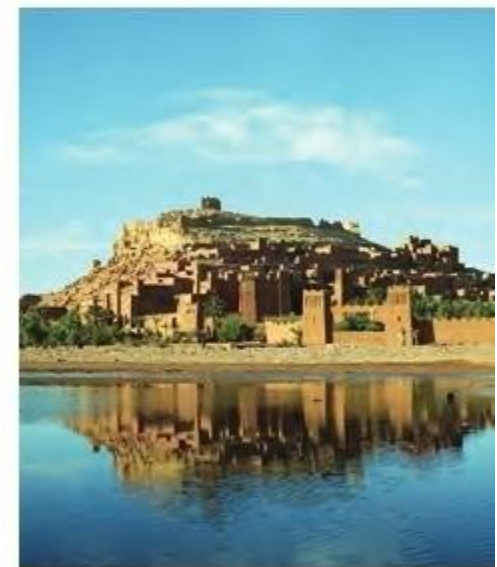


Level 1

PROGRESSIVE Skills

Writing



Course Book & Workbook

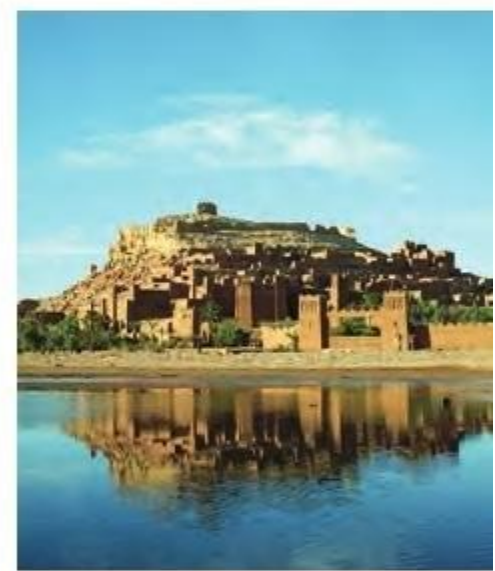
Terry Phillips and Anna Phillips
with Nicholas Regan

Garnet
EDUCATION

Level 1

PROGRESSIVE Skills

Writing



Course Book & Workbook

Terry Phillips and Anna Phillips
with Nicholas Regan

Garnet
EDUCATION

Published by

Garnet Publishing Ltd.
8 Southern Court
South Street
Reading RG1 4QS, UK

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First edition 2012

ISBN: 978-1-90861-404-9

British Library Cataloguing-in-Publication Data
A catalogue record for this book is available from
the British Library.

Production

Project managers: Richard Peacock, Nicky Platt
Editorial team: Emily Clarke, Sarah Mellowes,
Richard Peacock, Nicky Platt, Rod Webb
Research: Lucy Phillips
Design: Ed Du Bois, Neil Collier, Mike Hinks
Illustration: Doug Nash
Photography: Clipart, Corbis, Digital Vision, Getty
Images, Image Source, Photodisc,
Istockphoto, Shutterstock

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Printed and bound

in Lebanon by International Press: interpress@int-press.com

PROGRESSIVE Skills

Contents

Course Book

Book maps	4
Introduction	5
Theme 1 Education	7
Theme 2 Psychology and sociology	15
Theme 3 Work and business	23
Theme 4 Science and nature	31
Theme 5 The physical world	39

Workbook

Theme 1 Education	48
Theme 2 Psychology and sociology	53
Theme 3 Work and business	56
Theme 4 Science and nature	59
Theme 5 The physical world	63

Word list	66
------------------	----

Book maps

Knowledge area	Skills	Grammar
1 Education	<ul style="list-style-type: none"> • spelling: /i:/ • organizing information into paragraphs: grouping information 	<ul style="list-style-type: none"> • writing about self: present simple vs present continuous
2 Psychology and sociology	<ul style="list-style-type: none"> • spelling: /ɑ:/ • gathering and recording information • organizing information into paragraphs 	<ul style="list-style-type: none"> • writing about others • joining with <i>and</i>
3 Work and business	<ul style="list-style-type: none"> • spelling: /g/, /dʒ/ • organizing information into a flow chart • chronological markers 	<ul style="list-style-type: none"> • present simple passive • joining with <i>because</i> / <i>so</i>
4 Science and nature	<ul style="list-style-type: none"> • spelling: /ɜ:/ • choosing between present and past • referring to tables 	<ul style="list-style-type: none"> • present simple passive • passives in longer sentences
5 The physical world	<ul style="list-style-type: none"> • spelling: /ɔ:/ • descriptions 	<ul style="list-style-type: none"> • modifying a noun • building the noun phrase

Topic	Output texts
1 A Personal Statement	<ul style="list-style-type: none"> • application form (university sports club) • Personal Statement
2 Extroverts and introverts	<ul style="list-style-type: none"> • spidergram • explanation
3 The interview process	<ul style="list-style-type: none"> • flow chart • description of a process
4 A laboratory report	<ul style="list-style-type: none"> • laboratory report
5 Advantages and disadvantages	<ul style="list-style-type: none"> • describing location, including advantages and disadvantages

Introduction



This is Level 1 of *Progressive Skills: Writing*. This course is in four levels, from Intermediate to Advanced. In addition, there is a remedial / false beginner course, *Starting Skills*, for students who are not ready to begin Level 1.

Progressive Skills: Writing is designed to help students who are at university or about to enter a university where some or all of their course is taught in English. The course helps students in the skills needed to write assignments of various kinds.

Progressive Skills: Writing is arranged in five themes, with five core lessons as follows:

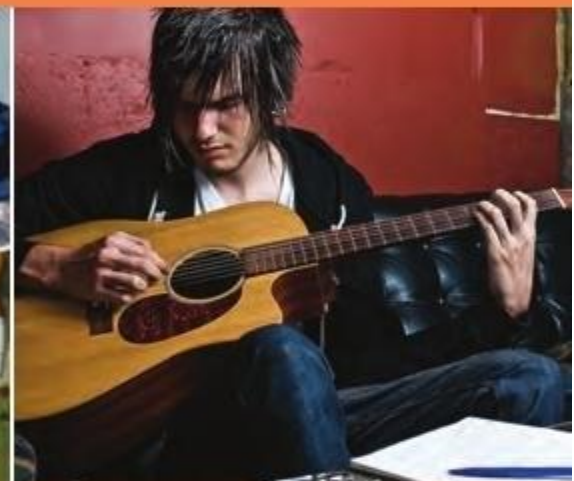
Lesson 1: *Vocabulary for writing*
pre-teaches key vocabulary for the section

Lesson 2: *Real-time writing*
practises previously learnt skills and exposes students to new skills; in most cases, this lesson provides a model for the activity in Lesson 5

Lesson 3: *Learning new writing skills*
presents and practises new skills

Lesson 4: *Grammar for writing*
presents and practises key grammar points for the skill

Lesson 5: *Applying new writing skills*
provides practice in the skills and grammar from the section; in most cases, students work on a parallel task to the one presented in Lesson 2



Theme 1

Education

■ A Personal Statement

1.1 Vocabulary for writing Getting into a university

A Activating ideas

How do you get into a university in your country? Explain the process.

B Understanding new vocabulary

Complete the leaflet below. Use words from the vocabulary list on the right. Make any necessary changes.

How do I get into a UK university?

1. You can apply direct to the university of your choice.
2. You must complete an _____ form, in paper or online.
3. The form asks for personal _____, such as name and address.
4. These details include information about your education and your _____.
5. You must demonstrate that your language _____ is high enough to take a tertiary course in English.
6. You must also _____ a Personal Statement.
7. This statement tells the university your reasons for _____ for a particular course.
8. You must also tell the university about any work _____, full-time or part-time.
9. Some admissions officers at university want to know about your _____ and interests.
10. You must supply the name of a _____ – a teacher in your own country, for example, who can write about your suitability as a university student.

C Developing independent learning

In English-English dictionaries, words with the same **root** appear near each other. See the example below.

1. Study the dictionary entries for some words from this theme. What is the root?
2. Use your dictionary to find words related to some of the words in the list on the right.
 - the noun from *delete*
 - the noun for a person who *edits* a book
 - the noun from *organize*
 - the plural of *hobby*
 - the verb from *qualification*

applicable (*adj*) fitting the situation, e.g., *Is this rule ~ to me?*

applicant (*n*) a person who applies for a job or a place on a course; *~s must write a Personal Statement.*

application (*n*) a document, usually a form, with information about an applicant, e.g., name, address, nationality; *Please complete the ~ form in block capitals.*

apply (*v*) 1. send information about yourself to get a job or a place on a course; 2. fit the situation; *This rule does not ~ to me because I am a student at the university.*

address (*n*)
 applicable (*adj*)
 applicant (*n*)
 application (*n*)
 apply (*v*)
 appropriate (*adj*)
 block capital
 collect (*v*)
 complete (*v*)
 contents (*n*)
 date of birth
 delete (*v*)
 detail (*n*)
 edit (*v*)
 employment (*n*)
 experience (*n*)
 form (*n*)
 full (*adj*) [name]
 hobby (*n*)
 interest (*n*)
 level (*n*)
 lower case
 membership (*n*)
 organize (*v*)
 paragraph (*n*)
 participate (*v*)
 print (*v*)
 punctuation (*n*)
 qualification (*n*)
 referee (*n*)
 require (*v*)
 rewrite (*v*)
 select (*v*)
 space (*n*)
 statement (*n*)
 status (*n*)
 subject (*n*)
 surname (*n*)

1.2 Real-time writing

An application form and a Personal Statement

A Understanding a discourse structure (1)

- Find and circle the instructions on the form below.
- What mistakes has the person made in completing the form?

University Sports Club	
Application form	
Do not write in this space	
Title	Mr Mrs Miss Ms Dr (delete as applicable)
Sex	M / F (circle as appropriate)
Please PRINT one letter only in each space. Use BLACK ink only.	
First name(s)	R i c a r d o G u i l l e r m o
Surname	M o r e n o
E-mail address	r i k 12 @ h o t m a i l . c o m
Membership required	Single <input checked="" type="checkbox"/> Family <input type="checkbox"/> Swim and Gym Only <input checked="" type="checkbox"/> (Tick one)
Date of birth (DD/MM/YYYY)	20th October 85

B Performing a real-world task

Complete the application form below with true information about you.

University Sports Club	
Application form	
Do not write in this space	
Title	Mr Mrs Miss Ms Dr (delete as applicable)
Sex	M / F (circle as appropriate)
Please PRINT one letter only in each space. Use BLACK ink only.	
First name(s)	
Surname	
E-mail address	
Membership required	Single <input type="checkbox"/> Family <input type="checkbox"/> Swim and Gym Only <input type="checkbox"/> (Tick one)
Date of birth (DD/MM/YYYY)	

C Understanding a discourse structure (2)

Study the application form and the Personal Statement on the opposite page.
Complete the Personal Statement with information from the application form.

D Producing key patterns

Study the openings of sentences from the Personal Statement. Complete each sentence with true information about you.

- My name is
- I was born
- I attended
- I am studying at
- I am taking
- Out of school, I

Greenhill University

Application form

By completing this form, you consent to the university passing your personal details to our agent in your region.

Please complete the form in BLOCK CAPITALS.

Title	Mr Mrs Miss Ms Dr (delete as applicable)												Official use only		
First name(s)	O	L	I	V	I	A	A	M	A	N	D	A			
Surname	M	A	R	T	I	N	S								
Status	SINGLE														
Place of birth	LONDON, UK														
Date of birth (DD/MM/YYYY)	15/04/1992														
Nationality	BRITISH														
Course applied for	BA EDUCATION (SPECIAL INTEREST: PRIMARY TEACHING)														
Schools	School						From (month/year)				To (month/year)				
	PENNINGTON PRIMARY SCHOOL						SEP 98				JUL 04				
	LYMINGTON SECONDARY SCHOOL						SEP 04				JUL 09				
	BROCKENHURST SIXTH FORM COLLEGE						SEP 09				NOW				
Qualification(s)	10 GCSES, INC. MATHS, BIOLOGY, FRENCH A LEVELS (EXAMS IN JUNE 2011 + EXPECTED GRADE) ENGLISH (B), PSYCHOLOGY (B), DRAMA (C) TRAINED IN FIRST AID LIFE-SAVING CERTIFICATE														
Employment	PART-TIME FOR PUBLISHING COMPANY - RESEARCH FOR PRIMARY SCHOOL BOOKS														
Hobbies and interests	FOOTBALL (CAPTAIN AT SEC. SCH.), GUIDES, LOCAL YOUTH THEATRE														

Personal Statement

My name is Olivia Amanda Martins and I am eighteen years old. I am British. I was born 15/04/1992. I am British. I live in Lymington on the south coast of England.

I am applying for BA Education (Special Interest: Primary Teaching). I want to be a primary school teacher because I enjoy learning about this subject very much. I am particularly interested in primary school.

I hope to become a primary school teacher.

I attended Pennington Primary School from September 1998 to July 2004. I went to Lymington Secondary School from September 2004 to July 2009. Then I enrolled at sixth form college. I am studying at Brockenhurst Sixth Form College now. I started in September 2009. I studied English, Psychology and Drama in the sixth form.

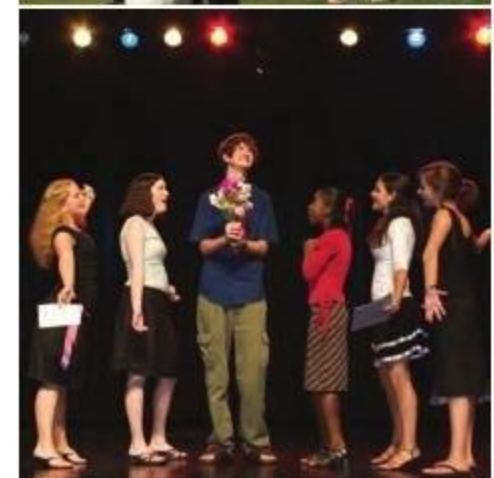
At the end of secondary school, I obtained GCSEs in English, Maths, Biology, French, and Drama in a wide range of subjects, including Maths, Biology and French. Next year, I hope to get A Levels in English, Psychology, and Drama.

I am trained in first aid, and I also have experience in first aid.

At secondary school, I was a member of the school choir. Out of school, I go to Guides. I also participate in local youth theatre.

At the moment, I work part-time for a local publishing company. I research for a series of books for primary children.

In conclusion, I am a hard-working student. I get on well with people of all kinds. I believe that primary teaching is the career for me because I like working with young children.



1.3 Learning new writing skills

Paragraphs from a Personal Statement

A Developing vocabulary

All these words from the theme have the same vowel sound. What is the sound? What is the correct spelling?

