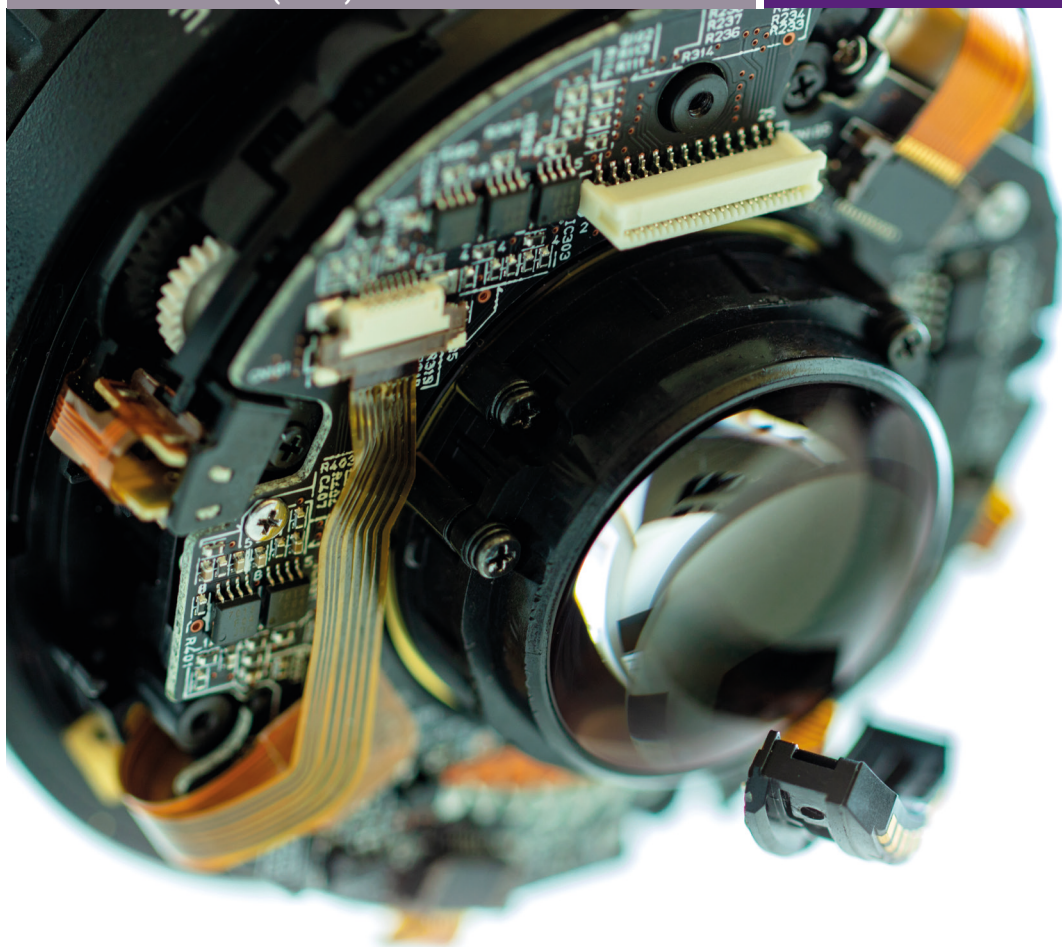


Technical Focus

B2 LEVEL (CEFR)

Learner Dossier



Editorial
Universitat Politècnica
de València

Oksana Polyakova, Katrin Stepins
Edited by Ruzana Galstyan

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Introduction

About the Dossier

In Europe, the increasing adoption of English at universities has become a common practice. This has been attributed to the Bologna Process, which encourages European universities to standardise their degrees thus promoting students' mobility across Europe. In many European universities English has been internationalised making it easier for students to move between universities in different countries. This is becoming an unstoppable process.

This dossier is a result of long-term professional experience as language teachers at the Department of the Applied Linguistics of the Polytechnic University of Valencia (UPV) and is for any intermediate student of English. It is particularly intended to prepare people to learn English for specific purposes. We assume that anybody using this dossier has a reasonable knowledge of and ability to use English at B2 standard according to CEFR.

