

## Are you ready for an adventure race?

Rebecca Rusch has competed in several Eco-Challenge races, where teams of four men and women race non-stop over a 500 km course which includes trekking, canoeing, horse riding, scuba diving, mountaineering and mountain biking.

Obviously, I did not feel so ready for the early races in my career as the races we've done recently. There is a lot to be said for just gaining experience. Just getting out there and getting your feet wet teaches you the right skills and attitude.

It's often not the most physically prepared or the fittest teams that win. The ones who come first are the teams who race intelligently and adapt to unexpected situations. **1** /

The only way to develop those qualities is to get out and race or do long training trips with your team-mates and friends.

Adventure races are such a huge challenge that when you enter a race you always think, "Am I ready? Did I train enough? Did I forget something?" I remember one race in particular, my very first Eco-Challenge and only my second race ever.

**2** A 24-hour race seemed like an eternity to me. My background was cross-country running in high school and college where a two- or three-mile race seemed long.

Most of my fear was due to lack of experience and knowledge. I really had no idea what I was getting in to because I had never done a 24-hour race before. **3**

In preparation for Australia, I tried to approach my training in a methodical way. Looking back, I wasn't methodical at all.

**4** I was also working at the same time. In reality, I was training a couple of hours a day during the week and at weekends training with the team for perhaps four hours.

**5** I spent the rest of the time worrying about how slow I was.



So, we went to Australia and entered the race. We didn't plan a strategy at all, but just ran as fast as possible from the start. I just tried to keep up with my team-mates, who were more experienced than I was. **6** It was a furious 36 hours. We arrived at a few of the checkpoints in first place and were among the top five. I knew we didn't belong there.

To cut a long story short, two of my team-mates decided not to continue the race after just a day and a half. One was suffering hallucinations and feeling ill. He was just too tired to carry on. **7** We had been going so fast that he felt uncomfortable asking us to stop so he could take care of his blisters. The other two of us, feeling fresh still, had to drop out with the rest of our team. **8** I knew that our team had not been prepared or realistic about the pace we could keep, but not finishing that race was the most valuable lesson I could have learned.

I promised then to come back one day and finish the race. That was seven years (and thousands of race miles) ago.

Adapted from *Adventure Sports Journal*

**5** Eight sentences have been removed from the article. Choose from the sentences A-I the one which fits each gap (1-8). There is one extra sentence which you do not need to use.

For each of the eight missing sentences, you will find clues which have been underlined. Use these underlined clues in the article and in the sentences A-I, to help you choose the right answer.

### Exam advice

- Pay attention to pronouns (*we, that, it, etc.*) and adverbs (*however, even so, etc.*) in the sentences which have been removed. What do they refer to in the text?
- In the exam, there is no example and no words are underlined.

- A Another had severe problems with his feet.
- B Four days later, we watched in disappointment as the winners crossed the finishing line.
- C I kept my mouth shut and followed them.
- D We won it even so, and were invited to compete in the Eco-Challenge in Australia.
- E What I did was simply run, bike and paddle a kayak as much and as hard as I could.
- F His encouragement helped me to complete it.
- G That was how much I had prepared.
- H When I did it, I felt totally afraid and unprepared.
- I To achieve this you have to be flexible and patient.



- Why are the two different kinds of relationship important to teenagers?

A



B





Why do you think people choose to shop in these different places?

