

NAME: _____

DATE: _____

Assessments**Unit 1 Review Test 1****Section 1: Listening**

||| Listen to three people talking about other people's behavior. Then choose the correct adjective to describe each person.

1. Angela feels the customer who left the store was _____.
 - a. polite
 - b. unfair
 - c. boring
 - d. outgoing
2. Angela shows she is _____ when she talks about the customer.
 - a. judgmental
 - b. open-minded
 - c. indifferent
 - d. impolite
3. Tina shows she is _____ when she talks about the customer.
 - a. empathetic
 - b. indifferent
 - c. judgmental
 - d. unfair
4. Tina also shows that she is _____.
 - a. impolite
 - b. independent
 - c. open-minded
 - d. conservative
5. Marco shows he is _____ about the staff getting yelled at.
 - a. judgmental
 - b. indifferent
 - c. empathetic
 - d. disloyal

NAME: _____

DATE: _____

Section 2: Vocabulary Part A**Choose the correct adjective to complete each sentence.**

6. Lucy is always chatting with someone. It's hard to get a word in. She's really (**considerate** / talkative / serious).
7. Tanya was (**collaborative** / considerate / trustworthy) when she offered her seat to the older woman.
8. Samantha is a (**modest** / serious / collaborative) student. She studies every day and completes her assignments on time.
9. Warren enjoys parties and having a good time. He's very (**ambitious** / talkative / fun-loving).
10. Jacob is (**fun-loving** / modest / collaborative). He works well with other team members and shares ideas.

Section 2: Vocabulary Part B**Choose the correct adjective from the box to complete each statement. There is one extra choice.**

empathetic	indifferent	judgmental	open-minded
------------	-------------	------------	-------------

11. Jen's a little too quick to find fault with her colleagues. She often criticizes other people's work. She can be _____.
12. Mary didn't care about the noisy parties that her neighbors held on Friday and Saturday nights. She could be _____ because she was rarely home on weekends.
13. One thing I like about Noah is his ability to care for others. Last week he noticed I was having a bad day and bought me a muffin to cheer me up. He's _____.

Section 3: Grammar Part A**Complete the sentences with the gerund or infinitive form of the verb in parentheses.**

14. Now that Sharon has a guest list, she is ready _____ people to her party. (invite)
15. Matthew dislikes _____ about himself. (talk)
16. _____ new people is both scary and fun. (meet)
17. We need _____ the number of tickets we sell to keep the crowd small. (limit)

NAME: _____

DATE: _____

Section 3: Grammar Part B

Complete each sentence using the correct verb forms and a noun before an infinitive. Use the words in parentheses.

18. Last night Julie _____ her _____ carefully at the meeting. (encourage, daughter, listen)
19. Mr. Jones _____ his _____ during science class yesterday. (allow, students, stand)

Section 3: Grammar Part C

Order the words to make complete sentences. Use correct capitalization.

20. the children / Aunt Eliza / wanted / snacks / to give / to

_____.

21. math / required / all students / are / take / to

_____.

Section 4: Speaking Part A

Choose the correct sentences from the box to complete the conversation. There is one extra choice.

And how do you see me	How would you describe yourself
I don't think of you that way	I'd say I'm collaborative
I see you as more collaborative	Why do you say that

A: 22. _____?

B: Me? 23. _____. I tend to enjoy working together on group projects.

A: Really? 24. _____. I see you as more of an independent worker.

B: That's interesting. 25. _____?

A: Well, you tend to do a lot of your work alone. When you bring it to the team, it's almost complete.

B: I suppose that's true. I think more clearly when I'm by myself.

A: 26. _____?

B: You? Oh, definitely more of a team player. You're always calling group meetings!

NAME: _____

DATE: _____

Section 4: Speaking Part B**Choose the correct sentence to complete each conversation.****27. A:** So how would you describe yourself?**B:** Me? _____.

- a. I'd say you're pretty considerate
- b. I'd say I'm pretty serious
- c. I suppose

28. A: I'd say you're modest.**B:** You do? _____?**A:** Because you tend to avoid calling attention to your own achievements.

- a. Why do you say that
- b. And how would you describe me
- c. Can't a person be both

29. A: You seem to be very fun-loving.**B:** Really? _____. I actually think I can be too serious sometimes.

- a. I see you as more serious
- b. I don't think of myself that way
- c. I don't think of you that way

NAME: _____

DATE: _____

Section 5: Reading Part A

Read the blog post. Then choose the correct word or phrase to complete each statement.

Kara's Teaching Blog

November 11

Nonverbal Communication is NOT Universal!

Nonverbal communication is often helpful in situations when not everyone speaks the same language. However, I've learned from teaching English to a class of a dozen students from a dozen different countries that certain body language can have a very different meaning in different parts of the world!

This became clear to me on my first day in the classroom. I was eager to welcome everyone to class, but my nonverbal communication was having the opposite effect on some of the students! As an ice breaker, our first activity was to introduce ourselves. One of my classroom rules is that when someone is talking, we show respect by listening carefully. So I was careful to make eye contact when someone was speaking, to show I was engaged with what they were saying. Unfortunately, in parts of the Middle East and Asia, this can be seen as rude or challenging. Two of my students admitted later that this caused them to have a bad first impression and to think I didn't like them!

Another surprise happened when I gave a student a thumb's up to show that I really liked his idea. He became quite angry with me! I asked what was wrong and we quickly realized this was another miscommunication. In the United States, a "thumbs up" gesture usually means "ok" or "good." But this student was from Iran, where the gesture is a really offensive insult!

Once, when talking about my future plans, I crossed my fingers to show that I hoped they would work out. One of my students was from Paraguay, and he immediately raised his hand. He explained that the gesture has a bad meaning in his country. I made sure to note that going forward!

Even nodding to say you agree with something can be misinterpreted. In the United States, moving your head up and down means "yes," and shaking it from side to side means "no." A student from Bulgaria once asked me a question about an assignment, and when I shook my head to say "no," she took that to mean "yes." I've learned to say what I mean explicitly instead of simply gesturing.

I think this has been a good teaching point on cultural literacy– that communication isn't just a matter of vocabulary and grammar! It's important to recognize the diversity of cultural traditions and that our own customs aren't necessarily "natural" or "universal."

NAME: _____

DATE: _____

30. Eye contact can be considered _____ in parts of the Middle East and Asia.

- a. supportive
- b. rude
- c. friendly

31. If you cross your fingers in the US, it means _____.

- a. “ok” or “good”
- b. you respect someone
- c. you hope something will happen

Section 5: Reading Part B

Read the blog post in Part A again. Notice the underlined words. Then choose the correct word or phrase to complete each definition.

32. If you are eager to do something, you are _____.

- a. afraid
- b. unwilling
- c. excited

33. When you misinterpret something you _____.

- a. understand or explain incorrectly
- b. translate from one language to another
- c. make an offensive gesture