1. Write one or two letters in each space.

- | | |
|-----------------------|---------------|
| a. incr <u>e a</u> se | f. stud _____ |
| b. eight _____ n | g. t _____ ch |
| c. facult _____ | h. m _____ n |
| d. r _____ d | i. l _____ ve |
| e. d _____ tails | j. degr _____ |

2. Read **Skills Check 1** and check your answers.
3. Write some more words with each pattern, e.g., *agree*.

B Identifying a new skill

1. Read **Skills Check 2**.
2. Study the list of paragraph topics below. Read the sentences from a Personal Statement below. Write the number of the correct paragraph next to each sentence.

- | | |
|--------------------------|--------------------------|
| 1. Personal details | 5. Qualifications |
| 2. Course + reasons | 6. Hobbies and interests |
| 3. Schools in the past | 7. Work |
| 4. School now + subjects | 8. Conclusion |

- ☐ I also participate in a small music group.
☐ I am applying for the BA course in Engineering.
☒ 1 I am married.
☐ I am not studying at school now.
☐ I am particularly interested in machines.
☐ I am working full-time as a sales assistant at the moment.
☐ I enjoy playing the guitar and writing music.
☐ I believe that engineering is the career for me because I like working with machines.
☐ I finished school in July 2009.
☐ I live in Madrid.
☒ 5 I obtained the International Baccalaureate (IB) in 2009.
☐ I studied at the American School of Madrid.
☐ I want to become an engineer.
☐ I scored 38 points in the IB.
☐ My name is Pablo Juarez and I am Spanish.
☐ In conclusion, I always try hard in my studies.

C Producing key patterns

Study the openings of more sentences from the Personal Statement. Complete each sentence with true information about you.

1. I want to study
2. I hope to get
3. I am particularly interested in
4. I hope to become

Skills Check 1

Spelling the /i:/ sound

There are five main ways to spell this sound.

e	<i>me, we, he, details</i>
ee	<i>green, see, degree, eighteen</i>
ea	<i>read, teach, mean, leave, easy</i>
ie	<i>achieve, believe, thief</i>
y	<i>history, very, study, faculty</i>

Skills Check 2

Organizing information into paragraphs

In English, we put all the information about one subject into the same paragraph.

The first paragraph of Olivia's Personal Statement (Lesson 1.2) contains personal details – name, age, nationality, etc.

My name is Olivia Amanda Martins and I am eighteen years old. I am British. I was born in London on 15th April, 1992. I live in Lymington on the south coast of England.

When you are writing, choose a subject for each paragraph. Then decide the information to go into each paragraph.



1.4 Grammar for writing

Present simple; present continuous

We use the **present simple** to write about **general facts**.

①

Table 1

subject	verb <i>be</i>	complement
I	am (not)	Brazilian.
		17.
		married.
		from Santos.
		at secondary school.
		interested in medicine.

Table 2

subject	other verbs	extra information
I (do not)	live	in São Paulo.
	participate	in many activities.
	get on with	people well.
	play	tennis.
	have	a certificate for life-saving.
	go	to a local youth theatre.

A Writing about yourself (1)

- Cover the **complement** column in Table 1. What sort of information can follow the verb *be*?
nationality
- Cover the **extra information** column in Table 2. What sort of information can follow each verb?
live + in a town or city
- Write one true sentence about yourself with each pattern.

We use the **present simple** to write about **likes, wants and hopes**.

②

subject	verb	extra information	
I	like	working	with children.
	enjoy	education	very much.
	want	to study	education.
	hope	to become	a teacher.

B Writing about yourself (2)

- Cover the table above. Rewrite the sentences below correctly.
 - I am like studying science. I like studying science.
 - I love teach young children new things. _____
 - I enjoy to learn mathematics. _____
 - I want doing a course in medicine. _____
 - I hope becoming a doctor. _____
- Write one true sentence about yourself in each pattern.

We use the **present continuous** for actions **happening at this time** (but perhaps not at this moment).

③

subject	verb	object
I	am studying	Biology and Mathematics.
	am working	part-time.
	am doing	research.

C Writing about yourself (3)

Write three true sentences about yourself with the same pattern as in the table above.

1.5 Applying new writing skills

A Personal Statement

A Reviewing vocabulary

What noun or noun phrase can follow each verb?

1. apply to a university
2. attend _____
3. complete _____
4. enrol at _____
5. have _____
6. lead _____
7. obtain _____
8. play _____
9. study _____
10. take _____

B Key writing stages

Study **The TOWER of writing**. What are the five stages in the TOWER of writing?

C Thinking

You are going to write a Personal Statement for a UK university. What information must you give? Brainstorm.

name, nationality, course

D Organizing

Design a writing plan. Make notes about yourself for each section.

E Writing

Write your Personal Statement. Remember to use:

- the present simple for general facts.
- the present simple for likes, wants and hopes.
- the present continuous for actions happening now.
- the past simple for events in the past.

F Editing

Exchange statements with a partner. Read his/her statement.

1. Do you understand it? If you have any problems, put a ? next to the sentence.
2. Are there any:
 - spelling mistakes? Write *S*.
 - grammar mistakes? Write *G*.
 - punctuation mistakes? Write *P*.

G Rewriting

Read your Personal Statement again. Look at the ?, *S*, *G* and *P* marks on your first draft. Write the Personal Statement again.



The TOWER of writing

T

hink

- Who is it for?
- What is it about?
- Where can I find more information?

O

rganize

- What is the writing plan?
- How many paragraphs do I need?
- What information should be in each paragraph?

W

rite

- The first draft = *Writing for the writer*

E

dit

- Does the first draft make sense?
- Have I made any mistakes in spelling, grammar or pronunciation?

R

ewrite

- Correct any mistakes.



Theme 2

Psychology and sociology

- Extroverts and introverts

2.1 Vocabulary for writing Personality types

A Reviewing vocabulary

Rewrite these words from Themes 1 and 2. Which letters are doubled in each word?

- | | | | |
|----------------|----------------|---------------|-------|
| 1. usualy | <u>usually</u> | 5. degre | _____ |
| 2. colleague | _____ | 6. curriculum | _____ |
| 3. agresive | _____ | 7. profesor | _____ |
| 4. acomodation | _____ | 8. posesion | _____ |

B Recognizing paragraph structure

The text below is not complete. Rewrite the text. Add the sentences from the box underneath the text. Choose the best place for each sentence.

According to the Swiss psychiatrist, Carl Jung, there are two basic personality types. The words mean 'turn inside' and 'turn outside'. Introverts look inside themselves and get energy from their own thoughts. However, very few people are complete introverts or extroverts. Most people are a mixture of the two extremes. In addition, some people change from one personality type to another in different situations. For example, you may be an extrovert with your family but an introvert with a group of strangers. The American sociologist, Timothy Leary, put personality types in a circle. People can be strong or weak. They can also be sociable or aggressive. A sociable, weak person is warm or polite.



Figure 1: Jung's personality extremes



Figure 2: Leary's interpersonal circle

An unfriendly, strong person is cold or competitive.
Extroverts look outside themselves and get energy from other people.
The two types are *introvert* and *extrovert*.
This is similar to *extrovert* and *introvert*.
Where do you fit on the line (Figure 1)?
An aggressive, strong person is cold or competitive.

C Understanding vocabulary in context

Find 12 words in your rewritten text from the list on the right. Underline them. Try to work out the meanings, then check your ideas in a dictionary.

D Developing vocabulary

- Look at the words in the table. What do they mean in everyday English?
- What do they mean when they describe a personality?
- Write a sentence for some of the words.

adjectives	warm cold strong weak
verbs	act hide lose show stand

act on impulse
aggressive (adj)
attitude (n)
basic (adj)
calm (adj)
centre of attention
cold (adj)
competitive (adj)
confident (adj)
easily (adv)
energy (n)
excitement (n)
extreme (adj and n)
extrovert (n)
fit (v)
friendly (adj)
hide [one's] feelings
interact (v)
introvert (n)
lose [one's] temper
mixture (n)
optimistic (adj)
pessimistic (adj)
polite (adj)
prefer (v)
psychiatrist (n)
show [one's] feelings
shy (adj)
similar (adj)
sociable (adj)
sociologist (n)
stand out (v)
stranger (n)
strong (adj)
trust (n and v)
unfriendly (adj)
unsociable (adj)
warm (adj)
weak (adj)

2.2 Real-time writing Extroverts

A Activating ideas

Answer these questions about extroverts from your own knowledge. Write full sentences.

1. Do extroverts prefer to be alone or in groups?

Extroverts prefer to be in groups.

2. Do extroverts have many friends?

3. Do extroverts like reading?

4. Are extroverts good learners?

5. What sort of sports do extroverts like?

6. How do extroverts often behave?

7. What attitude do extroverts have to the future?

8. What jobs do extroverts often have?



B Understanding a type of text (1)

Study the spidergram on the opposite page. Check your answers to the questions in Exercise A.

C Understanding a type of text (2)

Study the section of an essay about personality types on the opposite page. Complete the section with information from the spidergram.

D Producing key patterns

Tick the sentences which are true about you. Rewrite the sentences which are not true about you.

1. I prefer to be alone.

☒

2. I have many friends.

☒

I don't have many friends. OR I have a few friends.

3. I like exciting sports.

4. I don't like reading.

5. I am sociable.

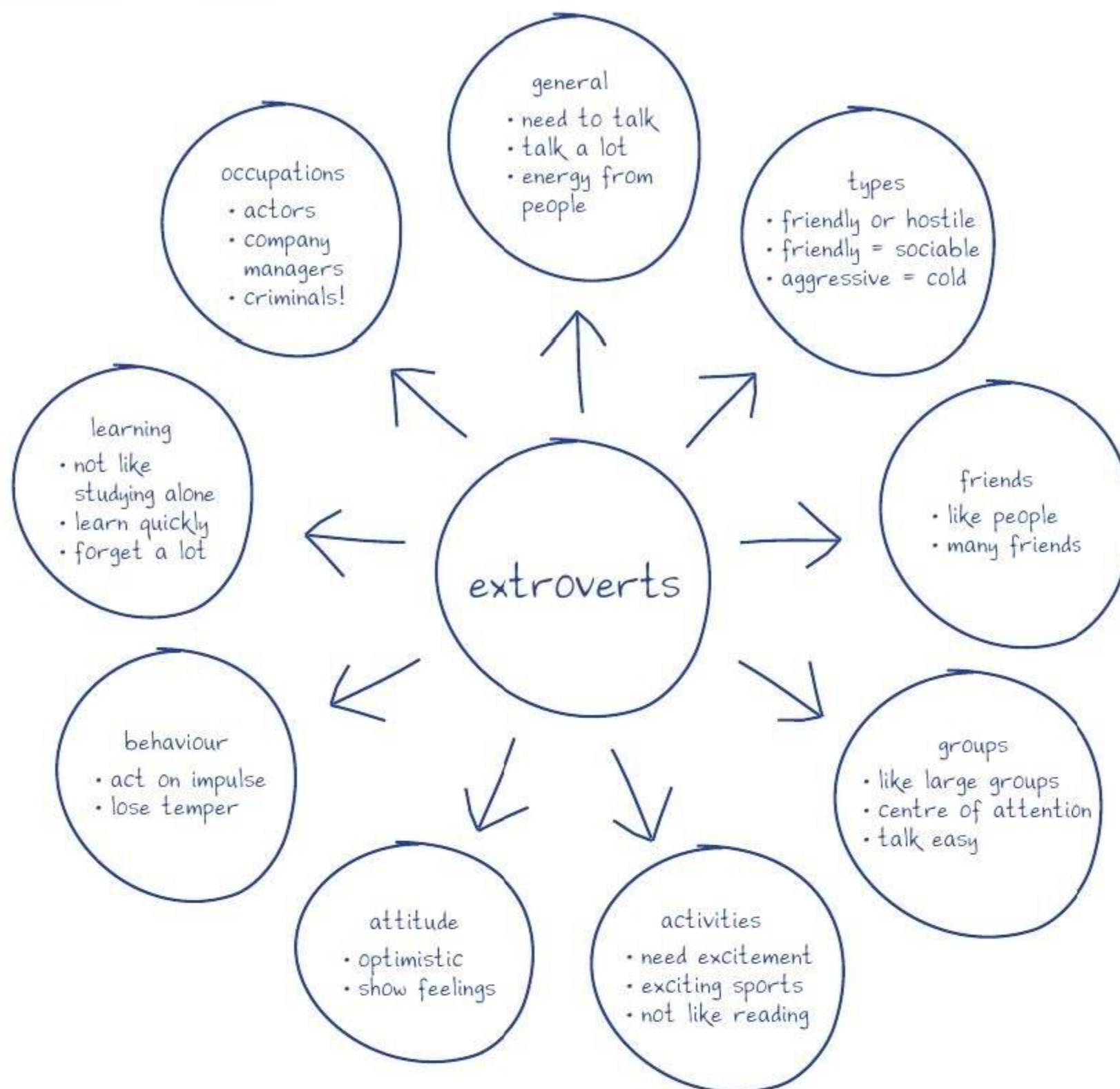
6. I don't talk to people easily.

7. I don't like going to parties.

8. I am very optimistic about the future.

9. I often lose my temper.

10. I learn things quickly.



What are extroverts?

Extroverts need to talk to people. They talk a lot. They get their energy from _____.

They can be friendly or _____. Friendly extroverts are sociable. They want to interact with _____. Aggressive extroverts are _____. They do not trust other people.

Extroverts like _____. They want to be _____. They like people and they talk _____. They have _____.

Extroverts need activity all _____. They also need excitement. They like exciting rides in adventure parks and like _____. They do not like _____.

Extroverts are optimistic about the future. They are emotional. In other words, they _____.

They act on impulse and _____.

Extroverts do not like studying alone. They learn quickly, but _____. Extroverts often become actors or _____. Sometimes, extroverts _____.

2.3 Learning new writing skills Organizing ideas

A Developing vocabulary

All these words from the course so far have the same vowel sound. What is the sound? What is the correct spelling?

