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WITH ANSWERS

*Examination papers from  
University of Cambridge  
ESOL Examinations:  
English for Speakers of  
Other Languages*



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# Test 1

**READING** 1 hour

## PART ONE

### Questions 1–7

- Look at the statements below and the text on the opposite page about the use of coaching in staff development.
- Which section (**A**, **B**, **C** or **D**) does each statement (**1–7**) refer to?
- For each statement (**1–7**), mark one letter (**A**, **B**, **C** or **D**) on your Answer Sheet.
- You will need to use some of these letters more than once.

**Example:**

**0** the best coaches being committed to their work and feeling pleased with what they achieve

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

- 1** the contact between coach and employee not solving all difficulties at work
- 2** the discussion of how certain situations could be better handled if they occur again
- 3** a coach encouraging an employee to apply what has been taught to routine work situations
- 4** coaching providing new interest to individuals who are unhappy in their current positions
- 5** coaching providing a supportive environment to discuss performance
- 6** employees being asked to analyse themselves and practise greater self-awareness
- 7** coaching enabling a company to respond rapidly to a lack of expertise in a certain area

## Coaching

### A

Coaching involves two or more people sitting down together to talk through issues that have come up recently at work, and analysing how they were managed and how they might be dealt with more effectively on subsequent occasions. Coaching thus transfers skills and information from one person to another in an on-the-job situation so that the work experience of the coach is used to advise and guide the individual being coached. It also allows successes and failures to be evaluated in a non-threatening atmosphere.

### B

Coaching means influencing the learner's personal development, for example his or her confidence and ambition. It can take place any time during an individual's career. Coaching is intended to assist individuals to function more effectively, and it is a powerful learning model. It begins where skills-based training ends, and helps individuals to use formally learnt knowledge in day-to-day work and management situations. Individuals being coached are in a demanding situation with their coach, which requires them to consider their own behaviour and question their reasons for doing things.

### C

The coach professionally assists the career development of another individual, outside the normal manager/subordinate relationship. In theory, the coaching relationship should provide answers to every problem, but in practice it falls short of this. However, it can provide a space for discussion and feedback on topics such as people management and skills, behaviour patterns, confidence-building and time management. Through coaching, an organisation can meet skills shortages, discuss targets and indicate how employees should deal with challenging situations, all at short notice.

### D

Effective coaches are usually those who get satisfaction from the success of others and who give time to the coaching role. Giving people coaching responsibilities can support their development, either by encouraging management potential through small-scale one-to-one assignments, or by providing added job satisfaction to managers who feel they are stuck in their present jobs. A coach is also a confidential adviser, accustomed to developing positive and effective approaches to complex management, organisational and change problems.

## PART TWO

### Questions 8–12

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

# BUFFET ZONE

Lucy Robertson started working at a take-away food business to supplement her income during her student days at Edinburgh University. Several years later she had bought the business and now, 17 years on, she owns Grapevine Caterers, probably Scotland's leading independent caterers, with a turnover of almost £6m.

She had never planned to own a business, and had certainly never considered a career in catering. (0) ..... However, her unplanned career began in 1985, when she returned to Edinburgh and discovered that the takeaway she had worked in was up for sale. On impulse, she bought it, but admits that at the time she knew nothing about catering. (8) ..... It was a difficult time, but essential in terms of gaining the experience she needed. The late 1980s boom was good for business, with large numbers of office workers wanting takeaway food for their lunches. (9) ..... 'At one point there were 26 food outlets within a 5-kilometre radius,' Robertson recalls. As the economy changed and the once packed office blocks started to become vacant, it became clear that Robertson would need to diversify. (10) ..... It changed the direction of the company for good.

As Robertson began to win catering contracts, she decided that the company would

have to move to larger premises. In 1994, the move was made when she bought another catering business that already had a number of profitable contracts for boardroom lunches.

Meanwhile, Robertson's main competitor, the oldest catering company in Edinburgh, was causing her some anxiety. 'Customer loyalty is not to be underestimated,' she warns. But Robertson is not someone who is easily put off. (11) ..... Partly as a result of this, turnover doubled, and having outgrown another site, Robertson bought a city-centre location for the group's headquarters.

By now, Grapevine's main competitor was a new catering company called Towngates. Although Robertson tried to raise enough money to buy Towngates, she did not succeed. Then luck intervened and Towngates went bankrupt. (12) ..... Many accepted and the company's turnover went from £700,000 to £1.5 million almost overnight.

However, the company's growth was not as smooth as it sounds in retrospect. Robertson admits, 'We were close to the edge during the growth period. Like many under-capitalised companies trying to grow, it might easily have collapsed.' But that, she feels, is the challenge of developing your own business.

