

SPEAKING

PART 1

The examiner asks the candidate about him/herself, his/her home, work or studies and other familiar topics.

EXAMPLE

Laughing

- What kinds of thing make you laugh?
- Do you like making other people laugh? [Why/Why not?]
- Do you think it's important for people to laugh? [Why/Why not?]
- Is laughing the same as feeling happy, do you think? [Why/Why not?]

PART 2

Describe an idea you had for improving something at work or college.

You should say:

when and where you had your idea

what your idea was

who you told about your idea

and explain why you thought your idea would make an improvement.

You will have to talk about the topic for one to two minutes.

You have one minute to think about what you are going to say.

You can make some notes to help you if you wish.

PART 3

*Discussion topics:***Ideas and education**

Example questions:

Some people think that education should be about memorising the important ideas of the past. Do you agree or disagree? Why?

Should education encourage students to have their own new ideas? Why?

How do you think teachers could help students to develop and share their own ideas?

Ideas in the workplace

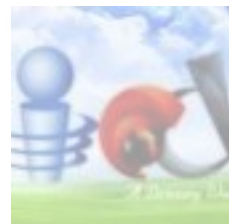
Example questions:

Should employers encourage their workers to have new ideas about improving the company? Why?

Do you think people sometimes dislike ideas just because they are new? Why?

What is more difficult: having new ideas or putting them into practice? Which is more important for a successful company?

Test 3



LISTENING

SECTION 1 Questions 1–10

Questions 1 and 2

Complete the notes below.

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

Example

Answer

Type of job required:

Part-time

Student is studying 1

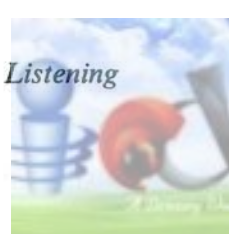
Student is in the 2 year of the course.

Questions 3–5

Complete the table below.

Write **NO MORE THAN TWO WORDS** for each answer.

Position Available	Where	Problem
Receptionist	in the 3	evening lectures
4	in the Child Care Centre	too early
Clerical Assistant	in the 5	evening lectures

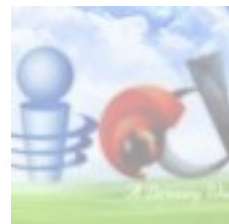


Questions 6–10

Complete the form below.

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

STUDENT DETAILS	
Name:	Anita Newman
Address:	6 Room No. 7
Other skills:	Speaks some Japanese
Position available:	8 at the English Language Centre
Duties:	Respond to enquiries and 9
Time of interview:	Friday at 10 a.m.



SECTION 2 Questions 11–20

Questions 11–16

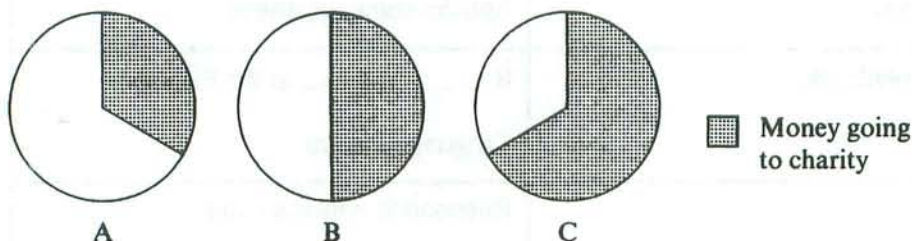
Choose the correct letter, **A**, **B** or **C**.

SPONSORED WALKING HOLIDAY

11 On the holiday, you will be walking for

- A 6 days.
- B 8 days.
- C 10 days.

12 What proportion of the sponsorship money goes to charity?



13 Each walker's sponsorship money goes to one

- A student.
- B teacher.
- C school.

14 When you start the trek you must be

- A interested in getting fit.
- B already quite fit.
- C already very fit.

15 As you walk you will carry

- A all of your belongings.
- B some of your belongings.
- C none of your belongings.

16 The Semira Region has a long tradition of

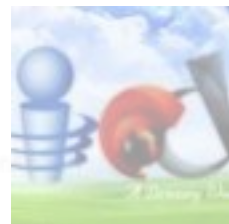
- A making carpets.
- B weaving blankets.
- C carving wood.

Questions 17–20

Complete the form below.

Write **ONE WORD ONLY** for each answer.

