

B2  
Business Vantage

Christien Lee

**Innova Press**

INNOVA PRESS LIMITED  
**!nova**

**Innova Press** is an ELT publisher launched in 2017 with a mission to promote innovation in language education. We create readers, test preparation and practice materials and other titles in print and digital form based on the latest research in language education, with a specific focus on learner needs.

**Published by** Innova Press Ltd.  
Suite 1, 3<sup>rd</sup> Floor, 11–12 St James's Square  
London SW1Y 4LB  
United Kingdom

Copyright © Innova Press Ltd 2019

The right of Christien Lee to be identified as the author of this work has been asserted by him in accordance with the Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the Publisher. Any person who does any unauthorized act in relation to this publication may be liable to criminal prosecution and civil claims for damages.

ISBN 978-1-78768-030-2

British Library Cataloguing-in-Publication Data  
A catalogue record for this book is available from the British Library.

Project management: Richard Peacock  
Production and design: Siliconchips Services Ltd, UK  
Cover design: Becky Holland & Partners (BH&P)  
Editorial: Charlotte Sharman, Sarah MacBurnie  
Audio recording: Wired Studios Ltd.

Printed and bound in Greece.

#### **Acknowledgements**

My sincere thanks to the entire team at Innova Press, both for the initial opportunity and for the continued and invaluable support throughout the process of writing this book. And thanks and love to M, K and little H for putting up with my spending long hours at the keyboard and for lighting up my days.

Christien Lee

## Contents

<b>Introduction to B2 Business Vantage</b>	<b>4</b>
<b>Test 1</b>	
Reading	10
Writing	19
Listening	21
Speaking	27
<b>Test 2</b>	
Reading	30
Writing	39
Listening	41
Speaking	47
<b>Test 3</b>	
Reading	50
Writing	59
Listening	61
Speaking	67
<b>Test 4</b>	
Reading	70
Writing	79
Listening	81
Speaking	87
<b>Test 5</b>	
Reading	90
Writing	99
Listening	101
Speaking	107
<b>Answer Key (including audio scripts)</b>	<b>110</b>
Test 1	110
Test 2	114
Test 3	119
Test 4	124
Test 5	128

## Introduction to B2 Business Vantage

B2 Business Vantage is a test developed by Cambridge English. The test shows employers that you can work successfully in international business. It was formerly known as *Cambridge English: Business Vantage (BEC Vantage)*. BEC stands for *Business English Certificate*. The B2 in the exam's title is a reference to the CEFR (Common European Framework of Reference for Languages), which describes language ability on a six-point scale. *B2 Business Vantage* is at the same level as *B2 First*, formerly *Cambridge English: First (FCE)*.

### Test Format

B2 Business Vantage has four papers, which are each worth 25% of the total score:

Paper	Time	Format
Reading paper	1 hour	Five parts, 45 questions in total
Writing paper	45 minutes	Two parts, 2 questions in total
Listening paper	40 minutes approximately	Three parts, 30 questions in total
Speaking paper	14 minutes approximately	Three parts

### Scoring

After you take the B2 Business Vantage test, you will receive a Statement of Results. This statement will show your total score and your individual scores for each paper. Each score will be a weighted score on the Cambridge English Scale.

Depending on your total Cambridge English Scale score, you will get one of four results:

Result	Cambridge English Scale	English Ability Level
Grade A	180–190	Level C1
Grade B	173–179	Level B2
Grade C	160–172	
B1 Certificate	140–159	Level B1

It is important to note that you do not need to reach the same level in each paper to achieve a grade. For example, if your score in the reading paper is at Grade C level, but your scores in the other papers are at Grade B or A level, your overall score could be Grade B or even Grade A.

### Introduction to the Reading Paper

The reading paper has five parts that focus on different reading and comprehension skills:

#### Reading Part 1

In Part 1, you will see either four short texts about different aspects of the same topic or one longer text divided into four sections. The length of the text(s) will be approximately 250 to 350 words. You will see seven questions that require you to match statements about the text(s) to the text or section in which it appears.

In order to do well in Part 1, it is important to practise scanning for information. The correct answers to questions in Part 1 will almost never use the same words in the same order as the words in the passage. As a result, another valuable skill for Part 1 is being able to recognise paraphrased information.

### Reading Part 2

In Part 2, you will see one long text that has approximately 450 to 550 words. The text will have five gaps in it. You will see seven sentences that you could add in these gaps. You must choose the sentence that best fits in each gap.

