

C1 Train up your skills!

Extensive English skills practice

Douglas E, Girimonti S, Samuel J

Editorial
Tébar Flores

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C1 Train up your skills! - Reference Guidesheet

Listening ♦ Multiple Choice

This type of task consists of some questions or sentences followed by three options that answer the questions or complete the sentences. Only *one* of these options is correct. You will hear one long recording or several short ones. You listen to the recording(s) twice. The recording(s) will be played twice.

- ♦ Start by reading the introduction to the task, it gives you an idea of what the recording is about and what kind of recording it is (monologue, conversation, interview etc.).
- ♦ Before listening, you are given some time to read the questions. As you read them, try to predict the correct answer. Underline the key words in the questions or statements so you know what information to look for.
- ♦ The questions follow the order of the information in the recording.
- ♦ Pay attention to the context of the recording. Both the correct option and the wrong options may contain the same words that are used in the recording.
- ♦ The wrong options may contain words that sound similar to the words used in the recordings.
- ♦ You may hear words from the questions or statements used in the recording, but they may not give exactly the right information.

Listening ♦ Gap Filling

In this type of task, you complete some gapped sentences using information you hear in the recording. This missing information may be a short phrase or a set number of words. You have to use words from the recording. You will hear one long recording or several short ones. The recording(s) will be played twice.

- ♦ Start by reading the introduction to the task, it gives you an idea of what the recording is about and what kind of recording it is (monologue, interview etc.).
- ♦ Before listening, you are given some time to read the sentences. As you read them, try to predict what kind of words you need, for example, a verb, an adjective, a number etc.
- ♦ The sentences follow the same order as the information in the recording.
- ♦ The words in the sentences are generally synonyms or antonyms of the words in the recording.
- ♦ The structures in the sentences are generally paraphrases of the structures in the recording.

Listening ▯ Multiple Matching

In this type of task, you match some given elements (names of places, speakers, titles, headings, summaries, questions or statements) to various short recordings or sections of one longer recording. In some tasks, there are one or two extra elements which cannot be matched with any of the recordings or sections. In others, there is no extra element or there are 2 or 3 elements that can be matched to the same recording or section. The recording(s) will be played twice.

- ▯ Start by reading the introduction to the task, it gives you an idea of what the recording is about.
- ▯ Read the instructions *carefully* to know exactly what you have to do, as you need to use a different strategy depending on what elements you are asked to match.
- ▯ If you have to match *speakers to titles, headings or summaries,* you need to locate the main idea of each recording. After listening to each recording, try to summarise it for yourself.
- ▯ If you have to match *speakers to places or jobs*, for example, you need to listen for more specific information e.g. words or phrases related to the places or jobs.
- ▯ The words in the task are generally synonyms or antonyms of the words in the recording.
- ▯ The structures in the task are generally paraphrases of the structures in the recording.
- ▯ In this type of task, *the given elements are not in order.* This means that the answer to the first element may be, for example, in the last recording.

C1 Train up your skills! - Reference Guidesheet

Talking about pictures

- ✸ When you describe or compare photos, do not give much detail but focus on the situation. Say something about the general atmosphere of the picture and speculate about the relationship between the people and their feelings. Give your opinion about the situation and support it with arguments and / or examples.
- ✸ Use the *Present Continuous* to describe what is happening in the picture.
- ✸ When you compare and contrast photos, focus on the similarities and differences. In general, there is a common topic that links the pictures.

Useful Language for Talking about Pictures

Describing
The (first) photo shows…
In the background, we can see a...
There is/are… in this picture.
The picture was taken in…
The general atmosphere is sad/positive because…

Talking about similarities
Both pictures are about… / show…
I think the common theme here is…
In both pictures the people are…
One similarity is that…

Talking about differences
Photo A is more / less … than Photo B.
The main difference is…

In contrast, / However, (in) Photo B, …
While Photo A shows…, Photo B

Speculating about the situation
Perhaps / Maybe they are…
It seems to me that the people in this photo...
They don't seem to be having fun / happy…
They could / might be…

Giving your opinion or feelings
I wouldn't like to be in this situation.
Photo A reminds me of my own childhood.
Personally, I'd love to visit a place like that.
The situation in Photo B is unusual because…
The situation in Photo B is unusual because…
I wouldn't feel comfortable in that situation because…

Discussion

A discussion is a friendly conversation about a topic with one or more people.

