

Candidate Name \_\_\_\_\_

Candidate Number

## INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

### Listening

### Test 1

SATURDAY

Approximately 30 minutes

Additional materials:

Answer sheet for Listening and Reading

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Time Approximately 30 minutes (plus 10 minutes' transfer time)

#### INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

**Write your name and candidate number in the spaces at the top of this page.**

Listen to the instructions for each part of the question paper.

Answer all the questions.

While you are listening, write your answers on the question paper.

You will have 10 minutes at the end of the test to copy your answers onto the separate answer sheet. Use a pencil.

At the end of the test, hand in this question paper.

#### INFORMATION FOR CANDIDATES

There are **four** parts to the test.

You will hear each part once only.

There are **40** questions.

Each question carries one mark.

For each part of the test, there will be time for you to look through the questions and time to check your answers.



CAMBRIDGE ENGLISH  
Language Assessment

## Section 1

## Question 1-10

Complete the form below

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer

Temporary Patient Record Form	
Name:	Example <u>Peter Smith</u>
Street address:	1 .....
Suburb:	2 .....
Phone number:	3 .....
<b>Details of injury</b>	
Sport:	Tennis
Type of injury:	Sprained 4 .....
Date of injury:	5 .....
<b>Previous treatment and current problems</b>	
	The patient's own doctor advised treatment with 6 ..... The patient is unable to 7 ..... and he is experiencing pain in his 8 ..... at night, which is affecting his sleep.
<b>Advice given</b>	
	Stop using the 9 ..... Do regular 10 ..... at home

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## SECTION 2

## Questions 11 – 20

### Question 11 – 16

Choose the correct letter, **A**, **B** or **C**

- 11 The announcer says that the main topic of today's talk will be Gisborne's
- A economy
  - B history
  - C tourism
- 12 The Maori name for the Gisborne region signifies
- A dangerous journey
  - B east coast
  - C sailing boat
- 13 Early exports from Gisborne were
- A farms
  - B fisheries
  - C forests
- 14 According to the speaker, what does Gisborne export to Asia nowadays?
- A oranges and lemons
  - B red and white grapes
  - C seafood and shellfish
- 15 The Gisborne Summer Concert takes place in
- A an opera house
  - B a vineyard
  - C a Maori meeting house
- 16 On wet days in Gisborne the announcer recommends
- A a cultural display in the museum
  - B a fashion show in the town hall
  - C a photography exhibition in the art gallery

### Questions 17 – 20

Which group of people is each of the following attractions recommended for?

Choose **FOUR** answers from the box and write the correct letter, **A – G**, next to questions 17 – 20.

- A disabled people
- B elderly people
- C recently married couples
- D pregnant women
- E secondary school children
- F young school children
- G young adults

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### Attractions

- |    |                     |       |
|----|---------------------|-------|
| 17 | Hot Springs Reserve | ..... |
| 18 | Mahia Peninsula     | ..... |
| 19 | Motu River Rafting  | ..... |
| 20 | Eden Woodlands Park | ..... |



## SECTION 3

## Questions 21-30

Complete the notes below.

Write **NO MORE THAN THREE WORDS** for each answer.

### SUVs (Sports Utility Vehicles)

- Originally made for off-road driving (e.g. in remote areas)
- Now widely used in 21 .....

#### Advantages

- Useful for 22 ..... purposes
- Larger 23 ..... Capacity
- Suitable for towing large loads

#### Why popular in a wider market

- Because of their image
- Seen as 24 ..... by mothers
- Larger seating capacity
- Drivers prefer the 25 .....

#### Disadvantages

- SUVs can be 26 ..... in urban centres because of their 27 .....
- Bodywork doesn't crumple in an accident
- Liable to 28 ..... easily

#### How to limit use of SUVs

- Limit use to those people who need them (e.g. 29 .....)
- Raise cost of 30 ..... paid by SUV drivers

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## SECTION 4

## Questions 31-40

Complete the notes below.

Write **NO MORE THAN TWO WORDS** for each answer.

### The Influence of Children on Adult Diet

#### Background

Obesity – mainly caused by bad eating habits and lack of exercise

National survey conclusions:

- food consumption rose between 1971 and 2000
- Americans in general eat above the recommended amounts
- the age group that eat most fat is **31** .....

Family members living together show **32** ..... levels of fat in their diet

Aims of present study: to show whether children affect adult diet

#### Methods & procedures

Who?

- Adults aged 17-65 with children under 16
- Other variables: age, education, race, **33** ..... and whether born overseas
- **34** ..... held at Mobile Examination Centres

#### Results

Adults living with children are more likely to:

- eat more fat
- eat convenience food
- **35** .....

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### Reasons

- Parents have little **36** .....
- Children's preference for certain foods
- Inconvenience of making separate meals

### Limitations of study

The study did not consider the effects of:

the **37** ..... of children in each family

the **38** ..... between the adults and children

Influence may decrease with **39** .....

### Conclusions and recommendations

More research needed into above areas

Research needed into how our **40** ..... affect our diet

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Candidate Name \_\_\_\_\_ Candidate Number

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

Reading

Test 1

SATURDAY

1 hour

Additional materials:

Answer sheet for Listening and Reading

Time 1 hour

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INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

**Write your name and candidate number in the spaces at the top of this page.**

Read the instructions for each part of the paper carefully.

Answer all the questions.

Write your answers on the answer sheet. Use a pencil.

You **must** complete the answer sheet within the time limit.

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

INFORMATION FOR CANDIDATES

There are **40** questions on this question paper.

Each question carries one mark.



**CAMBRIDGE ENGLISH**  
Language Assessment

## READING PASSAGE 1

You should spend about 20 minutes on **Questions 1-13**, which are based on Reading Passage 1 on pages 2 and 3.

### Bovids

The family of mammals called bovids belongs to the Artiodactyl class, which also includes giraffes. Bovids are highly diverse group consisting of 137 species, some of which are man's most important domestic animals.

Bovids are well represented in most parts of Eurasia and Southeast Asian islands, but they are by far the most numerous and diverse in the latter. Some species of bovid are solitary, but others live in large groups with complex social structures. Although bovids have adapted to a wide range of habitats, from arctic tundra to deep tropical forest, the majority of species favour open grassland, scrub or desert. This diversity of habitat is also matched by great diversity in size and form: at one extreme is the royal antelope of West Africa, which stands a mere 25 cm at the shoulder; at the other, the massively built bisons of North America and Europe, growing to a shoulder height of 2.2m.

Despite differences in size and appearance, bovids are united by the possession of certain common features. All species are ruminants, which means that they retain undigested food in their stomachs, and regurgitate it as necessary. Bovids are almost exclusively

herbivorous\*. Typically their teeth are highly modified for browsing and grazing: grass or foliage is cropped with the upper lip and lower incisors\*\* (the upper incisors are usually absent), and then ground down by the cheek teeth. As well as having cloven, or split, hooves, the males of all bovid species and the females of most carry horns. Bovid horns have bony cores covered in a sheath of horny material that is constantly renewed from within; they are unbranched and never shed. They vary in shape and size: the relatively simple horns of a large Indian buffalo may measure around 4 m from tip to tip along the outer curve, while the various gazelles have horns with a variety of elegant curves.

Five groups, or sub-families, may be distinguished: Bovinae, Antelope, Caprinae, Cephalophinae and Antilocapridae. The sub-family Bovinae comprises most of the larger bovids, including the African bongo, and nilgae, eland, bison and cattle. Unlike most other bovids they are all non-territorial. The ancestors of the various species of domestic cattle banteng, gaur, yak and water buffalo are generally rare and endangered in the wild, while the auroch (the ancestor of the domestic cattle of

*Equus* is extinct.

\*herbivorous: plant-eating  
\*\*incisors: front teeth



The term 'antelope' is not a very precise zoological name – it is used to loosely describe a number of bovids that have followed different lines of development. Antelopes are typically long-legged, fast-running species, often with long horns that may be laid along the back when the animal is in full flight. There are two main sub-groups of antelope: Hippotraginae, which includes the oryx and the addax, and Antilopinae, which generally contains slighter and more graceful animals such as gazelle and the springbok. Antelopes are mainly grassland species, but many have adapted to flooded grasslands: puku, waterbucks and lechwes are all good at swimming, usually feeding in deep water, while the sitatunga has long, splayed hooves that enable it to walk freely on swampy ground.

The sub-family Caprinae includes the sheep and the goat together with various relatives such as the goral and the tahr. Most are woolly or have long hair. Several species, such as wild goats, chamois and ibex, are agile cliff – and mountain-dwellers. Tolerance of extreme conditions is most marked in this group: Barbary and bighorn sheep have adapted to arid deserts, while Rocky Mountain sheep survive high up in mountains and musk oxen in arctic tundra.

