

NOCN

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Student's Book



EXAM PREPARATION & PRACTICE TESTS

B1



Express Publishing

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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 from 3 possible answers the best response. 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 yourself for what you will hear. While reading the options focus on keywords and try to predict the question or statement that will be said in the audio. This will help you focus on what to listen for.

- 1** a) Read the answer options below. Underline the keywords. What could the question or statement be about?
- a Don't worry, I have lots of time to get there.
 - b I'm sorry, there was a lot of traffic.
 - c Oh no! I'm going to be late.
- b) Using the underlined words in Ex. 1a which question below do you think could be on the audio?
- 1 Is ten o'clock okay for you?
 - 2 Why are you late?

Preparing for the task: *determining the function of the question/statement*

STUDY SKILLS

When you hear the questions/statements listen carefully for words that indicate the language function being tested to help you focus on the correct type of response. Questions or statements test a variety of language functions including responding to news, complaints, invitations and thanks as well as giving opinions, directions, explanations and information.

- 2** a) Read the questions/statements below. Pay attention to the words in bold. Which question/statement 1-4 is: giving news, making a complaint, asking for an opinion, asking for an explanation?
- 1 **What happened** to your hand?
 - 2 **Do you like** my new haircut?
 - 3 **I got an A** on my English test!
 - 4 I'm afraid **there is a problem** with the TV I bought.
- b) Now match the correct questions/statements (1-4) from Ex. 2a to their correct response (a-d) below.
- a That is fantastic!
 - b Yes, it really looks great.
 - c I cut it on some glass.
 - d What's wrong with it?

Preparation tasks

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

STUDY SKILLS

Items may also test vocabulary and grammar at this level. So check that your answers are grammatically correct in relation to the question/statement. Pay attention to the context of the question/statement when deciding between different vocabulary options.

3 a) Look at the question below. What verb tense is it in? What verb tense should the response be in?

1 Did you go to the theatre last night?

b) Look at the possible answers below. Which is the correct answer? Why?

- a Yes, we will go soon.
- b Yes, I have gone there.
- c Yes, I did go..

4 a) Read the question below paying attention to the underlined words. What is the question asking about? Check (a, b or c).

1 **What kind of juice can I get you?**

- a a brand of juice preferred _____
- b a type of juice preferred _____
- c a drink preferred _____

b) Which kind of word answers the question from Ex. 4a? Check a, b or c.

- a a word referring to a flavour _____
- b a word referring to a colour _____
- c a word referring to a type of drink _____

c) Which is the correct answer (a, b or c) to the question from Ex. 4a?

- a purple
- b apple
- c cola

5 You will hear ten sentences twice. Choose the best answer in each situation. Now read the answers. You have two minutes to read the answers. Now listen to the recording and select the best answer. Mark the answer on the mark sheet.

1 a I love watching films.
b Sure, I'd love to.
c I'm very excited for you.

2 a Twice a week.
b At 3 pm today.
c Next week.

3 a Good luck tonight!
b That's great news.
c That's a great idea.

4 a It is a comedy.
b I don't know when it's playing.
c It was nothing special.

5 a Yes, it's very close.
b Yes, we have the book.
c Yes, it's open every day.

6 a No, I didn't have it.
b Sorry to hear that.
c I didn't like it at all.

7 a I have a test tomorrow.
b I can't be late.
c Sure. We can meet later.

8 a What exactly is the problem?
b That's terrible news.
c I hope you are okay.

9 a So, what do you think?
b That's not a problem.
c Thanks for the advice.

10 a A slice of cake.
b A glass of milk.
c A cup of sugar.

Preparation tasks

Listening

Part 2

In Part 2 of the listening section, candidates listen to two conversations twice. They must answer 10 multiple choice questions (5 items for each conversation) choosing the best answer from three options. Total marks: 10

Preparing for the task: listening for specific information/detail

STUDY SKILLS

You have two minutes to read through the questions and answer options before listening to the recording. This will help you prepare for what to listen for. While the recording is being played, listen for answers to the questions and match what you hear to the appropriate option. For some questions, the recording may hint at the other options, but only one correctly answers the question. Remember, the questions can appear in any order and the answers can come from anywhere in the conversation.

- 1** a) Read the question and the answer options below. What do you think the conversation is about? Underline the keywords in the question that show what to listen for.

What position is John applying for?

- a manager
- b accountant
- c salesman

- b) Read a part of a conversation. Which of the underlined sections answers the question in Ex. 1a?

Mr Walker: Hello John, I'm Mr Walker, the manager. Please have a seat.

John: It's very nice to meet you.

Mr Walker: So John, I see here on your résumé that you have some experience in sales.

John: Yes, that's correct but I'm interested in the job as an accountant.

Mr Walker: Well, let me explain the job requirements.

- c) Read the answer options from Ex. 1a again. Which option matches the answer in Ex. 1b? Are the other options mentioned in the conversation?

Preparing for the task: Listening for phonological differences

STUDY SKILLS

Some questions in Part 2 of the listening may test phonological awareness (the sound structure of words). In such questions, the three answer options will be the same and differ only in spelling or one word. For these questions, underline the differences in the options and listen carefully to the recording for the specific vocabulary from the options. Choose the option that best resembles what you hear in the recording.

- 2** a) Read the question and the answer options below. Find the differences in the options and underline them. What sounds should you be listening for?

Where does Jane volunteer?

