

绝密★本科目考试启用前

2025 年普通高等学校招生全国统一考试（北京卷）

英语

共 100 分。考试时长 90 分钟。

考生务必在答题卡指定区域作答，在试卷上作答无效。

考试结束后，将本试卷和答题卡一并交回。

第一部分知识运用(共两节,30 分)

第一节(共 10 小题;每小题 1.5 分,共 15 分)

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

At 15, I excelled academically yet felt overshadowed and unnoticed. The 1 to stand out consumed me, pushing me towards a regrettable decision.

One day, during a class in the IT lab with my classmates, our teacher mentioned missing computer parts.

2 looks exchanged, everyone wondered how it could happen in a(n) 3 lab. “It’s possible to open that lock with another key,” I said. Instantly, eyes turned to me with newfound interest and curiosity. It was a rush I had never experienced before. Enjoying all the eyes on me, I 4 how to open the lock.

Little did I realize that single moment would ruin everything

The following day, called to the headmaster’s office, I found myself accused of stealing the missing parts. “I didn’t do it, sir,” I argued, but suspicion 5 his eyes. His repeated 6 intensified, pushing me to the edge of fear and tears. In a desperate attempt to escape the mounting pressure, I 7 confessed (承认).

The headmaster asked my father to come to school, whose shaky faith in me brought a mix of relief and 8. My father gently asked me if I understood the gravity of my actions. 9, I confessed my misguided longing for recognition. In the headmaster’s office, my father listened attentively, and then spoke with quiet authority: “I trust my son. He is not a thief.”

With my father’s support, I learned a valuable lesson: 10 cannot be forced; true recognition comes from honourable acts.

1. A. promise	B. competition	C. desire	D. hesitation
2. A. Curious	B. Hopeful	C. Distant	D. Envious
3. A. expensive	B. locked	C. modern	D. abandoned
4. A. discovered	B. recommended	C. demonstrated	D. imagined

5. A. caught	B. clouded	C. hurt	D. brightened
6. A. questioning	B. reminding	C. complaining	D. requesting
7. A. warmly	B. readily	C. randomly	D. falsely
8. A. pride	B. patience	C. shame	D. surprise
9. A. Generously	B. Tearfully	C. Carelessly	D. Strangely
10. A. tolerance	B. gratitude	C. sympathy	D. attention

第二节(共 10 小题;每小题 1.5 分,共 15 分)

A

阅读下列短文,根据短文内容填空。在未给提示词的空白处仅填写 1 个恰当的单词,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。

Most days after school, I love walking in the forest with my dog Nick. It's 11 (peace), especially around sunset. Nick has a fun time smelling the leaves and running after rabbits. When Nick runs ahead, I hear him barking excitedly. I sometimes call him back, worried that he might have someone 12 (scare). The truth, though, is 13 could be guessed — there's never anyone else here. Just me, Nick, and the quiet forest.

B

阅读下列短文,根据短文内容填空。在未给提示词的空白处仅填写 1 个恰当的单词,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 was the last time you took on a tough choice? Maybe this morning you debated whether to get up or stay in bed slightly 14 (long). Making choices is part of life. By the time you brushed your teeth 15 (make) several decisions even without noticing. Some choices are quick, while others take more thought. Usually, better outcomes 16 (achieve) through a thorough understanding of strategies like risk tolerance.

C

阅读下列短文,根据短文内容填空。在未给提示词的空白处仅填写 1 个恰当的单词,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 17 (travel), we engage with cultures and experiences. However, according to a report by the World Wildlife Fund, tourists 18 (leave) over 1.3 billion tons of food waste last year, 19 accounted for about 8% of the total global gas release in 2024. To reduce our impact, we can take simple steps: empty the fridge before heading out, and choose sustainable dining options. These efforts help us travel more responsibly. After all, exploring the world shouldn't come 20 the planet's expense.

第二部分 阅读理解(共两节, 38 分)

第一节(共 14 小题; 每小题 2 分, 共 28 分)

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

A

Join us for TransForm, the interactive summer camp that helps you teens find your passion by participating in various activities and connecting with others.

Experience TransForm

TransForm allows you to get to focus on your chosen track through subject matter talks, hands-on workshops, and off-site experiences. However, if you are unsure what track you want, you still get to explore any workshop you want as part of our Explore Workshops. Besides, your parents will also be able to participate in workshops selected just for them to learn about cutting-edge science.

