

## 宝山区2020-2021学年第一学期期末

### 高三年级英语学科教学质量监测试卷

(本试卷满分 140 分, 考试时间 120 分钟)

#### I. Listening Comprehension Section A

**Directions:** In Section A, you will hear ten short conversations between two speakers. At the end of each conversation, a question will be asked about what was said. The conversations and the questions will be spoken only once. After you hear a conversation and the question about it, read the four possible answers on your paper, and decide which one is the best answer to the question you have heard.

1. A. Bargaining with a salesgirl.  
B. Shopping with his girl.  
C. Promoting a new product.  
D. Choosing a novel for his child.
2. A. Its facilities.      B. Its location.  
C. Its comfort.      D. Its price.
3. A. Fashionable pants in bright colors.  
B. Something to match her brown pants.  
C. Grey pants made from pure cotton.  
D. 100% cotton pants in dark blue.
4. A. Listening to some loud music.  
B. Practicing for a speech contest.  
C. Preparing for an oral examination.  
D. Talking loudly on the telephone.
5. A. The man needn't go hopping every week.  
B. She can pick the man up at the grocery store.  
C. She will drive the man to the supermarket.  
D. The man should buy a car of his own.
6. A. The teacher is just following the regulations.  
B. The woman should have gone on the field trip.  
C. He has gone through a similar experience.  
D. He understands the woman's feelings.
7. A. Have someone repair the refrigerator.  
B. Switch off the refrigerator for a while.  
C. Ask the man to fix the refrigerator.  
D. Buy a refrigerator of better quality.
8. A. She stayed away from work for a few days.  
B. She is black and blue all over.  
C. She got hurt in an accident yesterday.  
D. She has to go to see a doctor.
9. A. Her brother can help the man find a cheaper hotel.  
B. The man can stay in her brother's apartment.  
C. The man should have booked a less expensive hotel.  
D. Her brother can find an apartment for the man.
10. A. She is currently caught in a traffic jam.  
B. She wants to take the most direct way.  
C. She may be late for the football game.  
D. She is worried about missing her flight.

#### Section B

**Directions:** In Section B, you will hear two short passages and one longer conversation, and you will be asked several questions on each of the passages and the conversation. The passages and the conversation will be read twice, but the questions will be spoken only once. When you hear a question, read the four possible answers on your paper and decide

which one would be the best answer to the question you have heard.

**Questions 11 through 13 are based on the following passage.**

11. A. The mukbanger was a little funny. B. It was a true crime story.  
C. The girl in the story couldn't age. D. The author was curious about it.
12. A. Eating with lots of people is common. B. There is something social and comforting.  
C. It's a way to have someone to chat with. D. Connecting with others when they're out.
13. A. The way people eat food isn't healthy generally.  
B. The audience's stomachs can't agree with the food.  
C. Mukbang can't help settle serious eating problems.  
D. People could be encouraged to eat alone at home.

**Questions 14 through 16 are based on the following passage.**

14. A. You helped others cut hair. B. You had your hair cut.  
C. Someone else did the cutting. D. You cut your hairyself.
15. A. Put off the light. B. Close the light.  
C. Turn off the light. D. Go off the light.
16. A. Learning English can be tricky. B. Phrases are confusing for English learners.  
C. The meaning of "have my hair cut". D. The meaning of "turn off the lights".

**Questions 17 through 20 are based on the following conversation.**

17. A. What the man plans to give Judy. B. How hard to buy birthday gifts.  
C. When to choose the birthday gifts. D. Where to buy birthday gifts.
18. A. Say "I care for you" to Judy. B. Just give her \$100.  
C. Give her a gift card. D. Try to buy a real gift Judy likes.
19. A. \$100. B. A real gift. C. A gift card. D. Perfume.
20. A. The woman is a shop assistant. B. Judy is the man's girlfriend.  
C. The man will give Judy \$100. D. The two speakers agree with each other.

**II. Grammar and Vocabulary Section A**

**Directions:** After reading the passage below, fill in the blanks to make the passage coherent and grammatically correct. For the blanks with a given word, fill in each blank with the proper form of the given word; for the other blanks, use one word that best fits each blank.

**SOS message on the sand saves missing sailors**

Micronesia is an area of the western Pacific Ocean with more than 600 islands, (21) \_\_\_\_\_ covers a huge area of ocean north of the large island of New Guinea.

