高考模拟考试

英语试题

注意事项:

- 1. 答题前,考生务必将自己的姓名、座号、考号填写在答题卡和试卷指定位置上。
- 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 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。

А

Known for its complicated, seemingly wavelike sandstone walls and the rays of sunlight that shine into them, Arizona's Antelope Canyon (羚羊峡谷) is an everlasting attraction for tourists. It's a slot canyon, meaning it formed from water carving it out over millions of years. It sits about 3, 700 feet above sea level and takes its name from the antelope that once lived in it.

The canyon forms part of Lake Powell Navajo Tribal Park in the Navajo Nation. The Navajo Nation limits visits to either the Upper or Lower Antelope Canyon to two hours and requires all visitors to be led by authorized guides. If you're planning a trip and need help deciding which area to visit, keep these recommendations in mind.

• When: Tours are available twice a day during the week year-round, though exact times vary by season; tours are not available on weekends or major holidays.

• **Cost**: Tour companies⁵ fees vary, but tickets, including entrance to the park, generally start at around \$ 60 for 90-minute tours of Upper Antelope Canyon. Tours of Lower Antelope Canyon tend to be around an hour and generally cost around \$ 40 per adult and \$ 20 for children.

• Must-know tip: Most of Arizona does not follow daylight saving time, though the Navajo Nation, where Antelope Canyon is located, does. Check with your tour operator to confirm the precise time of your tour.

Antelope Canyon hosts tons of visitors and, in order to protect the canyon walls from damage, no

bags of any kind are permitted in either the Upper or Lower section. Also keep in mind that while most tour companies welcome small children, not all of them will.

- 1. What makes Antelope Canyon attractive?
 - A. Its remarkable height.
 - B. The origin of its name.
 - C. Its unique natural feature.
 - D. The process of its formation.
- 2. How much may a couple pay for a one-hour tour in Lower Antelope Canyon?

A. \$60. B. \$80. C. \$ 100. D. \$120.

3. What must be kept in mind about the Antelope Canyon tour?

- A. The age limit for kids.
- B. The definite tour time.
- C. Carrying a small backpack.
- D. Booking tickets in tour agencies.

B

Philadelphia's Magic Gardens makes up a folk art center, gallery space, and a nonprofit organization showcasing the works of mosaicist (镶嵌设计师) Isaiah Zagar.

Zagar devoted himself to beautifying the South Street neighborhood in the late 1960s, when he moved to the area with his wife Julia. The couple helped the area by purchasing and repairing some old buildings, often adding colorful mosaics on both their private and public walls. The first such project was Julia's still-busy folk art store, the Eyes Gallery at 402 South Street.

Zagar started working on the Magic Gardens in 1994 in the deserted parking lot near his studio. He spent the next fourteen years sculpting multi-layered walls and decorating the 3, 000 square foot space. The installation (装置艺术), primarily consisting of found objects and contributions from the community, finally covers half a city block with countless patterns and colors. It shows Zagar's many artistic influences, as well as the events and experiences of his life.

In 2002, the owner of the once-unused parking lot decided to sell the land in response to rising South Street property values. Unwilling to witness the destruction of Zagar's neighborhood art environment, the community rushed to support the artist. His creation, newly titled Philadelphia's Magic Gardens, turned into a nonprofit organization with the intention of preserving and promoting Zagar's works at the site of the

Magic Gardens and throughout the South Street region.

The Magic Gardens is now a permanent art institution that is open to visitors throughout the year. Trained guides are available to lead tours of the Magic Gardens and Zagar's surrounding public wall paintings. In addition, it offers monthly mosaic workshops led by Zagar himself, and regularly hosts concerts, dance performances, and other public events.

- 4. How did Zagar help the South Street neighborhood?
 - A. He moved to the area with his family.
 - B. He worked to improve its surroundings.
 - C. He opened a folk art store with his wife.
 - D. He managed to buy all the old buildings.
- 5. What does Paragraph 3 intend to tell us?
 - A. Great achievements of Zagar.
 - B. Special skills of installing art.
 - C. Location of the Magic Gardens
 - D. Early history of the Magic Gardens.
- 6. What do the local residents think of Zagar's works?
 - A. They harm environment.
 - B. They can bring in profits.
 - C. They should be removed.
 - D. They are precious treasures.
- 7. What can tourists do in Philadelphia's Magic Gardens?
 - A. Paint the walls on the spot.
 - B. Put on music performances.
 - C. Enjoy some Zagar's works.
 - D. Attend some dance courses.

С

Telling someone they are not hired is never an easy job, but all hiring managers will face this difficult situation many times in their careers. While everyone fears denial on some level, it is important to understand that not everyone will fit in every job. Further, there are times when the applicant quality will be so great, a decision to reject an applicant may not reflect on that applicant's abilities but the overall quality

of the field.

There are a number of methods that can be used to get the message across that a person is not hired. In many cases, especially for those who were never called for an interview, a simple form letter may be sufficient. In other cases, where someone may have been called for an interview, a phone call or letter could be chosen to deliver the message that they were not hired. In cases where there may be an ongoing relationship with the person not hired, it may be best to break the news in person, though this has the obvious potential of being more uncomfortable. Above all, it is best to always be honest with those who didn't get the job. Lying is never acceptable.

