

# Unit 1 & Unit 2 阶段测评卷

## 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、D 四个选项中选出最佳选项。

#### A

#### Course overview

Becoming an effective communicator can help you achieve your goals in life, both professionally and personally. In this course, you will learn how to engage an audience and find and use the power of your own unique style.

#### What will I learn?

By the end of the course you will be able to:

- apply the principles of effective communication to any situation, from writing to presenting and storytelling;
- develop your own unique voice to communicate with any audience;
- apply communication techniques for influence and emotional impact.

#### Who is this course for?

This course is aimed at anyone desiring to improve their communication skills, but specifically:

- ambitious early juniors who want to equip themselves with the communication skills to advance and achieve their career goals;
- mid-level managers who wish to inspire and motivate team members and progress within their role;
- senior leaders who need to better explain their ideas and vision to teams in order to achieve buy-in(认同) and ensure optimum(最佳的) performance.

#### Course delivery

Courses are delivered in weekly modules(单元), allowing you to plan your time effectively. The assessment criteria will be presented to you at the start of the course, so you can

approach your studies with self-assurance, knowing what is expected of you and how to meet those expectations.

Throughout your online learning experience, you will have access to your course tutor, who will help facilitate your learning and provide you with support and guidance during your studies. You can interact with your tutor through a range of media, such as live sessions, discussion forums, email or messaging.

### **What will I get on completion?**

Evidence your learning with a Certificate of Achievement from the University of Cambridge on successful completion.

(2025 江苏省南通市海安市开学考试)

**21.** What does the course primarily focus on?

- A. Developing a distinct communication style.
- B. Setting ambitious and achievable life goals.
- C. Creating persuasive and powerful speeches.
- D. Stressing the advantages of communication.

**22.** Who is the course particularly targeted at?

- A. College students.
- B. Job seekers.
- C. Career-driven professionals.
- D. Public speaking enthusiasts.

**23.** How does the course give you confidence?

- A. By providing personalized study plans.
- B. By teaching how to manage time wisely.
- C. By conducting interactive learning activities.
- D. By informing you of assessment standards in advance.

### **B**

After he received the China Youth May Fourth Medal, Yang Yongxiu felt a greater sense of responsibility.

Born in a rural family in Shangqiu, Henan Province, the first vehicle he drove was a tractor(拖拉机). “When I was a child, my father drove me to the farm during farming season,” he said. Yang dreamed of making cars when he grew up. “During primary school, I often went to see the buses on the road near my village,” he said. “They made a deep impression on me.”

In 2007, he took the gaokao, or China’s national college

entrance examination, and scored more than he needed to get into an undergraduate programme. To fulfill his dream, he chose to study numerical control technology at the Changchun Automobile Industry Institute, which has a long history of training workers for the automotive industry. After graduation, Yang joined the research and development department at FAW. Since then, the now 35-year-old has specialized in numerical control technology and has mastered the skill of making engine cylinders that meet extremely high standards. So far, Yang has been granted 18 national patents, solved a series of production-related problems and helped increase the group's revenue by 12 million yuan.

At the beginning of 2020, Yang became a trainer. He is now responsible for teaching young workers and coaching them for competitions. He has trained about 700 people, some of whom have won awards, including 23 at the national level.

“I am happy to have been able to set up such a young team,” he said. “We have an average age of 29, and I believe this will help us come up with more ideas and energize the industry, in addition to developing a spirit of craftsmanship.” Looking ahead, Yang said he has more work to do to bring in more young talents. “I will continue to promote technical ability,” he said. “I hope we can write a new chapter through the power of youth in the future.”

(2023 广东省番禺中学高二第一次测试)

- 24.** What led to Yang's receiving the China Youth May Fourth Medal?
- A. His great contributions in his field.
  - B. His inspiring childhood experiences.
  - C. His passion for the automotive industry.
  - D. His outstanding performance in his college.
- 25.** Why did Yang choose to study at the Changchun Automobile Industry Institute?
- A. To meet his father's will.
  - B. To learn how to make cars.
  - C. To save China's car industry.
  - D. To find a good job after graduation.

26. What can we infer from the last paragraph?
- A. The youth will make a big difference in the future.
  - B. China places more emphasis on automobile industry.
  - C. The youth have made many achievements in many fields.
  - D. Yang's future work is to further research teaching techniques.
27. What is the text?
- A. A book review.
  - B. A science story.
  - C. A news report.
  - D. A personal diary.

**C**

We've all been there: those times you need to argue your point of view to someone who you know disagrees with you. You immediately go to your keyboard and start to type out that 280-character tweet, the Facebook reply, or a paragraphs-long email. Surely the reason, logic, and strong power of your written words will convince whoever it is who disagrees with you to see your point of view. But new research suggests a different idea.

