

END OF MODULE EXAM

Units 1–4 · Business Result Upper-Intermediate · Further Corporate

Student Name: Gonzalo Cataldi **Date:** 7/13/2026

Level: Upper-Intermediate **Company:** Accenture

Final Mark: **85** / 100

Section	Points
Vocabulary	<u>10</u> /10 pts total
Grammar	<u>20</u> /20 pts total
Reading	<u>13</u> /15 pts total
Listening	<u>9</u> /15 pts total
Writing	<u>14</u> /20 pts total
Speaking	<u>19</u> /20 pts total
TOTAL	<u>85</u> /100 pts

Instructions: Write all your answers correctly in the spaces provided. This exam has six sections: Vocabulary, Grammar, Reading, Listening, Writing and Speaking. Read each instruction carefully before you start. Dictionaries and translation apps are not permitted.



VOCABULARY (10 pts total)

ACTIVITY V1 — Choose the correct word (5 pts)

Circle the correct option (a, b or c) to complete each sentence. 5/5

1. She always creates a great first **impression** with new clients.
a) **impression** b) opinion c) profile
2. The team needs to **come up with** a realistic budget before the project starts.
a) **come up with** b) take up c) bring down
3. Their new app uses **cutting-edge** technology that no competitor has yet.
a) modest b) **cutting-edge** c) ineffective
4. He's very **modest** about his achievements – he never boasts.
a) arrogant b) **modest** c) ostentatious
5. The company offers a generous profit-sharing scheme as a **material** benefit.
a) **material** b) non-material c) mechanical

ACTIVITY V2 — Phrasal verbs

Complete the sentences with the correct form of a phrasal verb from the box. Use each verb once. 5/5

pay off • carry out • come up with • take up • bring down

1. Our engineers finally **came up with** a solution to the storage issue.
2. The new packaging has helped to **bring down** shipping costs.
3. She was keen to **take up** the challenge of running the new department.
4. The board asked us to **carry out** a full safety review.
5. Their investment in R&D has really **paid off** this year.

GRAMMAR (20 pts total)

ACTIVITY G1 — Present simple or present continuous (5 pts)

Put the verb in brackets into the present simple or present continuous. 5/5

1. Our new CFO usually **reviews** (review) the budget every Monday.
2. Right now, the finance team **is preparing** (prepare) the year-end report.
3. Costs **are rising** (rise) steadily this quarter.
4. The 10.45 flight to Geneva **leaves** (leave) from Terminal 2.
5. I **am currently working** (currently / work) on a new client proposal.

ACTIVITY G2 — Present perfect or past simple (5 pts)

Put the verb in brackets into the present perfect or past simple. 5/5

1. We **have already finalized** (already / finalise) the contract with the new supplier.
2. She joined (join) the company in 2021.
3. **Have** you **seen** (see) the final version of the report yet?
4. He **called** (call) the client this morning before the meeting.
5. So far this month, the team **hasn't missed** (not / miss) a single deadline.



ACTIVITY G3 — Indirect and negative questions (5 pts)

Rewrite each question as indicated.

1. Will the shipment arrive on time? (Do you know...?) 5/5
→ Do you know if the shipment will arrive on time?
2. Have you spoken to the supplier? (Rewrite as a negative question.)
→ Haven't you spoken to the supplier?
3. Where does the new intern sit? (Could you tell me...?)
→ Could you tell me where the new intern sits?
4. Is this the correct invoice? (Rewrite as a negative question.)
→ Isn't this the correct invoice?
5. What time does the meeting start? (I'd like to know...)
→ I'd like to know what time the meeting starts

ACTIVITY G4 — Question tags (5 pts)

Add a suitable question tag to each sentence. 5/5

1. You've worked here for five years, haven't you?
2. She doesn't usually travel for her job, does she?
3. They finalised the budget yesterday, didn't they?
4. We can reschedule the call, can't we?
5. Nobody confirmed the venue, did they?

READING (15 pts total)

Read the article below, then complete Activities R1, R2 and R3.

Five most common problems on projects

1 Not enough planning time

The planning stage may not be as exciting as the development stage, but it's just as important, if not more so. Lack of planning will always result in changes later on, eating up money and man-hours.

2 Communication breakdowns

Anyone who runs a business knows that communication is absolutely vital to the success of any project. Breakdowns can occur between the project team and the end users (i.e. the clients or employers), and there can also be problems between the individual members inside the project team.

3 Unrealistic budget

If your budget is unrealistic to start with, it will be impossible to stay within budget. As you run out of money, departments fall behind, resources are slow to arrive, and – because of budget constraints – the project, once again, goes out of control.

