



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,再选涂其他答案标号。回答非选择题时,将答案写在答题卡上。写在本试卷上无效。
3. 考试结束后,将本试卷和答题卡一并交回。

第一部分 听力(共两节,满分 30 分)

做题时,先将答案标在试卷上。录音内容结束后,你将有两分钟的时间将试卷上的答案转涂到答题卡上。

第一节 (共 5 小题;每小题 1.5 分,满分 7.5 分)

听下面 5 段对话,每段对话后有一个小题,从题中所给的 A、B、C 三个选项中选出最佳选项。听完每段对话后,你都有 10 秒钟的时间来回答有关小题和阅读下一小题。每段对话仅读一遍。

例, How much is the shirt?

- A. £ 19. 15. B. £ 9. 18. C. £ 9. 15.

答案是 C。

1. What time will the man arrive in London?

- A. At 8.30. B. At 8.00. C. At 7.30.

2. What does the man think of the actress?

- A. She's really beautiful. B. She works hard. C. She isn't attractive.

3. What is the man going to do this weekend?

- A. Host a party. B. Make a wish. C. See Tim off.

4. What will the man do today?

- A. Play football. B. Buy some flower. C. Work in the garden.

5. What did the woman decide to buy?

- A. A gold necklace.
B. A silver necklace.
C. A silver necklace and a dress.

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 is the woman looking for?

- A. An information office.

- B. A police station.
- C. A shoe repair shop.

7. What is the *Town Guide* according to the man?

- A. A brochure.
- B. A newspaper.
- C. A map.

听第7段材料,回答第8至10题。

8. What are they talking about?

- A. Their summer vacation.
- B. How to drive a tractor.
- C. How to do farm work.

9. Where did the woman spend her summer holiday?

- A. On a farm.
- B. At home.
- C. In a fruit garden.

10. What can we learn from the conversation?

- A. The man's mother was ill.
- B. The woman did some housework.
- C. The man drove a truck on the farm.

听第8段材料,回答第11至13题。

11. Where could the man smoke?

- A. On the balcony.
- B. In the washroom.
- C. Outside the building.

12. How did the man deal with his smoking habit?

- A. He had tried to give it up but in vain.
- B. He had never tried to give it up.
- C. He had given it up.

13. What does the man decide to do in the end?

- A. To smoke outside.
- B. Try to give up smoking.
- C. To smoke at a later moment.

听第9段材料,回答第14至16题。

14. How did the man learn about Martin Harris?

- A. From the woman.
- B. From the radio news.
- C. From the newspaper.

15. What do we know about Martin Harris?

- A. He saved many people in the flood.
- B. He bought a small boat for the storm.
- C. He gave advice to people in the flood.

16. What should people do if they are stuck in the flood according to the news?

- A. Find a boat to get to a high place.
- B. Hold on to something that floats.
- C. Wait for Martin Harris for help.

听第10段材料,回答第17至20题。

17. Who is mostly in Branson during the winter?

- A. Local people.
- B. Musicians.
- C. Visitors.

18. What is Branson mostly known for?
A. Live music. B. Helicopter tours. C. An amusement park.
19. Why did Branson become a tourist attraction?
A. It's near the ocean.
B. It has many rivers going through it.
C. It's near a lake surrounded by beautiful mountains.
20. How do most people get to Branson?
A. By train. B. By car. C. By air.

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

Introduction to the Events Held in the British Library

International Translation Day

29th-30th, September 2022

International Translation Day returns with a two-day programme from English PEN. It is the annual event for translators, translation and translated literature. Following the in-person programme of London-based workshops, talks and networking opportunities, English PEN hosts online conversations with international speakers.

Audie Description Tour of Gold

19th September, 2022

On this tour you can explore items that are hundreds of years old and disclose the stories lightened by gold. Discover the masterful techniques used to handle such a precious metal. This is an online only event hosted on the British Library platform. People booking it will be sent a viewing link in advance to watch at any time for 48 hours after the start time.

Spring and Summer 2022 Programme

12th February-21st August 2022

The British Library has cooperated with West Dean College Of Arts And Conservation to deliver a study programme on preservation and collection for libraries. The programme centers around continued professional development and is aimed at professionals, students and others interested in furthering their skills in this area.

Alexander the Great: The Making of Wonders

21st October, 2022-19th February, 2023

Alexander, born in ancient Macedonia, built an empire that stretched across the ancient world, and his exploration of unfamiliar lands, rulers and cultures, from European to Asian shaped his legacy into the fantastic stories we know of today. Join librarians, writers and historians to dig into these stories, as you decide for yourself who Alexander really was.

