



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。每段对话仅读一遍。



听力

- Where is the woman probably from?
A. Peru. B. Britain. C. Mexico.
- What will the man do tonight?
A. Attend a party.
B. Reply to an invitation.
C. Practise football.
- What does the woman think of her old roommate?
A. Self-centered. B. Considerate.
C. Cautious.
- What should the city do according to the woman?
A. Create more jobs.
B. Improve the air quality.
C. Close some businesses.
- What are the speakers mainly talking about?
A. Their insufficient sleep.
B. Their pretty dormitory.
C. The unusual weather.

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。

- What time is it when the conversation happens?
A. At 2:50 pm.
B. At 3:20 pm.
C. Around 3:10 pm.

7. What does the woman plan to do with the paper?

- To note down the solar eclipse.
- To stop the birds singing.
- To protect her eyes.

听第 7 段材料,回答第 8 至 10 题。

8. How does the woman feel now?

- Excited. B. Upset. C. Angry.

9. What did the woman do well?

- Driving uphill.
- Making turns.
- Parking.

10. Why did the woman hit a car?

- She failed to use the handbrake.
- She didn't turn her head.
- She drove too fast.

听第 8 段材料,回答第 11 至 13 题。

11. Where did the man start making pots?

- In India. B. In Scotland. C. In Austria.

12. Why did the man travel at the very beginning?

- To pursue a romantic relationship.
- To find out what he was interested in.
- To learn how to make beautiful pots.

13. What can be known about the man after 1970?

- He made larger objects for museums.
- He produced objects for domestic use.
- He focused on making small bowls only.

听第 9 段材料,回答第 14 至 17 题。

14. What is the woman doing?

- Chairing a meeting.
- Hosting a TV program.
- Giving a lecture.

15. What is the man cooking?

- A pie.
- A steak.
- Vegetable soup.

16. What's the woman's eating habit?

- She eats anything.
- She does not eat any meat.
- She does not eat certain meats.

17. What color will the food be when ready?

- Red. B. Black.
- Golden brown.

听第 10 段材料,回答第 18 至 20 题。

18. What is the speaker mainly talking about?

- The location of each session.
- The availability of cooling system.
- The arrangement for the upcoming meeting.

19. What do we know about the conference program?

- The new version has been sent to attendees.
- A major presenter has quit due to the heat.
- There's a change of plan to some sessions.

20. What activity can people do there?

- Have drinks with the management beside the pool.
- Have a private lunch at 11:30 in the dining room.
- Have free snacks served all day in the hotel cafe.

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 四个选项选出最佳选项。

A

Student Film Festival

The Student Film Festival celebrates

learning across the curriculum through the exciting and dynamic medium of short film.

Through films, students can tell stories, investigate ideas, document learning in any area of study and express the complexity of their thinking through a range of genres and technical approaches.

With the creative use of digital media, students can integrate their personal perspectives to explore the diverse and challenging issues of our time.

It's open to all students, regardless of school. We are accepting submissions in the following categories:

- ☆Cartoon (up to 30 mins)
- ☆Documentary(纪录片)(up to 60 mins)
- ☆Music Video (under 10 mins)



阅读+完形
全文翻译

☆Science Fiction Short (up to 25 mins)

☆Situation Comedy (under 10 mins)

☆Web Series (up to three episodes, no more than 30 mins each)

So far, more than 20 entries have been selected across all categories. We will gradually announce the chosen entries for each category, giving you a chance to watch all the films online and vote for your favourites. Winners in all categories will be announced on Wednesday, 27 December.

Over the years, our film festivals have attracted thousands of filmmakers from around the world. Each festival features live screenings in our own school theater. Our 80-seat theater is outfitted with a 4K projector and seven speakers throughout the venue, delivering high quality in a first-class screening environment. Filmmakers whose works are accepted into our festival will receive free passes to the school theater, invitations to film masterclasses, and are considered for awards.

21. Which of the following can be a suitable submission to the festival?

- A 20-minute recording of a short play.
- A two-hour film recording your daily routine.
- A five-minute fun video about students' dormitory life.
- A 22-minute educational video explaining popular science.

22. What can filmmakers do if their works are accepted?

- Receive a film award.
- Watch films for free in the school theater.
- Interview film masters.
- Deliver a speech in the venue.

23. What is the text?

- A schedule for the film selecting process.
- An invitation to a filmmakers' celebration.
- An announcement of a film festival's awards.
- An advertisement for an upcoming festival.



怎么识别
文章类型?



B

Once the choice of the royal household, the watermelon has gained popularity rapidly over the years, and an online grocer reported that the fruit's sales on the platform had increased sixfold from 2020 to 2022, resulting in increasingly high demand for watermelon quality testers.

