

NOCN

Peter Fullagar - Jenny Dooley

Student's Book



EXAM PREPARATION & PRACTICE TESTS

C2



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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 problem that has been solved, incidents in the past, a prediction about the future?*

- a We've had disagreements before.
- b Yes, we've sorted out our differences.
- c No, I'm sure we'll always get along.

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: 'Are you two on good terms now?' Which is the correct response? Why?

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

- a Really? I like watching films on my tablet.
- b Which one would you use more?
- c The screen has very high resolution.

b) Read the statement: 'I wonder if I should get a new phone or a tablet.' 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 all items will be grammatically correct BUT the correct option will depend on context. Keep an eye out for incorrect verb tenses, modals, conditionals, word order and use of comparatives.

3 a) Which options below are grammatically incorrect? Why? Which do you expect to be the correct answer?

- a Yes, I think it's too reversible.
- b Yes, and it's reversible, too.
- c Yes, but how much reversible is it?

b) Listen to the sentence. Which option from Ex. 3a is the correct answer? Is it the one you expected?

Preparation tasks

- 4** a) Read the options. Can you eliminate any of them for grammatical reasons? Why?
- a If so, you could have spoken your mind.
 - b If so, you should speak your mind.
 - c If so, you had spoken your mind
- b) Listen to the sentence. Which of the remaining options from Ex. 4a is the correct answer? How could you change the sentence so that the other option is correct?

Preparing for the task: identifying 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 the incorrect options before you hear the audioscript. In this case, when you listen, check that your answer choice makes sense.

- 5** Read the three options and underline the words that are different. Which phrasal verb is correct, according to the context? What does it mean? Why are the other choices wrong? Listen and check your answer.
- a It's what we set out to do from the start.
 - b It's what we set off to do from the start.
 - c It's what we set down to do from the start
- 6** a) Read the options below. Which option uses vocabulary incorrectly? Why is it wrong?
- a Maybe it was the best alternative.
 - b Perhaps it was the worst alternative.
 - c It could have been the mistaken alternative.
- b) Listen to the sentence. Which option in Ex. 6a is correct? Why is the other option wrong?

- 7** You will hear 10 sentences twice. Look at the answers. You have two minutes to read the answers. Now listen to the sentences and choose the best answer.
- 1 a Yes, it's made my day.
b Yes, let's call it a day.
c Sure, let's make it the day.
 - 2 a I certainly wasn't expecting it.
b That's strange, I thought you warned me.
c I think it must have been James.
 - 3 a I'm not fine, this assignment is just confusing.
b I'm fine, just confused about this assignment.
c I'm too much serious about the assignment.
 - 4 a It is noisy, isn't it?
b I didn't mean to disturb you.
c I'm sorry for your loss.
 - 5 a I can't believe that we've run out.
b They're in the cupboard to your left.
c They're from the supermarket.
 - 6 a I cut back gradually.
b I don't believe they're so bad.
c I wanted to lose weight.
 - 7 a I guess it could.
b I suppose it would have.
c Yes, it wouldn't have.
 - 8 a Sorry, I'm not sure how it works either.
b Sorry, I'm not used to this at all.
c Sorry, I don't know exactly where it is.
 - 9 a Of course! How many?
b Do you want any cake?
c How much would you like?
 - 10 a I'd appreciate it if you'd open it.
b Go ahead. It's quite stuffy in here.
c Not at all. It's been open long enough.

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 listening to the recording, be aware that the speaker will mention words or phrases related to all the options to make the task more challenging. You may hear these distractors before or after the correct answer, and both the distractors and the answer may be mentioned multiple times throughout the conversation, but only one option will be correct according to the context. Remember that the correct answer may be paraphrased, so it is important to listen for meaning and not just 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 not starting too quickly
- b experiencing leg cramps
- c becoming completely exhausted

- b) Now read the question for the options in Ex. 1a and underline the key words. How could you paraphrase 'most difficult'?

What does the speaker find most difficult

- 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 'most difficult'?

Preparing for the task: identifying items not mentioned

STUDY SKILLS

Sometimes you will be asked to choose the option that is not mentioned. This option may be omitted entirely. However, words from this option will often be present but refer to an unrelated idea or have a different context. The other two options will usually be mentioned directly, and not paraphrased, and it is important to make a note of each as you hear them.

- 2** a) Read the question and the options and underline the key words, then listen to an extract from a conversation. Are key words from all the options mentioned?

Doing which activity there is not mentioned?

- a Riding in a cable car.
- b Touring a coffee plantation.
- c Going on a guided hike.

- b) Listen again. Which option is correct? Why?

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 the options and underline the key words. Listen to an extract from a conversation. What is the correct answer? Was the meaning of the phrase directly explained or implied?

In the conversation, what does 'hand it to them' mean?

- a Offer them guidance.
- b Reprimand them.
- c Give them admiration.

Preparation tasks

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

Now listen to Conversation 1

- 1 Why does Emily think Tom might enjoy the craft market?**
 - a He does a craft himself.
 - b He loves helping choose gifts.
 - c He is looking for handmade chocolates.
- 2 What does Emily want to buy her brother?**
 - a A jar of handmade preserves.
 - b Some winter accessories.
 - c A colourful scarf.
- 3 What does Tom need to do at one o'clock?**
 - a Go to his practice session.
 - b Rest after swimming.
 - c Have a meal.
- 4 What is a 'jacket potato'?**
 - a A type of potato preserve.
 - b A potato salad sandwich.
 - c A potato that has been baked.
- 5 What is NOT mentioned as a consideration when choosing a place to eat?**
 - a Novelty.
 - b Affordability.
 - c The weather

Now listen to the conversation again and check your answers.

Now listen to Conversation 2

- 1 Why is the S438 faster than the S200?**
 - a It has a single processor.
 - b It has 2 core processors.
 - c It has a shorter battery life.
- 2 What is a 'trade-off'?**
 - a Giving up something old in order to get something new.
 - b Turning something off in order to conserve it for later.
 - c Putting up with something bad in order to have something good.
- 3 What do most people think about multi-core processors?**
 - a They're not concerned about the effects on battery life.
 - b They believe they are unnecessary for people who go online.
 - c They generally prefer single processors.
- 4 Why does Poppy question the screen size and price of the two models?**
 - a It is not what she was expecting.
 - b She thinks they are both too expensive.
 - c They are not what she is looking for.
- 5 Which feature does Poppy not have to make a decision about?**
 - a The processor.
 - b The screen size.
 - c The camera.

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. There may be two or three speakers. Candidates then 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 question 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 How social media can improve social lives.
- b Social media's effect on people's friendships.
- c People's avoidance of face-to-face communication.

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 true statements

STUDY SKILLS

Some questions ask which of three statements is 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. Pay attention to modifiers such as only, few, mainly, likely, etc. as they can modify the meaning of what is said.

- 2** Read the sentences. Does sentence B have the same meaning as sentence A? If not, why?

- 1** A Children benefit from weekly spelling tests, according to educators.
B Regular spelling tests are supported by teachers in order to help children learn.
- 2** A A complete ban on fossil fuel use is the only solution.
B The burning of fossil fuel is a major contributor to the environmental crisis.

- 3** a) Read the question and the options a, b and c below and underline the key words. What information do you need to listen for to decide if each option is true or not?

According to the discussion, what is true about body cameras?

- a Studies suggest that aggression increases when police wear cameras.
- b Police officers say the public seems reluctant to be captured on film.
- c Citizens say they prefer not to speak to officers wearing cameras.

b) Listen to part of a discussion and choose the correct answer in Ex. 3a. Why are the other options false?

Preparation tasks

- 4** You will now hear a debate and a discussion. You will hear them twice. You have two minutes to 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 The importance of summer breaks in childhood.
 - b The validity of year-round school systems.
 - c The advantages of year-round education.
- 2 Who believes long summer breaks impede learning?**
 - a Parents.
 - b Teachers.
 - c Students.
- 3 What point do James and Rachel agree about?**
 - a It is accepted that students forget their lessons over the summer.
 - b It's important to gather more information about breaks and learning.
 - c There is no proof shorter breaks are better for learning.
- 4 What does Rachel say about multi-tracking?**
 - a It causes classrooms to remain empty longer.
 - b It can be complicated for families with siblings.
 - c It allows schools to enrol more children.
- 5 What does James mean by 'it would be a headache for staff'?**
 - a They would develop pain in their heads.
 - b They would take more sick days off work.
 - c It would cause them difficulty and worry.
- 6 What aspect of year-round education could be unfair for some families?**
 - a The financial impact of shorter breaks.
 - b The lost enjoyment derived from breaks.
 - c The level of boredom they experience.

