

Special Revised Edition

# Pathway to IELTS

# 4.5

Student's Book

Chris Gough

GARNET  
EDUCATION

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# Book map

## **Unit 1** Life

<b>Speaking</b>	personal information
<b>Vocabulary</b>	members of your family / stages of life / using key words and phrases to speak
<b>Listening</b>	listening for specific information
<b>Reading</b>	skimming
<b>Writing</b>	organizing your writing / types of letter / starting and ending letters / organizing points in a personal letter

## **Unit 2** Learning

<b>Speaking</b>	looking back / answering questions about the past
<b>Vocabulary</b>	subjects at school / expressing preferences
<b>Listening</b>	listening for numbers and dates
<b>Reading</b>	scanning
<b>Writing</b>	structuring a letter / stating your purpose / organizing the main part of a letter / closing a letter

## **Unit 3** Work

<b>Speaking</b>	talking about work and jobs / introduction to exam task 2
<b>Vocabulary</b>	jobs and saying what you do
<b>Listening</b>	listening for gist
<b>Reading</b>	scanning for paraphrased language
<b>Writing</b>	register / a letter of application

## **Unit 4** Achievements

<b>Speaking</b>	talking about achievements / saying who you think is successful / having a two-way discussion
<b>Vocabulary</b>	achievements and success / words that go together
<b>Listening</b>	predicting content / listening for paraphrased language
<b>Reading</b>	making sure that information is given in the text / recognizing distractors
<b>Writing</b>	understanding the task / deciding what to say / organizing your points

## **Unit 5** Thoughts

<b>Speaking</b>	how people think / expressing opinions
<b>Vocabulary</b>	ways of thinking
<b>Listening</b>	understanding diagrams
<b>Reading</b>	guessing unknown words and phrases in context / understanding new words and phrases
<b>Writing</b>	understanding instructions / presenting a balanced argument

## **Unit 6** Place

<b>Speaking</b>	describing where you live / talking about towns and cities
<b>Vocabulary</b>	places / describing places
<b>Listening</b>	maps and plans / noticing how information is repeated
<b>Reading</b>	understanding the function of paragraphs / understanding topic sentences
<b>Writing</b>	preparing for the task / paragraphs and topic sentences

## **Unit 7** Movement

<b>Speaking</b>	saying how frequently you do something / answering questions about travel / expressing opinions
<b>Vocabulary</b>	methods of transport / ways of travelling
<b>Listening</b>	completing a summary / making sure answers fit
<b>Reading</b>	recognizing facts and opinions / practise identifying facts and opinions
<b>Writing</b>	linking words

**Unit 8**     **Time**

**Speaking**     talking about time / questions and answers / answering the question  
**Vocabulary**     time or no time / time expressions  
**Listening**     completing a table  
**Reading**     understanding the general idea / completing a summary  
**Writing**     making a request

**Unit 9**     **Money**

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**Vocabulary**     comparing time and money / words with opposite meaning  
**Listening**     practise identifying key words that you don't know  
**Reading**     understanding references  
**Writing**     elements of a good composition / introducing opinions

**Unit 10**     **Feelings**

**Speaking**     your feelings / saying how you feel about things  
**Vocabulary**     situations and feelings / extreme adjectives  
**Listening**     classifying  
**Reading**     using topic sentences to predict  
**Writing**     complaining and requesting / linking words

# Introduction

## How this course works

*Pathway to IELTS 4.5* and *5.0* are aimed at students who want to take the IELTS exam while studying at a pre-intermediate level.

This book consists of ten units and, along with *Pathway to IELTS 5.0*, develops in terms of challenge, to take you from a strong elementary to intermediate level. The earlier units focus on basic skills and basic language, including sentence structure and spelling. The texts and recordings are short and simplified to guide you and give you confidence. By the end of the course, you will be tackling texts and working with language that is close to the level of what you will deal with in the exam. The final section of *Pathway to IELTS 5.0* gives you specific training on the IELTS Academic exam.

Each unit consists of four modules, which are briefly summarized below.

