

黄冈中学 2023 届高三 5 月第二次模拟考试

英语试卷

命题教师：周伟 汪正祥 杜卿华 审题教师：程全富 卫亚丽

考试时间：2023 年 5 月 18 日上午 08:00 — 10:00 试卷满分：150 分

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。

1. What was *Aims Pond* originally?
A. A TV show. B. A novel. C. A movie.
2. What are the speakers mainly talking about?
A. A party. B. A friend. C. A concert.
3. What does the man say about Joey?
A. He'll take over the family business.
B. He always listens to his father.
C. He follows his own heart.
4. Why does the girl want to quit taking the lessons?
A. She finds it too difficult.
B. She isn't interested in it.
C. She thinks it costs too much.
5. What does the man mean?
A. The car is too expensive.
B. He dislikes the car.
C. He will take the car.

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. What color dress will the woman buy?
A. Black. B. White. C. Green.
7. How much will the woman pay for the dress?
A. HK\$108. B. HK\$110. C. HK\$120.

听第 7 段材料，回答第 8、9 题。

8. What is the probable relationship between the speakers?
A. Mother and son. B. Friends. C. Strangers.
9. Why did bakers put an extra piece of bread in a bag in the past?
A. They were afraid to be punished for giving too little.
B. They wanted to make the customers happy.
C. There was more space in the bag.

听第 8 段材料，回答第 10 至 12 题。

10. Where does the conversation probably take place?
A. At a school. B. At home. C. In a restaurant.
11. Why does the woman want to punish Charlie?
A. He beat up his classmate.
B. He messed up his toys.
C. He didn't go to school.
12. How might the speakers punish Charlie?
A. Cut off his allowance.
B. Ground him for a month.
C. Make him stay with his grandma.

听第 9 段材料，回答第 13 至 16 题。

13. What day is it today?
A. Tuesday. B. Thursday. C. Friday.
14. What does Chloe think of the man's idea?
A. Great. B. Terrible. C. So-so.
15. What do the speakers decide to buy as a gift?
A. A TV set. B. A smart phone. C. A laptop.
16. What will Chloe do this afternoon?
A. Work out in a gym. B. Go shopping. C. Play online games.

听第 10 段材料，回答第 17 至 20 题。

17. When does the speech probably take place?
A. At the end of a term. B. In the middle of a term. C. At the beginning of a term.
18. How long is the advisory office open during the weekday?
A. For 8 hours. B. For 11 hours. C. For 12 hours.
19. What can Jarrod Howard help with?
A. Study-related problems. B. Information about jobs. C. Money matters.
20. Whom should students turn to if they feel stressed at school?
A. Rodney Reid. B. Jim Smith. C. Laura Lea.

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

Big Thinkers Series

The 2022 Big Thinkers Series from *New Scientist* events features four online talks, covering a wide range of topics by world-class scientist speakers and experts. If you are curious about your planet or your universe, then this series is your place to hear the latest research.

Save £20 off the standard ticket price by purchasing a series ticket to all four talks in the Big Thinkers Series (available on-demand) or purchase single tickets for just £13 per lecture (available by early booking).

Reality+: From the Matrix to the Metaverse with David Chalmers

In this talk, philosopher David Chalmers argues that Metaverse-style virtual worlds experienced through headsets are also genuine and meaningful realities and we can live a meaningful life in VR.

What we don't know about gravity with Claudia de Rham

We are all familiar with the concept of gravity. In this talk, Professor Claudia de Rham will explore

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how much we actually know about gravity and how much more there is left to uncover.

A Brief History of Timekeeping with Chad Orzel

From Stonehenge to atomic clocks, here is the 5, 000-year history of how science is used to mark time. Chad Orzel, the internationally bestselling author of *How to Teach Quantum Physics to Your Dog*, offers us a witty journey through scientific theory and quirky (反常的) historical detail.

