

English A1 Level Test Paper

As the demand for English language education grows in Asia, there has been a parallel growth in the development and implementation of standardized tests at the local level. Offering much-needed context on locally produced tests in Asia, contributors examine emerging models for English language assessment and the impact these large-scale tests have on the teaching and learning of English. Chapters address the following well-known and developing high-stakes tests in different regions across Asia: the GEPT, the TEPS, the VSTEP, the CET, the EIKEN and TEAP, and the ELPA. Brought together by world-renowned testing assessment scholar Cyril Weir and the Language Training and Testing Center (LTTTC), one of Asia's leading testing institutions based in Taiwan, this volume is a useful reference for evaluating, developing, and validating local tests of English and their societal impact. Comprehensive and research-based, chapters cover historic backgrounds, sociocultural contexts, test quality, international standing, and future considerations. Ideal for graduate students, researchers, and scholars in language assessment, TESOL/TEFL, and applied linguistics, this book will also be of interest to language teaching professionals, language test developers, and graduate students in Asian studies and international education, intercultural communication, and intercultural studies.

An increasing number of multilingual students, often with a migration background, are

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attending elementary schools in Germany these days. Also on the rise is the number of schools offering a bilingual program, where content subjects such as science and mathematics are taught in a foreign language. This book explores minority and majority language students' German and English reading and writing skills in elementary schools which offer either regular English-as-subject lessons or bilingual programs with varying degrees of English intensity. The focus is on effects of foreign language input intensity with respect to students' language background, gender, cognitive abilities, and socio-economic background. This book also provides recommendations for English reading and writing activities in the elementary school classroom.

English Practice Tests have been exclusively designed for ESL students. The tests cover a large part of the grammar needed to pass exams from elementary to intermediate level such as KET, PET and First Certificate. There is a wide selection of multiple choice questions and repetitive exercises to reinforce each grammar point. Answers are given at the end of each exercise and in some cases where a specific grammar point proves to be 'tricky', the author has included notes for guidance. The Common European Framework of Reference for Languages (CEFR) has become the yardstick for teaching and testing language skills in Europe and elsewhere. Yet little is known about the relationships between the communicative levels established using the can-do statements of the CEFR and the developmental stages of grammatical and lexical development described by Second Language Acquisition (SLA) research. This

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book presents empirical research by members of the SLATE network (Second Language Acquisition and Testing in Europe), aimed at bridging this gap. The studies deal with several target languages, including Dutch, English, Finnish, French, Italian, Norwegian and Spanish, with adult, adolescent and child learners in both formal and informal contexts.

Test developers need to provide a clear explication of the language ability constructs that underpin the tests they offer in the public domain; such an explication is essential for supporting claims about the validity --- or usefulness --- of tests and test scores. This edited volume develops a theoretical framework for validating tests of second language speaking ability. The framework is then applied through an examination of the tasks in Cambridge ESOL speaking tests from a number of different validity perspectives that reflect the socio-cognitive nature of any assessment event. The chapter authors show how an understanding and analysis of the framework and its components can assist test developers to operationalise their tests more effectively, especially in relation to the key criteria that differentiate one proficiency level from another. The volume is a rich source of information on all aspects of examining speaking ability. As such, it will be of considerable interest to examination boards who wish to validate their own speaking tests in a systematic and coherent manner, as well as to academic researchers and graduate students in the field of language assessment more generally. This is a companion volume to the previously published titles *Examining Writing* and *Examining*

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Reading.

This book investigates new English language policies and initiatives which have been introduced and implemented across Argentina, Brazil, Chile, Colombia, Ecuador, Uruguay and Venezuela. Chapters are organized around three themes. Chapters in the first section critically examine newly-implemented English language policies, as well as factors that contribute to and prevent the implementation of such policies. Chapters in the second section describe and analyze current teacher preparation and teacher development initiatives, in addition to the challenges and opportunities associated with such initiatives. Finally, the third section features school- and classroom-based research designed to investigate the status of English language teaching and the implementation of innovative programs. All authors have a first-hand understanding of the South American context and draw on references and resources which originate beyond Inner Circle countries. The book showcases examples of innovation and success in a variety of complex contexts and will serve as a starting point for researchers, as well as being of interest to students, policymakers and stakeholders. This fully updated second edition provides a comprehensive and readable introduction to teaching young learners. It gives an accessible overview of the issues, including child development, L1 and L2 learning, L2 skills, vocabulary and grammar, learning to learn, materials design, and policy issues. Integrating theory and practice in an accessible way, it draws on up-to-date research and classroom practice that is internationally

