



Progress test I

Advanced level (C1) February 2020

There are five parts to the test: A: Reading; B: Language; C: Listening; D: Speaking; E: Writing. **TEACHERS: only print the first five pages for your students.**

Student (full name): Company:
..... Group: Level: Teacher (full name):
..... Date course started:

To be completed by the teacher:

(A) Reading (5): (B) Language (5): (C) Listening (10):
(D) Speaking (15): (E) Writing (15): Total score: (50)

Teacher's comment:

This exam is designed to test your general language skills. It will help you (and the teacher) see where you might need a bit more help. You can do this test without any revision! Good luck!

A: Reading (Total = 5 points)

Read the text. Then, answer the questions.

Fast food fear!

Do you like fast food? In a recent survey, respondents were asked whether they agreed with the statement, "I like the taste of fast food too much to give it up." More than 9,000 people in 13 countries participated. Some 45% in the UK agreed with the statement, while 44% of Americans said they would be unable to do without their burgers, pizzas and chicken wings.



So, why is it so popular? For many, it's a question of time. "When I'm in a rush, it's all I've got time for," said one respondent. For others, it's just too tasty. "I know it isn't good for you, but I just can't resist it!" said another. "The results show there's a world of people who cannot deny themselves that hamburger or extra piece of pizza, but probably make themselves feel better by washing it down with a diet cola," said one of the researchers.

Most worrying are the health risks. There's a clear link between increased consumption of fast food and rising obesity levels. And those who are overweight have a higher risk of getting heart disease, Type II diabetes and other illnesses. Meanwhile, health analysts warn that obesity-related illnesses threaten to overwhelm healthcare systems around the world. "Reports from the World Health Organization have shown that preventing chronic disease can have major economic benefits, and failing to do so can have major economic disadvantages," one doctor said.

Another survey focused on kids' meals in popular fast food chains. Researchers looked at the options offered and whether they exceeded the recommended limits in categories such as calories and sodium. They found that most children aged between two and 12 typically ordered food that contained about half their daily sodium limits. Many fast food chains offered at least one healthy side dish and beverage, but employees usually gave customers French fries and fizzy drinks as the default option. "Kids today are bombarded with ads for fast food on TV and the internet," said one industry expert. "Teens see 5 fast food TV ads a day, and elementary children see three-and-a-half," she added. "If we don't do something soon, we're going to be in a lot of trouble."

1. How many respondents from the UK agreed with the statement about liking fast food too much to give it up?

- a) More than half.
- b) Less than half.
- c) Exactly half.
- d) It isn't clear.

2. What does the comment about diet cola imply? That some people feel better because diet cola...

- a) ...is tastier.
- b) ...is cheaper.
- c) ...is more expensive
- d) ...compensates for the unhealthy food.

3. What are the dangers for people who have put on weight?

- a) They will increase their chances of becoming addicted to fast food.
- b) They can't do as much exercise as before.
- c) They have a higher risk of getting certain diseases.
- d) They will decrease their chances of becoming addicted to fast food

4. What effects could not doing something about rising obesity levels have on the economy? It could have...

- a) ...adverse economic consequences.
- b) ...minor economic benefits.
- c) ...a very slight effect.
- d) ...major economic benefits.

5. What did the researchers of kids' meals in fast food restaurants find? That most children...

- a) ...are not getting any sodium.
- b) ...aren't getting enough sodium.
- c) ...are getting about 75% of their sodium limit in one meal.
- d) ...are getting about 50% of their sodium limit in one meal.





B: Language (Total = 5 points)

Choose the correct options. These questions are on very general things for this level.

1. _____ with people is a key skill in business these days.
a) Know how to do b) Knowing how to deal
c) Knowing what deal d) Knowing dealing
2. She had an ability to inspire others to _____.
a) take on new challenges b) take at new challenge
c) make with new challenges d) make on challenge
3. They wanted to _____ a country with poor infrastructure.
a) disperse the popular image at b) dispel the popular image of
c) dispel the popular imagine of d) disperse the image popular at
4. When negotiating, it's important to _____ as early as possible.
a) rise any concerns b) raise any concerned
c) rise to concerns d) raise any concerns
5. They were hoping to _____ situation.
a) work by a win-winned b) work towards a wam
c) work towards a win-win d) work at a win-winner
6. It's a pity that they cancelled the concert as I'd been really _____ them play live.
a) look forward at see b) look forward to see
c) looking forward seeing d) looking forward to seeing
7. After watching the promotional video, she thought about _____ franchise business.
a) set up her own b) setting at her own
c) setting up her own d) settling down at
8. Not wanting to arrive late, she'd taken the car, but it _____ as she was driving along the motorway.
a) broke down b) broken down c) broke by d) broke at
9. I needed to print a document urgently, but couldn't because _____.
a) we'd run in of ink b) we'd chased out of ink
c) we'd made out of ink d) we'd run out of ink
10. He apologised for being late, blaming the delay on the fact that _____ traffic.
a) he'd been caught up in b) he'd been made up in
c) he'd been brought up in d) he'd bring down in



C: Listening (Total = 10 points)

Negotiations!

