

成都七中高 2024 届高三上期入学考试

英 语

注意事项:

1. 答卷前, 考生务必将自己的姓名、准考证号填写在答题卡上。
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 man want to do?

- A. Have breakfast. B. Take a walk. C. Call his office.

2. What was George doing last night?

- A. Having a meeting. B. Flying home. C. Working on a project.

3. Why does the man suggest going to the park?

- A. It's big. B. It's quiet. C. It's new.

4. How does the woman sound?

- A. Annoyed. B. Pleased. C. Puzzled.

5. Where is the man's table?

- A. Near the door. B. By the window. C. In the corner.

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 are the speakers going to do tonight?

- A. Eat out. B. Go shopping. C. Do sports.

7. What is the probable relationship between the speakers?

- A. Boss and secretary. B. Hostess and guest. C. Husband and wife.

听第 7 段材料，回答第 8、9 题。

8. Why does the woman think July is the best time to move?

- A. Their business is slow. B. The weather is favorable. C. It's easy to hire people.

9. How will they handle the moving?

- A. Finish it all at once.
B. Have the sales section go first.
C. Do one department at a time.

听第 8 段材料，回答第 10 至 12 题。

10. What did Peter learn from his grandfather?

- A. How to appreciate art works. B. How to deal with artists. C. How to run a museum.

11. What did Peter do in Chicago?

- A. He studied at a college. B. He served in the army. C. He worked in a gallery.

12. Whose works did Peter like best?

- A. Rembrandt's. B. Botticelli's. C. Rubens'.

听第 9 段材料，回答第 13 至 16 题。

13. Where does the conversation take place?

- A. At a library. B. In a law firm. C. On a train.

14. By what time did John plan to finish his term paper?

- A. March. B. August. C. October.

15. Why did John quit his part-time job?

- A. He had to catch up with his study.
B. He was offered a better one.
C. He got tired of it.

16. What is Susan's attitude to John's problem?

- A. Carefree. B. Understanding. C. Forgiving.

听第 10 段材料，回答第 17 至 20 题。

17. What did the speaker do before the year 2012?

- A. A fitness coach. B. A chess player. C. A marathon runner.

18. Why was the 2016 Olympics important for the speaker?

- A. He was motivated by Bolt.
B. He broke a world record.
C. He won fifth place.

19. Which is the hardest for the speaker?

- A. Getting over an injury. B. Doing strength training. C. Representing Botswana.

20. What is the speaker mainly talking about?

- A. His plan to go for the gold. B. His experience on the track. C. His love for his home country.

第二部分 阅读理解（共两节，满分 40 分）

第一节（共 15 小题；每小题 2 分，满分 30 分）

阅读下列短文，从每题所给的 A、B、C 和 D 四个选项中，选出最佳选项。

A

If you're interested in pushing yourself academically while experiencing college life, our Summer Programs for Pre-College students (SPP) can be ideal for you. In the programs, you will be able to make friends with fellow students, engage in social activities around the city and on campus, and experience pre-college summer study at one of the world's top teaching and research universities.

Our long-running summer term pre-college offerings include a choice of one-, two-, three-, and six-week programs that prepare you for success in college. With five exciting and challenging pre-college summer programs to choose from, you can earn college credit, discover a new subject area, perform cutting-edge research in university labs, or immerse yourself in hands-on learning.

Academic life

SPP invites you to join other highly motivated teens from 87 countries in our summer programs for high school students — and take the leap into college life and academics, which enables you to take on new academic challenges, explore a variety of interests and consider possible majors. You can take college courses alongside undergraduates either on campus or online. And you can also earn up to eight college credits by conducting in-depth STEM research with individual instructors or as part of a group project. Or, you can immerse yourself in a variety of stimulating noncredit seminars that blend lectures with experiential learning, discussions, and projects.

Campus/Residence life

Embracing college life is an exciting experience. Whether you live on campus or commute, you'll get to know the ins and outs of college and city life. If you live on campus, you will stay in the residence hall, sharing a room and participating in dorm activities. There are typically two students per room and safety is our highest priority: residence halls have live-in university staff and 24-hour security. Resident program assistants provide guidance, coordinate and lead social activities, ranging from group activities that include comedy shows to field trips.

Your hard work will be combined with social events and fun activities — and you'll still have time for your own adventures on campus! Email the SPP office at sppoffice@mail.edu.

21. What does SPP aim to?

- A. To help college students to achieve academic success.
- B. To provide admission guidelines for pre-college students.
- C. To get high school students well-prepared for college life.
- D. To encourage students to participate in hands-on learning.