ITINERARY	
Day 1	arrive in Kishba
Day 2	rest day
Day 3	spend all day in a 17
Day 4	visit a school
Day 5	rest day
Day 6	see a 18with old carvings
Day 7	rest day
Day 8	swim in a 19
Day 9	visit a 20
Day 10	depart from Kishba



SECTION 3 Questions 21–30

Questions 21 and 22

Complete the notes below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

OCEAN RESEARCH

The Robotic Float Project

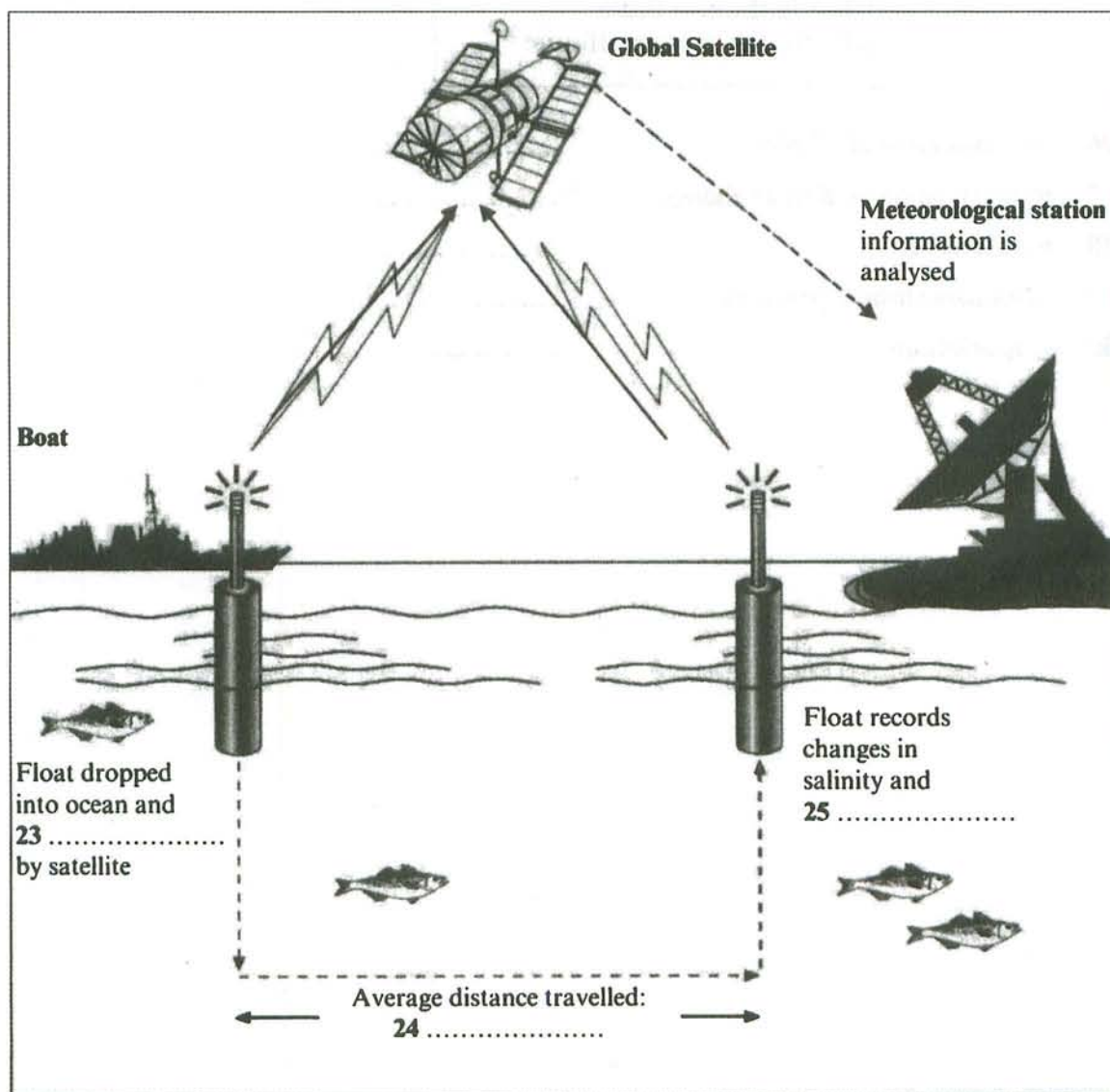
- Float is shaped like a **21**
- Scientists from **22** have worked on the project so far

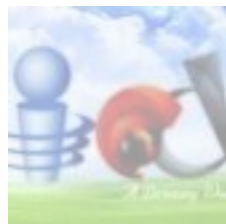
Questions 23–25

Complete the diagram below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

THE OPERATIONAL CYCLE





Questions 26–30

In what time period can data from the float projects help with the following things?

