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【答案】

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71. classic 72. physically 73. less 74. traits 75. assessed

76. implies 77. support/ help 78. affected/ influenced 79. weaken 80. Combination

五. 书面表达 (Possible version)

According to a new regulation issued by China's Ministry of Education, teachers have the right to discipline students who break school rules, which, however, has generated a lot of discussion.

From my perspective, the significance of school discipline cannot be stressed too much. For one thing, the regulation will help students better understand the consequences of misbehaving, which is of great benefit to their healthy growth and development. For another, the regulation can delegate more power to teachers, who shoulder pressure in dealing with misbehaving students.

In order for the regulation to be conducted effectively, many joint efforts need to be made. First of all, authorities and schools should set up specific and reasonable rules for school discipline. Secondly, teachers ought to understand the rules thoroughly to employ them properly instead of abusing them. More importantly, parents are supposed to cooperate with teachers to reach a consensus on the level of punishments.

【解析】

第一部分 听力（共两节，满分 20 分）

1-5 CBCCC 6-10 BCBBA 11-15 CBBAB 16 ACABC

第二部分：英语知识运用（共两节，满分 35 分）

21. C 考查状语从句。句意：政府号召我们，若非确实必要的话，不要去人群密集场所和医疗机构。

22. D 考查定语从句。whose 引导定语从句修饰 Zhang Weili,并在从句中作定语。

23. C 考查名词性从句。what 在宾语从句中作主语。

24. A 考查非谓语动词。本题为非谓语动词中的独立主格结构。Jack Ma 与 top 为主动关系。

25. D 考查时态。句意：“—你还没有提交你的作文吗？—交上去了，我写了 20 分钟。”根据答语语境可知，空处的动作在说话时已经结束，所以用一般过去时。

26. A 考查介词短语。句意：荷兰政府宣布将停止使用“荷兰”这一名称，取而代之的是官方名称“尼德兰”。in favour of 意为“(舍弃某物)宁愿选择；选...(而不选)”。

27. B 考查情态动词。句意：“—你为什么这么关心他？—你真该看看他第一次出现时的样子，真让人难过。”should have seen 意为“(表示假如对方看见或经历某事物)一定会感兴趣或吃惊”。

28. A 考查名词。句意：人们普遍认为，阅读印在纸上的内容远不如与伟大的思想家面对面探讨那般受益。substitute 意为“代替物，代用品”，be no substitute for 意为“不能替代某事物（用于强调某一事物没有另一事物好）”；subject 意为“话题，学科，主语，实验对象”；submission 意为“服从，提交”；substance 意为“物质，实质，事实基础”。

29. C 考查副词。句意：有些国家本来能够为抗击病毒做更好的准备。然而，他们的领导人最初拒绝采取严格措施。though 意为“不过，可是，然而”。

30. A 考查动词短语。句意：受新冠肺炎疫情影响，泰国旅游业的收入锐减，1000 多头大象面临饥饿问题。cut down 意为“砍到，削减”；put down 意为“放下，写下，镇压”；break down 意为“出故障，失败，垮掉，情不自禁痛哭”；pull down 意为“使扫兴，拆毁”。

31. B 考查倒装。该句是倒装句，正常的语序是 China, which has provided support and assistance, is dedicated to building a community with a shared future for mankind。此处表语提前，构成完全倒装。

32. D 考查动词。句意：凉山的森林火灾夺走了 18 位消防员和 1 位向导的生命，举国哀痛。overcome 意为“受到...的极大影响”。

33. C 考查反意疑问句。当情态动词 must, may, can, should 等在句中表示推测语气时，反意疑问句的疑问部分应该根据实义动词的实际发生时间来构成。此处 receive 在从句 spread 之前发生，表示过去的过去，故用 hadn't they。

34. B 考查交际用语。句意：“一天啊，我感觉我把自己的整个生活弄得一团糟。— 振作起来，一切会好起来的。”hold out 意为“维持，提供机会，伸出”；work out 意为“锻炼，理解，成功地发展”；stand out 意为“突出，显眼”；set out 意为“出发，摆放，陈述”。

