

2022—2023 学年高三测评（五）

英 语

注意事项：

1. 本试卷共四部分。满分：150 分。考试时间：120 分钟。
2. 答卷前，考生务必将自己的姓名、准考证号填写在答题卡和试卷指定位置上。
3. 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。
4. 考试结束后，将本试卷和答题卡一并交回。

姓名 _____

考号 _____

学校 _____

班级 _____



18. Who did the speaker learn Taekwondo with?
A. Her cousin. B. Her best friend. C. Her elder brother.
19. What happened to the speaker two years ago?
A. She broke her ankle. B. She broke her wrist. C. She got bruises.
20. What color belt is the speaker trying to get now?
A. Blue. B. Red. C. Black.

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

The Harvard campus during the summer is an energetic, enriching environment. If you choose to live on campus, we have a range of resources for you.

Roommates and Room Assignment

The Summer School houses students by program, session, age range, and availability. Roommate requests cannot be honored. When planning what to bring with you, it is best to keep in mind that all dorm rooms are small.

You are encouraged to bring the following items: Alarm clock, Backpack, Calendar, Cell phone, Clothes hanger, Comfortable walking shoes, Blanket, Computer/laptop, Desk lamp, Dryer sheet, Pillow, School supplies, Towel, Umbrella, Waste basket.

Several items are forbidden inside the dormitories and MUST be left at home, including: Air conditioner, Candle, Boiler/toaster oven, Coffee maker/tea kettle, Hot pot, Popcorn popper, Rice cooker, Sandwich maker, Toaster, Drone, Microwave or refrigerator, Pet of any kind.

Health Services

For on-campus residents, the outpatient facilities of University Health Services (UHS) in the Smith Campus Center are available 24 hours a day for urgent healthcare needs. UHS services such as X-rays and physical therapy are provided only in connection with acute care, as ordered by staff physicians. The dental and eye clinics operate on a fee-for-service basis and are available only in cases of urgent need.

Letters of Enrollment(注册)

A letter of enrollment includes a listing of courses in which you are registered for the term. You may request a letter of enrollment by completing a letter of enrollment request form. Letter of Enrollment request forms can be submitted via email: academicservices@extension.harvard.edu. All requests must be made in writing. Telephone and email requests are not accepted.

21. What are students prohibited from bringing?
A. School supplies. B. Cooking appliances.
C. Mobile phone charger. D. Bedding.
22. What medical expenses need to be afforded by students?
A. X-rays. B. Outpatient service.
C. Physical therapy. D. Dental service.
23. Which of the following is a must for the enrollment?
A. Prepaying the admission fees.
B. Scheduling a visit to the campus.
C. Filling in a letter of enrollment request form.
D. Making a phone call to the recruiting staff.

B

On a recent visit to an exhibition, I broke what is usually a museum's most fixed rule. I touched the art. No shocked guards stopped me or shooed away the many smaller viewers who were doing the same.

This was the Children's Museum of Manhattan. But unlike many displays for the young, this one, "Inside Art" features works by 11 adults whose résumés include the Jewish Museum, El Museo del Barrio and the Whitney.



The show lets visitors encounter art "not as a child sort of pretending to be an adult," said Leslie Bushara, the museum's director, but "running around like a child." Run around they do. Jiori Minaya's "Spandex Installation" invites the curious into a brightly printed maze(迷宫). "Up & Around," a group of large cylinders(圆柱体) made by Yeju & Chat, appeals to museum goers to stand inside each tube and experience bursts of color and pattern.

The new exhibition expands on a museum tradition begun in 2002, when "Art Inside Out" featured the work of the artist Elizabeth Murray. Children played with models of that art but not the art itself. In 2018, "Art, Artists & You" allowed them to work with resident artists, but not to handle the pieces in the show.

"We knew this next exhibit needed to be something kids could physically engage with and aesthetically(审美地) engage with," said David Rios, the director of "Inside Art". That means "not just artwork you can crawl through," Mr. Rios said, "but you're making art in the same space."

Mr. Rios wanted children to be exposed to the participating artists' philosophies and activism. For the exhibition labels, the artists "were challenged to write about their work as if they were explaining it to a 5-year-old," he said. But if "Inside Art" serves its purpose, the show will start children on an evolving journey.

24. What makes "Inside Art" different from exhibitions of its kind?

- A. Its artists. B. Its customers. C. Its theme. D. Its location.

