

崇明中学 2014 届高三英语第一次月考试卷

2013.10.6

第 I 卷 (共 105 分)

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. At 5:00. B. At 5:15. C. At 5:30. D. At 5:45.
2. A. In Washington. B. In New York. C. In Michigan. D. In Boston.
3. A. He is careful. B. He is nervous. C. He is humorous. D. He is brave.
4. A. He is ready to stay for another cup of coffee. B. He is unwilling to stay longer for lack of money.
 C. He can't stay longer for lack of time. D. He doesn't enjoy the coffee.
5. A. 18. B. 38. C. 30. D. 48.
6. A. Look for the pen. B. Write the letter. C. Paint the shelf. D. Fix the shelf.
7. A. She doesn't like to work with Mr. Clinton at all. B. She thinks Mr. Clinton is the best person.
 C. She thinks she'd better work alone. D. She'd like Mr. Clinton to work with her at last.
8. A. It will take about one month to repair the camera. B. It costs too much to have the camera repaired.
 C. The camera is no longer worth repairing. D. He doesn't have the ability to repair the camera.
9. A. Teacher and student. B. Nurse and patient. C. Boss and secretary. D. Father and daughter.
10. A. Professor Smith is going to speak some other night.
 B. He's never heard of Professor Smith.
 C. He didn't know Professor Smith was speaking tonight.
 D. Professor Smith is giving his speech in this room.

Section B

Directions: In Section B, you will hear two short passages, and you will be asked three questions on each of the passages. The passages 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. A record of the school year. B. A book that is just for seniors.
 C. A book designed specially to print students' titles. D. A record of students' development.
12. A. Students' photos. B. Teachers' photos.

- C. Descriptions of students' academic results. D. Descriptions of after-school activities.
 13. A. All the students and teachers vote. B. Students sign each other's yearbooks.
 C. Students in a yearbook club choose. D. Students who are soon graduating vote.

Questions 14 through 16 are based on the following report.

14. A. Chinese. B. Mathematics. C. English. D. Physics.
 15. A. Four hours. B. Seven hours. C. Eight hours. D. Nine hours.
 16. A. Homework, especially in mathematics, leads to high school students' lack of sleep.
 B. Mathematics is the most difficult subject in high schools.
 C. Mathematics courses in China are more difficult than those in the USA.
 D. Mathematics is one of the three most important subjects for Chinese students.

Section C

Directions: In Section C, you will hear two longer conversations. The conversations will be read twice. After you hear each conversation, you are required to fill in the numbered blanks with the information you have heard. Write your answers on your answer sheet.

Blanks 17 through 20 are based on the following conversation.

Complete the form. Write **ONE WORD** for each answer.

Interview Form	
The job Miss Brown is applying for:	a(n) <u>17</u> of the manager
Foreign languages Miss Brown speaks:	<u>18</u> & English
Miss Brown's present job:	a secretary
The length of time in the present job:	<u>19</u> years
The reason for leaving the present job:	wanting a more <u>20</u> job

Blanks 21 through 24 are based on the following conversation.

Complete the form. Write **NO MORE THAN THREE WORDS** for each answer.

Why does the woman's husband go to Washington D.C.?	To attend <u>21</u> .
Why does the man often go to Washington D.C.?	<u>22</u> .
Why does the woman at last decide to go to Washington D.C. by train?	Because there's no flight on <u>23</u> .
Which train will the woman take?	She'll take the <u>24</u> train that afternoon.

II. Grammar and Vocabulary

Section A

Directions: Read the following passage. For some blanks, there is a word given in the brackets. Fill in each of these blanks with the proper form of the given word. Fill in the other blanks with words that are correct in structure and proper in meaning.

(A)

One day, when I was working as a psychologist in England, an adolescent boy showed up in my office. It was David. He kept 25 (walk) up and down restlessly, his face pale, and his hands shaking slightly. His head teacher had referred him to me. "This boy has lost his family," he wrote. "He is understandably very sad and refuses to talk to others, 26 I'm very worried

about him. Can you help?”

