

# B2 Business Vantage Trainer

---

Six Practice Tests with answers

---



WITH RESOURCES  
DOWNLOAD

1





# B2 Business Vantage Trainer

---

**Six Practice Tests with answers**

---



WITH RESOURCES  
DOWNLOAD

1

**Cambridge University Press**

[www.cambridge.org/elt](http://www.cambridge.org/elt)

**Cambridge Assessment English**

[www.cambridgeenglish.org](http://www.cambridgeenglish.org)

Information on this title: [www.cambridge.org/9781108716505](http://www.cambridge.org/9781108716505)

© Cambridge University Press and Cambridge Assessment 2020

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2020

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in Dubai by Oriental Press

*A catalogue record for this publication is available from the British Library*

ISBN 978-1-108-71650-5 Student's Book with answers with Resources Download

The publishers have no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and do not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but The publishers do not guarantee the accuracy of such information thereafter.

It is normally necessary for written permission for copying to be obtained *in advance* from a publisher. The answer sheets at the back of this book are designed to be copied and distributed in class.

The normal requirements are waived here and it is not necessary to write to the publishers for permission for an individual teacher to make copies for use within his or her own classroom. Only those pages that carry the wording 'REPRODUCED WITH PERMISSION (C) CAMBRIDGE ASSESSMENT 2020 **Photocopiable**' may be copied.

# Contents

<b>Introduction</b>	5
<b>Training and Exam Practice</b>	
<b>Test 1</b>	
Reading	10
Writing	28
Listening	34
Speaking	45
<b>Test 2</b>	
Reading	54
Writing	68
Listening	72
Speaking	81
<b>Practice tests</b>	
<b>Test 3</b>	
Reading	87
Writing	96
Listening	98
Speaking	103
<b>Test 4</b>	
Reading	106
Writing	115
Listening	117
Speaking	122
<b>Test 5</b>	
Reading	125
Writing	134
Listening	136
Speaking	141
<b>Test 6</b>	
Reading	144
Writing	153
Listening	155
Speaking	160
<b>Speaking task cards</b>	163
<b>Audioscripts</b>	169
<b>Keys</b>	190
<b>Sample answer sheets</b>	218



# Introduction

## Who is *B2 Business Vantage Trainer* for?

This book is suitable for anyone who is preparing to take *Cambridge English: B2 Business Vantage*, also known as Cambridge Business English Certificates (BEC) Vantage. You can use *B2 Business Vantage Trainer* in class with your teacher or on your own at home.

## What is *B2 Business Vantage Trainer*?

*B2 Business Vantage Trainer* contains six practice tests for *Cambridge English: B2 Business Vantage*, each covering the Reading, Writing, Listening and Speaking papers. The first two tests are 'guided tests', which means that they contain extra training and support to help you with each of the tasks in the exam. Tests 3–6 are purely practice tests. All six tests are at *Cambridge English: B2 Business Vantage* level and match the exam in format and standard.

**Test 1** consists of a Training section and an Exam practice section for each part of each paper. The Training sections give information about each part of the exam and provide advice and practice to help you prepare for it. They focus on grammar, vocabulary and functional language directly relevant to particular task types. This is supported by work based on correcting common grammar and vocabulary mistakes made in the exam by *Cambridge English: B2 Business Vantage* candidates, as shown by the **Cambridge Learner Corpus**. (For more information on the Cambridge Learner Corpus, see page 6.) The Exam practice sections consist of the test itself accompanied by an Action plan, giving step-by-step guidance for each task, with tips on general strategy and advice linked to the specific questions.

**Test 2** also consists of a Training section and an Exam practice section for each part of the exam. The Training sections are shorter than those in Test 1. They review the information provided in Test 1 and also include further practice for that part of the test. The Exam practice sections provide additional tips and advice.

**Tests 3–6** are complete practice tests without advice or training. They give you the opportunity to practise the skills you have acquired while working through Tests 1 and 2.

There are explanatory Keys (see below) for all tests.


## Features of *B2 Business Vantage Trainer*

- **Material** for the Speaking paper in all six tests.
- **Explanatory Keys**, not only giving information about which answers are right, but also, where appropriate, explaining why certain answers are correct and other options are not.
- **Notes** in the **Keys** for all Writing tasks to explain what is required and **model answers** for each task type.
- **Downloadable resources** consisting of audio recordings for the six Listening tests, as well as keys and audioscripts. These resources can be downloaded from <http://esource.cambridge.org>.
- **Audioscripts** for all recordings.
- **Photocopiable answer sheets** for the Reading and Use of English and Listening papers. Before you take the exam, you should study these so that you know how to mark or write your answer correctly. In the Writing exam, the question paper will have plenty of lined paper for you to use for your answers.

