



READING AND USE OF ENGLISH - PART 5

You are going to read a text about a survival adventure trip for young people in the mountains. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Survival adventure camp

Last summer, I took part in a survival adventure camp in the mountains. It was run by Survive! Adventure Club, and the idea behind it was to give teenagers like me a taste of what it's like to survive in the wild. There were no luxuries such as showers or shops which you find on other adventure camps. That might have bothered some people – not me, though. Our guides were experienced and reassured us they'd be with us every step of the way. They provided tips to help us make informed decisions about things like where to camp, how to make meals from food we'd find ourselves, and how to get around without maps.

The experience began at the Survive! Adventure Club headquarters at the base of the mountains. There, we were divided into teams for the camp. The teams weren't based on age and experience but on our performance in a number of team-building tasks, which was a way for the leaders to put us together based on individual skills and personalities, to ensure a good mix in each team. We were led through a series of fun activities, such as making a raft which floated on water and taking part in a quiz. The activities were aimed at helping us make the most of our strengths, in addition to building confidence before the real survival adventure began.

Once we'd decided that we still wanted to take part after the day's activities, our first night was spent in the cabins at the club's headquarters. We had a proper bed for the night but the evening meal was down to us – I knew there'd be some kind of challenge for us! Our survival expert, Hans, gave us a lesson on finding food, such as plants, in the wild. He warned us that not everything that looks good is safe to eat, and explained that it's vital to identify what you're looking at. Hans not only pointed out what was edible or should be left alone, but also taught us to build a campfire and provided cooking tips. He told us we should use our imaginations, as cooking in the wild was different to cooking at home.

Next morning the real survival adventure began. We'd been advised to take well-fitting hiking boots, warm clothing and waterproofs. I appreciated the advice because as we soon found out, the weather in mountainous regions can be highly unpredictable. After an initial steep climb, we spent the rest of the morning identifying wildlife and learning to navigate

using nature alone. We learned to determine where we were heading and what time it was. We put our cooking skills to the test at lunchtime, which was trickier than we'd imagined, though we eventually came up with something we could all eat! When evening fell, we had to locate a spot to put up our tents in. Although we'd been told there was nothing dangerous in the nearby forest, we still kept away from the edges, which put us at ease.

Over the next two days, we made a shelter, learned to treat minor injuries and built a bridge. I was put in charge of the latter and although I hadn't done anything like it previously and wasn't particularly keen to be given the responsibility, I discovered a new skill in engineering, which I never thought I'd be good at. The tasks were all fascinating and I'd like to do more of that kind of thing.

It was a wonderful adventure. I had no idea what to expect when I signed up and I wasn't an outdoors kind of person, so why I thought it was a good idea, I'm not sure! I don't regret it, though and I'm pleased I didn't quit, even when things got tougher than I ever thought they would. I always knew I was in the capable hands of the leaders and we had such good fun. I hope to be back again at some point in the future!

31) What is the writer doing in the first paragraph?

- A. describing the kinds of accommodation available on the trip
- B. explaining why she had some concerns about going on the trip
- C. highlighting that the adventure camp she went on was unlike others
- D. offering advice to other teenagers about how to cope with conditions on the trip

32) The writer says that the team-building tasks were carried out in order to

- A. enable participants to get to know each other.
- B. ensure each group was balanced in terms of ability.
- C. provide some fun before the challenges of the trip started.
- D. select those who would take part in the actual survival adventure.

33) What does the writer suggest about the first night's activity?

- A. It didn't require too much creativity on the part of participants.
- B. It helped participants decide whether they wanted to carry on.
- C. It equipped participants with some useful knowledge.
- D. It wasn't as relaxing as she had expected it to be

- 34) How does the writer say she felt when the survival adventure started?
- A. proud that she quickly acquired knowledge about getting around
 - B. grateful that she had the appropriate gear with her
 - C. nervous about the location she chose to camp in
 - D. disappointed in her cooking skills
- 35) What does the writer say about the activities they did on the following two days?
- A. She found she was good at something she hadn't tried before.
 - B. She didn't enjoy some of them as much as she had hoped to.
 - C. She liked being put in a position of leadership for one activity.
 - D. She felt that experience of doing similar activities helped her.
- 36) How does the writer feel about having taken part in the survival adventure?
- A. excited about returning as soon as she can
 - B. sorry that she hadn't thought of doing it before
 - C. surprised by how much she learned from the leaders
 - D. proud of herself for dealing with unexpected difficulties

❑ READING AND USE OF ENGLISH - PART 6

You are going to read a magazine article about giving advice. Six sentences have been removed from the article. Choose from the sentences A–G the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

Giving advice

Journalist Nicola Hargreaves discusses whether it's worth giving advice, and if so, how?

'What do you think I should do?' asks your friend, as she sits down on your bed, eagerly awaiting your advice. This is no easy situation. Say something your friend disagrees with and you might feel you've disappointed her. Tell her what to do and you risk your friend feeling let down if things don't turn out as you hoped.

It's human nature to want to offer solutions when someone comes to you with a problem. It's also easy to fall into the trap of giving advice which you wouldn't take yourself, or simply reassure your friend that 'everything will be OK.' This is not particularly useful for your friend, and may leave you feeling a bit helpless, too.