25. What is the author's purpose of referring to the two exhibitions in paragraph 4?

- A. To predict the future of the display.
B. To illustrate the improvement of children's close exposure to art.
C. To clarify the concept of the exhibition for children.
D. To compare the advantages and disadvantages of various exhibitions.

26. Why did the artists feel challenged to write the exhibition labels?

- A. It's hard to stop kids running around.
B. It's urgent to enrich children's spiritual life.
C. It's tough to get their thoughts across to children in simple words.
D. It's significant for the children to participate in the creating process.

27. Which is the most suitable title for the text?

- A. Having Dialogues with Art
B. Touch Art Just Like an Adult
C. An Exhibition Just for Children
D. Interact with Art at a Children's Museum

C

Linking a word to brain areas responsible for movement strengthens the memory of its meaning. This is the conclusion a research team reached after using electric pulses to purposefully disrupt these areas in language learners. "Our results provide neuroscientific(神经科学) evidence for why learning techniques that involve the body's motor system should be used more often," neuroscientist Brian Mathias said in a news release.

As Mathias and his colleagues describe in the *Journal of Neuroscience*, they had 22 German-speaking adults learn a total of 90 invented artificial words (such as "lamube" for "camera," and "atesi" for "thought") over four days. While the test subjects first heard the new vocabulary, they were **simultaneously** shown a video of a person making a gesture that matched the meaning of the word. When the word was repeated, the subjects performed the gesture themselves.

Five months later, they were asked to translate the vocabulary they had learned into German in a multiple-choice test. At the same time, they had an equipment attached to their heads that sent weak electric pulses to their motor cortex(运动皮层)—the brain area that controls voluntary arm movements. When these interfering signals were active, the subjects found it harder to recall the words accompanied by gestures. When the device sent no interfering signals, they found it easier to remember the words. This applied to concrete words, such as "camera", as well as abstract ones, such as "thought".

The effect did not occur when the test subjects were only presented with matching pictures instead of gestures when learning vocabulary. But it is not only the motor component itself that promotes learning. The meaning of the gesture also contributes, as a study led by Mathias's colleague Manuela Macedonia several years ago showed.

"I think we seldom use gesture in our classrooms," Goldin-Meadow says. "People use it consciously, if they're good teachers and good listeners, but we don't necessarily bring it into the class if we don't think about it—and it could be used more often and more effectively."

28. What can we learn about the research conclusion?
- A. Electric pulses can disrupt some brain areas.
 - B. The movement has a strong influence on memory.
 - C. Motor system may be helpful in memorizing words.
 - D. Learning techniques are involved in the body's motor system.
29. What does the underlined word "simultaneously" in paragraph 2 mean?
- A. Earlier in time.
 - B. At the same time.
 - C. A moment later.
 - D. Time and time again.
30. What is the function of motor cortex in memorizing the words?
- A. It makes it hard to memorize words.
 - B. It controls voluntary arm movements.
 - C. It contributes to the results of memorizing the words.
 - D. It makes it easier to memorize concrete words than abstract words.
31. What does Goldin-Meadow suggest?
- A. Using gestures in the class is recommended.
 - B. Good teachers use gestures more effectively.
 - C. Bringing gestures into the class is a must.
 - D. Good teachers always use gestures in the class.

D

When it comes to cooling the planet, forests have more than one trick. The effect is largely from forests' ability to catch and store carbon. But around one-third of that tropical cooling effect comes from several other processes, such as the release of water vapor and aerosols(气溶胶).

Researchers already knew that forests influence their local climates through various physical and chemical processes. But on a global level, it wasn't clear about other cooling benefits compared with the cooling provided by forests' capturing of carbon dioxide, Lawrence said.

So she and her colleagues analyzed how the complete deforestation of different regions would impact global temperatures, using data gathered from other studies. For instance, the researchers used forest biomass data to determine how much the release of carbon stored by those forests would warm the global temperature. They then compared those results with other studies' estimates of how much the loss of other aspects of forests — such as vapor release, uneven canopies(树蓬) and aerosol production — affected regional and global temperatures.

The researchers found that in forests at latitudes from around 50° S to 50° N, the primary way that forests influenced the temperature was through carbon sequestration(封存). Forests located from 30° N to 30° S, the most of that cooling, around 0.2 degrees C, came from forests in the core of the rainforest. Canopy features of the region generally provided the greatest cooling, followed by vapor release and then aerosols.

