

**End-of-course Test** Grammar, Vocabulary, and  
Pronunciation **A**
**GRAMMAR**

- 1 Complete the sentences with the correct form of the verb in brackets.

Example: If I'd been watching (be watching) the game properly, I would have seen Sven score the goal.

- 1 How long \_\_\_\_\_ you and Stan \_\_\_\_\_ (be going out)?
- 2 Darren \_\_\_\_\_ (have to) work late last Friday night.
- 3 I was watching TV when the telephone \_\_\_\_\_ (ring).
- 4 We \_\_\_\_\_ (not used to) see many people at this beach, but now it's very crowded.
- 5 It \_\_\_\_\_ (be) announced by a company spokesman that the new factory will not open until next year.
- 6 Could you get someone \_\_\_\_\_ (help) us with some work in the office?
- 7 I wish that I \_\_\_\_\_ (not give) Peter my phone number.
- 8 I'd rather you \_\_\_\_\_ (wait) here for Jan to come back.
- 9 I would \_\_\_\_\_ (plan) a party if I had known it was your birthday.
- 10 You wouldn't be in a rush now if you \_\_\_\_\_ (wake up) earlier this morning.
- 11 Did you see some kids \_\_\_\_\_ (play) football in the park yesterday afternoon?
- 12 You seem \_\_\_\_\_ (be) working really hard lately. Don't you think you should have a holiday?
- 13 I started listening to this kind of music while I \_\_\_\_\_ (live) in Cambodia.
- 14 I felt really angry when I \_\_\_\_\_ (see) the email that Ruth had sent.

**14**

- 2 Complete the sentences with one word.

Example: I went to Madrid in order to learn to play the guitar.

- 1 We had a good holiday even \_\_\_\_\_ it rained quite a lot.
- 2 In \_\_\_\_\_ of not having a map, the walkers managed to find their way out of the mountains.
- 3 \_\_\_\_\_ to the newspaper, all the trains have been cancelled next week.

**14**

- 4 When I was little, my dad \_\_\_\_\_ always cook a big breakfast on Saturday morning.
- 5 Luis can't \_\_\_\_\_ heard my message. Otherwise he would have phoned.
- 6 Not \_\_\_\_\_ is it raining, the car also won't start.
- 7 I don't have time to play golf with Andrew. In \_\_\_\_\_ case, I don't even know how to play.
- 8 I've lost my wallet with the tickets in it. In other \_\_\_\_\_, we can't go to the concert.
- 9 We \_\_\_\_\_ to have asked Muriel to look at the laptop. She knows all about computers.
- 10 I can \_\_\_\_\_ garlic cooking. Is someone in the kitchen making dinner?
- 11 I don't like going to the pub, but Robert \_\_\_\_\_.
- 12 Gabriel loves sports and Jane even more \_\_\_\_\_.
- 13 My new car cost three times as \_\_\_\_\_ as my last one.
- 14 There were so \_\_\_\_\_ people waiting to see Harry that we couldn't get through the crowd.

**14**

- 3 Complete the sentences with the correct word(s).

Example: I've started running every day because I want to enter the London Marathon.  
owing because due to

- 1 You've got such a bad cold – you really need to look after \_\_\_\_\_.  
you yourself one
- 2 The villagers \_\_\_\_\_ have left the area because they had difficulty growing food.  
are thought may understood to
- 3 We're \_\_\_\_\_ find a petrol station soon. We've been driving for three hours.  
sure must bound to
- 4 Not until I've saved enough money \_\_\_\_\_ leave home and try to find my own flat.  
I will will I I'll
- 5 As I was \_\_\_\_\_, if we can borrow a DVD player, we'll be able to watch the film.  
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- 6 Please let me \_\_\_\_\_. I'm sure you have more work to do than I have.  
to help helping help
- 7 It looks \_\_\_\_\_. Myron has finally learnt to play the violin.  
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- 8 We would rather \_\_\_\_\_ on holiday in August, but we had to wait until September. In the end, we had a great time.  
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- 9 \_\_\_\_\_ I need is four extra hours in the day.  
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- 10 I don't really like loud music, but Stephen \_\_\_\_\_.  
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- 11 It's \_\_\_\_\_ more difficult to find a good job these days.  
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- 12 Could you wash these \_\_\_\_\_ cups, please?  
coffee's coffee coffee of

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 Grammar total  40

**VOCABULARY**
**4** Read the definitions and complete the words.

 Example: very funny = **hilarious**

- 1 an alternative medicine that helps people with back pain = **c**\_\_\_\_\_
- 2 formal word for 'vocabulary' = **l**\_\_\_\_\_
- 3 a group of words whose meaning is different from the meaning of the individual words, for example, *it was a piece of cake* (= it was easy) = an **i**\_\_\_\_\_
- 4 listen to someone speaking and write down their words = to **t**\_\_\_\_\_
- 5 monotonous, boring = **t**\_\_\_\_\_
- 6 speak in a very soft voice = to **w**\_\_\_\_\_
- 7 a legal agreement where the bank lends you money to buy a house = a **m**\_\_\_\_\_
- 8 money that a bank lends and somebody borrows = a **l**\_\_\_\_\_
- 9 remove from power using force = to **o**\_\_\_\_\_
- 10 put off until later = to **p**\_\_\_\_\_

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**5** Complete the sentences with the correct word(s).

