

江西省八所重点中学 2026 届高三联考

英语试卷 2026.4

命题人：九江一中

(考试时间：120 分钟 试卷满分：150 分)

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)

听下面 5 段对话，每段对话后有一个小题。从题中所给的 A、B、C 三个选项中选出最佳选项。听完每段对话后，你都有 10 秒钟的时间来回答有关小题和阅读下一小题。每段录音播放两遍。

1. Why is the man considering getting rid of some clothes?
A. He aims to help others. B. He is trying to make space. C. He wants to buy new clothes.
2. What will the speakers probably do next?
A. Buy a new engine.
B. Go to the garage for help.
C. Call the breakdown services.
3. What is the relationship between the speakers?
A. Manager and employee. B. Doctor and patient. C. Husband and wife.
4. What are the speakers going to do this weekend?
A. Attend a birthday party. B. Shop for Christmas presents. C. Take part in a volunteer activity.
5. What is Freda's issue probably?
A. She has trouble falling asleep.
B. She finds it difficult to wake up.
C. She downloaded too many apps.

第二节 (共 15 小题：每小题 1.5 分，满分 22.5 分)

听下面 5 段对话或独白。每段对话或独白后有几个小题，从题中所给的 A、B、C 三个选项中选出最佳选项。听每段对话或独白前，你将有时间阅读各个小题，每小题 5 秒钟；听完后，各小题将给出 5 秒钟的作答时间。每段录音播放两遍。

听第 6 段材料，回答第 6、7 题。

6. When can the speakers get cheaper tickets on Saturday?
A. At 6:00 p.m. B. At 5:00 p.m. C. At 3:00 p.m.
7. What are the speakers mainly talking about?
A. Different film styles. B. A weekend arrangement. C. Cheap tickets for a new film.

听第 7 段材料，回答第 8 至 10 题。

8. Where does the conversation take place?
A. At the entrance of a museum. B. At a ticket office. C. At a bus station.
9. What is the weather probably like now?
A. Rainy. B. Sunny. C. Cloudy.

10. Why does the woman ask to see the man's ticket?

- A. To read about his final destination.
- B. To check if he has bought a ticket.
- C. To confirm whether it's available on the subway.

听第 8 段材料，回答第 11 至 13 题。

11. What difference does Carrie notice between American and British English?

- A. Differences in sound.
- B. Differences in spelling.
- C. Differences in word usage.

12. How does the man explain the differences?

- A. Through word examples.
- B. By referring to history.
- C. By analyzing national characters.

13. What do we know about Carrie's teacher?

- A. He works in New York.
- B. He uses British English.
- C. He was born in London.

听第 9 段材料，回答第 14 至 17 题。

14. Why does Jim think yoga is unsuitable for him at first?

- A. He finds it uninteresting.
- B. He doesn't have great flexibility.
- C. He can't afford time to attend a class.

15. What does the woman think of yoga?

- A. It helps her handle pressure.
- B. It provides a way to socialize.
- C. It improves her work productivity.

16. What will Jim do when he's out in nature?

- A. Reflect on his life.
- B. Enjoy his quiet alone time.
- C. Have a relaxing chat with friends.

17. What will Jim probably do next?

- A. Play soccer.
- B. Practice yoga.
- C. Go jogging.

听第 10 段材料，回答第 18 至 20 题。

18. How does the speaker describe the app?

- A. Expensive.
- B. Traditional.
- C. User-friendly.

19. How can people access the AI function?

- A. By paying a monthly charge.
- B. By creating a VIP account of ChatGPT.
- C. By downloading the latest version of the app.

20. What is the speaker doing?

- A. Using an AI tool.
- B. Promoting a new product.
- C. Sharing her planning skills.

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）

The Cornell Note-Taking System: A Guide to Effective Learning

The Cornell note-taking system, developed by Dr. Walter Pauk at Cornell University in the 1950s, is a widely recommended method to help students structure their notes using a systematic format that enhances understanding and thought organization. It divides a standard page into three distinct sections, each with a specific purpose, as shown in the diagram below.

The method is best executed (执行) through the 5R strategy—a strategy that optimizes notes and enhances memory.

1. Record: Write down relevant information in the main note-taking area. Focus on the main ideas with clear explanations and examples that reinforce your understanding of the topic.

2. Reduce: Condense (浓缩) the information into key topics, phrases, or questions in the cue column, and briefly summarize your notes at the bottom to provide a brief overview of the material.

3. Recite: Cover the note-taking area and attempt to recite the information aloud. Check your answers and make revisions to both sections as necessary.

4. Reflect: Think about the significance of what you've learned and how it connects to your existing knowledge. You may consider the practical applications of the new material, further questions to explore, or how everything fits into the bigger picture.

5. Review: Regularly revisit your notes, using the cues to activate your active recall, which reinforces your understanding and improves long-term memory.

Ready to transform the way you take notes and maintain information? The Cornell note-taking template (模板) is waiting for you. Whether you're a student striving for academic excellence, a professional keen on making meetings more productive, or someone simply looking to organize thoughts more effectively, this template is your go-to solution. Start your journey towards clearer, more effective note-taking today!

