

英语试题

选择题部分

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纸上。

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。

例：How much is the shirt?

A. £19.15.

B. £9.18.

C. £9.15.

答案是 C。

1. What will the speakers do tonight?

A. Visit Mary.

B. Go out of town.

C. Host a dinner.

2. How does the woman go to work this week?

A. By car.

B. By bike.

C. On foot.

3. What time does Dave's meeting start?

A. At 8:30.

B. At 9:00.

C. At 10:00.

4. What is Helen going to do?

A. Buy some books.

B. Study in the library.

C. Attend a history class.

5. What is the woman's feeling now?

A. Relief.

B. Regret.

C. Embarrassment.

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，并标在试卷的相应位置。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 Tom busy doing?

A. Raising money.

B. Writing a lab report.

C. Giving classes to children.

7. Who might be able to help Tom this week?

A. Mike.

B. Cathy.

C. Jane.

听第 7 段材料，回答第 8 至 10 题。

8. Why is Jack leaving early?

A. To avoid getting stuck in traffic.

B. To enjoy the scenery on the way.

C. To buy some gifts for his family.

9. What does Judy often do at the railway station?

A. Read books.

B. Call some friends.

C. Look around the shops.

10. What are the speakers mainly talking about?

A. What to do next year.

B. Where to go for vacations.

C. How to pass the waiting time.

听第 8 段材料，回答第 11 至 13 题。

11. Why does Bill look troubled?

A. He is short of money.

B. He has made a big mistake.

C. He is facing a tough choice.

12. What is Bill now?

A. A college student.

B. An army officer.

C. A computer engineer.

13. What does the woman seem to suggest Bill do?

A. Learn to repair cars.

B. Decline the job offer.

C. Ask his uncle for advice.

听第 9 段材料，回答第 14 至 16 题。

14. What is the woman recommending to the man?

A. A writer.

B. A club.

C. A course.

15. What is the woman reading now?

A. *The Beautiful Mind*.

B. *The Great Gatsby*.

C. *The Kite Runner*.

16. How much time does the man have to read the book?

A. Two weeks.

B. Three weeks

C. Four weeks.

听第 10 段材料，回答第 17 至 20 题。

17. What is the speaker doing?

A. Reporting a study.

B. Chairing a meeting.

C. Teaching a class.

18. What should you pay most attention to when taking notes?

A. Listening.

B. Reading.

C. Writing.

19. What is an advantage of using symbols in note-taking?

A. It keeps information secret.

B. It leaves space for future use.

C. It makes key words noticeable.

20. What will the speaker do next?

A. Ask a few questions.

B. Show some notes.

C. Make a summary.

第二部分 阅读理解（共两节，满分 35 分）

第一节（共 10 小题；每小题 2.5 分，满分 25 分）

阅读下列短文，从每题所给的 A、B、C 和 D 四个选项中，选出最佳选项，并在答题纸上将该项涂黑。

A

I am an active playgoer and play-reader, and perhaps my best reason for editing this book is a hope of sharing my enthusiasm for the theater with others. To do this I have searched through dozens of plays to find the ones that I think best show the power and purpose of the short play.

Each play has a theme or central idea which the playwright (剧作家) hopes to get across through dialogue and action. A few characters are used to create a single impression growing out of the theme. It is not my intention to point out the central theme of each of the plays in this collection, for that would, indeed, ruin the pleasure of reading, discussing, and thinking about the plays and the effectiveness of the playwright. However, a variety of types is represented here. These include comedy, satire, poignant drama, historical and regional drama. To show the versatility (多面性) of the short play, I have included a guidance play, a radio play and a television play.

Among the writers of the plays in this collection, Paul Green, Susan Glaspell, Maxwell Anderson, Thornton Wilder, William Saroyan, and Tennessee Williams have all received Pulitzer Prizes for their contributions to the theater. More information about the playwrights will be found at the end of this book.

To get the most out of reading these plays, try to picture the play on stage, with you, the reader, in the audience. The houselights dim (变暗). The curtains are about to open, and in a few minutes the action and dialogue will tell you the story.

21. What do we know about the author from the first paragraph?

A. He has written dozens of plays.

B. He has a deep love for the theater.

C. He is a professional stage actor.

D. He likes reading short plays to others.

22. What does the author avoid doing in his work?

A. Stating the plays' central ideas.

B. Selecting works by famous playwrights.

C. Including various types of plays.

D. Offering information on the playwrights.

23. What does the author suggest readers do while reading the plays?

- A. Control their feelings.
- C. Use their imagination.

