

英语参考答案

题序	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
答案	C	C	B	B	A	A	B	A	C	B	A	B	C	B	A
题序	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
答案	B	C	C	B	A	B	C	D	A	D	D	C	A	B	A
题序	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
答案	B	B	C	A	C	C	E	G	A	D	C	D	B	C	B
题序	46	47	48	49	50	51	52	53	54	55					
答案	A	D	C	B	A	C	A	A	B	D					

A

【主题语境】人与社会——文学

【语篇导读】本文是说明文,介绍了《纽约客》推选的四本 2022 年度好书。

21. B. 细节理解题。根据第二段第一句中的“The Nobel Prize winner’s most recent novel is...”和第三段第一句中的“The Nobel awardee’s latest novel opens like a starry romantic chronicle(编年史)...”可知,两本书的共同之处是作者皆为诺贝尔文学奖获得者。故选 B 项。
22. C. 推理判断题。根据第四段中的“Mukherjee takes us through an evolution of human understanding...”和“deploying(部署) cells for medical purposes”可知, *The Song of the Cell* 是对人类认知不断发展以及将细胞运用于医疗目的过程的探索。故选 C 项。
23. D. 推理判断题。根据第五段中的“In detailing how Adams went on... incident and inference.”可知,这本书详细记述了亚当斯从新英格兰起义到战争期间的重大事件,由此可推出一本人物传记。故选 D 项。

B

【主题语境】人与自我——做人与做事

【语篇导读】本文是记叙文,讲述了少年 Zach Bates 身患自闭症却凭借自己坚强的毅力完成了超级马拉松,他成功的背后,是他对梦想的执着追求和父母无条件的支持,御风前行,把所有不可能变成可能。

24. A. 推理判断题。根据第一段“Fighting through pain after running for 28 hours, and amid the sound of tired feet struggling through the Arizona dirt—finally soft, soothing(舒缓的) music could be heard over the horizon. The finish line, which was once 100 miles away, was right in front of him. A small, roaring human victory tunnel welcomed Zach Bates as he ran across the finish line.”可知, Bates 在经历了 28 个小时的长跑后,拖着疲惫的双脚在亚利桑那州的泥路中挣扎——终于在地平线上可以听到柔和、舒缓的音乐了。曾经远在 100 英里外的终点线,近在眼前。当 Bates 跑过终点线时,人们夹道欢迎他。故选 A 项。
25. D. 推理判断题。根据第二段可知, A 项(Bates 被诊断为自闭症)、B 项(Bates 曾经是学校越野队成员)以及 C 项(Bates 刚刚高中毕业)都是他的家人们已经知道的事情,家人们并不会因为这些已知的事实而感到惊讶。根据常理推断,家人们是觉得 Bates 的这个新目标不太实际,故选 D 项。
26. D. 细节理解题。根据第三段第一句中的“...but Brian, his father, found ways to help, truly making it a family affair”可知, Bates 的成功离不开家人的全力支持;根据第三段最后一句“With Hendrix and de la Rosa’s expertise, the young American prepared by competing in shorter distances and successfully worked his way up to the 100-miler in a short time.”可知, Bates 的马拉松比赛能够顺利完成也得益于教练 Hendrix 和 de la Rosa 的专业指导,以及 Bates 对目标的坚持不懈。而 D 选项在文中并未提及。故选 D 项。
27. C. 主旨大意题。通读全文内容可知,第一段为 Bates 的高光时刻,取得了马拉松比赛的胜利;第二段介绍了 Bates 是自闭症患者但有自己的目标;第三段介绍父母原本感到惊讶,随后全力以赴地支持 Bates 的理想。结合以上内容并根据本文最后一句中的“If we listen to our children and allow them to do what they want to do and be a support to them, you’ll be so surprised at where they’ll end up(如果我们倾听孩子们的意见,让他们做自己想做的事,并支持他们,你会对他们的成就感到很惊讶)”可知, C 项“Nothing is impossible.”最符合文章主旨。A 项意为“未雨绸缪”;B 项意为“只争朝夕”;D 项意为“不入虎穴,焉得虎子”。

【主题语境】人与社会——科学与技术

【语篇导读】本文是说明文,介绍了学生们正在用 ChatGPT 做作业,学校应该禁止使用这一类人工智能工具,还是应该接受它们?

