

Working with words

Complete sentences 1–5 with verbs from the list. Change the form of the verbs if necessary.

cut pick set sign throw

- 1 We are _____ up a recycling scheme for the whole company.
- 2 Can you _____ the boxes up from the warehouse tomorrow morning?
- 3 Rana has _____ us up for the Waste Management Scheme. There's a talk tomorrow at 2.00 p.m. – be there!
- 4 We are making a huge effort to _____ down on waste in our department.
- 5 I try not to _____ away food that is still edible, even if it's past its sell-by date.

Match 6–11 to a–f.

- 6 Rubbish is recycled and turned ____
 - 7 Certain types of waste are picked ____
 - 8 You would never believe this is made ____
 - 9 It's easy, you just drop the rubbish ____
 - 10 The idea is that we all try to cut ____
 - 11 Schemes like this are being set ____
- a off at a collection point.
 - b up all over the country.
 - c out to be used for making recycled products.
 - d into completely new products.
 - e down on the amount of waste we produce.
 - f out of household rubbish.

Language at work

Complete these sentences with the active or passive form of the verbs in brackets.

- 12 Try to _____ (notice) by your boss as quickly as possible if you want a promotion.
- 13 People prefer to _____ (do) business with people they like.
- 14 Staff must _____ (warn) if they break any rules.
- 15 I _____ (give) this report by your secretary a few minutes ago.
- 16 If you _____ (invite) to dinner in Germany, it's a good idea to be on time.
- 17 Most things can _____ (recycle) if we can find an economic way to use our rubbish.
- 18 The conveyor belt _____ (carry) the components to this box here.
- 19 My company _____ (found) in 1958 by two brothers.
- 20 We can _____ (fire) you if you turn up late for work.

Business communication

Complete the sentences with the missing words.

- 21 I'm _____ to try and answer any questions.
- 22 Let me check I've _____ you correctly.
- 23 That's an _____ point.
- 24 I'll answer your first point and then _____ with your second.

Replace the expressions in *italics* in 25–30 with a–f.

- a couldn't hear you.
 - b see what you mean
 - c get back to you on that
 - d 's everything I want to say
 - e Are there
 - f listening
- A So that ²⁵*brings me to the end of my presentation* ____.
Thanks for ²⁶*your attention* ____.²⁷*Do you have* ____ any questions?
 - B Yes, could you tell me how this affects our department?
 - A Sorry, I ²⁸*didn't catch that* ____.
 - B Our department. What changes does it mean in real terms?
 - A Good question, but can I ²⁹*explain that later* ____? I don't want to go into exact detail here and now.
 - B But I think everyone needs to hear.
 - A Sure, and I ³⁰*understand your opinion* ____, but I want to be able to give you precise figures when I have them.

Result _____ / 30 marks

Unit 14 Speaking test

Role cards

Copy this page and cut out the role cards for the students. In this test there are two role-play situations and students should do both. Then use the Speaking test results forms to evaluate each student's performance. You can then cut out the results and give them to the students.

Role-play 1

----- cut along this line -----

Student A

You work in IT and you are very busy, but your colleague needs help. Do the following:

- answer the phone and respond
- explain that the process is simple and follows this sequence:
 - 1 click on the old anti-virus icon
 - 2 click on 'renew'
 - 3 you are directed to the website
 - 4 follow the instructions and put in credit card details
 - 5 the software is automatically downloaded
- respond to your colleague's invitation

Student B

You know your colleague in IT is busy, but you need to call him/her. Call and do the following:

- ask if your colleague has time to talk
- ask for an explanation of how to renew the anti-virus software on the computer because the old one is out of date
- thank your colleague for his/her help and invite him/her for a drink after work

Role-play 2

----- cut along this line -----

Student A

You meet your colleague in the corridor. Get his/her attention. You need some help. Do the following:

- tell your colleague that you need a new assistant in your department
- ask for an explanation of how the recruitment procedure works
- thank your colleague for his/her help and invite him/her to your office after the meeting to discuss the job requirements in detail

Student B

You are head of recruitment at a company. You are late for a meeting, but a colleague stops you in the corridor. Do the following:

- say you are busy, but agree to help
- explain that the process is simple and follows this sequence:
 - 1 details of the job are given to you
 - 2 a job advert is put in the trade press or newspaper
 - 3 make a shortlist of applicants
 - 4 they are interviewed by you and your colleague
- respond to your colleague's invitation

Unit 14 Speaking test results

Use these forms to evaluate the students.

----- cut along this line -----

Student A Can the student ...?	Didn't do this (0 points)	Yes, but with some mistakes (1 point)	Yes, did this very well (2 points)
respond to someone getting his/her attention			
describe the basic process (is it simple or complex)			
explain each stage clearly			
use expressions to show sequence (<i>first of all, having done X ..., once you've ...</i>)			
accept or decline an invitation			

Result _____ / 10 marks

Student B Can the student ...?	Didn't do this (0 points)	Yes, but with some mistakes (1 point)	Yes, did this very well (2 points)
respond to someone getting his/her attention			
describe the basic process (is it simple or complex)			
explain each stage clearly			
use expressions to show sequence (<i>first of all, having done X ..., once you've ...</i>)			
accept or decline an invitation			

Result _____ / 10 marks

----- cut along this line -----