Physics at the End of the universe with Katie Mack

The Big Bang theory tells the story of the beginning of the universe for the last 13. 8 billion years. But how does the story end? Join astronomer Katie Mack as she shares what modern astrophysics tells us about the final fate of the universe.

21. How much does a series ticket cost?
A. £13. B. £20. C. £30. D. £32.
22. What will Chad Orzel lecture in?
A. The genuine reality. B. The secrets of gravity.
C. The history of time marking. D. The final fate of the universe.
23. What do the four talks have in common?
A. They are all aimed at science lovers.
B. They are all concerned with gravity.
C. They will all be given by bestselling authors.
D. They will all be given by excellent physicians.

B

The morning that Devanshi Mavani reached the top of Kilimanjaro, the conditions were bitter. She had set off, like most hikers, the night before to time her arrival at the summit (山顶) with the sunrise. Immediately, heavy snow began to fall. “Normally people see Kenya on the other side. When we got to the summit, we saw nothing,” she says. “It was like a ski slope (斜坡). But I was crying with happiness.”

Just 17 months earlier, this trip had seemed impossible. In May 2017, Mavani was diagnosed with type I diabetes (糖尿病). She says, “I felt so low, thinking, ‘What am I going to do now in life, stuck with this?’”

The news put in jeopardy all Mavani’s hopes of travelling. She retired the year before and her son eventually flew the nest. “I felt free. It was my chance. I thought, ‘Hooray, I can enjoy life.’” But her diagnosis made Mavani scared to leave the house. Her elder sister came to help, but Mavani “couldn’t walk to the local park” without feeling unwell. Very slowly, Mavani built herself up from walking around the block to taking gentle gym classes. It was there that she met Hazel, who invited her to a talk about climbing Kilimanjaro.

When Mavani returned home that evening, she told her husband that it was something she really wanted to do. “The hike was the following year, when I was turning 60. He said, ‘You’ve got time.’ It was the best thing I did. It took my focus away from worrying about my disease to something completely different. How am I going to get fit again? How am I going to cope with this huge hike so far outside my comfort zone?”

During the seven-day trek, Mavani had to inject (注射) herself five to eight times a day. “It was -16 °C outside; I had to take off all my clothes, lying on a snowy rock. I overcame all that,” she says. “I thought, I don’t fear the diabetes. If I can do this, I can do anything.”

Mavani recently completed the West Highland Way and the Cotswolds Way, and has booked a trip to Machu Picchu in Peru.

24. Why did Mavani cry at the top of Kilimanjaro?
A. She felt disappointed at not seeing the scene she had expected.
B. She was excited to finish something challenging.

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- C. She was afraid to be left behind by other hikers.
D. She couldn't wait to ski down the mountain.
25. What does the underlined part "put in jeopardy" in paragraph 3 mean?
A. Revealed. B. Inspired. C. Announced. D. Threatened.
26. What is the attitude of Mavani's husband to her decision to climb Kilimanjaro?
A. Supportive. B. Doubtful. C. Disapproving. D. Worried.
27. How has the experience of climbing Kilimanjaro affected Mavani?
A. She has learnt a new way to connect with people.
B. Her physical health has recovered rapidly.
C. She has fallen in love with travelling.
D. Her confidence has been built up.

C

AI is considered to be transformative for a wide range of industries, but there's perhaps no other field where it provides more value than healthcare. Machine-learning programs are now being used in many hospitals to spot cancer and other diseases and discover new drugs, but there's still this general impression that this is all done in a small way and the impacts are still minimal. AI is already here to stay and it has already saved thousands of lives.

Researchers at Johns Hopkins University published two studies in July 2022 describing a machine-learning-based early detection tool for sepsis (败血症) that was used at five hospitals over a two-year period. During this period, the AI was able to identify nearly 10,000 sepsis cases from patient records and helped doctors offer critical care about two hours, on average, earlier than when they didn't have access to the AI's warning. Thanks to this system, the patients were 20% less likely to die of sepsis, potentially saving thousands of lives across the U.S. if it is implemented (实施) nationwide.

