

2024-2025 学年度下期 2027届高一下期末考试

英语试卷

考试时间: 120 分钟

满分: 150 分

注意事项:

1. 答题前, 务必将自己的姓名、考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。

第一部分 听力(共 20 题, 每小题 1.5 分, 满分 30 分)

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 did the woman get the book so late?

- A. The post office lost the book.
- B. It was on the way for 3 days.
- C. It was the man's boss's fault.

2. How much does one ticket cost?

- A. \$ 20.
- B. \$ 22.5.
- C. \$ 25.

3. What is the man's attitude towards the cafeteria?

- A. He doesn't mind eating there.
- B. He doesn't like the food there.
- C. He likes the food, but it's crowded.

4. Why does the woman ask the man to copy the note?

- A. His handwriting is good.
- B. He can type quickly.
- C. He is good at computers.

5. What do we learn from this conversation?

- A. The man won't go to the concert.
- B. The woman will go home for dinner.
- C. The man and the woman will eat together.

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 8 题。

6. What does the man cook for dinner?

- A. A pizza.
- B. A hamburger.
- C. A sandwich.

7. What does the woman think of the food?

- A. Very delicious.
- B. Too salty.
- C. A little spicy.

8. Where will they probably have their dinner?

- A. At home. B. At a restaurant. C. In the man's office.

听第 7 段材料，回答第 9 至 11 题。

9. What does the man show to the woman?

- A. His visa. B. His ID card. C. His passport.

10. What does the woman suggest the man do?

- A. Take his luggage with him. B. Carry less luggage. C. Check his luggage.

11. Where are the speakers?

- A. At a bus stop. B. At an airport. C. At a railway station.

听第 8 段材料，回答第 12 至 14 题。

12. What's the relationship between the two speakers?

- A. Brother and sister.
B. Shop assistant and customer.
C. Waitress and customer.

13. What happened to the man's records?

- A. He lost them in Canada. B. He sent them to his sister. C. He broke them accidentally.

14. How much is each of the record?

- A. £ 4.5. B. £ 1.5. C. £ 5.

听第 9 段材料，回答第 15 至 17 题。

15. Where are the two speakers?

- A. In the USA. B. In Europe. C. In China.

16. Why is there no national health insurance here?

- A. The government hasn't realized its importance.
B. The people don't think the government can do it better.
C. The government hasn't paid enough money for it.

17. What does the man think of having good insurance?

- A. Expensive. B. Unnecessary. C. Important.

听第 10 段材料，回答第 18 至 20 题。

18. What service is being advertised?

- A. Carpet cleaning. B. Food service. C. House repair.

19. What is the cost of the service if customers call now?

- A. \$ 15. B. \$ 25.46. C. \$ 29.95.

20. Who is most likely to call for the service?

- A. Master Cleaners. B. Repair workers. C. Housewives.

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 和 D 四个选项中，选出最佳答案。

A

Join us for TransForm, the interactive summer camp that helps you teens find your passion by participating in various activities and connecting with others.

Experience TransForm

TransForm allows you to get to focus on your chosen track through subject matter talks, hands-on workshops, and off-site experiences. However, if you are unsure what track you want, you still get to explore any workshop you want as part of our Explore Workshops. Besides, your parents will also be able to participate in workshops selected just for them to learn about cutting-edge science.

Schedule of Programming

17 July Time 14:00-15:00 15:00-16:30 16:30-18:00	Activities Lead to Change Kick-off Programme Showcase Track Workshops	18 July Time 9:30-11:00 13:00-14:15 14:15-16:20	Activities Career Fireside Chats Youth Panel Track Keynotes
19 July Time 8:00-12:00 13:00-15:00 15:15-16:45	Activities Off-site Experiences Gallery Viewing Adult Workshops	20 July Time 9:00-11:15 13:30-16:00 16:15-17:00	Activities Explore Workshops Keynote Speech Celebration

Programming Tracks

- **Agricultural Science:** Introducing you to areas such as biology, urban farming, and environmental science so that you can explore the field of agriculture
- **Community Booster:** Guiding you to develop innovative solutions for real-world challenges and create transformative progress to benefit all communities
- **Healthy Living:** Empowering you to make healthy decisions in such areas as nutrition and emotional well-being, and lead healthy lifestyles
- **Science Lab:** Leading you to explore the skills you need to succeed in life in key areas like computer science, robotics, and physics

21. TransForm allows the teens to _____.

- A. select workshops for their parents B. prepare track topics for the camp
C. design programme activities D. attend hands-on sessions

22. According to the schedule, which activity can the teens participate in?

- A. Keynote Speech on 17 July. B. Youth Panel on 18 July.
C. Celebration on 19 July. D. Programme Showcase on 20 July.

