2026北京通州高三一模

英　　语

学校:_____姓名：_____班级：_____考号：_____

一、完形填空

Leo was the boy who knew every answer but never raised his hand. In Mr. Evans' history class, he was a silent 1 among the lively debates.

The turning point arrived with the annual "Historical Debate Tournament." Each student was required to 2 a famous person in history and defend their legacy (遗产). For weeks, he researched in the library after school, prepared arguments, counterarguments, and even practiced 3 before his bedroom mirror. Yet, as the tournament day approached, the familiar anxiety 4 — the fear of standing before the entire class, of his voice getting weaker, and of the possible stumble (磕绊).

At the beginning of the debate, Leo's palms (手掌) were already 5. When his turn came, he walked to the front of the classroom, the eyes of his classmates fixed upon him. Then, he began. The words, so 6 drilled, flowed not as a memorized script, but as a narrative. When 7 by a classmate, Leo responded with a calm disproof, citing primary sources he had studied.

There was no dramatic applause. Instead, there was a respectful quietness as he finished. Mr. Evans nodded 8. "Leo," he remarked, "you demonstrated today that depth of understanding often speaks louder than volume of speech."

He placed second in the debate. Classmates began asking for his notes on difficult topics. Group project partners 9 his analysis. He started contributing sentences to discussions, then paragraphs.

Leo learned that his confidence grew not from becoming the loudest, but from the quiet 10 that his knowledge had value.

1．A．observer	B．judge	C．host	D．organizer
2．A．follow	B．represent	C．draw	D．record
3．A．attitudes	B．apologies	C．interviews	D．expressions
4．A．stood out	B．came off	C．flooded back	D．pulled out
5．A．damp	B．empty	C．smooth	D．hurt
6．A．hurriedly	B．casually	C．carefully	D．blindly
7．A．reminded	B．encouraged	C．interrupted	D．challenged
8．A．thoughtfully	B．awkwardly	C．anxiously	D．bravely
9．A．rejected	B．conducted	C．sought	D．missed

10．A．attention　　B．assurance　　C．expectation　　D．reputation

二、语法填空

阅读下面短文，根据短文内容填空。在未给提示词的空白处仅填写 1 个恰当的单词，在给出提示词的空白处用括号内所给词的正确形式填空。请在答题卡指定区域作答。

Unlike fast food, slow food values nutrition and the time spent growing the crops and preparing meals. Sitting down to enjoy such a meal allows us to honor those ___11___ grew the food and the effort behind it. If we follow this idea, cooking becomes a mindful act rather than a task for us ___12___ (finish) quickly. In this way, slow food reminds us ___13___ taking time to cook and eat well is also a way to respect others and care for ourselves.

阅读下面短文，根据短文内容填空。在未给提示词的空白处仅填写 1 个恰当的单词，在给出提示词的空白处用括号内所给词的正确形式填空。请在答题卡指定区域作答。

Anxiety is actually our brain's way of protecting us. Thousands of years ago, anxious feelings ___14___ (warn) our ancestors of real dangers in nature. Today, however, the same feelings seem to be caused by work, social pressures or financial concerns. These situations rarely threaten our ___15___ (survive), but they still bring about the same stress responses. Anxiety can show us where we need to grow, ___16___ (help) us live with more courage and purpose.

阅读下面短文，根据短文内容填空。在未给提示词的空白处仅填写 1 个恰当的单词，在给出提示词的空白处用括号内所给词的正确形式填空。请在答题卡指定区域作答。

When I was sixteen, I was in the gallery appreciating a painting that my teacher ___17___ (show) us in class before. Seeing the real work, I felt ___18___ (connect) to its maker though we didn't know each other. In the class, I had only noticed composition or symbols, but in the gallery, I ___19___ (astonish) by the jewel-like surface and incredible details of real work. Seeing art firsthand can be a moving and ___20___ (meaning) experience.

三、阅读理解

Ready to take your learning beyond the classroom? Our summer programs invite ambitious students to tackle real-world challenges using the latest technology. Funded by well-known foundations and led by professors, these varied programs offer more than just knowledge — they offer the chance to become a problem-solver. Here is how you can get involved.

ARISE (Applied Research Innovations in Science and Engineering)

ARISE is a free 10-week summer program funded by the generous support of the alumni (校友). The program combines foundational training with hands-on research experience. The first 4 weeks focus on safety training, college writing workshops, and research skills development. During the remaining 6 weeks, students do experiments in over 80 university research labs, assisting professors with real-world projects.

CACTUS (Code Arduino CAD Tech User System)

The CACTUS program provides middle school students with a unique opportunity to explore STEM through hands-on projects and applied learning. Designed to help students overcome conceptual and theoretical hurdles (障碍), CACTUS combines creativity, collaboration, and cutting-edge technology. Students build robots, work with CAD software, program Arduino projects, and develop solutions to real-world problems, ending with a final project exhibition.

