

Listening Section

*You will hear three people discussing a film they have just seen at the cinema (Wendy, Mrs Turner and Adrian),
For questions 1-7, choose the best answer*

1. What did Andy's mum think of the film?
 - a. She loved the film
 - b. It was not her favourite film.
 - c. She absolutely hated it.
2. Adrian mentions doing a course in order to show that
 - a. He knows what he is talking about.
 - b. He wants to change the subject.
 - c. Mrs Turner is wrong about the dinosaurs.
3. Adrian feels that watching a film at home
 - a. Is always better than going to the cinema
 - b. Is not something he wants to do again
 - c. Has advantages and disadvantages
4. When Adrian suggests that Wendy was frightened, she
 - a. Admits that she felt scared
 - b. Denies that she felt scared
 - c. Complains about the length of the film
5. What do Wendy and her mum disagree about?
 - a. Whether or not the film was frightening
 - b. Whether or not Wendy covered her eyes
 - c. Whether or not the film is P.G. rated
6. What is it suggested that they do now that the movie has ended?
 - a. To go straight home
 - b. To go for a drink
 - c. To go for dinner
7. Adrian doesn't let Mrs Turner drive because
 - a. He enjoys driving
 - b. She will drink alcohol
 - c. They could get in trouble

14 points (2 points per question)

Reading Section

Task 1

You are going to read an article. For Questions 1-7, choose the correct answer A, B, C or D.

Max Davidson learns how to find his way using only stars, sun, trees and wind

“Take the Circle, District or Piccadilly Line to South Kensington, then walk up Exhibition Road. It will take you between 10 and 15 minutes. The Royal Geographical Society is on the junction between Exhibition Road and Kensington Gore’ The instructions are so idiot-proof that at 9 am precisely all seven of us are in our places, like expectant schoolchildren.

A man in a check suit, with a neatly trimmed beard, enters and introduces himself. “Tristan Gooley. Welcome: He flashes a shy smile. “Just to put this all into context, I think I can safely say that you are the only people in the world studying this particular topic today’ It is quite an intro. There are a few oohs and ahs from the audience. Tristan Gooley, navigator extraordinary, has his audience in the palm of his hand. We are here because we are curious about how you get from A to B. And if you are curious about how to get from A to B, who better to ask than Tristan Gooley? He is the only man alive who has both flown and sailed solo across the Atlantic. You can’t argue with that sort of CV.

“Natural navigation’, his new baby, is exactly what that phrase suggests: route-finding that depends on interpreting natural signs - the sun, the stars, the direction of the wind, the alignment of the trees - rather than using maps, compasses or the ubiquitous satnav. ‘Of course, 99.9 per cent of the time, you will have other ways of finding wherever it is you want to get to. But if you don’t ...’ Gooley pauses theatrically, ‘there is a lot to be said for understanding the science of navigation and direction-finding. If people become too dependent on technology, they can lose connection with nature, which is a pity.

The natural navigator’s best friend, inevitably, is the sun. We all know that it rises in the east, sets in the west and, at its zenith, is due south. But if it is, say, three in the afternoon and you are lost in the desert, how do you get your bearings? The answer, says Gooley, is to find a stick. By noting the different places where its shadow falls over a short period of time, you will quickly locate the east-west axis. ‘The sun influences things even if you can’t see it, he explains. You might not be in the desert, but walking along a forest track in Britain. One side of the track is darker in colour than the other. ‘Ah-ha!’ thinks the natural navigator. ‘It is darker because it is damper, which means it is getting less sun, because it is shaded by the trees, which means that south is that way You can now stride confidently southwards - or in whichever direction you wish to head – without fiddling with a map.

As the day wears on, the detective work forces us to look at the world in new and unexpected ways. Just when we think we are **getting the hang of it**, Gooley sets us a particularly difficult task. A photograph of a house comes up on the screen. An orange sun is peeping over the horizon behind the house. There is a tree in the foreground. ‘Just study the picture for a few minutes; Gooley says, and tell me in which direction the photographer is pointing the camera.’ Tricky. Very tricky. Is the sun rising or setting? Is the tree growing straight up or leaning to the right? Is that a star twinkling over the chimney? Are we in the northern or southern hemisphere? “South-east, | say firmly, having analysed the data in minute detail. ‘Not quite’ “Am I close?” “Not really. The answer is north-west’ Ah well. Only 180 degrees out.

Still, if I am bottom of the class, I have caught the natural navigation bug. What a fascinating science, both

mysterious and universal. It is hardly what you would call a practical skill: there are too many man-made aids to navigation at our disposal. But it connects us, thrillingly, to the world around us - and to those long-dead ancestors who circled the globe with nothing but stars to guide them. It reminds us what it means to be human.

1. 'What is the writer's main point in the first paragraph?

