

8. What is Kate's main problem?
 A. She misses her family very much.
 B. She can't adapt to her college life.
 C. She feels quite nervous about tests.
9. Which is the first suggestion Mike gives?
 A. To take a journey. B. To join clubs. C. To keep a planner.
10. What will Kate probably do about the party?
 A. Prepare a special gift for the party.
 B. Go to the party to make new friends.
 C. Invite her classmates to go together.
 听第 8 段材料，回答第 11 至 13 题。
11. Which organization founded World Read Aloud Day?
 A. UNESCO. B. LitWorld. C. BookAid.
12. Why was World Read Aloud Day created?
 A. To promote deep reading. B. To forbid short video use. C. To advocate book-sharing.
13. What does Daniel say about World Read Aloud Day?
 A. It means a lot to young people.
 B. It enjoys popularity worldwide.
 C. It develops readers' social skills.
 听第 9 段材料，回答第 14 至 16 题。
14. What is special about G1 compared to Apollo?
 A. It can work completely alone.
 B. It can create a 360-degree map.
 C. It can do a martial arts show.
15. What help Apollo and G1 to keep balance?
 A. Their 30 artificial muscles. B. Their human-like structures. C. Their cameras and sensors.
16. How does the man feel about humanoid robots?
 A. Hopeful. B. Worried. C. Uncertain.
 听第 10 段材料，回答第 17 至 20 题。
17. What is the key value of sea grass fields?
 A. They provide food for large sea animals.
 B. They help fight against global warming.
 C. They make ocean water more colorful.
18. Why is a thorough study by diving in oceans impossible?
 A. They are too large. B. They are too deep. C. They are too stormy.
19. How did the researchers get the video recordings?
 A. By collecting the floating cameras.
 B. By searching the seabed and surface.
 C. By training and tracking tiger sharks.
20. What does the project mainly show?
 A. Sea grass fields are expanding.
 B. Some sea creatures are in danger.
 C. Animals can aid ocean exploration.

B

Encouraged by an engaging careers talk from a cybersecurity expert last spring, I decided to try being a codebreaker (密码破译者) myself and get my Year 8 class to join in.

Initially, I downloaded some online resources that helped strengthen the pupils' understanding of factors and multiples. They enjoyed the activities, but interest faded quickly once the answers were revealed. There was little reason to return to it.

This year, I revisited the idea with a history colleague, who suggested setting it in the ancient Eastern Mediterranean, with students imagining they were deciphering (解密) a treasure map. As my class walked through the door, I told them it was the 1st century BC, off the Mediterranean coast. They had to use maths to solve clues at three landmarks — the cliff-top temple, the lagoon-side market, and the headland rock arch — that would point to the treasure. The students were enthralled, and I resisted the urge to call on anyone.

We started with the simplest clues, and then moved on to the pigpen cipher, a code that many lower-attaining students enjoy working on. Once the students had mastered these techniques, I asked for their attention again. The Decipherment Desk issued a fresh challenge: a new cipher that required relearning techniques. Were the Year 8 codebreakers ready to take on this new challenge? You bet they were. Hands shot up as I handed out the next set of coded messages.

Codebreaking isn't part of our usual lessons, and perhaps it doesn't need to be. But we do need the freedom and time to occasionally do something different — engaging and inspiring our students with fun.

24. Why did students quickly lose interest in the initial lesson?

- A. The puzzles covered restricted topics.
- B. The lesson required much teamwork.
- C. The maths involved was unchallenging.
- D. The activities lacked a meaningful context.

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

- A. Confused.
- B. Fascinated.
- C. Ignorant.
- D. Resistant.

26. Which educational strategy is most clearly reflected in paragraph 4?

- A. Individualized learning.
- B. Cooperative learning.
- C. Stage-based instruction.
- D. Teacher-centered instruction.

27. What can be a suitable title for the text?

- A. Turning Maths Pupils into Codebreakers
- B. Using Codebreaking to Teach Critical Thinking
- C. Subject Integration: The Future of Maths Class
- D. Motivation Enhancement: The Key to Exam Success

D

Joanna Kavenna has spent two decades moving restlessly across genres (体裁), and her seventh book, *How to Play a Game Without Rules*, continues her refusal to stay in one box. It is curiously uncategorisable: a slim and unusual novel, but packed with ideas. Of all the genres Kavenna has worked within — or, more accurately, pushed the boundaries of — the book is probably closest to an academic satire (讽刺).

We first encounter the novel's thoroughly nameless first-person narrator (叙述者) in the summer of 2007, who works as a research assistant to a strict philosopher, Alda. The narrator's job is to support Alda's "box philosophy", a study of categories: how we organise reality into groups and sets, and how easily we end up thinking "inside the box" even while trying to think outside it.

