End-of-Unit Test

Unit 1

Name: _____

Date: _____

Mark: _____ / 70 marks

Reading

1 Read the article about colour and the consumer.

Shopping and the language of colour

When you shop, how do you choose what you buy? Do you look for high quality, or low price? How can you know quickly what kind of product is which? The answer is the language of colour. Manufacturers use colours on packaging to encourage shoppers to choose their brand. Every supermarket sells thousands of products, and each one is carefully packaged in particular colours to catch the shopper's eye. The colours used on packaging are designed to communicate the qualities of the products inside to consumers.

Different colours say different things about a product. For example, a dessert aimed at an adult market may be packaged in black to suggest that it is sophisticated and expensive, whereas a yoghurt for children will probably be in a brightly coloured carton. Sweets and chocolate are also often sold in bright red and pink wrappers, which are thought to show sweetness. Perhaps these brightly-coloured wrappers are also trying to attract the child in every one of us. A purple and gold box of chocolates, however, suggests luxury and something that might make a special present. There is also quite an obvious difference in the colours of products aimed at men and women. Men's toiletries, for example, often come in black or grey packaging, whereas those aimed at women are more likely to be in clean-looking white and softer shades of blue, green or pink.

It is important that the colours on a popular product stay the same. If a packet of our favourite snack is not the colour we are expecting, we might feel less confident about what is inside – perhaps it has also changed! Also, the colour of the packaging can help the consumer in a hurry to pick out his or her favourite brand from amongst all the others on the shelves. However, there is a danger that competing brands could copy the colours and design on the packet, so that when two brands are side by side on the shelves, the consumer could be tricked into selecting the wrong one.

The least colourful products in the supermarket are probably the supermarket's own products. Sophisticated, bright packaging costs money, so these products are normally sold in very plain packaging, which makes them easily recognisable as the low-priced alternative. As supermarkets save money on packaging, this saving can be passed on to the customer.

The colour of the food is as important as the colour of the packaging. When we open a tin or carton, we have certain expectations. Markets full of fresh fruit and vegetables are incredibly colourful places, and we link strong colours with fresh, tasty food. When food is processed, though, some of these natural colours are lost. This is why the food industry has always added colours to a range of food. Experiments have shown that when a food looks more like the fresh version, people think it tastes better. Sometimes the food industry creates an unnaturally strong colour in a food. For example, banana ice cream is usually yellow, and strawberry yoghurt looks quite pink. If you made these items in your kitchen, the colours would be very much lighter, but consumers have come to expect brighter colours. In the past, the colours that were added to food were chemicals created in a laboratory. Nowadays, however, there is a trend towards natural food colours, as consumers are getting worried about the effects of artificial colours on health. Your bright pink strawberry yoghurt, for example, may be coloured with beetroot, a dark pink vegetable.

There's no doubt that colour improves our experience as consumers. But we should be aware that manufacturers often use it to create a false impression. And remember that it's easy to be fooled by the colour of the package or the food itself.

© Cengage Learning, Inc.
Permission granted to photocopy for classroom use.

LIVEWORKSHEETS

2 Complete the Exam Task.

Exam **TASK**

For questions **1–6**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

1 In the first paragraph, the writer says that manufacturers use colours to 'catch the shopper's eye'. What do they mean?

- **A** attract the customer
- **B** inform the customer
- **C** surprise the customer
- **D** please the customer

2 What does the author suggest about colourful wrappers on sweet and chocolates?

- **A** They look like gifts.
- **B** They attract women and men equally.
- **C** They are designed to make every shopper feel like a child.
- **D** The manufacturers hope that children will ask their parents for them.

3 What does the writer say about changing the colours of a popular product's packaging?

- **A** It means the product is different, too.
- **B** It can make the product more popular.
- **C** It allows customers to shop more quickly.
- **D** It can make shoppers feel unsure about the product.

4 Supermarket own-brand products are cheaper because

- **A** they are poor quality.
- **B** the packaging is plainer.
- **C** the packaging is very colourful.
- **D** they don't sell well.

