

第一部分 听力

1~5 ABACA 6~10 CCBBC 11~15 BCBAB

16~20 AACBB

第二部分 阅读

第一节

[A]

语篇解读:主题:人与自我。话题:目标的设定与达成。本文是一篇应用文。文章主要介绍了四本关于目标设定与达成的书籍。

21. 选 C 细节理解题。根据第二段中“*These books should push you ahead of the rest, and importantly, to make you attain your set goals.*”可知,本文所介绍的书籍能帮助读者实现自己设定的目标。故选 C。
22. 选 B 细节理解题。根据第四段中“*Exceeding your goals is possible when you believe in yourself. Get over the fear of failure and use the power of a positive attitude to achieve big things.*”可知, *The Magic of Thinking Big* 这本书中对个人实现目标的自信心进行了强调。故选 B。
23. 选 A 细节理解题。根据最后一段中“*Brian Tracy explains the 12 steps necessary to accomplish goals both large and small*”可知, Brian Tracy 对目标如何达成进行了详细阐述。故选 A。

[B]

语篇解读:主题:人与自我。话题:追逐梦想。本文是一篇记叙文。文章主要讲述了 Thompson 一直憧憬着进行滑翔运动,到了 80 岁她才开始实现梦想。她欣然接受变老,并认为变老给予了她自由做事情的机会。在追逐梦想的路上,她还向慈善事业献出爱心,一位永葆青春的爱心老人的形象在读者心中生动呈现。

24. 选 B 推理判断题。根据第一段中“*In Interlaken, they would head up the mountain and watch the paragliders launch themselves into the sky. Back in town, in a large park, they watched them return to the earth.*”和第二段中“*So she continued to watch the gliders take flight and land.*”可知, Thompson 一直痴迷滑翔伞运动。故选 B。
25. 选 A 推理判断题。根据第三段中“*Although some people get scared while flying, she said she just feels free. Thompson did her second paraglide when she turned 85*”可知, Thompson 在进行滑翔运动时有自由自在的感觉,并且在 85 岁又进行了第二次滑翔,由此可知,她是一个有勇气的老人。根据文中第四段和第五段可知, Thompson 在生活中一直充满正能量,可见她是一个积极乐观的老人。故选 A。

26. 选 C 细节理解题。根据最后一段中“*‘Isn’t getting old awful?’ I say: ‘No ...’*”可知,作者旨在借用 Thompson 的话表明变老并非如此糟糕。故选 C。
27. 选 D 推理判断题。根据本文主要角色 Thompson 的年龄特征可知,本文旨在传递老年人的生活状态;再结合文章自始至终在谈论 Thompson 做滑翔运动的梦想可知,从她的故事中我们能学到:追逐梦想任何时候都不晚。故选 D。

[C]

语篇解读:主题:人与自然。话题:凤头鹦鹉。本文是一篇说明文。文章主要介绍了凤头鹦鹉外表美丽、内在充满智慧、擅长社交的优点,同时作者建议去野外观赏它们。

28. 选 D 细节理解题。根据第一段第一句“*Old dogs may not have an easy time learning new tricks, but it’s not a problem for cockatoos.*”和最后一句“*Cockatoos proved to be smart birds and good learners.*”可知,本段旨在证明凤头鹦鹉很聪明。故选 D。
29. 选 A 词义猜测题。根据第四段中“*In the wild, some cockatoos use sticks to get insects out of tree bark. Others use small stones to crack open hard-shelled nuts.*”可知,凤头鹦鹉在野外用棍子把树皮上的昆虫弄出来或者用小石头敲开硬壳坚果,可以推出聪明的凤头鹦鹉擅长利用野外工具觅食。由此可知,画线词意为“熟练的”,与 A 项词义相近。故选 A。
30. 选 B 观点态度题。根据第六段中“*But cockatoos can be challenging pets to keep.*”和最后一段中“*Rather than committing to caring for one at home, enjoy the birds in the wild.*”可知,作者明确了自己的观点:不要把凤头鹦鹉当宠物养,要到野外去观赏它们。故选 B。
31. 选 B 标题归纳题。本文前两段为主旨段落,第一段旨在说明凤头鹦鹉的聪明好学,第二段表明凤头鹦鹉美丽的外表、内在的智慧及爱交际的天性让它们成为受欢迎的宠物。再通读全文可知,本文旨在说明凤头鹦鹉的美丽与智慧,故 B 项适合作为文章标题。

