

TIME 50 minutes

USE OF ENGLISH

PART 1

For questions 1–8, read the sentences below and choose the option that best fits each gap.

1	We _____ got a dishwasher.		
	A aren't	B haven't	C hasn't

2	"Are these books yours?" – "Yes, they are _____."		
	A yours	B hers	C mine

3	Christopher Columbus _____ America.		
	A discovered	B discovers	C is discovering

4	I always visit my grandparents _____ weekends.		
	A in	B on	C at

5	When you were ten _____ you ski?		
	A could	B were	C can

6	Simon is _____ son.		
	A John and Audrey	B John's and Audrey's	C John and Audrey's

7	<i>Independence Day</i> is a very _____ film.		
	A exciting	B more exciting	C the most exciting

8	There are _____ apple trees in the garden.		
	A some	B any	C an

Answer Keys:

1. B
2. C
3. A
4. C
5. A
6. C
7. A
8. A

PART 2

For questions 1 – 8, read the text below and choose the option that best fits each gap.

Flexible Working

The term "flexible working" has become familiar to any company, regardless of size, that needs to look at how individual jobs are structured. The thinking behind this is not only the realisation that this ___(1)___ has potential cost benefits, but also the recognition that it can lead to a more productive and contented workforce.

One company with a long history of flexible working is Remploy, the UK's largest employer of severely disabled people. Remploy has a UK workforce of more than 11,000 ___(2)___ in 89 factories working in various sectors of the economy including textiles, furniture and manufacturing services.

Training and development ___(3)___ are a key aspect of Remploy's employment policy, and each hourly-paid employee has an individual training and action ___(4)___. Throughout the company, there is also an awareness that progression, and the opportunity to progress, is a ___(5)___ factor. In the Manufacturing Services Group, for example, the policy is to ___(6)___ as many employees as possible in two of the core businesses. Once they have achieved this, the employees are ___(7)___.

In addition, Remploy has responded to changing markets in recent years by changing products in over a third of its factories. This has enabled the company to remain competitive and keep the workforce in full-time ___(8)___. On these occasions, Remploy's flexible approach has enabled employees to be fully retrained whilst continuing to work.

1	A	course	B	manner	C	approach	D	technique
2	A	employees	B	colleagues	C	subordinates	D	workmates
3	A	agendas	B	lists	C	programmes	D	tables
4	A	project	B	plan	C	system	D	procedure
5	A	prompting	B	motivating	C	persuading	D	moving
6	A	train	B	improve	C	guide	D	learn
7	A	raised	B	supported	C	promoted	D	developed
8	A	use	B	engagement	C	exercise	D	employment

Answer Keys:

1. C
2. A
3. C
4. B
5. B
6. A
7. C
8. D

PART 3

For questions **1–8**, read the text below and think of the word that best fits each gap. Use only **one** word in each gap. There is an **example (0)** at the beginning.

0 who

In addition to the vast number of students __ (0) __ attend this school, we also have some of the best teachers in the country. We have managed __ (1) __ attract these teachers through a combination of fantastic benefits and great working hours. __ (2) __ makes us special is our dedication to each student. We __ (3) __ over 2 hours a month speaking to them and finding __ (4) __ what their interests and hobbies are. This allows us __ (5) __ allocate the appropriate time nurturing their skills, this is now regarded as an important step in child development. __ (6) __ they decide to change what they like or what they want to do, then we can adjust our profile __ (7) __ fast as necessary. We __ (8) __ been using this method for over 3 years now and have had very positive results, and unless this changes, we will continue with this method for the foreseeable future.

Answer Keys:

- 1. to***
- 2. What***
- 3. spend***
- 4. out***
- 5. to***
- 6. If***
- 7. as***
- 8. have***

READING

PART 4

You are going to read an extract from a magazine article about a language course. For questions

1 – 6, choose the option that you think fits best according to the text.