- A. that the Royal Geographical Society was easy for all of them to find
- B. that the route to the Royal Geographical Society might sound complicated
- C. that all of them wanted to arrive at the Royal Geographical Society on time
- D. that they did not need instructions to find the Royal Geographical Society

2. What does the writer say about Tristan Gooley in the second paragraph?

- A. He was different from what he had expected.
- B. He began in an impressive way.
- C. He had always wanted to meet him.
- D. He seldom gave talks to the public.

3. What does Tristan Gooley say about 'natural navigation'?

- A. It can be more accurate than using technology.
- B. It is quite a complicated skill to master.
- C. It should only be used in emergency situations,
- D. It is not required most of the time.

4. According to Gooley, the use of a stick which he explains

- A. only works in the desert
- B. involves more than one piece of information.
- C. works best at particular times of the day.
- D. may surprise some people.

5. The example of walking along a forest track illustrates

- A. the fact that the sun may not be important to finding your way
- B. the difference between the desert and other locations,
- C. the advantage of learning natural navigation.
- D. the relationship between natural navigation and other skills.

6. What does 'it' in the phrase '**getting the hang of it**' (PARAGRAPH 5) refer to?

- A. something unexpected
- B. the day
- C. a particular problem
- D. natural navigation

7. What does the writer say about the task involving a photograph?

- A. It was not as simple as it first appeared.
- B. He needed more information in order to do it successfully

- C. He became more confused the longer he spent on it
- D. He was not surprised to hear that his answer was wrong.

8. The writer's attitude towards natural navigation is that

- A. it would take a long time to be good at it.
- B. it is a valuable skill in the modern world.
- C. it is only likely to appeal to a certain kind of person.
- D. it is exciting but not very useful

Reading Task 2

Coronavirus sharpens executive education focus on digital skills

The creators of executive education courses always try to make their offerings relevant to current business needs. The coronavirus crisis has sparked a wave of new programmes focusing on leadership in a crisis, for example.

But even before the pandemic, there was another strong trend: the teaching of digital knowledge and skills around subjects such as artificial intelligence and cyber security. Now, as the world has gone into lockdown to tackle Covid-19 and working online from home is commonplace, an understanding of the digital world has become still more important. Meanwhile, schools are also rethinking how to develop and expand remote tuition.

Imperial College Business School is prominent among those embracing the trend. One example is a Cybersecurity for Executives programme that teaches participants how they can implement better safeguards for IT networks, ways to protect against and handle cyber attacks, and the threats to businesses if they do suffer such an event.

Teaching takes place over two days, with lectures about basic technical aspects before participants are able to ask questions. For those who want to go into greater depth, course tutors provide supplementary materials online and use Imperial's name to attract guest speakers. These recently included Robert Hannigan, the former director of the Government Communications Headquarters (GCHQ), the UK's signals intelligence and cryptography agency.

"People have an awareness of technology, but the depth of their knowledge is often not sufficient to make decisions as senior executives," says Deeph Chana, co-director of Imperial's Institute for Security Science & Technology.

"The idea of this course is to give people a few more layers of depth about decisions, and what concerns they should have about cyber security in their organisation."

Imperial also runs courses in artificial intelligence and the evolution of financial technology start-ups, or fintechs, both of which have proved popular, according to Prof Chana. He says Imperial's brand — as a school built on engineering and the sciences — helps in a competitive market. "Our unique selling point at Imperial is to be able to offer that technical insight," he adds.

In Barcelona, Iese Business School this year launched a three-day course combining teaching on artificial intelligence with its Future of Management Initiative, a multidisciplinary project that will look at how AI affects leadership. The focus is on ethics, with tutors designing their teaching to prepare executives to put AI to use in their companies in a socially responsible way.

The school draws on its teaching of AI across a range of business degree programmes, says course tutor Sampsa Samila, assistant professor of strategic management.

"We start with the basics of AI, explaining neural networks and basic teaching about computers, before moving on to simplified structures for application of the technology and how you can consider algorithms as a tool for business," Samila says. "We might talk about what you need to create a voice-activated assistant like the Amazon Echo's Alexa or some of the technology in self-driving cars."

The market for the course is broad, says Samila, but is mainly executives in middle or senior management roles.

“What we are trying to do is to get them to think about the business models created by this new technology,” he says. “These managers will have to learn new skills, which is not just about knowing what AI is but what are the competitive impacts on their business.”

Tutors everywhere are now having to think about how they teach online, at least in the short term. For courses already focused on tech, the hope is that such distance learning will be a good fit with target audiences.

A 2018 study of managers by the Trium Executive MBA found that two-thirds of prospective learners on executive education courses wanted some online learning in the teaching offered, double the number five years earlier. The Trium survey revealed that the most common challenge for executives is dealing with change, particularly in technology. Attracting and retaining the right talent and skills for organisations was a concern, as was the way technology, especially AI, may replace human workers.

