

## Unit 9 Progress test

Complete the missing words in sentences 1–4.

- 1 Today's industries are often accused of using up the earth's n\_\_\_\_\_ r\_\_\_\_\_ too intensively.
- 2 The c\_\_\_\_\_ s\_\_\_\_\_ f\_\_\_\_\_ for this project was increased investment in local communities.
- 3 Developing economies are becoming more aware of the importance of s\_\_\_\_\_ d\_\_\_\_\_ industries like tourism.
- 4 Unfortunately every year the list of e\_\_\_\_\_ s\_\_\_\_\_ grows longer. Rhinos and snow leopards are now near to extinction.

Complete sentences 5–9 with the phrases from the list.

*quantifiable data   drain on resources   knowledge base  
track record   return on investment*

- 5 That supplier doesn't have a very good \_\_\_\_\_  
\_\_\_\_\_ for this kind of work. They often don't deliver on time.
- 6 I'm sorry, but I need more \_\_\_\_\_  
\_\_\_\_\_ – your proposal doesn't include any actual figures.
- 7 We've hardly started this project, but already it's proving very expensive – it's a real \_\_\_\_\_.
- 8 I'm afraid I'm not prepared to put up the money for this unless there's going to be a decent \_\_\_\_\_.
- 9 We don't need to outsource this. The \_\_\_\_\_  
\_\_\_\_\_ we have within the company is more than sufficient.

Complete sentences 10–16 with words from the list.

*points   consensus   picture   perspective  
position   strategy   viability*

- 10 So the general \_\_\_\_\_ is that we should go ahead?
- 11 We need to look at this from a long-term \_\_\_\_\_.
- 12 It's all fine, but we need to look at the bigger \_\_\_\_\_.
- 13 Are there any other \_\_\_\_\_ we need to consider?
- 14 Yes, but we need to bear in mind the long-term \_\_\_\_\_ of all this. Will it still be working ten years from now?
- 15 Look, we can't give up now. We're in a really strong \_\_\_\_\_. I really think we could win this tender.
- 16 We need a clear \_\_\_\_\_ to move the business forward.

Complete sentences 17–24 using the words in brackets.

- 17 If we'd thought about this before, we \_\_\_\_\_ (not / experience) so many problems now.
- 18 You'll be able to finalize the plans by the weekend if you \_\_\_\_\_ (set up) a meeting for Thursday.
- 19 If we could use the same contractors as last time, then it \_\_\_\_\_ (be) easy to get started.
- 20 \_\_\_\_\_ (provide / we / do) the interviewing in pairs, it shouldn't take more than two afternoons.
- 21 Had I known the system would be out of date within a year, I \_\_\_\_\_ (not / invest) so much in it.
- 22 Unless he \_\_\_\_\_ (become) more professional since I last saw him, we won't get a reply.
- 23 If we \_\_\_\_\_ (not / already / spend) all the budget, we'd have the funds to put an advert on social media.
- 24 Well, if we targeted school-leavers, we \_\_\_\_\_ (be able to) focus far more on technical skills.

Put the words in *italics* in the correct order to complete sentences 25–30.

- 25 No, not three thousand. Three hundred! *didn't / sorry / clear / if / I / that / make*.  
\_\_\_\_\_
- 26 Actually, *lines / of / was / I / more / the / thinking / along* employing staff locally to do the job.  
\_\_\_\_\_
- 27 *meant / I / was / what / that* we should outsource IT.  
\_\_\_\_\_
- 28 No, I'm *not / what / exactly / that's / saying*.  
\_\_\_\_\_
- 29 Send half a dozen staff members to Belgium? *meant / what / that's / really / not / I*.  
\_\_\_\_\_
- 30 *actually / wanted / say / I / was / what / to* that we've already got the green light on this project.  
\_\_\_\_\_

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

## Unit 9 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 a senior manager. Your business is going well, but because of staff increases, space in your city centre offices is limited. Parking is becoming impossible.

- Tell a staff member (Student B) about the problem.
- Explain why it's important to act.
- Present, discuss and evaluate each option.
- Reach an agreement.

#### Options

- Move to offices in the 'Garden City' area, 12 km from town – shopping and sports centre nearby, good transport connections, lots of green areas.
- Outsource IT to Malta – technical and English language skills are high there, and staff are cheaper.

#### Student B

Your manager (Student A) will tell you about options for solving current workspace problems.

- Listen to the strategy and options.
- Discuss and evaluate the options (you live near the town centre, you have friends in IT).
- Reach an agreement.

### Role-play 2

#### Student A

You work in a restaurant. Your manager (Student B) will tell you about the current situation.

- Listen to the explanation and options.
- Discuss and evaluate the options (you see good food as essential for everyone and you love gardening).
- Reach an agreement.

#### Student B

You are the manager of a restaurant. Due to rising oil and food prices worldwide, the prices of many of your imported supplies have increased dramatically.

- Tell a staff member (Student A) about the problem.
- Explain why it's important to act.
- Present, discuss and evaluate each option.
- Reach an agreement.

#### Options

- Reduce importing, and use much more fresh local produce.
- Put up prices – focus on re-branding to attract clientele with more money.

## Unit 9 Speaking test results

Use these forms to evaluate the students.

| Student A<br>Can the student ...? | Didn't do this<br>(0 points) | Yes, but with some mistakes<br>(1 point) | Yes, did this very well<br>(2 points) |
|-----------------------------------|------------------------------|--|---------------------------------------|
| set the context of a problem      |                              |  |                                       |
| explain options                   |                              |  |                                       |
| discuss options                   |                              |  |                                       |
| evaluate options                  |                              |  |                                       |
| reach agreement                   |                              |  |                                       |

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

| Student B<br>Can the student ...? | Didn't do this<br>(0 points) | Yes, but with some mistakes<br>(1 point) | Yes, did this very well<br>(2 points) |
|-----------------------------------|------------------------------|--|---------------------------------------|
| set the context of a problem      |                              |  |                                       |
| explain options                   |                              |  |                                       |
| discuss options                   |                              |  |                                       |
| evaluate options                  |                              |  |                                       |
| reach agreement                   |                              |  |                                       |

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