

Pathway to
IELTS
4.5

Teacher's Book

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GARNET
EDUCATION

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Book map

General Training

Unit 1 **Life**
Speaking personal information
Vocabulary members of your family / stages of life / using key words and phrases to speak
Listening listening for specific information
Reading skimming
Writing organizing your writing / types of letter / starting and ending letters / organizing points in a personal letter

Unit 2 **Learning**
Speaking looking back / answering questions about the past
Vocabulary subjects at school / expressing preferences
Listening listening for numbers and dates
Reading scanning
Writing structuring a letter / stating your purpose / organizing the main part of a letter / closing a letter

Unit 3 **Work**
Speaking talking about work and jobs / introduction to exam task 2
Vocabulary jobs and saying what you do
Listening listening for gist
Reading scanning for paraphrased language
Writing register / a letter of application

Unit 4 **Achievements**
Speaking talking about achievements / saying who you think is successful / having a two-way discussion
Vocabulary achievements and success / words that go together
Listening predicting content / listening for paraphrased language
Reading making sure that information is given in the text / recognizing distractors
Writing understanding the task / deciding what to say / organizing your points

Unit 5 **Thoughts**
Speaking how people think / expressing opinions
Vocabulary ways of thinking
Listening understanding diagrams
Reading guessing unknown words and phrases in context / understanding new words and phrases
Writing understanding instructions / presenting a balanced argument

Unit 6 **Place**
Speaking describing where you live / talking about towns and cities
Vocabulary places / describing places
Listening maps and plans / noticing how information is repeated
Reading understanding the function of paragraphs / understanding topic sentences
Writing preparing the task / paragraphs and topic sentences

Unit 7 **Movement**
Speaking saying how frequently you do something / answering questions about travel / expressing opinions
Vocabulary methods of transport / ways of travelling
Listening completing a summary / making sure answers fit
Reading recognizing facts and opinions / practise identifying facts and opinions
Writing 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**
Speaking talking about money / shopping habits and preferences / expressing opinions
Vocabulary comparing time and money / words with opposite meaning
Listening practice 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 book 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 students from a strong elementary level 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 students and give them confidence. By the end of the course, students will be tackling texts and working with language that is close to the level of what they will deal with in the exam. The final section of *Pathway to IELTS 5.0* gives students 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 students for the type of interaction they 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 students are most likely to need during the Speaking test. They are encouraged to record and revise vocabulary that is particular to their interests and that they will need to remember in order to talk fluently about their life. There are frequent reflective exercises that allow students to assess their progress and talk about concerns they may have.

Pathway to IELTS doesn't have a grammar syllabus. Grammar is dealt with mainly as revision, as it is assumed that most students will be studying grammar on a general English course at the same time as they work through this course. Some major grammar points are dealt with a little more thoroughly, but generally the aim is to develop the students' ability to use the grammar to communicate or to recognize it when they are reading. The *Grammar check* in each unit focuses attention on key grammar points as they arise. The teacher can decide whether further practice is necessary, depending on any difficulties students encounter.

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 students improve their pronunciation in the Speaking test.

Listening

The Listening Module is roughly divided into two sections. The first section aims to engage students 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 students 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 those students 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 is to focus on the semi-formal vocabulary that students are likely to meet in the recordings and texts typical of the IELTS exam. Sometimes students are encouraged to select vocabulary from a text that they think will be particularly useful to them and that they 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 writing 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 students 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 students to improve their 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 students to revise the vocabulary they have learnt independently and to reflect on which of it is most useful to them.

Mock tests

There are three mock tests provided on our website: 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 students 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 set these exercises in class if you feel that students need further practice with a point, or set 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 students work through the course, they will learn more about the exam and what they have to do in each of the tests. By the end of the course, they will know everything about the exam and what is expected of them. When they have finished the General Training course, they will be ready to either sit the General Training exam or to take a short course that will prepare them for the Academic exam.

Unit overview

The first unit presents language related to an overall theme of *life*. It is designed to give learners a general taste of what they can expect in the various tests that make up the IELTS exam, without stretching them too far or challenging them too much at this early stage.