21. What do the first two listed events have in common?
A. Both last two days.
B. Both should be booked in advance.

- C. Both are available on the Internet.
D. Both are based in London workshops.
22. What does Spring and Summer 2022 Programme focus on?
A. The construction of college campuses.
B. The exploration of ancient technology.
C. The development of library collection professions.
D. The introduction of metal-handling techniques.
23. Which event is concerned with a historical figure?
A. International Translation Day.
B. Audio Description Tour of Gold.
C. Spring and Summer 2022 Programme.
D. Alexander the Great: The Making of Wonders.

B

One of the reasons I became a teacher was how much I loved the reading and writing process, and how excited I was to help young children develop as readers and writers. I had visions of a class full of busy writers, all with the same sense of excitement I've always had about writing and sharing stories.

One day, I discovered the work of Vivian Paley, who developed a storytelling curriculum for young children that involves writing down the contents of students' drawings and having their classmates act out these stories. I was immediately drawn to Paley's focus on dramatization (编剧).

One morning, as my students gathered in our classroom for our writing lesson, I told them that they could draw anything they'd like, imaginary or real that day. They discussed with one another what they liked to draw and shared some of these ideas out loud, which helped inspire those who weren't ready with their own ideas. For the next half-hour or so, I was busy writing down their stories. I observed some of my most hesitant and unwilling students drawing with a sense of focus and purpose.

At the end of the session, we sat in a circle and I explained that we would act out some of their stories. The "playwright (剧作家)" would choose classmates to be the characters in the story, and I would tell the story. Then the first playwright stood up to announce which characters she'd need. I watched as one student became a rabbit, another became a fairy, and another became a rain bow cloud. When the play was over, the actors and playwright bowed, and the class clapped for them. The next playwright jumped to her feet, shouting, "My story is next!"

24. What do we know about the author from paragraph 1?
A. She hoped her students would inspire her writing.
B. She didn't really expect to be a teacher when young.
C. She became a teacher mainly because she loved children.
D. She wanted to help her students fall in love with writing.
25. How did the author react when she read Vivian Paley's work?
A. She became interested in trying dramatization.

- B. She wanted to encourage her students to act.
C. She decided to try drawing pictures herself.
D. She wanted to let her students act out her stories.
26. What did the author encourage her students to do that morning?
A. Observe others' drawings.
B. Draw pictures of stories they'd read.
C. Write down their stories in simple words.
D. Reveal their creative ideas through drawing.
27. What did the author probably realize in that session?
A. Her students really loved that method.
B. Her students really had a gift for acting.
C. She should read stories aloud every day.
D. She was really good at making up stories.

C

Dogs have a seemingly endless list of lovely behavior, and their curious head tilt (歪头) at human voices is no exception. While conducting a study on dogs' ability to learn words, scientists stumbled upon a potential link between dogs' memory and their head tilt.

In the study, researchers looked at the head tilt patterns of both "gifted" and "typical" dogs. Owners ordered their dogs to fetch a specific toy from another room. While most dogs struggled to memorize the name of just two toys, the seven "gifted" dogs—all of which were border collies (牧羊犬) could remember at least ten different toy names they'd been taught by researchers.

The team found that dogs that were particularly good at toy recall tilted their heads more often when hearing a command than dogs which weren't as skilled. When they compared the dogs' responses to a command from their owners, gifted dogs tilted their heads 43 percent of the time, while typical dogs did so just 2 percent of the time. It's possible, scientists concluded, that the dogs' head tilt may be a sign of paying attention or even matching a name to a visual image in their heads.

Researchers also discovered that dogs usually tilted their heads in the same direction regardless of where the owner was standing. The so-called "right-tilters" and "left-tilters" may be a matter of individual preference. "The next step is to ask more questions to know what the head tilt really means," says the researcher Monique Udell. "Can we use head tilting to predict word-learning ability, or attention, or memory?"

The researchers agree that the study is still in the early stages. For now, dog owners can take comfort in knowing that their dogs' head tilt maybe a lovely attempt to better understand them.

28. Which of the following best explains "stumbled upon" underlined in paragraph 1?
A. Broke by accident.
B. Imagined without reason.
C. Discovered unexpectedly.
D. Investigated secretly.

29. What were the dogs asked to do in the study?
- A. Go to get the toys mentioned.
 - B. Find the name of the toys.
 - C. Separate the different toys.
 - D. Find out the hidden toys.
30. What did the researchers find out about the gifted dogs hearing commands?
- A. Their responses were faster.
 - B. They tilted their heads more often.
 - C. They tilted their heads to the left more often.
 - D. They were more easily influenced by the owners' locations.
31. What's the main idea of the text?
- A. Dogs mainly communicate by tilting their heads.
 - B. Dogs have developed specific communication skills.
 - C. A new study offers a clue as to why dogs tilt their heads.
 - D. Border collies are the smartest species in the animal kingdom.