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relevant. New for this edition:

- Systematic incorporation of ideas related to technology across all chapters
- Discussion of current trends in the field of teaching young learners, including CLIL, online learning, issues of assessment, 21st century skills, and ways of giving children more agency in their language learning
- A new chapter on intercultural awareness for young learners
- Updates to research and practical examples, and new tasks
- An extended final chapter on classroom research, complete with innovative ideas for researching with children.

This book introduces the theoretical and empirical bases for the definition of language learning level in functional 'Can Do' terms for the English Profile Programme, setting out the ambitions of the Programme and presenting emerging findings. The English Profile Programme is an elaboration of the performance level descriptions of the Common European Framework of Reference for Languages (CEFR) that is concerned specifically with the English language. The CEFR has become influential in building a shared understanding of performance levels for foreign language learners. However, there is a considerable gap between the broad descriptions of levels provided, which covers a range of languages and learning contexts, and the level of detail required for applications such as syllabus or test design, which this volume addresses. With its combination of theoretical insights and practical advice, this is a useful work for academics, policy-makers, curriculum designers, textbook writers, postgraduate students and examination board staff.

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La 4e de couv. indique : "Business benchmark second edition is the official Cambridge English preparation course for BULATS. A pacy, topic-based course with comprehensive coverage of language and skills for business, it motivates and engages both professionals and students preparing for working life."

This book presents papers from the International Conference on Integrating Engineering Education and Humanities for Global Intercultural Perspectives (IEEHGIP 2020), held on 25–27 March 2020. The conference brought together researchers and practitioners from various disciplines within engineering and humanities to offer a range of perspectives. Focusing on, but not limited to, Content and Language Integrated Learning (CLIL) in Russian education the book will appeal to a wide academic audience seeking ways to initiate positive changes in education.

At the heart of this volume lies an exploration of what actually happens to languages and their users when cultures come into contact. What actions do supra-national institutions, nation states, communities and individuals take in response to questions raised by the increasingly diverse forms of migration experienced in a globalized world? The volume reveals the profound impact that decisions made at national and international level can have on the lives of the individual migrant, language student, or speech community. Equally, it evaluates the broader ramifications of actions taken by migrant communities and individual language learners around issues of language learning, language maintenance and intercultural contact. Reflecting Jan Blommaert's

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assertion that in a world shaped by globalization, what is needed is 'a theory of language in society... of changing language in a changing society', this volume argues that researchers must increasingly seek diverse methodological approaches if they are to do justice to the diversity of experience and response they encounter.

This book is open access under a CC BY licence. It spans the areas of assessment, second language acquisition (SLA) and pronunciation and examines topical issues and challenges that relate to formal and informal assessments of second language (L2) speech in classroom, research and real-world contexts. It showcases insights from assessing other skills (e.g. listening and writing) and highlights perspectives from research in speech sciences, SLA, psycholinguistics and sociolinguistics, including lingua franca communication, with concrete implications for pronunciation assessment. This collection will help to establish commonalities across research areas and facilitate greater consensus about key issues, terminology and best practice in L2 pronunciation research and assessment. Due to its interdisciplinary nature, this book will appeal to a mixed audience of researchers, graduate students, teacher-educators and exam board staff with varying levels of expertise in pronunciation and assessment and wide-ranging interests in applied linguistics.

Accompanies a collection of four authentic past papers for PET, supplied by Cambridge ESOL.

