Cambridge English Skills Test General

Listening

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 Listening 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: General. 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 context information about the listening audio. 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.

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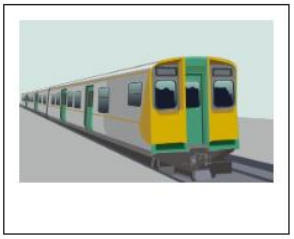
General

Task type 1	**(Listening) One-Question Multiple Choice with pictures** For this question, choose the correct answer. You have 10 seconds to read the question. You will hear the recording twice. **1** How will the friends go to town? 
No. of questions in task	1
Testing focus	Listening to identify simple information with the help of pictures
Advice	• You have 10 seconds to read the task information, question and options. • Look at each picture carefully and think of the words which describe the pictures. • Listen to the whole audio carefully. • Choose the correct answer. • The audio will automatically play two times. You can click on the arrow to move on to the next question when you are ready.
Preparation	• Listen to people making plans, talking about likes and dislikes, giving information about holidays, free time and studies. • Cambridge English has a variety of activities to help you with pronunciation. • Tip: Review vocabulary you have learned in class and focus on the pronunciation of the words.

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Task type 2	**(Listening) One-Question Multiple Choice** For this question, choose the correct answer. You have 10 seconds to read the question. You will hear the recording twice. Listen to two friends discussing a concert they've just been to. 1 What did they both like about it? ○ the unusual music ○ the friendly staff ○ the price of the tickets
No. of questions in task	1
Testing focus	Understanding information in longer audios and piecing together information from non-consecutive chunks of language
Advice	• You have ten seconds to read the scene setter, questions and options. • Listen to the whole audio carefully. • Choose the correct answers. • The audio will automatically play two times. You can click on the arrow to move on to the next question when you are ready.
Preparation	• Listen to conversations in English – people giving opinions, saying how they feel about something, explaining reasons for doing something, agreeing or disagreeing with others. • Tip: Listen to a variety of podcasts, news reports and online tutorials in English.

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Task type 3	**(Listening) Five-Question Multiple choice** For these questions, choose the correct answer. You have 45 seconds to read the questions. You will hear the recording twice. Listen to part of a podcast with a computer games developer called Rachel Karlsson. 2 How does Rachel feel about her computer games company? pleased that it is doing so well happy to be running it with her friends surprised how long it took to set up 3 Why did Rachel decide **not** to study chemistry at university? It looked like a hard subject at university level. Her future career choices seemed limited. She realised she didn't like it enough. 4 Rachel originally wanted to study computer science at university in order to learn programming languages. design mobile devices. become a data analyst. 5 Rachel chose the university that was the most up-to-date. in the most attractive area. the easiest to get to by car. 6 Some of the students Rachel met at university were as interested as her in computer games. convinced her to study computer games development. had already created a number of computer games.
No. of questions in task	5 (with 3 or 4 multiple choice options)
Testing focus	Understanding information in longer audios with one, two or three people speaking about a wide range of topics
Advice	• You have 45 seconds to read the task instructions, questions and options. • The answers to the questions are in the same order in the audio. • Try to identify 'cues' as you listen. These are words or phrases which signal the question you should answer. • Try to answer the questions as you listen but move on to the next question if you hear the next cue. You will be able to listen a second time. The audio will automatically play two times. You can click on the arrow to move on to the next question when you are ready.
Preparation	• Listen to a variety of talks, interviews, conversations and debates. Choose topics that you find interesting. • Tip: Listen with a friend and have a discussion afterwards. This will also help you to practice speaking.
Task type 4	**(Listening) Two-Question Multiple Choice**

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	For these questions, choose the correct answer. You have 15 seconds to read the questions. You will hear the recording twice. Listen to two friends talking about holidays. 7 How did the woman feel during her childhood holidays? ○ frustrated by the lack of technology ○ envious of the locals' lifestyle ○ inspired by the landscape 8 What do they both say about their camping holidays nowadays? ○ They find them challenging to organise. ○ They try to recreate their childhood experience. ○ They appreciate the break from the usual routine.
No. of questions in task	2
Testing focus	Understanding information in longer audios with one, two or three people speaking about a wide range of topics
Advice	• You have 15 seconds to read the task instructions, questions and options. • Listen to the whole audio carefully. • Choose the correct answer for each question. • The audio will automatically play two times. You can click on the arrow to move on to the next question when you are ready.
Preparation	• Listen to a variety of talks, interviews, conversations and debates. Choose topics that you find interesting. • Tip: Listen with a friend and have a discussion afterwards. This will also help you to practice speaking.

