

# Unit Test 1 | Group B

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

## DICTION

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

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## 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 didn't feel \_\_\_\_\_ by the translation course.

When she began her professional life, \_\_\_\_\_ were among the places she worked.

Her first experience of public service interpreting was when she helped out in the \_\_\_\_\_ of a local hospital.

She received a work proposal while networking at a \_\_\_\_\_.

The speaker admits she made a mistake at a conference for \_\_\_\_\_.

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## COMMUNICATION

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

Louise: I got a really good mark in the History exam! It's a <sup>1</sup> **w** \_\_\_\_\_ off my mind. Now I can relax!

David: I can <sup>2</sup> **b** \_\_\_\_\_ a sigh of relief now. I got a good mark, too!

Louise: Let's go out tonight to celebrate!

David: Actually, I want to stay at home with my sister. She's feeling a bit <sup>3</sup> **b** \_\_\_\_\_ because she didn't do so well in her tests.

David: Who <sup>4</sup> **w** \_\_\_\_\_ have thought it? She usually does well. I've never seen her down in the <sup>5</sup> **d** \_\_\_\_\_ either. She's always so happy.

Louise: I think she had a bad day!

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## READING

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

### Watch us talk!

Statistics published by the World Federation of the Deaf state there are about 72 million deaf people around the world, over 80% of whom live in developing countries. Deaf people and people who can hear, but can't speak very often use a sign language to get their message across. There are over 300 sign languages that are used worldwide and an international sign language that isn't as complicated. People use their arms, hands and face in particular to sign messages. It is commonly believed that sign languages are a visual interpretation of the spoken language. Surprisingly, this isn't true! This is because sign languages are based on concepts, not on words. Fingerspelling is a practical way of making meaning clear if the signer doesn't know the sign and isn't as time-consuming to learn, which is why deaf people usually learn it, too.

Sign languages, however, do have some things in common with spoken languages. For example, deaf communities began to develop rules for expressing concepts in a similar way to which the spoken language rules developed over time. Another interesting fact is that babies learn sign language in a similar way to which they learn a spoken language: they only start to learn about how to express concepts with grammatical accuracy after they have learnt vocabulary signs. If they have signing parents, they pick it up naturally just like the spoken language. Finally, we can find regional variations in the use of symbols within one signing language within one country, just like spoken languages have different dialects.

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Two important sign languages are American Sign Language (ASL) and British Sign Language (BSL). Both countries share the same official spoken language so it would seem highly likely that their sign languages would be similar, despite the ocean separating them. Strangely, this isn't the case as they evolved in different ways. 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 (FSL). The main reason for this is that the first school for the deaf was set up in America in 1817 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. Braidwood's Academy for the Deaf and Dumb, the first school for the deaf in the UK, was established in 1760. After that, a growing number of children in both countries learned sign language, but not normally at schools like these as they were usually expensive. Interestingly, there was a lot of opposition to signing in Britain in the twentieth century, as deaf children were encouraged to learn lip-reading and fingerspelling. British law only recognised BSL as an official minority language in the UK in 2003!

However, attitudes to deafness and to sign language have changed a lot since then although there is still a long way to go. 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 schools and societies working with the deaf to share information. In addition, the visual media often have a sign language viewing option. Even if people who can hear don't understand it, it might help raise their awareness of the challenges of 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.

Nowadays, although statistics prove that the number of schools teaching sign language has increased in many countries, it is still insufficient relative to demand. News reports tell us that families in the UK are being encouraged to learn to sign in order to communicate with a deaf family member. If they are unlucky and can't get a place on a course, a practical solution is to use one of the many free video resources and websites that can be easily accessed on the Internet. The United Nations is playing an important part too, recently holding 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 deaf classmates and, crucially, put themselves in their shoes. In my view, this dream will become true before too long.

- 1 According to the first paragraph, which of the following statements is true?
  - a Sign languages and spoken languages are similar.
  - b There are nearly 300 sign languages in existence.
  - c Fewer deaf people live in developed countries than in developing countries.
  - d Deaf people prefer fingerspelling to sign language.
- 2 In the second paragraph, the writer says
  - a one sign language can express the same concept in different ways.
  - b the grammar of sign language is less important than the vocabulary.
  - c it's advisable for babies to learn a sign language by having lessons.
  - d spoken languages have more rules than sign languages.
- 3 In the third paragraph, the writer
  - a suggests deaf schools in America in the past weren't very good.
  - b describes how ASL influenced FSL.
  - c explains why BSL, ASL and FSL are different.
  - d criticises attitudes to signing in the UK in the recent past.
- 4 In the fourth paragraph, the writer says
  - a deaf role models are important influencers.
  - b many deaf people learn how to sign online.
  - c most hearing people don't understand on-screen sign language boxes.
  - d people's attitudes are changing slowly.
- 5 In the last paragraph, which of the following is stated as an opinion, not as a fact?
  - a There aren't enough sign language schools available.
  - b Hearing schoolchildren will learn sign language in the future.
  - c You don't need to go to a school to learn sign language.
  - d Deaf people's relatives are recommended to learn sign language in the UK.

