

Part 1: Reading

Read Section A. True or false? Write T or F.

Philip Zimbardo is American. He is from New York City. He was born on March 23rd, 1933. In 1954, he got a degree in Psychology from Brooklyn College. One year later, he got a Masters from Yale University. Yale is in the state of Connecticut. In 1959, he obtained a PhD from the same university. In 1961, he became a professor of Psychology at Stanford University. At this university, he conducted his most famous experiment. This is called the Stanford Prison Experiment. Zimbardo is also well known for his books on psychology and for a television series.

1. Zimbardo was born in New York City.
2. He got his Masters in 1954.
3. His PhD was from Yale University.
4. Zimbardo studied at Stanford University.
5. Zimbardo is not famous.

T
F
T
F
F

1 mark each

Marks: 5

Read Section B. Choose the correct ending.

Zimbardo is interested in many areas of psychology. He has conducted different types of experiments, including laboratory experiments, role plays and simulations. In particular, he is interested in how people can behave differently in unusual situations. For example, an intelligent person may do a silly thing or a person of limited intelligence may do a clever thing.

During his time at Stanford University, Zimbardo established the Shyness Clinic. At first, this was just an experiment. Zimbardo wanted to find out why some undergraduates did not have much confidence in public. He wanted to help the students to overcome social anxiety. In other words, he wanted to make students more confident in meeting new people. From these small beginnings, the world-famous Shyness Institute has developed.

However, Zimbardo is most famous for conducting the Stanford Prison Experiment in 1971. The experiment consisted of two groups of participants, one acting as prisoners and the other as prison guards. All participants were paid \$15 a day to take part, whether they were prisoners or guards in their role in the experiment.

6. Zimbardo studied ...
 - a. experiments and role plays.
 - b. a number of different areas of psychology.
 - c. the psychology of silly people.
 - d. the psychology of intelligent people.

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7. Zimbardo set up ...
- a. the Shyness Clinic.
 - b. Stanford University.
 - c. Stanford Prison.
 - d. research into shyness.
8. Zimbardo started the Shyness Clinic in order to ...
- a. do an experiment.
 - b. see how people behave in different situations.
 - c. complete further research into shyness.
 - d. help students improve their social interaction.
9. Zimbardo is best known for ...
- a. the Shyness Clinic.
 - b. the Stanford Prison Experiment.
 - c. work in many areas of psychology.
 - d. the Shyness Institute.
10. The roles in his experiment were ...
- a. prison guard and participant.
 - b. prisoner, prison guard and participant.
 - c. prisoner and prison guard.
 - d. prisoner and participant.

2 marks each

Marks: 10

Read Section C. Find the best answer to each question.

The participants were split between the roles, with 12 in each. Each participant was assigned the role of prisoner or prison guard. The role assigned was not based on personality. To increase the authenticity of the experience, the experiment was not conducted in the normal lecture rooms. Instead, it took place in the basement of Stanford University, which was converted into a jail. At the beginning of the experiment, the 'prisoners' were 'arrested' in the middle of the night by the 'guards' and put into the 'prison'.

Participants acting as guards were given a military uniform, mirrored sunglasses and batons. These items all reinforced the guards' role, especially the sunglasses, which prevented eye contact and therefore made the guards seem more impersonal. The guards also worked in shifts, just like real prison guards, further reinforcing their role. They were told that they ran the prison and that they could inflict any punishments on the prisoners they wished, as long as it did not involve physical violence.

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Participants acting as prisoners wore loose-fitting tunics and sandals, deliberately designed to cause discomfort. They wore chains around their ankles to mimic those of real prisoners. They were also given numbers instead of names and these numbers were sewn onto their clothes.

The 'guards' began to behave very badly and Zimbardo had to stop the experiment.

11. How many participants were there?
- a. 12.
 - b. 36.
 - c. 24.
 - d. 48.
12. Where did the experiment take place?
- a. In an area under Stanford University.
 - b. In Stanford Jail.
 - c. In the basement of a local jail.
 - d. In the normal lecture rooms.
13. How were the participants collected for the experiment?
- a. They were taken to the basement of Stanford University.
 - b. The guards were arrested.
 - c. They volunteered.
 - d. The guards arrested the prisoners.
14. How did the experiment distinguish between prisoner and guard?
- a. The guards could hit the prisoners but the prisoners were not allowed to hit the guards.
 - b. The prisoners worked in shifts but the guards were on duty all the time.
 - c. The prisoners had loose clothes while the guards had soldier's uniforms.
 - d. The prisoners were not allowed to look at the guards.
15. How did the experiment make the prisoners feel like prisoners?
- a. The mirrored sunglasses so they could not make eye contact.
 - b. The uncomfortable clothes and night-time arrests.
 - c. The uncomfortable clothes, the numbers and the restraints.
 - d. The physical punishment from the guards.

2 marks each

Marks: 10

Part 2: Grammar

A Choose the best way to complete each sentence.