In order to do well in Part 2, it is important to understand the structure and organisation of the text. Each sentence that you add should keep the cohesion and coherence of the text. A sentence that does not fit will stand out because it does not match the sentences before it or after it. Another key skill for Part 2 is noticing pronouns, determiners and other words that refer to something mentioned earlier or later in the text. For example, if you see the word *them* in one of the sentences to add, you should ask what this word refers to. If there is nothing in the text that matches *them*, then this sentence is probably not the correct one to add.

### Reading Part 3

In Part 3, you will see one long text that has approximately 450 to 550 words. You will see six multiple-choice questions about the text. You must choose the best answer to each question.

Part 3 is the type of reading comprehension exercise that is common in textbooks and other tests. To do well in Part 3, you will need to use a variety of reading skills such as skimming, scanning, recognising paraphrase, understanding inference, and so on.

### Reading Part 4

In Part 4, you will see one medium-length text that has approximately 200 to 300 words. The text will have 15 gaps in it. For each gap, you will see four answer choices that could fill the gap. You must choose the answer that makes sense and is natural English.

Most of the questions in Part 4 focus on vocabulary and structure. To do well in Part 4, it is helpful to have a broad vocabulary. However, sometimes the meaning of the word is only part of the challenge. To answer some questions, you will need to know which word is natural in the sentence or which word has the right meaning but would be incorrect for grammatical reasons. Knowing "lexical grammar" (that is, which words usually go in which types of sentences) and collocations (that is, which words are often used with other words) will help you do well in Part 4.

### Reading Part 5

In Part 5, you will see one short text that has approximately 150 to 200 words. In the text, there are 12 numbered lines, and in most of these there is one extra word. You must read the text and decide if there is an unnecessary word in each line, and, if there is, which word is the unnecessary one.

To do well in Part 5, it is helpful to know some of the most common errors that students make. For example, *because* and *because of* look almost the same and have the same meaning, but we use these expressions in different ways. Students often make a mistake with these two words, so this is the kind of problem that Part 5 will often show. Another key skill for Part 5 is recognising words that break the "flow" (or internal cohesion) of the sentence. For example, in English, it is common to put an adjective after an article like *the* or *an*. If a sentence in Part 5 has an adjective *before* the word *the*, it is likely that this adjective is the unnecessary word.

## Introduction to the Writing Paper

The writing paper has two parts. The two parts have a different focus, but in each part you will see clear instructions that explain the role you should imagine that you have when you are writing, what you need to write both in terms of the type of document and the contents of your message, and how many words you need to write.

For both parts, it is important to write clear, mistake-free sentences that are well organised into coherent paragraphs and that use a variety of vocabulary and grammar structures naturally.

## Introduction to B2 Business Vantage

The examiners will look at four aspects of your writing: content, which covers how well you have completed the task or tasks; communicative achievement, which covers how appropriate your writing is and how natural for the situation; organisation, which looks at how well organised and logical your writing is and how accurately you have used punctuation; and finally, language, which focuses on your use of vocabulary and grammar.

### Writing Part 1

In Part 1, you have to write a piece of business correspondence, such as an email, memo or note to one or more colleagues or employees, that is 40 to 50 words long. The instructions will give some background about why you need to write something, say what kind of document you need to write, and list the three things your writing needs to include. These include: asking questions, explaining or describing something, agreeing or disagreeing with somebody, giving information, and so on.

To do well in Part 1, it is helpful to learn specific expressions to match these tasks. For instance, if the instructions ask you to explain something, you could use a phrase like *the reason is that ...* or *this is because ...* to introduce your explanation. You also need to include relevant and appropriate details. For example, if the instructions tell you to write to somebody with the new time and date of a meeting, instead of just saying that *the meeting has been moved*, you could say that *the meeting has been moved from Thursday morning at 10 in Meeting Room A to Friday at the same time in Room B*.

### Writing Part 2

In Part 2, you have to write a report or a proposal letter that summarises information from one or two other documents, such as advertisements, notes or graphs that you will see on the test paper. Your report or letter also needs to include information from five handwritten notes on the test paper. Your writing needs to be between 120 and 140 words long.

To do well in Part 2, you need to be able to summarise and/or paraphrase key information from the advertisement, graph or other document. Just copying this information exactly is likely to affect your score. In addition, you need to be able to turn the information from the handwritten notes into full sentences that paraphrase the notes. Another important skill for Part 2 is using connectors and transition expressions naturally and accurately. For example, if you need to add an idea that is similar or related to something you have already written, you could introduce the idea with a phrase like *moreover, ...* or *furthermore, ...* or *in addition, ...*.