The action truly begins when Alda sends the narrator to meet a strange superfan of "Seven", a wholly invented board game that once supposedly spread across the ancient world. From that point on, the narrator is pulled into a trip through Europe, told in short episodes. Along the way, they meet thinkers, gamers, artists and unpleasant rich people, all of whom illustrate, in their own way, our adorably human desire to define, categorise and "box" reality even as it slips from our intellectual grasp.

Kavenna mixes serious ideas with humour. The characters are lively, and the narrator's experiences become increasingly ridiculous. Yet the novel is less about philosophy itself than about its limits. Complex theories are often set against the vast natural world the narrator travels through, as if the landscape quietly reminds us how small our systems can be.

Some readers may find Joanna's style hard to follow and feel the rewards are not worth the effort. Personally, once I stopped trying to understand every detail, *How to Play a Game Without Rules* became a pleasing read. It invites us to enjoy a universe "hanging out with itself", where everything — "games, boxes, words, symbols, even the stars" — stays in motion.

32. What is *How to Play a Game Without Rules* most likely to be?

- A. A genre-mixing novel. B. A practical travel guide.
C. A serious academic study. D. A philosophy textbook.

33. What does Alda's "box philosophy" suggest about categories?

- A. They can bend the truth. B. They can restrict our thought.
C. They can help maintain order. D. They can broaden our perspective.

34. What does the underlined word "it" refer to in paragraph 3?

- A. The action. B. The desire. C. The "box". D. The reality.

35. What does the author think of Joanna's seventh book?

- A. Predictable and unappealing. B. Ambitious and well-organized.
C. Humorous and thought-filled. D. Incomprehensible and frustrating.

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 many cities today, life runs on speed. People walk with earphones in, reply to messages while waiting for the light to change, and scroll (浏览) through other people's days on the way to their own. 36 Yet noticing is exactly where a calmer life begins.

Think about the last time you genuinely noticed an ordinary moment: the smell of rain rising from warm pavement, or the quiet relief of finally sitting down after a long day. These small details seldom make it into anyone's online highlights. 37 When we pay attention to them, we return to our own lives instead of merely passing by.

Noticing is not a luxury only reserved for those with plenty of free time. It can take less than a minute. The point is not to create a perfect routine but to make tiny openings in the day. 38 You might pause before entering a classroom, take one slow breath, and let your shoulders drop. Or you might simply observe those around you on the bus without judgement.

39 When the world is no longer just background noise, the distance between "me" and "them" begins to narrow. In fact, it may lead us to ask for help or to offer help. Small acts like holding a door or offering a seat feel less like duties and more like natural responses.

Of course, noticing does not fix everything. It won't erase deadlines or resolve real hardships that require time, resources and support. But it gives us a clearer mind to act, rather than just react. 40

- A. Noticing has a surprising social effect.
- B. That's why we should try to record them online.
- C. As a result, we tend to focus too much on others.
- D. Some are easy to miss, but quietly shape how we feel.
- E. These moments can be simple and easily built into everyday life.
- F. And then, we are more likely to care, for ourselves and others, patiently.
- G. It seems understandable that we rarely pause to notice the present moment.

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 四个选项中选出最佳选项。

For years, I proudly called myself a perfectionist. If I couldn't do something 41 from the start, I simply wouldn't do it at all. But turning thirty made me realize my comfort zone had become a 42. Determined to try something new, I signed up for a beginner's pottery (陶艺) class.

During the first lesson, the instructor 43 how to center the clay on the spinning wheel. His hands moved with effortless grace, 44 a beautiful bowl in seconds. 45, I sat at my wheel, expecting similar results.

Instead, disaster 46. My clay flew off the wheel, leaving mud everywhere. When I finally managed to keep the clay on the wheel, my 47 to pull it upwards resulted in ruined masses. By the end of the second week, I was ready to 48.

Seeing my 49, the instructor walked over. "You're 50 the clay," he observed gently. "Stop trying to force it to be perfect. Just 51 the material and let it take the shape it wants."

Taking a deep breath, I closed my eyes, 52 my strict expectations, and allowed my hands to move naturally. When I opened my eyes, the bowl wasn't perfect, but it stood upright, 53 the unique marks of my fingers. I kept that imperfect bowl as a constant 54 that the beauty of a new skill lies in the messy 55 of learning, not just the final result.

