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Assessments**Unit 1 Review Test 2****Section 1: Listening**

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

1. Marco shows he is _____ about the customer's actions.
 - a. polite
 - b. unfair
 - c. indifferent
 - d. rude
2. Angela feels the store clerks are _____.
 - a. judgmental
 - b. friendly
 - c. indifferent
 - d. impolite
3. Tina thinks Angela should be more _____.
 - a. empathetic
 - b. indifferent
 - c. judgmental
 - d. unfair
4. Marco thinks most customers are _____.
 - a. rude
 - b. loyal
 - c. polite
 - d. liberal
5. Angela thinks Tina should be more _____.
 - a. judgmental
 - b. indifferent
 - c. empathetic
 - d. disloyal

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

6. Bryce is so **(modest / talkative / serious)**, it seems like he's never quiet.
7. Eileen is a great student but never brags about her accomplishments. She's **(modest / serious / collaborative)**.
8. Aaron really wants to rise high in the company. In fact, he's so **(collaborative / fun-loving / ambitious)** that his goal is to be CEO by age 30.
9. Donna is the office clown. She always has a hilarious joke to tell. And she throws the best parties! She's **(serious / fun-loving / ambitious)**.
10. Nico thinks his sister Iva is too **(serious / talkative / fun-loving)**. He thinks Iva needs to stop focusing so much on homework and have some fun for once!

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
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11. Irene tried to be _____ when her son started hanging out with Jim. She didn't think Jim was a good influence, but she decided to get to know Jim first before judging him.
12. Frank rarely agrees with his colleagues. His first reaction is to find fault with their opinions. He can be very _____.
13. What do I think about the way kids dress today? I'm actually _____ about it. I mean, why should I care? It's none of my business what clothing they wear.

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

14. Lana was having so much fun, she wanted _____ at the party. (stay)
15. Warren watched a video about _____ a doghouse. (build)
16. _____ for a new job is both scary and exciting. (prepare)
17. Store bought baked goods are nice, but nothing beats _____ your own. (bake)

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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. Can Ben _____ his _____ him have the day off?
(persuade, boss, let)
19. Cara _____ her _____ her more ice cream. (convince, grandfather, give)

Section 3: Grammar Part C

Order the words to put the object and infinitive in the correct places. Use correct capitalization.

20. Franny / wants / her children / new / ice skates / for / to buy
- _____

21. a better deal / wants / to shop / for / Jake
- _____

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 see myself as ambitious
I'd say you're ambitious	Why do you say that

- A: 22. _____?
- B: Me? 23. _____. I'm hoping for a promotion at work.
- A: Really? 24. _____. I see you as more fun-loving.
- B: That's interesting. 25. _____?
- A: Well, you love having a good time when we hang out. You rarely to talk about your career goals.
- B: True. I guess I tend to save that kind of talk for the office.
- A: 26. _____?
- B: You? Oh, definitely more fun-loving. You don't seem to be focused on your career right now.

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

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

28. A: I see you as ambitious.**B:** Really? _____?**A:** Because you tend to focus on your career goals.

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

29. A: I see you as more collaborative.**B:** You do? _____. I'd say I prefer to work alone.

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

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Section 5: Reading Part A

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

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."

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30. A thumbs up is an example of _____ communication.
- a. verbal
 - b. nonverbal
 - c. spoken
31. In the US, moving your head up and down means _____.
- a. yes
 - b. no
 - c. maybe

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. An ice breaker is _____.
- a. an offensive word
 - b. a conversation starter
 - c. a kind of gesture
33. When you state something explicitly, you _____.
- a. say it clearly so there is no confusion
 - b. create confusion about your meaning
 - c. use rude or offensive language