

巴蜀中学 2023 届高三适应性月考卷（五）

英 语

注意事项：

1. 答题前，考生务必用黑色碳素笔将自己的姓名、准考证号、考场号、座位号在答题卡上填写清楚。
2. 每小题选出答案后，用 2B 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。在试题卷上作答无效。
3. 考试结束后，请将本试卷和答题卡一并交回。满分 150 分，考试用时 120 分钟。

第一部分 听力（共两节，满分 30 分）

注意，听力部分答题时，请先将答案标在试卷上。听力部分结束前，你将有两分钟的时间将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，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。

1. What is the woman trying to do?
A. Borrow a book. B. Buy a car. C. Rent clothes.
2. Where probably are the speakers?
A. In the street. B. In the police office. C. In the doctor's office.
3. What are the speakers probably doing?
A. Visiting a gallery. B. Running a race. C. Climbing a mountain.
4. How will the man help the woman?
A. He will find her a secretary.
B. He will let her work in his company.
C. He will recommend her to his friend.
5. Why does the woman's husband prefer to live in the city center?
A. To experience the peace of nature.
B. To enjoy the convenience of life.
C. To avoid unnecessary expenses.

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 2 至 4 个小题，从题中所给的 A、B、C 三个选项中选出最佳选项，并标在试卷的相应位置。听每段对话或独白前，你将有 5 秒钟的时间阅读各个小题；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。

听下面一段对话，回答第 6 和第 7 题。

6. What is the man going to do this summer?
A. Work at a hotel. B. Repair his house. C. Teach a course.
7. How will the man use the money?
A. To hire a gardener. B. To pay for a boat trip. C. To buy books.

听下面一段对话，回答第 8 至第 10 题。

8. How did the woman know Jesse was in hospital?
A. Jesse told her. B. The police called her. C. Dr. Andrews phoned her.

9. Who was to blame for the accident?
A. The other driver. B. The woman's son. C. The doctor.
10. What does the man want to do in a few hours?
A. Read some texts.
B. Get something to eat.
C. Give the woman more information.

听下面一段对话，回答第 11 至第 13 题。

11. Where does the conversation most probably take place?
A. Outside a cinema.
B. At home.
C. In the cinema.
12. What is the film adapted from?
A. A magazine.
B. A book.
C. A report.
13. What does the woman think of the director?
A. He is good at directing a film.
B. He is good at improving a story.
C. He should have tried to follow the story.

听下面一段对话，回答第 14 至第 16 题。

14. What kind of party will the girl have?
A. A pool party.
B. An ice-skating party.
C. A roller-skating party.
15. Who will the girl invite to her party?
A. Melinda. B. Kelly. C. Mike.
16. What is the boy's advice about?
A. How much to spend.
B. How to decorate a place.
C. Where to rent winter animals.

听下面一段独白，回答第 17 至第 20 题。

17. What can people do in the "Gravity Chair"?
A. Experience spacewalk.
B. Sleep in a special bed.
C. See a rocket take off.
18. What is the rule of the programmes?
A. Visitors must build a rocket.
B. Children under nine can't take part.
C. People have to eat freeze-dried food.
19. What is the ticket price for kids?
A. \$325. B. \$575. C. \$875.
20. What is the talk mainly about?
A. Camp activities. B. Astronauts' life. C. Space travel.

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

In order to make sure Harvard is an affordable choice for your undergraduate education, you can consider financial aid packages made up of a combination of four types of funding.

• Scholarships & Grants

Because Harvard is committed to affordability, our scholarships are designed to cover 100% of your demonstrated financial need. Here is our process:

- Establish your parent contribution;
- Factor in student employment and outside awards;
- Cover the remaining needs by scholarship funds which never need to be repaid.

• Outside Awards

Like many of our students, you may receive funds from sources outside Harvard, such as secondary schools, your parental employers, etc. Since the intention of these awards is that they be used for educational purposes, you must report them to Harvard and apply them toward your college expenses. We will consider your outside awards as a part of your overall financial aid funding.