## How to use *B2 Business Vantage Trainer*

### Test 1 Training

- For each part of each paper, you should begin by studying the **Task information**, which tells you the facts you need to know, such as what the task type tests and the kinds of question it uses.
- Throughout Test 1, you will see information marked **TIP**. These tips give you practical advice on how to tackle each task type.
- In all papers, training exercises help you develop the skills you need (e.g. working out meaning from context) by working through example items.
- Answers to all the training exercises are in the **Keys**.
- Throughout Test 1, there are **Useful language** sections, which present and practise grammatical structures, vocabulary or functional expressions that are often tested by particular task types.

- Many exercises involve focusing on and correcting common language mistakes made by actual *Cambridge English: B2 Business Vantage* candidates, as shown by the **Cambridge Learner Corpus** (see below).
- In **Listening**, you are prompted to use the downloadable audio, with the track number clearly identified:  
 You will also need a watch or clock to make sure that you keep to the time allowed for each part of the test.
- In **Writing**, the Keys contain **model answers** for the tasks. Although there are many different ways of answering each question, it is worth studying these and thinking about the structure and language of each of the answers provided.
- In **Speaking**, you are sometimes prompted to use the audio recordings and do tasks as you listen. You can practise speaking on your own, with a partner or in a group of three, using what you have learnt in **Useful language** and in **Tips**.

### Test 1 Exam practice

- Look first at the **Action plan**, which gives you clear step-by-step guidance on how to approach each task type.
- Read any further **Tips** for that part of the exam.
- Work through an exam-style task, following the **Action plan** and making use of the **Advice** boxes, which suggest ways of dealing with specific items.
- Answers to all items are in the **Keys**, which also explain why the correct answers are right and others are wrong. For **Listening**, the parts of the **Audioscripts** which identify the correct answers are underlined.

### Test 2 Training

- Look at the **Tips** and work through the exercises, which focus on other useful exam techniques and language to help with this part of the exam.
- There is further work based on mistakes frequently made by *Cambridge English: B2 Business Vantage* candidates, as shown by the Cambridge Learner Corpus.

### Test 2 Exam practice

- Think about the **Action plan** in Test 1 for each part of the exam. Use the cross-reference if you need to.
- Use any **Tips** on strategy and **Advice** relating to specific questions to help you work through the exam task.
- Do the task under exam conditions if possible, i.e. not using a dictionary and spending an appropriate amount of time on the task.
- Check your answers in the explanatory **Keys**.

### Tests 3–6 Exam practice

- In Tests 3, 4, 5 and 6, you should apply the skills, techniques and language you have learnt in Tests 1 and 2.
- You can do these tests and the four papers within them in any order, but you should always try to keep to the time recommended for each paper.
- It will be easier to keep to the exam instructions if you can find somewhere quiet to work and ensure there are no interruptions.
- For the Speaking paper, it is best if you can work with a partner or in a group of three, but if that is not possible, you can follow the instructions and do all four parts on your own.
- You can check all answers and explanations for them, and also study the Listening audioscripts, after you have completed the tasks.

### Audio

For the Listening papers, you will always hear the recordings played a second time with full instructions and appropriate pauses, as in the exam.

### The Cambridge Learner Corpus (CLC)

The CLC is a large collection of exam scripts written by candidates taking Cambridge English exams around the world. It currently contains over 55 million words and is growing all the time. The CLC is error coded to show the mistakes students tend to make and also what they tend to do well. It forms part of the Cambridge English Corpus (CEC) and it has been built up by Cambridge University Press and Cambridge Assessment English. The CLC currently contains scripts from:

- over 220,000 students
- 173 different first languages
- over 200 different countries.



## Level of Cambridge English: B2 Business Vantage

- *Cambridge English: B2 Business Vantage* is at Level B2 in the Common European Framework of Reference for Languages (CEFR). Achieving this level means that your English is good enough for you to study or work in most situations where English is the main language used.
- A pass mark at *Cambridge English: B2 Business Vantage* is given a grade: A, B or C.
- Achieving a grade A means that your English is considered to be at Level C1 on the CEFR.
- If you do not get enough marks for a grade C in the examination, you may get a certificate stating that your English is at Level B1, provided you have demonstrated that is the case.

### Grading

- The overall Cambridge English Scale score that you receive for the exam is the average of the separate

scale scores you receive for each of the four skills and Use of English.

- The overall score determines your grade and CEFR level.
- There is no minimum score for each paper, so you don't have to pass all four papers to pass the exam.
- Whatever your grade, you will receive a Statement of Results. This includes your overall scale score, your scale score in each of the four skills and Use of English, your CEFR level and your grade.
- For more information on grading and results, go to the Cambridge Assessment English website (see *Further information* on page 9).

