading texts will often include a question that asks you to choose which statement is true. First underline key words in the question and the answer options and then locate the key words or synonyms in the text. Check that all the information in the statement matches the information in the text before you decide whether the statement is true or false. The false statements will also be mentioned, but will differ in some way from the information given in the text. The information may be located anywhere throughout the text.

- 4 a) Read the three statements (a-c) below and underline the key words. Then read the three sentences (1-3) taken from a text. Which sentence contains information that relates to each statement?**
- a Koalas mostly eat the leaves of one type of tree.
 - b Koalas enjoy being held.
 - c Falling is very dangerous for koalas. **1**
- 1** Koalas are usually unharmed by falling from trees although it leaves them vulnerable to predators.
- 2** Koalas are popular because they look cute though in truth they do not like to be held.
- 3** The majority of the koala's diet is comprised of the leaves of eucalyptus trees.
- b) Which of the statements in Ex. 4a is true according to the sentences? Why are the others false?**

Preparing for the task: *vocabulary*

STUDY SKILLS

Questions testing your knowledge of vocabulary may ask you to identify synonyms/definitions or choose the correct word or phrase to fill a gap. When matching a word to its meaning, look at how the word is used in the context of the sentence. When filling a gap, look at the words before and after to decide which item fits best. The missing word/phrase may fit best logically, form a collocation, etc. After you have decided, read the sentence to check that it makes sense.

- 5 a) Read the extract below. What is the word *minimal* describing? What is the significance of its use in the sentence?**
- High-intensity interval training is a form of exercise that provides the maximum benefit of physical activity in a minimal amount of time; the idea is to exercise intensely for around a minute, then recover for a similar amount of time, and repeat for as little as ten minutes.
- b) Read the question and answer options below. What does each word mean? Which is the correct answer? Why are the others incorrect?**
- The word 'minimal' on line 2 means:
- a Precise. b Essential. c Limited.
- 6 Read the sentences below. Choose the correct word to fill the gap. Justify your answers.**
- 1** It is not uncommon for people to be scared of snakes, lizards and other
a mammals b reptiles c crocodiles
 - 2** The discovery of penicillin was one of many in medicine.
a advances b upgrades c promotions
 - 3** The Acropolis is gradually illuminated by green light, which is a spectacular sight.
a at dawn b by day c at nightfall

Preparation tasks

Preparing for the task: finding errors

STUDY SKILLS

Try to notice errors the first time you read a text; that is when they will be most obvious. As you read, underline anything that seems doubtful.

When looking for **grammatical errors**, read the entire sentence. Check verb tenses and verb/subject agreement as these are frequently tested. When looking for **spelling errors**, pay attention to doubled consonants and pairs of words that differ by only one letter. Letters may also appear in the wrong order.

When looking for **punctuation errors**, check if a sentence is a question or if it is incomplete, and pay attention to the placement of apostrophes.

Note that you may also be asked about the purpose of punctuation, capitalisation or italicised/bold text, or which items must always be capitalised.

- 7 a)** Look at the items below, which have just a few letters that are different. Which is: *a noun, an adjective, a preposition, a conjunction?* Match them to their meanings.

- | | |
|------------|-----------|
| 1 thorough | 3 though |
| 2 through | 4 thought |

- a by means of
- b the act of thinking
- c detailed and careful
- d despite the fact that

- b)** Look at the sentences below and use the correct item from Ex. 7a to fill the gaps. Why does each item belong in each sentence?

- 1 They decided to stay at the beach there were dark clouds gathering.
- 2 He succeeded in his career lots of determination.
- 3 She has put a great deal of into the decision.
- 4 They did a job cleaning the house before their guests arrived.

- 8 a)** Read the paragraph and underline any errors that you can see. Are they grammar, spelling or punctuation errors?

If you want to become a virtuoso pianist, 1
an esteemed astrophysicist or a master 2
shoemaker, there are only one way to go 3
about it: PRACTISE, PRACTISE and KEEP 4
PRACTISING? At least, this is true acording 5
to the 10,000-hour rule, a controversial 6
theory about what it takes achieving 7
exceptional success. They argues that 8
ability is not a mysterious trait someone is 9
born with but rather the weigh of 10
responsibility for what someone's achieves 11
rests directly on the effort and hours they 12
have invested in it. 13

- b)** Answer the questions below, which refer to the paragraph in Ex. 8a.

- 1 Why have capital letters been used in lines 4-5?
 - a As a reminder of a well-known theory.
 - b To emphasise how important something is.
 - c To persuade the reader to do something.
- 2 There is a grammatical mistake on:
 - a Line 2. b Line 3. c Line 6.
- 3 There is a spelling mistake on:
 - a Line 5. b Line 6. c Line 9.
- 4 There is a punctuation mistake on:
 - a Line 5. b Line 7. c Line 11.

Preparation tasks

9 Read the text and answer the questions.

Sargassum and the Changing Sea

Sargassum is a kind of brown algae, commonly known as seaweed, found in the North Atlantic Ocean, in an area called the Sargasso Sea. The Sargasso Sea is not surrounded by land, like most bodies of water we call seas; instead, it is bordered by strong currents that isolate the area inside, effectively trapping the seaweed.

In the open sea, sargassum creates a unique ecosystem. It serves as a nursery for many species of fish, as well as the loggerhead sea turtle. Other animals have adapted to live their whole lives in this floating environment. Some are perfectly camouflaged because their bodies are the same colours and shapes as the seaweed they call home.

Starting in 2011, however, sargassum began to cause problems. Large quantities of the seaweed washed up on beaches in the Caribbean and Mexico for the first time, and the same thing has happened every summer since then, with particularly large amounts in 2015 and 2018. At first, people assumed this seaweed came from the Sargasso Sea but soon realised that they had originated elsewhere. Satellite images revealed a huge stretch of sargassum growing all across the equatorial Atlantic Ocean, from Brazil to Africa, where it had never been observed before. Rising water temperatures, or extra nutrients from rivers due to agriculture or deforestation could be to _____.

When sargassum ends up in coastal waters and on beaches it is disastrous for both people and the environment. When it starts to decay, the sargassum creates low-oxygen conditions in the water that can kill sea creatures. On land, it releases chemicals that have a terrible smell and can cause breathing problems. In some instances, metres-high piles of decaying seaweed have ruined beaches at tourist resorts, causing economic hardship.

Although this new phenomenon seems to be permanent, governments in the affected areas are working to make the best of a bad situation. They are attempting to remove the seaweed from the ocean before it reaches the shore, and develop products such as fertiliser or even biofuel that can be made out of this overabundant raw material.

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Preparation tasks

- 1 The main purpose of the text is to:**
 - a Provide general information about the Sargasso Sea.
 - b Explain why sargassum is harming the economy.
 - c Discuss the environmental impact of sargassum.
- 2 The word 'isolate' on line 5 means?**
 - a Separate.
 - b Divide.
 - c Damage.
- 3 How often has sargassum washed up on beaches since 2011?**
 - a Only once, in 2011.
 - b In 2015 and in 2018.
 - c Annually
- 4 According to the article, which statement is true?**
 - a Decaying sargassum helps sea creatures hide.
 - b Sargassum on beaches harms people's health.
 - c Sargassum in the Sargasso Sea smells terrible.
- 5 There is a spelling mistake on:**
 - a Line 5.
 - b Line 15.
 - c Line 22.
- 6 There is a grammar mistake on:**
 - a Line 16.
 - b Line 23.
 - c Line 28.
- 7 There is a punctuation mistake on:**
 - a Line 3.
 - b Line 9.
 - c Line 16.
- 8 The most suitable word to complete the sentence on line 17 is:**
 - a Fault.
 - b Cause.
 - c Blame.
- 9 The best word to replace 'shore' in line 29 is:**
 - a Sand.
 - b Coast.
 - c Bank.
- 10 How would you describe the style of the text?**
 - a Persuasive.
 - b Informal.
 - c Formal.

