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紧跟新课标（最新修订版）
精准契合新考情

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2027版
53高考总复习
A版
英语
精讲册

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主题一 学业与校园

◎链接教材

人教版	Welcome unit	B1U1 Teenage life
外研版	B1U1 A new start	B1U2 Exploring English
译林版	B1U1 Back to school	
北师大版	B3U9 Learning	XB2U5 Education

词汇清单

词汇检测

主题词汇

校园生活

campus	*n.*校园
schedule	*n.*计划表,日程表 *vt.*安排;预定
timetable	*n.*时间表;时刻表
routine	*n.*惯例,常规
facility	*n.*设施
stage	*n.*舞台
curtain	*n.*(舞台上的)幕,帷幕
entrance	*n.*大门(口),入口(处)
exit	*n.*出口
dormitory	*n.*(大学里的)学生宿舍楼
resource	*n.*资料,(教学)资源
forum	*n.*论坛,讨论区
economics	*n.*经济学
finance	*n.*金融;财政
philosophy	*n.*思想体系;哲学
youth	*n.*青年时期;青春
teenager	*n.*(13至19岁之间的)青少年
freshman	*n.*九年级学生;大一新生
graduate	*n.*毕业生 *vi.*毕业
principal	*n.*校长 *adj.*主要的
educator	*n.*教育工作者
volunteer	*n.*志愿者
partner	*n.*同伴;配偶;合伙人
addict	*n.*对……入迷的人
semester	*n.*学期
credit	*n.*学分
performance	*n.*(工作或活动中的)表现
effort	*n.*努力,费力的事;试图
potential	*n.*潜力;可能性 *adj.*潜在的
bully	*n.*霸凌者 *v.*恐吓
pressure	*n.*压力
restriction	*n.*限制,规定,约束
frame	*n.*框架 *v.*制订,规划
final	*n.*期末考试;决赛 *adj.*最终的
challenge	*n.*挑战 *vt.*挑战;怀疑
apply	*v.*申请
register	*vt.*& *vi.*登记;注册
engage	*vi.*参加 *vt.*吸引(注意力、兴趣)
inform	*v.*通知,告知
submit	*v.*提交
educate	*vt.*教育;教导,指导
extra-curricular	*adj.*课外的;课程以外的
senior	*adj.*级别(或地位)高的 *n.*较年长的人
junior	*adj.*低年级的;地位低的 *n.*职位较低者

intellectual	*adj.*智力的　*n.*知识分子
exchange student	交换生
attend a lecture	听讲座
look forward to	期望;期待
leave...alone	不打扰;不惊动
ask for a leave	请假
give sb. guidance	给某人指导
senior high school (美国)高中	
junior high school (美国)初级中学	
sign up (for sth.)	报名(参加课程)

✦ 学习活动和方法

strategy	*n.*策略;策划
approach	*n.*方法
style	*n.*风格
lecture	*n.*讲座;讲课;教训 *vi.*(开)讲座;讲课　*vt.*训斥
scan	*v.*扫描;浏览
experiment	*n.*实验;试验
debate	*n.*辩论;争论　*vt.*& *vi.*辩论
design	*n.*设计;设计方案　*vt.*设计
objective	*n.*目标　*adj.*客观的
aim	*n.*目标 *vi.*& *vt.*力争做到;针对
comment	*n.*评论
investigate	*v.*查明,调查
concentrate	*vi.*& *vt.*集中(注意力)
focus	*vi.*& *vt.*集中(注意力) *n.*中心;重点;焦点
recommend	*vt.*建议;推荐;介绍
judge	*v.*认为,判断
quit	*vi.*& *vt.*离开(工作职位、学校等);停止;戒掉
subscribe	*v.*订阅(报纸或杂志)
intend	*v.*计划,打算
revise	*vt.*& *vi.*复习;修改;修订
impress	*vi.*留下印象
evaluate	*vt.*评估,评价
assess	*vt.*评价
rate	*v.*对……作评估,评价
arrange	*vt.*排列,布置
select	*v.*挑选,选择
demonstrate	*vt.*展示;说明
digest	*vt.*领会;领悟　*vt.*& *vi.*消化 *n.*摘要;文摘
inefficient	*adj.*效率低的
creative	*adj.*创造(性)的
brush up (on)	温习,复习
further study	进一步学习;深造
refer to	查阅;参考
reflect on	反思
be suitable for	适合
concentrate/focus on	集中精力于
exchange ideas/thoughts	交流观点/想法
participate/get involved in	参加
make the most of	充分利用,尽情享受
take advantage of	利用
seize opportunities	抓住机会
go all out/make an effort	全力以赴
have/keep sth. in mind	牢记某事
keep an open mind	保持开放的心态