The duiker of Africa belongs to the Cephalophinae sub-family. It is generally small and solitary, often living in thick forest. Although mainly feeding on grass and leaves, some duikers – unlike most other bovids –

are believed to eat insects and feed on dead animal carcasses, and even to kill small animals.

The pronghorn is the sole survivor of a New World sub-family of herbivorous ruminants, the Antilocapridae in North America. It is similar in appearance and habits to the Old World antelope. Although greatly reduced in numbers since the arrival of Europeans, and the subsequent enclosure of grasslands, the pronghorn is still found in considerable numbers throughout North America, from Washington State to Mexico. When alarmed by the approach of wolves or other predators, hairs on the pronghorn's rump stand erect, so showing and emphasising the white patch there. At this signal, the whole herd gallops off at speed of over 60 km per hour.

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### Questions 1-3

Choose the correct letter, **A**, **B**, **C** or **D**.

Write the correct letter in boxes 1-3 on your answer sheet.

1 In which region is the biggest range of bovids to be found?

- A Africa
- B Eurasia
- C North America
- D South-east Asia

2 Most bovids have a preference for living in

- A isolation
- B small groups
- C tropical forest
- D wide open spaces

3 Which of the following features do all bovids have in common?

- A Their horns are shot
- B They have upper incisors
- C They store food in the body
- D Their hooves are undivided

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### Questions 4-8

Look at the following characteristics (Question 4-8) and the list of sub-families below.

Match each characteristic with the correct sub-family, **A, B, C** or **D**.

Write the correct letter, **A, B, C** or **D**, in boxes 4-8 on your answer sheet.

**NB** You may use any letter more than once

- 4** can endure very harsh environments
- 5** includes the ox and the cow
- 6** may supplement its diet with meat
- 7** can usually move at speed
- 8** does not defend a particular area of land

#### List of sub-families

- A** Antelope
- B** Bovinae
- C** Caprinae
- D** Cephalophinae

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### Question 9-13

Answer the questions below.

Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

Write your answers in boxes 9-13 on your answer sheet.

- 9** What is the smallest species of Bovid called?
- 10** Which species of Bovinae has now died out?
- 11** What facilitates the movement of the sitatunga over wetland?
- 12** What sort of terrain do barbary sheep live in?
- 13** What is the only living member of the Antilocapridae sub-family?

## READING PASSAGE 2

You should spend about 20 minutes on **Question 14 – 26** which are based on Reading Passage 2 on pages 6 and 7.

### Photovoltaics on the rooftop

#### A natural choice for powering the family home

**A** In the past, urban home owners have not always had much choice in the way electricity is supplied to their homes. Now, however, there is a choice, and a rapidly increasing number of households worldwide are choosing the solar energy option. Solar energy, the conversion of sunlight into energy, is made possible through the use of 'photovoltaics', which are simple appliances that fit onto the roof of a house.

**B** The photovoltaics-powered home remains connected to the power lines, but no storage is required on-site, only a box of electronics (the inverter) to the interface between the photovoltaics and the grid network. Figure 1 illustrates the system. During the day, when the home may not be using much electricity, excess power from the solar array is fed back to the grid, to factories and offices that need daytime power. At night, power flows the opposite way. The grid network effectively provides storage. If the demand for electricity is well matched to when the sun shines, solar energy is especially valuable. This occurs in places like California in the USA and Jordan, where air-conditioning loads for offices and factories are large but heating loads for homes are small.

**C** The first systematic exploration of the use of photovoltaics on homes began in the US during the 1970s. A well-conceived program started with the siting of a number of residential experiment stations' at selected locations around the country, representing different climatic zones. These stations contained a number of 'dummy' houses, each with a different solar-energy system design. Homes within the communities close to these stations were monitored to see how well their energy use matched the energy generated by the stations' dummy roofs. A change in US government priorities in the early 1980s halted this program.

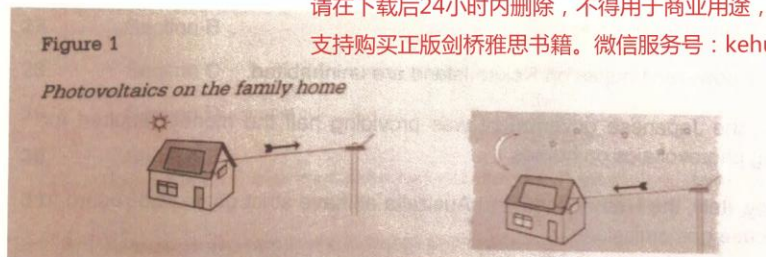
**D** With the US effort dropping away, the Japanese Sunshine Project came to the fore. A large residential test station was installed on Rokko Island beginning in 1986. This installation consists of 18 'dummy' homes. Each equipped with its own 2 - 5 kilowatt photovoltaic system (about 20 - 50 square meters for each system). Some of these simulated homes have their own electrical appliances inside, such as TV sets, refrigerators and air conditioning units, which switch on and off under computer control providing a lavish lifestyle for the non-existent occupants. For the other systems, electronics simulate these household loads. This test station has allowed the technical issues involved in using photovoltaics within the electricity network to be explored in a systematic way, under well-controlled test conditions. With no insurmountable problems identified, the Japanese have used the experience gained from this station to begin their own massive residential photovoltaics campaign.

**E** Meanwhile, Germany began a very important '1,000 roof program' in 1990, aimed at installing photovoltaics on the roofs of 1,000 private homes. Large federal and regional government subsidies were involved, accounting in most cases for 70% of the total system costs. The program proved immensely popular, forcing its extension to over 2,000 homes scattered across Germany. The success of this program stimulated other European countries to launch similar programs.

**F** Japan's 'one million roof program' was prompted by the experience gained in the Rokko Island test site and the success of the German 1,000 roof program. The initially quoted aims of the Japanese New Energy Development Organization were to have 70,000 homes equipped with the photovoltaics by the year 2000, on the way to 1 million by 2010. The program made a modest start in 1994, when 539 systems were installed with a government subsidy of 50 percent. Under this program, entire new suburban developments are using photovoltaics.

**H** This is good news, not only for the photovoltaic industry, but for everyone concerned with the environment. The use of fossil fuels to generate electricity is not only costly in financial terms, but also in terms of environmental damage. Gases produced by the burning of fossil fuels in the production of electricity are a major contributor to the green house effect. To deal with this problem, many governments are now proposing stringent targets on the amount of green house gas emissions permitted. These targets mean that all sources of green house gas emissions including residential electricity use, will receive closer attention in the future.

**I** It is likely that in the future, governments will develop building codes that attempt to constrain the energy demands of new housing. For example, the use of photovoltaics or the equivalent maybe stipulated to lessen demands on the grid network and hence reduce fossil fuel emissions. Approvals for building renovations may also be conditional upon taking such energy-saving measures. If this were to happen, everyone would benefit. Although there is an initial cost in attaching the system to the rooftop, the householder's outlay is soon compensated with the savings on energy bills. In addition, everyone living on the planet stands to gain from the more benign environmental impact.



Residential use of photovoltaics – by day excess power is sent to the grid, and by night power is supplied to the home.

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**Question 14 – 19**

Reading Passage 2 has nine paragraphs **A – I**

Which paragraph contains the following information?

Write the correct letter **A – I** in boxes 14 – 19 on your answer sheet.

**NB** You may use any letter more than once

- 14** examples of countries where electricity use is greater during the day than at night
- 15** a detailed description of an experiment that led to photovoltaics being promoted throughout the country
- 16** the negative effects of using conventional means of generating electricity
- 17** an explanation of the photovoltaics system
- 18** the long-term benefits of using photovoltaics
- 19** a reference to wealthy countries being prepared to help less wealthy countries have access to photovoltaics

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**Questions 20 – 26**

Do the following statements agree with the information given in Reading Passage 2?

In boxes 20 – 26 on your answer sheet, write

<b>TRUE</b>	if the statement agrees with the information
<b>FALSE</b>	if the statement contradicts the information
<b>NOT GIVEN</b>	if there is no information on this

- 20** Photovoltaics are used to store electricity.
- 21** Since the 1970s, the US government has provided continuous support for the use of photovoltaics on homes.
- 22** The solar-powered houses on Rokko Island are uninhabited.
- 23** In 1994, the Japanese government was providing half the money required for installing photovoltaics on homes.
- 24** Germany, Italy, the Netherlands and Australia all have strict goals with regard to greenhouse gas emissions.
- 25** Residential electricity use is the major source of greenhouse gas emission.
- 26** Energy-saving measures must now be included in the design of all new homes and improvements to buildings.