35. C 考查习语。句意：一些青少年拥有个人独特的爱好，但他们中间大多数倾向随大流。lose their head 意为“失去理智”；spill the beans 意为“泄露秘密”；swim with the tide 意为“随波逐流”；mend one's ways 意为“改邪归正”。

第二节：完形填空（共 20 小题；每小题 1 分，满分 20 分）

本文描述了一个出身贫寒但是努力不懈的女孩上学的经历，在历经种种困难并付出努力，最终取得了文凭，并步入正轨，去拓展自己的事业。

第 36 题 D 根据后文作者是在家乡上学和父母住在一起，且后来才转去 college 可知作者上

的是社区大学，在文章倒数第二段也有再次提到申请社区大学。经常看美剧或者了解美国文化的同学也可以很快选出此题，一些比较贫寒或者是成绩不太理想没有申请上理想大学的学生往往会去上 community university。

第 37 题 D 固定搭配 transfer to sp, 表示转到..., 这里根据作者要去怀俄明大学攻读 bachelor 可知, 是转到了怀俄明大学。

第 38 题 A 根据前面作者自付学费以及后面学费不够可知, 这里是 seasonal earnings, 作者的收入不够支付学费了。

第 39 题 B 前文作者上社区大学时是和父母住在一起, 而去怀俄明大学(在外地)是要租房子的, 因此要付房租 rent。

第 40 题 A 前文作者学费不够, 因此是要再打一份工, take a second job。

第 41 题 B back 熟词僻义表示支持, back sb/sth 根据后面的 but 可知, 这里是虽然作者的父母支持她的决定, 但无法在经济上支持她。

第 42 题 C 前文提到了学费不够的问题以及后面作者要 paying for it on her own, 因此这里是作者的父母无法在经济上帮助作者。

第 43 题 D 固定搭配 be proud of sth, 作者对她生活自理的能力很自豪。

第 44 题 A 根据后文作者的同学们不用工作可以去俱乐部可以社交, 因此作者是在 miss out 错失这些机会的。

第 45 题 C 固定搭配 get/be involved with/in, 参与某事/和...相关, 不用工作的同学参与学生俱乐部和社交。

第 46 题 B 固定搭配 struggle to do, 难以..., 作者因为要打工, 难以找到时间去干同学们干的事。

第 47 题 D 这里是作者要利用闲暇时间去打工, 而不能去参加各类活动, 因此是她没有和同学一样的经历, 即如果不打工她就可以和同学有一样的经历。

第 48 题 D 固定搭配 help...out 表示帮助...摆脱困境, 一份州立奖学金本可以帮助她摆脱困境。

第 49 题 A 固定搭配 qualify for...表有...的资格, 高中生需要满足一定的 ACT 要求才有拿奖学金的资格。

第 50 题 C come up 可表出现, 她在八年级的时候听说了这件事, 根据后文太晚无法提升她的分数可知, 应该是直到她申请大学的时候这个奖学金才再次出现。

第 51 题 A too...to...太...而不能..., 到她申请社区大学的时候奖学金才再出现, 那时候已经太晚而无法提高自己的分数(来申请奖学金)。

第 52 题 A 前文一直讲的是作者经历的困难, 因此是“尽管有很多的挑战”。

第 53 题 B 作者同样获得了奖学金, 不过是一个数额更小的奖学金, 钱的数额用 amount。

第 54 题 D on track 表示在正轨上, 进展良好, 在作者的不懈努力下, 她将如期在明年毕业。

第 55 题 C 固定搭配 expand one's business, 拓展业务, 作者会用她的大学文凭来拓展她的事业。

第三部分：阅读理解（共 15 小题；每小题 2 分，满分 30 分）

A

章讲述是一封学生被学院录取后, 学生社区来招生的信件。

56. A 细节理解。定位在文章第五行, 'your college of admission is the Collge...' 表明这封信是一封学生被学院录取之后的信件, 结合下文选择 community 以及 GOLDEN Gopher 前踏进校园可以知道这里的 golden gopher 指的是大一新生, 所以选 A, freshman.

