

Pathway to
IELTS
5.0

Teacher's Book

Chris Gough

GARNET
EDUCATION

Published by

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

Copyright © Garnet Publishing Ltd. 2024

The right of Chris Gough to be identified as the author of this work has been asserted in accordance with the Copyright, Designs and Patents Act 1988.

All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the Publisher. Any person who does any unauthorized act in relation to this publication may be liable to criminal prosecution and civil claims for damages.

ISBN 978-1-78260-935-3

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

Production

Project manager: Dr Sally Rabi
Project consultants: Fiona McGarry, Rod Webb
Editorial: Clare Chandler, Mary Coomer, Daniel Deacon,
Georgja Hall, Vale Dominguez, Sarah Mellowes
Design and layout: Sarah Church, Neil Collier, Alison Spiers

Audio recorded and produced by Matinée Sound & Vision Ltd.
and Silver Street Studios.

Garnet Publishing wishes to thank Doug Mackie, Synergy Total Business Solutions and the staff of Saudi Development and Training (SDT) for their assistance in the development of this project.

Every effort has been made to trace the copyright holders and we apologize in advance for any unintentional omissions. We will be happy to insert the appropriate acknowledgements in any subsequent editions.

Printed and bound

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

Contents

Book map	4
Introduction	6
General Training	
Section 1	
Unit 1 Health	10
Unit 2 Nature	22
Unit 3 Construction	38
Unit 4 Technology	48
Unit 5 Society	60
Review	73
Section 2	
The IELTS Academic exam – specific training	
Introduction	76
Unit 1 Work	78
Unit 2 Technology	86
Unit 3 Health	93
Unit 4 Society	102
Unit 5 Movement	109
Mock tests	116
Tapescripts & Answers	118

Book map

Section 1

Unit 1 Health

Speaking	lifestyle / talking about health problems / telling stories
Vocabulary	healthy or unhealthy? / typical health problems / accidents
Listening	flow charts
Reading	sentence completion
Writing	nouns that help link a text

Unit 2 Nature

Speaking	talking about climate, weather and temperature
Vocabulary	climate / weather conditions
Listening	a weather forecast / an everyday conversation / recognizing register
Reading	different text types
Writing	deciding what to say / practise writing the main part of a composition

Unit 3 Construction

Speaking	talking about homes / contrasting ideas
Vocabulary	describing your home / your neighbourhood
Listening	spelling answers correctly
Reading	coping with longer texts
Writing	planning the composition / spelling and punctuation

Unit 4 Technology

Speaking	talking about technology / giving examples
Vocabulary	machines, appliances, devices and gadgets / how technology affects you
Listening	understanding different accents
Reading	timing yourself / improving your reading speed
Writing	having enough to say / making sure you write enough

Unit 5 Society

Speaking	discussing social issues / fitting a punishment to a crime / explaining what you mean when you can't remember a word
Vocabulary	social issues / crime and punishment
Listening	transferring answers to the answer sheet
Reading	checking your answers
Writing	practise writing a letter / choosing what to say and how to say it

Book map

Section 2

Unit 1	Work
Reading	applying your reading skills to an academic text
Writing	interpreting and describing bar charts / dealing with more information
Unit 2	Technology
Reading	preparing to read and reading for gist / reading for detail and dealing with unknown vocabulary
Writing	interpreting and describing pie charts / dealing with more information / deciding what to say and how to say it
Unit 3	Health
Reading	recognizing paraphrased language / dealing with statistics
Writing	interpreting and describing line graphs / linking a description together / dealing with more information
Unit 4	Society
Reading	understanding references and linking
Writing	describing a flow chart / using the passive to describe a process / linking a description of a process together
Unit 5	Movement
Reading	timing yourself / checking answers
Writing	composition content (difference between the General Training exam and the Academic exam Writing Task 2) / a balanced composition / improving compositions for the Academic exam

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 10 units. The first five units, (section 1) along with *Pathway to IELTS 4.5*, form part of the preparation for the general exam. The material develops in terms of challenge, to take students 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 students and give them confidence. By *Pathway to IELTS 5.0* students will be tackling texts and working with language that is close to the level of what they will deal with in the exam. Section 2 of *Pathway to IELTS 5.0* gives students specific training on the IELTS Academic exam.