## Introduction to the Listening Paper

The listening paper has three parts that have a different focus. After you have listened to each part twice, in the actual test, you will have 10 minutes to write your answers on a separate Answer Sheet.

For all parts of the listening paper, you will see information and questions on the test paper that can help you follow what you hear – the conversation, message or talk – while you listen. The information on the test paper can also help you decide what information you need to listen for. Looking at written information and listening at the same time becomes easier with practice.

### Listening Part 1

In Part 1, you will hear three medium-length conversations or voicemail messages. On the test paper, you will see some handwritten notes, forms or other business documents with some information missing. As you listen, you need to decide which words or numbers are missing.

For some questions in Part 1, a speaker will say the missing information directly. For example, if the missing information is a telephone number, you can expect that the speaker will say the number directly and you can write exactly what he or she says. In other cases, you will have to write down information that is not stated directly. For example, if a speaker says that she wants a meeting scheduled for 12 p.m. to happen earlier, you might have to write that the meeting will now take place in the *morning* or before *lunch*. The speaker may not say these words directly, but you can understand them from the situation.

## Listening Part 2

In Part 2, you will hear 10 short talks by different speakers. First you will hear five of these twice. Then you will hear the other five twice. On the test paper, you will see 16 statements. Ten of the statements summarise or paraphrase what each speaker said. As you listen to each speaker, you must decide which statement matches what he or she says.

In Part 2, the statements typically summarise the main idea of what each speaker says, but they do not usually include the same words the speaker uses or repeat specific details the speaker mentions. In other words, to do well in Part 2, you need to focus on the overall topic of what the speaker is saying, his or her reason for speaking, and the context, or situation, in which he or she is speaking. It is also valuable to focus on listening for ideas that a speaker repeats, because these often help you decide what the speaker's main points are.

## Listening Part 3

In Part 3, you will hear one longer conversation or talk (interview, discussion, presentation, etc.). On the test paper, you will see eight multiple-choice comprehension questions. You must choose the best answer to each question or to complete each statement.

Part 3 is the type of listening comprehension exercise that is common in textbooks and other tests. To do well in Part 3, you will need to listen for details and main ideas. The correct answers to the questions or statements will not repeat the same wording you hear in the conversation or talk. As a result, you will need to process the details you hear and then recognise those same details expressed in different (paraphrased) ways.

## Introduction to the Speaking Paper

The speaking paper has three parts. The three parts have a different focus, and require you to show different speaking skills and abilities. In the reading, writing and listening papers, you must answer the questions on your own. The speaking paper is different because you must answer with another candidate. (If there are three candidates remaining at the end of the test, you will have to answer the speaking questions with two other candidates.)

The speaking test is run by two examiners. One is the interlocutor, who will ask you questions and tell you what to do. The interlocutor also judges your overall speaking performance. The other examiner is the assessor, whose job is to assess your speaking ability according to four criteria. The assessor will not speak to you or ask any questions during the test.

In all three parts of the test, try to speak clearly, use mistake-free language, organise your answers well and use a variety of vocabulary and grammar structures naturally. The assessor will focus on four aspects of your speaking: interactive communication, which covers how well you interact with the other candidate(s) and with the interlocutor, as well as how good you are at maintaining and extending communication; discourse management, which covers how relevant and coherent your ideas are; pronunciation, which covers how easy it is for the examiner to understand your words and sentences, as well as your use of intonation and stress; and finally grammar and vocabulary, which focuses on how accurate and natural your use of language is, as well as the range of words and structures you use. It is important to note that the examiners will judge the quality of your language, NOT your personality, intelligence or level of knowledge.

## Speaking Part 1

In Part 1, which usually lasts around three minutes, the interlocutor will ask each candidate questions. Sometimes those questions will be for you; sometimes they will be for the other candidate(s). The interlocutor's questions will begin by asking about general topics, such as your life, your family, your home, and so on. After that, the interlocutor will move on to topics that are more related to business.

Many questions in Part 1 will be about you, so it is important that you are able to talk about yourself and your life fluently using natural English. Some questions will ask you to agree or disagree with an idea, to express an opinion about something or to say which of several options you prefer. As a result, to do well in Part 1 it is helpful to learn specific expressions that match these common functions. For instance, if the interlocutor asks you whether you agree or disagree with something, you could use a phrase like *I definitely agree ...* or *I agree to some extent ...* or *For me, that's not always true ...*

### Speaking Part 2

In Part 2, you have to give a short “presentation”. You must first choose one topic from three options. You then have one minute to prepare your ideas and then another minute to speak. After you have spoken, the other candidate(s) may ask you a question about what you said.

