

成都市 2022 级高中毕业班第三次诊断性检测

英 语

本试卷满分 150 分,考试时间 120 分钟。

注意事项:

1. 答题前,务必将自己的姓名、考籍号填写在答题卡规定的位置上。
2. 答选择题时,必须使用 2B 铅笔将答题卡上对应题目的答案标号涂黑,如需改动,用橡皮擦擦干净后,再选涂其它答案标号。
3. 答非选择题时,必须使用 0.5 毫米黑色笔迹的签字笔,将答案书写在答题卡规定的位置上。
4. 所有题目必须在答题卡上作答,在试题卷上答题无效。
5. 考试结束后,只将答题卡交回。

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卡上。

第一节(共 5 小题;每小题 1.5 分,满分 7.5 分)

听下面 5 段对话。每段对话后有一个小题,从题中所给的 A、B、C 三个选项中选出最佳选项。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题。每段对话仅读一遍。

1. When will the woman turn up at the party?
A. At 6 : 30 pm. B. At 7 : 00 pm. C. At 7 : 30 pm.
2. Where does the conversation probably take place?
A. At home. B. In a car. C. In a shop.
3. What will the man do?
A. Invite John. B. Study in the library. C. Stay at home.
4. Why does the man make the call?
A. To offer help. B. To recommend a garage. C. To make an appointment.
5. How do the speakers sound?
A. Surprised. B. Exhausted. C. Humorous.

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。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 does the man think of mind-reading?
A. Confusing. B. Unreal. C. Interesting.
7. What will the speakers do right now?
A. Order food. B. Study mind-reading. C. Go to the theatre.

听第 7 段材料,回答第 8 至 10 题。

8. What does the man do?
A. A receptionist. B. A waiter. C. A travel agent.
9. What troubles the woman?
A. The paperwork. B. The check-in service. C. The Internet connection.
10. Where will the woman go tomorrow?
A. The history museum. B. The beach. C. The shopping mall.

听第 8 段材料,回答第 11 至 13 题。

11. What is the relationship between the speakers?
A. Husband and wife. B. Father and daughter. C. Roommates.
12. Why does the man refuse Emma's request for a pet at first?
A. It's too expensive.
B. It may affect her health.
C. It requires much responsibility.
13. How will the speakers probably adopt a pet?
A. By visiting the shelter. B. By making a call. C. By searching online.

听第 9 段材料,回答第 14 至 17 题。

14. What is the woman doing?
A. Conducting a survey. B. Hosting an interview. C. Chairing a conference.
15. What impressed Tim most on the Space Station?
A. The space walking.
B. The weightless environment.
C. The unnoticeable moving speed.
16. Why did Tim have to exercise on the Space Station?
A. To adjust to the environment.
B. To have fun with teammates.
C. To keep muscles and bones healthy.
17. How long did it take Tim to fully recover?
A. About 2 days. B. About 2 months. C. About half a year.

听第 10 段材料,回答第 18 至 20 题。

18. What does this news mainly cover about pickleball?
A. Its rules. B. Its history. C. Its popularity.
19. What helps pickleball become a sudden hit?
A. The aid of social media.
B. The influence of celebrities.
C. The atmosphere of matches.
20. What do we know about pickleball?
A. It's beginner-friendly. B. It's teen-targeted. C. It's team-centered.

第二部分 阅读(共两节,满分 50 分)

第一节(共 15 小题;每小题 2.5 分,满分 37.5 分)

阅读下列短文,从每题所给的 A、B、C、D 四个选项中选出最佳选项。

A

We have been busy working on some exciting changes to our free collection displays at Tate Britain. Discover new stories and voices alongside much-loved familiar favourites.

***Carnation, Lily, Lily, Rose* by John Singer Sargent**

In *Carnation, Lily, Lily, Rose* (1885) John Singer Sargent paints two children from life as they light Chinese lanterns in a garden of flowers on a twilit summer evening. It took almost a year to finish, probably because he could only paint for a few minutes every evening when the light was exactly right.