Once sepsis sets in, the patient usually suffers fever, a rapid heart rate, and difficult breathing. When treating sepsis, time is of critical importance. However, sepsis is not always apparent, so there are naturally some delayed diagnoses. But if the condition is not diagnosed in time, it can progress into septic shock, causing a significant drop in blood pressure, organ failure, and other serious consequences. Even with treatment, in some cases, there is nothing doctors can do to save the patient's life, which is why prevention is the name of the game with sepsis.

This is why the AI developed at Johns Hopkins, known as the Targeted Real-time Early Warning System, is so important. In the two years the system had been online since 2018, during which it monitored 590,000 patients via their electronic health records, the AI was able to flag nearly 10,000 cases of sepsis. Its accuracy following diagnosis proved to be 38%, which might not sound like a lot, but earlier systems couldn't achieve more than 12%.

28. What's the general impression of AI in the healthcare industries?
A. It is widely implemented to spot diseases.
B. It provides more value than in other fields.
C. It has had a limited impact.
D. It has failed to save lives.
29. What did researchers at Johns Hopkins University find about the AI tool for sepsis?
A. It could update patient records.
B. It could be used to figure out how sepsis occurs.
C. It could uncover the reason for delayed diagnoses.
D. It could be applied to sepsis detection and timely caregiving.
30. What does paragraph 3 mainly focus on?
A. The importance of sepsis prevention.

- B. The difficulty of diagnosing sepsis.
 - C. The identification of septic shock.
 - D. The treatments for septic shock.
31. Why does the author present the data in the last paragraph?
- A. To introduce the downside of the studies.
 - B. To stress the effectiveness of the warning system.
 - C. To indicate the big number of patients with sepsis.
 - D. To call for the improvement of the tool's accuracy.

D

Public health data signals a genuine crisis in adolescent mental health: rising rates of anxiety, depression, and hopelessness. But as we worry about tweens and teens who are struggling, we can't ignore another mounting effect — the burdens that are shouldered by their friends and peers in an “always on” world.

We have studied teens and tech for over a decade. Their networks are ever-expanding, in no small part because there's a sense that being nice means accepting fellow requests from acquaintances and friends-of-friends. And it's not just staying connected — it's keeping up with what others post, too.

Social media platforms thus make it technically possible to maintain more relationships than we are historically actually wired to track and manage. The result is an overwhelming wave of social information. It's especially intense for adolescents whose developmental sensitivities drive them to care deeply about what their peers are doing and thinking.

Significant stress comes with trying to be a “good friend” in the age of social media. Friendship requires both public and behind-the-scenes support. Even before a social media post is made public, close friends can be pulled into photo selection, editing, and final examination. Besides, they need to respond in the right way and in the right amount of time, which differs from one relationship to another. Replying too quickly can be seen as over-eager, especially when the friendship is new or not close. But when it's a close friend, too long a lag (延迟) can be hurtful.

The qualities that are key to building or breaking friendships are actually the same as they've always been: mutual (相互的) sharing of joys and sorrows, a give and take of acceptance and support, and an ability to weather and resolve conflicts. But technologies have transformed how friendships play out. Social media increases the burdens that come along with being a good friend. Too often, these dynamics hit teens hard in ways that are lost on adults. And that is what should be changed with the help of parents, schools and other parts of society.

32. What makes teenagers' networks continue to expand?
- A. The pressure to be nice.
 - B. The requests of their parents.
 - C. The need to meet more people.
 - D. The burden of living independently.
33. What does the author think of being a good friend in the age of social media?
- A. Exciting.
 - B. Challenging.
 - C. Money-saving.
 - D. Risk-taking.
34. What should be changed according to the last paragraph?
- A. The qualities of being a teen friend.
 - B. The conflicts between schools and parents.
 - C. The relations between parents and their teens.
 - D. The influences of social media on teen friendship.
35. What is the text mainly about?
- A. Why more teens are addicted to social media
 - B. How teens nowadays gain long-standing friendships
 - C. How social media has made teen friendships more stressful