Preparation tasks

Reading Text 3

Text 3 may give advice on a topic, express an opinion, provide general information or be biographical. It usually has five questions which focus on detail, true statements, what is implied/suggested, what kind of text it is and the purpose of the text. Lines are not numbered in this text.

Preparing for the task: *identifying text type*

STUDY SKILLS

Sometimes you will be asked to identify the type of text. In order to do this, think about why the text was written, in what context it might appear, and who might read it. Text types may include: biographies, reviews, advertisements, instructions, literary narratives, informative articles and academic arguments.

10 Match the text type with its description.

- a instruction leaflet
 - b informative article
 - c biography
 - d literary narrative
 - e review
- 1 a descriptive, fictional account, usually with events leading to a resolution.
 - 2 a discussion of the merits and flaws of something and a recommendation
 - 3 a chronological description of the events in someone's life
 - 4 a series of steps that can be carried out in order to accomplish something
 - 5 a discussion or description meant to give factual information

Preparing for the task: *understanding what is implied or suggested*

STUDY SKILLS

Sometimes you may be asked what is implied or suggested in a text. In these questions, the correct answer will not be explicitly stated. To answer the question, first underline key words in the answer options and then locate synonyms in the text. This will indicate the part of the text that must be read carefully to find the answer. Choose the answer that seems to be correct according to what you have read, then to be sure, find places in the text that indicate that the other options are incorrect. The information may be located anywhere throughout the text.

11 a) Read the question and answer choices below and underline the key words. Then scan the text on p. 19 and underline places where the key words or synonyms appear.

What does the text imply?

- a Experts discouraged the Moon tree research at first.
- b Moon trees exist due to an astronaut's past job experience.
- c NASA came up with the idea to carry out research on seeds.

b) Carefully read the parts of the text on p. 19 that you underlined. What is the correct answer to the question in Ex. 11a? Was the information implied or stated directly? Why are the other choices wrong?

12 Read the text and answer the questions.

The Moon Trees

Some time in the 1990s, in the state of Indiana, USA, a third grade teacher named Joan Goble was doing a project with her class on local trees. They found a tree near their school with a small wooden sign that said 'Moon Tree'. She had no idea what that meant, so she decided to do some research.

Joan sent an email to Dave Williams who was working for NASA on a website that archived data about space, but he had never heard of a Moon Tree. He was curious, however, and began to ask around, but none of his colleagues had ever heard of them either. Finally, with the help of NASA's history office, he found some old newspaper clippings that mentioned Apollo 14 Moon Trees.

It turned out that when Apollo 14 made its trip to the Moon in 1971, the astronaut Stuart Roosa took hundreds of seeds with him. He had worked for the forest service previously, and with their cooperation, he decided to do an experiment to see how space travel would affect the seeds. They were planted after they were brought back to Earth, and to everyone's surprise, hundreds of them grew. The seedlings were then planted all around the US in 1976 as part of the country's bicentennial celebrations, as an example of scientific achievement. After that, everyone forgot about them.

Dave decided to make a website telling the Moon Trees' story, and asking people to provide locations of any known Moon Trees, as no records had been kept. He received many emails, and currently 80 Moon Trees have been located. They do not seem to have any ill effects from their journey in space and people are clearly excited to learn what it means if they have a Moon Tree in their community.

1 What kind of text is this?

- a An article.
- b A biography.
- c A story.

2 The above text suggests that:

- a Space travel damaged the Moon Tree seeds.
- b People thought space travel would harm the seeds.
- c Moon Trees grow better than ordinary trees.

3 According to the text, which statement is true?

- a Dave got useful information from his colleagues.
- b Dave didn't know what a Moon Tree was.
- c Dave wrote a newspaper article about Moon Trees.

4 The trees were originally a symbol of what?

- a Accomplishment in science.
- b The success of Apollo 14.
- c A celebration of nature.

5 What does the text imply?

- a Moon Trees have always been popular and widely known.
- b People are becoming less interested in Moon Trees.
- c People lost interest in Moon Trees after they were planted.

Preparation tasks

Reading Text 4

Text 4 will usually have 6 questions and may resemble Texts 1 and 2 or text 3. The lines may or may not be numbered. Sometimes a series of related but different things may be described in the text, and some questions may ask you to identify which one a statement refers to. Texts giving instructions or giving general information may also appear.

Preparing for the task: *matching information*

STUDY SKILLS

Some texts may describe a number of related things in sections, for example different jobs or different mobile phone apps. You may be asked questions that require you to identify which one of these things a statement is true for. To answer this kind of question, underline the key words in the question and then scan the sections in the text for the key words or synonyms. When you locate a key word or synonym, read that section carefully to see if it matches what the question asks.

- 13** a) Read the question below and underline the key words. Think of two synonyms for each key word you underlined.

Which job would suit someone who likes to learn about nature?

- b) Scan the extract from a text and underline any of the key words from Ex. 13a or their synonyms. What is the correct answer to the question in Ex. 13a?

Ecolodge Hotel – NOW HIRING

In our Ecolodge restaurant we use only the best natural ingredients and we are seeking an experienced **chef**, with an attention to detail, who shares our obsession. Full time with competitive salary. Qualifications required.

If you love spending time on forest hikes, are knowledgeable about tropical ecosystems and eager to keep learning and sharing your knowledge, Ecolodge Hotel would like to hear from you. Our **tour guides** work on flexible schedules and are paid by the hour.

Two **receptionists** needed ASAP for the summer months at Ecolodge Hotel. You will be our public faces, so an outgoing personality is a must. No experience is necessary but having basic computer skills, a warm smile and lots of patience is an advantage.

- c) Read the question and answer choices. What is the correct answer? What words helped you decide?

- 1 For which job is experience not required?
 - a Tour guide.
 - b Receptionist.
 - c Chef.
- 2 For which job should the applicant be detail-oriented?
 - a Chef.
 - b Tour guide.
 - c Receptionist.

14 Read the text and answer the questions.

Robots

Robots are not a thing of the future anymore. Though their abilities may still be limited, they are becoming more and more common in our daily lives.

Gita is a following robot; that means it's programmed to sense its environment and follow you as you move around. But why would you want a robotic box to follow you? The answer: to carry up to 40 pounds of your stuff. Gita's designers had in mind a future car-free urban environment where pedestrians walk, unencumbered by their grocery bags, and connect with their neighbours and their surroundings.

Aibo the robo dog lets people experience some aspects of pet ownership, without the responsibilities of feeding and cleaning up. Designed to be cute and curious, it has expressive eyes and the ability to learn from its experiences. Aibo can recognise faces and develop different ways of interacting with different people. Unlike a pet dog, however, Aibo can take your picture if you ask it to. In fact, it photographs day-to-day life and uploads them on the cloud for you to access whenever you like.

Pepper is a 4-foot-tall humanoid robot; while it has a human form, it is still clearly a machine. Yet its ability to recognise emotion is rather un-machine-like. Pepper was designed to interact socially with people, but what can it actually do? While it cannot clean your house or fold your clothes, it will try to cheer you up if you seem sad. So far, Pepper is most frequently employed by businesses to greet and give information to customers.

HitchBOT was created to study how people interact with technology and to answer the question: 'Can robots trust human beings?' It was built out of _____ materials: a plastic bucket for a body, flexible arms and legs, and a screen with facial features. It couldn't move on its own, but could carry out a simple conversation and ask to be picked up and taken on a journey. It hitchhiked first across Canada, and then around Germany and the Netherlands, while taking photos and posting them on social media. However, when it tried to hitchhike across the US, it didn't get very far; it was vandalised and destroyed in Philadelphia.