I looked at David and showed him to a chair. How could I help him? There are problems psychology doesn't have the answer 27, and which no words can describe. Sometimes the best thing one can do is to listen openly and sympathetically

The first two times we met, David didn't say a word. He sat there, only 28 (look) up to look at the children's drawings on the wall behind me. I suggested we play a game of chess. He nodded. After that he played chess with me every Wednesday afternoon—in complete silence and without looking at me. It's not easy to cheat in chess, but I admit I made sure David won once or twice.

Usually, he arrived 29 than agreed, took the chess board and pieces from the shelf and began setting them up before I even got a chance to sit down. It seemed as if he enjoyed my company. But why did he never look at me?

“Perhaps he simply needs someone 30 (share) his pain with,” I thought. “Perhaps he senses that I respect his suffering.” Some months later, when we were playing chess, he looked up at me suddenly.

“31 's your turn,” he said.

After that day, David started talking. He got friends in school and joined a bicycle club. He wrote to me a few times about his biking with some friends, and about his plan to get into university. Now he had really started to live his own life.

Maybe I gave David something. But I also learned that one—without any words—can reach out to

32 person. All it takes is a hug, a shoulder to cry on, a friendly touch, and an ear that listens

(B)

Some years ago, writing in my diary used to be a usual activity. I would return from school and 33

(spend) the expected half hour recording the day's events, feelings, and impressions in my little blue diary. I did not really need to express my emotions by way of words, but I gained a certain satisfaction from seeing my experiences forever 34 (record) on paper. After all, isn't accumulating memories a way of preserving the past?

When I was thirteen years old, I went on a long journey on foot in a great valley, 35 (well-equip) with pens, a diary, and a camera. During the trip, I was busy recording every incident, name and place I came across. I felt proud to be spending my time 36 (productive), dutifully preserving for future generations a detailed description of my travels. On my last night there, I wandered out of my tent, diary in hand. The sky was clear and lit by the glare of the moon, and the walls of the valley looked threatening behind their screen of shadows. I automatically took out my pen....

At that point, I understood that nothing I 37 (write) could ever match or replace the few seconds I allowed myself to experience the dramatic beauty of the valley. All I remembered of the previous few days were the dull characterizations I 38 (set) down in my diary.

Now, I only write in my diary when I need to write down a special thought or feeling. I still love to record ideas and quotations that strike me in books, or observations that are particularly meaningful. I take pictures, but not very often—only of objects 39 I find really beautiful. I'm no longer blindly satisfied with having something to remember when I grow old. I realize that life will simply pass me by if I stay behind the camera, busy 40 (preserve) the present so as to live it in the future.

I don't want to wake up one day and have nothing but a pile of pictures and notes. Maybe I

won't have as many exact representations of people and places; maybe I'll forget certain facts, but at least the experiences will always remain inside me. I don't live to make memories—I just live, and the memories form themselves.

Section B

Directions: Complete the following passage by using the words in the box. Each word can only be used once. Note that there is one word more than you need.

A. psychological	B. proportion	C. suspected	D. confessed	E. kidnapped
F. minors	G. striving	H. Intermediate	I. transformed	J. mysteriously
K. remained				

Teen killers spur discussion on youth crime

NANNING—A high school student who was sentenced to life in prison for killing a 9-year-old girl has sparked discussions on juvenile delinquency (少年犯罪) in China.

The defendant, surnamed Lyu, 41 the victim in December 2012, molested (骚扰) her, and beat her to death, according to a statement released by the 42 People's Court in the city of Xinzhou in North China's Shanxi province on Saturday.

The court said the crimes committed were so horrible that no mitigation (减轻) was offered.

The case was just one more in a series of similar cases committed by 43.

Back in February of this year, the son of a famous Chinese singer was detained in Beijing along with four others for their alleged involvement in a gang rape.

Beijing police refused to disclose the name of the 44 minor, but police insiders who requested anonymity said he is the son of Li Shuangjiang, dean of the music department of the People's Liberation Army Academy of Arts.