• Student Employment

If you receive financial aid from Harvard, you will likely be expected to contribute to your education through employment. Your expected term-time work expectation is often around 10 to 12 hours per week. All wages earned are paid directly to you, rather than appearing on your term bill, and can be used to help pay for your out-of-pocket personal expenses.

• Loans

You are not expected to take out loans, since our aid packages are designed to cover your financial need without additional borrowing. However, you may choose to pursue loans to help cover your student or family contribution. If you are interested in a loan, we will help you find one that works for you.

Types of Student Loans for Year 22-23

- Federal Direct Subsidized Stafford Loan
- Federal Direct Unsubsidized Stafford Loan
- Harvard Loans
- Additional loan information

21. Who may be the target readers of the text?
- A. Parents unable to afford university fees.
B. College freshmen with financial concerns.
C. Students with excellent academic performance.
D. Undergraduates with outside financial supports.
22. How can scholarship funds help you?
- A. Cover 100% of your expenses.
B. Balance your earnings and awards.
C. Help your parents to pay off debts.
D. Bridge your financial gap in college.
23. According to the passage, which of the following may help cover your personal expenses?
- A. Scholarships & Grants.
B. Outside Awards.
C. Student Employment.
D. Loans.

B

When I was 9 and walking on the road, the people of my village frowned at me, a young girl in a school uniform. They asked Dad, “Why waste your money like this?” Dad said nothing and told me to walk ahead. Education was very important to him. He would sit us down and paint a picture with colors of the future he saw for us in every letter we wrote, in every math problem we solved.

However, today as I sit at my wedding, there are still plenty of colors all over the room: red on my nails, gold necklaces around my neck, and white roses lying in the center. Women in pink from all over the village sit in a circle playing the hand-drum. My uncle spared no expense when it came to decorations, jewelry and clothing — which was ironic (讽刺的), because obviously, he had no other financial option but to marry off his 15-year-old niece who was declared his responsibility after the tragic death of his sister and brother-in-law. But it was a matter of izzat he said, not wanting to cheapen himself.

Izzat, what a funny word. It was so delicately placed on the shoulders of every woman in this society, getting heavier as she grows older yet somehow weaker — the tiniest wind can tear it to pieces. Izzat. Maybe one day I'll live in a village where izzat is torn up through marrying a girl twenty-three years younger than you, and by selling off your only daughter because there was no other solution for your poor family.

Maybe one day, I'll live in a world where the birth of a girl isn't followed by a sigh or a 'Never mind. Next time.' On that day, we'll hand over crayons to our young girls, and watch them color our world; we'll tell them: deepen the blue of the sky by flying planes through them, paint the grass greener with every football match you play and leave traces of silver from the surgical knife in your hand — take any other color you need and draw rainbows upon rainbows until they're enough to build a bridge to your dreams. One day, for sure.

24. Why did people frown at the author?
- A. They disliked her school uniform.
 - B. They treated girls' education lightly.
 - C. They thought she was too young for school.
 - D. They wondered why her dad was speechless.
25. What does the underlined word "izzat" mean in paragraph 2?
- A. Honor.
 - B. Ambition.
 - C. Fortune.
 - D. Knowledge.
26. What can be inferred about the girls from paragraph 3?
- A. They are considered as the future of society.
 - B. They are supposed to be gifted in all walks of life.
 - C. They are regarded as tradable goods for the family.
 - D. They are thought to be responsible for their marriage.
27. What is a suitable title for the text?
- A. Color the Girls' Future
 - B. Live Up to Family Izzat
 - C. Marry Your Mr. Right
 - D. Be Father's Daughter

C

Theory of mind refers to the ability to understand the desires, intentions and beliefs of others, and is a skill that develops between 3 and 5 years of age in typically developing children.

