

LISTENING

Questions 1- 4

Complete the form below

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

<i>Example</i>	<i>Grandview Hotel</i>
Reservation form	
Arrival date:	1..... 13 th . Number of nights: 2
Number of guests:	2
Guest name:	Roxanne 3
Credit card number:	4.....

Questions 5 – 7

Choose the correct letter, **A**, **B** or **C**.

- 5 When will the caller will at the airport?
A In the morning
B In the afternoon
C At night
- 6 How will the caller get to the hotel?
A Subway
B Bus
C Taxi
- 7 What time does the hotel front desk close?
A 10:00
B 12:00
C 2:00

Questions 8 - 11

Complete the notes below

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Welcome to City Archives

The following people may use the archives:

University students with a valid **8**.....

City residents with payment of **9**.....

All others: Special permission from the director is required.

Hours:

Days: **10**through

Hours: 9:30 A.M until **11**.....P.M

Questions 12 – 16

Write the correct letter **A – I** next to questions 12 – 16.

City shopping district

Cherry Street

Pear Street

Cherry Street

Pear Street

12 Harbor View Bookstore

13 Pear Café

14 Souvenir Store

15 Art Gallery

16 Harbor park

Questions 17 – 20

Write **ONE WORD ONLY** for each answer

- 17 The park was built in.....
- 18 A stands in the center 2 of the park.
- 19 Take the path through the
- 20 A takes you down to the harbor and a view of the boats.

READING

Passage 1

The International College of Hospitality Management has more than 120 professional lecturers and international – standard training facilities. These include three public restaurants, ten commercial training kitchens, simulated front office training facilities, four computer suits, a fully operational winery and a food science laboratory. The Learning Resource Centre collection is extensive. The student support services provide professional counselling in the areas of health, learning support, language skills, accommodation and welfare. Childcare facilities are also available on campus.

The program has students enrolled from more than 20 countries, some of whom stay on campus in International House. Built in 1999, International House is accommodation comprising villa – style units. Each student has their own bedroom, sharing suit facilities with another student. An adjoining kitchenette and lounge area is shared by the four students in the villa. All meals are served in the College dining room which is next to the student common room. Student privacy and security are priorities. A computer outlet in each bedroom enables students to connect into the College network, providing 24 hour–a–day access. The residence is a two – minute walk to the College’s sporting and training facilities, and is on a regular bus service to the city centre 10 km away.

International House is also being used to enhance on – campus training. From Monday to Friday, first year students, supervised by the second years, are assigned kitchen, waiting, housekeeping and receptionist duties. Simulated check-in/check-out exercises, receptionist duties and breakfast service to a limited number of rooms are also part of the program.

Questions 1 - 5

Do the following statements agree with the claims of the writer in the reading passage?

TRUE	<i>if the statement agrees with the claims of the writer</i>
FALSE	<i>if the statement contradicts the claims of the writer</i>
NOT GIVEN	<i>if it is impossible to say what the writer thinks about this</i>

- 1 The training facility has 10 kitchens.
- 2 All students in the program live at International House.
- 3 Four students share a unit in the residence.
- 4 The residence is used as part of the training program.
- 5 All meals in the residence are prepared by the students.

Passage 2

Have you considered a career in film?

If you asked everyone who works in the film industry how they got there, you will find probably as many stories as there are people. There are literally hundreds of different jobs in the film industry, each one requiring a unique combination of specialist skills. You have only to watch the credits at the end of a film to get an idea of the many different types of jobs there are. The film industry is divided into three key sectors: development, production and post production. The development stage is where the majority of people are employed. This is the process of setting up and shooting each scene in a film. In the post – production phase all the shots are assembled, treated and mixed into the final product.

Professional film – makers work long hours, sometimes under enormous pressure. Some people in the motion picture industry belong to labour unions, but many others are freelance. Jobs are seldom permanent but begin and end with each production. While movies can be made anywhere, most people in the film business will find they must live close to one of the production centres for the industry.

There is tremendous competition in the film production industry but there is also a great shared camaraderie. The nature of the work in some ways sets movie people apart from the people who work “nine to five” jobs. Demands for people in the film-making industry is expected to rise faster than average over the next decade, however, men and women seeking the available jobs in this exciting industry will always exceed the amount of work available.

Film schools are vocational training institutions specialising in courses related to motion pictures. The specific curriculum carries rather widely from school to school but in general, in film school teaches the fundamentals of movies making the dynamics of storytelling, production, and editing. Not only do you study these things in the classroom, but you learn by actually doing them. Making your own movies and helping others make theirs will also reveal your own strengths and weaknesses and will help you discover whether this career is what you really want to have, and if so, what professional path to take.