Write the correct letter, **A**, **B** or **C**, next to questions 26–30.

- | |
|----------------------------------|
| A At present |
| B In the near future |
| C In the long-term future |

- 26 understanding of El Niño
- 27 understanding of climate change
- 28 naval rescues
- 29 sustainable fishing practices
- 30 crop selection

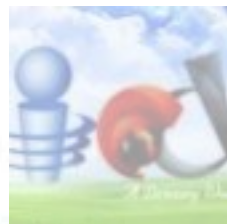


SECTION 4 Questions 31–40**Questions 31–34**

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

Hotels and the tourist industry

- 31** According to the speaker, how might a guest feel when staying in a luxury hotel?
- A** impressed with the facilities
 - B** depressed by the experience
 - C** concerned at the high costs
- 32** According to recent research, luxury hotels overlook the need to
- A** provide for the demands of important guests.
 - B** create a comfortable environment.
 - C** offer an individual and personal welcome.
- 33** The company focused their research on
- A** a wide variety of hotels.
 - B** large, luxury hotel chains.
 - C** exotic holiday hotels.
- 34** What is the impact of the outside environment on a hotel guest?
- A** It has a considerable effect.
 - B** It has a very limited effect.
 - C** It has no effect whatsoever.



Questions 35–40

Complete the notes below.

Write **ONE WORD ONLY** for each answer.

A company providing luxury serviced apartments aims to:

- cater specifically for 35 travellers
- provide a stylish 36 for guests to use
- set a trend throughout the 37 which becomes permanent

Traditional holiday hotels attract people by:

- offering the chance to 38 their ordinary routine life
- making sure that they are cared for in all respects – like a 39
- leaving small treats in their rooms – e.g. cosmetics or 40

READING

READING PASSAGE 1

You should spend about 20 minutes on Questions 1–13, which are based on Reading Passage 1 below.

Ant Intelligence

When we think of intelligent members of the animal kingdom, the creatures that spring immediately to mind are apes and monkeys. But in fact the social lives of some members of the insect kingdom are sufficiently complex to suggest more than a hint of intelligence.

Among these, the world of the ant has come in for considerable scrutiny lately, and the idea that ants demonstrate sparks of cognition has certainly not been rejected by those involved in these investigations.

Ants store food, repel attackers and use chemical signals to contact one another in case of attack. Such chemical communication can be compared to the human use of visual and auditory channels (as in religious chants, advertising images and jingles, political slogans and martial music) to arouse and propagate moods and attitudes. The biologist Lewis Thomas wrote, 'Ants are so much like human beings as to be an embarrassment. They farm fungi, raise aphids* as livestock, launch armies to war, use chemical sprays to alarm and confuse enemies, capture slaves, engage in child labour, exchange information ceaselessly. They do everything but watch television.'



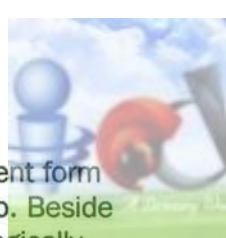
However, in ants there is no cultural transmission – everything must be encoded in the genes – whereas in humans the opposite is true. Only basic instincts are carried in the genes of a newborn baby, other skills being learned from others in the community as the child

grows up. It may seem that this cultural continuity gives us a huge advantage over ants. They have never mastered fire nor progressed. Their fungus farming and aphid herding crafts are sophisticated when compared to the agricultural skills of humans five thousand years ago but have been totally overtaken by modern human agribusiness.

Or have they? The farming methods of ants are at least sustainable. They do not ruin environments or use enormous amounts of energy. Moreover, recent evidence suggests that the crop farming of ants may be more sophisticated and adaptable than was thought.

Ants were farmers fifty million years before humans were. Ants can't digest the cellulose in leaves – but some fungi can. The ants therefore cultivate these fungi in their nests, bringing them leaves to feed on, and then

* aphids: small insects of a different species from ants



use them as a source of food. Farmer ants secrete antibiotics to control other fungi that might act as 'weeds', and spread waste to fertilise the crop.

It was once thought that the fungus that ants cultivate was a single type that they had propagated, essentially unchanged from the distant past. Not so. Ulrich Mueller of Maryland and his colleagues genetically screened 862 different types of fungi taken from ants' nests. These turned out to be highly diverse: it seems that ants are continually domesticating new species. Even more impressively, DNA analysis of the fungi suggests that the ants improve or modify the fungi by regularly swapping and sharing strains with neighbouring ant colonies.