✦ 语言学习

input	*n.*输入;投入
expand	*vi.*& *vt.*扩大;增加
vocabulary	*n.*词汇量
acquire	*vt.*学到,获得(知识、技能)
memorise	*vt.*记住;熟记
stress	*n.*重音,重读
context	*n.*上下文,语境
concept	*n.*概念;想法

definition	*n.*定义,释义	unfamiliar	*adj.*不熟悉的,不了解的
capitalized	*adj.*大写的	initiative	*n.*主动性
fluent	*adj.*(尤指外语)流利的;熟练的	vivid	*adj.*生动的,逼真的
sufficient	*adj.*充足的	in chunks	在词块中

✦ 学习收获

gain	*v.*获得,赢得	facilitate	*vt.*促进;使便利
insight	*n.*洞察力;顿悟	professional	*adj.*职业的,专业的
solution	*n.*解决办法;答案	effectively	*adv.*有效地
breakthrough	*n.*突破;重大进展	keep up with	跟上,与……保持同步
improve	*vi.*& *vt.*改进;改善	in the lead	领先
technique	*n.*技巧,技艺,技能	work out	弄懂;计算出
supplement	*v.*& *n.*补充	be aware of	意识到,察觉到
grasp	*vt.*理解,领会	be responsible for...	对……负责
promote	*vt.*促进,增进	make good preparations	做好准备

✦ 情绪与情感

anger	*n.*怒气,怒火	awkward	*adj.*令人尴尬的;难对付的
frighten	*vt.*使惊吓;使害怕	disappointed	*adj.*失望的,沮丧的
anxious	*adj.*令人焦虑的;渴望的	troublesome	*adj.*令人烦恼的;引起麻烦的

词汇变形

①academy *n.*学院 ⇨ academic *adj.*学业的,学术的 ⇨ academically *adv.*学术上

②annoy *vt.*使恼怒;打扰 ⇨ annoyed *adj.*恼怒的;生气的 ⇨ annoyance *n.*恼怒

③attention *n.*注意力 ⇨ attentive *adj.*专注的 ⇨ attentively *adv.*专心地

④available *adj.*可获得的;有空的 ⇨ availability *n.*可用性;有空闲

⑤confuse *vt.*使迷惑 ⇨ confused *adj.*困惑的 ⇨ confusing *adj.*令人困惑的 ⇨ confusion *n.*困惑

⑥curious *adj.*好奇的;求知欲强的 ⇨ curiously *adv.*好奇地 ⇨ curiosity *n.*好奇心

⑦describe *v.*描述,形容 ⇨ description *n.*描述

⑧eager *adj.*热切的,渴望的 ⇨ eagerly *adv.*急切地 ⇨ eagerness *n.*热切,渴望

⑨equip *vt.*使有能力;配备 ⇨ equipment *n.*设备

⑩fluent *adj.*流利的 ⇨ fluency *n.*流畅

⑪grow *v.*成长;长大 ⇨ growth *n.*成长;发育

⑫impress *vi.*留下印象 ⇨ impression *n.*印象

⑬improve *vi.*& *vt.*改善 ⇨ improvement *n.*改善

⑭memory *n.*记忆力 ⇨ memorise *v.*记住,熟记

⑮nation *n.*国家;民族;国民 ⇨ national *adj.*国家的 ⇨ nationality *n.*国籍;民族

⑯organise *v.*组织;安排 ⇨ organisation *n.*组织;团体;机构 ⇨ organised *adj.*有组织的 ⇨ organiser *n.*组织者

⑰recommend *v.*建议;推荐 ⇨ recommendation *n.*提议;推荐

⑱register *v.*登记;注册;挂号 ⇨ registration *n.*登记;注册;挂号

⑲responsible *adj.*负责的 ⇨ responsibility *n.*责任;义务

⑳revise *v.*复习;修改 ⇨ revision *n.*复习;修改

答案 P463

1. addict *n.*对……入迷的人；吸毒成瘾的人 *vt.*使沉溺；使上瘾

感知用法

①Tom was _____ to phone games—he found them so _____ that he neglected his public speaking practice. But he soon realized this was a problem and kicked his _____ by joining the debate club.(addict)

②Since joining the science club, Tom has been addicted to _____(design) small robots.

