

炎德·英才·名校联考联合体 2026 届高三第一次联考 (暨入学检测)

英语参考答案

题序	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
答案	A	A	B	B	B	C	B	C	A	C	B	C	B	A	B
题序	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
答案	B	C	C	A	A	D	D	C	A	D	A	B	A	A	C
题序	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
答案	B	C	A	B	C	E	F	D	C	G	B	C	D	B	D
题序	46	47	48	49	50	51	52	53	54	55					
答案	A	A	B	C	C	A	D	A	D	C					

【语篇导读】本文是一篇应用文,介绍了关于线上互动研讨会的时间、核心内容、教育目标,以及关于活动时间、RID CEUs 资格要求和录制内容更改方式等常见问题的解答。

21. D. 细节理解题。文本在“About this event”中明确提到:“we will use comedy as a tool...to aid us in finding solutions to these age-old challenges”,即喜剧被用作解决挑战的工具。其他选项(音乐、游戏、辩论)未在文中提及,因此选 D。
22. D. 细节理解题。关于 RID CEUs 的要求,文本在 FAQ 中说明:“To qualify, you will need to have at least 4 out of 5 questions correct.”,即需正确回答至少 4 道题。A(参加网络研讨会)与“via recording”无关;B(发邮件请求)是更改录制内容的操作,非资格要求;C(完成长篇研究论文)未提及。因此选 D。
23. C. 推理判断题。文本包含活动名称、日期、时间、地点、内容介绍、教育目标及常见问题等信息,这些均为活动通知的典型要素。A(新闻报道)须具备时效性和客观性叙事,文中无;B(故事章节)需有情节和人物,文中无;D(研究论文)需有论点、论据和分析结构,文中无。因此选 C。

【语篇导读】本文的语篇类型是记叙文,主题语境是人与自我之生活与学习。作者在求学的过程中逐渐意识到自己的爱好——手工制作——对自己所学的专业是大有益处的。

24. A. 细节理解题。根据第二段中的“While my classmates were certain that we needed to use steel...be a better option.”可知,作者和她的同学在设计制作一辆轮椅时,他们的意见出现了分歧。
25. D. 词义猜测题。根据画线单词后的“Not only was I stretched for time, but I didn't think they were relevant to my academic work.”可知,作者在上大学时时间紧张,而且她认为她的爱好与学术学习无关,因此她将过去这些需要时间和精力做的事情“搁置了”。
26. A. 推理判断题。根据第三段中的“I suddenly realized...it shares the spirit and probably some skills.”以及第四段中的“And crafting taught me not to give up...just as an engineer must.”可知,作者在给朋友制作礼物的过程中意识到:制作手工艺品可以帮助作者成为更好的工程师。
27. B. 推理判断题。根据全文内容可知,作者喜欢制作各种手工艺品,因此她是一个富有创造力的人;同时,作者不够自信,过于在意别人的看法,因此,她是一个敏感的人。

【语篇导读】这是一篇说明文。科研人员通过研究发现,微塑料的传播不局限于本地传播,还可通过空气在全球范围内传播。

28. A. 细节理解题。根据第一段中的“Now scientists are a step closer to understanding how these microplastics travel in the globe—both locally and on long-distance flights.(目前,科学家更进一步地了解到这些微塑料是如何在全球传播的——既有本地化传播,又有远距离传播。)”可知,科学家目前更深入地了解塑料分子是如何在风中传播的。故选 A。
29. A. 细节理解题。根据第二段中的“In addition to making clear how microplastics move around, the results, published on Thursday in *Science*, reveal the seriousness of the problem: more than 1 million kilograms of microplastics—the weight of 120 million to 300 million plastic water bottles—fall on protected lands in the country's western region each year.(周四发表在《科学》杂志上的研究结果除了明确了微塑料是如何移动的之外,还揭示了问题的严重性:每年有超过 100 万公斤的微塑料——相当于 1.2 亿到 3 亿个塑料水瓶的重量——落在该国西部地区的受保护土地上。)”可知,研究结果表明,微塑料的数量是巨大的。故选 A。

