

**保密★启用前**

**东北三省教育教学联合体2025年3月联合考试**

**高三英语**

**注意事项：**

**1.答题前填写好自己的姓名、班级、考号等信息**

**2.请将答案正确填写在答题卡上**

**一、听力(1.5分，30分)**

1. What’s the probable relationship between the speakers?

A. Friends. B. Strangers. C. Husband and wife.

2. What does the man think of his job?

A. Challenging. B. Satisfying. C. Poorly-paid.

3. What does the man offer to do for the woman?

A. Drive her to the airport. B. Take a message for her. C. Introduce a client to her.

4. What are the speakers mainly talking about?

A. A romantic movie. B. Some research results. C. The man’s new books.

5. Why can’t the man use his car at the moment?

A. It is insured. B. It is under repair. C. It has been lent out.

**听下面一段较长对话，回答以下小题。**

6. Where does the woman do most of her paper?

A. At home. B. In the classroom. C. In the library.

7. What does the woman’s paper mainly concern?

A. Australian health care.

B. Australian population in 2033.

C. Australian birth and death rates.

8. What is the woman’s opinion about her paper?

A. Practical. B. Satisfying. C. Time-wasting.

**听下面一段独白，回答以下小题。**

9. What can shoppers buy in Hall 1?

A. Vegetables and fish. B. Cakes and bread. C. Cheese and eggs.

10. What time does the hot breakfast stop being served in the cafe?

A. At 10:30. B. At 11:30. C. At 12:30.

11. Where is the children’s playroom?

A. In Hall 1. B. In Hall 2. C. In Hall 3.

12. What does the market suggest about transportation?

A. Coming early to get a parking lot.

B. Taking public transportation.

C. Parking in the nearby streets.

**听下面一段独白，回答以下小题。**

13. How many songs do the young listen to per year according to the man?

A. About 3000. B. Over 5000. C. Around 8000.

14. Where can we hear the background music?

A. In a conference hall. B. On a college campus. C. At a shopping centre.

15. What do we know about Bruce?

A. He’s a music producer. B. He’s working on games. C. He likes playing video games.

16. What will the speaker do next?

A. Play a piece of music.

B. Introduce High Score program.

C. Enjoy sweet and relaxing music.

**听下面一段较长对话，回答以下小题。**

17. When did the man join the company?

A. Six years ago. B. A year ago. C. Half a year ago.

18. What does the man ask the woman about?

A. The pay rise. B. The overtime. C. The work atmosphere.

19. What does the man think of his job?

A. Boring. B. Worrying. C. Satisfying.

20. Who will go to the USA with the man?

A. Dylan. B. Linda. C. Mona.

**二、阅读理解(2.5分，50分)**

**A**

Franz Boas’s description of Inuit (因纽特人) life in the 19th century illustrates the probable moral code of early humans. Here, norms (规范) were unwritten and rarely expressed clearly, but were well understood and taken to heart. Dishonest and violent behaviours were disapproved of; leadership, marriage and interactions with other groups were loosely governed by traditions. Conflict was often resolved in musical battles. Because arguing angrily leads to chaos, it was strongly discouraged. With life in the unforgiving Northern Canada being so demanding, the Inuit’s practical approach to morality made good sense.

The similarity of moral virtues across cultures is striking, even though the relative ranking of the virtues may vary with a social group’s history and environment. Typically, cruelty and cheating are discouraged, while cooperation, humbleness and courage are praised. These universal norms far pre-date the concept of any moralising religion or written law. Instead, they are rooted in the similarity of basic human needs and our shared mechanisms for learning and problem solving. Our social instincts (本能) include the intense desire to belong. The approval of others is rewarding, while their disapproval is strongly disliked. These social emotions prepare our brains to shape our behaviour according to the norms and values of our family and our community. More generally, social instincts motivate us to learn how to behave in a socially complex world.

The mechanism involves a repurposed reward system originally used to develop habits important for self-care. Our brains use the system to acquire behavioural patterns regarding safe routes home, efficient food gathering and dangers to avoid. Good habits save time, energy and sometimes your life. Good social habits do something similar in a social context. We learn to tell the truth, even when lying is self-serving; we help a grandparent even when it is inconvenient. We acquire what we call a sense of right and wrong.