That research was conducted by Juliana Schroeder, assistant professor of University of California, Berkeley, and her colleagues. In Schroeder's study of almost 300 people, participants were asked to watch, listen, and read arguments about subjects they agreed or disagreed with. They were asked to judge the character of the communicator and the quality of the argument. Schroeder's team found that the participants who watched or listened to the communicator were less dismissive(抵触的) of their claims than when they read that communicator's same argument.

The idea for her study came from a newspaper article about a politician. One of her colleagues read a speech that was printed in a newspaper from a politician with whom he strongly disagreed. The next week, he heard the exact same speech playing on a radio station. He was shocked by how different his reaction was towards the politician when he read the speech compared to when he heard it. When he read the statement, the politician seemed idiotic, but when he heard it spoken, the politician actually sounded reasonable.

So in the workplace, speaking to someone in person often

involves nothing more than walking a few doors down to their office. And that's exactly what you should do if you need to convince that boss or colleague of why your blueprint for the company or project is the right one.

Only as a last way should you try to communicate with someone who you disagree with over social media. Twitter's limited text allowance and social media users' short attention spans make arguing your point an uphill battle.

(2023 江苏省南京市江宁区高二期末)

28. What's the result of the research?
- A. Written words are more logical and reasonable.  
B. People prefer to communicate with keyboard.  
C. When reading an argument, the participants were less dismissive than hearing it.  
D. Oral, not written, communication works better.
29. Why is the politician mentioned in Paragraph 3?
- A. To introduce the topic for discussion.  
B. To summarize the previous paragraphs.  
C. To explain why Schroeder conducted the research.  
D. To introduce the politician's speech.
30. What does the underlined word "idiotic" in Paragraph 3 mean?
- A. Wise.      B. Practical.      C. Silly.      D. Special.
31. What can we infer from the last two paragraphs?
- A. To persuade your boss, you need to walk to his office and leave a message.  
B. It's difficult to fully explain your points due to social media's limitation.  
C. Arguing over social media is more convenient than speaking in person.  
D. Communicating with others over social media is encouraged.

## D

At its annual general assembly in Vienna last month, the European Geosciences Union (EGU) did something unusual. The chair of its awards committee, Thomas Blunier, presented a breakdown, by gender, of prize nominees (被提名者) and nominators (提名者) since 2014. The data were revealing.

Although women make up 37% of the society's members, they made just 20% of nominations—suggesting that women are less likely to be nominated than men. The data also showed that people tend to favour their own gender when making nomination—with men most likely to nominate other men.

This is clearly a problem, but awareness of the situation opens the door to fixing it. Although women are still under-represented in EGU nominations, their share of awards is now approaching their representation among EGU members, thanks to corrective measures taken by the organization's awards committee. The EGU is distinct from most other scientific societies that do not make nomination data public, though it is necessary for the fairness among prizewinners.

Some other efforts are under way to make prizes fairer. In mathematics, for example, the International Mathematical Union has introduced guidelines to make nominators and award-committee members aware of unconscious bias. Many prize nomination forms now include statements encouraging nominators to consider diversity. The committees that award Nobel Prizes have told *Nature* that they are attempting to increase diversity in nominees and that the proportion of women nominated is rising.

Prize-givers need to widen their nomination pools. In 2019, *Nature* suggested that award organizers might cast their nets wider when seeking nominations by approaching networks that include academies of science in low- and middle-income countries. This is still not happening on the scale that it needs to.

Sadly, these measures will not make science prizes match global diversity, at least not straight away. Many prizes are based on work carried out decades ago, when the barriers to entering science were even higher than they are today for people from under-represented groups and countries. At the very least, professional societies must ensure that their nomination pools are representatives of their communities. Greater transparency and a wider, more diverse pool of nominees increase the chance of awards rewarding excellence, rather than

enlarging existing networks of fame.

(2024 江苏省南京市高二期中)

32. What is the purpose of showing the data from the EGU?
- A. To show the gender balance among its members.
  - B. To encourage females to nominate other females.
  - C. To reflect that women have been ignored in awards.
  - D. To reveal the significant impact from gender awareness.
33. What efforts have been made to promote the fairness among the prizewinners?
- A. Publicizing the nomination data.
  - B. Widening the application pools by nominees.
  - C. Introducing guidelines on increasing diversity.
  - D. Casting the nets wider when seeking nominations.
34. What does the author hold in the last paragraph?
- A. Existing nomination pools are not transparent.
  - B. Professional societies must make a difference.
  - C. The barriers to entering science will not be higher.
  - D. Science has kept up with the global trend of diversity.
35. Which of the following might be the best title for this text?
- A. European Geosciences Union: An Nontraditional Model
  - B. Diversity in Science Prizes: Why is Progress So Slow?
  - C. Progress in Science: Nomination Shows Justice for All
  - D. The Way to Gender Diversity: Difficult, Delicate but Destined

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。

One of Pulitzer Prize-winning journalists Charles Duhigg published a new book, in which he concluded common characteristics of “supercommunicators”—people who are consistently able to create authentic connections with others just by listening and talking. 36 Here is a set of skills recommended by Duhigg that can help you.