In April, a 12-year-old boy killed a 76-year-old woman in Guiping City in south China's Guangxi Zhuang Autonomous Region. The boy, who is currently in custody, 45 to police that he never wanted to kill the woman, and that he only wanted to steal money from her.

Many have expressed concern on the Internet about the 46 conditions of China's underage population, wondering what 47 these little "flowers of the motherland" into "carnivorous plants" in a country 48 for a harmonious society.

These cases are not rare, said Xia Xueluan, professor with the Department of Sociology at Peking University, adding that juvenile crimes in China, which have decreased in recent years, are still large in number.

From 2002 to 2011, the rate of recidivism of China's juvenile offenders 49 at 1 percent to 2 percent, according to a white paper on judicial reform published in October of last year, which also reported drops in juvenile delinquency cases and the 50 of juvenile offenders among the total criminal population.

However, China's juvenile offender number is still high, standing at around 67,000 in 2011, according to the white paper.

"The national average rate of juvenile delinquency may have fallen, but in many parts of the country, youth crimes are still on the rise," Xia said.

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. Filling in each blank with the word or phrase that best fits the context.

I used to believe in the American Dream, which meant a job, a mortgage, credit cards, success. I wanted it and worked toward it like everyone else, all of us 51 chasing the same thing.

One year, through a series of unhappy events, it all fell 52. I found myself homeless and alone. I had my truck and \$56. I 53 the countryside for some place I could rent for the 54 possible amount. I came upon a shabby house four miles up a winding mountain road over the Potomac River in West Virginia. It was 55, full of broken glass and rubbish. I found the owner, rented it, and 56 a corner to camp in.

The locals knew nothing about me, but slowly, they started teaching me the 57 of being a neighbor. They dropped off blankets, candles, and tools, and began sticking around to chat. They started to teach me a belief in a 58 American Dream—not the one of individual achievement but of neighborliness.

What I had believed in, all those things I thought were 59 for a civilized life, were nonexistent in this place. 60 on the mountain, my most valuable possessions were my 61 with my neighbors.

Four years later, I moved back into 62. I saw many people were having a really hard time, 63 their jobs and homes. I managed to rent a big enough house to 64 a handful of people. There are four of us now in the house, but over time I've had nine people come in and move on to other places. We'd all be in shelters if we hadn't banded together.

The American Dream I believe in now is a shared one. It's not so much about what I can get for myself; it's about 65 we can all get by together.

- | | | | |
|--------------------|------------------|-----------------|-----------------|
| 51. A. separately | B. equally | C. violently | D. naturally |
| 52. A. off | B. apart | C. over | D. out |
| 53. A. crossed | B. left | C. toured | D. searched |
| 54. A. fullest | B. largest | C. fairest | D. cheapest |
| 55. A. occupied | B. abandoned | C. emptied | D. robbed |
| 56. A. turned | B. approached | C. cleared | D. cut |
| 57. A. benefit | B. lesson | C. nature | D. art |
| 58. A. wild | B. real | C. different | D. remote |
| 59. A. unique | B. expensive | C. rare | D. necessary |
| 60. A. Up | B. Down | C. Deep | D. Along |
| 61. A. cooperation | B. relationships | C. satisfaction | D. appointments |
| 62. A. reality | B. society | C. town | D. life |
| 63. A. creating | B. losing | C. quitting | D. offering |
| 64. A. put in | B. turn in | C. take in | D. get in |
| 65. A. when | B. what | C. whether | D. how |

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)

Wugging, or web-use giving, describes the act of giving to charity at no cost to the user. By using Everyclick.com, which is being added to a number of university computers across the UK, students can raise money every time they search, but it won't cost them a penny.

Research shows that students are extremely passionate about supporting charity — 88% of full time students have used the Internet to give to charity. This figure is high considering this age group is often the least likely to have their own income. 19% of 22 to 24 year olds have short-term debts of more than £5,000. With rising personal debt levels in this age group, due to university tuition fees or personal loans and a lack of long-term savings, traditional methods of donating to charity are often not appealing or possible.

