

Preparation for IELTS General Training
For the 2009 Updated Syllabus

IELTS Target 5.0

Chris Gough

Leading to IELTS Academic
Course Book



Garnet
EDUCATION

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Book map

General Training

Unit 1 Life

Speaking	personal information
Vocabulary	family / stages of life
Listening	listening for specific information
Reading	skimming
Writing	organizing / types of letter / beginnings and endings / 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 / short answers
Writing	structuring a letter / stating your purpose / closing a letter

Unit 3 Work

Speaking	talking about work and jobs / introduction to exam task 2
Vocabulary	work / jobs / liking and disliking a job
Listening	listening for gist
Reading	scanning for paraphrased language
Writing	register / a letter of application

Unit 4 Achievements

Speaking	talking about success / answering exam task 3 type questions / two-way discussion
Vocabulary	success and achievements
Listening	predicting content / listening for paraphrased language
Reading	making sure that information is given in the text / recognizing distracters
Writing	understanding the task / deciding what to say / organizing your points

Unit 5 Thoughts

Speaking	how people think / expressing opinions / using the right expression
Vocabulary	ways of thinking
Listening	understanding and labelling diagrams
Reading	guessing unknown words and phrases / understanding new words and phrases from words you already know
Writing	understanding instructions / presenting a balanced argument

Unit 6 Place

Speaking	describing where you live / talking about towns and cities / comparing places
Vocabulary	places / describing places
Listening	maps and plans / noticing how information is repeated
Reading	paragraphs / topic sentences
Writing	paragraphs and topic sentences / supporting sentences

Unit 7 Movement

Speaking	saying how often 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
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	completing a summary with a choice of words / making sure answers fit
Writing	making a request
Unit 9	Money
Speaking	talking about money / shopping habits and preferences / expressing opinions / follow-up comments
Vocabulary	comparing time and money / words with opposite meaning
Listening	identifying key words that you don't know
Reading	understanding references
Writing	elements of a good composition / introducing opinions
Unit 10	Feelings
Speaking	saying how you feel / disagreeing politely
Vocabulary	situations and feelings / extreme adjectives
Listening	classifying
Reading	using topic sentences to predict
Writing	complaining and requesting / linking words
Unit 11	Health
Speaking	lifestyle / talking about health problems / telling stories
Vocabulary	typical health problems / accidents
Listening	flow charts
Reading	sentence completion
Writing	writing a discursive composition / nouns that add cohesion
Unit 12	Nature
Speaking	talking about climate, weather and temperature / answering the question properly
Vocabulary	climate / weather conditions
Listening	recognizing register / understanding formal and informal language
Reading	recognizing different text types
Writing	deciding what to say / writing the main part of a composition
Unit 13	Construction
Speaking	talking about home and neighbourhood / contrasting ideas
Vocabulary	describing your home / neighbourhood
Listening	spelling answers correctly
Reading	coping with longer texts
Writing	a letter of complaint / spelling and punctuation
Unit 14	Technology
Speaking	talking about technology / giving examples
Vocabulary	machines, appliances, devices and gadgets / effect verbs
Listening	understanding different accents
Reading	timing yourself / improving your reading speed
Writing	having enough to say / making sure you write enough
Unit 15	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 on the answer sheet
Writing	choosing what to say and how to say it

Book map

Academic section

Unit 1	Life
Reading	applying your reading skills to an academic text
Writing	interpreting and describing bar charts
Unit 2	Learning
Reading	reading for gist / reading for detail / dealing with unknown vocabulary
Writing	interpreting and describing pie charts
Unit 3	Work
Reading	recognizing paraphrased language / dealing with statistics
Writing	interpreting and describing line graphs / linking a description together
Unit 4	Achievements
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	Thoughts
Reading	timing yourself / checking answers
Writing	composition content (difference between General Training and Academic writing task 2) / improving compositions for the Academic exam



Introduction

How this course works

IELTS Target 5.0 is aimed at students who want to take the IELTS exam while studying at a pre-intermediate level. The aim is to prepare you for the General Training exam rather than the Academic exam, though some additional Academic exam practice is provided at the end of the course.

Scoring 5.0 in the General Training exam is more realistic than doing so in the Academic exam. The length and academic content of the reading passages in the Academic exam, together with the more challenging writing tasks, makes the Academic course far more demanding.

This book consists of 15 units (with an additional five units for the Academic section) and 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.

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

Speaking and Vocabulary

The focus is on speaking exam 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 exam. 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 tasks that allow you to assess your progress and talk about concerns you may have.

IELTS Target 5.0 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 section in 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 Module of the exam.

Listening

The Listening Module is roughly divided into two parts. The first part 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 part 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 technique.

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 which make up 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 exam. 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 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 might be a new focus. The second part practises listening, reading or writing skills under something closer to exam conditions. The units in the first section of the book practise two skills with short tasks that students are able to manage. The units in the second two sections 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 of the three sections. 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 tasks 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 as pamphlets in the book. 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 mock test is at the level you can expect from the exam. You should do the tests when you have completed the relevant section of the Course Book, i.e., test 1 when you have completed the first section and so on.

Workbook

There are Workbook tasks for each of the first four modules in the Course Book units. You might complete these tasks 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 tasks, as the tasks specifically focus on the content of the Reading Module.

As you work through the course, you will learn more about the exam and what you have to do in each module. By the end of the course, you will know everything about every part of the exam and what is expected of you. When you have finished the General Training course, you will be ready to either sit the General Training exam or to take a short course that will prepare you for the Academic exam.

IELTS Target 5.0 Academic

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. At the end of IELTS Target 5.0 General Training, there is a short course that provides practice specifically for the Academic exam.