30. C. 细节理解题。根据第二段中“‘Plastics in the environment carry all sorts of pesticides (农药), heavy metals and all the other chemicals that we’ve made over time.’ he adds. ‘They’re going to carry them directly into our lungs.’ (他补充说,‘环境中的塑料携带着各种农药、重金属和我们长期制造的所有其他化学物质。它们会把这些物质直接带到我们的肺部。’)”可知, Steve Allen 表示空气中的塑料会把毒性物质送入肺中。故选 C。
31. B. 主旨大意题。文章主要介绍了对微塑料在空气中传播的研究成果: 第一段介绍了研究主题, 第二段主要介绍了研究的过程和结果, 第三段主要介绍了研究成果在科学界的影响, 最后一段则补充介绍了对微塑料的研究发现。B 选项“微塑料正在从天上掉下来”最适合作文章标题。故选 B。
- 【语篇导读】** 本文探讨了传统决策模型的局限性, 介绍一项利用微型神经网络(AI)的新研究。该研究通过分析个体实际决策策略, 揭示了被忽视的决策机制, 并指出其对科学、商业和心理健康领域的潜在影响。
32. C. 推理判断题。原文第一段提到传统模型“assume we make the best decisions”且第五段提到“fail to get realistic behavior”, 说明其忽略了非最佳选择, 与选项 C (“ignore choices that are not the best”) 直接对应。故选 C。
33. A. 细节理解题。第二段明确提到“using tiny artificial neural networks”, 第三段进一步解释其“small...but powerful”的特性。即新研究特点是用微型神经网络替代传统模型。故选 A。
34. B. 推理判断题。第四段 Benna 指出, 大型神经网络虽擅长预测(如电影推荐), 但“难以简单描述其决策策略”, 并强调需用物理学方法解析其内部机制。Benna 通过对比“预测能力”与“策略解释”, 暗示大型网络的核心问题在于策略的不可解释性。故选 B。
35. C. 推理判断题。第三段 Mattar 称新方法“像侦探一样揭示决策真相”, 并在末段将其与医学革命类比, 强调其变革性意义。另外, Mattar 使用“detective”“overlooked for decades”等积极词汇, 明确表达对新研究的肯定。故选 C。
36. E. E 选项是对正文部分二、三、四段首句也就是主旨句的总结概括。
37. F. F 选项与下文紧密相关。句意: 如果你不是个喜欢早起的人, 就不要安排早上锻炼, 因为到时候你更有可能起不来而接着睡, 而不是锻炼。
38. D. D 选项是个问句, 与前面的问句构成了两个并列的问句, 共同展开阐述首句也是主旨句里的“daily schedule”。
39. C. C 选项前两句都是说早上起来锻炼。选择早上起来锻炼与不愿意在工作了一天之后去锻炼是一个意思。
40. G. G 选项与下文紧密联系。句意: 无论如何, 你最好早上锻炼和晚上锻炼都尝试一下。有了自己的亲身体会, 你就会知道什么时间最适合你。“This way”指的是上句提及的方法: 早上晚上都去尝试一下。
- 【语篇导读】** 这是一篇记叙文。文章讲述了大学生卡伦因睡过头错过合唱团去教堂演出的班车, 与她关系紧张的邻居帕姆却不计前嫌, 开车送她及时赶到现场。这件事让卡伦深受触动, 明白了宽恕的意义, 也影响了她此后 30 年对待他人的方式。
41. B. 考查动词词义辨析。根据前文“got into her school’s well-known choir(合唱团)—a group set to tour China and Japan that year”以及“valued this chance deeply”可知, 卡伦很珍惜进入合唱团并能参与国际巡演的机会, 渴望在国际舞台上“闪耀(shine)”。“compete”意为“参加比赛”; “connect”意为“连接”; “speak”意为“说话”, 均不符合语境。故选 B。
42. C. 考查形容词词义辨析。根据后文“the choir was to perform at a church”可知, 这一天有演出任务, 对合唱团来说是“关键的(crucial)”一天。“random”意为“随机的”; “freezing”意为“极冷的”; “busy”意为“忙碌的”, 均不能体现这一天的重要性。故选 C。
43. D. 考查动词(短语)词义辨析。“the bottom of one’s stomach drops out”是固定表达, 意为“感到万分焦急; 心沉了下去”。此处描述卡伦发现班车已走时的恐慌心情, “dropped”符合语境。“broke out”意为“爆发”; “stepped out”意为“走出”; “wore out”意为“磨损”, 均不符合语境。故选 D。
44. B. 考查名词词义辨析。根据上文“a group set to tour China and Japan that year”可知, 卡伦担心失去的是这次“巡演(tour)”的机会。“battle”意为“战斗”; “light”意为“光线”; “fuel”意为“燃料”, 均与语境不符。故选 B。
45. D. 考查动词短语辨析。根据“Stuck with no car”可知, 卡伦被困住了, 没有车, 附近也没有可以“求助(turn to)”的朋友。“get on”意为“上车”; “chat with”意为“和……聊天”; “bring in”意为“引入”, 均不符合语境。故选 D。
46. A. 考查形容词词义辨析。根据后文“Karen and her roommates often made noise late, ignoring Pam’s polite requests”可知, 卡伦和室友常吵闹, 忽视帕姆的请求, 两人关系一直很“紧张(tense)”。“sincere”意为“真诚的”; “mysterious”意为“神秘的”; “distant”意为“遥远的”, 均不符合语境。故选 A。
47. A. 考查名词词义辨析。根据“she needed peace to sleep or study”可知, 帕姆需要安静的环境睡觉或学习, 所以是请求“安静(quietness)”。“freedom”意为“自由”; “fairness”意为“公平”; “permission”意为“允许”, 均不符合语境。故选 A。

