

## 高三英语试卷

### 注意事项:

1. 答题前,考生务必将自己的姓名、考生号、考场号、座位号填写在答题卡上。
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,再涂涂其他答案标号。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 is the man doing?  
A. Reading a magazine.      B. Checking his email.      C. Typing a report.
2. When will the woman meet the manager tomorrow?  
A. At 8:00 am.                      B. At 9:00 am.                      C. At 8:30 am.
3. What does the woman ask the man to do?  
A. Buy lunch.                      B. Go to a bank.                      C. Buy a box.
4. Where does the man find the window cleaner?  
A. In the yellow bottle.  
B. In the bottle with a red top.  
C. In the bottle with a blue top.
5. What is the matter with the man?  
A. He has a fever.                      B. He has a cough.                      C. He has a headache.

#### 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 sport made the man injured?  
A. Football.                      B. Basketball.                      C. Baseball.

【高三英语 第 1 页(共 10 页)】

• 24 - 18C •

7. How soon can the man probably return to court?  
A. In a month.                      B. In two months.                      C. In five months.

听第 7 段材料,回答第 8 至 10 题。

8. What has the woman been looking for?  
A. A ground-floor flat.                      B. A two-bedroom flat.                      C. A three-bedroom flat.
9. What is included in the rent?  
A. Gas fee.                      B. Electricity fee.                      C. Water fee.
10. What does the woman think of the flat?  
A. It is too small.  
B. It is too expensive.  
C. It is satisfying on the whole.

听第 8 段材料,回答第 11 至 13 题。

11. What does the man want to learn?  
A. To drive a car.                      B. To teach driving.                      C. To repair cars.
12. Which courses will the man choose?  
A. Full-time winter courses.  
B. Weekend courses.  
C. Full-time summer courses.

13. How many hours of training will the man get every week?  
A. 5.                      B. 6.                      C. 10.

听第 9 段材料,回答第 14 至 16 题。

14. What kind of ticket is the cheapest?  
A. A special ticket.                      B. A discount ticket.                      C. A full-price ticket.
15. How much is the discount ticket?  
A. 60 yuan a person.                      B. 105 yuan a person.                      C. 130 yuan a person.
16. Where does the conversation most probably take place?  
A. At the post office.                      B. At the supermarket.                      C. At the booking office.

听第 10 段材料,回答第 17 至 20 题。

17. What is wrong with the lake?  
A. Its color is strange.  
B. There are not enough fish there.  
C. Chemical pollution happened there.
18. What probably caused the trouble?  
A. People's action.                      B. Fish.                      C. The weather.
19. What will listeners probably hear next?  
A. Sports news.  
B. Updated information on the lake.  
C. The weather report.

【高三英语 第 2 页(共 10 页)】

• 24 - 18C •

20. What does the report mainly talk about?

- A. Warnings to children.
- B. The color change of the lake.
- C. The pollution of the lake.

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

In celebration of Women's History Month, National Geographic Expeditions is shining a spotlight on some of our incredible female explorers, whose historic contributions are paving the way for future generations.

**Camille Seaman, Photographer**

"The thing that keeps me coming back to the polar regions over and over again is the unique quality of light that only happens there." Photographer Camille Seaman believes in capturing images that illustrate the connection between humans and nature. She leads photographic workshops all over the world and enjoys inspiring others to develop a unique visual voice.

**Jen Guyton, Photographer**

Photographer and ecologist Jen Guyton has spent the past decade on storytelling and conservation work in Africa. Passionate about wildlife, she has studied and photographed baobabs in Tanzania, meerkats in South Africa, hippos in Kenya and termites in Namibia—plus bats and antelope in Mozambique!

**Karen Kasmauski, Photographer**

Photographer Karen Kasmauski has produced 25 stories for *National Geographic* magazine on topics ranging from earthquakes in Japan to oil exploration in Alaska. One of her first *National Geographic* stories explored the Gullah culture of the Sea Islands. That experience led to extensive work in Africa, where she has photographed for *National Geographic* and for nonprofit assignments in over 20 different countries.

**Susan Seubert, Photographer**

Award-winning travel and editorial photographer Susan Seubert has photographed more than 30 feature stories for *National Geographic Traveller*. Her subjects range from Canada to the Caribbean, from Texas to Thailand—and beyond. Susan's work has been recognized by Columbia University's Alfred Eisenstadt Award and most recently by the North American Travel Journalists Association for excellence in photography.

21. Which photographer focuses on storytelling and conservation work in Africa?

- A. Camille Seaman.
- B. Jen Guyton.
- C. Karen Kasmauski.
- D. Susan Seubert.

22. What do the four photographers have in common?

- A. They have worked in the polar regions.
- B. They have photographed about disasters in Asia.
- C. They have photographed for nonprofit assignments.
- D. They have paved the way for future generations as explorers.