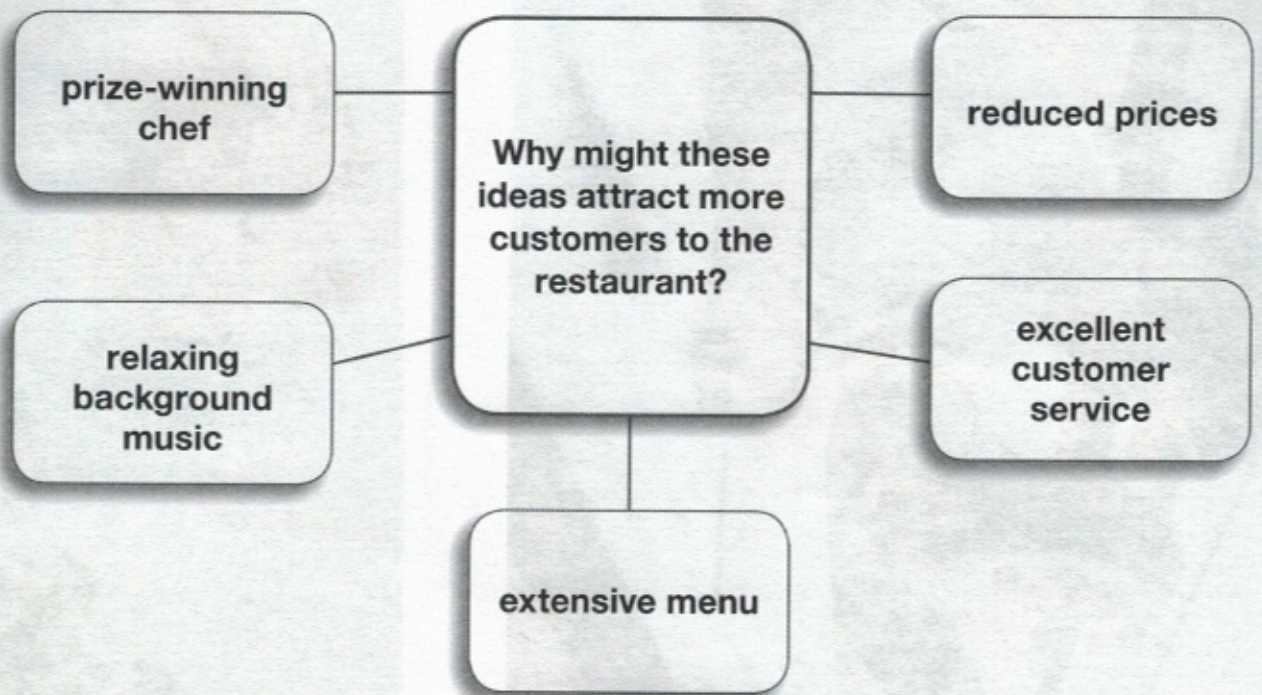
A



B









Action plan

- 1 Be polite and friendly when you meet the examiners and the other candidate.
- 2 Listen carefully to the examiner's questions. If you don't understand something, politely ask him or her to repeat it (e.g. *Could you repeat that, please?*).
- 3 Don't just reply yes or no to the questions.
- 4 Don't try to give a speech or repeat sentences that you prepared earlier.
- 5 Make sure you speak loudly and clearly enough for the examiners and your partner to hear you. Be confident!
- 6 When you can, give reasons and examples in your answers.
- 7 Try to use a wide range of grammar and vocabulary.

If you have a partner, answer these questions in pairs.

**Tip!** While you are speaking, look at the examiner who asks you the questions, not at the other candidate.

**Part 1** 2 minutes (3 minutes for groups of three)

**Interlocutor** First, we'd like to know something about you.

- Where are you from?
- What do you most like about the house or apartment where you live?
- Which do you think is the best day of the week? Why?
- What do you usually do on your birthday?
- How often do you watch TV?
- Tell us about a TV programme you really like.



Action plan

- 1 Listen to the instructions, study the pictures and read the question.
- 2 Think about what you're going to say. Imagine you're briefly describing the pictures to somebody who can't see them.
- 3 Don't speak too quickly, or for less than a minute. The examiner will say when it's time to stop.
- 4 Don't try to describe every detail. Just say what's similar and different about the pictures.
- 5 If you can't name something in the pictures, use other words (e.g. *the thing you use for ...*).
- 6 When you answer the examiner's question, give your opinion, with reasons and examples.
- 7 Never interrupt your partner in Part 2. Listen carefully, so you can comment afterwards when the examiner asks you a question.

- 1 Look at the exam instructions below and photos A and B on page C3.
  - 1 What two things do you (Candidate A) have to do?
  - 2 What does your partner (Candidate B) have to do?
  - 3 What will you say about the pictures?
  - 4 How will you answer the question above the pictures?
- 2 If you have a partner, do this exam task in pairs. Remember that A talks for one minute, B for 30 seconds.

In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a question about your partner's photographs.

*Candidate A*, it's your turn first. Here are your photographs on page C3. They show **different places where fruit and vegetables are sold**.

I'd like you to compare the photographs, and say **why you think people choose to shop in these different places**.

