

TEST ONE

READING 1 hour

PART ONE

Questions 1–7

- Look at the statements below and the job advertisements on the opposite page.
- Which job advertisement (**A, B, C** or **D**) does each statement **1–7** refer to?
- For each statement **1–7**, mark one letter (**A, B, C** or **D**).
- You will need to use some of these letters more than once.

Example:

0 You will need to know a foreign language for this job.

0	A	B	C	D
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- 1 Your letter of application should not be typed.
- 2 You must have a science degree for this job.
- 3 If you are interested in this job, send for an application form!
- 4 The advertiser wants to know how much you earn in your present job.
- 5 This is a managerial position.
- 6 To stay in this job, you need to renew your contract annually.
- 7 You could get this job without having a degree or diploma.

Before you check your answers, go to pages 8–9.

A

Lecturers in Tourism, Business Management or Media Studies required for the Rosas Excellence Institute. The posts are on the basis of a one-year contract renewable. Candidates need a degree or diploma in a relevant subject and five years' teaching experience. Send CV with covering handwritten letter and details of current salary.

B

Automotive Engineer to take charge of busy Vehicle Maintenance Workshop. The job involves working as part of the management team, and in particular organizing and supervising work schedules and assisting with staff training. A higher qualification in mechanical engineering and previous experience of heavy goods vehicles essential. Send career details with photograph and three professional references.

C

Medical Representative to sell pharmaceutical products to doctors and pharmacies. You need to have a degree in a relevant subject, preferably in biology or chemistry, experience in sales/marketing, and an ability to get on with people. The job offers an excellent salary, benefits and career opportunities. Applications should include CV and mention of expected salary.

D

Junior Officer (Accounts) to help with overseas customer accounts. The successful applicant will be bilingual (in English and Spanish), and will have at least three years' relevant experience. We offer a competitive salary, holiday allowance, bonus scheme and free medical insurance. For further details and an application form, phone or write to Personnel Officer Provenza SA.

EXAM INFORMATION

Part One of the reading test is a matching task and consists of four short texts on a related theme (or sometimes a single text divided into four sections). The texts may include:

- product descriptions
- advertisements for goods or services
- job advertisements
- information notices
- warning notices
- short product reviews.

You are given seven statements and you have to say to which of the four texts each statement refers.

A DETAILED STUDY

The secret of success in this test is careful reading and attention to detail. The same information may occur in more than one text, so you have to look carefully to see which information matches the statement. For example, four business cards might have the following details:

Card A	name	job title	office tel	home tel	mobile	email
Card B	name	job title	office tel	–	–	email
Card C	name	–	office tel	home tel	–	–
Card D	name	job title	–	home tel	mobile	–

If the statement refers to the card that has a job title, mobile number and email, you can see that only Card A has all three.

- 1 Read the information about four shops on page 9, and then answer the questions. More than one shop may fit the description. Which shop (or shops) will you visit if:
- 1 you want some fresh vegetables and you want to pay by credit card?
 - 2 Wednesday is the only day you are free to do your shopping?
 - 3 you need some tinned tomatoes and just have a credit card?
 - 4 you like to shop early in the morning for fresh fruit and vegetables?
 - 5 you can't get to the shop till the evening and you want fresh fruit?

Shop A

Opening times: 06.00–15.00, Mon–Sat

Sells: fresh fruit and vegetables

Accepts: cash only

Shop B

Opening times: 08.00–22.00, 7 days a week

Sells: frozen goods, dry and tinned (canned) goods

Accepts: cash or cheque, credit cards

Shop C

Opening times: 08.00–17.00, Mon–Sat
(closed all day Wed)

Sells: dry and tinned (canned) goods

Accepts: cash or cheque

Shop D

Opening times: 10.00–22.00, Mon, Wed, Fri only

Sells: fresh fruit and vegetables, frozen goods, dry and tinned (canned) goods

Accepts: cash or cheque, credit cards

The logo for Macmillan Education, featuring a stylized 'M' icon to the left of the text 'MACMILLAN EDUCATION'. The text is in a serif font, with 'MACMILLAN' in a larger size than 'EDUCATION'. The logo is overlaid on a red background with a circular pattern.

2 Now look at the four job advertisements on page 7. Underline all references to:

- 1 qualifications
- 2 experience
- 3 salary
- 4 other terms (benefits) of contract
- 5 method of application

Now check your answers and then look back at your answers to Part One of the reading test.

PART TWO

Questions 8–12

- Read the article below about starting your own business.
- Choose the best sentence from the opposite page to fill each of the gaps.
- For each gap 8–12, mark one letter (A–G).
- Do not use any letter more than once.
- There is an example at the beginning (0).