Schedule of Programming

17 July		18 July	
Time	Activities	Time	Activities
14:00-15:00	Lead to Change Kick-off	9:30-11:00	Career Fireside Chats
15:00-16:30	Programme Showcase	13:00-14:15	Youth Panel
16:30-18:00	Track Workshops	14:15-16:20	Track Keynotes
19 July		20 July	
Time	Activities	Time	Activities
8:00-12:00	Off-site Experiences	9:00-11:15	Explore Workshops
13:00-15:00	Gallery Viewing	13:30-16:00	Keynote Speech
15:15-16:45	Adult Workshops	16:15-17:00	Celebration

Programming Tracks

- **Agricultural Science:** Introducing you to areas such as biology, urban farming, and environmental science so that you can explore the field of agriculture
- **Community Booster:** Guiding you to develop innovative solutions for real-world challenges and create transformative progress to benefit all communities
- **Healthy Living:** Empowering you to make healthy decisions in such areas as nutrition and emotional well-being, and lead healthy lifestyles

- **Science Lab:** Leading you to explore the skills you need to succeed in life in key areas like computer science, robotics, and physics

21. TransForm allows the teens to_____.

- A. select workshops for their parents
- B. prepare track topics for the camp
- C. design programme activities
- D. attend hands-on sessions

22. According to the schedule, which activity can the teens participate in?

- A. Keynote Speech on 17 July.
- B. Youth Panel on 18 July.
- C. Celebration on 19 July.
- D. Programme Showcase on 20 July.

23. What can the teens do in the Programming Tracks?

- A. Build urban communities.
- B. Serve as guides on a farm.
- C. Learn about healthy living.
- D. Volunteer in a science lab.

B

Throughout our Junior year, my classmates and I have been worried about what colleges will see when they look at our whole life story reduced to a single 200-word essay. Will the golden word “success” form in their minds when they review our achievements? Or will they see the big word “fail” in red? The shadow of this mysterious (神秘的) institution steals away what success means to us.

My first step of redefining success began with course registrations. It is a well-known fact, especially in my school, that Junior year is the time of packing many AP classes into the schedule. When asked why they chose so many AP classes, my friends responded: “I don’t know.” They themselves don’t know why they are following the crowd and longing for the pressures of academic difficulty. Therefore, they do not feel the satisfaction of being academically challenged.

Completing many courses no longer brings out the feeling of success because more than four AP classes per year is a norm set by top universities. Determined to follow my instincts (本能) on what I felt success means, I only chose two classes that I knew I would enjoy. The feeling of success was no longer attached to what grade I received but to the pure joy of learning.

Even my failures are attached to a feeling of success; after I take a step back and look at the big picture, I see them as a launching pad (平台) for my next big achievement. In the ninth grade, I went in for my first group interview for a leadership position as a shy girl. Not standing a chance against competitive applicants, I came out of the interview with an upset look. Nevertheless, this interview wasn’t a wasted opportunity. I talked to one of the senior applicants who answered questions in a way that reflected the faith she had in herself.

This year, with an open mind and new knowledge in mind, I walked into another group interview while telling

myself I was that cool senior. I managed to secure a leadership position. Ultimately, success came little by little.

24. Throughout the Junior year, what was the author's major concern?

- A. Pressure from choosing AP classes.
- B. Performance in group interviews.
- C. Competition with seniors.
- D. Recognition by colleges.

25. The author chose fewer AP classes because of _____.

- A. her own understanding of success
- B. her desire for academic challenges
- C. her strong urge to follow the crowd
- D. her dream of entering a top university

26. Which would best describe the author's first group interview?

- A. Dignifying.
- B. Rewarding.
- C. Engaging.
- D. Relaxing.

27. What can we learn from this passage?

- A. Everyone is the maker of their own success.
- B. Success favours those with a golden heart.
- C. Success knocks at your door only once.
- D. A college holds the key to success.

C

Not too long ago, on a cold winter night, there was a teenager who wanted more screen time and a parent who said no. The teenager was advocating for her right to scroll (翻屏) for an extra 30 minutes. The parent argued that none of her friends' parents let them have screens after 9 o'clock. "I thought, in this family, we don't compare ourselves with other people, Dad?" the teenager replied. The parent — who was me, by the way — just got served. Since they were young, I have told my kids not to compare themselves with other people. I have argued countless times that comparisons are the "thief of joy".