- B. Apply their acting skills.
- D. Keep their audience in mind.

24. What is this text?

- A. A short story.
- C. A play review.

- B. An introduction to a book.
- D. An advertisement for a theater.

B

The traffic signals along Factoria Boulevard in Bellevue, Washington, generally don't flash the same length of green twice in a row, especially at rush hour. At 9:30 am, the full red/yellow/green signal cycle might be 140 seconds. By 9:33 am, a burst of additional traffic might push it to 145 seconds. Less traffic at 9:37 am could push it down to 135. Just like the traffic itself, the timing of the signals changes.

That is by design. Bellevue, a fast-growing city just east of Seattle, uses a system that is gaining popularity around the US: intersection (十字路口) signals that can adjust in real time to traffic conditions. These lights, known as adaptive signals, have led to significant declines in both the trouble and cost of travels between work and home.

"Adaptive signals can make sure that the traffic demand that is there is being addressed," says Alex Stevanovic, a researcher at Florida Atlantic University.

For all of Bellevue's success, adaptive signals are not a cure-all for jammed roadways. Kevin Balke, a research engineer at the Texas A&M University Transportation Institute, says that while smart lights can be particularly beneficial for some cities, others are so jammed that only a sharp reduction in the number of cars on the road will make a meaningful difference. "It's not going to fix everything, but adaptive signals have some benefits for smaller cities," he says.

In Bellevue, the switch to adaptive signals has been a lesson in the value of welcoming new approaches. In the past, there was often an automatic reaction to increased traffic: just widen the roads, says Mark Poch, the Bellevue Transportation Department's traffic engineering manager. Now he hopes that other cities will consider making their streets run smarter instead of just making them bigger.

25. What does the underlined word "that" in paragraph 2 refer to?

- A. Increased length of green lights.
- C. Flexible timing of traffic signals.

- B. Shortened traffic signal cycle.
- D. Smooth traffic flow on the road.

26. What does Kevin Balke say about adaptive signals?

- A. They work better on broad roads.

- B. They should be used in other cities.
- C. They have greatly reduced traffic on the road.
- D. They are less helpful in cities seriously jammed.

27. What can we learn from Bellevue's success ?

- A. It is rewarding to try new things.
- B. The old methods still work today.
- C. It pays to put theory into practice.
- D. The simplest way is the best way.

C

Challenging work that requires lots of analytical thinking, planning and other managerial skills might help your brain stay sharp as you age, a study published Wednesday in the journal *Neurology* suggests.

Researchers from the University of Leipzig in Germany gathered more than 1,000 retired workers who were over age 75 and assessed the volunteers' memory and thinking skills through a battery of tests. Then, for eight years, the scientists asked the same group to come back to the lab every 18 months to take the same sorts of tests.

Those who had held mentally stimulating (刺激), demanding jobs before retirement tended to do the best on the tests. And they tended to lose cognitive (认知) function at a much slower rate than those with the least mentally challenging jobs. The results held true even after the scientists accounted for the participants' overall health status.

"This works just like physical exercise," says Francisca Then, who led the study. "After a long run, you may feel like you're in pain, you may feel tired. But it makes you fit. After a long day at work—sure, you will feel tired, but it can help your brain stay healthy."

It's not just corporate jobs, or even paid work that can help keep your brain fit, Then points out. A waiter's job, for example, that requires multitasking, teamwork and decision-making could be just as stimulating as any high-level office work. And "running a family household requires high-level planning and coordinating (协调)," she says. "You have to organize the activities of the children and take care of the bills and groceries."

Of course, our brains can decline as we grow older for lots of reasons — including other environmental influences or genetic factors. Still, continuing to challenge yourself mentally and keeping your mind busy can only help.

28. Why did the scientists ask the volunteers to take the tests?

- A. To assess their health status.
- B. To evaluate their work habits.
- C. To analyze their personality.
- D. To measure their mental ability.

29. How does Francisca Then explain her findings in paragraph 4?

- A. By using an expert's words.
- B. By making a comparison.

