



剑桥雅思考试 全真试题

CAMBRIDGE

IELTS

剑桥大学考试委员会外语考试部 著

外研社·剑桥
雅思考试培训教程

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

剑桥大学出版社



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前言

雅思考试与《剑桥雅思考试全真试题解析》

IELTS (雅思)——国际英语水平测试——是由英国剑桥大学考试委员会 (The University of Cambridge Local Examinations Syndicate—UCLES)、澳大利亚教育国际开发署 (IDP Education Australia) 及英国文化委员会 (The British Council) 联合开发的一种英语语言能力考试。目的是为准备进入以英语为主导教学语言的大学和学院进修的学生或以英语为母语的国家 (目前指英联邦国家) 移民人士测试英语水平而设。英国、澳大利亚、新西兰、加拿大、北美以及许多国家的众多院校均采用并认可这一语言测试系统。加拿大、澳大利亚、新西兰等国家的移民局均将这种考试成绩作为技术移民及其他类移民中衡量英语语言能力的唯一标准。

从 1980 年开始, 雅思考试在全世界迅速发展, 目前已经在 105 个国家设立了 224 个考点。中国大陆的北京、上海、成都、重庆、福州、广州、杭州、济南、南京、沈阳、深圳、天津、武汉、西安、厦门和大连等地都设有考点, 每年都有数以万计的人员参加此项考试。

IELTS 考试包括两类:

培训类 (General Training) 目前较多适用于移民

学术类 (Academic) 目前较多适用于留学

雅思考试全程时间 2 小时 55 分钟 (包括听力的 10 分钟填写答题纸)。

一、听力部分 (General Training 和 Academic 试卷一致)

通常考生会听到 4 段语音 (独白部分及 2 人或多人对话部分)。共给 38-42 小题作答, 考生将只听到 (一次) 语音, 不会重复 (边听边作答) 此部分。所以考生作答时, 千万别等待语音结束才作答 (不要回头作答), 考生可把答案先写在试卷上, 30 分钟会话结束后, 利用额外 10 分钟, 再誊写在答题纸上。四段语音前两段中, 内容以一般生活及社会状态、人际关系等不同情况模拟为主, 后两段则针对具教育性、学术性、世界性的主题探讨, 以对答 (叙述) 为主, 但因其非常具有实际性、常识性, 考生不必钻牛角尖。在会话进行中, 边听边记录所听到的重点答案, 记在问卷上 (非答案卷), 以免忘记或漏掉答案。

二、阅读部分 (General Training 和 Academic 试卷不同)

Academic 类与 General Training 类的考题都以 “三大段” 的文章为基本结构, 大约 1500-3000 字之间, 内容多样, 甚至有时以图示、表格的方式出现, 考生答题的方式亦有多种形式,

约 38-42 题。阅读部分的主题并不是为了考察学生对学术的专业度或认知度, 所以学生千万别因对主题的陌生而紧张起来。A 类与 G 类内容不同之处在于 A 类除生活化范畴之外, 还加入考生在学业上、学术上的探讨与了解, 而 G 类较着重于社会上的、语言的、工作训练等的主题。

三、写作部分 (General Training 和 Academic 试卷第 1 单元不同, 第 2 单元一致)

A 类写作部分共 1 小时时间, 分 2 大单元 (Task 1 & Task 2); Task 1 的考题通常以图片、表格座标、曲线图为基本形式, 考生根据所给的资料, 写出 150 个字以上的文章来叙述主题, 组织并探讨主题, 提出能支撑全文的论点。G 类的 Task 1 考生以写一封信来应对考题中所给予的模拟状况或问题。A 类与 G 类的 Task 2 非常相似, 要求考生就考题的主题, 用 250 字发表意见, 通常考生可以从几种方式中选择其一来做为架构解决问题、表达自己的意见、支持或辩驳考题所给予的讯息。

四、口语部分 (General Training 和 Academic 试卷一致) 2001 年 7 月 1 日起进行了更新

10-15 分钟的一对一谈话 (考生与主考官)。交谈主题非常口语化、生活化, 轻松但也有一定的程序, 交谈大致上分 4 小段 (不是明显的区分, 中间并无间断):