- a Friends of the Panda
- b Friends of the Planet
- c Friends of the Plants

- b) Listen to an extract taken from the audioscript and choose the correct answer in Ex. 2a.

Preparation tasks

- 3** You will hear two conversations. You will hear them twice. You have two minutes to look at the questions for both conversations.

Now listen to Conversation 1

Conversation 1

- Where did Margaret learn about the museum programme?
 - On the radio.
 - In the newspaper.
 - From a friend.
- Why does Margaret want to go to the museum?
 - She has never been there before.
 - To watch a film.
 - For the dinosaur exhibit.
- What is in front of the museum?
 - a theatre
 - a bus stop
 - a café
- What time are they meeting to go to the museum?
 - 11 o'clock
 - 5 o'clock
 - 10 o'clock
- Who else might go with them?
 - Margaret's mother
 - Jim their friend
 - Kevin's sister

Now listen to Conversation 2

Conversation 2

- How many flights are there to Rome?
 - Four flights per day.
 - One flight per day.
 - Two flights per week.
- What is Mrs Blake worried about?
 - missing her flight
 - losing her passport
 - losing her luggage
- Where in the city does Mrs Blake want to stay?
 - Close to the museums.
 - By the shopping area.
 - Near to the Colosseum.
- What does the travel agent recommend to Mrs Blake?
 - a hotel
 - a tour group
 - a restaurant
- What is the name of the tour company that Mrs Blake chooses?
 - Spotlight City Tours
 - Starlight City Tours
 - Skylight City Tours

Preparation tasks

Listening Part 3

In Part 3 of the listening section, candidates listen to two broadcasts twice. They must answer 11 multiple choice questions (six items for broadcast one and five items for broadcast two) based on what they hear. There are three answer options to choose from for each question.

Total Marks: 11

Preparing for the task: determining the focus of a question

STUDY SKILLS

In this task you have to extract key information from two different broadcasts. Questions may test detail, opinion or main idea. It is therefore necessary to read all the questions and answer options to be prepared for what you will be listening for. Remember, when you read the questions, look for and underline the keywords that indicate what information the question is asking for.

1 Look at the questions below and underline the keywords. What is each question asking you to listen for: *detail, opinion or main idea*? Which words helped you decide?

- 1 What does George think about technology in our lives?
- 2 What happened to the city's library?
- 3 What is the broadcast about?

Preparing for the task: Identifying an opinion/ Main idea in a broadcast

STUDY SKILLS

For questions that are about opinion, listen for language that expresses an opinion such as: *I feel/ think, I agree/disagree, I believe, I am sure*, etc. You may also be asked to identify the main idea. For this, listen for information that is presented throughout the broadcast that indicates the overall idea. Be careful, as some answer options may be mentioned in the broadcast but they do not represent the overall meaning.

2 a) Read the question below and the answer options. Underline the keywords in the question.

What does the speaker think about recycling in schools today?

- a School bins are the perfect solution.
- b Schools should get students more involved.
- c Recycling projects in schools are excellent.

b) Read the extract from a recording below. Circle the relevant information concerning the opinion asked about in Ex. 2a.

Recent reports show that school recycling is improving following the increase in recycling bins in most district schools. I feel, though, that more can be done to get students involved in community recycling. For example, schools could develop extracurricular programmes that get students to help their community. These could include organising a day for students to pick up rubbish or collect clothing for charity.

c) Which option from Ex. 2a matches the opinion in Ex. 2b.

d) Read the extract again. Which statement (a-c) relates to what it is mainly about? What words helped you decide?

- a The effectiveness of school recycling.
- b The benefits of community recycling.
- c The need for students to do more recycling.

e) Which is NOT mentioned as an extra curricular programme?

- a recycling contest
- b clothing collection
- c rubbish pick up day

Note

You may also be asked whether information, is or is NOT mentioned in a recording. Read the items carefully and listen to see if they are said.

Preparation tasks

- 3** You will hear two broadcasts. You will hear them twice. You have two minutes to read the questions of both broadcasts.

Now listen to Broadcast 1

Broadcast 1

- 1 What is the broadcast about?
 - a preventing cybercrime
 - b the danger of cybercrime
 - c the cost of cybercrime
- 2 What is the yearly cost of cybercrime?
 - a 5 billion
 - b 500 billion
 - c 39 billion
- 3 Who is most often the victim of information theft?
 - a companies
 - b private individuals
 - c governments
- 4 How does cybercrime hurt governments?
 - a Money is stolen from them.
 - b Their operations are shut down.
 - c Their computers are destroyed.
- 5 Which type of cybercrime is easy to stop?
 - a The hacking of a webcam.
 - b The use of stolen identity.
 - c The stealing of information.
- 6 What does Sergeant Willis think about cybercrime?
 - a It needs to be taken more seriously.
 - b It will reduce over time in the future.
 - c Governments need to do more to punish it.

Now listen to Broadcast 2

Broadcast 2

- 1 What is the broadcast mainly about?
 - a Life in the Bronze Age.
 - b A unique archaeological site.
 - c Usual archaeological finds.
- 2 How old was the village that was discovered in Britain?
 - a 3.000 years old
 - b 30.000 years old
 - c 10.000 years old
- 3 Why is the village in Britain called the British Pompeii?
 - a Because it is as old as Pompeii.
 - b Because it was destroyed like Pompeii.
 - c Because it is well-preserved like Pompeii.
- 4 How does one head archaeologist feel about the archaeological site?
 - a It shows well how the people lived then.
 - b The items found are incredibly unusual.
 - c The site is mysterious and doesn't show a lot.
- 5 What is NOT mentioned as a cause for the village fire?
 - a an accident.
 - b a natural disaster.
 - c an attack.