## Content of Cambridge English: B2 Business Vantage

*Cambridge English: B2 Business Vantage* has four papers, each with several parts in it. For details on each part, see the page reference under the *Task information* heading in the tables on the following pages.

### Reading (1 hour)

There are five parts to this paper and they are always in the same order. Parts 1–3 contain a range of texts and accompanying reading-comprehension tasks. Parts 4–5 contain texts with accompanying grammar and vocabulary tasks.

The texts used are from newspapers, magazines, journals, books, leaflets, brochures, etc.

Part	Task type	No. of questions	Format	Task information
1	Matching	7	Four short texts on a related theme, or one continuous text divided into four sections, with seven statements or phrases related to the texts. This mainly tests the identification of specific information and detail, although some questions may focus on gist.	page 10
2	Matching	5	A text that has six sentences removed from it, and a set of seven sentences labelled A–G. This mainly tests understanding of text structure as well as meaning.	page 14
3	Multiple-choice	6	A text accompanied by six 4-option multiple-choice questions. This mainly tests reading for gist and specific information.	page 18
4	Multiple-choice cloze	15	A text with 15 gaps, most of which test lexical items and may focus on correct word choice, lexical collocations and fixed phrases. This mainly tests understanding of vocabulary and structure.	page 22
5	Proofreading	12	A text into which words have been introduced in error. This mainly tests understanding of sentence structure and ability to identify errors.	page 26

**Writing** (45 minutes)

There are two parts to this paper, each containing one compulsory task. Part 1 carries one-third of the total marks available and Part 2 carries two-thirds of the total marks available. In each task, you are told what kind of text you must write, who you are writing to, and why you are writing.

Part	Task type	No. of words	Format	Task information
1	Message, memo or email	40–50	You have to write an internal company communication, using a written prompt. You may be required to give instructions, explain a development, ask for comments, request information or agree to requests.	page 28
2	Business correspondence, short report or proposal	120–140	You are given a rubric and a short text, which may contain visual or graphic information and have ‘handwritten’ notes on them. Features of this task may include explaining, apologising, reassuring, complaining, describing, summarising, recommending or persuading.	page 31

**Listening** (approximately 40 minutes)

You will both hear and see the instructions for each task, and you will hear each of the three parts twice. You will hear pauses announced and you can use this time to read the questions. There is one mark for each question in this paper. At the end of the test, you will have five minutes to copy your answers onto the answer sheet.

Part	Task type	No. of questions	Format	Task information
1	Note completion	12	You hear three telephone conversations or messages with a gapped text to go with each. This part of the test mainly focuses on your ability to retrieve factual information.	page 34
2	Matching	10	There are two sections with five short monologues in each, with eight options in each section. This part tests your ability to identify topic, context, function, etc.	page 38
3	Multiple-choice	8	You hear a longer monologue, discussion or interview and have to answer eight multiple-choice questions, each with three options: A, B, and C. This part tests your ability to follow the main points of a text and retrieve specific information.	page 41

## Speaking (14 minutes)

You will most likely do the Speaking test with one other candidate, although sometimes it is necessary to form groups of three. There will be two examiners, but one of them does not take part in the conversation. The examiner will indicate who you should talk to in each part of the test.

Part	Task type	Format	Task information
1	Short conversations between one of the examiners and each candidate (3 minutes)	The examiner asks you both some questions about yourself, your interests and experiences, and encourages you to express personal opinions. This part tests your ability to respond to questions and expand on responses.	page 45
2	Individual 'long turn' with brief response from partner (6 minutes)	You are each given prompts; the examiner will ask you to give a 'mini-presentation' about these for about a minute. You are asked to give a short response after your partner has finished their 'long turn'.	page 48
3	Collaborative task (5 minutes)	You are given a topic to discuss with your partner, and you have to talk for three minutes. The examiner then asks further questions related to the theme of the discussion. This part tests your ability to communicate, negotiate, initiate and respond in an appropriate way.	page 50

## Further information

The information about *Cambridge English: B2 Business Vantage* contained in *B2 Business Vantage Trainer* is designed to be an overview of the exam. For a full description, including information about task types, testing focus and preparation for the exam, please use the *Cambridge English: Business Certificates Handbook*, which can be obtained from Cambridge English Language Assessment at the address below or from the website at [www.cambridgeenglish.org](http://www.cambridgeenglish.org).

Cambridge Assessment English  
The Triangle Building  
Shaftesbury Road  
Cambridge  
CB2 8EA

# Training Test 1

## Reading Part 1

### Task information

- In Part 1, there may be four short texts on a related theme or a single text divided into four sections.
- There are seven statements and you match each of these with the relevant short text or section. There is an example given.
- Part 1 mostly tests your ability to find specific information and detail in a text.
- You could also be tested on your understanding of topic, the target reader and the purpose for writing.
- The information you are looking for may not be in the same order as the statements.

