

## 成都七中高 2024 届高三（下）入学考试试卷

## 英语

## 第 I 卷

## 注意事项：

1. 答第 I 卷前，考生务必将自己的姓名、准考证号填写在答题卡上。
2. 选出每小题答案后，用 2B 铅笔把答题卡上所对应题目的答案标号框涂黑。如需改动，用橡皮擦干净后，再选涂其他答案标号框。不能答在本试卷上，否则无效。
3. 考试结束后，将本试卷和答题卡一并交回。

## 第一部分听力（共两节，满分 30 分）

## 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 三个选项选出最佳选项。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 would the woman like to do?  
A. Help someone type papers.  
B. Have the papers checked.  
C. Go over the papers herself.
2. What are the speakers talking about?  
A. A position.                      B. A weekend plan.                      C. The man's company.
3. Where will the woman go this afternoon?  
A. An office party.                      B. An opera house.                      C. A shopping mall.
4. What does the woman prefer to do?  
A. Work out alone.                      B. Exercise with someone.                      C. Eat breakfast at the café.
5. What does the woman like most about the city?  
A. The parks.                      B. The old buildings.                      C. The French restaurant.

## 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 三个选项选出最佳选项。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. How does the man feel about his major?  
A. Uninterested.                      B. Inspired.                      C. Confused.
7. What does the man want to do after graduation?  
A. Become a lawyer.                      B. Study further in Mexico.                      C. Start his own business.

听第 7 段材料，回答第 8、9 题。

8. Where can the woman visit some relatives?  
A. In California.                      B. In Puerto Rico.                      C. In San Francisco.

9. What is the relationship between the speakers?  
 A. Mother and son.                      B. Husband and wife.                      C. Brother and sister.
- 听第 8 段材料，回答第 10 至 12 题。
10. Why does the woman express thanks to the man?  
 A. He'll drive her home.                      B. He'll shop with her.                      C. He'll entertain her friends.
11. What's the advantage of a convenience store for the man?  
 A. Longer business hours.                      B. The lower price.                      C. Much more selection.
12. What will the woman do next?  
 A. Eat hamburgers.                      B. Stay at the cash counter.                      C. Compare different brands.
- 听第 9 段材料，回答第 13 至 16 题。
13. What happened to the woman at the beginning?  
 A. She lost her phone.                      B. She couldn't find the way.                      C. She was trapped in heavy snow.
14. Why did the woman turn off the engine?  
 A. The car was running out of gas.  
 B. She stopped to answer a call.  
 C. The engine couldn't work properly.
15. How did the woman keep warm?  
 A. By drinking hot tea.                      B. By using the car heater.                      C. By having more clothes on.
16. What did the emergency services do?  
 A. They called an ambulance.  
 B. They led the woman to her home.  
 C. They helped the woman go to the main road.
- 听第 10 段材料，回答第 17 至 20 题。
17. When is Sweetest Day?  
 A. The second Saturday in October.  
 B. The third Sunday in October.  
 C. The third Saturday in October.
18. What is the purpose of Sweetest Day?  
 A. To make friends.                      B. To make someone happy.                      C. To make cities more beautiful.
19. Who did the Cleveland man help?  
 A. His friends and relatives.  
 B. The aged and his neighbors.  
 C. The city's orphans and patients.
20. How did the Cleveland man start Sweetest Day?  
 A. By offering hugs.                      B. By giving away small gifts.                      C. By distributing some cash.

## 第二部分阅读（共两节，满分 40 分）

### 第一节（共 15 小题；每小题 2 分，满分 30 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

#### Open Days at the University of Warwick

We'd love to meet you. Find out what Warwick's all about. We will have a huge range of activities to choose from, to give you a deeper insight into student life here.

**Accommodation**

Get a sense of what it will be like to live on our great campus. Our accommodation trails will guide you to residences which will be open for you to look around from 10:00 a.m. to 4:00 p.m. Many of our current students will also be opening their rooms for viewing and happy to share their experiences of living on campus.

**Academic Talks**

Learn more about our courses by attending department sessions, and speaking to our academics and current students who will contribute to your student experience at the Information Fair from 9:30 a.m. to 4:00 p.m. We'd particularly recommend booking onto our "Why Warwick?" session. It is popular, so make sure you reserve your place.

