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**Нижегородский филиал федерального
государственного
автономного образовательного учреждения
высшего профессионального образования
«Национальный исследовательский университет
«Высшая школа экономики»
НИУ ВШЭ – НИЖНИЙ НОВГОРОД**

И.А.Модина, Н.А.Мартынова

On Track to Efficient Communication

**Учебно-методическое пособие
по развитию навыков чтения и говорения**

**Нижний Новгород
2013**

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CONTENTS

Personality.....	4
Travel.....	23
Work.....	42
Languages.....	62
Advertising.....	81
Business.....	98

Personality

Revising for the Speaking Module

1. What is your best friend's personality?
2. What personality types do you get on well with?
3. What are the most reliable ways to judge a person's character?
4. What are the advantages and disadvantages of having a strong personality?
5. What is a personality clash? Are there any ways to deal with the problem?
6. What differences can you find between such notions as *fame* and *charisma*?
7. What qualities do charismatic people have? Are charismatic people easy to deal with? Why/why not?
8. Is charisma a blessing or curse?
9. Who/what makes a horror film successful?

Speaking Module

I

Describe someone you know, or somebody famous, who has achieved great success.

You should say:

Who they are and what they do

What personal qualities they have Where they come from: their background How they became successful And explain why you admire this person.
--

Follow-up questions:

Has this person had to make sacrifices in order to achieve success?
Do most people in Russia share your admiration for him/her?

Topics for discussion:

Do personal qualities help people achieve success?
What qualities?
How does present-day society measure the success of an individual?
Would you rather be successful in your job or in your private life?
How do competitive relationships between people differ from cooperative relationships?
Have you ever experienced success? Why was it a success for you?
Talk about a person in your life who has inspired you to be successful.

Describe a family, other than your own, that you know well.

You should say:

What personal qualities family members have

What they do and what they are interested in

How you know this family

And explain how you feel about this family.

Follow-up questions:

Who do you feel close to in your family? Why do you feel close to him/her?

How would you describe your family values?

Topics for discussion:

What is the ideal age to get married, for men and for women?

What are the roles of men and women in a family?

Are the roles connected with the personal qualities of males and females? Have the roles changed? Why?

What should happen to elderly people in society?

What qualities does a person need to be a good wife/husband?

What is your happiest childhood memory?

What are the factors affecting people to have few/many children in your country?

Describe a film you have seen recently.

You should say:

Where you saw the film

Why you have decided to see it

What actors/actresses played the main roles

And explain what you enjoyed and disliked about the film.

Follow-up questions:

How often do you go to the cinema?

What is your favourite kind of film? What do you enjoy about it? Why?

Topics for discussion:

Who is your favourite actor or actress? What do you like about him or her?

Is there any kind of film you don't like very much? Why?

Do you prefer to see films at home or in the cinema? Why?

What kind of films/programs are popular with young people in your country?

Do you think that cinema films should have educational value?

Is it important for governments to support film-making in their countries?

In what ways do you think that entertainment media may develop in the future?

Describe your best friend.

You should say:

When you first met

Where you met

How you usually spend time

And explain what qualities you appreciate in him/her.

Follow-up questions:

Is it easy for you to get on well with different people?

Why? Why not?

What qualities can't you stand in other people?

Topics for discussion:

Does friendship mean sacrifices?

What does being a good friend mean to you?

Would you like to have a charismatic person as your friend? Why? Why not?

Does friendship play an important role in the life of every person?

Do you think it is important to keep in contact with friends you make at school? Why? Why not?

Why do some people stay friends for a long time?

II

What is important when judging a person's character...?

- personality tests
- interviews
-

What is important when being a successful film-maker...?

- see films with the audience
- take into account film reviews
-

What is important when making horror films...?

- create an atmosphere of tension and anticipation
- invite talented actors
-

III

The charity you work for deals with disadvantaged young people. You are looking for a new team member.

Discuss and decide together:

- what qualities a candidate should have
- what other requirements he/she should meet

Recruitment Associates, an employment agency, is looking for a personal assistant. The candidate will

work for 2 bosses who have different personalities.

Discuss and decide together:

- requirements to the personality
- necessary skills and knowledge

Reading Module

I

You should spend about 20 minutes on Questions 1-13 which are based on the Reading Passage below.

Questions 1-7

The Passage has seven paragraphs A-G.

Choose the correct heading for each paragraph from the list of headings below.

List of Headings

I	The advantage of an intuitive approach to personality assessment
II	Overall theories of personality assessment rather than valuable guidance
III	The consequences of poor personality assessment
IV	Differing views on the importance of personality assessment
V	Success and failure in establishing an approach to personality assessment

VI	Everyone makes personality assessments
VII	Acknowledgement of the need for improvement in personality assessment
VIII	Little progress towards a widely applicable approach to personality assessment
IX	The need for personality assessments to be well-judged
X	The need for a different kind of research into personality assessment

1. Paragraph A

2. Paragraph B

3. Paragraph C

4. Paragraph D

5. Paragraph E

6. Paragraph F

7. Paragraph G

PSYCHOLOGY AND PERSONALITY ASSESSMENT

A Our daily lives are largely made up of contacts with other people, during which we are constantly making judgments of their personalities and accommodating our behaviour to them in accordance with these judgments. A casual meeting of neighbours on the street, an employer giving instructions to an employee, a mother telling her children how to behave, a journey in a train where strangers eye one another without exchanging a word - all these involve mutual interpretations of personal qualities.

B Success in many vocations largely depends on skill in sizing up people. It is important not only to such professionals as the clinical psychologist, the psychiatrist or the social worker, but also to the doctor or lawyer in dealing with their clients, the businessman trying to outwit his rivals, the salesman with potential customers, the teacher with his pupils, not to speak of the pupils judging their teacher. Social life, indeed, would be impossible if we did not, to some extent, understand, and react to the motives and qualities of those we meet; and clearly we are sufficiently accurate for most practical purposes, although we also recognize that misinterpretations easily arise particularly on the part of others who judge us!

C Errors can often be corrected as we go along. But whenever we are pinned down to a definite decision about a person, which cannot easily be revised through his 'feed-back', the inadequacies of our judgments become apparent. The hostess who wrongly thinks that the Smiths and the Joneses will get on well together can do little to retrieve the success of her party. A school or a business may be saddled for years with an undesirable member of staff, because the selection committee which interviewed him for a quarter of an hour misjudged his personality.

D Just because the process is so familiar and taken for granted, it has aroused little scientific curiosity until recently. Dramatists, writers and artists throughout the centuries have excelled in the portrayal of character, but have seldom stopped to ask how they, or we, get to know people, or how accurate is our knowledge. However, the popularity of such unscientific systems as Lavater's physiognomy in the eighteenth century, Gall's phrenology in the nineteenth, and of handwriting interpretations by graphologists, or palm-readings by gipsies, show that people are aware of weaknesses in their judgments and desirous of better methods of diagnosis. It is natural that they should turn to psychology for help, in the belief that psychologists are specialists in 'human nature'.

E This belief is hardly justified: for the primary

aim of psychology had been to establish the general laws and principles underlying behaviour and thinking, rather than to apply these to concrete problems of the individual person. A great many professional psychologists still regard it as their main function to study the nature of learning, perception and motivation in the abstracted or average human being, or in lower organisms, and consider it premature to put so young a science to practical uses. They would disclaim the possession of any superior skill in judging their fellow-men. Indeed, being more aware of the difficulties than is the non-psychologist, they may be more reluctant to commit themselves to definite predictions or decisions about other people. Nevertheless, to an increasing extent psychologists are moving into educational, occupational, clinical and other applied fields, where they are called upon to use their expertise for such purposes as fitting the education or job to the child or adult, and the person to the job. Thus a considerable proportion of their activities consists of personality assessment.

F The success of psychologists in personality assessment has been limited, in comparison with what they have achieved in the fields of abilities and training, with the result that most people continue to rely on unscientific methods of assessment. In recent times there has been a tremendous amount of work on personality tests,

and on carefully controlled experimental studies of personality. Investigations of personality by Freudian and other 'depth' psychologists have an even longer history. And yet psychology seems to be no nearer to providing society with practicable techniques which are sufficiently reliable and accurate to win general acceptance. The soundness of the methods of psychologists in the field of personality assessment and the value of their work are under constant fire from other psychologists, and it is far from easy to prove their worth.

G The growth of psychology has probably helped responsible members of society to become more aware of the difficulties of assessment. But it is not much use telling employers, educationists and judges how inaccurately they diagnose the personalities with which they have to deal unless psychologists are sure that they can provide something better. Even when university psychologists themselves appoint a new member of staff, they almost always resort to the traditional techniques of assessing the candidates through interviews, past records, and testimonials, and probably make at least as many bad appointments as other employers do. However, a large amount of experimental development of better methods has been carried out since 1940 by groups of psychologists in the Armed Services and in the Civil Service, and by such organizations as the

(British) National Institute of Industrial Psychology
and the American Institute of Research.

Question 8

Choose THREE letters from A to F.

Which THREE of the following are stated about
psychologists involved in personality assessment?

A 'Depth' psychologists are better at it than some
other kinds of psychologists.

B Many of them accept that their conclusions are
unreliable.

C They receive criticism from psychologists not
involved in the field.

D They have made people realize how hard the
subject is.

E They have told people what not to do, rather
than what they should do.

F They keep changing their minds about what the
best approaches are.

Questions 9-13

Do the following statements agree with the views of the
writer in Reading Passage

YES if the statement agrees with the views of
the writer

NO if the statement contradicts the views of
the writer

NOT GIVEN if it is impossible to say what the writer

thinks about this

9. People often feel that they have been wrongly assessed.
10. Unscientific systems of personality assessment have been of some use.
11. People make false assumptions about the expertise of psychologists.
12. It is likely that some psychologists are no better than anyone else at assessing personality.
13. Research since 1940 has been based on acceptance of previous theories.

II

You should spend about 20 minutes on Questions 1-13, which are based on the Reading Passage below.

IT TAKES A VILLAGE TO RAISE A CHILD

A It takes an African village to bring up and socialize the child into the community. Nothing illustrates this more than the fact that children are sometimes allowed to spend holidays with relatives such as aunts, uncles or grandparents who live far away from home. The children are shown in a practical way the nature of kinship and the extent of familial and kinship relations. They get to know that

they are part of a wide network of relatives, who are as important as the immediate family of father, mother and siblings. Such networks are useful in case of calamities when a child loses one or both parents and is forced to relocate to live with relatives who will be responsible for his or her upbringing. The parents exhibit less of the possessiveness over children that characterizes Western society.

B That adolescence brings with it challenges that ought to be handled carefully is appreciated by the society. Indeed, the initiation ceremonies that mark the transition from childhood to adulthood are primarily meant to address some of these challenges. Instructions during initiation focus on conduct and behaviour as well as duties and responsibilities on the part of the initiate for his/her own good and for the interests of the entire community.