Recently, three Micronesian sailors set out to sail 42 km from one Micronesian island to another. Unfortunately, they got (22) \_\_\_\_\_ (lose), and then they ran out of fuel. After a long time drifting without power in the ocean, they landed on the tiny island of Pikelot, more than 100 km from their destination.

Pikelot is just 450 meters long and 280 meters wide. The highest point on Pikelot is only four meters above the sea. No people live there, and there is no water. The little island (23) \_\_\_\_\_ (cover) in trees and has sandy beaches.

Three days after the three sailors set out on their voyage, they did not arrive at their destination, so ships and aircraft in the area began looking for the (24)\_\_\_\_\_ (miss) men. But it was almost impossible to decide where (25)\_\_\_\_\_ (look) because there are so many small islands and the ocean is so large. One of the ships was the Australian navy ship HMAS Canberra, which (26)\_\_\_\_\_ (sail) from Australia to Hawaii and had a helicopter on board.

During this time, the three sailors decided to write (27)\_\_\_\_\_ message on the beach on their tiny island. They wrote a huge SOS in the sand. SOS is an international signal that people use (28)\_\_\_\_\_ they need help. Luckily, people on an American aircraft saw the SOS message in the sand and contacted the Canberra. A helicopter (29)\_\_\_\_\_ the ship landed on the beach and gave the men food and water. Soon after, a Micronesian boat arrived and rescued the three sailors. They are very lucky to be alive, and it was the SOS message in the sand (30)\_\_\_\_\_ saved them.

## Section B

**Directions:** Fill in each blank with a proper word chosen from the box. Each word can be used only once. Note that there is one word more than you need.

- |              |             |             |                |                 |
|--------------|-------------|-------------|----------------|-----------------|
| A. qualities | B. benefits | C. network  | D. completely  | E. disappointed |
| F. improving | G. motivate | H. required | I. effectively | J. essential    |
| K. surveyed  |             |             |                |                 |

### Don't abandon the written Word

Way back in 2012, Kyle Wiens, CEO of iFix wrote in a blog post for *Harvard Business Review* that he wouldn't hire anyone who used poor grammar. In fact, he 31 all applicants to take a grammar test before moving forward.

According to Wiens, he's found that people who make fewer mistakes on a grammar test also make fewer mistakes when they are doing something 32 unrelated to writing — like stocking shelves or labeling parts. What's more, he believes that grammar skills indicate several other valuable 33, including learning ability, professional credibility (信用) and attention to detail. Another CEO named Brad Hoover noted that good grammar is a predictor of professional success.

Honestly ask yourself whether you'd hire someone with a poorly written resume. Will this person be able to deliver on your business plan? How 34 will they be able to communicate your goals and expectations? How likely is it that they will be able to successfully 35 with others and build your brand? In short, if you want to succeed — as a boss or an employee — good grammar is 36.

“Great leaders can understand how to use it well in context,” wrote Kevin Daum in an Inc.com article. As a leader, you must be able to manage, organize, 37 and support your team. Strong communication skill both written and verbal, allow you to accomplish that. If you sent an employee poorly written instructions, how probable is it that you'll both be 38 in the outcome and each other?

Writing, specifically by hand has numerous 39 for your health and well-being. Researchers have also found that handwriting, in particular the forming of letters, is the key to not only 40 your memory but also forming new ideas and learning. In fact, if you want to slow down mental aging, writing by hand is your best bet because it forces you to use more of your motor skills.

## III. Reading Comprehension

### Section A

**Directions:** For each blank in the following passage there are four words or phrases marked A, B, C and D. Fill in each

blank with the word or phrase that best fits the context.

A study from Switzerland's Université de Genève(UNIGE) looked to answer the question of which came first: a decrease in physical activity or cognitive (认知的) decline?

"Interrelationships have been 41 between these two factors, particularly in terms of memory but also regarding the growth and survival of new neurons (神经元)," said Boris Cheval, a researcher at UNIGE'S Swiss Centre for Affective Sciences (CISA) in a press release. "But we have never yet 42 tested which comes first: Does physical activity prevent a decline in cognitive skills or 43? That's what we wanted to 44."

Earlier studies have considered that physical activity 45 cognitive decline. But according to Cheval, recent studies may 46 that past research has "only told half the story... since those recent studies demonstrate that our brain is 47 when it comes to engaging in physical activity."

