

(在此卷上答题无效)

2025-2026 学年福州市高三年级第一次质量检测

英语试题

(全卷满分: 150 分, 考试时间 120 分钟)

注意事项:

1. 答题前, 考生务必将自己的姓名、考生号、考场号、座位号填写在答题卡上。
2. 回答选择题时, 选出每小题答案后用铅笔把答题卡上对应题目的答案标号涂黑。如需改动, 用橡皮擦干净后, 再选涂其他答案标号。回答非选择题时, 将答案写在答题卡上。写在本试卷上无效。
3. 考试结束后, 将本试卷和答题卡一并交回。

第一部分 听力 (共两节, 满分 30 分)

做题时, 先将答案标在试卷上。录音内容结束后, 你将有两分钟的时间将试卷上的答案转涂到答题卡上。

第一节 (共 5 小题; 每小题 1.5 分, 满分 7.5 分)

听下面 5 段对话。每段对话后有一个小题, 从题中所给的 A、B、C 三个选项中选出最佳选项。听完每段对话后, 你都有 10 秒钟的时间来回答有关小题和阅读下一小题。每段对话仅读一遍。

例: How much is the shirt?

A. £19.15.

B. £9.18.

C. £9.15.

答案是 C.

1. What does the woman think of traveling by train?

A. Time-consuming.

B. Affordable.

C. Tiring.

2. Why did Teddy fail the math test?

A. He didn't study enough.

B. He missed easy questions.

C. He had no time to finish it.

3. How much should the woman pay?

A. £10.

B. £14.

C. £15.

4. Where does the conversation probably take place?

A. In a playground.

B. At home.

C. In a restaurant.

5. What is Alex going to do?

A. Go shopping.

B. Watch a movie.

C. Wash his socks.

第二节 (共 15 小题; 每小题 1.5 分, 满分 22.5 分)

听下面 5 段对话或独白。每段对话或独白后有几个小题, 从题中所给的 A、B、C 三个选项中选出最佳选项。听每段对话或独白前, 你将有时间阅读各个小题, 每小题 5 秒钟; 听完后, 各小题将给出 5 秒钟的作答时间。每段对话或独白读两遍。听第 6 段材料, 回答第 6、7 题。

6. When will the speakers probably arrive in the theater?

A. 3:30 p.m.

B. 3:50 p.m.

C. 4:00 p.m.

7. What is Mike's suggestion?

A. Watching the 7 p.m. film.

B. Choosing the closest theater.

C. Leaving for the theater immediately.

听第 7 段材料, 回答第 8 至 10 题。

8. What did the scientists do during the research?

A. They drank coffee.

B. They made videos.

C. They kept a cat.

9. What does a relaxed cat do?

A. It shuts its eyes.

B. It pulls its ears back.

C. It moves its tail forward.

10. What are the speakers mainly talking about?

A. A cat café.

B. Cat face signals.

C. Adopting a cat.

听第 8 段材料, 回答第 11 至 13 题。

11. What is the probable relationship between the speakers?

A. Classmates.

B. Colleagues.

C. Teacher and student.

12. Why does the man feel stressed?

A. He needs to write an email.

B. His history paper is past due.

C. He has to ask professors for help.

13. What does the woman suggest the man do?

- A. Draft the history paper.
- B. Email his paper to a professor.
- C. Find a professor on the website.

听第 9 段材料，回答第 14 至 17 题。

14. What does Jack give to the woman?

- A. His class schedule.
- B. His health report.
- C. His birth certificate.

15. What benefit does the Fitness Club provide?

- A. Free meals.
- B. Accommodation.
- C. Sportswear discount.

16. How will Jack go to the gym?

- A. By taxi.
- B. By bike.
- C. By bus.

17. Which position will Jack apply for?

- A. First-Aid Trainer.
- B. Morning Fitness Leader.
- C. Junior Nutrition Assistant.

