

**Unit Test 1 Grammar, Vocabulary, and Real-World English**
**GRAMMAR**
**1 Complete the sentences using the dramatic present. Put the verb in parenthesis in the simple present or the present continuous.**

Have you tried one of those intense workouts called “bootcamps?” Well, I have! So, a few months ago, my friend and I *join* \_\_\_\_\_ (join) a 6-week “bootcamp.” We surf, run, and hike, so I’m thinking this is just another fun way for me to exercise. On Day 1, we <sup>1</sup> \_\_\_\_\_ (walk) into the class. The instructor <sup>2</sup> \_\_\_\_\_ (explain) that we do different moves for thirty seconds at a time, but we have to go our fastest. At first, I’m doing okay: I <sup>3</sup> \_\_\_\_\_ (jump) and <sup>4</sup> \_\_\_\_\_ (lunge), and I’m even smiling and joking with my friend. But things change quickly: we have to lunge AND lift weights, AND we can’t slow down. It <sup>5</sup> \_\_\_\_\_ (get) harder and harder to keep the pace, and I’m definitely not smiling and laughing anymore. At some point, I just <sup>6</sup> \_\_\_\_\_ (stop). The instructor <sup>7</sup> \_\_\_\_\_ (walk) over to me and says, “Are you tired?” I can’t even talk, so I <sup>8</sup> \_\_\_\_\_ (nod) my head yes and keep breathing hard. Then she barks, “Too bad! Keep going! Thirty more seconds!” I <sup>9</sup> \_\_\_\_\_ (leap) back into the exercise and to my surprise, I <sup>10</sup> \_\_\_\_\_ (do) thirty more seconds along with everyone else. At the end of class, I’m exhausted and every muscle hurts, but I feel amazing. And that’s basically what happens every class for the next six weeks!

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**2 Reorder the words and phrases to make questions.**

Example: can you tell me / curiosity / study / why / you?

Can you tell me why you study curiosity?

1 do you think / curiosity / is / more important than knowledge?

\_\_\_\_\_

2 do you know / a particular age / become less curious / if / there’s / we / when?

\_\_\_\_\_

3 are / arguing / for / what / you?

\_\_\_\_\_

4 against / are / speaking out / what / you?

\_\_\_\_\_

5 don’t you think / judge other people / shouldn’t / we?

\_\_\_\_\_

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**Unit Test 1 Grammar, Vocabulary, and Real-World English**

**3 Underline the present perfect or present perfect continuous to complete the conversation.**

- Nick** I think I <sup>0</sup> **have done / have been doing** something wrong.
- Brad** What happened? I <sup>1</sup> **haven't seen / haven't been seeing** you look this worried before.
- Nick** Well, I was at a restaurant earlier today with some colleagues. I didn't want to leave a tip, which seemed fair because the service was really bad, but my colleague seemed uncomfortable about it.
- Brad** Well, not leaving a tip is very direct. I <sup>2</sup> **have been knowing / have known** you for several years now, and you <sup>3</sup> **have been showing / have shown** that being direct is something you value, but not everyone values directness.
- Nick** Hmm. My colleagues are visiting from Japan, and they know we tip in the U.S. I don't think they've ever NOT tipped because they know it is polite here. We <sup>4</sup> **have eaten / have been eating** out at restaurants together for a week.
- Brad** I have a lot of Japanese friends, and I <sup>5</sup> **have been learning / have learned** that *harmony* is a cultural value – much more so than being direct. They know that NOT tipping shows you are displeased and unhappy with the situation – this is not very harmonious.
- Nick** I had no idea! This is so helpful!