Although my daughter didn't win, she did help expose one of the worst pieces of advice I have ever given. In my defence, I did what we've all done before, which is repeat received wisdom without exploring the nuances. But now is the time to set the record straight, which starts with questioning the idea that all social comparison is unhealthy.

Social comparisons do, of course, often get us into emotional trouble. But they can be harnessed (利用) for our betterment if we understand how they work. The social comparisons we make — ones that lead us to feel good or bad about ourselves — are vital to our ability to thrive (成长). Science provides a guide we can use to harness the way we perform these comparisons to reduce their negative emotional impacts.

Comparing yourself with someone who is outperforming you could result in feelings of envy if you focus on the things they have and you don't, or it can be energizing and inspiring if you use these comparisons as a source of

motivation, for example, “If they can achieve that, so can I.” Comparing yourself with someone who is doing worse than you could result in fear and worry if you think about how you could fall into similar circumstances, or it can draw out feelings of gratitude and appreciation if you use that comparison to broaden your views — for example, “Wow, things could be much worse; I’m doing great.”

What I wish I taught my daughter earlier are these nuances. How we feel about ourselves rests not just on whom we compare ourselves with but also on how we think about that comparison. That's something we all have control over.

28. How did the author feel about his daughter's argument?

29. What does the word “nuances” underlined in Paragraph 2 most probably mean?

- A. Major achievements.
- B. Complex feelings.
- C. Significant impacts.
- D. Fine differences.

30. Which would be the best title for the passage?

- A. Comparing Ourselves with Others Can Become a Healthy Habit
- B. Comparing Ourselves with Others Can Strengthen Family Ties
- C. Social Comparisons Can Get Us into Emotional Trouble
- D. Social Comparisons Can Be Controlled by Science

D

The call to “know yourself” has been there since ancient times, but our sense of self doesn’t always match what others perceive. Considering the stories we tell about ourselves can help us to change our minds for better.

For many years, psychologists saw identity as a combination of someone's values, beliefs, goals and social roles. Then, in the 1980s, Bob Johnson created the life story model of identity, in which he proposes that, as we go through life, these core features are built in with our memories to create a personal story through which we understand our lives.

Our life story is something that starts coming together in our teenage years, when we begin to organise our lives into chapters around key events or life changes, and begin to see ourselves as both the central character and, to a varying extent, the story's author. People with more consistent stories tend to have a stronger sense of identity, and they feel their life has more meaning, direction and sense of purpose. Such people show greater overall life satisfaction, too.

Johnson has also investigated the link between well-being and certain story themes. He discovered that whether someone describes having had some control over events in their past is an important predictor of a person's

mental health. Another key theme involves finding some kind of positive meaning after stressful events. “People could talk about gaining knowledge or personal growth,” says Johnson. His research shows that this is often missing for people with mental health conditions. The good news is that there is evidence we can learn to change our own story.

Lisa Green, another researcher, sounds a few notes of caution (谨慎). For instance, hearing about the power of redemptive (拯救性的) stories, many people may feel forced to find a positive angle on horrible events. She says that Western culture already pushes people to look for the silver lining behind every cloud.

If you want to turn over a new leaf, though, one top tip is that it helps to choose a significant date that signals the start of a new “chapter”. Contrary to popular doubt, resolutions made on 1 January are more effective for this reason. So, whether your goal is saving money or getting fit, there is no better time to become the author of our own destiny (命运).

31. What can be inferred about personal stories?

- A. They are unrelated to health.
- B. Consistent ones lead to stress.
- C. They are relevant to happiness.
- D. Thematic ones hold back change.

32. What can we learn from this passage?

- A. Talking about gains from failure is negative.
- B. New Year resolutions are well received.
- C. The West tends to overvalue optimism.
- D. Social roles fail to be highlighted.

33. What does the author mainly do in this passage?

- A. Clarify a goal.
- B. Analyse an event.
- C. Make a comparison.
- D. Illustrate an approach.

34. What is the passage mainly about?

- A. How self-identity works.
- B. How story-tellers are made.
- C. How personal stories raise doubts.
- D. How timing affects personal identity.