22. What are students supposed to do to earn the required credits?

- A. Carry out STEM research.
- B. Attend various seminars.
- C. Finish the courses online.
- D. Join in experiential learning.

23. What can we know about students living on campus?

- A. They can organize social activities.
- B. They will have access to a single room.
- C. They are provided with good security.
- D. They are advised to direct comedy shows.

B

“I can’t connect with your characters.”

I kept hearing the same feedback and was unable to understand why and not sure what to do. I was a character-driven writer. How could I mess up the one thing I was supposed to be good at? I was determined to convince my agent that these characters were real. After all, I knew they were real. My main character Lotus had lived inside me for years. I just needed to clarify her on the page.

I wrote and edited for a year, trying to respond to this agent’s feedback. But Lotus’ personality began to disappear. I tried to have her make “better” decisions, wear smarter fashion, and have more friends, as my agent said she acted “immature” and was “isolated”. And when this agent ultimately parted ways with me, I felt like I had failed. Now with time and distance, I realize I tried to fit Lotus into a neurotypical style to please my agent. And as a result, Lotus lost her Lotus-ness.

When that agent discouraged me from writing Lotus as autistic(自闭的), he said that would make Lotus seem more “vulnerable(脆弱的)” or an “obvious victim”. I didn’t want Lotus to seem vulnerable. Lotus’ autism is what makes her powerful, I tried to explain. But from a neurotypical perspective, Lotus’ autism could only be seen as a weakness.

Unsure of how to convince my agent of the strength and power autistic women hold, I began to write Lotus as “neurotypical”. And I failed miserably. After all, what do I know about being neurotypical? My whole life, autism was my default. Not being diagnosed until 2020, I assumed the way I saw the world was “normal”.

My current agent encourages me to write from my neurodivergent(神经多样性的) experience. With this invitation, I revisited Lotus and saw her the way I first wrote her. And when I did, the characters and the entire narrative began to make more sense.

Identifying my characters as neurodivergent not only gives me joy as a writer, but it has produced my strongest writing. For so long, I’ve combatted the advice to “write what I know”, in part because I didn’t know what I actually knew. I didn’t know I was neurodivergent. But as I mine the specificity of my lived experience, my writing is stronger. There is a power to our lived experience. It’s not a limitation on our craft, but a swinging open of the gates.

24. How did the author feel when receiving the repeated response from the first agent?

- A. Confused. B. Convinced. C. Determined. D. Disappointed.

25. Why did Lotus’ personality get lost?

- A. Lotus no longer lived inside the author.
B. The author attempted to please the agent.
C. The agent failed to sympathize with Lotus.
D. Lotus was considered childish and lonely.

26. What do we know about the author?

- A. She regretted parting with the agent.
B. She owed her success in life to autism.
C. She was aware of her autism in the early years.
D. She was empowered by her autistic experience.

27. What has the author learned from her own experience?

- A. Stick to your dream despite discouragement.
B. Be true to yourself and write from your heart.
C. Giving in to authority is the barrier to success.
D. Everyone is born an original instead of a copy.

C

At a museum in Vietnam, Lena Bui's film *Where Birds Dance Their Last* reflected on the beauty and vulnerability of Vietnamese feather farms after Bird Flu. During a festival in Rwanda, Ellen Reid's audio experience *Soundwalk* was shared in a hopeful discussion about music, parks and mental health. These are a few of the things I have helped bring to life over the years, working at the intersection of scientific research, the arts and advocacy to support science in solving global health challenges.

Science is key to addressing these issues. But it isn't the only key. To achieve its potential and for its advances to be implemented and reach all who could benefit, science depends on trust and good relationships. People might not always see science as relevant, trustworthy or meaningful to their lives. There are reasons why some see science as having a **chequered** past, from nuclear weapons to eugenics(优生学), and are therefore uninterested in, or suspicious of, what it proposes. Others feel excluded by the incomprehensibility of hyper specialist knowledge.

In its capacity to build upon and test an evidence base, science is powerful, but researchers and funders haven't been as good at ensuring this evidence base responds to the needs and interests of diverse communities, or informs policy makers to take action. Science might be perceived as distancing itself from the personal, the poetic and the political, yet it is precisely these qualities that can be most influential when it comes to public interest in atopic or how a government prioritizes a decision.

