

2026 届高三考前适应性训练(一)

英语试题

注意事项:

1. 答卷前,考生务必将自己的姓名、考生号等填写在答题卡上。
2. 回答选择题时,选出每小题答案后,用铅笔把答题卡上对应题目的答案标号涂黑。如需改动,用橡皮擦干净后,再选涂其他答案标号。回答非选择题时,将答案写在答题卡上。写在本试卷上无效。
3. 考试结束后,将本试卷和答题卡一并交回。

考试时间为 120 分钟,满分 150 分

第一部分 听力(共两节,满分 30 分)

做题时,先将答案标在试卷上。录音内容结束后,你将有两分钟的时间将试卷上的答案转涂到答题卡上。

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,并标在试卷的相应位置。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。每段对话读两遍。

1. What will the speakers do next?
A. Stop at a café. B. Go to the airport directly. C. Eat at a service station.
2. Why does the woman ask the man for help?
A. She lost her math notes.
B. She missed the math class.
C. She can't understand the examples.
3. How long does it take the man to drive to work during the rush hour?
A. About an hour. B. About 40 minutes. C. About 30 minutes.
4. Why does the woman come to the man?
A. To confirm a box. B. To place an order. C. To make a complaint.
5. Where does the conversation most probably take place?
A. In the library. B. In a clothing store. C. At a barber's.

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。每段对话或独白读两遍。

听第 6 段材料,回答第 6、7 题。

6. What are the two speakers mainly talking about?
A. An exhibition experience.
B. A famous photographer.
C. A wildlife protection event.
7. What did the woman miss yesterday?
A. An activity with her cousin.
B. The section featuring Arctic animals.
C. The talk and meaningful prints.

听第 7 段材料,回答第 8 至 10 题。

8. What is the man's first reaction to the "no-spend weekends"?
A. Excited. B. Unconvinced. C. Annoyed.

9. Where did the woman learn about the “no-spend weekends”?
A. From her neighbor. B. From her classmate. C. From her roommate.
10. What will the speakers do on Sunday?
A. Watch a movie.
B. Go on a park hike.
C. Visit a community library.

听第 8 段材料, 回答第 11 至 13 题。

11. What is the aim of the competition this year?
A. To find the best singer.
B. To choose a leading dancer.
C. To increase physical activity.
12. When will the sports hall close this week?
A. At 8:00 pm. B. At 9:00 pm. C. At 10:30 pm.
13. What do we know about the new swimming pool?
A. It is bigger than the old one.
B. It will be free for the first week.
C. It will be open earlier than planned.

听第 9 段材料, 回答第 14 至 16 题。

14. What was the main challenge for the man's online business originally?
A. Finding quality wood at a good price.
B. Choosing a suitable workshop.
C. Designing the online shop.
15. What does the woman say about the man?
A. He's adventurous. B. He's devoted. C. He's competitive.
16. What does the man plan to do next?
A. Enlarge his office. B. Create new products. C. Launch marketing ads.
17. What is the relationship between the speakers?
A. Fellow workers. B. Business partners. C. Former schoolmates.

听第 10 段材料, 回答第 17 至 20 题。

18. What initially inspired Mark's career choice?
A. His grandfather's stories.
B. A volunteer experience.
C. A trip to heritage sites
19. What is Mark's team mainly working on now?
A. Writing a book about local history.
B. Digitally saving ancient folk songs.
C. Building a new cultural museum.
20. What does Mark advise students to do for cultural protection?
A. Visit local communities.
B. Interview elderly residents.
C. Volunteer at cultural institutions.

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

The Multicultural Alumni (校友) Hall of Fame at Stanford University celebrates the outstanding achievements of its diverse alumni who have distinguished themselves through exceptional success in education, career, and service. This year, four remarkable individuals were honored for their excellent accomplishments.

Elizabeth Parent

Elizabeth Parent is a pioneer in Native education, becoming the first Alaska Native woman to earn a PhD and the first to achieve tenure (终身职位) as a full professor. She broke barriers and became the first professor of American Indian studies at San Francisco State University. Her lifelong commitment to Native student success has earned her a place in the Alaska Women's Hall of Fame.

Padilla Peralta

Padilla Peralta is a historian of the Roman Republic and Empire, with a keen interest in the long term histories. He is the author of several award-winning scholarly works on Roman history and cultural identity. As a co-founder of a classics scholarship program, he has advanced initiatives to diversify the field of classics while producing influential scholarship on community and race.

Nicole Taylor

Taylor is the president and CEO of Silicon Valley Community Foundation (SVCF), the world's largest community foundation. She manages more than \$16 billion in funds. Since 2018, she has guided SVCF toward addressing local challenges while promoting charity. A former Stanford administrator and nonprofit leader, Taylor has been recognized on the TIME 100 Philanthropy list (2025).

Francis Wong

Wong is a celebrated musician, composer, and cultural organizer for combining artistic innovation with community activism. Over his 40-year career, he has performed worldwide and co-founded a nonprofit to support Asian American artists. Honored as a Ford Foundation Visionary Artist, he also serves as a lecturer in Asian American studies at San Francisco State University.