### READING PASSAGE 3

You should spend about 20 minutes on **Questions 27-40**, which are based on Reading Passage 3 on pages 12 and 13.

Questions 27 – 31

Reading Passage 3 has six sections, **A-F**.

Choose the correct heading for sections **B-F** from the list of headings below.

Write the correct number, **i-ix**, in boxes 27-31 on your answer sheet.

#### List of Headings

- i** Disagreement about the reading process
- ii** The roots of the debate
- iii** A combined approach
- iv** Methods of teaching reading
- v** A controversial approach
- vi** Inconclusive research
- vii** Research with learners
- viii** Allowing teachers more control
- ix** A debate amongst educators

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#### Example

Section **A**

**ix**

- 27** Section **B**
- 28** Section **C**
- 29** Section **D**
- 30** Section **E**
- 31** Section **F**

## How should reading be taught?

By Keith Rayner and Barbara R Foorman

- A** Learning to speak is automatic for almost all children, but learning to read requires elaborate instruction and conscious effort. Well aware of the difficulties, educators have given a great deal of thought to how they can best help children learn to read. No single method has triumphed. Indeed, heated arguments about the most appropriate form of reading instruction continue to polarise the teaching community.
- B** Three general approaches have been tried. In one, called whole-word instruction, children learn by rote how to recognise at a glance a vocabulary of 50 to 100 words. Then they gradually acquire other words, often through seeing them used over and over again in the context of a story.

Speakers of most languages learn to associate words with the sounds associated with them (phonemes). That is, children are taught how to use their knowledge of the alphabet to sound out words. This procedure constitutes a second approach to teaching reading – phonics.

Many schools have adopted a different approach: the whole-language method. The strategy here relies on the child's experience with language. For example, students are offered engaging books and are encouraged to guess the words that they do not know by considering the context of the sentence or by looking for clues in the storyline and illustrations, rather than trying to sound them out.

Many teachers adopted the whole-language approach because of its intuitive appeal. Making reading fun promises to keep children motivated, and learning to read depends more on what the student does than on what the teacher does. The presumed benefits of whole-language instruction – and the contrast to the perceived dullness of phonics – led to its growing acceptance across America during the 1990s, and a movement away from phonics.

- C** However, many linguists and psychologists objected strongly to the abandonment of phonics in American schools. Why was this so? In short, because research had clearly demonstrated that understanding how letters related to the component sounds in words is critically important in reading. This conclusion rests, in part, on knowledge of how experienced readers make sense of words on a page. Advocates of whole-language instruction have argued forcefully that people often derive meanings directly from print without ever determining the sound of the word. Some psychologists today accept this view, but most believe that reading is typically a process of rapidly sounding out words mentally. Compelling evidence for this comes from experiments which show that subjects often confuse homophones (words that sound the same, such as 'rose' and 'rows'). This supports the idea that readers convert strings of letters to sounds.



- D** In order to evaluate different approaches to teaching reading, a number of experiments have been carried out, firstly with college students, then with school pupils. Investigators trained English-speaking college students to read using unfamiliar symbols such as Arabic letters (the phonics approach), while another group learned entire words associated with certain strings of Arabic letters (whole-word). Then both groups were required to read a new set of words constructed from the original characters. In general, readers who were taught the rules of phonics could read many more new words than those trained with a whole-word procedure.

Classroom studies comparing phonics with either whole-word or whole-language instruction are also quite illuminating. One particularly persuasive study compared two programmes used in 20 first-grade classrooms. Half the students were offered traditional reading instruction, which included the use of phonics drills and applications. The other half were taught using an individualised method that drew from their experiences with language; these children produced their own booklets of stories and developed sets of words to be recognised (common components of the whole-language approach). This study found that the first group scored higher at year's end on tests of reading and comprehension.

- E** If researchers are so convinced about the need for phonics instruction, why does the debate continue? Because the controversy is enmeshed in the philosophical differences between traditional and progressive (or new) approaches, differences that have divided educators for years. The progressives challenge the results of laboratory tests and classroom studies on the basis of a broad philosophical scepticism about the values of such research. They champion student-centred learning and teacher empowerment. Sadly, they fail to realise that these very admirable educational values are equally consistent with the teaching of phonics.
- F** If schools of education insisted that would-be reading teachers learned something about the vast research in linguistics and psychology that bears on reading, their graduates would be more eager to use phonics and would be prepared to do so effectively. They could allow their pupils to apply the principles of phonics while reading for pleasure. Using whole-language activities to supplement phonics instruction certainly helps to make reading fun and meaningful for children, so no one would want to see such tools discarded. Indeed, recent work has indicated that the combination of literature-based instruction and phonics is more powerful than either method used alone.

Teachers need to strike a balance. But in doing so, we urge them to remember that reading must be grounded in a firm understanding of the connections between letters and sounds. Educators who deny this reality are neglecting decades of research. They are also neglecting the needs of their students.

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### Questions 32 – 36

Do the following statements agree with the information given in Reading Passage 3?

In boxes 32-36 on your answer sheet, write

**TRUE** if the statement agrees with the information

**FALSE** if the statement contradicts the information

**NOT GIVEN** if there is no information on this

- 32** The whole-language approach relates letters to sounds.
- 33** Many educators believe the whole-language approach to be the most interesting way to teach children to read.
- 34** Research supports the theory that we read without linking words to sounds.
- 35** Research has shown that the whole-word approach is less effective than the whole-language approach.
- 36** Research has shown that **neither** the whole-word approach **nor** both the whole-word and whole-language approach.

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### Questions 37 – 40

Complete the summary of sections E and F using the list of words, **A-G**, below.

Write the correct letter, **A-G**, in boxes 37-40 on your answer sheet.

In the teaching community, **37** ..... question the usefulness of research into methods of teaching reading. These critics believe that **38** ..... is incompatible with student-centred learning. In the future, teachers need to be **aware of 39** ..... so that they understand the importance of phonics. They should not, however, ignore the ideas of **40** ..... which make reading enjoyable for learners.

- |          |                           |
|----------|---------------------------|
| <b>A</b> | the phonics method        |
| <b>B</b> | the whole-word method     |
| <b>C</b> | the whole-language method |
| <b>D</b> | traditionalists           |
| <b>E</b> | progressives              |
| <b>F</b> | linguistics               |
| <b>G</b> | research studies          |

Candidate Name \_\_\_\_\_ Candidate Number

## INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

### Academic Writing

SATURDAY

### Test 1

1 hour

Additional materials:

Writing answer booklet

Time 1 hour

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### INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

**Write your name and candidate number in the spaces at the top of this page.**

Read the instructions for each task carefully.

Answer both of the tasks.

Write at least 150 words for Task 1.

Write at least 250 words for Task 2.

Write your answers in the answer booklet.

Write clearly in pen or pencil. You may make alterations, but make sure your work easy to read.

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

### INFORMATION FOR CANDIDATES

There are **two** tasks on this question paper.

Task 2 contributes twice as much as Task 1 to the Writing score.



**CAMBRIDGE ENGLISH**  
Language Assessment

## WRITING TASK 1

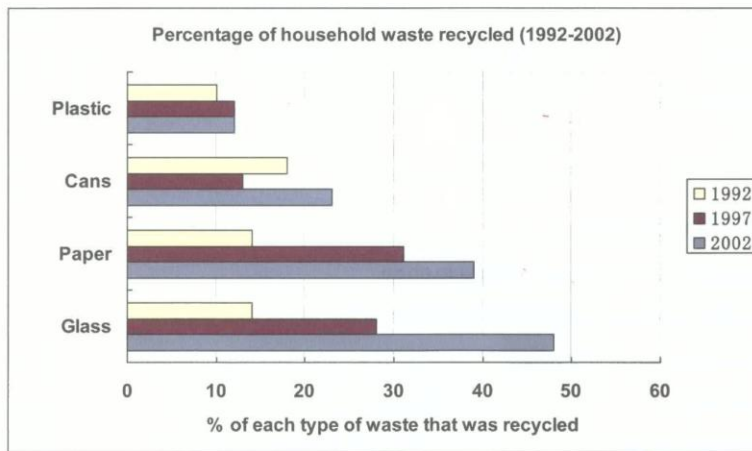
You should spend about 20 minutes on this task.

The chart below shows the percentages of different types of household waste that were recycled in one city between 1992 and 2002.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

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Write at least 150 words.



## WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic.

**Competitiveness is seen as a positive quality for people to have in many societies today.**

**How does this competitiveness affect individuals?**

**Is it a positive or negative quality?**

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Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM



UNIVERSITY of CAMBRIDGE  
ESOL Examinations

WRITING ANSWER BOOKLET

Candidate Name: ..... Candidate Number: .....

Centre Number: ..... Date: .....

Module: ACADEMIC ☐ GENERAL TRAINING ☐ (Tick as appropriate)

TASK 1

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EXAMINER'S USE ONLY

EXAMINER 2 NUMBER: .....

CANDIDATE NUMBER: .....

EXAMINER 1 NUMBER: .....

EXAMINER'S USE ONLY

EXAMINER 2 TASK 1	TA		CC		LR		GRA	

UNDERLENGTH		NO OF WORDS		PENALTY	
OFF-TOPIC		MEMORISED		ILLEGIBLE	

EXAMINER 1 TASK 1	TA		CC		LR		GRA	

UNDERLENGTH		NO OF WORDS		PENALTY	
OFF-TOPIC		MEMORISED		ILLEGIBLE	

## TASK 2

- 3 -

EXAMINER'S USE ONLY

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思书精。微信服务号：K  
EXAMINER'S USE ONLY

TR		CC		LR		GRA	
----	--	----	--	----	--	-----	--

UNDERLENGTH		NO OF WORDS		PENALTY	
OFF-TOPIC		MEMORISED		ILLEGIBLE	

TR		CC		LR		GRA	
----	--	----	--	----	--	-----	--

UNDERLENGTH		NO OF WORDS		PENALTY	
OFF-TOPIC		MEMORISED		ILLEGIBLE	

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Reading (Academic and General Training) Answer Sheet

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Are you: Female? Male?

Your first language code:

0123456789

0123456789

0123456789

IELTS Reading Answer Sheet

Module taken (shade one box): Academic General Training

1	<div><div>✓</div><div>1</div><div>✗</div></div>	21	<div><div>✓</div><div>21</div><div>✗</div></div>
2	<div><div>2</div></div>	22	<div><div>22</div></div>
3	<div><div>3</div></div>	23	<div><div>23</div></div>
4	<div><div>4</div></div>	24	<div><div>24</div></div>
5	<div><div>5</div></div>	25	<div><div>25</div></div>
6	<div><div>6</div></div>	26	<div><div>26</div></div>
7	<div><div>7</div></div>	27	<div><div>27</div></div>
8	<div><div>8</div></div>	28	<div><div>28</div></div>
9	<div><div>9</div></div>	29	<div><div>29</div></div>
10	<div><div>10</div></div>	30	<div><div>30</div></div>
11	<div><div>11</div></div>	31	<div><div>31</div></div>
12	<div><div>12</div></div>	32	<div><div>32</div></div>
13	<div><div>13</div></div>	33	<div><div>33</div></div>
14	<div><div>14</div></div>	34	<div><div>34</div></div>
15	<div><div>15</div></div>	35	<div><div>35</div></div>
16	<div><div>16</div></div>	36	<div><div>36</div></div>
17	<div><div>17</div></div>	37	<div><div>37</div></div>
18	<div><div>18</div></div>	38	<div><div>38</div></div>
19	<div><div>19</div></div>	39	<div><div>39</div></div>
20	<div><div>20</div></div>	40	<div><div>40</div></div>

Checker's Initials

Marker's Initials

Band Score

Reading Total

Candidate Name \_\_\_\_\_

Candidate Number

## INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

### Listening

### Test 2

SATURDAY

Approximately 30 minutes

Additional materials:

Answer sheet for Listening and Reading

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Time Approximately 30 minutes (plus 10 minutes' transfer time)

### INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

**Write your name and candidate number in the spaces at the top of this page.**

Listen to the instructions for each part of the question paper.

Answer all the questions.

While you are listening, write your answers on the question paper.

You will have 10 minutes at the end of the test to copy your answers onto the separate answer sheet. Use a pencil.

At the end of the test, hand in this question paper.

### INFORMATION FOR CANDIDATES

There are **four** parts to the test.

You will hear each part once only.

There are **40** questions.

Each question carries one mark.

For each part of the test, there will be time for you to look through the questions and time to check your answers.



CAMBRIDGE ENGLISH  
Language Assessment

## SECTION 1

## Questions 1 – 10

### Question 1 – 3

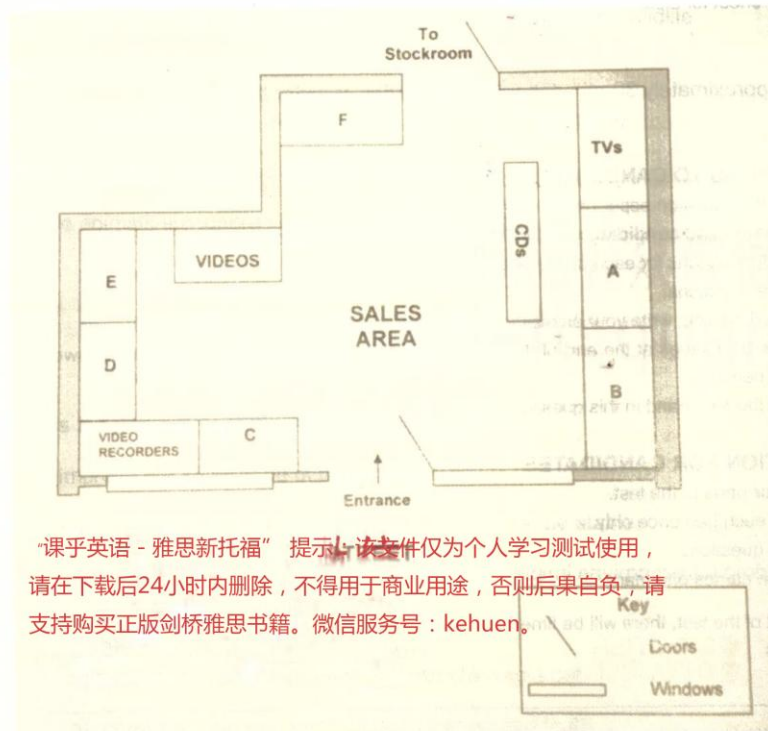
Label the plan below.

Write the correct letter, **A – F**, next to question 1 – 3.

Example:

Keyboards .....**B**.....

- 1 DVD players .....
- 2 DVDs .....
- 3 portable CD players .....



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**Question 4-6**

Complete the notes below.

Write **ONE WORD OR A NUMBER** for each answer.

Move **4** ..... cassette players into stockroom.

Make sure the stock is **5** .....

Make the **6** ..... for special offers.

**Question 7-10**

What is decided about the following categories of DVD?

Write the correct letter, **A**, **B** or **C**, next to questions **7-10**.

- |   |  |
|---|--|
| A | price of each item reduced                 |
| B | prices reduced for buying a certain number |
| C | prices kept at current level               |

Categories of DVDs:

**7** general films .....

**8** foreign language films .....

**9** classical music .....

**10** comedy .....

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## Section 2

## Questions 11-20

### Questions 11-16

What does the organiser tell the members about who should do each of the following tasks?

Write the correct letter, **A**, **B** or **C**, next to questions **11-16**.

- |          |  |
|----------|--|
| <b>A</b> | All the members must do it.                |
| <b>B</b> | Members have the option of doing it.       |
| <b>C</b> | The organiser is responsible for doing it. |

### Tasks

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- |    |   |       |
|----|---|-------|
| 11 | Taking tents                                      |       |
| 12 | Booking campsites                                 |       |
| 13 | Taking bicycles                                   | ..... |
| 14 | Buying train tickets                              | ..... |
| 15 | Buying tickets for a football match               | ..... |
| 16 | Collecting information about the area of the tour | ..... |



**Question 17-20**

Which location has the following attraction?

Choose **FOUR** answers from the box and write the correct letter, **A-H**, next to questions 17-20.

**Attractions**

- A farming museum
- B horseriding
- C locally produced food
- D market selling clothes
- E old ruins
- F steam railway
- G transport museum
- H water sports

**Locations**

- 17 Westbury .....
- 18 Cluny .....
- 19 Pennerley .....
- 20 Farlow .....

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## SECTION 3

## Questions 21 – 30

### Questions 21 and 22

Complete the notes below

Write **ONE WORD ONLY** for each answer.

Assignment notes

- Things to do:
- hand in book reports with next assignment
  - check accuracy of the **21** ..... in the last section
  - try to give more **22** .....
  - need to expand ideas to improve grade

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### Questions 23 – 27

Answer the questions below.