- 1 According to the text, which of the following things is true?**
 - a Robots now exist only in research institutions.
 - b Robots may become common in the future.
 - c Robots still can't do certain things.
- 2 Which robot asked for help?**
 - a Aibo.
 - b Pepper.
 - c HitchBOT.
- 3 Which robot would someone take grocery shopping?**
 - a Pepper.
 - b Gita.
 - c Aibo.
- 4 Which robot can recognise different people?**
 - a Aibo.
 - b Pepper.
 - c HitchBOT.
- 5 Which word has been omitted in the last paragraph?**
 - a Uncommon.
 - b Ordinary.
 - c Costly.
- 6 The robot Pepper is for people who want:**
 - a Household tasks done.
 - b To talk to robots.
 - c To travel frequently.

Preparation tasks

Writing

The writing section includes two tasks. The first task (formal writing) has two options to choose from and could be a formal letter/email, article, essay, report or argument for a specific audience. The second task (informal writing) has only one option. It could be an informal letter, narrative or descriptive text for a specific audience. It could include a range of functions such as persuasion, argument, expressing opinion and emotion, evaluation and justification of an opinion.

Preparing for the task: rubric analysis

STUDY SKILLS

Always read the rubric and the bullet points carefully and underline the key words/phrases. This will help you decide on what type of writing you are going to do, who it is for, and what exactly you will write about. After you have read the rubric, take a few minutes to plan your text before you start writing.

1 Read the tasks (A-F) and underline the key words. Then, for each rubric, answer questions 1-4.

A Write an article for your school newspaper about an art museum that you visited.

You could write about:

- The location
- The exhibits
- Other activities/events
- Facilities like gift shop and cafe.

B Write a letter to your friend inviting them to a restaurant for a meal to celebrate your birthday.

You could write about:

- The day, time and location
- What the restaurant is like
- What kind of food is served
- Why you want to celebrate your birthday this way
- Ask them to reply and say if they can come.

C Write a report for the school head teacher about students' mobile phone use during school hours.

You could write about:

- Amount of phone use during school hours
- How students use their phones
- Effect of phone use on students.

D Write an essay for your teacher about the advantages and disadvantages of keeping endangered animals in zoos.

You could write about:

- Saving endangered species
- Educating people
- Costs
- Unnatural life for animals.

E A magazine is holding a writing competition about special memories and you have decided to enter. Write a narrative about a family occasion that took place last year.

You could write about:

- What the occasion was
- Where and when it took place
- Who attended
- How you felt and why it was special.

F You bought a can of soup recently and when you opened the can to heat the soup, you found there was a small stone inside. Write a letter to the company to complain.

You could write about:

- Where and when you bought the soup
- What was wrong with the soup
- How this made you feel
- What action you expect and why.

Write 150-200 words.

- 1 What type of writing is it asking for?
- 2 Who are you writing for?
- 3 What style will you write in and why?
- 4 What points should you cover?

Writing Task 1

Writing Task 1 (formal writing) has two options to choose from and could be a formal letter/email, article, essay, report or argument for a specific audience. It should include two specific content points and be between 150-200 words at a minimum.

FORMAL REGISTER

- **serious, impersonal style, complex sentence structure, frequent use of passive voice**, (e.g. *This problem should be addressed in a timely manner.*)
- **advanced vocabulary and formal linking words** (e.g. *nevertheless, therefore, furthermore, as a result, etc*)
- **no short verb forms or colloquial language** (e.g. *I can't, how's it going etc*)

Formal letters, emails

Formal letters and emails are written to someone you do not know or do not know well. Reasons for writing them include: making suggestions, giving or asking for information, making a complaint, making a request or applying for a job etc.

OUTLINE FOR LETTERS/EMAILS

Greeting: Dear Sir/Madam or Dear Mr Jones

Paragraph 1

opening remarks, reason(s) for writing

Paragraph 2, 3

development of the topic

Paragraph 4

closing remarks

Sign off: Yours faithfully or Yours sincerely,
(your full name)

Preparing for the task: recognising function

STUDY SKILLS

When writing a formal letter, you may be asked to write a letter with one of a number of different functions. Read the rubric carefully to make sure you identify the function of the letter and understand what you are being asked to write.

- 2 a) Read the extracts from rubrics below. Which is: making a request, making suggestions, making a complaint, giving information? Underline the words that helped you decide.**

- 1 Your school would like to offer more after school activities for students. You have been invited to send in your ideas about what new activities would be popular. Write a letter with your ideas.
- 2 You recently hired a company to paint your kitchen, but the painters missed some places and also got paint on your kitchen worktop and floor. Write a letter to the company complaining about the poor quality of the work.
- 3 You are on a sports team, but you will miss practice next week. Write an email to your coach explaining why you will not be able to attend.
- 4 You have already made a booking for a package holiday on an island with a group of friends, but now two more people want to attend. Write a letter to the travel agent, asking to change your booking.

Preparation tasks

Formal Letters

Note

Formal letters include your name, address, the name, title and address of the person you are writing to and the date. The greeting and way of signing off depends on whether or not you know the name of your contact.

Contact name known

Toby Davis (Mrs) Office Manager Smith & Co 25 Addle Way London, WC4 8OW	Amy Jones 4 Lime St, London, W1 7DN 20 May, 20..
---	---

Dear **Mrs Davis**,

.....

Yours **sincerely**,

Amy Jones

Contact name not known

Office Manager Smith & Co 25 Addle Way London, WC4 8OW	Amy Jones 4 Lime St, London, W1 7DN 20 May, 20..
---	---

Dear **Sir/Madam**,

.....

Yours **faithfully**,

Amy Jones

Emails

Note

Emails include your email address, the email address of the person you are writing to and the subject.

From: mark.smith@mail.com To: r.williams81@mail.net Subject: meeting Thursday
--

Useful Language

Making a complaint

- I am writing to ... complain about, express my disappointment/dissatisfaction with, draw your attention to the fact that ...
- I regret to inform you that ...
- I hope this matter will ... be resolved/dealt with, receive your immediate attention
- I feel that you should replace the item/I am entitled to a refund/replacement.

Making a request

- I am writing to ask if/request your assistance/enquire whether
- I wonder if you could possibly/it would be possible to ... , I would be most grateful if you could ... , I would greatly appreciate it if ...
- I hope ... this will not inconvenience you/cause any inconvenience.
- Thank you for your time/in advance for your kind cooperation.

Applying for a job

- I am writing in connection with/with regard to the vacancy ... to apply for the post/position advertised in
- I am currently ... /I have experience in ... /My qualifications include ...
- I look forward to your reply/I would be available for an interview at any time/Please contact me should you require any further information

Providing suggestions/solutions

- One solution/suggestion/ideas could be ...
- I feel the best course of action would be ...
- Another idea would be ...

Preparing for the task: using formal style/register

STUDY SKILLS

It is important to use the correct register for the context and the audience. After you have finished writing, proofread for appropriate register. If your letter is formal, check for inappropriate short forms and personal expressions, and places where you can add formal expressions, linking words and advanced vocabulary.

3 Which sentences (a or b) are in the correct register for a formal letter?

- 1 a I'd like you to tell me more about this.
b I would be grateful if you could provide more information.
- 2 a I hope the matter will be resolved promptly.
b You need to do something about this problem right away.
- 3 a If you require further information, please contact me.
b Let me know if you want to find out more.

4 a) Read the task and underline the key words. Then answer the questions.

To celebrate your mother's birthday, you have reserved a table at a restaurant. Now, your cousin, who is vegetarian, wants to come too. Write an email to the restaurant to change the booking and enquire about the menu.

You could write about:

- How you need to change the booking.
- What you need to know about the menu.
- What you expect to happen next.

Write 150-200 words.

- 1 What is the reason for writing the email?
- 2 What register should you use?
- 3 How will you begin and end your email?

b) Now read the model email below and choose the correct item. Then say what the topic of each paragraph is.

