

## Speaking (20 pts)

- A. Choose one topic and have a conversation with a partner agreeing or disagreeing. Use the Language for speaking box and the prompts to help you.

Topics	LANGUAGE FOR SPEAKING agreeing and disagreeing	
<ul style="list-style-type: none"> <li>There is no difference between expensive branded clothes and cheaper versions.</li> <li>We don't need books any longer.</li> <li>We have too many possessions nowadays.</li> <li>Everyone should speak at least two languages.</li> <li>People who follow fashion have no originality or ideas of their own.</li> </ul>	<b>Asking if someone agrees</b> <i>Don't you agree?</i> <i>Would you agree?</i> <i>Don't you think ...?</i> <i>Wouldn't you say that ...?</i>	
	<b>Agreeing</b>	<b>Disagreeing</b>
	Agree strongly <i>I was just going to say that!</i> <i>That's just what I thought.</i> <i>Absolutely!</i> <i>I couldn't agree more.</i> <i>My thoughts exactly.</i> <i>That's a good point.</i>	Disagree strongly <i>I totally disagree.</i> <i>Rubbish!</i> Disagree weakly <i>I'm not sure about that.</i> <i>Yes but I can't help thinking ..</i> <i>I agree up to a point ...</i>
	Agree weakly <i>I suppose so.</i> <i>You might be right, but ...</i>	
<b>Prompts</b> A Give an opinion on topic 1. Ask if B agrees B Agree/Disagree strongly. Add another reason A Agree or disagree not very strongly		

## Listening (20 pts)

- B. ▶ Listen to some different opinions about adverts and match them to an adjective with a similar meaning.

amusing	clever	confusing	memorable	persuasive	unpleasant
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1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

- C. ▶ Listen to the opinions again and report what each person said, using reported speech.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

- D. ▶ Listen to six questions and write them down.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## Writing/Grammar (25 pts)

### E. Read the direct questions. Then put the words in *italics* in the right order to form indirect questions.

1. 'Do you like the new product?'  
He asked *liked / if / she / the / new* product.  
He asked \_\_\_\_\_ product.
2. 'Have you finished studying for your exams?'  
She asked *he / finished / whether / studying / had* for his exams.  
She asked \_\_\_\_\_ for his exams.
3. 'Did you see the news yesterday evening?'  
They asked if *seen / the / we / had / news* the evening before.  
They asked if \_\_\_\_\_ the evening before.
4. 'What do you think about these documentaries?'  
He asked *thought / what / she / those / about* documentaries.  
He asked \_\_\_\_\_ documentaries.
5. 'What are you going to do in your next job?'  
She asked what *was / I / to / do / going* in my next job.  
She asked what \_\_\_\_\_ in my next job.

### F. Complete the sentences so that the second sentence has the same meaning as the first. Use reported speech.

1. George: 'I think it's a really exciting new product.'  
George said \_\_\_\_\_.
2. Murat: 'I haven't seen the new *Avengers* film.'  
Murat said \_\_\_\_\_.
3. Bella: 'I bought a new phone yesterday.'  
Bella said \_\_\_\_\_.
4. Maria: 'In my opinion most documentaries are boring.'  
Maria said \_\_\_\_\_.
5. Timo: 'I'm going to work in advertising next year.'  
Timo said \_\_\_\_\_.

### G. Choose the correct answer from the words in *italics*.

Customers are often asked to complete forms when making a purchase and their choices can depend <sup>1</sup> *of / on / to* how these are presented to them. For example, when buying a product online, we may <sup>2</sup> *have / are / be* asked to tick a box if we wish to receive more information from the seller in future. In many cases, we choose not to tick the box. However, if we are presented with a box to tick <sup>3</sup> *if / that / although* we do not wish to receive further information, many of us still don't tick it and can <sup>4</sup> *look / end / take* up being sent countless emails for products we really have no interest in. For companies <sup>5</sup> *where / what / that* use these techniques successfully, they can bring great benefits, as they maximise the number of potential customers they can advertise to.

### H. Complete the text with the correct dependent prepositions.

Juan was worried <sup>1</sup> \_\_\_\_\_ whether his new design for a sports shoe would be successful. He had talked <sup>2</sup> \_\_\_\_\_ lots of people and asked their advice as he was really interested <sup>3</sup> \_\_\_\_\_ their opinions. But he was also unsure if he would be any good <sup>4</sup> \_\_\_\_\_ selling his product. He knew that to succeed <sup>5</sup> \_\_\_\_\_ selling it, he would have to work <sup>6</sup> \_\_\_\_\_ his sales technique more. If he could persuade people to believe <sup>7</sup> \_\_\_\_\_ the product, he was sure they would buy it. He decided he needed to concentrate <sup>8</sup> \_\_\_\_\_ his people skills, so he went on a course. After he had listened <sup>9</sup> \_\_\_\_\_ what the trainer said, he realized that he didn't need to be afraid <sup>10</sup> \_\_\_\_\_ going out and selling his new design.

## Reading (20 pts)

### I. Read the text and identify the objects of the verbs in italics.

We live in a world which is full of advertising. Open a magazine, go online or walk down a city centre street and you will be greeted by messages from all sorts of companies. Many of us think there's too much of it and we try to switch off and <sup>1</sup> *ignore* the endless stream of information that tells us how wonderful a particular product or service is. But of course the advertisers don't want us to switch off, so they have other techniques which they hope will actually <sup>2</sup> *stop* us from realizing they're trying to sell us anything at all.

One of these techniques is called 'affective conditioning', which really means that they try to <sup>3</sup> *transfer* our positive feelings about something like a gorgeous puppy or a beautiful sunny day onto their product by showing us all these things together. And it works! According to experiments, most people will choose a product they link with positive feelings instead of a better quality product, even after they have been told which product is the better one.

How does it work and who on earth would <sup>4</sup> *decide* to buy something they know is lower quality? One theory is that positive feelings make us think that everything is all right, whereas negative feelings warn us something is wrong – this means that we really don't <sup>5</sup> *have* any control over the connections our brains make. So when we see a cleaning product being used on a nice sunny day with a puppy playing in the background, we're more likely to buy it than a product whose advertisements only tell us how effective it is. It seems that although many of us would like to think we can block out advertisements, our brains don't share the same opinion.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_