第一段: 会面, 寒暄一番 (约 1-2 分钟)。

第二段: 主考官会鼓励 (引导) 考生多谈谈一般话题 (生活作息、文化习惯、个人兴趣等等) (约 3-4 分钟), 考生应勇敢发言。

第三段: 主考官抽出一张角色扮演卡 (Cue card), 卡上写明一个模拟的事件, 环境或状况, 由考生向主考官依卡提出各种问题 (约 3-4 分钟)。考生提出的问题须与卡上的主题相关, 并可自由发挥。

第四段: 主考官以询问考生个人有关 (学业计划) 或 (未来展望) 为主。A 类与 G 类的考生因其考雅思的目的不同而不同。(约 34 分钟) (此段对答内容, 是较多元化和深度化的, 考生可以平时事先准备)。

雅思考试具有一套比较完备的出题、考试、评分系统和比较完备的题库系统。考题经过严格的审核和试测才进入题库。试题具有多样性, 但材料又有大致相似的难度。虽然试题重复使用, 但由于有足够的试题和不同的组合, 试题只有小部分重合。雅思考试时间灵活, 没有固定的时间, 一般一个月一次, 高峰季节一个月两次, 特殊情况下, 还可以获得 UCLES 授权自行组织考试。雅思考试的成绩为 9 分制, 从 1-9 分的评估内容如下:

- | | |
|------------|--|
| 9 分 精通英语 | 成绩极佳, 能将英语运用自如, 精确、流利并能完全理解。 |
| 8 分 英语能力优秀 | 非常良好, 能将英语运用自如, 只是偶尔有间断和不恰当的运用, 在不熟悉的状况下可能出现误解, 可将复杂细节的争论掌握得相当好。 |
| 7 分 英语能力良好 | 良好, 有能力运用英语, 虽然有时在某些情况下会出现不准确、 |

不适当的用法和误解，但大致可将复杂的英语掌握得不错，也理解其全部内容。

- | | | |
|----|----------|--|
| 6分 | 英语能力能胜任 | 及格，大致能有效地运用英语，虽然有不准确、不适当的用法和误解发生，但能使用并理解相当复杂的英语，特别是在对话题熟悉的情况下。（澳大利亚移民和英国留学分数线） |
| 5分 | 英语能力一般 | 勉强及格，可部分运用英语，在大多数情况下可应付全部的意思，虽然可能犯下许多错误，但在本身领域内可掌握基本的沟通。（加拿大移民和新西兰移民分数线） |
| 4分 | 英语能力有限 | 只限在熟悉的情况下基本上理解内容，在理解与表达上常发生问题，无法使用复杂英语。（英国预科分数线） |
| 3分 | 英语能力极有限 | 在极熟悉的情况下，只能进行一般的沟通理解。 |
| 2分 | 只能偶尔使用英语 | 除非在熟悉的情况下，使用单词和简短的短句表达最基本的信息，在说写方面有重大的障碍。 |
| 1分 | 不能使用英语 | 不能通过，可能只能说几个单词，无法沟通。 |

《剑桥雅思考试全真试题解析》一书所收集的国际英语测试系统（雅思）训练资料由剑桥大学考试委员会提供，专门用于出版。本书向读者提供了一次绝佳的机会：通过对这些可靠资料的演练，读者可以熟悉雅思考试，锻炼应试技巧。

本书包含4套完整的学术类雅思考试试题，另外还附有针对一般类雅思考生的阅读和写作训练试题。本书向读者介绍了雅思考试的不同题型，并对剑桥大学考试委员会所采用的评分系统进行了解释说明。书后所附的综合答案和听力录音文本使本书非常适合学生部分或全部地使用本书资料用于自学。

本书光盘包含听力部分的录音资料，这些资料在时间安排上与考试完全一致。

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目 录

前 言	(i)
Introduction	(1)
Test 1	(7)
Test 2	(28)
Test 3	(50)
Test 4	(72)
General Training: Reading and Writing Test A	(94)
General Training: Reading and Writing Test B	(107)
Tapescripts	(120)
Answer Keys	(144)
Model and Sample Answers for Writing Tasks	(154)
Sample Answer Sheet	(166)