From: mike.d@mailnet.uk
To: harbour.restaurant@mail.com
Subject: reservation

Dear Sir/Madam,

Last week I reserved a table for seven people on Sunday 16th May, at 8pm, to celebrate an important family birthday. However, now **1) I've got to/it has become necessary to 2) request an adjustment to/get you to adjust** the reservation.

My cousin has decided **3) he would like to attend/he'd like to come along** so, if possible, could our reservation be changed to eight people? We are willing to change the time if necessary, but would rather not change the day. **4) Hope/I hope** you can **5) help us out/accommodate us** and that this is not **6) an inconvenience/a pain in the neck**.

7) Furthermore/And, as my cousin is a vegetarian, **8) I would like to enquire/tell me** about your menu. Are there meat-free options available every day? What sort of vegetarian dishes do you serve?

Please let me know as soon as possible, so that **9) we can make other plans/alternative arrangements can be made** if necessary.

10) Thank you for your assistance/Thanks a lot,

Yours faithfully,

Mike Dawson

Preparation tasks

Preparing for the task: *making complaints with justifications*

STUDY SKILLS

When writing a letter of complaint, it is important to justify your complaints. In other words, you should point out why you had expectations which have not been met. Use linking words to connect your complaint with the justification (i.e. *but, nevertheless, however, in spite of, despite the fact that, even though, although*)

- 5** Read the complaints and match them to the justifications. Then rewrite the complaints/justifications using the linking words: *in spite of, nevertheless, despite the fact that or although*.

Complaints

- 1 The television I purchased a year and a half ago has stopped working.
- 2 The batteries in my new phone only stay charged for a couple of hours.
- 3 The moisturiser made my skin red and itchy.
- 4 I have not yet received my refund.

Justifications

- a It says on the label that all the ingredients are hypoallergenic.
- b I sent the items back more than three weeks ago.
- c The promotional materials claim a 12-hour battery life.
- d It came with a two-year guarantee.

- 6** a) Read the task and underline the key words. Then answer the questions.

You bought a laptop computer online, but when it arrived you discovered that the Wi-Fi would not work because the hardware was broken, and the cord for the charger was missing. Write an email to the company you bought the computer from, complaining about their product.

You could write about:

- The model of the laptop and when you received it
- What was missing from the order
- What part was damaged
- What action you expect and why.

- 1 What kind of letter will you write and what is its function?
- 2 What problems will you mention?
- 3 How could the situation be resolved?

- b) Which two of the ideas below would you include in the letter for the rubric in Ex. 6a? Write justifications for them.

- 1 The computer's battery does not charge at all.
- 2 The Wi-Fi doesn't work because there appears to be a problem with the hardware.
- 3 The laptop could not be connected to the socket in the wall, because there is no cord.
- 4 A number of programs are not installed in the computer.

Preparation tasks

c) Read the model email. Fill the gaps with: *dismay, satisfied, even though, dissatisfied, acceptable, despite.*

From: a.jones@mail.net

To: customerservice@computerworld.com

Subject: problem with order

Dear Sir/Madam,

I am writing to make a complaint about the NetLookk Z357 laptop computer I purchased from your company. On April 22 I ordered it online, and it arrived today, April 28, but I am

1) _____ with my purchase.

When I attempted to set up the laptop there were a number of problems. First of all, the cord to connect the laptop to the wall was missing, 2) _____ being listed in the manual as equipment that is included. After searching in my local area, I was able to purchase a replacement cord. But when

I plugged the computer in, to my

3) _____, the Wi-Fi would not work. After several hours of trying to solve the problem

I determined the hardware was not functioning

4) _____ this model is supposed to include built-in Wi-Fi. Though I managed to access the Internet using a cord, this is not

5) _____ because my desk is located far from the modem.

Needless to say I am not 6) _____ and

I wish to return the laptop for a full refund. In addition, I expect you to cover the cost of return postage. I hope this matter can be resolved promptly and I will be awaiting your reply about how to proceed.

Yours faithfully,

Alison Jones

d) Read the email again. Underline the complaints and circle the justifications. Have all the points in the rubric been answered?

Reports

Reports are formal pieces of writing we write for a person in authority (e.g. a teacher, a manager, etc.) They normally contain a description of something (e.g. *how useful the current computer lab is*) and often include our suggestions or recommendations for future action (e.g. *how the computer lab could be improved*). The information in a report is presented in sections under headings. We use present tenses.

OUTLINE FOR REPORTS

Introduction

Clearly state purpose/contents of the report.

Main body

Each main body paragraph should present a separate idea, clearly labelled by a heading.

Conclusion

Summarise and make a recommendation and/or offer a personal opinion.

Useful Language

Introducing

- The purpose of this report is to ...
- As requested, this is my report on ...

Expressing amount

- The majority/Most/Half/A third of ...
- Very few ...
- the most
- more
- less
- the least

Adding emphasis

- nearly/just about/almost all
- To be exact, ...
- also/additionally
- especially/particularly
- In fact, ...

Expressing cause/effect

- As a result,
- In this way,
- because
- If ... , then ...

Making recommendation

- It is suggested/ recommended that...
- One improvement that could be made is...

Expressing opinion

- I believe/feel (that) ...
- I am convinced/confident that ...
- In my opinion, ...

Concluding

- In conclusion,/To sum up,/All in all, ...

Preparation tasks

Preparing for the task: arranging information in paragraphs

STUDY SKILLS

Remember that the information in reports must be arranged logically in paragraphs, and the paragraphs must have headings. Pay attention to the bullet points in the prompt as they can help you choose headings for your paragraphs. Don't forget to write topic sentences for each main body paragraph and use appropriate formal expressions and linking words/phrases to join your ideas and make the information as clear as possible to the reader.

7 a) Read the task and underline the key words. Then answer the questions.

You work in a café. Your employer wants to make the space more appealing for people to work on their computers. Write a report evaluating the workspace and offering suggestions to improve it.

You could write about:

- Facilities that are available
- Atmosphere of the café
- How to improve things.

Write 150-200 words.

- 1 Who is your report for?
- 2 What headings could you use?
- 3 What key points should you include in each paragraph?

b) Read the report and fill the gaps (1-8)

with: *the majority of, To sum up, Firstly, I am confident that, Additionally, aims to, as a result, is suitable for.*

Introduction

This report 1) _____ evaluate Bean Café in terms of the quality of the workspace offered to people who are using their laptop computers. Suggestions will also be provided on how to make the café more appealing to customers with laptops.

A _____

At the moment, the facilities offered to laptop users are minimal. Electrical sockets are limited to a few along the walls and 2) _____ the tables have no source of electricity. 3) _____, several of these sockets are in the vicinity of sofas and armchairs, which are not comfortable for working on a computer.

B _____

The current feeling and mood in the café 4) _____ people who want to work on their computers. The music is quiet and the lighting is not too bright and, 5) _____, viewing computer screens is comfortable.

C _____

A few changes could make the space much more useful for laptop users who are attracted by the atmosphere of the café. 6) _____, small tables should be placed along the walls, and extra electrical sockets added. Also, the sofas and armchairs could be moved to the centre of the room.

Conclusion

7) _____, the atmosphere of Bean Café is excellent for customers with laptops, and with a few changes, 8) _____ more such customers would be attracted.

- c) Read the report in Ex. 7b again. Label the paragraphs (A-C) with the following headings: *Suggestions for improvements, Facilities for laptop users, Atmosphere.* What are the topic sentences of the main body paragraphs? What is the writer's view about the facilities and atmosphere? What suggestions does the writer make?

Preparation tasks

'For and against' Essays

A 'for and against' essay presents a balanced discussion of both sides of an issue: both the advantages and the disadvantages. Each point of view should be presented in a separate paragraph always followed by justifications/examples and you must not include your own opinion until the final paragraph, where you may either express your opinion or give a balanced conclusion.

