

成都七中 2024~2025 学年度高二 (下) 零诊模拟考试

英 语

注意事项:

1. 答题前, 考生务必将自己的姓名、准考证号填写在答题卡上。
2. 回答选择题时, 选出每小题答案后, 用铅笔把答题卡上对应题目的答案标号涂黑。如需改动, 用橡皮擦干净后, 再选涂其它答案标号。回答非选择题时, 将答案写在答题卡上, 写在本试卷上无效。
3. 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, 并标在试卷的相应位置。听完每段对话后, 你都有 10 秒钟的时间来回答有关小题和阅读下一小题。每段对话仅读一遍。

1. Why does the man come to the woman?
A. To return her scissors.
B. To learn yoga from her.
C. To show her some paper cuttings.
2. What happened to the man?
A. He got hurt.
B. He lost his dog.
C. His bike was broken.
3. What colour was the track at the 2016 Rio Olympics?
A. Purple.
B. Red.
C. Blue.
4. Who will accompany Alisa to the violin game?
A. Her father.
B. Her mother.
C. Her grandmother.
5. What are the speakers mainly discussing?
A. A professor.
B. A dining hall.
C. A kind of ice cream.

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, 并标在试卷的相应位置。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 至 7 题。

6. What is the relationship between the speakers?
A. Neighbours.
B. Family members.
C. Trainer and trainee.
7. What does the woman usually listen to while running?
A. Pop music.
B. Audio books.
C. International news.

听第 7 段材料，回答第 8 至 9 题。

8. What makes more and more Chinese tourists want to go to Kazakhstan?
 A. The visa-free policy. B. A national music festival. C. The Belt and Road Initiative.
9. How did the woman's cousin travel from the Khorgos port to Kazakhstan?
 A. By bus. B. By train. C. By plane.

听第 8 段材料，回答第 10 至 12 题。

10. Where does the conversation take place?
 A. At a concert. B. At a cultural fair. C. At a graduation party.
11. What did Mary wear last Sunday?
 A. A blouse. B. A qipao dress. C. A horse-face skirt.
12. What does the man tell the woman in detail?
 A. A type of tea. B. A new fashion trend. C. A modern decoration style.

听第 9 段材料，回答第 13 至 16 题。

13. How long does it take on average to form a habit according to the study?
 A. 18 days. B. 21 days. C. 66 days.
14. What does the woman think plays the most important role in forming a habit?
 A. A specific plan. B. The type of activity. C. Consistent daily practice.
15. When does the woman suggest giving rewards to develop a new habit?
 A. Before the task. B. During the task. C. After the task.
16. What will the woman talk about next?
 A. How to get great motivations.
 B. What to do when plans are disturbed.
 C. How to combine theory with practice.

听第 10 段材料，回答第 17 至 20 题。

17. Why did Pranav quit his job at Abbott?
 A. He was tired of working for a consulting firm.
 B. He couldn't keep up with the pace of work there.
 C. He didn't want to work far away from his hometown.
18. Where is Jonathan's company?
 A. In Columbus. B. In Richmond. C. In Washington D. C.
19. What did Jonathan do when he worked for Cisco?
 A. A sales trainer. B. A hiring manager. C. An operations analyst.
20. Which of the following benefits did Jonathan get from starting his own company?
 A. Gaining more flexible working hours.
 B. Having a six-figure income every month.
 C. Getting rid of the anxiety about being laid off.

第二部分 阅读理解（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 和 D 四个选项中选出最佳选项。

A**Scholarships at Penn State**

Each year, Penn State enrolls many outstanding and academically talented students. Approximately one in four undergraduates receive a university scholarship. Awards vary and are determined by donor guidelines, based on merit, financial need, or a combination of both, as defined by the specific scholarship programme.

Penn State Commonwealth Award

The Commonwealth Award is offered annually to first-time, first-year students who are residents of Pennsylvania (Pa.) and enrol at a Penn State campus other than University Park (main campus) or World Campus (online-only campus) for the fall semester following their high school graduation. Transfer students are not eligible (有资格的).

Penn State Discover Award

The Discover Award is given to first-time, first-year domestic students who enrol at a Penn State campus other than University Park or World Campus for both the fall and spring semesters following high school graduation. Transfer students in degree programmes that can be completed at other Penn State campuses are also eligible.