Lee, 32, is extremely busy in the summer months. Just by holding the watermelon near his ear and knocking on the surface with his fingers, Lee says, he can tell by the sound if the fruit is ripe enough to be eaten or not. He works for a rural cooperative set up by a group of watermelon farmers, and puts thousands of watermelons through the "knock test" daily, before they are shipped to downtown warehouses where the platform sources its supplies.

The practice of knocking on watermelons to determine their ripeness can be found across cultures. In China, it is considered a national habit. Smart buyers tap on the fruit before purchase to ensure their money is well-spent. Some buyers knock on the fruit despite not knowing what the hollow sound means just to negotiate a better deal from the seller.

As fruit sales have moved to online platforms in a big way, those who make a living by checking the quality of the fruits with their fingers are much in demand. Lee is one among the growing group. Their task is to conduct knock tests on behalf of e-buyers and ensure that the fruits selected to be sold online are uniform in size and quality.

Lee, who was once an award-winning soccer player, now describes himself as a "goalkeeper for watermelons". He quit soccer about four years ago and learned about melon-knocking as an emerging profession and decided to become an apprentice (学徒) to an

experienced farmer.

After a year's trial and error, Lee worked independently as a quality checker. "It is a highly demanding task. During the apprenticeship, I often cracked open melons to confirm my judgment. There are just no shortcuts," he said.

24. What is the main purpose of the text?

- A. To introduce an emerging profession.
- B. To describe Lee's career transformation.
- C. To discuss the importance of fruit quality testers.
- D. To explain the cultural role of watermelon-knocking.

25. What has led to the high demand for watermelon quality testers?

- A. The popularity of watermelons.
- B. The big harvest of watermelons.
- C. An increase in watermelon prices.
- D. A rapid rise in online watermelon sales.

26. Why does Lee describe himself as a "goalkeeper for watermelons"?

- A. He was once an award-winning soccer player.
- B. He dreams of being a professional melon-knocker.
- C. He was taught by an experienced watermelon farmer.
- D. He ensures that customers enjoy watermelons of quality.

27. What can we learn from Lee's words in the last paragraph?

- A. Seeing is believing.
- B. Every man has his value.
- C. Great efforts and practice matter.
- D. Excellence can be found in any profession.

C

A moment occurs in the exchange between professor and student when each of us adopts a look. My look says, "What, you don't understand?" Theirs says, "We don't. And we think you're making it up." We are having a problem. Basically, we've all read the same story, but we haven't used the same analytical approaches. It may seem at times as if the professor is inventing interpretations out of thin air.

Actually, the truth is that as the slightly more experienced reader, the professor has acquired over the years the use of a certain "language of reading". Besides, he has grasped three professional tools — memory, symbol and pattern. These items separate the professional readers from the ordinary ones.

English professors are cursed with memory. When reading a new book, I constantly seek out connections and inferences, recalling faces and themes from past reading. I can't help doing it, although there are plenty of times when that ability is not something I want to exercise. This does not necessarily improve the experience of popular entertainment.

Professors also read and think symbolically. Everything is a symbol of something, it seems, until proven otherwise. We ask: What does the thing over there represent? The kind of mind that works its way through undergraduate and then graduate classes in literature and criticism tends to see things as existing in themselves while also representing something else. This tendency to understand the world in symbolic terms is enhanced by years of training and rewards the symbolic imagination.

A related phenomenon in professorial reading is pattern recognition. Most professional students of

literature learn to take in the specific detail while seeing the patterns that the detail reveals. Experience has proved to them that life and books fall into similar patterns. Literature is full of patterns, and your reading experience will be much more rewarding when you can step back from the work, even while you are reading it, and look for those patterns.

28. How does the author introduce the topic?

- A. By describing a real-life scene.
- B. By using popular quotes.
- C. By presenting conflicting ideas.
- D. By raising an interesting question.

29. Why do the students think the professor is making up interpretations?

- A. They have limited life experience.
- B. They lack chances for sufficient reading.
- C. They are unable to analyze the text thoroughly.
- D. They do not trust the professor's teaching abilities.

30. What does paragraph 3 say about English professors?

- A. They have a strong desire to not have their good memory.
- B. Their reading habit doesn't always guarantee desirable effects.
- C. Their memory adds to their reading pleasure of popular works.
- D. They keep making connections with their own life while reading.

31. Which is the author's suggestion on reading literature?

- A. Identify the hidden text modes.
- B. Perceive many things at the same time.
- C. Look for details and language patterns.
- D. Memorize patterns of symbolic meanings.



D

Research is making surprising discoveries about insects. Honeybees have emotional ups and downs. Cockroaches have personalities and team up to make decisions. Fruit flies experience something very like fear.

We're pretty sure other humans have feelings because they can tell us. But we don't know whether the bee is buzzing in anger or in fear. Human babies are silent on the matter, too. It was only in the 1980s that doctors came to believe human babies felt pain.