- ● Listen carefully to what your partner/s say, show interest and be respectful and polite.
- ● Bear the topic in mind and keep to the point. If you cannot continue, or cannot remember a word, never use your own language to ask for help.
- ● As in any conversation, you can interrupt to clarify a point, make comments, agree, disagree and give your opinion.
- ● To make your point clear, support your opinions with examples and arguments for and against the topic.

Useful Language for Discussions

Interrupting
Can I say something?
Sorry for interrupting, but…
Excuse me, can you repeat what you said?

Giving opinions
To be honest…
In my opinion…

I believe that…

Agreeing
You are absolutely right!
I completely agree with you.
Perhaps you're right.

Giving examples
For example, …
For instance, …
…such as… / like…

Disagreeing
I'm not sure about that.
Yes, but don't you think that …
That may be true, but …

Giving reasons
That's why, …

For that reason, I…

Showing interest
Oh, really? / Go ahead!
I see what you mean …
That's amazing / horrible!

Clarifying
Actually, …
In fact, …
What I'm trying to say is that …

Speaking ● Role Play

In this type of task, you interact with one or more people in a simulated situation. It is very important that you read the description of the situation carefully and understand who you are going to talk to and what you are going to talk about. The situations, roles and topics are related to everyday life.

- ● Make sure that you cover all the points mentioned in the description of the situation.
- ● Listen carefully to your partner/s and react appropriately to what they say.
- ● Depending on the situation, you may be asked to do different things, for example, solve a problem, ask/give advice, ask/offer help, persuade someone to do something, make/accept/reject suggestions, negotiate a deal, reach a consensus, apologise and make excuses, give instructions, etc. This means you are expected to use the functional language at C1 level.

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Useful Language for Role Plays

Making, accepting and rejecting suggestions
How about / Why don't we / Could we…?
If I were you, I would…
All right, let's do it!
I don't think that is a good idea.

Apologising and making excuses
Oh, that's not what I wanted to say.
Sorry about that but…
I understand how you feel but…

Asking for help and advice
May I ask you something?
Could you help me with…?
What should I do?
Could you give me a piece of advice?

Reaching a consensus
Let's do it like that, OK?
So, let's agree on…
So, we can first … and then, …

Presentation

This task consists in presenting your opinion about a topic. You are given time to organise your ideas. A mini-presentation should have a clear structure to help the listener understand your point.
You can structure your talk like this:

1. Introduction
- introduce the topic.
- say what your main points are going to be.

2. Body
- 1st point supported by examples and reasons.
- 2nd point supported by examples and reasons.

3. Conclusion
- summarise the content.

Useful Language for Presentations

Introduction
I'm going to talk about…
I agree / partially agree / disagree with the topic because…
First, I'd like / I'm going to talk about…
Then, I'm going to mention…
I would like to consider two aspects of the question/ issue/topic…
Finally, I'll talk about…

Beginning the body
Now let's move to the first part of my talk, which is…
So, first…
To begin with...

Beginning a new part
Let's move to the next part / second part which deals with / is about…
So now we come to…
Now I want to go on with…

Sequencing
First of all, / Firstly, …
Secondly, / Then, …
Finally, …

Giving examples
For example, …
For instance, …
…such as / like…

Adding arguments
Moreover, …
Also, …
What's more, …

Opposing arguments
On the other hand, …
However, …
In contrast, …

Conclusion
So, in conclusion, …
To sum up, …
To conclude, ...

Reading ■ Multiple Choice

This type of task consists of some questions or sentences followed by four options that answer the questions or complete the sentences. Only one of these options is correct.

