

绝密★启用前

“天一大联考·皖豫名校联盟”  
2022—2023 学年(上)高二年级阶段性测试(二)

英 语

考生注意:

1. 答题前,考生务必将自己的姓名、考生号填写在试卷和答题卡上,并将考生号条形码粘贴在答题卡上的指定位置。
2. 回答选择题时,选出每小题答案后,用铅笔把答题卡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2分钟的时间将试卷上的答案转涂到答题卡上。【公众号:快思维小初高学习资料库】

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 activity is Lisa going to attend?  
A. A fancy-dress party.      B. A school dance.      C. A concert.
2. What is the relationship between the speakers?  
A. Co-workers.      B. A couple.      C. Friends.
3. How does the woman find the painting?  
A. Average.      B. Funny.      C. Great.
4. What made Mike stop learning French?  
A. Lack of interest.      B. Lack of time.      C. Lack of money.
5. What will the man get from the woman?  
A. Some candy.      B. Some fruit.      C. Some water.

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. Why does Lydia talk to Peter?  
A. To ask for help.      B. To paint her office.      C. To seek advice.
7. When will Lydia's project be finished?  
A. On Tuesday afternoon.      B. On Wednesday afternoon.      C. On Friday morning.

英语试题 第1页(共8页)

听第7段材料,回答第8、9题。

8. What does the man invite Lisa to do?  
A. Climb a mountain with him.  
B. Attend a birthday party.  
C. Try a hot-air balloon.
9. When will the hot-air balloon land?  
A. At 2:00 pm.      B. At 3:00 pm.      C. At 4:00 pm.

听第8段材料,回答第10至12题。

10. When does Kate suggest traveling to Beijing?  
A. In winter.      B. In summer.      C. In autumn.
11. What does the man worry about?  
A. The weather.      B. The language.      C. The time.
12. How long is the man advised to stay to appreciate Beijing?  
A. 3 days.      B. 7 days.      C. 14 days.

听第9段材料,回答第13至16题。

13. Which subject does the woman plan to take this term?  
A. Physics.      B. French.      C. Biology.
14. What can we learn about the woman?  
A. She can focus on study this term.  
B. She finds the courses are boring.  
C. She has to work part-time.
15. Where will the man work?  
A. At a store.      B. At a library.      C. At a restaurant.
16. What attracts the man most about his job?  
A. The working hours.      B. The environment.      C. The pay.

听第10段材料,回答第17至20题。

17. What is the speaker?  
A. A hostess.      B. A photographer.      C. A news reporter.
18. What are Margaret's photos about?  
A. Scenery.      B. Modern life.      C. Industry and architecture.
19. What is Margaret like according to the speaker?  
A. Energetic and fearless.  
B. Influential and stubborn.  
C. Skilled and proud.
20. What do we know about Margaret?  
A. She was particular about clothes.  
B. She traveled a lot due to her work.  
C. She was a leading writer in the 20th century.

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和D四个选项中,选出最佳选项,并在答题卡上将该项涂黑。

A

See the Exhibitions on View Just for You

Bernd & Hilla Becher

The famous German couple Bernd and Hilla Becher (1931—2007; 1934—2015) changed the

英语试题 第2页(共8页)

course of late 20th-century photography. Working as a rare like-minded and professional couple, they focused on a single subject: the disappearing industrial architecture of Western Europe and North America that fueled the modern time.

**Fictions of Emancipation: Carpeaux Recast**

Organized around a single object—the marble sculpture (雕塑) *Why Born Enslaved!* by French sculptor Jean-Baptiste Carpeaux—Fictions of Emancipation: Carpeaux Recast is the first exhibition in the Metropolitan Museum of Art to examine Western sculpture in relation to the histories of Western slavery, colonialism, and empire.

**Chroma: Ancient Sculpture in Color**

Ancient Greek and Roman sculpture was once colorful, vividly painted and richly decorated. Chroma: Ancient Sculpture in Color tells the colorful backstory of polychromy—meaning “many colors” in Greek—and presents new discoveries of surviving ancient color on artworks in the Metropolitan Museum of Art’s world-class collection.

**Hear Me Now: The Black Potters of Old Edgefield, South Carolina**

Focusing on the work of African American potters (陶工) in the 19th-century American South—in dialogue with contemporary artistic responses—the exhibition presents approximately 50 objects from Old Edgefield District, South Carolina, a center of stoneware production in the decades before the Civil War.

21. What were Bernd and Hilla Becher?  
A. Historians. B. Architects. C. Journalists. D. Photographers.
22. What does Chroma: Ancient Sculpture in Color focus on?  
A. Ancient Greek and Roman sculpture’s colors.  
B. The Metropolitan Museum of Art’s collections.  
C. The background of Greek and Roman sculpture.  
D. New discoveries about ancient Greek and Roman.
23. Which exhibition has something to do with American South?  
A. Chroma: Ancient Sculpture in Color.  
B. Hear Me Now: The Black Potters of Old Edgefield, South Carolina.  
C. Bernd & Hilla Becher.  
D. Fictions of Emancipation: Carpeaux Recast.

