

QUESTION BOOKLET

PLEASE READ THIS BOOKLET FIRST

Cambridge English Skills Test: General

Reading

Sample Test

Access Arrangements Version

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 – 6.

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 4 and 6 are in a separate TEXT booklet.

INFORMATION FOR CANDIDATES

Questions 1 – 19 each carry one mark.

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

READING

PART 1

QUESTION 1

**For question 1, write the correct letter A, B or C
ON YOUR ANSWER SHEET, together with the number of
the question.**

1 The notice says

ALL RESIDENTS

**Ahead of the next residents' committee meeting,
recommendations for committee members to
replace our retiring secretary should be posted in
the building manager's mailbox by this Friday
12pm.**

What is the aim of this notice?

- A to inform residents about a meeting**
- B to encourage residents to apply for an opening**
- C to ask residents to submit nominations**

PART 2

QUESTION 2

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

2 Tim _____ to get to the end of the long-distance cycle ride without problems.

A succeeded

B managed

C achieved

PART 3

QUESTIONS 3 – 7

For questions 3 – 7, read the text and options below and decide which option A, B, or C on page 7 best fits each gap.

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

SHARK CAGE DIVING

Cage diving is a great way for scientists to study sharks, but it's also popular with tourists. As its name suggests, shark cage diving (3) _____ a cage. However, it's the people, rather than the sharks, who are inside the cage, to keep them safe. The cage is (4) _____ to a boat which sails in an area of the ocean where sharks are (5) _____. Four or five people are underwater in the cage, with breathing equipment. That way, when a shark (6) _____ they are able to get some great photos. They can also get a close (7) _____ at the creature and observe its behaviour.

OPTIONS FOR QUESTIONS 3 – 7

3

- A applies**
- B deals**
- C involves**

4

- A attached**
- B stayed**
- C added**

5

- A normal**
- B common**
- C frequent**

6

- A approaches**
- B surrounds**
- C reaches**

7

- A view**
- B sight**
- C look**

PART 4

QUESTIONS 8 – 12

Read the text on pages 2 and 3 of the separate booklet and answer questions 8 – 12 below and on page 8.

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 Why wasn't Lucy keen to enter the piano competition initially?**
- A She didn't feel confident about her chances of winning.**
 - B She hadn't done enough preparation for it.**
 - C She thought it might be a stressful experience.**
 - D She wanted to avoid disappointing her teachers.**
- 9 How did Lucy feel during her performance in the final?**
- A She was determined to play her best despite her tiredness.**
 - B She forgot all about the audience as soon as she started performing.**
 - C She loved the fact that her whole family had come to support her.**
 - D She was impressed by the size of the orchestra she performed with.**

- 10 After the results of the competition were announced, Lucy**
- A found it hard to believe she was the winner.**
 - B was amazed by the number of people congratulating her.**
 - C was thrilled to be introduced to a famous musician.**
 - D wished she had prepared a better speech.**
- 11 What does Lucy say about her life after the competition?**
- A She realised she still had a lot to learn.**
 - B She began to look forward to entering another one.**
 - C She became a celebrity at her music college.**
 - D She wondered whether she should continue with the piano.**
- 12 Lucy now hopes that her success will**
- A encourage more young people to take up music lessons.**
 - B increase young people's interest in classical music.**
 - C inspire composers to write piano music specially for young people.**
 - D ensure more young people can have access to music classes.**

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.

MEMORY TECHNIQUES

Different cultures remember information in different ways. In Australia, for example, First Nations people have used ‘songlines’ – songs and stories for recording events, facts and locations – for over 40,000 years. Through their songlines, locations of rocks that make the best tools, waterholes, or details of plants are recorded. Each event or fact is associated with a song, story, dance or ceremony. A songline also functions as a map for a journey – the songlines of the Yanyuwa people from Australia’s far north relate to distances of over 800 kilometres. Some cultures also include the position of stars in their songs to pass on knowledge of seasons and navigation skills. Often, only important elder members have complete knowledge of their people’s songlines. By limiting who is allowed to learn everything, misunderstandings or misinterpretations are prevented, and accuracy maintained.

It is the structure of the human brain that means memory methods such as songlines have been able to work so effectively across human societies. But dependence on

writing in modern societies has contributed to people losing the ability to construct memories using processes like those employed in songlines. As the ancient techniques can be more effective than some newer techniques, perhaps they should be used alongside current educational methods. For example, schoolchildren could be taught to sing their science; or could learn mathematics through poems. In this way, memory techniques from ancient cultures can be adapted to contemporary life.

13 What does the writer explain in the first paragraph?

- A how a culture developed its use of songlines**
- B why one very extensive songline was created**
- C why access to some songlines might be restricted**
- D which actions help recall particular events in songlines**

14 What opinion does the writer express in the second paragraph?

- A A combination of memory techniques works best when used on young students.**
- B There is real justification for encouraging people to use traditional memory techniques.**
- C Traditional memory techniques have disappeared from many cultures.**
- D Adopting the memory techniques of different societies leads to greater understanding between cultures.**

PART 6

QUESTIONS 15 – 19

Read the text on pages 4 and 5 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** This mistaken impression confirmed what the scientists had suspected.
- B** People, however, must develop informed guesses about whether water is present on any surface.
- C** Even so, the brain cannot distinguish between an illusion of wetness and real wetness.
- D** It is thought that their findings may be used in the creation of various types of new materials.
- E** This allows us to recognize objects by feeling them, and to detect textures and temperatures.
- F** Wet items were then tested at different temperatures.
- G** During our evolution, this process may have formed an automatic association in our brains.
- H** There is now a growing mass of evidence to support their theory.

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