

英语试卷

3. 考试结束后，将本试卷和答题卡一并交回。微信公众号 IAI English

英语试题 第 1 页 (共 9 页)

听第 7 段录音，回答第 8 至 10 题。

8. What does the man invite Fenny to do in London?

- A. Watch a show. B. Go sightseeing. C. Visit a school.

9. Where will Fenny meet Katie?

- A. At an art museum. B. At a clothes company. C. At an exhibition centre.

10. What does the man think of Katie?

- A. She's ambitious. B. She's open-minded. C. She's energetic.

听第 8 段录音，回答第 11 至 13 题。

11. What are the speakers talking about regarding smartphone use?

- A. Data security. B. Phone addiction. C. Environmental risks.

12. Why does the man always keep his phone on?

- A. He hates missing calls. B. He relies on the alarm. C. He needs the latest news.

13. What does the woman do to her phone every night?

- A. Turn it off for a while. B. Update the applications. C. Delete unnecessary files.

听第 9 段录音，回答第 14 至 16 题。

14. What does Professor Moore expect the students to do in class?

- A. Keep silent and listen carefully.
B. Take an active part in discussions.
C. Make as many notes as possible.

15. Which carries the most weight in the final grade?

- A. The midterm test. B. The final exam. C. The research paper.

16. What will Professor Moore do next?

- A. Talk about the textbook. B. Go through a reading list. C. Assign some homework.

听第 10 段录音，回答第 17 至 20 题。

17. Why does the speaker give the talk?

- A. To present a guest. B. To sell a book. C. To share a story.

18. What did Melville do in San Francisco?

- A. He joined a jazz band. B. He started a magazine. C. He taught at a college.

19. When did Melville return to London?

- A. In 1987. B. In 1992. C. In 1997.

20. What is Melville's book aimed at?

- A. Recommending a contemporary musician.
B. Promoting the study of black dance music.
C. Drawing public attention to music education.

第二部分 阅读理解（共两节，满分 50 分）

第一节（共 15 小题：每小题 2.5 分，满分 37.5 分）

阅读下列短文，从每题所给的 A、B、C 和 D 四个选项中，选出最佳答案。

A

The City of Burlington public art program is presenting a series of temporary public art signs at the Beachway in conjunction with the Ontario Culture Days. This project will select 10 visual artists and 10 writers to create artwork that will be displayed on temporary signs along the multi-use path. This call is open to Burlington-based artists and is open to all art forms that can be presented in a sign format. This includes, but is not limited to: visual art, graphic art, photography, poetry, short story, non-fiction, etc. Submissions may be from existing or newly created work.

The artist fee for this project is \$400. The City of Burlington will pay for all costs related to the production, installation (安装) and maintenance of the signs. 微信公众号 IAI English

Estimated Project Timeline

August 2	Call for Artists responses due
By August 12	Successful artists selected; enter into a contract with the City of Burlington
September 6	Final artwork files due
September 23~ October 13	Artwork displayed for duration of Culture Days celebration

Application Package

Artwork Statement: Please provide a brief statement (maximum 150 words) outlining your artwork concept.

Artwork or Writing Submission:

- Visual Art Submission: Please submit an artwork sketch (草图) of your concept. This can be a work in progress rather than a completed piece. If you are proposing to use a completed artwork, please submit it as your “sketch”.
- Writing Submission: Submissions must be a maximum of 250 words. It may be a stand-alone piece such as a poem or short story or a part taken from a larger piece.

Artist Biography: Please provide a short introduction (maximum 50 words) to the artist written in the third person.

21. What is the purpose of this text?

- A. To raise money for local artists.
- B. To release a collection of artwork.
- C. To introduce a cultural festival.
- D. To call for artworks for a project.

22. How long will the public art signs be on display?

- A. Ten days.
- B. Three weeks.
- C. One month.
- D. Two months.

23. Which of the following meets the application requirements?

- A. A 150-word poem.
- B. A 100-word self-introduction.
- C. A 300-word story.
- D. A 200-word artwork statement.