OUTLINE FOR 'FOR AND AGAINST' ESSAYS

Introduction

Paragraph 1

present topic (without stating your opinion)

Main Body

Paragraph 2

arguments for, with justifications/examples

Paragraph 3

arguments against, with justifications/examples

Conclusion

Paragraph 4

summary, your opinion or balanced conclusion

Useful Language

- **to list and add points:** In the first place, Secondly, Finally, In addition (to this) ...
- **to introduce or list advantages:** The main advantage of ..., An additional advantage of ..., One point of view in favour of ...
- **to introduce or list disadvantages:** The main/disadvantage/drawback of ..., An additional disadvantage of ...
- **to introduce examples/reasons/results:** for example/instance, such as, like, therefore
- **to show contrast:** On the other hand, However, still, but, Nonetheless ...
- **to introduce a conclusion:** In conclusion, To conclude/sum up, All in all ...

Preparing for the task: structuring essays

STUDY SKILLS

Remember that a 'for and against' essay is a balanced essay that presents both sides of an issue. The advantages and disadvantages should be organised in individual paragraphs and your own opinion should only be expressed in the conclusion. Don't forget to write topic sentences for the main body paragraphs which tell the readers what idea the rest of the paragraph will be about.

- 8 a) Read the task and underline the key words. Then answer the questions.

Write an essay for your teacher about the pros and cons of having a smartphone.

You could write about:

- Access to information
- Ability to communicate
- How smartphones can be a distraction
- Privacy issues.

- 1 What type of essay should you write?
- 2 Should you use short sentences, colloquial expressions and idioms? If not, why?
- 3 Can you include your own opinion? If so, where?

- b) Put a tick (✓) by each of the following points that could be included in your essay. Which are pros/cons? Which one is neither?

- A Phones allow people's movements to be tracked if they share their locations.
- B Family can be contacted in an emergency.
- C Sometimes people are more interested in their phones than in the people around them.
- D Certain technological advances may soon change the way smartphones are used.
- E Internet access makes it possible to look up bus times, find maps and any other information.

Preparation tasks

9 a) Put the sentences in order to form a paragraph. Which is the topic sentence? Why?

- A Games, films and eBooks are also accessible, which means there is a lot to choose from.
- B Smartphones greatly increase our entertainment options.
- C Music can be downloaded so people can listen to whatever they want, wherever they are.

b) Read the essay and underline the topic sentences of the main body paragraphs. Circle the writer's opinion. Write alternative topic sentences.

It is common to hear people say they couldn't live without their smartphone. They have certainly changed our lives, but is it for the better? Smartphones clearly have advantages, but they also have some disadvantages.

Smartphones benefit us in a number of ways. First of all, they make communication effortless. We can call or send messages to our friends and family wherever we are, instantly and often for free. This means it is easy to get help in an emergency. Secondly, being able to access the Internet means that we are never without helpful information such as maps, or bus schedules.

On the other hand, there is also a downside to smartphones. It is not unusual to see groups of young people focused on their phone's screens, completely ignoring each other. As a result, people are becoming less sociable. Furthermore, smartphones can compromise our privacy. For example, it is easy for strangers to track our movements if we share our locations.

In conclusion, it is not surprising that few people would be willing to give up their smartphones. I believe that as long as we keep in mind that our smartphones can cause some problems, we can protect ourselves and enjoy the benefits safely.

Discursive Essays

In a discursive essay, the writer focuses on various aspects of a topic in turn, presenting opposing viewpoints for each aspect, without trying to persuade the reader, but rather to encourage them to consider an issue from different angles and form their own opinion. In the introduction you should state what the topic is, and in the conclusion you should summarise the topic. You may also state your own opinion.

OUTLINE FOR DISCURSIVE ESSAYS

Introduction

Paragraph 1 - present topic (without stating your opinion)

Main Body

Paragraph 2 - address first aspect (viewpoint and opposing argument)

Paragraph 3 - address second aspect (viewpoint and opposing argument)

Conclusion

Paragraph 4 - summary, general comments and/or your opinion

Useful Language

bringing up aspects:

- as far as • in terms of • regarding
- as for • with regard to

introducing opposing arguments:

- yet • however • nevertheless
- on the other hand • opponents argue
- some believe • in fact • in practice
- on the contrary

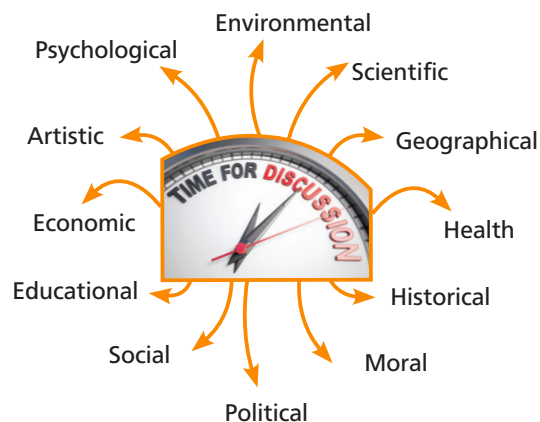
Preparation tasks

Preparing for the task: using a discussion clock

STUDY SKILLS

In order to brainstorm for ideas, it is necessary to think about the different aspects of an issue. A discussion clock can help you get ideas and choose what aspects to focus on when you write your essay. You don't need to address all the aspects in the discussion clocks, just the ones that help you develop your topic.

Discussion clock



10 a) Read the task and underline the key words. Then answer the questions.

What is the role of libraries in today's world? Discuss.

You could write about:

- Importance for students
- Access to local libraries
- Libraries as a place to spend time
- Financial aspects.

- 1 What kind of essay will you write?
- 2 Will you include opposing viewpoints? Will you state your own opinion? If so, where?
- 3 What aspects in the discussion clock do the bullet points refer to?

b) Match the viewpoints (1-3) with their opposing arguments (A-C).

- 1 From a social standpoint, libraries often host community activities and can give people an opportunity to get out of the house.
 - 2 As far as economics are concerned, libraries assure that anyone can access books and information even if they can't afford a computer and Internet access.
 - 3 In terms of education, early access to libraries can instil a love of books and learning in children.
- A On the other hand, because of the solitary and quiet nature of reading, libraries might not be a very likely place to make new friends.
- B However, a problem with depending on libraries for access to education materials is that books can quickly become outdated while up-to-the-minute information is available online.
- C Nevertheless, libraries require a lot of money to maintain, which is a burden carried by the city and the taxpayers.

Preparing for the task: beginning and ending essays

STUDY SKILLS

In the **introduction** of an essay you need to get the readers attention and introduce the topic. You can use different techniques to get the readers' attention: refer to an unusual idea or situation, address the reader directly, ask a rhetorical question or give a quotation.

In the **conclusion** of an essay you need to give a short summary. You may or may not want to include a personal opinion, depending on the topic and type of essay. You can also give the reader an idea to consider, or end with a quotation or a rhetorical question.

Preparation tasks

- 11 a)** Read the introduction and conclusion for an essay about the role of libraries, below. What techniques are used for beginning and ending the essay?

Not so long ago, in order to find information, the first thing to do would be to go to the library. Now, however, people are much more likely to access the internet via their smartphones. Does this mean libraries are obsolete? The role of libraries in the modern world is not a simple issue.

Firstly, _____

Secondly, _____

All in all, the role of libraries in our lives is changing. Will libraries adapt with the times or will they end up costing too much and become more and more rare? Only time will tell.

- b)** Write two main body paragraphs for the essay using some of the information from Ex. 9b. Don't forget to write topic sentences. Which aspects from the discussion clock did you choose to include? Why?

Opinion Essays

An opinion essay presents the writer's personal opinion about a topic, supported by reasons and or examples. You may be asked directly to express your opinion or you may be asked if you agree or disagree with a statement. Your opinion should be included in the introduction and restated in the conclusion.