Researchers at UNIGE tested the two possible 48 by using data from the Survey of Health, Aging and Retirement in Europe, a socioeconomic database covering more than 25 countries across the continent.

Over the course of 12 years, 105, 206 adults 49 in age from 50 to go were tested every two years on their cognitive abilities and their physical activity.

Researchers 50 cognitive abilities with a verbal fluency test that saw participants name as many animals as they could in 60 seconds. They also tested cognitive abilities with a 51 test where they memorized 10 words before reciting them. Physical activity was measured using a scale from 1 to 4. A 1 indicated participants "never" 52 physical activity while a 4 meant they were physically 53 "more than once a week".

The study found that the 54 of what past studies concluded was true — cognitive abilities mostly influence physical activity, not the other way around.

"This study backs up our theory that the brain has to make a real effort to get out of a sitting lifestyle and that by 55 cognitive capabilities, physical activity will follow," Cheval said.

- |                        |                    |                 |                |
|------------------------|--------------------|-----------------|----------------|
| 41. A. neglected       | B. prevented       | C. confused     | D. established |
| 42. A. formally        | B. separately      | C. individually | D. casually    |
| 43. A. at times        | B. vice versa      | C. by chance    | D. in part     |
| 44. A. release         | B. admit           | C. confirm      | D. oppose      |
| 45. A. prevents        | B. encourages      | C. influences   | D. reduces     |
| 46. A. mislead         | B. contradict      | C. ignore       | D. indicate    |
| 47. A. abandoned       | B. involved        | C. entertained  | D. processed   |
| 48. A. factors         | B. elements        | C. options      | D. subjects    |
| 49. A. ranging         | B. judging         | C. expanding    | D. varying     |
| 50. A. balanced        | B. restricted      | C. surveyed     | D. measured    |
| 51. A. observation     | B. reflection      | C. memory       | D. imitation   |
| 52. A. concerned about | B. engaged in      | C. stood for    | D. gave up     |
| 53. A. motionless      | B. casual          | C. active       | D. passive     |
| 54. A. consequence     | B. similarity      | C. difference   | D. opposite    |
| 55. A. working on      | B. reflecting over | C. crossing out | D. putting off |

## Section B

**Directions:** Read the following three passages. Each passage is followed by several questions or unfinished statements.

For each of them there are four choices marked A, B, C and D. Choose the one that fits best according to the information given in the passage you have just read.

(A)

“Runners, to your mark, Get set...” Bang! And I was off, along with a bunch of other teenage cross-country runners from high schools across the county. The day was like any other fair-weather autumn day in Maryland. But the race that day felt unique from the get-go. For one thing, I liked the course. It was my team’s home course, one I was used to running during practices. It took runners along an area of land that included open fields, hills and even winding dirt paths through a small forest. It was a beautiful 5-kilometer course. This particular race was our team’s invite, and I was proud to be sharing the course with competitors from other schools. It also meant a lot—more than normal that my parents were there to cheer me on.

With so much to expect that day, I was ready to run! And I didn’t want to be stuck with the pack of other runners, as is typical at the beginning of most cross-country races. So when the gun sounded, I took off running, leaving everyone else in the dust.

The first part of our course followed the outside edge of a large open field before disappearing into the forest. Within seconds of the start, I was far ahead of everyone, and all of the fans could see it. It felt magnificent.

But that feeling didn’t last long. Little did I know my coach was laughing to himself, thinking, “Gabe is done for!” And I was. My body was telling me to slow down. My pride, however, said “No! Not until you’re out of sight of the spectators!” I was in **agony**, but I kept up my pace until I reached the forest. Once in among the trees. I slowed way down.

I enjoyed most races, even while pushing myself, but this one was not enjoyable in the least. I finished the race, but in nowhere near the time I could have if I’d paced myself well from the beginning. Every time I reflect on that cross-country season, I’m reminded of something: Pride is no substitute for pace.

56. What is special to the author about the race?

- A. The weather condition was good for runners.
- B. He was familiar with the home course.
- C. He took pride in competitors from other schools.
- D. His parents came to support him as usual.

57. The underlined word “**agony**” (paragraph 4) most probably means \_\_\_\_\_.

- A. suffering
- B. comfort
- C. relief
- D. contest

58. What result of the race can be concluded about the author from the passage?

- A. He left everyone behind and took the first place.
- B. He took the lead first and disappeared among trees.
- C. He won the race under the pressure of his coach.
- D. He finished the race but failed to reach his record.