听第 10 段材料，回答第 18 至 20 题。

18. What is the regular activity of the group?

- A. Guided walks.
- B. Seaside tidy-ups.
- C. Identifying butterflies.

19. What is the group doing now?

- A. Repairing a nearby wall.
- B. Increasing wildlife variety.
- C. Putting up bird nesting boxes.

20. What is the purpose of the speech?

- A. To bring in new participants.
- B. To launch a project.
- C. To raise funds.

第二部分 阅读（共两节，满分 50 分）

第一节（共 15 小题；每小题 2.5 分，满分 37.5 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。

A

We're happy to introduce *News for Classroom Use*: a weekly newsletter with a piece of news and activities based on it which you can use as a warm-up, a filler or a wrap-up task. The newsletter might include: discussion questions, tasks around headlines and images, comments to respond to, vocabularies and links to related ESL Brains lesson plans.

How to use the newsletter

The stories covered in the newsletter range from breaking news to more evergreen content which you will be able to go back to according to your students' needs. The newsletter itself has several parts.

INTRO: A short paragraph describing what the news is about. You might need to read it out to students or it may also serve as a reference point to you, depending on the activities that go with the particular piece of news.

ACTIVITY: A task or tasks for students to work on in the classroom. Each newsletter contains a set of questions related to the news. You might ask students to discuss all of them or just some of them. If you teach lower-level students, use the easier questions or just ask students to say what they think about the news. Other activities might include completing headlines, commenting on pictures, reporting what students have heard about the news, etc.

Subscribe to the newsletter

If you are an **Unlimited** or a **Premium** user and you're subscribed to our newsletters, the *News for Classroom Use* newsletter will drop into your mailbox every Wednesday.

21. Who is the text intended for?

- | | |
|----------------------|---------------|
| A. News presenters. | B. Teachers. |
| C. Foreign students. | D. Reporters. |

22. Which is a feature of the newsletter?

- | | |
|------------------------------------|--|
| A. It posts daily updates. | B. It prioritizes breaking news. |
| C. It contains real-time comments. | D. It offers reusable reading materials. |

23. What activity can be recommended to beginners?

- | | |
|-------------------------------|------------------------------------|
| A. Rewriting related news. | B. Choosing news pictures. |
| C. Expressing their opinions. | D. Contributing to the newsletter. |

When Tina Farr visits the year 2 classroom at her Oxford primary school, she can feel the changed atmosphere since play was put firmly back on the curriculum (课程). "The children come running up with things they have made. There is always a shop on the go so they will be pricing up something or finding change," the headteacher says.

Play-based learning — letting children move around, make up games and explore within loosely guided activities — usually stops when they attend primary school. Lessons then become desk-based, focused on reading and writing.

Farr had long championed the value of play, working hard to bring it into breaktimes. "Teachers would recognise what we do and it doesn't take any more planning than the standard approach." With play-based learning in place for her year 1 and 2 children, Farr then looked at where else she could change any practices that weren't working. "If a practice isn't in line with healthy child development, why are we doing it?"

The school's year 5 children — aged nine and 10 — were struggling to sit still in a tight space so she removed all the furniture. "The impact was immediate and impressive. Children now choose where and how to learn. A class once struggling with attention is now calm and engaged." A teacher noted: "Their self-regulation has improved greatly. They settle down to work much more readily."

Farr believes the outdated system needs urgent change. "We have neuroscience (神经科学) to know children learn through play." In June the school sailed through its Ofsted inspection. "The inspector really understood our play-based learning." Farr's message is that her approach can be rolled out. "It's blown my mind how engaged the children are. It's phenomenal," she says.

24. What change does Farr bring to her school?

- | | |
|------------------------|---------------------------|
| A. Additional income. | B. Flexible environments. |
| C. Upgraded equipment. | D. Diverse outdoor games. |

25. What is the main reason for Farr to introduce play-based learning?

- A. To reduce teachers' workload.
 B. To enhance the school's reputation.
 C. To improve students' academic results.
 D. To promote kids' well-being and growth.