In Part 2, you need to show the ability to organise your ideas in a logical way, to connect ideas using connectors and sequencers, and to support your ideas with reasons, details and examples.

### Speaking Part 3

In Part 3, your task is to discuss a topic with the other candidate(s). The interlocutor will give you a business situation to talk about. You will have some time to read the situation and then you must discuss it together for about three minutes. While you are discussing it, the interlocutor will provide support and may ask you extra questions related to the main topic of your discussion.

As in Part 2, in Part 3 you need to show the ability to organise your ideas logically, to connect ideas with connectors and sequencers, and to support your ideas. In addition, it is important to show that you can ask questions, ask for clarification, take turns, support the other candidate(s) with comments or suggestions, express agreement or disagreement, and so on.

# Innova Press

INNOVA PRESS LIMITED  
INNOVATING LANGUAGE EDUCATION

# Test 1

**READING** 1 hour

## PART ONE

### Questions 1–7

- Look at the statements below and the information on the opposite page from four small business owners about different types of employee payment.
- 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**).
- You will need to use some of these letters more than once.

**Example:**

**0** It is no longer possible to pay employees above the average. A

- 1** Being different from the competition offers a useful edge. \_\_\_\_\_
- 2** Making the right choice about pay led to dramatic success. \_\_\_\_\_
- 3** Some employees struggle to live on how much they earn. \_\_\_\_\_
- 4** Paying a decent amount was the only way to stay in business. \_\_\_\_\_
- 5** The way employees are paid benefits them and their employer. \_\_\_\_\_
- 6** It is difficult to find employees with the required approach. \_\_\_\_\_
- 7** Competition from larger businesses has forced pay levels down. \_\_\_\_\_

## How Do You Pay Your Employees?

Four small business owners share their stories.

**A Maureen Hinkley, Mo's Bakery**

I pay myself a salary, but the majority of my workers get hourly wages. When I started the business 16 years ago, I paid a pretty decent rate. If I recall correctly, I was paying about 25 percent more than the average. These days, though, there is so much competition for baked goods from the supermarkets that I would soon go bankrupt if I paid people anything like that much. I pay what I can, but I suspect many of my staff find it difficult to live on the amount I pay them.

**B Dwayne Aduba, Mister Mobile**

I have tried various ways to pay my staff: wages, salaries, you name it. In the end, though, I found that paying a commission works out best for everyone. My staff like it because the more phones and accessories they sell, the more they make. And it is great for me because I have no need to pay out a fixed amount each month no matter how much business I did. Of course, working on commission is not for everyone – some people do not have the right attitude to be a good salesperson – so finding staff is an ongoing challenge.

**C Melissa Chiang, App-solutely**

Writing smartphone apps is a competitive business and a lot of code shops compete on price. I tried that at first, and very nearly went out of business because of staff turnover. The only way to keep costs low was to pay as low a wage as possible, and as a result, staff would quit as soon as they found something better. These days, I pay everyone a salary – a good one – and compete on quality. It helps that I run one of the few women-only code shops in the nation. That helps us stand out in the market.

**D Jakub Kowalczyk, Inside the Box**

Funding is always a challenge for start-ups and I had to make a choice: either raise more capital in order to pay enough to attract the best people or find a more creative solution. In the end, I went with the latter option and decided to offer company equity to really good candidates. Many people were not interested – they wanted a stable salary, and I respect that – but the team I hired were all hungry for success and willing to work hard to achieve it. Given how quickly the business has grown in the past six months, I would say I made the right choice.

**PART TWO**

**Questions 8–12**

- Read the article below about a problem affecting the fashion and retail industries.
- Choose the best sentence from the opposite page to fill each of the gaps.
- For each gap **8–12**, mark one letter (**A–G**).
- Do not use any letter more than once.
- There is an example at the beginning, (**0**).

## Do the Fashion and Retail Industries Fail Young Girls?

A growing number of consumers who are the parents of young girls feel that two industries – the fashion industry and the retail industry – are failing to provide suitable clothes for their daughters. Take Stacey Mahoney, an energetic nine-year-old girl who likes sports, hiking and science. According to her mother Sharon, Stacey will not wear brightly coloured clothes with bows, frills, sparkles or images of flowers. (0) B “Not every girl wants to be a princess and wear pink all the time,” she says.