28. A. 推理判断题。根据第一段第一句“Is the end of homework near?”可知,作者提出这一问题旨在引起读者的阅读兴趣。故选 A 项。
29. B. 段落主旨题。根据第二段中的“... remembers the thread of your dialogue, using previous questions and answers to inform its next responses. Deriving its answers from huge volumes of information on the Internet, it is fine-tuned using both supervised and reinforcement learning. (ChatGPT 能记住对话线索,使用之前的问题和答案为下一个回答提供信息。它能从互联网上的海量信息中获得答案,同时使用监督学习和强化学习进行微调。)”可知,本段主要介绍了 ChatGPT 的工作原理。故选 B 项。
30. A. 细节理解题。根据第三段中的“*But experts question whether bans like these are really effective. On one hand, students will always be able to access tools like ChatGPT through other means than school devices.*”可知,学生总是能够通过学校设备以外的其他方式访问 ChatGPT 等工具。故选 A 项。
31. B. 细节理解题。根据第四段最后一句中的“*What is ultimately very important in the learning process is not so much the subject on which you learn, it's the methodology that you learn to develop around that subject*”可知,在学习过程中,最终非常重要的不是你学习的科目,而是你围绕该科目学习的方法。故选 B 项。

【知识拓展】OpenAI 是美国一家人工智能研究公司。其成立于 2015 年 12 月,和谷歌、苹果、IBM 等知名公司创办的其他项目共同探索先进计算机技术,解决面部识别或语言翻译等问题。OpenAI 的核心宗旨在于确保通用人工智能(Artificial Intelligence),即一种高度自主且在多数具有经济价值的工作上超越人类的系统,为全人类带来福祉。

D

【主题语境】人与自然——自然生态

【语篇导读】本文是说明文,介绍了基因改造后会发光的新型斑马鱼对巴西生态可能造成的威胁。

32. B. 细节理解题。根据第一段最后一句“... and a concern for biologists, who worry the transgenic fish could threaten the local fauna(动物群) in one of the most bio-diverse spots on the planet.”可知,生物学家担心转基因鱼会对巴西当地的动物群造成威胁。故选 B 项。
33. C. 推理判断题。根据第二段中的“*In 2014, a single Glofish was spotted in canals of Florida. But it had not multiplied, probably because native predators such as the eastern mosquitofish and the largemouth bass ate the intruder*”可知,发光鱼没在佛罗里达繁衍的原因很可能是因为它被当地的捕食者吃掉了。故选 C 项。
34. A. 词义猜测题。根据第三段最后一句“*The invaders are also eating well...*”中的 also 一词可知, the invaders 指的是 the transgenic fish, 即斑马鱼通过基因改造而来的发光鱼 Glofish。故选 A 项。
35. C. 推理判断题。根据第四段中的“*Tuckett says it should be ‘a wake-up call’. For now, the glowing fish ‘could be considered little weeds growing up out of the concrete’, Tuckett says, but points out that even little weeds can grow to cause a lot of damage.*”可知, Tuckett 认为虽然目前这种鱼的影响无需过多担忧,但是如果放任不管也可能会造成很大的破坏,所以持谨慎的态度。故选 C 项。

