

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。每段对话仅读一遍。

- ( )1. What is the woman looking for?  
A. Frozen food. B. Sausage.  
C. Oil.
- ( )2. What is the relationship between the speakers?  
A. Husband and wife. B. Colleagues.  
C. Boss and employee.
- ( )3. How much does the man actually need to pay?  
A. 46 dollars. B. 54 dollars.  
C. 100 dollars.
- ( )4. What did the man do?  
A. He moved to a new place.  
B. He sold some souvenirs.  
C. He took a good trip.
- ( )5. What does the man think of the art exhibition?  
A. Quite amazing. B. Rather boring.  
C. Poorly organized.

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 is the woman's final destination?  
A. New York. B. San Francisco.  
C. Los Angeles.
- ( )7. What do we know about the woman?  
A. She may refuse the man's suggestion.  
B. She needn't pay extra charge.  
C. She missed her flight to New York.

听第 7 段材料,回答第 8 至 10 题。

- ( )8. What do both Mary and Paul have for breakfast?  
A. Ham and oranges. B. Bread and butter.  
C. Bread and eggs.
- ( )9. Where does Paul probably come from?  
A. Britain. B. China. C. America.
- ( )10. Where does the woman often have lunch?  
A. In a dining hall. B. In her office.  
C. In her kitchen.

听第 8 段材料,回答第 11 至 13 题。

- ( )11. Why does the man make the phone call?  
A. To change a meeting time.  
B. To talk with Brian Hibberd.  
C. To leave a message.
- ( )12. What is Brian Hibberd doing?  
A. Making a phone call. B. Going on a holiday.  
C. Attending a meeting.
- ( )13. At what time will the man meet Brian Hibberd this Wednesday?  
A. At 3:00 pm. B. At 4:15 pm.  
C. At 4:50 pm.

听第 9 段材料,回答第 14 至 17 题。

- ( )14. Who does James buy a gift for?  
A. His father. B. His sister. C. His roommate.
- ( )15. What does James think of choosing a gift?  
A. Interesting. B. Difficult. C. Easy.
- ( )16. What is the most important for a gift according to Linda?  
A. Being impressive. B. Being decorative.  
C. Being practical.
- ( )17. How can James choose the colour in Linda's opinion?  
A. By referring to the receiver's last backpack.  
B. By choosing the most popular colour.  
C. By asking the receiver's advice.

听第 10 段材料,回答第 18 至 20 题。

- ( )18. Why should the dirt be loose?  
A. To fill the pot. B. To let the roots spread.  
C. To let more sun in.
- ( )19. How does the speaker measure the water?  
A. By counting up. B. By using her finger.  
C. By checking the pot.

- ( )20. What is the talk about?  
A. Protecting a tree. B. Growing a plant.  
C. Preserving some apples.

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

International environmental volunteer programmes for teens

Engaging in environmental protection as a teenager can be both meaningful and educational, offering transformative experiences that shape future leaders with eco-awareness. Here are several international volunteer programmes designed specifically for youths aged 13—19:

WWF Global Youth Volunteer Programme

Organized by the World Wide Fund for Nature (WWF), this programme invites teens to join projects like tree planting, beach cleanups, and wildlife conservation in countries such as Kenya and Indonesia. Participants aged 14—18 can apply for 2—4-week summer sessions, gaining hands-on experience in sustainability.

UNICEF's Climate Action Warriors

This online-offline hybrid initiative focuses on raising awareness of climate change. Teens aged 15—19 design local campaigns, organize workshops, and share eco-friendly solutions on social media. Flexible schedules make it ideal for students to balance schoolwork.

Greenpeace Youth for the Planet

Teens aged 16—20 cooperate with Greenpeace teams worldwide to tackle issues like plastic pollution. Activities include coastal cleanups, data collection for marine research, and creating environmental art. Short-term projects (1—3 weeks) are available during school breaks.

Roots & Shoots Eco-Leadership

Founded by Dr Jane Goodall, this programme authorizes teens aged 13—18 to lead local projects, such as building community gardens or recycling drives. Annual competitions recognize outstanding contributions, strengthening teamwork and leadership skills.

