

英语 试题

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考生注意：

1. 本试卷由四个部分组成。满分 150 分，考试时间 120 分钟。
2. 考生作答时，请将答案答在答题卡上。选择题每小题选出答案后，用 2B 铅笔把答题卡上对应题目的答案标号涂黑；非选择题请用直径 0.5 毫米黑色墨水签字笔在答题卡上各题的答题区域内作答，超出答题区域书写的答案无效，在试题卷、草稿纸上作答无效。

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。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。每段对话仅读一遍。

1. Why was the man late for work?
A. He was stuck in traffic.
B. He had a traffic accident.
C. His car broke down on the road.
2. Where is the woman probably from?
A. Peru. B. Britain. C. Mexico.
3. What is the man doing?
A. Placing an order.
B. Complaining about an item.
C. Inquiring about a delivery service.
4. What do we know about Jim?
A. He has a leg injury.
B. He withdrew from the football team.
C. He spent his holiday with his teammates.
5. Who might Lily be?
A. The woman's boss.
B. The woman's child.
C. The woman's babysitter.

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。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。

听下面一段对话，回答第 6 和第 7 两个小题。

6. What is the weather like now?
A. Cold. B. Mild. C. Warm.
7. What does the woman like to do in summer?
A. Eat hot pot.
B. Buy clothes.
C. Do outdoor sports.

听下面一段对话,回答第 8 和第 9 两个小题。

8. What is the relationship between the man and woman?

- A. Boyfriend and girlfriend.
- B. Father and daughter.
- C. Brother and sister.

9. What will the speakers do?

- A. See a doctor.
- B. Take an exam.
- C. Visit the man's parents.

听下面一段对话,回答第 10 至第 13 四个小题。

10. Why is the man talking to the woman?

- A. To offer a lift.
- B. To ask a favor.
- C. To fetch his car.

11. What does the woman suggest the man do?

- A. Send the paper online.
- B. Buy a new computer.
- C. Use her sister's car.

12. What does the woman say about the man?

- A. Cool.
- B. Clever.
- C. Old-fashioned.

13. What will the man do?

- A. Drive to school.
- B. Call his professor.
- C. Go to the woman's house.

听下面一段对话,回答第 14 至第 17 四个小题。

14. How does the woman feel recently?

- A. Excited.
- B. Stressed.
- C. Annoyed.

15. What is the woman's main concern?

- A. Making friends.
- B. Getting good grades.
- C. Succeeding in sports.

16. What do the speakers have in common?

- A. They are of the same age.
- B. They are in the same grade.
- C. They are on the same team.

17. What will the man offer to do for the woman?

- A. Share football team tasks with her.
- B. Help with her schoolwork.
- C. Improve her basketball skills.

听下面一段独白,回答第 18 至第 20 三个小题。

18. What is the main idea of the speech?

- A. The benefits of 5G mobile networks.
- B. Construction firms need old workers.
- C. Robots doing more work on building sites.

19. What is happening to the Japanese construction workforce?

- A. It is getting slower.
- B. It is getting older.
- C. It is getting smaller.

20. Who controls the robots on the computer?

- A. A manager.
- B. A laborer.
- C. An engineer.

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)

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

Digital Discovery Workshops

PacSci's Digital Discovery Workshops bring unique science experiences to you on your own schedule. PacSci educators join you live from our Digital Learning Studio to engage learners in STEM concepts through real-time demonstrations, sample close-ups, and interactive software and videos.

Who Are these for?

Digital Discovery Workshops are designed for Pre K-12 graders joining from classrooms, after-school settings, library programs, or other community groups.

Costs & Booking

- 1—99 participants: \$ 250
- 100—199 participants: \$ 350
- 200—299 participants: \$ 450
- 300+ participants: \$ 550

Qualified low-income schools may receive up to 100% off Digital Discovery Workshops rates. Programs should be booked at least 2 weeks in advance. We book on a rolling calendar year so we can schedule as far in advance as you like!