What's in the Dossier

The dossier covers the main areas of English grammar and concentrates on aspects that learners need to advance in listening, reading, speaking and writing skills to be able to communicate confidently. Although grammar is important, special attention is given to structures and vocabulary which are frequently used in a wide range of situations of spoken and written English.

This dossier contains a variety of materials which together provide a comprehensive preparation program for B2 level. It consists of ten units which are based on the most up-to-date topics to engage learners to study the language. A needs-analysis has been carried out to determine the topics. The participants were 76 students on the Bachelor's Degree in Engineering. The basic idea was to try to see whether the participants were interested in the suggested topics as a learning content while they learn L2.

The data from the survey gave promising results. Most of the participants agreed with the topics.

Topic	Completely agree (%)	Agree (%)	No opinion (%)	Disagree (%)
Health and Technology	25	43,40	15,80	15,80
Environment and Geography	30,30	47,40	14,50	7,90
Transport and Travel	25	53,90	14,50	6,60
Academic Studies	14,50	60,50	18,40	6,60
Buildings and Installations	26,70	50,70	14,70	8
Workplace	25	60,50	11,80	2,60
Communication and Culture	22,40	60,50	10,50	6,60
Project, Creativity and Innovation	36,80	50	13,20	0
Business and Industry	46,10	48,70	3,90	1,30
Rules and Regulations	7,90	60,50	25	6,60

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The topics form ten Units. Each Unit consists of different sections focused to train all language skills through individual or group type activities. Lexical areas, such as word formation, prepositions and idiomatic phrases are also covered, specifically in vocabulary sections and translation exercises.

Type of Activities

A wide range of activities has been designed to engage learners and the language to the real-world demands and to group the units into the following type of activities:

1. **Warm-up activity** to introduce the topic and give the students a chance to work in groups to share knowledge on the topic.
2. **Vocabulary activities** allow students to reinforce the newly acquired words in a context.
3. **Grammar activities** to build knowledge on different grammar aspects through fill-in gaps, writing or group activities.
4. **Reading activities** to practice the reading skill through interactive exercises.
5. **Paraphrasing activities** are aimed at improving professional use of English.
6. **Translating activities** to help learners avoid basic translation mistakes caused by L1.
7. **Learner notes** are targeted to enhance reflection on language skills and professional competences acquired appear at the end of each chapter to promote students self-assessment.

In the Future

Thanks to the development of the modern technology, learning has become a flexible process. Knowledge can be delivered online through online platforms, chat rooms, videos, social media, etc. Currently, a platform for this dossier is being developed to provide an online support. It will follow the dossier format but more topics and interactive activities will be offered.

Unit 1

The world around us

- Vocabulary: **Geography and Environment**
- Grammar: **Quantifiers, Articles, Uncountable and Plural Nouns**
- Learner notes

1.1. Warm up activity

A. Talk in pairs or groups of three about these questions:

- What is the landscape like where you come from?
- What kind of agricultural products are typical of your area? What else is grown there?
- Are there any natural resources that are exploited or used to be exploited in your area?