Write **NO MORE THAN FOUR WORDS AND/OR A NUMBER** for each answer.

- 23** When will Karen give her presentation?  
.....
- 24** What must she do during the presentation?  
.....
- 25** By which date must she submit an abstract?  
.....
- 26** Where will the presentation take place?  
.....
- 27** Who will grade her presentation?  
.....

**Question 28 – 30**

Choose **THREE** letters, **A – H**.

Which **THREE** modules will Karen study next year?

- A** Communication Skills
- B** Data Collection
- C** Discourse Analysis
- D** Language and Society
- E** Phonology
- F** Psycholinguistics
- G** Research Methodology
- H** Social Interaction

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## SECTION 4

## Questions 31 – 40

Complete the notes below.

Write **ONE WORD ONLY** for each answer.

### Extinction of Species

#### Recent problems in Australia:

- a species of parrot is under threat due to the production of wind energy
- several species of **31** ..... are at risk because of increased housing
- loss of food source due to pesticides is affecting many animals, especially **32** .....
- Production of single crops like **33** ..... is harming wildlife

#### Attitude to endangered animals:

- Can be influenced by the **34** ..... (e.g. the panda)
- People are less concerned about smaller animals, e.g. **35** .....
- Some animals are ignored because they are viewed:
  - a) with **36** .....
  - b) as our **37** ..... in terms of food
  - c) with disgust

#### Reasons for preventing extinction:

- to improve our knowledge of the ecosystem
- the ecosystem needs to be **38** ..... to be stable
- some types of **39** ..... can help to signal environmental problems
- animals can help in medicine, e.g.:
  - a) improved well-being for people from having a pet
  - b) cobwebs help with medical disorders related to **40** .....

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Candidate Name \_\_\_\_\_

Candidate Number

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

Reading

Test 2

SATURDAY

1 hour

Additional materials:

Answer sheet for Listening and Reading

Time 1 hour

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INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

**Write your name and candidate number in the spaces at the top of this page.**

Read the instructions for each part of the paper carefully.

Answer all the questions.

Write your answers on the answer sheet. Use a pencil.

You **must** complete the answer sheet within the time limit.

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

INFORMATION FOR CANDIDATES

There are **40** questions on this question paper.

Each question carries one mark.



CAMBRIDGE ENGLISH  
Language Assessment



## READING PASSAGE 1

You should spend about 20 minutes on **Question 1-13**, which are based on Reading Passage 1 on pages 3 and 4.

### Question 1 – 8

Reading Passage 1 has eight paragraphs, **A-H**.

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number, **i-xi**, in boxes 1-8 on your answer sheet.

#### List of Headings

- |             |                                       |
|-------------|---------------------------------------|
| <b>i</b>    | Not enough tea to meet demand         |
| <b>ii</b>   | Religious objections                  |
| <b>iii</b>  | in – and sometimes out of – fashion   |
| <b>iv</b>   | A connection between tea and religion |
| <b>v</b>    | A luxury item                         |
| <b>vi</b>   | News of tea reaches another continent |
| <b>vii</b>  | Is tea a good or bad thing?           |
| <b>viii</b> | A chance discovery                    |
| <b>ix</b>   | The benefits of tea                   |
| <b>x</b>    | Tea-making process                    |
| <b>xi</b>   | Difficulties in importing tea         |

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- |          |                    |
|----------|--------------------|
| <b>1</b> | Paragraph <b>A</b> |
| <b>2</b> | Paragraph <b>B</b> |
| <b>3</b> | Paragraph <b>C</b> |
| <b>4</b> | Paragraph <b>D</b> |
| <b>5</b> | Paragraph <b>E</b> |
| <b>6</b> | Paragraph <b>F</b> |
| <b>7</b> | Paragraph <b>G</b> |
| <b>8</b> | Paragraph <b>H</b> |

## A Brief History of Tea

**A** The story of tea began in ancient China over 5,000 years ago. According to legend, the Emperor Shen Nung was a skilled ruler, creative scientist and patron of the arts. His far-sighted edicts required, among other things, that all drinking water be boiled as a hygienic precaution. One summer day while visiting a distant region of his realm, he and the court stopped to rest. In accordance with his ruling, the servants began to boil water for the court to drink. Dried leaves from a nearby bush fell into the boiling water, and as the leaves infused the water turned brown. As a scientist, the Emperor was intrigued by the new liquid, drank some, and found it very refreshing. And so, according to legend, tea was created.

**B** Tea consumption spread throughout Chinese culture, reaching into every aspect of the society. The first definitive book was written on tea – a book clearly reflecting Zen Buddhist philosophy – 1,200 years ago. The first tea seeds were brought to Japan by a returning Buddhist priest, who had seen the value of tea in enhancing meditation in China. As a result, he is known as the 'Father of Tea' in Japan. Because of this early association, tea in Japan has always been linked with Zen Buddhism. Tea received the Japanese Emperor's support almost instantly and spread rapidly from the royal court and monasteries to other sections of society.

**C** Tea was elevated to an art form in the Japanese tea ceremony, in which

supreme importance is given to making tea in the most perfect, most polite, most graceful, most charming manner possible. Such a purity of expression prompted the creation of a particular form of architecture for 'tea house', duplicating the simplicity of a forest cottage. The cultural/artistic hostesses of Japan, the geishas, began to specialize in the presentation of the tea ceremony. However, as more and more people became involved in the excitement surrounding tea, the purity of the original concept was lost, and for a period the tea ceremony became corrupted, boisterous and highly embellished. Efforts were then made to return to the earlier simplicity, with the result that, in the 15<sup>th</sup> and 16<sup>th</sup> centuries, tea was viewed as the ultimate gift. Even warlords paused for tea before battles.

**D** While tea was at this high level of development in parts of Asia, information concerning the then unknown beverage began to filter back to Europe. Earlier traders had mentioned it, but were unclear as to whether tea should be eaten or drunk. The first European to personally encounter tea and write about it was Portuguese – Portugal, with her technologically advanced navy, had been successful in gaining the first right of trade with China.

**E** Tea finally arrived in Europe in the 16<sup>th</sup> century, brought to Holland by the country's navy, and becoming very fashionable in the Dutch capital, the Hague. This was due in part to tea being very expensive (over \$100 per

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pound), which immediately made it the domain of the wealthy. Slowly, as the amount of tea imported increased, the price fell, and by 1675 it was available in common food shops throughout Holland.

**F** As the consumption of tea increased dramatically in Dutch society, doctors and university authorities in Holland argued as to its benefits or drawbacks. The public largely ignored the scholarly debate and continued to enjoy this new beverage, through the century. The craze lasted from 1635 to roughly 1657. Throughout this period, France and Holland led Europe in the use of tea.

**G** As the craze for all things oriental swept through Europe, tea became part of the way of life. Adding milk to the drink was first mentioned in 1680. Around that time, Dutch inns provided the first restaurant service of tea. Innkeepers would furnish guests with a portable tea set complete with a heating unit. The Dutchman would then prepare tea for himself and his friends outside in the inn garden. Tea remained popular in France for only about fifty years, being replaced by a preference for wine, chocolate, and exotic coffees. Tea was introduced into England in 1660 by King Charles II and his Portuguese queen, who were both confirmed tea drinkers. Tea mania swept across England as it had earlier spread throughout France and Holland. By 1708 tea importation had risen to thirteen times the 1699 level. Tea was drunk by all levels of society.

**H** The Russian interest in tea began as early as 1618, when the Chinese embassy in Moscow presented several

chests of tea to the Emperor, Czar Alexis. Later in the century, a trade treaty between Russia and China allowed caravans to cross back and forth freely between the two countries. Still, the journey was not easy. The average caravan consisted of 200 to 300 camels, and the 18,000-kilometre trip took over 16 months to complete. Eventually, however, tea became – as it still is – one of the most popular drinks in the country.

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### Question 9 – 13

Look at the following statements (Question 9-13) and the list of countries below.

Match each statement with the correct country, A-G.

Write the correct letter, A-G, in boxes 9-13 on your answer sheet.

- 9 Claims that tea might be harmful failed to affect its popularity.
- 10 Tea lost favour to other drinks.
- 11 Special buildings were constructed in which to drink tea.
- 12 Animals were involved in importing tea.
- 13 A ruler's specialist knowledge led to an interest in tea.

#### List of Countries

- A China
- B Japan
- C Portugal
- D Holland
- E France
- F England
- G Russia

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## READING PASSAGE 2

You should spend about 20 minutes on **Questions 14-26**, which are based on Reading Passage 2 on pages 6 and 7.