Whereas prehistoric man had no exposure to urban lifestyles – the forcing house of intelligence – the evidence suggests that ants have lived in urban settings for close on a hundred million years, developing and maintaining underground cities of specialised chambers and tunnels.

When we survey Mexico City, Tokyo, Los Angeles, we are amazed at what has been accomplished by humans. Yet Hoelldobler and Wilson's magnificent work for ant lovers, *The Ants*, describes a supercolony of the ant *Formica yessensis* on the Ishikari Coast of Hokkaido. This 'megalopolis' was reported to be composed of 360 million workers and a million queens living in 4,500 interconnected nests across a territory of 2.7 square kilometres.

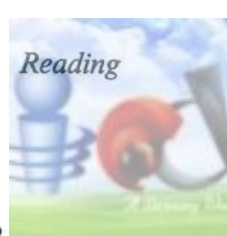
Such enduring and intricately meshed levels of technical achievement outstrip by far anything achieved by our distant ancestors. We hail as masterpieces the cave paintings in southern France and elsewhere, dating back some 20,000 years. Ant societies

existed in something like their present form more than seventy million years ago. Beside this, prehistoric man looks technologically primitive. Is this then some kind of intelligence, albeit of a different kind?

Research conducted at Oxford, Sussex and Zürich Universities has shown that when desert ants return from a foraging trip, they navigate by integrating bearings and distances, which they continuously update in their heads. They combine the evidence of visual landmarks with a mental library of local directions, all within a framework which is consulted and updated. So ants can learn too.

And in a twelve-year programme of work, Ryabko and Reznikova have found evidence that ants can transmit very complex messages. Scouts who had located food in a maze returned to mobilise their foraging teams. They engaged in contact sessions, at the end of which the scout was removed in order to observe what her team might do. Often the foragers proceeded to the exact spot in the maze where the food had been. Elaborate precautions were taken to prevent the foraging team using odour clues. Discussion now centres on whether the route through the maze is communicated as a 'left-right' sequence of turns or as a 'compass bearing and distance' message.

During the course of this exhaustive study, Reznikova has grown so attached to her laboratory ants that she feels she knows them as individuals – even without the paint spots used to mark them. It's no surprise that Edward Wilson, in his essay, 'In the company of ants', advises readers who ask what to do with the ants in their kitchen to: 'Watch where you step. Be careful of little lives.'



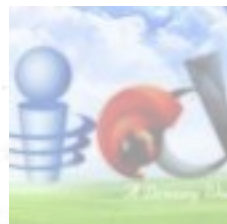
Questions 1–6

Do the following statements agree with the information given in Reading Passage 1?

In boxes 1–6 on your answer sheet, write

TRUE	<i>if the statement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>

- 1 Ants use the same channels of communication as humans do.
- 2 City life is one factor that encourages the development of intelligence.
- 3 Ants can build large cities more quickly than humans do.
- 4 Some ants can find their way by making calculations based on distance and position.
- 5 In one experiment, foraging teams were able to use their sense of smell to find food.
- 6 The essay, 'In the company of ants', explores ant communication.



Questions 7–13

Complete the summary using the list of words, A–O, below.

Write the correct letter, A–O, in boxes 7–13 on your answer sheet.

Ants as farmers

Ants have sophisticated methods of farming, including herding livestock and growing crops, which are in many ways similar to those used in human agriculture. The ants cultivate a large number of different species of edible fungi which convert 7 into a form which they can digest. They use their own natural 8 as weed-killers and also use unwanted materials as 9 Genetic analysis shows they constantly upgrade these fungi by developing new species and by 10 species with neighbouring ant colonies. In fact, the farming methods of ants could be said to be more advanced than human agribusiness, since they use 11 methods, they do not affect the 12 and do not waste 13

- | | | | |
|--------------|-----------------|---------------|-----------------|
| A aphids | B agricultural | C cellulose | D exchanging |
| E energy | F fertilizers | G food | H fungi |
| I growing | J interbreeding | K natural | L other species |
| M secretions | N sustainable | O environment | |

READING PASSAGE 2

You should spend about 20 minutes on **Questions 14–26**, which are based on Reading Passage 2 on the following pages.

Questions 14–19

Reading Passage 2 has seven sections, **A–G**.