These programmes not only benefit the planet but also help teens develop global perspectives and practical skills. Interested applicants should review requirements on official websites 3—6 months before programme dates.

- ( ) **21.** Which programme can a volunteer aged 13 participate in?
- A. WWF Global Youth Volunteer Programme.
  - B. UNICEF's Climate Action Warriors.
  - C. Greenpeace Youth for the Planet.
  - D. Roots & Shoots Eco-Leadership.
- ( ) **22.** What can be known about the Greenpeace Youth for the Planet programme?
- A. It is designed for those with prior research experience.
  - B. It encourages creative approaches to environmental issues.
  - C. It is inconvenient to balance schoolwork and volunteer activities.
  - D. It contributes to gaining competition experience in the summer holiday.
- ( ) **23.** What is the primary purpose of all the volunteer programmes?
- A. To provide recreational activities for teenagers.
  - B. To prepare teens for academic research in ecology.
  - C. To promote international travel opportunities for students.
  - D. To develop teens' environmental awareness and leadership skills.

## B

When I was growing up, I had an old neighbour named Doctor Gibbs. He didn't look like any doctor I'd ever known. He never yelled at us for playing in his yard, but was always very kind.

When Doctor Gibbs wasn't saving lives, he was planting trees. He had some interesting theories about planting trees. He hardly watered his new trees, an attitude which flew in the face of conventional wisdom.

Once I asked why and he told me that watering plants spoiled them because it made them grow weaker. He said he had to make things tough for the trees so that only the strongest could survive. He talked about how watering trees made them develop shallow roots and how, if they were not watered, trees would grow deep roots in search of water.

So, instead of watering his trees every morning, he'd beat them with a rolled-up newspaper. I asked him why he did that, and he said it was to get the trees' attention.

Doctor Gibbs died a couple of years after I left home. Every now and then, I walked by his house and looked at the trees that I'd watched him plant some 25 years ago. They were tall and strong.

Every night before I go to bed, I check on my two sons. I often pray that their lives will be easy. But lately I've been thinking that

it's time to change my prayer. I know my children are going to encounter hardship. There's always a cold wind blowing somewhere. What we need to do is pray for deep roots. So when the rains fall and the winds blow, we won't be torn apart.

- ( ) **24.** What did the author think of Doctor Gibbs' planting trees at first?
- A. Perfect. B. Puzzled.
- C. Amused. D. Impractical.
- ( ) **25.** What did Doctor Gibbs do to the trees he planted?
- A. He let them grow quickly.
- B. He beat them to get their attention.
- C. He helped them search for water.
- D. He read a newspaper near them.
- ( ) **26.** Which of the following can best describe Doctor Gibbs?
- A. Kind and wise. B. Calm and brave.
- C. Careful and ambitious. D. Strict and devoted.
- ( ) **27.** What does the author learn from Doctor Gibbs?
- A. Elders are treasures.
- B. Two heads are better than one.
- C. A man without distant care must have near sorrow.
- D. Only those who bear the most become the highest.

## C

Beneath the surface of the earth lies a lively, invisible ecosystem full of life, often referred to as the “living skin” of the earth. It is a hidden world where countless organisms (生物体) interact in complex ways, driving essential processes that enable life to survive. They are the unsung heroes of nutrient cycling, soil stability, and even climate balance.

Organisms in the soil are both copious and diverse. They range in size from the one-celled bacteria, to the more complex tiny bugs, and to the larger organisms such as insects and plants. Soil microbes (微生物) are too small to be seen with the unaided eye. Bacteria are the most plentiful microbes in soil, with a population of  $10^{10}$ — $10^{11}$  individuals and 6,000—50,000 species per gram of soil and a biomass of 40—500 grams per square metre.