21. What do Cue Column and Summary Column have in common?

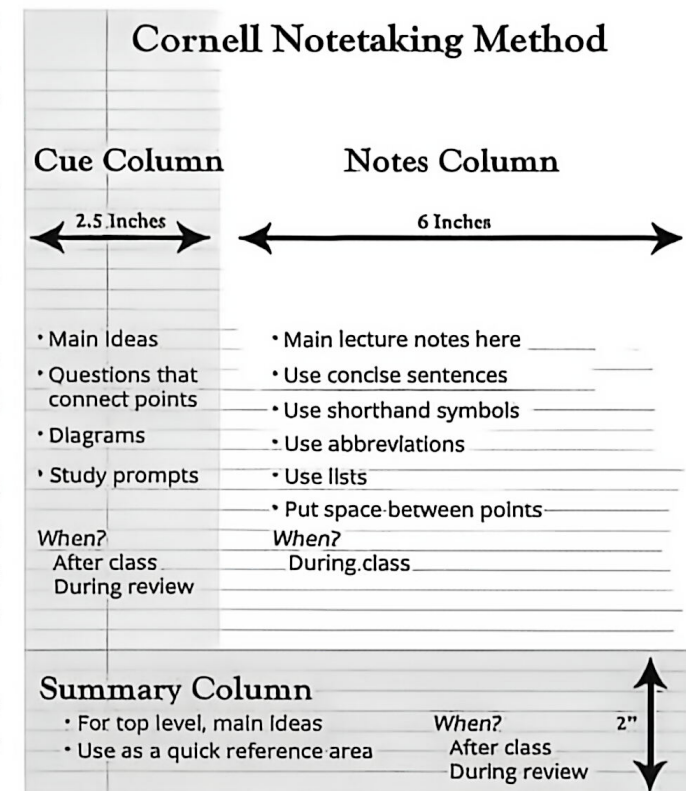
- A. Focus on main ideas.
- B. Be filled in during class.
- C. Record detailed lecture content.
- D. Serve as decorative areas.

22. What should you do right after taking down lecture notes?

- A. Go over notes regularly to strengthen memory.
- B. Cover your notes and start reciting immediately.
- C. Extract key points to the cue column and summarize.
- D. Think about how the new knowledge applies to your life.

23. Who is the Cornell note-taking template intended for?

- A. Cornell University Students only.
- B. Academics working on research papers.
- C. Researchers exploring learning methods.
- D. Individuals seeking to structure their ideas.



My grandmother has a new smartphone, and I am trying to help her navigate it. She says her smartphone is “sneaky” because things on the screen disappear and cannot be recovered. As a tech-savvy, gen Z 24-year-old, I understand her arguments perfectly. I also made a choice to go without a smartphone for a whole decade, from 2010 to 2020.

Back in 2010, when I was 11, the small number of kids in my year who had smartphones were treated like celebrities. Over time, smartphones became the norm. Despite this, I decided to stick with my brick phone. I became the odd one out. I couldn't take pictures or play music or send funny videos, or use revision apps for my studies. People even openly comment on how strange it was. Yet, my Nokia had its virtues. I didn't have to worry about theft; wherever I left it, it would always find its way back to me. The battery would last three days. Dropped, I could click the pieces back together. It granted a special freedom.

Against all odds, I managed to get by like this for years. But by 2020 the world had changed so as to make life without a smartphone untenable. For instance, Systems required authentication (身份验证) apps just to access email, which alone makes smartphone ownership compulsory. Encouraged by my anxious mum, I finally caved and bought one.

This shift is in line with research which shows a sharp decline in youth happiness from 2010 to 2020—the decade the internet moved into our pockets. The problem isn't necessarily any single app, but the constant presence of the digital world through the smartphone. Many might wish to disconnect, but society does not allow it; it's now socially unacceptable not to have one.

Even now, overwhelmed by the constant buzzing (嗡嗡声), I would love to go back. I've bought a secondhand Nokia. It's still in its box, under my bed, ready for me to use it as soon as it becomes an option again.

24. Why does the author mention his grandmother in paragraph 1?

- A. To introduce his similar feelings.
- B. To highlight generational tech differences.
- C. To illustrate challenges of navigating new tech.
- D. To show his technical skills in helping the elderly.

25. What was the author's main social experience as a Nokia phone user?

- A. He faced no particular social difficulties.
- B. He felt socially awkward and out of place.
- C. He enjoyed being the center of attention.
- D. He was often admired for his unique choice.

26. What does the underlined word "untenable" in paragraph 3 most likely mean?

- A. Truly fun and enjoyable.
- B. Extremely difficult to adapt to.
- C. Highly modern and fashionable.
- D. Impossible to maintain or continue.

27. Which saying best reflects the author's opinion?

- A. Modern tech is no use.
- B. Every coin has two sides.
- C. Good old days are hard to forget.
- D. Out with the old, in with the new.

C

Every group has its myths, and journalists are no exception. A common American narrative tells of a past "golden age" of trusted journalism, now declined into a "post-truth" era of misinformation.

Survey data supports this depressing view. Trust in media has declined sharply. Since 1972, Gallup has tracked confidence in mass media; in 2025, more Americans expressed no trust than a great deal. Almost half rate journalists' ethics as "low." People increasingly consume news via unreliable social media, while the industry is struggling, with fewer journalists and declining advertising revenue.

Technological change and political polarization worsen the problem. As one journalism professor notes, disinformation has become "a harmful term." People often seek news for affirmation, not information. What counts as truth often depends on one's political position.

