

高一英语 10 月练习参考答案

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

第二部分

A 篇(英国“开放日”小众景点)

21. C 细节理解题。由 Britannia Panopticon Music Hall 部分中的“showing off its collection of theatrical relics,props and costumes”可知,游客可欣赏戏剧相关物品,C 正确。A、D 两项分别是 Appleton Tower 与 Gladstone’s Library 的内容; B 项偷换概念, 原文指“世界上现存最古老的音乐厅”, 并非“听最古老的音乐”。
22. C 推理判断题。题干问“哪一个会吸引建筑爱好者”。Gothic Temple 建于 18 世纪,有“circular rooms and mosaic ceilings(圆形房间和马赛克天花板)”, 哥特式建筑风格最契合建筑爱好者, 故选 C。其余三处均不以建筑特色为亮点。
23. A 细节理解题。Gladstone’s Library 注明“booking required”, Appleton Tower 注明“booking in advance”, 二者共同点是都需提前预约, A 正确。B、C 两项仅前者具备; D 项时长: 前者 10am——2pm 共 4 小时,后者 11 am-2 pm 共 3 小时,并不相同。

B 篇(文化研学旅行的价值)

24. B 细节理解题。由第二段中的“they need to make sure that there is learning and value included”可知,老师之所以难组织研学, 是因为必须确保活动有学习意义、对学生有价值, B 正确。
25. C 观点态度题。Heidi Erickson 明确表示带学生走出教室“no harm... as long as they are learning”, 态度是支持的,选 C(Favourable)。skeptical 怀疑的;concerned 担心的;tolerant 容忍的。
26. D 推理判断题。由第三段中的“the researchers looked at their school year compared to students who did not take part”可知, 研究者通过对比参加与未参加文化研学的两组学生得出结论, 选 D。
27. A 主旨大意题。全文围绕一项新研究展开, 核心结论是“文化研学能提高学生成绩、课堂表现并培养文化责任感”, A 项最能概括全文主旨。

C 篇(设计师石昌鸿与二十四节气动图)

28. D 词义猜测题。由第二段中的“first release on ZCOOL... flooded social media with millions of hits”中的“release(发布)”“hits(点击量)”可推知 ZCOOL 是发布作品的网站,选 D。
29. A 推理判断题。B 项与最后一段中的“only a small portion of people know all the names”相悖;C 项与“it would really surprise me if the work did not arouse great interest(他本就预期会受欢迎)”相悖;D 项偷换概念, 2016 年列入 UNESCO 名录的是二十四节气这一人类非遗, 而非石昌鸿的作品。A 项“背景音效使作品更富吸引力”与第三段中的“The background sounds add to the brilliance.”相符,为唯一正确项。
30. B 写作目的题。文章主要介绍设计师石昌鸿以 GIF 动图“活化”二十四节气的作品及其社会反响, 选 B。
31. B 文章出处题。文章涉及中国传统文化、非遗与创意设计, 最可能出自报纸“文化(Culture)”版面, 选 B。

D 篇(锻炼方式与心理健康)

32. B 细节理解题。由第二段中的“whether those minutes are spent exercising with a friend or as part of a game has been ignored”可知,以往研究忽视了锻炼时的社交环境,选 B。
33. D 推理判断题。足球运动员踢进制胜球时心理状态极佳, 而做同样的动作却踢丢、被人责备时感受截然不同——运动量相同、情境不同, 说明情境(context)决定锻炼对心理健康的影响, 选 D。
34. C 细节理解题。由 O'Connor 所言“we also need to ask: What is the context(情境)?”可知,他建议研究者今后关注锻炼的情境, 选 C。
35. D 推理判断题。“情境效应”指同样的运动因情境不同而带来不同心理感受。D 项中 Tom 和朋友骑车时感觉很好、独自骑车时却感到无聊, 恰是同一运动在不同情境下的不同体验, 最契合。

第二节 七选五(Peer Pressure)

36. C 前句提出“同伴压力是生活的一部分”,后句“This peer group may be...”指代空格处所提到的 peer group。C 项“它是来自同伴群体的任何一种影响”对 peer pressure 下定义并引出 peer group,承上启下,故选 C。
37. D 本段讲积极的同伴影响,空格后紧接“Peer influence can show you there is support...”。D 项“有人把这种同伴‘压力’称为同伴‘影响’”将话题由 pressure 自然过渡到 influence,衔接下文,故选 D。
38. E 空格处为本段总起句, 本段转而讲同伴压力的负面影响(动摇自信、被迫做有风险的事)。E 项“虽然同伴影响能改善你的生活, 但同伴压力也会带来问题”为转折总起句, 故选 E。
39. F 本段转入应对方法,空格后“You can also work on...”给出另一条建议。F 项“克服同伴压力意味着不接受他人的负面影响”总起应对, 与后文 also 呼应,故选 F。
40. B 此处是列举的最后一条建议, 需与前文几条 bullet 形式一致(动名词短语式建议)。B 项“结交有积极影响力的人”与上文“不与施压者相处、学会拒绝、向可信之人求助”并列, 故选 B。(A、