The art of getting what you want! In this recording, you are going to hear two separate conversations involving negotiations. Listen once and answer this question.

1. In which conversation do both parties agree to meet again at a specific time.
a) Negotiation I b) Negotiation II

Read over the questions below. Then, listen to the conversation again and answer the questions.

2. In the first conversation, how would you describe the manager's opinion of the employee's work so far? It is...
a) ...not clear. b) ...negative. c) ...positive. d) ...a mixture: both negative and positive.

3. What is the employee keen to review now that the trial period is over?
a) His salary. b) The amount of holiday time he gets.
c) His position within the company. d) His medical and health insurance policies.

4. How does the manager feel about this?
a) She isn't very keen on the idea. b) It isn't clear.
c) She's extremely positive. d) She's ecstatic about it.

5. How does the manager try to avoid the issue? She says that she'll have to...
a) ...e-mail the president. b) ...write up a report about it.
c) ...think about it for a few months. d) ...consult someone else.

6. What is the underlying problem in Negotiation II?
a) A faulty system. b) A missed deadline. c) It isn't clear. d) Staff shortages.

7. What is the supplier unhappy about?
a) The amount being paid. b) All the changes the client keeps making.
c) The poor quality of the material. d) The excessive number of meetings.

8. What does the supplier want the client to do?
a) Give the project to someone else. b) Give up on the project.
c) Work out exactly what it is that they [the client] want. d) Organise an urgent meeting.

9. What was the problem with the changes that were sent through? The changes...
a) ...were impossible to implement. b) ...were in another language.
c) ...got lost in the post. d) ...required a lot of extra work.

10. Which sentence best describes the supplier's attitude? He's keen to...
a) ...scrap the project. b) ...start from scratch.
c) ...continue working on the project. d) ...get another job.

D: Speaking (Total = 15 points)

Use the questions below (or any others you can think of) to have a **discussion with a partner for at least six minutes**. It's up to you to keep the conversation going, and to make sure the talking doesn't stop!

- How often do you eat fast food? What type of fast food do you like?
 - What are some of your favourite fast food restaurants? Why do you like them?
 - When do you like to eat fast food? Do you ever make any fast food at home? What do you make and how do you make it?
 - Who are/were some of the most famous people from your country? Which ones do you admire the most? Why?
 - When was the last time you took a calculated risk? What happened?
 - Which international events has your country hosted? How successful were they? What happened during the events? What do you think is involved in hosting an event?
 - Have you ever hosted an event (a dinner party, a competition...)? What was it like? How did you prepare for it? How did you organise it? What did you learn from it?
 - When was the last time you had to negotiate with someone? What was it for? How did you prepare for the negotiation? What happened?
 - What sort of negotiations take place in your family? How do you prepare for them? What usually happens? What are your top tips for negotiating in general?
 - What funny, unusual or scary things have happened while you were travelling? Where were you? What happened in the end?
 - What are some of the best or worst flying experience you've ever had? Why were they so good or bad?
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E: Writing (Total = 15 points)

Write a blog post about something dangerous you did, a risk that you took or an adventure you went on. Include information on the following: where you were, when it was, who you were with, why it was dangerous, what happened, what safety precautions you took, what advice you gave or were given, what happened in the end, how you got out of the dangerous situation, how you felt at the start and end, how you would have done things differently, what top tips you would give for someone in this situation...

Write more or less an A4 page.

TEACHER'S NOTES

DO NOT PRINT FOR YOUR STUDENTS!

Exam notes for teachers

Remember, this is a general test on your students' language skills. There's no need for your students to revise for it. We feel this is a good way of checking students' progress as they work on their own without any assistance from you. Extra weighting in the exam scoring is given to listening, speaking and writing – the important communicative skills.

- Give the exam during class time – don't let students take the exam away with them.
- Be careful not to photocopy the answers when you make the copies for your students!
- Please print the exam double-sided.
- The exam should take about an hour and a half. If needed, this can be divided up into two testing periods, with the exam being given over two classes.
- Mark the results clearly on each individual student's Progress Report Sheet.
- Any student who doesn't turn up for the exam will have to do it another day. Students doing the exam after the event should do so quietly to one side of the normal class. For more information on this, speak to the DOS or teacher coordinator.
- The recordings for the Listening sections of the exams are on our website.