STARTING YOUR OWN BUSINESS

The first two things to do if you are starting your own business are to find an accountant and talk to your bank manager. Your accountant will help you to draw up a business plan to show what borrowings you need from your bank. (0)G..... .

While you are engaged in these consultations, it is a good idea to find out whether you are entitled to any government subsidies or similar financial help. (8) Check too whether training grants are available for yourself or people you employ.

Once you have completed these preliminary tasks, there are a number of specific things you then need to do. Doing them in the right way and at the right time can save you a lot of money, so make sure you know what to do.

Perhaps the most important is to tell the Inland Revenue that you have left your job and have started your own business. (9) The Inland Revenue will also need to amend their records to show that you are now self-employed. Next, you should think about registering for Value Added Tax (VAT). Generally, if your sales exceed a certain amount you have to charge VAT on them. (10)

Consider the consequences of employing people in your business. As soon as you start to take on employees, you will need to establish proper procedures. These include drawing up proper contracts of employment. You will also need to get in touch with your local tax office to register your employees.

Lastly, as part of becoming an employer of others, you must become familiar with a number of legal issues. Once you have more than a minimum number of people on your payroll, you will need to comply with Health and Safety requirements. (11) One issue that you should think about once your business expands and your staff grow in numbers is equal opportunity. In particular, you should consider drawing up a company policy on equal opportunity. (12)

If you need more information on legal or other matters relating to employment, contact your local Chamber of Commerce, which will either be able to help you, or will put you in touch with organizations who can.

Example:

0	A	B	C	D	E	F	G
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

- A** It is a good idea, when considering this issue, to ask your local Fire Authority to check your work premises in order to ensure that they comply with current fire regulations.
- B** Even if your sales are under that figure, it may be worthwhile registering voluntarily because you could recover what you have been charged on your business purchases.
- C** If you are new to this, talk to your local Chamber of Commerce about placing suitable advertisements in the local press.
- D** For example, you might be in a less prosperous region where grants are made to encourage the start-up of small businesses.
- E** You may be due a repayment of income tax deducted while you were in employment, so do this as soon as possible.
- F** If this includes a commitment to employ disabled people, you will need to ensure that your premises are equipped to accommodate them, for example with ramps for wheelchairs, special provision of toilets, and so on.
- G** Once this is done, your bank manager will need to review the plan and discuss any overdraft facility you might need.

The logo for Macmillan Education, featuring a stylized 'M' icon to the left of the text 'MACMILLAN' in a large, bold, serif font, with 'EDUCATION' in a smaller, sans-serif font below it.

Sample marketing text © Macmillan Publishers LTD

PART THREE

Questions 13–18

- Read the article below about leadership and the questions on the opposite page.
- For each question 13–18, mark one letter (A, B, C or D) for the answer you choose.

FIRST TIME LEADER

Taking on a leadership role for the first time is tough. There is always pressure on you to do the right things, and to be seen to be doing them. But, unless there's something that needs sorting out urgently, your first few months in the role will be better spent in understanding the people and the situation. One easy mistake to make is to think that you, as leader, the top person with the top salary, have the sole responsibility and the know-how to solve every single problem yourself. And you can be sure that others will encourage you to think that way, since it takes the pressure off them, and it satisfies their natural urge to leave the solving of problems to others. Instead try using existing resources to identify the current position and the ways to change it for the better.

Start by consulting widely, beginning with the people who now report to you directly, as these are most likely to be the people with the expertise and experience to tackle some of the problems that are identified. A series of one-to-one meetings, though time-consuming, will be worthwhile, especially if they are structured to provide you with the information you need to make decisions later on. Two useful questions are: 'What do you see as the biggest problem facing the department now?' and 'What one change would make the most difference to our success?' From their answers you can build up a picture of your people, as well as of the issues. Some will consider the needs of the department as a whole, while others may just concentrate on their own particular concerns. You will also have had personal contact with each person and can judge who you will work well with in the future.

Overlap in their responses is a useful pointer to the priorities needing your

attention. If there is no duplication in problems or solutions, it means that you have inherited a disunited group which will need some team-building and restructuring. If no clear picture emerges, it means that your people are part of the problem: you will need to make them aware of this.

At the same time, consult with customers. Be open to criticism and to praise. Compare the views of your department with this external viewpoint and see where the biggest gaps are. This will help to identify areas for action.

While you are data-gathering, have a look at the figures. Apply different measures from the standard ones. You probably lack knowledge about which company products are profitable, and you recognize that staff costs are a key factor. So, ask for an analysis of profitability per employee. There will be some grumbling that the new figures involve extra work, but the analysis will reveal how many and what kind of staff your company really needs.