Penn State Provost's Award

The Provost's Award is a four-year award available to first-time, first-year students admitted to any of Penn State's twenty undergraduate campuses, excluding World Campus. It is open to both Pennsylvania and non-Pennsylvania residents, as well as international students, and is highly competitive. Transfer students are not eligible.

It's important to note that Penn State cannot guarantee an award to every student who ranks at the top of their class. Penn State cannot negotiate student aid packages to match grant and scholarship offers from other colleges and universities.

21. Who can apply for both the Commonwealth Award and the Discover Award?

- A. A transfer student from a branch campus.
- B. A domestic student from University Park.
- C. A Pa. resident freshman starting fall semester.
- D. An international senior starting spring semester.

22. Which of the following is right about the Provost's Award?

- A. It's open to online degree applicants.
- B. It excludes freshmen from a branch campus.
- C. It includes international undergraduates.
- D. It can be applied by transfers in any semester.

23. What does Penn State emphasise regarding scholarship offers?

- A. Top applicants might not receive one.
- B. Only needy students get financial aid.
- C. Top students are encouraged to apply.
- D. Penn State can't negotiate with other colleges.

B

Robert was born on August 9, 1910, in the Netherlands. His mother came from a family of musicians and piano manufacturers, a fact that greatly influenced Robert's life. His father was a physician in the army, a position which required frequent foreign postings. The family stayed in various areas of East Asia when Robert was a teenager, which contributed to his appreciation of cultures and mastery of several languages.

Robert was a hardworking academic, collector of art and manuscripts, and translator of ancient writings. He studied and trained to become a master musician on the Chinese *guqin* and eventually wrote two books on the instrument. Similarly, his skills as an artist in the traditional Chinese style and knowledge of calligraphy were unparalleled. He wrote and published a number of non-fiction, scholarly articles and books on Chinese music, art, and literature, as well as Chinese culture and folk legends.

In 1940, Robert came across a little-known and anonymous 18th-century Chinese novel that would take his career down an unplanned pathway and result in the public fame he never anticipated. The novel, titled *Four Great Strange Cases of Empress Wu's Reign*, was a fictional account of the deeds of Judge Dee, one of the heroes of traditional Chinese detective fiction, and was set in the 7th-century Tang Dynasty. Fascinated, Robert not only translated the novel into English, he also did some research on the history of Chinese Penal Code and other legal literature of the period. It was not until 1949 that Robert was able to publish his translation – *Dee Goong An: Three Murder Cases Solved by Judge Dee*. Robert's Chinese mysteries comprise over 10 novels and short-story volumes, recording the career of a Chinese detective called Di Renjie. Interestingly, the tales first found fame in oriental editions, before being translated into English in 1957.

Through all the novels by Robert, he impressively brings to life the sights and sounds of daily Chinese life in the past. His passionate devotion and respect for the Chinese culture were never discounted, yet he also appreciated the purpose of fiction.

24. What contributed to Robert's love for oriental culture?

- A. His mother's profession.
- B. The experience in his youth.
- C. His foreign language competence.
- D. His parents' passion for cultures.

25. What is Paragraph 2 mainly about?

- A. Robert's learning experiences.
- B. Robert's proficiency in art and culture.
- C. Robert's fascination with literature.
- D. Robert's achievements in Chinese studies.

26. What mainly contributed to Robert's fame?

- A. He boosted internationalisation in China.
- B. He polished a translation of a Chinese classic.
- C. He spread Chinese literature to a wider audience.
- D. He conducted research on Chinese detective novels.

27. Which of the following can best describe Robert's works?

- A. Accurate and humorous.
- B. Elegant and realistic.
- C. Vivid and well-grounded.
- D. Imaginary and accessible.

C

Since at least the 1500s, the saying “You can’t teach an old dog new tricks” has revealed the impossibility of schooling older folks. But 16th-century know-it-alls didn’t have access to 21st-century neuroscience, and a growing body of research suggests that late-in-life learning is likelier than Renaissance experts could ever have imagined. In reality, education does an aging brain good.

Throughout life, people’s brains constantly renovate themselves. In the late 1960s, British brain scientist Geoffrey Raisman spied growth in damaged brain regions of rats through an electron microscope; their brains were forging new connections. This meant brains may change every time a person learns something new. Of course, that doesn’t mean the brain isn’t affected by the effects of time. Just as height usually declines over the years, so does brain volume: Humans lose about four percent every decade starting in their 40s. “But that reduction doesn’t necessarily make people think slower; as long as we are alive and functioning, we can alter our brains with new information and experiences”, said Kristen Kennedy, a cognitive neuroscientist at the University of Texas at Dallas.