You can download them from here:

www.learnhotenglish.com/teachers

Submitting the Information

- Once the exams have been completed, you are required to complete all fields of the Progress Report Sheet and send this by e-mail (or drop it off - whatever's easiest) to your point of contact in the central office. Completed Progress Report Sheets need to be handed in no later than two weeks after you have received the exam. To make our administrative processing easier, please group together students from the same class.

- Students have two weeks to do the test. It is your responsibility to make sure they all do the test. If after two weeks they still haven't done it, then you must write N/A (Not Attended) on the Progress Report Sheet. Thanks for your collaboration!

A: Reading (5 points)

1b 2d 3c 4a 5d

B: Language (5 points)

1b 2a 3b 4d 5c 6d 7c 8a 9d 10a

C: Listening (10 points)

1b 2c 3a 4a 5d 6b 7b 8c 9d 10c

D: Speaking (15 points - three points per objective)

Students get zero points per objective if they don't complete it or if they do it poorly. Set it up so that students speak in pairs (or with you for one-on-one classes). Make notes while they're speaking on how well they do. Other students could be doing the Writing test while you do this.

- Did the student complete the task? (three points)
- Did the student speak clearly and fluently without too much hesitation? (three points)
- Did the student speak accurately (not making many mistakes)? (three points)
- Did the student pronounce the words correctly? Did the student use the correct intonation, word stress, sentence stress, etc.? (three points)
- Did the student use a wide range of expressions and vocabulary? (three points)

E: Writing (15 points - three points per objective)

Students get zero points per objective if they don't complete it or if they do it poorly.

- Did the student complete the task? (three points)
- Did the student write accurately? (three points)

- Did the student write text that makes sense? Were the ideas linked logically? (three points)
- Did the student use a wide range of appropriate words or expressions? (three points)
- Did the student use a wide range of appropriate grammatical structures? (three points)

Audio script

Negotiations!

The art of getting what you want!

Negotiation I – More Money!

Manager: So, how do you feel things have been going?

Employee: Not too bad. I think I've been achieving all my objectives.

Manager: Yes, I must say we're generally very pleased with the way you've been settling in, and, needless to say, you've passed the trial period. Now, before I go through the appraisal form, was there anything that you'd like to say?

Employee: Well, yes, erm, there was just one thing. You did mention that you'd look at my salary again after the initial trial period was over.

Manager: Yes, well, erm, as you know, things have changed a lot since then. Sales are down, and we've lost a number of important clients. Given the overall situation, there's no way that we can contemplate any wage increases until things improve.

Employee: Well, I was hoping to see that 5% increase you promised.

Manager: Look, the best I can do is to run it by my supervisor to see what she says.

Employee: OK. Can we pencil in another meeting in a week so we can look at this again? As I said, I am very keen to get that 5% increase, especially as I took on this job on condition that I'd get it.

Manager: Yes, well, as I said, I'll talk it over with my superior.

Employee: So, shall we say the 14th for another meeting?

Manager: OK. In principle, that sounds fine. But I'll let you know.

Employee: Thank you.

Negotiation II – The deadline

Client: So, we're here to discuss the ongoing issues with regards to the IT project. Now, according to the terms of the contract, the deadline for the system was six weeks ago. What's going on?

Supplier: Well, as I've been explaining there have been a number of issues.

Client: What about those changes we sent through last week? Have they been incorporated?

Supplier: Well, you see, this is the problem. You can't keep sending through changes all the time. We worked out a price and a time schedule based on information you gave us six months ago. Since then, there have been a number of changes and additions to the original spec. We accepted some of these, but the situation is completely out of hand now. You need to sit down and decide exactly what it is that you want. Once you're sure of that, we'll need to look at the spec again and make the necessary changes.

Client: Look, I don't see what the problem is. You surely can't be suggesting that we go back to the drawing board, can you?

Supplier: No, not at all. We just need to think things over.

Client: As you know, we sent through a couple of minor changes, and you agreed to these more than three months ago. So, are you now saying that it's affected the time-schedule?

Supplier: When the changes were sent through, we initially thought that they wouldn't affect things too much. However, it actually meant we had to do a lot of re-programming, and this has affected the overall time it's taken to complete that particular stage of the project.

Client: So, what exactly do you need?



Supplier: Well, once you can assure us that there won't be any more changes, we'll need a week or two to re-evaluate things. Then, we'll give you a new deadline that we'll do our best to keep to. We've come a long way with this, so it'd be a shame to have to scrap it at this late stage.

Client: Yes, I agree. OK. I'll need to discuss this with my team. Let's get back together in a couple of days. OK?

Supplier: Yes, That sounds good.