Choose the correct headings for sections **A–F** from the list of headings below.

Write the correct number, **i–x**, in boxes 14–19 on your answer sheet.

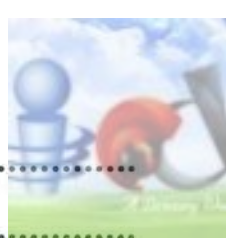
List of Headings

- i** The results of the research into blood-variants
- ii** Dental evidence
- iii** Greenberg's analysis of the dental and linguistic evidence
- iv** Developments in the methods used to study early population movements
- v** Indian migration from Canada to the U.S.A.
- vi** Further genetic evidence relating to the three-wave theory
- vii** Long-standing questions about prehistoric migration to America
- viii** Conflicting views of the three-wave theory, based on non-genetic evidence
- ix** Questions about the causes of prehistoric migration to America
- x** How analysis of blood-variants measures the closeness of the relationship between different populations

- 14 Section A
- 15 Section B
- 16 Section C
- 17 Section D
- 18 Section E
- 19 Section F

Example
Section G

Answer
viii



Population movements and genetics

- A** Study of the origins and distribution of human populations used to be based on archaeological and fossil evidence. A number of techniques developed since the 1950s, however, have placed the study of these subjects on a sounder and more objective footing. The best information on early population movements is now being obtained from the 'archaeology of the living body', the clues to be found in genetic material.
- B** Recent work on the problem of when people first entered the Americas is an example of the value of these new techniques. North-east Asia and Siberia have long been accepted as the launching ground for the first human colonisers of the New World¹. But was there one major wave of migration across the Bering Strait into the Americas, or several? And when did this event, or events, take place? In recent years, new clues have come from research into genetics, including the distribution of genetic markers in modern Native Americans².
- C** An important project, led by the biological anthropologist Robert Williams, focused on the variants (called Gm allotypes) of one particular protein – immunoglobulin G – found in the fluid portion of human blood. All proteins 'drift', or produce variants, over the generations, and members of an interbreeding human population will share a set of such variants. Thus, by comparing the Gm allotypes of two different populations (e.g. two Indian tribes), one can establish their genetic 'distance', which itself can be calibrated to give an indication of the length of time since these populations last interbred.
- D** Williams and his colleagues sampled the blood of over 5,000 American Indians in western North America during a twenty-year period. They found that their Gm allotypes could be divided into two groups, one of which also corresponded to the genetic typing of Central and South American Indians. Other tests showed that the Inuit (or Eskimo) and Aleut³ formed a third group. From this evidence it was deduced that there had been three major waves of migration across the Bering Strait. The first, Paleo-Indian, wave more than 15,000 years ago was ancestral to all Central and South American Indians. The second wave, about 14,000–12,000 years ago, brought Na-Dene hunters, ancestors of the Navajo and Apache (who only migrated south from Canada about 600 or 700 years ago). The third wave, perhaps 10,000 or 9,000 years ago, saw the migration from North-east Asia of groups ancestral to the modern Eskimo and Aleut.
- E** How far does other research support these conclusions? Geneticist Douglas Wallace has studied mitochondrial DNA⁴ in blood samples from three widely separated Native American groups: Pima-Papago Indians in Arizona, Maya Indians on the Yucatán peninsula, Mexico, and

¹ New World: the American continent, as opposed to the so-called Old World of Europe, Asia and Africa

² modern Native American: an American descended from the groups that were native to America

³ Inuit and Aleut: two of the ethnic groups native to the northern regions of North America (i.e. northern Canada and Greenland)

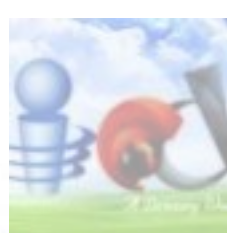
⁴ DNA: the substance in which genetic information is stored

Ticuna Indians in the Upper Amazon region of Brazil. As would have been predicted by Robert Williams's work, all three groups appear to be descended from the same ancestral (Paleo-Indian) population.

