

27 届高三 10 月检测训练

英 语

(满分:150 分 用时:120 分钟)

注意事项:

1. 答题前,请将自己的学校、姓名等填写在答题卡上。
2. 回答选择题时,选出每小题答案后,用 2B 铅笔把答题卡上对应题目的答案标号涂黑。
3. 回答非选择题时,将答案写在答题卡上。

第一部分 听力(共两节,满分 30 分)

录音内容结束后,你将有两分钟的时间将答案转涂到答题卡上。

第一节 (共 5 小题;每小题 1.5 分,满分 7.5 分)

听下面 5 段录音。每段录音后有一个小题,从题中所给的 A、B、C 三个选项中选出最佳选项。听完每段录音后,你都有 10 秒钟的时间来回答有关小题和阅读下一小题。每段录音播放两遍。

1. What will the woman do this Sunday?

- A. Do some cleaning. B. See a doctor. C. Attend an event.

2. Where does the conversation take place?

- A. In a training base. B. In the community center. C. At home.

3. What is the woman's competition entry?

- A. Honey Cake. B. Strawberry Tart. C. Apple Pie.

4. How much will the woman pay in total?

- A. £140. B. £180. C. £220.

5. What are the speakers mainly talking about?

- A. A free session.

- B. Monthly passes.

- C. The community center.

第二节 (共 15 小题;每小题 1.5 分,满分 22.5 分)

听下面 5 段录音。每段录音后有几个小题,从题中所给的 A、B、C 三个选项中选出最佳选项。听每段录音前,你将有时间阅读各个小题,每小题 5 秒钟;听完后,每小题都有 5 秒钟的作答时间。每段录音播放两遍。

听下面的录音,回答第 6 和 7 小题。

6. Where did the speakers go cycling last month?

- A. The North Lake Path. B. The City Park Path. C. The River Bank Path.

7. Why does the man choose the Suburban Path?

- A. It's safe. B. It's close. C. It's quiet.

听下面的录音,回答第 8 至 10 小题。

8. What did Emma do last week?

- A. She did a survey.
B. She corrected her report.
C. She volunteered in a library.

9. What is the speakers' opinion on public libraries?

- A. They need more workers.
B. They bring great benefits.
C. They attract few visitors.

10. Which will be included in the speakers' report?

- A. Kids' reading activities. B. Library budget problems. C. Adults' work pressure.

听下面的录音,回答第 11 至 13 小题。

11. How do the speakers sound when they meet each other?

- A. Relieved. B. Embarrassed. C. Surprised.

12. What day is it today?

- A. Thursday. B. Friday. C. Saturday.

13. Who will go to the wedding celebration?

- A. Linda. B. Catherine. C. James.

听下面的录音,回答第 14 至 16 小题。

14. Which month is it now probably?

- A. August. B. November. C. December.

15. What is the speakers' next destination?
A. The city library. B. The small garden. C. The coffee shop.
16. What is the probable relationship between the speakers?
A. Neighbors. B. Tourist and guide. C. Husband and wife.
- 听下面的录音,回答第 17 至 20 小题。
17. What did the two creators do in the 1930s?
A. They made TV shows.
B. They sold comic books.
C. They designed Superman.
18. What delighted young kids widely?
A. New cartoon films.
B. The character of Superman.
C. Various Superman-themed products.
19. What was the two creators' early life like?
A. Poor. B. Famous. C. Adventurous.
20. How many years later did the creators gain the sharing right?
A. 37 years. B. 50 years. C. 61 years.

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

Global Teen English Tutoring Program

Launched in 2022, the Global Teen English Tutoring(辅导) Program is an international volunteer project that connects teens aged 16-18 with young learners from underserved communities worldwide. It is not run officially, but it is supported by many non-profit organizations. Based in Budapest, Hungary, and operating online year-round, it aims to improve English proficiency(熟练) for children who lack access to quality language education. So far, over 300 teen volunteers from 20 countries have joined, helping more than 500 young learners build confidence in speaking and writing English. Volunteers need a B1 level of English proficiency and basic computer skills for online participation.

Program Arrangement

Online volunteers commit to one-hour weekly Zoom sessions for 8 weeks, pairing

one-on-one with a young learner to practice daily conversations and basic grammar. In-person volunteers attend a two-week summer camp in Budapest, where they lead small group English activities and cultural exchange games. Both online and in-person volunteers receive a free training course before starting, covering teaching basics and cross-cultural communication skills. Coordinators will hold weekly check-ins to offer guidance and collect feedback to smooth tutoring progress for all participants.

Volunteer Options

Option Type	Duration	Cost (includes training & materials)
Online Volunteer	8 weeks	\$50
In-person Volunteer (Budapest Camp)	2 weeks	\$380

Note:

Scholarships available for 20% of volunteers based on academic performance; free international volunteer certificates upon completion. Accommodation and meals are provided for in-person volunteers.

Join us to make a difference through education! Visit <https://kidsworldwide.club/volunteer> to apply.

21. What do we know about the program?

- A. It is sponsored by many governments.
- B. It devotes itself to Hungarian education.
- C. It focuses on kids' language improvement.
- D. It trains volunteers for non-profit organizations.

22. What should you do as an online volunteer?

- A. Learn both online and offline courses.
- B. Submit the volunteer certificate online.
- C. Finish an 8-week coaching task online.
- D. Pay \$430 in total for the volunteer camp.

23. Where is the text probably taken from?

- A. A contract.
- B. An invitation.
- C. An announcement.
- D. An advertisement.

B

College student Ian Vanveen, 20, got into woodworking as a way of budget management. "I didn't have a whole lot of money," he says, "so I decided to build what I wanted

myself.” The mostly self-taught craftsman started off making furniture, but was eventually eager to do more. So Ian took a carpentry(木工) class to learn about different woods and their properties. He then decided to combine his new-found knowledge with his building skills and start making electric guitars.

The first electric guitar that Ian handled was his dad’s old band guitar. As a high school student at the time, Ian immediately felt a connection with the instrument, and got it in his brain to make his own guitar. So he got to work building. He took a bunch of used wood. “I just cut it up and glued all the pieces together,” he says. “It turned out really bad.”