**Example:**

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

- A** But there are plenty of similar contracts to be won in the east of Scotland before Robertson turns her attention elsewhere.
- B** Her way round this particular problem was to recruit the catering manager of the rival company.
- C** But this demand was short-lived, and before long, increasing competition made it harder to make a profit.
- D** 'It was a dramatic learning curve and very small amounts of money were earned at first,' says Robertson.
- E** She decided that the solution, since many companies required working lunches for meetings with clients, was to prepare and deliver meals to business premises.
- F** On hearing this, Robertson immediately contacted all of their clients and offered the services of Grapevine Caterers.
- G** Instead, she studied accountancy after leaving university, and a steady if unspectacular professional path seemed set.

## PART THREE

### Questions 13–18

- Read the article below about an image consultant who advises people on how to present themselves in the world of work, and the questions on the opposite page.
- For each question (13–18), mark one letter (A, B, C or D) on your Answer Sheet.

## HOW TO MARKET YOURSELF

We manage our own careers now. So knowing how to brand and position yourself in the market as ‘Me plc’ at different stages of your working life is becoming an increasingly vital skill. At least that is what image expert Mary Spillane believes. ‘Employment as we know it is decreasing. Jobs don’t exist, work exists. In the next decade most of us will be suppliers, not staff. We will have clients not bosses. If you are under 30, you probably know that there is only one firm to join for life: Me plc. It promotes you and your potential to others.’

‘We’re working in multi-national, multi-cultural, multi-corporate teams and it’s important to understand the implications of this. We need to create a personal brand that is unique, but complements the brand of the corporation we are working for. You have to find a way to do it so that you are not just a typical employee,’ advises Spillane. ‘You have to decide what central values you want to project, and also what may need to alter from situation to situation.’

Many people only remember Mary Spillane for the years she spent running a cosmetics company, but she actually has masters degrees in information science and politics. She used to hide that hard-hitting side, but is now eager to show it and forget about cosmetics. ‘Now that I’m working in the boardrooms of major plcs and global companies, I’m playing up my degrees and management background so that the image side is seen only as an addition to the value side,’ says Spillane.

Some contracts take longer than others. ‘The City law firms I’m currently working for are really difficult because they don’t have any idea of what their brand should be, and are still very

traditional even when talking about becoming modern. I’m showing them how to do everything from changing their reception areas – which tend to be very off-putting with their high-fronted reception desks – to how to make small talk that is less formal and rigid. Companies rebrand themselves all the time, spending millions on new office interiors and so on. But without an underlying change of attitudes, it can prove an empty exercise.’

She argues that for individuals too, there must be more than a surface change, as rebranding goes deeper than a mere change of wardrobe. Beyond advice on appearance, she tells clients, ‘Remind yourself of what you are selling: the personal values that comprise your brand. Learn to present yourself in a way that will project what you want to deliver. Lifelong learning is essential, together with the sort of discovery and adventure that promote personal growth. Always have an up-to-the-minute CV ready to print out, refreshing it every few months with your most recent achievements, just to remind others of your brand value.’

She believes it is essential that you understand both your public self and your private self, as well as your blind spots and your potential, in order to create an effective brand. ‘The public self is the image you project to the world, the private self is what you know about yourself but others don’t, and blind spots are those things that others see about you but you can’t see for yourself. By deciding what image you want other people to see, emphasising more of your private self and sorting out a few blind spots, you will increase not only your potential to influence others, but also your self-esteem and self-confidence.’



- 13** In the first paragraph, Mary Spillane says people should learn how to market themselves because
- A** it encourages companies to give them a job for life.
  - B** in the future it will be a company requirement.
  - C** in many careers it is becoming difficult to succeed.
  - D** it will help them adapt to developments in the job market.
- 14** Spillane says that, when creating a personal brand, it is important to
- A** change things depending on the circumstances.
  - B** decide what image people would like you to present.
  - C** make sure that colleagues feel at ease with your image.
  - D** follow the example of someone in the company you work for.
- 15** What do we learn about Spillane in the third paragraph?
- A** She is embarrassed about her career with a cosmetics company.
  - B** She doesn't like talking about her academic background.
  - C** She has qualifications many people are unaware of.
  - D** She worries about how other people see her.
- 16** Which problem does Spillane refer to when talking about the companies she is presently working with?
- A** They find it difficult to accept her ideas.
  - B** They are unaware of how to rebrand themselves.
  - C** They don't want to spend large amounts of money.
  - D** They are unwilling to modernise their work environment.
- 17** When advising people on rebranding themselves, Spillane tells them to
- A** attend courses to gain specialist skills.
  - B** update regularly their written proof of what they can do.
  - C** try out different ways of presenting themselves to others.
  - D** remember that what they look like is the most important point.
- 18** Spillane says that, in order to rebrand yourself successfully, it is important to
- A** ask for other people's opinions about your image.
  - B** feel confident about what you are trying to achieve.
  - C** learn how to make use of all aspects of your character.
  - D** model yourself on people with a certain amount of influence.