Finally, a key issue for you as a new leader is to establish priorities. If you have done your research well, you will have identified a number of areas for action. Bring your senior team together and tell them about your research findings, both the problems and the suggested solutions. Together, plot the solutions on a big graph, with one axis relating to the amount of difference the action would make; and the other axis to the ease of implementation. This will prompt useful discussion on the issues and the means of resolving them. In selecting priorities, you might well gain volunteers to tackle some of the tasks. Agree actions, assign responsibilities and establish dates for completion and progress reviews.

- 13 Employees encourage their boss to believe that he or she should solve all the problems, because they
- A really don't want to have to solve the problems themselves.
 - B believe that the boss is paid to solve problems.
 - C know that the boss has a lot more information about the issues than they do.
 - D feel that they shouldn't have to solve problems created by other people.
- 14 How should you structure your first meetings according to the writer?
- A Explain to each member of staff the problems facing his or her department.
 - B See people individually and ask each one the same questions.
 - C Ask each member of staff to help in setting priorities for action.
 - D Bring everyone into the discussion to get an agreed plan of action.
- 15 Getting the same answers from different people during your research tells you that
- A the people who are under you clearly do not work well together.
 - B a lot of your department's problems are caused by the people themselves.
 - C you have identified the most urgent issues needing your attention.
 - D your department is working well despite a number of problems.
- 16 It is useful to talk to customers about the performance of your department because
- A they are likely to be more honest and open than your own staff.
 - B it makes your customers feel that their opinions are important to you.
 - C it gives you an opportunity to criticize or praise them.
 - D you can evaluate what they say against what your own staff told you.
- 17 What might you learn from the kind of financial analysis that the writer recommends?
- A that you need to employ fewer people, or people with different skills
 - B that you can increase profitability by using different measures
 - C that this kind of financial analysis involves a lot of extra work
 - D that financial data must be combined with other information to give a full picture
- 18 According to the writer, using a graph as part of the meeting with senior staff is a good way to
- A set deadlines for completing the work and reporting back.
 - B give feedback to your staff on the results of your research.
 - C get your staff talking about the issues and what to do about them.
 - D show which members of staff should tackle the various problems.

Before you check your answers, go to pages 14–15.

EXAM INFORMATION

Part Three of the reading test has a text of 450–550 words followed by six four-option multiple choice items. For Questions 13–18, you have to choose the option which best matches the information in the text. This part of the test is designed to see how carefully you read the text, and how well you are able to match the correct option to the relevant information in the text.

The texts are all on business-related topics and deal with such issues as:

- economics and finance
- trade and industry
- starting up or running a business
- management
- careers
- working conditions
- working practices
- office technology.

A DETAILED STUDY

1 Read the text and answer these general questions.

- 1 Will the employees talk mainly about their department's problems or about their own problems?
- 2 What do you learn if you get similar information and views from several employees?
- 3 What do you learn if each employee gives you a different picture?
- 4 What does it mean if you really learn very little from your employees?
- 5 Apart from interviewing staff, what other sources of information does the writer suggest for the leader?

2 The questions below will help you understand the text better and make sure you choose the correct options for questions 13–18.

- 1 What does the phrase *since it takes the pressure off them* mean? (lines 14–15)
- 2 What does the expression *one-to-one* mean? (line 25)
- 3 Who or what does the word *their* refer to in line 42? Explain the phrase *overlap in their responses is a useful pointer* (lines 42–43).
- 4 What do the words *the biggest gaps* refer to? (line 55)
- 5 What will *an analysis of profitability per employee* tell you? (lines 63–64)
- 6 What does *this* refer to in line 79? Explain the phrase *This will prompt useful discussion ...* (line 79).

- 3 This exercise will help you become more familiar with the text and practise some useful expressions. Underline the following phrases in the text and explain the meaning of the words in italics.
- 1 something that needs *sorting out* urgently (line 5)
 - 2 you have *the sole responsibility* (lines 10–11)
 - 3 the *know-how* to solve every single problem (line 11)
 - 4 *their natural urge* to leave the solving of problems to others (lines 15–16)
 - 5 *try using* existing resources (line 17)
 - 6 identify *the current position* (line 18)
 - 7 *tackle* some of the problems (line 24)
 - 8 *time-consuming* (line 26)
 - 9 *build up a picture* (line 34)
 - 10 others may just concentrate on *their own particular concerns* (lines 37–39)
 - 11 you will need to *make them aware* of this (line 50)
 - 12 see where *the biggest gaps* are (line 55)
 - 13 Apply different measures from *the standard ones* (lines 58–59)
 - 14 *establish priorities* (line 69)
 - 15 *the ease of implementation* (line 78)

Now check your *answers* and then look back at your *answers to Part Three of the reading test*.