CE4G (Computer Engineering for Good)

The CE4G program redefines "solution" by focusing on the ways computers and engineering can be applied to bridge the social divides. Students will go through the process of analyzing real-world problems specifically using developing world technologies. And then they use programming and engineering skills to apply a practical innovative "solution" that can ensure sustainability.

IDEA

IDEA is a program focused on commercial theories applied to AI design and innovation. The course will provide students with foundational concepts in AI. Through case studies and research projects, they can explore the ways in which AI can be applied to improve products within public service industries.

21．What can students do in the CACTUS program?

A．Explore basic concepts.　　B．Receive safety training.

C．Conduct practical projects.　　D．Analyse different cases.

22．What is the aim of CE4G program?

A．To promote advanced technologies.

B．To narrow social gaps with technologies.

C．To equip students with necessary computer skills.

D．To evaluate the sustainability of innovative solutions.

23．Students interested in applying business concepts can choose _____.

A．ARISE　　B．CACTUS　　C．CE4G　　D．IDEA

I have always felt a deep pull to travel solo, to let my adventurous spirit lead the way without answering to anyone else. That longing persisted for several years, but family, work, responsibilities — they quieted the voice until it became barely a whisper.

Then, I turned 60, and the voice grew louder; but I worried that it was too late to explore far-off horizons, and that I had missed my chance. Around the same time, I started working with Jack, a 30-year-old counselling client, who wanted to quit his job and see the world. Talking with him felt like speaking to a mirror. It forced me to confront

my fear of looking silly, being judged, and temporarily leaving the safety of my comfortable life.

It wasn't until Jack eventually announced that he was ready to build a life that was a better fit for him, that I really felt inspired to take the leap, and plan a once-in-a-lifetime six-week solo trip along Australia's western coast.

The real test came when my finger hovered over the button to officially book my flights and accommodation. Part of me secretly hoped the payment might fail, giving me time to reconsider. But, in the moment, I recognized that this combination of excitement and terror is something I've seen many times over with my clients, especially older ones, and it's normal.

Support from my family made the decision easier. My husband told me I would regret it if I didn't go. My adult children, who had travelled solo, praised my courage. Their support made me reflect on how I had let life delay my own dreams for too long.

Choosing adventure as you age isn't always about travelling across the world. Sometimes it's wearing a brightly coloured outfit, trying new foods, or rocking up to the dance class you have always watched from afar. Courage is less about conquering fear and more about trusting yourself among whatever uncertainty lies ahead. Not only does courage not fade with age, but it can grow richer as a result of our life experience.

As I write this from the airport, about to board the flight to Australia, I know that it may not feel natural or easy to overcome the fear of travelling solo, but better to live boldly than to let those dreams fade without giving it a go.

24．Why did the author put off her solo travel for years?

A．She was afraid of flying alone.

B．Family and duties occupied her life.

C．She couldn't find a suitable place to visit.

D．Her family strongly disagreed with her plan.

25．How did she feel when booking the trip?

A．Struggled and hesitated.　　B．Worried and lonely.

C．Terrified and regretful.　　D．Calm and confident.

26．What does the author think about solo travel?

A．Solo travel success requires luck.

B．Bravery makes solo travel possible.

C．Fear kills one's dream of solo travel.

D．Solo travel is not suitable for seniors.

27．What can we learn from the passage?

A．All roads lead to Rome.

B．East or west, home is the best.

C．One good turn deserves another.

D．Fortune always favours the courageous.

The opinion that “the humanities are useless” is not new, but it has gained renewed attention in today’s artificial intelligence-driven world. As a journalist, I’ve noticed a growing tension: technical skills are celebrated for their direct economic value, disciplines like literature, philosophy and foreign languages are often dismissed as impractical.

In this climate, the essential qualities cultivated by the humanities — critical thinking, self-reflection, cultural empathy, aesthetic (审美的) taste — are pushed to the edges. And with the rise of large language models capable of writing essays and composing poetry, a pressing question emerges: Will AI replace the study of the humanities altogether?

In a recent lecture, a professor of the humanities noted that AI still cannot adequately cover the unique domain of “critical thinking” that belongs to the humanities. While AI efficiently processes data, it lacks true reflection. True critical thinking cannot be coded or replaced; it must be continuously cultivated through the intensive training of the humanities.

A renowned mathematician spoke passionately about the interdependence of knowledge, citing Newton, Einstein and the Renaissance as evidence. Even at institutes like MIT and Caltech, which began with a focus on engineering, strong humanities programs eventually emerged — because innovation is highly boosted where the human mind is inspired by philosophy, literature, and art.

As a liberal arts major myself, I think the humanities teach us to sit with ambiguity (歧义), to listen to stories different from our own, and to recognize that not every important question has a single right answer. In an era of algorithms (算法) and automation, what we risk losing is not just creativity but conscience. AI can process data, but it cannot assume responsibility. The humanities instill the habit of asking not only “Can we do this?” but “Should we?” — a question that grows more urgent as technology permeates every layer of life.