Travelling to Learn

Rather late in life, I decided it was time to master another language. Rather than dusting off my schoolgirl French, I opted for a clean break and took up Spanish. Three years of evening classes later, thanks to the enthusiastic teacher's efforts I could order a restaurant meal and ask for directions, but my conversational skills were limited to asking everybody how many brothers and sisters they had. The only true way to master a language is to live and breathe it for a period of time, and I toyed with the idea of taking a language "immersion" course abroad, but two little words always stopped me: home stay. Then I saw that a tour operator had started offering such courses in Peru. The opportunity to realise two long-held ambitions in one holiday – to improve my Spanish and to see Machu Picchu – proved irresistible.

Any misgivings I have about the accommodation evaporate the moment I'm met by my home-stay family, the Rojas, at Cusco airport. They greet me warmly, like an old friend. Carlos is an optician and Carmucha owns a restaurant. With their four children, they live in a comfortable house right in the city centre. Then I'm whisked off to a family friend's birthday party, where I understand nothing apart from the bit where they sing Happy Birthday. By the end of the evening, my face aches from holding an expression of polite, but uncomprehending interest, and I fall into bed thinking, "What have I let myself in for?"

The following morning, I'm off to school and get to know my new school friends. We're aged between 19 and 65, each spending up to a month studying before travelling around Peru. We had all clearly hit it off with our new families, though one of us is a bit alarmed at the blue flame that jumps out of the shower switch in the morning, one of us has a long bus ride in to the school, and another is disconcerted to find that his host mother is actually six years younger than him. We're all keen to meet our teachers and see which class we'll be joining. But after sitting the placement test, we learn that as it's not yet high season and the school isn't too busy, tuition will be one-on-one. Some find the prospect **daunting**, wondering if they'll be able to cope, but to my mind this is a pretty impressive student-teacher ratio, and I'm keen to make the most of it.

As the week unfolds, I slip into a routine. Four hours of classes in the morning, back home for lunch, then afternoons free for sightseeing. Cusco will supply anything it can to lure students away from their homework. It's all too easy to swap verb conjugations for a swift coffee in a bar, but it's three days before anybody comes up with the suggestion that maybe we don't have to go back to our respective families for dinner every night. Once the seed of rebellion has been planted, it takes hold. We take it in turns to pluck up the courage to ring our "Mums" and ask if we can stay out late – rather strange when you consider that our average age is probably thirty-three. But after one rather unsatisfying restaurant meal, I decide that true authenticity is back home at the dinner table with Carmucha. As the week wears on, a strange thing starts to happen: the dinner-table chatter, which at first was so much "white noise", starts to have some meaning and, miraculously, I can follow the thread of the conversation.

1. How did the writer feel after her evening classes?
 - A proud of what she'd learnt so far.
 - B frustrated at her slow rate of progress.
 - C critical of the attitude adopted by her teacher.
 - D unwilling to perform simple tasks in the language.

2. What put the writer off the idea of doing an "immersion" course?
 - A having relatively little time to devote to it.
 - B the thought of staying with a host family.
 - C her own lack of fluency in the language.
 - D the limited range of locations available.

3. How did the writer feel after the party she attended?
 - A upset that people assumed she could speak Spanish.
 - B confident that she was beginning to make progress.
 - C unsure how well she would cope during her stay.
 - D worried that she may have seemed rude.

4. What did the writer discover when she met her fellow students?
 - A Some were much older than teachers at the school.
 - B They didn't all like their host families.
 - C Some were less happy with the arrangements than she was.
 - D They would all be studying together for a fixed period.

5. The word "**daunting**" (paragraph 3) suggests that other students viewed one-to-one lessons as
 - A a disappointing change of plan.
 - B good value for money.
 - C an unexpected bonus.
 - D a difficult challenge.

6. How did the writer feel when her fellow students suggested a night out together?
- A** embarrassed by their immaturity.
 - B** keen not to offend her hosts.
 - C** amused by their behaviour.
 - D** unsure if she'd take part.