21. What is the primary purpose of the text?
- A. To praise the impact of alumni on Stanford.
 - B. To compare excellent alumni's career paths.
 - C. To honor key figures in higher education.
 - D. To introduce several award-winning alumni.
22. Who makes great efforts to support scholarship programs?
- A. Elizabeth Parent.
 - B. Nicole Taylor.
 - C. Padilla Peralta.
 - D. Francis Wong.
23. What do Elizabeth Parent and Francis Wong have in common?
- A. They both hold teaching positions.
 - B. They both succeed in music and arts.
 - C. They were both recognized by nonprofits.
 - D. They both focus on Native American issues.

B

Carla Pérez can feel the difference when she crosses the invisible line at 8,300 meters above sea level. "Below the line, you still have a lot of control over your thoughts and action," she says. "It's almost normal." But when she climbs higher, things change. "You start to lose your control of your mind. You cannot talk very well—it's like you are drunk," she explains. Her body responds slowly to her commands. Cold and tiredness weigh her down. That's where the real test begins.

Of the world's fourteen 8,000-meter peaks, only five surpass 8,300 meters. Pérez, 42, a pioneering mountaineer from Ecuador, has so far summited three without the use of supplemental (辅助的) oxygen. She was the first woman in the world to summit K2 and Everest in the same year without oxygen and has become a role model for women and girls throughout South America.

Climbing called to Pérez from an early age. Her father would take the family on day hikes. "Coming from Ecuador, we didn't have the same culture of climbing. It was just a question mark in my head," she says. At 18, when she attended university in France, she chose to climb the

Alps. “After that trip, the world started to open, and soon I began exploring new high mountains,” she adds. Back in Ecuador, after university, Pérez’s passion for mountaineering pushed her to pursue a career as a mountain guide. She was trained by Ivan Vallejo, one of the few to summit all fourteen 8,000-meter peaks without supplemental oxygen and soon became a licensed mountain guide.

Pérez also helps others break their own boundaries through a project called “Beyond a Peak”. The group offers monthly mountain trips for Ecuadorians with disabilities, in part to honor her uncle who had cerebral palsy (脑瘫), which limited his opportunities to experience the outdoors.

Looking ahead, Pérez aims to climb the remaining two of the five highest peaks and explore some of the lesser known Himalayan routes. And her biggest dream is to someday pioneer a new route to one of those summits. “Climbing without supplemental oxygen is a deep exploration of your body, limits, and the possibilities that you have. For me, it’s also a profound connection with the Earth,” she says.

24. How does Carla Pérez feel about climbing above 8,300 meters?

- A. It’s refreshing.
- B. It’s challenging.
- C. It’s controllable.
- D. It’s predictable.

25. What initially broadened Pérez’s vision in mountaineering?

- A. Exploring the Alps abroad.
- B. Gaining Vallejo’s guidance.
- C. Becoming a mountain guide.
- D. Hiking with family in childhood.

26. Why did Pérez launch the project “Beyond a Peak”?

- A. To train professional climbers.
- B. To purely honour her uncle.
- C. To assist the disabled in climbing.
- D. To raise funds for young Ecuadorians.

27. Which of the following is the best title for the passage?

- A. The Most Thrilling Climbing Experience
- B. A Role Model for Developing Ambition Early
- C. Carla Pérez: An Inspiring Female Mountaineer
- D. Mountain Climbing: A Test for Physical Strength

C

New bite-resistant materials can reduce damage from white and tiger sharks’ multi-rowed teeth, researchers report in *Wildlife Research*. The materials block severe injuries that lead to deadly blood loss during shark attacks.

Sharks generally leave humans alone. In 2024, there were 71 shark bites globally, with only seven deaths. While bite numbers have remained stable or decreased in some regions, the overall number of shark bites has increased. “That leads to more concern from the public about these shark bites and what could be done to reduce the risks,” says Charlie Huvneers, a marine biologist at Flinders University in Adelaide, Australia.

Existing technologies, like devices that disturb shark’s ability to sense their target’s electric fields, can help repel sharks. Instead of preventing shark encounters entirely, bite-resistant wetsuits are emerging as an important new safety option. But traditional shark-resistant suits are heavy and make swimming difficult. The updated wetsuit materials aim to maximize protection without reducing functionality.

Huvneers and his colleagues tested four different bite-resistant materials to enhance the traditional artificial material. One design integrates protective panels with small sections of traditional suits, covering high-risk areas like the main arteries (动脉) in the arms and legs. Other designs use Kevlar, used in bulletproof vests (防弹背心), or strong yet lightweight fibers like polyethylene, commonly found in sailboat ropes.

To test the materials, the researchers attracted white and tiger sharks, which cause most of the bites in Australia, to their boat with bait (诱饵) balls. Once sharks showed interest, the

scientists replaced the bait with either bite-resistant or traditional wetsuit material attached to “bite packages”. All four materials nearly eliminated severe damage, even after sharks bit or dragged the packages underwater. The traditional material had deep holes, while the bite-resistant materials were left with shallow marks, more like household pets’ teeth marks. The innovation may prevent ocean enthusiasts from bleeding out, which is the main cause of death in the rare event of shark attacks.

