

# Contents

	<i>Topic</i>	<i>Skills focus</i>	<i>Composition focus</i>	<i>Grammar focus</i>	<i>Page</i>	
<b>1</b>	<b>Films</b>	Reading	distinguishing main concepts		passive voice	<b>6</b>
		Writing	selecting correct register	informal letter	have got to	<b>12</b>
<b>2</b>	<b>Occupations</b>	Reading	understanding gist		present tenses	<b>18</b>
		Writing	awareness of target reader	article	gerunds and infinitives	<b>24</b>
<b>3</b>	<b>Education</b>	Reading	lexical linking devices		emphatic present simple / past simple	<b>30</b>
		Writing	using prompts	informal letter	articles	<b>36</b>
<b>4</b>	<b>Sport</b>	Reading	deducing meaning		elision of auxiliary verbs	<b>42</b>
		Writing	layout and text structure	report	direct and indirect objects	<b>48</b>
<b>5</b>	<b>People</b>	Reading	summarising salient points		if / unless	<b>54</b>
		Writing	using descriptive language	story	adverbs and adjectives	<b>60</b>
<b>6</b>	<b>Travel</b>	Reading	understanding implication		third conditional	<b>66</b>
		Writing	developing a narrative	story	direct and indirect speech	<b>72</b>
<b>7</b>	<b>Food and Drink</b>	Reading	understanding logical cohesion		modals of deduction	<b>78</b>
		Writing	awareness of purpose	letter of application	inversions	<b>84</b>
<b>8</b>	<b>The Media</b>	Reading	scanning for specific information		unreal past tense	<b>90</b>
		Writing	selecting appropriate style	review	elision of relative pronouns and auxiliary verbs	<b>96</b>
<b>9</b>	<b>The Weather</b>	Reading	selection of relevant points		too / enough / very	<b>102</b>
		Writing	making suggestions	informal email	the verb 'suggest'	<b>108</b>

	<b>Topic</b>	<b>Skills focus</b>	<b>Composition focus</b>	<b>Grammar focus</b>	<b>Page</b>	
<b>10</b>	<b>The Environment</b>	<b>Reading</b>	understanding text structure		had / would	<b>114</b>
		<b>Writing</b>	developing beyond prompts	formal letter	preposition placing	<b>120</b>
<b>11</b>	<b>Technology</b>	<b>Reading</b>	grammatical referencing		auxiliary verb substitution	<b>126</b>
		<b>Writing</b>	using complex sentences	essay	participle clauses	<b>132</b>
<b>12</b>	<b>Health and Fitness</b>	<b>Reading</b>	skimming for gist		that	<b>138</b>
		<b>Writing</b>	using set phrases	letter of application	formal conditionals	<b>144</b>
<b>13</b>	<b>Transport</b>	<b>Reading</b>	lexical referencing		relative clauses	<b>150</b>
		<b>Writing</b>	interpreting graphics	formal letter	prefer / would rather	<b>156</b>
<b>14</b>	<b>Fashion</b>	<b>Reading</b>	understanding fact and opinion		adverbs of attitude and manner	<b>162</b>
		<b>Writing</b>	paragraphing	informal letter	causative form	<b>168</b>
<b>15</b>	<b>Crime</b>	<b>Reading</b>	recognizing discourse markers		phrasal verbs	<b>174</b>
		<b>Writing</b>	presenting an argument	essay	expression of contrast	<b>180</b>
<b>16</b>	<b>Shopping</b>	<b>Reading</b>	text type and function		causative form	<b>186</b>
		<b>Writing</b>	punctuation, spelling and abbreviations	report	comparative comparisons	<b>192</b>
Reading Skills Development					<b>198</b>	
Model compositions					<b>212</b>	
Useful Phrase Reference					<b>221</b>	
Formal and Informal Language					<b>223</b>	