③I'm sorry I forgot our study date. I _____(沉溺于) practicing physics exercises and lost track of time.〖应用文·道歉信〗

◆ 考点总结

addict oneself to 沉溺于；对……上瘾

addiction *n.*瘾；入迷

addictive *adj.*令人上瘾的

addicted *adj.*上瘾的

be/become addicted to doing sth. 对……上瘾

2. apply *vi.*& *vt.*申请；请求；涉及 *vt.*应用；涂(油漆、乳剂)

感知用法

①As a sincere _____ for the Volunteer Club, I check my _____ form once more before I _____ for the role.(apply)

②The 20% discount(折扣) only applies to club members.画线部分释义：_____

③Not standing a chance against competitive _____(apply), I came out of the interview with an upset look.

④Let's apply to the Youth League _____ permission to join the campus charity sale to help students in need.〖应用文·建议信〗

◆ 考点总结

apply for 申请

apply to 适用于

apply to...for...向……申请……

apply to do sth.申请做某事

apply...to...把……应用于……；把……涂在……上

application *n.*申请，申请书

applicant *n.*申请人

3. credit *n.*借款；信用；赞扬；学分

感知用法

①You should give him some credit for all the effort he has put in organizing the school sports meet. He stayed late to plan schedules last week.画线部分释义：_____

②As I watched Lily finish the race despite the rain, my heart swelled. Her perseverance was truly _____(credit).〖读后续写·心理描写〗

③When our class prepared for the school art show, our monitor, _____ her credit, spent weekends organizing materials to support everyone.〖应用文·介绍信〗

◆ 考点总结

to one's credit 某人值得表扬的是

credit【生义】*vt.*把……归功于

A is credited with B=B is credited to A 把B归功于A

credit card 信用卡

creditable *adj.*值得赞扬的

4. engage *vi.*参加；参与(活动) *vt.*吸引(注意力、兴趣)

感知用法

①The book-sharing meeting was so _____ that all of us _____ in discussing the moving parts of stories.(engage)

②I sincerely apply to join the Volunteer Club, as I'm eager to engage _____ activities to spread warmth on campus.〖应用文 · 申请信〗

③ When traveling, we engage _____ cultures and experiences. However, according to a report by the World Wildlife Fund, tourists left over 1.3 billion tons of food waste last year.

④ After finishing her homework weekly, Lily engaged _____ (she) in tutoring younger students at the library.〖读后续写 · 人物描写〗

◆ 考点总结

engage oneself in 参与；参加
engage in (使)从事；参与
engage with 尽力理解；融入……；与……建立密切关系
engaged *adj.* 从事……的；忙于；订婚的
be engaged in 忙于
engaging *adj.* 有吸引力的

5. equip *vt.*配备；装备；使有所准备；使有能力

感知用法

①_____(equip) with expert wilderness survival skills, he was confident to face any challenges.〖读后续写 · 人物描写〗

② The new laboratory _____ with advanced scientific _____ that supports chemistry and biology research. (equip)〖应用文 · 介绍信〗

③A basic two-hour first aid course would equip you _____ (deal) with any of these incidents.