1. Write one or two letters in each space.

- | | |
|--------------|---------------|
| a. _ar_ticle | f. _ _ _sk |
| b. m_ _ _k | g. _ _ _nswer |
| c. p_ _ _ss | h. p_ _ _st |
| d. p_ _ _t | i. l_ _ _st |
| e. h_ _ _d | j. cl_ _ _ss |

2. Read the **Pronunciation Check** and check your answers.

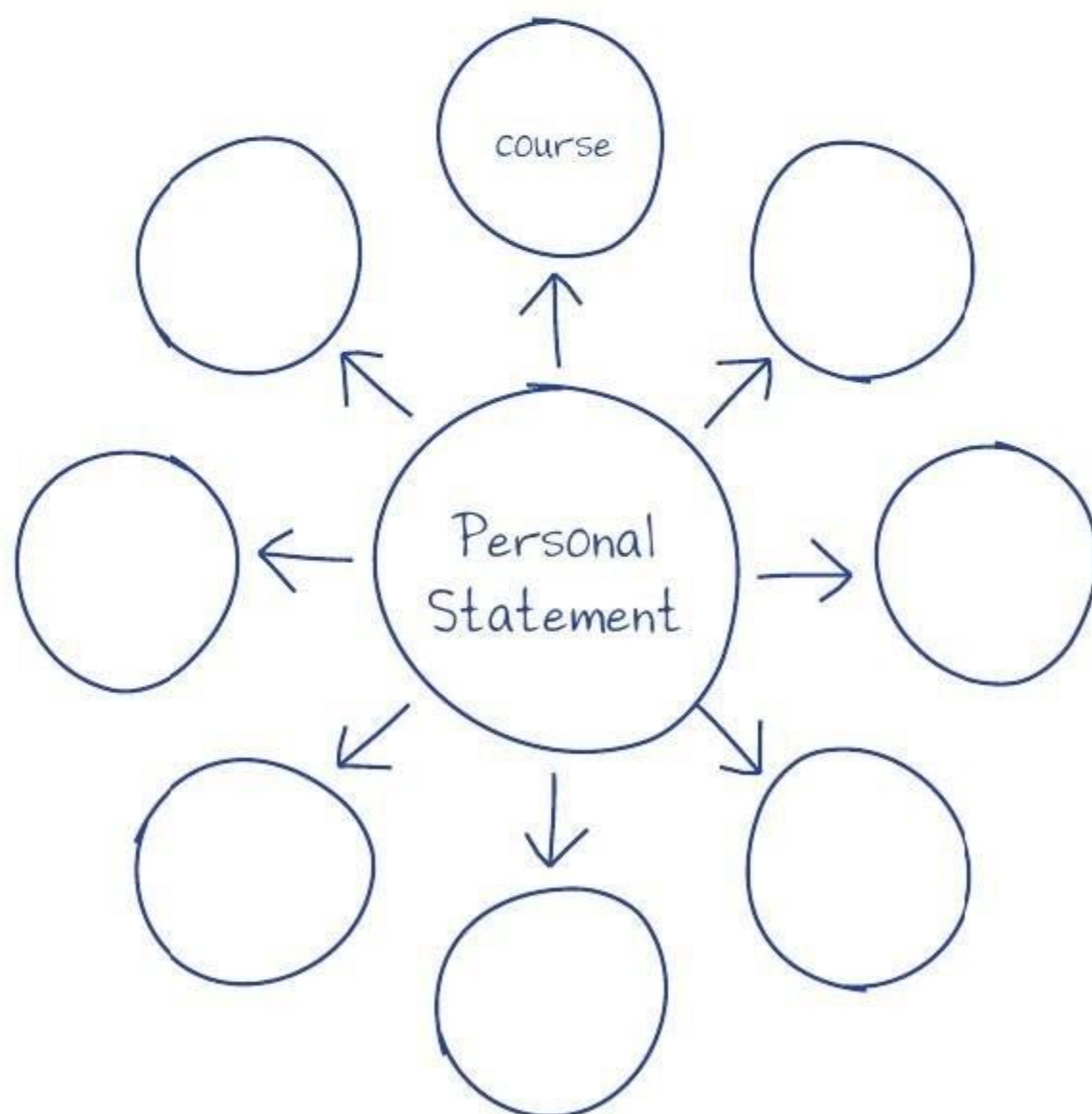
3. Write some more words with the /ɑ:/ sound.

B Identifying a new skill

1. Read **Skills Check 1** and **Skills Check 2**.
2. Study the essay section about extroverts in Lesson 2.2. Find the sub-topic(s) in each paragraph.

C Practising a new skill

1. Think again about the sub-topics in a Personal Statement (Theme 1). Complete the spidergram below.



2. Make a spidergram about a subject of your choice. Add bullet points to each sub-topic.

Pronunciation Check

Spelling the /ɑ:/ sound

Some words with the /ɑ:/ sound are spelt with the letter *a* alone.

Examples: *pass, answer, last*

Some words with the /ɑ:/ sound are spelt with *ar*.

Examples: *article, mark, hard*

Skills Check 1

Gathering and recording information

You must gather information for an essay. You can record information in a spidergram.

- Write the topic of the essay in the centre of the page.
- Write the sub-topics around the topic.
- Add bullet points or extra branches to each sub-topic.

Skills Check 2

Organizing information into paragraphs

Make one **paragraph** from the information for each sub-topic.

Sometimes, you can **combine** two or three sub-topics into one paragraph.

Decide on the **best order** for the paragraphs.



2.4 Grammar for writing

Present simple; joining sentences with *and*

We use the **present simple** to write about **general facts**. We also use the present simple with the verbs *like*, *want* and *need*. ④

subject	verb <i>be</i>	complement	subject	other verbs	extra information
Extroverts	are	optimistic.	Extroverts	talk	a lot.
		sociable.		interact	with people.
		often actors.		need to talk	to people.
They	are not	shy.	They	do not want	to be alone.
		anxious.		do not like	reading.

A Describing people (1)

Study the example sentences in the tables above. Complete each sentence below with a verb from the box in the correct form. You can use some verbs more than once.

be give have keep like make treat want

- Good teachers are interested in their subjects.
- They _____ enthusiastic about teaching.
- They _____ the children as individuals.
- They _____ excited about teaching.
- They _____ order in the classroom.
- They _____ fun of children.
- They _____ rewards to the right children.
- They _____ a good sense of humour.
- They _____ teaching.
- They _____ to know about the children.

B Describing people (2)

Study the sentences about good teachers in Exercise A. Write sentences about bad teachers.

- Bad teachers are not interested in their subjects.

We can join sentences with the same subject with *and*. We can delete the subject of the second sentence. ⑤

Extroverts are sociable. They love large groups. → Extroverts are sociable and ~~they~~ love large groups.

Extroverts like people. They talk to them easily. → Extroverts like people and ~~they~~ talk to them easily.

C Producing sentences with *and*

- Study the examples in the box above.
- Find pairs of sentences below. Join them. Delete the subject of the second sentence.

Bad teachers are sarcastic.

Bad teachers are unfair.

Good teachers have a sense of humour.

Good teachers know the names of their students.

Good teachers like their subject.

They are excited about teaching it.

They give punishments to the wrong children.

They know personal facts about them.

They make fun of children.

They make jokes.

2.5 Applying new writing skills

Introverts

A Reviewing vocabulary

1. What word or phrase can follow each verb? All the phrases are in the explanation of extroverts (Lesson 2.2).

- show your feelings
- lose _____
- study _____
- learn _____
- have _____
- need _____
- interact _____
- act _____
- get _____

2. What is the opposite of each phrase?

- hide your feelings

B Thinking

You are going to write about introverts.
Work in groups.

- What sub-topics must you talk about? Draw a spidergram.
- Read the information that you receive. Share your information with the other people in your group. Complete bullet points on your spidergram.

C Organizing

Decide on the best order for the sub-topics. Combine two or three sub-topics if possible.

D Writing

Write an explanation of introverts. Remember to:

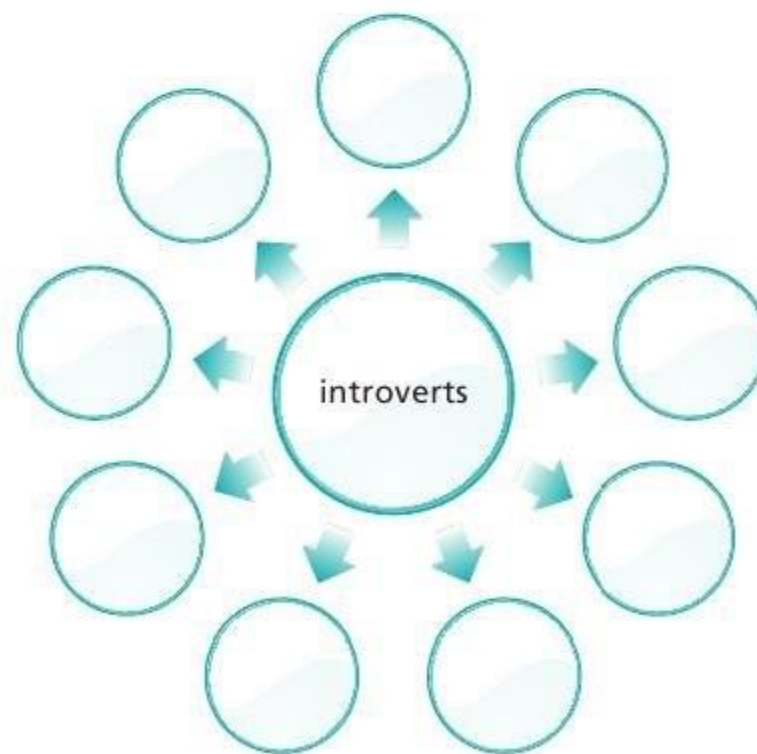
- use verbs in the present simple.
- join related sentences with the same subject with *and*.

E Editing

Exchange explanations with a partner. Read and mark his/her explanation with ?, S, G or P.

F Rewriting

Read your explanation again. Look at the marks on your first draft. Write the explanation again.





Theme 3

Work and business

- The interview process

Work and business

3.1 Vocabulary for writing **Selecting people for jobs**

A Building knowledge

1. Read the text below about the selection process. Divide the text into four paragraphs.
2. Find and underline words in the text from the list on the right. Try to work out the meaning of the words from context.

Selecting a new member of staff is not easy. Many companies have a long selection process with many stages. The aim is to get a large number of candidates for a job and then to choose the best one. The process begins with a job description and ends with the appointment of one person. The process often includes references and interviews. Acme Engineering does not have a good selection process. When there is a vacancy in any department, the manager puts an advertisement in the local paper. Candidates are asked to write a letter with information about their qualifications and experience. The manager does not take up references from previous employers. She does not conduct interviews. As a result, Acme Engineering has appointed many unsuitable people in the past few years. The manager of Acme Engineering has asked a management consultant to design a good selection process for the company. The management consultant has suggested writing a person description for each vacancy. One way to write a person description is the Munroe-Fraser Plan (see Table 1).

B Understanding new vocabulary

Match each point from the Munroe-Fraser Plan with an example.

Table 1: *The Munroe-Fraser Plan*

1.	qualifications		wants to become a manager; willing to work long hours to solve problems
2.	experience		able to manage a team of people, including some older engineers
3.	appearance		at least two years' work in a maintenance department
4.	attitude		able to learn about new products quickly; able to find solutions to problems
5.	intelligence		friendly, helpful
6.	motivation		smart
7.	interpersonal skills	1	degree in Engineering

C Developing critical thinking

Study each point in the plan again.

1. Give another example for each point.
2. How can a manager check each point during a selection process?

1. Qualifications

A manager can check qualifications on the application form.
A manager can also check original documents at the interview.

appearance (n)
appoint (v)
appointment (n)
arrow (n)
attitude (n)
candidate (n)
conduct (n and v)
consultant (n)
contact (v)
department (n)
description (n)
design (n and v)
executive (n)
experience (n)
flow chart
intelligence (n)
interpersonal (adj)
interview (n and v)
member (n)
motivation (n)
original (adj)
petroleum engineer
process (n)
put in (v)
referee (n)
reference (n)
selection (n)
short list (n)
staff (n)
stage (n)
successful (adj)
take up (v)
unsuccessful (adj)
unsuitable (adj)
vacancy (n)

3.2 Real-time writing A selection process

A Reviewing vocabulary

Complete each phrase with a suitable verb.

1. write a job description
2. _____ an advertisement
3. _____ an application form
4. _____ a short list
5. _____ references
6. _____ interviews
7. _____ candidates
8. _____ the best candidate

B Understanding a discourse structure (1)

Study the flow chart on the opposite page. Discuss these questions.

1. How many stages are there in this selection process?
2. What is the first stage?
3. What is the final stage?
4. Why does **Job description** come before **Person description**?
5. Why does **References** come after **Short list**?

C Understanding a discourse structure (2)

1. Read the assignment for the Business Studies Faculty.
2. Study the essay about the selection process under the flow chart opposite. Complete the essay with information from the flow chart.
3. Cover the flow chart. Try to draw the flow chart from the information in the essay.

D Developing critical thinking

The writer of the essay on the opposite page has not given the reason for some of the stages.

Write the reason for these stages in the correct place.

1. The manager makes a short list.
2. The manager telephones the referees.
3. The manager interviews some of the candidates.

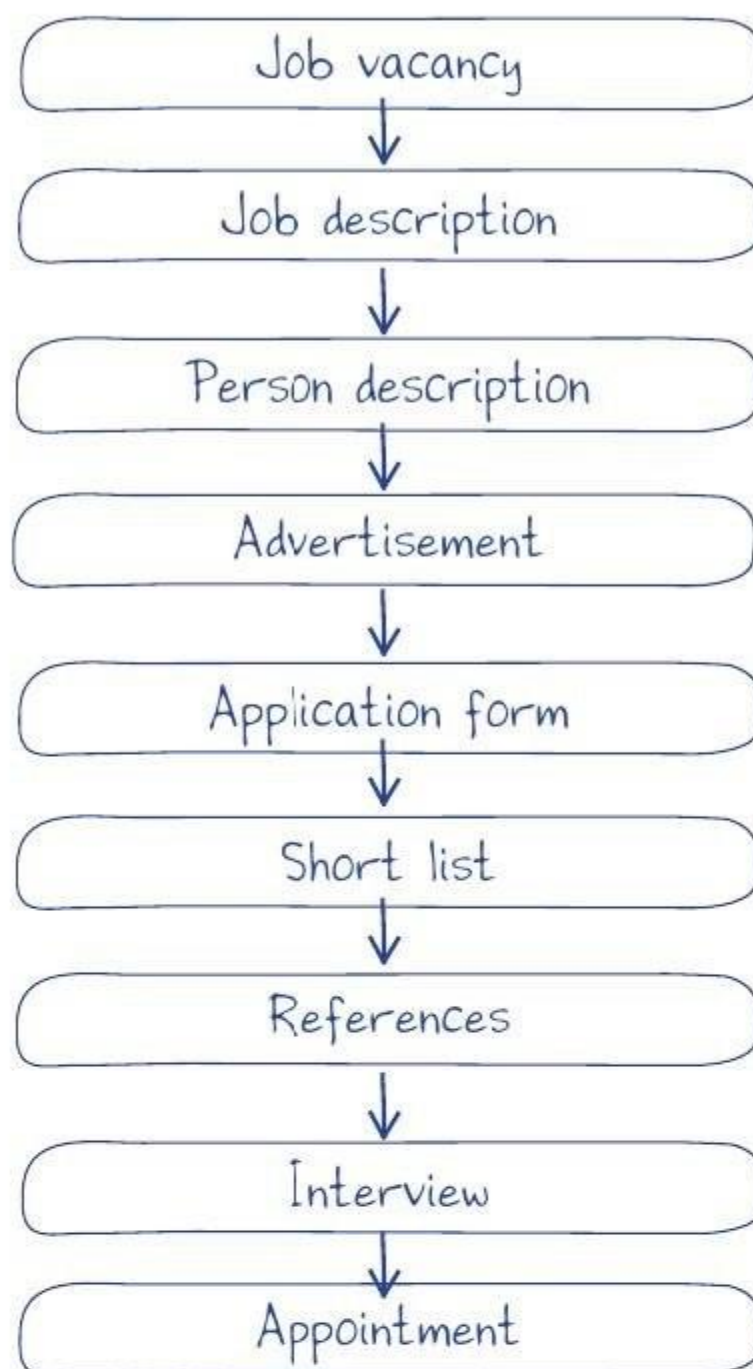


Business Studies Faculty

Human resource management: selecting people

Assignment 2

- Draw a flow chart of a good selection process.
- Write a description of the process. Explain the reason for stages of the process if necessary.