Each unit in Section 1 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 e-mail 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 *Pathway to IELTS 4.5* practise two skills with short manageable tasks. The units in the second section of *Pathway to IELTS 4.5* 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 Section 1. 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: garneteducation.com/pathway. The first two tests are designed to be slightly more challenging than the content of the first level 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 sections in *Pathway to IELTS 4.5*. The third test is suitable for use after the first section of this level of the course, *Pathway to IELTS 5.0*.

Workbook

There are Workbook exercises for each of the two 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.

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.

The IELTS Academic exam

Some students are studying at a pre-intermediate or intermediate level, but need to pass the Academic IELTS exam in order to enter university or apply for a job. Section 2 of *Pathway to IELTS 5.0* therefore provides practice specifically for the Academic exam.

Section 2 focuses on the reading and writing skills that students need to progress toward the Academic exam, and will prepare them to sit the exam within a few weeks. There is a longer introduction to Section 2 and some introductory exercises for them to complete at the beginning of that section.

1

Health

Unit overview

The first unit is based around the theme of *health*. Students will talk about *healthy and unhealthy lifestyles*, about *keeping fit* and about typical *health issues and medical conditions*. Students will get further practice with a range of exam tasks

Speaking and Vocabulary

Objectives

- To further practise answering the type of questions typical of the Speaking test, Part 1.
- To present and practise vocabulary related to health and fitness.
- To revise the use of active and passive forms and the use of past simple and past continuous questions.

Vocabulary 1

A Students should be familiar with most of the highlighted vocabulary and the assumption is that this is mainly revision. Read through the instructions with students, and tell them to use dictionaries when necessary as they work through the sentences. Pre-teaching all the vocabulary will be time-consuming and unnecessary. Give them the time they need, and then check answers. Ask questions to check any words that might be unfamiliar, like *Which word means heavier than you should be?*, *Give me an example of a fizzy drink* and so on. Students don't need to compare answers, as they will discuss the points in the exercise that follows.

Answers:

1. H 2. U 3. H 4. H 5. U 6. H 7. U 8. U
9. U 10. U

Speaking 1

A Tell students to complete the second column in Vocabulary 1A as preparation to talk in a moment. They should close books before they talk in pairs. Encourage them to use new language, rather than language they know and is safe. After a minute or two, tell them to look back at the exercise if they want to use a particular new word or phrase.

Vocabulary 2

A The aim is to present and practise health problems that students are most likely to need to talk about. You could start with books closed and brainstorm common health problems for two minutes, but be aware that a long list of ailments may not be useful to everyone. It will be difficult to pre-teach the boxed items without doing the exercise yourself, so encourage dictionary use instead. Students should gradually be using dictionaries more anyway. Students can complete the exercise individually or in pairs. As you check answers, clarify any uncertainties and expand answers using the *Vocabulary suggestions* box below. Deal with pronunciation, drilling when necessary.

Answers:

1. flu 2. allergic to 3. hay fever 4. cough
5. headaches 6. poor eyesight

Vocabulary suggestions

- *Flu* is an abbreviation of *influenza*. People often talk about *having flu* when they have a bad cold.

- You are *allergic to* something or *have an allergy to* something. *Hay fever* is a specific allergy.
- *Cough* is both a noun and verb – *I couldn't stop coughing*.
- An *ache* is a dull (not an acute) pain. Contrast *ache* and *pain*. *Earache*, *stomach ache* and *backache* are common ailments. *Ache* is also the verb – *My legs ache after playing football last night*.

- B** Remind students that in the Speaking test they will need to talk about their lives, and they are the only ones who can decide what specific words and phrases they need to do that. Either set a time limit, or tell students to find a certain number of words or phrases. They should tell a partner why they have looked up particular words, but assure them they do not have to talk about anything too personal.

