

英语试题

注意事项：

1. 答题前，考生务必将自己的姓名、准考证号填写在答题卡上。
2. 回答选择题时，选出每小题答案后，用铅笔把答题卡上对应题目的答案标号涂黑。如需改动，用橡皮擦干净后，再选涂其它答案标号。回答非选择题时，将答案写在答题卡上，写在本试卷上无效。
3. 考试结束后，只将答题卡交回。

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）

听下面5段对话。每段对话后有一个小题，从题中所给的A、B、C三个选项中选出最佳选项，并标在试卷的相应位置。听完每段对话后，你都有10秒钟的时间来回答有关小题和阅读下一小题。每段对话读两遍。

1. What will Gina do this weekend?

- A. Find a job. B. Clean her room. C. Shop for clothes.

2. What happened to the woman?

- A. She has been ill. B. She missed a party. C. She didn't sleep well.

3. What did the man do in today's class?

- A. He sang a song. B. He played an instrument. C. He wrote down some names.

4. How does the man sound in the end?

- A. Unhappy. B. Helpful. C. Sorry.

5. What are the speakers talking about?

- A. The best way of traveling.
B. The polite behaviour in public.
C. The structure of a subway station.

第二节（共15小题；每小题1.5分，满分22.5分）

听下面5段对话或独白。每段对话或独白后有几个小题，从题中所给的A、B、C三个选项中选出最佳选项，并标在试卷的相应位置。听每段对话或独白前，你将有时间阅读各个小题，每小题5秒钟；听完后，各小题将给出5秒钟的作答时间。每段对话或独白读两遍。

听第6段录音，回答第6、7题。

6. Where are the speakers?

- A. In an office. B. In a restaurant. C. At home.

7. Why does the man come to the woman?

- A. To invite her to a meeting.
B. To show his concern for her.
C. To discuss his business ideas with her.

听第7段录音，回答第8至10题。

8. What did the man's teacher ask him to do?

- A. Make a presentation.
B. Sign up for a science course.
C. Introduce a technology to his parents.

9. When did the man start studying the technology?
A. Last year. B. Last week. C. Yesterday.
10. What does the woman say about the technology?
A. It still needs more research.
B. It helps study the universe.
C. It is hard to understand.
听第8段录音，回答第11至13题。
11. What is the probable relationship between the speakers?
A. Teacher and student.
B. Father and daughter.
C. Cook and customer.
12. Which meal is the man cooking now?
A. Breakfast. B. Lunch. C. Dinner.
13. What will the woman do next?
A. Cut meat. B. Cook eggs. C. Make pancakes.
听第9段录音，回答第14至17题。
14. When did the man start getting interested in theatre?
A. At the age of 8.
B. At the age of 10.
C. At the age of 18.
15. Who is the woman?
A. A director. B. A singer. C. A teacher.
16. What does the woman think of the man's job?
A. It's meaningful. B. It's difficult. C. It's boring.
17. What does the man hope to do in the future?
A. Create a small theatre.
B. Study Chinese operas.
C. Help young actors.
听第10段录音，回答第18至20题。
18. Which place is the speaker talking about?
A. A city in northwest Europe.
B. The capital city of Turkey.
C. Her home city.
19. What is the city most famous for according to the speaker?
A. Towers. B. Temples. C. Markets.
20. How is the speaker sharing the information?
A. By posting a video. B. By writing an e-mail. C. By publishing an article.

第二部分 阅读理解（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和D四个选项中选出最佳选项。

A

Join us at an undergraduate Open Day to discover what Cambridge is really like.

Undergraduate Open Days

- Thursday 9 July 2026
- Friday 10 July 2026

These events are designed for potential applicants from Year 12 in England/Wales, Year 13 in Northern Ireland, S5 in Scotland (or equivalent), and mature applicants (aged 21 or over), along with their parents and supporters to help them learn more about the University.

Booking information for the Open Days

Bookings for the Open Days in July 2026 are now live. *Book to secure your space.*

How to get ready for the Open Days

- Sign up to the Applicant Webinar (网络研讨会) Series to learn more about applying to Cambridge and get top tips for each stage of the process.
- Sign up to the preparing for an Open Day webinar.

What to expect at the Open Days

During the Open Days you can find out all about our courses, the Colleges and departments, University facilities, the application process, student life and finance via:

- Information stands
- Course presentations and sample lectures
- College and department tours
- Q&A sessions with current students and staff

The programme will run from 9:30 am to 4:30 pm (UK time) and most activities will be the same on both days so you will only need to attend one day. This will give as many people as possible the opportunity to attend an Open Day at Cambridge. Talks on topics such as the admissions process, Colleges, finance, and interviews will not be available during the Open Days. These talks take place online as part of the Applicant Webinar Series.

21. Who can book the Open Days?

- A. A student from Year 12 in Northern Ireland.
- B. A 20-year-old woman applying for Cambridge.
- C. A mother with a daughter from Year 12 in Wales.
- D. A tourist interested in the campus life of Cambridge.

