

SECTION – I

You are advised to spend about 20 minutes on the questions based on this reading passage.

Job satisfaction and personnel mobility

Europe, and indeed all the major industrialized nations, is currently going through a recession. This obviously has serious implications for companies and personnel who find themselves victims of the downturn. As Britain apparently eases out of recession, there are also potentially equally serious implications for the companies who survive, associated with the employment and recruitment market in general.

During a recession, voluntary staff turnover is bound to fall sharply. Staff, who has been with a company for some years, will clearly not want to risk losing their accumulated redundancy rights. Furthermore, they will be unwilling to go to a new organization where they may well be joining on a 'last in, first out' basis. Consequently, even if there is little or no job satisfaction in their current post, they are most likely to remain where they are, quietly sitting it out and waiting for things to improve. In Britain, this situation has been aggravated by the length and nature of the recession – as may also prove to be the case in the rest of Europe and beyond.

In the past, companies used to take on staff at the lower levels and reward loyal employees with internal promotions. This opportunity for a lifetime career with one company is no longer available, owing to "downsizing" of companies, structural reorganizations and redundancy programmes, all of which have affected middle management as much as the lower levels. This reduction in the layers of management has led to flatter hierarchies, which, in turn, has reduced promotion prospects within most companies. Whereas ambitious personnel had become used to regular promotion, they now find their progress is blocked.

This situation is compounded by yet another factor. When staff at any level are taken on, it is usually from outside and promotion is increasingly through career moves between companies. Recession has created a new breed of bright young graduates, much more self-interested and cynical than in the past. They tend to be more wary, skeptical of what is on offer and consequently much tougher negotiators. Those who joined companies directly from education feel the effects most strongly and now feel uncertain and insecure in mid-life.

In many cases, this has resulted in staff dissatisfaction. Moreover, management itself has contributed to this general ill-feeling and frustration. The caring image of the recent past has gone and the fear of redundancy is often used as the prime motivator.

As a result of all these factors, when the recession eases and people find more confidence, there will be an explosion of employees seeking new opportunities to escape their current jobs. This will be led by younger, less-experienced employees and the hard-headed young graduates. 'Headhunters' confirm that older staff are still cautious, having seen so many good companies 'go to the wall', and are reluctant to jeopardize their redundancy entitlements. Past experience, however, suggests that, once triggered, the expansion in recruitment will be very rapid.

The problem which faces many organizations is one of strategic planning; of not knowing who will leave and who will stay. Often it is the best personnel who move on whilst the worst cling to the little security they have. This is clearly a problem for companies, who need a stable core on which to build strategies for future growth.

Whilst this expansion in the recruitment market is likely to happen soon in Britain, most employers are simply not prepared. With the loss of middle management, in a static marketplace, personnel management and recruitment are often conducted by junior personnel. They have only known recession and lack the experience to plan ahead and to implement strategies for growth. This is true of many other functions, leaving companies without the skills, ability or vision to structure themselves for long term growth. Without this ability to recruit competitively for strategic planning, and given the speed at which these changes are likely to occur, a real crisis seems imminent.

Questions 1 – 2 :

According to the information in the reading passage, select the most appropriate of the given options (A – D). Write the appropriate of the given options (A – D).

1. The current economic downturn...
 - A. has serious consequences for personnel and companies which survive
 - B. has serious consequences for companies which survive
 - C. may have serious consequences for companies which survive
 - D. has serious consequences for voluntary staff

2. Many of the staff members are not leaving their jobs because...
- A. they will lose their redundancy rights
 - B. they would join a new company on a 'last in, first out' basis
 - C. they are waiting for the economy to pick up
 - D. they are dissatisfied with their current position

Questions 3 – 8 :

In questions 3 – 8, complete each sentence by choosing one of the possible endings from the list below, which best reflects the information in the reading passage. Write the corresponding letter (A – K) for each question in boxes 3 – 8 on your answer sheet. Note there are more choices than spaces, so you will not need to use all of them. The first one has been done for you as an example.

