

2026 年高一 5 月题库

英语试题参考答案与评分标准

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)

1—5 CBCCB

第二节(共 15 小题,每小题 1.5 分,满分 22.5 分)

6—10 CACAA 11—15 CAABB 16—20 CBABA

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)

21—23 BDB 24—27 DBCC 28—31 AABC 32—35 ADDB

第二节(共 5 小题,每小题 2.5 分,满分 12.5 分)

36—40 ADBFG

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)

41—45 ACBCD 46—50 BCABD 51—55 DBACD

第二节(共 10 小题;每小题 1.5 分,满分 15 分)

56. fascination 57. where 58. in 59. to study 60. projects 61. an 62. has served/has been serving
63. totaling/totalling 64. while/and 65. beneficial

第四部分 写作(共两节,满分 40 分)

第一节(满分 15 分)

Say Goodbye to Procrastination

Good morning, everyone! Today, I'd like to talk about a common problem that haunts many of us: procrastination. Have you ever found yourself scrolling through social media while your homework piles up, only to rush through it at the last minute? Whether rushing through homework late Sunday night or scrolling through social media with books open, we often fall for digital distractions. This habit leads to poor grades and anxiety, trapping us in a stressful cycle.

To overcome this, I suggest we prioritize tasks by creating a daily “to-do list”. By writing down your tasks and prioritizing them, you can gain a sense of control. Furthermore, start with small tasks. Finishing small things first can bring us a sense of achievement, which encourages us to keep going.

Remember, time is precious. Let's take action today. Thank you for listening!

第二节(满分 25 分)

But one morning, a boy ran into the traffic without noticing an oncoming speeding car. My heart skipped a beat, and I gripped the steering wheel, frozen in shock. Suddenly, that familiar sharp whistle tore through the freezing air. In a flash, our guard lunged into the lane, his neon yellow vest flashing like a warning light. He thrust his stop sign high, forcing the car to screech to a halt inches away. My racing heart finally settled. After pulling the trembling boy back, he knelt down, whispered a familiar name, and gently straightened his backpack. A fatherly smile bloomed on his frost-bitten face, instantly calming the frightened kid. Then, holding his hand, he guided the boy across the street with a reassuring pat on the shoulder before returning to his post.

Beyond safety, he turned the crossing into a warm place despite busy traffic. Mornings and afternoons here were never calm—drivers honked impatiently, and people hurried past. But he stood firm, guiding kids safely and greeting everyone with a smile. He would offer a joyous wave to a passing bus or share a quick joke with a shivering parent. People would intentionally slow down, not just to cross, but to share a laugh or a quick update with him. Neighbors began to stop and chat for a minute, sharing small talk about their days. Parents would exchange greetings while waiting for their kids. Inspired by his warmth, I lowered my window, letting the biting air rush in, and waved back with a genuine smile. I was no longer hiding in my icy world; I had finally stepped out to embrace the world.

答案详解

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)

A

21. B 根据文章第一段,“One of its main goals is to introduce children to diverse books...”该活动的目标之一是向孩子们介绍多样化的书籍,B项“与孩子们分享多样化的书籍”与此相符。A项“带孩子们去不同的世界”是书籍内容的特点,而非活动目标;C项“激励孩子们写书”与文中“鼓励孩子读书”不符;D项文中指的是“分享书籍”而非“收集观点”。

22. D 题干关键词是“recording thoughts”,即记录想法。文中“Reflect on what you've read”部分明确提到“keeping track of your reading in a journal or on a computer”:在日记或电脑上记录阅读内容,这与记录想法直接对应。其他三项活动均未涉及记录或书写,因此选D。

23. B 文章在“Host a book exchange”部分提到“middle-grade book”,活动建议如举办图书交换、小组共读等也适合 8—12 岁儿童的阅读水平和兴趣,因此文章主要面向中段年级读者。A 项“书商”不符合文意;C 项“教师”虽在文中提及,但并非主要目标读者;D 项“年轻人”通常指年龄更大的青少年,与“middle-grade”年龄段不符。

