

they are ready to pick up (approximately 2 weeks from class date). This will be a beautiful piece of art to add to any table arrangement, or as a wall hanging. Your piece will be food and dishwasher safe!

This is an adult class but teens who are interested may participate. This class is not suitable for children under 12. If you have done this class before, you will still learn and can expand your skills!

Instruction will begin at 6:30 pm. Studio doors will open at 6:00 pm for you to arrive, visit and buy food and wine from Red's. The class ends at 8:30 pm, though you are welcome to stay until 9:00 pm. There is a maximum of 12 people for this event. Feel free to bring your own beverages (wine & beer are welcome for evenings) and snacks to have at your station. Spring Park Coffee is one block away and has a great selection of drinks and treats!

21. When can you probably pick up your piece if you attend the February workshop?

- A. February 12. B. February 26. C. March 12. D. March 14.

22. Who is the workshop mainly intended for?

- A. Teenagers. B. Kindergarten Kids. C. Local clay artists. D. Adult pottery lovers.

23. What can we learn about the class?

- A. It lasts for 2 hours. B. It begins at 6 pm.
C. It requires 12 people to start. D. It offers free food and drinks.

B

This is depressing: people are using AI to solve escape room puzzles and cheat at trivia nights. It's like going into a corn maze (迷宫) and just wanting a straight line to the end. Surely, that is the definition of **wrecking** your own fun.

I'm puzzled how anyone could enjoy using a large language model (LLM) to sound "clever" or participate in any AI-hacked hobby. It doesn't matter much, I suppose—this isn't AI as existential threat. But it matters for fun—let the bots take our work, but not our joy! I wouldn't tell anyone how to enjoy themselves—I'm no expert on fun, and would definitely end up sounding like an AI-generated Substack if I did (hug a tree, speak to a stranger, laugh with loved ones). But I have been thinking what makes me feel most vividly alive and I'm aiming to do more of it—my individual fightback against the "impersonal universal".

The first one is singing. I expect AI to search through musical classics to compose great songs, but it can't produce the entertainment of my small choir composed of very particular humans. We're not the most polished singers, but listening to one another and trying to blend (融合) our voices gives me an intense sense of connection. Occasionally, everything comes together and we produce a few seconds of surprising beauty. When it doesn't, it's fun anyway.

I also get a fair amount of joy from people—I say this as a lifelong introvert (内向的人). When I try to identify my most reliable source of pleasure, it's wandering round a strange city looking at its inhabitants. What are people wearing, eating, talking about; what annoys them; what kind of dogs do they have? It's an all-you-can-eat human buffet.

That's the secret for me: AI can explain what we are as a whole, but it blends all our colours to a muddy brown; it can't capture the joy of the absolutely particular.

24. What does the underlined word "wrecking" in the first paragraph mean?

- A. Ruining. B. Creating. C. Enjoying. D. Spreading

25. Which of the following would the author disapprove of?

- A. Following AI-generated suggestions. B. Encouraging others to enjoy themselves.

- C. Taking advantage of AI in the workplace. D. Making use of AI in recreational activities.
26. What is the problem of AI-generated music?
 A. It is impersonal. B. It is unoriginal. C. It is serious. D. It is complex.
27. What does the author imply in the last paragraph?
 A. AI is less intelligent than humans. B. True joy lies in individual uniqueness.
 C. Particularity is the key to improving AI. D. The whole is more than the sum of its parts.

C

Why do some people keep making choices that hurt them, even when the outcomes are obvious? A new study led by UNSW Sydney’s Dr Philip Jean-Richard-dit-Bressel has found that for a small number of people, the problem isn’t due to a lack of motivation or capacity, but rather a persistent failure to connect their actions with its consequences.

The paper, published recently in *Nature Communications Psychology*, details a simple online learning game where participants are faced with making choices that lead to either reward or punishment. Researchers observed three distinct behavioural types.

There were Sensitives—those who worked out which choices led to bad outcomes and changed their behaviour to avoid them. Next were the Unawares—people who didn’t work it out, but were able to modify their strategies once they were shown the error of their ways. The third group—and the ones who the researchers were most interested in—were the Compulsives, who continued to make the wrong choices even after being shown where their strategy was letting them down.

