

## Unit 8 Progress test

Complete 1–4 in the job advertisement with the correct prepositions.

### Career opportunities in conservation

Want to make a difference <sup>1</sup> \_\_\_\_\_ the world you live in?

Want to strive <sup>2</sup> \_\_\_\_\_ a healthy balance between economic development and environmental sustainability?

Look no further! Caspar International is looking for a dynamic and motivated graduate to fill the post of trainee Marketing Assistant for its busy operations in South East Europe. The prospective candidate will be able to think on their feet in unpredictable situations and easily build <sup>3</sup> \_\_\_\_\_ rapport with a variety of clients. The successful applicant will gain recognition <sup>4</sup> \_\_\_\_\_ any positive client feedback and will be rewarded with an incremental salary and discretionary bonuses.

Correct the two mistakes in each sentence 5–11. (2 points per sentence)

- 5 Working for you would enable me to take my dream into reality and I would give pride in the fact that I would be working for a company with such a great reputation.  
\_\_\_\_\_
- 6 I would like to have part of an organization that can really achieve something and I can really see a forecast for myself in this sector.  
\_\_\_\_\_
- 7 The budget? Yes, I was going to that – where we are in the moment is that we're staying just within budget.  
\_\_\_\_\_
- 8 Let me just touch over the question of resources – perhaps it will be a good idea if I go over the resource plans now.  
\_\_\_\_\_
- 9 I'd just like to sketch up my plans for the research project – I'd also like to be able to tell you who'll be helping me with the project, but fortunately I can't.  
\_\_\_\_\_
- 10 I don't have the exactly figures, but I know that the sales potential exists – let me check the data and I get back to you.  
\_\_\_\_\_
- 11 Out the top of my head, I think last month's sales figures were £11,000, but I can check double if you like  
\_\_\_\_\_

Complete with questions 12–18 in the conversation, using the phrases in *italics* and the prompts in brackets.

**Potential investor** *should I invest / your company* (*wh-* question)  
<sup>12</sup> \_\_\_\_\_?

**Entrepreneur** Because we have a unique product and we'll offer you a great return on your money. *show you / product* (modal auxiliary)

<sup>13</sup> \_\_\_\_\_?

**Potential investor** That might be a good idea, yes.

**Entrepreneur** Here it is. It's an electric potato peeler.

**Potential investor** *you think / unique product* (question tag to challenge speaker)

<sup>14</sup> \_\_\_\_\_?

**Entrepreneur** Well, yes, our research showed that there isn't anything else like it on the market.

**Potential investor** *sure about that* (question tag to challenge speaker) <sup>15</sup> \_\_\_\_\_?

**Entrepreneur** Yes – this is 100% unique.

**Potential investor** *assume / already / speak / retailers / about stocking your product* (statement question)

<sup>16</sup> \_\_\_\_\_?

**Entrepreneur** Yes, actually we have. We've had a lot of interest.

**Potential investor** *I / look / your business plan* (modal auxiliary) <sup>17</sup> \_\_\_\_\_?

*much money / look for* (*Wh- / how* question)

<sup>18</sup> \_\_\_\_\_?

Complete 19–23 in the five conversations with phrases a–e. Write the letters in the spaces.

- a I'd love to tell you                      d I'm afraid I  
b Sorry, I'm not up                        e It's hard  
c I'm sorry, I'm really

A And what are the criteria for evaluation?

B <sup>19</sup> \_\_\_ can't reveal the details on that.

A Do you know how many other people applied?

B <sup>20</sup> \_\_\_, but I don't know any more than you do.

A When do you expect the project to finish?

B <sup>21</sup> \_\_\_ to say at the moment.

A So when did Mike take over as project manager?

B <sup>22</sup> \_\_\_ to speed on all the developments.

A Do you know how Sally got on at the interview?

B <sup>23</sup> \_\_\_ not in a position to talk about that.

Result \_\_\_\_\_ / 30 marks

## Unit 8 Speaking test

### Role cards

Copy this page and cut out the role cards for the students. Students should do both role-plays. 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

##### Student A

You are in a monthly department update meeting. You are asked to talk about the new parking facilities. Give a short impromptu presentation to your colleagues.

- Introduce the topic (new underground car parking – still being built).
- Signal intention (you want to talk about what will happen when car park is finished).
- Highlight the key points (150 permits available, although the staff totals 280 – only for those unable to get here on public transport; emergency parking for deliveries/conferences; apply to HR 48 hours in advance).
- Answer questions (parking available soon – you don't know exactly when; permits available from HR from next month).

##### Student B

Student A will tell you about the new company parking facilities. As appropriate, interrupt and ask your questions.

- When will the car park be finished?
- When are permits available from HR?

#### Role-play 2

##### Student A

Student B will tell you about the new employee exchange system. As appropriate, interrupt and ask your questions.

- Is it for everyone?
- Can staff choose where they go?

##### Student B

You are in a monthly department update meeting. You are asked to talk about the new employee exchange system. Give a short impromptu presentation to your colleagues.

- Introduce the topic (new employee exchange system – still in planning stage – will allow staff to work for short periods in company locations around the world).
- Signal intention (you want to talk about what staff need to do to be involved).
- Highlight the key points (will start from 1st January; only one person per department can go every year).
- Answer questions (only for staff who have been at the company for more than two years; staff must state three preferences of where they would like to go.)

### Unit 8 Speaking test results

Use these forms to evaluate the students.

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)
introduce the topic			
signal intention			
highlight key points			
answer challenging questions			
ask challenging questions			

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)
introduce the topic			
signal intention			
highlight key points			
answer challenging questions			
ask challenging questions			

Result \_\_\_\_\_ / 10 marks