

做题时,先将答案标在试卷上。录音内容结束后,你将有两分钟的时间将试卷上的答案转涂到答题卡上。

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。

例: How much is the shirt?

- A. £19. 15. B. £9. 18. C. £9. 15.

答案是 C。

- What are the speakers talking about?
 - The driving test.
 - Their homework.
 - The competition.
- What's wrong with the woman?
 - She has a backache.
 - She got injured.
 - She has a toothache.
- Where are the woman's tickets?
 - At home.
 - In her bag.
 - In the cinema.
- How long does the man sit down on average every day?
 - Between 6 and 7 hours.
 - Between 7 and 8 hours.
 - Between 8 and 9 hours.
- When will the speakers arrive at the railway station?
 - At 3:00.
 - At 2:30.
 - At 2:45.

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。

听第 6 段材料,回答第 6、7 题。

6. What is the weather like in summer in Carson City?
A. It is hot. B. It is cool. C. It is warm.
7. What is the most probable relationship between the two speakers?
A. Guide and traveler. B. Driver and passenger. C. Assistant and customer.

听第 7 段材料,回答第 8、9 题。

8. What is the man going to do?
A. Have his hair cut. B. Go to a motor show. C. Buy some drugs.
9. Where will the woman go?
A. The department store. B. The stamp market. C. The drugstore.

听第 8 段材料,回答第 10 至 12 题。

10. What is the boy's homework this weekend?
- A. To write a summary.
 - B. To review four chapters.
 - C. To prepare a presentation.

11. What difficulty does the boy have with his homework?
 - A. To present his view.
 - B. To list the facts only.
 - C. To understand the facts.
 12. What does the woman probably teach?
 - A. History.
 - B. Geometry.
 - C. English.
- 听第 9 段材料,回答第 13 至 16 题。
13. When did the man return home?
 - A. About half an hour ago.
 - B. About an hour ago.
 - C. Yesterday afternoon.
 14. Why did the man miss the call from his friend?
 - A. He was confused with the dates.
 - B. He went and visited his friend.
 - C. He was unwilling to meet him.
 15. Why may be Dave popular among guests?
 - A. He is friendly.
 - B. He is cautious.
 - C. He is enthusiastic.
 16. How will Dave go to the party?
 - A. By bus.
 - B. On foot.
 - C. Getting a ride.
- 听第 10 段材料,回答第 17 至 20 题。
17. Where was Brandon last seen?
 - A. Near the Pizza Hut.
 - B. In the toy section.
 - C. In the frozen foods section.
 18. What does Brandon look like?
 - A. He has blue eyes.
 - B. He is seven feet tall.
 - C. He has blonde hair.
 19. What are people required to do if they see Brandon?
 - A. Call his mother.
 - B. Take him to the front of Wal-Mart.
 - C. Send him to the security desk.
 20. Who is the passage intended for?
 - A. Passengers in the station.
 - B. Customers in the market.
 - C. Mothers with naughty boys.

第二部分 阅读理解(共两节,满分 40 分)

第一节 (共 15 小题;每小题 2 分,满分 30 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

You may have your favorite family spots on Long Island where you frequently take the kids. But there may be unexpected places you haven't explored yet.

Animal Exhibit

Not only will you see fish, reptiles and amphibians here, but you'll also see baby alligators and other rescued animals. Kids can also learn about science and participate in programs and workshops throughout the year. The Animal Exhibit is also a hotspot for science-themed birthday parties.

The Mattituck Strawberry Festival

The Mattituck Strawberry Festival kicks off the summer season with sweet treats and more. Long Island is known for numerous and extremely popular fairs and festivals that take place throughout the

year. Other summer festivals include the Sayville SummerFest, St. Rocco's Feast, Brookhaven Fair and more. The fall season offers the largest abundance of fairs and festivals, such as the Pickle Festival, Oyster Festival, Long Island Fall Festival and many Halloween-themed festivals in Nassau and Suffolk.