Yet, another story is buried in the data. There is widespread public concern over misinformation, and an enduring thirst for reliable facts. Many outlets have responded by promoting accuracy, launching fact-checking operations. However, this "political fact-checking" is not neutral. As media researcher Silvio Waisbord argues, trust is linked to "what people do with information," not just what journalists think accurate. Simply providing facts does not automatically build trust. "Trust," philosopher Annette Baier wrote, "is a fragile plant," easily damaged.

If journalists want to be trusted, they must ensure their own work is strict. One key method is the traditional, pre-publication fact-checking practiced by outlets like *The New Yorker*. This process is a form of re-reporting, confirming sources and context. However, the deeper challenge remains: much of the public has ceased to listen. Earning trust requires more than just monitoring others' errors.

Emerging technologies like AI make confirming truth harder, deepening the crisis. In this landscape, knowing what to believe is difficult. If society's primary "expert system" for navigation fails, consequences are horrible. But failure is not inevitable. It demands that journalism reaffirms its core principles: say what you mean, and know that you mean it.

28. What does paragraph 2 mainly show?

- A. Ethics standards fall low.
- B. Media trust drops sharply.
- C. News output decreases greatly.
- D. Media's influence decreases fast.

29. What does Silvio Waisbord's argument imply?

- A. Facts alone can build media trust.
- B. Building media trust is quite complex.
- C. Political fact-checking is highly valuable.
- D. The public thirsts for reliable information.

30. Why is pre-publication fact-checking valued?

- A. It ensures source reliability.
- B. It avoids political bias completely.
- C. It reduces post-publication errors.
- D. It simplifies reporting processes.

31. What can be a suitable title for the text?

- A. Post-Truth Era: Myths and Realities.
- B. Fact-Checking: Hope and trust.
- C. Journalism: The Risks and Rebuilds.
- D. Journalism: Trust Lost and Sought.

D

Foams (泡沫) are common in daily life—like soap bubbles, shaving cream, foamed cream toppings and food mixtures such as mayonnaise (蛋黄酱). For years, scientists thought foams behaved like glass, with their tiny bubbles fixed in disordered but unchanging positions at the microscopic level. This view was widely accepted as foams often act like solids: they hold shape stably and spring back gently after being squeezed. But new research from the University of Pennsylvania challenges this long-held understanding.

Engineers at the university used computer simulations to track bubbles in wet foam over an extended period. They made a striking discovery: while foams keep their overall shape, internal bubbles never stop moving—wandering through many possible arrangements instead of settling down. Surprisingly, the mathematics describing this constant motion closely matches deep learning, the core technique for training modern artificial intelligence (AI) systems.

This finding suggests learning, in a broad mathematical sense, may be a shared principle across physical, biological and computational systems. Traditional theories considered foam bubbles like rocks rolling downhill to low-energy positions and staying there. But real foam data didn't fit this prediction—consistencies were noticed nearly 20 years ago, but suitable mathematical tools were lacking then.

Modern AI learns by constantly adjusting key settings during training. Deep learning uses gradient descent—a method guiding the system step by step toward reducing errors, like walking steadily downhill. Researchers later found keeping AI in flatter "energy landscapes" (where many solutions work well) lets it generalize better to new tasks. Foam bubbles act similarly, moving freely in broad regions with multiple stable arrangements instead of fixed spots.

The study opens new scientific inquiries. John C. Crocker, a co-senior author, says the striking similarity between foams and AI could reshape how we think about adaptive materials. The findings may also help understand living structures like cell cytoskeletons (细胞骨架), which reorganize continuously while preserving their basic shape.

32. How does the author show foams are widespread in daily life in paragraph 1?
- A. By listing data. B. By giving examples.
C. By quoting experts. D. By defining a term.
33. What determines the traditional understanding of foam bubbles?
- A. Their fixed positions. B. Their constant motion.
C. Their overall shape. D. Their mathematical rules.
34. Why does the author mention “energy landscapes” in paragraph 4?
- A. To explain AI’s basic training methods. B. To highlight AI’s new task adaptability.
C. To analyze AI’s error-correcting mechanisms. D. To stress foam and AI’s same rule-following.
35. What is Crocker’s view on the research findings?
- A. They need more evidence. B. They rewrite traditional physics.
C. They have wide research value. D. They solve all material problems.

第二节（共 5 小题；每小题 2.5 分，满分 12.5 分）

根据短文内容，从短文后的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。

Clinical psychologist Steve Orma explains that “sleep anxiety”—the fear of being unable to sleep—traps people in a cycle. To break this cycle, experts recommend four principles from Cognitive Behavioral Therapy for Insomnia.

36

Wake up at the same time every day, even on weekends. This regularity stabilizes your internal clock, training your body to feel sleepy at a consistent time each night. A fixed wake-up time ensures this process starts reliably each morning.

Establish a wind-down routine, not just a bedtime

Instead of trying to force yourself to go to bed at a specific time, even though you’re not sleepy, focus on winding down for bed earlier. 37 This can look like unplugging from screens, putting on comfortable clothes and softening the lights in your home.

Schedule your “worry time”

If all your stress comes flooding in at bedtime, put some dedicated “worry time” on your calendar during the daylight hours. 38 such as tax season, child care troubles or that big mess in the garage, you can remind yourself you did this worrying already.

Be mindful when tracking sleep

While devices can offer insights, over-reliance on their data can fuel anxiety. 39 Consider simpler methods, like a pen-and-paper journal, focusing on how you feel rather than perfect scores.