## Speaking and Vocabulary

The focus is on Speaking test practice and preparing you for the type of interaction you can expect with the examiner. There is frequent practice in understanding and answering appropriately the type of questions that the examiner is likely to ask. The vocabulary selected is the vocabulary that you are most likely to need during the Speaking test. You are also encouraged to record and revise vocabulary that is particular to your interests, and that you will need to remember in order to talk fluently about your life. There are frequent reflective exercises that allow you to assess your progress and talk about concerns you may have.

*Pathway to IELTS* doesn't have a grammar syllabus. Grammar is dealt with mainly as revision, as it is assumed that you will be studying grammar on a general English course at the same time you work through this course. Some major grammar points are dealt with a little more thoroughly, but, generally, the aim is to develop your ability to use the grammar to communicate or to recognize it when you are reading.

The *Grammar checks* in each unit focus attention on key grammar points as they arise. If you feel that you need further practice with a particular grammar point, you should use an appropriate grammar resource in your own time or ask your teacher to help you in the lesson.

The speaking part of each unit focuses attention on a key pronunciation point. Sometimes this involves practising difficult individual phonemes, and sometimes it involves working with stress and intonation. These points are there to help improve your pronunciation in the Speaking test.

## Listening

The Listening Module is roughly divided into two sections. The first section aims to engage you in a topic, pre-teach key vocabulary and then focus on a key skill or particular IELTS exam technique. The second section aims to practise the skill or technique, and then encourage you to reflect and develop. Each unit focuses on a different skill or technique, but those skills and techniques are revised as the course progresses. All listening tasks are just like the ones you will tackle in the exam.

## Reading

The Reading Module is designed like the Listening Module. Earlier units focus on a number of short texts and general reading skills, while later units deal with longer texts and provide practice with specific exam techniques.

Both the Listening and Reading Modules end with a focus on *Key vocabulary in context*. The aim here is to focus on the semi-formal vocabulary that you are likely to meet in the recordings and texts typical of the IELTS exam. Sometimes you are encouraged to select vocabulary from a text that you think will be particularly useful to you and that you should record and revise.

## Writing

The Writing Module focuses equally on the two parts of the Writing test. Earlier units focus more on correspondence tasks – letter and email writing – while later units focus on the more challenging discursive compositions. Each unit provides analysis of and practice with a particular writing skill or technique that is required for the exam. There is a focus on step-by-step guided writing and there are model compositions and reports for all of the writing tasks.

## Consolidation and Exam Practice

This is divided into two parts. The first part revises the speaking focus and vocabulary presented in the first module. Occasionally, a speaking skill will be developed and there is a new focus. The second part practises listening, reading or writing skills under something closer to exam-type conditions. The units in the first section of the book practise two skills with short, manageable tasks. The units in the second section, and the first section of *Pathway to IELTS 5.0*, focus on one skill and provide fuller exam practice.

## Exam tips and Question-type tips

These tips occur all the way through the course. They are there to help you know how to approach the various tasks that make up the exam, and to provide advice on how to go about getting the highest score possible in the exam. They also give advice that will help you to improve your all-round level of general English.

## Reviews

There is a review at the end of each section. The aim is not simply to revise language that has been learnt, but to reflect on what has been achieved and what needs most work. There are exercises that encourage you to revise the vocabulary you have learnt independently and to reflect on which of it is most useful to you.

## Mock tests

There are three mock tests provided on our website: [www.garneteducation.com/pathway](http://www.garneteducation.com/pathway). The first two tests are designed to be slightly more challenging than the content of the course, but not quite as challenging as the actual exam. The third test is at the level you can expect from the exam. The first two tests are suitable for use after each of the two sections in *Pathway to IELTS 4.5*. The third test is suitable for use after the first section in *Pathway to IELTS 5.0*.

## Workbook

There are Workbook exercises for each of the first four modules in the Course Book units. You might complete these exercises in class if your teacher feels that you need further practice with a point, or complete them for homework. In the Course Book reading modules, direct reference is made to these Workbook exercises, because the exercises specifically focus on the content of that particular module. Occasionally, a reference to the Workbook exercises is also made where the material links directly to the content of other modules.