48. B. 考查形容词词义辨析。卡伦之前对帕姆不友好,现在却要求助,内心应是“羞愧的(Ashamed)”。“Shocked”意为“震惊的”;“Regretted”意为“后悔的”(动词过去式,此处作形容词);“Delighted”意为“高兴的”,均不符合语境。故选 B。
49. C. 考查动词词义辨析。根据“the urgent performance”可知,演出很紧急,所以帕姆说“我们赶紧(hurry)走”。“bargain”意为“讨价还价”;“wait”意为“等待”;“cheer”意为“欢呼”,均不符合语境。故选 C。
50. C. 考查名词词义辨析。根据“Strange—Karen had been unkind, yet Pam helped”可知,帕姆虽然被不友好对待,却“毫不犹豫(without hesitation)”地帮忙了。“difficulty”意为“困难”;“exception”意为“例外”;“warning”意为“警告”,均不符合语境。故选 C。
51. A. 考查副词词义辨析。因为时间紧迫,卡伦应是“紧张地(nervously)”查看时间。“gradually”意为“逐渐地”;“obviously”意为“明显地”;“eventually”意为“最终”,均不符合语境。故选 A。
52. D. 考查动词(短语)词义辨析。“lined up”意为“排队”,此处指合唱团正排队进入教堂,符合语境。“sped up”意为“加速”;“turned up”意为“出现”;“woke up”意为“醒来”,均不符合语境。故选 D。
53. A. 考查名词词义辨析。根据前文帕姆开车送卡伦可知,卡伦觉得这不仅仅是一次“搭车(ride)”,更是帕姆的宽恕。“dream”意为“梦想”;“morning”意为“早上”;“performance”意为“表演”,均不符合语境。故选 A。
54. D. 考查动词词义辨析。根据“how I treat others for 30 years”可知,帕姆的善举“塑造(shaped)”了卡伦 30 年来对待他人的方式。“confirmed”意为“确认”;“described”意为“描述”;“witnessed”意为“见证”,均不符合语境。故选 D。
55. C. 考查名词词义辨析。根据前文“It was Pam forgiving those noisy nights”可知,这个小小的善举是关于“宽恕(forgiveness)”的一课。“peace”意为“和平”;“honesty”意为“诚实”;“wisdom”意为“智慧”,均不符合语境。故选 C。
- 【语篇导读】**这是一篇说明文。中国长寿面不仅是一碗面,更是承载长寿与富足寓意的文化符号,展现了其文化内涵、地域特色(如大理、兰州的差异)及传统制作工艺。
56. that. 考查名词性从句。空格前为系动词 is,空格后是完整的句子(主谓宾结构),构成表语从句。表语从句不缺成分,且句意完整,需用 that 引导(that 在表语从句中不充当成分,仅起连接作用)。故填 that。
57. shorten. 考查词性转换。空格前为情态动词 might,需接动词原形。所给词 short 为形容词,其动词形式为 shorten(缩短),符合句意“切断面条可能象征着缩短人的寿命”。故填 shorten。
58. to serve. 考查非谓语动词。句意为“一根面条足够长,能供多达 1000 人食用。”此处使用了固定结构“adj. + enough + to do sth.”,表示“足够……去做某事”。故填 to serve。
59. collective. 考查词性转换。空格后为名词 aspect(方面),需用形容词修饰。所给词 collect 为动词,其形容词形式为 collective(集体的),符合句意“强调用餐的集体性”。故填 collective。
60. strengthening. 考查非谓语动词。逗号前为主句,空格处需用非谓语动词作结果状语。strengthen(加强)与前面的句子构成主动关系(很多人共享一根面条的结果是加强社会联系)。故填 strengthening。
61. are referred. 考查主谓一致、动词的时态和语态。句子主语为“Lanzhou beef noodles”,与动词 refer(提及,称为)构成被动关系(被称为“长寿面”)。时态为一般现在时,主语为复数,故填 are referred。
62. based. 考查非谓语动词。固定搭配“based on”表示“基于……”,在句中作状语,修饰“classified into more than ten types”,意为“基于厚度被分为十多种类型”。故填 based。
63. who/that. 考查定语从句。空格前为名词 the elderly(老年人),空格处引导定语从句,修饰先行词 the elderly(指人)。从句中缺少主语,故填 who 或 that。
64. a. 考查冠词。空格后为可数名词单数 technique(技艺),此处表示“一种需要大量训练和练习的技艺”,表泛指,故用不定冠词 a。
65. of. 考查介词。此处表示“手工拉制确保面条厚度和质地均匀”,需使用固定结构“of + 名词”,相当于形容词,故填 of。