IELTS Target 5.0 Academic focuses on the reading and writing skills that you need to progress toward the Academic exam, and will prepare you to sit the exam within a few weeks. There is a longer introduction to IELTS Target 5.0 Academic and some introductory tasks for you to complete at the beginning of that section.

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 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.

1. Which two questions are in *present continuous*?
2. 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 Listen and check your answers.

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

Vocabulary 1: members of your family

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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: 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 child. **X**
 He is teenager. **X**
 Where did you born? **X**

1

Listening 1: 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 Ocean Inn on Tenth Avenue. g
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 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  Now listen and check your ideas.

D  Listen again and fill in the missing information.

Listening 2: practising listening for specific information

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

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.

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) _____



ESCOEngineering 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 266. 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 Modules, 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

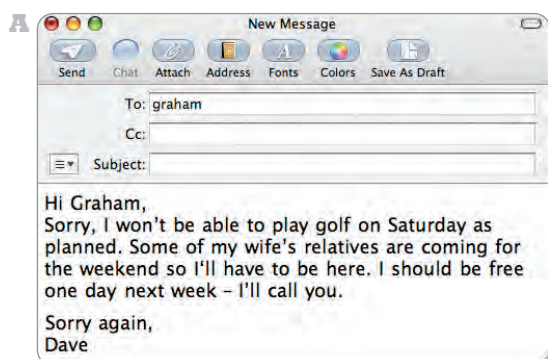
Reading 1: skimming



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 e
2. an e-mail to a friend ___
3. an advertisement ___
4. a letter about a job interview ___
5. part of an article from a science journal ___
6. part of a letter written to a newspaper ___



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 12th 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 pictures help? 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 parts of the Reading Module, 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 e-mail 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 web page 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**

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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 266. 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. If something **improves**, it *gets better / is not so good*.
2. An **increase** means that something *goes up / goes down*.
3. Your **perspective** is *what you do at work / how you see things*.
4. An important **figure** is an important *person / building*.
5. When there is a **wedding**, somebody *dies / gets married*.
6. If you are **injured**, you *die / are hurt*.

WB

For focus on reading skills, go to Workbook page 5.

Writing 1: organizing your writing



Exam tip: To write well, you need to plan and organize. When you do the Writing Module, 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 A?

Writing 2: types of letter / starting and ending letters

A These are the types of letter that you might need to write in the first section of the IELTS Writing Module. 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 Louis,
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 out to discos, too, and I especially love rap 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.

WB Go to Workbook page 6 for the writing task.

Speaking

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

1. How long does the first part of the Speaking Module take?
2. Is it about a third or about half of the total Speaking Module?
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 words in the box.

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

live
child
child
marry
retire

C  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 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) _____.

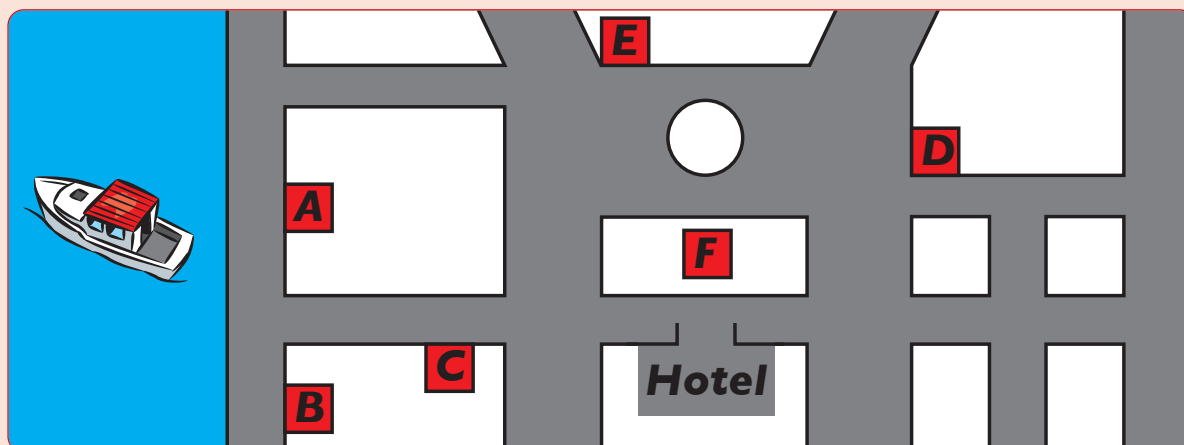


For questions 5–7, listen and choose the correct answer.

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 _____





Question-type tip: In the Listening and Reading Modules, you often have to choose answers from options.

Reading

A Look at this extract from a web page for one minute and decide which subject 1, 2 or 3 it is about.

1. how to get a good job
2. why most people are unhappy at work
3. different ways of thinking about a job

Perspectives of work and job satisfaction

- A.** 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. It's a job.** If you see work as a job and no more, you focus mainly on the financial rewards. In fact, you might have very little interest in the work you do. If a job with more pay comes along, you'll probably take it.
- C. It's a career.** If you see work as a career, you want to advance. You want to climb the career ladder as far as possible or be among the top professionals in your field. You're motivated by the status and power that go with the job.
- D. It's a calling.** If you see your job as a calling, you focus on the work itself. You work for the satisfaction and fulfilment the work brings rather than for financial gain or career advancement.
- E.** Do you recognize yourself? One perspective isn't necessarily better than the others. But it's helpful to think about why you work if you're unsatisfied with your job and it's making you unhappy. Think about why you took your current job in the first place and whether that is a factor in your lack of job satisfaction.

B The text has five parts, A–E. Skim the text again and match each part with one of these sentences.

1. Some people want to be important. ____
2. People see work in different ways. ____
3. People should think about why they do their job. ____
4. For some people, money is not important. ____
5. Some people work only for money. ____



Question-type tip: In the Reading Module, you often need to match sentences or questions with parts of a text.