26. Which best describes the students with the new seating arrangement?

- | | |
|-----------------------|---------------------|
| A. More focused. | B. More energetic. |
| C. More self-centred. | D. More courageous. |

27. What is the last paragraph mainly about concerning Farr's approach?

- | | |
|-----------------|-----------------------|
| A. Its theory. | B. Its challenge. |
| C. Its purpose. | D. Its effectiveness. |

Imagine you're writing a poem, rhymes must be paired up before you start a new line. It turns out that AI does something similar! When Claude, a large language model (LLM), is given the first line "he saw a carrot and had to grab it", it begins thinking about words like "rabbit" almost immediately, writing the next sentence to end at the appropriate rhyme.

Such forethought is unexpected. Scientists at Anthropic, the lab that developed Claude, built a tool and they discovered some unexpected complexity.

The tool, a "digital microscope", lets scientists look at which parts of the AI's neural (神经的) network light up when it's working on different tasks. If a particular area of the LLM lights up whenever it produces words like rabbit, then that gets marked as being related to rabbits.

This has let the team solve some open questions in AI research, for example, whether a multilingual (多语言的) chatbot has awareness of concepts beyond language. When Claude is asked for the opposite of "big" in English, or the same concept in Chinese, the same feature lights up in every case, before more language-specific circuits kick in to "translate" the concept of smallness into a particular word. This suggests that AI might have a deeper understanding of the world than we thought.

Other insights, though, are less encouraging. When Claude itself is asked to reason, printing out its chain of thought to answer maths questions, the microscope suggests that the way the model says it reached a conclusion, and what it actually thought, might not always be the same. Worse still, ask a leading question — suggesting that the answer "might be 4", and it will specifically add numbers that ultimately lead it to agree with the question, even if the suggestion is wrong.

But being able to gain insight into the mind of an LLM provides clues as to how to stop it doing the same in the future. The goal, after all, is not to have to do brain surgery, but to know what it's thinking.

28. What does the writer intend to show through the example in paragraph 1?

- | | |
|--------------------------------------|--------------------------------------|
| A. AI can write texts as programmed. | B. AI can plan sentences in advance. |
| C. AI can deal with complex tasks. | D. AI can simplify rhyming lines. |

29. How does "digital microscope" function in the research?

- | | |
|--|-----------------------------------|
| A. By tracking AI's thinking activities. | B. By working on different jobs. |
| C. By activating AI's "brain" potential. | D. By matching language patterns. |

30. What can be inferred from paragraph 5 about Claude?

- | | |
|----------------------------|-----------------------------------|
| A. It may make stuff up. | B. It may skip chains of thought. |
| C. It may leave clues out. | D. It may give logical reasoning. |

31. Which of the following titles best suits this text?

- | | |
|-------------------------------|-----------------------------|
| A. Why AI Still Gets It Wrong | B. Chatbots' Language Magic |
| C. Looking Inside AI's Mind | D. The Rise of AI Chatbots |

Can you tell fact from fiction online? In a digital world, few questions are more challenging than fighting misinformation. As an education researcher and former high school history teacher, I know that history class can stimulate critical thinking — but only if teachers and schools understand what it really means.

Some might consider critical thinking an ability that teachers can encourage. Or they might be referring to specific skills — for instance, that students should learn a set of steps to take to assess information online. Cognitive (认知的) scientists see critical thinking as a specific kind of reasoning that involves problem-solving and making sound judgments. It can be learned, but it relies on specific content knowledge.

Since context is key to critical thinking, learning to analyze information about current events likely requires knowledge about politics and history, as well as practice at tracing sources. Fortunately, that is what social studies classes are for.

