

江苏高考学科基地密卷(五)

英语

注意事项

考生在答题前请认真阅读本注意事项及各题答题要求

1. 本试卷共 12 页, 包含第 I 卷(选择题)和第 II 卷(非选择题)两部分, 共 120 分。

考试时间 120 分钟。考试结束后, 只要将答题纸交回。

2. 答题前, 请您务必将自己的姓名、学校、考试号用书写黑色字迹的 0.5 毫米签字笔填写在答题纸上, 并用 2B 铅笔把答题纸上考试号对应数字框涂黑, 如需改动, 请用橡皮擦干净后, 再正确涂写。

3. 请认真核对监考员在答题卡上所粘贴的条形码上的姓名、考试证号与你本人的是否相符。

4. 答题时, 必须用书写黑色字迹的 0.5 毫米签字笔写在答题纸上的指定位置, 在其它位置作答一律无效。

第 I 卷(三部分, 共 85 分)

第一部分 听力(共两节, 满分 20 分)

第一节 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, 并标在试卷的相应位置。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。

1. Where will the woman go first?
A. To the post office. B. To the bank. C. To a ladies' room.
2. What does the man say about the weather in Oklahoma?
A. It is unpredictable in the spring.
B. It will be rainy this afternoon.
C. It is not very nice out right now.
3. What are the speakers mainly talking about?
A. New shops at the mall. B. Spending habits.
C. High rents.
4. Who will organize all the information collected?
A. Dave. B. Angela and Helen. C. Daniel and Evan.
5. What's the relationship between the speakers?
A. Neighbors. B. Mother and son.
C. House owner and renter.

第二节 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, 并标在试卷的相应位置。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 was the boy supposed to do?
A. Do the dishes. B. Do his homework. C. Pick up his shirt.
7. What does the boy mean at the end of the conversation?
A. He's proud of his effort.
B. He's not good at housework.
C. He will get good grades.

听第 7 段材料, 回答第 8、9 题。

8. What does the woman want the man to do?
A. Fix her car. B. Pick up her mother. C. Lend her his car.

9. Where will the speakers meet?
 A. At the man's office. B. At a coffee shop.
 C. At the train station.
- 听第8段材料,回答第10至12题。
10. Why is the man unwilling to go out at first?
 A. It's quite cold outside. B. He is not very hungry.
 C. There aren't good restaurants nearby.
11. What is the report on the news probably about?
 A. The dangers of heart disease.
 B. The effects of eating a certain food.
 C. The advantages of cooking at home.
12. When will the speakers probably go out?
 A. At about 6:00 p. m. B. At about 6:30 p. m.
 C. At about 6:40 p. m.

听第9段材料,回答第13至16题。

13. Where will the woman be after school?
 A. At the mall. B. At a café.
 C. At the campus theater.
14. What will the woman do in the fall?
 A. Try out for a role in a movie.
 B. Apply for college admission.
 C. Meet with her drama teacher.
15. Who told the woman to do more school activities?
 A. An adviser. B. A drama teacher.
 C. A professor from Harvard.
16. How does the woman feel about public speaking?
 A. Nervous. B. Calm. C. Excited.
- 听第10段材料,回答第17至20题。
17. Why has Ivanka been in the news recently?
 A. She is running her own successful business.
 B. She had some developments in her personal life.
 C. Her father is now on the political stage.
18. What did Ivanka do before working in the land development business?
 A. She worked as a model. B. She had a fashion company.
 C. She was a politician.
19. Why has Ivanka's business succeeded, according to the talk?
 A. Because of her political stage.
 B. Because of her father's name.
 C. Because of her fashion brand.
20. What was Ivanka criticized for, according to the talk?
 A. Forcing stores to carry her fashion brand.
 B. Continuing her political career.
 C. Using the White House website to sell her products.