Speaking and Vocabulary

Objectives

- To introduce students to the Speaking test, Part 1.
- To practise typical questions and answers related to the initial introductory stage of the interview.
- To present and practise vocabulary related to stages of life and family relationships.

Speaking 1

- A** Give students two minutes to think about the pictures and then allow them to work individually to match the pictures with the questions. As feedback, say the letter of each photo so that students practise the questions. Drill questions if pronunciation is poor so they are better prepared for Exercise B.

Answers:

a. 2 b. 4 c. 5 d. 1 e. 6 f. 3

- B** Give students a few moments to think about answering the questions before talking to a partner. Listen to what students are saying, but avoid correction at this point. The aim is to introduce students to this type of exchange, and the focus should be on fluency. Set a time limit of six minutes.

Grammar check

Students might have heard both 'Do you have ...?' and 'Have you got ...?' Check that they understand both questions.

Answers:

1. Questions 1 and 3 are the present continuous.
2. This tense is used because the question is about something temporary rather than something permanent.

Note that question 5 is in the present simple, and that *travelling* is a gerund.

Speaking 2

- A** Students should work individually to match the two parts of the exchanges, and then compare with a partner. Feedback is unnecessary as students will hear the exchanges in Exercise B.
- B**  Play the recording, pausing after each exchange. Drill the exchanges if pronunciation is poor so they are better prepared for Exercise C. Focus on specific difficulties.

Answers:

1. d 2. a 3. h 4. g 5. f 6. c 7. e 8. b

Tapescript 001 (1 min, 29 secs)

B Listen and check your answers.

1

Examiner: Where are you from?

Student: From Riyadh. It's the capital city.

2

Examiner: What's your city like?

Student: It's very big and very busy.

3

Examiner: How old are you?

Student: I'm twenty-four.

4

Examiner: What do you do for a living?

Student: I'm an accountant.

5

Examiner: Do you have a big family?

Student: Yes, I have five brothers and two sisters.

6

Examiner: Are you married?

Student: No, I'm single.

7

Examiner: Do you have any children?

Student: Yes, one son. His name's Sam.

8

Examiner: What are your hobbies and interests?

Student: I read a lot and sometimes play chess.

Pronunciation check

 Write *are*, *do* and *have* on the board and ask students what the verbs are. Establish that they are auxiliary verbs (verbs that form tenses). Play the recording through once as students listen and absorb, and then again, pausing between sentences to drill. Use phonetic script to show how the three verbs are produced weakly when unstressed.

are: /ɑ:(r)/ do: /du:/ have: /hæv/

Drill again if necessary, and then give students a moment to practise in pairs.

Tapescript 002 (0 mins, 44 secs)

Pronunciation check

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** As students practise the exchanges, monitor to check pronunciation – especially intonation. Students should sound 'interested' and use

rising intonation to ask questions. Stronger students could remember the questions rather than reading them from the page.

Vocabulary 1

A  Students should be familiar with these words. The aim is to revise and check spelling. Play the recording, pausing after each word to give students time to write. As feedback, ask students to spell the words as you write them on the board.

Answers:

1. father
2. mother
3. brother
4. sister
5. grandfather
6. son
7. daughter
8. aunt
9. uncle
10. cousin

Tapescript 003 (1 min, 1 sec)

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

- 1 father
- 2 mother
- 3 brother
- 4 sister
- 5 grandfather
- 6 son
- 7 daughter
- 8 aunt
- 9 uncle
- 10 cousin

Students may want to ask about other family members not included in this task (nephews, nieces, in-laws and so on). It is important that students learn the vocabulary that is most useful to them, and you should decide whether to teach additional items. However, at this level, students can easily be overloaded, and you should avoid teaching lists of new words for the sake of it.

Pronunciation check

 The sounds /ʌ/ and /ð/ are often difficult for students to produce. Play the recording as students read the advice. Model the example words again and drill. You could put the phonemes on the board, and ask students to add any other words they know with the same sound under each. Give students a minute or two to practise the words in pairs.