OUTLINE FOR OPINION ESSAYS

Introduction

Paragraph 1 - introduce the topic and give opinion

Main Body

Paragraph 2 - supporting arguments with justifications

Paragraph 3 - opposing viewpoint and why it is wrong

Conclusion

Paragraph 4 - summarise and restate opinion

Useful Language

Expressing opinions

- In my opinion/view ... • I (firmly) believe ...
- I am (not) convinced that ...
- I (definitely) feel/think ... • I am inclined to believe that ... • It seems to me that ...
- As far as I am concerned ...

Presenting opposing viewpoint

- In contrast ... • On the other hand ...
- There are those who believe/argue/claim ...

Refuting opposing viewpoint

- Nevertheless / Nonetheless / However / Despite (the fact that)/ Still / Though / In fact / Yet / While it's true that ... , ...
- The problem is that ...

Preparing for the task: supporting views and refuting opposing viewpoints

STUDY SKILLS

When writing an opinion essay, it is important to give reasons and results to justify your viewpoints. You should also present the opposing viewpoint and explain why this viewpoint is not correct. This is a technique that makes your argument more convincing.

12 Match the opinions (1-3) to the reason/result that supports them (a-c).

- 1 Social media can make friends closer.
 - 2 Social media creates positive emotions.
 - 3 We learn about events easily on social media.
- a As a result, we have more entertainment options.
 - b This is because we know more about their lives.
 - c It is nice when people like our posts.

13 a) Read the task and underline the key words. Then answer the questions.

Some people say that social media is making people lonelier. Do you agree?

You could write about:

- Self-esteem and comparing ourselves with others
 - Concern about missing out
 - Social media versus in-person socialising
 - Ease of connecting with people globally.
- 1 What type of essay should you write?
 - 2 Should you include your own opinion? If so, where?
 - 3 Do you agree with the statement or not?

b) Read the model essay. Do all the bullet points from the prompt in Ex. 13a appear in the essay? Which one is an opposing viewpoint? In paragraph 2, underline the reasons and circle the results.

The accepted belief is that social media helps people connect and facilitates their social lives. However, its success at this is arguable. **In my opinion**, there are reasons to believe that social media actually makes people lonelier.

First of all, Social media can have a negative effect on people's self esteem. This happens because posts emphasise fun experiences and ignore unhappy events. Consequently, people may believe their friends are more successful and feel inadequate. What is more, someone who sees friends enjoying an event they were not invited to might feel sad they missed out. This could result in conflict and harm friendships.

On the other hand, social media certainly makes it easier to connect with large numbers of people from around the world. **Nonetheless**, even this can cause loneliness because socialising online is not the same as meeting friends face-to-face and it can lead people to neglect their real-life friendships.

All in all, **I believe** that social media can promote loneliness by affecting our self-esteem and reducing the time we spend with friends in person. For these reasons, it should only be used in moderation.

c) Replace the words in bold in the essay with alternatives from the Useful Language box from p. 32.

Preparation tasks

Articles

Articles are pieces of writing usually published in a newspaper, magazine or on the Internet. Articles have a title. The register of an article can range from formal to semi-formal depending on the audience and where the article is published. Generally online articles are less formal than articles in magazines, but it depends on the audience and the subject as well. For example, articles about tourist attractions will generally be less formal than articles about current issues, or academic or professional topics.

OUTLINE FOR ARTICLES

Paragraph 1

introduce the topic (what/where it is, brief background)

Paragraphs 2-3

develop the main aspects in detail

Paragraph 4

summarise main points, give feelings and/or opinions

Preparing for the task: recognising function

STUDY SKILLS

Articles come in a variety of types and you may be asked to write an article that fulfils one of a number of different functions such as express an opinion, give information or describe a person/place/event/experience. Articles may require the use of narrative, descriptive and argumentative techniques, depending on the purpose. Read the rubric carefully to make sure you identify the function of the article and understand what you are being asked to write.

14 a) Read the extracts from rubrics below. Which requires the writer to: *describe sth, give information, express an opinion*? **Underline the words that helped you decide.**

- 1 Write an article for a magazine about your city's plan to start a recycling programme.
- 2 Write an article for a website about what is wrong with schools today.
- 3 Write an article for your school newspaper describing a successful fundraising event to raise money for new computers at your school.

b) Which of the articles described in Ex.14a would require the most formal register? Why? Which article would use: descriptive techniques, argumentative techniques?

15 a) Look at the task below, and underline the key words. Then answer the questions.

Write an article for a travel website about a site in your area that would be interesting for visitors.

You could write about:

- Where the site is located
- The history of the site
- What to do and see there
- Special events.

- 1 Where will the article appear?
- 2 Does it require narrative, descriptive or argumentative techniques?
- 3 What is its function?

Preparation tasks

b) Put the paragraphs in the correct order. Are all the points from the task in Ex. 15a included? In which paragraphs are they located?

Edinburgh Castle

A _____

Its popularity is not surprising because there is a great deal to do and see there. There are historical displays and educational exhibits as well as cafés, restaurants and shops. Staff in historical costumes even patrol the grounds and entertain visitors.

B _____

Edinburgh Castle is one of the city's most striking sites. It is located on the top of a large rocky hill in the centre of Edinburgh's Old Town, and is visible from many places around the city. It offers visitors a chance to learn about its history, see exhibits and attend special events.

C _____

Finally, Edinburgh Castle also hosts some special events. In August of every year the military puts on parades and musical performances called the Tattoo, which is famous around the world. On New Year's Eve, a fireworks display is set off from the castle.

D _____

All in all, Edinburgh Castle is well worth exploring, as is learning about the history of this amazing structure. So, if you visit Edinburgh, be sure to book tickets for this interesting site.

E _____

To begin with, Edinburgh Castle has a long history. A castle has been there since at least the 12th century. Since then it has served as a royal residence, a military building, a prison and a museum. Currently it is a popular attraction visited by millions annually.

c) Underline the linking words used to give structure and sequence to the article. Replace them with alternatives from the Useful Language box.

Useful Language

Showing structure and sequence

- To start with, To begin, Initially, Firstly
- Secondly, What's more, Furthermore, Another ... , Last but not least, Finally
- To sum up, In short, In conclusion, On the whole, All in all

Preparing for the task: creating a title

STUDY SKILLS

When writing titles, the aim is to attract the reader's attention and indicate what the article is about. To do this, you can use descriptive adjectives to make the topic sound interesting, address the reader directly or ask a question, or in more formal articles, present the topic in a short clear statement. Try to omit articles and prepositions when possible.

16 a) Which of the following (a or b) are the best titles. Why?

- a The Autumn Festival is the Most Interesting Event of the Year.

b Are You Ready for the Event of the Year?
- a Edgar Allan Poe, The Great American Poet

b An American Poet
- a A Museum in Berlin

b Schwules Museum: the Pride of Berlin

b) Which would be the best alternative title for the article in Ex. 14b? Why are the others not suitable?

- 1 The History of Edinburgh Castle
- 2 Discovering Majestic Edinburgh Castle
- 3 What to Do and See in Edinburgh

Preparation tasks

Writing

Task 2

Writing Task 2 (informal writing) has only one option. It could be an informal letter, a narrative or a descriptive text for a specific audience. It could include a range of functions such as persuasion, argument, expressing opinion and emotion, evaluation or justification of an opinion. It should be between 250-300 words at minimum.

Informal letters/emails

Informal letters/emails are written to someone you know well (friends, family). Reasons for writing them include: giving news, giving/accepting/declining invitations, asking for/giving advice, expressing opinion/emotion/preference, etc.

OUTLINE FOR LETTERS/EMAILS

Greeting

Paragraph 1

opening remarks, reason(s) for writing

Paragraph 2, 3

development of the topic

Paragraph 4

closing remarks

Sign off

INFORMAL REGISTER

Greeting: Dear Jane/Uncle George/Mum, Hi, etc.