 Example: I'm reading a very depressing book, and so I keep crying in public.  
haunting witty depressing

- 1 Every time a boy walked past them, the girls started \_\_\_\_\_.  
giggling clicking buzzing

- 2 Working as a dog groomer might not pay that well, but it's a very \_\_\_\_\_ job.  
unpaid contract rewarding
- 3 What's the name of Stuart's wife? It's on the tip of my \_\_\_\_\_.  
heart tongue head
- 4 My uncle is really intolerant and \_\_\_\_\_. That's probably why he hasn't got many friends and why his wife left him.  
narrow-minded well-behaved high-risk
- 5 If it was \_\_\_\_\_ to me, I'd go on holiday to Sicily twice a year.  
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- 6 I got the \_\_\_\_\_ that he was not interested in what we had to say.  
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- 7 I've just started a new \_\_\_\_\_ working as a manager in a fast food restaurant.  
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- 8 The two armies agreed on a \_\_\_\_\_ for Christmas.  
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- 9 I arrived about an hour before the meeting, so I \_\_\_\_\_ some time looking in the shops near the station.  
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- 10 My parents got a real \_\_\_\_\_ when they saw my picture in the newspaper. I hadn't told them that I was going to join the peaceful demonstration.  
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**6** Underline the correct word.

 Example: It's the summer holidays, so I've got time on my hands / head.

- 1 I've lost my job, so for a few months we'll have to get by / back on my wife's salary.
- 2 The door made a mumble / click when it closed.
- 3 The troops captured / withdrew more than 500 enemy soldiers.
- 4 Each guard standing outside of the building held a machine cannon / gun and stood very still and straight.
- 5 I don't like modern art, but I quite like abstract / still paintings.
- 6 Could you please take some money outside / out of my wallet and go to the shop for some teabags?

**End-of-course Test** Grammar, Vocabulary, and  
Pronunciation **A**

- 7 There's no harm in telling a *grey / white* lie every now and again.
- 8 Our dog always *roars / barks* furiously at anyone who walks past the gate.
- 9 Look, here's some *chopped / sliced* bread. Let's make sandwiches.
- 10 For dessert, I plan to serve ice cream with *melted / poached* chocolate on top.

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- 7 Complete the sentences with one word made from the word in brackets.

Example: In many countries, smoking has been *outlawed* (law) in public places.

- 1 We had a big \_\_\_\_\_ (celebrate) for my uncle's 75th birthday.
- 2 When we finished university, Axel and I formed a \_\_\_\_\_ (partner) and started our own business.
- 3 \_\_\_\_\_, (apparent) Luke wants to quit his job and move to Bolivia.
- 4 After the crash, the \_\_\_\_\_ (wound) were taken to the local hospital for treatment.
- 5 A famous \_\_\_\_\_ (history) visited our school and told us a lot of stories about the past.
- 6 Many animals are fighting for \_\_\_\_\_ (survive) as humans continue to destroy the environment.
- 7 At the school disco, the boys \_\_\_\_\_ (number) the girls. There were three times as many boys.
- 8 I'm afraid we \_\_\_\_\_ (estimate) how popular the tour would be. One thousand two hundred people asked to join, but we only have 100 places.
- 9 The villa has an \_\_\_\_\_ (door) tennis court, so we can only play if it isn't raining or too hot.
- 10 After my illness, it took me several weeks to get back my \_\_\_\_\_ (strong).

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Vocabulary total	40
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**PRONUNCIATION**

- 8 Match the words to the same sound.

buzz	charge	comfort	donation
hiss	impressive	put off	
<b>socially</b>	tedious	troops	yell

Example: know *socially*

- 1 qualifications \_\_\_\_\_
- 2 chance \_\_\_\_\_
- 3 feelings \_\_\_\_\_
- 4 mortgage \_\_\_\_\_
- 5 revolution \_\_\_\_\_
- 6 neighbourhood \_\_\_\_\_
- 7 cut short \_\_\_\_\_
- 8 impression \_\_\_\_\_
- 9 joke \_\_\_\_\_
- 10 used \_\_\_\_\_

	10
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- 9 Underline the stressed syllable.