Forests in the far north, however, appear to have a net warming effect, the team reports. The far northern forests would expose more snow cover during the winter. This would decrease ground level temperatures because snow reflects much of the incoming sunlight back into the sky. Still, the researchers found that altogether, the world's forests cool the global average temperature about 0.5 degrees C.

The findings suggest that global and regional climate action efforts should avoid focusing only on carbon emissions. Lawrence says, "It's cool to see beyond carbon dioxide, but it's also very important to see beyond deforestation."

32. What aspect of the forest does Lawrence's analysis focus on?
A. Its process of cooling the planet.
B. Its other tricks of cooling the planet.
C. Its ability to capture and store carbon.
D. Its release of water vapor and aerosols.
33. How did Lawrence carry out the analysis?
A. By focusing on the forests at different latitudes.
B. By analyzing the result of complete deforestation.
C. By studying the other aspects of losing forests.
D. By comparing the impact of carbon stored with other cooling tricks.
34. What can be inferred about the forests' cooling benefits?
A. Forests' tricks of cooling benefits work out differently.
B. Carbon sequestration has the most cooling benefits.
C. Canopy features have the greatest cooling benefits.
D. Forests in the far north have no cooling benefits at all.
35. What can we learn from the text?
A. Forests are less able to help with cooling.
B. Forests' cooling benefits should be visible to us.
C. Focusing on carbon emissions should be avoided.
D. Forests' more cooling tricks should be explored.

第二节(共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。

How to Communicate with Confidence

Communicating with confidence is an important life skill. Whether you're trying to persuade your friends to go to your restaurant of choice or writing an email to your boss asking for a raise, having confidence in yourself can make your life better.

Maintain good posture. Back straight, head up but relaxed is a good way to show confidence.

36

Identify and communicate your needs and wants. 37 Whether it's your spouse or your boss, sometimes we just don't tell them exactly what we are thinking. To be more assertive(坚定的自信的), tell people in a polite yet honest way what you need from them. For example, you may say, "I know it's convenient for me to be available over email during weekends, but I can't do that any more."

Avoid nervous movements or "adjustments". These telegraph your nervousness. Constantly adjusting your clothes, for instance, is distracting a listener or someone speaking directly to you.

38

Become a broken record. 39 This often seems to be the case when dealing with customer service. For example, a customer may say to you, "This fan worked for one day and broke. I need a replacement." You may then respond, "I'm so sorry, but our sales are final." If the customer continues to get upset, you may calmly say, "Let me get the manager to explain it to you."

40 It's terrible to feel attacked in conversation, but there are steps you can take to turn the tables. You should be assertive without being aggressive and try to move the conversation into a more productive area. Try using "I" statements to help become more assertive. For example, you may say, "I disagree that this is a bad idea," or "I believe this can work."

- A. Stand up for yourself.
B. Write your remarks beforehand.
C. Relax and listen to what the other person is saying.
D. Be clear about what you are asking the other person.
E. If you feel better, you will communicate with more confidence.
F. You turn the criticism back onto yourself and show concern for them.
G. Sometimes, a situation might call for constant repetition of a problem.

第三部分 语言知识运用(共两节,满分45分)

第一节 完形填空(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。

For the past few years, I have had a lot of time on my phone. This has made my brain 41. Sometimes, I couldn't 42 the name of the guy I went to college with who would come into my dorm 43, or even the boiling time for a soft-boiled egg. I grew 44.

Inspired by a desire to 45 myself and impress others in public, and to see if my brain was able to change structurally through life in 46 to experience, I decided to stop looking stuff up online and see what 47. For a few months I didn't make any 48. I often failed to 49 answers to things simply 50 I didn't look them up. But gradually, my brain was 51 in my defense. Within months, it was remarkably 52.

I started to remember a lot more stuff, a lot faster. The 53 would come to me, I'd say, seven out of 10 times. And honestly, 54 to remember a fact instead of instantly looking it up is a good 55 to while away the hours. After six months, my brain is as 56 as 40 horses when it was previously like an elderly worm 57 broken glasses.

If you're like me and have always wanted to be the 58 person at a party that everyone is listening to and smiling at, I think Strong Brain is the party 59 for you. I put down my phone and got my 60 back.

