

Unit Test 1 | Group A

DICTIONATION, LISTENING, COMMUNICATION, READING, VOCABULARY, GRAMMAR, USE OF ENGLISH

DICTIONATION

- 1 [Track 02] Listen and write the sentences that you hear.

/ 10

LISTENING

- 2 [Track 03] You are going to hear a young interpreter talking about her studies and work experience. Listen and complete the sentences with a word or short phrase in each gap.

She decided to study interpreting because she enjoys communicating _____.

She has no _____ about changing from translating to interpreting.

A _____ once offered her work at a training convention.

Even _____ interpreters might feel anxious before a job.

She made a mistake because she didn't understand a _____ told by the conference speaker.

/ 10

COMMUNICATION

- 3 Complete the dialogue with one word in each gap. The first letters are given.

Martin: What's wrong? You look very
¹ d _____ in the dumps.

You're usually so happy!

Maria: Well, I'm really worried about the exam this afternoon. Just the thought of doing it has been ² k _____ me up at night. I haven't slept well since Monday!

Martin: You've got to be ³ k _____ me! You always do so well at Maths.

Maria: I know, but it's getting more difficult all the time.

Martin: That's true, but I'm sure you'll be OK. You have to believe in yourself. Anyway, we'll be able to breathe a sigh of ⁴ r _____ tomorrow.

Maria: Thank ⁵ g _____!

/ 10

READING

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

Getting the message across

According to the World Federation of the Deaf, there are about 72 million deaf people around the world. Deaf people and people who can hear, but can't speak very often use a sign language to communicate with each other. There are approximately 300 sign languages in existence that were developed in different countries, and one international sign language that is simpler. Body language, involving the arms, hands and the face in particular, is used to sign messages. Many people who can hear think that sign languages are a visual interpretation of the spoken language. Surprisingly, they are wrong! This is because sign languages are based on concepts, not on words. Fingerspelling, that is spelling words if the signer doesn't know the sign, seems to be a practical way of clarifying meaning and must be easier to learn for people who aren't deaf. However, sign languages do have some things in common with spoken languages. For instance, deaf communities began to develop rules for expressing concepts in a similar way to which the spoken language rules developed over time. Apparently, babies also learn sign language in a similar way to which they learn a spoken language: they first learn vocabulary signs and only afterwards start to learn about how to express these concepts more accurately, in a grammatically correct way.

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Another similarity with spoken language is that we can find regional variations in the use of symbols within one signing language, just like spoken languages have different dialects.

Two important sign languages are British Sign Language (BSL) and American Sign Language (ASL). As both countries share the same official spoken language, it would seem highly likely that their sign languages would be similar despite the ocean that lies between them. Curiously, this isn't the case as their development followed different paths. In fact, it's probable that users of these languages would find it very hard to communicate with each other! ASL has many more similarities with French Sign Language. This is because the first school for the deaf was established in 1817 in America by a man called Gallaudet – who had learned teaching methods at a school for the deaf in Paris – and Laurent Clerc, who had studied there. The first school for the deaf in the UK, Braidwood's Academy for the Deaf and Dumb, was established in 1760. Neither school, though, was free. After that, many more children in both countries learned sign language, but often not at schools, which could be expensive. Interestingly, in the twentieth century there was a lot of opposition to signing in Britain as deaf children were encouraged to learn fingerspelling and lip-reading. BSL was only recognised as an official minority language in the UK in 2003!

However, hearing people's attitudes to deafness and to sign language have changed a lot since then. It is generally considered that the Internet and social media are largely responsible for bringing about these changes, as they have made it much easier for organisations working with the deaf to share information about this disability with the general public. In addition, the visual media often have a sign language viewing option, which has been useful too, as it might help people understand its importance to the deaf. Finally, we shouldn't ignore role models such as Kevin Hall, the first deaf professional golfer on the American PGA tour, who has inspired the deaf and hearing alike with his courage and has helped change attitudes towards deafness.

These days, although the number of schools where people can learn sign language has increased in many countries, it is still insufficient. Families in the UK are encouraged to learn to sign in order to communicate with a deaf family member. If they can't get a place on a course, a practical solution is to use one of the many free websites and video resources available on the Internet. It's easy! The United Nations is playing an important part, too. This influential organisation recently held the first International Day of Sign Languages with the theme, 'With sign language, everyone is included!'

To conclude, some people believe children in hearing schools should learn sign language so they can better communicate with their deaf classmates and, crucially, put themselves in their shoes. However, this dream is still a long way from becoming reality.

