

第二部分 阅读(共两节,满分 50 分)

第一节 (共 15 小题;每小题 2.5 分,满分 37.5 分)

阅读下列短文,从每题所给的 A、B、C、D 四个选项中选出最佳选项。

A

Four Inventions from Women

Though it wasn't always easy to get patents or the credit, women are responsible for many items we use today. Below are some of them.

A Solar House

In 1947, Mária Telkes, together with Eleanor Raymond, invented the world's first modern residence heated with solar energy. The house was called Dover Sun House, built in Dover, Massachusetts, in 1948. She also invented other devices capable of storing energy captured from sunlight, and her remarkable achievements made a difference to current solar industry.

A Computer Term

Grace Hopper programmed for the earliest computer machines. Interestingly, Hopper's first major invention in the field of software design was the creation of a famous computer term, "bug". In 1947, she found a small moth in the Mark II computer, and it was this little bug that was "jamming (卡住)" the machine. Hopper jokingly referred to "failing to work" as a "bug", a strange term that has since developed into a computer industry term.

Dish Washing Machine

Along with another engineer, Josephine Cochrane invented the first hand-powered dishwasher. Patented in 1886, the first dish washing machine combined high water pressure, a wheel, a boiler, and a wire framework like the ones still used for dish drying. As its inventor, Josephine Cochrane never used dishwasher herself, but it made others' life easier.

Home Security System

You might be surprised to discover that the first home security system was actually invented by Marie Van Brittan Brown in 1966. Alongside her husband, she created a system containing a sliding camera, a two-way microphone, TV monitors. There was also an emergency button with which the police could be contacted in case of emergencies, and a remote control used to unlock doors.

21. Which of the following was created by a woman alone?

- A. The solar house.
- B. The computer term.
- C. The home security system.
- D. The dish washing machine.

22. What powered Josephine Cochrane's dish washing machine?

- A. Solar energy.
- B. Electricity.
- C. Manpower.
- D. Air pressure.

23. How can we call the police when using the first home security system?
- A. By turning to a remote control.
 - B. By calling for help into sliding camera.
 - C. By using a new two-way microphone.
 - D. By pressing on the emergency button.

B

Marathon is one of the most difficult races in track and field, at a little over 42 kilometers. To be a world-class marathoner, you must run that distance in two and a half hours. But for some, completing a marathon race is a lifelong dream.

Jacqueline's dream of being a world-class runner began when she was a child in Kenya. She soon realized she had the talent and the willpower to compete. She also knew she would have to train full-time, which meant not being able to work to help support her family. But she was confident that she could bring home prize money.

Jacqueline traveled to China to compete in the Zheng-Kai marathon knowing she had a good shot at winning the race, but more importantly, the \$10,000 prize that went with it. She was leading the women's division when a male runner arrived at the water station. The man had trouble drinking water because a birth defect (缺陷) had left him without hands, and he struggled to drink from a plastic bottle. But any assistance from fans or race officials would result in his disqualification. Jacqueline noticed the man and immediately knew that he needed help. She grabbed a water bottle and helped him get the water his body needed to complete the race.

Runner after runner passed Jacqueline. Her hopes of winning were getting lost in numerous runners ahead of her. With only 4 kilometers left in the race, and certain that the male runner would now finish, Jacqueline picked up her pace and finally finished second.

That day, Jacqueline missed out on first place, but she finished something more important: humanity. She returned home with the smaller prize of second place, but to her family, she brought home something much more valuable to home: the right example.

24. What can we know about Jacqueline from paragraph 2?
- A. She was born with little sports talent.
 - B. Her goal was to win a championship.
 - C. Her family opposed her going for a run.
 - D. She had to train full-time to achieve her dream.
25. Why did the male runner struggle to drink from a plastic bottle?
- A. He was disabled.
 - B. He didn't like bottled water.
 - C. He was running forward in a hurry.
 - D. He competed with other runners for water.
26. What happened after Jacqueline helped the male runner?
- A. She won second place at last.

- B. She was criticised by her family.
- C. She was disqualified for going against rules.
- D. She fell behind several runners and gave up.

27. What is the attitude of Jacqueline's family towards her deed?

- A. Cautious.
- B. Approval.
- C. Critical.
- D. Disappointed.