Example: re|pet|i|tive

- 1 ma|ter|ni|ty
- 2 nu|cle|ar
- 3 fig|ure
- 4 trou|ble
- 5 a|fford
- 6 in|come
- 7 with|draw
- 8 de|feat
- 9 cap|ti|vi|ty
- 10 scram|bled

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Pronunciation total	20
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Grammar, Vocabulary, and Pronunciation total	100
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# End-of-course Test

## Reading and Writing

**A**

### READING

1 Read the article and tick (✓) A, B, or C.

## THE SCIENCE OF PERSUASION

**A**

Persuasion is key to business and to much more besides. In many walks of life and in many situations, persuading people to do what you want them to do is the key to success. Is persuasion a science with rules that can be taught and learnt, or is it simply a matter of instinct and personal experience? Researchers have looked into different aspects of persuasion and come up with some interesting results.

**B**

One advertising copywriter, for example, came up with an approach to selling a product on a TV shopping channel via phone sales that differed from the norm for such advertising. Instead of being instructed: 'Operators are waiting, please call now', viewers were told 'If operators are busy, please call again'. This might appear to have been a risky tactic – putting potential buyers off by suggesting that they would have to waste their time calling repeatedly until they finally got through to someone to take their order. But the results were extraordinary and an unprecedented number of sales resulted. The advert suggested that instead of there being lots of operators sitting there and hoping people would call, there were so many people who wanted the product that people might have to wait until they could get it. This showed just how desirable the product was. Potential customers decided that if so many other people wanted it, they definitely wanted it, too.

**C**

What role does choice have in persuading people to buy or get something? One study looked at the choices employees made when offered different retirement programmes. This showed that the more choices people were given, the less likely they were to choose anything at all. Another study in a supermarket revealed a similar effect of choice. A particular supermarket displayed either 6 or 24 different kinds of jam. When there were 24 jams to choose from, 3% of customers went to the display and bought one of the jams. When there were 6 jams on display, 30% of customers did so.

**D**

To what extent can fear play a part in persuasion? One experiment involved public health leaflets on the dangers of tetanus infection. Some of the leaflets consisted almost entirely of frightening images of infected people, with a bit of information about infection, while some contained no

images at all, only information about infection. Some included information on where people should go to get tetanus injections to protect themselves, while others only gave this information and nothing else. The outcome was that the greatest number of people who went for injections were those who had been given the leaflet with both frightening images and instructions on where to go for injections. People who had been given the leaflets dealing only with infection did nothing. The conclusion was that fear paralyses people if no solution is offered, but if people are frightened and offered a solution they are motivated to take action.

**E**

Research has also looked into the issue of restaurants persuading people who have booked to let them know if they are not going to turn up. This shows that getting people to promise to do something makes them more likely to do it than simply asking them to do it. If the restaurant asks people to call if they can't make it, 30% of them simply don't turn up and don't tell the restaurant. If, however, the restaurant asks them to call if they have to cancel and they reply that they will do so, only 10% fail to notify the restaurant in advance that they will not be coming.

**F**

Another aspect of persuasion concerns getting someone to change their mind. Everyone knows how hard this can be. It's hard to prove to someone that a previous decision was wrong, and as people get older they get less and less willing to change their minds. This is because people want things to be consistent; they want their attitudes, statements, values, and actions to follow a set pattern. The only way to persuade them to change is to acknowledge this by agreeing that the previous decision they made was a perfectly understandable one. This allows them to focus on your suggestion without feeling that their previous decision was wrong in any way. As a result, they may be persuaded to break out of their established pattern without feeling uncomfortable about doing so.

- 1 In section A, the writer raises the question of whether or not \_\_\_\_\_.  
 A business is different from other walks of life with regard to persuasion   
 B persuasion is as important as people say it is   
 C it is possible to generalize about how persuasion works
  
- 2 The writer says that the instruction mentioned in section B \_\_\_\_\_.  
 A sounds like a bad idea   
 B was given by mistake   
 C was necessary in the circumstances