***Ophelia* by Sir John Everett Millais, Baronet**

Ophelia (1851) is a visitor favourite, our top-selling postcard and one of the most popular Pre-Raphaelite works in Tate's collection. Millais painted the tragic death of Shakespeare's Ophelia in painstaking detail over many months. Artist, poet and model Elizabeth Siddal posed for the painting, wearing a wedding dress in a bathtub of water in Millais's studio.

***Norham Castle, Sunrise* by JMW Turner**

Norham Castle, Sunrise (1845) is an unfinished painting created late in JMW Turner's career. Turner saw the castle during his first tour of Northern Britain and painted the scene many times in his life.

***Dreams Have No Titles* by Zineb Sedira**

Dreams Have No Titles (2022) is a film combining the artist's life story with fiction and documentary and using non-professional actors. Sedira, her parents, son and friends all appear in this film about community and connection. It was made during the 60th anniversary of Algeria's independence from French occupation.

21. Which artwork includes Chinese elements?

- | | |
|--|----------------------------------|
| A. <i>Carnation, Lily, Lily, Rose.</i> | B. <i>Ophelia.</i> |
| C. <i>Norham Castle, Sunrise.</i> | D. <i>Dreams Have No Titles.</i> |

22. Why is *Dreams Have No Titles* different from the other three?

- | | |
|----------------------------------|---|
| A. It is a real life story. | B. It is an unfinished artwork. |
| C. It is about a historic event. | D. It is presented in a different form. |

23. Who is this text most probably intended for?

- | | |
|---------------------|-----------------------------|
| A. Book collectors. | B. Film lovers. |
| C. Art enthusiasts. | D. Environmental activists. |

B

Some middle school students in Anne Arundel County are trying to solve a problem for one of their peers who uses a wheelchair. By doing so, they won a major award for their school, and it has qualified them for a nationwide competition.

Southern Middle School students and their science teacher, Jenna Borman, are working on a prototype desk that they hope to attach to the wheelchair of their classmate, Kenneth, who has a special disease and uses a laptop as his primary means of communication.

“At present, the iPad is in a pretty heavy case and has a strap (带子) that goes around his neck and a handle on the back of it for him to hold. When he’s seated, it kind of just lays in his lap. It’s not very easy for him to use,” Borman said. “Kenneth always has to hold his iPad, and so this project is going to help him just set it there so his hands are free,” said Julia Baker to the social media, a student of this school.

What started off as an engineering after-school program has turned into an award-winning idea. The students recently won a statewide Science Technology Engineering Math (STEM) competition called “Solve for Tomorrow”, which came with \$12,000 worth of technology for the school.

“We thought it was just an idea for Kenny, and then we won. So, it was like, wow,” said Avery Willet excitedly.

“This whole project is really teaching us about how to work together and how we can help other people and not just us,” added Everleigh Finnelle.

“I learned how to work with others and a lot of teamwork so that we could make this project the best it could be,” said Haley Brown.

“There is still room for improvement. Our team is working on the prototype, making adjustments so it works perfectly for Kenny. We’re really most looking forward to seeing him using it and all of our work into it,” Finnelle said.

The final design is not due for the national competition until next month.

24. Why did the students come up with the idea of the prototype desk?

- A. To test what they’ve learnt in school.
- B. To join a national technology contest.
- C. To support a classmate’s special need.
- D. To complete a group engineering project.

25. How did the students find their winning of the STEM award?

- A. Satisfying.
- B. Surprising.
- C. Comforting.
- D. Convincing.

26. What is Finnelle’s attitude to the future of the prototype desk?

- A. Hopeful.
- B. Doubtful.
- C. Objective.
- D. Cautious.

27. What is the main idea of this text?

- A. A competition is gaining popularity.
- B. A team won an award with a special design.
- C. A new invention will come onto the market.
- D. A program fuels students’ passion for science.

