

## 第一部分 知识运用 (共两节, 30 分)

## 第一节 (共 10 小题, 每小题 1.5 分, 共 15 分)

阅读下面短文, 掌握其大意, 从每题所给的 A、B、C、D 四个选项中, 选出最佳选项, 并在答题卡上将该项涂黑。

When Alex was in the 5<sup>th</sup> grade, he read an alarming article in the newspaper, which said that people were \_\_\_1\_\_\_ old computers in backyards, throwing TVs into streams, and dumping cell phones in the garbage. This is dangerous because e-waste contains harmful \_\_\_2\_\_\_ that can leak into the environment, getting into crops, animals, water supplies—and people.

Alex was worried and decided to make it the next project for WIN—the Westerly Innovations Network. Alex and six of his friends had \_\_\_3\_\_\_ this organization to help solve community problems two years before.

But what could they do about this project with e-waste? The team spent several weeks gathering information about the harmful chemicals in e-waste and their effects on humans. They learned how to dispose (处置) of e-waste \_\_\_4\_\_\_ and how it could be recycled. Then, they sent out a survey and found only one in eight knew what e-waste was, let alone how to dispose of it.

Alex and his friends went into action. They advertised in the local newspaper and \_\_\_5\_\_\_ notices to students, asking residents to bring their \_\_\_6\_\_\_ electronics to the school parking lot. The \_\_\_7\_\_\_ lasted two days, and they collected over 9,500 kilograms of e-waste.

The next step was to set up a long-term e-waste drop-off center for the town. After some research, they'd learned that reusing is the best way to \_\_\_8\_\_\_ electronic devices and it is seven times more efficient than recycling. So, they began learning to refurbish(翻新) computers themselves and distributed them to students who didn't have their own. In this way, they could help students in the area and protect the environment at the same time.

For a \_\_\_9\_\_\_ solution to e-waste, the drop-off center wasn't enough. Laws would have to be passed. In 2016, WIN helped push for an e-waste bill in their town, which required companies that manufactured or sold electronics to take back e-waste. The bill clearly \_\_\_10\_\_\_ the dumping of e-waste.

Because of the work of WIN, more and more people, like Alex and his team, are getting the message about the safe disposal of e-waste. As Alex says, "Today's technology should not become tomorrow's harmful garbage."

- |                   |                 |                |                |
|-------------------|-----------------|----------------|----------------|
| 1. A. carrying    | B. burying      | C. taking      | D. destroying  |
| 2. A. subjects    | B. restrictions | C. bacterial   | D. chemicals   |
| A. developed      | B. recognized   | C. formed      | D. restored    |
| 4. A. instantly   | B. properly     | C. constantly  | D. gradually   |
| 5. A. distributed | B. contributed  | C. established | D. conducted   |
| 6. A. unexpected  | B. unwanted     | C. useless     | D. meaningless |
| A. drive          | B. push         | C. order       | D. request     |
| 8. A. break down  | B. take in      | C. expose to   | D. deal with   |
| 9. A. original    | B. physical     | C. lasting     | D. crucial     |
| 10. A. prevents   | B. permits      | C. predicts    | D. forbids     |



## 第二节 (共 10 小题; 每小题 1.5 分, 共 15 分)

阅读下列短文, 根据短文内容填空。在未给提示词的空白处仅填写 1 个恰当的单词, 在给出提示词的空白处用括号内所给词的正确形式填空。请在答题卡指定区域作答。

### A

#### Lake Titicaca Tour

Enjoy the beautiful countryside \_\_\_11\_\_\_ you spend a day driving along the new highway \_\_\_ \_\_\_ (connect) Cusco to Lake Titicaca. There, a boat will take you to stay with a local Uros family on an island for three days. Both the island and the Uros homes \_\_\_13\_\_\_ (make) of water plants from the lake.