This book combines insights from language assessment literacy and critical language

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testing through critical analyses and research about challenges in language assessment around the world. It investigates problematic practices in language testing which are relevant to language test users such as language program directors, testing centers, and language teachers, as well as teachers-in-training in Graduate Diploma and Master of Arts in Applied Linguistics programs. These issues involve aspects of language testing such as test development, test administration, scoring, and interpretation/use of test results. Chapters in this volume discuss insights about language testing policy, testing world languages, developing program-level language tests and tests of specific language skills, and language assessment literacy. In addition, this book identifies two needs in language testing for further examination: the need for collaboration between language test developers, language test users, and language users, and the need to base language tests on real-world language use. An account of how children learn L2s in formal contexts and how that knowledge impacts on the design, development, and evaluation of their language assessment products. The field of language testing and assessment has recognized the importance and underlying theoretical and practical underpinnings of language assessment literacy (LAL), an area that is gradually coming to prominence. This book addresses issues that promote the concept of LAL for language research, teaching, and learning, covering a range of topics. It brings together 14 chapters based on high-stakes and classroom-based studies authored by academics, professionals and researchers in the field. The text examines diverse issues through a multifaceted approach, presenting high-quality contributions that fill a gap in a research area

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that has long been in need of theoretical and empirical attention.

English language teaching (ELT) in higher education serves mainly to enhance the professional language competences of students. It can take several forms, including English for Specific Purposes (ESP) and Academic English (AE). The objectives of ESP courses in higher education are to prepare students for their professional lives by developing communicative language skills. Content and Language Integrated Learning (CLIL) methodology offers the potential to combine the learning of a foreign language with the content of professional subjects. Moreover, it also offers a new dimension in thinking and deepening foreign language competences within non-linguistic subjects. These aspects contribute towards ELT modernization with the aim of developing a learner's autonomy and building bridges between educational institutions and the professional world. This book focuses on applying CLIL methodology within the context of ESP classes, highlighting the possible benefits that might be applicable in any higher educational institution.

Educating children and leading them towards the path of bilingualism is a valuable and challenging task for any educator. Effective language teaching can contribute to young learners' cognitive growth, develop their problem-solving skills, enhance their comprehension abilities, and provide children with the satisfaction of succeeding in the challenge of learning a foreign language. All these issues must be taken under consideration when researching children and their teachers. The current literature indicates that further material is needed to provide professionals with different classroom situations and enhance the art of teaching children. Teaching Practices and Equitable Learning in Children's Language Education focuses on various perspectives of efficient practices, approaches, and ideas for professional

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development in the field of young language learners. The chapters in this book link the theoretical understanding and practical experience of teaching children languages by concentrating on teaching practices, material design, classroom management, reading, speaking, writing, and more. This book is designed for inservice and preservice teachers, administrators, teacher educators, practitioners, stakeholders, researchers, academicians, and students interested in the field of early language learning and applied linguistics at large.

English Pronunciation Instruction: Research-based insights presents recent research on L2 English pronunciation including pedagogical implications and applications, and seeks to bridge the gulf between pronunciation research and teaching practice. The volume's 15 chapters cover a range of aspects that are central to pronunciation teaching, including the teaching of different segmental and suprasegmental features, teachers' and learners' views and practices, types and sources of learners' errors, feedback and assessment, tools and strategies for pronunciation instruction, reactions towards accented speech, as well as the connection between research and teaching. Chapters offer a fully developed section on pedagogical implications with insightful suggestions for classroom instruction. This format and the variety of topics will be informative for researchers, language teachers, and students interested in English pronunciation, as it explores the diverse challenges learners of different L1 backgrounds face, and also provides research-informed techniques and recommendations on how to cope with them.

The rapid growth in online and virtual learning opportunities has created culturally diverse classes and corporate training sessions. Instruction for these learning opportunities must adjust to meet participant needs. Online Course Management: Concepts, Methodologies,

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Tools, and Applications is a comprehensive reference source for the latest scholarly material on the trends, techniques, and management of online and distance-learning environments and examines the benefits and challenges of these developments. Highlighting a range of pertinent topics, such as blended learning, social presence, and educational online games, this multi-volume book is ideally designed for administrators, developers, instructors, staff, technical support, and students actively involved in teaching in online learning environments.