If we are to understand the functions of soil microbes and the impact of management practices on soil quality, we need to analyse microbial community composition beyond just counting individuals. Traditional methods of studying microbes often rely on culturing techniques, which have significant limitations as they can only detect a

small part of the microbial community. Advanced genetic (基因的) techniques, such as DNA sequencing and PCR, however, enable the detection and categorization of previously unculturable microbes. These methods enhance our ability to identify shifts in microbial communities, providing critical insights into soil health and functional dynamics.

Soil microbes play both beneficial and harmful roles as contributors to soil environmental problems such as climate change and groundwater pollution. The physical, chemical, and biological soil characteristics and their interactions with the resident community of soil microbes have a significant impact on the growth and activity of these microbes. As our understanding of these complex relationships develops, we should be able to develop soil management practices that are sustainable and can lead to preservation and improvement of soil quality.

- ( ) **28.** What does the “living skin” of the earth mainly do?
- A. Sustain life on the earth.  
B. Control microbial population.  
C. Protect the surface of the earth.  
D. Monitor changes in the ecosystem.
- ( ) **29.** What does the underlined word “copious” in Paragraph 2 mean?
- A. Small. B. Active.  
C. Invisible. D. Plentiful.
- ( ) **30.** Why are modern genetic techniques used in studying microbes?
- A. To identify diverse microbes.  
B. To simplify microbial counting.  
C. To help culture more microbes.  
D. To minimize microbial impact on soil.
- ( ) **31.** What can help us to improve soil management practices?
- A. Removing harmful microbes.  
B. Distinguishing soil characteristics.  
C. Understanding soil-microbe interactions.  
D. Strengthening relationships among microbes.

## D

Scientists in Hawaii have discovered a new species of moth (蛾), and its caterpillar, the early stage in the development of moths, has an unusual lifestyle. It lives in spiders' webs, eating insects it finds there. To protect itself from the spiders, the caterpillar covers itself with body parts from dead insects, earning it the name "bone collector caterpillar".



Bone collector caterpillars belong to “fancy case” caterpillars, unique to Hawaii. While most in this group make silk cases or decorate them with nearby materials, bone collector caterpillars take it further—they carefully select and cut bits of dead insect bodies to cover their cases.

And they’re not just satisfied with any old parts they find. Instead, they construct their cases by carefully choosing bits of insect bodies and cutting them to just the size they need.

Why would a caterpillar decorate itself? The answer is that they live in spider webs—a very dangerous place for an insect. Spider webs are great places to find food that the spiders don’t eat, but the bone collector caterpillars don’t want to become food themselves. By wrapping themselves with pieces of dead insects, they seem to fool the spiders into ignoring them. It’s a tough way to make a living, but it seems to work. Scientist Daniel Rubinoff said the first time he saw one, he just couldn’t believe it.

Bone collector caterpillars are extremely rare. Dr Rubinoff first discovered one in 2008. Since then, just 62 of them have been found in all. The insects are only found in a small area on the side of a mountain on Hawaii’s Oahu Island. They mainly choose spider webs in trees or in holes in rocks.

However, spiders aren’t the only threats to caterpillars. Over time, invasive (入侵的) species have been taking over Hawaii’s natural forests. As the forests around them change, it could become harder for the caterpillars to survive. Luckily, bone collector caterpillars seem to be able to manage, even in the webs of spiders that don’t originally come from Hawaii.

- ( )32. What distinguishes bone collector caterpillars from other “fancy case” caterpillars?  
A. They use dead insect parts for decoration.  
B. They feed on spiders’ leftovers.  
C. They live mainly in Hawaii’s forests.  
D. They make silk cases for protection.
- ( )33. Why do bone collector caterpillars choose to live in spider webs?  
A. They rely on spiders to help find mates.  
B. They lack the basic ability to build nests.  
C. Spider webs provide easy access to food sources.  
D. Spider webs protect them from invasive species.