Huveneers notes that these materials cannot prevent all the risk (e.g., internal injuries may still occur) and are not a universal fix. They should be used alongside other strategies, including education, technology and beach safety practices.

28. What can we learn from paragraph 2?

- A. Human-shark conflicts have reduced.
- B. Global shark bites amount is stable.
- C. Shark bites typically lead to death.
- D. Preventing shark attacks is essential.

29. What does the underlined word “repel” in paragraph 3 mean?

- A. Appeal to.
- B. Calm down.
- C. Drive away.
- D. Search for.

30. How did the researchers conduct the material test?

- A. By modelling shark bite behaviors.
- B. By attracting sharks to bite samples.
- C. By comparing with previous data.
- D. By analyzing material composition.

31. What does Huveneers think of the new materials?

- A. They are cost-effective solutions.
- B. They have certain limitations.
- C. They will minimize human injuries.
- D. They are superior to existing safety methods.

D

Left-handed people have often been viewed in a negative way. In fact, in many cultures, using the left hand has been seen as awkward, wrong, or even unlucky. For instance, in French, the word “gauche” means both “left” and “awkward”. In English, “left” comes from an old word meaning “weak”, and the word “sinister” comes from the Latin word for “left,” linking it to bad luck.

While these days many places aren’t as negative about being left-handed as they once were, left-handed people are still a small group. Specifically, only about 10% of the world’s population uses their left hand for writing and other tasks.

So why are there so few left-handed people? Scientists think it may be a mix of genetics (遗传学) and chance. And one particular gene responsible for protein coding might be part of the answer. In a study involving more than 350,000 people, researchers found that those with a rare version of this gene were more likely to be left-handed. Fewer than 1% of people have this rare gene, but left-handed people were 2.7 times more likely to carry it than right-handed people.

This particular gene helps build tiny structures in our cells called microtubules (微管). Not only do microtubules shape cells, but they’re especially important when the foetus’ (胎儿) brain is growing before birth. Scientists believe they may affect how the brain develops, and especially how its two sides form.

This matters because different sides of the brain control different things—the left side controls the right side of the body, and the right side controls the left. Therefore, if one side of the brain becomes stronger during development, it could lead someone to prefer using one hand over the other.

However, this doesn’t explain all cases of left-handedness—and some scientists say that, in most cases, being left-or right-handed may actually be random. Even so, this gene does give researchers ideas about how the brain develops, and why handedness may be different from one person to another.

32. What do the examples mentioned in paragraph 1 mainly illustrate?

- A. Left-handed people are weak and unlucky.
- B. The original meanings of “left” are different.
- C. Left-handed people were treated badly previously.
- D. Many cultures have negative views on left-handedness.

33. What does paragraph 3 mainly focus on about left-handedness?
A. Its genetic constitution. B. Its possible causes.
C. Its effect on brain structures. D. Its rare population.
34. How does brain development relate to handedness?
A. Brain sides develop equally in all people.
B. More microtubules lead to right-handedness.
C. Microtubules shape the body before the birth.
D. A stronger brain side may cause hand preference.
35. What can be inferred about the rare gene in the last paragraph?
A. It provides clues for broader research.
B. It makes handedness completely random.
C. It's the primary factor to affect handedness.
D. Its role in deciding hand use is widely recognized.

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。

It is said that the most important relationship you have is with yourself. Your thoughts and actions have a powerful impact on your inner emotional state and how you experience life itself. While putting yourself first should be the priority, that isn't always what happens in reality. 36 This can lead to weak boundaries, frustration, and dissatisfaction. However, through simple steps, you can learn to be your own best friend.

You can start by prioritizing your health. Without health, you won't be able to show up for your own life or for your loved ones. 37 Find ways to balance all of these so you feel safe, secure, and stable in your body, home, and community.

Another positive step you can take is listening to your needs and desires. 38 Remember this is the key to finding proper partners, careers, and lifestyles—because your values and desires matter. So stay true to yourself and have faith in discovering people and opportunities that meet your needs.

39 So work toward a passion project that lights you up, rather than mindlessly browsing social media. Think about how you would want to spend your time if you had more of it, and create moments to do just that. You have the power to fill your own life by choosing how you invest your time.

Your connection to yourself is foundational. How you speak to yourself and whether you meet your needs is the base of any other relationship you have in your life. So make sure to check in with your thoughts and feelings, treat yourself with kindness, and carve out time for self-care. 40

- A. Respecting your time is equally essential.
- B. Through these steps, you can be your own best friend.
- C. Make sure to also surround yourself with positive people.
- D. Independence helps you learn to trust and rely on yourself.
- E. You may easily forget your needs while attempting to fit in with others.
- F. By valuing your needs, you provide yourself with your own recognition.
- G. Remember that it includes your mental, physical and emotional well-being.

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。

It was a quiet evening in Mumbai, India. Rajesh, a young clerk, stood at a crowded bus stop grasping his worn wallet. Inside lay just one 10-rupee (卢比) coin. He 41. The bus fare home was 8 rupees, and he intended to purchase a small cup of hot coffee with the remaining 42.