- F** There are two other kinds of research that have thrown some light on the origins of the Native American population; they involve the study of teeth and of languages. The biological anthropologist Christy Turner is an expert in the analysis of changing physical characteristics in human teeth. He argues that tooth crowns and roots⁵ have a high genetic component, minimally affected by environmental and other factors. Studies carried out by Turner of many thousands of New and Old World specimens, both ancient and modern, suggest that the majority of prehistoric Americans are linked to Northern Asian populations by crown and root traits such as incisor⁶ shoveling (a scooping out on one or both surfaces of the tooth), single-rooted upper first premolars⁶ and triple-rooted lower first molars⁶.
- G** The linguist Joseph Greenberg has, since the 1950s, argued that all Native American languages belong to a single 'Amerind' family, except for Na-Dene and Eskimo-Aleut – a view that gives credence to the idea of three main migrations. Greenberg is in a minority among fellow linguists, most of whom favour the notion of a great many waves of migration to account for the more than 1,000 languages spoken at one time by American Indians. But there is no doubt that the new genetic and dental evidence provides strong backing for Greenberg's view. Dates given for the migrations should nevertheless be treated with caution, except where supported by hard archaeological evidence.

⁵ crown/root: parts of the tooth

⁶ incisor/premolar/molar: kinds of teeth



Questions 20 and 21

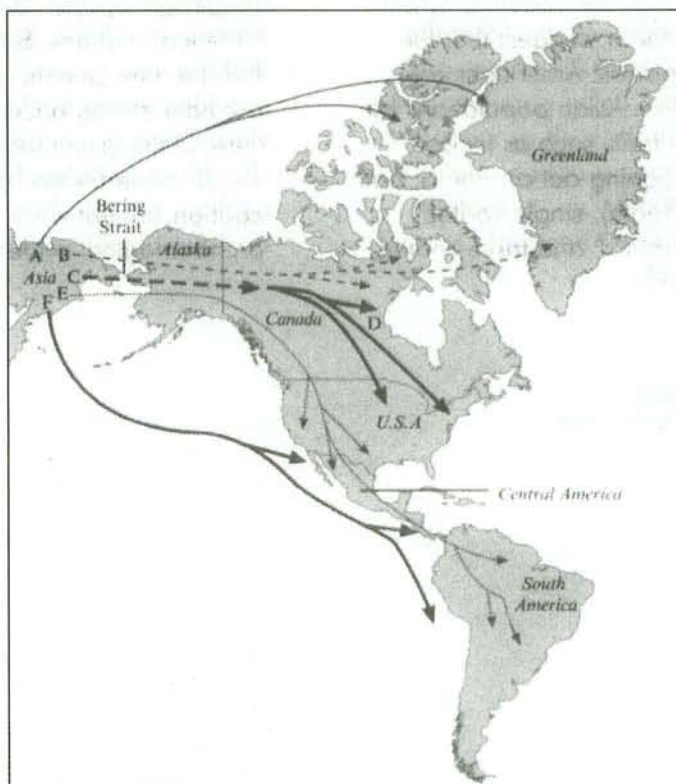
The discussion of Williams's research indicates the periods at which early people are thought to have migrated along certain routes. There are six routes, A–F, marked on the map below.

Complete the table below.

Write the correct letter, A–F, in boxes 20 and 21 on your answer sheet.

Route	Period (number of years ago)
20	15,000 or more
21	600 to 700

Early Population Movement to the Americas



Questions 22–25

Reading Passage 2 refers to the three-wave theory of early migration to the Americas. It also suggests in which of these three waves the ancestors of various groups of modern native Americans first reached the continent.

Classify the groups named in the table below as originating from

- A** the first wave
- B** the second wave
- C** the third wave

Write the correct letter, A, B or C, in boxes 22–25 on your answer sheet.

Name of group	Wave number
Inuit	22
Apache	23
Pima-Papago	24
Ticuna	25

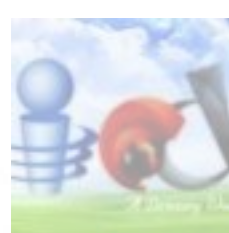
Question 26

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

Write the correct letter in box 26 on your answer sheet.

Christy Turner's research involved the examination of

- A** teeth from both prehistoric and modern Americans and Asians.
- B** thousands of people who live in either the New or the Old World.
- C** dental specimens from the majority of prehistoric Americans.
- D** the eating habits of American and Asian populations.



READING PASSAGE 3

You should spend about 20 minutes on **Questions 27–40**, which are based on Reading Passage 3 below.



