2019 北京西城高三二模

英　　语　　2019.5

本试卷共 10 页，共 120 分。考试时长 100 分钟。考生务必将答案答在答题卡上，在试卷上作答无效。考试结束后，将本试卷和答题卡一并交回。

第一部分：知识运用（共两节，45 分）

第一节 语法填空（共 10 小题；每小题 1.5 分，共 15 分）

阅读下列短文，根据短文内容填空。在未给提示词的空白处仅填写 1 个适当的单词，在给出提示词的空白处用括号内所给词的正确形式填空。

A

When I was in high school our physics teacher gave us a challenge _1_ involved making a paper airplane of any shape. The only objective was to get it to fly as far as possible. _2_ (stand) at the starting line, one of my classmates took a piece of flat paper, crumpled (把…捏成一团) it up, and _3_ (throw) it down the way. He beat the class with ease. Some of the students got mad and said that he cheated, but the physics teacher _4_ (clear) explained it could be any shape and that a paper ball was indeed a shape.

B

Buildings around the world _5_ (go) dark for 60 minutes this evening in a voluntary event known as Earth Hour. This grassroots effort started in 2007 in Sydney, Australia, and has since grown into _6_ global movement to raise awareness of our energy consumption and the effects of climate change on our planet. Anyone can participate in this movement _7_ switching off the lights at 8:30 PM local time. Last year close to 18,000 landmark buildings switched off their lights in 188 countries. Will you dim your lights tonight?

C

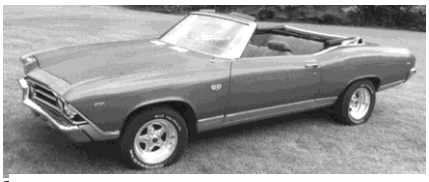
The story of Chinese fashion began in 2011 when Feiyue and Huili, both Chinese sneaker brands, suddenly gained international attention. Their products _8_ (see) on models all over the world then. Last year, Chinese sportswear brand LI-NING was at the New York Fashion Week in September with new designs _9_ (decorate) with Chinese characters. Now the Chinese brands are impressive and ambitious and can go head to head with foreign brands. And this ambition may be due to the fact that China's young people are now more confident about _10_ (they) own culture.

第二节 完形填空（共 20 小题；每小题 1.5 分，共 30 分）

阅读下面短文，掌握其大意，从每题所给的A、B、C、D四个选项中，选出最佳选项，并在答题卡上将该项涂黑。

The Gift of Forgiveness

The summer I turned 16, my father gave me his old 69 Chevy Malibu convertible. What did I know about classic cars? For me, the important thing was that Hannah and I could _11_ around Tucson with the top down.


69 Chevy Malibu convertible

Hannah was my best friend, a year younger but much _12_. That summer she _13_ catalog and runway work.

A month after my birthday, Hannah and I went to the movies. On the way home, we 14 at the McDonald's drive-through, putting the fries in the space between us to 15 . "Let's ride around awhile," I said. It was a clear night, hot, full moon hanging low over the desert. Taking a curve (弯) too 16 , I ran over some dirt and fishtailed. I then moved quickly through a neighbor's landscape wall and drove into a full-grown palm tree. The front wheel came to rest halfway 17 the tree trunk.

There were French fries on the floor, the dash (仪表盘) and my lap. An impossible amount of 18 was on Hannah's face, pieces of skin hanging around her eyes. We were taken in separate ambulances. In the emergency room, my parents spoke quietly: "Best plastic surgeon (整容医生) in the city…but it is more likely the 19 of her modeling career…"

We'd been wearing lap belts, _20_ the car didn't have shoulder belts. I'd broken my cheekbone on the steering wheel; Hannah's _21_ had split wide open on the dash. What would I say to her?

When her mother, Sharon, came into my hospital room, I started to cry, preparing myself for her _22_. She sat beside me and took my hand. "I drove into the back of the car of my best friend when I was your age," she said. "I completely _23_ her car and mine."

"I'm so sorry," I said.

"You're both _24_," she said. "Everything else doesn't matter." I started to explain, and Sharon stopped me. "I _25_ you. Hannah will too."