- **friendly, personal style** (e.g. *How's it going?*)
- **frequent use of colloquial expressions, idioms, phrasal verbs, short verb forms** (e.g. *I'm sorry I can't make it, It cost an arm and a leg. etc.*)
- **pronouns are often omitted** (e.g. *Hope to see you soon.*)
- **chatty language** (e.g. *You'll never guess where we were last weekend!*)
- **simple linking words** (e.g. *and, but, so, etc.*)

Sign off: Best wishes, Bye for now, Write soon, etc.
(your first name)

Preparing for the task: *recognising function*

STUDY SKILLS

When writing an informal letter, you may be asked to write a letter with one of a number of different functions. Read the rubric carefully to make sure you identify the function of the letter and understand what you are being asked to write. You may need to use descriptive or narrative techniques in your letter.

1 a) Read the extracts from rubrics below.

Which is: *giving an invitation, expressing emotion, asking for advice, giving news, expressing preference?*

Underline the words that helped you decide.

- 1 Write an email to a friend about a special holiday you had.
- 2 Write a letter to a friend inviting them to a festival taking place in the summer where you live.
- 3 You were out of town on your friend's birthday. Write a letter to your friend to apologise and tell them how you feel about missing their party.
- 4 Your friend from London has invited you to visit and asks what you want to see and do while you are there. Write a letter telling him/her.
- 5 You are worried about your exams. Write a letter to your friend asking them for tips on studying.

b) In which letter from the rubrics in Ex. 1a would you use descriptive techniques? In which might you use narrative techniques? Why?

Preparation tasks

Emails

Note

Emails include your email address, the email address of the person you are writing to and the subject.

From: mark.smith@mail.com

To: r.williams81@mail.net

Subject: *camping trip*

Preparing for the task: using informal style/register

STUDY SKILLS

It is important to use the correct register for the context and the audience. After you have finished writing, proofread for appropriate register. Since the letter/email is informal, make sure you have used chatty language and colloquial expressions.

2 a) Read the task and underline the key words. Then answer the questions.

Write a letter to a friend asking them for help with something.

You could write about:

- How you want them to help you
- When you want them to do it
- How you will repay them
- Ask them to reply.

- 1 What register should you write it in?
- 2 What points should you include in your letter?
- 3 How will you begin and sign off your letter?

b) Now read the model email and choose the correct item. Then say what the topic of each paragraph is.

Hi Mike,

How's it going? Have you finished your exams? I finished last week, and today started a summer film making course. It's really exciting, but I **1) need to ask you for your help/must request your assistance** with something.

We all have to make our own films, and I've decided to make one about skateboarding. **2) Not sure yet/It is still uncertain** exactly what the story will be, but I'll definitely need some actors! I know you love skating as much as I do, and since you're also in the drama club, naturally I thought of you! Will you **3) be in my film/participate?**

4) I won't start filming/Filming will not commence until the end of August, so we have some time. I think it will take about a week. Will you be free then? Since you live in a town several hours away, I suggest you come and stay with my family that week. Hopefully, several other friends will be able to come, too. **5) We'll have a blast!/It will be an enjoyable experience.** We could even go camping at the seaside for a few days afterwards.

Unfortunately I **6) am lacking funds/don't have cash** to pay anyone, but we can cover your transport costs and all your accommodation and food while you're here and when we go to the seaside afterwards. Think of it as a free holiday! And of course you will get your name in the credits, so it will be great for your resumé. You can say that you've starred in a film!

I hope you like the idea. **7) Let me know what you think soon so I can/Your early response will allow me to** start making plans. I can hardly wait!

8) Your friend/Yours faithfully,
Bill

Preparation tasks

Narratives

Narratives describe a series of events, real or imaginary, that have happened to someone. They are usually written in the first person (I/we) or the third person (he/she/Joe etc). Narratives normally use the past tenses and a variety of descriptive adjectives and adverbs.

OUTLINE FOR NARRATIVES

Paragraph 1 – introduction

set the scene (who was involved, time, place, etc.)

Paragraphs 2-3 – main body

develop story, presenting events in order

Paragraph 4 – conclusion

end the story, express feelings/reactions

Preparing for the task: using appropriate language and tenses in narratives

STUDY SKILLS

When writing your narrative you should use appropriate tenses (past simple, past continuous, past perfect), sequence words to show the order of events (*when, then, after, later, while, during, suddenly*) and descriptive adjectives and adverbs.

- 3 a) Read the task and underline the key words, then answer the questions.**

Write a story titled: "A Trip I'll Never Forget".

You could write about:

- Where you went
- How you travelled there
- What you did at your destination
- What happened that made the trip memorable
- How you felt afterwards.

- 1 Will you write in first or third person?
- 2 What tenses will you use?
- 3 What should you include in the story?

b) Read the narrative. Underline the correct tenses and fill the gaps with the descriptive adjectives: *wooden, hot, rocky, exhausting, colourful*. Circle the sequence words.

A Trip I'll Never Forget

Last summer, when I **1) travelled/was travelling** in Costa Rica, I decided to visit an area of undisturbed rainforest with a group of students and researchers. This was a unique experience.

The trip started with a three-hour boat journey, and after that we **2) went/were going** on foot. The trail was muddy, **3) _____** and difficult. We had to wade across a river and then it **4) began/had begun** to rain. Eight hours later, we arrived at a small **5) _____** shelter on a hillside, with nothing but forest for as far as the eye could see.

A park ranger **6) lives/lived** there with his horse. He cooked us beans and rice and later told us stories by candlelight. The next morning, we explored the forest. There was life everywhere. Every step we took, we saw a **7) _____** flower or strange animal. In the following days, we helped a researcher catch birds in a net so that he **8) could study/was studying** them.

The most memorable thing was waking up each morning and hearing the sounds of all the birds as the sun rose. The noise was unlike anything else I **9) experienced/had experienced** and **10) I'd never/ I'll never** forget it.

The journey back was **11) _____**, but somehow we made it. In my hotel room, afterwards, I **12) felt/had felt** both relieved to have a **13) _____** shower, and also very lucky to **14) have/have had** such an unforgettable adventure.

- 4 Read the narrative in Ex. 3b again and number the events in the order they happened.**

- a We crossed a river.
- b We explored the forest.
- c We listened to stories.
- d We took a boat trip.
- e We had a meal.
- f We helped do research.

Speaking

Part 1

Communicating personal information

In this part of the speaking section, you will be asked to answer five questions in order to communicate personal information and express opinions and ideas on a variety of topics. This part lasts approximately 3.5 minutes.

Preparing for the task: Answering questions about yourself

STUDY SKILLS

When answering basic questions about yourself, you may be asked to express your personal preferences (i.e. What do you like/dislike... etc.), describe something (Can you tell me about... etc.) or express your opinion on a topic (what do you think about ...). Give detailed reasons to develop your answers, using a variety of sentence structures and advanced vocabulary. The interlocutor may expand the questions to encourage you to speak more.

1 a) Match the statements (A-B) to the personal questions (1-2).

A Well, I've been to New York, London and the Grand Canyon. I went to New York to visit my relatives and I had a great time. There was so much to see and do there. I visited London for two weeks last summer because ...

B Generally I like my school so this question is rather difficult. I guess there's always a lot of rubbish in the school yard, and it would be a much more pleasant place to be if people would clean up after themselves. I think it would help if there were more rubbish bins ...

- 1 Tell me one thing you would like to change to make your school a better place.
- 2 Can you tell me about three places you have visited and why you went?

b) Which question from Ex. 1a asks about personal preferences requires a description?

2 Work with a partner and take turns. Use the phrases from the Useful Language box below to ask for and give personal information.

Useful Language

Pastimes

Can you tell me what you do to relax?

In order to relax, I like to ... ,

School

What do you think about online learning?

Personally, I believe ..., In my opinion, it is ...

Home area

Can you tell me what you don't like about the place where you live?

I'm not keen on ..., The worst thing about it is ...

People

Please describe a good friend and what you like about them?