**B**

February 13, 2022, marked the 25th anniversary (纪念日) of the Great LEGO Spill—the worst toy-related environmental disaster of all time. On this important day in 1997, the Tokio Express was hit by a huge, 28-foot high wave off the United Kingdom’s southwestern coast, tilting the ship by 60 degrees and causing it to drop 62 containers into the sea. One was filled with about 5 million colorful LEGO bricks!

Shortly after the incident, LEGO pieces began washing ashore the beautiful beaches of Cornwall and Devon in southwest England. Many locals rushed to hunt for the toys. Cornwall resident Tracey Williams was among the thousands of locals that searched the beaches regularly to find the little sea-themed pieces.

In 2010 Williams moved to Cornwall and came across some LEGO pieces on her first trip to the beach. Wondering where else they had been found, she created a Facebook group. Called “Lego Lost at Sea”, it allowed her and hundreds of other collectors to share their discoveries. As it turned out, the LEGO bricks were not just washing ashore English beaches. They had also been found in Wales, Ireland, the Channel Islands, France, Belgium, and Holland, showing just how far ocean currents had carried them.

“What we’re finding now are the pieces that sank as well as the pieces that floated,” Williams says. “It’s providing us with an insight into what happens to plastic in the ocean, how far it drifts (漂移)—both on the surface of the ocean and also along the seabed—and what happens to it as it breaks down.”

No one knows when the LEGO bricks will stop appearing on the beaches. But one thing is for sure, that is, the plastic pieces will be around for centuries. A 2020 study analyzing the structure of the washed-up LEGO bricks concluded that the five million pieces could take as long as 1,300 years to degrade (降解) completely. And like all plastic products, the iconic toys will never entirely disappear. Instead, they will break down into tiny “microplastics” and be eaten by ocean animals. They will make their way up the food chain to humans.

24. What does the underlined word “tilting” in paragraph 1 probably mean?  
A. Speeding up. B. Leading something to fall.  
C. Damaging seriously. D. Making something not flat.
25. What can we learn about the Great LEGO Spill from the text?  
A. It resulted in many deaths. B. It was caused by the pilot’s mistakes.  
C. It made many LEGO bricks lost. D. The ship dropped most containers.
26. What is Tracey Williams’ purpose in setting up “Lego Lost at Sea”?  
A. To exchange toy blocks. B. To collect LEGO toys.  
C. To track the LEGO bricks. D. To trade in toys worldwide.
27. Which of the following is certain about the lost LEGO bricks?  
A. They will break down completely. B. They will influence human health.  
C. They will be recovered by the maker. D. They will soon disappear from the beaches.

**C**

In North America, most large wildfires occur in the western states and Canada. But smoke generated (引发) in the West doesn’t stay there. It tends to travel east. Within days, it can dirty the air in the Midwest and even East Coast towns. Today, most asthma-related (哮喘相关) U. S. deaths and emergency-room visits from wildfire smoke occur in Eastern cities.

The big problem comes from tiny aerosols (气溶胶)—bits of ash and tiny water drops in the air. Scientists refer to this mix as particulate matter, or PM. The smaller the PM, the longer it can stay in the air. And the longer it floats, the farther it can travel.

An especially worrisome size is known as PM2.5. These bits are no more than 2.5 micrometers wide, about one-thirtieth the width of a human hair. These aerosols are so small that they can be breathed deeply into the lungs. PM2.5 has been linked with breathing-related injury, diabetes and heart disease. These aerosols also can cause asthma and other chronic conditions in otherwise healthy people. And especially in kids, smoke-related aerosols can lead to flare-ups of eczema, a skin disease.

Over the last few decades, U. S. clean-air laws have cut down on emissions (排放) of PM from industrial sources. That’s helped clean the air in many cities. But these rules don’t cover PM from wildfire smoke. Especially worrisome: Recent studies have shown that aerosols from wildfires are more poisonous than industrial sources of these pollutants. What’s more, exposure to wildfire smoke has been growing—in many places, by a lot.

How far and where the smoke travels depends in part on the weather. How high it goes into the sky also matters. The stronger and hotter the fire, the longer the smoke can last and the farther it can fly. Last year, distant wildfires badly polluted the air in the Great Plains. That’s a region stretching from Montana and Minnesota in the north down to New Mexico and Texas. But the smoke didn’t stop there. Some continued to move east, polluting the air from New York City to Washington, D. C.