In fact, we can buy more time. Based on imaging and long-term cognitive research, neuroscientists now suspect that loading up on novel experiences, facts, and skills can keep our minds more flexible. New pathways can fortify our ever-changing mental structure, even as the brain shrinks.

Embracing new life challenges can further boost brainpower. Research about aging adults who take on new activities like Latin dance, quilting, or traveling with friends shows improved function and memory as well as a reduced risk of mental disease. In a 2014 paper in the journal *The Gerontologist*, 60-to-90-year-old adults who learned to use iPads performed better in memory tests than those who didn’t play with the tablets. “Challenging yourself might be one of the activities that is most beneficial,” says UCSF’s Casaletto.

Openness may also help folks pass brain tests. Some folks are born with this take-in-the-world attitude, but those who aren’t as genetically gifted aren’t necessarily out of luck. A 2012 study in the journal *Psychology and Aging* found completing reasoning tasks like puzzles can enhance that desire for novel knowledge and experiences, which can, in turn, refresh the brain. That’s why Kennedy says, “It’s not that old dogs can’t learn new tricks. It’s that maybe old dogs don’t realize why they should.”

28. What can we conclude from Geoffrey Raisman’s findings?

- A. Brains can refresh and improve with learning.
- B. Brain power weakens slower than we imagine.
- C. Brains forge connections under new conditions.
- D. Brain damage doesn’t necessarily slow thinking.

29. What does the underlined word “fortify” in Paragraph 3 probably mean?

- A. Replace.
- B. Protect.
- C. Rebuild.
- D. Strengthen.

30. What can contribute to the improvement of brain function?

- A. Being curious and hungry for new knowledge.
- B. Performing well in memory tests at an old age.
- C. Braving challenges in life and staying creative.
- D. Using in-born gifts well in acquiring new skills.

31. What is the writing purpose of this passage?

- A. To share research on brain and aging.
- B. To promote lifelong learning for brain health.
- C. To prove learning prevents mental decline.
- D. To encourage seniors to stay mentally active.

D

An awakening has been taking place in the physical world against the long-held beauty standards. But in the digital arena, social media determines what is considered beautiful.

The two opposing struggles are taking place in parallel. In the physical world, the struggle goes against the underlying pressure that forces people to conform to an unrealistic beauty ideal. As part of the struggle, various media outlets have presented models whose bodies don't correspond to the so-called ideal. At the same time, a group of influencers have begun to upload to social media photos of themselves without makeup, and even photos in which they highlight supposed flaws.

Meanwhile, technology has reshaped our beauty ideal and is doing a great job communicating that message to the masses. Today, the Instagram face has become the new beauty ideal. The internalisation of accepted beauty norms is much more effective when there is active involvement in the learning process. The active involvement of users is reflected in the gamified (游戏化的) interaction offered by the social media platforms: the ability to like, write a comment, compare, and share. Once the desired beauty ideal has been internalised, users are given tools or features to change their appearance to suit the accepted beauty ideal such as editing the image and choosing the ideal filter.

A survey conducted in the United States revealed that more than 50% of people filter the images before posting them. One of the significant consequences of obsessive filtering is the emerging tendency to treat oneself as an object to be observed and valued, in the same way another person observes and judges from the side.

The effect of the filters is already far beyond amiable amusement. The filters and the entire game played on the networks can seriously affect the mental health of the users. According to a study, apps like Instagram, Snapchat and Face Tune allow users to achieve a level of perfection that was previously only observed in beauty magazines.

Even though humanity has always cherished beauty, in the last decade our obsession with looks has reached an unprecedented peak. The time spent on social media creates an urge to achieve an impossible beauty ideal so powerful that the only thing that can fix it is not make-up or cosmetic intervention, but mental health care.

32. What does the passage say about beauty in the current physical world?

- A. People feel little pressure to follow beauty ideals.
- B. Influencers begin to present make-up free models.
- C. Some media feature models against the beauty ideals.
- D. People struggle to standardise traditional beauty ideals.

33. What can be inferred about beauty ideals in the digital world?

- A. Social media promote various beauty standards.
- B. Editing tools help users show their natural looks.
- C. Beauty ideals are reinforced by active participation.
- D. Gamified interactions help challenge beauty norms.

