Unit Test 5 | Group B

Name: _____ Class: ____

LISTENING

1 [Track 06] You are going to listen to a teacher talking about the senses and complete the sentences. Listen and complete the sentences with up to three words in each gap.

1 We use the mix of data provided by our senses and _____ to understand the world.
2 Taking in information is more _____ when students employ many different senses to learn.
3 Teachers should aim to create a classroom with no _____ like noise.
4 The speaker suggests using a _____ to note down ideas as an alternative to a list.
5 The speaker says that reading out loud and _____ encourage students to use different senses simultaneously.

___ / 5

VOCABULARY

2 Complete the text with the words from the box. There are three extra words.

adjust	come	desperate	educate
~~eyesight~~	hearing	impressive	
short-sighted	taste		

My aunt Sylvia is a sociable, active woman in her thirties. Last year, though, she had some bad news. Sylvia noticed her [0] ***eyesight*** had been getting worse, so she went to the optician's. She was told that she had a serious condition and risked becoming completely blind. She found it hard to [1] _____ to terms with this news at first. She was [2] _____ to find a doctor who could help her and got in touch with hospitals all over the country. Luckily, she found someone who could cure her! Sylvia is a teacher. Inspired by her difficult experience, she set up a project which aimed to [3] _____ teens about different disabilities. Her first workshop was about [4] _____ loss, as there was a new boy in the class who was deaf. It was a great success and helped the student [5] _____ to his new school.

___ / 5

3 Complete the sentences with the missing words. The first letters are given.

0 The sauce was so **m*ild*** that it hardly tasted of anything.
1 I had never been to such a fantastic restaurant. It was absolutely mind-**b**_____!
2 I like apples that are hard and **c**_____ I love the noise they make when you bite them!
3 **S**_____ the onions as thinly as you can.
4 Top chefs usually have very **s**_____ palates, which helps them when they cook.
5 To be happy in life, you shouldn't be afraid to **p**_____ your dream.

___ / 5

GRAMMAR

4 Choose the correct option to complete the sentences.

0 She felt the rain *to fall* / *fall* / ***falling*** on her head, so she put her hat on.
1 At first, he had difficulty *to accept* / *accept* / *accepting* his disability.
2 The money he earned in his summer job enabled him *to buy* / *buy* / *buying* a bicycle.
3 I 'm getting used *to cooking* / *cook* / *to cook* for myself, but it's taking me a long time to learn!
4 They decided to go on a mountain walk without *to check* / *check* / *checking* the weather forecast first.
5 This is an interesting article. It really makes you *to think* / *think* / *thinking* about the power of the senses.

___ / 5

5 Complete the sentences with the correct form of the verbs in brackets.

0 We ***forgot to check*** (forget / check) the museum's opening times, so it was closed when we got there.
1 I'm sorry. I _____ (not / stop / think) before I spoke.
2 We _____ (regret / inform) you that the flight will be delayed for two hours.
3 This software is old. It _____ (require / update).
4 I _____ (try / add) more salt to the guacamole, but it tasted worse!
5 I was cycling to university the other day when I _____ (see / a man / drop) his keys.

___ / 5

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LIVEWORKSHEETS

USE OF ENGLISH

6 Choose the correct option a–d to complete the text.

When I was at school, I enjoyed [0] ___ my parents in the kitchen. My dad was very fond of [1] ___ cakes and was pretty good at it for an amateur. I soon realised I took after him. When I told Mum and Dad I wanted to train as a chef, they tried to put me [2] ___ as they knew it involved long, antisocial hours. However, I managed to convince them it was right for me, so they let me [3] ___ my dream and go to catering college. I quickly [4] ___ hard and was enjoying the course, when suddenly something terrible happened. I completely lost my sense of smell taste! The doctor said it was probably an allergy and that my senses would come back. Luckily, she was right although I can't help [5] ___ what would have happened if she hadn't been.

0	**a** help	**b** ***helping***
	c to help	**d** be help
1	**a** baking	**b** bake
	c baked	**d** to bake
2	**a** down	**b** by
	c off	**d** on
3	**a** following	**b** to follow
	c follow	**d** followed
4	**a** was used to working	**b** got used to working
	c used to work	**d** used to be working
5	**a** wondered	**b** to wonder
	c wonder	**d** wondering

___ / 5

7 Complete the second sentence using the word in bold so that it means the same as the first one. Do not change the word in bold. Use no more than five words including the word in bold.

0 I didn't add sugar to the mixture – I forgot.
REMEMBER
I ***didn't remember to add*** sugar to the mixture.

1 John is a baker and gets up early every day.
USED
John, who is a baker, _____ _____ early.

2 She knew she could do well in the exam.
CAPABLE
She knew she _____ _____ well in the exam.

3 I'm sorry I didn't take his advice seriously.
REGRET
I _____ his advice seriously.

4 I never ate fish and vegetables when I was child, but I do now.
USE
I _____ fish and vegetables when I was child, but I do now.

