TRINITY
COLLEGE LONDON PRESS

Sample unit

Integrated Skills in English Learner's Book

B1: Intermediate

Official Study Material

Your English. Your World.

Contents: Modules

Skills	Page	Learning outcomes	Skill focus	Task focus	Language focus
Module 1: Family and the home | Introduction: page 3					
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Skills	Page	Learning outcomes	Skills focus	Task focus	Language focus
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Introduction

This coursebook is designed to help you develop the four key English language skills: listening, speaking, reading and writing. You will practise and develop your vocabulary and grammar as you work through each unit. There are 40 units, divided into eight themed modules. The themes and characters reflect the rich diversity of our multicultural world.

This book specifically develops language skills and strategies and therefore each module can be studied independently. This means you can focus on the areas relevant to your specific learning needs in any order, or work through the book unit by unit.

Notes from the authors

Listening
Chiara Bruzzano and Emma Meade-Flynn

Listening in English can often feel very challenging – like trying to understand a conversation underwater. In the listening units, you'll work on practical things that empower you to become a more confident and more successful listener, including:

- learning about key features of spoken language
- recognising words and phrases in fast speech
- recognising patterns in different types of conversations
- understanding your listening difficulties and finding solutions for them.

With practice and reflection, you'll gain more control over your listening skills so you understand more of what you hear, and you don't feel underwater anymore.

Speaking
Ross Thorburn and Karin Xie

Learning to speak is like learning to ride a bike – you can't do it without getting on and pedalling. The best way to learn to speak English is by speaking! In the speaking units, you'll find:

- real situations where you need English, whether you're in school or at work
- good speaking practices, including useful phrases, strategies and grammar structures
- chances to communicate with your peers through discussions and role plays, with preparation to help you feel ready
- opportunities to reflect, get feedback and improve.

Speaking English might be hard at first. But as you improve it will get easier, like riding downhill.

Reading
Luis Carabantes and Danny Norrington-Davies

The reading units in this book are designed to help you become a more active and autonomous reader. To do this, you will find tasks to help you:

- identify different types of text and their different purposes
- respond to the content of the texts that you read
- identify typical features of different text types
- develop strategies for reading different types of text.

You will also be prompted to reflect on your learning and think about how the strategies you have used have developed your reading skills.

Writing
Angelos Bollas and Karen Capel

The writing units in this book are designed to help you develop confidence in your writing by guiding you through each step of the writing process, including how to respond to other people's written messages. Using realistic and meaningful tasks, you will learn about:

- different types of writing
- key features of different text types
- strategies to build your independence as a writer.

You will also find useful checklists to support peer and self-correction, helping you take more control of your progress.

The audio for speaking and listening tasks can be downloaded via the link in your confirmation email, or from your account on the ebook store.

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Using this book

Module introduction page

Each module starts with an introduction to the topic of the module and some questions to discuss. We've used the CEFR* to create a learning outcome for each unit, and these are outlined along with the skills you will develop. You can see a full list of the original CEFR statements and the adapted outcomes on page 124.

'Beyond the book' page

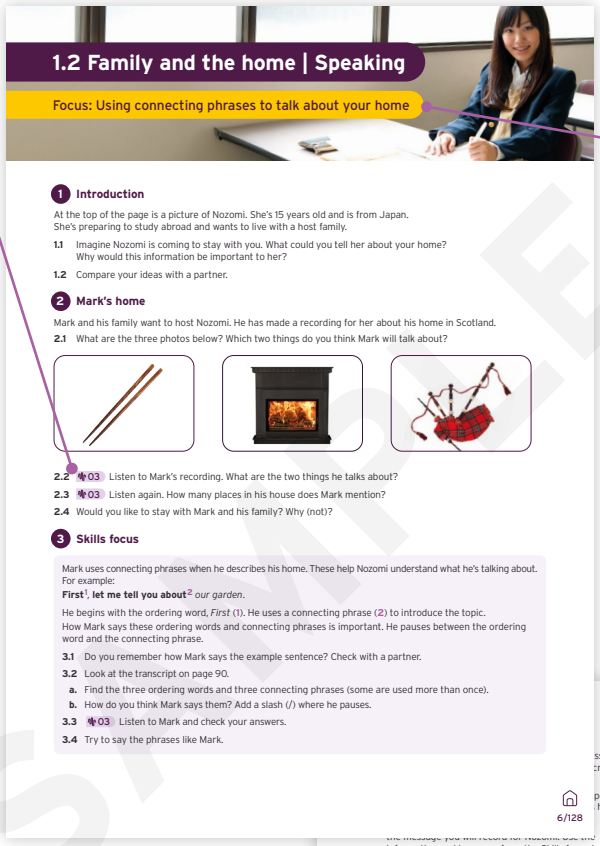
At the end of each module there's a group activity. You will use all four skills (listening, speaking, reading, writing) to research a topic and present the information you find out. This helps you use the learning from the whole module in a communicative and integrated way.