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**TOTAL** / 40



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## VOCABULARY

- 1 Choose the correct option to complete the text.

In the past, the means of communication people used to <sup>0</sup> maintain / convey contact with each other were a lot less sophisticated than they are today. When I was a child, my grandad regularly asked me to <sup>1</sup> deliver / spread handwritten notes to his friends. I enjoyed <sup>2</sup> making / carrying these messages as it made me feel important, even though I was shy and felt <sup>3</sup> exasperated / tense before meeting someone for the first time. Technological change has <sup>4</sup> spelt out / brought about a revolution in the way we communicate with each other. Interestingly, although my grandfather hasn't yet <sup>5</sup> figured out / pointed out how to use a smartphone, he has more friends than most people who use one all the time!

/ 5

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

- 0 The news surprised me a lot. I was so astonished I had to sit down!
- 1 The teacher's explanation was so detailed that it was hard to t in at first, but eventually I understood everything.
- 2 I was completely b and didn't know what to do. I had never felt so confused.
- 3 While they were walking on the beach, they c across a gold-plated watch someone had lost and took it to the nearest police station.
- 4 The coastguards were relieved when they finally managed to p up a radio signal from the lost fishing boat.
- 5 When she left university, she s in touch with all her friends. They chat on social networks every day.

/ 5

## GRAMMAR

- 3 Circle 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 What were you doing / had you done / did you do after dinner?
- 2 The number of people who have mobile Internet has increased / is increasing / increases all the time.
- 3 She loves her grandad's old CD player. She tried / 's been trying / tries to get it to work all morning.
- 4 I had never been / 'm not / have never been interested in science until I read a book by the famous physicist Stephen Hawking.
- 5 What are you thinking / have you been thinking / do you think about Twitter?

/ 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: I've been calling John for twenty minutes, but he hasn't answered.  
B: \_\_\_\_\_? That's unlike him. I hope he's OK.
- 2 A: Jennifer agreed to take responsibility for the project before she realised what it involved.  
B: Oh dear. She won't regret it, \_\_\_\_\_?  
A: No, I'm sure she'll manage. She enjoys a challenge.
- 3 A: Jonathan's job sounds very interesting, \_\_\_\_\_?  
B: Yes, I agree. But I wouldn't like to do it. He works very antisocial hours.
- 4 A: I'm in the right classroom, \_\_\_\_\_?  
B: I'm sorry, but you're not! Room 203 is next door.
- 5 A: When my grandparents were children, there weren't any computer games. What did they do for entertainment?  
B: They played outside and did a lot of sports.  
A: \_\_\_\_\_? I can't imagine them running fast!

/ 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 This is the first time I have ever seen a phone like this.

**NEVER**

I \_\_\_\_\_ like this before.

- 2 It can be hard to communicate your ideas in a foreign language.

**GET**

It can be hard to \_\_\_\_\_ in a foreign language.

- 3 Please hold this for a minute.

**WILL**

Hold this for a minute, \_\_\_\_\_?

- 4 He left before I arrived.

**ALREADY**

By the time I arrived, \_\_\_\_\_.

- 5 The aliens in the film seemed to be friendly, but in fact they wanted to destroy humanity.

**OUT**

The aliens in the film seemed to be friendly, but in fact they wanted to \_\_\_\_\_.

/ 5

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

I could tell that Dan was livid because of his clenched jaws. I <sup>0</sup> **had** never seen him so angry. 'It's very unlike Dan to get into conflict with people, isn't <sup>1</sup> \_\_\_\_\_?', my brother commented when I told him about yesterday's events. I explained that Dan had agreed to <sup>2</sup> \_\_\_\_\_ on a message from Jen to Julie, my two classmates. Julie opened the envelope in front of him and started shouting at him! He'd just <sup>3</sup> \_\_\_\_\_ doing Jen a favour. 'It sounds like Dan didn't know what was in the envelope, doesn't it?', said my bewildered brother. He was right. Dan <sup>4</sup> \_\_\_\_\_ forgotten all about the envelope, which contained a party invitation, and only handed it over after the party! <sup>5</sup> \_\_\_\_\_ he realised his mistake, he calmed down and apologised.

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**TOTAL** / 30