第二节(共 5 小题;每小题 2 分,共 10 分)

根据短文内容,从短文后的七个选项中选出能填入空白处的最佳选项,并在答题卡上将该项涂黑。选项中有两项为多余选项。

What is adulthood? Societies all over the world view the concept of an adult as self-supporting and self-directed, because it identifies a point in the life cycle.

As Alice Black points out, today’s parents’ fear of letting kids do more housework has added to their inability to feel competent and, thus, confident in themselves. Psychologist Robert Turner wrote about this in his book, *The*

Life Cycle, mentioning a stage when kids learn self-direction and mastery. 35

But Turner's other cycles are just as important. 36 If these life cycles are delayed, interrupted, or denied, you feel incapable of accessing your states of self, controlling unpleasant feelings, and manipulating (操控) the energy that puts together the fabric of your inner world.

Turner wisely said that “doing well” psychologically is being able to roll with the flow of emotions, manage them, communicate clearly and well with others, and master various skills. This requires an internal locus (核心) of control, which implies self-control of your thoughts, feelings, and actions. 37 You're self-directed and not reliant on the world to tell you who you are. And you know who you are within all this.

So, being an adult isn't just holding a job. Being an adult is about having a rooted sense of self while being capable of identifying and managing your emotions and actions. 38 We are a social species, so this is important.

While raising an adult is a parent's job, it's also our responsibility as a society to ensure that we support schools that nurture (培养) emotional and identity development. 39

- A. It's also our job to support adults who need help repairing incomplete life cycles.
- B. They talk about someone's inability to support themselves through work.
- C. It's being able to show understanding when communicating with others.
- D. In other words, you're playing the game of life — life isn't playing you.
- E. They teach emotional awareness and management as well as identity.
- F. You feel like an 18-year old, especially when playing 80s music.
- G. When this stage is denied it creates a sense of insecurity.

第三部分 书面表达(共两节, 32 分)

第一节(共 4 小题; 第 40、41 题各 2 分, 第 42 题 3 分, 第 43 题 5 分, 共 12 分)

阅读下面短文, 根据题目要求用英文回答问题。请在答题卡指定区域作答。

There's something magical about the way imagination works. Around the world, kids are using imagination in ways that were once only found in science fiction.

Take the story of Mark Lee. He loved biking around his neighbourhood but grew upset seeing that many plastic bottles littered the parks and sidewalks. Instead of simply complaining, he decided to do something about it.

Using an old 3D printer, Mark started experimenting. He melted (熔化) plastic bottles down and tried shaping them into small bricks. At first, everything went wrong — the plastic broke, the printer jammed, and the pieces didn't fit together. Friends laughed a little, and even Mark's parents thought he should just give up.

But Mark had a different idea. He redesigned the bricks to lock together like puzzle (拼图) pieces and adjusted the heating temperature carefully. After months of trial and error, he succeeded. With a little help from his school and the local community centre, Mark used his bricks to build a small bike shelter for his neighbourhood.

And he's not alone. Thirteen-year-old Sally Carter loved reading fantasy books. Inspired by magical maps in her stories, she wondered: what if we could build a real-world app that helps people explore hidden places in their own cities? She gathered friends, learned some basic programming, and together they created an app that maps small local parks and gardens few people knew about. Their app quickly grew popular in town and even won a local youth innovation award.

Next time you see a young person lost in thought, don't rush to pull them back. They might just be imagining the next great idea.

40. What upset Mark when he was biking around his neighbourhood?

41. How does the app created by Sally and her friends help?

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

> With encouragement from his friends and parents, Mark built a small bike shelter for his neighbourhood after months of trial and error.

43. How can you put your imagination into practice as Mark and Sally did?(In about 40 words)

第二节(20分)

44. 假设你是红星中学高三学生李华。联合国正面向全球青少年开展倡议征集活动。你的外国好友 Jim 打算参加, 为此发来邮件, 就倡议内容询问你的建议。请你用英文给他回复, 内容包括:

1. 提出的建议;
2. 建议的理由。

提示词: 倡议 proposal

注意: 1. 词数 100 左右;

2. 开头和结尾已给出, 不计入总词数。

Dear Jim,

Yours

Li Hua

