

- B. She is going to meet Jenny there.
C. She wants to tell Jenny where it is.
11. Why doesn't the woman want the food in the school cafe?
A. She thinks it is not clean.
B. She is sick from food poisoning.
C. She has a bad memory of food in cafes.
12. When does the conversation take place?
A. At noon. B. In the afternoon. C. In the evening.
- 听第 9 段材料，回答第 13 至 16 题。
13. How often does the man go to the city center?
A. Five times a week. B. Three times a week. C. Once a week.
14. What is the man dissatisfied with about the buses?
A. The cost. B. The route. C. The time.
15. What can we learn about the area around Upton?
A. It has a car park. B. It has growing tourism. C. It is near the town center.
16. What will be caused by the project for the Riverside area?
A. Traffic jams. B. Fewer job opportunities. C. Environmental damage.
- 听第 10 段材料，回答第 17 至 20 题。
17. Why didn't Amy become a singer?
A. She didn't like singing.
B. She couldn't read music.
C. She wasn't good at singing.
18. Which area of knowledge helped Amy's career surprisingly?
A. Musical instruments. B. Sounds. C. Business management.
19. What does Amy advise the listeners to do?
A. Get support from their friends and family.
B. Put their works on online music platforms.
C. Be practical about the prospect of their jobs.
20. What is crucial to future success according to Amy?
A. The music style. B. The marketing. C. The working knowledge.

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，从每题所给的四个选项（A、B、C 和 D）中，选出最佳选项，并在答题卡上将该项涂黑。

A

Looking for a new way to see your city? These insightful books introduce the popular trend of “City Walk”—the art of exploring urban spaces on foot with curiosity and attention to detail. Discover hidden layers of your surroundings through the pages of the following guides.

City Walk by Urban Explorers Association, 58 pages, all ages

Seeing a busy city street, do you wonder how people truly experience urban life? Many rush through cities without noticing details. This book explains how walking slowly helps uncover hidden aspects of urban spaces. As cities evolve, walking routes change too. Future technologies may offer new ways to explore, but for now walkers use observation and curiosity to discover what makes each neighborhood unique.

Beyond Tourist Attractions by Maria Chen, 128 pages, ages 12 and up

This book takes readers through the history of urban walking — from ancient pilgrims to modern flâneurs — and forward to today's organized city walks. Along with historical insights, readers get 15 activities, such as mapping a neighborhood's soundscape and creating a photographic journal of architectural details, sketching street scenes to capture everyday life, and interviewing local residents about their neighborhood memories. The activities are perfect for weekends or holidays when you have more free time.

Ultimate City Nature Guide by David Park and Lisa Wang, 272 pages, ages 10 and older

If you're always noticing plants growing in sidewalk cracks or birds nesting on buildings, this book is for you. Hundreds of color photos of urban wildlife and green spaces fill this guide. There are fascinating facts accompanying the photos. For example, do you know some cities have more tree species per square mile than nearby forests? There's a question-and-answer section with an urban ecologist and advice on how to document your own city nature findings.

Journey Into Everyday Streets by Sophie Williams, 80 pages, all ages

If you walk the same route regularly, you might miss subtle changes. This book explains what mindful walking involves and then shows what happens when you observe familiar streets with fresh eyes. An ordinary café, when examined closely, reveals patterns of community interaction. Fascinating observations are paired with suggestions about how to learn about urban life, just by paying more attention during your daily walks.

21. What common advice do all four books give to readers?
- A. Follow the lead of curiosity and the insight of the city.
 - B. Take photos of the details of modern urban architecture.
 - C. Walk slowly and observe urban surroundings carefully.
 - D. Interview local residents about neighborhood memories.
22. Which of the following activities is included in *Beyond Tourist Attractions*?
- A. Recording building details with photos.
 - B. Painting busy street scenes from memory.
 - C. Asking professors about city development.
 - D. Mapping an entire city's sound environment.
23. For which reader would *Ultimate City Nature Guide* be most suitable?
- A. A teenager interested in urban wildlife.
 - B. A college student studying ancient architecture.
 - C. A parent looking for a farm animal picture book.
 - D. An elderly person who wants to learn city history.