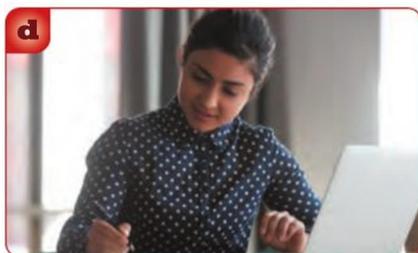
As you work through the course, you will learn more about the exam and what you have to do in each of the tests. By the end of the course, you will know everything about the exam and what is expected of you.



# 1 Life

## Speaking 1: talking about personal information

**A** Match the pictures a–f with the questions 1–6.



- |                                         |     |                                          |     |
|-----------------------------------------|-----|------------------------------------------|-----|
| 1. Are you studying or are you working? | ___ | 2. Do you have brothers and sisters?     | ___ |
| 3. Where are you living at the moment?  | ___ | 4. What do you do in your free time?     | ___ |
| 5. Do you enjoy travelling?             | ___ | 6. What do you hope to do in the future? | ___ |

**B** Ask and answer questions 1–6 from Exercise A with a partner.

### Grammar check

In American English, 'Do you have ...?' is frequently used.  
In British English, 'Have you got ...?' is frequently used.  
Answer these questions.

- Which two questions are in the *present continuous* in Speaking 1A?
- Why is a continuous form used in the two questions?

## Speaking 2: exchanging personal information

**A** Match the following questions 1–8 about people's lives with the answers a–h.

- |                                         |                                               |
|-----------------------------------------|-----------------------------------------------|
| 1. Where are you from?                  | a. It's very big and very busy.               |
| 2. What's your city like?               | b. I read a lot and sometimes play chess.     |
| 3. How old are you?                     | c. No, I'm single.                            |
| 4. What do you do for a living?         | d. From Riyadh. It's the capital city.        |
| 5. Do you have a big family?            | e. Yes, one son. His name's Sam.              |
| 6. Are you married?                     | f. Yes, I have five brothers and two sisters. |
| 7. Do you have any children?            | g. I'm an accountant.                         |
| 8. What are your hobbies and interests? | h. I'm twenty-four.                           |

**B** 001 Listen and check your answers.

### Pronunciation check

 **002** Listen to these questions again. Notice the contraction of *is* and the pronunciation of *are* and *do*.

1. What's your city like?
2. Where are you from?
3. Do you have a big family?

Practise asking the questions using the weak forms.

**C** Ask and answer questions 1–8 in Exercise A with a partner.

## Vocabulary 1: members of your family

**A**  **003** Listen and write the words. Focus on your spelling.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

### Pronunciation check

 **004** Listen again and notice that in *mother*, *brother* and *son* the letter 'o' is pronounced /ʊ/. The sound /ʊ/ is very common in family words. Practise saying the words.

## Vocabulary 2: stages of life

**A** Label the pictures with the correct words.

middle age    death    birth    childhood    retirement    adolescence



**B** Cover Exercise A and write the stages in the order that they come in life.

1. birth
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## Vocabulary 3: using key words and phrases to speak

**A** Check the highlighted words and then answer the questions with a partner.

1. Were you born in the same place as your **parents**?
2. Do any of your other **relatives** live in the same place?
3. Are your grandparents **retired**?
4. Are any of your friends **teenagers**?
5. Do you know somebody who has more than five **children**?
6. When does somebody become an **adult** in your country?

### Watch out! typical errors

- My brother has three childs. **X**
- He is teenager. **X**
- Where did you born? **X**

## 1

**Listening 1: practise listening for specific information**

**A** Read sentences 1–10 and look at the gaps. What kind of information is missing? Match each of the ideas a–j with a sentence.