第二部分 英语知识运用(共两节,满分35分)

第一节 单项填空(共15小题;每小题1分,满分15分)

请认真阅读下面各题,从题中所给的A、B、C、D四个选项中,最佳选项,并在答题卡上将该项涂黑。

21. Matthew's appearance at the airport at 2 o'clock, _____ had been arranged, made waiting fans scream wildly.
 A. what B. which C. as D. that

22. A loose brick in the wall serves as a very _____ hiding-place for the spare front door key.
A. convenient B. precise C. casual D. attractive
23. In the digital era, concentration is an ability _____ to avoid different kinds of traffic offence while driving.
A. required B. requiring C. to require D. having required
24. _____ you choose to leave your comfort zone, there is little chance of exploring your potential to the fullest.
A. While B. Unless C. Once D. Since
25. —You see what Miller has done. I don't understand why he must be here.
—_____ he was just trying to help, but he's spoiled our work.
A. No wonder B. No doubt C. No chance D. No guarantee
26. Huang Wenxiu, a good secretary of a poor village, _____ in big cities, but she chose to return to her home town and devoted herself to lifting villagers out of poverty.
A. worked B. must have worked
C. could work D. might have worked
27. Some people like _____ they are, scared to move on and experience something unknown.
A. what B. who C. where D. how
28. The price of pork is being kept _____ high, and we hope it can return to normal.
A. currently B. permanently C. artificially D. optionally
29. —Sorry I'm late; I was _____ at work.
—That's OK. Come in and sit down.
A. folded up B. held up C. polished up D. brought up
30. —You can come tomorrow and Mr. White will show you our new type of robot.
—Well, I am eager to find out how it _____ difficult tasks.
A. has performed B. is performing
C. will be performing D. will have performed
31. As cities become industrialized, more people move to cities and rural areas begin to _____.
A. expand B. shrink C. slide D. delete
32. —Why do you argue with Jackson?
—He _____ cellphone games. He seems to have no time to chat with us.
A. always plays B. is always playing
C. has always played D. always played
33. Your scheme should be drawn up _____ the authority so that it can be approved in time.
A. on presentation of B. in reference to
C. for submission to D. in store for
34. It is a rigid rule that not until you show your valid ticket and ID card _____ entering the stadium
A. will you allow B. have you allowed
C. that you will be allowed D. that you have been allowed

35. —This bag is delicate. Madam, how much does it cost?

— _____, but I don't work here.

A. You've got me wrong B. With pleasure

C. I'm trying to be helpful D. I'm sorry

第二节 完形填空(共20小题;每小题1分,满分20分)

请认真阅读下面短文,从短文后各题所给的A、B、C、D四个选项中,最佳选项,并在答题卡上将该项涂黑。

One day, when I was working as a psychologist in England, an adolescent boy showed up in my office. It was David. He kept walking up and down 36, his face pale, and his hands 37 slightly. His head teacher had 38 him to me. "This boy has lost his family," he wrote. "He is understandably very sad and 39 to talk to others, and I'm very worried about him. Can you help?"

I looked at David and showed him to a chair. How could I help him? There are problems 40 doesn't have the answer to, and which no words can 41. Sometimes the best thing one can do is to listen openly and 42.

The first two times we met, David didn't say a word. He sat there, 43 looking up to look at the children's drawings on the wall behind me. I 44 we play a game of chess. He nodded. After that he played chess with me every Wednesday afternoon—in complete 45 and without looking at me. It's not easy to cheat in chess, but I 46 I made sure David won once or twice.

Usually, he arrived earlier than agreed, took the chess board and pieces from the shelf and began setting them up 47. I even got a chance to sit down. It seemed as if he enjoyed my 48. But why did he never look at me?

"Perhaps he 49 needs someone to share his pain with," I thought. "Perhaps he senses that I respect his 50." Some months later, when we were playing chess, he looked up at me suddenly.

"It's your turn," he said.

After that day, David started 51. He got friends in school and joined a bicycle club. He wrote to me a few times, about his 52 with some friends, and about his plan to get into university. Now he had really started to live his own life.

Maybe I gave David 53. But I also learned that one—without any words—can 54 to another person. All it takes is a hug, a 55 to cry on, a friendly touch, and an ear that listens.