B

Mike Pavlik plays a unique role in the battle against bike theft. Dressed casually, he once contacted a bike seller and pretended to be a potential buyer. He carefully checked and recorded the bike's marks and features to make sure it was the stolen one reported by its owner. After that, he made up an excuse to test the bike and rode it away. Later, the seller sent him a message, "I guess you're not coming back?" What the seller didn't know, however, was that Pavlik is part of an unusual group of volunteer investigators determined to reunite stolen bikes with their owners.

As bike theft becomes highly profitable, local volunteer groups like Twin Cities Stolen Bikes are emerging nationwide. Combining detective work with a sense of civilian justice, these volunteers track stolen bikes online, confront illegal sellers, and often find their work thrilling.

Pavlik, 51, balances part-time work with tracking stolen bikes for his group, which has 11,000 Facebook members. They hunt thieves on platforms like Facebook Marketplace and eBay, relying on owners' reports and bike registrations. "I love helping victims and also giving thieves what they deserve," he says. That passion once earned him an award: in 2021, the Minneapolis Police Department honored him after he trapped a wanted criminal.

Bike theft is a booming industry. It is estimated that 2 million bikes are stolen each year in North America, costing \$1 billion, twice the figure from ten years ago. Bryan Hance, who runs a free online bike registration system, confirms that such cases are on the rise, with reported numbers climbing from 11,000 in 2019 to 16,000 last year. As the number of thefts rises and police resources remain limited, volunteers like Pavlik fill the gap.

The work isn't without risks. Pavlik has faced physical attacks, and has used pepper spray to stop attackers. To keep other volunteers safe, he advises caution: "Meet the seller at a bank with security cameras." While the police praise such community involvement, they also stress the importance of non-violent methods. For Pavlik and his fellow investigators, however, the thrill of justice matters most. "Stopping thieves feels like winning," he says, continuing his work without fear.

24. What is the main reason for Pavlik's trick of riding the bike away?

- A. To recover the stolen bike for its owner.
- B. To expose the illegal trade of bikes online.
- C. To teach dishonest bike sellers a bitter lesson.
- D. To perform a secret task assigned by his group.

25. What must victims do to get help from the group?

- A. Join the volunteer group and receive training.
- B. Provide related reports and bike registrations.
- C. Monitor illegal bike sales on online platforms.
- D. Share their loss experiences on social platforms.

26. What is the main reason for the emergence of volunteer investigators?

- A. Victims turn to volunteers for timely assistance.
- B. Increasing bike thefts challenge police manpower.
- C. Common people long for better community security.
- D. Bike thefts have aroused widespread public concern.

27. What words can best describe those volunteer investigators?

- A. Cautious and fearful.
- B. Violent and competitive.

C. Committed and brave.

D. Ambitious and creative.

C

For a long time, the ideal form of academic writing has been a formal and impersonal style. This tradition, which comes from the scientific method, tries to present knowledge as objective truth, discovered through neutral and repeatable steps. By using phrases like “the study found” instead of “I found,” and passive sentences like “it was observed,” the individual writer steps back. The goal is to create a space where ideas are judged only on their logic and supporting evidence, without the possible bias of personal opinion.

However, this approach has faced strong criticism in recent years. Critics say that the impersonal style creates a false sense of pure objectivity. They point out that all research involves basic choices, which are always influenced by the researcher’s background, personal views, and cultural setting. The traditional way, by making writers hide behind third-person writing, can accidentally hide these influences, making it harder for readers to question the basic ideas behind the work.

In response, a movement supporting a more “real” or “personal” academic voice has become popular. Scholars are advised to use “I” carefully and to openly talk about their connection to their topic. A sentence like “My experiences as a teacher led me to focus on this classroom situation” is now seen not as a weakness, but as intellectual honesty. Supporters believe this openness recognizes the human side of research and can make difficult ideas easier to connect with and more interesting, without losing accuracy.