【主题语境】人与自我——生活与学习

【语篇导读】本文是说明文,介绍了克服对失败的恐惧的四种方法。

36. C. 上文指出,人们习惯于将失败归咎于自己,并无法摆脱自己没有成功的观念。C 项中的“fear”和“success”与上文中的“blame”和“failure”相呼应,承接上文并引出下文,符合此处语境。
37. E. 根据设空处前的小标题“Redefine failure”可知,本段介绍的方法是重新定义失败。设空处位于段首,根据后一句中的“*In other words*”可知,此句与设空处构成了解释说明的关系。
38. G. G 项中的“*It*”指代上文所说“目标可以分为接近目标或回避目标”,“*achieve a positive outcome or avoid an adverse one(实现积极结果或避免消极结果)*”与上文中的“*approach goals or avoidance goals*”相呼应。
39. A. 设空处所在段主要讲述了作家兼投资者 Tim Ferriss 讲述他创建了一个“恐惧列表”来应对一些最困难的挑战,从而取得了成功的事例,故 A 项作为段落小标题符合语境。
40. D. 上文提到“*当你不再关注是否会失败,而是关注你能从比以往更高水平的竞争中学到些什么的时候*”,即 shift gears(转换思维),与 D 项“*你就不会在第一次尝试时汗流浹背,而是把它视为迈向成功的垫脚石*”相呼应。

【主题语境】人与自我——做人与做事

【语篇导读】本文是记叙文,文章讲述了作者在繁忙的学业之余在一家音像店工作,遇到了一对母女。老太太想买 DVD,女儿对老母亲却表现出了极大的不耐烦,作者注意到这一点后,耐心地陪老太太找 DVD,作者作为过来人劝女儿珍惜自己的母亲。文章主要强调的是陪伴和理解的重要性,要懂得珍惜你身边所爱的人。选材富有教育意义,有明确的是非观,培育个人品德,培养高尚的道德情操,引导学生关爱老人,培养积极向上的生活态度和健康情感。试题着重对考生在真实语境中根据上下文语义推理,进行词汇辨析的能力进行考查。

41. C. 考查动词词义辨析。根据下文作者询问“Is that your mom?”可知,在开始时作者是 guessed “猜测”年轻女人与老太太是母女,故选 C。
42. D. 考查名词词义辨析。根据下文女儿每隔几秒钟就看一下手表可知,女儿对妈妈表现出严重的 impatience “不耐烦”,故选 D。
43. B. 考查动词短语词义辨析。句意:这个老太太开始翻看最近架子上的 DVD。根据后文“the DVDs on the nearest shelf”可知,此处是说开始浏览架子上的 DVD。此处考查词组辨析,look through 意为“浏览,仔细翻看”,故选 B。
44. C. 考查形容词词义辨析。句意:略微犹豫了一下,我走过去问她是否需要帮助。故选 C。
45. B. 考查名词词义辨析。根据下文“We found the movie”可知,找它的人是不怎么懂 movies 的,故选 B。
46. A. 考查动词词义辨析。根据下文“I asked her to walk with me so I could show her where she could find it”可知,作者没有急着帮老太太去找 DVD,locate 与 find 意思相同,故选 A。
47. D. 考查动词词义辨析。句意:老妇人小心翼翼的举止让我想到了自己已过世的母亲,她在去年圣诞节离开了人世。故选 D。
48. C. 考查形容词词义辨析。“我”的耐心陪伴,轻松随意的闲聊,和“女儿”的不耐烦形成对比,由此可知老太太似乎很感激,故选 C。
49. B. 考查动词词义辨析。根据上文“The woman seemed 48 for the unrushed company and casual conversation”中的 company 一词可知,找到 movie 后,“我”陪同老太太去收银台结账,然后 walked over to the younger. walk sb. to sp. 陪同某人去某地,故选 B。
50. A. 考查名词词义辨析。根据上文“I ..., who was still tapping her foot”和“She rolled her eyes”以及下文的“half sigh and half complaint”可知,老太太的女儿的回答是很不耐烦的,甚至是有些恼怒的,故选 A。
51. C. 考查动词词义辨析。句意:于是我问道:“介意一些建议吗?”她示意我说下去。Mind some advice? 为口语,相当于“Do you mind if I give you some advice?”,英语中回答时,表示同意,一般用“Sure”,不同意,一般用“Sorry”。根据下文可知,作者是要建议这位女儿珍惜自己的母亲,问她是否介意听作者的建议。故选 C。
52. A. 考查动词词义辨析。作者说话时微笑着,以此来表明自己不是在批评她。结合下文作者所说的话“When she’s gone, it’s the little 54 that’ll come back to you. Moments like this.”可知,作者只是在给出忠告,而非责备,故选 A。
53. A. 考查形容词词义辨析。“我”一个陌生人,要给她忠告,可推知她是会有 curious expressions 的。“我”做出回应,告诉她:“When she’s gone, it’s the little 54 that’ll come back to you. Moments like this. I know.” 故选 A。
54. B. 考查名词词义辨析。句意:你母亲走了以后,你会回想起那些短暂的时光。像这样的时刻。我知道。文章主要强调的是陪伴和理解的重要性,要懂得珍惜你身边所爱的人。根据空后的“Moments like this.”可知选 B。
55. D. 考查副词词义辨析。句意:她带着明显不习惯的爱搂住母亲的肩膀,轻轻地带她离开。根据文章结尾的描述,我们可以看出这位女儿身上发生的改变,对“母亲”的态度从“impatience”转变为“unaccustomed affection”和“gently”,但这种 affection 是这位女儿明显还没有习惯的,故选 D。注意不要误选干扰项 unexpectedly。