36. A. curiously B. restlessly C. carelessly D. effortlessly

37. A. aching B. bleeding C. shaking D. swinging

38. A. referred B. pushed C. recommended D. took

39. A. asks B. decides C. refuses D. hesitates

40. A. life B. time C. man D. psychology

41. A. describe B. match C. compensate D. modify

42. A. attentively B. aimlessly C. casually D. sympathetically

43. A. only B. even C. also D. still

44. A. declared B. mentioned C. persuaded D. suggested

45. A. agreement B. harmony C. silence D. loss

46. A. admit B. realize C. know D. agree

47. A. after B. before C. until D. unless
 48. A. guidance B. submission C. coldness D. company
 49. A. eventually B. sincerely C. simply D. bitterly
 50. A. family B. suffering C. interest D. ignorance
 51. A. laughing B. playing C. studying D. talking
 52. A. camping B. biking C. hiking D. jogging
 53. A. nothing B. anything C. everything D. something
 54. A. reach out B. hold on C. look up D. turn over
 55. A. head B. heart C. hand D. shoulder

第三部分 阅读理解(共 15 小题;每小题 2 分,满分 30 分)

请认真阅读下列短文,从短文后各题所给的 A、B、C、D 四个选项中,最佳选项,并在答题卡上将该项涂黑。

A

About The View from The Shard



Situated at the top of London's tallest building, The View from The Shard offers unrivalled 360 degree panoramic views, stretching over 40 miles of London's skyline for as far as the eye can see. The

equivalent of the height of 57 double decker buses, The View from The Shard is a must do for all visitors, enabling guests to experience the capital like never before. The journey begins in the extraordinary high-speed lifts that carry you to the show stopping heights of the viewing galleries on level 69 and 72, where you can see all the iconic landmarks at once.

Important Information

The View from the Shard is over 1,000 feet from ground level-any clients suffering vertigo, enter the View entirely at their own risk. Parents of young children should be aware that The View from The Shard has floor to ceiling glass windows.

Please note: In peak periods and weekends there may be longer average waiting time before the next available time slot. Time slots can be pre-booked via ringing our reservation number at the top of the page.

In order to gain entry you must present a printed copy of your voucher.

* Please ensure you print your voucher and hand it to the venue on arrival in exchange for your entry ticket.

* Entry is subject to availability. You may be required to queue.

* Opening Times do vary.

56. The View from The Shard is attractive to visitors in that _____.

- A. Shard is the most famous landmark of London
 B. Shard is shaped like the tallest decker buses
 C. visitors can have a bird's eye view of London
 D. visitors can take the fastest lift to its top floor

57. We can learn from the advertisement that _____.

- A. visitors can enjoy easy access without queuing
 B. visitors should book in advance during peak periods
 C. vouchers can be presented in digital forms upon arrival
 D. extra charges are needed in addition to the vouchers

B

The first Americans—humans who crossed onto the North American

continent and then dispersed throughout Central and South America—all share common ancestry. But as they settled different areas, the populations diverged and became distinct. A new study from North Carolina State University shows that facial differences resulting from this divergence were due to the complex interaction of environment and evolution on these populations and sheds light on how human diversification occurred after settlement of the New World.

“If we want to understand variation in modern populations in Central and South America specifically, then we need to examine variation in prehistoric American populations during the formative period after they settled the continent but prior to European contact,” says Ann Ross, professor of biological sciences at NC State and lead author of a paper describing the work.

In the first craniofacial variation study to look at the continent as a whole—a study 20 years in the making—Ross and co-author Douglas Ubelaker of the Smithsonian Institution examined skulls from across Mesoamerica and Central and South America. The skulls dated from 730—1630 A. D., and came from environments ranging from arid to alpine to coastal. Using a 3-D digitizer, the researchers recorded standard anatomical landmarks on the skulls in order to get a consensus configuration for each population group. They compared the group configurations to determine the types of variation associated with each group.

“There’s a lot of debate as to what models modern cranial variation,” Ross says. “Mutations would insert the most variation, but they’re very rare. Adaptation to environment is another possibility, but many researchers believe variation is largely due to a neutral process such as genetic drift, which occurs when populations separate and stop exchanging genes.”

Ross and Ubelaker found that highland populations from across the region were similar to each other, as were lowland populations. But comparing highland with lowland populations showed higher variation between the two groups.

“That makes sense,” Ross says. “You probably wouldn’t travel from the mountains to the beach in order to find a mate. And we know that these groups were exchanging more than just pots.”

While those results could be attributed in part to genetic drift, the researchers also found that other factors—such as adaptations to climate and altitude—also played a role in craniofacial differentiation between populations. Ross hopes that the work can serve as a baseline for future studies.