Social benefits are accompanied by social demands: we must get along, but not put up with too much. Hence self-discipline is advantageous. In humans, a greatly enlarged brain boosts self-control, just as it boosts problem-solving skills in the social as well as the physical world. These abilities are strengthened by our capacity for language, which allows social practices to develop in extremely unobvious ways.

1. What can be inferred about the forming of the Inuit’s moral code?

A. Living conditions were the drive. B. Unwritten rules were the target.

C. Social tradition was the basis. D. Honesty was the key.

2. What can we learn from this passage?

A Inconveniences are the cause of telling lies. B. Basic human needs lead to universal norms.

C. Language capacity is limited by self-control. D. Written laws have great influence on virtues.

3. Which would be the best title for this passage?

A. Virtues: Bridges Across Cultures B. The Values of Self-discipline

C. Brains: Walls Against Chaos D. The Roots of Morality

**B**

When I was a child I was often told what not to eat. “You don’t want to get fat” was on constant repeat throughout my childhood. It really messed up my relationship with food — something that took me years to overcome. Because of this, I’m careful not to connect what my kids weigh with their worth as people. I encourage my daughter to make healthy snack choices and often dissuade (劝阻) her from a second dessert. But one day when I heard her saying “I think I’m too fat,” my heart sank. It made me wonder if giving her advice on snacks was having an unintentionally negative impact.

According to Charlotte Markey, a professor of psychology, food is one of the rare subjects where, as parents, saying less is more. “There are so many things in parenting that are good to talk through, but I’m not convinced that food is one of them,” she says. “It just creates some worries and insecurities in kids that aren’t necessarily healthy.”

Instead, she recommends applying a well-known concept among nutrition experts called the “Division of Responsibility,” where parents provide a variety of mostly healthy foods to their kids at fixed times, and the kids themselves decide what and how much they want to consume — even if that means occasionally eating more cookies than carrots.

Allowing kids to eat what they want also exposes them to the natural consequences of their decisions. “When your child says, ‘My stomach hurts,’ you can say, ‘Well you had a lot of sugary foods and you might feel better if you made some other choices,’” says Markey. “Let them feel like they have some control over it.”

I’ve been trying out these strategies and I’ve found that when I’m less restrictive, they do make better decisions. “Feeding is a long game,” says Markey. “The food you have available makes a huge difference. Even if they don’t eat it, they’ re seeing it. And then all of a sudden it clicks.”

4. What can be inferred about the author from the first paragraph?

A. She is upset by her kids’ weight. B. She is critical of the way she was fed.

C. She is interested in making food. D. She is particular about what she eats.

5. Which of the following would Markey disapprove of?

A. Allowing kids to eat cookies occasionally. B. Offering various foods to kids at fixed times.

C. Explaining to kids the risks of taking snacks. D. Talking with kids about school at mealtimes.

6. What should kids do according to the “Division of Responsibility”?

A. Make diet decisions on their own. B. Share their food with other kids.

C. Eat up what is provided for them. D. Help their parents do the dishes.

7. What does the author think of the strategies she has been following?

A. Costly. B. Complex.

C. Workable. D. Contradictory.

**C**

A novel design approach to gardening has been gaining in popularity worldwide. Referred to as matrix planting, this approach aims for nature to do a lot more of the heavy lifting in the garden, and even some of the designing. **Eschewing** fertilizers (化肥) and power tools, it’s based on an elegantly simple principle: to garden more like nature does.

The concept was born when German city planners sought to plant large areas of parkland after World War II in a reproducible way that would need minimal maintenance. Planners created planting mixes that could be used modularly (模块化). In a matrix garden, plants with similar cultural needs are grouped so that they will grow together above and below ground, forming a cooperative ecosystem that conserves water and discourages weeds.

Dutch plantsman and designer Piet Oudolf’s gardens popularized this style, adding artistic flavors to the planting mixes while playing with color and form, including four-season interest and serving the needs of wildlife. Beautiful year-round, they invite you to enjoy the smallest detail, from the sound of grasses in the gentle wind to the sculpture of odd-looking seed heads.

It takes a lot of thought to look this natural. While matrix gardens appear wild, they are carefully planned, with cultural needs the first consideration. Led by the concept of “right plant, right place,” they match plants that enjoy the same soil, sun and weather conditions, and arrange them according to their patterns of growth.