40 The other half involves adjusting your mindset: accept that sleep varies naturally, and a single bad night is normal. By reducing the struggle against sleep itself, you allow it to return more naturally.

- A. Wake up when you are anxious.
B. Maintain a consistent wake-up time.
C. Assess whether tracking helps or harms you.
D. Reshaping your sleep habits is only half the solution.
E. If you are eager to do exciting activities while lying down,
F. If your brain starts to wander to worrying things while you’re in bed,
G. Pick a time to transition from daytime activities to nighttime activities.

第三部分 语言运用（共两节，满分 30 分）

第一节 完形填空（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。

Mrs. Reed noticed the empty lot in her community was overgrown with weeds, a dull spot in the lively neighborhood. The once-abandoned area was filled with dry grass and scattered (分散的) garbage, which not only 41 the neighborhood's beauty but also wasted valuable space.

Instead of complaining, Mrs. Reed 42 to take action. She knocked on every neighbor's door, warmly 43 they work together to turn the messy lot into a dynamic community garden.

At first, only a few people 44 — young parents hoping to teach their kids about nature, retired elders looking for a relaxing pastime, and even some teens 45 to find a meaningful activity to fill their weekends. They gathered every weekend, rolling up their sleeves to work hard: clearing weeds, turning hard soil with shovels (铲子), and carefully 46 plots so that everyone had their own small area to tend. Kids 47 beside their grandparents, gently planting seeds and watering them with small buckets; young adults brought their own gardening tools to share; busy office workers woke up early every morning to water the plants before going to work, 48 they grew well.

Slowly but steadily, the empty lot 49. It wasn't just a garden anymore; it 50 a warm gathering place where neighbors chatted happily, helped each other out, and built closer bonds. Passers-by often stopped to 51 the beautiful garden. Mrs. Reed always smiled and said, "A small idea, when acted on together, can change a place 52."

Kindness and cooperation don't need grand 53 — they start with one person brave enough to take the first step, and grow when everyone is willing to join in and contribute their bit.

The garden became a 54 of community spirit. Neighbors who once barely exchanged greetings now shared stories over watering cans and harvest baskets. The 55 from an ignored lot to a cherished shared space taught everyone the power of collective action.

- | | | | |
|----------------------|----------------|----------------|-----------------|
| 41. A. ruined | B. created | C. saved | D. challenged |
| 42. A. decided | B. agreed | C. refused | D. pretended |
| 43. A. urging | B. claiming | C. suggesting | D. confirming |
| 44. A. watched | B. hesitated | C. protested | D. participated |
| 45. A. content | B. eager | C. reluctant | D. qualified |
| 46. A. drawing | B. building | C. dividing | D. finding |
| 47. A. bent down | B. dropped off | C. stood up | D. settled in |
| 48. A. guessing | B. ensuring | C. doubting | D. ignoring |
| 49. A. shrank | B. faded | C. spread | D. transformed |
| 50. A. broke into | B. ran into | C. turned into | D. looked into |
| 51. A. overlook | B. paint | C. avoid | D. admire |
| 52. A. slightly | B. completely | C. hardly | D. cautiously |
| 53. A. tools | B. reasons | C. gestures | D. principles |
| 54. A. living lesson | B. real deal | C. tough nut | D. dead loss |
| 55. A. issue | B. journey | C. trend | D. distance |

第二节 语法填空（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。

Canadian musicians Rozette and JKAJ never expected their "reaction" videos, 56 they started to create and post simply for fun, to go viral in China.

Rozette first 57 (appear) on the stage about 20 years ago and earned praise with her powerful voice, impressive stage performances and 58 (accomplish) singing. With her vocal skills and musical knowledge, Rozette shares in the videos her instant feelings about the singer's performance, the song's production values, and even the singer's personality.

They do little preparation or research about the song or singer they are to review, 59 (mean) that the reactions are natural, honest and spontaneous (自发的). Such honesty is a key and unique feature valued by an audience seeking 60 refreshing view of China.

Yet as the popularity of their videos increases, some people question their qualifications. JKAI, who plans the videos, however, is relaxed about the mixed opinions and determined to stick 61 their original plan of delivering genuine and spontaneous 62 (review), asking their audience to “agree to disagree” instead.

With the universal language of music, they would also like to inspire audiences beyond their videos. Both JKAI and Rozette feel it is their mission 63 (remind) people what “real” and raw human voices sound like. “64 makes us human is that we all have flaws (缺陷). It is meaningful if we can even slightly change people’s minds and help them stop pursuing 65 (perfect).” JKAI says.

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, 校园电台接到反映, 学校食堂存在餐后餐具不回收、食物浪费严重的现象, 现需你为校园电台撰稿, 标题为 Respect Food and Rules: Canteen Manners Matter, 内容包括:

1. 具体陈述食堂的不良现象
2. 呼吁同学们文明就餐、珍惜粮食

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。餐具: tableware

Respect Food and Rules: Canteen Manners Matter

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续写两段, 使之构成一篇完整的短文。

It was Mom’s birthday, and a cold, snowy afternoon. The snow had been falling steadily outside the art room of my school, blanketing the playground in white. I’d stayed late to finish a drawing for her, determined to make it perfect. I’d worked for hours, carefully sketching every detail—the playful expression of our puppy Daisy, the delicate petals (花瓣) of Mom’s favorite flowers, and the happy, smiling faces of our family. But I was running out of time. I had to hurry to catch the last bus home. If I missed it, I would have to walk 40 minutes through the bitter cold and falling snow.

