

- B. He nearly forgot about the appointment.
- C. He will meet the woman in her company.

听下面一段对话，回答第 8 和第 9 题。

8. What does the man think of the waterfall at La Fortuna?
- A. It's fantastic.
 - B. It's not worth seeing.
 - C. It's disappointing.
9. What does the man warn the woman to do?
- A. Set off early on Friday.
 - B. Drive slowly on the wet road.
 - C. Visit the Arenal Volcano carefully.

听下面一段对话，回答第 10 至第 12 题。

10. Who is the woman looking for?
- A. Matt.
 - B. Cynthia.
 - C. Jane.
11. What does the woman want to have signed?
- A. Request of transfer.
 - B. Holiday application.
 - C. A letter of recommendation.
12. When will the man meet the woman again?
- A. Next week.
 - B. Tomorrow.
 - C. Today.

听下面一段对话，回答第 13 至第 16 题。

13. What are the speakers mainly talking about?
- A. How to keep healthy.
 - B. How to better fried chicken.
 - C. How to attract more customers.
14. What does the man ask the woman to do?
- A. Find out students' interests.
 - B. Get a job in a cafeteria.
 - C. Study more nutrition.
15. What does the man want to do?
- A. To talk to more students.
 - B. To make more fast foods.
 - C. To change the way of cooking.
16. Which of the following would be supported by the woman?
- A. The man should get rid of fried hamburgers.
 - B. Few people would like chicken without skin.
 - C. Many people love fried hamburgers and fried chicken.

听下面一段独自，回答第 17 至第 20 题。

17. When does the talk take place?
- A. Just before the visit to the park.
 - B. During the visit to the park.
 - C. At the end of the trip.
18. What is the most important rule during the tour of the national park?
- A. Don't leave litter in the park.
 - B. Don't feed the animals with fruit.
 - C. Don't take away any natural objects from the park.

23. What is the best title for the text?

- A. Happy Memories.
- B. Love from Books.
- C. Special Delivery.
- D. Strange Holiday Gifts.

B

It scarcely seems surprising that learning to underline a modal verb, such as “can”, and “may”, does little to help students use them effectively in their own writing. These words are anyway grasped by tiny children without the need to know what they are called. This may tempt the conclusion that the teaching of grammar should be shelved altogether. But there are reasons to reform it rather than throw it away.

Understanding of language is part of a wider education in what makes human beings human. How concepts are turned into sounds, and how those sounds combine to form commands or questions, are issues that have occupied many language experts. What they reveal about the mind has exercised psychologists and cognitive (认知的) scientists.

There are practical reasons to ask children to work hard at grammar, too. One is that a knowledge of it will make learning a foreign language easier. Even if you did know by nature how to make clauses in your native languages as a child — just without instruction — getting to grips with them in German or Russian in later years is simpler if you know how to define and spot them. As it is, many English-speakers come to understand grammar by studying a foreign language, rather than the other way round.

For grammarians keen on future jobs, the natural-language processing field is booming. After many years of poor results, technological wizards have developed programs for automated translation, speech recognition and other services that are actually usable, if far from perfect. These tools may rely more on knowledge of artificial intelligence than of the subjunctive, but linguistic (语言学的) expertise still matters, and may give beginners an edge over competitors whose best language is Python (编程).

Grammar could still be taught better. One small study showed improvement in some students when concepts are linked concretely to writing tasks. A cook does not need to know chemistry to make a delicious soup. But the science of how words combine to make meaning is fascinating and fundamental.

24. Why do some people consider stopping teaching grammar?

- A. Teachers' teaching methods are far from satisfactory.
- B. It's unnecessary for small kids to grasp modal verbs.
- C. Drawing lines under words fails to be effective in learning.
- D. Grammar Learning doesn't bring obvious effect to writing.

25. Which of the following can replace the underlined phrase “getting to grips with” in paragraph 3?

- A. Controlling.
- B. Mastering.
- C. Holding on to.
- D. Dealing with.

26. When it comes to future jobs, grammarians believe _____.

- A. a good command of Python is enough for programmers
- B. the field of artificial technology still shows great promise
- C. being expert in language means advantages in competition
- D. computer geniuses will invent perfect tools to process language

27. What's the main idea of this passage?

- A. Grammar teaching shouldn't be stopped but reformed.
- B. Scientific study of human beings benefits from grammar.
- C. Grammar helps children to learn foreign languages better.
- D. There's much room for improvement in grammar research.

C

In 2007, a group of researchers began testing a concept that seems, at first blush, as if it would never need testing: whether more happiness is always better than less. The researchers asked college students to rate their feelings from “unhappy” to “very happy” and compared the results with academic and social outcomes. Though the “very happy” participants had the best social lives, they performed worse in school than those who were merely “happy.”

As with everything in life, happiness has its trade-offs. It may give you a life that you find you don't want, one in which you don't reach your full potential, you're reluctant to take risks, and you choose short-lived pleasures over challenging experiences that give life meaning.

