

Reading

Why take an adaptive test?

- Your adaptive test is **personalised**. Some questions might be easy, and some will be more difficult. Your questions are chosen based on your previous answers.
- An adaptive test will give you an **accurate result** and a **better test experience** because it is tailored to your level.
- Your Reading test usually takes approximately 20–45 minutes, depending on your level. However, it could be shorter or longer than this.
- Your results will be available **immediately after** you complete the test.

What do I need to know about my test?

- Look at the [sample test](#) to become familiar with the tasks. The sample test is **not** adaptive. It shows you all the different types of tasks in the Cambridge English Skills Test: Schools. When you take your real test, you will see some of these tasks, but **not all** of them. The tasks you see will depend on your level.
- Before answering a question, read the task instructions and any information about the texts, as well as the text including the title. This will help your understanding.
- You can change your answer to any question on the same screen.
- Check all your answers carefully before you click on the arrow to move to the next screen. However, do not take too long to read through everything again, try to keep moving at a good, steady pace.
- When you click forward to the next screen, you will not be able to go back.



Task type 1	(Reading) Matching pictures to words Look at the pictures. Put the correct word under each picture. You do not need to use two of the words.       tomato cheese banana sugar egg orange bread
No. of questions in task	5
Testing focus	Understanding single written words accompanied by pictures
Advice	- Look carefully at the pictures and words. - There are two extra words. - Drag a word and drop it below the picture that it matches.
Preparation	- Practise vocabulary which you have learned in class. Cambridge English has a variety of vocabulary practice activities. - Tip: Put sticky notes on things at home to remind you of everyday words in English.

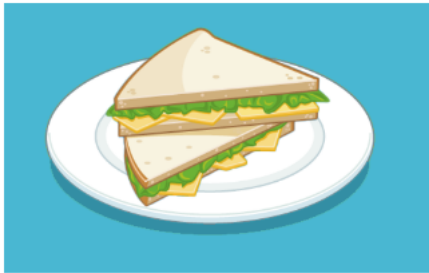


Task type 2	(Reading) Matching words to sentences Read the sentences. Choose the correct word for each gap. You do not need to use two of the words. This person brings you food in a restaurant. [] This animal lives in water. [] People get milk from this farm animal. [] This person gives lessons at school. [] This person works in a hospital and helps sick people. [] doctor train driver lion cow waiter teacher fish
No. of questions in task	5
Testing focus	Understanding words and definitions
Advice	• Read the sentences and the words given as options. • There are two extra words. • Drag a word and drop it below the correct sentence.
Preparation	• Review vocabulary you have learned in class and practise matching words and definitions. • Try turning this into a matching game with friends or family. • Tip: <u>Cambridge English</u> has a variety of online activities and games where you can practise matching words and definitions.



Task type 3	(Reading) One-Question Multiple-choice gap fill For this question, choose the correct answer. The teacher had to speak 11 so everyone at the back of the hall could hear. highly deeply loudly
No. of questions in task	1 (with 3 or 4 multiple choice options)
Testing focus	Understanding the grammar and vocabulary within a sentence
Advice	• Read the gapped sentence. • Look carefully at all the options. • Check the words before and after the gap to see if options could fit here. • Click on the gap then select the correct answer by clicking on it.
Preparation	• Review a variety of grammatical features (e.g. articles, infinitives, pronouns, -ing forms, quantifiers, modals, relative clauses, comparatives, prepositions and particles, verb tenses and forms, determiners), collocations, fixed phrases and phrasal verbs. • Cambridge English has a variety of practice activities to help you. • Tip: Reading a variety of texts in English will help you become more aware of grammatical structures and vocabulary. If you see a word, phrase or structure you don't know, make a note of it. How is it used? What does it mean? Write down one or two example sentences.



Task type 4	(Reading) One-Question Multiple Choice with picture For this question, choose the correct answer.  This is a ☐ street. ☐ shower. ☐ sandwich.
No. of questions in task	1
Testing focus	Understanding single written words accompanied by a picture
Advice	• Look carefully at the picture and options. • Consider each option and its meaning. • Eliminate the options that are incorrect. • Click on the correct option that matches the picture.
Preparation	• Practise vocabulary which you have learned in class. • Cambridge English has a variety of activities to help you. • Tip: Use every opportunity to practise vocabulary you know in English. At home, on the way to school, doing the shopping, say the words to yourself in English. What's for breakfast? What's my friend wearing? What things can I see in the classroom?