37 If you are having a practical conversation, be ready to give good advice. If you are engaging in emotional discussions seeking empathy, you may show your support by being a good listener. If you're in a social dialogue reflecting how we see others and how other people see us, be mindful of

the different perspectives each person brings to the table and seek common ground.

Prove we're listening. There are plenty of ways to appear like you're listening, like making eye contact or nodding intently. But proving to someone that you're listening is the quickest road to making someone feel heard. 38 Next, repeat back in your own words what they just told you. Lastly, ask your conversation partner if you got what they said correct.

Ask the right questions. Ask follow-up questions that signal to the other person that you're interested in the conversation, like "So did you make it on time?" or "What happened next?" Ask questions about people's values, beliefs or experiences and spark an opportunity for emotional connection. 39 When in doubt, just ask "why". People love to talk about how they see the world.

Aim to understand. The goal of a discussion isn't to impress someone, convince someone or wait for their turn to speak. It's to genuinely comprehend someone else's point of view and share your own views accordingly. If people know you want to understand them, they're going to want to understand you. 40

(2024 广东省梅州中学模拟)

- A. Realize what are the real questions.
- B. Do you want to be a supercommunicator?
- C. These deep questions get people to open up.
- D. It is not that easy to be a supercommunicator.
- E. Know what kind of conversation you're having.
- F. That is actually the most magical thing that can happen.
- G. Ask someone a question first and then listen to their response.

### 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 四个选项中选出可以填入空白处的最佳选项。

"This Friday we'll have the yearly Egg Drop Challenge," said our science teacher, Mr Baker.



“You can work alone or with a partner.”

My friend, Cassie, and I smiled at each other. We always worked on projects 41.

The goal of the Challenge was simple—to build a protective container to keep an egg from breaking when 42 the stadium wall.

I made my sandwich that afternoon while waiting for Cassie. 43 the buttercream gave me an idea.

“I have a brilliant design for our egg container!” I said when Cassie arrived. “We can 44 the egg with some buttercream.”

“Why not put the egg in a basket with a parachute(降落伞) 45?” Cassie rolled her eyes. “The parachute is better than that stupid idea.”

I couldn’t believe it. Of course we’d had our little 46 in the past, but she’d never called any of my ideas “stupid” before.

“Then I’ll build mine and you build yours!”

Since words had been out, our friendship was 47.

When Friday finally arrived, I had to 48 Cassie’s Egg Force One looked pretty good.

Anyway, my Egg-cellent Egg Cream didn’t look quite scientific. We kids carried our containers up three stadium steps and dropped them over the side wall. Those whose eggs broke were out; those whose eggs 49 walked up three more steps and dropped them again. This would go on till the last egg broke. After four 50, only Cassie and I were left. I let go of my box. I heard someone say “ew” after seconds. Had my egg broken? I raced down the 51. The sidewalk was 52 with egg shells(蛋壳) from those failed drops. Finally I found my little Egg-cellent Egg Cream.

“That looks like egg drop soup, Laura,” Cassie said. She was holding her Egg Force One. My heart 53. Had she won? I looked at her basket. 54.

“My egg bounced out,” she explained, pointing to a broken shell.

“A tie,” Mr Baker said.

Cassie looked at me, and her glare 55. I laughed. She smiled...

(2024 江苏省常熟中学高二调研)

41. A. incredibly B. intently C. together D. alone

42. A. beat down B. pushed against

C. thrown at D. dropped over

43. A. Spreading B. Chewing C. Consuming D. Sampling

44. A. protect B. replace C. maintain D. fetch

45. A. exposed B. covered C. attached D. occupied

46. A. concepts B. fights C. manners D. resolutions

47. A. fragile B. challenged C. permanent D. sustained

48. A. explain B. deny C. admit D. prove

49. A. starved B. served C. survived D. carved

50. A. seconds B. rounds C. steps D. eggs

51. A. steps B. way C. wall D. sidewalk

52. A. folded B. surrounded C. dotted D. covered

53. A. ran B. calmed C. scanned D. raced

54. A. Visible B. Lost C. Broken D. Empty

55. A. floated B. remained C. decreased D. softened

## 第二节 语法填空(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。

You may often tell white lies(善意的谎言) to your child. “I’ve got Santa on the phone and he says he’s not coming unless you go to bed now” is particularly 56 (use) during the festive season, for example.