◆ 考点总结

equip...with... 给……装备/配备……；向……传授……
equip sb. to do sth.使某人有能力做某事
be equipped with...配备
equipment *n.* 装备
equip—equipped—equipping

6. frighten *vt.*使惊吓；使害怕

感知用法

①On a camping trip, the sudden rustle sounded _____. My fright grew until Lily pointed to a small squirrel, and said, "It won't _____ me!"(fright)

②Thank you for cheering me on at the speech contest—I was _____(frighten) to stand in front of the crowd, but you gave me courage!〖应用文 · 感谢信〗

③Lina _____(吓得要死) by a shadow in the dark forest, until her friend revealed it was just a small rabbit, making both burst into laughter.〖读后续写 · 心理描写〗

◆ 考点总结

fright *n.* 恐惧；害怕
frightening *adj.* 令人害怕的
frightened *adj.* 害怕的
be frightened to do sth. 不敢做某事
be frightened to death 吓得要死

7. impress *vt.* 打动，给……留下印象

感知用法

①Li Jia played a classical piano piece that was so _____. I was deeply _____, and her skill left a vivid _____ on everyone.(impress)

②_____(impress) by the splendid scenery the paintings portray, I really appreciate the wonderful works by those gifted painters.〔读后续写 · 细节描写〕

③The activity made a strong impression _____ us and aroused the enthusiasm of us students for various plants. All of us left with a sense of achievement and pride.〔应用文 · 介绍信〕

◆ 考点总结

impressed *adj.* 钦佩，有深刻的好印象

be impressed with/by 对……印象深刻

impressive *adj.* 令人印象深刻的

impression *n.* 印象；感想

leave/make a good/strong/deep impression on sb. 给某人留下好的/深刻的印象

8. inform *vt.* 通知；告知

感知用法

①In the class green corner, Xiao Yu read an _____ leaflet, and copied down key _____ about plant care. Soon she knew enough to water plants correctly.(inform)

②The village is ill-informed due to its remote location and lack of modern communication infrastructure. 画线部分释义：_____

③Our school is organizing a tree-planting activity this Saturday. We'll keep all participants _____(inform) of the meeting time and venue. Your involvement is highly anticipated!〔应用文 · 通知〕

◆ 考点总结

information *n.* 消息；资料

informative *adj.* 提供有用信息的；增长见闻的

informed *adj.* 有知识的；了解情况的

keep sb. informed 使某人随时了解情况

联想

ill-informed *adj.* 消息闭塞的

9. recommend *vt.* 建议；推荐；介绍

感知用法

①Students applying to join the Science Club please submit a _____(recommend) from your science teacher by Friday.〔应用文 · 通知〕

②I recommend _____(add) more new storybooks to the campus reading corner.〔应用文 · 建议信〕

③My teacher recommended an inspiring book _____ me.

④Our teacher recommended Lin Tao _____(lead) the science project. He nodded, eyes glowing with excitement.〔读后续写 · 细节描写〕

◆ 考点总结

recommend sb. to do sth. = recommend (that) sb. (should) do sth. 建议某人做某事

recommend doing sth. 建议做某事

recommend sth. to sb. 向某人推荐某物

recommendation *n.* 推荐信

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组合练 1 阅读(2)& 七选五

1 三年模拟 (2026 届浙江杭州一模,A)

主题 教学 · 答案 P478

Media literacy isn't just a nice-to-have skill anymore—it's essential. At its core, media literacy means understanding how media works—who created a message, why it was made, and how it's meant to influence the audience. Students are constantly surrounded by messages: some are helpful, others misleading. Teaching them to analyze, question, and evaluate media gives them the tools to think critically and make informed choices. The good news? You can build media literacy into what you're already doing, one step at a time.

Use Headlines as Warm-Ups

Start class with a real-world headline—ideally one related to your subject area.

Ask students:

- Is this information reliable?
- Where did it come from?
- What might be missing?

This five-minute routine builds awareness and can lead to great discussions.

Compare Two Sources

Pick two texts on the same topic but from different perspectives. This could be editorials, news articles, or video content. Ask students to compare:

- Language and tone
- Choice of images
- What facts are emphasized or ignored

This is a great way to teach bias (偏见) and point of view, especially in ELA or social studies.

Build Visual Literacy

Use political cartoons, advertisements, or photos to practise interpreting:

- What's the message?
- How is it being communicated visually?
- Who benefits from this image?

This kind of analysis helps students read beyond the text.

This is about teaching students to be curious, and you just need to model curiosity. When you say, "Let's figure out where this came from," you're demonstrating to students how to think critically. And when they see you do it regularly, they start doing it too.