However, just as I turned the corner, my foot slipped on the icy sidewalk. I fell hard, and my schoolbag flew open. Books and pens fell all over. To make matters worse, the drawing slipped out and landed in the slush (雪泥) near the roadside.

I struggled to my feet and rushed to grab the drawing. But when I picked it up, my heart sank. The colors I’d carefully chosen had bled (渗开) into each other. I could hardly recognize the image anymore—our puppy Daisy, Mom’s favorite flowers, and our smiling faces—it was all ruined.

I tried to dry the paper with my coat, but it only made things worse. The wet edges of the paper tore, and I could feel hot tears welling up in my eyes.

In my distress (悲伤), I hadn’t noticed an old man a few feet away who witnessed it all. He was the street cleaner who worked this block every day, sweeping the sidewalk with his broom. I’d seen him many times before, always wearing his woolen hat, but we had never exchanged words. He was always quiet, just sweeping and smiling at passersby.

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。

He walked over to me slowly and patted me on the shoulder.

Finally, I got home with the new drawing in my hands.

**江西省八所重点中学 2026 届高三联考
英语试卷参考答案**

1-5 ABACB 6-10 CBCAC 11-15 AABBA 16-20 BCCAB

21-23 ACD 24-27 ABDC 28-31 BBAD 32-35 BADC

36-40 BGFCDB

41-45 AACDB 46-50 CBDC 51-55 DBCAB

56. which 57. appeared 58. accomplished 59. meaning 60. a

61. to/with 62. reviews 63. to remind 64. What 65. perfection

应用文参考范文:

Respect Food and Rules: Canteen Manners Matter

Recently, improper behaviors exist in our canteen: used tableware is left unreturned, and a lot of food is wasted daily, which disrupt order and show disrespect for labor.

As campus members, we must cherish food. Every grain comes from farmers' toil under sun and rain, with efforts from planting to serving. Following canteen rules is basic for civilized students—good etiquette reflects our quality and builds a harmonious campus where everyone benefits. It's not just a rule, but a way to honor labor and pass on virtues.

Let's act now! Please take proper food portions and return tableware to designated areas. It's high time that we encouraged classmates to join in creating a better dining environment!

读后续写参考范文:

He walked over to me slowly and patted me on the shoulder. I wiped my tears and looked up, embarrassed. Smiling gently, he handed me a clean tissue from his pocket and comforted me in a soft voice, "Don't cry, kid. We can fix it." He pointed to his small cleaning cart nearby, where there was a stack of blank paper. He took one out and gave it to me, along with a few colored pens he usually kept for notes. With his gentle encouragement, I wiped my tears and headed towards the bus stop bench, determined to redraw the picture quickly. Around the corner, the bus stop lights glowed warm amber, his quiet presence making me calm down. He swept the snow around me with great care, guarding my work like a silent guardian until I caught the last bus.

Finally, I got home with the new drawing in my hands. Bursting through the front door, I found Mom in the kitchen, the aroma of a warm dinner filling the air. With a nervous heart, I handed her the simple sketch and recounted the afternoon's misfortune and the street cleaner's unexpected kindness. Her eyes shimmered with unshed tears and pulled me into a tight embrace, stressing that the drawing was the most precious birthday gift she'd ever received—for it not only showed my love for her, but also that I'd learned to cherish the kindness of others. That cold afternoon taught me that a little kindness from a stranger can light up a dark day, a lesson I'll never forget.

听力原文

Text 1 想要捐赠部分衣物

W: Why did you take out all your clothes?

M: I'm thinking of giving some to the charity shop. (1)

W: That's wonderful. Many people can't afford to buy new clothes. Plus, it can also save some space.

Text 2 汽车故障

W: Last week the engine stopped, and you rang the breakdown services. **Now there is another strange noise.**

M: And while I was checking, the lights suddenly went off. (2)

W: **There is a garage just around the corner. Maybe we could try our luck there.** (2)

Text 3 生病请假

W: Mr. Jones, I'm afraid I won't be in today.

M: Why not? We have an important meeting.

W: I've got the flu. My husband is taking me to see a doctor.

M: OK. Health comes first. I hope you feel better soon. (3)

Text 4 生日做公益

M: I always remember Erin's birthday is the week before Christmas. **Is she having a birthday party this weekend?**

W: **No, she wanted to do something more meaningful, so she's planned to pick up litter in the park and invited all of us to help.**

M: **I'll be there.** (4)

Text 5 睡眠问题

M: Time to stop using your phone, Freda.

W: Sure. **But check this out: the app shows if I get enough sleep and play relaxing music at bedtime, it will help me solve my morning problem.** (5)

Text 6 计划周末看电影

M: Laura, would you like to go to see a film with me this weekend? (7)

W: It's not a superhero film, is it? I'm so tired of those.

M: No. Although I usually watch big action films, this is a small drama. (7)

W: That sounds like something I'd enjoy. (7)

M: It's about a man who takes over his grandfather's farm.

W: OK. What time do you want to watch it?

M: There's an afternoon showing on Saturday at 3:00 p.m. (6) (7) Tickets are cheaper before 5:00 p.m. (6)

W: I'm afraid I'll be in dance class until 4:00 p.m. How about Sunday? (7)

M: OK, great. (7)

W: Cool. See you then.