C Kinship and family interests take precedence over individual interests. Young people who go through the process of initiation from childhood to adulthood are taught that life is worth living because the society is there for them in good and bad times. They bond together as members of the same age-grade. They have come of age as a group, been taught the historical information about the cultural group and its rituals, and been united by the rite that they have all gone through. In due course, they are supposed to marry and start raising a family. With the passage of time they in turn will become elders taking over from

the generation that preceded them in the initiation ceremony. Kinship networks are still a significant factor in the contemporary economy and politics. Waged employments are heavily influenced by familial and kinship ties.

D Seniority in age is respected and admired because old age is associated with wisdom. Senior citizens therefore are accorded due respect in the light of the fact that they are custodians of societal values. Their counsel is usually sought during times of crisis. They should not be argued with because their curse could ruin one's future. However, the respect and admiration also comes with certain responsibilities. As an elder an individual is supposed to be unemotional, sober and focused during a crisis or stressful times. As an arbiter an elder has to be candid and sincere in providing counsel. Also, as either father and grandfather, or mother and grandmother, the elder is supposed to be above partisan differences for his word and counsel to be accorded due respect and recognition. He is not supposed to engage in gossip. Thus while in general seniority is synonymous with honour, respect, admiration and wisdom, it is one's ability to manifest these qualities in old age that gives an individual elevated status in society.

E Families strive to take good care of senior citizens because it sets a good example for young children. By treating their elders well parents send a message to their children that they too would like to

be accorded that honour, respect and good treatment in old age. Indeed, one of the important reasons for procreation in traditional society was to have somebody to look after you in old age. Children brought up well were considered an asset. It was considered rude for a young man to sit down while an old person was standing. The young person was supposed to give up a seat for the old person as a sign of respect. The parents themselves must set a good example by respecting and taking care of their own parents. When children see that their grandparents are treated well, they learn by example that they too are expected to take care of their parents in old age.

F The elder is the pillar of both the nuclear and the extended family. Being the eldest living male descendant of the eldest son of the founder of the lineage, he is the link between the living and ancestors. He is supposed to unite the family so that the unity survives his death. He reinforces kinship ideology, maintains peace and presides over family gatherings, during which period he keeps members within bounds by insisting on customs, laws and traditional observances. He helps to socialize members of the family, immediate and extended, into the ways of the group. He represents the family whenever there are communal lineage meetings. In this way elders unite family and kinship members. In their oral will, in the presence of other elders, they provide guidance on how land will be parcelled out

among family members, appeal for unity among family and kinship members and pass the baton of leadership to the next patriarch of the family. Thus, all members of the society take socialization seriously. That role transcends age and gender. This is because socialization contributes to cohesion.

Questions 1-6

The reading passage has six paragraphs A-F.

Which paragraph contains the following information?

NB You may use any letter more than once.

1. steps detailing how the individual learns kinship through life
2. the part played by all family members in a child's development
3. a motive for having children
4. the desire to have a well-raised child
5. how becoming an adult is celebrated
6. a list of the roles of the elder in large and small families

Questions 7-10

Complete the sentences below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

7. African parents are not as overprotective of their children as those in

8. Familial and kinship connections come before personal
9. Despite the many positive associations connected with old age, it has particular attached to it.
10. In African society, an elderly person's depends on a capacity to use certain attributes.

Questions 11-13

Choose **THREE** letters from **A to H**.

Which **THREE** of the following statements are true of the elder of the family?

- A** He advises family members on career choices.
- B** He is responsible for increasing the wealth of the family.
- C** He hands over control to the next head of the family.
- D** He is in charge of distributing land among family members.
- E** He preserves the bonds between the past and the present.
- F** He has a duty to preserve unity even at the expense of customs.
- G** He trains family members in the ways of the society.
- H** He assigns roles to the various family members according to ability.

Travel

Revising for the Speaking Module

1. What are the reasons for travelling?
2. What travel tips can you give to a person who is going abroad?
3. What are the most popular destinations for people from your country?
4. What is the difference between *travel* and *tourism*?
5. What is an “armchair traveller”?
6. Why are package holidays becoming attractive for holiday-makers?
7. What are educational trips? What should organisers do to make such trips successful?
8. What famous explorers do you know? What contribution did they make to our understanding of the world?

Speaking Module

I

Describe a memorable journey you have made.
You should say:
Where this journey was to
When it was
What you did on this journey
And explain why this journey was memorable.

Follow-up questions:

What journeys do you have to make every day?
Do you sometimes have problems with transport?

Topics for discussion:

How do people travel around where you live?
What problems do people face when they travel?
What is your favourite form of transport?
How do transport problems affect you?
How has transport changed over the last twenty-five years?
How would you improve the transport in your country?
How do people in your country travel on long journeys?
What reasons do you associate with going on a journey?

<p>Describe a country you would like to visit. You should say: Who you would like to go with How long you would like to stay there What you know about it And explain your reasons for choosing it.</p>

Follow-up questions:

What experience do you have of travelling to other countries?

What are the best ways to get to know a country?

Topics for discussion:

What would you do to prepare yourself before you visit another country?

What are the biggest cultural differences between your country and English-speaking countries?

Some young people nowadays have a ‘gap year’ between school and university, when they travel or work in another country. Do you think this is a good idea?

What new developments will there be in tourism in future, do you think?

Describe a holiday you would like to go on.

You should say:

What the attraction is

What place you would like to go to

What you would like to do while you were there

And explain why you would like to go on this holiday.

Follow-up questions:

How do you usually spend your holiday?
Would you rather go on holiday with one or two friends, or with a group?

Topics for discussion:

What are the benefits of going away on holiday?
What developments affecting international travel might be there in the future?
Does/Would mass tourism benefit your country?
Why? / Why not?
How can we ensure that tourism does not destroy traditional cultures and ways of life?
Should rich countries give much more financial help to poor countries?
How can we encourage more young people to do voluntary work abroad?

<p>Describe a tourist attraction you would like to visit. You should say: What the attraction is What you can see and do there How you know about it And say why you would particularly like to go there.</p>

Follow-up questions:

What are the main attractions there in your city?
What else would you recommend foreign visitors to see?

Topics for discussion:

What places in your country do you think visitors would enjoy visiting most?
What measures would you take to attract more foreign tourists to your city/country?
Is there any difference between a person who has been to a foreign country and a person who hasn't?
What place you have visited makes you feel relaxed and peaceful?

II

What are the reasons for travelling...?

- broaden the mind
- get away from it all
-

What is important when describing travelling to-day...?

- virtual tourism
- physical travel
-

What is important when being a successful traveler...?

- obtain comprehensive travel documents

- read about local laws and customs
-

What is important when organizing trips for students...?

- take into account their interests and preferences
- provide enough information
-

III

Educational department is planning to arrange an educational trip for students to Great Britain. Organizers hope to avoid mistakes common for such trips. Discuss and decide together:

- most frequent mistakes
- preventive measures

Reading Module

I

You should spend about 20 minutes on Questions 1-14 which are based on the Reading Passage below.

IT'S ECO-LOGICAL

Planning an eco-friendly holiday can be a

minefield for the well-meaning traveller, says Steve Watkins. But help is now at hand.

If there were awards for tourism phrases that have been hijacked, diluted and misused then 'ecotourism' would earn top prize. The term first surfaced in the early 1980s reflecting a surge in environmental awareness and a realization by tour operators that many travellers wanted to believe their presence abroad would not have a negative impact. It rapidly became the hottest marketing tag a holiday could carry.

These days the ecotourism label is used to cover anything from a two-week tour living with remote Indonesian tribes, to a one-hour motorboat trip through an Australian gorge. In fact, any tour that involves cultural interaction, natural beauty spots, wildlife or a dash of soft adventure is likely to be included in the overflowing ecotourism folder. There is no doubt the original motives behind the movement were honourable attempts to provide a way for those who cared to make informed choices, but the lack of regulations and a standard industry definition left many travellers lost in an ecotourism jungle.

It is easier to understand why the ecotourism market has become so overcrowded when we look at its wider role in the world economy. According to World Tourism Organization figures, ecotourism is worth US\$20 billion a year and makes up one-fifth of all international tourism. Add to this an annual growth

rate of around five per cent and the pressure for many operators, both in developed and developing countries, to jump on the accelerating bandwagon is compelling. Without any widely recognized accreditation system, the consumer has been left to investigate the credentials of an operator themselves. This is a time-consuming process and many travellers usually take an operator's claims at face value, only adding to the proliferation of fake ecotours.

However, there are several simple questions that will provide qualifying evidence of a company's commitment to minimize its impact on the environment and maximize the benefits to the tourism area's local community. For example, does the company use recycled or sustainable, locally harvested materials to build its tourist properties? Do they pay fair wages to all employees? Do they offer training to employees? It is common for city entrepreneurs to own tour companies in country areas, which can mean the money you pay ends up in the city rather than in the community being visited. By taking a little extra time to investigate the ecotourism options, it is not only possible to guide your custom to worthy operators but you will often find that the experience they offer is far more rewarding.

The ecotourism business is still very much in need of a shake-up and a standardized approach. There are a few organizations that have sprung up in the last ten years or so that endeavour to educate

travellers and operators about the benefits of responsible ecotourism. Founded in 1990, the Ecotourism Society (TES) is a non-profit organization of travel industry, conservation and ecological professionals, which aims to make ecotourism a genuine tool for conservation and sustainable development. Helping to create inherent economic value in wilderness environments and threatened cultures has undoubtedly been one of the ecotourism movement's most notable achievements. TES organizes an annual initiative to further aid development of the ecotourism industry. This year it is launching 'Your Travel Choice Makes a Difference', an educational campaign aimed at helping consumers understand the potential positive and negative impacts of their travel decisions. TES also offers guidance on the choice of ecotour and has established a register of approved ecotourism operators around the world.

A leading ecotourism operator in the United Kingdom is Tribes, which won the 1999 Tourism Concern and Independent Traveller's World 'Award for Most Responsible Tour Operator'. Amanda Marks, owner and director of Tribes, believes that the ecotourism industry still has some way to go to get its house in order. Until now, no ecotourism accreditation scheme has really worked, principally because there has been no systematic way of checking that accredited companies actually comply with the code of practice. Amanda believes that the most promising

system is the recently re-launched Green Globe 21 scheme. The Green Globe 21 award is based on the sustainable development standards contained in Agenda 21 from the 1992 Earth Summit and was originally coordinated by the World Travel & Tourism Council (WTTC). The scheme is now an independent concern, though the WTTC still supports it. Until recently, tour companies became affiliates and could use the Green Globe logo merely on payment of an annual fee, hardly a suitable qualifying standard. However, in November 1999 Green Globe 21 introduced an annual, independent check on operators wishing to use the logo.

Miriam Cain, from the Green Globe 21 marketing development, explains that current and new affiliates will now have one year to ensure that their operations comply with Agenda 21 standards. If they fail the first inspection, they can only reapply once. The inspection process is not a cheap option, especially for large companies, but the benefits of having Green Globe status and the potential operational cost savings that complying with the standards can bring should be significant. 'We have joint ventures with organizations around the world, including Australia and the Caribbean, that will allow us to effectively check all affiliate operators,' says Miriam. The scheme also allows destination communities to become Green Globe 21 approved.