Theory of mind is damaged in some people with autism (自闭症). One of the earliest tests for theory of mind is the false-belief test developed by Simon Baron-Cohen and Uta Frith. In the classic version of the test, a little girl named Sally puts a ball into a basket and goes out for a walk. While she is away, another little girl named Anne takes the ball out of the basket and puts it into a box. When Sally comes back, she wants to play with the ball. Where, the children are asked, will Sally look for the ball? Children with autism, unable to take an alternative perspective, would assume Sally has reason to believe that the ball has moved.

In 1985, Baron-Cohen, Frith and Alan Leslie reported that children with autism systematically fail the false-belief test. The researchers concluded that autism leads to a delay in the development of theory of mind, and that people with autism have difficulty understanding the mental states of others.

However, researchers stress that it is important to distinguish false-belief tasks, which rely on language, from completely-developed theory of mind, which is more deeply damaged in people with autism. Some children and adults with autism can pass false-belief tests, for example. But they show more difficulty with theory of mind tasks that do not allow them to reason through a problem. For example, a 2011 study reported that highly intelligent young adults with autism tend not to weigh intention and outcome when engaged in moral reasoning.

Finally, much research suggests that different aspects of language are important for developing theory of mind. These include communication in social contexts, such as between mother and child or in peer interactions with words and concepts referring to mental states and complex grammar, especially sentence structures used to express mental states.

28. What would be the answer from children with autism in the false-belief test?
A. "In the box." B. "In the basket." C. "Sally has it." D. "Anne has it."
29. What do we know about the "young adults" in paragraph 4?
A. They have higher intelligence than others because of autism.
B. They have difficulty in telling the difference between languages.
C. They can better weigh the outcome of a deed than normal people.
D. They can pass false-belief tests but not those for moral reasoning.
30. Which of the following may better benefit the development of theory of mind?
A. A discussion with classmates on the mathematic problems.
B. A self-talk on how to build a computer model to learn grammar.
C. A chat with cousins on where to spend the next summer holiday.
D. A bedtime conversation between mother and son on happy moments.
31. What is the purpose of the passage?
A. To present scientists' conflicting opinions on autism.
B. To alert different age groups to the danger of autism.
C. To share some findings on theory of mind and autism.
D. To offer the possible causes of and solutions to autism.

D

In the recently opened Our Broken Planet exhibition in London's Natural History Museum, a small piece of dark material covered with faint holes is on show in a display container. The nodule (小块) could easily be mistaken for coal, but its true nature is much more interesting.

The nodule is a combination of metals and oceanographers have discovered trillions of them on Earth's ocean floors. Each is rich in some of the most important elements for making the electric cars, wind turbines and solar panels that we need to replace the carbon-emitting motors, power plants and factories now damaging our climate.

These nodules could therefore help humanity save itself from the ill effects of global warming, argue mining companies who say their exploitation should be rated an international priority. By mining up chunks (块) from the deep we can slow the burning of our planet's surface.

"We desperately need substantial amounts of metals contained by these nodules to build electric cars and power plants," says Hans Smit, chief executive of Florida's Oceans Minerals, which has announced plans to mine for nodules. "We cannot increase land supplies of these metals without having a significant environmental impact. It's our only alternative."

Other researchers disagree, however. They say mining deep-sea nodules would be disastrous for our already stressed, plastic-ridden, overheated oceans. Delicate, long-living residents of the deep — shells, fish, corals and squids — would be erased by mining. At the same time, mud with poisonous metals would be sent upwards to disturb marine food-chains.

"It is hard to imagine how seabed mines could workably operate without destroying the ocean species," says UK marine biologist Helen Scales, a view shared by David Attenborough, who has called for a pause on all deep-sea mining plans. "In this case it means the destruction of an ecosystem, an issue worth the best attention from every entity (实体) involved," he says.

For better or worse, these mineral nodules are going to play a critical role in determining our future — either by releasing us from our current ecological headaches or by stimulating even more fatal outcomes.

