

Student: _____

Date: _____

TEST UNITS 7, 8 & 9



1 ▶ Listen to a psychology student talking to her tutor about her case study on the learning strategies used by one pupil at school. Choose the correct option a–c to complete the sentences.

- | | |
|--|---|
| 1 What key factor does Anya and her tutor agree on for choosing her focus student? _____ | 3 Why does the tutor suggest that Anya does a practice run? _____ |
| a the student's general level of intelligence | a to save time overall |
| b the student's commitment | b to help Anya feel less worried |
| c the student's willingness to take part in research | c It's a valuable source of data. |
| 2 What does the tutor tell Anya about arranging tutorials with him? _____ | 4 Which aspect of the project is Anya feeling positive about? _____ |
| a She should contact him when necessary. | a carrying out research independently |
| b She should give him several days' notice. | b working on a long-term study |
| c She should see him at the same time each week. | c trying out some of the equipment |

2 ▶ Listen again. Which of the following data-gathering techniques are mentioned? Tick six of the techniques. There are four techniques that you don't need.

- | | |
|-------------------------------------|--------------------------------|
| 1 observation of the pupil in class | 6 workshop with other students |
| 2 focus group with whole class | 7 review of pupil's marks |
| 3 questionnaire | 8 interview with class teacher |
| 4 interview with the pupil | 9 personality test |
| 5 think-aloud procedures | 10 meeting with head teacher |

3 Complete a letter from a resident to the city council. Use ONE word in each space.

Dear Sir/Madam

Today I decided to visit my local park. Not ¹ _____ been there for a while, I must say I was shocked by what I saw. The first thing I noticed was the incredible mess – there was rubbish everywhere. The place looked as if it ² _____ been cleaned in weeks. Given the cutbacks to our local services, there are bound ³ _____ be too few people to cope with the work that needs to be done in our city, but I think there's a real ⁴ _____ this could put visitors off coming; they ⁵ _____ think the place is in a pretty shocking state! If I ⁶ _____ known the situation was so bad, I probably would have written sooner, to be honest. All ⁷ _____ considered, I think more needs to be done to educate the public and instil a sense of responsibility. Surely it's high ⁸ _____ people started doing their bit to keep our environment tidy, but people will ⁹ _____ their rubbish on the ground, rather than in the bins provided. If ¹⁰ _____ everyone cared as much as I do!

An annoyed resident

4 Complete the mini-dialogues with comment adverbs from the box. There are two adverbs that you don't need.

absurdly arguably coincidentally miraculously predictably regrettably theoretically

- 1 **A** _____, Zoltán has decided to step down from his position as director, with immediate effect.
B Yes, it's sad news indeed, but I understand his reasons.
- 2 **A** You could drive around the whole of this island in just under three hours.
B Yes, _____, but in practice people prefer to stop off for drinks and photo opportunities.
- 3 **A** _____, nobody was injured in this morning's gas explosion.
B Yes, it is hard to believe that anyone could have survived that, isn't it?
- 4 **A** _____, there were long queues outside the store yesterday when the new smartphone was launched.
B Yes, I expected it would be like that. It was the same last time.
- 5 **A** Mrs Carson is _____ the best teacher in the entire school.
B Hmm ... she's good, but perhaps not the best!

5 Choose the best option a–c to complete the sentences.

- 1 Lana was extremely _____ when she heard that her best friend was going to Australia for a month-long holiday.
a apathetic
b envious
c vocational
- 2 It gets on my _____ when people don't reply to my text messages.
a temper
b argument
c nerves
- 3 Sally's had her fair share of ups and _____ this year, but she always manages to stay positive.
a highs
b lows
c downs
- 4 Let's wash those crystal glasses by hand rather than in the dishwasher. They're very _____.
a fragile
b tough
c transparent
- 5 A number of homes in the mountains were _____ off for several days due to the heavy snow.
a gone
b cut
c broken
- 6 Ivan _____ his language skills to his advantage while working as a salesman at the holiday resort.
a postponed
b persuaded
c utilized
- 7 **A** Is there any news from the estate agent yet?
B No, but _____ as soon as I hear anything.
a we'll see
b you'll see
c I'll let you know
- 8 Dirk's thrilled to be starting his _____ with the electrics company on Monday.
a accreditation
b assurance
c apprenticeship
- 9 _____ learning courses are popular as you can mix with other students in person as well as online.
a Straight
b Blended
c External
- 10 We've decided to just have a _____ this year. We didn't book our flights far enough in advance and now the prices are sky-high!
a telethon
b staycation
c chillax