Beth Truman, a 21 year old recent university graduate, has used everyclick.com to donate to her chosen charity, the RSPCA, for two years and has seen the “wugging” grow in popularity with students. “When you're at university you become more socially aware, but it's sometimes hard to give to others when you have little money yourself,” says Beth. “Wugging is great for people in this age group as it allows them to use the technology on a daily basis to give to charity, without costing them a single penny.”

Wugging is perfect for people who want to be more socially aware and supportive but don't feel they have the means to do so. Students using the web can raise money for causes they care about without costing them anything in terms of time or money, and charities get a valuable source of funding.

Everyclick.com works like any other search engine, allowing users to search for information, news and images but users can decide which of the UK's 170,000 charities they would like to support through their clicks. Everyclick.com then makes monthly payments to every registered charity. Launched in June 2005, Everyclick.com is now the eighth largest search engine and one of the busiest charity websites in the UK.

66. According to the passage, “wugging” is actually _____.

- A. a student movement
- B. a charity-related action
- C. a school organization
- D. a website

67. In the case of charity, everyclick.com _____.

- A. frees students of the financial worries
- B. receives much money from students
- C. offers valuable information to students
- D. praises students for their money-raising

68. What does Beth Truman think of the “wugging” movement?

A. It makes Everyclick.com popular in the UK. B. It becomes easy to do charity because of it.

- C. It results in students' more social awareness.
- D. It helps students to save money.

69. From the passage, we can conclude that _____.

- A. most full time students do charity on the Internet every day
- B. Everyclick.com helps students pay for the college education
- C. “wugging” is a win-win idea for both students and charities
- D. Everyclick.com is the most successful search engine in the UK

(B)



If a diver surfaces too quickly, he may suffer the bends. Nitrogen (氮) dissolved (溶解) in his blood is suddenly liberated by the reduction of pressure. The consequence, if the bubbles (气泡) accumulate in a joint, is sharp pain and a bent body—thus the name. If the bubbles form in his lungs or his brain, the consequence can be death.

Other air-breathing animals also suffer this decompression (减压) sickness if they surface too fast: whales, for example. And so, long ago, did ichthyosaurs (鱼龙). That these ancient sea animals got the bends can be seen from their bones. If bubbles of nitrogen form inside the bone they can cut off its blood supply. This kills the cells in the bone, and consequently weakens it, sometimes to the point of collapse. Fossil (化石) bones that have caved in on themselves are thus a sign that the animal once had the bends.

Bruce Rothschild of the University of Kansas knew all this when he began a study of ichthyosaur bones to find out how widespread the problem was in the past. What he particularly wanted to investigate was how ichthyosaurs adapted to the problem of decompression over the 150 million years. To this end, he and his colleagues traveled the world's natural-history museums, looking at hundreds of ichthyosaurs from the Triassic period and from the later Jurassic and Cretaceous periods.

When he started, he assumed that signs of the bends would be rarer in younger fossils, reflecting their gradual evolution of measures to deal with decompression. Instead, he was astonished to discover the opposite. More than 15% of Jurassic and Cretaceous ichthyosaurs had suffered the bends before they died, but not a single Triassic specimen (标本) showed evidence of that sort of injury.

If ichthyosaurs did evolve an anti-decompression means, they clearly did so quickly—and, most strangely, they lost it afterwards. But that is not what Dr Rothschild thinks happened. He suspects it was evolution in other animals that caused the change.

Whales that suffer the bends often do so because they have surfaced to escape a predator (捕食动物) such as a large shark. One of the features of Jurassic oceans was an abundance of large sharks and crocodiles, both of which were fond of ichthyosaur lunches. Triassic oceans, by contrast, were mercifully shark- and crocodile-free. In the Triassic, then, ichthyosaurs were top of the food chain. In the Jurassic and Cretaceous, they were prey (猎物) as well as predator—and often had to make a speedy exit as a result.

70. Which of the following is a typical symptom of the bends?

- A. A twisted body.
- B. A gradual decrease in blood supply.
- C. A sudden release of nitrogen in blood.
- D. A drop in blood pressure.