Then he started crafting a second guitar while at college. This time he went in with a bit more planning. While a fan of the famous Les Paul guitar shape, the student found it “so thick and really uncomfortable”. He decided instead to create the thinnest guitar possible without having it warp(变形) over time. Another non-negotiable: Ian wanted the instrument to sound loud when he played it even when it wasn’t plugged into an amp(扩音器). His first step was drawing a model of the instrument using Adobe Illustrator. “I didn’t have any of the dimensions, really,” says Ian. “I just figured that out as I went.”

For this project, he used wood that’s known for its stability. He then took a couple of weeks to test its strength and see how thin he could get it while still bearing maximum string tension. “I got it down to an inch and an eighth,” he says. The guitar features a black-and-white color design, which Ian says was inspired by a photography class he was taking at the time.

Overall, the piece took Ian about five months to make, working mostly on weekends. He made it finally!

24. Why did Ian start to learn woodworking?

- A. To cut his daily expenses.
- B. To finish course tasks well.
- C. To create artistic furniture.
- D. To repair his father’s guitar.

25. What was wrong with Ian’s first guitar?

- A. It was uncomfortably thick.
- B. It had an unsatisfying quality.
- C. It lacked complete structures.
- D. It failed to match common tools.

26. What can we infer about Ian’s second guitar design?

- A. It focuses on practicality.
- B. It pursues complex structure.
- C. It follows traditional styles.
- D. It depends on external speakers.

27. Which is one of the lessons Ian's story teaches us?

- A. Inventions are often purely accidental.
- B. Knowledge is useful only when applied.
- C. Far-sighted thinking matters to humans.
- D. Creativity means challenging authority.

C

More than 30,000 square miles of the Amazon have been lost since the 1970s. About 10,000 acres of forest have been destroyed every day since 1988.

Now scientists may have a "secret weapon" that could not only help reforest the Amazon, but other damaged forests around the world. And it comes from soil deep in the region's past. The people living along today's Amazonia ameliorated the originally poor soil over many human generations. The soils were enriched with charcoal(木炭) from low-intensity fires for cooking and burning rubbish, animal bones, broken pottery and so on. The fertile(肥沃的) result of these processes is Amazonian dark earth (ADE). According to a study, it now may help reforest the same area where it was created.

Researchers conducted controlled experiments in a lab. They sampled ADE and the control soil and filled 36 pots with about 6.6 pounds of soil inside a greenhouse with an average temperature of 94°F, representing future global-warming conditions beyond current average temperatures in Amazonia (between 71 and 82°F). One third of the pots only received the control soil, while another third received a 4 to 1 mixture of the control soil and ADE, and the final third received 100% ADE.

Following the experiment, the control soils contained fewer nutrients than they had at the start, which reflects uptake by the plants. However, the 100% ADE soils remained richer than control soils, while nutrient levels were intermediate in the 20 percent ADE soils. "Our data showed ADE contains microorganisms that are better at this transformation of soils, thus providing more resources for plant development," co-author and biologist Anderson Santos de Freitas said.

These results were enough to convince the team that ADE can boost plant growth, but it does come with some caution. "ADE has taken thousands of years to build up and would take an equal time to regenerate in nature if used," co-author and biologist Siu Mui Tsai said. "Our recommendations aren't to take advantage of ADE itself, but rather to copy its characteristics, particularly its microorganisms, for use in future ecological restoration projects."

28. What does the underlined word “ameliorated” in paragraph 2 mean?
- A. Protected. B. Transformed. C. Balanced. D. Provided.
29. Which aspect of the study does paragraph 3 talk about?
- A. Its purposes. B. Its backgrounds.
C. Its design. D. Its significance.
30. What do the researchers find about ADE?
- A. It affects global warming. B. It fertilizes poor wild soil.
C. It consumes microorganisms. D. It boosts nutrient supply.
31. What suggestion did Siu Mui Tsai put forward?
- A. Developing natural ADE fully. B. Using ADE to plant more trees.
C. Making ADE products earlier. D. Learning from ADE’s features.

D

Capsaicin, a chemical concentrated in the seeds of chilies(辣椒), is powerful stuff. While chilies can’t kill you, they can send you to the emergency room, particularly if you’re not used to high levels of heat. Last year, three varieties of instant noodles by South Korean company Samyang were so spicy that Denmark’s national food agency considered them a public health danger. Yet the very substance that reduces some diners to tears also offers some surprising benefits.

One long-standing popular misconception is that there are “negative calorie” foods that burn more energy than they bring into your body. While that’s not the case, it is true that eating chilies can temporarily speed up your metabolism(新陈代谢), which helps lose weight.

Dr. William Li, author of *Eat to Beat Your Diet: Burn Fat, Heal Your Metabolism, and Live Longer* and *Eat to Beat Disease: The New Science of How Your Body Can Heal Itself*, explains that not only does capsaicin cause a feeling of heat, but it also causes your brain to release a substance called a neurotransmitter. “This substance causes an effect of reactions that leads to ‘turning on’ your brown fat, a special form of fat that has a unique metabolic function.”

Brown fat is very different from white fat, which is mostly concentrated around your internal organs and used for energy storage. While white fat is an important part of the body, it can cause problems when you have too much of it, which is why some nutritionists refer to it as “bad fat”. Brown fat, on the other hand, plays the critical role of helping control

your body temperature when external temperatures drop. When the neurotransmitter, caused by capsaicin from eating chili peppers, activates brown fat, the brown fat cells turn on their engines that generate heat. To generate heat, the brown fat cells need to draw on energy reserves stored in other fat cells.

32. Why does the author mention Samyang's instant noodles?

- A. To illustrate a risk.
- B. To make a warning.
- C. To reach a conclusion.
- D. To present an argument.

33. What is Dr. William Li's attitude toward eating chilies?

- A. Doubtful.
- B. Disapproving.
- C. Favorable.
- D. Tolerant.

34. How does brown fat work against white fat?

- A. By consuming white fat's energy.
- B. By mixing itself with white fat closely.
- C. By offering white fat more nutrients.
- D. By blocking white fat's growth totally.