### B

The race to the South Pole was on! Amundsen was the first \_\_\_ \_\_\_ (leave), on 8 September 1911. He had teams of dogs pulling the sledges and all his men were on skis. Because of this, he made rapid progress. Scott left on 1 November and soon had problems. First, his two sledges broke down, and then the houses began to have serious \_\_\_15\_\_\_ (difficult) with the snow and the cold. After a while, Scott and his men had to push the sledges \_\_\_16\_\_\_ (they)

### C

Since the 1970s, scientists \_\_\_17\_\_\_ (search) for ways to link the brain with computers. Brain-computer interface technology could help people \_\_\_18\_\_\_ disabilities send commands to machines. Recently, two researchers, Jose Millan and Michele Tavella from Switzerland, showed a small robotic wheelchair \_\_\_19\_\_\_ (direct) by a person's thoughts. In the laboratory, Tavella operated the wheelchair just by thinking about moving his left or right hand. He could even talk as he \_\_\_20\_\_\_ (watch) the vehicle and guided it with his thoughts.

## 第二部分 阅读理解 (共两节, 38 分)

### 第一节 (共 14 小题; 每小题 2 分, 共 28 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, 并在答题卡上将该项涂黑。

#### A

Let's be honest: it can be hard to get motivated to do your schoolwork even in the best of times. So finding the motivation, while you're learning from home, is extra challenging. Here are a few tips that could maximize your motivation.

##### 1. Guard Your Time

You do not need large amounts of time to be productive. Instead, be focused in short blocks when you can work without interruption. Protect these open times by setting up your workspace to minimize distractions—including silencing notifications (通知) on your cellphone or laptop.

##### 2. Determine How Much Work Is Needed

Write down the work you need to achieve, because there is a limit to how much information you can recall and process at one time. Examine the remaining projects, and estimate the amount and type of effort each requires.

##### 3. Break Large Projects into Smaller Ones

Breaking big projects into smaller and more manageable tasks allows you to achieve maximum



efficiency and effectiveness. Your assigned tasks should follow a logical order. Also, making a list and crossing things off that list is really satisfying.

#### 4. Set Goals

Set goals related to effort. For example, plan to spend 60 minutes at a specific time of the day studying a pre-determined concept. Also, set goals related to the completion of specific tasks or projects. For instance, give yourself a deadline to read and take notes on a specific article for a certain paper you must write.

#### 5. Identify the Rewards

It pays to clarify the rewards this term—whether those rewards are internal, such as the feeling of accomplishment that comes from understanding a difficult concept well, or external, such as getting a good grade.

Work to build good habits and strategies now. It will pay off in the future.

21. What does Tip 2 relate to?

A. Writing skills.

B. Task management.

C. Time control.

D. Information processing.

22. According to the passage, which can help you most when you are faced with a big task?

A. Tip 1.

B. Tip 3.

C. Tip 4.

D. Tip 5.

23. What is the main purpose of the passage?

A. To show students how to stay focused on schoolwork.

B. To analyze students' difficulties of learning from home.

C. To offer students advice on how to improve productivity.

D. To summarize some tips for parents to share with their children.

### B

Scientists regularly make vital new discoveries, but few can claim to have invented an entirely new field of science. Chemist Carolyn Bertozzi is one of them. Her discovery of biorthogonal chemistry (生物正交化学) in 2003 created a brand-new discipline of scientific investigation, which has enabled countless advances in medical science and led to a far greater understanding of biology at a molecular (分子的) level. On October 5, Bertozzi was awarded the Nobel Prize in Chemistry, jointly with two other professors. She is also the only woman to be awarded a Nobel Prize in science this year, after an all-male line-up in 2021.

Bertozzi was the middle daughter of an MIT physics professor and a secretary. Few predicted that Bertozzi would be the most famous person in the family. While her academic performance was not bad in high school, she was fond of playing soccer. She ended up being admitted to Harvard University. Despite her talent in soccer, she found it too time-consuming and quit the sport to devote herself to academics.

But before becoming a rock star scientist, Bertozzi almost became an actual rock star. When she started at Harvard, she was tempted to major in music. That idea was “unpopular” with her parents, and she was timid about defying them. Instead, she chose the premed (医学预科的) track that included classes in math and sciences and declared herself a biology major at the end of her first year of college.

Her interest in music did not completely fall by the wayside, however. Bertozzi played keyboards and sang backup vocals for a hair metal band. Bertozzi, however, did not play with the band for long. Once the band's practices and performances conflicted with her labs and classes, there was only one outcome.

