

NOCN

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Student's Book

PLUS



EXAM PREPARATION & PRACTICE TESTS

B2

nocn



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Contents

Introduction	p. 4
Preparation tasks	p. 6
Test 1	p. 27
Test 2	p. 41
Test 3	p. 53
Test 4	p. 65
Test 5	p. 77
Test 6	p. 89
Test 7	p. 101
Test 8	p. 113
Sample Answer Booklet	p. 125

Introduction

The NOCN qualifications in ESOL International are for non-native learners of English who wish to achieve qualifications that are internationally recognised at the levels A1-C2, following the Common European Framework of References for Languages.

The **NOCN Independent User exam** is equivalent to **B2** in the Common European Framework, and the UK National Level 1. At this level, learners are expected to understand language related to the central concepts of whole texts on abstract and concrete subjects. This also covers discussion of technical terms in a learner's field

of study or profession. They should also have a level of competency and fluency that allows reasonably smooth interaction with native speakers without difficulty for either side. Learners at this level can produce concise texts on a wide variety of topics and express an opinion on topical issues by citing advantages and disadvantages.

The exam is made up of four parts: Listening, Reading, Writing and Speaking. The marks from each part are added and a pass is 51-64%, a merit is 65-79% and a distinction is 80% and up.

Section	Listening	Time	35 min
Content	<p>At the Independent User Level, learners are expected to be able to:</p> <ul style="list-style-type: none"> • follow spoken language in familiar contexts, both informal and formal; • understand and extract information from narratives, conversations, instructions, directions, explanations, descriptions and instructions when spoken English is delivered at a normal speed; • identify purpose, gist, key areas, and detail from lectures, presentations and discussions; • recognise feelings, moods, attitudes and opinions due to the appropriate stress and intonation; • understand a wide range of vocabulary and expressions including idiomatic expressions relating to familiar topics as well as some in less familiar situations. <p>Part 1 includes 10 sentences, either statements or questions. Learners must choose the correct response or ending to the sentence from 3 options. They will hear the sentences twice.</p> <p>Part 2 is made up of 10 3-option multiple choice questions, divided between two conversations. Learners must listen for details and choose the correct answers to the questions. They will hear the conversations twice.</p> <p>Part 3 is made up of 11 3-option multiple choice questions, divided between two short broadcasts. Learners must extract key information and choose the correct answers to the questions. They will hear the broadcasts twice.</p>		
Marks	Part 1: 10 marks	Part 2: 10 marks	Part 3: 11 marks
	Total: 31 marks		

Section	Reading	Time	60 min
Content	<p>The Reading section includes 31 3-option multiple choice questions divided between 4 texts. The texts may be formal or informal and will consist of more than one paragraph. Some texts may have longer and more complex structures but will still be straightforward in context.</p> <p>At the Independent User Level learners are expected to be able to:</p> <ul style="list-style-type: none"> • read complex texts of different styles independently that cover both abstract and familiar topics. • identify the main ideas and understand feelings, opinions and warnings in informal/formal texts. • understand reports and articles on current affairs that express opinions and viewpoints. • understand a broad range of vocabulary although they may still find some idiomatic expressions challenging. • understand the appropriate register and the meaning that it conveys. <p>Functions tested:</p> <ul style="list-style-type: none"> • purpose of texts • extracting key information by detailed reading • summarising information • sequencing information • locating specific information • identifying fact or opinion • vocabulary use, spelling, punctuation, and grammar errors 		
Marks	Total: 31 marks		

Introduction

Section	Writing	Time	60 min
Content	<p>At the Independent User Level learners are expected to be able to:</p> <ul style="list-style-type: none"> • write coherent narratives, descriptions, arguments, reports, articles or formal letters/emails on real and imaginary events or individuals by linking ideas effectively. • use punctuation to enhance the meaning and provide effect in both formal and informal pieces; • show an understanding of the purpose of a text and an awareness of how the readers will use the content; • use a suitable register and follow conventional features relevant to the readers and purpose. <p>Task 1 is a formal letter, email, blog, article, report or review directed to a specific audience. Learners should include two specific points of content. There is a choice of two topics. It should be 100-150 words.</p> <p>Task 2 is an informal letter, email, review or blog and the learner must perform specific functions such as giving an invitation or describing plans. There is one option only. It should be 150-200 words.</p>		
Marks	Task 1: 12 marks	Task 2: 12 marks	Total: 24 marks

Section	Speaking	Time	10 min
Content	<p>At the Independent User Level, learners are expected to be able to:</p> <ul style="list-style-type: none"> • speak with a good level of fluency, making sustained interaction relatively smooth; • communicate personal information, opinions, ideas, and feelings in a range of social contexts or subjects connected to professional or academic life, complaints or disputes; • use extended speech to describe, tell stories, express opinions, explain or give directions; • initiate and follow the norms of turn taking while being able to use appropriate phrases to interrupt or handle disruptions; • speak without undue hesitation and clear pronunciation and produce some complex sentences, though there may be slight hesitation while thinking which pattern or expression to use. <p>Part 1: the learner gives their name and answers 4 questions. The aim is to communicate personal information and express opinions and ideas.</p> <p>Part 2: 2 or 3 situations are presented by the interlocutor and also provided on a prompt sheet, and the learner gives examples of how they would react. The aim is to communicate in real-life situations using a range of functional language to elicit and respond appropriately.</p> <p>Part 3: the learner interacts with the interlocutor to reach an agreement or decision. Learners are given a scenario on a prompt sheet and then have two minutes to prepare. While it is not essential to complete the task, the interaction should progress towards completion. The aim is to give and receive information in order to perform a communicative task.</p>		

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The book is aimed at candidates preparing for the **NOCN ESOL** International Upper Intermediate examination (CEFR level B2).

The Student's Book contains:

- a detailed description of the examination
- preparation tasks for each part of the examination with special emphasis on the writing part
- eight complete practice tests
- sample answer booklet

The Teacher's Book is overprinted and contains all the material in the Student's Book as well as answers to all exercises, model answers for the Writing and Speaking sections and audioscripts.

The Class CDs contain all listening material in full examination format.



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