Unit Test 5 | Group A

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 Our senses gather information relating to our _____ and process it.
2 Because they have a natural _____, children make use of all the senses.
3 Things such as _____ can distract students listening to a presentation.
4 The speaker considers that _____ while studying increases students' attention.
5 The speaker finishes by asking us not to forget students who have any type of _____.

___ / 5

VOCABULARY

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

condiment	~~desperate~~	pan	petrified	
processor	puree	ridiculous	sliced	
whizzed				

I didn't find it easy to get a job when I finished school. After six months of searching, I was [0] ***desperate*** to start working. Finally, I got a job as a kitchen assistant. On my first morning, I was so [1] _____ that I was trembling while I was chopping the carrots! Later on, I managed to knock a [2] _____ off the cooker onto the floor! Luckily, the chef had gone out of the kitchen for a moment, so I picked it up, added water to the remains of the sauce and [3] _____ it. Unfortunately, I had put too much water in. It was supposed to be a kind of [4] _____, but didn't look quite right. I gave it to the waiters to serve and went back to the food [5] _____ to prepare vegetables. The chef returned, immediately spotted my sauce and asked another cook to prepare it again!

___ / 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 Even though I enjoy hot food, I found the curry almost too **s**_____ to eat.
2 I found it hard to eat the meat. It was so **t**_____ that I could hardly chew it!
3 All her **i**_____ family live nearby, except for her brother, who is studying abroad.
4 Once you have taken the sauce off the heat, **s**_____ it carefully with a wooden spoon.
5 The awful smell was really **g**_____. It really took away my appetite.

___ / 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 I can't help *to think* / *think* / *thinking* this sauce needs more vinegar.
2 Let me *to explain* / *explain* / *explaining* how our sense of smell works.
3 I 'm used *to making* / *make* / *to make* lasagne. I've been doing it for years!
4 The fence round the swimming pool is to prevent children from *to fall* / *fall* / *falling* in.
5 When I was at school, they forced us *to do* / *do* / *doing* PE, which some students didn't like.

___ / 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 Her writing _____ (need / improve), but her fluency is quite good.
2 We were in the park when we _____ _____ (see / Julie / walk) her dog. We all had a nice chat.
3 Sorry, I can't help. I _____ (not / remember / see) your contact lenses in the bathroom.
4 You should apologise and explain you _____ (not / mean / hurt) her feelings yesterday.
5 He _____ (try / repair) the puncture in his bike's front tyre, but had to ask for help in the end.

___ / 5

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USE OF ENGLISH

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

I will never forget my mum [0] ___ me to a children's party when I was seven. All my school friends stared at us when we arrived because she was wearing a bright pink top, a light green skirt and red shoes. None of these colours went with each other, but Mum just couldn't tell them [1] ___. You see, she's colour-blind! Choosing clothes was a big challenge for her! Another one was buying fresh fruit. Instead of [2] ___ ripe, yellow bananas in her shopping basket, she would often choose green ones! I got used [3] ___ with Mum's problems as I grew up and learnt how to help her. Going clothes shopping with her meant [4] ___ as a kind of fashion consultant. Nowadays, that's exactly what I do for a living! [5] ___ realizing it, Mum helped shape my career!

0	**a** took	**b** take
	c ***taking***	**d** to take
1	**a** from	**b** apart
	c together	**d** over
2	**a** putting	**b** put
	c to put	**d** having put
3	**a** to deal	**b** deal
	c dealt	**d** to dealing
4	**a** act	**b** to act
	c acting	**d** acted
5	**a** Without	**b** By
	c For	**d** From

___ / 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 At first, she found it hard to accept her illness.
TERMS
At first, she found it hard to _____ _____ her illness.

2 They are sorry they didn't learn a foreign language when they were at school.
REGRET
They _____ a foreign language when they were at school.

3 Working shifts is normal for me.
AM
I _____ shifts.

4 I was in a hurry, so I didn't speak to him.
STOP
I _____ to him because I was in a hurry.

5 Please tell everyone I'm having a party on Saturday.
WORD
Please _____ about my party on Saturday.

___ / 5

READING

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

The future is here!

How do you feel when you smell the aroma of freshly baked bread in a supermarket? Hungry? Have you ever bought food that isn't on your shopping list 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. Although the key ideas aren't new, marketing professionals now have a much deeper understanding of them than they used to. Sensory marketing 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. The result of this is a significant increase in sales. Obviously, different kinds of businesses and industries have become very interested in it. Consumers are getting used to it too, whether we realise it or not.

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! 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 letter box. This makes us more likely to read them in detail and feel positive about what they are selling. It isn't cheap, but it's very clever! You may, of course, have had a negative experience at the hands of a marketeer who doesn't yet have a complete 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 the sense we think of first in connection with both old-fashioned and more modern advertisements; studies show that our vision is considered to be the dominant sense. Have you ever bought something that is a little over budget, but looks beautiful and will, you think, impress your friends or, at least, make you feel you aren't missing out? Smartphones and even trainers are good examples of how our sense of sight can influence spending decisions. 'They're only £20 more expensive than the average-looking ones', we try to convince ourselves as we get our pocket money or savings out. Finally, it has been proved that social media and websites that are visually appealing to their target audiences are the most popular, another good example of the power of vision.

Our senses of touch, taste and hearing are used by commercial departments to make money too. Although you might not know it, it is proven that the way a piece of clothing or a pair of shoes feel plays an important part in your purchasing decision, 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? I bet many of you have ended up putting one in your basket! And all of us have at some point found ourselves humming a catchy commercial jingle we heard on the radio. Shops spend a lot on this kind of advertising because they have no doubt it is money well spent!

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, so you won't eat so much, which I feel could be used by some businesses to cut costs and increase profits. This idea was utterly ridiculous until recently.

In the past, sensory marketing used to be a part of other marketing approaches. However, nowadays this concept has developed beyond all recognition due to, in no small part, advances in technology and other disciplines, such as psychology. 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 In the first paragraph, the writer suggests sensory marketing
   - **a** is very recent.
   - **b** is effective.
   - **c** is popular among consumers.
   - **d** is a simple concept.

2 The writer's main purpose in the second paragraph is to
   - **a** describe advertisements using smell.
   - **b** inform the reader about how we use our sense of smell.
   - **c** illustrate how the sense of smell is used in marketing.
   - **d** warn marketing professionals of the risks of using this sense.

3 Which statement about the senses referred to in paragraphs 3, 4 and 5 is an opinion, not a fact?
   - **a** Sight is more important than the other senses.
   - **b** Shoppers are sometimes unaware of how their sense of touch influences them.
   - **c** Technology can cause our senses to trick us.
   - **d** People who taste free food in a shop are likely to buy it.

4 What does 'it' in the last paragraph refer to?
   - **a** advancement in psychology
   - **b** sensory marketing in general
   - **c** technological progress
   - **d** the item being advertised

5 The writer thinks sensory marketing is
   - **a** amazing.
   - **b** invaluable.
   - **c** unethical.
   - **d** unscientific.

___ / 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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