23. Where is the text probably taken from?

- A. A biology textbook.
- B. A course plan.
- C. A science report.
- D. A geography magazine.

B

I am an art-on-the-cart teacher for now. My 8th-grade boys don't open doors for me. The girls do, however. So do the 6th, 7th, and 9th-grade boys, but not those 8th-grade boys. It's a strange phenomenon that I'm sure is explained by science somewhere. But when I'm walking through campus with my rolling cart filled to the brim (边沿), my hands full, my backpack on, and the wind blowing the door, it's hard to pull it open for me. The boys just go on through without stopping to offer help. What these boys need is some empathy (同理心)! Looking at art can help with that.

Last semester in a photography unit for my 8th-graders, I brought out the "I am" character poem activity from my pack of printable worksheets to study the work of Dorothea Lange, the mastermind behind the *Migrant Mother* and other powerful photographs from the Great Depression.

As an art teacher, it is important for me to give my students experience connecting with works of art, which includes connecting with the characters and people in the artworks. Dorothea Lange was a photographer hired by the Resettlement Administration and the Farm Security Administration to document the lives of migrant workers, and displaced families. Because her photographs were government-funded, they were offered for free to newspapers across the country, and her photographs were seen nationwide.

She had a masterful way of capturing emotion in her subjects, so her photographs are an excellent way for students to practice empathy while also connecting with the art, the past, and the people in the photograph.

Once we finished with all of the group presentations, I asked what all of the photographs had in common and what we can learn about the photographer based on all of these photographs. This launched us into a lesson on Dorothea Lange, art during the Great Depression, and a debate over whether or not the camera has the ability to capture the essence (精髓) of a person.

24. What does the author think of the 8th-grade boys?

- A. Sensitive.
- B. Hardworking.
- C. Unsympathetic.
- D. Hopeless.

25. Why did the author introduce Dorothea Lange to her class?

- A. To appreciate the *Migrant Mother*.

- B. To help the boys relate to others.
- C. To dig into the Great Depression.
- D. To prepare students for a debate.

26. What can we learn about Dorothea Lange's photographs?

- A. They revealed the essence of the subject.
- B. They appealed primarily to the 8th-graders.
- C. They were highly profitable.
- D. They were easily available.

27. What is a suitable title for the text?

- A. Exploring Empathy with Works of Art
- B. Shaping Identity with Works of Art
- C. Photograph: a Reflection on the Past
- D. Photograph: a Subject for Debate

C

Researchers following tiger sharks off the southern coast of Belize couldn't believe their eyes when they recently caught a different kind of fish. It turned out to be a Greenland shark, which is typically found in the Arctic and can live to be about 400 years old.

The team of scientists thought the shark was dead when they finally pulled it to the surface. Unlike the tiger sharks they saw, this particular shark had black, worn-looking skin and pale blue eyes. Devanshi Kasana, a Ph. D. candidate at the Florida International University's Predator Ecology & Conservation Lab, said the shark looked "really old".

There was no doubt that the discovery was unexpected. Kasana said, "As soon as it entered our field of vision, we saw a black figure that was getting bigger and bigger. When it came to the surface, none of the crew with all of their combined fishing experience had seen anything like that." She said the discovery was especially exciting. She wondered how on earth these sharks, which were thought to mainly exist in the Arctic, could be found in the tropics as well.

Greenland sharks can be several hundred years old. The reason for their long life may have something to do with their speed of growth, which is very slow. Greenland sharks grow approximately one-third of an inch per year and can grow to more than 20 feet in length. And researchers believe the sharks don't reach sexual maturity until sometime after the first 100 years of their life.

According to Kasana, some scientists have theorized that the Greenland sharks can be found across the globe, if one knows where to look. They love cold water, which is why they're found in the Arctic. However, they've also been discovered as far south as off the coast of Georgia, thousands of feet beneath the ocean surface.

The theory is that the closer the sharks are to the equator, the deeper researchers have to go to find them. And they go deep over 7,000 feet down, according to NOAA.

28. What can we learn about the caught Greenland shark?

- A. It is 400 years old.
- B. It looks just like a tiger.
- C. It has unique appearance.
- D. It only lives near the Arctic.

29. What does Kasana think of the discovery?

- A. Doubtful and fearful.
- B. Common and expected.
- C. Exciting and threatening.
- D. Surprising and confusing.

30. What mainly contributes to Greenland sharks' long life?

- A. The early maturity.
- B. The mild environment.
- C. The slow pace of their development.
- D. The length of their bodies.

31. What is the text mainly about?

- A. The longest-living shark in the world.
- B. The oldest fish living near the equator.
- C. A theory about the long life of wild fish.
- D. A Greenland shark appearing in Belize.