A further issue is the size of clothes available for girls. Public health data shows that on average, pre-teen girls aged 8 to 12 are taller than boys the same age. Despite this, parents often feel that fashion items targeted at girls this age are significantly smaller than those for boys. (8) \_\_\_\_ In comparison with a T-shirt designed for boys, a typical girls’ shirt, for instance, might be ten percent shorter in length, have sleeves a third shorter, and be much slimmer-fitting overall. (9) \_\_\_\_ And it bears repeating that girls at this age are generally taller than boys.

So what can be done? For years, most parents just put up with the situation and spent hours hunting down those few garments that were the right size and style. Others ended up buying boys’ clothes that were not too masculine in colour or style for their daughters to wear. (10) \_\_\_\_ These days, technology is everywhere, and a number of parents have taken to social media to let out their frustration. (11) \_\_\_\_ Sharon Mahoney has used social media in this way and says that she feels the situation is improving slowly.

Other parents see the situation as an opportunity. Michiko Rogers, for one, was so frustrated that she began designing her own clothes. “I have daughters aged eight, nine and ten,” she says, “and it was a constant struggle to find things they would wear and that would fit”. Her brand, Chikoro, makes clothes midway in size between typical garments for girls and boys. Her designs are available in a broader range of colours than typical for girls’ clothes and often have images more common on garments intended for boys. (12) \_\_\_\_

- A** After all, many girls are interested in football, guitars, robots, dinosaurs and the like, too.
- B** Yet these seem to be the only kinds of clothes available for girls in high-street retailers.
- C** Parents of daughters younger than this say how lucky they are not to have to face this inconvenience.
- D** This is a poor solution to the problem, however, as it can lead to issues with self-esteem and even bullying.
- E** The statistics bear this out.
- F** The hope is that posting complaints, comments and criticisms on popular platforms might force companies to change.
- G** The difference between two pairs of shorts can be even more pronounced, with the ones for boys being up to two-thirds longer in some cases.

**Innova Press**  
INNOVA PRESS LIMITED  
INNOVATING LANGUAGE EDUCATION

**PART THREE**

**Questions 13–18**

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

---

---

## DEREGULATION

---

---

Most developed nations have laws in place to determine what actions businesses can take and how they can operate. These regulations are constantly being modified and updated as economic conditions change. When governments engage in systematic efforts to minimise, simplify or streamline regulations, it is known as regulatory reform. When governments severely limit or even completely repeal regulations, however, it is known as deregulation.

Deregulation sometimes occurs as a result of government attempts to reduce spending by becoming more efficient. In general, the more regulations an industry has, the more it costs to monitor and enforce them. Deregulation also occurs when businesses complain that particular regulations interfere with their ability to compete, especially against companies based in other countries that lack such regulations. And deregulation can be prompted by consumer groups concerned that regulatory organisations have become controlled by the very industries they are supposed to oversee.

Over the past 50 years or so, deregulation has become increasingly common, especially in advanced industrial economies. The rationale is that companies working in industries with fewer or simpler regulations generally find it easier to do business profitably. Such firms are more competitive because they can operate more efficiently and productively, thus reducing costs and, ultimately, prices. It is also claimed that deregulation can benefit the kinds of smaller companies that tend to innovate and drive an industry forward. For these reasons, it is claimed by many business leaders and economists that deregulation not only benefits the economy as a whole, but that, over time, it leads to benefits for consumers, as well.

Not everyone supports deregulation, though. Critics argue that it can have a negative impact on consumers, the economy as a whole, and even the environment. One commonly made argument is that lack of regulation can make it harder for new companies to enter markets that have high initial costs, such as utility industries. This barrier to entry reduces competition and leads to higher prices and poorer service. Another common argument against deregulation is that businesses can damage the environment knowing there will be few penalties.

Deregulation of the airline industry in the United States of America presents an interesting case study. Until the late 1970s, the industry had stringent regulations. All airlines had to follow very strict safety regulations, of course, but they also had to follow regulations about the routes they were allowed to fly, the airports they were allowed to use, and even the fares they were allowed to charge. As a result of all this regulation, there was little competition and air travel was so expensive that four-fifths of Americans had never flown.

