

UNIT 9: Language Test A

Grammar

Task 1

Complete the gaps with one word only.

My first job interview

It (1) _____ said that a great CV gets you an interview and a successful interview gets you an offer. In my case it was my friend Tom (2) _____ got me the job. It was twenty years ago when I got made redundant and was in search of a job. (3) _____ sooner had I mentioned it to Tom (4) _____ he contacted me to give me details of a great job opportunity.

At first I didn't take it seriously. (5) _____ when I had seen the company website, (6) _____ I realise (7) _____ a great position it was. It had been a while (8) _____ I had a job interview so I did a lot of work to prepare. Even so, I was still very nervous on the day and (9) _____ did I know what would be waiting for me when I got there.

My voice was shaking and my hands were sweaty throughout the interview, but it went well. I (10) _____ get the job and twenty years on I am a senior manager working with a team of fifty people thanks to Tom. (11) _____, always amazes me is the amount of effort he puts in to help others but yet he hardly realises how important his support is to his friends.

_____/11

Task 2

Complete the sentences. Use the correct form of the verbs in brackets and any other words.

- 12 At no time _____ (the manager, consider) employing more people.
- 13 Not only _____ (I, be) naïve about the amount of time it required, but I also underestimated the cost of the project.
- 14 In no way _____ (I, expect) you to postpone the meeting just for me.
- 15 So monotonous _____ (the task, be) that I nearly fell asleep.

_____/4

Vocabulary

Task 1

Complete the text with the correct form of the words in brackets.

Up your game

As a leader you should be seeking to expand your leadership repertoire, build high- (16) _____ (perform) teams and master (17) _____ (negotiate) skills.

It is imperative in a leadership role that you can communicate (18) _____ (effect). Excellent communication skills differentiate between a poor leader and an exceptional one.

The ability to work (19) _____ (collaborate) also becomes extremely important as you assume more (20) _____ (responsible). To get high performance from a team a leader needs to cultivate an environment of collaboration and trust irrespective of their title or position. (21) _____ (coordinate) efforts helps to solve problems and accomplish goals.

When (22) _____ (implement) new ideas, it is critical to build the confidence of employees, avoid (23) _____ (negative) to create a positive environment and use (24) _____ (recognise) as a motivator.

Never (25) _____ (estimate) the need for a great leader, it's much more than just a title.

_____/10

Task 2

Read the sentences and complete the gaps with one word only.

- 26 If we put our _____ together, we'll figure out a way to deal with this issue.
- 27 Let's touch _____ next week regarding the next phase of the project.
- 28 His natural ability to sell would give him an _____ in recruiting and hiring new employees.
- 29 If you really want to excel in your business, you should go the _____ mile.
- 30 In order to lead your team more effectively, you should step back and look at the big _____.

_____/5

American Experience Unit Test

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American Experience Unit Test:

The American Experience in World War II: The United States and the road to war in Europe Walter L. Hixson, 2003

Testing in American Schools United States. Congress. Office of Technology Assessment, 1992 And policy options Testing in transition Educational testing policy The changing federal role Lessons from the past A history of educational testing in the United States How other countries test Standardized tests in schools A primer Performance assessment Methods and characteristics Information technologies and testing Past present future List of acronyms Contractor reports **Culturally**

Sustaining Pedagogies Django Paris, H. Samy Alim, 2017 Culturally Sustaining Pedagogies raises fundamental questions about the purpose of schooling in changing societies Bringing together an intergenerational group of prominent educators and researchers this volume engages and extends the concept of culturally sustaining pedagogy CSP teaching that perpetuates and fosters linguistic literate and cultural pluralism as part of schooling for positive social transformation The authors propose that schooling should be a site for sustaining the cultural practices of communities of color rather than eradicating them Chapters present theoretically grounded examples of how educators and scholars can support Black Indigenous Latinx Asian Pacific Islander South African and immigrant students as part of a collective movement towards educational justice in a changing world Book Features A definitive resource on culturally sustaining pedagogies including what they look like in the classroom and how they differ from deficit model approaches Examples of teaching that sustain the languages literacies and cultural practices of students and communities of color Contributions from the founders of such lasting educational frameworks as culturally relevant pedagogy funds of knowledge cultural modeling and third space Contributors H Samy Alim Mary Bucholtz Dolores In s Casillas Michael Dom nguez Nelson Flores Norma Gonzalez Kris D Gutierrez Adam Haupt Amanda Holmes Jason G Irizarry Patrick Johnson Valerie Kinloch Gloria Ladson Billings Carol D Lee Stacey J Lee Tiffany S Lee Jin Sook Lee Teresa L McCarty Django Paris Courtney Pe a Jonathan Rosa Timothy J San Pedro Daniel Walsh Casey Wong All teachers committed to justice and equity in our schools and society will cherish this book Sonia Nieto professor emerita University of Massachusetts Amherst This book is for educators who are unafraid of using education to make a difference in the lives of the most vulnerable Pedro Noguera University of California Los Angeles This book calls for deep effective practices and understanding that centers on our youths assets Prudence L Carter dean Graduate School of Education UC Berkeley **Mobility, shock, and firepower: The Emergence of the U.S. Army's Armor Branch,**