D

Textspeak is an informal term for the abbreviated (缩写的) language used in text messaging and other forms of electronic communication. In the digital age, it's common to hear how textspeak is ruining language. Some people argue that technology has made us lazy about how we speak and write.

Of course, language does change when it's used digitally. Textspeak is an evolution of language. It's even the focus of a field of linguistics (语言学) called CMC, which is committed to the study of interaction facilitated by technology like computers, mobile phones and tablets.

Contrary to the idea that these innovations are aggravating language, CMC demonstrates a creative repurposing of symbols for technology. These swift and clever evolutions illustrate the flexibility of language and its capacity to communicate meanings not relating to words.

People have been complaining about language being "ruined". In A. D. 63, for example, a Roman scholar complained that students of Latin were writing in an "artificial language". In fact, this writing was a new language that would become French! Similarly, in 1871, the then-president of Harvard University said, "Bad spelling, incorrectness, inelegance of expression in writing, and ignorance of the simplest rules of punctuation . . . are far from rare among the young who are well-prepared for college studies."

Today, people are able to communicate rapidly using a wide variety of tools and technologies. Perhaps no linguistic development better indicates changes in the ways we communicate than the popular emoticon (表情符号). It is a visual representation of a smiley face turned sideways. Although an emoticon may look like a smile, a frown or any number of facial expressions, it doesn't really represent a face. Instead, it's intended to convey a feeling, such as "I'm happy" or "just joking".



So, far from ruining language, the example indicates how people can now communicate complex feelings in a simple manner. This kind of change is perfect for our modern, fast-paced world.

32. What can be learnt about "textspeak" from the text?
- A. It has ill effects on language.  
B. It is ruining language in the digital age.  
C. It is a visual representation of facial expressions.  
D. It is an evolution of language and communication.
33. What does the author argue for in the text?
- A. Language changes and adapts to new technologies.  
B. Language has become more rigid with technology.  
C. Language is being corrupted by modern innovations.  
D. Technology has made us lazy in our use of language.
34. What does the underlined word "aggravating" in paragraph 3 probably mean?
- A. Simplifying.      B. Worsening.      C. Opposing.      D. Shortening.
35. What's the author's attitude towards "textspeak"?
- A. Indifferent.      B. Doubtful.      C. Favorable.      D. Objective.

第二节 (共5小题;每小题2.5分,满分12.5分)

阅读下面短文,从短文后的选项中选出可以填入空白处的最佳选项。选项中有两项为多余选项。

Cognitive Behavioral Therapy (CBT) is widely recognized as a good treatment for social anxiety. Are you struggling with social anxiety? 36.

**Start with a simple hello**

Don't worry about not knowing what to say when starting a conversation. 37, and the conversation will start naturally. Once you take that first move, you'll find that the conversation tends to start more easily. Don't overthink it—just say it and be in the moment.

**Imagine the worst-case situation**

38. If you make a mistake or a slip in your speaking, don't worry too much about what people around might think about. They might even not know what your mistake is. The true situation is often far less serious than your anxious minds lead you to believe.

**Pause to examine the evidence**

When you're feeling anxious, take a moment and try identifying the anxious thoughts running through your head. For example, if someone responds curtly (简短而无理的) to you, you may have the anxious thought that "They think I'm boring." 39. Maybe they were in a hurry, or maybe they were already on their way to talk to someone else when you approached them.

40

Before facing anxiety-inducing (引起焦虑的) situations, think about the possible anxious

thoughts you might have. Write them down on a sheet and take it with you. If you start feeling nervous, refer to the sheet to remind yourself to find calmness.

- A. Just say "Hello" to begin  
B. Create a brief agenda sheet  
C. You have a hard time sustaining your value  
D. Here are some CBT-based tips that might help  
E. Remember mistakes are not as terrible as you imagine  
F. Forget those mistakes that are not that helpful to your future  
G. However, you can challenge that thought and consider another explanation

**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。

My 5-year-old daughter Kai walked around a bus stop, picking up candy wrappers and plastic bottles and throwing them in the waste bin. We were a visiting family here, but she was cleaning the sidewalk, which didn't shock me, nor was I 41 when strangers looked at us.

Our cleanup project began when we drove past an empty field one day and Kai 42 the field was covered by 43 balloons. We had read about how animals could 44 balloons for food. "Stop," Kai said, and I 45. Surprisingly, we found the field was full of much trash 46 the balloons. "Can we come back and clean it?" Kai asked. Then each Friday, we returned to have a(n) 47 cleaning.

However, it seems we can never 48 the trash completely. I feel something close to 49! Why are we making kids clean up our 50? It has everything to do with the planet we adults are leaving for kids. Plastic pollution is globally distributed and microplastics have even been discovered in human blood. It is not a 51 story that we have created trash but our next generation cleans up them.