The benefits are substantial for both gardener and planet. With human inputs dramatically reduced, the garden’s ecology can develop well. Established matrix gardens should not need the life support we give most gardens: fertilizer, dividing, regular watering. Compared to traditional garden plots, they increase carbon absorption, reduce stormwater runoff and boost habitat and biodiversity significantly.

8. What does the underlined word “**Eschewing**” in the first paragraph mean?

A. Running out of. B. Keeping away from.

C. Putting up with. D. Taking advantage of.

9. Why was the idea of matrix planting introduced?

A. To control weeds in large gardens. B. To bring in foreign species of plants.

C. To conserve soil and water resources. D. To develop low-maintenance parkland.

10. Which of the following best describes Piet Oudolf’s gardens?

A. Traditional. B. Odd-looking.

C. Tasteful. D. Well-protected.

11. Which of the following can be a suitable title for the text?

A. The future of gardening is WILD. B. Nature treats all lives as EQUALS.

C. Matrix gardens need more CARE. D. Old garden plots work WONDERS.

**D**

As new technologies take on increasingly humanlike qualities, there’s been a push to make them genderless. “People are stereotyping (形成刻板印象) their gendered objects in very traditional ways,” says Ashley Martin, a Stanford associate professor of organizational behavior. Removing gender from the picture altogether seems like a simple way to fix this. Yet as Martin has found in her work, gender is one of the fundamental ways people form connections with objects, particularly those designed with human characteristics.

In her study, Martin asked participants to rate their attachment to male, female, and genderless versions of a digital voice assistant and a self-driving car known as “Miuu.” It was found that gender increased users’ feelings of attachment to these devices and their interest in purchasing them. For example, participants said they would be less likely to buy a genderless voice assistant than versions with male or female voices.

While gendering a product may be good marketing, it may also strengthen outdated or harmful ideas about power and identity. The stereotypes commonly associated with men, such as competitiveness and dominance, are more valued than those associated with women. These qualities, in turn, are mapped onto products that have been assigned a gender.

Martin’s study also found that creating a genderless object was difficult. For instance if an object’s name was meant to sound genderless, like Miuu, participants would still assign a gender to it — they would assume Miuu was a “he” or “she.”

Martin sees a silver lining, however: She believes that anthropomorphism (拟人化) “provides an opportunity to change stereotypes.” When women are put into positions of leadership like running companies, it reduces negative stereotypes about women. Similarly, anthropomorphized products could be created to take on stereotype-inconsistent roles — a male robot that assists with nursing or a female robot that helps do calculations, for instance.

12. What is the purpose of making new technologies genderless?

A. To reduce stereotypes. B. To meet public demand.

C. To cut production costs. D. To encourage competition.

13. What were the participants probably asked to do in the study?

A. Design a product. B. Respond to a survey.

C. Work as assistants. D. Take a language test.

14. Why is it difficult to create genderless objects?

A. They cannot be mass-produced. B. Naming them is a challenging task.

C. People assume they are unreliable. D. Gender is rooted in people’s mind.

15. What does the last paragraph mainly talk about?

A. The quality of genderless products. B. The upside of gendering a product.

C. The meaning of anthropomorphism. D. The stereotypes of men and women.

**E**

If you want to develop maximum credibility (可信性), is it better to be a hedgehog (刺猬) or a fox? According to Isaiah Berlin, the hedgehog knows one thing very well, and the fox knows a lot of things.

Is there a clear advantage of one style over the other? Hedgehog thinkers tend to answer yes. \_\_\_16\_\_\_ And they are usually very credible in doing so. According to Jim Hart, the “hedgehog concept” is one of the factors that lead companies to greatness. They focus on one thing and do it really well. They figure out what they are good at. \_\_\_17\_\_\_ The hedgehog concept makes perfect sense for companies.

\_\_\_18\_\_\_ Philip Tate has studied the track records of those folks on the Sunday talk shows who make predictions about what will happen. He has found that hedgehogs are not only wrong more often than foxes, but that they are less likely to recognise or admit that they are wrong when events do not match their predictions.

The advantage that foxes have is that they are more likely to seek out new information from a broader range of sources, and are comfortable with uncertainty and new information. \_\_\_19\_\_\_ They try to include it in their viewpoint rather than to exclude it from their thinking. They also have a clearer estimation of what they know and don’t know.