**End-of-course Test**  
**Reading and Writing**
**A**

- 3 How did some people react to the instruction mentioned in section **B**?  
 A Many of them bought more than one of the product.   
 B Their interest in the product increased.   
 C They bought something they didn't want.
- 4 In both of the studies mentioned in section **C**, \_\_\_\_\_.  
 A some of the choices proved more attractive than others   
 B the number of choices affected what people did   
 C only a few people selected any of the choices
- 5 What is said about the leaflets mentioned in section **D**?  
 A Some of them contained images that were not frightening.   
 B Some of them contained images and information.   
 C Some of them contained only images.
- 6 What did the experiment described in section **D** show?  
 A Fear alone can prevent people from taking action.   
 B Fear always causes people to take action.   
 C Fear persuades people to take action more than information does.
- 7 The research described in section **E** involved \_\_\_\_\_.  
 A asking people to do different things   
 B making the same request more than once   
 C people agreeing to a request
- 8 In section **F**, the writer says that trying to persuade people to change their minds can \_\_\_\_\_.  
 A take longer with some people than with others   
 B seem like a challenge to ordinary behaviour   
 C fail for reasons that do not seem logical
- 9 The writer advises in section **F** that you should not \_\_\_\_\_.  
 A discuss the other person's attitude in general   
 B make your suggestion too strongly   
 C criticize a previous decision

- 10 The writer's purpose in the article as a whole is to \_\_\_\_\_.  
 A discuss a number of different forms of persuasion   
 B advise the reader on how to get better at persuasion   
 C compare the results of various research into persuasion

 10

- 2 In which section of the article (A–F) are the following mentioned?

- 1 the effect of too much thinking being required \_\_\_\_\_  
 2 the number of people who don't take a certain action \_\_\_\_\_  
 3 the importance of telling people how to deal with a problem \_\_\_\_\_  
 4 the possibility that being good at persuasion is a natural skill that some people have \_\_\_\_\_  
 5 the way that people are usually invited to do something \_\_\_\_\_

 5

Reading total	15
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## WRITING

Choose one of the titles below and write approximately 250 words.

- 1 You have been asked to write a review of a TV programme for a local paper.  
 2 You have been asked to write an essay with the title 'Sport at school is as important as any other subject'.  
 3 You have been asked to write an article about how people's diets have changed over the last 30 years.

Writing total	10
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Reading and Writing total	25
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# End-of-course Test

## Listening and Speaking A

### **LISTENING**

- 1 Listen to five people talking about their journeys to work every day. Match the speakers (1–5) to what they mention in connection with their journey (A–H).

Speaker 1   
 Speaker 2   
 Speaker 3   
 Speaker 4   
 Speaker 5

- A the journey being unpredictable  
 B moving to a different work location  
 C other modes of transport being too complicated  
 D being lucky  
 E numbers of commuters increasing  
 F having a low opinion of other commuters  
 G other people changing the way they get to work  
 H remaining calm despite a problem

5

- 2 Listen to an interview about being an artist. Tick (✓) A, B, or C to complete the sentences.

- 1 What question does the interviewer raise in his introduction to the interview?  
 A How many people say, 'I'm an artist'.   
 B Why people who say, 'I'm an artist', are often not believed.   
 C What entitles someone to say, 'I'm an artist'.
- 2 Sophia says that if you believe that you are an artist, you should not \_\_\_\_\_.  
 A talk about wanting to *be* an artist   
 B lie about what you do for a living   
 C allow other people's comments to discourage you
- 3 What is Sophia's advice if you have a job?  
 A Think about your art while you're working.   
 B Spend the minimum amount of time possible working.   
 C Try to do some art while you're at work.
- 4 What does Sophia say about personal relationships?  
 A Tell people that you are sorry you can't spend more time with them.   
 B Be aware that your art causes you to change moods frequently.   
 C Explain to people how important your art is to you.

- 5 Sophia says that meeting other artists will show you that \_\_\_\_\_.

- A it is possible to find people who like the art you create   
 B people like you are able to make a living from their art   
 C there are other people with the same attitude as you

5

Listening total  10

### **SPEAKING**

- 1 Ask your partner these questions.

- 1 What aspect of your personality would you most like to change?
- 2 What would you like to have more free time to do?
- 3 How careful are you with money?
- 4 How much do you know about art and famous artists?
- 5 What's the best journey you've ever taken?

- 2 Now answer your partner's questions.

- 3 Now talk about one of these statements, saying if you agree or disagree. Give reasons.

- 1 'Taking revenge on someone does not make you feel better.'
- 2 'It is better to read books than newspapers.'
- 3 'Travel does not necessarily teach you anything about other places.'

- 4 Now listen to your partner. Do you agree with him / her?

Speaking total  20

Listening and Speaking total  30

**End-of-course Test** Grammar, Vocabulary, and Pronunciation **B**
**GRAMMAR****1 Complete the sentences with one word.**

Example: I went to Madrid in order to learn to play the guitar.

