

Serval says that one day, it'll be possible to replace the brush on the handle with a brushing unit that also has a camera. The camera can even examine holes in your teeth while you brush.

56. Which is one of the features of the Kolibree toothbrush?

A. It can sense how users brush their teeth.  
B. It can track users' school performance.  
C. It can detect users' fear of seeing a dentist.  
D. It can help users find their phones.

57. What can we learn from Serval's words in Paragraph 3?

A. You will find it enjoyable to see a dentist.  
B. You should see your dentist on a day-to-day basis.  
C. You can brush with the Kolibree as if guided by a dentist.  
D. You'd like a dentist to watch you brush your teeth every day.

58. Which of the following might make the Kolibree toothbrush fun?

A. It can be used to update mobile phones.  
B. It can be used to play mobile phone games.  
C. It can send messages to other users.  
D. It can talk to its developers.

59. What is Paragraph 5 mainly about?

A. How Serval found out his kids lied to him.  
B. Why Serval thought brushing teeth was necessary.  
C. How Serval taught his kids to brush their teeth.  
D. What inspired Serval to invent the toothbrush.

60. What can we infer about Serval's children?

A. They were unwilling to brush their teeth.  
B. They often failed to clean their toothbrushes.  
C. They preferred to use a toothbrush with a dry head.  
D. They liked brushing their teeth after Serval came home.

61. What can we learn about the future development of the Kolibree?

A. The brush handle will be removed.  
B. A mobile phone will be built into it.  
C. It will be used to fill holes in teeth.  
D. It will be able to check users' teeth.

E

The kids in this village wear dirty, ragged clothes. They sleep beside cows and sheep in huts made of sticks and mud. They have no school. Yet they all can chant the English alphabet, and some can make words.

The key to their success: 20 tablet computers (平板电脑) dropped off in their Ethiopian village in February by a U.S. group called One Laptop Per Child.

The goal is to find out whether kids using today's new technology can teach themselves to read in places where no schools or teachers exist. The Massachusetts Institute of Technology researchers analyzing the project data say they're already amazed. "What I think has already happened is that the kids have already learned more than they would have in one year of kindergarten," said Matt Keller, who runs the Ethiopia program.

The fastest learner—and the first to turn on one of the tablets—is 8-year-old Kelbesa Negusse. The device's camera was disabled to save memory, yet within weeks Kelbesa had figured out its workings and made the camera work. He called himself a lion, a marker of accomplishment in Ethiopia.

With his tablet, Kelbesa rearranged the letters HSROE into one of the many English animal names he knows. Then he spelled words on his own. "Seven months ago he didn't know any English. That's unbelievable," said Keller.

The project aims to get kids to a stage called "deep reading," where they can read to learn. It won't be in Amharic, Ethiopia's first language, but in English, which is widely seen as the ticket to higher paying jobs.

62. How does the Ethiopia program benefit the kids in the village?

A. It trains teachers for them.  
B. It contributes to their self-study.  
C. It helps raise their living standards.  
D. It provides funds for building schools.

63. What can we infer from Keller's words in Paragraph 3?

A. They need more time to analyze data.  
B. More children are needed for the research.  
C. He is confident about the future of the project.  
D. The research should be carried out in kindergartens.

64. It amazed Keller that with the tablet Kelbesa could \_\_\_\_.

A. learn English words quickly  
B. draw pictures of animals  
C. write letters to researchers  
D. make phone calls to his friends

65. What is the aim of the project?

A. To offer Ethiopians higher paying jobs.  
B. To make Amharic widely used in the world.  
C. To help Ethiopian kids read to learn in English.  
D. To assist Ethiopians in learning their first language.

第II卷(共45分)

第三部分 书面表达(共两节,满分45分)

第一节 阅读表达(共5小题;每小题3分,满分15分)

阅读下面短文并用英语回答问题,将答案写到答题卡相应的位置上(请注意各小题后面的词数要求)。

[1] Nowadays the cost of a new car has fallen in real terms so that it is cheaper than ever to own one, and better road conditions have also attracted more drivers. The result is overcrowding on the road system, which is one of the problems the local governments are faced with.

[2] When people travel to other towns, the problem might be relieved by getting them to park outside the town. Buses could be provided to take them into the centre. These Park and Ride projects are increasingly popular in the UK. At Southerton, for example, a council-funded project led to a 15% drop in city centre traffic over five months.

[3] What the council found, though, was that the project proved somewhat unpopular with shop owners in the area outside the centre. Many of their shops relied on passing car drivers for some of their trade. As the number of people driving past dropped, so did their incomes.

[4] Making car driving expensive is another way of \_\_\_\_\_. Road taxes tend to mean that people use their cars less. Fining drivers who are in areas where cars have been banned can also tend to encourage them to leave their cars behind.

[5] However, one thing has to be got right for any solution to succeed. If we expect people to give up the habit of driving, we must give them an alternative they can rely on. Constant delays, unannounced changes to the timetable and sudden cancellations all discourage people from using public transport. People will only see it as a real choice if the buses and trains are on time.



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