A selection process

Firstly, the manager writes a job description. The job description gives full details of the job. Then, the person description describes the best person for the job. After that, the advertisement contains information from the job description and the person description.

Next, because she wants a large number of people to apply. Candidates contact the company. Candidates complete the form and return it to the company.

The candidates complete the form and return it to the company. Candidates must provide two referees. After studying all the applications, she writes to the referees and she telephones them.

Then, she writes to the referees and she telephones them.

Finally, she appoints the best person for the job.

3.3 Learning new writing skills Writing about a process

A Developing vocabulary

One or two letters are missing from each of these words from the course so far.

1. Complete each word with the missing letter(s).

- | | |
|---------------|----------------|
| a. lan__ua__e | g. en__ineer |
| b. mana__er | h. wa__e |
| c. en__oy | i. collea__ue |
| d. __ob | j. a__ressive |
| e. su__est | k. sub__ect |
| f. __une | l. assi__nment |

2. Read the **Pronunciation Check** and check.

B Identifying a new skill (1)

- Read **Skills Check 1**. How many stages are there in the process of making a cup of tea?
- What stage is missing from the flow chart in **Skills Check 1**?

C Practising a new skill

Below are the stages of the writing process.

1. Number them in a logical order.

	Organize
	Rewrite
	Think
	Write

- One stage is missing. Add the missing stage in the correct place.
- Draw a flow chart of the process.

D Identifying a new skill (2)

Read **Skills Check 2**. Then write a chronological marker in each space in this short essay.

Firstly, the writer thinks about the topic. The writer makes some notes or a spidergram.

_____, the writer organizes the information into paragraphs. Each paragraph contains information about one or two sub-topics.

_____, the writer produces the first draft of the essay.

_____, the writer edits the first draft. The writer corrects problems with grammar, spelling and punctuation.

_____, the writer rewrites the essay.

Pronunciation Check

Using the letters *g* and *j*

We can write the sound /g/ as *g* or *gg*.

Examples: *colleague, aggressive*

We can write the sound /dʒ/ as *g*, *gg* or *j*.

Examples: *engineer, suggest, subject*

You must learn the correct form in each word.

Note:

Sometimes we must write the letter *g* but it has no sound.

Examples: *assignment, weight, high*

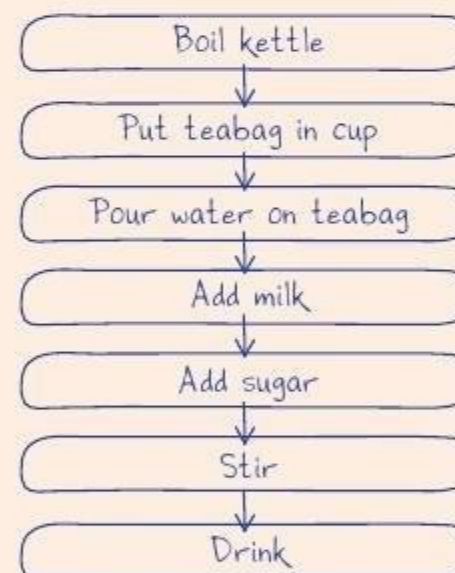
Skills Check 1

Organizing information into a flow chart

You can organize information in a process into a flow chart.

Example:

Making a cup of tea



You must:

- Find out the stages of the process.
- Put them in order. Draw a box around each stage.
- Draw an arrow to link each stage with the next one.

Skills Check 2

Chronological markers

We use words and phrases to show the stages of a process.

Firstly, Secondly, Thirdly, ...

Next, / After that, / Then, ...

Finally, ...

3.4 Grammar for writing Present simple passive

We often use the passive in academic English. In passive sentences, we give important information in a different order. ⑥

In the **present simple passive**, we use the verb **be** in the **present** and the **past participle** of the active verb. We often do not say who did the action.

1	2	3		3	2	1
subject	v. active	object		subject	v. passive	object
The manager	writes	a job description.	→	A job description	is written	by the manager.
She	telephones	the referees.	→	The referees	are telephoned	by her.

A Producing passive sentences

Rewrite each sentence in the space given.

1. The manager writes a person description.

A person description is written.

2. The manager designs a job advertisement.

3. _____

The advertisement is put in several newspapers.

4. _____

Candidates are sent an application form.

5. The candidates complete the form.

We often give a **reason** for an **action** by using *because* or *so*. We can put the reason **after** or **before** the action. ⑦

action		reason
The advertisement is put in several newspapers	because	the company wants a large number of candidates.
reason		action
The company wants a large number of candidates,	so	the advertisement is put in several newspapers.

B Giving reasons

Complete each sentence with something logical.

1. Managers telephone referees because _____.

2. Architects must be able to listen to clients because _____.

3. You must go to work every day because _____.

4. The news never stops, so _____.

5. Journalists meet new people every day, so _____.

6. Managers cannot interview all candidates, so _____.



3.5 Applying new writing skills An interview process

A Reviewing vocabulary

In a selection process, who or what can you ...

1. write? a job description / person description
2. design? _____
3. send? _____
4. complete and return? _____
5. make? _____
6. take up? _____
7. telephone? _____
8. conduct? _____
9. interview? _____
10. select? _____

B Thinking and organizing

You are going to describe the interview process at a large company. There are three sections to the process:

- Before the interviews (B)
 - During each interview (D)
 - After the interviews (A)
1. Study the stages on the right. Mark each stage *B*, *D* or *A*.
 2. Number the stages in each section in a logical order.
 3. Add a reason for some of the stages.

C Making a flow chart

Make a flow chart for each section of the interview process.

D Describing a process

Write about the interview process.

Remember to:

- use the present simple passive where possible.
- give reasons for stages with *because* / *so*.

E Editing

Exchange descriptions with a partner. Read his/her description. Mark the description with *?*, *S*, *G* and *P*.

F Rewriting

Read your description again. Look at the *?*, *S*, *G* and *P* marks on your first draft. Rewrite the description.



An interview process

		Candidate can ask questions
		Check qualifications and experience
		Give candidates a personality test
		Give candidates tea / coffee / biscuits
		Interviewers discuss candidates
		Interviewers make a decision
		Introduce the interviewers
		Manager sends letter to successful candidate
		Manager sends letters to unsuccessful candidates
B	1	Organize interview room
		Question: Tell me about yourself.
		Question: Why do you want to work here?
		Question: Why should we hire you?
		Short conversation, e.g., weather, journey
		Take candidates on tour of company



Theme 4

Science and nature

- A laboratory report

4.1 Vocabulary for writing Materials and experiments

A Understanding new vocabulary

1. Look at Figure 1. Complete **The method** and **The result** below with the verbs from the box. Put the verbs into the past simple. You can use the same verb more than once.

do fill lift put stay take turn

The method:

We did an experiment. We _____ a glass and a bowl. We _____ them with water. We _____ two coins in the bottom of the bowl. We _____ a piece of cardboard on top of the glass. We _____ the glass upside down. We _____ it into the bowl on the coins. We _____ the glass a little and _____ away the cardboard.

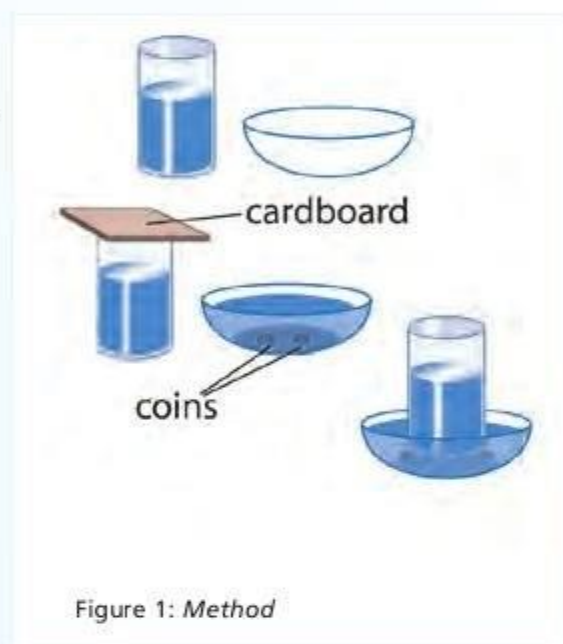


Figure 1: Method

The result: Some of the water _____ in the glass.

2. Look at Figure 2. Complete **The conclusion** below with words from the list on the right.

The conclusion:

This experiment proves that air has _____. Some of the water stays in the glass because air is pressing down on the _____ of the water in the bowl. Air _____ stops some of the water coming out of the glass. The _____ of the water in the glass shows the _____ of air pressure. We could put a _____ in centimetres on the side of the glass. This is a simple measuring _____. It is called a barometer.

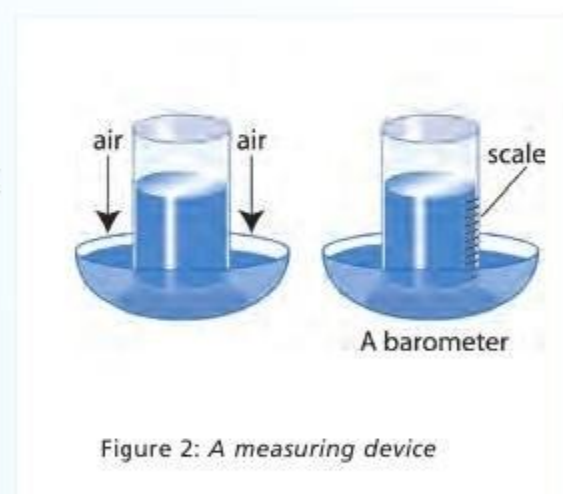


Figure 2: A measuring device

B Developing critical thinking

Answer these questions.

- How many containers did you need for the experiment?
- Why didn't the water flow out of the glass when you turned it upside down?
- What can you conclude from this experiment?

base (n)
conclude (v)
conclusion (n)
constant (adj)
container (n)
deep (adj)
depth (n)
device (n)
distance (n)
do (v) [= conduct]
figure (n)
fill (v)
flow (v)
force (n)
height (n)
high (adj)
hole (n)
implication (n)
indicate (v)
introduction (n)
investigate (v)
lift (v)
mark (v)
measure (v)
plot (v) [on a graph]
point (n)
pressure (n)
put (v)
result (n)
scale (n)
shape (n)
show (v)
surface (n)
take (v)
turn (v)
volume (n)
weigh (v)
weight (n)

4.2 Real-time writing Water pressure and depth

You are going to write part of a laboratory report.

A Understanding a discourse structure

What information is in each section of a laboratory report? Match each section to the question it answers.

- | | |
|-------------------------------|---|
| 1. Introduction | <input type="checkbox"/> What did you do? |
| 2. The materials | <input type="checkbox"/> What did you find out? |
| 3. The method | <input type="checkbox"/> What did you use? |
| 4. The results | <input type="checkbox"/> What do the results mean? |
| 5. The conclusions | <input type="checkbox"/> What else could you do in this area? |
| 6. Ideas for further research | <input checked="" type="checkbox"/> 1 What is the hypothesis for this experiment? |

B Gathering information

Imagine you did an experiment into water pressure. Study the figures below. Discuss the method.

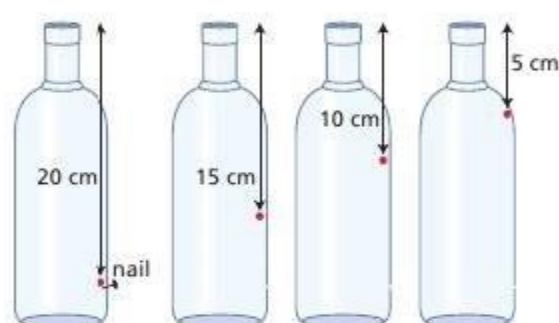


Figure 1: Method (1)



Figure 2: Method (2)

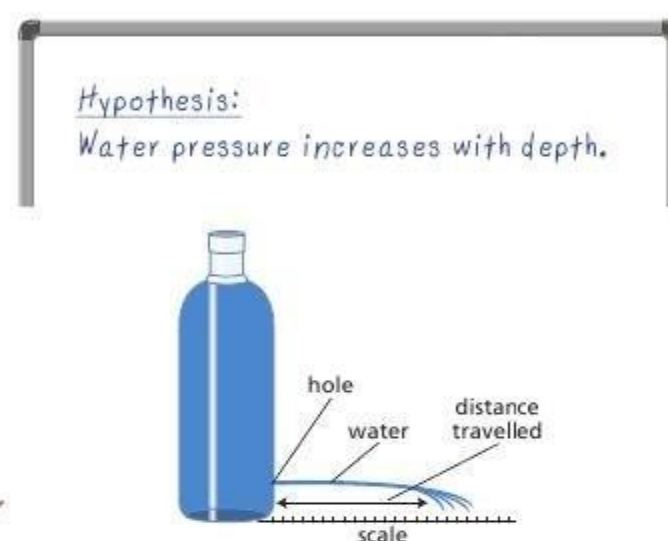


Figure 3: Method (3)

C Writing about the method

Write one sentence for each set of words below. Use the past simple.

make / hole / nail

We made a hole in each bottle with a nail.

1. 1st bottle / hole / 5 cm

In the first bottle,

2. 2nd bottle / 10 cm

3. 3rd / 15 cm

4. 4th / 20 cm

5. put / bottle / ruler

6. fill / water

7. water / flow / hole

8. measure / distance

9. water / 1st / 30 cm

10. water / 2nd / 25 cm

11. water / 3rd / 20 cm

12. water / 4th / 15 cm

Copy your sentences into **The method** section of the report opposite.