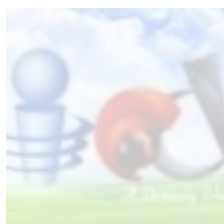
Forests are one of the main elements of our natural heritage. The decline of Europe's forests over the last decade and a half has led to an increasing awareness and understanding of the serious imbalances which threaten them. European countries are becoming increasingly concerned by major threats to European forests, threats which know no frontiers other than those of geography or climate: air pollution, soil deterioration, the increasing number of forest fires and sometimes even the mismanagement of our woodland and forest heritage. There has been a growing awareness of the need for countries to get

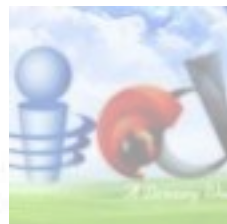
together to co-ordinate their policies. In December 1990, Strasbourg hosted the first Ministerial Conference on the protection of Europe's forests. The conference brought together 31 countries from both Western and Eastern Europe. The topics discussed included the co-ordinated study of the destruction of forests, as well as how to combat forest fires and the extension of European research programs on the forest ecosystem. The preparatory work for the conference had been undertaken at two meetings of experts. Their initial task was to decide which of the many forest problems of concern to Europe involved the largest number of countries and might be the subject of joint action. Those confined to particular geographical areas, such as countries bordering the Mediterranean or the Nordic countries therefore had to be discarded. However, this does not mean that in future they will be ignored.

As a whole, European countries see forests as performing a triple function: biological, economic and recreational. The first is to act as a 'green lung' for our planet; by means of photosynthesis, forests produce oxygen through the transformation of solar energy, thus fulfilling what for humans is the essential role of an immense, non-polluting power plant. At the same time, forests provide raw materials for human activities through their constantly renewed production of wood. Finally, they offer those condemned to spend five days a week in an urban environment an unrivalled area of freedom to unwind and take part in a range of leisure activities, such as hunting, riding and hiking. The economic importance of forests has been understood since the dawn of man – wood was the first fuel. The other aspects have been recognised only for a few centuries but they are becoming more and more important. Hence, there is a real concern throughout Europe about the damage to the forest environment which threatens these three basic roles.

The myth of the 'natural' forest has survived, yet there are effectively no remaining 'primary' forests in Europe. All European forests are artificial, having been adapted and exploited by man for thousands of years. This means that a forest policy is vital, that it must transcend national frontiers and generations of people, and that it must allow for the inevitable changes that take place in the forests, in needs, and hence in policy. The Strasbourg conference was one of the first events on such a scale to reach this conclusion. A general declaration was made that 'a central place in any ecologically coherent forest policy must be given to continuity over time and to the possible effects of unforeseen events, to ensure that the full potential of these forests is maintained'.

That general declaration was accompanied by six detailed resolutions to assist national policy-making. The first proposes the extension and systematisation of surveillance sites to monitor forest decline. Forest decline is still poorly understood but leads to the loss of a high proportion of a tree's needles or leaves. The entire continent and the majority of species are now affected: between 30% and 50% of the tree population. The condition appears to result from the cumulative effect of a number of factors, with atmospheric pollutants the principal culprits. Compounds of nitrogen and sulphur dioxide should be particularly closely watched. However, their effects are probably accentuated by climatic factors, such as drought and hard winters, or soil imbalances such as soil acidification, which damages the roots. The second resolution concentrates on the need to preserve the genetic diversity of European forests. The aim is to reverse the decline in the number of tree species or at least to preserve the 'genetic material' of all of them. Although forest fires do not affect all of Europe to the same extent, the amount of damage caused the experts to propose as the third resolution that the Strasbourg conference consider the establishment of a European databank on the subject. All information used in the development of national preventative policies would become generally available. The subject of the fourth resolution discussed by the ministers was mountain forests. In Europe, it is undoubtedly the mountain ecosystem which has changed most rapidly and is most at risk. A thinly scattered permanent population and development of leisure activities, particularly skiing, have resulted in significant long-term changes to the local ecosystems. Proposed developments include a preferential research program on mountain forests. The fifth resolution relaunched the European research network on the physiology of trees, called Eurosilva. Eurosilva should support joint European research on tree diseases and their physiological and biochemical aspects. Each country concerned could increase the number of scholarships and other financial support for doctoral theses and research projects in this area. Finally, the conference established the framework for a European research network on forest ecosystems. This would also involve harmonising activities in individual countries as well as identifying a number of priority research topics relating to the protection of forests. The Strasbourg conference's main concern was to provide for the future. This was the initial motivation, one now shared by all 31 participants representing 31 European countries. Their final text commits them to on-going discussion between government representatives with responsibility for forests.





Questions 27–33

Do the following statements agree with the information given in Reading Passage 3?