B

24. D 文章多处描述作者失去妻子后的生活状态:忘记扔垃圾、烧焦食物、弄断网络等,同时虽不断犯错,但仍努力成为专注的单亲父亲。这些内容体现了生活“艰难挣扎”的状态,因此 D 项“挣扎的”最贴切。
25. B 根据文章关键词,“bravery—the kind Amy had always shown—was not about avoiding mistakes, but about facing them when it mattered most.”父亲从妻子身上学到的是:勇气不是避免犯错,而是在关键时刻勇敢面对挑战。B 项“挑战出现的时候勇敢面对它们”与此相符。A 项“避免生活中犯错”与文意相反;C 项“抚养孩子是依赖别人”不是这段的核心内容;D 项“与妻子一样把生活打理的井井有条”,原文未提及。
26. C 根据文章,“I caught a young man who admitted he did it... but this time I stood my ground.”父亲坚定立场,指出对方行为不当。C 项“坚定立场”最符合文意。A 项“自己撕下红胶带”与文意不符;B 项父亲并未“寻求邻居帮助”,与文中“邻居聚集并批评他”不符。D 项父亲并未与男子激烈争论。
27. C 文章通过父亲失去妻子后的经历,展现了他从依赖妻子到逐渐发现自己内心勇气的转变。C 项“困难使人明智”意为困难与挑战使人成长,与文章主旨“面对困境时勇气被激发出来”最为契合。A 项译为“黑暗中总有一丝光明”强调希望,但文章更强调成长过程;B 项“熟能生巧”和 D 项“事实胜于雄辩”均与主旨不符。

C

28. A 文章第二段提到“To reach this heat, GEL had to drill the deepest well in the UK”结合上下文可知,为了获取地下深处的热量,需要“钻/挖”一个深井。因此 drill 在这里的意思是“挖洞”,故选 A。B 项找水、C 项清理井和 D 项保存热量均不符合文意。
29. A 文章第三段“The heated water creates strong steam pressure. This steam is used to turn big wheels... which produce electricity”,发电方式是“利用热蒸汽的力量”,故选 A。B 项从水中收集锂、C 项燃烧岩石、D 项直接送冷水均与原文不符。
30. B 第四段开头说“Besides electricity, the station also produces lithium”,接着介绍了锂的用途和价值。这说明锂是电站在发电之外的另一产物,故选 B。A 项解释如何发电、C 项比较金属、D 项描述电池制作过程均不是作者提及锂的目的。
31. C 最后一段 Ryan Law 表示地热电站很重要 important,强调它“全天候发电”(on all the time—24/7 electricity),且电价稳定(stays the same)。这些正面评价表明他对地热能持“支持”态度,故选 C。A 项怀疑、B 项不清楚、D 项批评均与 Ryan Law 的观点不符。

D

32. A 根据第二段,“five experimental drugs that targeted substance P failed to work as expected. As a result, this idea was put aside for 25 years.”因此放弃研究物质 P 的原因是针对它的五种药物效果不佳,A 项正确。B 项“该化学物质被发现与偏头痛无关”与文意相反;C 项“一种新疗法更有效”本段还未提及;D 项 Ashina 团队为下一段的内容。
33. D 根据文章第四段“those drugs only acted on one part of substance P”,那些药物只作用于 P 物质的其中一个部分,这说明它们只是部分地阻止了 P 物质的作用,而非完全或错误地作用,因此 D 项正确。A 项“导致严重血管损伤”与文意不符;B 项“作用于错误的目标分子”对象错误;C 项“产生相反效果”与文意事实相反。
34. D 本段先以“CGRP 药物能减少半数偏头痛天数”,说明其有效性,随后转折指出其对高达 40% 的患者无效,说明其局限性。因此,D 项“CGRP 靶向药物的有效性和局限性”准确概括段落主旨。A、B、C 项分别涉及过往研究失败、生产过程和副作用,均与文意不符。
35. B 文章开头指出科学家正在重新研究一个被搁置多年的思路,可能带来新疗法;随后介绍了 CGRP 药物的成功与局限,以及 substance P 和 PACAP 等新靶点的研究进展;结尾引用专家观点强调寻找新疗法的重要性。全文围绕“新希望”这一主题展开,因此 B 项“治疗偏头痛的新希望”最适合作标题。A 项“偏头痛研究历史”过于侧重历史;C 项“对抗物质 P 的艰难斗争”只聚焦于 substance P;D 项“当前偏头痛药物的局限”只强调局限,未体现新希望。