In 1978, the industry was deregulated. Safety regulations remained strict, but the majority of other regulations were relaxed and airlines were free to operate as they liked. At first, deregulation was a success in that there was increased competition and lower prices, but over time, the increased level of competition caused many airlines to go out of business, meaning passengers had less choice. In order to remain profitable, the surviving airlines cut costs by squeezing more people onto each flight, charging a fee for things that used to be free, adding surcharges, and so on. Ultimately, deregulation may have uneven benefits, depending on the industry.

- 13 How does deregulation differ from regulatory reform? \_\_\_\_\_
- A The former may involve eliminating laws.
  - B The latter occurs less often than the former.
  - C The latter requires approval from businesses.
  - D The former happens when conditions change.
- 14 One factor that can lead to deregulation is \_\_\_\_\_
- A the deregulation of particular industries in foreign countries.
  - B a lack of resources at organisations that monitor regulations.
  - C consumer complaints about increased government spending.
  - D concern that regulations have become a barrier to commerce.
- 15 According to the article, deregulation has become more frequent over the past 50 years because it \_\_\_\_\_
- A is widely popular with consumer advocacy groups.
  - B seems to bring a number of economic advantages.
  - C allows big businesses to expand more cheaply.
  - D leads to a lack of competition between businesses.
- 16 Critics of the practice claim that deregulation can \_\_\_\_\_
- A lead to reduced state spending on the environment.
  - B result in some industries becoming less competitive.
  - C cause consumers to face penalties or other troubles.
  - D make it difficult for utilities to provide quality service.
- 17 Prior to the late 1970s, the American airline industry was characterised by \_\_\_\_\_
- A regulations that prioritised safety and encouraged price cutting.
  - B strong regulations at some airports, relaxed regulations at others.
  - C wide-ranging regulations that limited the number of passengers.
  - D periods of strict regulation followed by times of regulatory reform.
- 18 What would critics of deregulation say about the example of the airline industry? \_\_\_\_\_
- A It indicates that deregulation is suitable for all industries.
  - B It shows that the benefits of deregulation are financial ones only.
  - C It proves that deregulation is always beneficial for the consumer.
  - D It suggests that the effects of deregulation are not necessarily immediately evident.

## PART FOUR

## Questions 19–33

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

### Restaurant Industry Trends

Over the past few years, the restaurant industry has seen several important trends. **(0)** *D* of these is the growing importance of home delivery. Many restaurants can deliver food to customers' homes, of course, but a **(19)** \_\_\_\_\_ number of places have **(20)** \_\_\_\_\_ with companies that specialise in this service. As customers become ever more familiar with the concept of online ordering, they are more likely to **(21)** \_\_\_\_\_ it. In addition, the second **(22)** \_\_\_\_\_ of delivery companies handles both ordering and delivery, and this **(23)** \_\_\_\_\_ up the restaurant to focus **(24)** \_\_\_\_\_ on producing delicious food. It is likely that some restaurant owners will take this trend to its logical conclusion by opening delivery-only establishments. Because such places never **(25)** \_\_\_\_\_ customers on their premises, they can be located in areas that see little traffic but have cheap rents, allowing these restaurants to offer quality food at **(26)** \_\_\_\_\_ prices than places with higher overheads.

Another trend that should continue is the rise of community restaurants. These establishments focus on the local market in order to **(27)** \_\_\_\_\_ customers. This focus is **(28)** \_\_\_\_\_ because many people want to get out and be social in their community rather than doing everything through technology. Some ways that restaurants can **(29)** \_\_\_\_\_ this goal are by taking part in local networking **(30)** \_\_\_\_\_, by using locally grown produce in their dishes and promoting this **(31)** \_\_\_\_\_ in places where local **(32)** \_\_\_\_\_ are likely to see it, and by devising menu items that highlight the history or **(33)** \_\_\_\_\_ of the area.

## Example

<b>Example:</b>				
0	A Example	B Some	C Two	D One

- 19 A adding B growing C keeping D raising
- 20 A partnered B persuaded C presented D processed
- 21 A think B approve C supply D consider
- 22 A guarantee B guideline C generation D gathering
- 23 A leaves B frees C allows D offers
- 24 A only B alike C justly D alone
- 25 A order B provide C serve D access
- 26 A lesser B rarer C easier D lower
- 27 A gain B greet C grant D give
- 28 A admiring B appealing C attracting D allowing
- 29 A occur B settle C maintain D achieve
- 30 A teams B members C groups D markets
- 31 A situation B phenomenon C fact D truth
- 32 A residents B agents C tourists D users
- 33 A feature B mixture C structure D culture

**PART FIVE**

**Questions 34–45**

- Read the article below about leadership styles.
- 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**.
- If there is an extra word in the line, write **the extra word** in CAPITAL LETTERS.
- The exercise begins with two examples, **(0)** and **(00)**.