Listen to the debate again and check your answers.

Now listen to the discussion.

- 1 What is the main point of the discussion?**
 - a Whether plastic kitchen appliances are safe.
 - b Why plastic food containers should be avoided.
 - c How food becomes contaminated by plastics.
- 2 According to Jennifer, what should people do?**
 - a Become informed about the issue.
 - b Wait for more evidence on the subject.
 - c Understand that concern is not warranted.
- 3 According to the discussion, what is true about chemicals in plastics?**
 - a They have little measurable effect on laboratory animals.
 - b They are more dangerous at certain developmental stages.
 - c We are not sure if people are exposed in their daily lives.
- 4 What may cause unknown effects in the body?**
 - a Very high exposures to chemicals for short periods.
 - b Exposures to different chemicals at the same time.
 - c Chemicals that have been altered by high temperatures.
- 5 What does Jennifer say about making lifestyle changes?**
 - a Safety guidelines should be followed at all costs.
 - b Many are unwilling to make difficult modifications.
 - c The appropriate course of action depends on the person.

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

Preparation for the task: identifying style of a text

STUDY SKILLS

You may be asked to determine the style of a text. Think about the register of the text (i.e. formal or informal) and the general effect created by the text (i.e. informative, persuasive, analytical, descriptive, entertaining, instructive).

1 Read the extracts (a-b) below. Which is *formal* and which is *informal*? What language helped you decide?

- a We've all experienced it. That feeling that we are reliving the past; that it's happened before! Called *déjà vu* from the French expression meaning 'already seen', this phenomenon can really throw you off. As weird as it feels, there's actually a scientific explanation behind it all.

- b Sleepwalking, scientifically known as somnambulism, occurs in approximately 3.5 percent of the population. It is considered a sleep disorder that originates during slow wave sleep (SWS), often referred to as deep sleep. Sufferers of the condition are observed walking and performing other complex actions while in a sleep state.

2 a) Read the extracts (a-c) below. Which is: *informative*, *descriptive*, *persuasive*? Underline the language that helped you decide?

- a Curvy lines, colourful stained glass and round windows make up the shell house. Influenced by the architect Gaudi, the smooth surfaces feel like the inside of a seashell. The spiral staircase curves around two minimalistic rooms that are adorned with lush plants and bathed in natural light.
- b As we can all see food consumption is killing our planet. For instance, almost every time we eat, there's a package that is tossed in the bin and ultimately in a landfill. What needs to be done is an overhaul of food packaging focusing on reducing and recycling. Surely, we can make this effort to reduce our landfills.
- c Originating from China, ginger is a flowering plant with a long history of medicinal properties. In fact, gingerol, the bioactive substance found in fresh ginger root has been proven to inhibit the growth of many types of bacteria. Consequently, ginger is effective in fighting infections.

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

- 1 Which of these best describe the style of the text?
- a formal and persuasive
b informal and persuasive
c persuasive and descriptive

Preparation tasks

Preparing for the task: *identifying purpose*

STUDY SKILLS

Some questions ask about the purpose of a text. To answer the question, consider what kind of text it is (e.g. narration, instructions, article, advertisement, biography, discursive text) and what the author is trying to achieve. Purpose may include: to advise, describe, discuss, explain, identify, inform, persuade, or prevent. Be careful, some distractors may appear in the text but not be the main purpose.

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

- 1 a brochure on how to prevent heart disease
- 2 a blog about the importance of recycling
- 3 an article about why we sleep
- 4 a report on climate change

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

b) Read the extract from the beginning of a text. What is it about? What kind of text could it be: a blog, a brochure, an article?

Welcome to the Milan Cathedral – the largest cathedral in Italy!

Construction on the cathedral began in 1386 under Gian Galeazzo Visconti and lasted over 5 centuries. The cathedral is a fine example of Gothic architecture and houses a large collection of stained glass, paintings and sculptures. Highlights of the cathedral include the baptistry, the crypt and the rooftop terrace.

c) Based on the information in the extract in Ex. 3b, answer the question.

The main purpose of this text is to:

- a Persuade people to visit the cathedral.
- b Explain how the cathedral was built.
- c Inform visitors about the cathedral.

Preparing for the task: *identifying true 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 statements and then locate the key words or synonyms in the text before you decide which statement is true or false. Words from the false statements will be mentioned, but the overall meaning of the statement will be false according to the text. The information may be located anywhere throughout the text.

4 a) Read the three statements (a-c) and underline the key words. Read the three sentences (1-3) and underline any related words/synonyms from the underlined words in the statements. Which sentences contain information that relates to each statement?

- a The islands' bird population is limited to a few species.
- b The many ecosystems of the islands have changed because of the animals living in them.
- c The islands' unusual animal life is due to their geographical location.

- 1 The Galapagos Islands are biodiverse with many types of birds, mammals and insects.
- 2 Situated in the middle of the Pacific Ocean, the Galapagos Islands have many unique animals and plants as a result of their isolation.
- 3 Animals and plants have adapted to the conditions of their environment.

b) Which of the statements in Ex. 4a is true according to the sentences? Why are the others false?

Preparation tasks

Preparing for the task: *understanding vocabulary*

STUDY SKILLS

Questions testing your knowledge of vocabulary from the text may ask you to identify synonyms/definitions or choose the correct word to fill a gap. When matching a word/phrase to its definition, look at how the word/phrase is used in the context of the sentence in order to determine its meaning. When choosing a synonym, determine the meaning of the original word from its context. Choose the answer option that means the same and replace it with the original word to check if it works in the sentence.

When filling a gap, look at the words before and after to decide which answer option fits best. The missing word/phrase may fit logically, form a collocation, etc. After you have decided, read the sentence to check that it makes sense.

- 5 a) Read the sentences (1-3) taken from a text. Choose the correct definition for the word(s) in bold. Underline the word(s) in the sentences that helped you determine the meaning of the word(s) in bold.

- 1 The magazine article features young **prominent author**, Jack Skullar, who discusses some of his bestsellers.

Definition: a person who is new to writing
b a young person who is good at writing
c someone known for their writing

- 2 One day while experimenting with bacteria in his lab, Sir Alexander Fleming accidentally **stumbled across** a substance that inhibited bacterial growth which later became the first antibiotic named penicillin.

Definition: a find by chance
b learn through experimentation
c fall over sth by accident

- 3 Tourists visiting the Amazon Rainforest are **vulnerable** to certain viruses and must take precautions, such as vaccinations, to keep themselves safe.

Definition: a being unknowingly affected
b being easily attacked
c being overly sensitive

- b) Which is the correct synonym for the words in bold in sentences 2 and 3 from Ex. 5a?

Sentence 2:

a created b exposed c discovered

Sentence 3:

a defenseless b weak c receptive

- 6 a) Read the sentences (1-4) below. Choose the correct word to fill the gap. Underline the words that helped you decide.

- 1 The newly appointed education minister is expected to about some positive changes to the school system.

a bring b move c set

- 2 Recent investments in tourism have helped boost the market in the city.

a work b employment c job

- 3 The fog in the valley and we could finally see clearly.

a drifted b lifted c lay

- 4 Although the museum is known for its vast collection of classical pieces, it also has an impressive assortment of art.

a present-day
b current
c contemporary

- b) For each sentence (1-4) in Ex. 6a what is being tested: a collocation, a phrasal verb or the context?

Preparation tasks

Preparing for the task: *identifying errors in the text*

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 checking for verb tenses and verb/subject agreement as these are frequently tested. You may also be asked to identify the correct grammar of a grammatical error in the text.

When looking for spelling errors, pay attention to double consonants and pairs of words that look different by only one letter. Letters may also appear in the wrong order. You may also be asked to identify the correct spelling of a misspelt word in the text.

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 and commas.

Note: you may also be asked about capitalization and which item must always be capitalized.

7 a) Tick (✓) which words are spelt correctly. Underline the mistake in the misspelt word..