The logo for Macmillan Education, featuring a stylized 'M' icon to the left of the text 'MACMILLAN' in a large, bold, serif font, with 'EDUCATION' in a smaller, sans-serif font below it.

MACMILLAN
EDUCATION

Sample marketing text © Macmillan Publishers LTD

PART FOUR

Questions 19–33

- Read the article below about claiming business travel expenses.
- Choose the best word to fill each gap from **A, B, C** or **D** on the opposite page.
- For each question **19–33**, mark one letter (**A, B, C** or **D**).
- There is an example at the beginning (**0**).

BUSINESS TRAVEL EXPENSES

Britain's business travellers need to work as many as 3.5 million extra days every year to **(0)** the cost of unaccounted-for travel expenses, according to Visa International. Business travellers from six European countries **(19)** that they were left out of pocket by nearly £23 per month through forgetting to **(20)** back business travel expenditure, or losing expense **(21)** Visa **(22)** interviews with European business travellers in order to ascertain their **(23)** towards travel expenditure and expense reporting. The research **(24)** that executives find it easier to **(25)** their expenses if they use a company payment card for most of their expenditure. The survey found that many British business travellers have to fund their **(26)** completely out of their own pockets and wait to be **(27)** by their company. Around half said that they were not given cash prior to going away on business, and over 80% said that they had to **(28)** on using their personal credit cards.

In contrast, Spanish and Italian companies generally **(29)** their executives with cash. Approximately two thirds of business travellers from these countries said their company gave them cash in **(30)** Getting your money back is further **(31)** by the fact that almost 20% of European companies refuse to give a refund to employees who cannot produce valid evidence of expenditure.

Companies are losing out too. The survey shows that British business travellers **(32)** 7.8 million working days every year filling out their expense forms! But a solution is in sight. The present situation requires the business traveller to take cash to pay for incidental expenses. However, leading card providers are developing 'plastic cash', a card which can be used like a debit card. In this way, the **(33)** of using cash can be avoided.

Example:0 **A** accept **B** cover **C** solve **D** deduct

0	A	B	C	D
---	---	----------	---	---

- 19 **A** assessed **B** valued **C** estimated **D** analyzed
- 20 **A** claim **B** ask **C** demand **D** require
- 21 **A** invoices **B** bills **C** tickets **D** receipts
- 22 **A** conducted **B** produced **C** led **D** caused
- 23 **A** opinion **B** behaviour **C** conduct **D** attitude
- 24 **A** exposed **B** displayed **C** revealed **D** uncovered
- 25 **A** run **B** manage **C** control **D** adopt
- 26 **A** trips **B** tours **C** voyages **D** excursions
- 27 **A** returned **B** rewarded **C** recompensed **D** reimbursed
- 28 **A** count **B** call **C** decide **D** rely
- 29 **A** supply **B** equip **C** involve **D** treat
- 30 **A** advance **B** case **C** settlement **D** arrears
- 31 **A** prevented **B** hindered **C** interrupted **D** obtained
- 32 **A** pass **B** bring **C** spend **D** use
- 33 **A** embarrassment **B** discomfort **C** inconvenience **D** disturbance

PART FIVE

Questions 34–45

- Read the article below about answering machines.
- In most of the lines 34–45, there is one extra word. It is either grammatically incorrect or does not fit in with the sense of the text. Some lines, however, are correct.
- If a line is correct, write **CORRECT**.
- If there is an extra word in the line, write **the extra word** in CAPITAL LETTERS.
- The exercise begins with two examples, (0) and (00).

Examples

0	A						
00	C	O	R	R	E	C	T

ANSWERING MACHINES

- 0 We all rely on answering machines and voice mail. Yet a research shows that
- 00 they are among the most hated things in business life. What's worse, you can
- 34 easily upset callers with a bad message. Here it is how to improve your message.
- 35 First, state your name or company. It's frustrating enough not to have speak to
- 36 someone without wondering if you have even so reached the right person. Ask
- 37 callers to leave their name, reason for calling and phone number. Thirdly, if you
- 38 leave out an alternative number, say it slowly. It's also a good idea to let people
- 39 know when you will pick up your messages. Next, make sure of the bleep sounds
- 40 immediately after the outgoing message. It is irritating for callers to have to start
- 41 their message all over there again because the bleep interrupted them. Researchers
- 42 say that 7 out of 10 callers do not leave messages, so far it may be better to get a
- 43 phone answering service to handle your calls. In the end, it will cost you too much
- 44 less to pay an agency to handle your callers than to lose a client but who is unable
- 45 to get through to you.