In recent years, humans have gradually offered membership in the sentience club not only to their own young, but to some other animals. In the last decade, many countries have begun to ban experimentation on all great apes. And some ocean creatures were recently recognized as sentient. But with insects, the question remains open.

Andrew Barron and Colin Klein are behind much of the foundational work on bees' brains. In 2016, they published a paper arguing that insects' brains have the capacity for subjective experience. Their argument follows on from the research of Swedish scientist Björn Merker, whose work suggests that the more basic forms of consciousness(意识) are located not in the cortex(大脑皮层), which insects do not have, but in subcortical structures of the brain, which insects do have. "These subcortical structures are quite big and have a huge amount of processing power," says Barron. They also

argue that these structures may have been the earlier forms of our consciousness during evolutionary development.

Other researchers are digging into the question, too. Jessica Ware notes that she's unsure what the similarities in these subcortical structures mean for insect consciousness. "We don't really have enough information to distinguish between what could be consciousness or awareness of the surroundings and what could be us humans interpreting that as consciousness," she says.

Still, Ware loves the idea of expanding the discussion of consciousness. "The doors are just opening up for further exploration," she says. "This means we might have stopped looking at what it means to be conscious from a human-centered view."

32. Why is it challenging to determine the emotional states of insects?

- A. Insects tend to hide their emotions.
- B. Insects are not capable of communication.
- C. Insects rarely experience human-like emotions.
- D. Insects cannot convey their emotions to humans.

33. What does the underlined phrase "sentience club" refer to in paragraph 3?

- A. Animals selected for scientific research.
- B. Social clubs founded to protect animals.
- C. Creatures recognized as having consciousness.
- D. Organizations committed to emotion management.

34. What do Barron and Klein argue about insects' brains?

- A. They have developed in similar ways as human brains.
- B. They have the competence for emotions and consciousness.
- C. They have the same processing power as human beings do.
- D. They produce some basic forms of consciousness in the cortex.

35. What is Ware's concern about Barron and Klein's argument?

- A. The lack of theoretical foundation.
- B. The possibility of misinterpretation.
- C. The underestimation of brain function.
- D. The use of inappropriate research methods.

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。

Collaboration(协作) happens more often than we realize. 36 This may seem easy in theory but being an effective collaborator can sometimes be a challenge. Below are the tips on how to improve your collaboration skills.

• Listening

37 During collaboration, it can be easy to get so wrapped up in your own ideas that you're not giving your full attention and consideration to everyone else's. If everyone in the room falls victim to this, there wouldn't really be any collaboration happening. Take time to really listen and process the ideas of others.

• Giving and receiving honest feedback

It's important that everyone is able to be straightforward when giving and receiving feedback. When you share your opinion and someone else disagrees with it, try not to take it personally. 38 It's not necessarily for your ideas to be right. On the other hand, you should also feel comfortable with giving open and honest feedback to others so long as you're being polite.

• 39

This could be someone who works in a different position at your job, someone with a different background from you, or someone who's an expert in the topic you're seeking information about. This can help to start more dynamic conversations and introduce new ideas you may not have come up with if you were working on your own or with a group of like-minded people.

Collaboration may not always be easy. 40

- A. Appreciating ideas from different fields
- B. Seeking collaborators outside your field
- C. It's important to not let your self-importance take hold
- D. Without collaboration, we may not be able to complete most of our work
- E. If you do feel annoyed, remind yourself the goal is to find an ideal solution
- F. It can be defined as working together with others to achieve a common goal
- G. But if you apply these ideas, you may find the experience productive and positive



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四个选项选出可以填入空白处的最佳选项。

Christy was helping Mum sort through boxes they'd found in their new home. "Look," she held up an old photo. "It says Mabel beside Dream Lake, summer 1910." It looked so 41. Christy asked if she could 42 it. Mum agreed, adding that Mabel was once the owner of the house, but she didn't know about the 43.

Now Christy had a puzzle to 44. Where was Dream Lake? The next morning, Christy went to the local 45, where she looked through 46 of the town. They showed streets, businesses, but no lakes. Back home, while she was staring out of her bedroom window, a 47 feeling hit her. Christy quickly 48 Mabel's photo and ran outside. In its 49, a steeply (尖塔) rose above a border of short trees. It looked much like the one now visible above the line of trees of her backyard. "Mum!" shouted Christy. "It's the same steeply. This picture was taken in our 50!"

Mum hurried outside to look. "Yeah, the trees have 51 grown, but it's the same steeply. But where's the lake?" They finally turned to the historical society. But no one there had ever heard of such a lake. And all the 52 proved useless.

"I don't 53 it," said Christy in confusion.