71. The purpose of Rothschild's study is to see _____.

- A. how often ichthyosaurs caught the bends
- B. how ichthyosaurs adapted to decompression
- C. why ichthyosaurs bent their bodies
- D. when ichthyosaurs broke their bones

72. Rothschild's finding stated in Paragraph 4 _____.

- A. confirmed his assumption
- B. speeded up his research process
- C. disagreed with his assumption
- D. changed his research objectives

73. Rothschild might have concluded that ichthyosaurs _____.

- A. failed to evolve an anti-decompression means
- B. gradually developed measures against the bends
- C. died out because of large sharks and crocodiles
- D. evolved an anti-decompression means but soon lost it

(C)

Picture a typical MBA lecture theatre twenty years ago. In it the majority of students will have conformed to (符合) the standard model of the time: male, middle class and Western. Walk into a class today, however, and you'll get a completely different impression. For a start, you will now see plenty more women—the University of Pennsylvania's Wharton School, for example, boasts that 40% of its new enrollment is female. You will also see a wide range of ethnic groups and nationals of practically every country.

It might be tempting, therefore, to think that the old barriers have been broken down and equal opportunity achieved. But, increasingly, this apparent diversity (多样化) is becoming a mask for a new type of conformity. Behind the differences in sex, skin tones and mother tongues, there are common attitudes, expectations and ambitions which risk creating a set of clones among the business leaders of the future.

Diversity, it seems, has not helped to address fundamental weaknesses in business leadership. So what can be done to create more effective managers of the commercial world? According to Valerie Gauthier, associate dean at HEC Paris, the key lies in the process by which MBA programmes recruit (招聘) their students. At the moment candidates are selected on a fairly narrow set of criteria such as prior (以前的) academic and career performance, and analytical and problem solving abilities. This is then coupled to a school's picture of what a diverse class should look like, with the result that passport, ethnic origin and sex can all become influencing factors. But schools rarely dig down to find out what really makes an applicant succeed, to create a class which also contains diversity of attitude and approach—arguably the only diversity that, in a business context, really matters.

Professor Gauthier believes schools should not just be selecting candidates from traditional sectors such as banking, consultancy and industry. They should also be seeking individuals who have backgrounds in areas such as political science, the creative arts, history or philosophy, which will allow them to put business decisions into a wider context.

Indeed, there does seem to be a demand for the more rounded leaders such diversity might create. A study by Mannaz, a leadership development company, suggests that, while the bully-boy chief executive of old may not have been eradicated (根除) completely, there is a definite shift in emphasis towards less tough styles of management—at least in America and Europe. Perhaps most significant, according to Mannaz, is the increasing interest large companies have in more collaborative (合作的) management models, such as those prevalent (流行的) in Scandinavia, which seek to integrate the hard and soft aspects of leadership and encourage delegated responsibility and accountability.

74. What characterizes the business school student population of today?

- A. Greater diversity.
- B. Intellectual maturity.
- C. Exceptional diligence.
- D. Higher ambition.

75. What is the author's concern about current business school education?

- A. It will arouse students' unrealistic expectations.

- B. It will produce business leaders of a uniform style.
 - C. It focuses on theory rather than on practical skills.
 - D. It stresses competition rather than cooperation.
76. What aspect of diversity does Valerie Gauthier think is most important?
- A. Age and educational background.
 - B. Social and professional experience.
 - C. Attitude and approach to business.
 - D. Ethnic origin and gender.
77. What does Mannaz say about the current management style?
- A. It is eradicating the tough aspects of management.
 - B. It encourages male and female executives to work side by side.
 - C. It adopts the bully-boy chief executive model.
 - D. It is shifting towards more collaborative models.

Section C

Directions: Read the passage carefully. Then answer the questions or complete the statements in the fewest possible words.