[D]

语篇解读:主题:人与社会。话题:大脑功能。本文是一篇研究类说明文。文章主要介绍了 Tamar Makin 和 John Krakauer 教授关于大脑功能的新发现,他们反驳了大脑资源能重新分配的大众观点,提出大脑的潜在功能是现存的和有限的,需要对其进行训练功能才可开发。

32. 选 C 细节理解题。根据第一段“*Contrary to the commonly-held view, the brain does not have the ability to rewire itself ... say scientists from the University of Cambridge and Johns Hopkins University.*”可知,关于大脑功能一个普遍的误解是大脑可以重塑。故选 C。

33. 选 A 推理判断题。根据第三段中“... instead it's using possible capacities that have been present since birth.”和第四段“Examining other studies, Makin and Krakauer found no convincing evidence that the visual cortex ... ever developed a novel functional ability that did not otherwise exist.”可知,大脑的可塑性是有限的;再根据第五段第一句“Understanding the true nature and limits of brain plasticity is crucial ...”可以得出,文中提到的研究旨在说明大脑的可塑性是有限的。故选 A。

34. 选 D 段落大意题。根据第五段中的主题句“Understanding the true nature and limits of brain plasticity is crucial ... they argue”可知,本段主要谈论新发现在医疗行业中的现实意义。故选 D。

35. 选 C 细节理解题。根据最后一段“... but we're scientists, we don't believe in magic. These amazing behaviours that we see are rooted in hard work, repetition and training ...”可知,Tamar Makin 和 John Krakauer 不相信魔力,认为要用努力去开发大脑潜在的功能。故选 C。

第二节

语篇解读:主题:人与社会。话题:闲聊的艺术。本文是一篇说明文。文章主要介绍了把闲聊变为艺术的四种方法。

36. 选 F 上文提到,随着我们的生活与数字时代越来越交织在一起,保持人际关系的火花比以往任何时候都更重要,其中的一个关键部分是闲聊。根据空后的“Here's how to master the art of small talk.”可知,空处应谈及闲聊的作用,故 F 项承上启下,符合语境。

37. 选 G 根据本段的第一句可知,“激发真正的兴趣”是有效闲聊的基石,第二句谈及如何表现出对闲聊的真正兴趣,因此本空应谈及真正对谈话感兴趣所带来的益处,G 项中“authentic curiosity”与空前的“Genuine interest”相呼应,故 G 项承接上文,符合语境。

38. 选 E 根据本段第一句可知,本段主要谈及闲聊中“观察的艺术”,空前谈及观察谈话中的非语言信号,空后谈及熟悉这些非语言信号的益处,本空内容应起到承上启下的作用,选项 E 中“The signals”与空前的“the speaker's body language, facial expressions and tone of voice”和空后的“them”相对应,故 E 项符合语境。

39. 选 D 根据本段第一句可知,本段主要谈及闲聊中“倾听的艺术”,空前和空后都陈述了通过倾听构建融洽关系的做法,因此本空内容应与空处前后内容为并列关系,故 D 项符合语境。

40. 选 A 根据本段第一句可知,本段主要谈及“真实参与闲聊的艺术”;空前“Avoid the temptation to project an image or use scripted responses.”表明要避免刻意树立形象或使用照本宣科回应的诱惑,因此本空应该谈及该怎么做,故 A 项与上文构成转折关系,符合语境。