C. By referring to another study.

D. By introducing a concept.

30. Which of the following is the best title for the text?

A. Retired Workers Can Pick Up New Skills

B. Old People Should Take Challenging Jobs

C. Your Tough Job Might Help Keep You Sharp

D. Cognitive Function May Decline As You Age

第二节 (共 5 小题; 每小题 2 分, 满分 10 分)

根据短文内容, 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。

I experienced years of loneliness as a child. 31 His friends teased him about babysitting his sister and his interests were far different from mine. With no other kids of my age in the neighborhood, I had to spend hours by myself.

A bright spot for me turned out to be reading. My love of the written word began early as my mother read to me every evening. 32 I started reading books on my own before age 5 and my mother took me to the public library once a week to borrow several books. I quickly graduated from typical children's books to ones with fewer pictures and longer chapters. Reading opened new worlds to me. 33

My mother also encouraged me to make what I wanted. I tried making toy cars with cardboard boxes and constructing buildings from leftover cardboard and bits of wood my father gave me. When my mother saw my creations, she told me how creative my designs were. 34 I learned a lot about how to extend the life of objects and transform them into something new and useful. It was a trait (特点) others found helpful, and I soon had friends who wanted to make things with me.

35 My parents made it a point for their two kids to spend time outside, no matter the weather or season. My brother, of course, raced off to be with his friends, while I had plenty to do myself. There was making leaf houses in autumn, ice skating in winter, and so much more. They're all memories I treasure today.

A. I wasn't alone any longer.

B. I enjoyed reading stories aloud.

C. I was invited to play with another kid.

D. I loved the colorful photographs in the books.

E. Another habit I formed early was being outdoors.

F. Thus, I began my lifelong interest in making things.

G. My older brother couldn't be bothered to play with me.

第三部分 语言运用 (共两节, 满分 45 分)

第一节 (共 20 小题; 每小题 1.5 分, 满分 30 分)

阅读下面短文，从短文后各题所给的 A、B、C 和 D 四个选项中，选出可以填入空白处的最佳选项，并在答题纸上将该项涂黑。

I've been farming sheep on a hillside for 54 years. I use a small tractor to get about. My dog Don always sits beside me in the passenger seat.

One morning I 36 a lost lamb when I was in the top field, near where a motorway cuts through my land. The lamb had become separated from its 37, so I jumped out of the tractor to 38 it while Don stayed in his seat.

Lamb and mother 39, I turned back to the tractor only to see it move suddenly away from me. This was so 40 because I had put the handbrake on when I jumped out. 41 Don had somehow made the 42 move.

My heart froze in my chest as I 43 the tractor heading towards the 44. I ran desperately but failed to 45. It crashed through a wooden fence and disappeared. The 46 thing I saw was Don's face, looking calmly back at me.

Heart in mouth, I 47 the fence and looked over. The tractor was 48 against the crash barrier in the central reservation, having miraculously (奇迹般地) crossed the 49 road with fast-flowing traffic. I couldn't see Don, but as I 50 the tractor he jumped out onto the road, apparently 51, and dashed back to me.

The police 52 and the motorway ran normally again. I couldn't quite believe my 53 it turned out no one got badly hurt, but the outcome could have been 54. Don was given a special 55 that night—I didn't want him thinking I was angry with him.

- | | | | |
|--------------------|--------------|-----------------|--------------|
| 36. A. dropped | B. spotted | C. carried | D. returned |
| 37. A. kids | B. friends | C. owner | D. mother |
| 38. A. ask about | B. play with | C. tend to | D. run into |
| 39. A. freed | B. switched | C. reunited | D. examined |
| 40. A. unexpected | B. dangerous | C. embarrassing | D. difficult |
| 41. A. Fortunately | B. Generally | C. Immediately | D. Obviously |
| 42. A. lamb | B. vehicle | C. seat | D. fence |
| 43. A. saw | B. stopped | C. remembered | D. drove |
| 44. A. crowd | B. motorway | C. field | D. hill |
| 45. A. take off | B. catch up | C. hold back | D. get out |
| 46. A. real | B. best | C. basic | D. last |
| 47. A. fixed | B. noticed | C. reached | D. closed |

- | | | | |
|------------------|---------------|---------------|-------------|
| 48. A. resting | B. running | C. parking | D. turning |
| 49. A. sleep | B. long | C. rough | D. busy |
| 50. A. abandoned | B. approached | C. recognized | D. repaired |
| 51. A. unclear | B. uncertain | C. unhurt | D. unhappy |
| 52. A. arrived | B. replied | C. survived | D. waited |
| 53. A. ability | B. dream | C. luck | D. idea |
| 54. A. common | B. confusing | C. desirable | D. awful |
| 55. A. meal | B. test | C. job | D. lesson |

非选择题部分

第三部分 语言运用（共两节，满分 45 分）

第二节（共 10 小题；每小题 1.5 分，满分 15 分）

阅读下面材料，在空白处填入适当的内容（1 个单词）或括号内单词的正确形式。

Some time after 10,000 BC, people made the first real attempt to control the world they lived 56, through agriculture. Over thousands of years, they began to depend less on 57 could be hunted or gathered from the wild, and more on animals they had raised and crops they had sown.