D

A team led by researchers from the UK examined waterbird data from 1506 protected areas and analyzed more than 27,000 bird populations across the world. They compared waterbird populations before and after the establishment of protected areas and also compared trends of similar populations within and outside of protected areas.

"Our study shows that, while many protected areas are working well, many others are failing to have a positive effect," lead author Hannah Wauchope says in a statement. "In the majority of places we looked, bird populations were stable or were increasing, but some of them weren't doing any better than in unprotected areas," she adds. "That's disappointing, but not surprising. There seems to be the disconnection between people talking about how much land is protected and whether those areas are actually doing anything positive."

This study comes ahead of a United Nations meeting in China to discuss biodiversity goals for the next decade. Several countries have already committed to protecting 30 percent of the planet by 2030, yet the researchers say this alone does not necessarily guarantee positive outcomes for species.

"An obsession (迷恋) with reaching a certain area-based target—such as 30 percent by 2030—without focus on managing existing protected areas appropriately will achieve little," co-author Julia Jones says. "When world leaders gather in China later this year to set targets for the next decade, I really hope to see a change of their focus, rather than simply saying how much surface area they are going to protect."

According to Thomas Brooks, chief scientist at the International Union for Conservation of Nature, who was not involved in the study, waterbirds are a good example of a group facing the consequences of human behaviors that cause biodiversity loss. These animals respond quickly to changes in site quality and are broadly distributed, clearly reflecting the impact of protected areas.

32. What can be learned about protected areas from the study?
- A. Their bird populations are increasing.
 - B. They don't always help waterbirds.
 - C. Their problems went unnoticed at all.
 - D. They have a negative effect on wildlife.
33. What does the underlined word "this" in paragraph 3 refer to?
- A. Making a big promise.
 - B. Expanding protected areas.
 - C. Talking about biodiversity.
 - D. Organizing the meeting.
34. What does Julia Jones call on world leaders to do?
- A. Try to set targets for the next ten years.
 - B. Have a deep understanding of biodiversity.
 - C. Face the consequences of human behaviors.
 - D. Focus on the effectiveness of protected areas.
35. What might Thomas Brooks think of the study?
- A. Pioneering.
 - B. Convincing.
 - C. Disappointing.
 - D. Unsatisfying.

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。

It happens from time to time that after a whole morning of studying, you are tired in the afternoon. It is then that you may want to eat something sweet, perhaps a sweet drink or a chocolate bar to lift your mood. 36

But a study suggests that sugar can make you feel worse rather than lift your mood. The German and UK researchers collected data from 31 studies involving nearly 1,300 adults. 37 Those emotions include anger, alertness, depression and tiredness. They found that people who have too much sugar become more tired and less alert within an hour, and that these feelings become more intense over time.

According to researchers, when people take in sugar, their blood sugar levels rise rapidly, leading to a burst of energy and a short "feel good" period. However, as they begin to digest the sugar, their blood sugar levels decrease quickly, leading to a bad feeling. 38 As with caffeine, this prevents the body from relaxing, leaving people being tired and less alert.

39 According to WHO, it is healthy to have the sugars found naturally in fruit, vegetables and milk, so long as they make up less than 5 percent of our daily total energy intake.

So the next time you feel tired and can't concentrate on study and work, perhaps you should think twice before you bite into a chocolate bar. There are still other ways to relieve tiredness. 40

- A. Maybe a little exercise at midday is a better idea.
- B. So cutting sweet food out of the diet is a good choice.

- C. They studied the effect of sugar on some aspects of mood.
 D. After all, it's believed that a "sugar rush" gives you energy.
 E. Sugar in any form is not necessarily good for the human body.
 F. But the result of the study doesn't mean giving up sweet food altogether.
 G. To remain on a "high", people may eat more sugar until they become addicted to it.

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。

At least three people were possibly dead after a powerful earthquake. Others were injured from falling structures and homes, rural roads and 41 highways. Experts said it could take some time to 42 the full extent of the injuries and damage in the region.

Renagi Ravu, who is a geologist, was meeting with two 43 at his home when the earthquake 44. Ravu tried to stand up from his chair but couldn't keep his balance and 45 in a kind of group hug with his colleagues, while plates and cups 46 from his shelves to the ground. His children, ages 9 and 2, had their drinks 47 over the edge of cups. Ravu tried to calm everybody as the 48 continued for more than a minute.

About 10,000 people live in and around his town, which is 49 66 kilometers from the earthquake's center. It's a(n) 50 thing that earthquakes are felt here, but it usually doesn't last as long and is not as violent as this one. It was quite strong.