第三部分 语言运用

第一节

语篇解读:主题:人与自我。话题:探险经历。本文是一篇夹叙夹议文。文章讲述了作者和同伴在“漏斗森林”探险的经历。在探险的路上,作者多次遇到下雨的糟糕天气,体力不支,看不到终点,心情低落。但当想到不断冒出的水坑和地下河流的入口在通往一个未知的世界时,他开始更加欣赏沿途令人叹为观止的风景。

41. 选 B 根据文章首句可知,作者让客栈老板看旅游地 Maolan karst cones 的精美照片;根据本空前后可知,客栈老板在告知作者此旅游地的相关信息,故 B 选项切题。

42. 选 C 根据空后的“that too many visitors could cause geological damage”可知,太多的游客可能造成地质破坏,此空应表示“担忧”,故 C 项切题。

43. 选 A 根据本空前后可知,作者尽管失望,但是事情有所转机;由此可知,此处应该是想出了可替代的旅游方案:穿越“漏斗森林”的七小时徒步旅行。故 A 项切题。

44. 选 A 根据下文“However, I had _____ the tourism motto ... decided to venture into the forest ...”可知,作者的旅游团队最终决定去森林探险;由“However”一词可知,本空所在句子应为:“我们本不愿意去冒险”,故 A 项切题。

45. 选 D 根据下文“... the tourism motto in the nature reserve: 'If you don't do it now, you won't do it in your lifetime.'”可知,自然保护区里面可以看到旅游箴言,本空所在句子应该指作者注意到了此处的旅游箴言,故 D 项切题。

46. 选 C 根据上文语境可知,一开始作者的旅游团队对探秘“漏斗森林”存在为难情绪,此空应指在“旅游箴言”的激励下,作者团队中的三个人终于做出了选择,故 C 项切题。

47. 选 C 根据下文“Great, Bear Grylls went there.”可知,客栈老板赞同作者团队的选择,所以此处应指客栈老板会意一笑,故 C 项切题。

48. 选 D 根据下文“Our guide, in his 50s, behaved like a botanist ...”可知,本空指作者团队在当地向导的带领下出发了,故 D 项切题。

49. 选 A 上文提到作者已经出发旅行,所以此处指作者在成功爬过第一座山前就已经浑身湿透,故 A 项切题。

50. 选 B 根据本段语境可知,作者在森林探险中遇上糟糕的天气,还没爬过一座山时就已经浑身湿透,再根据空后“mud and water”可知,作者浑身都是泥和水,成了水和泥的混合物,故 B 项切题。

51. 选 B 根据空前“*Our guide, in his 50s, behaved like a botanist, introducing the locally specific plants to us, but I was hardly in the _____*”可知,导游兴致勃勃,但作者因为坏天气带来的不便而感到心情低落,故 B 项切题。

52. 选 D 根据空前“*Every step sank into the muddy, sucking ground. Every log or rock in front of us was a physical _____*”可知,作者每走一步都陷在泥泞的地面中,由此可看出要跨越原木或岩石更是一种体力挑战,故 D 项切题。

53. 选 B 根据空前“*One can never reach those places without strong willpower*”可知,作者一遍又一遍用千年古语来鼓励自己继续探秘,故 B 项切题。

54. 选 A 根据上文语境可知,作者在向导的引领下探秘“漏斗森林”,因此他们会沿着一定的路线前行,因此本空所在句子应指沿着他们的路线看到的景象,故 A 项切题。

55. 选 D 根据下文“*Wandering in a green chaos without any obvious landmarks is also breathtaking.*”可知,作者开始欣赏沿途的美景,故 D 项切题。

第二节

语篇解读:主题:人与社会。话题:传统工艺。本文是一篇说明文。文章主要介绍了被列为省级非物质文化遗产的苗族笼编工艺。

56. why 考查连接词。上文“*The Miao people have loved birds for generations.*”与本句在语意上为因果关系;分析句子结构可知,此处为表语从句的连接词,故填 why。

