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Assessments**Unit 8 Review Test 1****Section 1: Listening Part A**

||| Listen to the professional development workshop about emotional intelligence. Then choose all the correct answers to each question, according to the information.

1. What personal qualities do people with high emotional intelligence have?
 - a. They are better educated and have advanced degrees.
 - b. They empathize with other people's thoughts and feelings.
 - c. They understand and manage their own emotions.
2. How does the company plan to identify candidates with strong EI?
 - a. spend more time and money on emotional intelligence tests
 - b. ask questions during the interview that help assess the candidates' EI
 - d. have candidates attend a workshop where they role-play EI situations
3. What is behavioral event interviewing?
 - a. Interviewers ask detailed questions about specific workplace experiences.
 - b. Interviewers role play specific workplace situations involving collaboration.
 - c. Interviewers observe a candidate interacting with others in a workshop.

Section 1: Listening Part B

||| Listen to the professional development workshop again. Then read the statements. Choose True, False, or No information, according to the information.

4. The people in the workshop are interviewing for a new job.
 - a. True
 - b. False
 - c. No information
5. The company has always evaluated candidates on EI.
 - a. True
 - b. False
 - c. No information

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Section 2: Vocabulary Part A

Choose the correct phrase from the box to complete each statement. There is one extra choice.

a head for figures	an ear for music	an eye for detail
good with one's hands	mechanically inclined	

6. Josh can play any melody on the piano if he hears it once.
He has _____.
7. Kristen has _____. She can always calculate the tip in her head when we eat out.
8. Wu asked her mother to read her essays before she turns them in. Her mother has _____ and always spots Wu's mistakes.
9. Hank is _____. When our car needs service, he usually repairs it himself.

Section 2: Vocabulary Part B

Choose the correct example of intelligence to complete each sentence.

10. Adam has great **(social skills / self-awareness / self-regulation)**. He gets along well with everyone and has lots of friends.
11. Christine stepped out of the meeting when she felt herself becoming angry, which really showed her **(social skills / empathy / self-regulation)**.
12. Ali recognized that he had never dealt with this type of problem before so he sought the advice of colleagues with more experience. I thought that demonstrated strong **(social skills / self-awareness / empathy)**.
13. José is known in the office for his **(social skills / empathy / self-regulation)**. He takes the time to listen to people and understand their thoughts and feelings.

Section 3: Grammar Part A

Rewrite the sentences as a single statement using **do** or **does** for emphatic stress.

Example: Sam knows many talented musicians in this town. He isn't connected to artists in other areas.

Sam does know many talented musicians in this town, but he isn't connected to artists in other areas.

14. My friend Juanita has a head for figures. She isn't very organized.
My friend Juanita _____, but she isn't very organized.

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15. Paul and Victoria worry about their son all the time. They have good reason to worry.

Paul and Victoria _____ all the time, but they have good reason to worry.

16. We like to enter writing contests when we can. We don't like to pay big entry fees.

We _____ when we can, but we don't like to pay big entry fees.

17. Their opinion matters to me, but not to my sister.

Their opinion _____, but not to my sister.

Section 3: Grammar Part B

Choose the correct word or phrase to complete each statement.

18. We insisted that our teacher **(give / gives)** us a fair test.

19. Many students didn't think that yesterday's test **(be / was)** fair, but I did well on it.

20. Is it necessary that the students **(be waiting / waited)** outside for the bus? It's really cold today.

21. The teachers requested that the air conditioning **(be turned on / turns on)** in the classrooms during the heat wave.

Section 4: Speaking Part A

Choose the correct phrases from the box to complete the conversation. There are two extra choices.

a head for figures	a knack for languages	I'd be happy to
I'm cut out for	So, I understand	That's what I'm thinking

- A: 22. _____ you've been considering changing to the business program.

B: I'm thinking about it. I was wondering if you could help me decide.

- A: 23. _____ try. So, tell me, do you have a specific career goal?

B: Actually, I'm having a hard time making up my mind between accounting and a business degree.

- A: Maybe I can help you narrow those down. Would you say you have 24. _____?