For a relatively new industry it is not surprising

that ecotourism has undergone teething pains. However, there are signs that things are changing for the better. With a committed and unified approach by the travel industry, local communities, travellers and environmental experts could make ecotourism a tag to be proud of and trusted.

Questions 1-6

Do the following statements agree with the views of the writer in the Reading Passage?

YES if the statement agrees with the
writer's views

NO if the statement contradicts the
writer's views

NOT GIVEN if it is impossible to say what the writer thinks about this

1. The term 'ecotourism' has become an advertising gimmick.
2. The intentions of those who coined the term 'ecotourism' were sincere.
3. Ecotourism is growing at a faster rate than any other type of travel.
4. It is surprising that so many tour organizations decided to become involved in ecotourism.
5. Tourists have learnt to make investigations about tour operators before using them.
6. Tourists have had bad experiences on ecotour holidays.

Questions 7-9

According to the information given in the reading passage, which THREE of the following are true of the Ecotourism Society (ETS)?

Choose the appropriate letters A-F.

- A** It has monitored the growth in ecotourism.
- B** It involves a range of specialists in the field.
- C** It has received public recognition for the role it performs.
- D** It sets up regular ecotour promotions.
- E** It offers information on ecotours at an international level.
- F** It consults with people working in tourist destinations

Questions 10-11

According to the information given in the reading passage, which TWO of the following are true of the Green Globe 21 award?

Choose the appropriate letters A-E.

- A** The scheme is self-regulating.
- B** Amanda Marks was recruited to develop the award.
- C** Prior to 1999 companies were not required to pay for membership.
- D** Both tour operators and tour sites can apply for affiliation.

E It intends to reduce the number of ecotour operators.

Questions 12-14

Using **NO MORE THAN THREE WORDS**, answer the following questions.

12. Which body provides information on global tourist numbers?
13. Who often gains financially from tourism in rural environments?
14. Which meeting provided the principles behind the Green Globe 21 regulations?

II

You should spend about 20 minutes on Questions 1-14 which are based on the Reading Passage below.

TOURISM

A Tourism, holidaymaking and travel are these days more significant social phenomena than most commentators have considered. On the face of it there could not be a more trivial subject for a book. And indeed since social scientists have had considerable difficulty explaining weightier topics such as work or politics, it might be thought that they would have great difficulties in accounting for more

trivial phenomena such as holidaymaking. However there are interesting parallels with the study of deviance. This involves the investigation of bizarre and idiosyncratic social practices which happen to be defined as deviant in some societies but not necessarily in others. The assumption is that the investigation of deviance can reveal interesting and significant aspects of normal societies. It could be said that a similar analysis can be applied to tourism.

B Tourism is a leisure activity which presupposes its opposite namely regulated and organized work. It is one manifestation of how work and leisure are organized as separate and regulated spheres of social practice in modern societies. Indeed acting as a tourist is one of the defining characteristics of being modern' and the popular concept of tourism is that it is organized within particular places and occurs for regularized periods of time. Tourist relationships arise from a movement of people to and their stay in various destinations. This necessarily involves some movement that is the journey and a period of stay in a new place or places. The journey and the stay are by definition outside the normal places of residence and work and are of a short term and temporary nature and there is a clear intention to return "home within a relatively short period of time.

C A substantial proportion of the population of modern societies engages in such tourist practices, new socialized forms of provision have developed in

order to cope with the mass character of the gazes of tourists as opposed to the individual character of travel. Places are chosen to be visited and be gazed upon because there is an anticipation especially through daydreaming and fantasy of intense pleasures, either on a different scale or involving different senses from those customarily encountered. Such anticipation is constructed and sustained through a variety of non-tourist practices such as films, TV literature, magazines, records and videos which construct and reinforce this daydreaming.

D Tourists tend to visit features of landscape and townscape which separate them off from everyday experience. Such aspects are viewed because they are taken to be in some sense out of the ordinary. The viewing of these tourist sights often involves different forms of social patterning with a much greater sensitivity to visual elements of landscape or townscape than is normally found in everyday life. People linger over these sights in a way that they would not normally do in their home environment and the vision is objectified or captured through photographs, postcards, films and so on which enable the memory to be endlessly reproduced and recaptured.

E One of the earliest dissertations on the subject of tourism is Boorstins analysis of the pseudo event (1964) where he argues that contemporary Americans cannot experience reality directly but

thrive on “pseudo events”. Isolated from the host environment and the local people, the mass tourist travels in guided groups and finds pleasure in inauthentic contrived attractions gullibly enjoying the pseudo events and disregarding the real world outside. Over time the images generated on different tourist sights come to constitute a closed self-perpetuating system of illusions which provide the tourist with the basis for selecting and evaluating potential places to visit. Such visits are made says Boorstin, “within the environmental bubble of the familiar American style hotel which insulates the tourist from the strangeness of the host environment”.

F To service the burgeoning tourist industry, an array of professionals has developed who attempt to reproduce ever-new objects for the tourist to look at. These objects or places are located in a complex and changing hierarchy. This depends upon the interplay between, on the one hand, competition between interests involved in the provision of such objects and, on the other hand, changing class, gender, and generational distinctions of taste within the potential population of visitors. It has been said that to be a tourist is one of the characteristics of the "modern experience. Not to go away is like not possessing a car or a nice house. Travel is a marker of status in modern societies and is also thought to be necessary for good health. The role of the professional,

therefore, is to cater for the needs and tastes of the tourists in accordance with their class and overall expectations.

Questions 1-5

The Raiding Passage has 6 paragraphs (A-F). Choose the most suitable heading for each paragraph from the list of headings below.

NB There are more headings than paragraphs so you will not use all of them. You may use any heading more than once.

List of Headings

I	The politics of tourism
II	The cost of tourism
III	Justifying the study of tourism
IV	Tourism contrasted with travel
V	The essence of modern tourism
VI	Tourism versus leisure
VII	The artificiality of modern tourism
VIII	The role of modern tour guides
IX	Creating an alternative to the everyday experience

1. Paragraph A
2. Paragraph B
3. Paragraph C
4. Paragraph E

5. Paragraph F

Questions 6-10

Do the following statements agree with the views of the writer in the Reading Passage.

YES	if the statement agrees with the writer
NO	if the statement contradicts the writer
NOT GIVEN	if it is impossible to say what the writer thinks about this

Example

Answer

People who can't afford to
travel watch films and TV

NOT GIVEN

6. Tourism is a trivial subject.
7. An analysis of deviance can act as a model for the analysis of tourism.
8. Tourists usually choose to travel overseas.
9. Tourists focus more on places they visit than those at home.
10. Tour operators try to cheat tourists.

Questions 11-14

Chose one phrase from the list of phrases to complete each key point below.

The information in the completed sentences should be an accurate summary of points made by the writer.

NB There are more phrases A-H than sentences so you will not use them all. You may use any phrase more than once.

11. Our concept of tourism arises from ...
12. The media can be used to enhance ...
13. People view tourist landscapes in a different way from ...
14. Group tours encourage participants to look at...

List of Phrases

- A local people and their environment.
- B the expectations of tourists.
- C the phenomena of holidaymaking.
- D the distinction we make between work and leisure.

Work

Revising for the Speaking Module

1. What are the best paid jobs in your country?
What are the reasons?
2. What factors do people consider when they choose a job?
3. What are the advantages and drawbacks of homeworking?
4. Why do companies conduct job interviews?
5. Do you think that shock tactics used by some employers are efficient? Why/why not?
6. What should an applicant do to find a good job?
7. What qualifications are desirable for
 - a pilot
 - a psychologist
 - a manager
 - a financier?

Speaking Module

I

Describe the job you most like to have.

You should say:

What this job would be

Where you would work

Which qualifications you would need

And explain why you would like to have this job most.

Follow-up questions:

What do you regard as the most important thing in your life: job or leisure interests?

What might a person learn from his/her job?

Topics for discussion:

Which jobs are most respected in your country?

In some western countries only a fifth of hospital consultants are female. Women doctors can't be very ambitious. Do you agree or disagree?

Do you agree that pay for a job should reflect the level of contribution to community the job makes?

What provides job satisfaction?

Do you think schools provide enough advice and support about future careers?

Describe the idea you had for improving job interviews.

You should say:

When and where you had your idea

What your idea was

Who told you about your idea

And explain why you thought your idea would make an improvement.

Follow-up questions:

Have you ever had job interviews?

How would/did you prepare for a job interview?

Topics for discussion:

Should employers encourage their workers to have new ideas about improving the company? Why?

What is more difficult: having new ideas or putting them into practice? Which is more important for a successful company?

Do you think people sometimes dislike ideas just because they are new? Why?

Describe the best company to work for.

You should say:

Where the company is located

In what area it operates

Where you learnt about the company from

And explain what is special about the company you have chosen.

Follow-up questions:

Can you suggest any reasons why some people are happier in their jobs than others?

Would you prefer to work for an organization or to be

self-employed? Why?

Topics for discussion:

What personal qualities does a person need to be a good boss?

Experts have suggested that stress at work is less of a problem for bosses than for their subordinates. Do you agree or disagree?

What are the advantages and disadvantages of working from home rather than going to an office?

Can you suggest any reasons why people working in the computer industry generally enjoy their work?

Do you think it is a good idea for colleagues at work to spend time socially together?

What factors might influence staff turnover?

II

What is important when working from home...?

- benefits for employers
- modern technologies
-

What are the reasons for rejecting a job offer...?

- routine work
- long hours
-

What are the reasons for taking a job...?

- friendly colleagues

- rewards

-

What is important when dealing with shock tactics...?

- stay calm
- prepare beforehand

-

What is important when preparing for a job interview...?

- hypothetical questions
- killer questions

-

III

You are in the board of directors of an IT company. You believe that a part of work can be done from home. Discuss and decide together:

- benefits of the new policy
- possible disadvantages

You are preparing for a job interview. Discuss with your friend:

- what problems you might face during the interview
- what tactics might be useful

Reading Module

I

You should spend about 20 minutes on Questions 1-13 which are based on the Reading Passage below.

What do we mean by being “talented” or “gifted”? The most obvious way is to look at the work someone does and if they are capable of significant success, label them as talented. The purely quantitative route - “percentage definition” - looks not at individuals, but at simple percentages, such as the top five per cent of the population, and labels them - by definition - as gifted. This definition has fallen from favour, eclipsed by the advent of IQ tests, favoured by luminaries such as Professor Hans Eysenck, where a series of written or verbal tests of general intelligence leads to a score of intelligence.

The IQ test has been eclipsed in turn. Most people studying intelligence and creativity in the new millennium now prefer a broader definition, using a multifaceted approach where talents in many areas are recognized rather than purely concentrating on academic achievement. If we are therefore assuming that talented, creative or gifted individuals may need to be assessed across

a range of abilities, does this mean intelligence can run in families as a genetic or inherited tendency? Mental dysfunction - such as schizophrenia - can, so is an efficient mental capacity passed on from parent to child?