Introduction

The International English Language Testing System (IELTS) is widely recognised as a reliable means of assessing whether candidates are ready to study or train in the medium of English. IELTS is owned by three partners, The University of Cambridge Local Examinations Syndicate, the British Council and IDP Education Australia (through its subsidiary company IELTS Australia Pty Limited). The main purpose of this book of Practice Tests is to give future IELTS candidates an idea of whether their English is at the required level. Further information on IELTS can be found in the IELTS Handbook available free of charge from IELTS centres.

WHAT IS THE TEST FORMAT?

IELTS consists of six modules. All candidates take the same Listening and Speaking Modules. There is a choice of Reading and Writing Modules according to whether a candidate is taking the Academic or General Training version of the test.

Academic	General Training
For candidates taking the test for entry to undergraduate or postgraduate studies or for professional reasons	For candidates taking the test for entry to vocational or training programmes not at degree level, for admission to secondary schools and for immigration purposes

The test modules are taken in the following order.

Listening 4 sections, 40 items 30 minutes		
Academic Reading 3 sections, 40 items 60 minutes	OR	General Training Reading 3 sections, 40 items 60 minutes
Academic Writing 2 tasks 60 minutes	OR	General Training Writing 2 tasks 60 minutes
Speaking 10 to 15 minutes		
Total test time 2 hours 45 minutes		

Listening

This is in four sections, each with 10 questions. The first two sections are concerned with social needs. There is a conversation between two speakers and then a monologue. The final two sections are concerned with situations related to educational or training contexts. There is a conversation between up to four people and then a monologue.

A variety of question types is used, including: multiple choice, short-answer questions, sentence completion, notes/chart/table completion, labelling a diagram, classification, matching.

Candidates hear the recording once only and answer the questions as they listen. Ten minutes are allowed at the end to transfer answers to the answer sheet.

Academic Reading

There are three reading passages, of increasing difficulty, on topics of general interest and candidates have to answer 40 questions. The passages are taken from magazines, journals, books and newspapers. At least one text contains detailed logical argument.

A variety of question types is used, including: multiple choice, short-answer questions, sentence completion, notes/chart/table completion, labelling a diagram, classification, matching lists/phrases, choosing suitable paragraph headings from a list, identification of writer's views/attitudes—yes, no, not given.

General Training Reading

Candidates have to answer 40 questions. There are three sections of increasing difficulty, containing texts taken from notices, advertisements, leaflets, newspapers, instruction manuals, books and magazines. The first section contains texts relevant to basic linguistic survival in English, with tasks mainly concerned with providing factual information. The second section focuses on the training context and involves texts of more complex language. The third section involves reading more extended texts, with a more complex structure, but with the emphasis on descriptive and instructive rather than argumentative texts.

A variety of question types is used, including: multiple choice, short-answer questions, sentence completion, notes/chart/table completion, labelling a diagram, classification, matching lists/phrases, choosing suitable paragraph headings from a list, identification of writer's views/attitudes—yes, no, not given, or true, false, not given.

Academic Writing

There are two tasks and it is suggested that candidates spend about 20 minutes on Task 1, which requires them to write at least 150 words and 40 minutes on Task 2—250 words. The assessment of Task 2 carries more weight in marking than Task 1.

In Task 1 candidates are asked to look at a diagram or table and to present the information in their own words. They are assessed on their ability to organise, present and possibly compare data, describe the stages of a process, describe an object or event, explain how something works.

In Task 2 candidates are presented with a point of view, argument or problem. They are assessed on their ability to present a solution to the problem, present and justify an opinion, compare

and contrast evidence and opinions, evaluate and challenge ideas, evidence or arguments.

Candidates are also judged on their ability to write in an appropriate style.

General Training Writing

There are two tasks and it is suggested that candidates spend about 20 minutes on Task 1, which requires them to write at least 150 words and 40 minutes on Task 2—250 words. The assessment of Task 2 carries more weight in marking than Task 1.