第二节

七选五

36. A 考查上下文逻辑衔接。前文提出人们将体验到这种感觉的身体部位称为“funny bone”(滑稽骨),空后紧接着指出“It is actually a nerve.”(它实际上是一根神经)。A 项“However, this part is not a bone at all.”(然而,这个部位根本不是骨头)在“bone”和“nerve”之间起到了完美的转折和过渡作用,符合逻辑。
37. D 考查上下文逻辑衔接。前文提到神经将信息发送给大脑告诉它这种感觉,后文提到大脑将信号发送回手指告诉它们把黏糊糊的东西擦掉。D 项“The brain processes this information at once.”(大脑立刻处理这些信息)恰好填补了“大脑接收信息”和“大脑发出指令”之间的中间环节。
38. B 考查上下文逻辑衔接。前文描述了这根神经在肘处穿过一个狭窄的空间,紧贴 upper arm 的底部。后文指出“所以当你撞到手肘时,你瞬间将这根神经压在了骨头上”。B 项“It is not protected by much muscle or fat.”(它没有受到很多肌肉或脂肪的保护)解释了为什么撞击肘部会直接压迫到神经,构成了因果关系。
39. F 考查段落主旨句/上下文逻辑衔接。空后解释了一种关于“funny bone”名字来源的说法:一种是因为撞击后奇妙的感觉,另一种是因为上臂骨“humerus”的发音与幽默的“humorous”同音。F 项“You might wonder why this part has such an unusual name.”(你可能会想知道为什么这个部位有这样一个不寻常的名字)自然地引出了后文对名字由来的解释。

40. G 考查上下文逻辑衔接。前文提到撞到“麻筋儿”是很痛的,绝不是你故意想做的事。后文建议“深呼吸或用个笑话分散注意力,不适感很快就会过去”。G 项“Luckily, the unpleasant feeling usually disappears very quickly.”(幸运的是,这种不愉快的感觉通常很快就会消失)对读者起到了安慰作用,且“disappears very quickly”与后文的“will soon pass”完美呼应。

第三部分 语言运用

第一节

41. A 考查动词辨析与上下文逻辑衔接。前文提到作者喜欢在家里吃早餐,“However”表示转折,说明当作者意外赢得在线游戏“免费早餐一年”的奖品后,一切都“改变”(change)了。
42. C 考查动词辨析与上下文语境。丈夫质疑她是否真的会去用这个奖品,因此是“提醒”(remind)她一个事实:“你平时甚至都不喜欢在外面吃饭”。
43. B 考查动词辨析与上下文语境。作者最初想退缩,但后来她“意识到”(realized)自从退休后,自己的生活状态存在问题。
44. C 考查副词/形容词辨析与语境暗示。根据空后的“and hardly made new friends”(几乎没交到新朋友)可知,作者意识到自己花了太多时间“独处”(alone),这与结交新朋友形成对比。
45. D 考查名词辨析与上下文语境。基于上述反思,作者决定把这次中奖当作一个打破常规的“机会”(chance)。
46. B 考查名词辨析与常识推断。作者赢得的是一年的免费早餐,因此第二天早上她打扮好走进的是一家“餐厅”(restaurant)。
47. C 考查形容词辨析与信息检索。由第一段“as it always made me feel a little out of place”可知,作者不喜外食是因为她总是觉得有点儿不自在,但令她惊讶的是,这并没有她担心的那么“尴尬/别扭”(awkward)。
48. A 考查动词短语辨析。作者觉得感觉不错,于是“制定”(worked out)了一个计划:每周都去,并尝试结识新的人。work out a plan 意为“制定计划”。
49. B 考查动词辨析与上下文语境。作者计划每周去餐厅并尝试与新面孔“建立联系/交流”(connect)。connect with sb. 意为“与某人沟通/建立良好关系”。
50. D 考查名词辨析与语境暗示。根据空后的“even dressing up for special holidays”(甚至在特殊的节日盛装打扮)可知,她把每一次去餐厅都变成了一种“庆祝”(celebration)。
51. D 考查名词辨析与常识推断。作者和餐厅员工成了好朋友,员工们甚至熟知她“经常点的餐”(usual order)。“one's usual order”是餐厅点餐的常见表达。
52. B 考查形容词辨析与前后文呼应。到了第 52 周,作者意识到自己不再是那个曾经回避“公共”(public)场所的内向者了。对应前文的 eating in public。
53. A 考查名词辨析与固定搭配。这段经历将作者推出了她的“舒适”(comfort)区。out of one's comfort zone 意为“走出舒适区”,且呼应第 43 空前的 comfort zone。
54. C 考查动词辨析与动作描写。现在只要丈夫提议出去吃饭,作者就会高兴地“抓起/拿起”(grab)她的牛仔夹克,准备出门。
55. D 考查名词辨析与语境暗示。作者现在准备好去结交新朋友,并享受他人的“陪伴”(company)。