- ( )34. What can be inferred about bone collector caterpillars from the last two paragraphs?  
A. Invasive species mean a great threat to their survival.  
B. Scientists have fully understood their survival mechanism.  
C. They have adjusted to spider webs beyond their original habitat.  
D. Their population has experienced great ups and downs since 2008.
- ( )35. What is the best title for the text?  
A. The fancy case caterpillars in Hawaii  
B. Increasing threats facing bone collector caterpillars  
C. The fight between spiders and caterpillars in Hawaii  
D. Rare bone collector caterpillars living in spider webs

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。

Almost one-third of adults aged 65 and older have never used the Internet, and half don’t have Internet access at home. Of those who do use the Internet, nearly half need someone else’s help to set up a new digital device.

36. \_\_\_\_\_ If we do not provide technology access and training to older adults, we shut them out from society, worsening the loneliness among the elderly, which has been associated with depression, functional decline, and death. Technology can serve as an important tool to help reduce these risks, but only if we provide older adults with the skills they need to access our digital world.

There is concern about digital technology use increasing isolation (孤立) among younger populations. 37. \_\_\_\_\_ This is especially true for those who live far away from family or have lost the loved ones they relied on for social support in their younger years. Elders can use online tools to connect with friends and family even if they can no longer physically visit them.

We need programmes to improve older adults’ use of technology and confidence in key digital skills. 38. \_\_\_\_\_ They also need to have tech support call lines tailored to older adults less familiar with the Internet.

To be sure, many older adults express a lack of interest in technology. 39. \_\_\_\_\_ Appropriate training can help to overcome these fears and generate interest.

With greater investment in providing accessible devices and digital training, technology has the potential to become a powerful tool for reducing loneliness among older adults, empowering them to connect, create, and contribute online. 40. \_\_\_\_\_

- A. This probably results from a fear of it.  
B. Technology is surely significant to the society.  
C. As one elder put it, “It’s time to catch up and join the world.”  
D. However, it’s not certain whether this isolation will appear or not.  
E. Technology companies should design devices specifically for elders.  
F. However, the connection that is possible online can be valuable for older adults.  
G. Mastering digital technology is a key aspect of senior citizens’ participation in society.

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 四个选项中选出最佳选项。

When Clara’s grandmother passed away, she left Clara an old piano in the attic. Clara, who preferred modern gadgets, initially found the gift 41. But when she 42 the dust-covered keys one rainy afternoon, something magical happened.

As her fingers touched the keys, a 43 memory surfaced—her grandmother singing *Moon River* while little Clara sat on her lap. The piano, she realized, wasn’t a(n) 44 piece of furniture; it was a(n) 45 of their bond.

Determined to restore it, Clara found sheet music hidden inside the bench. The first page had a(n) 46 note: “For my Clara, who will play when I no longer can.” Tears 47 her vision as she began to play clumsily.

Over the next months, Clara practised daily. The more she played, the more she felt her grandmother’s 48. On what would have been her grandmother’s 80th birthday, Clara 49 a small concert at a nursing home. When she played their song, several elderly residents 50 along softly.

Afterward, a woman approached Clara. “Your playing reminded me of my mother,” she said, 51 Clara’s hands. At that moment, Clara understood—music could 52 generations just as love does.

Now, Clara teaches children piano on that very instrument. She always starts with *Moon River*, telling them: “Some songs aren’t

just melodies; they’re   53   waiting to be   54   .” And when the children play, the attic piano shines as if it has finally found its   55   .