Pronunciation check



Read the explanation with students.

Pronounce each letter of the first *-ough* – o-u-g-h – as no single correct pronunciation exists. Then model each of the sounds written in phonetic script. Students should work in pairs to decide how the words are pronounced, saying them aloud to each other. Play the recording once for them to check, and then again, pausing to drill. Give them two minutes to practise saying the words in pairs.

Tapescript 001 (0 mins, 57 secs)

Pronunciation check

The *ough* at the end of words is sometimes pronounced in different ways. Sometimes it is pronounced /ɒ/, sometimes /ʌ/ and sometimes /əʊ/. It is difficult to know which way is correct if you see a new word.

Decide how these words are pronounced.

- | | |
|----------|----------|
| 1 cough | 2 enough |
| 3 though | 4 rough |

Listen and check your answers.

Speaking 2

- A** Make sure students understand that the aim is to find at least one person who answers each question yes. Ideally, students should ask the

questions spontaneously, but give them a couple of minutes to plan if necessary. They should sit back down when they have one yes for each question.

- B** Read the question with students, and then refer them to the example. Give them five minutes to talk in pairs, and then get some suggestions from the class to conclude.

Vocabulary 3

- A** Start by showing a slide or other visual medium of the pictures on the board without the key phrases. Students can either work in pairs or as a whole class to describe each situation. Once students have seen the words and phrases, give them two minutes to work individually to match, using dictionaries if necessary. As feedback, tell them to point to each picture on the board and ask students to use the new phrases to describe them – *Somebody has been bitten by a dog*, for example. Check the infinitive forms (*bite*, *sting*) of participles if necessary.

Answers:

1. be bitten
2. burn yourself
3. need stitches
4. break a bone
5. get an electric shock
6. be stung

Speaking 3

- A** There is no need to check the grammatical forms used in the questions, as this is dealt with in the *Grammar check* that follows. For now, give students three minutes to read the questions and plan answers before they talk. Tell them to answer the questions, giving additional information about their experiences. Simple yes/no answers are not acceptable. Give them the time they need to ask and answer the questions. Monitor to check performance and to make a note of interesting answers that could be shared during a feedback stage. Keep feedback brief, avoiding too much repetition.

Grammar check

Show a slide or other visual medium of the whole *Grammar check* on the board and read through it with students, isolating the various parts. Read the first part, and then ask students to identify the two passive structures in Speaking 3A. Refer

them to the example and emphasize that learning the passive is as much about using it naturally and appropriately as it is about being perfectly accurate with form. Give students a minute to work on the two transformation sentences individually, and then select two students to write the correct passive forms on the board.

Answers:

1. Have you ever been attacked by an animal?
2. Yes, I was attacked by a neighbour's dog.

Reveal the next part of the *Grammar check* and read through it slowly, making sure students see the difference between the two questions. The speaking exercise that follows practises the two structures.

B Give students three minutes to plan and improve on what they said previously. Monitor as students interact, and make sure they are using the target language accurately. To conclude, select one student to tell his or her story to the class.

For further speaking and vocabulary practice, refer students to the exercises on page 140 of the Workbook. Set now if time permits or set for homework.

Listening

Objectives

- To introduce students to a flow chart completion task.
- To show how flow charts can aid prediction.
- To practise completing a flow chart, and provide further practice with spelling answers correctly.

Listening 1

A Write *flow chart* on the board, and ask the class what a flow chart is. Don't tell students yet. Refer students to the flow chart and give them a minute to study it. Read the three questions with them, pronouncing the three words in red, but don't explain them. Give them three minutes to answer the questions in pairs. Tell them not to use dictionaries for question 3, but to use the

context to work them out. Check answers orally, or hand out a copy of the answers.

Answers:

1. Flow charts show how a process works. They often show how a situation could be addressed in different ways, and what each of the consequences would then be.
2. This flow chart shows how symptoms of a health problem could be diagnosed in different ways, and what the treatment would be for each diagnosis.
3. *Symptoms* show that somebody is ill / they are what people can see, like evidence. A *diagnosis* is what the expert says the illness is by looking at the symptoms. *Treatment* is how the health problem can be made better.