59. What’s the author’s reflection on the race?

- A. It is parents’ encouragement that leads to the result.
- B. It’s a pleasure to live up to your fans’ expectations.
- C. It’s important to pace yourself with no pride.
- D. It is his coach who encourages him to finish the race.

(B)

Ever look at your to-do list and want to run and hide? Me too. But life is more than working hard to finish tasks, collapsing into bed, judging the past 24 hours and our success by how much we've managed to tick off.

So here's how to get stuff done and enjoy yourself at the same time.

### 1. Rename it

My friend Jim Kwik says, "Call your 'got-to-do' list your 'get- to-do' list." It's a tiny change but a major shift.

Think about it. You get to walk your dog, choose wonderful dinner ingredients and go to a job each day that affords you the life you have



### 2. Add some action

Instead of writing plain reminders down as memory urges, like "Dentist" and "Report," add some verbs and result-based benefits, like "Book dentist and get teeth sparkly white!" or "Complete report and let out your breath." Imagine the good feeling attached to each agenda item and let it fuel you.

### 3. Trust there's time

Have you ever noticed when you're in a rush, you make mistakes? Like when you're late for work: You can't find your jeans, you hurt your toe on the bed by accident and you misplace your phone as you head down the elevator.



When we operate from a place of calm, stuff happens faster. We find what we need. We don't burn the toast.

It can be as simple as sitting up in bed, taking ten deep breaths when you wake up and setting a simple intention for the day (not reaching straight for Instagram and email).

### 4. Ask yourself this

How are you spending your days, your life? Are you having enough fun? Can your got-to-do list be a get-to-do list with some good moods dancing on the page and an air of "I got time!" attached to it? Yes, it probably can. Now, what's first?

60. Which of the following does the author agree with about "your to-do list"?
  - A. Choose wonderful dinner ingredients and go to a job each day.
  - B. Change "Dentist" into "Book dentist and get teeth sparkly white!"
  - C. Remind yourself you have plenty of time to deal with daily routines.
  - D. Keep asking yourself questions with the air of "I got time!"
61. It can be concluded that the key to getting stuff done and enjoying yourself at the same time is \_\_\_\_\_.
  - A. a state of mind
  - B. a get-to-do list.
  - C. a memory urge
  - D. a place of calm
62. What's the writing purpose of this passage?
  - A. To find out what to do first everyday.
  - B. To imagine the good feeling of tasks.
  - C. To explain the importance of lifestyle.
  - D. To discover how to enjoy daily life.

Upon reflection of the ideal social moral code, within one sentence, it would be: be constructive, not destructive. Though “be constructive, not destructive” sounds sensible, there are many nuances (slight differences). Sometimes it is difficult to determine if an act is exactly constructive or destructive.

We can decide if something is constructive or destructive based on degree, for instance. Say your preschool son is acting up and broke a glass vase, even after you told him to stop grabbing and playing with it several times. You get a thought in your mind to spank him to give a punishment for his naughty action. However, you start to feel confused about whether this would be constructive or destructive. It might show him that not listening to you and breaking things is not welcome, but on the other hand, spanking him is an act of aggression that will hurt him physically and perhaps teach him to use force in situations later in life. There is no exact wrong or right in these moments. However, through your own reasoning, you can decide to what degree it would be beneficial or harmful to him and the situation at hand. Personally, I would not spank my son, as I think it does more destruction than construction. But, that is just me.

Another nuance to consider is the definition we give to construction and destruction. For example, for some people, construction can never involve violence, while for others, it could even be an essential part. Take the example of going back in time and killing Hitler. Killing someone is definitely termed a destructive act. However, in light of the circumstances, I would assume that the majority of people would agree that killing Hitler at the height of his power if they had the chance would be seen as a constructive, thus positive act. Therefore, our definitions often determine our values and how we behave upon those principles.

Additionally, construction and destruction can be filtered through a sociopolitical lens. Construction can be seen as good to some, and bad to others. Take for instance creating new homes in a forested area. Yes, homes for humans are made, but also the habitat for countless animals is being destroyed, or at least altered to an extreme. Construction, if it is true, it should be beneficial to all parties included. That is a tall order, though. Every step we take kills bacteria and other microorganisms—and perhaps plants, insects, and who knows what else. Destruction can be seen as a part of each moment. Plus, what a majority might regard as a constructive might be seen as destructive to a minority. Is there a way to determine which side is correct? It is almost impossible. Being in the majority in terms of a moral outlook does not mean it is correct, or more appropriate. There have been many instances in history when acts were regarded as constructive, but were later seen as destructive with a modern lens.