### Next to Nature, but what is art?



Julian Barnes explores the questions posed by **Life-Casts**, an exhibition of plaster moulds of living people and objects which were originally used for scientific purposes

- A** Art changes over time and our idea of what art is changes too. For example, objects originally intended for devotional, ritualistic or recreational purposes may be recategorised as art by members of other later civilisations, such as our own, which no longer respond to these purposes.
- B** What also happens is that techniques and crafts which would have been judged inartistic at the time they were used are reassessed. Life-casting is an interesting example of this. It involved making a plaster mould of a living person or thing. This was complex, technical work, as Benjamin Robert Haydon discovered when he poured 250 litres of plaster over his human model and nearly killed him. At the time, the casts were used for medical research and, consequently, in the nineteenth century life-casting was considered inferior to sculpture in the same way that, more recently, photography was thought to be a lesser art than painting. Both were viewed as unacceptable shortcuts by the 'senior' arts. Their virtues of speed and unwavering realism also implied their limitations; they left little or no room for the imagination.
- C** For many, life-casting was an insult to the sculptor's creative genius. In an infamous lawsuit of 1834, a moulder whose mask of the dying French emperor Napoleon had been reproduced and sold without his permission was judged to have no rights to the image. In other words, he was specifically held not to be an artist. This judgement reflect the view of established members of the nineteenth-century art world such as Rodin, who commented that life-casting 'happens fast but it doesn't make Art'. Some even feared that 'if too much nature was allowed in, it would lead Art away from its proper course of the



ideal'.

- D The painter Gauguin, at the end of the nineteenth century, worried about future developments in photography. If ever the process went into colour, what painter would labour away at a likeness with a brush made from squirrel-tail? But painting has proved robust. Photography has changed it, of course, just as the novel had to reassess narrative after the arrival of the cinema. But the gap between the senior and junior arts was always narrower than the traditionalists implied. Painters have always used technical back-up such as studio assistants to do the boring bits, while apparently lesser crafts involve great skill, thought, preparation and, depending on how we define it, imagination.
- E Time changes our view in another way, too. Each new movement implies a reassessment of what has gone before. What is done now alters what was done before. In some cases this is merely self-serving, with the new art using the old to justify itself. It seems to be saying, 'look at how all of that points to this! Aren't we clever to be the culmination of all that has gone before?' But usually it is a matter of re-alerting the sensibility, reminding us not to take things for granted. Take, for example, the cast of the hand of a giant from a circus, made by an anonymous artist around 1889, an item that would now sit happily in any commercial or public gallery. The most significant impact of this piece is on the eye, in the contradiction between unexpected size and verisimilitude. Next, the human element kicks in. You note that the nails are dirt-encrusted, unless this is the caster's decorative addition, and the fingertips extend far beyond them. Then you take in the element of choice, arrangement, art if you like, in the neat, pleated, buttoned sleeve-end that gives the item balance and variation of texture. This is just a moulded hand, yet the part stands utterly for the whole. It reminds us slyly, poignantly, of the full-size original.
- F But is it art? And, if so, why? These are old tediously repeated questions to which artists have often responded, 'It is art because I am an artist and therefore what I do is art'. However, what doesn't work for literature works much better for art – works of art do float free of their creators' intentions. Over time the 'reader' does become more powerful. Few of us can look at a medieval altarpiece as its painter intended. We believe too little and aesthetically know too much, so we recreate and find new fields of pleasure in the work. Equally, the lack of artistic intention of Paul Richer and other forgotten craftsmen who brushed oil onto flesh, who moulded, cast and decorated in the nineteenth century is now irrelevant. What counts is the surviving object and our response to it. The tests are simple: does it interest the eye, excite the brain, move the mind to reflection and involve the heart? Further, is an apparent level of skill involved? Much currently fashionable art bothers only the eye and briefly the brain but it fails to engage the mind or the heart. It may, to use the old dichotomy, be beautiful but it is rarely true to any significant depth. One of the constant pleasures of art is its ability to come at us from an unexpected angle and stop us short in wonder.

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### Questions 14-18

Reading Passage 2 has six paragraphs, **A-F**.

Which paragraph contains the following information?

Write the correct letter, **A-F**, in boxes 14-18 on your answer sheet.

- 14 an example of a craftsman's unsuccessful claim to ownership of his work
- 15 an example of how trends in art can change attitudes to an earlier work
- 16 the original function of a particular type of art
- 17 ways of assessing whether or not an object is art
- 18 how artists deal with the less interesting aspects of their work

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### Question 19-24

Do the following statements agree with the claims of the writer in Reading Passage 2?

In boxes 19-24 on your answer sheet, write

- YES** if the statement agrees with the claims of the writer
- NO** if the statement contradicts the claim of the writer
- NOT GIVEN** if it is impossible to say what the writer thinks about this

- 19 Nineteenth-century sculptors admired the speed and realism of life-casting.
- 20 Rodin believed the quality of the life-casting would improve if a slower process were used.
- 21 The importance of painting has decreased with the development of colour photography.
- 22 Life-casting requires more skill than sculpture does.
- 23 New art encourages us to look at earlier work in a fresh way.
- 24 The intended meaning of a work of art can get lost over time.

Questions 25 and 26

Choose the correct letter, **A**, **B**, **C** or **D**.

Write the correct letter in boxes 25 and 26 on your answer sheet.

**25** The most noticeable contrast in the cast of the giant's hand is between the

- A** dirt and decoration
- B** size and realism
- C** choice and arrangement
- D** balance and texture

**26** According to the writer, the importance of any artistic object lies in

- A** the artist's intentions
- B** the artist's beliefs
- C** the relevance it has to modern life
- D** the way we respond to it

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### READING PASSAGE 3

You should spend about 20 minutes on **Question 27 – 40**, which are based on Reading Passage 3 on pages 9 and 10

#### Decisions, decisions!

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*Research explores when we can make a vital decision quickly and when we need to proceed more deliberately.*

A widely recognised legend tells us that in Gordium (in what is now Turkey) in the fourth century BC an oxcart was roped to a pole with a complex knot. It was said that the first person to untie it would become the king of Asia. Unfortunately, the knot proved impossible to untie. The story continues that when confronted with this problem, rather than deliberating on how to untie the Gordian knot, Alexander, the famous ruler of the Greeks in the ancient world, simply took out his sword and cut it in two – then went on to conquer Asia. Ever since, the notion of a ‘Gordian solution’ has referred to the attractiveness of a simple answer to an otherwise intractable problem.

Among researchers in the psychology of decision making, however, such solutions have traditionally held little appeal. In particular, the ‘conflict model’ of decision making proposed by psychologists Irving Janis and Leon Mann in their 1977 book, *Decision Making*, argued that a complex decision making process is essential for guarding individuals and groups from the peril of ‘group-think’. Decisions made without thorough canvassing, surveying, weighing, examining and reexamining relevant information and options would be suboptimal and often disastrous. One foreign affairs decision made by a well-known US political leader in the 1960s is typically held up as an example of the perils of inadequate thought, whereas his successful handling of a later crisis is cited as an example of the advantages of careful deliberation. However, examination of these historical events by Peter Suedfield, a psychologist at the University of British Columbia, and Roderick Kramer, a psychologist at the Stanford Graduate School of Business, found little difference in the two decision-making processes; both crises required and received complex consideration by the political administration, but later only the second one was deemed to be the effective.

In general, however, organizational and political science offer little evidence that complex decisions fare better than simpler ones. In fact, a growing body of work suggests that in many situations simple ‘snap’ decisions will be routinely superior to more complex ones – an idea that gained widespread public appeal with Malcolm Gladwell’s best-selling book *Blink* (2005).

An article by Ap Dijksterhuis of the University of Amsterdam and his colleagues, ‘On



Making the Right Choice: the Deliberation-without-attention Effect', runs very much in the spirit of Gladwell's influential text. It's core argument is that to be effective, conscious (deliberative) decision making requires cognitive resources. Because increasingly complex decisions place increasing strain on those resources, the quality of our decisions declines as their complexity increases. In short, complex decisions overrun our cognitive powers. On the other hand, unconscious decision making (what the author refer to as 'deliberation without attention') requires no cognitive resources, so task complexity does not degrade effectiveness. The seemingly counterintuitive conclusion is that although conscious thought enhances simple decisions, the opposite holds true for more complex decisions.