22. Which statement is true about the Open Days?

- A. Visitors are required to attend both days.
- B. Students will get information about finance.
- C. Visitors must book by signing up to a webinar.
- D. Talks on the admissions process will be given offline.

C

Grief can bring waves of heartache – but for most people, those feelings gradually fade. For some, they don't. The loss remains intense, persistent, and difficult to handle in daily life. This condition, known as prolonged grief disorder (PGD), was added to the Diagnostic and Statistical Manual of Mental Disorders 5 (DSM-5) in 2022.

“There's something blocking their ability to finally say, ‘I have to accept this,’” says Katherine Shear, director of the Center for Prolonged Grief at Columbia University. Researchers are now beginning to understand why. PGD may involve breakdowns in the brain systems that govern attachment and reward, according to a 2026 study published in *Trends in Neurosciences*. In people with prolonged grief, those systems may continue to signal that the lost loved one is still expected, creating a conflict between memory and reality.

PGD is a “long-term, intense, painful reaction to loss,” says Holly Prigerson at Weill Cornell Medicine. Individuals remain “stuck”, marked by persistent longing and not accepting the reality of the loss. Grief is considered PGD when symptoms last longer than 12 months.

How does it affect the brain? Regions involved in reward and motivation appear to remain active. “People with severe grief are still expecting the existence of what is gone, making it harder for the brain to update and accept the loss,” says Shear. Research published in 2020 also found that PGD involves different activity patterns in the amygdala (大脑杏仁核).

PGD can lead to a higher risk of death. One reason is that prolonged grief keeps the body in a lasting stress response. High levels of cortisol (皮质醇) can hurt the heart system and interfere with immune function.

The most common treatment is Prolonged Grief Therapy. “The treatment focuses on helping people accept the reality of the loss and restore their capacity for well-being, but formal recognition of PGD is crucial, as it ensures accurate diagnosis and effective treatment for those stuck in this disabling experience,” Shear explains.

28. What is PGD according to the text?

- A. Grief that can't be treated.
- B. Grief that brings heartaches.
- C. Grief that comes from great loss.
- D. Grief that doesn't ease with time.

29. What does the study published in 2026 mainly focus on?

- A. Who PGD affects.
- B. What PGD brings.
- C. How PGD works.
- D. Why PGD spreads.

30. How does PGD affect humans according to Katherine Shear?

- A. It disturbs brain functions.
- B. It reduces memory activity.
- C. It weakens the immune system.
- D. It shortens people's lifetime.

31. What can be inferred from the last paragraph?

- A. Official identification of PGD leads to better medical help.
- B. Well-being can be recovered with short-term PGD therapy.
- C. Reality acceptance of the loss is the main goal of curing PGD.
- D. Recognition of PGD largely relies on patients' self-awareness.



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。选项中有两项多余选项。

In an age focused on test scores and career success, aesthetic (审美的) education is often pushed to the margins (边缘). 36 Learning to see, appreciate, and create beauty is central to becoming a whole, healthy person.

Aesthetic education trains our senses and sharpens our perception. It teaches us to notice color, light, pattern, and harmony in nature, art, and daily life. 37 It improves our ability to observe, analyze, and understand the world around us.

38 Studies show that looking at art or spending time in beautiful natural settings lowers anxiety and improves mood. In a fast-paced, stressful society, aesthetic experience offers a much-needed pause. It helps us find peace and balance amid chaos.

Beyond mental health, beauty shapes our moral character. When we experience beauty – whether in a sunset, a symphony, or a poem – we often feel awe, gratitude, or wonder. These “self-transcendent” emotions lift us beyond selfish concerns. 39

Aesthetic education also promotes creativity and originality. 40 It teaches us to think freely, take risks, and express our unique voices. These qualities are essential not just for artists, but for all kinds of problem-solving and innovation.

In short, to neglect aesthetic education is to neglect a part of what makes us human. Beauty develops our minds, heals our emotions, and shapes our souls. A life without beauty is a life only half-lived.

- A. Yet beauty is not just decoration.
- B. Still, beauty is often seen as non-essential.
- C. Beauty also calms our minds and reduces stress.
- D. They encourage kindness, generosity, and care for others.
- E. Besides improving mental health, beauty enriches our emotions.
- F. This kind of careful seeing is not passive – it is an active mental skill.
- G. Unlike subjects with fixed answers, art invites exploration and experimentation.

第三部分 英语运用（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。

Despite my successful career, performance anxiety has been my constant companion. It first struck during an exam at university. For thirty minutes, my mind went completely blank, unable to 41 a single word from the paper. Although I 42 recovered and achieved a decent result, the regret remained: what if I hadn't 43?

Years later, as a professional, I frequently gave 44. Usually, a few deep breaths would calm my nerves. However, one day, while heading to address students on how to improve learning efficiency, I 45 the subway exit. The mistake 46 me precious time, and I rushed into the hall just five minutes before the start.

Seeing the audience already 47, I felt a wave of terror washing over me. This time, the breathing technique 48. When I finally began to speak, my voice shook uncontrollably. In that 49 moment, I made a sudden decision. I admitted my fear to the students. Immediately, their eyes filled with 50 instead of judgment.