35. What is the best title for the text?

- A. Chilies: Our Extra Appetite
- B. Fewer Chilies, Less White Fat
- C. Chilies: Negative Calories
- D. More Chilies, Less Weight

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。

In a world full of constant change and uncertainty, courage serves as a compass, guiding individuals through challenges and opening doors to new opportunities that would otherwise remain closed.

Many people avoid taking on challenging projects due to fear of failure or rejection. 36 That's because true development happens only when we step beyond familiar boundaries.

Courage empowers professionals to speak up with ideas, ask for promotions they deserve, and pursue career changes that match their passions. For example, as a young designer, you might hesitate to share a creative concept in a meeting. However, finding the courage to do so could lead to new recognition in the company. 37

Courage also plays a vital role in building trust and strong relationships at work. Admitting mistakes instead of hiding them, and supporting co-workers facing unfair treatment require courage but create a positive work environment. 38 Leaders who demonstrate courage inspire their teams to take calculated risks and welcome innovation, driving both individual and organizational success.

39 Starting with small acts of bravery—such as volunteering for a difficult task or sharing an unpopular opinion—builds confidence over time. As courage grows, so does determination, enabling professionals to bounce back from difficulties and view failures as learning opportunities rather than permanent defeats.

In the end, courage is not just about being fearless but about acting despite fear. It is the force that transforms potential into achievement, and uncertainty into opportunity.

40 It paves the way for long-term success and satisfaction.

A. It is just a one-time achievement.

B. This way, people feel valued and respected.

C. This comfort zone becomes a barrier to growth.

D. Developing professional courage is a gradual process.

E. Undoubtedly, this will speed up your career progress.

F. Therefore, developing courage is not just an option but a necessity.

G. It is up to you to develop and use courage to live your meaningful lives.

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 四个选项中选出可以填入空白处的最佳选项。

There're countless teachers who work hard. And they do get the recognition they 41 for the impact they leave on the kids in their care. Students of Ms. Pow must have 42 this, urging them to find a special way to show their appreciation.

But what do you do for someone who's made such a positive 43 in your life? For this teacher, it's a tailored present, and it all has to do with her 44. It would have been 45 for the students to get her some memorabilia(纪念品)—and 46 she'd have loved it since she's so easy-going. But they 47 to take things up a notch(档次), 48, choosing to get her a custom jersey(毛衣) with her own name on it. A student 49 the moment when they presented the gift.

In the video, we see that Ms. Pow is already 50. She hasn't opened her gift yet—she's simply touched by the 51 that her students would even give her a gift. With the 52 of her students, she can't help moving to the front of the classroom, so everyone can see her 53. Yes, she hopes to show her excitement.

Along with the gift is a heartfelt letter. Tearfully, she starts to read it but can't quite 54 it. Finally, she begins to open the present—and the screams of joy begin! “I 55 it!” she screams before jumping up and down, making her students jump, too.

- | | | | |
|--------------------|------------------|-----------------|-----------------|
| 41. A. deserve | B. acquire | C. enjoy | D. save |
| 42. A. recalled | B. recognized | C. declared | D. defined |
| 43. A. comparison | B. difference | C. decision | D. prediction |
| 44. A. honor | B. courage | C. devotion | D. reward |
| 45. A. popular | B. easy | C. useful | D. safe |
| 46. A. gradually | B. eventually | C. continually | D. surely |
| 47. A. hurried | B. hesitated | C. asked | D. decided |
| 48. A. instead | B. also | C. again | D. indeed |
| 49. A. analyzed | B. selected | C. captured | D. described |
| 50. A. confident | B. energetic | C. emotional | D. proud |
| 51. A. chance | B. demand | C. result | D. fact |
| 52. A. explanation | B. encouragement | C. confirmation | D. adjustment |
| 53. A. movement | B. reason | C. reaction | D. identity |
| 54. A. get through | B. prepare for | C. ask about | D. reflect upon |
| 55. A. appreciate | B. support | C. discover | D. withdraw |

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 International Youth Orchestra Art Week 2026 recently drew to a close after a string of joint concerts and music activities, 56 (gather) young music lovers from China, Russia, Turkmenistan, Bulgaria, Mexico, and Indonesia.

57 (host) by the China Soong Ching Ling Science and Culture Center for Young People, the activity served as 58 important cultural exchange platform. It included orchestra training courses, professional 59 (guide) from well-known music teachers, visits to Beijing's historic sites and shared musical performances.

The opening concert created an encouraging atmosphere. The Soong Ching Ling Peace Angel Art Troupe played Mozart's *Serenade No. 13 in G Major* 60 (skillful), showing the young Chinese musicians' solid skills and confidence. They were followed by an orchestra from the M. I. Glinka Novosibirsk State Conservatory in Russia, 61 performed a selection from Christoph Willibald Gluck's *Dance of the Furies*.

A violin group from Turkmenistan mixed Eastern and Western musical styles by playing Brahms' *Hungarian Dance No. 5* together with folk works by local composer Nury Halmammedov, creating a musical connection 62 ancient Silk Road culture and European classical music. Bulgarian groups 63 (show) lively Balkan culture with

songs, instrumental pieces and dances, while a youth orchestra from Mexico brought strong Latin charm through Arturo Marquez's *Danzon No. 2*.

The Trinity Youth Symphony Orchestra gave the final performance, earning warm applause with Balinese folk tunes and a traditional Jakarta song. 64 (they) performance highlighted the beauty of rich 65 (culture) diversity. During the whole event, young musicians worldwide communicated artistically and built long-term friendships through the universal language of music.

第四部分 写作(共两节,满分 40 分)

第一节 (满分 15 分)

假定你是李华,你班发起了“天天晨跑挑战赛(Daily Morning Run Challenge)”活动。请给你的新西兰笔友 Peter 写一封邮件,介绍这项活动。内容包括:

1. 活动规则;

2. 活动效果。

注意:

1. 写作词数应为 80 个左右;

2. 请按如下格式在答题卡的相应位置作答。

Dear Peter,

Yours,

Li Hua

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。

Our family was poor—that much I understood from a very young age. Father worked double shifts at the factory, and Mother cleaned houses until her back ached. They never complained, but I saw them skip meals, so my younger Lysander and I could eat.