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Task type 5	**(Listening) One-Task Multiple Matching** For this question, click in the correct box for each speaker. You have 45 seconds to read the question and look at the table. You will hear the recording twice. Listen to five short extracts in which people are talking about the trees in their city. What does each person value most about the trees in their city?

	Speaker 1	Speaker 2	Speaker 3	Speaker 4	Speaker 5
They lessen the effects of summer heat.					
They can inspire a real community spirit.					
They can have a positive effect on mood.					
They add variety to the urban landscape.					
They compensate for the ugliness of the city.					
They keep people in touch with the natural world.					
They make a major contribution to reducing pollution.					
They encourage people to think about the city's history.					

No. of questions in task	5
Testing focus	Understanding the main ideas in short monologues
Advice	• You have 45 seconds to read the task instructions, question and options. • Listen to each speaker fully before choosing an option. • The audio will automatically play two times. You can click on the arrow to move on to the next question when you are ready.
Preparation	• Listen to podcasts where they have variety of guests talking about the same topics. Do they have similar/different opinions/experiences? What do you think about what they say? • Tip: Popular podcasts often have online forums where people discuss different episodes. Get involved in the discussion.

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Task type 6	**(Listening) Sentence Completion** For these questions, complete the sentences with no more than three words in each gap. You have 45 seconds to read the sentences. You will hear the recording twice. Listen to part of a podcast in which a woman called Mel, who is a keen cyclist, is talking about a race called The Iron Horse Bicycle Classic. **The Iron Horse Bicycle Classic Race** Mel jokingly suggests that the train might have an 20 _____ because of its performance in the race. Mel says that 21 _____ is the key factor cyclists need to complete the Iron Horse Bicycle Classic Race. Mel believes that its 22 _____ is the main reason that cyclists are drawn to the race. Mel is most looking forward to comparing her performance on the 23 _____ when she takes part next year. Mel uses the term ' 24 _____ ' to explain the effects of the weather in 2008.
No. of questions in task	5
Testing focus	Listening for and writing down specific information from an extended monologue
Advice	• You have 45 seconds to read the task instructions and sentences. • Think about what word might fill the gap grammatically or logically. For example, are you listening for a noun, verb or adjective? Are you listening for an opinion or factual information? • Try to identify 'cues' as you listen. These are words or phrases which signal which question you should answer. • The answer will be one, two or three words. Don't try to write long answers. • Don't repeat information that is already included in the gapped sentence. • All of the answers will be words that are spoken in the recording, so only use the exact word(s) that you hear. • Listen again to check your answers, including the correct spelling.
Preparation	• Listen to talks, lectures or tutorials which interest you. Make notes on the main ideas and then listen again using subtitles or the transcript. Did you get the main points? • Tip: Talk to someone you know about what you listened to. It would be best to do this in English, but you can speak to them in your own language. The main purpose is to communicate something that you have heard in English.

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English

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Speaking

What do I need to know about my test?

- The Speaking test takes approximately 15 minutes to complete.
- The Speaking test is a multi-level test. This means students of all abilities can take it. Some of the questions are short and some are longer.
- Some of the test parts include preparation time, and some do not. There is a blue bar to show how much time you have to prepare. Use the preparation time to think about what you're going to say.
- You can use a pen and paper to make notes on what you are going to say.
- Listen to and read the instructions carefully before you start speaking. There will be a sound ('beep') at the start of the speaking time. Only speak after you hear this beep.
- Try your best to speak for all the time available. Speak in full sentences, give examples, expand on your ideas and try to use lots of different English grammar and vocabulary.
- The green bar on the screen shows you how long you have to speak, but don't worry if you get interrupted before the end of your answers.
- Keep the microphone the same distance from your mouth throughout the test.
- Do not touch the microphone part of your headset because this can create noise.
- Speak clearly and at the same volume throughout the test.
- Look at the sample test so that you are familiar with the types of questions in the Cambridge English Skills Test: General.
- If you are doing Business English, look at the Business sample test.