Traditionalists argue that this change confuses style with real content. They support formal, exact language and special terms as necessary tools for clear communication among experts. Their main worry is that focusing on storytelling and personal voice might let well-written papers cover up weak evidence or poor methods. The main purpose of academic writing, they say, is to present arguments and proof clearly; trying new styles should never hide that basic goal.

This debate shows a deeper difference in thinking about what knowledge really is. Should it be shown as a cold, built structure, or can it be seen as a more human, interpretive effort? In the end, the future of academic writing might not be about one single style, but about developing a more flexible and thoughtful approach. Writers might choose different voices—distant or personal—depending on who will read it, what field they are in, and what they aim to do, while always remembering the final goal of being clear, exact, and truthful.

28. What is the main advantage of impersonal style in traditional academic writing?

- A. It clearly highlights the writer’s personal view.
- B. It makes ideas judged on logic and evidence.
- C. It helps the public understand research easily.
- D. It matches the format of top published papers.

29. Which of the following can be the idea of the critics?

- A. Objectivity in academic research does not exist at all.
- B. Personal voice should be avoided to ensure objectivity.
- C. The impersonal style hides subjective factors in research.
- D. Writing styles matter much more than strong evidence.

30. What is the author’s attitude toward the current debate on academic writing?

- A. Hopeful of flexible styles still valuing academic accuracy.
- B. Skeptical of personal voice harming scholarly integrity.
- C. Annoyed by debate distracting from research methods.
- D. Optimistic about traditional style dominating science.

31. Which of the following is the best title for the passage?

- A. Publishing Research in Simple Steps
- B. Adapting Academic Voice for Truth
- C. Seeking More Personal Stories in Science
- D. Avoiding Bias in Academic Essays

D

Someone hiked through a national park and stumbled across a herd of bison (北美野牛). The wow of that moment, researchers discovered, would cement not just the magical experience in the mind, but also lots of little, more ordinary events leading up to and away from it, like a rock spotted on the path. What are the mechanisms for that?

While most of us know that special moments occupy a special spot in our memory banks, researchers have been divided on concepts known as retroactive and proactive memory enhancement—the prioritization of memories immediately before or after a significant event. Previous studies have disagreed on whether weaker memories are stabilized through their association with a more notable one.

Robert M.G. Reinhart, an associate professor of brain sciences, says his latest project, which included nearly 650 participants across 10 individual studies and employed AI to analyze a broader dataset, is the first to definitively demonstrate that such memory enhancement does occur. Many of his team’s experiments involved showing participants dozens of images connected to varying reward levels, followed by a surprise memory test the next day.

For things that occurred after a big event (proactive memory enhancement), the strength of recall depended on the emotional impact of the event itself — the more enduring the big event, the more likely all subsequent information was to be remembered. However, this pattern did not apply to memories from the period leading up to the event (retroactive memory enhancement). Those memories were more likely to be consolidated if they shared similarities, which connected them to the important moment. “For the first time, we show clear evidence that the brain rescues weak memories in a graded fashion, guided by their high-level similarity to emotional events,” says Reinhart. The researchers also found that if any secondary memories themselves carried emotional weight, the enhancement effect was reduced. “The brain seems to prioritize fragile memories that would otherwise slip away,” explains Reinhart.

Reinhart notes the discovery has broad implications for both theory and practice: In education, pairing emotionally engaging material with fragile concepts could improve memory; in a clinical setting, it could potentially help get back fading memories. On the other hand, the principle might also be reversed to help those who wish to manage upsetting memories.

32. What does the underlined word “cement” in Paragraph 1 probably mean?

- A. Erase.
- B. Strengthen.
- C. Maintain.
- D. Fade.

33. What had researchers disagreed on before Reinhart’s study?

- A. The value of ordinary moments.
- B. Memory length after key events.

- C. The link between strong and weak memories. D. AI's role in memory experiments.
34. Which conclusion best summarizes the brain's memory prioritization strategy?
- A. It selectively rescues weak memories. B. It strengthens all nearby memories equally.
- C. It weakens fragile memories for focus. D. It consolidates memories passively.
35. What is the passage mainly about?
- A. Findings of memory experiments. B. Ways to improve memory.
- C. Mechanisms of memory enhancement. D. Applications of memory research.