- | | | | |
|---------------------|------------------|----------------|-----------------|
| 41. A. empty | B. weak | C. harmful | D. powerful |
| 42. A. believe | B. understand | C. recognize | D. remember |
| 43. A. regularly | B. normally | C. instantly | D. occasionally |
| 44. A. amazed | B. amused | C. puzzled | D. disappointed |
| 45. A. comment | B. connect | C. train | D. change |
| 46. A. addition | B. response | C. regard | D. contrast |
| 47. A. happened | B. mattered | C. worked | D. promised |
| 48. A. research | B. mistakes | C. progress | D. effort |
| 49. A. keep up with | B. catch up with | C. put up with | D. come up with |
| 50. A. while | B. because | C. unless | D. though |
| 51. A. boosted | B. increased | C. designed | D. shaped |
| 52. A. acted | B. affected | C. improved | D. replaced |
| 53. A. explanation | B. card | C. evidence | D. information |
| 54. A. wandering | B. struggling | C. whispering | D. complaining |
| 55. A. way | B. purpose | C. principle | D. standard |
| 56. A. healthy | B. lucky | C. strong | D. calm |
| 57. A. hiding | B. delivering | C. sharing | D. wearing |
| 58. A. creative | B. shining | C. cautious | D. funny |
| 59. A. trick | B. fact | C. trouble | D. lesson |
| 60. A. attitude | B. imagination | C. memory | D. choice |

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。

In 2013, China launched the Belt and Road Initiative 61 at the same time presented the vision of a community with a shared future for human beings as China's view of an alternative world order. The initiative and the vision 62 (mark) China's desire to play a greater role in shaping the world's future.

After 63 (successful) rebuilding itself, China is now prepared to contribute to the development of the wider world. The Belt and Road Initiative is widely recognized as 64 historic infrastructure(基础设施) initiative, to a degree never attempted by any other world power.

65 a major economic power, China considers infrastructure as one way to build 66 (close) connectivity, in order to facilitate trade and investment with its trading partners across the globe than before.

This brings us to the vision that supports the Belt and Road Initiative effort. The vision shapes China's concept of a new international order 67 (base) on mutually beneficial relationships. It praises the universal values of integrity and fairness, and seeks 68 (enhance) security and promote economic growth through dialogue and cooperation.

China's aim is to realize all-in and 69 (sustain) development that advances the common good. This may 70 (see) as the internationalization of the Chinese Dream through projects such as the Belt and Road Initiative, the well-being and ideas of humankind can be enhanced and achieved.

第四部分 写作 (共两节, 满分 35 分)

第一节 短文改错 (共 10 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修改作文, 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 11 处起) 不计分。

With the life of senior high school approaching to an end, I have many memory flooding into my mind. I can still remember how unwillingly I was to get up early in order to get school on time. "If I had studied much hard before, I would have gone to a better senior high school," I said it to myself. However, I later realized how much I loved a school.

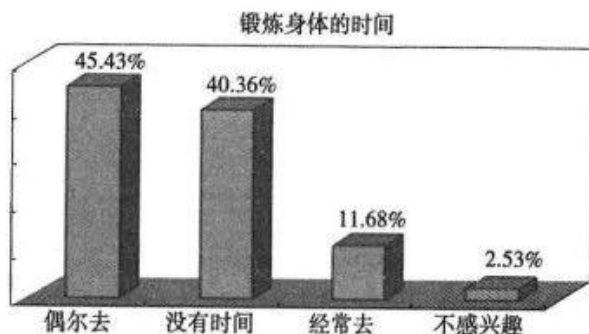
The campus is beautiful. The Xinghu Lake, where lies at the side of a small hill, impresses me most. Surrounded green trees, I can admire various fishes. I often wander around the charming lake and see myself reflecting in its clean water. Walked in such attractive scenery, I get all the pressures released. The kind teachers and easy-going classmates also warm my heart and cheer me up when I am in low spirits.

Every time I recall my unforgettable moments, I smile. We've all grew over these three years.

第二节 书面表达 (满分 25 分)

学校英文报正在开展以 *Doing Sports for a Better Life* 为题的讨论。请根据图表中的调查结果写一篇短文投稿, 内容包括: 来源: 高三答案公众号

1. 学生锻炼情况的描述;
2. 简单评论;
3. 你的建议。



注意:

1. 词数 100 左右;
2. 短文的题目和首句已为你写好。

Doing Sports for a Better Life

Recently, we have conducted a survey about doing sports among my fellow students. _____

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