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Grammar total	20
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**VOCABULARY**

**4 Select the correct word or phrase to complete the conversation.**

- Mary** What is your organization doing to foster <sup>1</sup> \_\_\_\_\_?
- Jessica** We offer a lot of free workshops on the significance <sup>2</sup> \_\_\_\_\_. In addition, we hold social events. Social <sup>3</sup> \_\_\_\_\_ and good relationships make people want to work together.
- Mary** Do more people find environmental problems <sup>4</sup> \_\_\_\_\_?
- Jessica** Yes, absolutely! I think most people are naturally <sup>5</sup> \_\_\_\_\_ at first and don't want to make big changes, but after decades of seeing the damage to the environment, people want to make changes.

- A interaction
- B citizenship
- C civilization
- D conservative
- E unacceptable
- F of reducing waste
- G environmental involvement

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**Unit Test 1 Grammar, Vocabulary, and Real-World English**
**5 Complete the sentences with *for*, *on*, or *against*.**

A local pharmaceutical company has decided <sup>1</sup> \_\_\_\_\_ instalment of security cameras in every office. Employees, including engineer Aziz Amari, are standing up <sup>2</sup> \_\_\_\_\_ their right to privacy. Amari argues <sup>3</sup> \_\_\_\_\_ cameras in offices. "It makes sense to place security cameras at the entrance to the building, but not individual offices." Many employees are speaking out <sup>4</sup> \_\_\_\_\_ what they call an invasion of privacy. Management continues to argue <sup>5</sup> \_\_\_\_\_ the cameras, stating it is an issue of security not privacy.

Animal rights groups insist <sup>6</sup> \_\_\_\_\_ ending animal testing of products. They argue <sup>7</sup> \_\_\_\_\_ consumer support of companies that do not conduct animal testing. New cosmetics company *Red* has made huge profits by standing up <sup>8</sup> \_\_\_\_\_ animal rights. Several other cosmetics companies have also decided <sup>9</sup> \_\_\_\_\_ further animal testing. Recent data shows that when companies speak out <sup>10</sup> \_\_\_\_\_ animal testing, there is an increase in sales.

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**6 Choose the correct words to complete the sentences.**

- 1 Recent floods have closed many roads and \_\_\_\_\_ considerable damage to businesses, automobiles, and homes.  
A suspended                                      B caused                                      C taken
- 2 In addition, public health is also at risk. Our story tonight will help \_\_\_\_\_ the public on this matter.  
A have    B spread                                      C educate
- 3 Health experts warn against coming into contact with the water. It can have a negative \_\_\_\_\_ on your health.  
A activity                                      B public                                      C impact
- 4 Please help spread the \_\_\_\_\_ by telling friends and family.  
A message                                      B environment                                      C responsibility
- 5 We will monitor the \_\_\_\_\_ daily.  
A health    B damage                                      C situation

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Vocabulary total		20
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Unit Test 1 Grammar, Vocabulary, and Real-World English

REAL-WORLD ENGLISH

7 Underline the correct word or sentence to complete the dialogues.

**Host** Good evening, ladies and gentlemen. <sup>1</sup> **Shall / Would** we begin?

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**Bill** <sup>2</sup> **May / Would** you mind taking a seat?

**Susan** Of course not.

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**Joe** <sup>3</sup> **May / Can** I add something?

**Manuel** Sure, Joe! What's up?

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**Gil** <sup>4</sup> **Can I say something? / I'd like to comment if I may.**

**Peter** Yes, please go ahead Mr. Edwards. We'd like your input.

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**Bethany** <sup>5</sup> **Can we talk about this later? / Shall we continue this discussion after lunch?**

**Tara** Yeah. No problem, Beth!

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**Karl** <sup>6</sup> **May I call you tomorrow afternoon? / Can I give you a call later?**

**Larry** Sure, Karl. Call any time!

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**Francesca** Do you want me to get everyone?

**Susan** Yes. <sup>7</sup> **I'd / I may** appreciate it!

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**Stan** <sup>8</sup> **I'd like a handout, please. / Can I get a handout?**

**Cathy** Yes, of course, sir. Here you go.

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**Elizabeth** Excuse me, Ms. Sanchez. <sup>9</sup> **Can I share some of my ideas? / I want to say something.**

**Darrin** Please do, Ms. Daniels.

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**Gina** <sup>10</sup> **May / Can** I begin, Professor Lee?