1. What is the primary purpose of teaching media literacy to students?

A. To arouse their interest in media.
B. To enhance their literature skills.
C. To develop their critical thinking ability.
D. To broaden their general media knowledge.

2. Which technique of teaching media literacy is recommended?

A. Using visual aids in teaching.

B. Asking students to connect two sources.

C. Providing materials that include pictures.

D. Having students figure out better headlines.

3. How can teachers best stimulate students' curiosity?

A. Ask routine questions.

B. Show, don't just tell.

C. Reward curious students.

D. Tell, don't just watch.

2 五年高考 (2025 全国一,B)

主题 校园生活 ◆ 答案 P478

In my ninth-grade writing class last year, I met a cowboy who saved his town, a strict father who demanded his son earn straight A's, and a modern-day Juliet who died of heartbreak after her parents rejected the love of her young life. More than once, I found myself wondering just how my students, who'd created these people, knew their subjects so well.

But things were different for their first essay, which was about the question: "Why is writing important?" Most of the essays filled less than one page, and few contained a sentence that could be interpreted as a thesis(论点) statement. I was shocked. Then I realized that the problem was the question itself. They could have written pages on the necessity of computers, but writing, in and of itself, simply didn't strike them as important. This would have to change.

As a new unit started, I asked everyone to write a persuasive piece on a health-related topic of their choice. This time they found the exercise much more interesting. For the next two assignments, a personal-narrative unit followed by a creative-writing workshop, I only required that the piece meet the specifications of its genre(体裁) and that it contain a thesis. The results were staggering. The students took on diverse topics and turned in stories, 10 to 20 pages each, with characters that broadened my view and touched my heart.

I walked into class believing that writing is important as a means of communication. However, my students demonstrated something more important to me. When the final bell rang in June, I walked away with a yearbook full of messages about writing's most powerful significance—the ability to connect people, to put us in another's skin, to teach us what it means to be human.

1. Who are the people mentioned at the beginning of paragraph 1?

A. Ninth graders.

B. Students' parents.

C. Modern writers.

D. Fictional characters.

2. Why did the students perform poorly in writing their first essay?

A. They were not given enough time.

B. They had a very limited vocabulary.

C. They misunderstood the question.

D. They had little interest in the topic.

3. What does the underlined word "staggering" in paragraph 3 mean?

A. Mixed.

B. Amazing.

C. Similar.

D. Disturbing.

4. What does the author's experience show?

A. Teaching is learning.

B. Still waters run deep.

C. Knowledge is power.

D. Practice makes perfect.

3 三年模拟 (2025 河北沧州名校联盟三模)

主题 善于学习 • 答案 P478

Teaching students to ask good questions engages them and acts as an ongoing assessment. Here are some of the benefits of inquiry-based learning.

Questions reveal interest

We ask questions when something catches our attention and surprises us, or when we hear something we want more information about. 1._____. It is like saying, "Hey! I am paying attention, and I want to know more!" Asking a great question is even more revealing.

Questions reveal both gaps and strengths in understanding

2._____. In fact, it makes our job a lot easier when we are asked a question that can clarify a misunderstanding or explain something in a better way. Teaching students to ask effective questions can reveal what a child doesn't understand, allowing us to fill in the gaps and likely improve understanding for other students too.

3._____

Research shows that when we ask a question ourselves, we are more likely to remember the information we receive. It makes sense—we are likely to ask about something that is interesting or relevant to us, and by asking the question, we become personally invested in the answer.

Questions keep learners engaged

If we are open to children's questions and leave room for discussion, the lesson can quickly become more interesting when the children's own questions guide it. 4._____. A question can make students personally engaged in the topic or activity.

Questions build a foundation for new knowledge

There are many benefits of inquiry-based learning. Any subject or topic starts out with broad, foundational information that forms the basis for more in-depth or specific knowledge. A question posed at the right time builds essential knowledge. With that understanding, the more complex and more interesting knowledge has roots. 5._____.