Farming produced more food per person 58 hunting and gathering, so people were able to raise more children. And, as more children were born, more food 59 (need). Agriculture gave people their first experience of the power of technology 60 (change) lives.

By about 6000 BC, people 61 (discover) the best crops to grow and animals to raise. Later, they learned to work with the 62 (season), planting at the right time and, in dry areas, 63 (make) use of annual floods to irrigate (灌溉) their fields.

This style of farming lasted for quite a long time. Then, with 64 rise of science, changes began. New methods 65 (mean) that fewer people worked in farming. In the last century or so, these changes have accelerated. New power machinery and artificial fertilizers (化肥) have now totally transformed a way of life that started in the Stone Age.

第四部分 写作（共两节，满分 40 分）

第一节 应用文写作（满分 15 分）

假定你是李华，你校来自爱尔兰的外教 Peter 因病回国休假。请给他写一封电子邮件，内容包括：1. 询问近况；2. 分享班级最新消息；3. 表达祝愿。

注意：1. 词数 80 左右；2. 可适当增加细节，以使行文连贯。

第二节 读后续写（满分 25 分）

阅读下面短文，根据所给情节进行续写，使之构成一个完整的故事。

One fall, my wife Elli and I had a single goal: to photograph polar bears. We were staying at a research camp outside “the polar bear capital of the world” —the town of Churchill in Manitoba, Canada.

Taking pictures of polar bears is amazing but also dangerous. Polar bears—like all wild animals—should be photographed from a safe distance. When I’m face to face with a polar bear, I like it to be through a camera with a telephoto lens. But sometimes, that is easier said than done. This was one of those times.

As Elli and I cooked dinner, a young male polar bear who was playing in a nearby lake sniffed, and smelled our garlic bread.

The hungry bear followed his nose to our camp, which was surrounded by a high wire fence. He pulled and bit the wire. He stood on his back legs and pushed at the wooden fence posts.

Terrified, Elli and I tried all the bear defense actions we knew. We yelled at the bear, hit pots hard, and fired blank shotgun shells into the air. Sometimes loud noises like these will scare bears off. Not this polar bear though—he just kept trying to tear down the fence with his massive paws (爪子).

I radioed the camp manager for help. He told me a helicopter was on its way, but it would be 30 minutes before it arrived. Making the best of this close encounter (相遇), I took some pictures of the bear.

Elli and I feared the fence wouldn't last through 30 more minutes of the bear's punishment. The camp manager suggested I use pepper spray. The spray burns the bears' eyes, but doesn't hurt them. So I approached our uninvited guest slowly and, through the fence, sprayed him in the face. With an angry roar (吼叫), the bear ran to the lake to wash his eyes.

注意：

- 1.所续写短文的词数应为 150 左右；
- 2.至少使用 5 个短文中标有下划线的关键词语；
- 3.续写部分分为两段，每段的开头语已为你写好；
- 4.续写完成后，请用下划线标出你所使用的关键词语。

Paragraph 1:

A few minutes later, the bear headed back to our camp. _____

Paragraph 2:

At that very moment, the helicopter arrived. _____

英语试题参考答案

第一部分 听力

1.C 2.A 3.B 4.B 5.A 6.A 7.B 8.A 9.C 10. C
11.C 12.A 13.B 14. B 15.C 16.A 17.C 18.A 19.C 20.B

第二部分 阅读理解

21.B 22.A 23.C 24.B 25.C 26.D 27.A 28.D 29.B 30.C
31.G 32.D 33.A 34. F 35. E

第三部分 语言运用

36.B 37.D 38.C 39.C 40.A 41.D 42.B 43.A 44.B 45.B
46.D 47.C 48.A 49.D 50.B 51.C 52.A 53.C 54.D 55.A
56. in 57. what 58. than 59. was needed 60. to change
61. had discovered 62. seasons 63.making 64. the 65. meant

第四部分 写作

(略)

听力录音原文

(Text 1)

M: Who will join us for dinner tonight?