### READING FOR GIST

- 1 Quickly read the text *Launching a new product*. Ignore the underlined phrases. Decide whether the purpose of the text is to
- provide ideas about successfully introducing a product to the market.
  - outline typical mistakes and things to avoid when promoting a product.

### IDENTIFYING KEY WORDS AND PHRASES IN THE STATEMENTS

- 2 Read statements 1 – 7 below without looking at the text on page 11. Underline two of the words or phrases in bold that show you where to look in the text. The locating words in the example have already been underlined.

#### Example:

- 0 A product may quickly be forgotten by people when **other products** receive their attention.

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

- 1 An **endorsement** from the wrong person could **lead to falling** product sales.
  - 2 Take into account any **negative feedback** to **help** you **improve** your product.
  - 3 **Customers** must be **persuaded** that a product will **make a difference to their lives**.
  - 4 **In order to** create **interest**, begin to promote your product **well ahead of** the launch date.
  - 5 Accept that the **traditional way** of launching a **product** is **not effective**.
  - 6 **Be clear** about the **group of people** who might be interested in **buying** your product.
  - 7 Even when a **launch** has been successful, it is still **necessary** to **draw attention to** the product.
- 3 Read the text again, more carefully. Which section of the text (A, B, C or D) does each statement (1 – 7) in Exercise 2 refer to? Use the underlined phrases in the text to help you.

#### TIP

Don't try and match words in the statements with the same words in the text. Instead, think about how language in the options might be paraphrased.

#### Advice

- 1 *It is usually famous people that endorse products. Look for examples of people who might be considered famous.*
- 7 *Look for ways that a company could continue to promote its product after a launch.*

#### TIP

If you can't find the information for a particular statement, move on to the next one. At the end, once you have matched all the statements you can, you should have a better idea of where to look for the last piece of information.

## Launching a new product

**A** Long-established companies may recall a time when launching a new product simply involved arranging interviews with reporters. Reviews would then be published around the launch date, guaranteeing publicity. However, unless companies are willing to recognise that this approach no longer holds consumer attention, the product is likely to fail. Today, even though a newspaper may post a stunning review online, it will quickly be replaced with other content. \* There is always a 'newer' new product to read about, and consumers' memories can be short. Alternative strategies are therefore required.

**B** Before considering a possible launch date, ensure you know your target market, so you can avoid wasting time making announcements to the wrong audience. Once you have identified your core audience, offer them a free trial or demonstration. Don't be defensive if they find flaws; their comments will allow you to strengthen your product before it goes to market. Taking the time to evaluate similar products put out by competitors can also be beneficial.

### Advice

**\*0** Use the example to help you. Look in the text for the answer to clarify what you need to do. Here, the answer for the example is in section A of the text.

**C** When you are confident you have the best possible version of your product, start making announcements at least eight weeks before it goes on sale. A pre-launch video campaign, for example, will awaken customers' curiosity. Many companies also make products available to influencers first; that is, social media celebrities or popular bloggers. A good review from an influencer can mean thousands of fans taking notice and spreading the word about your product. Having said that, choose your influencer carefully. If they somehow damage their reputation, you will quickly see your profit margins decline.

**D** If sales take off after the official launch date, you can congratulate yourself on a job well done. However, you must now intensify your efforts to keep your product in the spotlight. Posting a customer satisfaction survey or a short article about customers' experiences are strategies many companies adopt. Another idea is to publish an infographic convincing people of the need for your product; explain what problem your product was created to solve or how it will help them do something better.

**4** For Part 1 in general, which of the following are more likely to be locator words?

- 1 a word contained in the title of the text
- 2 nouns / noun phrases that can be paraphrased in the text
- 3 a word which also occurs frequently in a text, e.g. *customer*
- 4 a linking phrase, e.g. *as a result of / lead to*
- 5 main verbs such as *persuade* or *improve*
- 6 words like *necessary* and *essential* that can be replaced by modals, e.g. *need to*, *must*

**ACTION PLAN**

- 1 Read the instructions and title, and note any headings to find out what kind of text it is and the topic.
- 2 Read the statements and underline the key words and ideas.
- 3 Match the information in the text with the questions.
- 4 Read the questions again and check the evidence in the text.
- 5 Read the first section. Check which questions are answered in this section.
- 6 Repeat for the other sections.

Follow the exam instructions, using the advice to help you.

**Questions 1 – 7**

- Look at the statements below and the views given on the opposite page on innovation in business.
- Which statement (A, B, C or D) does each view 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 Having new ideas is more important than the processes by which they are judged.

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

**TIP**

Make sure you understand the complete meaning of each statement.