Generally, it is not a good idea to tell someone specific reasons why they are not hired for a job. This can only lead to resentment (怨恨) and regret. However, there may be specific times when this could be a good idea. For example, if an applicant is promising and the hiring manager believes another position will be opening up that suits the applicant's skills, this could be a way to let that person know they may soon have another opportunity.

In all cases, even if you feel someone has cheated to obtain an interview, never behave in a way which shows you are superior to them. This is unprofessional and reflects very poorly not only on the hiring manager, but the organization as a whole.

- 8. Why are some applicants refused according to Paragraph 1?
 - A. They are interested in other fields.
 - B. They don't qualify for the position.
 - C. They are afraid of making decisions.
 - D. They lack the courage to face failures.
- 9. How may a not-interviewed applicant be informed of the rejection?
 - A. By receiving a formal phone call.
 - B. By getting a simple form letter.
 - C. By checking a message online.
 - D. By attending a personal meeting.
- 10. In what case will applicants be told exactly why they are not hired?
 - A. They regret applying for the job.
 - B. They demand specific explanations.
 - C. They may be capable of another post.

- D. They have submitted false information.
- 11. What can be inferred about the position of hiring managers?
 - A. It calls for professional skills.
 - B. It attracts the applicants most.
 - C. It doesn't allow for any mistake.
 - D. It requires honesty and ambition.

D

Few people doubt the value of developing students' thinking skills. A focus on critical thinking is common in education. In the Australian Curriculum, critical thinking and creative thinking are known as "general capabilities^. The US has a similar focus through their "common core".

Many approaches to developing critical thinking are based on Philosophy for Children. One strategy that has a large impact on students' ability to analyse and evaluate arguments is argument mapping, in which a student's reasoning can be visually displayed by capturing the inferential pathway from assumption to conclusion. This type of argument-based intellectual engagement can show high outcomes in terms of the quality of thinking in any classroom. Research also shows deliberate attention to the practice of reasoning in the context of our everyday lives can be significantly improved through targeted teaching.

Teachers at one high school in Australia, who have much training in critical thinking teaching methods, developed a task that asked students to determine Australia's greatest sports person. Students needed to construct their own criteria for greatness. To do so, they had to analyze the Australian sporting context, create possible evaluative standards, explain and justify why some standards would be more acceptable than others and apply these to their candidates. They then needed to argue their case with their classmates to develop criteria that were solid, defensible, widely applicable and produced a choice that seized significant and relevant aspects of Australian sport.

Researchers looking at the gains made in a single term of teaching critical thinking with argument mapping said the critical thinking gains measured are close to those that could be expected to result from three years of undergraduate education. Students who are taught to think well also do better on subject-based exams and standardized tests than those who do not.

In terms of developing 21st century skills, which includes setting up students for lifelong learning, teaching critical thinking should be core business.

12. Which of the following can explain the underlined word "capturing" in Paragraph 2?

	A. I	Describing.	B. Attracting.	C. Designing.	D. Blocking.		
13.	. What ⁵ s the purpose of Paragraph 3?						
	A. To construct the criteria for being great.						
	B. To acknowledge the teachers' outcomes.						
	C. To present how to teach critical thinking.						
	D.	D. To emphasize the importance of reasoning.					
14.	What is the author's attitude toward teaching critical thinking?						
	A. (Objective.	B. Supportive.	C. Doubtful.	D. Cautious.		
15.	What does this text imply?						
	A. Teaching methods should vary among schools.						
	B. Research on education deserves more attention.						

- C. Critical thinking should be valued in education.
- D. Concepts of critical thinking aren't well received.

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's impossible to provide an exact number of words in English, since new words are being added to the dictionary, and falling out of use constantly. <u>16</u>

The short answer is: about a million. Doubt you know anything even close to a million words? That number includes any number of legal, medical, scientific, and mechanical terms that most people will never meet in their day-to-day lives. <u>17</u>

The "million" number also includes the many, many words that have fallen out of use throughout the time. <u>18</u> Consider the word "diddle", a slang term from the 1700s that means "gin". Many English speakers would recognize "gin", but far fewer would recognize "diddle".

If a million words is the absolute upper level, how does that compare with the general vocabulary of most English speakers? <u>19</u> Most English-speaking adults know between 20,000 and 30,000 words. And in addition to those many thousands of words, they're probably able to comprehend a good 20,000 more just from context clues.

<u>20</u> You won't find a single dictionary that includes anywhere close to the total million words. One of the reasons is that general-usage dictionaries don't include lots of technical terms—both because of how uncommon they are and, in some cases, because of length. The longest word in the English language is a

term from chemistry that is used to identify a certain kind of protein. It is 180,000 letters long. So you certainly won't see it in the dictionary.

- A. But what's the number?
- B. More than you might think!
- C. That doesn't amount to a whole lot, though!
- D. Then, how many words are there in the book?
- E. While words like these are very uncommon, they still count.
- F. If you recognize these uncommon words, we sadly no longer use them.
- G. Though removed from the dictionary, they still count as English words.