In a family where the roles of men and women are not sharply separated and where many household tasks are shared to a greater or lesser extent, notions of superiority are hard to maintain. The pattern of sharing in tasks and in decisions makes for equality, and this in turn leads to further sharing. In such a home, the growing boy and girl learn to accept that equality more easily than did their parents and to prepare more fully for participation in a world characterized by cooperation rather than by the “battle of sexes”.

If the process goes too far and man’s role is regarded as less important—and that has happened in some cases—we are as badly off as before, only in reverse.

It is time to reassess the role of the man in the American family. We are getting a little tired of “Momism”— but we don’t want to exchange it for a “neo-Popism”. What we need, rather, is the recognition that bringing up children involves a partnership of equals. There are signs that psychiatrists, psychologists, social workers, and specialists on the family are becoming more aware of the part men play and that they have decided that women should not receive all the credits nor all the blame. We have almost given up saying that a woman’s place is in the home. We are beginning, however, to analyze man’s place in the home and to insist that he does have a place in it. Nor is that place irrelevant to the healthy development of the child.

The family is a cooperative enterprise for which it is difficult to lay down rules, because each family needs to work out its own ways for solving its own problems. Excessive authoritarianism has unhappy consequences, whether it wears skirts or trousers, and the ideal of equal rights and equal responsibilities is closely linked not only to a healthy democracy, but also to a healthy family.

(Note: Answer the questions or complete the statements in **NO MORE THAN THIRTEEN WORDS**.)

78. Children raised in a family where roles of men and women are not sharply separated are more likely to _____.
79. According to the author, the ideal family pattern should have _____.

80. In a family being aware of the roles men play, women will not _____.

81. What is the passage mainly about?

第 II 卷 (共 45 分)

I. Translation

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

1. 校长呼吁老师让学生在课上充分发挥作用。(part)
2. 你给不能上学的儿童捐了这么大的一笔钱, 非常慷慨。(It, access)
3. 当谈到学英语时, 我们都认为没有什么能替代练习。(come, substitute)
4. 转到新学校不久, 他成功地交了很多朋友并适应了那里的新生活。(transfer)
5. 得知自己被那所梦寐以求的大学录取时, 她非常激动, 彻夜未眠。(So... that..., fail)

II. Guided Writing

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

常言道: “一个成功孩子的背后是一个伟大的母亲” (Behind each successful child is a great mother)。请结合自身经历, 简述你母亲在生活和学习上对你的关爱与帮助, 并谈谈你对母爱的感受。

崇明中学 2014 届高三英语第一次月考试卷 参考答案

第 I 卷

- | | | | |
|---|--------------|------------|-----------------|
| 01—05. BADCA | 06—10. DACCC | 11—13. ACD | 14—16. BCA |
| 17. assistant | 18. French | 19. four | 20. challenging |
| 21. an international conference / an international meeting / a conference / a meeting | | | |
| 22. For business | 23. Tuesday | 24. 2:55 | |

- | | | | |
|---------------|--------------|-------------------|------------------|
| 25. walking | 26. and | 27. to | 28. looking |
| 29. earlier | 30. to share | 31. It | 32. another |
| 33. spend | 34. recorded | 35. well-equipped | 36. productively |
| 37. wrote | 38. had set | 39. which / that | 40. preserving |
| 41—45. EHFCD | 46—50. AIGKB | | |
| 51—55. ABDDDB | 56—60. CDCDA | 61—65. BCBCD | |
| 66—69. CABC | 70—73. ABCA | 74—77. ABCD | |
78. accept equality and cooperate with others
79. the recognition that bringing up children involves a partnership of equals
80. receive all the credit nor the blame
81. Equal rights and equal responsibilities of men and women.

第 II 卷

I. Translation

- The principal / headmaster **appealed to** the teachers to let the students **play their full part** in class.
- It's generous of** you to **donate** such a large sum of money **to** the children who can't **have access to** school.
- When it comes to** learning English, we all think that nothing can **substitute for** practice / there is no **substitute for** practice.
- Soon / Shortly / Immediately after** he **transferred to** the new school, he **succeeded in** making a lot of new friends and **adapted / adjusted (himself) to** the new life there.
- So excited** was she that she **failed to** fall asleep **that** whole night when she learned she **had been admitted to** the university she had been dreaming of for a long time.