**TIP**

Look for the information in the questions which you need to match with a clause or sentence, or with a longer section of text.

- 1 Using our past experiences in innovation projects helps keep new ones on target.
- 2 Experiencing a well-known product in a new situation has enabled employees to be more innovative.
- 3 You should consider changing your marketing strategy if initial customer feedback is disappointing.
- 4 Take into account the fact that benefits of innovations take time to become apparent.
- 5 You need to accept that not all innovations will be successful and act quickly and decisively.
- 6 Conducting extensive research into an idea can have a negative impact on the original concept.
- 7 Innovation has had the most effect in areas of the business that might not seem the most obvious.

**Advice**

- 1 Find evidence of a company's past experience.
- 2 Look for the idea that employees personally experience an activity.
- 3 Find a reference to negative customer feedback.
- 4 Look for the point about how long it takes to be successful.
- 5 Find some advice about why it's important to make quick decisions.
- 6 Identify an explanation of a possible problem with trialling.
- 7 Find the idea of surprise in the texts.

### Experts' views on business innovation

- A Tom Willington:** A common pitfall when launching a new product or service is not reacting flexibly to the unforeseen frustrations that it might cause your consumers in the first few weeks after launch. There might be greater advantages in repackaging the existing product or service, rather than always rushing to change or replace it. Another error that perhaps goes against logic is spending too long testing every single aspect of an idea to the point where you lose sight of your original concept. You could end up with a product that looks good 'on paper', but has actually lost its sparkle – the thing that attracted you to the idea in the first place.
- B Agnieszka Kowalski:** Innovation is resource-heavy, whether that's in terms of money, people or research and development – and for this reason, it's important to demonstrate its positive impact on the overall business strategy. We do this by setting benchmarks up front, both from a short- and long-term perspective – not forgetting that most innovation will require a period of time to pass before its impact can be felt or observed. We have a long history of innovation across all sectors of our business, which enables us to look at our back catalogue to set these benchmarks effectively.
- C Arjun Sharma:** We often think innovation is all about new technology, but that doesn't consider how companies can innovate the services they already offer. In fact, some of the most impactful innovations have occurred in unexpected areas of the value chain, like delivery services taking the place of physical supermarkets, or customers accessing positive or negative reviews on a holiday company's website to help them make decisions. By challenging our own ideas about what we think our business should be providing, thinking outside our comfort zone, we can affect consumer expectations.
- D Sara Halton:** Some of our most successful innovations have come from trying to stay clear of our own cultural expectations. As a company, we found ourselves returning to well-tried concepts, so for the release of our latest car, designers went abroad and stayed with families with similar vehicles to understand how they use a car today. Of course, every business is different. But you must be open to change, and be willing and brave enough to quickly kill an idea where necessary. The mechanisms for capturing ideas and measuring success are secondary.

## Task information

- In Part 2, there is a text with six gaps. Each gap represents a missing sentence. These sentences are in a list (A – G), but will be in a jumbled order. You have to put the sentences into the right gaps.
- The first gap is done for you as an example, using one of the sentences A – G.
- For the other five gaps, you should use each of the remaining sentences once only. There is one extra sentence you do not need.
- Part 2 tests your understanding of the overall structure of the text, and the development of an argument, ideas or opinions.

## READING FOR MAIN IDEAS

It is important to be able to identify the main ideas in each paragraph, and do this quickly. This will help you follow the writer's argument, and rule out some of the unlikely options.

- 1 Quickly read the text *How colour affects consumer behaviour*. (Ignore the gaps and the underlined words.) Choose a summary sentence from a – e below to match with each paragraph 1 – 5.

- a Companies often make generalisations about the colours customers prefer. ....
- b Colours should be appropriate for the situation they are used in. ....
- c Colour is important to companies in many areas of design. ....1.....
- d People giving advice about colour psychology do not always understand it. ....
- e Companies must make it easy for customers to notice a colour. ....

## RECOGNISING THE FUNCTION OF LINKING PHRASES

For Part 2, it is a good idea to highlight linking phrases in sentences A – G. These phrases may help you work out whether a sentence fits into a gap or not.

- 2 Look at the words and phrases 1 – 7 taken from the missing sentences A – G on page 15. Match the phrases with explanations a – g.

- 1 In this way
- 2 For example
- 3 however
- 4 In contrast with
- 5 It's more the case
- 6 Similarly
- 7 Indeed

- a for adding a comment which is surprising or which differs from what has just been said.
- b when mentioning a fact or situation that is related to the one we just mentioned.
- c to provide evidence that something we already said is true
- d when comparing two things which are very different
- e to introduce a further comment or statement which strengthens the point we have already made
- f to refer to the likely consequence of an action/situation we just mentioned
- g to show disagreement with a previous view or statement, and introduce a view or statement we support

- 3 Read the text again and choose the best sentence A – G to fill each of the gaps (1 – 5).