Features of the units

Audio

This symbol shows there's an audio track you should listen to.

Use the accompanying transcript to develop your listening skills. For example, noticing how sounds change, how pauses are used and how stress can change meaning.



1.2 Family and the home | Speaking

Focus: Using connecting phrases to talk about your home

1 Introduction

At the top of the page is a picture of Nozomi. She's 15 years old and is from Japan. She's preparing to study abroad and wants to live with a host family.

1.1 Imagine Nozomi is coming to stay with you. What could you tell her about your home? Why would this information be important to her?

1.2 Compare your ideas with a partner.

2 Mark's home

Mark and his family want to host Nozomi. He has made a recording for her about his home in Scotland.

2.1 What are the three photos below? Which two things do you think Mark will talk about?

2.2 03 Listen to Mark's recording. What are the two things he talks about?

2.3 03 Listen again. How many places in his house does Mark mention?

2.4 Would you like to stay with Mark and his family? Why (not)?

3 Skills focus

Mark uses connecting phrases when he describes his home. These help Nozomi understand what he's talking about. For example:

First[1], **let me tell you about**[2] *our garden*.

He begins with the ordering word, *First* (1). He uses a connecting phrase (2) to introduce the topic. How Mark says these ordering words and connecting phrases is important. He pauses between the ordering word and the connecting phrase.

3.1 Do you remember how Mark says the example sentence? Check with a partner.

3.2 Look at the transcript on page 90.

a. Find the three ordering words and three connecting phrases (some are used more than once).

b. How do you think Mark says them? Add a slash (/) where he pauses.

3.3 03 Listen to Mark and check your answers.

3.4 Try to say the phrases like Mark.

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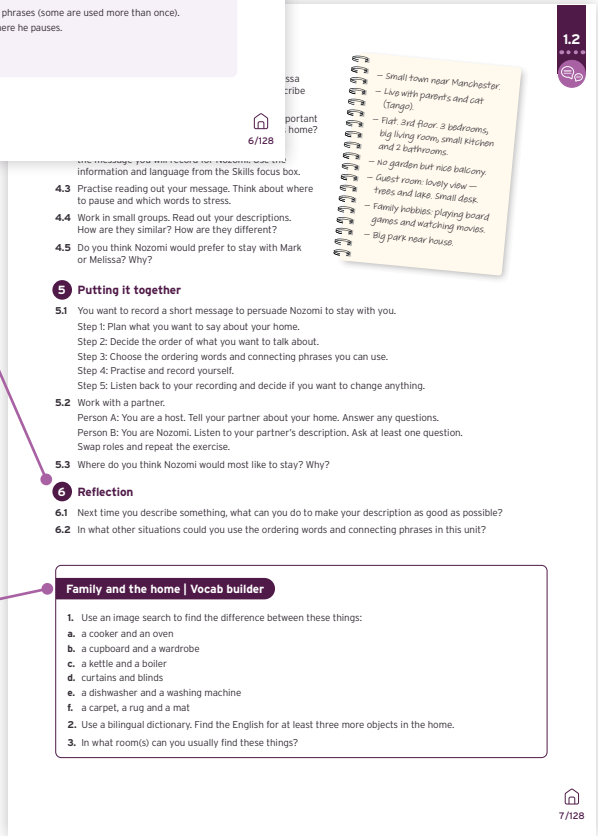
Skills focus

This tells you exactly what you'll be developing in the unit. This area of key learning is covered in the Skills focus box within each unit.



1.2

information and language from the Skills focus box.

