

唐山市 2023—2024 学年度高三年级摸底演练

英语

本试卷共 12 页，四部分，满分 150 分。考试时间 120 分钟。

注意事项：

- 答卷前，考生务必将自己的姓名、准考证号填写在答题卡上。
- 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。

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 三个选项中选择最佳选项，并标在试卷的相应位置。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。

- How is the weather?  
A. Snowy.                      B. Sunny.                      C. Windy.
- What is probably the man?  
A. A delivery man.            B. A sales assistant.            C. A postal office clerk.
- What are the speakers talking about?  
A. A book.                      B. A restaurant.                C. Weekend activities.
- Where does the conversation probably take place?  
A. In a library.                B. In a book group.              C. In a history class.
- What will the speakers do next?  
A. Prepare lunch.              B. Make a list.                    C. Go to the store.

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 三个选项中选择最佳选项。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。

高三英语试卷 第 1 页（共 12 页）

官方微信：zizzs2018

官方网站：[www.zizzs.com](http://www.zizzs.com)

6. How does Ellen feel about the man's response at first?

- A. Comforted.                      B. Frustrated.                      C. Shocked.

7. What will the man do?

- A. Go to the teacher.            B. Draw a picture.                C. Finish the newspaper.

听第 7 段材料，回答第 8 至 10 题。

8. On which date will the woman check out?

- A. On 23rd.                        B. On 24th.                        C. On 25th.

9. What type of room does the woman reserve?

- A. A single one with a bath.  
B. A double one with a great view.  
C. An apartment-style one with a smoking room.

10. What is included in the charge?

- A. Breakfast.                      B. Phone calls.                      C. Value-added tax.

听第 8 段材料，回答第 11 至 13 题。

11. What's the probable relationship between the speakers?

- A. Classmates.                    B. Colleagues.                    C. Teacher and student.

12. How does the man find baking?

- A. Uninteresting.                B. Creative.                        C. Relaxing.

13. What makes Meg feel baking is fun?

- A. Her love for sweets.            B. Her mom's creativity.            C. Her interest in decorating cakes.

听第 9 段材料，回答第 14 至 16 题。

14. How did the woman get the money?

- A. By turning to her father.  
B. By doing some housework.  
C. By borrowing from her mom.

15. Why is the woman unsatisfied with the brown wallet?

- A. It's not a leather one.  
B. Its design is old-fashioned.  
C. It has no place for pictures.

16. How much will the woman pay for the tie?

- A. \$14.                              B. \$16.                              C. \$20.

听第 10 段材料，回答第 17 至 20 题。

17. What earned the event a new world record?

- A. The size of the venue.  
B. The duration of the event.  
C. The number of the participants.

高三英语试卷 第 2 页（共 12 页）

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18. Who read the text about sports?  
A. Pierre Rabadan. B. Katherine Pancol. C. Augustin Trapenard.
19. What was shown on the big screen?  
A. The results of the contest.  
B. The work of the participants.  
C. The original text of each round.
20. What does Marc-Antoine Jamet think of the event?  
A. It went beyond spelling.  
B. It suited older people fine.  
C. It challenged people's skills.

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

**Windy City Harvest Farm Tours**

Visit one of the Windy City Harvest farm sites and learn more about our program. We offer different tours which include information about the program history, job-training mission, and growing practices. All profits from the tour fees help fund the education of the city.

**SITE**

*North Lawndale Farm*

This farm site is located on the west side of Chicago on a 1/5-acre (英亩) lot. It has been a training site since our programme was launched in 2003. Currently this space can serve up to 20 people at a time.

*McCormick Place Farm*

It is a 3/5-acre rooftop farm at McCormick Place West in cooperation with Savor Chicago, the food service team for McCormick Place. Produce grown on the rooftop farm is harvested and then delivered directly to Savor Chicago. This 12-year-old farm is a sought-after training site for WCH program participants.

*Washington Park Farm*

Established in 2012, Washington Park Farm is a major job-training center. Located on the east of Chicago Park District, this 3/4-acre site hosts up to 25 participants during the growing season.

**PRICE**

Tour	Price
Nonprofit and School Group	\$5 per person (starting at \$50)
Private Group	\$10 per person (starting at \$100)

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**ADMISSION**

Reservation is required. Provide payment in the form of check or money order payable to Windy City Harvest or in cash upon your arrival at the tour site except Washington Park Farm. For groups interested in visiting two or more farm sites during the tour, an additional fee will apply. It's important to note that tour groups should arrange for their own transportation.

