

Unit 10 Test

name _____

Part 1

Listen to the conversation. Then circle the answer that correctly completes each sentence.

1. Jeff is glad that Gail has
 - a. taken a breather from her hobbies.
 - b. set limits with her personal relationships.
 - c. set aside some down time.

2. Gail decided that she needed to
 - a. set some limits on her work hours.
 - b. take a breather from karate.
 - c. slow down her exercising.

3. After she started karate, Gail was less serious and
 - a. slowed down her exercise routine.
 - b. learned to laugh things off.
 - c. took up another fun hobby.

4. Gail convinced her boss that all the employees needed to _____ in order to do a better job.
 - a. slow down
 - b. take up a hobby
 - c. learn to laugh things off

5. Jeff was surprised to learn that Gail's boss agreed with her idea to set up a break room for employees to
 - a. set limits.
 - b. take up a hobby.
 - c. take a breather.

6. Gail said _____ changed her life.
 - a. setting limits
 - b. slowing down
 - c. taking up a hobby

Part 2

Listen to this TV announcement. Then circle the correct answer.

7. What kind of people does the host suggest should try a digital detox vacation?
 - a. people who cannot ignore their devices
 - b. people who cannot keep up
 - c. people who feel constant stress and anxiety

8. According to the host, why are many people afraid to switch off their devices?
 - a. Their bosses might think they are slacking off.
 - b. They will fall behind in their work.
 - c. They will miss some important news.

9. What usually happens when people try to unplug during their vacation?
 - a. They keep getting calls and texts from their jobs.
 - b. They gradually start using their devices.
 - c. They get worried and don't enjoy themselves.

10. Do guests have access to their devices during their detox vacation?
 - a. Yes, but only after the first day.
 - b. No, but they can borrow a smart phone or tablet from the hotel.
 - c. No, their devices are locked up the whole time they are away.

Part 3

Rewrite the sentences using *supposed to* and the words in parentheses.

Example: Meet the tour guide at 8 o'clock tomorrow morning. (we / meet)

We are / We're supposed to meet the tour guide at 8 o'clock tomorrow morning.

11. Don't return work calls after 6:00 P.M. It's important for employees to spend more time with their families.
(employees / not return)

.....

12. My boss told me to present the sales report tomorrow. (I / present)

.....

13. Marissa didn't finish editing the annual report yesterday. Our boss is going to be angry. (Marissa / finish)

.....

14. I have a heart condition so my doctor told me not to ride on the roller coaster. (I / not / ride)

.....

15. Take your shoes off when doing karate. (you / take)

.....

16. I forgot to attend a meeting with the other sales associates yesterday. (I / attend)

.....

17. Logan forgot to buy the wedding gift for Tina and Ben last night. Now he has to get one before the reception begins. (Logan / buy)

.....

Part 4

Complete each sentence with the correct form of the word from the box. Not all the words will be used.

accidental	dangerous	fortunate	noisy
physical	uncomfortable	unfortunate	

18. Two people were injured in the rock climbing accident, butno one was killed.

19. Many people practice yoga to relieve stress. They find it relaxing.

20. Ben rooted for his favorite football team.

21. Jean sat in the chair her father had assembled for her. He didn't read the manual properly.

22. Eric drove around the sharp curves of the mountain road, which frightened everyone in the vehicle.

Part 5

Complete each sentence with the word in parentheses and *would* or *used to*.

23. I got interested in antiques because my father (buy) old furniture when I was growing up.
24. Paul started playing tennis in high school because his friends (invite) him to play with them.
25. I (check) my text messages about 30 times a day when I first started this job, but I am more laid back now.
26. When Ahmed was a teenager, he (like) to play risky, extreme sports.
27. When you first started at the company, you (never/slack) off.
28. When I was about ten years old, the woman who (live) next door to us taught me to knit.

Part 6

Read the article. Then answer the questions. Circle the correct answers.