Though I consider “Be constructive, not destructive” the most solid one-sentence social moral code, it is not without its nuances and problems. For instance, the degree to which we consider something constructive or destructive, definitions of being constructive and destructive, and construction and destruction seen through a sociopolitical lens are all nuances. These differences consist of the confusion that this ideal social moral code causes. However, I cannot imagine a better code than the one stated in this essay in terms of living one’s life in a social context.

63. From the author’s view whether to punish a kid’s wrong doing or not depends on what extent .

- A. it would bring him benefits or harms
- B. he would modify his destructive behavior
- C. his act is constructive or destructive
- D. his destructive result might bring about

64. The author mentions the example of killing Hitler to show that\_\_\_\_\_.

- A. killing someone is definitely termed a destructive act
- B. the majority of people would agree to kill Hitler
- C. killing Hitler is seen as a constructive and positive act
- D. definitions of social code decide our values and principles

65. What does the underlined sentence (paragraph 4) imply?
- A. Construction and destruction can advance social developments.
  - B. Construction can be seen as good to some, and bad to others.
  - C. What a majority might regard as a constructive might be seen as destructive.
  - D. Being in the majority in terms of a moral outlook does not mean it is correct.
66. Which of the following is the best title of the passage?
- A. Wrong or Right of Social Moral Code
  - B. Judgment of Construction or Destruction
  - C. Ideal Social Moral Code
  - D. How to Live One's Life in a Social Context

### Section C

**Directions:** Read the following passages. Fill in each blank with a proper sentence given in the box. Each sentence can be used only once. Note that there are two more sentences than you need.

- A. Last. fm allows users to listen to music for free, as well as buy tracks.
- B. The website Last.fm is a convenient and useful resource for music lovers.
- C. There are plenty of websites that allow music lovers to stay in touch with the news relating to their hobby.
- D. If you want to use Last.fm for communication, you might find that traditional social networks are more suitable for this purpose
- E. This website is of great benefit for music enthusiasts.
- F. This technology is convenient and definitely helpful for music lovers.

#### A Useful Tool for Music Lovers

With the development and expansion of the Internet, many hobbies and interests of modern people have gained a new dimension. The Internet allows enthusiasts to unite to share their excitement about trends, to communicate and share experiences. Specialized websites provide users with even more information about their subjects of interest and help discover new boundaries of their passions. This refers to movies, arts, modeling, programming, literature, and music as well. One can hardly find a person who would not be listening to music on the way to work, at home, or elsewhere. (67) \_\_\_\_\_.

One such website is Last.fm: a mix of a social network and an Internet-radio that tracks down the music its users listento. (68) \_\_\_\_\_. Besides, it has a numberof advantages compared to other sources providing similar services. The design of Last.fm gives a welcoming impression, though some might find it too simple. The site is displayed in red tones, with the possibility of switching it to a black skin and, despite the quantity of information, is easy to understand and navigate. Users can also decorate their profiles with pictures of themselves, all kinds of badges, diagrams, tag clouds, and statistics relating to music.

The availability of multiple functions also speaks in favor of Last.fm. One of its significant advantages over many other musical websites is the function of scrobbing (歌曲记录), which means tracking down the music one had been listening to. (69) \_\_\_\_\_. With its aid, Last.fm searches for people with similar musical preferences and shows one a list of those whose interests match to some extent. These people are called neighbors and the idea is that they can get familiar with the fans of their favorite kind of music and, most likely, make new friends. The information about upcoming events nearby, as well as recommendations given about new music that a user might like are also gathered and

introduced by the means of scrobbling. If a person listens to one or two bands on a consistent basis, the website will display a few new artists that play in a similar genre, including new ones, so that a user can be in touch with the latest trends within their musical interests.