4.3 Practise reading out your message. Think about where to pause and which words to stress.

4.4 Work in small groups. Read out your descriptions. How are they similar? How are they different?

4.5 Do you think Nozomi would prefer to stay with Mark or Melissa? Why?

– Small town near Manchester.
– Live with parents and cat (Tango).
– Flat. 3rd floor. 3 bedrooms, big living room, small kitchen and 2 bathrooms.
– No garden but nice balcony.
– Guest room: lovely view — trees and lake. Small desk.
– Family hobbies: playing board games and watching movies.
– Big park near house.

5 Putting it together

5.1 You want to record a short message to persuade Nozomi to stay with you.
Step 1: Plan what you want to say about your home.
Step 2: Decide the order of what you want to talk about.
Step 3: Choose the ordering words and connecting phrases you can use.
Step 4: Practise and record yourself.
Step 5: Listen back to your recording and decide if you want to change anything.

5.2 Work with a partner.
Person A: You are a host. Tell your partner about your home. Answer any questions.
Person B: You are Nozomi. Listen to your partner's description. Ask at least one question.
Swap roles and repeat the exercise.

5.3 Where do you think Nozomi would most like to stay? Why?

6 Reflection

6.1 Next time you describe something, what can you do to make your description as good as possible?

6.2 In what other situations could you use the ordering words and connecting phrases in this unit?

Family and the home | Vocab builder

1. Use an image search to find the difference between these things:
a. a cooker and an oven
b. a cupboard and a wardrobe
c. a kettle and a boiler
d. curtains and blinds
e. a dishwasher and a washing machine
f. a carpet, a rug and a mat
2. Use a bilingual dictionary. Find the English for at least three more objects in the home.
3. In what room(s) can you usually find these things?

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Reflection

This section helps you think about what you have learnt in the unit and how you will use this outside the classroom. You can answer the questions in English or your own language(s).

Vocab builder

This provides extra vocabulary related to the topic of the module. You can study these as part of the unit, or start or finish the module with them. There is one per module.

*CEFR = Common European Framework of Reference for Languages

6.2 Sport and exercise | Speaking

Focus: Using opinions from experts, personal experience, research or comparison to support opinions

1 Introduction

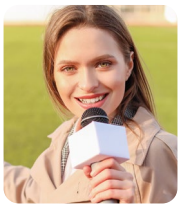
1.1 Do you agree with the statements below? Why (not)?

a. Contact sports like boxing should be banned.
b. Junior sports teams put too much pressure on young people.
c. Male and female professional athletes should be paid the same.
d. Large international sports events are a waste of money.

1.2 Share your ideas with a partner.

2 What's your opinion?

2.1 Read the quotes from two people talking about one of the statements in the introduction. Which statement are they talking about?



So, **according to research by SportsOnTv.com**[1], around 95% of sports on TV are men's sports. They generate more money in terms of advertising, and they attract much bigger crowds. This, **as sports sociologist Professor Eric Dunning says**[2], means they should get a bigger salary, which seems logical to me.

Paula Simmons – Reporter

Well, for me, **it's just like**[3] all other jobs, or it should be. **I read somewhere**[4], for example, that it's illegal to pay different amounts to different people because of their gender. Sadly, **in my experience**[5] as a professional diver, this isn't always the case. **For instance, I've had**[6] **a lot more**[7] opportunity to make sponsorship money than my female teammates.

Joe Bailey – Professional diver

2.2 Who agrees with the statement? Who disagrees?

2.3 Who might make you change your opinion? Why?

2.4 Who sounds most formal? Why?

3 Skills focus

3.1 Both Paula and Joe use different strategies to support their personal opinions and make their arguments stronger. Match the seven phrases in bold from 2.1 with the four speaking strategies below. The first has been done for you:

a. Mention research (1)
b. Give a personal example
c. Use an expert's opinion
d. Make a comparison

When we use these strategies, we choose our words carefully, depending on the context. We use synonyms or opposites for this. For example:

- *This isn't always the case* = It's sometimes the case
- *I've had a lot more opportunity* = They have had a lot less opportunity

3.2 When Joe says *I read somewhere*, he shows that he has done some research, but either can't remember exactly what he read, or thinks it would sound too formal to say. What other phrases do you know for this? Complete task 1 on page 84 for more ideas.