Text 7 询问如何去自然历史博物馆

M: Excuse me. I'm trying to get to the Natural History Museum. Am I at the right place? (8)

W: I'm afraid not. None of the buses leaving here go there. (8) You could either need to get a subway there or you could walk, but I wouldn't recommend it in this weather. (9)

M: Yes, I don't want to get wet. Hopefully, it will clear up soon. (9) Where is the nearest subway station, anyway?

W: There is a connecting path from the main entrance of the station. Go there and you'll see the signs.

M: Great. I suppose I can't use my bus card on the underground, right? (10)

W: Let me see... Well, this is a citywide travel card, so it works on the bus and the subway. (10)

M: Great. I didn't know that. Thank you so much.

W: You're welcome. Enjoy your time here.

Text 8 英式英语和美式英语的差异

M: Carrie, (11) (13) when you are learning English, do you prefer the UK version or the American version? (11)

W: I don't know. I didn't realize there was a difference. Is it about the different accents? (11)

M: Yes, but that's part of it. There are also differences in word usage and spelling. (12)

W: Like what?

M: Well, British people will often use the word “got”, while Americans tend to use “gotten”. (12)

W: That's interesting. Are there any other differences?

M: Yes. British people often use “have” instead of “take” in some cases. For example, the y'd say, “I'm going to have a shower,” while Americans would always use “take”. (12)

W: Where do these differences come from?

M: I think it's cultural. The British language tends to be more polite. (13)

W: I suppose that must be the style I've been learning. Although my teacher is from New York, he always says, “Let's have a short break.” (13)

Text 9 锻炼缓解焦虑

W: Hi Jim, (14) (16) (17) I have just come back from my yoga class. (14) It's really amazing.

M: I don't think I would enjoy it. I cannot stand on one leg, I can't bend, and I don't think I could cross my legs. (14)

W: You don't have to do all those. Yoga is about stretching (伸展) and is a great way to relieve anxiety. (15)

M: That does sound interesting. Tell me more. I'd love to wind down.

W: Well, I felt so refreshed after class and far more able to manage the stress of the rest of the week. (15) I really look forward to going there.

M: I am pleased it works for you, and our chat is reminding me how important it is to do exercise that helps fight stress.

W: That's great. You enjoy playing soccer, don't you?

M: I do, it's so much fun and it's a fantastic way to socialize, and I also like to get out in nature by myself. I'll do something more peaceful and relaxing where I don't need to think too much. (16)

W: You used to go running a lot, didn't you? (17)

M: Yes, I did. And I still do! Actually, it's time for that now. (17)

Text 10 介绍一款日程计划类应用

Do you struggle to plan your day? Do you find that you get to the end of the week and haven't achieved everything you need to do? (20) Then you need Structure, our brand new calendar and planning app. (18) (20) We have included several useful features that make our app different from all the others. The first thing you'll notice is the simple and clean visual style. This not only makes it easy to see everything clearly, but also puts you in a positive mental health space to help you manage your appointments. (18) The app also only has one timeline where you can add tasks or notes, which will save you time jumping between various apps for different things. Your entire day is visible, allowing you to plan better and get more out of life, all for free. **Besides, our app is also one of the first to integrate ChatGPT, which offers you suggestions and helps you plan even more. This feature is only available on our professional version at \$9.99 per month. (19) So whether you are a busy professional, a student, or just someone who wants to get more from life, choose Structure today. (20)**

答案详解

A 篇: 21-23 ACD

本文主要介绍了由康奈尔大学研发的康奈尔笔记法, 说明了其页面分区设计, 并重点讲解了助力高效学习的 5R 学习策略 (Record、Reduce、Recite、Reflect、Review), 指出该方法适用于学生、职场人士等各类人群, 能帮助人们更高效地整理笔记、理解知识、强化记忆。

21. A 细节理解题。本题需要结合图示信息进行判断。观察图示可知: Cue Column (提示栏) 下方明确列有“Main ideas” (主要观点)、Summary Column (总结栏) 下方明确列有“For top level, main ideas” (用于顶层主要观点)。这说明两个栏目的共同点都是聚焦于主要内容。提示栏用于记录主要观点和提问要点, 总结栏用于概括核心思想, 二者都是对笔记内容的提炼和浓缩。B 项“作为装饰区域”错误; C 项“在课堂上填写”错误, 图示中两个栏目下方都明确标注“When? After class / During review”, 说明它们都是在课后或复习时填写的。D 项“记录详细讲座内容”错误, 这是 Notes Column (笔记栏) 的功能, 图示中该栏目下方明确写着“Main lecture notes here”。

22. C 细节理解题。本题考查对 5R 策略步骤顺序的理解。根据文中 5R 策略的排列顺序: 1.Record (记录笔记)→2.Reduce (提炼要点)→3.Recite (复述)→4.Reflect (反思)→5.Review (复习)。题干中“right after taking down notes”对应的是第一步“Record”刚刚完成后, 接下来应该进行的是第二步“Reduce”。文中对“Reduce”步骤的描述是: “Condense the information into key topics, phrases, or questions in the cue column, and briefly summarize your notes at the bottom.” 选项 C“Extract key points to the cue column and summarize”准确概括了这一步骤的核心操作——将要点提炼到提示栏并在底部写出摘要。