Answer Keys:

- 1. B**
- 2. B**
- 3. C**
- 4. C**
- 5. D**
- 6. C**

PART 5

You are going to read a magazine article in which four creative people talk about their work. For questions **1 – 10**, choose from the people (**A – D**). The people may be chosen more than once.

What's the Big Idea?

*Where do people get their inspiration for work? **Kate Mikhail** talks to four gifted individuals...*

A

Corinne Day: Photographer

I get my ideas for photographs anywhere, at any time; I don't have to be specifically doing anything. I keep a diary at home and write down any thoughts I have, and then when a job comes up, I see if there is anything in it that applies. It's almost impossible for me to switch off. When I was abroad recently, I wanted to get away from taking photographs, so I didn't take my camera with me. But I could still see pictures all the time and wished I had brought it. People can be inspiring. When I was twelve, my grandmother knew a painter who was friends with Picasso. I used to be painted by her and she would talk to me about art. I picked up my first camera at nineteen and quickly developed a very distinctive taste for the things I like to photograph. I've always known what I've liked and I've always gone in the opposite direction from everyone else in the profession.

B

Jan Kaplicky: Architect

Success in my job depends on the people you have around you and how good they are. There are engineers, model-makers, photographers – architecture is not a one-man product. I come into the office every day. I like to arrive at 8am, as this is a very peaceful period when I can think about things before the usual routine starts and other people arrive.

The initial idea for a job comes to me just like that sometimes, and if that first idea is good, then I am on the right track. Having lots of ideas for one problem is not a sign that you are creative; that's just a waste of energy. I also don't think you have to go anywhere in particular to get ideas; people just use that as an excuse. But I do think a lot of creativity depends on your relationships with other people. Your happiness or unhappiness comes out in your work.

C

J. G. Ballard: Novelist

I think the enemy of creativity in the world today is that so much thinking is done for you. The environment is so full of television, you hardly need to do anything – you scarcely need to go and read a novel. Children make you see what reality is all about. Mine were a huge inspiration for me. Watching them creating their separate worlds was a very enriching experience. I've always been a very disciplined writer, because that's the only way you ever get anything done. Usually when I am writing a novel, I set myself 1,000 words a day. I stick to it even if it means stopping in the middle of a sentence. As for learning to be creative, I think there's a lot of skills that you need to be born with. I wrote from a pretty early age, eight or nine,

and I've always had a very vivid imagination. I have a walk every day and a good think about things – all these ideas occur to me then.

D

Peter Molyneux: Computer Game Creator

Perhaps the greatest difference between people who are creative and people who are not is that the former always think their idea will work. They never think, 'That's not going to work, that's a stupid idea'. But a lot of the time I don't know where my ideas come from.

At school I wasn't happy. I had serious problems with reading and spelling. But I can remember incredibly clearly the time I saw my first computer game, in a shop window. From that moment on it was as if I'd found my aim in life. I find the computer game is very creative. It brings together many different disciplines: the logic of programming, mathematics, storytelling... I have a vast number of little notebooks for work, full of sketches and things. The general idea for a game is easy, the real challenge always comes about six months later when you have to design all the parts of the game, and consider things like how many pieces of information players can take before they'll get confused.

Which person

is unhappy about the effect of the media on people's ability to think?	1
looks back at their notes in the hope of finding useful ideas for work?	2
mentions the variety of subjects involved in their work?	3
likes having a quiet time before the start of a working day?	4
admits their work requires the contribution of others?	5
finds it difficult not to think of work when having a break?	6
recognises the influence of very young people on their work?	7
follows a strict procedure when organising their work?	8
mentions the effect of personal feelings and moods on their work?	9
believes that creative people have a lot of self-confidence?	10

Answer Keys:

- 1. C**
- 2. A**
- 3. D**
- 4. B**
- 5. B**
- 6. A**
- 7. C**
- 8. C**
- 9. B**
- 10. D**