4 Not checking progress

As the project goes along, the unexpected happens. Various different people use their own ideas to fix these challenges and – when you get to the point of finishing – you're suddenly faced with a huge list of problems that need to be addressed and you miss the deadline.

5 Not reviewing existing standards

If most or all of your projects run behind schedule or over budget, ask yourself if you maintain the same standards time after time. Do they work? If you keep doing the same thing, you're likely to get the same results.

ACTIVITY R1 — True or False (5 pts)

Decide if each statement is True (T) or False (F). 5/5

1. According to the text, the planning stage is less important than the development stage. T / **F**
2. Communication problems can happen both between the project team and clients, and within the team itself. **T** / F
3. An unrealistic budget can cause departments to fall behind schedule. **T** / F
4. The text says problems appear gradually, so they are always easy to notice early. T / **F**
5. Repeating the same working methods without reviewing them can lead to the same negative results. **T** / F

ACTIVITY R2 — Match solutions to problems (5 pts)

Match each suggested solution (A-E) to the correct problem (1-5) from the text. 5/5

- | | |
|---|---|
| 1. Not enough planning time c) | a) Never assume that everyone understands. Make sure that everyone can talk to each other and share information. Resolve any conflicts straight away. |
| 2. Communication breakdowns a) | b) Take time to review how projects have gone in the past. Keep a running list of what worked, what didn't, and how to do better next time. |
| 3. Unrealistic Budget d) | c) Spend longer on research and preparation. Make contingency plans, and don't just concentrate on making it to market before your competition. |
| 4. Not checking progress e) | d) Create an accurate forecast. Outline ways to develop better upfront planning of the resources. Make sure you allocate enough funds to each department. |
| 5. Not reviewing existing standards b) | e) Define 'checkpoints' throughout the project so you stay on track. Monitor everyone's performance and prioritize tasks when there is a problem. |

ACTIVITY R3 — Vocabulary in context (5 pts)

Find a word or phrase in the text which means the same as the following. Write the paragraph number in brackets. 3/5

1. hours of work put in by staff (paragraph 1) **Planning stage** man-hours
2. absolutely necessary (paragraph 2) **Absolutely vital**
3. limits on how much you can spend (paragraph 3) **Budget** constraints

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- 4. the final date/time something must be finished by (paragraph 4) **Deadline**
 - 5. rules or levels of quality a company normally works to (paragraph 5) **Standards**



LISTENING (15 pts total) 9/15

Video: Dan Pink, “The Puzzle of Motivation” (TEDGlobal, 2009).

Watch: [youtube.com/watch?v=rrkrvAUbU9Y](https://www.youtube.com/watch?v=rrkrvAUbU9Y) (or search “Dan Pink puzzle of motivation” on ted.com)

Play from 0:00 to approximately 5:00 — stop right after Pink says there is “a mismatch between what science knows and what business does.”

ACTIVITY Li1 — Complete the notes (5 pts)

Listen and fill in the missing information. 5/5

1. The candle problem was created in **1945** by a psychologist named **Karl Duncker**.
2. Participants are given a candle, some thumbtacks and some **matches**.
3. In Glucksberg's experiment, the fastest 25% could win \$**5**, and the single fastest person could win ~~\$20~~**\$**.
4. The group that was offered money actually finished, on average, **three and a half** minutes slower than the other group.
5. Pink says this result has been reported for nearly **forty** years.



ACTIVITY Li2 — True or False (5 pts)

Decide if each statement is True (T) or False (F). 3/5

1. Dan Pink had a long, successful career as a lawyer. T / **F**
2. In the candle problem, most people first try to pin the candle directly to the wall. **T** / **F**
3. The solution to the candle problem is to use the tack box as a platform for the candle. **T** / F
4. One group in Glucksberg's experiment was simply told they were being timed to record average completion times. **T** / F
5. The group that was offered money solved the candle problem faster than the other group. **T** / **F**

ACTIVITY Li3 — Comprehension (5 pts) 1/5

Answer the questions below.

1. Why does Pink compare himself to a lawyer at the start of the talk? **a) He wants to build an evidence-based case** b) He's complaining about his career c) He wants to give the audience legal advice

2. What is the "candle problem" designed to test?

It's designed to test the effectiveness of a person try to resolve a problem a how a reward can incentive a person to improve the performance

CORRECT ANSWER: Tests functional fixedness / creative problem-solving

3. Why did the rewarded group in Glucksberg's first experiment perform worse? **X**

NO ANSWER

4. **True** or False: according to Pink, incentives always improve performance, on every kind of task.