**Sports and Societies**

Visit our Sports and Societies Fair to chat to students from a variety of clubs and societies, who'll talk to you about all the exciting experiences and activities outside of study, and start your thinking about what clubs and societies you might like to join as a student.

**Campus Tours**

Head over to our campus tour tents, where our friendly student ambassadors will be ready to take you on a guided tour from 9:15 a.m. to 4:00 p.m. Visit our central campus sites, including the Warwick Arts Centre to see what you could get involved in.

Click on the boxes below to find out more about our Open Days and find the answers to some of our frequently answered questions. Once you have booked, we will send you more detailed information, to help you prepare for the day.

21. Where can you get to know about the courses at Warwick?
- |                                   |                          |
|-----------------------------------|--------------------------|
| A. Accommodation Trails.          | B. The Information Fair. |
| C. The Sports and Societies Fair. | D. Campus Tours.         |
22. What can you expect to do on the open days?
- |  |  |
|--|--|
| A. To experience living on campus.             | B. To make a reservation for a course.           |
| C. To learn about extra-curricular activities. | D. To appreciate artworks on campus by yourself. |
23. Where is the text probably taken from?
- |               |               |                 |                      |
|---------------|---------------|-----------------|----------------------|
| A. A website. | B. A journal. | C. A guidebook. | D. An advertisement. |
|---------------|---------------|-----------------|----------------------|

**B**

In my early teens, I was once given a film camera as a gift. On receiving it, I jumped on my bike, headed to Wimbledon Common and took photos, just for me: photos of trees and wildlife. I was out all day. On my way home I spotted a tree lit up by street lighting and tried to capture its beauty. Rushing home, I put the spent film in a special little envelope and sent it off to a photography store, desperate to see how it would come out. I took many photos then and loved the fact that when you processed your film you got back colour photos which froze the precious moments, gently encouraging the hobby and the payments for processing.

As I grew into adulthood, that simple, deep happiness gradually faded away. One weekend when I was busy answering the work calls, my eyes caught a box in the corner of the room. I

suddenly felt a sense of sadness. The stress growing over these years had pushed the camera from beside my pillow to the box in the corner. I thought I needed a change.

I took out the camera and dusted it down. It was a great joy that it still worked. I bought new film and took the camera everywhere I went. Now it is always on hand to accompany me on journeys, to allow me time to myself. Even if the day is full and busy, I can seize some moments for myself to take photos, to observe the world around me.

The wall of my room now holds all my camera equipment on display, along with photos I've taken. To me, the room represents how I've found happiness: by reconnecting to the younger part of myself I laid aside, by allowing room in my life for pleasure to exist, and by creating an environment that allows opportunities for delight.

24. What did the author think of taking photos as a young boy?
- A. Inspiring and practical. B. Tiring yet delightful.  
C. Exciting and worthwhile. D. Difficult yet engaging.
25. Why did the author stop taking photos according to paragraph 2?
- A. He wanted to focus on his work. B. He was struck by sudden sorrow.  
C. He attempted to behave like an adult. D. He was faced with increasing pressure.
26. What did the author get from picking up his hobby?
- A. More fun in the daily routine. B. New journeys in the wild.  
C. Better skills of observation. D. Different styles of photography.
27. What is the best title for the text?
- A. Revisiting Lost Childhood Memories  
B. Appreciating Beauty Behind the Lens  
C. Escaping Teenage Sadness with Camera  
D. Regaining Pleasure Through Photography

C

Scientists have shown how plants can protect themselves against genetic damage caused by environmental stresses. The growing tips of plant roots and shoots have an in-built mechanism (机制) that spells cell death if DNA damage is detected, avoiding passing on faulty DNA.

Plants have small populations of stem cells(干细胞) at the tips of their roots and shoots, which enable them to continuously grow and produce new tissues throughout their lifetime. These stem cells serve as ancestors for plant tissues and organs. However, any genetic faults present in the stem cells will continue to exist and be passed on permanently throughout the plant's life, which could last thousands of years.