Example A lifetime career with one company...

Answer E

- | | |
|---|-------|
| 3. The "downsizing" of companies... | _____ |
| 4. Ambitious personnel... | _____ |
| 5. Today, new graduates... | _____ |
| 6. Long-servicing personnel... | _____ |
| 7. Management policy... | _____ |
| 8. Companies often care less about staff and... | _____ |

List of possible endings

- | | |
|--|---|
| A. has often contributed to staff dissatisfaction | B. are more special and less trusting |
| C. has affected all levels of personnel | D. use fear as a means of motivation |
| E. was usual in the past | F. career moves between companies |
| G. reduce the layers of management | H. feel uncertain and insecure |
| I. increasingly have to look else where for promotion | |
| J. is a result of flatter hierarchies | K. reward loyal employees with internal promotions |

Questions 9 – 13 :

The paragraph below is a summary of the last section of the reading passage. Complete the summary by choosing no more than two words from the reading passage to fill each space. Write your answers in boxes 9 – 13 on your answer sheet.

Taking all of these various **Ex (factors)** into consideration when the economy picks up and people ...**9**..., there will be a very rapid expansion in recruitment. Younger employees and graduates will lead the search for new jobs, older staff being more...**10**...Not knowing who will leave creates a problem for companies; they need a ...**11**... of personnel to plan and build future strategies. This is a serious matter, as ...**12**...is often conducted by inexperienced staff, owing to the loss of many middle management positions. The inability to recruit strategically will leave many companies without the skills and vision to plan ahead and ...**13**... to achieve long term growth.

Question 14 :

14. In your view, is the writer of the reading passage warning the reader about a coming...
- A. economic crisis
 - B. personnel management crisis
 - C. redundancy crisis

SECTION – II

You are advised to spend about 20 minutes on this reading passage.

THE EDUCATION GAP

Education is the passport to modern life, and a pre-condition of national prosperity. But more than a quarter of the world's adults – 900 million – cannot read or write, and more than 100 million young children are deprived of even a primary school education. In most developing countries after decades of educational expansion, spending on learning is falling. The illiterate are virtually helpless in a world ruled by the written word, where notices and official papers can seem a mass of meaningless hieroglyphics. People who cannot decipher them are at the mercy of those who can; may as a result, have been cheated of their rights or their land.

Studies show that people with even a basic education are healthier and eat better. They are more likely to plan their children are more likely to survive. According to the World Bank, just four years of primary education enables farmers to increase productivity by ten per cent, often the difference between hunger

and sufficiency National economic returns from education outstrip those from most other forms of investment.

ENROLMENT: RISE AND FALL

As they became independent, most developing countries enthusiastically embraced education. Two decades of astonishing expansion followed. Between 1960 and 1981, the world's thirty-two poorest countries (excluding India and China, which have long had good records) increased the proportion of their children enrolled in primary school from thirty-eight to seventy-two per cent. The thirty-eight next poorest achieved almost universal primary school enrolment by 1980; up from about two-thirds in 1960. It seemed as if it would not be long before every child alive could be sure of going to school.

By the end of the 1980s, that dream had turned to bitter disillusion. The decade brought economic disaster to developing countries. They slumped when rich nations went into recession at the beginning of the 1980s, the subsequent recovery passed them by and they were hit again by the renewed recession in the late 1980s and early 1990s. The educational expansion of the 1960s and 1970s first halted then went into reverse. By 1989, enrolment rates had dropped in one out of every five developing countries. In some African countries, the number of children in primary schools declined by a third between 1980 and 1985. Tanzania's universal primary school enrolment fell to less than seventy five percent. Unesco's Director-General, Federico Mayor, warns that this threatens to 'set back the countries of the South by a whole generation or even more'.

DECLINING EXPENDITURE

The proportion of national expenditure going to education declined in more than half of developing countries over the 1980s. In the world's thirty-seven poorest countries, the average expenditure per head on education dropped by a quarter. In Africa as a whole, says the World Bank, only \$0.60 a year is spent on educational materials for each student, whilst it estimates 'minimum requirements' at \$5.00.