Animal experiments throw some light on this question, and on the whole area of whether it is genetics, the environment or a combination of the two that allows for intelligence and creative ability. Different strains of rats show great differences in intelligence or 'rat reasoning'. If these are brought up in normal conditions and then run through a maze to reach a food goal, the 'bright' strain make far fewer wrong turns than the 'dull' ones. But if the environment is made dull and boring the number of errors becomes equal. Return the rats to an exciting maze and the discrepancy returns as before - but is much smaller. In other words, a dull rat in a stimulating environment will almost do as well as a bright rat who is bored in a normal one. This principle applies to humans too - someone may be born with innate intelligence, but their environment probably has the final say over whether they become creative or even a genius.

Evidence now exists that most young children, if given enough opportunities and encouragement, are able to achieve significant and sustainable levels of academic or sporting

prowess. Bright or creative children are often physically very active at the same time, and so may receive more parental attention as a result - almost by default - in order to ensure their safety. They may also talk earlier, and this, in turn, breeds parental interest. This can sometimes cause problems with other siblings who may feel jealous even though they themselves may be bright. Their creative talents may be undervalued and so never come to fruition. Two themes seem to run through famously creative families as a result. The first is that the parents were able to identify the talents of each child, and nurture and encourage these accordingly but in an even-handed manner. Individual differences were encouraged, and friendly sibling rivalry was not seen as a particular problem. If the father is, say, a famous actor, there is no undue pressure for his children to follow him onto the boards, but instead their chosen interests are encouraged. There need not even be any obvious talent in such a family since there always needs to be someone who sets the family career in motion, as in the case of the Sheen acting dynasty.

Martin Sheen was the seventh of ten children born to a Spanish immigrant father and an Irish mother. Despite intense parental disapproval he turned his back on entrance exams to university and borrowed cash from a local

priest to start a fledgling acting career. His acting successes in films such as *Badlands* and *Apocalypse Now* made him one of the most highly-regarded actors of the 1970s. Three sons - Emilio Estevez, Ramon Estevez and Charlie Sheen - have followed him into the profession as a consequence of being inspired by his motivation and enthusiasm.

A stream seems to run through creative families. Such children are not necessarily smothered with love by their parents. They feel loved and wanted, and are secure in their home, but are often more surrounded by an atmosphere of work and where following a calling appears to be important. They may see from their parents that it takes time and dedication to be master of a craft, and so are in less of a hurry to achieve for themselves once they start to work.

The generation of creativity is complex: it is a mixture of genetics, the environment, parental teaching and luck that determines how successful or talented family members are. This last point - luck - is often not mentioned where talent is concerned but plays an undoubted part. Mozart, considered by many to be the finest composer of all time, was lucky to be living in an age that encouraged the writing of music. He was brought up surrounded by it, his father was a musician who encouraged him to the point of

giving up his job to promote his child genius, and he learnt musical composition with frightening speed - the speed of a genius. Mozart himself simply wanted to create the finest music ever written but did not necessarily view himself as a genius - he could write sublime music at will, and so often preferred to lead a hedonistic lifestyle that he found more exciting than writing music to order.

Albert Einstein and Bill Gates are two more examples of people whose talents have blossomed by virtue of the times they were living in. Einstein was a solitary, somewhat slow child who had affection at home but whose phenomenal intelligence emerged without any obvious parental input. This may have been partly due to the fact that at the start of the 20th century a lot of the Newtonian laws of physics were being questioned, leaving a fertile ground for ideas such as his to be developed. Bill Gates may have had the creative vision to develop Microsoft, but without the new computer age dawning at the same time he may never have achieved the position on the world stage he now occupies.

Questions 1-2

Complete the notes, which show the approaches to defining 'talent'. Choose ONE or TWO WORDS from the passage for each answer.

'percentage definition'



...(1)...



...(2)...

Questions 3-5

Which THREE of the following does the writer regard as a feature of creative families? Choose the appropriate letters A-F.

- A a higher than average level of parental affection
- B competition between brothers and sisters
- C parents who demonstrate vocational commitment
- D strong motivation to take exams and attend university
- E a patient approach to achieving success
- F the identification of the most talented child in the family

Questions 6-7

Choose the appropriate letters A-D.

6. The rat experiment was conducted to show that

- A** certain species of rat are more intelligent than others.
 - B** intelligent rats are more motivated than 'dull' rats.
 - C** a rat's surroundings can influence its behaviour.
 - D** a boring environment has little impact on a 'bright' rat.
7. The writer cites the story of Martin Sheen to show that
- A** he was the first in a creative line.
 - B** his parents did not have his creative flair.
 - C** he became an actor without proper training.
 - D** his sons were able to benefit from his talents.

Questions 8-12

Do the following statements agree with the claims of the writer in the Reading Passage?

- | | |
|------------------|--|
| YES | if the statement agrees with the writer's claims |
| NO | if the statement contradicts the writer's claims |
| NOT GIVEN | if it is impossible to say what the writer thinks about this |
8. Intelligence tests have now been proved to be unreliable.
 9. The brother or sister of a gifted older child may fail to fulfill their own potential.
 10. The importance of luck in the genius equation tends to be ignored.

11. Mozart was acutely aware of his own remarkable talent.
12. Einstein and Gates would have achieved success in any era.

Question 13

From the list below choose the most suitable title for the whole of the Reading Passage.

- | |
|--|
| <p>A Geniuses in their time</p> <p>B Education for the gifted</p> <p>C Revising the definition of intelligence</p> <p>D Nurturing talent within the family</p> |
|--|

II

You should spend about 20 minutes on Questions 1-7 which are based on the Reading Passage below.

THE LAW ON MINIMUM PAY

Who is entitled to minimum pay?

Nearly all workers aged 16 years and over, including part-time workers, are entitled to the National Minimum Wage. Amongst those to whom it does not apply are those engaged in unpaid work and family members employed by the family business.

What is the minimum wage that I am entitled to?

The National Wage Act specifies the minimum rates of pay applicable nationwide. Since 1 October 2007, the adult rate for workers aged 22 and over has been £5.25 per hour. The development rate for 18-21 year olds and for workers getting training in the first 6 months of a job is £4.60 per hour. The rate for 16-17 year olds starts at £3.40 an hour. There are special provisions for some workers, for example those whose job includes accommodation. Pay means gross pay and includes any items paid through the payroll such as overtime, bonus payments, commission and tips and gratuities.

I believe I'm being paid below the National Minimum Wage Rate. How can I complain?

If you are being paid less than this, there are various steps you can take:

- If you feel able, you should talk directly with your employer. This is a clear legal right, and employers can be fined for not paying the NMW.
- If you are a trade union member, you should call in the union.
- If neither of these is appropriate then you can email via the Revenue and Customs website or call their helpline for advice.

You have the legal right to inspect your employer's pay records if you believe, on reasonable grounds, that you are being paid less than the NMW. Your employer is required to produce the records within 14 days, and must make them available at your place of

work or at some other reasonable place. If your employer fails to produce the records, you may take the matter to an employment tribunal. You must make your complaint within three months of the ending of the 14-day notice period.

Questions 1-7

Complete the sentences below.

Choose NO MORE THAN TWO WORDS AND/OR A NUMBER from the reading passage for each answer.

1. The law on minimum pay doesn't cover you if you are working in your or if you are a volunteer.
2. You may be paid under £5 an hour if you are receiving..... at the start of a job.
3. There are different rules for people who are provided with.....with their jobs.
4. If you earn extra money, for example for working longer hours or in tips, this counts as part of your wage when you receive it via
5. Anyone being paid below the National Minimum Wage should speak to their if they can.
6. According to the law, you can ask to look at your boss's
7. You have a period of to complain if

your boss does not co-operate within the specified period of time.

Answer Questions 8-13 which are based on the Reading Passage below.

Dealing with your office emails

Email has completely changed the way we work today. It offers many benefits and, if used well, can be an excellent tool for improving your own efficiency. Managed badly, though, email can be a waste of valuable time. Statistics indicate that office workers need to wade through an average of more than 30 emails a day. Despite your best efforts, unsolicited email or spam can clutter up the most organised inbox and infect your computer system with viruses. Here we give you guidance on protecting yourself.

Prioritising incoming messages

If you are regularly faced with a large volume of incoming messages, you need to prioritise your inbox to identify which emails are really important. If it is obvious spam, it can be deleted without reading. Then follow these steps for each email:

- Check who the email is from. Were you expecting or hoping to hear from the sender? How quickly do they expect you to respond?
- Check what the email is about. Is the subject urgent? Is it about an issue that falls within your sphere of responsibility, or should it just be forwarded

to someone else?

- Has the email been in your inbox for long? Check the message time.

An initial scan like this can help you identify the emails that require your prompt attention. The others can be kept for reading at a more convenient time.

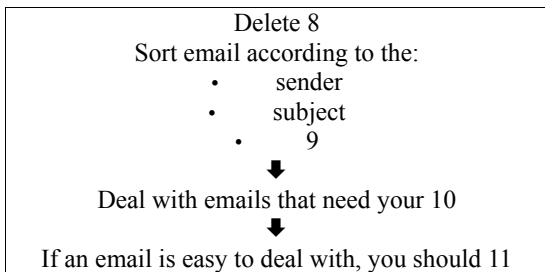
Replying in stages

Having prioritised your emails, you can answer them in stages, first with a brief acknowledgement and then a more detailed follow-up. This is particularly advisable when dealing with complicated matters where you don't want to give a rushed answer. If you decide to do this, tell the recipient a definite date when you'll be able to get back to him or her and try to keep to this wherever possible.

Some emails are uncomplicated and only require a brief, one line answer, so it's a good idea to reply to these immediately. For example, if all you need to say is, 'Yes, I can make the 10.00 meeting', or 'Thanks, that's just the information I needed', do it. If you are unable to reply there and then or choose not to, let the sender know that you've received the message and will be in touch as soon as possible.

Complete the flow chart below.

Choose NO MORE THAN TWO WORDS.



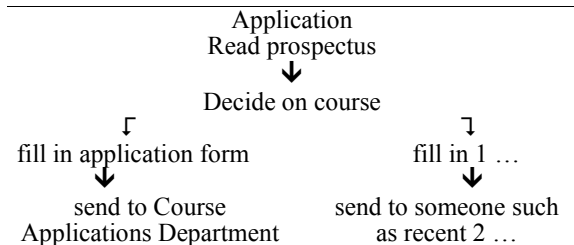
You should spend about 20 minutes on questions 1-6 which are based on the Reading Passage below.