A moving story well told can be more memorable than a list of facts. This is where the arts come in. Artists can give us different perspectives with which to consider and reimagine the world together. They can redress the proclaimed objectivity in science by bringing stories — subjectivities — into the picture, and these can help foster a sense of connection and hope.

In 2012, I set up artist residencies in medical research centers around the world. Bui was attached to the Oxford University Clinical Research Unit in Vietnam. The head of the research team was delighted, finding that Bui, as a Vietnamese artist, had license to be in, and to share useful insights from, villages where infectious disease researchers weren't welcome. Six years later, I led Wellcome's Contagious Cities program, which established artist residencies worldwide to support locally led explorations of epidemic preparedness. The recent pandemic made this work more noticeable, and has informed our Mindscapes program which is currently sharing experiences of mental health through the work of artists.

With pandemic, climate and mental health crises upon us, rising inequality and what feels like an increasingly broken world, never has there been more need to build and nurture hopeful and imaginative spaces to grow human connection and shared purpose for the common good. Science and the arts can work hand in glove to achieve this.

28. Why does the author list two works in Paragraph 1?

- A. To reveal the gap between science and art.
- B. To prove his competence in both science and art.
- C. To introduce successful science-related artworks.
- D. show that science can be promoted in art forms.

29. What does the underlined word "**chequered**" in Paragraph 2 probably mean?

- A. Recent and remote.
- B. Good and bad.
- C. Usual and unusual.
- D. Peaceful and scary.

30. Which of the following would the author agree?

- A. Policy-makers base their decisions on science.
- B. Researchers popularize science effectively.
- C. Science is well received among the public.
- D. The arts help people build connections.

31. Which of the following would be the best title for the passage?

- A. The Value of the Arts to Science
- B. Where Do Science and the Arts Meet?
- C. A New Way to Fight Pandemic — the Arts
- D. Which Matters More, Science or the Arts?

D

Several years ago, Jeremy Clarkson, presenter of the famous BBC television program “Top Gear” discovered that one of his guests was half German and half Irish. Immediately, he said: “That’s quite a strange combination. It’s like, this must be done absolutely perfectly... tomorrow”.

This joke played on stereotypes (刻板印象) of the Germans as efficient and the Irish as lazy. Many people could understandably be offended by these kinds of assertions (断言). We do not know every Irish person, so how can we then conclude that every Irish person is lazy?

I recently read on a website that Irish business people were described as being ‘generally rather casual’ and ‘more outwardly friendly than many European countries’. German business people, on the other hand, are considered to be very direct and according to the website, they do not need a personal relationship in order to do business. Once you hear advice like this, it becomes easier to understand where jokes like the one in the first paragraph come from.

So why do some people disapprove of the kind of stereotypes as seen in Clarkson’s joke, but not baring an eyelid (眨眼) when it comes to generalizations. What is the difference between the two?

By definition, a stereotype is a widely held but fixed and oversimplified image or idea of a particular type of person or thing. A cultural characteristic, on the other hand, is a pattern of behavior that is typical of a certain group.

So what does this really mean? Stereotype are simply overstated assumptions about groups of people. Imagine if a tourist visited a small town in Switzerland and saw a number of locals playing the alphorn instrument, and then claimed that Swiss people can play the alphorn. This would be a stereotype! This is an overstated image of the Swiss which is based on one tourist’s experience.

If, however, this tourist were to say that the Swiss are very punctual, this could be seen as a cultural characteristic. This is because it is a pattern of behavior which is very typical in Switzerland: from their transport system to their business meetings in this way, some people argue that generalizing another culture is not just useful, but important. Politicians always have to be mindful of the cultural characteristics of different countries. By becoming aware of different cultural characteristics, they can avoid causing offence (冒犯) in those cultures.

However, others argue that generalizing cultures will always lead to offensive stereotypes. They argue that the best thing we can do is to stop generalizing cultures and start treating people as individuals.

All this raises important questions: can making generalizations about groups of people be a positive thing? Or should we always avoid making broad assumptions about different groups?

32. What did Jeremy Clarkson mean by saying, “it’s like, this must be done absolutely perfectly... tomorrow”?

- A. The stereotypes of the Germans and the Irish are not so good.
- B. The combination of half German and half Irish is interesting.
- C. The characteristics of the Germans and the Irish are opposite.
- D. The Germans will do it perfectly tomorrow while the Irish won’t.

33. Which of the following is TRUE according to the passage?

- A. It’s typical of the Swiss to be punctual.
- B. The Swiss can play the alphorn quite well.
- C. The Irish people are considered as lazy, direct and casual.
- D. The Germans are thought to be efficient, friendly and direct.