32. Which of the following best describes the nodule on display?
A. An interesting artificial artwork.
B. A difficult-to-tell chunk of coal.
C. An oceanic piece rich in metals.
D. A container for electric materials.
33. What do the underlined words “our only alternative” in the paragraph 4 refer to?
A. New technology for power plants.
B. Massive production of electric cars.
C. Land exploitation for more minerals.
D. Underwater mining for specific metals.
34. What is David’s major concern for deep-sea nodule exploitation?
A. The disorderly movements of ocean species.
B. The disturbance of ecological balance at sea.
C. The operational workability for seabed mining.
D. The uneven distribution of profits among entities.
35. Why do the mineral nodules play a critical role in determining our future?
A. They can be used both for good and for bad.
B. Their exploitation can bring opposing effects.
C. They contain beneficial and harmful elements.
D. Their exploiters cannot reach agreement till now.

第二节（共5小题；每小题2.5分，满分12.5分）公众号山城学术圈

阅读下面短文，从短文后的选项中选出能填入空白处的最佳选项。选项中有两项为多余选项。

The tragedy of the commons is an economic theory which outlines the problems with people sharing collective property versus private ownership. An example of collective property is when employees don’t feel any ownership in the chairs and desks in the office, so they don’t report problems when they occur. However, in private ownership, anything is checked and taken care of. The tragedy of the commons can ruin your business if you’re not careful. 36

Encourage teamwork. Numerous studies have shown that to employees, self-realization is even more important than money. We can self-realize by feeling like we are a team, jointly committed to a cause. 37 They don’t just have a job for themselves. Instead, they are set to make the company a success. Certainly, they have specific responsibilities, but their commitment to the business is all-embracing.

38 There are some people who are naturally more gifted in particular areas. For example, one man who works for me is just a natural handyman. So, I asked him to keep an eye on the mechanical items that may need maintenance and repairs, and to go ahead and fix it. He should treat the property as if he owns it.

Hold back the critical. Not everybody is cut out to be an overseer of a business. Some people are just too judgmental or negative. Even if such people have particular skills, you do well to not assign them to oversee others. They can drive everybody crazy. 39 This keeps them and everyone else happy.

Welcome Feedback. You may notice something is not being taken care of here or there. 40 This becomes a valuable tool to show employees that this is important to you, and you genuinely care about them and the state of your assets.

- A. Plan out management wisely.
B. Assign tasks evenly among employees.
C. Create a place for them where they work chiefly alone.
D. There, however, exist such benefits as mentioned below.
E. The question then comes: How do you deal with it in a business?
F. Point it out in a respectful manner and figure out what is going on.
G. Inspire everyone to take a heartfelt involvement in the business as a whole.

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。

Last summer, my fiancé Eugeniu and I decided to drive to Provence for a holiday. The weather was beautiful, but then, about 700km into the journey, it suddenly 41. I'd never seen the sky go so dark; the rain was heavy. We 42 a tunnel and when we came out onto a 43, the visibility was so bad that we could hardly see a meter in front of us.

44, we had the odd sensation that the car was lifting at the front. The next second, we were 45 into nothing. On the way down, I could hear rock pieces hitting the car and my heart pounding to my chest. After that, there was 46.

Our car ended up landing on a road below the bridge. We were still 47, but I was in shock. I hadn't 48 what was happening and was still thinking about my holiday. I had no idea the bridge had 49 — thought it might have been an earthquake.

At first we shouted, but then stopped because we didn't want to lose 50 and pass out. We tried calling an ambulance, but there was no 51 under the rock pieces. My leg was bleeding and I was too tense — because of the 52 I didn't feel pain. My fiancé had broken his neck. Rescue workers eventually found us while saving a man whose van was 53 from another section of the bridge above us. We'd been down there for four hours by the time we were pulled out.