D Writing about the results

Complete Table 1 and Figure 1 in the report opposite. Use information from **The method** section.

E Developing critical thinking

Discuss these questions.

- How far does the water travel if the bottle is twice as tall and the water is 40 cm deep?
- What are the practical implications of the results of this experiment?

Laboratory report

This experiment investigates the relationship between water pressure and depth. The hypothesis is that water pressure increases with depth.

The materials

We needed four containers of the same size and shape. We chose mineral-water bottles of the same type. We also needed four measuring devices. We chose 30-centimetre rulers.

The method

We made a hole of the same size in each bottle with a nail. In the first bottle,

The results

We recorded the results. We put them into a table (see Table 1). As we can see from the table, water from the first bottle travelled the largest distance. Water from the fourth bottle travelled the smallest distance. We then plotted the results on a graph (Figure 1). The graph shows that distance travelled increases with depth.

Table 1: Depth and distance travelled (cm)

Bottle	1	2	3	4
Depth of water	20			
Distance travelled	30			

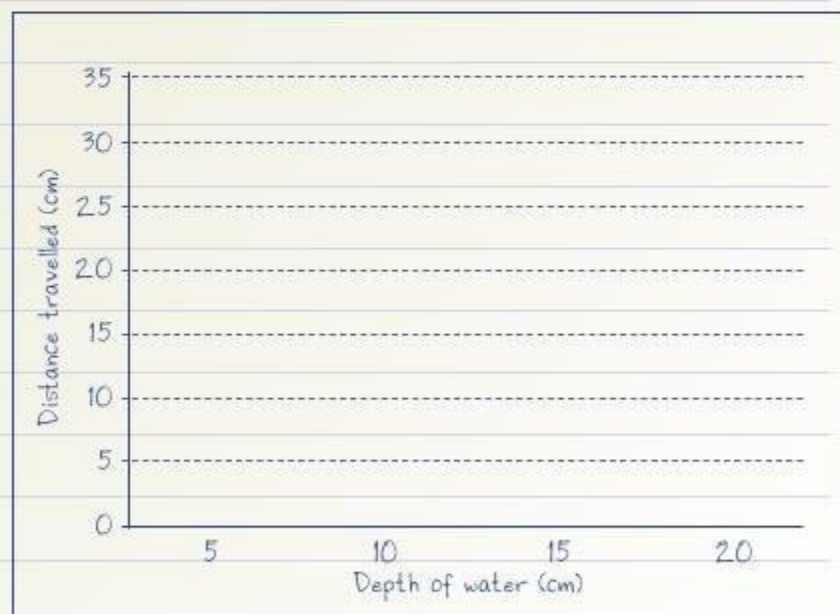


Figure 1: Depth and distance travelled (cm)

The conclusions

The experiment proves that water pressure increases with depth. The water from the lowest hole travels the furthest because this is the deepest part of the container. The experiment proves the hypothesis.

Ideas for further research

In this study, the bottles were the same size and shape and they were all filled to the top. Therefore, there was an equal volume of water in each bottle. We should do another experiment with different volumes of water. We should test the hypothesis that pressure increases with volume.

4.3 Learning new writing skills Describing an experiment

A Developing vocabulary

All the words below have the same vowel sound as the word *her*. What is each word? How do you spell it?

1. b _ i _ r _ d
2. b _ _ _ _ st
3. _ _ _ _ th
4. f _ _ _ _ st
5. f _ _ _ _ ther
6. h _ _ _ _ d
7. res _ _ _ _ ch
8. s _ _ _ _ face
9. v _ _ _ _ tical
10. w _ _ _ _ ld

Read **Skills Check 1** and check your answers.

B Choosing the correct tense

Which tense do you use in each section? Tick under *present* or *past* or both.

sections	present	past
Introduction	✓	
The materials		
The method		
The results		
The conclusions		

Look back at the report on page 35 and check your answers.

C Identifying a new skill

Find the mistakes below. Rewrite each section.

- 1 We measure the distance from the bottle (see Figure Four).
We measured the distance from the bottle (see Figure 4).
- 2 We were putting the results into a table (look Tab'e 1).

- 3 As we could see from table, the water travels different distances from each bottle.

- 4 We then plot the results on a Figure 1.

- 5 This graph is indicating that distance increased at a constant rate with depth.

Read **Skills Check 2** and **Skills Check 3** and check your work.

D Transferring a new skill

Find a table of information from the Internet or a textbook. Write a paragraph about the information. Use the patterns in **Skills Check 3**.

Skills Check 1

Spelling the /ɜ:/ sound

Many words have the vowel sound in *her* – /ɜ:/, but the sound can be spelt in different ways.

with er	<i>vertical, were, person</i>
with ear	<i>research, learn, heard</i>
with ir	<i>first, third, bird</i>
with ur	<i>further, surface, burst</i>
with or	<i>world, work, worse</i>

When you hear the sound /ɜ:/, always ask:
How do you spell that word?

Skills Check 2

Present or past?

Always think: *What tense do I need for this paragraph? It helps to think: What question does this paragraph answer?*

Introduction:	What is the hypothesis?
The materials:	What did you use?
The method:	What did you do?
The results:	What did you find?
The conclusions:	What do the results mean?

Skills Check 3

Referring to tables and figures

We want readers to notice important data. Learn these ways of referring to tables and figures.

We put the results in a table (see Table 1). As we can see from the table, ... Table 1 shows that ...

We then plotted the results on a graph (Figure 1).

This graph indicates that ...

4.4 Grammar for writing Past simple passive

As we saw in Lesson 3.4, we often use the passive in academic English. In passive sentences, we give important information in a different order. 8

In the **past simple passive**, we use the verb **be** in the **past** and the **past participle** of the active verb. We often do not say who did the action.

1	2	3		3	2	1
subject	v. active	object		subject	v. passive	object
We	needed	four containers.	→	Four containers	were needed.	by us.
We	chose	a mineral bottle.	→	A mineral bottle	was chosen.	by us.

A Producing passive sentences

Rewrite each sentence in the space.

1. We did a simple experiment.

A simple experiment was done.

2. We needed containers.

3. _____

Glasses were chosen.

4. _____

Rainfall was measured.

5. We required a measuring device.

We sometimes want to give more information about the object or the verb in passive sentences. 9

subject	extra information about S	verb	extra information about V
Four containers	of the same size	were needed	for the experiment.

B Producing passives in longer sentences

Rewrite each sentence in the space.

1. We needed four containers of the same size and shape.

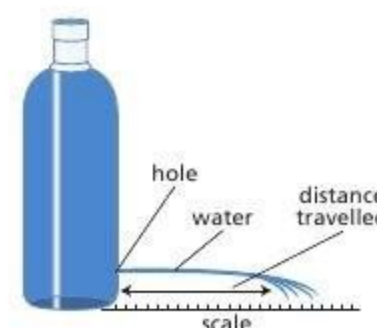
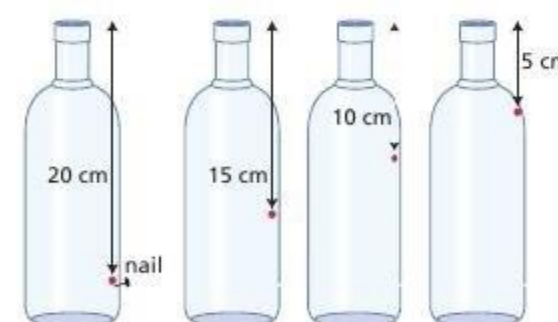
Four measuring devices were required.

2. We chose mineral-water bottles of the same type.

3. We also required four measuring devices.

4. We chose rulers with a scale in centimetres.

5. We made a small hole in each bottle with a nail.



4.5 Applying new writing skills Water pressure and volume

A Developing vocabulary

Match each verb with a noun phrase.

- | | | |
|----------------|-------------------------------------|------------------|
| 1. investigate | <input type="checkbox"/> | the containers |
| 2. do | <input checked="" type="checkbox"/> | the relationship |
| 3. make | <input type="checkbox"/> | the hypothesis |
| 4. fill | <input type="checkbox"/> | an experiment |
| 5. mark | <input type="checkbox"/> | the point |
| 6. prove | <input type="checkbox"/> | a hole |

B Developing critical thinking

What does the experiment in Real-time writing (4.2) prove?

C Thinking

Study all the notes and drawings on the right. Answer the questions below.

- What is the hypothesis?
- What materials did the researcher use?
- What did the researcher do?
- What did the researcher discover?
- What do the results mean?

D Organizing a laboratory report

- Write the six headings for a laboratory report. Leave space to write in each section.
- Study the information on the right. Make notes under the best heading.

E Writing a laboratory report

Write the report. Remember:

- to use the correct tense, present simple or past simple.
- to use passives where necessary.
- to give a caption to each table and figure.
- to refer to the table(s) and the figure(s) in the report.

F Editing and rewriting

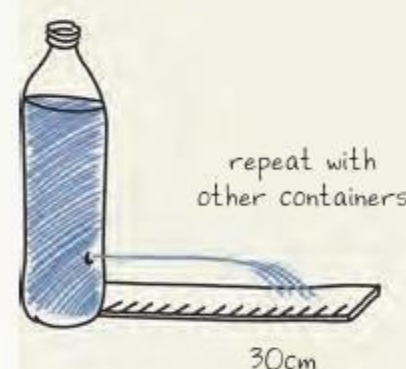
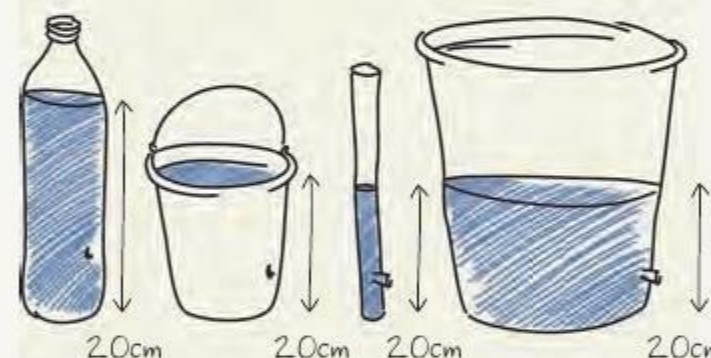
- Exchange drafts with a partner. Check your partner's work.
- Write a final version of your report.

Hypothesis:

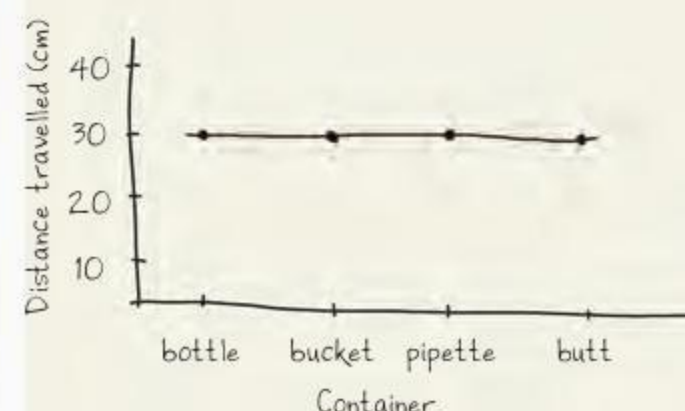
Water pressure increases with volume



bottle x1 bucket x1 pipette x1 rainwater butt x1



Container	bottle	bucket	pipette	butt
Distance travelled	30	30	30	30



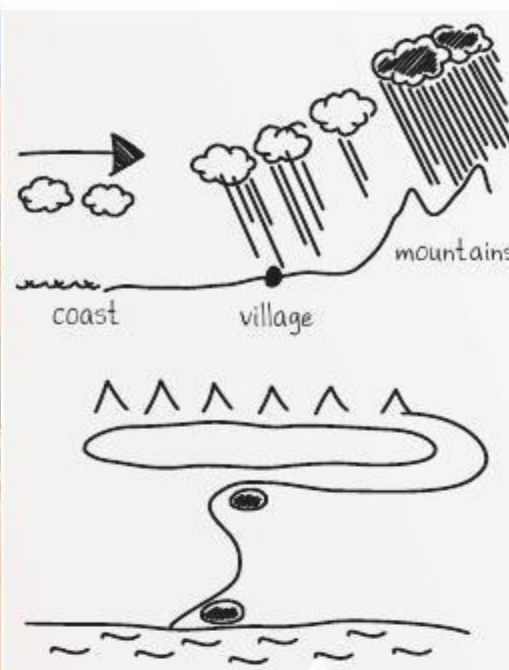


Theme 5

The physical world

- Advantages and disadvantages

5.1 Vocabulary for writing Location



A Reviewing vocabulary

Write the missing letters in these words and phrases.

1. v i l l a g e 3. r _ _ n g _ _ 5. f _ r _ s t 7. d _ s _ r t
2. m _ _ _ n t _ _ _ n 4. t r _ _ _ s 6. p l _ _ _ n 8. _ _ g r _ c _ l t _ r _ _

B Understanding new vocabulary

Look at the photograph and the diagrams above. This is an African village. Complete the advantages and disadvantages about its location. Use a word from the list on the right in each case. Make any necessary changes.

1. The low flat land is good for growing crops.
2. The village is near a river which provides fresh water.
3. The river is also a good source of food.
4. The river provides good links to the nearest town.
5. The prevailing wind from the sea helps the annual rainfall.
6. In winter, a lot of rain falls, so the river bursts its banks.
7. Sometimes, the water from the river floods the plain.
8. Access to the village is difficult by road.
9. The village is surrounded by barren land.
10. There is little industry, and the main employment is farming or fishing.
11. There is not much agricultural activity in the village.

C Using new vocabulary

Complete these sentences about your hometown.

1. My hometown is near _____.
2. The main employment is _____.
3. The town has _____.
4. There aren't any _____.
5. There isn't much _____.

access (n)
 active (adj)
 [of a volcano]
 advantage (n)
 agricultural (adj)
 annual (adj)
 area (n)
 [= location]
 background (n)
 bank (n)
 [of a river]
 bay (n)
 coast (n)
 crop (n)
 delta (n)
 disadvantage (n)
 disease (n)
 economic (adj)
 environmental (adj)
 fertile (adj)
 flat (adj)
 flood (n and v)
 foreground (n)
 impact (n)
 industry (n)
 insect (n)
 link (n and v)
 marsh (n)
 middle (n)
 plain (n)
 prevailing (adj)
 provide (v)
 rainfall (n)
 shelter (n)
 source (n)
 storm (n)
 surround (v)
 transport (n)

5.2 Real-time writing Location – advantages and disadvantages

You are going to write about the advantages and disadvantages of a location.