Schools are starting to rethink their digital courses to adjust for this new world. “It’s not easy for anyone, but necessity is the mother of invention. And we are inventing very quickly,” says Ron Duerksen, executive director of executive education at HEC Paris.

“Even after the global coronavirus crisis is hopefully diminished and classes can resume in person, we will have transformed our way of thinking about teaching online.

“Staff, professors and students will most likely be much more willing and open to blended and online formats as a result of this. Once you get over the fear and hurdles of delivering online, you also see the many benefits.”

Read the article and decide if the statements are true or false according to the information given.

1. Before the Covid-19 crisis there was very little interest in learning about artificial intelligence and cyber security. T/F
2. Imperial College Business School’s Cybersecurity for Executives programme is held completely online. T/F
3. The course for senior executives is popular because while they may have some digital knowledge, they often don’t have enough to be able to make informed decisions. T/F
4. Iese Business School’s course on artificial intelligence and leadership helps prepare executives to make good ethical decisions concerning the use of AI in their company. T/F
5. The course helps executives develop new business models using the digital skills they already have. T/F
6. Now, more than half of managers who plan to take a course want to do some of it online. T/F
7. One of the most common issues managers and executives have to deal with is technological changes. T/F
8. After the crisis, all business courses are likely to be delivered 100% online. T/F

Use of English (task 1)

Fill the gaps with the correct form of the words in brackets.

Laughter therapy

A laughter therapist is paid to conduct talks, workshops and one-to-one sessions using (0) **(THECHNICAL)**.....that get people to laugh. It is thought that laughing may (1) **(STRONG)**.....the body's immune system, stimulate blood (2) **(CIRCULATE)**....., produce endorphins (hormones that reduce pain and increase (3) **(HAPPY)**..... and reduce stress.

One laughter therapist, Enda Junkins, says, "Laughter is the human gift for coping and survival". As a practicing psychotherapist, Enda (4) **(COURAGE)**people to use laughter to heal (5) **(PSYCHOLOGY)**problems. Other laughter leaders operate more relaxed laughter clubs.

Laughter therapists may encounter tears as well as laughter, but most feel (6) **(GREAT)** Rewarded by teaching people to tackle their problems with laughter. 'It's terrific,' says laughter leader James L Scott. "You can't think about anything else when you're laughing, which is why it's such a natural stress (7) **(MANAGE)**..... tool that totally clears stress." Plus, it doesn't need any special (8) **(EQUIP)**.....

Are you naturally (9) **(GIFT)**..... at making people laugh? If so, that will help. Laughter clinics are held in health centres across the country – Why not try one out to see if it's for you? Then you can get (10)**(PROFESSION)**training and become a certified laughter leader.

Key

1. Strengthen 2 circulation 3 happiness 4 encourages 5 psychological 6 greatly 7 management
8. equipment 9 gifted 10. Professional

Task 2

Read the text and fill the gaps with the appropriate word from the options below.

Once upon a time, people left school or university, joined a company and stayed with it until they retired. The concept of a job for life is now long (1)....., and nowadays many employees find it hard to stay loyal to their companies for even a relatively short (2)..... of time. According to a recent survey, this is particularly (3)..... in London, where more than half of those asked said that constantly (4)..... one eye on other job opportunities, (5)..... they are fairly happy in their existing jobs. A high number of London workers say that they are always on the (6)....., although they are content and motivated in their current position.

Job seekers find that internet (7)them with a quick and easy way to find out what's available, and 53 per cent said that they had applied for job or (8)..... with an employment agency in the past 12 months. This proactive (9)..... means that people can look for a perfect job match with the (10)..... of effort. But while this is good for job hunters, the growing lack of company loyalty could (11)..... up being a big problem for employers. Perhaps surprisingly, the (12)..... factor attracting job seekers was not more money, but challenging and interesting work.

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|-----------------|-------------|------------|------------|
| 1. A done | B done | c finished | d gone |
| 2. A section | B period | c point | d stage |
| 3. A true | B right | c actual | d real |
| 4. A place | B keep | c hold | d put |
| 5. A just as | B so that | c even if | d as well |
| 6. A watch | B pursuit | c search | d lookout |
| 7. A delivers | B fulfils | c provides | d serves |
| 8. A registered | B appointed | c recorded | d engaged |
| 9. A manner | B style | c custom | d approach |
| 10. A minimum | B lowest | c smallest | d least |
| 11. A come | B end | c lead | d run |
| 12. A biggest | B widest | c largest | d highest |

Writing section (20 points)

Write an essay (250-300 words)

College students should have complete freedom to choose their own courses.