Given the critical role of stem cells and their exposure to potentially dangerous environments at the growing tips of roots and shoots, safeguards are necessary to prevent stem cell faults from becoming fixed. Researchers Nick Fulcher and Robert Sablowski, funded by the Biotechnology and Biological Sciences Research Council, aimed to uncover these protective mechanisms. Through experiments involving X-rays and chemicals, they discovered that stem cells were more sensitive to DNA damage compared to other cells.

When DNA damage occurs, the cells have the capacity to detect it and cause programmed cells to die, preventing the **propagation** of the damaged genetic code to the rest of the plant tissues. This process has similarities to the safeguard mechanism found in animal cells, which has

been broadly studied due to its relevance in preventing cancer.

The identification of a similar protective system in plants is of great interest in the field of plant development. It also helps scientists develop plants that can better handle environmental stress. So knowledge of how plants deal with these stresses is of fundamental significance to agricultural science's response to climate change.

28. What is the function of the in-built mechanism in plants?
- To produce more roots and shoots.
  - To increase the overall lifetime of the plant.
  - To enhance plant growth and nutrient intake.
  - To stop genetic faults in stem cells passing on.
29. What can we know about stem cells in plants according to the text?
- They are relatively abundant in quantity.
  - They are resistant to environmental stresses.
  - They make quick response to DNA damage.
  - They have the ability to repair damaged DNA.
30. What does the underlined word "propagation" in paragraph 4 mean?
- Spread.
  - Change.
  - Existence.
  - Self-repair.
31. What does the last paragraph focus on?
- The way of dealing with climate change on the earth.
  - The significance of identifying the protective system in plants.
  - The method of ensuring plant survival under environmental stress.
  - The urgency of developing plants that can handle environmental stress.

#### D

According to a new study, teens focus on rewards and have a hard time learning to avoid punishment or consider the consequences of alternative actions .

University College London researchers compared how teens and adults learn to make choices based on the available information .They tracked the way in which 18 volunteers aged 12—17 and 20 volunteers aged 18—32 completed tasks in which they had to choose between abstract symbols .

Each symbol was consistently associated with a fixed chance of a reward, punishment, or no outcome . As the trial progressed, participants learned which symbols were likely to lead to each outcome and adjusted their choices accordingly .Teens and adults were equally good at learning to choose symbols associated with reward, but teens were less good at avoiding symbols associated with punishment .Adults also performed significantly better when they were told what would have happened if they had chosen the other symbol after each choice, while teens did not appear to take this information into account .

"From this experimental lab study we can draw conclusions about learning during the teen years . We find that teens and adults learn in different ways, something that might be relevant to education, "said lead author Dr . Stefano Palminteri . "Unlike adults, teens are not so good at learning to adjust their choices to avoid punishment .This suggests that incentive systems based on reward rather than punishment may be more effective for this age group . Additionally, we found that teens did not learn from being shown what would have happened if they made alternative

choices . ”

To interpret the results, the researchers developed computational models of learning and ran simulations(模拟) applying them to the results of the study .The first was a simple model, one that learned from rewards, and the second model added to this by also learning from the option that was not chosen . The third model was the most complete and took the full context into account, with equal weight given to punishment avoidance and reward seeking . For example, obtaining no outcome rather than losing a point is weighted equally to gaining a point rather than having no outcome .

Comparing the experimental data to the models, the team found that teens’ behavior followed the simple reward—based model while adults’ behavior matched the complete, contextual model . “Our study suggests that teens are more receptive to rewards than they are to punishments of equal value, ”said senior author Dr . Sarah—Jayne Blakemore . “As a result, it may be useful for parents and teachers to frame things in more positive terms . ”

32. It can be learned from the study that \_\_\_\_\_ .
- A. adults made choices faster than teens  
B. adults understood rewards better than teens  
C. teens reacted better to reward than punishment  
D. teens were aware of the outcome of each choice
33. What do we know about the three computational models?
- A. They reflected people’s strong desire for punishment avoidance .  
B. They gave circumstances different degrees of consideration .  
C. They paid equal attention to reward and punishment .  
D. They shaped the behavior of people at different ages .
34. The underlined word "receptive" in the last paragraph probably means“ \_\_\_\_\_ ” .
- A. accustomed      B. opposed      C. sympathetic      D. responsive
35. According to the writer, which of the following statements works best for teens?
- A. If you insist on doing things in this way, you will lose ten points .  
B. If we had talked about this earlier, you wouldn’t have made the mistake .  
C. If you hand in your assignment ahead of time, you will get an extra bonus .  
D. If you want to approach a problem differently, you can talk to your parents .