A Understanding a discourse structure

Study the Writing Plan at the bottom of the page.

1. How many paragraphs do you need?
2. How should you start each paragraph? Read the **Skills Check** on the right and check.

B Gathering information

Study the photograph opposite.

1. What can you see? Add to the list of Vocabulary on the plan.
2. What are the advantages and disadvantages of this location? Write notes in the Advantages and Disadvantages table.
3. Look at the Sketch Map of the location and the Notes below it. Add the extra information to your notes under Advantages and Disadvantages.

C Writing (1)

1. Use your Advantages notes to write more sentences in the second paragraph on the page opposite.
2. Use your Disadvantages notes to complete the third paragraph.

D Writing (2)

Think about a town or village in your country.

1. What are the advantages and disadvantages of the location? Make a table with notes.
2. Write three sentences about the advantages.
3. Write two sentences about the disadvantages.

Skills Check

Introducing paragraphs

In English, we normally put all the information about one point in the same paragraph.

Example:

Para 1: **Introduction**

Para 2: **Advantages**

Para 3: **Disadvantages**

We must introduce each paragraph with a topic sentence.

Example:

Para 1: *This is a photograph of a town in Africa.*

Para 2: *There are several advantages to this location.*

Para 3: *There are two main disadvantages.*

Writing Plan

- Description of the picture
- Advantages
- Disadvantages

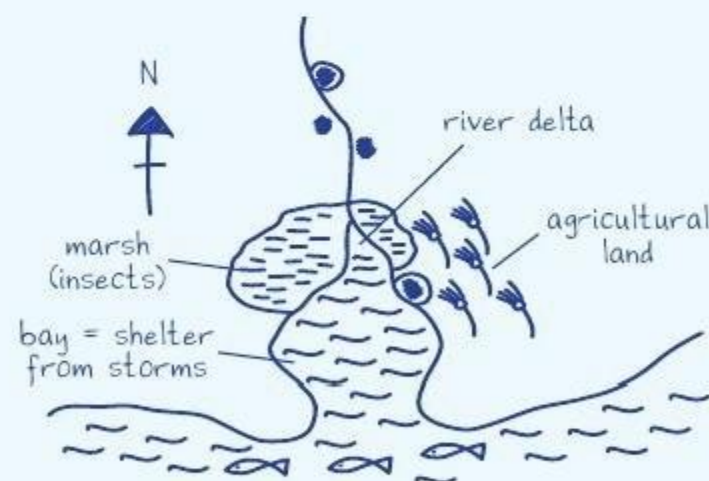
Vocabulary

sea
fishing boats

Advantages
on coast = gd.
for fish

Disadvantages

Sketch Map



Notes:

1. Prevailing wind from the sea = cool summers, warm winters
2. Insects carry disease to the town in summer



This photograph shows a town in Africa. The town is on the coast.

In the foreground, there are some fishing boats.

In the middle of the photograph, we can see shops and houses on the seafront.

On the right, there is a small hill with trees.

In the background, we can see a range of low mountains.

There are several advantages to this location. Firstly, this area of the sea has many fish. Secondly,

There are two main disadvantages to this location. Firstly, ...

5.3 Learning new writing skills Writing about a photograph

A Developing vocabulary

Read each sentence. All the incomplete words include the sound /ɔ:/, but what is the correct spelling?

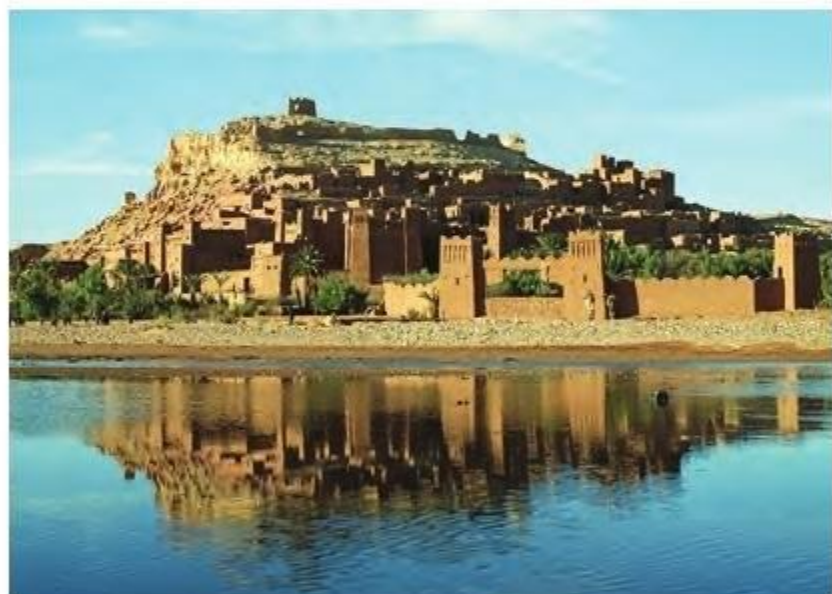
1. There is a sm a ll lake in the south.
2. In the f o ground of the picture, there are some fishing boats.
3. The country does not have any fresh w o ter.
4. It is m o pleasant to live on the coast than in the interior.
5. There are good transp o t links to the interior.
6. o lmost two-thirds of the country is desert.
7. The bay provides shelter from st o ms in winter.
8. The wind from the sea is w o m in winter.
9. The town is o lso on a river.
10. There are high tides in spring and o tumn.

Read **Skills Check 1** and check your answers.

B Identifying a new skill

Study the photograph. Read the sentences below.

There are two mistakes in each sentence. Correct them.



1. This is ^a photograph of a town in ~~the~~ Africa.
2. Town is in a lake.
3. In foreground, we are seeing the lake.
4. In the left, there is some trees.
5. On right, we see a castle.
6. In the back, there is a hill low.

Read **Skills Check 2** and check your sentences.

C Transferring a new skill

Study the photograph on the right. Write six sentences about the photograph.

Skills Check 1

Spelling the /ɔ:/ sound

The vowel sound in *north* is usually written with *or(e)*.

Examples: *border, more, corner*

But there are some common words with *a(l)*, *ar*, *au*, *aw* and *our*.

Examples: *almost, small, warm, autumn, four*

Skills Check 2

Writing about a photograph

Sometimes, we want to describe a photograph.

First, we **introduce the subject** of the photograph and give some **information**.

Example:

This is a photograph of a village in Africa. The village is on a river.

Then we talk about items in **different areas** of the photograph.

There are five main areas:

We use *in* with *foreground*, *middle* and *background*.

	the background	
the left	the middle	the right
	the foreground	

We use *on* with *left* and *right*.

Examples:

In the foreground, we can see some fishing boats.

On the right, there is a low hill.



5.4 Grammar for writing Modifying a noun

Some sentences have a **single noun** as the subject or the object / complement. But we often want to give **extra information** about the noun. This is called *modifying* the noun. We can modify a **noun** in several ways.

The	wide	river	provides	fresh	water.	with an adjective
There		is	a	low	hill.	
There		are		several	advantages.	
The river		provides	water		for the crops.	with a prepositional phrase
There		is	a hill		with trees.	
There		are	advantages		to this location.	

In many cases, we use several of these methods in the same sentence.

There are several advantages to this location. The warm wind in winter blows from the sea. The wide river provides fresh water for the crops.

A Building a noun phrase (1)

Study each set of sentences. Then add extra information from the box in the correct place.

- There is land. There is agricultural land near the town.
- The town has transport links. _____
- The bay provides shelter. _____
- This area has fish. _____
- There are tides. _____

~~agricultural~~ from storms good high in spring
many ~~near the town~~ of the sea to the interior

B Building a noun phrase (2)

These sentences are a little harder.

- There are disadvantages. _____
- There are insects. _____
- Insects carry diseases. _____
- There is activity. _____
- The village has impact. _____

dangerous economic in the marsh in the village little main many
some not much on the environment to this location two

5.5 Applying new writing skills Writing about a location



A Reviewing vocabulary

Add a word to make a phrase.

1. fishing boat
2. fresh _____
3. high _____
4. prevailing _____
5. river _____
6. transport _____
7. tourist _____
8. fertile _____

B Thinking

1. Match some of the phrases in Exercise A to photograph 1 or photograph 2, or both.
2. Study the sketch map below the photographs. What is the location of each photograph? Choose one of the locations, A to I.

C Organizing

Choose one of the photographs and locations.

1. Study the photograph. Make some notes for the first paragraph.
2. Think about the advantages and disadvantages of the location. Make a table for paragraphs 2 and 3.

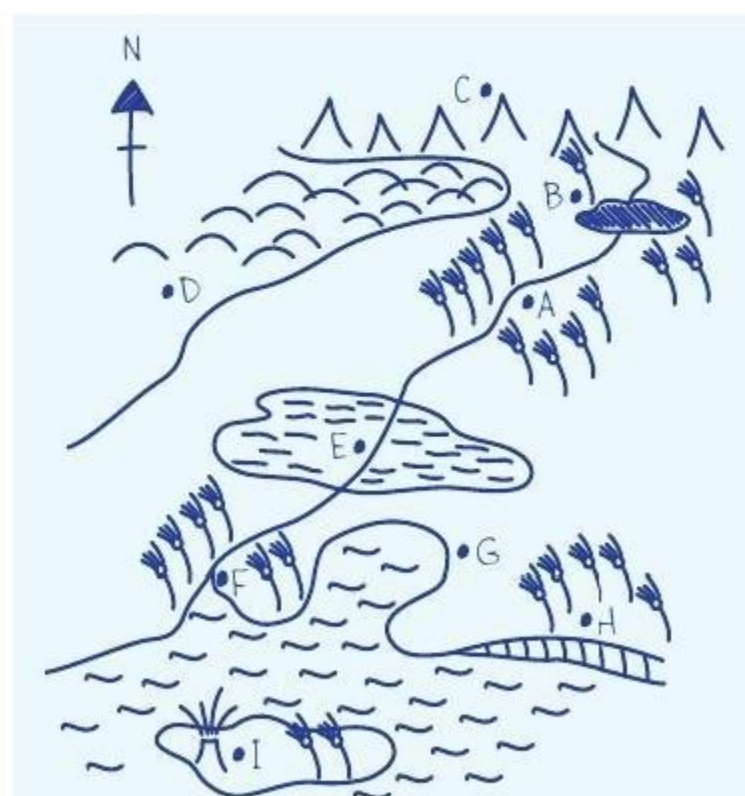
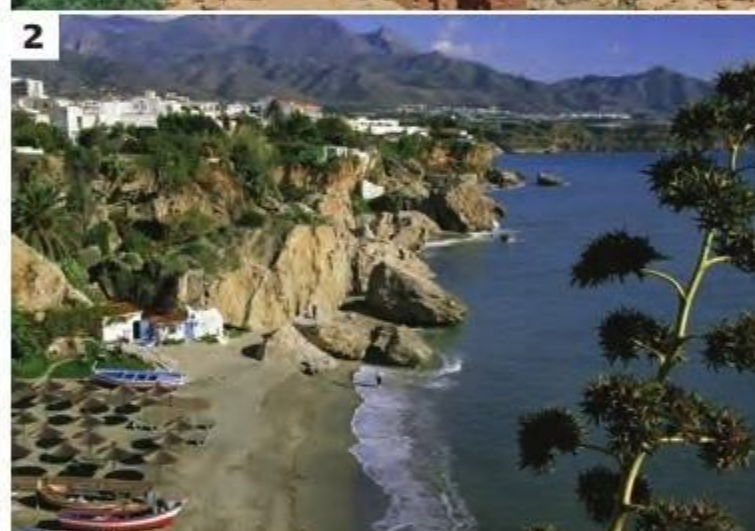
D Writing

Write your description. Remember:

- Use *in the foreground*, *in the middle*, etc.
- Modify nouns with adjectives.
- Modify nouns with quantifiers.
- Modify nouns with prepositional phrases.

E Editing and rewriting

1. Exchange drafts with a partner. Check your partner's work.
2. Write a final version of your description.



Notes:

1. High tides in spring and autumn
2. Prevailing wind from the south
3. Volcano on island is active

Level 1

PROGRESSIVE Skills

Writing



Workbook

A Word-building

1. Complete the table with the words in the box.

applicable	applicant	application	apply	appropriate	collect	collection	delete
extracurricula	interesting	organization	organize	punctuate	punctuation		
	require	rewrite	secondary	surname			

verb	noun	adjective
collect	application	interesting

2. Answer these questions.

- What is the noun from *delete*?
- What is the adjective from *interest*?
- What is the adjective from *organize*?
- What is the noun from *require*?
- What is the adjective from *require*?
- What is the verb from *collection*?

3. Some endings are common for nouns. Some endings are common for adjectives.

Is each ending in the table common for nouns or adjectives? Tick in the correct column.

ending	noun	adjective	examples
...ion	✓		
...ate			
...ary			
...able			
...ant			
...ment			
...ing			

4. Look at the word lists in this Course Book.

Find examples of each noun and adjective ending. Write them in the **examples** column above.

B Key sentence patterns

1. Complete the tables with words and phrases from the box below.

am am studying like goes she he they to be

subject	be	extra information
I		Cypriot.
	is	18.

subject	present simple	extra information
I	live	in Nicosia.
She		to university.

subject	verb 1	verb 2	extra
I		working	with numbers.
	wants		an economist.

subject	present continuous	extra information
I		Economics.
	are living	in a hall of residence.

2. Write five sentences which are true for you. Use some of the patterns above.

- _____
- _____
- _____
- _____
- _____

C Verb forms

Circle the correct verb or verb form in each case.

At the age of 21, a native speaker of English knows / **know** about 90,000 words. This **is** / **are** the average number for university graduates. So if you are **learning** / **learn** English, vocabulary is more important than grammar.

There **are** / **is** many different ways you can improve your vocabulary. However only you can **decide** / **to decide** the best way for you. Here **is** / **are** some useful advice from teachers and learners.

One important part of **remembering** / **remember** new words is repetition. This **means** / **mean** that you say the word again and again. That is quite useful, but it is more important that you **do** / **is doing** different things with the word. For example, **say** / **you say** the new word in sentences. You should also **read** / **to read** it in sentences or a text. Finally **write** / **writing** the word in sentences. A good course book **gives** / **give** you lots of repetition in different exercises. You **should** / **remember** also test yourself regularly.

Here is a great idea for repetition and **testing** / **is testing** of new words. **Buy** / **is** a set of index cards. Write the new word in English on one side and a translation on the other side. When you **practise** / **practises** the words, put them in two groups. One group will be / to be the words you understand. Put the words you **don't** / **doesn't** understand into the second group. You should practise the second group many times.

Finally, remember that your teachers **can** / **could** only help and advise but you are responsible for **learning** / **learn**.