- |                                                           |          |
|-----------------------------------------------------------|----------|
| 1. I'm staying at the <u>Ocean</u> Inn on Tenth Avenue.   | <u>g</u> |
| 2. She died in _____, a year after her husband.           | ___      |
| 3. You can contact us on _____.                           | ___      |
| 4. The best person to talk to is Tom _____.               | ___      |
| 5. The whole package costs \$_____.                       | ___      |
| 6. The host family's address is 56 _____ Lane.            | ___      |
| 7. He started playing the violin at just _____ years old. | ___      |
| 8. Simon and Rebecca have known each other for _____.     | ___      |
| 9. The tour ends in _____ on the fifteenth of July.       | ___      |
| 10. The next meeting will be on _____.                    | ___      |
- 
- |                           |                       |                         |
|---------------------------|-----------------------|-------------------------|
| a. the name of a city     | b. a person's surname | c. somebody's age       |
| d. a date                 | e. a phone number     | f. a period of time     |
| g. the name of a hotel    | h. a year             | i. the name of a street |
| j. the price of something |                       |                         |

**B** In which answers do you need to use capital letters? In which answers can you write figures as the answer?

**C**  **005** Now listen and check your ideas.

**D**  **006** Listen again and fill in the missing information.

**Listening 2: practise listening for specific information**

**Exam tip:** In the Listening test, Section 1, you often need to fill in missing information. In other sections of the exam you also need to listen for information such as names and dates.

**A**  **007** Listen and complete the notes about two people who work at Esco Engineering. Write NO MORE THAN THREE WORDS OR A NUMBER for each answer.

ESCOEngineering		Staff Data
Name:	Peter (1) _____	
Address:	(2) _____ Argyle Street, Tunbridge Wells, Kent TN3 5RQ	
Tel. no.	07984 645792	
Age:	(3) _____	
Marital status:	Married (has (4) _____, two boys and a girl)	
Date of joining company:	08 / (5) _____	

**ESCO Engineering** Staff Data

Name: Jane (6) \_\_\_\_\_

Address: 72 (7) \_\_\_\_\_ Road,  
Crowborough, Kent CR3 5RQ

Tel. no. 07984 (8) \_\_\_\_\_

Age: (9) \_\_\_\_\_

Marital status: (10) \_\_\_\_\_

Date of joining company: 02 / 2005



**B** Check the key on page 169. How many questions did you answer correctly?

**C** Tick the sentences about the Listening task that are true for you and think about how you can answer more questions correctly next time.

- 1. I read the instructions carefully.
- 2. I read the questions and predicted the type of answer I needed to write.
- 3. I used capital letters when necessary.
- 4. I understood all the words on the answer sheet.
- 5. I spelt all my answers correctly.



**Question-type tip: In the Listening and Reading tests, the instructions will often tell you to write TWO or THREE words as your answer.**

### Key vocabulary in context

Fill each space with one word from the staff data file.

1. Your \_\_\_\_\_ is where you live.
2. Your \_\_\_\_\_ is how old you are.
3. When you fill in a form, \_\_\_\_\_ is more formal than saying 'Are you married?'.

# 1

## Reading 1: skimming



**Exam tip:** It is important to know the source of a text, for example, if it comes from a newspaper, a magazine or a journal.

**A** Read the sources 1–6 below. Skim the texts A–F and match each with a source 1–6.

- |                                              |               |                                            |               |
|----------------------------------------------|---------------|--------------------------------------------|---------------|
| 1. information from a box or packet          | <u>  E  </u>  | 2. an email to a friend                    | <u>      </u> |
| 3. an advertisement                          | <u>      </u> | 4. a letter about an interview             | <u>      </u> |
| 5. part of an article from a science journal | <u>      </u> | 6. part of a letter written to a newspaper | <u>      </u> |

**A**

To: graham

Hi Graham,  
 Sorry, I won't be able to play golf on Saturday as planned. Some of my wife's relatives are coming for the weekend so I'll have to be here. I should be free one day next week - I'll call you.  
 Sorry again,  
 Dave

**B**

**Do you want to lose weight fast?**

It's easier than ever before!  
 Try our new product for a slimmer, happier future.  
**Phone Trixie** on 01256 987742

**C**

Dear Sir,  
 I am writing to say how shocked I am by the behaviour of many teenagers in the city centre. They congregate in large groups, they are aggressive and they use very bad language. Young people don't seem to understand that older people like me ...