28. Why can PM2.5 cause so many health problems?  
A. PM2.5 can't stay long in the air. B. PM2.5 has strange smells.  
C. PM2.5 can't be dealt with by humans. D. PM2.5 is easier to enter the body.
29. What can be known about PM from wildfire smoke?  
A. It's more poisonous. B. It's strictly limited by laws.  
C. It's getting bigger in size. D. It is made up of PM2.5.
30. Which is related to the spread of wildfire smoke?  
A. The composition of the smoke. B. The height of the smoke.  
C. The wildfire's cause. D. The wildfire's position.
31. What does the text mainly talk about?  
A. Health risks from wildfire smoke. B. Large wildfires in North America.  
C. The ways to deal with wildfires. D. The great harm of PM2.5.
- D**

Australian data indicate that less than a quarter of children aged 5-14 achieve the recommended 60 minutes of physical activity every day and spend just over two hours each day sitting or lying down for screen-based activities. There is widespread concern that children are not spending enough time in nature and, as a result, that they may be missing out on the potential benefits that nature has to offer for social skills, learning, physical health, and wellbeing.

For teachers in the know, nature-based play and learning is wonderful. For example, cooking on an outdoor fire can include a range of curriculum(课程) skills—maths and measurement of food materials, important fire and safety skills, reading and writing, and comprehending skills from the recipe, as well as imagination in finding the best sticks to use as skewers. Simple activities can equally deliver benefits: using sticks to show how fractions(分数) are part of a whole can explain problem solving in a hands-on way and help children better grasp more complex maths concepts.

An Australian study found that while all teachers believed that nature-based play and learning can deliver huge benefits for children, seven out of ten teachers felt that their knowledge and confidence was limiting their ability to make full use of these opportunities at school. Difficulties in using nature-based play and learning for teachers include: limited knowledge and confidence in how to add it into learning or how to operate the class outside (78%); a crowded curriculum limiting their ability to adopt new learning (54%); a lack of understanding/support from others in the school (38%).

Reducing these difficulties must be a focus to ensure children are able to judge nature-based play and learning opportunities at school. We must find ways to support teachers to upskill and feel confident in delivering learning opportunities in nature. Training, education, and support at the school level are important for teachers to take the next step, but so are system-level approaches to consider how nature-based learning can be formally included into the curriculum.

32. What do experienced teachers think of nature-based play and learning?  
A. A good academic teaching through lively activities.  
B. A kind of everyday physical activity for all students.  
C. A practical student activity to feel the beauty of nature.  
D. A survival adventure to train students to live independently.
33. Why do most teachers have difficulty adopting nature-based play and learning?  
A. They think students won't like the learning.  
B. They are worried about parents' disagreement.  
C. They have not enough time and experience.  
D. They have got used to the classroom teaching.

34. How can nature-based play and learning be widespread?  
A. By offering teachers a pay rise.  
B. By adding it to the required curriculum.  
C. By reducing students' homework and tests.  
D. By replacing current teachers with younger ones.
35. What is the best title for the text?  
A. Teachers and nature-based play and learning.  
B. The recommended everyday physical activity.  
C. The harm to children from screen-based activities.  
D. Nature-based play and learning's benefits for children.

第二节(共5小题;每小题2.5分,满分12.5分)

根据短文内容,从短文后的选项选出能填入空白处的最佳选项,并在答题卡上将该项涂黑。选项中有两项为多余选项。

Every October, families rush to the farms to pick out the perfect pumpkins. Some use them to carve scary jack-o'-lanterns, 36. Unfortunately, the fascination with the colorful fruit disappears once Halloween ends, and most pumpkins end up in the dustbin.

A 2020 survey carried out by the UK-based non-profit organization found that over fifty percent of the 24 million Halloween pumpkins that British citizens bought that year were thrown into the landfill. 37, where about a billion pounds of pumpkins get thrown out and left to rot(腐烂) in landfills annually. In addition to a lot of food waste generated, the rotting fruit also emits large amounts of methane—a greenhouse gas even more powerful than carbon dioxide.

38 We can all help reduce the food waste by keeping the eatable parts of the fruit during carving. Roasted pumpkin seeds make a nutritious snack, while the flesh can be transformed into a delicious soup, a tasty puree, or a lip-smacking pie.

Once Halloween is over, drop your jack-o'-lanterns at a local compost(堆肥) collection center if possible. Better still, see if your city or town hosts a pumpkin smashing(打碎) event and have fun throwing yours on the ground with your friends. Don't worry, 39

40. Fill your hollowed-out pumpkins with grains and leave them in the yard or hanging from a tree for birds, squirrels, and other garden visitors to enjoy. If your pumpkin is too far gone to save, bury it in your backyard—your garden will be all the happier for it.

- A. Meanwhile, things are no better in the U. S.  
B. Fortunately, this pollution problem is easy to solve  
C. while others place them outside their homes as decorations  
D. Halloween pumpkins are nothing more than overgrown vegetables  
E. pumpkins used as decorations could also be used as a snack for wildlife  
F. And there are many other ways to ensure the fruit does not end up in landfills  
G. the remains will be collected and composted once all the pumpkins have been smashed

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,并在答题卡上将该项涂黑。

My children had both left for college at the same time. I 41 had no purpose, no reason to get out of bed in the morning, no 42 to do anything.