第二节

56. fascination 考查词性转换。形容词性物主代词 Her 之后需接名词形式。fascinate 的名词形式为 fascination,此处表示“她对大自然的着迷”。
57. where 考查定语从句。分析句子结构可知,逗号后是非限制性定语从句,先行词为 the Butterfly House,且从句中不缺主语和宾语,缺的是地点状语,故填关系副词 where。
58. in 考查介词。搭配 have/develop a strong interest in ... 为固定用法,意为“对……产生浓厚兴趣”,故填 in。
59. to study 考查非谓语动词。choose to do sth. 为固定搭配,意为“选择做某事”,故填不定式 to study。
60. projects 考查名词复数。根据空后的“like feeding endangered snails”可知,保护项目不止一个;且 project 为可数名词,此处需用复数形式 projects。
61. an 考查冠词。opportunity 为可数名词,此处泛指“一次机会”,且 opportunity 发音以元音开头,故填 an。
62. has served/has been serving 考查动词时态。句首有标志性时间状语“Since then”,主句谓语动词需要用现在完成时,表示动作从过去持续到现在,故填 has served 或现在完成进行时 has been serving。
63. totaling / totalling 考查非谓语动词。分析句子可知,前面是一个完整的句子,此处使用现在分词作结果状语,表示“总计达到 22000 只”。主动关系用现在分词,美式拼写为 totaling,英式拼写为 totalling。
64. while/and 考查并列连词。空前说一个人专注于展示区,空后说另一个人整天照顾毛毛虫。两者形成对比,“one ... while/and the other ...”为固定句型,表示“一个……,而另一个……”,故填 while/and。
65. beneficial 考查词性转换。空处在系动词 is 之后作表语,需用形容词形式。benefit 的形容词为 beneficial,意为“有益的/有回报的”。

第四部分 写作

第一节:应用文(满分 15 分)

(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,从总分中减去 2 分。
4. 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丰富性和准确性及上下文的连贯性。
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,酌情扣分。
(二)各档次的给分范围和要求

档次	描述
第五档 (13—15)	完全完成了试题规定的任务。 —覆盖所有内容要点。 —应用了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。 —有效地使用了语句间的连接成分,使全文结构紧凑。 完全达到了预期的写作目的。
第四档 (10—12)	完全完成了试题规定的任务。 —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语法结构或词汇所致。 —应用简单的语句间连接成分,使全文结构紧凑。 达到了预期的写作目的。
第三档 (7—9)	基本完成了试题规定的任务。 —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。 —应用简单的语句间连接成分,使全文内容连贯。 整体而言,基本达到了预期的写作目的。
第二档 (4—6)	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,影响了对写作内容的理解。 —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)	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,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。 信息未能传达给读者。
0	未能传达给读者任何信息:内容太少,无法评判;写的内容均与所要求内容无关或所写内容无法看清。

Possible version:

Say Goodbye to Procrastination

Good morning, everyone! Today, I'd like to talk about a common problem that haunts many of us: procrastination. Have you ever found yourself scrolling through social media while your homework piles up, only to rush through it at the last minute? Whether rushing through homework late Sunday night or scrolling through social media with books open, we often fall for digital distractions. This habit leads to poor grades and anxiety, trapping us in a stressful cycle.

