SOCRATES

Module E — Full Practice Exam · 90 minutes · 100 points

WRITTEN RECEPTION (70 points)

(ACCESS TO INFORMATION FROM WRITTEN TEXTS)

Read the text and then answer questions 1–9. In the multiple-choice questions, circle the number of the correct answer. In the other questions, follow the instructions.

THE SCIENCE OF TASTE

I In a food laboratory in Oxford, volunteers are provided with two cups of hot chocolate. The drinks are identical, yet almost everyone says that the one in the orange cup tastes better. Experiments like this demonstrate a surprising fact: taste is generated not only in the mouth but also in the brain. An expanding field of research investigates how all our senses collaborate to produce the flavour of a meal.

II The tongue itself accomplishes less work than most individuals imagine. Its taste buds recognise only five basic tastes: sweet, salty, sour, bitter and umami, the savoury taste discovered in cheese and mushrooms. Everything else originates from smell. As we chew, tiny particles of food rise from the back of the mouth into the nose, where they generate hundreds of different chemical signals. This demonstrates why a heavy cold makes dinner seem unappealing: when the nose is blocked, the brain receives only the five basic tastes.

III Sound and sight matter considerably too. In one well-known experiment, participants consumed crisps while listening to crunching sounds through headphones; when the sounds were made louder, the crisps seemed fresher, although they were identical. Colour possesses a similar power: a dessert presented on a white plate tastes sweeter than the same dessert on a black one. Even background noise plays a considerable part, which may explain why food on aeroplanes frequently seems tasteless — the loud engines weaken our ability to notice sweet and salty flavours.

IV Individuals also differ from one another. About a quarter of the population are supertasters, who are born with an unusually high number of taste buds. For them, bitter vegetables such as broccoli can be almost painful to consume, which is why they frequently refuse them. Our preferences transform throughout our lives as well: children require extremely sweet food to feel satisfied, while many adults slowly learn to enjoy coffee and dark chocolate, which they hated when they were young.

V This research has considerable practical value. Food companies already utilise it to reduce sugar and salt without sacrificing flavour — for example, by incorporating pleasant aromas that trick the brain into noticing sweetness that is not really there. Hospitals, too, are redesigning plates and dining rooms so that patients who have lost their appetite will

consume more. Scientists believe this is merely the beginning: understanding the science of taste may soon enable us to appreciate food that is both healthier and more delicious.

QUESTIONS — PART I (70 points)

1. What did most volunteers in the Oxford experiment say?

i. The two drinks were made from different kinds of chocolate.
ii. The drink in the orange cup tasted better.
iii. Both cups of hot chocolate tasted exactly the same.
iv. The hot chocolate was too sweet to drink.

(7 points)

2. A heavy cold makes dinner seem dull. COMPLETE: This happens because the brain receives

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(8 points)

3. According to paragraph II, what happens as we chew our food?

i. The tongue creates hundreds of different signals.
ii. The five basic tastes become much weaker.
iii. The brain stops paying attention to smells.
iv. Tiny particles of food rise into the nose.

(8 points)

4. Give TWO examples from paragraph III of how senses other than taste and smell change the way food seems.

(1)

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(2)

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(8 points)

5. Why does food on aeroplanes often seem tasteless?

i. The loud engine noise weakens our sense of taste.
ii. The food is served on black plates.
iii. Airlines use less sugar and salt in their meals.
iv. Passengers cannot smell anything while flying.

(8 points)

6. Why do supertasters often refuse bitter vegetables such as broccoli? (paragraph IV)

ANSWER:

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(7 points)

7. Our tastes change during our lives. COMPLETE: Many adults slowly learn to enjoy

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(8 points)

8. How do food companies cut sugar without losing flavour? Give ONE detail. (paragraph V)

ANSWER:

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(8 points)

9. What is the main purpose of the text?

i. To warn readers about the dangers of sugar and salt.

ii. To convince readers to improve hospital food.

iii. To explain how many senses work together to create taste.

iv. To describe the history of famous food laboratories.

(8 points)

PART II — VOCABULARY (30 points)

Answer questions 10–14. In each question, match THREE of the six words or expressions (1–6) to the definitions. Write the number of the word next to the definition.

10. *(6 points)*

1. demanding	2. generous	3. focus
4. string	5. lightly	6. react

____ a) needing a lot of time, effort or skill

____ b) the thing that gets most attention or effort

____ c) gently or with little force or weight

11. *(6 points)*

1. clinic	2. except that	3. private
4. take sb/sth seriously	5. promote	6. principal

____ a) believe someone or something is important and give it attention

____ b) used to introduce the only fact making things different

____ c) give someone a more important job or higher rank

12. *(6 points)*

1. or so	2. decrease	3. room
4. satisfy	5. guidance	6. summary

____ a) to become smaller in number or amount

____ b) used to show that a number is not exact

____ c) empty space that can be used for something

13. *(6 points)*

1. element	2. force	3. atmosphere
4. fasten	5. support	6. stay up

____ a) the feeling or mood that a place gives you

____ b) one important part of something bigger

____ c) an organised group of people, often military

14. *(6 points)*

1. not believe / understand / hear / say, etc. a word	2. formal	3. shortly
4. fresh	5. as a matter of fact	6. transport

_____ a) used to add true or often surprising extra information

_____ b) very soon; in a little time

_____ c) used to emphasize that someone does not do something at all

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