The way to understand the study above is not to deny that happiness is good; rather, it is to remember that a little bit of unhappiness has benefits. The author Emmy Gut argued in 1989 that some depressive symptoms can be a functional response to problems in the environment, leading us to pay appropriate attention and come up with solutions. In other words, when we are sad about something, we may be more likely to fix it. Psychologists call this the “analytical rumination hypothesis”.

Obviously, this is not to argue that clinical depression is good — misery can quickly make people incapable of solving problems. Rather, the analytical rumination hypothesis is evidence that getting rid of bad feelings does not necessarily make us more effective in our tasks. And if these emotions can help us assess threats, it stands to reason that too much good feeling can lead us to disregard them. The literature on substance use suggests that this is so: In some people, very high degrees of positive emotion have been connected to dangerous behaviors such as alcohol and drug use and binge eating.

So though suffering should never be anyone's goal, each of us can fight for a rich life in which we not only seek the sunshine but fully experience the rain that unavoidably falls as well.

28. What can be concluded from the 2007 study about happiness?

- A. More happiness is always better.
- B. Full happiness is not totally beneficial.
- C. People should avoid happiness to lead a meaningful life.
- D. Very happy subjects perform better than merely happy ones.

29. What do we know about analytical rumination hypothesis?

- A. People who are sad are not likely to take risks.
- B. Bad feelings like depression might help solve problems.
- C. People with depressive symptoms tend to ignore threats.
- D. Clinical depression can lead to effective task performance.

30. Which of the following would the author probably agree?

- A. We should avoid good feelings.
- B. A risky life is going to bring disappointment.
- C. Happiness itself would lose its meaning without misfortune.
- D. Dislike to happiness can lead us to abandon a meaningful life.

第二节（共 5 小题；每小题 2 分，满分 10 分）

根据短文内容，从短文后的选项中选出能填入空白处的最佳选项。选项中有两项为多余选项。

How to Make Plays More Approachable?

Plays on the page can often feel incomprehensible, academic or irrelevant to the young people studying them, but they shouldn't be. 31

The best way to explore a play is to experience it — either through watching it or performing it

yourself. The students can imagine a character or a scene, having them come off stage. 32

There are lots of recordings of theatre productions available to stream for free in your classroom covering many set texts and introducing new, bold and challenging plays. 33 It's easy to jump to specific scenes or speeches, or even compare the interpretations and creative decisions of different productions.

If your classroom space allows, push back your tables and get everyone on their feet. When students find it too challenging to read the text of a scene and act it out without practicing, ask them to read it carefully first. 34 They can mine the original text for clues, making lists of facts and questions regarding particular characters and situations.

35 Think about the various ways in which stagecraft (编剧技术) can transform words on a page into a piece of theatre.

Ask students to explore a character through costume design, or consider how lighting can enhance mood and aid storytelling. Ask students "Why does it matter?" and "What's the point?"— get them to think about how the play relates to them, and encourage them to express their opinions on it.

- A. You might also like to ask them to write a missing scene.
- B. In this way, they will remember much more about them.
- C. This might help them to ignore the author's background.
- D. And then perform a version of the scene in their own words.
- E. If getting on your feet isn't an option, get creative on paper instead.
- F. Time-poor teachers needn't commit to watching an entire production.
- G. Bringing them to life through performance can make them fun, accessible and relatable.

第三部分 语言运用 (共两节, 满分 45 分)

第一节 完形填空 (共 20 小题; 每小题 1.5 分, 满分 30 分)

阅读下面短文, 从短文后各题所给的 A、B、C 和 D 四个选项中, 选出可以填入空白处的最佳选项, 并在答题纸上将该项涂黑。

Courage involves the balance between fear and bravery. Without fear, we'll do foolish things. And without courage, we'll never step into the 36. The balance of the two is where the 37 lies, and it's a balance we all deal with every day.

It was frightening news when I was first diagnosed because I had no 38 with chronic (慢性的) illness or disabilities. And I had no idea how the disease might 39. But I continued to 40 my dream of working all over the world. And then my work brought me to the United States. And even as the disease progressed 41 and I needed leg braces (支架) and a walker to 42, I still longed for adventure. And this time, I started dreaming of a 43 outdoor adventure.

Sitting eight feet above the ground, riding a horse, I got the impression of the Grand Canyon — one of 44 and terror. But there was no 45. In the first hour, disaster struck. Going down an oversized step, I was 46 forward and hit my face on the back of the horse's head. There was 47. My head hurt fiercely, but the path was too narrow for me to 48.

Now that the trip is over, and I know that I would never do horseback-riding again. The expedition, all that 49 and the trip itself, showed me a level of 50 I had never experienced before. But more importantly, it showed me how boldly 51 I can be.

In facing my fears and finding the courage to 52 them, I swear my life has been 53. So live big and try to let your courage 54 your fear. You never know where it might 55 you.