(70)\_\_\_\_\_. However, there is a serious drawback connected to it. The fact is that the majority of free tracks and albums are available only to citizens of the USA, Germany, and Great Britain, while in other countries, users can only listen to short introductory samples. And yet those lucky ones from the places mentioned before can listen to one track online up to five times a day. Besides, the website had recently changed its policy towards monetization and reduced the number of free services. Last.fm also works as a kind of musical Wikipedia, providing users with biographies of bands, or actual musicians. There is hardly a need to mention that musicians can also benefit from using the resource, presenting information about themselves and involving fans.

#### 71.IV. Summary Writing

**Directions:** *Read the following passage. Summarize the main idea and the main point(s) of the passage in no more than 60 words. Use your own words as far as possible.*

#### Beyond Identity

We often think of ourselves as our body, mind, and emotions. We take these three elements and make a combination. However, we also often talk about a person's soul. Is there any scientific basis for the soul? Surprisingly, there is. Each unique personality a person has (even in circumstances of memory loss and other illnesses), the feeling and identity of the self beyond age (especially experienced as we grow older), and our inevitable subjective experience as an individual consist of a scientific foundation for the soul.

Despite the constant shift in the links between our brain cells, we remain essentially the same personality. This consistency is most obvious in the case of mentally ill patients or people who have experienced memory loss. According to Scientific American: Basically, no matter what happens to our brain, our unique personality seems to shine through.

Besides one's personality, the soul of a person can be identified through one's consciousness. Though we commonly identify with our body and what we see in the mirror, we also have a sense that we are not a certain age—as our sense of self usually leans less on age and rather on our subjective feeling of who we are essentially.

Lastly, each person is inevitably subjective about his or her experience. Despite humans being very, very similar to each other in DNA and overall composition, our understanding of reality is vastly different from individual to individual. According to Psychology Today, "While science has made tremendous progress explaining the functioning of the brain, why we have a subjective experience remains mysterious. The problem of the soul lies exactly here, in understanding the nature of the self, the "I" in existence that feels and lives life."

The soul of a person is incredibly challenging to prove scientifically. However, we can say that the soul has some basis in science. These realities of our behavior, character, and the way you notice things might not be tested strictly, but they are very difficult to deny.

#### V. Translation

**Directions:** *Translate the following sentences into English, using the words given in the brackets.*

72. 他在整理书籍时发现了一本旧日记。 (run)
73. 过度使用手机会对我们的身体造成不良影响。 (impact)
74. 不可否认这种疾病的危害性已经引起了公众的广泛关注和高度重视。 (There)

75. 你希望同学怎么对待你，你就怎么对待他们。无论相交深浅，都应尊重他们。(Whatever)

## VI. Guided Writing

**Directions:** Write an English composition in 120-150 words according to the instructions given below in Chinese.

假设你在某英文报上看到一则征稿通知，要求写一篇短文，具体涵盖以下要点：

1. 简要介绍你最近读过的一篇文章内容；
2. 这篇文章优点与不足是什么？
3. 你会推荐给谁？理由是什么？

**2020学年第一学期期末高三年级  
英语学科教学质量监测试题参考答案及评分细则**

**I. Listening Comprehension 25%**

每小题1分，共10分。

1—5 DBCAC 6—10DACBD

每小题1.5分，共15分。

11—13DBA 14—16DCB 17—20ADCB

**II. Grammar and Vocabulary 20%**

每小题1分，共10分。

21. which 22. lost 23. is covered 24. missing 25. to look

26. was sailing 27. a 28. when 29. from 30. That

31—35HDAIC 36—40JGEBF

**III. Reading Comprehension 45%**

每小题1分

41—45DABCA 46—50DBCAD 51—55CBCDA

每小题2分

56—59BADC 60—62BAD 63—666ADDB 67—70CEFA

**IV. 71.概要写作共10分（仅供阅卷老师参考）**

*One possible version:*

The personality, the feeling and identity of the self, and subjective experience comprise a scientific basis for the soul of a person. Whatever happens to the brain, the personality seems to exist. The soul can also be recognized mainly through the sense of the self and their own understanding of the nature. There is no reason to deny it scientifically. 60 words

评分标准:

1. 本题总分为10分, 其中内容5分, 语言5分。
2. 评分时应注意的主要方面: 内容要点、信息呈现的连贯性和准确性。
3. 词数超过60, 酌情扣分。

各档次给分要求:

内容部分

- A. 能准确、全面地概括文章主旨大意, 并涵盖主要信息。
- B. 能概括文章主旨大意, 但遗漏部分主要信息。
- C. 未能准确概括文章主旨大意, 遗漏较多主要信息或留有过多细节信息。
- D. 几乎不能概括文章的主旨大意, 未涉及文中有意义的相关信息。

语言部分

- A. 能用自己的语言连贯、正确地表述。
- B. 基本能用自己的语言正确地表述, 但连贯性较差, 有少量不影响表意的语言错误。
- C. 基本能用自己的语言表述, 但连贯性较差, 且严重语言错误较多。
- D. 几乎不能用自己的语言连贯、正确地表述。

## V. Translation (15%)

72. 他在整理书籍的时候发现了一本旧日记。 (run)

He ran across an old dairy while sorting out the books.