57. Located 考查非谓语动词。分析句子成分可知,此处为短语 be located in...“位于……”在句首作状语,故填 Located。

58. dates 考查时态与主谓一致。分析句子结构可知,此处为定语从句的谓语部分,表示从现在起的追溯,应用一般现在时,且短语“date back”无被动语态;再根据句意可知,此处 which 代表主句中的 craft,谓语部分应用单数形式,故填 dates。

59. was listed 考查时态、语态与主谓一致。分析句子结构可知,此处需填谓语动词;根据时间状语“*In 2009*”可知,此处应用一般过去时,且“list”与主语“it”之间为被动关系,故填 was listed。

60. carefully 考查副词。分析句子结构可知,此处修饰句子的谓语部分“is crafted”,应用副词形式,故填 carefully。

61. in 考查介词。根据句意可知,鸟笼由两种类型的竹子做成,确保其硬度和韧性,结果就编成了耐用的鸟笼。result in 意为“结果,导致”,为固定短语,故填 in。

62. awareness 考查名词。分析句子结构可知,此处作介词 With 的宾语,应用名词形式,故填 awareness。

63. meeting 考查非谓语动词。分析句意和句子结构可知,此处是在句中作结果状语,表示自然而然的結果,应用现在分词,故填 meeting。

64. the 考查冠词。in the shape of 意为“以……形状”,为固定短语,故填 the。

65. and 考查连词。根据本句的句子结构和句意可知,“the fascinating skills”与“the splendid culture”之间为并列关系,故填 and。

第四部分 写作

第一节

参考范文:

Dear Peter,

How are you doing? To make our class more productive, I'd like to voice my ideas.

I've noticed that many of us are hesitant to speak up, probably due to fear of making mistakes. To approach this, I strongly recommend organizing group discussions and role-play activities, where the relaxed atmosphere will inspire more active participation and motivate us to speak confidently. Additionally, our vocabulary and grammar exercises could be more engaging. Interactive games, like word puzzles and grammar challenges, would make our learning fun and memorable. Such activities can foster a sense of competition and teamwork, contributing to a more dynamic and interactive learning environment.

Please take my tips into consideration at your convenience. Hopefully, they will be of great help.

Yours,

Li Hua

【分析】

1. 审题立意:要求考生给外教写一封邮件,指出英语课堂存在的问题,建议有效的课堂活动并阐明理由。人称使用第一人称,时态以一般现在时为主。

2. 谋篇布局:首段开门见山引出话题,中间段介绍课堂存在的问题,提出解决问题的课堂活动并阐明理由,最后一段请求考虑建议,表达期望。

3. 关键词句:根据写作要点及构思好的提纲可以初步确定文章可能使用到的词汇、短语和句子有:productive/voice my ideas/be hesitant to speak up/due to/approach/recommend/motivate us to speak confidently/additionally/engaging/fun and memorable/foster a sense of competition and teamwork/contribute to/dynamic and interactive learning environment/take... into consideration/at your convenience/of great help/不定式作目的状语/定语从句/非谓语动词作宾补/非谓语动词作结果状语/祈使句等,通过词汇铺垫,就很容易成文了。文章写完之后要检查文中是否存在拼写或语法错误,并增加一些细节和过渡性的词汇,使全文衔接自然,语义流畅。

参考范文:

That's when I finally made my way over to say hi to Leroy. Surprised to see me, Leroy nervously cracked a smile and murmured with embarrassment, "I just can't manage the ball..." "It's no big deal. Everyone was once a green hand." I smiled. My encouraging words seeming to ease Leroy's nerves, he opened up to me, talking about his eagerness for bowling despite the frustrating fact that he possessed neither enough courage nor outstanding talent. His passion for bowling took me to the good old days in my freshman year. "I will accompany you to practice it every Sunday." I patted him on the shoulder. Amazed and excited, he expressed his heartfelt thanks.