- Start by reading the introduction to the task and the title of the text — they give you an idea of what the text is about.
- First read all *the questions* and then find the parts that match each question in the text.
- Read what is said in the text and do not interpret the text or bring your own opinion into the topic.
- The answers are in the same order as the questions — so the answer to question 1 is near the beginning of the text and answer 2 *always* comes after answer 1. So, read question 1 and read the first paragraph to find the answer. Once you have found the answer to question 1, read question 2 and go on reading the text until you find the answer.
- If a word in one of the options is also in the text, that option is probably *not* the answer.
- The words in the questions and options are generally synonyms or antonyms of the words in the text.
- The structures in the questions and options are generally paraphrases of the structures in the text.
- In some tasks, the last question is about the author's intention or opinion. In this case, read the entire text and not only its last part. The correct answer is a summary of the text.

Reading ❑ Short Answer Questions

In this type of task, you complete some sentences or answer some questions using a short phrase or a set number of words. You can use words from the text or your own words.

- ❑ Start by reading the introduction to the task and the title of the text — they give you an idea of what the text is about.
- ❑ Then, read the sentences and match them to the sections of the text that contain the answer.
- ❑ The sentences are in the same order as the information you need in the text.
- ❑ You can complete the sentences with words from the text but be careful because you may have to change the form of the words in the text, for example, a verb into a noun.
- ❑ The words in the sentences are generally synonyms or antonyms of the words in the text.
- ❑ The structures in the sentences are generally paraphrases of the structures in the text.

Reading ⌑ Gapped Text

In this type of task, there is a text with some gaps followed by some sentences or sections which have been removed. You have to put these sentences or sections back into the right places. There are usually one or two extra sentences or sections that you do not need to use.

- ⌑ Start by reading the introduction to the task and the title of the text - they give you an idea of what the text is about.
- ⌑ Read the text —ignoring the gaps— to know what it is about.
- ⌑ Pay special attention to the words that are used to refer to sentences that come *before* and *after* the gaps. For example, cause and effect connectors, time connectors, pronouns and determiners and synonyms.
- ⌑ You do not have to fill in the gaps in order— start with the one you think is easiest and when you get to the most difficult one there will only be two answers left.
- ⌑ When you have filled in all the gaps read the text again to see if it is logical and clear.

Reading ☑ Multiple Matching

In this type of task, you match some given elements (names of places, speakers, titles, headings, summaries, questions or statements) to short texts or paragraphs of one longer text. In some tasks, there are one or two extra elements which cannot be matched with any of the texts or paragraphs. In others, there is no extra element or there are 2 or 3 elements that can be matched to the same text or paragraph.

- ☑ Start by reading the introduction to the task and the title of the text — they give you an idea of what the text is about.
- ☑ Read the instructions *carefully* as you need to use a different strategy depending on what elements you are asked to match.
- ☑ If you have to match titles, *headings or summaries to paragraphs,* you need to locate the main idea of each paragraph. Read each paragraph carefully and then choose the element that gives the same information as the main idea of the paragraph.
- ☑ If you have to match *questions or statements to paragraphs or short texts,* read the questions and <u>underline</u> the key words and phrases. Then, read the first text or paragraph and try to find one or more elements that contain the same information as the text Do the same with the other texts or paragraphs.
- ☑ The words in the task are generally synonyms or antonyms of the words in the text.
- ☑ The structures in the task are generally paraphrases of the structures in the text.
- ☑ In this type of task, *the given elements are not in order.* This means that the answer to the first element may be, for example, in the last paragraph or text.

Listening ❖ Short Answer Questions

In this type of task, you complete some sentences or answer some questions using a word, short phrase or a set number of words. You can use words from the recording or your own words. You will hear one long recording or several short ones. The recording(s) will be played twice.

- ❖ Start by reading the introduction to the task, it gives you an idea of what the recording is about and what kind of recording it is (monologue, interview etc.).
- ❖ Before listening, you are given some time to read the questions. As you read them, try to predict an answer or type of word e.g. a noun, verb, adjective or name.
- ❖ The sentences or questions follow the order of the information in the recording.
- ❖ The words in the sentences or questions are generally synonyms or antonyms of the words in the recording.
- ❖ The structures in the sentences or questions are generally paraphrases of the structures in the recording.

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Train up your skills!