It can seem like nothing: just another tool to improve your child’s behaviour. But don’t get too 57 (attach) to the technique—telling too many white lies to your child may have more far-reaching consequences than you might have hoped.

To examine the impact of parental lying, researchers in Singapore gave 379 adults online 58 (questionnaire). The results suggested that those 59 parents had lied more were now more likely to lie to their own parents—by being lied to, in other words, it seemed they had started to believe that being dishonest 60 (be) morally acceptable.

Additionally, if parents are constantly lying to their children, there may potentially be other underlying relational issues 61 (contribute) to problems in adolescence and

adulthood. Yes, misleading children might not help their  
62 (develop), but there may also be deeper problems that  
are responsible 63 their difficulties with attention or  
behaviour.

So, next time you think about telling 64 you see as a  
harmless white lie to keep your child quiet or get them into  
bed, 65 (think) again. It may save you some time—but,  
in the long run, it's probably not worth it.

(2024 江苏省兴化中学模拟)

第四部分 写作(共两节, 满分 40 分)

第一节(满分 15 分)

为了创建和谐校园, 增进同学间的友谊, 你校在上周末邀请  
专家进行了主题为“如何解决人际交往矛盾, 促进同学和谐相  
处”的讲座。假定你是校英文报记者李华, 请你就此讲座写一篇  
英文报道, 内容包括: 1. 讲座内容; 2. 讲座反响。

注意: 写作词数应为 80 左右。(2024 安徽省十联考高二期末)

A Constructive Speech

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。

Today was Community Service Day at school. Maya's class  
was going to make cards for the seniors living in a nursing  
home. It was also the first day Maya would be wearing her leg  
brace(腿支架) to school, which was designed to help her walk  
more steadily and smoothly.

It was a cold autumn morning, Maya looked down, feeling  
embarrassed. To make it lovelier, she had delicately decorated  
the brace with pretty butterfly patterns. Still, she was unsure  
about others' reaction. All morning at school, kids kept  
glancing at her brace. To her relief, they didn't say anything.

In the classroom, Maya was drawing little green buds(芽) and pretty flowers when her friend Samir came over and sat by her. She felt his eyes fixed on her brace and heard him asking, “What’s that for?” Not knowing what to say, Maya pretended she didn’t hear him. After a few seconds of awkwardness, she glanced back at him, and found that he looked a little sad.

After lunch, the class set off. The nursing home was on a small hill and all of them walked there happily along the path. Maya found that the brace did make it easier for her to walk up.

Maya and Samir were paired up with a lady who was 83 years old. There at the end of the hall in a wheelchair, with a big smile on her face, sat the lady, wearing a pink coat, with red lipstick and beautiful earrings. She looked bright and full of life. Moving flexibly and fast towards Maya and Samir, she greeted first. “I’m Joan,” she said cheerfully. “Glad to meet you.”

Maya and Samir handed her the cards they made. Joan looked at Samir’s card carefully and spoke with admiration, “You’ve written a poem! That’s so artistic!” Samir’s face reddened with shyness. Then Joan turned to Maya’s picture. “The first flowers of spring!” she cried in delight. “You really have a gift for using colour!” she said. Clearly, Joan’s praise added great power into Maya.

注意:续写词数应为 150 左右。 (2023 广东省深圳市调研)

In a sudden wave of bravery, Maya asked, “What’s it like being in a wheelchair?” \_\_\_\_\_

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Deeply impressed by Joan, Maya offered to sit beside Samir on the bus ride back home. \_\_\_\_\_

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# Unit 1 & Unit 2 阶段测评卷解析

## 第二部分 阅读

### 第一节

#### A

**【语篇导读】**本文是一篇应用文。文章主要介绍了一门旨在提升有效沟通能力的课程,说明了课程的内容、目标、受众、授课方式以及完成课程后的证书。

#### 21. A 细节理解题

**【关键句 1】**In this course, you will learn how to engage an audience and find and use the power of your own unique style.

释义:在这门课程中,你将学习如何吸引观众,并发现和运用自己独特的风格。

**【关键句 2】**... develop your own unique voice to communicate with any audience ...

释义:……形成你自己独特的风格来与任何听众进行沟通……

**【解析】**根据关键句 1 和关键句 2 可知,该课程专注于帮助学生发展他们自己独特的沟通风格。

#### 22. C 推理判断题

**【关键句 1】**... ambitious early juniors who want to equip themselves with the communication skills to advance and achieve their career goals ...