C

The past decade saw an increase in knowledge about the gut microbiota (肠道微生物群), and how it can have a positive impact on our health. I was first introduced to this area of science by Professor Gretchen Daily from Stanford University. She mentioned a research project conducted in Finland. The study set up an experiment with children in kindergartens to see what happened to their skin and gut microbiomes and their immune (免疫的) system function if they played in areas containing elements of nature.

Seventy-nine children took part, all living in urban environments and spending the majority of their days at different daycare centres around Finland. They were encouraged to play in only one of the three types of yard over the 28 days of the experiment. The first was a standard outdoor play area, made up of concrete, gravel and some plastic matting. The second was nature-based: these have grass, soil and planted areas. In the experimental areas, the concrete and gravel were covered with forest floor and soil from the local forest.

Before and after periods of play, the children's skin and gut microbiota were measured, along with changes in their blood for immunoregulatory cytokine levels and Treg cell frequencies. These cells and proteins play a crucial role in preventing certain diseases; their levels in our blood are often used as an indication of how well the immune system is functioning. Remarkable results emerged. The children who played in the experimental yard showed a large increase in the diversity of microbiota on their skin and in their gut in comparison to the children playing in the urban and nature-based areas. Importantly, these were the "good" types of microbiota.

The importance of this study cannot be overstated. It's clear that even short-term exposure to nature's microbial diversity has the potential to fundamentally change the diversity of microbiota on our skin and in our gut. In addition, it suggests that the altered gut microbiota can regulate the function of our immune system.

28. What was the purpose of the research project?

- A. To analyze children's play preferences.
- B. To explore the nature's impact on health.
- C. To compare different daycare environments.
- D. To seek ways to improve children's immunity.

29. What was the feature of the experimental yard according to the text?

- A. It included plastic matting only.
- B. It was entirely made of concrete.
- C. It was planted with artificial grass.
- D. It was covered with local forest soil.

30. What did the research show?

- A. Fewer kids played in urban areas.
- B. More kids preferred experimental yards.
- C. The kids' immune system functioned the same.
- D. The kids' microbiota diversity rose in experimental areas.

31. What does the study suggest about future health practices?

- A. Increasing physical exercise.
- B. Conducting long-term studies.
- C. Integrating nature into daily life.
- D. Increasing microbial diversity artificially.

D

A few weeks ago I bought two orchids (兰花) for my windowsill. After giving them the dose of water they clearly missed in the shop, I started reflecting on how closely plant care and philosophy are connected. The two, I realized, share more than meets the eye.

You care for plants, and enjoy the life that develops thanks to your care, but the process is never finished. It continues until the plant completes its life cycle and then starts all over again. Philosophy works in the same way: new ideas, insights and perspectives are constantly emerging from the care taken with existing ideas. So just as plants grow and bloom, philosophical thinking is an ongoing process of becoming which never really reaches an end point. But it is precisely this constant thinking that keeps us on our toes, stimulates our creativity, and challenges us to leave the beaten track.

Philosophical thinking, like caring for plants, also requires patience. While we think, little seems to be happening. The thinker seems to lose himself in reasoning, an idea, a concept... In this he resembles the gardener who also plays a largely passive role between sowing and harvesting. In other words, the gardener has to follow the rhythms of nature. He can do little but wait, observe — and perhaps attend to his own thoughts. This waiting, this slowness, this patience we must exercise, are part of philosophy, just as they're part of gardening.

Furthermore, both gardening and philosophy are far from useful in the traditional understanding of the word. Philosophical thinking rarely produces immediate, concrete results. The same goes for taking care of plants: there's little economic benefits in watering house plants. But isn't true happiness to be found precisely in the seemingly useless? When I see the spray of water from my watering can, my mind escapes the world of immediate rewards for a moment.

So even watering plants raises more questions than you might think. But isn't questioning precisely the essence of both philosophy, and of life itself?

32. Which best describes the similarity between gardening and philosophical thinking?

- A. Continuous.
- B. Unpredictable.
- C. Inspiring.
- D. Creative.

33. According to paragraph 3, how are gardeners and thinkers alike?

- A. They need to follow the natural pace.
- B. They must work quickly and efficiently.
- C. They both need to experience loneliness.
- D. They should set goals before taking action.