Home Depot Kids Workshop

Does your kid enjoy making things by hand? You may want to take a trip to Home Depot Kids Workshop. Offered on the first Saturday morning of each month, workshops allow little ones to build and craft items, such as a skateboard pencil box that they can decorate and keep.

Chuck E. Cheese's

As soon as you walk through the doors you're instantly greeted by the sounds of other kids laughing as they play arcade games to win prizes and enjoy an animatronic show. After hours of play, check out their restaurant with kid-friendly options.

21. Where will science fans prefer to celebrate their birthday?

- | | |
|---------------------------------|--|
| A. At Animal Exhibit. | B. At The Mattituck Strawberry Festival. |
| C. At Home Depot Kids Workshop. | D. At Chuck E. Cheese's. |

22. Which sees the most fairs and festivals on Long Island?

- | | | | |
|------------|------------|------------|------------|
| A. Spring. | B. Summer. | C. Autumn. | D. Winter. |
|------------|------------|------------|------------|

23. Who is the text specially targeted at?

- | | | | |
|----------|-------------|-----------------|--------------|
| A. Kids. | B. Parents. | C. Tour guides. | D. Students. |
|----------|-------------|-----------------|--------------|

B

Ripin was one of several student scientists educating people through entertainment for the annual Spooky Science Day in Rettner Atrium. The event — hosted by the Society of Physics Students and co-sponsored by twelve science-based student groups — consisted of tables set up with candy and Halloween-themed science models. “We really want to get kids excited about science, and Halloween is an excellent opportunity to educate kids in a fun way,” said Ripin, vice chair of the Society of Physics Students. This opinion was shared by other student organizers, like Steven Spiewak, chair for the Astronomy Club. “Kids have a lot of opinions about gravity,” he said, “and we want to use this opportunity to show kids how Einsteinian gravity works in a fun way.” Senior Marcelina Martyniek, a member of the Brain and Cognitive Science Undergraduate Council, agreed, saying the event provided an excellent opportunity to “teach kids about the brain with a spooky (幽灵般的) twist.”

Ripin organized the event by advertising for free on both RocParent and Kids Out and About Rochester, two local websites, as well as by distributing brochures to dozens of elementary schools. “A lot more people showed up this year than last year,” she explained, owing this increase to the advertising efforts. “We really tried to increase our advertising efforts this year, so I'm glad it worked. The advertising was certainly the most difficult part, but we seemed to do a good job getting the word out, which was really exciting.”

Stephanie Barbaro, a local who attended it, described the event as “super cute”, adding she thought it was “very creative and different”. Others, like Matt Wallace of Pittsford, who discovered the event through Kids Out and About, applauded the balanced gender rate, which he said was a positive experience for his daughter. “My daughter is interested in science, so this was really a natural fit,” he said. “It has been really nice to see a real mix of men and women in science.”

24. What can we learn about Spooky Science Day?

- | | |
|---|--|
| A. It is held twice a year. | B. It was founded by Adina Ripin. |
| C. It is aimed at distributing Halloween candy. | D. It is specially designed for Halloween this year. |

25. Why do the students hold the event Spooky Science Day?
- A. To set a good example to kids. B. To make fun of people in Halloween.
C. To teach kids about science amusingly. D. To show how famous scientists worked.
26. What trouble did Ripin probably have with the event?
- A. Taking in new group members. B. Showing the event to the pupils.
C. Making the event known to more. D. Getting more interested in science.
27. Which is the best title of the passage?
- A. Halloween and Science B. Teaching Science in Halloween's Way
C. A Successful Science Event D. Celebrating Halloween in Scientific Ways

C

A survey, by the Australian Council for Educational Research (ACER), which manages the Program for International Student Assessment (PISA) in Australia, found in 2015 a total of 54% of 15-year-old students were aiming for a university degree. Around 3% were aiming for a Technical and Further Education (TAFE) diploma. This was down from 2003, when 63% planned to go to university, and 8% planned to do a TAFE diploma.

