

Name: _____ Result: ___/100

Vocabulary

- 1 Put a verb from the box in the correct form to complete the text. There are three extra verbs which you do not need to use.

convey drone imply interpret mumble raise talk

Obviously, good communication is vital in any job interview. Relevant information must be **(a)** _____ directly to the interviewers. It's therefore important to state your opinions and thoughts openly and exactly, rather than **(b)** _____ what you mean, which forces interviewers to **(c)** _____ what your opinions actually are. This can lead to misunderstandings. Also, speak calmly and clearly and avoid **(d)** _____ because interviewers will have trouble understanding you if you do.

Score ___/4

- 2 Choose the correct answers to complete these sentences.

- 1 Would you mind _____ your voice please because the children are asleep?
A droning **C** minding
B hinting **D** lowering
- 2 Experts say that your _____ of voice is actually just as important as the words you use.
A breakdown **C** top
B tone **D** noise
- 3 Astronauts on the International Space Station are in _____ communication with the control centre on Earth.
A vague **C** regular
B frequent **D** usual
- 4 Students knew that they needed to speak with one _____ in order to force change at the college.
A voice **C** communication
B talk **D** cue
- 5 There are so many _____ of communication available to us today.
A ways **C** means
B hints **D** tones
- 6 There was a _____ in communication between the two sides so no agreement was reached.
A breakdown **C** fall
B means **D** crisis

Score ___/6

- 3 Complete the conversation with only one word in each gap.

- Max:** I heard you had a bit of an argument with Ricardo ...
- Yann:** Well he started it. He decided to **(a)** _____ me exactly what he thought about how well I played in the match.
- Max:** Well, much as I hate to speak on his **(b)** _____, he is the captain, and it's part of his job to speak his **(c)** _____ about things which went wrong during the game.
- Yann:** True, but it was the way that he did it that was the problem. I was **(d)** _____ to say something about why I'd made the mistakes I had, when he just started talking over the top of me and told me I had **(e)** _____ to tell him that was actually worth listening to! Can you believe that?
- Max:** Oh wow, that's really rude. There was no need for that.
- Yann:** To tell you the **(f)** _____, I feel like never talking to him again. I think it's **(g)** _____ to say that the next time I see him, I'll still feel really angry. I'm not sure I actually **(h)** _____ myself to speak calmly or kindly to him.
- Max:** You can't say that for **(i)** _____ – I mean, you might have calmed down about the whole thing by then.
- Yann:** I guess so. Anyway, as far as I'm concerned, there's no way that I'll be on speaking **(j)** _____ with Ricardo until he apologises.
- Max:** Fair enough!

Score ___/10

Grammar

4 Choose the best answers to complete the sentences.

- 1 When winter _____, it gets dark really early here.
A will arrive **C** would arrive
B arrives **D** is arriving
- 2 If you _____ to see Anna, could you tell her to call me?
A will happen **C** could happen
B would happen **D** should happen
- 3 If I _____ how to repair bikes, I'd be able to fix yours.
A knew **C** would know
B could know **D** know
- 4 If I _____ accepted onto the course, I'd work really hard.
A was going to be **C** were to be
B would be **D** were being
- 5 Diana _____ to the theatre more often if she had time.
A would go **C** were to go
B should go **D** will go
- 6 We _____ Kate and Harriet for dinner if they're not busy next Saturday.
A would invite **C** could invite
B were to invite **D** invited
- 7 If I spoke Arabic, I _____ communicate with people better in so many different countries.
A were to be able to **C** will be able to
B should be able to **D** would be able to

Score __/7

5 Complete the text with the correct form of the verbs given.

If Angelo **(a)** _____ (**get**) the exam grades he needs, he's going to medical school to train to become a doctor. He's done his exams and is now waiting to get the results. If he **(b)** _____ (**obtain**) the highest possible grades, he'd be able to get a place at the best medical school. If this happens, Angelo has decided that he **(c)** _____ (**have**) a big party to celebrate. **(d)** _____ his grades _____ **(be)** a little lower, Angelo would have to go to a medical school with not quite as good a reputation. The results are due in two days' time, so he's finding it hard to relax. When Angelo feels stressed, he **(e)** _____ (**not sleep**) very well. If he could fast forward time a couple of days, he **(f)** _____ (**press**) the button right now!