A. Questions improve memory

B. Questions show your excellence

C. And the learning provides a chance to grow

D. And they get a lot of benefits from asking questions

E. There is a difference between a good question and a bad one

F. Asking almost any question is a clear signal to show our interest

G. As teachers, we know that not everything we say will be understood

组合练 2　阅读（2）& 完形

1 五年高考（2022 新高考Ⅰ,A）　　主题 校园生活 ◆ 答案 P479

Grading Policies for Introduction to Literature

Grading Scale

90–100, A; 80–89, B; 70–79, C; 60–69, D; Below 60, E.

Essays (60%)

Your four major essays will combine to form the main part of the grade for this course: Essay 1 = 10%; Essay 2 = 15%; Essay 3 = 15%; Essay 4 = 20%.

Group Assignments (30%)

Students will work in groups to complete four assignments during the course. All the assignments will be submitted by the assigned date through Blackboard, our online learning and course management system.

Daily Work/In-Class Writings and Tests/Group Work/Homework (10%)

Class activities will vary from day to day, but students must be ready to complete short in-class writings or tests drawn directly from assigned readings or notes from the previous class' lecture/discussion, so it is important to take careful notes during class. Additionally, from time to time I will assign group work to be completed in class or short assignments to be completed at home, both of which will be graded.

Late Work

An essay not submitted in class on the due date will lose a letter grade for each class period it is late. If it is not turned in by the 4th day after the due date, it will earn a zero. Daily assignments not completed during class will get a zero. Short writings missed as a result of an excused absence will be accepted.

1. Where is this text probably taken from?

A. A textbook.　　B. An exam paper.

C. A course plan.　　D. An academic article.

2. How many parts is a student's final grade made up of?

A. Two.　　B. Three.　　C. Four.　　D. Five.

3. What will happen if you submit an essay one week after the due date?

A. You will receive a zero.

B. You will lose a letter grade.

C. You will be given a test.

D. You will have to rewrite it.

Jake Morrison, a high school teacher in a small town in Oregon, US, once knew little about community gardening—save for seeing his grandma tending tomato plants in her backyard. It wasn't until his niece Zara got addicted to electronic devices that he resolved to take action. He introduced kids like Zara to gardening, and that's how they first got involved in the Springdale Kids' Garden program, a local initiative launched in 2005.

Zara grew deeply passionate about gardening through this program and now assists in managing a youth garden club at her school. In 2018, Jake launched a new project called Little Sprouts, which is designed to instruct kids aged 5 to 7 in vegetable growing.

Thanks to his backing, over 80 kids participate free of charge each summer for 4 weeks. They spend 90 minutes every Tuesday and Thursday improving their gardening skills, with each child receiving a small shovel(小铲子), a pair of gloves, and a hat. "They learn to dig, sow seeds, water young plants, and harvest vegetables in an engaging, secure setting," Jake explained. "It gets them active, away from their tablets. Gardening builds patience, and they take delight in consuming what they've grown. Sure enough, more kids expressed interest in joining."

To fund the project, he spent his after-school hours collecting used plastic bottles and old newspapers from the neighborhood, carefully cleaning and sorting them before selling the recyclables to a nearby firm. "At first, the residents questioned my motives, assuming I was doing this just to make a profit, but now even people I don't know stop by to drop off their recyclables at my door," he shared. This recycling effort generates about $15,000 each year, which covers all the garden's needs.

Jake says that watching the kids' excitement when picking their first carrots or tomatoes brings him great contentment. "Not only is less waste ending up in landfills, but we've got kids who prefer digging in soil over looking through phones," he added.

1. Why did Jake enter the field of gardening?

A. To repay his grandma's instruction.
B. To join a community initiative.
C. To develop his teaching methods.
D. To break his niece's screen habit.

2. What can be learned about Little Sprouts?

A. It mainly targets teenagers.
B. It provides daily sessions.
C. It takes kids' safety into account.
D. It requires a participation fee.

3. How did people initially find Jake's recycling?

A. It benefited him financially.
B. It heavily funded his project.
C. It needed to be supported.
D. It would make little difference.