1. Miller explained how short-term memory works.
 - a. how works short-term memory
 - b. how short-term memory works
 - c. how does short-term memory work
 - d. how short-term memory does work

2. I reminded them about the deadline.
 - a. about the deadline them
 - b. to them about the deadline
 - c. about the deadline to them
 - d. them about the deadline

3. Many parents don't allow their children to make decisions about food.
 - a. make their children
 - b. to make their children
 - c. their children to make
 - d. their children make

4. I agree with you and so does Jenny.
 - a. neither does
 - b. so does
 - c. so agrees
 - d. neither agrees

5. If the government changes the law, the problem will be solved.
 - a. will be solved
 - b. will solved
 - c. is solved
 - d. would be solved

1 mark each

Marks: 5

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B Write one word in each space.

1. People **used** to believe that the Earth was flat.
2. Ecosystems are areas **which** have a particular climate.
3. It is **believed** that people from the Sahara founded Ancient Egypt.
4. Could you tell me **who** proposed this model?
5. Herodotus described a culture **where** women were more important than men.

2 marks each

Marks: 10

C Write the correct form of the word in brackets.

1. Prices **have fallen** since the beginning of the year. (fall)
2. Sales **are rising** very fast at the moment. (rise)
3. Young adults **are expected** to decide things for themselves. (expect)
4. After **practising** Psychiatry for several years, he joined the army. (practise)
5. You must remember **to complete** assignments on time. (complete)

2 marks each

Marks: 10

Part 3: Vocabulary

A Which area of knowledge does each word come from? Tick in the correct column.

	Learning	People	Management	Natural processes	Culture and religion
1. acquaintance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. aural	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. autocratic	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. ceremony	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. combustion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. condensation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. decay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. decide	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. evaporate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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	Learning	People	Management	Natural processes	Culture and religion
11. forget	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. husband	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. incentive	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. kinaesthetic	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. melting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16. memorize	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. neighbour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. participatory	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. rebel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. recall	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. solve	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. stranger	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. symbol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
24. wedding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
25. worship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

1-10: 1/2 mark each
11-25: 1/3 mark each

Marks: 10

B Complete each sentence with a word from the box. There are extra words.

absorption acceptance discipline disturb drawbacks emphasis foreigner instinct
obey perception recommendations reliable sensible stressed summarize weaken

1. A **reliable** _____ person is someone you can trust, for example, to do something on time.
2. Animals do not think about their actions. They just act on **instinct** _____.
3. Children should **obey** _____ their parents, but parents should always explain the reasons for rules.
4. Could you **summarize** _____ your evidence for me?
5. Does anyone have any **sensible** _____ ideas for solving this problem?
6. I have put my **recommendations** _____ at the end of the report.
7. People feel **stressed** _____ when they are not in control of their lives.
8. Some people say that **discipline** _____ is bad in schools nowadays.
9. There are several **drawbacks** _____ to this plan.
10. You should not **disturb** _____ people when they are trying to concentrate.

1/2 mark each

Marks: 5

Progressive Skills 3: Pre-test

C Write the correct form of the word in brackets to complete the sentence.

1. It is important for parents to look for any **abnormal** behaviour in their children. (normal)
2. The **efficiency** of the car engine has not increased very much in a hundred years. (efficient)
3. Have you **forgotten** my name? (forget)
4. If you do something **illegal**, like stealing, you may go to prison. (legal)
5. In my culture, there is usually a big **reception** after a wedding. (receive)
6. She received a very large **inheritance** from her parents. (inherit)
7. In Britain, **migrants** do a lot of the manual jobs, particularly in agriculture. (migrate)
8. **Consumption** of oil is still rising in most countries. (consume)
9. His doctor did not recognize the symptoms, so he went to see a **specialist**. (special)
10. The island has a **polar** climate. (pole)

1 mark each

Marks: 10

Part 4: Writing

A Rewrite each word with the correct spelling.

- | | |
|---------------|--------------------|
| 1. aces | access |
| 2. adolesent | adolescent |
| 3. catery | category |
| 4. cuple | couple |
| 5. drout | drought |
| 6. ecept | except |
| 7. mithical | mythical |
| 8. oportunity | opportunity |
| 9. prefrence | preference |
| 10. ergent | urgent |

1/2 mark each

Marks: 5

Progressive Skills 3: Pre-test

B Rewrite the sentences with the same meaning. Begin with the words given.

1. The word may come from Latin.

It **is possible the/that word comes from Latin.** _____

2. Why is this important? I'll explain.

I'll **explain why this is important.** _____

3. I can drive a car. I learnt at 16.

I learnt **how to drive a car at 16.** _____

4. Visual learners need pictures, so they should draw spidergrams.

Because **visual learners need pictures, they should draw spidergrams.** _____

5. According to one website, all cultures have symbols at weddings.

One website **said that all cultures have symbols at weddings.** _____

2 marks each

Marks: 10

C Dictation

**Please read the script three times. On the second time only, add the pauses shown:
/ = short pause; // = longer pause.**

How much sleep / do you get / each day? // If the answer / is nine or ten hours, / you are very unusual. // The average for American teenagers, / for example, / is 7.4 hours per night. // According to scientists, / this is far too little. // The average teenager / needs about nine and a half hours' sleep. / This is more than a young child, / and more than an adult. // If teenagers do not get enough sleep, / they may have problems with their studies.

Use negative marking. The item is worth 10 marks. Take off a 1/2 mark for each omitted word. Do not take off marks for spelling if the word is recognizable in context, e.g., festival. Do not mark for punctuation.

Marks: 10