

## 一、 考试概述：

本场考试三篇，一旧两新，难度高。第一篇清洁产品，物品类题材难度比较低，但是题型难度很高，特别是第一篇就出现段落信息配对，相当影响考生的考试心态；第二篇心理学，孩子的错误观念，难度高；第三篇老题，涉及生物学的味觉，难度也比较高。

## 二、具体题目分析：

### Passage One:

■ 文章题材：说明文（物品）

文章题目：清洁产品

■ 文章难度：★★★

■ 题型及数量：匹配+选择

■ 题目及答案：

### *Questions 1-7 段落信息配对*

1. F
2. E
3. C
4. B
5. G
6. D
7. A

### *Questions 8-11 人名观点配对*

8. C

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9. A

10. D

11. B

**Questions 12-13 选择**

12. B

13. D

可参考真题：剑桥 15——TEST1 Passage1 *Nutmeg - a Valuable Spice*

Passage Two:

- 文章题材：说明文（心理学）
- 文章题目：孩子的错误观念
- 文章难度：★★★★
- 题型及数量：填空+判断+选择
- 题目及答案：

*\*本文非原文，但是题材非常接近，附上给各位考生复习使用~*

### Implication of False Belief Experiments

A

A considerable amount of research since the mid 1980s has been concerned with what has been termed children's theory of mind. This involves children's ability to understand that people can have different beliefs and representations of the world – a capacity that is shown by four years of age. Furthermore, this ability appears to be absent in children with autism. The ability to work out that another person is thinking is clearly an important aspect of both cognitive and social development. Furthermore, one important explanation for autism

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is that children suffering from this condition do not have a theory of mind(TOM). Consequently, the development of children' s TOM has attracted considerable attention.

B

Wimmer and Perner devised a 'false belief task' to address this question. They used some toys to act out the following story. Maxi left some chocolate in a blue cupboard before he went out. When he was away his mother moved the chocolate to a green cupboard. Children were asked to predict where Maxi will look for his chocolate when he returns. Most children under four years gave the incorrect answer, that Maxi will look in the green cupboard. Those over four years tended to give the correct answer, that Maxi will look in the blue cupboard. The incorrect answers indicated that the younger children did not understand that Maxi' s beliefs and representations no longer matched the actual state of the world, and they failed to appreciate that Maxi will act on the basis of his beliefs rather than the way that the world is actually organised.

C

A simpler version of the Maxi task was devised by Baron-Cohen to take account of criticisms that younger children may have been affected by the complexity and too much information of the story in the task described above. For example, the child is shown two dolls, Sally and Anne, who have a basket and a box, respectively. Sally also has a marble, which she places in her basket, and then leaves to take a walk. While she is out of the room, Anne takes the marble from the basket, eventually putting it in the box. Sally returns, and child is then asked where Sally will look for the marble. The child passes the task if she answers that Sally will look in the basket, where she put the marble; the child fails the task if she answers that Sally will look in the box, where the child knows the marble is hidden, even though Sally cannot know, since she did not see it hidden there. In order to pass the task, the child must be able

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to understand that another's mental representation of the situation is different from their own, and the child must be able to predict behavior based on that understanding. The results of research using false-belief tasks have been fairly consistent: most normally-developing children are unable to pass the tasks until around age four.

D

Leslie argues that, before 18 months, children treat the world in a literal way and rarely demonstrate pretence. He also argues that it is necessary for the cognitive system to distinguish between what is pretend and what is real. If children were not able to do this, they would not be able to distinguish between imagination and reality. Leslie suggested that this pretend play becomes possible because of the presence of a de-coupler that copies primary representations to secondary representations. For example, children, when pretending a banana is a telephone, would make a secondary representation of a banana. They would manipulate this representation and they would use their stored knowledge of 'telephone' to build on this pretence.

E

There is also evidence that social processes play a part in the development of TOM. Meins and her colleagues have found that what they term mind mindedness in maternal speech to six-month old infants is related to both security of attachment and to TOM abilities. Mind Mindedness involves speech that discusses infants' feelings and explains their behaviour in terms of mental states(e.g\_ 'you're feeling hungry' )

F

Lewis investigated older children living in extended families in Crete and Cyprus. They found that children who socially interact with more adults, who have more friends. And who have more older siblings tend to pass TOM tasks at a slightly earlier age than other children.

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Furthermore, because young children are more likely to talk about their thoughts and feelings with peers than with their mothers, peer interaction may provide a special impetus to the development of a TOM. A similar point has been made by Dunn, who argues that peer interaction is more likely to contain pretend play and that it is likely to be more challenging because other children, unlike adults, do not make large adaptations to the communicative needs of other children.

G

In addition, there has been concern that some aspects of the TOM approach underestimate children's understanding of other people. After all, infants will point to objects apparently in an effort to change a person's direction of gaze and interest; they can interact quite effectively with other people; they will express their ideas in opposition to the wishes of others; and they will show empathy for the feeling of others. Schatz studied the spontaneous speech of three-year-olds and found that these children used mental terms, and used them in circumstances where there was a contrast between, for example, not being sure where an object was located and finding it, or between pretending and reality. Thus the social abilities of children indicate that they are aware of the difference between mental states and external reality at ages younger than four.