“Population divergence is a multifactorial process, a complex interplay of factors,” Ross says. “If you want to find out why these populations diverge you have to look at multiple factors, not just genetics or DNA.”

58. How does the author carry out the research?

- A. By studying genetic drift.
- B. By studying the skulls.
- C. By studying the environment.
- D. By studying European settlement.

59. What does the underlined word “work” refer to?
- A. Exchange of pots and other things.
 - B. Differentiation between populations.
 - C. Adaptation to climate and altitude.
 - D. Variation between high and low lands.
60. What would be a proper title for this passage?
- A. Multiple factors attributing to exchanging genes
 - B. Application of 3-D digitizer in researching humans
 - C. North America and South America share common ancestry
 - D. Environment helped shape population variation in first Americans

C

There was a small video snippet that had gone viral a few years ago. It showed an infant looking at a magazine and jabbing it with its finger trying to make something happen. Alas, newsprint is no touchscreen, but as a sign of the times, it is hard to come across a more apt summary of the way in which screens, and more specifically touchscreens have invaded our lives.

This came home to me in a particularly striking way on a recent trip to China, where the proliferation of screens made motion sickness an endemic problem. Now, India too is no slouch when it comes to screens, indeed, nor is the rest of the world, but in China, screens were everywhere. On buildings, in airports, outside shops, inside shops, in public squares, buses. And these were not discreet, self-effacing screens, but large, hi-res billboard size creatures on which things moved very fast. The world is served to us in a constant blur, always in a hurry to be something else, somewhere else.

We live in a world increasingly populated by screens. Apart from our TVs and computers, we now have smartphones, gaming consoles, billboards, ATMs, Self-check-in kiosks, some refrigerators and so on. The list is large. Eventually everything will have a screen.

Screens today are the new surface of our digital landscape; an ever-increasing proportion of our experiences is increasingly located on these small pieces of real estate. The mouse had already helped us to communicate our desires more directly, and the touchscreen does away with even that additional effort. With the touchscreen the entire surface comes to life, eager to do our bidding.

Screens indicate a certain level of programmability. Wish fulfilment seems to be the new code. Technology is no longer limited to fulfilling one or a narrow set of pre-determined functions. When the machine is flexible enough to do what we want rather than only deliver what it is capable of, the screen becomes even more valuable. The mobile phone is one such device which has increasingly become a quasi-universal machine hosting several kinds of capabilities that are crammed into its tiny body.

The screen is shaping us culturally in profound ways. Kevin Kelly, writer and early digital evangelist, classifies people into two types—People of the Book and People of the Screen. The former are, in his words “good hardworking people who make newspapers, magazines, the doctrines of law, the offices of regulation, and the rules of finance. They live by the book, by the authority derived from authors.” People of the Screen, on the other hand, he argues “prefer the dynamic flux of pixels...Screen culture is a world of constant flux, of endless sound bites, quick cuts, and half-baked

ideas.” This is a recognisable description of the world we live in today. Exciting and terrifying. Energising and tiring. Stimulating and numbing. Screens are much more than technologies of interaction and display, they serve as the modes of perception that are shaping the way we think, feel and experience the world.

61. The author writes about a baby pointing at a magazine to suggest that _____.

- A. the child was very cute
- B. the magazine was very attractive
- C. the baby was trying to make something happen
- D. touchscreens have become widespread in our life

62. The underlined sentence in Para. 2 means _____.

- A. we are surrounded by screens
- B. everything changes very fast
- C. people are always on the move
- D. the world is not as what we see it

63. What is the main idea of Para. 5?

- A. Screens indicate pre-programmed functions.
- B. Technology is advancing rapidly.
- C. The mobile phone has become more valuable.
- D. The touchscreen is more advanced than traditional screens.

64. The author's attitude towards the screen issue seems to be _____.

- A. worried B. thrilled C. complicated D. critical

D

To empower students to succeed and make a difference in the 21st century, educators, business leaders, and recent college graduates agree that students have to be better prepared through a liberal, well-rounded education and the ability to apply their skills and knowledge to hands-on, real-world learning experiences. College learning for the New Global Century, a recent report released by the National Leadership Council for Liberal Education and America's Promise(LEAP), covered specific areas in which institutions can help students prepare for the transition into the work force.