Tapescript 004 (0 mins, 25 secs)

Pronunciation check

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

Vocabulary 2

A Students will find these words more challenging. Put them into pairs to complete the exercise or allow them time to work individually. Point out that some of the words are nouns, which are formed from words that students should already know, like *child* / *childhood*. Tell them to match the words they know first and then the meanings of any remaining words may become clear.

Feedback can be given orally, but make sure answers are clear. Deal with any remaining uncertainties and expand when appropriate, using the suggestions below.

Vocabulary suggestions

- *middle age* is the period from about 40 to 60. After 60, you are beginning to get old. The adjective is written with a hyphen – most students' parents will be *middle-aged*.
- *adolescence* is different from *puberty*, which is the physical change from childhood to adulthood. An *adolescent* is a person.

Answers:

a. retirement b. childhood c. death
d. middle age e. birth f. adolescence

B The aim is to consolidate and practise spelling. Make sure students cover Exercise A. The Workbook, Exercise C consolidates this language, and if students are having difficulties it could be set at this point.

Answers:

1. birth 2. childhood 3. adolescence
4. middle age 5. retirement 6. death

Vocabulary 3

A Students can either work individually with dictionaries or with a partner to check the key

words. Set a time limit of about five minutes and then give feedback. As you go through the words, refer to other parts of speech, clarify usage and check pronunciation using the suggestions below.

Vocabulary suggestions

- *Retire* is the verb. *Retirement* (learnt previously) is the noun.
- *Relatives* can also be called *relations*.
- A *teenager* is a person and *teenage* is an adjective – *my teenage son*.
- *Children* is an irregular plural.
- Check the difficult pronunciation of *marriage*.

Allow another five minutes to ask and answer the questions.

Watch out!

Draw attention to this box and tell students that the boxes are a feature of the course. They should look out for the boxes themselves as they work through the book. You can draw attention to the boxes if you think a particular point needs to be made.

Listening

Objectives

- To introduce the practice of listening for specific information.
- To practise reading instructions carefully.
- To practise making predictions about content from questions and visual support.
- To practise checking spelling and appropriate use of capital letters.

Listening 1

A Explain that students frequently need to listen for names, dates and other details in the Listening test. Tell them to look at sentences 1–10 before looking at the ideas *a–j*. Work through the sentences and elicit ideas, but do not confirm answers. Allow three or four minutes for the

matching task. Feedback is unnecessary as students listen to the answers in Exercise C.

- B** When students have finished the matching task, quickly go through the answers. At this point, you can say whether or not they are correct without giving the answers.

Answers:

Sentences 1, 4, 6 and 9 need initial capitals. Sentence 10 will need an initial capital if it is a day, i.e., Friday, or a month, i.e., July.

- C**  Play the recording once with pens down to allow students to check their answers to Exercise A.

Tapescript  **005 (1 min, 45 secs)**

C Now listen and check your ideas.

- 1 Hi, is that Martin? Hi, I'm here in New York. I'm staying at the Ocean Inn on Tenth Avenue.
- 2 ... and she died in 1984, a year after her husband.
- 3 ... and, of course, you can contact us on 0207 389 152, twenty-four hours a day.
- 4 I'm not really sure. I think the best person to talk to is Tom Henderson.
- 5 ... and the whole package costs \$320.
- 6 ... Yes, that's Bournemouth, and the host family address is 56 Green Lane.
- 7 ... and incredibly, he started playing the violin at just four years old.
- 8 Simon and Rebecca have known each other for twenty years.
- 9 ... and the tour ends in Manchester on the fifteenth of July.
- 10 ... so, I think that's everything. The next meeting will be on April the seventeenth.

- D**  Play the recording again, pausing after each sentence to allow time to write. As feedback, write the answers on the board clearly. Point out the use of capitals and figures as you go.