I believe the real usefulness of the humanities lies in their ability to connect — not just past to present, but person to person. In a fragmented digital world, the study of culture, history and philosophy helps rebuild shared understanding.

So, no, the humanities are not useless. If anything, they are becoming more vital. The real challenge lies not in proving their worth, but in ensuring they remain a living, questioning and courageous force in education and society — especially now, when we need them most.

28．From the first two paragraphs, we know that _____.

A．technical skills are widely recognized

B．AI has replaced humanities studies already

C．the humanities bring obvious economic gains

D．people fully ignore the value of the humanities

29．What does the word “permeates” underlined in Paragraph 5 probably mean?

A．Ignores and neglects.　　B．Reflects and enhances.

C．Enters and spreads through.　　D．Avoids and stays away from.

30．What is the main idea of the passage?

A．AI is a threat to the study of the humanities.

B．Science promotes the development of society.

C．Critical thinking is the value of the humanities.

D．The humanities are irreplaceable in the digital era.

A colt (小雄马) named Journalism competed in the recent Preakness Stakes. He broke out well enough, but was trapped on the rail (栏杆) near the far turn as the race began to burn. The fastest ones surged (猛冲) forward and people moved their eyes from him. But he waited, holding back, hunting for space with patience.

Then something shifted. There was no sudden change of speed, only a patient unfolding. Near the quarter pole, Journalism took a hard bump, hitting another horse, and then somehow slipped through the chaos. Finding daylight at last, he made up five lengths in seconds, surged down the track, and caught the leader to win by a half-length.

It was a reminder that patience isn’t weakness and that some victories are earned not by charging to the front but by knowing exactly when to move. In an era wound tight with urgency, Journalism suggests a different way to succeed: Be quieter, more patient, no less powerful.

For too long, our society has been running at Silicon Valley tempo — move quicker, scale faster, break through, or get left behind. It’s the rhythm we’ve absorbed: endless speed-up. On social media, everyone’s just been promoted; everyone is more disciplined than you; someone’s just run a marathon — while you are still looking for a sock. The feed keeps racing. No time to rest. Always forward. Faster.

Some horses are trained to match the world that made them — break fast, seize the lead, and hang on. But Journalism settles, watches, and waits. With endurance and intelligence, he understands the rhythm of a race and how to hold his wind until it matters most.

Maybe Journalism sees something we don’t. While we pursue trends, he runs with nature. While we rush, he reads the track. He reminds us there’s still strength in patience and power in knowing not just how to move, but when.

We scroll, we sprint (全速奔跑), we strain to keep up. We measure our days in steps, alerts, and updates,

rewarded for urgency and punished for pause. And at every stage, one wonders if it's already too late. Some people peak early; we all remember those who seemed to have it all figured out at 17 years old. But time has a way of revealing what matters. Some of us come from behind. That's the quiet truth in Journalism's race.

31．What can we learn about the "Silicon Valley tempo" ?

A．It encourages patience.　　B．It emphasizes the fast pace.

C．It ignores the outcomes.　　D．It discourages self-discipline.

32．What can be inferred about Journalism's victory?

A．Patience and timing secure its success.

B．Success is the result of overnight efforts.

C．The fastest horse will always win in the end.

D．Horses breaking out fast are likely to be the first.

33．The author tells the story of Journalism to _____.

A．give a suggestion.　　B．make an assumption.

C．justify a comparison.　　D．illustrate an argument.

34．What is the passage mainly about?

A．How our culture values urgency.

B．How a horse can be trained to win.

C．How sticking to one's own pace matters.

D．How people keep their advantages for long.

Classic literature holds timeless wisdom and fascinating stories. Yet for many students, reading classics can feel challenging or even boring at first. ___35___ Don't worry! Here are some practical ways to get started.

Pick the right book. We all have our own preferences when it comes to modern novels, so the same should apply to classic works. Think about the genres you enjoy most — romance, adventure, mystery or historical fiction — and begin with a story that matches your interests.

Consider listening to an audiobook. Hearing a story read aloud can bring it to life in a new way. ___36___ A skilled narrator can help you understand the emotions of the characters and the atmosphere of the time. This method is especially helpful if you find the language difficult at first.

Slow down your reading pace. Unlike many modern books, classic novels often require patience. Some were first published in parts, which meant readers had time to reflect between chapters. Instead of rushing to finish, take time to think about the themes and ideas. ___37___

Do some background research when necessary. One difficulty in reading classics is the gap between the

author's time and our own. ___38___ You may also keep a small list of unfamiliar words or note down characters to avoid confusion. Such preparation can make the story clearer and more rewarding.

___39___ Once you adjust your expectations and reading habits, you may discover that these works are not distant relics of the past, but living voices that still speak to us today.

A．Reading classic literature is not a race but a journey.