**D**

The birth of triplets is becoming more and more common. Technology which assists reproduction is the main cause. The use of fertility drugs and the placing of three or four embryos in the uterus can result in multiple births. Another cause may be the number of older women having children. Women over the age of thirty are more likely to have twins or triplets.



**E**

**Care & Use**

- Each cartridge will filter 150 litres of water and should be replaced every month.
- Fits most leading brands.
- Before first use, wash with hot soapy water and dry.

**F**

Dear Miss Sulaiman,

Thank you for your letter applying for a place on our part-time English for Work course. We would like to invite you for an interview on 12<sup>th</sup> March at 2 p.m.

Yours sincerely,

Mr J Sullivan  
 (Director of Studies)

- B** Talk with a partner. Discuss how you completed the task. Did you identify key words? Did the design of each text help you to identify its source? Did you use any other techniques?



**Exam tip:** It is also important that you know the purpose or function of a text (why the text has been written).

- C** Skim the texts again and answer these questions. You might be able to answer some questions without reading again.

1. In which text does somebody complain? \_\_\_\_\_
2. Which text is an apology? \_\_\_\_\_
3. Which text makes an appointment? \_\_\_\_\_
4. Which text wants people to buy something? \_\_\_\_\_
5. Which text explains why something happens? \_\_\_\_\_
6. Which text tells you how to do something? \_\_\_\_\_

- D** Read this short text about reading skills. Circle the correct option from each pair.

Skimming is looking *slowly / quickly* through a text to get a *general / detailed* picture of what it is about. You might skim through a magazine to see which stories are interesting or skim the first few pages of a book to see if you want to read it. You often skim *before / after* you read a text more carefully. In the IELTS exam, you skim a text in order to identify which parts you need to read again more *quickly / slowly*.

## Reading 2: practise skimming



**Exam tip:** In various sections of the Reading test, you will need to skim read.

- A** Read the sources 1–6 below. Skim the texts A-F and match each with a source 1–6.

1. part of an email to a friend \_\_\_\_\_
2. a formal invitation \_\_\_\_\_
3. an advertisement \_\_\_\_\_
4. an extract from a biography (a book about the life of a person) \_\_\_\_\_
5. part of a webpage that gives advice \_\_\_\_\_
6. a story from a newspaper \_\_\_\_\_

**A**

### PERSPECTIVES OF WORK AND JOB SATISFACTION

People often see work from one of three perspectives. All three perspectives are important for job satisfaction, but one is usually the most important.

**B**

To:

... and I must say that I'm really enjoying life here in New York. My job's great and my new apartment is just fantastic. So I hope you can come and visit me soon. I can't wait to show you all the sights ...

**C**

### Mohandas Karamchand Gandhi

was born in Porbander, a coastal town in western India, on 2 October, 1869. His father, Karamchand Gandhi, was an important figure in the state of Porbander. His mother, Putlibai, was Karamchand's fourth wife, the first three wives having died in childbirth.

**D****E**

## Recently retired?

Enjoy later life with **Makethemost.com**.

This site is designed for people over 60 who want to continue making the most of later life and who want to plan and enjoy retirement.

**Check out Makethemost.com now!**

**F**

## Train Driver Loses Fight for Life

Terry James, the train driver who was injured in last week's tragic train crash in Luton, has lost his fight for life. He died early yesterday evening at King's Hospital.

**B** Check the key on page 169. How many questions did you answer correctly?

**C** Tick the sentences about the Reading task that are true for you and think about how you can answer more questions correctly next time.

- 1. I read the instructions carefully.
- 2. I skimmed the text quickly to do the task.
- 3. I looked for key words and phrases to help me match.
- 4. I didn't worry about all the words that I don't know.
- 5. I'm pleased with how quickly I did the task.