23. What can the teens do in the Programming Tracks?

- A. Build urban communities. B. Serve as guides on a farm.
C. Learn about healthy living. D. Volunteer in a science lab.

B

Hitting on the idea of gifting books to guests at her local food bank, Emily Rhodes, a London-based writer, founded Bookbanks, a charity, joining forces with Britain's food banks. She aims to encourage ties and feed conversations by serving up books to read, borrow or keep for the whole community. "I was very aware of books being this powerful tool," Rhodes says. "There's another side to books that makes them amazing community builders. Nobody should have to choose whether to 'feed or read'."

Reading enthusiastically as a child, Rhodes went on to study English and kept reading at university and worked in publishing and bookselling before breaking into journalism. She set up Emily's Walking Book Club over a decade ago, and still runs the monthly meetup in Hampstead Heath in London, as well as working as a book critic for the likes of The Guardian and The Spectator.

Starting out with a table loaded with donated books, Rhodes says the effect was surprising. "On that first day there were 35 guests accessing the food bank, and I gave out 50 books. Everybody flooded to the table. There was an instant conversation that began with books and went into other places fast, and the newly formed conversation would last over 10 minutes. So far 2,750 books have been given away."

The concept's success, however, is measured from other angles. It's also about recasting going to the food bank as a pleasing thing instead of a difficult, or even potentially shameful, chore (麻烦事). "People are often in low spirits and there's a lot of waiting," Rhodes explains. "Bookbanks changes the balance of how people think about that space and turns it into something more hopeful." Reviews from users speak volumes. "I take books home to read with my son. It's the best time; we are quiet together," says Yusuf.

24. Why did Rhodes set up Bookbanks?

- A. To encourage kids' reading.
- B. To combine education with food.
- C. To explore the power of books.
- D. To strengthen community bonds.

25. What can we learn about Rhodes from paragraph 2?

- A. She's involved with books through her life.
- B. She started her career as a journalist.
- C. She's been gifted in writing since childhood.
- D. She keeps a sharp eye on the book industry.

26. What do the figures show in paragraph 3?

- A. Interaction is more wanted than thoughts.
- B. More people prefer books to food.
- C. Bookbanks has been well-received.
- D. Books of Bookbanks are in short supply.

27. How does Bookbanks affect people going to the food bank?

- A. It raises their hopes in tough times.
- B. It makes their visits positive experiences.
- C. It improves their family relationships.
- D. It changes their attitude towards books.

C

If you want to tell the history of the whole world, a history that does not privilege one part of humanity, you cannot do it through texts alone, because only some of the world has ever had texts, while most of the world, for most of the time, has not. Writing is one of humanity's later achievements, and until fairly recently even many literate societies recorded their concerns not only in writing but in things.

Ideally a history would bring together texts and objects, and some chapters of this book are able to do just that, but in many cases we simply can't. The clearest example of this between literate and non-literate history is perhaps the first conflict, at Botany Bay, between Captain Cook's voyage and the Australian Aboriginals. From the English side, we have scientific reports and the captain's record of that terrible day. From the Australian side, we have only a wooden shield (盾) dropped by a man in flight after his first experience of gunshot. If we want to reconstruct what was actually going on that day, the shield must be questioned and interpreted as deeply and strictly as the written reports.

In addition to the problem of miscomprehension from both sides, there are victories accidentally or deliberately twisted, especially when only the victors know how to write. Those who are on the losing side often have only their things to tell their stories. The Caribbean Taino, the Australian Aboriginals, the African people of Benin and the Incas, all of whom appear in this book, can speak to us now of their past achievements most powerfully through the objects they made: a history told through things gives them back a voice. When we

consider contact between literate and non-literate societies such as these, all our first-hand accounts are necessarily twisted, only one half of a dialogue. If we are to find the other half of that conversation, we have to read not just the texts, but the objects.

28. What is the first paragraph mainly about?

- A. How past events should be presented.
- B. What humanity is concerned about.
- C. Whether facts speak louder than words.
- D. Why written language is reliable.

29. What does the author indicate by mentioning Captain Cook in paragraph 2?

- A. His report was scientific.
- B. He represented the local people.
- C. He ruled over Botany Bay.
- D. His record was one-sided.

30. What does the underlined word “conversation” in paragraph 3 refer to?

- A. Problem.
- B. History.
- C. Voice.
- D. Society.