Preparation tasks

Reading

The reading section is made up of 31 multiple choice questions divided between 4 texts. Text types will include narratives, instructions, descriptions, explanations, biographies, articles and discursive texts. The questions will test a variety of functions including purpose, detail, vocabulary, and recognising errors in spelling, punctuation and grammar.

Preparing for the task: recognising the purpose of texts

STUDY SKILLS

Reading texts will often include a question about the author's purpose for writing the text, such as to persuade, to instruct, to inform, to entertain, etc. The purpose depends on the type of the text. Some options may be true for one point in the text but not about the text as a whole. To find the correct answer, look for the option that is true for the text as a whole or addresses the main point of the text.

- 1 a) Read the descriptions and decide which choice (a, b or c) would be the purpose for writing each type of text.
 - 1 A recipe for how to make chocolate cake
 - a to persuade
 - b to instruct
 - c to inform
 - 2 A text about an endangered animal
 - a to inform
 - b to persuade
 - c to entertain
 - 3 A narrative of a funny story
 - a to inform
 - b to entertain
 - c to instruct
 - 4 An article arguing the importance of eating vegetables.
 - a to entertain
 - b to instruct
 - c to persuade

- b) Read the paragraph below and underline the main point of the paragraph as a whole. Then, paying attention to the part that you underlined, decide what the author's purpose (a, b or c) is.

Edinburgh Castle has a long and interesting history. Archaeologists believe there was a hill fort on the site as early as the Bronze Age. In the middle ages, the castle was first built to protect people in times of war. By the 12th century, Scotland's important papers were kept there. Today, it is one of the city's most popular tourist attractions.

- a to persuade people that the castle is the city's top attraction
- b to entertain people with a story of war
- c to inform people about the castle's past

Preparing for the task: locating information

STUDY SKILLS

Many reading questions will ask you to find specific information in the text. These questions sometimes have distractors. It is important to scan the text to find each of the names, numbers or other items mentioned in the choices. If more than one of the choices are mentioned in the text, you should be able to say why each of the distractors is **not** the correct answer.

- 2 a) Read the answer choices (a-c). Then scan the text on the following page. Find and underline the numbers. What does each number refer to?
 - 1 How old was Einstein when his family moved to Switzerland?
 - a 7
 - b 14
 - c 15
- b) Now read the question and choose the correct answer. Can you explain why the other answers are incorrect?

Note

You may also be asked about what a text suggests either directly or indirectly. Such items might include paraphrased statements or summaries of important points without using the exact words.

3 Read the text. Answer the questions.

Albert Einstein

Albert Einstein was born on March 14, 1879, in Ulm, Germany. His family moved to Munich in 1880, and then 7 years later, when Einstein was 15, they moved to Switzerland.

Einstein was very good at mathematics and physics from a young age, though he sometimes had trouble at school. A tutor gave Einstein a book on geometry when he was 12, and he began to teach himself. By the time he was 14, he had mastered calculus. At 15, he dropped out of high school. Luckily, his high test scores got him a place in college in Switzerland anyway.

When he finished his studies, he looked for work as a teacher for several years with no success. Finally, he got a job in a patent office. Working there gave him time to think and work on his ideas. In 1905, he had a great year: he published four papers and also got his doctorate at university. One of the papers was about the general theory of relativity, which changed physics forever.

Einstein quickly became very famous. In 1921, he won the Nobel Prize for physics. He travelled and spoke about his work all around the world. Then, when World War Two began, he moved to the USA and worked at Princeton University. He stayed there until his death in 1955. To this day, he is considered the most important physicist of the 20th century.

- 1 The purpose of this text is to
 - a entertain readers.
 - b persuade readers.
 - c inform readers.
- 2 In what town was Einstein born?
 - a Germany
 - b Ulm
 - c Munich
- 3 Einstein began to study maths by himself when he was
 - a 12
 - b 14
 - c 15
- 4 The text suggests that Einstein:
 - a should have worked in a school.
 - b used his time well at the patent office.
 - c was unhappy at university.
- 5 Einstein won the Nobel Prize in
 - a 1095.
 - b 1921.
 - c 1955.

Preparation tasks

Preparing for the task: *vocabulary*

STUDY SKILLS

Questions testing vocabulary are usually straightforward if you know the words. If you are unsure, it can help you to decide which options are definitely incorrect. In order to do this, find the word in context. Is it positive or negative? If it is positive, you can eliminate negative options.

Note: When answering questions on vocabulary, always make sure you know if it is asking for a synonym or antonym.

- 4** Read the options (a-c). Are they positive or negative words? Then read the sentence and decide if the word missing is positive or negative. Which option best fills the gap? Why?

- a confusing
- b amusing
- c anxious

Though the film was a thriller, it was also _____ and we had a great time as we watched it.

- 5** Read the question stems below. Are they asking for synonyms or antonyms?

- 1 The word 'accurate' on line 4 is the opposite of:
- 2 In the text, the phrase 'catch up with' has the same meaning as:
- 3 Which word could replace the word 'place' on line 12?
- 4 What word could mean the opposite of 'main' in the second paragraph?
- 5 In the text, what is the meaning of 'fasten' on line 21?
- 6 The word 'care' on line 26 means:

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 does not seem right. Later, look carefully at each line mentioned in the options.