Plus, she'd soon have organic chemistry. The course is infamous for weeding out pre-meds. Without



any clear career ambitions up to that point, Bertozzi had been thinking about possibly becoming a doctor when, in her sophomore year (大二学年), she suddenly fell so head over heels in love with her chemistry course that she couldn't tear herself away from her textbooks long enough to go out on Saturday nights. A torture to many was pure pleasure for her. Bertozzi changed her major from biology to chemistry a year later.

Bertozzi has sometimes joked about her having missed out on her chance to follow Morello to Los Angeles. "I didn't get on that bus, and my playing is now limited to 'The Wheel's on the Bus Go Round,' I'm waiting for my sons to get old enough to appreciate 1980s heavy metal!"

24. What can we learn about Bertozzi from the first two paragraphs?

- A. Bertozzi made significant discoveries in the field of Chemistry.
- B. Bertozzi was awarded the Nobel Prize in Chemistry in 2021.
- C. Bertozzi did better in academic performance than her siblings.
- D. Bertozzi gave up soccer because she needed time to learn.

25. What does the underlined word in paragraph 3 mean?

- A. approach
- B. defend
- C. disobey
- D. tell

26. What would Bertozzi probably have done if she had had a chemistry course to go on at Harvard?

- A. Bertozzi would weed out the course for pre-meds.
- B. Bertozzi would tear herself away from her textbooks.
- C. Bertozzi would regard the course as torture to her.
- D. Bertozzi would give up her playing with the band.

27. What kind of person do you think Carolyn Bertozzi is?

- A. Talented and creative.
- B. Athletic and critical.
- C. Humble and passionate.
- D. Brave and sympathetic.



### C

Imagine that on a Friday afternoon, before leaving work to start your weekend, you are asked to solve two problems that require creative thinking. Do you: 1). Spend the first half of your time attempting the first problem and the second half of your time attempting the second; 2). Alternate between the two problems at a regular, predetermined interval (e.g., switching every five minutes); 3). Switch between the problems at your own discretion (自行决定).

If you are like the hundreds of people to whom we posed this question, you would choose to switch between the two problems at your own discretion. After all, this approach offers maximum autonomy and flexibility, enabling you to change tracks from one problem to the other when you feel stuck.

But if coming up with creative answers is your goal, this approach may not be ideal. Instead, switching between the problems at a regular, predetermined interval will likely yield the best results, according to research we published in the March issue of *Organizational Behavior and Human Decision Processes*.

In an experiment, we randomly assigned participants to one of the three approaches. Participants who were instructed to continually switch back and forth between two problems at a fixed interval were significantly more likely to find the correct answer to both problems than participants who switched at their own discretion or halfway through the allotted time. The issue with both other approaches seemed to

be that people failed to recognize when rigid thinking crept in. Participants who didn't step away from a task at regular intervals were more likely to write "new" ideas that were very similar to the last one they had written. While they might have felt that they were on a roll, the reality was that, without the breaks afforded by continual task switching, their actual progress was limited.

The findings suggest that the hustle and bustle of your daily work life may facilitate your creativity if it leads you to step away from a task and reset your thinking.

So when you're working on tasks that would benefit from creative thinking, consciously insert breaks at regular intervals—use a timer if you have to. When it goes off, switch tasks: Organize your receipts, check your email, or clean your desk, and then return to the original task. If you're hesitant to break away because you feel that you're on a roll, be mindful that it might be a false impression. We tend to generate redundant ideas when we don't take regular breaks; ask yourself whether your latest ideas are qualitatively different. Finally, don't skip your lunch breaks, and don't feel guilty about taking breaks, especially when you are feeling stuck. Doing so may actually be the best use of your time.

28. Why do people favor the third approach mentioned in Paragraph 1?

- A. Because it facilitates autonomous learning.
- B. Because it encourages independent thinking.
- C. Because it improves concentration.
- D. Because it allows much freedom.