Now Kai hopes to become a marine biologist to protect sharks one day. She still has many years to 52, if adults get serious about solving plastic pollution. We shouldn't leave our next generation a 53 planet and expect them to save it.

The last time our family was at the beach, we still picked up plastic bottles. Most 54, though, we saw an octopus (章鱼) playing around our feet, a 55 of a harmonious habitat worth protecting.

41. A. embarrassed      B. discouraged      C. concerned      D. frightened  
42. A. apologized      B. confirmed      C. spotted      D. explained  
43. A. loose      B. delicate      C. processed      D. abandoned  
44. A. trade      B. mistake      C. replace      D. change  
45. A. pulled over      B. blew up      C. turned down      D. gave in  
46. A. due to      B. ahead of      C. other than      D. instead of

密封线内不要答题

考号

姓名

班级

学校

- |                   |              |                |                |
|-------------------|--------------|----------------|----------------|
| 47. A. official   | B. serious   | C. optional    | D. regular     |
| 48. A. deliver    | B. remove    | C. track       | D. produce     |
| 49. A. stress     | B. comfort   | C. anger       | D. pride       |
| 50. A. mess       | B. platform  | C. court       | D. house       |
| 51. A. scary      | B. pleasant  | C. historic    | D. real        |
| 52. A. decide     | B. struggle  | C. survive     | D. contribute  |
| 53. A. safe       | B. giant     | C. distant     | D. sick        |
| 54. A. personally | B. memorably | C. technically | D. universally |
| 55. A. promise    | B. threat    | C. reminder    | D. favor       |

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。

Whenever we travel, no matter where or how, we make 56 significant impact on the environment and the world surrounding us. 57 (stop) overtourism (超限旅游) before it even begins, negative effects that it may have on some destinations must 58 (prevent).

This is especially important as travel has become very popular, and many more people have outdoor travel. Therefore, regenerative tourism (再生旅游) might just be the answer that the world has been looking for in terms of 59 (sustain) conservation and overtourism prevention. But what is regenerative tourism? It is an idea that tourists should leave a place in better condition than it was before. For example, it would be like visiting a garden and instead of leaving no 60 (footprint), each person plants a tree to further preserve 61 (it) environment. 62 a way, regenerative tourism involves travelers to be active in their acts of environmental protection, 63 (provide) a better future for places that fall victim to overtourism. Now, there are many ways to take part in regenerative tourism. Although it is still a 64 (fair) new trend, it is proving to be beneficial and the one 65 is quickly gaining speed.

第四部分 写作(共两节,满分40分)

第一节 (满分15分)

你校正在组织英文写作比赛。请以“Stay Mentally and Physically Healthy”为题,写一篇短文参赛,内容包括:

1. 身心健康的益处;
2. 如何获得身心健康。

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。

Stay Mentally and Physically Healthy

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。

In a peaceful little neighborhood, lived a kind and compassionate woman named Sarah. She had always been known for her willingness to help others, and her acts of kindness had touched the hearts of everyone around her.

One sunny morning, Sarah noticed her next-door neighbors, Mr. and Mrs. Johnson, looking quite worried. She approached them with a warm smile and asked if everything was all right. Mrs. Johnson explained that due to an unforeseen emergency, they had to attend an important meeting that day, but they had no one to take care of their little daughter, Emily. Without any hesitation, Sarah offered to watch over little Emily for the day. She knew that taking care of a child required patience, love and attention, something she had in abundance. The Johnsons were very grateful for her kindness and accepted her offer gladly.

Sarah's house was soon filled with joy and laughter as Emily arrived, beaming with excitement. Sarah made sure to create a safe and entertaining environment for Emily. She showed her various games, puzzles and toys to keep her engaged throughout the day. They spent the morning playing in the backyard. Sarah also took the chance to teach Emily about different plants and flowers in her garden, sparking (触发) the little girl's curiosity about nature. After a delicious homemade lunch, Sarah encouraged Emily's artistic side by providing paints, paper and brushes. Emily's eyes lit up as she explored the world of colors. The walls of Sarah's living room soon transformed into a gallery of Emily's beautiful artwork.

As the day progressed, Sarah noticed that Emily was getting a little tired. She gently led her to a cozy corner on the couch and snuggled (依偎) up next to her, reading her favorite bedtime story. Sarah's comforting voice guided Emily into a peaceful sleep, assuring her that she was safe and loved.

注意:

1. 续写词数应为150左右;
2. 请按如下格式在答题卡的相应位置作答。

When Mr. and Mrs. Johnson returned, they couldn't thank Sarah enough for her help.

Word of Sarah's selfless act quickly spread throughout the neighborhood.

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