B

When you're a teacher, a big part of your job is battling student misconceptions. Often students come to the classroom believing that learning can't be fun and that what they learn isn't relevant to the real world — much less to their personal interests. I've discovered that if I show students how what they learn is relevant to my hobbies, they're much more willing to make connections to their personal interests and develop their own hobbies.

No matter what subject I'm teaching, I find ways to bring my hobbies into the classroom. For example, I'm a car enthusiast, so when I teach physics, I contextualize concepts with my knowledge about cars. If we're covering friction, for example, I bring different tires (轮胎) into my classroom so that my students can conduct lab experiments with them to see how friction works in real-life applications.

When I first brought my hobbies to my classroom, I was focused on how doing so would build engagement and help my students understand concepts in science. But I quickly learned that the practice also helped me build stronger relationships with them. When I let them see an aspect of my life outside of school, some students who were also interested in cars connected with me more and became more engaged in my courses. Even those who didn't share that interest with me seemed more engaged once I showed a different side of myself. 微信公众号 IAI English

What started as an experiment is now more of a philosophy. Even when I'm planning classes, I tend to think about how I can bring in my hobbies. I find that doing so energizes my instruction, engages my students, and demonstrates to them how abstract concepts play out in the real world. Best of all, my passion for my hobbies seems to inspire them to be passionate about finding their own.

24. What poses a challenge to teachers according to the author?

- A. Students' misunderstandings about teachers.
- B. Students' false assumptions about learning.
- C. The irrelevance of textbooks to students' life.
- D. The gap between teachers' and students' hobbies.

25. Why does the author bring tires into the classroom?

- A. To teach an engineering skill.
- B. To explain the structure of a car.
- C. To share a real-life experience.
- D. To illustrate a scientific concept.

26. What was the unexpected outcome of the author's teaching method?

- A. A higher class attendance rate.
- B. Better examination results.
- C. A closer teacher-student bond.
- D. More spare time for students.

27. Which of the following best describes the author as a teacher?

- A. Innovative.
- B. Humorous.
- C. Decisive.
- D. Sympathetic.

C

Human beings have always loved reviews: word of mouth has long been regarded as one of the most valuable marketing tools available to a company. Consumers enjoy reading and giving reviews. However, the problem is that a lot of the reviews are fake (假的). Shabnam Azimi and Alexander Krasnikov of Loyola University of Chicago and Kwong Chan of Northeastern University recently published a study on fake reviews.

The study used a dataset of 1,600 reviews of Chicago hotels. Some of them were real; others were fake. The reviews were presented to 400 subjects. Each subject got eight reviews to read: a balanced set of two positive fake, two positive real, two negative fake and two negative real, presented in a random order. The reviews were written by real people who were given information about the hotel.

The results show that consumers generally trust negative reviews more than positive ones. Moreover, we humans tend to assume that positive reviews might be fake. “Overall, negative reviews are less common. So, we pay more attention to them. When a negative review is fake, we get tricked,” Azimi says.

When it came to faking a review, length was important to believability, as was detail. Along, negative review of a hotel, complete with lots of information, tended to convince participants. A lengthy, positive review, on the other hand, was regarded as suspicious, and participants tended to trust writers that kept their glowing reviews short. Emotion was also important in convincing readers— or the lack of emotion, at least. Azimi says study participants tended not to trust reviews where the writers expressed their feelings in a big way. The more dispassionate that negative write-up, the more likely it was to take the reader in. 微信公众号 IAI English

The fake reviews written for Azimi’s study were put together by humans, but increasingly, fake reviews are being written by AI, which makes them look more real. Though many companies use algorithms (算法) to weed out fake reviews, Azimi points out that the machines are programmed by humans, and given our limited ability to spot fake reviews, this isn’t a good sign.

28. Which aspect of the study does paragraph 2 mainly talk about?

- A. Its design.
- B. Its findings.
- C. Its purposes.
- D. Its significance.