G 为多余选项。)

第三部分 语言运用

第一节 完形填空

41. C 海龟左鳍受伤,挣扎着要回到海里。struggle to do sth. 艰难地做某事,符合语境。refuse 拒绝;prepare 准备;pretend 假装。
42. B 看到可怜的海龟, Lina 感到难过。sad 符合怜悯之情。
43. D 一家人小心地把受伤的海龟捡起送往医院。carefully“小心翼翼地”,符合救助受伤动物的情境。
44. D 由下文“the vet(兽医)”可知他们把海龟送到附近的野生动物医院。
45. A 海龟是被渔网弄伤的。be hurt by“被……所伤”。
46. A 兽医答应治疗它直到康复。recover“康复”。
47. B Lina 每天下午来看海龟,观察它吃小鱼、在小池里游泳。observe“观察”。
48. C 她给它取名 Wave,因为它喜欢在水里玩耍。enjoy doing sth. 喜欢做某事。
49. D 她甚至带来一艘玩具船,让 Wave 在水里更开心。pleased“高兴的”。
50. C 要把海龟放回大海,一家人带它来到 beach“海边”。
51. A 海龟被放下后停顿片刻,仿佛在回忆与 Lina 相处的日子。look back on“回忆”。
52. A 离别时 Lina 挥手告别,眼中噙着泪水。tears“眼泪”。
53. B 她知道归途艰难,但仍相信它能存活下来。survive“存活”。
54. C 这段经历让 Lina 明白:每个生命都重要。matter“要紧、重要”。
55. D 她希望有一天所有濒危物种都能在没有人类威胁的和平中生活。In peace“和平地、安宁地”。

第二节 语法填空(英国交换学习经历)

56. to remember。It is+ adj.+ for sb.+ to do sth. 为固定句型,故填不定式 to remember。
57. challenging。空处作表语,修饰 some of them(课程),用形容词 challenging“有挑战性的”。
58. that。so... that...“如此……以至于……”,为结果状语从句,故填 that。
59. less advanced。由“than”可知此处用比较级;由上文“Maths quite easy and enjoyable”可知,英国教材没那么高深,故填 less advanced。
60. learning。动名词短语作主语(谓语为 was),故填 learning。
61. is。描述英国课堂的常态,用一般现在时;主语 Class discussion 为单数,故填 is。
62. contribution。make a contribution(to)为固定搭配,意为“作出贡献”,故填名词 contribution。
63. myself。考查反身代词。express myself“表达自我”。
64. who。考查非限制性定语从句。先行词 my teachers and classmates 指人,关系词在从句中作主语,填 who。
65. over。考查介词。over time 久而久之,随着时间的推移。

第三节

66. character 67. attracted 68. make the most of 69. back down 70. After you have thought it through

第四部分 写作

第一节 应用文写作

【参考范文】

Dear Peter,

Delighted to hear about your club's upcoming recruitment drive, I'm writing to offer some suggestions that might help you attract a larger and more enthusiastic membership.

Firstly, I strongly recommend the design of eye-catching posters to display around the campus. Based on the previous activities, you might also produce a short promotional video to showcase your club's fascinating stories. Additionally, it is wise to organize an interactive mini story-writing activity during the recruitment. Preparing some delicate gifts to attract potential new members may be a fantastic idea. Finally, how about inviting some senior members to share their valuable experiences?

I'm firmly convinced that your club will appeal to a great number of students. Wish you a fruitful recruitment!

Yours,

Li Hua

第二节 读后续写

【参考范文】

My blood turned to ice. My heart pounded violently when I realized I was holding a stranger's hand—
—a tall man with a warm but unfamiliar face. Sensing my sudden rigidity, he knelt down, asking in a soft voice, “Are you lost? Can you describe your parents for me?” The words tumbled out in a choked, stammering rush: “My dad... he's wearing a blue shirt and has brown hair.” He gave a firm nod and carefully took my small, trembling hand in his. “Don't you worry,” he said with confidence. “We will find them together. I promise.” And with that, he began to lead me, an unshaken guide through the dizzying sea of tourists.