34. What does the underlined phrase "the word" in paragraph 4 refer to?

- A. Philosophy.
- B. Useful.
- C. Happiness.
- D. Patient.

35. What's the main purpose of the text?

- A. To encourage a simpler way of living.
- B. To explain the basic ideas of philosophy.
- C. To explore how philosophy improves daily life.
- D. To illustrate the link between gardening and philosophy.

第二节(共 5 小题;每小题 2.5 分,满分 12.5 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。

In today's interconnected society, the Chinese language is rapidly gaining importance, becoming valuable at both professional and individual levels. 36

China's remarkable economic growth has played a critical role in the increasing interest in learning Chinese. Proficiency (精通) in Chinese has become advantageous for individuals seeking to engage with China's vast market. 37 Many individuals are eager to connect with China's rich literature, appreciate arts, and interact with locals on a more profound level.

Various motivations for learning Chinese have given rise to diverse approaches to language acquisition. 38 This provides structured learning and access to language teachers. Some prefer online courses or language apps. These offer flexibility and convenience. Immersive experiences are also highly effective for developing fluency and cultural understanding.

The approach to Chinese language education varies significantly across different regions of the world. In countries with large Chinese communities, such as Singapore, Malaysia, and Thailand, Chinese is often taught as a second language in schools. 39 In Europe and North America, Chinese is typically taught as a foreign language, with varying degrees of emphasis placed on language instruction in schools and universities.

40 The tones of the language and the complex writing system can initially seem upset. However, with consistent effort and dedication, learners can overcome these barriers and harvest the benefits of Chinese proficiency. The ability to communicate in Chinese opens doors to a world of cultural exchange, personal connection, and professional advancement.

- A. Learning Chinese presents both challenges and rewards.
- B. Some individuals choose traditional classroom instruction.
- C. Besides, there is a growing fascination with Chinese culture.
- D. The world is welcoming the Chinese language with enthusiasm.
- E. As a result, people from all corners of the world are eager to learn it.
- F. Governments worldwide are encouraging and supporting language learning.
- G. This early exposure provides a solid foundation for further language learning.

第三部分 语言运用(共两节,满分 30 分)

第一节(共 15 小题;每小题 1 分,满分 15 分)

阅读下面短文,从每题所给的 A、B、C、D 四个选项中选出可以填入空白处的最佳选项。

We drive through Botswana's Linyanti Wildlife Reserve. I'm nervous but 41 by the nearness of the wildlife. Just 42 away, wild dogs playfully 43 one another through the bush. I feel the dry heat, 44 the muddy river, and see African antelopes jumping out of my peripheral (周边的) vision, left to right.

Later, when a group of elephants block the path that leads back to our camp, no one 45. My travel companions and I are very grateful for the 46 to observe these gentle giants eating grass in their own habitat.

Every night, the sounds of the wilderness accompany us to 47: elephants making noises, hippos hitting water, lions roaring. My heart races with each 48, and though I am 49 to look outside my tent, I never dare.

During one of our evening drives, our expedition leader 50 the vehicle. "We're going to take five minutes to listen," he says. "No talking, just listen." I sit 51 as we watch the setting sun paint the sky with 52 orange, yellow, and pink. Tears begin to run down my face. That's the moment I realize I'm truly in Africa.

The wildlife 53 were unforgettable, and the warmth and connection with the local people left a deep impression. From the moment I landed in Botswana, I felt a sense of 54. As a Black woman, I feel empowered. Being here feels like coming home, as if I've discovered a 55 piece of myself. Finally, I feel complete.

