Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Properly use four of the vocabulary words from Unit 3B to create sentences demonstrating your knowledge of the words. 4 points.

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Properly use four of the vocabulary words from Unit 4 to create sentences demonstrating your knowledge of the words. 4 points.

5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Read the following scenario, give a suggestion, an advice and/or express an opinion based on the situation. 3 points.

**Scenario:** You and three friends are sharing a new apartment. Unfortunately, they have started arguing over who is responsible for different weekly chores, such as buying food, washing the dishes, and cleaning the house. They all ask you for your opinion. What do you say?

9.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Think of a challenge or something you overcame when you were younger. Write at least three sentences talking about your abilities in the past and how you overcame your challenge. 3 points.

12.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

13.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

14.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Read the following situations and properly express regret according to the scenario. 3 points.

15. I was late to the meeting because I missed the bus.

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16. I am overweight and I can`t stop eating.

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17. I failed my chemistry exam.

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Read the situations below. Complete the sentences with the appropriate conditional. 3 points.

18. If I had known about the party, I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

19. She would have passed the test if she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

20. If you had studied harder, you\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reading Comprehension. 10 points.** Read the conversation. Answer the questions based on what you read.

**Keith:**As you know, our management would like us to come up with a new fitness product that reaches a new type of customer.

**Shawna:** Why don't we create something for office workers?

**Louisa:** Hmm, but we already have many products in that area.

**Shawna:** Only for women. Not men.

**Keith:** OK. At this stage, we'd better not get into detail. Let's try and think outside the box. Whatever comes to your mind.

**Shawna:** Point taken. We could make a fitness product for elderly people. People of all ages are interested in keeping fit.

**Louisa:** Good idea! And we could also have nutrition products. Food and drink for before, during, and after exercise …

**Shawna:** Yes, let's write that down.

**Keith:** Should we think of which type of elderly people? Products for people who aren't keen on going to the gym, etc.

**Louisa:** Absolutely, and people who like getting some fresh air outside.

**Keith:** Yes! What else? Any more ideas?

1. What technique best describes what the three colleagues are doing? Make sure to answer with a complete sentence.

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1. Who does management want them to design a new product for? Make sure to answer with a complete sentence.

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1. Who generates most of the ideas? Make sure to answer with a complete sentence.

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1. Why doesn`t Louisa like Shawna`s first idea? Make sure to answer with a complete sentence.

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1. What product did management ask the team to come up with? Make sure to answer with a complete sentence.

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**Writing Comprehension. 20 points.**

Pick one of the prompts and share your thought and opinion about it. You should reference class presentations, book materials and relevant vocabulary. Additionally, the response should be a minimal of 150 words.

Prompt 1: Managing Your Digital Identity: Explain how you manage your “second self” or digital identity on the internet. What steps do you take to protect your online presence and privacy?

Prompt 2: Creativity in Everyday Life: Write about a day in your life where you used your creativity to solve a problem or create something unique. Describe the situation and explain how your creative thinking made a difference.

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| --- | --- | --- | --- | --- | --- |
|  | 5 | 4 | 3 | 2 | 1 |
| Fluency | The student speaks fluently, with minimal pauses, and easily conveys thoughts and ideas. | The student speaks with occasional pauses but maintains a good flow of conversation. | The student speaks with frequent pauses, affecting the overall fluency. | The student struggles with fluency and has significant interruptions in speech. | The student`s speech is disjointed, making it difficult to follow. |
| Vocabulary and Expression | The student uses excellent vocabulary and expresses ideas clearly and effectively. | The student uses a varied vocabulary and generally expresses ideas well. | The student`s vocabulary is somewhat limited, and there are occasional difficulties in expression. | The student has a limited vocabulary, resulting in frequent difficulties in conveying ideas. | The student struggles to find appropriate words and often fails to express ideas clearly. |
| Grammar & Accuracy | The student demonstrates a high level of grammatical accuracy and uses complex sentence structures effectively | The student`s grammar is generally accurate, with only minor errors. | The student makes noticeable grammar errors but can still be understood. | The student`s grammar errors hinder comprehension. | The student`s grammar is severely flawed, making it challenging to understand. |
| Content and Relevance | The student provides a comprehensive and insightful response, staying on topic. | The student offers a relevant response with some depth and insight. | The response is somewhat relevant but lacks depth or clarity. | The response is vaguely related to the topic and lacks coherence. | The response is not relevant to the topic and lacks coherence. |
| Engagement and Confidence | The student is highly engaged, confident, and enthusiastic. | The student is engaged and fairly confident in their responses. | The student is somewhat engaged but lacks confidence. | The student appears disengaged and unsure. | The student is disengaged and lacks confidence. |
| Comments: | | | | Total: | |