2分 1分

73. 过度使用手机会对我们的身体造成不良影响。 (impact)

Overuse of mobile/cell phones can have /make a negative/bad impact on our health.

1分 2分

74. 不可否认这种疾病的危害性已经引起了人们的广泛关注和高度重视。 (There)

There is no denying that the harmfulness of this disease has aroused/brought widespread concern/ attention.

1分 1分 2分

75. 你希望同学怎么对待你, 你就怎么对待他们。无论相交深浅, 都应尊重他们。

(Whatever)

Treat your classmates like you'd like/want to be treated/

1分 2分

Treat your classmates as you want them to.

1分 2分

Whatever your relationship/depth of the relationship is, treat them with respect/they should be

1分 1分

respected.

## VI. Guided Writing

评分标准:

1. 本题总分为25分, 其中内容10分, 语言10分, 组织结构5分。
2. 评分时应注意的主要方面: 内容要点, 应用词汇和语法结构的数量和正确性及上下文的连贯性。
3. 评分时, 先根据文章的内容和语言初步确定所属档次, 然后对照相应的组织结构档次给予加分。其中, 内容和语言两部分相加, 得15分或以上者, 可考虑加4-5分, 15分以下者只能考虑加0, 1, 2, 3分。

4. 词数少于70, 总分最多不超过10分。

### 各档次给分要求

#### 内容部分

- A. 内容充实, 主题突出, 详略得当。
- B. 内容基本充实, 尚能表达出作文要求。
- C. 漏掉或未能写清楚主要内容, 有些内容与主题无关。
- D. 明显遗漏主要内容, 严重离题。**

#### 语言部分

- A. 具有很好的语言表达能力, 语法结构正确或有些小错误, 主要因为使用了较复杂结构或词汇所致。句子结构多样, 词汇丰富。
- B. 语法结构和词汇方面有错误, 但不影响理解。句子结构有一定的变化, 词汇使用得当。
- C. 语法结构与词汇错误较多, 影响了对内容的理解。句子结构单调, 词汇较贫乏。
- D. 语法结构与词汇的错误很多, 影响了对内容的理解。词不达意。**

#### 组织结构部分

- A. 自然地使用了语句间的连接成分, 全文流畅, 结构紧凑。
- B. 能使用简单的语句间连接成分, 全文内容连贯。
- C. 尚能使用语句间连接成分, 语言连贯性较差。
- D. 缺乏语句间的连接成分, 语言不连贯。

#### 听力原文:

#### I. Listening Comprehension

##### Section A

1. M: Can you recommend something that a school girl of nine or ten would like to read?  
W: I'd suggest this novel, sir. It's very popular all over the world these days.  
Q: What's the man doing?
2. W: From here, the mountains look as if you could just reach out and touch them.  
M: That's why I chose this house. It has one of the best views in this area.  
Q: What's the man's chief consideration in choosing the house?
3. M: Would you like to see those pants in brown and blue? These two colors are coming in this season.  
W: Oh, actually, grey is my favorite color, but I prefer something made from cotton, 100% cotton I mean.  
Q: What's the woman looking for?
4. W: Hey, if you can't enjoy the music at a sensible volume, why not use your earphones? I'm preparing for the speech contest.  
M: Oh, sorry. I didn't realize I've been bothering you all this time.  
Q: What's the man probably doing?
5. M: Do you think I could borrow your car to go grocery shopping? The supermarkets outside the city are so much cheaper. I'd also be happy to pick up anything you need.  
W: Well, I don't like to let anyone else drive my car. Tell you what, why don't go together?  
Q: What does the woman mean?
6. W: I was so angry yesterday! My biology teacher did not even let me explain why I missed the field trip. He just wouldn't let me pass.  
M: That doesn't seem fair. I'd feel that way too if I were you.  
Q: What does the man imply?
7. M: I'm not expert, but that noise in your refrigerator doesn't sound right. Maybe you should have it fixed.  
W: You're right. And I suppose I've put it off long enough.  
Q: What will the woman probably do?
8. W: My hand still hurts from the fall on the ice yesterday. I wonder if I broke something.  
M: I'm no doctor, but it's not black and blue or anything. Maybe you just need to rest it for a few days.  
Q: What do we learn about the woman from the conversation?