“We found that some people just don’t learn from experience,” said Dr Jean-Richard-dit-Bressel. “Even when they’re motivated to avoid harm and are paying attention, they fail to realise their own behaviour is causing the problem.”

While the researchers are careful not to overstate the findings, the results of the punishment-learning-game experiments could inform the way we tailor treatments for self-destructive behaviour like gambling (赌博), drug and alcohol addictions. “Of course, real life is far more complex than the simple game we designed,” Dr Jean-Richard-dit-Bressel said. “But the patterns we’re seeing, where people ignore both experience and information, are similar to what we see in gambling and other compulsive behaviours.”

The research also has important implications for public health messaging. Currently, most campaigns rely on providing information—about smoking, drinking, diet, or financial risks—with the assumption that people will act on it. But this study suggests that for some, like Compulsives, a different kind of intervention may be needed.

28. What does Dr Philip Jean-Richard-dit-Bressel’s research focus on?
 A. Key elements in choice-making. B. Opportunity cost in choice-making.
 C. The link between choices and outcomes. D. The causes of self-destructive choices.
29. What do we know about the Compulsives?
 A. They lack the ability to concentrate. B. They fail to recognize bad outcomes.
 C. They are unable to learn from experience. D. They are unwilling to admit their mistakes.
30. What is paragraph 5 mainly about?
 A. A limitation of the research. B. An explanation of the research methods.
 C. Supporting evidence for the research results. D. Potential application of the research findings.
31. What does the author think of current public health messaging?
 A. It’s inaccessible. B. It’s insufficient. C. It’s misleading. D. It’s unnecessary.

D

A typical single-family house is encircled by green, its shrubs (灌木) and plants sitting just under windows and hugging external walls. It's an image that California is trying to get homeowners to rethink as the state's risk of extreme wildfires grows.

One year after the fast-moving Eaton and Palisades Fires destroyed more than 16,000 structures in Los Angeles, California is drafting the toughest statewide rules in the country for vegetation. In areas at risk of wildfires, homeowners would be required to clear some or all of the plants within five feet of their house, depending on what regulators decide. Well-maintained trees would still be allowed. The idea, called Zone Zero, is to prevent plants and flammable items from catching fire during a wildfire, spreading flames to the house and the surrounding neighborhood.

Still, the pushback has been strong, even in the Los Angeles area neighborhoods where so many lost homes. In public meetings, homeowners have voiced concerns about losing greenery and shade, as well as the cost of clearing the vegetation. Some say they believe plants saved their homes by acting as a buffer (缓冲), though many scientific studies show that vegetation increases the risk a building will burn. The new defensible space rules will affect about 17% of buildings in California.

Max Moritz, wildfire specialist at UC Santa Barbara, is one of the few fire experts who say that green plants may not pose a risk to houses and that more research needs to be done. Greener plants, which hold water in their leaves, are harder to ignite. He agrees that some plants, like highly flammable juniper and cypress, should not be allowed, nor should plants with dead leaves or dry branches.

"The really important aspect to the plants is the dead material," he says. "If most homeowners are just going to let dead material accumulate in Zone Zero anyway, then it makes sense that there shouldn't be any plants in Zone Zero."

32. What is California's concern about typical single-family houses?

- A. They are easy to catch fire.
- B. They need routine maintenance.
- C. They are packed closely together.
- D. They can't resist extreme weather.

33. Why does the author mention Los Angeles in paragraph 3?

- A. To illustrate the severity of wildfires.
- B. To show strong objections to the new rules.
- C. To emphasize public concerns about wildfires.
- D. To indicate the widespread effect of the new rules.

34. According to Moritz, what is the key to preventing wildfires in Zone Zero?

- A. Clearing away green plants.
- B. Watering plants more often.
- C. Getting rid of dead material in time.
- D. Doing more research on plants.

35. What can be a suitable title for the text?

- A. Wildfires: A Deadly threat to California
- B. Zone Zero: A New Way to Maintain Plants
- C. California is Drafting Toughest Rules for Plants
- D. Experts are Divided on the Functions of Greenery

第二节 (共 5 小题; 每小题 2.5 分, 满分 12.5 分)

根据短文内容, 从短文后的选项中选出能填入空白处的最佳选项。选项中有两项为多余选项。

Emotional intelligence is often spoken about as if it's a mysterious quality you either have or don't.