第四部分 第一节

【参考范文 1】

Dear Mr. Brown,

I'm thrilled to contribute to the new column on cultural heritage protection. After thinking over your suggestions, I've decided to focus on the value of cultural heritage protection.

Firstly, cultural heritage is an irreplaceable witness to history. It offers a direct connection to our ancestors' lives, helping us truly understand how civilizations evolved. Secondly, it strengthens cultural identity. When we

preserve ancient ruins or historical sites, we pass down a sense of belonging to future generations, reminding them of their roots. What's more, cultural heritage has educational value. It serves as an outdoor classroom, making history and culture more vivid for students than any textbook. Lastly, it boosts local economies by attracting tourists, which in turn supports community development.

In short, protecting cultural heritage is about honoring the past, enriching the present, and safeguarding the future.

Best regards,

Li Hua

【参考范文 2】

Dear Mr. Brown,

I'm thrilled to contribute to the new column on cultural heritage protection. I strongly recommend focusing on methods for cultural heritage protection.

I suggest combining cultural heritage protection with the digital age, where technologies like 3D scanning and AR guides can revolutionize protection efforts. For instance, Dunhuang Grottoes uses Huawei's Hetu AI platform to create virtual tours, reducing physical damage from tourists while enhancing global accessibility. By highlighting such cutting-edge methods, students can explore how technology bridges protection and public engagement. Additionally, proposing student-led initiatives, such as designing QR-code storytelling systems for local ruins, would promote hands-on participation and cultural pride. This approach not only addresses practical challenges but also inspires creative solutions, making the column both informative and feasible.

I believe this focus will not only make the column vivid and practical but also inspire students to think creatively about heritage protection.

Best regards,

Li Hua

【评分标准】

一、内容完整性与准确性(6分)

1. 选择明确(2分)

需清晰表述选择“文化遗产保护价值”或“文化遗产保护方式”,未明确提及扣2分;表述模糊(如仅说“我选择您建议的方向之一”)扣1分。

示例:明确写出“I will focus on the value of cultural heritage protection”得2分。

2. 理由充分具体(3分)

若选“保护方式”,可包含①技术应用或其他(如数字技术、社区参与模式等,1分);②可行性方案(如学生可操作的具体活动,1分);③预期效果(如平衡保护与利用,1分)。

若选“保护价值”,可包含①历史意义(如承载文明记忆,1分);②当代价值(如文化认同构建,1分);③社会影响(如教育功能,1分)。

3. 词数合规(1分)

词数少于60,从总分中减去1-2分。

二、语言表达(5分)

1. 语法准确性(2分)

重大语法错误(如时态混乱、主谓不一致)每处扣0.5分,小错误(如冠词遗漏)每2处扣0.5分,最多扣2分。

2. 词汇运用(2分)