Sharon's forgiveness allowed Hannah and me to get back in the car together that summer, to stay _26_ throughout high school and college, to be in each other's weddings. I think of her _gift of forgiveness every time I tend to feel angry about someone for a perceived（可感知到的）_27_, and whenever I see Hannah. The scars (伤疤) are now _28_ and no one else would notice, but in the sunlight I can still _29_ the faint, shiny skin just below her hairline—for _30_, a sign of forgiveness.

11. A. drive	B. run	C. wander	D. march
12. A. stronger	B. healthier	C. taller	D. smaller
13. A. competed	B. chatted	C. signed	D. bargained
14. A. stopped	B. ate	C. aimed	D. stood
15. A. catch	B. share	C. hold	D. spare
16. A. fast	B. seriously	C. softly	D. slow
17. A. across	B. up	C. below	D. along

18. A. blood	B. petrol	C. water	D. sweat
19. A. path	B. base	C. point	D. end
20. A. and	B. but	C. or	D. so
21. A. shoulders	B. arms	C. chest	D. forehead
22. A. anger	B. regret	C. sorrow	D. concern
23. A. attacked	B. dragged	C. damaged	D. removed
24. A. alike	B. relieved	C. injured	D. alive
25. A. help	B. love	C. understand	D. forgive
26. A. sisters	B. friends	C. classmates	D. colleagues
27. A. need	B. effort	C. wrong	D. threat
28. A. left	B. marked	C. shown	D. faded
29. A. touch	B. see	C. feel	D. learn
30. A. them	B. you	C. me	D. her

第二部分：阅读理解（共两节，40 分）

第一节（共 15 小题；每小题 2 分，共 30 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，并在答题卡上将该项涂黑。

A

If you've always wanted to start your own herb or vegetable garden but don't have the yard space or the "green thumb" to pull it off, there's now another option. The OGarden Smart is an indoor gardening system that grows up to 90 plants at one time—20 of which are safe to eat.

Strawberries, green beans, peppers, green onions, and cherry tomatoes are just a few of the fruits and vegetables the OGarden can grow. Up to 30 potted plants can be placed on a lower shelf, where the seeds are allowed to germinate (发芽). Once they germinate, the plants can then be moved to the turning wheel up above, which holds up to 60 plants at a time. It takes about 30 to 40 days to harvest the produce, depending on the type of plant grown.

The system is self-watering and uses automatic LED lights to provide the right amount of sunlight, no matter what season it is. The only work that's required is planting the seeds and refilling the water tank once a week.

The OGarden Smart is the second product introduced by company co-founders Pierre Nibart and Pierre-Etienne Bourget, of Quebec, Canada. The original OGarden appeared in 2017, and the Smart upgrade adds a few new features, including automatic watering, automatic LED lighting, and a water warning system. Some reviewers of the original OGarden commented that the system is easy to use, and that the vegetables taste better than store-bought produce.

The OGarden Smart will set you back $859 Canadian dollars (about $650 USD) if you order it on Kickstarter at a discounted rate, but the company's founders are quick to point out that it will help you save money in the long-run. The system lets you grow organic (有机的) produce at a small part of the price you'd pay at your local grocery store.

To see some of the buying options available, check out the project's Kickstarter page. Any orders that are placed will be delivered this May.

31. What is the OGarden Smart?

A. A self-watering system.

B. A water warning system.

C. An indoor gardening system.

D. An automatic lighting system.

32. What can you learn about the OGarden Smart from the passage?

A. It can be used all year round.

B. It grows up to 60 plants at a time.

C. It is designed for people who have a yard.

D. It moves the plants from the shelf automatically.

33. The OGarden Smart can help you save money in the long-run mainly because of its_____.

A. automatic upgrade

B. free after-sales service

C. low energy consumption

D. harvest of organic produce

B

As the Camp Fire continued, killing at least 85 people and displacing thousands more in Northern California, Madison waited there.

Gaylord, the Anatolian shepherd mix's owner, was not able to get to her home in Paradise, when the fire began to spread, meaning Madison was left behind. For weeks, all Gaylord could do was pray for Madison's safety, according to California-based animal rescue organization Paw Print Rescue.

Sullivan, a volunteer with the organization, had already helped locate Madison's brother Miguel in a different city. But Madison was even more difficult to find. Sullivan spotted Madison a few times in a canyon (峡谷), apparently guarding his land, and put out fresh food and water regularly in hopes that the dog would turn up, according to a Facebook post by

Sullivan. She even placed an article of clothing that smelled like Gaylord near the home "to keep Madison's hope alive until his people could return," Sullivan wrote.

