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Final Mark: **72/100**

Level: C1

Company: Merck SA

Teacher's notes and corrections in orange.

Wrong answers in red.

### Vocabulary (10pts total) (4 pts)

- 1) Complete the text with the words from the list:  
(10 pts - 1 pt each)

PROPEL YOURSELF FORWARD – KEEP IN WITH – STAND OUT FROM – STAND OUT TO – PLAY  
THE PART OF – UNKNOWNNS – WEIGH UP – READ – BUILD – PROCESS

Succeeding in today's interconnected and culturally diverse professional world demands more than technical expertise. It requires the ability to **(1) process** ☒ information amid unfamiliar settings, new environments, and often ambiguous norms. Whether you're launching a business or collaborating with global partners, knowing how to **(2) read** ☒ a situation and respond accordingly is vital.

In many roles, especially those without clear structures or supervision, you must **(3) stand out to** ☒ (propel yourself forward), staying self-motivated and action-oriented even when the path ahead isn't clearly defined. At the same time, you'll often need to manage **(4) unknownns** ☒—flexibility and emotional resilience are key when you must **(5) play the part of** ☒ (weigh up) constantly.

Cross-cultural work environments may require you to **(6) keep in with** ☒ (play the part of) multiple roles—leader, organizer, communicator—all in a single

day. To do this effectively, you must consistently **(7) \_\_weight up\_** ☒ **(build)** your skills, adapting to new contexts and improving your understanding of various cultural norms.

Networking also plays a central role; it's important to **(8) \_\_build\_\_\_\_\_** ☒ **(keep in with)** influential contacts, not just for opportunities but for staying attuned to shifts in your industry or sector. And in competitive or saturated spaces, professionals must find ways to **(9) \_\_stand out from\_\_\_\_\_** ☒ their peers—not through imitation, but by offering unique value and perspective.

Finally, when you're required to defend your work or ideas, it's crucial to **(10) \_\_propel yourself forward\_\_\_\_\_** ☒ **(stand up to)** criticism or opposition with confidence and clarity, especially when your values or cultural background differ from the majority.

### Grammar (20pts total) (12 pts)

- 1) Use the timeline to complete the sentences with appropriate tenses. (10 pts - 1 pt each) (7 pts)

#### Company Timeline:

- 2000: Founded
- 2005: Expanded to Europe
- 2010: Introduced e-commerce
- 2020: Rebranded
- 2026: Planned IPO

- Our company **started** ☒ (start) its journey in 2000.
- By 2005, we **\_have established\_** (establish) a presence in multiple European markets.  
☒ **(had established)**
- We **introduced** ☒ (introduce) our e-commerce platform in 2010, which revolutionized our business model.
- Since the rebranding in 2020, we **have seen** ☒ (see) a 30% increase in revenue.
- If all goes well, we **\_will go to public\_** (go public) in 2026. ☒ **(are going public – planned IPO)**
- Before rebranding, we **had operated** ☒ (operate) under a different name for two decades.
- By the time we reach 2030, we **will have doubled** ☒ (double) our workforce.
- Currently, we **are focusing** ☒ (focus) on digital transformation and customer retention.

9. For the last 5 years, we **have been implementing** ☒ (implement) more sustainable practices.
10. As soon as the IPO \_has been completed\_ ☒ (**is completed**) (complete), we are going to invest\_\_\_ (invest) in overseas R&D centers. ☒ (**will invest**) – **FIRST CONDITIONAL**

**2) Rewrite these sentences using the words given. (10 pts - 2 pt each) (5 pts)**

1. I didn't see the warning sign. I drove straight into the flooded road.  
Imagine I **had seen** the warning sign, I wouldn't have drove (**driven**) into the flooded road.  
**1 pt**
2. She missed the deadline. Her project wasn't considered for the grant.  
**If she hadn't missed the deadline, her project would have been considered for the grant.**  
☒
3. You didn't remind me about the meeting. I completely forgot.  
Supposing you **had reminded** me about the meeting, I couldn't have completely forgot. (**I wouldn't have forgotten**) – **1 pt**
4. He ignored the doctor's advice. He's seriously ill now.  
Whether He hadn't ignored the doctor's advice, he wouldn't have been seriously ill now.  
☒ (**Whether he had followed the doctor's advice or not, he would still be ill now.**)
5. I studied architecture instead of design. I regret it now.  
If only I **had studied** architecture instead of design, I wouldn't have regretted it now. (**I wouldn't be regretting it now OR I wouldn't have any regrets now**) – **1 pt**