C1 Skills Training

The five, themed units give you extensive skills practice to up your level or prepare for your exams

Douglas Elisabeth
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Introduction

Notes to the Teacher

This ***Train Up Your Skills!*** series is specifically designed to practise the four skills: Speaking, Reading, Listening and Writing. The series can be used for general English courses and also for official exam preparation, as it covers a full range of exercises in the four skills. Many of the exercises integrate two or more of the skills. It provides teachers with 60+ hours of material for both individual and collaborative classwork with sufficient material for teachers to set for homework. Except where cited, all the material is original and specially designed by the authors for the purposes of this book. The book is divided into five units with common C1-type topics and with up-to-date 21st century themes.

Each unit contains extensive integrated practice of the four skills. In the ***Speaking*** sections, all the necessary task types are included: vocabulary-building exercises, key language structures, photo-description exercises, conversation, dialogue, discussion, mediation and speculation practice, together with problem-solving, role plays and presentations. Another important feature is the inclusion of pronunciation exercises.

There is also a wide range of task types for both reading and listening practice. The ***Reading*** sections include many different types of texts that have been specifically written for the series for example, blogs, advertisements, reviews, descriptions, informative texts on science, technology, economics, business, tourism etc. Task types for these texts include multiple choice, short answer questions, gap-fill, multiple-matching as well as vocabulary-building exercises.

In the ***Listening*** sections, also specifically created for the series, teachers will find dialogues, interviews, conversations, narratives and monologues. Subjects range from situational dialogues, travel announcements, reviews and opinions to professional testimonies, business and academic information. Task types include multiple choice, short answer questions, gap-fill and multiple-matching exercises.

The extensive ***Writing*** sections take the student step-by-step through the multiple tasks, for example, formal and informal emails, opinion and for-and-against essays, reports, reviews and articles. The model answers given in the **Answer Key** are invaluable for both teachers and students for checking and comparing their work. Although there is no separate grammar component in the book, the numerous exercises in each section practise key structures for the level.

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Two outstanding features of the series are the separate Reference Guidesheet with the **Task Strategy** and full **Answer Key**. The separate Reference Guidesheet, useful for quick reference in class or at home and clearly marked with the symbol, provides specific language guidelines and tips for all the task types for each skill.

The extensive **Answer Key** is an integral part of the series, providing answers, clearly marked with the symbol for all the exercises, together with full transcriptions for the listening exercises.

Notes to the Student

This ***Train Up Your Skills!*** series is specifically designed to practise the four skills: Speaking, Reading, Listening and Writing. The series can be used for general English courses and also for official exam preparation, as it covers a full range of exercises in the four skills. Many of the exercises integrate two or more of the skills. It provides students with 60+ hours of material. Except where cited, all the material is original and specially designed by the authors for the purposes of this book. The book is divided into five units with common C1-type topics and with up-to-date 21st century themes.

The units are divided into four sections: Speaking, Reading, Listening and Writing. Each unit contains extensive integrated practice of the four skills. In the ***Speaking*** sections students are given all the necessary task types: vocabulary-building exercises, necessary language structures, photo-description exercises, conversation, dialogue, discussion, mediation and speculation practice, together with problem-solving, role plays and presentations. Another important feature is the inclusion of pronunciation exercises.

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The authors are pleased to receive the approval and stamp of the ACLES association, which is the governing body for centres in Spain providing accreditation of competency in English at various levels of the CEFR. The CertAcles Accreditation Exams are endorsed by the European Confederation of Language Centres in Higher Education (CERCLES), as a valid model of language proficiency exams.

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Elisabeth Douglas, Silvia Girimonti and Julia Samuel

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Train up your skills!