As he waited, he noticed a street vendor (小贩) 43 her wooden vehicle. The wheel got

stuck and a little boy, barefoot and 44, hurried to help her move forward. Rajesh watched the boy. His torn shirt, tired eyes, and shy smile 45 his heart. When the vendor offered the boy an apple as thanks, he 46 politely. "Thank you, madam. You keep it for selling."

The bus horn sounded. Rajesh stepped forward but then stopped 47. He saw the boy sit by a lamppost alone and then he reached into his 48. The bus arrived, yet he let it pass and 49 the boy, saying, "Take this and buy yourself something hot to eat." The boy's eyes 50. "Sir, I can't!" Rajesh smiled, "You helped someone without expecting a 51. Let me do the same." The boy eventually 52 and ran towards a food stand.

From that day on, Rajesh always kept a small envelope in his wallet 53 "Kindness Fund". Each week he dropped a few coins inside. Some went to 54 children like that boy, others to elderly fruit sellers. And whenever he felt low, he recalled that evening—when the last coin in his wallet became the first 55 for passing on kindness.

- | | | | |
|---------------------|--------------|----------------|--------------------|
| 41. A. sighed | B. panicked | C. hesitated | D. astonished |
| 42. A. check | B. change | C. note | D. savings |
| 43. A. putting away | B. fixing up | C. pulling off | D. struggling with |
| 44. A. dizzy | B. upset | C. dusty | D. awkward |
| 45. A. broke | B. struck | C. filled | D. calmed |
| 46. A. switched | B. quoted | C. declined | D. opposed |
| 47. A. casually | B. naturally | C. anxiously | D. suddenly |
| 48. A. wallet | B. ticket | C. shirt | D. phone |
| 49. A. encountered | B. observed | C. welcomed | D. approached |
| 50. A. cleared | B. widened | C. lowered | D. darkened |
| 51. A. favour | B. reply | C. permission | D. reward |
| 52. A. escaped | B. accepted | C. ignored | D. regretted |
| 53. A. implied | B. wrapped | C. labeled | D. accompanied |
| 54. A. needy | B. ambitious | C. reliable | D. straightforward |
| 55. A. request | B. wonder | C. inspiration | D. option |

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。

As visitors step into flagstone paths of Kunming, capital of Yunnan province, they are 56 (gentle) transported into another era by the city's ancient architecture. Laotian blogger Parn Sivlai, who has over 1.2 million followers, 57 (fascinate) during a visit to a hanfu experience store in Kunming earlier this year. After selecting his outfit, he decided to share the charm of the traditional clothing on social media, 58 (narrate) the aesthetics (美学) and cultural stories behind the clothes.

Sivlai is part of 59 increasing wave of international tourists who are choosing to connect with Chinese culture through "wearable" experiences. The trend is gaining popularity nationwide. In Luoyang, a Vietnamese tourist's hanfu photos gained many likes. In Beijing, long queues form near the Forbidden City, 60 tourists wait to wear imperial-style costumes for photo shoots.

Thibaut Grzelak from France tried on hanfu for the first time in Xitang Ancient Town. 61 (draw) to the colors and elegance, he said the experience made him feel truly integrated into the scenery. To encourage deeper cultural 62 (engage), Xitang actively promotes 63 (it) on social media and tourism platforms. Online ticketing, multilingual services and group discounts have made visits more accessible for overseas travelers as well.

Experts owe the soaring popularity of photo shoots in China 64 improved convenience for inbound travel and the appeal of Chinese culture. Social media has also boosted the trend. Photos taken at landmarks quickly turn into "check-in routes", inspiring others 65 (follow). Experts say the trend signals a move toward deeper cultural exchange, reflecting shared enthusiasm for traditional Chinese aesthetics and daily life.

第四部分 写作(共两节,满分 40 分)

第一节(满分 15 分)

假设你是李华,在你校英语广播站成立十周年之际,负责人 Jenny 现面向全体同学征集改进建议,以期节目能更贴近大家的需求,请你给她写一封邮件,内容包括:

1. 你的建议;
2. 你的理由。

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。

Dear Jenny,

Yours sincerely,
Li Hua

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。

Reflecting on six years of teaching, I always promised myself that I wouldn't just do something to "do it". My goal was to make a difference in students' lives. I hoped to wake up with a purpose, help children learn, and fall asleep knowing my work mattered. However, have I achieved my goal? Truthfully, the answer is no. In fact, mostly, I just hoped.

Living in a small agricultural community, I am surrounded by farmers. I watch farmers planting seeds, watering and fertilizing them patiently. They invest countless hours providing for and protecting their unseen crops, knowing that time is an essential ingredient in producing what they desire. With crops fully grown, the farmers harvest the fields, and see the result of their labor. I witness the farmers planting seeds with a work ethic and passion that instantly gains my admiration. They cannot afford to focus on anything other than sowing seeds!

There are days when I come to school with personal concerns taking priority. I could easily coast through (敷衍) the day. But glancing at my students, I have to ask myself, "What could be more important than watering and fertilizing these precious seeds?"