**Reading (15pts total) (13,5 pts)**

## Background

Students graduating from UK universities this year will be entering one of the toughest job markets in decades. The financial crisis has meant that the number of graduate jobs on offer has fallen dramatically. Companies in the banking, IT, construction, and accountancy sectors have made the most dramatic cuts to graduate positions. Having believed that a university degree was the ticket to a great job, it's little wonder that many graduates now feel cheated. Not only that, but the latest generation of graduates had to pay top-up fees, so are saddled with a heavier debt burden.

So what advice is being given to students who **are about to finish their degrees**? John Sturgess, a university Careers Advisor suggests that students need to lower their expectations. 'They should take whatever job they can get. Even if that means working in a supermarket, or doing bar work – any job is better than no job. Failing that, voluntary work can be a good idea – anything that will fill a gap on the CV and provide some form of work experience. The days of being able to pick and choose from a wealth of high-salaried graduate positions at top companies are over – competition for the small number of these jobs that still exist is immense.'

Bar work was not what most students had in mind when they began their degrees. Parents and students alike believed that a degree would result in a greater earning potential. Indeed the government actively encouraged as many young people as possible to go to university. Now the government is aiming to introduce internship schemes to help graduates gain valuable work experience. They are also offering grants to students who want to do post-graduate qualifications. This will keep some off the job market, but will further study actually solve the problem? According to Rebecca Ingram, a leading recruitment expert, it depends on the subject that students choose. 'Qualifications in science,

engineering, teaching, or law are likely to be worthwhile, but those who choose the social sciences or arts subjects could be making matters worse for themselves – students with degrees in these subjects are really struggling at the moment.' The choice of university can also be an issue. With prospective employers able to pick and choose, graduates from less prestigious universities are at a clear disadvantage.

Suzanne Warwick, 22, graduated in 2009 from Swansea University with a 2:1 in History. She initially had a job working in HR for a property development company, but was made redundant two months ago. 'I was the newest member of staff – I'd only been there for three months, so it was a "last in, first out" policy. Since then I've applied for loads of different jobs, but I'm getting nowhere. Even temping agencies aren't an option. They've got so many people on their books that if you haven't got a year's experience, they're not interested.' And it doesn't look as though the situation is going to improve soon. The number of unemployed in the UK is continuing to grow. It's soon to reach three million, with around a third of those under the age of 25.

Despite the problems faced by graduates, applications to university are at a record high, and when cuts to government-funded funding mean that fewer places are available. Robert Berkeley from the National Union of Students maintains that young people should still aim to go to university. 'A degree is still the best way to improve your life prospects in the long term. The people facing the biggest problems will be those without any qualifications. If graduates are prepared to relocate or take low-skilled jobs, it will be the unskilled who are left without work.' So although the current atmosphere on university campuses is one of panic and pessimism, competition for university places is set to increase.

## 1) True or false. Write T or F next to each statement according to the text.

(15 pts – 1,5 pts each)

1. Graduates this year are entering one of the easiest job markets in decades. \_F\_ ☒
2. Graduates are now leaving university with more debt due to top-up fees. \_F\_ ☒
3. John Sturgess encourages students to wait for the perfect job offer. \_F\_ ☒
4. Voluntary work is not considered useful when applying for graduate jobs. \_F\_ ☒
5. Suzanne Warwick lost her job after working there for more than a year. \_F\_ ☒
6. Recruitment expert Rebecca Ingram believes all degrees offer equal job prospects. \_F\_ ☒

7. According to the text, students with science or engineering degrees are more likely to find jobs. \_T\_ ☒
8. Employers prefer graduates from prestigious universities. \_T\_ ☒
9. Despite the job market difficulties, university applications are decreasing. \_F\_ ☒
10. Robert Berkeley believes that having a degree still improves long-term life prospects. \_T\_ ☒

### Listening (15pts total) (10,5 pts)

- 1) Listen to a project management meeting and choose the best option (a, b or c) to complete each sentence. (15 pts – 1,5 pts each)