When the evacuation (疏散) order was lifted last week and Gaylord went back to her home—which had been ruined by the fire—her prayers were answered: Madison was there, seemingly protecting what little remained of his family's home. "Well, I'm so happy to report that Gaylord was allowed to return to her home today and THERE MADISON WAS!!!! He had stayed to protect what was left of his home, and never gave up on his people!" Sullivan wrote in the comment on her Facebook post. "I'm so happy I'm crying as I write this! He didn't give up through the storms or the fire!" she added.

Soon afterward, Madison was reunited with Miguel for the first time since the fire broke out. An emotional Gaylord said in an interview with the network that she was overcome with joy to see Madison waiting for her. She also expressed how grateful she was to Sullivan. Gaylord said fighting through tears, "You could never ask for better animals. He is the best dog."

34. What did Madison do during the Camp Fire?

A. He rescued Sullivan.

B. He waited for Gaylord.

C. He stayed with Miguel.

D. He ran away from Paradise.

35. Why did Sullivan place an article of clothing smelling like Gaylord near the home?

A. To keep Madison warm.

B. To get Madison to turn up.

C. To help Madison remember his owner.

D. To encourage Madison not to give up.

36. Where was Madison finally found?

A. In a different city. B. In a canyon.

C. At a camp. D. At his home.

37. What quality is emphasized in this story?

A. Patience. B. Unity. C. Devotion. D. Wisdom.

C

Choosing to forget something might take more mental effort than trying to remember it, researchers at The University of Texas at Austin discovered through neuroimaging (神经成像).

These findings, published in the *Journal of Neuroscience*, suggest that in order to forget an unwanted experience, more attention should be focused on it. This surprising result continues previous research on intentional forgetting, which focused on reducing attention to the unwanted information through redirecting attention away from unwanted experiences or holding back the memory's retrievals (恢复).

"We may want to get rid of memories that cause nonadaptive responses, such as upsetting memories, so that we can respond to new experiences in more adaptive ways," said Jarrod Lewis-Peacock, the study's senior author and an assistant professor of psychology at UT Austin. "Decades of research has shown that we have the ability to voluntarily forget something, but how our brains do that is still being questioned. Once we can figure out how memories are weakened and design ways to control this, we can design treatment to help people rid themselves of unwanted memories."

Using neuroimaging to track patterns of brain activity, the researchers showed a group of healthy adults images of scenes and faces, instructing them to either remember or forget each image. Their findings not only confirmed that humans have the ability to control what they forget, but that successful intentional forgetting required "moderate (适中的) levels" of brain activity in these sensory and perceptual areas (感官区域)—more activity than what was required to remember.

"A moderate level of brain activity is critical to this forgetting mechanism. Too strong, and it will strengthen the memory; too weak, and you won't change it," said Tracy Wang, lead author of the study and a psychology postdoctoral fellow at UT Austin. "Importantly, it's the intention to forget that increases the activation of the memory, and when this activation hits the 'moderate level' sweet spot, that's when it leads to later forgetting of that experience." The researchers also found that participants were more likely to forget scenes than faces, which can carry much more emotional information, the researchers said.

"We're learning how these mechanisms in our brain respond to different types of information, and it will take a lot of further research and replication (重复) of this work before we understand how to control our ability to forget," said Lewis-Peacock, who has begun a new study using neurofeedback to track how much attention is given to certain types of memories.

"This will make way for future studies on how we process, and hopefully get rid of, those really strong, sticky emotional memories, which can have a powerful effect on our health and well-being," Lewis-Peacock said.

38. Previous studies on intentional forgetting researched _____.

A. the pattern of brain activity

B. the process of recovering a memory

C. the way to reduce attention to unwanted information

D. the amount of attention required by intentional forgetting

39. According to Tracy Wang, forgetting is possible when _____.

A. people respond to new experiences in an adaptive way

B. the activation of the memory reaches a certain level

C. people have the strongest intention to forget

D. the information involves more emotion

40. Lewis continues his study to find out _____.

A. how to control people's ability to forget

B. where to apply the findings of his team's latest study

C. what effects upsetting memories have on people's health

D. if different types of information requires different levels of attention

41. What is the best title of the article?

A. Where does forgetting take place?

B. How does attention affect memory?

C. Forgetting uses more brain power than remembering

D. Forgetting is far more difficult than we once imagined

D

The new social robots, including Jibo, Cozmo, Kuri and Meccano M.A.X., bear some resemblance to assistants like Apple's Siri, but these robots come with something more. They are designed to win us over not with their smarts but with their personality. They are sold as companions that do more than talk to us. Time magazine hailed (称赞) the robots that "could fundamentally reshape how we interact with machines." But is reshaping how we interact with machines a good thing, especially for children?