36. A. unimportant B. unknown C. unfair D. unkind

- | | | | |
|----------------------|------------------|------------------|------------------|
| 37. A. magic | B. meaning | C. outcome | D. option |
| 38. A. mood | B. instruction | C. relationship | D. experience |
| 39. A. progress | B. process | C. emerge | D. extend |
| 40. A. present | B. make | C. pursue | D. interpret |
| 41. A. significantly | B. mildly | C. encouragingly | D. impressively |
| 42. A. go over | B. get around | C. come off | D. hold on |
| 43. A. random | B. historical | C. romantic | D. grand |
| 44. A. regret | B. shock | C. surprise | D. embarrassment |
| 45. A. letting down | B. turning down | C. giving up | D. trying out |
| 46. A. knocked | B. stuck | C. thrown | D. hurried |
| 47. A. silence | B. stress | C. relaxation | D. panic |
| 48. A. dismount | B. pull | C. stretch | D. hang |
| 49. A. adopting | B. planning | C. hesitating | D. finding |
| 50. A. delight | B. calmness | C. fear | D. persistence |
| 51. A. peaceful | B. courageous | C. spellbound | D. smart |
| 52. A. push through | B. get away with | C. turn off | D. hold back |
| 53. A. successful | B. busy | C. extraordinary | D. happy |
| 54. A. undertake | B. overlook | C. outweigh | D. outnumber |
| 55. A. guard | B. bring | C. keep | D. take |

第 II 卷 (非选择题部分)

第二节 (共 10 小题; 每小题 1.5 分, 满分 15 分)

阅读下面材料, 在空白处填入适当的内容 (1 个单词) 或括号内单词的正确形式。

“For longevity, 150 minutes a week of relatively high intensity physical activity clearly is enough,” said Dr. I-Min Lee, a professor of epidemiology (流行病学) at the Harvard T. H. Chan School of Public Health. She has 56 (extensive) studied movement and health and 57 (help) draft the current national physical activity guidelines.

For practical purposes, exercise scientists often recommend breaking that 150 minutes 58 30-minute sessions of speedy walking or a similar 59 (active) five times a week. “It is quite clear from numerous large-scale, well-conducted epidemiological studies that 30 minutes of relatively high intensity activity most days lowers the risk of premature death and many 60 (disease), such as stroke, heart attack, and many types of cancer,” said Ulf Ekelund, a professor 61 (specialize) in physical activity epidemiology at the Norwegian School of Sports Sciences in Oslo, 62 has led many of those studies.

“Relatively high exercise,” he continued, “63 (mean) activities that increase your breathing and heart rate, so the physical effort feels like a five or six on 64 scale between one and ten.” In other words, pick up the pace a bit if what you intend to do is to stroll, but do not feel 65 (force) to sprint (短跑).

第四部分 写作 (共两节, 满分 40 分)

第一节应用文写作 (满分 15 分)

假定你是李华, 在苏格兰做交换生, 你的当地朋友 Tim 打算暑假去苏格兰乡村旅游, 向你发出邀请。请你给他写一封信, 内容包括:

1. 接受邀请;
2. 询问相关信息;
3. 表示期待。

注意:

1. 词数 80 左右;
2. 可适当增加细节, 以使行文连贯。

第二节: 读后续写 (满分 25 分)

阅读下面短文, 根据所给情节进行续写, 使之构成一个完整的故事。

Mr. Watson's store was widely known throughout the neighborhood. It sold many different things. Every day after school, Jess came to the store and he loved to look at the pipes (烟斗). One pipe especially caught his eye. He imagined that some day he would be a grown man and could smoke a pipe, just like this one. He did not remember his father, but he knew his dad smoked a pipe.

Jess reached out and touched the pipe. He kept thinking that when he was old enough, he would go to work and his mother could stay home. He would not have to wait three hours after school until she came home from her job. Oh, why? He wondered, did it take so long to grow up and take his father's place.

He looked around the store and put the bowl of the pipe in his hand. He just wanted to get the feel of it — nothing more. He was lost in his dream, wishing he could be like his father.

Suddenly he was shocked out of his dream. He heard footsteps behind him. He turned around quickly. It was Mr. Watson, the friendly store owner. Jess was unable to move.

"Hello, Jess," Mr. Watson said, and kept on walking. Jess struggled to answer but could not get his voice up. He swallowed and smiled weakly as Mr. Watson walked away. Jess's thoughts became unclear. Was he suspicious?

Suddenly the store seemed extremely warm. Jess watched his feet begin to move and take him out of the store. He felt the cool air outside and it was good, yet, he felt an emptiness inside himself. Like one walking in his sleep, he moved toward the ground. He looked around and saw the empty swings. He slipped into one and leaned against its chain. The cold metal links hurt his side.

Sitting on the swing, he gave the ground a push with one foot. A sharp pain caught him in the stomach. He knew it was the pipe he felt. He had walked out of the store with it.

注意:

- 1、所续写短文的词数应为 150 左右;
- 2、应使用 5 个以上短文中标有下划线的关键词语;
- 3、续写部分分为两段, 每段的开头语已为你写好;
- 4、续写完成后, 请用下划线标出你所使用的关键词语。

Paragraph 1:

The sun was slipping down through the trees and it was time to go home. _____

Paragraph 2:

Looking at the long shadows of the trees coming towards him, Jess now knew what he had to do.