In Task 1 candidates are asked to respond to a given problem with a letter requesting information or explaining a situation. They are assessed on their ability to engage in personal correspondence, elicit and provide general factual information, express needs, wants, likes and dislikes, express opinions, complaints, etc.

In Task 2 candidates are presented with a point of view, argument or problem. They are assessed on their ability to provide general factual information, outline a problem and present a solution, present and justify an opinion, evaluate and challenge ideas, evidence or arguments.

Candidates are also judged on their ability to write in an appropriate style.

Speaking

This consists of a conversation between the candidate and an examiner and takes between 10 and 15 minutes. There are five sections:

1 Introduction

The examiner and candidate introduce themselves and the candidate is encouraged to talk briefly about their life, home, work and interests.

2 Extended discourse

The candidate is encouraged to speak at length about some familiar topics of general interest or of relevance to their culture, place of living or country of origin. This will involve explanation, description or narration.

3 Elicitation

The candidate is given a task card with some information on it and is encouraged to take the initiative and ask questions either to elicit information or to solve a problem.

4 Speculation and Attitudes

The candidate is encouraged to talk about their future plans and proposed course of study. Alternatively the examiner may choose to return to a topic raised earlier.

5 Conclusion

The interview is concluded.

Candidates are assessed on their ability to communicate effectively with native speakers of English. The assessment takes into account evidence of communicative strategies and appropriate use of grammar and vocabulary.

HOW IS IELTS SCORED?

IELTS results are reported on a nine-band scale. In addition to the score for overall language ability IELTS provides a score, in the form of a profile, for each of the four skills (Listening, Reading, Writing and Speaking). These scores are also reported on a nine-band scale. All scores are recorded on the Test Report Form along with details of the candidate's nationality, first language and date of birth. Each Overall Band Score corresponds to a descriptive statement which gives a summary of the English language ability of a candidate classified at that level. The nine bands and their descriptive statements are as follows:

- 9 **Expert User**—Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
- 8 **Very Good User**—Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
- 7 **Good User**—Has operational command of the language, though occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
- 6 **Competent User**—Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
- 5 **Modest User**—Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
- 4 **Limited User**—Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
- 3 **Extremely Limited User**—Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
- 2 **Intermittent User**—No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
- 1 **Non User**—Essentially has no ability to use the language beyond possibly a few isolated words.
- 0 **Did not attempt the test.** —No assessable information.

Most universities and colleges in the United Kingdom, Australia, New Zealand and Canada accept an IELTS Overall Band Score of 6.0 or 6.5 for entry to academic programmes. IELTS scores are increasingly being recognised by Universities in the USA.

MARKING THE PRACTICE TESTS

Listening and Reading

The Answer key is on page 144.

Each item in the Listening and Reading tests is worth one mark. There are no half marks. Put a tick (✓) next to each correct answer and a cross (×) next to each wrong one. Each tick will equal one mark.

Single letter/number answers

- For questions where the answer is a single letter or number, you should have written **only** one answer. If you have written more than one, the answer must be marked wrong.

Longer answers

- Only the answers given in the Answer key are correct.
- Sometimes part of the correct answer is given in brackets. Words in brackets are optional—they are correct, but not necessary.
- Alternative words or phrases within an answer are indicated by a single slash (/).
- Sometimes there are alternative correct answers to a question. In these cases the possible answers are separated by a double slash (//). If you have written any one of these possible answers, your answer is correct.
- You will find additional notes about individual questions in the Answer key.

Spelling

- Most answers require correct spelling. Where alternative spellings are acceptable, this is stated in the Answer key.
- Both US and UK spelling are acceptable.

Writing

Obviously it is not possible for you to give yourself a mark for the Writing tasks. For Tests 1, 2 and 4 and GT Test A we have provided *model answers* (written by an examiner) at the back of the book. It is important to note that these show just one way of completing the task, out of many possible approaches. For Test 3 and GT Test B we have provided *sample answers* (written by candidates), showing their score and the examiner's comments. We hope that both of these will give you an insight into what is required for the Writing module.