So, which is better? The question can be answered in a foxy hedgehog style. \_\_\_20\_\_\_ The choice between being a hedgehog or a fox is a false trade-off. The most effective way to go through life is to try to be that rare mixture known as foxy hedgehog.

A. In other words, there are clear advantages for each.

B They are more likely to remember people’s mistakes.

C. Hence, they have the advantage of clarity and confidence.

D. But there can be a downside to concentration on one big thing.

E. However, hedgehogs remain open to others’ reactions and inputs.

F. When something is contradictory to their view, they don’t treat it as exceptional.

G. They come down squarely on one side or the other and fully support their position.

**三、完形填空(1分，15分)**

I had struggled with math since fourth grade, but worked very hard to \_\_\_21\_\_\_ the smart students around me. In eleventh grade, much to my classmates \_\_\_22\_\_\_, I signed up for precalculus BC, the hardest math class. That was when I met Mr. Dena and told him I had \_\_\_23\_\_\_ in math, yet I would try my hardest. He was convinced I could succeed \_\_\_24\_\_\_ the doubts from my classmates.

Mr. Dena kept an unforgettable \_\_\_25\_\_\_ by Sir Isaac Newton on his chalk board: “If I have been able to see further, it is only because I stand on the shoulders of giants.” He reflected on that throughout the year and was \_\_\_26\_\_\_ to teach us more than math.

Mr. Dena occasionally gave partner tests, believing that we could solve hard problems together. He drew names out of a hat to \_\_\_27\_\_\_ partners. Students were \_\_\_28\_\_\_ out loud that they wouldn't be paired with me. As the “lucky” name was \_\_\_29\_\_\_, the class burst into laughter. My partner joked about being \_\_\_\_30\_\_\_\_ with me. However, we worked well together and surprised everyone with our \_\_\_\_31\_\_\_\_ on this test. I learned so much from my classmates and I realized this was really \_\_\_\_32\_\_\_\_ we had partner tests.

The final exam was Mr. Dena's final \_\_\_\_33\_\_\_\_ to us, but I failed it. I told him I didn't understand how I could do so \_\_\_\_34\_\_\_\_ on a test when I had studied so hard. He explained it's not about the grades; it's about true understanding. If studying didn't \_\_\_\_35\_\_\_\_ on a test, it would someday. I knew then that \_\_\_\_36\_\_\_\_ passing or failing tests, studying was about hard work and effort. And I \_\_\_\_37\_\_\_\_ myself harder than I ever had.

To be challenged in math really changed the way I \_\_\_\_38\_\_\_\_ other challenges in life. I wasn't going to let a grade stop me from learning some of the best lessons of my life. Mr. Dena is one of the giants that Newton \_\_\_\_39\_\_\_\_. He has helped me see not only more \_\_\_\_40\_\_\_\_ ideas than I thought possible, but who I can be.

21. A. keep up with B. give in to C. stay away from D. watch out for

22. A. sorrow B. delight C. surprise D. relief

23. A. talent B. methods C. innovation D. weaknesses

24. A. in spite of B. in case of C. in view of D. in consequence of

25. A. diary B. quote C. essay D. letter

26. A. embarrassed B. determined C. astonished D. puzzled

27. A. assign B. honor C. persuade D. monitor

28. A. reading B. singing C. praying D. applauding

29. A. registered B. changed C. abandoned D. picked

30. A. concerned B. stuck C. impressed D. content

31. A. negotiation B. mistake C. performance D. standard

32. A. when B. why C. where D. how

33. A. decision B. challenge C. instruction D. victory

34. A. accurately B. carefully C. effortlessly D. poorly

35. A. give out B. break down C. turn up D. pay off

36. A. beyond B. within C. upon D. across

37. A. praised B. defended C. pushed D. criticized

38. A. viewed B. created C. ignored D. presented

39. A. admires B. establishes C. measures D. describes

40. A. social B. mathematical C. psychological D. moral

**四、写作(40分)**

41. 假定你是李华，你校羽毛球俱乐部(badminton club)下周将举行校羽毛球比赛，请写一封邮件， 邀请你的外国朋友Sam与你一起观看比赛，内容包括：

1. 比赛安排；

2. 见面时间、地点；

3. 表示期待。

注意：（1）词数80字左右（2）可以适当增加细节，以使行文连贯。

Dear Sam,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sincerely,

Li Hua

42. 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。

Kevin was pretty bored. His mother was at work, and his father had been away on business. Therefore, he was left in the care of Mrs. Hill, an old lady who lived next door. His parents had raised the 12-year-old to be a good boy. He never got into trouble, though sometimes he wanted to do risky things. Mrs. Hill was asleep. Kevin sighed (叹息) and hoped something exciting would happen. Suddenly, a movement outside caught his eye.

