

QUESTION BOOKLET

PLEASE READ THIS BOOKLET FIRST

Cambridge English Skills Test Schools

Reading

SAMPLE TEST

SUITABLE FOR VISUALLY IMPAIRED CANDIDATES

Time: 30 minutes plus your extra time allowance

READ THE INSTRUCTIONS ON PAGE 2

INSTRUCTIONS TO CANDIDATES

Write your name, username and centre number on your answer sheet.

Read the instructions for each part of the paper carefully.

Answer all the questions in Parts 1 – 7.

Write your answers on the answer sheet together with the number of the question.

At the end of the test, hand in both this question paper and your answer sheet.

Note: to help you do this paper, the texts for Reading Parts 3, 4 and 5 are in a separate TEXT booklet.

INFORMATION FOR CANDIDATES

Questions 1 – 24 each carry one mark.

PLEASE DO NOT TURN OVER TO PAGE 3 UNTIL YOU ARE TOLD TO DO SO.

READING

PART 1

QUESTION 1

**Read the text in each question. What does the text say?
For question 1, write the correct letter A, B or C
ON YOUR ANSWER SHEET, together with the number of
the question.**

1 The text message says

**Marica,
I can't believe I lost your umbrella!
Just tell me where you bought it and I'll get you
exactly the same one this weekend.
Celeste**

What is Celeste saying in this message?

- A I'd really like to have an umbrella that looks like yours.**
- B I'm sorry I forgot to return the umbrella that you lent me.**
- C I'm going to buy you another umbrella like the one I borrowed.**

PART 2

QUESTION 2

For question 2, read each sentence and the options below and decide which option A, B or C best fits each gap. Write the correct letter ON YOUR ANSWER SHEET, together with the number of the question.

2 The teacher had to speak _____ so everyone at the back of the hall could hear.

A highly

B deeply

C loudly

PART 3

QUESTIONS 3 – 7

Read the text on pages 2 and 3 of the separate booklet and answer questions 3 – 7 below and on page 6. Choose the correct answer A, B or C. Write the correct letter ON YOUR ANSWER SHEET, together with the number of the question.

- 3 When Georgia was growing up,**
- A her family had a lot of artwork.**
 - B she had her own art teacher.**
 - C she often painted the family farm.**
- 4 In the second paragraph, we discover that Georgia**
- A learned from someone else's work.**
 - B had to travel around a lot for her job.**
 - C painted using only a few colours.**
- 5 After Georgia's friend received her drawings, he**
- A decided to sell them in his own gallery.**
 - B did not want to take photographs of them.**
 - C did not tell her what he did with them next.**

- 6 When Georgia was in New York, she was very**
- A interested in opening a small gallery.**
 - B excited about studying to become a photographer.**
 - C surprised people had paid a lot for her artwork.**

- 7 In the last paragraph, we learn that Georgia**
- A used photographs of flowers to help her paint.**
 - B did not often write her name on her paintings.**
 - C did not enjoy painting when she became older.**

PART 4

QUESTIONS 8 – 12

Read the text on pages 4 and 5 of the separate booklet and answer questions 8 – 12 below and on pages 8 and 9. Choose the correct answer A, B, C or D. Write the correct letter **ON YOUR ANSWER SHEET, together with the number of the question.**

8 Harry thinks he said that he was going to be a tennis champion in order to

- A please his parents.**
- B get some attention.**
- C annoy his older brother.**
- D persuade people that he was serious.**

9 How did Harry feel after his first important competition?

- A confused about his defeat**
- B proud to be a member of the winning team**
- C ashamed of the way he treated another player**
- D amazed that he had got so far in the tournament**

TURN OVER

- 10 What does Harry try to remember when he's on the court?**
- A Don't let the other player surprise you.**
 - B Follow your game plan.**
 - C Respect the other player.**
 - D Don't keep thinking about your mistakes.**
- 11 What does Harry say about his behaviour in tournaments?**
- A He broke his racket once when he was angry.**
 - B He stays away from players who behave badly.**
 - C He tries to keep calm during the game.**
 - D He found it difficult to deal with one judge's decisions.**

- 12 What might a sports journalist write about Harry now?**
- A Harry needs to believe in his own abilities and stop depending on good luck when he plays.**
 - B Harry has really grown up since his first tournament and discovered that tennis is a battle of minds not just rackets.**
 - C Harry looked exhausted when he finished his last match so maybe he should think about working out.**
 - D Harry could be a great player but he needs to find a coach to take him all the way to the big competitions.**

PART 5

QUESTIONS 13 and 14

For questions 13 and 14, read the text and choose the correct answer. Write the correct letter A, B, C or D ON YOUR ANSWER SHEET, together with the number of the question.