Lysander loved to draw. He filled every piece of paper with horses, birds, and ships. I was the practical one, buried in physics and chemistry problems, hoping for a scholarship that would lift us out of poverty.

When Lysander turned fifteen, he set his heart on the city's finest art school, which admitted only twenty students each year. The application required a portfolio(作品集) of twelve original pieces. But producing twelve masterpieces wasn't easy. He needed to practice endlessly—drawing the same hand a hundred times, shading the same apple until it looked real enough to bite. And practice consumed materials: professional charcoal sticks, fine brushes, thick paper and high-quality paint. Each item cost more than our weekly grocery budget. Our parents could never afford such luxuries.

Still, Lysander got up early every morning to draw before school. I watched him draw the same horse's leg many times and then throw the paper away in anger. Once, I found him crying over a ruined drawing. "I'm wasting everything," he said. "Every sheet I ruin, every brush I use up—it's money we don't have. I will never be good enough." I felt so sad for him. I knew he had real talent. But talent was not enough without practice, and practice needed money.

That night, I made a decision that our parents knew. The next day after school, I took a part-time job at a local grocery store. I worked from six in the evening until nine at night, and then I hurried home to do my homework. I did this three times a week. Then, one day, when I had enough, I bought the best art supplies and put them on Lysander's desk.

注意:

1. 续写词数应为 150 个左右;
2. 请按如下格式在答题卡的相应位置作答。

I lied to Lysander, "I bought them for you with my pocket money." _____

Weeks later, upon receiving the art school's envelope, Lysander learned the truth from Father. _____

27 届高三 10 月检测训练

英 语

参考答案及多维细目表

第一部分 听力

1—5 ACCBA 6—10 BAABA 11—15 CBCBC 16—20 CCBA

第二部分 阅读

第一节

21—23 CCD 24—27 ABAB 28—31 BCDD 32—35 ACAD

【A 篇大意】本文是一篇应用文。文章主要介绍了 Global Teen English Tutoring Program 的项目内容、安排、费用等相关信息。

21. C 【解析】细节理解题。根据第一段中的“it aims to improve English proficiency for children who lack access to quality language education”可知,该项目专注于孩子的语言提升。

22. C 【解析】细节理解题。根据 Program Arrangement 部分中的“Online volunteers commit to one-hour weekly Zoom sessions for 8 weeks ...”可知,线上志愿者需要完成 8 周的在线辅导任务。

23. D 【解析】文章出处题。通读全文可知,文章主要介绍了 Global Teen English Tutoring Program 的项目内容、安排、费用等相关信息,并在结尾处呼吁加入他们。因此可推知,文章最可能选自一则招募志愿者的广告。

【B 篇大意】本文是一篇记叙文。Ian 为了省钱,自学木工。一开始只做些家具,后来逐步利用所学去制作吉他。他的故事印证了知识应用于实践的价值。

24. A 【解析】细节理解题。根据第一段中的“College student Ian Vanveen, 20, got into woodworking as a way of budget management. ‘I didn’t have a whole lot of money,’ he says, ‘so I decided to build what I wanted myself.’”可知,Ian 开始学习木工是为了通过预算管理来省钱,即削减日常开支。

25. B 【解析】细节理解题。根据第二段中的“He took a bunch of used wood. ‘I just cut it up and glued all the pieces together,’ he says. ‘It turned out really bad.’”可知,Ian 制作的第一把吉他的质量很糟糕。

26. A 【解析】推理判断题。根据第三段中的“He decided instead to create the thinnest guitar possible without having it warp over time.”“Ian wanted the instrument to sound loud when he played it even when it wasn’t plugged into an amp”可知,在制作第二把吉他时,Ian 的设计重在使吉他变薄,这样使用起来舒适,以及使其在不接扩音器时,声音也足够大。这两点都属于实用性范畴。

27. B 【解析】推理判断题。通读全文可知,本文讲述了 Ian 运用木工知识与技能,经过精心设计,最终成功制作出了一把实用性极强的电吉他。他的故事告诉我们知识只有通过实践运用才能真正发挥作用,解决实际问题。

【C 篇大意】本文是一篇说明文。亚马孙雨林破坏严重,科学家发现古代人类改良贫瘠土壤形成的“亚马孙黑土”富含微生物,能维持养分并促进植物生长。因亚马孙黑土资源有限且再生需成千上万年时间,研究人员建议借鉴它的特性,尤其是其中的微生物,将其应用于未来的生态恢复项目。

28. B 【解析】词义猜测题。根据第二段中的“The people living along today’s Amazonia ameliorated the originally poor soil ... The soils were enriched with charcoal ... The fertile result of these processes is Amazonian dark earth (ADE).”可知,原本贫瘠的土壤被加入了木炭、动物骨头等后变得肥沃,使土壤得到了改良,形成了亚马孙黑土。因此,ameliorate 意为“改善,改良”,与 transform 的意思接近。

29. C 【解析】推理判断题。根据第三段中的“Researchers conducted controlled experiments ... They sampled ADE and the control soil and filled 36 pots ... One third of the pots only received ... another third received ... final third received ...”可知,本段详细描述了研究人员如何设置对照组、如何分配不同比例的土壤样本以及控制温室温度等实验条件。这些属于研究的设计环节。

30. D 【解析】推理判断题。根据第四段中的“Following the experiment, the control soils contained fewer nutrients than they had at the start ... However, the 100% ADE soils remained richer than control soils.”可知,实验结束后,对照组土壤中的营养物质减少了,而纯亚马孙黑土土壤依然比对照组土壤更肥沃。这说明亚马孙黑土能够增加养分供给。

31. D 【解析】细节理解题。根据最后一段中的“‘Our recommendations aren’t to take advantage of ADE itself, but rather to copy its characteristics, particularly its microorganisms, for use in future ecological restoration projects.’”可知,Siu Mui Tsai 建议不要直接开发使用天然的亚马孙黑土,而是借鉴它的特性,尤其是其中的微生物,将其应用于未来的生态恢复项目。

【D 篇大意】本文是一篇说明文。研究发现,辣椒素会促使大脑释放神经递质,进而激活棕色脂肪。棕色脂肪在产热时,会消耗其他脂肪储存的能量。因此,吃辣椒正是通过此机制实现了减脂。