D Application form

1. Study this newspaper job advertisement.

What is the job? _____

Part-time job opportunity

Are you looking for a part-time job opportunity in scientific research?
Do you want to apply your skills and knowledge in a practical way?
Yes? Then this could be the opportunity for you!
Tell us about yourself in a personal letter, and we'll see if you're the
one to join our hard-working team!

Capital Research, PO Box 19287, Nicosia, Cyprus
Email: capresearch@cyprustele.net, tel: 380183

**CAPITAL
RESEARCH**

2. Read this letter of application from Petros Andreou. He wants to apply for the research job in the advertisement above. Find six spelling mistakes and seven grammar mistakes in his letter.

Dear sir/madam

My name is Petros Andreou and at the moment I'm ^{living}~~live~~ in Nicosia, Cyprus. I'm ^{single}~~single~~. I born on 10 September 1991 in Paphos, in the west of Cyprus. My cell phone number is 849752, and my email adress is petrosand@cyprustele.net.

I attended Paphos primery school from September 1997 to July 2003, and then I moved to Nicosia and attended Kaimakli Seconderly School until 2008. I got six IGCSEs in English, Arabic, Maths, Biology, Physics and Geography in 2006, and I gradueated at 2008 with three 'A' levels: English, Biology and Geography.

Now I'm studing human biology to the University of Cyprus, and I'm very keen to applying my new knoledge in a more practical way. I want to work in your company because I want to learn more about research.

I enjoy keeping busy in my free time. I like play football and tennis, and I'm also interested in the birdlife in Cyprus.

I looking forward to hearing from you.

Yours faithfully

Petros Andreou

3. Complete the job application form for Petros.

CAPITAL RESEARCH APPLICATION FORM																			
Please complete the form in BLOCK CAPITALS.																			
Personal details																			
Title	Mr Mrs Miss Ms Dr (delete as applicable)																		
First name(s)																			
Surname																			
Status																			
Place of birth																			
Date of birth (DD/MM/YYYY)																			
Nationality																			
Phone																			
Email																			
Education																			
Schools																			
Current education																			
Qualifications																			
Interests																			

4. Complete the application form below with true information for you.

CAPITAL RESEARCH APPLICATION FORM	
Please complete the form in BLOCK CAPITALS.	
Personal details	
Title	Mr Mrs Miss Ms Dr (delete as applicable)
First name(s)	
Surname	
Status	
Place of birth	
Date of birth (DD/MM/YYYY)	
Nationality	
Phone	
Email	
Education	
Schools	
Current education	
Qualifications	
Interests	

A Word power

- Write the **opposite** of each adjective in the final column of the table. There is more than one correct answer for some words. How many of your opposite adjectives have prefixes?
- All of these **personality** adjectives have the same ending when they become abstract nouns. What is it? Write the abstract nouns for each adjective in the first column of the table.
- What's the difference between the two abstract nouns *friendship* and *friendliness*?

abstract nouns	adjectives	opposite adjectives
	calm	angry, aggressive, violent, bad-tempered
	cold	
	competitive	
	friendly	
	happy	
	helpful	
	kind	
	polite	
	rude	
	shy	
	truthful	
	weak	

B Key sentence patterns

- Complete the tables with words and phrases from the box below.

are	not	meet	they	do	students	want	learning	to waste
-----	-----	------	------	----	----------	------	----------	----------

subject	verb	complement / extra information
Good students	_____	hard-working.
They	are _____	lazy.
They	_____	deadlines.
_____	_____ not hand in	assignments late.

subject	main verb	second verb	extra information
Good _____	like	_____	new information.
They	_____	to get	good marks.
They	do not want	_____	their time at university.

2. One word is missing from each sentence. What is it? Where should it be?

- a. Good students are enthusiastic about their subject.
- b. They want learn more about their subject.
- c. They not quiet in group work.
- d. They not miss lectures.
- e. Prepare for lectures.
- f. They find out the subject each lecture.
- g. They study before lecture.
- h. They to get a good job after university.

3. Write five sentences about bad students. Use some of the patterns from Exercises B1 and B2.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

C Paragraph writing

Are you an extrovert or an introvert? Or maybe you are a mixture of both?

Write a paragraph about yourself and explain why you are an extrovert or an introvert. Here are some questions to help you.

- Are you more extrovert with certain groups of people?
- Are you more introvert in certain situations?
- How competitive and sociable are you?
- Do you have a lot of friends?
- Are you optimistic or pessimistic?
- Is it better to be an extrovert or an introvert?
- Have you ever had a problem because you are an extrovert or an introvert?

D Building sentences

Use the information in the table to write sentences.

subject	verb	object / complement	extra information
1. Groups	are	important.	very / for people
2. People	join	groups.	most / many / in their lives
3. People	belong to	clubs.	some / sports
4. People	go to	clubs.	other / social / or theatre societies
5. People	form	groups.	many / young / people / to play music
6. Groups	help	us.	often / to grow / as people
7. Groups	help	us.	also / to develop / our abilities
8. People	work	harder.	often / in a group
9. Groups	can be	dangerous.	but / sometimes
10. Groups	make	decisions.	can / sometimes / bad
11. People	question	the decisions.	often / do not / of the group
12. People	take	responsibility.	sometimes / do not / personal / for the decisions / of the group

1. Groups are very important for people.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

A Spelling

1. Rewrite each noun in the table correctly.
2. What do all the words below have in common?

staff	employee	appearance
	attitude	intelligence
unsuccessful	appoint	trainee
	assistant	meeting

a. manger	manager
b. persun	
c. peeple	
d. decription	
e. interveiw	
f. advertisement	
g. qalification	
h. experence	
i. refree	
j. aplication	

B Word power

1. Study the sentences below. What kind of word is missing (noun, verb or adjective)?
2. Complete each sentence with a word from Exercise A in the correct form.
3. Complete each sentence below.
 - a. We _____ the job in the national papers last week.
 - b. Over 200 people _____ for it.
 - c. But, of course, we can only _____ one person.
 - d. Many of the _____ didn't have the right experience and were _____.
 - e. So that's why they didn't _____.
 - f. The last _____ was a little nervous but I think she will get the job.
 - g. She is very _____ and has a great attitude.
 - h. I _____ the job to her and she seemed very enthusiastic.
 - i. She also has a lot of experience in _____ employees in key skills.
 - j. We have given her an _____ for a second interview.

C Writing a job description



CALL CENTRES

General information

Two main types, Incoming and Outgoing.

Incoming takes calls:

- enquiries
- orders
- complaints
- requests for technical support

Outgoing makes calls:

- telesales
- money collection

Employees must have a degree and good communication skills.

Salary: £10,000–£20,000 per year

Advantages

- satisfying
- variety of shifts/working hours
- work hard = more money
- experience not necessary – training given
- indoor – clean, safe, climate-controlled
- motivating and energetic work environment
- good way to learn about company
- learn customer service, problem-solving

Disadvantages

- goals set = stress
- strict working hours – punctual, reliable
- breaks, lunchtimes monitored
- calls monitored
- customers sometimes rude, angry
- new employees not paid well and not good hours
- say same things many times, get sore throat!
- must use computer programs and screens quickly and talk to customer at same time
- noisy workplace

1. Study the notes about working in call centres. Write some sentences under each heading below.

Personal qualities and abilities

Working hours

Workplace

Job description

Qualifications

Experience

Salary and benefits

2. Complete these sentences about call centres.

a. The best thing about working in a call centre is ...

b. The worst thing about working in a call centre is ...

c. Sometimes you must phone call centres because ...

d. Call-centre employees must be polite but ...

e. A job in a call centre is a good way to ...

f. I think a call-centre job is a good / bad career for me because ...

A Spelling

Rewrite each word with the correct spelling.

1. hieght height
2. weiht _____
3. depth _____
4. volum _____
5. presure _____
6. meazure _____
7. divice _____
8. contianer _____
9. skale _____
10. serface _____



B Word quiz

1. Which word in Exercise A is the odd one out? Why? _____
2. What is the verb from:
 - a. *weight*? _____
 - b. *pressure*? _____
 - c. *container*? _____
3. What is the noun from *measure*? _____
4. What is the adjective from:
 - a. *height*? _____
 - b. *depth*? _____
5. Which word in Exercise A does the adjective *heavy* go with? _____

C Verb forms

Write the past tense and the past participle of each verb.

infinitive	past	past participle
a. design	<i>designed</i>	<i>designed</i>
b. do		
c. fill		
d. make		
e. measure		
f. plot		
g. prove		
h. put		
i. show		
j. take		
k. turn		
l. use		

D Building sentences

Write 15 sentences using the information in the table.

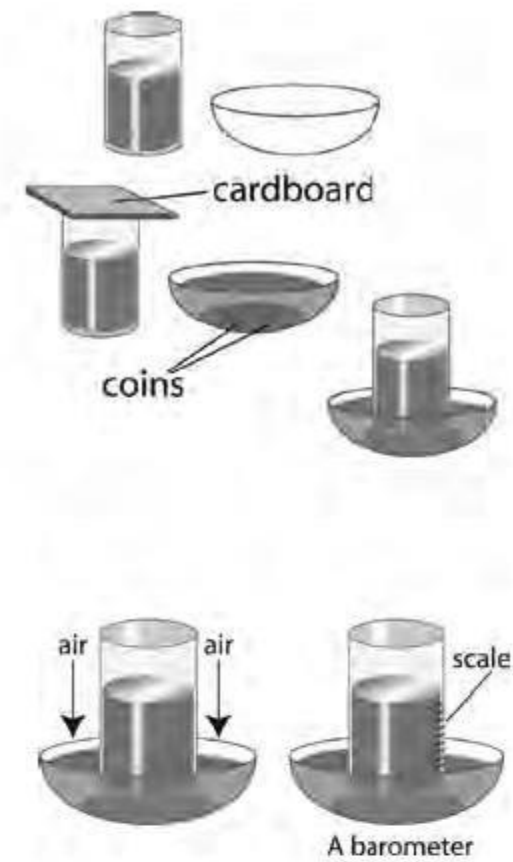
subject	verb	object / complement	other information
1. Milk	does not go	bad	for several days / you put / if / it / in a fridge
2. A scientist	wanted	the reason	to find out / for this
3. She	made	a hypothesis	about insects
4. Insects	make	milk	go / bad / perhaps / in the air
5. She	designed	an experiment	her hypothesis / to test
6. She	got	glasses	three / of the same size
7. She	put	milk	in each glass / the same amount / of
8. She	put	the glass	in the fridge / the first / of milk
9. She	put	the glasses	the other two / on a table / of milk
10. She	covered	the glasses	with a cloth / one of / on the table
11. The cloth	stopped	insects	in that glass / from getting / any / into the milk / in the air
12. The	scientist	waited	to see / for two days / the results
13. The milk	went	bad	in both / on the table / of the glasses
14. The milk	did not go	bad	in the fridge / in the glass
15. The scientist	concluded

1. Milk does not go bad for several days if you put it in a fridge.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

E Active or passive?

Do we need an active verb or a passive verb in each sentence?
Underline the correct form.

1. We did / *were done* an experiment last week.
2. We *wanted* / *was wanted* to measure air pressure.
3. We *used* / *was used* a glass, a dish, two coins, a piece of cardboard and some water.
4. The glass and the dish *filled* / *were filled* with water.
5. The coins *put* / *were put* in the dish.
6. The cardboard *put* / *was put* on top of the glass.
7. We *turned* / *was turned* the glass upside down.
8. We *put* / *was put* the glass on the coins.
9. Some of the water *stayed* / *was stayed* in the glass.
10. The experiment *proved* / *was proved* that air is pressing down on the water in the dish.



F Active to passive

Rewrite these active sentences in the passive.

1. We made a hole in each bottle.

A hole was made in each bottle.

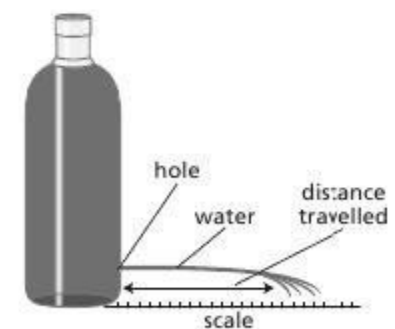
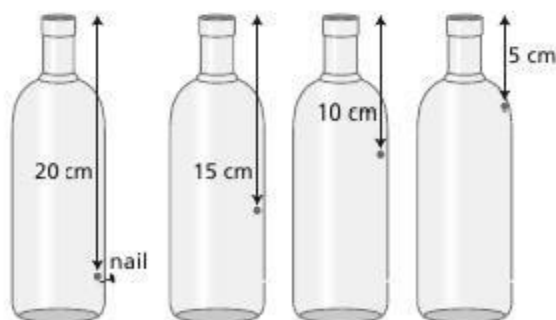
2. We put each bottle on a ruler.

3. We filled each bottle with water.

4. We measured the flow of the water.

5. We recorded the results.

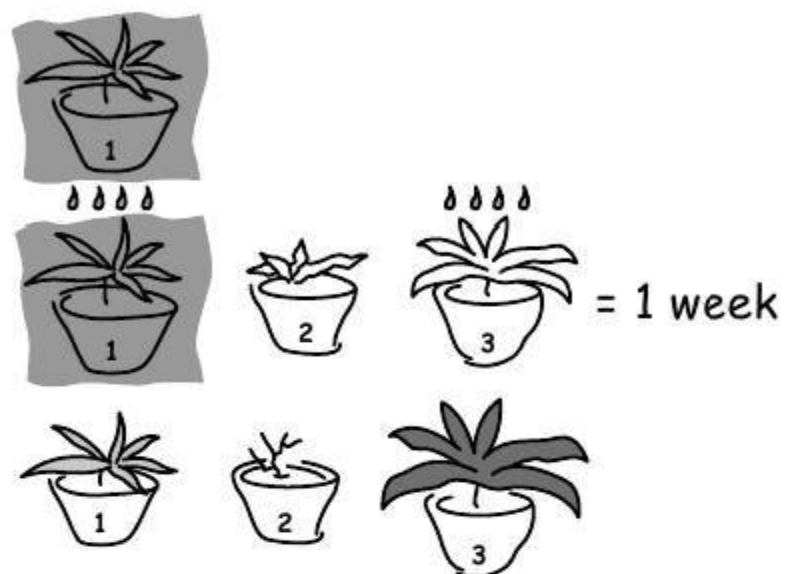
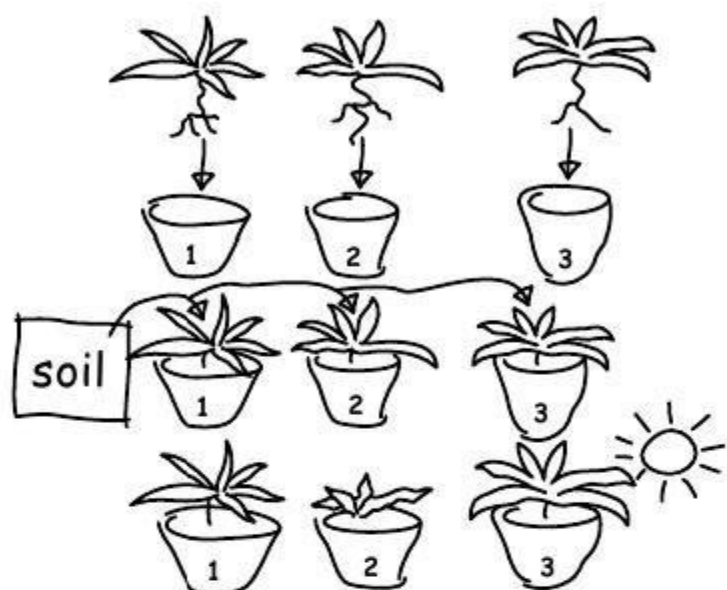
6. We plotted the results on a graph.