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|--------------------|-----------------|----------------|------------------|
| 41. A. well | B. naturally | C. fast | D. differently |
| 42. A. base | B. shelter | C. stage | D. cage |
| 43. A. explained | B. demonstrated | C. imagined | D. reviewed |
| 44. A. shaping | B. designing | C. carving | D. decorating |
| 45. A. Hesitantly | B. Cautiously | C. Confidently | D. Nervously |
| 46. A. passed | B. returned | C. struck | D. continued |
| 47. A. decisions | B. intentions | C. abilities | D. attempts |
| 48. A. complain | B. apologize | C. quit | D. hide |
| 49. A. frustration | B. relief | C. excitement | D. guilt |
| 50. A. wasting | B. fighting | C. blaming | D. destroying |
| 51. A. choose | B. control | C. feel | D. guide |
| 52. A. let go of | B. lived up to | C. held on to | D. kept track of |
| 53. A. removing | B. bearing | C. suffering | D. leaving |
| 54. A. proof | B. promise | C. warning | D. reminder |
| 55. A. standard | B. process | C. purpose | D. method |

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。

Recently, many foreign tourists are embracing a fresh way of traveling in China: arriving with an empty suitcase and leaving with it full. “Our theme is ‘Buy, buy, buy,’” says an Australian visitor 56 (shop) at a sportswear store.

While traditional goods remain popular, the foreign appetite 57 Chinese products has extended rapidly to high-tech sectors, 58 (fuel) by the country’s smart manufacturing capabilities. Smartphones, wearables and new energy vehicles are drawing 59 (crowd) of international visitors. “Whether it is IP creation or electronic products, ‘Made in China’ is 60 (impress),” a Spanish tourist says. In a high-tech store, the manager recalls four Russian customers 61 have just bought over 10 products totaling about 90,000 yuan. “With more countries being added to the visa-free list, we are seeing more foreign consumers flooding in 62 heading straight for the drone section,” he says.

From January to August 2025, 15.89 million foreigners 63 (enter) visa-free, up by 52.1%, boosting the development of financial services. Also, tourists’ preference for AI products, EVs and wearables reflects 64 shift from “price-driven” to “value-driven” in demand for Chinese manufacturing. “From trying on hanfu to experiencing tea ceremonies and buying the latest tech, tourists’ carts carry not just purchases, but a 65 (recognize) of Chinese innovation, culture and lifestyle,” an expert noted.

第四部分 写作 (共两节, 满分 40 分)**第一节 (满分 15 分)**

你校将举办以“运动绘青春”(Youth in Motion)为主题的摄影展。请你为自己的参展作品写一篇英语介绍, 以便录制后供观展的交换生扫码收听。内容包括:

- (1) 作品描述;
- (2) 作品意义。

注意:

- (1) 写作词数应为 80 左右;
- (2) 请按如下格式在答题卡的相应位置作答。

Hi, dear friend!

Hope you like it!

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。

My name is Ava. Not just Ava — Ava J. There’s another Ava in my class, Ava Z. I’m the tallest kid in third grade. Ava Z. comes up to Ms. Wu’s waist. She wears sneakers the size of my big toe. Mine are bigger than her shoebox. That’s who we are — Big Ava and Little Ava.

This week, Ms. Wu announced our class play *Clever Jack*. When she was about to draw names for the speaking roles, I crossed my fingers tightly — I wanted to be the fairy. Mom had made me a fairy costume two years ago. That was a sparkly blue dress with shiny wings, and it still fit. Ms. Wu started. Samir would be Jack. Polly the princess. “The fairy will be Ava.” My heart jumped. “I mean Ava Z.,” Ms. Wu continued. My heart sank. She pulled one more name and looked at me. “Ava J. will be the giant.” I lowered my head. “We’ll have our first rehearsal (排练) tomorrow,” Ms. Wu added before the bell rang.

At break, girls crowded around Little Ava. “What’s your fairy costume like?” “You’re so tiny — perfect for a fairy!” Little Ava smiled, and said thank you. But her eyes didn’t quite meet theirs.

As the girls went back to their seats, Little Ava walked over. “I noticed your disappointment. You don’t want to be the giant, do you?” I didn’t answer. “I don’t want to be the fairy, either,” she murmured. Maybe she felt the same way I did — that we were chosen not because of who we were, but how we looked. We were silent, and then I offered, “Too bad we can’t trade.” “Maybe we can.” She leaned closer. “Remember when Ms. Wu let Oliver and Tommy switch their parts last time? Maybe we can ask her to let us switch, too.” I thought about my fairy costume. “But we’d have to tell her why. Really why.”

注意：

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

As soon as the last bell rang, we went to Ms. Wu’s office.

At the rehearsal, I put on the fairy dress and walked onstage.