32. A 【解析】写作意图题。根据第一段中的“Last year, three varieties of instant noodles by South Korean company Samyang were so spicy that Denmark’s national food agency considered them a public health danger. Yet the very substance that reduces some diners to tears also offers some surprising benefits.”可知,作者提到三养方便面非常辣以致被丹麦食品机构认为存在公共健康隐患,是为了说明辣椒素威力大,即举例说明一种风险,随后用 yet 表示转折,引出辣椒素也有令人意想不到的好处这一话题。

33. C 【解析】观点态度题。根据第三段中的“... it also causes your brain to release a substance called a neurotransmitter. ‘This substance causes an effect of reactions that ... has a unique metabolic function.’”可知,Dr. William Li 指出辣椒素能促使大脑释放神经递质,从而激活棕色脂肪,而棕色脂肪是一种具有独特代谢功能的脂肪。由此可见,他对吃辣椒是持支持、赞成的态度。

34. A 【解析】细节理解题。根据最后一段中的“To generate heat, the brown fat cells need to draw on energy reserves stored in other fat cells.”可知,棕色脂肪细胞被激活产生热量时,需要抽取其他脂肪(包括白色脂肪)细胞中的能量储备。因此,棕色脂肪是通过消耗白色脂肪的能量来对抗它的。

35. D 【解析】标题归纳题。通读全文尤其是第二段最后一句可知,本文主要介绍了吃辣椒能加速新陈代谢、有助减肥的机制——辣椒素激活棕色脂肪,进而消耗白色脂肪的能量。因此,D项“More Chilies, Less Weight”适合作文章的最佳标题。

第二节

36—40 CEBDF

【文章大意】本文是一篇说明文。勇气是人们前进道路上的指引,鼓励人们走出舒适区。在职场中勇气助力人们把握机遇、表达想法、维系人际关系。

36. C 【解析】根据空前一句内容可知,许多人因为害怕失败或被拒绝而不去承担具有挑战性的项目,这种行为实际上是人们习惯于待在舒适区;根据空后一句内容可知,真正的进步只有跨越熟悉的边界时才会发生。C项“这个舒适区成了成长的障碍”承上启下,既指出了上文的逃避行为,又引出下文对跨越边界的探讨,符合语境。
37. E 【解析】根据空前两句内容可知,作为年轻设计师,鼓起勇气在会议上分享创意概念可能会让自己在公司获得新的认可。E项“毫无疑问,这将加速你的职业发展”承接上文,点明了这种新认可带来的结果,符合语境。
38. B 【解析】根据空前两句内容可知,勇气在建立工作信任和紧密关系中起重要作用,如承认错误和支持面临不公对待的同事,并指出这些行为能营造积极的工作环境。B项“这样一来,人们会感到被重视和尊重”承接上文,具体阐述了这种积极的工作环境给人们带来的积极影响,符合语境。
39. D 【解析】根据空后两句内容可知,通过微小且勇敢的举动(如主动承担艰巨任务或分享不受欢迎的意见)来逐步建立自信,随着勇气的增长决心也会增强。D项“培养职业勇气是一个循序渐进的过程”精准概括下文“从小事做起、逐渐积累”的内容,符合语境。
40. F 【解析】根据空前一句内容可知,勇气是将潜力转化为成就、将不确定性转化为机会的力量。F项“因此,培养勇气不仅仅是一种选择,而是一种必要”总结上文,得出“培养勇气是必要的”这一结论,符合语境。

第三部分 语言运用

第一节

41—45 ABBCB 46—50 DDACC 51—55 DBCAA

【文章大意】本文是一篇记叙文。为感谢 Pow 老师的辛勤付出,学生们赠送她一件定制毛衣。收到礼物时,她非常感动。拆开礼物时瞬间全场欢呼,她高兴地跳了起来。

41. A 【解析】考查动词。根据上文中的“‘There’re countless teachers who work hard.’”可知,此处表示的是老师们辛勤付出,而且得到他们应该得到(deserve)的认可。
42. B 【解析】考查动词。根据下文中的“‘urging them to find a special way to show their appreciation’”可知,此处表示的是学生们意识到(recognize)这点,所以想用特别的方式表达感谢。
43. B 【解析】考查名词。根据上下文“‘what do you do for someone who’s made such a positive ... in your life’”可知,此处表示的是对你有如此积极影响的人,你会怎么做。make a difference 意为“有影响”。

44. C 【解析】考查名词。根据上文中的“‘There’re countless teachers who work hard.’”“students of Ms. Pow must have ... this”可知,此处表示的是送定制礼物这件事与 Pow 老师对学生的关爱(devotion)密切相关。
45. B 【解析】考查形容词。根据下文中的“to get her some memorabilia”可知,此处表示的是学生们给她买些普通纪念品本来是件简单的(easy)事。
46. D 【解析】考查副词。根据下文中的“she’d have loved it since she’s so easy-going”可知,因为她很随和,所以她肯定(surely)会喜欢纪念品。
47. D 【解析】考查动词。根据下文中的“choosing to get her a custom jersey”可知,此处表示的是学生们决定(decide)将礼物提高一个档次,没有简单地买件普通纪念品,反而(instead)选择送给她一件定制毛衣。
48. A 【解析】考查副词。见上一题解析。
49. C 【解析】考查动词。根据下文中的“In the video, we see that ...”可知,此处表示的是一名学生把那幕拍摄(capture)下来了。
50. C 【解析】考查形容词。根据下文中的“she hasn’t opened her gift yet”“she’s simply touched”及语境可知,此处表示的是 Ms. Pow 已经情绪激动(emotional)了。
51. D 【解析】考查名词。根据下文中的“her students would even give her a gift”可知,此处表示的是她还没有打开礼物,仅仅是被学生们送她礼物这个事实(fact)感动了。
52. B 【解析】考查名词。根据下文中的“she can’t help moving to the front of the classroom”可知,此处表示的是在学生们的鼓励(encouragement)下,她忍不住走到教室前面。
53. C 【解析】考查名词。根据下文中的“‘Yes, she hopes to show her excitement.’”可知,此处表示的是她走到前面是为了让每个人都能看到她的反应(reaction)。
54. A 【解析】考查动词短语。根据上文中的“Tearfully, she starts to read it but can’t quite ...”可知,此处表示的是她含着泪开始读信,但因为激动无法完全读完。get through 意为“完成”。
55. A 【解析】考查动词。根据上文中的“the screams of joy begin”以及下文中的“she screams before jumping up and down”可知,此处表示的是她非常喜欢这个礼物,十分感激(appreciate)她的学生们。

