

## UNIT 1: Skills Test A

### Dictation

You are going to listen to a recording about visiting art galleries. Listen to the whole recording once. Then you will hear the recording again with pauses for you to write down what you hear. Make sure you spell the words correctly.

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### Listening

You are going to listen to a boy called Andy Johnson talking about his experience of being colour blind. For questions 1–10, complete the sentences with a word or short phrase.

- 1 Andy discovered that fewer ..... suffer from colour blindness than he'd expected.
- 2 Andy is more worried about buying the right colour ..... than other things.
- 3 Andy describes how he found the test for colour blindness at school as .....
- 4 Andy can't understand why some people think that ..... is the only colour he can see.
- 5 According to Andy, it's awkward if he can't see which ..... a football referee is showing him.
- 6 Andy once put ..... on his meal, which made him feel silly.
- 7 Andy says he makes sure he looks at the ..... on his tablet to check the battery life.
- 8 According to Andy, ..... used at pedestrian crossings are more helpful than symbols.
- 9 Andy gives the example of his cousin who contacts his wife by ..... to check what clothes to wear.
- 10 Andy describes himself as being definitely more ..... as a result of his condition.

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## Reading

### Task 1

**Read the article. Choose from the paragraphs (A–G) the one which fits each gap (11–16). There is one extra paragraph which you do not need to use.**

A It is proof of your ability to work as part of a team and develops you as a person.

B Once there they have started to set up camp.

C 'I have met people I would never have met had I not done the award.'

D As well as team work, going on an expedition allows young people to develop route planning and map-reading skills.

E It's day two of their expedition and, so far, they have walked 35 km.

F It sounded really interesting and a good way to meet people, which for me meant a way to overcome my shyness.

G 'I've already decided I want to go on and do my Silver Award next year.'

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### Task 2

**Read the article again and answer the questions in your own words.**

17 List the benefits to the participants of taking part in the expedition mentioned in paragraphs 2 and 3.

18 Summarise what Rita says about how doing the award helps participants in lines 47–51.

19 What does the final paragraph tell you about who is doing the award?

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Total: \_\_\_\_/50

## Going for Bronze

It's ten in the morning, it's raining heavily and Rita and a small group of her classmates have been hiking for four hours. **(11)** ..... They are doing their Bronze level of the Duke of Edinburgh (DofE) award and to achieve the award they have to complete an expedition of two days and one night. Last night they camped under some trees and they were woken at 5 a.m. by the birds singing. They haven't had much sleep, but that hasn't had a negative impact on their good spirits.

'Yesterday we walked for twenty-five kilometres so we were really tired at the end of the day,' says Rita. 'We set up camp under some trees, then we made a camp fire and cooked dinner – we had sausages and baked beans. Everyone helped out and then we sat round the fire and sang camp songs. It was really good fun.' For many, such as Dan, one of the benefits of doing the DofE is the friendships that develop out of a shared experience. **(12)** ..... 'When it's pouring with rain and you still have to walk ten kilometres, the team spirit keeps you going and determined to finish,' adds Rita.

**(13)** ..... 'We got a bit lost yesterday and walked five kilometres more than we should have, but we were able to find our way again using the map and a compass,' says Dan. Participants also learn how to pitch a tent and start a camp fire. In addition to this, many young people grow in self-confidence and self-belief. 'Before starting my DofE award, I didn't think I could do many things,' says Tanya. 'Now I feel I can tackle most things.'

'I've been working towards my bronze DofE award for three months now,' says Rita. 'I first heard about it when a leader came to our school to tell us about the award. **(14)** ..... The leader explained that you also have to volunteer, do a physical activity and learn a new skill. I have always wanted to work with children so I offered to help at a local play scheme where I coached netball and helped the children with their arts and crafts. I love dancing so for my physical activity I started flamenco dancing classes and for my skill I started playing the clarinet in the school orchestra.'

'Doing the DofE gives you much more than something that looks good on your CV. **(15)** .....' says Rita. 'It can be challenging at times, but by persevering through tough times on expeditions and juggling my DofE commitments with studies, I've learnt about commitment and a determination to achieve my end goal.' Rita continues, 'The DofE programme helps young people get a sense of discipline and structure. It encourages children with disabilities to take part and they go on to complete their expeditions and experience a huge sense of achievement.'

**(16)** ..... Rita is not alone. In 2016/17, more than 271,000 young people started their DofE – that's up 7 percent on 2015/16. Awards achieved also increased with over 133,000 gaining a Bronze, Silver or Gold Award, up 11 percent from the previous year. However, the biggest increase by a long way is in the number of young people from a disadvantaged background starting their DofE. This figure rose 19 percent from 2015/16 to almost 50,000. Over sixty years since the awards were established, they remain relevant to young people.