When looking for **grammar errors**, read the entire sentence, even if it is not on the line mentioned in the task. Check verb tense and verb/subject agreement as these are frequently tested.

When looking for **spelling errors**, pay attention to doubled consonants, and letters with similar sounds such as s, c and k.

When looking for **punctuation errors**, check if a sentence is a question, or if it is incomplete.

- 6** a) Read the sentences and say whether there is a grammar, spelling or punctuation error, or if there is no error.

- 1 The old woman carefully locks her door each night.
- 2 It is a beautiful day today, they are going to the beach.
- 3 The children on the bus always makes a lot of noise.
- 4 He could not drink the tea because there was too much sugar in it.
- 5 She asked someone for help her carry the boxes.

- b) Read through the paragraph and underline any errors that you see. How many can you find? What kind of errors are they?

I had a really fantastic holiday in London. There is so much too do and see their! I went to a lot of museums and eat great food ever day. Have you been anywhere interesting recently. Write bak and let me knew.

7 Read the text. Answer the questions.

How to make apple crumble

Ingredients:

Filling

3 medium-sized apples

2 tbsp sugar

a pinch of cinnamon

Crumble

100g plain flour

75g rolled oats

110g sugar

110g cold butter

Heat the oven to 190°C.

Slice the apples and put them in a baking dish. You can peel the apples, but you don't have to.

Add the cinnamon and 2 tbsp sugar.

To make the crumble, put the flour, oats, and sugar in a bowl.

Cut the butter into pieces then mix it into the flour, oats and sugar using your fingers. Mix until it looks like bread crumbs, but don't mix it _____.

Pour the crumble mix over the apples. The crumble should completely cover all of the apple pieces.

Press it down gently.

Bake for 35-40 minutes. Until the top is a golden colour.

Let it cool for 10 minutes and serve with cream or ice cream.

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- 1 What does 'tbsp' on line 6 mean?
 - a teaspoon
 - b tablespoon
 - c two spoons
- 2 There is a grammar mistake on:
 - a Line 15
 - b Line 18
 - c Line 23
- 3 Which word could best fill the gap on line 19?
 - a enough
 - b too much
 - c well
- 4 There is a spelling mistake on:
 - a Line 12
 - b Line 13
 - c Line 20
- 5 What is the opposite of the word 'completely' on line 20?
 - a totally
 - b possibly
 - c partly
- 6 The best word to replace 'press' on line 21 is:
 - a put
 - b push
 - c drop
- 7 Which line has a punctuation error?
 - a 16
 - b 20
 - c 22

Preparation tasks

Writing

The writing section includes two tasks. The first could be a formal letter/email, leaflet, article, essay, report or argument for a specific audience. It should include two specific content points.

The second could be an informal letter, diary entry, narrative or descriptive text for a specific audience.

The first task (formal writing) has two options to choose from and the second (informal writing) has only one.

Preparing for the task: rubric analysis

STUDY SKILLS

Always read the rubric and the bullet points carefully and underline the keywords/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 keywords. Then, for each rubric, answer questions 1-4.

A Write an article for a school/college magazine about a film or theatre performance you saw recently.

You could write about:

- What the film/theatre performance was about.
- What you liked best about it.
- What you didn't like about it.
- What could have been improved.

Write **75-100 words**.

B Write a letter to your local council asking them to develop more recycling facilities for your community.

You could write about:

- What recycling facilities your area needs.
- Where these facilities could be located.
- How the council could raise money to do this.

Write **75-100 words**.

C Write an email to your e-friend telling him/her about an interesting site to visit in your area.

You could write about:

- What the site is and where it is located.
- How long it's been there.
- How much it costs to go
- What you can do or see there.
- Why it is a good place to visit.

Write **100-125 words**.

D Write a report for your local community safety team about risks pedestrians face when crossing the road in your area.

You could write about:

- What the main risks are.
- How roads could be made safer.
- How the changes will benefit people.

Write **75-100 words**.

E Write an essay for your teacher about the advantages and disadvantages of tablet computers as study aids for teens.

You could write about:

- What study benefits tablets offer teens.
- Why they might create problems in class.
- Whether teens should have a tablet at school.
- What advice you could give to teachers.

Write **75-100 words**.

F Write a diary entry for the weekend, e.g. what you did on Saturday and Sunday.

You could write about:

- Your daily routine at weekends.
- Something exciting that you did this weekend.
- Something unusual that you did this weekend.
- How you felt on both days.

Write **100-125 words**.

- 1 Who are you writing to and why?
- 2 What style will you write it in?
- 3 What points should you cover?
- 4 How many words should you write?

Preparation tasks

Letters, emails

Letters/Emails can be formal or informal depending on who we are writing to. Reasons for writing them include: **giving news, giving/accepting/refusing invitations, asking for/giving information, applying for a job, asking for/giving advice, suggesting, expressing 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

FORMAL STYLE

Greeting: Dear Sir/Madam, – Dear Mr Jones,

- **serious, impersonal style** (e.g. *It is with great regret that I must decline your kind invitation.*)
- **complex sentence structure – frequent use of passive voice – formal linking words – no colloquial language – advanced vocabulary – no short verb forms** (e.g. *The waiter in question, a young, tall, fair-haired gentleman, then claimed that I would be required to pay.*)

Sign off: Yours faithfully, Yours sincerely,
(our full name)

INFORMAL STYLE

Greeting: Dear Tim/Aunt Lisa/Dad, etc.