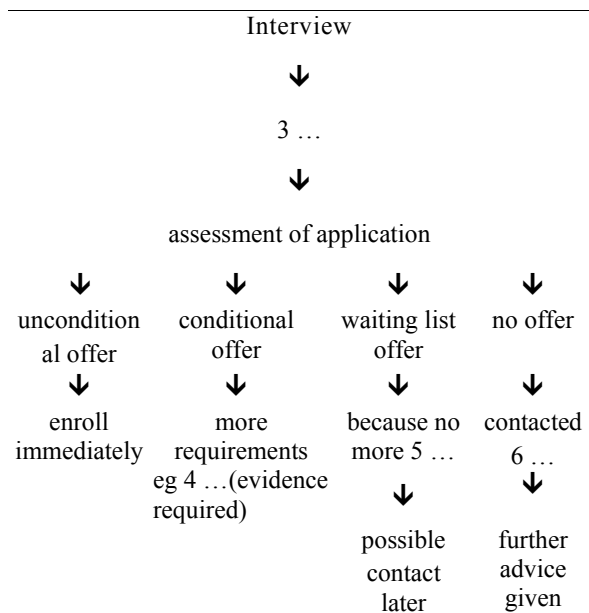
Questions 1-6

Read the information from a college prospectus and complete the flow charts below.

Use NO MORE THAN THREE WORDS from the passage for each answer.

Write your answers in boxes 1-6.





APPLICATION & INTERVIEW INFORMATION

Application	After Interview
After you have read	Unconditional offer

<p>through the prospectus and decided which course you want to apply for, please follow the simple procedures detailed below:</p> <p>1 Detach and complete the centre-fold application form and return it as soon as possible to: Course Applications Department, The Admissions Centre, Southgate College, High Street, Southgate, London N14 6BS</p> <p>2 Complete and forward the reference form to someone who knows of you and your progress. This person would usually be your present or last tutor.</p> <p>Interview After we</p>	<p>If you have already achieved the entry requirements to join the College, an 'unconditional offer' will be given to you and arrangements will be made for you to enroll as soon as possible.</p> <p>Conditional offer You will be given a 'conditional offer' if there are additional criteria to be met; these may include exam results or further practical tests or reports. On receipt of your exam results, you will need to show the College evidence of your grades.</p> <p>Waiting list offer If the course of your choice is oversubscribed and there are no longer any places available, you may be included on the 'waiting list', either with a conditional or an unconditional offer. We</p>
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have received your application and reference form, you will be invited in for an interview, during which you will be taken on a tour of the College, and we will assess your application to ensure we offer the right course for you.	will then contact you with an offer if a place becomes available. No offer If, after the interview, the College considers that you will not benefit from the course of your choice, we will contact you in writing and will offer further advice on your next step.
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Languages

Revising for the Speaking Module

- 1 Have your language skills let you down when abroad?
- 2 What are the best ways of improving the language skills?
- 3 Why has English become an international language? What are the benefits of having one universal language?
- 4 Should governments protect the languages used by the minority? Why / why not?
- 5 Why are languages disappearing?
6. Do modern technologies pose a serious threat to

literacy skills? Why / why not?

7. What measures might be efficient to promote the languages spoken by a minority of the population?

Speaking Module

I

Describe a skill you learnt at an English lesson.

You should say:

What skill you learnt

How you learnt it

What problems you faced

And explain what helped you to learn successfully.

Follow-up questions:

How much homework do you do every day to achieve good results?

Do you have any special learning strategy which helps you to be efficient?

Topics for discussion:

Have you had any positive experience of using English? What was the experience and why would you call it positive?

Apart from classes, what are useful ways to practice a language that you are learning?

What do you think is more enjoyable, watching films in English or talking with native speakers?

How do you plan to use your English in the future?

Describe a class of English you particularly remember.

You should say:

When you attended the lesson

What you did at the lesson

What you were good/ not very good at

And explain what made it memorable.

Follow-up questions:

What are your earliest memories of learning English?

What do you find difficult about English?

Topics for discussion:

What do you enjoy about learning English?

What other languages have you studied/would you like to study?

Do you think that studying minority languages has an educational value?

Do you think it is important for governments to support minority languages? Why?

Describe a strategy which helps you to express your ideas clearly and logically.

You should say:
Why paragraphing is important
What helps to connect sentences
How useful varied vocabulary and grammatical structures are
And explain what makes this strategy especially efficient.

Follow-up questions:

Have you ever received messages in English?
Do you think that writing correct English influences your business/friendly relationships?

Topics for discussion:

Modern communications mean that it is no longer necessary to write letters. To what extent do you agree or disagree?

II

What are the views on texting a message...?

- ban it entirely
- allow in certain situations
-

What is important when enrolling in all-inclusive language courses...?

- confusing school curriculum
- comprehensive programs
-

What is important when speaking about disappearing languages...?

- reasons
- supporting measures
-

III

You are worried about your language skills and enrolling in the “Learn Fast” which is the all-inclusive foreign language course. Your friend has just finished the course. He is satisfied with the results.

Discuss and decide together:

- what skills the course develops
- what makes the course efficient

You are working for a large international charity which has branches in different countries. The staff have been always encouraged to use English in their work. The Human Resources Department has decided to make English the working language within the whole organization and it organizes English language training for its staff at head office.

Discuss and decide together:

- what staff members should be sent to the courses
- how to run courses efficiently within the limited budget

Reading Module**I**

You should spend about 20 minutes on Questions 1-13 which are based on the Reading Passage below.

SAVING LANGUAGE

For the first time, linguists have put a price on language. To save a language from extinction isn't cheap - but more and more people are arguing that the alternative is the death of communities.

There is nothing unusual about a single language dying. Communities have come and gone throughout history, and with them their language. But what is happening today is extraordinary, judged by the standards of the past. It is language extinction on a massive scale. According to the best estimates, there are some 6,000 languages in the world. Of these, about half are going to die out in the course of the next century: that's 3,000 languages in 1,200 months.

On average, there is a language dying out somewhere in the world every two weeks or so.

How do we know? In the course of the past two or three decades, linguists all over the world have been gathering comparative data. If they find a language with just a few speakers left, and nobody is bothering to pass the language on to the children, they conclude that language is bound to die out soon. And we have to draw the same conclusion if a language has less than 100 speakers. It is not likely to last very long. A 1999 survey shows that 97 per cent of the world's languages are spoken by just four per cent of the people.

It is too late to do anything to help many languages, where the speakers are too few or too old, and where the community is too busy just trying to survive to care about their language. But many languages are not in such a serious position. Often, where languages are seriously endangered, there are things that can be done to give new life to them. It is called revitalization.

Once a community realizes that its language is in danger, it can start to introduce measures which can genuinely revitalize. The community itself must want to save its language. The culture of which it is a part must need to have a respect for minority languages. There needs to be funding, to support courses, materials, and teachers. And there need to be linguists, to get on with the basic task of putting the language

down on paper. That's the bottom line: getting the language documented - recorded, analyzed, written down. People must be able to read and write if they and their language are to have a future in an increasingly computer-literate civilization.

But can we save a few thousand languages, just like that? Yes, if the will and funding were available. It is not cheap, getting linguists into the field, training local analysts, supporting the community with language resources and teachers, compiling grammars and dictionaries, writing materials for use in schools. It takes time, lots of it, to revitalize an endangered language. Conditions vary so much that it is difficult to generalize, but a figure of \$100,000 a year per language cannot be far from the truth. If we devoted that amount of effort over three years for each of 3,000 languages, we would be talking about some \$900 million.

There are some famous cases which illustrate what can be done. Welsh, alone among the Celtic languages, is not only stopping its steady decline towards extinction but showing signs of real growth. Two Language Acts protect the status of Welsh now, and its presence is increasingly in evidence wherever you travel in Wales.

On the other side of the world, Maori in New Zealand has been maintained by a system of so-called 'language nests', first introduced in 1982. These are organizations which provide children under five with

a domestic setting in which they are intensively exposed to the language. The staff are all Maori speakers from the local community. The hope is that the children will keep their Maori skills alive after leaving the nests and that as they grow older they will in turn become role models to a new generation of young children. There are cases like this all over the world. And when the reviving language is associated with a degree of political autonomy, the growth can be especially striking, as shown by Faroese, spoken in the Faroe Islands, after the islanders received a measure of autonomy from Denmark.

In Switzerland, Romansch was facing a difficult situation, spoken in five very different dialects, with small and diminishing numbers, as young people left their community for work in the German-speaking cities. The solution here was the creation in the 1980s of a unified written language for all these dialects. RomanschGrischun, as it is now called, has official status in parts of Switzerland, and is being increasingly used in spoken form on radio and television.

A language can be brought back from the very brink of extinction. The Ainu language of Japan, after many years of neglect and repression, had reached a stage where there were only eight fluent speakers left, all elderly. However, new government policies brought fresh attitudes and a positive interest in survival. Several 'semi-speakers' - people who had

become unwilling to speak Ainu because of the negative attitudes by Japanese speakers - were prompted to become active speakers again. There is fresh interest now and the language is more publicly available than it has been for years.

If good descriptions and materials are available, even extinct languages can be resurrected. Kaurna, from South Australia, is an example. This language had been extinct for about a century, but had been quite well documented. So, when a strong movement grew for its revival, it was possible to reconstruct it. The revised language is not the same as the original, of course. It lacks the range that the original had, and much of the old vocabulary. But it can nonetheless act as a badge of present-day identity for its people. And as long as people continue to value it as a true marker of their identity, and are prepared to keep using it, it will develop new functions and new vocabulary, as any other living language would do.

It is too soon to predict the future of these revived languages, but in some parts of the world they are attracting precisely the range of positive attitudes and grass roots support which are the preconditions for language survival. In such unexpected but heart-warming ways might we see the grand total of languages in the world minimally increased.

Questions 1-5

Do the following statements agree with the views of

the writer in Reading Passage

- | | |
|-----------|--|
| YES | if the statement agrees with the views of the writer |
| NO | if the statement contradicts the views of the writer |
| NOT GIVEN | if it is impossible to say what the writer thinks about this |

1. The rate at which languages are becoming extinct has increased.
2. Research on the subject of language extinction began in the 1990s.
3. In order to survive, a language needs to be spoken by more than 100 people.
4. Certain parts of the world are more vulnerable than others to language extinction.
5. Saving language should be the major concern of any small community whose language is under threat.

Questions 6-8

The list below gives some of the factors that are necessary to assist the revitalization of a language within a community.

Which THREE of the factors are mentioned by the writer of the text?

- A the existence of related languages
- B support from the indigenous population
- C books tracing the historical development of the

language

- D on-the-spot help from language experts
- E a range of speakers of different ages
- F formal education procedures
- G a common purpose for which the language is required

Questions 9-13

Match the languages A-F with the statements below which describe how a language was saved.

Languages

A Welsh	D Romansch
B Maori	E Ainu
C Faroese	F Kaurna

- 9. The region in which the language was spoken gained increased independence.
- 10. People were encouraged to view the language with less prejudice.
- 11. Language immersion programmes were set up for sectors of the population.
- 12. A merger of different varieties of the language took place.
- 13. Written samples of the language permitted its revitalisation.

II

You should spend about 20 minutes on Questions 1-13 which are based on the Reading Passage below.

READING THE SCREEN

Are the electronic media exacerbating illiteracy and making our children stupid? On the contrary, says Colin McCabe, they have the potential to make us truly literate.

