

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
<b>Module 1: Family and the home   Introduction: page 3</b>					
1.1 Listening	4	I can understand the main points of a monologue.	Predicting and listening more than once	Listening to different people talking about what makes their family unique	Family members
1.2 Speaking	6	I can describe something familiar to me fluently.	Using connecting phrases to talk about your home	Describing your home	Signposting words for ordering Common objects in the home (Vocab builder)
1.3 Reading	8	I can understand short messages with a detailed account of events and experiences.	Understanding typical features of short, informal messages	Reading messages that describe experiences	Emojis and textspeak
1.4 Writing	10	I can write a detailed description about something familiar.	Checking and improving emails before you send them	Replying to an email to describe homes and family members	Adjectives to describe rooms and people Prepositions of place
1.5 Beyond the book	12	A famous family			
<b>Module 2: School   Introduction: page 13</b>					
2.1 Listening	14	I can understand the main points made by someone speaking about school.	Understanding stressed words in a sentence	Listening to a podcast about experiences at school	Structures to describe feelings, habits or repeated actions from the past
2.2 Speaking	16	I can give my opinion and agree/disagree politely.	Using stronger and weaker phrases to agree/disagree	Discussing opinions about topics related to school	Phrases for agreeing and disagreeing
2.3 Reading	18	I can understand people's points of view on forums.	Understanding problems and suggestions on an online forum	Reading suggestions in a forum thread	Direct and indirect suggestions
2.4 Writing	20	I can write a short, formal email.	Making polite suggestions based on other people's ideas	Reporting problems from a class forum in an email	Phrases for making suggestions Verb-noun collocations for school (Vocab builder)
2.5 Beyond the book	22	Schools in another country			
<b>Module 3: Travel and transport   Introduction: page 23</b>					
3.1 Listening	24	I can follow the main points of extended discussions.	Understanding negatives in a conversation to help you follow main points	Listening to a conversation at a tourist information office	Adventure activities
3.2 Speaking	26	I can deal with common problems connected to travel.	Asking for help using phrases with polite intonation and stress	Role-playing problems at an airport or train station	Phrases for asking for help Features of the urban and natural environment (Vocab builder)
3.3 Reading	28	I can read and understand factual texts.	Understanding a travel guide and exchanging information	Reading a city travel guide	City transport
3.4 Writing	30	I can describe a recent trip (real or imaginary).	Signalling a change from positive to negative ideas or experiences	Making a suggestion about a city break on a forum thread	Extreme adjectives
3.5 Beyond the book	32	A three-month tour around the world			
<b>Module 4: Jobs and work   Introduction: page 33</b>					
4.1 Listening	34	I can understand information about job-related topics, identifying general and specific details.	Understanding signposting phrases in a meeting	Listening to work meetings	Signposting phrases for meetings
4.2 Speaking	36	I can find out information from one person and share it with someone else.	Using reported speech to retell information	Telling others about a job interview	Reported speech Words and phrases for work (Vocab builder)
4.3 Reading	38	I can find and understand information in everyday texts.	Recognising features of transactional emails	Reading transactional emails from staff and a manager	Common phrases in emails
4.4 Writing	40	I can write an article about a familiar topic, connecting multiple ideas.	Using linking words and referencing pronouns	Writing an article about a dream job	Linking words and phrases Referencing pronouns
4.5 Beyond the book	42	Two jobs or professions			