I've sown seeds over the years. I stay in touch with my former students, hoping to witness the "harvest". I know I have made a difference to some. They've expressed it to me in various ways. However, I will never forget a specific letter. It came just when I felt discouraged, seeing little progress in class. I still treasure it and re-read it often:

Dear Ms. H:

You were my teacher in fourth and fifth grade. I still remember your lessons. I used to complain about math problems, thinking I would never master them. You insisted that your help and my effort would help me get there. You were right. You taught me nothing is impossible to learn. Thank you for being there through good and bad times.

I always remind myself that a teacher's love never fades, and our greatest reward is knowing we've touched lives—truly making a difference.

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。

I found my "harvest" in simple moments recently. _____

Now, when I stand in the classroom, I see young souls waiting to grow. _____

2026 届高三考前适应性训练(一)

英语参考答案及评分意见

听力

1-5 CBAAC 6-10 ACBCB 11-15 ACBAB 16-20 BCABC

阅读

A 篇 本文为应用文。文章介绍了斯坦福大学多元文化校友名人堂今年入选的四位杰出校友,分别阐述了他们的职业成就及社会贡献。

21. D 细节理解题。文章核心是介绍四位获选名人堂的校友,逐一说明其身份与成就。

22. C 细节理解题。根据 Padilla Peralta 部分的介绍可知,Padilla Peralta 是普林斯顿大学研究古希腊和罗马经典著作的教授。他是几本关于罗马历史和文化认同的获奖学术著作的作者。作为一个古典文学奖学金项目的联合创始人,他推动了古典文学领域多元化的倡议,同时在社区和种族方面推出了有影响力的奖学金。

23. A 细节理解题。根据 Elizabeth Parent 部分 the first Alaska Native woman to earn a PhD and the first to achieve tenure (终身职位) as a full professor. 和 Francis Wong 部分 he also serves as a lecturer in Asian American studies at San Francisco State University. 可知,Elizabeth Parent 拥有正教授终身职位,Francis Wong 是该校亚裔美国人研究讲师,两人均拥有教学职位。

B 篇 本文为记叙文。文章介绍了厄瓜多尔先锋女登山家 Carla Pérez 的登山成就(无氧征服多座 8000 米以上高峰)、登山经历,以及她为残疾人群体创办“超越巅峰”公益项目的初衷与未来目标。

24. B 细节理解题。根据第一段内容可知,Carla Pérez 描述了她跨越 8300 米无形界限后心理上的失控(失去思维控制、言语不清)和身体上的迟钝(动作响应慢、被寒冷疲惫拖累),并直言 That's where the real test begins, 由此可知,她认为登上 8300 米以上极具挑战性。

25. A 细节理解题。根据第三段中“Coming from Ecuador, we didn't have the same culture of climbing. It was ... the world started to open, and soon I began exploring new mountains,” she adds. 可知,在攀登阿尔卑斯山之后,世界开始打开,Pérez 很快开始探索新的山脉。

26. C 细节理解题。根据第四段内容可知,Beyond a Peak 项目为厄瓜多尔残疾人提供月度登山旅行,即“帮助残疾人进行登山活动”。

27. C 主旨大意题。纵观全文可知,全文围绕 Pérez 的登山成就、训练经历和公益项目展开,并突出了其“开创性”和“女性身份”。

C 篇 本文为说明文。文章介绍了一款新型潜水服材料,阐述其研发动机、所用材料、测试方法及局限性,旨在降低鲨鱼袭击带来的致命风险。

28. D 细节理解题。根据第二段关于鲨鱼咬伤的全球数据、数量增长趋势及公众担忧的叙述可知,预防鲨鱼袭击至关重要。

29. C 词义猜测题。根据第三段 disturb shark's ability to sense their target's electric fields(干扰鲨鱼感知目标电场的的能力)可推知,此类技术的目的是“驱赶”鲨鱼。

30. B 细节理解题。第五段明确提到研究人员用诱饵吸引鲨鱼,再用含测试材料的“啃咬包”替换诱饵,核心测试方法是“吸引鲨鱼咬测试样本”。

31. B 推理判断题。最后一段提到新材料 cannot prevent all the risk (e.g., internal injuries may still occur) and are not a universal fix (无法预防所有风险,并非万能解决方案),需结合其他策略使用,可推断其存在局限性。

D 篇 本文为说明文。文章主要探讨了左撇子为何只占全球人口的少数,指出其原因可能是遗传(一种影响大脑发育的罕见基因)和随机性共同作用的结果。

32. D 细节理解题。根据首段 Left-handed people have often been viewed in a negative way. (左撇子常被以负面眼光看待),之后列举法语“gauche”、英语“left”和拉丁语“sinister”等例子可知,都是为了具体说明和支持“许多文化对左撇子有负面看法”这一观点。