- 1 Gabriel loves sports and Jane even more \_\_\_\_\_.
- 2 I don't have time to play golf with Andrew. In \_\_\_\_\_ case, I don't even know how to play.
- 3 In \_\_\_\_\_ of not having a map, the walkers managed to find their way out of the mountains.
- 4 I can \_\_\_\_\_ garlic cooking. Is someone in the kitchen making dinner?
- 5 \_\_\_\_\_ to the newspaper, all the trains have been cancelled next week.
- 6 Luis can't \_\_\_\_\_ heard my message. Otherwise he would have phoned.
- 7 I've lost my wallet with the tickets in it. In other \_\_\_\_\_, we can't go to the concert.
- 8 We had a good holiday even \_\_\_\_\_ it rained quite a lot.
- 9 We \_\_\_\_\_ to have asked Muriel to look at the laptop. She knows all about computers.
- 10 There were so \_\_\_\_\_ people waiting to see Harry that we couldn't get through the crowd.
- 11 I don't like going to the pub, but Robert \_\_\_\_\_.
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Example: If I'd been watching (be watching) the game properly, I would have seen Sven score the goal.

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- 4 I was watching TV when the telephone \_\_\_\_\_ (ring).
- 5 You seem \_\_\_\_\_ (be) working really hard lately. Don't you think you should have a holiday?

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coffee's    coffee    coffee of
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I will    will I    I'll

**End-of-course Test** Grammar, Vocabulary, and Pronunciation **B**

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Grammar total	40
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**VOCABULARY**

- 4 Complete the sentences with one word made from the word in brackets.

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- 10 When we finished university, Axel and I formed a \_\_\_\_\_ (partner) and started our own business.

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- 7 If it was \_\_\_\_\_ to me, I'd go on holiday to Sicily twice a year.  
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- 8 I got the \_\_\_\_\_ that he was not interested in what we had to say.  
way act impression
- 9 The two armies agreed on a \_\_\_\_\_ for Christmas.  
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- 10 My parents got a real \_\_\_\_\_ when they saw my picture in the newspaper. I hadn't told them that I was going to join the peaceful demonstration.  
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**6** Read the definitions and complete the words.

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- 5 speak in a very soft voice = to **w**\_\_\_\_\_
- 6 a legal agreement where the bank lends you money to buy a house = a **m**\_\_\_\_\_
- 7 formal word for 'vocabulary' = **l**\_\_\_\_\_
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- 9 listen to someone speaking and write down their words = to **t**\_\_\_\_\_
- 10 remove from power using force = to **o**\_\_\_\_\_

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**7** Underline the correct word.

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- 1 Our dog always *roars* / *barks* furiously at anyone who walks past the gate.
- 2 The door made a *mumble* / *click* when it closed.
- 3 The troops *captured* / *withdrew* more than 500 enemy soldiers.
- 4 For dessert, I plan to serve ice cream with *melted* / *poached* chocolate on top.
- 5 Each guard standing outside of the building held a machine *cannon* / *gun* and stood very still and straight.
- 6 I don't like modern art, but I quite like *abstract* / *still* paintings.
- 7 Look, here's some *chopped* / *sliced* bread. Let's make sandwiches.
- 8 Could you please take some money *outside* / *out* of my wallet and go to the shop for some teabags?
- 9 I've lost my job, so for a few months we'll have to get *by* / *back* on my wife's salary.
- 10 There's no harm in telling a *grey* / *white* lie every now and again.

10

Vocabulary total  40

**PRONUNCIATION**
**8** Underline the stressed syllable.

Example: re|pet|i|tive

- 1 trou|ble
- 2 fig|ure
- 3 in|come
- 4 ma|ter|ni|ty
- 5 de|feat
- 6 scram|bled
- 7 with|draw
- 8 nu|cle|ar
- 9 cap|ti|vi|ty
- 10 a|fford

10

**9** Match the words to the same sound.

<b>socially</b>	yell	tedious	buzz
comfort	impressive	hiss	
<b>troops</b>	<b>put off</b>	donation	charge

Example: know *socially*

- 1 mortgage \_\_\_\_\_
- 2 used \_\_\_\_\_
- 3 qualifications \_\_\_\_\_
- 4 chance \_\_\_\_\_
- 5 joke \_\_\_\_\_
- 6 feelings \_\_\_\_\_
- 7 impression \_\_\_\_\_
- 8 revolution \_\_\_\_\_
- 9 cut short \_\_\_\_\_
- 10 neighbourhood \_\_\_\_\_

10

Pronunciation total  20

Grammar, Vocabulary, and Pronunciation total  100

**End-of-course Test**  
**Reading and Writing**
**B**

- 1 Read the article and tick (✓) A, B, or C.

## THE SCIENCE OF PERSUASION

**A**

Persuasion is key to business and to much more besides. In many walks of life and in many situations, persuading people to do what you want them to do is the key to success. Is persuasion a science with rules that can be taught and learnt, or is it simply a matter of instinct and personal experience? Researchers have looked into different aspects of persuasion and come up with some interesting results.

