

Card 1

TASK 1. Read the text. Match choices A-G to 1-5. There are 2 choices you don't need to use.

Like the sides of a snowflake, each with its own complex structure, Daniel Perkins' model consists of six characteristics common to highly creative individuals. He considers that creative people may not have all the characteristics, but the more they have, the more creative they tend to be.

1. _____ Creative individuals have a high tolerance for complexity, disorganization, and asymmetry. They enjoy the challenge of struggling through chaos and struggling toward a resolution and synthesis.
2. _____ Creative people spend an unusual amount of time thinking about problems and explore a number of options in solving a particular problem before choosing a solution. They value good questions as they can produce discoveries. It allows to find new perspectives and approaches to problems. They have a strong tendency to think in opposites or contraries, in metaphors and analogies and challenge assumptions.
3. _____ Accompanying risk is the acceptance of failure as part of a creative quest and the ability to learn from failures. Working at the edge of their competence, where the possibility of failure lurks, mental risk-takers are more likely to produce creative results.
4. _____ The popular image of creative individuals usually highlights their subjective, personal insights and commitments; however, without feedback from others, they would create a private world that is distant from reality and could not be shared or appreciated by others. They both criticize their own work and seek criticism from others.
5. _____ Creative individuals are involved in an enterprise for its own sake, not for grades or paychecks. Their catalysts are the enjoyment, satisfaction, and the challenge in the work itself. Work evaluation, competition for prizes tend to diminish creativity.

- A. Appreciated leadership.
- B. A strong commitment to a personal aesthetics.
- C. Inner motivation.
- D. The ability to excel in finding problems. Mental mobility.
- E. Tolerance for symmetry and organization.
- F. A willingness to take risks.
- G. Objectivity.

TASK 2. Read the text. Choose the correct answer (A, B, C, D). Only one variant is possible.

Emotional Intelligence as a theory was first brought to public attention by Daniel Goleman, but the theory itself is, in fact, attributed to John Mayer and Peter Salovey. According to Goleman, Emotional Intelligence consists of five elements. The first is knowing one's own emotions: being able to recognise that one is emotional and having the ability to identify which emotion is being experienced even if it's not a particularly comfortable feeling to admit. Emotional awareness can lead to managing emotions. Emotions can simultaneously empower and hinder individuals, so it is important to develop the ability to control them. Strategies can be learnt whereby emotions are set aside to be dealt with later. The separation of logic and emotion isn't easy when considering people.

The next item on Goleman's list is recognising emotions in other people. Not being tangible, emotions are difficult to analyse and quantify, compounded by the fact that each area doesn't operate in isolation. Each of us has misread friends' or colleagues' behaviour. The classic example is the shy person, categorised by some people as arrogant and by others as lively. How can two different groups make a definitive analysis of someone that is so strikingly contradictory? It happens daily in our relationships, even to the point of misreading the behaviour of those close to us.

We might say that it is common sense but Goleman claims that emotional intelligence is just a new way of describing competence. The problem is that a society or some parts of it forgot that these skills ever existed and found the need to re-invent them. However the emergence of Emotional Intelligence as theory suggests that the family situations and other social interactions where social skills were honed in the past are fast disappearing so that people need to be re-skilled.

6. Emotional Intelligence as a theory _____

- A.** is attributed to Daniel Goleman
- B.** was unheard of until the 1970s
- C.** consisting of at least five key areas
- D.** is attributed to Mayer and Salovey

7. As well as being intangible, the problem with emotions is that they _____

- A.** are difficult
- B.** are difficult to qualify
- C.** do not operate in isolation
- D.** are compounded

8. Goleman links Emotional Intelligence to _____

- A.** competence
- B.** incompetence
- C.** happiness
- D.** common sense

9. The fact that the Idea of Emotional Intelligence has emerged suggests that social interactions _____

- A.** happen in the family
- B.** need to be re-skilled
- C.** are becoming less frequent
- D.** are honed

10. Misreading the behaviour of others

- A.** is most common with those close to us
- B.** is always expensive
- C.** is a classic example
- D.** occurs daily

TASK 3. *Read the text. Fill in the blanks (1-10) with the correct word (A, B, C, D). Only one variant is possible.*