Some researchers in favor of the robots don't see a problem with this. People have relationships with many kinds of things. Some say robots are just another thing with which we can have relationships. To support their argument, roboticists sometimes point to how children deal with toy dolls. Children animate (赋予…生命) dolls and turn them into imaginary friends. Jibo, in a sense, will be one more imaginary friend, and arguably a more intelligent and fun one.

Getting attached to dolls and sociable machines is different, though. Today's robots tell children that they have emotions, friendships, even dreams to share. In reality, the whole goal of the robots is emotional trickery. For instance, Cozmo the robot needs to be fed, repaired and played with. Boris Sofman, the chief executive of Anki, the company behind Cozmo, says that the idea is to create "a deeper and deeper emotional connection ... And if you neglect him, you feel the pain of that." What is the point of this, exactly? What does it mean to feel the pain of neglecting something that feels no pain at being neglected, or to feel anger at being neglected by something that doesn't even know it is neglecting you?

This should not be our only concern. It is troubling that these robots try to empathize with children. Empathy allows us to put ourselves in the place of others, to know what they are feeling. Robots, however, have no emotions to share, and they cannot put themselves in our place. No matter what robotic creatures "say" or squeak, they don't understand our emotional lives. They present themselves as empathy machines, but they are missing the <u>essential equipment</u>. They have not been

born, they don't know pain, or death, or fear. Robot thinking may be thinking, but robot feeling is never feeling, and robot love is never love.

What is also troubling is that children take robots' behavior to indicate feelings. When the robots interact with them, children take this as evidence that the robots like them, and when robots don't work when needed, children also take it personally. Their relationships with the robots affect their self-esteem (自尊). In one study, an 8-year-old boy concluded that the robot stopped talking to him because the robot liked his brothers better.

For so long, we dreamed of artificial intelligence offering us not only simple help but conversation and care. Now that our dream is becoming real, it is time to deal with the emotional downside of living with robots that "feel."

42. How are the new social robots different from Siri?

A. They are intended to teach children how to talk.

B. They are designed to attract people with their smarts.

C. Their main function is to evaluate children's personality.

D. They have a new way to communicate with human beings.

43. In Paragraph 3 Cozmo is used as an example to show that the social robots _____.

A. are deeply connected with human beings

B. are unable to build a real relationship with children

C. are so advanced that they can feel the pain of human beings

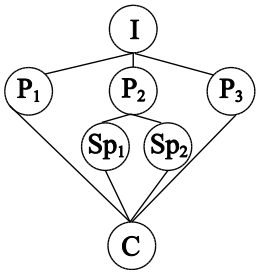
D. are not good enough to carry out the instructions of children

44. The underlined phrase "essential equipment" in Paragraph 4 refers to _____.

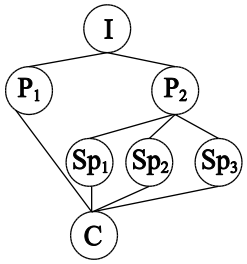
A. emotion　　B. pain　　C. fear　　D. thinking

45. Which of the following shows the development of ideas in the passage?

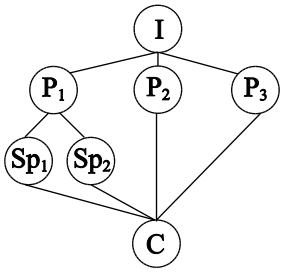
A.



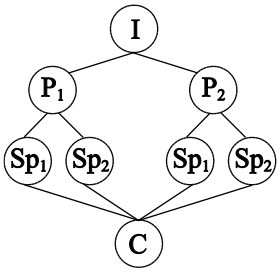
B.



C.



D.



