

# 12 | Progress test

Each sentence contains one mistake. Underline it and write the correct word.

- 1 She was completely taken up by her boss when he told her the offices were moving to Australia – she didn't realize it was a joke. \_\_\_\_\_
- 2 I just don't buy the idea into of opening a new department. It simply doesn't seem viable at this stage. \_\_\_\_\_
- 3 Sally didn't accept the other job, but held out of the one she wanted – and eventually got it! \_\_\_\_\_
- 4 What you're asking for is difficult. I'm not sure we'll be able to live on to your expectations. \_\_\_\_\_
- 5 When Emma was going through the contracts, she picked on up a number of typing errors. \_\_\_\_\_
- 6 We can play to the fact that although we're a new company, we have employees with a lot of expertise. \_\_\_\_\_
- 7 The talk was just dreadful. The speaker didn't know how to put through what he was trying to say. \_\_\_\_\_
- 8 We need to tap up the expertise that Alec has – he's highly qualified and really knows what he's doing. \_\_\_\_\_

Choose the correct answer from the words in *italics*.

- 9 I'd like you give serious *concern* / *consideration* / *ideas* to this expansion plan, even though it's fairly ambitious.
- 10 Frankly, we can't *accept* / *achieve* / *afford* to miss this opportunity.
- 11 Looking at the sales figures, it's become *recognized* / *apparent* / *achievable* that we need to rethink some of our products.
- 12 And *in addition* / *in consideration* / *in kind* to that, this will create opportunities for developing new skills.
- 13 I understand your reservations about diversification, but we have to *appear* / *know* / *acknowledge* that our competitors are doing much better than us.
- 14 I'm certain that this is *achievable* / *apparent* / *in addition*.
- 15 As you know, with figures like this, we are in an extremely strong *benefit* / *consideration* / *position*.
- 16 What comes *apparent* / *across* / *along* from talking to you is that you're all committed to the company.

Complete these extracts from an internal presentation to a sales department with a phrase from the list. Use the information in brackets to help you.

obviously	as I was saying	of course
anyway	admittedly	to tell you the truth
after all	so to speak	

'Our department has faced a lot of criticism recently. **17** \_\_\_\_\_ (I'm giving you some very frank information) it's the worst we've had for a long time. **18** \_\_\_\_\_ (I know this point weakens my position) – we should have recognized our sales had been consistently low, but we didn't and we've got to face the consequences. **19** \_\_\_\_\_ (this point is expected), management want to know what we're going to do about things. **20** \_\_\_\_\_ (this is clear), I'm not going to blame anyone, **21** \_\_\_\_\_ (I'm adding some additional, true information), it's no one's fault. ... So, moving on, we're suggesting that we regroup. This will refresh the team and, **22** \_\_\_\_\_ (I've already mentioned this), the low sales are no one's fault, so there's no one person who should feel unhappy about moving teams. **23** \_\_\_\_\_ (I'm changing subject), on Monday it's going to be a clean slate **24** \_\_\_\_\_ (not literally, but figuratively) and I can't wait to begin!'

Correct the phrases in *italics* in these dialogues.

- A **25** *That was a very worth meeting.* \_\_\_\_\_ Thanks for your contributions.  
B You're welcome. They seem happy with our plan!  
A I liked the email you wrote, Mike. It was very succinct.  
B **26** *Glad you thought it so.* \_\_\_\_\_  
A Congratulations on the presentation – it was great!  
B Oh, thanks! **27** *I think it went quite good after all!* \_\_\_\_\_  
A By the way, well done on your talk.  
B Thanks – **28** *I was hope it'd be well received.* \_\_\_\_\_  
A **29** *You looking well – really tanned!*  
B It must be all the cycling to work in the sunshine.  
A Fabulous photos. **30** *You did a great work!* \_\_\_\_\_  
B Thanks. It was fun using the new camera!

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

## 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.

Cut along this line

### Student A

1 You are the IT manager of a large property agency. You work with a number of key corporate clients on a regular basis and need an improved system of keeping records. You have recently found new software to do this. Meet a staff member (Student B) and tell them about your idea.

#### Rationale

- The software tracks all communications between staff and clients.
- The software is not difficult to use, and training is short.

#### During the meeting

- give reasons for the change
- build your argument / reinforce the message
- ask for their commitment
- conclude and deal with any concerns.

2 Your company has been taken over by a company based in Munich. Your manager will tell you about a new idea.

- Listen to the idea and rationale.
- Discuss the idea, give your opinion, and raise any concerns that you have.

### Student B

1 Your company needs to improve the way they store client records. Your manager will tell you about a new idea.

- Listen to the idea and rationale.
- Discuss the idea, give your opinion, and raise any concerns that you have.

2 You are a senior manager. Your company has recently been taken over by a company based in Munich. You would like communication with Head Office to be in German from January onwards. Meet a staff member (Student A) and tell them about your idea.

#### Rationale

- Using German will improve communication with the parent company.
- Staff without good German will be given training.

#### During the meeting

- give reasons for the change
- build your argument / reinforce the message
- ask for their commitment
- conclude and deal with any concerns.

Cut along this line

## 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)
establish the need for change?			
build the argument?			
ask for commitment?			
conclude?			
deal with concerns?			

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)
establish the need for change?			
build the argument?			
ask for commitment?			
conclude?			
deal with concerns?			

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

Cut along this line