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Task type 1	**Talking about yourself** **Part 1** You will be asked 8 questions. Listen to each question and answer after the tone. For questions 1–4, you will have 10 seconds to speak. For questions 5–8, you will have 20 seconds to speak. **(What's your name?)** **(How do you spell your family name?)** **(Where are you from?)** **(Do you work or are you a student?)** **(What do you enjoy doing at weekends?)** **(Do you get many opportunities to speak English?)** **(What's the best thing that happened to you last week?)** **(Where would you like to live in the future?)**
No. of questions in task	8
Testing focus	Answering individual questions and giving personal information
Advice	• In Part One, you answer 8 questions about yourself. • For questions 1 to 4, you have 10 seconds speaking time. • For questions 5 to 8, you have 20 seconds speaking time. • The first two questions in the test are not marked. They are an opportunity to practise giving your answers to a computer. • Try and speak for all the time available. • Try to answer the questions as fully as possible. Try to give examples, expand on your points and where possible use a variety of language (e.g. structures, tenses, vocabulary etc.). • Don't worry if you get interrupted before the end of your answers – you won't be penalised for this.
Preparation	• Look through your English textbook or notebook and find questions that you have discussed in class. Find someone to practise the questions with. • Tip: Use a variety of grammatical structures and vocabulary. In speaking tests, you need to show how much English you know.

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Task type 2	**Reading sentences** **Part 2** You will see 8 sentences on the screen. You will have 10 seconds to read each sentence aloud after the tone. 1. **The library is closed for staff training until 11am.** 2. **Mrs Hill would like to accept the invitation.** 3. **The bus timetable can sometimes change at short notice.** 4. **Thank you for coming to the film club's summer event.** 5. **How easy will it be for students to find accommodation near the university?** 6. **After you have finished making online payments, remember to log out of your account.** 7. **A 'UV Index' reading of 11 indicates an extreme risk of harm from the sun's rays.** 8. **On average there are twice as many applicants for undergraduate degree courses as places available.**
No. of questions in task	8
Testing focus	Demonstrating pronunciation and fluency ability at both word and sentence level
Advice	• For questions 1 to 8, you have 10 seconds speaking time. • Try to read the sentences out loud as naturally as possible. • You don't need to read each sentence more than once. • You won't be penalised if you don't use all the time available for this task to read the sentence out loud.
Preparation	• Listen to news reports, tutorials, podcasts, talks. Listen to the way stress and intonation patterns are used by English speakers and try to reproduce this when practising. • Listen to what happens with stress and intonation when speakers of English ask questions and try to reproduce this when practising. • Tip: Record yourself saying simple sentences in English. You can use AI or a dictation feature to hear an example of how the sentence is said. Compare it to how you said it. Listen to the way stress and intonation patterns are used by English speakers and try to reproduce this when practising.

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Task type 3	**Talking about a topic** Part 3 You will have 1 minute to talk about a topic. First, you have 40 seconds to read the task and prepare what you are going to say. You will then have 1 minute to speak. Please speak for all the time you have. **Talk about a person you know that is special to you.** **You should say:** **• who the person is** **• how you know the person** **• why the person is special to you.**
No. of questions in task	1
Testing focus	Speaking about a topic and effectively organising and linking your ideas
Advice	• For this question you have 40 seconds to plan your answer followed by 60 seconds speaking time. • Make sure you use the thinking time to plan what you're going to say. Make notes based on the prompts you see on screen and use these notes to help structure your response. • Try and speak for all the time available. • It is important to keep to the topic you've been asked to talk about. • Don't worry if you get interrupted before the end of your answers – you won't be penalised for this.
Preparation	• Develop your ideas and opinions on a wide range of topics so you have something to say. In the test, you might have to talk about people you know, sports, technology, or celebrations. • Learn and practise using linking phrases so that you smoothly 'signal' that you are moving between ideas. For example: 'Let me tell you how I know this person', 'There's several reasons why this person is so special to me.' • Tip: Watch short videos of people talking about these topics. What do they say? Do they use any words or phrases which might help you communicate your ideas more effectively? How do they express themselves (pronunciation, intonation)?

