

2020~2021 学年第一学期高一年级期中质量监测

英语试卷

(考试时间:下午 2:30—4:00)

说明:本试卷为闭卷笔答,答题时间 90 分钟,满分 100 分。请将第 I 卷试题答案填在第 II 卷卷首的相应位置。

第 I 卷 (共 65 分)

第一部分 听力 (共两节,满分 15 分)

第一节 (共 5 小题;每小题 1 分,满分 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小题。每段对话仅读一遍。答案写在答题卡上。

例: How much is the shirt?
 A. £ 19.15. B. £ 9.18. C. £ 9.15.
 答案是 C。

1. How does the boy feel on his first day at senior high?
 A. Excited. B. Worried. C. Disappointed.
2. Who is the girl under the tree?
 A. Betty's mother. B. Betty's aunt. C. Betty's sister.
3. What does the girl get for Christmas?
 A. A toy. B. A watch. C. A book.
4. When did the girl get her cat?
 A. Two days ago. B. Two months ago. C. Two years ago.
5. Why does the boy feel sad?
 A. He finds English hard.
 B. He doesn't like English.
 C. He missed the English test.

第二节 (共 10 小题;每小题 1 分,满分 10 分)

听下面 3 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。答案写在答题卡上。

听第 6 段材料,回答第 6 至 8 题。

6. Where did the man go?
 A. To Qinghai. B. To Guilin. C. To Sichuan.
7. What does the woman think of the pandas?
 A. They are lovely. B. They are dirty. C. They are clever.
8. How long did the man stay there?
 A. For a week. B. For a month. C. For a year.

听第 7 段材料,回答第 9 至 11 题。

9. How does the girl feel?
 A. Painful. B. Cold. C. Sleepy.
10. What will the boy do this afternoon?
 A. Buy a new notebook for the girl.
 B. Take the girl's schoolbag to her.
 C. Discuss problems with his teacher.
11. What is the relationship between the two speakers?
 A. Classmates. B. Strangers. C. Co-workers.

听第 8 段材料,回答第 12 至 15 题。

12. What is the Huangguoshu National Park famous for?
 A. Rivers. B. Valleys. C. Waterfalls.
13. When will the woman go to Lijiang old town?
 A. Tomorrow. B. Next week. C. Next month.
14. How does the woman feel about the hotels?
 A. Beautiful. B. Expensive. C. Popular.
15. What will the woman do on the last day?
 A. Buy some flowers. B. Drink some tea. C. Take some pictures.

第二部分 语言知识运用 (共两节, 满分20分)

第一节 单词填空 (共5小题; 每小题1分, 满分5分)

根据句意内容, 从方框中选出正确的单词, 完成下列句子。答案的标号写在答题卡上。

A. making B. actually C. curious D. begun E. impression

16. He is quite _____ about the new technology.
 17. A patient teacher can always make a deep _____ on her.
 18. We are looking forward to _____ progress in the new term.
 19. Lucy _____ spends most of her free time reading English stories.
 20. What's your understanding of the saying "Well _____, half done."?

第二节 完形填空 (共15小题; 每小题1分, 满分15分)

阅读下面短文, 从短文后各题所给的A、B、C和D四个选项中, 选出可以填入空白处的最佳选项。答案写在答题卡上。

I was about to explain the meaning of the word "gossamer" (小蜘蛛网) to my five-year-old students. We were learning a poem. I _____ 21 _____ because one of them was waving his hand at me.

"Yes?" I asked.

"Once I got caught in a spider web _____ 22 _____ I didn't see it," the boy said.

"That's gossamer!" I shouted, nearly jumping up. "Gossamer things are hard to see."

Gossamer is also how I might describe the voices of _____ 23 _____ young children. I can only hear them when I am close enough. They are not the children speaking with ease. They are the children whose faces grow _____ 24 _____ if I call on them, or whisper (低语) "I don't know" even when they do _____ 25 _____. I don't want them to _____ 26 _____. I want them to be comfortable being _____ 27 _____.

Shy children usually have less practice in speaking, especially when there are other more children _____ 28 _____ to talk. It's a loud world. Though shy children may appear _____ 29 _____ to be in the background, they are losing opportunities to participate. Without practice, fear of speaking _____ 30 _____.

It takes about three weeks, a small bit of _____ 31 _____ each day, for each of my 17 students to learn a poem. So far, they have memorized more than five. And now, an obvious _____ 32 _____ has happened. The "shyest" children are as eager to read aloud as the _____ 33 _____ ones.