**TIP**

Underline key vocabulary in sentences A – G, in particular main verbs and nouns. Then look for synonyms or paraphrasing in the text *before* and *after* a gap.

**TIP**

Cross out the example from the list, and then each time you choose one of the other sentences, cross that out too. In this way, you won't have to keep reading through the whole list.



# How colour affects consumer behaviour

- 1 We do not need psychologists to tell us that specific colours may evoke a particular emotion or create a particular mood. We may be less conscious, however, of the extent to which companies rely on colour psychology to build brand awareness and encourage us to spend. **(0)** ..... G..... . This is a widespread practice, especially amongst larger corporations.
- 2 In fact, colour psychology *can* be useful to companies, but they must question claims made in the numerous online articles on this subject. **(1)** ..... . These suggestions do not reflect the complex way that colour psychology works, however. In truth, while writers of business websites may have expertise in many aspects of running a successful venture, they are unlikely to have spent time studying the human mind. It becomes necessary, therefore, for them to simply repeat information from other poorly researched articles about colour psychology. **(2)** ..... . Predictably, many of them are related to gender preference.
- 3 Companies often rely on marketing databases to reveal whether customers are mostly male or female, and select colours for products accordingly. But just because some manufacturers continue to create pink products for women, this doesn't mean it's the colour all women prefer or that there is genuine demand for it. **(3)** ..... . Likewise for men, not all are instinctively drawn to dark colours. Therefore, to expand their customer base, design and marketing departments must take into account people's personal preferences.
- 4 Instead of choosing colours on the basis of an emotion they might represent, companies should, instead, predict what colours might be a good fit for a product. It is traditional, for instance, to produce kitchen appliances in 'hygienic' white. **(4)** ..... . Sales suggest this has been a positive move. But would customers accept these products in, say, brown? While brown may be perfectly acceptable for chocolate and coffee adverts, implying warmth and luxury, it may suggest dirt in a kitchen context. Orange might not be the colour many consumers want for motorbikes, but could make an energy drink look tempting.
- 5 Companies that really understand colour psychology will also know that a colour must demand attention. For instance, some banks opt for red to represent their brand, unlike the majority that use blue. By choosing red, they can easily distinguish themselves. **(5)** ..... . Customers are far more likely to remember a brand or take action when directed if a colour stands out.

- A **In this way**, the same, oversimplified messages about the way customers respond to colour continue to spread.
- B **For example**, it is often stated that health products or services are best promoted in green, while fast food outlets should stick to red.
- C There has recently been a shift in thinking, **however**, and now they are also available in blue and yellow.
- D **In contrast with** the Western view, it can also represent sickness, courage, and envy, depending on the cultural background of the customer.
- E **It's more the case** that this group of consumers may be forced to buy an item in this colour, since there is no alternative.
- F **Similarly**, buttons such as 'Buy Now' or 'Get Started' will contrast sharply with the other text or images on a webpage.
- G **Indeed**, everything from the colour of the logo to the colour of the store lighting is chosen in the belief that it will affect consumer behaviour.

## Advice

- 1 The sentence after the gap begins with **these suggestions**. Look for examples of suggestions or recommendations in sentences A – G.
- 2 The sentence before the gap talks about the need to **repeat information**. Look for an example of paraphrasing in A – G.
- 3 The topic before the gap is discussing company beliefs about women's colour preferences. Look for language in A – G that might refer to the main subject, e.g. women.

## USEFUL LANGUAGE: LINKING PHRASES

- 4 The text contains some underlined phrases which are similar in meaning to the phrases in Exercise 2. Match each underlined phrase with a phrase from Exercise 2, e.g. *Indeed* = *In fact* (paragraph 2).

**ACTION PLAN**

- 1 Read the instructions, title and subtitle (if there is one), so you can see what kind of text it is and what the topic is.
- 2 Quickly read through the main text to get an overall idea of what the text is about.
- 3 Then read the seven sentences, A – G, to see if you think any obviously fit into any of the gaps.
- 4 For each gap, look closely at the ideas and words that come before and after it.
- 5 Look for related ideas in the sentences and the texts.
- 6 In both the main text and the sentences A – G, underline any vocabulary links, reference words such as *this*, *these* and linking expressions like *also*, *so* and *additionally*.

Follow the exam instructions, using the advice to help you.

**Questions 8 – 12**

- Read the article on page 17 about negotiating a pay rise.
- Choose the best sentence below 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).

**TIP**

Don't spend too much time on words you don't know.

**TIP**

Look carefully at pronouns to make sure they match the nouns before/after the gap.