Motivation involves the biological, emotional, social and cognitive forces that activate behaviour. The term motivation refers to the internal processes which serve to activate, guide and 11 _____ human behaviour. In everyday usage, it is frequently used to describe why a person does something. Motivation helps to answer the question 'why', as in: Why does a child behave 12 _____ in certain circumstances? The instinct theory suggests that some behaviour stems from internal 13 _____ or instincts. Instincts are patterns of behaviour assumed to be universal in a 14 _____ and independent of experiences that are elicited by specific stimuli. The drive theory of motivation suggests that biological needs create unpleasant states of 15 _____, such as hunger and 16 _____. Thus motivation is seen as a process through which a child is driven to satisfy biological needs. The expectancy theory is 17 _____ from the notion that a child acts in a certain way because she or he believes that such behaviour will have a specific, desirable outcome. Behaviour is strategic and can best be understood as being in the service of purposes. Behaviour that at first does not seem to make 18 _____ may become clearer when examined in the context of the individual's knowledge of his strengths and weaknesses and the goals he wishes to accomplish. The way in which children actively seek to engage in their social environment and their pursuit of desired outcomes in the important domains of their lives, provide 19 _____ for understanding their behaviour. According to Zirkel, social intelligence is a model of personality and individual behaviour in which it is 20 _____ that as people we know about ourselves and the social world in which we live. We use this knowledge to manage our emotions and direct our behaviour toward desired outcomes.

- | | | | |
|-------------------|----------------|----------------|----------------|
| 11. A maintain | B strengthen | C remain | D weaken |
| 12. A fluently | B disruptively | C immediately | D skilfully |
| 13. A purposes | B distinctions | C consequences | D urges |
| 14. A species | B goals | C patterns | D responses |
| 15. A strength | B arousal | C confidence | D challenge |
| 16. A gap | B emergence | C intelligence | D fatigue |
| 17. A estimated | B assumed | C derived | D accomplished |
| 18. A adolescence | B account | C sense | D weakness |
| 19. A desires | B measures | C clues | D competences |
| 20. A presumed | B enabled | C created | D rejected |

TASK 4. Grammar Test. Choose the correct answer. Only one variant is possible.

21. All the children of our group are looking forward to _____ on holiday.
A go **C** be going
B going **D** have been going
22. I drove to the airport _____ my grandparents.
A meeting **C** to have met
B to be met **D** to meet
23. Everyone knows that _____ is unhealthy, but a lot of people find it difficult to give up.
A smoking **C** smoke
B smoked **D** have smoked
24. The foreign delegation of youth is reported _____ our country.
A have left **C** to have left
B left **D** to have been left
25. Her husband tried to open the door of the bedroom quietly so as not _____ the baby.
A disturb **C** to disturb
B disturbing **D** to be disturbed

26. You should book your return tickets in advance in order ____ disappointment.
A avoid **C** avoiding
B avoided **D** to avoid
27. The doctor had some hot tea and two sandwiches with salmon before ____ the meeting.
A having started **C** started
B starting **D** had started
28. ____ the film the girl decided to discuss it with her friends at the hostel.
A Seen **C** Having seen
B Have been seen **D** To see
29. The experienced manager hopes ____ a promotion.
A to be offered **C** being offered
B to be offering **D** to offer
30. There are a lot of wooden benches for people ____ on in the city park
A to sit **C** to be sitting
B sitting **D** sit
31. We couldn't help ____ her for such strange ideas.
A criticize **C** criticizing
B to have criticized **D** to criticize
32. The passengers would like to have their luggage ____ without delay.
A to be sent **C** have sent
B to send **D** sent
33. The student claimed ____ for his English examination all evening.
A to have been preparing **C** preparing
B to be preparing **D** to prepare
34. We have processed the data ____ with the help of the computer.
A obtaining **C** being obtained
B obtain **D** obtained
35. Nobody is certain to like ____ a liar.
A being called **C** to call
B calling **D** called
36. The unexpected circumstances made them ____ from the business trip.
A refusing **C** refuse
B to refuse **D** to have been refused
37. Swimming for about half an hour every day is a good way of ____ fit.
A having been kept **C** to keep
B keeping **D** have kept
38. Did anybody see the terrible car accident ____?
A had happened **C** happened
B happen **D** to happen
39. After ____ the front door, the stranger looked up and down the street.
A closing **C** to close
B to have been closing **D** to be closing
40. The translation of your article is supposed ____ next month.
A published **C** to be published
B publishing **D** be published