A decline in students' expectations of a university degree may not be cause for alarm. Instead, it may reflect expanding opportunities in other qualification areas, such as apprenticeships (学徒) and other forms of occupational education. The decline in those students expecting to do a TAFE diploma may reflect fewer offerings in the TAFE department. What's alarming is the gap that remains between different groups of students. In particular, those related to disadvantage such as poverty, low socioeconomic background, etc.

Having different expectations for future education can impact students' current experiences of education, influence their motivation, behavior and achievement at school now. For example, students who know they won't be able to afford to move out of home to go to their chosen university may decide, consciously or not, to not put so much effort into their schoolwork if they can get into a different course at a local TAFE that requires lower grades. For students, expectations for further study can also become a self-fulfilling prophecy (预言). Those expecting to leave school early are more likely to do so.

While it's concerning that fewer students are expecting to go to university than in 2003, the sharp difference between different groups of students is even more concerning. Not only are there differences in their access to and opportunity for further study, the survey highlights (突出) the range of their expectations, and what that might represent for their future. Further comparison of the educational expectations of various groups of students unfolded some worrying patterns related to disadvantage.

28. What does the new survey find?
- A. The number of students to attend university rises by 9%.
B. The number of students to acquire a TAFE diploma decreases by 5%.
C. The number of students to attend university decreases by 5%.
D. The number of students to acquire a TAFE diploma decreases by 9%.
29. What can be inferred from the decrease of students?
- A. The employment rate will increase.
B. The economics has declined sharply recently.
C. Other forms of education will develop better.
D. The courses of the TAFE department will increase.

30. What does “Those expecting to leave school early are more likely to do so” mean?
- A. Students expecting to leave school early are likely to succeed.
 - B. Students expecting to leave school early are likely to stop education early.
 - C. Students hoping for a better life are likely to fulfil themselves.
 - D. If students want to succeed, they are more likely to do so.
31. What will the author probably talk about in the following paragraph?
- A. What the concerning patterns are.
 - B. What the disadvantages of no education are.
 - C. What measures the authorities will take to prevent this.
 - D. Why it matters that fewer Australian teenagers are going to university.

D

It's hard to overstate the importance of rainforests in keeping the world a place we want to go on living in. Yet they are being cleared at a terrifying rate, partly because methods to check on their protection are failing. The Nature Conservancy think they have a solution by listening to the rainforests' voices, and researchers they have partnered with have published a paper in Science confirming its work.

There is considerable goodwill, particularly in richer parts of the world, for saving rainforests. Products are marketed as “rainforest friendly” and tens of millions of dollars are donated to buy territory for protection. Many nations in which the rainforests survive make laws to protect their parts. Yet all too often, the greed of the farm owners triumphs. Vast areas that were supposed to be protected turn out to be anything but and, without good powerful procedures, the culprits (罪犯) get away with it.

Forest monitors struggle to keep up with what is happening in areas that are, by definition, vast and remote from population centers. Satellite images can flag complete destruction, but they do a poor job of measuring when a forest's diversity is degraded. Researchers have started tying small, solar-powered sound recorders to trees, setting them to listen at regular intervals, particularly dawn and dusk when the rainforest is most alive. The recorders provide an indication of the animal sounds for hundreds of meters in all directions. This marks a major advance over camera traps, which of course only point in one direction and are blocked from seeing far.

Reviewing several studies on the workings of these, Dr Zuzana Burivalova of Princeton University and co-authors report that these sound recorders supply an amount of information about the forests' true condition, far more than can be shown by other remote sensors. Moreover, it is far cheaper to visit an area once to put in a recorder than to stick around for larger measurements. The authors call for “a global organization to host a global acoustic (声学) platform” to provide a massive database of rainforest sounds, allowing comparisons between healthy and degraded rainforests half a world apart.