D. What makes teens become more sensitive to their peers' needs

第二节 (共 5 小题, 每小题 2.5 分, 满分 12.5 分)

根据短文内容, 从短文后的选项中选出能填入空白处的最佳选项。选项中有两项为多余选项。

Hilde's father was a reporter. He often took her to work with him, and she developed a strong interest in news stories and reporting. 36 She did the writing, her sister Izzy took pictures, and her father helped her organize and print the newspaper. Hilde wanted to cover big stories in her town. Following the rules her father had taught her, she researched and reported stories in her monthly newspaper.

The newspaper suddenly became famous when a murder happened in the town, and Hilde was the first person to report it. Soon, news organizations around the country were doing stories on Hilde.

37 Some people criticized her parents for allowing her to report on something as unpleasant as a murder.

Others criticized Hilde for "pretending to be a reporter". Some people even suggested she should be playing with dolls. 38 She responded with a YouTube video. "I never began my newspaper so that people would think I was cute" she said. "I want to be taken seriously."

That wasn't the last time Hilde had trouble getting people to take her seriously. Sometimes, it was because of her age. Other times, it was because she was a girl. 39 Hilde continued reporting and her activities as a reporter have made her famous.

Now Hilde has published a book telling her own story and the challenges she has faced. Some of those challenges came from Hilde herself, struggling to figure out who she was as she grew older. 40 But she is still just 15, and has plenty of time to decide what she wants to do with her life. Her efforts have already inspired people around the world.

- A. But she never let that stop her.
- B. Hilde was upset by the complaints.
- C. For now, Hilde says she has given up reporting.
- D. When she was 8, Hilde started her own newspaper.
- E. Her great success in reporting has changed her life.
- F. Not everyone was happy about Hilde's efforts, though.
- G. She was clearly in a dilemma about how to solve the crisis.

第三部分 语言知识运用 (共两节, 满分 30 分)

第一节 完形填空 (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。

In my first years of college I must admit I was still an angry adolescent. One day I had a serious fight with my father.

I saw him as 41 and wanted to break free. We both exploded in shouts and I 42 out of the house and missed my bus to school. My mind raced with angry thoughts about him and I sighed all the way to school.

As I ran across the campus towards the classroom, I suddenly realized that I didn't have the assignment that was 43: a thought card. Professor Simon had explained that every Tuesday we must 44 an index card, on which we wrote a thought, a concern, a question or anything that was on our mind and that he would return the card every Wednesday with his 45 or answer on it. He stressed that the card was our 46 to class on Tuesdays.

Now, I raced down the hallway, ten minutes late to class. Just outside the door, I took out an index card and wrote on it "I am the son of an IDIOT!", as I could only think about the 47 I'd just had with my dad. Then I dashed into the room, handed the card to Professor Simon and took my seat. The

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moment I reached my seat, I 48 telling him that about my dad. I didn't want to 49 myself to him.

Wednesday morning I got to the class early and hid in the back. Professor Simon began 50 our thought cards. On my card was written, "What does 'the son of an idiot' do with the rest of his life?" His question got right to the 51 of the issue: Whose problem was it? Whose responsibility was it?

Professor Simon's comment kept coming up in my mind over the next few weeks. Slowly, my thinking began to 52. People began to notice that I was taking 53 for my doings and choices. My grades improved. My relationship with my father also improved 54. Now I saw him as concerned and caring, instead of controlling. And it all 55 with a question, an innocent-seeming question.