B．You should read aloud at least one novel every month.

C．You may want to try them but feel unsure where to begin.

D．This allows you to notice details that you might otherwise miss.

E．In fact, many classic works were originally meant to be shared aloud.

F．Looking up historical events in the story can deepen your understanding.

G．Choosing a book you are naturally curious about will make the process easier.

阅读下面短文，根据题目要求用英语回答问题。请在答题卡指定区域作答。

Have you ever thought of changing people's behaviors by simple efforts? One effective approach is nudge theory. It means that small changes are used to gently guide people toward better decisions.

Sometimes it's a physical push. A parent might nudge a child to get her to say thank you for a gift. Sometimes a nudge is a mental push. A manager might nudge employees to work faster by reminding them that a deadline is coming up. In design terms, nudges usually have two characteristics. First, they make one choice or action seem more attractive or beneficial than other options. And second, design nudges imply the best option instead of being explicit about it.

An experiment in Lisbon, Portugal, provides a good example of a design nudge. The experiment was designed to make crossing the street safer. Instead of waiting for the walk signal, walkers were crossing whenever there was a break in traffic, which could be very dangerous. As part of the experiment, the usual walk signal was replaced with a dancing figure — something amusing to watch, which encouraged them to wait before crossing. As a result, the proportion of people who crossed at an unsafe time dropped significantly.

There are other examples of nudges designed to promote beneficial choices. Students can be nudged to replace a cycle of negative behavior — such as choosing unhealthy food at lunch — with positive behaviors. Studies show that the majority of people take the first three foods they see more often than other foods. Schools can use this information to nudge students to eat better by putting healthier food choices at the front of the line.

People don't notice when an effective design nudge pushes them toward a certain action or decision. Businesses may create helpful nudges that benefit both consumers and themselves. For example, an app that provides online services might set a reasonable free-use plan as the default option and hide automatic paid subscriptions in an

advanced setting. This protects users from unwanted charges and helps the company gain long-term customer trust.

Design nudges are all around us because they are an effective way for designers to promote certain behaviors of people who use the design.

40．What is nudge theory?

_____

41．What change was made in an experiment to ensure safer crossing?

_____

42．Please decide which part is false in the following statement, then underline it and explain why.

Schools can put healthier dishes at the end of the lunch line to change students' negative behaviors.

_____

43．How can you use the nudge theory in your daily life? (In about 40 words)

_____

四、书信写作

44．假设你是红星中学高三学生李华。你的外国好友 Jim 获悉你校正在开展"健康校园"倡议征集活动，为此发来邮件想了解你的倡议内容。请你用英文给他回复，内容包括：

1.介绍你的倡议；

2.给出理由。

提示词：倡议 proposal

注意：1.词数 100 左右；

2.开头和结尾已经给出，不计入总词数。

Dear Jim,

_____

_____

_____

_____

_____

Yours,

Li Hua

参考答案

题号	1	2	3	4	5	6	7	8	9	10
答案	A	B	D	C	A	C	D	A	C	B
题号	21	22	23	24	25	26	27	28	29	30
答案	C	B	D	B	A	B	D	A	C	D
题号	31	32	33	34	35	36	37	38	39	40
答案	B	A	D	C	C	E	D	F	A	I
题号	41	42	43							
答案	A		I							

1．A　2．B　3．D　4．C　5．A　6．C　7．D　8．A　9．C　10．B

【导语】本文主要介绍了利奥原本在历史课上沉默寡言，在年度历史辩论赛中，他虽紧张仍出色表现，赢得尊重，也明白了自信源于知识。

【详解】1．考查名词。句意：在埃文斯先生的历史课上，他是热闹辩论中沉默的旁观者。A. observer 观察者，旁观者；B. judge 法官；C. host 主人；D. organizer 组织者。根据上文“Leo was the boy who knew every answer but never raised his hand.”以及“among the lively debates”可知，利奥从不举手，所以在热闹的辩论中是沉默的旁观者。

2．考查动词。句意：每个学生都被要求代表历史上的一个名人并捍卫他们的遗产。A. follow 跟随；B. represent 代表；C. draw 绘制；D. record 记录。根据下文“a famous person in history and defend their legacy (遗产).”可知，此处表示代表历史上的一个名人并捍卫他们的遗产。

3．考查名词。句意：几个星期以来，他放学后在图书馆做研究，准备论点、反论点，甚至在卧室的镜子前练习表情。A. attitudes 态度；B. apologies 道歉；C. interviews 采访；D. expressions 表情。根据下文“before his bedroom mirror”语境可知，辩论赛前，利奥除了知识准备外，还在镜子前练习表情。

4．考查动词短语。句意：然而，随着比赛日的临近，熟悉的焦虑又涌上心头——害怕站在全班同学面前，害怕自己的声音越来越弱，害怕可能出现的磕绊。A. stood out 突出；B. came off 脱落；C. flooded back 涌回；D. pulled out 拔出。根据下文“the fear of standing before the entire class, of his voice getting weaker, and of the possible stumble (磕绊).”可知，此处表示熟悉的焦虑又涌上心头。