Social studies researchers often describe this kind of critical thinking as “historical thinking”: a way to evaluate evidence about the past and assess its reliability. In social studies classroom students can make relatively quick progress on some of the surface features of historical thinking, such as learning to check a text’s date and author.

Social studies classrooms can also build what researchers call “civic online reasoning.” Fact-checking is complex. It is not enough to tell young people that they should be careful online, or to trust sites that end in “.org” instead of “.com.” Rather than learning general principles about online media, civic online reasoning teaches students specific skills for evaluating information about politics and social issues.

Therefore, the solution lies not in teaching critical thinking as a separate skill, but in preserving and strengthening traditional social studies education that combines background knowledge with analytical capabilities. Only then can we effectively prepare students to distinguish truth from fiction in our digital world.

32. How does the writer view critical thinking?

- A. It naturally develops over time.
- B. It is a kind of step-by-step learning.
- C. It is a form of content-based reasoning.
- D. It improves with teachers’ encouragement.

33. Why can social studies encourage critical thinking?

- A. They focus on past evidence.
- B. They question general principles.
- C. They develop fact-checking skills.
- D. They provide trustworthy websites.

34. Which can be considered "civic online reasoning" according to the text?

- A. Trusting online news without tracing sources.
- B. Assessing public matters via fact-checking.
- C. Dismissing social media as unreliable.
- D. Employing AI to spread news stories.

35. What solution does the author suggest?

- A. Applying traditional social skills.
- B. Highlighting historical knowledge.
- C. Emphasizing social studies learning.
- D. Teaching communication techniques.

第二节 (共 5 小题; 每小题 2.5 分, 满分 12.5 分)

阅读下面短文, 从短文后的选项中选出可以填入空白处的最佳选项。选项中有两项为多余选项。

Whether you buy art for your home or admire it in galleries and museums, establishing your taste is a personal journey. There are countless commercial galleries, museums, and increasingly accessible platforms like social media. 36 Here are some tips from leading art collectors on how to develop your taste.

One of the surest ways to establish your artistic interests is to look at as much art as you can. Go to museum exhibitions and to galleries. Read art magazines. See an exhibition even if it is not a period you would ever take an interest in. You will learn to appreciate quality, and your eye will see what great art is. 37

The process of developing artistic taste involves multiple dimensions that go beyond simple visual appreciation. "I sit with the piece and pay attention to how it settles in me — my throat, my stomach. 38 " said Shaokao Cheng, co-founder of a luxury design company. As he grew his personal collection, Cheng approached art not for its potential financial gain, but rather how it makes him feel.

39 Getting to know them and their stories can expand your experience as a collector and enthusiast. Reaching out directly to the artists builds a personal connection to the piece, making the work feel not just seen, but understood.

Study the art market, but not too closely. 40 While understanding market dynamics can be helpful, the most rewarding aspects of art appreciation come from genuine personal connections with artworks and their creators.

- A. Artists are the lifeblood of the art world.
- B. Then in time, you will find something that you love.
- C. These provide a wealth of places to engage with art.
- D. I always go to museums and galleries to see art exhibitions.
- E. That physical response shows more than any trend ever could.
- F. Market research is secondary to personal connection with artworks.
- G. Online markets have overturned how people appreciate and buy art.

第三部分 语言运用 (共两节, 满分 30 分)

第一节 (共 15 小题; 每小题 1 分, 满分 15 分)

阅读下面短文, 从每题所给的 A、B、C、D 四个选项中选出可以填入空白处的最佳选项。

I used to be an angry person. I'm now talkative and 41, but for nearly 20 years I lived with a quiet anger.

It started with my parents, who 42 everything: what I wore, where I went, what I thought. As immigrants from Bangladesh, they believed that was the best way to 43 their daughter. I even had to fight to go to university, which men in my community were given as a 44. Gradually, I found myself easily 45 with my mother and emotionally guarded.