B: I'm good at math, so I think I'd be a good accountant. But I'm not sure 25. _____ so much time in front of a screen.

- A: OK. So, here's what I'd suggest. Take the intro courses in both accounting and business. You'll see which you prefer. You can't go wrong.

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Section 4: Speaking Part B**Choose the correct phrase to complete each conversation.**

26. A: So, _____ you need a master's degree to apply for this position. Is that true?

B: In most cases, yes. But if candidates can prove they have other relevant experience, we'll consider them.

- a. I understand that
- b. tell me
- c. here's what I'd suggest

27. A: Should I enroll in the dance class or guitar lessons this semester?

B: Just choose. _____. Both options sound great.

A: OK. I think I'll sign up for guitar. I have an ear for music.

- a. That makes sense
- b. You can't go wrong
- c. I'd be happy to try

28. A: Why are you thinking about changing what you study?

B: I'm not cut out for a career in film. I think economics _____.

- a. would be a better fit
- b. you can't go wrong
- c. will see which you'll prefer

29. A: I'm having a hard time choosing courses this semester.

B: OK. So, _____. You're good with your hands and mechanically inclined. I think you should take a class in car repair.

A: That makes sense.

- a. That's what I'm thinking
- b. tell me
- c. here's what I'd suggest

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Section 5: Reading

Read the article. Then choose the supporting detail that best supports each statement, according to the information.

Are We Really Smarter than Our Grandparents?

The next time the old lady down the street complains about the lack of intelligence in “kids these days,” James Flynn has provided us with a quick reply. According to Flynn, today’s young people are actually more intelligent than those of previous generations. The so called “Flynn Effect,” first described in the 1980s, shows a trend of increasing intelligence quotient (IQ) scores since the industrial revolution. Some studies suggest that scores have increased by an average of three points per decade or ten points per generation.

This increase in intelligence is reflected worldwide. Jakob Pietschnig and Martin Voracek undertook a comprehensive study of 3,987,892 participants, representing each inhabited continent. While their research does not show the intelligence of each country represented, it does show a universal upward trend. The widely observed increase in intelligence makes the Flynn Effect undisputed amongst researchers.

Although researchers cannot decisively state the reason for this trend, some credit scientific advances that have led to improved nutrition and healthcare. Better overall health extends to a healthier brain. Vaccines have improved children’s health significantly, allowing their brains to focus on development instead of expending energy fighting off infections. Today there is also a greater awareness of environmental factors, such as smoking and drinking alcohol during pregnancy or exposure to lead paint, that can negatively affect brain development.

The industrial revolution has also brought about societal changes that may contribute to this upward trend in intelligence. Family units have become smaller, allowing children more focused attention from parents. Thanks to child labor laws, more children are in school instead of working. In the Internet era, people have better access to the media and information, which has fostered more abstract thinking.

However, it looks like this trend may be taking a turn. We’re at a point now where young people may be able to claim that they are smarter than their grandparents, and they will also be able to say they are smarter than their children. Studies in Denmark, Norway, and the United Kingdom show that IQ scores have actually begun to decrease in recent years. Unlike the upward trend, researchers have yet to come up with any convincing explanations for these unexpected declines.

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30. IQ scores have increased consistently since the Industrial Revolution.
- a. Scores went up by three points per decade or ten points per generation.
 - b. The older generation complains that young people are not as smart.
 - c. The increase in intelligence is only happening in some parts of the world.
31. The Flynn Effect is accepted by scientists.
- a. Several studies have sought to prove or disprove the effect.
 - b. A comprehensive study found IQ increases around the world.
 - c. James Flynn first described the “Flynn Effect” in the 1980s.
32. Certain scientific advances are credited for the increases in IQ score.
- a. No one is really sure why scores have increased.
 - b. Better nutrition and healthcare have promoted healthy brain development.
 - c. Exposure to lead paint can negatively affect brain development.
33. The Industrial Revolution may have contributed to this upward trend in intelligence.
- a. Students are distracted by new technology like the Internet.
 - b. Studies in Denmark, Norway, and the UK show that IQ scores have begun to decrease.
 - c. Families are smaller, so children get more care and attention from their parents.