

### Reading comprehension

**Look at the statements below and the extracts from an article on work placements.**

**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.**

- 1 The employer should offer their opinion on how successful a student has been on the placement.
- 2 You might have to do many different tasks.
- 3 There are many advantages for students doing a work placement.
- 4 Doing a work placement will make you more attractive to future employers.
- 5 You can watch how one person does their work.
- 6 It is better for a company to employ someone they know already.
- 7 Doing an internship can help you check if you have chosen the most appropriate career.

**A** There are many benefits if you do a work placement or internship. You will have the opportunity to practise your skills in the workplace and you can test your career plans to see if you have made the right decision. You can make contacts for the future, if you make a good impression. You will learn how to take responsibility for your work and how to behave in an environment which is different from being a student. A work placement also enhances the look of your CV (many jobs are unavailable to those with no experience) – and, of course, you'll earn some money.

**B** Employers can also benefit from work placements. Students have up-to-date knowledge and skills which can be put to good use on a project. Students are often highly motivated and work hard, and staff and students learn from each other as they do their work tasks. If a student works really well, the employer can offer them a full time job with less risk than with an unknown person. The student will be familiar with the organization and its unwritten rules and will fit in better than someone who is completely new.

**C** There are different kinds of work placements. 'Work shadowing' means following someone around as they do their work to see how they do it. A general role will mean being involved in many different aspects of work in a department or company and learning how a wide range of things work in the organisation. Taking on a specific role on a project or in a department is more like having a real job and you will probably be responsible for a specific area of work.

**D** The most important quality the employer is looking for is attitude. When you approach an employer for a work placement you must show that you are enthusiastic and willing to learn. This is more important than previous experience. You will be able to learn from any work experience but it is best to apply for a role which you are interested in and in which you can offer the employer some benefit. You should also expect the employer to assess your work and to offer you a written appraisal of how you performed in such areas as meeting deadlines and dealing with your workload.

**Read the article below about unwritten rules.**

**In most of the lines 33–50 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 the line is correct, write CORRECT in the space provided.**

**If there is an extra word in the line, write the extra word in CAPITAL LETTERS in the space provided.**

**There are two examples at the beginning.**

00 In many businesses, an unwritten rule states that a working long hours is	<u>      A      </u>
01 more important than achieving results. In one medium-sized company,	<u>  CORRECT  </u>
33 the boss never leaves the office until it is in dark. Outside in the car park,	<u>                    </u>
34 he checks to see who is still working, and whose office windows are dark.	<u>                    </u>
35 Staff who risk leaving soon earlier now leave their office lights on all night.	<u>                    </u>
36 Other common unwritten rules state that the important boss is always right,	<u>                    </u>
37 even when he's wrong; if you're not at your desk, you're not working;	<u>                    </u>
38 nobody complains, often because nothing ever changes; women, ethnic	<u>                    </u>
39 minorities and the over 50s are not promoted; the customer is the king, but	<u>                    </u>
40 don't tell anyone, because a management are more interested in profitability.	<u>                    </u>
41 Often nobody really knows where these real unwritten rules came from; but	<u>                    </u>
42 like new monkeys, new recruits pick them up very quickly, despite	<u>                    </u>
43 the good best intentions of induction and orientation programmes. The way	<u>                    </u>
44 staff speak to management, to customers and to each other gives out subtle	<u>                    </u>
45 but the strategic clues to an organization's culture, as do the differences	<u>                    </u>
46 between what is said, made, decided or promised, and what actually gets	<u>                    </u>
done.	
47 New staff quickly learn when their ideas and opinions are listened to and	<u>                    </u>
48 valued, and when it's better to keep them to themselves. They learn which	<u>                    </u>
49 assignments and aspects of their high performance will be checked and	<u>                    </u>
50 evaluated, and whose own objectives and instructions they can safely	<u>                    </u>
ignore.	