释义:……有志向的职场新人,他们想要掌握沟通技巧,以推进和实现他们的职业目标……

**【关键句 2】**... mid-level managers who wish to inspire and motivate team members and progress within their role ...

释义:……中层管理者,他们希望激励和鼓舞团队成员,并在自己的岗位上取得进步……

**【关键句 3】**... senior leaders who need to better explain their ideas and vision to teams in order to achieve buy-in and ensure optimum performance.

释义:……高层领导者,他们需要更好地向团队解释自己的想法和愿景,以获得团队的认同,并确保团队发挥出最佳表现。

**【解析】**三个关键句所提到的人群的共同之处在于,他们都对自己的职业有抱负、追求。由此不难推知,这门课程特别针对的是那些有职业追求的专业人士。

#### 23. D 细节理解题

**【关键句】**The assessment criteria will be presented to you at the start of the course, so you can approach your studies with self-assurance, knowing what is expected of you and how to meet those expectations.

释义:评估标准将在课程开始时呈现给你,这样你就可以自信地开展学习,明确知道对你有何期望以及如何满足这些期望。

**【解析】**根据关键句可知,这门课程的评估标准将提前告知你,这样会增加你学习的信心。

#### B

**【语篇导读】**本文是一篇新闻报道。文章介绍了“中国青年五四奖章”获得者杨永修个人成长、学习的经历,以及满怀责任感的他为汽车行业所作出的杰出贡献。

#### 24. A 推理判断题

**【关键句 1】**So far, Yang has been granted 18 national patents, solved a series of production-related problems and helped increase the group's revenue by 12 million

yuan.

**释义:**到目前为止,杨永修已经获得 18 项国家专利,解决了一系列与生产有关的问题,并帮助集团增加了 1 200 万元的收入。

**【关键句 2】** He has trained about 700 people, some of whom have won awards, including 23 at the national level.

**释义:**他已经培训了大约 700 人,其中一些人获得了奖项,包括 23 个国家级奖项。

**【解析】**根据两个关键句不难推知,杨永修在汽车行业作出了杰出贡献,因此他被授予了“中国青年五四奖章”。

## 25. B 细节理解题

**【关键句 1】** Yang dreamed of making cars when he grew up.

**释义:**杨永修的梦想是长大后制造汽车。

**【关键句 2】** To fulfill his dream, he chose to study numerical control technology at the Changchun Automobile Industry Institute, which has a long history of training workers for the automotive industry.

**释义:**为了实现他的梦想,他选择在长春汽车工业高等专科学校学习数控技术,这所学校在为汽车行业培训工人方面有着悠久的历史。

**【解析】**根据关键句可知,杨永修之所以选择在长春汽车工业高等专科学校学习,是为了实现自己的梦想,学习汽车制造技术。

## 26. A 推理判断题

**【关键句】** I hope we can write a new chapter through the power of youth in the future.

**释义:**我希望我们能通过青年的力量在未来谱写新的篇章。

**【解析】**通读最后一段,抓住关键句的内容不难推知,年轻人将在未来书写新的篇章,即年轻人在未来会大有作为,会影响未来的发展。

## 27. C 文章出处题

**【解析】**通读全文可知,文章介绍了“中国青年五四奖章”获得者杨永修个人成长、学习的经历,以及满怀责任感的他为汽车行业所作出的杰出贡献。由此可推知,这是一篇关于他的新闻报道。

## C

**【语篇导读】**本文是一篇说明文。一项研究表明,与意见不同的人交流时,口头交流比书面交流的效果更好。

## 28. D 推理判断题

**【关键句】** Schroeder's team found that the participants who watched or listened to the communicator were less dismissive of their claims than when they read that communicator's same argument.

**释义:**Schroeder 的研究团队发现,观看或聆听交流者讲话的参与者对交流者的主张的抵触程度低于他们阅读交流者的相同观点时的抵触程度。

**【解析】**根据关键句可知,相对于观看或聆听交流者发表的观点的参与者,阅读文字的参与者更容易对交流者的观点有抵触情绪。由此可推知,口头沟通比书面沟通的效果更好。

## 29. C 细节理解题

**【关键句】** The idea for her study came from a newspaper article about a politician.

**释义:**她的研究想法来自报纸上一篇关于一位政治家的文章。

**【解析】**根据关键句可知,文章第三段提到政治家是为了解释 Schroeder 进行这项研究的原因。

## 30. C 词义猜测题

**【关键句】** When he read the statement, the politician seemed idiotic, but when he heard it spoken, the politician actually sounded reasonable.