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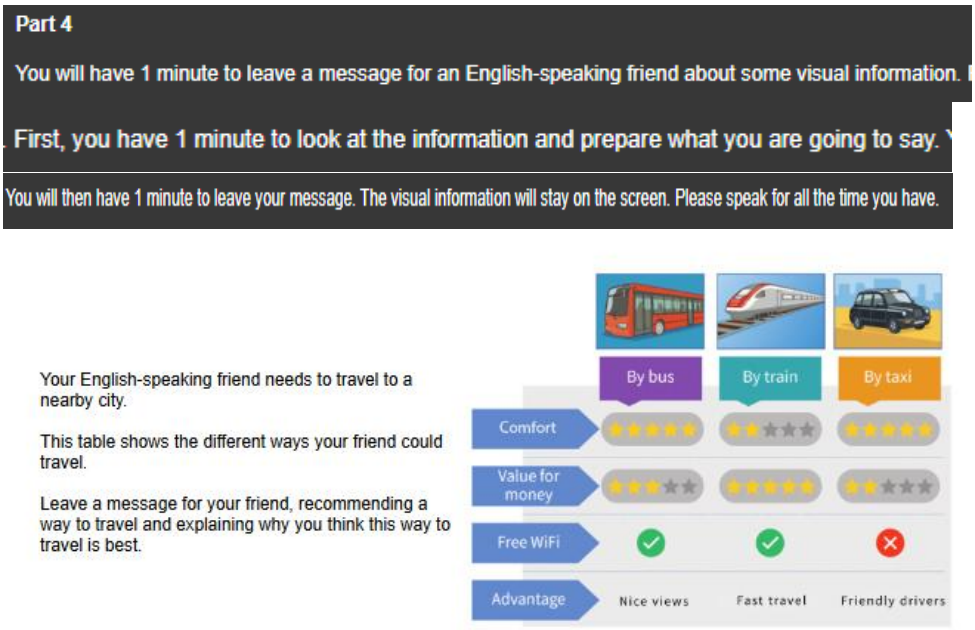
General

Task type 4	**Making a recommendation** 
No. of questions in task	1
Testing focus	Talking about information presented in a visual form and making a recommendation
Advice	• For this question you have 60 seconds to plan your answer followed by 60 seconds speaking time. • Don't worry about talking about everything you see – you can pick out what you think are the most important things to talk about. • Try to answer the question as fully as possible. Try to give examples, expand on your points and where possible use a variety of language (e.g. structures, tenses, vocabulary etc.). • Try and use your own language as much as possible. Don't just read out the words on the screen! • Make sure you use the preparation time to think about what you're going to say. • Don't worry if you get interrupted before the end of your answer – you won't be penalised for this.
Preparation	• Learn and practise the language of comparison so that you can compare the options given. Examples include, 'on the one hand... on the other hand', 'this one is X whereas that one is Y'. • Review phrases for making suggestions/recommendations and speculating. The task often involves making plans and giving recommendations. Knowing some of these phrases will give you a basic structure to help you to develop your ideas.

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	• Tip: If you have friends or family who understand English, make plans with them, or suggest things to do, in English.

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Task type 5	**Giving an opinion** Part 5 You will hear five questions about a topic. First, you have 40 seconds to read the task. After you hear each question, you will have 20 seconds to give your answer. Please speak for all the time you have. **A researcher is writing a report about young people's leisure time. He wants to find out your opinion about the importance of leisure time for young people.** **He will ask you questions about:** **• daily leisure time** **• playing sports** **• being alone** **• joining clubs** **• too much leisure time**
No. of questions in task	5
Testing focus	Expressing opinions and ideas on a given topic in response to a spoken question
Advice	• In part five, you answer 5 questions related to a topic and prompts that you see on your screen. • First of all, you have 40 seconds to read the topic and prompts. • You have 20 seconds speaking time for each of the five questions. • Use the preparation time to look at the bullet points and think about the topic, what questions you could be asked and the vocabulary you will need to use. • Try to answer the questions as fully as possible. Try to give examples, expand on your points and where possible use a variety of language (e.g. structures, vocabulary etc.). • Don't worry if you get interrupted before the end of your answer – you won't be penalised for this.
Preparation	• Review phrases for giving your opinion, comparing and contrasting, and expressing preferences. Knowing some of these phrases will give you a basic structure to help you to develop your ideas. • Tip: Make sure you develop opinions on a wide range of topics, so you have something to say.

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English

Cambridge English Skills Test General

Writing test advice for the candidate

What do I need to know about my test?

- You have 45 minutes to complete the Writing test.
- There are two tasks in the test. Each task has a suggested time to spend, and a minimum number of words to write.
- Try to write as much as you can for each task. This will give you the best chance to show your writing ability. There is a word count function to show you how many words you have written.
- Make sure you leave enough time for both parts of the test. Use all the time available to plan and write your answers. There is a timer to show you how many minutes you have spent on the test.
- Read the tasks carefully and consider ways to develop your answer. You can use a pen and paper to plan your answer or list your ideas before you start typing.
- Be careful with your typing because there is no spellcheck! If you have some time at the end of the test, read your answers again to check for spelling mistakes, spaces, full stops and capital letters.
- Look at the sample test and read the information on the Cambridge English Skills Test: General, so that you are familiar with the tasks and how to move through the test.