32. Why are the rainforests disappearing rapidly according to paragraph 1?
- A. The climate change has a bad effect on it.
 - B. People attach no importance to its protection.
 - C. There're no good means to record its disappearance.
 - D. Goods related to rainforests are popular among consumers.
33. What can best replace the underlined word “triumph” in paragraph 2?
- A. Avoid.
 - B. Punish.
 - C. Win.
 - D. Correspond.

34. What can we learn about Dr Zuzana's report?
- A. The sound recorders are more efficient and reliable.
 - B. They will take more measures to research rainforest sounds.
 - C. The remote sensors are far more effective than the sound recorders.
 - D. There will be an acoustic platform to gather data of rainforest sounds.
35. What is the purpose of the passage?
- A. To stress the importance of rainforests for humans to live.
 - B. To introduce a new kind of recorder for us to use.
 - C. To present a new means to watch out for rainforests.
 - D. To persuade us to protect wildlife.

第二节 ((共 5 小题;每小题 2 分,满分 10 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。

Furniture Arranging Tricks to Make Your Home Feel Instantly Bigger

Introduce some light

Let in as much natural light as possible. 36 This will allow your eyes to see directly to the outside giving the impression of more space.

Add some movement

37 You can add an oversized, vertical (直立的) mirror to a space to help reflect more light back into the room. The eye should be led and travel around the room in an intentional and orderly fashion. The last thing you want your living space to feel like is that you are sitting in a mess of a giant traffic jam.

38

All interior designers will agree that going with light colors is the best way to achieve a bigger space visually. Choose light colors such as various white tones that will reflect and multiply light.

Make some space

One of the cheapest and simplest ways to make a space feel instantly better and bigger is to clear the disorder. Once that space has been decided, 39 Think about the decoration of your rooms — is there really any need to have all of your art pieces on display? Are your shelves full of ornaments?

While we'd all like to have a big enough house where space isn't a big issue, it's not always possible. But, with just a few small touches, 40 So don't think that you cannot create a bigger, brighter and more roomy home for you and your family to enjoy.

- A. Paint doors white.
- B. Keep the color light.
- C. it's essential to keep it tidy.
- D. And if possible, throw away the curtains.
- E. Highlight the vertical features of a room.
- F. creating a home that feels much more spacious is within your reach.
- G. these few changes alone could transform the look of your room.

第三部分 语言知识运用(共两节,满分 45 分)

第一节 (共 20 小题;每小题 1.5 分,满分 30 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。

Our 10-year-old son Sam was trying to memorize lists of words and phrases in Zimbabwe's Shona language then. He papered our 41 with words he had learned. In the following months, the words on the fridge 42 and the Shona phrases Sam can say have lengthened.

One day his teacher 43 us to learn the language too. We 44 that our son had to see us learning, reading, and speaking Shona 45 he would seriously 46 himself to it. So Sam's father and I committed ourselves to 47 our own Shona.

It's not been 48. Growing up in England, I learned French and German at school, plus Italian later. 49 Shona now, with its very 50 language roots and structure, is highly challenging. 51 it's important. Before he starts work in the morning, Sam's dad labors with a Shona 52 and phrase book, drawing up 53 lists of words and phrases for Sam to learn. Looking after Sam's little sister every night, I keep half an ear on the after-supper 54 lessons. Reaching for the milk or a spoonful of homemade ice cream, I find myself 55 the words of the day on the fridge. Last week, as I 56 for thick winter sweaters at the flea (跳蚤) market, I heard a 57 say of me to her neighbor: "Anogona chiShona." It 58 "She is able to speak Shona."

I 59 the words to me, carrying them home like a gift to 60 to the rest of the family.