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Map of the Units

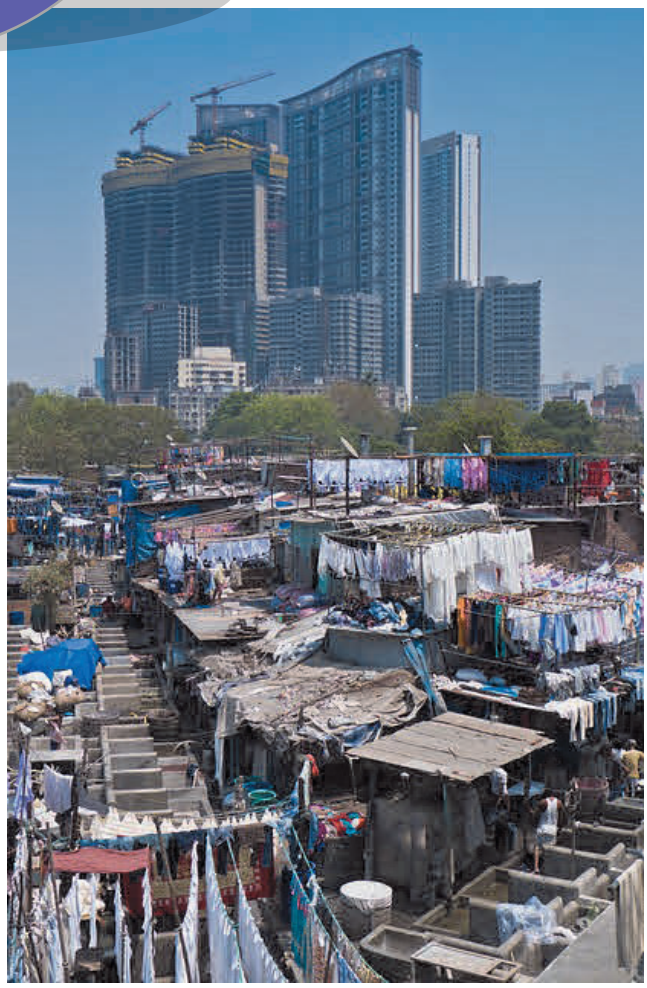
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Unit 1 Trends

Starting off: Keeping up with change



a. Inequality has always existed in human society. But in the 21st century there is an ever-increasing trend towards an *unequal society*. What do you understand by this term?

b. When we talk about an *unequal society*, we often use words such as these in the box below:

social exclusion	**income inequality**	**societal fragmentation**
extreme wealth	**globalisation**	**polarisation**

What do these terms mean? Share your ideas in small groups.

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Exercise 1 Vocabulary Booster 1

1.1 The expressions **in bold** are used to speak about changes and to compare trends.
Match the expressions **in bold** with the definitions **a – l** below. There are **two** extra definitions you do not need to use.

1. Laurel Hubbard **broke the mould** of traditionally male sports by becoming the first woman to win an international weightlifting title.
2. They are **breaking new ground** in the design industry. You have never seen anything like this before!
3. At this point, and after years of fruitless negotiations, the independence issue is, quite simply, **off the table.**
4. The new policies of selective immigration are definitely **trending topics** in the European Council debates.
5. In many companies, top managers will have to become familiar with **state-of-the-art** management tools if they want to survive in the 21st century.
6. A good education is a personal asset that **stands the test of time**.
7. The government should admit that those measures are **past it** and need amendments to bring them up to date.
8. The council initiated the construction of a major health facility with **cutting-edge** technology.
9. It is essential to realise that we are **on the cusp of** multiple industrial challenges and opportunities.
10. The tourism authorities should **get up to speed** and offer what customers are demanding.

a very popular/fashionable/hot / the latest
b on the brink/point of
c completely change the way something has been done so far
d have all the latest information about something and use it
e prove reliable/valuable over a long period
f unsafe
g outmoded
h not being discussed or negotiated any more
i for a long time
j ultra modern / up to the minute
k at the forefront of development
l innovate, pioneer, develop something new

1.2 Works in pairs. Ask each other the following:

- Which films do you think have stood the test of time?
- Can you name anyone who you think broke the mould in their field?
- What technology is cutting edge today?
- What are the current trending topics?

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Exercise 2 Different fads and fashions – discussion

2.1 We are constantly following trends in dress, food and the music we listen to. In small groups, discuss why we follow these trends. Talk about what influences our tastes and our opinions about these things.