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Task type 1	**Email task** **Part 1** You should spend about 15 minutes on this task. You have received this email from a friend who you went to college with. Do you know it will soon be five years since we finished college? I think we should contact our old friends and arrange to meet again. Have you got any ideas about what we could do to celebrate and when? Write and tell me Jan Write an **email** to Jan: • suggest a good way to celebrate with your old college friends • explain when would be the best time for the celebration • offer to help organise the celebration Write at least **50** words.
Time and no. of words	You should spend around 15 minutes on Part 1. Write at least 50 words.
Testing focus	Using a range of structures and vocabulary in an appropriate register with coherent organisation of ideas
Advice	• You should spend about 15 minutes on this task. • Read the task instructions and input message carefully. • Plan your answer so that you include all the information that is required. • Try to write your answer in a style and format that is appropriate to the audience specified in the task instructions. • Try to link your ideas together so that your writing is easy to follow. • Think about how you can use paragraphs effectively. Try to use a variety of vocabulary and grammatical structures.
Preparation	• Practise writing short messages and emails to your family and friends and others in English. • Practise writing within a time limit so that you know how to manage your time. • Practise writing online using https://writeandimprove.com/

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Task type 2	**Writing to a wider audience** **Part 2** You should spend about 30 minutes on this task. The town where you live has a website where local people can discuss local issues. You are concerned about the increase in car and truck traffic in the town and have decided to post your comments on the town website. Write your **comments** for the town website. Write about: • why you think the amount of traffic is increasing in your town • what problems the increased traffic is causing in your town • how the amount of traffic in your town could be reduced and any other points you think are important. Write at least **180** words.
Time and no. of words	You should spend around 30 minutes on Part 2. Write at least 180 words.
Testing focus	Using a range of structures and vocabulary in an appropriate register with coherent organisation of ideas
Advice	• You should spend about 30 minutes on this part. • Read the task instructions carefully. • Try to write your answer in a style and format that is appropriate to the audience specified in the task instructions • Try to link your ideas together so that your writing is logical and easy to follow. • Think about how you can structure your answer and use paragraphs effectively. • Try to use a variety of vocabulary and grammatical structures.
Preparation	• Practise writing within a time limit so that you know how to manage your time. • Practise writing online using https://writeandimprove.com/

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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: General. 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.

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CAMBRIDGE English

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General

Task type 1	**(Reading) One-Question Multiple Choice** For this question, choose the correct answer. **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? ○ to inform residents about a meeting ○ to encourage residents to apply for an opening ○ to ask residents to submit nominations
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, messages. • Tip: Set up a chat group with your friends or family where you only communicate in English.

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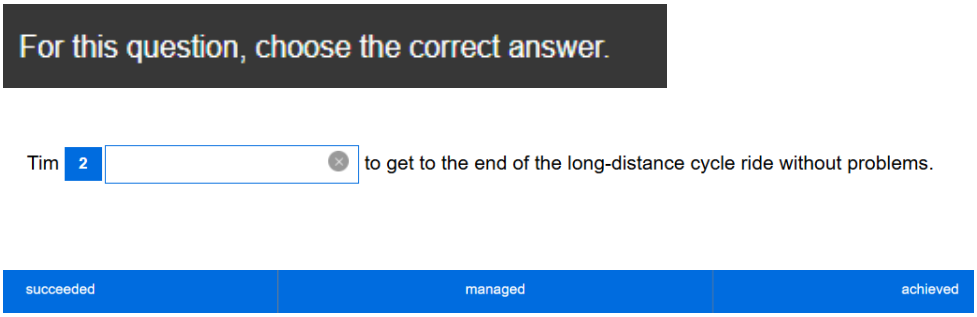
General

Task type 2	**(Reading) One-Question Multiple-choice gap fill** 
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.

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Task type 3	**(Reading) Five-Question Open gap-fill** For these questions, type the correct answer in each gap. Type only one word in each gap. **Book Review: *The Island*** *The Island* is a beautiful book, written by new author Sam Davies. It tells the true story of Sam's life as a child growing up on a small island, **3** _____ he went to live with his parents when he was just five. It was a massive change for them all, but as the book explains, for Sam **4** _____ particular, it meant a completely new way of life. Before moving to the island, he **5** _____ not even left his home city for more than a week or two! Everything on the island therefore seemed very new and strange **6** _____ first. It is a fascinating book to read, and Sam has included wonderful photos, which really help readers understand **7** _____ special the island is.
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.