That night, 54 came down and cooled the air. Early the next morning, Christy woke up and looked out of her window. "Dream Lake!" yelled Christy. "We 55 the puzzle, Mum!"

41. A. colorful B. historical
C. permanent D. real
42. A. share B. hang C. copy D. keep
43. A. lady B. time C. lake D. photo
44. A. care for B. worry about
C. work out D. take up
45. A. gallery B. park C. theater D. library
46. A. maps B. posters C. films D. journals
47. A. positive B. familiar
C. horrible D. strange

48. A. hid B. threw C. tore D. gathered
49. A. composition B. background
C. reflection D. shade
50. A. backyard B. house
C. neighbourhood D. town
51. A. merely B. slowly C. hardly D. truly
52. A. searches B. aids
C. scenes D. guesses
53. A. make B. like C. get D. believe
54. A. snow B. rain C. wind D. fog
55. A. solved B. found
C. completed D. proved

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。

Recently, Guangzhou has successfully hosted the 2023 Understanding China Conference, the 5th World Media Summit, and other significant events, once again highlighting its role as 56 window for the world to comprehend China's high-quality development. So 57 Guangzhou? Let's find out.

58 (gain) a deeper understanding of China, one must experience its history and culture. With a history of over 2,000 years and a rich cultural heritage, Guangzhou offers a variety of historical and cultural 59 (treasure). In this city, you can sip a cup of coffee while watching Cantonese opera in Yongqingfang or taste Cantonese dim sum while gazing at Western-style architecture on Shamian Island.

The economy is another crucial aspect in understanding China. In recent years, Guangzhou has 60 (active) participated in the Belt and Road international cooperation, gradually 61 (establish) an all-round, multi-level, and wide-ranging pattern of opening-up. As a thousand-year-old commercial city known for the Canton Fair, Guangzhou has drawn 62 (globe) attention with its open gates and prosperous economy.

Connecting with the world also requires a highly 63 (develop) transportation network. Guangzhou has constructed a modern three-dimensional transportation system that links airports, seaports,

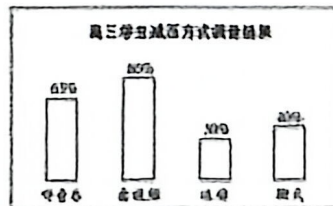
railway ports, and digital ports, providing easy access 64 both domestic and foreign participants. Guangzhou's openness, inclusiveness, vitality, and sunrise spirit make it an ideal choice for hosting international events, which, in turn, 65 (help) the economic and social development of the city.

第四部分 写作(共两节,满分40分)

第一节 (满分15分)

学校英语俱乐部正在开展以 "Ways to Relieve Stress" 为主题的讨论,请根据调查中的调查数据写一段话,内容包括:

1. 阐述调查数据;
2. 评估并提出建议。



注意:1. 写作词数应为80左右;

2. 请按如下格式作答:

Ways to Relieve Stress

Recently a survey was carried out about ways to relieve stress.

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段落,使之构成一篇完整的短文。

My little sister, Meg, said that she wasn't afraid of the dark anymore and she'd be OK staying with Aunt Lily in the country. "As long as you're there, Mike," she had said. Still, Mum was worried. Meg had never slept away from home, away from the city. So I told Mum I could handle everything.

Even though we were only staying overnight, Meg had brought six books — all about fairies (仙子). After we unpacked, Aunt Lily invited us to pick some flowers. As we followed her through the forest, Meg held on

hand tightly. But once we reached the sunlit grassland she let go. "Butterflies!" whispered Meg. She screamed with delight when one flew near her.

Maybe I had nothing to worry about, I thought. I still remembered when I was here last summer, I found some amazing insects, like fireflies (萤火虫), which I never seen in the city.

"Fairies are magical. See these beautiful flowers they grow!" she kept telling absolutely everything she knew about fairies. I was glad that if she kept it up until bedtime, then maybe she'd fall asleep right.

Meg did keep chatting, right through supper. Then the sun began to set. "Does it get really dark out here at night?" she asked. Her eyes were fixed on the window.

"Sure, but we've got plenty of lights inside," said Aunt Lily. She leaned over and gave Meg a warm smile. But I could tell she was still worried. "I could not tell you."

I hadn't even finished a page when her bottom started shaking slightly. "Mike," she said, her eyes starting to fill with tears. "I want to go home." I quickly searched through her book for something to keep her from crying.

The book fell open to a page that was dog-eared from use, a page that was obviously one of Meg's favorites. The text read: "Among the trees deep in the forest, the lights of fairies gleam (闪烁)." Ah! He could I forget those "tiny fairies" out there?

注意:1. 续写词数应为150左右;

2. 请按如下格式作答:

"Meg, there's something outside I want to show you," I whispered.

"Tiny fairies, Mike!" she said, pressing her forehead against the window. "Everywhere!"