There he was, just three people away. “Dad!” I cried out. My dad rushed toward me and pulled me into a tight embrace, his voice choked with emotion as he kept repeating, “I've found you.” A moment later, my parents, their eyes shining, showered him with grateful thanks and shook his hand repeatedly. The man simply smiled warmly and waved off their gratitude as if it were nothing. As I held on tightly to my father, watching the kind stranger disappear back into the flow of people, a deeper understanding took root in me: The real greatness of China comes not just from its grand ancient sites, but from the kindness and sympathy of its people.

听力材料

Text 1

W: Excuse me, do you have this dress in a smaller size?

M: Let me check. Yes, we have size S. You can try it on in the fitting room.

W: OK, thank you!

Text 2

W: Yesterday's speech was excellent, right?

M: The topic was interesting, but I couldn't follow it completely.

Text 3

M: How many people have signed up for the competition today? I know there were 50 people yesterday, right?

W: Yes. There are three times as many people today as there were yesterday.

M: I hope the event will be 100 percent successful.

Text 4

M: Ann, could you tell me why you failed to pass the exam?

W: Sorry, Mr. Smith. I spent too much time on volunteer work last month.

Text 5

W: How was the training?

M: The training was a great opportunity. I learned a lot.

W: I'm glad you see it that way. Not a lot of people take a positive attitude towards training.

Text 6

W: So you don't have a license?

M: No, I've lived in city centers all my life. I usually take the subway to work and I also ride my bicycle once in a while.

W: Do you think you'll learn to drive some day?

M: Yes, I plan to buy a car next year. I'd like to travel more. I've been in this place for a few years, but it seems like I haven't seen anything yet.

W: Okay.

M: I've already signed up for a course near my apartment. It starts next month.

Text 7

M: Hey, Julie! Are we still going on a picnic this Saturday?

W: I hope so, but the forecast is for light showers. Heavy snowfalls are predicted for next Monday.

M: What? I thought it would be sunny for the next few days.

W: That's what I thought, too! But sometimes the weather changes suddenly. Should we just stay at home instead?

M: That's boring. Why not check out that new café?

W: Sounds like a plan to me.

Text 8

M: Katie, what are you doing?

W: Surfing the Internet. There is growing concern about AI tools like ChatGPT harming education. I'm afraid if students rely too much on AI, they may lose critical thinking skills.

M:I beg to differ. Most students use AI tools to gather information, finish assignments faster and get better grades.

W: Don't you think using AI in schoolwork is cheating?

M: I don't think that there's a black and white answer. Using AI to gather information or come up with a study guide is a fantastic way to save students a lot of time.

W: I seldom encourage my students to use AI. They need to develop problem-solving skills.

M: True, but it's more about how we apply these technologies. Take calculators for example, they didn't kill math. They just changed what we focus on. AI won't disappear, so instead of fighting it, we should teach students how to use it wisely.

Text 9

M: Have you seen the homeless cats in our area? They look so hungry and cold these days.

W: Yes! I feel really sorry for them. We should collect some money to make cat houses for them.

M: Quite right. Let's have a charity sale! We can make handmade cards and kites to sell.

W: That's a great idea! But do we have enough materials? Maybe we can ask the community center for help.

M: Good plan! We can also make simple pet toys—— little kids in our area might like them.

W: Should we ask other kids to join us too? More people can make more money for the cats.

M: Sure! But wait, we need a place to have the sale. Where can we do it?

W: How about the park or the square near our community?分享

M: The park is better. There are many parents and kids every day.

W: And we could also put a small cat house beside the square to attract more cats.

M: Perfect! I can also call the animal care group to see if they can help find more homes for cats.

Text 10

W: Have you ever wished you were better at making a conversation? A great talker is someone who connects with people and makes them feel important. When they talk to you, they make you feel you're the only person in the room. Becoming a good talker requires knowing three things: first, how to start a conversation; second, how to keep it going; and third, how to end it. Starting a conversation usually means coming up with an opening line or icebreaker. The best kind of icebreaker is one that makes people happy. Praise is always a good icebreaker and will usually be welcomed. The last thing people want to hear from a stranger is how noisy the party is, how terrible the food is, or how ugly the people are dressed. But don't attempt to be the smartest person in the room. No one is expected to know everything. Anyway, the fact is, the best way to attract a person to keep a conversation with you is by being sincere and respectful, and letting them know that you are interested in talking to them.