33. B 段落大意题。本段通过提出问题(为何左撇子如此少),接着指出其原因可能是遗传(一种影响大脑发育的罕见基因)和随机性共同作用的结果,下文通过用研究数据佐证(一种罕见的蛋白编码基因与左撇子相关,左撇子携带该基因的概率是右撇子的 2.7 倍)可知,该段的核心内容是“有少数人是左撇子的原因”。
34. D 推理判断题。根据第五段 if one side of the brain becomes stronger during development, it could lead someone to prefer using one hand over the other 可知,相对大脑一侧,另一侧更发达可能引发用手偏好。
35. A 推理判断题。根据末段 this gene does give researchers ideas about how the brain develops, and why handedness may be different from one person to another 可知,研究这个基因的价值为我们理解大脑发育及用手偏好差异的研究提供思路。

七选五 本文为说明文。文章阐述了如何通过优先关注自身健康、善待自己和尊重个人时间来改善与自我的关系,成为自己最好的朋友。

36. E 根据空前 While putting ..., that isn't always what happens in reality 可知,空后 this 需指代前文的“现实中不能优先自己和个人需求”的具体表现。E 项 You may easily forget your needs while attempting to fit in with others, 既呼应了“现实中难以优先自己和个人需求”,又能通过“忘记需求”引出后文“边界薄弱、挫败感”的结果,逻辑连贯。
37. G 本段讲的方法是要“把健康放在第一位”。G 项中的 it 指代上文的“health”,下文的“all of these”指代 G 项中的“your mental, physical and emotional well-being”,强调了健康的重要性。
38. F 本段的建议是:倾听你的需求和愿望。F 项承接上文,表述这样做的好处——通过重视你的需求,你为自己提供了认可,并引出下文这是“寻找合适的伴侣、事业和生活方式”的关键。
39. A 空后内容围绕“如何利用时间”展开,核心是“尊重时间”。A 项 Respecting your time is equally essential 作为段落主旨句,用 equally essential 呼应前文“优先健康、倾听需求”等做法,起到承上启下的作用。
40. B 根据前文可知,空处需总结前文做法的结果。B 项 Through these steps, you can be your own best friend 中 Through these steps 指代前文“善待自己、自我关怀”的一系列做法,且与文章开头 you can learn to be your own best friend 呼应。

完形填空 本文为记叙文。印度孟买的年轻职员 Rajesh 仅有 1 枚硬币,本打算支付车费后买咖啡,却目睹一个贫穷男孩主动帮助小贩且不求回报,最终他放弃乘车,把钱送给男孩。此后他设立“善意基金”帮助他人,也从中收获了真正的快乐。

41. A 根据前文 grasping his worn wallet 和 Inside lay just one 10-rupee coin 可知,Rajesh 只有 10 卢比,要付车费还要买咖啡,资金紧张,因此叹气。
42. B 根据车费 8 卢比可知,他有 10 卢比,剩下的 2 卢比就是“零钱(change)”,用来买便宜的咖啡。
43. D 根据后文 The wheel got stuck and a little boy, barefoot and 44, hurried to help her move forward 可知,小贩的木板车卡住了,所以男孩才去帮忙,struggle with 意为“费力地做某事”。
44. C 根据 barefoot(赤脚), torn shirt(破旧衬衫)可知,“dusty”共同描绘了男孩贫穷、在外奔波、无人照料的外在形象。
45. B 根据 His torn shirt, tired eyes, and shy smile 可知,这些细节深深触动了 Rajesh 的内心,为后文他放弃乘车帮助男孩埋下伏笔。
46. C 根据后文男孩的回答“你留着卖吧”可知,他礼貌地拒绝了。
47. D 根据前文 The bus horn sounded. Rajesh stepped forward ...可知,他本能要上车;but then stopped ...表示一个转折性的停顿。这个停顿是因为他看到了“坐在灯柱旁的男孩”,动作发生了突然的中断和改变。
48. A 根据首段明确提到 grasping his worn wallet 及后文 Take this and buy yourself something hot to eat 可知,他要拿钱给男孩,所以 reached into his wallet 是最直接、最合理的动作。
49. D 根据 The bus arrived, yet he let it ...可知,Rajesh 放弃乘车,走向男孩。
50. B 根据后文男孩听到 Rajesh 要给他钱时的反应“Sir, I can't!”可知,男孩又惊讶又不敢相信,因此眼睛睁大(widened)。

51. D 根据前文男孩帮助小贩后拒绝了苹果作为感谢可知,Rajesh 说男孩帮助别人不期待回报(reward)。
52. B 根据后文 ...ran towards a food stand 可知,男孩最终接受了钱。
53. C 根据 a small envelope ... “Kindness Fund.” 可知,信封上标记着(labeled)“善意基金”。labeled 强调“贴上标签或写上标签”。
54. A 根据 like that boy 可知,那个男孩是贫困的,因此基金帮助的是贫困的孩子,needy 意为“贫困的”。
55. C 根据首段 one 10-rupee coin 和 Rajesh 把硬币送给男孩的行为可知,最后一枚硬币成了他传递善良的第一次启发,呼应全文。