## 第二节 (共 5 小题; 每小题 2 分, 共 10 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。

We humans are comparison creatures. \_\_\_\_36\_\_\_\_ This quality may have evolved as a means of helping us fit into the social hierarchy (等级) of the cultures we inhabited. Regardless of the reasons, social comparison plays a significant role in how we view and evaluate ourselves, and how we interact with our world.

It used to be that our primary reference of comparison was our local communities, primarily neighbors and co-workers. Because we tend to gather around those similar to ourselves in terms of educational level, work income, and shared interests, the range of differences when we compared

ourselves to others was fairly small. Unfortunately, with the emergence of the Internet, we can now compare ourselves to literally anyone in the world. 37 What had in previous generations been a small gap in our comparisons has now become so large and unattainable.

38 When so many people that are easily discoverable on the Internet seem to be so successful, famous, influential and beautiful, given our preference to compare, it is difficult not to have it influence how we view ourselves. Sadly, these comparisons usually result in our feeling inadequate and “less than”.

These harmful comparisons also damage our emotional lives. When we feel lacking, we experience a variety of unpleasant and unhealthy emotions. We feel jealousy and envy for what others have and what we lack. 39

It's one thing to realize that you compare yourself to others. It's another thing to recognize that social comparison is often corrosive (逐步侵蚀的) to you in so many ways psychologically and emotionally. It's an entirely other thing to stop yourself from comparing yourself to others.

40

- A. We are constantly measuring ourselves against other people.
- B. Yet it is possible, and it is worth the effort for your mental health.
- C. Thus, we are now exposed to groups that are quite different from us.
- D. We believe that there is something wrong with us compared to others.
- E. We can even feel bitterness and anger at others for the unfairness of it all.
- F. Comparing ourselves to others has the potential to increase our life experience.
- G. This new level of comparison has huge implications for our psychological lives.

### 第三部分 英语知识运用 (共两节, 满分 45 分)

#### 第一节 完形填空 (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四个选项 (A、B、C 和 D) 中, 选出可以填入空白处的最佳选项。

Sammie Vance, 14, knows there's nothing worse than feeling left out. For years, she's been helping those kids make friends. What she has been doing is 41 the Buddy Bench program. Originally, the idea was that anyone at school who was feeling 42 could sit on the “buddy bench”. That let other kids know someone needed a friend. The idea quickly 43.

Sammie got the idea for the 44 at summer camp in 2017. She thought it would be 45 to have a buddy bench in her school, so when she got back, she 46 the idea to her headmaster, teachers and her parents.

Getting 47 for the project was just the first step. “There have been a lot of small 48, like money,” Sammie says. To reduce costs and be 49, Sammie decided to make the

bench out of recycled material. So she rallied (号召) her 50 to gather bottle caps.

Word of the project got out, and soon Sammie was getting 51 from people in broader regions — all 50 states, and in the end she 52 more than 1,200 pounds. A company called GreenTree Plastics was able to 53 these into three benches.

54, Sammie helped other schools acquire benches. She has helped 55 more than 20 benches to schools and parks by now. Her 56 of kindness continues to spread far and wide. 57 all the kids her project has helped, Sammie benefits from it, feeling grateful for how it gave her 58 in so many different aspects of life.

“59 as some acts of kindness can be, they can make a significant difference and lead to a chain reaction,” she says. “You never 60. Just be kind, in general.”