Skills	Page	Learning outcomes	Skills focus	Task focus	Language focus
<b>Module 5: Friends and relationships   Introduction: page 43</b>					
5.1 Listening	44	I can understand the main points and important details in stories.	Listening for signposting phrases that highlight developments in long stories	Listening to two conversations about the same holiday	Multi-word verbs
5.2 Speaking	46	I can give detailed accounts of experiences, describing feelings and reactions.	Showing interest in a story	Telling a story about a problem with someone	Adjectives ending in -ed or -ing Multi-word phrases to describe a love story (Vocab builder)
5.3 Reading	48	I can understand descriptions of events, feelings and wishes in personal letters.	Identifying and understanding the key features of personal letters	Reading two letters from two friends who want to improve their relationship	Opening and closing a personal message
5.4 Writing	50	I can respond to online posts about experiences and feelings.	Showing how much you agree or disagree with someone and saying why	Writing a short post on a forum about having good relationships	Phrases to express opinion
5.5 Beyond the book	52	Famous friends			
<b>Module 6: Sport and exercise   Introduction: page 53</b>					
6.1 Listening	54	I can follow the outline of short talks on a familiar topic.	Using a speaker's pauses and stressed words to help understand important information	Listening to a radio show about how sport has changed people's lives	Experiences and feelings about sports Sport actions and equipment (Vocab builder)
6.2 Speaking	56	I can give reasons to support my point of view.	Using opinions from experts, personal experience, research or comparison to support opinions	Debating the future of Physical Education (PE) at a school	Paraphrasing what we see or hear
6.3 Reading	58	I can understand factual information.	Transferring information from a text into another format	Using information in a training guide to create a preparation plan	Phrases for fitness training
6.4 Writing	60	I can produce short reports that share information and give reasons for actions.	Ordering ideas logically	Writing an email report about a gym	Structures that describe actions happening now, in the past and future plans
6.5 Beyond the book	62	A sport you don't know much about			
<b>Module 7: Technology   Introduction: page 63</b>					
7.1 Listening	64	I can understand the main points of adverts and reviews.	Understanding other people's opinions	Listening to reviews of a smartwatch	Modifiers that make adjectives weaker or stronger Verbs connected to technology (Vocab builder)
7.2 Speaking	66	I can ask in a shop for an explanation of the differences between two or more products.	Checking we understand what someone or something means	Role-playing a customer and shop assistant talking about a piece of technology	Phrases to check understanding
7.3 Reading	68	I can understand a writer's feelings and perspective in magazine articles.	Understanding what a writer implies and what a reader infers	Reading an article on AI and social justice	Social justice
7.4 Writing	70	I can write short notes giving simple, relevant information.	Choosing language that is appropriate for a text and its reader(s)	Writing a text about an opinion or problem with a piece of technology	Words and phrases to describe electrical goods
7.5 Beyond the book	72	An important invention or piece of technology			
<b>Module 8: Museums   Introduction: page 73</b>					
8.1 Listening	74	I can understand the main points of a guided tour.	Understanding phrases and words that describe dates and time	Listening to an audio tour of an ice cream museum	Phrases to describe dates and periods Common prefixes (Vocab builders)
8.2 Speaking	76	I can share specific information from leaflets and websites.	Paraphrasing information you have read	Sharing information about a museum	Three uses of 'it'
8.3 Reading	78	I can understand the main points of descriptive notes in museums.	Using context to help understand meaning	Reading museum labels and articles about famous objects	Words and phrases to describe objects in museums
8.4 Writing	80	I can produce short, simple essays on topics of interest.	Planning paragraphs in detail before drafting	Proposing a new museum for your town	Linking ideas between sentences and paragraphs
8.5 Beyond the book	82	A famous item from a museum or gallery			

# Contents: Resources

Page	Resource
83	Unit resources
90	Transcripts
106	Answers
119	Quick reference: Common parts of speech
120	Quick reference: Common grammatical structures
122	Quick reference: Common irregular verbs
123	Quick reference: Useful classroom language
124	Quick reference: CEFR descriptors for all modules and units

## Authors

### Listening units

#### Chiara Bruzzano

Chiara is a teacher, teacher trainer and researcher in TESOL. She is the founder and manager of LanguagEd, a teacher training company, and she has worked in Spain, Italy and the UK. Her main interests are listening pedagogy, teacher cognition and access to higher education.



#### Emma Meade-Flynn

Emma is a teacher and teacher trainer based in Ireland. She has over 20 years' experience across the UK, Europe, the Middle East and Asia. Her interests include teacher development, teaching listening and task-based learning. Outside teaching, she enjoys planning her next adventure and recreating dishes from her travels.



### Speaking units

#### Ross Thorburn

Ross is a teacher and teacher trainer with nearly 20 years' experience. He's worked with students of all ages, from kindergartners to business professionals, and loves designing role plays, developing speaking strategies and using artificial intelligence (AI) in teaching. When he's not teaching, he's busy learning Chinese.