II. Guide Writing (Omitted)

Sample I

As the saying goes, **behind each successful child is a great mother. Nobody can achieve success without** parental love and Mother's devotion **plays an especially critical role in** our life. Mothers **dedicate** almost everything we need, **which is** a necessary part **on our road to great achievements.**

My mother always **gives me a helping hand in both my studies and my life.** Since she is a math teacher, **whenever I meet with any difficulty** in the subject, she is always patient to give me guidance. **On the other hand,** she **takes care of** me in my life like other **devoted** mothers. **Whenever I fall ill** she **s pares no efforts** to help me **recover from** the illnesses. **It's impossible** for me to grow up and achieve success in my life **without** my mother.

In fact, **no matter whether** you are successful **or not,** mothers always **stand behind** you and **back you up.** Everyone knows that mother's love is just **like a flowing river,** and it **keeps running forever, pushing and carrying you forward to your destination** of life and work. And what we can do is **never to stop halfway. Only in this way can** we treasure and **repay the sacrifice and devotion of** our mothers.

Sample II

As the saying goes, behind each successful child is a great mother. Truly, **it is** the mother **who** loves her children most in the world.

The experience at the beginning of this semester is **still fresh in my mind.** **Faced with the incredible study speed** and **unimaginable pressure,** **I was torn by anxiety.** My mother who had just experienced a car accident **encouraged me to be confident in** myself and relaxed to **face up to** the difficulties **in the same way as she was fighting against the suffering,** “Come on, baby, be happy! I know you can.”

Such is my mum, who is **neither too strict with me nor expecting too much of me.** The only thing she wishes is that I can **live a content and delightful life.** Mum’s love **eases me of my study burden,** and **enables me to perform better** in my study at the same time. Mum’s love is **the thread that leads me to the wonderland of happiness.** I like to **hug** my dear mum and say to her loud, “I LOVE YOU.”

听力原文

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. M: What’s the time for departure?

W: 5:30 a.m.. That only leaves us 15 minutes to go through the Customs and have our luggage checked.

Q: At what time did the conversation take place?

2. W: Are you glad that you came to Washington?

M: Yes, indeed. I’d considered going to New York, Michigan or Boston, but I’ve never regretted my decision.

Q: Where does the man live?

3. M: Tom is a great boy. He saved a girl when she was drowning last Sunday.

W: Well, this is not the first dangerous situation he was in.

Q: Which of the following best describes Tom?

4. W: Would you stay for another cup of coffee?

M: Thanks, but I’m already late.

Q: What does the man mean?

5. M: That old picture is so interesting. Is it you?

W: Yes, at that time I was 18, as old as my daughter. But now 30 years have passed.

Q: How old is the woman’s daughter?

6. W: I can’t find my pen. I need to write a letter.

M: I’ll look for it later with you. Right now I need your help to fix the shelf before I paint it.

Q: What would they do first?

7. M: Do you like to work with Mr. Clinton?

- W: He's the last person I want to work with.
Q: What does the woman mean?
8. W: I don't know what's wrong with my camera. It was just a month ago that I had it repaired.
M: Don't waste your time and money any more, it's a very old camera and it is quite worn out.
Q: What does the man imply?
9. M: Make 20 copies for me and 10 copies for Mr. Smith.
W: Certainly, Sir. As soon as I finish typing this letter.
Q: What's the probable relationship between the two speakers?
10. W: What room is Professor Smith speaking in tonight?
M: Professor Smith is speaking tonight?
Q: What does the man mean?

Section B

Directions: In Section B, you will hear two short passages, and you will be asked three questions on each of the passages. The passages 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.

Most high schools in the United States publish a yearbook. The yearbook comes out once a year, usually in the spring. It is a record of the school year—a “book of memories” for the students.

Inside a yearbook is each student's photo. The seniors are graduating soon, and their photos appear first. Next are the juniors. They are one year behind the seniors. Next come the sophomores, or the second-year students. The last photos are the first-year students, the freshmen. The yearbook is not only about students. The teachers have photos, too.