B. Describe the pictures below. Use *there is/ there are/ this might be*.



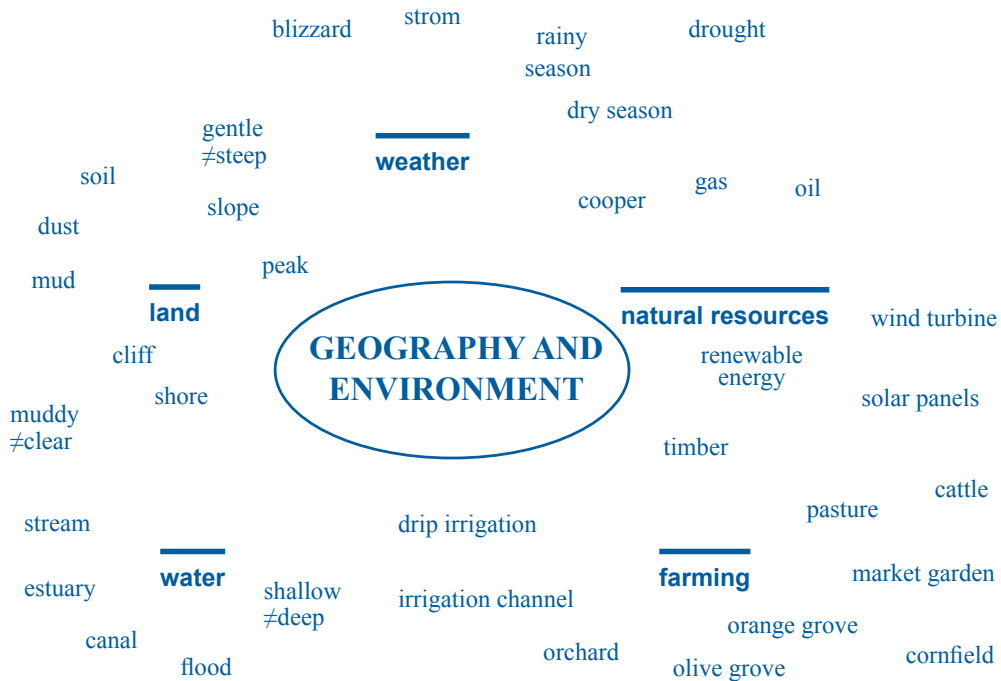
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1.2. Focus on vocabulary



A. With a partner, find the English equivalent in the mind map and connect related terms with arrows to complete the map: *acantilado, acequia, aerogenerador, arroyo, barro, campo de grano, canal, cima, claro, cobre, cuesta, empinado, energías renovables, estuario, fangoso, ganado, gas, huerta, huerto de frutales, madera, naranjal, olivar, orilla, paneles solares, pasto, petróleo, poco inclinado, poco profundo, polvo, profundo, recursos naturales, riada, riego por goteo, sequía, temporada de lluvias, temporada seca, tierra, tormenta, tormenta de nieve, verter/diluviar*

B. Fill in the gaps with words from the mind map. Change the noun or verb forms if necessary.

- 1) are a combination of heavy rains and strong winds, whereas are a mixture of snow and wind. Storms are typical of seasons, while seasons often lead to
- 2) The Arctic is rich in these natural resources: natural, and

- 3) Spain doesn't have many fossil fuel deposits, but lots of sources (e.g. wind, sun, waves), which can be exploited using and Wood, which comes from the forests, can be used as both energy source and for furniture or houses.
- 4) Farmland that is used for (= animals) is called It's usually land that is not very fertile, unlike the soil for a, which needs to provide lots of minerals for the vegetables grown there. Most fruits are grown in Some of them have special names, like the on the Costa del Azahar. Jaén, on the other hand, is well-known for its, where for example wheat or oats are grown, are more typical of Castilla-La Mancha and the north of Spain.
- 5) The traditional way of watering the market gardens around Valencia is flooding the fields with the help of A more modern and more efficient way is
- 6) After a long dry period, there is a lot of in the air.
- 7) La Albufera is a lake south of Valencia: it's only about 60 to 100 centimetres On the ground of this lake, there is a lot, which is a mixture of and water. When you stir it, the water that was initially becomes La Albufera is close to the mouth of the river Turia and right next to the of the Mediterranean Sea. Actually, there are three connecting the lake and the sea. From the lake, you can see the of several mountain ranges, such as Sierra de Enguera.
- 8) The river Turia was diverted to a new riverbed south of the city due to frequent Most of its water is used for irrigation and drinking water, so what flows into the sea looks more like a, not a river.
- 9) The of rivers in Galicia are called "rías".
- 10) Generally, the word refers to a natural waterway and a is a man-made waterway, but "irrigation channel" is an exception to this rule.

C. Work in pairs taking turns. Student A covers the vocabulary, student B gives a definition or the Spanish word. Student A has to find the English word. Then change roles.