语法填空 本文为新闻报道。文章介绍了外国游客通过体验汉服等中国传统服饰,深度接触中国文化的旅游新趋势,并分析了其流行的原因。

56. gently 考查副词。修饰动词 transported,需用副词,表示“和缓地;逐渐地”。
57. was fascinated 考查动词的时态和语态。分析句子结构可知,本空缺少谓语动词,根据时间状语 earlier this year 可知,应用一般过去时。主语 Parn Sivlai 和 fascinate 是被动关系,应用一般过去时的被动语态。
58. narrating 考查非谓语动词。分析句子结构可知,he 与 narrate 是主动关系,用现在分词短语作状语,表伴随。
59. an 考查冠词。wave 为可数名词单数,此处应用不定冠词表泛指,因 increasing 是元音音素开头,应用 an。
60. where 考查定语从句。分析句子结构可知,此处为定语从句,先行词为 the Forbidden City,表示地点,从句中缺少地点状语,故用 where 引导非限制性定语从句。
61. Drawn 考查非谓语动词。分析句子结构可知,he 与 draw 是被动关系(be drawn to 被……吸引),此处省略 be 动词,用过去分词 Drawn 作状语。
62. engagement 考查名词。cultural 是形容词,此处应用名词作宾语。
63. itself 考查代词。此处谓语动词的宾语和主语都是 Xitang,应用反身代词。
64. to 考查固定搭配。owe sth. to sb./sth. 是固定短语,意为“把某事归因于某人/某事”,此处指专家将流行趋势归因于出行便利和文化吸引力。
65. to follow 考查非谓语动词。inspire sb. to do sth. 是固定结构,意为“激励某人做某事”,to follow 作宾补。

书面表达

Dear Jenny,

I'm excited to hear that our English radio station is celebrating its 10th anniversary. As a loyal listener, I'd like to offer two small suggestions for its future development.

First, I believe it would be highly beneficial to introduce a five-minute daily column like “Global Campus News”, where we share interesting global campus stories. This can not only significantly broaden our horizons, but also enable us to acquire abundant of practical vocabulary. Additionally, playing 2-minute light English songs would be helpful, as we're often tired from long study sessions, and soft music can help refresh our minds briefly.

I would appreciate it if you could take my suggestions into consideration.

Yours sincerely,

Li Hua

读后续写

I found my “harvest” in simple moments recently. Last week, a shy student who feared speaking raised his hand to explain a math problem with my encouragement. After he finished, the class applauded, and he smiled at me brightly. Another day, when talking with a former student, she told me she'd study education: “I want to make kids feel capable, like you did for me.” These small moments aren't grand, but they prove my seeds have taken root, even when I couldn't see it.

Now, when I stand in the classroom, I see young souls waiting to grow. I no longer worry if my work matters, nor do I anxiously search for distant harvest. Instead, I've learned to cherish the daily nurturing, listening to their fears, celebrating small wins, and guiding them patiently, like local farmers tend crops. While some days are hard, and students

make slow progress, I know growth takes time. I trust that every lesson shared, every encouragement given, takes root in its own time. I know now: even without immediate harvests, I'm making a difference—one student, one moment at a time.

书面表达

各档次的给分范围和要求:

第四档(13分~15分)

完全完成了试题规定的任务。

- 1) 内容完整,条理清楚;
- 2) 交际得体,表达时充分考虑到了交际对象的需求,体现出较强的语言运用能力;
- 3) 完全达到了预期的写作目的。

第三档(9分~12分)

基本完成了试题规定的任务。

- 1) 内容、条理和交际等方面基本符合要求;
- 2) 所用语法和词汇满足了任务的要求;
- 3) 语法或用词方面有一些错误,但不影响理解;
- 4) 基本达到了预期的写作目的。

第二档(4分~8分)

未恰当完成试题规定的任务。

- 1) 内容不完整;
- 2) 所用词汇有限,语法或用词方面的错误影响了对写作内容的理解;
- 3) 未能清楚地传达信息。

第一档(1分~3分)

未完成试题规定的任务。

- 1) 写了少量相关信息;
- 2) 语法或用词方面错误较多,严重影响了对写作内容的理解。

不得分(0分)

未传达任何信息;写的内容与要求无关。

读后续写

各档次的给分范围和要求:

第五档(21~25分)

- 1) 与所给短文融洽度高,与所提供各段落开头语衔接合理;
- 2) 所使用语法结构和词汇丰富、准确,可能有些许错误,但完全不影响意义表达;
- 3) 有效地使用了语句间的连接成分,使所续写短文结构紧凑。

第四档(16~20分)

- 1) 与所给短文融洽度较高,与所提供各段落开头语衔接较为合理;
- 2) 所使用语法结构和词汇较为丰富、准确,可能有些许错误,但不影响意义表达;
- 3) 比较有效地使用了语句间的连接成分,使所续写短文结构紧凑。

第三档(11~15分)

- 1) 与所给短文关系较为密切,与所提供各段落开头语有一定程度的衔接;
- 2) 应用的语法结构和词汇能满足任务的要求,是有一些错误,但不影响意义表达;
- 3) 应用简单的语句间连接成分,使全文内容连贯。

第二档(6~10分)

- 1) 与所给短文有一定的关系,与所提供各段落开头语有一定程度的衔接;
- 2) 语法结构单调、词汇项目有限,有些语法结构和词汇方面的错误,影响了意义的表达;

3)较少使用语句间的连接成分,全文内容缺少连贯性。

第一档 (1~5 分)

1)与所提供短文和开头语的衔接较差;

2)语法结构单调、词汇项目很有限,有较多语法结构和词汇方面的错误,严重影响了意义的表达;

3)缺乏语句间的连接成分,全文内容不连贯。

不得分 (0 分)

白卷、内容太少无法评判或所写内容与所提供内容无关。

听力原文

Text 1

W: Dad, can we stop for something to eat before we get to the airport?