Task type 5	(Reading) One-Question Multiple Choice For this question, choose the correct answer. What is Celeste saying in this message? ☐ I'd really like to have an umbrella that looks like yours. ☐ I'm sorry I forgot to return the umbrella that you lent me. ☐ I'm going to buy you another umbrella like the one I borrowed.
No. of questions in task	1
Testing focus	Understanding the meaning of a short communicative text in the form of a notice, sign or message
Advice	• Read a short text (message or notice). • Read each option carefully. • Eliminate the options that are not correct. • Click on the correct option, making sure the answer matches with what the short text says.
Preparation	• Read a variety of text types which may appear in the test such as emails, signs, notices and messages. • Tip: Set up a chat group with your friends where you only communicate in English. Anything you post in the group must be in English.



Task type 6	(Reading) Five-question Multiple-choice gap-fill Click on each gap then choose the correct answer. Electricity from oranges In spring, the southern Spanish city of Seville is full of the scent of orange blossom. The fruit that falls in winter from the city's 48,000 orange trees onto the streets is, however, a headache for the city's cleaning department. But city officials have discovered an environmentally friendly solution for 14 with the issue of the unwanted fruit. They have 15 with a scheme to make electricity from the fallen oranges. It works by capturing methane, a gas produced as the collected fruit starts to rot. This powers a machine called a generator, which in 16 makes electricity. Although the electricity is currently being used to run a water purification centre, the aim is to eventually provide power to homes. The team behind the project say that given the vast quantity of fruit available, the 17 is huge. Another advantage is that it will help the city 18 its objective of reducing emissions and creating energy self-sufficiency. facing solving tackling dealing
No. of questions in task	5 (with 3 or 4 multiple choice options)
Testing focus	Knowledge of grammar and vocabulary in a text
Advice	• Read a text with 5 gaps. • Click on a gap and consider all the options before choosing the correct one. • After completing all the gaps, read the whole text again and check your answers.
Preparation	• Review a variety of grammatical features (e.g. articles, infinitives, pronouns, -ing forms, quantifiers, modals, relative clauses, comparatives, prepositions and particles, verb tenses and forms, determiners), collocations, fixed phrases and phrasal verbs. • Cambridge English has a variety of practice activities. • Tip: Reading a variety of texts in English will help you become more aware of grammatical structures and vocabulary. If you see a word, phrase or structure you don't know, make a note of it. How is it used? What does it mean? Write down one or two example sentences.



Task type 7	(Reading) Two-Question Multiple Choice For this question, choose the correct answer. You're never too old to climb a tree One day, when I was around 10 years old, I remember finding myself hanging on to a branch of a chestnut tree in a local park, absolutely terrified. I was in fact less than two metres off the ground. Dan, an older kid who I idolised somewhat, was looking at me. 'You're going to struggle when you're older,' he said, 'because you might grow that tall.' A fair point. Above us, a distant figure flitted about in the highest reaches of the tree. This was my fearless younger brother, showing me how it was done. Humiliating, really. A few years later, the memory of my experience aged 10 came back to me as I returned to the park and happened to walk past the tree. The branch I'd clung to didn't seem to have changed much. I rested my head against it to confirm I had indeed grown as tall as Dan had said I would. I was older now – surely I could do it? I swung my way up and edged along the thickening branch towards the trunk. Halfway along, I stopped, looked down, and felt a bit ill. I held on tighter, and wondered what to do. That decision was soon taken out of my hands as it started to rain heavily. I slid and fell and grappled my way to the ground. I felt a bit foolish, but what of it? I'd finally climbed a tree. 1 When the writer was in the tree at the age of ten, ☐ he hoped to do better than his brother. ☐ he pretended to be braver than he was. ☐ he regretted having attempted the climb. ☐ he wished he had climbed a different tree. 2 What did the writer discover in the second paragraph?
No. of questions in task	2
Testing focus	Reading for gist and specific information such as opinion, purpose, main idea, implication, etc.
Advice	• First, read the text quickly for general understanding. • Then read each question and options, looking closely at the text to find the correct answer. • Click on the correct answer for each question.
Preparation	• Read a variety of texts which may appear in the test - articles, opinion pieces, editorials. • Tip: Find an article which interests you. What do you think of the writer's opinion/perspective? Do you share the same point of view?