To overcome this, I suggest we prioritize tasks by creating a daily “to-do list”. By writing down your tasks and prioritizing them, you can gain a sense of control. Furthermore, start with small tasks. Finishing small things first can bring us a sense of achievement, which encourages us to keep going.

Remember, time is precious. Let's take action today. Thank you for listening!

第二节 读后续写(满分 25 分)

(一)评分原则

1. 本题总分为 25 分,按 5 个档次给分。
2. 评分时,先根据所续写短文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 130 词,从总分中减去 2 分。
4. 评分时,应主要从以下四个方面考虑:
 - (1)与所给短文及段落开头语的衔接程度;
 - (2)内容的丰富性;
 - (3)应用语法结构和词汇的丰富性和准确性;

(4)上下文的连贯性。

5. 拼写与标点符号是语言准确性的一个重要方面,评分时,应视其对交际的影响程度予以考虑。

6. 如书写较差以致影响交际,酌情扣分。

(二)各档次的给分范围和要求

档次	描述
第五档 (21—25)	—与所给短文融洽度高,与所提供各段落开头语衔接合理。 —内容丰富。 —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。 —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)	—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。 —内容比较丰富。 —所使用语法结构和词汇较为丰富、准确,可能有些许错误,但不影响意义表达。 —比较有效地使用了语句间的连接成分,使所续写的短文结构紧凑。
第三档 (11—15)	—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。 —写出了若干有关内容。 —应用的语法结构和词汇能满足任务的要求,虽有一些错误,但不影响意义表达。 —应用简单的语句间连接成分,使全文内容连贯。
第二档 (6—10)	—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。 —写出了一些有关内容。 —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。 —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)	—与所提供短文和开头语的衔接较差。 —产出内容较少。 —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。 —缺乏语句间的连接成分,全文内容不连贯。
0	白卷、内容太少无法评判或所写内容与所提供内容无关。

Possible version:

But one morning, a boy ran into the traffic without noticing an oncoming speeding car. My heart skipped a beat, and I gripped the steering wheel, frozen in shock. Suddenly, that familiar sharp whistle tore through the freezing air. In a flash, our guard lunged into the lane, his neon yellow vest flashing like a warning light. He thrust his stop sign high, forcing the car to screech to a halt inches away. My racing heart finally settled. After pulling the trembling boy back, he knelt down, whispered a familiar name, and gently straightened his backpack. A fatherly smile bloomed on his frost-bitten face, instantly calming the frightened kid. Then, holding his hand, he guided the boy across the street with a reassuring pat on the shoulder before returning to his post.

Beyond safety, he turned the crossing into a warm place despite busy traffic. Mornings and afternoons here were never calm—drivers honked impatiently, and people hurried past. But he stood firm, guiding kids safely and greeting everyone with a smile. He would offer a joyous wave to a passing bus or share a quick joke with a shivering parent. People would intentionally slow down, not just to cross, but to share a laugh or a quick update with him. Neighbors began to stop and chat for a minute, sharing small talk about their days. Parents would exchange greetings while waiting for their kids. Inspired by his warmth, I lowered my window, letting the biting air rush in, and waved back with a genuine smile. I was no longer hiding in my icy world; I had finally stepped out to embrace the world.