- 1 additionally additionally
- 2 consequence consequence
- 3 aggressive aggressive
- 4 akquire acquire

b) Tick (✓) which sentence contains no grammatical errors. Underline the error in the other sentences and correct them.

- 1 Since the onset of the amusement park, visitors been waiting for the upside-down roller-coaster.
- 2 Once completed, the roller-coaster is the largest in the world and riders will have to be over the age of 16.
- 3 Park information are available at the ticket booths.
- 4 The park is open 7 days a week from 10 am to 10 pm for visitors to enjoy.

c) Tick (✓) which sentence contains no punctuation errors. Underline the error in the other sentence.

- 1 Koala bears sleep in eucalyptus tree's, where it is hot, light and dry.
- 2 The koala's natural predators are dingoes and owls.

8 a) Read the extract from a text and underline any spelling, grammatical or punctuation errors you can see. Fill in the table below with the line number where the error is located and correct it.

The Rohonac Codex is considered one of 1
the most unusual books ever wrote. First 2
discovered in the 19th century in Hungary, 3
the illustrated book is written in a 4
mysterious language. Who wrote the book 5
to this day is unknown? Linguists have 6
been unable to decipher the book due to its 7
alphabet of 200 symbols. In comparison to 8
the 26 letters of the English alphabet, 9
decoding such a large system of characters 10
was not an easy task. Religious or historical 11
images seem to indicate the book's possible 12
origins to be India. 13

Spelling	Grammar	Punctuation
Line:	Line:	Line:
Correction:	Correction:	Correction:

b) Which word should always be spelt with a capital letter? Why?

- a Religious
- b English
- c Linguists

c) Which word should replace the word in bold (l. 11)? Why?

- a has
- b to be
- c is

Preparation tasks

9 Read the text and answer the questions.

Underground Fun

Located deep under the ground in Romania is something no one would expect: a theme park! Salina Turda is a massive subterranean amusement park and museum nestled 121 metres below the earth inside an ancient salt mine. Believed to be over 2000 years old, the salt mine had yielded over 3 billion tons of salt by the time it closed in 1932. The left-behind immense cavern has had other functions over the years including being used as a bomb shelter in WWII and as storage for cheese.

In 1992, the underground cavern was converted into an awe-inspiring amusement park, museum and world-class health spa. Since its opening, the park attracted 2 million visitors, mostly Romanians, who value it for health reasons and its historical value. Once inside, visitors can enjoy a 180 seat amphitheater, an underground lake with paddleboats, mini-golf, table tennis and one of the park's biggest attractions: the colossal Ferris wheel.

The health benefits and spa treatments are what initially drew visitors to the park? The constant air temperature, humidity and allergen – free, ionized air in the cavern have a healing effect on respiratory problems. This tourist _____ is a natural healing place for winter colds and allergies. In fact, this was the reason that the fun activities were later added on; for visitors to stay longer and benefit from the healthy environment. Employees at the park have also reported improved breathing abilities making it an attractive employment opportunity.

Beyond the healing properties and amusements, the entire cavern acts as a massive museum. Tours are offered through the various rooms of the mines at different depths. Visitors can learn about the salt trade with old mining machinery on display. Along the way, they can admire the beautiful fluid patterned rock and salt formations. The sheer uniqueness of the park ensures that it will be around for years to come.

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Preparation tasks

- 1 The main purpose of this document is to:
 - a Explain the history of an underground cavern.
 - b Persuade readers to visit a park.
 - c Describe a tourist destination.
- 2 According to the article, which statement is true?
 - a The park is popular with tourists from all over the world.
 - b The park attracts a large amount of local tourism.
 - c The mine remained closed until the opening of the park.
- 3 The first tourists to the park were attracted by:
 - a The Ferris wheel.
 - b The underground lake.
 - c The health spa.
- 4 Why were the amusement facilities built in the mine?
 - a To entertain families in the winter cold.
 - b To increase the time spent breathing its healthy air.
 - c To increase job opportunities locally.
- 5 What is the main focus of the museum?
 - a The mining of salt.
 - b The history of the cavern.
 - c The geographical formations.
- 6 There is a grammar error on:
 - a Line 7.
 - b Line 10.
 - c Line 22.
- 7 What is the best word to replace 'converted' in line 9?
 - a Transformed.
 - b Transposed.
 - c Renovated.
- 8 There is a punctuation mistake on:
 - a Line 1.
 - b Line 12.
 - c Line 15.
- 9 The best word to complete the sentence in line 17 is:
 - a Spot.
 - b Section.
 - c Scene.
- 10 Which of these best describes the style of the text?
 - a Formal and instructive.
 - b Informative and descriptive.
 - c Informal and persuasive.

Preparation tasks

Reading Text 3

Text 3 usually provides general information on a topic, describes a place or is biographical. It can have 5 or 6 questions which focus on detail, true statements, implication, type and purpose of text and vocabulary.

Preparing for the task: *identifying text type*

STUDY SKILLS

Questions may appear that ask 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, news stories/articles, advertisements, instructions, literary narratives, informative texts and blogs.

10 Match the text type (A-E) with its description (1-5).

- a news story
 - b biography
 - c blog
 - d review
 - e advertisement
-
- 1 an article that informs the public about current events/issues, often written in a formal style.
 - 2 a chronological description of the events in someone's life.
 - 3 a critical assessment of sth and a recommendation
 - 4 a promotion of something using persuasive language.
 - 5 an informal online diary-like entry eliciting discussion and comments

Preparing for the task: *understanding implication in the text*

STUDY SKILLS

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

11 Match the statement below to what it is implying (a or b). Underline what words helped you.

To be successful at running your own business today, you must be open-minded, risk-taking and forward-thinking at all times.

- a Successful entrepreneurs have certain character traits in common.
- b An essential part of being an entrepreneur is making carefully calculated business decisions.

12 a) Read the question and the answer options. Underline the key words. Then scan the text on page 19 and underline synonyms/related words to the key words you underlined in the answer options.

The text implies:

- a how to enter the job market has changed.
- b requirements for jobs have changed.
- c there are fewer job opportunities today.

b) Carefully read the parts of the text that you underlined again. What is the correct answer to the question in Ex. 12a? Highlight where in the text the other answer options are shown to be wrong.

13 Read the text and answer the questions.

How to prepare for the working world?

In their last year of studies, most young people are in a state of panic though not over their graduation but rather what to do next. How to take the next step into the working world may seem overwhelming. Just a few years back, a college degree would land you the job of your dreams. Now, higher education won't necessarily get you a job and, in many cases, graduates are left unemployed. As always, experience is needed as well as the right skill set. In today's ever-evolving working world, there are a lot of new approaches to landing a good job. Consider the following:

- **Update your skills:** consider if your skills are up-to-date for the job you want. Do you have all the tech skills and other skills needed? There are plenty of employment opportunities in the job market but the key is to make sure you have the right competences.
- **Networking:** 80% of jobs today are not publicly posted. This means that job seekers have to find the people who can lead them to employment opportunities. The more people you connect with, the more likely you will find job leads. Consider joining clubs /business and trade associations or attending talks and conferences. Such events are the perfect places to approach well-known senior professionals who, if they can't offer you a job, can at least point you towards their colleagues who can.
- **Learn on the job:** internships, whether paid or not, are the perfect way to gain valuable experience and learn skills. Even if the internship is not exactly in the profession you want, it can still offer an excellent learning opportunity. Look for longer placements, as they tend to invest more in their interns by teaching them a lot about the area of work.
- **Study abroad/volunteer:** studying in another country or taking on a volunteer position are also other ways to acquire or expand on your skill set and prepare for a future job.

Let me know what you think or if you can add to my advice by commenting below:

1 What kind of text is this?

- a An online news story.
- b An online advertisement.
- c A blog.

2 The text suggests:

- a College graduates often lack skills for their field of work.
- b Most jobs are found through some type of networking.
- c Volunteering usually leads to a job placement.

3 According to the text, which statement is true?

- a More skills are learned in long-term internships.
- b Choose internships only in the field of work you are interested in.
- c Paid internships offer a better learning experience than unpaid.

4 In the third paragraph, what is a senior professional?

- a A person who is highly paid at what they do.
- b Someone experienced in an educated field.
- c Someone well-known in their profession.