29. What does the underlined word "rigid" in Paragraph 4 probably mean?

- A. critical
- B. inflexible
- C. innovative
- D. serious

30. What can be inferred from the passage?

- A. People will make great progress when they work continually.
- B. People will automatically take breaks when they feel stuck.
- C. Regularly scheduled breaks can refresh people's thinking.
- D. Continually doing chores is key to generating new ideas.

31. What is the main purpose of the passage?

- A. To present a way to boost creative thinking.
- B. To introduce a new study on work efficiency.
- C. To compare three methods of creative thinking.
- D. To explain why people fail to produce creative ideas.



## D

Automation and job replacement will be one of the most significant challenges for the global economy of the coming decades. A 2017 McKinsey report established that 375 million workers will need to switch occupational categories by 2030. The World Economic Forum suggests that by 2022, automation will replace 75 million jobs globally—but create 133 million new ones.

Research into the likelihood that a job will be impacted by digitization has largely focused on the "automatability" of the role and the following economic regional and political effects of this. What this research doesn't take into account is something more important for the millions of taxi drivers and retail workers across the globe: their likelihood of being able to change to another job that isn't automatable. Recent research suggests that the answer to this may be that the skills that enable workers to move up the ladder to more complex roles within their current areas might be less important than broader skills that will

enable workers to change across divisions.

In July, Amazon announced that it would spend \$700 million retraining around 30% of its 300,000 US workforce. While praiseworthy, it will be interesting to see the outcome. In the UK, the National Retraining Scheme has largely been led by employers, meaning that those on zero-hours contracts and part-time workers—often low-skilled—will miss out. Governance will be a crucial element of ensuring that such schemes focus on individuals and life-long learning, rather than upskilling workers into roles that will soon also face automation.

According to the McKinsey report, “growing awareness of the scale of the task ahead has yet to translate into action. Public spending on labor-force training and support has fallen for years in most member countries of the Organisation for Economic Co-Operation and Development,” which impacts more than just the low-skilled and poorly compensated.

The global impact of automation is also put into relief by research demonstrating that, between 1988 and 2015, income inequality increased throughout the world. Billions of people do not have the essentials of life as defined by the UN Sustainable Development Goals.

Alongside climate change, automation is arguably tech's biggest challenge. As with globalization, governments and employers—and us workers—ignore its potential consequences at risk to ourselves.

32. What is the author's attitude towards retraining programs for upskilling?

- A. Supportive.      B. Critical.      C. Skeptical.      D. Sympathetic.

33. According to the author, what is one consequence of automation?

- A. Less spending on training.  
B. Social unrest and instability.  
C. A slowdown of globalization.  
D. An increase in income inequality.

34. What is the purpose of the passage?

- A. To stress the importance of enabling workers.  
B. To analyze the automatability of certain jobs.  
C. To compare globalization with automation.  
D. To argue the urgency of creating new jobs.



## 第二节 (共 5 小题; 每小题 2 分, 共 10 分)

根据短文内容, 从短文后的七个选项中选出能填入空白处的最佳选项, 并在答题卡上将该项涂黑。选项中有两项为多余选项。

### Optimism Bias (偏见)

While we often like to think of ourselves as highly rational and logical, researchers have found that the human brain is sometimes too optimistic for its own good. If you were asked to estimate how likely you are to experience illness, job loss, or an accident, you are likely to underestimate the probability that such events will ever impact your life. \_\_\_35\_\_\_

This bias leads us to believe that we are less likely to suffer from misfortune and more likely to attain success than reality would suggest. We believe that we will live longer, and that we will be more successful in life than the average. \_\_\_36\_\_\_

The optimism bias is essentially a mistaken belief that our chances of experiencing negative events are lower and our chances of experiencing positive events are higher than those of our peers. And this overly positive assumption doesn't mean that we have an overly sunny outlook on our own lives.

\_\_\_37\_\_\_ People might skip their yearly physical, not wear their seatbelt, or fail to put on sunscreen because they mistakenly believe that they are less likely to get sick, get in an accident, or get skin cancer.

