

TEST 1 (UNIT 4)

I)-Find the word which has a different sound in the part underlined.

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|--------------------------|-------------------------|------------------------|------------------------|
| 1. A. cha <u>ri</u> ty | B. ca <u>mp</u> aign | C. do <u>na</u> te | D. a <u>tt</u> itude |
| 2. A. inte <u>gr</u> ate | B. inde <u>pe</u> ndent | C. de <u>te</u> rmined | D. a <u>cc</u> ess |
| 3. A. disc <u>us</u> s | B. miss <u>i</u> on | C. me <u>ss</u> age | D. succe <u>ss</u> ful |

II)-Choose the word which has a different stress pattern from the others.

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|------------------|------------|--------------|-------------|
| 4. A. access | B. control | C. donate | D. support |
| 5. A. wheelchair | B. visual | C. treatment | D. impaired |

III)-Choose the best answer A, B, C or D to complete the sentences.

6. Students decided to get involved in a _____ event to provide practical help for those in need.
A. help B. charity C. need D. kindness
7. Presence of international volunteers in the project also helps attract attention of the local _____ for the cause of mentally impaired children.
A. society B. population C. community D. neighbours
8. Children with disabilities in Viet Nam should have _____ to inclusive and quality primary and secondary education on an equal basis.
A. method B. reach C. access

9. A good attitude won't solve the problems associated with a learning _____, but it can give your child hope and confidence.
 A. environment B. injury C. illness D. disability
10. The principal of a special school for the disabled said that the school has no _____ to replace broken hearing aids.
 A. sum B. fund C. collection D. availability
11. Students with a hearing loss may need to use _____ technology to participate in class.
 A. assistant B. assistance C. assisted D. assistive
12. There is hope the disabled boy will soon be able to _____ into an inclusive school and attend regular education classes with a mixed group of children.
 A. combine B. include C. integrate D. accept
13. Self-awareness which is knowledge about strengths, weaknesses, and special _____ is very important to disabled children.
 A. talents B. efficiency C. attractive D. events
14. The accident and hospitalization _____ disruption on his education.
 A. causes B. caused C. was causing D. have been caused
15. That boy _____ Braille at Nguyen Dinh Chieu School for the first time and so far Braille has become the light for his education.
 A. learns B. learned C. is learning D. was learning

IV)-Fill in each blank with the correct word from the box. There are some extra words.

<i>take</i>	<i>assist</i>	<i>help</i>	<i>gain</i>
<i>spent</i>	<i>learn</i>	<i>play</i>	<i>interact</i>

Disabled Care Volunteer Programme in Sri Lanka

Under this program, volunteers are required to interact and communicate with patients having physical disabilities. Some of the patients at the nursing home, despite having friends and family, have been long forgotten. Volunteers (16) _____ a vital role in keeping the patients' spirits high and the time (17) _____ by volunteers is greatly appreciated. In addition to this, volunteers (18) _____ in preparing meals for the patients, general housekeeping duties and keeping the home and the surrounding garden area clean. The housekeeping duties are not compulsory, the main activity for volunteers is to (19) _____ with patients at the nursing home. Volunteers who are also looking to (20) _____ work experience or who are qualified in the physiotherapy field are always welcome.

V)-Complete the sentences with the past simple or present perfect of the verbs in brackets.

21. Phuc Tue Caring Centre (start) _____ its mission to care for, and educate mentally impaired children in 2001.
22. Since then, the centre (help) _____ the disabled to learn how to be more independent in their everyday life.
23. Some children in the centre are the victims of the "Agent Orange", a herbicide which (be used) _____ by the US military.



24. For the last few years, several charities (collect)_____ books and second-hand clothes and shoes for the children.
25. Last year, the centre (hold)_____ many culture exchange activities between volunteers, staff and disabled students.

VI)-Choose the word or phrase among A, B, C or D that best fits the blank space in the following passage.

Visiting Special Schools In Ho Chi Minh City

For disabled children, special education and care is an essential need. A special school may not be spacious, but it will become their second homes and families, helping unfortunate children to (26)_____ knowledge and skills as well as self-confidence in order to (27)_____ better into the community.

The Future School, a semi-boarding school, now has 40 handicapped children, from ages 6 to 16. The principal of Future School said, "Most of the students here have difficulties with language and life skills. So I (28)_____ great importance to improving their life skills and developing their language skills as much as possible".

Ms. Thu Huong, who has worked in the school for a many years, is also interested in teaching life skills to students. "I (29)_____ them with my heart and try to develop suitable learning programmes for them. Teaching them is very difficult because of the (30)_____ between school and family. So, I always recommend families help students review what I taught during the day, so that the day after we can receive the students' (31)_____ from home about the lessons", said she.