**Example:**

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

- |   |  |
|---|--|
| <p><b>A</b> Being able to supply records of specific achievements and events is essential.</p> <p><b>B</b> Your line manager will certainly be involved, even if they don't have the power to make the final decision.</p> <p><b>C</b> Perhaps there are elements of your current role that could be expanded, or exchanged for new challenges and more responsibility.</p> <p><b>D</b> Doing so helps you stay in control and avoid the possibility of making a decision you might regret.</p> | <p><b>E</b> Recruitment companies are also useful sources of information.</p> <p><b>F</b> Additionally, you must be aware of the organisation's process for making pay awards.</p> <p><b>G</b> This is usually done as part of the performance management process.</p> |
|---|--|

# How to negotiate a pay rise

The art of salary negotiation is a key career skill that will help you throughout your working life. Asking for a rise can, however, be unwelcome to employers, so it's essential you get your timing right. If not, you might get a reputation for being difficult at the very time you want senior decision-makers to be thinking about your value. It may well be possible to submit your request in line with a general company pay review. **(0)** ..... **G** ..... . If your company, however, does not have a regular time for this – or you've just missed it – raising the subject of salary during a performance development review is a good option.

Negotiating a pay rise is about understanding your value. One way of getting a realistic figure is by speaking to people in similar roles within your company or sector, particularly people you know well. **(8)** ..... . Then, when you start negotiating, you can have the goal you've set yourself at the front of your mind. Be clear about why this is so important to you and your rationale behind it. Why does negotiating a pay rise have to be done now? Where does your salary fit in your overall career objectives? **(9)** ..... . Find out how it works, and who has influence regarding any offer.

You will be expected to present a watertight business case, and evidence of your skills. **(10)** ..... . You should include details of your work and any completed

projects, and how you work with different teams and key people. Most importantly, you'll need to demonstrate the ability to work on tasks that are above and beyond what might be expected of someone in your current position.

Expect frank discussions about your pay. As with any negotiation process, you must have a clear understanding of what is acceptable to you, and you need to consider how much scope for flexibility you are willing to allow. You always have the opportunity to go back with a compromise and other suggestions, so think about a solution that could fit in with your overall pay package strategy. **(11)** ..... . You'll clearly know what these options are if you have identified them in advance. Naturally, when you're under contract, your employer is likely to try and hold you at the lowest possible rate. That doesn't mean you can't create a package that works well for you, so just be clear about why you deserve what you want.

Finally, don't be tempted into accepting an early offer. An appropriate initial response might be, 'Thanks for that, I'm going to get back to you on it.' Each situation is different and you may need more or less time to consider any offer. Even if you think that the offer is perfect, give yourself at least a night to think it through. **(12)** ..... . The people you are negotiating with should respect your need to consider an offer carefully before committing to it.

## Advice

- 8** The topic here is places to get advice, and the phrase **One way** suggests that another is to follow, so look for a linking word that does this.
- 9** Look for a sentence with a word that connects to the idea of an **offer** after the gap, and that has a correct pronoun reference.
- 10** Look for a sentence that has examples of the topic of the sentence before the gap, and fits with the idea of including information in the following sentence.
- 11** The word **these** in the following sentence gives you a clue that you are looking for more than one idea here.
- 12** Look for the linker in the sentences that connects to the ideas before the gap.

## Task information

- In Part 3, you read a text followed by six questions with four options: **A, B, C or D**.
- Questions often test your ability to understand opinion and attitude. You may also need to understand main ideas such as cause and effect, problems and solutions, or why a particular example has been used.
- You may need to infer meaning. This means using clues in the text to understand things that aren't directly stated.
- There may sometimes be a question that tests your understanding of a word or phrase. You should be able to use the context to work out its meaning.
- Questions always follow the order of information in the text.

## PREDICTING TEXT CONTENT

- 1 Read the title and the subheading in *italics*. What do you think the text will be about?
- 2 Quickly read the two paragraphs. How accurate was your prediction?

## RECOGNISING AND RULING OUT DISTRACTION

Only one of the four options **A – D** is the correct answer. However, there might be something in each paragraph to make you think one of the other options is the correct answer. This is called *distraction*.

- 3 Read the paragraphs more carefully. Then look at multiple-choice questions 1 and 2 and decide which is the correct answer, **A, B, C or D**.
- 4 Now think about the three options that are incorrect for questions 1 and 2. There is something in the paragraphs that might make you *think* these are the correct answers. For each of the incorrect options, underline this distraction.

### TIP

Sometimes the stem (the question or statement that comes before the options) will tell you which paragraph to look at. Use only information in this paragraph to choose the correct option.

### TIP

Sometimes the stem will contain words that are the same or similar to words in the text, e.g. people's names or dates, or business-related nouns like *modern technology*, *new strategy*, *training courses*, *workplace survey*. Use these words to locate the relevant part of the text.