第二节（共 5 小题；每小题 2.5 分，满分 12.5 分）

根据短文内容，从短文后的选项中选出能填入空白处的最佳选项，选项中有两项为多余选项。请将答案写在答题卷上。

Psychologists and researchers have reached an agreement: personal growth is not about avoiding pain, but about continuous struggle and transformation. 36 Many people mistakenly view life as a smooth journey, a belief that gradually weakens their courage and inner strength. Yet the moment we start facing, accepting, and growing from hardships, we rediscover the true strength of the human spirit.

Many people today feel stuck in life, especially when confronting setbacks, failures, or emotional pressure. 37 They escape from challenges, avoid difficulties, and give up easily without self-reflection. Modern psychology shows that genuine maturity only occurs when people connect painful experiences with their own thinking, thereby developing new inner strength. A recent study of more than 15,000 people across different age groups found that those who consistently faced difficulties bravely and grew through pain achieved significantly better long-term mental health. 38

The true source of this inner strength lies in what psychologists call “dark resilience.” It breaks through the limitations of a comfortable life, transforming passive avoidance into active growth. 39 Instead of merely running from pain, wise people constantly ask themselves: “Why did this happen? What can I learn? How can I become stronger?”—transforming struggle into strength. This mindset helps them rebuild their world, discover new rules of life, and cultivate their own unique inner power. In a complex and uncertain world, the ability to grow from pain is far more valuable than the pursuit of simple happiness.

40 Once you take this step, you will not only become more mature, but also shape a strong, brave and resilient mind for life. The future belongs not to those who avoid pain most skillfully, but to those who grow and transform through it bravely.

- A. Embrace pain as your teacher, and cultivate your inner dark resilience.
- B. They believe that happiness means a life free from any trouble or difficulty.
- C. This shows that avoiding pain brings only short-term comfort but long-term weakness.
- D. This pattern of growth through struggle reveals the very essence of real inner strength.
- E. They feel anxious and depressed, yet fail to recognize that pain is a natural part of growth.
- F. This view, however, is often overlooked by those who expect life to be easy and comfortable.
- G. It teaches people to see difficulties not as punishments but as opportunities to grow stronger.

第三部分 语言运用（共两节，满分 30 分）

第一节 完形填空（共 15 小题，每小题 1 分，满分 15 分）

I was a college student then, on my way to student teaching at a high school in an extremely old car. To call it weak would be a 41. It had failed me many times before, and my dad spent hours attempting to mend it. 42, it burned oil, backfired, and ate up oil. It suffered flat tires so frequently so I had a jack (千斤顶), a crowbar, and a 43 in my trunk ready to go. It was all I could 44 on my budget, so I prayed every trip that it would 45 enough to reach my destination.

On the highway, I 46 a car over on the opposite side. An elderly lady stood helplessly beside it, clearly at a loss what to do. I knew I risked being late for my teaching duty, but I decided to turn back and 47. Before I arrived, however, two pickup trucks had already stopped. One man was 48 up the vehicle, while another stayed with the lady, holding her hand as if he were her own grandson. I 49, pulled up, and asked if I could be of any assistance. The lady smiled and politely declined, saying “No, thanks dear. These wonderful gentlemen are 50 it.” I waved, drove on to another exit to turn back onto my lane and noticed that there was a smile on my face and a 51 in my heart. It felt good knowing there were still so many good people out there.

52 this reminds me that: Faith is not what we declare, but what we do. Love is not what we feel, but how we 53. May all of our days be filled with 54 of kindness. May you always serve as a 55 person and a wonderful child of the world.