2.2 The pictures below show examples of currently popular fashions in dress and food.

Photo A



Photo B



➔ Describe photo A and say if you can find people in your city who dress and look like the man in the photo. Where do you think he is going? Why do you think tattoos have become so fashionable?

➔ Look at photo B. Why do you think people enjoy eating typical food from other countries? Has the food shown in this photo always been available in your city? Using the linking devices in the box below, talk about popular trends that have changed the way we eat today.

e.g. *I'd say that, **most significantly**, people in the 21st century eat out far more than the generation before them did.*

Contrast	**Similarity**	**Result**	**Sequencing**
nevertheless by comparison whereas	likewise similarly	therefore as a consequence/result	firstly, secondly lastly
Order of Importance	**Particularisation**	**Exemplification**	**Explanation**
primarily most significantly	particularly more specifically	for instance to illustrate	namely in other words,
Emphasising	**Focusing**	**Correction**	**Conclusion**
in fact actually	as for with regard to	to be more precise	in brief all in all,

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2.3 Is fashion an important industry in your country? Who are the main fashion designers in your country?



With a classmate, discuss the questions below. Remember to use the linking devices given above.

- Which particular brands in your country, if any, have contributed significantly to the international fashion scene?
- What are the principal differences in clothes production nowadays, from the way clothes were produced in your country 30 years ago?
- What ways of buying clothes today are different from the ways your parents' generation shopped for clothes?
- Do you think we buy more clothes now than people did 30 years ago? Why / Why not?
- What types of clothing are popular nowadays, that were not available in your grandparents' time?

2.4 Music evolves constantly and so too does the way we listen to and buy music. Look at the photo, and with a classmate



- describe what type of music the person might be singing and where he is performing
- talk about the ways in which this concert differs from, or is similar to, the last concert you went to
- say how important it is, or not, for people to be able to listen to live music
- say how the ways you listen to music are different from the ways your parents did when they were young
- discuss the different challenges musicians are facing with new technologies.

Photo: Jean Philippe Guy, blues and soul singer.

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Exercise 3 *Vocabulary Booster 2*

3.1 The words and phrases in the circles below refer to two lexical categories. In pairs, decide what these categories are and complete the gaps **A** and **B**.

A .....

gender-based violence energy poverty urban violence

soaring crime rate addictions school dropout rates

economic migration dysfunctional families property boom

areas lacking social services underage drinking

social marginalisation unaffordable housing eviction

dependency

B .....

job security work permit child labour equal opportunities

job share earn a good living take industrial action

minimum wage redundancy move up the ladder

unsocial hours earn a pittance zero-hour contracts

over-qualification underground economy

3.2 Do you know how to use these words and phrases in the correct context? Choose **six** words from each category and write sentences which show their meanings clearly. Check with your teacher. Read your sentences to your partner.

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Exercise 4 Unequal situations – talking about photos

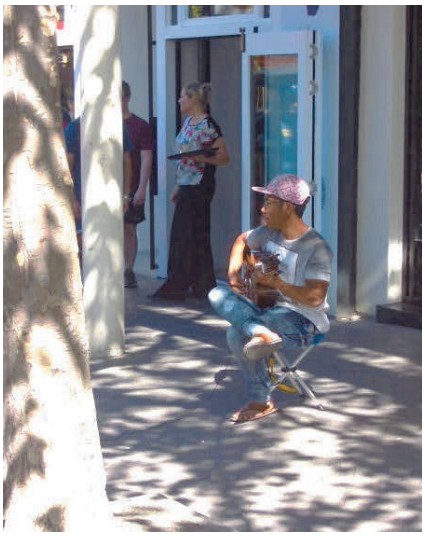
4.1 Look at the two photos below and talk about whether

- you could find people doing things like this in your country
- children should be permitted to work to help their parents
- women have the same job opportunities as men in your country
- people should be allowed to perform for money in public places. Give reasons for your opinion.