**B**

One advertising copywriter, for example, came up with an approach to selling a product on a TV shopping channel via phone sales that differed from the norm for such advertising. Instead of being instructed: 'Operators are waiting, please call now', viewers were told 'If operators are busy, please call again'. This might appear to have been a risky tactic – putting potential buyers off by suggesting that they would have to waste their time calling repeatedly until they finally got through to someone to take their order. But the results were extraordinary and an unprecedented number of sales resulted. The advert suggested that instead of there being lots of operators sitting there and hoping people would call, there were so many people who wanted the product that people might have to wait until they could get it. This showed just how desirable the product was. Potential customers decided that if so many other people wanted it, they definitely wanted it, too.

**C**

What role does choice have in persuading people to buy or get something? One study looked at the choices employees made when offered different retirement programmes. This showed that the more choices people were given, the less likely they were to choose anything at all. Another study in a supermarket revealed a similar effect of choice. A particular supermarket displayed either 6 or 24 different kinds of jam. When there were 24 jams to choose from, 3% of customers went to the display and bought one of the jams. When there were 6 jams on display, 30% of customers did so.

**D**

To what extent can fear play a part in persuasion? One experiment involved public health leaflets on the dangers of tetanus infection. Some of the leaflets consisted almost entirely of frightening images of infected people, with a bit of information about infection, while some contained no

images at all, only information about infection. Some included information on where people should go to get tetanus injections to protect themselves, while others only gave this information and nothing else. The outcome was that the greatest number of people who went for injections were those who had been given the leaflet with both frightening images and instructions on where to go for injections. People who had been given the leaflets dealing only with infection did nothing. The conclusion was that fear paralyses people if no solution is offered, but if people are frightened and offered a solution they are motivated to take action.

**E**

Research has also looked into the issue of restaurants persuading people who have booked to let them know if they are not going to turn up. This shows that getting people to promise to do something makes them more likely to do it than simply asking them to do it. If the restaurant asks people to call if they can't make it, 30% of them simply don't turn up and don't tell the restaurant. If, however, the restaurant asks them to call if they have to cancel and they reply that they will do so, only 10% fail to notify the restaurant in advance that they will not be coming.

**F**

Another aspect of persuasion concerns getting someone to change their mind. Everyone knows how hard this can be. It's hard to prove to someone that a previous decision was wrong, and as people get older they get less and less willing to change their minds. This is because people want things to be consistent; they want their attitudes, statements, values, and actions to follow a set pattern. The only way to persuade them to change is to acknowledge this by agreeing that the previous decision they made was a perfectly understandable one. This allows them to focus on your suggestion without feeling that their previous decision was wrong in any way. As a result, they may be persuaded to break out of their established pattern without feeling uncomfortable about doing so.

- 1 In section A, the writer raises the question of whether or not \_\_\_\_\_.  
 A persuasion is as important as people say it is   
 B it is possible to generalize about how persuasion works   
 C business is different from other walks of life with regard to persuasion
- 2 The writer says that the instruction mentioned in section B \_\_\_\_\_.  
 A was necessary in the circumstances   
 B sounds like a bad idea   
 C was given by mistake

**End-of-course Test**  
**Reading and Writing** **B**

- 3 How did some people react to the instruction mentioned in section **B**?  
 A Their interest in the product increased.   
 B Many of them bought more than one of the product.   
 C They bought something they didn't want.
- 4 In both of the studies mentioned in section **C**, \_\_\_\_\_.  
 A only a few people selected any of the choices   
 B the number of choices affected what people did   
 C some of the choices proved more attractive than others
- 5 What is said about the leaflets mentioned in section **D**?  
 A Some of them contained images that were not frightening.   
 B Some of them contained only images.   
 C Some of them contained images and information.
- 6 What did the experiment described in section **D** show?  
 A Fear alone can prevent people from taking action.   
 B Fear always causes people to take action.   
 C Fear persuades people to take action more than information does.
- 7 The research described in section **E** involved \_\_\_\_\_.  
 A making the same request more than once   
 B people agreeing to a request   
 C asking people to do different things
- 8 In section **F**, the writer says that trying to persuade people to change their minds can \_\_\_\_\_.  
 A seem like a challenge to ordinary behaviour   
 B take longer with some people than with others   
 C fail for reasons that do not seem logical
- 9 The writer advises in section **F** that you should not \_\_\_\_\_.  
 A criticize a previous decision   
 B discuss the other person's attitude in general   
 C make your suggestion too strongly

- 10 The writer's purpose in the article as a whole is to \_\_\_\_\_.  
 A compare the results of various research into persuasion   
 B advise the reader on how to get better at persuasion   
 C discuss a number of different forms of persuasion

 10

- 2 In which section of the article (A–F) are the following mentioned?