#### Karin Xie

Karin is a teacher and teacher trainer based in China. She has taught a wide range of age groups and skill levels. She is fascinated by different languages and cultures and is always interested in learning new languages. Her main professional interests are teaching speaking, and teacher and trainer development.



### Reading units

#### Luis Carabantes

Luis is a lecturer at Queen Mary University of London. He has taught English in Chilean schools and universities and worked as a teacher educator in Chile and the UK. His widely published research focuses on teacher education and materials development, helping to support effective learning.



#### Danny Norrington-Davies

Danny has been a teacher and teacher trainer for nearly 30 years and works at International House London. His interests in language teaching are emergent language, grammar, materials design and creativity. He enjoys creating materials and speaking at conferences, as well as learning about other languages and cultures.



### Writing units

#### Angelos Bollas

Angelos is an educator, teacher trainer and researcher. For the past 19 years he has worked in various educational sectors in different countries. He currently works as a learning experience designer. In his free time, Angelos writes books about society and culture.



#### Karen Capel

Karen is a teacher, teacher trainer and academic coordinator with over 20 years' experience. She specialises in educational leadership and teacher impact. As an author and editor, Karen enjoys creating both print and digital materials that inspire students and teachers alike.



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](#).



## 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.

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

2.3 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<sup>1</sup>, let me tell you about<sup>2</sup> 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 Listen to Mark and check your answers.

3.4 Try to say the phrases like Mark.

6/128

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?

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?

### 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?

7/128

8/128

9/128

10/128

11/128

12/128

13/128

14/128

15/128

16/128

17/128

18/128

19/128

20/128

21/128

22/128

23/128

24/128

25/128

26/128

27/128

28/128

29/128

30/128

31/128

32/128

33/128

34/128

35/128

36/128

37/128

38/128

39/128

40/128

41/128

42/128

43/128

44/128

45/128

46/128

47/128

48/128

49/128

50/128

### 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.

### Family and the home | Vocab builder

1. Use an image search to find the difference between these things:

- a cooker and an oven
- a cupboard and a wardrobe
- a kettle and a boiler
- curtains and blinds
- a dishwasher and a washing machine
- 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?



7/128

## 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)?
- Contact sports like boxing should be banned.
  - Junior sports teams put too much pressure on young people.
  - Male and female professional athletes should be paid the same.
  - 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<sup>1</sup>**, 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<sup>2</sup>**, means they should get a bigger salary, which seems logical to me.

Paula Simmons – Reporter



Well, for me, **it's just like<sup>3</sup>** all other jobs, or it should be. **I read somewhere<sup>4</sup>**, for example, that it's illegal to pay different amounts to different people because of their gender. Sadly, **in my experience<sup>5</sup>** as a professional diver, this isn't always the case. **For instance, I've had<sup>6</sup> a lot more<sup>7</sup>** 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)    | c. Use an expert's opinion |
| b. Give a personal example | 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.



## 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)?

# 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.

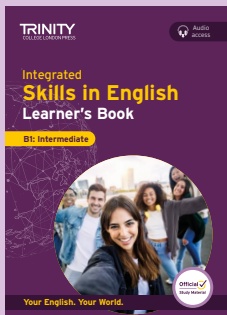
This Integrated Skills in English series has been designed specifically to support your skills attainment and ensure your progress, whether you want to develop authentic English for everyday communication or you're studying for a Trinity College London skills-based exam.

Level on the Common European Framework of Reference (CEFR)

This book:	A1	A2	B1	B2	C1	C2
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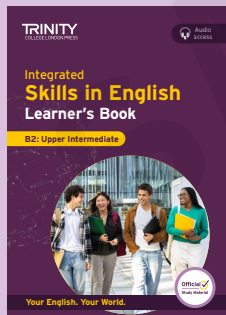


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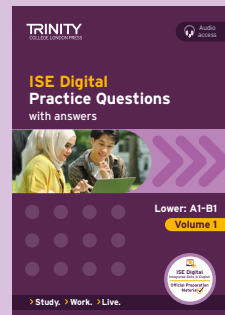
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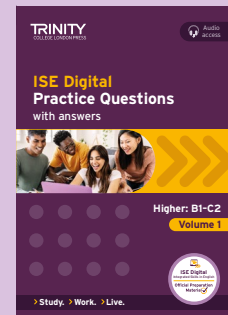


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