All the practice you need for a top score in the Cambridge English A2 Key qualification. With the realistic test papers and helpful advice in Collins Practice Tests for A2 Key (KET), you will feel confident and fully prepared for what to expect on the day of the test. It contains:

- * 8 complete practice tests, fully updated for the revised 2020 exam specification
- * Answer keys and model answers
- * Downloadable audio and audio scripts for the Listening and Speaking papers
- * Visual materials for the Speaking paper, plus model answers
- * A mini-dictionary of difficult words from the tests, taken from our COBUILD dictionaries

With Collins Practice Tests for A2 Key, students will know what to expect from the real test:

- * Material and layout has been carefully prepared to replicate the real test
- * Introduction contains a full guide to the different sections of the test, along with tips and practical advice on how to revise and prepare for the test
- * Sample answer sheets from Cambridge English are included

Suitable for Elementary or Pre-intermediate students (CEF level A1-A2) preparing to take the Cambridge English A2 Key (KET) qualification.

The CEFR Companion volume broadens the scope of language education. It reflects academic and societal developments since the publication of the

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Common European Framework of Reference for Languages (CEFR) and updates the 2001 version. It owes much to the contributions of members of the language teaching profession across Europe and beyond. This volume contains:

- ? an explanation of the key aspects of the CEFR for teaching and learning;
- ? a complete set of updated CEFR descriptors that replaces the 2001 set with: - modality-inclusive and gender-neutral descriptors; - added detail on listening and reading; - a new Pre–A1 level, plus enriched description at A1 and C levels; - a replacement scale for phonological competence; - new scales for mediation, online interaction and plurilingual/pluricultural competence; - new scales for sign language competence;
- ? a short report on the four-year development, validation and consultation processes.

The CEFR Companion volume represents another step in a process of engagement with language education that has been pursued by the Council of Europe since 1971 and which seeks to:

- ? promote and support the learning and teaching of modern languages;
- ? enhance intercultural dialogue, and thus mutual understanding, social cohesion and democracy;
- ? protect linguistic and cultural diversity in Europe; and
- ? promote the right to quality education for all.

Three books of practice tests are available for the updated KET exam. Each contains four sets of exam papers from Cambridge ESOL.

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This book presents the latest research in various areas of cross-linguistic influence (CLI), providing educators with insights into how previously learned languages influence the learning of an additional language at different levels, such as phonetics/phonology, morphosyntax, vocabulary, pragmatics, writing style and learning context. While the majority of the chapters have English as the target language, one investigates the acquisition of French. The L1s of the learners include Arabic, Basque, Catalan, Chinese, Czech, Danish, Finnish, Galician, Georgian, German, Norwegian, Polish, Russian, Spanish and Swedish. Each chapter ends with a reflection on possible pedagogical implications of the findings and offers recommendations on how to make the most of cross-linguistic influence in the classroom.

Performance assessment is a hot topic in school systems, and educators continue to analyze its costs, benefits, and feasibility as a replacement for high-stakes testing. Until now, researchers and policymakers have had to dig to find out what we know and what we still have to learn about performance assessment. *Beyond the Bubble Test: How Performance Assessments Support 21st Century Learning* synthesizes the latest findings in the field, and not a moment too soon. Statistics indicate that the United States is in danger of falling behind if it fails to adapt to our changing world. The memory and recall strategies

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of traditional testing are no longer adequate to equip our students with the skills they need to excel in the global economy. Instead teachers need to engage students in deeper learning, assessing their ability to use higher-order skills. Skills like synthesizing information, understanding evidence, and critical problem-solving are not achieved when we teach to multiple-choice exams. Examples in *Beyond the Bubble Test* paint a useful picture of how schools can begin to supplement traditional tests with something that works better. This book provides new perspectives on current performance assessment research, plus an incisive look at what's possible at the local and state levels. Linda Darling-Hammond, with a team of leading scholars, bring together lessons learned, new directions, and solid recommendations into a single, readily accessible compendium. *Beyond the Bubble Test* situates the current debate on performance assessment within the context of testing in the United States. This comprehensive resource also looks beyond our U.S. borders to Singapore, Hong Kong, and other places whose reform-mindedness can serve as an example to us. The *Oldman's English Lessons* book is a recently launched book of Sakha Global Books publication to hold good command over English language. This is an excellent resource for all students who wish to learn, write and speak English language from zero level. Perfect for self-study, the series follows a guided-