How They Work

- PacSci educators send you a private Zoom link, or join a virtual platform of your choice.
- PacSci educators guide participants through demonstrations and activities as they facilitate active student participation.
- Each program includes an optional follow-along worksheet, as well as connected extension activities, reading lists, and videos to use before and after the program.

What You Will Need

- One shared device with a large screen and speakers or individual devices
- Internet connection
- Access to your selected virtual platform, such as Zoom
- A webcam and microphone on participant device(s)
- An adult or volunteer must be present to help facilitate

21. What is the aim of the Digital Discovery Workshops?

- A. To promote digital learning.
- B. To improve science education.
- C. To discover talented learners.
- D. To enjoy interactive experience.

22. What do we know the Digital Discovery Workshops?

- A. They always employ famous educators.
- B. They cover full costs on some conditions.
- C. They accept advance booking at any time.
- D. They are appropriate for university students.

23. What are participants expected to do?

- A. Share personal devices.
- B. Access popular platforms.
- C. Engage with assistance.
- D. Take photos via webcams.

B

I loved to argue. My fixation on being right had been a mainstay in my life and had often stirred up trouble in my family; there were moments when my marriage became strained and my kids grew distant. The longest fight I had was with my parents, and it dragged on for nearly a year.

My habit seemed immortal. Until an afternoon with my granddaughter opened my eyes to the impact my behaviour was having on the people around me. We were playing a board game

when she made a move that broke the rules. I corrected her, but she ended up making the same mistake again. I read the rules out loud and asked if she got it this time. She smiled at me and shook her head. “Grandpa, why are you so stubborn?” she asked. “It’s just a game. We’re here to have fun, aren’t we?” Something about her words really hit home. We weren’t there to be right, we were there to enjoy ourselves—how to move the pieces was merely a backdrop. What truly mattered was our bond and the moments we shared.

A few days later, my son came over for dinner. During the meal, he shared a viewpoint that struck me as baseless. Typically, I would have launched myself headfirst into a heated debate with him. But this time, as I parted my lips to respond, I found myself popping a forkful of pie into my mouth instead, enjoying it quietly. My tolerance surprised me, but what really took my breath away as I listened to him was a newfound desire to understand him. This experience brought me a joy that far surpassed(超出) the fleeting satisfaction of winning an argument.

In hindsight(事后想), my drive to win hadn’t really been about seeking the truth, but about showing I was better than everyone else. By letting go, I gained way more than I ever did by pushing back. Now I recognise that arguing at the dinner table is much like deciding to drink an extra cup of coffee. It is a matter of self-discipline. I had always understood this concept in theory, but it took a seven-year-old’s intervention for me to apply it.

24. What did the author’s passion for argument contribute to?

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| A. Damaged relationship. | B. Moral development. |
| C. Troublesome children. | D. Bittersweet marriage. |

25. What did the author learn from his granddaughter’s words?

- A. Good habits were hard to develop.
- B. Rules didn’t work in a board game.
- C. Adults were more serious than kids.
- D. Connection was more vital than right.

26. What surprised the author most during the dinner?

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|--------------------------------|-----------------------------------|
| A. The awareness of tolerance. | B. The flavour of the tasty food. |
| C. The brief joy from winning. | D. The urge to understand others. |

27. Why does the author mention an extra cup of tea?

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|---------------------------------------|-------------------------------------|
| A. To spread a complex concept. | B. To highlight the need for truth. |
| C. To identify the root of his habit. | D. To compare two daily activities. |

C

Today’s teaching methods prioritize creative problem-solving over traditional formulas and equations, but these changes may be critical for the next generation. Math might be a constant in school, but how it’s taught has changed dramatically in recent years. One primary motivation for those changes—including the 2010 passage of the Common Core math educational standards—is to prepare students for a more unpredictable and complex future.

However, for many parents, helping their kids with homework has become frightening, as modern methods seem unfamiliar from what they learned in school. A 2021 survey showed more than half of parents feel hopeless when trying to help their kids with homework.