34. Why do politicians think it important to generalize another culture?

- A. They don’t want to offend other people.
- B. Generalizing will lead to offensive stereotypes.

- C. Cultural characteristics are better than stereotypes.
- D. They think different cultural characteristics are useful.

35. What's the main purpose of this passage?

- A. To illustrate the importance of making generalizations.
- B. To show it is wrong to play jokes on stereotypes of different people.
- C. To tell us the differences between stereotypes and cultural characteristics.
- D. To discuss whether it is good to make generalizations about groups of people.

第二节 (其 5 小题; 每小题 2 分, 满分 10 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。

"Just think positively!"

"It could be worse."

"You should look at the bright side!"

We've all heard (and maybe used) these phrases without much thought. But they could be contributing to a culture of toxic (有毒的) positivity. For those new to this term, it might sound like an oxymoron (矛盾修辞法). How can positivity be toxic? Isn't it supposed to be helpful, or "positive", as the name suggests? 36

"Toxic positivity is when somebody avoids all negative thoughts or feelings, pretending everything is going well when it is not," explains Melissa Dowd, a therapist at PlushCare, a virtual health platform for primary care and mental health services. Whitney Goodman, the author of *Toxic Positivity* describes toxic positivity as the "endless pressure to be happy and positive, no matter what the circumstances are." 37 It's also something we can cause other people to experience.

Expressing toxic positivity to others may look like offering them a simple solution to a complicated problem that we know nothing about, or not allowing people around you to appropriately express negative emotions.

Toxic positivity causes us to suppress our emotions, which can make them worse. 38 "Although it can be helpful to look on the bright side when facing challenges," Dowd says, "not coping with negative feelings in a healthy way in the moment can lead to those feelings resurfacing later in different areas of your life or as a form of anxiety." 39 "If I feel like you're going to dismiss me, I'm going to stop sharing how I'm feeling," Goodman adds.

40 If you're using toxic positivity against yourself, Goodman suggests remembering it's OK if you're upset about something. It's valid if something annoys you. "Allow ourselves and other people to share when they're going through a difficult time," she says. Dowd adds that it's essential that "we all learn to cope with and process our emotions in a healthy way as opposed to avoiding how we feel" as life's stressors continue to rise. For example, instead of simply saying "Just think positively," we'd better say "Sometimes bad things happen. How can I help?"

- A. Are there ways to avoid toxic positivity?
- B. Toxic positivity also disrupts connection.
- C. It can harm people who are going through difficult times.
- D. This can come up in different situations when we are dealing with pressure.
- E. They become more intense and can cause long-lasting health concerns in the future.
- F. Experts say constant forced positivity can lead to the opposite, and have a negative effect.
- G. This is what we may bring on to ourselves by not allowing negative thoughts and feelings.

第三部分 语言知识运用 (共两节, 满分 45 分)

第一节 (共 20 小题; 每小题 1.5 分, 满分 30 分)

阅读下面短文, 从短文后各题所给的 A、B、C 和 D 四个选项中, 选出可以填入空白处的最佳选项。

This Too Shall Pass

When my family moved to Ohio over the summer, I feared attending another new school and knowing no one because I was able to expect what was coming. I had bright red hair and enormous glasses. In addition, I was 41 and not very sociable.

Boarding the school bus that first day, I felt like all eyes on me. I could hear the 42 “She’s huge!” Obviously, the kids on the bus had known each other well. I spent that first bus 43 in silence.

The following day was even 44. I did not notice that a few boys had tied a shoelace across the aisle and thus fell face first on the bus, 45 everything I was carrying. 46 I was embarrassingly gathering my supplies, I could hear the laughter, and then the 47 “That felt like an earthquake!” Anyway, I 48 to find a seat. Looking out of the window, I 49 the tears welling up in my eyes.

It was then that I sank into myself. I began walking everywhere. I would wander through the woods behind our house. I would also walk to a 50 about two miles down the road, where I would chat silently with God. I began 51 the afternoon school bus on purpose, walking home instead. Then, 52, I started losing weight. And as I became content with myself, I began making 53.

One of my newly-found friends also 54 with her weight, wanting to be a “perfect” cheerleader. She lived near my neighborhood, so we would meet and 55 together. This became a daily activity with talking and laughing 56 the way — different from the lonely walks I had taken. My friend said that I didn’t have to be perfect. I just had to be me, and be happy with 57.