- 1 the effect of too much thinking being required \_\_\_\_\_
- 2 the number of people who don't take a certain action \_\_\_\_\_
- 3 the importance of telling people how to deal with a problem \_\_\_\_\_
- 4 the possibility that being good at persuasion is a natural skill that some people have \_\_\_\_\_
- 5 the way that people are usually invited to do something \_\_\_\_\_

 5

Reading total	15
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## WRITING

Choose one of the titles below and write approximately 250 words.

- 1 You have been asked to write a review of a TV programme for a local paper.
- 2 You have been asked to write an essay with the title 'Sport at school is as important as any other subject'.
- 3 You have been asked to write an article about how people's diets have changed over the last 30 years.

Writing total	10
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Reading and Writing total	25
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# End-of-course Test

## Listening and Speaking

**B**

### LISTENING

- 1 Listen to five people talking about their journeys to work every day. Match the speakers (1–5) to what they mention in connection with their journey (A–H).

Speaker 1   
 Speaker 2   
 Speaker 3   
 Speaker 4   
 Speaker 5

- A having a low opinion of other commuters
- B the journey being unpredictable
- C other people changing the way they get to work
- D moving to a different work location
- E other modes of transport being too complicated
- F being lucky
- G remaining calm despite a problem
- H numbers of commuters increasing

5

- 2 Listen to an interview about being an artist.

Tick (✓) A, B, or C to complete the sentences.

- 1 What question does the interviewer raise in his introduction to the interview?
  - A How many people say, 'I'm an artist'.
  - B Why people who say, 'I'm an artist', are often not believed.
  - C What entitles someone to say, 'I'm an artist'.
- 2 Sophia says that if you believe that you are an artist, you should not \_\_\_\_\_.
  - A talk about wanting to *be* an artist
  - B lie about what you do for a living
  - C allow other people's comments to discourage you
- 3 What is Sophia's advice if you have a job?
  - A Think about your art while you're working.
  - B Spend the minimum amount of time possible working.
  - C Try to do some art while you're at work.
- 4 What does Sophia say about personal relationships?
  - A Tell people that you are sorry you can't spend more time with them.
  - B Be aware that your art causes you to change moods frequently.
  - C Explain to people how important your art is to you.

- 5 Sophia says that meeting other artists will show you that \_\_\_\_\_.

- A it is possible to find people who like the art you create
- B people like you are able to make a living from their art
- C there are other people with the same attitude as you

5

Listening total  10

### SPEAKING

- 1 Answer your partner's questions.

- 2 Now ask your partner these questions.

- 1 What are your strengths and weaknesses in English?
- 2 What sounds do you most associate with your childhood?
- 3 How materialistic do you think you are?
- 4 How much travelling would you like to do in your life?
- 5 What do you think the life of a celebrity chef is like?

- 3 Listen to your partner. Do you agree with him / her?

- 4 Now talk about one of these statements, saying if you agree or disagree. Give reasons.
- 1 'Money is more important than love.'
  - 2 'People should enjoy themselves rather than worry about their health.'
  - 3 'Every child should have a pet.'

Speaking total  20

Listening and Speaking total  30

**End-of-course Test**  
**Answer Key** A
**Grammar, Vocabulary, and Pronunciation**
**GRAMMAR**

- 1 1 have...been going out  
 2 had to  
 3 rang  
 4 didn't use to  
 5 has been / was  
 6 to help  
 7 hadn't given  
 8 waited  
 9 have planned  
 10 'd / had woken up  
 11 playing  
 12 to be / to have been  
 13 was living  
 14 saw

- 2 1 though  
 2 spite  
 3 According  
 4 would  
 5 have  
 6 only  
 7 any  
 8 words  
 9 ought  
 10 smell  
 11 does  
 12 so  
 13 much  
 14 many

- 3 1 yourself  
 2 may  
 3 bound to  
 4 will I  
 5 saying  
 6 help  
 7 as if  
 8 have gone  
 9 What  
 10 does  
 11 more and  
 12 coffee

**VOCABULARY**

- 4 1 chiropractic  
 2 lexis  
 3 idiom  
 4 transcribe  
 5 tedious

- 6 whisper  
 7 mortgage  
 8 loan  
 9 overthrow  
 10 postpone

- 5 1 giggling  
 2 rewarding  
 3 tongue  
 4 narrow-minded  
 5 up  
 6 impression  
 7 job  
 8 ceasefire  
 9 killed  
 10 shock

- 6 1 by  
 2 click  
 3 captured  
 4 gun  
 5 abstract  
 6 out  
 7 white  
 8 barks  
 9 sliced  
 10 melted