**Ingrid** Yes, of course, Ms. Collins. Please start.

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Real-World English total	10
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Grammar, Vocabulary, and Real-World English total	50
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**Unit Test 1 Listening and Speaking**
**LISTENING**
**1 Listen to Chris talk about a job offer. Choose the correct answers.**

- 1 What job was Chris offered?
  - A Project Manager
  - B Director
  - C Human Resources
- 2 Which is probably true?
  - A Chris has a young child
  - B Chris does not have children
  - C Chris has a teenager
- 3 What is Chris' main concern with the new job?
  - A having less free time
  - B taking more responsibility
  - C managing more projects
- 4 Daniel suggests that Chris \_\_\_\_\_.
  - A put in more time at the new job
  - B ask to travel less
  - C start a family
- 5 Daniel speculates that \_\_\_\_\_.
  - A Chris is reconsidering the job offer
  - B Chris should try to negotiate
  - C the company will negotiate with Chris

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**2 Listen to Dr. Rizzo speak about the Chontal language. Check (✓) True, False, or Not given for each statement.**

- 1 Dr. Rizzo believes endangered languages are like endangered species.  
True  False  Not given
- 2 Dr. Rizzo believes Oaxaca Chontal will not have any living speakers in 30 years.  
True  False  Not given
- 3 Dr. Rizzo helps preserve Oaxaca Chontal through recordings and helping make a dictionary.  
True  False  Not given
- 4 The interviewer speculates that Dr. Rizzo has a personal connection to Oaxaca Chontal.  
True  False  Not given
- 5 Dr. Rizzo's grandparents are Oaxaca Chontal speakers.  
True  False  Not given

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Listening total		10
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**Unit Test 1 Listening and Speaking**

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**SPEAKING****1 Discuss these questions with a partner. Use examples and your own experiences to support your ideas.**

- 1 'Respect for elders' is a widely held value throughout the world. What are some ways people show their respect for elders?
- 2 How can the way a school or classroom is designed affect the relationships between students and teachers?
- 3 How can tourism help and/or hurt a place of natural beauty?
- 4 What do you value and why?
- 5 What is your idea of good citizenship?

**2 Work with a partner.**

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**Student A**

**You are seeking career advice. Ask for advice about a job.**

- you value being creative and organized
  - you're interested in art and museums
  - Ask for advice on which job to do
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**Student B**

**You are a career counselor. Advise the person on a suitable job.**

- Ask his/her values
  - Ask his/her interests
  - Suggest a job
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Speaking total		15
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Listening and Speaking total		25
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## Unit Test 1 Reading and Writing

### READING

#### 1 Read the article and choose the correct answers.

### Values and Work

<sup>1</sup> What is important to you in a job or career? This can change at different points in your life. What you value at age 20 may be very different from what you value at age 30, 40, or 50.

<sup>2</sup> Picture that you're working at a "good job." Everyone says so. You work for a reputable company, have a good salary, benefits, and nice co-workers. You are content to go to work every day for years. Then one day, you don't want to be there. You do the work, but you don't enjoy it. You check the clock every thirty minutes hoping it's lunch time, break time, or time to go home. The next day is the same, as is the day after that. Something has gone wrong.

<sup>3</sup> It can happen to any of us. At age 23, I had a job that my parents and friends considered "good." I worked at an international company, had a decent salary, health care, job stability, and room for me to move up the corporate ladder. I wasn't sure what I valued in a job, and I relied on their knowledge that this was a "good job." I wore a suit and worked with doctors and nurses. I was working in the medical field. These all seemed like good things.

<sup>4</sup> During the first few years, this job satisfied my intellectual curiosity. I was constantly learning about medical conditions and our company's product. Some people may have found all the newness stressful, but I found it stimulating. I met with doctors and nurses and conducted trainings on our product. I enjoyed all of this.