I: Introduction　P: Point　Sp: Sub-point (次要点)　C: Conclusion

第二节（共 5 小题；每小题 2 分，共 10 分）

根据短文内容，从短文后的七个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。

Healthy See, Healthy Do

Visit the grocery store on an empty stomach, and you will probably come home with a few things you did not plan to buy. But hunger is not the only cause of additional purchases. The location of store displays (摆放) also influences our shopping choices. 46

The checkout area is a particular hotspot for junk food. Studies have found that the products most commonly found there are sugary and salty snacks. 47 A 2012 study in the Netherlands found that hospital workers were more likely to give up junk food for healthy snacks when the latter were more readily available on canteen shelves, for example. In 2014 Norwegian and Icelandic researchers also found that replacing unhealthy foods with healthy ones in the checkout area significantly increased last-minute sales of healthier foods.

48 It has been working with more than 1,000 store owners to encourage them to order and promote nutritious foods. "We know that the stores are full of cues (暗示) meant to encourage consumption," says Tamar Adjoian, a research scientist at the department, "Making healthy foods more convenient or appealing can lead to increased sales of those products."

Adjoian and her colleagues wondered if such findings would apply to their city's crowded urban checkout areas, so they selected three Bronx supermarkets for their own study. 49 Then they recorded purchases over six three-hour periods in each store for two weeks.

Of the more than 2,100 shoppers they observed, just 4 percent bought anything from the checkout area. Among those who did, however, customers in the healthy lines purchased nutritious foods more than twice as often as those in the standard lines. 5 The findings were reported in September in the *Journal of Nutrition Education and Behavior*.

The potential influence may seem small, but Adjoian believes that changing more checkout lines would open customers' eyes to nutritious, lower-calorie foods. Health department officials are now exploring ways to expand healthy options at checkout counters throughout New York City.

A. These foods give people more energy.

B. They bought unhealthy foods 40 percent less often.

C. And it may make or break some healthy eating habits.

D. The supermarkets began to offer nutritious, lower-calorie foods.

E. These findings caught the attention of New York City Department of Health.

F. They replaced candies and cookies with fruits and nuts near the checkout counter.

G. And a few studies have suggested that simply swapping in healthier options can change customer behavior.

第三部分：书面表达 (共两节，35分)