The debate surrounding literacy is one of the most charged in education. On the one hand there is an army of people convinced that traditional skills of reading and writing are declining. On the other, a host of progressives protest that literacy is much more complicated than a simple technical mastery of reading and writing. This second position is supported by most of the relevant academic work over the past 20 years. These studies argue that literacy can only be understood in its social and technical context. In Renaissance England, for example, many more people could read than could write, and within reading there was a distinction between those who could read print and those who could manage the more difficult task of reading manuscript. An understanding of these earlier periods helps us understand today's 'crisis in literacy' debate.

There does seem to be evidence that there has

been an overall decline in some aspects of reading and writing - you only need to compare the tabloid newspapers of today with those of 50 years ago to see a clear decrease in vocabulary and simplification of syntax. But the picture is not uniform and doesn't readily demonstrate the simple distinction between literate and illiterate which had been considered adequate since the middle of the 19th century.

While reading a certain amount of writing is as crucial as it has ever been in industrial societies, it is doubtful whether a fully extended grasp of either is as necessary as it was 30 or 40 years ago. While print retains much of its authority as a source of topical information, television has increasingly usurped this role. The ability to write fluent letters has been undermined by the telephone and research suggests that for many people the only use for writing, outside formal education, is the compilation of shopping lists.

The decision of some car manufacturers to issue their instructions to mechanics as a video pack rather than as a handbook might be taken to spell the end of any automatic link between industrialisation and literacy. On the other hand, it is also the case that ever-increasing numbers of people make their living out of writing, which is better rewarded than ever before. Schools are generally seen as institutions where the book rules - film, television and recorded sound have almost no place; but it is not clear that this opposition is appropriate. While you may not need to

read and write to watch television, you certainly need to be able to read and write in order to make programmes.

Those who work in the new media are anything but illiterate. The traditional oppositions between old and new media are inadequate for understanding the world which a young child now encounters. The computer has re-established a central place for the written word on the screen, which used to be entirely devoted to the image. There is even anecdotal evidence that children are mastering reading and writing in order to get on to the Internet. There is no reason why the new and old media cannot be integrated in schools to provide the skills to become economically productive and politically enfranchised.

Nevertheless, there is a crisis in literacy and it would be foolish to ignore it. To understand that literacy may be declining because it is less central to some aspects of everyday life is not the same as acquiescing in this state of affairs. The production of school work with the new technologies could be a significant stimulus to literacy. How should these new technologies be introduced into the schools? It isn't enough to call for computers, camcorders and edit suites in every classroom; unless they are properly integrated into the educational culture, they will stand unused. Evidence suggests that this is the fate of most information technology used in the classroom. Similarly, although media studies are now part of the

national curriculum, and more and more students are now clamouring to take these courses, teachers remain uncertain about both methods and aims in this area.

This is not the fault of the teachers. The entertainment and information industries must be drawn into a debate with the educational institutions to determine how best to blend these new technologies into the classroom.

Many people in our era are drawn to the pessimistic view that the new media are destroying old skills and eroding critical judgement. It may be true that past generations were more literate but - taking the pre-19th century meaning of the term - this was true of only a small section of the population. The word literacy is a 19th-century coinage to describe the divorce of reading and writing from a full knowledge of literature. The education reforms of the 19th century produced reading and writing as skills separable from full participation in the cultural heritage.

The new media now point not only to a futuristic cyber-economy, they also make our cultural past available to the whole nation. Most children's access to these treasures is initially through television. It is doubtful whether our literary heritage has ever been available to or sought out by more than about 5 per cent of the population; it has certainly not been available to more than 10 per cent. But the new media joined to the old, through the public service tradition

of British broadcasting, now makes our literary tradition available to all.

Questions 1-4

Choose the appropriate letters A-D.

1. When discussing the debate on literacy in education, the writer notes that

A children cannot read and write as well as they used to.

B academic work has improved over the last 20 years.

C there is evidence that literacy is related to external factors.

D there are opposing arguments that are equally convincing.

2. In the 4th paragraph, the writer's main point is that

A the printed word is both gaining and losing power.

B all inventions bring disadvantages as well as benefits.

C those who work in manual jobs no longer need to read.

D the media offers the best careers for those who like writing.

3. to the writer, the main problem that schools face today is

A how best to teach the skills of reading and writing.

B how best to incorporate technology into classroom teaching.

C finding the means to purchase technological equipment.

D managing the widely differing levels of literacy amongst pupils.

4. the end of the article, the writer is suggesting that

A literature and culture cannot be divorced.

B the term 'literacy' has not been very useful.

C 10 per cent of the population never read literature.

D our exposure to cultural information is likely to increase.

Questions 5-10

Do the following statements agree with the views of the writer in the Reading Passage?

YES if the statement agrees with the writer

NO if the statement contradicts the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

5. It is not as easy to analyze literacy levels as it

used to be.

6. Our literacy skills need to be as highly developed as they were in the past.
7. Illiteracy is on the increase.
8. Professional writers earn relatively more than they used to.
9. A good literacy level is important for those who work in television.
10. Computers are having a negative impact on literacy in schools.

Questions 11-13

Complete the sentences below with words taken from the Reading Passage.

Use NO MORE THAN THREE WORDS for each answer.

In Renaissance England, the best readers were those able to read ... **11** ...

The writer uses the example of ... **12** ... to illustrate the general fall in certain areas of literacy.

It has been shown that after leaving school, the only things that a lot of people write are ... **13**

ADVERTISING

Revising for the Speaking Module

1. Have you ever bought something just because of an advert? When? What were your reasons?
2. What does AIDA mean?
3. How has advertising changed over the years?
4. What makes a good advert?
5. Why is advertising considered to have a harmful effect on children?
6. What marketing ploys are becoming common nowadays? What are the ways to deal with unethical marketing?

SPEAKING MODULE

I

Describe an advertisement that you like.

You should say:

What this advertisement promotes

Where you saw this advertisement

What the main features of this advertisement are

And explain why you like this advertisement.

Follow-up questions:

Should advertisers promise a more serious life style?

Why/why not?

What adverts do you prefer: amusing and enjoyable or serious and informative?

Topics for discussion:

How can an advert encourage consumers to buy a product/service?

How do advertisements in your country differ from ads in other countries?

Describe a website that you like.

You should say:

What this website is

How often you visit this website

What special features this website has

And explain why you like this website.

Follow-up questions:

What are the advantages and disadvantages of the Internet as an advertising medium?

Will the share of the Internet in advertising increase or decrease in the near future? Give reasons.

Topics for discussion:

How useful do you think websites are for bringing information to people?

What about training or advertising?

In what ways can websites be of advantage to small businesses?

In business terms, are people more influenced by what they see nowadays on the web than on television? In what ways?

Describe an advertising strategy which made a great impression on you.

You should say:

What advertising method was used

What product/service was advertised

What your reaction was to the appeal to buy

And explain what made the method so special.

Follow-up questions:

Have you ever dealt with unethical advertising strategies?

Are you aware of modern marketing ploys which advertisers use?

Topics for discussion:

What are the most common ways of advertising products and services in your country?

What modern advertising techniques do more harm than good?

Does advertising familiarize consumers with the latest

achievements or is it an evil which should be eliminated?

Should advertising techniques for children and adults be the same? Why/why not?

What ways of advertising would you use to promote educational services?

In what way will advertising industry develop in the future?

Can you think of some reasons why advertising irritates some categories of consumers?

II

What is important when creating an advert...?

- recognizable logo
- inspirational tale
-

What is important when launching a promotional campaign...?

- sponsorship
- celebrity endorsement
-

What are the most common advertising media to-day...?

- TV commercials
- the Internet
-

What is important when advertising to children...?

- take into account their specificities
- follow strict rules
-

What is important when controlling advertising to children...?

- rely on Sweden's experience
- self- regulation
-

What is important when choosing a marketing method ...?

- rely on traditional market research
- be ethical
-

III

A huge soft drink manufacturer is going to introduce a new drink to the market which will appeal to the middle-aged group. The Marketing Department is developing a strategy to run an efficient advertising campaign.

Discuss and decide together:

- what advertising media to use
- how to promote the drink

You are going to launch a new kind of cheese. But you are not sure about the response of prospective customers.

Discuss and decide together:

- what methods of marketing research would give

objective information

- what promotional activities would be most successful

Reading Module

I

You should spend about 20 minutes on Questions 1-14 which are based on the the Reading Passage below.

THINK HAPPY

It's no joke: even scientists at the Royal Society are now taking the search for the source of happiness very seriously.

A What would Sir Isaac Newton have made of it? There he was, painted in oils, gazing down at one of the strangest meetings that the Royal Society, Britain's most august scientific body, has ever held. If Newton had flashed a huge grin, it would have been completely appropriate, for beneath him last week a two-day conference was unfolding on a booming new field of science: investigating what makes people happy. Distinguished professors strode up to the

podium, including one eminent neurologist armed with videos of women giggling at comedy films; another was a social scientist brandishing statistics on national cheerfulness. Hundreds of other researchers sat scribbling notes on how to produce more smiles.

B The decision by the Royal Society to pick 'the science of wellbeing' from hundreds of applications for conferences on other topics is no laughing matter. It means that the investigation of what makes people happy is being taken very seriously indeed. 'Many philosophies and religions have studied this subject, but scientifically it has been ignored,' said Dr Nick Baylis, a Cambridge University psychologist and one of the conference organizers. 'For the Royal Society to give us its countenance is vital, because that states that what we are doing deserves to be acknowledged and investigated by the best scientific minds.'

C At first sight, the mission of Baylis - and the growing number of other scientists working on happiness research - appears fanciful. They want to deploy scientifically rigorous methods to determine why some people are lastingly happy while others tend to misery. Then they envisage spreading the secret of happiness across the globe and, in short, increasing the sum of human happiness. 'If someone is happy they are more popular and also healthier, they live longer and are more productive at work. So it is very much worth having,' he says.

D Baylis, the only 'positive psychology' lecturer in Britain, knows that the aims of happiness research might sound woolly, so he is at pains to distance himself from the brigades of non-academic self-help gurus. He refers to 'life satisfaction' and 'wellbeing' and emphasises that his work, and that of others at the conference, is grounded in solid research. So what have the scientists discovered - has a theory of happiness been defined yet?

E According to Professor Martin Seligman, probably the world's leading figure in this field, happiness could be but a train ride - and a couple of questionnaires - away. It was Seligman, a psychologist from Pennsylvania University, who kick-started the happiness science movement with a speech he made as President of the American Psychological Association (APA). Why, asked Seligman, shocking delegates at an APA conference, does science only investigate suffering? Why not look into what steps increase happiness, even for those who are not depressed, rather than simply seek to assuage pain? For a less well-known scientist, the speech could have spelt the end of a career, but instead Seligman landed funding of almost £18m to follow his hunch. He has been in regular contact with hundreds of other researchers and practising psychologists *around* the world, all the while conducting polls and devising strategies for increasing happiness.