I considered therapy (治疗), but my cultural background does not sit with western techniques. I can't imagine explaining my anger to my mother or 46 some form of apology. Instead, I 47 I had to live with my anger.

Then in 2023, I walked into a boxing gym for my novel. The coach taught me basic punches (拳打). When I punched he kept shouting, "Hit harder! Let me hear you!" I cried out loud - a(n) 48 sound so different from everything I'd been taught. In that moment, I didn't have to be silent or delicate. I could be as fierce and angry as I wanted. I felt decades of anger 49.

After two years of boxing, I'm happier and 50. Boxing has given me 51. Where once I felt down, I now know that an hour in the 52 will recognise me. After decades of battling anger, I've found 53.

Someone asks if I'll ever 54 in a boxing match. I say I only box for fun. What I don't say is that I've already 55 the longest fight of my life.

- | | | | |
|------------------|----------------|--------------|---------------|
| 41. A. sociable | B. responsible | C. creative | D. honest |
| 42. A. favored | B. controlled | C. supported | D. remembered |
| 43. A. praise | B. comfort | C. protect | D. feed |
| 44. A. surprise | B. demand | C. present | D. right |
| 45. A. connected | B. annoyed | C. confused | D. pleased |

- | | | | |
|------------------|---------------|-----------------|------------------|
| 46. A. expecting | B. whispering | C. posting | D. refusing |
| 47. A. regretted | B. hoped | C. accepted | D. forgot |
| 48. A. empty | B. ugly | C. soft | D. childish |
| 49. A. arise | B. lift | C. start | D. increase |
| 50. A. quicker | B. calmer | C. more curious | D. more generous |
| 51. A. wealth | B. fame | C. balance | D. credit |
| 52. A. gym | B. library | C. store | D. office |
| 53. A. youth | B. peace | C. love | D. truth |
| 54. A. quit | B. compete | C. rest | D. cry |
| 55. A. picked | B. witnessed | C. stopped | D. won |

第二节 (共 10 小题; 每小题 1.5 分, 满分 15 分)

阅读下面短文, 在空白处填入 1 个适当的单词或括号内单词的正确形式。

A new sand-yellow cave theater built on the edge of the Gobi Desert in Dunhuang City is bringing the relics 56 life.

The new performance 57 (stage) at the theater, *Ancient Sounds of Dunhuang*, draws inspiration from the Mogao Grottoes, a UNESCO World Heritage Site. The dance, musical instruments, and even melodies (旋律) the show 58 (present) all come from the murals (壁画).

"The audience can hear the timbre of the Indian pipa and the Persian konghou 59 enjoy the elegant dance performance, a perfect showcase of 60 Chinese and Western art mixed in Dunhuang in ancient times," said Zhang Hua, the director.

Cultural 61 (diverse) is Dunhuang's name card. This cultural exchange, rooted in its history as a key Silk Road site, has not only shaped Dunhuang's past but also guided its approach to preserving and 62 (share) with the world the timeless heritage, inspiring innovations that bridge 63 (glory) traditions with modern technology.

Since the 1980s, authorities in Dunhuang 64 (begin) international cooperation in the protection of cultural relics. 65 (protect) cultural relics digitally, Dunhuang Academy has borrowed advanced foreign technology, established a set of digitization procedures and become a leader in the field of cultural relics protection in China.

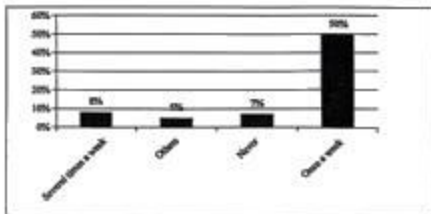
第四部分 写作(共两节, 满分 40 分)

第一节 (满分 15 分)

假定你是李华, 你校英语报健康专栏对学生不吃早餐的现象进行调查, 请根据以下调查统计图写一份书面报告, 内容包括:

1. 描述统计图 (bar chart);
2. 给出建议。

How Often Breakfast Is Skipped



注意:

- (1) 写作词数应为 80 个左右;
- (2) 请按如下格式在答题卡的相应位置作答。

Recently, our English newspaper had a survey about how often breakfast is skipped.