21. What is special about McCormick Place Farm?  
A. It is the smallest farm.  
B. It has the longest history.  
C. It is on the top of a building.  
D. It provides courses for job seekers.
22. How much will a family of 7 as a group pay for a tour of a farm?  
A. \$100. B. \$75. C. \$50. D. \$35.
23. What do we know about the admission?  
A. Washington Park Farm is free.  
B. Booking in advance is a must.  
C. Four kinds of payment are mentioned.  
D. A lower price is offered for the second site.

B

Sometimes one plus one does equal three, as was the case when McNee, a basketball coach, met Mandekic. When Mandekic, a math teacher, told McNee how hard it was to get students excited about math at a gathering, he suggested, "Why not throw in something they enjoy, like sports?" "You are kidding!" Mandekic dismissed his idea at the moment.

The idea of mixing basketball and mathematics got its first shot two years later, when Mandekic and McNee, the now colleagues – who had launched a tutoring non-profit – were invited to run a summer-school program for kids who'd failed Grade 9 math at Vanier School.

When the students showed up for their first day, they weren't exactly thrilled. Over the next few hours, Mandekic and McNee gave the kids techniques to improve their shooting while also helping them calculate their field-goal percentage – which, in turn, taught them math knowledge. At the end of the game, the winning team was determined based on which group had the highest total percentage and had done the most efficient math. "When the bell rang, they were so focused on collecting their data and figuring out which team won that they didn't leave," says Mandekic. The classes, later named BallMatics, soon spread to other schools.

Later, McNee and Mandekic established a private school called Uchenna. At the school, kids with excellent basketball skills study all subjects, train at their sport and work part-time helping out with the BallMatics after-school programs. For the school's first graduates, the value of BallMatics is clear: all of the 16 boys landed university scholarships for their performance in

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the classroom, not on the court. "The school's commitment to academics is the key reason for our success. The coaches would bench students who didn't keep up in class." Abbott, one of them, says, "At Uchenna, we were student athletes, after all, not athlete students."

24. How did McNee's suggestion sound to Mandekic at first?  
A. Confusing. B. Absurd. C. Practical. D. Professional.

25. Why did other schools welcome the classes?  
A. They enhanced students' concentration.  
B. They improved students' shooting techniques.  
C. They helped students learn math unknowingly.  
D. They guaranteed students' show-up percentage.

26. What can be inferred from Abbott's words?  
A. Students got balanced development.  
B. The coaches cared little about students.  
C. Uchenna attracted more and more students.  
D. He doubted the education idea of the school.

27. What is the best title for the text?  
A. Big Win B. Math Struggling  
C. Numbers Game D. Athlete Training

Years ago, I interviewed James Patterson, an advertising manager, about the latest campaign. But all he wanted to talk about was fiction-writing. "I hope to be a writer. It is always in my head," he said.

I remember thinking: Sure, you and everybody else.

A decade or so later, however, I was surprised to see James on TV, holding up his new book.

Mr. Patterson's ability to see himself as a writer illustrates a concept known as "possible selves." The term, coined in 1986 by the social psychologists Hazel Markus and Paula Nurius, grew out of research on self-concept. While self-concepts — "I am a kind person" or "I am a good parent" — are rooted in the present, the researchers found people are also informed by ideas about what they might become and how they might change.

These possible selves, both positive and negative, are closely related to motivation. A violin student who envisions life as a professional musician might be motivated to practice. A person whose feared possible self is an alcoholic may become a non-drinker. In a small study, when young adults were encouraged to envision themselves as either regular exercisers (hoped-for selves) or inactive (feared selves), both groups exercised more in the weeks afterward.

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A possible self can take you beyond daydreams, which are often not necessarily grounded in reality. It can come to fruition if you build a bridge from your "now" self to the possible self. "If you're regularly dreaming of a different career, enroll in a course, shadow someone, take up a hobby or a side job. Making the transition requires you to say now, today, this week, these are the steps I can actually take to attain the goal," said Daphna Oyserman, a psychology professor at the University of Southern California.

But don't quit your job just yet. An analysis of career-transition research concluded that successful reinventions require adjustments and re-evaluations as you go. Mr. Patterson, for example, wrote almost a dozen books while still at his ad agency; he found his style only after many tries.

28. Why does the author mention the interview?  
A. To show his expectation. B. To explain his surprise.  
C. To display Patterson's ability. D. To introduce a concept.

29. What can we learn about the idea of "possible selves"?  
A. It involves three aspects.  
B. It allows for personal growth.  
C. It ensures one a promising future.  
D. It includes the idea of self-concept.

30. What does professor Daphna intend to express?  
A. The idea of "now" self.  
B. The wish for the career transition.  
C. The importance of concrete action.  
D. The necessity of expert-consulting.

31. What is probably talked about in the following paragraph?  
A. Different writing styles.  
B. Multiple research methods.  
C. Patterson's success in his advertising business.  
D. The exploration and adaptation of job transition.