F His findings have led him to believe that there are

three main types of happiness. First, there is 'the pleasant life' - the kind of happiness we usually gain from sensual pleasures such as eating and drinking or watching a good film. Seligman blames Hollywood and the advertising industry for encouraging the rest of us, wrongly as he sees it, to believe that lasting happiness is to be found that way. Second, there is 'the good life', which comes from enjoying something we are good or talented at. The key to this, Seligman believes, lies in identifying our strengths and then taking part in an activity that uses them. Third, there is 'the meaningful life'. The most lasting happiness, Seligman says, comes from finding something you believe in and then putting your strengths at its service. People who are good at communicating with others might thus find long-lasting happiness through becoming involved in politics or voluntary work, while a rock star wanting to save the world might find it in organising a charity concert.

G Achieving 'the good life' and 'the meaningful life' is the secret of lasting happiness, Seligman says. For anybody unsure of how to proceed, he has an intriguing idea. To embark on the road to happiness, he suggests that you need a pen, some paper and, depending on your location, a railway ticket. First, identify a person to whom you feel a deep debt of gratitude but have never thanked properly. Next, write a 300-word essay outlining how important the help was and how much you appreciate it. Then tell them

you need to visit, without saying what for, turn up at their house and read them the essay. The result: tears, hugs and deeper, longer-lasting happiness, apparently, than would come from any amount of champagne.

H Sceptics may insist that science will always remain a clumsy way of investigating and propagating happiness and say that such things are better handled by artists, writers and musicians - if they can be handled at all. And not everybody at the conference was positive about the emerging science. Lewis Wolpert, professor of biology as applied to medicine at University College London, who has written a bestseller about his battle with depression, said: 'If you were really totally happy, I'd be very suspicious. I think you wouldn't do anything, you'd just sort of sit there in a treacle of happiness. There's a whole world out there, and unless you have a bit of discomfort, you'll never actually do anything.'

Questions 1-4

Complete the sentences below with words taken from the Reading Passage.

Use **NO MORE THAN THREE WORDS** for each answer.

1. At the conference, research into happiness was referred to as the
2. Baylis and others intend to use to find out what makes people happy or unhappy.

3. Baylis gives classes on the subject of
4. Baylis says he should not be categorised among the who do not have academic credentials.

Questions 5-10

Complete the summary below using words from the box.

Seligman's categories of happiness

Seligman's first type of happiness involves the enjoyment of pleasures such as 5 . He believes that people should not be under the 6 that such things lead to happiness that is not just temporary. His second type is related to 7..... Identification of this should lead to 8 and the result is 'the good life'. His third type involves having a strong 9 and doing something about it for the benefit of others. This, according to Seligman, leads to happiness that has some 10.

confidence	entertainment	incentive	leadership
thrill	permanence	illusion	effort
ability	theory	celebration	participation
ego	perseverance	leadership	encouragement
exaggeration	concept	conviction	support

Questions 11-14

The Reading Passage has eight paragraphs A-H.
Which paragraph contains the following information?
Choose the correct letter A-H.

11. a view that complete happiness may not be a desirable goal
12. a reference to the potential wider outcomes of conducting research into happiness.
13. an implication of the fact that the conference was held at all
14. a statement concerning the possible outcome of expressing a certain view in public

II

You should spend about 20 minutes on Questions 1-14 which are based on the Reading Passage below.

TWIST IN THE TALE

Fears that television and computers would kill children's desire to read couldn't have been more wrong. With sales roaring, a new generation of authors are publishing's newest and unlikeliest literary stars

A Less than three years ago, doom merchants were predicting that the growth in video games and the rise

of the Internet would sound the death knell for children's literature. But contrary to popular myth, children are reading more books than ever. A recent survey by Books Marketing found that children up to the age of 11 read on average for four hours a week, particularly girls.

B Moreover, the children's book market, which traditionally was seen as a poor cousin to the more lucrative and successful adult market, has come into its own. Publishing houses are now making considerable profits on the back of new children's books and children's authors can now command significant advances. 'Children's books are going through an incredibly fertile period,' says Wendy Cooling, a children's literature consultant. 'There's a real buzz around them. Book clubs are happening, sales are good, and people are much more willing to listen to children's authors.'

C The main growth area has been the market for eight to fourteen-year-olds, and there is little doubt that the boom has been fuelled by the bespectacled apprentice, Harry Potter. So influential has J. K. Rowling's series of books been that they have helped to make reading fashionable for pre-teens. 'Harry made it OK to be seen on a bus reading a book,' says Cooling. 'To a child, that is important.' The current buzz around the publication of the fourth Harry Potter beats anything in the world of adult literature.

D 'People still tell me, "Children don't read nowadays",' says David Almond, the award-winning author of children's books such as *Skellig*. The truth is that they are skilled, creative readers. When I do classroom visits, they ask me very sophisticated questions about use of language, story structure, chapters and dialogue.' No one is denying that books are competing with other forms of entertainment for children's attention but it seems as though children find a special kind of mental nourishment within the printed page.

E 'A few years ago, publishers lost confidence and wanted to make books more like television, the medium that frightened them most,' says children's book critic Julia Eccleshare. 'But books aren't TV, and you will find that children always say that the good thing about books is that you can see them in your head. Children are demanding readers, 'she says.' If they don't get it in two pages, they'll drop it.'

F No more are children's authors considered mere sentimentalists or failed adult writers. 'Some feted adult writers would kill for the sales,' says Almond, who sold 42,392 copies of *Skellig* in 1999 alone. And advances seem to be growing too: UK publishing outfit Orion recently negotiated a six-figure sum from US company Scholastic for *The Seeing Stone*, a children's novel by Kevin Crossley-Holland, the majority of which will go to the author.

G It helps that once smitten, children are loyal and

even fanatical consumers. Author Jacqueline Wilson says that children spread news of her books like a bushfire. 'My average reader is a girl of ten,' she explains. 'They're sociable and acquisitive. They collect. They have parties - where books are a good present. If they like something, they have to pass it on.' After Rowling, Wilson is currently the best-selling children's writer, and her sales have boomed over the past three years. She has sold more than three million books, but remains virtually invisible to adults, although most ten-year-old girls know about her.

H Children's books are surprisingly relevant to contemporary life. Provided they are handled with care, few topics are considered off-limits for children. One senses that children's writers relish the chance to discuss the whole area of topics and language. But Anne Fine, author of many award-winning children's books is concerned that the British literati still ignore children's culture. 'It's considered worthy but boring,' she says.

I 'I think there's still a way to go,' says Almond, who wishes that children's books were taken more seriously as literature. Nonetheless, he derives great satisfaction from his child readers. 'They have a powerful literary culture,' he says. 'It feels as if you're able to step into the store of mythology and ancient stories that run through all societies and encounter the great themes: love and loss and death and

redemption.'

J At the moment, the race is on to find the next Harry Potter. The bidding for new books at Bologna this year - the children's equivalent of the Frankfurt Book Fair - was as fierce as anything anyone has ever seen. All of which bodes well for the long-term future of the market - and for children's authors, who have traditionally suffered the lowest profile in literature, despite the responsibility of their role.

Questions 1-7

Look at the following list of people A-E and the list of statements (Questions 1-7). Match each statement with one of the people listed.

A	Wendy Cooling
B	David Almond
C	Julia Eccleshare
D	Jacqueline Wilson
E	Anne Fin

Choose the appropriate letters A-E.

1. Children take pleasure in giving books to each other.
2. Reading in public is an activity that children have not always felt comfortable about doing.

3. Some well-known writers of adult literature regret that they earn less than popular children's writers.
4. Children are quick to decide whether they like or dislike a book.
5. Children will read many books by an author that they like.
6. The public do not realize how much children read today.
7. We are experiencing a rise in the popularity of children's literature.

Questions 8-10

Using NO MORE THAN THREE WORDS taken from the reading passage, answer the following questions.

8. For which age group have sales of books risen the most?
9. Which company has just invested heavily in an unpublished children's book?
10. Who is currently the best-selling children's writer?

Questions 11—14

The Reading Passage has ten paragraphs A-J.

Which paragraph mentions the following (Questions 11-14)?

Choose the appropriate letters (A-J).

11. the fact that children are able to identify and discuss the important elements of fiction
12. the undervaluing of children's society
13. the impact of a particular fictional character on the sales of children's books
14. an accurate forecast regarding the reading habits of children?

BUSINESS

Revising for the Speaking Module

1. What are the most efficient strategies which help to succeed in business?
2. What is the difference between retailers and wholesalers?
3. What steps are essential to set up a business?
4. How should businesses deal with their suppliers?
5. What are the tips for a business venture to succeed?
6. What unethical activities might businesses be accused of? How would you deal with these

problems?

7. What makes a good entrepreneur?

8. What strategies are efficient for successful negotiations?

Speaking Module

I

Describe a business plan you are going to write/have written.

You should say:

When you wrote it

Why you decided to write it

What points you points you considered most thoroughly

And explain why it was beneficial for your business.

Follow-up questions:

Why do businessmen write business plans?

What strategy is more efficient to succeed in business: to follow your intuition or to rely on market research?

Topics for discussion:

What problems do businessmen in your country face ?

What problems are the hardest to solve? Why?

Should the government support businesses? Why / why not?

Should business people in your country copy business

strategies of more advanced countries? Give reasons?
If you decided to start your own business would you turn to your friends for help?

Describe a business idea you could start in your home town.

You should say:

What business area your activity will deal with

Why you have chosen this area

What resources you need to implement the idea

And explain how it will benefit your home town.

Follow-up questions:

Have you ever taken part in a school/university project?

Should people be encouraged to participate in huge projects which contribute to the wellbeing of their country?

Topics for discussion:

What specialists are absolutely necessary for a project to be a success?

What specific features of the target market should you know to enjoy high sales?

Is there any recipe to succeed in business?

What are the common mistakes most businesses make?

Do you know any firm which went bankrupt? What were the reasons?

Describe a successful entrepreneur you know or have heard of.

You should say:

What kind of business he/she set up

How his/her educational background contributed to his/her success

What business strategies he/she used

And explain why you admire this person.

Follow-up questions:

Is it more difficult for women to succeed in business than men?

Does good luck play any role in business?

Topics for discussion:

To what extent does your business prosperity depend on your connections?

What does ethics in business mean? Why should companies be ethical in their activities?

Do you know any company which suffered from its unethical behavior?

What is the most serious wrongdoing which might put off customers?

II

What is important when choosing a marketing method ...?

- rely on traditional market research
- be ethical
-

What are the reasons for a company's failure...?

- poor management
- dependence on one customer
-

What is important when doing business...?

- being ethical
- taking care of employees
-

What is important when starting a business...?

- being aware of marketing
- identifying weak points
-

What is important when creating a business plan...?

- financial information
- management plan
-

III

Your company, which is a huge wholesaler, is going to make a large order of sunglasses. The

manufacturing company supplies retailers all over Europe. Although the peak season for sunglasses is in summer months, market research suggests that people are wearing sunglasses as fashion accessories all year round. In order to get sunglasses early you are ready to make concessions in terms of payments and delivery.

