GOLD experience 2ND EDITION B1+ Pre-First for Schools

Name: _____

Class: _____

UNIT 3: SKILLS TEST B

DICTATION

You are going to listen to a recording about water. 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 student called Liam talking to his class about an activist called Wangari Maathai. For questions 1–10, complete the sentences with a word or short phrase.

1 Wangari moved to a ..... in the Rift Valley when she was three years old.

2 The land in the Rift Valley became very dry because farmers were growing more ..... .

3 Wangari was one of a number of ..... who went to university in the USA.

4 Wangari was the first ..... female to receive a Ph.D.

5 Wangari didn't think that ..... had made everyone's lives better.

6 Wangari talked to some Kenyan ..... who were worried because there was less food available.

7 People had less access to water because the ..... were becoming drier.

8 Wangari blamed some of the Kenyan ..... for the problems people were suffering from.

9 The Green Belt Movement has grown ..... trees across Kenya.

10 Wangari was awarded the Nobel Prize for trying to deal with environmental problems and protect ..... .

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LIVEWORKSHEETS

Name: _____

Class: _____

READING

Task 1

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

A Luckily for them, Jayden and his team are used to dealing with these problems.

B In fact, most of them are pleased to see how their children have grown up a bit.

C In the workshop, children are even shown how to make skateboards from old skateboard parts.

D Jayden and his team hope to attract even more children next year.

E All the kids and leaders gather around it and share their experiences from the day.

F Lunch is served at one o'clock, but there are no hot dogs or chips in sight.

G Others take place in the common room, like when the kids have to design a skate park together.

	12

Task 2

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

17 How do the children feel by the time they've finished breakfast? .....

.....

18 Where is a lot of the camp's food produced? .....

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19 What do the camp leaders hope to achieve with the team-building activities? .....

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20 What do the children visit on some of the afternoons? .....

.....

	8

Total:		50

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LIVEWORKSHEETS

Skate Camp

It's eight o'clock and Jayden is about to ring the bell to wake up the kids at his skate camp. He's been up since six o'clock making sure breakfast is prepared and planning the day with the camp leaders. Most of the kids would be at school at this time, so for them it's a treat to be allowed to stay in bed. 'We don't believe in getting up too early. Skaters need to get a good night's sleep and have plenty of energy for the day ahead,' says Jayden. Most of the kids are so excited that by nine o'clock, they've got dressed, had their breakfast and they're waiting at the skate park.

The children typically spend five to seven days at the camp, and the timetable changes from day to day. On most mornings the kids have lessons with professional skateboarders who teach them how to ride the board and do different tricks. Other classes include maintenance and the history of skateboarding. **(11)** ..... At the skate camp, they believe that it's essential for skaters to eat healthily so it always includes plenty of fresh fruit and veg. Surprisingly, perhaps, the kids don't seem to have any problem with that.

Jayden started his skate camp five years ago and he has always been keen for it to be a positive experience for the children. Situated in the middle of the countryside, Jayden has tried to make the camp as environmentally-friendly as possible. Much of the food comes from the camp's own organic vegetable garden and everything you can imagine is recycled. **(12)** ..... 'The kids love making their own boards – it makes them really proud,' says Jayden.

It can be quite hard for the children when they first arrive at the camp. They might feel shy or nervous, and for many of them, it's likely to be their first time away from home. **(13)** ..... Firstly, there are always enough leaders to take care of the children, with at least one leader for every six or seven children. Jayden prefers them to be young adults who are good at relating to children. He wants the kids to think of their leader as their big brother or sister.

They also organise team-building activities throughout the week which encourage the children to respect and look after each other. Some of these take place on four wheels, such as the 'penguin race'. This is when one child lies down on a skateboard and another one has to push them around a special course without them falling off. **(14)** .....

The rest of the time is filled with trips to nearby skate parks and hanging out with newly-made friends. Even after a whole morning of skateboarding, most of the kids can't wait to get back outside with their boards and practise what they've learnt. However, by early evening, most of the kids are exhausted and this is when they head to the campfire. **(15)** ..... They also share their dreams about tomorrow, which usually means what new tricks they're going to achieve.

At the end of the week, the parents arrive to pick their children up. For many of them, it's been a long week worrying about their kids being away from home. However, they soon realise that they needn't have worried. **(16)** ..... They seem more confident and responsible than they did before and they've even started eating vegetables!

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LIVEWORKSHEETS