Common Core represents that the first time a comprehensive set of math standards is being taught across the United States, says Maria Klawe, president of Math for America, a nonprofit dedicated to helping math and science teachers. Klawe says these standards don’t just focus on formulas and equations. Common Core math emphasizes “problem-solving, collaboration, and embedding concepts in real-life examples,” she says.

Mostly gone are the days when teachers would lecture at the front of the classroom while students quietly took notes. Now, teachers present a few concepts, and then students work together to solve problems in different ways, Klawe says. The goal is to help kids develop skills they’ll need to navigate a world filled with challenges—like climate change, pandemics, and geopolitical conflicts, says Dawoun Jyung, a middle school math teacher at Metropolitan

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Expeditionary Learning School in New York City.

Before Common Core math, “answers were valued over process,” says Jyung. But when that approach is used, “students are unable to apply the concepts to real-world problems or unable to solve very highly complex math problems,” she says. Under Common Core, the focus has shifted. Now, even mistakes are part of the learning process. “When students make a mistake or they struggle, parents see it as a negative thing,” Jyung says. “As math educators, we believe productive struggle is actually good. That’s where learning happens.”

28. What is a driving force behind the changes in math education according to the text?

- A. Maintaining teachers’ motivation to teach math.
- B. Enhancing students’ critical thinking capability.
- C. Helping parents with their children’s homework.
- D. Equipping students with practical skills for future.

29. What happens in today’s math classroom according to Klawe?

- A. The focus has been shifted to character building.
- B. Group work for diverse solutions is encouraged.
- C. Concepts are acquired by individual work in class.
- D. Teachers are used to lecturing throughout the class.

30. What is Jyung’s attitude towards Common Core?

- A. Favorable.
- B. Doubtful.
- C. Ambiguous.
- D. Cautious.

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

- A. Common Core Math Transformed Standards
- B. Modern Teaching Methods Won Public Favor
- C. Math Teaching Has Changed in Surprising Ways
- D. Educators Appeal for Better Teaching Approaches

D

In the Monarch Butterfly Biosphere Reserve, millions of monarch butterflies find shelter in the oyamel fir forests after a tough migration from Canada and the United States down to Mexico for the winter. Now, as rising temperatures, droughts, and disease threaten the forests of the monarch reserve, scientists are hoping to help these trees migrate.

“We’re doing something different,” says Sáenz-Romero, a researcher of the reserve. “If we don’t do this, the trees in the monarch reserve are going to die.” By 2090, the reserve’s forest habitats are expected to **deteriorate**, as temperatures warm. Using a technique called assisted migration, researchers might be able to move these trees to the nearby volcano.

Forests move naturally; they shift in many directions and elevations as climate changes. Assisted migration helps the forest move more quickly than it would do so naturally. You collect seeds from a place with a specific climate, like the monarch reserve, and move them to an area that will have a similar climate in the future, explains Sáenz-Romero.

The experiment began in 2017, when Sáenz-Romero and his team gathered seeds from oyamel fir trees in the Monarch Butterfly Biosphere Reserve at various altitudes. For two years, the plants grew in a shade house and then for another year in a nursery at around 9,800 feet to help them adjust to the altitude. Then, in 2021, they worked with the local community to plant the seedlings under “nurse plants”, which protected them from difficult conditions. In 2023, six years after planting the seeds, they found that at two of those heights, 11,800 and 12,400 feet, nearly 70 percent of the seedlings had survived even at the higher elevation.

“These types of experiments are tremendously important,” says Sally Aitken, who wasn’t involved in the study. However, assisted migration outside of a tree’s normal range comes with concerns, Aitken says. Oyamel firs don’t normally grow at this height on Nevado de Toluca’s slopes. Moving a species could have unintended ecological fallout for other species

present in that ecosystem.

For now, in Mexico, Sáenz-Romero hopes this new study convinces conservationists and government officials that assisted migration can establish new potential wintering sites for the monarch butterflies.