## PART FOUR

### Questions 19–33

- Read the text below about planning.
- Choose the best word or phrase to fill each gap from **A, B, C** or **D** on the opposite page.
- For each question (19–33), mark one letter (**A, B, C** or **D**) on your Answer Sheet.
- There is an example at the beginning, (0).

# Planning

In any planning system, from the simplest budgeting to the most complex corporate planning, there is an annual (0) ..... This is partly due to the fact that firms (19) ..... their accounting on a yearly (20) ..... , but also because similar (21) ..... often occur in the market.

Usually, the larger the firm, the longer the planning takes. But typically, planning for next year may start nine months or more in advance, with various stages of evaluation leading to (22) ..... of the complete plan three months before the start of the year.

Planning continues, however, throughout the year, since managers (23) ..... progress against targets, while looking forward to the next year. What is happening now will (24) ..... the objectives and plans for the future.

In today's business climate, as markets constantly change and become more difficult to (25) ..... , some analysts believe that long-term planning is pointless. In some markets they may be right, as long as companies can build the sort of flexibility into their (26) ..... which allows them to (27) ..... to any sudden changes.

Most firms, however, need to plan more than one year ahead in order to (28) ..... their long-term goals. This may reflect the time it takes to commission and build a new production plant, or, in marketing (29) ..... , it may be a question of how long it takes to research and launch a range of new products, and reach a certain (30) ..... in the market. If, for example, it is going to take five years for a particular airline to become the (31) ..... choice amongst business travellers on certain routes, the airline must plan for the various (32) ..... involved.

Every one-year plan, therefore, must be (33) ..... in relation to longer-term plans, and it should contain the stages that are necessary to achieve the final goals.

**Example:**

**A** performance      **B** transaction      **C** process      **D** action

<b>0</b>	<b>A</b> <input type="checkbox"/>	<b>B</b> <input type="checkbox"/>	<b>C</b> <input checked="" type="checkbox"/>	<b>D</b> <input type="checkbox"/>
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- 19 **A** make up      **B** carry out      **C** bring about      **D** put down
- 20 **A** basis      **B** grounds      **C** foundation      **D** structure
- 21 **A** distributions      **B** guides      **C** designs      **D** patterns
- 22 **A** approval      **B** permission      **C** consent      **D** decision
- 23 **A** value      **B** inspect      **C** review      **D** survey
- 24 **A** command      **B** prompt      **C** influence      **D** persuade
- 25 **A** guess      **B** speculate      **C** reckon      **D** predict
- 26 **A** operations      **B** techniques      **C** measures      **D** exercises
- 27 **A** answer      **B** respond      **C** counter      **D** reply
- 28 **A** move      **B** lead      **C** develop      **D** benefit
- 29 **A** expressions      **B** descriptions      **C** words      **D** terms
- 30 **A** reputation      **B** position      **C** situation      **D** influence
- 31 **A** desired      **B** selected      **C** preferred      **D** supposed
- 32 **A** acts      **B** steps      **C** means      **D** points
- 33 **A** handed over      **B** drawn up      **C** made out      **D** written off

**PART FIVE**

**Questions 34–45**

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

<b>Examples:</b>	0	C	O	R	R	E	C	T	
	00	S	U	C	H				

## Customer Services Director

0 Our client is well known as a producer of branded products in the home  
00 improvement sector. The business is experiencing a period of such significant  
34 volume and profit growth and as a result is now looking to appoint itself a  
35 Customer Services Director. This position involves in reporting directly to the  
36 Managing Director and key responsibilities include the control and development  
37 of the process for ordering goods. While through the management and  
38 motivation of twenty staff, you will be seen the focal point of managing  
39 customers' expectations, from keeping them up to date at all times with the  
40 progress of their orders. This role is a challenging one and calls for an individual  
41 with those top-level interpersonal and communication skills and a good  
42 understanding of process management. In return for the company offers the  
43 right candidate with a highly competitive salary and benefits package. Assistance  
44 with relocation expenses, if appropriate, that is also available. If you feel you have  
45 the qualifications for this exciting role and are looking for a challenge, please write  
in confidence to:

**WRITING** 45 minutes

**PART ONE**

- You are a manager in a large company. You have been informed that a member of your staff often arrives late for work.
- Write him a **memo** about the problem:
  - saying how often the member of staff arrives late
  - describing the effect on other staff
  - suggesting what the member of staff should do about the situation.
- Write **40–50** words.