### Key vocabulary in context

Look at these sentences and then look again at the key word in the texts. Circle the correct option from each pair.

1. Your **perspective** is *what you do at work* / *how you see things*.
2. An important **figure** is an important *person* / *building*.
3. When there is a **wedding**, somebody *dies* / *gets married*.
4. If you are **injured**, you *die* / *are hurt*.

**WB**

For focus on reading skills, go to Workbook page 143.

## Writing 1: organizing your writing



**Exam tip:** To write well, you need to plan and organize. When you do the Writing test, you won't spend all the time you have actually writing.

**A** Put these stages of the writing process into a logical order.

- |                                                                    |     |
|--------------------------------------------------------------------|-----|
| a. Quickly note down lots of ideas.                                | ___ |
| b. Read your work and check for errors.                            | ___ |
| c. Read the question and the instructions very carefully.          | ___ |
| d. Write your letter or composition.                               | ___ |
| e. Decide which ideas you are going to include in the composition. | ___ |
| f. Make a rough plan with paragraph headings.                      | ___ |

**B** Talk with a partner. You have 20 minutes to write a letter of about 150 words. How long should you spend on each of the stages in Exercise

## Writing 2: types of letter / starting and ending letters

**A** Here are the types of letter that you might need to write in Writing Task 1. Match each type with one of the opening lines A-F.

- |                             |     |                                    |     |
|-----------------------------|-----|------------------------------------|-----|
| 1. a personal letter        | ___ | 2. a job application               | ___ |
| 3. a formal business letter | ___ | 4. a letter requesting information | ___ |
| 5. a letter of complaint    | ___ | 6. a formal letter of apology      | ___ |

**A** Dear Sir/Madam,  
I would like to know more about the Sports Science course that you run at your college.

**B** Dear Sir/Madam,  
I am writing to express my dissatisfaction at the service I received at one of your restaurants last weekend.

**C** Dear Mr Jones,  
I am writing to inform you that I will not be able to attend the conference in January. I really am very sorry.

**D** Hi Louos,  
Thanks for the photos – I got them this morning. I love the picture of Greg with that snake!

**E** Dear Mrs Cole,  
I am a colleague of Martin White and I am writing as one of his referees to support his application for ...

**F** Dear Mr Lucas,  
I am writing to apply for the job advertised in yesterday's *Daily Argus*.

**B** Highlight the useful phrases that are used to open a letter. Then choose one of the opening lines, look at it for 30 seconds, close your book and write it in your notebook.

**C** Now decide which of these endings are appropriate for each letter A–F.

1 I look forward to hearing from you soon.  
Yours faithfully,  
Mark King

2 Once again, I would like to apologize.  
Best wishes,  
Lucy Hayes

3 Anyway – must get on now. See you at  
Jake’s party next week. Love to Claire.  
Best,  
Tom

4 I look forward to receiving your reply.  
Yours faithfully,  
Graham Downs

5 I fully recommend him for the position.  
Yours sincerely,  
Simon Fox

**D** Talk with a partner. Answer these questions.

1. When do you close a letter with *Yours faithfully* and when with *Yours sincerely*?
2. When is it acceptable to use *Best wishes* or *Regards*?
3. What are some other ways of ending an informal personal letter?

### Writing 3: organizing points in a personal letter

**A** You are going to stay with a family in Britain and you want to write a letter to introduce yourself. Which of the information in the box below would you include?

your family \_\_\_ your appearance \_\_\_ why you’re learning English \_\_\_ your age \_\_\_  
your favourite music \_\_\_ your friends \_\_\_ where you live \_\_\_ your studies or job \_\_\_  
your favourite food \_\_\_ your name \_\_\_ your hobbies and interests \_\_\_ your personality \_\_\_

**B** Read the letter below and put the ideas in Exercise A into the order in which they appear. Does Bruno include the same points that you wanted to include?