第二节

【文章大意】本文是一篇新闻报道。2026 国际青年管弦乐团艺术周圆满落幕。来自中、俄等六国的青年音乐家开展音乐表演与交流,展示多元音乐文化。活动以音乐为纽带,促进国际艺术沟通与交流。

56. gathering 【解析】考查现在分词。分析句子结构可知,空处应用非谓语动词形式;逻辑主语“the International Youth Orchestra Art Week 2026”与 gather 之间存在主谓关系,应用现在分词形式。故填 gathering。
57. Hosted 【解析】考查过去分词。分析句子结构可知,空处应用非谓语动词形式;逻辑主语 the activity 与 host 之间存在动宾关系,应用过去分词形式。故填 Hosted。
58. an 【解析】考查冠词。分析句意可知,空处修饰名词短语 cultural exchange platform,泛指“一个重要的文化交流平台”,且 important 的发音是以元音音素开头的,应填不定冠词 an。故填 an。

59. guidance 【解析】考查名词。根据空前的 professional 及空后的 from 可知,空处应填名词形式;分析句意可知,此处表示来自知名音乐老师的专业指导。故填 guidance。
60. skillfully/skilfully 【解析】考查副词。分析句子结构可知,空处修饰动词 played,应用副词,表示“娴熟地”。故填 skillfully/skilfully。
61. which 【解析】考查定语从句。分析句子结构可知,空处引导非限制性定语从句,引导词在从句中作主语,先行词是 orchestra,指物,应用关系代词 which。故填 which。
62. between 【解析】考查介词。分析句意可知,此处表示搭建起古丝绸之路文化与欧洲古典音乐之间的纽带。between ... and ... 意为“在……和……之间”,为固定搭配。故填 between。
63. showed 【解析】考查动词的时态。根据下文中的“while a youth orchestra from Mexico brought ...”可知,此处描述的是过去举办的活动,空处应用一般过去时。故填 showed。
64. Their 【解析】考查代词。分析句子结构可知,空处作定语修饰名词 performance,表示“他们的演出”,应用形容词性物主代词。故填 Their。
65. cultural 【解析】考查形容词。分析句子结构可知,空处修饰名词 diversity,表示“文化的多样性”,应用形容词形式。故填 cultural。

第四部分 写作

第一节

一、评分原则

1. 本题总分为 15 分,按 5 个档次给分。
2. 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。
3. 词数少于 60 词或多于 100 词的,从总分中减去 2 分。
4. 评分时,应注意的主要内容为:时态、人称、内容要点、应用词汇和语法结构的丰富性和准确性、上下文的连贯性、语言的得体性及应用文体裁格式。
5. 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、美拼写及词汇用法均可接受。
6. 如书写较差,以致影响交际,将分数降低一个档次。

二、各档次的给分范围和要求

第五档(13—15 分)

1. 完全完成了写作规定的任务。
2. 覆盖所有内容要点。
3. 应用了较多的语法结构和词汇。
4. 语法或词汇方面有些许错误,但为尽力使用较复杂结构或词汇所致。
5. 有效地使用了语句间的连接成分,使全文结构紧凑。
6. 完全达到了预期的写作目的。

第四档(10—12 分)

1. 完成了写作规定的任务。
2. 虽漏掉一两个次要点,但覆盖所有主要内容。
3. 应用的语法结构和词汇方面能满足任务的要求。
4. 语法结构或词汇方面应用基本准确,些许错误主要是尝试较复杂语法结构或词汇所致。
5. 应用简单的语句间的连接成分,使全文结构紧凑。
6. 达到了预期的写作目的。

第三档(7—9 分)

1. 基本完成了写作规定的任务。
2. 虽漏掉一些内容,但覆盖所有主要内容。
3. 应用的语法结构和词汇方面基本能满足任务的要求。
4. 有一些语法结构或词汇方面的错误,但不影响理解。
5. 应用简单的语句间的连接成分,使全文内容连贯。
6. 整体而言,基本达到了预期的写作目的。

第二档(4—6 分)

1. 未恰当完成写作规定的任务。
2. 漏掉或未描述清楚一些主要内容,写了一些无关内容。
3. 语法结构单调,词汇知识有限。
4. 有一些语法结构或词汇方面的错误,影响了对写作内容的理解。
5. 较少使用语句间的连接成分,内容缺少连贯性。
6. 信息未能清楚地传达给读者。

第一档(1—3 分)

1. 未完成写作规定的任务。
2. 明显遗漏主要内容,写了一些无关内容,原因可能是未理解写作要求。
3. 语法结构单调,词汇知识很有限。
4. 较多语法结构或词汇方面的错误,影响对写作内容的理解。
5. 缺乏语句间的连接成分,内容不连贯。
6. 信息未能传达给读者。

不得分(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。

说明:

1. 内容要点可用不同方式表达。
2. 应紧扣主题,可适当发挥。

One possible version:

Dear Peter,

I'm writing to share with you a meaningful activity launched by our class, the Daily Morning Run Challenge.

The activity has simple yet strict rules. All classmates are required to jog for 20 minutes every morning on campus and keep a daily record. Anyone who sticks to the challenge for a full month will receive a small prize. Since its launch, it has brought obvious positive effects. It not only builds up our physical strength but refreshes our minds.

I really benefit a lot from this activity. Wish you could also keep exercising regularly!