C

The ocean is critical to all oxygen-dependent life. But life is also critical to the ocean. The ocean produces so much oxygen because of ocean plants, which draw down CO₂ and change it into carbon-based sugars and oxygen. Ocean plants are climate change heroes! There is now a wide recognition of the role of ocean life in slowing climate change.

On many Pacific islands, whales support tourism economies. While concerned about the impacts of climate change on whales, we also need to recognize that whales can contribute to fighting climate change! Through their deep dives, vast migrations, long lifespan (寿命), and large bodies, whales have an enormous effect on the ocean.

Whales both help ocean plants to draw down CO₂ and help to store carbon in the ocean. Firstly, they provide essential nutrients that enable ocean plants to grow. Whale waste is a fertilizer, bringing nutrients from the depths, where whales feed, to the surface, where plants need these nutrients to grow well. Migratory whales also bring nutrients with them from highly-productive feeding grounds to the nutrient-poor waters of whales' breeding grounds, boosting the growth of ocean plants across the ocean.

Secondly, whales keep the carbon locked in the ocean, out of the atmosphere, where it could otherwise contribute to climate change. Ocean plants produce carbon-based sugars, but with a very short lifespan. They can't store the carbon. When they die, much carbon is released in surface waters, and can be changed back to CO₂. Whales, however, can live for over a century, feeding on food chains that begin with the sugars in these tiny plants, and storing up the carbon in their bodies. When whales die, deep ocean life feeds on their remains, and the carbon formerly stored in whales' bodies can enter sediment (沉淀物). When carbon reaches deep ocean sediment, it is effectively locked away, and therefore unable to drive climate change. This carbon is unlikely to return as CO₂ in the atmosphere.

Several Pacific island countries are already leaders in whale conservation, having declared whale sanctuaries in their waters. Every year, whales socialize, breed, and give birth in Pacific Island waters.

28. How do surface ocean plants get nutrients for growth?

- A. From the whales' bodies.
- B. From the whales' waste.
- C. From the sunlight.
- D. From ocean sediment.

29. Why are ocean plants unable to store the carbon?

- A. The carbon in them is released after their death.
- B. Carbon-based sugars can't be generated by them.

- C. They lack nutrients for growth.
D. They never produce carbon-based sugars.
30. What does the underlined word “sanctuaries” in the last paragraph mean?
A. Amusements. B. Imports. C. Markets. D. Shelters.
31. What is the text mainly about?
A. The importance of ocean to climate.
B. The bad effects of CO₂ to climate changes.
C. The role of whales in slowing climate change.
D. The importance of oceans to all oxygen-dependent life.

D

Engineering researchers at the University of Waterloo are successfully using a robot to help keep children with learning disabilities focused on their work. This was one of the key results in a new study that also found both the youngsters and their instructors valued the positive classroom contributions made by the robot.

“Overall, the findings demonstrate that the robot has a positive effect on students,” said Dr. Kerstin Dautenhahn, a professor of electrical and computer engineering.

Educators have in recent years explored the use of social robots to help students learn, but most often, their research has focused on children with autism (孤独症). As a result, little work has been done on the use of socially assistive robots for students with learning disabilities.

Along with two other Waterloo engineering researchers and three experts from the Learning Disabilities Society in Vancouver, Dautenhahn decided to change this, conducting a series of tests with a small humanoid (仿人的) robot called QTrobot.

Dautenhahn said the robot’s ability to perform gestures using its head and hands, accompanied by its speech and facial features, makes it very suitable for children with learning disabilities.

Building on promising earlier research, the researchers divided 16 students with learning disabilities into two groups. In one group, students worked one-on-one with an instructor only. In the other group, the students worked one-on-one with an instructor and a QTrobot. In the latter group, the instructor used a tablet to direct the robot, which then autonomously performed various activities using its speech and gestures. While the instructor controlled the sessions, the robot took over at certain times to lead the students.

Besides introducing the session, the robot set goals and provided self-regulating strategies, if necessary. If the learning process was getting off-track, the robot used strategies such as games, riddles and physical movements to redirect the students back to the task.

“Students who worked with the robot,” Dautenhahn said, “were generally more engaged with their tasks and could complete their tasks at a higher rate compared to the students who weren’t assisted by a robot.”

32. What can we know about Dautenhahn’s research?
A. It seeks to provide a treatment for kids with autism.

- B. It attempts to replace teachers with robots in teaching.
- C. It tries to train students with disabilities to be creative and positive.
- D. It studies the effects of robots on students with learning disabilities.
33. What is the sixth paragraph mainly about?
- A. The role the robot played.
- B. The process of the research.
- C. The outcomes of the two groups.
- D. The range of the participants involved.
34. How did the QTrobot help distracted students concentrate in class?
- A. It warned the student directly by speech.
- B. It assigned tasks for the student to complete.
- C. It informed the instructor to intervene in the learning process.
- D. It attracted the student's attention through interesting activities.
35. What does Dautenhahn's research imply?
- A. Teachers are defeated by robots in motivating students.
- B. Robots promote students' academic performance greatly.
- C. There is potential for using robots in the education system.
- D. Students become more independent with the help of robots.

第二节 (共5小题;每小题2.5分,满分12.5分)

阅读下面短文,从短文后的选项中选出可以填入空白处的最佳选项。选项中有两项为多余选项。

Have you ever wondered what your pet is thinking or feeling and what he is trying to tell you? If you answer "yes", ways below may help to strengthen your bond and relationship with him.

36 Animals will use many parts of their bodies to convey various feelings. Being observant to how your pet uses his body can let you know if he's feeling playful, sick, or maybe even angry. For example, Your dog may narrow his eyes and stare at you to indicate that he is feeling aggressive.

Identify your pet's vocalizations (发声). 37 Learning how to distinguish these sounds will help you determine how your pet is feeling. He will vocalize for several reasons, including acknowledging his presence and expressing anxiety. 38

Talk with your pet. Your pet may not exactly understand the words that you are saying. 39 For example, if you speak with him in a strict voice, he might pick up on the fact that you are unhappy with his behavior. Talking with your pet can also help soothe (抚慰) him if he is feeling anxious or fearful.

Punish your pet properly. Verbally and physically punishments help correct his misbehaving. Punishment can make your pet fearful of you and possibly increase the trust and respect that he has for you. 40 Don't avoid punishing your pet.

- A. Have an eye on your pet's posture.
- B. He can at least pick up on the tone of your words.
- C. Observe how your pet uses his eyes, ears and face.
- D. Your pet is capable of making a number of different sounds.
- E. He may scream when meeting other species for the first time.
- F. The punishment fails to warn him that you do not approve of his behavior.
- G. It is known that some cats do respect and bond with you after being punished.

第三部分 语言运用(共两节,满分 30 分)

第一节 (共 15 小题;每小题 1 分,满分 15 分)

阅读下面短文,从每题所给的 A、B、C、D 四个选项中选出可以填入空白处的最佳选项。

Roy, my little son, has always loved to eat veggie nuggets—a kind of vegetarian protein with a breadcrumb coating. However, he recently took to chewing just the fatty coating and refused to eat the 41 protein center.

Then an idea hit me. If he 42 all of his food, I presented a bar of chocolate 43 him. Though it worked well at first, I soon realized that I had to do much better!

Roy quickly 44 my strategy. And what was unexpected was that he 45 adjusted his behavior. He continued to eat the coating but secretly hid the rest in the corner of his chair. By 46 he'd eaten his main dish, he managed to not only avoid the healthy part but also bring an awful 47 to me.

From this incident, I realized material motivations could sometimes work in the 48 way rather than that as we had expected. What my son did 49 me of a historical example. Dating back to the colonial (殖民的) period of India, to increase inner-city 50, the British rulers offered cash prizes to any citizen who killed snakes. However, many citizens viewed the reward strategy as an easy source of 51. They started keeping snakes for the reward money. Once the British rulers figured out their 52, they abolished (废除) this practice, then snake keepers 53 their snakes into the city, causing a sharp increase in snakes.

Such examples 54 the need to constantly test and review our reward systems to check if they are indeed playing their 55 as they should.