Score __/6

6 Complete the dialogue with only one or two words in each gap.

- Leo:** Where's Max? We said we'd meet him here.
Tom: I've no idea.
Leo: Well, if he's **(a)** _____ with us on this bike ride, he needs to get here soon. **(b)** _____ we don't leave soon, we won't have time to do the route we planned before it gets dark.
Tom: If you **(c)** _____ hold my bike a second, I'll find my phone and give him a ring.
Leo: OK ...
Tom: He's always late. It's really annoying!
Leo: Well if you **(d)** _____ keep inviting him on bike rides ...
Tom: If he **(e)** _____ such a good friend, I really wouldn't bother. I just **(f)** _____ tell him next time we go for a ride if that'll make you happy. He's not answering his phone ...
Leo: If he's not even **(g)** _____ to pick up, we might as well go without him.
Tom: Ah, look! Here he comes now!

Score __/7

7 Put a word from the box into each gap in the text. There are three extra words which you do not need to use.

case even event however
 provided supposing unless until

Many scientists worry that **(a)** _____ humans change the way they live, the Earth will face more and more environmental challenges of increasing seriousness. They warn that **(b)** _____ if we make radical changes now, such as drastically cutting our CO₂ emissions, we will still face plenty of problems. But **(c)** _____ we immediately make significant modifications to our lifestyles, these problems will not be too serious. Nonetheless, we need to be prepared in **(d)** _____ more of the extreme weather events we're seeing recently happen. And **(e)** _____ we do nothing? Well, then runaway climate change that we can do little to stop or reverse will become a distinct possibility.

Score __/5

Use of English

8 Complete the text below with the word that you think best fits each gap. Use only one word in each gap.


Students are increasingly asked to take part in debates in class. In many such debates, you will often find two particular types of people who behave in rather predictable ways. The first kind is the one who drones **(a)** _____ for as long as they possibly can because there's nothing they like better than the sound of their own voice. It wouldn't be so bad if they actually **(b)** _____ anything useful to say, but they generally don't. This kind of person seems incapable of reading social **(c)** _____, such as other attendees at the debate looking bored, yawning or looking impatiently at their watches. **(d)** _____ someone actually interrupts them, they'll continue to talk until it's time to go home!

The second type is the polar opposite. They will do anything to avoid talking, as they feel like they have nothing to **(e)** _____. If they **(f)** _____ to be asked their opinion about something that was under discussion, they **(g)** _____ probably mumble an extremely **(h)** _____ answer about nothing in particular, which had little to do with the topic in question and definitely wouldn't contain a genuine opinion.

So next time you're sitting in a student debate, why not entertain yourself by trying to spot these two very different characters?

Score __/8

Listening

9  **You will hear four speakers talking about times when they experienced problems caused by communication. For questions (1–4), choose the answer which fits best according to what you hear.**

- Speaker 1's main motivation for communicating with the young woman in German was ...
 - to practise her skills.
 - to compare opinions on meals.
 - to show off to her.
- Speaker 2 explains that a difference of opinion between two colleagues resulted in them ...
 - not speaking to each other.
 - coming to an agreement about it.
 - having a separate meeting to discuss it.

- Speaker 3 discovered how a misunderstanding had occurred by speaking to ...
 - the people who had originally caused the problem.
 - someone she hadn't been on speaking terms with.
 - a friend who quietly passed on a message to her.
- Speaker 4 explains that they were surprised because of ...
 - having a lack of money.
 - things the shop manager said.
 - how many items his mother wanted.

Score __/4

10 Listen again and decide which speaker mentions the issues below. Write the number of the speaker in the box. You can use each speaker more than once.

Which speaker ...

- explains why they felt a particular way about a change in their life?
- explains what they really meant to say in an interaction with someone?
- explains the cause of an argument between two people?
- describes a physical change in someone's appearance because of a feeling?
- says that the reason why they made a mistake was discovered by others?
- mentions that quite a few people helped to cause the communication problem?
- misunderstood a simple form of written communication?
- explains how an attempt to be funny caused the communication problem?