31. Which of the following books is the text most likely selected from?

- A. How Maps Tell Stories of the World
- B. A Short History of Australia
- C. A History of the World in 100 Objects
- D. How Art Works Tell Stories

D

A research team, led by Dr. Lee Seung-Hee, Associate Director of the Institute for Basic Science (IBS), has uncovered a fundamental principle of how the brain prioritizes vision and hearing differently depending on whether we are still or in motion. The study provides new insights into the brain’s sensory decision-making processes and how they adapt to behavioral states.

In daily life, we constantly process visual and auditory information to explore the world. For example, when watching a movie, the brain integrates images and sounds to create a unified experience. However, during movement—such as walking down a busy street—the brain may prioritize visual input over sound to avoid obstacles.

Until now, the neural mechanisms behind this sensory prioritization remained unclear. Understanding this process is particularly important for individuals with sensory processing disorders, such as autism or schizophrenia, where the brain may grapple with integrating sensory information effectively. By uncovering how the brain naturally shifts between sensory inputs, researchers hope to pave the way for better treatment for these conditions.

To investigate this phenomenon, the research team conducted behavioral experiments on mice, monitoring real-time brain activity using miniature microscopes and optogenetics, a technique that uses light to control neurons. The mice were trained to respond to both visual and auditory cues while either stationary or running on a treadmill.

The results revealed a striking shift in sensory reliance: When stationary, the mice relied more on auditory cues to make decisions. When moving, their brains prioritized visual input. This suggests that the brain dynamically adjusts sensory weighting based on behavioral context. Sound may be more useful for detecting nearby events when still, whereas vision becomes critical during movement for spatial navigation and stability.

This discovery could have important implications for understanding and treating sensory processing disorders, where the brain may struggle to properly prioritize sensory inputs. Dr. Lee explained, “Our findings demonstrate how the brain flexibly shifts between vision and hearing depending on behavior. Understanding this natural adaptability could lead to improved treatments for those with sensory integration difficulties.”

32. What was the main focus of Dr. Lee’s research?

- A. How behavior boosts the brain function.
- B. How physical state affects sensory focus.
- C. How information is processed by the brain.
- D. How sensory input guides decision-making.

33. Why is this research particularly important for people with autism or schizophrenia?

- A. Because they rely more on hearing than vision.
 - B. Because their movement speed affects their vision.
 - C. Because their brains cannot process any sensory input.
 - D. Because they may struggle to properly integrate sensory information.
34. How did the researchers investigate sensory prioritization in mice?
- A. By tracking their brain activity during sensory tasks.
 - B. By monitoring their adaptation to light and sound.
 - C. By recording their instant reactions to movement.
 - D. By comparing corresponding human behavior.
35. Which of the following is the best title for the passage?
- A. Autism and Its Effects on Sensory Perception
 - B. The Role of Hearing in Human Communication
 - C. How the Brain Processes Movement: A New Study
 - D. Brain's Sensory Switch: Vision or Hearing Depends on Movement

第二节 (共 5 小题; 每题 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。

The teenage years are marked by intense changes — physical, social, emotional, and developmental — that can be difficult to deal with at times. _____ 36 _____ As you grow older, conflicts with family often increase, mainly due to the desire for more independence. Peer (同龄人) pressure also plays a major role, as teenagers are more likely to be influenced by friends while testing boundaries and seeking autonomy.

Conflicts during this time can also arise from the intensity of your emotions and your evolving ability to think abstractly. As you work on forming your individual identity, you may become more focused on the world around you, trying to make sense of your own feelings and form opinions on various issues. _____ 37 _____ As your outlook changes, these struggles may make it more difficult to navigate relationships with family and cope with peer pressure.

While conflicts are a natural part of this stage of life, there are ways to manage and resolve them productively. _____ 38 _____ By expressing your thoughts and feelings clearly, you can prevent misunderstandings and build mutual respect. Equally important is active listening — understanding others' outlook can help you find common ground and reach a resolution.

_____ 39 _____ Staying calm allows you to think more clearly and avoid worsening emotions. Techniques such as deep breathing or temporarily stepping away from the situation can help manage intense feelings. Additionally, turning to trusted adults or peers who have faced similar challenges can help you gain practical strategies for managing emotions.

While conflicts are a normal part of growing up, they can also be opportunities for personal development and self-discovery. _____ 40 _____

- A. Emotional regulation is also essential.
- B. The most effective strategy is communication.
- C. These conflicts are caused by misunderstandings.
- D. With so much going on, it's no surprise conflicts often arise.
- E. This process can lead to internal and external struggles as you grow.
- F. Take it positively, and you can resolve conflicts and boost your growth.
- G. Recognizing the signs helps you become more aware next time a conflict emerges.