ILLITERACY AND THE POOR

In industrialized countries absolute illiteracy was largely eradicated half a century ago; they contain only two per cent of the world's illiterate. 'Functional illiteracy', however, remains: in Canada, the literacy of a quarter of all adults is seriously inadequate: in the United States, estimates range from five to twenty-five per cent; in France, the total numbers range from two to eight million people, depending on the study. Most are among the poorest members of their societies.

General speaking, the poorer a country, the higher the number of illiterate; two-thirds of adults in the very poorest countries cannot read or write. Furthermore, the poorest individuals suffer most. The poorer a child's family, the less likely he (or, particularly, she) is to start school and the more likely it is that those who do start will drop out.

THE DISADVANTAGED COUNTRYSIDE

More people in the Third World live in the countryside, where schools and teachers are always scarcer. But even in the cities, the poor miss out. In Calcutta, over sixty per cent of children do not attend school because they have to work to help keep the family going, or look after younger siblings to enable their mothers to work. Two-thirds of the children, who either never start school or drop out early, are girls. Two-thirds of the world's illiterate are women. Yet women's education is particularly important. The World Bank identifies it as 'perhaps the single most important determinant of family health and nutrition' and its research shows that infant mortality rates fall steadily, and dramatically, for every year women spend at school. But tradition, prejudices and the burden of work to be done at home ensure that daughters are pulled out of school first. In the first grade of Kampala's primary schools, the sexes are evenly balanced; by the seventh grade, there are more than twice as many boys as girls.

PRIMARY EDUCATION THE PRODUCTIVE DOLLAR

Every dollar invested in primary school education, according to another World Bank study, is fifty per cent more productive than one invested in secondary schooling, and gives twice as much as one spent on universities. Yet, throughout the Third World, these spending priorities are reversed.

A few countries have started to change their priorities, emphasizing primary education. Zimbabwe doubled its number of primary schools in its first five years of independence: the proportion of its budget spent on education is the fifth highest in the world, and the curriculum has been re-orientated to meet local needs. Bangladesh has opened more than 2,500 basic village primary schools with appropriate syllabuses since 1985, at an annual cost of just \$15.00 per pupil. Only 1.5 per cent of the children drop out compared to sixty per cent of their peers in the ordinary primary schools. Moreover, ninety-five per cent of pupils the majority girls continue their education after leaving.

Nonetheless, all these countries are under harsh economic pressure. There is little hop for the children of the Third World countries, even if their governments do change their priorities, unless their countries are enabled to develop.

Questions 15 – 16 :

15. What are the two most important benefits of education given by the writer of the reading passage? Write your answer in box 15 on your answer sheet.
16. What do you think is the main purpose of the passage?
- A. to promote the development of primary education
 - B. to promote the development of tertiary education
 - C. to illustrate the need for development in general
 - D. to highlight the problems of rural areas
- Write the appropriate letter (A – D) in box 16 on your answer sheet.

Questions 17 – 21 :

For questions 17 – 21, complete the table below by selecting the most appropriate answer from the list beneath the table. Write the corresponding letter (A – J) in boxes 17 – 21 on your answer sheet.

	1960	1980	1981	1985	1989
Enrolment	Example 32 poorest countries	Answer J			
	38 next poorest	17			
	18			19	
Expenditure	20		21		

List of possible answers

- A. Tanzania
- B. India and China
- C. the thirty-seven poorest countries
- D. some African countries
- E. decreased by a quarter
- F. decreased by over a quarter
- G. decreased by a third
- H. decreased by a half
- I. increased to nearly 100%
- J. increased from thirty-eight per cent to seventy-two per cent

Questions 22 – 25 :

In questions 22 – 25, choose which of the answers best represents the information in the reading passage. Write the appropriate letter (A – D) for each question in boxes 22– 25 on your answer sheet.