Answers:

1. Ocean – g
2. 1984 – h
3. 0207 389 152 – e
4. Henderson – b
5. 320 – j

6. Green – i
7. four / 4 – c
8. twenty years / 20 years – f
9. Manchester – a
10. April 17 / April the seventeenth – d

Tapescript  **006 (0 mins, 11 secs)**

D Listen again and fill in the missing information.

[Play Track 5 again]

Listening 2

- A**  Students are given a little more information about the situation here than they will get in the exam. Read the instructions with them and make sure they know what to do. Ask them if it is acceptable to write two words as an answer (yes), and if using four words is permitted (no). Tell them that in the exam, they will have 30 seconds to read the questions, but that now they can have longer. Allow them about a minute to read and answer any questions they have. Students might find it difficult to listen to the recording only once, but avoid playing it a second time. They can discuss any difficulties and then listen again later (see Exercises B and C).

Tapescript  **007 (2 mins, 42 secs)**

A 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.

Greg: Oh, hi, Maggie. It's Greg.

Maggie: Hi, Greg.

Greg: I'm phoning to check some information about some of the staff. I'm putting all the staff data into new files, and I notice that I don't have files for two people. I think you might have them.

Maggie: Oh, really? What are their names?

Greg: Peter Austin and Jane Moore.

Maggie: Let me have a look. Yes, I've got them here. Shall I send them to you?

Greg: No, you don't need to. Just give me the information now. I can write

it on some new files. I don't really need the photos if you've got photos there.

Maggie: OK. Well, Peter Austin first.

Greg: Now, is that Austin with an 'i' or Austen with an 'e'?

Maggie: It's A-U-S-T-I-N, and his address is a hundred and ten Argyle Street, Tunbridge Wells, Kent TN3 5RQ.

Greg: A hundred and ten?

Maggie: Uh-huh.

Greg: And his phone number?

Maggie: It's 07984 645792.

Greg: OK – and how old is he?

Maggie: He's forty-seven.

Greg: Forty-seven. And what about his marital status?

Maggie: He's married. There's a note here that he has three children – two boys and a girl.

Greg: OK, and finally – when did he join the company?

Maggie: He started with Esco in August 2003.

Greg: Thanks, Maggie. Now, what about Jane?

Maggie: Her name's Jane Moore. That's M-O-O-R-E, and her address is 72 Cedar Road, Crowborough, Kent CR3 5RQ.

Greg: CR3 and what, sorry?

Maggie: CR3 5RQ.

Greg: And how do you spell Cedar?

Maggie: C-E-D-A-R. Her phone number is 07984 650396.

Greg: 07984 650396.

Maggie: Yes. Now, she's twenty-two and she's single.

Greg: OK.

Maggie: And she started with Esco in 2005 – February 2005.

Greg: Right, thanks, Maggie. That's very helpful. Goodbye now.

Maggie: Goodbye.

why they may have answered incorrectly, before moving on to Exercise C.

Answers:

1. Austin
2. 110
3. 47
4. three children / 3 children
5. 2003
6. Moore
7. Cedar
8. 650396
9. twenty-two / 22
10. single

- C** Students may not be familiar with this type of reflective process. Explain that identifying what they are doing well and not doing so well is a very good way of focusing on what they can do better next time. In this first unit, you might like to work through the exercise as a whole class, asking various students to reflect. Later, they can work on these exercises individually or in pairs.

Key vocabulary in context

Sometimes it is necessary to pre-teach vocabulary and sometimes vocabulary is best learnt in context once it has been read or heard. This follow-up vocabulary work is a constant feature of the skills modules in this book. Students should work individually and then compare answers in pairs. As feedback, get them to tell you the answers as they will practise saying the words and you can check pronunciation.

Answers:

1. address
2. age
3. marital status

For further listening practice, tell students to complete the exercises on page 143 of the Workbook. Set now if time permits or set up for homework.

- B** Checking answers and then reflecting on how many questions were answered correctly is a constant feature of the skills modules. Give students sufficient time to check and think about

Reading

Objectives

- To introduce the concept of skimming.
- To show the importance of recognizing the source and purpose or function of a text.
- To practise skimming a text before reading it more carefully.
- To show that understanding every word in a text is not necessary in order to complete a task.