Anyone who has ever been or lived with a teenager knows that adolescence is a time of great change. Teenagers are moody, given to drama, and—perhaps most alarming—often drawn to risk. How many parents have asked their teenage children, “What on earth were you thinking when you did that?”

Research from the past ten years suggests one reason for this last trait: The teenage brain is very different from the adult brain. Compared to other species, humans have a very long period of adolescence, during which the brain continues to develop. This still-developing brain is responsible, at least in part, for why teenagers often respond differently to situations than adults do. Typically, they respond more emotionally, often use poor judgment, and take—or even seek—risks that adults would find unacceptable.

The part of the brain that continues to develop during adolescence is the frontal lobe, that is, the part of brain that controls planning, judgment, and emotion. Since planning, judgment, and emotion are still developing, teenagers sometimes make poor decisions, seek thrills, and take apparently unnecessary risks. Because the part of their brain that focuses on consequences is not yet mature, teenagers don’t always think about what will happen as a result of their actions.

From an evolutionary perspective, it’s important to ask why humans develop in this way. Surely, this stage in life creates unnecessary dangers for humans as a species. Why does the human brain pass through this period in which we willingly engage in such risky behavior? Experts suspect the explanation is that the teenage brain is adapted for a specific stage in human life—to the unique challenges that teenagers face.

In order for teens to become competent adults, they need to become independent, to explore unfamiliar situations, and to be unafraid of new experiences. Although this may occasionally lead teenagers into risky behavior, it is nevertheless a crucial phase. Research has shown that they get a little help from their brains. When they take part in risky behavior, their brains release chemicals, such as endorphins and dopamine, that create feelings of pleasure. This “high” that they feel is why teens are eager to continue with these, or even riskier, experiences so they can experience the pleasurable feelings again. Researchers suspect that this kind of brain activity plays a role in helping young people leave “the nest” and be ready to start their own independent lives.

To keep teens from engaging in behavior that is truly dangerous, psychologists suggest that parents encourage their teenage children to participate in activities that may create similar sensations in their brains—for example, rock climbing or riding on a roller coaster—or other activities that can be done safely but may still satisfy the teen’s need for thrills.

29. Which titles best describes the article?

- a. Research Links Brain Development and Risk-Taking
- b. Research on the Human Brain Continues to Develop
- c. Brain Development Explains Teens' Risky Behavior

30. According to the article, in what way do teens behave differently than adults?

- a. They react to events more quickly.
- b. They have more trouble making decisions.
- c. They are more emotional.
- d. They are more likely to enjoy risks.

31. How are teenage and adult brains different?

- a. The teenage brain is not fully developed.
- b. Adult brains are larger than teenage brains.
- c. Imaging results show that messages pass through the teen brain more quickly.
- d. The frontal lobe in teenagers is still developing.

32. What kind of activity and behavior are controlled by the frontal lobe?

- a. memory
- b. judgment
- c. emotions
- d. movement

33. Why is taking risks important for teenagers?

- a. It helps them separate from their parents.
- b. It makes them seek out new experiences.
- c. It protects them from danger.
- d. It allows them to make responsible decisions.

Writing Test

Part 1

Why do you think people enjoy taking part in risky or dangerous activities? Write two to three paragraphs about your opinion. Support your views.

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

.....

.....

.....

.....

Part 2

Describe a hobby or leisure activity that you enjoy. Consider the following questions and write two paragraphs.

- How did you become interested in it?
- Did someone invite you to try it?
- What motivates you to keep doing it?

[illegible]

.....

.....

.....

.....

Speaking Test

Part 1

What do you think would happen if you unplugged, that is, if you stopped using all your electronic devices? Consider the following questions and speak for two to three minutes.

- How would your daily life be different?
- How do you think you would feel?

Part 2

Give your friend advice on how to relieve stress in his or her life. Make up a conversation between the two of you. Consider the following questions in planning your response. Speak for two to three minutes.

- What do you do to relieve stress?
- What activities do you suggest your friend participate in?
- Will your friend agree or disagree with your suggestions?