**MEMO**

**To:** P. Jones

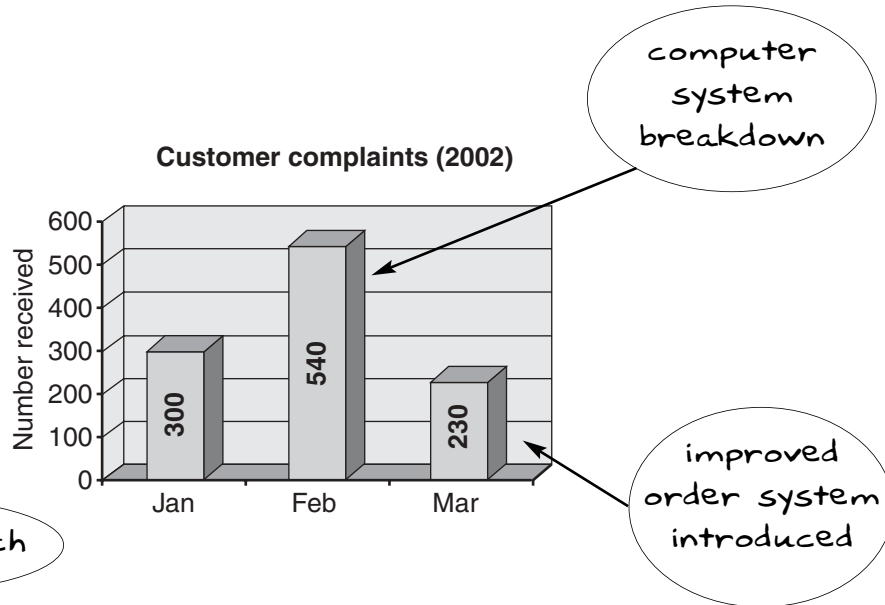
**From:**

**Date:** 21 November 2002

**Subject:** Lateness

**PART TWO**

- You work in the Customer Services Department of a mail-order company. You have been asked to prepare a short report for your line manager about complaints.
- Look at the information below, on which you have already made some handwritten notes.
- Then, using **all** your handwritten notes, write your **report**.
- Write **120–140** words.



**Reasons for complaints (Jan – March)**

❖	Incorrect order delivered – 16%
❖	Time taken to deliver – 56%
❖	Product quality unsatisfactory – 28%

fewer in March

improved order system introduced

explain plans to improve delivery

say what is being done about this

**LISTENING** 40 minutes (including  
10 minutes' transfer time)

**PART ONE**

**Questions 1–12**

- You will hear three telephone conversations or messages.
- Write **one** or **two** words or a number in the numbered spaces on the notes or forms below.
- After you have listened once, replay each recording.

**Conversation One**

**(Questions 1–4)**

- Look at the form below.
- You will hear a man asking a colleague for information about a former employee.

<b>Personnel Record</b>	
<b>NAME:</b>	Stephen (1) .....
<b>ADDRESS:</b>	183 School Road, Barnfield, BF2 8TP
<b>DEPARTMENT:</b>	(2) .....
<b>POST HELD:</b>	(3) ..... (temporary)
<b>MONTHLY SALARY:</b>	(4) £ .....

**Conversation Two**

**(Questions 5–8)**

- Look at the note below.
- You will hear a man describing a problem with an order.

**WHILE YOU WERE OUT**

**Message for:** Steven Kirby  
**From:** Mark Jones  
**Company:** (5) .....

**Message**

**Re:** Stationery order

Problem with the (6) ..... ordered.

The (7) ..... need 500 and he needs 750.

Also (8) ..... needs to be repositioned.



**Conversation Three**

**(Questions 9–12)**

- Look at the notes below.
- You will hear a woman making the arrangements for a delegation who are going to visit her company.

**Delegation visit – things to do**

Prepare an (9) ..... for each delegate.

Book 1pm lunch at (10) .....

Meet delegates when they arrive  
at the (11) .....

Show them the (12) ..... first.

**PART TWO**

**Questions 13–22**

**Section One**

**(Questions 13–17)**

- You will hear five short recordings.
- For each recording, decide which type of document the speaker is talking about.
- Write one letter (**A–H**) next to the number of the recording.
- Do not use any letter more than once.
- After you have listened once, replay the recordings.

