

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.

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.

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.

Marks: 10

Part 2: Grammar

A Choose the best way to complete each sentence.

1. Miller explained _____.
 - 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 _____.
 - 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 _____ 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 _____ Jenny.
 - a. neither does
 - b. so does
 - c. so agrees
 - d. neither agrees

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

Marks: 5

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B Write one word in each space.

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

Marks: 10

C Write the correct form of the word in brackets.

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

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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. aural | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. autocratic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. belief | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. ceremony | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. combustion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. condensation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. decay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. decide | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. evaporate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

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 _____ 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 _____.
3. Children should _____ their parents, but parents should always explain the reasons for rules.
4. Could you _____ your evidence for me?
5. Does anyone have any _____ ideas for solving this problem?
6. I have put my _____ at the end of the report.
7. People feel _____ when they are not in control of their lives.
8. Some people say that _____ is bad in schools nowadays.
9. There are several _____ to this plan.
10. You should not _____ people when they are trying to concentrate.

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

Marks: 10

Part 4: Writing

A Rewrite each word with the correct spelling.

1. aces _____
2. adolesent _____
3. categry _____
4. cuple _____
5. drout _____
6. ecept _____
7. mithical _____
8. oportunity _____
9. prefrence _____
10. ergent _____

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 _____

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

I'll _____

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

I learnt _____

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

Because _____

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

One website _____

Marks: 10

C Dictation

You are going to hear a paragraph three times.

The first time, just listen. Do not write.

The second time, listen and write.

The third time, check your sentences.

Marks: 10