Score __/8

Reading

The components of communication**A**

There's a widely quoted set of statistics related to communication that seems to have become the unchallenged formula for subdividing how humans communicate with one another. The numbers concerned are 55%, 38% and 7%, and the criteria they relate to are body language, tone of voice and the words spoken respectively. But where did these numbers come from? And should we actually be assuming that they are an accurate reflection of the communicative process? The thing that most people find surprising about these percentages is the fact that, should they be correct, over 90% of communication has nothing to do with the actual choice of language. The majority of those who use these numbers as a model of communication have little idea how they were arrived at, which in itself can lead to misunderstanding of their significance. Psychologist Albert Mehrabian originally came up with the percentages as a result of two research studies, both of which were carried out in 1967. Misunderstandings around the statistics arise from the fact that those who quote them assume they are applicable to all communicative interactions, whereas what Mehrabian was actually analysing was the importance of verbal and non-verbal communication when expressing emotions such as likes and dislikes.

B

Mehrabian also points out that his breakdown of communication into its constituent parts was created while investigating a specific context: what happens when non-verbal and verbal communication do not appear to match. For instance, if you tell someone that you love them whilst looking miserable, your facial expression will be in direct conflict with the words you are using. This is known as incongruence. Mehrabian further comments that, 'When there are inconsistencies between attitudes communicated verbally and posturally, the postural component should dominate in determining the total attitude that is inferred.' This, therefore, raises the question of whether we should be using the 55:38:7 ratio at all. If it is referred to, it's clear that whoever's talking should explain how the numbers are only true for certain contexts, but that rather reduces the effect the astonishing statistics may have on their listeners. Any accurate analysis of communication, however, has to take into account several other important factors, such as the speaker's emotions at the time of talking and the context in which the language is being used.

C

Psychologists sometime use what are termed the 3 Cs of Nonverbal Communication: context, clusters, and congruence to investigate communication more precisely. 'Context' includes factors such as where the interaction is taking place, the relationship between the speaker and listener and other factors related to social hierarchies. The latter is important as the interaction between a manager and employee is likely to be very different to two friends of equal standing talking over a coffee. Focus on 'clusters' is designed to prevent one interpretation of a non-verbal gesture, such as pointing a finger at someone, becoming the only possible meaning of that gesture being used. Finger-pointing could well signify that the speaker is accusing the listener of some wrongdoing, but it could also mean that the speaker is especially sure of what they are saying, or is simply indicating that something they are talking about is situated directly behind the listener. 'Congruence', as you might expect given the example of incongruence given above, relates to how well the speaker's body language and tone of voice match the words that are spoken. Someone who claims to be 'fine' in a shaky voice while looking distinctly unwell may not be telling the truth!

D

Only when all three of these 3C factors are taken into account can we arrive at any conclusion regarding the extent to which the words used, body language and tone of voice influence the intended and received meaning. As the majority of analysis of communication is likely to be carried out by individuals taking part in a communicative exchange with another person rather than by psychologists in a research experiment, we are only ever likely to arrive at approximate conclusions: a precise percentage for the influence of each factor is more or less impossible. Yet it's this very precision that makes the 55/38/7 percentages so attractive. Humans have a natural tendency to avoid complexity, preferring numbers and explanations that are straightforward and applicable to any situation. This avoids us having to think deeply about every interaction or context we find ourselves in, which would clearly be a highly demanding way to live our lives. So next time we're tempted to quote these percentages as though they're an unquestionable truth, we should instead remember the 3 Cs and that when trying to understand others, there's far more going on than a simple and convenient division between words, tone and body language.

11 Read the article about the different components that make up communication. For questions (1–8), choose from the sections (A–D). The sections may be chosen more than once.

Which section ...

