使用下面的短文出四道英语选择题，每道题目含有四个选项，题目内容分别是选择文章的最佳标题，作者在第三段打算做什么，Costello建议成年人做什么，文章的主要内容是什么。

The expression “time flies” is one we all find ourselves saying or thinking. The flight of time can be so fast it can feel like our life is passing us by. But it wasn't like this when we were children, was it?

“Most adults feel that time passes slowly in their earlier days, but then speeds up later in life,” says neuroscientist Santosh Kesari. This may be due to a few factors, Kesari points out. “For a 10-year-old, one year is 10 percent of their lives,” Kesari says. “For a 60-year-old, one year is less than two percent of their lives.” “Additionally, when we are children, we are constantly being introduced to new knowledge and things that leave lasting impressions on our memories. We measure time by memorable events and fewer new things occur as we age to remember, making it seem like childhood lasted longer,” Kesari says.

But there's a way to change this — to an extent. Neuroscientist Patricia Costello draws attention to the Vacation Paradox, a theory which unpacks the subjective experience of how time flies when you're having an enjoyable, new experience like a vacation, but then later, upon reflection, it feels like it lasted longer than it really did. A novel experience may feel like it's flying by, but you'll have a deeper impression of that time and likely have a series of unique memories tied to it that will stretch that time gone by.

“It doesn't have to be a vacation or a visit to a foreign country. It can be as simple as consistently trying something new,” says Costello. Learn a new skill. Cook something different. Go to new places. Meet new people. Make on-the-spot decisions when you can be. These are all exercises that Costello champions for enhancing your sensitivity to the passage of time. It's also a system that mirrors childhood to a certain extent.

请学习以下的作文评分

In an attempt to raise students’ awareness of environmental protection, an English lecture with regard to garbage classification is scheduled to be held in the auditorium next week, accompanied by social streaming. Knowledge and skills on sorting out garbage will be included. With this lecture, we will learn how to classify rubbish. The way to watch social streaming will be shown afterwards.

Only with our joint efforts can we lead an eco-life and protect our planet. Welcome to attend the lecture!

满分15分，以上作文打分为5分

With the stress of academic burden and temptation of digital devices, students tend to ignore the significance of reading. However, such a trend will do us no good, for reading is irreplaceable in our growth.

As Francis Bacon put it, “ Reading makes a full man, ” Undoubtedly, reading is the source of thoughts, creativity and imagination. Through reading, we can not only travel beyond time and space but also get a better insight into ourselves. Therefore, a reader is always the wealthiest in the spiritual world.

Foods are to the body what books are to the spirit. Come on! Join us in reading books of high quality.

满分15分，以上作文打分为7分

根据上述作文打分，请给下面作文打分，满分15分

So delighted to know you are considering joining our Poetry Club. As the student in charge, I’m writing to share with you some details you may be interested in.

The Poetry Club, a paradise for poetry lovers with romantic souls, has been enjoying a high popularity not only in our school but also among the prestigious high schools in our province. What attracts the fans most is the diversity of activities such as lectures on Tang poetry and salons on Tagore’s Poems, where you can immerse yourself in the beautiful poems from different times in history with various cultural backgrounds or language habits. Next month, there will be a Tang Poetry Translation Contest. A native English speaker like you will surely be a valuable addition to this contest.

Come and join us? We’re eagerly waiting for you with open arms.

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满分15分，以上作文的打分应为5分，根据此作文的评分，请给下面作文打分，满分15分，分数应为0到15的整数

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能不能分享一个英语学习的小视频链接

使用下面的短文出一道英语选择题，每道题目含有四个选项，题目内容是What can be inferred from the study results?

“You’re so smart!” This encouraging response to children’s math performance is commonly heard. Recently, a new study, conducted by the University of Georgia, found that encouraging children with responses related to their personal characteristics or inborn abilities might weaken their math motivation and achievement over time.

Parents who make comments linking their children’s performance to personal characteristics like intelligence are using what’s referred to as person responses. In contrast, parents who link their children’s actions, such as efforts or strategy use, to their performance are using process responses.

For the study, researchers asked more than 500 parents to report on how they responded to their children’s math performance and their math beliefs and goals. Children were assessed in two waves across a year to measure their math motivation and achievement.

The results show that parents who view math ability as changeable are more likely to give process responses focused on their children’s strategy use and efforts rather than their intelligence or other personal characteristics. In contrast, parents who believe math ability is unchangeable and that math failure can’t be constructive give more person responses. Parents with high expectations for their children give a combination of both responses. While responses highlighting strategy and efforts are not related to any achievement outcomes, children who receive more responses about their personal characteristics — in particular, related to failure — are more likely to avoid harder math problems, exhibit higher levels of math anxiety, and score lower on math achievement tests.

Because person responses predict poor math adjustment in children over time, researchers suggest parents limit this type of responses at home. Another recommendation for parents is to think about their own beliefs and goals for their kids and examine how these might lead them to respond in person or process ways. Simply telling parents to avoid talking about math ability may not be enough. Focusing less on how children perform and more on their strategy and enjoyment of math might be a more effective way to enhance motivation.

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Q: What can be inferred from the study results? A. Person responses are more effective than process responses in enhancing math motivation and achievement. B. Parents should focus more on their children's performance than their strategy and enjoyment of math. C. Person responses can lead to higher levels of math anxiety and lower scores on math achievement tests. D. Math ability is unchangeable and math failure can be constructive.

Q: What is the best title for the article? A. Encouraging Children with Person Responses B. Math Ability: Changeable or Unchangeable? C. Enhancing Math Motivation and Achievement D. Strategies for Parents to Help Children with Math

19.(12分)西红柿是严格的自花传粉植物。科学家利用诱变育种获得了雄性不育突变体，并让该雄性不育突变体和雄性可育株进行杂交，F1均表现为雄性可育，F1自交，F2中雄性可育株：雄性不育株=3：1。回答下列问题：

(1)用雄性不育突变体与雄性可育株进行杂交实验时，操作步骤为\_\_,若让F2中的所有个体进行自交，则F3的表型及比例为\_\_\_。

(2)雄性育性由等位基因(B/b)控制，西红柿苗期茎色由另一对等位基因(A/a)控制。研究人员让紫茎雄性可育株与绿茎雄性不育株杂交，F1均为紫茎雄性可育株，F1自交，F2的表型及比例为紫茎雄性可育株：绿茎雄性不育株=3：1，由此可判断苗期茎色中\_\_\_为显性性状，且F2出现3：1的原因是 \_。

(2) 现有各种基因型的个体，且两对基因在染色体上的位置情况与上述实验中的个体相同，若想根据苗期茎色最大比例筛选出雄性不育株，可选择\_\_\_基因型(母本)×\_\_\_\_基因型（父本）进行杂交，筛选子代中的\_\_\_个体即可。

(3)西红柿果肉颜色红色(C)对紫色(c)为显性，为判断该对基因是否位于2号染色体上，研究人员让果肉紫色植株与2号染色体三体果肉红色植株（纯合子）杂交，F1中的三体植株自交，若F2的表型及比例为\_\_\_,说明该对基因位于2号染色体上。