- | | | | |
|----------------------|---------------|-----------------|-------------------|
| 41. A. controlling | B. demanding | C. frustrating | D. confusing |
| 42. A. stole | B. stormed | C. marched | D. paced |
| 43. A. bound | B. proper | C. tricky | D. due |
| 44. A. put down | B. take up | C. bring along | D. hand out |
| 45. A. comment | B. grade | C. criticism | D. standard |
| 46. A. access | B. admission | C. entry | D. contribution |
| 47. A. conflict | B. race | C. talk | D. deal |
| 48. A. denied | B. recalled | C. regretted | D. delayed |
| 49. A. connect | B. expose | C. recommend | D. introduce |
| 50. A. correcting | B. collecting | C. illustrating | D. returning |
| 51. A. cause | B. height | C. heart | D. surface |
| 52. A. shift | B. focus | C. wander | D. form |
| 53. A. credit | B. action | C. blame | D. responsibility |
| 54. A. automatically | B. mildly | C. dramatically | D. generally |
| 55. A. helped | B. started | C. proceeded | D. concluded |

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。

Discoveries made during the latest excavation of Pit No.1 at the Mausoleum of Qin Shi Huang, China's first emperor, have allowed Chinese archaeologists to gain more insight into 56 the world-famous Terracotta Warriors and their weapons were made.

According to a recent report archaeologists 57 (restore) more than 140 Terracotta Warriors. They discovered that the arms of these figures were created separately and then attached to the bodies and covered in a layer of fine clay. The carving of fine details was completed 58 the arms were attached. 59 (additional), the pit has yielded a variety of weapons, including long-range attack weapons, shields for defense, as well as drums and drumsticks used for commanding soldiers.

"The Terracotta Warriors used a very special mechanism to connect pieces together. Such 60 (wise) was unique to China," Lv Qiuxia, 61 expert on ancient Chinese art, told the *Global Times* on Wednesday. Lv added that the way the warriors were made differed based on their social status and class. "When 62 (analyze) how they were made, we noticed that the warriors were divided into different classes. This contributes to research 63 the burial culture of the Terracotta Warriors," the expert noted.

Through excavations, Chinese researchers have established the types and arrangement of weapons 64 (use) by the Terracotta Warriors as well as the formations and patterns of the 65 (mystery) underground army.

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，是你校英文报增设的“职业规划”（Career Planning）栏目的负责人，请给职业规划师 David 写一封邮件向他约稿，内容包括：

1. 栏目介绍；2. 稿件内容；3. 稿件长度：约 800 词；4. 交稿日期：6 月 2 日前。

注意：1. 词数 80 左右；2. 可以适当增加细节，以使行文连贯。

Dear David,

Yours,

Li Hua

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。

My middle child, Jake, was smart and good-looking, but he always sees the cup of life as half empty. Every day when he came home from school, Jake would list everything bad that happened that day!

On his ninth birthday, we saved enough money to take the family to Disneyland for two days. His dad and I didn't make much then, so it cost a considerable amount, but we felt Jake's birthday was worth it. After doing Disneyland to death (玩够了), we returned to our hotel room, all exhausted. And I asked the birthday boy, "Did you have fun today, Jake?"

All my fault-finding son could say to me was "Pirates (海盗) of the Caribbean was closed!" "Jake Marshall," I was clearly unable to contain my anger, "we stood in line for an hour and a half to see The Haunted Mansion. We rode Space Mountain three times. We spent two days playing in the park, and all you can say is, Pirates of the Caribbean was closed?" Clearly, something had to be done about his negative attitude and I was going to be the one to do it!

I was determined to help him. I read every article and bought every book. With the help of great resources, I found my son had the tendency to see the worst in every situation. My research told me that people with negativity have an emotional need for order and sensitivity. That meant I needed to listen to my son's daily pessimistic reports. My usual reaction was to try to talk Jake out of his negativity, but that wouldn't satisfy his need for sensitivity, so I had to let him finish his complaints and ask what good things happened. Then I needed to wait until he could tell me. This would help Jake realize that good things really were happening to him.

注意：

1. 所续写短文的词数应为 150 左右；

2. 续写部分分为两段，每段的开头语已为你写好；

One day Jake came home from school and complained as usual. _____

From then on, Jake came to understand the power of seeing good points. _____

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