第二节 (满分 25 分)

阅读下面材料, 根据其内容和所给段落开头语续写两段, 使之构成一篇完整的短文。

An Unexpected Angel

In the extreme heat, I watched an elderly woman struggle with bags of groceries. Slowing down, I opened the window and called out, "Need a ride?" I helped her into the

passenger seat, and we were off.

She directed me to go farther south. Suddenly, I realized we were on the "wrong side of town." It was starting to get dark, and I began to feel uneasy. We continued down unfamiliar streets until she finally pointed to an old apartment building. The street was dirty and the air was smelly. Several young men gathered around the entrance. They appeared threatening. Some were on motorcycles, and one boy with bushy, long hair was staring at me intently (目不转睛地) — too intently — and smiling.

I was getting more and more uncomfortable. I stopped the car. A couple of the guys helped with the groceries. The old lady thanked me, and I drove away as fast as I could.

I was driving when I was interrupted by a motorcycle behind me. It was that boy who kept smiling at me with a strange look! In a panic, I slowed down, hoping he would pass me. But he continued to drive at the same speed as me. I realized he was waving for me to stop.

No way was I going to stop for a stranger on an unfamiliar street. I tried to speed away, but it didn't stop him. He raced after me again. Getting increasingly anxious, I reached down in the passenger seat to get my cell phone. I had to call 911.

With my eyes on the road, one hand on the wheel and the other hand searching on the seat next to me, I found a phone. But it wasn't mine. "Oh no, the lady took my phone by mistake!" Meanwhile, the guy on the bike stayed close to me.

注意:

- (1) 续写词数应为 150 个左右;
- (2) 请按如下格式在答题纸的相应位置作答。

I saw the boy waving something.

I felt guilty and wanted to reward the boy.

2025-2026 学年福州市高三第一次质量检测

英语试卷参考答案

第一部分

1-5 ABCAA

6-10 ACBAB

11-15 ACCBC

16-20 BCBBA

第二部分

21-23 BDC

24-27 BDAD

28-31 BAAC

32-35 CCBC

36-40 CBEAF

第三部分

41-45 ABCDB

46-50 ACBBB

51-55 CABBD

56. to

57. staged

58. presents

59. and

60. how

61. diversity

62. sharing

63. glorious

64. have begun

65. To protect

注: 56-65 题如出现可接受的答案, 由评卷点裁定, 酌情给分。此次大小写错误不扣分。

第四部分

(略)

听力部分原文

第一节

(Text 1)

W: The flight tickets to Paris are expensive in July.

M: Maybe we should consider taking the train instead? It's cheaper and we can enjoy the scenery.

W: But the journey takes 8 hours. What about renting a car and driving?

M: That's tiring. Let's try a night train.

(Text 2)

W: Teddy, why are you looking so down today?

M: I just got my math test back. I failed it.

W: Didn't you study enough for it?

M: I studied a lot, actually. But I still made some silly mistakes.

(Text 3)

W: This novel is labeled £10, but your system shows £15.

M: The £10 price is for members only. See the small sign here?

W: But I'm a member! I signed up yesterday.

M: Yes. But the member discount applies from the second month.

(Text 4)

M: Mom, I'm too tired to run another lap.

W: That's because you hardly exercise! You're always playing video games when you get home.

M: I promise I'll change, okay? Can I at least have a beef burger and a Coke later?

W: No way.

(Text 5)

W: Alex, why did you turn off the TV? I thought we were going to watch a movie.

M: I changed my mind. I'll head to Safeway now before it gets too late. I need to get some new socks; all of mine have holes.

(Text 6)

W: Mike, summer vacation is almost over. Let's catch a movie before school starts. How about today?