Practice is an excellent way to increase _____ 34 _____ of shy children while learning a poem. And it is practice that makes them enjoy the _____ 35 _____ of the language.

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|--------------------|--------------|----------------|---------------|
| 21. A. stopped | B. breathed | C. argued | D. reflected |
| 22. A. or | B. until | C. because | D. although |
| 23. A. curious | B. shy | C. intelligent | D. anxious |
| 24. A. round | B. blue | C. red | D. strange |
| 25. A. play | B. ask | C. walk | D. know |
| 26. A. get up | B. take up | C. turn up | D. give up |
| 27. A. focused | B. respected | C. heard | D. told |
| 28. A. eager | B. slow | C. careful | D. worried |
| 29. A. embarrassed | B. puzzled | C. amazed | D. satisfied |
| 30. A. hides | B. grows | C. disappears | D. falls |
| 31. A. research | B. practice | C. benefit | D. discussion |
| 32. A. accident | B. change | C. debate | D. event |
| 33. A. healthy | B. familiar | C. outgoing | D. impressive |
| 34. A. excitement | B. pressure | C. resource | D. confidence |
| 35. A. beauty | B. method | C. trouble | D. speed |

第三部分 阅读理解 (共两节, 满分30分)

第一节 (共10小题; 每小题2分, 满分20分)

阅读下面短文, 从每题所给的A、B、C和D四个选项中, 选出最佳选项。答案写在答题卡上。

注意: C篇分A、B两种题型, A(易)题型为客观题, B(难)题型为主观题。

A

Schuylerville High School students have a broad range of interests, which are reflected by the number of clubs and organizations in which our pupils participate. Here are some of the most popular clubs:

Environmental Club

Open to students in grades 9-12

Advisor: Mrs. Flores

The High School Environmental Club is open to all students interested in increasing environmental awareness throughout the school. Activities include: recycling, environmental competitions, volunteering with green schools and outdoor events. This run student club collects and recycles paper products throughout the school building.

Freshman Class

Open to students in grades 9-10

Advisor: Mr. Winslow

The freshmen class participates in several activities throughout the year to raise money for the class account. The class officers meet once a month to discuss business that affects the entire class. All members of the freshman class are encouraged to participate in some type of community service during the year.

Literary Magazine

Open to students in grades 10-12

Advisor: Mr. Sgambati

Members of the Literary Magazine collect, edit and often contribute to the body of student work. Literary Magazine meetings will also give students the opportunity to share and receive feedback on the creative pieces that they're working on, as well as the chance to learn about writing practices and strategies.

Mock Trial Team

Open to students in grades 11-12

Advisor: Mrs. Lewis

Mock Trial is an after-school activity that helps students develop useful knowledge about the law. Students play out all the roles and use general rules of evidence and fact explanations in a school court. They will work with a real lawyer and an advisor to further understand the court process.

36. At which club can you take part in the community service?
- A. Environmental Club. B. Freshman Class.
C. Literary Magazine. D. Mock Trial Team.
37. What does Mock Trial Team aim to do?
- A. To encourage students to be lawyers. B. To develop students' writing skills.
C. To explain all kinds of facts at school. D. To help students learn more about laws.
38. Where is this text most likely from?
- A. A news report. B. A school website.
C. A research paper. D. A science magazine.

B

Making friends can be difficult. It seems like there's no guide for this important life skill. But a researcher Jeffrey A. Hall in the University of Kansas has helped explain the process of friendship-building in a new study published in the *Journal of Social and Personal Relationships*. It's the first to find out exactly how long it takes to make a friend. The answer is a long time.

Hall surveyed 112 college students every three weeks during their first nine weeks at a Midwestern university. He also gave a one-time questionnaire to 355 American adults who had

moved to a new city in the past six months. In these surveys, the newcomers picked a friend or two and reported how much time they spent together.

Unsurprisingly, the more time two people spent together, the closer their relationship is. Through his analysis, Hall was able to tell how many hours it took for different levels of friendship to take place:

- It takes students 43 hours and adults 94 hours to turn acquaintances (熟人) into casual friends.
- Students need 57 hours to change from casual friends to friends. Adults need, on average, 164 hours.
- For students, friends became good or best friends after about 119 hours. Adults need an additional 100 hours to make that happen.

"Everyone wants to have friends, but you can't have friends without making them," says Hall. "Making friends takes time."