Reading 1

Refer students to the Exam tip. Explain that *source* means *where something comes from*. The source of a text could be a magazine article or even a leaflet given out in the street. The presentation and the type of language used in a text will vary hugely depending on the source.

A Read through the sources 1–6 with the students, checking any unknown words. A *journal* is generally more serious in terms of content than a *magazine*. Check the pronunciation of *advertisement* with stress on the second syllable, since it is a word that students will meet frequently on this course. Either look at the example number 1 together before looking through the texts A–F, or do so once you have looked through them all. Make sure students work individually to match, as they will compare answers and discuss how they did the exercise in Exercise B. Do not provide answers until students have completed Exercise B.

B Encourage students to discuss how they approached the exercise and what they looked for in each text. They should mention features such as the design and layout, the degree of formality of language used, typically used introductions or endings and key words and phrases that they quickly recognized. Mention these features and others that you feel are useful during feedback.

Answers:

1. E 2. A 3. B 4. F 5. D 6. C

The Exam tip introduces Exercise C. Read the tip with students and clarify that the *purpose* or *function*

of a text is what it is written for and what the reader is supposed to get from reading it.

C The aim is to provide further skimming practice, and it is important to point out that they may not need to read all the texts again. Set for individual completion and then check answers by filling in the letters on a slide or other visual medium of the exercise on the board.

Answers:

1. c 2. a 3. f 4. b 5. d 6. e

D Students complete the summary as reflection. The exercise should consolidate the importance of skimming and present some typical jargon words that you will probably want to use later in the course. Students should work individually. As feedback, either tell them the correct answers or ask one student (with clear pronunciation) to read the text to the class with the correct options.

Answers:

The correct options are: quickly / general / before / slowly

Reading 2

In the second part of the reading modules, students should work more independently to practise exam-type tasks. In this first unit, however, try to facilitate the process when possible (see Exercise A below). Start by referring them to the Exam tip and give them a moment to read and absorb.

A Tell students they are going to practise what they have been focusing on. Read through the source options 1–6 with them in case there are any unknown words. *Biography* is explained, but *invitation* might be new. Allow them sufficient time to complete the task properly – getting most answers correct will give them confidence.

B Checking and reflecting on answers is a constant feature of the skills modules. Give students sufficient time to check and think about why they may have answered incorrectly, before moving onto Exercise C.

Answers:

1. B 2. D 3. E 4. C 5. A 6. F

C Students will be more familiar with this type of reflective process having completed the Listening Module. Remind them that identifying what

you are doing well and not doing so well is a very good way of focusing on what you can do better next time. Conclude by asking how many students are happy with the number of correct matches they made, or even how many matched all correctly. You may like to ask one student what he or she will do differently next time.

Key vocabulary in context

Remind students that an effective way of learning and remembering new vocabulary is to study it once it has been presented in context. The vocabulary here appears to be unrelated, but that is because it appears in a series of unrelated texts. They are all high frequency, useful words. Students should work individually and then compare answers in pairs. Encourage them to check the words in the texts as they go. As feedback, choose students to read the sentences with the correct options so that they practise saying the key words. Correct any errors of pronunciation and model each word for them clearly.

Answers:

1. how you see things
2. person
3. gets married
4. are hurt

The Workbook exercise for this module provides further practice with reading for gist. Set now if time permits or set up for homework.

Writing

Objectives

- To introduce students to the basic concept of planning and organizing their writing.
- To introduce students to the different types of IELTS letter writing.
- To present and practise typical ways of starting and ending letters.
- To practise planning, organizing and writing an informal letter of introduction.

Writing 1

Read the Exam tip with students and ask them to give you a few examples of what *plan* and *organize* mean. Do not accept or reject any examples as Exercise A develops the idea.

- A** Students should work individually and then compare answers with a partner. Show a slide or other visual medium of the exercise and write the answers in as you check them.