Task type 8	(Reading) Five-Question Multiple Choice For this question, choose the correct answer. Play to win 16-year-old Harry Moore writes about his hobby, tennis. My parents have always loved tennis and they're members of a tennis club. My older brother was really good at it and they supported him – taking him to lessons all the time. So I guess when I announced that I wanted to be a tennis champion when I grew up, I just intended for them to notice me. My mother laughed. She knew I couldn't possibly be serious; I was just a 4-year-old kid! Later, I joined the club's junior coaching group and eventually took part in my first proper contest, confident that my team would do well. We won, which was fantastic, but I wasn't so successful. I didn't even want to be in the team photo because I didn't feel I deserved to be. When my coach asked what happened in my final match, I didn't know what to say. I couldn't believe I'd lost – I knew I was the better player. But every time I attacked, the other player defended brilliantly. I couldn't explain the result. After that, I decided to listen more carefully to my coach because he had lots of tips. I realised that you need the right attitude to be a winner. On court I have a plan, but sometimes the other guy will do something unexpected so I'll change it. If I lose a point, I do my best to forget it and find a way to win the next one. At tournaments, it's impossible to avoid players who explode in anger. Lots of players can be negative – including myself sometimes. Once I got so angry that I nearly broke my racket! But my coach has helped me develop ways to control those feelings. After all, the judges have a hard job and you just have to accept their decisions. My coach demands that I train in the gym to make sure I'm strong right to the end of a tournament. I'm getting good results: my shots are more accurate and I'm beginning to realise that with hard work there's a chance that I could be a champion one day. Harry thinks he said that he was going to be a tennis champion in order to ☐ please his parents. ☐ get some attention. ☐ annoy his older brother. ☐ persuade people that he was serious. ▼ How did Harry feel after his first important competition? ▼ What does Harry try to remember when he's on the court? ▼ What does Harry say about his behaviour in tournaments? ▼ What might a sports journalist write about Harry now?
No. of questions in task	5 (with 3 or 4 multiple choice options)
Testing focus	Reading for gist and specific information such as opinion, purpose, main idea, implication, etc.
Advice	• Read a long text with five multiple-choice questions. • Read the text quickly for general understanding first. • Read each of the questions and the options and look closely at the text to choose your answer. • Click on the correct answer for each question.
Preparation	• Read a variety of texts which may appear in the test – articles, opinion pieces, editorials etc. • Tip: Find an article which interests you. What do you think of the writer's opinion/perspective? Do you share the same point of view?



Task type 9	(Reading) Five-Question Open gap-fill For these questions, type the correct answer in each gap. Type only one word in each gap. Electricity from oranges In spring, the southern Spanish city of Seville is full of the scent of orange blossom. The fruit that falls in winter from the city's 48,000 orange trees onto the streets is, however, a headache for the city's cleaning department. But city officials have discovered an environmentally friendly solution for 14 with the issue of the unwanted fruit. They have 15 with a scheme to make electricity from the fallen oranges. It works by capturing methane, a gas produced as the collected fruit starts to rot. This powers a machine called a generator, which in 16 makes electricity. Although the electricity is currently being used to run a water purification centre, the aim is to eventually provide power to homes. The team behind the project say that given the vast quantity of fruit available, the 17 is huge. Another advantage is that it will help the city 18 its objective of reducing emissions and creating energy self-sufficiency.
No. of questions in task	5
Testing focus	Knowledge of grammar in a text
Advice	• Read a text with 5 gaps. • Each gap is missing a grammar word. • Read the text carefully and consider its meaning before you fill in any gap. • Type ONE word only in each gap. • Check your answer has the right meaning and fits with the grammar of the sentence.
Preparation	• Review a variety of grammar - articles, infinitives, pronouns, quantifiers, modals, relative clauses, comparatives, prepositions and particles, verb tenses and forms, determiners. • Cambridge English has a variety of practice activities. • Tip: Look at written work you have done in class and read your teacher's comments. What grammar errors do you often make? Find practice exercises online to help you improve.