- **friendly, personal style** (e.g. *How are you doing?*)
- **frequent use of colloquial expressions, idioms, phrasal verbs, short verb forms** (e.g. *The exercise was a piece of cake.*)
- **pronouns are often omitted** (e.g. *Hope you're OK.*)
- **chatty language** (e.g. *Hope all is well with you.*)
- **simple linking words** (e.g. *and, but, so*)

Sign off: Best wishes, Bye, Write soon, etc.
(our first name)

Note

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

Emails

From: Ian.Jones@rapidnet.co.uk — sender's email address
To: Jeff.Sims@fastmail.com — receiver's email address
Subject: *The office party* — the topic

Letters

Note

Formal letters include your address, the address of the person you are writing to and the date. Informal letters only include your own address.

Contact name known

Scott Fields — your full name
 17 Oakview Street, — address
 London, W1 5DS
 5th June 20... — date

Mrs June Vickers, — contact name
 Sales Manager, — job title
 Smith Associates, — address
 155 Forest Road,
 London, SE5 6ET.

Dear Mrs Vickers,

 Yours sincerely, — when contact name is known
 Scott Fields

Contact name not known

Scott Fields — your full name
 17 Oakview Street, — address
 London, W1 5DS
 5th June 20... — date

Sales Manager, — job title
 Smith Associates, — address
 155 Forest Road,
 London, SE5 6ET.

Dear Sir/Madam/To whom it may concern

 Yours faithfully, — when contact name is not known
 Scott Fields

Preparation tasks

- 2 a) Read the task and underline the keywords. What style should you write in? How will you begin and sign off your email?

Write an email to your friend telling him/her about a new sports club in your area.

You could write about:

- What facilities they have there.
- What sports you can try.
- How you can make friends.
- What you like best.
- Whether there's one near your friend.

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

From: AnnaStone@fastmail.com
To: BenSmith@supernet.com
Subject: sports club

Hi Ben,

How are you? 1) I'm/I am writing 2) concerning/ to tell you about the great sports club I joined last week.

There are facilities to do all kinds of activities at the club such as a gym, dance studio and sports hall. 3) Also/Furthermore, I can try lots of different sports because they have basketball, football and handball. Joining a team is a great way to make new friends. 4) But/Despite the best thing is that it's half price for students. I'm so happy about it. After all, half price? 5) That cannot be beaten/You can't beat that! They also have a club near your house too. 6) Why don't/I should suggest that you try it out? You'll love it!

7) I look forward to hearing from you./See you soon.

8) Yours faithfully/Best wishes,
Anna

Diary entries

Diaries are paper or electronic books where we write down our thoughts, feelings and the things that have happened to us during the day. Diaries are personal and only read by the writer, we use **informal style**, that is short verb forms, phrasal verbs (e.g. *break down*) and omission of pronouns. They can include **description**, **narration**, and **information**. When we write a diary entry we start with the phrase '*Dear Diary...*' We finish by **saying how we felt** at the end of the day. We usually use past and present tenses.

OUTLINE FOR DIARY ENTRIES

Starting a diary entry: Dear Diary

Summarising the day:

- It was a busy day ...
- I did so many things today ...
- It was a quiet day ...

Talking about your feelings:

- I had a lovely day ... • I'm happy • I feel tired ...
- I feel sad ...

Sign off:

- That's all I wanted to say!
- That's everything for today! • That's where I am.

- 3 Read the text and answer the questions.

Dear diary,

I had a terrible week at school. I'm so stressed about our final exams, homework and my part-time job and everything seems to be getting on top of me. I didn't have time to do everything that I needed to and I feel like I'm going to fail my lessons if I don't do something soon. The problem is, I don't want to quit my part-time job because I'm saving up for a laptop, but at the same time I also don't want to fail at school. I hope something changes soon. That's where I am.

- 1 What is he/she writing about?
- 2 How does he/she feel?
- 3 What doesn't he/she want to do?

Preparation tasks

Reports

Reports are formal pieces of writing we write for a **person in authority** (e.g. a teacher, a business manager, etc.). They normally contain a **description** of something (e.g. *how well students are performing*) and often include our **suggestions** or **recommendations** for future action (e.g. *how grades could be improved, how to get students' attention, etc.*). The information in a report is presented in **separate sections** under **appropriate headings**. We normally use **present tenses** when writing reports.

OUTLINE FOR REPORTS

Introduction

Clearly state the purpose of the report and what it contains.

Main body

Each main body paragraph should present a separate idea. You should use appropriate linking words/phrases to join these ideas and make the information as clear as possible to the reader.

Conclusion

Summarise all the points in the main body; 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 ...

Describing points

• ... are (very) useful/popular/well-known amongst ... • ... are unpopular with/disliked by ...

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 ...

Expressing opinion

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

Concluding

• In conclusion, • To sum up, • All in all, ...

Note

Reports should be addressed to the person who will receive them, in the following format:

To: Mr A M Smith – Manager, Smith & Sons
From: Jack Jones – Sales Supervisor
Subject: Sales Targets
Date: 15th May, 20...

4 a) Read the report and fill the gaps with: *In fact, The purpose of, To be exact, On the whole, The majority of, less, the most, because.*

To: Mr Harris – CEO Computer World
From: Tom Snow – Regional Manager
Subject: Trends in electronics use
Date: Jan 5th 20...

Introduction

1) _____ this report is to present the results of a survey conducted for Computer World. School children in North Lake were asked what computer devices they use.