4. What is Jake's educational philosophy according to the text?

A. Still waters run deep.
B. Practice makes perfect.
C. Never too old to learn.
D. Experience teaches best.

词汇篇

主题一 学业与校园

考点清单

1. ① addicted；addictive；addiction ② designing ③ addicted myself to
2. ①applicant；application；apply ②适用于 ③applicants ④for
3. ①赞扬 ②creditable ③to
4. ①engaging；engaged ②in ③with ④herself
5. ①Equipped ②is equipped；equipment ③ideal
6. ①frightening；frighten ②frightened ③
7. ①impressive；impressed；impression ②
8. ①informative；information ②消息闭塞的 ③informed
9. ①recommendation ②adding ③to ④to lead
10. ①称呼……为…… ②查阅 ③reference ④to
11. ①scheduled ②was scheduled ③on
12. ①submitted ②submission ③to

即练即请

1. a 2. confusing 3. recommended 4. sufficiently
5. responsibility 6. effectively 7. unfamiliar 8. in
9. memorizing 10. rewritten 11. a 12. into 13. building
14. where 15. partly 16. structured 17. to plan 18. stressed
19. availability 20. used

话题写作·应用文

Possible version 1:

Dear Peter,

Hope this letter finds you well. If I were in your shoes, I'd join the activity at **the cultural museum**.

At the museum, you'll **have the chance to guide visitors, share fascinating stories**, and **deepen your understanding of local culture**—a perfect fit for someone with your curiosity and passion for learning. While the train station activity offers a lively, fast-paced environment, it focuses more on quick interactions. In contrast, the museum allows for **in-depth conversations and meaningful connections**, giving you a chance to really engage with visitors and make an impact.

Feel free to reach out if you have any questions.

Yours,

Li Hua

Possible version 2:

Dear Peter,

Hope this letter finds you well. **I'd recommend joining in the volunteer activity** at the train station.

It offers a fantastic opportunity to **interact with travelers** and **assist them with directions, tickets, and luggage**. The bustling atmosphere is not only engaging but also enriching, offering a chance to **enhance both communication and problem-solving skills**.

While the museum activity is also meaningful, it focuses more on quieter tasks like organizing exhibits or guiding visitors. At the train station, you'll **enjoy a more dynamic and hands-on experience**, where your outgoing personality can truly shine as you connect with people from all walks of life.

Let me know if you need any more information.

Yours,

Li Hua

主题二 积极生活

考点清单

1. ①was ②myself ③abandoned
2. ①absorption ②absorbing ③absorbed
3. ①adjustment；adjust ②herself
4. ①to escape ②at
5. ①curiosity ②about ③stirred/sparked the students' curiosity
6. ①eagerness ②for ③to try
7. ①reliable；to prepare ②on/upon
8. ①will be rewarded ②for ③rewarding
9. ①stressed ②stresses ③stressful
10. ①to/for ②against/with ③a
11. ①to/for ②that
12. ①to participate/participating ②keeping；being kept；to be kept

即练即请

1. was found 2. has struggled 3. concentrating 4. of
5. balanced 6. entertains 7. with 8. Scientific 9. tension
10. especially 11. proudly 12. cheered 13. to raise 14. a
15. returning 16. had earned 17. unforgettable 18. as
19. representative 20. it

主题三 优秀品行

考点清单

1. ①apology ②to；for ③knocking
2. ①appreciate；appreciation ②that ③having

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精讲册答案解析

主题一 学业与校园

组合练 1

1 语篇解读 本文是说明文，主要阐述了媒体素养的重要性，并介绍了三种将媒体素养教学融入日常课堂的实用方法。

1. **C** 细节理解题。根据第一段中的“Teaching them to ask [illegible] question, and evaluate media gives them the tools to think critically and make informed choices.”可知，教授媒体素养的主要目的是为学生提供工具，以培养他们批判性思考和做出明智选择的能力。故选C。

2. **A** 细节理解题。根据“Build Visual Literacy”部分的内容可知，作者建议使用漫画（学生练习解读[illegible]信息，提出[illegible]三个引导性问题，并且作者认为这种教学方法能帮助学生深入理解文本。故选A。

◉易错警示 B项为干扰项。文章第二个方法是“Compare Two Sources，核心教学活动是“比较（compare）”两个不同来源的报[illegible]在语言、语气、图片选择等方面的差异，而不是简单地将它们“联系（connect）”起来。