Dijksterhuis reports four simple but elegant studies supporting this argument. In one, participants assessed the quality of four hypothetical cars by considering either four attributes (a simple task) or 12 attributes (a complex task). Among participants who considered four attributes, those who were allowed to engage in undistracted deliberative thought did better at discriminating between the best and worst cars. Those who were distracted and thus unable to deliberate had to rely on their unconscious thinking and did less well. The opposite pattern emerged when people considered 12 criteria. In this case, conscious deliberation led to inferior discrimination and poor decisions.

In other study, Dijksterhuis surveyed people shopping for clothes ('simple' products) and furniture ('complex' products). Compared with those who said they had deliberated long and hard, shoppers who bought with little conscious deliberation felt less happy with their simple clothing purchase but happier with the complex furniture purchases. Deliberation without attention actually produced better results as the decisions became more complex.

From there, however, the researchers take a big leap. They write:

There is no reason to assume that the deliberation-without-attention effect does not generalize to other types of choices – political, managerial or otherwise. In such cases, it should benefit the individual to think consciously about simple matters and to delegate thinking about more complicated matters to the unconscious.

This radical inference contradicts standard political and managerial theory but doubtless comforts those in politics and management who always find the simple solution to the complex problem an attractive proposition. Indeed, one suspects many of our political leaders already embrace this wisdom.

Still it is there, in the realms of society and its governance, that the more problematic implications of deliberation without attention begin to surface. Variables that can be neatly circumscribed in decisions about shopping lose clarity in a world of group dynamics, social interaction, history and politics. Two pertinent questions arise. First, what counts as a complex decision? And second, what counts as a good outcome?

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As social psychologist Kurt Lewin (1890 – 1947) noted, a 'good' decision that nobody respects is actually bad. His classic studies of decision making showed that participating in deliberative processes makes people more likely to abide by the results. The issue here is that when political decision makers make mistakes, it is their politics, or the relation between their politics and our own, rather than psychology which is at fault.

Gladwell's book and Dijksterhuis's paper are invaluable in pointing out the limitations of the conventional wisdom that decision quality rises with decision-making complexity. But this work still tempts us to believe that decision making is simply a matter of psychology, rather than also a question of politics, ideology and group membership. Avoiding social considerations in a search for good decisions is a mistake, rather than toward it.

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**Questions 27 – 31**

Choose the correct letter, **A**, **B**, **C** or **D**.

Write the correct letter in boxes 27 – 31 on your answer sheet.

- 11 The legend of the Gordian knot is used to illustrate the idea that
- A anyone can solve a difficult problem
  - B difficult problems can have easy solutions
  - C the solution to any problem requires a lot of thought
  - D people who can solve complex problems make good leaders
- 12 The 'conflict model' of decision making proposed by Janis and Mann requires that
- A opposing political parties be involved
  - B all important facts be considered
  - C people be encouraged to have different ideas
  - D previous similar situations be thoroughly examined
- 13 According to recent thinking reinforced by Malcolm Gladwell, the best decisions
- A involve consultation
  - B involve complex thought
  - C are made very quickly
  - D are the most attractive option
- 14 Dijksterhuis and his colleagues claim in their article that
- A our cognitive resources improve as tasks become more complex
  - B conscious decision making is negative affected by task complexity
  - C unconscious decision making is a popular approach
  - D deliberation without attention defines the way we make decisions
- 15 Dijksterhuis's car study found that, in simple tasks, participants
- A were involved in lengthy discussions
  - B found it impossible to make decisions quickly
  - C were unable to differentiate between the options
  - D could make a better choice when allowed to concentrate

### Question 32 – 35

Complete the summary using the list of words **A – I** below.

Write the correct letter, **A – I**, in boxes 32 – 35 on your answer sheet.

Dijksterhuis's shopping study and its conclusions

Using clothing and furniture as examples of different types of purchases, Dijksterhuis questioned shoppers on their satisfaction with what they had bought. People who spent **32** ..... time buying simple clothing items were more satisfied than those who had not. However, when buying furniture, shoppers made **33** ..... purchasing decisions if they didn't think too hard. From this, the researchers concluded that in other choices, perhaps more important than shopping, **34** ..... decisions are best made by the unconscious. The writer comments that Dijksterhuis's finding is apparently **35** ..... but nonetheless true.

- |                  |                           |                  |
|------------------|---------------------------|------------------|
| <b>A</b> more    | <b>B</b> counterintuitive | <b>C</b> simple  |
| <b>D</b> better  | <b>E</b> conscious        | <b>F</b> obvious |
| <b>G</b> complex | <b>H</b> less             | <b>I</b> worse   |

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### Question 36 – 40

Do the following statements agree with the views of the writer in **Reading Passage 3**?

In boxes 36 – 40 on your answer sheet, write

- |                  |  |
|------------------|--|
| <b>YES</b>       | if the statement agrees with the views of the writer         |
| <b>NO</b>        | if the statement contradicts the views of the writer         |
| <b>NOT GIVEN</b> | if it is impossible to say what the writer thinks about this |

- 36** Dijksterhuis's findings agree with existing political and management theories.
- 37** Some political leaders seem to use deliberation without attention when making complex decisions.
- 38** All political decisions are complex ones.
- 39** We judge political errors according to our own political beliefs.
- 40** Social considerations must be taken into account for any examination of decision making to prove useful.

Candidate Name \_\_\_\_\_ Candidate Number

## INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM

### Academic Writing

### Test 2

SATURDAY

1 hour

Additional materials:

Writing answer booklet

Time 1 hour

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#### INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

**Write your name and candidate number in the spaces at the top of this page.**

Read the instructions for each task carefully.

Answer both of the tasks.

Write at least 150 words for Task 1.

Write at least 250 words for Task 2.

Write your answers in the answer booklet.

Write clearly in pen or pencil. You may make alterations, but make sure your work easy to read.

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

#### INFORMATION FOR CANDIDATES

There are **two** tasks on this question paper.

Task 2 contributes twice as much as Task 1 to the Writing score.



**CAMBRIDGE ENGLISH**  
Language Assessment

## WRITING TASK 1

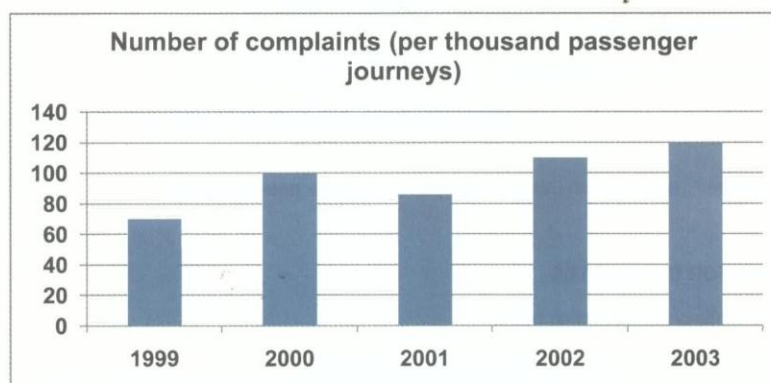
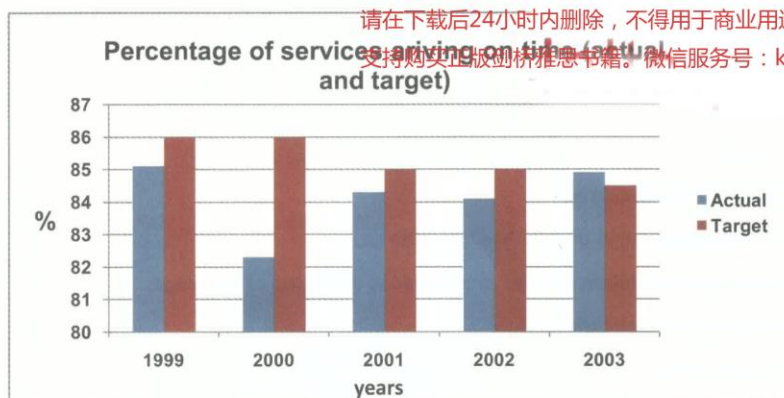
You should spend about 20 minutes on this task.

The charts below show the performance of a bus company in terms of punctuality, both actual and target (what actually happened compared to what the company was trying to achieve), and the number of complaints from passengers.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

### Performance (1999-2003)



## WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

**Many people say that they believe it is important to protect the environment but make no effort to do anything about it themselves.**

**Why do you think this is the case?**

**What action do you think individuals should take to protect the environment?**

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Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM



UNIVERSITY of CAMBRIDGE  
ESOL Examinations

WRITING ANSWER BOOKLET

Candidate Name: ..... Candidate Number: .....

Centre Number: ..... Date: .....