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learning approach that gives students access to a full answer key with model answers. Developed by experienced IELTS tutors, the series takes into account the specific language needs of learners at this level. A lower-level exam practice book designed to improve the level of students who plan to take the IELTS test in the future. American English Idioms is a book that teaches essential and foundational idioms used in the USA. It is designed to be an easy-to-use guide especially for ESL students. With a unique Sorted-By-Meaning format, you can now look up idioms via their meanings rather than being limited to searching for them in alphabetical order. It also comes with guides to teach how and when to use the idioms; do you use them in informal, semi-formal or formal speech? What is informal, semi-formal or formal speech anyway? This book will help you with that. Packed with information, every idiom comes in its infinitive form; with at least 1 real-life subject pronoun example sentence. Created by a native American English speaker, you can now learn to speak English like an American and learn the idioms that American English speakers expect you to know. Also includes a brief overview of some of the most common Internet abbreviations. This book has been divided into sections and each section has been further divided into lessons. have been given, wherever necessary. Also, exercises are given at the end of every lesson for practice and solutions at the end of the book. Start

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speaking English in minutes, and learn key vocabulary, phrases, and grammar in just minutes more with Beginner English, a completely new way to learn English with ease! Beginner English will arm you with English and American cultural insight to utterly shock and amaze your English speaking friends and family, teachers, and colleagues. What you get in Beginner English: - 1750+ pages of English learning material - 25 English lessons: dialog transcripts with translation, vocabulary, sample sentences and a grammar section - 25 Audio Lesson Tracks (over 4 hours of English lessons) - 25 Audio Review Tracks (practice new words and phrases) This book is the most powerful way to learn English. Guaranteed. You get the two most powerful components of our language learning system: the audio lessons and lesson notes. Why are the audio lessons so effective? - Powerful and to the point - Repeat after the professional teacher to practice proper pronunciation - Cultural insight and insider-only tips from our teachers in each lesson - Fun and relaxed approach to learning - Effortlessly learn from bilingual and bi-cultural hosts as they guide you through the pitfalls and pleasures of America and English. Why are the lesson notes so effective? - Develop and improve listening comprehension and reading comprehension by reading the dialog transcript while listening to the conversation - Master and correct English script by reading the lesson notes - Grasp the exact meaning of phrases and

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expressions with sample sentences and the expansion section - Expand your word and phrase usage with the expansion section - Master and learn to use English grammar with the grammar section Interactive. Effective. And FUN! Discover or rediscover how fun learning a language can be with the future of language learning. Buy or sample this eBook now! And start speaking English instantly! Salient Features of the Book: • Self-Sufficient, Self-Study Book. • Detailed Explanation of English Grammar Topics. • Easy tools for Written and Spoken English. • Complete Guide to Error-free usage of English in day-to-day life. • Easy to Grasp Language for better understanding. This book has been designed to help you learn English in an easy and proper way. This is a clearly structured introductory English learning book intended to offer readers an advanced fluency in both spoken and written English. English pronunciations are given in easy way helping the readers to understand the complexities of English pronunciation. - Salim Khan Anmol

La 4e de couverture indique : "Business Benchmark Second edition is the official Cambridge English preparation course for BULATS. A pacy, topic-based course with comprehensive coverage of language and skills for business, it motivates and engages both professionals and students preparing for working life."

Kid's Box is a six-level course for young learners. Bursting with bright ideas to

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inspire both teachers and students, Kid's Box gives children a confident start to learning English. It also fully covers the syllabus for the Cambridge Young Learners English (YLE) tests. This pack of approx. 100 flashcards presents the target vocabulary for each unit of the Level 1 Pupil's Book.

This volume discusses several facets of English in today's multilingual Europe. It emphasizes the interdependence between cultures, languages and situations that influence its use. This interdependence is particularly relevant to European settings where English is being learned as a second language. Such learning situations constitute the core focus of the book. The volume is unique in bringing together empirical studies examining factors that promote the learning of English in Europe. Rather than assuming that English is a threat to linguistic diversity and cultural independence, these studies discuss psycholinguistic factors such as the input, and sociolinguistic factors such as the type of English that is targeted in learning. The contributing authors are well-established specialists who have worked on multilingualism, English as a Lingua Franca and second language acquisition. The book will be of interest to applied linguists, sociolinguists and teachers of English as a foreign language.