第一节（15 分）

假设你是红星中学高三学生李华。你的英国朋友 Jim 来信说他在英国学校参加了中国书法俱乐部。擅长书法的你决定写一幅书法作品寄给他，并附上一封信。信的内容包括：

1. 该作品的内容；
2. 送该作品的原因；
3. 表示愿意提供帮助。

注意： 1. 词数不少于 50；

2. 开头和结尾已给出，不计入总词数。

提示词：书法 calligraphy

Dear Jim,

Yours,

Li Hua

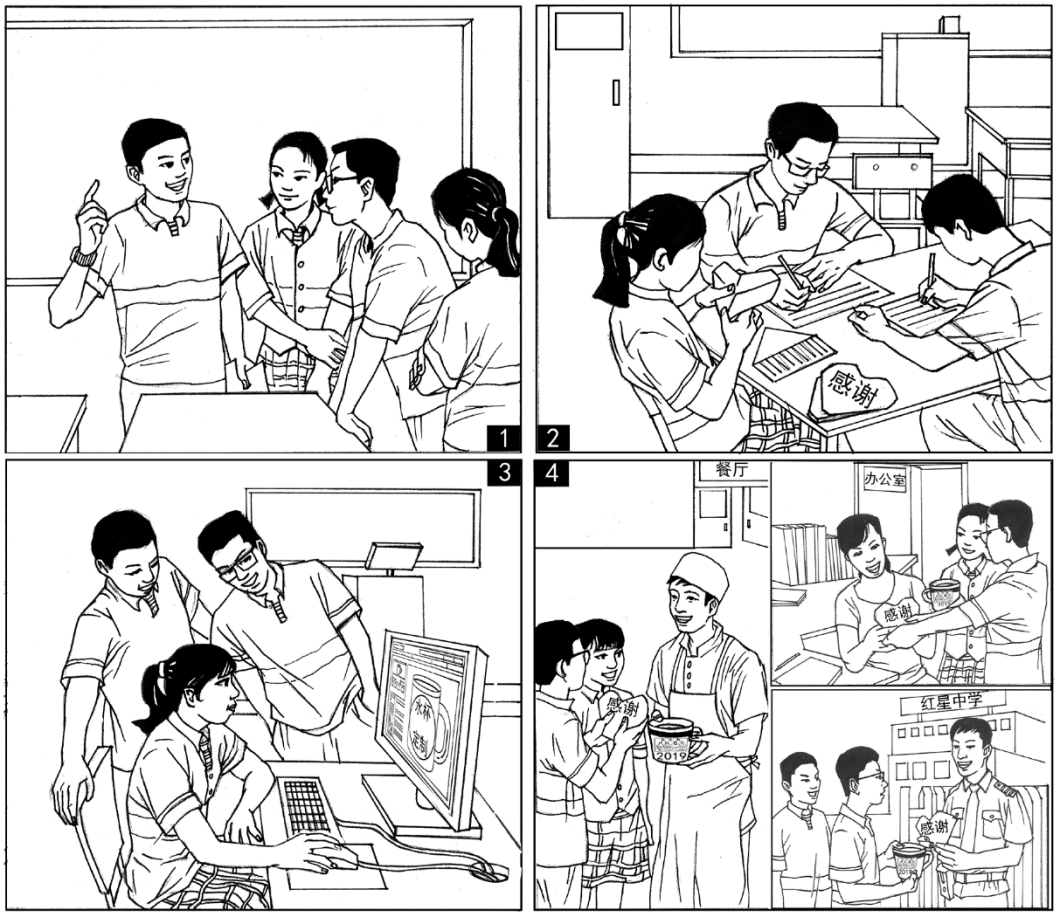
（请务必将作文写在答题卡指定区域内）

第二节（20 分）

假设你是红星中学高三学生李华。毕业之际，你们班开展了感谢学校教职员工的活动。请根据下面四幅图的先后顺序，写一篇英文周记，记述活动的全过程。

注意：词数不少于 60。

提示词：教职员工 teachers and staff



（请务必将作文写在答题卡指定区域内）

参考答案

第一部分：知识运用（共两节，45 分）

第一节 语法填空（共 10 小题；每小题 1.5 分，共 15 分）

1．that/which 2．Standing 3．threw 4．clearly 5．will go/are going

6．a 7．by 8．were seen 9．decorated 10．their

第二节 完形填空（共 20 小题；每小题 1.5 分，共 30 分）

11．A	12．C	13．C	14．A	15．B
16．A	17．B	18．A	19．D	20．B
21．D	22．A	23．C	24．D	25．D
26．B	27．C	28．D	29．B	30．C

第二部分：阅读理解（共两节，40 分）

第一节（共 15 小题；每小题 2 分，共 30 分）

31．C	32．A	33．D	34．B	35．D
36．D	37．C	38．C	39．B	40．A
41．C	42．D	43．B	44．A	45．B

第二节（共 5 小题；每小题 2 分，共 10 分）

46．C 47．G 48．E 49．F 50．B

第三部分：书面表达（共两节，35 分）

第一节 （15 分）

一、评分原则：

1．本题总分为 15 分，按 4 个档次给分。

2．评分时，先根据文章的内容和语言质量初步确定其档次，然后以该档次的要求来衡量，

确定或调整档次，最后给分。

3．评分时应考虑：内容是否完整，条理是否清楚，交际是否得体，语言是否准确。

4．拼写、标点符号或书写影响内容表达时，应视其影响程度予以考虑。英、美拼写及词汇用法均可接受。

5．词数少于 50，从总分中减去 1 分。

二、各档次的给分范围和要求：

第一档 (13 分~15 分)	完全完成了试题规定的任务。 ·内容完整，条理清楚； ·交际得体，表达时充分考虑到了交际的需求；体现出较强的语言运用能力。 完全达到了预期的写作目的。
第二档 (9 分~12 分)	基本完成了试题规定的任务。 ·内容、条理和交际等方面基本符合要求； ·所用语法和词汇满足了任务的要求； ·语法和用词方面有一些错误，但不影响理解。 基本达到了预期的写作目的。
第三档 (4 分~8 分)	未恰当完成试题规定的任务。 ·内容不完整； ·所用词汇有限，语法或用词方面的错误影响了对所写内容的理解。 未能清楚地传达信息。
第四档 (1 分~3 分)	未完成试题规定的任务。 ·写了少量相关信息； ·语法或用词方面错误较多，严重影响了对所写内容的理解。
0 分	未能传达任何信息；所写内容与要求无关。

三、One possible version:

Dear Jim,

I am glad to know that you have joined your school's calligraphy club. The calligraphy piece I sent to you was written by myself. I really hope you will like it.