Example A basic education for women... **Answer : A**

- A. can determine the health and nutrition of the family.
 - B. makes the difference between hunger and sufficiency.
 - C. only lasts for four years
 - D. increases productivity by ten per cent
22. Illiteracy has been almost completely eradicated
- A. from the developing world
 - B. except in the USA, Canada and France
 - C. in absolute terms in industrialized countries
 - D. in functional terms in industrialized countries
23. Girls was often fail to complete their schooling because...
- A. they have to go out to work
 - B. there are twice as many boys as girls
 - C. of tradition and prejudice
 - D. of family health and nutrition
24. Spending on tertiary education is...
- A. twice as productive as spending on secondary education
 - B. only half as productive as spending on primary education
 - C. fifty per cent less productive than spending on secondary schooling
 - D. twenty-five per cent less productive than spending on primary schooling
25. Primary education has been given more importance...
- A. in Calcutta
 - B. in some parts of Africa and Asia
 - C. in the last five years
 - D. by reorienting the curriculum

SECTION – III

You are advised to spend about 20 minutes on the questions based on the reading passage below.

DEVELOPING ENVIRONMENTAL MANAGEMENT STRATEGIES

Strong and sustainable economic activity depends on healthy environmental management. It is being increasingly recognized by the public, government and industry that there is a need to shift smoothly from a 'react and cure' approach to an 'anticipate and prevent' approach. The mechanism governing this change started to appear three to four years ago and the momentum for change has been gathering steadily ever since.

Whilst the need to embrace these changes is almost universally accepted, the mechanisms for change and the priorities for action have been far from clear. The public and the media point to anecdotal evidence of lack of progress or setbacks, over a bewildering range of topics. These incidents are catalogued by local and national pressure groups to enhance their own campaigns for change. The Government, under pressure from the European Community, has introduced legislation which, although progressive, often appears to industry to be fragmented and difficult to digest.

There is therefore, a clear and often expressed need on the part of British and European management for techniques to identify and prioritize the key environmental issues for allocation of resources and action. The technique emerging as the most effective is a strategy which involves the formulation of a policy statement setting out the organization's philosophy on the environmental status and performance of the operation is then undertaken, key issues identified and targets set. The performance of the operation or unit is regularly audited to measure progress towards the targets set. This environmental strategy is often called on Environmental Management System or simply referred to as an Environmental Audit.

THE NEED FOR ENVIRONMENTAL STRATEGIES

Over the past few years, the incentives for introducing such an Environmental Risk Management Strategy have changed as public attitude has evolved, insurance markets have hardened and national legislation has been enacted, Environmental Risk Management Strategies may therefore be implemented for reasons of insurance, market force, acquisitions, national legislation or Environmental Accreditation Schemes.

The basic elements of the Environmental Strategies currently being proposed by most authorities are as follows:

ENVIRONMENTAL STRATEGY

An Environmental Strategy is a documented plan, comprising the drawing up of an Environmental Policy and an Initial Environmental Assessment, which provides prioritized recommendations for action and targets to be achieved. This is followed by regular audits to measure progress towards the targets.

ENVIRONMENTAL POLICY

An Environmental Policy is a statement of the overall aims and principles of action of an organization with respect to the environment. It may be expressed in general terms, but it may also include quantitative targets.

INITIAL ENVIRONMENTAL ASSESSMENT

An Initial Environmental Assessment is a comprehensive assessment of the environmental impact as a result of an organization's activities. It leads to a report to top management in which the key issues are identified and priorities for action allocated. This initial Environmental Assessment is referred to in the Draft British Standard as an Environmental Effects Inventory and in the Draft Eco-Audit scheme as an Environmental Review. The topics covered in Initial Assessments may include a review of management systems, a historical review of the site, assessment of emissions and impact on air, water and land as well as control and monitoring of emissions. Noise, odours, recycling, disposal and duty of care will usually come into the assessment, as will raw materials management, savings, transportation, storage, water conservation, energy management and products planning. Other important aspects of the assessment are the prevention and mitigation of accidents, unexpected and foreseen pollution and of course staff information, the relationship with the public and the need for Environmental Audits.