57. B 细节理解题。定位在文章第二个黑点 'Discover unique opportunities' 可知 学校提供了 900 个以上的学生组织。选 B。选项 A 文章并没有提及 'invite leader'。选项 C 文章没有提

及‘famous top brands’。

B

本文主要人们随意丢掉的塑料给环境带来了极大的危害，许多海洋生物被无形地伤害，扔在地上的塑料最后进入海里，被各种海洋生物误食，带来了灭绝性的伤害。

58. D 推理判断题。根据第一段"their plastic waste would likely still be around, four centuries later"以及下面一句可知，如果清教徒移民像今天的许多人一样，只是简单地把空瓶子和包装纸扔到一边，那么塑料垃圾可能会存留四百年之久，故选 D。

59. A 细节理解题。根据第四段，"Many more are probably harmed invisibly. Marine species of all sizes, from fish to whale, now eat microplastic"可知，许多海洋动物都被无形伤害，各种大小的海洋生物，从鱼到鲸鱼，现在都以塑料微粒为食。故选 A。

60. B 推理判断题。根据第三段对于 Jenna 的研究描述是"caught everyone's attention with a rough estimate"（用一个粗略的估计引起了所有人的注意：大部分垃圾被随意地扔在陆地上或河里然后进入海洋形成海洋塑料），故可推测人们往往会同意塑料污染引发海洋塑料的观点，故选 B。A 项与原文内容不符，排除；B 项 climate change 只是海洋塑料的一种比较的问题，与原文可以说没什么关系，故排除；D 项根据最后一段"It's a matter of building the necessary institutions and systems,"可知应对海洋塑料的问题需要建立必要的制度和体系，并不是已经规划好来扭转，故排除。

C

本文讲述了一项新研究发现撒谎虽然不会像匹诺曹故事中那样让鼻子变长，但是会出现一些细微的面部表情变化，而这项发现可以应用在司法执法的过程中。

61. C 推理判断题。匹诺曹故事的作用，而非故事寓意，故在结构作用上可知用匹诺曹为了引出主题研究。故选 C。

62. B 细节理解题。根据第二段 research 内容可知，人撒谎过后鼻尖降温、额头升温，而这种温度的变化会导致皱鼻子（slightly shrink）的动作，也就是鼻子会微微缩小，选 B。

63. D 推理判断题。根据倒数第二段内容可知，这项技术有望投入到执法过程，综合全文内容，可知这项研究中的最大结果是测谎仪的应用，故选 D。

64. B 推理判断题。根据文章内容是新研究发现了撒谎过后人面部表情的变化（鼻子变小而非变长），故选 B。

D

本文是一篇记叙文。讲述的是一个陌生人可以明显改善我们的生活。与陌生人交谈后，人们的情绪得到改善，并有助于拓宽我们的视野，玩飞车有更好的情感和身体健康，寿命更长。作者以自己一次飞机上的亲身经历得出一个结论：如果需要，可以向陌生人寻求帮助。

65. B 细节理解题。作者当时身处颠簸的飞机上，内心紧张焦虑。和他人交谈，是为了舒缓自身的情绪。故选 B。

66. C 细节理解题。从第三段..and help broaden our vision.可以找出答案,其他均未涉及。故选 C。

67. D 推理判断题。第三段 We worry about how to start, maintain, or stop it. We think we will keep talking and disclose too much, or not talk enough. We are afraid we will bore the other person. We're typically wrong. 提出人们的焦虑，第四段 Sandstrom 的研究正是为了减轻人们的与陌生人的交际焦虑，A、B、C 均非提及此项研究的目的。故选 D。

68. C 推理判断题。本句的意思为“你甚至都不需要和完全的陌生人交流去获得好处。”言下之意，“你和认识的人交流也能获得好处”。第五段的内容则是表明与社区邻居、教友等熟人的交流能够带来身心健康的好处。故选 C。

69. A 推理判断题。在颠簸的飞机上, Sue 成功地舒缓了作者的紧张情绪。作者由此推断出她一定有能力去鼓舞他人。故选 A。

70. B 推理判断题。在 Sue 寄给作者的电子邮件中, 她坦承自己在颠簸的飞机上也非常害怕, 只是没有说出来, 这是作者没有想到的, 因此作者读到这封信件时可能会感到意外。故选 B。

第四部分: 任务型阅读 (共 10 小题; 每小题 1 分, 满分 10 分)