NO ANSWER

5. What is the "mismatch between what science knows and what business does" that Pink mentions?

The difference is that the science knows that people performs better with incentives, however, companies do not always give incentives to their employees

CORRECT ANSWER: The *mismatch* is that science shows incentives can backfire on creative tasks, yet businesses still rely on them

WRITING (20 pts total) 14/20

Choose **ONE** of the three tasks below. Write 150–180 words.

1. Write a follow-up email to a new business contact, arranging a first meeting. Include: how you found out about them, why you are writing, and a suggested time and place to meet.
2. Write the opening of a presentation introducing a new product or service to a client. Include: a brief overview of the product, its main benefit, and one comparison with the current/competing solution.
3. Write a short project status report for your manager. Include: what has been completed, one problem the project has run into, and your suggested solution.

Task chosen: 2

First of all, I'd like to give you a brief overview of this incredible product called "Allook".

"Allook" is a new email tool which allows companies to organize the work backlog in a very effective way.

Basically, every time you receive an email, Allook will read, understand, and assign that work item to the correct employee.

~~It's~~ Its main benefit, is that nobody needs to organize the backlog, because Allook can prioritize the important tasks and analyze which employee is the best for doing that task based on his/her performance KPIs.

This is ~~edge-cut~~ cutting-edge technology, it's not another organizer tool, it's the best email organizer ever created before.

Companies which have a specific employee to organize the backlog spend a lot of money every week, whereas Allook, ~~costs~~ costs only one hundred dollars a month.

Finally, I'd like to clarify something, this new technology is not ~~addressed-aimed~~ aimed just ~~for at the~~ for the big companies. Allook was made to improve every company's daily's work.

Gonzalo, your writing shows creativity and enthusiasm — the product you described, "Allook," is clearly presented and your text has a good overall structure. You included the main benefit and a comparison with competing solutions, which shows you understood the task well. There are some areas to work on, however. Watch out for the difference between *its* (possessive) and *it's* (it is) — for example, "*Its main benefit is...*" not "*It's main benefit, is...*". Pay attention also to verb agreement: "*Allook costs*", not "*Allook cost*". Some collocations need reviewing too: the correct expression is "*cutting-edge technology*" (not "*edge cut*"), and "*aimed at*" (not "*addressed for*"). Finally, word order with possessives needs care: "*every company's daily work*" rather than "*every company daily's work*". These are all very fixable issues — keep practicing and your writing will become much more accurate!

Writing marking criteria	Points
Task achievement / content	<u>4</u> /5
Organisation & register	<u>4</u> /5
Grammar accuracy	<u>3</u> /5
Vocabulary range	<u>3</u> /5



SPEAKING (20 pts total)

This section is conducted orally with the teacher. Total time: approximately 8–10 minutes.

ACTIVITY S1 — Interview (5 pts)

The teacher asks 3–4 warm-up questions, e.g.:

- a) What do you do at your company, and how long have you worked there?
- b) What motivates you most at work — money, recognition, or something else? Why?
- c) Tell me about a project you are currently working on.

ACTIVITY S2 — Role-play or mini-presentation (10 pts)

Choose ONE of the following:

- a) Role-play a phone call with the teacher, arranging a first meeting with a new business contact.
- b) Give a one-minute presentation introducing a product or service, using language from Unit 4 (e.g. “What I’d like to do in this presentation is...”, “The main benefit of...”).

ACTIVITY S3 — Discussion (5 pts)

The teacher asks 2 follow-up / opinion questions related to Units 1–4, e.g.:

- a) Do you think money is always the best way to motivate employees? Why / why not?
- b) What's the biggest challenge you've faced when managing a project or a deadline?

Speaking marking criteria	Points
Fluency & interaction	5/5
Pronunciation	5/5
Grammar & vocabulary range	4/5
Task achievement	5/5

Gonzalo, your speaking performance was outstanding. You communicated with fluency, coherence, and cohesion throughout the exam, and your ideas were always clear and well-developed. You demonstrated a very good command of grammar and vocabulary for your level, and you showed excellent understanding of all the questions asked. When a follow-up question needed to be repeated, you grasped it immediately and gave a thorough and complete explanation — that

reflects strong active listening and communication skills. There are two small areas to keep refining: first, watch out for verb forms — instead of *"we need to development,"* the correct form is *"we need to develop"*; and second, when talking about career progression, the natural expression in English is *"I can get a promotion"* or *"I can move up within the company"* rather than *"I can ascend."* Overall, this was a very impressive performance — you are clearly on a strong upward path at work and in your English learning. Very well done!