5 Which advice is not mentioned in the text?

- a Where to find jobs.
- b What skills are in demand.
- c How to get work experience.

Preparation tasks

Reading Text 4

Text 4 has either 5 or 6 multiple choice questions and similar question types as the other reading texts including a focus on vocabulary, grammar and punctuation. The lines may or may not be numbered. Informative, descriptive, instructive and autobiographical texts may also appear.

Preparing for the task: understanding specific information/detail in the text

STUDY SKILLS

Many questions in all 4 reading texts ask about specific/detailed information in the text. Remember to underline the key words in the questions. Then read the text and underline the parts that refer to/ answer the question. Now read the three answer options and choose the one that best matches the underlined information in the text. Remember the correct answer will be phrased differently than in the text.

- 14** a) Read the question and underline the key words. Then read the paragraph paying attention to the words in bold. Which bolded words refer to the question?

What motivated Fawcett to go with his son into the Amazon?

Explorer Perry Fawcett was originally assigned by the British government **to map for the first time** the countries of Brazil, Bolivia and Peru in the undocumented Amazon. During his time in the jungle, Fawcett heard stories and **found artefacts** that indicated the presence of a lost ancient city. Fawcett's curiosity eventually turned into **an obsession that drove him** to find the mysterious city. So one last time in 1928, **Fawcett and his son travelled** into the unexplored jungle and they were never seen or heard of again.

- b) Underline the part that best answers the question.

- c) Read the three options. Which is the correct answer to the question in Ex. 14a? Which of the incorrect answer options do the other words in bold refer to?

- a A fascination with the existence of an ancient city.
- b The possibility of finding valuable ancient artifacts.
- c Being the first to establish borders in the area.

- 15** a) Read the extract and answer the question. Justify your answer by highlighting material in the text.

Djemma el Fna is the place to be in the heart of Marrakech, Morocco. By day, the square is alive with snake charmers, story tellers and street musicians. Enter the narrow lanes of the market adjacent to the square for a shopping experience from morning to night with deals on everything from souvenirs to antiques. Once the sun goes down, Djemma el Fna is transformed into an incredible food market with hundreds of stalls offering a variety of delicious treats.

Why do visitors go to the square at night?

- a to find good prices on souvenirs
- b to eat local dishes
- c to watch a variety of entertainers

- b) Why are the other options wrong?

16 Read the text and answer the questions.

Dr Seuss

"I do not like green eggs and ham. I do not like them, Sam-I-Am" are some of the most read words around the world. They can be found in a book called *Green Eggs and Ham* by Dr Seuss, one of the bestselling children's authors of all time. Born in Massachusetts, USA in 1904, Dr Seuss's actual name was Theodor Seuss Geisel. While studying in college, Geisel was suspended from writing for the college magazine due to bad behaviour. In order to continue writing for the magazine, Geisel created the pen name, Seuss, as a disguise.¹ He later added Dr to it because his father always wanted him to study medicine.

After graduation, Dr Seuss began work as an illustrator and cartoonist for various American publications. During WWII, he worked on political cartoons and documentary films for which he won an Academy Award for one in 1947. After the war, Dr Seuss and his wife moved to California where he concentrated on writing children's books. One of his earliest books *Green Eggs and Ham* (1960), went on to become one of the bestselling children's books of all time. It contains only 50 words as a result of a bet Dr Seuss's publisher made with him that he could not write a book that contained less than 236 words² – the amount Dr Seuss wrote in his famous story *The Cat in the Hat* (1957) a few years before with the purpose of helping teach young children to read.

Many of Dr Seuss's stories contained strong messages and expressed his opinion on various social issues. *The Lorax* (1971) is considered very progressive for when it was written, presenting the ideas of environmentalism and anti-consumerism.³ The book sparked controversy with protests from big business and the logging industry.⁴ Later with the environmental movement, the book finally became a success.

Dr Seuss's books also contain unique illustrations of imaginary creatures and places – all done by himself. With more than 45 books to his name, he was honoured with many writing awards over the years until his death in 1991. There **were** even a star with his name on it on the Hollywood Walk of Fame along Hollywood Boulevard which his fans can visit.

1 Why did Theodor Seuss Geisel change his name?

- a To please his father.
- b To be able to write in secret.
- c To hide his identity at college.

2 Why does the book *Green Eggs and Ham* have so few words?

- a In order for young children to easily understand it.
- b Because Dr Seuss wanted it to be similar to another book.
- c Because Dr Seuss wanted to prove he could write such a book.

3 Which book was considered advanced for its time?

- a *The Lorax*.
- b *Green Eggs and Ham*.
- c *The Cat in the Hat*.

4 The phrase 'sparked controversy' means?

- a Received a great deal of disapproval.
- b Received bad reviews.
- c Received overwhelming support.

5 In the text, the word 'imaganary' has been incorrectly spelt; what is the correct spelling?

- a Imaginry. b Imaginery. c Imaginary.

6 Which word should replace the word in bold?

- a is b was c had been

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, report or argument (essay) 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, or evaluation and justification of an opinion.

Preparing for the task: rubric analysis

STUDY SKILLS

Always read the rubric and bullet points carefully and underline the key words/phrases. This will help you decide what type of writing is required, who it is for, and what exactly to write about. After reading 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** A new public park has been built in your neighbourhood and you believe it has greatly increased opportunities for physical activity for people of all ages. Write an article for a website, reviewing your experience at the new park.

You could write about:

- The children's play area
- Grassy areas for sports, basketball courts
- Trails for walking/running/cycling
- Benches and picnic tables.

- B** Write an essay for your teacher discussing the role that smart technology is likely to play in our lives in the near future.

You could write about:

- Better home security systems
- Risks of hacking
- Saving time and money
- Challenges of integrating many appliances.

- C** The gym where you exercise is going to be renovated. You have been asked to write a report for the owner about changes that you would like to see to make it a more useful and welcoming space.

You could write about:

- Facilities that are currently excellent
- Facilities that need to be improved
- Suggestions for new facilities.

- D** Write a story titled: "A Lesson Learned."

You could write about:

- Where and when events took place
- What the protagonist hoped to do/achieve
- What went wrong
- What the outcome was and why it was a learning experience.

- E** Write an email to a friend telling them you are going to move to a different city. Invite them to a going-away party.

You could write about:

- Where you are going to move
- Why you are moving
- When and where the party will be held
- What foods will be provided.

- F** The student centre at the college you attend, which includes shops, restaurants, and spaces for socialising and study, is not meeting the needs of students. Write a letter to the college president, suggesting improvements.

You could write about:

- Improvements to study spaces
- Quality of food available
- Shops that would be useful.

- 1 What type of writing is being asked for?
- 2 Who is the intended audience?
- 3 What register will you write in and why?
- 4 What points should you cover?

Preparation tasks

Writing Task 1

Writing Task 1 (formal writing) has two options to choose from and could be a formal letter/email, article, report or argument (essay) for a specific audience. It should include at least two specific content points and be 200-250 words at a minimum.

FORMAL REGISTER

Formal Register

- **serious, impersonal style, complex sentence structure, frequent use of passive voice**, (e.g. *Regrettably, the booking has been made on the wrong dates.*)
- **advanced vocabulary/formal linking words** (e.g. *nevertheless, therefore, furthermore, etc.*)
- **no short verb forms or colloquial language** (e.g. *I'd like, 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, convincing or thanking, etc. They could include a number of different functions including inviting, persuading, arguing, expressing opinions and emotions, evaluating ideas and arguments, and justifying opinions.

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

In Task 1, you may be asked to write a formal letter/email. If so, read the rubric carefully to make sure you have correctly identified the function of the letter and you understand what you are being asked to write.

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

- 1 You booked exclusive use of a room at a restaurant for a birthday party. However, during the party, strangers were seated at other tables in the room. You spoke to the staff, but they said they were overbooked and couldn't turn people away. Write a letter to the manager of the restaurant.
- 2 You have just returned home after a long journey when you realise that you have left one of your bags on the train. The bag contains some items of great personal value. Write an email to the train company to ask for assistance.
- 3 You recently bought a new computer, but something went wrong when you were setting it up. The staff at the shop where you bought it were very helpful and resolved the problem for you. Write a letter to the manager of the shop, telling them how pleased you are with the assistance you received.
- 4 You regularly go to a gym in your area. While the location is convenient for you, you don't feel that the facilities it offers are competitive. Write a letter to the owner of the gym describing the improvements you would like to see.