It was only afterwards in the hospital that I realized the 54 of the tragedy — 43 people had died. Before, we had focused on earning money. When we went on this holiday, I had lovely clothes and shoes in my suitcase, and they were all buried under the ruin. Maybe that was a sign that these things don't really 55.

- | | | | |
|---------------------|----------------------|-------------------|-------------------|
| 41. A. cleared | B. switched | C. warmed | D. worsened |
| 42. A. crawled in | B. went through | C. looked for | D. emerged from |
| 43. A. road | B. stage | C. beach | D. bridge |
| 44. A. At any price | B. From side to side | C. Back and forth | D. Out of nowhere |
| 45. A. falling | B. running | C. turning | D. disappearing |
| 46. A. surprise | B. relief | C. silence | D. luck |
| 47. A. conscious | B. excited | C. curious | D. panicked |
| 48. A. felt | B. noticed | C. processed | D. expected |
| 49. A. landed | B. reopened | C. collapsed | D. disappeared |
| 50. A. face | B. confidence | C. weight | D. strength |
| 51. A. signal | B. assistance | C. feeling | D. demand |
| 52. A. medication | B. rescue | C. stress | D. hunger |
| 53. A. missing | B. hanging | C. escaping | D. calling |
| 54. A. scale | B. urgency | C. origin | D. process |
| 55. A. differ | B. function | C. hurt | D. matter |

第二节 (共 10 小题; 每小题 1.5 分, 满分 15 分) 公众号山城学术圈

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。

At an indoor soccer field, two Frisbee (飞盘) teams are engaging in a competition. "By cooperating with team members, the players 56 catch the frisbee in the assigned area can score for their team," said 22-year-old player Rui.

China's craze with Frisbee started last year in Shanghai, but it 57 (spread) to many other cities across the country ever since. On Xiaohongshu, a social media platform, there have been more than 80,000 posts 58 (feature) Frisbee, reflecting Chinese youngsters' 59 (enthusiastic) for this fast-moving, non-contact sport.

Rui has been into Frisbee for less than six months. Relatively new 60 she was, Rui quickly became a team leader thanks to her experience in soccer. "Frisbee is a friendly game for girls, as physical contact is not allowed," said Rui. She has invited six friends of a similar age 61 (participate) in the sport. According to Wu Chunhu, head of the Qipan club, Frisbee combines the characteristics 62 many other sports, including soccer, basketball and rugby, while maintaining its unique features.

As China builds 63 (it) into a strong sporting nation, and health awareness increases, more people — especially those 64 (bear) between 1995 and 2009 — are taking up new sports like Frisbee, Wu noted. Growing up in a different environment from their elders, they have witnessed China's rise as a 65 (globe) economic powerhouse and formed a new outlook on life. For Ge Ziwei, a Post-1990 Frisbee fan, the sport is not only fun to play, but also allows him to expand the range of his social circle.

第四部分 写作 (共两节, 满分 40 分)

第一节 (满分 15 分)

假定你是李华, 国际绿色和平组织驻重庆办事处 (Greenpeace Office in Chongqing) 正在招募照母山生态环保宣传志愿者, 你希望成为其中一员。请按要求用英文给办事处负责人写一封申请信。内容应包括:

1. 写信目的;
2. 个人优势;
3. 希望获准。

注意 公众号山城学术圈

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。

Dear Sir or Madam,

Yours,
Li Hua

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。

One particular Thanksgiving, the weather was so beautiful that Mom decided to have dinner on our front lawn. Dad built a long table, and Mom and I rounded up every chair in the house. I did the place settings and made the centerpiece — my favorite job of the year.

My aunt arrived with Uncle Gordon. I watched him walk from the street up the lawn, tall with his blond hair shining in the sun. Another car had pulled up behind them, and Uncle Gordon waited for a slim man to join him. As they walked, he and Gordon chatted. Mom came out of the house and greeted my aunt. Then, with a surprised look, she said hello to Gordon and his friend.