And that was the beginning of our friendship. Since that night, meeting at Kingpin Lanes has become our weekly routine. As time passed, my bond with Leroy strengthened. His bowling skills were dramatically sharpened through consistent efforts, which, in turn, reinforced his confidence and helped him fit in with others in the club. "You light up my sky. We are brothers!" Leroy was always telling me whenever we congratulated him on his victories together. If you ask me why I love bowling more than anything, it's not just for the sport itself but also for its power to boost confidence, its ability to change lives, and the sincere friendships that blossom because of it!

【分析】

1. 故事概述: 文章讲述了“我”在高中时期酷爱打保龄球,甚至说服学校建立了一支保龄球队和一个保龄球俱乐部。这项运动帮助“我”更好地融入校园生活,“我”不仅变得更自信和外向,还建立了有意义的友谊。其中,最令“我”印象深刻的是与新生 Leroy 的相遇。Leroy 虽然喜欢保龄球,却因为紧张和害羞从未尝试过。终于,一天晚上 Leroy 第一次拿起了保龄球,但即使他拿着最轻的球,他的每个球都没有得分。

2. 段落续写:

①由第一段首句“就在那时,我终于走过去和 Leroy 打招呼了。”可知,第一段可描写“我”对 Leroy 的鼓励与约定。

②由第二段首句“那是我们友谊的开始。”可知,第二段可写“我”帮助 Leroy 打保龄球的过程及彼此间的情感呼应。

3. 续写线索:“我”鼓励 Leroy 相信自己——“我”决定每周帮助 Leroy——“我们”一起打球,一起分享生活——Leroy 球技进步,找回自信,“我们”结下友谊——“我”更加热爱保龄球运动

一、评分原则

1. 本题总分 15 分,按 5 个档次给分。
2. 评分时应从内容、词汇语法和篇章结构三个方面考虑:
 - (1) 对内容要点覆盖的情况及内容表述的合理性;
 - (2) 对词汇和语法结构使用的准确性、恰当性和多样性;
 - (3) 上下文的衔接和全文的连贯性。
3. 评分时应先根据作答的整体情况确定所属档次,然后再根据该档次的具体要求综合衡量,确定或调整其档次,最后给分。
4. 评分时,还应考虑以下情况:
 - (1) 词数少于 60 的,应酌情扣分;
 - (2) 单词拼写和标点符号是写作规范的重要方面,应视其对交际的影响程度予以考虑。英、美拼写和词汇用法均可接受;
 - (3) 书写较差,以致影响交际的,酌情扣分。

二、各档次的给分范围和要求

第五档(优秀)(13—15 分)

1. 覆盖所有要点,表达清楚、合理;
2. 使用了多样且恰当的词汇和语法结构,有很少错误,但完全不影响理解;
3. 有效地使用了语句间衔接手段,全文结构清晰,意义连贯;
4. 完全达到了预期写作目的。

第四档(良好)(10—12 分)

1. 覆盖所有要点,表达较为清楚、合理;
2. 使用了比较多样且恰当的词汇和语法结构,有个别错误,但不影响理解;
3. 比较有效地使用了语句间衔接手段,全文结构比较清晰,意义比较连贯;
4. 达到了预期写作目的。

第三档(一般)(7—9 分)

1. 基本覆盖所有要点,有个别表达不够清楚、合理;
2. 基本有效地使用了恰当的词汇和语法结构,有些许错误,但不影响理解;
3. 基本有效地使用了语句间衔接手段,全文结构基本清晰,意义基本连贯;
4. 基本达到了预期写作目的。

第二档(较差)(4—6 分)

1. 遗漏或未清楚表达一些内容要点或一些内容与写作目的不相关;
2. 所用词汇有限,语法结构简单,错误较多,影响理解;
3. 几乎未能有效使用语句间衔接手段,全文结构不够清晰,意义不够连贯;
4. 未能达到预期的写作目的。