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

Ms Melody Jones Office Manager Smith & Co 17 Merrow St London, SE17 2NJW Dear Ms Jones , Yours sincerely , Harry Walker	Harry Walker 26 Clements Road London, E6 2DL 12 June, 20 ...
---	---

Contact name not known

Office Manager Smith & Co 17 Merrow St London, SE17 2NJW Dear Sir/Madam , Yours faithfully , Harry Walker	Harry Walker 26 Clements Road London, E6 2DL 12 June, 20 ...
--	---

Formal Emails

Note

Emails include your email address, the email address of the person you are writing to and the subject. The greeting and signing off in formal emails follow the same rules as formal letters.

From: jane.brown@mail.com
To: m.taylor79@email.net
Subject: information about booking

Useful Language

Making a complaint

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

Making a request

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

Providing suggestions/solutions

- I would urge you to consider ...
- This would be of considerable benefit ... , As a result ... , In light of ...
- I trust you will give these recommendations your full consideration

Thanking

- I am writing to express my gratitude/appreciation for ...
- The assistance/attention provided was ...

Preparation tasks

Preparing for the task: using formal register

STUDY SKILLS

It is important to use the correct style/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 colloquial expressions, and places where you can add formal expressions, linking words and advanced vocabulary.

3 Which of the following sentences are in the correct register for a formal letter? Change the others so that they are also formal.

- 1 a Come and see the first screening of the film this weekend.
b We would be honoured if you would attend the opening of our new exhibit.
- 2 a I would be most grateful if I could exchange the coat for a larger size.
b I'm hoping it's possible to return the tablet and get a different model.

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

You booked accommodation in a hostel over the phone, but when you receive your confirmation email you realise the dates are incorrect and you are booked into a dormitory rather than a private room. Write an email to the hostel.

You could write about:

- When and how you made the booking
- What's wrong with the booking
- What changes you would like
- What you expect to happen next.

Write 200-250 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: a.smith@mail.net

To: alpinehostel@hostels.co

Subject: problem with booking

I am writing with regard to the booking that I made at the Alpine Hostel last Thursday, the 11th of June, by telephone. I have just received the confirmation email for the booking and **1) I regret to say/I'm very disappointed because** there seems to have been a misunderstanding.

There are two problems with the booking. Firstly, **2) asked you guys/had requested** to book two nights in the first week of July: Friday the 3rd and Saturday the 4th. However, the booking confirmation indicates that the reservation is actually for the nights of the 4th and the 5th. **3) There's no way this will work/This is an impossibility for me** as I must **4) travel home/ depart** in the afternoon of the 5th. Secondly, I particularly requested a private room, and was told one was available, yet the reservation is for a bed in a dormitory. **5) Being a light sleeper/ Since noises wake me up**, I would prefer not to share a room.

Would it be possible to change the reservation to the correct dates and room type? **6) There's no way/I do not feel that** I should have to pay a fee to change the booking because of this mistake. However, I have only been charged for a bed in a dormitory and I will gladly pay the difference for the private room.

Thank you in advance for your assistance. I hope **7) these problems can be resolved/we can sort this out**, with minimal inconvenience. If not, I regret that I will have to cancel my booking.

Yours faithfully,

Adam Smith

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 that 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: *despite (the fact that), even though, although, nevertheless*.**

Complaints

- 1 The fridge we have just purchased is extremely noisy, especially at night.
- 2 When I attempted to return the item, staff were dismissive and implied that I had damaged it.
- 3 Due to technical problems, I have had no Internet access for approximately three of the past seven days.
- 4 I have received no response at all to my enquiries.

Justifications

- a You advertise a store policy of accepting returns, with no questions asked, for 48 hours.
- b I pay each month for this service and would expect it to be reliable.
- c I have sent multiple emails over the last week, and also messaged via your website.
- d The manual states that it should emit no more than 39dB of sound.

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

You have had a new sink and cabinets installed in your bathroom, but unfortunately it leaks and some of your possessions were destroyed. You have contacted the workers who installed it, but they told you they installed it correctly and you should contact the manufacturer. Write a letter to the company you bought it from.

You could write about:

- What the problem is
- The actions you have taken so far
- The inconvenience caused
- What you expect to happen next and why.

You must write 200 – 250 words.

- 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 There is a large and unsightly scratch in the porcelain.
- 2 A cosmetics bag and its contents have suffered serious water damage and will have to be thrown away.
- 3 The workmen who installed the sink were incompetent and rude.
- 4 Water drips continuously from the area around the drain.

c) Read the model letter. Fill the gaps with: *defective, dismay, amicably, satisfied, discarded, accountable, expectation, subsequently*.

Preparation tasks

Lisa Clarke
12 Ash Circle,
Manchester, M4 1PW
12 March, 20 ...

Home Showroom
4 George Way,
Manchester, M2 3 WS

Dear Sir/Madam,

I am writing with regard to the bathroom sink and cabinet set, model number 257RB, that I purchased several weeks ago. I regret to inform you that I am not 1) _____ with it.

After a week of using the new sink and cabinet I discovered, to my 2) _____, that the items on the top shelf were wet and had begun to go mouldy. Unfortunately, my cosmetics bag and most of its contents had to be 3) _____. Needless to say, after having a brand new cabinet installed, I had the 4) _____ that items inside would remain dry and in good condition.

I have contacted the workmen who installed it, who 5) _____ looked it over and informed me that it had been installed correctly and that the seal around the drain in the sink is 6) _____. A new item should have been quality tested and this should not have happened. It has caused me a great deal of inconvenience since not only must it be replaced but also my possessions have been damaged.

I believe that I am entitled to a replacement at no charge, and I also feel that you should be held 7) _____ for the inconvenience this has caused and reimburse the costs of installation. I hope that we can resolve this matter 8) _____, as soon as possible.

Yours faithfully,
Lisa Clarke

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 that 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 report addresses ...

Adding emphasis

- especially/particularly/considerably
- It should be noted/is worth bearing in mind ...
- ... play a crucial role/a vital part

Expressing cause/effect

- As a result, In this way, If ... then
- This would bring about/give rise to/contribute to ...

Making a recommendation

- It is suggested/recommended that...
- I propose, I would advise ...

Expressing opinion

- It appears that, There is no doubt ...
- This would certainly/clearly ...

Concluding

- In conclusion ..., To sum up ..., All in all ...
- Taking everything into consideration

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.

The city council would like to encourage residents to recycle more. You have been asked to write a report for the council on the existing recycling facilities in your neighbourhood, how easy they are to use, and whether they need to be improved.

You could write about:

- What facilities are available
- How people feel about using them
- Improvements that could be made.

Write 200-250 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: *no doubt, most, Firstly, leads, To sum up, in regard to, Additionally, considerable. Then, label the paragraphs (A-C) with the following headings: Usability, A way forward, Current infrastructure.*

Introduction

The purpose of this report is to evaluate the existing recycling facilities 1) _____ their usability and suggest improvements that could facilitate recycling in this neighbourhood.

A _____

Recycling facilities are accessible to residents. There are green recycling bins located on 2) _____ blocks, which are meant for glass, cardboard, aluminium and certain plastics. 3) _____, there is one centrally located recycling station specialised for glass and plastic water bottles.

B _____

Although facilities exist, there are some obstacles to their use. Though the green bins are conveniently located, most are unmarked so it is unclear what may be recycled there. This 4) _____ people to avoid using them or to dispose of their household rubbish there. This gives rise to doubt about whether recyclables in the bins will actually be recycled. The specialised recycling station is far more effective. Using it, however, involves transporting recyclables a 5) _____ distance.

C _____

Two steps could be taken to improve the situation. 6) _____, specialized recycling stations could be conveniently located in the neighbourhood so that people would not have to carry recyclables long distances. Secondly, residents should be educated on correct usage of the blue bins.

Conclusion

7) _____, although facilities for recycling do exist in this neighbourhood, they are not conducive to feelings that recycling is important and valued. Improvements would 8) _____ motivate residents to recycle with greater diligence.