29. What does the underlined word “glowing” in paragraph 4 mean?

- A. Funny.
- B. Abusive.
- C. Insightful.
- D. Praising.

30. What kind of review would readers most likely trust?

- A. A long, positive one.
- B. An unemotional, negative one.
- C. A short, negative one.
- D. An enthusiastic, positive one.

31. What can be inferred from the last paragraph?

- A. Many companies are producing fake reviews.
- B. Writing fake reviews will be declared illegal.
- C. Machines can detect fake reviews accurately.
- D. It will be harder to recognize fake reviews.

D

China has achieved a major breakthrough in renewable energy by launching a world-record floating wind turbine (风力发电机).

Carbon removal is crucial for fighting climate change. Scientists at Salk Institute are making use of the natural capacity of plants to absorb carbon dioxide by enhancing their root systems. This optimization (优化) aims to increase the amount of carbon stored and extend the duration of its storage.

To design these climate-saving plants, the scientists are using a research tool called SLEAP — an AI software that tracks multiple features of root growth. Created by Salk Fellow Talmo Pereira, SLEAP was initially designed to track animal movement in the lab. Now, Pereira has teamed up with plant scientist Professor Wolfgang Busch to apply SLEAP to plants.

In a study published in *Plant Phenomics*, Busch and Pereira establish a new procedure for using SLEAP to analyze plant root phenotypes — how deep and wide they grow, how massive their root systems become, and other physical qualities. Prior to SLEAP, tracking the physical characteristics of both plants and animals required a lot of labor that slowed the scientific process. SLEAP uses computer vision (the ability for computers to understand images) and deep learning (an AI approach for training a computer to learn and work like the human brain) to help researchers process images much more quickly.

The application of SLEAP to plants has already enabled researchers to establish the most extensive catalog (目录) of plant root phenotypes to date. What's more, tracking these physical root system characteristics helps scientists find genes (基因) associated with those characteristics, as well as whether multiple root characteristics are determined by the same genes or independently. This allows the Salk team to determine what genes are most beneficial to their plant designs.

“Our cooperation is truly proof of what makes Salk science so special and impactful,” says Pereira. “We’re not just ‘borrowing’ from different disciplines — we’re really putting them on equal footing in order to create something greater than the sum of its parts.” 微信公众号 IAI English

32. What do the scientists at Salk Institute hope to achieve?

- A. Keeping more carbon in plants.
- B. Optimizing the use of energy.
- C. Enhancing biological diversity.
- D. Reducing carbon absorption.

33. Why did Pereira create SLEAP?

- A. To generate plant images.
- B. To conduct research on animals.
- C. To study climate patterns.
- D. To track features of root growth.

34. What will SLEAP help the scientists do?

- A. Pick out diseased plants in the forest.
- B. Collect samples of plant root systems.
- C. Identify genes for desirable plant roots.
- D. Preserve the genes of endangered plants.

35. What can be inferred from Pereira's words?

- A. Academic disciplines are of equal importance.
- B. Computer programming is a must for scientists.
- C. Interdisciplinary approach promotes creativity.
- D. Cooperation outweighs competition in research.

第二节（共 10 小题；每小题 1.5 分，满分 15 分）

阅读下面短文，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。

During your initial reading of material, do you ever go back and reread sentences or paragraphs? Is it because the material is too difficult to comprehend on the first reading or because you are asleep? ____36____ You are napping (打盹) or daydreaming. Halfway down the page you realize that you have no idea what you have read. ____37____ Thus, you go back and reread, not because you did not understand, but because you were not paying attention. This type of rereading is called regression.

Napping and daydreaming are habits caused by lack of involvement with the material. Be demanding on yourself and expect 100 percent attention to the task. Engage your mind. Visualize the incoming ideas, and relate the new material to what you already know. ____38____ If your mind is truly occupied with the text, you will not be able to think about Friday night or where to go on Saturday.

Regression is a crutch (拐杖) that allows you to make up for wasted time. First of all, become aware of when and why you are regressing. ____39____ Say, “OK. I missed that paragraph because I was thinking of something else, but I’m going to keep on going and start paying close attention.”