Grammar check

Refer students to the *Grammar check*, and give them time to read the advice. Note that students may expect to see *will* in conditional sentences like these.

B  Give students a minute to look at the next part of the flow chart before they read the task instructions. Read the instructions with them, and see if they can predict any answers (questions 1, 2 and 4 are quite predictable, and it would be good for their confidence if you guided them towards predicting some or all of these correctly).

The aim is to familiarize students with this type of task, so play the recording two or three times if necessary. Play the whole recording once with pens down, and then again, pausing for students to write answers. As feedback, write answers on the board for clarity. Point out the collocation, *relieve pain*.

Tapescript 002 (1 min, 38 secs)

B Look at the next part of the flow chart. Listen and complete the notes using **NO MORE THAN TWO WORDS** for each answer.

Voice: If you are not showing those symptoms, you may have another problem. You should ask yourself – do I have a bad cough, and is it difficult to breathe? If

it is difficult to breathe or you feel out of breath, you may have bronchitis. Bronchitis is really a bad cold with a cough, but it can last longer than a typical cold and be more difficult to treat. If you have bronchitis, you should get plenty of rest and drink lots of water. If you smoke, you will make things much worse by smoking while you are ill. You should try to stop completely while you have the symptoms. You can buy medicine at a chemist that will relieve the pain of the coughing, but you really should contact a doctor immediately if the symptoms don't clear up or get worse.

Now, if you don't have a bad cough, but you do have a runny nose and sore eyes, it could be an allergy. Perhaps you are allergic to something common, like cat hair, or perhaps it's something unusual that you don't know about yet. Explain the symptoms to somebody at a chemist, and they may be able to give you medicine that will help. It might be better to see your doctor and get some advice, though.

Answers:

1. breathe
2. smoke
3. pain
4. your doctor
5. allergic to

Read the Question-type tip with students, and remind them that the same advice applies to completing a table.

Listening 2

The aim is to practise with flow charts. Students have had plenty of gap-filling practice, so should be able to work independently.

- A**  Refer students to the flow chart heading, and ask for a few predictions, like *Why might somebody have a headache?* and *What should somebody do if they have a bad headache?* Give them a minute to look at the chart and make further predictions, and then play the whole recording. Students might find it difficult to listen only once, but avoid playing it a second time. Students can discuss what difficulties they had, and then listen again later if necessary (see Exercises B and C).

Tapescript 003 (2 mins, 37 secs)

- A** Look at the first part of a flow chart that shows you what to do if you have a headache. Listen and complete the notes using **NO MORE THAN TWO WORDS** for each answer.

Voice: There are various different reasons why you may have a headache. Some of them are not serious and can be treated easily – perhaps by simply taking a painkilling tablet, like an aspirin. Some headaches, however, may be a symptom of something far more serious, and you should get immediate advice.

First of all, ask yourself if you think you have other symptoms that suggest you have a cold. Do you have a fever, a runny nose, a cough or a sore throat? Have you been sick at all? If you have, then you probably have a bad cold or the flu, and the headache is just one of the symptoms. Get plenty of rest and drink plenty of water. There are many types of medicine that you can buy at a chemist, and these will relieve some of the symptoms. Remember, though, medicine will not actually cure the condition, and you might prefer to just drink hot water with some lemon and honey, and take a couple of aspirin.

Now, if you don't think you have a cold, you must ask yourself how bad the headache is. If the headache is really bad and you have a stiff neck, there may be a bigger problem. If you feel that normal light is hurting your eyes, it may also be cause for concern. Meningitis is a serious condition. It is caused by an infection of blood around your brain and spinal cord. The condition can seriously affect your brain if not treated immediately. You must see your doctor or go immediately to the nearest hospital.

If you do not show these symptoms, you may still have something that needs treatment quickly. You may have an injury of some kind, and you must try to remember if you have hit your head at all in the last few days. If you have, you may