1.3. Focus on grammar

Quantifiers I: How much/ how many?	
Singular / Uncountable	Plural
<p>(a) little - (un) poco The clients showed little interest in the new product. Add a little acid to the solution.</p> <p>(not) much – (no) mucho You don't need much DNA to run the test.</p>	<p>(a) few - (unos) pocos There were few cars and few people in the street. Let the solution cool down for a few minutes.</p> <p>(not) many – (no) muchos You won't find many olive groves in the coastal plain.</p> <p>several – varios We have several suppliers to be more flexible.</p>
Singular/ Uncountable/ Plural	
<p>lots of/ a lot of – mucho/s Experts claim lots of oil can be found in the Arctic. An orchard contains a lot of fruit trees.</p> <p>some – algo de/ algun(os) Add some salt to the solution. Some farms have installed solar panels on their roofs.</p> <p>no – nada de/ [no hay] - There is no water in the coffee machine. Make sure there are no sediments left in the reactor.</p> <p>any – negative: nada de/ [no hay] -; questions: algo de/ algunos/as/ - There isn't any petrol in the deposit. Have you found any mistakes in the report?</p>	

Tip: In affirmative sentences, we usually use *lots of/ a lot of*, whereas in negative sentences, we usually use *not many, not much*.

Tip: We use *any* in negative sentences when there is a *not* or *n't*. If there is no *not* or *n't*, we use *any*.
There's no paper in the printer. = There isn't any paper in the printer.

A. Fill in the gap with a quantifier. Sometimes more than one solution is possible.

- Between Valencia and Castellón, you can see orange groves, but olive groves and cornfields at all. There isn't cattle either.

- 2) In the dry season, there isn't water in the river Turia, sometimes it even dries up and there is water at all. In contrast, the River Thames has always got of water.
- 3) In the background you could see mountain peaks, maybe six or seven. And next to the sea there some breathtaking cliffs that are excellent for climbing.
- 4) In Andalusia, you can find olive groves. But there aren't rivers, so there isn't water and irrigation can be a problem.
- 5) You need very water for drip irrigation.
- 6) In the heart of the Amazon, you will meet only people.

B. Make similar sentences with the vocabulary from 1A. Compare your sentences with your partner's sentences. Do you agree? Check if all the quantifiers are correct. Ask your teacher if you are not sure.

Quantifiers II: 100% and close to 100%		
Singular	Uncountable	Plural
the whole/ the entire the whole team the entire world our whole/entire farm every every day, every report	all (+ noun in general) All water is precious. all the (+ specific n.) We used all the water. all my/ his/her/ etc. I spent all my money.	all (the) all options, all farmers all my/your/his/ etc. all our clients all of (+pronoun) all of them/us/you
most of the most of the day	most (+ general noun) most of the (+specific n.) most of my/ our/ etc.	most (+ general plural) most of the (+specific n.) most of my/ our/ etc.

Tip: To talk about two things, we use *neither* in negative sentences when there isn't any *not* or *n't*. If there is a *not* or *n't*, we use *either*.

Neither of the farmers use(s) pesticides. I wouldn't buy either product.

C. Make sentences using quantifiers from the table:

- 1) Most Valencian farmers have orange groves. (90%)
- 2) farmers in the area of Jaén have olive groves. (85%)

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- 3) water of this river is used for drinking water supply. (95%)
- 4) cattle are kept in the stables. (95%)
- 5) cattle need water and pasture. (100%)
- 6) renewable energy in Spain comes from wind turbines. (80%)
- 7) our renewable energy comes from solar panels. (100%)
- 8) houses have solar panels. (100% of 2)
- 9) our farms are in the mountains and them have pastures. (100% of 2)
- 10) orchard depends on drip irrigation. (100%)

Articles: General Rules		
A	When we mention something for the first time : There is a cliff near the village.	When it doesn't matter who or which thing exactly: She came with a friend. I used a chair instead of a ladder.
THE	When we mention something for the second time : There is a cliff near the village. The cliff is popular with climbers.	When we talkd about sth. specific : We used all the water (that was in the deposit). The boys (in that class) are lazy.
-	When we talk about sth. in general : Droughts will be more frequent in the future. Mercury must be handled with care. Coffee is grown in over 60 countries.	

D. General or specific? Write "the" or – for no article:

- 1) photosynthesis is a chemical process that takes place in plants.
- 2) honey is made by bees.

- 3) article is about tea, and book is about Columbian coffee.
- 4) In this company we only work with fair-trade coffee.
- 5) This customer particularly liked fair-trade coffee we bought from Oxfam.
- 6) His presentation was about coffee grown in Columbia.
- 7) customer complained about quality of coffee from Columbia.