Cognitive neuroscientist Tali Sharot, author of *The Optimism Bias: A Tour of the Irrationally Positive Brain*, notes that this bias is widespread and can be seen in cultures all over the world. Sharot also suggests that while this optimism bias can at times lead to negative outcomes like foolishly engaging in risky behaviors or making poor choices about your health, it can also have its benefits. \_\_\_38\_\_\_ If we expect good things to happen, we are more likely to be happy. This optimism can act as a self-fulfilling prophecy. By believing that we will be successful, people are in fact more likely to be successful.

\_\_\_39\_\_\_ After all, if we didn't believe that we could achieve success, why would we even bother trying? Optimists are also more likely to take measures to protect their health such as exercising, taking vitamins, and following a nutritious diet.

- A. Optimism also motivates us to pursue our goals.
- B. But we are also highly motivated to be so optimistic.
- C. But definitely not everyone is blessed with such luck.
- D. This is because your brain has a built-in optimism bias.
- E. It can also lead to poor decision-making, which can sometimes have disastrous results.
- F. This optimism enhances well-being by creating a sense of anticipation about the future.
- G. Various causes may lead to the optimistic bias, including cognitive and motivational factors.



### 第三部分 书面表达 (共两节, 32 分)

第一节 (共 4 小题; 第 40、41 题各 2 分, 第 42 题 3 分, 第 43 题 5 分, 共 12 分)

阅读下面短文, 根据题目要求用英文回答问题。请在答题卡指定区域作答。

#### Overcoming the Temptation of Quick Success and Self-Doubt

The pressure to perform and the desire for immediate results can often lead to a mindset of seeking quick success. This mindset, coupled with the tendency to doubt oneself when results are not immediate, can be a formidable barrier to consistent and effective learning.

#### Understanding Quick Success and Self-Doubt

Quick success refers to the eagerness to achieve immediate results without considering the long-term process and effort required. It is the impatience that leads students to expect significant progress after minimal investment of time and energy. When these expectations are not met, self-doubt sets in. This is the internal questioning of one's abilities and worth, often triggered by perceived failures or setbacks.

#### Consequences of Quick Success and Self-Doubt

The pursuit of quick success and the subsequent self-doubt can have several negative consequences. It can lead to a lack of perseverance, causing students to study in fits and starts, rather than maintaining a steady and dedicated approach. This inconsistency can hinder the development of deep understanding and mastery of subjects. Moreover, it can result in increased stress and anxiety, as students constantly compare

their progress with others, feeling inadequate when their pace of improvement does not match their expectations.

### Strategies to Overcome These Challenges

To combat the allure of quick success and the creeping self-doubt, consider the following strategies:

1. **Set Realistic Goals:** Establish achievable targets that are challenging yet within reach. Break down larger goals into smaller, manageable tasks.
2. **Embrace the Learning Process:** Recognize that learning is a journey that requires time and patience. Embrace the process and understand that setbacks are part of growth.
3. **Develop a Growth Mindset:** Cultivate the belief that abilities and intelligence can be developed through dedication and hard work. View challenges as opportunities to learn and improve.

In conclusion, while the desire for quick success is understandable, it's crucial to recognize the importance of a steady and dedicated approach to learning. By overcoming self-doubt and embracing the learning process, students can develop the resilience and determination needed to succeed in their academic endeavors. Remember, true learning is not about the speed of progress but the depth of understanding and the ability to persevere through challenges.

40. What does "quick success" mean according to the passage?

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41. What results will the pursuit of quick success and self-doubt have?

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42. Please decide which part is false in the following statement, then underline it and explain why.

- *Students' true learning is facilitated in their studies because they are motivated by a deep desire for quick success.*

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43. Besides the strategies to overcome challenges in the passage, what other strategies do you think are effective? (*In about 40 words*)

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### 第二节 (20 分)

假设你是红星中学高三学生李华。你的英国好友 Jim 在给你的邮件中提及他对中国优秀传统文化感兴趣并渴望学习。他向你咨询相关信息。请给他回邮件，内容包括：

1. 从京剧、文学或绘画中选择其一推荐；
2. 说明推荐的理由。

注意：1. 词数 100 左右；

2. 开头和结尾已给出，不计入总词数。

Dear Jim,

---

Yours,

Li Hua

(请务必将作文写在答题卡指定区域内)