5．考查形容词。句意：辩论开始时，利奥的手掌已经湿了。A. damp 潮湿的；B. empty 空的；C. smooth 光滑的；D. hurt 受伤的。根据上文“the familiar anxiety ____ — the fear of standing before the entire class, of his voice getting weaker, and of the possible stumble (磕绊).”可知，利奥感到焦虑，所以手掌出汗，是湿的。

6．考查副词。句意：这些经过反复练习的话语，不是像背诵的剧本一样流出，而是像叙述一样。A. hurriedly 匆忙地；B. casually 随意地；C. carefully 仔细地；D. blindly 盲目地。根据下文“flowed not as a memorized script, but as a narrative”可知，此处表示这些话语是经过反复练习的。

7．考查动词。句意：当被同学挑战时，利奥冷静地反驳，引用他研究过的主要资料。A. reminded 提醒；B. encouraged 鼓励；C. interrupted 打断；D. challenged 挑战。根据下文“Leo responded with a calm disproof”可知，利奥被同学挑战，然后冷静地反驳。

8．考查副词。句意：埃文斯先生若有所思地点点头。A. thoughtfully 沉思地，若有所思地；B. awkwardly 笨拙地；C. anxiously 焦虑地；D. bravely 勇敢地。根据下文““Leo,” he remarked, “you demonstrated today that depth of understanding often speaks louder than volume of speech.””可知，埃文斯先生对利奥的话有所思考，所以是若有所思地点点头。

9．考查动词。句意：小组项目的合作伙伴寻求他的分析。A. rejected 拒绝；B. conducted 实施；C. sought 寻求；D. missed 错过。根据上文“Classmates began asking for his notes on difficult topics.”以及下文“He started contributing sentences to discussions, then paragraphs.”可知，同学们开始寻求利奥的帮助，小组项目的合作伙伴寻求他的分析。

10．考查名词。句意：利奥明白，他的自信不是来自于变得最大声，而是来自于他知道自己所掌握的知识有价值的一种安静的确信。A. attention 注意力；B. assurance 确信；C. expectation 期望；D. reputation 名声。根据下文“that his knowledge had value”可知，此处表示利奥知道自己所掌握的知识有价值，这是一种确信。

11．who　　12．to finish　　13．that

【导语】本文主要介绍了慢食理念，强调其注重营养、感恩付出，提醒人们尊重他人与关爱自我。

【详解】11．考查定语从句。句意：坐下来享用这样一顿饭，让我们能够向种植这些食物的人及其背后的付出致敬。空处引导定语从句，修饰先行词 those，指人，关系词在定语从句中作主语，所以空处应用关系代词 who 引导定语从句。

12．考查非谓语动词。句意：如果我们遵循这个理念，烹饪就会成为一种有意识的行为，而不是我们迅速完成的一项任务。主句中已有 becomes，所以空处应用非谓语动词，a task for sb. to do sth.表示“对某人而言做某事的任务”，所以空处应用动词不定式形式作后置定语。

13．考查宾语从句。句意：通过这种方式，慢食提醒我们，花时间做饭和吃好也是尊重他人和关心自己的一种方式。空处引导宾语从句，从句中不缺成分，且句意完整，所以空处应用连接词 that 引导宾语从句。

14．warned　　15．survival　　16．helping

【导语】本文主要介绍了焦虑本是大脑保护我们的方式，如今其诱因改变，且能助力我们成长 。

【详解】14．考查动词时态。句意：数千年前，焦虑的情绪会警告我们的祖先自然界中存在的真正危险。空处作句子的谓语，根据时间状语 Thousands of years ago 可知，句子描述的是过去发生的事情，应用一般过去时，所以空处应用动词的过去式。

15．考查名词。句意：然而，如今同样的情绪似乎是由工作、社会压力或经济问题引起的。空处用于 our

之后，应用名词形式 survival，表示“生存”，作动词 threaten 的宾语。

16．考查非谓语动词。句意：焦虑可以给我们看哪里需要成长，帮助我们更有勇气和目标地生活。句中已有谓语 show，空处应用非谓语动词形式，结合语意可知，此处表示自然而然的结果，应用现在分词形式 helping 作状语，表主动。

17．had shown　　18．connected　　19．was astonished　　20．meaningful

【导语】本文主要介绍了作者十六岁时在画廊欣赏曾于课堂见过的画作，亲身体验艺术的震撼与意义。

【详解】17．考查动词时态。句意：当我十六岁的时候，我正在画廊里欣赏一幅我的老师之前在课堂上给我们展示过的画。根据句中的 was 以及 before 可知，此处表示在过去某一时间之前已经完成的动作，即“老师展示画”这一动作发生在“我十六岁在画廊欣赏画”之前，所以要用过去完成时。