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Task type 4	**(Reading) Five-question Multiple-choice gap-fill** Click on each gap then choose the correct answer. **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 **8** _____ a cage. However, it's the people, rather than the sharks, who are inside the cage, to keep them safe. The cage is **9** _____ to a boat which sails in an area of the ocean where sharks are **10** _____. Four or five people are underwater in the cage, with breathing equipment. That way, when a shark **11** _____ they are able to get some great photos. They can also get a close **12** _____ at the creature and observe its behaviour. applies / deals / involves
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. • Each gap needs to be filled with a single word or phrasal verb. • Read the text carefully and consider its meaning before you fill in any gap. • 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.

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Task type 5	**(Reading) Five-Question Multiple Choice** For this question, choose the correct answer. **Lucy Brooks - piano player** I've played the piano and violin since I was 3. Now I'm studying at music college, and some months ago I took part in a national piano competition. My teachers had kept suggesting I should enter, but I wasn't sure – I was worried I'd be too nervous. However, I was able to play plenty of complicated piano pieces, so I felt I'd probably be as good as some of the other competitors, and decided to give it a try. But no-one was more surprised than me when I eventually reached the final! To be honest, I can't remember that day very clearly because I hadn't slept well the night before. I'd set my alarm so that I wouldn't arrive at the concert hall late. My sisters planned to listen to it on the radio at home, but my parents were there in the hall. Suddenly it was my turn! As usual, the moment I went on stage and began playing, all I thought about was the music, not who was watching. In fact, I hardly even noticed the full orchestra performing with me. Then the results were announced – and I'd won! We were presented with our prizes, and I had to make a speech. I hadn't prepared anything, but I managed to say quite a lot, luckily. However, the real high point came when the conductor brought a woman over to say hello. I didn't recognise her initially, but when he said her name, I realized I'd seen her on TV playing in concerts all over the world. Anyway, it all felt like a huge achievement, and my teacher said I'd done brilliantly. Life wasn't quite the same after the competition was over, though. Plenty of students at my college had won big competitions, so I wasn't considered particularly special there. But the competition made me think about where I was going next, and that if I was going to carry on playing the piano and being successful, as I hoped, then there would be plenty more studying ahead. Anyway, I'm hoping something good will come from my win. For example, it's difficult for young people to get music lessons where I live, and I've met talented teenagers who can play any type of music from classical to jazz, but can't get proper training. So, it'd be great if publicity from the competition could help to change that. I've also written piano music especially for teenagers who are learning - that might encourage them to practise more! 13 Why wasn't Lucy keen to enter the piano competition initially? - She didn't feel confident about her chances of winning. - She hadn't done enough preparation for it. - She thought it might be a stressful experience. - She wanted to avoid disappointing her teachers. 14 How did Lucy feel during her performance in the final? 15 After the results of the competition were announced, Lucy 16 What does Lucy say about her life after the competition? 17 Lucy now hopes that her success will
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. • Tip: Set up a chat group with your friends or family where you only communicate in English.

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Task type 6	**(Reading) Two-Question Multiple Choice** For this question, choose the correct answer. **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. 18 What does the writer explain in the first paragraph? ○ how a culture developed its use of songlines ○ why one very extensive songline was created ○ why access to some songlines might be restricted ○ which actions help recall particular events in songlines 19 What opinion does the writer express 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	• Read a long text with two 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. • Tip: Find a text which interests you. What do you think of the writer's opinion/perspective? Do you share the same point of view? Read the comments below the article. What others think? Do you agree with them?