While I would not want to 58 that time of loneliness, sadness and embarrassment, I am 59 I made it through. Whenever I am struggling with any other problem in life, I always remember the proverb “This too shall pass.” If you can find a path with no obstacles, it probably doesn’t 60 anywhere.

- | | | | |
|-----------------------|----------------|------------------|-----------------|
| 41. A. outgoing | B. overweight | C. intelligent | D. friendly |
| 42. A. whisper | B. whistle | C. giggle | D. laugh |
| 43. A. drive | B. lift | C. ride | D. travel |
| 44. A. worse | B. longer | C. funnier | D. duller |
| 45. A. throwing | B. losing | C. leaving | D. dropping |
| 46. A. Though | B. While | C. Since | D. Because |
| 47. A. opinions | B. statements | C. comments | D. discussions |
| 48. A. determined | B. attempted | C. pretended | D. managed |
| 49. A. kept away | B. took back | C. put away | D. held back |
| 50. A. garden | B. market | C. church | D. library |
| 51. A. escaping | B. missing | C. delaying | D. stopping |
| 52. A. uninterestedly | B. uncertainly | C. unfortunately | D. unexpectedly |
| 53. A. changes | B. friends | C. efforts | D. decisions |
| 54. A. struggled | B. competed | C. dealt | D. lived |
| 55. A. run | B. play | C. chat | D. walk |
| 56. A. along | B. across | C. by | D. in |
| 57. A. oneself | B. myself | C. herself | D. itself |
| 58. A. relive | B. remind | C. relate | D. rethink |
| 59. A. excited | B. upset | C. proud | D. regretful |
| 60. A. exist | B. stretch | C. lead | D. stay |

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。

Coral reefs are being planted in the deep seabed around Hainan Province, a famous tourist destination in China, as part of efforts 61 (preserve) the maritime (海上的) environment and promote green development.

Coral reefs cover about 2 percent of the area of sea floor and provide habitats for about 25 percent of 62 (create). They play 63 important role in stabilizing ecology of the ocean, according to experts. They work as 64 (extreme) natural barriers to weaken the impact of waves crashing on the shore.

However, survival of coral reefs have been challenged due 65 changes in the maritime environment. In 2019, the Hainan South China Sea Institute of Tropical Ocean initiated a program to plant 66 (million) of coral reefs through professional breeding technology.

“It’s like 67 (plant) trees under the sea,” said Chen Hong, director of the institute. “Though they grow slowly, the seedlings no 68 (big) than fingernails may become coral reefs 69 size can surpass several soccer fields.”

In recent years, the team has planted over 200,000 coral reefs around Sanya city and Danzhou city. That quantity 70 (break) the national record of coral reefs transplantation for amount and survival rate.

第四部分 写作 (共两节, 满分 35 分)

第一节 短文改错 (共 10 小题; 每小题 1 分, 满分 10 分)

假定英语课上老师要求同桌之间交换经改作文。请你修改你同桌写的以下作文。文中共有 10 处语言错误, 每句中最多有两处, 每处错误仅涉及一个单词的增加、删除或修改。

增加: 在缺词处加一个漏字符号 (∧), 并在其下面写出该加的词。

删除: 把多余的词用斜线 (\) 划掉。

修改: 在错的词下划一横线, 并在该词下面写出修改后的词。

注意: 1. 每处错误及其修改均仅限一词;

2. 只允许修改 10 处, 多者 (从第 1 处起) 不计分。

I enjoy learning English but can remember individual words easy. However, when it comes to reading comprehension, it’s really the challenge. Last weekend, I tried to read a storybook write in English to improve my reading. At first, I refer to the dictionary every time I came across a new word, which I found it not very helpful. I often felt puzzling about what I had read. Then I tried to finish a chapter completely with looking up the new words. What surprised me was I could understand the story merely from the context. I hope I will make great progresses in English in this way.

第二节 书面表达 (满分 25 分)

假定你是李华, 你的爱尔兰网友 Tom 下周来你市参加短期语言培训, 他发来邮件请你帮忙推荐一家酒店方便学习期间入住。请给他回信, 主要内容包括:

1. 表示欢迎;
2. 推荐理由;
3. 表达祝愿。

注意:

1. 词数 120 左右;
2. 可以适当增加细节, 以使行文连贯。

Dear Tom,

Handwriting practice lines consisting of 20 horizontal lines. The page contains three large, diagonal red watermarks that read "K 川考家长圈" and "微信号: scgkjq".

Yours,
Li Hua