\_\_\_\_\_ Mr and Mrs Gray,

*I’m Bruno and I’m 22. I live in Valencia, which is a big city on the east coast of Spain. I live with my mum and dad and my sister, Lola, but I hope to go to university in Barcelona next year and I want to get a flat with some friends. My dad is a lawyer and my mum works part-time at a nursery school. I’ve got a brother called Carlos.*

*In my free time I play football and tennis, and I sometimes go rock climbing. I really enjoy most sports and want to study sports psychology next year. I love going to the cinema, too, and I especially love listening to music.*

*People say I’m very friendly and outgoing, and I like to think I’m generous. I know I can be a bit stubborn sometimes – I like to do things my own way. I need to improve my English for my studies, but I also love travelling, and the best way to meet people is to speak good English.*

*I am looking forward to meeting you both very soon.*

\_\_\_\_\_

Bruno



**C** Start and end the letter in an appropriate way.

Go to Workbook page 144 for the Writing task.

## Speaking

**A** Talk with a partner. Answer these questions about the first part of the Speaking test.

1. How long does the first part of the Speaking test take?
2. Is it about a third or about half of the total Speaking test?
3. What kind of questions will the examiner ask?

**B** Look at these possible questions. Tick them if you think they are easy to answer and cross them if they are difficult to answer. Then compare your thoughts with a partner.

1. What do you like doing in your free time?
2. Which part of the world would you most like to visit?
3. Why are you learning English?
4. How long have you lived there? (your hometown)
5. Who was your favourite teacher at school?
6. Tell me about a famous person that you admire.

**C** Walk around the class. Practise asking and answering the questions with other students.

## Vocabulary

**A** Write ONE word to complete each sentence below.

1. Your mother and father are your \_\_\_\_\_.
2. Your father's father is your \_\_\_\_\_.
3. Your mother or father's brother is your \_\_\_\_\_.
4. Your mother or father's sister is your \_\_\_\_\_.
5. Your son's sister is your \_\_\_\_\_.
6. The children of your uncles and aunts are your \_\_\_\_\_.
7. All of the people in your family are your \_\_\_\_\_.

**B** Fill the gaps with a word made from the root word in the brackets.

1. What do you do for a living? (live)
2. One of my uncles has got ten \_\_\_\_\_. (child)
3. I didn't have any brothers and sisters, but I had a very happy \_\_\_\_\_. (child)
4. I want to be happily \_\_\_\_\_ before I'm thirty. (marry)
5. My father seems to be very happy in his \_\_\_\_\_. (retire)

**C**  **008** Mark the main stress on these key words from the unit. Then listen and check. Practise saying the words.

1. interests   2. family   3. relatives   4. teenager   5. retirement   6. adolescence   7. improve

## Errors

**A** There are errors in all of these sentences (sometimes more than one). Correct them.

1. He's from new york.
2. My father's engineer.
3. Have you brothers and sisters?
4. I have 22 years.
5. His name's alan murray.
6. I work for a company called friendly products.
7. Where was you born?
8. I write to apply for job in yesterday's newspaper.

## 1

## Listening

**A**  **009** Listen to a conversation at a hotel.

For questions 1–4, listen and complete the notes. Write **NO MORE THAN THREE WORDS OR A NUMBER** for each answer.

Name of guest: Charles (1) \_\_\_\_\_

Number of nights: (2) \_\_\_\_\_

Home address: 25 North Road,  
(3) \_\_\_\_\_  
MA2 4CP

Room: (4) \_\_\_\_\_



For questions 5–7, listen and choose the correct answer.

5. Why is the guest travelling?
  - a. on holiday
  - b. on business
  - c. for a football match
6. What was the guest's meal on the plane like?
  - a. big and very good
  - b. small but very good
  - c. small and not very good
7. Where is the guest going to eat?
  - a. in the hotel restaurant
  - b. in a restaurant outside the hotel
  - c. in his room

For questions 8 and 9, label the map. Write the correct letter A–F next to the places below.

8. Mamma Mia's \_\_\_\_\_
9. the bank \_\_\_\_\_