18．考查非谓语动词。句意：看到这件真正的作品，我感到与它的创作者有联系，尽管我们彼此不认识。feel connected to 是固定短语，意为“感觉与……有联系”，其中 connected 是形容词，表示“有联系的”。

19．考查动词时态和语态。句意：在课堂上，我只注意到了构图或符号，但在画廊里，我被这件真正的作品的宝石般的表面和令人难以置信的细节所震惊。根据句中的 had only noticed 以及语境可知，此处描述的是过去发生的事情，要用一般过去时；且主语 I 与 astonish 之间是被动关系，即“我被震惊”，所以要用一般过去时的被动语态，主语是 I，be 动词用 was。

20．考查形容词。句意：亲眼看到艺术作品可以是一次令人感动且有意义的经历。空处与 moving 并列，用于名词 experience 之前，应用形容词 meaningful 作定语，表示“有意义的”。

21．C　　22．B　　23．D

【导语】主要介绍四项面向学生的暑期特色项目，分别说明各项目的学习内容、培养方向与活动形式。

21．细节理解题。根据 CACTUS (Code Arduino CAD Tech User System)部分中的“The CACTUS program provides middle school students with a unique opportunity to explore STEM through hands-on projects and applied learning.(CACTUS 项目为中学生提供独特机会，通过实操项目与应用型学习探索理工科知识。)”可知，学生可以在该项目中开展实践类项目。

22．细节理解题。根据 CE4G (Computer Engineering for Good)部分中的“The CE4G program redefines “solution” by focusing on the ways computers and engineering can be applied to bridge the social divides.(CE4G 项目聚焦利用计算机与工程技术消除社会隔阂，以此重新定义解决方案。)”可知，该项目的目标是借助科技缩小社会差距。

23．细节理解题。根据 IDEA 部分中的“IDEA is a program focused on commercial theories applied to AI design and innovation.(IDEA 这一项目专注于将商业理论应用于人工智能设计与创新领域。)”可知，想要学习运用商业理念的学生可以选择 IDEA 项目。

24．B　　25．A　　26．B　　27．D

【导语】文章讲述了作者一直以来都想要独自旅行，但因家庭、工作和责任而搁置了自己的梦想，终于作者在 60 岁的时候，受到客户启发勇敢踏上旅程。

24．细节理解题。根据第一段中“That longing persisted for several years, but family, work, responsibilities — they quieted the voice until it became barely a whisper.(这种渴望持续了好多年，但家庭、工作、责任——它们让渴望的声音安静下来，直到它几乎变成了耳语。)”可知，家庭和责任占据了作者的生活，使她推迟了独自旅行的计划。

25．推理判断题。根据第四段中“The real test came when my finger hovered over the button to officially book my flights and accommodation. Part of me secretly hoped the payment might fail, giving me time to reconsider.(当我的手指悬在按钮上，准备正式预订我的航班和住宿时，真正的考验来了。我内心的一部分暗自希望付款可能会失败，给我时间重新考虑。)”可知，作者准备预定航班和住宿时，她内心甚至希望支付失败，以便有时间重新考虑。由此可推测出，她在预订行程时感到挣扎与犹豫。

26．推理判断题。根据倒数第二段中“Courage is less about conquering fear and more about trusting yourself among whatever uncertainty lies ahead. Not only does courage not fade with age, but it can grow richer as a result of our life experience.(勇气不是征服恐惧，而是在前方的不确定性中相信自己。勇气不仅不会随着年龄的增长而褪色，而且会因为我们的生活经历而变得更加丰富。)”和最后一段“As I write this from the airport, about to board the flight to Australia, I know that it may not feel natural or easy to overcome the fear of travelling solo, but better to live boldly than to let those dreams fade without giving it a go.(当我在机场写这篇文章，准备登上飞往澳大利亚的航班时，我知道克服独自旅行的恐惧可能并不自然或容易，但勇敢地生活总比不尝试就让这些梦想消失要好。)”可知，最后两段提到了作者关于勇敢的感悟，作者认为勇气是在不确定中选择相信自己，克服独自旅行的恐惧并不容易，但与其让梦想消逝不如勇敢尝试。由此推断，作者认为勇敢是实现独自旅行梦想的关键。

27．推理判断题。通读全文可知，文章讲述了作者一直以来都想要独自旅行，但因家庭、工作和责任而搁置了自己的梦想，终于作者在 60 岁时克服恐惧，勇敢追求独自旅行的梦想，并在最后一段中“but better to live boldly than to let those dreams fade without giving it a go”指出要勇敢尝试，与其让梦想消逝不如大胆生活。这印证了“幸运总是眷顾勇敢者”这一道理。