- | | | | |
|------------------|-----------------|-------------------|-----------------|
| 41. A. thrilled | B. frightened | C. amused | D. disappointed |
| 42. A. miles | B. inches | C. blocks | D. steps |
| 43. A. feed on | B. look for | C. run after | D. tear at |
| 44. A. smell | B. taste | C. swim | D. clean |
| 45. A. watches | B. minds | C. reminds | D. remains |
| 46. A. chance | B. ability | C. way | D. invitation |
| 47. A. play | B. walk | C. explore | D. sleep |
| 48. A. memory | B. beat | C. sound | D. word |
| 49. A. forced | B. attracted | C. moved | D. permitted |
| 50. A. checks | B. controls | C. stops | D. drives |
| 51. A. anxious | B. alone | C. restless | D. motionless |
| 52. A. blinding | B. breathtaking | C. shocking | D. flashing |
| 53. A. conflicts | B. habits | C. encounters | D. agencies |
| 54. A. loss | B. belonging | C. responsibility | D. guilt |
| 55. A. missing | B. new | C. torn | D. unique |

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。

The Zhuang Nationality Song Festival, also known as *Gexu* Festival and *Gepo* Festival, 56 (hold) on the third day of the third month of the Chinese lunar year. It originates from a festival of sacrifices and folk songs and dances in the Clan Tribes Age. It is 57 (current) celebrated by the Zhuang Minority 58 two separate parts: day and night, consisting chiefly of singing matches, and nighttime events.

There are many romantic legends 59 (associate) with the Zhuang Nationality Song Festival. The well-established one was about a father — an old singer himself — 60 (want) to choose a young man who was good at singing to be his son-in-law for his beautiful girl. Young men from different places gathered in a certain place 61 (compete), using their singing skills. Thus, the Singing Fair, or Song Festival, was formed.

There are many interesting activities during the Zhuang Nationality Song Festival, and people dress up in their 62 (much) beautiful costumes to attend this festival. Young men and women are divided into two teams, male and female. Someone from one team sings a call or question, and someone from the opposing team sings a 63 (respond). If a girl thinks that a boy is her Mr. Right, she throws him an embroidered ball (*xiuqiu*). The boy will tie his gift on the ball and return the ball 64 he likes the girl as well. 65 charming events of dancing and singing always attract many people.

第四部分 写作(共两节,满分 40 分)

第一节(满分 15 分)

假定你是李华。你校英文报拟开辟“Safety”专栏,现就相关话题征求意见。请根据所给提示给编辑部推荐两个话题并说明理由。

Topics to recommend

☐food safety ☐information safety ☐property safety

☐traffic safety ☐physical safety ☐other

注意:

1. 写作词数应为 80 左右;
2. 请按如下格式在答题卡的相应位置作答。

Dear editor,

Yours,
Li Hua

第二节(满分 25 分)

阅读下面材料,根据其内容和所给段落开头语续写两段,使之构成一篇完整的短文。

When I was 21, I moved to Sydney, working as a waiter at a small local restaurant. I wasn't sure what I wanted to do, and this uncertainty left me feeling lost. This big city was a soulless place and everyone was just out for themselves. The only thing that truly gave me comfort was playing the flute (笛子).

My connection with the flute began when I was 16. Determined to buy one, I worked at a supermarket earning just \$2.35 an hour. When I finally bought it, it became my most valued possession. Every day I would come home and play it. The tunes helped me process my emotions.

One day I was working at the restaurant when someone asked me what I was doing that night. I said, "I'm going to be playing the flute at..." and then I suddenly realised that I hadn't picked up my flute when I got off the train that day. I immediately and completely freaked out (六神无主).

I raced to the train station to ask if it had been handed in. It hadn't, but I gave them my number anyway in case it turned up. I just thought, well, it's gone — stupidly, I didn't even have my name written on the case. I spent the following week in total guilt, feeling sorry for myself.

Then, one day, I got a call from someone at CityRail saying they had my flute. I went into the lost property place at Central and there it was, among all the lost bags and umbrellas. As I went to grab it, the guards there asked for my ID. I told them I had lost my ID, and that it would take several weeks to get a new one. And they said, well, sorry — you've got to have your ID to get your flute back.

注意:

1. 续写词数应为 150 左右;
2. 请按如下格式在答题卡的相应位置作答。

Feeling quite desperate, I said, "What if I play you a tune?"

I finished my playing.