3. **B** 推理判断题。根据文章最后一段中的“When [illegible] ‘Let’s figure out where this came from,’ you’re demonstrating students how to think critically. And when they see you [illegible] regularly, they start doing it too.”可知，教师激发学生好奇心的最佳方式不是单纯地告诉答案，而是通过亲自示范如何进行批判性思考，让学生观察并模仿。故选B。

2 语篇解读 本文是记叙文，主要通过叙述作者在九年级写作课上的一系列教学经历，包括学生在不同写作任务中的表现、作者的教学调整以及最终[illegible]了师生[illegible]受过程，[illegible]写作兴趣的激发以及教[illegible]。

1. **D** 细节理解题。根据题干关键词 [illegible] town 可定位到文章第一段。根据第一段中的“[illegible] a strict father who demanded his son earn straight A’s, and a modern-day Juliet...”，这些都是学生在写作课上创作出来的人物，属于虚构角色（Fictional characters）。故选D。

2. **D** 细节理解题。根据题干关键词 first essay 可定位到文章第二段。根据第二段中的“Then I realized that the problem was the question itself. They could have written pages on the necessity of computers, but writing, in and of itself, simply didn’t strike them as important.”并结合第三段中的“I asked everyone to write a persuasive piece on a health-related topic of their choice. This time they found the exercise much more interesting.”可知，学生第一次作文写得不好是因为对“写作为什么重要”这个话题没兴趣。故选D。

3. **B** 推测词义题。第三段中画线词后的“The students took on diverse topics and turned in stories, 10 to 20 pages each, with characters that broadened my view and touched my heart.（学生们选择了不同的主题，提交了10到20页的故事，其中的人物开阔了我的视野，触动了我的心灵）”说明学生这次写作成果很好，和第一次写作的情况反差很大，由此可以推测出staggering在这里的意思是“令人惊叹的（amazing）”。故选B。

4. **A** 推[illegible]根据全文可知，作者通过分享自己在写作课[illegible]的教学[illegible]旨在探讨如何在教育中更好地激发学生的学习兴趣，挖掘学生的潜力，让学生认识到写作的多元价值，同时，也希望引发教育者对教学方法和教育本质的思考，[illegible]调教[illegible]相比[illegible]is learning...）”[illegible]教育过程中的重要性。故选A。

3 语篇解读 本文是一篇说明文，文章围绕“探究式学习中提问价值”展开，阐述了让学生提出优质问题对教与学的多重益处。

1. **C** 设[illegible]主题是“问题揭示兴趣”。前句说明提问的触发情境[illegible]事引起我们注意、让我们惊讶或我们听到了想更加了解[illegible]事情时），后句强调提问是关注的表现。F项“提出几乎任何问题都清楚表明我们感兴趣”既点明“提问与兴趣”的关[illegible]后句的比喻“It is like saying...”呼应，逻辑连贯。故选C。

2. **A** [illegible]处位于段首，考虑段落主旨句。本段主题是“问题能暴露理解中的漏洞与优势”，后句提到当学生提出能澄清误解或让知识更易解释的问题时，“我们”的工作会轻松很多。这说明本段是从教师的角度来阐述提出问题的好处的，G项以教师视角提出“并非我们说的所有内容都会被理解”，点明了“学生存在理解问题”这一前提，能引出下文“提问有助于解决理解问题”，符合段落逻辑。故选G。

3. **A** [illegible]设[illegible]标[illegible]段第[illegible]Research shows that when [illegible]ask questions actively, we are more likely to remember the information we receive.”可知，本段主要通过研究结论说明提问对记忆的促进作用，A项“提问提升记忆力”直接点明主题，且与其他小标题的结构一致。故选A。

4. **D** 设空处位于段中，需承上启下。前句讨论学生的问题引导课堂的益处：能让课堂变得更有趣（more interesting），后句强调个人参与度（personally engaged）。D项“他们能从提问中获益很多”承接前句“课堂变有趣”的积极效果，同时为后句“学生主动参与”提供了理由，形成“课堂有趣→获得益处→主动参与”的逻辑链。故选D。

5. **C** 上文“A question posed at the right time builds essential knowledge. With that understanding, the more complex and more interesting knowledge has roots.（适时的提问构建必要知识。在此基础上，更复杂有趣的知识才有根基）”描述了知识

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