The Chinese characters on the piece are "天道酬勤" (Tian Dao Chou Qin), meaning "Hard work pays off." It is a well-known Chinese idiom, widely adopted as a motto by Chinese people. There is a similar calligraphy piece hanging in the study at my home, which was written by my grandfather. He gave it to me when I started to learn calligraphy at age six in hopes that I would practise it often and learn it well. You see now my efforts have paid off. I hope it can serve as an encouragement to you at all times. I wrote this piece in the calligraphic style of my favorite calligrapher, Yan Zhenqing, a renowned master of the Tang Dynasty. His style is Kaishu, a standard script, suitable for beginners. I guess maybe it is the style that you are practising.

I know it is not easy to learn Chinese calligraphy. If you have any problems during your study, I would be happy to help you. I sincerely hope you enjoy learning Chinese calligraphy!

Yours,

Li Hua

第二节（20 分）

一、评分原则：

1．本题总分为 20 分，按 5 个档次给分。

2．评分时，先根据文章的内容和语言质量初步确定其档次，然后以该档次的要求来衡 量，确定或调整档次，最后给分。

3．评分时应考虑：内容要点的完整性、上下文的连贯、词汇和句式的多样性及语言的准确性。

4．拼写、标点符号或书写影响内容表达时，应视其影响程度予以考虑。英、美拼写及词汇用法均可接受。

5. 词数少于 60，从总分中减去 1 分。

二、内容要点：

1. 建议/讨论　　2. 写感谢信

3. 定制礼物　　4. 赠送礼物

三、各档次的给分范围和要求：

第一档 (18 分~20 分)	完全完成了试题规定的任务。 ·覆盖了所有内容要点； ·运用了多样的句式和丰富的词汇； ·语法或用词方面有个别错误，但为尽可能表达丰富的内容所致；体现了较强的语言运用能力； ·有效地使用了语句间的连接成分，所写内容连贯、结构紧凑。 完全达到了预期的写作目的。
第二档 (15 分~17 分)	完全完成了试题规定的任务。 ·覆盖了所有内容要点； ·运用的句式和词汇能满足任务要求； ·语法和用词基本准确，少许错误主要为尽可能表达丰富的内容所致； ·使用了简单的语句间连接成分，所写内容连贯。 达到了预期的写作目的。
第三档 (12 分~14 分)	基本完成了试题规定的任务。 ·覆盖了内容要点； ·运用的句式和词汇基本满足任务要求； ·语法和用词方面有一些错误，但不影响理解。 基本达到了预期的写作目的。
第四档 (6 分~11 分)	未恰当完成试题规定的任务。 ·漏掉或未描述清楚主要内容； ·所用句式和词汇有限； ·语法或用词方面的错误影响了对所写内容的理解。 未能清楚地传达信息。

第五档 (1 分~5 分)	未完成试题规定的任务。 ·明显遗漏内容要点； ·句式单调、词汇贫乏； ·语法或用词方面错误较多，严重影响了对所写内容的理解。
0 分	未能传达任何信息；所写内容与要求无关。

四、One possible version:

Before graduation, in order to express our sincere gratitude to our beloved teachers and the hard-working staff, we prepared special gifts and “thank you” notes.

Last Monday after class, our monitor came up with an idea to extend our appreciation to the school faculty. After much thought, we decided to present them with cups featuring our class picture as well as write them “thank you” notes.

Soon afterwards, we began our project. In the following two days, some of us wrote the notes conveying our heartfelt appreciation while others carefully folded the finished notes into the shape of a heart. We also logged onto a self-customization cup website in the school’s computer room, chose our best class photos to customize the cups and made the purchases.

Last Friday, we received the delivery. With excitement, we got into small groups and presented our special gifts to all the dedicated teachers and staff. Holding the gifts, they all expressed their thanks and best wishes to us. Every day for the past three years, we have enjoyed interesting lessons, delicious meals, and a clean and safe campus. It is their hard work and devotion that has helped us become responsible people.

Graduation will come and go, but the love for our school will last a lifetime.