【主题语境】人与社会——历史、社会与文化——文化遗产

【语篇导读】这是一篇说明文,原文选自 www.china.org.cn,话题:非遗草编:指尖上传承的艺术。说起草编,很多人脑海中都会浮现这样一个画面:在农村的田野上,人们戴着草帽忙碌着,那些用小麦秸秆编制而成的草帽格外引人注目。一直以来,草编都是我国民间广泛流行的一种传统手工艺,是深植于这片土地之上的艺术。如今,这门技艺在非遗传承人吴翠的手上,又焕发出了新的生机与活力。

56. probably. 考查副词。句意:大多数人很可能仅仅是把它看作农田里的一堆废物。情态动词之后,谓语动词之前应该填副词,故填 probably。
57. harvested. 考查非谓语动词。根据语法结构,介词之后应该用名词或动名词短语,很容易填 harvesting,但此处根据句意,不是指收割小麦,而是指被收割的小麦秸秆,故用过去分词作定语。
58. products. 考查名词复数。根据其后的谓语“were discovered”,可以看出此处应该用复数主语。
59. a. 考查冠词。a method of... “一种……方法”。
60. was listed. 考查谓语时态和语态。本句中有时间状语“in 2008”,且句意为“被列为……”。
61. selection. 考查词性和词形变化。根据句法结构,此处应该填名词,构成 selection of materials “材料的选择”。
62. which. 考查定语从句的关系词。句意:你需要把编织的东西勾画在纸上,这需要绘画技能。
63. comes. 考查谓语时态和主谓一致。本句为倒装句,其句意为:接下来就是作品的编织、成型及保存。根据语境用一般现在时,其主语为单数。
64. to make/making. 考查非谓语动词。根据句法结构,此处可以用不定式短语或动名词短语作表语。
65. into. 考查固定搭配。句意:她想深入挖掘当地传统文化……动词短语 dig into “钻研”。

本文好词组:

- pop into one's mind 突然想起
- a pile of waste 一堆废弃物(麦秸秆)
- intangible cultural inheritor 非物质文化遗产传承人
- daily items 生活日用品
- labor-intensive *adj.* 劳动密集型的

【知识拓展】

Hemudu Cultural Ruins

河姆渡文化遗址是中国晚期新石器时代遗址,位于距宁波市区约 20 千米的宁波余姚市河姆渡镇,于 1973 年开始发掘,是中国已发现的最早的新石器时期文化遗址之一。河姆渡遗址总面积达 4 万平方米,上下叠压着四个文化层。该遗址出土陶片达几十万片,还有陶器、骨器、石器以及植物遗存、动物遗骸、木构建筑遗迹等大量珍贵文物。河姆渡遗址的发现,为中国史学界和考古界提供了依据,证明了长江流域是中华文明的重要发源地之一。