36. Of course, developing emotional intelligence isn't an overnight achievement. It's like learning to play an instrument: at first you may hit the wrong notes, misunderstand the rhythm, or feel awkward. 37

Tune in to your inner signals.

Most people are vaguely (模糊地) aware of their emotional state. Emotional intelligence begins by refining (提炼) this awareness into something specific. Imagine you've just been cut off in traffic. Your body tenses and you mutter under your breath. In that moment, an emotionally intelligent approach is to pause and silently name what you feel: "frustration," "a sense of disrespect." 38 It shifts the experience from a raw, automatic reaction into something you can observe and handle.

Learn to pause before responding.

One of the greatest powers emotional intelligence offers is the pause—the small gap between stimulus (刺激) and response. 39 Without it, you're a puppet (木偶) to whatever emotion shows up; with it, you become the author of your actions.

To develop the pause, mindfulness meditation is an effective training ground. Sitting quietly, focusing on your breath, and noticing when your mind wanders builds the ability to witness thoughts and feelings without immediately acting on them.

40

Emotional intelligence is not just inward-looking. A core skill is empathy. This requires careful observation of tone of voice, facial expressions, and body language. A powerful exercise is to spend a day paying attention to micro-expressions—those quickly passing facial changes that often reveal true feelings before they're masked. It can help you respond in ways that make others feel seen and understood.

- A. Practice active listening skills.
- B. Read the emotional currents of others.
- C. But with practice, the music starts to flow naturally.
- D. In that space lies your ability to choose rather than react.
- E. Simply naming an emotion has a calming effect on the brain.
- F. See emotions not as random behavior but as information carriers.
- G. In reality, it's a living skill that you can develop and sharpen over time.

第三部分：语言运用（共两节，满分 30 分）

第一节：完形填空（共 15 个小题；每小题 1 分，满分 15 分）

阅读下面短文，从短文后各题所给的四个选项（A、B、C 和 D）中，选出可以填入空白处的最佳选项。

I had just moved to Phoenix. I was totally 41 in a city where I didn't yet know anyone. On Christmas Eve, I went out to see a movie to 42. Driving back in the dark, I lost my 43. The more turns I made, the more I got turned around. I drove and drove in circles.

Eventually, I 44 on the side of the road and looked at the map. But I didn't 45 where I was. Lonely and desperate, I had a good 46 cry. Then I saw a car slowing to a stop. A couple 47 my window and asked if I was OK. Learning I couldn't find my way home, they drove me all the way across Phoenix. It turned out I was on the 48 side of town. When the couple left, they asked me if I would be home on Christmas. I 49.

The next day, around noon, the couple showed up with a picnic basket full of 50. They shared their Christmas dinner with me. The 51 that they did that on Christmas of all days—when I'm 52 they have their own traditions and their own families—to spend that time with me as a 53 stranger really touched my heart.

Nearly 40 years later, inspired by their 54, I still look for opportunities every single holiday season

to 55 with others who might be spending the holidays alone.

- | | | | |
|-------------------|-----------------|----------------|-----------------|
| 41. A. curious | B. alone | C. different | D. content |
| 42. A. cheer up | B. calm down | C. reach out | D. show off |
| 43. A. direction | B. balance | C. patience | D. mind |
| 44. A. broke down | B. turned up | C. pulled over | D. moved around |
| 45. A. care | B. explain | C. accept | D. recognize |
| 46. A. self-doubt | B. self-comfort | C. self-pity | D. self-regret |
| 47. A. opened | B. approached | C. passed | D. observed |
| 48. A. poor | B. opposite | C. right | D. quiet |
| 49. A. hesitated | B. agreed | C. panicked | D. nodded |
| 50. A. dishes | B. decorations | C. gifts | D. cards |
| 51. A. belief | B. possibility | C. idea | D. fact |
| 52. A. afraid | B. glad | C. grateful | D. sure |
| 53. A. so-called | B. long-awaited | C. total | D. familiar |
| 54. A. example | B. wisdom | C. experience | D. courage |
| 55. A. side | B. cooperate | C. connect | D. bargain |

第 II 卷

第二节：语法填空（10 个小题；每小题 1.5 分，满分 15 分）

阅读下面材料，在空白处填入适当的内容（1 个单词）或括号内单词的正确形式。

Virtual museums no longer serve as backup options for those who cannot travel. They offer unique cultural value on their own.