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 A、B、C、D 四个选项中, 选出可以填入空白处的最佳选项。

The 81-year-old good friends Ellie Hamby and Sandy Hazelip toured the world in 80 days, proving that adventure doesn't have an age limit.

Their first stop was a location that 41 even many seasoned travelers: the Antarctic. Getting to the southernmost continent first 42 crossing the Drake Passage. "For almost two days, we were rocking and rolling, slipping and sliding through the Passage and we were 43 for dear life," Hamby said. The voyage, however, 44 from their mind as they set foot on the ground of the Antarctic, fascinated by the breathtaking beauty of penguins, icebergs and glaciers.

Since that first adventure, the 45 have visited 18 countries across all seven continents. They 46 camels in Egypt, met elephants in Bali, and observed the Northern Lights in Finland. And despite the challenges international travel 47, the good friends said they finished their trip without any 48. While they're both independent and stubborn, they 49 each other's feelings.

The two shared a crucial piece of advice for travelers worrying about the 50 barrier. "It's the smile. We found it worked wonders because English was not always 51 and that could cover all."

They also encouraged other older people not to let age hold them back. 52 some minor changes in plans — like deciding not to ride a motorbike in Bali because of concerns about falling — their age didn't affect their plan of journey abroad. They said they felt 53 that if they were injured during their trip, their children would be at peace knowing that they were doing what they 54 wanted. Hazelip described 81 as the perfect age to embark on a trip. "Getting older does give us a little bit of wisdom of making 55," she said.

- | | | | |
|-------------------|--------------------|------------------|------------------|
| 41. A. challenges | B. fascinated | C. panics | D. treats |
| 42. A. avoided | B. required | C. allowed | D. prevented |
| 43. A. holding on | B. giving up | C. falling apart | D. setting off |
| 44. A. emerged | B. differed | C. recovered | D. faded |
| 45. A. crew | B. pair | C. couple | D. union |
| 46. A. fed | B. rode | C. trained | D. chased |
| 47. A. withdrew | B. addressed | C. presented | D. doubled |
| 48. A. argument | B. dissatisfaction | C. accident | D. regret |
| 49. A. aroused | B. ignored | C. hurt | D. respected |
| 50. A. sound | B. age | C. language | D. trade |
| 51. A. taught | B. accessed | C. recognized | D. spoken |
| 52. A. Due to | B. Regardless of | C. Apart from | D. Rather than |
| 53. A. thrilled | B. skeptical | C. confident | D. proud |
| 54. A. absolutely | B. eventually | C. immediately | D. probably |
| 55. A. friends | B. decisions | C. comments | D. contributions |

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。

Starting a dream job in a new city, being able to travel for an extended period or 56 (win) a place at a prestigious university abroad are all fantastic opportunities, but they can leave us 57 (feel) sad and alone. This is 58 we call homesickness.

Common symptoms of homesickness include sadness, anxiety and irritability, which also can trigger self-protection responses causing people to withdraw 59 activities and become unmotivated. People 60 (trouble) by the complex emotion for quite a long time.

Psychologist Nilufar Ahmed recommends that people acknowledge homesickness, accept that it will happen and work through their feelings. Connections are important. They need to seek to 61 (full) involve

themselves in their new surroundings, to focus on the positives of their new environment and keep themselves active. She also suggests maintaining contact with home, through video chats or other means, and also to have 62 (remind) of home, such as familiar food. However, other psychologists think it 63 (use) to connect with home because it actually does not prevent people taking up new opportunities.

Homesickness is almost inevitable when we move to 64 new place. Understanding that this is the case, and taking small steps to 65 (less) the impact, can help us make the most of new opportunities.

第四部分 单词拼写 (共 20 小题; 每小题 0.5 分, 满分 10 分)