____40____ Good readers who monitor their own comprehension use it in the reading process. However, regressing because your mind was asleep is a waste of time.

- A. Both are to blame.
- B. Probably the latter is true.
- C. Don’t just read the words; think the ideas.
- D. Spend a few minutes reading the material aloud.
- E. Your eyes were engaged, but your mind was not.
- F. Then, start denying yourself the right in order to break the habit.
- G. Rereading because you did not understand is a reasonable fix-up strategy.

第三部分 语言知识运用（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、D 四个选项中，选出可以填入空白处的最佳选项。

Ursula has always called the beautiful small town of Beaverton her home. Although she'd had childhood ___41___ of exploring the world and studied international business with a desire to pursue a ___42___ in Toronto, finding a job proved more ___43___ than she'd expected.

"I decided that if nobody was going to ___44___ me, I would just create a job for myself," says Ursula. She was born and raised on a large family farm, so the ___45___ of an agriculture tourism business came naturally to her and began to ___46___. 微信公众号 IAI English

"I ___47___ the plan to my family, and asked if they could rent me a small 10 acres (英亩). They ___48___ at first, unwilling to take a risk, but I finally ___49___ to get the green light," she says.

Four years later, those beautiful 10 acres of fields had turned into 20 acres filled with over 400,000 sunflowers. "___50___, I had little confidence in the beginning," says Ursula; "but the Sunflower Farm rose to fame and has become one of the most sought-after ___51___ in the province."

While many visitors have never been to a farm at all, ___52___ a sunflower farm, the unique setting allows them to ___53___ the city for a while, breathe in the fresh air, gain a newfound ___54___ for agriculture, and maybe even ___55___ with their farming roots and what they may have taken for granted for too long.

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|--------------------|---------------|-----------------|-------------------|
| 41. A. stories | B. needs | C. habits | D. dreams |
| 42. A. career | B. degree | C. hobby | D. project |
| 43. A. practical | B. important | C. difficult | D. dangerous |
| 44. A. invite | B. notice | C. hire | D. cover |
| 45. A. issue | B. idea | C. truth | D. founder |
| 46. A. gain ground | B. take root | C. work wonders | D. raise concerns |
| 47. A. proposed | B. adapted | C. preferred | D. proved |
| 48. A. apologized | B. refused | C. panicked | D. regretted |
| 49. A. pretended | B. returned | C. promised | D. managed |
| 50. A. Supposedly | B. Admittedly | C. Similarly | D. Consequently |
| 51. A. occupations | B. solutions | C. institutions | D. destinations |
| 52. A. let alone | B. except for | C. such as | D. regardless of |
| 53. A. miss | B. leave | C. seize | D. tour |
| 54. A. demand | B. support | C. appreciation | D. excuse |
| 55. A. deal | B. part | C. compete | D. reconnect |

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。

There are few people who could find joy in waiting for a microwave(微波炉) ___56___ (finish) heating, but my mum did it. One of my earliest memories is being held ___57___ her arms, counting down the flashing green ___58___ (number) together. Mum is small, but I remember feeling so high up there. She would dance us left and right around the kitchen, our eyes ___59___ (watch) the microwave like it was a space rocket countdown, ___60___ (excite) and tension building to that final moment: BEEP! The microwave had a loud alarm, but we overshadowed that noise, with our own performance, tipping our heads back and shouting into the air—a scream ___61___ always ended in laughter.

My mum would find fun even when completing the most boring of tasks. I remember ___62___ (push) in a supermarket trolley (手推车) over ___63___ uneven car park ground like riding a rollercoaster. She would speed up, the wind blowing our hair back ___64___ my tiny voice singing out, “Weeee-eee-eee!”

I realise now that Mum didn’t find the joy in these tasks: she created it. Who cares if neighbours can hear you singing along to a microwave? Life is full of so many ___65___ (seeming)uneventful moments, but we can turn any of them into a celebration. 微信公众号 IAI English