Over the past decade, digitalization 56 (become) a driving force in redefining the museum experience. With AI-powered tools, museums are adopting a range of technologies 57 (enhance) accessibility and visitor engagement. Instead of staring at static (静止的) images, people can interact with objects and explore rooms 58 (close) to the public in real life.

The value lies not in copying physical museums 59 in offering what the physical world cannot. Some exhibits integrate animation, audio, and layered interpretation. Others reconstruct lost heritage or offer behind-the-scenes looks at preservation.

A museum without walls can adapt and respond to cultural shifts with speed. Exhibits can go live. 60 (update) do not take months. The audience becomes part of the experience, not a silent 61 (observe). All of these are possible because of systems built to recreate, organize, and present knowledge in new ways. Each of these systems plays a different role. Together, they change 62 people access history.

As we look ahead, museums, by embracing both digital transformation and cultural stewardship (守护), have 63 unique opportunity to become more inclusive, engaging, and 64 (sustain) than ever before. With innovation 65 the heart of the museum experience, the possibilities are limitless—and the next chapter of museum evolution is just beginning.

第四部分：写作（共两节，满分 40 分）

第一节：应用文（满分 15 分）

假定你是某国际学校学生李华，在世界青年技能日（7 月 15 日）到来之际，你将参加学校举办的主题为“Practical Skills: A Treasure for Youth”的研讨会。请你结合事例写一篇发言稿，内容包括：

(1) 你的观点;

(2) 说明理由。

注意:

(1) 写作词数应为 80 左右;

(2) 请按如下格式在答题纸的相应位置作答。

参考词汇: 世界青年技能日 World Youth Skills Day

Good morning, dear fellow students! _____

Thanks for listening!

第二节: 读后续写 (满分 25 分)

阅读下面短文, 根据所给情节进行续写, 使之构成一个完整的故事。

Kenzie walked home from the bus with her friends Maya and Brynlee. They really missed their friend Holly, who was at home recovering from surgery. She was going to have to stay home from school for the next two weeks!

“When my mom was in the hospital after my baby sister was born, people brought her gifts,” said Maya. “We should bring gifts to Holly!” The girls agreed instantly. They planned to visit Holly after school the next Friday. After some thought, Brynlee decided to give Holly a cool necklace-making kit while Maya decided to buy Holly a gift card so that she could buy the video games she wanted.

Kenzie fell silent. She couldn’t decide. She wanted to give Holly something meaningful. But her family was saving money for a new car, and she knew it wasn’t the time to spend a lot. Upon arriving home, Kenzie sank into the sofa. She couldn’t wait for her mom to get home from work so she could talk to her.

Later, while her mother prepared dinner, Kenzie told her about Holly and the gift thing. She explained what each of her friends was giving Holly, adding that she hoped to prepare something special too. She wondered how she could do that without a lot of money.

“I know you can do it. You’re creative,” encouraged Mom. “You don’t need to spend a lot to show that you care.” Kenzie nodded thoughtfully, her mind racing to find a possible solution.

The next Monday, Kenzie and her brother Nathan had dentist appointments. They opened their goody bags on the way home. Inside were the usual toothbrush and toothpaste along with a few other things, including a super bouncy ball, a press-on tattoo and a glow-in-the-dark ring. Nathan said it was fun finding little surprises. It is fun, thought Kenzie. Then she realized Nathan had just given her an idea for Holly’s gift. She’d make little things that would be special to Holly and make her happy.

注意: 1. 续写词数应为 150 左右;

2. 请按如下格式在答题卡的相应位置作答。

Over the next few days, Kenzie worked hard on her gift. _____

On Friday, the girls visited Holly with their gifts after school. _____