THE APPEAL OF FOOTBALL

Football, or soccer as it's known in many parts of the world, is a cultural phenomenon that has inspired countless philosophers, artists, and intellectuals all over the world. For example, the 'beautiful game', as it's affectionately known, has often been described as a form of art in motion. The renowned Dutch artist, Piet Mondrian, once said that football has the capacity to evoke the full spectrum of human emotions, just like art can, and the fluidity of movement, the tactical intricacies, and the poetic beauty of a well-executed play has been likened to a musical symphony or ballet by eminent Soviet-Russian composer Dmitri Shostakovich. And the French philosopher Albert Camus, who was a player himself, described football as a metaphor for life, a reflection of the human condition, even going so far as to state, 'Everything I know about morality and the obligations of men, I owe it to football.'

It's been claimed that football can also impart life skills, offering an education that goes beyond the classroom. The legendary Scottish football coach Sir Alex Ferguson believed that the game nurtures values like teamwork, perseverance, discipline, and the ability to handle both victory and defeat with grace, and that the educational

value of football is particularly evident in the development of young players. The Brazilian philosopher and educator Paulo Freire also emphasised the educational potential of football, believing that the popularity of the sport could be harnessed to promote literacy and critical thinking among marginalised communities, helping them to overcome serious challenges in the world.

- 13 The writer's purpose in the first paragraph is to**
- A outline some of the different ways football has inspired various artworks.**
 - B point out how various views on football have been refined over time.**
 - C demonstrate how football is more than just a sport to some eminent people.**
 - D argue that the significance of football is a deeply personal matter.**
- 14 What opinion about football is stated in the second paragraph?**
- A It can help to address social inequalities.**
 - B It can motivate young people to remain in school.**
 - C It equips people with unique problem-solving skills.**
 - D It has made people more politically active.**

PART 6

QUESTIONS 15 – 19

Read the text on pages 6 and 7 of the separate booklet and choose the correct sentence A – H for each gap.

You do not need to use three of the sentences.

Write the correct letter ON YOUR ANSWER SHEET, together with the number of the question.

SENTENCES

- A I don't know when it'll happen, but I want to be ready.**
- B My next one is the World Swimming Championship in Japan.**
- C I think swimming feels more like a game.**
- D People often ask me how I find time for both.**
- E It was in France, where I went with my high school.**
- F As well as all that, I enjoy playing the piano.**
- G That's a skill I never have to practise.**
- H But doing well in this sport is not easy.**

PART 7

QUESTIONS 20 – 24

For questions 20 – 24, read the text below and decide which option A, B, C or D on page 14 best fits each gap. Write the correct letter **ON YOUR ANSWER SHEET**, together with the number of the question.

WATER

Water is great for cleaning. This is because it can get rid of a (20) _____ range of substances we don't want. It can be used to wash away almost (21) _____.

Let's consider an example of how this works. If you add salt or sugar to water, they seem to disappear because they separate into smaller and smaller pieces which mix with the water. The salt or sugar is still there and we can prove it in a couple of ways. Firstly, we can use our sense of taste. Also, if we take water with salt or sugar in it, and (22) _____ it sit for a while, the water will disappear, (23) _____ a white powder behind which is the salt or sugar.

However, the situation is different with oil, which you cannot (24) _____ with water alone, because oil behaves very differently.

OPTIONS FOR QUESTIONS 20 – 24

20

- A long**
- B wide**
- C deep**
- D high**

21

- A nowhere**
- B something**
- C everywhere**
- D anything**

22

- A allow**
- B give**
- C let**
- D permit**

23

- A leaving**
- B remaining**
- C staying**
- D continuing**

24

- A remove**
- B take**
- C delete**
- D cancel**