- 1 Which of the following is stated in the text as an opinion, not a fact?
 - a Deaf people should learn to use a sign language.
 - b Global sign language is easier to learn than other sign languages.
 - c Sign language isn't closely related to spoken language.
 - d Fingerspelling is useful in some situations.
- 2 According to the second paragraph,
 - a one sign language can have different signs for the same idea.
 - b the vocabulary of sign language is more important than the grammar.
 - c babies need grammar lessons to use a sign language correctly.
 - d sign languages have fewer rules than spoken languages.
- 3 ASL and BSL are different because
 - a the distance between the two countries hindered communication between teachers.
 - b deaf schools in the USA began later than in the UK.
 - c the first American school for the deaf employed French teaching techniques.
 - d many deaf children in the UK studied at home as school cost a lot.
- 4 In the fourth paragraph, the author says that
 - a the World Wide Web and networking sites are used a lot by deaf people.
 - b people think differently these days about signing and people who can't hear.
 - c all TV programmes should have a sign language box to help deaf people.
 - d one role model is not enough to change people's attitudes.
- 5 The author believes that
 - a there aren't many sign language courses in the UK.
 - b families in the UK aren't very good at helping the deaf.
 - c hearing school children will learn sign language in the future.
 - d anyone can learn sign language online.

/ 10

TOTAL / 40

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VOCABULARY

- 1 Choose the correct option to complete the text.

One day last year, my older brother told us he was going to sail across the Atlantic Ocean with two friends. Dad and I were ⁰ **bewildered** / *livid* because we thought he didn't like sailing that much. Mum was so ¹ **devastated** / *astonished* that she couldn't stop crying. The trip started well, but after he'd been away for two days his sailing boat lost ² **contact** / *a message* with land because of a problem with the communication system. Luckily, a passing ship saw the boat and managed to ³ **establish** / *maintain* contact with it. The ship's captain immediately passed ⁴ **on** / *across* a message from my brother to us. We were ⁵ **tense** / *ecstatic* and had a party to celebrate!

___ / 5

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

- 0 Politicians are usually very good at **conveying** their messages to the public.
1 It's a common belief that astronauts can see the Great Wall of China from space, but in fact, you can't **m** _____ it out because it's too small.
2 Last night I heard some strange noises coming from the garden. I was really scared. In fact, I had never been so **t** _____, but it was only a wild cat!
3 We must **s** _____ the message about the dangers of global heating to everyone we meet.
4 Sometimes it's important to **s** _____ out what you really mean to make sure everyone understands.
5 I felt really **e** _____ yesterday because my brother didn't listen to me again.

___ / 5

GRAMMAR

- 3 Choose the correct option to complete the sentences.

- 0 I was speaking to my brother when I **got** / *had got* / *was getting* your text message.
1 I **don't believe** / *had never believed* / *have never believed* in aliens until I saw the documentary.
2 They **have been knowing** / *have known* / *know* each other since they were at school.
3 **Have you been painting** / *Have you painted* / *Had you painted* again? Don't touch anything. Your hands are red and yellow!
4 Where **were you going** / *had you gone* / *did you go* after the film finished?
5 The number of people who own smartphones **is growing** / *was growing* / *grows* all the time these days.

___ / 5

- 4 Complete the mini-dialogues with a question tag or echo question.

- 0 A: Oh no! Jack is gazing out of the window again!
B: The teacher isn't happy, **is she**? Just look at her face!
1 A: Let's finish this project. We have to hand it in tomorrow.
B: I really don't feel like studying.
A: Come on! If we don't give it to the teacher, we'll fail, _____?
2 A: When Grandad was a child, they didn't have computers.
B: _____? I can't imagine a world like that! How did they find information?
A: They had to go to a library!
3 A: What shall I get Dad for his birthday?
B: We could get him something from both of us, _____? That way we'll be able to afford a nice present!
4 A: Congratulations. Everyone has been talking about how well you performed.
B: _____? Thanks!
5 A: Welcome home! How was your holiday?
B: Fantastic, thanks! But these bags are heavy. Open the door for me, _____?
A: Of course! Then sit down and tell me all about it!

___ / 5

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USE OF ENGLISH

- 5 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'm not sure if this is the correct phone number.

IT

This is the correct phone number, isn't it?

- 1 The last time she went to a party was in March.

SINCE

She hasn't _____ March.

- 2 They found some old photos in a drawer.

ACROSS

They _____ some old photos in a drawer.

- 3 They struck up a conversation before I arrived.

ALREADY

When I arrived, they _____ a conversation.

- 4 I think we should go.

WE

Let's go, _____?

- 5 I use social networks to talk to my friends.

STAY

I use social networks to _____ my friends.

____ / 5

- 6 Complete the text with one word in each gap.

Our neighbours believe in life in outer space. They think aliens ⁰ **have** been visiting our planet since the dawn of time! They've even got a small radio dish in their garden which they hope will pick ¹ _____ signals from them. I think they are living in a dream world, but they are such nice people that I just express a polite interest in everything they tell me. When I left home this morning, they ² _____ out a cloud with an unusual shape to me. They said it looked like that because our friends from space ³ _____ trying to make contact with Earth. Can you imagine that? I told my wife, who found it very hard to take ⁴ _____. She asked me, 'They haven't met any extraterrestrials yet, ⁵ _____ they?' Her simple question got me thinking.

____ / 5

TOTAL ____ / 30