A _____

2) _____ students use smartphones.

3) _____, an amazing 89% of teenagers surveyed have their own smartphone.

B _____

Most of the students have a computer of their own, in fact, 55% do. Tablets are also popular, and nearly a third of the students – 33%, **4)** _____ – have one at home.

C _____

MP3 players are not so popular these days. Very few students, only 4%, still use them, probably **5)** _____ they are cheaper than smartphones for listening to music.

Conclusion

6) _____, smartphones are **7)** _____ popular device, computers and tablets are quite popular, while MP3 players are unpopular. I believe that, in the future, we should focus on phones, tablets and computers as MP3 players will become even **8)** _____ popular in the years ahead.

b) Label the paragraphs (A-C) with: *smartphones, MP3 players, computers.*

Preparation tasks

Instructional texts

When writing **instructional texts**, that is, *recipes, routes to places, assembling things, working procedures*, we start by giving the name of what the text is about e.g. if we write a recipe we write the name of the dish.

If equipment or ingredients are required, we list them under an appropriate heading, one under the other.

Then we write the instructions under a separate heading. We write the instructions in the correct order. We start a new line for each instruction.

We normally use the imperative and present tenses.

The language is direct and simple, not chatty.

We can use diagrams, photographs or sketches to help the reader follow the text.

Useful Language

Recipes

- Put (the beef, onion and spices) in a (large mixing bowl) and mix them together.
- Simmer over (low) heat.
- Bake (20 minutes) until (crust is light golden brown).
- Beat the eggs.
- In a small bowl, stir together ...
- Dip (each chicken breast) into (the melted butter).
- Bake in a preheated (300°F) oven for (15) minutes.

Giving directions

- Go down the street.
- Take the first turning on...
- Walk down/up the street until you reach the traffic lights.
- Turn left/right onto ...
- Go straight down ... street then ...
- Go past the post office, and turn left.

Assembling things

- Remove all the parts ...
- Attach the last piece.
- Snap the shelf in place.
- Place ... into place on ...
- Loosen one screw in the corner ...
- Fold and crease (the box and the lid).
- Fold all of the sides upward.

- 5 a) Read this recipe for a chef's salad and fill in the gaps with words from the list: *add, boil, cut, mix, pour, put, remove, serve, slice*.

Chef's Salad

Ingredients

2 eggs
8 lettuce leaves
150g Edam cheese
1 small cucumber
1 large tomato

Dressing

2 tablespoons mayonnaise
1 tablespoon tomato ketchup
1 tablespoon vinegar
1 tablespoon olive oil
salt and pepper

Instructions

- 1) the eggs for 10 minutes.
- 2) up the lettuce leaves and put them into a salad bowl.
- Cut the cheese into small pieces and add them to the bowl.
- 3) the cucumber and cut the tomato into pieces, then add them to the bowl.
- 4)the shell from the eggs, slice them and put them on top of the salad.

For the dressing

- 5) the mayonnaise, tomato ketchup, olive oil and vinegar into a small bowl and 6) them well.
- 7) salt and pepper.
- 8) the dressing over the salad.
- 9) with fresh bread.

- b) Read the text again. What type of instruction is the text? How is it laid out?

- c) What verb forms are mainly used?

- d) What language does the author use in the text?

Preparation tasks

'For and against' Essays

"For and against" essays are one type of discursive writing in which you discuss the advantages and disadvantages of a specific topic. A "For and against" essay should consist of:

- a) an **introduction** in which you present the topic, making a general remark about it **without** giving your opinion;
 - b) a **main body** in which you present the points for and the points against, in separate paragraphs, supporting your arguments with justifications/examples. We start each main body paragraph with a topic sentence that introduces the main idea of each paragraph.
 - c) a **conclusion** which includes your opinion (e.g. *In my opinion/view, I believe/think*, etc) or a balanced summary of the topic.
- You must **not** include opinion words (*I believe, I think*, etc) in the introduction or the main body. Opinion words can be used in the final paragraph, where you may state your opinion on the topic.
 - "For and against" essays are normally written in a **formal style**; therefore you should avoid using strong language (*I know, I am sure*, etc), short sentences, colloquial expressions or idioms.

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

Final Paragraph

your opinion/balanced summary

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 ...

6 Read the task and underline the keywords, then answer the questions.

Write an essay for your teacher about the advantages and the disadvantages of travelling by train. Write 75-100 words.

You could write about:

- why arriving for a train journey is better than checking in for a flight
- where train stations are located
- why the speed of trains can cause problems
- whether there are many alternatives if a train is cancelled

- a What type of essay should you write?
 - b Should you use short sentences, colloquial expressions and idioms? If not, why?
 - c Which of the following points could be included in your essay? Tick (✓). Which are pros/cons?
- 1 you don't need to check in hours before
 - 2 can face issues if services are cancelled
 - 3 lots of people use trains everyday
 - 4 journeys can be slow
 - 5 stations are in centre of towns
 - 6 train lines had a big role in our history

Preparation tasks

7 Read the essay and match the paragraphs with the correct headings. Which paragraph contains the writer's opinion?

- arguments against • opinion
- arguments for • present topic.

A _____
Trains have a long history of carrying people and goods across the country. Nowadays, however, when it is possible to fly across a country in an hour or two, is there any reason to use trains?

B _____
Despite being old-fashioned, trains have many advantages compared to planes. To begin with, taking a train is usually less stressful than flying as you don't need to check in hours before you travel. Furthermore, train stations are in the centre of towns which makes them easy to access.