从一个经典实验开始, 讲关于孩子未来成功与否和自身品质、家庭背景等因素的关联性。

71. 考查形容词。原词重现。第一段第二行 According to a classic study, children able to delay gratification and wait for the second marshmallow have better academic, social and health outcomes years later. 这是一个经典实验, 故填 classic。

72. 考查副词。理解概括题。定位句同上一题, 延迟满足的孩子更健康, 也就是生理上更成功, 加上题干附近副词的提示, 故填 physically。

73. 考查形容词。理解概括题。第二段最后一句...children who were rated as “inattentive” by kindergarten teachers had lower earnings at ages 33 to 35, and those rated as prosocial--such as being kind, helpful and considerate--earned more. 他们收入更少, 故填 less。

74. 考查名词。理解概括题。定位句同上一题, 拥有善良、乐于助人、考虑周全等品质的孩子未来收入更多, 文章最后一段也出现了 traits, 只不过不在定位处, 故填 traits。

75. 考查动词。原词重现。第三段第二行 It also demonstrates that it is possible to identify children at risk of lower future earnings based on a single teacher assessment made in kindergarten, which has important practical implications. 孩子未来如何发展取决于老师的评估, 名词转动词被动语态, 故填 assessed。

76. 考查动词。原词重现。定位句同上一题, 这种现象有着很大的暗示。名词转动词, 故填 Implies。

77. 考查名词。原词重现。第三段最后一句, If these children can be identified, then it may be possible to intervene--for example, by flagging them for further assessment or by providing support or prevention programs--and thus improve their life chances. 如果教师干预, 提供帮助和支持或者预防程序的话就可以帮助那些孩子, 故填 support/help。

78. 考查动词。原词重现。第四段第一句, The classic marshmallow study failed to account for intelligence and family background, which are known to influence future life success. 经典实验并没有将孩子未来的成功和智商与家庭背景这两个影响因素相关联, 也就是这两个因素极大的影响着未来, 故填 affected/influenced。

79. 考查动词。原词重现。第五段第三行, But the paper failed to consider the role of antisocial traits, such as aggression and opposition. When these were adjusted for in a replication study, the effects were considerably weakened. 反社会的一些品质, 比如侵略性和逆反性会削弱这些努力的效果, 动词被动语态转一般形式, 故填 weaken。

80. 考查名词。理解概括题。结合最后一段最后两句话...often combining traits assessed across multiple years. This approach makes it hard to identify the “active ingredients” that are linked with the outcome of interest, a crucial step if you plan to develop targeted intervention programs designed to improve life outcomes by promoting “good” traits and reducing “bad” ones. 近年的研究将这些品质相结合, 导致很难判断哪个品质在一个特定的时期更活跃而占主导地位, 故填 combination。

第五部分：书面表达（满分 25 分）

81. Possible version:

The fable shares with readers a story about two sheep, both of whom choose cooperation rather than competition in order to have access to the fresh grass of different sides.

As a matter of fact, the fable mirrors that different attitudes may bring about different results. As an old saying goes, union means power. A chopstick breaks easily, while a bunch of them does not. Cooperation is therefore the best policy in any case because it can lead to a win-win situation, where both sides can gain benefit by virtue of joint efforts.

In my daily life, I often cooperate with my classmates when playing basketball, taking part in running races or going in for community-service activities. I learn a lot from my classmates and friends by following their advice. Meanwhile, I also do my part to help them in return. It is teamwork that helps us secure numerous victories.

听力原文

Text 1

W: Good morning! What's wrong? Can I help?

M: I think I need glasses. I can't read very easily these days.

W: Any health problem? Do you have a headache or feel dizzy?

M: No. I'm fit and well, otherwise.

Text 2

W: Tickets, please.

M: Yes, here you are.

W: Your ticket is for Oxford. But this train goes to Liverpool.

M: What? Liverpool? Oh, no!

Text 3

W: Good day at school, Bobby?

M: Yeah, pretty good. Except for one little thing ...

W: Then why do I have a sinking feeling in my stomach? Failed exams? Your teacher wants to talk to me? Or...

Text 4

M: Honey, can you believe that we used 26 liters in our car this month?

W: You must be kidding! That's twice the amount of last month

Text 5

W: I went to that new furniture store at the weekend, the one that's like a huge supermarket.