23. D 细节理解题。根据文章最后一段的明确表述: “Whether you're a student striving for academic excellence, a professional keen on making meetings more productive, or someone simply looking to organize their ideas more effectively, this template is your go-to solution.” 这段话清晰地指出了康奈尔笔记模板的适用人群包括: 追求学业卓越的学生、希望提高会议效率的职场人士, 以及任何想要更有效组织思维的人。A 项“仅限康奈尔大学生”错误, 虽然该方法由康奈尔大学教授发明, 但文章明确表示其适用人群远不止康奈尔大学生; “only”一词使该选项范围过窄。B 项“撰写研究论文的学术人士”片面, 这只是学术场景中的一部分人群, 无法涵盖原文提到的职场人士以及普通思维组织者。C 项“探索学习方法的研究者”并非作者明确指向的读者群体。D 项“寻求构建思路的人” (individuals) 可以涵盖学生、职场人士等所有人群, “seeking to structure their ideas” 准确对应原文“looking to organize thoughts more effectively”, 是最全面、最贴近原文的概括。

B 篇: 24-27 ABDC

本文主要讲述了作者在 2010 至 2020 十年间坚持使用老式诺基亚手机、拒绝智能手机的独特经历。作者十分享受旧手机带来的简单与自由, 虽因与众不同感到格格不入, 但始终坚持; 但随着社会发展, 没有智能手机已无法正常生活, 作者最终被迫更换。文章表达了作者对简单、无智能手机生活的怀念, 同时指出智能手机的普及及降低了年轻人的幸福感。

24. A 推理判断题。根据第一段中“I understand her arguments perfectly.”以及后文作者讲述自己十年不用智能手机的经历可知, 作者提及祖母是为了引出自己与祖母相似的感受, 自然过渡到个人经历。B 项“介绍他自己的相似感受”准确, C 项“强调新科技的挑战”非主旨; D 项“展示他帮助他人的技术”是表面行为, 并非写作意图。

25. B 细节理解题。根据第二段明确指出“I became the odd one out” (成了不合群的人), 且人们公开评论其奇怪, 与 B 项“他感到社交上尴尬和不自在”相符。A 项“没有特殊困难”与事实相悖; C 项“享受他人的关注”与文章表达的情感色彩相反, 文中“人们公开评论他奇怪”显然是一种令人不适的关注, 而非享受; D 项“因独特选择被钦佩”错误。

26. D 词义猜测题。根据第三段后文“身份验证 APP、必须用智能手机”等信息可知，到 2020 年，没有智能手机已经无法正常生活，因此 *unable* 表示“难以维持、无法继续下去”。D 项正确。A 项“真的有趣和令人享受”，与语境完全相反。B 项“难以适应”，逻辑不对，不是“适应难”，而是“无法继续”。文中提到的“身份验证”是技术门槛，不买手机就没法看邮件，这是客观功能的中断，而非适应力的问题。C 项“时尚现代”，完全无关。

27. C 观点态度题。全文体现作者对过去使用诺基亚无智能手机生活的怀念，以及对当下智能手机带来的困扰的抵触；第二段提及老款手机诸多的“*virtues*（优点）”和“*special freedom*（特殊的自由）”；第四段指出智能手机让青年幸福感大幅下降，数字世界的持续存在带来困扰；最后一段“*I would love to go back*（我想回到过去）”买了二手诺基亚，放在床底等待再次使用的机会，核心是怀念过去的美好时光。A 项“现代科技毫无用处”错误。表述过于绝对，作者并非否定所有现代科技，只是反感智能手机带来的困扰，且因社会要求不得不使用智能手机，并非认为科技“无用”；B 项“凡事皆有两面性”错误。作者未客观分析智能手机的优缺点，而是侧重表达对智能手机的抵触和对过去无智能手机生活的怀念，无“两面性”的表述；C 项“美好的旧时生活难以忘怀”正确。作者始终怀念十年间使用诺基亚的无智能手机生活，认为那段时光有自由、无困扰，甚至买了二手诺基亚等待回归，完美契合该谚语；D 项“旧的不去、新的不来”错误，作者排斥新的智能手机，向往旧的诺基亚生活，与该谚语的“推崇新事物、舍弃旧事物”完全相反。

C 篇：28-31 BBAD

这是一篇议论文，核心探讨后真相时代新闻业的信任危机，呈现其现状、成因，并提出重建媒体信任的方向与挑战。

28. B 主旨大意题。第二段核心观点为媒体信任度急剧下降。段落核心句“*Trust in media has declined sharply.*”，后续盖洛普数据、记者伦理评价低等内容均为该观点的支撑细节。A 项“道德标准下降”仅为信任度下降的一个次要表现，非段落主旨；C 项原文无“新闻产出量下降”相关表述，无中生有；D 项原文未涉及“媒体影响力”的内容，属于过度推断。

29. B 推理判断题。Silvio Waisbord 指出信任不仅和提供的事实相关，还取决于公众如何使用信息，这一观点隐含建立信任不能仅靠提供事实，因此选项 B“建立媒体信任的过程相当复杂”的表述与原文逻辑完全契合。选项 A“仅靠事实就能建立媒体信任”，该选项与原文“*Simply providing facts does not automatically build trust*”（单纯提供事实无法自动建立信任）的核心逻辑完全相反。选项 C“政治事实核查具有很高的价值”，原文明确提到“*this ‘political fact-checking’ is not neutral*”（这种“政治事实核查”并非中立），无任何依据支撑其“高价值”，不符合原文。