Discuss and decide together:

- your sticking points
- areas of compromise

You are going to start your own business. You have arranged a meeting with an accountant and business adviser.

Discuss and decide together:

- what points an efficient business plan should include
- the reasons for which most businesses fail

Reading Module

I

You should spend about 20 minutes on Questions 1-13 which are based on the Reading Passage below.

CHOOSING PREMISES FOR A NEW BUSINESS

What you need

Three factors dominate the priorities of small businesses looking for premises: cost, cost and cost. Nobody ever has enough money, so there is an overwhelming temptation to go for the cheapest property. It is a mistake that can take decades to rectify - and even threaten the future of a promising business.

Ironically some firms swing too far in the other direction, committing themselves to a heavy initial outlay because they believe in the importance of image - and that does not come cheap. Finding the right premises is the real secret. That can, and will, vary enormously according to the type of business. But there are some general rules that apply to any operation.

Location

High street premises are important for shops which rely on passing trade - but these are expensive. Rents fall quickly within a few metres of main roads. Offices, however, need not be located centrally, particularly if most business is done on the phone or via email.

Manufacturing and storage relies heavily on access. Think about how vans and lorries will deliver and collect goods from the premises. Nearby parking can be important for staff, and public transport can be even more so, as traffic restrictions tighten.

Size

This is a crucial decision. Health and Safety laws provide basic guidance on how much room is required per office desk or manufacturing operation. But remember to allow for growth.

Growth

Every small business aims to become a big business, but this prospect can be obstructed if the wrong decisions are made early on. It is important to consider flexibility from the start. Can a building be physically altered internally by knocking down walls or by extending outwards or adding extra floors? Is there spare and next door to expand later if necessary?

Landlords obviously have to agree to any changes so it is important that the contract includes details of what will be allowed and how much extra will be charged on top of the costs of rebuilding or alteration. Planning rules must also be considered. Local authorities are not always open to discussion about the future of premises. They may have rigid rules about increasing density of development. The building may be in a conservation area or near housing, in which case it will be much more difficult to consider changes.

Questions 1-6

Complete the sentences below.

Choose **NO MORE THAN TWO WORDS** from the reading passage for each answer.

1. Some people choose expensive premises because they want to create an impressive for their company.
2. Businesses which depend onneed to be on or near the principal shopping areas.
3. Businesses which produce goods must check there isto the premises for delivery vehicles.
4. When choosing a building for your premises, find out whether could be removed to create more room.
5. Make sure that the states what type of building alterations might be permitted.
6. If business premises are located close to, extensions may not be allowed.

Read the passage below and answer the questions.

**CALIFORNIA STATE COLLEGE
WORKING CONDITIONS AND BENEFITS
FOR EMPLOYEES**

Payday

Employees are paid every other Friday. If Friday is a holiday, payday will be the following Monday. Generally, employees pick up the paychecks in their department; if not, they may be picked up at the Business Office.

Overtime

All time worked over eight hours in one day and forty hours in a workweek, and also the first eight hours worked on the seventh day of work in a workweek is considered overtime for non-exempt employees. The supervisor must approve all overtime before overtime occurs. Hours in excess of eight hours on the seventh day and in excess of twelve hours in one day will be paid at double time. Exempt employees receive no additional compensation for overtime hours.

Parking

All employees who will be parking in a staff parking zone must obtain a parking permit. A monthly pre-tax payroll deduction can be made by visiting Human Resources. If you wish to pay cash, present your staff I.D. and licensenumber to the Cashier's Office. The Safety Department will ticket cars without a parking permit and a fine will be applied.

I.D. Card

All employees are required to carry an I.D. card. If an employee loses his/her card, there will be an automatic charge of \$5.00 to issue a duplicate. If an employee gives up employment, his/her I.D. card must be returned prior to release of final paycheck.

Holidays

All regular and temporary full-time employees generally receive approximately 13 paid holidays during the course of each calendar yea. Regular part-

time employees will receive holiday benefits worked out using a prorated system. The holiday schedule is initiated annually.

Personal Holiday

Each employee is granted one extra day as a Personal Holiday at the time of hire, and at the beginning of each calendar year. Personal Holiday hours must be taken at one time (eight hours full-time or prorated based on the employee's time). Employees requesting Personal Holiday will be required to complete 'Leave Request' forms. No more than one Personal Holiday is authorized annually.

Birthday Holiday

All regular and temporary full-time or part-time employees are entitled to take their birthday off with pay. An employee has a fifteen-day span before and following his/her birthday to take the paid day off. What is known as a grace period through January 15th is given to those employees whose birthdays fall between December 16th and the end of the year.

Questions 7-13

Answer the questions below.

Choose NO MORE THAN THREE WORDS from the reading passage for each answer.

7. Where do most employees collect their wages?
8. Who has to authorize any overtime an employee wishes to do?

9. Who is not paid extra for working more than 40 hours a week?
10. Where should employees go if they wish to have the parking charge taken off their salary?
11. What method is used to calculate part-time employees' holidays?
12. Which documents must employees fill in to select their Personal Holiday?
13. What is the name of the special entitlement provided to employees with birthdays in the second half of December?

II

You should spend about 20 minutes on Questions 1-13, which are based on the Reading Passage below.

IN PRAISE OF AMATEURS

Despite the specialisation of scientific research, amateurs still have an important role to play.

During the scientific revolution of the 17th century, scientists were largely men of private means who pursued their interest in natural philosophy for their own edification. Only in the past century or two has it become possible to make a living from investigating the workings of nature. Modern science was, in other words, built on the work of amateurs. Today, science is an increasingly specialised and compartmentalised subject, the domain of experts who

know more and more about less and less. Perhaps surprisingly, however, amateurs - even those without private means - are still important.

A recent poll carried out at a meeting of the American Association for the Advancement of Science by astronomer Dr Richard Fienberg found that, in addition to his field of astronomy, amateurs are actively involved in such fields as acoustics, horticulture, ornithology, meteorology, hydrology and palaeontology. Far from being crackpots, amateur scientists are often in close touch with professionals, some of whom rely heavily on their co-operation.

Admittedly, some fields are more open to amateurs than others. Anything that requires expensive equipment is clearly a no-go area. And some kinds of research can be dangerous; most amateur chemists, jokes Dr Fienberg, are either locked up or have blown themselves to bits. But amateurs can make valuable contributions in fields from rocketry to palaeontology and the rise of the Internet has made it easier than ever before to collect data and distribute results.

Exactly which field of study has benefited most from the contributions of amateurs is a matter of some dispute. Dr Fienberg makes a strong case for astronomy. There is, he points out, a long tradition of collaboration between amateur and professional sky watchers. Numerous comets, asteroids and even the planet Uranus were discovered by amateurs. Today, in

addition to comet and asteroid spotting, amateurs continue to do valuable work observing the brightness of variable stars and detecting novae - 'new' stars in the Milky Way and supernovae in other galaxies. Amateur observers are helpful, says Dr Fienberg, because there are so many of them (they far outnumber professionals) and because they are distributed all over the world. This makes special kinds of observations possible: if several observers around the world accurately record the time when a star is eclipsed by an asteroid, for example, it is possible to derive useful information about the asteroid's shape.

Another field in which amateurs have traditionally played an important role is palaeontology. Adrian Hunt, a palaeontologist at Mesa Technical College in New Mexico, insists that his is the field in which amateurs have made the biggest contribution. Despite the development of high-tech equipment, he says, the best sensors for finding fossils are human eyes - lots of them. Finding volunteers to look for fossils is not difficult, he says, because of the near-universal interest in anything to do with dinosaurs. As well as helping with this research, volunteers learn about science, a process he calls 'recreational education'.

Rick Bonney of the Cornell Laboratory of Ornithology in Ithaca, New York, contends that amateurs have contributed the most in his field. There

are, he notes, thought to be as many as 60 million birdwatchers in America alone. Given their huge numbers and the wide geographical coverage they provide, MrBonney has enlisted thousands of amateurs in a number of research projects. Over the past few years their observations have uncovered previously unknown trends and cycles in bird migrations and revealed declines in the breeding populations of several species of migratory birds, prompting a habitat conservation programme.

Despite the successes and whatever the field of study, collaboration between amateurs and professionals is not without its difficulties. Not everyone, for example is happy with the term 'amateur'. MrBonney has coined the term 'citizen scientist' because he felt that other words, such as 'volunteer' sounded disparaging. A more serious problem is the question of how professionals can best acknowledge the contributions made by amateurs. Dr Fienberg says that some amateur astronomers are happy to provide their observations but grumble about not being reimbursed for out-of-pocket expenses. Others feel let down when their observations are used in scientific papers, but they are not listed as co-authors. Dr Hunt says some amateur palaeontologists are disappointed when told that they cannot take finds home with them.

These are legitimate concerns but none seems insurmountable. Provided amateurs and professionals

agree the terms on which they will work together beforehand, there is no reason why co-operation between the two groups should not flourish. Last year Dr S. Carlson, founder of the Society for Amateur Scientists won an award worth \$290,000 for his work in promoting such co-operation. He says that one of the main benefits of the prize is the endorsement it has given to the contributions of amateur scientists, which has done much to silence critics among those professionals who believe science should remain their exclusive preserve.

At the moment, says Dr Carlson, the society is involved in several schemes including an innovative rocket-design project and the setting up of a network of observers who will search for evidence of a link between low-frequency radiation and earthquakes. The amateurs, he says, provide enthusiasm and talent, while the professionals provide guidance 'so that anything they do discover will be taken seriously'. Having laid the foundations of science, amateurs will have much to contribute to its ever-expanding edifice.

Questions 1-8

Complete the summary below. Choose ONE or TWO WORDS from the passage for each answer.

Summary

Prior to the 19th century, professional ... **1** ... did not exist and scientific research was largely carried out by amateurs. However, while ... **2** ... today is mostly the

domain of professionals, a recent US survey highlighted the fact that amateurs play an important role in at least seven ... **3** ... and indeed many professionals are reliant on their ... **4** In areas such as astronomy, amateurs can be invaluable when making specific ... **5** ... on a global basis. Similarly in the area of palaeontology their involvement is invaluable and helpers are easy to recruit because of the popularity of ... **6** Amateur birdwatchers also play an active role and their work has led to the establishment of a ... **7** Occasionally the term 'amateur' has been the source of disagreement and alternative names have been suggested but generally speaking, as long as the professional scientists ... **8** ... the work of the non-professionals, the two groups can work productively together.

Questions 9-13

The Reading Passage contains a number of opinions provided by four different scientists.

Match each opinion (Questions 9-13) with the scientists A-D.

NB You may use any of the scientists A-D more than once.

9. Amateur involvement can also be an instructive pastime.
10. Amateur scientists are prone to accidents.
11. Science does not belong to professional

scientists alone.

12. In certain areas of my work, people are a more valuable resource than technology.

13. It is important to give amateurs a name which reflects the value of their work.

A Dr Fienberg

B Adrian Hunt

C RickBonney

D Dr Carlson

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