<sup>5</sup> However, after the first few years, I began to get bored with my job. I felt less motivated and became unhappy. A good salary and benefits weren't enough anymore. I asked myself *What's missing? What is important to me?* I talked to friends and family, took long walks to think, and brainstormed and wrote down ideas.

<sup>6</sup> The same values kept reappearing in conversations, thoughts, and writings: learning, creativity, challenge, self-expression, growth, individuality, helping others, and variety. While salary and benefits remained important, I was finding out what I valued in work.

<sup>7</sup> I was drawn to education. As a teacher, you have the variety of a different group of students every term. It's challenging because each class is different. You can have your own teaching style, which satisfies self-expression. Being helpful is the nature of your job. This seemed the perfect fit! However, writing short stories would also satisfy many of my values. I also had another idea - producing a television show showcasing a different job each episode. This also could satisfy all my values. I now had three different career paths to choose, and each of them would likely fulfill me.

**Unit Test 1 Reading and Writing**

<sup>8</sup> Now, ideally you think about what you value before you start your career. However, your answers may change. Ask yourself periodically *What is important to me? What do I value?* Take your time to answer these questions – it could take weeks or months, or longer. There may be changes you can make within your current job to better suit your values, or it may be time for something entirely new!

- 1 What is the main topic of the article?  
A which jobs match work values                      C work values common at different ages  
B why people have certain work values            D the importance of assessing work values
- 2 In paragraphs 2 and 3, the author suggests that many people value \_\_\_\_\_ in a job.  
A learning    C self-expression  
B stability and benefits                                  D creativity
- 3 Which paragraph has an imaginary scenario?  
A 2    C 7  
B 3    D 8
- 4 In Paragraph 3, the sentence “It can happen to any of us,” *it* refers to \_\_\_\_\_.  
A making a good salary                                  C being unhappy at work  
B working long hours                                      D working for a reputable company
- 5 In paragraph 3, the sentence “...I relied on their knowledge that this was a ‘good job,’” *their* refers to \_\_\_\_\_.  
A co-workers    C doctors and nurses  
B some people    D parents and friends
- 6 The author felt learning about the company product and a medical condition at the same time was \_\_\_\_\_.  
A boring    C interesting  
B stressful    D unnecessary
- 7 The author probably became bored after the first few years of the job because she \_\_\_\_\_.  
A wasn’t teaching    C wasn’t learning  
B was working too much                                D wasn’t valued by the company
- 8 The author’s discovery of her values probably \_\_\_\_\_.  
A took a few days    C caused her unhappiness  
B was an easy process                                    D took weeks, months, or longer
- 9 The author believes that \_\_\_\_\_.  
A we each have multiple jobs that match our values.  
B we each need to find the one job that matches our values.  
C we have to change jobs if our current job doesn’t match our values.  
D we each have to be unhappy in a job before we can identify our values.
- 10 The author believes that after you identify your values, \_\_\_\_\_.  
A they will change again                                C they won’t change again  
B they might change again                              D they have to change again



## Unit Test 1 Reading and Writing

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### 2 Write a short answer to each question.

1 Where was the author working in his/her twenties?

\_\_\_\_\_

2 What does the author value in a job? Name three values.

\_\_\_\_\_

3 What is one job that matches the author's values?

\_\_\_\_\_

4 What is one activity the author did to identify work values?

\_\_\_\_\_

5 Why does the author think we should identify work values?

\_\_\_\_\_

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Reading total		15
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## WRITING

**Write two paragraphs agreeing or disagreeing with this statement: *Protecting the environment should be important to every company.* Answer these questions: (140–180 words)**

- How can companies help protect the environment?
- Why might it be difficult for companies to protect the environment?
- How do companies benefit from protecting the environment?

**A company's role in protecting the environment**

I believe that ...

Writing total		10
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Reading and Writing total		25
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