SAMPLE

4 Pronunciation

When we give our opinions, we want to make sure our audience understands the *ideas* we think are important and the *facts* that support them. We do this by:

- pausing before and after what we think is important
- stressing the important words, like facts and numbers.

For example, in the extract below, Paula might pause where we see a slash (/) and stress the underlined words:

According to research by SportsOnTv.com, */ around 95% of sports on TV / are men's sports. // They generate more money in terms of advertising, / and they attract much bigger crowds.*

4.1 Read the quote below carefully. Put a slash (/) where you think you should pause and underline the words you think should be stressed.

I read somewhere it cost my city 50% more than they expected to host the International Youth Para-Athletics last year. Many people say that money could have been spent on other things, like creating a new park or updating the library.

However, I think the event has been positive in all sorts of ways. For example, the changes they made to the city for the event have made it much better for wheelchair users like me. The buses and stadium are all much more wheelchair-friendly, so it's way easier to go to a football match than it used to be. And I'm now a member of a wheelchair basketball team – I didn't even know about this sport until we had the event.

Craig Jones – Sports fan

4.2 Work with a partner. Take turns reading the extract to each other. Did your partner pause in the same places and stress the same words as you? Discuss any differences.

5 Putting it together

Your local school has invited teachers, students and parents to a meeting to discuss the future of Physical Education (PE). The school wants to decide if they should:

- stop teaching PE so students can focus on other subjects *or*
- begin to give grades in PE lessons to encourage students to exercise more.

5.1 Prepare a short speech for the school meeting. Before you plan, consider these questions:

- Are you a teacher, student or parent?
- What is your opinion about PE at the school?

5.2 Plan what you want to say. Use the strategies in the Skills focus box to support your opinions.

5.3 Practise your short presentation (record yourself or ask someone to listen to you). Is there anything you'd like to change before the school meeting? Use the questions on page 89 to help you.

5.4 Make your short speech in small groups. When everyone in the group has spoken, decide what the school should do about PE and why.

6 Reflection

6.1 In which other situations could you use the strategies from the Skills focus box?

6.2 Do speakers use similar strategies to justify opinions in your language(s)?

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Build your language skills with Trinity College London Press' first-ever series of coursebooks.

Our Integrated Skills in English coursebooks are designed to help you develop the four key English language skills: listening, speaking, reading and writing. Over the 40 units of this book, grouped into eight themed modules, you will develop skills and strategies to meet CEFR-based learning outcomes. At the same time, you will build your knowledge of topic-focused vocabulary and a range of grammatical structures.

Written by eight authors from around the globe, the themes and characters within these B1-level modules reflect the real and rich diversity of our multicultural world. This book includes downloadable audio tracks, including conversations, podcasts and meetings, modern text types and communicative tasks to develop your real-world English.

This Integrated Skills in English series has been designed specifically to support your skills attainment and ensure your progress, whether you want to develop authentic English for everyday communication or you're studying for a Trinity College London skills-based exam.

Level on the Common European Framework of Reference (CEFR)

This book:	A1	A2	B1	B2	C1	C2

Integrated Skills in English Learner's Books
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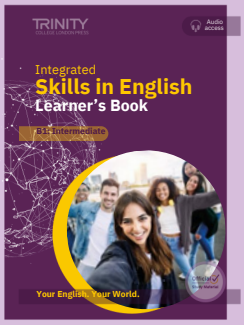

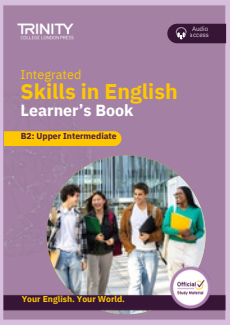

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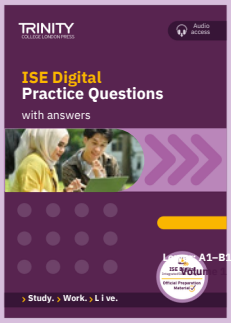

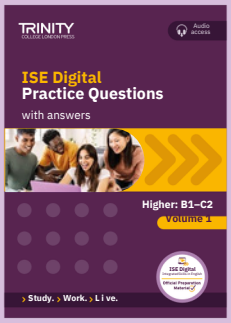

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