Yours,

Li Hua

第二节

一、评分原则

1. 本题总分 25 分,按以下 5 个档次给分。
2. 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。
3. 评分时,应注意的主要内容为:与所给短文及段落开头语的衔接程度;内容的丰富性和创新性;应用语法结构和词汇的丰富性和准确性;上下文的连贯性。
4. 词数少于 130 的或者多于 170 的,从总分中减去 2 分。
5. 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、美拼写及词汇用法均可接受。
6. 如书写较差,以致影响交际,将分数降低一个档次。

二、各档次的给分范围和要求

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。
2. 内容丰富。
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,表达合理。

第四档(16—20 分)

1. 与所给短文融洽度较高,与段落开头衔接较为合理。
2. 内容比较丰富。
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,表达合理。

第三档(11—15 分)

1. 与所给短文关系较为密切,与段落开头有一定程度的衔接。
2. 写出了若干有关内容。
3. 应用简单的语句间的连接成分,使全文内容连贯,表达基本合理。

第二档(6—10 分)

1. 与所给短文有一定的关系,与段落开头有一定程度的衔接。
2. 写出了一些有关内容。
3. 较少使用语句间连接成分,全文内容缺少连贯性,表达不够合理。

第一档(1—5 分)

1. 与段落开头语衔接较差。
2. 写出内容太少。
3. 全文内容不连贯,表达不合理。

不得分(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。

One possible version:

I lied to Lysander, “I bought them for you with my pocket money.” With eyes wide open, he shook as he touched the supplies. For a moment, he said nothing—then threw his arms around me, saying, “I won’t waste them.” From that day on, the tiny room became his studio. He rose at dawn, drawing by the weak window light. I’d hear him whisper, correcting a shadow or a curve. One week before the deadline, he finally selected twelve pieces full of motion and emotion, and submitted them. “Whatever happens,” he said, “thank you for believing in me.”

Weeks later, upon receiving the art school’s envelope, Lysander learned the truth from Father. The letter arrived on a Tuesday; we gathered as he tore it open. His scream of joy rang through the house—he was in! Mother wept, Father laughed, and I hugged him tightly. Then, Father cleared his throat, “Son, there’s something you must know.” He told Lysander about my grocery store nights and the lies I told. Hearing this, Lysander pulled me close, crying on my shoulder. “I’ll make you proud,” he promised. That evening, poverty felt like a distant shadow because we had hope.

听力录音材料

Text 1

M: There’s a pet adoption event this Sunday. Do you want to go?

W: I’d love to, but I’ll help my neighbor clean her garden. She just had surgery.

M: That’s very kind of you.

Text 2

M: I can’t concentrate at all. The neighbors’ dog keeps barking.

W: I think they are training it for something, but they should send it to a training base.

M: Right. I can’t stand it anymore. I’ll go to the community center.

Text 3

W: I’m so excited! The city baking competition just confirmed my entry. You know, it’s my dream event.

M: There are over 10 dessert categories. I bet you'd pick Honey Cake, Apple Pie or Strawberry Tart.

W: You know me well. I chose the second.

Text 4

W: Hi, I'd like to book a table for four this Saturday evening.

M: Sure. The weekend price is £45 per person. It's £35 on weekdays.

W: That's fine. We'll take it.

Text 5

M: I heard the community center is providing free fitness classes.

W: Yes, this Saturday morning from 9 to 10. The first 20 people to sign up get a free electric kettle.

And there's a 30% discount on monthly passes.

M: Then, I'll be there early.

Text 6

M: Kate, we have to make a plan for our weekend cycling.

W: Yes, I'm excited about it. So, where do we go cycling? The North Lake Path?

M: It's quiet but too far.

W: What about the City Park Path? It's close and has nice views.

M: We took the path last month, remember?

W: Then the River Bank Path?

M: I heard there is road construction there these days.

W: What about the Suburban Path, the one near the village?

M: Oh, that's a good idea. My brother went there last week. It's risk-free.

Text 7

M: Hi, Emma, any ideas for our community service report? We have to hand it in next weekend.

W: Hi, Tom, I looked into the public libraries in our neighborhood last week. I'd like to do something for them. You know, they offer free learning for everyone.

M: I couldn't agree more. Unfortunately, some towns don't even have one due to budget cuts.

W: So we need to highlight their value in our report.

M: What aspects of significance do you think we should cover?

W: We can start with children's reading programs and then explain how libraries help adults learn new job skills.

M: That's OK.

Text 8

M: Linda, I didn't expect to see you. What are you doing here?

W: Oh, David, I don't believe it. I'm on my way to attend my uncle's party with my sister Catherine. He's retiring this weekend. How about you?

M: I'm heading to my grandparents' home. I haven't seen them for months. When is your uncle's retirement party, exactly?

W: Sunday. That is the day after tomorrow. We are all excited.

M: Wow! That day also marks my grandparents' 50th wedding anniversary. My cousin James and I will attend their big celebration. Anyway, my bus leaves from Gate Seven. See? Just over there. Oh, it's arriving. I have to run. Sorry, we don't get more time to talk.

W: No worries. Have a wonderful trip and extend my congratulations to your grandparents.

Text 9

W: Oh, this street is so beautiful. The old trees here are so lovely! I'm so glad we walked this way.

M: Me too. We've been wanting to take this route since we moved to this city in August to look after our grandson. It will be December next week. I'm glad we tried it today.

W: Same! The small shops here are very unique.

M: Agreed. I'm so glad our new neighbor told us about this street. We've visited many streets. But this was my favorite.

W: True. The handmade gifts in the shops are amazing. I wish I could buy one for our grandson. But I'm most impressed by the beautiful landscapes.

M: I love the warm and lively feeling of this street. It perfectly combines old style and new life.

W: Well, it's too early to go to the city library. Should we go to the small garden at the end of the street instead?

M: I'd rather stop at the coffee shop to buy a cup of hot drink.

W: Good idea!

Text 10

M: Hello, everyone! Today, I'll tell a story about Superman. Superman was created by Jerry Siegel and Joe Shuster and first officially released to the public in 1938. Children everywhere were crazy about Superman and bought hundreds of thousands of comic books with stories of his adventures produced by Motion Pictures for Television and National Comics Publications. Soon other products bearing the Superman image hit the market, and it wasn't long before the superhero became the star of his own TV show, *The Adventures of Superman* in the 1950s.