5 When people see food that has strong, bright colours, they imagine it is

- **A** sweet.
- **B** fresh.
- **C** spicy.
- **D** processed.

6 In the last paragraph, the writer says that

- **A** manufacturers are trying to trick shoppers.
- **B** packaging is a good way to decide what to buy.
- **C** manufacturers want to be more honest these days.
- **D** there should be more rules about how colour is used.

(_____ / 6 marks)

© Cengage Learning, Inc.
Permission granted to photocopy for classroom use.

LIVEWORKSHEETS

Vocabulary and Use your English

1 Choose the correct option to complete the sentences.

1 Our teacher doesn't have a good sense *on / of* humour.
2 My best friend and I have many things *in / on* common.
3 We decided to wear our brightest clothes just *for / of* fun.
4 I told him that laughing *to / at* his little brother was unkind.
5 My cousin is mad *for / about* horses and goes riding every weekend.
6 I don't mind spending money *with / on* fresh food.
7 I often help my mother-in-law *in / with* my spare time.
8 Don't be nervous *about / at* wearing that dress. You look amazing!

(_____ / 8 marks)

2 Complete the sentences with the correct form of the words.

1 We didn't know we were _____ when we met, but he's my cousin! **RELATE**
2 Bea has a lot of _____ , which makes everyone else try harder. **ENTHUSIASTIC**
3 Marta is very _____ . Her stories are brilliant. **IMAGINE**
4 The students were all very _____ because of the exams. **STRESS**
5 White is a not a _____ colour for a carpet. It gets so dirty! **SENSE**
6 Strong colours can make you feel more _____ . **ENERGY**
7 Last time I saw him, he was feeling _____ . **DEPRESS**
8 If you get a pet, it can help with _____ . **LONELY**

(_____ / 8 marks)

3 Complete the sentences with these words.

black colours natural nerves red touch

1 We used to think he was caring, but he showed his true _____ at the weekend.
2 I can't believe you've only had one driving lesson. You are a _____ !
3 I don't keep in _____ with Mateo any more. I haven't spoken to him for years.
4 Please don't put your things cn my desk. It gets on my _____ .
5 I don't think this is a _____ and white issue. It's complicated.
6 When I told Mum I'd broken the car mirror, she saw _____ and started shouting at me.

(_____ / 6 marks)

© Cengage Learning, Inc.
Permission granted to photocopy for classroom use.

LIVEWORKSHEETS

Grammar

1 Complete the sentences with the present simple or present continuous form of the verbs.

1 The train _____ (leave) every day at nine in the morning.
2 Next week I _____ (go) to Canada.
3 He _____ (constantly / talk) in class. It's very annoying.
4 I _____ (live) in Spain. What about you?
5 She _____ (finish) her homework, so she can't come out.
6 The climate _____ (get) warmer every year.
7 Leonardo_____ (always / walk) to school.

(_____ / 7 marks)

2 Choose the correct option to complete the sentences.

1 She *looks / is looking* like her grandmother.
2 Frank *is / is being* a very serious boy.
3 Thank you for the flowers; they *smell / are smelling* lovely.
4 We *expect / are expecting* her to arrive tonight.
5 I *see / am seeing* Kevin tomorrow. We're going to the match together.
6 We *have / are having* two cats and a dog.
7 I *think / am thinking* of taking up cycling next year.

(_____ / 7 marks)

3 Complete the dialogue with *a, an, the* or –.

Otis: Did you hear what happened at [1] _____ library yesterday?

Leah: No. What happened?

Otis: [2] _____ cat got in through [3] _____ open window. It was chaos. [4] _____ cat panicked and knocked over a lot of [5] _____ books. It also knocked over a model of [6] _____ London Bridge and [7] _____ cup of coffee. There was [8] _____ coffee everywhere!

Leah: Wow! What a mess.

(_____ / 8 marks

© Cengage Learning, Inc.
Permission granted to photocopy for classroom use.

LIVEWORKSHEETS