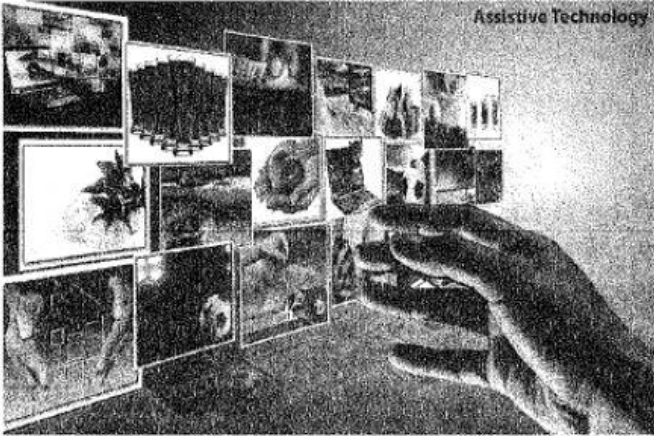
The Glow Blind Center has been (32)_____ for 29 years to teach and care (33)_____ the blind. About 30 blind students have been sponsored by the center, most of them from difficult backgrounds. Every morning, the center's Sisters (34)_____ children to Nguyen Dinh Chieu School, a special school for the handicapped, and pick them up in the afternoon for after-school help and to feed them. (35)_____ they are not blind themselves, the Sisters all want to learn Braille to be closer to their children.

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| 26. A. win | B. gain | C. benefit | D. increase with |
| 27. A. integrate | B. combine | C. mix | D. suit |
| 28. A. attack | B. attach | C. put | D. offer |
| 29. A. get | B. come | C. approach | D. reach to |
| 30. A. holes | B. space | C. misses | D. gaps |
| 31. A. advice | B. criticism | C. feedback | D. information |
| 32. A. set | B. established | C. installed | D. worked |
| 33. A. for | B. about | C. to | D. with |
| 34. A. show | B. go | C. move | D. lead |
| 35. A. Because | B. Although | C. If | D. But |

VII)-Read the passage, and choose the correct answer A, B, C or D for each question.

Approximately one in two thousand people in Viet Nam has a significant hearing loss. Students who have been deafened in early childhood can be very different to students who have lost hearing later in life in terms of educational disadvantage. For example, their range of vocabulary may be limited, which in turn may affect their level of English literacy.

Deaf and hard of hearing students can sometimes prefer visual learning strategies. This can be a challenge in an environment where much essential information is delivered exclusively by word of mouth.



Students with a hearing loss may need to use assistive technology to participate in class. This assistive technology can be the laptop where software such as Skype can be used to deliver interpreters or captioning. For some, it will be in the form of listening devices. For others, it will be a combination of technology that includes both listening devices and computer based software.

The impact of hearing loss can cause delays in receiving learning material. Students who need information transcribed from tape must sometimes wait for a significant period of time for this to happen. This needs to be considered in terms of developing suitable timelines for the completion of work for each student.

Students with hearing loss may appear isolated in the learning environment. The possibility for social contact and interaction with other students is often limited, and this isolation or separateness may have an impact on learning. Participation and interaction in tutorials may be limited. Students who cannot hear the flow and nuances of rapid verbal exchange will be at a disadvantage.

36. Students who have been deafened in early childhood can be very different to students who have lost hearing later in life because _____.
 - A. they have less disadvantage in English literacy
 - B. they have a more significant hearing loss
 - C. their vocabulary is good enough to affect their level of English literacy
 - D. they suffer from more difficulty in expressing their ideas
37. Assistive technology can help students with a hearing loss _____.
 - A. use software such as Skype to talk to interpreters
 - B. better integrate into the study environment
 - C. use listening devices and gain their hearing ability
 - D. deliver the captioning in order for them to understand
38. All of the following are true according to the text EXCEPT that _____.
 - A. students with hearing impairments prefer visual learning
 - B. assistive technology is useful to disabled students to follow education
 - C. deaf students can't complete their tasks in class
 - D. hearing ability may affect the level of language skills
39. Learning environment can have negative impact on deaf students when _____.
 - A. they get no help from their friends or little communication
 - B. they develop suitable timelines for the completion of work
 - C. they cannot hear the nuisance of rapid verbal exchange
 - D. interactions in tutorials may be limited in social contact

40. The word "timeline" in paragraph 4 is closest in meaning to _____.

- A. a line that shows the time in a day B. a plan which how long things will take
C. a point of time when thing completed D. a device which records the time

VIII)-Complete the conversation, using the sentences (A-F) given. There is one extra.

- A. Teachers encourage students to use campus support services available through Disability Resource Services.
B. After beginning introduction, you need to present new vocabulary in both spoken and written form.
C. Teachers allow students with disabilities to demonstrate understanding of course material using alternative methods, such as extended time limits, taped exams, oral exams, and so on.
D. Welcome to our special school for students with disabilities, Mr Thanh.
E. First, disabled students learn more readily if material is presented in as many ways as possible: visual, auditory, kinetic and tactile.
F. And nowadays teachers encourage disabled students to use current technology to improve learning: tape recorders, computers, calculators, electronic spellers, and so on.

Principal: (41) _____

Mr. Thanh: Good morning. I'm very proud if I can work here, but I don't have much experience. Could you share the practical ways to help students succeed in the classroom?

Principal: Certainly, Mr. Thanh. (42) _____

Mr. Thanh: Students suffering from impaired vision need to hear, or touch the material, and with impaired hearing, they need to see, or work with their hands.

Principal: You're right. I think you've got some experience already. (43) _____

You should describe orally any diagrams, charts used during the lesson.

Mr. Thanh: I'll select the adequate material such as video clips, audio files or pictures to do this. How can we make students understand the lesson more easily?

Principal: It is often easier for disabled students to learn after its practical application. (44) _____

Mr. Thanh: It sounds very practical. How about testing their knowledge and skills?

Principal: (45) _____

Mr. Thanh: Thank you so much.