Most film schools have a 1 -year program that is broken into 3 or 4 sections. If you are interested in a specialized 8-weeks workshop you should expect to pay around \$4,000. A one year total immersion program can cost as much as \$30,000, not counting supplies and equipment charges. There are even some film schools that charge by the unit (usually around \$1000). Since most film schools are private institutions they are not eligible for government grants and loans. There are scholarships available for the most deserving students. Nearly all film schools provide a diploma to completing students and some even issue BA degrees.

If you are serious about becoming a practitioner aiming for a hands-on course rather than theory. Computer editing and animation offer exciting creative opportunities in areas that have expanded rapidly in recent years. Do your homework when selecting a school, visit the facilities, see what is on offer and talk to students there. They will give you the best insight into the school.

Questions 6 - 9

Choose the correct letter, **A**, **B**, **C** or **D** for each answer.

- 6 Which sections do the majority of people in the film industry work in making a film?
- A work in the set up and film stages.
 - B are involved in the development phase.
 - C work in post-production, creating the final product.
 - D work in all three key sectors.
- 7 What will you do if you want a job in the film industry?
- A work part – time.
 - B join a trade union.
 - C work anywhere.
 - D accept temporary employment.
- 8 What is the most effective way to learn in the film school?
- A by studying all the areas of production.
 - B by imitating successful film-making
 - C by making films.
 - D by storytelling.
- 9 Which of the following is not recommended when choosing a film school?
- A Find out about the school from students attending.
 - B Select a school with a practical focus.
 - C Look at the homework assigned for the courses
 - D Check into schools offering courses in fast-growing, film technologies.

Passage 3

A

Football as we now know it developed in Britain in the 19th century, but the game is far older than this. In fact, the term has historically been applied to games played on foot, as opposed to those played on horseback, so 'football' hasn't always involved kicking a ball. It has generally been played by men, though at the end of the 17th century, games were played between married and single women in a town in Scotland. The married women regularly won.

B

The very earliest form of football for which we have evidence is the 'tsu'chu', which was played in China and may date back 3000 years. It was performed in front of the Emperor during festivities to mark his birthday. It involved kicking a leather ball through a 30 – 40 c, opening into a small net fixed onto long bamboo canes – a feat that demanded great skill and excellent technique.

C

Another form of the game, also originating from the Far East, was the Japanese 'kemari' which dates from about the fifth century and is still played today. This is a type of circular football game, a more dignified and ceremonious experience requiring certain skills, but not competitive in the way the Chinese game was, nor is there the slightest sign of struggle for possession of the ball. The players had to pass the ball to each other, in a relatively small space, trying not to let it touch the ground.

D

The Romans had a much livelier game, 'harpastum'. Each team member had his own specific tactical assignment and took a noisy interest in the proceedings and the score. The role of the feet was so small as scarcely to be of consequence. The game remained popular for 700 or 800 years, but, although it was taken to England, it is doubtful whether it can be considered as a forerunner of contemporary football.

E

The game that flourished in Britain from the 8th to the 19th centuries was substantially different from all the previously known forms – more disorganized, more violent, more spontaneous and usually played by an indefinite number of players. Frequently, the games took the form of a heated contest between whole villages. Kicking opponents was allowed, as in fact was almost everything else.

F

There was tremendous enthusiasm for football, even though the authorities repeatedly intervened to restrict it, as a public nuisance. In the 14th and 15th centuries, England, Scotland and France all made football punishable by law, because of the disorder that commonly accompanied it, or because the well-loved recreation prevented subjects from practicing more useful military disciplines. None of these efforts had much effect.

G

The English passion for football was particularly strong in the 16th century, influenced by the popularity of the rather better organized Italian game of 'calcio'. English football was as rough as ever, but it found a prominent supporter in the school headmaster Richard

Mulcaster. He pointed out that it had positive educational value and promoted health and strength. Mulcaster claimed that all that was needed was to refine it a little, limit the number of participants in each team and. More importantly, have a referee to oversee the game.

H

The game persisted in a disorganized form until the early 19th century, when a number of influential English schools developed their own adaptations. In some, including Rugby School, the ball could be touched with the hands or carried; opponents could be tripped up and even kicked. It was recognized in educational circles that, as a team game, football helped to develop such fine qualities as loyalty, selflessness, cooperation, subordination and deference to the team spirit. A 'games cult' developed in schools, and some form of football became an obligatory part of the curriculum.

Questions 10 - 17

Write the correct headings (i – x) next to paragraph (A – H).

- i Little success in controlling the game
- ii Football was not welcomed in schools
- iii Football helped develop positive qualities
- iv Football games between countries
- v A game that has survived
- vi Football developed into two sports
- vii Suggestions for some improvements
- viii Efforts to standardize the game
- ix Probably not an early form of football
- x A chaotic activity with no rules

- 10 Paragraph C
- 11 Paragraph D
- 12 Paragraph E
- 13 Paragraph F
- 14 Paragraph G
- 15 Paragraph H