For the next ten minutes, I shared my story, explaining that everyone has weaknesses that may never be fully 51. I told them that no one is perfect, but 52 ourselves can make us better. The two-hour session ended with unexpected warmth. Later, a friend mentioned how 53 the students were to try the methods I shared. I explained that the success lay in my 54 interaction. Sometimes, what truly touches hearts is not a perfect speech, but the 55 to share our real selves.

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|-------------------|---------------|---------------|------------------|
| 41. A. take in | B. bring up | C. look for | D. send out |
| 42. A. actually | B. eventually | C. quickly | D. suddenly |
| 43. A. passed | B. recovered | C. panicked | D. finished |
| 44. A. advice | B. feedback | C. lectures | D. performances |
| 45. A. approached | B. found | C. changed | D. misjudged |
| 46. A. cost | B. won | C. bought | D. spared |
| 47. A. bored | B. seated | C. chatting | D. leaving |
| 48. A. helped | B. mattered | C. responded | D. failed |
| 49. A. surprising | B. desperate | C. magical | D. unforgettable |
| 50. A. anger | B. fear | C. curiosity | D. sympathy |
| 51. A. overcome | B. forgiven | C. understood | D. admitted |
| 52. A. behaving | B. describing | C. accepting | D. loving |
| 53. A. eager | B. hesitant | C. proud | D. confused |
| 54. A. meaningful | B. inspiring | C. casual | D. honest |
| 55. A. motivation | B. courage | C. technique | D. determination |

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。

“Time is silent, yet it never fails those who keep moving forward,” Jake Pinnick said on RedNote.

Wearing a loose-sleeved training uniform with a flowing black beard and his hair 56 (tie) up on top with a hairpin, Pinnick, 36, from the United States, told 57 unusual story of “Becoming Chinese”.

At Wudang Mountain in Shiyan, Hubei province, Pinnick 58 (see) guiding a group of students practicing martial arts. The mountain is one of 59 (China) most famous and sacred Taoist sites, where Pinnick is known as a famous foreign coach. He first demonstrated the sword routines once, and then let the students follow along. He moved among the crowd, 60 (correct) each one’s position one by one.

In his view, Wudang martial arts are never meant to compete against or defeat others, 61 to achieve balance between inner spirit and outer strength, and integrate hardness with softness. “They are supposed to develop you into a morally better person 62 some kind of character building,” said Pinnick, 63 fans have surpassed 2 million online.

Over the last decade in China, Pinnick has completely adapted to local culture. Now he likes drinking hot tea. He plays a vertical bamboo flute instead of the piano. He refuses waiters’ kind offers of a knife and fork. Over the years, even his hair and beard have turned black, which, in his 64 (explain), is that “each land shapes its people”. He is proud of his Chinese name Li Zigen, which was given by his master. 65 faced with doubts from some netizens, he never regrets his choice.

第四部分 写作（共两节，满分40分）

第一节（满分15分）

为配合校园网络安全宣传活动，你校英文报正举办征文活动。请以 “Be Cautious Online, Keep Privacy Safe” 为题投稿。内容包括：

- (1) 网络隐私保护的意義；
- (2) 上网防护做法。

注意：

- (1) 写作词数应为80词左右；
- (2) 可适当增加细节，以使行文连贯。

Be Cautious Online, Keep Privacy Safe

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。

“All right, class, settle down!” my teacher, Ms. Garcia, announced. “Today, you are going to write about your best friend in real life. I want specific details. Begin!”

I sat with my pencil over my paper. For a moment, I hesitated. I knew I didn’t really have someone like that. Still, I lowered my head and began to write: My best friend is Hayley. She plays the cello (大提琴), like I do, and we go to orchestra every Saturday. She makes people laugh, and whenever I feel nervous, she tells me, “You’ve got this.” We’ve been best friends since fourth grade. I knew Hayley wasn’t real, but it was easier than explaining why I didn’t have a best friend.

In fact, there was a girl in my orchestra class, Emily, who usually practiced the cello in the music room. Once, she helped me adjust my bow hold after a rehearsal (排练) and gave me an encouraging smile. “You’ve got this,” she said softly. I had also seen her patiently help another student work through a difficult passage, never showing the slightest impatience. We didn’t talk much because I was too shy to start a conversation, but I couldn’t forget her kindness. Without realizing it, I had borrowed pieces of her to create Hayley.

At school, I didn’t have real friends. My classmates were polite and kind, but I was just too hesitant and shy to be the first to reach out. When I needed someone, I didn’t know who to turn to. When loneliness came over, I would imagine someone like Emily beside me, her gentle voice offering encouragement. She was the friend I wished I could have.

The next day, Ms. Garcia returned my essay with a bright red “A”. “Hayley sounds wonderful! I’ve signed you and her up to perform a cello duo (二重奏) at next Friday’s Cultural Festival.” My heart skipped a beat. The lie I had built for protection suddenly turned into a trap. I was totally at a loss.

注意：

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

Anxious, I decided to turn to Ms. Garcia.

The next day, I went to the music room to find Emily.