- 1 includes different possible explanations for a single non-verbal action? _____
- 2 gives details of how a mistaken belief leads to confusion about commonly used percentages? _____
- 3 explains why people prefer simple explanations to complicated ones? _____
- 4 says what speakers should do each time they tell someone else about the commonly used percentages? _____
- 5 suggests that only a few people know how the commonly used percentages were worked out? _____
- 6 explains why people are unlikely to be able to calculate their own set of percentages about communication? _____
- 7 defines a term used to describe when someone's body language and what they say do not correspond? _____
- 8 exemplifies how power differences between people alter the nature of communication? _____

Score __/8

12 Read the article again. For questions (1–4), say whether these statements are True (T), False (F) or is the information Not Mentioned (NM).

- 1 The percentages of the relative importance of components of communication took many years to work out. **T / F / NM**
- 2 Mehrabian gets frustrated that his statistics are often misused. **T / F / NM**

- 3 The 3Cs take into account that some instances of body language can have multiple meanings. **T / F / NM**
- 4 Most people now find the percentages related to communication too simple to fully explain what's happening in human interactions. **T / F / NM**

Score __/4

13 In your opinion, how important is non-verbal communication when compared to the words that people use? Give three reasons to support your opinion.

Score __/3

Writing

14 Read the information below then write a proposal for an activity to improve communication and teamwork in classes at your school. Make sure you include all the details the task asks for. Remember that you are referring to a future activity, but will need to link it to the present as well. Write 220–260 words.

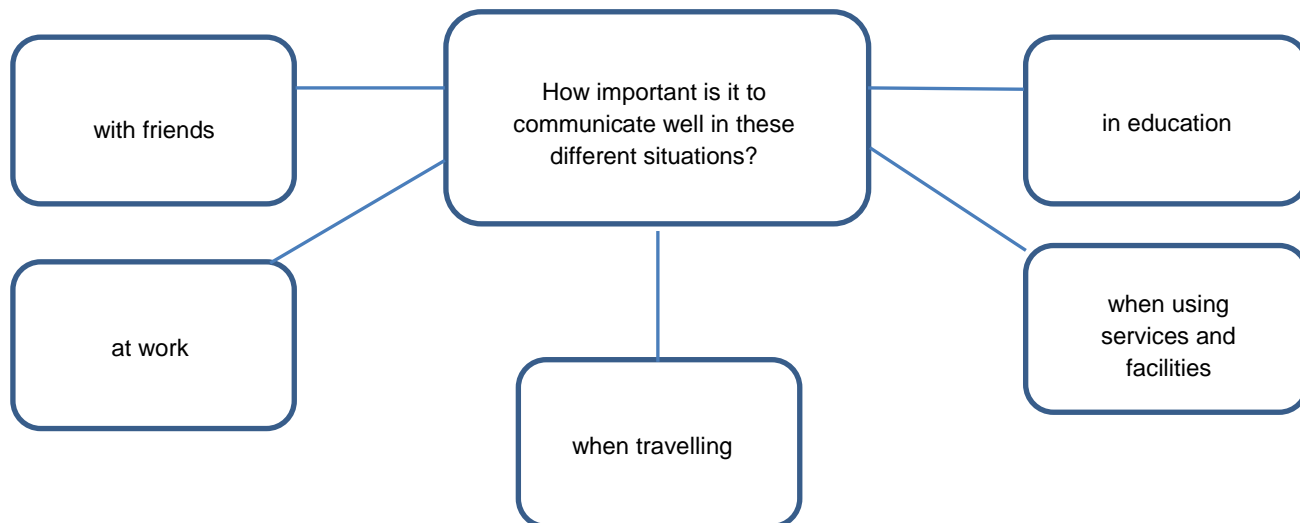
The headteacher at your school would like to encourage better communication and teamwork within classes at your school. She has asked students to write proposals for activities or events which will help with this. You decide to write a proposal for the headteacher, explaining what activity or event you would recommend, how you think this will help students, and what benefits improved communication will have on the school as a whole.

Score __/10

Speaking

15 Work in pairs. Look at the diagram for the collaborative speaking task about the importance of good communication in a range of situations.

You have one minute to decide together in which situation good communication skills are most important.



Score __/10

Vocabulary __/20
Grammar __/25
Use of English __/8
Listening __/12
Reading __/15
Writing __/10
Speaking __/10
TOTAL __/100