34. Why does the author compare social media apps today to beauty magazines of the past?

- A. To prove apps may cause more mental issues than magazines.
- B. To suggest social media may lead to more people mentally affected.
- C. To stress digital beauty is now more accessible than magazine beauty.
- D. To show apps provide a more popular way of creating idealised looks.

35. What can be the best title of the passage?

- A. Beauty in the Digital World: The Rise of “Filtered” Face
- B. From Magazines to Social Media: Obsession with Appearance
- C. What is Beauty: The Fight Between Physical and Digital Ideals
- D. Reshaping Beauty: Social Media’s Role in Embracing Diversity

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。选项中有两项多余选项。

You’re Only as Smart as Your Emotions

For thousands of years, Western thought maintained there was an eternal war between reason and emotion. 36 Emotions were seen as primitive forces likely to lead people astray (误入歧途). This traditional view suggested that true wisdom required suppressing feelings to achieve pure rationality. The problem lies in outdated cultural perceptions that haven’t kept pace with scientific understanding. However, modern neuroscience has fundamentally challenged this perspective. 37

Recent studies confirm this through controlled laboratory experiments. Through advanced brain imaging, we now know emotions serve as sophisticated biological guidance systems. Neuroscientist Ralph Adolphs explains in Leonard Mlodinow’s book *Emotional*: “An emotion adjusts your goals, directs attention, and modifies mental calculations based on circumstances.” Consider Antonio Damasio’s landmark study of brain-damaged patients. Those with damaged emotional processing struggled with basic decisions despite intact (完整的) logical abilities. 38

Understanding this demands developing emotional athleticism. 39 Being “passionate enough to feel and skilful enough to understand feelings” allows us to navigate life’s complex areas. When facing career choices or personal relationships, our emotional responses help prioritise values and predict outcomes beyond pure logic.

40 Schools emphasising emotional literacy show improved academic performance and social skills. Companies incorporating emotional intelligence training report better teamwork and decision-making. Life isn’t mathematical calculus but dynamic navigation where emotions provide real-time orientation.

- A. The implications extend to education and workplace training.
- B. Reason was considered the sophisticated product of human evolution.
- C. This discovery revolutionised our understanding of emotional intelligence.
- D. Just as athletes train physical responses, we must cultivate emotional awareness.
- E. Excessive reliance on emotions may lead to impulsive behaviour, so balance is key.
- F. This demonstrates how emotions provide the necessary context for effective reasoning.
- G. Research now shows emotions don’t oppose rationality but actually enhance it by providing essential guidance.

第三部分 英语知识运用 (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。

Not long into my career in journalism, I realised I was in need of some slow, low-risk adventure. The kind of fun that required 41 planning, zero stress and a lot of time. The kind of time you often didn't get in a 42.

And that's when I 43 a secret. Washington D. C., the city where I live, is full of hidden fossils. In my overstimulated life, I began to 44 fossils. Many of the local sites are within 80 miles south of the capital, so fossil hunting 45 removes me from the city. It is a visual game, requiring 46 and focus. Spotting recognisable shapes in the wild is like thinking over an incomplete 47 in the sediment (沉积物). I'm looking for the 48 end pieces. My 49 phone service in this place holds back the rest of the world while I'm finding another one. The fossils aren't demanding my 50 attention. They have nothing but time.

Once, I took a bottle-cap-sized trilobite (三叶虫) fossil into the newsroom and placed it within my sight. It was something I wanted to 51 throughout the day. Turning over that piece of rock is a(n) 52, transporting me outside of a moment and to a time before humans 53 and built cities on top of those lands.

Thinking about geological (地质的) time makes me feel brief and remarkable, like the little trilobite. My worried mind 54. I realise a lot of stressful details don't matter. My 55 shifts. Maybe I don't need to take that phone call right this minute.

- | | | | |
|--------------------|--------------|---------------|-----------------|
| 41. A. little | B. careful | C. advance | D. effective |
| 42. A. museum | B. house | C. school | D. newsroom |
| 43. A. revealed | B. guarded | C. concealed | D. discovered |
| 44. A. investigate | B. search | C. collect | D. identify |
| 45. A. regularly | B. typically | C. physically | D. eventually |
| 46. A. training | B. strength | C. courage | D. patience |
| 47. A. image | B. shape | C. puzzle | D. pattern |
| 48. A. unique | B. missing | C. obvious | D. valuable |
| 49. A. poor | B. faulty | C. strong | D. unstable |
| 50. A. special | B. undivided | C. immediate | D. professional |
| 51. A. avoid | B. notice | C. display | D. introduce |
| 52. A. method | B. escape | C. appeal | D. lesson |
| 53. A. left | B. matured | C. arrived | D. returned |
| 54. A. gives away | B. takes off | C. runs out | D. settles down |
| 55. A. priority | B. objective | C. dilemma | D. standard |

