

B2 Train up your skills!

Extensive English skills practice

Douglas E, Girimonti S, Samuel J

Editorial
Tébar Flores

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B2 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.

B2 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 and differences
In both pictures the people are…
I think the common theme here is…
One similarity is that…
Photo A is more / less… than 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 …

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 B2 level.

Useful Language for Role Plays

Making, accepting and rejecting suggestions
How about / Why don't we / Could we …?
If I were you, I would …
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 …

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

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

- Make sure you include all the points you are given.

Useful Language for Presentations

Introduction	Giving examples
I'm going to talk about … First, I'd like / I'm going to talk about … Then, I'm going to mention … Finally, I'll talk about …	For example… For instance… … such as / like …
Sequencing	**Conclusion**
First of all, / Firstly Secondly, / Then… Finally…	So, in conclusion, … To sum up, … To conclude, …
Adding arguments	
Moreover, … Also, … What's more, …	
Opposing arguments	
On the other hand, … However, … In contrast, …	

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 underline 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.

Reading ⧺ Sequencing

In this type of task, you are asked to rearrange or sequence some events of a story or steps of a process in the order they would appear in a given text.

- ⧺ 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 sentences carefully and identify the parts of the text where the same information is given.
- ⧺ 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.
- ⧺ Pay special attention to the words and phrases that indicate chronological order, such as *first, afterwards, finally etc.*

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!

B2 Skills Training

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

Douglas Elisabeth
Girimonti Silvia
Samuel Julia

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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 six units with common B2-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 six units with common B2-type topics and with up-to-date 21st century themes.

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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!

B2 Skills Training

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Unit 1
Careers

Starting off: Where we work

Exercise 1 Jobs and professions

Work in pairs.
In the word cloud below, find *12 jobs* and *12 places* where these people can work.
Then complete the table on the next page writing the place of work next to each job.
Some jobs may be carried out in a number of different locations. ***An example has been done for you.***

Check the meaning of the words you do not know with your classmates or online.





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Jobs and professions		Places of work
e.g.	receptionist	hotel, office block, hospital, convention centre, etc.
1	plastic surgeon	
2	makeup artist	
3	accountant	
4	foreign correspondent	
5	graphic designer	
6	social worker	
7	plumber	
8	fire fighter	
9	surveyor	
10	careers advisor	
11	human resources manager	
12	researcher	

Exercise 2 What do they do?

Work in pairs. Ask and answer questions about the workers above using verbs in the box.

e.g.

Q: What does a receptionist do?

A: A receptionist is a person who <u>attends</u> the public.

advises ~~***attends***~~ **assists creates deals with fixes studies makes up measures operates on puts … out reports runs**

Exercise 3 Describing work

We often use the words below to describe work or qualities needed to do a job. Check the meanings and use them in a sentence or question. Be sure that the sentences you write make the meaning of the words clear.

e.g. messy

A plumber sometimes has to do very <u>messy</u> work because s/he often has to replace old pipes and they are really dirty.

highly skilled physically demanding challenging accurate a good communicator thorough tactful innovative

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Exercise 1 Comparing photos

1.1 Work in pairs. Look at the two photos and tell your partner if you think

1. people do jobs like these in your country
2. you need special training to do these jobs
3. there are any particular difficulties associated with these jobs
4. you would like to do either of these jobs.

Photo A



Photo B



1.2 Now compare the photos using the vocabulary in the box. Underline the words you use. There are more words than you need. Make a note of any new vocabulary.

brownish	used to	heat	made	usually	cultivates	be	carried out	grows
just	quite easily	relaxed	client	patient	medical profession	beautician	illness	
injury	relaxing	got aid	actually	working conditions	but	sensitive	sensible	
highly skilled	removing	received treatment						

The two photos show people doing skilled work. In photo A, I'm not sure if the young person is a member of the (1) _____ and she's a physiotherapist or perhaps an acupuncturist working with a (2) _____. I've been to a physiotherapist, (3) _____, the place where I (4) _____ for a sporting (5) _____ didn't look like this at all. Now I come to think about it, maybe she's a (6) _____ doing some sort of beauty treatment with a (7) _____. I've never had any beauty treatment, but it certainly looks very (8) _____!

Although we could think that the people in photo B working in the countryside are just cutting down trees, (9) _____ they are doing (10) _____ work. This photo could (11) _____ have been taken somewhere in Spain where this type of tree (12) _____. Here we can see some men (13) _____ the bark from the trees. This process is only (14)

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_____ every few years and the bark is used for cork. After the bark is taken off the trees, the trunks are painted with a typical (15) _____ coloured paint.

I think the main differences between these two jobs are the (16) _____ and the fact that one person has to do very (17) _____ work with her hands while the other people have to be incredibly strong and (18) _____ working outside, often in the (19) _____.

Exercise 2 Talking about jobs

Look at the photos and talk about the following:

- Different types of work routines and conditions of the jobs shown in the photos.
- Which person might have the most challenging career?
- Which person/people might not have a degree?

Photo A



Photo B



Photo C

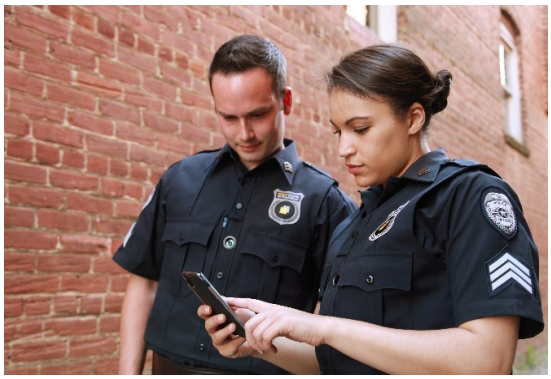


Photo D



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