28．A　　29．C　　30．D

【导语】本文反驳人文科学无用的片面观点，结合人工智能发展现状，论证人文科学在数字时代具备独特价值且不可替代。

28．细节理解题。根据第一段中的“As a journalist, I’ve noticed a growing tension: technical skills are celebrated for their direct economic value, disciplines like literature, philosophy and foreign languages are often dismissed as impractical.(作为一名记者，我注意到一种日益加剧的矛盾：人们推崇具备直接经济价值的技术类能力，而

文学、哲学、外语等学科却常被视作无用之学。)”可知，技术技能广受认可。

29．词句猜测题。根据第五段中的“The humanities instill the habit of asking not only “Can we do this?” but “Should we?” — a question that grows more urgent as technology permeates every layer of life.(人文学科使人养成一种思考习惯，不只追问“我们能否做到”，更会思考“我们是否该做”——随着科技 permeates 生活的方方面面，这个问题变得愈发紧迫。)”可知，科技不断深入并遍布日常生活各个领域，因此，画线单词“permeates”暗示“进入并遍布、渗透”符合语境。

30．主旨大意题。通读全文，尤其是最后一段中的“So, no, the humanities are not useless. If anything, they are becoming more vital. The real challenge lies not in proving their worth, but in ensuring they remain a living, questioning and courageous force in education and society — especially now, when we need them most. (所以，人文学科绝非无用。恰恰相反，它们正变得愈发重要。真正的挑战不在于证明其价值，而在于确保其在教育与社会中，始终保有鲜活的生命力、批判的思考力与无畏的力量 —— 尤其在我们最需要它们的当下。)”可知，文章驳斥人工智能会取代人文学科的看法，多角度阐述人文的核心作用，旨在说明人文科学在数字时代不可被替代。

31．B　　32．A　　33．D　　34．C

【导语】本文介绍了一匹名叫 Journalism 的小雄马凭借耐心与精准时机反超夺冠的故事，批判了当下社会一味追求快速的 “硅谷节奏”，论证了坚持自身节奏、保持耐心、把握时机比盲目求快更能带来成功的观点。

31．推理判断题。根据第四段中的“For too long, our society has been running at Silicon Valley tempo — move quicker, scale faster, break through, or get left behind.(长久以来，我们的社会一直以硅谷节奏运转——行动更快、扩张更快、强行突破，否则就会被抛下)”可知，Silicon Valley tempo 强调快节奏。

32．推理判断题。根据首段中的“But he waited, holding back, hunting for space with patience.(但它耐心等待，克制自己，耐心寻找突围空间)”和第三段中的“It was a reminder that patience isn’t weakness and that some victories are earned not by charging to the front but by knowing exactly when to move.(这提醒我们：耐心不是弱点，有些胜利不是靠冲在前头，而是靠精准把握行动时机)”可推知，耐心和对时机的把握成就了 Journalism 的胜利。

33．推理判断题。根据第三段中的“It was a reminder that patience isn’t weakness and that some victories are earned not by charging to the front but by knowing exactly when to move. In an era wound tight with urgency, Journalism suggests a different way to succeed: Be quieter, more patient, no less powerful.(这时刻提醒着人们：耐心并非软弱，有些胜利并非靠一味冲锋在前赢得，而是源于精准把握行动的时机。 在一个被紧迫感紧紧裹挟的时代，Journalism 昭示了另一种成功之道：保持沉静、多一份耐心，力量丝毫不减。)”可知，作者讲述这匹马的故事是为了阐明一个论点：耐心与把握时机比盲目求快更能带来成功。

34．主旨大意题。第三段中的“Journalism suggests a different way to succeed: Be quieter, more patient, no less powerful.(Journalism 指明了另一种成功方式：更沉静、更有耐心，同样强大)”是主旨句。本文以赛马为喻，对比浮躁求快的社会风气，旨在强调坚守自己的节奏、保持耐心至关重要。

35．C　　36．E　　37．D　　38．F　　39．A

【导语】文章主要介绍了阅读经典文学作品的实用方法，包括选对书籍、听有声书、放慢阅读速度、做背景研究等，帮助读者轻松走进经典、感受经典的魅力。

【详解】35．本题在第一段段中。由上文“Yet for many students, reading classics can feel challenging or even boring at first.(然而对许多学生来说，起初阅读经典会感觉有难度甚至枯燥)”以及下文“Don’t worry! Here are some practical ways to get started.(别担心！这里有一些开始阅读的实用方法)”可知，本空要说学生想尝试经典却不知从何入手，C 项“You may want to try them but feel unsure where to begin.(你可能想尝试它们，却不确定从哪里开始)”能承上启下，符合题意。

36．本题在第三段段中。由上文“Consider listening to an audiobook.(考虑听有声书)”以及下文“A skilled narrator can help you understand the emotions of the characters and the atmosphere of the time.(一位技艺娴熟的讲述者能够帮助你理解角色的情感以及当时的氛围)”可知，本空要说经典适合被大声朗读，E 项“In fact, many classic works were originally meant to be shared aloud.(事实上，许多经典作品最初就是为大声分享而创作的)”能承上启下，符合题意。