M: Did you get anything?

W: Not at all. It was hard to make a choice with all that furniture there.

Text 6

M: Excuse me but I'd like to change my room. I'm in number twenty-two on the first floor.

W: I'm afraid we only had small rooms left by the time you booked, sir.

M: I'm not complaining about the size; it's the TV. It isn't working (6).

W: The TV is an optional extra, sir. Five pounds for twenty-four hours.

M: What! I'm astonished that a hotel doesn't provide even the basics.

W: I'm sorry, sir, but that's where we differ from other hotels near the airport. (7)

Text 7

W: I'd like to go dancing with Jane. But she's hurt her ankle so she'd rather not.

M: I guess it means she doesn't want to play tennis, either.

W: That's right. She says it's OK to go bowling if we don't expect her to do well.

M: Let's do it! I guess we can go dancing another time.

W: Well, I booked us some time at the bowling center of Entertainment City. (8)

M: What time did you book for?

W: The first booking I could get was 8 o'clock.

M: It's 7 now (9). What do you want to do first?

W: Well, I think we should leave now.

M: I can't be that quick. I have to make a phone call to my mum, and I need to get changed.

W: OK. I think I'll leave in ten minutes.

M: I'll take my car, so I'll be quite quick. I'll be out of here in half an hour (9).

W: OK. You're so lucky to have a car! You can get around so easily.

M: Well, yes and no. I often spend ages driving around trying to find a car park (10).

Text 8

W: Friday finally! Honey, let's do something fun this weekend!

M: I don't know. What do you have in mind?

W: We can go to the lake and have a swim.

M: I think it's going to be hot that day, and I might get a sunburn. How about the library?

W: The library is boring. Then how about going mountain biking (12)?

M: That sounds great, but I'd probably break my arm or something like I did last time.

W: You won't this time. Come on!

M: Well...

W: OK. Forget it! How about fishing? Remember the last time we went? I caught like 10 fish...

M: Yeah. I remember. And the only thing I caught was an old boot. Just forget it (13).

W: OK. What do you suggest?

M: We could stay home and uh...pop some popcorn and play board games.

W: Listen, let's try something fun this time! You won't break your arm or get a sunburn. It'll be really pleasant. Just give it a try. Come on. Let's do it. Come on!

Text 9

W: I'm feeling really impressed with your work here.

M: Thank you. I really love to work as a student doctor here. I have a question for you. But I'm a little nervous to ask you.

W: I want to feel it comfortable to be open and honest here. So ask anyway (14).

M: So everyone who works here kind of has something they love to do, something they are really good at. For example, Andy, he loves movies. And Cathy, she has her music. She just loves her work so much. And you have your business, which is so cool.

W: So you don't have one thing you love?

M: Well, I think I know what it is.

W: Tell me, that's great.

M: I want to go back to school. I love learning (15).

W: That's a wonderful idea.

M: But I still want to be a student doctor here (15). Is that OK?

W: Of course. We can make it work.

M: That's such a relief. I was still so scared to ask you.

W: It's not really a big deal. We can work out a schedule. So what are you going to study?

M: I'm interested in so many different things. I think studying back at school will help me decide which direction I want to go (16).

Text 10

Along with the subjects, like reading and mathematics, school children at Robert W. Coleman Elementary School are learning yoga exercises. The aim is to provide them with better tools to deal with the daily struggles they face (17). Principle Thompson brought the programme to Coleman in 2010. A few of her students are homeless but others live in homes with no electricity. Some have little or no food to eat, others are related to victims of gun violence. The Mindful Moment Room is a place where students do deep breathing exercises and clear their minds. They come to learn how they can better react to situations (18) and how to calm themselves. They can also speak with Mindful Moment specialists about what caused their teachers to send them there. Principle Thompson believes that yoga is responsible for the drop in leaving school at her school. Over the past year, there was no dropping out of school at Coleman compared to four during the 2013-14 school year. And students are almost never sent to her offices for bad behavior any more (19). For the past half century, yoga has been studied as a possible treatment for anxiety and depression. As for students, there's some scientific evidence that yoga can help people but more is needed (20). However education expert Patricia Jennings told New York Times that these practices don't eliminate poverty and may not work for everybody (20).