Documents the development of the Cambridge ESOL Certificates in English Language Skills (CELS), a suite of modular examinations first offered in 2002. As a context for how CELS was conceived, developed, constructed, validated and managed, the book

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traces the history of exams which have influenced CELS. The Royal Society of Arts (RSA), later UCLES (University of Cambridge Local Examinations Syndicate) Communicative Use of English as a Foreign Language examinations (CUEFL) was one such influence, as were the Certificates in Communication Skills in English (CCSE), these exams being a development of the CUEFL. The University of Oxford Delegacy of Local Examinations (UODLE) examinations, taken over by UCLES in 1995, were a further influence on CELS. UODLE itself had worked in partnership with the Association of Recognised Language Schools (ARELS) Examinations Trust, the Oxford EFL reading and writing exams for many years offered in tandem with the ARELS Oral English exams.

English has six levels within the CEFRL are A1, A2, B1, B2, C1 and C2. CEFRL (Common European Framework of Reference for Languages.)
Beginner Level: A1
A2
Intermediate Level: B1 B2
Advance Level: C1 C2. With these levels, you can easily work out your ability and assess your progress. The vocabulary in the book is arranged in alphabetical order. Refer to Oxford Dictionary, Cambridge Dictionary and Google and other resources to give bilingual explanations in Chinese and English. If the word has multiple meanings, only select CEFRL covered interpretation. If there are confusing vocabulary, I give bilingual example sentences in Chinese and English to help understanding.
Beginner Level: A1 Vocabulary 780
Beginner Level: A2 Vocabulary 1540
Intermediate Level: B1 Vocabulary 2800
Intermediate Level: B2 Vocabulary 3800

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Advance Level: C1 Vocabulary 2100 Advance Level: C2 Vocabulary 3000 Expert level: GRE Vocabulary 2500 The total vocabulary is about 16800.

These collections of the official past papers of the GCE O Level Examinations from the University of Cambridge International Examinations has been developed for students of GCE O level. These books will act as tools for preparation and revision for students. These books have an edited Answer Guide for each paper based on the marks scheme written by CIE Principal

As part of a long series of Vietnam's policy objectives, English education has been identified as key to improving the quality of its rapidly expanding tertiary institutions and is crucial to the larger aim of modernising and internationalising its economy. Bringing together a wide range of Vietnamese and foreign English education scholars, and tertiary educational practitioners, this book documents the significant progress and challenges in the realisation of Vietnam's English language policies as they are enacted in the higher education sector. Changes to Vietnam's higher education system remain unstable, unsystematic, and insubstantial. This book provides insights into how recent Vietnamese government policy is providing for a substantial and comprehensive renewal of Vietnam's tertiary education as part of their 2020 plan. Academics and students of English education, language policy, and nation building within the context of increased globalisation and marketisation in developing nations and Vietnam, in particular, should find this book valuable.

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The 26th EUROCALL conference was organised by the University of Jyväskylä (JYU) Language Campus and specifically the Language Centre. The theme of this year's conference was 'Future-proof CALL: language learning as exploration and encounters', which reflects an attempt to envision language teaching and learning futures in a changing world. What brought researchers together this year are shared concerns in relation to the sustainability of language learning and teaching in technology-rich contexts that are marked by ever-increasing complexity. The collection of short papers in this volume is a very thorough view into the conference proper exhibiting the complexity and novelty of the field of CALL. There are exciting new openings and a more profound exploration of theoretical underpinnings of the contemporary issues in teaching and learning, cross-cultural communication, mobile learning and the like.

The Graduate Management Admission Test (GMAT) is a computer adaptive test intended to assess certain analytical, writing, quantitative, verbal, and reading skills in written English for use in admission to a graduate management program, such as an MBA program. Wikipedia By referring to latest GMAT and GRE syllabus and CEFR, we cover 2500 vocabulary. Many students call it "LIFE SAVING" for their exam. Our 26 years' expertise are shared with you here! Grab it! Thanks for your support for us creating better contents for you!

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