第四部分

第一节

【试题分析】

语篇类型:应用文 主题语境:人与社会

试题写作背景是你的英国朋友 David 在中国旅行,他对中国菜很感兴趣,你所在的城市将在下周举办“中华美食节”,要求考生写一封电子邮件,对举办活动的时间、地点、活动内容和活动安排进行介绍,并邀请对方参加这个活动。

该题目引导考生在面对生活实践问题情境时,组织整合相应的知识与能力来解决问题。其核心价值在于引导学生思考中国传统文化的魅力所在,并向更多的人介绍宣传。其任务情境与英语学科核心素养中对学生文化意识的培育紧密相关。考生需要整合自己对中国饮食文化的认知和理解,认真考虑题目要求,适当添加细节。

本试题要求写一篇邀请信,首先要求考生具有较强的语篇构思能力以及语用能力,在正式写作前有清晰的思路,理清文章结构,合理分配要点。第一段,开门见山,介绍写信的背景和写信的目的;第二段,介绍举办活动时间、地点,以及内容、安排;第三段邀请并期待对方参加。写作时应关注各要点之间的衔接和语言的地道与适切性,语气要客套、委婉。

【参考范文】

Dear David,

Knowing that you are interested in Chinese cuisine, I would like to invite you to experience the “Chinese Food Festival” in our city and taste the traditional delicacies here.

The activity will be held from 8:00 am to 4:00 pm on April 23 in the Food Street of our city. There will be lots of famous local food then, and you can have a taste of what you like. What's more, we have invited some top chefs to demonstrate how to make various kinds of traditional food, so you will get a chance to learn some cooking skills as well.

I believe this will definitely be a unique experience for you. Looking forward to seeing you next week.

Yours,
Li Hua

【范文点评】

该范文在语篇结构上分为三个段落,第一段开门见山,介绍写信的背景和写信的目的;邀请英国朋友 David 体验下周将举办的“中华美食节”,品尝美食。第二段介绍举办活动时间、地点,以及内容、安排;品尝各色美食,学习烹饪方法。第三段期待对方参加。范文在语篇结构上符合题目要求,各段分布合理,全面涵盖要点,并合理展开内容,使细节充实,全文连贯。在语言运用方面,文章使用的词汇、语法结构准确无误,并运用了丰富多样的高级词汇和语法结构,例如:Chinese cuisine, traditional delicacies, demonstrate, various, have a taste of 等,以及非谓语、状语从句、宾语从句等句法结构。总之,该范文整体结构合理,语言运用恰当,逻辑衔接紧密,语气委婉得体,较好地完成了题目规定的写作要求。

评分标准

本题总分为 15 分,按 5 个档次给分。

1. 评分时,先根据文章的内容和语言初步确定其所属档次,然后以该档次的要求来衡量、确定或调整档次,最后给分。
2. 词数少于 60 和多于 120 的,从总分中减去 2 分。
3. 评分时,应注意的主要内容为:内容要点、应用词汇和语法结构的数量和准确性、上下文的连贯性。
4. 拼写与标点符号是语言准确性的一个方面,评分时,应视其对交际的影响程度予以考虑。英、美拼写和词汇用法均可接受。
5. 如书写较差,以至影响交际,将分数降低一个档次。

各档次的给分范围和要求

第五档(13~15 分)

完全完成试题规定的任务。

- 覆盖所有内容要点。
- 应用较多的语法结构和词汇。
- 语法结构或词汇方面有些许错误,但为尽力使用较复杂结构或较高级词汇所致。具备较强的语言运用能力。
- 有效地使用语句间的连接成分,使全文结构紧凑。

完全达到预期的写作目的。

第四档(10~12 分)