G A laboratory report

1. Study the hypothesis and the drawings. The drawings show an experiment to prove the hypothesis.

Hypothesis: Plants need sunlight and water to grow.



2. Complete the laboratory report.

This experiment investigates the relationship between plants, sunlight and water. The hypothesis is that

Materials

We needed _____.

Method

(1 and 2) Each plant was put _____.

(3) Each pot _____.

(4) The pots _____.

(5) Plant 1 was covered with black plastic, so _____.

(6) Plants 1 and 3 were watered, but Plant 2 _____.

Results

(7) After one week, Plant 1 was _____. Plant 2 was _____.

Plant 3 was _____.

Conclusion

The experiment proves _____.

A Word power (1)

1. Match each adjective with a noun to make a phrase.

adjective		noun
a. prevailing	3	1. island
b. agricultural		2. rainfall
c. economic		3. wind
d. geographical		4. water
e. annual		5. country
f. uninhabited		6. features
g. landlocked		7. activity
h. fresh		8. land

2. Match each noun with another noun to make a phrase or single noun.

noun	noun
a. food	1. range
b. transport	2. delta
c. flood	3. east
d. river	4. source
e. farm	5. links
f. home	6. plain
g. south	7. town
h. mountain	8. land

B Word power (2)

- Write the adjective for each noun.
- What is the main pattern? What other patterns can you see?

noun	adjective
a. environment	environmental
b. origin	
c. person	
d. region	
e. agriculture	
f. clerk	
g. industry	
h. residence	

noun	adjective
i. physics	
j. geography	
k. chemistry	
l. chronology	
m. history	
n. sociology	
o. technology	
p. electricity	

C Editing sentences

There is one mistake in each sentence. Find and correct it.

- a. There is very little ^{agricultural} ~~agriculture~~ land in the desert.

- b. The villagers they grow a lot of crops.

c. The river provide water for drinking and washing.

d. The town is inland so there is no access to sea.

e. The lake is surround by many trees.

f. There are only clerk jobs available at the moment.

g. There is very few jobs in industry at this time of year.

h. The regional has a very hot climate.

i. There is not many new technology in the village school.

D Restating information

Rewrite each sentence using the word in brackets.

a. The area of Bahrain is 665 square kilometres. (has)

Bahrain has an area of 665 square kilometres.

b. Jeddah is southwest of Riyadh. (northeast)

c. Jebel Sawda in Saudi Arabia has a height of 3,133 metres. (is)

d. Jebel ad Dukhan in Bahrain is 122 metres high. (reaches)

e. No permanent rivers exist in Saudi Arabia. (there)

f. There are two large sand deserts in Saudi Arabia. (has)

g. Oman has borders with the UAE, Saudi Arabia and Yemen. (is)

h. Qatar lies in the Arabian Gulf. (is)

i. A causeway connects Bahrain and Saudi Arabia. (are)

E Writing about a country



Study the map of India and complete the text.

Location and main cities

India is (1) a very large country in Asia. It is approximately 1,500 kilometres from east to west and (2) _____. The country is bordered by Pakistan in the northwest, (3) _____. There is a long coastline, on the Arabian Sea in the west and (4) _____. The capital is New Delhi in (5) _____. Other large cities include Mumbai and Kolkata. Kolkata (6) _____.

Geographical features

There are very high mountains in (7) _____. They are called (8) _____. The highest point (9) _____. It is (10) _____. This is the third highest mountain in the world. There are also (11) _____ and (12) _____. There is a large lake (13) _____. It is (14) _____. There is a large desert (15) _____ which (16) _____.

A	access (<i>n</i> and <i>v</i>)	5.1	department (<i>n</i>)	3.1	
	act on impulse	2.1	depth (<i>n</i>)	4.1	
	active (<i>adj</i>) [of a volcano]	5.1	description (<i>n</i>)	3.1	
	address (<i>n</i>)	1.1	detail (<i>n</i>)	1.1	
	advantage (<i>n</i>)	5.1	device (<i>n</i>)	4.1	
	aggressive (<i>adj</i>)	2.1	disadvantage (<i>n</i>)	5.1	
	agricultural (<i>adj</i>)	5.1	disease (<i>n</i>)	5.1	
	annual (<i>adj</i>)	5.1	distance (<i>n</i>)	4.1	
	appearance (<i>n</i>)	3.1	do (<i>v</i>) [= conduct]	4.1	
	applicable (<i>adj</i>)	1.1	E	easily (<i>adv</i>)	2.1
	applicant (<i>n</i>)	1.1		economic (<i>adj</i>)	5.1
	application (<i>n</i>)	1.1		edit (<i>v</i>)	1.1
	apply (<i>v</i>)	1.1		employment (<i>n</i>)	1.1
	appoint (<i>v</i>)	3.1		energy (<i>n</i>)	2.1
	appointment (<i>n</i>)	3.1		environmental (<i>adj</i>)	5.1
	appropriate (<i>adj</i>)	1.1		excitement (<i>n</i>)	2.1
area (<i>n</i>) [= location]	5.1	executive (<i>n</i>)		3.1	
arrow (<i>n</i>)	3.1	experience (<i>n</i>)		1.1, 3.1	
attitude (<i>n</i>)	2.1, 3.1	extreme (<i>adj</i> and <i>n</i>)		2.1	
B	background (<i>n</i>)	5.1	extrovert (<i>n</i>)	2.1	
	bank (<i>n</i>) [of a river]	5.1	F	fertile (<i>adj</i>)	5.1
	base (<i>n</i>)	4.1		figure (<i>n</i>)	4.1
	basic (<i>adj</i>)	2.1		fill (<i>v</i>)	4.1
	bay (<i>n</i>)	5.1		fit (<i>v</i>)	2.1
	block capital	1.1		flat (<i>adj</i>)	5.1
	C	calm (<i>adj</i>)		2.1	flood (<i>n</i> and <i>v</i>)
candidate (<i>n</i>)		3.1		flow (<i>v</i>)	4.1
centre of attention		2.1	flow chart	3.1	
coast (<i>n</i>)		5.1	force (<i>n</i>)	4.1	
cold (<i>adj</i>)		2.1	foreground (<i>n</i>)	5.1	
collect (<i>v</i>)		1.1	form (<i>n</i>)	1.1	
competitive (<i>adj</i>)		2.1	friendly (<i>adj</i>)	2.1	
complete (<i>v</i>)		1.1	full (<i>adj</i>) [name]	1.1	
conclude (<i>v</i>)		4.1	H	height (<i>n</i>)	4.1
conclusion (<i>n</i>)		4.1		hide [one's] feelings	2.1
conduct (<i>n</i> and <i>v</i>)		3.1		high (<i>adj</i>)	4.1
confident (<i>adj</i>)		2.1		hobby (<i>n</i>)	1.1
constant (<i>adj</i>)		4.1		hole (<i>n</i>)	4.1
consultant (<i>n</i>)		3.1	I	impact (<i>n</i>)	5.1
contact (<i>v</i>)		3.1		implication (<i>n</i>)	4.1
container (<i>n</i>)		4.1		indicate (<i>v</i>)	4.1
contents (<i>n</i>)		1.1		industry (<i>n</i>)	5.1
crop (<i>n</i>)		5.1		insect (<i>n</i>)	5.1
D	date of birth	1.1		intelligence (<i>n</i>)	3.1
	deep (<i>adj</i>)	4.1		interact (<i>v</i>)	2.1
	delete (<i>v</i>)	1.1		interest (<i>n</i>)	1.1
	delta (<i>n</i>)	5.1			

	interpersonal (<i>adj</i>)	3.1			
	interview (<i>n</i> and <i>v</i>)	3.1			
	introduction (<i>n</i>)	4.1			
	introvert (<i>n</i>)	2.1			
	investigate (<i>v</i>)	4.1			
L	level (<i>n</i>)	1.1	S	scale (<i>n</i>)	4.1
	lift (<i>v</i>)	4.1		select (<i>v</i>)	1.1
	link (<i>n</i> and <i>v</i>)	5.1		selection (<i>n</i>)	3.1
	lose [one's] temper	2.1		shape (<i>n</i>)	4.1
	lower case	1.1		shelter (<i>n</i>)	5.1
M	mark (<i>v</i>)	4.1		short list (<i>n</i>)	3.1
	marsh (<i>n</i>)	5.1		show (<i>v</i>)	4.1
	measure (<i>v</i>)	4.1		show [one's] feelings	2.1
	member (<i>n</i>)	3.1		shy (<i>adj</i>)	2.1
	membership (<i>n</i>)	1.1		similar (<i>adj</i>)	2.1
	middle (<i>n</i>)	5.1		sociable (<i>adj</i>)	2.1
	mixture (<i>n</i>)	2.1		sociologist (<i>n</i>)	2.1
	motivation (<i>n</i>)	3.1		source (<i>n</i>)	5.1
O	optimistic (<i>adj</i>)	2.1		space (<i>n</i>)	1.1
	organize (<i>v</i>)	1.1		staff (<i>n</i>)	3.1
	original (<i>adj</i>)	3.1		stage (<i>n</i>)	3.1
P	paragraph (<i>n</i>)	1.1		stand out (<i>v</i>)	2.1
	participate (<i>v</i>)	1.1		statement (<i>n</i>)	1.1
	pessimistic (<i>adj</i>)	2.1		status (<i>n</i>)	1.1
	petroleum engineer	3.1		storm (<i>n</i>)	5.1
	plain (<i>n</i>)	5.1		stranger (<i>n</i>)	2.1
	plot (<i>v</i>) [on a graph]	4.1		strong (<i>adj</i>)	2.1
	point (<i>n</i>)	4.1		subject (<i>n</i>)	1.1
	polite (<i>adj</i>)	2.1		successful (<i>adj</i>)	3.1
	prefer (<i>v</i>)	2.1		surface (<i>n</i>)	4.1
	pressure (<i>n</i>)	4.1		surname (<i>n</i>)	1.1
	prevailing (<i>adj</i>)	5.1		surround (<i>v</i>)	5.1
	print (<i>v</i>)	1.1	T	take (<i>v</i>)	4.1
	process (<i>n</i>)	3.1		take up (<i>v</i>)	3.1
	provide (<i>v</i>)	5.1		transport (<i>n</i>)	5.1
	psychiatrist (<i>n</i>)	2.1		trust (<i>n</i> and <i>v</i>)	2.1
	punctuation (<i>n</i>)	1.1		turn (<i>v</i>)	4.1
	put (<i>v</i>)	4.1	U	unfriendly (<i>adj</i>)	2.1
	put in (<i>v</i>)	3.1		unsociable (<i>adj</i>)	2.1
Q	qualification (<i>n</i>)	1.1		unsuccessful (<i>adj</i>)	3.1
R	rainfall (<i>n</i>)	5.1		unsuitable (<i>adj</i>)	3.1
	referee (<i>n</i>)	1.1, 3.1	V	vacancy (<i>n</i>)	3.1
	reference (<i>n</i>)	3.1		volume (<i>n</i>)	4.1
	require (<i>v</i>)	1.1	W	warm (<i>adj</i>)	2.1
	result (<i>n</i>)	4.1		weak (<i>adj</i>)	2.1
	rewrite (<i>v</i>)	1.1		weigh (<i>v</i>)	4.1
				weight (<i>n</i>)	4.1

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- organize information into a flow chart
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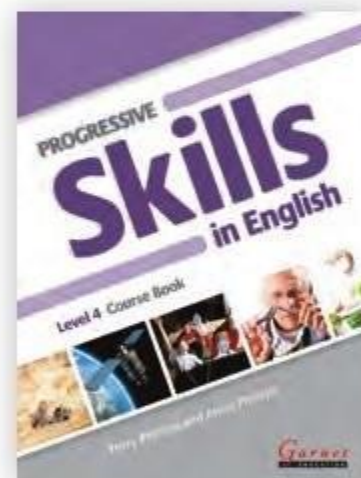
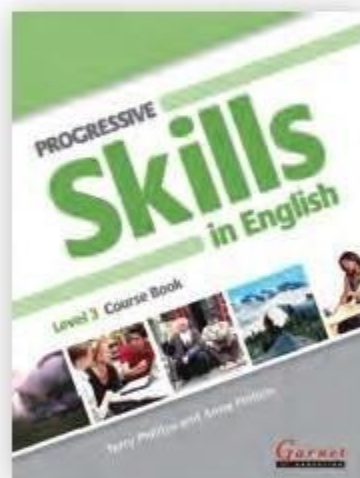
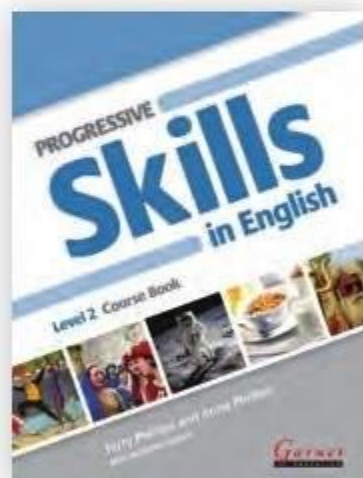
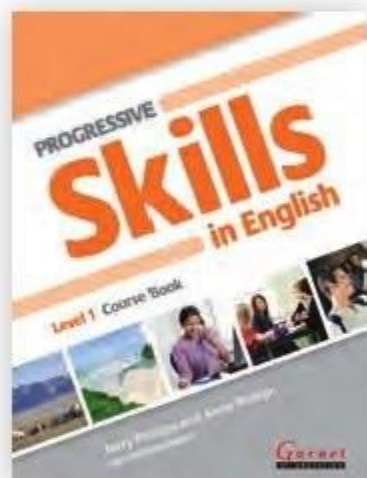
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