32. What does the underlined word “deteriorate” in paragraph 2 mean?
A. Form. B. Expand. C. Worsen. D. Melt.
33. What can we learn about assisted migration from the experiment?
A. It has achieved some intended targets.
B. It expands the species of nurse plants.
C. It takes way too much time and effort.
D. It saved monarch butterflies worldwide.
34. What might assisted migration lead to according to Aitken?
A. Presence of new species. B. Change of the local weather.
C. Reduction of Oyamel firs. D. Disturbance of the ecosystem.
35. What does Sáenz-Romero suggest Mexican officials do?
A. Build more natural reserves for the monarch butterflies.
B. Support assisted migration to protect monarch butterflies.
C. Learn more relevant knowledge about insect conservation.
D. Convince conservationists to establish observational centers.

第二节(共 5 小题;每小题 2.5 分,满分 12.5 分)

根据短文内容,从短文后的选项选出能填入空白处的最佳选项。选项中有两项为多余选项。

Personal development goals are objectives that we set to improve our skills, habits, mindset, relationships, and overall wellbeing. 36 Some common examples include the following.

Enhance communication skills to foster better relationships. 37 It may include practicing active listening, and empathy, as well as learning conflict resolution techniques. After honing communication skills, individuals can strengthen relationships with others, leading to deeper understanding, trust, and mutual respect.

Set boundaries to prioritize self-care. It is essential to clear limits and guidelines for personal space, time, and energy to protect wellbeing. It involves learning to say no to commitments that waste resources and setting realistic expectations for ourselves and others. 38

Develop a growth mindset to embrace challenges. Adopting a mindset that views challenges, setbacks, and failures as opportunities for growth undoubtedly helps us grow. 39 With a growth mindset, individuals can overcome obstacles with adaptability, leading to greater confidence, achievement, and personal fulfillment.

40 Integrating mindfulness-based techniques and practices into daily life to cultivate greater awareness, presence, and emotional regulation is an exciting personal development goal to work on. By cultivating mindfulness, individuals can reduce stress, and anxiety, improve focus and concentration, and foster a greater sense of calm, and overall emotional wellbeing.

- A. They are tailored to individuals' unique needs for growth.
B. Focus on self-reflection and mindfulness to realize dreams.
C. This goal involves actively improving communication abilities.
D. Cultivate mindfulness practices to enhance emotional wellbeing.
E. They encourage individuals to reflect on what truly matters to them.
F. By setting boundaries, individuals can create space for self-care activities.
G. It requires building a belief in the ability to develop skills and improve over time.

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,从短文后各题所给的 A、B、C 和 D 四个选项中,选出可以填入空白处的最佳选项。

On August 4, a regular day nearly turned tragic for Keith Young, whose heart suddenly stopped at home.

“I was upstairs about to take a shower when I 41 something went wrong. I started pounding on the floor,” Keith recalled. “By the time my wife reached me, I could 42 breathe. Then everything went black, and when I woke up, I found myself lying in the 43.”

Keith’s wife, Rachel Young, who has been by his side for 41 years, was 44 as she watched her husband 45. She immediately called 911, 46 the worst. But this time, a 47 in emergency response technology changed everything.

Rachel received a text 48 from the dispatcher (调度员), Randy Ruston of SAFD communications, with a link to a live video chat. When she opened it, Randy could see Keith’s 49 in real-time.

“It enables us to 50 their microphone and camera,” Randy explained. “We can 51 factors like their heart rate, breathing, and even their skin tone—all critical for determining how 52 the situation is.”

Randy then guided Rachel through CPR, step by step, while waiting for the 53 of doctors. Thanks to the innovative technology and Rachel’s swift action, Keith was rushed to the hospital in critical condition but 54 the ordeal (磨难).

Now, Keith is back home, fully recovering, and feeling grateful. Rachel calls it “a(an) 55”.