- c) Read the report again. What are the topic sentences of the main body paragraphs? What is the writer's view about the recycling facilities? What suggestions are made?**

Preparation tasks

'For and against' Essays

For and against essays discuss the advantages and disadvantages of an issue. Each point of view should be presented in a separate paragraph and you must not include your own opinion until the final paragraph where you may either express your opinion or give a balanced conclusion.

A for and against essay should be written in formal style (use formal expressions, impersonal tone and advanced vocabulary; avoid short forms and personal expressions of feelings).

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

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 readers what 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 about the pros and cons of developing a remote village into a tourist destination.

You could write about:

- Standard of living
- Cultural implications
- Effects on the environment
- Raising global awareness.

You must write 200-250 words

- 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 Traditional beliefs and ways of life may disappear.
- B Adventure tourism is increasing in many parts of the world.
- C Income generated by tourism can provide locals with more secure lives.
- D Development compromises fragile ecosystems.
- E People from around the world will learn about and appreciate local traditions.

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

- A Necessities like electricity, water, and food can become more expensive if demand outstrips supply.
- B Even the cost of renting or buying homes can rise beyond the reach of locals.
- C An influx of tourists can sometimes make locals' lives more difficult.

Preparation tasks

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

In recent decades, more disposable income and transport options, alongside a desire to venture off the beaten path, has led more remote and unusual locations to become tourist destinations. This has brought benefits to the inhabitants, but has also presented them with new challenges.

In many ways, tourism can be advantageous for remote villages. The income it generates can improve standards of living; for example, residents can afford to build more comfortable homes and governments can improve infrastructure. What's more, knowledge about the place and culture spread around the world and generate curiosity and appreciation. This can create a strong sense of cultural pride in locals.

On the other hand, an influx of tourists to a remote village can have negative repercussions. Firstly, development can damage the environment, especially if it is carried out hastily to accommodate large numbers of visitors. There could be a strain on utilities such as water and electricity leading to higher prices and problems with availability. Also, as locals are exposed to a more modern, global lifestyle, they could start to give up their traditions and beliefs which would be a great loss.

All in all, there are two sides to the issue of increasing tourism in remote villages. I believe that as long as development occurs carefully, and traditional lifestyle and values are protected, it can enrich the lives of both the hosts and the visitors.

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 in the conclusion.

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, from a standpoint

introducing opposing arguments:

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

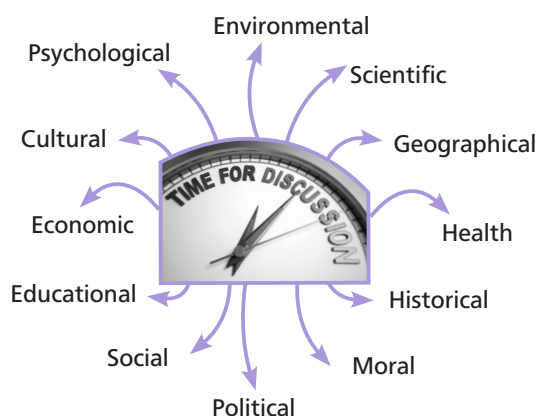
Preparation tasks

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 a discussion clock, 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.

In today's world, rural areas are being rapidly depopulated. Discuss the effects of people moving from the countryside into cities.

You could write about:

- Opportunities and access to services
- Tradition and cultural identity
- Land use
- Overcrowding, poverty.

You must write 200 – 250 words

- 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). Which aspects in the discussion clock does each refer to?

- 1 City living is greener because there is less commuting and more rural land is left in its natural state.
 - 2 Urbanites have far more opportunities to attend exhibitions and concerts.
 - 3 More employment and education opportunities can enable urban dwellers to find skilled work and earn higher salaries.
- A On the other hand, overcrowding can lead to extremely high rents which result in poor living conditions and poverty.
- B Nevertheless, urban spaces themselves can be highly polluted, mostly due to large volumes of traffic.
- C However, the global, cosmopolitan nature of cities means residents can lose their unique cultural identities and traditions.

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 below. What techniques are used for beginning and ending the essay?

Traditional ways of life, where people lived in small villages and farmed or otherwise lived off the land, are disappearing rapidly. More and more people are moving to cities to live what is viewed as a prosperous and modern life. The effects of urbanisation, however, are more complicated than that.

To begin with ...

What's more ...

To sum up, the consequences of urbanisation are not clear-cut. Will governments find a way to mitigate the negative effects as more and more people arrive in pursuit of a better life? We can only hope so.

- b)** Write two main body paragraphs for the essay using some of the information from Ex. 9b, and the Useful Language box on p. 30. Don't forget to write topic sentences and expand the information with reasons and results. 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 - 1st supporting argument with justifications

Paragraph 3 - 2nd supporting argument with justifications

Paragraph 4 - opposing viewpoint and why it is wrong

Conclusion

Paragraph 5 - summarise and restate opinion

Useful Language

Presenting an opposing viewpoint

- It is argued that ...
- There are those who believe/argue/claim ...
- Contrary to what is widely believed ...

Refuting an opposing viewpoint

- Nevertheless, Nonetheless, However, Despite, still, though, in fact, Yet
- The problem is that ... , While it's true that

Preparing for the task: supporting viewpoints 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.

Preparation tasks

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

- 1 People would no longer receive handfuls of small change.
 - 2 People would make fewer inessential, impulsive purchases.
 - 3 Money would not change hands so the chance of spreading germs would decrease.
- a As a result, fewer people would get ill.
 - b This is because paying electronically takes more time.
 - c Consequently, they would be less burdened by carrying lots of coins.

b) Which opinion from Ex. 12a provides an opposing viewpoint? How can it be refuted? Use phrases from the Useful Language box on p. 32 to write a paragraph.

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

Globally, it is becoming more and more unusual to conduct transactions in cash. However, there are still some problems to overcome before a completely cashless society is a good idea. Do you agree?

You could write about:

- technological breakdowns
- economic instability
- inequality
- crime rates

You must write 200 – 250 words

- 1 What type of essay should you write?
- 2 Should you include your 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?

c) In paragraphs 2 & 3, underline the reasons and circle the results.

Cashless societies seem to be the way of the future. Indeed, some countries have already taken steps in that direction and, before long, the rest of the world is sure to follow. But while it may be inevitable, is it a good idea? In a cashless society, we would face a number of challenges.

Firstly, we would truly be at the mercy of technology. If there was a power outage, or the Internet went down, it would become impossible to make purchases. All trading would grind to a halt. This could potentially even result in the economy crashing.

What's more, a cashless society is likely to become less equal. People who might not have access to electronic devices or banks would be excluded. Temporary, informal work which pays cash would cease to exist. Consequently, life would become more complicated for people who are already at a disadvantage.

Proponents of a cashless society argue that there would be less crime. There would certainly be fewer muggings if no one carried cash and electronic records of all transactions would discourage fraud. However, it would be far more accurate to say that crime would change; hackers will be the robbers in a society without cash, and they are a real risk.

In conclusion, until safeguards are in place to protect us from technological breakdown, and to ensure that no one is left behind in poverty, I believe we should be cautious. It may not yet be the right time to go cashless.

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 article and 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 you are writing about, brief background)

Paragraphs 2-3

develop the main aspects in detail

Paragraph 4

summarise main points, give feelings/opinion/recommendation

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 or more 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 website reviewing your experience at a technology fair.
- 2 Write an article for your college newspaper describing a charity race that took place on campus.
- 3 Write an article for a magazine about ways to cut back on single use plastics.

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.

A new communal garden and allotment has been opened in your town. You feel that this has greatly benefited the community in a number of ways. Write an article for a magazine, reviewing your experience at the new allotment.

You could write about:

- The flower garden
- The allotment plots
- A small pond for wildlife
- Food donation project for extra produce.

You must write 200 – 250 words

- 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?

Allotment Garden: An Urban Treasure

A _____

The allotment owners are not the only ones who benefit from fresh vegetables however, thanks to the Food Donation Project. Every day people place any extra produce they have harvested in a box by the gate and this is donated to a charity that cooks for the homeless. The charity received large quantities of vegetables over the summer, and this meant they could prepare healthier meals.

B _____

Gardens have been loved by people all over the world, throughout history. Our new communal garden and allotment is no exception; it is a quiet oasis not far from the town centre that is bringing both physical and emotional benefits to community members.