- 8) orange trees need temperatures above 0°C all year round.
- 9) oranges that are sold in this grocery are excellent quality.
- 10) This study compares Columbian and Arabian coffee. Columbian coffee was found to be softer in taste, while Arabian coffee was stronger in taste despite having a lower caffeine content.
- 11) most coffee is produced in less developed countries and exported to industrialized nations.
- 12) After harvest, most coffee is sold to transnational coffee processing companies. These companies usually pay standard rate set by international agency New York Coffee Exchange.
- 13) solar energy is a kind of renewable energy.
- 14) wind turbines use wind energy to produce electricity.
- 15) sand storms can be very damaging for solar panels.

Articles: Set uses		
a / an	the	zero article
With jobs: He's a chemist and she's an engineer. I'm a student.	When there is only one and it is not a proper name : the Earth, the moon, the sun, the environment, the internet.	With company names: We work for Ford. Boeing wants to buy Lockheed.
We use "an" and we pronounce "the" /ðɪ/ before words that start with a vowel SOUND: an abyss, an earthquake, an island, an opinion, an honest man, an hour, an unknown reason, an NBA player These words start with a consonant sound: a uniform, a university, a union, etc.	With country names in plural or names with Kingdom/ Republic: the Netherlands, the USA, the Philippines, the UK, the Czech Republic.	With percentages: 25% of our water is used for flushing the toilet.
		With certain nouns: climate change.
	With rivers, seas and oceans: the Amazon, the Pacific, the Pyrenees.	at home, at work, at school
		With noun + number: on page 47, in line 5, go to room 22, in figure 3

E. Fill in the gaps with "a", "the" or "-" for no article:

..... United Kingdom is considered to be best location for wind power in Europe. According to official study, wind power accounted for 11% of Great Britain's electricity generation in 2015. In December 2015, even 17% of country's electricity was generated by wind. government is currently planning to build new wind farm in the Pennine Hills. Secretary of State for Environment, Food and Rural Affairs, who used to work as environmental engineer, strongly supports use of renewable energies to slow down climate change. Secretary also intends to promote work from home.

F. How about your country? Is there a lot of wind and solar energy? How much fossil and nuclear energy does it produce? Where are these kinds of energy produced?

- G. Write a table with the four kinds of energy and their advantages and disadvantages. Compare with your classmates and complete your table.

	Advantages	Disadvantages
Solar Energy		
Wind Energy		
Fossil Energy Sources		
Nuclear Energy		

- H. Use your notes from G to write about the advantages and disadvantages of these four kinds of energy. Which is the best in your opinion? Why?

.....

.....

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- I. Divide the class into groups. Each group represents one kind of energy. Try to convince the other groups of using your kind of energy.

- J. With a partner try to remember the different uses of “a”, “the” and zero article (-). Have a look at the tables above if necessary. Write down your own examples for each use. Then swap papers with another pair and correct their examples. Use the Internet or ask your teacher if necessary.

.....

.....

.....

- K. Finish the following sentences with a partner. Then swap papers with another pair and correct their sentences. Use the Internet or ask your teacher if necessary.

- 1) Most students in my university
- 2) Most of the water in my country
- 3) Some of the electricity in my country

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- 4) I know several people who think that all
- 5) Every Friday,
- 6) The entire factory,
- 7) None of the farmers in my region
- 8) Both my parents
- 9) Only few companies in my country
- 10) There is little
- 11) There isn't much
- 12) There aren't many

L. Rephrasing. Rewrite the sentences using the word in brackets without changing their meaning.

- 1) I have two brothers and they brothers are agricultural engineers. (both)
.....
- 2) The largest proportion of water in Spain is used for agriculture. (most)
.....
- 3) Try not to use too much insecticide. (little)
.....
- 4) Our chemical engineer dedicates many hours to improving our fertilizers. (time)
.....
- 5) Not many people are aware of the importance of engineers in our society. (few)
.....

M. Reading Work in pairs. Student A reads the first abstract. Student B reads the second abstract. Read it once without using the dictionary. If necessary, look up the most important words after that. Then tell your partner in your words what the article is about.

Para seguir leyendo haga click aquí