---

# Make meetings count

---

*It's the quality of meetings, not the quantity, that helps companies fulfil goals*

It goes without saying that collaboration is vital to the success of any business. Yet the responses to recent workplace surveys may surprise some CEOs. It seems that no matter the industry, there is growing frustration amongst staff regarding the meetings they feel obliged to attend. Respondents report having to spend up to 25% of their working day sitting around tables with colleagues, often listening in to discussions about projects that do not directly concern them. Every minute spent at a meeting is time they could otherwise have spent on getting through tasks actually assigned to them. But, despite this widespread sense of resentment, they admit that every time a meeting invitation pops up on their calendars, they accept without question.

However, by modifying their own behaviour, an employee may be able to encourage others in the office to change theirs. When replying to a colleague's invitation, a respectful 'The project sounds interesting,' should appear in the opening line. Following that, the employee can enquire what their colleague specifically hopes to achieve by having the meeting and how they can help their colleague achieve it. If no clear objective is provided, and the employee's expected contribution remains vague, the employee can politely decline the invitation, but offer to send data electronically in advance of the meeting. In some cases, the sender may decide a sit-down meeting is unnecessary after all.

- 
- 1** According to the writer, workplace surveys reveal that employees
- A** are unwilling to express their real opinions during meetings.
  - B** set up meetings so they can avoid criticism from senior management.
  - C** worry that meetings impact on their own productivity.
  - D** fail to realise how meetings offer opportunities for teamwork.
- 2** In the second paragraph, the writer recommends that an employee
- A** seek information about the purpose of individual meetings.
  - B** suggest fewer meetings being scheduled with their department.
  - C** offer assistance to co-workers with organising meetings.
  - D** be tactful with people in the office who may be over

**ACTION PLAN**

- 1 Read the instructions, title and subtitle (if there is one). These will tell you important information about the text, its subject and the writer.
- 2 Quickly read the text to get a clear idea of what the complete text is about.
- 3 Read the first question and underline the key words or points.
- 4 Find the relevant part of the text. Most questions relate to one paragraph.
- 5 Read the four options A – D and choose the option you think is correct.
- 6 If you really aren't sure, cross out the ones you think are wrong and make a guess.

Follow the exam instructions, using the advice to help you.

**Questions 13 – 18**

- Read the article below about a fashion retailer called FrontRow, and the questions on the opposite page.
- For each question 13 – 18, mark one letter (A, B, C or D) on your Answer Sheet for the answer you choose.

**TIP**

Pay attention to the general theme of each paragraph.

**TIP**

Remember that the options in the question may mean something similar to the text, but not have the same meaning.

## FrontRow: a fashion success story

The fashion retail sector is well known for being highly competitive. With its high-value clothes, online retailer FrontRow is giving large retailers like New Style a run for their money as it targets fashion-hungry 16 – 24-year-olds.

FrontRow has an impressive track record, from a standing start ten years ago to profits of nearly £12m from sales of £110m in the last year. The board of the newly listed company has just agreed measures to maximise capacity in the company's UK warehouses, which will eventually be able to handle sales of £1bn. This will include products being shipped to the ever-increasing numbers of overseas customers, which account for 40% of all items transported from the central depots to distribution points abroad. This is a direct result of a global shift in the fast-fashion market to online shopping, with more international customers discovering the brand every day.

Inevitable comparisons have been drawn between the development of FrontRow and online giant Atmos, the fashion website which, until recently, was a stock market favourite. And indeed, in the run up to flotation, this parallel proved useful for FrontRow, with the launch securing £230m for the owners and the board. However, earlier this month Atmos blamed both supply chain problems, which left customer orders unfulfilled, and

also heavy discounting for a massive profit warning. This wiped as much as 35% off its share price and FrontRow found itself pulled down with it, despite its business not being affected by the same issues.

Many retailers stock a range of third-party products, which results in a wide product range – up to around 75,000 in the case of Atmos. FrontRow focuses on a range of around 8,000 own-brand lines, using its designers and manufacturers with whom it has built strong working relationships. Chief Executive Ana Langley explains how being able to set its own charging structure is fundamental to the company plan. It also avoids the challenges that businesses doing international trade face with regard to foreign exchange rates. FrontRow manages stock levels in a different way to many other retailers. Ms Langley explains that because in this industry products have to be constantly new and exciting, it generally only stocks between 700 and 1,000 pieces at a time, but over a much larger range than competitors, around 25 styles, where others might focus on three or four. In this way, the overall volume requirement is covered, but only the best sellers get repeat orders.

Jonathan Denton, FrontRow's Chief Financial Officer, said that the company's success with its mostly 'millennial'