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。

Horses are known for their instinct 56. _____ (flee) from danger, but Blue – our rescue horse – was different. He was a fighter, 57. _____ (afraid) to kick and whinny at strangers. He had a mischievous side too, constantly 58. _____ (grab) anything within reach: hoses, brooms, lead ropes, even clothes. One day, as I observed his habit of picking up anything with his mouth, I had an idea. I attached a carrot to a paintbrush to see if he 59. _____ (spread) paint across the canvas I was holding. 60. _____ my delight, Blue 61. _____ (gentle) took the brush in his mouth and began spreading paint across the canvas. It was as if he had known exactly what to do. With little prompting, he began to bow his head, painting with grace and 62. _____ (enthusiastic). When he finished painting, the carrot was detached and given as 63. _____ reward. Over time, Blue has completed 14 paintings, some of 64. _____ I proudly display in my shop alongside my own work. Two of his paintings have even sold, which I guess makes Blue a professional artist. Usually, he is impatient when 65. _____ (take) out of his stall. But when he sees the paint tray come out, he becomes quiet and still, a totally different horse.

第四部分 写作 (共两节, 满分 40 分)

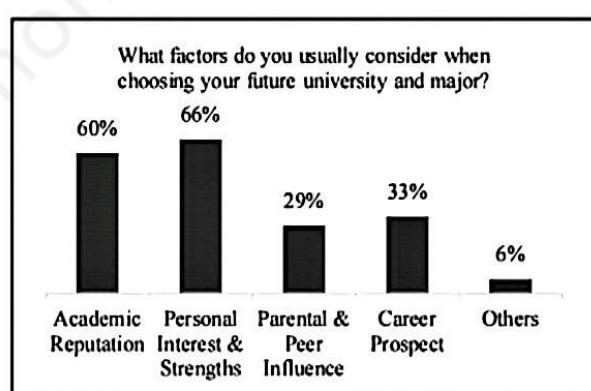
第一节 (满分 15 分)

学校 New Babel 英文杂志社正在开展以“Choosing Universities and Majors”为题的讨论, 请根据图表中的调查结果写一篇短文投稿, 内容包括:

1. 描述影响大学和专业选择的因素;
2. 你的观点。

注意:

1. 写作词数为 80 个左右;
2. 请按照如下格式在答题卡的相应位置作答。



Choosing Universities and Majors

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。

Amanda and Susie might be sisters, but they'd never got on. You'd think they would, with only two years between them. Yet from the minute Susie was born, Amanda knew the baby resented her.

Now, despite being in their fifties, the hatred was still fresh in their minds. The only thing they had in common was that they both adored their mother. Then one day, when Amanda was in the classroom, teaching a particularly challenging group of teenagers, her father rang with the terrible news that their mother had died suddenly. Both sisters were stricken with grief, but Susie, who'd been looking after her granddaughter when she got the call, was also upset that their father hadn't informed her first.

Then their father told them about their mother's will. "She's left you the painting." He seemed to be addressing them both the painting – the source of one of their biggest childhood arguments. Their mother had decided that it would be nice to have a photo of both her girls.

"Did Mum leave the portrait to me?" asked Amanda. No, Susie wanted to say. Surely her mother couldn't have been so biased. "In fact," replied their father, "she's left it to both of you."

"How's that going to work?" asked Amanda. "We live miles apart." "Thankfully," muttered Susie. Amanda shot her a displeased look. "The will demands that you each have it for six months and then swap over, for as long as you both live."

So, every six months Amanda and Susie drove to a service station between their homes and carefully handed over the painting.

Two years passed. The funny thing was that the sisters saw more of each other than they had done for years. Sometimes Susie tried to start a conversation, and Amanda claimed she had to dash. Sometimes it was the other way round.

But then came a bright winter day when Susie turned up for the handover, and her sister wasn't there. Amanda was often late, but never three hours late. She wasn't even replying to Susie's "Where were you" texts.

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。

All kinds of thoughts ran through Susie's head as she drove to the hospital.

"I think that's the first time you've ever said those words to me." Amanda squeezed her sister's hand.