第二部分 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。

Luther Younger is a 99-year-old loving husband. His wife came down with cancer nine years ago, and doctors <u>21</u> she'd have just five years to live. <u>22</u>, the couple have remained strong.

Over the last nine years, Luther takes a six — mile $\underline{23}$ every day to visit his wife in the hospital. He always stays by her side, encouraging her, showering her with $\underline{24}$,

and their daily kiss. Luther could get a ride or even take the bus, but he 25 to walk the whole journey to help clear his mind and to 26 everything about his wife. Passersby often recognize Luther and stop to offer him a ride, but he 27 their kindness. His daily walk is 28 of how much he loves his wife.

Luther's daughter hoped he could <u>29</u> accept rides, especially on extremely hot and snowy days, but Luther <u>30</u> walking himself so she just lets him have it his way.

31 walking six-miles each day in the heat and snow would be too much, when you've walked through 32 with someone, what's another six miles? Luther is always 33 to leave his love before returning home, but he knows that each tomorrow, 34 the weather, he will be on his way again. He can't bear to live a single day without 35 his wife.

21. A. reported	B. imagined	C. advised	D. thought
22. A. However	B. Therefore	C. Instead	D. Besides
23. A. drive	B. walk	C. ride	D. flight
24. A. relief	B. trust	C. love	D. sympathy

25. A. agrees	B. hesitates	C. fails	D. prefers
26. A. recall	B. suspect	C. ignore	D. discover
27. A. dislikes	B. corrects	C. declines	D. considers
28. A. motivation	B. proof	C. trial	D. origin
29. A. actually	B. gradually	C. finally	D. occasionally
30. A. insists on	B. turns to	C. sets about	D. takes up
31. A. Because	B. If	C. While	D. Until
32. A. life	B. growth	C. marriage	D. adulthood
33. A. grateful	B. sad	C. eager	D. guilty
34. A. thanks to	B. rather than	C. apart from	D. regardless of
35. A. supporting 第二节(共 10 小题;每小题:	B. mentioning 1.5分,满分15分)	C. seeing	D. calling

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。

Battling coronavirus is an experience that will forever stay in my mind. I had what's considered a mild case, but even in its weakest form, this virus is <u>36</u> (violence) and cruel.

My husband, Louis, and I have been trying to figure out where we first came into contact <u>37</u> the virus, and we think it was the Friday night when we went out <u>38</u> (celebrate) his sister's birthday in early March. We went to a Mexican restaurant, <u>39</u> we shared lots of laughs and food. We didn't think anything of it at the time. <u>40</u> (look) back now, we think that must have been the start of it all. Sharing food and drinks <u>41</u> (be) one of the everyday habits that should change forever after coronavirus.

Louis began showing symptoms on Monday, but we assumed it was 42 typical cold. It didn't seem a cause for concern. Then it took 43 (I) down. The doctor was certain I would test positive for coronavirus, but gave me the option to test 44 I wanted to know for sure. I opted to be tested.

Now that I <u>45</u> (recover), I'm sharing my story because I want people to take this situation seriously. We have to fight this battle together and we have to win.

第三部分写作(共两节,满分40分)

第一节(满分15分)

假定你是李华,你的英国朋友 Frnank 及想学习太极。最近恰巧你校在网上直播太极课程。 请给他写一封电子邮件,内容包括:

1. 发出邀请;

2. 介绍课程(上课方式、时间及授课人等);

3. 期待相见。

注意:

1.词数80左右;

2. 可适当增加细节,以使行文连贯;

3. 开头和结尾已给出,不计入总词数。

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。续写的词数应为150左右。

When Jayce Crowder was in kindergarten, he began noticing that he looked different from his classmates. They had two hands. But he had only one.

It started when one boy teased him. Jayce was in a bad mood. He'd return home in Des Moines, Iowa, with questions: Why am I different? Why me? Why? "He actually told us that he was mad at looking so different from others, " said his mother, Cortney Lewis. "That really hurt him."

Lewis admitted she didn't know what to do at that point. How could she provide answers to her son's questions when she had never found those answers herself?

A few weeks later, Lewis came home from her job and turned on the TV to a news story about Trashaun Willis, an eighth grader from Washington, Iowa. The boy, then 14, had become an Internet star after posting videos of his slam clunks (扣篮), and, like Jayce, he was missing most of his left arm. Lewis called Jayce in. He was shocked, staring at one dunk after another.

At the time, it seemed that watching Trashaun would simply be an inspiring moment for Jayce---he'd see a shining role model with a seemingly similar born disability. And had it stayed just that, Lewis would have been happy. But little did she know that a family friend had already reached out to the Des Moines Register, asking the newspaper to help set up a meeting with Trashaun to build Jayce's confidence.

"It reassured me, " said Lewis. "I know in my heart that everything's going to be OK. Trashaun has grown up to be a wonderful kid. And I know Jayce is too."

Trashaun did get serious with Jayce. Finally, the boys met at Washington Middle School on a Saturday afternoon a couple of months later, in April 2017, and they instantly bonded.