A few months later, we all 43 for Christmas. Though I was 44, I could not help but think that the good time would 45 quickly and in weeks, I would be back again in my 46 house and I would be more depressed than ever.

And then my daughter, Emma, handed me a blessing box as a Christmas gift and told me to write down things I was 47 for and put them in the box. Then I could read them later when I was feeling down or sad and 48 myself that there were many good things in my life. That night, I wrote down the first 49, folded it and put it into the box, and then one for each night until the kids left.

The holiday decorations 50 and the house was once again cold and cheerless. One day after work, I 51 the box under a pile of books and I quickly took it out. One by one I pulled out each piece of paper, 52 and read it. With them, I remembered all the good things in my life.

Now I write notes of thankfulness weekly and re-read them often. It has helped me deal with depression and 53 and has given me a new 54 to life. I'm learning to 55 the quiet time, even the big house.

- |                     |                 |                |                |
|---------------------|-----------------|----------------|----------------|
| 41. A. frequently   | B. suddenly     | C. secretly    | D. formally    |
| 42. A. ability      | B. method       | C. motivation  | D. courage     |
| 43. A. returned     | B. travelled    | C. gathered    | D. hesitated   |
| 44. A. excited      | B. relaxed      | C. confused    | D. frightened  |
| 45. A. start out    | B. come back    | C. move around | D. pass by     |
| 46. A. empty        | B. dirty        | C. noisy       | D. comfortable |
| 47. A. regretful    | B. responsible  | C. thankful    | D. eager       |
| 48. A. promise      | B. cheat        | C. warn        | D. remind      |
| 49. A. invitation   | B. notice       | C. diary       | D. note        |
| 50. A. came through | B. came down    | C. came in     | D. came over   |
| 51. A. hid          | B. threw        | C. found       | D. placed      |
| 52. A. tore         | B. unfolded     | C. copied      | D. cleaned     |
| 53. A. anxiety      | B. curiosity    | C. doubt       | D. anger       |
| 54. A. reply        | B. introduction | C. answer      | D. attitude    |
| 55. A. enjoy        | B. observe      | C. quit        | D. shorten     |

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,并将答案填写在答题卡上。

#### A Couple Fighting Sand in Inner Mongolia

After an early autumn rain, Bao Hua couldn't wait to check on her trees in the desert. She was 56 (satisfy) to see the trees turning green again. The 57 (time) rain saved around 80,000 yuan for her. A monthly watering of their trees usually 58 (cost) 200,000 yuan.

In 2000, Bao, along 59 around 80 households of herdsmen(牧民) and farmers, moved to a village in the desert in response to the government's call for returning pastures(牧场) to forest and grassland. The village, not far from both the Badain Jaran Desert, the 60 (three) largest desert in the world, and the Tengger Desert, 61 (trouble) by sandstorms in the spring then, driving farmers and herders home to deal with potential economic losses.

But Bao, a tough Mongolian, made up her mind 62 (stay) and deal with desertification. After they talked with experts and residents, she and her husband used their own savings to plant saxaul trees, 63 can survive in dry conditions and withstand strong winds.

Before sunrise, they wear thick coats and hats and plant small trees in the strong, cold wind. 64 (lack) watering equipment, they carry water to each tree, one by one. Over the past two

decades, they have planted some 33,000 hectares of trees. With a son and a daughter both now grown up and independent, Bao is free to enjoy her life. But she still leads 65 busy life, getting up as early as 5 am to run errands(差事) every day.

#### 第四部分 写作(共两节,满分40分)

第一节(满分15分)

你校英文报正在为庆祝建校30周年校庆征文,请你写一篇短文投稿,内容包括:

1. 你在校学习的经历;
2. 你喜欢学校的原因;
3. 期望和祝福。

注意:1. 写作词数应为80左右;

2. 请按如下格式在答题卡的相应位置作答。

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。

For my fourteenth birthday, my mom offered to take me and my several friends to the city nearest our small town to visit a mall, go shopping, eat pizza in the food court, and then catch a movie. Afterward, we would all return to my house for a party. It was just the kind of celebration that a teenage girl expected.

When it was time to climb aboard the bus and ride together to my home out in the country, Nora didn't show up. I felt confused. Then I felt mad. Why didn't she tell me she couldn't make it? Why would she tell me she'd come to the party and then back out without letting me know? I decided to call Nora and get some answers.

Nora explained that she'd had to stay home from school because she had gotten sick. She couldn't ride the bus home with me and my other friends or join us at the shopping mall for food-court pizza and a movie because she had been too sick to come to school.

Nora began crying on the phone, hurt and surprised that I was angry with her. Moments later, her mother called back. Angrily, she told me how much I'd hurt her daughter, how much Nora had wanted to join us, and that she had been the one to change Nora's plans when she didn't allow her to go to school sick that day.