根据首字母和汉语提示写出单词并用其正确形式填空, 使句子完整, 句意正确。

66. It's just t (典型的) that my journey is on one of the oldest lines, as well as one of the deepest.
67. What makes COF-999 particularly promising compared to other carbon capture materials is its efficiency in releasing carbon dioxide after a (吸收).
68. We were walking on fine, even sand, not w (有褶皱的), as on a flat shore, which keeps the impression of the waves.
69. Caused by exceptionally heavy snowfall within a short period of time, the avalanches destroyed buildings and forests, c (使丧生) over 256 lives.
70. This resulted in over 20 hours of recordings with 700 different sounds by the end of the two-week e (远征).
71. This suggests the actual process of reaching your dream will not only bring you cash but also happiness, as long as you're not sacrificing your actual well-being in the p (追求).
72. This dazzling carpet, really a reflector, drove away the rays of the sun with wonderful intensity, which a (解释) for the vibration which passed through every atom of liquid.
73. With the majority of a (尝试) to climb Qomolangma resulting either in total success or failure, is there also a scientific reason behind this risk-taking?
74. This provided i (了解) into how families share financial lessons across generations.
75. Weather forecasting advanced over time, with more and more instruments to measure temperature, h (湿度) and air pressure.
76. He wanted the sounds to r (引起共鸣) with the audience.
77. Christopher Columbus was an Italian explorer who completed journeys between Spain and the Americas, thus m (标志着) the beginning of European exploration of the Americas.
78. In 1881, an typhoon s (袭击) the small Vietnamese city of Haiphong.
79. The shop sells e (精致的) Li Brocade products, handicrafts with elements of the Li ethnic group, and paintings themed on Hainan, attracting customers from various regions.
80. This reflects a broader environmental threat and u (强调) the urgency of carrying out protection measures.
81. One bite of a dish containing peanuts or milk can cause projectile vomiting, s (肿胀的) eyes, and a closing throat.
82. Besides, the difficulty of trash cleanup is c (相当的, 可观的)
83. It forces you to look deep inside yourself and figure out if you really have the physical, as well as mental, t (坚强) to push when you want to stop.

84. Two young Chinese street dancers have taken the global street dance scene by storm with an innovative performance i_____ (融合) Chinese Kung Fu.
85. Trough these projects, Liu has developed a unique p_____ (人生哲学).

第五部分 写作（共两节，满分 30 分）

第一节（满分 15 分）

假设你叫李华。临近期末，你的英国笔友 John 发来邮件，询问你的假期计划和安排。请你写封邮件，回复他的询问并感谢他的关心。内容要点如下：

- 1、暑假计划和安排；
- 2、表达感谢。

注意：

1. 词数 80 字左右；
2. 可适当添加细节使内容连贯；
3. 文中不得出现真实姓名和校名。

Dear John,

Yours,
Li Hua

第二节（满分 15 分）

阅读下面材料，根据其内容和所给段落开头语续写一段，使之构成一篇完整的短文。

I didn't like Del very much. He always called me by my nickname "Germy", which meant "dirty", instead of my real name "Jamie". Besides, he was known as a troublemaker in school. So when the head teacher, Mr Smith, asked Del to go to his office, I naturally thought that Del had done something mean to someone. Through the window, I caught sight of a smaller boy crying. Del seemed unhappy, too.

He didn't return to class that day. All of us were discussing what had happened to him. What else could such an annoying boy do? "He must have hit the boy and was sent home," I whispered to my friends. Their eyes widened. It felt good to see them so interested in what I said.

The next morning, the whole school was talking about Del being expelled (开除) for beating up a kid. I was surprised that my assumptions were passed on so quickly. So when Del walked into the classroom, all the kids were shocked. The kid next to him shifted their desk away. "What's your problem?" Del asked. "I don't want you to attack me," one kid said. Some laughed. "Yeah, I might," said Del. I could tell he was joking, but many kids thought he admitted he did beat up someone.

During recess (课间休息), Del tried to join the kickball game. "Neither team wants you," one of the players said. "Why?" Del asked, looking confused. "I always played with you guys." They ignored him and went on

playing. Del sat by himself while the rest of the school enjoyed their recess away from him. Del looked lonely and sad, much different from before. I started to feel sorry for him.

Later that day, I learned what really happened. The kid was Del's little brother and he was crying because their mother fell ill and was sent to hospital. I felt even sorrier for what I had said before. I started a rumor.

At recess the next day, I saw Del sitting alone watching the kickball game. Taking a deep breath, I walked over and sat down beside him. "Hey, Del," I said, my voice was a bit shaky. He glanced at me but didn't respond. "You always call me 'Germy', I don't like it. So I think you are a troublesome guy. It is me who started the rumor. But I've heard what really happened with your brother," I continued. "And I'm really sorry for spreading that wrong rumor. I shouldn't have judged you like that." Del finally turned to look at me, his eyes filled with a mix of surprise and relief. "I'm sorry for my previous behavior towards you but it's okay," he mumbled. "Everyone thought the worst of me anyway." "But it wasn't right," I insisted. "You don't deserve to be treated like this."

注意:

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

Now that Del had forgiven me, I decided to do more before the recess was over. _____