In boxes 27–33 on your answer sheet, write

TRUE	<i>if the statement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>

- 27 Forest problems of Mediterranean countries are to be discussed at the next meeting of experts.
- 28 Problems in Nordic countries were excluded because they are outside the European Economic Community.
- 29 Forests are a renewable source of raw material.
- 30 The biological functions of forests were recognised only in the twentieth century.
- 31 Natural forests still exist in parts of Europe.
- 32 Forest policy should be limited by national boundaries.
- 33 The Strasbourg conference decided that a forest policy must allow for the possibility of change.

Questions 34–39

Look at the following statements issued by the conference.

Which six of the following statements, A–J, refer to the resolutions that were issued?

Match the statements with the appropriate resolutions (Questions 34–39).

Write the correct letter, A–J, in boxes 34–39 on your answer sheet.

- | | |
|----------|---|
| A | All kinds of species of trees should be preserved. |
| B | Fragile mountain forests should be given priority in research programs. |
| C | The surviving natural forests of Europe do not need priority treatment. |
| D | Research is to be better co-ordinated throughout Europe. |
| E | Information on forest fires should be collected and shared. |
| F | Loss of leaves from trees should be more extensively and carefully monitored. |
| G | Resources should be allocated to research into tree diseases. |
| H | Skiing should be encouraged in thinly populated areas. |
| I | Soil imbalances such as acidification should be treated with compounds of nitrogen and sulphur. |
| J | Information is to be systematically gathered on any decline in the condition of forests. |

34 Resolution 1

35 Resolution 2

36 Resolution 3

37 Resolution 4

38 Resolution 5

39 Resolution 6

Question 40

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

Write the correct letter in box 40 on your answer sheet.

40 What is the best title for Reading Passage 3?

- A** The biological, economic and recreational role of forests
- B** Plans to protect the forests of Europe
- C** The priority of European research into ecosystems
- D** Proposals for a world-wide policy on forest management

WRITING

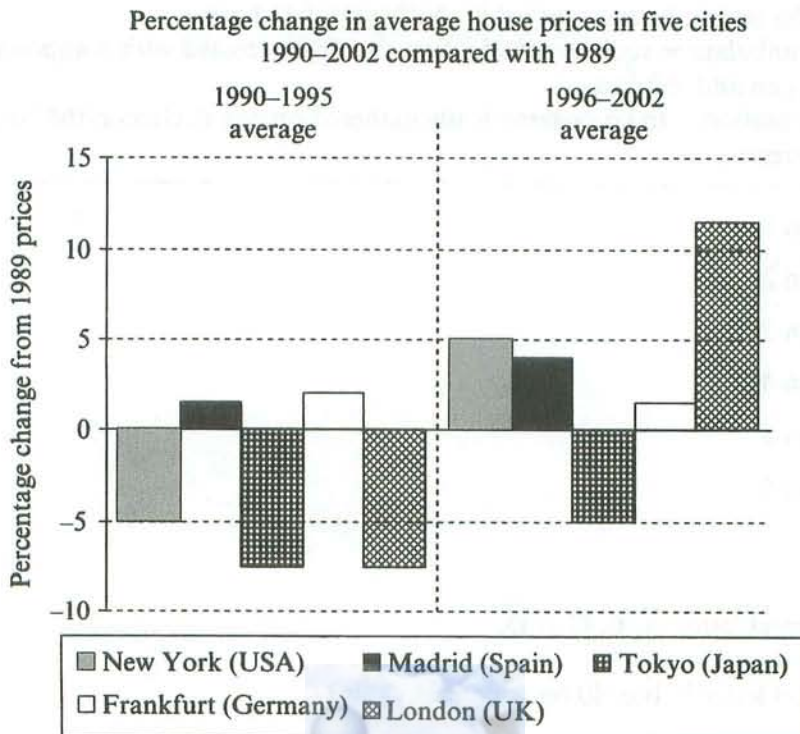
WRITING TASK 1

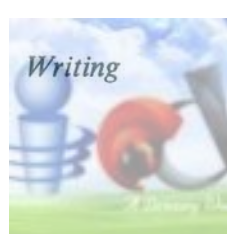
You should spend about 20 minutes on this task.

The chart below shows information about changes in average house prices in five different cities between 1990 and 2002 compared with the average house prices in 1989.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.





WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

As most people spend a major part of their adult life at work, job satisfaction is an important element of individual wellbeing.

What factors contribute to job satisfaction?

How realistic is the expectation of job satisfaction for all workers?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.