The subject of Jay Owens's new book has long been trying to kill me. Like millions of people around the world, I am allergic to dust. I have long considered it an enemy. But Owens is out to broaden our perspective.

While each particle (微粒) of dust may be tiny, together they have outsized consequences. Approximately 2bn tons of dust are lifted into the Earth's atmosphere each year, Owens tells us, both absorbing and reflecting the sun's energy and seeding clouds — therefore directly affecting

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global temperatures and climate. Like water, dust is part of an essential ecological cycle.

Owens's own fascination with dust started in 2015, with a road trip through California. Owens was transfixed by the story of Los Angeles, whose growth and modern existence was only possible through the systematic theft of water and the creation of a dust desert to the east.

Early in the book, Owens unpacks the history of hygiene (卫生), exploring how dirt and our relation to it has changed over centuries, and cleanliness – or the pursuit of it – defines our modern lives. After the Industrial Revolution, emerging ideas about the relationship between dirt and disease made dust something to be fought against – a responsibility that fell on women. The poorest people tended to have the least time and money to clean a house; often, their jobs were to clean the houses of others. “The history of 20th-century cleanliness is, thus, a history not only of the making of sex and class distinctions, but racialised inequalities.”

Perhaps the most emotionally stirring chapter in the book is that in which Owens retells the story of the nuclear age not through mushroom clouds, but through the radioactive dust they left behind. One study estimated that the effects of atmospheric nuclear testing would eventually result in the deaths of 2.4 million people from cancer, a threat “that has gone substantially unnoticed because radioactive dust is such a delayed killer”.

One reason to think about dust, Owens writes in *Dust*, is “to challenge ourselves to try to see the world beyond our easy imaginings”.

32. What is the main idea of paragraph 2?
- A. The impact of dust on temperatures.  
B. The amount of dust in the atmosphere.  
C. The comparison between dust and water.  
D. The traveling course of dust around the world.
33. What does the underlined word “transfixed” mean in paragraph 3?
- A. Thrilled.      B. Inspired.      C. Embarrassed.      D. Shocked.
34. How does Owens regard dust?
- A. It is a distant concern.  
B. It carries political meanings.  
C. It changes our relation to nature.  
D. It is a reflection of tech advancement.
35. What is the purpose of the passage?
- A. To introduce a book.  
B. To support an author.  
C. To present a phenomenon.  
D. To correct misunderstandings.

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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。

Have you ever wondered why different people react differently to the things you say and do? Maybe you told your parents a story that made them laugh, but found that the same story was upsetting to the kids at school. What caused them to react so differently? 36

Boundaries are the cut-off point between what a person finds funny and charming, and what they find hurtful and inappropriate. 37 You may not always share a person's boundaries, but it's still important to respect them.

38 That's why it's especially important to be a good listener when you're first getting to know someone. Listening will help you get a feel for the topics they are comfortable discussing. 39 If they become withdrawn when you bring up a certain topic, or they try to change subjects, you may be making them uncomfortable. Then it is better to pull back in the conversation, and let them take the lead for a while.

While many people won't tell you directly that you've made them uncomfortable, some people will. 40 In that case, it's always best to apologize and correct the offensive behavior. Failing to take a step back can create a lot of discomfort for the people around you. Most people can forgive a one-time slip, but you should avoid making the same mistake repeatedly, which can damage a friendship.

- A. You aren't sure of a person's boundaries.  
B. Different people have different boundaries.  
C. The gateway to a healthy relationship is boundaries.  
D. They may tell you that you're standing too close to them.  
E. Pay attention to the way they react to your ideas and jokes.  
F. A person tends to tell you directly if you've made a mistake.  
G. The answer has something to do with a tricky concept called boundaries.

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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。

"This will never do." I kept telling my husband as he set the table one Thanksgiving. I wanted everything to be 41, because my parents would come. Criticisms from my childhood 42 rang in my mind. So whenever my parents visited us, I 43 myself for more faultfinding. The unhealthy pursuit of perfection 44 the joy from our celebration. Gradually I 45 the reason for Thanksgiving, and I found myself, like my parents, 46 people around me.

Then luckily, I read from a book, "Too much criticism hurts; necessary praise helps. Put your praise of someone in 47 so that the person can save and read it."

So the next Thanksgiving, I 48 to my husband and my son, "We're each going to write a message saying what we 49 about one of us." Despite their eye-rolling, we soon finished and exchanged our 50. My son sat up straighter after 51 what his father had written about him. And I felt so uplifted myself when I read "I am proud of your cooking." That was a life-changing 52. Since then my family has the 53, and we do it year-round - not just the fourth Thursday of November.

I no longer just focus on finding fault with others. I'm more 54 how I can help the people around me feel loved and appreciated. Especially in writing, because behind every 55 is the power of love.

