

UNIT TEST 1

SECTION A: GRAMMAR

1 Complete the conversation with the correct form of the verbs in brackets.

- A: What kind of friends <sup>1</sup> \_\_\_\_\_ (you / have)?  
 B: Usually they are quite similar to me.  
 A: What <sup>2</sup> \_\_\_\_\_ (you / do) at the weekends?  
 B: I play tennis and go out to dinner with my friends.  
 A: Where <sup>3</sup> \_\_\_\_\_ (usually / you / spend) your holidays?  
 B: We often go to a little cottage in Cornwall.  
 A: Who <sup>4</sup> \_\_\_\_\_ (you / think) is the most important person in your life?  
 B: I think I'd have to say my mum. She's amazing.  
 A: Who <sup>5</sup> \_\_\_\_\_ (you / go) on holiday with?  
 B: My brother. We have great fun together.  
 A: What <sup>6</sup> \_\_\_\_\_ (your brother / do)?  
 B: He's a student.

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2 Complete the text with the present simple or present continuous form of the verbs in brackets.

At the moment we <sup>1</sup> \_\_\_\_\_ (look) at ways of improving our job interview skills. We <sup>2</sup> \_\_\_\_\_ (interview) around 1,000 each year. Unfortunately, the number of staff who <sup>3</sup> \_\_\_\_\_ (leave) within the first year <sup>4</sup> \_\_\_\_\_ (increase) and we want to stop this. Currently, we <sup>5</sup> \_\_\_\_\_ (put) a lot of resources into training our staff and we <sup>6</sup> \_\_\_\_\_ (not want) to lose them. We <sup>7</sup> \_\_\_\_\_ (understand) that the use of personality tests <sup>8</sup> \_\_\_\_\_ (become) more popular in all businesses, so now we <sup>9</sup> \_\_\_\_\_ (plan) to employ these in future interviews.

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SECTION B: VOCABULARY

3 Choose the correct words to complete the sentences.

- Her sister is a very *cautious / ambitious / likeable* person and never does anything without thinking carefully about it.
- Jody is so *moody / sensitive / reliable* – one minute she's happy, the next she's sad.
- David is very *energetic / serious / bossy* and is always giving everyone else orders.
- He is really *organised / adventurous / thoughtful*. He will try anything for the experience.
- If you want people to listen to you, be more *talkative / assertive / stressed* in the meetings.

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4 Complete the text with words formed from the words in the box. Use prefixes. You don't need all the words.

perform rated comfort boss social understand

Sarah is definitely an introvert and has always been rather <sup>1</sup> \_\_\_\_\_, preferring her own company to that of others. Perhaps that's why she runs marathons. We always invite her to our parties, but she thinks that parties are <sup>2</sup> \_\_\_\_\_ and a complete waste of time. Once she came to a party and her <sup>3</sup> \_\_\_\_\_ was so obvious – she went home after just half an hour. It's a pity, really, because she's a lovely, intelligent woman. However, she hasn't got a good sense of humour and tends to <sup>4</sup> \_\_\_\_\_ jokes and laugh in all the wrong places. But when it comes to running marathons, she can <sup>5</sup> \_\_\_\_\_ all of us.

\_\_\_/5

5 Complete the compound adjectives in the sentences.

- Gillian is a very easy-\_\_\_\_\_ person and always seems to be relaxed.
- Her little boy is extremely \_\_\_\_\_-willed and only does what he wants.
- I think he's very self-\_\_\_\_\_ and would be able to do the job well.
- His new boss is very \_\_\_\_\_-minded and welcomes new ideas from all his staff.
- You can always rely on Jack not to do anything stupid. He's level-\_\_\_\_\_ at all times.

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SECTION C: INTEGRATED SKILLS

6 Choose the correct words to complete the text.

**The importance of self-awareness**

It is believed that if you understand yourself better, you will be more effective in both your personal and work lives. <sup>1</sup> *By / For / In* example, if you understand yourself, you are also more likely to understand the motivations of other people. In <sup>2</sup> *addition / contrast / particular*, businesses benefit from employing many different types of people, so understanding other people is an important skill. <sup>3</sup> *However / Although / Despite* the fact that psychometric testing has been around for several years, many businesses still do not use it. <sup>4</sup> *Such as / However / Overall*, the clashes people have within organisations are often related to their personalities, so it is important for managers to understand their staff better; in <sup>5</sup> *particular / addition / contrast*, they could consider how well different people work together.

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7 Read the text and tick (✓) five false statements.

**Multiple Intelligence Theory**

In 1983 Howard Gardner, a Harvard psychologist, published his Multiple Intelligence Theory in his first book *Frames of Mind*. This theory has become a model for understanding the many aspects of human intelligence, learning styles and behaviour. Gardner was one of the first people to say that we should not judge others using a narrow definition of intelligence. His original theory described seven different types of intelligence which are equally important: linguistic, logical-mathematical, musical, bodily-kinaesthetic, spatial-visual, interpersonal (awareness of other people's feelings) and intrapersonal (self-awareness). Since the theory was first published, Gardner has added another three intelligences: naturalist, spiritual-existential and moral. His theory has revolutionised the way people approach learning and teaching, as it challenged education systems that assumed everyone learned in the same way.

- 1 Gardner published his third book in 1983.
- 2 He was a psychologist at Harvard University.
- 3 His Multiple Intelligence Theory uses a traditional model to explain his ideas.
- 4 Gardner stated we should never judge other people.
- 5 Self awareness and awareness of other people are the most important intelligences.
- 6 In 1983 Gardner's theory recognised fewer types of intelligence than it does now.
- 7 The theory has had little effect on learning establishments.
- 8 The theory shows that people learn in different ways.

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Total: \_\_\_/40