Leadership Styles	
<b>0</b> Most the people would accept that a good leader is someone who knows how to	<u>THE</u>
<b>00</b> get the best out of others. However, not every good leader leads in the same way	<u>CORRECT</u>
<b>34</b> and several leadership styles have been identified. Psychologist Daniel Goleman,	_____
<b>35</b> who most famous for his books about emotional intelligence, argues that there are	_____
<b>36</b> more six kinds of leaders. Firstly, affiliative leaders focus on teamwork and	_____
<b>37</b> building trust among a team members. Next, the coaching style of leadership	_____
<b>38</b> differs from the affiliative style in that such leaders focus on helping individuals	_____
<b>39</b> would rather than teams to achieve peak performance. Third, the commanding	_____
<b>40</b> style of leadership is perhaps for the most familiar, although arguably the one that	_____
<b>41</b> is least effective style. Such leaders tend to criticise rather than praise others.	_____
<b>42</b> Then, there's democratic leadership, which involves using the strengths and skills	_____
<b>43</b> of everyone in a team to work towards the same goals. Those who are pacesetting	_____
<b>44</b> leaders focus on setting between high standards and pushing employees to do	_____
<b>45</b> more, to do better and to go faster. Lastly, visionary leaders motivate with others by	_____
setting a shared goal, but rarely specify how that goal should be achieved.	_____





**LISTENING**      Approximately 40 minutes**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.
- You will hear each recording twice.

**Recording One****(Questions 1–4)**

- Look at the notes below.
- You will hear a man calling a colleague about a problem he needs help with.

**RUFUS IN ROME**

- Has to give presentation tomorrow
- Laptop has crashed with **(1)** \_\_\_\_\_
- Needs **(2)** \_\_\_\_\_ from his office computer
- Password **(3)** \_\_\_\_\_
- Stuff he needs is in folder called **(4)** \_\_\_\_\_
- Send everything in that folder to his usual e-mail address

Test 1

**Recording Two**

**(Questions 5–8)**

- Look at the notes below.
- You will hear a woman leaving a message about an order her company has placed with one of its suppliers.

**TELEPHONE MESSAGE**

**From:** Abby Walters, McCann and Co.

**Notes:**

- Wants to make changes to order # **(5)** \_\_\_\_\_
- Could not change online: website says order is "locked"
- Increase order to **(6)** \_\_\_\_\_ printer cartridges
- Only send a single box of blank **(7)** \_\_\_\_\_
- Cancel the boxes of markers – already ordered them **(8)** \_\_\_\_\_
- Call if necessary: her number is in our system

**Recording Three**

**(Questions 9–12)**

- Look at the notes below.
- You will hear a man calling a colleague to give her a report about a meeting she missed.

**TELEPHONE MESSAGE**

Office party:  
Date - **(9)** \_\_\_\_\_ of December  
Location - not at office but **(10)** \_\_\_\_\_  
Organisers - Kevin - in charge of menu  
                  Maria - **(11)** \_\_\_\_\_  
                  Jerry - party budget  
                  Me - **(12)** \_\_\_\_\_

Innova Press  
INNOVATING LANGUAGE EDUCATION

**PART TWO**

**Questions 13–22**

**Section One**

**(Questions 13–17)**

- You will hear five short recordings. Five people are talking about why they took a training course.
- For each recording, decide why the speaker chose to take the course.
- Write one letter (**A–H**) next to the number of the recording.
- Do not use any letter more than once.
- You will hear the five recordings twice.

- 13 \_\_\_\_\_  
14 \_\_\_\_\_  
15 \_\_\_\_\_  
16 \_\_\_\_\_  
17 \_\_\_\_\_

- A** People said the course would be pretty easy.
- B** It offered an opportunity to be with relatives.
- C** The course improved employment prospects.
- D** It increased the likelihood of being promoted.
- E** The course covered a variety of useful skills.
- F** It was something a colleague recommended.
- G** A supervisor insisted upon the training course.
- H** A business blog made the course sound useful.

**Section Two**

**(Questions 18–22)**

- You will hear another five recordings. Five people are talking about issues at their company.
- For each recording, decide what action each speaker thinks his or her company should take.
- Write one letter (**A–H**) next to the number of the recording.
- Do not use any letter more than once.
- You will hear the five recordings twice.