M: Great idea. It's 3 o'clock now—let me check what's playing.

W: What about Fantastic Four?

M: Sounds good. But the closest theater is closed for repairs and won't open until next month.

W: Then we'll have to go to the one downtown—it's a 30-minute drive. The next showing is at 3:50.

M: That's right. We'd better go now. If we miss it, the next one isn't until 7 p.m.

(Text 7)

W: Hey Bob. My parents just adopted a cat last week, but none of us really know how to understand it.

M: Oh, I just read about a study on cat facial expressions.

W: Really?

M: Yeah! Scientists recorded videos of 53 cats in a café. They found cats can make over 270 different faces using just 26 tiny movements.

W: That's almost as many as dogs!

M: Yep. Dogs use 27, and humans use 44.

W: That's amazing. What kind of things did they notice?

M: They looked at small changes like how a cat opens its mouth or moves its ears.

W: So, can you tell if a cat is happy or mad?

M: Kind of. A friendly cat moves its ears forward and slowly closes its eyes. An upset one pulls its ears back and stares.

W: That's helpful.

(Text 8)

M: This history paper is due next Monday. I haven't even chosen a topic yet.

W: Why not focus on ancient inventions? The library has many books on that.

M: Good idea! But I need to interview a professor too. Could you help me find one?

W: Sure. Let's check the university website after class.

M: Thanks! But what if they're too busy to meet with me?

W: Don't worry. Most professors are really friendly, especially if you explain it's for a school assignment.

M: I hope so.

W: You could try sending them an email first. That way, they can reply when they have time.

M: That makes sense. I'll draft an email tonight and show it to you before I send it.

W: Sure! I can help you check for mistakes. Oh, and don't forget to mention your topic in the email.

M: Right, I'll do that. Thanks for your help. I feel less stressed already.

(Text 9)

W: Hi Jack. I heard you're interested in joining our Fitness Club?

M: Yeah! I've brought my medical check-up records and sports certificates.

W: Awesome! Welcome to the club! All new members get free training sessions.

M: Do you provide clothes and shoes?

W: We only provide shoes. Bring your own black shorts and a red top. If you don't have them, you can buy some at the campus store. Don't worry about the price — club members get 30% off. Plus, you can enjoy special meal rates at the school canteen.

M: Cool. How about practice times?

W: Mainly on weekends. Most sessions are at the East Gym — you can take bus No. 5. If practice ends after 8 p.m., we cover your taxi fare.

M: I usually bike there, but good to know. What skills do you value most?

W: Teamwork is key! And a first-aid certificate is a plus.

M: No problem.

W: We need a Morning Fitness Leader — 6-7 a.m. on weekdays. This role earns volunteer hours. Or a Junior Nutrition Assistant helping with meal plans, from 3-5 p.m. on Fridays.

M: The afternoon role suits me better — I have morning classes.

(Text 10)

M: Hello, everyone! I'm Peter, the secretary of the Greenfield Conservation Group. Let me introduce some of our main activities and upcoming events. We organize monthly beach clean-ups to keep the area litter-free.

We also manage a local nature reserve, maintaining paths so they're safe and enjoyable for visitors. We've recently completed putting up bird nesting boxes and are now working on encouraging insects to help different kinds of living things live there. There's also an ongoing special project to identify the various butterfly species found in the area. One of our upcoming tasks is to repair a wall nearby that was damaged in a storm not long ago.

In addition, we host guided walks and skill-building sessions. Our next guided walk is scheduled for the following Sunday, heading out to Willow Island. It's a wonderful place to see deer and diverse habitats. Participants should bring strong boots that keep out water and pack a picnic for this all-day adventure.

Additionally, later this month, we're offering a beginner-friendly woodwork session in Oakley Wood. Participants will craft wooden spoons and learn basic skills — £45 including lunch, or £65 if camping overnight. Hope you'll join us soon!