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Task type 7	**(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. **How do you know if something is wet?** Do your hands feel wet when you're washing them under running water? It seems like a silly question. But in fact humans cannot sense water on their skin – at least not technically, because our bodies don't have sensors used for the sole purpose of detecting liquids. Rather, we rely on a combination of other sensors to inform us when something's wet. In the human body, a network of specialised neurons (cells in the brain and nerves) processes everything we touch by sending information from the skin to the brain. **20** [ ] What humans lack, however, is 'hygroreceptors'. These are neurons used specifically to detect water or changes in moisture levels in an environment. Scientists have discovered that several animal species, including cockroaches and bees, have these on their antennae, the two long, hair-like 'feelers' on their heads. **21** [ ] These are based on sensory input from our immediate surroundings. We certainly use sight and touch to identify wetness: we see flowing water and feel it hitting us during a shower, for example. But many biologists in this field think temperature is the most important cue we use to sense water through the skin. **22** [ ] One expert who has gathered much of it is Davide Filingeri, a British physiologist whose team is pioneering research in this area. To test our ability to detect wetness, his researchers covered the eyes of nine individuals, then touched their arms with dry probes chilled to a range of cold temperatures. Most participants perceived the probes as wet if they were around 0 degrees Celsius. **23** [ ] We do indeed rely on temperature to detect whether something is moist. Filingeri provides a possible explanation for this merging of sensations. 'If you've got some moisture on the skin, chances are that it's going to evaporate from the skin and it's going to cool you.' **24** [ ] That is, people learnt to perceive coolness and wetness as the same sensation. So the next time you're finding it difficult to tell if your laundry on the line outside is dry when it also feels cold, you'll know why! This mistaken impression confirmed what the scientists had suspected. People, however, must develop informed guesses about whether water is present on any surface. Even so, the brain cannot distinguish between an illusion of wetness and real wetness. It is thought that their findings may be used in the creation of various types of new materials. This allows us to recognize objects by feeling them, and to detect textures and temperatures. Wet items were then tested at different temperatures. During our evolution, this process may have formed an automatic association in our brains. There is now a growing mass of evidence to support their theory.
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. How does the writer connect each sentence together? How is each paragraph connected? • Tip: Reading more in English will also improve your writing.

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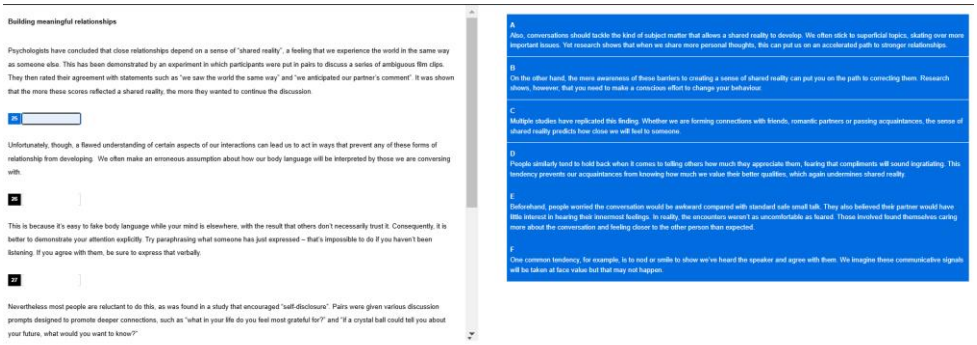
Task type 8	**(Reading) Missing Paragraph Text Completion** Read the text. Choose the correct paragraph A–F for each gap. You do not need to use one of the paragraphs.  **Building meaningful relationships** Psychologists have concluded that close relationships depend on a sense of "shared reality", a feeling that we experience the world in the same way as someone else. This has been demonstrated by an experiment in which participants were put in pairs to discuss a series of ambiguous film clips. They then rated their agreement with statements such as "we saw the world the same way" and "we anticipated our partner's comment". It was shown that the more these scores reflected a shared reality, the more they wanted to continue the discussion. 25 Unfortunately, though, a flawed understanding of certain aspects of our interactions can lead us to act in ways that prevent any of these forms of relationship from developing. We often make an erroneous assumption about how our body language will be interpreted by those we are conversing with. 26 This is because it's easy to fake body language while your mind is elsewhere, with the result that others don't necessarily trust it. Consequently, it is better to demonstrate your attention explicitly. Try paraphrasing what someone has just expressed – that's impossible to do if you haven't been listening. If you agree with them, be sure to express that verbally. 27 Nevertheless most people are reluctant to do this, as was found in a study that encouraged "self-disclosure". Pairs were given various discussion prompts designed to promote deeper connections, such as "what in your life do you feel most grateful for?" and "if a crystal ball could tell you about your future, what would you want to know?" A Also, conversations should tackle the kind of subject matter that allows a shared reality to develop. We often stick to superficial topics, skating over more important issues. Yet research shows that when we share more personal thoughts, this can put us on an accelerated path to stronger relationships. B On the other hand, the more awareness of these barriers to creating a sense of shared reality can put you on the path to correcting them. Research shows, however, that you need to make a conscious effort to change your behaviour. C Multiple studies have replicated this finding. Whether we are forming connections with friends, romantic partners or passing acquaintances, the sense of shared reality predicts how close we will feel to someone. D People similarly tend to hold back when it comes to telling others how much they appreciate them, fearing that compliments will sound ingratiating. This tendency prevents our acquaintances from knowing how much we value their better qualities, which again undermines shared reality. E Beforehand, people worried the conversation would be awkward compared with standard safe small talk. They also believed their partner would have little interest in hearing their innermost feelings. In reality, the encounters weren't as uncomfortable as feared. Those involved found themselves caring more about the conversation and feeling closer to the other person than expected. F One common tendency, for example, is to nod or smile to show we've heard the speaker and agree with them. We imagine these communicative signals will be taken at face value but that may not happen.
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. • Tip: Reading more in English will also improve your writing.