**Read the text below about cultural change in companies.  
Choose the best word to fill each gap from A, B, C or D below.  
There is an example at the beginning.**

American President J.F. Kennedy and British Prime Minister Winston Churchill were both 'nappers'. They had short sleeps – 'naps' – during the day to help them work (0) A. It might be just what you need to wake up your company and improve your (1) \_\_\_\_.

Do energy levels drop in the afternoon? Do your (2) \_\_\_\_ seem a bit slow and sleepy after lunch? In Spain the traditional siesta is making a comeback in good companies who want their workers to work smarter, not (3) \_\_\_\_\_. These companies are realizing that their (4) \_\_\_\_\_ work better with a rest in the afternoon. They are more productive, make fewer mistakes and are happier. It's not a case of decreasing their (5) \_\_\_\_\_ – they do even more work.

In California's Silicon Valley, hi-tech companies provide chill-out rooms for employees to relax in, along with pool tables and gyms. Even family pets, such as dogs, are allowed to go to work (6) \_\_\_\_\_ their owners. A New Zealand company achieved change in the whole company by encouraging staff in one (7) \_\_\_\_\_ to go home when they had done all the assignments they could do that day, without any loss of pay.

Other employers want their employees to take responsibility (8) \_\_\_\_\_ their own success by letting them set their personal work (9) \_\_\_\_\_. Like all these ideas, this only works when everyone in the company (10) \_\_\_\_\_ believes in the changes. Even the best intentions of written (11) \_\_\_\_\_ can mean nothing if one person does not follow them. Everyone from the (12) \_\_\_\_\_ on down should (13) \_\_\_\_\_ the new rules and follow them themselves.

But perhaps the most important thing to remember is to have a good life-work (14) \_\_\_\_\_. Go home at five, on time, and enjoy the rest of your life. Take control. Life's too short to let anyone else (15) \_\_\_\_\_ it for you.

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|---|--------------|------------------|-------------|-----------------|
| 0 | A. better    | B. best          | C. good     | D. worse        |
| 1 | A. attitudes | B. profitability | C. working  | D. shareholders |
| 2 | A. employers | B. employed      | C. employ   | D. employees    |
| 3 | A. hard      | B. harder        | C. hardest  | D. well         |
| 4 | A. company   | B. managers      | C. staff    | D. interns      |
| 5 | A. workforce | B. workspace     | C. working  | D. workload     |
| 6 | A. by        | B. with          | C. for      | D. together     |
| 7 | A. company   | B. organization  | C. unit     | D. place        |
| 8 | A. in        | B. with          | C. to       | D. for          |
| 9 | A. ideas     | B. objectives    | C. criteria | D. jobs         |

- |                      |              |               |                 |
|----------------------|--------------|---------------|-----------------|
| 10 A. corporation    | B. structure | C. subsidiary | D. department   |
| 11 A. guidelines     | B. rule      | C. complaints | D. instructions |
| 12 A. project leader | B. director  | C. manager    | D. supervisor   |
| 13 A. write          | B. ensure    | C. focus      | D. enforce      |
| 14 A. situation      | B. routine   | C. balance    | D. plan         |
| 15 A. set            | B. run       | C. rule       | D. decide       |

### **Listening comprehension**

#### **Are these sentences true or false?**

We try to motivate workers in the same way that we try to motivate our children.	True / False
In the Glucksberg experiment, the people who were offered a reward finished faster than people who were not offered one.	True / False
The people who were offered smaller rewards in Ariely's experiment performed better than those offered bigger rewards.	True / False
In Ariely's experiment, people were more creative when they were concentrating on achieving a goal.	True / False
In the future, jobs will require workers to be more creative.	True / False
People always work better when they start the day later and work into the night.	True / False

**Write two suitable phrases for each of the following headings:**

Introducing yourself:

Greeting somebody:

Introducing a colleague:

Making small talk:

Talking about your job:

Showing interest: