

英 语

第一部分：听力（共两节，满分 30 分）

第一节（共 5 小题，每小题 1.5 分，满分 7.5 分）

1. What is the man talking about?  
A. His long-lost friend.  
B. His trip to South Africa.  
C. His experience at a zoo.
2. Where is the woman heading to?  
A. The library.                      B. Her history class.                      C. Her home.
3. What favor does the man ask the woman to do?  
A. To give him a haircut.  
B. To help him choose a hairstyle.  
C. To direct him to a barber shop.
4. How much should the woman pay for the sweater?  
A. \$47                                      B. \$50                                      C. \$53
5. What are the speakers going to do?  
A. Draw.                                      B. Play a spelling game.                      C. Play a sports game.

第二节（共 15 小题，每小题 1.5 分，满分 22.5 分）

听第 6 段材料，回答第 6、7 题。

6. Where are the two speakers?  
A. In a shoe store.                      B. In a car.                                      C. On the street.
7. What does the woman advise the man to do?  
A. Cross the street at the corner.  
B. Obey the traffic rules.  
C. Be careful when driving

听第 7 段材料，回答第 8、9 题。

8. What are they going to do this Saturday?  
A. Plan the menu.                      B. Call their friends.                      C. Throw a dinner party.
9. What slipped the woman's mind?  
A. Sending an invitation to Linda.  
B. Linda being mad at her.  
C. The recipe for the salad.

听第 8 段材料，回答第 10 至 12 题。

10. What does Mike think of his roommate?  
A. Annoying.                                      B. Generous.                                      C. Thoughtful.

11. What does Mike's roommate sometimes do?  
A. Cook meals for Mike.      B. Share the grocery bills.      C. Invite Mike to dine out.

12. What does the woman suggest Mike do?  
A. Borrow money from his roommate.  
B. Talk honestly with his roommate.  
C. Ask his roommate to move out.

听第 9 段材料，回答第 13 至 16 题。

13. Why is Mr. Tips calling?  
A. His electricity bill is too high.  
B. He forgot his account number.  
C. He wants to update his address.

14. What will the electricity company do for Mr. Tips?  
A. Send a technician to his home.  
B. Update his account information.  
C. Further check his account.

15. When can Mr. Tips get an answer?  
A. By the end of the day.  
B. By the end of the week.  
C. By the end of this month.

16. What is the inquiry number?  
A. 2368.                              B. 2371.                              C. 3471.

听第 10 段材料，回答第 17 至 20 题。

17. What is NOT suggested in most interview tips?  
A. Learn something about the interviewer.  
B. Shake hands with the interviewer.  
C. Make eye contact with the interviewer.

18. What quality is expected of someone who is "a good fit for a university"?  
A. Athletic and positive.  
B. Socially well-adjusted.  
C. Smart and hardworking.

19. What do the interviewers prefer to hear from applicants?  
A. The ranking of the university.  
B. The reasons they choose the university.  
C. The popularity of the university.

20. What is the last tip?  
A. Hand in your homework in time.  
B. Show your achievements at the interview.  
C. Match the school to your interests.

## 第二部分：阅读理解（共两节，满分 40 分）

### 第一节（共 15 小题；每小题 2 分，满分 30 分）

阅读下列短文，从每题所给的四个选项(A、B、C 和 D)中，选出最佳选项。

#### A

High school programs at the National Gallery of Art value depth over breadth, exploring original works of art through a single specific question or theme.

#### **High School Studio Workshops**

Single museum visit, 2.5 hours

Grades 9–12

These half-day art workshops include an in-depth examination and discussion of works of art in the galleries, followed by behind-the-scenes access to the Education Studio, where students create a related art project.

During the workshop, National Gallery of Art educators will encourage students to look carefully at works of art and then share their responses and develop theories based on their observations.

Students will have the opportunity to create a work of art in the studio inspired by what they have seen in the galleries.

#### **Museum Makers: Exploring Art and Museums**

Grades 11–12

The Museum Makers program explains how museums operate and what they have to offer. It gives upper-level high school students the tools to experience, understand and interpret art. Participants will gain an insider's view of how an art museum works.

Students meet for seven Saturday sessions from 10:00 am to 3:00 pm. Completion of the program requires attendance of all seven sessions.

#### **Creative Writing in the Galleries**

Grades 7–12, 90 minutes

Students will provide a voice for their personal responses to art through creative writing while looking at a selection of artworks in the galleries. Using close observation, group discussion, and personal reflection, they will be guided through exercises that use different writing forms, including free-form poetry.

A maximum of 30 students (minimum of 15) will be accommodated (容纳) at each session.

21. What can students do at High School Studio Workshops?

- A. Discuss with artists about their works.
- B. Get basic training as an artist.
- C. Put forward their own art theories.
- D. Learn about the artists' inspiration for their famous works.

22. What can students get from Museum Makers: Exploring Art and Museums?

- A. Tools to create artworks.
- B. Knowledge about how museums work.
- C. Academic credit after completing all of the sessions.
- D. Experience of running a museum.

23. Which of the following groups can attend Creative Writing in the Galleries?

- A. 25 college students.
- B. Two families of four.
- C. 30 tenth grade students.
- D. 40 high school students.

**B**

For Derek Veal, it all started when he explored his grandfather's old house in Georgia. He found an old suitcase filled with photographs, some more than 100 years old. The suitcase belonged to his great-grandmother, who had Alzheimer's (老年痴呆症) and lived in a nursing home. Veal and his grandfather went to visit her with the photos, hoping she could tell them more about the photos. What happened next changed Veal's life.

"Everything came back to her when she saw these pictures," Veal said. "She recognized her sisters, her aunts, her grandparents ... It was the first time I had ever seen someone's excitement from an old photo returning to them."

The experience made Veal realize the power of old photographs to hold precious and long-forgotten memories and restore a sense of identity. It never left him. Two years ago, when he came across old family photos for sale at a thrift store (旧货店), he decided to pick one picture and try to track down the family. Soon, he was inspired to buy more photos and started a Facebook group called Old Photo Project to aid in finding their families.

Veal is not alone in this hobby. Photo and genealogy (家谱学) enthusiasts worldwide regularly go through thrift stores, flea markets and the like, finding vintage photos with the objective of reuniting the photos with their families. They also use the internet and even social media to track down the families and faces in the lost photos.

David Gutenmacher, 26, lives in Queens, New York, and started his project, Museum of Lost Memories, in late 2020. He has already had over 300,000 followers on Instagram and over 750,000 on TikTok. "Some of my posts have gone viral and twice a person or family was tracked down in a matter of minutes!" Gutenmacher said. The motivation behind this hobby seems to be a combination of enjoying the detective work it takes to solve the puzzle, and the memories these lost pictures can bring back to the families they belong to.

What makes this hobby so unique is not only how it gives people the chance to help others, but it also brings these enthusiasts a sense of purpose. "I feel like this is my calling," said Gutenmacher. "The more I return memories, the more it feels like I'm supposed to be doing this."

24. According to the text, what changed Veal's life?

- A. His awareness of the value of old photos.
- B. The true stories about his great-grandmother.
- C. His family's history shown in the photographs.
- D. His exploration of his grandfather's old house.

25. What do the underlined words "have gone viral" mean in paragraph 6?

- A. Have been updated regularly.
- B. Have made people think deeply.
- C. Have received some comments.
- D. Have spread quickly and widely.

26. How does Gutenmacher feel about what he does with the lost photographs?

- A. It's not easy.
- B. It's not enough.
- C. It's his duty.
- D. It's just a hobby.

27. Which of the following is a suitable title for the text?

- A. Returning Lost Memories
- C. The Power of Photos on the Internet

- B. Old Photos for Photo Enthusiasts
- D. Researching the History of a Family

C

Human societies developed food preferences based on what was available and what the group decided it liked most. Those preferences were then passed along as part of the set of socially learned behaviors, values, knowledge and customs that make up culture. Besides humans, many other social animals are believed to exhibit forms of culture in various ways, too.

In fact, according to a new study led by Harvard scientist Liran Samuni, bonobos (倭黑猩猩), one of our closest living relatives, could be the latest addition to the list.

The researchers studied the hunting and feeding habits of two neighboring groups of bonobos at the Kokolopori Bonobo Reserve in the Democratic Republic of Congo. Analyzing the data, they saw many similarities in the lives of the two bonobo groups, given the names the Ekalakala and the Kokoalongo. They also both have the access and opportunity to hunt the same kind of prey (猎物). This, however, is precisely where researchers noticed a striking difference.

The groups consistently preferred to hunt and feast on two different types of prey. The Ekalakala group went after an animal that is capable of moving through the air from tree to tree. The Kokoalongo group, on the other hand, favored a duiker that lives on the forest floor.

“It’s basically like two human cultures exploiting a common resource in different ways,” says Samuni. “Think about two cultures living close to each other but having different preferences: One prefers chicken while the other is more of a beef-eating culture.”

Using statistical modeling, the scientists found this behavior happens independent of factors like the location of the hunts, their timing or the season. In fact, the researchers’ model found that the only variable that could reliably predict prey preference was whether the hunters were team Ekalakala or team Kokoalongo.

The researchers haven’t yet investigated how the bonobo groups learned this hunting preference, but through their analysis they were able to rule out ecological factors or genetic differences.

Basically, it means all evidence points toward this being a learned social behavior. “If our closest living relatives have some cultural traits (特征), then it’s likely our ancestors already had some capacity for culture,” Samuni says.

28. What do paragraphs 3 and 4 mainly talk about?

- A. The findings of the study.
- B. The process of the study.
- C. The background of the study
- D. The challenges of doing the study.

29. How does Samuni perceive the two bonobo groups’ different hunting preferences?

- A. They are an unusual phenomenon.
- B. They are a learned social behavior.
- C. They contradict human cultures.
- D. They show bonobos’ high intelligence.

30. Which of the following could influence the bonobos’ prey preference?

- A. The timing of hunting.
- B. Their hunting techniques.
- C. The communities they belong to.
- D. Their surrounding environment.

31. What might the findings of the bonobos' hunting preference indicate, according to the text?
- A. When human society was born.
  - B. How human society developed.
  - C. What helped human culture evolve.
  - D. How human culture first appeared.

**D**

How do people cope with (应付) climate change? According to a new study led by University of Arizona researcher Sabrina Helm, there are two climate change coping groups: adaptive approach coping and maladaptive avoidance coping.

About 70 percent of survey respondents belonged to the first group – the adaptive approach coping. They tended to have higher levels of environmental concern and were more likely to engage in environmental protection activities. The remaining 30 percent were in the maladaptive avoidance coping group. They were less likely than those in the first group to feel guilt or personal responsibility for climate change. They were less likely to take action on climate change or believe that their actions would make a difference.

The researchers wondered whether people in the adaptive approach group – who tend to feel more climate-related stress – would have worse mental health overall, since previous studies have linked environmental stress to negative mental health outcomes.

Surprisingly, Helm said, they found no differences between the two groups regarding overall health, anxiety or depressive symptoms.

There also were not significant differences in the demographic (人口统计的) makeup of the two groups when it came to factors such as race, income, education level or employment status. The fact that the demographics of the two groups were so similar suggests that targeting climate-change-related messaging based on demographic information alone might not be the most effective strategy, Helm said. While it might be tougher to do, determining a person's climate change coping group could be more useful for those attempting to communicate environmental issues and what people can do to make a difference.

“If you think in terms of messaging about climate change, very often you look at social demographic targeting, and that's not very useful because those two groups should probably be receiving different kinds of messaging,” Helm said. “Those who are already taking action on climate change need encouragement to continue that behavior, while those who are in the maladaptive avoidance coping group need to be encouraged to start doing something.”

32. How is the adaptive approach coping group different from the other group?

- A. In their attitude toward climate change.
- B. In their experience with climate change.
- C. In their strategy for dealing with climate change.
- D. In their achievements in dealing with climate change.

33. How did the two climate coping groups surprise the researchers?

- A. They felt no climate-related anxiety.
- B. They looked at climate change differently.
- C. They didn't differ in mental and general health.
- D. Neither showed concern for climate change.

34. Why is demographic information alone not that effective in targeting climate-change-related messaging?

- A. It is useless for fighting climate change.

- B. It only explains the demographic makeup.
  - C. It fails to deal with climate anxiety.
  - D. It is not obvious enough to separate the two groups.
35. What does Helm suggest when it comes to messaging about climate change?
- A. All the messaging should be positive.
  - B. All the messaging should be reasonable.
  - C. There should be different kinds of messaging for everyone.
  - D. Climate change messaging should be tailored for different people.

第二节（共 5 小题；每小题 2 分，满分 10 分）

根据短文内容，从短文后选项中选出能填入空白处的最佳选项。选项中有两项为多余选项。

Setting boundaries communicates what you are willing to do, allowing you to make your own decisions. Here are some steps for setting healthy boundaries.

36. \_\_\_\_\_

For some of us, we may not even know that a boundary has been crossed or a limit overstepped until after the fact. The first step to setting boundaries is to identify what your limits are. Some useful questions you can ask yourself include: Where am I overextending myself in my life? What areas of my life make me tired? What is causing me unnecessary stress?

The key to identifying your limits and boundaries is to listen to your first reaction. 37. \_\_\_\_\_.

**Clearly communicate your boundaries**

The next step to establishing healthy boundaries is to communicate them to others. 38. \_\_\_\_\_. If you're not used to setting clear boundaries, it may feel uncomfortable or even rude for you to start doing so. However, finding a direct and kind way to strongly communicate your needs is key to maintaining your boundaries.

**Practice what you want to say**

Practicing what you want to say will increase your chances of successfully setting a boundary. 39. \_\_\_\_\_. Practice making your voice heard and sharing your thoughts.

**Avoid over-apologizing or over-explaining**

In an effort to be polite and avoid seeming rude, some people can fall into a tendency to apologize or explain the reason why they're setting a limit. 40. \_\_\_\_\_.

Notice if you tend to fall into these patterns, it can be helpful to explore why you want to apologize. Afterward, make sure you change your ways.

- A. Identify your limits
- B. When we explain something, we want to be concise
- C. Think through what you need by setting boundaries
- D. Don't assume that others automatically know your limits
- E. But really, saying no doesn't have to be rude or need an explanation
- F. Setting aside time to reflect on past experiences can help you better understand your limits
- G. Start by thinking about the people and situations in your life where you often feel pressured to say yes

### 第三部分 语言知识运用（共两节，满分 45 分）

#### 第一节（共 20 小题，每小题 1.5 分，满分 30 分）

阅读下面短文，从短文后各题所给的 A、B、C 和 D 四个选项中，选出可以填入空白处的最佳选项。

After a whole week of rain we finally had a comfortable, beautiful summer day outside. My family and I were driving to a nearby town when my daughter 41 a yard sale. Then, a few miles down the road, we saw another, and another, and another. We saw tables full of knickknacks. We saw plates, glasses, and silverware. 42, we saw lots of smiling people talking, laughing, sitting, and standing in the sunshine.

Seeing all of this brought back 43 of my childhood. Most of the clothes in my closet back then came from 44. My mom was a talented yard sale-shopper. When I was little, she would drag me along with her. I used to 45 going to them, until one special day when I saw that they also sold old 46. After that, I always browsed through the books until it was time to 47. Sometimes mom would 48 me one too. Soon, a large part of my home library came from yard sale books. For me, these books were more 49 than their first editions.

Why do we have yard sales? It certainly isn't for the 50. For all the time and 51 people put into them, they would hardly make minimum wage from the sales. I think, rather, it is yard sales that 52 us together. We 53 our old things and we buy "new" old things. We talk and 54 old friends and new neighbors. We get a 55 to give and share. We 56 through kindness and love among all the old stuff. It's all about 57, both in goods and between people.

I think yard sales teach us something about 58 too. We can't really 59 anything here, after all; all we get is 60 possession of our stuff, then it comes time for us to let it go and pass it on.

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|----------------------|----------------|------------------|-------------------|
| 41. A. announced     | B. spotted     | C. prepared      | D. recalled       |
| 42. A. Even so       | B. In short    | C. At least      | D. Above all      |
| 43. A. problems      | B. memories    | C. realities     | D. dreams         |
| 44. A. markets       | B. neighbors   | C. yard sales    | D. shopping malls |
| 45. A. imagine       | B. enjoy       | C. practice      | D. hate           |
| 46. A. books         | B. paintings   | C. plates        | D. toys           |
| 47. A. go            | B. start       | C. work          | D. register       |
| 48. A. award         | B. write       | C. buy           | D. lend           |
| 49. A. popular       | B. useful      | C. different     | D. priceless      |
| 50. A. fun           | B. money       | C. relaxation    | D. responsibility |
| 51. A. love          | B. resource    | C. fund          | D. effort         |
| 52. A. mix           | B. bring       | C. guide         | D. inspire        |
| 53. A. get rid of    | B. put away    | C. go through    | D. make use of    |
| 54. A. pass by       | B. look into   | C. catch up with | D. face up to     |
| 55. A. tradition     | B. goal        | C. chance        | D. job            |
| 56. A. extend        | B. connect     | C. learn         | D. compete        |
| 57. A. communication | B. information | C. delivery      | D. exchange       |
| 58. A. life          | B. ethics      | C. economy       | D. society        |
| 59. A. purchase      | B. explore     | C. own           | D. trust          |
| 60. A. temporary     | B. legal       | C. normal        | D. full           |



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。

Finding time to exercise can be hard in our busy lives. So maybe it would help 61. \_\_\_\_\_ there was “a best time” to exercise? Could exercising at certain times help maximize our fitness goals? The answer is “yes”.

There are clear 62. \_\_\_\_\_ (benefit) to exercising in the morning. Many of us have more free time than 63. \_\_\_\_\_ (compare) with later in the day, and it may therefore be 64. \_\_\_\_\_ (easy) for us to stick to a morning workout routine. A study found participants who exercised in the morning, increased their physical activity 65. \_\_\_\_\_ the day, were less distracted by food, and slept better. Exercising on an empty stomach before breakfast could also burn more fat and increase metabolism (新陈代谢), 66. \_\_\_\_\_ means you'll continue to burn calories throughout the day.

So, good news for early birds, but what if you're not a morning person? Working out in the afternoon or evening also 67. \_\_\_\_\_ (have) benefits, just different ones. For example, your body's ability 68. \_\_\_\_\_ (perform) is at its best in the afternoon. 69. \_\_\_\_\_ (addition), in the afternoon and evening, your reaction time is quickest, and your heart rate and blood pressure are lowest, which reduce your chance of injury while 70. \_\_\_\_\_ (improve) your performance.

So what time is best? It seems the answer is: whatever time is best for you!

第四部分：写作（共两节，满分 35 分）

第一节：短文改错（共 10 小题，每小题 1 分，满分 10 分）

At the age of 10, I begin to chat with foreigners. At first, I was very shy, and gradually with foreigners' help, I became more and more confidence. The following year, I went to Lintong with two foreigners as our guide. We visited the Terra-Cotta Warriors Museum where we took lots of photos, enjoying the beautiful scenery. After that, they went to buy souvenir. The sellers couldn't speak English. Though it was little hard for me, I tried my best to translate their words on both sides. Finally, the two foreigners accompanying by me bought satisfactory goods. This unforgettable experience made me to understand where “Practice makes perfect.” means.

第二节：书面表达（满分 25 分）

某英语学习网站正在开展题为“The Decisive Factors in Success”的讨论。有人认为成功需要运气；有人觉得成功得靠毅力-----。请你围绕该话题发一个帖子，要点如下：

1. 你的观点；
2. 举例说明。

注意：1.词数 100 左右； 2. 可以适当增加细节，以使行文连贯。

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