**释义:**当他读到这份声明时,他觉得这位政客似乎很愚蠢,但当他听到这份声明时,他觉得这位政客实际上听起来很有道理。

**【解析】**根据关键句可知, but 前后的语义构成转折, 画线词 *idiotic* 与后面的 *reasonable* 意思应相反。 *reasonable* 意为“合理的, 有道理的”, 由此推知 *idiotic* 意为“愚笨的, 愚蠢的”。

### 31. B 推理判断题

**【关键句】** Twitter's limited text allowance and social media users' short attention spans make arguing your point an uphill battle.

**释义:**推特的字数限制和社交媒体用户短暂的注意力, 使得论证你的观点成为一场艰难的战斗。

**【解析】**根据关键句可知, 社交媒体的局限性会使你很难完全解释清楚自己的观点。

## D

**【语篇导读】**本文是一篇说明文。文章主要讨论了科学奖项获奖者多样性不足的问题。文章以欧洲地球科学联合会(EGU)为例, 揭示了女性被提名和获奖的比例较低这一现实情况, 分析了造成这种情况的原因, 介绍了一些组织为改变这一现状所做的努力及其进展, 并进一步提出了改进建议。

### 32. C 推理判断题

**【关键句】** Although women make up 37% of the society's members, they made just 20% of nominations—suggesting that women are less likely to be nominated than men. The data also showed that people tend to favour their own gender when making nomination—with men most likely to nominate other men.

**释义:**尽管女性占该学会成员的 37%, 但她们在提名名单中只占 20%, 这表明相较于男性, 女性被提名的可能性更低。数据还显示, 人们在提名时往往倾向于选择与自己同性别的人——男性最有可能提名其他男性。

**【解析】**根据关键句不难推知, 文章通过展示数据揭示了女性在奖项提名中被忽视的情况。

### 33. A 细节理解题

**【关键句】** The EGU is distinct from most other scientific societies that do not make nomination data public, though it is necessary for the fairness among prizewinners.

**释义:**欧洲地球科学联合会(EGU)与大多数不公开提名数据的其他科学学会不同, 尽管这对于确保获奖者之间的公平是必要的。

**【解析】**根据关键句可知, EGU 公开了提名数据以确保获奖者之间的公平。

### 34. B 推理判断题

**【关键句】** Many prizes are based on work carried out decades ago, when the barriers to entering science were even higher than they are today for people from under-represented groups and countries. At the very least, professional societies must ensure that their nomination pools are representatives of their communities.

**释义:**许多奖项都是基于几十年前完成的工作而颁发的, 那时, 对于来自代表性不足的群体和国家的人们来说, 进入科学领域的门槛比现在要高得多。至少, 专业学会必须确保他们的提名候选人群体能够代表他们各自的社区。

**【解析】**根据关键句不难推知, 作者在最后一段中指出专业学会必须确保他们的提名候选人群体具有代表性, 这意味着专业学会需要采取措施来改变现状。

### 35. B 主旨大意题

**【解析】**通读全文可知, 文章主要讨论了科学奖项获奖者多样性不足的现状, 分析了造成这一现状的原因, 介绍了一些组织为改变这一现状所做的努力及其取得的进展, 并进一步提出了改进建议。四个选项中只有 B 项(科学奖项上的多样性: 为何进展如此缓慢?) 最能够准确概括文章的主题和内容, 因此是最佳标题。



## 第二节

**【语篇导读】**本文是一篇说明文。文章主要介绍了一些可以帮助读者提高沟通技巧的建议。

36. B 空处前一句提到 Charles Duhigg 在他的新书中总结了“超级沟通者”的共同特征;空处后一句说下面是 Duhigg 推荐的一套技巧,可以帮助你。由此可推知,空处所填句应提到帮助你做什么,且做的事情应该与前一句提到的关键词“超级沟通者”有关。B 项意为“你想成为一个超级沟通者吗?”,可以承上启下,引出下文介绍的提高沟通技巧的建议,适合置于此处。
37. E 由空处后三句列举的三类会话 practical conversation、emotional discussions 和 social dialogue 可知,本段主要是关于针对不同类型对话的沟通方式。E 项意为“了解你正在进行的对话的类型”,能概述本段内容,适合作为本段的段首主题句。
38. G 由本段的段首主题句 Prove we're listening 可知,本段的建议是向别人证明你在倾听。由关键词 listen 可锁定 G 项。G 项意为“先向某人提问,然后倾听他们的回答”,该项中的 first 与空处后两句中的 Next 和 Lastly 呼应。
39. C 空处前一句提到询问人们关于他们的价值观、信仰或经历的问题,激发情感联系的机会。由此可推知,空处所填句应介绍这样做的原因。C 项意为“这些深入的问题让人们敞开心扉”,解释了提出这类问题的原因,符合此处语境。
40. F 空处前一句提到,如果人们知道你了解他们,他们也会想要了解你。F 项意为“这实际上是可能发生的最神奇的事情”,是对空处前一句的总结,适合置于此处。

