NMt Test 11 Reading and Use of English

Part 1

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 see 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!

1 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

2 The writer says that the team-building tasks were carried out in order to
- A enable participants to get to know each other.

LIVEWORKSHEETS

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.

3 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.

4 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

5 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.

6 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

Part 2.

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 your 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. **(1)**…… 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. **(2)**…… It's also important to be honest. **(3)**…… 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.

(4)…… There's nothing worse than hearing 'What / 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. **(5)**…… 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

LIVEWORKSHEETS

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. **(6)**..... We often resolve problems when we're engaged in other activities and not directly thinking about them at all!

A If you're unable to think of a way to resolve the situation your friend finds themselves in, just say so.

B Why not plan some fun things to do together to help them forget what's going on for a while?

C Often we say this kind of thing because we believe we ought to say *something*.

D This is the first thing many of us do when we have a problem ourselves.

E Then it's up to them to say that they want to hear your ideas (or not, as the case may be).

F Can you remember a time when you weren't sure what to do, or thought you'd acted in the wrong way?

G It can be hard to listen to your friend going over and over the same thing without being able to help them.

Part 3

Dr Joseph Bell

Dr Joseph Bell was a distinguished Scottish doctor and professor at Edinburgh University in the (1)..... nineteenth century. He had remarkable powers of observation and deduction. This (2)..... him to accumulate useful information about patients in a very (3)..... space of time.

He was very good at (4)..... where his patients were from by identifying small differences in their accents. He could also (5)..... a patient's occupation from marks on their hand. He claimed to be able to (6)..... a sailor from a soldier just from the way they moved. If he identified a person as a sailor he would look for any tattoos that might assist him in knowing where their travels had (7)..... them.

Dr Bell's skills for observation and deduction (8)..... a great impression on his students, particularly on one called Arthur Conan Doyle. Conan Doyle went on to create the famous fictional detective Sherlock Holmes, whose character was (9)..... on that of Dr Bell.

1 A late B previous C closing D final

2 A enabled B authorised C guaranteed D caused

3 A small B rapid C narrow D short

4 A showing off B working out C setting down D turning up

5 A relate B acknowledge C solve D determine

6 A change B differ C distinguish D contrast

7 A transported B brought C conveyed D taken

LIVEWORKSHEETS

8 A set B made C formed D put

9 A applied B established C based D written

LIVEWORKSHEETS