My friend is ... , What I like about him/her is ...

Future plans

What are your plans for the weekend? Who with?

I'm not sure but I might ... I've made plans to ... ,

Holidays

Can you name one country you would like to visit and why?

If I could visit any country, I'd like

3 In pairs, take turns asking and answering the following questions.

- 1 What do you think of social media?
- 2 Can you tell me three things you like about your neighbourhood and why you like them?
- 3 Please describe someone you really admire and why you admire them.
- 4 What three things do you prefer to do in your free time? Why?

Preparation tasks

Speaking

Part 2

Communicating in real-life situations

In this part of the speaking section, the interlocutor will present two situations and give you prompt sheets to refer to if necessary. You have to give examples of how you would respond to each situation. You will be tested on a wide range of language functions such as being able to express and elicit opinion, advise, persuade, try to reach an agreement or deal with complaints or disputes. You will need to use the correct register and tone while speaking. This part lasts approximately 4 minutes.

Preparing for the task: understanding the context of a situation

STUDY SKILLS

Pay attention to the context of the situation and decide what language functions and which register, formal or informal, you should use. Remember to give accurate and extended answers and to be consistent, using the same register throughout the exchange. You should produce at least four sentences to respond to each situation; if you do not say enough, the interlocutor will ask you more questions to get a more detailed answer.

- 1 a) Read the situation below. What does the situation require you to do: *express an opinion, make a request or persuade?* What register should you use?

Situation 1: You have been offered a part-time job working in a shop. However, the hours that you have been asked to work make it difficult for you to attend one of your college classes. You would like to discuss your hours of work with your employer and see if they can be changed. What would you say?

- b) Read the phrases in the Useful Language box and the sample answer. Underline the phrases that are examples of the functions in the Useful Language box and replace them with synonyms.

Thank you for the job offer. I would be delighted to work with you, but I would like to enquire about the possibility of adjusting my working hours. As you know, I am currently studying; on Tuesdays and Thursdays my last class is from 3:00 to 4:30. This means that I would have to miss part of the class in order to start work at 4:00. Would it be possible to start at 5 on these days, instead? I would be happy to make up the time whenever it is most convenient for you.

Useful Language

Persuading

- I think it would be better to ... • Instead ...
- One advantage/disadvantage of
- The best thing about ...
- Wouldn't it be great if ... • If ... , then ...

Suggesting/recommending/giving advice

- I would suggest/recommend... • If I were you, ...
- Why don't you/we • Shall we ... • One thing to consider is ... • It might be a good idea to ...

Making a request

- I would like to enquire ... • I was wondering ...
- Would it be possible to ...? • Could I please
- Maybe you can help ..., • I need to ask ...

Declining a request/invitation

- I'm sorry but • I'm afraid I can't ...
- It's impossible ... • It's very good of you, but ...

Making a complaint

- I'm afraid there is a problem ...
- I would like you to stop ... • You see, ...

Apologising

- I'm so sorry ... • Unfortunately ...
- Due to circumstances outside my control ...
- I assure you it won't happen again ...

Preparation tasks

Speaking

Part 3

c) Below is another possible response to the situation in Ex. 1a. Is it in the correct register? Use language from the Useful Language box and expand it into a least four sentences.

I'd love to work in your shop but I can't on Thursdays because I've got class all day. Can I work Saturday instead?

- 2 a) Read the situations below. Are they asking you to: *make a complaint, decline a request, make a suggestion, or give advice?*

Situation 1: Your neighbour plays the piano. Usually, you don't mind the music, but lately it has been waking you up early in the morning and this is making you tired. Explain to your neighbour why this is causing you a problem and ask them to take some action. What would you say?

Situation 2: Your whole family wants to go to the same place you always go for summer holidays, but you would rather not. Suggest another destination and persuade your family that it would be more fun. What would you say?

Situation 3: Your friend has to study for exams but is feeling tired and stressed and is having trouble concentrating. He/She asks you for advice about what to do to feel better. What would you say?

Situation 4: You have helped your cousin with his/her schoolwork often in the past. Now, your cousin wants your help writing an essay. You are very busy right now and don't have time to help your cousin, but you don't want to let him/her down. What would you say?

b) In pairs, read the situations again and take turns responding to each. Use the phrases in the Useful Language box in Ex. 1b to help you.

Exchanging information and opinions

In this section of the speaking test, you will be given a scenario on a prompt sheet and allowed two minutes to prepare for a discussion with the interlocutor in which you must give and receive information to perform a task. There may be different types of scenario including to persuade, justify, explain or solve a problem, give an opinion or advice or express feelings. This part lasts approximately 6 minutes.

Preparing for the task: brainstorming

STUDY SKILLS

Read the scenario and underline the key words. This will help you identify the main ideas. Then brainstorm and make notes relating to the key points you underlined. Don't try to create full sentences – just rough bullet points as quick reminders. Keep in mind that you will need enough ideas to have at least eight exchanges.

- 1 a) Read the scenario below and underline the key words. What are you being asked to do: *express feelings, explain a problem, or persuade?*

You will now take part in a conversation.

Scenario 1: You just bought a pair of sunglasses that were on sale for 50% off. However, when you checked the receipt, you found that you had received a much smaller discount. You go back to the shop to explain that there has been a misunderstanding. You will have two minutes to prepare the conversation. You may make notes. I will take the place of the shop assistant.

Preparation tasks

b) Look at the notes made on the scenario in Ex. 1a. Expand the notes into full sentences.

- 1 excuse me/afraid/problem

- 2 just/bought/sunglasses/paid/too much

- 3 thought/was/half-price/sale/today

- 4 but/sign/says/everything/in shop/50% off.

- 5 original price/£80/charged/£64/got/20% off/instead/50% off

- 6 how/solve/problem?

- 7 like to/keep/glasses/refund/difference

- 8 great/thanks/help

c) These are possible responses from the interlocutor for the scenario in Ex. 1a. Number them (1-8) according to which sentences from Ex. 1b they are responding to.

- a I see. Why do you think you paid too much?
- b No, only some glasses are 50 percent off. All the others are 20 percent off.
- c Yes, that's because our computer wasn't updated and so the price came up for the sales we had last week. Sorry about that.
- d I'm sorry to hear that. How can I help?
- e Certainly. I'll need your receipt and your debit card, please. OK, you're all set.
- f I can refund the difference between the sale prices if you like, or I can give you a full refund and you can return the glasses. Which do you prefer?
- g Just a moment, let me check. Yes, you're right. How much did you pay?
- h You're welcome, and I'd like to apologise again for the error.

d) Using the information in Ex 1b & c, act out the dialogue in pairs.

2 Read the scenarios and underline the key words. For each scenario, spend two minutes taking notes and planning your conversation. Then, in pairs, take turns acting them out.

Scenario 1: It's your sister's birthday. You want to have a surprise party for her. Your friend thinks a quiet dinner is a better idea. Compare the two ideas and explain why the surprise party is a better idea. You will have two minutes to prepare the conversation. You may make notes. I will take the place of your friend.

Scenario 2: A new gym has opened in your area. You would like to join and you have asked a friend to join with you. Your friend doesn't want to join the gym. Persuade your friend to go with you explaining the benefits. You have two minutes to prepare the conversation. You may make notes. I will take the place of your friend.

Scenario 3: Your school/college is organising an Earth day festival and would like to invite people in the community to join in. Some activities and talks need to be planned that are suitable for people of all ages. Offer some ideas and reasons for your suggestions to the school/college. You have two minutes to prepare the conversation. You may make notes. I will take the place of a staff member from the school/college.

Scenario 4: You want to go on a weekend camping trip by a lake, so you suggest it to a family member. He/She does not like camping and is worried about wild animals and insects. Convince your family member that the trip is safe and will be enjoyable. You have two minutes to prepare the conversation. You may make notes. I will take the place of your family member.

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