M: Sally, there isn't enough time to have lunch at a café, but we can stop for a snack at next service station.

Text 2

W: Tom, can you share the math notes with me? I was absent because of a fever yesterday.

M: Sure. But I suggest you ask the teacher about the last two examples. They are a bit difficult.

W: Thanks.

Text 3

W: How far away do you live from our company?

M: Normally, it's about a 40-minute drive, and during the rush hour, it takes about 20 minutes longer. But if I get here by subway, it takes just half an hour.

Text 4

W: Frank, did you order some clothes? I just received this box but I haven't placed any orders.

M: Yes, thanks. It's mine.

W: Oh, okay. I guess the deliveryman was confused since you just put the room number in the order instead of your own name.

Text 5

M: Have you taken a look at the new styles lately?

W: Yeah. I have a fashion magazine to show you. I like this one.

M: I think you would look cute with short hair. Perhaps you could go even shorter than that in the picture.

W: I'll leave it up to you.

Text 6

W: I spent two hours at the photography exhibition downtown yesterday. They had a whole section to display wildlife photos. Did you get a chance to go?

M: Yes, I went with my cousin on Saturday! The photos of Arctic animals were incredible, and the photographer even gave a talk about how he captured those moments.

W: Oh, I missed the talk! Was it worth listening to?

M: Totally. He shared tips on patient observation and using natural light. Plus, he gave away some prints to the audience for supporting wildlife protection. Honestly, it was more engaging than I expected.

Text 7

W: Ugh, my wallet's almost empty after buying some books.

M: Same here! I spent all my pocket money on a pair of new shoes. Maybe we should skip going out this weekend.

W: Wait, why skip it? My roommate does "no-spend weekends" all the time, and she says it's fun.

M: No-spend weekends? You mean doing stuff without paying? I can't think of anything fun that's free.

W: She told me the community library has movie screenings every Saturday—no tickets needed.

M: Movies sound okay, but what about Sunday? Staying home all day would be boring.

W: My neighbor says there's a city park hike with a guided tour on Sundays. It's free for students with IDs.

M: Hiking's better than sitting around! Let's plan that.

Text 8

M: Welcome to Campus Radio. Linda and I have got lots to tell you.

W: That's right. Our program runs an annual competition this month. Last year it was to find the best dancer, while this year we're looking for the best singer in our school.

M: Right. Well, it's school holidays this week, so what's on offer?

W: The sports hall will open an hour earlier than usual at 8:00 am and shut later at 10:30 pm instead of nine. The indoor football ground is always popular and has to be booked in advance.

M: And what about the swimming pool?

W: It will be open about a week later than planned, but the good news is there will be no charge for swimmers for the first week. It's the same size as the old one, but it is much better equipped.

M: That's great.

Text 9

W: James, I can't believe it! I just saw your handcrafted wooden pens featured in a design magazine! Congratulations! It's incredible to think this all started off in our high school woodworking class.

M: Thanks, Emma! After college, I started a small online shop called "Timberline Creations". The first year was tough, mainly figuring out how to source high-quality, sustainable wood at a reasonable cost.

W: Your perseverance paid off. I remember visiting you a few years ago, and you'd be in your workshop every evening after coming home, completely dedicated to your craft.

M: That's right. The real breakthrough came with a large corporate client who placed an order for 500 pens last year. It gave me the confidence to pursue this full-time.

W: It's truly inspiring. So, what's the next big step for the business? Are you planning to expand?

M: Absolutely. I'm working on a new set of wooden office items. It's a competitive market, but I think more and more people want unique, handmade office supplies that have their own special story.

W: Well, I can't wait to see what you create next.

Text 10

M: Good morning, students. I'm Mark, a cultural heritage researcher. It's a pleasure to speak with you today about preserving our traditional culture. I've received several questions from your class. Let me begin with Sarah, who asks what initially inspired me to pursue this career path. The truth is, my interest developed gradually during my childhood. My grandfather, who was a wonderful storyteller, would share fascinating tales about our hometown's history and traditions. Those childhood conversations made me appreciate the profound value in preserving our local heritage. Next, David inquires about my team's current primary project. We're working against time to digitally record ancient folk songs before they disappear forever. This involves visiting different communities, interviewing elderly residents, and carefully documenting both the music and the unique stories behind each song. Finally, Lisa wants practical suggestions for how young people like you can contribute to cultural protection. My advice would be to start by visiting local history museums to build personal connections with our heritage. Additionally, consider volunteering at cultural institutions during weekends—it's a rewarding way to gain direct experience. Remember, protecting our cultural wealth begins with understanding and appreciating it.