87 percent interviewed agree that America's colleges and universities need to raise the quality of student achievement to ensure the United States remains competitive. “There is a need to connect what businesses, corporations, and employers want and what colleges offer to meet real-world challenges,” explains Crutcher. “We have to stop channeling students into a narrow field. We need to teach them to think critically, write well, and be a team player with global awareness in order to be a viable(surviving independently) contributor to the business or nonprofit sectors.”

In a previous report, the council began to address the types of skills graduates need to have. The outcomes, besides having a main focus or line of education, they would have to think critically and write well. On the negative side, they found there was a basic disconnect about the type of education students needed to pull this off. “It was a pleasant surprise for members on the board that many of us were on the same page. It became the basis for his current report.”

The College Learning report shows how vitally important a liberal

education is, says Humphreys. "We can focus on what business leaders want and argue for a broader-vision education. To produce responsible citizens in a complex society with global emphasis, we must teach important skills that are marketable. Employers want students to talk about the experiences that brought their education to life." Business executives place the greatest emphasis on what they look for when evaluating the skills of potential new hires, and 69 percent of employers said combining broad knowledge with more indepth focus is "very important." Employers were somewhat concerned about recent college graduates not having necessary specific job or technical skills but agree that "the technical can be taught." They expressed the greatest frustration with the challenges of finding "360-degree people." Crutcher agrees. "That's what it means to be flexible. The mind has to be quick, or you'll be left behind."

So what more do employers really want from recent college graduates? "They want students who can function in groups, work in teams, write critically, have analytical reasoning, and communicate effectively," says Humphreys. "Keep in mind the most important thing—the world is changing—becoming more global and more connected because of technology, and we have to change with it. Emphasize undergraduate research. Less memorizing. Put into action what you're learning. Both business leaders and recent graduates say engaged learning is key to continued success in the work force."

Employers appear to support the recommendations. Both employers and recent graduates stress the need for colleges to integrate skills and knowledge of a major to broader areas of study and to apply both to real-world settings and situations through community service, internships, and study-abroad experiences, for example.

They strongly endorse the concept of a liberal education and producing good citizens. It also helps if students develop a sense of social responsibility through practical skills that span all areas of study, such as communications.

A strong work ethic(道德准则) and sense of loyalty promises greater dividends(回报) for the employer and possible greater success for the individual. This type of graduate is a good investment for an employer and can have a long-range impact not only on self-growth but on business development and the community at large.

65. What does the report released by LEAP focus on?
- A. College students' application of skills and knowledge.
 - B. College students' preparation for the entry into work force.
 - C. College students' desire for well-rounded education.
 - D. College students' ability to learn real-world experience.
66. According to the report, American education has been _____.
- A. preparing students to meet real challenges
 - B. raising the quality of students' achievement
 - C. teaching students to think critically
 - D. guiding students into a narrow world

67. What's the negative side the previous report had?
A. It didn't focus on line of education that students require.
B. It didn't address the specific skills graduates need to have.
C. It didn't clarify how students could gain the skills needed.
D. It didn't stress students' ability to think critically and write well.
68. The greatest challenge for employers is to _____.
A. find employees with flexibility and quick mind
B. produce responsible citizens with global emphasis
C. place the greatest emphasis on what they look for
D. combine broad knowledge with more indepth focus
69. What should college graduates do to ensure continued success?
A. Attach importance to memorizing work.
B. Bear in mind that the world is changing.
C. Keep themselves occupied in learning.
D. Try to enrich study-abroad experience.
70. What type of graduate will become a good investment for an employer?
A. Those with a sense of social responsibility.
B. Those with the concept of a liberal education.
C. Those with practical skills and work experience.
D. Those with strong work ethic and sense of loyalty.

第 II 卷(两部分,共 35 分)

第四部分 任务型阅读(共 10 小题;每小题 1 分,满分 10 分)

请认真阅读下列短文,并根据所读内容在文章后表格中的空格里填入一个最恰当的单词。

注意:请将答案写在答题卡上相应题号的横线上。每个空格只填 1 个单词。

Opportunity costs in general have to do with how much is involved by making some sort of economic decision. Opportunity costs may be somewhat high, indicating that it is necessary to give up a significant amount of resources in order to take advantage of a given opportunity. With low opportunity cost, the individual has to give up very little in the way of resources in order to take advantage of an opportunity. It is important to note that measuring low or high opportunity cost requires careful examination of the situation of the individual involved.