C _____

In short, the new community garden and allotment is a place that has something to offer for everyone, whether they want to walk through a flower garden and relax, or cultivate the land. We are very fortunate to have it in our community.

D _____

On first entering the allotment gates, you see a beautiful flower and herb garden, full of colour and smells, which is open to the public. A trail makes a loop through the garden, around a small pond, which is a haven for wildlife. After walking there, visitors are sure to feel calmer and happier. Behind the garden and pond is a large area of allotment plots where individuals can cultivate vegetables or flowers for their own use. This is beneficial because people not only grow healthy food, but also get physical exercise, and feel part of a community there.

c) How does the writer give structure and sequence to the article?

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

- 1 Communal Garden and Allotment
- 2 Are You a Gardener?
- 3 A Green Oasis in the City

b) Read the rubrics below and create a title for each.

- 1 You have just returned from visiting an area of natural beauty near your city. Write an article for a travel website describing your experience.
- 2 You recently attended a technology fair and saw some fascinating innovation. Write an article for your newspaper about the technology you saw there.

Preparation tasks

Writing

Task 2

Writing Task 2 (informal writing) has only one option. It is often a letter/email to a specific audience but it could also be a narrative or descriptive text. It could include a range of functions such as invitation, persuasion, description, argument, expressing opinion and emotion, evaluation or justification of an opinion. It should be 250-300 words.

Informal letters/emails

Informal letters/emails are written to someone you know well (friends/family). Reasons for writing them include: giving news, giving/replying to 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. *What's new with you?*)
- **frequent use of colloquial expressions, idioms, phrasal verbs, short verb forms** (e.g. *I'm sorry I haven't reached out sooner. It's been raining cats and dogs for days. etc.*)
- **pronouns are often omitted** (e.g. *Wishing you luck with your exams.*)
- **chatty language** (e.g. *I can't believe what happened to me!*)
- **simple linking words** (e.g. *and, but, so, etc.*)

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

Preparing for the task: *recognising function*

STUDY SKILLS

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

- 1 a) Read the extracts from rubrics below.**
Which is: *giving an invitation, expressing opinion, asking for help, giving news, expressing preference?* **Underline the words that helped you decide.**
 - 1 You are on the committee responsible for a school charity event. Write an email asking your friend to volunteer at the event.
 - 2 Write an email about a new part-time job you just started.
 - 3 You went to the opening of a new technology museum. Write an email telling your friend about the event and what you think about the museum.
 - 4 Your friend has asked you what you would like to do together at the weekend. Write an email replying.
 - 5 Write an email asking your friend if he/she would like to join you at a concert.
- b) In which of the emails from 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 address of the person you are writing to and the subject of the email.

Preparing for the task: using informal style/register

STUDY SKILLS

It is important to use the correct register for the context and the audience of your writing. 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.

You have recently joined a school club and think your friend would enjoy becoming a member too. Write a letter convincing him/her to join the club.

You could write about:

- Which club you joined
- The activities of the club
- Why he/she would like the club
- Benefits of being a member.

- 1 What register should you write in?
- 2 What is the reason for writing?
- 3 What points should you include in your letter?
- 4 How will you begin and sign off your letter

b) Now read the model letter and choose the correct item. What is the topic of each paragraph?

Hi Linda,

How's it going? Sorry, I **1) haven't been in touch for ages/have not written in a long time**. Since school started, it's been so hectic! I joined the school's debate club about a month ago and it's great. **2) I'm sure/I sincerely believe** that you would like it too.

The club meets every Saturday in the school library. In the meetings, we practice in teams debating various topics of public interest. There are coaches that help us develop our arguments and debating skills **3) so we can/in order to** compete in tournaments. In the tournaments, our teams compete against other school teams and sometimes the teams go on trips to other cities. At times, I feel that I'm a bit over my head but it's so exciting. **4) It was unexpected/I really can't believe** how much I'm learning!

5) I'm certain/I am confident that you would also enjoy the debate club. There are lots of other students you already know and it's a great chance to meet new friends. The club organises lots of social events too, like film nights which are a lot of fun. **6) In addition/Also**, the debate topics are very interesting so you'll definitely like the challenge.

Besides all the fun, debate **7) is an excellent way to/helps** improve your communication and public speaking skills. Through debating you enhance your vocabulary and learn how to effectively communicate a point of view. Consider it as free English lessons!

8) Please consider joining/Come check out the club. You have nothing to lose; in fact, we will have a blast together! **9) Hope to hear/I am looking forward to hearing** from you soon!

10) Yours sincerely/Take care,
Carrie

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 third person (he/she/they). 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 2-4 – main body

develop story, present events in order

Paragraph 5 – conclusion

end the story, express feelings/reactions

Preparing for the task: using descriptive language and tenses in a narrative

STUDY SKILLS

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

3 a) Read the task and underline the key words, then answer the questions (1-3).

Write a story titled: "An Incredible Surprise".

You could write about:

- Where you went
- Who was involved
- What happened before the surprise
- How you were surprised
- 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. Fill in the gaps with the correct tense of the verbs in brackets and underline the correct adjectives/adverbs. Circle the sequence words.

An Incredible Surprise

A few months ago, while walking home from school on a bright sunny day, I 1) (**decide**) to take a shortcut through the park. Little did I know that it 2) (**change**) my life forever.

As I 3) (**pass**) by some rubbish bins in the park, I heard a 4) **faint/pale** cry. I stopped abruptly and 5) (**look**) around. The cry appeared to be coming from one of the bins. I peered inside and to my shock there was a 6) **tiny/youthful** puppy. It looked up at me, terrified. I 7) **lightly/gently** picked it up. It had adorable blue eyes and 8) **absolutely/incredibly** soft fur. I immediately took it home with me.

Later, my mom told me that we 9) (**not/keep**) the puppy, so we took it to the animal shelter. Over the next few days, I couldn't stop thinking about it. I was so sad and 10) **miserable/horrible**.

One morning soon after, my sister 11) **excited/frantically** burst into my bedroom and woke me up. She said there was something for me in the kitchen. I rushed to the kitchen and there, on the table, was a big box. Both my mom and my sister 12) (**stare**) at me and smiling. They told me to open it. I carefully lifted the lid and I couldn't believe my eyes. There was the puppy! I 13) (**never/feel**) so surprised.

Afterwards, I felt so fortunate 14) (**find**) the puppy and that he was mine now. I was truly 15) **ecstatic/energetic**! Needless to say, I named him *Surprise*!

4 Reread the narrative in Ex. 3b and number the events in the order they happened.

- a I took the puppy to the animal shelter.
- b I was walking in the park.
- c I found a puppy.
- d My mom and sister brought me the puppy.
- e I heard a cry.
- f I took the puppy home.

Preparation tasks

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 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 ask additional questions to encourage you to speak more.

1 Read the sentences and choose the best response.

- 1 Please tell me a device you cannot live without.
 - a My mobile phone because I use it everyday.
 - b I find it difficult to part with my mobile phone because I use it to communicate with others as well as for entertainment.
- 2 What kind of films do you like and why?
 - a I like watching fantasy films because they have lots of action and fun stories.
 - b I really enjoy watching fantasy films because of the action and excitement. It also allows me to lose myself in the story.
- 3 Which cause would you support and why?
 - a I would like to become a volunteer and donate money to charities.
 - b I suppose as an animal lover, I would support a wildlife conservation and donate money to help protect endangered animals.

- 4 What three things do you do on the Internet?
 - a I frequently use my social media to chat with my friends. I also enjoy watching videos and shopping online.
 - b I talk to my friends, watch videos and do my shopping.
- 5 How do you think your life will be in 10 years' time?
 - a I imagine I will have graduated and will be working as an expert in my field of study. This will allow me to earn my own money and bring me a sense of independence.
 - b I think I will have a job that I like and be able to support myself.