听力原文

Text 1
M: Once we've picked the kids up, shall we take them to the park?
W: I have to take my daughter shopping. She has a party this weekend, and her old shoes are too small. (1)
Text 2
W: John, could you collect the books, please?
M: But shouldn't Penny be doing it? That's her job.
W: Yes, (2) but she and her sister Elizabeth are both off school with a cold.
Text 3
M: I brought a pasta dish. Debby actually made it, but she can't come tonight.
W: She told me she was sick earlier. But I thought she'd be better by now.
M: She is. But her grandparents are visiting in town. (3)
Text 4
W: At the start of the year, I challenged myself to read two books a month for twelve months.

M:Wow, how is it going?

W:Not bad! **I've read 18 so far! (4)**

Text 5

M:**This can't be right. The last sign said turn left. Now this sign says turn right.**

W:One of the signs must be wrong.

M:Yeah. **But I don't know which way to choose. (5)**

Text 6

M:Hello, I have an interview this afternoon.

W:What's your name, please?

M:Gary Dawson.

W:Let's see. Ah, yes. **You need to go up to the third floor, as your interview will be held in the sales manager's office. (6)**

M:Can I take the lift?

W:Yes, it's over there, next to the staff club.

M:**Is there a toilet I can use, please? (7)**

W:**There's one next to the lift. (7)** It's opposite the meeting room.

Text 7

W:English is a difficult language to learn.

M:But it is widely used in those films that you and your friends enjoy.

W:I just wish some of the words we study were the same in Chinese.

M:**I had a really good English teacher. He told us about one English word that is unusual because it is nearly the same in Chinese. (9)**

W:**What is that? (9)**

M:**In English, there is a honey drink called "mead(蜂蜜酒)" and the Chinese for honey is "mi". (9) (10)**

W:**They do sound similar. (10)** Did they borrow the word from us?

M:**I guess they both come from the same ancient word. (10)**

Text 8

M:Which way do you prefer, shopping online or going to a shop in person?

W:I hate shopping online, but my son loves it. Jeff always buys some cheap and fresh fruits online. It saves a large amount of money.

M:It certainly does.

W:**But if I'm buying clothes, I like to see them, touch them and try them on. (11)**

M:That's OK if the place has a changing room, **but do you remember the old store? (12)** If you wanted to try something on there, you had to take your clothes off in the street.

W:Ha-ha, yes, that was funny. But, you know, **I miss that place. (12)**

M:**Me too. (12)** It had too much more character than the mall. There's nothing like that nowadays.

W:Supermarkets also sell clothes these days. I wonder where people are supposed to try them on.

M:Not next to the frozen foods, I hope.

Text 9

M:Welcome to the World of Coca-Cola. May I have your ticket?

W:Sure. **I've bought two tickets for the 2:00 p. m. museum tour, but may my son and I enter now instead? (14) (16)**

M:**We usually have small groups during early morning tours. So, it should be fine. (14)**

W:Great, thanks. We'll also have a Coca-Cola factory tour on the other side of town, starting at 11:30 a. m. Will we be done here by then?

M:Yes. This tour only takes two hours.

W:Great, **Can you tell us anything about this room while we're waiting? (15)**

M:**Absolutely. (15)** This wall shows how Coca-Cola was first designed to be used as a medicine. Doctors offered Coke products to patients with headaches. The problem was that Coke tasted too good!

W:Wow, how did they make such wonderful drinks?

M:This is top secret in Coca-Cola's company. We can't offer more information. Here come our other visitors. Let's all stand in a circle.

Text 10

M:**Ladies and gentlemen, I just need to make a small announcement before we enter the castle. (17) (20)** First of all, as today is very cold, some areas of the castle will be icy, so please be careful. **The castle is over 500 years old and is not in the best state. (18)** Second, you will see actors dressed as characters from the castle's colorful history. They may ask you to take part in activities. These are all safe, so please feel free to join in. **Third, once you have finished your tour of the castle, you will enter the castle gift shop. Many things there can be found in town for half the price. So, be careful about spending money in the shop. (19)** I will go with the bus driver to get gas, and we will return in two hours, so please be waiting here at 11:30 a. m. **Once you are done here, we will enjoy lunch at a local restaurant. (20)** I hope you enjoy your tour.