- | | | | |
|----------------------|------------------|-----------------|-----------------|
| 41. A. fatty | B. nutritious | C. familiar | D. tasty |
| 42. A. ordered | B. prepared | C. donated | D. consumed |
| 43. A. in defense of | B. in advance of | C. in praise of | D. in charge of |
| 44. A. engaged in | B. saw through | C. set out | D. stuck to |
| 45. A. consequently | B. fundamentally | C. casually | D. occasionally |
| 46. A. proving | B. apologizing | C. pretending | D. imagining |
| 47. A. mess | B. faith | C. comfort | D. assumption |
| 48. A. smooth | B. visual | C. practical | D. opposite |
| 49. A. relieved | B. reminded | C. convinced | D. warned |
| 50. A. reputation | B. productivity | C. security | D. population |

51. A. inspiration B. energy C. strength D. income
 52. A. dilemma B. discovery C. trick D. trend
 53. A. released B. collected C. sold D. attracted
 54. A. restrict B. interrupt C. remove D. demonstrate
 55. A. game B. part C. tune D. joke

第二节 (共 10 小题;每小题 1.5 分,满分 15 分)

阅读下面短文,在空白处填入 1 个适当的单词或括号内单词的正确形式。

Nowadays, more and more Chinese tourists are adding destinations such as museums and art galleries 56 their travel schedules. During this year's five-day May Day holiday, tourists travelled between all kinds of museums, wandering in 57 (diversity) exhibitions and experiencing cultural exchanges in ancient and modern times between home and abroad, 58 (suggest) an upward trend in China's domestic cultural tourism sector.

59 female surnamed Dong is among the country's traditional culture activists. She was in charge of arranging her family's tour from Langfang, north China's Hebei Province, to Beijing during the five-day May Day holiday. Their 60 (highlight) included wearing ancient costumes to visit the Palace Museum and seeing the national treasures at the National Museum of China.

Dong also took her child to China Railway Museum. They took photos with the 61 (abandon) station platforms and all kinds of locomotives (火车头). Her child 62 (enjoy) an impressive steam train ride while learning more about the history of China's 63 (develop) of railway. Holding his favourite toy, a Transformer-like train man, the young boy felt 64 (full) satisfied by the time they departed for their journey home.

Digital technologies also appealed to those 65 wanted to have a more immersive cultural experience.

第四部分 写作(共两节,满分 40 分)

第一节 (满分 15 分)

假定你是李华,你校将举办以“环境保护”为主题的摄影作品展览。请你代表学生会用英语写一则通知,内容包括:

1. 展览的时间、地点和目的;
2. 欢迎作品参展;
3. 注意事项。

注意:

1. 写作词数应为 80 左右;
2. 请按如下格式在答题卡的相应位置作答。

Notice

Students' Union

第二节 (满分 25 分)

阅读下面材料,根据其内容和所给段落开头语续写两段,使之构成一篇完整的短文。

A 14-year-old boy named Jacob lived in a trailer (活动房屋) with his parents. They struggled financially, as his parents were minimum wage earners.

Every evening on his way home, he would pass a large house of Mrs Jacobson who lived alone. One day, when Jacob was passing the big house, he noticed that the lights were off at night. And in the following nights, the lights were still off. He thought Mrs Jacobson couldn't leave her house, and he hadn't seen anyone pick her up, either. Something bad might have happened to her.

Jacob didn't hesitate to walk towards the door. He knocked, but no one opened it. Suddenly, he saw a letter by the foot of the door and saw that the date was a few days ago. He was more sure Mrs Jacobson hadn't gone out of the house in days. He had to get help!

Jacob ran home and told his parents about what he saw. His mom shrugged it off, saying she might have just gone on a vacation. Maybe she visited her son Adam in New York. Everyone knew he was a big shot lawyer there.

The boy wasn't convinced. He knew that Mrs Jacobson's son didn't visit her, and it would be difficult for her to travel all the way to New York alone. He decided to borrow his mom's cellphone to search for Adam's number. When he found it, he decided to call.

"This is Adam Jacobson, how may I help you?" a man on the other side of the line answered.

"Hello, this is Jacob from your neighborhood in Wisconsin. Is Mrs Jacobson, your mom there?" Jacob asked.

"Hi, Jacob. No, I have not spoken to my mom in a week. Is something wrong?" Adam asked.

Jacob explained what happened.

"What? That's impossible. She's supposed to be home. Can you do me a favor, and check on her for me? There's a spare key under the flowerpot by the door. I'll rush there as soon as possible," Adam begged with anxiety.

注意:

1. 续写词数应为 150 左右;
2. 请按如下格式在答题卡的相应位置作答。

Jacob and his parents ran there and found the key.

As soon as Mrs Jacobson felt better, she came up to Jacob's trailer with Adam.

密 封 线 内 不 要 答 题