- 13 .....
- 14 .....
- 15 .....
- 16 .....
- 17 .....

<p><b>A</b> an invoice <b>B</b> a price-list <b>C</b> a bank statement <b>D</b> a receipt <b>E</b> a company cheque <b>F</b> a balance sheet <b>G</b> a contract <b>H</b> an expenses claim form</p>
--

**Section Two**

**(Questions 18–22)**

- You will hear another five recordings.
- For each recording, decide what the speaker’s purpose is.
- Write one letter (**A–H**) next to the number of the recording.
- Do not use any letter more than once.
- After you have listened once, replay the recordings.

- 18 .....
- 19 .....
- 20 .....
- 21 .....
- 22 .....

<p><b>A</b> to make a complaint <b>B</b> to deny something <b>C</b> to offer assistance <b>D</b> to ask for advice <b>E</b> to express doubt <b>F</b> to ask for permission <b>G</b> to explain an action <b>H</b> to recommend a new policy</p>
--

**PART THREE**

**Questions 23–30**

- You will hear the chairman of a business institute making a speech about new business awards that his institute has sponsored.
  - For each question (23–30), mark one letter (A, B or C) for the correct answer.
  - After you have listened once, replay the recording.
- 23** The aim of the 'Business Today' competition was to reward
- A** good product design.
  - B** skilful project management.
  - C** rapid financial success.
- 24** How many companies were chosen to compete in the final of the competition?
- A** four
  - B** fourteen
  - C** forty
- 25** The types of products which the finalists were developing
- A** caused considerable problems for the judges.
  - B** were all connected with the food industry.
  - C** involved a common set of development aspects.
- 26** According to the speaker, what are small firms good at?
- A** fitting new products in with current production
  - B** recording methods used in developing new products
  - C** developing new management structures for new products
- 27** The speaker believes big companies document innovation well because of
- A** the number of staff available.
  - B** the involvement of senior management.
  - C** the insistence on regular procedures.
- 28** The panel was impressed by Natura because they had
- A** invested considerable time inventing a new product.
  - B** researched new ways of manufacturing their product.
  - C** investigated new overseas markets for their product.

*Test 1*

- 29** The judges praised the links between development teams in smaller companies and
- A** senior management.
  - B** suppliers.
  - C** the market.
- 30** The companies sometimes had problems because the suppliers
- A** could not understand the specifications.
  - B** could not meet the deadlines.
  - C** could not rely on their subcontractors.

**You now have 10 minutes to transfer your answers to your Answer Sheet.**

**SPEAKING** 14 minutes**SAMPLE SPEAKING TASKS****PART ONE****The interview – about 3 minutes**

In this part the interlocutor asks questions to each of the candidates in turn. You have to give information about yourself and express personal opinions.

**PART TWO****'Mini presentation' – about 6 minutes**

In this part of the test you are asked to give a short talk on a business topic. You have to choose one of the topics from the three below and then talk for about one minute. You have one minute to prepare your ideas.

**A WHAT IS IMPORTANT WHEN ...?**

Entertaining clients

- Types of activities
- Cost
- 
- 

**B WHAT IS IMPORTANT WHEN ...?**

Choosing retail premises to rent

- Location
- Length of contract
- 
- 

**C WHAT IS IMPORTANT WHEN ...?**

Deciding on packaging for products

- Image
- Production process
- 
-

### **PART THREE**

#### **Discussion – about 5 minutes**

In this part of the test you are given a discussion topic. You have 30 seconds to look at the prompt card, an example of which is below, and then about three minutes to discuss the topic with your partner. After that the examiner will ask you more questions related to the topic.

For **two** candidates

#### **Work Experience Programme**

The manufacturing company you work for has decided to offer a two-week work experience programme for a small group of students from a local business college.

You have been asked to help with the preparations for this programme.

Discuss the situation together, and decide:

- what kinds of work experience the company might offer
- how the participants should be selected.

For **three** candidates

#### **Work Experience Programme**

The manufacturing company you work for has decided to offer a two-week work experience programme for a small group of students from a local business college.

You have been asked to help with the preparations for this programme.

Discuss the situation together, and decide:

- what kinds of work experience the company might offer
- how the participants should be selected
- what feedback and evaluation should take place after the programme has finished.

**Follow-on questions**

- What other preparations would the company need to make before receiving work experience students? (Why?)
- What are the advantages to a company of offering a work experience programme to business students? (Why?)
- What do you think is the most useful kind of work experience for business students? (Why?)
- What help would you give a student on their first day of work experience? (Why?)
- Which areas of business would you like to have more experience of? (Why?)
- In what ways can businesses develop close links with the community?