I seldom gave Nora or her absence from our festivities another thought. At school on Monday, I found it easy to avoid her since she and I had no classes together. For the rest of the school year, we seldom spoke, and I forgot about my hurtful call with Nora as time went by.

The next year I started at the high school, with twice as many students as my middle school. I made some new friends and kept some old ones. Maybe I glanced at Nora with a small smile once in a while as we passed in the halls, but our friendship had been relegated(使降级) to the past. It happened sometimes, and I shrugged it off(不予理睬).

注意:1. 续写词数应150左右;

2. 请按如下格式在答题卡的相应位置作答。

Years later, Facebook suggested Nora as an online friend for our similarities. \_\_\_\_\_

I wrote an apology letter to Nora. \_\_\_\_\_

“天一大联考·皖豫名校联盟”  
2022—2023 学年(上)高二年级阶段性测试(二)

英语·答案

听力原文

Text 1

M: Lisa, are you going to wear this dress to the school dance? It looks like something that a rock singer would wear.

W: Really? Let me change another one.

Text 2

W: Darling, could you pick up our son from school? I want to visit a friend this afternoon.

M: Sorry, I can't. I've got a lot of work to finish today, and I'll get back home very late.

Text 3

W: Mark, what do you think of this painting?

M: It's so different from all the paintings I've seen before. I am really into it. It makes me more interested in Chinese culture.

W: I love it, too. Ancient Chinese painting is really amazing.

M: You can say that again.

Text 4

W: Mike, I heard that you've given up learning French. Have you lost interest in it?

M: Well, I have no time for it now. I know it is useful. I'll certainly learn it again, and I dream of working in France one day.

Text 5

M: Mrs. White, have you got something for my sore throat? I'm suffering from it these days.

W: I have some candy for sore throat, which may work for it. Drink more hot water and eat more fruit.

M: It's nice of you. Thanks a lot.

Text 6

W: Peter, are you going to be in your office on Tuesday afternoon?

M: No. Why?

W: I wondered if I could work there. My office is being painted then.

M: You're in luck, Lydia. I'll be out until Friday morning.

W: That's great. I've got to get my project done by Wednesday afternoon.

Text 7

M: Lisa, I am going to climb a mountain with Lucy and David this afternoon. You met them at my birthday party. Do you want to join us?

W: I'd love to, but I already have plans.

M: So what will you do this afternoon, if I may ask?

W: I'll try a hot-air balloon.

M: That sounds very exciting. I really want to give it a try, too. When will the hot-air balloon take off?

W: It will start to go up at around 3:00 pm and it won't land until 4:00 pm. I must arrive there an hour early.

Text 8

M: Have you ever been to Beijing before, Kate?

W: Of course, a couple of times.

M: Great. Can you tell me something about the city? I don't know anything about it. My wife and I are planning a trip to Beijing.

W: Well, then, you really ought to go in autumn. The weather is perfect at that time of the year. It is cold in winter and hot in summer.

M: But we can't speak Chinese.

W: You don't have to worry about that. A lot of people can speak English in Beijing.

M: Are three days enough to see most of the city?

W: Three days? I don't think a week is enough. To really appreciate the city, you should stay for two weeks.

Text 9

M: What subjects are you taking this term?

W: I'm taking advanced math, chemistry, and physics.

M: That's quite a lot.

W: Yes, I know it's going to be a lot of work, but it should be an interesting term. I'm not going to have to work this term because I managed to save quite a bit of money from my summer job at the store. So I should have enough time for studying.

M: That's good. I'm going to have to work twenty hours a week at the library.

W: It's lucky to get a job in such a good environment. Do you like your job?

M: Actually, it's boring and I have to work a long time, but the pay isn't bad. And I can arrange my hours to suit my class schedule.

W: What are you taking this term?

M: French, biology and history.

W: OK. Let's go to the class.

Text 10

W: I'm Barbara Klein with *People in America* in *VOA Special English*. Today we'll tell you about a photographer—Margaret Bourke White. She was one of the leading news reporters of the twentieth century. But she did not write the news. She told her stories with a camera. She was an excellent industrial and architectural photographer. She was also a fearless woman of great energy and skill. Her work took her from America's Midwest to the Soviet Union, from Europe during World War II to India, South Africa and Korea. Through her work, she helped create the modern art of photos. She worked in a world of influential men, and earned their praise and support. She wore trousers and colored her hair. Yet, in more important ways, she was a woman of and for her times. She became involved in the world around her and recorded it in pictures for the future.