Task type 10	(Reading) Missing Sentence Text Completion Read the text. Choose the correct sentence for each gap. You do not need to use three of the sentences. Studying and Swimming <i>by Sara Overmars, aged 16</i> I first went swimming when I was only three years old. It was good to start when I was so young because at that age you are less likely to be frightened of getting in the water. [] That's probably why it's always seemed fun to me. Now I swim every day and I find that it gives me time to think and it helps me to relax. Each time I swim, I try to go faster than last time. I think I'm succeeding because last year, when I was 15, I became the 400m champion in my region. [] For example, swimming practice takes two hours every night, and I go twice every Saturday. I also have to do workouts in the gym every day. Another thing that takes up my time is competitions as there are races every week from September to the end of July. After training, it's hard to do any studying because I'm so tired. [] The way I do it is by writing down all the schoolwork I have to do and all my training times into a weekly timetable, which I have to follow. It's normal for me now, but it does mean I don't have much free time. I just try to do my schoolwork as soon as I get it. And I go out with my friends whenever I can find a free moment. [] That's something my grandmother taught me to do before I did so much swimming. My sport has taken me all over Europe for competitions. [] I'm really excited about that. I'd also like to study at university, maybe in the U.S.A., but for now, I just have to think about getting faster in the pool. I don't know when it'll happen, but I want to be ready. My next one is the World Swimming Championships in Japan. I think swimming feels more like a game. People often ask me how I find time for both. It was in France, where I went with my high school. As well as all that, I enjoy playing the piano. That's a skill I never have to practise. But doing well in this sport is not easy.
No. of questions in task	5
Testing focus	Understanding of text structure, cohesion and coherence within paragraphs in a longer text
Advice	• Read a long text with 5 gaps. • Each gap is missing a sentence, and you will need choose the correct sentence for each gap from 8 options. • There are 3 extra sentences. • Read the text carefully and consider its meaning before you fill in any gap. • For each gap study the ideas and the words that come before or after it; these will help you decide which option fits best. • Drag and drop the correct sentences into each gap. • Finally, re-read the whole text with your chosen sentences to check your answers.
Preparation	• Read a wide variety of texts in English – articles, blogs, interviews, reports etc. How does the writer connect each sentence together? How is each paragraph connected? • Tip: Reading more in English will also improve your writing.



Task type 11	(Reading) Missing Paragraph Text Completion 'Brain training' <i>Many of us dream of being smarter, but is it really possible to make your brain work better?</i> Have you ever thought about why some of us excel in sports, whereas others are better at playing the guitar or performing mathematical calculations? For many years, scientists have tried to find out which parts of our talents and abilities are determined by our genes and which parts are influenced by the environment. [] Many of us look for ways to harness the full potential of our brains, and the internet is full of tips encouraging us to do so. Advice includes sleeping well, eating healthy food, and exercising. But there is also a technique called brain training. After doing just a few minutes of daily brain exercises, users report impressive changes, ranging from improved concentration to getting higher scores on computer games. [] We know that doing everyday tasks like these helps shape your brain, and we also know that the potential to train your brain exists. Unfortunately, researchers are still trying to understand how to achieve this. Would you take the risk and potentially waste your time 'brain training', or would you rather spend your time doing something fun, like playing basketball with your friends? [] Read the text. Choose the correct paragraph A–F for each gap. You do not need to use one of the paragraphs. A However, few of us realise the complexity of the task. When you engage with a book, you need to keep track of different characters, their goals, and details about their personalities and behaviour. Moreover, you frequently need to read between the lines to understand what the writer means. To accomplish this, you apply both your general knowledge and your executive functions. B In contrast, some people noted a difference and were keen to incorporate these tasks into their routines. Although few of them were able to quantify or clearly articulate how their lives had changed as a result of 'brain training', they believed their actions would help them in the long run. C You'd probably choose the latter, and research shows that physical activity is not only good for your body, but also for your brain. Done regularly, it's proven to be beneficial for school performance. Similarly, reading books appears to have a significant influence on your thinking skills. Studies suggest that regular reading helps make you smarter by building your vocabulary and increasing your general knowledge. D It turns out there is no simple answer to the question, because these two factors always work together. Although the traits we inherit may influence our capacity to learn, our surroundings determine the rate of development. Thus, there is some built-in flexibility in the way the brain develops which helps us adjust to the circumstances that we grow up in. E Besides increasing your memory and comprehension abilities, reading might also encourage readers to take the perspective of and sympathize with different characters. These are important skills for real life, but it seems highly unlikely that they could be acquired or even practised using the kinds of techniques used in 'brain training'. F Despite the claims, 'brain training' is just practising the brain's executive functions by performing complex mental tasks. Although research has shown that this can result in changes in the brain, that is less impressive than it sounds. In fact,
No. of questions in task	5
Testing focus	Understanding of text structure, cohesion and coherence across paragraphs in a longer text
Advice	• Read a long text with 5 gaps. • Each gap is missing a paragraph. You will need to choose the correct paragraph for each gap from 6 options. • There is 1 extra paragraph. • Look before and after each gap for clues to decide which paragraph fits best. • Drag and drop the correct paragraphs into each gap. • Finally, reread the whole text with your chosen paragraphs to check your answers.
Preparation	• Read a wide variety of texts in English – articles, blogs, interviews, reports. How does the writer connect each sentence together? How is each paragraph connected? • Tip: Reading more in English will also improve your writing.