- |                     |                 |                  |                      |
|---------------------|-----------------|------------------|----------------------|
| 41. A. perfect      | B. new          | C. permanent     | D. normal            |
| 42. A. finally      | B. constantly   | C. merely        | D. hardly            |
| 43. A. hid          | B. contained    | C. behaved       | D. prepared          |
| 44. A. caused       | B. passed       | C. spread        | D. stole             |
| 45. A. made sure of | B. got used to  | C. lost sight of | D. paid attention to |
| 46. A. punishing    | B. interrupting | C. criticizing   | D. declining         |
| 47. A. questions    | B. lectures     | C. writing       | D. testing           |
| 48. A. reported     | B. announced    | C. replied       | D. admitted          |
| 49. A. appreciate   | B. forget       | C. expect        | D. ignore            |

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- |                      |                  |                   |                 |
|----------------------|------------------|-------------------|-----------------|
| 50. A. designs       | B. plans         | C. gifts          | D. notes        |
| 51. A. remembering   | B. reading       | C. explaining     | D. translating  |
| 52. A. book          | B. moment        | C. mistake        | D. promise      |
| 53. A. secret        | B. festival      | C. tradition      | D. experiment   |
| 54. A. interested in | B. curious about | C. sympathetic to | D. thankful for |
| 55. A. discussion    | B. scene         | C. decision       | D. word         |

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。

A skywell, or "tian jing" in Chinese, dating back to the Ming dynasty, is a typical feature of a traditional home in southern and eastern China. It 56 (design) to allow in light, improve ventilation (通风), and harvest rainwater. Less 57 (expose) to the outdoor environment, a skywell is smaller and distinct from a northern courtyard.

Despite the fact 58 a skywell's size and design vary from region to region, it is almost always rectangular (长方形) and located in the core of a house. It is either enclosed by rooms on four sides 59 three sides plus a wall. When wind blows above a skywell house, it can enter the indoor space through the opening. Because outdoor air is often cooler, the incoming wind travels down the walls to the lower stories 60 creates airflow by replacing 61 (warm) indoor air, which rises and leaves through the opening.

Due to the 62 (revive) of traditional Chinese architecture, skywell buildings have been making a comeback. Architects are now looking towards the 63 (principle) behind skywells while designing new buildings 64 (save) energy. One example is the National Heavy Vehicle Engineering Technology Research Center in the eastern Chinese city of Jinan. A giant skywell is in the middle of the 18-storey glass-walled tower block, 65 (stretch) from the fifth to the top floor.

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第四部分 写作 (共两节, 满分 40 分)

第一节 (满分 15 分)

你校即将举办以“自律 (self-discipline)”为题的英语演讲活动。请结合自身经历写一篇演讲稿。

注意:

1. 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;
3. 开头和结尾已给出, 不计入词数。

Good morning, everyone! It is a pleasure to talk about a topic that has played a crucial role in my life – self-discipline.

In conclusion, self-discipline is the key to success in both academics and life.

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。

Babloo was picking color papers and some watercolors while his mum was busy selecting the necessary daily supplies for this month. They both completed their selection of items and went to the checkout to pay the bill. Seetha was surprised to see the bill of Rs.1000 (卢比) – which was more than the budget that she had set. She wanted to return some of the items picked up by Babloo.

“But I like drawing. My teacher always shows my art to the class,” Babloo cried. He usually went to a secret place to work on creative artwork. He knew it was difficult for his parents to earn enough money. He was sure his artwork would be appreciated by the shop-keepers around and that he could give his parents a big surprise.

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Seetha decided not to disappoint her son. Back at home, Babloo wanted to eagerly open the boxes and look at those items he had selected. But Seetha asked him to do his homework first. She was a little worried about what her husband, Ramesh, would say about the additional bill amount.

Ramesh reached home around 7:00 P.M. He was very tired and Seetha offered him a cup of coffee. He was a sales executive. He had to work hard to complete the sales target to save his job in the company.

“We need to save at least a little more amount per month, Seetha. It might help us for any emergency expenses,” said Ramesh with a dull face. “What was the bill amount for this month? I hope that was within our budget.”

Seetha was silent for a moment and asked him to have his coffee first. Ramesh, with worry on his face, asked again, wondering if there was any problem.

“No... no issues at all. Only thing is this week’s spending has gone over the budget.” answered Seetha. “Babloo bought color papers and some watercolors and I did not want to disappoint him.”

注意:

1. 续写词数应为 150 左右;
2. 请按如下格式在相应位置作答。

At this, Ramesh called Babloo and talked to him angrily and seriously.

Four weeks later, Babloo ran towards his father with lots of excitement and 10 notes of Rs.100.

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