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**Assessments****Unit 8 Review Test 2****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 benefits do emotionally intelligent employees bring to the workplace?
  - a. They are better able to handle stress.
  - b. They can more easily adapt to change.
  - c. They inspire others to do their best work.
2. What do studies show about emotional intelligence tests?
  - a. They're a very reliable indicator of emotional intelligence.
  - b. They don't measure EI competencies such as self-awareness and relationship management.
  - c. They tend to test personality rather than emotional intelligence.
3. How can interviewers best evaluate a candidate's EI?
  - a. prompt candidates to talk in detail about experiences involving stress, challenges, and collaboration
  - b. press for specific details about what the candidate thought, felt, and did
  - c. role-play workplace situations that test the candidate's social awareness

**Section 1: Listening Part B**

**||| Listen to the professional development workshop again. Then choose whether each statement is True, False, or No information.**

4. The people in the workshop are managers who interview candidates to work at their company.
  - a. True
  - b. False
  - c. No information
5. The company plans to give candidates a written test to measure EI.
  - a. True
  - b. False
  - c. No information

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**Section 2: Vocabulary Part A**

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

good with her hands   good intuitive sense   way with words  
way with people   knack for cooking

6. Lexie is \_\_\_\_\_. If you give her a little time and some craft supplies, she can make almost anything.
7. Pam had a feeling that the client wasn't going to accept the contract, and she was right. She has a \_\_\_\_\_.
8. Kylie has a \_\_\_\_\_, which is what makes her an excellent writer.
9. Chris has a \_\_\_\_\_. Give her a few ingredients and a hot stove, and she can make the most delicious food.

**Section 2: Vocabulary Part B**

Choose the correct example of intelligence to complete each sentence.

10. Michelle defers to experts when she doesn't know the answers, which shows (**social skills / self-awareness / empathy**).
11. Callie knew Mark lacked confidence as the new member of the project team, so she made an extra effort to highlight his achievements this month at the status meeting. I thought that demonstrated real (**self-awareness / empathy / self-regulation**).
12. Miguel has the best (**social skills / self-awareness / self-regulation**) of anyone in the office—he gets along with absolutely everyone.
13. I advised Radha that she needed to control her temper. Since then, she has adopted some techniques to help with (**social skills / empathy / self-regulation**).

**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. Rob works hard even when he's tired at the end of the day.  
Rob \_\_\_\_\_, even when he's tired at the end of the day.

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15. Unfortunately, I have a gut feeling Kyle didn't get the job. He's qualified.

Unfortunately, \_\_\_\_\_ Kyle didn't get the job, even though he's qualified.

16. Jackie has a lot of talent. She hasn't found an audience for her work yet.

Jackie \_\_\_\_\_, but she hasn't found an audience for her work yet.

17. Beth teaches during the school year. She also works another job during the summer.

Beth \_\_\_\_\_, but she also works another job during the summer.

### Section 3: Grammar Part B

Choose the correct word or phrase to complete each statement.

18. We recommended that the study (**not accept / doesn't accept**) data that hadn't been verified.
19. The organizers agreed that the science contest (**be / is**) held in October.
20. Leslie demanded that she (**travels / travel**) by train instead of driving. She thinks it's safer.
21. I agree that background music (**is / be**) helpful for concentration.

### Section 4: Speaking Part A

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

a better fit   a way with people   an ear for languages   here's what I'd suggest  
I understand that   making up my mind

- A: So, 22. \_\_\_\_\_ you've been considering applying for a job in another department.
- B: I'm thinking about it. I was wondering if you could help me decide.
- A: OK. So, tell me, do you have a specific career goal?
- B: Actually, I'm having a hard time 23. \_\_\_\_\_ between sales and human resources.
- A: Maybe I can help. Would you say you have 24. \_\_\_\_\_?
- B: I definitely do, which makes me think I'd be good at human resources. But I'm not as good at interviewing or solving employee problems.
- A: All right. So, 25. \_\_\_\_\_. 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 best word or phrase to complete each conversation.**

**26. A:** So, \_\_\_\_\_ that you need a special certification to get this position. Is that true?

**B:** Yes, that's right. You need to take a couple of classes and pass an exam.

- a. I understand
- b. I don't know
- c. I'd be happy

**27. A:** I was wondering if you could help me decide on a course of study.

**B:** \_\_\_\_\_. So, tell me, what are your academic interests?

- a. That's what I'm thinking
- b. I definitely do
- c. I'd be happy to try

**28. A:** I'm having a hard time making up my mind between statistics and mathematics.

**B:** OK. Well maybe I can help you \_\_\_\_\_.

- a. what I'd suggest
- b. cut out for it
- c. narrow those down

**29. A:** Would you say you have a head for figures?

**B:** Not really. Numbers give me a headache. I don't think I'm \_\_\_\_\_ a career in mathematics.

- a. having a hard time
- b. cut out for
- c. makes sense

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**Section 5: Reading**

Read the article. Then choose the supporting detail that best supports each statement.

**Are We Really Smarter than Our Grandparents?**

James Flynn provided us with a quick reply for the next time the old lady down the street complains about the lack of intelligence in “kids these days.” According to Flynn, “kids these days” are actually more intelligent than 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 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 looking at 271 independent samples made up 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.

Researchers cannot decisively state the reason for the trend of greater intelligence. Some people credit scientific advances, such as nutrition and healthcare. Understanding how to keep a healthy diet increases overall health, which extends to a healthy brain. Vaccines have increased children’s health, allowing for healthy brain development instead of energy being spent fighting off infections. Care for mothers has also helped children’s brain health since we now understand that smoking and drinking alcohol while pregnant have lasting effects on children’s health and development. We’ve also learned that lead paint has negative neurological side effects, which is why it has been phased out.

Beyond medical advances, the industrial revolution has brought about societal changes that may contribute to this upward trend in intelligence. It has given way to smaller family units, giving children more focused attention from parents. Thanks to labor laws, more children are in school, and schools have become more focused to help prepare students for higher education. People also have access to media and the internet, which forces more abstract thinking, and people are reading more.

However, it looks like the trend is 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 not only leveled off, but they have also begun to decrease. Unlike the upward trend, researchers have yet to come up with any convincing explanations for the decrease in IQ scores.

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- 30.** Children today are more intelligent than previous generations.
- a.** Some studies suggest that IQ scores increased by an average of three points per decade or ten points per generation.
  - b.** One study looked at 271 independent IQ samples made up of 3,987,892 participants.
  - c.** Researchers cannot decisively state why IQ scores have increased in each generation.
- 31.** Certain social changes are credited for the increases in IQ score.
- a.** No one is really sure why scores have increased.
  - b.** Thanks to labor laws, more children are able to attend school and get an education.
  - c.** Smoking and drinking alcohol while pregnant have lasting effects on children's health.
- 32.** The development of vaccines could be a reason for increasing IQ scores.
- a.** Children's brains can spend energy on development instead of fighting off disease.
  - b.** The Internet offers people greater access to information, which forces more abstract thinking.
  - c.** Smaller family units allow parents to give their children more focused attention.
- 33.** IQ scores may be trending back down.
- a.** The "Flynn Effect" shows a trend of increasing IQ scores since the industrial revolution.
  - b.** Studies show that IQ Scores are decreasing in Denmark, Norway, and the UK.
  - c.** Researchers have some theories for why scores are decreasing.