第一档(差)(1—3 分)

1. 遗漏或未清楚表达大部分内容要点或大部分内容与写作目的不相关;

2. 所用词汇非常有限,语法结构简单,错误很多,严重影响理解;
 3. 几乎未能有效使用语句间衔接手段,全文结构不清晰,意义不连贯;
 4. 完全未达到预期的写作目的。
- 零分(0)
- 未作答;抄写试卷上原句;所写内容太少或无法看清以致无法评判;与题目要求完全不相关。

读后续写评分标准

一、评分原则

1. 本题总分 25 分,按 5 个档次给分。
2. 评分时,主要从内容、词汇语法和篇章结构三个方面考虑,具体为:
 - (1) 创造内容的质量、续写的完整性以及与原文情境的融洽度;
 - (2) 所使用词汇和语法结构的准确性、恰当性和多样性;
 - (3) 上下文的衔接和全文的连贯性。
3. 评分时,应根据作答的整体情况确定其所属的档次,然后以该档次的要求来综合衡量,确定或调整档次,最后给分。
4. 评分时还应注意:
 - (1) 词数少于 120 的,酌情扣分;
 - (2) 单词拼写和标点符号是写作规范的重要方面,评分时应视其对交际的影响程度予以考虑。英、美拼写及词汇用法均可接受;
 - (3) 书写较差,以致影响交际的,酌情扣分。

二、各档次的给分范围和要求

第五档(优秀)(21—25 分)

1. 创造了丰富、合理的内容,富有逻辑性,续写完整,与原文情境融洽度高;
2. 使用了多样且恰当的词汇和语法结构,表达流畅,语言错误很少,且完全不影响理解;
3. 自然有效地使用了段落间、语句间衔接手段,全文结构清晰,前后呼应,意义连贯。

第四档(良好)(16—20 分)

1. 创造了比较丰富、合理的内容,比较有逻辑性,续写比较完整,与原文情境融洽度较高;
2. 使用了比较多样且恰当的词汇和语法结构,表达比较流畅,有个别错误,但不影响理解;
3. 比较有效地使用了语句间衔接手段,全文结构比较清晰,意义比较连贯。

第三档(一般)(11—15 分)

1. 创造了基本合理的内容,有一定的逻辑性,续写基本完整,与原文情境相关;
2. 使用了比较恰当的词汇和语法结构,表达方式不够多样,表达有些许错误,但基本不影响理解;

3. 使用了语句间衔接手段,全文结构比较清晰,意义比较连贯。

第二档(较差)(6—10 分)

1. 内容和逻辑上有一些重大问题,续写不够完整,与原文有一定程度脱节;
2. 所用词汇有限,语法结构单调,错误较多且比较低级,影响理解;
3. 未能有效地使用语句间衔接手段,全文结构不够清晰,意义欠连贯。

第一档(差)(1—5 分)

1. 内容和逻辑上有较多重大问题,或有部分内容抄自原文,续写不完整,与原文情境基本脱节;
2. 所使用的词汇非常有限,语法结构单调,错误极多,严重影响理解;
3. 几乎没有使用语句间衔接手段,全文结构不清晰,意义不连贯。

零分(0)

- 未作答;所写内容太少或无法看清以致无法评判;所写内容全部抄自原文或与题目要求完全不相关。

听力材料:

Text 1

M: My parents want me to study law, but I have a dream of being a painter.

W: Well, my parents allow me to study music.

Text 2

W: Excuse me, sir. Is this your wallet? You left it by your seat when you had lunch.

M: Oh, thank you so much. I am so forgetful. I dropped it off at the cinema last week. Luckily, I got it back.

Text 3

M: I've got two more classes today. I'll call you after classes.

W: Cool! I have to go to the gym out of school anyway, so let's just meet at the biggest movie theater of our city.