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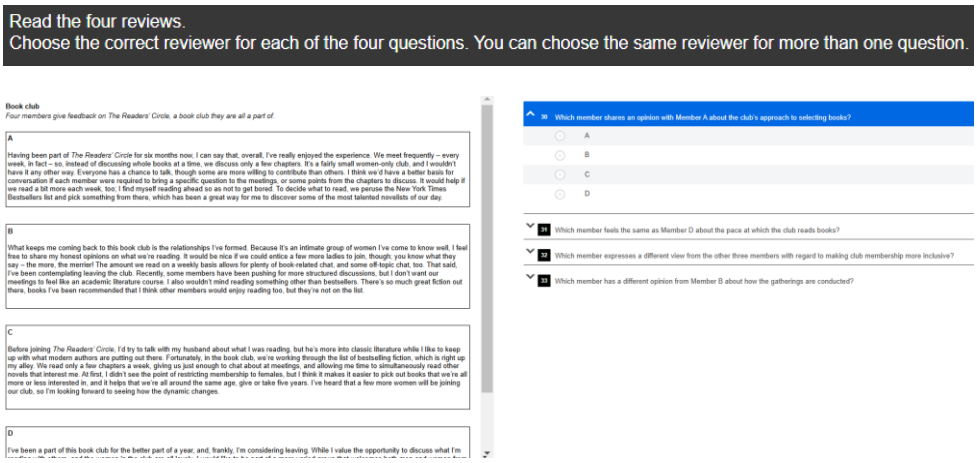
Task type 9	**(Reading) Multiple Text Matching**  Read the four reviews. Choose the correct reviewer for each of the four questions. You can choose the same reviewer for more than one question. **Book club** *Four members give feedback on The Readers' Circle, a book club they are all a part of.* **A** Having been part of *The Readers' Circle* for six months now, I can say that, overall, I've really enjoyed the experience. We meet frequently – every week, in fact – so, instead of discussing whole books at a time, we discuss only a few chapters. It's a fairly small women-only club, and I wouldn't have it any other way. Everyone has a chance to talk, though some are more willing to contribute than others. I think we'd have a better basis for conversation if each member were required to bring a specific question to the meetings, or some points from the chapters to discuss. It would help if we read a bit more each week, too; I find myself reading ahead so as not to get bored. To decide what to read, we peruse the New York Times Bestsellers list and pick something from there, which has been a great way for me to discover some of the most talented novelists of our day. **B** What keeps me coming back to this book club is the relationships I've formed. Because it's an intimate group of women I've come to know well, I feel free to share my honest opinions on what we're reading. It would be nice if we could entice a few more ladies to join, though: you know what they say – the more, the merrier! The amount we read on a weekly basis allows for plenty of book-related chat, and some off-topic chat, too. That said, I've been contemplating leaving the club. Recently, some members have been pushing for more structured discussions, but I don't want our meetings to feel like an academic literature course. I also wouldn't mind reading something other than bestsellers. There's so much great fiction out there, books I've been recommended that I think other members would enjoy reading too, but they're not on the list. **C** Before joining *The Readers' Circle*, I'd try to talk with my husband about what I was reading, but he's more into classic literature while I like to keep up with what modern authors are putting out there. Fortunately, in the book club, we're working through the list of bestselling fiction, which is right up my alley. We read only a few chapters a week, giving us just enough to chat about at meetings, and allowing me time to simultaneously read other novels that interest me. At first, I didn't see the point of restricting membership to females, but I think it makes it easier to pick out books that we're all more or less interested in, and it helps that we're all around the same age, give or take five years. I've heard that a few more women will be joining our club, so I'm looking forward to seeing how the dynamic changes. **D** I've been a part of this book club for the better part of a year, and, frankly, I'm considering leaving. While I value the opportunity to discuss what I'm Which member shares an opinion with Member A about the club's approach to selecting books? A B C D 31 Which member feels the same as Member D about the pace at which the club reads books? 32 Which member expresses a different view from the other three members with regard to making club membership more inclusive? 33 Which member has a different opinion from Member B about how the gatherings are conducted?
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/sports reports, opinion pieces. 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?

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