W: Bob and Candy. I also invited Mary, but she is out of town.

M: What a pity! I was hoping she would come.

(Text 2)

M: If I were you, I'd just walk to work. It would take you about 20 minutes. Riding a bike is a good choice, too.

W: I agree. But this week my husband is away on business, so I have to drive my kids to school before I go to work. I'm pressed for time, you know.

(Text 3)

W: It's 8:30, Dave, and you're going to be late for the meeting.

M: Oh, my! I just have half an hour left. I can't believe I slept for 10 hours.

(Text 4)

M: Hi, Helen. Where are you off to?

W: To the library. I've got a history paper due next week, and need to do some reading.

(Text 5)

W: Thank goodness! You're still here.

M: What's up?

W: I need your signature for this document. It's urgent.

(Text 6)

W: Are you all alone, Tom? Why not ask Mike to help you collect money for the Children's Centre?

M: Well, he's working on his lab report. Could you come?

W: I'd love to, but I won't be available until next week. I think Cathy will have some free time this week. Do you want me to pass on a message?

M: That'd be nice. Thanks, Jane.

(Text 7)

W: Are you leaving for the railway station now, Jack? It's so early.

M: Just avoiding the rush hour traffic. I don't want to be late.

W: So you have to wait for about two hours? I don't think there's scenery to look at.

M: Don't worry! I'll take a book with me.

W: It's too noisy to read in the railway station. I would usually look around the shops while waiting for the train.

M: But I've already got all the gifts for my parents and sisters. I don't need to buy anything. If I really can't focus on the book, I may phone up some friends I haven't talked to in a while.

W: That's a nice idea. Betty told me last time that she often spent the waiting time writing a to-do list so that she'd not miss anything in the days to come.

M: That's an awesome idea. I'll surely do that. Thank you, Judy. See you next year.

W: Bye!

(Text 8)

W: Hi, Bill. You look troubled. What's the matter?

M: Hi, Grace. I have a big decision to make. My uncle offered me a job as the lead engineer at his service station, and with good pay.

W: That's wonderful, but are you going to quit college?

M: That's exactly the problem. One side of me says, "Oh, go ahead! You can go back to college anytime. What job could you get after college that would pay you \$15 an hour? That's \$30,000 a year!"

W: And then?

M: And then, the other side says, "Hold it, not so fast! For all those years you were in the army, you planned to go to college so that you would have many job possibilities to choose from. You've planned your whole life around going to college. And now..."

W: I can see it. It's true that with your experience in the army, you could do excellent work repairing cars if you accept the job. But you are doing very well now. Just think of the future. You will get better jobs.

(Text 9)

W: Hey, John. Can I talk to you for a minute?

M: Sure, what's up?

W: I wanted to let you know about a book club I joined a few months ago. I know you do a lot of reading, so I thought you might want to come with me next month.

M: Oh, that sounds like fun. When does the group meet?

W: Usually the last Saturday of the month at 7:30 in the evening. Is that too late for you?

M: No, I think that's okay. What do you talk about in the group?

W: Well, every month we choose a new book. And then during the next meeting, we discuss it.

M: What books have you read?

W: Quite a lot. Recently we have read *The Beautiful Mind* and *The Great Gatsby*. Now we are reading *The Kite Runner*.

M: *The Kite Runner*? I've heard that's a good book. What's it about?

W: It's about a boy who grows up in Afghanistan during the 1980s.

M: That sounds interesting. I'd love to come.

W: Great! The next meeting will be held in two weeks, so you still have time to read the book.

(Text 10)

W: Today, let's begin with note-taking techniques. Note-taking is an important skill not only for taking classes, but also for doing your job in the future. I'd like to draw your attention to certain

points about taking notes. First, remember that note-taking should be 75% listening and only 25% writing, so don't try to write down every single word the teacher says. Ignore what is unimportant and write in phrases, not complete sentences. Second, leave spaces and lines between main ideas. You may want to add some information later. I find that some of you are very good at making use of color, mapping web, and symbols such as arrows, circles and boxes. I highly recommend these tools to all of you, because the use of them makes the outline more easily readable and interesting than the blocks of text. It also makes sure that important words stand out. Here are some examples.