H

A different explanation has been put forward by Harris. He proposed that children use 'simulation'. This involves putting yourself in the other person's position, and then trying to predict what the other person would do. Thus success on false belief tasks can be explained by children trying to imagine what they would do if they were a character in the stories, rather than children being able to appreciate the beliefs of other people. Such thinking about situations that do not exist involves what is termed counterfactual reasoning.

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### **Questions 14-20**

Look at the following statements (Questions 14-20) and the list of researchers below.

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

Write the correct letter. A-G. in boxes 14-20 on your answer sheet.

#### **List of Researchers**

- A Baron-Cohen
- B Meins
- C Wimmer and Perner
- D Lewis E Dunn F Schatz G Harris
- E Dunn
- F Schatz
- G Harris

14. \_\_\_\_\_ gave an alternative explanation that children may not be understanding other’s belief
15. \_\_\_\_\_ found that children under certain age can tell difference between reality

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and mentality

16. \_\_\_\_\_ conducted a well-known experiment and drew conclusion that young children were unable to comprehend the real state of the world
17. \_\_\_\_\_ found that children who get along with adults often comparatively got through the test more easily
18. \_\_\_\_\_ revised an easier experiment to rule out the possibility that children might be influenced by sophisticated reasoning
19. \_\_\_\_\_ related social factor such as mother-child communication to capability act in TOM
20. \_\_\_\_\_ explained children are less likely to tell something interactive to their mother than to their friends

### **Questions 21-27**

Complete the summary below.

Choose ONE WORD ONLY from the passage for each answer.

Write your answers in boxes 21-27 on your answer sheet.

In 1980s, research studies were designed to test the subject called 21 \_\_\_\_\_ that if children have the ability to represent the reality. First experiments were carried out on this subject on a boy. And questions had been made on where the boy can find the location of the 22 \_\_\_\_\_. But it was accused that it had excessive 23 \_\_\_\_\_. So second modified experiment was conducted involving two dolls, and most children passed the test at the age of 24 \_\_\_\_\_. Then Lewis and Dunn researched 25 \_\_\_\_\_ children in a certain place, and found children who have more interaction such as more conversation with 26 \_\_\_\_\_ have better

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performance in the test, and peer interaction is 27 \_\_\_\_\_ because of consisting pretending elements.

**参考答案**

14. F

15. C

16. D

17. A

18. B

19. E

20. G

21. Theory of mind

22. chocolate

23. information

24. four/4

25. older

26. adults

27. challenging

可参考真题：剑桥 16—TEST2 Passage3 *How to make wise decisions*

■ Passage Three:

■ 文章题材：议论文（生物学）

■ 文章题目：味觉

■ 文章难度：★★★★



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■ 题型及数量：判断+填空（摘要+句子）

■ 题目及答案：

## The sense of flavour 2

{A} Scientists now believe that human beings acquired the sense of taste as a way to avoid being poisoned. Edible plants generally taste sweet; deadly ones, bitter. Taste is supposed to help us differentiate food that's good for us from food that's not. The taste buds on our tongues can detect the presence of half a dozen or so basic tastes, including sweet, sour, bitter, salty, and umami (a taste discovered by Japanese researchers, a rich and full sense of deliciousness triggered by amino acids in foods such as shellfish, mushrooms, potatoes, and seaweed). Tastebuds offers a limited means of detection, however, compared with the human olfactory system, which can perceive thousands of different chemical aromas. Indeed, 'flavor' is primarily the smell of gases being released by the chemicals you've just put in your mouth. The aroma of food can be responsible for as much as 90% of its flavor.

{B} The act of drinking, sucking or chewing a substance releases its volatile gases. They flow out of the mouth and up the nostrils, or up the passageway at the back of the mouth, to a thin layer of nerve cells called the olfactory epithelium, located at the base of the nose, right between the eyes. The brain combines the complex smell signals from the epithelium with the simple taste signals from the tongue, assigns a flavor to what's in your mouth, and decides if it's something you want to eat.

{C} Babies like sweet tastes and reject bitter ones; we know this because scientists have rubbed various flavors inside the mouths of infants and then recorded their facial reactions. A person's food preferences, like his or her personality, are formed during the first few years

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of life, through a process of socialization. Toddlers can learn to enjoy hot and spicy food, bland health food, or fast food, depending upon what the people around them eat. The human sense of smell is still not fully understood. It is greatly affected by psychological factors and expectations. The mind filters out the overwhelming majority of chemical aromas that surround us, focusing intently on some, ignoring others. People can grow accustomed to bad smells or good smells; they stop noticing what once seemed overpowering.

