

KEYNOTE PROFICIENT MID-COURSE TEST | (Units 1–6)

Answer key

To score each test as a percentage, take the student's total mark (e.g. 60), divide by 80 and multiply by 100 = 75%.

VOCABULARY

1

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

2

11 diligence 12 explicitly 13 imperceptible
14 majority 15 energizing 16 indispensable
17 supposedly 18 reassuring 19 scrutiny
20 virtually

GRAMMAR

3

21 to 22 Not 23 get 24 be 25 of
26 would 27 being 28 are 29 have 30 will

4

31 been trying out 32 will be speaking
33 for (your) (own) peace of / for peace of / to
give you peace of 34 would (strongly) advise
(you) 35 are being quite 36 to popular belief
37 with the introduction of 38 are we by
39 are (rapidly) being (rapidly) consumed
(rapidly) 40 get / have his sitting room painted

READING

5

41 B 42 F 43 A 44 C 45 E

LISTENING

6

46 long benches 47 interaction 48 noodles
49 unconvinced 50 maddening 51 visual
cues 52 texture 53 label 54 awareness
55 stimulating

Transcript

Track1_Keynote_Prof_Midcourse_test

Hi, I'm Toni and I'm going to tell you about my experience of eating in a restaurant in total darkness. The last decade saw a rise in what became known as 'dining in the dark', a phenomenon which I decided I just had to try for myself. And so, with a friend in tow, I headed off to the appropriately named Dine in the Dark, a restaurant where we would eat our dinner in total darkness.

Simply arriving at the restaurant, however, instilled in me weird feelings of dread. Memories of being afraid of the dark as a kid resurfaced and it took my friend several attempts to give me the reassurance I needed

before I felt calm enough to even cross the threshold.

Once inside, we could see nothing. And I mean, nothing! We were gently guided to our table and soon realized we were not alone. Seated at long benches rather than traditional chairs, and across from other customers, we said hello and introduced ourselves.

Not knowing who was there or who might be listening in was an experience which affected interaction both with my friend and those around us. We couldn't have as intimate a conversation as we might otherwise have done and resorted to comments about where our knife and fork had gone. We also found that we were making noises to indicate we were taking notice of what was being said, rather than our usual visual responses of a nod or a smile.

The disembodied waiter's voice then ran through the evening's menu. Steak with mashed potato and beans was planned for the main course (nothing daunting there), while noodles were first up as the starter. I had a vision in my mind's eye of how disastrously that could go wrong and fully expected them to end up scattered over myself and the floor. It was disconcerting to say the least. In the event, dessert was by far the trickiest to eat – some kind of custard affair which seemed to keep sliding off my spoon!

Mulling over the evening afterwards, I wanted to know more about how these restaurants came into being in the first place. Initially, the idea behind them was for sighted people to experience the challenges blind people face when out for dinner. While it was certainly a dramatic and powerful experience, I remained unconvinced that this was really representative and decided to delve a little deeper, while reflecting on my own experiences.

One thing that struck me was that the majority of the food had been cut up into pieces – I wasn't presented with anything large enough to need cutting up, as one most certainly would in a normal restaurant. And what I found odd was that I couldn't distinguish the flavours well, which was maddening, despite having been told in advance what I was about to eat. I usually find that kind of meal irresistible!

Experts have concluded that being able to see what you're eating looks like adds to a sighted

person's enjoyment of any meal, whereas blind people do not have the same visual cues. Therefore, when sighted people are put in a situation where they can't see what they're putting in their mouths, they find it somewhat unsettling, since seeing what's on the plate adds to the anticipation of enjoying the meal.

For me, not being able to see what I was putting in my mouth meant I had to focus my attention elsewhere. So, I considered instead the food's texture, something I wouldn't normally have done. Trying to catch something simply from the food's aromas, I was no more successful than when I'd tried to taste it.

One widely accepted 'truth' is that blind people's other senses are heightened so I wanted to know the veracity of this accepted 'fact'. There's evidence to suggest that when it comes to smells, the blind don't actually have a better sense of smell but can more easily label them – something sighted people struggle to do. But they are unable to perceive flavour any better than anyone else.

Something else I was intrigued to discover was that when we eat in darkness, whether we have our eyes open or closed makes a significant difference to how we engage our senses. Research suggests that our awareness is increased when we shut them – when they're open, like mine were, our brain and eye mechanisms are more active, which actually detracts from what we're doing. Hence the reason I couldn't tell what I was eating.

So, what's the point of eating in the dark if it doesn't really seem to mimic the experience of blind diners? It could be argued that it is a multi-sensory experience and though the evidence isn't compelling about how much better food tastes when you can't see it, it was certainly a stimulating experience. But it was distracting, too, and I think I'll eat with the light on from now on!

SPEAKING

7

Put students in pairs. Give them one minute to look at the instructions and photos and think about what they want to say. They then work in pairs to discuss the prompt. When they have finished, they decide together which of the activities would make an interesting documentary.

As they are speaking, monitor their English and award marks up to ten according to the criteria in the table below. Give two marks if the student meets each criterion well, one mark if their performance is satisfactory, and no marks if they do not meet the criterion at all.

Did the student ...	Marks
complete the task, i.e. discuss what people might get out of the activities, and decide which activity would make an interesting documentary?	
speak intelligibly?	
know when to listen to their partner and when to speak?	
use correct grammar and vocabulary?	
use language presented in the units for talking about creative pursuits?	
Total out of 10	

WRITING

8

Use the following table to award ten marks. Give two marks if the student's writing meets each criterion well, one mark if their writing is satisfactory, and no marks if they do not meet the criterion at all.

Did the text ...	Marks
include a description of the writer's own hopes for the future?	
include an explanation of why it is important for people to have hopes for the future?	
include accurate use of vocabulary?	
include accurate use of grammatical structures?	
use an appropriate register for an article?	
Total out of 10	