Superman's great popularity should have made his originators very rich, but it didn't. Although the two young men invented the superhero, their employer earned nearly all the profits. The creators got little reward and struggled to make a living all their early lives. In 1975, when they were 61, they brought their case to court and won the legal fight. Finally, they gained the right to share the superhero's earnings.

多维细目表

题型	题号	分值	关键能力	学科素养				必备知识						预估难度		
				语言能力	文化意识	思维品质	学习能力	语音知识	词汇知识	语法知识	语篇知识	语用知识	文化知识	易	中	难
听力	1	1.5	获取具体信息	✓			✓	✓						✓		
	2	1.5	推断	✓		✓		✓							✓	
	3	1.5	获取具体信息	✓			✓	✓						✓		
	4	1.5	获取具体信息	✓			✓	✓							✓	
	5	1.5	理解主旨要义	✓		✓		✓								✓
	6	1.5	获取具体信息	✓			✓	✓						✓		
	7	1.5	获取具体信息	✓			✓	✓							✓	
	8	1.5	获取具体信息	✓			✓	✓						✓		
	9	1.5	获取具体信息	✓			✓	✓							✓	
	10	1.5	推断	✓		✓		✓						✓		
	11	1.5	推断	✓		✓		✓							✓	
	12	1.5	推断	✓		✓		✓							✓	
	13	1.5	获取具体信息	✓			✓	✓						✓		
	14	1.5	推断	✓		✓		✓							✓	
	15	1.5	获取具体信息	✓			✓	✓						✓		
	16	1.5	推断	✓		✓		✓								✓
	17	1.5	获取具体信息	✓			✓	✓			✓				✓	
	18	1.5	获取具体信息	✓			✓	✓			✓			✓		
	19	1.5	推断	✓		✓		✓			✓				✓	
	20	1.5	推断	✓		✓		✓			✓					✓
阅读	21	2.5	理解具体信息	✓			✓				✓			✓		
	22	2.5	理解具体信息	✓			✓				✓			✓		
	23	2.5	理解文章结构、类型	✓		✓					✓				✓	
	24	2.5	理解具体信息	✓			✓				✓				✓	
	25	2.5	理解具体信息	✓			✓				✓				✓	
	26	2.5	推断	✓		✓					✓				✓	
	27	2.5	推断	✓		✓					✓				✓	
	28	2.5	理解词汇	✓		✓			✓		✓					✓
	29	2.5	推断	✓		✓					✓				✓	
	30	2.5	推断	✓		✓					✓			✓		
	31	2.5	理解具体信息	✓			✓				✓				✓	
	32	2.5	理解目的	✓		✓					✓					✓
	33	2.5	理解观点、态度	✓		✓					✓					✓
	34	2.5	理解具体信息	✓			✓				✓				✓	
	35	2.5	理解主旨要义	✓		✓					✓					✓

续表

题型	题号	分值	关键能力	学科素养				必备知识						预估难度		
				语言能力	文化意识	思维品质	学习能力	语音知识	词汇知识	语法知识	语篇知识	语用知识	文化知识	易	中	难
七选五	36	2.5	理解文章结构、语境	✓		✓					✓					✓
	37	2.5	理解文章结构、语境	✓		✓					✓				✓	
	38	2.5	理解文章结构、语境	✓		✓					✓				✓	
	39	2.5	理解主旨要义	✓		✓					✓					✓
	40	2.5	理解文章结构、语境	✓		✓					✓					✓
完形填空	41	1	动词在具体语境中的使用	✓		✓	✓		✓		✓	✓			✓	
	42	1	动词在具体语境中的使用	✓		✓	✓		✓		✓	✓				✓
	43	1	名词在具体语境中的使用	✓		✓	✓		✓		✓	✓		✓		
	44	1	名词在具体语境中的使用	✓		✓	✓		✓		✓	✓			✓	
	45	1	形容词在具体语境中的使用	✓		✓	✓		✓		✓	✓		✓		
	46	1	副词在具体语境中的使用	✓		✓	✓		✓		✓	✓			✓	
	47	1	动词在具体语境中的使用	✓		✓	✓		✓		✓	✓			✓	
	48	1	副词在具体语境中的使用	✓		✓	✓		✓		✓	✓			✓	
	49	1	动词在具体语境中的使用	✓		✓	✓		✓		✓	✓			✓	
	50	1	形容词在具体语境中的使用	✓		✓	✓		✓		✓	✓			✓	
	51	1	名词在具体语境中的使用	✓		✓	✓		✓		✓	✓			✓	
	52	1	名词在具体语境中的使用	✓		✓	✓		✓		✓	✓				✓
	53	1	名词在具体语境中的使用	✓		✓	✓		✓		✓	✓			✓	
	54	1	动词短语在具体语境中的使用	✓		✓	✓		✓		✓	✓				✓
	55	1	动词在具体语境中的使用	✓		✓	✓		✓		✓	✓			✓	
语法填空	56	1.5	在语篇中现在分词的用法	✓	✓	✓	✓			✓	✓	✓	✓		✓	
	57	1.5	在语篇中过去分词的用法	✓	✓	✓	✓			✓	✓	✓	✓		✓	
	58	1.5	在语篇中冠词的用法	✓	✓	✓	✓			✓	✓	✓	✓	✓		
	59	1.5	在语篇中名词的用法	✓	✓	✓	✓			✓	✓	✓	✓		✓	
	60	1.5	在语篇中副词的用法	✓	✓	✓	✓			✓	✓	✓	✓	✓		
	61	1.5	在语篇中定语从句的用法	✓	✓	✓	✓			✓	✓	✓	✓			✓
	62	1.5	在语篇中介词的用法	✓	✓	✓	✓			✓	✓	✓	✓			✓
	63	1.5	在语篇中动词时态的用法	✓	✓	✓	✓			✓	✓	✓	✓	✓		
	64	1.5	在语篇中代词的用法	✓	✓	✓	✓			✓	✓	✓	✓	✓		
	65	1.5	在语篇中形容词的用法	✓	✓	✓	✓			✓	✓	✓	✓		✓	
写作	66	15	语言的生成和输出能力	✓		✓	✓		✓	✓	✓	✓			✓	
	67	25	阅读能力、语篇把控及创新能力	✓		✓	✓		✓	✓	✓	✓				✓