完全完成试题规定的任务。

- 虽漏掉 1~2 个次重点,但覆盖所有主要内容。
- 应用的语法结构和词汇能满足任务的要求。
- 语法结构或词汇方面应用基本准确,些许错误主要是因尝试较复杂的语法结构或词汇所致。
- 使用简单的语句间连接成分,使全文结构紧凑。

达到预期的写作目的。

第三档(7~9 分)

基本完成试题规定的任务。

- 虽漏掉一些内容,但覆盖所有主要内容。
- 应用的语法结构和词汇能满足任务的要求。
- 有一些语法结构或词汇方面的错误,但不影响理解。
- 使用简单的语句间连接成分,使全文内容连贯。

整体而言,基本达到预期的写作目的。

第二档(4~6 分)

未适当完成试题规定的任务。

- 漏掉或未描述清楚一些主要内容,写了一些无关内容。
- 语法结构单调,词汇项目有限。
- 有一些语法结构或词汇方面的错误,且影响对写作内容的理解。
- 较少使用语句间的连接成分,内容缺乏连贯性。

信息未能清楚地传达给读者。

第一档(1~3 分)

未完成试题规定的任务。

- 明显漏掉主要内容,写了一些无关内容,原因可能是未理解试题的要求。

- 语法结构单调,词汇项目有限。
- 较多语法结构或词汇方面的错误,且影响对写作内容的理解。
- 缺乏语句间的连接成分,内容不连贯。

信息未能清楚地传达给读者。

0分

——未能传达给读者任何信息;内容太少,无法评判;所写内容均与所要求内容无关或所写内容无法看清。

第二节

【主题语境】人与自我——做人与做事

【语篇导读】本文是一篇记叙文,选自 <https://freestoriesforkids.com/children/stories-and-tales/insignificant-task>,原文标题为“An Insignificant Task”。文章讲述了在新学年开始时,每个学生都会得到一项任务,大家都渴望得到有趣的任务。老师分配任务时会考虑上一个学年哪些学生最负责,Rita是最有希望分到最好的任务的孩子。可是,她却只得到了一项不起眼的任务——照看一只蚂蚁。虽然她感到失望,但她还是认真地对待自己的任务。

【参考范文】

All the students looked at the doctor with curiosity. The doctor greeted the class with a satisfied look and announced, “Congratulations! Your class has been chosen to go along with me, this summer, on a journey to the tropical rainforest, where we will be investigating all kinds of insects.” At the sight of the puzzled students, he explained, “Among all the schools of this region, your class has best cared for the little ant given to you. You’ve won the competition!” Wonderful news, indeed!

Hearing the good news, the whole class was filled with joy and celebration. Everyone understood why the teacher had insisted that the ant was a special one. They thanked the teacher for thinking of entering them in the competition, and thanked Rita for having been so patient and responsible. And they also learnt that to be given the most important tasks you have to know how to be responsible even in what are apparently the smallest tasks. And without doubt, it was Rita who was most pleased with this, having said to herself many times that she would turn the little job into something really great.

评分标准

1. 词数少于130和多于180的,从总分中减去2分。
2. 读后续写题总分为25分,按5个档次给分。

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,书面整洁漂亮;
- (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,但完全不影响意义表达;
- (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,虽有一些错误,但不影响意义的表达;
- (3)有使用连接词情况。

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)与所给短文和开头语的衔接较差;
- (2)写出内容太少,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。

0分——白卷、内容太少无法判断或所写内容与所提供内容无关或所写内容无法看清。

听力材料

Text 1

W: Oh, Tom, my back really hurts. Do you have any medicine?

M: Here are some painkillers. But don't you think you should go to see a doctor?

W: Let me see if the pills will make the pain go away first.

Text 2

W: Did you go to Kimpton Charlotte Square last night?

M: No, was there anything special?

W: Yes, my boss Jack threw a party there, and I saw Chloe Hanslip playing a tune on the violin.

M: That was amazing!

Text 3

M: Excuse me, could you tell me when the next train for Chicago leaves?