C _____
However, travelling by train does have disadvantages. Journeys can be very slow with delays and unexpected stops. As a result, you can often arrive late. In addition, travellers can face issues if trains are cancelled, as there are often few alternatives if a train line has problems.

D _____
All things considered, although there are some disadvantages to travelling by train, I feel it's the best choice. This is because I believe it is a more convenient option than flying for travel across the country.

Articles

Articles are pieces of writing usually published in a newspaper, magazine, leaflet or on the Internet. They often have a **formal style** and a **friendly** or **neutral tone**. The **main purpose** of an article is usually to **express an opinion**, **give information** or to **describe a person/place/event** or **experience**. Articles require the use of **narrative**, **descriptive** and **argumentative techniques**, depending on the purpose.

OUTLINE FOR ARTICLES

Paragraph 1
introduce the topic

Paragraphs 2-3
develop the topic

Paragraph 4
summarise all the points & make final comments

8 a) Look at the task below. What is the purpose of the article?

Write an article for a travel magazine about a popular tourist destination near your town.

You could write about:

- tourist attractions there
- shopping that's available
- restaurants in the place

b) Circle the keywords in the task of Ex. 8a. What style will you use?

9 a) Put the paragraphs in the correct order.

Visiting Brighton

- A There are great restaurants too, with dishes from all over the world. For example, there are Indian, Chinese and British restaurants.
- B Brighton is in the south of England. It is an interesting town, and a great place to visit.
- C As well as the sights there are also lots of shops close to the beach. They are full of bargains for tourists.
- D There are lots of things to see in Brighton. To begin with, visitors can see the Royal Pavillion and the Palace Pier. There are also many beautiful beaches.
- E Brighton is a great place to spend some time. If you are going on holiday in the UK, you should definitely visit.

b) What is the topic of each paragraph in Ex. 9a?

Preparation tasks

First-person Narratives

First-person narratives are written in the first person (I/we) about a series of events, real or imaginary, which happened to us. A first-person narrative should consist of:

- a) an **introduction** in which we set the scene (who was involved, time, place, etc);
- b) a **main body**, consisting of two or more paragraphs, where we develop our story, presenting the events in order;
- c) a **conclusion** which includes what happened at the end of the story, as well as people's feelings, final comments or reactions.

You should normally use past tenses in such pieces of writing, as well as a variety of adjectives or adverbs.

OUTLINE FOR FIRST PERSON NARRATIVES

Paragraph 1

set the scene

Paragraphs 2-3

describe the events leading up to the climax event & the climax event

Paragraph 4

end the story & express feelings

- 10** a) Read the task and underline the keywords, then answer the questions.

A newspaper is holding a story competition and you have decided to enter. Your story should start with: *'I stood on the mountain side staring at the huge clouds.'* Write your story. Write 100-125 words.

- 1 Who is going to read your story?
- 2 Who should your story be about?
 - a your father
 - b yourself
- 3 What should your story be about?
 - a a climbing trip
 - b a helicopter accident
 - c a warm summer's day in the forest

- b) Read the story and underline the correct tense.

An Unforgettable Climb by Martin Jones

I stood on the mountain side, staring at the huge clouds. From the moment we **1) had started/were starting** our climb, the weather had grown worse by the minute. During the climb the clouds got very dark and the wind blew loudly.

Suddenly, the heavens **2) had opened/opened**. Heavy rain **3) fell/was falling** from the sky, soaking the ground. My father **4) shouted/had shouted** at me to grab onto a nearby tree and we **5) had been holding/held** tight as the water rushed down the mountain.

It was then that I **6) was noticing/noticed** the large rescue helicopter in the distance. I **7) laughed/had laughed** in joy as soon as the rescue team **8) were throwing/threw** the rope down to us. I was so happy it was all over!

- c) Read the story again and number the events in the order in which they happened.

- a The rescue team threw us a rope.
- b The weather became worse.
- c My father told me to grab onto a tree.
- d Heavy rain started.
- e I saw a helicopter in the distance.

STUDY SKILLS

Sequence words

We use appropriate linking words (*when, then, after, later, during, suddenly, as soon as, at the moment, while, etc*) to show the sequence of events in a story.

He opened the door. He noticed someone outside.

As soon as he opened the door, he noticed someone outside.

He entered his office. He saw a man waiting for him.

When he entered his office, he saw a man waiting for him.

- 11** Circle all the sequence words in the model in Ex. 10b.

Preparation tasks

Speaking

Part 1

Personal Information

In this part of the speaking section, candidates are asked questions about themselves. Candidates must include personal information in their answers. They may be asked additional questions to expand or clarify their responses. Candidates are asked a total of 5 questions. Total marks: 9

Preparing for the task: Expressing personal preferences/giving a description

STUDY SKILLS

When answering basic questions about yourself, remember to give reasons for your answers. Some questions may ask about personal preferences on a subject. You should clearly express what you like and give reasons why.

Besides asking about personal preferences, other questions in Part 1 of the speaking may ask you to talk about/describe someone, an event, an activity or a place. For such questions, you should give a clear, detailed description.

1 a) Match the questions 1-4 to the correct responses (A-D). Underline the keywords in the responses that helped you decide.