37．本题在第四段段末。由上文“Instead of rushing to finish, take time to think about the themes and ideas.(不要急着读完，花时间思考主题和思想)”可知，本空要说放慢阅读的好处，D 项“This allows you to notice details that you might otherwise miss.(这能让你注意到原本可能错过的细节)”能承接上文，符合题意。

38．本题在第五段段中。由上文“Do some background research when necessary.(必要时做一些背景研究)”以及下文“You may also keep a small list of unfamiliar words or note down characters to avoid confusion.(你也可以列一个简短的生词表，或者把容易混淆的人物记下来，以免弄混)”可知，本空要说背景研究的具体做法，F 项“Looking up historical events in the story can deepen your understanding.(查阅故事中的历史事件能加深你的理解)”能承上启下，符合题意。

39．本题在末段段首，是该段主旨句。由下文“Once you adjust your expectations and reading habits, you may discover that these works are not distant relics of the past, but living voices that still speak to us today.(一旦你调整了自己的期望和阅读习惯，你可能会发现，这些作品并非久远的历史遗迹，而是鲜活的声音，至今仍在与我们对话)”可知，本段论述了调整阅读心态与习惯后，便能体会到经典文学的现实意义与价值。A 项“Reading classic literature is not a race but a journey.(阅读经典不是一场赛跑，而是一段旅程)”能总起全段、升华主题，符合题意。

40．It means that small changes are used to gently guide people toward better decisions.　　41．As part of the

experiment, the usual walk signal was replaced with a dancing figure — something amusing to watch.

42．*Schools can put healthier dishes* at the end of the lunch line *to change students' negative behaviors.*

According to the passage, schools can put healthier food choices at the front of the lunch line to change students' negative behaviors.

43．I will put books on my desk and hide my phone. Such small changes can nudge me to spend more time reading and studying instead of wasting time on digital devices.

【导语】主要介绍了助推理论的含义、分类与特点，列举交通、校园、商业等领域的实例，说明了设计助推可以悄悄引导人们做出更有益的行为与选择。

【详解】40．考查细节理解。根据第一段"It means that small changes are used to gently guide people toward better decisions.(它指借助微小的改变，温和地引导人们做出更好的决定。)"可知，助推理论就是利用细小变化温和引导人们做出更佳选择。

41．考查细节理解。根据第三段"As part of the experiment, the usual walk signal was replaced with a dancing figure — something amusing to watch, which encouraged them to wait before crossing.(作为实验的一部分，普通的行人信号灯被换成了有趣的跳舞小人图案，以此鼓励行人等待后再过马路。)"可知，实验为保障安全过马路，更换了行人信号灯样式。

42．考查推理判断。根据第四段"Schools can use this information to nudge students to eat better by putting healthier food choices at the front of the line.(学校可以利用这一信息，将健康食物放在队伍的最前面，引导学生吃得更健康。)"可知，学校需要把健康食物放在队伍前方，而非队伍末尾；原句中"at the end of the lunch line"表述错误。

43．考查开放性试题。结合助推理论"小改变引导良好行为"的核心，结合学习与生活实际作答，答案可以表述为 I will put books on my desk and hide my phone. Such small changes can nudge me to spend more time reading and studying instead of wasting time on digital devices.（开放性试题，答案合理即可）。

44．One possible version:

Dear Jim,

I'm glad to hear from you! I'd like to share my proposal for our school's "Healthy Campus" campaign.

My proposal is to establish a "Mental Health Corner" in the school library. This area would provide comfortable seating, relaxing music, and books on emotional well-being. We could also invite psychology teachers to host weekly sharing sessions.

I believe this initiative is necessary for several reasons. Firstly, high school students are under tremendous academic pressure, and having a quiet space to unwind can greatly relieve anxiety. Secondly, it encourages open communication, helping students realize they are not alone. A healthy mind is just as important as a healthy body.

I’d love to hear your thoughts on this!

Yours,

Li Hua

【导语】本篇书面表达要求考生以红星中学高三学生李华的身份，给外国好友 Jim 回邮件，介绍自己为学校“健康校园”倡议征集活动提出的倡议，并说明提出该倡议的理由。

【详解】1. 词汇积累

建立：establish → set up

舒适的：comfortable → cozy

必不可少的：necessary → essential

缓解：relieve → ease

2. 句式拓展

简单句变复合句

原句：This area would provide comfortable seating, relaxing music, and books on emotional well-being.

拓展句：This area would provide comfortable seating, relaxing music, and books on emotional well-being so that students can have a good place to relax when they feel stressed.

【点睛】【高分句型 1】My proposal is to establish a “Mental Health Corner” in the school library.（运用了不定式短语作表语）

【高分句型 2】Firstly, high school students are under tremendous academic pressure, and having a quiet space to unwind can greatly relieve anxiety.（运用了动名词短语作主语）