## 第三部分 语言运用(共两节,满分 30 分)

### 第一节

**【语篇导读】**本文是一篇记叙文。作者和朋友 Cassie 决定搭档参加学校即将举办的“鸡蛋撞地球挑战赛”。她们在鸡蛋容器的设计上产生了分歧,决定两人各自按照自己的想法设计自己的鸡蛋容器。这次争执让两人的友谊受到了挑战。最终,两人在“鸡蛋撞地球挑战赛”中打成了平手,并且和好如初。

41. C 根据上文中的 work alone or with a partner 和下文中的 our egg container 可推知,此处指作者和朋友 Cassie 经常一起完成项目。incredibly 意为“难以置信地”;intently 意为“心无旁骛地”;together 意为“一起”;alone 意为“独自”。
42. D 下文中的 dropped them over the side wall 提示,此处指这个挑战的目标很简单,就是建造一个保护容器,防止鸡蛋从体育场的墙上掉下来时摔碎。beat sth down 意为“砸开,砸破”;push sth against 意为“把……挤到……”;throw sth at 意为“把……向……扔去”;drop sth over 意为“使……从……落下”。
43. A 上文提到作者制作三明治,结合常识,与名词 buttercream(黄油乳酪)搭配,动词应用表示“涂抹”的词。spread 意为“涂;抹;摊;敷”;chew 意为“咀嚼”;consume 意为“吃,喝”;sample 意为“品尝”。
44. A 根据上文提及的挑战目标和 a protective container 可推知,此处指保护鸡蛋。protect 意为“保护”;replace 意为“取代”;maintain 意为“保持”;fetch 意为“取来”。
45. C 根据常识,降落伞应该是系在篮子上。expose 意为“暴露”;cover 意为“覆盖”;attach 意为“系上”;occupy 意为“占据”。
46. B 下文中的“Then I'll build mine and you build yours!”提示,作者与朋友 Cassie 意见不合,发生了争吵。由此可见,此处指虽然过去她们也吵过架,但是 Cassie 从来不会说作者的想法“愚蠢”。concept 意为“观念”;fight 意为“争吵”;manner 意为“方式”;resolution 意为“决心”。
47. B 原本作者和朋友 Cassie 打算一起参赛,现在发生了不愉快,打算各自参赛,说明她们的友谊受到了挑战。fragile 意为“脆弱的”;challenged 意为“受到挑战的”;permanent 意为“永久的”;sustained 意为“持续的”。



48. C 与下文作者认为自己的作品看上去不太科学形成对比,此处指作者不得不承认 Cassie 的作品看上去不错。explain 意为“解释”;deny 意为“否认”;admit 意为“承认”;prove 意为“证明”。
49. C 与上文中的 Those whose eggs broke were out 形成对比,此处指那些幸存下来的鸡蛋。starve 意为“(使)挨饿”;survive 意为“幸存”;carve 意为“雕刻”。
50. B 结合常识,挑战赛中的一轮称为一个回合,此处指四个回合之后,只剩下 Cassie 和作者。second 意为“秒”;round 意为“回合”;step 意为“台阶”。
51. A 根据第 49 空后的 walked up three more steps 可知,此处指作者跑下台阶查看。
52. C 根据语境,鸡蛋落下后,人行道上应该是散落着蛋壳,并且蛋壳不可能覆盖着路面。fold 意为“折叠”;surround 意为“包围”;dot 意为“星罗棋布于,遍布”;cover 意为“覆盖”。
53. D 根据语境,在决定胜负的一轮比赛中,作者的鸡蛋碎了,她看到 Cassie 拿着自己的作品,猜测 Cassie 是不是赢了,不由得因为紧张而心跳加速。calm 意为“平静”;scan 意为“扫描,浏览”;race 意为“(因为害怕、兴奋等)急速跳动”。
54. D 下文中的 My egg bounced out 提示,Cassie 的鸡蛋弹出来了,故篮子里是空的。visible 意为“可见的”;lost 意为“丢失的”;broken 意为“破碎的”;empty 意为“空的”。
55. D 根据下文中的 I laughed 和 She smiled 可知,作者和 Cassie 都笑了,说明她们和好了,因而此处指 Cassie 的目光变得柔和了。