- 18 \_\_\_\_\_  
19 \_\_\_\_\_  
20 \_\_\_\_\_  
21 \_\_\_\_\_  
22 \_\_\_\_\_

- A** increase spending on marketing to attract clients
- B** sell a wider range of products to please customers
- C** increase demand by making the product cheaper
- D** provide staff with training in providing good service
- E** terminate the employment of a weak team member
- F** relocate the company to more spacious premises
- G** simplify and streamline the company's hiring process
- H** upgrade the computer system to reduce frustration

**PART THREE****Questions 23–30**

- You will hear an interview with Vishna Achari, the author of a book about early retirement.
- For each question **23–30**, mark one letter (**A**, **B** or **C**) for the correct answer.
- You will hear the recording twice.

**23** Vishna Achari's book is called \_\_\_\_\_

- A** Could Anyone Earn Retirement?
- B** Could Anybody Easily Retire?
- C** Can Anyone Retire Early?

**24** When did she retire? \_\_\_\_\_

- A** in her early 30s
- B** at the age of 35
- C** when she was 37

**25** What was her main job? \_\_\_\_\_

- A** an analyst
- B** a banker
- C** a teacher

**26** She mentions coffee in order to \_\_\_\_\_

- A** suggest people should give up drinking it.
- B** give an example of how prices can change.
- C** explain how it's relatively easy to save money.

**27** What way of thinking does she describe? \_\_\_\_\_

- A** only being satisfied when positive things happen
- B** rarely becoming frustrated after making a mistake
- C** always trying to become better at doing something

**28** What does Vishna say she did with the money she saved over the years? \_\_\_\_\_

- A** She invested it and achieved a good return.
- B** She used it to pay for interesting experiences.
- C** She continued saving it until she had enough.

Test 1

29 What does she say about working more than one job? \_\_\_\_\_

- A It was challenging, but the outcome was worth it.
- B It was tough, but many people helped her manage.
- C It was difficult at first but became easier over time.

30 What does the interviewer say about Vishna's book? \_\_\_\_\_

- A It will be on sale soon and has advice about the best places to retire.
- B It can be purchased online and includes a lot of relevant information.
- C It is available in bookshops and contains additional stories and ideas.

**Innova Press**  
INNOVATING LANGUAGE EDUCATION

**SPEAKING** 14 minutes**PART ONE**

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**

In this part of the test, you are asked to give a short talk or 'mini-presentation' 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 . . . ?**

Deciding which training company to use to provide training to staff members

- Recommendations from former customers
- Quality of the company's training programmes
- 
- 

**B: What is important when . . . ?**

Choosing which types of advertising campaign to run

- Cost of the campaign
- Number of people who will see each advertisement
- 
- 

**C: What is important when . . . ?**

Selecting which employee should be promoted to a more senior position

- Number of years with company
- Proven capacity for hard work
- 
-

**PART THREE**

In this part of the test, you are given a discussion topic. You have 30 seconds to look at the task prompt 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

**Rising Costs**

The manufacturing company you work for is concerned about the rising cost of raw materials, and is looking for ways to reduce spending on these materials.

You have been asked to make recommendations to your manager about how the company could purchase raw materials at a better price.

Discuss the situation together and decide:

- how the company could reduce the price for raw materials it pays to current suppliers
- how the company could find new suppliers that would offer cheaper prices

For **three** candidates

**Rising Costs**

The manufacturing company you work for is concerned about the rising cost of raw materials, and is looking for ways to reduce spending on these materials.

You have been asked to make recommendations to your manager about how the company could purchase raw materials at a better price.

Discuss the situation together and decide:

- how the company could reduce the price for raw materials it pays to current suppliers
- how the company could find new suppliers that would offer cheaper prices
- what other ideas might help the company save money on raw materials

### FOLLOW-ON QUESTIONS

- Do you think that the cost of raw materials is likely to continue to rise in the future? (Why/Why not?)
- Do you feel future developments in technology will have a big impact on the manufacturing industry? (Why/Why not?)
- Would putting pressure on suppliers to lower prices probably have a positive or negative effect on your company in the future? (Why?)
- In addition to spending less on raw materials, what are some other ways that the company could save money?
- Instead of trying to reduce costs, should your company raise its prices in order to generate more profit? (Why?/Why not?)

**Innova Press**  
INNOVATING LANGUAGE EDUCATION