- 1 Can you tell me 3 things you like to do most in your free time and why? _____
- 2 What do you usually do at the weekend? _____
- 3 What subject do you like most at school and why? _____
- 4 Where do you go to school and what year are you in? _____

A Well, I really enjoy reading. It helps me relax and forget about my problems. I like playing tennis too. What's good about tennis is that I play with my best friend and we have a lot of fun. I'm also very keen on going to the cinema with my friends because we laugh a lot.

- B** I go to Falcon Secondary School which is in my neighbourhood. I am in year 7.
- C** On Saturdays, I often play football with my friends in the park in the morning. In the afternoon, I do my homework and then, after dinner, I watch TV with my family. On Sundays, I usually visit my grandparents.
- D** I love History because there are so many interesting events and people to learn about. I really like learning about everything that happened in the past.

b) Which questions from Ex. 1a ask about personal preferences? Circle the language that was used to express the preferences.

2 Read question 1 below and the two responses (A & B) to it. Which response includes a more detailed description of what is being asked in the question? Underline the words that are used to give the detailed description.

- 1** Tell me 3 things about your neighbourhood.
- A** In my neighbourhood we have a large park. We also have a very good shopping centre that is near my house. I like to go to the bookstore there. Every summer we have a summer fair with food, games and music.
- B** In my neighbourhood, there is a large park with many trees. My neighbourhood has also got an excellent shopping centre with a supermarket, a wonderful bookshop and some great clothing boutiques. Every summer, my neighbourhood has a fair in the park where everyone comes to enjoy delicious food, play fun games and listen to great concerts. I look forward to it every year.

Preparation tasks

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

- 1 What are you going to do this weekend? Why/ Who with?
- 2 Can you tell me 3 things about your best friend?
- 3 Where would you like to go on your next trip and why?
- 4 What are two of your favourite sports? Why do you like them?
- 5 What do you usually do after school?

Speaking

Part 2

Responding to a situation

In Part 2 of the speaking section, candidates are given 2 real-life situations by the interlocutor out of four options. Candidates must use appropriate language to respond to the situation. A prompt sheet with each situation is given to candidates to refer to if necessary. Total marks: 12

Preparing for the task: understanding the context of a situation

STUDY SKILLS

You will be tested on a variety of everyday situations requiring a range of language functions such as requesting/giving information, explaining a problem, making/responding to an invitation, making a reservation, etc. It is important to pay attention to the context of the situation and decide on which language function you should use.

You will also be marked on your use of tone and register (how formally you speak). This will depend on whether the situation is with strangers or people we don't know very well (formal) or with friends and family (informal).

Note

You will be expected to use at least three sentences for each situation, including at least one compound sentence.

1 a) Read the situation. What does it require you to do: request information, respond to an invitation or make a reservation?

You and your friend want to go out for dinner tonight. Call the restaurant to book a table and say where you want to sit.

b) Read statements (1-6) below. Tick (✓) which statements/questions are relevant to the situation from ex. 1a.

- 1 What kind of food do you have? _____
- 2 I am sorry, but I can't make it tonight. _____
- 3 I would like to book a table for 2 this evening. _____
- 4 I'd like to order, please. _____
- 5 Is it possible to have a table in the garden please? _____
- 6 8 o'clock would be fine, thank you. _____

2 In pairs read the situations and take turns responding to each.

Situation 1: You need to take a train to London. How would you ask for the train times and when they arrive?

Situation 2: You want to book tickets for a music concert. You need to find out the cost of the ticket and where and when it is being held. What would you say?

Situation 3: You can't go to your friend's party. Call your friend to explain the situation.

Situation 4: You want to make an appointment with a personal trainer at the gym. What do you say?

Preparation tasks

Speaking

Part 3

Exchanging information and opinions

In Part 3 of the speaking section, candidates participate in a conversation with the interlocutor based on a scenario given to them. The scenario may ask them to give information, persuade somebody, give an opinion or advice on a topic, request an action, apologise and explain, etc. Candidates are given a prompt sheet with the scenario and have two minutes to prepare and take notes. Total Marks: 12

Note

You will be expected to talk for a minimum of five exchanges.

Preparing for the task: *analysing a scenario*

STUDY SKILLS

In this task, you should read the scenario chosen by the Interlocutor carefully and underline the keywords. It is important for you to recognise the focus of the scenario and understand which language function you should use. This will also help you decide on the appropriate tone (formal or informal).

- 1 Read the scenario below. What are you being asked to do: give advice, persuade somebody, make a decision?

Scenario: Your friend asks you for your help with deciding what to buy a classmate as a birthday gift. Give your friend some ideas about what to buy. You will have two minutes to prepare for the conversation. You may make notes. I will play the part of your friend.

Preparing for the task: *brainstorming for ideas (notetaking)*

STUDY SKILLS

Once you have identified the focus of the scenario and the main ideas, you should use the preparation time to brainstorm and make notes relating to the key points. Don't try to create full sentences, just make rough bullet points.

- 2 Read the scenario in Ex. 1 again and the bullet points. Tick (✓) the ones that would be in your notes. Add 2 more bullet points of your own. Then use them to answer the scenario in Ex. 1.

- likes football – get a football shirt
- party invitations – talk to printers
- favourite team: Tottenham
- online gamer – games console
- need to get: party decorations
- likes Sci-Fi films/DVDs: Star Wars?
- _____
- _____

- 3 In pairs, read the scenario. Make notes, then discuss.

Scenario: You have bought a new mobile phone but are not happy with it. Talk to a shop assistant explaining your problem and request to exchange it for another model. You will have two minutes to prepare for the conversation. You may make notes. I will play the part of the shop assistant.

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