## 第二节

【语篇导读】本文是一篇议论文。文章主要论述了家长经常对孩子说谎的坏处。

56. useful 考查形容词。空处作系动词 is 的表语,故填所给词的形容词形式 useful。
57. attached 考查固定短语。get attached to 为固定短语,意为“依赖……”。故填 attached。
58. questionnaires 考查名词的数。questionnaire 意为“问卷”,是可数名词,根据前面的数词 379 可知,此处应用 questionnaire 的复数形式。故填 questionnaires。
59. whose 考查定语从句。空处引导定语从句,在从句中作定语,先行词是 those,指人。故填 whose。
60. was 考查动词的时态和主谓一致。此处陈述的是过去的事情,时态用一般过去时。主语是动名词短语 being dishonest,谓语动词用第三人称单数形式。故填 was。
61. contributing 考查非谓语动词。分析句子成分可知,空处应填非谓语动词。contribute 和逻辑主语 other underlying relational issues 之间是主动关系,要用现在分词形式。故填 contributing。
62. development 考查名词。形容词性物主代词 their 后应该接名词。故填 development。
63. for 考查介词。be responsible for 是固定短语,意为“对……负责”。故填 for。
64. what 考查宾语从句。分析句子成分可知,空处应填引导宾语从句的连接词。引导词在从句中作宾语,表示“被你视为无害的善意的谎言”。故填 what。
65. think 考查祈使句。分析句子成分可知,next time 引导时间状语从句,空处应填主句的谓语动词。此处为祈使句,应填动词原形。故填 think。

## 第四部分 写作

### 第一节

#### 【参考范文】

#### A Constructive Speech

Last weekend, our school invited an expert to deliver a lecture on how to resolve

interpersonal conflicts and promote harmony among students.

The expert started the lecture by discussing the common sources of conflicts among students. He then offered various strategies to handle conflicts, including effective communication, active listening, empathy, and mutual respect, while emphasizing the importance of understanding different perspectives and finding common ground.

The lecture received enthusiastic feedback from students. Many appreciated the practical advice and said they felt more confident about managing their relationships. The event paved the way for a more harmonious school environment.

第二节

【写作指导】

文章已知 线索	Maya 所在班级要为养老院里的老人制作贺卡,这天也是 Maya 第一次穿戴腿部支架去学校→为了减少尴尬, Maya 特意装饰了她的支架→朋友 Samir 问 Maya 她的支架是用来做什么的→Maya 假装没有听到→Samir 有点难过→Maya 和 Samir 与老人 Joan 配对,Joan 热情地与他们打招呼→Joan 夸奖 Maya 的画和 Samir 的贺卡→Maya 突然鼓起勇气询问 Joan 坐在轮椅上是什么感觉……→Maya 对 Joan 印象深刻,在回家的公交车上,她主动提出坐在 Samir 旁边……
可续写线索	续写第一段:Joan 会如何回答 Maya 的问题? Joan 是否向他们展示了轮椅对自己的帮助? Joan 积极乐观的态度是否感染了 Maya? 三人是否共度了一个美好的下午? 续写第二段:在 Joan 的影响下,Maya 会如何处理她与 Samir 之间的小尴尬? 她重新向 Samir 解释她的支架的作用了吗? Samir 的反应如何? Maya 对 Samir 的反应有何感想? 最终,Maya 对自己以及支架的态度发生了怎样的变化?
可拓展细节	① Joan 推着轮椅穿过房间,将轮椅转过来,并前后移动轮椅。最令 Maya 吃惊的是,她没有在 Joan 身上发现一丝遗憾和尴尬。 ② Samir 说:“这太酷了!”他的话是如此真诚,Maya 感到温暖和感动。这是她内心深处所期待的反应。

【范文】

*In a sudden wave of bravery, Maya asked, “What’s it like being in a wheelchair?” “It helps me get around,” Joan said simply. Then, grinning, she added, “You’d be surprised at how fast I can go in this thing!”* ① *Right then, she moved the wheelchair across the room, turning around, back and forth. And what surprised Maya most was that she didn’t detect any pity or embarrassment from her. Then Maya looked up and found Joan was smiling, eyes purposefully resting on her brace. It was then that a spark of power was lit up deep inside Maya. That afternoon, the three of them had a pleasant talk over lots of things until it was dusk.*

*Deeply impressed by Joan, Maya offered to sit beside Samir on the bus ride back home. “Joan is great. I like her,” Samir admired. Maya nodded, lost in thought. With Joan’s wheelchair and smile in mind, she summoned up her courage and said, “The brace keeps my toe up so I can walk better.” “Really?” Samir looked amazed, reached out and touched it gently.* ② *“That’s super cool!” His words were so sincere that Maya felt warm and moved. It was a reaction that she expected deep inside her heart. Though it was autumn outside, it felt like spring for Maya. A little green bud was bursting—she and her brace looked cool, beautiful and dynamic in her and others’ eyes.*