5 The twins are very similar indeed.
APART
I find it hard to _____.

___ / 5

READING

8 Read the article and choose the correct answer a, b, c or d.

Sensational selling!

How do you feel when you smell the delicate aroma of coffee in a café? Or bread baking in a supermarket? Hungry? Have you had another coffee or bought some bread you didn't want as a result? If this has happened to you, then you've been a victim of sensory marketing, a concept we are hearing more and more about. It describes the process of winning a customer's trust and attention by appealing to each of the five main senses of sight, hearing, touch, smell and taste. At the end of the day, this subtle marketing strategy results in increased sales. Obviously, all kinds of businesses and industries have become very interested in it. Little do we realise, but we, the consumers, are getting used to it too.

Smell is a powerful sense and marketing professionals use it to encourage us to purchase sometimes completely average products in a variety of ways. Tests have shown that pleasant smells can improve mood by 40%! So, think twice before you buy something you don't necessarily need because you are in a store that smells nice and has put you in a good mood, even if it's only a pair of socks! Another way marketing departments persuade us to buy their products or services is by placing scented ads in magazines or by posting scented leaflets through your letterbox. This makes us more likely to read them in detail and feel positive about what they are selling. They are costly to produce, but they're also very clever! You may, of course, have had a negative experience at the hands of a marketeer who doesn't yet have a full understanding of how to use this sense. An overpowering, bad smell can completely put potential customers off parting with their money!

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Let's turn to sight, which is perhaps the sense we think of first in connection with traditional and more recent advertising styles alike, possibly because what we see has such a big impact. Have you ever bought something that is a little over budget, but that, in your opinion, looks beautiful and will impress your friends or, at least, make you feel you aren't missing out? Smartphones and even school bags are good examples of how our sense of sight can influence spending decisions. 'It's only €30 more expensive than the average-looking one', we try to convince ourselves as we get our pocket money or savings out. Social media and websites that are visually appealing to their target audiences, and in fact advertisements themselves are just three more examples on a never-ending list.

Our senses of touch, taste and hearing are used by commercial departments to make money, too. The way a piece of clothing or a pair of shoes feel plays an important part in your purchasing decision, whatever the price, tempting you to spend all the cash you have in your wallet. Have you ever been offered a mouth-watering snack in the supermarket that appealed to your taste buds just before a mealtime? What did you do next? And as far as our sense of hearing goes, all of us have at some point found ourselves humming a catchy commercial jingle we heard on the radio.

Finally, some brands these days are used to using new technological developments to provide mind-blowing sensory experiences for their customers. Not only can tour organisations' websites provide potential customers with a virtual tour of hotels they are considering booking, but new 4D technology enables them to feel physical aspects of their environment such as the sun and sea spray. Visually augmented reality technology can make your dinner in a restaurant look larger than it is, which could be used by some owners to cut costs. This idea was utterly ridiculous until recently.

In the past, sensory marketing used to be a part of other marketing approaches, but nowadays this concept has developed beyond all recognition due to, in no small part, advances in technology. People all over the world are influenced by it although they often don't know it. I have serious doubts as to whether this is morally correct. However, for better or for worse, sensory marketing is here to stay**!**

1 What do we learn about sensory marketing in the first paragraph?
   - **a** It's mainly used to sell food and drink.
   - **b** Customers believe in it.
   - **c** It is in the news.
   - **d** Customers enjoy learning about it.

2 In the second paragraph, the author says that
   - **a** advertisements which use aromas are inexpensive.
   - **b** people in a good mood are more likely to buy expensive things.
   - **c** people tend to avoid reading adverts.
   - **d** unpleasant aromas might discourage people from buying.

3 The writer explains the main reason people sometimes spend more than they intend to is because
   - **a** their friends encourage them to do so.
   - **b** it makes them feel good.
   - **c** what we see helps determine what we purchase.
   - **d** they have enough cash with them.

4 What point does the writer make in the fourth paragraph?
   - **a** People are easily influenced.
   - **b** People should plan their shopping.
   - **c** People are greedy.
   - **d** People like sensory marketing.

5 What is the writer's attitude to sensory marketing?
   - **a** She finds it intriguing.
   - **b** She believes it is unethical.
   - **c** She thinks it is invaluable.
   - **d** She finds it hard to understand.

___ / 5

WRITING

9 Do the exam task.

Czasopismo dla młodzieży zaprosiło czytelników do udziału w dyskusji na temat zajęć dodatkowych w szkole. Napisz **artykuł**, w którym przestawisz swoją opinię na temat wpływu zajęć teatralnych na rozwój młodych ludzi i zrecenzujesz przedstawienie szkolnej grupy teatralnej.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

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TOTAL ___ / 50

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