1917-1945 Robert S. Cameron, The following pages provide a narrative analysis of the U S Army s development of armored organizations and their related doctrine materiel and training activities in the period 1917 1945 The development of new armor doctrines and organizations to exploit emerging technologies concepts and missions is the heart of this work How that transition was accomplished during the brief space of about twenty years the accepted duration of a single generation is a story worthy of careful examination as our Army gropes with managing similar transformations today Resources in

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Research in Education ,1973 **Fossil Energy Update** ,1983 **Social Context Reform** Paul Thomas,Brad J. Porfilio,Julie Gorlewski,Paul R. Carr,2014-06-20 Currently both the status quo of public education and the No Excuses Reform policies are identical The reform offers a popular and compelling narrative based on the meritocracy and rugged individualism myths that are supposed to define American idealism This volume will refute this ideology by proposing Social Context Reform a term coined by Paul Thomas which argues for educational change within a larger plan to reform social inequity such as access to health care food higher employment better wages and job security Since the accountability era in the early 1980s policy public discourse media coverage and scholarly works have focused primarily on reforming schools themselves Here the evidence that school only reform does not work is combined with a bold argument to expand the discourse and policy surrounding education reform to include how social school and classroom reform must work in unison to achieve goals of democracy equity and opportunity both in and through public education This volume will include a wide variety of essays from leading critical scholars addressing the complex elements of social context reform all of which address the need to re conceptualize accountability and to seek equity and opportunity in social and education reform Energy Research Abstracts ,1988 Computerworld ,1998-03-09 For more than 40 years Computerworld has been the leading source of technology news and information for IT influencers worldwide Computerworld s award winning Web site Computerworld com twice monthly publication focused conference series and custom research form the hub of the world s largest global IT media network **Computerworld** ,1993-11-08 For more than 40 years Computerworld has been the leading source of technology news and information for IT influencers worldwide Computerworld s award winning Web site Computerworld com twice monthly publication focused conference series and custom research form the hub of the world s largest global IT media network *El-Hi textbooks in print* R. R. Bowker LLC,1983 **A Woman's Concise Guide to Common Medical Tests** Michele C Moore, M.D.,Caroline M. de Costa,2005-03-31 Every year millions of healthy women undergo a variety of screening tests without understanding why or the meaning of the outcome If you are among those women overwhelmed by information and baffled by results this is the book you ve been waiting for In straightforward

personable prose *A Woman's Concise Guide to Common Medical Tests* surveys a wide variety of standard tests commonly suggested by doctors. Using the recommendations of the U.S. Preventative Health Services Task Force as a starting point, physicians Michele C. Moore and Caroline M. de Costa describe and explain screening tests for STDs and other communicable diseases, diabetes, thyroid disease, bone loss, various genetic tests, pregnancy, and cancer, including breast, colon, and skin. A section on common blood tests demystifies the numerical results that can be virtually impossible to interpret for women outside the medical profession. The authors detail what is considered normal, as well as what's not, to help women make sense of their results. As practicing physicians, both authors have fielded patients' questions about standard screening tests and understand what women should know but often feel afraid to ask about. For each test, there is an explanation of why it may be ordered, how it is done, what sort of preparation may be involved, and what risks may be incurred. As the health care industry continues to evolve, the amount of medical information available to women about their health can be overwhelming and confusing. Without being encyclopedic or intimidating, *A Woman's Concise Guide to Common Medical Tests* offers all the facts you need about screening tests all in one place.

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