EMOTIONAL INTELLIGENCE

The term 'emotional intelligence' (EI) was created by US psychologists Peter Salovey and John Mayer, and was later popularized by science journalist Daniel Goleman in 1995 in a bestselling book. We can define emotional intelligence as an ability to recognize and understand our own emotions and those of others; in addition, those with well-developed EI are able to manage their own feelings and influence other people's, whether as individuals or in a group context. Advocates of EI believe that it has a positive influence not only on mental and physical health, but on developing and maintaining relationships and also on success at work.

There are five categories within emotional intelligence, all of which can be developed and improved upon. The first of these, and the key to EI, is self-awareness. This is the ability to recognize your emotions in real time or, in other words, as they are happening. The two major elements of self-awareness are emotional awareness – recognizing your emotions and their effects – and self-confidence – certainty about your self-worth and capabilities. Developing self-awareness requires tuning in to your true feelings; if you can evaluate your emotions, you are better equipped to manage them.

Secondly, there's what can be termed self-regulation. While we cannot always have control over what emotions we feel and when, we can to some extent control how long they will last. In this way we can help to counteract discomforting feelings such as anger or anxiety. We may need to stand back and try to view a negative situation in a more positive light, or it may be possible for us to change our mood with something as simple as a long walk. Self-regulation requires us to be open to new ideas, to take responsibility for our own actions and to be honest.

Thirdly, we have a category called motivation. While many of us have an innate tendency towards either a positive or a negative attitude, with effort and practice it is possible to learn to think more positively and so improve our motivation. In order to motivate ourselves in any situation, we need clear goals combined with a positive attitude.

The fourth category of empathy – the ability to recognize how people feel – is crucial to success in our relationships and in our career. An empathetic person is able to read someone's emotional status; the more skilful someone is at working out what lies behind the signals someone else is giving, the better able they are to regulate the signals they send out in return. In a group context, someone with strong empathy should be able to positively influence the relationships within that group.

The final category of social skills concerns forming relationships and working within a group. Among the most useful social skills are communication, influence and leadership, and those with a high EQ are better equipped to understand and negotiate with others in a work situation.

Interestingly, there appears to be no link between EI and the more familiar concept of intelligence quotient (IQ) scores. Those with a high IQ tend to have excellent cognitive abilities – the capacity to learn and understand – and are often more successful academically than those with a lower IQ. It would therefore seem reasonable to assume that people with higher IQs will do well both in their personal lives and careers. However, academic ability does not necessarily equate with emotional intelligence – many of us will no doubt have encountered academically bright people with little idea about how to interact with others.

It is not unusual for people to have high IQs but low EQs or vice versa, or to score highly, or poorly, on both tests. But being successful, both personally and at work, involves more than just being 'clever' and each of us would do well to strive to acquire the mature emotional intelligence skills needed to better understand, empathize and negotiate with other people.

7 According to the text, which five of the following statements are true about emotional intelligence? Choose five letters. There are three statements which you don't need.

- A Having strong social skills usually means that people will have a wide circle of friends.
- B People with a high IQ don't necessarily have well-developed emotional intelligence.
- C Empathetic people are skilled at improving people's moods.
- D Self-awareness involves developing an understanding of feelings as they are being experienced.
- E People who have empathy can better control their interactions with other people.
- F Self-regulation includes asking other people for feedback on your performance.
- G Self-regulation includes techniques people may need to deal with damaging emotions.
- H How well people do in their career can depend on the level of their emotional intelligence.