The yearbook also has photos and descriptions of sports teams, academic subjects, and after-school activities, such as the chess club and Spanish club. There's even a yearbook club. Students in this club write, design, and take photos all year for the yearbook. At the end of the year, the book is printed.

In the yearbook, some students receive special titles. The seniors vote and choose the “class clown” (a funny student), the “most likely to succeed” (a student everyone thinks will be successful), and the “best dressed”(a student with a good fashion sense). There are also other awards.

Students typically sign each other's yearbooks. This is especially important for the seniors, because they are graduating. Students write notes to each other, such as, “We had a lot of fun,” or “I'll never forget you.” They also write about all the fun and funny experiences they shared in school together.

(Now listen again, please)

Questions:

11. What is a yearbook?
12. Which of the following is not included in a yearbook?

13. How do some students receive special titles?

Questions 14 through 16 are based on the following report.

Shanghai—Homework, especially in mathematics, is what junior and senior high school students most often blame for their lack of sleep, according to a recent survey.

The survey, conducted by the city's Xuhui District Education Bureau, concerning more than 20,000 students from 39 junior high schools, found that about 60 percent of them spend from two to four hours a day on homework. It also found that senior high school students sleep fewer than seven hours a day on average, which is one hour fewer than the Ministry of Education recommends.

Of all school subjects, students spend the most time on mathematics. Many complained that their math homework is too difficult.

Mathematics courses in China are widely believed to be more difficult than those found in the United States and many other countries. "My son always does really well in math in the United States," said Wang Huayun, whose family moved to the United States in 2009. "But he was pretty weak at math when he was in China."

Mathematics is considered one of the three most important subjects for Chinese students, the other two being Chinese and English. No student can hope to enter college without being good at math.

(Now listen again, please)

Questions:

14. Which subject do most high school students think the most difficult according to the survey?
15. How long does the Ministry of Education recommend senior high school students to sleep?
16. What is the report mainly about?

Section C

Directions: In section C, you will hear two longer conversations. Each conversation will be read twice. After you hear the conversation, you are required to fill in the numbered blanks with the information you have heard. Write your answers on your answer sheet.

Blanks 17 through 20 are based on the following conversation.

M: Good morning, Miss Brown. I'm Jim White, manager of the company.

W: Good morning, Mr. White. How do you do?

M: Please sit down. Now, you are interested in the job of an assistant of the manager. Tell me, have you ever worked as an assistant before?

W: Well, no. But in my present job as a secretary, I've done most of the things an assistant does.

M: I see. What foreign languages do you speak?

W: French and English.

M: How long have you been in the present job?

W: Four years.

M: Then why do you want to leave?

W: I'm looking for a more challenging job.

M: OK. That's all for today. We'll call you as soon as we decide on the right person.

W: Thanks, Mr. White.

(Now listen again, please)

Complete the form. Write **ONE WORD** for each answer.

Blanks 21 through 24 are based on the following conversation.

W: So I'm going to Washington D.C. today. I'm not sure whether I should take a train or fly there.

M: Well, that's interesting. I'm going to Washington D.C., too. I go there often.

W: Oh, really?

M: Yes, for business. So actually I do know the train timetable.

W: Oh, that's very handy. I have to meet my husband there. He's going to an international conference.

M: Oh, I see. Well, what time is it now?

W: It's 10:50.

M: 10:50. Well, the train to Washington D.C. is at 2:55 this afternoon, and you're also thinking about flying, aren't you?

W: Yes, I think it may be faster.

M: Well, there's a flight on Monday, Wednesday and Friday. Today is Tuesday, so there's no flight today. If you want to go by air, you'll have to wait until tomorrow afternoon.

W: Oh.

M: Yeah, and the train should be there by then.

W: I suppose I should take the train today then. Thank you.

M: Not at all.

(Now listen again, please)

Complete the form. Write **NO MORE THAN THREE WORDS** for each answer