- (    )**41.**

A. disappointing

B. fascinating

C. confusing

D. exciting
- (    )**42.**

A. wiped

B. cleaned

C. polished

D. struck
- (    )**43.**

A. vivid

B. broken

C. false

D. painful
- (    )**44.**

A. expensive

B. useless

C. antique

D. massive
- (    )**45.**

A. burden

B. symbol

C. result

D. obligation
- (    )**46.**

A. printed

B. faded

C. official

D. typed
- (    )**47.**

A. failed

B. improved

C. blurred

D. filled
- (    )**48.**

A. criticism

B. absence

C. patience

D. presence
- (    )**49.**

A. attended

B. recorded

C. canceled

D. organized
- (    )**50.**

A. danced

B. hummed

C. cried

D. listened
- (    )**51.**

A. shaking

B. examining

C. squeezing

D. releasing
- (    )**52.**

A. connect

B. separate

C. honour

D. distinguish
- (    )**53.**

A. stories

B. secrets

C. lessons

D. histories
- (    )**54.**

A. written

B. created

C. shared

D. forgotten
- (    )**55.**

A. tune

B. home

C. voice

D. owner

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。

The origins of the umbrella can be traced back over thousands of years to early human societies. Initially used as sunshades, these early umbrellas 56. \_\_\_\_\_ (fashion) from materials like silk or paper, and waterproofed with wax (蜡) and lacquer (漆) 57. \_\_\_\_\_ (offer) rain protection.

According to Chinese legend, the first umbrella in ancient China was invented by Lady Yun, the wife of Lu Ban, a renowned craftsman in Chinese history. At the time, people relied on straw hats and capes during rainy days, which proved inconvenient for travel. Inspired by 58. \_\_\_\_\_ sight of people taking shelter under eaves (屋檐), Lady Yun created a folding device made of bamboo and fabric. Lu Ban later improved this design, making it 59. \_\_\_\_\_ (practical) for rain and sun protection than before, paving the way 60. \_\_\_\_\_ the modern umbrella—a proof of the wisdom and 61. \_\_\_\_\_ (creative) of early Chinese people.

Pioneer 62. \_\_\_\_\_ China may be in the development of umbrellas, similar devices appeared in other ancient civilizations, such as Egypt, Assyria, and Greece, 63. \_\_\_\_\_ (primary) for sun protection. The word “umbrella” 64. \_\_\_\_\_ (it) originates from the Latin “umbra”, meaning “shade”. Over time, as waterproofing techniques advanced, umbrellas changed from simple sunshades to essential tools for rain protection, 65. \_\_\_\_\_ (gain) widespread popularity across the globe.

第四部分 写作(共两节,满分 40 分)

第一节(满分 15 分)

假如你是李华,上周六你校学生会举办了“走进社区,服务大家”的公益活动。请你为校英文报写一篇报道,内容包括:

1. 活动过程;
2. 你的收获和感悟。

注意:1. 写作词数应为 80 个左右;  
2. 可适当增加细节,以使行文连贯。

Students’ voluntary work in a community

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。

I started reading to myself, as well as out loud to Mother and other family members, between the ages of three and four. By the time I turned five, I was reading chapter books, like the *Bobbsey Twins*. I read whenever books came my way, usually by my mother

taking me to the town’s small but book-packed library on Saturdays. Along my journey as a reader, there were other helping hands that develop my love for books—Mrs Eleanor Harrison, my first-grade teacher.

When I started first grade, making friends became a challenge for me. My rich vocabulary made me easy to be labeled as a bookworm (书呆子), causing other children to shy away from playing with me. My mother explained that there would be “stuff” I already knew while others didn’t. Reading was one such skill—I could read while none of my classmates were able to. Therefore, when we moved to a new city, and I found myself in a new school, I decided to pretend that I didn’t know many words either, just to fit in.

On the first day of school, my mother walked me there and introduced herself to Mrs Harrison, my new teacher. After that, I walked to school and back home by myself. However, around a month later, something significant happened. One afternoon, when I came home from school, my mother told me that my teacher, Mrs Harrison, had called and wanted to have a meeting with her. I immediately asked if I was in trouble since I had only heard of teachers calling parents when there was an issue.

“She didn’t say so,” responded Mother, as thoughts raced through my mind. “She said she wanted to talk to me about you.” Mother pulled me to her—one of her healing hugs. I trusted my mother. I knew she loved me. I blurted out, “So, you think this will have a ‘happily ever after’ ending?” Mother kissed me on the top of my head, just as she often did, and smiled, saying, “Yes. I’m sure it will be alright.”

注意:续写词数应为 150 个左右。

Paragraph 1:

The day of the meeting came. \_\_\_\_\_

Paragraph 2:

“I like that idea!” Firmly, I nodded a yes. \_\_\_\_\_