“Who's this?”

Gordon smiled and told us the man's name. “A Canuck (法裔加拿大人) from Toronto, like me.”

“Oh,” Mom said uncertainly. “Well, welcome. Leslie, get another place setting and a chair.” She turned to the stranger. “Please have a seat. We're going to eat in about half an hour.” I thought the man looked a little funny, but he smiled. “Why, thanks. Thanks a lot.” I did as Mom asked and set a place at the table for the stranger. I put him next to Uncle Gordon so the two friends could recall home. And they did a lot of talking.

After dinner, the man approached my mother with a smile. “Thank you for including me in your Thanksgiving dinner, Joyce. It wasn't something I was expecting.” Mom frowned, a little confused. “Of course,” she said. “We're glad you could be here. Do you have Thanksgiving in Canada?”

“Ours is in October. We have turkey, though, just like you.” He smiled. “But this is one of the best Thanksgivings I've had. I guess Americans and Canadians aren't that different, eh?” Then again, he said, “But I never expected this.”

“Gordon's friend seems nice,” Mom said to my aunt when we were alone in the kitchen.

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。

“Gordon's friend?” my aunt said. “He's not Gordon's friend. We don't know him.” _____

“I was, actually, lost in the neighborhood,” replied the stranger. _____

巴蜀中学2023届高三适应性月考卷（五）英语答题卡

班 级 _____

姓 名 _____

考场号

座位号

注意事项

- 答题前，考生先将自己的姓名、准考证号、考场号、座位号填写清楚。
- 选择题使用2B铅笔填涂，非选择题使用黑色碳素笔书写，超出答题区域无效。
- 保持卡面清洁，不要折叠、不要弄破。

填涂范围

正确填涂

错误填涂

☒ ☐

☐ ☐

贴条形码区

（正面朝上，请贴在虚线框内）
微信公众号：山城学术圈 QQ群936150305

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缺考标记 ☐ （填涂说明：缺考考生由监考员用2B铅笔填涂准考证号及左边缺考标记）

- | | | | |
|---|--|---|--|
| 1 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C | 16 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C | 31 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | 46 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D |
| 2 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C | 17 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C | 32 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | 47 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D |
| 3 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C | 18 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C | 33 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | 48 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D |
| 4 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C | 19 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C | 34 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | 49 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D |
| 5 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C | 20 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C | 35 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | 50 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D |
| 6 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C | 21 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | 36 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G | 51 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D |
| 7 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C | 22 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | 37 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G | 52 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D |
| 8 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C | 23 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | 38 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G | 53 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D |
| 9 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C | 24 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | 39 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G | 54 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D |
| 10 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C | 25 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | 40 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G | 55 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D |
| 11 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C | 26 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | 41 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | |
| 12 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C | 27 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | 42 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | |
| 13 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C | 28 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | 43 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | |
| 14 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C | 29 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | 44 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | |
| 15 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C | 30 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | 45 <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D | |

第三部分 语言运用（共两节，满分30分）

第二节（共10小题；每小题1.5分，满分15分）

56. _____ 57. _____ 58. _____
59. _____ 60. _____ 61. _____
62. _____ 63. _____ 64. _____
65. _____

微信公众号：山城学术圈QQ群936150305 微博：橙子辅导1

第四部分 写作（共两节，满分40分）

第一节（满分15分）

Dear Sir or Madam,

Yours,
Li Hua

微信公众号：山城学术圈QQ群936150305 微博：橙子辅导1

此区域不作答

此区域不作答

微信公众号：山城学术圈00群936150305 微博：橙子辅导1

"I was, actually, lost in the neighborhood," replied the stranger.

"Gordon's friend?" my aunt said. "He's not Gordon's friend. We don't know him."

第二节（满分25分）

微信公众号：山城学术圈00群936150305 微博：橙子辅导1

此区域不作答

请在各题目的答题区域内作答，超出矩形边框限定区域的答案无效