(共 20 小题;每小题 1.5 分,满分 30 分)

1—5 BBCBA 6—10 ABACC 11—15 BCAAB 16—20 CACAB

(共 20 小题;每小题 2.5 分,满分 50 分)

文章大意:本文是一篇应用文。文章介绍了美国大都会艺术博物馆的四个展览。

21. 答案 D

命题透析 推理判断题。

思路点拨 根据“changed the course of late 20th-century photography”可推知,Bernd 和 Hilla Becher 夫妇是摄影家。

22. 答案 A

命题透析 细节理解题。

思路点拨 根据“Chroma: Ancient Sculpture in Color tells the colorful backstory of polychromy—meaning ‘many colors’ in Greek—and presents new discoveries of surviving ancient color on artworks in the Metropolitan Museum of Art’s world-class collection.”可知,Chroma: Ancient Sculpture in Color 聚焦于古罗马和古希腊的雕塑的色彩。

23. 答案 B

命题透析 细节理解题。

思路点拨 根据“Focusing on the work of African American potters(陶工) in the 19th-century American South”可知,Hear Me Now: The Black Potters of Old Edgefield, South Carolina 展览是关于19世纪美国南部的。

文章大意:本文是一篇夹叙夹议文。本文以25年前的“乐高大泄露事件”为例,说明了塑料对环境的污染及对人类的危害。

24. 答案 D

命题透析 词义猜测题。

思路点拨 根据后文中的“by 60 degrees”可知,画线词意为“倾斜”。

25. 答案 C

命题透析 细节理解题。

思路点拨 根据第一段中的“causing it to drop 62 containers into the sea. One was filled with about 5 million colorful LEGO bricks”可知,因为事故很多乐高积木被倾倒入大海。

26. 答案 C

命题透析 推理判断题。

思路点拨 根据第三段中的“Wondering where else they had been found, she created a Facebook group. Called ‘Lego Lost at Sea’, it allowed her and hundreds of other collectors to share their discoveries.”可推知,特雷西·威廉姆斯在社交网站上设立“Lego Lost at Sea”的目的是要进一步追踪“乐高大泄露”事件中丢失的乐高积木。

27. 答案 B

命题透析 细节理解题。

思路点拨 根据最后一段中的“They will make their way up the food chain to humans.”可知,玩具将分解为“微塑料”,被海洋动物吞噬,然后随着食物链进入人体。由此可知,丢失的乐高积木将会影响人们的健康。

文章大意:本文是一篇说明文。野火造成的烟雾包含大量颗粒物,会对人体造成严重的健康危害。

28. 答案 D

命题透析 细节理解题。

思路点拨 根据第三段中的“These aerosols are so small that they can be breathed deeply into the lungs.”可知,因为PM2.5非常小以至于它能够更容易进入肺部深处造成健康问题。

29. 答案 A

命题透析 细节理解题。

思路点拨 根据第四段中的“Recent studies have shown that aerosols from wildfires are more poisonous than industrial sources of these pollutants.”可知,野火造成的烟雾包含的颗粒物毒性更大。

30. 答案 B

命题透析 细节理解题。

思路点拨 根据最后一段中的前两句内容可知,烟雾传播的距离和路径部分取决于天气。它飞得多高也很重要。

31. 答案 A

命题透析 主旨大意题。

思路点拨 本文主要介绍野火造成的烟雾包含大量颗粒物,会对人体造成严重的健康危害。

文章大意:本文是一篇说明文。来自澳大利亚的一项新研究表明,教师还需要提高如何将自然游戏与课程和孩子的学习最好地联系起来。

32. 答案 A

命题透析 观点态度题。

思路点拨 根据文章第二段内容可知,有经验的老师认为基于自然的游戏与学习是一种很好的寓教于乐的教学方式。

33. 答案 C

命题透析 细节理解题。

思路点拨 根据第三段中的“seven out of ten teachers felt that their knowledge and confidence was limiting their ability to make full use of these opportunities at school”及后一句内容可知,老师缺乏必要的课时和经验是推广基于自然的游戏与学习的主要障碍。

34. 答案 B

命题透析 细节理解题。

思路点拨 根据最后一段中的“but so are system-level approaches to consider how nature-based learning can be formally included into the curriculum”可知,将基于自然的游戏与学习列为正式的课程是推广它的关键。

35. 答案 A

命题透析 标题归纳题。

思路点拨 通读文章可知,本文主要介绍来自澳大利亚的一项新研究,教师还需要提高如何将自然游戏与课程和孩子的学习最好地联系起来。

36—40 CABCF

(共 15 小题;每小题 1 分,满分 15 分)