Photo A



Photo B



4.2 Now complete the text about the photos using the vocabulary in the box. Underline the words you use. There are **more words** than you need.

hard time	awful conditions	demonstrated	performance	no doubt at all
show	in common	do	similar	legal protection
both	neither	busking	permit	wouldn't
guess	tip	coins	quite easily be	just
extra cash	run out of	trying his hand at	vulnerable	more money
who (2x)	barefoot			

The two photos have something (1) _____: they both show young people (2) _____ probably don't earn very much money. However, there's (3) _____ for me, that the girl has a much more difficult life than the guy. In my country, we don't see young girls working and carrying heavy things on their heads. She's (4) _____ so she's probably very poor and more than likely has a very (5) _____ making a living. The photo has almost certainly been taken in a developing country where children often have to work in really (6) _____. It's illegal to employ children in my country.

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On the other hand, in my country we (7) _____ see young men and women playing musical instruments and singing in the streets or in the tube. I think this type of activity is called (8) _____ and the person is called a busker. I know you need a (9) _____ to sing in the tube and maybe you have to have one to sing outside on the street too. Although you (10) _____ make very much money doing this job, I (11) _____it's possible that your music might appeal to someone and they could give you a big (12) _____, but usually most people just leave a few (13) _____. This guy could (14) _____ a student (15) _____ is trying to make a bit of (16) _____ during his university holidays. Maybe he's drifting around and has (17) _____ money so he's (18) _____ busking. I like places where there are lots of people playing music in the street.

I don't think we can describe either of these jobs as "careers". Probably neither young person has any (19) _____ and they might be in a (20) _____ situation.

4.3 Now cover the text and, taking turns, try to compare the photos, using the vocabulary from the box or any other new expressions or vocabulary.

Exercise 5 Different working conditions – discussion

5.1 Modern society doesn't always afford its workers equal opportunities and working conditions. In small groups, describe the photos below.

Photo A



Photo B



Photo C



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Photo D



Remember to

- ask other members of your group if they want to start
- take turns; don't interrupt your classmates
- ask your classmates' opinions
- agree or disagree politely.

5.2 The conditions in which people carry out manual work in different societies can vary enormously. Discuss the following questions related to the photographs.

- ✓ Where might each photo have been taken? What do you think each person's job is? Do you think any of these jobs are carried out in the so-called developed world?
- ✓ Has the way these jobs are done in your country changed in recent years?
- ✓ Are these jobs well paid in your country?
- ✓ Why do you think the person in photo A is sleeping where he is? Do you think the people in photos B, C and D also sleep "on the job"? Why / Why not?

Exercise 6 Different housing – comparing photos

Use the language in the box to do the exercise on the next page.

Useful Language to talk about Pictures

1. Referring to the photographs
Well, if I start with photo A ...
In photo A, it's a bit difficult to tell, but …
I'll start by referring to this photo …
I'd like to start off by pointing out that in this photo ...

2. Comparing photographs
It seems pretty obvious to me that both situations …
In the left-hand photo there's … whereas/while in the other photo …
Another point I'd like to add about this particular photo is that while the people here are … in the other photo they are …
There's no doubt that in both these photos …

3. Speculating
They seem to be … so maybe the family is …
I'd say that in the back/foreground, there's a …
The situation here is a bit confusing, perhaps it's a …
It looks like a ***+ noun*** */ It looks* ***+ adjective***
There's a chance that it could be ...

4. Personal feelings
If you ask me, the people in the left-hand photo are just/only …
Quite honestly, I think this is a (sensitive, controversial, tough) subject …
Personally speaking, I feel that …
Actually, if I had to choose one of these situations to be in, I'd go for …

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Work in pairs. Take turns to talk about the photos. Follow the instructions.

Student A: *Look at photos A and B which show different types of housing. These photos have been taken in the same country and within a short distance from each other. Compare the houses and say how it is possible that we can find such differences.*

Photo A



Photo B



Follow-up questions to Student B:
In your country, where might there be such differences?
In your country, is it possible for people to "slip through the net" with regard to housing?

Student B: *Look at photos C and D. They also show different types of housing. Compare the photos and consider the difficulties associated with living in places like these.*

Photo C



Photo D



Follow-up questions to Student A:
Where do you think photo D might have been taken?
How does the housing in photo C resemble housing in your city?

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