Answers:

1. c
2. a
3. e
4. f
5. d
6. b

- B** Read the rubric with students and make sure they are clear about the time and word count. Students should work in pairs to work out their timings of each stage. Giving feedback here could be very time-consuming, if everyone wants to have a say. It is probably best to either ask one strong pair to read out their timings or for you to put the suggested timings on the board as they work, and then ask them how their timings compare.

Answers:

There is no correct answer, but a sensible breakdown would be:

- | | |
|---------------|--------------|
| 1. 2 minutes | 2. 3 minutes |
| 3. 1 minute | 4. 2 minutes |
| 5. 10 minutes | 6. 2 minutes |

Writing 2

Start this part of the lesson with books closed and brainstorm different types of letter.

- A** Read the letter types 1–6 with students and deal with any unknown words. Point out that *complaint* is the noun of the verb *complain*, that *request* is a formal way to say *ask for* and that *apology* is the noun of *apologize*, which is a formal way to say *sorry*. Emphasize that these are useful words to remember. Students should work individually to complete the exercise. As feedback, simply provide students with the answers.

Answers:

1. D
2. F
3. E
4. A
5. B
6. C

- B** Students should work individually, but can highlight all the opening lines if they want to. Point out how frequently letters begin *I am writing to ...* Monitor as they write their chosen sentence. Whole-class feedback is unnecessary.

- C** Ask students if they know how to end letters in different ways before setting the exercise. Students should work individually and then compare answers with a partner before you provide the answers.

Answers:

Ending 1 can go with A and F (It is a little too friendly and positive for B.).

Ending 2 goes with C.

Ending 3 goes with D.

Ending 4 goes with B (It is probably a little too cold for A and F).

Ending 5 goes with E.

- D** Students can work in pairs as suggested, or you can approach it as a whole-class discussion if time is short.

Answers:

1. *Yours sincerely* when you start the letter with the name of the person you are writing to and *Yours faithfully* when you start the letter *Dear Sir* or *Dear Madam*
2. when you know the person you are writing to well or have written to them a number of times
3. regards / kind regards / all the best / best for now / love / lots of love, etc.

Writing 3

- A** Read the rubric with students. Explain that they will be staying with a host family in order to improve their English. Make sure they understand that there is not a correct answer to the exercise, but that some information is more likely to be included. Encourage students to discuss and justify their ideas as they interact. Set a time limit. There is no need to give feedback or check answers, as Exercise B deals with that.
- B** Students should work individually to write numbers against the points in Exercise A. Give them sufficient time to complete the exercise. You might like to write the answers below on the board as they work, as giving feedback orally here could be time-consuming. Make sure students understand that this is not the only order in which points could be made.

Answers:

- your name – 1
- your age – 2
- where you live – 3
- your family – 4
- your hobbies and interests – 5
- your studies or job – 6
- your favourite music – 7
- your personality – 8
- why you're studying English – 9

Conclude by asking if anyone included all the same points as Bruno.

- C** Students may try to do this before they begin Exercise B or as they are doing it. If not, you can either give them two or three minutes to choose individually how they want to start and end the letter, or ask the whole class.

Answers:

The letter should start with *Dear* and can end with *Yours sincerely*.

Writing task

Writing tasks are found either in the Workbook or in the Exam Practice Module at the end of the unit. For this unit, the task is in the Workbook.

You will know what you can expect from your students with this first writing task. Some of them may only be able to manage a string of short sentences at this stage, and will find it difficult to link ideas together more cohesively. Some stronger students may be able to link ideas and write something more solid. The important thing is that they learn from the process and don't worry too much about the product. Tell them that, at this stage, the best approach is to more or less copy the model letter, substituting facts about Bruno's life with facts about their own lives. Monitor as students work so you can check obvious errors and offer alternatives, but don't worry too much about grammatical accuracy. Students could exchange letters when they have finished.

An alternative would be to build up a letter on the board using suggestions from various students. This will give students more confidence if you then set the individual task for homework.

If students do complete their own letters and you choose to collect them in, it would be better to use the process to get an idea of what they are capable