文章大意:本文是一篇记叙文。作者因为儿女都离开自己上大学而感到无所适从。女儿送她一个祝福盒,使她走出了这一段生活低谷期。

41. 答案 B

命题透析 考查副词。

思路点拨 “我”的两个孩子同时去上大学了。“我”突然没有了目标,没有了早上起床的理由……

42. 答案 C

命题透析 考查名词。

思路点拨 没有了做任何事情的动力。

43. 答案 C

命题透析 考查动词。

思路点拨 根据后文中的“until the kids left”可知,几个月后,“我们”聚在一起过圣诞节。

44. 答案 A

命题透析 考查形容词。

思路点拨 虽然“我”很兴奋,但“我”不禁想到……

45. 答案 D

命题透析 考查动词短语。

思路点拨 美好的时光很快就会过去。

46. 答案 A

命题透析 考查形容词。

思路点拨 再过几个星期,“我”就会又回到空荡荡的房子里,“我”将比以往任何时候都更加沮丧。

47. 答案 C

命题透析 考查形容词。



**思路点拨** 根据后文中的“Now I write notes of thankfulness weekly”可知,让“我”写下“我”感激的事情,把它们放在盒子里。

48. 答案 D

**命题透析** 考查动词。

**思路点拨** 根据后文中的“With them, I remembered all the good things in my life.”可知,这样,当“我”心情低落或悲伤时,“我”就可以读它们,并提醒自己生活中许多美好的事情。

49. 答案 D

**命题透析** 考查名词。

**思路点拨** 根据后文中的“Now I write notes”可知,那天晚上,“我”写下了第一张纸条,把它折叠起来放进盒子里,然后每天晚上写一张,直到孩子们离开。

50. 答案 B

**命题透析** 考查动词短语。

**思路点拨** 节日的装饰掉下来了,房子又重新变得清冷了。

51. 答案 C

**命题透析** 考查动词。

**思路点拨** 一天下班后,“我”在一堆书下面发现了这个盒子,“我”赶紧把它拿了出来。

52. 答案 B

**命题透析** 考查动词。

**思路点拨** 根据前文中的“I wrote down the first..., folded it and put it into the box”可知,“我”一张张地拿出每张纸,展开读了起来。

53. 答案 A

**命题透析** 考查名词。

**思路点拨** 它帮助“我”应对抑郁和焦虑。

54. 答案 D

**命题透析** 考查名词。

**思路点拨** 它给了“我”新的人生观。

55. 答案 A

**命题透析** 考查动词。

**思路点拨** “我”现在正学着享受宁静的时光,甚至是“我”的大房子。

(共 10 小题;每小题 1.5 分,满分 15 分)

**文章大意:** 本文是一篇记叙文。文章介绍了在沙漠中植树造林,与荒漠斗争的一位内蒙古女性——宝花。

56. 答案 satisfied

**命题透析** 考查词性转换。

**思路点拨** 此处应用形容词作表语。

57. 答案 timely

**命题透析** 考查词性转换。

**思路点拨** 此处应用形容词作定语修饰名词 rain。

58. 答案 costs

**命题透析** 考查主谓一致。

**思路点拨** 本句主语是 watering,故谓语动词用第三人称单数,且表示一般情况。

59. 答案 with

**命题透析** 考查介词。

**思路点拨** along with“和……一起”。

60. 答案 third

命题透析 考查数词。

思路点拨 根据句意可知,此处表示“第三大沙漠”,故填 third。

61. 答案 was troubled

命题透析 考查动词时态和语态。

思路点拨 本句主语是 The village,与 trouble 之间是被动关系,且根据“then”可知时间是 2000 年,故用一般过去时的被动语态。

62. 答案 to stay

命题透析 考查非谓语动词。

思路点拨 make up one's mind to do sth. “下定决心做某事”。

63. 答案 which

命题透析 考查定语从句。

思路点拨 此处为非限制性定语从句,which 替代先行词 trees 在从句中作主语。

64. 答案 Lacking

命题透析 考查非谓语动词。

思路点拨 动词-ing 形式短语作原因状语,与句子主语成主动关系。

65. 答案 a

命题透析 考查冠词。

思路点拨 lead a life “过一种……生活”。

写作第一节(满分 15 分)

One possible version:

#### Happy Birthday to Our School

I have studied in this 30-year-old school for almost two years. Study life is hard but very happy. Every day I live a full life and harvest well with my dream to enter a best university for further study.

I like this school because of its strict and realistic school spirit, positive learning style and serious and lively school culture. Moreover, it has the most hard-working, selfless and professional teachers in the world.

I sincerely wish her to become better!

评分原则

1. 本题总分为 15 分,按 5 个档次给分。
2. 评分时,先根据文章的内容和语言初步确定其所属档次,然后以该档次的要求来衡量,确定或调整档次,最后给分。
3. 词数少于 60 和多于 100 的,从总分中减去 2 分。
4. 评分时,应注意的主要内容为:内容要点、应用词汇和语法结构的丰富性和准确性、上下文的连贯性及语言的得体性。
5. 拼写与标点符号是语言准确性的一个方面,评分时,应视其对交际的影响程度予以考虑。英、美拼写及词汇用法均可接受。
6. 如书写较差,以至影响交际,将分数降低一个档次。
7. 内容要点可用不同方式表达,对紧扣主题的适当发挥不予扣分。

【各档次的给分范围和要求】

第五档:(13—15 分)

1. 完全完成了试题规定的任务。
2. 覆盖所有内容要点。

3. 应用了较多的语法结构和词汇。
4. 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。
5. 有效地使用了语句间的连接成分,使全文结构紧凑。
6. 完全达到了预期的写作目的。