- 7 1 celebration  
 2 partnership  
 3 Apparently  
 4 wounded  
 5 historian  
 6 survival  
 7 outnumbered  
 8 underestimated  
 9 outdoor  
 10 strength

**PRONUNCIATION**

- 8 1 buzz  
 2 hiss  
 3 tedious  
 4 impressive  
 5 troops  
 6 put off  
 7 comfort  
 8 donation  
 9 charge  
 10 yell

**End-of-course Test  
Answer Key**
**A**

- 9 1 maternity  
 2 nuclear  
 3 figure  
 4 trouble  
 5 afford  
 6 income  
 7 withdraw  
 8 defeat  
 9 captivity  
 10 scrambled

**Reading and Writing**
**READING**

- 1 1 C  
 2 A  
 3 B  
 4 B  
 5 B  
 6 A  
 7 C  
 8 B  
 9 C  
 10 A

- 2 1 C  
 2 E  
 3 D  
 4 A  
 5 B

**WRITING**

Student's own answers.

**Task completion:** The task is fully completed and the answer easy to understand. (4 marks)

**Grammar:** The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

**Vocabulary:** The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

**Listening and Speaking**
**LISTENING**

- 1 1 F  
 2 D  
 3 A  
 4 C  
 5 H

- 2 1 C  
 2 A  
 3 B  
 4 C  
 5 C

**SPEAKING**
**Interactive communication and oral production:**

The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation, and responding. The student uses appropriate strategies to complete the task successfully. (10 marks)

**Grammar and Vocabulary:** The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor, occasional errors do not impede communication. (5 marks)

**Pronunciation:** The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

**End-of-course Test**  
**Answer Key** B
**Grammar, Vocabulary, and Pronunciation**
**GRAMMAR**

- 1 1 so  
 2 any  
 3 spite  
 4 smell  
 5 According  
 6 have  
 7 words  
 8 though  
 9 ought  
 10 many  
 11 does  
 12 would  
 13 much  
 14 only

- 2 1 didn't use to  
 2 have...been going out  
 3 saw  
 4 rang  
 5 to be / to have been  
 6 has been / was  
 7 to help  
 8 'd / had woken up  
 9 hadn't given  
 10 had to  
 11 have planned  
 12 playing  
 13 waited  
 14 was living

- 3 1 have gone  
 2 more and  
 3 help  
 4 bound to  
 5 yourself  
 6 coffee  
 7 will I  
 8 saying  
 9 as if  
 10 may  
 11 What  
 12 does

**VOCABULARY**

- 4 1 underestimated  
 2 survival  
 3 celebration  
 4 Apparently  
 5 strength

- 6 historian  
 7 outnumbered  
 8 wounded  
 9 outdoor  
 10 partnership

- 5 1 job  
 2 tongue  
 3 narrow-minded  
 4 killed  
 5 giggling  
 6 rewarding  
 7 up  
 8 impression  
 9 ceasefire  
 10 shock

- 6 1 idiom  
 2 chiropractic  
 3 tedious  
 4 postpone  
 5 whisper  
 6 mortgage  
 7 lexis  
 8 loan  
 9 transcribe  
 10 overthrow

- 7 1 barks  
 2 click  
 3 captured  
 4 melted  
 5 gun  
 6 abstract  
 7 sliced  
 8 out  
 9 by  
 10 white

**PRONUNCIATION**

- 8 1 trouble  
 2 figure  
 3 income  
 4 maternity  
 5 defeat  
 6 scrambled  
 7 withdraw  
 8 nuclear  
 9 captivity  
 10 afford

**End-of-course Test  
Answer Key**
B

- 9 1 impressive  
 2 yell  
 3 buzz  
 4 hiss  
 5 charge  
 6 tedious  
 7 donation  
 8 troops  
 9 comfort  
 10 put off

**Reading and Writing**
**READING**

- 1 1 B  
 2 B  
 3 A  
 4 B  
 5 C  
 6 A  
 7 B  
 8 A  
 9 A  
 10 C

- 2 1 C  
 2 E  
 3 D  
 4 A  
 5 B

**WRITING**

Student's own answers.

**Task completion:** The task is fully completed and the answer easy to understand. (4 marks)

**Grammar:** The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

**Vocabulary:** The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

**Listening and Speaking**
**LISTENING**

- 1 1 A  
 2 F  
 3 B  
 4 E  
 5 G

- 2 1 C  
 2 A  
 3 B  
 4 C  
 5 C

**SPEAKING**
**Interactive communication and oral production:**

The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation, and responding. The student uses appropriate strategies to complete the task successfully. (10 marks)

**Grammar and Vocabulary:** The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor, occasional errors do not impede communication. (5 marks)

**Pronunciation:** The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)