{D} Aroma and memory are somehow inextricably linked. A smell can suddenly evoke a long-forgotten moment. The flavours of childhood foods seem to leave an indelible mark, and adults often return to them, without always knowing why. These ‘comfort foods’ become a source of pleasure and reassurance a fact that fast-food chains work hard to promote Childhood memories of Happy Meals can translate into frequent adult visits to McDonald’s, like those of the chain’s ‘heavy users’, the customers who eat there four or five times a week.

{E} The human craving for flavour has been a large unacknowledged and unexamined force in history. Royal empires have been built, unexplored lands have been traversed, great religions and philosophies have been forever changed by the spice trade. In 1492, Christopher Columbus set sail in order to try to find new seasonings and thus to make his fortune with this most desired commodity of that time. Today, the influence of flavour in the world marketplace is no less decisive. The rise and fall of corporate empires – soft-drink companies, snack-food companies, and fast-food chains – is frequently determined by how their products taste.

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{F} The flavor industry emerged in the mid-1800s, as processed foods began to be manufactured on a large scale. Recognizing the need for flavor additives, the early food processors turned to perfume companies that had years of experience working with essential oils and volatile aromas. The great perfume houses of England, France, and the Netherlands produced many of the first flavor compounds. In the early part of the 20th century, Germany's powerful chemical industry assumed the lead in flavour production. Legend has it that a German scientist discovered methyl anthranilate, one of the first artificial flavours, by accident while mixing chemicals in his laboratory. Suddenly, the lab was filled with the sweet smell of grapes. Methyl anthranilate later became the chief flavoring compound of manufactured grape juice.

{G} The quality that people seek most of all in a food, its flavour, is usually present in a quantity too infinitesimal to be measured by any traditional culinary terms such as ounces or teaspoons. Today's sophisticated spectrometers, gas chromatograph, and headspace vapor analyzers provide a detailed map of a food's flavour components, detecting chemical aromas in amounts as low as one part per billion. The human nose, however, is still more sensitive than any machine yet invented. A nose can detect aromas present in quantities of a few parts per trillion. Complex aromas, such as those of coffee or roasted meat, may be composed of gases from nearly a thousand different chemicals. The chemical that provides the dominant flavour of bell pepper can be tasted in amounts as low as 0.02 parts per billion; one drop is sufficient to add flavour to the amount of water needed to fill five average-sized swimming pools

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Do the following statements agree with the information given in The Passage?

In boxes 27 – 31 on the answer sheet write

TRUE if the statement is True

FALSE if the statement is false

NOT GIVEN If the information is not given in the passage

28. The brain determines which aromas we are aware of.

29. The sense of taste is as efficient as the sense of smell.

30. Personal tastes in food are developed in infancy.

31. Christopher Columbus found many different spices on his travels.

32. In the mid-1880s, man-made flavors were originally invented on purpose.

### **Questions 33-38**

Complete the sentence below. Choose ONE word from The Passage for each answer. Write your answers in boxes 33 – 38 on your answer sheet

It is thought that the sense of taste was **33**\_\_\_\_\_ in order to **34**\_\_\_\_\_ the foods which are harmless to us from those that are not **35**\_\_\_\_\_. The sense of smell, which gives us the flavour we detect in our food, helps us to take pleasure in our food. Indeed this **36**\_\_\_\_\_ for flavour was, in the past, the reason why so many explorers ventured to distant lands to bring back new **37**\_\_\_\_\_ which were greatly sought after in Europe. Here they were used in cooking to enhance the usual **38**\_\_\_\_\_ and unappetizing dishes eaten by rich and poor alike.

### **Questions 39-40**

Write NO MORE THAN TWO WORDS from Reading Passage 3 for each answer.

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Write your answers in boxes 39-40 on your answer sheet

39. We associate certain smells with the past as they are \_\_\_\_\_

40. Modern technology is able to help determine the minute quantities of \_\_\_\_\_ found in food.

参考答案

28. NOT GIVEN

29. NOT GIVEN

30. TRUE

31. NOT GIVEN

32. FALSE

33. acquired

34. differentiate

35. good

36. aroma

37. seasonings

38. flavour

39. indelible

40. chemical aromas

可参考真题：剑桥 8—TEST2 Passage3 *The Meaning and Power of Smell*

话题词：

每期 10 个提分词汇

1. prestige 威望，声望

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2. mineral 矿物
  3. raid 突袭
  4. range 范围
  5. press 出版社
  6. ranking 排名
  7. spouse 配偶
  8. spray 喷雾
  9. theft 偷盗
  10. vanish 消失

**同义替换词：**

每期 10 组经典雅思阅读经典同义替换积累

1. juvenile - young 青少年的
2. mild - gentle 温和的，适度的
3. military - martial 军事的
4. mimic - imitate - simulate 模仿
5. industrious - hard-working 勤奋的
6. valid - solid 有效的
7. validate - confirm 验证，确认
8. amazing - marvelous - astonishing 令人大为惊奇的
9. blend - mix 融合
10. detect - find 发现