One of the easiest ways to understand what makes up low opportunity cost is to consider an individual who has the opportunity to work as a stock person in a supermarket. If that individual does not possess training for some sort of skilled labor and currently has no other job prospects, then choosing to claim this opportunity will not require quitting any other chances for employment that would be more profitable. This would constitute a low opportunity cost, indicating that the individual can enjoy the benefits of the new job without actually losing very much.

At the same time, if the individual who is offered the stock position in the supermarket has a degree and is actively seeking a position that is relevant to that degree, there is more to lose. This is especially true if the

work schedule at the supermarket prevents the ability to aggressively pursue positions that would pay more and be suited to the skills of the individual. Here, the opportunity cost is high, since the individual must give up potential opportunities to secure a job that would pay more and ultimately lead to a career.

Low opportunity cost can be related to just about any type of financial decision. If there is a great deal of risk in the security that is selected, that means the investor is probably taking on a high opportunity cost, since he or she could have made money consistently by investing in assets(资产) with less volatility. At the same time, an investor who goes with more conservative investments is likely to be assuming a low opportunity cost, since the effort carries less risk and is likely to produce somewhat consistent returns as long as those assets are held.

Assessing opportunity cost can impact all sorts of decisions. Deciding to attend college instead of going directly into the work force means quitting income now in anticipation of being able to make more money after graduation, especially in terms of what is anticipated as the outcome of the investment. Since so many variables(变量) may affect the decisions, it is usually necessary for the individual to determine if a given decision constitutes a low opportunity cost or a high one.

Passage outline	Supporting details
Introduction to opportunity cost	<p>◆ Opportunity costs are generally associated with the 71. _____ of cost involved by making some sort of economic decision.</p> <p>◆ Opportunity costs may be high or low, depending on the resources the individual has to 72. _____ to make use of a given opportunity.</p> <p>◆ To measure low or high opportunity costs, the individual's situation should be 73. _____ carefully.</p>
74. _____ of some opportunity costs	<p>◆ If an individual, who has never been 75. _____ for skilled labor and has no other hopes of work, has the opportunity to be a stock person, then choosing to accept the job means a low opportunity cost.</p> <p>◆ It shows that the individual can 76. _____ from the new job without actually losing very much.</p> <p>◆ If the individual who is offered the stock position has a degree and is 77. _____ a position positively, there is more to lose.</p> <p>◆ So the opportunity cost is high, since the individual must give up potential opportunities of acquiring a 78. _____ job.</p>
The application of opportunity costs	<p>◆ If the selected security has a high risk, the investor is likely to 79. _____ high opportunity costs.</p> <p>◆ Meanwhile, an investor who goes with more conservative investments is probably assuming a low opportunity cost.</p>
Conclusion	It is necessary for people to make a 80. _____ about the level of the opportunity cost because so many variables may affect the decisions.

第五部分 书面表达(满分 25 分)

81. 请阅读下面文字, 并按照要求用英语写一篇 150 词左右的文章。

Li Hong: What are you going to be when you grow up?
Sun Ming: I hope to be a pop star like Li Yifeng.
Li Hong: Why do you want to be a pop star?
Sun Ming: You see, pop stars are famous, who have millions of fans.
Li Hong: Do you really think so?
Sun Ming: Pop stars are usually very rich, and as is reported, some stars have a large fortune.
Li Hong: But they are better known for scandals. And it seems that pop stars like divorce.
Sun Ming: What about your life goal, then?
Li Hong: I wish to be a scientist, devoting myself to scientific research.
Sun Ming: But scientists live a simple and dull life. And few people know them.
Li Hong: That's true. They are little known to the public.
Sun Ming: They have to work long hours in the lab every day. I hate that.
Li Hong: They are trying to invent something to enhance the development of the country and benefit people's life.

【写作内容】

1. 用约 30 个词概括上述信息的主要内容;
2. 假如你是一名学生, 你倾向于成为明星还是科学家? 请说明理由(不少于两点)。

【写作要求】

1. 写作过程中不能直接引用原文语句;
2. 作文中不能出现真实姓名和学校名称;
3. 不必写标题。

【评分标准】

内容完整, 语言规范, 语篇连贯, 词数适当。

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