3. 句式多样性(1分)

三、篇章组织(2分)

1. 结构清晰(1分)

需包含引言(选择)、主体(理由)、结尾(总结)三部分,缺任一部分扣0.5分;未分段扣1分。

2. 逻辑连贯(1分)

连接词使用不当(如用“but”连接递进关系)扣0.2分/处,最多扣1分。

四、交际得体性(2分)

1. 语气恰当(1分)

需体现建议的委婉与尊重(如使用“I would suggest”“Could we consider”),语气生硬(如“Your idea is not good”)扣1分。

2. 内容真实(1分)

需结合具体案例(如真实遗址名称、可行的学生活动),泛泛而谈(如“保护很多地方”)扣1分。

五、评分原则

第六档(13—15分)完全完成了试题规定的任务。

—覆盖所有内容要点;

—应用了较多的语法结构和词汇;

—语法结构或词汇方面有些许错误,但为尽力使用较复杂结构或较高级词汇所致;具备较强的语言运用能力;

—有效地使用了语句间的连接成分,使全文结构紧凑;

—完全达到了预期的写作目的。

第五档(10—12分)完全完成了试题规定的任务。

—虽漏掉1、2个次重点,但覆盖所有主要内容;

—应用的语法结构和词汇能满足任务的要求;

—语法结构或词汇方面应用基本准确,些许错误主要是因尝试较复杂语法结构或词汇所致;

—应用简单的语句间连接成分,使全文结构紧凑;

—达到了预期的写作目的。

第四档(7—9分)基本完成了试题规定的任务。

—虽漏掉一些内容,但覆盖所有主要内容;

—应用的语法结构和词汇能满足任务的要求;

—有一些语法结构或词汇方面的错误,但不影响理解;

—应用简单的语句间连接成分,使全文内容连贯;

—整体而言,基本达到了预期的写作目的。

第三档(4—6分)未适当完成试题规定的任务。

—漏掉或未描述清楚一些主要内容,写了一些无关内容;

—语法结构单调,词汇项目有限;

—有一些语法结构或词汇方面的错误,影响了对写作内容的理解;

—较少使用语句间的连接成分,内容缺乏连贯性;

—信息未能清楚地传达给读者。

第二档(1—3分)未完成试题规定的任务。

—明显漏掉主要内容,写了一些无关内容,原因可能是未理解试题要求;

—语法结构单调,词汇项目有限;

—较多语法结构或词汇方面的错误,影响对写作内容的理解;

—缺乏语句间的连接成分,内容不连贯;

—信息未能传达给读者。

第一档(0分)

—未能传达给读者任何信息;

—内容太少,无法评判;写的内容均与所要求内容无关或所写内容无法看清。

第二节

【参考范文】

I realized it was time to admit my lie and make up for my mistakes. “I’m sorry, Lily. I wasn’t sick yesterday. I was just too scared of exams to come,” I said suddenly, tears rolling down. Her eyes widened in surprise, then softened. Before she could speak, a tiny dog barked from the dog house. I rushed over, gently picking it up. “Let me help you take care of them,” I said, wiping my tears. Lily nodded, a faint smile crossing her face. Together, we cleaned the puppies, fed them warm milk, and comforted the scared ones. As the flurry of activity finally settled, exhaustion washed over us. Sitting on the front steps and staring blankly side by side with Lily at nothing in particular, I snapped back to reality—the chicken soup I’d prepared for Lily.

With trembling hands, I took out the homemade chicken soup I’d cooked early in the morning. “I know you have a cold. This might help,” I said, handing her the container. She took it, her fingers brushing mine. “Thank you,” she said softly, taking a little drink. “I missed you these days.” I felt a weight lift off my chest. “I’ll never skip shifts again. Our dream of the rescue center needs both of us,” I said firmly. She smiled, and we continued our work, cleaning kennels and socializing the cats. The warmth between us drove away the cold.



锦宏教育
Jinhong Education

Text 1

M: I need to sign up for the English speech contest. What should I do first?

W: You'd better draft your speech outline before practicing. The deadline for submission is next Friday.

M: Got it. I'll start writing tonight.

Text 2

W: I've been eating too much candy recently. My dentist said I should cut back, or it would affect sleep due to the toothache.

M: Maybe replace snacks with fruits and vegetables? They're healthier.