An Environmental Audit is systematic, documented, periodic and an objective evaluation of how well the organization's systems are performing, assessed against internal procedures and compliance with internal policies and statutory requirements.

Both the Draft British Standard and Draft Eco-Audit scheme stipulate that the audits should be carried out by personnel independent of the plant or process being audited.

ENVIRONMENTAL STATEMENTS

Under the UK Environmental Protection Act the details declared in the application for Authorization to Operate are included in a Register which is open to the public. Such legislation also exists in many of the other European Community countries.

The Eco-Audit scheme also proposes that organizations which are accredited under the scheme should regularly publish an environmental statement containing factual information and data on the environmental performance of each site.

Questions 26 – 28 :

Read the following statements and say how they reflect the information in the reading passage by writing:

- T if it is true according to the passage,
- F if it is false according to the passage, and
- II if there is insufficient information in the passage

EXAMPLE A 'react and cure' policy is replacing the "anticipate and prevent" approach to environmental management. **Answer F**

- 26. European Community directives on environmental management are clear and easily implemented.
- 27. Allocation of resources within companies for action on environmental issues is governed by legislation.
- 28. An organization's philosophy and aims with respect to the environment are stated in its Environmental Policy.

Questions 29 – 34 :

The paragraph below is a summary of the first part of the reading passage. Complete the summary by choosing one or two words from the reading passage to complete the spaces 29 – 34. Write the words in boxes 29 – 34 on your answer sheet. The first one has been done for you as an example.

Summary: DEVELOPING ENVIRONMENTAL MANAGEMENT STRATEGIES

There has been a steady movement towards more efficient, proactive (example) environmental management. Whilst the ... **29** ... is generally accepted, the means have yet to be agreed. Attempts at introducing...**30**... have, so far, been ineffective. Techniques are currently being defined for allocating...**31**...to act on key environmental issues. Policies are formulated, detailed assessments conducted and performance measured. These evaluations, or ...**32**..., are carried out objectively by...**33**... personnel and ...**34**... against both internal and external criteria.

Questions 35 – 37 :

Read the following statements and say how they reflect the information in the passage, by writing.

- C.** if it is correct according to the passage.
- I.** if it is incorrect according to the passage, and
- NC** if it is not clear from the information in the passage.

- 35. All EC countries have an environmental register which is open to the public.
- 36. The Eco-Audit Scheme insists that members publish data on performance.
- 37. Environmental information is kept at each of a company's sites.

Questions 38 – 40 :

- 38. Give three factors which have been responsible for increasing interest in Environmental Risk Management. Write two words for each factor in box 38 on your answer sheet.
- 39. State the four characteristics of an Environmental Audit which are mentioned in the passage. Write a maximum of five words in box 39 on your answer sheet.
- 40. According to the information in the package, Eco-Audit accredited organizations should publish quarterly statements.

Is this: i. true; ii. information not given; iii. false?

Write the appropriate numeral (i – iii) in box 40 on your answer sheet.

ANSWERS

Q.No.	Answer	Q.No.	Answer
1.	C	21.	E
2.	C	22.	C
3.	C	23.	B
4.	I	24.	B
5.	B	25.	B
6.	H	26.	II
7.	A	27.	F
8.	D	28.	T
9.	find confidence	29.	need
10.	cautious // reluctant ["reluctant to move" is wrong- too many words]	30.	legislation
11.	(stable)core	31.	resources
12.	(personnel) recruitment / management [Personnel recruitment and management is wrong – too many words]	32.	environmental audits
13.	implement / build strategies//structure themselves	33.	independent
14.	B	34.	assessed
15.	passport to modern life, precondition of national prosperity	35.	I(many, not all)

16.	C	36.	I (proposes, not insists)
17.	I	37.	NC
18.	D	38.	public attitude, insurance market, national legislations
19.	G	39.	systematic, periodic, documented, objective (evaluation)
20.	C	40.	II