9. M: I'm going to Beijing next week, but the hotel I booked is really expensive.  
W: Why book a hotel? My brother has two spare rooms in his apartment.  
Q: What does the woman mean?
10. W: Airport, please. I'm running a little late. So just take the fastest way even if it's not the most direct.  
M: Sure, but there's a lot of traffic everywhere today because of the football game.  
Q: What do we learn about the woman from the conversation?

## Section B

### Questions 11 through 13 are based on the following passage.

Mukbang is a popular Korean trend that is about watching other people eat on camera. I started watching mukbang because I was curious about it. Then I watched a story-time mukbanger who was a little awkward and a little funny. She was telling a true crime story while eating five pancakes. The story was about a girl who couldn't age and who had five identities. I was hooked.

There is something social and comforting about mukbang. Now that single-person households are growing, eating alone is more common. Watching mukbang can be a way to have someone to eat with. It allows people to connect with others even though they are home alone.

There is a dark side to mukbang, however. The way people eat food in most of these videos isn't healthy. Some eat enough food to make their audience's stomachs hurt. This could encourage bad habits that might lead to serious eating problems. Good or bad, mukbang isn't for everyone. But I do like a good story with a good meal.

(Now listen again please.)

11. Why did the speaker start watching mukbang?
12. What does the speaker tell us about the advantage of mukbang?
13. What does the speaker say is the dark side to mukbang?

### Questions 14 through 16 are based on the following passage.

Some phrases are confusing for English learners. Let's look at the following two phrases.

#### Have my hair cut

Think about the last time you had your hair cut. Did people notice your new look? If so, what did they say? Maybe they said, "You cut your hair!" But it's unlikely they meant that you cut your hair yourself. They know that someone else probably did the cutting. They should say, "You had your hair cut" instead.

When you say, "I cut my hair," you mean that you did it yourself. "I had my hair cut," means someone else did the cutting.

#### Turn off the lights

How do you ask someone to make a room dark? You might want to say, "Close the light." People might understand what you mean, but they may look at you in a peculiar way. The most common phrase is, "Turn off the light." It has nothing to do with turning because you flip a switch to make the light go off. But in English people generally use "turn off" when they shut off a device.

(Now listen again please.)

Questions:

14. What does "I cut my hair" mean?
15. How do you ask someone to make a room dark according to the speaker?
16. What is the speaker mainly talking about?

### Questions 17 through 20 are based on the following conversation.

M: I got Judy a gift card for her birthday.

W: Are you serious? That isn't very thoughtful.

M: Sure it is. I thought about it for a week before I bought it.

W: Why didn't you take a week to find a real gift instead?

M: A gift card is a real gift. I paid 100 real dollars for it! Besides, shopping for Judy is hard. I don't know what she would like.

W: I can tell you what she would like. She would like a gift that says, "I care for you. I want to make you happy. I searched with diligence until I found the perfect birthday gift for you."

M: Doesn't a gift card say that?

W: Ha, ha! Listen to yourself! No, a gift card says, "I know I need to give you a birthday gift. But finding something you like was too much trouble. So here. Go find it for yourself

M: Maybe that's what a gift card says to you. But this is what it will say to Judy: "Judy. I care for you. I want to give you something you'll really like for your birthday. The ideal way to do that is to let you choose what you want. So here's a one hundred dollar gift card to use at your favorite store

W: I'm sure you could have found a gift if you tried. Perfume, for example. Did you try at all?

M: No. I don't like shopping.

W: Well, if it's OK to give Judy a gift card, why not just give her \$100? Then she can spend it anywhere, for anything

M: Because that would be rude and unfriendly.

W: You're impossible!

(Now listen again please.)

Questions:

17. What are the two speakers mainly talking about?
18. What does the woman suggest the man do?
19. What does the man intend to give Judy for her birthday?
20. What can be concluded from the conversation?