W: Good idea! I'll buy some apples tomorrow.

Text 3

W: I don't want a crowded place for our anniversary, neither a beach nor a museum. Maybe somewhere peaceful?

M: How about the mountain cabin we stayed at last year? It's quiet and surrounded by forests.

W: Perfect. Let's book it.

Text 4

W: I need to find a birthday present for my sister. She loves reading.

M: There's a new bookstore downtown. They have a section for young adult novels.

W: Great! I'll check it out after work.

Text 5

M: Let's meet on Saturday to prepare for the project.

W: I have a part-time job then. How about Sunday afternoon?

M: Sunday works. Let's meet at 2 p. m. in the library.

Text 6

W: Slow down and tell me what's wrong.

M: I took the cat to the roof to let it get some sun. Then it jumped over the edge, and I ran down to tell you.

W: Where is the cat now?

M: I don't know. It ran into the small street next to the building.

W: Oh no, I shouldn't have let you take it up there. It's never been that brave before.

M: What do we do next?

W: Let's check that small street first—maybe it is hiding behind the rubbish bins. If not, we'll ask the people nearby to look out for it.

Text 7

M: Hi, Lily! Fancy meeting you here at the job fair.

W: Oh, Tom! Haven't seen you since our group project in junior year. How's your job search going?

M: Not bad. I've got an interview with a tech company in ten minutes. You're in the same major, right? Any luck?

W: Yeah, I just had a talk with a marketing firm. Wait, isn't that Professor Chen over there? He's been helping me with my resume.

M: Oh, right! He taught our digital marketing class. I should go say hi. Are you waiting for someone?

W: Yes, my friend Anna. She's supposed to meet me here after her interview. We're grabbing lunch later.

M: Great. Well, I'd better head to my interview. Good luck with your applications!

W: Thanks, Tom. Break a leg! I'll catch up with you later.

Text 8

W: I think social media is really helpful for our studies. I can find a lot of educational resources and connect with classmates for group projects.

M: But I've heard that many students spend hours looking through posts, which affects their concentration. Don't you think it's more of being absent-minded?

W: It depends on how you use it. If you follow academic accounts or join study groups, it's beneficial. But if you're just looking at funny videos, then yes—it's a waste of time.

M: Maybe schools should limit social media access during class. That way, students can focus on lessons.

W: I'm not sure. Banning it might not solve the problem. Instead, we need better digital literacy education to teach responsible usage.

M: Hmm. You have a point, but I still think the disadvantages outweigh the benefits. It's hard to stay productive with constant short messages.

Text 9

W: Hey, Marcus. I got an offer from Star Design Studio to lead their new eco-friendly project as the chief designer. I wanted to tell you before I make my choice.

M: That's a surprise, Luna, but thanks for sharing it with me first instead of just accepting.

W: Honestly, I love working here at Green Craft. I've devoted 3 years to our lasting fashion line to build up expertise, but lately, it feels like we're trapped in the same old design styles with no room to try new brave ideas.

M: What would make you think about staying?

W: I'd consider it if we could change our current project. I still want to be part of this team, but I need to work on something more cutting-edge like integrating recycled tech materials. Plus, they're offering 15% more project budget than what we have now.

M: When do they need your answer?

W: They want a response by next Tuesday.

M: Let me check. I'll talk to the project director and get back to you on Monday. Can you hold off until then?

W: That might be too tight. Sunday would be better.

M: No problem. I'll do whatever I can to keep you here.

W: I really appreciate it.

Text 10

M: Good morning, everyone. Today, I want to share how our town transformed a problem into a creative solution. The old railway tracks that cut through the center of town had been abandoned for years, overgrown with weeds and becoming a safety danger. But instead of tearing them down, we decided to turn them into something useful. We launched the "Railway Revival Project", changing the tracks into a pedestrian and cycling path. Along the path, we set up solar-powered lights and planted native flowers and trees. But the most unique feature is the metal markers at every kilometer. These markers aren't just for distance—they're carved with historical facts about our town's railway history. For example, the marker at kilometer 3 tells the story of the first train that passed through in 1920. The project has brought people together in unexpected ways. Local artists painted wall arts on the underpasses, and schools organized history walks along the path. Even the elderly residents who once complained about the tracks now gather at the benches to share stories. The success of this project shows that re-imagining public spaces can lead to community pride and connection.