Mrs. Hill’s front window faced Mr. and Mrs. Green’s house across the street. The couple had both gone to work, so it was strange that someone was over there. Kevin stared at the man at their front door. Suddenly, the man jumped through an open window into the house. With his heart in his mouth, Kevin grabbed Mrs. Hill’s home phone and called the police.

Thinking that the man might get away with whatever he wanted before the police arrived, Kevin decided to do something. He rushed out of Mrs. Hill’s house and crossed the street quickly. Grabbing a branch from a cut-down tree, he jumped in through the window. “Stop right there! You must leave right now!” he called out, holding the branch with both hands.

The man froze for a second, but when he saw the skinny boy he breathed a sigh of relief. “Hey, kid, put that down. It was my home. My parents used to live here and my father’s watch was here,” he explained, trying to lift a floorboard.

At that moment, the sounds of a police car echoed (回响) in the air. The man stood up in a panic, then ran through the house toward the window and jumped out. Kevin followed out and told the arriving police officers what had happened. They pursued and arrested the man.

Kevin went back to Mrs. Hill’s house. Somehow he wasn’t sure he had done the right thing. “What if he has told the truth?” he thought to himself. The man’s words sounded pretty convincing.

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。

Paragraph 1: When Mr. and Mrs. Green got home, Kevin went to talk to them.

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Paragraph 2: Kevin and Mr. Green took the watch they had found to the police station.

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**高三英语**

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A. It is insured. B. It is under repair. C. It has been lent out.

**听下面一段较长对话，回答以下小题。**

6. Where does the woman do most of her paper?

A. At home. B. In the classroom. C. In the library.

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C. Australian birth and death rates.

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**二、阅读理解(2.5分，50分)**

**A**

【1~3题答案】

【答案】1. C 2. B 3. D

**B**

【4~7题答案】

【答案】4. B 5. C 6. A 7. C

**C**

【8~11题答案】

【答案】8. B 9. D 10. C 11. A

**D**

【12~15题答案】

【答案】12. A 13. B 14. D 15. B

**E**

【16~20题答案】

【答案】16. G 17. C 18. D 19. F 20. A

**三、完形填空(1分，15分)**

【21~40题答案】

【答案】21. A 22. C 23. D 24. A 25. B 26. B 27. A 28. C 29. D 30. B 31. C 32. B 33. B 34. D 35. D 36. A 37. C 38. A 39. D 40. B

**四、写作(40分)**

【41题答案】

【答案】Dear Sam,

I’m extremely excited to tell you that our school badminton club will hold the competition at 3 o’clock in the afternoon next Friday. Knowing that you’re rather interested in it, I’m sure you will want to watch it.

As scheduled, the match will take place in the school gym beside the lecture building. Therefore, if it is convenient for you, how about meeting at the school gate at 2:45 on Friday afternoon? There is no doubt that your will be greatly impressed with the excellent skills of the players and have a better understanding of the fascination of this sport.

Looking forward to your participating.

Sincerely,

Li Hua

【42题答案】

【答案】One possible version:

When Mr. and Mrs. Green got home, Kevin went to talk to them. He told them everything that had happened and expressed his doubts about whether the man was really a thief. Mr. Green listened carefully and then smiled. “You did a very brave thing, Kevin. That man is indeed a thief. He has a criminal record. Our house was once broken into by him years ago. He probably came back for revenge or to steal something else.” Kevin felt relieved to hear that. He was glad he had trusted his initial judgment and taken action.

Kevin and Mr. Green took the watch they had found to the police station. The police were very grateful for their help. They confirmed that the watch was one of the items stolen from Mr. and Mrs. Green’s house in the previous burglary. The thief was later charged with theft and other crimes. Kevin became a local hero. His parents were extremely proud of him. From that day on, Kevin realized that sometimes taking risks and standing up for what was right could bring positive results, and he was more determined to be a brave and just person in the future.