2 Match the statements (A-C) to the personal questions (1-3).

- A As a tennis fan, I would love to get an autograph from Serena Williams. In my opinion, she is an exceptional athlete and a positive role model for young women who aspire to succeed in their chosen fields ...
 - B I would love to reside in the Maldives because of the ocean and perfect white sandy beaches. Being an avid scuba diver, the idea of swimming and diving in crystal clear waters entices me. I also believe the relaxed way of life there will provide me with a great sense of peace ...
 - C The first thought that comes to my mind would be cats and dogs since they are the most common pets. Even though cats have been domesticated, they still retain some of their wild instincts whereas dogs are more loyal companions and can easily be trained ...
- 1 ... Tell me two animals that have been domesticated for use as pets.
 - 2 ... Which famous athlete would you like to meet and why?
 - 3 ... If you could live in any country, where would you live and why?

Preparation tasks

- 3** 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	
Asking	Responding
Home area	
Please describe three places in your town that you would show to tourists.	To begin with I would... The first thing I would...
Relationships	
Tell me about a person who has played an important role in your life.	My ... is/has ... I say that because...
Jobs	
If you could be your own boss, what would you want to do?	If I had the opportunity to be... I would... If I could I would....
Education	
Can you tell me why learning English is important?	Personally, I believe... In my opinion/view,... As far as I am concerned....
Health	
What are the best ways to keep healthy?	The best ways to keep healthy...
Travel	
What do you consider to be your dream vacation?	That would have to be... because... Without a doubt it's... since...

- 4** In pairs, take turns asking and answering the following questions.

- 1 What is your favourite cuisine and why?
- 2 Please tell me three things people can do to reduce the effects of climate change.
- 3 What do you value most in a friendship?
- 4 Do you have a special ability for something?

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, make a request, 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 is 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 pay attention to pronunciation and intonation in order to make yourself understood. You should also use linkers to connect your ideas. You need to 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: *advise*, *apologise* or *make a complaint*? What register should you use?

Situation 1: You are working as a hotel manager at a summer resort. A customer complains that the air conditioner in their room is not working. Apologise to the customer and explain what happened. You offer a solution. What would you say?

Preparation tasks

b) Read the sentences based on the situation and write *M* if the manager would say it and *C* if the customer would say it.

- 1 I am not at all satisfied with this. _____
- 2 Perhaps you could change rooms? _____
- 3 I will do my best to sort this out. _____
- 4 This is not what I am paying for. _____

Useful Language

Expressing an opinion

- In my opinion/view ... • It seems/appears to me that ... • I am (not) convinced that ...

Persuading

- I think it would be better to ... • Just think about/consider the possibilities ... • If ... then ...

Suggesting/recommending/giving advice

- I would strongly suggest/recommend ...
- It might be to your advantage if you were to ...
- One thing to consider would be to ...

Making a request

- I would like to enquire ... • I was wondering if ... • Would it be possible to ...

Declining a request/invitation

- I'm afraid I can't ... • Due to unforeseen circumstances, I will not be able to ...

Making a complaint

- I would like to complain about ...
- I had a frustrating experience with ...
- I feel that I am owed compensation ...

Apologising

- Please accept my sincere apologies for ...
- My humblest apologies for ... • Due to circumstances outside of my control, ...
- I assure you this/is an oversight/won't happen again ... • We are delighted to offer ... by way of an apology ... • In order to compensate you ...

To raise an argument

- Considering the ... • On the question of ...
- Arguably one factor that ...

To list advantages/disadvantages

- A positive aspect of ... is ... • A serious drawback of ... is ... • A common criticism of ... is ...

2 a) 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.

I am terribly sorry for the inconvenience that you experienced with the air conditioning unit in your room. As soon as my staff was notified of the problem, they immediately sent someone to repair the unit. As a gesture of our apology, we would like to offer you a complimentary meal.

b) Below is another possible response to the situation in Ex. 2a. Is it in the correct register? Use language from the Useful Language box and expand it into at least four sentences.

So sorry for the air conditioning problem that you had. We tried to fix the unit but it's still broken. We want to give you another room.

3 a) Read the situations below. Are they asking you to: *apologise, persuade or make a complaint*?

- 1 You were at the airport when the customer service agent advised you that they had overbooked the flight. They bumped you to the next flight and you missed your connecting flight and one night's stay at a hotel you had paid for. You contact the airline to tell them what happened. What would you say?
- 2 You purchased a product from an online shop. The courier company gave you a delivery slot in the morning, but you will be at work then. Convince them to deliver it in the evening instead. What would you say?

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

Preparation tasks

Speaking

Part 3

Exchanging information and opinions

In this part of the speaking section, 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 scenarios including to persuade, argue, explain, express feelings, give an opinion or advice, etc. This part lasts approximately 6 minutes.

Preparing for the task: *To raise an argument*

STUDY SKILLS

In this part, often times you will be given a scenario and be asked to raise an argument. In order to support your viewpoints, consider both sides – the pros and cons.

- 1** Read the points (1-8) about recycling. Which of the points are advantages? disadvantages? Put them in the right column. Then expand them into sentences using the phrases from the Useful Language box on p. 41.

- 1 recycling reduces waste
- 2 participation can be low
- 3 it reduces energy required to manufacture
- 4 it can be costly
- 5 it raises environmental consciousness
- 6 it decreases landfill waste
- 7 recycling sites are commonly unsafe
- 8 recycled products are of lesser quality

Advantages

Disadvantages

- 2** Read the phrases below. What are they expressing: *a/an apology, explanation, complaint, excuse, opinion, giving advice, persuading someone or raising an argument?*

- 1 I am afraid this kind of thing is unacceptable.
- 2 It was very negligent of me.
- 3 To my mind, this is a good idea.
- 4 If I were you I would hire more staff.
- 5 I left the committee report at home.
- 6 No one can dispute the negative aspects.
- 7 Please reconsider your decision.
- 8 Let me make this clear.

Preparing for the task: *brainstorming*

STUDY SKILLS

During the two-minute preparation time 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.

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

Your friend wants to go on holiday to the Greek islands. Your friend does not fancy the idea of a package deal and would prefer to plan their own trip. You have recommended booking a package deal. Convince them that the package deal through a travel agent is the best option explaining the benefits. You will have two minutes to prepare your arguments. You may make notes. I will take the place of your friend.

Preparation tasks

b) Look at the notes made on the scenario in Ex. 3a. Expand the notes into full sentences.

- 1 consider/book/through/travel agent?

- 2 travel agent/more convenient/saves time

- 3 have/experience/low-cost/packages

- 4 they/organise/more things/see/do

- 5 they/customize/itinerary

- 6 leverage/industry connections/offer perks

- 7 travel agents/minimize/unpleasant/problems

- 8 just/weigh/pros/cons

c) These are possible responses from the interlocutor for the scenario in Ex. 3a. Number them (1-8) according to which sentences from Ex. 3b they are responding to.

- a Yes, but I still have to do my own research and come up with a list of additional activities.
- b I don't know. I enjoy organising my own travel itinerary online.
- c Alright, I'll look into finding a travel agent.
- d People's ideas of luxuries vary and a travel agent's will no doubt be different.
- e Well, they may be industry experts but they won't actually save you any money.
- f The truth is, I wouldn't know where to get help if I had to cancel a booking.
- g Yes, but I might want to get away from the popular attractions and do my own thing.
- h That's true. It's less work for me but I need them to work with my budget too.

d) Using the information in Exs 3b & c, act out the dialogue in pairs.

4 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: You have inherited your granddad's car. You think it would be a good idea to sell the car. Your friend disagrees. Convince your friend that this is a good idea. Explain how you will sell it and what you will do with the money you make from the sale. You have two minutes to prepare the conversation. You may make notes. I will take the place of your friend.

Scenario 2: You have heard that the local council is going to demolish a park in the town centre to build a multi-storey car park. There is concern that this will encourage more people to drive in the town centre and increase traffic. You are opposed to this, but your friend thinks it is a brilliant idea because there is shortage of parking spaces in town. You have two minutes to prepare the conversation. You may make notes. I will take the place of your friend.

Scenario 3: You and your friend are discussing shopping preferences. You feel that it is important to support the community by shopping locally. Your friend prefers to shop online. Convince your friend that it is better to shop locally and support local businesses. You have two minutes to prepare the conversation. You may make notes. I will take the place of your friend.

Scenario 4: You are interested in environmental issues; you have contacted Greenpeace to ask for more information. The organisation campaigns for solutions to environmental problems. You want to become an active supporter. Explain to your friend how you can volunteer and the importance of the organisation. You have two minutes to prepare the conversation. You may make notes. I will take the place of your friend.

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