- |                     |                      |                 |                  |
|---------------------|----------------------|-----------------|------------------|
| 41. A. planning     | B. funding           | C. advocating   | D. running       |
| 42. A. depressed    | B. lonely            | C. sorrowful    | D. uncomfortable |
| 43. A. caught on    | B. came over         | C. set off      | D. got through   |
| 44. A. ambition     | B. program           | C. task         | D. instructor    |
| 45. A. impractical  | B. uncommon          | C. popular      | D. cool          |
| 46. A. presented    | B. gifted            | C. took         | D. reflected     |
| 47. A. approval     | B. promise           | C. advice       | D. hope          |
| 48. A. achievements | B. steps             | C. challenges   | D. matters       |
| 49. A. eye-catching | B. light-weighted    | C. good-looking | D. eco-friendly  |
| 50. A. relatives    | B. friends           | C. community    | D. government    |
| 51. A. money        | B. caps              | C. benches      | D. praise        |
| 52. A. made         | B. raised            | C. collected    | D. saved         |
| 53. A. invest       | B. divide            | C. break        | D. make          |
| 54. A. Before long  | B. Believe it or not | C. By contrast  | D. By the way    |
| 55. A. bought       | B. borrowed          | C. donated      | D. delivered     |
| 56. A. courage      | B. gesture           | C. faith        | D. love          |
| 57. A. Despite      | B. Unlike            | C. Among        | D. Besides       |
| 58. A. honors       | B. lessons           | C. attention    | D. purpose       |
| 59. A. Tiring       | B. Small             | C. Regular      | D. Dull          |
| 60. A. know         | B. withdraw          | C. stop         | D. recall        |



## 第 II 卷

### 第二节(共 10 小题；每小题 1.5 分，满分 15 分)

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。

Ramie (苎麻), the main clothing material for Chinese people since ancient times, is also known as “Chinese grass” in the world. The ramie output in China accounts for more than 90% 61 of the world. The linen (亚麻布) woven with ramie is 62 (consequence) called “Grass Cloth (夏布)”. Since ramie raw material has a thick gum and is irregular in texture, each step of procedure is 63 (pure) manual. In that case, the weavers should complete more than a dozen steps before they finish making the clothes.

Rongchang, located in Chongqing, China, is considered as “Hometown of Grass Cloth”. Right now, in the spacious exhibition hall 64 (place) ancient pure wooden looms (织布机), along with many grass cloth products, all looking so dazzling 65 the eyes.

In old times, on a farmhouse 66 (engage) in the production of grass cloth, you could always see a busy scene 67 workers rinsed (清洗) the thin fibers between the ramie skin and the straw, and got the ramie silk as the raw material of grass cloth. Today, only some farmers in Rongchang are making grass cloth, most of them 68 (work) in family-run workshops.

Huang Xiuying, the only seventh-generation 69 (inherit) of the family business, has carried out bold innovation, integrating the aesthetics of the times, and using popular art design and cultural packaging 70 (give) grass cloth more sense of the times.

### 第四部分 写作(共两节,满分 35 分)

#### 第一节 短文改错(共 10 小题; 每小题 1 分,满分 10 分)

假定英语课上老师要求同桌之间交换修改作文，请你修改你同桌写的以下作文。文中共有 10 处语言错误，每句中最多有两处。错误涉及一个单词的增加、删除或修改。

增加：在缺词处加一个漏字符号 (∧)，并在其下面写出该加的词。

删除：把多余的词用斜线 (\\) 划掉。

修改：在错的词下划一横线，并在该词下面写出修改后的词。

注意：1. 每处错误及其修改均仅限一词；

2. 只允许修改 10 处，多者（从第 11 处起）不计分。

Yesterday I stepped into a restaurant for lunch. As I was waiting my order to come, I noticed the old man in a wheelchair roll himself over to a table. No one and me seemed to notice him. I got up and go over to his table and asked if that I could get him something to drink. He smiled and said, “Thank you. You are generously. I’d like any orange juice, please.” When I was getting ready to

leave, I walked by the old man's table to saying goodbye. He thanked me again and told me I had made his days, coming over and helping him out. I gave him a hug and told him he had made my day, either.

## 第二节 书面表达(满分 25 分)

假定你是李华，你正在做一个问卷调查，以了解中英高中生在未来大学专业选择上的差异。请你用英文给英国好友 Eric 写封邮件，内容包括：

1. 活动目的；
2. 问卷内容；
3. 请求答卷并转发。

注意：

1. 词数为 100 左右；
2. 可适当增加细节，以使行文连贯。



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