People were feeling 51. Ravu was 52 through the damage to his home, which included a broken sewer pipe (污水管) judging from the smell. Friends elsewhere had messaged him with 53 of cracked roads, broken pipes and fallen debris (碎片), but hadn't described major building collapses or 54. Communication seemed to have been 55 with some cell towers likely to have fallen. People were starting to clean up their houses and the streets.

- | | | | |
|----------------------|-----------------|-----------------|------------------|
| 41. A. damaged | B. surrounded | C. hidden | D. buried |
| 42. A. foresee | B. assess | C. recognize | D. assume |
| 43. A. roommates | B. schoolmates | C. parents | D. colleagues |
| 44. A. covered | B. rose | C. struck | D. ceased |
| 45. A. ended up | B. came out | C. carried on | D. resulted from |
| 46. A. squeezed | B. crashed | C. flashed | D. pulled |
| 47. A. turn | B. knock | C. flow | D. blow |
| 48. A. jumping | B. hanging | C. floating | D. shaking |
| 49. A. listed | B. located | C. considered | D. posed |
| 50. A. common | B. simple | C. popular | D. awkward |
| 51. A. puzzled | B. tired | C. frightened | D. inspired |
| 52. A. sorting | B. breaking | C. cutting | D. getting |
| 53. A. introductions | B. instructions | C. explanations | D. descriptions |
| 54. A. changes | B. injuries | C. beats | D. attacks |
| 55. A. handled | B. improved | C. affected | D. removed |

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 lot of history and cultures are lost as the world progresses through modernisation and migration. However, all hope is not lost as certain cultures have found ways 56 (protect) their history through oral traditions, written 57 (account) and cultural practices handed down through generations, for example, Otjize, the magical red paste (膏) of the Himba people.

Found in present-day Northern Namibia, the Himba people are an African tribe (部落) with an 58 (estimate) population of 50,000 people. The Himba tribe is often referred to as 59 last nomadic (游牧的) people of Namibia. They count their wealth in the number of owned cattle.

Known for their red clay skin and hair, the Himba women 60 (picture) and described as a symbolic image of African tribes up to now. Otjize, the red beauty paste used by the Himba women, is 61 (responsibility) for their skins' distinct red colour. 62 has earned them the name "Red People of Africa".

Made from a mixture of things, Otjize lends the deep red color to their skins and is regarded 63 the ideal beauty standard for the Himba people. As a matter of fact, Otjize 64 (usual) holds great significance for the Himba people. 65 (stand) for the earth's rich red colour, blood and nature of life.

第四部分 写作(共两节,满分40分)

第一节 (满分15分)

每个人的一生中都有许多值得感谢的长辈,请你以"The Elder I Want to Thank Most"为题写一篇英语短文,向你校英语报投稿,内容包括,

1. 介绍你最想感谢的长辈;
2. 陈述感谢该长辈的原因。

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。

The Elder I Want to Thank Most

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。

Lucy Marlow had everything an eleven-year-old girl could possibly want except one thing, a pair of pink leather roller skates (旱冰鞋). Unfortunately, the skates cost over \$1,700. Even though Lucy's parents were very indulgent (纵容的), they thought it was too much for

a toy. "It's not a toy!" Lucy cried. "It's transportation!" Lucy's parents gave in and promised that she could have them only if she had straight A on her report card.

Soon at the end of the term, Lucy proudly presented her parents with the straight-A report card they'd demanded, and the next weekend, Lucy was whizzing (飞速行驶) around the neighborhood faster than anyone else with her new skates.

Then one day when Lucy went to school, she was surprised to discover there was a new girl in her class. She was sitting at the desk next to Lucy in geography and she looked very friendly.

"Hi! I'm Lucy." Lucy whispered. "Want to go roller skating after school?"

"Hi! My name is Heather. But I'm afraid I can't!" Heather said.

"Listen, if you don't have skates, you can use my old ones." Lucy said. "I have a brand new pair..."

The bell rang, Heather reached to pick up a pair of crutches (拐杖) under the desk and got up. Lucy was shocked to find one of her legs was missing above the knee. She gasped. "Oh, I'm so sorry! What happened?" Heather shrugged. "It was a car accident."

That night, Lucy couldn't sleep. She got up and turned on her laptop. There were all kinds of prosthetic limbs (假肢) for kids. Lucy wondered why Heather didn't have one.

The next day, over lunch, Lucy asked Heather, "So, how come you don't have a prosthetic limb?" Heather blushed. "I had one, three years ago, after the accident," she explained. "But I outgrew it. My dad lost his job so we don't have insurance anymore. We've contacted a non-profit that helps kids like me, but I'm on a waiting list..." Hearing her words, Lucy fell into a short silence, remembering how she pressured her parents into buying her the pink skates.

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.

Then looking at Heather, Lucy had an idea.

The next day, Lucy and her parents contacted the school principal.

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