Module: ACADEMIC ☐ GENERAL TRAINING ☐ (Tick as appropriate)

TASK 1

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EXAMINER'S USE ONLY

EXAMINER 2 NUMBER: .....

CANDIDATE NUMBER: .....

EXAMINER 1 NUMBER: .....



Handwriting practice lines consisting of 20 horizontal lines.

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EXAMINER'S USE ONLY

EXAMINER 2  
TASK 1

TA		CC		LR		GRA	
----	--	----	--	----	--	-----	--

UNDERLENGTH		NO OF WORDS		PENALTY	
OFF-TOPIC		MEMORISED		ILLEGIBLE	

EXAMINER 1  
TASK 1

TA		CC		LR		GRA	
----	--	----	--	----	--	-----	--

UNDERLENGTH		NO OF WORDS		PENALTY	
OFF-TOPIC		MEMORISED		ILLEGIBLE	

## TASK 2

- 3 -

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EXAMINER'S USE ONLY

EXAMINER'S USE ONLY

TR		CC		LR		GRA	
----	--	----	--	----	--	-----	--

TR		CC		LR		GRA	
----	--	----	--	----	--	-----	--

UNDERLENGTH		NO OF WORDS		PENALTY	
OFF-TOPIC		MEMORISED		ILLEGIBLE	

UNDERLENGTH		NO OF WORDS		PENALTY	
OFF-TOPIC		MEMORISED		ILLEGIBLE	

# Listening Answer Sheet



UNIVERSITY of CAMBRIDGE  
ESOL Examinations

PENCIL must be used to complete this sheet

Centre number:

Please write your name below,

then write your six digit Candidate number in the boxes and shade the number in the grid on the right in PENCIL.

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

Test date (shade ONE box for the day, ONE box for the month and ONE box for the year):

Day: 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Month: 01 02 03 04 05 06 07 08 09 10 11 12 List 2 digits of the Year: 00 01 02 03 04 05 06 07 08 09

## IELTS Listening Answer Sheet

1		✓ 1 ✗	21		✓ 21 ✗
2		2	22		22
3		3	23		23
4		4	24		24
5		5	25		25
6		6	26		26
7		7	27		27
8		8	28		28
9		9	29		29
10		10	30		30
11		11	31		31
12		12	32		32
13		13	33		33
14		14	34		34
15		15	35		35
16		16	36		36
17		17	37		37
18		18	38		38
19		19	39		39
20		20	40		40

Checker's  
Initials

Marker's  
Initials

Band  
Score

Listening  
Total

Reading (Academic and General Training) Answer Sheet

Are you: Female? ☐ Male? ☐

Your first language code:

0123456789

0123456789

0123456789

IELTS Reading Answer Sheet

Module taken (shade one box): Academic ☐ General Training ☐

1	<div><div>✓</div><div>1</div><div>✗</div></div>	21	<div><div>✓</div><div>21</div><div>✗</div></div>
2	<div><div></div><div>2</div><div></div></div>	22	<div><div></div><div>22</div><div></div></div>
3	<div><div></div><div>3</div><div></div></div>	23	<div><div></div><div>23</div><div></div></div>
4	<div><div></div><div>4</div><div></div></div>	24	<div><div></div><div>24</div><div></div></div>
5	<div><div></div><div>5</div><div></div></div>	25	<div><div></div><div>25</div><div></div></div>
6	<div><div></div><div>6</div><div></div></div>	26	<div><div></div><div>26</div><div></div></div>
7	<div><div></div><div>7</div><div></div></div>	27	<div><div></div><div>27</div><div></div></div>
8	<div><div></div><div>8</div><div></div></div>	28	<div><div></div><div>28</div><div></div></div>
9	<div><div></div><div>9</div><div></div></div>	29	<div><div></div><div>29</div><div></div></div>
10	<div><div></div><div>10</div><div></div></div>	30	<div><div></div><div>30</div><div></div></div>
11	<div><div></div><div>11</div><div></div></div>	31	<div><div></div><div>31</div><div></div></div>
12	<div><div></div><div>12</div><div></div></div>	32	<div><div></div><div>32</div><div></div></div>
13	<div><div></div><div>13</div><div></div></div>	33	<div><div></div><div>33</div><div></div></div>
14	<div><div></div><div>14</div><div></div></div>	34	<div><div></div><div>34</div><div></div></div>
15	<div><div></div><div>15</div><div></div></div>	35	<div><div></div><div>35</div><div></div></div>
16	<div><div></div><div>16</div><div></div></div>	36	<div><div></div><div>36</div><div></div></div>
17	<div><div></div><div>17</div><div></div></div>	37	<div><div></div><div>37</div><div></div></div>
18	<div><div></div><div>18</div><div></div></div>	38	<div><div></div><div>38</div><div></div></div>
19	<div><div></div><div>19</div><div></div></div>	39	<div><div></div><div>39</div><div></div></div>
20	<div><div></div><div>20</div><div></div></div>	40	<div><div></div><div>40</div><div></div></div>

Checker's Initials

Marker's Initials

Band Score

Reading Total

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## Test 1

### Listening Answers:

- |                    |                       |
|--------------------|-----------------------|
| 1. 95 Cross Street | 21. cities            |
| 2. Walkley         | 22. commercial        |
| 3. 4689 5324       | 23. engine            |
| 4. knee            | 24. safety            |
| 5. 18 June         | 25. higher seats      |
| 6. an ice pack     | 26. dangerous/harmful |
| 7. go upstairs     | 27. weight            |
| 8. back            | 28. roll over         |
| 9. stick           | 29. farmers           |
| 10. exercises      | 30. insurance         |
| 11. C              | 31. teenager          |
| 12. B              | 32. similar           |
| 13. A              | 33. income            |
| 14. A              | 34. Surveys           |
| 15. B              | 35. drink milk        |
| 16. A              | 36. time              |
| 17. C              | 37. number            |
| 18. G              | 38. relationship      |
| 19. F              | 39. age               |
| 20. A              | 40. friends           |

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**Reading Answers:**

- |                          |               |
|--------------------------|---------------|
| 1. D                     | 21. FALSE     |
| 2. D                     | 22. TRUE      |
| 3. C                     | 23. TRUE      |
| 4. C                     | 24. NOT GIVEN |
| 5. B                     | 25. NOT GIVEN |
| 6. D                     | 26. FALSE     |
| 7. A                     | 27. iv        |
| 8. B                     | 28. i         |
| 9. royal antelope        | 29. vii       |
| 10. the auroch           | 30. ii        |
| 11. long, splayed hooves | 31. iii       |
| 12. arid deserts         | 32. FALSE     |
| 13. pronghorn            | 33. TRUE      |
| 14. B                    | 34. FALSE     |
| 15. D                    | 35. NOT GIVEN |
| 16. H                    | 36. TRUE      |
| 17. B                    | 37. E         |
| 18. I                    | 38. A         |
| 19. E                    | 39. C         |
| 20. FALSE                | 40. C         |

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## Test 2

### Listening:

- |            |                            |
|------------|----------------------------|
| 1. C       | 21. references             |
| 2. E       | 22. examples               |
| 3. F       | 23. At next seminar        |
| 4. eight/8 | 24. Explain the experiment |
| 5. clean   | 25. 26th of November       |
| 6. signs   | 26. Chemistry lab          |
| 7. C       | 27. Professor              |
| 8. B       | 28. A                      |
| 9. A       | 29. C                      |
| 10. C      | 30. F                      |
| 11. A      | 31. frog                   |
| 12. B      | 32. birds                  |
| 13. B      | 33. corn                   |
| 14. C      | 34. media                  |
| 15. B      | 35. insects                |
| 16. C      | 36. fear                   |
| 17. E      | 37. rivals                 |
| 18. A      | 38. complex                |
| 19. C      | 39. plants                 |
| 20. G      | 40. blood                  |

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**Reading:**

- |         |               |
|---------|---------------|
| 1. viii | 21. NO        |
| 2. iv   | 22. NOT GIVEN |
| 3. x    | 23. NO        |
| 4. vi   | 24. YES       |
| 5. v    | 25. B         |
| 6. vii  | 26. D         |
| 7. iii  | 27. B         |
| 8. xi   | 28. B         |
| 9. D    | 29. C         |
| 10. E   | 30. B         |
| 11. B   | 31. D         |
| 12. G   | 32. A         |
| 13. A   | 33. D         |
| 14. C   | 34. G         |
| 15. E   | 35. B         |
| 16. B   | 36. NO        |
| 17. F   | 37. NOT GIVEN |
| 18. D   | 38. NOT GIVEN |
| 19. NO  | 39. YES       |
| 20. NO  | 40. YES       |

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