W: Well, trains for Chicago leave every 3 hours. You just missed the 7:30 train by 10 minutes, I'm afraid.

Text 4

W: Could you check this bill for me? I am afraid it's not right.

M: Certainly. First, did you have two coffees?

W: Oh, did I?

M: Yes. You had one before the meal and another after.

Text 5

W: Shall we go to Munich for the holiday, darling?

M: Sounds great. But what about our children, Spark and Fiona?

W: Why not take them?

Text 6

M: I thought your flight would arrive two hours ago. What took so long?

W: Didn't they announce that our flight failed to take off on time?

M: I didn't hear anything about a delay. I thought everything was running on time. What happened?

W: We got on the plane on time but then we were held up for almost two hours due to an unknown problem.

M: That's too bad. Have you had anything to eat?

W: I managed to get a sandwich on the plane. How about you?

M: I've had nothing but a cup of coffee. I'm starving. Let's get out of here and find a restaurant.

Text 7

W: Hi Sam. Have you been in Liverpool long?

M: Hi Sara. I got here last Friday. It's about three days now.

W: I just arrived. What's the hotel like?

M: It's okay. Not perfect, but for this price, not bad.

W: Why? What's the matter with it?

M: Well, the heating doesn't always work. And it was freezing here yesterday. Breakfast is very early in the morning. Today I overslept and missed it completely.

W: You overslept? Why was that?

M: Well, there's a man with a boy staying next door. They've been here for two days now, and the boy is really noisy. I didn't get any sleep.

W: Oh no. Well, I don't know what we can do about the breakfast or other guests. But why don't you ask the hotel to look at the heating?

M: Hmm. Good idea. I'll talk to them about it right now.

Text 8

W: I think the car we saw yesterday would be a good deal. What do you think?

M: Yes, but I think you should ask someone to take a look at it just to be sure.

W: My friend Jack knows cars, and he helped me do the check this morning.

M: It was smart of you to think ahead. Have you and the salesman agreed on a price?

W: Yes, he finally agreed to accept the discounted price I asked.

M: Then have you thought about how to pay?

W: Well, I've saved up enough money to pay cash for this car.

M: Good. Let me go with you to make the payment and drive the car home for you.

W: Thank you. That would make it much easier for me.

M: You're welcome. Let's go to take care of that right now.

Text 9

W: Jack, come on in.

M: Hi Judy! Haven't seen you for ages. How are you?

W: Fine. It has been ten years since we graduated and you haven't changed much. Did you have any trouble getting here?

M: No trouble at all. After checking in at the hotel by the train station, I followed the directions Mark texted me over the mobile phone.

W: I'm glad you came over to see me and Mark.

M: I miss both of you very much. How's Mark? Where is he?

W: He is out shopping for our dinner tonight and will be back in a minute.

M: Thank you for having me here at your home.

W: What do you feel like doing while you're here?

M: Well, I'd like to look at the historic buildings.

W: No problem. We can show you around the old town, you know, Benjamin Franklin and the Liberty Bell, and some very good museums.

M: That's great.

W: By the way, the International House is running a really fine film program. Would you like to see it?

M: Well, I'm just here for two days. I'm afraid I don't have time for films.

Text 10

Good afternoon, I'd like to share with you about working from home. Before COVID-19, my company believed that working in the office was good for productivity. But after over a year of working from home, many of us are starting to question traditional ways of working. Our boss did some research on the issue and discovered that 80% of employees have enjoyed working from home. 42% felt that they've been just as productive as they were in an office, and 28% felt they were more productive at home. For me, one of the best things was not having to travel an hour to and from work each day. This meant I got more sleep, and had more time for family and hobbies. I also didn't have many questions from co-workers, so it was easier to focus, and get more work done in less time. But there were problems, too. I felt lonely at times and having online meetings could be very upset! Worst of all, it could be difficult to stop working because I didn't have to leave the office. In the future, I'd like a flexible approach to work from home several days a week and in the office for the rest.