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| 41. A. sensed | B. observed | C. analyzed | D. explained |
| 42. A. easily | B. slowly | C. barely | D. smoothly |
| 43. A. hospital | B. home | C. ambulance | D. floor |
| 44. A. puzzled | B. terrified | C. frustrated | D. disappointed |
| 45. A. breathe | B. scream | C. frown | D. collapse |
| 46. A. examining | B. fearing | C. reporting | D. witnessing |
| 47. A. challenge | B. discovery | C. tendency | D. breakthrough |
| 48. A. update | B. message | C. invitation | D. announcement |
| 49. A. gesture | B. figure | C. condition | D. expression |
| 50. A. access | B. adjust | C. borrow | D. activate |
| 51. A. imagine | B. control | C. evaluate | D. compare |
| 52. A. urgent | B. abnormal | C. obvious | D. regular |
| 53. A. training | B. arrival | C. demand | D. permission |
| 54. A. started | B. embraced | C. suffered | D. survived |
| 55. A. lesson | B. success | C. miracle | D. adventure |

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。

The China Pavilion appeared at the Palace of Festivals and Conferences for MIPCOM Cannes in France from Oct 21 to 24, 56 (mark) the 21st time it has participated in the autumn TV festival, 57 offers a series of events themed around “Focus on China, Stories Without Limits”.

Cao Shumin, director of the National Radio and Television Administration, attended the forum and 58 (deliver) a speech noting that 2024 celebrates the 60th anniversary of diplomatic relations between China and France. 59 the world’s largest market for international studios and distributors of entertainment content, MIPCOM Cannes serves as 60 window for showcasing audio-video programs.

Cao shared three characteristics of the Chinese audiovisual content market.

The quality of audio works is continuously improving, with numerous 61 (hit) emerging. Among these, the realistic works 62 (produce) by the Chinese grassroots

directors have been broadcast on streaming platforms in various countries.

Cultural exchanges and cooperation always stick to inclusiveness and mutual appreciation, using audio or visual works 63 (enhance) understanding and communication in promoting the 64 (coexist) and development of diverse global cultures.

The market has enormous potential for cooperation and innovation. Efforts are being made to integrate radio, television and online content, adopting technology to empower audiovisual programs 65 improve service quality, thus providing broad prospects.

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,你的英国好友 Peter 准备参加中文诗歌朗诵大赛,他发来练习视频询问你的建议,请你用英文给他回复,内容包括:

1. 指出朗诵问题;
2. 提出改进建议。

注意:

1. 写作词数应为 80 左右;
2. 请按如下格式在答题纸的相应位置作答。

Dear Peter,	
	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。

Tom Young was on his way home from a hard day's work at a construction site, carrying his worn-out hammer which had accompanied him through thick and thin. With each step, his mind was filled with worry as he racked his brain to find money for his seriously ill son, Andrew, who was in great need of heart surgery.

Tom had run out of choices and time. Desperation was beginning to set in, but he refused to let his son suffer helplessly. As he walked, the weight of his troubles pressed heavily on his shoulders. So desperate was he that he even heard a hum in his ears. The next moment the hum was entirely covered by a loud sound.

He turned in shock, and what he saw took his breath away. An expensive luxury car was wrapped around a big tree on the other side of the street, with its front twisted and flames starting to spring up from the car.

Without a second thought, he ran to the flaming car. He noticed that although the young lady in the driver's seat did not seem to have been severely injured — apparently because of the open airbag — she was unconscious. Tom saw that the flames began to grow increasingly intense. He realized that he had to get the girl out of the car immediately because there was a high risk of the vehicle exploding at any time.

He grabbed the handle and pulled it, but the door was bent and did not open. He used all his strength and tried again, but in vain. It was a sports car, so it had only two doors, and the other one was blocked by the tree. He decided that he had to break the glass to take her out as quickly as possible. He struck it forcefully with his fist but realized that there was no way he could break the thick glass with bare hands, and the flames were getting bigger.

注意:

1. 续写词数应为 150 左右;
2. 请按如下格式在答题纸的相应位置作答。

Time was running out, and his mind raced madly.
The girl was sad to know Tom's trouble from the local news.