(37)_____ This is because we're pleased that our friend has come to us for help, even if we don't really think we're qualified to give it. So, is it a good idea to try to give advice at all? The answer is yes... if it's done in the right way.

In fact, friends often really only want someone to listen to them. It's important, therefore, to try to work out whether They're actually seeking advice, or simply wanting to talk over whatever it is that's going round and round in their head. Doing this can, in fact, make people feel better all by themselves. There's no harm in asking whether they'd like you to suggest a solution or two, even so. (38)_____

It's also important to be honest. (39)_____ Your friend won't be offended, and you can still listen carefully and try to put yourself in their shoes. Then you can go away and think about things. What might you do if you were to experience the same thing? You can go back to your friend later with a few suggestions if you think of something that might be helpful.

(40)_____ There's nothing worse than hearing 'What I would have said is ...' or 'What you should have tried to do is ...' What's done is done and the only thing to do now is look ahead. Judging never helps anyone! If your friend keeps saying 'If only I'd ...', bring them back to the present and encourage them to think about what they can do to sort things out.

Sometimes a problem doesn't go away overnight. (41)_____ They will definitely appreciate it if you just allow them to 'talk it out', though. Maybe they're building up courage to take action, and need to convince themselves they're doing the right thing. Just being there for them whenever they need you may be all you have to do to make things better.

Remember that you don't have to have all the answers, and your friend probably doesn't expect you to. If you're stuck, try reminding your friend of all the great things that are happening in their lives. (42)_____ We often resolve problems when we're engaged in other activities and not directly thinking about them at all!

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| A If you're unable to think of a way to resolve the situation your friend finds themselves in, just say so. | E Then it's up to them to say that they want to hear your ideas (or not, as the case may be). |
| B Why not plan some fun things to do together to help them forget what's going on for a while? | F Can you remember a time when you weren't sure what to do, or thought you'd acted in the wrong way? |
| C Often we say this kind of thing because we believe we ought to say <i>something</i> . | G It can be hard to listen to your friend going over and over the same thing without being able to help them. |
| D This is the first thing many of us do when we have a problem ourselves. | |

READING AND USE OF ENGLISH - PART 7

You are going to read an article where four students talk about their dream jobs. For questions 43–52, choose from the teenagers (A–D). The teenagers may be chosen more than once.

Which student

has done a lot of research into something closely connected to a job?

43

wants to do the same thing that someone she is close to does?

44

does not know how to get into her chosen profession?

45

understands that she is unlikely to be widely recognised for work she might do?

46

likes expressing her feelings through what she does?

47

enjoys researching details related to the job?

48

hopes to encourage others to take an interest in her subject?

49

became interested in a subject when she was taught about it?

50

enjoys sharing her knowledge of a subject with other people?

51

says the reason she would like to do a job is not what people might expect?

52

Dream jobs

We asked four young people what their dream job would be and why. Here are their answers.

A Ava

'A pilot. That would be my absolute dream job. It isn't because I want to see the world, which everyone immediately thinks when I say what I want to do, though it would be a bonus if I got to spend time on the ground somewhere exotic. I don't think that happens much in reality, though. I don't even like flying that much when I'm stuck in a passenger seat staring out of a tiny window at the clouds. I'd rather be up front taking charge! One of my hobbies is making model aeroplanes with my dad. I know they can't fly, and I know they're nothing like the real thing, but every time we bring a new one home to build, I go online and look up everything I can about it. I've not only built hundreds of models but I've built up my knowledge about planes, too. I'm also really into physics at school and I just think flying is really interesting.'

B Emily

'I've had hearing difficulties since I was really young, and I often just zone out and stop trying to keep up with things when there's a lot of background noise – it can be tricky trying to keep up with my friends' conversations. My parents are both deaf, so I've been able to use sign language for as long as I can remember. I'm teaching my friends now, so we can communicate more easily if we're somewhere noisy. They love it and I've discovered how much I love teaching them. We have a laugh when one of them gets it wrong and signs something funny by mistake. So my aim is to be a sign language teacher. I'm unsure about how to go about it yet and it's still a pretty new idea but I'm determined to find out what I can about it and make sure I get the right qualifications.'

C Sophia

'I want to be a poet. I've been writing my own poems for a couple of years. The kind of stuff I do is called 'slam' poetry. It's where you reflect on life experiences. It's emotional and passionate and comes straight from the heart. I got interested in it when a poet came to school and gave us a workshop on it. He taught us about how to make the words flow and how to say it aloud. Slam poetry's performed in competitions and I've won two now. I was so nervous the first time I stood up but then I focussed on the message I wanted to get across to the audience and then it just seemed easy. I'd love to get my poems published and carry on giving performances. People overlook poetry a bit but this is the kind of style that gets noticed!'

D Mia

'My mum's a research scientist and I hope to follow in her footsteps. I'm pretty good at science at school and I love biology. I think I'd like to work on developing medicines. That's something that can really change the world, make a big difference to people's lives. I'm fairly realistic about it, though. I know I'll have to do years of study and groundwork before I get to any of the really exciting stuff. Even then, I'm probably not going to be a world-famous scientist, like Einstein. I know I'll just be a tiny part of the whole process but I still think it

would be amazing to work on the next big discovery, the next big cure. Imagine that! I also want to get more girls into science. A lot of the girls in my class want to be actors or singers but that's not very practical, is it?