Task type 12	(Reading) Multiple Text Matching Read the four reviews. Choose the correct reviewer for each of the four questions. You can choose the same reviewer for more than one question. The Red Balloon Four reviewers comment on the classic French 1956 movie Reviewer A The timeless tale of Albert Lamorisse's short film, <i>The Red Balloon</i>, tells the story of the balloon as it follows a lonely schoolboy around the city of Paris, making itself his companion. The visual power of the balloon is essential to the film's effect, and the red balloon becomes a true character, in fact the star of the movie, fondly remembered by many since they first enjoyed it as a child. Filmed in simple language, the story follows the deepening relationship between the two. The final scene, as wondrous a finale as ever has been put to film, suggests promise, although Lamorisse employs subtlety. This is a film for grown-ups too, and perhaps it is nostalgia that allows us to overlook the clichéd dialogue and the wires keeping the balloon afloat on screen. Reviewer B In defence of both the film and myself, I was only seven or eight when I first saw it. I was enchanted by it then as only a kid can be, and on reflection, it really is a film just for that age group. I appreciate that the movie's brilliance is its simplicity, but my adult sensibilities left me wanting more as the film drew to a close. This is no fault of the film but more in the casting of the director's son in the starring role. There are a few moments that call for more of a theatrical response, but he is clearly a novice and is never convincing. Perhaps the most innovative element of <i>The Red Balloon</i> is its method of telling a story with practically no dialogue. Instead, music ties it all together in place of a narrator, who might more bluntly interpret the layers of meaning for viewers. Reviewer C The key to <i>The Red Balloon's</i> lasting endurance is its simplicity - it's a fantastical story that conveys a timeless message. Lamorisse captures the events through an innocent's eyes, with his son in the leading role. He uses visual Which reviewer has a different opinion from Reviewer C on the quality of acting in the movie? ☐ A ☐ B ☐ C ☐ D Which reviewer shares an opinion with Reviewer A regarding the success of the movie's ending? Which reviewer expresses a different view from the other three reviewers on who the movie is suitable for? Which reviewer shares an opinion with Reviewer B on how effective the use of language is in the movie?
No. of questions in task	4
Testing focus	Reading multiple sources to compare, contrast and synthesise information and views
Advice	• Read four texts on the same topic. • Read each question and check across the texts to find the correct answer. • Click on the button to select the correct text A, B, C or D. • Check your answers.
Preparation	• Read a variety of texts on the same topic, e.g. reviews, news or sports reports, opinion pieces etc. What are the similarities and differences between the texts? Which words and phrases tell you this? • Tip: Find some reviews of a recent film. What does the reviewer think of the film? Is it similar to other reviews? Which words and phrases tell you their opinions are similar/different?