*(Candidate B)*, **Which of these places would you rather buy fruit and vegetables in?**

**Tip!** If you make a mistake, it's fine to correct yourself, but then continue talking and complete the task.

**Tip!** Make sure you spend enough time on both comparing the photos and answering the question about them.

- 3 Look at the exam instructions below and photos A and B on page C4.
  - 1 What two things does your partner (Candidate B) have to do?
  - 2 What do you (Candidate A) have to do?
  - 3 What could your partner say to compare and contrast the pictures?
  - 4 How do you think he or she will answer the question above the pictures?
  - 5 How will you answer the question the examiner asks you (Candidate A)?
- 4 If you have a partner, do this exam task in pairs.

Now, *(Candidate B)*, here are your photographs on page C4. They show **people who are related to each other**.

I'd like you to compare the photographs, and say **how important you think the relationship is to the different people**.

*(Candidate A)*, **Do you spend more of your free time with family or with friends?**

**Tip!** Before the exam, get lots of practice talking about pictures. A minute can seem like a long time!



Action plan

- 1 Listen carefully to the instructions and look at the diagram with your partner.
- 2 Start the discussion with something like *Would you like to start, or shall I?* or *Shall we begin with this one?*
- 3 Begin by talking about one of the things, giving your opinion, or perhaps making a suggestion. Then ask what your partner thinks, and why.
- 4 Talk briefly about each thing. Reply to your partner's ideas and give reasons for your suggestions, opinions and preferences. If you disagree with him or her, be polite.
- 5 Listen again to the examiner and then begin the decision-making by saying, for example, *So which do you think would be best?* or *Which shall we go for?*
- 6 Try to decide which to choose (e.g. *Shall we do this one?* or *I'm in favour of that one.*)
- 7 If you agree, say something like *Right, that's what we'll do.* If you can't decide, you can say *Shall we leave it at that, then?* or simply *Let's agree to disagree.*

1 Study the exam instructions below and the diagram on page C5.

- 1 What do you have to imagine?
- 2 What two things do you have to do?
- 3 How many suggestions are there and what is each called?

**Tip!** Don't try to reach a decision too quickly – you have a full minute to do this.

2 If you have a partner, do this exam task in pairs.

**Tip!** Keep the conversation going, for instance by saying *What do you think of this idea?* or *Let's talk about the next one.*

Part 3

**Interlocutor** Now, I'd like you to talk about something together for about two minutes.  
(3 minutes for groups of three)

I'd like you to imagine that a restaurant is trying to attract more customers. Here are some of the ideas they are considering and a question for you to discuss.

First you have some time to look at the task.

Now, talk to each other about why these ideas might attract more customers to the restaurant.

Thank you. Now you have a minute to decide which idea might attract the most customers.

Thank you.

**Tip!** Don't speak for a long time without letting your partner speak. You may lose marks if you don't take turns.



**Action plan**

- 1 Part 4 questions are not written down, so listen carefully. If you don't understand something, ask the examiner to repeat it (e.g. *I'm sorry, I didn't catch the last word*).
- 2 Justify your opinions by giving reasons and possibly an example beginning *for instance, for example* or *such as ...*
- 3 Avoid answers like 'I don't know'. If you don't know a lot about the subject, say so and give your opinion (e.g. *I don't know much about that, but I think ...*).
- 4 Listen carefully to what your partner says, possibly adding to their ideas.
- 5 Take turns and speak for about the same length of time. If you disagree with your partner's opinions, be polite.
- 6 Encourage your partner to say more (e.g. *How do you feel about that?* or *What would you do in that situation?*). Then reply.
- 7 When this part has ended, the Speaking test is over. Remember that the examiners can't answer questions about how well you did.

- 1 **Think about the topic of Part 3 (restaurants). What issues do you think the examiner might ask you to discuss?**
- 2 **Work in a group of three if possible. Decide who will be the 'examiner' and who will be the 'candidates'. The examiner should ask the candidates these questions:**

**Tip!** Listen to everything that your partner says and show you are interested in the points that he or she makes.

**Tip!** Look at the examiner when you are answering his or her questions, but at the other candidate when you are talking together.

**Part 4**

4 minutes (6 minutes for groups of three)

**Interlocutor** Select any of the following questions, as appropriate.

- Do you like to eat in restaurants? Why?/Why not?
- What differences are there between what young people and older people like to eat?
- Do you think we should try to eat food that is produced locally? Why?/Why not?
- Which food or drinks do you think are unhealthy? Why?
- Some people say we eat too much these days. What do you think?
- Which of your country's meals would you miss most if you were abroad? Why?

Select any of the following prompts, as appropriate.

- **What do you think?**
- **Do you agree?**
- **And you?**

Thank you. That is the end of the test.