M: Cool. See you there!

Text 4

W: What time is it? The clock in the kitchen has stopped.

M: It's 6:30. I just have to go out to the shop before it closes. I need some batteries.

W: Well, don't be long. Dinner will be ready in exactly an hour.

Text 5

M: What do you like about the area where you live?

W: I find walking in the mountains very enjoyable, and another good thing is the friendly neighbors. But I find the noise of cars very unpleasant.

Text 6

W: Charles, you look tired.

M: Yeah, I'm worn out. I've been surfing the Internet.

W: Were you doing your homework or playing games?

M: Well, I wanted to get some information about Canada for my project, but I found a really appealing chat room with people from that country and started chatting.

W: Did you get the information you needed?

M: Yes. But then we spent a lot of time chatting about other interests.

Text 7

M: Hi, Lydia! How are you doing with your new job in Britain?

W: Well, I thought this job would be better than the last one, but actually, it's not that attractive and less challenging. I think I enjoy working in the sales department more.

M: Maybe things will improve. You've been there only for two months from Tokyo. At least this company bought you a flat and you don't have to drive 40 minutes to get to work.

W: I guess I have to agree with that, but I'm already looking forward to my vacation. My cousin is coming to London next month and we are going to visit Rome.

Text 8

W: How are you getting used to your new life here at the college, David?

M: It has been difficult at times; that's for sure. But it's been pretty smooth most of the time.

W: I bet. Your English has come a long way, too.

M: Thank you. I spend a lot of time looking up words in my dictionary, though.

W: Do you notice a big difference about your social life here compared to back home?

M: I eat more in restaurants here. Back home, I would always have dinner at home with my parents. On weekends, my friends go to the movies, but I stay home and study. I used to love going out to the movies in high school.

W: You must be saving lots of money, then.

M: My scholarship pays for my school fees, books, and one meal per day, so I don't pay for much. My friends in their second year all have part-time jobs, so I'm thinking of getting one next year, too.

W: Good idea. Remember, if you need anything, don't hesitate to ask. I'm just down the hall.

M: Thank you.

Text 9

M: I've got Molly in the studio today. She lives in a new housing zone named BedZED. Welcome to the program, Molly.

W: Thank you.

M: How do you like BedZED?

W: It is a great zone. You know, all the energy in BedZED is produced by special boards on the roofs of the buildings. The boards can turn sunlight into electricity. Now I can live there without feeling ashamed of polluting the environment.

M: So, even in the British climate it's possible to produce enough solar energy for residents. By the way, what kinds of people live there?

W: All kinds, such as teachers, nurses and young professionals. BedZED has shared work stations where computers are shared by all the people, so energy is saved. There's also a library for us. Instead of back gardens, the gardens are on the roofs!

M: I'd love to see this place.

W: Well, you can. But don't drive your car. There's nowhere to park. I go everywhere on my bicycle or by public transport.

M: You really have a green lifestyle. Then how are you getting home today?

W: I'll take the subway.

Text 10

And now we bring you a positive story from the autumn season. Senior citizens living in a retirement home found that they were unable to take their regular walks along the riverside. The reason? Leaves had fallen from the trees, making it impossible for people with wheelchairs or walking sticks to get by. One of the people was Jay Garrett, who told his grandson Barry about the issue. The next day, Barry asked his school's head teacher if he could address the school. Barry asked for volunteers to clear the paths. To his amazement, almost all of the school, including teachers, offered to help. So the next Saturday, they arrived at the riverside and cleared the paths, sweeping the leaves into large bags. Rather than throwing them away, Barry and his classmates took the bags to a nearby farm, where they could be used to make healthy soil to grow crops. The senior citizens were so grateful to the school children that they threw them a party in the retirement home. Such a moving story! Hopefully they can come to clear my driveway when it snows in winter. I'm Wally West for Channel 4 News.