That's why it's easier to make friends in school and at university. Hall thinks that the close college life develops fast connections and it's harder for students to get impacted by other people outside, especially if they go to a university away from home. For adults, even 50 hours is a lot of hours to spend with someone when they're working full time and spending at least an hour a day on the subway.

39. What's the purpose of the study by Jeffrey A. Hall?
- A. To provide a guide for making friends.
B. To describe the benefits of making friends.
C. To explore the time needed for making friends.
D. To study the differences between students and adults.
40. According to Hall, how long do new students need to become best friends?
- A. 100 hours. B. 119 hours. C. 219 hours. D. 319 hours.
41. Which of the following has a positive effect on friendship-building?
- A. The close college life. B. Long working time.
C. The impact from others. D. Time spent on the subway.

C

When I went off to college in the fall of 1991, I was an 18-year-old man whose favorite letters were the ones on the sports sweater. Four years later, I was crazy about the letters of the poet Keats, but one author's penned letters stood out above the rest. You see, my father wrote me one letter per week from the time I left home.

In an age before email, these letters seemed too ordinary. But they arrived. Each week. One after another. Again and again. In snowstorms. On holidays. From foreign countries. They detailed what Dad referred to as “the week that was”— a day-by-day description of my father’s life.

In 1995, I graduated from college, like many 22-year olds, with plenty of uncertainty. Some of my questions were pretty typical: What was I going to do? Where was I going to live? When was I going to apply for graduate school? But one question was more vital than any other thing. What would happen to the weekly letters? Would they continue? To my surprise, the letters kept coming, more heartfelt and emotional than before and always on time. I mean, the guy never missed.

As much as I enjoyed my father’s weekly letters, I didn’t fully appreciate them all those years when they arrived like clockwork. And I never fully understood why my dad would always ask if I’d received the letter when we spoke.

But now, as I pen my first official letters to my own sons Jackson and Cassius, it all seems clear. Although our boys have yet to leave for college, I have to accept that day will soon come. Just the idea of their leaving from our home makes me ache with sadness only a parent can know.

So I am writing about “the week that was” with my daily details. With a box of over 500 of Dad’s letters nearby and his pen in hand, I write a letter, fighting back the tears. I make it to the end and sign it just as he did. *All my love, Dad.*

(以下是A种题型)

42. What were the letters from the author’s father mainly about?
A. Daily details. B. Keats’ poems.
C. College and family. D. Weather and holidays.
43. What does the underlined word “vital” in paragraph 3 refer to?
A. Professional. B. Interesting. C. Difficult. D. Important.
44. What leads the author to fully understand his father’s letters?
A. Entering college. B. Writing to his own sons.
C. Graduating from college. D. Sending his sons to college.
45. Which of the following can be the best title for the text?
A. What We Can Learn from Graduate School
B. How I Communicated with My Sons by Letter
C. How I Came to Appreciate My Father’s Letters
D. What We Know About Kids After Being Parents

(以下是B种题型)

42. What did the author’s father keep doing for years?
43. What does the sentence “the guy never missed” tell us about the author’s father?
44. When did the author come to realize the importance of his father’s letters?
45. Why would the author’s dad always ask if the author had received his letters?

第二节 (共5小题;每小题2分,满分10分)

根据短文内容,从短文后的选项中选出能填入空白处的最佳选项。答案写在答题卡上。

How to Learn English Idioms (习语)

One way to improve your English is to learn English idioms — and then use them. 46 They make you sound more like a native speaker. Like other languages, English has thousands of idioms which you can use in many different situations, or to talk about your feelings and opinions. So how do you learn them?

Learn idioms in context

It’s difficult to learn idioms through lists. 47 Make sure you have an example of how the idiom is used, and know clearly whether it’s common. This is important, because if you use the idiom in the wrong situation, it won’t sound natural.

Don’t try to learn too many at once

48 For that reason, don’t try to learn more than five at any one time. Don’t forget: You’ll need to practise your new idioms (like any new vocabulary), so limit what you do in any lesson.

Understand the feeling

We often use an idiom to express a feeling or emotion. So for example, we say that someone has a “heart of gold”. Because gold is a precious metal, we can imagine that someone with a heart of gold is a good person. 49

Listen out for idioms

If you hear two words used together in an unusual way, it might well be a new idiom. 50 However, usually you might need to make a note of it or ask the person who has spoken it.

- A. Idioms can be complex.
B. Instead, learn their meanings in context.
C. Idioms can add interest to what you say or write.
D. In fact, it does mean that a person is very kind.
E. Sometimes you can guess its meaning in context.