1. John says the stakeholders are pleased with the project because:
- a) The team has met most of the internal deadlines.
  - b) The project is expected to contribute to the company's overall goals. ☒
  - c) The feedback from customers has been overwhelmingly positive.
2. Matteo expresses concern because:
- a) He feels unsure about what the project requires.
  - b) He's struggling to balance the project with his other workload. ☒
  - c) He hasn't received support from the other team members.
3. Barbara wants to know:
- a) How long the next phase of the project will take.
  - b) Who is responsible for each deliverable. ☒ (c)
  - c) What specific tasks are needed and the associated timelines.
4. According to John, the first step in the project is to:
- a) Choose the best platform for customer interviews.
  - b) Create the design mock-ups for the customer survey. ☒ (c)
  - c) Develop the customer survey using an online tool.
5. John asks Akiko to lead the survey task because:
- a) She has studied marketing and public relations. ☒

- b) She has already started preparing some questions.  
c) She has previously led customer outreach campaigns.
6. Matteo says he can't commit to the design task now because:  
a) He has taken on new responsibilities since last month.  
b) **His current workload makes it difficult to prioritize this project.** ✓  
c) He doesn't feel confident in the tools needed to complete it.
7. John responds to Matteo's concerns by:  
a) **Acknowledging the pressure and exploring possible support.** ✓  
b) Offering to assign the task to someone else immediately.  
c) Asking Matteo to propose a new deadline.
8. To help Matteo contribute to the project, John considers:  
a) Asking another team to review Matteo's work.  
b) **Discussing the possibility of adjusting Matteo's regular targets.** ✓  
c) Delaying the project deadline by a week.
9. Barbara volunteers to:  
a) **Collaborate with Matteo on the design task.** ✓ (B)  
b) Temporarily assist with Matteo's usual responsibilities.  
c) Present the designs on Matteo's behalf if needed.
10. After Barbara offers help, Matteo agrees to:  
a) Deliver a draft version of the designs within two weeks.  
b) **Complete the final designs by the end of the month.** ✓  
c) Prioritize the project once his line manager approves it.

### Writing (20pts total) (17 pts)

You recently received an **invoice** from one of your company's suppliers, but it contains several errors, such as **incorrect amounts and missing details**. **Write an email to the supplier complaining about the mistakes and requesting a corrected invoice as soon as possible.** Mention that **this is delaying your department's payment process**.

Write about **160 words** and use **formal language**.

Dear supplier X, I hope this message finds you well

I am writing to bring to your attention an issue that has arisen regarding to the last Invoice that we received from your company.

We have identified several errors in it, such as incorrect amounts and missing details (detailed?) information. These errors made a critical delay on (... caused a critical delay to...) our payments process.

The problem concerns that the invoice was issued with the old pricing list, which doesn't (does not) include the discounts that we have aligned due to the high volume of purchase this year. Also, some of the items invoiced (3<sup>rd</sup> and 4<sup>th</sup>) weren't (were not) received in our warehouse.

In addition, there are (is) critical missing information such as payment terms and bank information.

I would be grateful if you could check those issues and send to us a new invoice with the correct information as soon as possible.

Thank you for your prompt attention to this matter. I look forward to your response.

Yours sincerely,

Pablo Emmanuele

## Speaking (20pts total) (15 pts)

<b>Accuracy</b>	<b>4/5 pts</b>	<b>Comments</b> The use of tenses was on point! No mistakes were made. However, I was able to detect some other mistakes: <ul style="list-style-type: none"> <li>• The use of the article "the" for general abstract nouns, such as "The success is considered...".</li> <li>• The verb "continue" followed by a bare infinitive instead of an -ing form. This was later corrected by the student while sharing another point.</li> <li>• The use of the adjective "actual" instead of "current".</li> </ul> I consider that in terms of
<b>Pronunciation</b>	<b>4/5 pts</b>	
<b>Fluency</b>	<b>4/5 pts</b>	
<b>Vocabulary</b>	<b>3/5 pts</b>	

		<p>pronunciation, there are no serious errors.</p> <p>Suggestion: instead of mentioning terms in Spanish because you don't remember the word in English, try to paraphrase or explain what you what you mean <i>in English</i>.</p>
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