30. A 细节理解题。第五段“*One key method is the traditional, pre-publication fact-checking practiced by outlets like The New Yorker.*”明确指出，《纽约客》等媒体采用的出版前传统事实核查是重建信任的关键方法之一，A 项与之相符。

31. D 推理判断题。最后一段提到，新闻业重建信任的努力面临两大挑战：一是后真相时代公众对信息的固有怀疑，二是部分媒体仍存在的伦理问题。由此可推知，新闻业重建信任的过程会是漫长且艰难的，D 项表述正确。

D 篇：32-35 BADC

本文围绕海洋酸化展开，阐述其成因是人类活动排放的二氧化碳溶于海水，分析其对海洋生物（尤其是贝类、珊瑚）的危害，同时介绍了科研人员探索的应对措施及面临的挑战。

32. B 细节理解题。根据第一段，海洋酸化的直接原因是人类活动产生的大量二氧化碳被海水吸收，二氧化碳与海水反应改变了海水的化学平衡，导致酸度上升，B 项准确概括这一成因。

33. A 推理判断题。第二段提到贝类生物的外壳由碳酸钙构成,而海洋酸化会降低海水中碳酸钙的饱和度,使得贝类难以形成和维持外壳。由此可推知,海洋酸化会威胁贝类生物的生存, A 项符合文意。

34. D 细节理解题。第三段介绍了科研人员的应对尝试,包括培育耐酸化的海洋生物品种、建立海洋保护区等,其中培育耐酸化品种是从生物自身适应角度提出的解决方案, D 项正确。

35. C 主旨大意题。全文开篇点明海洋酸化的成因,接着分析其对海洋生态的危害,最后讲述应对措施与挑战,核心是介绍海洋酸化这一环境问题及其影响和应对方向, C 项最能概括全文主旨。

七选五: 36-40 BGFC D

本文聚焦高效团队合作的技巧,介绍了明确目标、有效沟通、尊重差异等提升团队协作效率的方法。

36. B 前文提出“高效团队合作是项目成功的关键”,后文开始介绍具体技巧, B 项“Here are several practical tips to improve team collaboration”(以下是几个提升团队协作的实用技巧)起到承上启下的作用,符合语境。

37. G 该段主题是“明确共同目标”, G 项“Make sure every team member understands the overall goal and their own role”(确保每位团队成员都理解总体目标和自身职责)与主题紧密相关,且与后文“当成员清楚目标时,会更有方向感”衔接自然。

38. F 此段围绕“有效沟通”展开, F 项“Choose the right communication tools based on the team's needs”(根据团队需求选择合适的沟通工具)是有效沟通的具体方法之一,符合段落内容。

39. C 前文提到“团队成员存在差异是正常的”, C 项“Respect these differences and turn them into advantages”(尊重这些差异并将其转化为优势)承接上文,且与后文“多样性能带来更多创意”相呼应。

40. D 该段讲的是“及时反馈”的重要性, D 项“Give and receive feedback in a constructive way”(以建设性的方式提出和接受反馈)符合段落主旨,且与后文“正面反馈激励成员,改进建议助力成长”衔接顺畅。

完形填空: 41-45 AACDB 46-50 CBDCA 51-55 DBCAB

本文讲述了作者童年时期与祖父在乡村的一段难忘经历,祖父教会作者观察自然、珍惜生活,这段经历对作者的成长产生了深远影响。

41. A 语境推断。根据后文“乡村的宁静生活”可知,作者童年时经常和祖父待在乡下, often 符合语境。

42. A 词义辨析。祖父会带作者去田野里,教作者认识各种植物和昆虫, identify (识别、辨认)符合此处动作。

43. C 语境推断。夕阳下的田野景色十分美丽, beautiful 与后文“至今难忘”相呼应。

44. D 固定搭配。祖父常说“自然是最好的老师”,这是他的一句格言, saying 表示“谚语、格言”。

45. B 语境推断。作者在祖父的教导下,逐渐爱上了大自然, fall in love with 为固定搭配。

46. C 逻辑推断。有一次,作者在田野里迷路了,但是祖父很快找到了他,前后为转折关系,用 but。

47. B 语境推断。祖父找到作者时,脸上带着温和的笑容, gentle 符合祖父的形象。

48. D 固定搭配。祖父安慰作者说:“别害怕,我会一直陪着你”, all the time 表示“一直、始终”。

49. C 语境推断。从那以后,作者再也没有在田野里迷路,因为他记住了祖父的指引, guidance 符合文意。

50. A 语境推断。祖父去世后,作者常常回忆起和他在乡下的时光, recall 表示“回忆、回

想”。

51. D 词义辨析。这些回忆成为了作者心中最珍贵的财富，precious 强调价值高、意义深远。

52. B 语境推断。作者长大后，也会带自己的孩子去乡下，传承祖父的教诲，pass on 表示“传递、传承”。

53. C 语境推断。作者希望孩子们也能感受到大自然的魅力，charm 符合语境。

54. A 逻辑推断。虽然祖父已经不在，但他的话语和教导一直留在作者心中，though 引导让步状语从句。

55. B 语境推断。祖父的爱就像一束光，照亮了作者的人生道路，light up 表示“照亮、点亮”。