- | | | | |
|---------------------|------------------|------------------|-------------------|
| 41. A. computer | B. door | C. fridge | D. desk |
| 42. A. disappeared | B. shortened | C. replaced | D. changed |
| 43. A. trained | B. urged | C. permitted | D. begged |
| 44. A. realized | B. wondered | C. misunderstood | D. argued |
| 45. A. until | B. even if | C. unless | D. before |
| 46. A. apply | B. adjust | C. add | D. oppose |
| 47. A. transforming | B. improving | C. designing | D. recording |
| 48. A. practical | B. possible | C. urgent | D. easy |
| 49. A. Putting up | B. Holding to | C. Picking up | D. Looking into |
| 50. A. ancient | B. contradictory | C. different | D. regular |
| 51. A. So | B. But | C. And | D. Even |
| 52. A. dictionary | B. painting | C. poem | D. movie |
| 53. A. new | B. difficult | C. long | D. typical |
| 54. A. nursing | B. language | C. marketing | D. cuisine |
| 55. A. listening to | B. referring to | C. glancing at | D. getting rid of |
| 56. A. fled | B. bargained | C. competed | D. compromised |
| 57. A. seller | B. teacher | C. manager | D. passer-by |
| 58. A. indicates | B. resembles | C. means | D. shows |
| 59. A. whispered | B. broadcast | C. hugged | D. distributed |
| 60. A. limit | B. signal | C. explain | D. present |

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。

For many people, a big old portion (一份) of chips is the junk-food. But according to one 61 (science), Professor Rimm, the size of most portions is far too big, 62 instead should only include six fries.

Professor Rimm, a nutritionist at Harvard University, said, “There 63 (be) not a lot of people who are sending back three-quarters of an order of French fries. “I think it would be nice if your meal 64 (come) with a side salad and six French fries.”

In comparison, The Agriculture Department currently lists a serving of chips as three ounces — equal 65 12 to 15 fries. And McDonald’s blows this recommendation out of the water, with a large portion of chips 66 (weigh) 5.3 ounces.

Professor Rimm’s words come 67 (short) after a study showed a link between potato consumption and obesity (肥胖症) and heart disease.

Worryingly, the study, which was led by researchers from the Italian National Research Council, found that people who eat fried potatoes two to three times a week are at a 68 (high) risk of death 69 (compare) with those who ate unfried potatoes.

While limiting your chip portions to six fries might be extreme, Professor Rimm suggests tracking 70 you feel before and eating chips may lead to changes in your eating habits.

第四部分 写作(共两节, 满分 35 分)

第一节 短文改错(共 10 小题; 每小题 1 分, 满分 10 分)

假定英语课上老师要求同桌之间交换修改作文, 请你修改你同桌写的以下作文。文中共有 10 处语言错误, 每句中最多有两处。每处错误仅涉及一个单词的增加、删除或修改。

增加: 在缺词处加一个漏字符号(Λ), 并在其下面写出该加的词。

删除: 把多余的词用斜线(\)划掉。

修改: 在错的词下划一横线, 并在该词下面写出修改后的词。

注意: 1. 每处错误及其修改均仅限一词;

2. 只允许修改 10 处, 多者(从第 11 处起)不计分。

Last week the opening ceremony of the school sports meet took place as planning. It was very different from previously ones because it was aimed at helping us develop an interest in the traditional art. All of us were in high spirit and going all out to act perfectly for our class. The most attractive part lies in the opera performance by us students. I was one of students who were dressed in costume to perform Henan opera. To prepare for the event, I practised day or night with the direction of my teacher. Many parents were also inviting to take part in them. All my effort was paid off when the audience applauded loudly.

第二节 书面表达(满分 25 分)

假定你是李华, 你的英国朋友 Peter 要在高中毕业后来中国的大学作交换生, 想了解大学入学军训。请根据你的高中军训经历给他写一封电子邮件, 要点如下:

1. 军训时间和内容;

2. 军训的注意事项;

注意: 1. 词数 100 左右;

2. 可以适当增加细节, 以使行文连贯。