- | | | | |
|---------------------|------------------|-------------------|----------------|
| 41. A. joke | B. fantasy | C. understatement | D. illusion |
| 42. A. Furthermore | B. Hence | C. Namely | D. Still |
| 43. A. device | B. spare | C. tool | D. accessory |
| 44. A. endure | B. repair | C. afford | D. own |
| 45. A. stand | B. last | C. wait | D. stay |
| 46. A. watched | B. overlooked | C. spotted | D. observed |
| 47. A. assist | B. observe | C. serve | D. comfort |
| 48. A. bringing | B. pushing | C. jacking | D. lifting |
| 49. A. accelerated | B. slowed | C. stopped | D. hesitated |
| 50. A. making | B. handling | C. seizing | D. witnessing |
| 51. A. warmth | B. pride | C. relief | D. contentment |
| 52. A. Setting off | B. Reflecting on | C. Bringing about | D. Working out |
| 53. A. pray | B. behave | C. reply | D. perceive |
| 54. A. regulations | B. forms | C. signs | D. acts |
| 55. A. considerable | B. humble | C. courageous | D. empathetic |

第二节 语法填空 (共 10 小题, 每小题 1.5 分, 满分 15 分)

As a leading producer of Spring Festival Gala shows, China has long relied on traditional martial arts troupes (表演团) for most of its iconic acts. However, in recent years, performers in some modern troupes 56 (commit) themselves to creating special martial arts robot performances with technological aid, 57 requires significant investment and patience.

Since 2022, 58 research team in Beijing has developed several AI-powered martial arts robots suitable for live stage shows, covering a total area of about 50 square meters. Preliminary data show that the robots are adapting well, with some units 59 (bear) fruit in rehearsal performances.

Martial arts robots typically require relatively precise motion control to perform properly, so the team uses advanced 60 (method) to simulate these conditions. The team's technical environment is closer to that of 61 (industry) robotics, giving it an edge in developing many high-precision movements.

The experimental shows are expanding gradually. In one cooperative studio, workers are testing ten different martial arts robot programs. Meanwhile, several other regions 62 (start) similar trial projects with the encouragement of cultural and tech experts.

Experts say that 63 large-scale commercial production remains distant, progress is steady toward 64 some call "Gala martial arts robot self-sufficiency". This effort reflects both technical innovation and the devotion of those 65 (involve) to diversify China's Gala performance sources.

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, 即将回国的英国交换生 Chris 给你写邮件询问是否可以教他一首中文歌曲。请你给他写一封邮件表示同意, 内容包括:

1. 你选择的歌曲;
2. 选择的原因。

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 Chris,

I am so glad to learn that you are interested in learning a Chinese Song.

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。

Henry once worked as an English teacher in a middle school tucked away in the rolling mountains of a remote rural area, where most students were left-behind children cared for by their grandparents. He loved to teach the teenagers, often staying after school to chat with them, and worked hard to understand what his students were thinking and feeling in order to meet their needs. When a student was struggling with lessons or personal troubles, he would work harder to find small, gentle ways to show the child that he or she was capable and cared for.

That semester, there was a new student named Mary, who had just transferred to the school after her parents' divorce. She was quiet and kept to herself, always huddling in the back corner of the classroom, always writing in a tattered blue journal during lessons, her hair falling over her face to hide her expression. She never raised her hand even when she clearly knew the answer, and never talked to her classmates during breaks, preferring to sit alone under the old tree in the playground. One rainy afternoon, Henry looked over her shoulder as she was writing during self-study class, and saw the painful words scrawled in messy ink on the page: "I am not good enough. I'm ugly. I'm stupid. No one likes me. I hate myself." Mary was so absorbed in her writing that she didn't notice him standing

there, the sound of rain tapping on the window drowning out his footsteps.

A few days later, when she was out of the classroom, Henry wrote four lines of encouraging words in her diary, the opposite of every word she had written in his neat handwriting: “You are great. You are beautiful. You are intelligent. You are loved.” After finishing writing, he closed the diary gently, making sure the pages were exactly as he had found them, then slipped it quietly back into her desk drawer, leaving no trace of his visit. When she returned to the classroom and flipped open her diary later that day, those four warm sentences jumped out at her. She stared at the familiar handwriting for a long moment, and before she knew it, tears had blurred her vision, rolling down her cheeks.

Several weeks later, Henry had to leave the school to join the navy, as he had been selected for a military service program he had applied for a year earlier. He left without saying goodbye to Mary, not wanting to draw extra attention to her.

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。

Henry left, but the four lines stayed.

At the graduation ceremony, Mary, as the outstanding graduate representative, walked onto the stage.