HOW SHOULD YOU INTERPRET YOUR SCORES?

In the Answer key at the end of the each set of Listening and Reading answers you will find a chart which will help you assess if, on the basis of your practice test results, you are ready to take the IELTS exam.

In interpreting your score, there are a number of points you should bear in mind.

Your performance in the real IELTS test will be reported in two ways: there will be a Band Score from 1 to 9 for each of the modules and an Overall Band Score from 1 to 9, which is the average of your scores in the four modules.

However, institutions considering your application are advised to look at both the Overall Band and the Bands for each module. They do this in order to see if you have the language skills needed for a particular course of study. For example, if your course has a lot of reading and writing, but no lectures, listening comprehension might be less important and a score of 5 in Listening might be acceptable if the Overall Band Score was 7. However, for a course where there are lots of lectures and spoken instructions, a score of 5 in Listening might be unacceptable even though the Overall Band Score was 7.

Once you have marked your papers you should have some idea of whether your Listening and Reading skills are good enough for you to try the real IELTS test. If you did well enough in one module but not in others, you will have to decide for yourself whether you are ready to take the proper test yet.

The Practice Tests have been checked so that they are about the same level of difficulty as the real IELTS test. However, we cannot guarantee that your score in the Practice Test papers will be reflected in the real IELTS test. The Practice Tests can only give you an idea of your possible future performance and it is ultimately up to you to make decisions based on your score.

Different institutions accept different IELTS scores for different types of courses. We have based our recommendations on the average scores which the majority of institutions accept. The institution to which you are applying may, of course, require a higher or lower score than most other institutions.

Sample answers or model answers are provided for the Writing tasks. The sample answers were written by IELTS candidates; each answer has been given a band score and the candidate's performance is described. Please note that the examiner's guidelines for marking the Writing scripts are very detailed. There are many different ways a candidate may achieve a particular band score. The model answers were written by an examiner as examples of very good answers, but it is important to understand that they are just one example out of many possible approaches.

Test 1

LISTENING

SECTION 1 Questions 1 – 10

Questions 1 – 5

Complete the form below.

Write **NO MORE THAN ONE WORD OR A NUMBER** for each answer.

VIDEO LIBRARY APPLICATION FORM

Example

Answer

Surname:

Jones

First names:

Louise Cynthia

Address:

Apartment 1,72 (1) street

Highbridge

Post code:

(2)

Telephone:

9835 6712 (home)

(3) (work)

Driver's

licence number:

(4)

Date of birth:

Day: 25th Month: (5) Year: 1977

Questions 6 – 8

Circle **THREE** letters **A – F**.

What types of films does Louise like?

- (A) Action
- (B) Comedies
- (C) Musicals
- (D) Romance
- (E) Westerns
- (F) Wildlife

Questions 9 and 10

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

9. How much does it cost to join the library?

.....

10. When will Louise's card be ready?

.....

SECTION 2 Questions 11 – 20

Questions 11 – 13

Complete the form below.

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

Expedition Across Attora Mountains

Leader:	Charles Owen
Prepared a	(11) for the trip
Total length of trip	(12)
Climbed highest peak in	(13)

Questions 14 and 15

Circle the correct letters A – C.

14. What took the group by surprise?
- (A) the amount of rain
 - (B) the number of possible routes
 - (C) the length of the journey

15. How did Charles feel about having to change routes?
- (A) He reluctantly accepted it.
 - (B) He was irritated by the diversion.
 - (C) It made no difference to his enjoyment.

Questions 16 – 18

Circle **THREE** letters A – F.

What does Charles say about his friends?

- (A) He met them at one stage on the trip.
- (B) They kept all their meeting arrangements.
- (C) One of them helped arrange the transport.
- (D) One of them owned the hotel they stayed in.
- (E) Some of them travelled with him.
- (F) Only one group lasted the 96 days.

Questions 19 and 20

Circle **TWO** letters A – E.

What does Charles say about the donkeys?

- (A) He rode them when he was tired.
- (B) He named them after places.
- (C) One of them died.
- (D) They behaved unpredictably.
- (E) They were very small.