**第四档:(10—12分)**

1. 完全完成了试题规定的任务。
2. 虽漏掉1、2个次重点,但覆盖所有主要内容。
3. 应用的语法结构和词汇能满足任务的要求。
4. 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。
5. 应用简单的语句间的连接成分,使全文结构紧凑。
6. 达到了预期的写作目的。

**第三档:(7—9分)**

1. 基本完成了试题规定的任务。
2. 虽漏掉一些内容,但覆盖所有主要内容。
3. 应用的语法结构和词汇能满足任务的要求。
4. 有一些语法结构或词汇方面的错误,但不影响理解。
5. 应用简单的语句间的连接成分,使全文内容连贯。
6. 整体而言,基本达到了预期的写作目的。

**第二档:(4—6分)**

1. 未恰当完成试题规定的任务。
2. 漏掉或未描述清楚一些主要内容,写了一些无关内容。
3. 语法结构单调、词汇知识有限。
4. 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。
5. 较少使用语句间的连接成分,内容缺少连贯性。
6. 信息未能清楚地传达给读者。

**第一档:(1—3分)**

1. 未完成试题规定的任务。
2. 明显遗漏主要内容,写了一些无关内容,原因可能是未理解试题要求。
3. 语法结构单调、词汇知识有限。
4. 较多语法结构或词汇方面的错误,影响对写作内容的理解。
5. 缺乏语句间的连接成分,内容不连贯。
6. 信息未能传达给读者。

**不得分:(0分)**

未能传达给读者任何信息;内容太少,无法评判;所写内容均与所要求内容无关或所写内容无法看清。

**写作第二节(满分25分)**

**One possible version:**

*Years later, Facebook suggested Nora as an online friend for our similarities. So, I reached out and sent the friend request. Nora accepted. After a year or so of polite online interactions, I began to reflect on that ugly phone conversation I'd initiated with Nora all those years before. Now, I regretted it deeply. I recognized how selfish, self-centered, and self-absorbed I'd been. I didn't even give her a chance to talk with me, and I didn't think about how disappointed she must have been, or even ask how she was feeling.*

*I wrote an apology letter to Nora. I wondered if Nora would even remember the incident. But only a few days later,*

she responded with a message of her own—one of heartfelt receptivity and forgiveness. She told me how she'd missed me after that ill-fated birthday celebration weekend and wanted to stay friends with me. I expressed my regret that the opportunity had been wasted—all because of that one phone call and how I'd handled it.

#### 评分原则

1. 本题总分为 25 分,按 5 个档次给分。
2. 评分时,先根据所续写短文的内容和语言初步确定其所属档次,然后以该档次的要求来衡量、确定或调整档次,最后给分。
3. 词数少于 130 的,从总分中减去 2 分。
4. 评分时,应主要从以下四个方面考虑:
  - (1) 与所给短文及段落开头语的衔接程度;
  - (2) 内容的丰富性;
  - (3) 应用语法结构和词汇的丰富性和准确性;
  - (4) 上下文的连贯性。
5. 拼写与标点符号是语言准确性的一个重要方面,评分时,应视其对交际的影响程度予以考虑。
6. 如书写较差以致影响交际,可将分数降低一个档次。

#### 【各档次的给分范围和要求】

##### 第五档:(21—25 分)

1. 与所给短文融洽度高,与所提供各段落开头语衔接合理。
2. 所使用语法结构和词汇丰富、准确,可能有些许错误,但完全不影响意义表达。
3. 有效地使用了语句间的连接成分,使所续写短文结构紧凑。

##### 第四档:(16—20 分)

1. 与所给短文融洽度较高,与所提供各段落开头语衔接较为合理。
2. 所使用语法结构和词汇较为丰富、准确,可能有些许错误,但不影响意义表达。
3. 比较有效地使用了语句间的连接成分,使所续写短文结构紧凑。

##### 第三档:(11—15 分)

1. 与所给短文关系较为密切,与所提供各段落开头语有一定程度的衔接。
2. 应用的语法结构和词汇能满足任务的要求,虽有一些错误,但不影响意义表达。
3. 应用简单的语句间连接成分,使全文内容连贯。

##### 第二档:(6—10 分)

1. 与所给短文有一定的关系,与所提供各段落开头语有一定程度的衔接。
2. 语法结构单调,词汇项目有限,有些语法结构和词汇方面的错误,影响了意义的表达。
3. 较少使用语句间的连接成分,全文内容缺少连贯性。

##### 第一档:(1—5 分)

1. 与所提供短文和开头语的衔接较差。
2. 语法结构单调,词汇项目很有限,有较多语法结构和词汇方面的错误,严重影响了意义的表达。
3. 缺乏语句间的连接成分,全文内容不连贯。

##### 不得分:(0 分)


白卷、内容太少无法评判或所写内容与所提供内容无关。

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